COOPERATIVE LEARNING ON THE DEVELOPMENT OF READING COMPREHENSION SKILLS

EL APRENDIZAJE COOPERATIVO EN EL DESARROLLO DE LA CAPACIDAD DE COMPRENSIÓN LECTORA

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ABSTRACT

The purpose of this research is to determine the influence of cooperative learning on the development of reading comprehension skills in English students aged 15-16 years old from a public school in the urban area of the city of Chone, Ecuador. Due to the size of the population, the first year of secondary school parallel 'G' was selected as the study sample for convenience. In this context, a documentary review of other research was conducted to identify the need for the implementation of cooperative learning activities that enhance reading comprehension in English. The research process was developed using an exploratory approach with a qualitative methodology, which enabled the analysis of the contributions of cooperative learning activities to the reading comprehension of texts in English through the application of classroom observation techniques and interviews with English teachers at the institution mentioned. The data analysis revealed that cooperative learning has a significant impact on the development of reading comprehension skills in the target age group. This is because it fosters active participation, critical thinking and improves linguistic competence. Furthermore, the cooperative learning environment positively influences students' attitudes towards learning English, leading to increased motivation and confidence in their language skills. These results demonstrate the importance of applying cooperative learning methodologies to facilitate English language acquisition and comprehension in adolescent students.

Keywords: cooperative learning, reading comprehension, motivation, learning strategies, public education

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El aprendizaje cooperativo en el desarrollo de la capacidad de comprensión lectora

RESUMEN

El propósito de esta investigación es determinar la influencia del aprendizaje cooperativo en el desarrollo de las habilidades de comprensión lectora en estudiantes de inglés de 15 a 16 años de una escuela pública en la zona urbana de la ciudad de Chone, Ecuador. Debido al tamaño de la población, se seleccionó como muestra de estudio, por conveniencia, a los estudiantes de primer año de secundaria del paralelo 'G'. En este contexto, se realizó una revisión documental de otras investigaciones para identificar la necesidad de implementar actividades de aprendizaje cooperativo que fortalezcan la comprensión lectora en inglés. El proceso de investigación se llevó a cabo con un enfoque exploratorio y una metodología cualitativa, lo que permitió analizar las contribuciones del aprendizaje cooperativo a la comprensión lectora de textos en inglés mediante la aplicación de técnicas de observación en el aula y entrevistas con docentes de inglés de la institución mencionada. El análisis de los datos reveló que el aprendizaje cooperativo tiene un impacto significativo en el desarrollo de las habilidades de comprensión lectora en el grupo etario objetivo, ya que fomenta la participación activa, el pensamiento crítico y mejora la competencia lingüística. Además, el entorno de aprendizaje cooperativo influye positivamente en la actitud de los estudiantes hacia el aprendizaje del inglés, aumentando su motivación y confianza en sus habilidades lingüísticas. Estos resultados evidencian la importancia de aplicar metodologías de aprendizaje cooperativo para facilitar la adquisición y comprensión del idioma inglés en adolescentes.

Palabras clave: aprendizaje cooperativo, comprensión lectora, motivación, estrategias de aprendizaje, educación pública

INTRODUCTION

The English language today has an advantageous position in the global linguistic landscape. However, there are significant challenges in learning it as a foreign language. Students often fail to reach the minimum standards required to communicate especially in the reading comprehension skills. This situation leads us to conclude that the development of linguistic skills in this language is severely limited.

The focus of this research study is to determine the impact of cooperative learning strategies on the development of reading comprehension in English among students between the ages of 15 and 16 from a public school in the urban area of the city of Chone who present difficulties in the interpretation of texts in English and deficiencies in this linguistic skill. This issue can be attributed to the fact that the majority of students do not engage in reading activities during the learning process. This deficiency impedes their ability to communicate effectively in English, as reading comprehension is one of the most challenging skills to master in the language. It is therefore necessary to implement new forms of teaching, such as cooperative learning in the classroom, which, in addition to being a didactic tool, allows interaction between classmates and improves the acquisition of new knowledge by strengthening reading comprehension within the context that surrounds them. Furthermore, this study aims to identify the benefits of using this method as a teaching-learning process in the development of reading comprehension skills in English and to provide a motivating reference for maintaining students' interest in acquiring improvements in other English language skills. On the other hand, cooperative learning allows the teacher to achieve several objectives simultaneously (Johnson, Johnson and Holubec, 1999, p. 9). Cooperative learning is based on the principle that learners construct knowledge through social interaction and dialogue. Moreover, cooperative learning strategies are an effective model for developing students' reading comprehension skills (Tran, 2019). Two other things need to be added to this type of cooperation: deep critical thinking and a greater spirit of solidarity. Reading comprehension is the ability to understand and make sense of a text. It involves the integration of several cognitive processes, such as decoding, vocabulary knowledge and prior knowledge (Jalilifar,2021). In the classroom, reading is often done intensively to obtain general and specific information; however, students sometimes have difficulties in comprehending the inferred meaning of the text. The inability to retrieve meaning puzzles learners (Jalilifar,2021).

The process of written communication is complex, involving the encoding of a message by the writer for transmission to the reader and the subsequent decoding of this information by the reader upon reading it. (Gómez Palomino, 2011) Decoding is defined as the capacity to identify and correctly label the linguistic units that constitute a text. Proper decoding is undoubtedly a necessary but not sufficient condition for understanding a text (Valeria ABUSAMRA 1, 2012). The causes of a lack of interest in reading can be attributed to deficiencies in decoding, which in turn leads to poor academic performance in other subjects, given that reading is an essential skill in education. A lack of vocabulary and meaning in relation to other subjects impairs communication and leads to low self-esteem, as students are unable to interpret these subjects in their own words. Furthermore, a lack of metacognition, which leads to a shallower understanding, is also a consequence of this. (Sisa, 2023) At present there are learners who have not developed the ability to grasp the meaning of what they read, to form associations and anticipate the sequence of ideas, and to fuse the meaning of words into ideas, the associations that reading raises to construct the ideas the author wishes to convey, the ability to relate and organise ideas, to grasp the meaning of sentences and paragraphs in their full context and recognise their relative importance, and the ability to read at a reasonable speed. On the other hand, intensive reading during school hours plays a very important role. There should be interesting topics and reading comprehension tasks. Harmer (2011) stresses the importance of organising students into roles (organiser, observer, feedback and prompter). It would be necessary for the teacher and learners to find some adaptations for learners to develop their abilities to grasp the overall message of the reading and to understand the meaning of many words without 'translating' each word (Jalilifar, 2010).

Unfortunately, in Ecuador, there is no culture of reading in English and this is due to the stagnation of the teaching programmes, whose references do not go beyond grammar, little reading and writing, little motivation, and little application of cooperative learning activities and the non-recognition of English as a professional requirement. There are some Ecuadorian populations where the knowledge and use of English as a communication tool has not been adequately applied (Guadalupe, 2018).

In Ecuador, several studies have been conducted on the use of cooperative learning strategies to improve reading comprehension in secondary school students. For example, a study by (Alba Inuca, and Jessica Patricia, 2023) entitled 'The effects of cooperative learning in the development of reading comprehension

in English in young students' determines that the methods used by teachers are not adequate for the development of reading comprehension, since it can be observed that students present certain difficulties in the comprehension of readings in the English language. Therefore, it is necessary to take into account that the little stimulation in learning causes introverted students with little participation, with little integration and interrelation with their classmates, generating difficulties in the development of reading comprehension skills and abilities in the students. It is also necessary to emphasise teaching innovation to provoke interest and motivation in students through teaching methods and new strategies that generate expectations of improvement in education, so that teachers must be up to the new challenges imposed by the education sector.

This low rate of proficiency has led educators to explore new and innovative teaching strategies, including cooperative learning, to help students develop their reading comprehension skills (Castillo,2021). By properly using the strategies related to cooperative learning, the interest, attention and participation of 15-16 year-old students in the public school of the city of Chone will be maintained, and they will have greater concentration and internalisation of learning, as they will be interconnected so that each one takes ownership of the goal that the others learn.

In order to carry out this research study, the following research question was formulated: How does cooperative learning influence the development of reading comprehension in English in 15-16 year old students? In addition, a number of specific objectives were set out. |The first was to investigate the cooperative learning activities that improve reading comprehension in English. The second one was to analyse the contributions of cooperative learning activities developed in the processes of reading comprehension of English texts, and the third one was to design a guide of cooperative learning activities to develop reading comprehension in English. Finally, this study concludes that the appropriate use of cooperative learning methods in the teaching-learning process enables students to develop English reading comprehension skills because it emphasizes active and positive interaction among students in the development of reading comprehension in the learning process.

LITERATURE REVIEW

Cooperative learning, is a pedagogical approach that emphasises collaborative efforts among students, has received considerable attention in educational research. It is a learner-centred, teacher-facilitated teaching

strategy in which a small group of students takes responsibility for their learning and for the learning of all members of the group. Students interact with each other in the same group to acquire and work on the elements of a subject in order to solve a problem, complete a task or achieve a goal.

Developed by Johnson and Johnson (1989), social interdependence theory posits that positive interdependence among group members fosters cooperative behaviors and enhances academic outcomes. Cooperative learning structures, such as group goals and shared rewards, promote collective effort and mutual support among students. Vygotsky (1978) emphasized the significance of social interaction in cognitive development. According to sociocultural theory, learning occurs through collaborative activities within a cultural context. Cooperative learning aligns with Vygotsky's framework by providing opportunities for peer interaction, scaffolding, and zone of proximal development. Constructivism: Rooted in the works of Piaget and Dewey, constructivism asserts that learners actively construct knowledge through social interactions and hands-on experiences. Cooperative learning encourages students to engage in meaningful discussions, problem-solving tasks, and shared reflections, facilitating the construction of knowledge in a social context.

This philosophical and educational direction is also called constructivism. Honebein (1996), cited by Adom, Yeboah, and Ankrah (2016), explains that constructivism is the way "people construct their understanding and knowledge of the world by experiencing things and reflecting on those experiences" (p. 2). Furthermore, "learning occurs only when the student discovers knowledge through the spirit of experimentation and action" (Kalender, 2007) in Adom et al., (2016, p. 2). It has long been established that People learn to do things through their sensory, cognitive, and emotional inclinations and abilities. They help to better understand the object of study; In other words, students essentially internalize the discovered "truths" by connecting the old psychological context with the new existing knowledge.

A meta-analysis by Johnson et al. (2014) revealed that cooperative learning strategies consistently produced positive effects on academic achievement, including improved grades and higher test scores. Slavin (1995) conducted a meta-analysis focusing on cooperative learning in K-12 classrooms, reporting significant gains in student achievement across subject areas and grade levels. Kagan (1994) examined the impact of cooperative learning structures, such as Think-Pair-Share and Jigsaw, on student engagement and learning

outcomes. Findings indicated enhanced motivation, deeper understanding, and improved interpersonal skills among participants.

Gillies (2016) investigated the effects of cooperative learning on students' social skills development, highlighting improvements in communication, teamwork, and conflict resolution abilities. Additionally, Lou et al. (2019) explored the role of cooperative learning in promoting critical thinking skills, demonstrating positive effects on students' ability to analyze, evaluate, and synthesize information. Cooperative learning strategies offer several benefits. They promote teamwork, encourage active participation, and enhance critical thinking (Baloche and Brody, 2017). These strategies can be adapted and applied across different disciplines, fields, and levels of education. They can be tailored to meet the unique needs and goals of different groups of learners. This teaching method is highly effective in promoting positive and meaningful learning experiences for students. Collaboration and communication among students are emphasized, leading to improved academic performance, social skills, and learning attitudes. This approach is supported by Cola et al. (2021).

During cooperative learning, face-to-face interaction involves direct communication and collaboration among group members throughout learning activities. As Slavin and Smith (2023) point out, "face-to-face interaction facilitates the exchange of ideas, problem-solving and the development of social skills, which enriches the collaborative learning process". Cooperative learning allows the teacher to achieve several objectives at the same time (Johnson, Johnson and Holubec, 1999, p. 9). This approach aims to enhance outcomes for all students, including those with a variety of learning difficulties. It also promotes positive interpersonal and intergroup relationships in the classroom, making it an important tool for diversity education and inclusive schools. Additionally, it provides students with the experiences necessary for healthy social, psychological, and cognitive development.

The effects of implementing cooperative learning in classrooms are the following: 1) at the individual level, it increases academic performance, intrinsic motivation, capacity for cooperation, etc.; 2) at the interpersonal and group level, relationships between classmates improve, group cohesion increases, school violence is reduced, etc.; 3) at the organizational level, the participation of its members improves decision making, increases organizational satisfaction, increases responsibility, etc., and 4) at the social level, all of

the above influences, to a greater or lesser extent and in the medium and long term. the term, in a positive transformation of society, making it more democratic, more cooperative, and more supportive.

Reading comprehension is a complex cognitive process that involves constructing meaning from text. Reading involves three interrelated elements: the reader, the text, and the activity or reading task, all situated in a broader sociocultural context. (Reese Butterfuss, 2020). Reading comprehension is considered one of the most complex activities humans can perform (Kendeou, McMaster, & Christ, 2016). This complexity hinders the development of a comprehensive theory that can make precise predictions across readers, texts, and discourse contexts (Kendeou & O'Brien, 2014; Perfetti & Stafura, 2014).

Schema theory, proposed by Rumelhart (1980), suggests that readers use prior knowledge and experiences (schemata) to understand text. Readers activate relevant schemas, make connections to the text, and integrate new information with existing knowledge structures to construct meaning. On the other hand, the interactive compensatory model, developed by Stanovich (1980), emphasizes the dynamic interaction between the cognitive processes involved in reading comprehension. According to this model, readers use various strategies, such as decoding, vocabulary knowledge, and metacognitive monitoring, to compensate for deficiencies in an area and facilitate comprehension. The transactional theory of reading proposed by Rosenblatt (1978) considers reading as an interactive process between the reader and the text. According to this view, meaning is formed jointly through the transaction between the reader's prior knowledge, textual features, and situational context.

The simple view of reading, articulated by Gough and Tunmer (1986), presents that reading comprehension is the product of two essential components: decoding (word recognition) and linguistic comprehension (language comprehension). Proficient reading comprehension requires accurate word recognition and an understanding of language structure and meaning. For its part, the National Reading Panel (2000) conducted a thorough review of the study on reading instruction and identified five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. Instructional approaches that focus on these components have been shown to improve reading comprehension.

On the one hand, the RAND Reading Study Group (2002) synthesizes research on effective teaching of reading comprehension and emphasizes the importance of clearly teaching comprehension strategies such

as summarizing, generating questions, and monitoring comprehension. These strategies help students actively interact with the text and monitor their understanding. In other instances, Hattie's (2009) meta-analysis of educational interventions identified several strategies with high effect sizes for improving reading comprehension, including reciprocal teaching, cooperative learning, and explicit instruction in comprehension strategies. Snow, Burns, and Griffin (1998) showed a meta-analysis of studies on vocabulary teaching and found that explicit vocabulary teaching contributes significantly to improving reading comprehension.

METHODOLOGY

This educational research studies the influence of cooperative learning on the development of reading comprehension in English in 15 and 16 year old students. Therefore, this study adopts a constructivist paradigm, recognising that knowledge is actively constructed by individuals through interaction with their environment. The approach is qualitative, focusing on interpretation and descriptive results, and with the aim of investigating the impact of cooperative learning on reading comprehension skills in English, the inductive method is applied.

From a population of 300 students divided into 8 parallel first year high school students, 39 students from the first year of high school 'G' and 1 English teacher from a public school belonging to the urban area of the city of Chone, with reported ages between 15 and 16 years old, were selected for convenience. 40% are male and 60% are female. Forty percent are male and 60% are female. During the execution of the study, they completed the 3rd trimester. They accepted the invitation to participate voluntarily in this study without any payment or public recognition. The identity of the participants remains anonymous. The data obtained in the research are kept in the custody of the research team and may only be used for academic purposes in accordance with APA ethical guidelines.

Among the instruments used for data collection, an observation form was applied to students in class during cooperative learning sessions to assess group dynamics, levels of participation and patterns of interaction among students. A semi-structured interview was also conducted with an English teacher at the same school to explore her perspectives on the effectiveness of cooperative learning in improving reading comprehension skills.

RESULTS

The data for this research has been collected by organising and explaining information about cooperative learning in reading comprehension (Adnyana, 2014). The data have been directed to answer the problem posed through qualitative research. For this purpose, observation and interview forms were used as instruments. The researcher attended a total population of 300 students divided into 8 parallels of which 1 parallel was chosen that had 39 students from a public school in the urban area of the city of Chone who participated in the observation. Data were then collected to accept or reject the corresponding hypothesis. .

ANALYSIS AND INTERPRETATION OF RESULTS

Active participation.

Table 1

Students actively participate in cooperative learning activities.

Valid Frequency		Percent	Valid Percent	Cumulative Percent
It is always carried out	0	0.0	0.0	0.0
It is carried out occasionally	39	100.0	100.0	100.0
Not carried out.	0	0.0	0.0	100.0
Total	39	100.0	100.0	100.0

Table.2

Cooperates with classmates in solving problems related to reading in English.

Valid Frequency		Percent	Valid Percent	Cumulative Percent
It is always carried out	39	100.0	100.0	100.0
It is carried out occasionally	0	0.0	0.0	100.0
Not carried out	0	0.0	0.0	100.0
Total	39	100.0	100.0	100.0

Table 3

Participate in group discussions to understand the content read.

Valid Frequency		Percent	Valid Percent	Cumulative Percent
It is always carried out	39	100.0	100.0	100.0
It is carried out occasionally	0	0.0	0.0	100.0
Not carried out	0	0.0	0.0	100.0
Total	39	100.0	100.0	100.0

These tables reflect the results provided: for the category Active participation from the observation sheet applied to the 39 students, where it was found in item 1 that all students participate 'it is done occasionally', while for items 2 and 3, all participate 'it is always done' and none respond 'it is not done'.

No	Questions	Teacher	Analysis and interpretation
1	How do you encourage cooperative learning and mutual support among students in your classroom?	Through participation in pairs or groups. Also by assigning roles to help others in more complex activities.	Participation in groups promotes more active and participatory learning compared to individual activities. Students are more involved when they have to work together to solve problems.
2	Can you give examples of collaborative projects or activities that you have implemented to encourage teamwork and peer support?	Stories, legends, comics, role plays.	The response suggests that the selected activities are effective because of their specific characteristics that promote deeper and more dynamic reading comprehension: Multimodality: Comics, by combining text and images, and role-playing games, by combining reading and acting, allow reading comprehension to be approached from multiple angles, which is beneficial for different types of learners (visual, auditory, kinaesthetic).
	Global Analysis	The strategy of encouraging cooperative learning and mutual support through participation in pairs or groups, and the assignment of roles in complex activities, not only promotes a more inclusive and participatory learning environment, but also facilitates skills development. The choice of stories, legends, comics and role-plays as activities to enhance reading comprehension is a good one, as these activities offer a varied and engaging approach that can benefit students in different ways. Diversity in the type of texts and the mode of interaction with them can make reading practice more complete and effective. This, in turn, can lead to a significant improvement in reading comprehension by engaging students more deeply and dynamically in the reading process.	

DISCUSSION

Based on the review of the literature and the results obtained in this research, the author agrees with the position of the theory of social interdependence developed by Johnson and Johnson (1989), which postulates that positive interdependence between group members fosters cooperative behaviors and improves academic results. Cooperative learning structures, such as group goals and shared rewards, promote collective effort and mutual support among students.

From the results obtained in this research, the high relevance of the approach that promotes the active participation of students, the exchange of ideas, the construction of shared knowledge, and the development of social and emotional skills, such as strategies to improve reading comprehension, including reciprocal teaching, cooperative learning, and explicit instruction, comprehension strategies identified by Hattie (2009) in the meta-analysis of educational interventions.

However, the author confirms the position of Roseth et al. (2020) in stating that emotional safety is crucial for effective cooperative learning, as it encourages students to share their ideas, ask questions, and participate in discussions without fear of ridicule or judgment. Furthermore, the author ratifies the position of D'Mello and Graesser (2019), when he states that cooperative learning improves students' sense of belonging as they work together toward common goals, fostering a supportive community where each member feels valued and included. On the other hand, the author confirms the interactive compensatory model, developed by Stanovich (1980), who emphasizes the dynamic interaction between the cognitive processes involved in reading comprehension.

A study by (Alba Inuca, and Jessica Patricia, 2023) titled "The effects of cooperative learning on the development of reading comprehension in English in young students" determines that the methods used by teachers are not appropriate for the development of comprehension of the reader, since it can be observed that students present certain difficulties in understanding readings in the English language. Finally, this study concludes that the appropriate use of cooperative learning methods in the teaching-learning process allows students to develop reading comprehension skills in the English language because it emphasizes the active and positive interaction between students in developing understanding of the reader within the learning process.

Regarding the results obtained in the observations carried out in the classroom, in category 2 item 1 Students occasionally demonstrate effective communication skills in English when interacting with their classmates. The instructor provides effective rules/instructions that support students' needs. However, it was observed that some students do not feel confident in engaging in effective communication in English. The recommendation is that teachers apply strategies that reinforce the development of these communication skills to improve performance in activities.

In category 3, item 3 results in reading resources and strategies being occasionally shared among group members. This indicates that while reading resources and strategies are sometimes shared among group members, they are not It is always so. It would be beneficial to promote a stronger culture of sharing resources and strategies among students to enrich their learning experience and foster greater collaboration. This could be an area of focus to encourage greater collaboration and maximize learning potential in the classroom. In item 2 of category 4, progress is occasionally observed in the application of reading comprehension techniques, such as summarizing, identifying main ideas, etc. This suggests that although students may be using reading strategies, progress in effectively applying these techniques may be variable and may require more attention and reinforcement. In item 1 of category 5, it is observed that students show interest and motivation by occasionally participating in reading activities in English. This suggests that while some students may be interested and motivated by these activities, not all students display this behavior consistently.

During the observation, the results were satisfactory in most categories. However, teachers are recommended to apply strategies that reinforce the development of communication skills; encourage greater collaboration, and maximize learning potential in the classroom; it also aims to provide greater attention and reinforcement to the effective application of reading comprehension techniques in the classroom and investigate the factors that contribute to the lack of participation in reading activities in the classroom. English.

The results allow the researchers to present this study where a consistently high level of active participation, communication skills, cooperative support, development of reading strategies, motivation, and positive attitudes towards reading were found among the participants. These findings suggest a strong commitment

to the teaching-learning process and a supportive classroom environment conducive to the development of English reading comprehension skills through cooperative learning.

Furthermore, it is essential that topics on cooperative learning be integrated into the curriculum with an emphasis on the development of reading comprehension in English, and that teachers seek or create techniques that improve the dynamism of English classes in the classroom, offering open communication. and creating motivating spaces that invite the student to feel safe to communicate effectively in English among their peers. The researchers then stated that students should create a stronger culture of sharing resources and strategies in the classroom to enrich their learning experience and encourage greater peer collaboration, but also address and monitor any behavior that affects the normal good functioning of students. students and instructors in the classroom.

It would be necessary to consider more research to know the perceptions of the participants regarding the application of cooperative learning activities in the classroom and to verify if this method has beneficial effects on avoiding bullying.

CONCLUSION.

The general objective proposed in this research was to determine the influence of cooperative learning on the development of reading comprehension skills in English in students aged 15-16. Having achieved this objective, it is concluded that the process of reading comprehension in a foreign language is not an easy task and requires time, planning, and knowledge on the part of the educator. In this sense, it was possible to verify, from the practice of teaching English in the parallels of the first year of secondary school, that frequently the teaching of this language is limited to the memorization of vocabulary which, although necessary, does not generate learning. , because students do not practice it in effective communication in English between peers, to give an appropriate meaning to the general context of the writing.

However, with this study, it became evident how through the design, application, and evaluation of cooperative learning activities, the development of reading skills in English - as a foreign language - is enhanced, since its structure is based on work-by-objectives. group, and shared rewards. promote collective effort and mutual support among students, as stated in the theory developed by Johnson and Johnson (1989). Social interdependence theory posits that positive interdependence among group members fosters cooperative behavior and improvement. academic results.

Through the observation technique, this process is monitored, and positive and relevant results are obtained that affirm that cooperative learning activities do influence the development of reading comprehension in English. Furthermore, structuring didactic activities based on cooperative learning is relevant, since it allows students to confront authentic and meaningful texts among peers and at the same time requires them to carry out cognitive actions that help in the acquisition of deep learning. As Slavin and Smith (2023) point out, "face-to-face interaction facilitates the exchange of ideas, problem-solving, and the development of social skills, which enriches the collaborative learning process."

Since reading comprehension is a complex process, even more so when it comes to a foreign language, Salvador, Gallego & Mierés (2007) express that accessing textual interpretation requires developing some cognitive processes such as giving the appropriate meaning to the words and constructing first, meaning at a local level and then at a global level, which requires work and dedication in the apprentices. The reason why, from the first approaches to reading, teachers must propose activities that promote motivation and interest in learners to regularly practice reading in English, especially in the classroom, so that students can develop the ability to read. read comprehensively, since the guarantee of understanding is the reader's ability to make inferences. (Jouini, 2005).

Finally, this work becomes the basis for future research, since there are still topics to be investigated related to the application of cooperative learning activities for the development of reading comprehension skills in English. Furthermore, it is evident that cooperative learning structures, which are often based on positive interdependence between group members, contribute (Rojas, 2017)to positive emotional experiences. According to Hämäläinen et al. (2021), "positive interdependence in cooperative learning fosters feelings of camaraderie and mutual respect among students, which leads to greater motivation and commitment in the learning process." Starting from this concept, the line of research is proposed:

Cooperative learning and its benefits to avoid bullying.

Any effort to enhance learning through cooperation techniques that positively influence emotions by creating an environment that prioritizes emotional security, fosters a sense of belonging, and promotes positive interdependence among students deserves to be put into practice.

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Appendix

GUIDE OF COOPERATIVE LEARNING ACTIVITIES TO DEVELOP READING COMPREHENSION IN ENGLISH.

Introduction to Cooperative Learning for Reading Comprehension.

Cooperative learning is a powerful instructional approach that can significantly enhance reading comprehension in the classroom. This guide will explore the benefits of cooperative learning, provide strategies for forming effective learning groups, and highlight specific cooperative learning techniques that promote active engagement, interdependence, and deeper understanding of reading materials.

Benefits of Cooperative Learning in Reading Instruction

Cooperative learning offers numerous advantages for developing reading comprehension skills. By working in small groups, students can engage in meaningful discussions, clarify concepts, and learn from their peers. This collaborative approach fosters a supportive learning environment, encourages active participation, and allows students to take ownership of their learning. Furthermore, cooperative learning strategies have been shown to improve reading fluency, vocabulary acquisition, and overall academic achievement.

Improved Comprehension ._ Cooperative learning activities facilitate deeper understanding of reading materials through peer-to-peer discussions and shared learning experiences.

Enhanced Engagement ._ The collaborative nature of cooperative learning promotes active engagement, as students work together to achieve common goals and support one another's learning.

Increased Motivation ._Cooperative learning fosters a sense of community and shared responsibility, which can significantly enhance students' motivation and enthusiasm for reading.

Strategies for Forming Cooperative Learning Groups

Effective cooperative learning groups are crucial for the success of this instructional approach. When forming groups, consider factors such as student ability levels, learning styles, and social dynamics. Heterogeneous grouping, where students of varying abilities and backgrounds are mixed, can promote peer learning and prevent the marginalization of struggling students. Additionally, it's important to establish clear

guidelines for group interactions, roles, and responsibilities to ensure a productive and inclusive learning environment.

Heterogeneous Grouping ._ Mix students of different ability levels, learning styles, and backgrounds to promote peer learning and support.

Assigned Roles. _ Assign specific roles within the group, such as facilitator, recorder, presenter, and timekeeper, to ensure effective collaboration.

Group Size. _ Aim for groups of 4-6 students, as this size allows for active participation and shared responsibility.

Think-Pair-Share: Promoting Active Engagement

Think-Pair-Share is a cooperative learning strategy that encourages active engagement and participation. In this technique, the teacher poses a question or prompt, and students first think about their individual responses. Next, students pair up to discuss their thoughts and ideas. Finally, pairs share their insights with the whole class, fostering a dynamic and interactive learning environment. This strategy helps students clarify their understanding, learn from their peers, and develop essential communication skills.

Think. _ Students individually reflect on the question or prompt and formulate their own responses.

Pair. _ Students share their thoughts and ideas with a partner, discussing and exchanging perspectives.

Share. _ Pairs present their collaborative insights to the whole class, promoting active discussion and learning.

Jigsaw Method: Developing Interdependence

The Jigsaw method is a cooperative learning technique that fosters interdependence and shared responsibility among students. In this approach, the class is divided into small "home" groups, and each group member is assigned a unique "expert" topic. Students then break off into "expert" groups to research and master their assigned topic. Finally, the "home" groups reconvene, and each member shares their expertise, allowing the group to collectively understand the complete body of knowledge.

Home Groups. - Students are divided into small groups, and each member is assigned a unique expert topic.

Expert Groups. _ Students meet in "expert" groups to research and become specialists in their assigned topic.

Jigsaw._ The "home" groups reconvene, and each member shares their expertise, allowing the group to collectively understand the complete body of knowledge.

Numbered Heads Together: Ensuring Accountability

Numbered Heads Together is a cooperative learning strategy that promotes individual accountability and group interdependence. In this technique, students are organized into small groups and each member is assigned a number. The teacher poses a question or problem, and students work together to ensure that everyone in the group knows the answer. Then, the teacher randomly calls on a number, and the student with that number is responsible for responding on behalf of the group. This approach encourages active participation, shared learning, and a sense of collective responsibility.

Individual Accountability. _ Each student is responsible for mastering the material and being prepared to represent the group.

Group Interdependence._ Students must work collaboratively to ensure that everyone in the group understands the content.

Random Selection. _The unpredictable selection of student numbers keeps everyone engaged and focused.

Literature Circles: Fostering Deeper Understanding

Literature Circles are a cooperative learning approach that promotes in-depth exploration and discussion of literary texts. In this strategy, students are divided into small groups and assigned specific roles, such as discussion director, literary luminary, and vocabulary enricher. Each group member is responsible for completing their assigned task and contributing their unique perspective to the group's analysis and interpretation of the reading material. This collaborative process encourages students to engage deeply with the text, develop critical thinking skills, and foster a genuine appreciation for literature.

Roles and Responsibilities. _ Students are assigned specific roles within their literature circle groups, such as discussion director, literary luminary, and vocabulary enricher.

Shared Inquiry. _ Group members collectively explore the text, share their insights, and engage in thoughtful discussions to deepen their understanding of the literature.

Ownership of Learning._ The Literature Circle approach empowers students to take an active role in their learning, fostering a sense of ownership and investment in the reading process.

Conclusion and Additional Resources

Cooperative learning strategies offer a powerful approach to enhancing reading comprehension in the classroom. By promoting active engagement, fostering interdependence, and ensuring individual accountability, these techniques create a dynamic and supportive learning environment that helps students develop essential reading, communication, and critical thinking skills. To further explore the benefits of cooperative learning and discover additional resources, please refer to the following sources:

Cooperative Learning Center
https://www.co-operation.org/
Edutopia's Guide to Cooperative Learning
https://www.edutopia.org/article/getting-started-cooperative-learning
Johnson & Johnson's Cooperative Learning Resources
https://www.co-operation.com/resources