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**SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

**“ADVANTAGES AND DISADVANTAGES OF  
GROUP WORK ON THE IMPROVEMENT OF  
READING SKILLS”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

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

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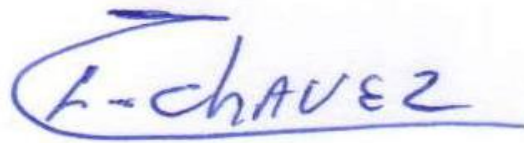
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### **Advisor's approval**

In my role as Advisor of the research paper entitled **ADVANTAGES AND DISADVANTAGES OF GROUP WORK ON THE IMPROVEMENT OF READING SKILLS** prepared by **Macias Silvestre Luis Angel** and **Vallejo Muñoz Alanis Nicole** an undergraduate student 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,

A handwritten signature in blue ink that reads "L-CHAVEZ". The signature is written in a cursive style with a large, sweeping initial "L" that loops back under the rest of the name.

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## Statement of Authorship

We, MACÍAS SILVESTRE LUIS ANGEL with ID number 0928147743 & VALLEJO MUÑOZ ALANIS NICOLE, with ID number 2450809971, undergraduate students from School of Education Science and Languages, Universidad Estatal Península de Santa Elena, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project “ADVANTAGES AND DISADVANTAGES OF GROUP WORK ON THE IMPROVEMENT OF READING SKILLS”, certify that this study work is our authorship, except for statements, and reflections used in this research paper.



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## Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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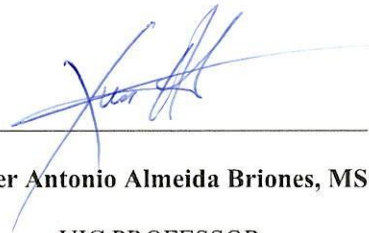
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## **Acknowledgment**

### **Acknowledgment I**

I want to thank my parents for always supporting me and providing me with the means to continue my studies, no matter how tough things were. Their unwavering encouragement has been a pillar of strength for me. Also, I am grateful to my classmate Alanis Nicole for her constant support in making this project successful. Without her dedication and help, this achievement wouldn't have been possible.

-Macías Silvestre Luis Angel

### **Acknowledgment II**

I want to thank infinitely my main emotional support, Adriana, Joselyn, Yarot, Camila, and Nelly, who are my siblings I love with all my heart, for whom I walk every day, and who inspire me to be better. Thanks to my parents, Shirley and Adrián, who supported me and gave me the schooling where I found my vocation, and also for their financial support in all my studies. I am very grateful to my grandfather, Angel, for giving me a roof over which to live with me and my siblings; sincerely, I would not know where I would be without that great help. Thanks to life that makes me face different obstacles that have made me who I am so far. Finally, I want to thank my thesis partner Luis for accepting me to do this thesis together.

-Vallejo Muñoz Alanis Nicole

## **Dedication**

### **Dedication I**

I dedicate this project to my parents, who have always believed in me, inspired me to follow my dreams, and helped me become the person I am today. Their constant support and guidance have been crucial in shaping my goals and accomplishments.

-Macías Silvestre Luis Angel

### **Dedication II**

I dedicated this project to my teachers and tutors, whose passion and dedication for every subject inspired me to deepen my studies and be a teacher too. Thank you for your guidance and support throughout my academic career.

-Vallejo Muñoz Alanis Nicole

## **Abstract**

This thesis explored the advantages and disadvantages of using group work to improve reading skills among primary school students. The study employed a qualitative methodology, utilizing face-to-face interviews with teachers to investigate this approach. The findings indicated that group work can foster collaborative learning, encourage active engagement, and develop essential social skills. However, the research also identified potential drawbacks, such as uneven participation, social loafing, and the risk of reinforcing weaker reading abilities within the group. The thesis concluded that group work can be an effective instructional strategy for enhancing reading skills, but it requires careful planning and facilitation by teachers. Finally, key recommendations included providing clear guidelines, assigning specific roles, monitoring group dynamics, adapting groups based on reading ability levels, offering continuous support and feedback, and cultivating metacognitive strategies. The study underscored the need for a balanced approach that maximizes the benefits of collaborative learning while mitigating the challenges. Further research is necessary to explore the long-term impacts and optimal implementation approaches for different age groups and reading proficiency levels.

**KEY WORDS:** Advantages, disadvantages, reading skills, group work.



## Resumen

Esta tesis exploró las ventajas y desventajas del uso del trabajo en grupo para mejorar las habilidades de lectura en estudiantes de primaria. El estudio empleó una metodología cualitativa, utilizando entrevistas cara a cara con maestros para investigar este enfoque. Los hallazgos indicaron que el trabajo en grupo puede fomentar el aprendizaje colaborativo, promover la participación y desarrollar habilidades sociales esenciales. Sin embargo, la investigación también identificó posibles inconvenientes, como la participación desigual, la disminución del esfuerzo individual en grupos grandes y el riesgo de reforzar habilidades de lectura más débiles dentro del grupo. La tesis concluyó que el trabajo en grupo puede ser una estrategia instructiva efectiva para mejorar las habilidades de lectura, pero requiere una planificación y facilitación cuidadosa por parte de los maestros. Entre las recomendaciones clave se incluyeron proporcionar pautas claras, asignar roles específicos, monitorear la dinámica del grupo, adaptar los grupos según los niveles de habilidad lectora, ofrecer apoyo continuo y retroalimentación, y fomentar estrategias metacognitivas. El estudio subrayó la necesidad de un enfoque equilibrado que maximice los beneficios del aprendizaje colaborativo al tiempo que mitiga los desafíos. Se requiere más investigación para explorar los impactos a largo plazo y los enfoques óptimos de implementación para diferentes grupos de edad y niveles de competencia lectora.

***PALABRAS CLAVES:*** *Ventajas, desventajas habilidades de lectura, trabajo en grupo.*

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## **Introduction**

The development of reading skills in English as a Foreign Language (EFL) remains a significant challenge for many students. While group work has been proposed as a potential strategy to improve reading comprehension and fluency, there is limited empirical research on its effectiveness and the specific factors that influence its success.

This study aims to explore the advantages and disadvantages of using group work to enhance reading skills among primary school EFL students. By examining the perspectives of teachers who have implemented group work strategies, the research seeks to identify best practices and potential pitfalls to guide educators in effectively incorporating group work into their instructional approaches.

English learning is necessary for students of every career, especially because in Ecuador it is obligatory to complete an English Level depending on each career before graduating, that includes domain the principal four skills that are listening, speaking, reading, and writing; the lack of reading is a problem in Ecuador. Furthermore, reading is the key for scholarly achievement and continuing learning, including bunch work that is used to upgrade abilities to understand.

Group work, involving peer collaboration, can enhance understanding and adaptable skills like collaboration and administration. However, improper management can lead to demotivation and disengagement, especially if students perceive group activities as irrelevant or unproductive. Therefore, educators must design purposeful, structured, and aligned group work with learning objectives to maximize its benefits and mitigate its drawbacks.

## **Chapter I**

### **The Problem**

#### **1.1 Research Topic**

Strategies and didactic resources teaching foreign languages.

#### **1.2 Title of project**

Advantages and Disadvantages of Group Work on the Improvement of Reading Skills

#### **1.3 Problem Statement**

The English language is an important foreign language that is studied and learned around the world, including Ecuador. Its importance has been increasing over the years, learning it has become almost a necessity for students in different areas.

Reading skills are important for both the development of cognitive skills and the acquisition of knowledge. Good reading skills are essential for participating actively in society and the workforce, as well as for learning in all academic subjects. Making educated decisions, solving problems, and growing personally are all impacted by one's capacity to understand written texts.

Qamar (2022) in her study says students have at least a basic knowledge of reading strategies, consequently they face many problems when it comes to their learning strategies. Even if students manage to learn the material in their classes, they will not be able to express their knowledge to other people.

The development of reading skills is a fundamental aspect of academic success and lifelong learning. While various instructional methods exist, the efficacy of group work in enhancing reading proficiency remains a topic of debate.

As stated by Allington (2022) in his work: “You cannot learn much from books you cannot read” something that seems obvious: students need textbooks that they can read. But there are young people who find it difficult to read, even with good classroom instruction and effective remedial interventions that continue throughout middle and high school, they still struggle with the textbooks that filled their backpack. In addition, very few schools offer effective remedial measures for struggling older readers. As a result, many students do not learn much from textbooks they cannot read. This issue influences understudies by possibly blocking their studying expertise improvement if get-together work is not as expected organized or executed. In the public eye, it can influence proficiency rates and people's capacity to successfully appreciate composed data.

According to Cáneppa et al. (2018), changes in a globalized world requires that Ecuadorian students have an acceptable level of English proficiency to be able to participate for international scholarships to compete efficiently in any work field. There is currently a significant deficiency in the teaching process, particularly in public institutions, despite the need for the application of methodologies that help students acquire a high level of English. Although private schools have attempted to offer better results in many cases, the experience of numerous students has shown that they are also affected by the same deficiency.

Therefore, it is important to thoroughly investigate both the positive and negative impacts of group work on the improvement of reading skills, in order to develop effective instructional approaches that maximize the benefits and mitigate the challenges. This will allow teachers to implement stronger, more tailored reading instruction strategies to meet the needs of students.

Not resolving the issue could bring about understudies graduating with deficient understanding abilities, which can restrict their intellectual and expert possibilities. Also, it could propagate differences in education levels, worsening cultural disparities. The issue of insufficient gathering work in creating perusing abilities is far and wide in instructive settings, influencing understudies across different financial foundations and instructive levels.

#### **1.4 General question**

What are the advantages and disadvantages of group work to improve reading skills?

##### **1.4.1 Specific questions**

- What are the advantages and disadvantages of group work?
- What is the teachers' perception about group work to increase their reading skills?
- How does group work facilitate reading comprehension?

#### **1.5 Objectives**

##### **1.5.1 General Objective**

To explore the advantages and disadvantages of group work as a method to improve reading skills.

##### **1.5.2 Specific objectives**

- To determinate the advantages and disadvantages of group work.
- To analyze teachers' perception about group work to increase their reading skills.
- To identify how group work methodology improves reading.



## 1.6 Justification

Further developing reading abilities is crucial for academic success and lifelong learning. In educational settings, various strategies, including group work, are utilized to enhance students' reading comprehension. This research aims to explore the advantages and disadvantages of using group work as a method to improve reading skills among students.

The importance of this study boosts the quest to provide valuable information for educators. When examining the perspectives of teachers who have implemented group work strategies, research can inform the design of effective teaching approaches that leverage the benefits of collaborative learning to support the development of reading skills. Group work offers several significant advantages when it comes to improving reading skills:

Firstly, group work encourages collaboration among students, which can lead to a deeper understanding of the material. As students discuss and dissect texts together, they are exposed to diverse perspectives and interpretations, which can enrich their own understanding. Moreover, group work can foster a sense of community and support, as students work together towards a common goal. This collaborative environment can be particularly beneficial for students who may struggle with reading, as they can receive immediate feedback and assistance from their partners.

Secondly, group work can promote active learning. Instead of passively receiving information, students in group settings are often required to engage actively with the text, whether through discussion, presentation, or teaching their colleagues. This active engagement can help solidify reading comprehension and retention of the material. Additionally, group work can provide opportunities for students to develop

other essential skills, such as communication, leadership, and problem-solving, which are valuable beyond the classroom.

However, group work also has its disadvantages. One potential disadvantage is the uneven distribution of work among group members, which can lead to some students contributing more than others. These issues can reduce the learning experience and may even hinder the development of reading skills. Group work offers a few critical benefits with regards to upgrading understanding abilities:

- It encourages dynamic support and commitment with perusing materials through conversations and cooperative exercises.
- Gives an intelligent climate that propels understudies to peruse and grasp texts.
- Works with the trading of viewpoints and decisive reasoning by presenting understudies to assorted translations of messages.

- Considers peer joint effort, which can expand understanding and certainty, particularly among understudies with understanding challenges.
- Advances the improvement of adaptable abilities like correspondence, collaboration, and administration.

Furthermore, this study addresses a gap in the existing literature. While previous research has explored the general benefits of group work in educational settings, there is limited empirical evidence on its specific impact on reading skill development. By focusing on the unique challenges and opportunities presented by group work in the context of reading instruction, this research can provide valuable insights to guide the implementation of collaborative learning strategies.

## **Chapter II**

### **Theoretical framework**

#### **2.1. Background**

In this study, the theoretical framework serves as a conceptual lens through which the advantages and disadvantages of group work in the improvement of reading skills is explored and analyzed. In this chapter, we delve into the theoretical framework that underpins the research, drawing upon established concepts and previous studies to inform our investigation.

#### **2.2 Pedagogical basis**

##### **International articles**

An article by Forsell et al. (2020) reaches into the multifaceted realm of group work assessment within educational contexts. It centers on two critical dimensions: social skills and group processes. First, the purpose of group work assessment is explored, revealing its complexity and the challenges faced by teachers. The review categorizes research into five themes: purpose, what is assessed, methods, effects, and quality. Notably, the research emphasizes social skills and group processes as key areas of assessment. Peer assessment emerges as a prominent approach, allowing students to evaluate their peers' contributions. However, the role of teachers as assessors remains surprisingly absent in the reviewed literature. The article advocates for diverse assessment methods beyond traditional exams, including group projects, presentations, and self-assessments. Quality considerations are essential for fair assessment practices. While the study doesn't extensively address the effects and consequences of group work assessment, it provides valuable insights for educators. Implications include emphasizing social skills development, promoting peer assessment, exploring varied

assessment methods, and recognizing the crucial role of teacher involvement. By incorporating these insights into educational practice, educators can enhance group work experiences and foster students' overall learning outcomes.

An article by Hromova et al. (2021) published in National Academy of the Security Service of Ukraine demonstrates that basic proficiency is fundamental for cutting edge EFL undergrads to think about phony and deluding data, it is contended that low-level students of English additionally need to get to know the rudiments of basic perusing from the principal long stretches of their tertiary training or significantly prior, in their secondary school classes. More express guidance from the speaker can work with the change from understanding based perusing mentalities to basic perusing students' conduct. Presenting basic perusing guidance for low halfway EFL class cultivates understudies to build thoughts as opposed to consuming enormous amounts of data. The aftereffects of the overview showed that in spite of the fact that it is fundamental for understudies to foster basic understanding abilities, the ongoing guidance strategies are not adequate to guarantee that understudies are outfitted with these abilities.

According to Mulatu et al. (2022) demonstrates that the teaching practices of reading skills in EFL classes, especially in Ethiopian secondary schools, are needing improvement. The review features the significance of showing perusing abilities really, as it is an urgent part of language learning and scholastic achievement. The specialists stress that the educator's capacity to show perusing assumes an unequivocal part in understudies' language abilities and at last in their prosperity as students.

The same way, Gedik et al. (2022) stated that the use of various techniques, including group work can be effective in improving the reading fluency and comprehension of students with reading difficulties. The study highlights the

importance of early diagnosis and intervention for students who struggle with reading, and suggests that a combination of instructional and educational activities can help to reduce or eliminate reading problems. Additionally, the study emphasizes the role of vocabulary teaching activities in deepening students' knowledge of words and increasing their vocabulary knowledge. The findings of the study support the effectiveness of the action research model in addressing reading difficulties and improving reading skills, and suggest that this approach can be useful for teachers and researchers in developing strategies to support students with reading difficulties.

In addition to the concepts of advantages and disadvantages of group work in the improvement of reading skills. As explained by Ozensoy et al. (2020) that the effect of teaching critical reading skills on students' academic success in the social studies course indicates that teaching based on critical reading skills significantly increases students' academic success. The study found a notable difference in the post-test mean scores between the experimental groups, which received teaching based on critical reading skills, and the control group, which followed the traditional teaching approach. This difference in academic success scores suggests that critical reading skills positively impact students' academic achievements. The research emphasizes the importance of integrating critical reading skills into education to enhance students' critical thinking, reading comprehension, and overall academic success.

An article by Brunfaut et al. (2021) published by SAGE Publications demonstrates that the role of grade level, understanding errand, and working memory limit in the perusing cognizance precision of youthful English as an unknown dialect (EFL) student is mind boggling and impacted by different elements. The investigation discovered that grade level and perusing task both fundamentally affected understanding appreciation, with Grade 7 students performing better compared to Grade 6 students,

and the school news task being more difficult than different undertakings. Furthermore, working memory limit (WMC) was viewed as a critical indicator of understanding perception, with higher WMC scores related with better understanding cognizance.

### **Regional articles**

A study carried out in Colombia by Del Campo et al. (2022) presents the findings of a study conducted at a Colombian public high school with the aim of designing and evaluating how a reading comprehension module strengthened sixth graders' English literacy competency. An elementary description of the action-research cycle was included in the methodological framework. The descriptive design of the qualitative data analysis concentrated on three research moments that mirrored the phases of each cycle. The material may be used as a tool to promote English language acquisition, as the results demonstrate that using it had a major impact on the development of literacy competency.

As explained by Fernández et al. (2018) the theoretical and methodological assumptions of group speech language therapy, focusing on the development of written skills based on Bakhtin's theory of enunciation and discourse. The study involved five students aged 11-13 with reading and writing impairments from public schools in Florianópolis, Brazil. Results showed that practice grounded in enunciation and discourse in meaningful contexts enabled subjects to engage in written language in its discursive, formal, and textual aspects. Group composition also provided a sense of belonging, raising self-esteem and favoring the learning process. The study concludes that group work can provide gains within the theoretical perspective, as subjects who initially rejected reading and writing activities began to rethink their difficulties and gradually become proficient writers and readers.

A scholarly article by Saénz et al. (2022) presents an investigation through the research-action methodology, focusing on the impact of a cooperative learning strategy in an inclusive education institution in Bogotá-Colombia. The research aims to reflect on the potential of this strategy in promoting diversity and co-operation in the classroom. The results are directed towards the potential, contributions, and dynamics of the applied strategy, which identified two key elements: communication and co-convening. Communication and co-convening are essential aspects contributing to the construction of meaningful cooperative learning experiences. Cooperative learning is not just a strategy or method, but also a knowledge and skill that students will develop to build an inclusive education where students are actively involved in their learning processes.

### **Nacional articles**

According to research carried out by Compte et al. (2019) demonstrates that the consideration of cooperative advancing as a part of showing in the undergrad educational plan of Ecuadorian advanced education foundations is creative, and its portrayal, important to do it, comprises a significant commitment to the educating growing experience that these organizations should lay out in every one of the projects they offer. In such manner, it is significant that at the Catholic College of Santiago de Guayaquil, the point of reference for sorting out cooperative learning is through mentoring the board; the great works on regarding its execution and improvement act as helpful references for characterizing applicable cooperative work frameworks for the instructive cycle.

In addition, another study about advantages and disadvantages in reading skills written by Cajamarca et al. (2023) which was published in Universidad Nacional de Educacion in Ecuador, demonstrates that the concentrate on the perusing propensities

for understudies at the Public College of Training in Ecuador and their effect on perusing execution in the objective language is that there is a critical connection between local language (L1) understanding propensities and subsequent language (L2) understanding capability. The exploration discoveries demonstrate that understudies' understanding propensities, especially in their L1, assume a vital part in molding their perusing execution in a L2. The review uncovers that understudies who read all the more oftentimes and for delight in their L1 will generally have better L2 understanding abilities. Moreover, the exploration features that understudies who read widely in the two dialects exhibit more elevated levels of jargon and syntax information, working with their correspondence in the L2.

According to Jaramillo et al. (2019) research on students' EFL reading habits, despite recognizing the importance of reading, learners often lack effective strategies to comprehend main ideas and relevant details from context. While they perceive reading as an essential skill, many read primarily to complete academic tasks rather than to enhance their skills. Teachers and parents play a crucial role in motivating students to improve their EFL reading abilities. Teachers employ various techniques, strategies, and resources in class assignments, while parents provide reading materials and enroll their children in additional EFL courses. Implementing EFL reading workshops and creating reading corners has proven beneficial.

The same way, according to a study made by Benítez (2019), states that Understudies' EFL perusing propensities are extremely powerless regardless of accepting that perusing is a fundamental part of the language. Most understudies read just to achieve scholastic undertakings, not really for joy or to work on their abilities. Through these studios, understudies created successful understanding methodologies



and figured out how to every now and again use perusing material appropriately and that's only the tip of the iceberg.

In addition, an article written by Castillo et al. (2020), which was published in Universidad Nacional de Chimborazo, Ecuador demonstrates that it was found that nevertheless the learnings arranged by structural designing vocation educators, the TEG (Last Graduation Venture) adds to reinforcing the understudy's interactive abilities and individual ways of behaving, fundamental for their own and proficient exhibition. This connection highlights the parallel between the benefits of group work, as discussed in the paragraph, and the positive impact of collaborative learning experiences on students' development of crucial skills and attitudes.

### **2.3 Theoretical Basis**

#### **Constructivism**

One relevant theory is constructivism learning theory developed by Piaget, cited by Driscoll (2021) has influenced learning theories and instructional strategies widely and is a central idea in many movements for educational reform. Constructivism, which is a teaching and learning methodology known as constructivism that is predicated on the idea that cognition, or learning, is the outcome. Put another way, students pick up new information by integrating it with what they already know. Constructivists hold that a student's beliefs and attitudes, in addition to the context in which a concept is presented, have an impact on their ability to learn. Constructivism is a psychological theory of learning that describes how individuals might pick up information and learn. As such, it directly relates to the theories of education set by Piaget

Constructivist philosophy, according to Driscoll (2021), holds that knowledge is limited to the human mind and is not required to correspond with any external reality.

Students will always be attempting to infer from their perceptions of the real world their own mental models of it. Learners create their own interpretations of reality as they build their own mental models to include the new information they encounter in each new experience.

Jonassen (1994), claims that constructivism is sometimes misinterpreted as a theory of learning that requires students to "reinvent the wheel." Constructivism actually awakens and satisfies students' natural curiosity in the world and how things function.

### **Social Interactionist Theory**

Another important theory by Vygotsky in 1934 is the Social Interactionist Theory, which is contrary to constructivism that is according to the construction of one's own knowledge while social interactionist theory involves learning by social interaction. However, both are included because they are necessary for this research.

Sociocultural theory posits that language and cognitive development in children are unique due to their unique morals and values, as well as their cultural influences. Vygotsky's theory includes concepts like culture-specific tools, private speech, and the zone of proximal development. In addition, he emphasized the role of social interaction in the development of mental abilities, such as speech and reasoning.

Furthermore, cognitive development is a socially mediated process where children acquire cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. The more knowledgeable other (MKO) is someone with a higher level of ability or understanding than the learner, such as a teacher, parent, coach, or peer. MKOs provide guidance and modeling, enabling the child to learn skills within their zone of proximal development. However, Vygotsky argued that higher mental abilities could only develop through

interaction with more advanced others, as interactions with MKOs significantly increase the quantity of information and skills a child develops.

Firstly, Vygotsky's theory suggests that adults play a crucial role in children's cognitive development by engaging them in challenging and meaningful activities. They convey their culture's interpretations and responses to the world, providing children with knowledge and tools to think with.

Secondly, Vygotsky's theory encourages collaborative learning between children and teachers or peers through strategies like scaffolding and reciprocal teaching. Scaffolding involves teachers providing support structures to help student's master skills beyond their current level, while reciprocal teaching involves teachers and students leading discussions using summarizing and clarifying strategies.

Finally, Vygotsky cited by Mcleod (2024) also emphasized the importance of language in cognitive development, stating that inner speech is used for mental reasoning and external speech for conversing with others. Once thought and language merge, the social environment becomes ingrained within the child's learning, enhancing their cognitive development.

## **2.4 Legal Basis**

### **Constitución de la República del Ecuador**

Art. 26.- La educación es un derecho de las personas a lo largo de sus vidas y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de política pública e inversión estatal, una garantía de igualdad e inclusión social y una condición indispensable para una buena vida. Individuos, familias y sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (CRE, 2008, Art 26).

Art. 27.- La educación estará centrada en el ser humano y garantizará su desarrollo integral, en el marco del respeto de los derechos humanos, el medio ambiente sostenible y la democracia; será participativa, obligatoria, intercultural, democrática, inclusiva y diversa, de calidad y calidez; promoverá la equidad de género, la justicia, la solidaridad y la paz; estimulará un sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano y constituye un eje estratégico para el desarrollo nacional (CRE, 2008, Art 27).

Art. 343.- El sistema nacional de educación tendrá como propósito el desarrollo de las capacidades y potencialidades individuales y colectivas de la población, facilitando el aprendizaje y la generación y uso de conocimientos, técnicas, saber hacer, arte y cultura. El sistema estará centrado en el aprendiz y operará de manera flexible y dinámica, inclusiva, efectiva y eficiente. El sistema nacional de educación integrará una visión intercultural de acuerdo con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de comunidades, pueblos y nacionalidades (CRE., 2008, Art 343).

## **Chapter III**

### **Methodological Framework**

#### **3.1. Method**

##### **3.1.1. Qualitative Methodology**

This research project focuses on understanding the influence of group work on the improvement of reading skills. This study employs a qualitative methodology to

gain insights into the experiences and perspectives of English teachers who utilize group work as a pedagogical approach.

According to Nirmala et al. (2021) qualitative research involves collecting and analyzing non-numerical data, such as text, audio, or video, to gain a deeper understanding of concepts, experiences, or perspectives. This method can provide in-depth insights into a particular issue or generate new ideas for further investigation.

The qualitative approach used in this study allows researchers to explore the subtleties of group work and its impact on reading skills. Through techniques such as one-on-one interviews and content analysis, researchers can gain a deeper understanding of how teachers and students engage with and benefit from group work in reading comprehension.

### **3.2. Type of research**

#### **3.2.1. Phenomenological Studies**

The study employed a phenomenological research design to investigate the influence of group work on the improvement of reading skills. Phenomenological research is a qualitative approach that focuses on understanding the lived experiences and perspectives of individuals, allowing for a deeper understanding of the phenomenon being studied.

Phenomenological studies aim to uncover the meaning and significance of experiences and events from the perspective of the individuals involved. This approach is particularly well-suited for studying the influence of group work on reading skills, as it allows for an in-depth examination of the experiences and perspectives of both teachers and students.

### **3.3. Data collection techniques**

#### **Interview**

The study employed a face-to-face interview to gather information about the influence of group work on the improvement of reading skills. The goal was to obtain beneficial, detailed data that would provide a better understanding of the phenomenon being studied.

In-depth interviews were conducted with English teachers to gather information about their experiences and perspectives on the influence of group work on the improvement of reading skills. The interviews were semi-structured, allowing for a balance between guided and open-ended questions. This approach enabled the researchers to gather detailed information about the teachers' experiences, including their thoughts, feelings, and behaviors related to group work and its impact on reading skills.

### **3.4. Instrument**

#### **Questionnaire**

The study employed a questionnaire as an instrument to gather data from English teachers about the influence of group work on the improvement of reading skills. Questionnaires are an important tool in research as they provide a convenient and cost-effective means of collecting data from many individuals. They allow for the standardized collection of information from a large sample size, making them well-suited for large-scale studies.

According to Bhandari (2021) a questionnaire is a set of questions or items utilized to obtain information from participants regarding their perspectives, encounters, or beliefs. These questionnaires can be utilized to obtain both quantitative and qualitative data.

For this study, a formal questionnaire with questions and responses was completed. These often consist of a pre-written list of open-ended, precise, and straightforward questions designed to make it easy for the interviewee to comprehend the requirements of the research project. The interview was conducted by Microsoft Forms an online questionnaire platform.

As part of the interview method for this study, in-depth semi-structured interviews with teachers were held. The questionnaire utilized 9 open-ended questions to gain a better understanding of how teachers consider group work to influence the improvement of reading skills.

### **3.5. Type of question**

#### **Open-ended questions**

The questionnaire used in this study consisted of open-ended questions that allowed participants to provide detailed and in-depth responses. Open-ended questions are particularly useful for gathering qualitative data, as they enable participants to share their thoughts, feelings, and experiences in their own words. This type of question is particularly effective for gathering rich data, as it allows participants to provide detailed and context-specific responses.

The 9 open-ended questions used in the questionnaire were designed to gather detailed information about the teachers' experiences and perspectives on the influence of group work on the improvement of reading skills. These questions were open-ended,

allowing participants to provide detailed and nuanced responses that provided a rich understanding of the phenomenon being studied. The open-ended nature of the questions also allowed participants to share their thoughts and feelings in a way that was comfortable for them, which can be particularly important when studying sensitive or personal topics.

### **3.6. Population and sample**

This qualitative research incorporates English teachers who employ group work as a strategy to enhance reading skills among their students. In Santa Elena province there are many schools that use group work. Therefore, in the case of the present research the chosen school was Centro de Educación Básica Bilingüe Educa. Additionally, Educa is well-known for being a multilingual school with apprentices that range in age from two to twelve. These students have different intelligences, which makes for unique teaching experiences. A group of English teachers who have direct experience with group work in their teaching practice make up the main study subjects.

The selection of the sample is guided by the objective to obtain a rich and detailed understanding of the teachers' perspectives on group work. This involves purposive sample, where teachers know the extensive use of group work is chosen, or random sampling, which would provide a more generalizable cross-section of experiences. The semi-structured interviews conducted suggest a qualitative approach, aiming to delve deeply into the subjective experiences and insights of the teachers, rather than quantifying their responses.

Centro de Educación Básica Bilingüe Educa is the site of this study. It is in Salinas, Santa Elena, Ecuador, in the province of Santa Elena. Pre-school and primary education are offered by this educational establishment. from the pre-school of 2 years old to seven grades of primary school of 12 years old.



Although the population of the educational institution consists of 8 English teachers, and the remaining 5 English teachers are employed by Centro de Educación Básica Bilingüe Educa. Five English teachers were chosen as a sample in order to effectively handle the research.

The focus on teachers' perspectives also means that the students' viewpoints are not directly considered. Students are the primary recipients of group work strategies, and their insights could provide a different understanding on reading skills.

Lastly, the study may face practical limitations such as time constraints, resource availability, and access to a wide range of participants. These factors can restrict the depth and breadth of data collection, potentially leading to a less comprehensive understanding of the research question.

## **Chapter IV**

### **Analysis of Findings**

#### **4.1. Brief explanation of the findings**

In interpreting the data, the respondents' opinions on the advantages and disadvantages of group work to improve reading proficiency were revealed through data interpretation. This was particularly clear when considering the basic education experiences of the interviewees and the path they followed to reach those levels. Four extremely trained English teachers who had previously taught English in basic and primary schools took part in the interview. They placed equal emphasis on their experiences in the class environment.

However, the answers as qualitative research involves a different perspective of every teacher's thinking and capabilities in which every question has additional outcomes associated with advantages and disadvantages of group work. These

participants provided interesting explanations that they face in the classroom by sharing their personal practices. It is important to mention that not only were there advantages or disadvantages to focus on this interview but also some questions were about how this improves the reading skill as the title project shows and the responses about that give holistic fundamentals in different points of view. The interview process permitted the English teachers to freely express their opinions and experiences in their own words in response to open-ended questions, provided that they were relevant to the subjects. This technique produced positive characteristics that represented the diverse perspectives of the teachers.

#### **4.2. Interpretation of bibliographic review**

1. Number one question was: **How does Group work impact reading skill development compare to individual learning?** The responses suggest an agreement that group work can be a valuable tool for reading skill development, but they do not necessarily replace individual learning. 1, 2 and 4 answers say group discussions allow students to share their interpretations and learn from different viewpoints. This can enhance motivation and engagement as students feel part of a learning community. On the other hand, group work foster collaboration, which can lead to a profound understanding of the reading material compared to passive individual reading. However, answer 3 recognizes that individual learning offers personalized attention and flexibility, which might be crucial for some students. Finally, teachers suggest that group work can be a complementary approach to individual learning, offering unique benefits for reading skill development through active participation and exposure to diverse perspectives.

2. Number two question was: **What are the main advantages of using Group work to enhance students' reading abilities?** It is notable that every teacher had an awesome viewpoint. First, group work creates an environment where students can learn from each other. Everyone can share and exchange different reading strategies and techniques, allowing them to discover new approaches and potentially find models to imitate. This collaborative learning can lead to a broader understanding of reading skills. Secondly, group discussions foster exposure to different interpretations and viewpoints on the reading material. This can stimulate critical thinking and a deeper comprehension of the text beyond individual perspectives. While answer 1 mentions improved relationships, it can be argued that these relationships facilitate the exchange of diverse viewpoints within the group. Then, the interaction and discussion within a group work can increase student motivation. Participating in discussions, sharing ideas, and learning from peers can create a more engaging learning environment compared to individual reading.

3. Number three question was: **What are the main disadvantages of using Group work to enhance students' reading abilities?** The responses suggest that group work can create opportunities for students to become distracted from the reading task by socializing with their peers. This can obstruct their ability to focus on the material and limit the learning benefits. Another response supposes differences in personalities or opinions can lead to conflicts within the group. This can disrupt the learning environment, create a negative atmosphere, and hinder productive discussions about the reading material. In addition, dominant personalities within a group can overshadow quieter participants. This can lead to unequal contribution and learning opportunities. Students within a group work may feel pressure to conform to the opinions or behaviors

of others. This can limit their critical thinking and prevent them from developing their own unique interpretations of the reading material.

4. Number four question was: **What kind of challenges in Group work can you identify to improve reading skills?** Two of all teachers' responses say that all students may be equally motivated or confident to participate in discussions. This can lead to some students dominating the conversation while others remain silent. The responses suggest using interactive activities and addressing varying reading levels as strategies to increase participation and cater to diverse needs within the group. Additionally, students in a group work may have different reading abilities. This can create challenges when facilitating discussions and ensuring everyone benefits from the interaction. As suggested in answer 4, addressing these varying levels is crucial for a successful group work. Also, Group work can be prone to distractions or off-topic discussions. This can hinder the group's ability to stay focused on the reading material and maximize the learning benefits. However, while not directly related to group dynamics, answer 1 highlights the importance of using age-appropriate resources within the group work. This ensures the reading material is engaging and accessible to all participants, fostering better comprehension and discussion. To sum up, this data suggests that effective group work for reading development require strategies to address participation disparities, cater to diverse skill levels, maintain focus, and utilize appropriate reading materials.

5. Number five question was: **How does group work create a collaborative environment for improving reading comprehension and fluency?** 2 of all data highlights several keyways group work fosters collaboration for improved reading comprehension and fluency; For example, group work allows students to discuss and analyze the reading material together. This collaborative process encourages active

engagement with the text, leading to a deeper understanding and identification of key points. In addition, students can share different interpretations and insights within the group. This exposure to various viewpoints can enhance comprehension by encouraging critical thinking and challenging individual perspectives. Group discussions require students to actively listen to their peers, share their own understanding, and potentially provide constructive feedback. This reciprocal process promotes better retention of information, improves communication skills, and ultimately strengthens reading comprehension and fluency. However, while not directly related to reading skills, improved relationships fostered through group work can create a more positive learning environment. Furthermore, this can indirectly benefit reading development by making students feel more comfortable participating in discussions and sharing their ideas.

6. Number six question was: **How Group work cater the student needs in the learning process?** In this question there seems to be some disagreement on how well group work address individual student needs. At the beginning of the answers provides a very general response and does not directly discourse supplying to student needs. Furthermore, group wok might not offer the same level of personalized attention from the teacher compared to smaller groups. This could limit the ability to address specific student needs. However, two final answers offer a more positive perspective. These answers suggest group work can cater to student needs by collaboration and learning from Peers which students can learn from each other's strengths and overcome challenges by working together. Other positive perspective considered is personalized learning which educators can potentially use group work discussions to identify common needs and adapt the learning process accordingly. In summary, the result of this question suggests there is potential for group work to supply to student needs

through collaboration and informing teaching strategies. However, it is important to recognize the potential limitations in terms of personalized attention compared to smaller groups.

7. Number seven question was: **What differences have you observed in student engagement between a Group work and individual reading activities?**

There are many differences considered by the teacher's responses according to student engagement between group work and individual reading activities:

The first is higher engagement and motivation in which students tend to be more motivated to participate actively in discussions due to peer influence and the desire to contribute the interactive nature and opportunity for peer interaction can lead to higher levels of engagement.

The second difference is the dynamic exchange and collaboration that group work offers opportunities for students to share ideas, collaborate with peers, and engage in discussions. This dynamic exchange can be stimulating and motivating.

According to individual reading, it allows for focused attention on the text without distractions and this can be beneficial for students who need a quieter environment to comprehend the material. Furthermore, they mention personalized exploration and reflection which individual reading provides opportunities for students to explore the text at their own pace and reflect on their understanding and this can be valuable for developing deeper comprehension and critical thinking skills.

To sum up, data collected suggests that group work promote a more interactive and socially engaging learning environment, while individual reading activities offer benefits in terms of focused attention and personalized exploration. The optimal approach might depend on the specific learning objectives and student needs.

8. Number eight Question: **How can you ensure that each person's reading proficiency is developed while yet maintaining group work?** To ensure that each person's reading proficiency is developed by differentiated texts that provide texts at varying difficulty levels to cater to different reading abilities within the group. Another way to ensure this is with individualized tasks Assigned within the group activity that match each student's proficiency level. This allows them to focus on developing specific skills based on their needs. Another important teacher viewpoint are roles with different demands which rotate leadership roles within the group or assign roles with varying levels of complexity, this allows all students to contribute and develop different skills. Another mentioned is scaffolding that offer support and guidance such as scaffolder activities to help students complete tasks that might be challenging based on their reading proficiency and the last mentioned is formative assessment that regularly assess student progress within the group work to identify areas needing improvement and adjust instruction accordingly. In summary, the effectiveness of group work for reading development require a mix of strategies to differentiate instruction within the group and utilize facilitator intervention to support individual needs. This allows all students to participate meaningfully and develop their reading proficiency.

9. Number nine question was: **What difficulties do teachers face using Group work for reading skills?** There are several main difficulties that teachers face when they use group work for reading development. One of these is student engagement and motivation, also students may have different levels of interest in the reading material or topic, making it challenging to keep everyone engaged and motivated during group activities. In addition, some students might struggle to stay focused or engage in off-task behavior within the group setting. Group work can be challenging when students have diverse learning needs. It can be difficult to ensure all students are able to

participate meaningfully and develop their skills at an appropriate level. Although equitable participation creates a space where all students feel comfortable contributing and ensuring everyone has a chance to participate can be difficult. Another difficulty is Managing group dynamics, such as dominant personalities or potential conflicts, can be a challenge for teachers facilitating group work. It is important to mention that the individual assessing reading progress within a group work setting can be complex. Separating individual contributions from the group discussion can be difficult for teachers who need to gauge each student's understanding. Group work offers advantages, but teachers must address issues like student engagement, managing needs, equitable participation, and progress evaluation. To optimize reading development learning, careful planning, differentiated instruction, and effective facilitation techniques are crucial.

Table 1 *Perception of the English teachers about Advantajes and disadvantages of group work to improve the reading skill.*

Questions	What are the main advantages of using a Group work to enhance students' reading abilities?	What kind of challenges in Group work can you identify to improve reading skills?	What are the main disadvantages of using a Group work to enhance students' reading abilities?	What difficulties do teachers face using Group work for reading skills?
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<b>Answers</b>	Group work stimulate reading skills by fostering collaborative learning and exposure to diverse interpretations. This collaborative learning fosters critical thinking and deeper comprehension of the text, allowing students to discover new approaches and models to imitate.	Group work can be challenging due to unequal participation, conflict, and reliance on experienced peers. Poor management can lead to demotivation and disengagement. To maximize benefits, educators should create purposeful, structured activities aligned with learning objectives.	The replies indicate that group work can allow students to become diverted from their reading tasks by chatting with their peers. Another response suggests that differences in personality or opinion might contribute to group conflict.	Group work can aid students in their reading development, but careful planning, differentiated instruction, and effective facilitation techniques are necessary to maximize their learning potential.
<b>Authors</b>	According to Ozensoy et al. (2021) study highlights the significant impact of group work on improving reading skills, revealing that teaching critical reading skills significantly enhances students' academic success in social studies courses.	According to Forsell et al. (2020) use Group work in schools can be difficult because teachers must manage unequal participation, conflicts among students, and varying levels of engagement. It's also important for teachers to create structured activities to maximize learning outcomes.	Cajamarca (2023) mention disadvantages in reading skills demonstrates that the focus on the perusing propensities for understudies at the Public College of Training in Ecuador and their effect on perusing execution in the objective Language	As stated by Qamar et al. (2022) say that students face numerous problems in their reading strategies, despite having basic knowledge of them, hindering their ability to effectively express their knowledge to others.

## Chapter V

The main goal of this study is to explore how group work improve the development of reading skills among teachers experiences at Centro de Educación Básica Bilingüe Educa in Salinas. Through thorough analysis, it has been found that

collaborative activities significantly enhance students' reading abilities by promoting deeper comprehension and encouraging active engagement. The following section will delve into these findings and highlight the specific ways in which group work influences reading skill development at Centro de Educación Básica Bilingüe Educa in Salinas.

## **5.1 Conclusions**

### **Advantages of Group Work:**

Research findings indicate that group work can offer several advantages for enhancing students' reading skills. Collaborative learning is fostered through group work, allowing students to learn from each other, share ideas, and discuss reading strategies. Group work can also boost students' motivation and interest in reading by creating a more dynamic and interactive learning environment. Additionally, it facilitates the development of social skills such as communication, cooperation, and problem-solving, which can further benefit their reading development. Students also receive feedback and support from their group peers, which helps them identify and address their reading challenges more effectively.

### **Disadvantages of Group Work:**

There are several challenges associated with group work in improving reading skills: Some students may engage in unfair advantage-taking by benefiting from their peers' work without contributing equally, potentially reinforcing weaker reading skills within the group. Coordinating group work can also be difficult, requiring careful planning and facilitation by teachers to ensure effectiveness. Differences in reading skill levels among students may hinder effective collaboration. Moreover, group work might

increase anxiety for some students, which could negatively impact their reading performance.

### **Teacher's perceptions**

While teachers generally acknowledge the advantages of group work in improving reading skills, concerns regarding fairness, accountability, and group cohesion persist. Nonetheless, teachers often highlight the positive aspects of group work, such as increased engagement, social support, and a heightened sense of belonging within the learning community.

### **How Group Work Methodology Improves Reading Skills**

Group work creates a more interactive and engaging learning environment compared to individual reading activities. The discussions, peer interactions, and collaborative activities in group work promote active engagement with the reading material, which can improve retention and fluency.

## **5.2. Recommendations**

### **Promoting inclusive group dynamics for reading:**

Teachers should prioritize establishing inclusive group environments where every member feels valued and empowered to contribute to improving reading skills. This involves fostering active listening, promoting empathy, and celebrating diversity to ensure equitable participation and mutual respect among all group members.

### **Integrate Formative Assessments:**

Incorporating formative assessments throughout group activities can enhance individual accountability and facilitate continuous learning. Through timely feedback

and progress monitoring, educators can empower students to take ownership of their learning goals and actively engage in the reading process.

**Cultivate Metacognitive Strategies:**

Empowering students with metacognitive strategies provides them with the necessary tools to monitor their own learning progress and adapt their approaches accordingly. Educators can support the development of metacognitive skills through guided reflections, self-assessment exercises, and collaborative goal setting, thereby fostering a culture of lifelong learning and self-regulation.

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## Annexes

	<p><b>UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA</b> Facultad de Ciencias de la Educación e Idiomas</p>			
<p>La Libertad, Junio 24 de 2024</p>				
<p><b>Certificado Sistema Anti Plagio</b> <b>001-TUTOR LACHG-2024</b></p>				
<p>En calidad de tutor del trabajo de titulación denominado “<b>ADVANTAGES AND DISADVANTAGES OF GROUP WORK ON THE IMPROVEMENT OF READING SKILLS</b>”, elaborado por los estudiantes Macías Silvestre Luis Ángel and Vallejo Muñoz Alanis Nicole, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio <b>COMPILATIO</b>, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con <b>1%</b> de la valoración permitida, por consiguiente se procede a emitir el presente informe.</p>				
<p>Particular que comunico para los fines pertinentes.</p>				
<p>Atentamente,</p>				
<table border="0"> <tr> <td style="vertical-align: top;"> <p>LEONARDO AUGUSTO CHAVEZ GONZABAY</p> </td> <td style="vertical-align: middle; padding-left: 10px;">  <p>Digitally signed by LEONARDO AUGUSTO CHAVEZ GONZABAY Date: 2024.06.24 11:45:50 -05'00'</p> </td> </tr> </table>			<p>LEONARDO AUGUSTO CHAVEZ GONZABAY</p>	 <p>Digitally signed by LEONARDO AUGUSTO CHAVEZ GONZABAY Date: 2024.06.24 11:45:50 -05'00'</p>
<p>LEONARDO AUGUSTO CHAVEZ GONZABAY</p>	 <p>Digitally signed by LEONARDO AUGUSTO CHAVEZ GONZABAY Date: 2024.06.24 11:45:50 -05'00'</p>			
<hr style="width: 20%; margin: 0 auto;"/> <p><b>Leo A. Chávez, MSc</b> <b>Tutor de Tesis</b></p>				

## Annex A: Certified Anti-plagiarism System.

The screenshot displays the COMPILATIO MAGISTER web application interface. The browser address bar shows the URL: <https://app.compilatio.net/v5/report/a97b06e650be4d513e63ab2b75951f34ab6c0bb7/sources>. The page title is "English language skills development in a public institution #662226".

The interface includes several sections:

- Similitudes**: Shows a similarity percentage of < 1%. It includes two sub-sections:
  - "De los cuales 0% similares a las fuentes mencionadas en el documento" with a toggle for "Incluir en la puntuación".
  - "De los cuales 0% de pasajes de similitud incluidos en textos entrecorriados" with a toggle for "Incluir en la puntuación".
- Idioma no reconocido**: Shows a percentage of 0%. The text below states: "Pasajes en los que parte del vocabulario utilizado no forma parte del diccionario de la lengua. Puede tratarse de un intento del autor de modificar el texto para evitar ser detectado."
- Ubicación de las similitudes en el documento**: A horizontal bar with a vertical purple line indicating the location of a similarity.
- Fuentes**: A section for source configuration. It includes a toggle for "Agrupar las fuentes similares" and a table of sources.
 

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	Documento de otro usuario #65812b El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (10 palabras)
- Puntos de interés**: A section for highlighting key points in the document.

The Windows taskbar at the bottom shows the time as 3:13 PM on 9/27/2023.

## Annex B: Questionnaire.

## Topic: **Advantages and disadvantages of group work to improve reading skills**

1. How does group work impact reading skill development compare to individual learning? \*

Escriba su respuesta

2. What are the main advantages of using a group work to enhance students' reading abilities? \*

Escriba su respuesta

3. What are the main disadvantages of using a group work to enhance students' reading abilities? \*

Escriba su respuesta

4. What kind of challenges in group work can you identify to improve reading skills? \*

Escriba su respuesta

5. How does group work create a collaborative environment for improving reading comprehension and fluency? \*

Escriba su respuesta

6. How group work cater the student needs in learning process? \*

Escriba su respuesta

7. What differences have you observed in student engagement between a group work and individual reading activities? \*

Escriba su respuesta

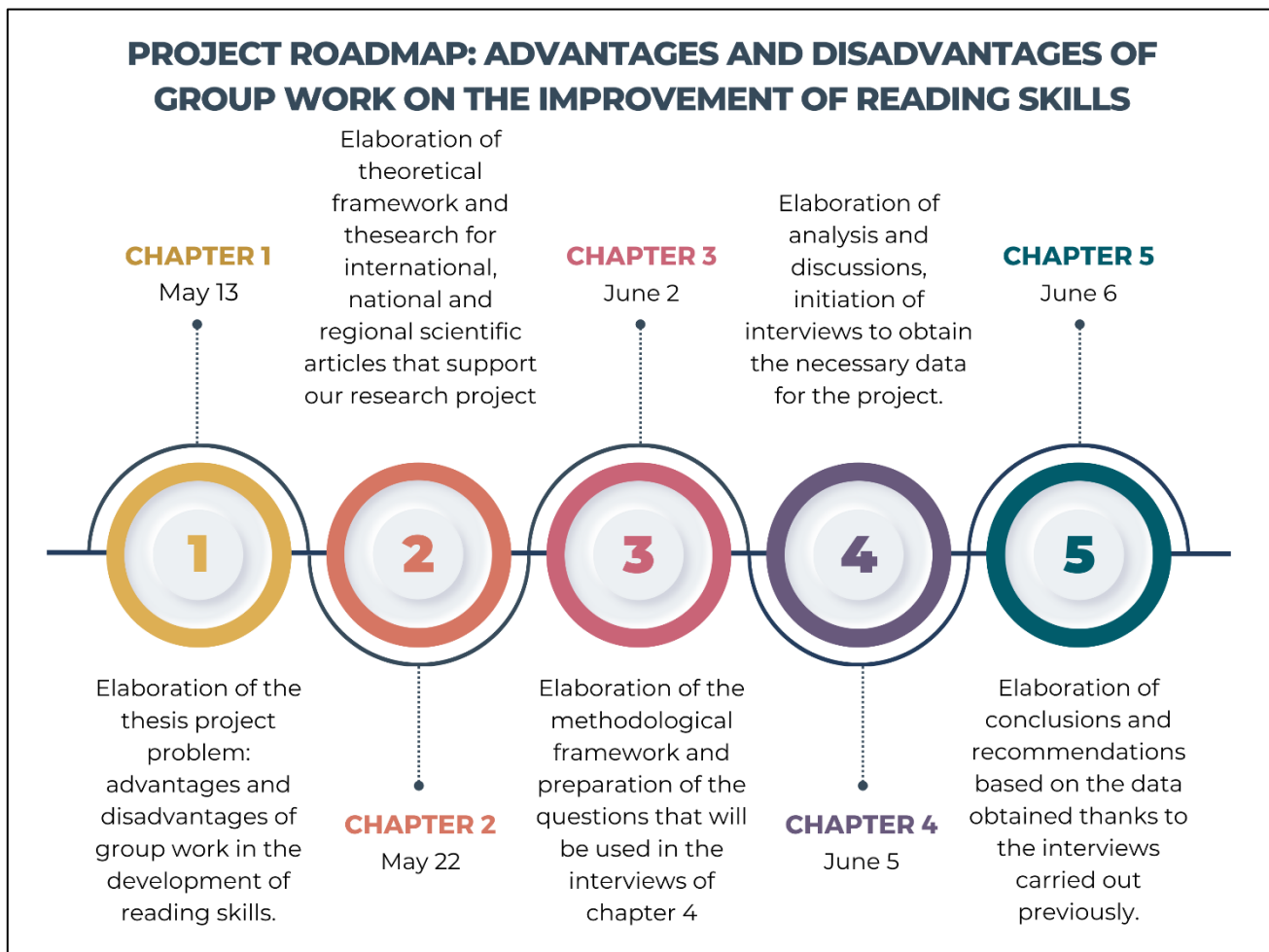
8. . How can you ensure that each person's reading proficiency is developed while yet maintaining group work? \*

Escriba su respuesta

9. What difficulties do teachers face using group work for reading skills? \*

Escriba su respuesta

## Annex C: Roadmap



**Annex D: Letter of permission to the institution.**

Lunes, 10 de junio de 2024.  
MSc. Ruth Espinoza Almeida  
RECTORA  
ECUELA DE EDUCACIÓN BÁSICA EDUCA

En su despacho.-

Nosotros, Vallejo Muñoz Alanis Nicole y Macias Silvestre Luis Angel estudiantes de la UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA de la carrera PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS nos dirigimos a usted en su calidad como rectora del plantel para mencionarle lo siguiente; estamos en nuestra etapa final de titulación y como lo dicta el CONSEJO DE EDUCACIÓN SUPERIOR (CES) debemos hacerlo mediante un examen complejo o un proyecto de investigación por el que hemos elegido la segunda opción.

Nuestro tema titula “Advantages and Disadvantages of Group Work to Improve Reading Skills” y como población hemos escogido la ESCUELA DE EDUCACIÓN BÁSICA EDUCA para hacer nuestros análisis cualitativos por medio de encuestas hacia sus docentes de inglés.

Nos gustaría contar con su permiso para hacer dichas encuestas (no más de 5 profesores) el día Martes 11 de junio a partir de las 2 de la tarde horario en el que ya no se encuentren los estudiantes tratando de no interrumpir las clases ya que esta encuesta tiene una duración máxima de 10 minutos.

Esperando que tenga un excelente día en el alma máter Educa nos despedimos estando pendientes a su respuesta.

Muchas gracias por la atención.



Vallejo Muñoz Alanis Nicole



Macias Silvestre Luis Angel

### Annex E: Interviews transcribed using the tagging method

<i>RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES</i>	<b>1. How does Group work impact reading skill development compare to individual learning?</b>	<b>2. What are the main advantages of using a Group work to enhance students' reading abilities?</b>	<b>3. What are the main disadvantages of using Group work to enhance students' reading abilities?</b>
INTERVIEWEE 1	Working in groups has always been a good option for learning, I think students can learn a lot if they work in pairs or groups.	They improve their relationships with others.	Maybe students cannot pay attention to clases, because they can talk a lot with their friends.
INTERVIEWEE 2	Group discussions allow students to share different perspectives and interpretations, which can increase student motivation and engagement as they feel part of a learning community.	Students can share and learn different reading strategies and techniques from each other, which can enhance their overall reading skills. Observing peers who excel in certain aspects of reading can provide students with models to emulate and strategies to adopt.	Differences in opinions or personalities can sometimes lead to conflicts within the group, which can disrupt the learning process and create a negative atmosphere.
INTERVIEWEE 3	Group work can enhance reading skill development through collaborative learning, while individual learning offers personalized attention and flexibility.	The main advantages of using a Group work to enhance students' reading abilities include collaborative learning, diverse perspectives, and motivation through peer interaction.	Using a Group work for enhancing students' reading abilities is the possibility of dominant personalities overshadowing quieter participants, leading to unequal contribution and learning opportunities.
INTERVIEWEE 4	Well Group work can offer unique benefits for reading skill development by fostering collaboration, discussion, and diverse perspectives.	The main advantages for me is the collaboration	And the main disadvantage is the fact where participants may be influenced by the opinions or behaviors of others
INTERVIEWEE 5	The reading comprehension is better because students compare ideas and debate what they think	It is a good strategy which has advantages such as share ideas, increase vocabulary, encourage the inclusion inside the	Sometimes some students do not work, they just look at their classmates, but they do not have any idea about what to do. Moreover, q

	about it.	classroom and work together to have better learning results.	class could have some shy students and work with other people may not be good or comfortable for them.
RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	<b>4. What kind of challenges in Group work can you identify to improve reading skills?</b>	<b>5. How does group work create a collaborative environment for improving reading comprehension and fluency?</b>	<b>6. How Group work cater the student needs in learning process?</b>
INTERVIEWEE 1	Using some resources according to the age of every student.	They can improve their relationships.	They use some resources and try to learn in groups.
INTERVIEWEE 2	Not all students may be equally engaged or motivated to participate in discussions, leading to an imbalance in contributions. One strategy would be to use interactive and engaging activities such as role-plays, debates or small group discussions to increase participation.	Students also develop their listening skills as they pay attention to others' contributions and provide constructive feedback. This reciprocal process enhances comprehension and fluency.	Although Group work are collaborative, small groups allow for more personalized attention from the teacher. Teachers can more easily identify and address individual student needs.
INTERVIEWEE 3	Challenges in Group work to improve reading skills include ensuring equal participation, managing divergent skill levels, and addressing potential distractions or off-topic discussions.	Group work fosters a collaborative environment for improving reading comprehension and fluency by allowing students to discuss and analyze texts together, share insights, and learn from each other's perspectives, thereby enhancing their understanding and fluency through active engagement.	Group work cater to student needs in the learning process by providing opportunities for collaboration, personalized feedback, and addressing individual learning styles, fostering a supportive environment where students can learn from each other's strengths and challenges.
INTERVIEWEE 4	A challenge could be maintaining a balance between group cohesion and individual needs,	Group work fosters collaboration among students, allowing them to discuss and analyze	Group work enable educators to tailor the learning process to better meet students' needs.



	addressing varying reading levels within the group.	texts together. Through peer interact.	
INTERVIEWEE 5	Some challenges might be the time for applying the activities and the resources students have within the classroom.	Collaborative work allows students to assume shared responsibilities.	The group work caters the need of ideas organization, language management, getting conclusions, and support the reading comprehension.
RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	<b>7. What differences have you observed in student engagement between a Group work and individual reading activities?</b>	<b>8. How can you ensure that each person's reading proficiency is developed while yet maintaining group work?</b>	<b>9. What difficulties do teachers face using Group work for reading skills?</b>
INTERVIEWEE 1	I didn't use this technique yet.	While they are maintaining group work, they use some different skills in their learning.	Students can't pay attention Some disturbing moments or fights
INTERVIEWEE 2	Students are more motivated to actively participate when they are in a group, due to peer influence and the desire to contribute to the class.	Assign specific functions in group activities that match learners' proficiency levels and encourage their growth. Roles such as summarizing, questioning, or connecting can be adapted to develop specific skills.	Keeping all students engaged and motivated during group activities is a challenge, especially when students have varying levels of interest in the reading material or topic.
INTERVIEWEE 3	In Group work, students often exhibit higher levels of engagement due to the interactive nature of discussions and the opportunity for peer interaction, whereas individual reading activities may offer more focused attention but can sometimes lack the	To ensure that each person's reading proficiency is developed in Group work, facilitators can implement strategies such as rotating leadership roles, providing individualized tasks within group activities, offering differentiated texts based on reading levels, and incorporating regular assessments to	As a teacher using Group work for reading skills, I often face challenges in managing diverse learning needs within the group, ensuring equitable participation, addressing off-task behavior, balancing group dynamics, and providing individualized support while facilitating collaborative learning.

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	dynamic exchange and motivation that comes from group interaction.	monitor progress and adjust instruction accordingly.	
INTERVIEWEE 4	In Group work, students are actively engaged in discussions, sharing ideas, and collaborating with peers. In contrast, individual reading activities may lack the same level of social interaction but can provide opportunities for personalized exploration and reflection.	To ensure that each person's reading proficiency is developed within group work, you can implement strategies such as: Differentiated Instruction Peer Support Rotating Roles Scaffolded Activities Formative Assessment	Teachers may encounter several challenges when using group work for reading skills: Group Dynamics: Managing group dynamics and ensuring equitable participation Assessment: Assessing individual reading progress can be complex as teachers need to balance the group performance.
INTERVIEWEE 5	Individual reading activities are useful in personal reflections about topics, but group work promote the formation of collective conclusions about the topic.	Having rubrics to assess how they improve the reading comprehension.	Maybe the way students could not be included among them to work in groups.

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