UNIVERSIDAD ESTATAL PENÍNSULA DE

SANTA ELENA

INSTITUTO DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

MENCIÓN ENSEÑANZA DE INGLÉS

TÍTULO

"THE COOPERATIVE LEARNING APPROACH TO ENHANCE READING SKILLS"

PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN

ENSEÑANZA DE INGLÉS.

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SANTA ELENA- ECUADOR

2022

APROBACIÓN DEL TUTOR

En mi calidad de Tutor de la **Monografía ,** "THE COOPERATIVE LEARNING APPROACH TO ENHANCE READING SKILLS" , elaborado por el maestrando MARÍA JOSÉ CARRASCO ORTIZ, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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Dedication

I would like to dedicate this monography to my grandmother, who is the most valuable being we have in our family, to my husband who is my lovely company, to my mother and brothers who show me their love day by day, they are the reason of my happiness in live. I love them forever.

Maria José.

Acknowledgment

To my dad, who has been my motivation and example to follow all my life. I thank God for giving me such a wonderful being as a father.

Maria José.

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Glossary

Cognitive: The mental processes involved in thinking, understanding and learning, e.g., recognizing, analyzing, remembering, problem solving.

Confidence: The feeling someone has when they are sure of their ability to do something well. Teachers often do activities that help learners to feel more confident about their own ability.

Develop skills: To help learners to improve their listening, reading, writing and speaking ability. Teachers do this in class by providing activities which focus on skills development.

Dominate: To have a very strong influence over what happens. If a particular learner is dominant in class, then other learners get less chance to participate actively

Elicit: This is a teaching technique. When a teacher thinks that some learners know a piece of language or other information, he/she asks targeted questions or gives clues to get or prompt them to give the target language or information rather than simply providing it to the class her/himself.

Guidance: Help and advice about how to do something. Teachers give learners guidance with learning, or with doing a task.

Linguistic: Connected with language or the study of language. Studying linguistics includes studying the grammar, discourse and phonology of a language.

Literacy: The ability to read and write. Teachers of young learners work on developing their learners' literacy skills by teaching them, for example, how to form letters and to write on a line.

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MENCIÓN ENSEÑANZA DE INGLÉS

Tema: "El enfoque de aprendizaje cooperativo para mejorar las habilidades de lectura"

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Resumen

La comunicación es dimensionada como el principal medio para entendernos unos con otros, y este medio puede ser verbal o no verbal, entonces dentro del ámbito verbal debemos considerar que Inglés es el idioma de la comunicación internacional pues está inmerso en áreas como el desarrollo económico, tecnológico, ciencia y demás. En el campo de los idiomas, es importante adoptar una metodología de enseñanza que permita alcanzar el correcto aprendizaje. El método cooperativo busca convertir las actividades de aula en una experiencia de aprendizaje que desarrolla habilidades de lectura aplicando actividades grupales en los que se aplica la asimilación, fortalece también el trabajo en grupo y el aprendizaje mediante actividades colectivas. Debido a eso, el enfoque de esta investigación es descriptivo, bibliográfico.

Palabras clave: comunicación, metodología, habilidad, lectura, experiencia.

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Topic: "The Cooperative Learning Approach to Enhance Reading Skills"

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Abstract

Communication is dimensioned as the primary means to understand each other. This means can be verbal or non-verbal, so within the spoken field, we must consider that English is the language of international communication since it is immersed in economic development, technology, science, and more. It is essential to adopt a teaching methodology that allows for correct learning in speeches. The collaborative method seeks to convert classroom activities into a learning experience that develops reading skills by applying group activities in which assimilation is applied; it also strengthens group work and learning through collective actions. Due to this, the focus of this research is descriptive bibliographic.

Keywords: communication, methodology, ability, reading, expertise.

INTRODUCTION

This research is branched into two well-argued chapters. The first contains the main problems which rely upon Latin American learners, who do not have the reading habit established at the primary or secondary level. So too the reading skills: decoding, fluency, vocabulary, cohesion, and reasoning; crucial elements in a standard and correct educational process.

In reference to those reading indicators, it is necessary to implement an integrable and collaborative approach to increase the capability and expertise when reading in students into cooperative activities. The collaborative learning approach seems to be the one that helps high school pupils increase their general understanding because it is a fact that correct learning occurs through good reading. Additionally, another fundamental aspect is the selection of an appropriate and necessary methodology for this type of research; in this case, it is descriptive because it describes the phenomena explicitly and treats the variables detailing them carefully.

On the other hand, chapter II explains the variables concepts well, being these collaborative learning approaches and reading skills. It was also relevant to mention the principles and the active roles that teachers and students have for correct implementation of the system, so the appropriate online activities for the reading enhancement through cooperative assigned tasks.

To sum up with the idea, zoom application is the most used virtual platform nowadays, the same, which is use friendly allows cooperative and active learner´s participation, and it is for free. Then, chapters I and II are a journey of knowledge and learning, that is, a new and modern option to improve one of the most challenging skills to conquer.

CHAPTER I

TITTLE

"THE COOPERATIVE LEARNING APPROACH TO ENHANCE READING SKILLS"

PRESENTATION

As educators, we are conscious reading is a vital ability that each person should enhance regardless of the spoken language. The main difficulty perceived in high school learners is a severe lack of consciousness about reading skills (decoding, fluency, vocabulary, cohesion, and reasoning). Additionally, learners have no motivation for their reading activities, then appeared the necessity of implementing a cooperative and integrative approach where all students work altogether for a collective purpose to solve those necessities.

(Haddallah, 2020) stated that when teaching and learning a foreign language, there are essential competencies that pupils must master. Reading is one of the most crucial elements, for the sake of is a reflective skill that includes an active process of decoding, prediction, constructing meaning, logical thinking, combine previous and new knowledge, among others. Hence, it results relevant to enhance reading abilities conducted for an appropriate selection of methodologies and approaches.

Considering the enhancement in students` reading proficiency, this research will try out the effectiveness of the cooperative learning approach to foster the reading competencies of learners. It must be conceivable that reading skill is not a natural process in human beings. Notwithstanding, it is an acquired skill that requires a well-structured system following clear sequences with direct instructions according to different learners` sets of needs.

OBJECTIVES

- To determine the benefits of cooperative learning approach in the enhancement of reading skill.

- To identify the factors of influence of cooperative learning approach in the enhancement of reading skill.

JUSTIFICATION

In a time marked by constant social, technological, cultural, environmental changes, etc., it is essential to look back at reading, a relevant activity but currently very little practiced by people in their daily lives. While it is true that the development of new information and communication technologies has revolutionized the paradigms that frame the teaching-learning processes, it is also important to note that education (in general terms) has missed opportunities to renew its teaching and learning strategies. Couple their methodologies to this changing environment, all this affecting the habit of reading.

In 2017, the Regional Center for the Promotion of the Book in Latin America and the Caribbean stated that reading rates are decreasing due, among various factors, to a decrease in literary production, as well as to the fact that every time the declared reading population decreases; These two factors are in turn affected by the invasion of technological development and also by an unexpected and controlled intrusion of foreign customs and traditions. For its part, INEC exhibits Ecuador as one of the countries in the last places with a population practicing reading. (Go to Anex, Table 1)

According to this reality, the urgency of promoting the habit of reading from an early age is evident, promoting the development of imagination, cultivating creativity, common sense, and critical thinking. It is necessary to create strategies and apply methodologies that, in the medium and long term, raise the reading index as a plausible tool within the teaching and learning process.

Development and maturity in the human being are promoted by reading due to the insertion of reading processes. Face with this premise, and it is necessary to adapt the educational environment to foster learning competencies, being these assisted or autonomous. Moreover, encouraging the culture enhancement and over all the pupils` will, considering that we will gather understanding and comprehension as a lecture product.

If the students taste lectures, they will apply reading skills like phonic, word recognition, fluency. In addition, they will be able to understand in a better way what they are reading. On the other hand, if the learners are charmed by reading, they will make it an ingrained habit, and their objectives will result easier than before. Being as the comprehension of several knowledge areas is given through reading; this was warned by the European Union when the "Lisbon Strategy" was established, several years ago in 2010, proposing at that time to reduce the percentage of inhabitants with reading difficulties, understanding this as the basis for language and learning success in various areas of knowledge.

The collaborative approach seems to be a strategy, method, or an educational tool, from which they are obtained several benefits, regarding its postulate in general terms is based on group or jointly work for better solving problems or causes, as well as acquire previous and new knowledge. In this context, household participation for stimulating the taste and habit for the

lecture is crucial give. If adult people have good reading and discuss the lecture benefits, they will endorse the lecture habit through their illustration.

Cultivating the habit of reading also includes making reading something natural, not precisely in a hurry, nor as an obligation or punitive act.

METHODOLOGY

Type and design of the research.

Descriptive Research. Based on the main objective of this research "Cooperative language learning to enhance reading skills" this work is framed under descriptive research. It is descriptive since it allows making rudimentary predictions of measurement to compare between two or more phenomena, situations, or structures, classify elements and patterns of behavior according to certain criteria.

Qualitative Research. The present investigation has a qualitative approach because is privileged in search of the understanding of social phenomena through inquiry, it has an interest in social action.

CHAPTER II

Literature Review

Cooperative language learning is a teaching method that enhances supportive activities that involve students learning in pairs or groups in the classroom or virtual environments. According to (Tram, 2019) research, cooperative learning operates through learning activities, and its organization makes learnings directly related to the social exchanges of information among group students. Each student is in charge of their schooling, and one crucial aspect inside their responsibilities is to fortify the other´s learning in an interdependent way. This method was designed to encourage cooperation rather than competition to develop critical thinking and communication skills through social activities.

In learning foreign languages, cooperative language learning has developed social connections and increased students' enthusiasm. The social link belongs to establishing positive relationships between group members. This association expands the compliance of the class and encourages student participation. The authors (Castillo & Suárez, 2021) agreed the lack of social connections among group members laid the foundation for the independent work of students and the lack of collaboration between them. Nevertheless, cooperation style plays an essential role in enhancing foreign language communication and increasing meaning (decoding and rezoning reading skills). When using cooperative reading activities, the abundance of language used is well perceived by teachers and students. All those activities even increase their oral competencies when speaking, being this the main objective when learning and teaching a foreign language.

Cooperative language learning principles.

The cooperative language learning approach stands out from the other methods due to its five relevant and purposeful principles. These are heterogeneous grouping, collaborative skills, autonomy, maximum peer interactions, positive interdependence.

The first principle, heterogeneous grouping, refers to the allocation, which means that learners are assigned into mixed cooperative groups, relying on several variables such as personality, sex, social class, language proficiency, age, ethnicity, diligence, and religion.

In the second principle: collaborative skills, some cognitive aspects (rezoning, reflecting) are considered. Principally, the capacity to solve problems or "giving reasons" because most of the young people nowadays lack these skills. Nevertheless, in collaborative climates, learners can create or reinforce this aptitude and use it in authentic contexts, in real life.

Another critical principle is group autonomy, where educators should attempt to reinforce responsibility and independence on learners. This principle encourages pupils to fend for themselves instead of relying on teachers all the time.

The fourth principle, maximum peer interactions, emphasizes maximizing participation while learning and teaching. The current pattern of involvement in a classroom with no group activities is one person talking at a time, or probably just the teacher decides who´s. In contrast, applying this principle, most students will take a very active role in the process, building up collaborative skills. "All for one, one for all" is the heart of the positive interdependence principle, where participants generate the awareness that what helps one member helps the whole group. In the same way, what affects one member, affects all members as a total. Each participant reflects about they are working for a common goal.

Teacher's role.

When applying a cooperative learning approach, the teacher's role diverges from traditional teachers when developing a particular skill. Some of the responsibilities in virtual classrooms using the zoom application are: Allocate students into groups and communicate the roles, setting goals. Promote healthy virtual environments in breakup rooms. Assign time for each activity and select appropriate and versatile material.

One of the most critical missions for the teacher is to control the expected development in each room with periodic visits. Furthermore, the teacher's role in this virtual modality is essential, considering that educators must be learners' facilitators; they have to motivate pupils' interactions, logical thinking, sequential and organized knowledge (Muhammad et al., 2021) .

Learners´ role

Under virtual circumstances and using a cooperative language learning approach, the principal role for students is to get involved in the assigned group, collaborate, share, promote as more as possible healthy atmospheres and participate actively to ensure the attainment of the objectives. Consequently, this approach encourages learners' responsibility of their own and others' learning acquisition, as well students are in charge of supervising improvements and failures by themselves (Christine & Chris De , 2017).

Reading Skills

Reading is a permanent skill to be used both at school and throughout life. It is a fundamental life ability; it is a basis for a child's success in school and life. Without the aptitude to read well, opportunities for personal accomplishment and job success certainly will be lost. Most of the time, some crucial aspects of reading are disregarded, without knowing that learners can effortlessly acquire a second language learning through them. Those features include

reasoning, decoding, pronunciation, fluency, vocabulary, cohesion, essential elements when developing reading skills. In fact, it would be advisable to inspire students to realize various types of reading, for instance: skimming, scanning, reading for detailed comprehension, predicting reading, among others.

Online Reading activities

Reading Puzzles

Reading puzzles, without doubt, is one of the best strategies to engage students in a collaborative and logical thinking environment. Puzzles consist of supporting learners with different parts of a complete reading. Students working together have to solve and present an entire lecture to the class; the same strategy could be used by sending tasks from different emails with segmented parts of a complete paragraph (Meng, 2017)

Reading Jigsaw

Jigsaw is considered a technique for developing language skills (Herman & Juwita , 2020) . In this case, jigsaws offer students the same lecture to the different groups. Once they have read the texts, they share their opinions, thoughts, comments and support the lesson with basic conclusions. Also, this technique increases their aptitude for reading activities, giving them a compelling reason to read.

Predicting the main idea by pictures

Herman & Juwita. (2020) also suggest for using intended pictures and words before reading tasks is an appropriate strategy for enhancing reading and vocabulary skills. Students infer the main idea or topic by decoding the presented material. The principal vocab, expressions, and grammar structures must be shown at this stage.

Zoom Application

Zoom is a video chatting instrument comparable with google hangouts and Skype. People use it for holding online classes, sessions, and conferences for different purposes. The free version allows users to include 100 participants with 45 minutes duration (Ayoub, 2019). Almost all its features are available on the trial version (break out rooms, chat, blackboard, sharing screen), the same which adjust perfectly for educational processes.

Break out rooms

For educational processes, breakout rooms allow teachers to divide students into small groups. These groups could be pre-assigned before starting the meeting or chosen randomly during the session. Inside breakout rooms' learners can: broadcast messages to all, notify a professor's assistant, share their screens, videos, audios, recording. While some of the available options for teachers are: assign starting and ending breakout rooms, move between breakout rooms, when necessary, broadcast messages to all, allocate members into groups, and return members to the main session when tasks are already done (Boidurjo & Bibhas , 2020).

CHAPTER III

CONCLUSIONS

- It could be said that this study will examine the impact of cooperative language learning activities by mainly enhancing reading skills.

- It will also determine whether students change the way they perceive English and reading skills by working in a cooperative environment that promotes confidence, communication, motivation, and problem-solving skills by supporting learners with tutorials about how to use digital tools for educational purposes.

RECOMENDATIONS

- It is recommendable to use online reading activities at zoom application using a format of a cooperative environment in virtual classes and taking advantage of the actual available virtual environments.

- It would be better to reinforce the student's perception about English process acquisition by significant and exciting online activities and inspire learners to maintain the lecture habit (motivation and engagement),

- It is suggestable to preserve the cooperation, confidence, and communication values inside and outside classrooms when applying the language.

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APPENDIX

Appendix A

Figure 1.

Comparison of Traditional CSR and CSR–HS

	Traditional CSR	CSR–HS
Teacher Introduction	Not explicitly included	Teacher explicitly states steps and expectations for daily lesson
Before Reading	Students: • Preview text and brainstorm what they already know about text • Predict what they will learn from text	Students: • Preview text • Use visual or other anchor to connect with topic

During Reading	Students:
	• Identify "clunks" (words and ideas not understood)
	• Use fix-up strategies to clarify meaning:
	  • Reread the sentence
	  • Reread sentences before and after clunk
	  • Use word parts, content clues, or cognates (for English learners)
	• Identify the most important "who" or "what" after each paragraph or other portion of text
		Students:
		• Identify words, phrases, or sentences not understood
		• Read to answer preselected questions and respond to true/false statements

	Traditional CSR	CSR–HS
After Reading	Students: • Write and answer different levels of questions (right there, think and search, author and you questions) • Review and summarize the entire text section or passage read	Students: • Write and answer questions • Summarize, using a graphic organizer Teacher conducts review and wrap-up of lesson
Materials	• Student learning log for each group member • Grade-level text • Role cards with scripts for cooperative learning group members (leader, clunk expert, gist expert, and question expert—plus timekeeper or encourager if needed)	• Student learning log for each pair • Grade-level text at targeted students' instructional level (however, texts could be used across a class—for example, a lower-level text to practice the strategies) • Checklist with peer prompts • Visuals • Preselected key vocabulary • Question stems
Implementation	• Implemented two to three times per week for full-class session • Learning log reviewed for progress monitoring • Students work in heterogeneous groups identified by teacher	• Implemented two to three times per week (maximum of 30 minutes per session) • In peer tutoring model, one tutoring session a week for targeted student only (student with ASD) • Learning log and percentage of comprehension questions answered correctly used for progress monitoring • Students work in pairs (higher-support-need students paired with neurotypical or higher-achieving student)

Appendix B

Figure 2.

Teambuilder - Treasure Hunt

Cooperative Learning Structures and Activities

Teambuilder – Treasure Hunt

Purpose: To help set an atmosphere of positive interdependence. This is one example of how that might happen.

Time	Instructor Activities	Learner Activities	Techniques / Equipment
20 min	Set up groups Explain task	Meet and introduce Decide responsibility	Small groups, instructions
40 min	Observe activity	Find all the items listed	Maps
20 min	Debrief Awards	Share what you have found Share rewards	Whole group

Activity – Teambuilder – Treasure Hunt

Organizer: On the first day of a program, this activity will familiarize the participants with their college environment and introduce them more fully to each other.

Objective: Find out a variety of things about the college.

Time: 80 minutes

Techniques / Equipment: Instructions, maps. Monitor and encourage participation.

Process: In small groups of four or five:

- Read over the instructions.
- Decide who will be responsible for which parts of the hunt.
- Find all of the items.
- Explain to each member what you found out and how you found it.

Group Success: Everyone in the group can explain where to find all of the items.

Accountability: Report on the things that were discovered.

Debrief: What were your best strategies for getting information?

Other teambuilders that help participants to see themselves as part of a small group include naming the group, sharing experiences, or developing guidelines (see next activity).

APPENDIX C

Table 1.
Difficulty level percentages when applying diverse kinds of reading activities.

No.	Kinds of Reading Skills	The Difficulty Level (Percentage)
1.	Recognizing Text Organization	72.5 %
2.	Paraphrasing	65 %
3.	Inference from Context	57.5 %
4.	Summarizing	47.5%
5.	Skimming	42.5 %
6.	Structural Clues: Morphology (Compound Words)	40 %
7.	Prediction	40 %
8.	Interpreting Pro-forms	37.5 %
9.	Interpreting Elliptical Expression	37.5%

Note. This table represents Ecuadorian students´ perception towards the level of difficulties regarding the reading skills.