



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“THE EFFECT OF COOPERATIVE LEARNING IN
THE DEVELOPMENT OF READING SKILLS OF
STUDENTS OF 7TH SEMESTER.”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “**THE EFFECT OF COOPERATIVE LEARNING IN THE DEVELOPMENT OF READING SKILLS OF STUDENTS OF 7TH SEMESTER**” prepared by **Ortega Pillasagua Saul Omar** and **Quimi Gonzabay Damaris Rosario** undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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A handwritten signature in black ink, appearing to read "Damarys", is centered on the page. The signature is written in a cursive style with a large initial 'D'. The background behind the signature is a faint, light-colored rectangular area that looks like a watermark or a stamp.

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Declaration

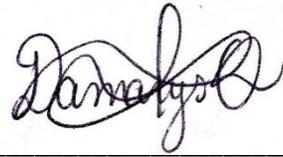
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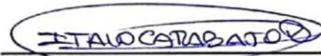
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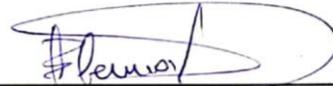
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Ortega Pillasagua Saul Omar

Dedication

I want to dedicate this to my parents, Wider Quimí and Leticia Gonzabay, for taking care of me since the day I was born and for always give me more than I deserve, supporting me in each decision, for teaching me important values and always let me know the real sense of life, although, of not being human beings, I also want to dedicate this project to my dear pets, because they taught me about unconditional love, and give me reasons to be a better person every day.

With love,

Quimí Gonzabay Damarys Rosario.

To the countless hours of hard work, and to the unyielding support of my classmates; I would like to dedicate this to my parents, they are the most important people in my life, Liliana Pillasagua and Omar Ortega, in the same way, I dedicate this to the people that gave me their support during this instance at college, my dear friends, I also dedicate this to each person who reads this research project.

With love.

Ortega Pillasagua Saul Omar.

Abstract

This project is based on analyzing the either positive or negative use of the Cooperative Learning within a problematic that has been evidenced in the students of the 7th semester of the Peninsula State University of Santa Elena belonging to the major of Pedagogy of National and Foreign Languages, in reading skills. In addition, it analyzes which techniques are most used by teachers, based on the aforementioned method. This research is based on a previous survey performed to the same students, who responded to the Cooperative Learning Method as the method of preference for teachers. Also, its methodology is based on the qualitative method using both, one-and-one interviews and focus group techniques data collection, in order to obtain significant and real results. This research resulted in an open-ended conclusion, since results obtained from students were totally opposite with teachers' opinions about the method and techniques applied.

KEY WORDS: Effect of Cooperative Learning - Techniques – Reading skills

Resumen

Este proyecto se basa en analizar el efecto, ya sea positivo o negativo de uso del Cooperative Learning dentro una problemática que se ha evidenciado en los estudiantes del 7mo semestre de la Universidad Estatal Península de Santa Elena pertenecientes a la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, en las habilidades de lectura. Además, se analiza cuáles son las técnicas más usadas por los docentes, basadas en el método previamente mencionado. Esta investigación se basa en una encuesta previamente realizada a los mismos estudiantes, quienes respondieron al Cooperative Learning Method como el método de preferencia por los docentes. Además, su metodología se basa en el método cualitativo utilizando tanto entrevistas individuales como técnicas de recolección de datos para obtener resultados significativos. Esta investigación resultó en una conclusión abierta, ya que los resultados obtenidos de los estudiantes fueron totalmente opuestos a las opiniones de los profesores sobre el método y las técnicas aplicadas.

PALABRAS CLAVES: Efecto del Aprendizaje Cooperativo - Técnicas - Habilidades lectoras

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Introduction

In the realm of education, the quest to enhance students' reading skills has long been a priority. Proficient reading skills are crucial for academic success and lifelong learning. As educators seek innovative approaches to foster reading abilities, Cooperative Learning has emerged as a promising method. Cooperative learning involves structured group activities that encourage students to work together, support one another, and collectively achieve learning goals. This approach capitalizes on the power of collaboration, communication, and active engagement to promote the development of reading skills.

The effect of Cooperative Learning on reading skills has attracted significant attention from researchers and educators alike. Studies have explored its impact across various educational settings, from elementary classrooms to university lecture halls. Through Cooperative Learning, students are not only exposed to diverse perspectives and ideas but also develop crucial social and cognitive skills. By working collaboratively, learners can strengthen their reading comprehension, vocabulary acquisition, critical thinking, and problem-solving abilities.

This study name “The effect of Cooperative Learning in the development of reading skills of students of 7th semester”, which has as main objective to analyze the effect of Cooperative Learning techniques in students’ reading skills, providing crucial information through collaborative learning that was employed to enhance reading skills. Furthermore, this research was created thanks to a previous data obtained by means of a previous survey applied by same students before.

Chapter one describes the main problem and the reasons for which this research is carried out, in the same way it establishes the general and specific objectives to be fulfilled at the end of the research, as well as the formulation of each of the research questions and, finally, the proper justification of such research.

Chapter two includes national and international information previously researched by various authors related to the topic, as well as the bases and theoretical framework that allow the good development of research, the legal basis, and the establishment of study variables.

Chapter three is focused on the methodology that is carried out to obtain the necessary results within the research, in the same way it establishes the method, techniques and instruments to use for data collection, as well as the establishment of the population and the sample to be analyzed.

Chapter 4 analyzes the results obtained from the groups in which this research is focused through previously selected instruments, as well as the correlation that exists with the bibliographic review.

Finally, chapter 5 indicates the reflections of the authors, in the same way it refers to the results obtained and relationship with the objectives of the study, on the other hand, it details the experience, the challenges and motivations presented by the authors.

Chapter I

The Problem

Research Topic

Use of Cooperative Learning in Reading skills.

Research Title

The effect of Cooperative Learning in the development of reading skills of students of 7th semester.

1.1 Problem Statement

Reading comprehension is a very important skill in the learning of the English language, however, not all or not most of students manage to acquire it completely, this is why is important to begin with the analysis about what is happening around the world. In Ecuador, for example, at Universidad Estatal Peninsula de Santa Elena, is the key point to start the research of a problem that has been seen for decades.

In addition, it was observed that the methods applied for the teaching and development of reading skills were not always the best, there were many shortcomings from the organization to the implementation of this, which is why a specific group was selected based on a survey applied at the institution, resulting in Cooperative Learning and its relationship within the learning and improvement of reading in the English language.

According to the Program for International Student Assessment (OECD, n.d.) out of the 64 countries that were evaluated in 2012, half of them (32) showed an enhancement in their

reading abilities. On the other hand, 22 nations did not exhibit any progress, and the reading performance of 10 countries actually declined.

According to the Education Policy and Language Center (2014), around 5% of individuals who took a reading assessment in Ecuador scored below the minimum achievement level, which is higher than the 2% average for other countries that took the same test. Additionally, the Instituto Nacional de Estadísticas y Censos (2012) reports that a significant portion of Ecuador's population - 26.5% - cannot read, while 56.8% have no interest in reading, and 31.7% do not have time to read. Torres (2018) states that a considerable number of students (74%) who took the Ser Bachiller exam in Ecuador displayed insufficient or basic reading skills.

Considering the previous data, around the world but mainly in Ecuador reading skill is poor, for this reason, more techniques and methodologies need to be implemented in the educational environment to improve or try to fix that problem, having in mind that Cooperative Learning could be a good method to try to improve the reading comprehension.

An investigation previously carried out by professors of Universidad Estatal Peninsula Santa Elena showed that at the National and Foreign Languages Pedagogy career, most of the students do not reach the required level, seeking to understand the reason for this and find a possible solution by the professors, the possibility of investigating more closely and thus find the qualities of each problem and its possible solution was evaluated.

According to the project carried out by MSc. Sara Gonzalez and MSc. Italo Carabajo “Metodos para analizar los resultados del aprendizaje y el valor agregado de una educación universitaria con formación para estudiantes de Pedagogía de los Idiomas Nacionales Nacionales y Extranjeros, Facultad de Ciencias de la Educación”, has been shown that Cooperative Learning has many benefits since in this way students have the opportunity to share their ideas, and

knowledge and learn from each other, which helps them to develop a better reading comprehension of what they are learning, that is why teachers must include the various existing techniques related to Cooperative Learning and thus strengthen relationships between students, consequently achieving an effective teaching-learning process.

The present research aims to explain the effect that the Cooperative Learning techniques have on students' reading skills; learning a foreign language such as English requires mastery of reading skills to be able to learn other skills such as speaking, listening, and writing, which are equally or more relevant to understand the language.

1.2 Problem formulation

1.2.1 General question

- What is the effect of using Cooperative Learning Method in reading skills comprehension?

1.2.2 Specific questions

- What are the main techniques used to develop reading skills comprehension applied with the students of the 7th semester?
- What could be the influence when using Cooperative Learning in reading skills comprehension?
- What is the performance of students in reading skills of the 7th semester?

1.3 Objectives

1.3.1 General Objective

- To analyze the effect of the Cooperative Learning Method in Reading skills comprehension in students of the 7th semester of Pedagogía de los Idiomas Nacionales y Extranjeros major.

1.3.2 Specific objectives

- To recognize the Cooperative Learning techniques applied by English teachers for students of the 7th semester.
- To characterize the influence on the effect of Cooperative Learning in reading skills in students of 7th semester.
- To determine the performance of the Cooperative Learning Method in Reading skills in students of the 7th semester.

1.4 Justification

Reading comprehension is a fundamental skill, but is a fact that the majority of teachers do not recognize what are the correct methods to teach it, according to Freitas et al. (2016) teachers do not know how to use correctly the techniques during the teaching learning process, as result students do not acquire the complete knowledge, giving to teachers an important role during this process, Felder and Brent (2007) argued that the use of Cooperative Learning helps to fix mistakes of students but also that students can work together and with this they have a better experience during the process.

This research is important because it is interesting for both parts, teachers, and students because for one hand teachers want to improve their knowledge about reading skill techniques and Cooperative Learning techniques, at the same time helping students during the learning

process, also, it is interesting because could help to understand how Cooperative Learning works to minimize the mistakes during the application.

Likewise, this project is relevant for all the education problem, because it has important point as the reading comprehension and cooperative learning, the mixed of these two helps to improve the practice during the teaching – learning process, G. Jacobs and Ward (2000) adds that there are five important values that cooperative learning have, on the one hand, interdependency, second, they can share their knowledge among them, third, students learn together, fourth, they work in a small groups with the objective to obtain a result together and five, this kind of learning bears great value to all.

Besides, this project is focused on students in 7th semester, from Universidad Estatal Peninsula de Santa Elena, in Pedagogia de los Idiomas Nacionales y Extranjeros major, and the problem during the reading skills comprehension and the techniques applied. To sum up, it is necessary to try to understand what are the main problems that cause the poor students' performance in reading skills, taking as principal methodology cooperative learning to understand what the relationship among them could be.

Chapter II

Theoretical Framework

2.1 Background

To grasp the research problem, it is crucial to provide an overview of the literature review about education, and Cooperative Learning's impact on reading comprehension. Therefore, the theoretical framework of this study concentrates on numerous theories that aim to elucidate the impact of the Cooperative Learning approach on enhancing reading skills.

The process of teaching and learning, also known as education, is described as a planned and sequential set of actions undertaken by both, the teacher, and the learner to achieve desired outcomes. Within this process, the teacher's expectations of the learners and their impact emerge through the interaction between them. Throughout this interaction, teachers consistently strive to influence the learners according to their expectations, while the learners gradually develop themselves following those expectations. In the context of language teaching and learning, learners who are highly anticipated by their teachers will enhance their self-confidence and fully develop their language learning abilities. On the other hand, learners with low expectations placed upon them may feel discouraged and give up on exerting effort, resulting in an incomplete realization of their language potential. (Xu, 2012)

The following section it is provided information based on previous research about different methods, techniques, and authors' theories that influenced the process of teaching learning and how it has an impact on students' outcomes, primarily focused on reading skills.

2.2 Pedagogical Basis

Additionally, Vygotsky's research significantly contributes to the theoretical framework of Cooperative Learning. Vygotsky approached human beings as interactive entities,

emphasizing the role of social interaction in explaining cognitive development. According to Vygotsky, children initially acquire basic cognitive abilities and then develop more advanced skills by engaging with peers and teachers in a social context. These higher-level skills encompass language, thinking processes, problem-solving, and moral reasoning.

Another concept that Vygotsky focused on, is internalization, which refers to the individual's cognitive integration of thoughts, behaviors, or attitudes experienced for the first time in a social environment. He argues that social interactions and cultural symbols play crucial roles in the learning process, and individuals must engage in social interactions with more competent and knowledgeable peers or family members/teachers to enhance their learning or acquire new knowledge. (Erbil, 2020)

Besides, according to Vygotsky's theory in 1962 as cited by Rahaman (2014) where argues that humans utilize tools derived from their unique surroundings, encompassing their culture. In this study, the writer aims to elucidate the significance of collaboration and social interaction in acquiring knowledge from one another.

2.3 Theoretical Basis

2.3.1 Communicative approach

The communicative approach forms its basis on the belief that acquiring language skills effectively happens through engaging in meaningful and real communication. When learners actively participate in authentic conversations, they naturally utilize their inherent language acquisition techniques, which leads to the development of language proficiency. Taking as reference the current era of elevated professional demands that prioritize exceptional

communication abilities, there exists a significant urgency for learners to enhance their English communicative skills. (Jabeen, 2014) Consequently, there is a strong requirement for the successful acquisition of English communicative skills, with communicative ability serving as the primary objective of language instruction. In simpler terms, it becomes crucial to employ the communicative approach when teaching the English language.

In the same way, it is significant to know that around the English language, there are a variety of methods that teachers use for developing great skills in their students, these teaching methods have a big influence since all of them are important to understand the impact that every method have during the teaching-learning process, however, this research is going to be focused just in one of them, the Cooperative Learning Method.

2.3.2 Cooperative learning

According to (Johnson et al, 1994) the Cooperative Learning Method can be described as the creation and utilization of small groups to obtain educational purposes, they also, argued that this method affects students' behavior, attitude, and motivation, so Cooperative Learning is a method in which students work in small groups to obtain a common goal, and for achieve it, every member of the group needs to cooperative together, different research had concluded that this method has changes on students think.

2.4 Cooperative Learning Techniques

2.4.1 Cooperative Techniques for conversation

Talking Chips: This technique helps to foster dialogue and ensure the participation of all students, the objective is that students contribute to the development of different discussions, so, all members of the group must participate, otherwise, another topic of conversation cannot begin. (Kagan, 1992)

Three-Step Interview. Pair members engage in reciprocal interviews. In groups of four, after introducing their classmate to the others, three key responses from the interviews are summarized. (Kagan, 1992) both techniques are focused on interaction to obtain a common result which is the conversation among students.

2.4.2 Cooperative Techniques for information processing

Think-Pair-Share. While the teacher provides an explanation, students are given time to individually answer a question posed by the teacher. The main objective is to make students discuss the question, share ideas with a classmate, and then with the whole class. (Lyman, 1992)

Cooperative Note-Taking Pairs. While the teacher is giving a class explanation, students have the opportunity to exchange the key concepts of the explanation with a peer and enhance their notes by incorporating their classmates' input, (Johnson et al., 2006) also, in Scripted Cooperation, one student assumes the role of synthesizer and the other becomes the listener, allowing the synthesizer to summarize the information while the listener adds complementary details. Together, they create their own summary of the topic (O'Donnell, 1999).

To sum up, those techniques are focusing on sharing information among the participants with the guidance of the teacher and construct the knowledge through the interaction of them, obtaining as a result a complete knowledge with different ideas.

2.4.3 Cooperative Techniques for joint knowledge construction

Teammates Consult: In order to get the team engaged in discussion, they are given a number of activities and then collectively determine how to solve those activities. Once a solution is clear, they resume writing individually. (Kagan, 1992) Moreover, in the Structuring

Academic Controversy technique, student groups research and gather information on a given topic, supporting a specific position. The other pair of the team does the same for the opposing position. Each pair presents and defends its position. Then, the pairs switch positions and select arguments from the opposing pair to further develop. Finally, a summary is created, highlighting the best arguments from each viewpoint. (Johnson & Johnson, 1994)

2.4.4 Cooperative Techniques for problem-solving.

Pair Thinking Aloud Problem Solving: Students work in pairs on various problems, taking turns as solvers and listeners. After each problem, they switch roles. The solver articulates their thinking process out loud while actively solving the problem. The listener closely follows along, aiming to comprehend the solution and offering suggestions if any errors are detected. (Barkley et al, 2005)

Team-Pair-Solo is a cooperative learning technique where students are grouped into teams to complete the same task or related task. First, they solve a problem as a team, then they break into pair, and finally, they solve the task individually, so that the student is allowed to find various solutions to a problem. (Cuseo, 2002).

All these techniques will help students to improve their skills since, a study conducted by (Duran, 2017) concluded that Cooperative Learning improves students' opportunities to interact with a foreign language in real situations, this method helps to reduce the stress inside the classroom, meanwhile, this project wants to describe the effect that Cooperative Learning has in the development of reading skills, also Duran (2017) emphasized the importance of sociocultural theory to involve students in practicing and gaining confidence during reading activities, therefore carry out this project is primordial for understanding the relationship between Cooperative Learning to develop reading skills of 7th semester students.

2.5 Language skills

Language skills refer to the ability to carry out procedures with certain aspects of the language such as pronunciation and grammar. Furthermore, language skills are considered as “know-how of the language” which includes socialization, living, vocation and profession, and leisure. (Council of Europe, 2020)

According to the common European framework, language skills are divided into 2 types, receptive and productive skills, receptive skills are included listening and reading, on the other hand, productive skills are speaking and writing, receptive skills are defined in this way thanks to the fact that students receive and understand it, a good example of this theory is when someone start to read, first set a purpose for reading, then start to read actively and finally understand and have an idea of the topic. (Council of Europe, 2020)

2.6 Reading skills

According to Perfetti (1985), the reading proficiency of an individual is determined by their performance on a reading evaluation, which is influenced by both the language they use and the writing system that represents that language. The writing system converts linguistic units into mental representations that incorporate the elements of the language system. Two crucial aspects of this process are (1) recognizing words and (2) activating cognitive mechanisms that combine these words into meaningful messages.

2.7 Common European Framework

The Common European Framework of Reference for Languages (CEFR) is a global guideline that outlines levels of language proficiency. It employs a six-tier scale, ranging from A1 for beginners to C2 for advanced mastery of a language. This system simplifies the

assessment of language skills for educators, learners, and those involved in language teaching and testing. It facilitates the comparison of qualifications from different exams within a country, enabling employers and educational institutions to make easy and accurate evaluations.

According to the (Council of Europe, 2023) students have the potential to reach the B2 level when they demonstrate the ability to comprehend the primary concepts of intricate texts related to both specific and conceptual subjects, encompassing technical discussions within their specialized field. They can engage in conversations with a certain level of fluency and spontaneity, allowing for smooth interactions with native speakers without significant effort from either side. Additionally, they can produce coherent and comprehensive written content on a wide range of topics and express their viewpoint on current issues by presenting the advantages and disadvantages of various alternatives.

In terms of reading skills, the B2 level can be described as follows: The individual can read with a significant level of independence, adjusting their reading style and speed according to the text and purpose, and selectively utilizing appropriate reference sources. They possess a wide-ranging active reading vocabulary, although they may encounter some difficulty with less common idioms. In terms of reading correspondence, they are capable of comprehending letters and messages related to their field of interest, grasping the essential meaning easily. Even when colloquial language is used, they can understand the content of personal emails or online posts.

Furthermore, reading skills encompass the ability to quickly scan through lengthy and intricate texts to locate relevant details, facilitating orientation. The individual can swiftly determine the content and relevance of news items, articles, and reports on various professional topics, deciding whether further examination is worthwhile. Lastly, they can comprehend articles and reports that address contemporary issues and adopt specific stances or viewpoints. They can

identify when a text provides information and when it aims to persuade readers of something. Moreover, they can recognize different structures within discursive texts, such as contrasting arguments, problem-solution presentations, and cause-effect relationships.

It is crucial to understand how to get a specific level while understanding what skills students need, this research is focused on relating a specific level with a specific skill, it is for this reason that prior knowledge is important for the proper development of the same research.

2.8 Legal basis

2.8.1 *Constitution of Ecuador*

Art. 26.- Education is a right of individuals throughout their lives and an inescapable and inexcusable duty of the State. This is why it is considered a fundamental area within public policies and state investment, so that it can ensure equality, social inclusion, and a fundamental requirement for a satisfactory life. Individuals, families, and society have the right and obligation to be involved in the educational process. (Ministerio de Educación, 2013)

2.8.2 *Ministerio de Educación del Ecuador*

Article 1 (0052-14) establishes that from the 2016-2017 school year in the Sierra and 2017-2018 in the Coast, it is mandatory to teach the English language from the second year of basic education to the third year of high school in all institutions in the country, whether public, fiscal, or private. (Ministerio de Educación, 2014)

2.8.3 *Ley Orgánica de Educación Intercultural*

Article 3 (0041-14) establishes the need for public schools to recruit teachers with a minimum qualification of B2, according to the scale of the Common European Framework of

Reference for Languages, to teach the subject of English. In addition, these institutions are required to provide students with the necessary pedagogical resources to ensure adequate learning of the foreign language.

2.9 Variables of the Study

2.9.1 Dependent variable: Reading skills

2.9.2 Independent variable: Cooperative Learning Method

Chapter III

Methodological Framework

3.1 Methods

3.1.1 *Qualitative Methodology*

This study employs qualitative research methods to gather significant insights to describe perceptions and attitudes pertaining to reading. The examination and analysis of the data collection process aim to derive knowledge and draw conclusions for this work. Additionally, relevant literature will be referenced in this section to aid in identifying the appropriate study methods.

According to Mack et al. (2005) qualitative research is a type of "scientific research", which aims to find solutions to a specific question(s), following a well-defined set of procedures to address the question, in this way gathers relevant evidence which translates into results that have a wider relevance beyond the limits of the study.

Qualitative research also enables researchers to delve into personal and social contexts, thereby gaining a deeper understanding of human experiences and the various factors that shape them. Qualitative strategies provide unique benefits to researchers that quantitative methods are unable to provide. (Arlington, n.d.)

This methodology will help to understand the relation that exist between the method applied and how it helps during the reading skill comprehension, through the different answers that are going to be obtained, there are two groups that will be focused during this research, students with focus group data collection technique, and teachers with one-and-one interview, of

seventh semester in the major Pedagogía de los Idiomas Nacionales y Extranjeros at UPSE university.

3.2 Type of Research

3.2.1 Phenomenological Studies

(Creswell, 2013) argues that Phenomenological studies enable us to grasp the significance of individuals' lived experience. A study conducted using phenomenological methods delves into people's personal experiences and centers on their encounters with a specific phenomenon. Phenomenologists emphasize the depiction of shared elements among all participants as they undergo the same phenomenon.

On the other hand, according to (Smith & MacGregor, 1992) the phenomenology could be described as the study of experience, having as common goal the inspection of experience and the explanation that those experiences can give, although the meaning of each experience can change the meaning depending of each participant.

3.3 Data Collection Techniques:

3.3.1 Focus Group

In order to facilitate a general base on students' reading skill process, they are going to be evaluated in a focus group activity, with the objective to have a clear knowledge about the relation between reading and cooperative learning.

3.3.2 One-On-One-Interview

Also, teachers will be interviewed in order to know what are the techniques that they use at the moment to apply the method selected, in this case, cooperative learning method, in the same to know what their opinions about the effectiveness are of using it.

3.4 Instruments

3.4.1 Questionnaire

(Creswell, 2013) define the questionnaire as the form that is used in a survey in which the participants of a study conclude and remit the answer, although, in the definition of questionnaire there are many types of them, but the objective continues being the same, give some answer to the selected population and receive as answer the information. To obtain the necessary data related to reading skills, was necessary to apply a questionnaire on students, focusing it on the effect that cooperative learning has on them, for this was necessary to make a multiple-choice reading activity, so the students were able to demonstrate the influence that Cooperative Learning has on 7th semester students' reading skills.

3.4.2 Open ended question

The type of question selected for this research is open-ended question in which participants are able to answer the question based on the knowledge and previous experience related to the topic, alongside, this survey has 5 questions, on the other hand, this project also is a face-to-face interview that is going to be applied for teachers. The main objective of this questionnaire is obtaining specific information about the effect that cooperative learning has in reading skills comprehension, and the group that is going to be surveyed are teachers. Data Collection Processing and Resources (What/Where/When/How/What for did you collect information?)

Table 1

Basic Questions	Explanation
1. What?	To recollect information

2. Where?	At Universidad Estatal Península de Santa Elena
3. When?	June 22nd, 2023
4. How?	Questionnaire, interviews
5. What for?	To analyze the influence that exist among Cooperative Learning and reading skills, to explain what are the techniques applied for teachers during the class focused on the implementation of reading skill in class.

3.5 Population and sample

3.5.1 Population

The population chosen for this research project were 32 students of 7th semester students and four teachers of Pedagogia de los Idiomas Nacionales y Extranjeros from Universidad Estatal Peninsula de Santa Elena.

3.5.2 Sample

Furthermore, the present work has the sample of 12 of 32 seventh semester students, and 4 teachers, this project going to be worked just with a specific number of students with the objective to obtain a global answer that will represent the total of people that are in the course.

2. Have you applied Cooperative Learning technique to enhance reading skills? Why yes. Why not?

Figure 2

Cooperative Learning technique to enhance reading skills.



Note. The word “reading” was the most common among the answers, followed by “students”, “help” and “ideas”.

Analysis: According to the interview, all the interviewers have applied the cooperative learning technique, on the other hand one of them consider that the students that have more knowledge could help the students that perhaps could present more difficulties related with the reading skill.

3. What techniques from Cooperative Learning Method have you applied most in reading skills?

Figure 3

Most used Cooperative Learning techniques.



Note. The word “techniques” was the most common among the answers, followed by “students”, “questions” and “group”.

Analysis: According to the answer received in the interview, the most common techniques using during the applied of cooperative learning method are: “Active Knowledge Sharing” because this technique enhance critical students to think, also “Think-Pair-Solo” was selected for 2 participants because it motivates students to share ideas among them related to the reading.

4. Do you think Cooperative Learning could be an effective method to improve reading skills in students? Why yes or why not?

Figure 4

Cooperative Learning for the improvement of reading skills



Note. The word “effective” was the most common among the answers, followed by “learning”, “control” and “management”.

Analysis: 4 out of 4 interviewers agreed that this method is effective if teachers know how to apply it, and need to take in control many aspects, like class management, students’ motivation and attention because those factors could give as result that just one of two students in the group work and the rest just wait and lost the time, it was the principal problem for the interviewers.

- 5. According to your previous experience as an English teacher, do you consider that students on the 7th semester have the necessary level in reading skills?**

Figure 5

7th semester students’ necessary level in reading skills



Note. The word “reading” was the most common among the answers, followed by “students”, “practice” and “skills”.

Analysis: 4 out of 4 interviewers agreed that not all 7th students have the necessary level in reading skills, there are some students that need more attention, one responder make emphasis in the fact that students need more strategy and the rest of participants concluded that students need more practice to achieve the level.

4.2 Interpretation of data from the focus group

During the reading skills comprehension activity applied to the 7th semester participants, an observation sheet was used to achieve a better analysis of why the results were obtained. Next, the observation sheet.

OBSERVATION SHEET

1. General data
 - 1.1. Authors of the instrument: Ortega Pillasagua Saul Omar, Quimí Gonzabay Damarys Rosario.
 - 1.2. Institution: Peninsula State University of Santa Elena
 - 1.3. Instrument reason for the evaluation: Data collection (Questionnaire of questions)
 - 1.4. Title of the research project: THE EFFECT OF COOPERATIVE LEARNING IN THE DEVELOPMENT OF READING SKILLS OF STUDENTS OF 7TH SEMESTER.”

Table 2

INDICATORS	DEFICIENT	REGULAR	GOOD	VERY GOOD	EXCELLENT
STUDENTS' ATTITUDE TOWARDS ACTIVITY					
1. Activity complete				X	
2. Time to solve the activity				X	
3. Students' behavior			X		
4. Students' seriousness			X		
5. Students' motivation			X		
Observation: the sample of students selected show cooperation for the development and fulfillment of the established activity.					
RELATION AMONG MEMBERS OF THE GROUP					
6. Time that students take to make groups		X			
7. Use of foreign language by students		X			
8. Interaction among students of the group			X		
9. Cooperation among members of the group			X		

<p>Observation: when the sample were divided into groups according to their personal decision, can be noticed that they do not use the foreign language despite the activity was implemented in this language, also take time that they create a group of 4, although, the interaction and cooperation among the member was good.</p>					
RELATION WITH THE AUTHORS					
10. Attitude toward authors		X			
11. Ask for help		X			
<p>Observation: Apart from listen the instruction, the sample do no interact with the authors and in spite of ask if help was needed, they use this resource in a really poor way.</p>					

The focus group selected were 12 of out 32 participants of 7th semester, in order to apply the method selected in this project, 12 participants were divided in 3 groups of 4 people, and they worked in order to complete a reading activity composed of 5 reading exercises, the results are:

Table 3

Results obtained in group number 1 during the appliance of Team-Pair Solo technique.

Exercise	Correct	Incorrect
Q° 1	0	4
Q° 2	0	4
Q° 3	2	2
Q° 4	4	0

Q° 5	2	2
TOTAL	8	12

Note: This board shows that the majority of participants' answers are incorrect while the correct answers are showed on a lesser level in the group number 1.

Table 4

Results obtained in group number 2 during the appliance of Team-Pair Solo technique.

Exercise	Correct	Incorrect
Q° 1	1	3
Q° 2	0	4
Q° 3	0	4
Q° 4	2	2
Q° 5	0	4
TOTAL	3	17

Note: This board shows most of answers are incorrect in the group number 2.

Table 5

Results obtained in group number 3 during the appliance of Team-Pair Solo technique.

Exercise	Correct	Incorrect
Q° 1	0	4
Q° 2	4	0
Q° 3	1	3
Q° 4	3	1

Q° 5	1	3
TOTAL	9	11

Note: This board registers a balance between answers, however, the incorrect answers overcome the correct ones in the group number 3.

Table 6

General analysis of the results obtained by all the groups during the application of the technique.

General results of groups	Bad	Regular	Good	Very good
1. Group 1		X		
2. Group 2	X			
3. Group 3		X		

Analysis: As can be observe in the board presented the results obtained in the reading activity in which was applied the cooperative learning technique Team-pair solo, the results are regular or even bad, giving as conclusion that this technique does not have a positive effectiveness for the 7th semester students in the reading ability

4.3 Interpretation of the results.

In order to have a better understanding and analysis of the answers from the interviewees, a focus group was used with the participants as a data collection instrument, those instruments were applied in order to obtain real and authentic information.

4.3.1 Analysis and discussion of the interview

According to the interviewees, all of them agreed that Cooperative Learning teaching method is a very useful tool if teachers really know how to use and take advantage of it, since the objective of this is to make students find out solutions to the different problems they could face, and those results agreed with Johnson's theory, which argued that the Cooperative Learning Method can be described as the creation and utilization of small groups to obtain educational purposes, so Cooperative Learning is a method in which students work in small groups to obtain a common goal, and for achieve it, every member of the group needs to cooperative together, different research had concluded that this method has changes on students think.

4.3.2 Analysis and discussion of the focus group

In the same way another important conclusion obtained from the interviewees was that during the appliance of Cooperative Learning technique students can participate actively among them and share ideas helping themselves and this result is related with communicative approach, which is defined as the engaging of students throughout meaningful and real communication and participation.

Also, what was observed during the focus group, the team pair-solo was the technique applied because participants worked together for the task in order to obtain the solve of the problem, despite of that it was a group activity, the task was accountable as individual, and it can be demonstrate in the different results of each member of those groups, since Team-Pair-Solo is

a Cooperative Learning technique where students are grouped into teams to complete the same task or related task. First, they solve a problem as a team, then they break into pair, and finally, they solve the task individually, so that the student is allowed to find various solutions to a problem.

Other objective of this research was to find out the real and current level of PINE 7th semester participants, according to the Common European Framework, the B2 level in reading can be explained as in the follow concept: Where the individual can read with a significant level of independence, adjusting their reading style and speed according to the text and purpose, and selectively utilizing appropriate reference sources, otherwise the obtained results in the focus group demonstrate the contrary, due the fact that the exercise carried out with the students, did not get the desire results.

Chapter V

Reflections of the Study

The research project presented “The effect of Cooperative Learning in the development of reading skill of 7th semester students” was carried out with the main objective of analyze the influence that Cooperative Learning has in order to develop the reading skills in a real learning environment. To perform the research process was necessary to apply different data collection techniques, such as Focus group and One-on-one interviews to obtain the necessary and important information related to the research topic.

First, the study examined through different opinions and experiences what are the most cooperative learning techniques applied by teachers, this making sense with the objective of recognize the Cooperative Learning techniques applied by them during their experience of being teacher, giving as result two different techniques that were applied by them mostly.

Secondly, this study aims to characterize what is the influence of Cooperative Learning in students, according to the results, the influence is negative due to the fact that at the moment of the application of data collection technique with the students, the results obtained from them were daunting, due to the fact that the focus group activity give as conclusion more incorrect answers per correct during the appliance of the technique selected.

Last but not least, despite the good and positive answers obtained by the interviewers about the effect of Cooperative Learning Method in reading skills, as was explained before, the 7th semester students showed the contrary, giving as result that the activity carried out through these techniques have not been sufficiently studied or applied correctly in order to obtain positive results,

although that does not mean that it cannot be changed, it open doors to look for new ways to applicate those techniques in a positive way.

Carrying out this research was a mixture of emotions, although it was not easy, it gave the opportunity to conclude a project, something that turned out to be new and of great value since, the results obtained in this research will be of great help to the college community and future students, since thanks to the techniques used it was possible to obtain truthful information from both sides, which would help to understand what might be the best techniques to apply with students for the development of reading skill in the English language, since, like the other skills, it is important to develop it, in the most effective possible way, since, English is a language that is spoken almost in most of the world, so its implementation and improvement is necessary.

During the research process, one of the key benefits was the enthusiastic collaboration of the interviewed participants and focus group members. This cooperation generated a positive and enabling environment for data collection, resulting in a useful and helpful study experience. The willingness of participants to share their experiences, knowledge and opinions contributed significantly to enriching the results obtained.

However, writers also faced challenges during the investigation. One of the main challenges was the lack of relevant information at national level. This limitation hindered access to reliable and relevant secondary data, which implied greater reliance on primary data collection through interviews and focus group. Despite this obstacle, the writers managed to overcome this difficulty through a more focused approach on the experiences and opinions of the participants, which allowed them to obtain a more detailed and complete view of the subject under study. It is

also important to note that these types of challenges related to the lack of information at the national level highlight the importance of research and the need to generate more knowledge in the area. The lack of data available at the national level may indicate a research gap or an opportunity for future studies to address this knowledge gap.

One of the life lessons learned by writers during this research was the fact that despite having a solid foundation for starting an investigation, it is necessary to investigate further the problem in order to supplement the information previously obtained so that a possible solution to the problem can be found, since the research carried out yielded negative results, which would give way to more researchers interested in finding and complementing a possible answer to the problem.

Before starting the research, it was thought that the Cooperative Learning method was beneficial, and this idea has not changed, since the techniques applied in this method are beneficial for both parts, however, during the development of the research it became clear that the correct application of the techniques is of vital importance for positive results, since without this no positive results would be achieved, this could be evidenced by negative results obtained in the focus group, which indicates that students do not achieve the learning results at the study level, this shows us that practice outside the classroom is also necessary to reinforce knowledge and that autonomous learning is of vital or equal importance.

That is why, as part of the suggestions, the writers recommend giving priority and greater importance to autonomous learning, since, as reflected in this research, despite the fact that the teacher has solid bases and knowledge, with adequate techniques, this will not make a difference if the student does not collaborate at the time of the application, in addition to creating a learning deficit that discourage students, for this reason a possible solution is directed towards autonomous

learning, where the student reinforces and feeds back what was previously learned during the classes.

To discover the underlying reasons behind the method's ineffectiveness and its techniques in this specific context, further research would be essential. This additional study could involve exploring factors such as student characteristics, instructional methods, curriculum design, and teaching techniques employed in the educational program. By delving into these aspects, researchers could gain a clearer view of the specific challenges facing students in the 7th semester of PINE that hinder the successful application of techniques.

Finally, it would be valuable to compare the experiences of these students with those of other educational programs or institutions to identify any unique contextual factors that may contribute to misapplication. Understanding these contextual particularities can provide a fuller understanding of why techniques previously considered effective do not achieve the desired results in this particular environment, would be beneficial to explore possible modifications or adaptations to the techniques.

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Annexes

ANNEX 1: Certified anti-plagiarism system

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA LENA FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES YEXTRANJEROS

La Libertad, 20 de julio de 2023

CERTIFICADO COMPILATIO

En calidad de tutor del trabajo de titulación denominado “**THE EFFECTS OF COOPERATIVE LEARNING IN THE DEVELOPMENT OF READING SKILLS OF STUDENTS OF 7TH SEMESTER**”, elaborado por **Quimí Gonzabay Damaris Rosario** y **Ortega Pillasagua Saul**, estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros con mención en Inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido con los requerimientos exigidos de valoración, el presente proyecto, se encuentra con un 1% de la valoración permitida, por consiguiente se procede a emitir el siguiente informe.

Adjunto reporte de similitud.

Atentamente,



Lcda. Sara González Reyes, MSc.

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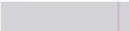
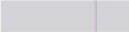
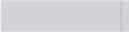
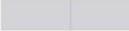
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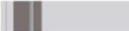
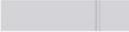
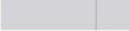
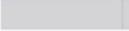


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2	 repositorio.upse.edu.ec Teaching techniques to improve english pronunciation to ... https://repositorio.upse.edu.ec/bitstream/46000/6338/1/UJPE-TPF-2021-0005.pdf	< 1%		Palabras idénticas : < 1% (15 palabras)
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4	 webs.uab.cat Cooperative learning techniques – Grup de Recerca sobre Aprentena... https://webs.uab.cat/grai/en/cooperative-learning-techniques/	< 1%		Palabras idénticas : < 1% (11 palabras)

Fuentes ignoradas Estas fuentes han sido retiradas del cálculo del porcentaje de similitud por el propietario del documento.

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Documento de otro usuario #ee1b55 El documento proviene de otro grupo	35%		Palabras idénticas : 35% (2325 palabras)
2	 Documento de otro usuario #7a9b7a El documento proviene de otro grupo	15%		Palabras idénticas : 15% (1076 palabras)
3	 Documento de otro usuario #d42036 El documento proviene de otro grupo	15%		Palabras idénticas : 15% (1065 palabras)
4	 Documento de otro usuario #6eba07 El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (27 palabras)
5	 Documento de otro usuario #49d88d El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (18 palabras)
6	 Documento de otro usuario #69ac11 El documento proviene de otro grupo	< 1%		Palabras idénticas : < 1% (11 palabras)

ANNEX 2: Observation sheet

INDICATORS	DEFICIENT	REGULAR	GOOD	VERY GOOD	EXCELLENT
STUDENTS' ATTITUDE TOWARDS ACTIVITY					
12. Activity complete					
13. Time to solve the activity					
14. Students' behavior					
15. Students' seriousness					
16. Students' motivation					
Observation:					
RELATION AMONG MEMBERS OF THE GROUP					
17. Time that students take to make groups					
18. Use of foreign language by students					
19. Interaction among students of the group					
20. Cooperation among members of the group					
Observation:					

RELATION WITH THE AUTHORS					
21. Attitude toward authors					
22. Ask for help					
Observation:					

ANNEX 3: One-on-one Interviews

Question for teachers' interview

- 1) Have you ever applied cooperative learning techniques in your classes? Why yes? Why not?
- 2) Have you applied cooperative learning technique to enhance reading skills? Why yes. Why not?
- 3) What techniques from cooperative learning method have you applied most in reading skills?
- 4) Do you think cooperative learning could be an effective method to improve reading skills in students? Why yes or why not?
- 5) According to your previous experience as an English teacher, do you consider that students on the 7th semester have the necessary level in reading skills?

ANNEX 4: Focus group

Results of Focus group activity

Figure 6

Answers of group N° 1

Name: Henna Mendoza Course: 7
 Date: 22 July 2023 Group # 1 2/5

PET EXERCISE

Read the text and then answer questions 1-5.

Different Colours can affect us in many different ways; that's according to Verity Allen. In her new series 'Colour me Healthy', Verity looks at the ways that colours can influence how hard we work and the choices we make. They can even change our emotions and even influence how healthy we are.

'Have you ever noticed how people always use the same colours for the same things?' says Verity. 'Our toothpaste is always white or blue or maybe red. It's never green. Why not? For some reason we think that blue and white is clean, while we think of green products as being a bit disgusting. It's the same for businesses. We respect a company which writes its name in blue or black, but we don't respect one that uses pink or orange. People who design new products can use these ideas to influence what we buy.'

During this four-part series, Verity studies eight different colours, two colours in each programme. She meets people who work in all aspects of the colour industry, from people who design food packets, to people who name the colours of lipsticks. Some of the people she meets clearly have very little scientific knowledge to support their ideas, such as the American 'Colour Doctor' who believes that serious diseases can be cured by the use of coloured lights. However, she also interviews real scientists who are studying the effects of green and red lights on mice, with some surprising results.

Overall, it's an interesting show, and anyone who watches it will probably find out something new. But because Verity is goes out of her way to be polite to everyone she meets on the series, it's up to the viewers to make their own decisions about how much they should believe.

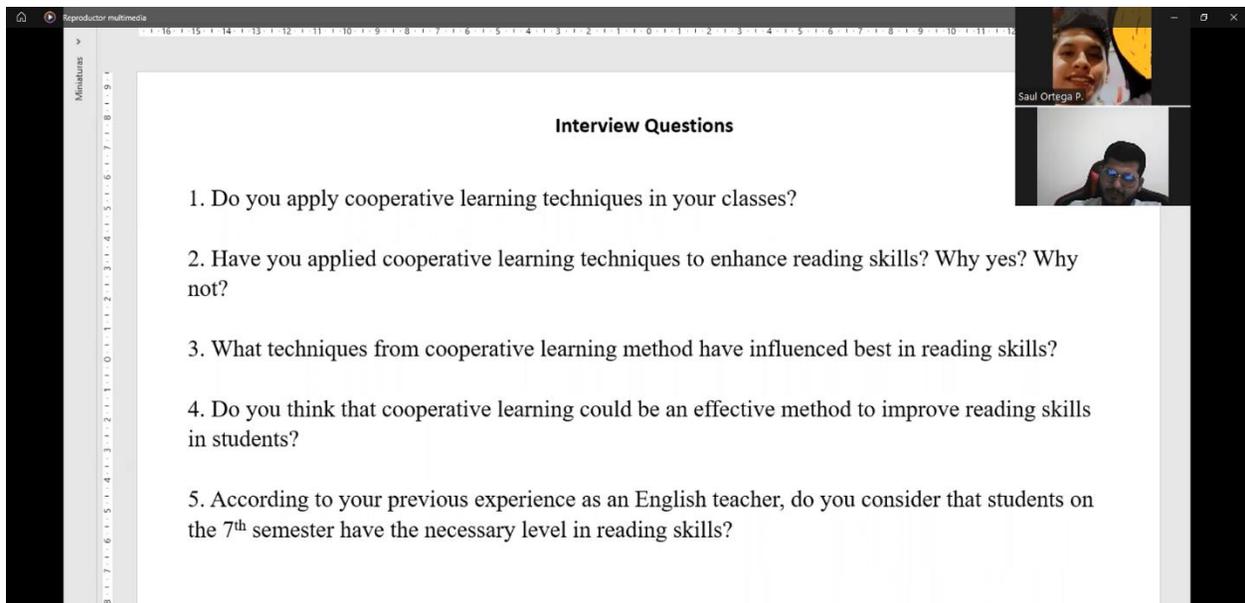
1

What is the writer doing in this text?

- giving information about how colours influence us X
- reporting what happens in a new television series
- giving information about a television presenter
- giving his opinion of a recent television show

ANNEX 5





The image shows a screenshot of a video conference window. The main content is a slide titled "Interview Questions" with five numbered questions. In the top right corner, there are two small video thumbnails. The top one shows a man with the name "Saul Ortega P." below it. The bottom one shows another man. The window has a "Reproductor multimedia" title bar and a timeline on the left side.

Interview Questions

1. Do you apply cooperative learning techniques in your classes?
2. Have you applied cooperative learning techniques to enhance reading skills? Why yes? Why not?
3. What techniques from cooperative learning method have influenced best in reading skills?
4. Do you think that cooperative learning could be an effective method to improve reading skills in students?
5. According to your previous experience as an English teacher, do you consider that students on the 7th semester have the necessary level in reading skills?