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Directed Research (EB-244)

The Impact of the Collaborative Approach in the Process of Developing Critical Thinking as Part of the Reading Skill within the Process of Learning English as a Foreign Language in Third Grade Students in a Private Institution, Circuit 05 during the Third Quarter of 2023

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Table of Contents

Chapter I:.....	5
Research Problem	5
1.1 Background.....	7
1.2 Problematization	11
1.4 Justification.....	14
1.5 Research Question.....	15
1.6 General Objective.....	15
1.6.2 Specific Objectives	16
1.7 Scope	16
Chapter II:	17
Theoretical Framework	17
2. Teaching English as a Foreign Language.....	18
2.1 English as a Foreign Language vs English as a Second Language	19
2.2 Challenges of learning English as a Foreign Language.....	21
2.3 The Collaborative Approach.....	23
2.3.1 Definition	24
2.3.2 History of the Collaborative Approach.....	24
2.3.3 Characteristics	26
2.3.4 Benefits of the Collaborative Approach	28
2.3.5 Limitations of the Collaborative Approach.....	30
2.3.6 Strategies of the Collaborative Approach	32
2.4 Critical Thinking	33
2.4.1 Definition of critical thinking.....	33
2.4.2 Function of critical thinking.....	34
2.4.3 Educational Environment in the development of critical thinking	35
2.5 Reading Skill as Part of the EFL Process	37
2.5.1 Definition of the reading process	37
2.5.2 Reading Skills in Costa Rica Classrooms	38
2.5.3 Pedagogical Stages in reading.....	39
2.5.4 As Part of the Process of Reading Strategies	40
2.5.5 Materials to Enhance the Reading Skills as Part of	41

2.5.6 Obstacles in the Reading Skill as Part of the Teaching-Learning Process of English as a Foreign Language	43
2.6 Definition of Technology	44
2.6.1 Advantages of the Technology in Education	46
2.6.2 Disadvantages of the Technology in Education	47
2.6.3 Using the Technology in Reading Comprehension with the Collaborative Approach	49
Chapter III:	50
Methodological Framework	50
3.1. Type of Research.....	51
3.1.1 Purpose (applied).....	51
3.1.2 Temporal Dimension (Transverse or longitudinal)	52
3.1.3 Framework (mega - macro - micro).....	53
3.1.4 Hypothesis.....	54
3.1.5 Nature (Qualitative - Quantitative).....	54
3.1.6 Character	55
3.2 Subjects and Sources of Information.....	56
3.2.1 Units of Analysis	56
3.2.2 Firsthand Sources	57
3.2.3 Secondhand Sources	58
3.2.4 Third Hand Sources	59
3.3 Sampling and Type	59
3.3.1 Non - Probabilistic.....	60
3.4 Techniques and instruments.....	61
3.5 Variables.....	62
Chapter IV:.....	68
Analysis and Interpretation of Data	68
4.1 Diagnostic Test vs Final Test.....	69
4.1.1 Results from the diagnostic test and final test applied to students of third grade in a Private Institution.....	69
4.2 Interview	73
4.2.1 Results from the teachers' interview	73
4.3 Observational Guide.....	77
4.3.1 Results from the Observational Guide.....	77
4.4 Survey.....	82

4.4.1 Results from the survey	82
4.5 Checklist.....	87
1.5.1 Results from the Checklist	87
Chapter V:	90
Conclusions and Recommendations	90
5.1 Conclusions of the Investigation	91
5.1.1 According to the problem formulation	91
5.1.2 According to the general objective.....	91
5.1.3 According to the first specific objective	92
5.1.4 According to the second specific objective.....	93
5.1.5 According to the third specific objective	93
5.1.6 According to the fourth specific objective	94
5.2 Recommendations of the Investigation	94
References	96
Annexes.....	108
Annex #1	109
Annex# 2	110
Annex#3	111
Annex#4	112
Annex#5	113
Annex#6	114
Annex#7	115
Annex#8	116
Annex#9	117
Annex#10	118
Annex#11	119
Annex#12	120
Annex#13	121
Annex#14	122
Annex#15	123
Annex#16	124
Annex#17	125

Chapter I:
Research Problem

The Impact of the Collaborative Approach in the Process of Developing Critical Thinking as Part of the Reading Skill within the Process of Learning English as a Foreign Language in Third Grade Students in a Private Institution, Circuit 05 during the Third Quarter of 2023

Introduction

Nowadays, the world is constantly changing. For that reason, developing critical thinking skills is crucial for students to become active learners. Critical thinking allows students to analyze information, think for themselves, solve problems, and make decisions. As a result, teachers are constantly looking for effective strategies for developing critical thinking in their students. One of them is the collaborative approach, which emphasizes the importance of interaction and collaboration between students to improve their critical thinking. The purpose of this paper is to examine the effectiveness of the collaborative approach to help third grade students in the development of their critical thinking while mastering reading.

Furthermore, collaborative learning involves students working together in groups to achieve a common goal, such as solving a problem, completing a task, or understanding the content. This promotes active participation, cooperation and the exchange of ideas and perspectives between students. By these activities, students are encouraged to think critically, listen to different points of view, communicate effectively, and reflect.

For instance, reading activities can be used with the collaborative approach. Reading comprehension involves not only understanding the literal meaning of the text, but also the ability to draw conclusions and analyze information. Shared reading classes allow students to discuss the text, share their interpretations, and understand the content together. This

collaboration process encourages students to be critical of the text, to consider different perspectives and to support their ideas with evidence from the text. As Johnson & Johnson mentioned, “Cooperative experiences promoted greater task-oriented and personal social support... (2009, p.372). It means that the collaborative approach is an excellent tool that helps students in their reading process since reading is one of the most important parts when children are in their literacy process. Through reading students can learn vocabulary and grammar as well as develop their critical thinking by the analysis, interpretation and understanding of a reading.

The collaborative approach can promote critical thinking in third graders while developing reading activities because through the experiences, students can have meaningful discussions, explore different perspectives, and develop their thoughts; however, it is necessary to investigate furthermore to guarantee these possible benefits, or on the other hand to dispose of them.

1.1 Background

There are certain studies such as the one from Taiwan that explain the importance of developing critical thinking. For that reason, the one objective is to investigate the efficacy of developing critical thinking through literature reading. Tung and Chang implement some strategies to carry out the research, they mention that “A few strategies are incorporated into the course design: reading comprehension pop quizzes, learning log, group presentations, guided in-class discussion with Socratic questioning skills and individual essay-question reports” (2009, p.287). Those strategies were implemented in the development of the research; however, to apply these strategies; they need to focus on the problem. For instance, the influence of reading literature helps with the cultivation of critical thinking, factors such as language proficiency have

an impact in the acquisition of critical thinking skills, and reading can help students to develop this skill.

Therefore, the study is developed with 12 non-English majors who were in an honor program. Through the course, they applied instruments like a questionnaire to “give comments on the teaching strategies and self-assess their learning performance” (Tung and Chang, 2009, p.295). Also, they used cards for the pretest and posttest which were sent to California Academic Press for the collection of the data. The results were that critical thinking improved after the course and students became more assertive with critical thinking and the importance of developing critical thinking skills (Tung and Chang, 2009, p.298).

Finally, through the findings they understand that “literature reading did help the weak thinkers improve their overall critical thinking and especially demonstrate better skills in analysis” (Tung and Chang, 2009, p. 300). Another important aspect is that:

It is found that students may resort to their past learning habits, experiences, or knowledge to solve problems in a new situation, if they were equipped with critical thinking skills, they would be confident in adapting to a new situation or even locating innovative solutions to the new problems. (Tung and Chang, 2009, p.306)

In general, this is one of the most relevant findings of the study since the idea is that students develop their critical thinking to analyze a problem and try to solve it in the best way. Moreover, one recommendation is to give enough time to students who need it to answer the questions that were provided.

On the other hand, there are other studies which the main objective is to investigate how cooperative learning facilitates to students the learning of critical thinking during reading and to

find out the benefits and challenges during the implementation of cooperative learning in one vocational school in Cimahi (Devi, Musthafa, and Gin, 2015, p.1). For instance, there is a concern in the way in which students develop their critical thinking skills. For that reason, the problem is based on the lack of critical thinking skills and the fact that basic skills essential to critical thinking are not taught in schools. Due to the situation, questions such as “how to teach critical thinking skills in reading” arrive (Devi, Musthafa, and Gin, 2015, p.2).

Finally, to collect the data, instruments such as observations, questionnaires, semi structured interviews, and students’ written tests are commonly used. Through the instruments, the researchers find out that “the implementation of cooperative learning facilitates students to develop their critical thinking and enhance critical thinking dispositions in reading” (Devi, Musthafa, and Gin, 2015, p.5). In other words, they concluded that cooperative learning facilitates students to learn critical thinking in reading and promotes students’ critical thinking dispositions like being open-minded. Finally, the recommendation for future research is to “conduct similar studies in a longer period to make sure that the key elements of cooperative learning are well-structured and on a larger scale to gain more various and detailed data” (Devi, Musthafa, and Gin, 2015, p.11).

Furthermore, when students read critically, they can develop skills which help them in their learning process. This other research presents the objective of “exploring the effect of collaborative strategic reading (CSR) instruction on EFL students’ critical reading and reading attitude” (karimabadi and khonamri, 2015, p.1375). The main problem is the aptitude that students have towards CSR (Collaborative Strategic Reading) due to the cultural situation; they are not used to working with others. Another problem that this study tries to face was based on

the "poor reasoning and problem skills" because there is not enough attention given to training strategies that can enhance critical thinking in students (karimabadi and khonamri, 2015, p.1376).

In contrast, to collect the data, they used instruments such as the TOEFL test, critical reading test, interview, and questionnaire of students' attitude toward critical reading. The results of the study show that collaborative learning is a valuable tool for developing critical thinking because students feel more comfortable inside the classroom. On the other hand, some participants from the research feel that their critical thinking improves due to the use of CSR. It means that the development of critical thinking is an essential aspect that must be taught during the English class. For instance, the result of the instruction outperformed indicated that CSR instruction improved students' critical reading. Finally, the results related to the self-designed questionnaire and interview revealed that students had a positive attitude toward CSR (karimabadi and khonamri, 2015, p.1375).

As a conclusion, the cooperative approach can be an effective method to help students in the development of their critical thinking as it is mentioned:

A possible strategy to address the problems of low English proficiency and low motivation in EFL teaching would be the implementation of cooperative learning because cooperative learning methods hold great promises for accelerating students' attainment of academic learning, motivation to learn, and the development of the knowledge and abilities necessary for thriving in an ever-changing world. (Liang, 2002 as mentioned in karimabadi and khonamri, 2015, p.1380)

Basically, students need to be encouraged by teachers during reading with the collaborative approach which creates a safe environment inside of the class in which students feel comfortable to express their thoughts between them.

1.2 Problematization

The present investigation is carried out with a group of 29 students in a private institution from circuit 05 in San Miguel, Heredia. The school program is extensive because it is based on three languages: Spanish, Mandarin, and English. The English classes are separated into reading, science, conversation (which is phonics) and language (which is grammar). It is a complex program because it has a lot of subjects; however, this research is going to be focused on the development that students can have in their critical thinking during the reading lessons through a collaborative approach.

On the other hand, the target population of this problem consists of EFL third-grade students. It is important to emphasize that they are from a non-English-speaking country, and they are learning English. These students have various levels of English proficiency, from beginner to intermediate. The age group may vary in third grade since they are from different ages (8-9 years old). In the case of critical thinking and reading skills, they are relevant at this educational stage since children have the facility to acquire the knowledge or contents in an easier way. In students' reading, the idea is, "...to read, comprehend and respond to written content..." (Berardo, 2016 as cited in Mohammadi, Abbasian & Siyyari, 2022, p.4). However, to develop the reading skill it is important that students have a certain level to analyze what they are reading.

Additionally, some students may come from diverse cultural backgrounds, which can further influence their learning experiences and perspectives on critical thinking based on the readings. According to Ennis, “Critical thinking is reasonable and reflective thinking focused on deciding what to believe or do” (2011, p1). In conclusion, students need from the readings and environments to develop their analysis and decide their beliefs.

Furthermore, it is well-known that learning English as a Foreign Language (EFL) plays an important role in the development of students' language skills, including reading comprehension and critical thinking skills. However, EFL students often have difficulties in applying critical thinking skills to their reading tasks. For that reason, this problematization aims to explore EFL students' critical thinking with reading skills when using a collaborative approach which “...gives students more time to analyze and reflect, as well as use different resources; increases their reasoning and critical thinking skills...” (Alhujaylan and Habbash, 2021 as cited in Mohammadi, Abbasian and Siyyari, 2022, p.5).

Using this approach can be beneficial in the present research for students who are develop their critical thinking skills. By understanding the population, environment, and possible obstacles that have an impact in the learning processes, teachers can develop effective strategies to enhance EFL students' critical thinking abilities in reading tasks. Some strategies that can be used by teachers are “pre-reading, while-reading, and post-reading” (Lindsay and Knight, 2006 as cited in Murtiningsih and Hapsari, 2018, p.156). Those strategies can help students’ reading skills in the understanding and analysis of the reading which can produce a critical analysis from the students ‘perspective.

Therefore, the learning environment significantly affects EFL students' critical thinking and reading skills. Sometimes, the traditional classroom prioritizes teacher-centered learning,

which limits students' opportunities for active participation and collaborative learning. For example, lack of access to authentic English materials, such as newspapers, articles, or books, can also hinder the development of critical thinking skills. According to the teacher, the students only have the English Reading Book to work on during their reading class without having any extra material that helps them in this process. In addition, it is important that students have someone that encourages them in the reading process. According to Murtiningsih and Hapsari, "building students' ability and interests and assisting them to read critically are indeed challenging ..." (2018, p.153). For this reason, teachers must look for extra materials during class to encourage students towards reading and help them to develop their critical thinking.

Consequently, there are other factors that affect the learning processes inside of the classroom. According to the teacher, language proficiency is one of the main problems that hinder EFL students' comprehension of complex text based on their age and their ability to analyze the content of the given text during classes. Another aspect is that some students from third grade have limited vocabulary, grammar knowledge, and reading strategies that hinder the understanding and formation of their arguments towards reading.

Another factor that has an influence in this process is the lack of collaborative opportunities inside of the classroom because the teacher cannot implement activities such as group discussions or debates to encourage students to the exchange of ideas between them. Finally, the traditional method that is used may not be the best since it is based on the teacher's explanation. This method can be focused on memorization rather than analysis since students must answer tests based on the information provided by the teacher and the book. To conclude, students need to have experiences with reading that make them develop critical thinking and at the same time understand the reading.

1.4 Justification

Being in a classroom in which the students do not understand a reading and develop their critical thinking is a worrying aspect for a teacher. Reading is difficult for students because they do not analyze, interpret, and understand the reading. This process is affected due to the pandemic situation since students receive the class online. For this reason, reading is one of the most important skills that need to be developed in a classroom in a way that students can improve their reading process and critical thinking. Moreover, as Tung and Chang mentioned,

Literature reading is eminently congenial to the essential traits of critical thinking for the following reasons. First, the mental process of literature reading requires critical thinking skills. Literature reading is a complex process that requires readers to recall, retrieve and reflect on their prior experiences or memories to construct meanings of the text. (2009, p.291)

For this reason, students can improve their way of thinking and analyze the aspects of a reading which may be essential in real life scenarios because they can analyze a situation that occurs towards them and make the best decision for their life. On the other hand, this study is important for the field of education because it needs an improvement in the development of the students' critical thinking, and this is a process that need to be doing by the teachers during the reading activities as it is supported in the following quote "Teachers need to ensure students are taught how to become critical thinkers when teaching critical reading skill" (Kadir & Ismail, 2014 as mentioned in Syaadiah 2020, p.318). In other words, it is essential that teachers implement exercises that help students in the development of their critical thinking. To encourage students in this process; it is necessary that inside of the class the students have an active participation because the idea is the exchange of thoughts and opinions about a reading.

Furthermore, the principal contribution of this paper is the help in the personal development of each student when expressing their point of view regarding a reading. However, it seems that they would only improve in the academic part, but the development of critical thinking would help them to make decisions in their life and analyze various scenarios in which they have to look for a solution to certain problems. As Roomy mentions, “Teaching students to think critically inside or outside the classroom improves their abilities to observe, infer, question, decide, develop new ideas, and analyze arguments” (2022, p.369); the development of critical thinking is not only an aspect related to the academic part but also for the personal growth of every student.

1.5 Research Question

What is the impact of the Collaborative Approach in the process of developing Critical Thinking as part of the Reading skill within the process of Learning English as a Foreign Language in third grade students in a Private Institution, Circuit 05 during the III quarter, 2023?

1.6 General Objective

To determine the impact of the Collaborative Approach in the process of developing Critical Thinking as part of the Reading skill within the process of Learning English as a Foreign Language in third grade students in a Private Institution, Circuit 05 during the III quarter, 2023.

1.6.2 Specific Objectives

- a) To identify the level of critical thinking towards the understanding of readings from third graders in a private institution, circuit 05.
- b) To analyze the impact of the collaborative approach regarding the development of students' critical thinking during reading activities.
- c) To describe the collaborative strategies used in classes regarding the improvement of critical thinking in reading activities in third grade students in a private institution, Circuit 05.
- d) To determine the effectiveness of the implementation of collaborative strategies in the development of critical thinking during reading activities.

1.7 Scope

The subject of investigation is the effectiveness of applying the collaborative approach to help students for third grade to develop critical thinking during the reading activities which is a meaningful topic in the field of education. The collaborative approach helps to develop critical thinking since students who work together can share ideas, ask questions, analyze, and build their own opinion. On the other hand, this approach not only improves students' critical thinking but also develops their understanding with the reading. For this reason, the students can be the first to get the benefits of this study since they can improve and grow in their personal life.

Chapter II:

Theoretical Framework

Introduction

In this section, an explanation related to important aspects about the effectiveness of applying the collaborative approach to help students for third grade to develop critical thinking during reading activities takes place. For that reason, topics such as English as a Foreign Language, Collaborative Approach, Reading, and Critical Thinking are going to be developed to inform people about these relevant aspects.

Moreover, each of these topics are divided into important branches since the research need information that supports the present investigation. The main idea is to give to the reader important information that help them to understand the research and create their own perspectives. All these elements are related to the environment that can be in an English class for primary students.

2. Teaching English as a Foreign Language

There is a concern about the misconception or confusion that exists between English as a Foreign Language and English as a Second Language. People tend to confuse them and use the terms in the incorrect way. For that reason, it is necessary to clarify the definition and challenges of learning English as a Foreign Language. Moreover, it is important to know the differences between a Foreign Language and a Second Language.

In Costa Rica, there are many public and private schools as well as institutes in which people can learn English. It means that English as a Foreign Language is the one that “describe the study of English by non-native speakers in countries where English is not the dominant language” (Nordquist, 2020, par. 1). In this case, Costa Rica is a country in which the mother tongue is Spanish; for that reason, English is learning as a Foreign Language. The idea of

learning English is because students who are studying English as a foreign language usually acquire English language skills for academic, professional, or personal purposes in order to communicate with native English speakers. This objective is included as the goals that schools have when students need to learn the language; in other words, students learn English to communicate and understand the ideas in a conversation. Therefore, another definition is the one from the Cambridge Dictionary, “English as taught to people whose main language is not English and who live in a country where English is not the official or main language” (n.d., definition 1).

Both definitions agree between them since English as a Foreign Language (EFL) is used as a term to refer to the way in which the language has been taught in a different country. In other words, it is not only English that people can use with the concept of Foreign Language due to the fact that there are other languages that are being learned in a country, so Foreign Language by itself has this definition. In this case, it is used with English because this research is focused on the use of English as a Foreign Language since Costa Rica teaches it like that.

2.1 English as a Foreign Language vs English as a Second Language

As it is explained before, there is a confusion between English as a Foreign Language and English as a Second Language. In this section, there is an explanation about the differences between them. First, the English as a Foreign Language (EFL) “refers to those who learn English in non-English speaking countries” while the English as a Second Language (ESL) “refers to those who learn English in countries where English is used as a tool for communication and is formally spoken” (Iwai, 2011 as cited in Pend Si, 2019, p.33). In other words, EFL is based on the English language learning in countries or places in which this is not the mother tongue while the ESL is referring to those people who move or live in a country in which the English

Language is spoken. In this case, the ESL is the one in which people are surrounded by the English language and there is no place to speak the mother tongue, like Spanish.

The second essential aspect to know is the big difference between learning English in an environment of a foreign language and a second language. For example, people can notice how the English learning process is completely different if they are immersed in one of the two scenarios. This aspect can be supported by the following quote, which says:

English as a Second Language is much more immersive than its counterpart, as you experience a greater level of exposure with more opportunities to communicate and apply what you have learned to a whole range of situations. This is much less limited than EFL, where the majority of learning will happen in a classroom. (English Study Breaks, 2017, par.5)

Based on the quote, the environment in which people learn plays an important role in the learning of a new language because people are experiencing different situations that help them to improve their English level. For example, it is not the same if students go to the United States to study English than learn English in an institute in Costa Rica. In the U.S people are forced to speak in English to communicate with people. Moreover, people learn expressions that native speakers use in the real context of the English language. However, if people learn English in an institute, they learn the language but not in the way that the other people from the U.S do.

Finally, learning ESL allows people to know not only about the language, but also about the culture which is part of the language. To summarize, the learning of the English language occurs in both ways, in a Second Language or Foreign Language context; however, these two

terms are completely different. For this reason, it is necessary to know about the differences between them.

2.2 Challenges of learning English as a Foreign Language

Learning English is one of the most important languages to know since it is used as a tool for work, study, and personal development. However, when people are learning a new language like English, several challenges are faced. First at all, it is relevant to understand the meaning of the word challenge, which according to the Cambridge Dictionary is “something that needs great mental or physical effort in order to be done successfully” (2023, n.d., definition 1). In this case, learning the English language requires the effort of people who want to learn it because it is not only the effort to learn but also the way in which people face the difficulties from the new language. Some challenges that can be faced are explained.

The first challenge is the learning of English with a teacher-centered approach and traditional method which is used in several classrooms. According to Banditvilai and Cullen, “teachers continue to follow a teacher-centered method of teaching with a heavy emphasis on grammar over speaking practice” (2018, p.289). It is well-known that grammar is an important key in the learning of a new language; however, students need an environment in which they can experience and practice the language. This aspect does not mean that students do not need the help of the teachers, instead they need someone that guides and teaches them the language using a different approach which produces a meaningful learning of the languages.

The second challenge is the lack of scenarios to practice the language since students practice the new language only inside of the classroom. According to Dhia,

...the idea here is about the limited environment which means that learners cannot practice the language outside the classroom as there is no necessity for that, but learners only take care and pay attention to use the language correctly inside the classroom to satisfy their teacher. (2020, p.23)

Considering the “limited environment” that students have; it is necessary to say that teachers are in charge of looking for the best strategies to get students involved in an environment in which they can speak the language with others. For example, a teacher can plan to bring a native speaker into the class to talk with students in a way that they practice with her/him.

The third challenge is related to the materials that teachers use inside of the classroom to teach the English language. Since, materials such as books, notebooks, or audios are used in the learning process; they cannot teach certain aspects. For example, pronunciation can be taught by books, but students need someone that can explain and give feedback about the way in which they are pronouncing a word. As Dhia mentions that

Although books are necessary in teaching and learning they can do nothing by themselves.

Tools like audio devices are also important but the problem is when learners note a sound symbol in their book how will they be sure of its pronunciation. (2020, p.23)

In other words, materials are important to teach English, but it is necessary to use different tools and strategies that can show to the students’ different scenarios in which the language is used.

While they are experiencing those scenarios, they can learn about vocabulary, pronunciation, and other important contents of English.

The last challenge is the one related to vocabulary, motivation, limited listening and reading skills and lack of confidence. For example, the vocabulary plays an important aspect for

students who are learning the English language since they need to know the meaning of the words in order to use them, according to World Tessel Academy, “Without a strong vocabulary, your students may struggle to understand spoken and written English and may also have difficulty expressing themselves in English” (2023, par.3). For this reason, it is important that students expand their English vocabulary because they need to understand and speak the language using the correct vocabulary.

Therefore, there is a lack of motivation which can be a challenge for students who are in the process of learning English. If students do not feel motivated in this process, they are going to give up and fail. For that reason, they need the support of the teacher which is the same that needs to be applied in case of the lack of confidence present by the students. As it is explained, “They may be self-conscious about their language skills and hesitant to speak up in class. This can lead to a lack of participation and limited opportunities for practice” (World Tessel Academy, 2023, par.21). Students need the support of teachers to face the lack of motivation and confidence that they can feel to avoid the lack of participation or the failure. In conclusion, teachers should create a safe environment in which students do not feel embarrassed to make a mistake or to participate in class. To sum up, there are many challenges that students can face while learning a new language.

2.3 The Collaborative Approach

This approach is one of the many approaches that can be used in the educational area to help students in their learning process. In this section, there is an explanation about important aspects of the collaborative approach which is the one used in the present research.

2.3.1 Definition

Since, there are many educational approaches that try to improve the students' learning process it is necessary to understand the concept of the Collaborative Approach. According to Laal and Laal, "CL is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product" (2012, p.493). In other words, the Collaborative Approach is based on the collaboration between peers who are learning something new; it is an interchange of ideas, thoughts, knowledge, and beliefs which helps students to expand their learning world. Another definition is that "Collaborative learning is a method of teaching and learning in which students work together as a team to explore an important question or create a project" (Kadhom, 2020, p.1). This other definition is like the previous one; however, now it is well-known that the Collaborative Approach is a good method to encourage students in their learning process because they must deal and analyze the different opinions and perspectives of the classmates to build or solve the facing problem.

2.3.2 History of the Collaborative Approach

The Collaborative Approach comes from the Social Learning Theory of Lev Vygotsky's in which Vygotsky describes the "Zone of Proximal Development". To understand the relation between the theory and the Collaborative approach; it is necessary to know certain terms which are related to it. For instance, the Zone of Proximal Development is the one that "...refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner" (McLeod, 2023, par.1). This zone is important in the students' learning development since it is an area in which students can learn by the interaction with others. However, in the ZPD, students need the teacher's guidance because it

is the person in charge of the development of the class. In other words, it is the one who decides what strategies, approaches, and methodologies apply. Moreover, the idea of social interaction in the learning process is supported by Andreev who mentions that “Lev Vygotsky’s social learning theory puts an emphasis on the importance of social interaction for the development of learning and cognition” (2023, par.54). It means that throughout the interaction students can learn new aspects and formulate their own beliefs and solutions based on others experiences and knowledge.

On the other hand, the Collaborative Approach comes from ancient times; however, according to Yang, “modern exploration of collaborative learning...began in the 1960s and emerged as fields of study in the 1970s” (2023, p.10). It means that this approach has been studied many times ago, but it maintains the same goal which is to improve the learning process. For example, in the United States around the 70s, the term Collaborative Learning was used by Kenneth Bruffee who tried to solve a problem. Bruffee started to use the term in literature. However, Kenneth realizes the necessity of students’ participation inside of the classroom since they do many activities in collaboration (Yang, 2023). It is relevant to remark that the origins of the Collaborative Approach come not only from Vygotsky but also from other authors who start to have the experience with this approach. Finally, towards this approach Bruffee in 1986, used the idea of Vygotsky to understand the approach and the conclusion is that,

Collaborative learning reflects the process of socially justifying our beliefs as we learn: “...by challenging each other’s biases and presuppositions; by negotiating collectively toward new paradigms of perception, thought, feeling, and expression; and by joining larger, more experienced communities of knowledgeable peers through assenting to those

communities' interests, values, language, and paradigms of perception and thought".
(Yang, 2023, par.24)

In conclusion, the Collaborative Approach has been used for many professionals who want to improve the learning process of students making it less traditional and more meaningful for the students. In this case, Vygotsky and Bruffee realize the importance and benefits that students can have if the Collaborative Approach is used. Throughout the years, this approach is best known for the teachers who want an improvement in their classes; it can be a challenge, but it can work.

2.3.3 Characteristics

Additionally, the Collaborative Approach has certain characteristics that make it differ from the other approaches. For this reason, it is essential to know some of them. The first characteristic is that teachers are guides who give the chance to students to share their experiences with others. This is one general characteristic that can be supported from Tinzmann et al, who say:

In contrast, the metaphor for collaborative classrooms is shared knowledge. The teacher has vital knowledge about content, skills, and instruction, and still provides that information to students. However, collaborative teachers also value and build upon the knowledge, personal experiences, language, strategies, and culture that students bring to the learning situation. (1990, par.7)

The previous characteristic shows how the Collaborative Approach changed the traditional teachers' role in the way of explaining or developing the class since the collaboration between teachers and students make the learning process more enriching. For this reason, the teachers' role in the Collaborative Approach is as a facilitators and guides for students since they are in

charge of fostering an inclusive learning environment where pupils can work together, share ideas and knowledge as well as provide valuable feedback to the group of students.

Moreover, the second characteristic is based on interdependence. This characteristic is connected to the previous one, but it differs in one aspect which is that “group success is based on everyone's contribution” (Makina & Salam, 2011, p.182). It means that to learn something new; students need to work together and share their experiences, beliefs, ideas or thoughts in order to solve the different aspects of studying in the classroom. For this reason, Lin mentions that “an individual is able to achieve learning goals when their peers also achieve theirs” (2014, p.19). In conclusion, students develop their knowledge when they can share and work together with their peers to formulate new knowledge. This is due to the students' role that they have in the Collaborative Approach since they are responsible for actively engaging with their peers, sharing their thoughts and ideas, and contributing their perspectives to the group in which they are working. At the end, students are in charge of their learning process because they need to set the goals, manage their time, and get along with their peers in a way that they can achieve their goals.

Furthermore, the third characteristic is the development of social skills since students need to be comprehensive with the different experiences and opinions that their peers have, as Makina and Salam describe, “every individual try to accept other's opinion, tolerate or resolve differences, make decision that agreed by all group members, and care what others doing” (2011, p.182). This situation allows students to solve their differences through communication, respect, and tolerance. In other words, they are immersed in a scenario that presents problems that need to be solved in order to build and resolve the activities in class. This situation creates a negotiation between them to conclude the work in class.

Finally, the last characteristic involves the individual role that each student has. It is well-known that students or humans are different and have specific abilities that can play an important role in the Collaborative Approach. As Drew explains, “Individuals’ unique abilities and perspectives are encouraged. If a student has a unique perspective, that perspective is celebrated and included into the discussion” (2023, par.10). Students are skillful and they need to develop those skills to help others in aspects that can be difficult. In this way, the peers learn through the skill that one of them has and the other student has a personal growth. This is an aspect that can be seen as a cycle in which every student learns from the skills of the other peers.

In conclusion, the present characteristics make from the Collaborative Learning Process something meaningful for the students since the teacher is a facilitator, there is an interdependence process, the social skills are developed, and the individual characteristics are empowered. All these characteristics create an environment in which students work in a real context to build their knowledge.

2.3.4 Benefits of the Collaborative Approach

Even more important, the use of the Collaborative Approach can bring some benefits for the students’ learning process since it is an approach that avoids the traditional methodology that has been used in Costa Rica’s classroom. The first benefit according to Kandhom is that “Students come to recognize, understand and respect cultural differences and different perspectives” (2020, par.35). This is developed by the exchange of ideas that students have between them to do the class work. In other words, they need to listen and respect the different ideas that each classmate has about a topic because it is based on the experience and knowledge that each of them have about the topic.

As Sidgi mentions, “Students working on contentious subjects who are involved in debate have a high degree of understanding and memorization of the content being acquired by cognitively rehearsing their own viewpoint and the efforts to grasp their opponent's argument” (2022, p.218). Teachers are the ones that choose the activity and guide the learning process; students learn more from the experiences that they get into the class because they are active participants and not just listeners.

Another benefit is the improvement of social skills which is an aspect that not all the students have developed in their life. For that reason, this is an approach that can help and encourage those students who have problems with socialization. As Kandhom points out, “Group work helps students who have difficulty with social skills” (2020, par.37). Since, teachers are facilitators or mediators if there are any problems, teachers can mediate in order to solve the situation. Moreover, the idea of this approach is that students can have an open mind which helps them to respect and listen to their classmates’ ideas.

On the other hand, the third benefit focuses on the feedback that students can receive from their peers. For example, “Another benefit of collaborative dialogue is how it affects students' ability to peer-edit written work. Peers' comments and editing of one other's work may help students improve their writing, according to certain students who focus largely on revision” (Sidgi, 2022, p.219). Sometimes, students do not like the way in which the teachers give them the feedback; for that reason, if they receive feedback between them, they can feel more comfortable and be open to see another perspective in which they can write or improve something about the studied subject.

The other benefit is in the students’ psychological part. According to Laal and Mohammad, “Psychological benefits such as, student-centered instruction increases students'

self-esteem, cooperation reduces anxiety, and CL develops positive attitudes towards teachers” (2011, p.487). All these aspects have a positive impact in the students’ life since they learn and teach to their peers while they are doing this, they can have a feeling of satisfaction because they help others to understand aspects and others help them to improve too. Also, they are working together which allows students to feel free about the amount of responsibility that they can have for a work class and in this case, they can have the support of their peers. Finally, sometimes students understand the explanation of a classmate better than the one from the teacher, so they can learn in a better way.

The last benefit about the Collaborative Approach is the development of critical thinking. Sidgi says that, “The utilization of collaborative learning may promote the acquisition of practical skills and knowledge. Students need to have a foundation of knowledge to build capacities for critical thinking” (2022, p.219). Inside of a classroom, there are many students with different skills which can be shared with their peers in order for helping them in the reinforcement of the skills that they do not have well developed. It is remarkable to mention that students who work in a collaborative environment must think, analyze, resolve, listen, and decide to do the work class. In conclusion, there are many benefits that the Collaborative Approach can bring into a class. The only aspect to consider is the way in which the teacher is going to apply the Collaborative Approach since the teacher needs to consider the skills and necessities of each student.

2.3.5 Limitations of the Collaborative Approach

Despite the benefits of the Collaborative Approach, there are a few limitations that teachers need to consider applying this approach. This is evidenced by Optimistic Minds which explains that,

Not all students are fast learners and not all are slow learners. There might be students who have different paces of learning in the group. Due to this, not all the team members can be on the same page, which is the highlight of collaborative learning. (2023, par.8)

It is understandable that each learner has their way of learning since all of them are different. These differences can play a negative or positive impact in the students' learning process because not all of them have the same capacity to understand the contents or activities presented by the teacher. For this reason, this is one limitation that students can have when they work in a group in order to achieve a goal.

Otherwise, teachers have to consider the way in which the assessment is developed because it can be difficult to evaluate the workgroup. As Bower and Richards (2006) explain the difficulty that teachers can have in the evaluation of the project since it can be impossible to recognize the contribution that each student does in the project (p.80). This limitation produces a gap in the students' learning process because to work it is necessary that each student contributes to the development of the work in class. Teachers cannot know if all the members of the group work; the only way in which the teachers can realize about the situation is if a student tells them the situation. On the contrary, all the group may obtain a grade but not all of them learn.

Conversely, the Collaborative Approach needs the students and professors' time to develop the content of the subject. Optimistic Minds (2023) describe that the Collaborative learning takes time since it is necessary to create the groups, choose and give the topics to each group as well as try to facilitate the learning by different tools that students can use. For this reason, there are schools that do not take into consideration this approach because of the required time (par.12). For instance, students' learning process by itself takes time. In case of the development of the Collaborative Approach in class the teachers must consider that the learning

process is going to take more time because it may happen that during the class different circumstances arise as a result of the interaction that students have with each other or from situations presented in the same institution.

2.3.6 Strategies of the Collaborative Approach

Within the Collaborative Approach there are some strategies that can be useful at time of applying it. It is relevant to say that each teacher can adjust the strategies considering the necessities from the students. The first strategy is the guided critical debate which is used “to stimulate exchange and opposition of ideas” (Roselli, 2017, p.115). This strategy is about giving a problem statement to students and giving them some time to prepare an argument to solve the problem.

The second strategy is the critical debate in which the teacher gives them a controversial topic in which students must prepare some arguments to refute or to support the ideas from other classmates. The main objective of this strategy is “to develop the capacity to put oneself in the place of the other” (Roselli, 2017, p.115). This strategy allows students to develop their tolerance and their way of expressing the ideas without fighting. The third strategy is a decision-making situation which consists in “view of a decision-making situation suggested by the teacher, list all the possible alternatives, ordering them hierarchically” (Roselli, 2017, p.116). Through this strategy students can develop their teamwork and critical thinking by taking into account the different opinions that they can have about a topic.

The fourth strategy is the round table that allows students “to develop the capacity to bring positions closer and create consensus” (Roselli, 2017, p.116). The main idea is to give a topic to students. Then, they can read or investigate the topic to share the different opinions in a

round table meeting in which all the groups work together. To conclude, there are many strategies that can be used to help students in their learning process by using the Collaborative Approach.

2.4 Critical Thinking

Critical thinking skill is an important aspect in humans' life since it is the ability that helps people to analyze, compare, and decide which can have a positive or negative impact in their life. For this reason, it is necessary to reinforce this skill during classes because it is a life ability. In this section, there is a definition, function, and educational environment about critical thinking.

2.4.1 Definition of critical thinking

For instance, critical thinking is a relevant aspect in students' life since they can have better tools to face different situations in which they must analyze the different paths that they have. In education, critical thinking, "...means reviewing the ideas produced, making a tentative decision about what action will best solve the problem or what belief about the issue is most reasonable, and then evaluating and refining that solution or belief" (Ruggiero, 2012 as cited in Murawski 2014, p.27). As it is mentioned, critical thinking is not only a skill that can be used to solve math problems or activities in the class, but also it is to know what the best decision is for their life considering that there are consequences based on the decisions.

Conversely, critical thinking is a process that people's mind and brain do to look for a reasonable answer about a situation. According to Uribe et.al it is a "Cognitive skills like interpreting, augmenting, inferring, analyzing, evaluating, making proposals, creating, and making decisions according to the context; seeking relevant and reliable information; being

adaptable and flexible about changes” (2017, p.81). In other words, this is a process that happens in an involuntary way to resolve a problem presented in class or in life. However, there are some authors that mention that this is a process that can be controlled by each person. As Egan describes,

Critical thinking is the art of raising what is subconscious in our reasoning to the level of conscious recognition. It is the art of taking control of our thinking processes so as to understand the pathway and inputs that our thinking employs. (2005, p.2)

There are different perspectives about what critical thinking is; however, it is an action that people can do to choose what the best aspects are for them while they consider the environment and different perspectives of other people.

2.4.2 Function of critical thinking

Regarding the function of critical thinking, it is essential to recognize what is the role that this skill has in peoples’ life. According to Egan,

What critical thinking does for us is to put the extent of our real understanding (knowledge) into perspective. It illustrates what we do and do not know about a subject by revealing the nature and significance of assumptions and gaps in information. (2005, p.3)

In other words, the main function of critical thinking is to show to peoples’ minds the reality and perspectives about a situation which must be analyzed for people in order to get a good solution. Moreover, the improvement and consciousness of the critical thinking process create thinkers that are able to analyze different scenarios and growth in their personal life. According to Ruggieron (2012) as cited in Murawski (2014) some characteristics that they develop are:

- a) Acknowledge personal limitations.
- b) See problems as exciting challenges.
- c) Have understanding as a goal.
- d) Use evidence to make judgments.
- e) Are interested in others' ideas.
- f) Are skeptical of extreme views.
- g) Think before acting.
- h) Avoid emotionalism.
- i) Keep an open mind.
- j) Engage in active listening.

Those are abilities that people develop due to the functionality of critical thinking. For this reason, the critical thinking function focuses on the evolution of a thinking and analytical human being who is able to decompose and resonate the parts of a problem using logic and personal thoughts. To conclude, critical thinking is helpful in students' lives because it is a skill that stays with them always.

2.4.3 Educational Environment in the development of critical thinking

The development of critical thinking in the educational environment is essential since students can work in it from early ages. Inside of the school, teachers can plan classes which help students in this skill. According to Predanociová and Jonášková, “Critical thinking is standardly defined by two dimensions: cognitive competences (interpretation, analysis, evaluation, reasoning, explanation, self-regulation) and personality dispositions (interests, awareness, self-judgment, acceptance of alternatives, consideration of conclusions, willingness to reconsider own

opinions)” (2020, p.25). These two dimensions must be considered during the implementation of activities which encourage students in the development of their critical thinking. As it is mentioned, the cognitive competences are part of the dimension that the teacher can expand since it is related to the reasoning, analysis, and interpretation that they can have about an activity or problem.

On the other hand, there is a concern about the way in which institutions are teaching to students since the traditional method is still used in the present. This traditional method avoids students participating in their learning process because teachers are the center of this method. For this reason, the educational environment needs to change and focus on a way in which the students’ critical thinking can be explored. According to Predanocyová and Jonášková,

...it is realistic to expect that the school will be a space for the development of systemic and critical thinking of individuals. This generates many questions as well as the need for a change in education, preceded by a paradigm shift. (2020, p.25)

It means that people are waiting for an educational change which considers the different skills that students can have and improve during their classes. If critical thinking becomes part of the new change, students must be able to grow and improve their qualities which help them to resonate and reflect about the different aspects presented in the environment.

Therefore, a good educational environment must be “where students are taught how to think rather than what to think, improving a student's critical thinking abilities is very important” (Tilak et al., 2022, p.127). This is the main objective of a critical thinking classroom which wants to make students good thinkers. Students are curious and they want to know why a situation happens. Tilak et al., argue, “When a student is trained to think critically, he or she develops an

insatiable curiosity about the world around them. Students with a strong sense of curiosity want to evaluate and process information and experiences” (2022, p.127). It means that students need the opportunity to develop this skill from early ages. In conclusion, critical thinking needs to have a space in the educational area since the world needs thinkers who are able to express solutions to build a better society.

2.5 Reading Skill as Part of the EFL Process

Conventionally, reading is one of the most important skills for people’s lives since it helps people to understand and communicate their ideas. During the first steps of reading, teachers, and parents play an important role because they are the ones in charge of teaching children how to read. Due to the importance of this skill, there is a description about some important aspects of reading in the following part.

2.5.1 Definition of the reading process

Since the reading process is a useful tool in life it is essential to know its definition. Adrianto mentions that “It is a way of language acquisition, communication, and sharing information and ideas” (2014, p.2). In this case, the reading process is defined as a tool of communication. For example, when people go to the street, they need to read the different signals which show them the location of a place or give a warning. This is an environment in which the reading process is used to inform readers about important information that is in the street. This idea is also supported by Nordquist who says, “Reading is the process of extracting meaning from a written or printed text” (2019, par.1). People can read text, fairy tales, novels, books,

newspapers, signals, and other aspects whose main purpose is to get information about a topic that is interesting or necessary.

On the other hand, the reading process is a procedure that humans' brain does to decode the meaning of a text, this idea is supported by Liou who argues that "It is a dynamic process that involves making predictions, summarizing the main idea, questioning one's predictions, and clarifying unclear concepts" (2021, p.1). In other words, the reading process allows people to understand and recognize the important aspects of a text. To conclude, reading is a skill that must be developed for the good comprehension of ideas between a text and a person.

2.5.2 Reading Skills in Costa Rica Classrooms

The learning of the English language is something that becomes more important since it is a good tool to communicate with foreign people. Moreover, in Costa Rican's classroom teachers are in charge of teaching all the skills related with the learning process of a new language including the reading skill. However, the English reading skill in Costa Rica begin with the phonological awareness since students do not know how to read even in Spanish. For this reason, the MEP (2016 as cited in Zuñiga, 2022) plans to begin the students' literacy process in Spanish in first grade, but with the new program of ESL in Costa Rica, first graders can start their English literacy process using the phonological awareness (p.44). This aspect makes the English reading process in Costa Rica a challenge for students since they are beginning their literacy process. For this reason, it is necessary that Costa Rica look for a good strategy that helps students in the development of the reading process.

Furthermore, in Costa Rica the entity that is in charge of the English syllabus is the MEP which establishes the strategies, methodologies, and approaches that need to be used in the

teaching area. For example, in reading the syllabus indicates that teachers can use certain techniques to improve the reading process, such as “reading aloud, multiple choice, and picture-cued items” (MEP, 2016, p.43). Those techniques are ok just if the students know how to read; on the contrary, they do not work for those who are starting the reading process. In this case, beginners start with the techniques or strategies used for the introduction of phonemic awareness.

2.5.3 Pedagogical Stages in reading

First at all, it is essential to clarify that the pedagogical stages are developed by each student according to their capacity, necessities, and learning process. As Angrum says, “Every child will move through each stage when they are ready and proficient in the previous stage” (2019, p.7). It means that each pedagogical stage has a connection between them in order to be successful. For this reason, it is necessary that each stage has a space in which students can deepen the learning through the different activities.

Reading has four stages in which each person is immersed at the time of learning how to read. The first stage is the “Emergent Reading” that is when,

The students are developing some phonemic awareness skills, including the ability to rhyme and use alliteration. They recognize some common words in environmental print, like the names of their favorite restaurants. Some students in the class are beginning to recognize printed letters and identify their related sounds. (Mometrix Academy, 2023, par.9)

In this stage, students are introduced to the phonemic awareness of the words which is helpful for the kids who are learning. They need to identify the sounds and its relationship with the letters in order to understand and continue with the following stage. The second stage is the “Early Reading” which according to Mometrix Academy, “readers understand the predictable

relationship between letters and their sounds and are beginning to decode short words with common spelling patterns” (2023, par.13). This is the time in which students are more aware of the words that form part of a story, and they can tell in their own words what they perceive from the story or text.

The third stage is the “Transitional Reading” in which students have enough vocabulary and can read more complex text since they have a better understanding of the readings. Mometrix Academy mentions that they start, “...to analyze vocabulary words for known roots or affixes and how to look for connections in word meanings. Students are reading longer, more complex texts, so fluency practice is important too” (2023, par.17). As it is explained, students at this stage have an advanced level of reading since they know how to analyze and reflect about the aspects that are included in the text. Finally, the last stage is “Fluent Reading” in which students do not get stuck while they are reading because they already know how to pronounce and relate the sounds with the text. In this case, “The students comprehend complex texts, which they demonstrate through comparing and contrasting, evaluating, summarizing, and other higher-level skills” (Mometrix Academy, 2023, par.18). It means that students have the capacity to demonstrate what they understand by complex activities.

In conclusion, these four stages allow people to start the reading process from the most basic aspects to the difficult ones. The main idea is that everyone goes at their own pace in order to achieve a good reading development in which they are able to express and perceive the content from the different texts.

2.5.4 As Part of the Process of Reading Strategies

The reading strategies are tools that people can use to have a better understanding of a text. Bhasin argues that “Reading strategies often refer to an intelligent and efficient read. It is

considered an essential skill that gives the knowledge to look at the world with a fresh perspective and broaden our horizons” (2023, par.2). It means that the reading strategies show people some exercises or steps that they can follow to read more efficiently. There are many reading strategies that can be used; however, it is up to each person to choose the strategies that help them the most in their reading process.

The most common strategies are the scanning, skimming, and reading for detail. These are strategies that teachers can show to students to make the reading process easier. For example, scanning “is used when looking for a specific piece of information in a given text. When a student scans, he looks over the selection quickly to locate the particular piece of information he needs and reads only that information, but carefully” (Verner, 2021, par.). Students must look for the information based on a given statement which shows them the key words that they have to find in a text to know the answer. Moreover, skimming “refers to looking only for the general or main ideas and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don’t read everything” (University of Tennessee, 2023, par.2). In this case, the purpose of skimming is that students catch a general idea about the text. Finally, the last strategy is when students carefully read the text in order to have more information about the content; for instance, “When reading for detail, students should read every sentence, but they should not try to know the exact meaning of each word” (Verner, 2023, par.4). It is not necessary that students know the meaning of each word since they can infer the meaning of the unknown words by the context.

2.5.5 Materials to Enhance the Reading Skills as Part of

During the reading process, it is essential that teachers use specific materials that encourage students with their learning process. According to Rojas,

Choosing materials is a difficult task and instructors must be aware of many aspects before choosing specific material for their students. For example, if the level is appropriate, the activities meaningful, the material helpful for the students to reach the stated objectives, etc. (2013, p.1)

This is one of the most difficult parts for teachers who are looking for materials that bring into the class an environment in which students enjoy the learning process. Those materials are used based on the students' necessities. One way to encourage students is telling them to read a book that they like instead of reading a text or book which is imposed by the teacher or institution.

Furthermore, reading English materials can be an instrument for teachers who expect that students learn through reading different contents. However, reading materials definition is "...a set of learning tools or tools that contain learning materials, methods, boundaries, and ways of evaluating systematically and attractively designed in order to achieve the expected goals, namely achieving competence and sub-competence with all its complexity" (Sutini et al., 2021, p.1). Through the present quote, it can be inferred that English reading materials have a specific goal that teachers expect to achieve with their students. For this reason, teachers and administrative personnel of the educational center try to choose the books that go according to the objective that they want; students to achieve in their learning English reading process. As Sutini et al., points out, "...the basic principle in guiding the making of appropriate reading teaching material is understanding the purpose of reading, understanding the context, level of ability, age, motivation" (2021, p.2). Of course, teachers consider the level of English and ages of students in order to choose the books or material to use in class with them.

Finally, the authenticity of choosing the English reading materials is another relevant aspect that teachers must take into consideration during the class. There are some people who

believe that teachers must create their own materials while others think that teachers must take advantage of the materials that are in the stores. For this reason, “Teachers must be open minded and carefully analyze the advantages and disadvantages of using both commercial and teacher made material” (Jiménez, 2007, p.141). Moreover, the authenticity of materials matters because “it is important to motivate the students to avoid reading texts which are automatically translated in the net because of the erroneous translations they might get” (Jiménez, 2007, p.143). Another way to understand the relevance that have the English materials authenticity is the one mentions for Djumabaeva who says,

An authentic text is usually taken to mean a text which was not written for the language classroom, and which hasn't been messed with – it retains its original vocabulary and grammar, and bits of the text have not been cut out. That's why the use of truly authentic texts is an important means of teaching students to communicate effectively. (2020, p.10)

The idea of using authentic materials is to immerse students in the most real English context to help them in their English learning process since students learn from the experience that they have in the class between their classmates, teachers, and English materials. For this reason, the role of reading authentic English materials is to help students to have a close experience of the real English world.

2.5.6 Obstacles in the Reading Skill as Part of the Teaching-Learning Process of English as a Foreign Language

The reading process can be a difficult aspect for students whose mother tongue is different from the one that they are learning in English class. For this reason, there are certain challenges that students must face during their reading process. The reading process is related to the reading

skills that students develop. Reading skills play an important role in the understanding of a text, since it is defined as "... abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts" (Herrity, 2023, par.3). Taking this aspect into consideration one challenge that students can face is the correct development of their reading skills which affect them in the comprehension and interpretation of texts.

The other challenge is related to the vocabulary since there are some texts that use complex vocabulary or vocabulary that is unknown for the students. This aspect makes students get frustrated because they do not understand the vocabulary. Muhammad, Shahbaz, Kumar, and Khan describe that, "The ability to comprehend and understand the written text well relies on the vocabulary knowledge and phonology of the target language" (2020, p.278). It means that students must have a certain level of knowledge about the language and its vocabulary to have a better understanding of the reading.

Finally, the last challenge has a relation with the students' motivation. For teachers who are in charge of teaching reading, sometimes it is difficult to choose the proper text and strategy to encourage students in their reading process. Some research says that "Reading inability occurs when learners are not willing to read because of the lack of motivation, burden, and when they consider reading as an exasperating job" (Shahbaz et al., 2016 as cited in Muhammad et al., 2020, p.278). This aspect leads students to confront the demotivation that they have which is something that makes their reading process more difficult.

2.6 Definition of Technology

The technology has attracted attention due to its impact in the world. This concept can have a variety of definitions and one of them is the one that says, "Technology is a product of

engineering and science has two parts: a body of knowledge about the natural world and a process of enquiry that generates such knowledge and a process for solving problems” (Young and at all, 2002 as cited in Balkan & Kiyici, 2007, par 16). In this case, technology can be defined as a tool which provides knowledge and support to human beings with the different situations that they face in the world.

On the contrary, the technology can also be described as “A manner of accomplishing a task especially using technical processes, methods, or knowledge” (Aytekin, 2012, p.207). This is a definition that goes according to the present research. Since, technology can be used as a method in which people can transmit the knowledge from one generation to another. In this specific scenario, people can use technology in the learning process because nowadays there are big concerns about how to use technology.

Finally, the term technology can have a different meaning in education since it can be related to the learning process. According to Ahmadigol the technology

In the beginning, it was introduced as the use of instruments, and then as a process of design, implementation, and evaluation of educational situations, and then as study and moral action on facilitation of learning and improvement of performance through creation (building), use and management of technology processes and appropriate resources. (2016, p.1)

In addition, this last definition supports the present investigation since it is according to the way in which teachers can implement an approach to encourage students to develop their critical thinking while they are in reading classes because it is an instrument that give students an

opportunity to learn a content through the use of technology which can be managed by the teachers in charge of the classroom.

2.6.1 Advantages of the Technology in Education

Since technology comes to change people's lives there are aspects from the technology that can have a positive or negative impact on humans. In this case, there are advantages such as a better interaction between the learning and teaching procedure because technology can make that,

Students can access a subject/teaching unit with enthusiasm thanks to applications, videos, simulations, and digital books that make the learning process much more engaging. Moreover, having the opportunity to dig deeper into an area that interests them allows them to potentially recognize their interests and talents. (Allison Academy, 2023, par 6)

Normally, students enjoy the learning experience when there is technology involved in the process. In this case, students can have a great opportunity to explore the new content that is teaching. If teachers use good applications, students can enjoy the learning process in a way that they build a meaningful learning process.

Furthermore, it helps students with the different subjects while it creates a digital literacy to the students just "By implementing technology as an integral part of education, students are given the opportunity to keep up with learning trends and acquire technological/digital skills that are highly sought after in the 21st century" (Allison Academy, 2023, par 8). This is one of the biggest advantages because nowadays people work a lot with technology due to the facility that brings to humans' work.

The last advantage is related to the time that people need to learn something. Since, people are working a lot they need a chance in which they can study or learn relevant aspects that help them with their personal growth. For this reason, technology can give them the opportunity to learn virtually or presential. As Allison Academy points out,

Listening to a teacher giving a lesson in real time provides students with a stronger sense of belonging, and allows them to socialize with their peers, same as face-to-face interaction with the teacher. On the other hand, more independent students who are confident in their own time management and commitment management skills can learn whenever they feel like it. (2023, par 14)

To summarize, technology brings a wide range of possibilities to people who cannot go to face-to-face class because of their work. For this reason, technology is a good tool that help people to take advantage of the different platforms, apps, or courses that they can find via the internet by the usage of technology.

2.6.2 Disadvantages of the Technology in Education

On the other hand, technology can also bring some disadvantages in the learning process. For example, people use a lot of technology in their studies, work, or free time which can create a reduction in their concentration. According to Allison Academy, “The biggest problem here is the fact that daily interaction with technological devices reduces attention span, and research shows that the attention span of children from Generation Z is about 8 seconds” (2023, par 17). This aspect leads to reducing the exposure that people receive from technology since it can affect parts of the learning process.

Moreover, the usage of technology in education can affect the time in which the students talk or play with their peers. For this reason, Allison Academy says that,

...digital technologies have been shown to improve student advancement, and project collaboration, they, however, disregard our biological need for interaction in real time. Namely, we have lived as social beings for over tens of thousands of years, and we now think that we can trick our genetic predisposition so easily. (2023, par 20)

Students or human beings in general need social interaction with others not to feel depressed or lonely. In this way, if students do not have these interactions between them during classes, they cannot develop their social part in a good way since they are not going to face situations in which they must respect the others' opinions.

Finally, when teachers want to evaluate the different contents that they studied, it can be difficult since students have a big chance to cheat during the tests. As Allison Academy says,

A huge problem that teachers face is cheating on exams, and not having an insight into student knowledge of a lesson. This is also the biggest problem with online tests, because teachers often don't know if students have access to another device while taking the test. (2023, par 24)

In conclusion, technology can have some advantages and disadvantages which must be considered by the teachers when they do their class plannings since they must look for a way in which students demonstrate that they understand the different contents from the class without cheating on a test.

2.6.3 Using the Technology in Reading Comprehension with the Collaborative Approach

Teachers try to look for strategies that help students in their reading comprehension in a way that they can work in a Collaborative way that allows them to interact and interchange ideas. One effective tool to achieve this objective is using technology since children get very excited when they must work with technology. As Helmers mentions, “Research has proven that technology applications can help with reading comprehension when used as a tool. Students are motivated by the technology devices and want to use a tool that is part of their daily lives” (2017, p.6). In this way, students can develop many skills such as digital literacy, communication, critical thinking, and teamwork.

For instance, students can be supported by teachers with the use of technology since students have different ways of learning. Some of them are auditory or visual, which are areas where technology can work. As the International University of Texas says, “These tools can also enrich reading instruction for students who struggle with reading” (2021, par 3). In other words, the technology can be an effective tool for the students’ learning process if teachers use it in the correct way. Some apps that can be used to measure the students reading comprehension are storyboards in which students can create what they understand from a reading by making a comic book. Another app is classcraft in which students can read and show their understanding by answering some questions from the game. Finally, there is life worksheets which is another app in which teachers can create activities to measure the student’s comprehension of a reading. In conclusion, there are many apps that teachers can use to create a good Collaborative environment in which students develop many abilities through the reading and the implementation of technology in the process.

Chapter III:

Methodological Framework

This chapter gives an explanation about the type of research, sources, samples, variables, instruments, and other important elements that take part in the development of the present study. The methodological framework contains all the elements that allows researchers to achieve the goals of the research. According to Hassan, “Methodological framework is a set of procedures, methods, and tools that guide the research process in a systematic and structured manner” (2022, par.1). To sum up, this chapter allows the research to gather and analyze the data using the best methods to collect the information.

3.1. Type of Research

In the following part, there is an explanation about the type of research that is applied in the present research. For that reason, there are some descriptions about the purpose, the dimension, framework, sources, hypothesis, nature, and character. Each of these elements plays an essential role in the investigation.

3.1.1 Purpose (applied)

The purpose of an investigation is the one in which researchers study a specific topic in order to contribute to an area with new knowledge. The purpose of an investigation can be theoretical or applied. In this case, the present research is using the applied form since “It is about using the existing stock knowledge with the appropriate methodology towards a specific objective, which is usually related to the resolution of a practical problem” (Marotti & Wood, 2019, p.338). In other words, this research is from the category of applied because the researcher is looking for the effectiveness of applying the Collaborative Approach towards reading.

On the other hand, applied research is defined as “a type of research design that seeks to solve a specific problem or provide innovative solutions to issues affecting an individual, group or society” (Ayanyemi, 2023, par.3). The field of investigation in this research is in education because it is examining how effective the Collaborative Approach is towards the development of students’ critical thinking in reading. This is because some students have a lack of language proficiency, limited vocabulary, strategies, and grammar knowledge which affect the development of EFL students’ critical thinking during reading activities. At the end, the present research is going to apply some instruments to achieve the goals of this research.

3.1.2 Temporal Dimension (Transverse or longitudinal)

Temporal dimension refers to the aspect of time in which research is developed, and it considers how data is collected, analyzed, and presented based on the development of the research. There are two types of temporal dimensions which are longitudinal and transverse. The longitudinal dimension involves collecting data over a long period of time, often months or years. As Lauren points out, “No set amount of time is required for a longitudinal study, so long as the participants are repeatedly observed. They can range from as short as a few weeks to as long as several decades” (2022, par.4). In general, this type of temporal dimension allows researchers to analyze changes in variables over time and understand trends, changes, and patterns that appear during the study.

On the other hand, there is the transverse dimension which is conducted at a specific point in time. Researchers collect data from various groups of participants or subjects at specific times. According to Fleetwood, “A cross-sectional study is a type of observational research that analyzes data of variables collected at one given point in time across a sample population” (2023, par.3). It is important to say that the transverse dimension is also named as Cross-sectional study.

In the end, the transverse dimension is useful for examining and comparing different variables in a particular population and provides insight into the relationships between variables in a particular case or time. Considering the previous explanation, the present research is based on the transverse dimension since it is going to take only two quarters to develop the investigation.

3.1.3 Framework (mega - macro - micro)

In the development of an investigation, there is a part called framework which includes the mega, macro, and micro levels that provides a structured and integrated approach in order to analyze the complex phenomena from the research. For instance, the mega level is the one that focuses on organizational, institutional, or social factors that play an important role in the topic being explored. According to Eaton, “This level includes stakeholders who are connected with the school” (2020, p.3). For this reason, the mega level of this research is based on a private institution located in San Miguel, Heredia. This is the place in which the work will be applied.

In case of the macro level, it focuses on organizational, institutional, or social factors that play an important role in the subject being studied. The micro level is the one that analyzes individual behavior, attitudes, interactions to get a detailed idea of the specific topic of investigation. According to Dopfer, Foster, and Potts, “Micro refers to the individual carriers of rules and the systems they organize, and macro consists of the population structure of systems of meso” (2004, p.263). Moreover, the macro level of the present research focuses on the students from the private institution of circuit 05. Finally, the micro level is based on third graders students.

3.1.4 Hypothesis

Throughout the application of the Collaborative Approach, third grade students from a private institution, circuit 05, can develop their critical thinking while performing reading activities, during the III quarter, 2023.

3.1.5 Nature (Qualitative - Quantitative)

Additionally, the nature of the present investigation is based on the qualitative and quantitative method; this means that it uses the mix approach since it is considering both methods. First at all, it is essential to know the concept or the difference between the qualitative and quantitative method.

In the case of the quantitative research method, it is the one that tries to measure the results of an instrument. According to Iskandar, “Quantitative research methods are research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships” (n.d., p.87). As it is described, quantitative research is related to numbers and the data tend to measure aspects with the use of statistics.

On the other hand, the qualitative research method looks for the understanding of the behavior or perception of the people towards a specific topic. For this reason, the qualitative method does not use numbers to measure the collected data. According to Ugwu and Eze, “Qualitative research is the study of the nature of phenomena, which includes their quality, different manifestations, the context in which they appear, or the perspectives from which they can be perceived” (2023, p.20). It means to try to analyze and describe certain aspects of the investigation without the use of statistics.

Considering the differences of the quantitative and qualitative approach explanation; it is important to emphasize the existence of the mixed approach which is the one that is used in this research. A “mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem” (Cresswell & Clark, 2012, p.534). For this reason, the mixed method approach is used to collect the information and project the best results based on the research problem.

3.1.6 Character

In light of the analysis, this research uses the descriptive and correlational types of research since they are used only for certain purposes according to the research. To understand the reason for their usage is necessary to know their definitions. In case of descriptive research, it is used to “describe or define a particular phenomenon” (Adapted by Sheppard, 2020, par.3). Since, this investigation pretends to show if the Collaborative Approach is a good tool to be used in reading classes in the encouragement of students’ critical thinking.

On the other hand, there is correlational research which “investigates relationships between variables without the researcher controlling or manipulating any of them” (Bhandari, 2021, par.1). In this case, this research tries to get the data without manipulating it since it is necessary that students demonstrate through the process the effectiveness of the Collaborative Approach in the development of critical thinking during the implementation of reading activities. For this reason, the researcher cannot manipulate the collected data since it is going to be collected in real scenarios where students are in reading classes.

3.2 Subjects and Sources of Information

In this section, there is a clear description about the population that takes part in the investigation and the sources in which the information of the present research is taken from. This is important because it represents the basis of the information since it helps to explain theoretically the different terms or concepts related to the research.

3.2.1 Units of Analysis

To provide context to the investigation, it is relevant to specify the population to be studied. In this case, there are two ways in which the individuals can be categorized. Of course for a better understanding it is necessary to describe its definition.

The first category is the universe which represents the whole population that is around the study. The term universe “... refers to the total of the items or units in any field of inquiry” (S.Sahari, personal communication, August 8th, 2020). It means that inside of the study there is going to be a population that is involved in the investigation. On the other hand, the other category is the sampling which is the selection of the subjects that are going to be studied in the research. According to S.Sahari the sampling is, “ A smaller representation of the population” (personal communication, August 8th, 2020). In general, the universe involves the whole population while the sampling establishes a smaller part of the whole population to collect the data.

In addition, the universe of this investigation is based on all the students in the private institution of circuit 05 because the investigation can bring some benefits for the whole population such as the use of the collaborative approach during reading by the development of the students’ critical thinking. Moreover, the sample is specifically focused on third graders,

which is the specific subject of study in the present investigation. To conclude, there is another part in this research in which there is an explanation about the universe and sample selection of this research.

3.2.2 Firsthand Sources

Table 1

Firsthand sources used in this investigation.

Authors	University or Organization	Country	Year
Hitesh Bhasin	Marketing Academy	India	2023
Saul Mcleod	Simply Psychology	England	2023
Chris Drew	Helpful Professor	United Kingdom	2023
Ana Rojas	Universidad Nacional	Costa Rica	2013

Source: Developed by Lizeth Melissa Brenes Aguilar (2023)

3.2.3 Secondhand Sources

Table 2

Secondary sources used in this investigation.

Author	Book Title	Year
Muhammad A. Al Roomy	Investigating the Effects of Critical Reading Skills on Students' Reading Comprehension	2022
Adrianto, R.	The Process and Purpose of Reading	2014
Angrum, C.	The Stages of Reading Development	2019
Arifin, S.	The role of critical reading to promote students' critical thinking and reading comprehension	2020
Banditvilai, C., & Cullen, R.	Problems and Obstacles in Learning English as a Foreign Language	2018
Dhia, H.	Main Difficulties Faced by EFL Students in Language Learning	2020
Cummins, J.	Empirical and Theoretical Status of the Distinction	2008
Denis Egan, B.	The Role of Critical Thinking in Effective Decision Making	2005

Djumabaeva, V.	Authentic Reading and its Role in Teaching English	2020
Ennis, R. H.	The Nature	2011
Fathi Sidig, L.	The Benefits of using Collaborative Learning Strategy in Higher Education	2022
Jiménez, I.	Selecting Reading Materials Wisely	2007
Kadhom, I.	Collaborative Learning	2020

Source: Developed by Lizeth Melissa Brenes Aguilar (2023)

1.2.4 Third Hand Sources

Table 3

Thirdhand sources

Tertiary sources used in this investigation.

Author	Article	Year
Ministerio de Educación Pública (MEP)	Programa de estudio de inglés	2016

Source: Developed by Lizeth Melissa Brenes Aguilar (2023)

3.3 Sampling and Type

Therefore, the sample part is related to the participants that are involved in the research.

According to Mc.Combes, “When you conduct research about a group of people, it’s rarely

possible to collect data from every person in that group. Instead, you select a sample. The sample is the group of individuals who will actually participate in the research” (2019, par.1). In this case, the sample is based on students for third grade in a private institution of circuit 05. It means that these students will participate in the research in order to collect the necessary data.

There are two types of samples such as the probabilistic and non-probabilistic. The probabilistic is defined as the one that “involves random selection, allowing you to make strong statistical inferences about the whole group” (Mc.Combes, 2019, par.3). In this case, it can include more time because the population is chosen in a random way and it can be based on statistics. On the other hand, the non-probabilistic “involves non-random selection based on convenience or other criteria, allowing you to easily collect data ” (Mc.Combes, 2019, par.3). This sample allows researchers to investigate in a short time the relevant aspects of the sample that they choose.

3.3.1 Non - Probabilistic

Considering the previous explanation, this research is based on a non-probabilistic sample since the researchers establish the goals and population that is necessary for the research. Moreover, the non-probabilistic sample can be defined as “... a sampling technique in which the researcher selects samples based on the subjective judgment of the researcher rather than random selection” (Fleetwood, 2023, par.2). In this case, it is directed specifically to third graders of a specific school and the main idea is to collect the necessary data for the investigation by working with this group of students.

3.4 Techniques and instruments

Taking all factors into account, the present research is carried out the collection of data by the usage of observational guides, checklists, pre-test, and post-test. This is to achieve the specific objectives of this proposal. In the case of the observational guide is used to observe the implementation of the Collaborative Approach during reading classes. An observational guide “is used to answer a research question based purely on what the researcher observes. There is no interference or manipulation of the research subjects, and no control and treatment groups” (Tegan, 2022, par.1). For this reason, an observational guide is a useful tool in this research since the researcher is not involved in the environment in which the Collaborative Approach is developed. In this way, the researcher can identify relevant aspects for the investigation specifically for the Collaborative Approach.

On the other hand, there is a checklist which is “...a list of things that you can verify, inspect or examine processes and procedures” (Wondershare, 2023, par.1). More specifically, this instrument is used to collect the data related to the analysis of the Collaborative Strategies used in class towards the improvement of critical thinking during the implementation of reading activities. In this way, the researcher can notice if the strategies work or not. Therefore, this instrument is based on a yes or no answer using long and specific statements about the Collaborative Strategies.

Finally, the pre-test and post- test are used to compare the effectiveness of the Collaborative Approach in the development of critical thinking. According to Budert, Kowalczyk, and Levitas,

A pretest is an assessment measure given to participants before they have undergone some type of treatment as part of a research study, while a posttest is an assessment measure

given to participants after they have received treatment as part of a research study. (2022, par.1)

The main idea is to implement the pretest before the implementation of the Collaborative Approach in the development of critical thinking while the post test is applied after the students get in touch with this approach. It is important to emphasize that both tests are the same since it is necessary to compare the after and before of students' learning improvement based on the implemented approach. These tests have two readings with a pre-reading and post-reading exercises. Moreover, at the end there is a question in which students must give their opinion based on the analysis that they use for their critical thinking.

Finally, it is used as the human instrument since the researcher is in charge of interpreting the different results obtained from the collected data. A human instrument "requires the use of human characteristics of responsiveness, flexibility, and sensitivity in the development of meaning and understandings through inquiry (Peredaryenko & Krauss, 2013, pag.1). For this reason, the researcher is considered as an instrument since it is involved in the implementation of instruments in the investigation process.

3.5 Variables

In the following chart, there is the process in which the researcher specifies the variables, definition, instruments, and operational elements used to achieve the specific objectives. This is to validate the given information and the research. The variables "refers to a person, place, thing, or phenomenon that you are trying to measure in some way" (Fan, 2023, par.3). Keeping this definition in mind, it is important to understand which are the variables of this research which are shown in the chart.

Table 4

Title: The Impact of the Collaborative Approach in the Process of Developing Critical Thinking as part of the Reading Skill within the Process of Learning English as a Foreign Language in Third Grade Students in a Private Institution, Circuit 05 during the third quarter of 2023

General Objectives

- To determine the impact of the Collaborative Approach in the process of developing Critical Thinking as part of the Reading skill within the process of Learning English as a Foreign Language in third grade students in a Private Institution, Circuit 05 during the III quarter, 2023.

Specific Objectives	Variable	Conceptual Definition	Instrument Definition	Operational Definition
To identify the level of critical thinking towards the understanding of readings from third graders of a private institution, circuit 05.	The level of critical thinking towards the understanding of readings.	Critical thinking is the ability that people have to know what the best decision is to solve a problem.	Instrument: Pre-test This pre-test aims to identify the level of critical thinking towards the understanding of readings before the implementation of the Collaborative Approach. These pre-tests include two readings. The first one has pre-reading, during reading, and post-reading exercises. The second reading includes only a post-reading section. One of the questions says:	The pre-test is qualified according to the following aspects: Grades from 100 to 80 = students have an advanced level of critical thinking towards reading activities. Grades from 80 to 70 = students have an intermediate level of critical thinking towards reading activities. Grades from 70 to 50 = students

			Explain the three most important rules about the poster by giving your opinion.	have a basic level of critical thinking towards reading activities.
To apply the collaborative approach for the development of students' critical thinking during reading activities.	The collaborative approach for the development of students' critical thinking.	The Collaborative Approach is a method that can be used between the work of students to explore an important subject of matter since the idea is the group work.	<p>Instrument: Observational guide.</p> <p>This instrument aims to observe the use of the Collaborative Approach during the development of the reading classes of third graders from a private institution of circuit 05. The statements that are used in the observational guide are:</p> <ol style="list-style-type: none"> 1. The class is developed in a shared knowledge environment in which students work together. 2. The teacher's role is as guide or facilitator and not as the main character of the class. 3. Students support each other with the understanding of the reading. 4. Students solve the differences 	<p>The present observational guide is qualified according to the following aspects:</p> <p>Strong = 100% of the aspects occur during classes.</p> <p>Some = 50% of the aspects occur during classes.</p> <p>None = 0% of the aspects occur during classes</p>

			<p>between them by talking.</p> <p>5. Students' social skills are practiced during the reading activity.</p> <p>6. Students respect the different opinions that they have about the solution of the reading activities</p> <p>7. Collaborative strategies help students in the solution of the reading activity.</p> <p>There are other statements, but they are all related to the Collaborative Approach which gets in touch with the students, professors, and classroom environment.</p>	
<p>To analyze the collaborative strategies used in class towards the improvement of critical thinking during the implementation of reading activities in third grade in a private institution, circuit 05.</p>	<p>The collaborative strategies used in class towards the improvement of critical thinking during the implementation of reading activities.</p>	<p>Collaborative Strategies are tools that can be used in the work between peers and critical thinking is the ability to analyze a situation.</p>	<p>Instrument: Checklist</p> <p>This instrument aims to analyze the collaborative strategies used in class towards the improvement of critical thinking during the implementation of reading activities in third grade in a private institution,</p>	<p>The present checklist is qualified according to the following aspects:</p> <p>Yes = 100% of the aspects occur during classes.</p> <p>No = 0% of the aspects occur during classes</p>

			<p>circuit 05. There are 8 statements which are related to the Collaborative Strategies, some of them are:</p> <ol style="list-style-type: none">1.All students of each group give their opinion on how to solve the reading activity. It means that all the members of the group work.2.Students respect the different opinions of their classmates.3.The collaborative strategies used in class encourage students to think about each statement of the reading activity.4.Students enjoy the collaborative strategies that are used during the reading activities.5.Collaborative Strategies are an effective tool in reading classes.6.Students demonstrate their understanding of the reading by answering the questions provided.7.Students are not afraid of the reading	
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			<p>activities because they feel the support of their classmates.</p> <p>8.The Collaborative Strategies allows the creation of a critical environment in reading classes.</p>	
<p>To determine through a comparison the effectiveness of the implementation of collaborative strategies in the development of critical thinking during reading activities.</p>	<p>The comparison of the effectiveness of the implementation of collaborative strategies in the development of critical thinking during reading activities.</p>	<p>Reading activities are dynamics or exercises that are used to improve reading skills in students.</p>	<p>Instrument: Post-test</p> <p>This post-test aims to identify the level of critical thinking towards the understanding of readings after the implementation of the Collaborative Approach. These post-tests include two readings. The first one has pre-reading, during reading, and post-reading exercises. The second reading includes only a post- reading section. One of the questions says: Explain the three most important rules about the poster by giving your opinion.</p>	<p>The post-test is qualified according to the following aspects:</p> <p>Grades from 100 to 80 = students have an advanced level of critical thinking towards reading activities.</p> <p>Grades from 80 to 70 = students have an intermediate level of critical thinking towards reading activities.</p> <p>Grades from 70 to 50 = students have a basic level of critical thinking towards reading activities.</p>

Source: Developed by Lizeth Melissa Brenes Aguilar (2023)

Chapter IV:
Analysis and Interpretation of Data

Introduction

This part describes the different instruments that are applied in order to achieve the objectives based on the impact of the collaborative approach in the process of developing critical thinking as part of the reading skill within the process of learning English as a Foreign Language. For this reason, the following aspects describe the results of the applied instruments with a short analysis based on them.

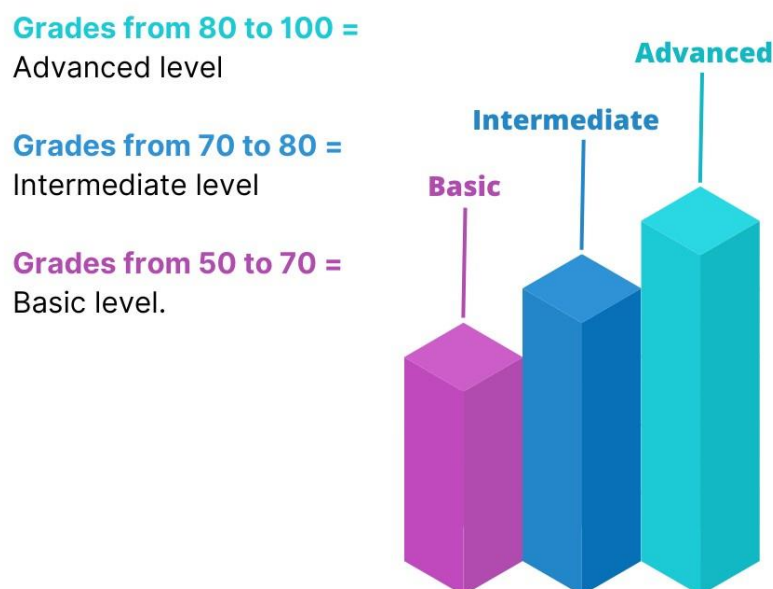
4.1 Diagnostic Test vs Final Test

Considering the impact that critical thinking can have in students' learning process; it is necessary to identify by a diagnostic test the level of critical thinking that pupils should have towards the understanding of readings. The main idea with this diagnostic test is to have previous knowledge about it before the implementation of the Collaborative Approach inside of the classroom and analyze if there is an improvement or not. Moreover, the final test tries to determine the effectiveness that the Collaborative Strategies can have towards the development of critical things within reading activities. In conclusion, both tests help to create a comparative chart about the improvement that students must have in their critical thinking while they are in reading activities.

4.1.1 Results from the diagnostic test and final test applied to students of third grade in a Private Institution

Analyzing the different results that students have in their diagnostic and final test, it is remarkable to say that the Critical Thinking level is measured under the following scale (Graphic 1). This scale contains an average that explains how the Critical Thinking of students are measured in the applied instruments.

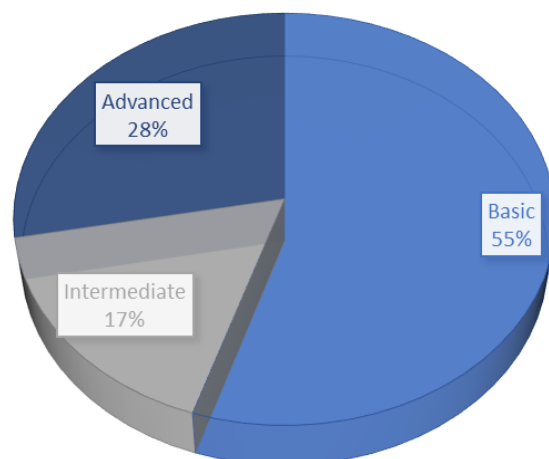
Graphic.1. Scale to know the average of students' Critical Thinking



In this case, the graphic shows that the students who have a basic level of Critical Thinking towards reading are the ones who get grades between 50 to 70. On the contrary, students whose grades are between 70 to 80 have an intermediate level of Critical Thinking during reading, and students with grades of 80 to 100 have an advanced Critical Thinking level towards the reading activities.

Specifically, the diagnostic test is developed in a private institution of circuit 05 with third grade in which the students have to answer some reading exercises using their Critical Thinking and understanding. This diagnostic test is applied individually since it is necessary to identify the level of Critical Thinking that each student has based on a reading. The following graphic shows the percentage of the results that students have.

Graphic.2. Average Critical Thinking of students' pretest



Source: Representation of the collected data by the researcher.

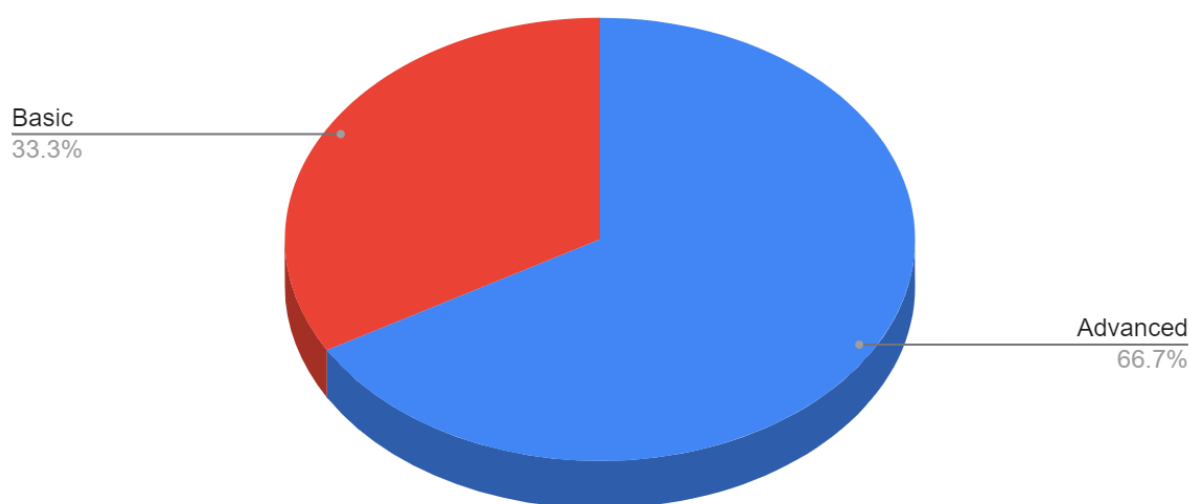
According to the (Graphic 2) there is 55% of the students who obtained grades between 50 and 70 which demonstrate that third graders have a basic level of Critical Thinking towards the reading activities. These students do not answer the whole diagnostic test since they explain that it is difficult for them to analyze the questions and answer them. In this case, students do not receive classmates and teachers help because the main objective is to see if students can solve readings using their reasoning. Most of these students come to the teacher to ask for help, however, the teacher explains to them that they must do it alone using their own Critical Thinking and knowledge.

In contrast, there is a 17% of students that have an intermediate level of Critical Thinking in the pretest. They have a few answers incorrect, and their grades go between 70 and 80 which are good grades according to their level. Moreover, 28% of students have an advanced level regarding Critical Thinking that they must use at the time of the reading exercises. These students obtained grades which average go between 80 and 100. In this case, these are students that have a

higher understanding of readings and try to think more deeply about the answers that they must give to a question. Sometimes, they go to the teachers' desk and try to ask for more reasons.

In the case of the final test, the students answer it in groups of three in which they exchange ideas, opinions, and beliefs about what they think that the answer is. In total, there are 9 groups of three students each one in which the Collaborative environment is presented to them. They already know how the dynamic is since they have been working in this way for several reading activities because the idea is to help them in the development of their Critical Thinking while they are working together.

Graph.3. Results of the final test.



Source: Representation of the collected data by the researcher.

According to the graphic, 33.3% of the groups do not present an improvement while 66.7% of the students have an improvement in the reading activities which encourage students to work in their analysis and critical thinking towards the reading dynamics. As it is demonstrated,

there is a great improvement on the students' critical thinking level since they work in groups; many of them move from intermediate to advance while other students maintain their level.

4.2 Interview

In line with the identification of students' Critical Thinking level it is necessary to know the opinions of English teachers who work with the students in the reading lessons. This section tries to describe the experience and knowledge that teachers have when they observe the difficulty that students present in reading.

4.2.1 Results from the teachers' interview

In the educational context, there are different teachers who have their own way of teaching as well as strategies and methodologies that they use with their students. In the present interview there are 3 teachers who make the interview based on their experiences and knowledge. It is remarkable to say that some of the answers are similar while others are different. In the following chart, there is the transcription of the three interviews and then there is an analysis of it.

Chart.1. Transcription of the interview.

Questions	Teacher #1	Teacher #2	Teacher #3
1. What are three aspects which tell you that students are struggling with the understanding of a reading?	I will say when they do not understand the main idea of the story. Also, when they do not find clue words or do not understand the elements of the story, such as setting, characters, theme, and others.	In my experience, I would say that the first aspect is related to the lack of daily reading which makes them not understand. Also, the ignorance of vocabulary and the excess in the use of technology since they are involved too many hours in	In this case, I only think of one aspect which is the distraction that they have during the reading comprehension questions which demonstrates two aspects. The first one that they are not interested in or they

		technology; they are not able to think because technology gives them all the answers.	do not understand.
2. Do you think that the development of Critical Thinking is necessary in students? Why or why not?	Yes. Since, it is the basis that prepares the human being in the resolution of conflicts or problems.	Yes. It is important that they develop critical thinking, so they can make decisions based on their experiences too.	Yes, it is important because they can give opinions about the readings and can make the best decision in environments in which they have to make a personal choice.
3. Based on your experience as a teacher, how can students develop their Critical Thinking with readings?	Students prepare daily when they are exposed to different situations where they can develop their ability to resolve conflicts, in reading children create mental situations knowing through the characters how the possible solutions can be.	Think outside the box, do research, watch a video or read information that is related to the topic they are studying.	Through the practice in debates which present different scenarios to the students in which they have to think of a solution.
4. According to the students that you have, what is the level of Critical Thinking that they have towards the readings implemented in classes?	In my case they are children at an early age in which it is a subject where they are just beginning with the experience, they are offered different activities not only through reading but in their daily life. So, they can have a basic level.	They have a good level of critical thinking because they are able to analyze and give opinions about the story we are reading. For that reason, I think that they have an intermediate level.	My kids are in fifth grade, and they are starting to do it. I assume they are at a basic level of critical thinking.

<p>5. Do you think that students' critical thinking can vary according to the readings that you choose for your class? Why or why not?</p>	<p>I think that is not about the amount of reading but is related to the level of it and the frequency in which children practice this. The more often they are involved, the more mental tools they can acquire.</p>	<p>Yes. In some texts it can be more comfortable and easier to have a better critical thinking for them.</p>	<p>I think that it depends on the type of information they are exposed to.</p>
<p>6. What are some aspects that you follow to choose readings that can improve students' critical thinking?</p>	<p>I consider the previous knowledge of the children, as well as looking for readings with the interests of the majority and that their topics are attractive to them. I also consider the difficulty of it to create in them the security and confidence that they can achieve.</p>	<p>1- Read the story together 2- Create a brainstorming 3- To narrow the Main details in the story.</p>	<p>I use videos, ask questions about their opinion, and allow them to express their personal opinion.</p>
<p>7. What are some activities that you do after readings to encourage students' critical thinking and understanding?</p>	<p>After reading, they must share what they have read, explaining the problem and the solution they found. They are also presented with the main character of that reading and must present a possible personal solution to the problem. They must make a small summary of the reading and present with their classmates a personal story. They</p>	<p>1- To ask simple questions about the story 2- To ask if they like or dislike the story and why 3- To explain the theme at the end.</p>	<p>I ask their opinion about what we just read and ask them to write that down.</p>

	must answer questions related to the reading		
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Source: Interview made by the researcher.

Interestingly, all the teachers recognize easily when the students are struggling with the understanding of a reading because of the lack of daily reading or vocabulary that they present which is one of the most noticeable aspects in students. Since they always raise their hand and ask the teacher what the vocabulary means. Another important aspect is when students get distracted because they can show that they do not pay attention because they are bored of not understanding the English readings. For example, something easy to understand as the main idea of the story can be an aspect that alarms the teachers.

On the other hand, teachers are aware of the importance that Critical Thinking has and this is reflected in the transcription in which teachers mention that they need it to resolve problems and make decisions based on their experiences. Since, this is a relevant element inside the classroom teachers use different strategies like providing students different scenarios in which they develop their ability to resolve problems and think outside the box. Moreover, two of three teachers think that their students have a basic level of Critical Thinking while one of the three teachers think that the students have an intermediate level.

For instance, teachers also describe that students' Critical Thinking can vary because there are readings for the different English levels, different information, topics and texts that make students feel comfortable or not. For these reasons, teachers try to choose readings that go according to their ages and knowledge. As well as using different tools such as videos, read the story together, create a brainstorming, and choose topics that are attractive to them. In conclusion, teachers are in charge of motivating their students and use activities during and after

readings that encourage students in their reading learning process. Of course, this is going to help students with Critical Thinking development.

4.3 Observational Guide

Indeed, this section presents a short explanation and description of the analysis related to the impact of the collaborative approach regarding the development of students' critical thinking during reading activities. This instrument is applied by the usage of the Collaborative Approach in third graders in which they work in groups of three in order to get a solution of a reading by working together. It is remarkable to mention that every class is different and presents different scenarios. For this reason, the observational guide is used in the observation of three reading classes.

4.3.1 Results from the Observational Guide

In contrast, the three classes that are observed show some differences since each reading class environment is different because students' behavior is one factor that affects the development of the class. For example, in the following chart there is a representation of the data collected through the observation.

Chart.2. Results of the Observational Guide.

Statements	Results		
The class is developed in a shared knowledge environment in which students work together.	Strong	Some	None
	X		
	X		
	X		

The teacher's role is as guide or facilitator and not as the main character of the class.	Strong	Some	None
	X		
	X		
		X	
Students support each other with the understanding of the reading.	Strong	Some	None
	X		
	X		
	X		
Students solve the differences between them by talking.	Strong	Some	None
		X	
		X	
		X	
Students' social skills are practiced during the reading activity.	Strong	Some	None
	X		
	X		
	X		
All the members of the group work together to solve the reading activities.	Strong	Some	None
		X	
		X	
		X	
	Strong	Some	None
		X	

Students respect the different opinions that they have about the solution of the reading activities.		X	
		X	
Students show the understanding of the instructions of the reading activities by their body language.	Strong	Some	None
		X	
		X	
		X	
Students can speak in English while they are doing the reading activities together.	Strong	Some	None
			X
			X
			X
Students enjoy the reading activities that they do in groups.	Strong	Some	None
	X		
	X		
	X		
Collaborative strategies help students in the solution of the reading activity.	Strong	Some	None
	X		
	X		
	X		
	Strong	Some	None
		X	
		X	

Students understand and follow the collaborative strategies during the reading activities.		X	
Collaborative strategies impulse students to use their critical thinking	Strong	Some	None
	X		
	X		
The reading activities allow the use of the collaborative approach.	Strong	Some	None
	X		
	X		

Source: Observational chart made by the researcher.

Note: **Strong** = 100% **Some** = 50% **None** = 0% of the aspects occur during classes.

Undoubtedly, the Collaborative Approach is used to develop a class in which students share their knowledge by working together. The three classes that are observed evidence that the Collaborative method is present while the students are working. This means that 100% of the students work in an environment that promotes collaboration. On the other hand, the teacher's role to work as a facilitator is demonstrated as a 100% from two of the classes while it is represented by 50%. Since, students used to see the teacher as someone that has the whole knowledge in the class, but this happens at the beginning since after some minutes they realize that they can do it by using their knowledge.

Therefore, students have a strong sense of support to each other in the understanding of the readings since 100% of the three classes present this behavior from the students. At the same time, students' social skills are practiced during these three classes because they have a space to exchange their ideas. Perhaps, students must work on the solution of the differences that they can have; there is a 100% of attitudes and behaviors from the students that are in the three classes which are managed by the teacher in order to help them in the conflict since they cannot control some of their emotions yet. This leads to a problem which is the respect that students can have for their different opinions. The three classes demonstrate that there is a 50% of the times in which students do not respect the different opinions that they can have towards a reading.

In contrast, not all the members of the group work together to solve the reading activities since in the three classes 50% of this aspect occurs. This happens because there are some students that take the role of doing all the work of the group without taking into consideration the ideas of the group. In addition, there are 100% of the times from the three classes in which students demonstrate that they do not understand the instructions of the reading activities since they look for the teachers' support. During these classes there is an aspect that is not presented in the whole class which is the fact that students do not speak in English while they are doing the reading activities together since they do not feel confidence in the usage of the language.

Finally, students enjoy the reading activities when they work in groups since they can develop their Critical Thinking because the reading exercises use questions that make students analyze the reading. In these cases, there are 100% of the aspects related to the Collaborative Approach present in the reading classes since the three classes evidence a strong sense of collaboration. However, 50% of the three times the students understand and follow the Collaborative strategies because some students do the work without the ideas of the other

members. In conclusion, there are a variety of scenarios that demonstrate the positive and negative part of the Collaborative Approach.

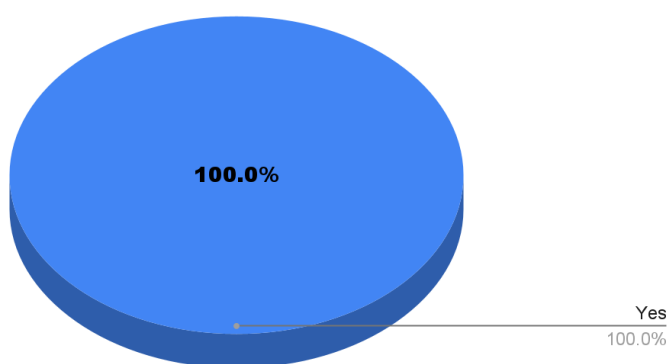
4.4 Survey

In this section, the survey aims to identify the students' opinion regarding the Collaborative Approach that they experience. The students are involved in a Collaborative environment during the reading activities in order for them to have a close experience with the approach.

4.4.1 Results from the survey

This description of the survey carried out demonstrates the opinions that third grade students have regarding the activities developed in the reading classes where they worked based on the strategies of the Collaborative approach. For instance, the first question is created based on what the students like during the reading classes.

Graph.1. Do you like to work with your peers during reading activities?

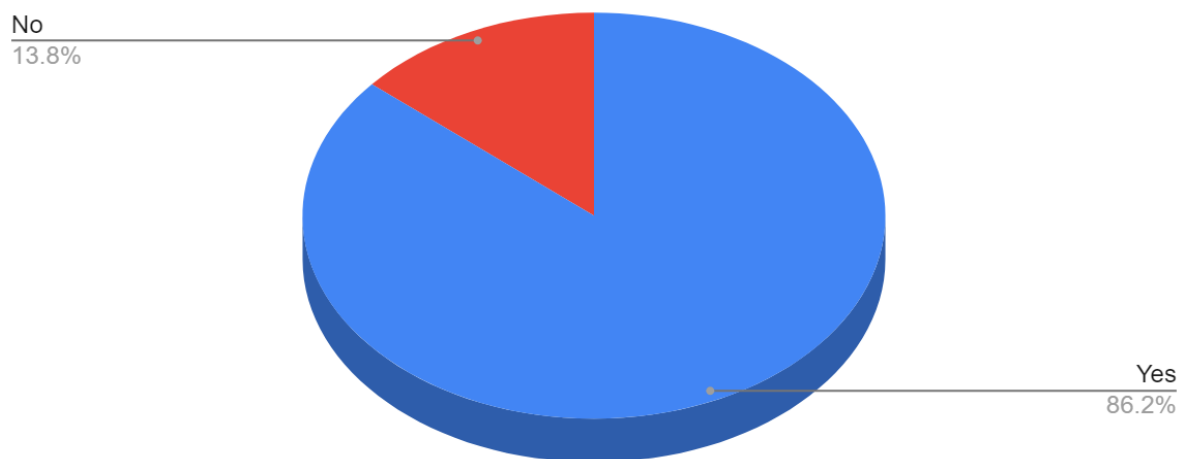


According to the (Graph 1), students enjoy working with their peers during the reading activities since they exchange ideas about the work that they have to do in class. It is essential to

say that the students who answered the question were happy and their faces expressed their satisfaction of working with their classmates during reading class.

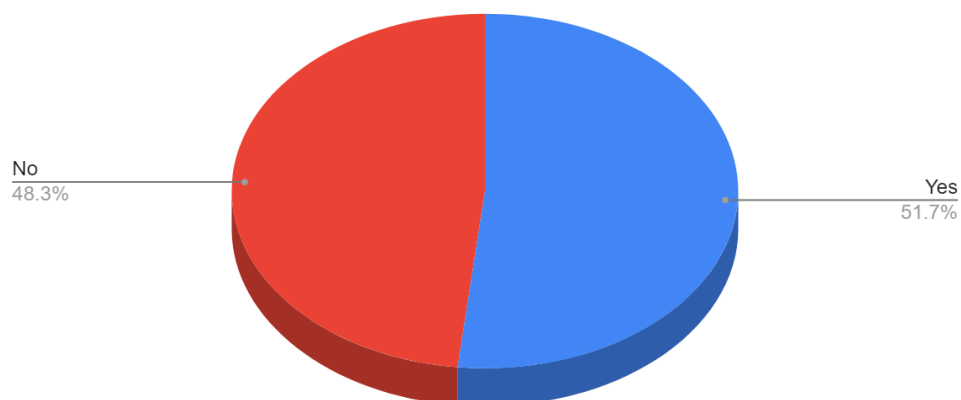
Moreover, the second question pretends to recognize the understanding that students have towards the readings while they are working in groups and the information collected can be demonstrated by the graph 2.

Graph.2. Do you have a better understanding of the readings when you work in collaboration with one of your classmates?



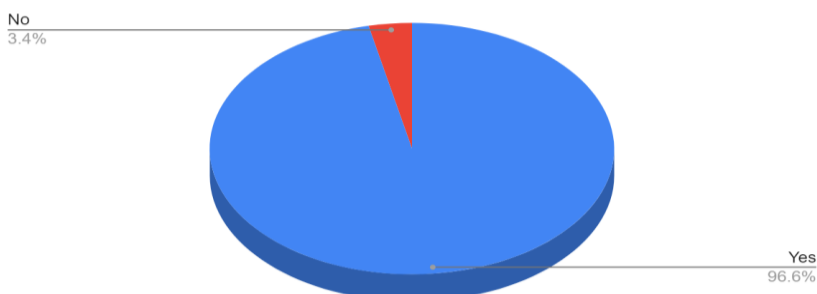
As it is shown, 13.8% of students answer that they do not have a better understanding of the readings since they need a space to read the reading in silence and catch the main idea of the text. While 86.2% of the students say that they understand the readings in a better way when they work in groups.

Another aspect from the survey is the opinion that students have regarding the difficulty that they can have during the reading exercises since English is one of the most difficult subjects according to the students.

Graph.3. Are the readings difficult to understand for you?

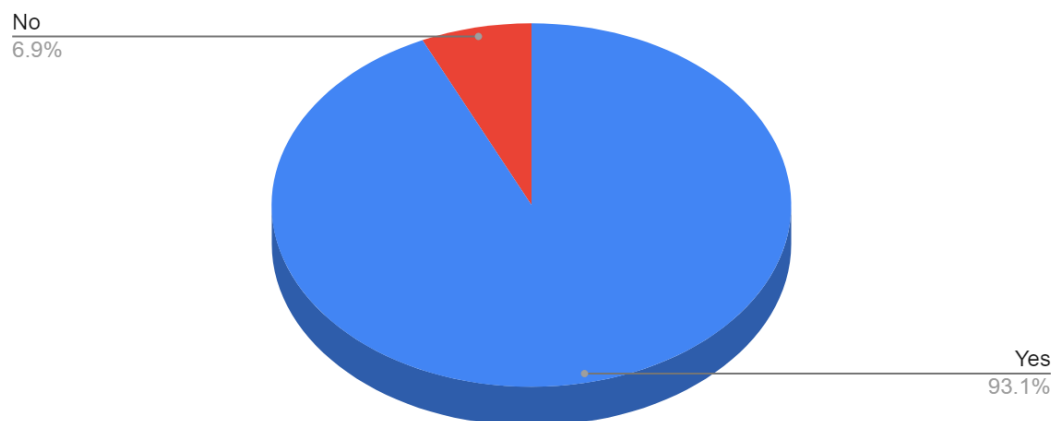
The previous graph shows that 51.7% of the students think that the English readings are difficult for them because of the vocabulary or level that the reading has. On the contrary, 48.3% of students recognize that they do not present any difficulty with the English readings since they have parents who also speak to them in English, so they have a better opportunity to practice the language outside the school.

Since, students are immersed in a Collaborative environment; they answer the following question according to the experiences that they have during the reading activities. As it is shown in the following graph.

Graph.4. Do you accept the different opinions and perspectives that your classmates can have about a reading?

For instance, the 3.4% of students describe that their peers sometimes do not accept others' ideas and they do the work alone without the help of the members of the group while the other 96.6% of students mention that they respect the different opinions and perspectives that each member of the group has about the reading. For this reason, students say that when they work in groups, they can analyze the readings in a better way. This can be supported by the graph below.

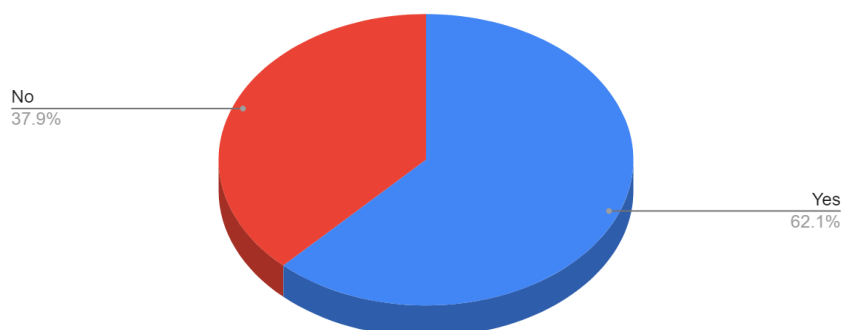
Graph.5. Can you and your classmates analyze a reading in a better way when you work together?



In this case, 93.1% of the students show a feeling of calm since they can answer the reading activities in the best way due to the support that they receive from their peers. However, 6.9% of the students do not feel comfortable with the idea of doing the analysis taking into consideration the different opinions that their classmates have during the reading activity.

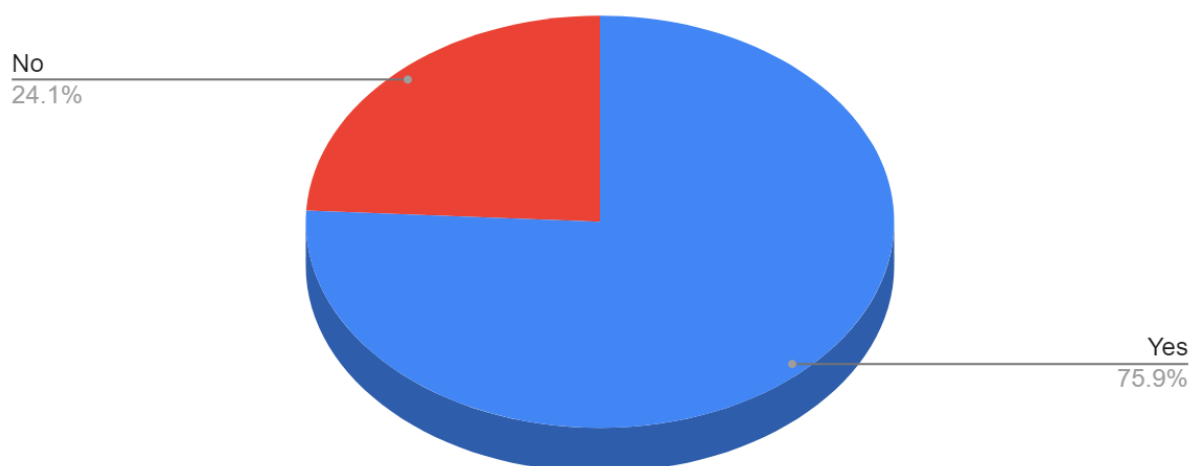
During this process of the Collaborative Approach, 62.1% of students feel that they need the teacher's guidance in the reading process; however, 37.9% of the group describe that they do not need the support of the teacher since they have their classmates' support. As it demonstrates the graph 6.

Graph.6. Do you need the teacher's guidance when you work in groups?



Finally, students think that all the members of the group can work together to solve the reading activity. For example, 75.9% of the pupils mention that all the participants of the group work; however, 24.1% of them explain that not all of them work because they are friends and when they do not understand something their friends can do it for them. This is a relevant aspect for the investigation which is shown in graph 7.

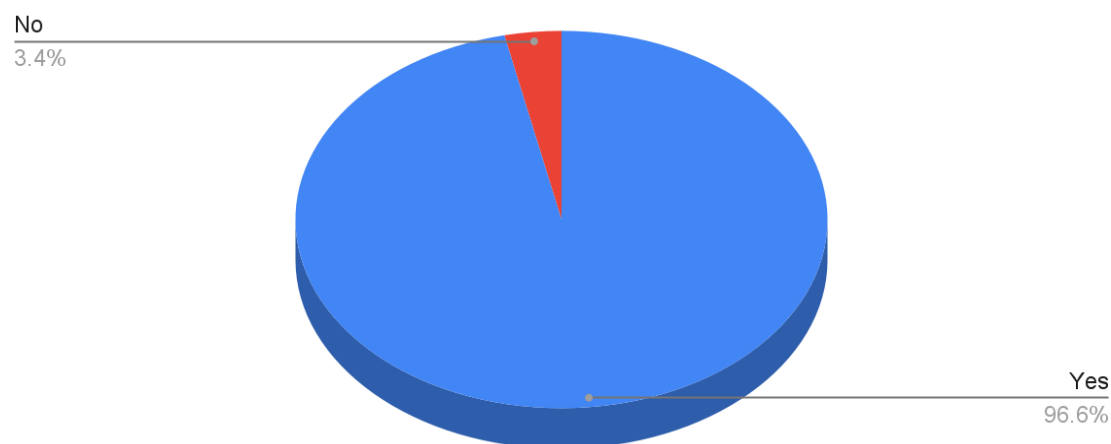
Graph. 7. Do all the members of the group work when you have a reading activity that must be developed in groups?



For students it is important to work with students who they get along well with. This makes the Collaborative environment comfortable for them. For example, 96.6% of the students feel very

confident and comfortable during the reading activities. Only 3.4% of the students do not feel well because they are in groups in which they cannot find their friends. In conclusion, the majority of the students enjoy the activities since they work in collaboration with others.

Graph. 8. Do you feel confident and comfortable when you work in a Collaborative environment?



4.5 Checklist

This instrument is applied in order to describe the collaborative strategies used in classes regarding the improvement of critical thinking in reading activities in third grade students. The following part gives a short description of the data collected with this instrument.

1.5.1 Results from the Checklist

The checklist allows the identification of important aspects regardless of the activities that are used during reading classes by the usage of the Collaborative strategies. Those aspects are

observed and taken into consideration in the present investigation. In the following chart, there are the results of the data collected and below the chart a short explanation of the data.

Chart.3. Results of the checklist.

Statements	Yes	No
1. All students of each group give their opinion on how to solve the reading activity. It means that all the members of the group work.		X
2. Students respect the different opinions of their classmates.		X
3. The collaborative strategies used in class encourage students to think about each statement of the reading activity.	X	
4. Students enjoy the collaborative strategies that are used during the reading activities.	X	
5. Collaborative Strategies are an effective tool in reading classes.	X	
6. Students demonstrate the understanding of the reading by answering the questions provided.	X	
7. Students are not afraid of the reading activities because they feel the support of their classmates.	X	
8. The Collaborative Strategies allows the creation of a critical environment in reading classes.	X	

Source: Observational chart made by the researcher.

Note: **Yes** = 100% and **No** = 0% of the aspects occur during classes.

Putting it all together, the Collaborative Approach brings to the class a new air of learning since students enjoy the reading activities when they work in groups. However, from the nine groups of three students each not all the students participate and not all the different opinions are accepted since some of the students want to participate, but the others do not take them into

consideration. Despite this situation, the Collaborative strategies allow students to work their critical thinking during the reading activities because each reading brings questions that students must think and discuss to give an answer. Keeping this in mind, students have an increase in the understanding of the readings since their answers improve. This aspect causes that the Collaborative strategies can be considered as an effective tool that can be used in class.

In conclusion, students do not feel afraid to participate in reading activities when they are in groups since some of them feel comfortable. Moreover, the Collaborative Approach helps students to develop their critical thinking because the environment of the class is based on the collaboration between peers. In general, the Collaborative Approach can have a positive or negative impact depending on the perception and relationships that students can have between them.

Chapter V:

Conclusions and Recommendations

5.1 Conclusions of the Investigation

This chapter presents the conclusions of the investigation regarding the Critical Thinking development during reading activities with the Collaborative Approach which was applied in a private institution of the circuit 05.

5.1.1 According to the problem formulation

Several times, students do not understand the reading activities because they are not native English speakers; instead, they are learning English as a Foreign Language. This aspect makes it difficult because they do not understand certain vocabulary during the reading activities; however, if they work in collaboration, they support each other and try to figure out the meaning. For this reason, students can develop their Critical Thinking by working in groups which allows the exchanging of ideas and the learning of new vocabulary. On the contrary, language proficiency still plays an important role in the process of students' Critical Thinking because students do not have the same English level which makes some students understand in a better way than others. At the same time, grammar is a difficult aspect for students of the Circuit 05 since they cannot speak between them in English because they do not know the grammar and vocabulary that they must use to communicate their ideas. In other words, most of the students can understand the language but they cannot speak the language.

5.1.2 According to the general objective

As a general conclusion, the effectiveness of the Collaborative strategies in the development of the students' Critical Thinking during the reading activities is going to depend on the strategies and goals that each teacher wants. If the teacher uses this approach with children, it can be necessary to adapt the activities according to their age and English level. Working in

groups can be beneficial for students, but if the approach is not used properly, it can affect students' learning, instead of helping them. In this case, teachers who implement the collaboration in their classes cannot be only a facilitator because kids need more help in the control of their emotions. To conclude, the Collaborative Approach is a good method to help students, but it needs to be applied in the correct way. Of course, the center of this approach is the student; however, there are times when the students may need the teachers' support, especially if it is applied with children.

5.1.3 According to the first specific objective

The debate surrounding the level of Critical Thinking which students have towards the understanding of reading activities come to demonstrate the necessity and importance of encouraging and teaching students to develop it; since, students from third grade have three different levels that goes from basic, intermediate, and advanced. Each student has a specific level that is affected by the lack of vocabulary, comprehension, and level of readings because students do not receive reading activities that make them think about something. For example, third graders take an exam to measure the level of Critical Thinking; however, not all the answers are correct because students do not understand the readings and do not answer the questions by giving long explanations; in other words, they try to answer the questions straight to the point.

Moreover, the critical question of identifying the level of Critical Thinking is something that teachers keep in mind in their English classes. Due to the experiences that they have inside of the classroom, teachers can recognize what the students' level is based on the students' daily work and behavior. It means that teachers are aware of students' learning process and have a concern about the type of materials that they must use to encourage students in their Critical

Thinking process towards readings since the books bring activities that do not enhance the students' abilities, but rather looks for the students' good memory.

5.1.4 According to the second specific objective

On the other hand, exploring the complexities of the Collaborative Approach students show a high improvement in the reading activities towards the analysis of them because they work in groups and support each other with the different questions. However, the Collaborative Approach can have advantages and disadvantages in the students' learning process. According to the observations, students feel comfortable by working in groups since they try to explain to each other the question. Nonetheless, there are some students that do not want to work or participate because they think that their friends can do the reading exercises for them. In this case, there are two scenarios; the students that want to learn and the students who are not interested in their learning process.

5.1.5 According to the third specific objective

Therefore, students who work in a Collaborative environment can exchange ideas, beliefs, thoughts, and experiences that help them to solve the reading dynamics. On the contrary, there are students who want to be the center of the activity and do not allow their classmates to participate in the dynamic. In these scenarios, the teacher has to interfere in the activities because the idea is that each member of the group respects each other and their turns to participate. Since they are children it is kind of impossible that they try to solve their differences by speaking because they fight with each other. This means that to apply the Collaborative Approach with children it is necessary the intervention of the teacher and the adaptation of the different strategies that need to be used with the Collaborative Approach.

5.1.6 According to the fourth specific objective

A closer examination of the Collaborative strategies reveals that it is necessary that the whole class is immersed in a Collaborative environment and students must respect each other. Also, if the idea is to encourage students' Critical Thinking with the usage of this approach, it is essential that each reading has exercises that help students in the development of this area since nowadays students can find everything by the usage of the technology; the idea must be that students think by themselves. In fact, students can work their Critical Thinking towards reading by working in collaboration and using the technology. Students enjoy a lot of reading activities that are online, but they also fight because they want to use the laptop, computer, or cellphone to answer the exercises. This means that teachers must teach them to share and respect each one turn because it is a group activity which needs the collaboration of all the members of the group.

5.2 Recommendations of the Investigation

As a matter of fact, it is essential to know the definition of a recommendation since its meaning can change according to the context. For this reason, it is necessary to identify the definition based on this research. According to Cambridge Dictionary a recommendation is, “a suggestion that something is good or suitable for a particular purpose” (2023, s.f., definition 1). In other words, it is when people suggest or give advice to improve or achieve a goal. In this case, the following recommendations are given by taking into consideration the specific objectives:

- It is important that teachers take some time to observe their students and analyze the level of Critical Thinking of the students. By taking this time, teachers can make a plan and

look for strategies to implement in class in order to help students in the improvement of their Critical Thinking.

- On the other hand, teachers who want to apply the Collaborative Approach in their reading classes have to consider the English level of the students and need to adapt the strategies for the children. Since, they are learning to get along with their classmates and to manage their learning process.
- In addition, teachers must look for specific Collaborative strategies that work inside of the classroom. Since, the idea is that students exchange ideas and learn new contents by working in collaboration with others. The idea of using Collaborative strategies to improve the Critical Thinking towards the reading activities makes that the strategies get modified according to the students' necessities.
- Finally, teachers can know the effectiveness of the Collaboration strategies by the implementation of quiz, projects, surveys or interviews with the students. The objective is that students can express how they feel and if they are learning or not.

In conclusion, it is necessary that teachers and students create a good Collaborative environment in which all of them can develop their abilities. This approach is based on the students' learning process, but teachers also play an important role since they are in charge of guiding and planning the activities for their students.

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Annexes

Annex #1**Diagnostic Test**

Student # _____

The present diagnostic aims to identify the level of critical thinking towards the understanding of readings of third grade students from a Private Institution, circuit 05 in Heredia. The diagnostic is applied individually. The diagnostic has two readings. Reading one is going to be divided into 2 sections. One section is the reading, and the other section is the post-reading. The second reading is based on a text in which students must answer 2 questions using their own perspective. All the answers provided are anonymous. The pre-test is qualified according to the following aspects:

Grades from 80 to 100 = students have an advanced level of critical thinking towards reading activities.

Grades from 70 to 80 = students have an intermediate level of critical thinking towards reading activities.

Grades from 50 to 70 = students have a basic level of critical thinking towards reading activities.

Annex# 2**Reading #1****During Reading**

Read the following poster.

Preparing food

Jack was hungry. He walked to the kitchen. He got out some eggs. He took out some oil. He placed a skillet on the stove. Next, he turned on the heat. He poured the oil into the skillet. He cracked the eggs into a bowl. He stirred the eggs. Then, he poured them into the hot skillet. He waited while the eggs cooked. They cooked for two minutes. He heard them cooking. They popped in the oil.

Next, Jack put the eggs on a plate. He placed the plate on the dining room table. Jack loved looking at his eggs. They looked pretty on the white plate. He sat down in the large wooden chair. He thought about the day ahead. He ate the eggs with a spoon. They were good.

He washed the plate with dishwashing soap. Then, he washed the pan. He got a sponge damp. Finally, he wiped down the table. Next, Jack watched TV.

Reading taken from Lingua.com

Post-reading

Answer the following questions based on the reading.

1) What food was cooked?

- a) Pork
- b) Rice
- c) Fish
- d) Eggs

2) Where did Jack eat the eggs?

- a) In front of the TV
- b) At the dining room table
- c) In the kitchen
- d) In his room

Annex#3

3) What was the chair made of?

- a) Wood
- b) Metal
- c) Stone
- d) We do not know

4) Jack cooked in a skillet. What is another word for skillet?

- a) Slow cooker
- b) Pan
- c) Oven
- d) Microwave

Reading exercises taken from Lingua.com

Let's Think and Answer

What would you do if the eggs burn? Why?

Annex#4**Reading #2**

a) Read the following text.

Numbers

Most individuals don't think about **numbers**, or numerical representations of quantity, but they play a major part in everyday life. To be sure, numbers determine the time individuals will wake up in the morning, how much money employees earn per hour, what day of the year it is, and much, much more.

Additionally, numbers impact everyday living on a much smaller scale. In the grocery store, for instance, numbers determine products' prices, the amount of a product available for purchase, how much money will need to be paid for products, and a whole lot else.

To understand larger (and more intimidating numbers), interested persons first need to understand **basic numbers**, or numbers from one to ten.

The basic numbers are as follows:

One (1) = Example: "He purchased **one** watermelon from the grocery store."

Two (2) = Example: "She bought two types of apples from the store."

Three (3) = Example: "He decided to get three bananas when he went shopping."

Four (4) = Example: "In preparation for the party, Janice bought four cartons of ice cream at the store." Reading taken from Lingua.com.

b) Answer the following questions according to your perspective.

1. Why do the numbers are important?

2. If the teacher decides to buy one watermelon, one carton of ice cream, two bananas, and three apples. How many fruits does the teacher buy?

Annex#5**Observational Guide**

The following observational guide aims to observe the third-grade students from a private institution, circuit 05 during the development of the reading class with the use of the Collaborative Approach. The present observational guide is qualified according to the following aspects:

Strong = 100% of the aspects occur during classes.

Some = 50% of the aspects occur during classes.

None = 0% of the aspects occur during classes

Annex#6

Observational Guide for the Collaborative Approach			
School: _____		Observation Number: _____	
Date: _____		Time: _____	
Grade: _____		Teacher: _____	
Collaborative Approach	Strong	Some	None
1. The class is developed in a shared knowledge environment in which students work together.			
2. The teacher's role is as guide or facilitator and not as the main character of the class.			
3. Students support each other with the understanding of the reading.			
4. Students solve the differences between them by talking.			
5. Students' social skills are practiced during the reading activity.			
6. All the members of the group work together to solve the reading activities.			
7. Students respect the different opinions that they have about the solution of the reading activities.			
8. Students show the understanding of the instructions of the reading activities by their body language.			

Annex#7

9. Students can speak in English while they are doing the reading activities together.			
10. Students enjoy the reading activities that they do in groups.			
11. Collaborative strategies help students in the solution of the reading activity.			
12. Students understand and follow the collaborative strategies during the reading activities.			
13. Collaborative strategies impulse students to use their critical thinking			
n. The reading activities allow the use of the collaborative approach.			
Comments:			

Annex#8**Checklist**

The following instrument is a checklist which aims to analyze the collaborative strategies used in class towards the improvement of critical thinking during the implementation of reading activities in third grade in a private institution, circuit 05.

On the other hand, we are thankful for the help that students and teachers give to apply the present instrument to continue with the investigation about the Collaborative Approach. The present checklist is qualified according to the following aspects:

Yes = 100% of the aspects occur during classes.

No = 0% of the aspects occur during classes

Item	Statement	Yes	No
1	All students of each group give their opinion on how to solve the reading activity. It means that all the members of the group work.		
2	Students respect the different opinions of their classmates.		
3	The collaborative strategies used in class encourage students to think about each statement of the reading activity.		

Annex#9

4	Students enjoy the collaborative strategies that are used during the reading activities.		
5	Collaborative Strategies are an effective tool in reading classes.		
6	Students demonstrate the understanding of the reading by answering the questions provided.		
7	Students are not afraid of the reading activities because they feel the support of their classmates.		
8	The Collaborative Strategies allows the creation of a critical environment in reading classes.		

Annex#10**Teachers Interview**

This interview pretends to collect relevant information about the level of Critical Thinking that students have towards the understanding of readings to support the thesis. All the information collected is just for academy purposes and the answers will be confidential in order to protect the identity of each participant. The present interview consists of 7 questions related to the students' Critical Thinking during reading classes. These questions are aimed at English teachers who observe the difficulty that students have in Reading.

Objective: To identify the level of critical thinking towards the understanding of readings from third graders in a Private Institution, Circuit 05.

Question 1

What are three aspects which tell you that students are struggling with the understanding of a reading?

Question 2

Do you think that the development of Critical Thinking is necessary in students? Why or why not?

Annex#11**Question 3**

Based on your experience as a teacher, how can students develop their Critical Thinking with readings?

Question 4

According to the students that you have, what is the level of Critical Thinking that they have towards the readings implemented in classes?

Question 5

Do you think that students' critical thinking can vary according to the readings that you choose for your class? Why or why not?

Question 6

What are some aspects that you follow to choose readings that can improve students' critical thinking?

Annex#12**Question 7**

What are some activities that you do after readings to encourage students' critical thinking and understanding?

Annex#13**Survey**

The present survey aims to collect information about the students' opinion regarding the Collaborative Approach experiences. This survey has 8 yes/no questions that try to collect the most relevant aspects for the Collaborative Approach and its impacts in students' life. In case that the students answer with a no in the questions; the teacher can ask why? To understand the reason and collect the data in the best way. Since they are students for third grade their identity is protected, and their names are not displayed. This survey is developed by the teacher during class to avoid answers that do not come from the students.

Objective: To analyze the impact of the collaborative approach regarding the development of students' critical thinking during reading activities.

Question	Yes	No	Why?
1) Do you like to work with your peers during reading activities?			
2) Do you have a better understanding of the readings when you work in collaboration with one of your classmates?			
3) Are the readings difficult to understand for you?			

4) Do you accept the different opinions and perspectives that your classmates can have about a reading?			
5) Can you and your classmates analyze a reading in a better way when you work together?			
6) Do you need the teacher's guidance when you work in groups?			
7) Do all the members of the group work when you have a reading activity that must be developed in groups?			
8) Do you feel confident and comfortable when you work in a Collaborative environment?			

Annex#15**Final Test**

Group # _____

The present diagnostic aims to determine the effectiveness of the implementation of collaborative strategies in the development of critical thinking during reading activities that third graders from a Private Institution, circuit 05 in Heredia. The diagnostic will be applied in groups of three students since the idea is to measure the effectiveness of the Collaborative Approach. The diagnostic has one reading. The reading is going to be divided into 2 sections. One section is the reading, and the other section is the post-reading. All the answers provided are anonymous. The post- test is qualified according to the following aspects:

Grades from 80 to 100 = students have an advanced level of critical thinking towards reading activities.

Grades from 70 to 80 = students have an intermediate level of critical thinking towards reading activities.

Grades from 50 to 70 = students have a basic level of critical thinking towards reading activities.

Annex#16**Reading****The Pet Store**

George is at the pet store, looking at what kind of pet he might want to get for his birthday. George asked if he could have a horse, but his parents said no because horses are too big.

First, he sees dogs and cats. Baby dogs are called puppies. Baby cats are called kittens. George likes them because they are easy to take care of and can play a lot, but they will get bigger. George wants a small pet.

Then George sees animals that have to live in a cage. He sees rabbits, guinea pigs, and mice. Mice are what you call more than one mouse. He likes these animals because they are small. Birds live in cages too. George sees a parrot and a canary. He likes them all, but he doesn't want to clean the cage.

George sees the animals in tanks. The tanks full of water have fish and turtles in them. He thinks about a goldfish but decides he likes the turtles more. There are also tanks with rocks and sand that have snakes, spiders, and scorpions, but George is afraid of them. George likes the turtles best, but they won't fit in the little fishbowls. Turtles need bigger tanks, so they can swim sometimes and hide sometimes.

George decides he wants to get a turtle for his birthday. He buys a book on how to take care of a turtle and a list of what types of turtles the store has.

Reading taken from Lingua.com.

1) Answers the following questions. Remember to consider the different perspectives and ideas from the members of the group.

- Why are pets important for us?

Annex#17

- What are the different pets that describe the reading?

- Why do you think that all pets have different care?

- Which is the animal that George wants for his birthday?

CARTA DEL TUTOR

San José, 27 de octubre del 2023

Destinatario
Carrera
Universidad Hispanoamericana

Estimado señor:

La estudiante Lizeth Melissa Brenes Aguilar cédula de identidad número 1- 117000650 , me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **THE IMPACT OF THE COLLABORATIVE APPROACH IN THE PROCESS OF DEVELOPING CRITICAL THINKING AS PART OF THE READING SKILL WITHIN THE PROCESS OF LEARNING ENGLISH AS A FOREIGN LANGUAGE IN THIRD GRADE STUDENTS AT ISAAC PHILLIPE PRIMARY SCHOOL DURING THE THIRD QUARTER OF 2023** el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del inglés para I y II ciclo. En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20%
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20%
	TOTAL	100%	100%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Nombre Lic. Jeffry Montero Nuñez
Cédula identidad 1-1616-0408
Carné Colegio Profesional 71002

DECLARACIÓN JURADA

Yo Lizeth Melissa Brenes Aguilar, mayor de edad, portador de la cédula de identidad número 117000650 egresado de la carrera de Licenciatura de la Enseñanza del Inglés para I y II Ciclo de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura de la Enseñanza del Inglés para I y II Ciclo, juro solemnemente que mi trabajo de investigación titulado:

The Impact of the Collaborative Approach in the Process of Developing Critical Thinking as part of the Reading Skill within the Process of Learning English as a Foreign Language in Third Grade Students in a Private Institution, Circuit 05 during the third quarter of 2023 es una obra original que ha

respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los 24 días del mes de octubre del año dos mil 23.



Firma del estudiante

Cédula: 117000650

CARTA DE LECTOR

San José, 5 de noviembre de 2023
Universidad Hispanoamericana
Sede Llorente

Estimado señor

La estudiante Lizeth Melissa Brenes Aguilar, cédula de identidad 117000650 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "*The Impact of the Collaborative Approach in the Process of Developing Critical Thinking as Part of the Reading Skill within the Process of Learning English as a Foreign Language in Third Grade Students in a Private Institution, Circuit 05 during the Third Quarter of 2023*", el cual ha elaborado para obtener su grado de Licenciatura en la enseñanza del Inglés para I y II ciclos.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Roy Alfaro Alfaro Firmado digitalmente
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San José, martes 24 de octubre del 2023

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Estimados Señores:

El suscrito (a) Lizeth Melissa Brenes Aguilar con número de identificación 117000650 autor (a) del trabajo de graduación titulado The Impact of the Collaborative Approach in the Process of Developing Critical Thinking as part of the Reading Skill within the Process of Learning English as a Foreign Language in Third Grade Students in a Private Institution, Circuit 05 during the third quarter of 2023 presentado y aprobado en el año 2023 como requisito para optar por el título de Licenciatura en la Enseñanza del Inglés para I y II Ciclo; (SI / NO) autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

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Cordialmente,



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