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SKILLS AMONG FOURTH-GRADERS**

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**INNOVATIVE PEDAGOGIES IN ENGLISH TEACHING**

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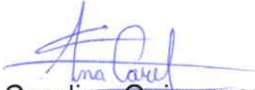
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Ambato – Ecuador

Diciembre 2023

**DEDICATION**

At the end of one of the stages of my student's life, I dedicate this research to God who always guides me, as well as I dedicate this to my mother Rosa, and my sons Kenny, Santiago and Fabricio who are my inspiration to always continue and fight for my dreams.

Ana Carolina Quisaguano Pumacuro

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## SUMMARY

La comprensión lectora es un proceso complejo que implica la integración de varios procesos cognitivos, entre ellos la decodificación, el conocimiento del vocabulario y el conocimiento previo. Sin embargo, según la UNESCO en 2019 en Ecuador los niños presentan un bajo nivel de competencia en comprensión lectora, debido a la falta de interés o hábito por la lectura, para ello, es necesario desarrollar habilidades de lectura a través de estrategias como el Aprendizaje Cooperativo, el cual es efectivo en el desarrollo de habilidades de comprensión lectora, ya que enfatiza en la colaboración, comunicación y aprendizaje activo. A edades muy tempranas es importante desarrollar habilidades lectoras porque contribuyen al aprendizaje de otras áreas de estudio, dado que las habilidades efectivas de comprensión lectora son vitales para el entendimiento e interpretación de textos escritos, los cuales forman la base del aprendizaje y comunicación del lenguaje. Por ello, el beneficio de este estudio animará a los investigadores a estudiar otras estrategias para mejorar las habilidades de los alumnos. Por todo lo anterior, el objetivo de la investigación es desarrollar habilidades de comprensión lectora utilizando estrategias de Aprendizaje Cooperativo entre alumnos de cuarto grado. La investigación tiene un diseño cuasi-experimental y un enfoque descriptivo, donde los participantes fueron 40 alumnos del cuarto grado de la Institución "Vicente León" de Latacunga. Como parte del estudio, se diseñaron y pusieron en práctica 15 talleres para evaluar la eficacia de las estrategias de Aprendizaje Cooperativo. Donde, el análisis de los datos reveló una mejora significativa en todas las áreas evaluadas, lo que indica la eficacia del taller. Los resultados del estudio además proporcionaron pruebas convincentes de que las estrategias de Aprendizaje Cooperativo aplicadas en este estudio tuvieron éxito en la mejora de las capacidades de comprensión lectora de los estudiantes.

**Palabras clave:** aprendizaje cooperativo, comprensión lectora, adquisición del lenguaje, estrategia, niños.

## **ABSTRACT**

Reading comprehension is a complex process that involves the integration of several cognitive processes, including decoding, vocabulary knowledge, and background knowledge. However according to UNESCO in 2019 children in Ecuador are experiencing a low level of proficiency in reading comprehension. This is attributed to a lack of interest or habit of reading, for that reason, it is necessary to develop Reading skills through strategies like Cooperative Learning. At a young age, it is important to develop reading skills because it contributes to learn other subjects because effective reading comprehension skills are essential for understanding and interpreting written texts, which form the basis of language learning and communication. Therefore, the benefit of this study will encourage researchers to study other strategies to enhance student's skills. The objective of the research is to develop reading comprehension skills using Cooperative Learning strategies among fourth-graders. The research has a quasi-experimental design and a descriptive approach, where the participants were 40 students from fourth-grade at "Vicente León" Unit in the city of Latacunga. As part of the study, there were designed and implemented 15 workshops to assess the effectiveness of Cooperative Learning strategies. The data analysis revealed a significant improvement all the evaluated areas due to the efficacy of the workshop. The results of the study also provided convincing evidence that the Cooperative Learning strategies implemented were successful in improving students' reading comprehension abilities.

**Keywords:** cooperative learning, reading comprehension, language acquisition, strategy, children.

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## INTRODUCTION

Reading comprehension is a complex process that involves the interaction of a reader with a text to derive meaning due to the development of reading comprehension skills is crucial for academic success and lifelong learning (Cassany, 2000). In the same line of study as Bolukbas et al. (2011) suggest that Cooperative Learning strategies are effective in developing reading comprehension skills in students. That is the reason why this investigation will explore the Cooperative Learning strategies that can be used to enhance students' reading comprehension skills.

On the one hand, Cooperative Learning is a teaching strategy in which students work in small groups to achieve a common goal. This strategy emphasizes collaboration, communication, and active learning. According to Johnson & Johnson (1999) Cooperative Learning involves students working together to achieve shared goals and learning outcomes, while also developing people skills such as communication, empathy, and mutual respect. Cooperative Learning is based on the principle that learners construct knowledge through social interaction and dialogue. Besides, cooperative learning strategies are an effective model for developing students' reading comprehension skills (Tran, 2019). Furthermore, by developing literacy skills as early as possible is essential for academic success that is the reason why it has been proven to help foster such skills in students of all ages.

On the other side, reading comprehension is the ability to understand and make meaning from a text. It involves the integration of several cognitive processes, including decoding, vocabulary knowledge, and background knowledge (Jalilifar, 2021). In the same line, according to Kamil et al. (2008), reading comprehension is not a single skill, but a complex set of skills that includes several sub-skills, such as making inferences, summarizing, and analyzing texts. For that reason as Nagy & Townsend (2012) agree reading comprehension skills are important for academic success because they enable students to understand and retain information from textbooks, lectures, and other sources of information.

Besides, reading comprehension is a complex process that involves the interaction of a reader with a text to derive meaning, developing reading comprehension skills is crucial for academic success and lifelong learning. However, there is a significant problem with reading comprehension among students. One of the primary issues with reading comprehension is that many students struggle with decoding, which is the ability to read words accurately and fluently, due students who struggle with decoding may have difficulty with reading comprehension because they are unable to read the words in a text quickly and accurately, this can lead to frustration, as students may struggle to understand what they are reading and lose interest in reading altogether (Cassany, 2000).

In addition to decoding difficulties, many students lack the background knowledge and vocabulary necessary to understand complex texts. Students who come from disadvantaged backgrounds may be particularly at risk for suffering cognitive and linguistic problems because they may not have been exposed to a wide range of vocabulary and experiences. Another issue with reading comprehension is that many students lack the motivation to read due to the lack of engaging material and active techniques to assess. Students who do not see the value in reading may be less likely to engage with texts and may not put forth the effort necessary to develop their reading comprehension skills. In addition, students who do not read regularly may miss the opportunity to practice their reading comprehension skills (Sanchez, 1993).

According to UNESCO in 2019 reported that students in Ecuador are experiencing a low level of proficiency in reading comprehension. This is commonly attributed to a lack of interest or habit of reading, as well as the prevalence of traditional educational models which prioritize memorizing content and fail to involve students in reading activities. Furthermore, there is a shortage of reading material which could potentially help pupils develop a habit of reading (Anilema et al., 2020). As a result, students may find themselves struggling with important receptive skills, such as reading. Based on the ideas mentioned above, the following problem has been stated: How can reading comprehension skills be boosted among fourth-graders?

To respond to and solve this problem, it is necessary to examine various research studies to correlate the two selected variables, Cooperative Learning strategies, and Reading Comprehension. A study carried out by Johnson, D., & Johnson, R. (2009) studied the impact of cooperative learning strategies on reading comprehension. The authors concluded that Cooperative Learning strategies, such as jigsaw activities, interactional readings, and structured problem-solving tasks, can significantly improve the reading comprehension of students. Additionally, they found that the impact of cooperative learning strategies on reading comprehension was more pronounced when students worked together than alone to discuss and review their reading material.

Another research is the one conducted by White & Frederiksen (1998) which was called "Inquiry, Modeling, and Metacognition: Making Science Accessible to All Students". These authors led a study on the effectiveness of cooperative learning strategies for developing reading skills. They concluded that Cooperative Learning strategies can effectively enhance students' reading comprehension by promoting active participation, increasing motivation, and improving comprehension accuracy. Additionally, they found that students' motivation increased when they received feedback from their peers and felt a sense of belonging to their peers' group.

The study "Cooperative Learning and Intergroup Relations" by Slavin (1995) examined how cooperative learning strategies can be used to foster reading comprehension. The author found that Cooperative Learning strategies, such as reciprocal teaching and think-pair-share, can improve students' reading comprehension by encouraging active participation and providing opportunities for students to connect with the text. Additionally, Slavin concluded that cooperative learning strategies can be effective in helping students to build their understanding of a text.

In the same way, there is the research of Johnson et al. (1997) entitled "El Aprendizaje Cooperativo regresa a la Universidad", it was conducted a study on the impact of Cooperative Learning strategies on the reading comprehension of elementary school students. It was found that Cooperative Learning strategies can

be effective in helping students to build background knowledge, increase self-confidence, and improve their reading comprehension. Also, it was found that Cooperative Learning strategies can effectively promote a student's ability to understand the content of a text and make connections to prior knowledge.

In Ecuador, reading comprehension is a critical skill for academic success, and efforts have been made to improve students' reading comprehension skills. According to the Ministry of Education in 2019, only 49.1% of fourth-grade students were proficient in reading comprehension. This low proficiency rate has prompted educators to explore new and innovative teaching strategies, including cooperative learning, to help students develop their reading comprehension skills (Castillo, 2021).

There have been numerous studies conducted in Ecuador on the use of Cooperative Learning strategies to improve reading comprehension among fourth-grade students. For example, a study by Jalilifar (2010) called "The effect of cooperative learning techniques on college students' reading comprehension" examined the effectiveness of Cooperative Learning strategies in developing reading comprehension skills among fourth-grade students in a rural area of Ecuador. The study found that cooperative learning activities such as peer tutoring, reciprocal teaching, and literature circles were effective in improving reading comprehension among fourth graders in this context.

Another study by Cola et al. (2021) titled "Self-monitoring Strategies to Enhance English Reading Comprehension Skills", investigated the use of cooperative learning strategies in improving reading comprehension among fourth-grade students in an urban area of Ecuador. The investigators concluded that Cooperative Learning activities such as cooperative reading, peer tutoring, and group discussions were also effective in improving reading comprehension among the students.

In this sense, the use of cooperative learning strategies for developing reading comprehension skills among fourth graders in Ecuador is a promising approach to improving reading proficiency. While more research is needed, the existing studies suggest that Cooperative Learning activities can be effective in improving reading

comprehension skills among fourth-grade students in both rural and urban areas of the country. Furthermore, the Ministry of Education has prioritized the development of reading comprehension skills in its educational policies and has encouraged the use of innovative teaching strategies to improve students' reading proficiency (Ministry of Education, 2020).

Based on the background presented, evidence suggests that Cooperative Learning strategies are effective in developing reading comprehension skills among students, especially fourth graders. Therefore, this investigation seeks evidence to support the above hypothesis through a comprehensive literature review.

The researchers hypothesis is that by engaging students in Cooperative Learning, their reading comprehension skills would improve, due they actively engage with the text, share their ideas, and collaboratively constructed meaning. Through the workshops designed as part of the study, the researchers sought to provide a structured framework for implementing Cooperative Learning strategies and assess their effectiveness in achieving the objective of developing reading comprehension skills among fourth graders.

Based on the hypothesis the main objective of the study is to develop reading comprehension skills using Cooperative Learning strategies among fourth graders.

The specific objectives are the following

- 1) To analyze existing literature about Cooperative Learning strategies for the development of reading comprehension skills.
- 2) To diagnose the level of reading comprehension among fourth graders.
- 3) To develop a handbook with cooperative learning strategies and activities for improving reading comprehension.
- 4) To propose strategies to improve students' reading comprehension through cooperative learning.

Firstly, to analyze existing literature about cooperative learning strategies for the development of reading comprehension skills, The idea is to examine the existing literature on cooperative learning strategies in relation to the development of reading

comprehension skills, by conducting a comprehensive review of relevant research articles, books, and scholarly sources, the study aimed to gain insights into the effectiveness of cooperative learning strategies in promoting reading comprehension among students. The analysis of the literature aimed to identify key themes, best practices, and empirical evidence that would inform the design and implementation of cooperative learning strategies in the context of reading instruction.

Secondly, to diagnose the level of reading comprehension among fourth graders, the objective is to assess and diagnose the current level of reading comprehension among fourth-grade students. Through diagnostic assessments, to evaluate students' understanding of written texts, student's ability to extract information, infer meaning, and make connections. This diagnosis would provide valuable baseline data that would inform the design and customization of cooperative learning activities to address the specific needs and challenges identified among the students.

Thirdly, to develop a handbook with cooperative learning strategies and activities for improving reading comprehension, the study aims to develop a practical handbook that would serve as a resource for educators. The handbook would provide a collection of cooperative learning strategies and activities specifically designed to enhance reading comprehension skills among students. Further, it would offer a step-by-step guidance on implementing these strategies, providing educators with a structured approach to incorporate cooperative learning into their reading instruction. The handbook's development involved synthesizing research findings, adapting existing strategies, and designing new activities to create a comprehensive and accessible resource for educators.

Finally, to propose strategies to improve students' reading comprehension through cooperative learning, the objective of proposing strategies is to suggest innovative approaches and techniques to enhance students' reading comprehension skills through the utilization of Cooperative Learning. Based on the findings from the literature review, diagnostic assessments, and the development of the handbook, the study aims to recommend effective strategies that would engage students in active learning, foster collaboration, and promote higher-order thinking skills. These

proposed strategies would provide practical guidance and actionable recommendations for educators, to later integrate cooperative learning into their reading comprehension instruction.

## **CHAPTER I. LITERATURE REVIEW**

### **1.1. Cooperative Learning strategies**

Cooperative Learning is an effective teaching strategy that involves students working together in small groups to achieve common learning goals. Research has shown that cooperative learning can improve academic performance, promote positive social interactions, and enhance students' attitudes toward learning (Johnson, D., & Johnson, R., 2009) It is a pedagogical approach that emphasizes collaborative work among students. This approach has been shown to enhance academic achievement, promote positive social interactions, and improve attitudes toward learning.

As mentioned before, cooperative learning strategies are instructional methods that emphasize collaboration and communication among students to achieve common learning purposes. These strategies seek to create an active and meaningful learning experience, where students learn from and with each other. By working in groups, students can develop their social skills, improve their attitudes toward learning, and enhance their academic performance.

Some general benefits of cooperative learning strategies include promoting teamwork, fostering critical thinking, encouraging active participation, and enhancing critical thinking skills (Baloche & Brody, 2017). These strategies can be adapted and applied in various subjects, areas and educational levels and can be customized to meet the unique needs and goals of diverse groups of students. This strategy has been widely recognized as an effective pedagogical approach to promoting active and meaningful learning experiences among students. This teaching strategy emphasizes collaboration and communication among learners, which can enhance their academic performance, social skills, and attitudes toward learning, by promoting active and meaningful learning experiences among students (Cola et al., 2021).

Cooperative Learning strategies refer to instructional methods that emphasize collaboration among learners to achieve academic goals. The approach seeks to enable students to engage in active and learning experiences, where they learn from

and with each other. In the following lines, I will explore eight different Cooperative Learning strategies that have been identified by Casey & Fernandez (2019):

### **Key Principles of Cooperative Learning Strategy**

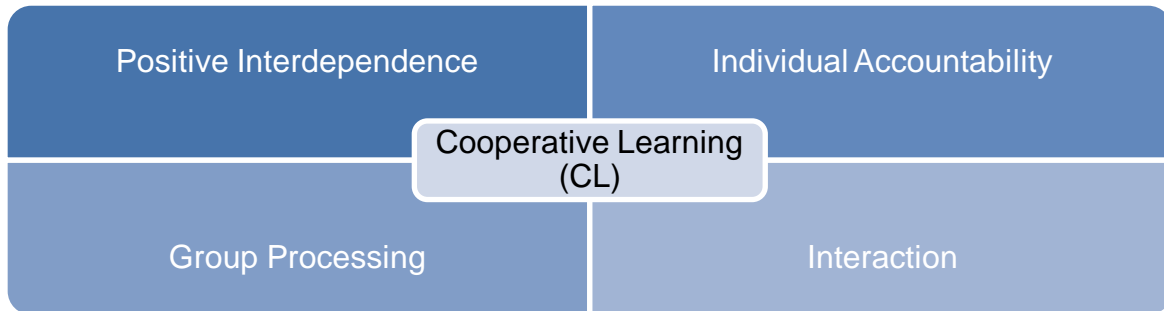
One of the key principles of cooperative learning is positive interdependence, which means that each member of the group has a vital role to play in achieving the group's goals. This principle encourages students to support each other, share their knowledge, and work collaboratively (Slavin, 1995). Individual accountability, which requires each student to contribute to the group's work and be responsible for their learning, helps to ensure that students are actively engaged in the learning process, and that they are held accountable for their learning outcomes (Astuti & Lammers, 2017).

Another important principle of cooperative learning is individual accountability. Baloche & Brody (2017) argued that individual accountability is crucial in cooperative learning because it ensures that each group member is responsible for their learning and contributes to the group. This principle promotes a sense of ownership and encourages students to take responsibility for their learning process. It also helps to prevent freeloading, as each group member knows that their contributions will be evaluated individually.

A third key principle of this strategy is the use of group processing. Group processing involves reflecting on the group's performance and identifying ways to improve. Rabgay (2018) argued that this principle is essential because it helps group members to develop their metacognitive skills and to become more aware of their learning processes. It also helps to ensure that any problems or conflicts within the group are identified and addressed.

**Figure 1**

*Main components involved in the Cooperative Learning methodology.*



*Source.* Adapted from Main components involved in the cooperative learning methodology, by Álvarez Ariza, (2016), [https://www.researchgate.net/figure/Main-components-involved-in-the-cooperative-learning-methodology\\_fig1\\_311317578](https://www.researchgate.net/figure/Main-components-involved-in-the-cooperative-learning-methodology_fig1_311317578)

In summary, cooperative learning is a powerful teaching strategy that promotes social interaction and collaboration among students. The key principles of positive interdependence, individual accountability, and group processing are crucial to the success of cooperative learning. By implementing these principles, teachers can create a supportive and inclusive learning environment that promotes active learning and student engagement. Strategies such as active learning, alternative grading approaches, and differentiated instruction can also be used to enhance student engagement and promote inclusivity in the classroom.

### **Benefits of Cooperative Learning strategies**

Cooperative Learning strategies have been found to have numerous benefits for students. This section will explore some of the most significant advantages of these strategies. One of the most significant benefits of Cooperative Learning According to Brito (2019) is that it promotes the development of teamwork and collaboration skills. It helps students to work together effectively and communicate clearly with one another. This can be particularly valuable in preparing students for the workforce, where teamwork skills are often highly valued.

Another advantage of Cooperative Learning is that it can lead to increased student engagement and motivation. When students work together on a task, they are more likely to be engaged and take ownership of their learning. This can lead to higher

levels of motivation and a more positive attitude towards school (Slavin, 1995). Collaborative learning has been found to be particularly effective in promoting social skills, conceptual understanding, and future professional work in the field of science.

This strategy can also promote the development of critical thinking skills as Silalahi & Hutauruk (2020) stated that when students work together on a task, they are compelled to think more deeply about the subject and to consider different perspectives, which can help to promote the development of critical thinking skills and to deepen students' understanding of the material, since collaborative learning has been found to enhance metacognitive skills and engage students in higher-order thinking skills.

The promotion of the growth of social and emotional skills is another benefit of cooperative learning. When students collaborate on a project, they are more likely to grow in empathy and become more sensitive to others' feelings. This may support the growth of social and emotional competencies that are crucial for success in life (López & Pastor, 2017). Collaborative Learning has been found to provide opportunities for the development of higher-level thinking, oral communication, self-management, and leadership skills, which are essential for success in both academic and real-life.

Academic achievement can also be supported by Cooperative Learning. According to Fernandez et al. (2017) pupils are more likely to perform at higher levels when they collaborate on a task than when they work alone. For difficult students who might gain from peer assistance and guidance, this can be extremely helpful. Cooperative learning also has the benefit of promoting inclusivity and diversity in the classroom (Johnson, D., & Johnson, R., 2009) claim that when students collaborate, they interact with classmates from all backgrounds and consider various viewpoints, this could encourage a more varied and inclusive learning environment.

Cooperative Learning can also promote the development of leadership skills. According to Larraz et al. (2017) when students work together on a task, they are more likely to take on leadership roles and to develop leadership skills. This can be

particularly valuable for students who may not have had the opportunity to develop these skills in other contexts.

Cooperative Learning has the additional benefit of fostering the growth of wholesome relationships among pupils. Slavin (1995) asserts that collaboration on a task increases students' propensity to form friendly bonds with one another. This may result in a more encouraging climate in the classroom. Collaborative learning has been found to improve academic engagement by working with students' social motivation rather than against it, which can lead to the development of student-student relationships and student engagement. The interactive and interdependent components of cooperative learning offer emotional and interpersonal experiences that boost emotional awareness, judgment, and social competence.

Cooperative learning can also help to promote the development of self-esteem and self-confidence. According to Tran (2019), students are more likely to experience success and to feel a sense of accomplishment when they work together on a task. This can help to promote the development of self-esteem and self-confidence, because it promotes more positive attitudes toward learning and instruction than other teaching methodologies, which can enhance student satisfaction with the learning experience. The already mentioned strategy can also support the development of abilities for lifetime learning. When students collaborate on a project, they are more likely to fall in love with learning and keep learning throughout their lives, this can be especially helpful in a world that is changing quickly and where lifelong learning is becoming increasingly significant (Chen,2021).

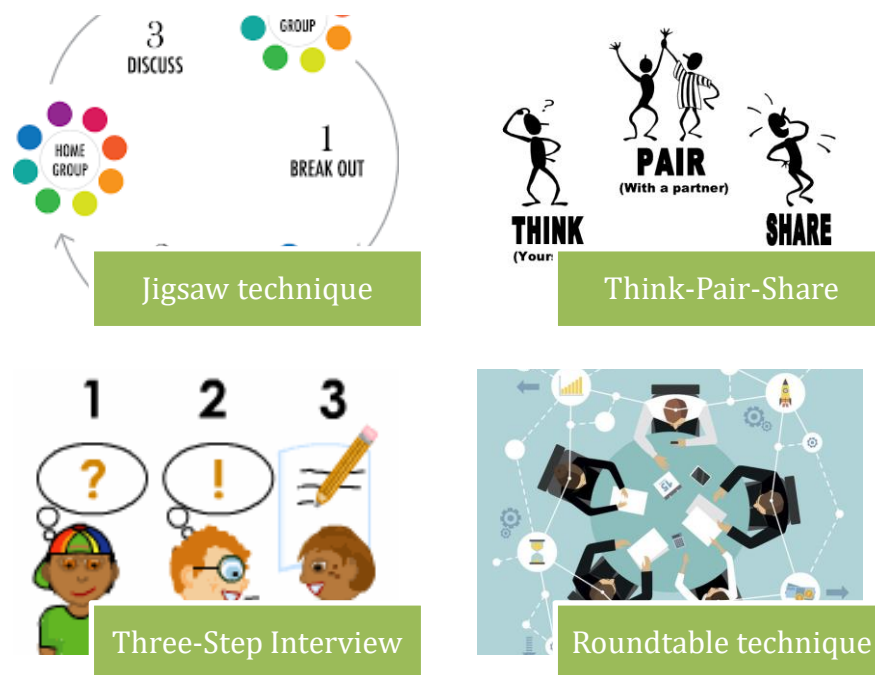
In resume, Cooperative Learning can stimulate individuals' inner motivation, improve attitudes toward learning, and help young people achieve key learning goals. The interactive and interdependent components of cooperative learning offer the emotional and interpersonal experiences that boost emotional awareness, judgment, and social competence, which are essential for success in both academic and real-life situations.

## Types of Cooperative Learning techniques

Several techniques can be used in Cooperative Learning. These seek to encourage the active participation of students, the development of social skills, the improvement of academic performance, and the construction of knowledge through collaboration and interaction among students, where teachers must select the appropriate dynamics or strategy for each situation and learning objective. Otherwise, there can be many types such as teamwork, peer tutoring, debate, brainstorming, problem-based learning, project-based learning, puzzles, role-playing, jigsaw technique, the following are the four most used ones (Álvarez, 2016).

**Figure 2**

*Types of Cooperative Learning techniques*



*Note.* The figure shows the types of Cooperative Learning techniques.

Source. Got from Main components involved in the Cooperative Learning methodology, by Álvarez (2016).

Cooperative Learning techniques can help to create an inclusive and supportive classroom environment that promotes positive social interactions and a sense of community among students. By providing opportunities for active participation and shared learning, to foster a love of learning and a desire for continued growth and

development. Finally, as the world becomes increasingly interconnected, cooperative learning techniques can help to prepare students for success in a global workforce that values collaboration, communication, and innovation.

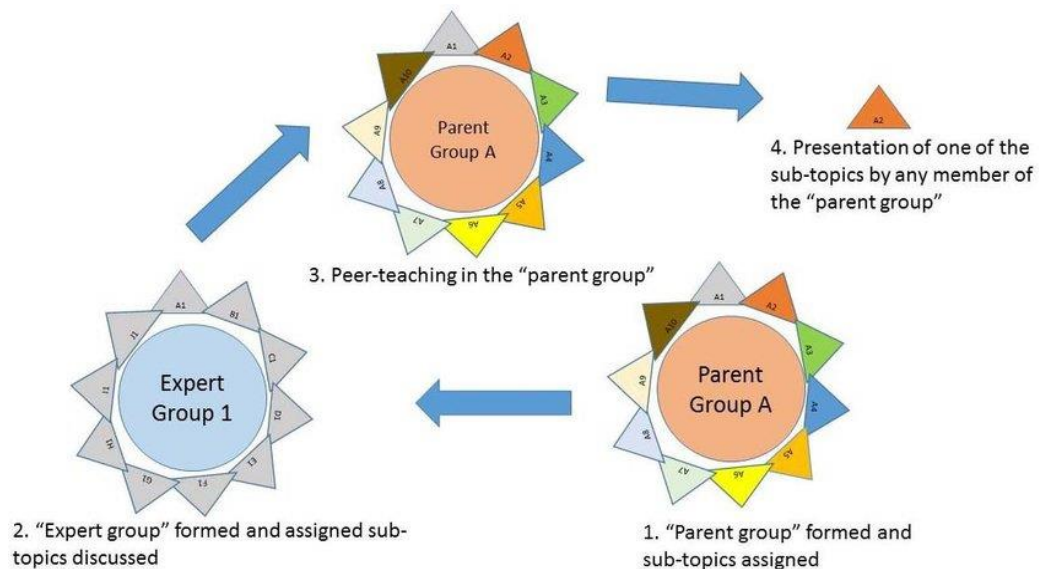
### ***Jigsaw technique***

Jigsaw technique involves breaking students into small groups, where each member is responsible for learning a specific concept or topic. According to Karacop & Diken (2017) this method enhances students' motivation, reduces competition, and increases their positive attitudes towards the learning process. The Jigsaw technique is a collaborative learning strategy that can be extensively used at lower to a higher level of education and has been found to improve students' science process skills. The technique allows individuals or small groups to become responsible for a subcategory of a topic, which can lead to a deeper understanding of the material and a sense of ownership over the learning process (Karacop & Diken, 2017).

The Jigsaw technique is a cooperative learning strategy used to promote interaction and dialogue among students in a collaborative environment. It was developed by Elliot Aronson in 1971 and, according to its creator it was established together with the students because of a situation that occurred at the time and that had to do with racial segregation (Aronson, 2002). The goal of this technique is to promote collaborative learning and to reduce the barriers for effective learning, where students are divided into small groups, where each member is assigned a unique concept or topic to learn. The students become experts in their assigned topics and then share their knowledge with their group members. By doing this, the students learn from each other and become more engaged in the learning process (Garcia, 2021).

**Figure 3**

*Steps for Jigsaw technique of cooperative learning*



*Note.* The figure shows the steps for Jigsaw technique of cooperative learning.

Source: taken from the study of Rathore et al. (2017).

### **Think Pair Share**

Think-Pair-Share technique, encourages students to think about a particular question, discuss it in pairs, and share their thoughts with the rest of the class. It was proposed by Frank Lyman of the University of Maryland in 1981. This technique is used to help students form individual ideas, discuss, and share with others in the group. The Think Pair Share technique encourages active student participation, development of social skills, improved academic performance, and knowledge building through collaboration and interaction among students. It also can be used before reading or teaching a concept and works best with small groups. To apply this Think-Pair-Share technique, the process can be divided into the following steps:

1. The teacher presents a question or problem to the students.
2. Students have some time to think silently about the question or problem.
3. Students pair up with another student to discuss their ideas and produce an answer or solution.

4. Students share their ideas and solutions with the whole group.

According to Falentina et al. (2022) argued that Think-Pair-Share technique, enhances students' critical thinking and communication skills. The goal of this technique is to encourage active participation, critical thinking, and discussion among students, where the teacher poses a question or a problem to the class, and the students are given a few minutes to think about it, then the students are paired up and asked to discuss their thoughts with their partner. Finally, the pairs share their ideas with the rest of the class.

**Figure 4**

*Think Pair example process.*



*Note.* The figure shows an example of Think Pair process.  
Source: taken from the study of Falentina et al. (2022)

### ***The Three-Step Interview***

The Three-Step Interview technique is another Cooperative Learning tool that involves pairs of students interviewing each other about a particular topic or concept. Afterward, the pairs share what they have learned with the rest of the class. Indeed, Slavin (1995) noted that this method fosters peer learning, improves students' listening and speaking skills, and enhances their engagement. It was developed by the American psychologist and educator, Spencer Kagan in the eighties.

The Three-Step Interview technique is divided into three steps according to Kagan (1985) the interviewer step, the interviewee step, and the summary step. In the first step, one of the students asks the other student questions about a specific topic. In the second step, the students switch roles and the one who asked the questions now answers questions on the same topic. In the third step, the students summarize what they have learned and discuss the most important aspects of their interview.

Additionally, the Three-Step Interview technique can help students to develop a more profound understanding of the subject by encouraging them to think critically about the topic and to articulate their thoughts clearly. By engaging in dialogue with their peers, students can also learn from different perspectives and gain a more comprehensive understanding of the subject. This technique can be particularly useful for complex or abstract concepts that may be difficult to grasp through individual study. Additionally it can help to foster a sense of community and support among students, as they work together to learn and share their knowledge with one another (Juliastri, 2021).

### ***Roundtable technique***

Another commonly used cooperative learning style is the roundtable technique, in which students discuss a specific topic or issue in groups of four. Every member of the group is assigned a particular role, which they switch after each round. According to Mukarromah & Bindarti (2017), this approach fosters accountability, cooperation, and enhances students' communication abilities.

The roundtable technique also encourages students to take responsibility for their learning and to actively participate in the learning process. By assigning specific roles to each member of the group, this technique ensures that every student is actively engaged in the discussion and has a clear role to play. Finally, the roundtable technique can be adapted to suit a wide range of learning styles and abilities, making it a versatile and flexible teaching technique.

The process to apply the Roundtable technique is as follows. First, the teacher presents a topic or problem to the students. Then the students sit at a round table and discuss the issue or problem in small groups, where each student has the

opportunity to speak and share her ideas while the other students listen and respond to her comments. Finally, students share their ideas and solutions with the whole group. It is important that the teacher selects the appropriate topic or problem for each situation and learning objective.

## **1.2. Reading comprehension**

Reading comprehension is a critical skill that is essential for academic success and lifelong learning. It should be noted that Guthrie and Klauda (2014) considered that reading comprehension involves the active construction of meaning from text, and it requires a combination of cognitive, metacognitive, and motivational processes. Therefore, it is important for educators to understand the key components of reading comprehension and how to support students in developing these skills.

Reading comprehension is not only essential for academic success, but it is also crucial for lifelong learning. According to Elleman & Oslund (2019), it enables individuals to access and understand information, communicate effectively, and make informed decisions. Proficient reading comprehension skills allow people to fully enjoy reading and to get the most out of what they read. Reading comprehension is a complex process that involves various cognitive, metacognitive, and motivational processes, such as word reading and language comprehension (Oxford, 2019). Without comprehension, children gain no meaning from what they read, and comprehension strategies are used to increase children's understanding of the text to help them become active readers by engaging with the material.

Cognitive processes include the ability to decode words, recognize vocabulary, and comprehend sentences and paragraphs. Metacognitive processes involve the ability to monitor and regulate one's own comprehension, such as knowing when to reread a passage or ask questions to clarify meaning. Motivational processes refer to the student's interest, engagement, and willingness to persist in reading (Carpenter & Just, 1981). These processes have been found to play a significant role in enhancing reading comprehension.

Educators play a critical role in supporting students' development of reading comprehension skills. As stated by Cartwright (2023) it is important to provide explicit

instruction in decoding, vocabulary, and comprehension strategies, as well as opportunities for students to practice and apply these skills. Educators can also foster a supportive classroom environment that promotes student motivation and engagement in reading. Teachers' role is important in encouraging student participation for reading skills at all levels. Understanding reading comprehension processes is vital for teachers to effectively conduct teaching and assessment of reading in schools. Comprehension strategies are used to increase children's understanding of the text to help them become active readers by engaging with the material (Garcia, 2021).

In addition, educators can use a variety of assessment tools to monitor student progress in reading comprehension and adjust their instruction accordingly. This can include informal observations, formative assessments, and summative assessments. By understanding the key components of reading comprehension and how to support students in developing these skills, educators can help students become successful readers who are prepared for academic and lifelong learning (Elleman & Oslund, 2019).

### **Reading comprehension components**

One key component of reading comprehension is vocabulary knowledge. An extensive or rich vocabulary is essential for comprehension because it allows readers to understand the meanings of words in context. Therefore, it is important for educators to teach and reinforce vocabulary knowledge to support students' reading comprehension skills (Nagy & Townsend, 2012). As children learn to read more advanced texts, they must learn the meaning of unfamiliar words that are not part of their oral vocabulary.

Another significant component of reading comprehension is background knowledge. Readers' prior knowledge and experiences can impact their comprehension of a text. Consequently, it is essential for educators to help students activate and build their background knowledge to support their understanding of new texts (Alexander & Jetton, 2000). Higher levels of background knowledge enable children to better comprehend a text. Readers who have a strong knowledge of a particular topic, both

in terms of quantity and quality of knowledge, are more able to comprehend a text than a similarly knowledgeable reader who has less knowledge of the topic. Prior domain knowledge is also found to assist the reading comprehension of older school-aged children and adults.

Additionally, comprehension monitoring is a critical skill for reading comprehension. Comprehension monitoring involves the ability to recognize when comprehension breaks down and to use strategies to repair understanding. Therefore, educators should explicitly teach and model comprehension monitoring strategies to support students' comprehension skills (Palincsar et al., 1987).

Additionally, comprehension monitoring is a critical skill for reading comprehension. Comprehension monitoring involves the ability to recognize when comprehension breaks down and to use strategies to repair understanding. Therefore, educators should explicitly teach and model comprehension monitoring strategies to support students' comprehension skills (Garcia, 2021). Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise.

Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension. Comprehension monitoring instruction teaches students to be aware of what they do understand, identify what they do not understand, and use appropriate strategies to resolve problems in comprehension. Moreover, metacognition is a crucial element. Pressley and Afflerbach (1995) defined metacognition as the capacity to consider and control one's own thought processes. To boost their reading comprehension skills, educators should encourage students to develop metacognitive awareness and techniques.

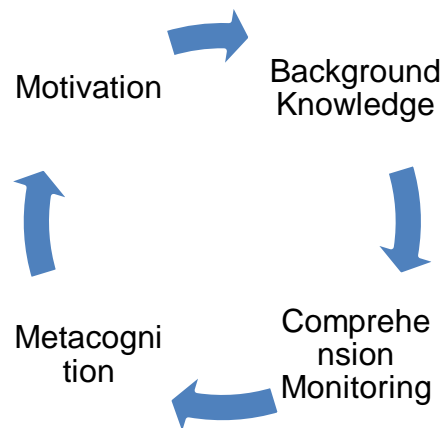
Furthermore, motivation is a key component of reading comprehension. As well as that, Wigfield (1997) found that motivated readers are more likely to actively digest their reading material and stick with it. To encourage motivation and engagement, educators should endeavor to create a good and supportive learning environment and take into account elements like text difficulty and genre might have an impact on

a reader's comprehension. Indeed, Parris et al. (2019) asserted that when readers come across materials that are excessively complex or unfamiliar, they may have trouble understanding them. That is the reason why, educators should choose texts that are appropriate for the reading abilities and interests of their students and offer guidance and scaffolding, as necessary.

Therefore, reading comprehension can be enhanced using explicit instruction and modeling. According to Hiebert (2014) explicit instruction involves providing clear and direct guidance on reading comprehension strategies and processes. Additionally, modeling involves demonstrating how to use these strategies and processes in context.

**Figure 2**

*Reading comprehension components*



*Note.* The figure shows the reading comprehension components.  
 Source. Adapted from the study of Hiebert (2014)

### **Reading comprehension improved through tools**

Technology has revolutionized the way we learn and comprehend information. With the help of individualized and adaptive training, students can now have a more personalized learning experience. Interactive reading experiences have also become more accessible, which makes it easier for students to engage with the material. As Lysenko & Abrami (2014) suggested, teachers should consider integrating technology-based tools and resources into their reading comprehension

lessons. By doing so, students can have a more engaging and effective learning experience, which can lead to better comprehension and retention of information.

One way that technology has improved reading comprehension is through the availability of digital texts. Digital texts can be accessed and read on a variety of devices, including smartphones, tablets, and e-readers, making it easier for people to read anytime and everywhere. Additionally, according to Serafini & Gee (2017) digital texts often come with features like highlighters, note-taking tools, and the ability to look up unfamiliar words, which can help readers understand the text better.

Another way that technology has improved reading comprehension is through the development of software programs and apps that use natural language processing and artificial intelligence to analyze and enhance text. These programs can identify complex sentences, unknown words, and unfamiliar concepts while providing explanations and definitions in real-time. This can be particularly helpful for struggling readers, such as those learning a new language, or people with learning disabilities (Delgado et al., 2018).

Technology has transformed the way we approach learning, particularly in the realm of personalized learning. With the help of algorithms, personalized learning can tailor reading materials and activities to the specific needs and abilities of individual learners. As Castañeda et al. (2017) suggested, this can help learners focus on areas where they require the most help and progress at their own pace. This personalized approach to learning can be particularly effective in improving reading comprehension, as it allows students to engage with the material in a way that is tailored to their unique needs and abilities.

In summary, technology has revolutionized the way we approach reading comprehension, making it more accessible and understandable for people of all ages and abilities. Digital texts, software and apps, and personalized learning are just a few examples of how technology is improving reading comprehension in today's world. With the help of these tools, individuals can engage with reading materials in a way that is tailored to their unique needs and abilities, leading to better

comprehension and retention of information. As technology continues to advance, it is likely that we will see even more innovative tools and resources emerge, further enhancing the way we approach reading comprehension.

Collaboration and peer support can also play a significant role in improving reading comprehension education. By working together, students can engage in debate, criticism, and shared learning, leading to a deeper understanding of the material. Palincsar et al. (1987) recommended that teachers should consider including group projects and peer support in their reading comprehension lessons. This can help students develop important social and cognitive skills, such as critical thinking, communication, and problem-solving, while also improving their reading comprehension abilities. By fostering a collaborative learning environment, teachers can help students develop a love for reading and a lifelong passion for learning (according to who? Add citation or page number if needed).

Understanding what students or learners are reading is an important ability that calls for a combination of cognitive, metacognitive, and motivational processes (citation). By emphasizing essential elements including vocabulary knowledge, background information, comprehension monitoring, metacognition, and motivation, educators can support students' reading comprehension abilities. Moreover, educators should combine explicit instruction, modeling, technology, collaboration, and reading comprehension training into their curriculum, and they should also take elements like text complexity and genre into account to enhance their students' academic performance and lifetime learning, educators can provide thorough and efficient reading comprehension teaching (Spiro et al., 2017).

In addition to technology and collaboration, there are other strategies that can be employed to improve reading comprehension. For instance, explicitly teaching and modeling comprehension strategies such as visualizing, questioning, and summarizing can help students to become good readers by providing access to a variety of high-quality texts, including fiction and non-fiction, can also promote reading comprehension (Morales et al., 2017).

Another important aspect of reading comprehension instruction according to Stole et al. (2020) is assessment. Educators should use a range of assessment methods, including both formal and informal measures, to identify students' strengths and weaknesses and to monitor their progress over time. Assessment data can be used to guide instruction and to adjust the curriculum as needed.

Finally, it is important for educators to recognize that reading comprehension is not just a school-based skill, but a lifelong one. Encouraging students to read for pleasure and to engage with a variety of texts outside of school can foster a lifelong love of reading and support continued growth in reading comprehension skills (Cartwright, 2023). By emphasizing the importance of reading comprehension and employing a range of effective strategies, educators can help their students become successful and engaged readers both in and out of the classroom.

### **Challenges of traditional reading instruction**

Traditional reading instruction, also known as skill-and-drill reading instruction, has been the primary method of teaching reading for many years. This approach emphasizes phonics, sight words, and decoding skills, it is also focused on developing students' reading accuracy and fluency. As outlined by Braten et al. (2020) this approach has faced numerous challenges recently, which include competing priorities in student learning, compromised forms of inquiry-based instruction, negotiating, and complexities of responsiveness. Consequently, there is a growing need for alternative approaches to reading instruction that consider the unique needs and abilities of individual learners.

One challenge of traditional reading instruction is that it does not focus enough on comprehension. According to Kit-ling (2017), traditional reading instruction focuses on decoding words but not on understanding their meaning, leading to shallow and ineffective reading comprehension activities. Furthermore, traditional reading instruction often fails to provide opportunities for students to engage with the text in meaningful ways, such as through discussion, analysis, and interpretation. As a result, students may struggle to understand complex or abstract concepts and may be less motivated to read. By incorporating cooperative learning strategies that focus

on comprehension, educators can help to create a more engaging and effective learning environment that promotes more in-depth understanding of the text.

Traditional reading instruction does not consider individual learning styles and preferences, which can be a significant challenge for many learners. Hiebert & Mesmer (2013) argue that students have diverse ways of learning and comprehending text, and traditional instruction does not account for these differences, leading to a one-size-fits-all approach that may not be effective for all learners. As a result, there is a growing need for alternative approaches to reading instruction that consider the unique needs and abilities of individual learners.

A third challenge of traditional reading instruction is that it may not be culturally responsive. For this reason, Ladson (1995) noted that traditional reading instruction may be biased towards the dominant culture and may not consider the cultural backgrounds of diverse learners, leading to disengagement and a lack of motivation. Moreover, traditional reading instruction may reinforce stereotypes and perpetuate systemic inequalities by presenting a narrow and limited perspective on the world.

By incorporating cooperative learning strategies that value diversity and promote cultural responsiveness, educators can help to create a more inclusive and equitable learning environment that celebrates and honors the unique perspectives and experiences of all learners. Additionally, cooperative learning strategies can promote cross-cultural understanding and empathy, which help students to develop the necessary skills to navigate an increasingly diverse and interconnected world (Farzaneh & Nejadansari, 2014).

Another difficulty is that conventional reading training might not be in line with what is needed in the workplace in the twenty-first century. Employers demand people who can analyze, synthesize, and evaluate complicated texts, skills that are seldom stressed in conventional reading teaching, according to Greenleaf & Hinchman (2009). As the world becomes increasingly digital, another challenge of traditional reading instruction is that it may not adequately prepare students for online reading. According to Leu et al. (2015), online reading requires a separate set of skills than

traditional reading, such as evaluating the credibility of online sources and navigating hypertext. These skills are not typically emphasized in traditional reading instruction. Moreover, traditional reading instruction may not be effective in promoting lifelong reading habits. Students who develop a cheerful outlook towards reading are more likely to continue reading outside the classroom. However, traditional instruction may not focus enough on cultivating this cheerful outlook, leading to a lack of interest in reading among students (Guthrie et al., 2004).

Traditional reading instruction may not engage students who are already proficient readers, as they may find the instruction repetitive and boring, leading to a lack of motivation and disengagement, as stated by Fountas & Pinnell (2022). This highlights the need for alternative approaches to reading instruction that can challenge and engage proficient readers, while also catering to the needs of struggling readers. As education continues to evolve, it is important for teachers to consider the unique needs and abilities of individual learners, and to adapt their instruction accordingly.

The author Allington (2013) argued that traditional reading education may not promote a love for reading, as it puts too much emphasis on teaching reading abilities and disregards the enjoyment and pleasure of reading. This can result in students losing interest and motivation, which can be a significant challenge for educators. To address this issue, educators can incorporate more engaging and enjoyable reading materials and activities into their instruction, such as allowing students to choose their own books and providing opportunities for independent reading. By promoting a love of reading, educators can help students become lifelong learners and readers.

On the other hand, Shanahan J. & Shanahan K. (2008) contended that traditional reading instruction may not prepare students for real-life reading experiences, as it focuses on isolated reading skills and does not prepare students for the complex and varied reading experiences they will encounter in their personal and professional lives. To address this issue, educators can incorporate more authentic reading materials and activities into their instruction, such as news articles, scientific papers,

and literature that reflect real-world reading experiences. By providing students with opportunities to engage with authentic reading materials, educators can help them develop the skills and strategies needed to navigate and comprehend complex texts in real-life situations.

Thus, traditional reading instruction has faced numerous challenges recently, including a lack of focus on comprehension, a one-size-fits-all approach, cultural bias, misalignment with workplace demands, disengagement of proficient readers, neglect of the joy of reading, and a lack of preparation for real-life reading experiences. As such, educators should consider more innovative and inclusive approaches to teaching reading that consider individual differences, diverse cultural backgrounds, and real-life reading experiences.

### **Reading comprehension and Cooperative Learning**

Reading comprehension and Cooperative Learning are two important concepts in education that can enhance student success, especially in today's diverse classrooms where students come with diverse cultural backgrounds, learning abilities, and interests. Collaborative Learning approaches have been found to be effective in promoting active engagement and collaboration among students while improving reading comprehension skills. Positive classroom environments and attitudes towards cooperative learning have also been found to be positively correlated with reading comprehension achievement. By using various instructional strategies that promote active engagement and collaboration among students, educators can create a positive learning environment that caters to the unique needs and abilities of individual learners, while also promoting their success in reading comprehension (Laal, 2013).

One effective strategy is cooperative learning, which involves small groups of students working together towards a common goal. This strategy allows students to exchange ideas, clarify their understanding, and learn from one another. In addition, reading comprehension is a crucial skill that students need to acquire to succeed academically and beyond. However, many students struggle with reading comprehension due to a variety of factors such as language barriers, lack of prior

knowledge or vocabulary, and difficulty identifying main ideas and supporting details in a text (Brown & Palincsar, 1989).

Therefore, incorporating cooperative learning into reading comprehension activities can be a powerful approach to addressing these challenges. For example, teachers can assign a reading passage to small groups of students and have them work together to identify the main ideas, supporting details, and synthesize their understanding of the text by discussing and summarizing it in their words (Munir et al., 2018).

### **Impact of Cooperative Learning strategies on reading comprehension**

Cooperative learning strategies have been shown to have a positive impact on reading comprehension. On top of this, Slavin (1995) considers that cooperative learning involves students working together in small groups to achieve a common goal, with each member of the group responsible for their own learning and the learning of their peers. This approach allows for peer support and feedback, which can enhance reading comprehension.

One way that Cooperative Learning strategies can improve reading comprehension is through peer discussion. According to Palincsar et al. (1987) peer discussion can help students to clarify their understanding of the text, identify areas of confusion, and develop a more profound understanding of the content. Moreover, peer discussion can expose students to different perspectives and ideas, leading to a more nuanced and comprehensive understanding of the text.

Peer teaching is a cooperative learning strategy that can improve reading comprehension by allowing students to teach and explain concepts to their peers. This strategy can reinforce their own understanding of the material and provide an opportunity for students to engage in higher-level thinking and analysis. Positive classroom environments and attitudes towards cooperative learning have also been found to be positively correlated with reading comprehension achievement. By using various instructional strategies that promote active engagement and collaboration among students, educators can create a positive learning environment that caters to

the unique needs and abilities of individual learners, while also promoting their success in reading comprehension (Laal, 2013).

Furthermore, Cooperative Learning strategies can provide opportunities for differentiated instruction. Ismail & Al (2019) mentions that cooperative learning groups can be structured to include students of varying abilities, which allows for individualized support and instruction. For example, more proficient readers can provide guidance and support to struggling readers, which can improve the overall reading comprehension of the group.

In this way, Cooperative Learning strategies can help to foster a cheerful outlook towards reading. According to Johnson D. & Johnson R. (2009) Cooperative Learning groups can provide a sense of belonging and motivation for students, which can increase their engagement and interest in reading. Moreover, cooperative learning strategies can provide opportunities for students to share their experiences and perspectives, which can enhance their personal connections to the text.

Moreover, Cooperative Learning strategies can provide opportunities for metacognitive development. Argued by Pressley et al. (1995), metacognitive development involves students reflecting on their own thinking processes and strategies, which can enhance their reading comprehension. Cooperative learning strategies can provide opportunities for students to discuss and reflect on their understanding of the text and their own reading strategies, which can improve their overall metacognitive awareness.

Thereby cooperative learning strategies can enhance students' social skills and communication abilities. Cooperative Learning can provide opportunities for students to develop communication skills, such as active listening and providing feedback, which can transfer to other areas of their academic and personal levels (Webb & Palincsar, 1996).

Therefore, Cooperative Learning strategies have a positive impact on reading comprehension. Peer discussion and teaching, differentiated instruction, cheerful outlook development, metacognitive development, and social skill and communication development are some of the ways that cooperative learning

strategies can improve reading comprehension. As such, educators should consider incorporating Cooperative Learning strategies into their reading instruction to enhance the learning experience for their students.

### **Student attitudes and perceptions of cooperative learning strategies**

Student attitudes and perceptions of Cooperative Learning strategies for reading comprehension are important aspects to consider when implementing these strategies in the classroom, due Cooperative Learning could have a positive impact on students' attitudes towards learning, to lead or increased engagement and motivation. Therefore, it is essential to explore how students perceive and respond to Cooperative Learning strategies (Ismail & Al, 2019).

Research has shown that students have positive attitudes towards cooperative learning strategies. Even so Elliot and McGregor (2001) noted that students perceive Cooperative Learning as an enjoyable and engaging approach to learning, and they appreciate the opportunity to collaborate with their peers. Moreover, students appreciate the opportunity to receive feedback and support from their peers, which can enhance their reading comprehension.

Furthermore, pupils perceive Cooperative Learning as an effective approach to improving reading comprehension. As Ghaith (2002) argued, Cooperative Learning as an effective approach to enhancing their understanding of the text. Additionally, students appreciate the opportunity to engage in discussion and debate with their peers, which can lead to a more in-depth understanding of the content.

Subsequently, students perceive Cooperative Learning as a supportive approach of learning. Wheldall & Mettem (1985), mentioned that students appreciate the opportunity to receive support and guidance from their peers, and they feel that Cooperative Learning provides a safe and supportive learning environment. Additionally, students appreciate the opportunity to gain experience from their peers, which can enhance their understanding of the content.

Cooperative Learning has been found to be beneficial for children's social and emotional development. Studies have shown that children view cooperative learning as a social approach of instruction, and they value the chance to interact socially

with their peers. According to Lee & Lucking (1991), students believe that Cooperative Learning fosters a sense of community and belonging. Furthermore, students appreciate the opportunity to express their unique viewpoints and experiences, which can strengthen their emotional ties to the book. Cooperative Learning has also been found to improve children's prosocial behavior, as demonstrated in a study by Kamau (2019).

While Cooperative Learning can be beneficial for many students, it is important to remember that not every student will benefit from this technique. Some students may prefer to work alone or may find it uncomfortable to collaborate with their peers. Additionally, some students may not see the advantages of working with others or may disagree with the efficacy of Cooperative Learning (Gillies & Boyle, 2010). Teachers should be aware of these individual differences and choose appropriate methods that suit their students' characteristics (Kamau, 2021).

Additionally, how students view their roles and duties within Cooperative Learning groups should be considered. Students' feelings about their place in the group may make them uncomfortable or unsure, which might inhibit engagement or participation. To ensure that all students are comfortable and engaged, it is crucial to provide clear boundaries and expectations for cooperative learning groups (Ashman & Gillies, 2003).

Furthermore, it is critical to consider how students' perceptions of cooperative learning practices are affected by cultural and linguistic variety. Cultural and linguistic variety can affect how well students communicate and work together in Cooperative Learning groups, according to Chen (2015). To ensure that all students feel included and engaged in the learning process, it is crucial to offer help and tools.

It is quite critical to think about the potential effects of cooperative learning practices on students' motivation and self-efficacy. By offering chances for peer support and feedback, cooperative learning, according to Johnson et al. (1997) can improve students' motivation and self-efficacy. Cooperative learning can also give students the chance to engage in higher-order thinking and analysis, which can boost their confidence and competence.

Overall, student attitudes and perceptions of cooperative learning strategies for reading comprehension are an important aspect to consider when implementing these strategies in the classroom. While research has shown that students have positive attitudes towards Cooperative Learning, it is essential to consider individual student preferences and needs. Additionally, providing clear guidelines and expectations, considering cultural and linguistic diversity, and promoting motivation and self-efficacy can enhance the effectiveness of Cooperative Learning strategies for reading comprehension.

By considering and addressing these factors, educators can create a positive and supportive learning environment that promotes engagement, motivation, and improved reading comprehension skills. In addition, further research could explore how Cooperative Learning strategies can be adapted and modified to better meet the needs of diverse student populations, where Cooperative Learning strategies have the potential to enhance student learning and engagement, and educators should continue exploring and utilizing these strategies to support their students' academic success.

## **CHAPTER II. METHODOLOGICAL DESIGN**

### **1.1. Type and approach of research**

The research has a quasi-experimental approach. It is also qualitative because in the theoretical framework, the characteristics of Cooperative Learning strategies are described in detail, as well as the dimensions that comprehensive reading integrates. Additionally, the study contains statistical information through percentages represented in graphs and tabulation tables of the results got from the tests applied to the fourth-grade students about the level of proficiency in the reading comprehension.

Furthermore, the research project utilized a descriptive approach, which involves analyzing and describing the phenomenon under investigation, namely the application of various Cooperative Learning strategies to enhance Reading comprehension. The information was gathered through techniques such as the Cambridge Starters A1 test and other related methods. This type of research is characterized by studying the variables without manipulating them, which focuses on measuring and explaining the same variables within their natural context in order to describe the phenomenon of research as it occurs in its context, and then analyze it.

The research is based on an inductive method, which involves exploring, describing, and understanding the collected data to obtain a comprehensive understanding of the subjects of study. Through the analytical approach, the research develops conceptual and theoretical frameworks that capture interpretative representations of the population under investigation. Additionally, the study relies on the documentary method to effectively manage the collection and selection of information. This involves reading diverse sources of documentation, including books, doctoral theses, master's degrees documents, undergraduate thesis work, indexed scientific articles in electronic journals, international agreements, institutional reports, and other relevant sources.

The research adopts an interpretative and descriptive approach, aiming to provide a detailed understanding of the study phenomenon, specifically the teaching and

learning process of comprehensive reading. It involves specifying important features, characteristics, and profiles of individuals and processes related to the topic. The research carefully analyzes these aspects and demonstrates their usefulness by precisely presenting the dimensions of the analyzed object. The methodology employed includes identifying relevant phenomena, objects, and subjects, while defining variables and collecting data for measurement. The findings can serve as a basis for the development of correlational investigations and contribute to the broader understanding of the variables involved (Cooperative learning and reading comprehension). That is why the role of the researcher is on the precise description of the subject of study.

The population under study in this research is made up of fourth grade students of the Elementary sub-level of General Basic Education from the morning sessions in this Educational Institution called "Vicente León" in Latacunga, during the 2020-2021 school year, detailed below.

**Table 1**

*Population investigated in "Vicente León." Elementary School*

<b>Population</b>	<b>Number of men</b>	<b>Number of women</b>
Fourth grade students of the Elementary sub-level of General Education Basic	22	18
<b>Total</b>	<b>40</b>	

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

Regarding the population of this research. The participants of the study will be 40 students fourth-grade of Basic General Education of the Unit Educational "Vicente León", 22 men and 18 women they are between the ages of 9 and 10 years old. This group of students have been selected to be part of the study because it is the last one, in which the development of the skills with performance criteria that appear in the national curriculum for the sublevel Elementary. The subject chosen for the study is English. The participants receive three hours of classes per class twice a week.

Also the students receive accompaniment in English as a complementary orientation.

The technique for collecting information in the research is a test, aimed at students to diagnose the levels of reading comprehension in fourth-grade children of the elementary sublevel of Basic General Education of the Unit Educational "Vicente León", it is a test proposed by (Cambridge) instrument that is part of the reading comprehension test for starters level A1. The test consists of five reading activities and five questions, for the student to mark the answer they consider correct, the questions are grouped into three items to assess literal comprehension, inferential and critical. Regarding the administration of the test, the following procedure has been followed:

1. The statistics of the student population under study were determined by an intentional sample of forty students.
2. Authorization was requested and coordinated with the directors of the institution (see annex).
3. A development schedule for the evaluation instrument was established (see annex).
4. The A1 level Cambridge test was applied
5. The time allotted for the test to be completed was a maximum of 40 minutes.
6. A qualification was assigned to each test (each question valued 5 points, consequently, the total score corresponded to twenty-five points).

For this study, the Cambridge English Qualifications Practice Test Pre-A1 Starters for Reading and Writing was chosen as the pre and post-test measure to evaluate the participants' current level of English language proficiency (See de annexes). The Pre-A1 Starters test was designed for young learners who are just starting to learn English as a foreign language. It assesses their abilities in basic language tasks such as recognizing and naming objects, understanding simple questions, and writing simple sentences. By administering this test to the participants prior to the implementation of the Cooperative Learning strategies, the study was able to

establish a baseline for their English proficiency level. This baseline was then used to evaluate the effectiveness of the cooperative learning methodologies to enhance the students' English reading comprehension.

To analyze the data, a scoring system was employed, whereby a value of one (1) was assigned to each correct answer and a value of zero (0) to each incorrect response. This approach allowed for a quantifiable assessment of the students' performance within each section of the pre-test. With this scoring system, students could achieve a minimum score of 0, indicating no correct answers, and a maximum score of 5, denoting complete accuracy within a given section. By utilizing this scoring methodology, a more precise evaluation of individual and collective strengths and weaknesses could be derived, which facilitated targeted intervention and instructional strategies to address specific areas of improvement. This detailed scoring approach provided a comprehensive picture of student achievement, guiding educators in designing tailored learning experiences that cater to each student's unique needs.

## **2.2 Pre-Test Results**

The pre-test was used like a diagnosis of the current situation of the institution to develop the proposal that will be explained in the next sheets. The test was developed in five stages, divided in two parts each stage where the students developed different activities which will be explained in the next paragraphs. All the answers were graded over 5 points, being 0 the lowest and 5 the highest.

### ***Pre-Test Results Part 1***

The first part consisted on reading and understanding the statement associated with the picture. Then, the students needed to comprehend the meaning of the words and interpreted whether the statement accurately described the picture or not as shown in tables 2 and 3.

**Table 2***Descriptive Statistics for Part 1 Pre-test*

<b>Statistics</b>		
<b>Part 1 Pre-test</b>		
N	Valid	40
	Missing	0
Mean		3,3500
Std. deviation		1,31168
Minimum		,00
Maximum		5,00

*Note.* The study was done with the population and not with the sample.  
Source: data collected in secretariat. Own elaboration.

The analysis of the results for the first part of the pre-test revealed patterns and trends among the forty students. The table presents the frequency and percentage distribution for each score, ranging from 0 to 5, along with additional statistical measures. Where the mean is 3.3 over five points.

**Table 3***Part 1 Pre-Test*

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	0,00	3	7,5	7,5	7,5
	1,00	1	2,5	2,5	10,0
	2,00	2	5,0	5,0	15,0
	3,00	13	32,5	32,5	47,5
	4,00	15	37,5	37,5	85,0
	5,00	6	15,0	15,0	100,0
	Total	40	100,0	100,0	

*Note.* The study was done with the population and not with the sample.  
Source: data collected in secretariat. Own elaboration.

Most of students obtained scores of 3 (32.5%) and 4 (37.5%), which suggests a moderate level of understanding and proficiency in the content covered by the first part of the pre-test. On the other hand, a smaller proportion of students achieved scores of 1 (2.5%), 2 (5.0%), and 5 (15.0%). The cumulative percentage indicates

that approximately 7.5% of students had a score below 3, while 85.0% of students achieved a score of 4 or higher. This distribution suggests that a sizable portion of the students demonstrated a satisfactory level of knowledge in this section. Do not cut paragraph in half.

### **Part 2 pre-test.**

The purpose of the activity was to engage their observation skills and encourage critical thinking. The activity began by displaying or showing a picture to the children. It was done using a projector, a whiteboard, or by distributing printed copies of the images. The pictures were clear and visually appealing, capturing the attention of the kids. After displaying the picture, the teacher posed a question that answered with a simple "Yes" or "No." The question was related to an aspect or detail within the picture, encouraging the children to carefully observe and analyze it.

**Table 4**

*Descriptive Statistics for Statistics Part 2 Pre-test*

<b>Statistics</b>		
<b>Part 2 Pre-test</b>		
N	Valid	40
	Missing	0
Mean		2,38
Std. Deviation		1,514
Minimum		0
Maximum		5

*Note.* The study was done with the population and not with the sample.  
Source: data collected in secretariat. Own elaboration.

The analysis of the results for Part 2 of the pre-test revealed patterns and trends among the forty students. The table presents the frequency and percentage distribution for each score, ranging from 0 to 5, along with additional statistical measures. Where the mean is 2.3 over five points.

**Table 5**  
*Part 2 Pre-Test*

		Part 2 pre-test			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	0	5	12,5	12,5	12,5
	1	7	17,5	17,5	30,0
	2	9	22,5	22,5	52,5
	3	11	27,5	27,5	80,0
	4	3	7,5	7,5	87,5
	5	5	12,5	12,5	100,0
	Total	40	100,0	100,0	

*Note.* The study was done with the population and not with the sample.  
Source: data collected in secretariat. Own elaboration.

After reviewing the data, becomes evident that most students obtained scores of 3 (27.5%) in this section. This indicates that a considerable proportion of students demonstrated a satisfactory level of understanding and proficiency in the content covered by Part 2 of the post-test.

A considerable number of students also achieved scores of 2 (22.5%) and 1 (17.5%), which indicates a moderate level of knowledge and proficiency in the assessed material.

On the lower end of the spectrum, a smaller proportion of students obtained scores of 0 (12.5%) and 4 (7.5%). Additionally, 12.5% of students achieved the highest score of 5. The cumulative percentage provides further insight into the overall performance of the students. Approximately 30.0% of students scored 1, while 87.5% achieved a score of 4. This distribution suggests that most students demonstrated a satisfactory level of knowledge, with only a small proportion facing challenges in this section.

### ***Part 3 Pre-Test***

In this activity, children had the opportunity to look at pictures, examine letters, and practice writing words. The activity aimed to enhance their letter recognition, spelling, and vocabulary skills. Even children applied visual recognition, letter identification, and word formation. It helped them to strengthen their letter-sound association, to

expand their vocabulary, and improve their fine motor skills. Additionally, it fostered teamwork and cooperation.

**Table 6**

*Descriptive Statistics for Part 3 Pre-test*

<b>Statistics</b>		
<b>Part 3 Pre-Test</b>		
N	Valid	40
	Missing	0
Mean		1,38
Std. Deviation		1,372
Minimum		0
Maximum		5

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

The analysis of the results for Part 3 of the pre-test revealed patterns and trends among the forty students. The table presents the frequency and percentage distribution for each score, ranging from 0 to 5, along with additional statistical measures. Where the mean is 1.38 over five points.

**Table 7**

*Part 3 Pre-Test*

		<b>Part 3 Pre-test</b>			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	0	12	30,0	30,0	30,0
	1	14	35,0	35,0	65,0
	2	6	15,0	15,0	80,0
	3	5	12,5	12,5	92,5
	4	1	2,5	2,5	95,0
	5	2	5,0	5,0	100,0
	Total	40	100,0	100,0	

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

After analyzing the data, becomes evident that most students obtained scores of 0 (30.0%) and 1 (35.0%) in this section. It means that a considerable proportion of students struggled with the content covered by Part 3 of the pretest.

In contrast, a smaller proportion of students achieved scores of 2 (15.0%), 3 (12.5%), 4 (2.5%), and 5 (5.0%). These results indicated that only a limited number of students demonstrated a higher level of understanding and proficiency in the assessed material.

The cumulative percentage provided further insight into the overall performance of the students. Approximately 65.0% of students scored one or higher, while 30.0% achieved a score of 0. This distribution suggests that a considerable number of students faced challenges in this section, while a smaller portion demonstrated a satisfactory level of knowledge.

#### **Part 4 Pre-Test**

In this section, children had the opportunity to practice their reading and word recognition skills. They were provided with a text that contained several blanks. Additionally, a word box with various words related to the text were given. The objective for the children was to read the text carefully and choose the correct words from the word box to fill in the blanks, next to numbers 1-5.

**Table 8**

*Descriptive Statistics for Part 4 Pre-test*

<b>Statistics</b>		
<b>Part 4 Pre-Test</b>		
N	Valid	40
	Missing	0
Mean		1,27
Std. Deviation		1,037
Minimum		0
Maximum		4

*Note.* The study was done with the population and not with the sample.  
Source: data collected in secretariat. Own elaboration.

The analysis of the results for Part 4 of the pre-test revealed patterns and trends among the forty students. The table presents the frequency and percentage

distribution for each score, ranging from 0 to 5, along with additional statistical measures. Where the mean is 1.27 over five points.

**Table 9**

*Part 4 Pre-Test*

		Part 4 Pre-Test			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	0	11	27,5	27,5	27,5
	1	12	30,0	30,0	57,5
	2	13	32,5	32,5	90,0
	3	3	7,5	7,5	97,5
	4	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

After the data were reviewed is evident that most students obtained scores of 1 (30.0%) and 2 (32.5%) in this section. This suggests that a considerable proportion of students demonstrated a moderate level of understanding and proficiency in the content covered by Part 4 of the pre-test. A smaller proportion of students achieved scores of 0 (27.5%), 3 (7.5%), and 4 (2.5%). These results indicated that a notable number of students struggled with the assessed material, while only a limited number demonstrated a higher level of knowledge and proficiency.

The cumulative percentage revealed the overall distribution of scores. Approximately 57.5% of students scored one or higher, while 27.5% achieved a score of 0. These results suggested that a considerable portion of the students faced challenges in this section, while a smaller proportion demonstrated a satisfactory level of knowledge.

### **Part 5 Pre-Test**

In this part, children participated in an interactive exercise that involves observing a picture and providing a one-word response. This activity promoted observation skills, critical thinking, and vocabulary development. It encouraged children to think quickly and use descriptive words to express their perception of the pictures. Additionally, the group discussion aspect fostered communication and allowed for the exploration of different perspectives and interpretations of the images.

**Table 10**

*Descriptive Statistics for Part 5 Pre-test*

<b>Statistics</b>		
<b>Part 5 Pre-Test</b>		
N	Valid	40
	Missing	0
Mean		1,88
Std. Deviation		0,883
Minimum		1
Maximum		3

*Note.* The study was done with the population and not with the sample.  
Source: data collected in secretariat. Own elaboration.

The analysis of the results for Part 5 of the pre-test revealed patterns and trends among the forty students. The table presents the frequency and percentage distribution for each score, ranging from 0 to 5, along with additional statistical measures. Where the mean is 1.8 over five points.

**Table 11***Part 5 Pre-Test*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	45,0	45,0	45,0
	2	9	22,5	22,5	67,5
	3	13	32,5	32,5	100,0
	Total	40	100,0	100,0	

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

After reviewing the data, becomes evident that most students achieved a value of 3 (32.5%). This indicates that a considerable proportion of students demonstrated a positive outcome or response in part 5. A considerable number of students also achieved a value of 1 (45.0%). This means that a substantial portion of students exhibited a different outcome or response in part 5 compared to those who achieved a value of 3. On the lower end of the spectrum, a smaller proportion of students obtained a value of 2 (22.5%). This indicates a lower occurrence or response compared to values 1 and 3.

The cumulative percentage demonstrates the overall distribution of values. Approximately 67.5% of students achieved a value of 2 or higher, while 45.0% achieved a value of 1. This suggests that a sizable portion of students exhibited positive outcomes or responses in part 5.

### **2.3 Characterization of the institution**

This study involves students from the Basic General Education of the Unit Educational "Vicente León", About the educational history of the institution, it was created on May 7, 1840, by General Juan José Flores, President of Ecuador. It began to operate on May 24, 1842, materializing the desire of the Latacungueño philanthropist, Dr. Vicente León y Argüelles. The institution offers the levels of presential initial, basic and baccaureate in two days during the morning and in the afternoon. It is in "La Chocha" on the outskirts of downtown Latacunga but still within an urban area. Its financing is fiscal, a situation that makes the total of 2.024 students

come from different socioeconomic levels from low, high, and medium, without any differentiation.

At the fourth-grade level, the school has three classes in the morning and three in the afternoon. However, in the present study we only worked with parallel A, which includes forty students. The population was selected by the researcher in the first place because it has the largest number of students, which allow to work with a larger sample. In addition, in its initial diagnosis, was the one that was indicated as the one with the greatest affinity in English.

## **2.4 Research proposal**

“Cooperative Learning for Developing Reading Comprehension Skills among Fourth-Graders in “Vicente Leon Elementary School.”

### ***Objectives***

#### **General Objective.**

To propose Cooperative Learning strategies to improve students' Reading comprehension.

#### **Specific objectives.**

1. To plan activities aligned with Cooperative Learning strategies to enhance the teaching-learning process of Reading comprehension skills
2. To execute activities through Cooperative Learning strategies to improve the teaching-learning process of comprehensive reading
3. To evaluate the application Cooperative Learning strategies to improve the teaching-learning process of reading comprehension skills

### ***Background***

After analyzing the results of the diagnostic evaluation as incomplete due to the reduced class hours and the heterogeneous groups of reading comprehension. It was found the need to propose methodological strategies of Cooperative Learning to improve reading comprehension. Due the language learning process is not complete, besides it is evident that there is limited application of new "cooperative

learning" methodologies and the lack of mastery of the inferential and critical level of the students. That is why it is proposed to develop activities on cooperative strategies that help students to improve reading comprehension through three phases (before, during and later). In addition, the activities to carry out in the classroom will be planned through Cooperative Learning strategies, according to an observation sheet, and finally, the mastery of reading comprehension will be evaluated through a post-test Cambridge starter level A1.

### ***Justification***

For several reasons, it is acceptable to use Cooperative Learning techniques to help fourth-graders to improve their reading comprehension abilities. Cooperative learning, in the first place, promotes students' active participation and engagement, fostering a vibrant and collaborative learning environment. Students can interact and share ideas, viewpoints, and text interpretations by working in small groups to improve their comprehension abilities during this process as they collaborate to create meaning, clarify their understanding, and learn from others. Cooperative learning is interactive, which encourages critical thinking since it requires students to assess, analyze, and synthesize data from diverse sources. To encourage effective reading comprehension, putting cooperative learning ideas into practice is a persuasive strategy.

Additionally, Cooperative Learning techniques fit the developmental needs of fourth-grade pupils. Children at this age are social beings who benefit from cooperative and participatory settings (citation missing). They naturally have a need for social engagement and peer learning, which we can capitalize on by introducing cooperative learning into reading comprehension exercises. Students feel motivated because of collaborative assignments, which also gives them the chance to practice crucial social abilities like empathy, teamwork, and communication. Students feel appreciated and respected in cooperative learning environments because of its encouraging and inclusive nature, which fosters enhanced confidence and a desire to actively engage in reading activities.

Furthermore, other researchers have demonstrated that Cooperative Learning techniques improve academic performance, particularly reading comprehension abilities. Students improve their ability to decode complicated textual materials, develop higher-order thinking skills, and obtain a deeper knowledge of texts through cooperation and debate. As students express their ideas and have meaningful dialogues with their peers through cooperative learning, to develop a rich and engaging learning environment that meets the different learning needs of fourth graders, thereby enhancing reading comprehension skills and fostering overall academic achievement.

### ***Proposal scientific foundation***

A solid scientific foundation underpins the suggested strategy of implementing Cooperative Learning practices to improve reading comprehension abilities in fourth-grade children. The effectiveness of Cooperative Learning in enhancing academic achievements, particularly reading comprehension. The advantages of Cooperative Learning have constantly been highlighted by educational psychology research. Cooperative Learning, in accordance with the research of Johnson et al. (1997), encourages students to collaborate to achieve a common objective. It was discovered that this strategy improves students' academic achievement, motivation, and engagement.

Moreover, the study of Chaudhary's et al. (2019) in its meta-analysis about the effects of different teaching methods learned that Cooperative Learning improved student learning results. The research shows the benefits of Cooperative Learning practices, specifically about reading comprehension. Additionally, the impact of Cooperative Learning on elementary school children's reading comprehension was investigated in a study by Slavin (1995) where the results demonstrated that Cooperative Learning activities helped students' comprehension abilities, particularly their ability to read, interpret, and critically reflect about texts.

On the other hand, the use of Cooperative Learning in reading comprehension education has a theoretical basis in Vygotsky's socio-cultural theory. Vygotsky highlighted the value of interpersonal communication and teamwork in education,

emphasizing how peers can build one another's understanding via discussion and cooperative problem-solving. This viewpoint is supported by similar studies like (Moll, 1998).

Consequently, the proposal of this study contemplates the implementation of educational modules based on the application of previously mentioned cooperative learning techniques, including the Jigsaw method, the three-step interview, and the Think-Share in Pairs method. These modules were designed to encourage active participation and interaction among students, with the goal of improving their reading comprehension skills.

The Jigsaw method allows students to work in heterogeneous groups, where each member specializes in a specific part of the reading and then shares their knowledge with the rest of the group. The three-step interview encourages active listening and dialogue among students. Finally, the Think-Pair-Share method will provide students with the opportunity to reflect individually on a topic before sharing their ideas with a partner. These modules were implemented sequentially, providing students with a variety of collaborative learning experiences that complement each other and promote further development of their reading comprehension skills.

### ***Proposal methodology***

The pedagogical proposal consists of two phases such as developing activities based on cooperative strategies, students' training process through the application of workshops, and assessment of reading proficiency. Those phases will be explained through agenda plans with the description of the activities,

**Phase 1:** plan activities to be conducted in the classroom through cooperative learning strategies.

These activities are planned to be conducted in fifteen periods of class time, with a duration of three weeks, which aim to apply three cooperative learning strategies (Jigsaw, Think Pair Share, The Three-Step Interview) with different reading topics. The work scheme contains a combination of group activities with moments that allow guided discussions to analyze the information and clarify doubts, which will help to improve the understanding and acquisition of knowledge in students in the

classroom. Following the guide of the teacher facilitator, at the end of each session the subject learned will be evaluated by applying an exercise similar to the Cambridge evaluation. Next, the planning is exposed with the agendas and cooperative strategies that will be applied.

**Table 12**

*Agenda Planning*

<b>SUBJECT</b>	English as a Foreign Language	<b>LEVEL</b>	Fourth	<b>SCHOOL YEAR</b>	2023
<b>Jigsaw Technique</b>					
<b>AXIS</b>	<b>CONTENT</b>	<b>OBJETIVE</b>	<b>GENERAL METHODOLOGICAL STRATEGIES</b>	<b>GENERAL MATERIALS</b>	<b>EVALUATION</b>
Reading comprehension	<ul style="list-style-type: none"> <li>● <b>The monkeys</b></li>   <li>● <b>Ocean Life</b></li> </ul>	<ul style="list-style-type: none"> <li>● Read and demonstrate comprehension of sentences and simple texts related to monkeys.</li>   <li>● To engage students in a cooperative learning experience to improve their reading comprehension skills while exploring the topic of ocean life, thereby fostering their motivation, understanding, and vocabulary related to marine animals.</li> </ul>	<ul style="list-style-type: none"> <li>● Playful activities</li> <li>● Divide students into 4 or 5-person jigsaw groups.</li> <li>● Appoint one student from each group as a leader.</li> <li>● Divide the reading into 4 or 5 parts.</li> <li>● Give 5 minutes to review the specific information.</li> <li>● Discuss questions in relation to their learning outcome and make notes.</li> <li>● Prepare their own summary using different activities as graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>● Flashcards with specific vocabulary.</li> <li>● Reading paper</li> <li>● Markers</li> <li>● Board</li> <li>● Sheet of paper</li> </ul>	Group assessment

- **Predicting Perspectives** ● Improve prediction skills, critical thinking in reading comprehension.
  
- **The sound of Silence** ● Improve students' reading fluency, independent reading habits, and enhance students' ability to summarize and share information effectively
  
- **“Expressive Explorations”** ● Develop students' expressive reading skills and fluency to enhance students' understanding of tone, mood, and characterization in texts.

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**Think Pair Share strategy**

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Reading comprehension	<ul style="list-style-type: none"> <li>● <b>“Story Elements Adventure”</b></li>   <li>● <b>“Critical Reading Adventure”</b></li> </ul>	<ul style="list-style-type: none"> <li>● Improve students' understanding of story elements in literature and develop critical thinking and analytical skills.</li>   <li>● Develop critical reading skills and strategies and enhance</li> </ul>	<ul style="list-style-type: none"> <li>● Playful activities</li> <li>● Divide into pairs.</li> <li>● Presentación of the keywords</li> <li>● 1 min think time.</li> <li>● 2 min pair phase</li> <li>● Teacher questions</li> <li>● Time for hands raising to answer a short questionnaire.</li> <li>● Share phase time to share ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Flashcards with specific vocabulary.</li> <li>● Reading paper</li> <li>● Markers</li> <li>● Board</li> <li>● Sheet of paper</li> </ul>	Group assessment
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students' ability to analyze and evaluate texts.

- **At the farm** • improve students' reading comprehension
- **Reading about people** • Improve the interpretation of the fundamental ideas at the inferential and critical level of the text.
- **Summer** • Listen and show understanding of a plain text.

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**The Three-Step Interview Strategy**

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Reading comprehension	<ul style="list-style-type: none"> <li>• <b>My town</b></li> <li>• <b>Dolphins</b></li> <li>• <b>Families and hobbies</b></li> <li>• <b>Let's meet friends</b></li> <li>• <b>Michael's chef</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific information in the text.</li> <li>• Read and understand the text and share it with the rest of the group.</li> <li>• Read and understand the text and share the ideas with the partners.</li> <li>• Improve the interpretation of the fundamental ideas.</li> <li>• Identify the main ideas to answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Playful activities</li> <li>• Divide students into pairs.</li> <li>• <b>Step 1:</b> The teacher provides the interview topic, states the interview duration, and provides think time.</li> <li>• <b>Step 2:</b> In pairs, student A interview student B</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards with specific vocabulary.</li> <li>• Reading paper</li> <li>• Markers</li> <li>• Board</li> <li>• Sheet of paper</li> </ul>	Group assessment
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Pair switch roles:  
student B interviews  
Student A.

- **Step 3:**  
Round Robin: pairs  
line up to form  
groups of four. Each  
student, in turn,  
shares with the  
team what she/he  
has learned in the  
interview.

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*Note.* Own elaboration

**Phase 2: Student training process**

The second phase of the proposal includes two actions, which are developed together. The first action related to the student training process with the application of fifteen workshops of 40 minutes each, which aims to develop in students the objective of improving reading comprehensive through cooperative work while applying reading levels (inferential and critical). The workshops include theme, objectives, participants, activities that will take place before, during, and after the reading with the allocation of the respective time, resources, evaluation, and signature. Then all the planned workshops are shared. These modules are designed to provide a comprehensive and varied approach to enhancing students' reading comprehension skills.

## CHAPTER III. ANALYSIS AND INTERPRETATION OF RESULTS

### 3.1 Analysis and comparison between the pre-test and post-test

This section presents the descriptive analysis of the results obtained in the pre-test and post-test. Study that was applied in Latacunga in the period 2021-2022. In order to determine the reading comprehension skills of the students in the fourth-grade. The tables below show the students' answers of both tests pre- and post-test, being 0 the minimum grade and 5 the maximum grade. It should be noted that for the purpose of respecting the identity of the participants only the mean of the class is shown in the tables. Then, the data were organized and with the help of Microsoft Excel and tabulated in SPSS program.

#### ***Analysis Part 1***

During the first stage of the evaluation, the understanding of a statement was associated with the picture. Then, the students needed to comprehend the meaning of the words and interpreted whether the statement accurately described the picture. After the results were collected and tabulated a comparison of the results got in the pre- and post-test are showed below in the tables 12 and 13.

**Table 13**

*Descriptive Statistics for Pre-Test and Post-Test*

<b>STATISTICS</b>		<b>PRE-TEST</b>	<b>POST- TEST</b>
<b>N</b>	Valid	40	40
	Missing	0	0
<b>Mean</b>		3,35	4,53
<b>Std. deviation</b>		1,31168	0,64
<b>Minimum</b>		0	3
<b>Maximum</b>		5	5

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

From these statistics, we can observe several differences between the pretest and post-test results. The mean score increased from 3.35 in the pretest to 4.53 in the post-test. This suggests an improvement in performance from the initial assessment to the latter assessment. The standard deviation also decreased from 1.31168 in the

pretest to 0.640 in the post-test, indicating a decrease in the variability of scores. Furthermore, the minimum score increased from zero in the pretest to three in the post-test, while the maximum score remained the same at five for both tests. This implies that some students who initially scored lower were able to achieve higher scores in the post-test.

The table 13 presents the frequencies and percentages of points in both the pre- and post-intervention stages. A significant increase in the frequency of points in the post-intervention stage is observed when compared to the pre-intervention stage. These findings suggest a positive impact of the intervention on the distribution of points.

**Table 14**

*Frequency Distribution of Points Pre- and Post - Intervention*

Points	Frequency		Percent		Valid Percent		Cumulative Percent	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
<b>0</b>	3	0	7,5	0	7,5	0	7,5	0
<b>1</b>	1	0	2,5	0	2,5	0	10	0
<b>2</b>	2	0	5	0	5	0	15	0
<b>3</b>	13	3	32,5	7,5	32,5	7,5	47,5	7,5
<b>4</b>	15	13	37,5	32,5	37,5	32,5	85	40
<b>5</b>	6	24	15	60	15	60	100	100
<b>Total</b>	40	40	100	100	100	100		

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

The table and graphic present the comparison between the points and percentages of students who obtained different scores in the pre-test and post-test. For example, in the pre-test, 7.5% of students scored zero points, while in the post-test, no student scored zero points. This indicates an improvement, as there were no students with the lowest possible score in the post-test. Analogous situations occur in points 1 and 2. Overall, the comparison between the pre-test and post-test results suggests that there was improvement in the students' performance. The percentage of students scoring 0, 2, and 3 points decreased, while the percentage of students scoring five

points increased significantly. This indicates progress in their abilities and understanding of the test material.

### ***Analysis Part 2***

During the second stage, the purpose of the activity was to engage observation skills and encourage critical thinking. The activity began by displaying or showing a picture to the children. It was done using a projector, a whiteboard, or by distributing printed copies of the images. The pictures were clear and visually appealing, capturing the attention of the kids. After displaying the picture, the teacher posed a question that answered with a simple "Yes" or "No." The question was related to an aspect or detail within the picture, encouraging the children to carefully observe and analyze it. After the results were collected and tabulated a comparison of the results got in the pre- and post-test are showed below in the tables 14 and 15.

**Table 15**

*Descriptive Statistics for Pre-Test and Post-Test Scores*

	<b>STATISTICS</b>	<b>PRE-TEST</b>	<b>POST- TEST</b>
<b>N</b>	40	40	40
	0	0	0
<b>Mean</b>		2,38	3,78
<b>Std. deviation</b>		1,514	1,441
<b>Minimum</b>		0	1
<b>Maximum</b>		5	5

*Note:* The table presents the descriptive statistics for pre-test and post-test scores, including the number of observations (N), mean, standard deviation (Std. deviation), minimum, and maximum values.

By comparing the mean scores, we observe an improvement in reading comprehension skills from the pre-test (mean = 2.38) to the post-test (mean = 3.78). This increase in mean score indicates that the pedagogical strategy based on cooperative learning has had a positive impact on the students' reading comprehension abilities. Additionally, looking at the standard deviation, we can see that there is some variability in the scores within both the pre-test (1.514) and post-test (1.441) data. This suggests that while the overall improvement is evident, there

is still some variation in the individual performance of the students. Furthermore, the minimum and maximum scores provide information about the range of scores achieved. In the pre-test, the minimum score was zero, while in the post-test, the minimum score improved to one. This indicates that all students scored higher in the post-test compared to the pre-test. Similarly, the maximum score remained the same at 5 in both the pre-test and post-test, which suggests that some students were able to achieve the highest possible score in both assessments.

**Table 16**

*Frequency Distribution of Pre-Test and Post-Test Points*

Points	Frequency		Percent		Valid Percent		Cumulative Percent	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
<b>0</b>	5	0	12,5	0	12,5	0	12,5	0
<b>1</b>	7	4	17,5	10,0	17,5	10,0	30,0	10,0
<b>2</b>	9	5	22,5	12,5	22,5	12,5	52,5	22,5
<b>3</b>	11	7	27,5	17,5	27,5	17,5	80,0	40,0
<b>4</b>	3	4	7,5	10,0	7,5	10,0	87,5	50,0
<b>5</b>	5	20	12,5	50,0	12,5	50,0	100,0	100,0
<b>Total</b>	40	40	100	100	100	100		

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

In the comparison of points obtained in the pre-test and post-test based on the provided percentages, they?? show improvement in all the different points, for example, in the pre-test, 12.5% of students scored zero points, while in the post-test, none of the students scored zero points. This indicates a significant improvement, as no students received the lowest score in the post-test. Also, in the pre-test, 12.5% of students scored five points, while in the post-test, 50.0% of students scored five points. This shows a significant improvement, with a substantial increase in the percentage of students achieving the highest score.

### **Analysis Part 3**

In this stage, children had the opportunity to look at pictures, examine letters, and practice writing words. The activity aimed to enhance their letter recognition, spelling, and vocabulary skills. Even children applied visual recognition, letter identification, and word formation. It helped them to strengthen their letter-sound association, to expand their vocabulary, and improve their fine motor skills. Additionally, it fostered teamwork and cooperation. After the results were collected and tabulated a comparison of the results got in the pre- and post-test are showed below in the tables 16 and 17.

**Table 17**

*Descriptive Statistics for Pre-Test and Post-Test Scores*

STATISTICS		PRE-TEST	POST- TEST
N	40	40	40
	0	0	0
Mean		1,38	3,28
Std. deviation		1,372	1,724
Minimum		0	0
Maximum		5	5

*Note.* The study was done with the population and not with the sample.  
Source: data collected in secretariat. Own elaboration.

The comparison between the pre- and post-test shows that the mean score increased from 1.38 in the pre-test to 3.28 in the post-test, indicating an improvement in the participants' performance in reading comprehension skills after the application of the cooperative learning strategies. Additionally, the standard deviation increased from 1,372 in the pretest to 1,724 in the post-test, suggesting a greater dispersion or variability in the post-test scores compared to the pre-test scores. Overall, these findings suggest that the cooperative learning strategies implemented in this study may have had a positive impact on the students' reading comprehension abilities, as indicated by the higher mean score in the post-test compared to the pre-test.

**Table 18***Frequency Distribution of Pre-Test and Post-Test Scores*

Points	Frequency		Percent		Valid Percent		Cumulative Percent	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
<b>0</b>	12	2	30,0	5,0	30,0	5,0	30,0	5,0
<b>1</b>	14	6	35,0	15,0	35,0	15,0	65,0	20,0
<b>2</b>	6	7	15,0	17,5	15,0	17,5	80,0	37,5
<b>3</b>	5	6	12,5	15,0	12,5	15,0	92,5	52,5
<b>4</b>	1	2	2,5	5,0	2,5	5,0	95,0	57,5
<b>5</b>	2	17	5,0	42,5	5,0	42,5	100,0	100,0
<b>Total</b>	40	40	100,0	100	100,0	100		

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

In the pre-test, most students obtained 0 or 1 point, with 30.0% and 35.0% respectively. However, in the post-test, the distribution shifted significantly. In the post-test, there was a substantial increase in the percentage of students scoring five points, from 5.0% in the pre-test to 42.5% in the post-test. This indicates a significant improvement in their performance. The percentage of students scoring 2 or 3 points remained similar between the pre-test and post-test, with 15.0% and 12.5% respectively in the pre-test, and 17.5% and 15.0% respectively in the post-test. The percentage of students scoring four points decreased from 2.5% in the pre-test to 5.0% in the post-test. This data suggests that the cooperative learning strategies implemented in the intervention had a positive impact on the students' performance, as evidenced by the increase in the percentage of students scoring higher points in the post-test compared to the pre-test.

#### ***Analysis Part 4***

During this section, children had the opportunity to practice their reading and word recognition skills. They were provided with a text that contained several blanks. Additionally, a word box with various words related to the text were given. The objective for the children was to read the text carefully and choose the correct words

from the word box to fill in the blanks, next to numbers 1 to 5. After the results were organized and tabulated a comparison of the results got in the pre- and post-test are showed below in the tables 18 and 19.

**Table 19**

*Descriptive Statistics for Pre-Test and Post-Test*

<b>STATISTICS</b>	<b>PRE-TEST</b>	<b>POST- TEST</b>
<b>N</b>	40	40
	0	0
<b>Mean</b>	1,27	3,13
<b>Std. deviation</b>	1,037	1,742
<b>Minimum</b>	0	0
<b>Maximum</b>	4	5

*Note.* The study was done with the population and not with the sample.  
Source: data collected in secretariat. Own elaboration.

Based on these statistics, there is a noticeable difference between the pre-test and post-test results because the score increased from 1.27 in the pre-test to 3.13 in the post-test, indicating an improvement in the participants' performance in the specific aspect assessed in Part 4. Furthermore, the standard deviation increased from 1.037 in the pre-test to 1.742 in the post-test, suggesting a higher degree of variability or dispersion in the post-test scores compared to the pre-test scores. These findings also suggest that the cooperative learning strategies implemented in this study may have contributed to an enhancement in the participants' performance in the aspect assessed in Part 4. The higher mean score in the post-test indicates an improvement, while the increased standard deviation suggests a wider range of scores among the participants.

**Table 20***Points Frequency and Percent for Pre-Test and Post-Test*

Points	Frequency		Percent		Valid Percent		Cumulative Percent	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
<b>0</b>	11	2	27,5	5,0	27,5	5,0	27,5	5,0
<b>1</b>	12	6	30,0	15,0	30,0	15,0	57,5	20,0
<b>2</b>	13	11	32,5	27,5	32,5	27,5	90,0	47,5
<b>3</b>	3	3	7,5	7,5	7,5	7,5	97,5	55,0
<b>4</b>	1	2	2,5	5,0	2,5	5,0	100,0	60,0
<b>5</b>	0	16	0	40,0	0	40,0		100,0
<b>Total</b>	40	40	100,0	100	100,0	100,0		

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

On the pretest, most students obtained 0, 1, or 2 points, with 27.5%, 30.0%, and 32.5% respectively. However, in the post-test, there was a considerable improvement in the students' performance, particularly in the higher point categories. The percentage of students scoring five points increased from 0.0% in the pretest to 40.0% in the post-test. The percentage of students scoring two points also increased from 32.5% in the pre-test to 27.5% in the post-test. The data indicates a significant improvement in the students' performance from the pre-test to the post-test. The implementation of the cooperative learning strategies seems to have positively influenced the students' abilities, particularly in the higher point categories.

### ***Analysis Part 5***

In the last section of the evaluation, the children participated in an interactive exercise that involves observing a picture and providing a one-word response. This activity promoted observation skills, critical thinking, and vocabulary development. It encouraged children to think quickly and use descriptive words to express their perception of the pictures. Additionally, the group discussion aspect fostered communication and allowed for the exploration of different perspectives and interpretations of the images. After the results were collected and tabulated a

comparison of the results got in the pre- and post-test are showed below in the tables 21 and 22.

**Table 21**

*Descriptive Statistics for Pre-Test and Post-Test*

STATISTICS	PRE-TEST	POST- TEST
<b>N</b>	40	40
	0	0
<b>Mean</b>	1,88	1,88
<b>Std. deviation</b>	0,883	,883
<b>Minimum</b>	1	1
<b>Maximum</b>	3	3

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

There is a significant difference between the pre-test and post-test results due the mean score increased from 1.88 in the pre-test to 3.65 in the post-test, indicating a substantial improvement in the participants' performance in the specific aspect assessed in Part 5. Moreover, the standard deviation increased from 0.883 in the pre-test to 1.477 in the post-test, suggesting a higher degree of variability or dispersion in the post-test scores compared to the pretest scores. These findings suggest that the implementation of cooperative learning strategies in this study had a positive impact on the participants' performance in the aspect assessed in Part 5. The significant increase in the mean score reflects notable improvement, while the increased standard deviation indicates a wider range of scores among the participants in the post-test.

**Table 22***Points Frequency and Percent for Pre-Test and Post-Test*

Points	Frequency		Percent		Valid Percent		Cumulative Percent	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
<b>0</b>	18	0	45,0	0	45,0	0	45,0	0
<b>1</b>	9	6	22,5	15,0	22,5	15,0	67,5	15,0
<b>2</b>	13	2	32,5	5,0	32,5	5,0	100,0	20,0
<b>3</b>	0	10	0	25,0	0	25,0		45,0
<b>4</b>	0	4	0	10,0	0	10,0		55,0
<b>5</b>	0	18	0	45,0	0	45,0		100,0
<b>Total</b>	40	40	100,0	100	100,0	100,0		

*Note.* The study was done with the population and not with the sample.

Source: data collected in secretariat. Own elaboration.

In the pre-test, most students obtained one point, with 45.0% of students achieving this score. In the post-test, there was a remarkable improvement in the students' performance, especially in the higher point categories. The percentage of students scoring five points increased significantly from 0.0% in the pretest to 45.0% in the post-test. The percentage of students scoring three points also increased from 32.5% in the pre-test to 25.0% in the post-test.

The implementation of cooperative learning strategies appears to have positively influenced the students' reading comprehension skills, as evidenced by the increased percentage of students achieving higher scores in the post-test. The findings suggest that the pedagogical approach focusing on cooperative learning has been effective in developing reading comprehension skills among the fourth-grade students. Based on the analysis of the pre-test and post-test results, it can be concluded that the implementation of cooperative learning strategies has had a positive impact on improving reading comprehension skills in students. The findings consistently demonstrate an improvement in the participants' performance from the initial assessment (pre-test) to the subsequent assessment (post-test) across various aspects of reading comprehension.

The mean scores in the post-test were consistently higher than those in the pre-test, indicating an overall improvement in performance. The standard deviation, although slightly increased in some cases, suggests a consistent improvement across the student population. This implies that the cooperative learning strategies effectively enhanced reading comprehension abilities across a range of students with varying skill levels.

The comparison of points and percentages further supports the conclusion of improvement. The percentage of students scoring the lowest points (0, 1, and 2) decreased in the post-test, while the percentage of students scoring the highest points (4 and 5) increased significantly. This shift indicates progress in students' understanding and application of reading comprehension skills after the intervention.

## CONCLUSIONS

- The findings of the study provided convincing evidence that Cooperative Learning strategies implemented in this study were successful in improving students' reading comprehension abilities. The significant increase in mean scores, the shift in the distribution of points, and the positive impact observed across various aspects of reading comprehension all support the effectiveness of the strategy. Based on the main results of the project from the theoretical and methodological perspectives, the main conclusions obtained in this study are presented below following the specific objectives of the research.
- According to the first specific objective, it was found that Cooperative Learning strategies have been extensively explored in the existing literature as effective approaches for developing reading comprehension skills among fourth graders. The use of strategies such as Think Pair Share, Jigsaw, and Three-Step Interview in the literature consulted as well as in the practical results obtained here, evidenced that these techniques can foster active engagement and collaboration among students, leading to improved reading comprehension.
- Then, in concordance with the second specific objective, the diagnosis of the level of reading comprehension among fourth-graders, provided valuable insights into their current abilities and areas that require improvement. This information served as a foundation for designing appropriate Cooperative Learning activities and strategies tailored to address specific comprehension challenges.
- In the same line, according to the third specific objective, the development of a handbook based on several workshops containing Cooperative Learning strategies and activities to improve reading comprehension was a valuable resource for teachers. This handbook also can serve as a guide for implementing Cooperative Learning in the classroom, offering a variety of

effective strategies and activities to enhance students' reading comprehension skills.

- Finally, the proposed strategies to accomplish the fourth specific objective, to improve students' reading comprehension through Cooperative Learning, it is necessary to highlight the importance of active participation, peer interaction, and critical thinking. By incorporating Cooperative Learning activities into reading instruction, teachers can create an engaging and supportive learning environment that promotes deeper understanding and analysis of texts.
- Overall, this study demonstrates the potential of cooperative learning strategies for developing reading comprehension skills among fourth graders. By implementing these strategies, teachers can create meaningful learning experiences that encourage students to actively process information, share ideas, and collaboratively construct knowledge, leading to improved reading comprehension outcomes.

## RECOMMENDATIONS

- First of all, this study focused on the immediate impact of these strategies, that is the reason why, it would be beneficial to investigate their sustained influence on students' reading comprehension skills over an extended period to analyze if the strategy has a long term influence.
- It is also recommended to investigate other Cooperative Learning strategies and explore how these strategies can be adapted and effectively implemented for students with varying reading abilities, linguistic backgrounds, and cultural contexts. This would provide insights into developing inclusive instructional practices that accommodate to the diverse needs of students.
- Then, could be beneficial to apply technological tools to enhance Cooperative Learning for reading comprehension, due the increase of availability of digital tools and online platforms, future studies could investigate the integration of technology to facilitate cooperative learning activities, providing new opportunities for collaboration, information sharing, and interactive learning experiences.
- And finally, to investigate the effectiveness of combining different Cooperative Learning strategies in a comprehensive reading comprehension program and exploring the synergistic effects of using multiple strategies in conjunction could provide insights into how to optimize instructional approaches and maximize students' comprehension outcomes.
- These recommendations aim to expand the current research on Cooperative Learning strategies for reading comprehension, address existing gaps, and open avenues for further investigation. By considering these recommendations, future studies can contribute to the ongoing development of effective instructional approaches that promote reading comprehension skills in fourth-grade students.

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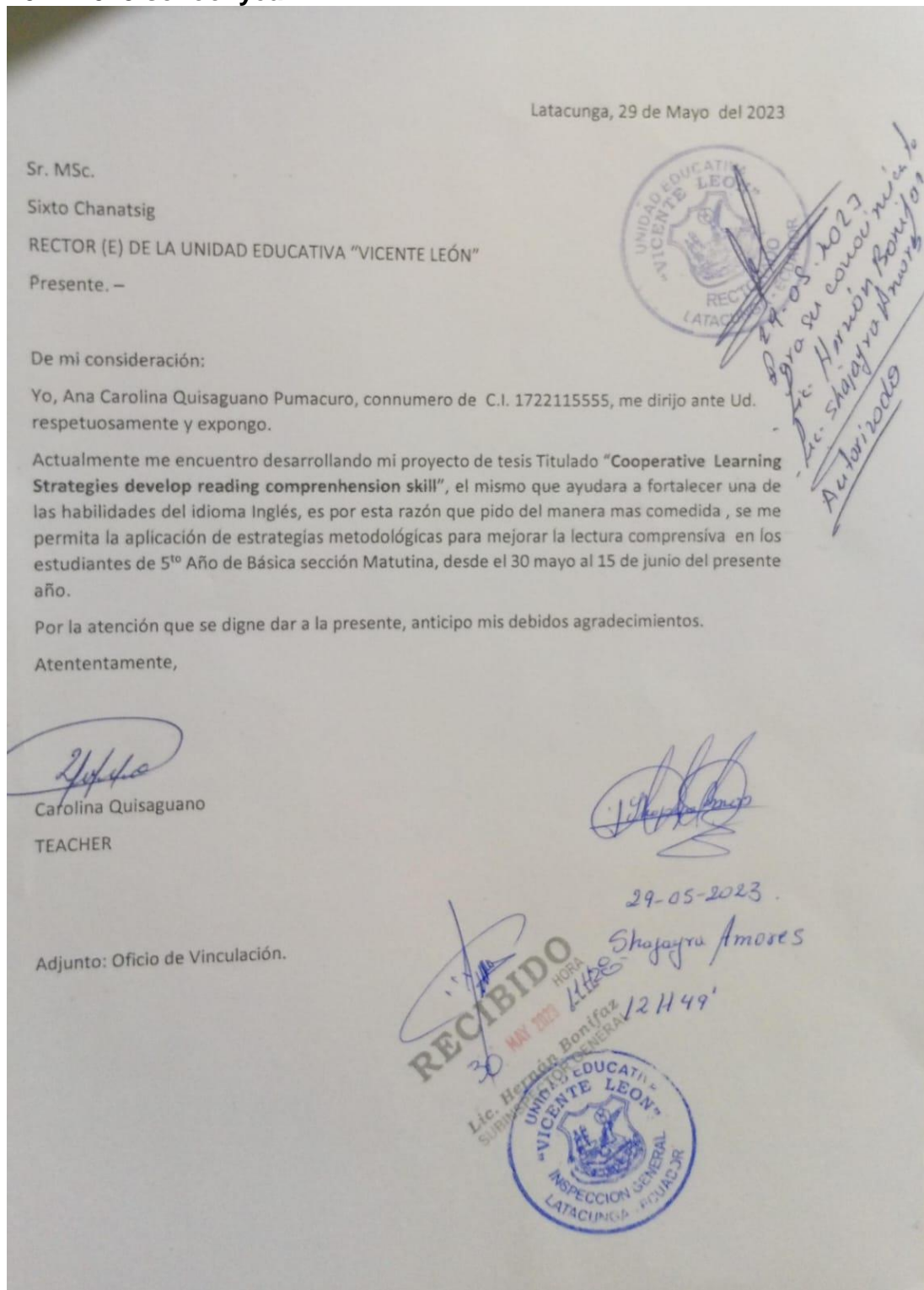
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ANNEXES

Annex 1. Implementation schedule of the proposal for the fourth partial of the 2022-2023 school year









# HANDBOOK

Cooperative Learning  
and reading comprehension

by

Ana Carolina Quisaguano Pumacuro

**WORKSHOP #2**

**TOPIC: "Ocean Life" using Jigsaw technique****OBJECTIVES:**

- To help students improve their reading comprehension skills through cooperative learning.
- To foster students' motivation and interest in the subject of reading.
- To enhance students' understanding of ocean life and related vocabulary.

**PARTICIPANTS**

Fourth graders

**ACTIVITIES:****Warm-up: (5 minutes)**

- Form team groups of four students.
- Conduct a quick brainstorming session where students share their favorite ocean animals and briefly discuss why they find them fascinating.

**Main activities:****Before reading: (10 minutes)**

- Introduce the topic of ocean life to the students and provide an overview of the main types of ocean animals.
- Divide the students into jigsaw groups, assigning each group a specific ocean animal (e.g., dolphins, sharks, turtles, or seahorses).
- Within their jigsaw groups, students will research and discuss the assigned animal, answering questions such as:
  - Where does this animal live in the ocean?
  - What does it eat?
  - What are some interesting facts about this animal?

**During reading: (10)**

- Provide each jigsaw group with a reading passage or short article about their assigned ocean animal.
- Instruct students to read the passage together, paying attention to vital details and information about their animals.
- Encourage them to take turns reading aloud or assigning specific paragraphs to each group member.

**After reading: (10)**

- Shuffle the students, creating new jigsaw groups with one representative from each original animal group.
- In their new groups, students will take turns sharing what they have learned about their respective animals.
- Facilitate a discussion where students compare the different ocean animals, discussing their unique characteristics, habitats, and behaviors.

**RESOURCES / DIDACTIC MATERIAL**

Whiteboard/board

Flashcards vocabulary pictures

Printed sheet

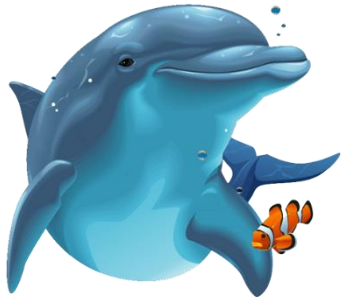
Flashcards sentences

Paper and markers for notetaking during research

Reading passages or articles about different ocean animals (one per jigsaw group)

**EVALUATION READING COMPREHENSION (10 minutes)**

- Distribute comprehension questions related to reading passages or articles.
- Students will individually answer questions based on the information they gathered about their specific ocean animal.
- Regroup the students according to their original jigsaw groups to discuss and compare their answers.

**SIGNATURE****Reading Passages****Dolphins**

Dolphins are highly intelligent and social marine mammals that belong to the family Delphinidae. They can be found in oceans all around the world, particularly in warm, tropical waters. Dolphins are known for their playful nature and their ability to communicate using a series of clicks, whistles, and body movements. They have a streamlined body shape, which allows them to swim swiftly through the water. Dolphins primarily feed on fish and squid, and they use echolocation to locate their prey. They are often seen leaping out of the water and riding the bow waves created by boats. Dolphins are known to form complex social groups called pods and display remarkable teamwork and cooperation.

**Sharks**

Sharks are fascinating creatures that are perfectly adapted for life in the ocean. They are cartilaginous fish, meaning their skeleton is made of cartilage rather than bone. With their streamlined bodies and powerful tails, sharks are excellent swimmers. They have a keen sense of smell and can detect even the faintest scent of blood in the water. Sharks come in various shapes and sizes, ranging from the small and agile reef sharks to the massive and majestic whale sharks. Contrary to widespread belief, most shark species are not dangerous to humans and play a vital role in maintaining the balance of marine ecosystems. They primarily feed on fish, seals, and other marine animals, using their sharp teeth and powerful jaws to catch and consume their prey.





### WORKSHOP #3

#### TOPIC: “Predicting Perspectives” using Jigsaw technique

##### OBJECTIVES:

- To develop students' prediction skills in reading comprehension.
- To enhance students' critical thinking and reasoning abilities.
- To promote cooperative learning and collaboration among students.

##### PARTICIPANTS

Fourth graders

##### ACTIVITIES:

##### Warm-up: (5 minutes)

- Divide students into jigsaw groups consisting of four students each.
- Conduct a quick warm-up activity where students share predictions they have made in different situations, such as guessing the outcome of a sports game or the ending of a movie.

##### Main activities:

##### Before reading: (10 minutes)

- Introduce the concept of making predictions in reading comprehension and explain its importance in understanding texts.
- Provide each jigsaw group with a different short reading passage or story. Assign each group a specific section of the text to read and discuss.
- Within their jigsaw groups, students will read their assigned sections and make predictions about what might happen next in the story.

##### During reading: (10)

- Reorganize the jigsaw groups, creating new groups that consist of one representative from each original group.
- Instruct students to take turns sharing the predictions they made in their respective groups.
- Encourage students to discuss and debate their predictions, considering different perspectives and reasoning behind their thoughts.

##### After reading: (10)

- Provide the new jigsaw groups with the complete text or story.
- In their new groups, students will read the entire text and compare their initial predictions to what happens in the story.
- Facilitate a discussion where students share their findings, highlighting similarities and differences in their predictions and the actual outcomes.

##### RESOURCES / DIDACTIC MATERIAL

Whiteboard/board

Flashcards vocabulary pictures

Printed sheet

Flashcards sentences

Paper and markers for notetaking during research

Reading passages or articles about different ocean animals (one per jigsaw group)

### EVALUATION READING COMPREHENSION (10 minutes)

- Distribute a set of questions related to the reading passages or stories.
- Students will answer the questions individually, using their understanding of the text and their prediction skills.
- Discuss the answers as a whole group, allowing students to explain their reasoning and provide evidence from the text to support their responses.

### SIGNATURE

Complete the reading, Passages.



#### "The Mysterious Key"

Maria found an old, dusty key hidden inside a drawer in her grandmother's attic. The key was unlike any she had ever seen before, with intricate designs etched onto its surface. Maria wondered what this key could unlock. ***Could it open a hidden treasure chest or reveal a secret door in her grandmother's house? Excited and curious, Maria decided to hold onto the key and started imagining the adventures that awaited her.***

**Actual Outcome:** After some research and exploring, Maria discovered that the key belonged to a vintage jewelry box that her grandmother had kept for years. Opening the box, Maria found a collection of beautiful heirloom necklaces, bracelets, and earrings. She was thrilled to learn about her family's history and the significance of the jewelry pieces.



#### "The Lost Pet"

Tom's beloved pet dog, Max, had disappeared from their backyard. Tom could not help but worry and wonder where Max could have gone. ***Did Max chase after a squirrel and get lost in the nearby forest? Or did someone accidentally leave the gate open, allowing Max to wander into the neighborhood?*** Tom spent hours searching and putting up missing posters, hoping to find his furry friend safe.

**Actual Outcome:** After an exhaustive search, Tom received a call from a kind neighbor who found Max wandering a few blocks away. Max had indeed chased after a squirrel and got lost, but luckily, he was found and brought back home. Tom and Max were overjoyed to be reunited, and Tom learned the importance of keeping a close eye on his furry friend.

### "The Magical Forest"

Sophie stumbled upon a dense forest while exploring a trail near her house. As she entered, she felt a sense of enchantment and wondered what mysteries awaited her inside.

***Could this forest be home to mythical creatures like fairies and unicorns? Or did it hold ancient treasures hidden within its trees and shimmering streams?***

Sophie's imagination ran wild as she stepped further into the magical forest, eager to discover its secrets.



**Actual Outcome:** As Sophie ventured deeper into the forest, she discovered a breathtaking waterfall surrounded by colorful flowers and unique plants. It was indeed a magical place, but instead of mythical creatures, Sophie found an abundance of wildlife, including birds, squirrels, and deer. She spent the day exploring the forest, taking in its natural beauty, and learning about the diverse ecosystem that thrived there.

## WORKSHOP #4

### TOPIC: "Expressive Explorations" using Jigsaw technique

#### OBJECTIVES:

- To develop students' expressive reading skills and fluency.
- To enhance students' understanding of tone, mood, and characterization in texts.
- To promote cooperative learning and collaboration among students.

#### PARTICIPANTS

Fourth graders

#### ACTIVITIES:

##### Warm-up: (5 minutes)

- Form jigsaw groups with four students in each group.
- Conduct a quick warm-up activity where students take turns reading a short passage aloud with different expressions (e.g., happy, sad, surprised).

##### Main activities:

##### Before reading: (10 minutes)

- Introduce the concept of expressive reading, explaining that it involves reading with appropriate tone, emphasis, and emotion.
- Assign each jigsaw group a different short story or passage that lends itself to expressive reading.
- Within their jigsaw groups, students will preview their assigned text and discuss the possible emotions and expressions that can be conveyed.

**During reading: (10)**

- Instruct students to individually read their assigned texts silently, paying attention to the tone, mood, and characterization.
- Encourage them to underline or mark specific words or phrases that can be read expressively.

**After reading: (10)**

- Shuffle the jigsaw groups, creating new groups with one representative from each original group.
- In their new groups, students will take turns sharing their interpretations of the text and discussing the emotions and expressions they observed in the characters and situations.
- Encourage students to provide evidence from the text to support their interpretations and engage in thoughtful discussions about the different perspectives within the group.

**RESOURCES / DIDACTIC MATERIAL**

Whiteboard/board

Flashcards vocabulary pictures

Printed sheet

Flashcards sentences

Paper and markers for notetaking during research

Reading passages or articles about different ocean animals (one per jigsaw group)

**EVALUATION READING COMPREHENSION (10 minutes)**

- Distribute a set of comprehension questions related to the texts.
- Students will individually answer the questions based on their understanding of the text and the expressive readings.
- Regroup the students according to their original jigsaw groups to discuss and compare their answers.
- Regroup the students according to their original jigsaw groups to discuss and compare their answers.

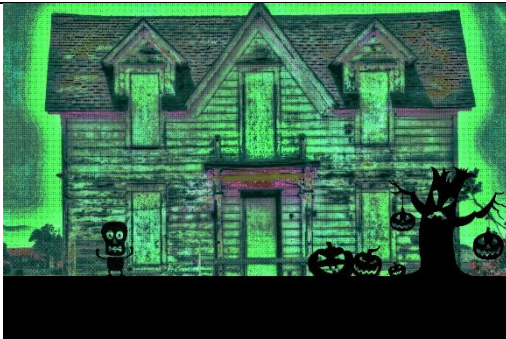
**SIGNATURE****Reading passages****"The Exciting Race"**

The crowd roared with excitement as the racers lined up at the starting line. The sound of revving engines filled the air, building up anticipation. The green flag waved, signaling the start of the race. Tires screeched, and the cars zoomed past each other at lightning speed. The audience cheered and gasped as the drivers skillfully maneuvered through twists and turns, pushing their vehicles to the limit.



### "The Sad Farewell"

Tears welled up in Sarah's eyes as she hugged her best friend tightly. They stood at the train station, the sound of approaching locomotives growing louder. The time had come for Sarah's friend to leave town and move to a new city. The farewell was bittersweet, filled with memories and promises to stay in touch. As the train departed, Sarah watched through misty eyes, knowing their lives would never be the same.



### "The Haunted House"

As Emily cautiously approached the old, creaky house, she could feel a chill running down her spine. The wind whispered through the broken windows, creating an eerie atmosphere. With each step, the floorboards groaned beneath her feet. Suddenly, a door slammed shut, making her jump in fright. Emily knew she had to uncover the secrets of the haunted house, but fear gnawed at her every step of the way.

**Solve the puzzle:**

EERCEDH					○		
SGDEPA			○	○			
RFELEWLA						○	
ISMMEERO				○			○
ILHLC			○				
AEFR		○					

	X								N	S
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### WORKSHOP #6

**TOPIC: "Story Elements Adventure" using Think Pair Share strategy**

**OBJECTIVES:**

- Enhance students' understanding of story elements in literature.
- Develop critical thinking and analytical skills.
- Foster collaboration and communication through the Think Pair Share strategy.

**PARTICIPANTS**

Fourth graders

**ACTIVITIES:**

**Warm-up: (5 minutes)**

- Form pairs of students.
- Display a well-known story title or book cover on the board.
- In their pairs, students will discuss what they already know about the story or make predictions about the story elements (characters, setting, plot, etc.) based on the title or cover.

**Main activities:**

**Before reading: (10 minutes)**

- Introduce the concept of story elements (characters, setting, plot, etc.) to the whole class.
- Instruct each pair of students to select a storybook or a short story from a provided collection.
- In their pairs, students will use the Think Pair Share strategy to discuss and identify the story elements present in their chosen book or story.

- Encourage students to share their thoughts, ask questions, and make connections during the discussion.

**During reading: (10)**

- Provide each pair with their selected storybook or story excerpt.
- Instruct students to read the book or excerpt together, paying attention to the story elements discussed earlier.
- While reading, students should take notes or annotate the text to highlight key story elements and any additional observations they make.

**After reading: (10)**

- Regather the whole class and facilitate a discussion about the different story elements explored by the pairs.
- Encourage students to share their findings, explanations, and any surprises or interesting insights they discovered during the activity.
- Summarize the collective understanding of story elements by highlighting common themes and elements found across the various stories.

**RESOURCES / DIDACTIC MATERIAL**

Whiteboard/board  
Flashcards vocabulary pictures  
Printed sheet  
Flashcards sentences  
Graphic organizers

**EVALUATION READING COMPREHENSION (10 minutes)**

- Provide each student with a comprehension worksheet or set of questions related to the story elements.
- Students will individually complete the assessment to demonstrate their understanding of the story elements in the texts they read.
- The assessment may include questions about character traits, setting descriptions, plot events, and other story elements discussed during the activity.
- Assess students' ability to make connections and draw inferences based on the story elements.

Example Evaluation Questions:

1. Identify the main characters in the story and describe their traits.
2. Explain the setting of the story and how it contributes to the overall mood or atmosphere.
3. Summarize the main events of the plot in sequential order.
4. Analyze the conflict in the story and explain how it is resolved.
5. Describe the theme or central message of the story based on the story elements.

**SIGNATURE**

**Reading passage:**



### "The Secret Garden"

Once upon a time, in a secluded corner of an old manor, there was a hidden garden. The garden was surrounded by tall walls covered in ivy, making it almost invisible to anyone passing by. Mary, a curious young girl, had recently moved into the manor with her uncle. As she explored the grounds, she stumbled upon a small key buried in the earth.

Intrigued by the key, Mary searched for the door it might unlock. Finally, after much wandering, she discovered a hidden wooden door

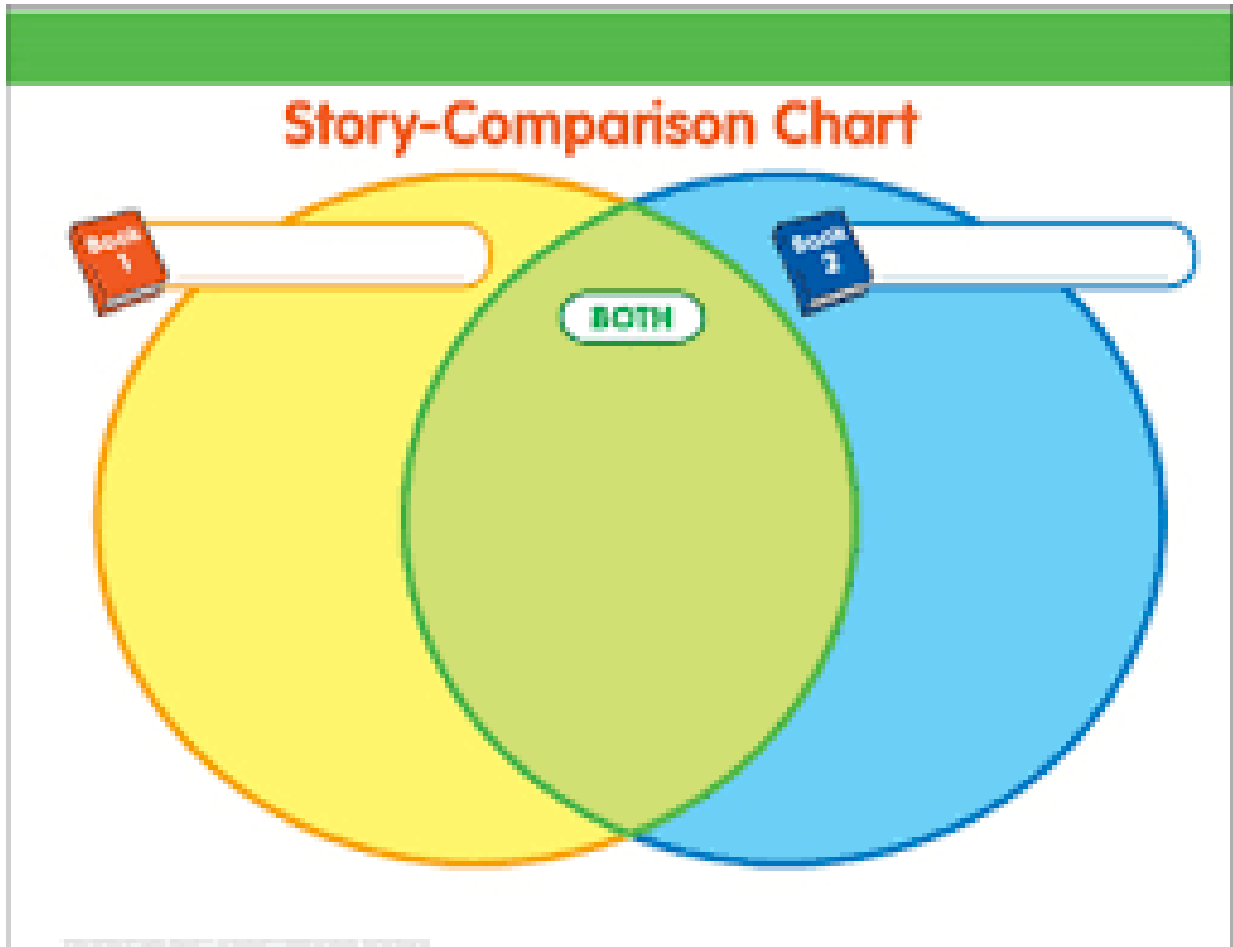
concealed within the ivy-covered walls. With excitement, she turned the key, and the door creaked open, revealing a magical sight.

Inside the secret garden, vibrant flowers of all colors bloomed, and the air was filled with the sweet scent of nature. Birds chirped happily, and a gentle breeze whispered through the leaves of the trees. It was a place of beauty and tranquility, untouched by the outside world.

As Mary continued to explore, she encountered a robin red breast. The friendly bird hopped from branch to branch, leading her deeper into the heart of the garden. Along the way, she discovered hidden paths, bubbling streams, and even a small stone bench where she could sit and immerse herself in the serenity of the surroundings.

In the secret garden, Mary felt a sense of belonging and wonder. She knew that this magical place held the power to heal not just the land but also the hearts of those who discovered its secrets. And so, with newfound determination, Mary vowed to restore the garden to its former glory and share its beauty with others.

#### Activity:



### WORKSHOP #7

**TOPIC: “Critical Reading Adventure” using Think Pair Share strategy**

**OBJECTIVES:**

- Develop critical reading skills and strategies.
- Enhance students' ability to analyze and evaluate texts.
- Foster collaboration and communication through the Think Pair Share strategy.

**PARTICIPANTS**

Fourth graders

**ACTIVITIES:**

**Warm-up: (5 minutes)**

- Form pairs of students.
- Display a short reading passage or an article on the board.
- In their pairs, students will read the passage silently and independently.
- After reading, students will jot down at least one question or comment about the passage.

**Main activities:**

**Before reading: (10 minutes)**

- Introduce the concept of critical reading, emphasizing the importance of analyzing and evaluating texts.
- In their pairs, students will use the Think Pair Share strategy to discuss their questions or comments about the passage.
- Encourage students to share their initial thoughts, raise questions, and make predictions about the content of the passage.

**During reading: (10)**

- Provide each pair with a different reading passage or article.
- Instruct students to read the passage independently, actively engaging with the text.
- Encourage students to annotate the text, highlight key information, and take notes as they read.
- After reading, students will reflect on their understanding of the passage and note any significant points or ideas.

**After reading: (10)**

- Regather the whole class and facilitate a discussion about critical reading and the different interpretations and perspectives shared by the pairs.
- Encourage students to share their insights, analyze the effectiveness of the passages, and discuss any conflicting viewpoints.
- Summarize the importance of critical reading in forming well-supported opinions and understanding different perspectives.

**RESOURCES / DIDACTIC MATERIAL**

Short reading passages or articles (one per pair)

Whiteboard or chart paper

Sticky notes or markers for annotating the texts.

Writing materials for students

**EVALUATION READING COMPREHENSION (10 minutes)**

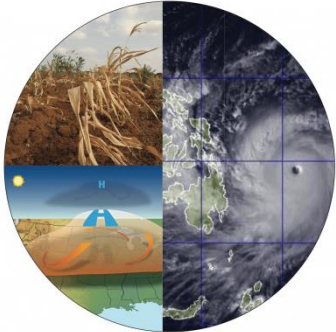
- Provide each student with a set of comprehension questions or prompts related to the reading passages.
- Students will individually answer the questions or respond to the prompts based on their understanding of the texts.
- The evaluation may include questions that require critical thinking, analysis, and interpretation of the passages.
- Assess students' ability to comprehend and critically evaluate the texts they read.

**Example Evaluation Questions:**

- Identify the main idea of the passage and provide evidence to support your answer.
- Analyze the author's purpose and explain how they support their argument or viewpoint.
- Evaluate the reliability and credibility of the information presented in the passage.
- Compare and contrast the perspectives or viewpoints expressed in different passages.
- Draw conclusions or make inferences based on the information provided in the texts.

## SIGNATURE

### Reading Passages:



### Climate Change

Climate change is a pressing issue that affects the entire planet. Rising temperatures, melting ice caps, and extreme weather events are some of the consequences of climate change. The burning of fossil fuels and deforestation contribute to the increase in greenhouse gas emissions, which trap heat in the atmosphere. Scientists warn that urgent action is needed to mitigate the effects of climate change and transition to renewable energy sources. Understanding the causes and impacts of climate change is crucial for addressing this global challenge.

### Questions:

1. What are some of the consequences of climate change?
2. Explain how the burning of fossil fuels contributes to climate change.
3. How do scientists suggest addressing the issue of climate change?
4. Why is it important to understand the causes and impacts of climate change?
5. Discuss the role of renewable energy sources in mitigating climate change.

### Technology in Education

Technology has transformed the field of education, offering new opportunities for learning and collaboration. Digital tools and online platforms provide access to a vast amount of information and educational resources. Students can engage in interactive learning experiences, connect with peers worldwide, and access virtual simulations and experiments. However, it is important to balance technology use with traditional teaching methods to ensure a well-rounded education. By leveraging technology effectively, educators can enhance student engagement, promote critical thinking, and prepare students for the digital age.



### Questions:

1. What are some advantages of using technology in education?
2. How can technology enhance student learning experiences?
3. What are some potential challenges or concerns regarding technology use in education?
4. Explain the importance of balancing technology use with traditional teaching methods.
5. In what ways can technology prepare students for the digital age?



### Endangered Species Conservation

The conservation of endangered species is vital for maintaining biodiversity and preserving ecosystems. Human activities, such as habitat destruction, pollution, and illegal wildlife trade, have pushed many species to the brink of extinction. Conservation efforts involve creating protected areas, implementing laws and regulations, and raising awareness about the importance of biodiversity. Additionally, captive breeding and reintroduction programs aim to increase populations of endangered species. By taking action to protect endangered species, we can safeguard the delicate balance of our natural world for future generations.

### Questions:

1. Why is the conservation of endangered species important?
2. What are some human activities that threaten endangered species?
3. Describe the conservation efforts involved in protecting endangered species.
4. How do captive breeding and reintroduction programs contribute to species conservation?
5. Discuss the significance of biodiversity and its connection to endangered species conservation.

### WORKSHOP #8

**TOPIC: "At the farm" using Think Pair Share strategy**

#### OBJECTIVES:

- To improve students' reading comprehension skills through the implementation of the Think Pair Share strategy.
- • To foster students' interest and engagement in the topic of farm animals.
- • To enhance students' understanding of farm life and related vocabulary.

#### PARTICIPANTS

Fourth graders

#### ACTIVITIES:

**Warm-up: (5 minutes)**

- Form pairs of students.
- Each pair will discuss their favorite farm animals and share why they find them interesting.

**Main activities:**

**Before reading: (10 minutes)**

- Introduce the topic of "At the Farm" to the students, providing an overview of various farm animals and their roles on a farm.
- Ask each pair of students to brainstorm and generate a list of questions about farm animals they would like to explore further.
- Have pairs share their questions with the class.

**During reading: (10)**

- Provide each pair with a reading passage or short article about a specific farm animal.
- Instruct students to read the passage independently, paying attention to vital details and information about their assigned animal.
- After reading, pairs will discuss and summarize the key points of the passage together.

**After reading: (10)**

- Pair up two different pairs of students to form a new group of four.
- In their new groups, students will take turns sharing what they have learned about their respective farm animals.
- Encourage students to discuss similarities and differences between the animals they studied, their characteristics, roles on the farm, and interactions with humans

**RESOURCES / DIDACTIC MATERIAL**

- Whiteboard/board
- Flashcards with farm animal pictures
- Printed worksheets with information about farm animals
- Flashcards with sentences related to farm animals
- Paper and markers for notetaking during reading

**EVALUATION READING COMPREHENSION (10 minutes)**

- Distribute comprehension questions related to reading passages or articles.
- Students will individually answer the questions based on the information they gathered about their specific farm animal.
- Pairs will come together to compare and discuss their answers, ensuring a shared understanding.

**SIGNATURE**



# FARM ANIMALS FLASHCARDS



**DIRECTIONS:** Unscramble the words. Write the correct number next to the words.

Name: \_\_\_\_\_

## Farm Animals



GAOT \_\_\_\_\_

PHESE \_\_\_\_\_

EOSROTR \_\_\_\_\_

EHCNKCI \_\_\_\_\_

UYKRTE \_\_\_\_\_

OWC \_\_\_\_\_

EDNOYK \_\_\_\_\_

IGP \_\_\_\_\_

LUBL \_\_\_\_\_

ESHRO \_\_\_\_\_

BITARB \_\_\_\_\_

CDUK \_\_\_\_\_



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### WORKSHOP #9

**TOPIC:** "Reading about People" using Think Pair Share strategy

**OBJECTIVES:**

- To improve students' interpretation skills at the inferential and critical level when reading texts about people.
- To foster students' interest and engagement in reading about individuals from various backgrounds and cultures.
- To enhance students' ability to identify and analyze fundamental ideas in the text.

**PARTICIPANTS**

Fourth graders

**ACTIVITIES:**

**Warm-up: (5 minutes)**

- Form pairs of students.

- Each pair will share a brief description of a person they admire and explain why they find them inspiring.

- 

### **Main activities:**

#### **Before reading: (10 minutes)**

- Introduce the topic of "Reading about People" to the students and discuss the importance of understanding the fundamental ideas in a text.
- Provide students with a set of short biographies or narratives about different individuals from diverse backgrounds.
- In pairs, students will read the summaries or titles of the texts and make predictions about the main ideas.

- **During reading: (10)**

- Distribute the selected texts to each pair of students.
- Instruct students to read the texts individually and identify the fundamental ideas presented.
- Encourage them to highlight or underline relevant details and evidence that support their interpretations.

- **After reading: (10)**

- Form new pairs, bringing together students who read different texts.
- In their new pairs, students will take turns summarizing the texts they read and discussing the fundamental ideas they identified.
- Encourage students to engage in critical thinking by analyzing the texts, considering the author's perspective, and sharing their opinions.

### **RESOURCES / DIDACTIC MATERIAL**

- Whiteboard/board
- Printed short biographies or narratives about individuals from different backgrounds
- Worksheets with comprehension questions
- Paper and markers for notetaking during reading

### **EVALUATION READING COMPREHENSION (10 minutes)**

- Provide students with a set of questions that require inferential and critical thinking about the texts they read.
- Students will individually answer the questions, focusing on interpreting the fundamental ideas and providing evidence from the texts.
- Pairs will reconvene to discuss and compare their answers, supporting their interpretations with reasoning and evidence.

### **SIGNATURE**



## WORKSHOP #10

- **TOPIC: “Summer” using Think Pair Share strategy**

### OBJECTIVES:

- To improve students' listening skills and comprehension of a plain text related to the topic of summer.
- To foster students' engagement and participation through the Think Pair Share strategy.
- To enhance students' ability to express their understanding and thoughts about the text.

### PARTICIPANTS

Fourth graders

### ACTIVITIES:

#### Warm-up: (5 minutes)

- Pair up the students.
- Ask each pair to discuss and share their favorite summer activities, such as swimming, camping, or playing outdoor games.

#### Main activities:

#### Before reading: (10 minutes)

- Introduce the topic of "Summer" to the students and elicit their prior knowledge and experiences related to the season.
- Display a picture or play a short video clip depicting different summer scenes.
- In pairs, students will discuss what they observe in the picture or video and make predictions about the content of the upcoming text.

#### During reading: (10)

- Provide students with an audio recording or read aloud a plain text about summer, highlighting key vocabulary and phrases.

- Instruct students to listen attentively and focus on understanding the main ideas and details of the text.
- Encourage them to take brief notes or underline valuable information during the listening activity.

**Think Pair Share: (10 minutes)**

- Ask students to turn to their partner and share their understanding of the text.
- Each pair will take turns summarizing the main ideas, discussing their favorite parts, or raising questions about the content.
- Circulate among the pairs, listening to their discussions and providing support or clarification as needed.

**After listening: (10 minutes)**

- Gather the whole class and invite a few pairs to share their thoughts and key points from their discussions.
- Facilitate a class discussion where students can collectively reflect on the text, share their favorite aspects, and ask questions.
- Encourage students to make connections between the text and their own summer experiences or plans.

**RESOURCES / DIDACTIC MATERIAL**

- Audio recording or printed text about summer
- Picture or video clip depicting summer scenes
- Paper and markers for notetaking during the listening activity

**EVALUATION READING COMPREHENSION (10 minutes)**

- Distribute comprehension questions related to the text.
- Students will individually answer the questions based on their understanding of the text.
- Afterward, pair up students again, and they will compare and discuss their answers together, supporting their responses with evidence from the text.

**SIGNATURE**



<https://www.youtube.com/watch?v=Z3RSpxiD8tc>

## WORKSHOP #11

- **TOPIC: "My Town" using Think Pair Share strategy**

### OBJECTIVES:

- To improve students' reading skills and their ability to read and understand a text related to their town.
- To foster active engagement and participation through the Three-Step Interview strategy.
- To enhance students' ability to share information and demonstrate comprehension with their peers.

### PARTICIPANTS

Fourth graders

### ACTIVITIES:

#### Warm-up: (5 minutes)

- Begin by asking students to share their favorite places or aspects of their town.
- Facilitate a brief class discussion, allowing students to express their thoughts and opinions about their town.

#### Main activities:

#### Before reading: (10 minutes)

- Introduce the topic of "My Town" to the students, encouraging them to think about the key features, landmarks, or events in their town.
- Divide students into small groups and provide each group with a set of discussion questions related to their town.

- In their groups, students will discuss and share their thoughts, experiences, and knowledge about their town.

**During reading: (10)**

- Distribute a short text about their town to each student or display it on a shared screen.
- Explain the Three-Step Interview strategy: Students will work in groups of three, taking turns as the interviewer, interviewee, and observer.
- In their groups, students will read the text individually, highlighting or underlining valuable information about their town.
- Students will take turns interviewing each other, asking questions about the specific information they found in the text.
- The observer will listen carefully and take notes on the responses.

**Group discussion: (10 minutes)**

- Reorganize the students into new groups, ensuring each group has representatives from different initial groups.
- In their new groups, students will take turns sharing the information they discovered during the interview process, focusing on key features, landmarks, or events in their town.
- Encourage discussions, comparisons, and additional contributions from group members.

**After listening: (10 minutes)**

- Gather the whole class and facilitate a class discussion based on the information shared in the group discussions.
- Guide students to identify the key features, landmarks, or events discussed, emphasizing their significance in understanding their town.
- Encourage students to ask questions, provide additional information, and share interesting facts about their town.


**RESOURCES / DIDACTIC MATERIAL**

- Printed or digital text about their town
- Set of discussion questions related to their town
- Highlighters or markers for individual reading

**EVALUATION READING COMPREHENSION (10 minutes)**

- Provide comprehension questions related to the text and the key features, landmarks, or events in their town.
- Students will individually answer the questions based on their understanding of the text and the shared information.
- Regroup students in their initial groups to discuss and compare their answers, providing explanations and justifications.

**SIGNATURE**



Fire Station	Bakery	Swimming pool
School	Bus Stop	Police station
Town Hall	Hospital	Park
Cinema (Movie Theater)	Museum	Supermarket

## WORKSHOP #12

- **TOPIC: “Dolphins” using Think Pair Share strategy**

### OBJECTIVES:

- ● To improve students' reading skills and their ability to read and understand a text about dolphins.
- ● To promote active engagement and participation by sharing information with the rest of the group.
- ● To enhance students' comprehension and critical thinking abilities related to dolphins.

### PARTICIPANTS

Fourth graders

### ACTIVITIES:

**Warm-up: (5 minutes)**

- Begin by asking students what they know or think about dolphins. Facilitate a brief class discussion, allowing students to share their thoughts, experiences, and knowledge about dolphins.

### **Main activities:**

#### **Before reading: (10 minutes)**

- Introduce the topic of dolphins to the students, discussing their characteristics, habitat, behavior, and any interesting facts.
- Distribute reading passages or articles about dolphins to each student or display them on a shared screen.
- Instruct students to read the passages individually, focusing on understanding the text and gathering information about dolphins.

#### **During reading: (15 minutes)**

- Explain the activity: "Read and Share with the Group."
- Divide students into small groups of 4-5 students.
- In their groups, students will take turns sharing what they have read and understood about dolphins.
- Encourage students to summarize key information, ask questions, and discuss interesting facts about dolphins within their groups.
- Provide guidance and support as needed to ensure comprehension and active participation.

#### **Group discussion: (15 minutes)**

- Gather the whole class and facilitate a group discussion on dolphins.
- Invite each group to share the most interesting or valuable information they learned about dolphins during their reading and group discussions.
- Encourage students to ask questions, provide additional insights, and engage in a meaningful dialogue about dolphins.
- Facilitate comparisons and connections between shared information, allowing students to build on each other's ideas.

#### **After reading: (10 minutes)**

- Conclude the discussion by summarizing the key points about dolphins and reinforcing the main ideas discussed.
- Encourage students to reflect on their learning and share any new perspectives or thoughts they have gained from the activity.

### **RESOURCES / DIDACTIC MATERIAL**

- Reading passages or articles about dolphins (one per student or group)
- Board or shared screen for displaying reading materials and facilitating discussions

### **EVALUATION READING COMPREHENSION (10 minutes)**

- Distribute comprehension questions related to the text.
- Students will individually answer the questions based on their understanding of the text.

- Afterward, pair up students again, and they will compare and discuss their answers together, supporting their responses with evidence from the text.

## SIGNATURE

# DOLPHINS



Dolphins are carnivores, which means they eat meat. They eat animals like fish, seals, and turtles.

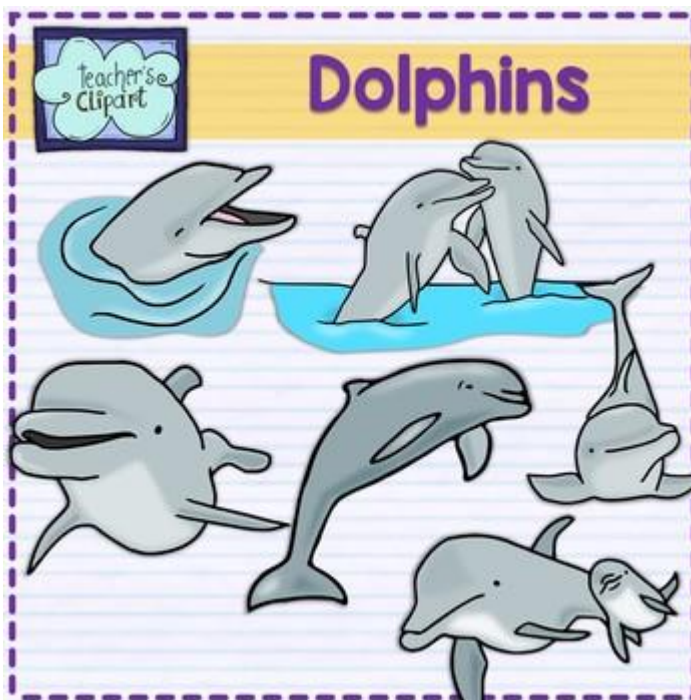
Dolphins live mostly in oceans and some rivers. They live in groups called “schools” or “pods.”

They have a blowhole on their head to breathe with.

Dolphins can be as small as 4 feet long and 90 pounds or as big as 30 feet long and 10 tons.

They are one of the smartest animals and are easy to train.

Dolphins are at risk because oceans are being polluted.



## WORKSHOP #13

- **TOPIC: “Families and Hobbies” using Think Pair Share strategy**

### OBJECTIVES:

- To improve students' reading skills and their ability to read and understand a text about families and hobbies.
- To promote active engagement and participation by sharing ideas with partners.
- To enhance students' comprehension and critical thinking abilities related to the topic.

### PARTICIPANTS

Fourth graders

### ACTIVITIES:

#### Warm-up: (5 minutes)

- Begin by asking students about their own families and hobbies. Encourage them to share what they enjoy doing with their families and the hobbies they have.

#### Main activities:

#### Before reading: (10 minutes)

- Introduce the topic of families and hobbies, explaining the importance of spending time with family and engaging in hobbies.
- Provide reading materials or passages about families and hobbies to each student or display them on a shared screen.
- Instruct students to read the passages individually, focusing on understanding the text and gathering information about families and different hobbies.
- 

#### During reading: (15)

- Explain the activity: "Read and Share with Partners using The Three-Step Interview Strategy."
- Divide students into pairs.
- In pairs, assign roles: Student A will be the interviewer, and Student B will be the interviewee.
- In Step 1, give students think time to prepare questions related to the reading material.
- In Step 2, Student A interviews Student B, asking questions about their understanding of the text and their subjective experiences with families and hobbies.
- In Step 3, students switch roles, with Student B interviewing Student A.
- Encourage students to actively listen, take notes, and engage in a meaningful conversation to gather information and perspectives.

#### Group discussion: (15 minutes)

- Form groups of four students, combining two pairs together.
- In their groups, students take turns sharing what they learned from their interviews and the reading material.
- Encourage students to discuss commonalities, differences, and interesting points that emerged from the interviews.

- Facilitate a group discussion where students can reflect on the importance of families and hobbies and share their own experiences and insights.

**After reading: (10 minutes)**

- Summarize the key points discussed during the group discussion.
- Encourage students to reflect on the significance of families and hobbies in their lives and how they contribute to their overall well-being.
- Provide an opportunity for students to share any new perspectives or ideas they gained from the activity.

**RESOURCES / DIDACTIC MATERIAL**

- Reading passages or articles about families and hobbies (one per student or pair)
- Markers or pens for notetaking during interviews and discussions
- Board or shared screen for displaying reading materials and facilitating discussions

**EVALUATION READING COMPREHENSION (10 minutes)**

- Provide comprehension questions related to the reading passages and the information shared during the group discussions.
- Students will individually answer the questions based on their understanding of families and hobbies and the shared information.
- Facilitate a class discussion where students can compare their answers, discuss their reasoning, and clarify any misconceptions.

**SIGNATURE**

My Family and Our Hobbies  
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My name is Anna and I live with my family in a small town. My family consists of my mom, my dad, my older brother Tom, and my younger sister Mia. We all have different hobbies that we enjoy doing in our free time.

My mom loves to cook and bake. She makes delicious meals and desserts for us every day. She also likes to try new recipes from different cuisines. Sometimes she invites our relatives or friends over for dinner and they always compliment her cooking skills.



My dad is a huge fan of sports. He watches football, basketball, baseball, and soccer on TV. He also plays tennis with his friends every weekend. He taught me and Tom how to play tennis when we were young, and we often joined him at the court. He says playing sports is good for our health and happiness.



My brother Tom is into music. He plays the guitar and the piano. He also sings in a band with his classmates. They practice in our garage and sometimes perform at school events or local festivals. He has a lot of CDs and posters of his favorite musicians in his room.



My sister Mia is very artistic. She likes to draw, paint, and make crafts. She has a lot of colorful pencils, markers, paints, and paper in her room. She also collects stickers, stamps, and magnets. She makes beautiful cards and gifts for our family and friends on special occasions.



I like to read books and author stories. I have a lot of books in my room, from fairy tales to mysteries to biographies. I like to learn new things and imagine different worlds through reading. I also like to author my own stories and share them with my family and friends. They say I have a good imagination and a talent for writing.



As you can see, my family and I have different hobbies that we are passionate about. We respect each other's interests and support each other's goals. We also like to spend time together as a family and share our hobbies with each other. Sometimes we cook or bake with mom, watch, or play sports with dad, listen, or play music with Tom, draw, or make crafts with Mia, or read or author stories with me. We have a lot of fun together and we love each other very much.

### WORKSHOP #14

#### ● TOPIC: “Let's Meet Friends” using Think Pair Share strategy

#### OBJECTIVES:

- To improve students' reading skills and their ability to interpret fundamental ideas from a text about meeting friends.
- To enhance students' comprehension and critical thinking abilities related to the topic.
- To promote discussion and sharing of ideas among students.

#### PARTICIPANTS

Fourth graders

#### ACTIVITIES:

##### Warm-up: (5 minutes)

- Begin by asking students about the importance of friendship and how they feel when they meet new friends. Encourage them to share their experiences and thoughts.

##### Main activities:

##### Before reading: (10 minutes)

- Introduce the topic of meeting friends and emphasize the value of forming new friendships.
- Provide reading materials or passages about meeting friends to each student or display them on a shared screen.
- Instruct students to read the passages individually, focusing on understanding the main ideas and key details.

##### During reading: (10)

- Explain the activity: "Read and Interpret with Partners using The Three-Step Interview Strategy."
- Divide students into pairs.
- In pairs, assign roles: Student A will be the interviewer, and Student B will be the interviewee.
- In Step 1, give students think time to prepare questions related to the reading material and the interpretation of fundamental ideas.
- In Step 2, Student A interviews Student B, asking questions about their understanding of the text and their interpretations of the fundamental ideas about meeting friends.
- In Step 3, students switch roles, with Student B interviewing Student A.

- Encourage students to actively listen, take notes, and engage in a meaningful conversation to explore different interpretations.

**Group discusión: (15 minutes)**

- Form groups of four students, combining two pairs together.
- In their groups, students take turns sharing their interpretations of the fundamental ideas from the reading material.
- Encourage students to discuss their perspectives, insights, and any connections they can make to their own experiences with meeting friends.
- Facilitate a group discussion where students can compare their interpretations, supporting their ideas with evidence from the text.

**After listening: (10 minutes)**

- Summarize the key interpretations discussed during the group discussion.
- Encourage students to reflect on the significance of meeting friends and the diverse ways friendships can be formed.
- Provide an opportunity for students to share any new insights or understanding they gained from the activity.

**RESOURCES / DIDACTIC MATERIAL**

- Reading passages or articles about meeting friends (one per student or pair)
- Markers or pens for notetaking during interviews and discussions
- Board or shared screen for displaying reading materials and facilitating discussions

**EVALUATION READING COMPREHENSION (10 minutes)**

- Provide questions related to the interpretation of the fundamental ideas discussed during the group activity.
- Students will individually answer the questions, expressing their own interpretations and supporting them with evidence from the text.
- Facilitate a class discussion where students can share their interpretations, compare their answers, and explore different perspectives.

**SIGNATURE**

**Meeting New Friends**

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My name is Leo and I moved to a new city with my family last month. I was nervous about starting a new school and making new friends. I wondered if I would fit in and if anyone would like me.

On the first day of school, I met a boy named Max in my class. He was friendly and helpful. He showed me around the school and introduced me to his friends. He also invited me to sit with him at lunch and to join his soccer team after school.

I was happy to meet Max and his friends. They were nice and fun to be with. They shared their hobbies and interests with me, and I shared mine with them. We found out that we had a lot in common. We liked the same sports, games, movies, and music.

Soon, Max and his friends became my friends too. We spent time together at school and outside of school. We played soccer, watched movies, played video games, and listened to music. We also helped each other with homework and projects.

I am glad I met Max and his friends. They made me feel welcome and comfortable in my new school and city. They are my best friends now and I hope we will stay friends for a long time.

### WORKSHOP #15

#### ● TOPIC: “Michael's Chef” using Think Pair Share strategy

#### OBJECTIVES:

- To improve students' reading skills and their ability to identify the main ideas in a text about Michael's chef.
- To enhance students' comprehension and critical thinking abilities related to the topic.
- To promote discussion and collaboration among students in answering questions based on the main ideas of the text.

#### PARTICIPANTS

Fourth graders

#### ACTIVITIES:

##### Warm-up: (5 minutes)

- Begin by asking students about their favourite foods and if they have ever wondered about the people who cook those dishes. Encourage them to share their thoughts and experiences.

##### Main activities:

##### Before reading: (10 minutes)

- Introduce the topic of Michael's chef and explain that they will be reading a text about his chef and the delicious food he prepares.
- Provide reading materials or passages about Michael's chef to each student or display them on a shared screen.
- Instruct students to preview the text, looking for headings, subheadings, and keywords to get an idea of what the main ideas might be.

##### During reading: (15)

- Explain the activity: "Identify the Main Ideas to Answer the Questions."

- Instruct students to read the text individually, focusing on identifying the main ideas and supporting details.
- Provide a set of questions related to the main ideas of the text for students to answer as they read.

**Group discussion: (15 minutes)**

- Divide students into small groups of three or four.
- In their groups, students take turns sharing their answers to the questions and discussing their understanding of the main ideas.
- Encourage students to support their answers with evidence from the text and engage in a collaborative discussion to refine their understanding.

**Whole-class discussion: (10 minutes)**

- Facilitate a whole-class discussion where each group shares one main idea they identified from the text and presents their answers to the questions.
- Encourage students to listen to their classmates' responses, compare different interpretations, and ask clarifying questions.
- Guide the discussion to ensure a comprehensive understanding of the main ideas and their significance in the context of Michael's chef.

**After reading: (10 minutes)**

- Summarize the key main ideas discussed during the whole-class discussion.
- Ask students to reflect on the role of a chef and the importance of their work in providing delicious meals.
- Invite students to share their thoughts on whether they would like to be a chef or have any experiences related to cooking

**RESOURCES / DIDACTIC MATERIAL**

- Reading passages or articles about Michael's chef (one per student or group)
- Question sheet with questions related to the main ideas of the text
- Board or shared screen for displaying the text and facilitating discussions

**EVALUATION READING COMPREHENSION (10 minutes)**

- Provide additional questions or a short quiz to assess students' understanding of the main ideas from the text.
- Students will individually answer the questions, demonstrating their ability to identify and interpret the main ideas.
- Discuss the answers as a class, allowing students to explain their reasoning and engage in a deeper analysis of the main ideas.

**SIGNATURE**

# AT THE RESTAURANT VOCABULARY MATCHING WORKSHEET I

Choose the correct words from the list below and write them under the correct pictures



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- WORD LIST**
- chef
  - waitress
  - customer
  - manager
  - cashier
  - soup
  - main course
  - dessert
  - breakfast
  - fast food
  - beverage
  - salad
  - chair
  - table
  - menu

Michael's Chef

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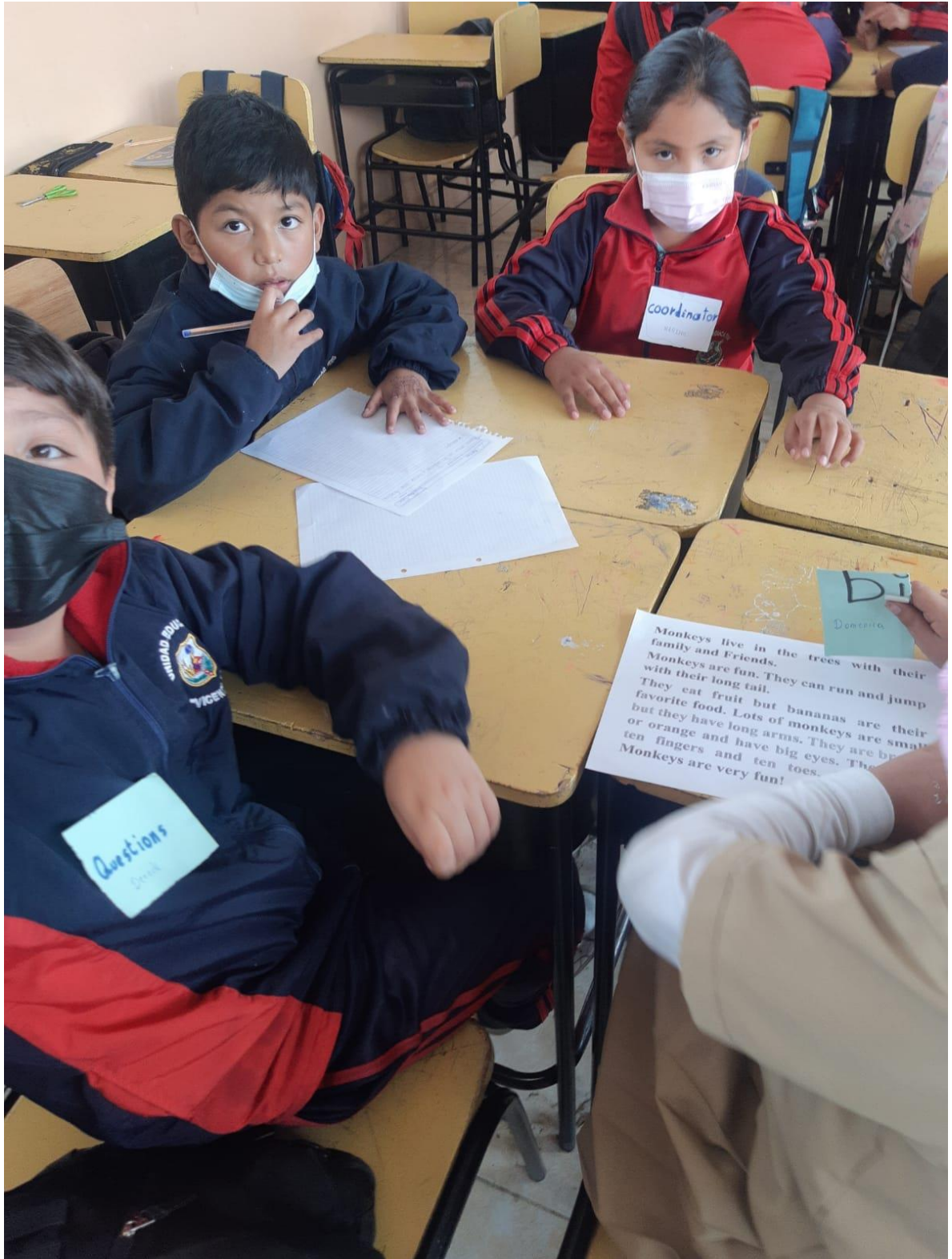
My name is Michael and I love to eat. My favorite person in the world is my chef, who cooks for me every day. He makes delicious dishes from different countries and cultures. He also teaches me how to cook and bake.

My chef is incredibly talented and creative. He can make anything from pizza to sushi to cake. He uses fresh ingredients and spices to make the food tasty and healthy. He also decorates the plates and the table with flowers and candles.

I enjoy eating and learning from my chef. He tells me stories about the food and the places where it comes from. He also asks me questions about my preferences and allergies. He always makes sure I am happy and satisfied.

I am lucky to have my chef. He is not only my cook, but also my friend and teacher. He makes me happy and curious about food and the world.

**Annex 4. Pictures of the application of the cooperative learning strategies in the “Vicente León Elementary School”**









Monkeys live in the **trees** with their family and friends. They are fun. They can run and jump with the **long tail**. They eat fruit but bananas are their favorite food. Lots of monkeys are small but they have **big eyes**. They are brown or orange and have **long arms**. They have **ten fingers** and **ten toes** like people. Monkeys are **funny**!



