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Facultad de Filosofía, Letras y Ciencias de la Educación

Maestría en Lingüística aplicada a la enseñanza del Inglés como Lengua Extranjera

The effects of Collaborative Learning on Reading Comprehension of Senior Students at Borja High School

Trabajo de titulación previo a la obtención del Título de Magíster Lingüística aplicada a la enseñanza del Inglés como Lengua Extranjera

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RESUMEN

El propósito de este estudio fue investigar los efectos del Aprendizaje Colaborativo como estrategia para el desarrollo de la habilidad lectora en los estudiantes de tercero de bachillerato en la Unidad Educativa Borja, en el año lectivo 2015-2016. El estudio está basado en la teoría Sociocultural (SCT), específicamente la Zona de Desarrollo Próximo (ZPD), en la que los aprendices dependen de una persona con competencias más desarrolladas para apoyar la construcción de su conocimiento. Por una parte, él estudió contó con un grupo de intervención de 26 estudiantes, quienes utilizaron el Aprendizaje Colaborativo (CL) y la Lectura Estratégica Colaborativa (CSR) al realizar sus tareas. Por otro lado, un grupo control de 27 estudiantes, quienes trabajaron con la metodología propia de la institución. La intervención abarcó 50 sesiones de 40 minutos cada una, donde los estudiantes del grupo de intervención trabajaron en pares, bajo la modalidad de tutor-tutoreado. Las herramientas de recolección de datos incluyeron un pre-test, un post-test, textos de lectura B2, grupos focales, un diario del maestro y una entrevista final. Los resultados indican que los estudiantes expuestos al Aprendizaje Colaborativo desarrollaron la habilidad de Lectura en un nivel más alto que aquellos estudiantes que no fueron expuestos al mismo. Así mismo, los estudiantes que usaron CL desarrollaron una actitud positiva frente al proceso de aprendizaje. Los hallazgos son una contribución a los profesores de inglés que vean la necesidad de adoptar diferentes enfoques que apunten al desarrollo de la habilidad lectora.

Palabras Clave: Teoría Sociocultural (SCT), Zona de Desarrollo Próximo (ZPD), Aprendizaje Colaborativo (CL), Lectura Estratégica Colaborativa (CSR), Habilidad Lectora.

ABSTRACT

The objective of this study was to investigate the effects of Collaborative Learning (CL) approach, as a strategy, on the development of the Reading skill, in Borja High School senior students, during the academic year 2015-2016. The study is based on the Sociocultural Theory (SCT), specifically the Zone of Proximal Development (ZPD), where learners depend on more competent people, to construct knowledge. On the one hand, the intervention encompassed a group of 26 students, who worked collaboratively, using Collaborative Strategic Reading (CSR) when performing tasks. On the other hand, there was a control group of 27 students that worked using the methodology set by the institution. The intervention encompassed 50 sessions of 40 minutes each, where the intervention students were paired under the tutor-tutee structure. Data collecting tools included a pre-test, a post-test, B2 reading texts, focus groups, a teacher journal, and a final interview. Findings indicate that those who worked under the CL, developed the Reading skill at a higher level compared to those who were not exposed to it. Likewise, they showed a positive attitude towards learning. The findings could be a contribution to English teachers who foreseen the need and are willing to adopt different methodologies to approach the Reading skill.

Key Words: Sociocultural Theory (SCT), Zone of Proximal Development (ZPD), Collaborative Learning (CL), Collaborative Strategic Reading (CSR), the Reading Skill.

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DEDICATION

This work goes to the love of God that has guided me through this process giving me strength to achieve every single goal during these years, as his love is shown in my loved ones. First, to my grandmother, Laurita who taught me the true meaning of love. Second, to my parents, Alfredo and Fanny who have been my endless support and my guidance. To my daughters, Carolina and Martina who keep my motivation up to tick every day. Finally, to my soulmate, Fernando, his patience has shown me what real love is about.

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"To become a better you, remember to be grateful to people

who have contributed to making you who you are today."

Israelmore Ayivor, Become a Better You

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INTRODUCTION

Globalization has taken over society bringing major impacts in different fields for instance business, education, technology, among others. One of these major impacts is the need for communication with people coming from different parts of the world. Therefore the learning of a second/foreign language has become a paramount asset nowadays. The learning and acquisition process of a second/foreign language has been a topic of debate for several years as different methods and approaches have come to light, claiming to be the right ones to accomplish such endeavor. However, the problem many language learners, concretely those attending schools, often face is that even after many years of formal instruction, they are not able to achieve an accurate level of English for communicative purposes.

One reason that supports the latter statement might be the limited interaction to practice English with teachers or peers within the appropriate environment. "Students can teach and simultaneously learn from their peers in a relatively stress free atmosphere" (Suwantharathip, O., 2001, p.93). Collaborative learning implies interaction and that interaction allows learners to share ideas and thoughts. If this interaction can be done in a natural environment, learning a foreign language can bring along successful results. Vygotsky (as cited in Aschermann, 2001), stated that the learning process experienced by children awakens a variety of internal developmental processes that can function only when they interact with more competent people. These people can be parents, teachers, and also peers who have constructed meaningful learning before other learners of the same age in their environment and in cooperation with others.

Learning a second/foreign language is not a very easy task for students to embark on. In this frame, the reading skill becomes an incredibly difficult one to develop due to numerous reasons, for instance lack of vocabulary. A number of researchers has advised teachers to use collaborative learning to improve language skills. However, this research will focus on the reading skill, concretely with high school students. It is claimed that working in small groups to learn can both encourage and help students to be critical with the material they read (Spörer, 2009). Mason (as cited in Spörer, 2009), considers reading comprehension as the construction of meaning from text since reading is generally considered one of the most central cognitive skills young students acquire during their school career.

This research encompasses six chapters which deal with the problem, the theoretical background, the literature review, the methodology, the results, the discussion, the limitations and the conclusions with the objective in mind to help high school students develop the reading skill through collaborative learning.

CHAPTER I

THE PROBLEM

1.1 The Problem

Much research has been conducted about CL (Collaborative Learning) and its benefits involving the four skills in the process of learning English. Studies have shown the supremacy that peer socialization has on learners' motivation (Rohrbeck, C., et al., 2003). However, most of these studies center attention on writing and speaking, leaving just a few studies where reading and collaborative learning are the focus of the research.

In our country the process of learning English is not showing respectable results. According to Calle, A. et al. (2012), teachers in our context still use traditional teaching strategies, this is reflected in the limited development of English language acquired by students in the last decades. Even though learners go through a 12-year formal process in schools, their level of English is considered poor. Reading is viewed as an individual task. In fact, reading can be an individual task in certain situations. However, if some collaborative reading strategies are applied as a part of the program, opportunities to co-construct meaning are given to the students. These new ideas are supported in other points of view as well as their own point of view. Teachers apply numerous strategies, and it is still awfully hard to make students understand texts which are not excessively complicated. As Commander and Guerrero (2013) state, collaborative reading could be an extraordinary tool to construct meaningful learning; however, CL turns out to be an underestimated strategy.

Concretely speaking, in the case of Borja High school, there is the need to develop the reading skill because the material that is being used aims for students to achieve a B2 level according to the Common European Framework of Reference for Languages (CEFR). With this issue in mind, the authorities asked the coordination of the English department to place all students of each course in the same group. Up until the year 2015, students used to be placed in two levels: advanced and basic. With all students now in one group, teachers encountered varying levels of proficiency within the same group, which led to the need to consider different strategies to help students to succeed in the development of their skills, specifically reading.

1.2 Research Questions

- Can collaborative learning help senior students improve the reading skill in an EFL classroom?
- To what extent does collaborative learning assist students to understand main ideas in reading?

1.3 Objectives

1.3.1 General

- To determine the impact of Collaborative Learning approach in the development of the Reading skill in senior students at Borja High School.

1.3.2 Specific

- To find out students' perceptions regarding collaborative peer-work.
- To find out students' perceptions towards their own reading skill performance.
- To determine the students' reading proficiency level.

CHAPTER II

THEORETICAL FRAMEWORK & LITERATURE REVIEW

2.1 Theoretical Framework

Nowadays, the fostering of autonomous learning among students has gained a particular attention within the learning community. "The idea of learner autonomy in modern educational pedagogy also draws on the importance of CL. The concept of learner autonomy requires learners to be independent and to become lifelong learners" (Lin, 2015, p. 14). Teachers of a second/foreign language have realized the importance of promoting autonomous learning among students. The results about learning English from students in our country are not promising. In fact, according to results of a study conducted in 2014, Latin American countries present low English level in adults. Even though, Ecuador has revealed a little improvement since 2007, it is still not considered a country with a respectable proficiency level. (BBC, 2015). Information about Level of Proficiency of Latin American countries displayed in Figure 1.
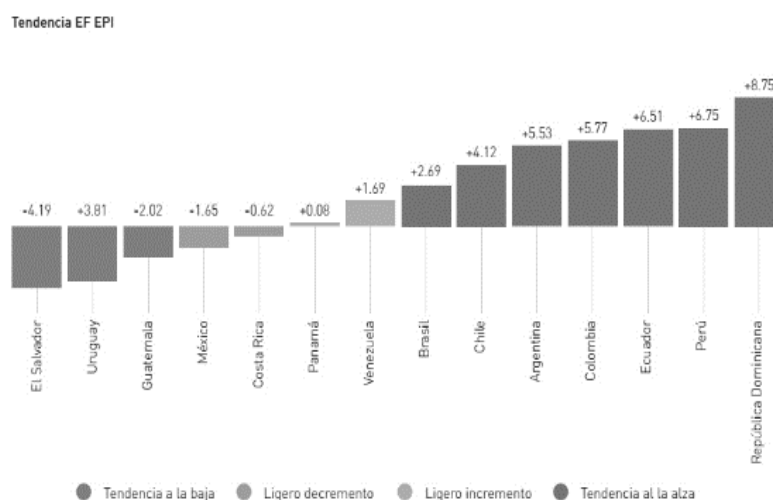
Figure 1. Latin America English proficiency file (EF EPI) (BBC, 2015)

The approaches used in the process of learning are limited. Calle et al. (2015), have indicated that strategies used by teachers do not help the development of the skills: reading, writing, listening, and speaking. According to Hayati (2009) as cited in Behroozizad, S., et al. (2014), traditional methods are applied in ESL classrooms, and the material is restricted to textbooks. Consequently, there is a need to change the traditional conception to more useful methods where students can build their own concepts by sharing and using the language effectively. Calle, A. et al. (2015), also emphasize that several authors support a new conception that promotes collaborative techniques with a constructivist focus in the classroom centered on communication. Nevertheless, strategies used by teachers in our city, Cuenca, do not foster communication.

Theories of Teaching a second language come from first language acquisition where listening precedes the speaking ability, and fluent reading precedes the writing ability, in school years (Sima, T. et al., 1993). There is no concrete theory that explains how reading skills are acquired in L2; consequently, researchers rely on how reading is developed in L1 (Chiappe, P. et al., 2002).

According to Lesaux, N., Siegel, L. (2003), those few studies that have been conducted to examine the reading and spelling development of children who receive classroom instruction in a language other than the language they speak in the home suggest that the reading developmental trajectories of such children are very similar to those of native speakers across different languages (p.1006).

In fact, learning to read is a relevant achievement for children, because it is going to be a basis of their academic lives (Stevens, R., et al., 1991). It is

challenging for teachers to motivate students and make them understand how much they can achieve by reading texts in an L2. Likewise, teachers and students do not clearly see the benefits of collaboration inside the classroom. Using collaborative strategies, the teacher becomes a guide, and the role of students is to become active learners rather than passive ones. González (2006) and Nunan (1991) (as cited in Carrió, M. et al., 2010), coincide that teachers and students should form a group that negotiates and dialogues in a lively class.

Bruffee (1984), discusses that teachers are hesitant at the time of using CL in the classroom because they do not understand how to use it correctly, which, in time, may lead to either successful or failing results. Taking into account the lack of strategies used by teachers in our country, CL could be used as a tool in the classroom to activate interaction among students. The literature states that teachers should adopt CL as one of the strategies used in the process, but not as the only one. Finally, to better understand CL and its implementation in language learning, the sociocultural theory must be reviewed.

2.1.1 Vygotsky and Sociocultural Theory

While Sociocultural and Cognitive theories share similar principles; differ from one another on the importance of social interaction in cognitive development. Piaget (1936), considered that knowledge was constructed in an individual way, with individuals interacting with the context and giving supremacy to learning stages. Social constructivism highlights social interaction among individuals and does not consider stages in the process of learning. The Sociocultural Theory (SCT) considers interaction in group as a precondition to achieve self-regulation and to develop cognition (Nykos, M., Hashimoto, R., 1997).

Lev Vygotsky (1978), who is considered one of the most important exponents of the SCT, states that psychological structures of the individual's mind are molded from the interaction the individual has with the social context (Behroozizad, S. et al., 2014). On the one hand, the process of "internalization" denotes the natural connection between the social and the inner planes (Dillembourg, P. et al., 1996). According to Lin (2015), Vygotsky founded his model using CL insisting on the importance of interaction with a more capable peer to achieve personal development. In fact, the SCT considers social-speech and inner-speech. "Social speech is used for interacting with others, inner speech is used to talk to ourselves, to reflect, to think. Inner speech serves the function of self-regulation" (Dillembourg, P. et al., 1996, p. 5).

On the other hand, social context and the interaction among individuals are extremely relevant in the learners' attitudes towards the process of learning other language (Gholami, R. et al., 2012). "Most interaction in EFL classrooms is still teacher–student/s and student-initiated interaction. Student–student interaction is minimal" (Lin, 2015, p. 20). As Calle, A.M.et al. (2015) state, English classes in our context are teacher-centered; the approach does not encourage the use of the second/foreign language inside the classrooms, and there are not enough chances to interact using the L2. "The students have very limited opportunity to talk about their learning processes and experiences. As a result, they are highly passive and dependent on the teacher. This leads to minimum interaction and makes students recipients of the teacher's knowledge" (Behroozizad, S. et al., 2014, p. 218).

Having passive individuals is one of the reasons why learning a second/foreign language is not a successful process in schools. In our context, English is taught over the course of twelve years at schools with the intent of

reaching an A1.1 level according to CEFR when culminating the eight year of basic education. At the end of the process, students should reach B1.2 level when finishing senior year. Information displayed in Figure 2.

Figure 2. CEFR Levels (Ministerio de Educación Currículo Lengua Extranjera, 2016)

To conclude, the SCT is opposite to positivistic models where learning is conceived as an internal process in the individual's mind isolated from the physical context. According to Zhang, Fanyu & Du (as cited in Behroozizad, S.et al., 2014), a joint activity results in learning. The teacher-centered model should then be changed into a collaborative one. Vygotsky (1978), considers that learners re-build the ideas they have of reality through CL and from peer-work. Correspondingly, according to Lenneberg (as cited in Jonhson, K., 2006), participation and context play a key role in the process of learning.

2.1.2 Mediation

To understand the principle of mediation which is described as mental functions that are acquired by children when carrying out different tasks under guidance of others. The people who help them are responsible of the tasks at the

beginning of the process. Then, the children assume more responsibility to work independently (Lantolf P. J., 1994) . Lantolf (1994, 2000), also recognizes that all forms of mental activity are mediated by different tools, and one of the most significant is language. In other words, learners perform certain activities or tasks under the direction of people who have developed stronger skills using language as a tool to acquire knowledge. In fact, according to Bruffee (1984), "The place of conversation in learning, especially in the humanities, is the largest context in which we must see collaborative learning" (p. 645). The dialogue that takes place between learners during the learning process in an English class produces a cooperation between parties. "Speakers do this by generating units of conversation called "contributions" which have two phases: a presentation phase and an acceptance phase" (Dillembourg, 1996, p. 20). For example, in a reading task where they have to find correct answers, a student presents a contribution to solve the problem and the partner agrees or disagrees. Learners together carry out a negotiation to achieve a solution to the problem. Negotiation is seen as a process where learners try to solve a problem agreeing on ideas, this negotiation is based on interaction. The negotiation of meaning is a condition for CL (Dillembourg, 1996). "During CL, the exchange of ideas makes the negotiation of meanings possible" (Lin, 2015, p. 13).

Finally, those who help the learner are at the moment are responsible of the accomplishment of the task. Then, learners go through an internalization process, and develop the skills they need to perform the activities or tasks without any help. In a study about strategy-based reading instruction conducted in Asia, the author states that "Idea appropriation proceeds from dialogue between an -expert- , or a more competent learner/peer, and a –novice-, during which the latter internalizes the new concepts under the teacher's guidance" (Zhang L. , 2007, p. 91). When students

share what they understand from texts using dialogue as a tool, they start creating their own perceptions. According to Sima (1993), when learners use language as a vehicle to understand meaning, they will at the moment assimilate syntactic and vocabulary in the new language they are learning.

2.1.3 ZPD (Zone of proximal Development)

Vygotsky (1978), defines ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Ohta (2001), (as cited in Behroozizad, S. et al, 2014) , adapted Vygotsky's ZPD definition to the L2 learning process so that "for the L2 learner, the ZPD is the distance between the actual developmental level as determined by individual linguistic production, and the level of potential development as determined through language produced collaboratively with a peer or teacher" (p.220). According to Oath's definition, when learning another language there is a gap between what an individual can produce by him or herself and the production this individual can achieve by means of collaboration. According to Dillembourg, "A given level of individual development allows participation in certain social interactions which produce new individual states which, in turn, make possible more sophisticated social interaction, and so on" (Dillembourg, P. et al., 1996, p. 3).

In other words, according to different points of view collaboration is a vehicle to achieve knowledge. The ZPD is also thought as a collaborative approach to build new opportunities. Novice learners are not only limited to imitating experts; they are also able to transform what they receive from experts, and create their own

knowledge. (Lantolf P. , 2000). It means that the less capable peer obtains something fresh to incorporate to his or her mental structure, as a result of interaction. Furthermore, motivation plays a key role. Students are motivated when they are graded in pairs or groups. Dörnyei (2001), as cited in Lin (2015), states that "In a CL directed class, learners work with their peers so that responsibility for the learning outcomes is shared. Students are equally rewarded, which is in contrast to a competitive structure in which only the best learner in the class is praised" (Lin, 2015, p. 14).

2.1.4 Collaborative Learning

Collaborative learning is the opposite of individual learning where the learning process is seen as an individual product and the context is not relevant. The CL theories focus on the fact of how individuals acquire knowledge working in groups. (Dillembourg, P. et al., 1996).

To have a clearer idea about CL, it is relevant to review what traditional learning implies. On the one hand, traditional learning can be presented in a variety of forms. The most used and recognized is "sage on stage" or teacher-centered where the teacher provides information and class material (Roberts, T., et al, 2004). On the other hand, CL is based on social interaction. According to Dennen (2000) as cited in Roberts (2004), CL uses this interaction in order to build knowledge. The experiences the members share within the group are essential in the language acquisition process. As cited in Lin (2015) Swain (2000), states that CL is one of the most effective approaches where learning occurs, as it is centered in interaction and shared examination of a subject. The differences between traditional and collaborative Learning can be seen in Figures 3 and 4.
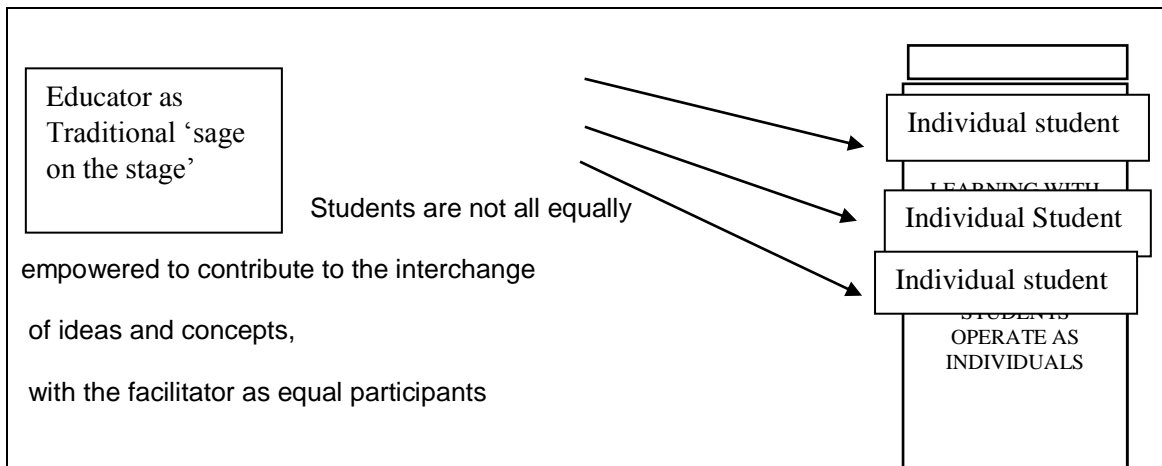
Figure 3. Traditional Learning. Adapted from: (Roberts, T., et al, 2004)
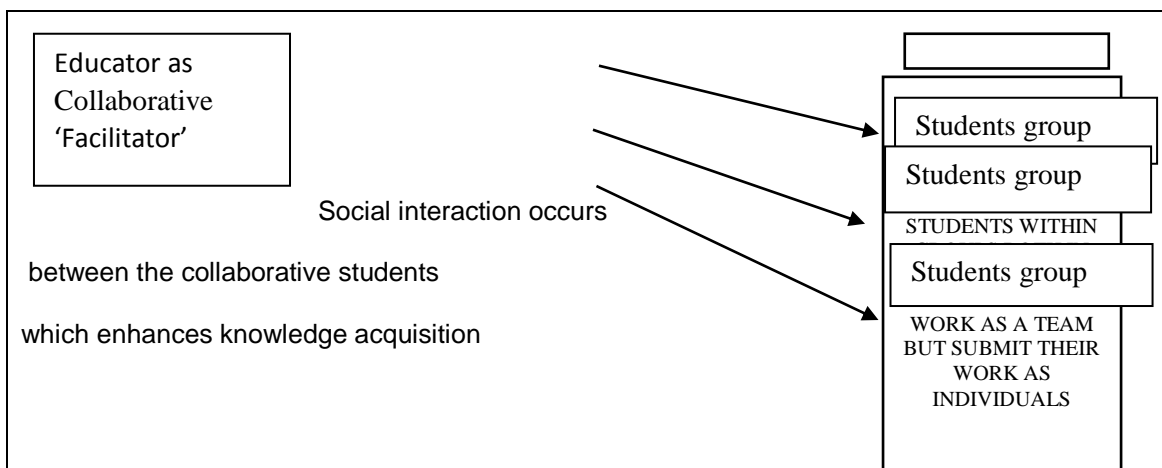
Figure 4. Collaborative Learning. Adapted from: (Roberts, T., et al, 2004)

As cited in Lin (2015) Gokhale (1995, p. 22), defines CL as "an instructional method in which students at various performance levels work together in small groups towards a common goal." In other words, in the classroom, students with different ideas, and concepts collaborate either in groups or pairs to build new knowledge. According to Bruffee (1984), CL emerged from the need of an unconventional learning technique where students teach each other. This approach goes against passive learners, repetition, and individual learning. Using this specific approach, students can achieve their own learning strategies, and are also are able to choose their own goals (Carrió, M. et al., 2010). Bruffee (1984), also states that

the term CL implies having the teacher as a guide, rather than being the center of the process who paves the road where students collaboratively work on, thus, leading to an indirect way of teaching what is known as collaboration among peers.

Lin (2015) states that the roots of CL are taken from SCT. "When the individual works collaboratively with more capable peers, the potential level of development will be increased" (Lin, 2015, p. 12). Lin (2015) also points out that CL gives students opportunities of communicating with peers helping to increase the individual's potential through peer scaffolding, which is considered a mediating tool.

The effective use of CL is more than placing students to work in groups or pairs; as a matter of fact, a key element to take into account when adopting/implementing CL as a method in the classroom, is to begin with a clear objective in mind considering students' needs. Therefore, planning your class and setting up key learning goals will provide all the participants with strong roles in the learning process (Carrió, M. et al., 2010).

Moreover, Lin (2015) insists that CL should not be the only method used in a 50-min English class because situations will arise where students need the teacher's explanation. Collaborative and individual learning overlap to achieve the desired goals.

There are two forms or models of working collaboratively. One of them consists in teachers from different areas collaborating to help students in the process. The other form is the students work together to perform the activities the teacher prepares for the class. It is important to consider that the roles teachers and students play are different according to each model. In the first model, the teacher is

still the center and students are not active. In the second model, the teacher becomes in a less active facilitator (Carrió, M. et al., 2010).

However, Carrió proposes a new model which consists of the combination of the two models, and also gives relevance to the combination of Content and Language Integrated Learning (CLIL) and CL.

According to Topping (2001) as cited in Spörer and Brunstein (2009), another approach used to motivate students to read collaboratively is peer-assisted learning. Students perform reading tasks in pairs alternating the roles of tutor and tutee.

In the implementation of CL there are different criteria about how to group students. Peer tutoring is one of them. When mixing students under this criterion, learners are not instructed to perform individual activities but to cooperate in order to achieve the objective. Dillembourg (1996), states that researchers have tried to determine an ideal difference of intellect ability to pair students. It is pointed out that if the difference between students is small, interaction may fail; on the other hand, if the difference is too large, interaction is not going to take place. He also determines that studies have shown that pair's structure has revealed better results than larger groups one, and discusses that in research of peer-tutoring there are certain pre-requisites or conditions for collaboration. First, the tutor has to show domain on the task. Second, the student must have the aptitude to reflect about his or her performance during the task. Third; tutor must be able to assess the tutee.

To clearly understand how CL differs from traditional methods, it is important to visually depict each one, along with their characteristics that emphasize both the teacher and students' roles in the implementation process.(See Table 1).

Table 1

Characteristics of CL and Traditional Language Teaching Mode

Characteristics	Collaborative	Traditional
Goal structure	Collaborative	Competitive or individualist
Role of students	Active participation, autonomous learners	Passive recipients
Role of teacher	Facilitator-Guide	Controller, knowledge transmitter, major source of assistance
Material used	Materials are arranged according to the purpose of learning	Completed set of materials assigned by school
Types of activities	Various types of activities to engage learners in a shared learning community	Knowledge recall and review, language drill practice
Types of interaction	Intense student–student interaction	Some talking among students; mainly teacher-student type
Classroom physical set-up	U-shaped or CL groups	Traditional rows of separate desks
Teacher-student relationship	Collaborative and equal	Superior-inferior, or equal
Independence	None or negative	Positive
Learning expectations	Group success as well as individual's	Evaluating one's own progress in learning

Note. Adapted from "Cooperative Language Learning and Foreign Language Learning and Teaching" (Zhang J. , 2010, p. 82)

2.1.5 Reading Strategies

Collaborative Strategic Reading (CSR) was influenced by reciprocal teaching and by the transactional approach and it is founded in sociocultural theory (Klingner,J., Vaughn, S., 1998). Vaughn, S. et al. (2011), state that strategy

instruction is similar to reciprocal teaching and transactional approaches because the teacher supports the students when they work with strategies when interacting. These strategies help students comprehend and understand complications. It is also suggested that students are able to identify the main idea and reflect during and after reading. Reading collaboratively is beneficial for both, teachers and students "Through the collaborative approach emphasized with CSR, student learning is supported by both teachers and peers." (Vaughn, S. et al., 2011, p. 940). It has been proved that having teachers and peers supporting the reading process, the reader has more chances to become a successful one.

> Vaughn (2001), states that CSR was developed to address three issues in education: "(a) meeting the learning needs of an increasingly diverse student population, particularly English-language learners and students with learning disabilities; (b) providing an instructional practice that enhances comprehension of text and skills to learn from text; and (c) providing procedures that facilitate peer-mediated instruction" (p.67).

According to García and Pearson (1995, 1996) and Paris, Wasik and Tumer (1991) as cited in Vaughn (2011), good readers have developed skills and strategies, while poor readers are less strategic and have not developed complex skills. Research conducted in L1 and L2 validated that the use of strategies is dissimilar among readers (proficient and less proficient) (Janzen, 2002). Therefore, peer reading strategies help poor readers acquire knowledge from a peer in a more comfortable atmosphere. According to O´Malley et al. (1985) as cited in Zhang (2007), the use of strategies improves students' performance in a significant way. It is also discussed that strategies permit students to control their own learning within their ZPD, at the end they become autonomous learners (Zhang L. , 2007).

According to Scamacca as cited in Vaughn, S. et al. (2011), secondary students are benefited from the instruction in reading strategies, which help them improve reading and comprehension .Dialogue that emerges in collaborative work helps students to solve problems and also re-build language knowledge. Language is the tool that mediates this process of meaning making. (Swain, M., Brooks, L., 2002).

The four strategies are based in previous research. The first strategy or *preview strategy* activates prior knowledge. The second strategy, named *clink and clunk* helps to develop vocabulary while reading. The third is called *get the gist*, which helps to identify main ideas. The fourth strategy is called the *wrap- up* which summarizes key ideas during reading activities (Vaughn, S., et al., 2001). Alyousef, H., (2006), states that many teachers do not consider pre-reading an important activity, and claim there is not enough time to do it, when, in fact, it actually motivates students before the reading task occurs. Research has been studying the understanding in reading using a variety of strategies in contrast to other kinds of research which is focused on content. The strategies approach is centered in direct teaching of actions, for example: summarizing, questions making, inferring etc… in order to use them when working in reading texts (McKeown,M., et al., 2009).

Zhang (2007), chose the strategies from the literature on reading strategy instruction and according to his view, these strategies should combine cognitive, metacognitive and socio-affective ones. Additionally, the main strategies Zhang used for his study, which are listed below in Table 2, are very similar to the ones that belong to the CSR (Vaughn and Klingner).

Table 2

Zhang Reading Strategies

READING STRATEGIES	DESCRIPTION
Pre-reading stage:	Instructional stage where preparations are made for the start of a reading lesson
Previewing or surveying	Advance look at text to see its layout, illustrations, etc…
Activating schema knowledge	Getting ready to read by using what is already known of text
Predicting content	Anticipating possible content of text
Scanning for highlighted words or expressions	Looking for highlighted words or expressions
While-reading stage:	Instructional stage where learners are fully engaged in the comprehension process
Reading headings, subheadings, etc…	Attending to organizational aspects of text Asking questions about text
Self-questioning	
Self-monitoring	Self-checking comprehension
Focusing on meaning, not form	Paying attention to meaning, rather than form connecting what is read with what is already known
Relating meaning to what is already known	
Reviewing main ideas after each ''chunk'' of reading	Summarizing main ideas either orally or in written form
Asking how the main idea or purpose is related to previous paragraph	Looking for logical relationships between paragraphs
	Trying to solve vocabulary problems using
Looking for familiar affixes and roots in unknown vocabulary	morphological knowledge
	Guessing at unfamiliar vocabulary items through contextual clues

Using context to make inferences of the meaning of unknown words/expressions Identifying main ideas and supporting details Identifying organizational patterns of text	Looking for relationships between main ideas Looking for the organizational aspects of text in terms of its typical structure (e.g. cause–effect, compare/contrast, etc.)
Post-reading stage	Instructional stage where reading task is complete
Evaluating reading Giving personal response Reviewing to summarize text meanings Checking effectiveness in strategy use	Examining how well text is understood Making critical/personal comments on text Reading text again to summarize text meanings Reflecting on how effectively a strategy was used

Note. From: "Constructivist pedagogy in strategic reading instruction: exploring pathways to learner development in the English as a second language (ESL) classroom" (Zhang L. , 2007, p. 100)

When applying CL and reading strategies, the formation of the groups depends on the teacher's organization and on students' capacity and engagement of working collaboratively. Students need supervision of teachers to ensure they are working effectively. Teachers also benefit from students 'suggestions about peer-mediated instruction (Vaughn, S., et al., 2001). In the case of this study, students were paired according to their levels of proficiency. According to Duran and Monereo (2015), a comparison between pairs of different ages (cross-age) and students with the same age (same –age tutoring) revealed, that the most successful learners were those of the same age, but with dissimilar levels of skills. Therefore, it is important to

take advantage of peer-interaction in the class, to create a stress –free environment where students can interchange thoughts without judgment or criticism.

According to Janzen (2001), strategies used in L1 have been used in the teaching method of Brown and Palincsar, which were as follows: summarizing, predicting, questioning and clarifying. Some of them have been used with L2 learners and they have given useful results. Janzen (2001), also explains that there are characteristics that should be considered when using strategy instruction: first, students learn strategies while working in their regular reading activities. Second, strategies need explanation, modeling and feedback. Third, students choose on individual and group strategies depending on tasks. It is also mentioned in her article, that according to research, the development of strategies takes a long period of time.

2.2 Literature Review

The strategies used by teachers in Cuenca are those applied in the traditional method. It is stated that these strategies are restricted and centered only in repetition of sentences and grammar (Calle, A., et al., 2012). Furthermore, Calle, A. et al. also reported that in a study conducted by CONCELT (2004) University of Cuenca, teachers do not even recognize modern practices, especially in the development of the reading skill. Therefore, to better understand the impact of collaborative learning in the development of the reading skill, it is important to fully analyze different studies conducted on this field. Consequently, it is necessary to go over studies on the reading skill and CL combined with the Sociocultural Theory. However, there are studies addressing these topics in other countries; there is no a solid background on

an Ecuadorian context due to a lack of studies. The following section presents nine studies based on CL and the Reading skill.

2.2.1 Collaborative Learning Reading Findings

The research conducted on the topics of interest show respectable results when combining collaborative learning and reading strategies. In an action research project (1995), that combined ZPD using peer dialogue and teacher's assistance to develop reading and writing, it was found that in reading skills the students showed progress in word recognition, and consciousness in their vocabulary learning. However, some students were not able to notice new words. These learners needed more teacher guidance or help from more competent peers (Dixon-Krauss, 1995).

An exploratory study called "Collaborative Strategic Abstract Reading during Social Studies in Heterogeneous Fourth-Grade Classrooms" conducted by Klingner et al. (1998), explored the use of CL to foster strategic reading where only an experimental group was trained to use CSR. The study indicated that students in the intervention group revealed a significant growth in reading comprehension. However, few students did worse in the post-test. Both groups learned the same amount in content, but the difference was that the intervention group was more autonomous. This study also points out that students in the intervention group spent great amount of their time discussing (negotiating) and they made the use of strategies a conscious process (Klingner,J., Vaughn, S., 1998).

Another study conducted in the United States called "Interaction Quality during Partner Reading" aimed to identify the factors that affect the quality of interaction among students. Researchers used partner reading to encourage students to support each other in reading activities. Partner reading involves

collaboration, and members taking turns and changing roles. There were 43 pairs of participants. Most of them came from limited income families. Data was obtained from interviews with teachers, questionnaires, and observations. The results indicated that students who were able to choose who to work with showed higher levels of social interaction. This study also indicated that the extent to which help can be given or received depends on the level of difficulty of the text the students are reading. It means that more difficult texts will create a need of interdependence among learners. The chosen reading material is an important factor to promote interaction. An interesting result was that pairing more capable with less capable students was not associated with the behavior or interaction during the task. Overall, partner reading showed positive results. (Meisinger, E. , et al., 2004).

A study called "Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first-grade classrooms" investigated the effect of peer mediation in reading. In this study, the effectiveness of working collaboratively was demonstrated. It is important to point the relevance of the gains not only in reading, but also in the positive attitude of learners towards participating in the program (Calhoon, M. et al., 2007).

According to a study conducted by Zhang in Singapore, strategies rooted in the constructivist theory, and CL were used to prepare students in the use of the four skills to enter University. Both groups (control and experimental) showed interest in the use of strategies, even though they were unsure of the term "strategy" and its precise meaning. The majority of learners (98%) communicated the desire to know more about reading strategies in order to perform reading activities in an efficient way. It is important to mention that students from the experimental group indicated

progress in the perception or reading strategies as well as in reading and comprehension (Zhang L. , 2007).

A study applied to seventh graders in Germany called "Fostering the reading comprehension of secondary school students through peer-assisted learning: Effects on strategy knowledge, strategy use, and task performance" aimed to observe the effectiveness of peer reading as a tool in the teaching process. There were two groups (intervention and control). The intervention group showed higher scores in reading and comprehension, also better knowledge of reading strategies that helped them summarize in a more effective manner (both groups showed understanding of strategies). The approach was accepted as motivating by teachers and students and showed to be an active and useful tool (Spörer, N., Brunstein J.C., 2009).

A study of cooperative reading strategies among Iranian university students aimed to investigate their effect on reading comprehension improvement. Two groups of 30 male college students were part of the research. Thirty students were part of the intervention group, while the other 30 were part of the control group. The intervention group was taught to use strategies in 16 sessions whereas the control group did not receive any treatment. However, both groups took part of the pre and post-test. On the one hand, the pre-test did not showed important variances between the two groups' scores. On the other hand, post-test results showed that students of the intervention scored better results. The intervention group showed that they learned faster and they presented a more positive attitude towards reading in English (Marzbana, A. , Akbarnejadb, A., 2012).

A study conducted in Puerto Rico with a group of pre-university Spanish speakers showed that students who used strategic reading were able to get meaning

from context more easily than those students reading individually. Also, it was found that the intervention group performed significantly better than the control group in re-telling the texts, and the intervention group also had a considerably higher mean. While both groups showed low scores in retaining information, the intervention group was able to show better comprehension than the control group. Students who read collaboratively benefited from it (Commander, M. and Guerrero, M., 2013).

In a quasi-experimental study called "Implementing Reading Strategies Based on Collaborative Learning Approach in an English Class" conducted by Ornprapat Suwantharathip (2014) in Bangkok, the results after pre and post -tests showed great improvement in reading strategies developed by students. The study combined CL and reading strategies. The researchers observed that students felt comfortable and experienced reduced stress working collaboratively. They also commented that CL permits students to see the advantages of sharing ideas and improved their use of reading strategies (Suwantharathip, 2015).

To sum up, the nine studies presented in this research showed positive results in the development of the reading strategies through the implementation of CL. In most of the cases the interaction among learners who worked collaboratively, led to effective results. It is also important to say CL plays a crucial role in students' attitude towards learning. Nevertheless, it is relevant to point out that some students need teacher guidance. Also, it is seen that some learners sometimes neither develop strategies as others, nor can they identify them. Therefore, it is suggested that teachers consider the differences students have in one class. Some students have the facility to develop and use strategies while others need other types of methods in their learning process.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Problem Formulation

Commander and Guerrero (2013) state that "meaning-making processes should be examined in light of interactional, collaborative activities that result in the co-construction of meaning between and among readers and not just as the product of a single reader's individual process"(p.170).

This study is aimed to use CL to foster reading among senior students in order to help them become efficient readers. The idea is to use an innovative approach that motivates students to interact and acquire skills which will give them the opportunity to be autonomous learners.

As Commander and Guerrero (2013) state, collaborative reading could be an extraordinary tool to construct meaningful learning. Collaborative learning is an underestimated strategy. In the specific case of Borja High School, there is a need to develop reading skills because the current material aims to guide students toward a B2 level -according to CEFR in students. It is pertinent to note that students were separated into levels of English proficiency until the school year 2014-2015. For the academic year 2015-2016, students were put to work in one group, and the differences in proficiency among them, highlighted the need of different strategies to help them to succeed in the development of their skills, specifically the Reading skill. The relevance of reading in the acquisition of vocabulary and critical thinking, plus the importance of CL, were the motivation to carry out this research.

3.2 Research Questions

This research started with the objective of answering whether CL helps students to improve their Reading skill. It is important to this research to find out the extent to which CL helps students in the setting of foreign language acquisition.

3.3 Objectives

The general objective of this research is to determine the impact of CL in the development of the Reading skill in senior students at Borja High School. Therefore, there was the need to collect information related to students' perceptions regarding collaborative peer-work as well as their own Reading skill performance when they learn a foreign language. Finally, to be able to have a starting and a closing-point, it was also important to determine the students' reading proficiency level.

This study presents an independent variable which is the use of collaborative learning. It encompasses data containing the students' perceptions (focus groups/interview) and the researcher´s journal to interpret the data in a qualitative manner. On the other hand, the dependent variable is the participants' improvement of their reading skill as measured through a pre-test and a post-test.

3.4 Methodology

This research used a mix-methods approach as there was the need to cross-reference qualitative and quantitative data to aim the objectives set up initially. It is relevant to say that studies that work with a control and an intervention group are considered experimental designs (Abbuhl, R., et al., 2013). One form of these kind of experimental studies is to have two groups, but only one of them receives the treatment. This is the case of this particular study which uses quantitative data to

answer the question of to what extent CL impacts in the reading skill development in the intervention group. On the other hand, there was the need to collect qualitative data to determine the perceptions students have towards CL. To conclude, after analyzing how the research was addressed, this study used an experimental, sequential embedded design.

3.5 Sample and Sampling

Borja High School is located in Baños parish center in Cuenca-Ecuador, Province of Azuay. It is a private Catholic institution that encompasses kindergarten, elementary and high school, and aims to provide high quality education. The administration implemented an English program which is intended to take students to a B2 level according to the CERF at the end of their school career. It is important to mention that students have a Cambridge book and a workbook, to familiarize them with the FCE (First Certificate of English).

3.6 Participants

There are four senior classes in Borja High School .The study focused on two groups of students sharing the same characteristics. Both groups were the ages between 17-18 years old, enrolled in their senior year. Borja is an all-male-school, so, the participants were all male. The intervention group was a convenient sample of 26 students. On the other hand, the control group had a sample of 27 students. Participants from the intervention were paired in order to have the tutor – tutee structure.

3.7 Ethical Considerations

Regarding ethical considerations, a consent form was given to the administration of the institution explaining about the study and asking for permission to work with 26 senior-year students (intervention group). The vice-principal reviewed the project and signed the authorization. She did not consider necessary to send a form to the parents because the intervention was going to be held in class and the material was aligned with the school planning, (See appendix A). However, students were informed they were going to be part of a research project and that their participation in the intervention was voluntary. Finally, throughout the manuscript, students' names are not used at all. Instead, codes have been used to preserve their anonymity.

3.8 Intervention

The intervention was conducted during the 2015-2016 school year and lasted three months (April, June 2016), encompassing fifty sessions of forty minutes each. This study took the following premise as its base; peer tutoring goes against traditional learning where putting students to work together interrupts learning. Peer interactions, where there is a mediator, helps students to convert those interactions into learning opportunities (Duran, D., Monereo, C., 2005).Thus, this study paired learners with the objective of having the advanced students support the less advanced ones throughout the intervention lasted. The intervention group was also taught to use CSR while reading texts. According to previous research, the use of CSR has been improved, and has offered effective results (Bremer, C., et al, 2002). Therefore, for the first 12 hours (two weeks) of the intervention, the students were

also exposed to the reading strategies: pre, while and post reading. Two readings from the book "Prepare 6" were used to model the strategies.

It is pertinent to say that students from the control group worked individually in the activities during the time of the research. This group did not receive training in the use of strategies. Both groups worked on readings of B2 level according to the CERF.

3.8.1 In-Class Methodology

This study addresses collaborative learning by having students working collaboratively in pairs within the zone of proximal development (ZPD) theory (Vygotsky, 1978). The tutors belonged to the advanced level in their previous years. Therefore, they were selected to help their peers who were part of the basic group in the previous years in the school. The study was carried out applying the principle of ZPD where learners need the help of a more competent partner in order to achieve knowledge until they are able to do tasks by themselves. As it was mentioned before, CSR was taught to students in order to apply strategies in different reading activities. The strategies were a combination of CSR created by Vaughn and Klingner, who consider these strategies combine pair reading and CL (Bremer, C., et al, 2002) and the strategies presented in a study conducted by Zhang (2007) about strategic reading.

English is taught using a traditional methodology in Borja High School. The materials are: a textbook, online platform, and a workbook, all of which are oriented towards the FCE. For the intervention, besides the regular material, the learners were given readings from an FCE exam in the intervention phase of the research,

and the methodology was changed to CL. The following strategies were taught to students at the beginning of the intervention:

Strategies

• Preview/ Pre-reading: Before each reading students started by trying to guess what the reading was about. Students tried different tactics including brainstorming ideas according to the title, looking at pictures and guessing content, class discussion. These activities helped the students to activate information they had about certain topics, and create interest in the text that was presented.

• While reading/ click and clunk/getting the gist: Klingner and Vaughn states that *click* is when students can easily understand words or ideas from a text. *Clunk* is when students cannot understand what the author is saying, learners sometimes need guidance from a partner or a teacher. The second strategy, *get the gist,* is the understanding of main ideas while not giving importance to details or difficult words. Students analyzed the main idea in each paragraph. In this stage students monitored their understanding using questions and connecting the previous knowledge with new one. They also identified the organization of the text.

• Post reading/Wrap up: at the end of the reading, students created their own questions and reviewed the ideas they understood from the text. At this point, they could make comments and summarize what they read.

3.9 Data Collection

To better understand how the data-collecting process took place, it has been divided into six phases.

Phase one: before the intervention, five focus groups were conducted to obtain information about the students' perceptions and experiences of individual reading activities. Each group had a leader who was responsible for conducting the discussion. (See appendix B).

Phase two: to collect information regarding the control and the intervention groups´ reading proficiency level, there was a need to administer a pre-test. To have a valid tool to collect data, a reading exercise taken from Cambridge FCE (First Certificate of English) was used, (see appendix C).

Phase three: to collect information regarding students' perceptions during the reading process, it was important to keep a teacher's in-class journal concurrently. Furthermore, four readings were chosen from the intervention to have information about students' progress, (see appendixes D, E, F, G). The reading activities students worked on were taken from Cambridge B1- B2 level and from the FCE.

Phase four: to collect information regarding the control and the intervention groups' reading proficiency level, a post-test was administered. To have a valid tool to collect data, a reading exercise taken from the Cambridge FCE (First Certificate of English) was used, (See appendix H).

Phase five: after the intervention, five focus groups were conducted to obtain information about the students' perceptions and experiences of collaborative reading activities. Each group had a leader who was responsible for conducting the discussion. There were five groups which had five members each, there was one group that had an extra member to match 26 students, (See appendix I).

Phase six: to triangulate data about students' perceptions towards reading and CL, an interview took place two weeks after Focus Group 2. Five students were

randomly selected out of the intervention group. The interview was conducted in

Spanish. Once the interview was recorded and transcribed, the emerging topics

came up, (see appendix J).

CHAPTER IV

RESULTS

In this research, qualitative and quantitative data were gathered to triangulate the information in a reliable manner to come up with solid, consistent and verified results. Therefore, different tools were used to approach the study objective, accurately. To analyze the pre-test, post test results, and four readings from the intervention results, the statistics SPSS program was used to interpret the quantitative data for the study and show the results in a visual manner through tables and figures. Data from the focus groups, journal, and interview were transcribed, and coded according to the emerging topics to obtain the qualitative results that could be presented visually through tables.

4.1 Quantitative Data Analysis

The quantitative part of this study addresses the following question: to what extent does Collaborative Learning assist students to understand main ideas in reading? It also aimed to determine the specific objective, the reading proficiency level of students belonging to the intervention and control groups, before and after the intervention. In the first phase, a pre-test was applied to have a clear idea of how students could manage reading activities before the intervention. SPSS statistics 23 and Excel figures were used to show results.

Four reading tasks chosen for the intervention were analyzed to have a record of the intervention students' progress during the time they were immersed in the study. SPSS statistics 23 besides Excel tables show results of intervention activities.

It is also relevant to mention that the general objective of this research was to determine the impact of collaborative learning approach in the development of the

Reading skill in senior students at Borja High School. The post-test results were used to determine whether the intervention was productive or not. This information is valuable to measure the effectiveness of the treatment and it is shown using SPSS Statistics 23 and Excel figures. (See next section).

Global results of each test are shown by means of measures of central tendency and dispersion. The data behavior resulted not normal, for this reason non-parametric tests were used. To perform the test for related samples (more than two in a time sequence) by Friedman, the student's scores were multiplied by weighting factors, so that the final maximum grade in all cases is 7. For a better visualization of results, they are shown as dispersion graphics, histograms, column charts, and box and whisker diagrams. Comparisons between groups were performed using the U-Mann Whitney test. The decisions were made with a significance of 5% ($p < 0.05$).

4.1.1 Intervention Group

The initial evaluation applied to the intervention group showed scores between one and seven points with a mean of 4.12, and a high data variability of SD=2.05. There were 14 students from the 26 participants who scored below the mean (see figure 5).
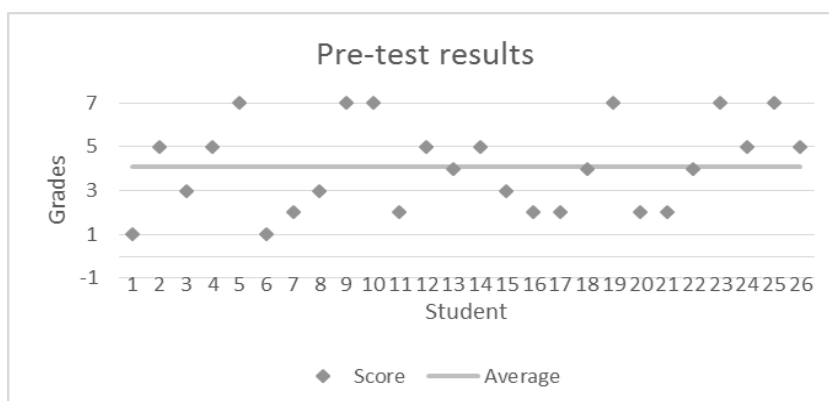

Figure 5. Intervention Group Pre-test Results

The results of the first activity performed in pairs varied in grades between 1.17 and 5.83 points. In the second activity, grades varied between 2.50 and 6.00 points and, in the third and fourth activities, the minimum performance of the students was 4, and some students reached the maximum possible grade (7). The mean difference between the first three activities was 1.17 points (SD=0.57). The grades between the third and fourth activity decreased minimally (0.06 points on average). There was a significant difference from the first activity to the last one, as mentioned by the Fisher statistic $p < 0.05$. The averages obtained are shown in Table 3.

Table 3

Descriptive Results of Intermediate Activities

Activity	Minimum	Maximum	Average	SD	p
First	1.17	5.83	3.50	1.35	
Second	2.50	6.00	4.27	1.15	0.000*
Third	4.00	7.00	5.85	1.07	
Fourth	4.38	7.00	5.79	0.76	

*Note: *Significant difference.*

In the first activity "Cooking for the camera", all pairs of students succeeded in answering at least one response. Meanwhile, in the second activity, "Speak easy" out of 14 proposed items all students successfully finished with at least five items (the third part of the activity). In neither case did the student pairs register entirely correct answers.

In the third activity, nine pairs could successfully accomplish at least six from the seven items corresponding to the reading "Downhill Racer". Finally, in the fourth activity, (the extract from a novel/ I shifted…) 12 pairs of students could figure out

minimum six from the eight proposed items in the reading task. The distribution of correct answers per activity is shown in Figure 6.
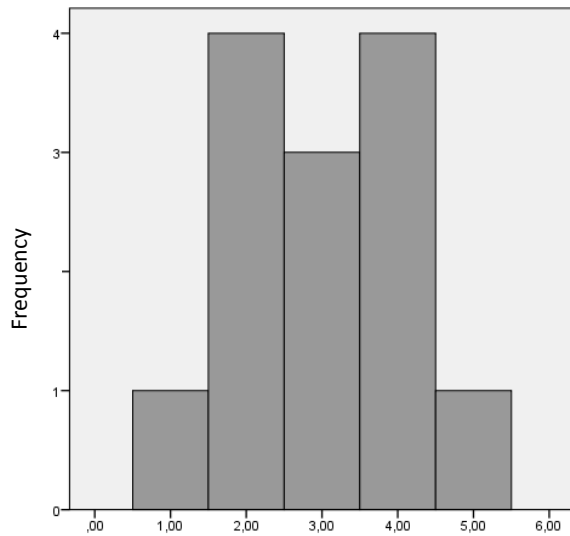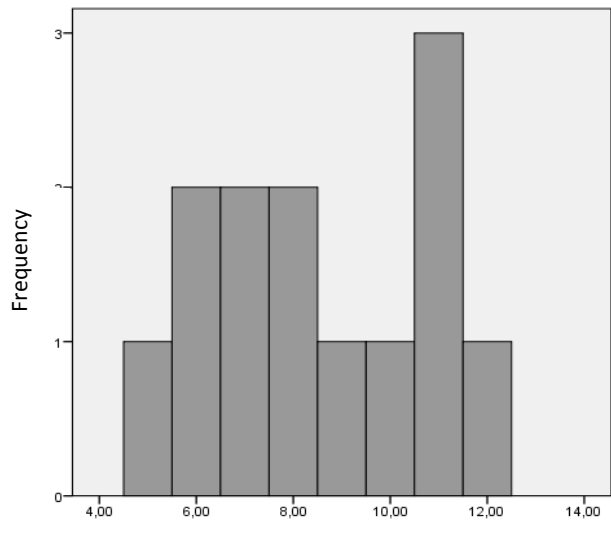
Activity 1. Cooking for the camera

Activity 2. Speak easy
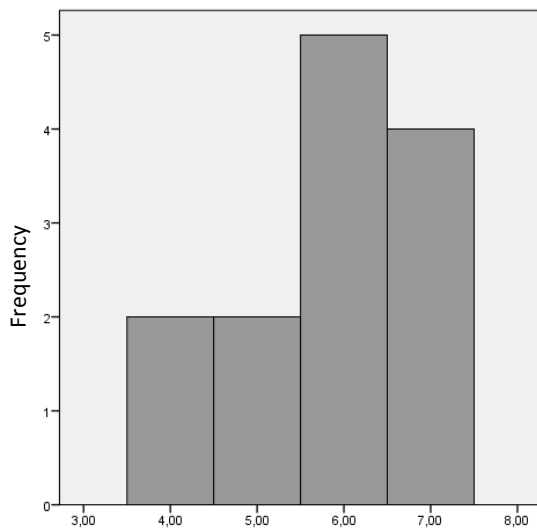
Activity 3. Downhill racer
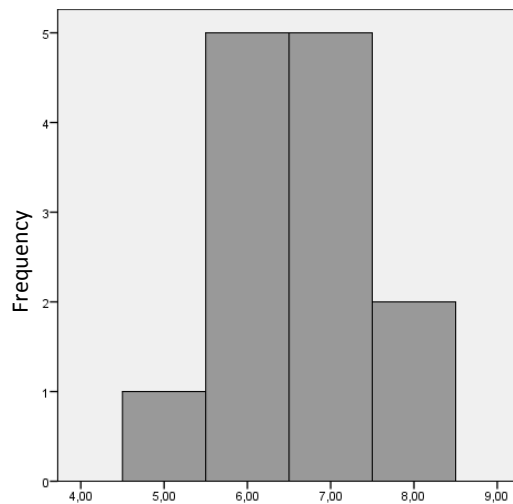
Activity 4. Novel/ I shifted…

Figure 6. Number of correct answers per Activity

Table 4 shows the four activities chosen from the intervention, and the number of correct answers per question.

Table 4

Number of Correct answers from the Four Intermediate Activities

Activity 1. Cooking for the camera	Item 1	4	Activity 3. Down hill racer	Item 9	13
	Item 2	7		Item 10	6
	Item 3	3		Item 11	11
	Item 4	11		Item 12	13
	Item 5	4		Item 13	13
	Item 6	10		Item 14	9
Activity 2. Speak easy	Item 22	11		Item 15	11
	Item 23	3	Activity 4. Novel/I Shifted	Item 1	8
	Item 24	10		Item 2	12
	Item 25	4		Item 3	13
	Item 26	11		Item 4	11
	Item 27	10		Item 5	13
	Item 28	4		Item 6	13
	Item 29	12		Item 7	3
	Item 30	10		Item 8	13
	Item 31	8			
	Item 32	5			
	Item 33	8			
	Item 34	5			
	Item 35	10			

The results obtained from the two first activities revealed that item three corresponding to the reading activity "cooking for the camera," was the one that showed fewer correct answers (only three). Followed by the items one and five (four). Item number four reflected a greater number of correct answers within the group (eleven). In the reading task corresponding to the title "Speak easy," the item with the fewest correct answers obtained by the students was number twenty three (three), followed by the items 25 and 28 with four correct answers each. In this reading 12 of the 13 couples managed to answer item 29 correctly. (See Figure 7)

Correct Answers per Activity N=26 (a)
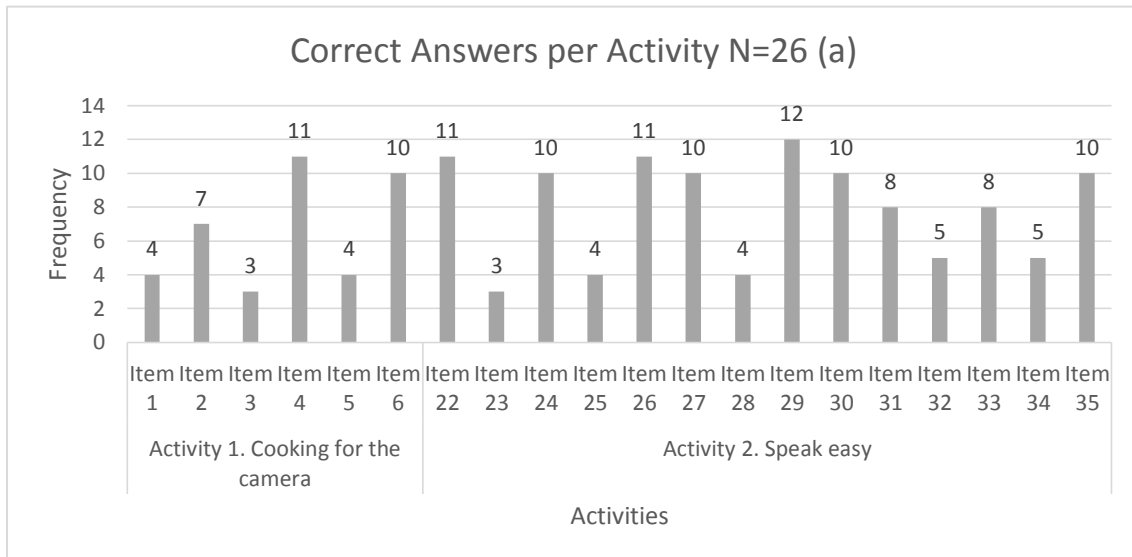
Figure 7. Correct Answers per Activity (a)

In the third reading activity, "Downhill racer," item number 10 was the one that reported fewer correct answers (six), and there were three items: nine, 12 and 13 in which all the pairs placed the correct answer. In activity number four corresponding to "Novel / I Shifted ...," item seven was the one with the fewest correct answers (three), in addition, four were the items with all the correct answers, item three, item five, item six, item eight. The questions with fewer correct answers contained new vocabulary. (See Figure 8).
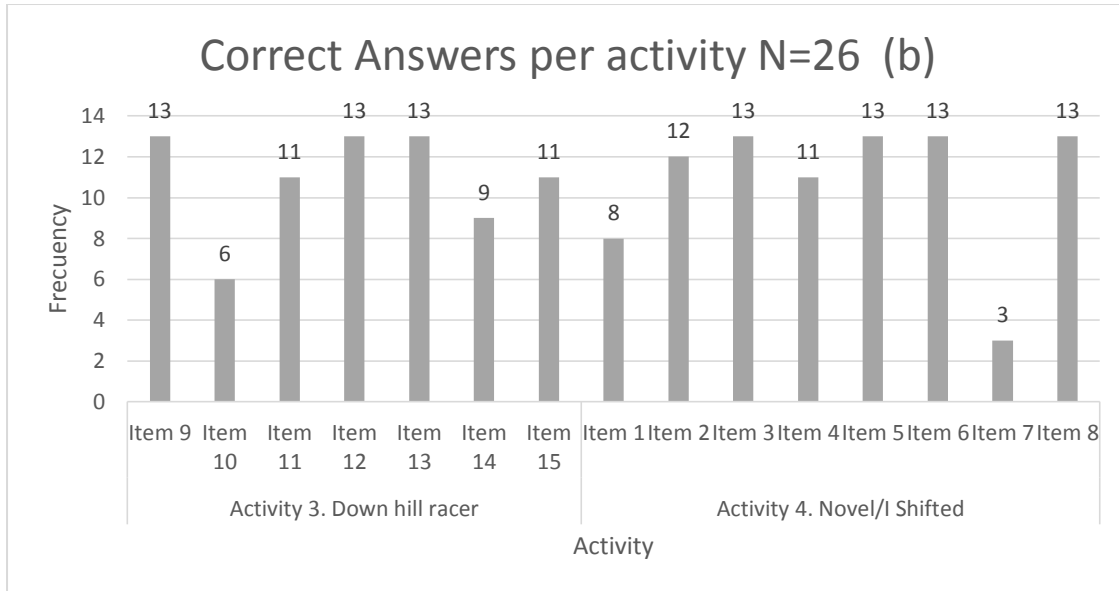
Figure 8. Correct Answers per Activity (b)

4.1.2 Control Group

The diagnostic evaluation of the control group reported a mean of 2.73 with a high data variability (SD=2.29). There were 14 cases of students who scored below the mean. There were three participants who did not match any of the items and four who were correct in all their responses. The results are shown in Figure 9.
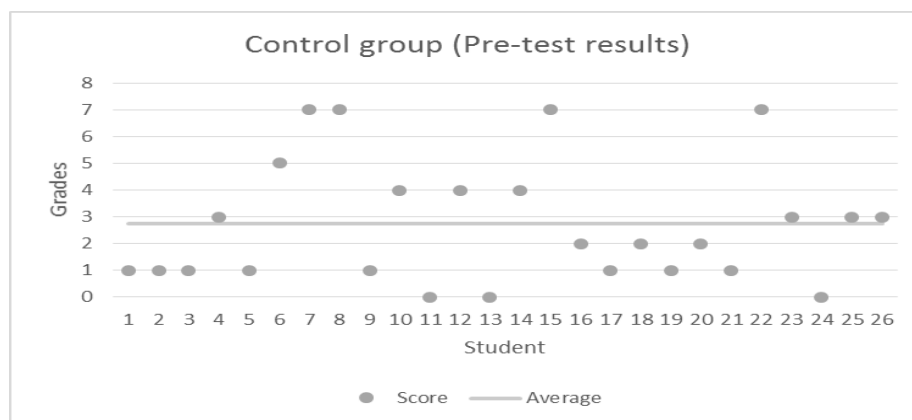
Figure 9. Control Group Pre-test Results

4.1.3 Control and Intervention Results Analysis

After the intervention, between the two groups (intervention group and control group) a significant difference of means was found (p = 0.026). The results of the evaluation, of the intervention group, showed variations between three and seven points with a mean of 5.15 (SD = 1.29), whereas in the control group the results ranged from 1.87 to 6.07 points with a mean of 3.63. Significant differences were registered between the results of both groups (p = 0.000). The results are compared in Figure 10.
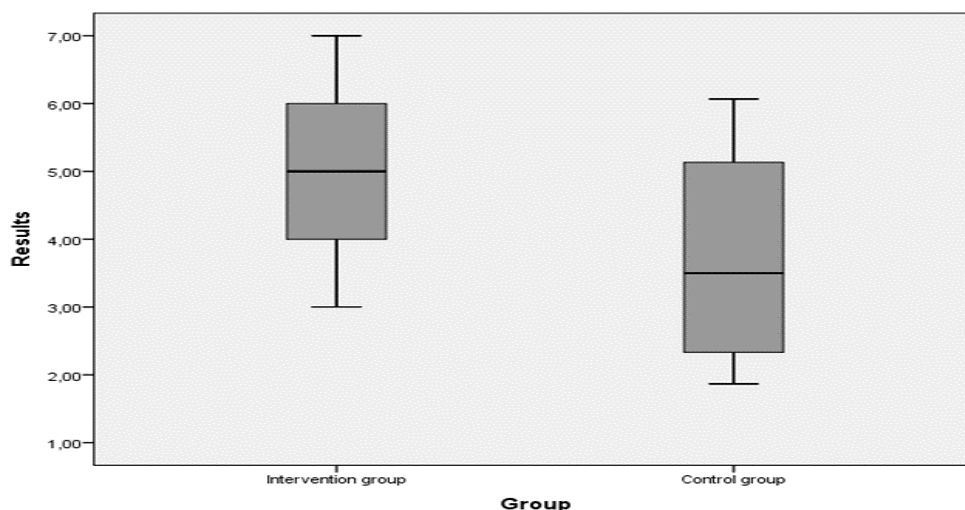
Figure 10. Post-test Results (Intervention and Control)

The intragroup results showed that in the control group, the mean (related) difference was 0.89 points (SD = 2.32) which not represent a significant difference (p = 0.061). Meanwhile, the intervention group presented a mean difference of 1.15 points (SD = 2.34) and reflected a statistically significant difference (p = 0.026). The results are shown in figure 11.
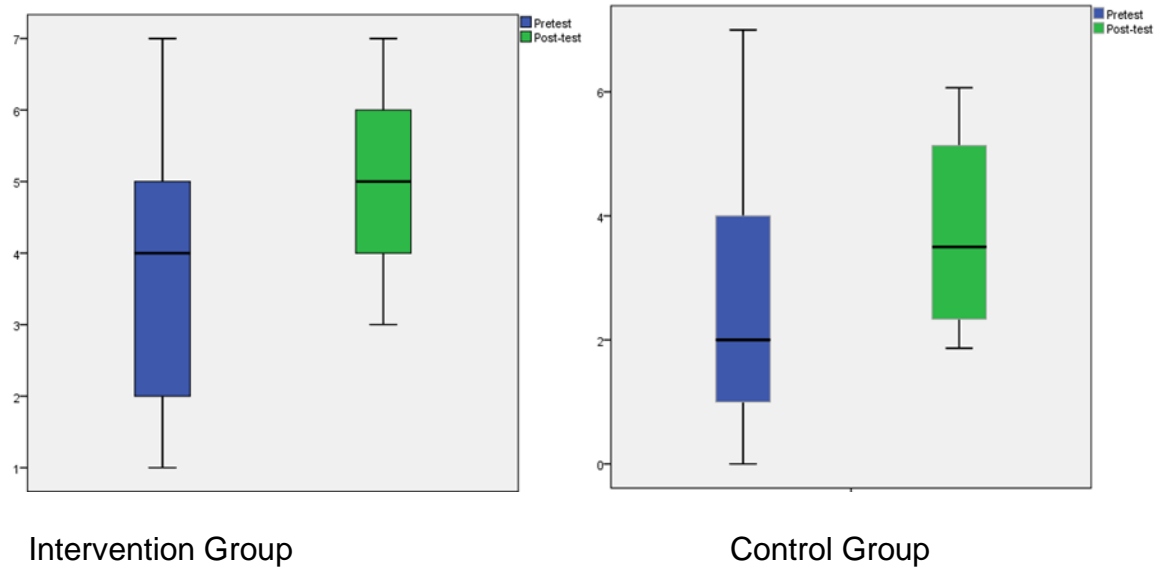
Figure 11. Intragroup Mean Difference

To better understand the difference between the two groups, Table 5 contains the descriptors from the intra-group final results.

Table 5

Intragroup Final Results Descriptors

		Minimum	Maximum	Average	SD	Difference of means	SD	p
Intervention group	Pre test	1,00	7,00	4,12	2,05	-1,04	2,33	,026
	Post - test	3,00	7,00	5,15	1,29			
Control Group	Pre test	0,00	7,00	2,73	2,29011	-0,89	2,24	,061
	Post - test	1,87	6,07	3,63	1,51			

In the intervention group it was detected that in the pretest "Absolute Beginners," the item with fewer correct answers was number three (ten) and item 21

was the one that registered the largest number of correct answers. The final test resolved by the experimental students, "Beatles," revealed that items one and two were the ones that reflected the most correct answers (16). In the initial test applied to the control group "TV Stars," the students had difficulties correctly answering item 13 (seven), while item nine reflected 15 correct answers. Items 17, 21, 24 and 28 of the reading corresponding to "Band fever", post-test, were the ones that had the fewest correct answers. Table 6 shows the pre and post-test correct answers.

Table 6

***Pre and Post-test*s Correct Answers by Item**

Intervention group			Control group		
	Item 1	11		Item 9	15
	Item 2	15		Item 10	13
	Item 3	10		Item 11	10
Pretest	Item 4	17	Pretest	Item 12	8
	Item 5	21		Item 13	7
	Item 6	17		Item 14	10
	Item 7	16		Item 15	8
	Item 1	16		Item 16	12
	Item 2	16		Item 17	2
	Item 3	20		Item 18	7
Post-test	Item 4	19		Item 19	8
	Item 5	21		Item 20	8
	Item 6	21		Item 21	3
	Item 7	21		Item 22	6
			Post-test	Item 23	8
				Item 24	2
				Item 25	7
				Item 26	9
				Item 27	5
				Item 28	3
				Item 29	6
				Item 30	11

4.2 Qualitative Data Analysis

In this section qualitative results will be analyzed. According to Mackey and Gass (2005), qualitative research in the second language refers to description of data instead of an analysis done using a statistical procedure. They also state that few participants are needed in qualitative research to generalize the results to a larger population.

The qualitative part of this study addresses the following question: can collaborative learning help senior students improve the reading skill in an EFL classroom? As specific objectives aimed to find out student´s perceptions regarding collaborative peer-work and their own reading skill performance. Information was drawn from five focus groups divided in two stages (*Focus Group One- Individual Reading* and *Focus Group two-Collaborative Reading*) an interview, and the teacher's journal. The information was transcribed and shown according to emerging topics from each tool.

4.2.1 Focus Groups

According to Mackey and Gass (2005), focus groups include several students within a group with a leader whose role is to lead the conversation and the precise topics. As this study needed to deal with data regarding both students' perceptions about reading individually and students' perceptions about reading collaboratively. It encompassed two stages Focus Group One – Individual Reading and Focus Group Two – Collaborative Reading. The focus groups met the same criteria. For instance, there were five groups of five members each. One group had an extra member to match 26 students in total and each group had an advanced student who moderated the discussion.

4.2.1.1 Focus Group One – Individual Reading

In order to collect data regarding students' perceptions about reading individually, there was the need to start with the focus groups; therefore, focus group one was conducted at the beginning of the intervention on April 15 2016. The students used English and Spanish to express their ideas and there was an advanced student to help with the narrative and the translation in each of the five groups. Students seemed interested in the questions and they were motivated to share their ideas. They discussed topics related to the readings vocabulary and grammar. A lot of Spanish was expected; however, they did use L2 to complete their answers. The questions students had to deal with, within their corresponding focus group, were piloted with the control group.

Five main topics emerged from data collection from question one. The topics have been listed based on students' thoughts from the most important to the least important. It is relevant to say that two members from group three said their level of understanding was lower compared to the other members of the group. Also, one member from group five said "Reading in English is not important". Responses to question one are shown in Table 7.

Table 7

Reading Skill Students' Perceptions (1)

Q1. Do you like reading in English?	
Yes	No
Number of groups	Number of groups
4 (21 students)	1(5 students)

Q1. Why: YES
Q1.1 Vocabulary: 21 students belonging to the five groups agreed that vocabulary is learned through reading comprehension exercises. Five students belonging to one of the five groups highlighted that reading helps them to increase vocabulary, mentioning that there is a need to connect ideas and therefore learn words from context.
Q1.2 Skills: four groups out of five considered that reading is a tool to develop other skills, for instance, speaking and writing.
Q1.3 Communication: Three groups stated that reading helps them to learn how to communicate. The students gave reasons such as: "English is spoken all over the world" Students from group one noted. "Communication is important for our future" Students from group 4 noted.
Q.1.4 Original texts: one group said that several books for university were written

in English and they believed that translations were not as accurate as expected.
Q1.5Assessment: one group said that reading tasks would give them the opportunity to prove to themselves that they were learning the language.
Why: NO
Group two answered that they did not like reading in English as understanding was too difficult for them. Reading aloud was a difficult task because of pronunciation.

The topics that emerged from data collection from question two have been listed based on students' thoughts from the most important to the least important. It must be pointed out that students showed the importance of vocabulary and skills development, coinciding with question one. Only one group stated that it was positive in the sense they could reinforce grammar while reading. Group four also revealed that reading activities held in class would help them to learn culture topics. Responses to question two are shown in Table 8.

Table 8

Individual Reading Positive Experiences

Q2. Positive experiences reading individually in class.
Q2.1 Vocabulary: two groups out of five agreed that reading individually gave them the chance to learn new words and its meanings. One group pointed out that they did not only learn new words, but also expressions in English.
Q2.2 Skills: three groups coincided by saying that reading helped them to improve other skills. Students from group one said that it helped them to improve the

Reading skill in either Spanish or English. Students from group four stated that reading tasks had helped them to develop writing skills. They considered that reading essays, articles among other type of texts, helped them follow the format.

Q2.3 Reading pace: one group considered it was very important to keep their own pace when reading. They mentioned it would lead them to a better understanding.

Four relevant topics in question three are presented according to what students considered the most and the least important; for instance, vocabulary comes first again. Finally, new topics emerged such as pronunciation, comprehension, and interaction. The information is displayed in Table 9.

Table 9

Individual Reading Disappointing Experiences

Q3. Disappointing experiences while reading individually in class.

Q3.1 Vocabulary: three groups highlighted that vocabulary gave them problems. They agreed that too many new words in a text would cause frustration.

Q3.2 Pronunciation: students considered it an issue as they would not interact because of mispronunciation, leading to embarrassment.

Q3.3 Comprehension: on the one hand group three stated that understanding the readings would take them too much time (having to read it many times). On the other hand, group five stated that understanding readings would give them trouble in getting the main idea from the task.

Q3.4 Interaction: students from groups four and five suggested that reading

individually did not give them the chance to discuss ideas or share with a partner. They said that they would not be able to clarify doubts.

Even if two categories were considered in question four, the students coincided that the second one is a consequence of the first one. Responses are shown in Table 10.

Table 10

Individual Reading Difficulties

Q4. Name the difficulties faced when reading individually.
Q4.1 Vocabulary: the five groups expressed that vocabulary was the most difficult item to deal with.
Q4.2 Comprehension: the five groups also agreed that comprehension of texts was difficult. However, they pointed out that they did not understand ideas or messages from texts due to new vocabulary.

The majority of students indicated that vocabulary was the most difficult issue in reading tasks. One group noted that for them pronunciation is the principal problem. See responses in Table11.

Table 11

The Most Difficult Issue in Reading Tasks.

Q5. If you have to choose one difficulty, what would it be?
Q4.1 Vocabulary: students from four groups out of five answered vocabulary.

They stated that they would understand and comprehend texts if they knew the vocabulary.

4.2.1.2 Focus Group Two - Collaborative Reading

In order to collect data regarding students' perceptions about reading collaboratively, there was a need to continue with the focus groups; therefore, focus group two was conducted at the end of the intervention on June 2 2016. In each group there was an advanced student to help with the narrative and the translation. Students were relaxed and the use of L1 and L2 was the same as in the beginning of intervention. It is important to mention that similar to the previous focus groups, the questions were piloted with the control group.

Three topics emerged from the first question. Students stated that comprehension was related with vocabulary. "If we read together it is easier to comprehend new words, then the text becomes comprehensible," said student eight. Group five's response was negative. They did not see any benefit from reading collaboratively. (See table 12).

Table 12

Reading Collaboratively Students' Perceptions

Q1. Do you like reading collaboratively in English?	
Yes	No
Number of groups	Number of groups
4 (21 students)	1(5 students)

Q1. Why: YES
Q1.1 Vocabulary: students from four groups out of five agreed that reading collaboratively was a good way to understand difficult words and texts with the help of the partner.
Q1.2 Interaction: students from four groups considered that it was very important to share ideas and opinions. They enjoyed helping each other.
Q1.3 Skills: students from four groups considered that reading helped to increase other skills. They also pointed out that it taught them to learn different reading techniques/strategies.
Why: NO
Students in group five answered they did not like reading collaboratively because they preferred to read at their own pace.

In question two, vocabulary was noted, again, to be the most important issue during their reading skill development. In this case, students agreed that having a person who could help them with new words would make the task more manageable. Interaction was also pointed out as another important issue. They considered the class was "entertaining" by talking with their peers, but they also considered it should be "controlled" as they might get carried away. Moreover, students realized that comprehension was actually the result of their vocabulary knowledge; in other words, the more vocabulary they handled, the more they would understand the readings. Furthermore, it was also reflected that the increase of their English level and the development of other skills were a result of the reading-in-pairs strategy. It is necessary to say that even though students in group five answered

they did not enjoy reading collaboratively, they became aware that working in pairs would help them to develop vocabulary. (See Table 13).

Table 13

Collaborative Reading Positive Experiences

Q2. Positive reading collaboratively experiences
Q2.1 Vocabulary: there was unanimity in this topic. Students considered it would be relaxing if a friend could explain new words. They also stated that they would understand the text better with help.
Q2.2 Interaction: students thought interaction by interchanging ideas from the text would be relevant. "It gives the opportunity to understand other point of view," said student six. They pointed out that they enjoyed helping each other. "While sharing you can make new friends in a stress-free atmosphere," according to student 19.
Q2.3 Comprehension: they considered that by helping each other with the new words comprehension would become easier.
Q2.4 Skills/Strategies: students belonging to two groups considered that reading would give them the possibility to increase their English level, as well as develop other skills. "When you read about a topic, it becomes easier to talk or write about it," said student 26. They also stated that new strategies were acquired when you read in pairs.

In question three, it can be seen that according to the responses, students would not experience those many drawbacks while reading in pairs. However, only two topics emerged. (See Table14).

Table 14

Collaborative Reading Disappointing Experiences

Q 3. Disappointing experiences while reading collaboratively in class
Q3.1Concentration: students considered that it was difficult to focus on the task because they sometimes got carried away. Also, they believed they had a hard time at the beginning of intervention as this strategy was not applied in other subjects; however, they mentioned they would get used to it.
Q3.2 Vocabulary: students of one group said there was a problem when neither of them knew the meaning of a word. "Sometimes we need the teacher's help," said student 24. They also got frustrated "Sometimes I feel I waste time explaining words," (Student 18).

Most students brought up the same issues they did, in previous questions, in question four as well. Concentration and vocabulary were the most common difficulties among them. (See Table 15).

Table 15

Collaborative Reading Difficulties

Q4. Name the difficulties faced when reading collaboratively.
Q4.1Concentration: students considered that the main difficulty concentration. "I get desperate when my partner does not work accurately," said student 25. "It is difficult to take somebody else`s answers, I think mine are the correct ones," said student 25.
Q4.2 Vocabulary: students reflected that if no one knew the meaning of a word, it was a problem. Therefore, it would delay the accomplishment of the task**.** The

more difficult the vocabulary was, the more help they would need.

While, all groups agreed on vocabulary as in focus group one (before the intervention), it is important to highlight that students from group four mentioned it was difficult to accept other people's answers. Some students also said that they needed teacher's confirmation of students' responses. Nevertheless, they considered these in-pair activities   helped them to take into consideration their classmates' points of view. (See Table 16).

Table 16

The Most Difficult Issue in Collaborative Reading Tasks.

Q5. If you have to choose one difficulty when reading in pairs, what would it be?
5.1Vocabulary: all groups agreed on vocabulary. If none of them understood new words, they would not comprehend the text.

To conclude the analysis of the focus groups, it can be seen most students considered reading a very important skill to develop. Question one from the two stages indicates that four groups out of five enjoy reading, either individually or collaboratively. It is also relevant to mention that in the two stages (Focus group one and Focus group two), they declared vocabulary gave them a hard time while performing the reading task. However, most students agreed that reading collaboratively made new words easier to understand. Another factor they pointed out in both stages is that reading helped with the development of other skills such as writing and speaking. The four groups who stated they liked working collaboratively

said that interaction was a significant factor to grasp reading texts. Furthermore, students said it was rewarding to help their peers.

Regarding the difficulties they encountered when reading individually or collaboratively, vocabulary was revealed as the toughest part. They believed that not being able to handle a decent amount of words would make comprehension challenging. However, they said that interaction in CL allowed them to clarify doubts. Nonetheless, they stated that they would sometimes need the teacher to clarify them.

On the one hand, regarding positive experiences of reading individually and collaboratively, most students stated that the learning of vocabulary was the most important aspect in both cases. On the other hand, most students stated that interaction that occurred in CL led them to a better understanding. Furthermore, students demonstrated development of a positive attitude towards CL.

4.2.2 Interview

According to Mackey and Gass (2005), semi-structured interviews are more flexible than structured ones and therefore allow researchers to find out data that is not noticeable, such as attitudes or perceptions. Consequently, a semi-structured interview was conducted with five students out of the 26 (three tutors and two tutees). The interview contained a similar set of questions discussed in the focus groups and it was conducted as a conversation to give the interviewees the chance to express their perceptions about the intervention. The interview took place two weeks after students worked in the Focus Group two and an analysis of each question from the interview is provided in the tables. The information was translated from Spanish.

Three students out of five stated they liked reading in English. The two students remaining stated they did not like it, but acknowledged the relevance of it. "I have a point of view that reading is important for our learning process and for our future" (Student one). "I do not like reading, but I know, it is important" (Student 15). These data is related to question one from focus groups according to students' perceptions towards the reading skill. (See Table 17).

Table 17

Reading Skill Students' Perceptions (2)

Q1.Do you like to read in English? Yes-no. Why?		
Yes	No	Why
Three students enjoyed reading in English.	Two students responded they neither liked nor enjoyed reading in English.	why: **Q1.1** The students who answered *yes* provided the following reasons: **Vocabulary**: students considered reading a good way to learn new vocabulary. "Reading is very important, it helps us to understand words in context" (Student 7). **Skills:** they considered they developed other skills at the same time they progressed in the reading abilities. "I think speaking is the most important skill, but before doing it, we need to know how to read" (Student 5). "Reading will help us to speak fluently" (Student 16).

		Q1.2 The students who answered *no*, provided the following reason: they were not able to comprehend some texts.

In question two, students highlighted that having a companion made the task more achievable. The difficulty they mentioned, again, was vocabulary as did Focus Group one and Focus Group two. (See Table18).

Table 18

Reading Individually Positive Experiences and Difficulties

Q2. Tell me about positive experiences and difficulties when reading individually	
Q2.1Positive experiences: - **Comprehension**: some students considered that they comprehend better when they read at their pace "Reading at your own pace sometimes helps to understand words" (Student seven).	**Q2.2Difficulties**: - **Vocabulary**: students agreed that it was difficult to understand certain words when they read alone. "The difficulty I have is vocabulary, when you do not have someone to support you, tasks become harder" (Student five). "The problems I have are the meanings of words and grammar, these problems are not present when you work with a peer, two heads think better than one" (Student 1). - **Comprehension:** most students said that it was more problematic to

comprehend the text reading individually.

According to the last question of the interview, the participants stated that the experience was much more positive. They preferred the interaction because it gave them the opportunity to share points of view; however, there was disagreement in some tasks. They also indicated that it was a worthy way to improve their relationship. The interview obtained the same results as those from focus groups one and two, thus indicating a positive perception towards CL. (See Table 19).

Table 19

Collaborative Reading Students' Opinions

Q3. What is your opinion about collaborative reading?	
Q3.1 Positive experiences: **Interaction:** students agreed that interaction helped them not only to reinforce English, but also to strengthen their relationships. "It is new for us, we have not tried this, here in our school. It helps us to interact with our classmates to comprehend texts together" (Student 15). "It strengthened friendships, we supported each other" (Student five). "It is positive to help a friend. It is rewarding to know that you are part	**Q3.2 Negative experiences:** **Different opinions:** students stated they sometimes had difficulties when agreeing in an answer. "We could complement each other very well, but we had trouble sometimes because of tasks" (Student 15).

of his academic progress. We know we can count on each other" (Student seven). **Vocabulary:** students considered that interaction helped them to comprehend new words. "Reading collaboratively is positive, because sometimes a tutor does not understand new words either, and tutees can also help with meanings" (Student 16).	

4.2.3 Teacher`s Journal

According to Mackey and Gass (2005), teachers' journals are common in the field of educational investigation. The journals are focused on the experiences in the classroom (students' behaviors, and reactions). They also pointed out that the analysis of data from a journal comprises a searching of patterns to find common topics.

The journal used in this study aimed to identify patterns that would lead to compare the data obtained from the focus groups and the interview. The journal had entries from the initial part of the intervention to the end of it.

Three relevant topics were obtained from the journal: Vocabulary, Comprehension and Interaction. It showed that it was a process for them to understand new words, as well as main ideas from the texts. Interaction was very

important in this process, because as they learned how to cooperate, they were able to comprehend tasks better. (See Table 20).

Table 20

Journal Main Topics

J1. Vocabulary: students at the beginning of the intervention complained a lot about vocabulary. In each reading activity they felt insecure. They tended to ask the teacher several questions. As it advanced, the students started to ask less about new words. At the beginning of the treatment, even though the tutors explained the meanings, tutees needed the teacher's assistance. This need of assistance from the teacher decreased towards the end of the intervention.
J2. Comprehension: comprehension was very difficult for many students at the beginning of the intervention. Students read the material several times to understand. Tutors played an important role in tutees' comprehension ability. L1 was also used as a tool to explain words or discuss ideas. The data collected revealed that by the end of the intervention, students understood the texts and therefore handled comprehension better.
J3. Interaction: working in pairs was not easy to handle at the beginning as they got distracted from tasks. Little by little they became used to working in pairs and it showed positive results. They interacted not only with their counterparts, but also they tended to compare answers with other pairs collaboratively.

There are three more topics obtained from the journal which were not as prevalent as the latter ones. However, it is imperative to bring them up in order to come up with reliable results, regarding the journal data. (See Table 21).

Table 21

Journal Extra Information

J4. Use of L1 and L2: Focus Groups: students used L1 and L2 to discuss ideas. Pre-test they used L1 and L2 to talk or ask something during the test. During the intervention and in the post-test they still used the two languages, simultaneously, to talk to the teacher and among themselves.
J5. Time issues: some students said they were concerned with the time they had to perform the tasks. "I think one hour is not enough to work on readings" (Student 17). During the intervention some students needed more time for the tasks than others. The post-test was different, all students could finish on time.
J6. Pronunciation: they considered this a worrying issue when they had to read aloud.

Finally, the qualitative data analysis obtained similar responses from the different tools that were chosen to address the qualitative research questions. Students' perceptions regarding CL were positive for the majority of participants. Vocabulary played a very important role in reading tasks. Students took advantage from the interaction to negotiate the responses. The tutor-tutee structure was an appropriate tool to help less advanced students within their ZPD.

CHAPTER V

DISUSSION AND LIMITATIONS

5.1 Discussion

The aim of this particular study was centered in determining the impact of the collaborative learning approach to develop the reading skill in senior students at Borja High School. The study was conducted with an intervention and control group and departed from two research questions: first, can collaborative learning improve reading comprehension in an EFL classroom? Second, to what extent does collaborative learning assist students to understand main ideas in reading? There were also three specific objectives: to find out students 'perceptions regarding both collaborative peer-work, their own reading skill performance, as well as, determining the students 'reading proficiency level.

At the beginning of the intervention the results of the pre-test showed a significant difference in the mean between the two groups. The intervention group showed higher results. However, both groups showed 14 students who scored under the mean.

During the intervention the grades from the students who received the treatment gradually increased. The results increased 1.17 on average per activity. These results show that students took advantage of CL and CSR. Spörer and Brunstein (2009), conducted research with the objective of observing the effectiveness of peer reading as a tool in the teaching process. They found that the intervention group indicated better knowledge of strategies as well as higher scores in reading comprehension, which is similar to the results from the current study.

Significant advances were found in the first three tasks performed in pairs. The first pair task showed between 1 and 5 correct answers. In the second activity, at least one third of the questions were solved by the pairs (no one could complete all questions correctly). In the final phase of the intervention, students were able to correctly answer five out of eight questions. It can be said that CL does indeed help students improve their Reading skill.

According to the results of this research on vocabulary, at the end of the intervention students were able to identify words more easily than in the initial stages. Additionally, it can be noticed that questions containing difficult vocabulary obtained less correct answers per pair. These results coincide with the study done by Dixon-Krauss (1995) where they stated students progressed in word recognition at the end of the treatment. However, some students were not able to comprehend new vocabulary. As reflected in the focus groups and the journal, some learners needed more teacher` guidance until the end of the intervention. Likewise, Klingner et al. (1998), pointed out that, in their study, some students needed teacher´ guidance until the end of the intervention. However, the necessity of help from the teacher decreased during the intervention in the latter studies, and in the case of this specific one.

Significant differences were found in the post-test between the intervention and control group. A significant difference between the intra-group results of the pre and post- test was found in the intervention group, but not in the control group. These results indicated that students from the intervention group could develop their Reading skill at a higher level compared to those of the control group. According to Marzbana and Akbarnejadb (2012), their post-test results also showed that the intervention group students scored higher than students from the control group. This

data answers the two questions from the research. In other words, it is inferred that CL helps students improve their Reading skill. Also, students who make CL part of their learning process develop this skill further than those who do not, and, therefore, score higher.

Klinger et al. (1998), carried out a study where students from a control group were taught to use CSR. The results demonstrated that the students who received the intervention had a significant growth in reading comprehension through the time they spent negotiating meaning. In the study "Implementing Reading Strategies Based on Collaborative Learning Approach in an English Class" conducted by Ornprapat Suwantharathip (2014) in Bangkok, the results also showed great improvement in the development of reading strategies. Zhang (2007), stated in his results that students showed progress in the perception of reading strategies as well as in reading comprehension. Moreover, Commander and Guerrero (2013), indicated that students who used collaborative strategic reading were able to understand main ideas more easily than those who read individually, results which were replicated in the current study.

It is relevant to mention that students' attitude towards pair work and tasks gradually became very positive. The perceptions students had about CL were very optimistic according to the data obtained from the focus groups, interview, and journal. Most students considered that it had helped them in many aspects. Results can be compared to those from the study "Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first –grade classrooms" Calhoom, M. et al. (2007), as well as the study "The effect of cooperative reading strategies on improving reading comprehension of Iranian university students" by Marzbana and Akbarnejadb (2012), which showed the relevance of the positive attitudes students

developed during the intervention besides the noticeable development in the Reading skill. Spörer and Brunstein (2009), coincided with the previously mentioned authors stating that the approach was accepted as motivating not only for students, but also for teachers.

In the study "Interaction Quality during Partner Reading" conducted by Meisinger, E., et al., (2004), the results showed that participants who chose their partner showed higher levels of interaction. This study cannot confirm this particular finding because students did not get to choose their partners. The mentioned study also indicates that the help students can give or receive depends on the difficulty of the material. This study also showed that during the intervention the material was a key factor, if the text contained a great amount of new words, students needed more assistance not only from their classmate tutor, but also from the teacher. This information can also be found in the data obtained from the focus groups and the journal.

Overall, this research showed positive results in the use of CL in the classroom. On the one hand, the results can lead us to the conclusion that new strategies are needed in the process of acquiring a foreign language, leaving aside those that are teacher-centered. On the other hand, teachers should be conscious that there is no a single perfect approach, but there are various methods, as well as different strategies to attain success in learning a new language.

5.2 Limitations

Throughout this particular study, different issues have come up and are now presented as limitations that might lead to further research.

- The population of the intervention was restricted to 26 students, from the senior year 2015-2016, out of a total of 171; therefore, the results of this study cannot be generalized.

- The school board would not allow me to work with a different group since groups were assigned in September when the school year starts. Therefore, the teacher also played the role of the researcher.

- The students did not get to choose their partner. Some studies claim they feel more comfortable when selecting the person to work with.

- Working collaboratively, in certain cases, can promote the developing of the Reading skill; however, it can also get some students to get carried away by talking about other topics.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

This study attempted to explore how CL and CSR impacted the development of the Reading skill in a constructivist setting, taking into consideration SCT and ZPD, as well as, the interaction it implies among peers. The main reasons to undertake this investigation were: first, a constant need to help Borja high school senior students develop higher levels within the Reading skill, and therefore align learning goals to those stated by the CEFR. Second, a heterogeneous reading proficiency level among students within the same class.

The literature suggests that the use of CL gives students opportunities to use the foreign language in real situations, and it additionally provides students the chance to interact in a stress-reduced atmosphere. Moreover, it indicates that students benefit from the communication that occurs among them within the ZPD, and also that CSR helps students develop higher-order thinking skills.

According to the results, CL has positive outcomes in the reading skill, taking into account that students who were part of the intervention showed more progress than students who were part of the control group. Their progress is associated with the time they spent negotiating meaning through CSR. Furthermore, students showed a positive attitude sharing their knowledge and thoughts. Nevertheless, it does not mean that students from the control group did not learn or make any progress. Instead, it means that the intervention group was able to handle texts at a higher reading level that was reflected on the high scores they obtained. During the intervention, students who received the treatment started preforming better

throughout the course of time. This indicates that peer-work helped the students reach the goals.

Three factors can be pointed to as major elements in the achievement of higher reading levels. First, the importance of interaction of The Sociocultural Theory can be a main point that helped students to practice, and gain confidence in reading tasks. Second, CL motivates them to interact with one another, and even though, students indicated they needed teacher guidance, the pair-work allowed them to work in a stress-free atmosphere. This can be related to the study conducted by Suwantharathip (2015), which indicated that using CL and reading strategies help students improve reading skills, as well as feel less stress working collaboratively. Third, the use of CSR makes students conscious of the importance of being strategic at the time of performing these kinds of reading tasks.

It can be inferred that students who were taught to work collaboratively demonstrated that they could manage texts at a higher reading level than those who did not receive the treatment. The interaction or mediation that the students got involved in during in each activity allowed them to work in a more relaxing atmosphere, which helped them become more confident, when they would approach any given reading tasks. Although, CL has proven to be effective; it is paramount to be aware that students have different needs, and thus, they need more strategies when approaching the Reading skill.

The results of this study can be taken as a starting point for whoever is interested in either promoting the development of the Reading skill, for instance, English as a Foreign Language teachers, who are looking for new strategies to help their students achieve higher reading levels; or carrying out further research on this

topic. This study demonstrates that developing the Reading skill requires student-centered activities rather than teacher-centered ones.

Finally, the results of this study are beneficial for those students who want to develop reading strategies aligned to those used in international/standardized exams.

6.2 Recommendations

This study found that there is a lack of studies that address CL in our country. Thus, more research is needed in the field of CL, specifically on the development of reading strategies within our context**.**

Further research could include a larger sample, and also combine male and female students within the groups. Besides, lager groups instead of pairs can be used to investigate CL effectiveness as found in the studies named in the literature. In addition, researchers can propose a study combining CL and the other skills: speaking, listening, and writing.

CL can be applied in Borja High School with the objective to promote interaction in the classrooms, and to help less advanced students gain confidence in the process of acquiring the foreign language. CL is proven to be effective in the development of vocabulary as well as higher thinking skills.

This study suggests that Borja high school should promote constant methodological training within its teaching staff to raise awareness on the urgent need to implement the application of different reading strategies along with CL to make a swift transition from a teacher-centered methodology to a student-centered one.

Teachers at Borja High School must include a variety of strategies to achieve the desired goal, which is a B2 level in senior year. These strategies must be well examined to solve the problem of different proficiency levels among students.

Teachers should be aware that there is the need to become researchers to improve language acquisition. The more data collecting tools we start using, the more chances we can create for our students to learn.

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APPENDICES

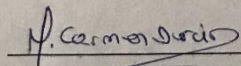## Appendix A: Consent form

Enero, 2016.

Lcda. Irene López

Directora Académica

Unidad Educativa Particular Borja

Me dirijo a usted para pedir el consentimiento necesario para aplicar el proyecto "Aprendizaje colaborativo y su influencia para mejorar la comprensión lectora" previo a la obtención del título de Magister en Lingüística aplicada a la enseñanza del Inglés como lengua Extranjera. Este Proyecto pretende ayudar a los estudiantes con nivel A- A2 en referencia al Marco Común Europeo a desarrollar su destreza lectora con la colaboración de un alumno que se encuentre en nivel B1-B2.

El proyecto contará con una intervención en la cual se ocuparan lecturas tomadas de FCE preparación Cambridge, mismas que poseen nuestros textos y se adjuntarán más lecturas escogidas de acuerdo a los intereses de los jóvenes participantes. En la fase de intervención los alumnos trabajaran estas actividades en pareja, técnica basada en los principios de la teoría Socio-Cultural Vigotskyana, con el fin de utilizar la interacción como medio para alcanzar la construcción del aprendizaje.

Los alumnos participantes sería una muestra conveniente de 27 estudiantes del Tercero de Bachillerato C. Cabe recalcar que en la investigación no se utilizará nombres de estudiantes y tampoco se realizará grabaciones ni videos con el fin de proteger la privacidad de los participantes. Los estudiantes recibirán los beneficios de contar con más técnicas de aprendizaje y mejorar su nivel.

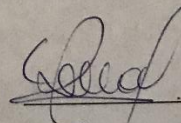Profesora: Aprobación:

_____   _____

Lcda. Ma. Del Carmen Durán   Lcda. Irene López.

Profesora   Directora Académica

Appendix B: Focus Group One- Individual Reading

Teacher: Lcda. Ma. Del Carmen Durán.

Group # 5

① 4 member like it. Increases vocab.
4 members: Englis is not important.

1) Do you enjoy readig in English? Yes X No____

Why_____

4 members of the group like reading in English because you can learn more about a different lenguaje, also you increase the size of your vocabulary, also by reading in English you can show yourself that you really understand that language.

2 members of the group prefer to read in Spanish because they dont' understand English or reading in English is not important for them.

② They understand better because they do in their own pace peace.

2) Tell me about positive experiences about Reading individually in class.

Reading individually in class helps you to understand better English and that way in the future you will be able to express your own ideas, also by reading individually you can learn at your own rithym and get better with your reading and speaking

③ Vocabulary.
- Main idea in texts (not clear)

3) Tell me about dissapointments you have had with Reading individually in English class.

One of the most common dissapointments is that sometimes you dont understand some words and the main idea of the text is not clear. Other dissapointment is that you cant share your learning and you cant socialize your ideas.

④ same.

4) Name the difficulties you have when doing Reading activities individually.

Sometimes you cant understand some words of the reading and also sometimes the main idea or the message of the text is not clear

⑤ Meanings of words

5) If you have to choose only one difficulty what would it be?

That we dont know the exactly etimology of some words in English and we cant understand the meanings of that words

Appendix C: Pre-test

The image shows a scanned FCE Examination Paper 1: Reading, Part 1 (Questions 1–7) sample paper.

PAPER 1: READING
Part 1 (Questions 1–7)

Part 1

You are going to read a magazine article about an orchestra. Choose the most suitable heading from the list A–I for each part (1–7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

A Not as silly as it sounds
B Not the original intention
C Responding to a demand
D A great discovery for many
E Leading to new ambitions
F Modest origins
G Great dedication
H Nobody is excluded
I The orchestra you can join straight away

Absolute Beginners

You don't need to be able to read a note of music to play in this orchestra – all it takes is a little effort and a lot of enthusiasm.

0 I
The East London Late Starters Orchestra (ELLSO) is not the most professional orchestra in Britain, but it is seriously fun. What is more, all are welcome to join in. After each of its concerts, anyone from the audience can choose an instrument and have a go. Then the whole orchestra launch into another piece of music and the new recruits are free to play along.

1 C
The orchestra, now in its sixteenth year, grew out of a small scheme run by one of the local councils in east London to give children in the area the opportunity to make music. 'I shall never forget the day my daughter Kate came home from school with a cello,' ELLSO's founder Chris Surety told me. 'They'd had a couple of teachers come in and play instruments. Then they said, "Who wants one?" Everyone put up their hands, and they were each given one to take home. Music-making was seen as central to the children's education, and as a parent, I found it joyful to see it happening.'

2 D
Since that time, dozens, if not hundreds, of adults have felt the same thrill at handling these beautiful instruments, a lot of them for the first time in their lives. And for most, it comes as a revelation that they too can learn to play. It's never too late, and there is nothing, apart from their own inhibitions, to prevent them.

3 E
The idea of starting the ELLSO came about when the council invited parents to drop in for a one-hour sample lesson. 'This was not with a view to getting something going among adults,' says Chris. 'It was just to give us a better understanding of what the children were doing. But we went there, and for me that was it. I had a preliminary lesson on the cello, and I thought, "I could learn to play these instruments!"'

4 H
ELLSO is all about removing barriers and providing access to music in a friendly, non-competitive environment, for people of mixed abilities and of all ages and social backgrounds. Fees are based on income. The absolute beginner, on turning up, will be handed an instrument and given a brief tutorial, before being invited to play with the orchestra.

5 G
'Everyone,' says Chris, has the ability to make music.' But, of course, they have to practise, and the 60-plus members do so every Saturday morning without fail, some travelling a long way. Many of them are so eager that they also get together in the week for group practice, or have private tuition. It's something they do for personal satisfaction and for the confidence that flows from it. It is a very important part of their lives.

6 A
Helen Couch is 76 and hadn't played an instrument until she joined the ELLSO at the age of 67. 'I thought it must be a joke, the idea that you could play with an orchestra after a couple of hours – I thought it was the funniest thing I'd ever heard,' she admits. 'I always assumed I was musically illiterate. Well, I still am, but I love it, although it's hard work. I'm ashamed that I'm not better, but you can hide in the orchestra, and knowing that gives you confidence. We're improving as a group. Nine times out of ten we finish together now, which we didn't use to.'

7 F
'It's changed my life,' says Chris Surety. 'And that's what ELLSO has done for lots of other people. Not all will want to carry on learning an instrument, but if they've had a positive experience and are beginning to find out what they really do want to learn in life, it gives them confidence to move on to other things. There are a lot of people who started with ELLSO who've gone on to study for degrees and emerged in new careers.'

[Turn over

Appendix D: Intermediate activity 1

6

Part 3

You are going to read a newspaper article about a chef who works in the film and TV industries. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (16-21). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Cooking for the camera

Colin Capon works as a 'props chef'. He is responsible for preparing all the food that appears on a set during the making of a TV drama series or a film. His job came about purely by chance. The BBC phoned to ask if he knew anyone who could provide food for a film being shot on location in the east of England. Phone calls to friends and colleagues proved fruitless. 'That's when my wife, Auriel, suggested I should have a go,' says Colin. ' **0** **H** I spent many hours in the local library not only learning all I could about the type of food that was eaten then, but the etiquette of meals as well.'

Colin has since worked on many films and TV series. 'Some films require a great deal of research,' says Colin. 'It's important that the food is as authentic as possible. A hundred years ago you would never get a bowl of perfect fruit, for instance. **16** **C** '

His latest project, a drama set in the 12th century, was more difficult, as history rarely records what was eaten then. 'I had to think around it and consider how people lived. **17** **D** In addition, they ate lots of grains, vegetables and birds such as cranes, swans (we used a stuffed one on set once) and peacocks. These would be served with head and legs intact.

'As well as being historically correct, the food must also be able to withstand hot studio lights. **18** **A** I certainly wouldn't be popular with the director if I poisoned the leading lady! The food which is going to be eaten can stay on set for only a few hours, after which it must be replaced by fresh. If it's there merely for visual effect, it can stay until it starts to smell, though actors get fed up with looking at the same food for three days.'

Although concerned about realism, Colin sometimes finds it difficult to find the right ingredients. ' **19** **B** For example, in medieval times beetroot and parsnips were eaten with their tops growing. I have to buy parsnips, then bury them in sand until they are green! Dandelions and other wild leaves are not found in the shops and the apples available may be the wrong colour and shape for the period.'

Quantities and appearance can often be as big a headache as ingredients. 'I often have to prepare vast quantities so that plates can be refilled. **20** **G** '

'Working on location means that I get to visit some beautiful places, which I enjoy, but it also means having to rely on cooking in unfamiliar kitchens, which can be a bit of a nightmare, particularly if I'm cooking difficult dishes. **21** **F** During filming I have to work long hours and it can sometimes be boring when you have long waits between shots.'

7

A With a wedding cake or something like that, if it is cut before the director is satisfied I have to go and make it look untouched.

B Supermarkets stock most things all year round, but not always in the correct form.

C I never really paid much attention to history lessons at school and now this is one of the aspects of the work that I enjoy the most.

D Without the use of chemicals they probably looked a bit marked and oddly shaped.

E Few of them would have had an oven, so most meat would be cooked over a fire.

F The work is obviously good fun, otherwise I wouldn't do it; but it's perhaps not as glamorous as people imagine.

G And, if it is actually going to be eaten, hygiene must be considered.

H The film was set a hundred years ago and my job was to prepare the food for a dinner-party scene.

[Turn over

2/6

Appendix E: Intermediate activity 2

8

Part 4

You are going to read a magazine article about public speaking. For questions 22-35, choose from the sections of the article (A-F). The sections may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Which section(s) of the article mention(s)

not using lengthy written notes?	0	B
an action that may cause listeners to lose concentration?	22	C
the need to ensure that a talk is at the right level?	23	E
the fact that audiences tend to be supportive towards a speaker?	24	F	25
a technique used by well-known entertainers?	26	C
unconscious movements that speakers may make?	27	D
the need to avoid being dependent on written notes?	28	B
the standard structure of a talk?	29	B
the physical distance between a speaker and an audience?	30	C
imagining yourself as a good speaker?	31	E	32
the personal benefit gained from repeated rehearsals?	33	D
the need to be aware of the speed at which a talk is delivered?	34	A
the fact that an audience should have a good view?	35	C

(handwritten marks: 22 C ✗, 23 E ✗, 24 F ✗ / 25 ✗, 26 C, 27 D ✓, 28 B ✗, 29 B ✗, 30 C, 31 E / 32 ✗, 33 D ✗, 34 A ✗ ✓, 35 C ✓, and "5/14" written in margin)

9

Speak easy

Most of us have to speak in front of a crowd of people at some point in our lives. Here are a few guidelines that will help you address your audience with confidence. *(handwritten: hablar en público y su manera de persuir)*

A We have all sat through somebody mumbling a series of disconnected thoughts and wondered when it was going to end. It is important to remember how you felt for the person doing the talk. Most probably, you sympathised with them and were relieved for them when they had 'got through it'. This is important because your audience will also want the best for you. Visualise yourself delivering a witty, clever and informative presentation with the audience hanging on every word. *(handwritten: Tips para hablar)*

B 'Nobody plans to fail, they simply fail to plan.' Nowhere is this truer than in the arena of public speaking. The classic format for any talk has a beginning, a middle and an end. Think about how long you want the talk to last and plan the content of the talk to fit the right amount of time. Also, think about your audience: make sure your approach to the subject of your talk is neither too complex nor too simple for them. If you are going to use prompts, small cards are quite good as they can be discreet and relatively unnoticeable compared to large sheets of paper.

C *(handwritten: mantenerse cerca)* Wherever possible, make sure you know the venue of your talk and check that people can see you and any slides or diagrams you might be using to support your points. When talking to a large group, try to keep very close to the front row as this creates a feeling of togetherness. Some of the best comedians use this closeness to encourage a feeling of secrecy, telling you things as a stage whisper in order to build this intimacy.

D It is important that you stand comfortably with both feet rooted to the floor but slightly apart. Without realising it, there will be a tendency to 'retreat' from the audience or you may sway from side to side. Therefore, think of ways to counteract this when rehearsing (e.g. imagine you are wearing heavy lead shoes on your feet which are keeping your heels down). Try not to lean on tables or get your arms too close to your body as you will restrict your lungs and impair your ability to project your voice. Although it may help you feel more relaxed, try not to walk about when delivering your speech as this will be distracting for your audience.

E *(handwritten: Practica, se confiado)* As with any skill, practice is vital. The more you practise, the more confident you will be. Try not to simply read out what you have prepared, and picture yourself talking confidently and knowledgeably about your subject. After you have been presenting to the mirror for a while, you will begin to see which gestures and facial movements work and which ones look wrong. Remember that nobody wants you to do badly and try to feel positive that you are going to deliver an interesting and informative talk.

F *(handwritten: Como hacer que a todos interese)* Despite the fact that we all feel shy or nervous about talking to a large group, the reality in a lot of cases is that, once we get talking and feeling confident, we all have the ability to 'perform'. But remember to talk in a controlled manner, as we all have a tendency to rush once we are in front of a big crowd. Also, if you are going to be using a microphone, then practise with it first. If not, make sure that your voice can fill the room for the time you are speaking or reduce the time that you are going to talk. Breathing exercises and voice projection techniques will all help.

Appendix F: Intermediate activity 3

PB
UP

Int - (3)

Part 2

You are going to read an article about a woman who is a downhill mountain-bike racer. Seven sentences have been removed from the article. Choose from the sentences **A – H** the one which fits each gap (**9 – 15**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet.**

Downhill racer

Anna Jones tells of her move from skiing to downhill mountain biking and her rapid rise up the ranks to her current position as one of the top five downhill racers in the country.

At the age of seven I had learnt to ski and by fourteen I was competing internationally. When I was eighteen a close friend was injured in a ski race, and as a result, I gave up competitive skiing. To fill the gap that skiing had left I decided to swap two planks of wood for two wheels with big tyres.

My first race was a cross-country race in 1995. It wasn't an amazing success. **9** | F | After entering a few more cross-country races, a local bike shop gave me a downhill bike to try. I entered a downhill race, fell off, but did reasonably well in the end, so I switched to downhill racing.

I think my skiing helped a lot as I was able to transfer several skills such as cornering and weight-balance to mountain biking. This year I'm riding for a famous British team and there are races almost every weekend from March through to September. **10** | B | In fact, there's quite a lot of putting up tents in muddy fields.

Last season I was selected to represent Great Britain at both the European and World Championships. Both events were completely different from the UK race scene. **11** | C | I was totally in awe, racing with the riders I had been following in magazines. The atmosphere was electric and I finished about mid-pack.

Mountain biking is a great sport to be in. People ask me if downhill racing is really scary. I say, 'Yes it is, and I love it.' Every time I race I scare myself silly and then say, 'Yeah let's do it again.'

When you're riding well, you are right on the edge, as close as you can be to being out of control. **12** | A | However, you quickly learn how to do it so as not to injure yourself. And it's part of the learning process as you have to push yourself and try new skills to improve.

Initially, downhill racing wasn't taken seriously as a mountain-biking discipline. **13** | E | But things are changing and riders are now realising that they need to train just as hard for downhill racing as they would do for cross-country.

The races are run over ground which is generally closer to vertical than horizontal, with jumps, drop-offs, holes, corners and nasty rocks and trees to test your nerves as well as technical skill. At the end of a run, which is between two and three minutes in this country your legs hurt so much they burn. **14** | D | But in a race, you're so excited that you switch off to the pain until you've finished.

A lot of people think that you need to spend thousands of pounds to give downhill mountain biking a go. **15** | G | A reasonable beginner's downhill bike will cost you around £400 and the basic equipment, of a cycle helmet, cycle shorts and gloves, around £150. Later on you may want to upgrade your bike and get a full-face crash helmet, since riders are now achieving speeds of up to 80 kilometres per hour.

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Page 4

Appendix G: Intermediate activity 4

F. A x L. x.

Int 5

Part 1

You are going to read an extract from a novel. For questions 1 – 8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

I shifted uncomfortably inside my best suit and eased a finger inside the tight white collar. It was hot in the little bus and I had taken a seat on the wrong side where the summer sun beat on the windows. It was a strange outfit for the weather, but a few miles ahead my future employer might be waiting for me and I had to make a good impression.

There was a lot depending on this interview. Many friends who had qualified with me were unemployed or working in shops or as labourers in the shipyards. So many that I had almost given up hope of any future for myself as a veterinary surgeon.

There were usually two or three jobs advertised in the *Veterinary Record* each week and an average of eighty applicants for each one. It hadn't seemed possible when the letter came from Darrowby in Yorkshire. Mr S. Farnon would like to see me on the Friday afternoon; I was to come to tea and, if we were suited to each other, I could stay on as his assistant. Most young people emerging from the colleges after five years of hard work were faced by a world unimpressed by their enthusiasm and bursting knowledge. So I had grabbed the lifeline unbelievingly.

line 15

The driver crashed his gears again as we went into another steep bend. We had been climbing steadily now for the last fifteen miles or so, moving closer to the distant blue of the Pennine Hills. I had never been in Yorkshire before, but the name had always raised a picture of a region as heavy and unromantic as the pudding of the same name; I was prepared for solid respectability, dullness and a total lack of charm. But as the bus made its way higher, I began to wonder. There were high grassy hills and wide valleys. In the valley bottoms, rivers twisted among the trees and solid grey stone farmhouses lay among islands of cultivated land which pushed up the wild, dark hillsides.

Suddenly, I realised the bus was clattering along a narrow street which opened onto a square where we stopped. Above the window of a small grocer's shop I read 'Darrowby Co-operative Society'. We had arrived. I got out and stood beside my battered suitcase, looking about me. There was something unusual and I didn't know what it was at first. Then it came to me. The other passengers had dispersed, the driver had switched off the engine and there was not a sound or a movement anywhere. The only visible sign of life was a group of old men sitting round the clock tower in the centre of the square, but they might have been carved of stone.

Darrowby didn't get much space in the guidebooks, but where it was mentioned it was described as a grey little town on the River Arrow with a market place and little of interest except its two ancient bridges. But when you looked at it, its setting was beautiful. Everywhere from the windows of houses in Darrowby you could see the hills. There was a clearness in the air, a sense of space and airiness that made me feel I had left something behind. The pressure of the city, the noise, the smoke – already they seemed to be falling away from me.

Trengate Street was a quiet road leading off the square and from there I had my first sight of Skeldale House. I knew it was the right place before I was near enough to read *S. Farnon, Veterinary Surgeon* on the old-fashioned brass nameplate. I knew by the ivy which grew untidily over the red brick, climbing up to the topmost windows. It was what the letter had said – the only house with ivy; and this could be where I would work for the first time as a veterinary surgeon. I rang the doorbell.

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Page 2

Appendix H: Post-test

A. Until then no British band had really caught on in the States.
B. Although the three never toured again they at least got a chance to jam and in 1994 they got together to discuss the release of the Anthology albums.
C. But that was just not going to happen.
D. There were a lot similar bands in the area at that time but The Beatles were somehow different.
E. However, everybody believed that they would still get back together.
F. Moreover, there was a great deal of tension among the ex-Beatles.
G. These five songs were, in fact, never part of the band's repertoire.
H. Although they never played together again their legacy is still allive and their influence on the music scene is still apparent even today.

Beatles 'jam' footage

Beatles fans have something to look forward to.

Since the Beatles broke up in 1970 fans around the world hoped that the band would reunite at some time and they were longing to see the band together again. Even after John Lennon was assassinated in 1980 and it was obvious that this dream would never come true, there was enormous pressure on the remaining three band members to reunite and go on tour together again. ☒

The remaining members of the band were probably aware of the fact that the band would never be the same without John Lennon. There were also voices claiming that putting the band together again would destroy the living legend of the band. ☒ So the chance of seeing them together on tour again was a very low.

☒ And yes, as you might have guessed already, the jam session was filmed. The DVD showing the only time Sir Paul McCartney, the late George Harrison and Ringo Starr played together after band split up is to be released later this year.

The live footage was recorded at Harrison's Oxfordshire home and shows the trio playing the following numbers: Ain't She Sweet, Blue Moon of Kentucky, Raunchy, Thinking of Linking and Baby What You Want Me To Do. ☒ "Ain't She Sweet" appeared on a rare recording of the Beatles with Tony Sheridan made in early 1960s, however, it was not written by the Beatles.

The DVD may be released as early as the end of March and looks set to become one of the biggest-selling DVDs of the year.

Appendix I: Focus Group Two-Collaborative Reading

Teacher: Lcda. Ma. Del Carmen Durán.

Group # _1_

- Help each other
- is to understand and find meanings
- share dif. opinions

1) Do you enjoy reading in groups in English? Yes _X_ No____

Why _Because we can help each other, maybe we can found some difficult words so in groups is easy to ask for the meaning._

We can give different opinions about the reading.

- easy to understand new vocab.
- Get main ideas easily

2) Tell me about positive experiences about Reading in pairs or groups in class.

It's easy, understand new words, We can change some ideas about the reading. It's a good way to get main ideas.

It's a good way to learn new words and basic Knowledge.

- concentration
- not all members want to work.

3) Tell me about dissapointments you have had with Reading in groups in English class.

The principal problem is that when no one Knows a word. and understanding is difficult. It could be difficult to focus because not always the group members went to work

Concentration if everybody speaks

Main ideas

4) Name the difficulties you have when doing Reading activities in groups.

— focus in the reading when the group members are speaking.
— New words that I don't know the meaning
— When I can't understand the context of the reading.

Vocab

5) If you have to choose only one difficulty what would it be?

New words, because it's difficult for me to understand and remember new vocabulary.

Appendix J: Interview

Teacher Maca: Buenos días chicos gracias por acompañarme hoy. Voy a hacerles unas preguntas en cuanto a las lecturas que hemos venido trabajando.

1.   ¿Les gusta leer en inglés? si-no y alguna razón para ello.

Roberto: Si teacher, es muy importante creo que para nuestro proceso de aprendizaje poder entender las palabras en contexto. Su manera de escribirse y sus significados.

Julián: teacher, yo considero que la lectura en Inglés es algo muy importante, Porque cuando nos referimos al inglés es más interesante la parte de hablar pero para eso hay también que entender lo que es una lectura.

Luis: teacher a mí en lo personal no me gusta leer en inglés. Pero tengo un punto de vista que es muy necesario para nuestro aprendizaje y para nuestro futuro aprender a leer en inglés obviamente.

Teacher: ¿A usted Nico?

Nicolas: teacher, a mí no me gusta leer porque se me dificulta un poco entender lo que dice ahí pero sé que es importante.

Teacher: Pedrito

 Pedro: Si teacher, a mi si me gusta leer. Es algo relativamente sencillo en este año y es una de las cosas que nos va a hacer poder aprender más el inglés y poder hablar fluidamente y entender las palabras.

2.   Teacher: díganme alguna experiencia positiva en la lectura individual no en grupos.

Nicolás: Si, cabe recalcar que esto me ha ayudado para poder entender el significado de algunas palabras que no tenía antes.

Teacher: Gracias Nicolás. ¿Roberto en la lectura individual alguna buena experiencia?

Roberto: Si, hemos podido tener muchas buenas experiencias, y como dije anteriormente es algo muy importante ya que nos permite entender a profundidad el contexto de la historia.

3.   Teacher: Julián me puede decir tres dificultades cuando está leyendo individualmente

Julián: Bueno, la verdad una de las dificultades que más se presenta es el hecho de No tener otra persona que también te esté apoyando, tal vez el hecho de que a veces no entiendes palabras que una persona te puede explicar…También el hecho de que debes leer todo el conjunto mientras que otra persona cuando estas acompañado puede estar leyendo una parte mientras tu otra. Vos tienes que hacer todo el trabajo.

Teacher: ¿Luis en la lectura individual que problemas que se le presentan, considera los más difíciles?

Luis: eh.. los problemas más difíciles que yo considero, son los de significados y a veces los de gramática de la oración tal vez.. Y estos no se presentan cuando se está acompañado ya que dos cabezas piensan mejor que una.

4.   Teacher: ¿Cómo les pareció la experiencia de la lectura colaborativa? Díganme las fortalezas que encontraron en l lectura colectiva.

Roberto: creo que como ya dijo mi compañero previamente es mucho mejor si se hace un trabajo grupal ya que si uno de los integrantes no entendió una parte puede que el otro si la haya entendido y explicarse es la manera más fácil.

Taecher: ¿Pedro Fermín que considera usted es más fácil leer individualmente o colaborativamente?

Pedro: Para mi es mucho mejor leer colaborativamente porque como ya han dicho si uno no entiende ciertas partes el otro le puede explicar tanto gramática como significados, así se logra leer más rápido.

5.   Cuéntenme las experiencias positivas o negativas de este trabajo que venimos realizando de la lectura colaborativa

Nico: Yo creo que es una experiencia positiva ya que esto es nuevo para nosotros y no hemos hecho antes aquí en el colegio y además nos ayuda a que podamos interactuar también con nuestros compañeros, y poder aprender conjuntamente con todos.

Teacher: Julián por favor…

 Julián: Bien, yo considero que la lectura colaborativa además de fortalecer el inglés, también fortalece las amistades ya que conocemos como piensan las otras personas acerca del idioma y que es lo que ellos comprenden. La experiencia ha sido bastante positiva porque nos apoyamos mutuamente.

Teacher: ¿Rober cuál fue su experiencia como tutor?

Roberto: ee..siempre van a haber sus altibajos pero sobre todo fue más positivo el poder ayudar a alguien y saber que su formación académica uno tuvo algo de parte en eso y poder ayudarlo es muy gratificante. Y siempre vamos a poder contar como

han dicho mis compañeros unos con otros Y nos ha ayudado a unirnos más entre nosotros.

6.   Teacher: Luis en su papel de tutoreado ¿cómo vivió esta experiencia?

Luis: Yo pienso que es una forma más llevadera de hacer la materia también ya que tenemos un apoyo y aparte de eso como que nos sirve para distraernos un rato de lo normal. Nos ayudada bastante ya que no siempre los tutoreados entendemos los significados de las palabras.

Pedro: Bueno uno como tutor, tiene una diferente experiencia porque al explicar a un compañero uno se siente gratificado o al ver como él ha ido progresando. Pero no es que el tutor sabe todo hay veces que el compañero le puede llegar a explicar y así nos complementamos.

Teacher: ¿qué es lo más complicado en su experiencia como tutoreado?

Nico: Vocabulario las palabras pueden tener varios significados. Mi experiencia como tutoreado en la mayor parte fue buena porque nos pudimos complementar bien pero también, en ocasiones hubo algunos problemas y rose con mi compañero por lo que significa el trabajo.

Teacher: gracias chicos!