



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THESIS

THEME:

THE COOPERATIVE LEARNING AND ITS IMPACT ON THE
TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE
WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF HIGH
SCHOOL CURRICULUM AT “BERNARDO VALDIVIESO”
EXPERIMENTAL HIGH SCHOOL, MORNING SESSION,
ACADEMIC YEAR 2010 – 2011

Thesis previous to obtain the Bachelor's
Degree in Sciences of Education in
English Language Specialization.

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LOJA – ECUADOR

2013

CERTIFICATION

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CERTIFIES:

The present thesis entitled “THE COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF HIGH SCHOOL CURRICULUM AT “BERNARDO VALDIVIESO” EXPERIMENTAL HIGH SCHOOL, MORNING SESSION, ACADEMIC YEAR 2010 – 2011” has been supervised and controlled in all its process of construction. Therefore, I authorize its presentation and dissertation.

Loja, 17 de Diciembre de 2012

.....
Dra. Carmen Ojeda

AUTHORSHIP

The opinions, analysis and procedures presented in this thesis denominated: “THE COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF HIGH SCHOOL CURRICULUM AT “BERNARDO VALDIVIESO” EXPERIMENTAL HIGH SCHOOL, MORNING SESSION, ACADEMIC YEAR 2010 – 2011; are in absolute responsibility of the authors: William Benjamin Ludeña Pardo, and Wilmer Medardo Guamán Morocho.

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Wilmer Guamán Morocho

ACKNOWLEDGEMENT

We leave the evidence of our sincere gratefulness to the Universidad Nacional de Loja, el Área de la Educación el Arte y la Comunicación and the English Language Department for allowing us to study in their university classrooms offering us a high quality education with the desire of forming useful professionals for the society.

In the same way, our eternal gratitude to the teachers who work in the English Language Department and especially to Dra. Carmen Ojeda Pardo, who directed this research work, whose help facilitated us to achieve our main goal.

The Authors

DEDICATION

The present thesis is dedicated to God, who was present in side my life in all aspects;

My Mother, who is a good guide in my life, my wife and daughter who have been my inspiration, my teachers and all people who are and were around encouraging me every day to do my best, and, of course, the most unconditional friend William Benjamin Ludeña Pardo, who has been in all my good and bad moments.

Wilmer Medardo Guamán Morocho.

I dedicate this thesis and all the hard work to my Lord, thank you for his support and understanding when I needed it.

I wish to thank my wife, partners, and professors for all their help and support throughout my Career.

A big gratefulness to my parents, for their advice and help in this important step of my life.

William Benjamin Ludeña Pardo.

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA, Área de la Educación el Arte y la Comunicación											
TIPO DE DOCUMENTO	AUTOR/NOMBRE DEL DOCUMENTO	FUENTE	FECHA AÑO	ÁMBITO GEOGRÁFICO							
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD	OTRAS DEGRADACIONES	NOTAS OBSERVACIONES
TESIS	William Benjamín Ludeña Pardo. Wilmer Medardo Guamán THE COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF HIGH SCHOOL CURRICULUM AT “BERNARDO VALDIVIESO” EXPERIMENTAL HIGH SCHOOL, MORNING SESSION, ACADEMIC YEAR 2010 - 2011	UNL	2013	ECUADOR	ZONA 7	LOJA	LOJA	SAN SEBASTIAN	LA PRADERA	CD	Lic. Ciencias de la Educación, Idioma Ingles

GEOGRAPHIC LOCATION



Geographical Research



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a. TITLE

“THE COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF HIGH SCHOOL CURRICULUM AT “BERNARDO VALDIVIESO” EXPERIMENTAL HIGH SCHOOL, MORNING SESSION, ACADEMIC YEAR 2010 – 2011”.

b. SUMMARY

The present research work denominated “THE COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF HIGH SCHOOL CURRICULUM AT “BERNARDO VALDIVIESO” EXPERIMENTAL HIGH SCHOOL, MORNING SESSION, ACADEMIC YEAR 2010 – 2011”, allowed the researchers to establish the influence of Cooperative Learning techniques used in the learning process of English language. It also defined if the activities of the Cooperative Learning are useful to develop the values. This thesis has been developed through the scientific, descriptive, analytic-synthetic and explicative methods. Besides, the research applied surveys for eight teachers and ninety one students, which helped us examine how student work with the Cooperative Learning process of English language, to make sure of the reliability of the final results. The researchers took into account question number SIX that refers to the use of techniques of cooperative learning, the research group says that there is a contradiction between teachers and students. Also the question number EIGHT and TEN, the students said that fellowship and generosity is the value that the most of the students develop when they work in group and though that concludes that, if teachers do not apply cooperative Learning techniques and activities correctly, students will not learn in a productive way.

RESUMEN

El presente trabajo de investigación denominado “EL APRENDIZAJE COOPERATIVO Y SU IMPACTO EN EL PROCESO DE ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLES CON LOS ESTUDIANTES DE 1^{ro}, 2^{do}, Y 3^{ro} AÑO DE BACHILLERATO EN LA UNIDAD EDUCATIVA EXPERIMENTAL BERNARDO VALDIVIESO, SECCIÓN MATUTINA, AÑO ACADÉMICO 2010-2011”, permitió a los investigadores establecer la influencia de las técnicas usadas en el aprendizaje cooperativo del proceso de enseñanza aprendizaje del idioma Inglés. Además, definir si las actividades del aprendizaje cooperativo son útiles para desarrollar los valores en los estudiantes. Esta tesis se ha desarrollado a través del método científico, métodos descriptivos, analítico-sintéticos y explicativos. Los investigadores aplicaron encuestas a ocho profesores y noventa y un estudiantes. Los resultados de dichos instrumentos nos ayudaron a examinar cómo trabajan los estudiantes con el método cooperativo en el proceso de enseñanza aprendizaje del idioma Inglés, y así lograr obtener resultados reales. Además se tomó en cuenta la pregunta número seis que se refiere al uso de técnicas de aprendizaje cooperativo, notándose que hay una contradicción entre profesores y estudiantes. También en la pregunta ocho y diez, los estudiantes dijeron que el compañerismo y la generosidad es lo que la mayoría de los estudiantes desarrolla cuando trabajan en grupo. De esta manera concluimos que si los maestros no aplican las técnicas y actividades de aprendizaje cooperativo correctamente, los alumnos no aprenderán de una manera productiva.

c. INTRODUCTION

The present research work has been developed at “BERNARDO VALDIVIESO” Experimental High School with students of 1st, 2nd and 3rd years of High School Curriculum with the purpose of determining the impact of the cooperative learning on the teaching learning process of the English language with the students in the academic period 2010 – 2011”.

As specific objectives the researches wanted to establish how the techniques of the cooperative learning influence the Learning of the English Language with the students of 1st, 2nd and 3rd years of High School Curriculum at “Bernardo Valdivieso” High School. Morning session. Academic year 2010-2011.

Also the researchers want to determine if the activities of the cooperative learning help to develop values with the students of 1st, 2nd and 3rd years of High School Curriculum at “Bernardo Valdivieso” High School. Morning session. Academic year 2010 - 2011.

The present research work was chosen, because the researchers found low achievement in the English Language subject in the students of 1st, 2nd and 3rd years High School curriculum at Bernardo Valdivieso High School. The English Language is the most useful and necessary tool in the level of education. It is essential to travel, business, work and to communicate with foreign people, but unfortunately, the students are not motivated to carry

out any effort to learn, because neither there is a good knowledge by part of the teachers about techniques of cooperative learning.

During the research work the researchers have used different methods: the first one was the descriptive method which served to describe the techniques that the teachers use in cooperative learning for the teaching learning process; the second is the Synthetic Analytical Method; with this method, the research group made the analysis of the problem of disintegrating its components rationally, determining the independent variables to establish the specific and general characters through a critical examination to get the verification of the hypothesis.

The Statistical-Descriptive Method was used in the graphic and numerical representation of the research reality through the frequency and simple percentage charts; the same was used to describe and evaluate the degree of relationship between the variables and to determine the verification of the hypothesis, and through the obtained information to outline the conclusions and recommendations.

The scientific method allowed us to establish the methodological process to continue in our research, starting with the position of the problems, general objectives as well as specific objectives, and then we continued with the formulation of the hypothesis and their respective recruiting, and based on the obtained results to set up the conclusions and formulate the due recommendations.

One of the techniques used was the survey which allowed us to know the problem in a participative way and it was applied to teachers and to students in order to collect real information.

This work has been developed by two students of the English Language Department of the Universidad Nacional de Loja, as a requirement for obtaining the bachelor's degree in Sciences of Education, English Language Specialization.

With this work our expectation is to help high school to solve the problematic related to Cooperative learning and its impact on the teaching learning process.

The research work contains four Parts distributed in the following way:

First Part is a "literature review" of cooperative learning, where the research group can find most of the theoretical references and concepts which helped us to analyse and prove the hypothesis.

Second Part, includes the methodology used to develop the field research, to analyse the obtained data and to establish the respective conclusions and recommendations. It contains the techniques and the population that were applied.

Third Part, contains the exposition, discussion of the results with the respective statistics tables and graphs which represent the obtained data through the applied surveys, which were given to teachers as well as to

students, and the analysis of each question that was made to the population; It refers to the verification of the stated hypothesis through a descriptive analysis of the data.

Fourth Part, refers to the conclusions found, after the group made the analysis of every question in the surveys, the same that served as, a base to state the respective recommendations or possible solutions to the problematic about the cooperative learning techniques and activities in the Learning of the English Language with the students of 1st, 2nd and 3rd years of High School Curriculum at “Bernardo Valdivieso” Experimental High School.

d. REVIEW OF LITERATURE

THE COOPERATIVE METHOD

The Cooperative Method is constituted in the way, direction, strategy of a science. It is the process that helps to discover the nature of the object of study and it plays an important role in the learning because it influences in the most of activities that teachers carry out in the class, if the researchers take a subject as an object of study it will appear interesting and profitable, boring, easy or difficult to comprehend and learn, for this reason the teachers must use the appropriate cooperative method to increase the students attention, only in this way the teachers will get a good learning of the English language by the students.

Cooperative learning is a method in which students work together in groups, usually with the goal of completing a specific task. This method helps students to develop the relation among students to students and at the same way students can share skill to work with others as a team

Cooperative learning interacts with other students; while they have to explain and discuss each other's perspectives, also with cooperative learning students cooperate in expressly structured heterogeneous groups to support the learning of oneself and others in the same group.

Working with cooperative learning is very productive because most students like to work together, and in this way most of students share their ideas and opinions, this is very noticeable in the students.

Cooperative Learning does not take much effort to work, you just have to plan the activities to avoid having to improvise many teachers may apply but are not in control of the class did not achieve any goals, in addition we must also clear that many students like to work in groups only to waste time and comment off topic things in such case, the teacher has to apply a theme in a competitive manner with the objective that students be motivated to complete the task.

Using the good way Cooperative learning the teachers can change the student's behavior of study, interchanging ideas among them. In addition students are capable to use this important language to communicate, firstly among them and following with others persons from others countries offering the new opportunities to be succesfull in their professional life.

Types of cooperative learning

Formal Cooperative Learning.

are students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (such as decision making or problem solving, completing a Curriculum unit, writing a report, conducting a survey or experiment, or

reading a chapter or reference book, learning vocabulary, or answering questions at the end of the chapter.

Informal Cooperative Learning.

Consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period, during a lecture, demonstration, or film.

Cooperative base groups.

The purposes of the base group are to give the support, help, encouragement, and assistance each member needs to make academic progress (attend class, complete all assignments, learn) and develop cognitively and socially in healthy ways.

Why Use Cooperative Learning?

Cooperative learning is an extremely useful strategy in that it involves students in established, sustained learning groups or teams. The group work is an integral part of, not an adjunct to, the achievement of the learning goals of the class. Cooperative learning fosters individual accountability in a context of group interdependence in which students discover information and teach that material to their group and, perhaps, to the class as a whole. The teacher's role also changes from lecturer and knowledge-holder, to facilitator and guide. Cooperative learning is so

effective because it is structured, creates a classroom community, is a sustained approach, enhances students' communication skills, balances interdependence with individual accountability, and responds to classroom diversity.

Using cooperative learning strategies such as think-pair-share, and the jigsaw technique encourage peer teaching and brainstorming, as well as the open exchanging of ideas. In think-pair-share and other variations, you could pose an open-ended question to the whole class of which the whole class contemplates silently. Then have individuals pair up to discuss and exchange thoughts and ideas. The pairs could share their responses with their team, other pairs, or the whole class.

Basic Elements of Cooperation.

In order for a lesson to be cooperative, five basic elements are essential and need to be included (Johnson & Johnson, 1989; Johnson, Johnson, & Holubec, 1993). The five essential elements are as follows.

Positive Interdependence. Positive interdependence is the perception that you are linked with others in a way so that you cannot succeed unless they do (and vice versa), that is, their work benefits you and your work benefits them. It promotes a situation in which students work together in small groups to maximize the learning of all members, sharing their resources, providing mutual support, and celebrating their joint success.

Individual Accountability. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual. It is important that the group knows who needs more assistance, support, and encouragement in completing the assignment.

Face-to-Face Promotive Interaction. Once teachers establish positive interdependence, they need to maximize the opportunity for students to promote each other's success by helping, assisting, supporting, encouraging, and praising each other's efforts to learn.

Social Skills. Contributing to the success of a cooperative effort requires interpersonal and small group skills. Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively. Persons must be taught the social skills for high quality cooperation and be motivated to use them. Leadership, decision-making, trust-building, communication, and conflict-management skills have to be taught just as purposefully and precisely as academic skills.

Group Processing. Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are

helpful and unhelpful and make decisions about what behaviors to continue or change.¹

In conclusion we can say that cooperative method need to be included into the teaching learning proses of the English language, because teacher through this can follow a rational sequence to get to many objectives into the teaching learning prosses.

TECHNIQUES.

Cooperative Learning techniques, there are a great number of cooperative learning techniques available. Some cooperative learning techniques utilize student combining, while others utilize small groups of four or five students. Hundreds of techniques have been created into structures to use in any content area published by Dr. Spencer Kagan (1994). Among the easy to implement structures are Think-Pair-Share, Think-Pair-Write, and variations of Round Robin. A well known cooperative learning technique is the Jigsaw, this one consist in each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it.

Jigsaw II and Reverse Jigsaw.

¹JOHNSON AND SMITH, K. (1991) *Cooperative learning increasing college faculty instructional productivity.*

Anne Brown has made many contributions to cooperative learning with the Reciprocal Teaching technique.

CL groups are often selected by the teacher to promote heterogeneity. Thus, students may initially feel uncomfortable with their group mates who they might not have known before or who perhaps they knew and did not like. As a result, group mates may not get along with each other. Some ideas for addressing this include helping groups enjoy initial success, explaining the benefits of heterogeneity, doing team building activities to promote trust and to help students get to know each other, and teaching collaborative skills.

However, using Cooperative Learning may be difficult at first. It requires some initial thought, some long-term vision, and some persistence to succeed. Often, students may not be familiar with or skilled at working together. Fortunately, Cooperative Learning literature allows us to learn from the trial-and-error and effective practices of educators who have come before us. With this assistance, we and our students can come to enjoy and benefit from cooperation in the classroom and beyond.

Jigsaw. Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to

teach it. After practice in these "expert" groups the original groups reform and students teach each other.

Think-Pair-Share. Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

Three-Step Interview (Kagan) Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

Round Robin Brainstorming (Kagan)- Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order give an answer until time is called.

Numbered Heads Together (Kagan) - A team of four is established. Each member is given numbers of 1, 2, 3, and 4. Questions are asked of the group. Groups work together to answer the question so that all can

verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

Cooperative learning and motivation. In order to create an environment in which CL can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task students' work together on must be clearly defined. CL differs from traditional teaching approaches because students work together rather than compete with each other individually.

Cooperative learning. role of social-cognitive. This article studies the importance of the social-cognitive conflict in the students' intellectual development. From the point of view of the social nature of the cognitive development it is analyzed how socialization, personal development and intellectual progress go together, as well as the role of peer interactions and student-teacher interactions, as a boost for this growth. The article is based on the contributions made in this field by Geneva School as well as the ones by Vygotsky and Piaget, which conclude the need to foment cooperation in the classroom in order to promote the interactions of classmates and to generate intellectual progress through social-cognitive conflict and its verbal expression.²

² DIANE LARSEN-FREEMAN, DONAL -FREEMAN, University of Michigan
[http://scholar.google.com.kanga+techniques+1980s+cooperative+learning+structure.](http://scholar.google.com.kanga+techniques+1980s+cooperative+learning+structure)

The longer a cooperative group exists, the more caring their relationships will tend to be, the greater the social support they will provide for each other, the more committed they will be to each other's success, and the more influence members will have over each other. Permanent cooperative base groups provide the arena in which caring and committed relationships can be created that provide the social support needed to improve attendance, personalize the educational experience, increase achievement, and improve the quality of school life.

VALUES.

This hidden values curriculum permeates the social and cognitive development of children, adolescents and special students. Each type of interdependence has a set of values inherently built into it and those values determine whether diversity is viewed as positive or negative in the students of with the students of 1st, 2nd and 3rd year of High School curriculum at "Bernardo Valdivieso" Experimental High School. Morning session; In contrast, a definition for cooperative learning would be:

Cooperative Learning is the use of small groups through which students work together to maximize their knowledge and each other's learning.

The most important values are:

The Honesty. Is the basis for trust and confidence that must exist among students. It is the source for great personal strength and is the foundation for organizational effectiveness.

Responsibility. Though some might arguably include responsibility under the heading of integrity, the idea of responsibility is more than simply a willingness to accept blame or criticism for shortcomings, negligence, or oversight, It is the establishment of priorities, placing rightful obligations to others as high as obligations to self.

Loyalty. Loyalty is one of the most difficult things for a person's mind to comprehend. The meaning faithfulness or dedication to someone or something is clear. But to display loyalty and to decide when and where to be loyal has a blurred meaning to people.

Generosity. The value of generosity is immeasurable and/or not a constant value. Sometimes generosity is unnoticed, sometimes it is rewarded and sometimes it is noted and returned in favor.

Solidarity. Solidarity is the integration, and degree and type of integration, shown by a society or group with people and their neighbors. It refers to the ties between partners in relations - that bind people to one another.

Respect. Much of the universal values and virtues that contribute to the good of the individual and society and affirm our human dignity are derived from the value of respect and the value of responsibility.

Fellowship. Fellows and management trainees are adult learners. As such, their learning needs are unique. During training in healthcare management, experience-based change takes place in an individual's knowledge, skills, and attitudes.

Unity. Is a built from a share vision, a cherished hope, and altruistic aim or, a cause for the common good. Unity gives sustenance, strength, and courage to make the impossible possible. Combining with determination and commitment unity makes the biggest task seem easy.³

In conclusion, this research has argued that cooperative learning is a teaching strategy that can effectively set the environment for values to be developed. This is because that much value is taught in the classroom help to students to learn the English language, the commitment and the give-and-take of human relationships. These values bring about improved academic learning in the class by helping students reach higher level of thinking which an important aspect of their teaching learning process is also.

ACTIVITIES OF COOPERATIVE LEARNING

Cooperative learning has shown that an activity of cooperative learning is an alternative to the traditional whole-class instruction. The Method can

³ WATTERS Barbara, USA University of New York, Volumen 7, Number 7, 1995-96
<http://www.podnetwork.org/publications/teachingexcellence/95-96/V7,%20N7%20Watters.pdf>.

be applied with all students of English language and different levels of students, and for any subject areas.

With young learners, it is amazing to see that in groups they handle challenging situations that are much beyond the capabilities of an individual student at that developmental stage of study.

A series of cooperative learning activities were used in class to guide students through stages of reflection and discovery about their professional identity and its impact on instruction and relationships. The activities also elicit communicative behaviors required for collaborative teaching, thereby applying the cooperative activities that the teachers will later use in their practicum experience. At several points during the class sessions, the groups of students that learning together for designated activities. This created interactions among teachers who had not previously been in classes together and had had little or no previous contact with one another. The instructors agreed that this mixing would help to simulate partnerships in which the two teachers do not have a shared working history. The activities fall into three general categories, though connections among these three areas were consistently emphasized throughout the class.

Overall, cooperative learning activities as both method and model for a course on Collaboration in teaching learning process a safe climate in

which to talk about individual identity and its impact on the ways in which we teach and communicate with others.

In this particular research, illustrates how trust can be built by allowing individuals to see what is unique about their experiences as well as what they have in common. This research gave the teachers and students' opportunity to envision themselves as active participants in the classroom, Also the students can interact with opportunity for feedback and reflection, and to be accountable to each other for learning. The activities of cooperative learning emphasis on collaborative learning and small group skills meshed perfectly with the students into the class and try a good develop of the teaching learning process with a successful collaboration.

Finally, cooperative learning reminds participants that learning is a developmental process that may be interrupted by mistakes, uncertainties, and reshaping of beliefs and assumptions. Collaboration likewise involves tensions, continuous reflection, trust, and sometimes even forgiveness.

COOPERATIVE PLAY Teacher provides materials needed for activity. Materials may be placed at a learning center, at each team table, or rotated from table to table.

Teacher explains any safety issues associated with the materials, but does not tell students HOW to play with the items.

Teacher asks: "What can you discover about these materials?"

Students play with materials that they will be using in a lab experiment.

Cooperative Learning Teams

In cooperative learning teams positive interdependence is structured into the group task activities and members are responsible for each other's success. Individual accountability is an expected outcome.

Communication skills are identified, directly taught, and expected to be used by all group members. There are designated roles with shared leadership assigned and monitored by the group and the instructor. The group regularly processes how they are working together and adjusts their personal and group behaviors accordingly. Both task and maintenance roles and outcomes are emphasized. The instructor observes and intervenes if necessary to ensure that the process is followed.

Questions and Answers

While most of us use questions as a way of prodding students and instantly testing comprehension, there are simple ways of tweaking our questioning techniques which increase student involvement and comprehension. Though some of the techniques listed here are "obvious", we will proceed on the principle that the obvious sometimes bears repeating (a useful pedagogical principle, to be sure!).

Share/Pair

Grouping students in pairs allows many of the advantages of group work students have the opportunity to state their own views, to hear from others, to hone their argumentative skills, and so forth without the administrative "costs" of group work (time spent assigning people to groups, class time used just for "getting in groups", and so on). Further, pairs make it virtually impossible for students to avoid participating thus making each person accountable.

Discussion - Students are asked to pair off and to respond to a question either in turn or as a pair. This can easily be combined with other techniques such as those under "Questions and Answers" or "Critical Thinking Motivators" above. For example, after students have responded to statements, such as "Whatever a society holds to be morally right is in fact morally right" with 'true' or 'false', they can be asked to compare answers to a limited number of questions and to discuss the statements on which they differed.

Jigsaw Group - In jigsaw, each member of a group is asked to complete some discrete part of an assignment; when every member has completed his assigned task, the pieces can be joined together to form a finished project. For example, students in a course in African geography might be grouped and each assigned a country; individual students in the group

could then be assigned to research the economy, political structure, ethnic makeup, terrain and climate, or folklore of the assigned country.

When each student has completed his research, the group then reforms to complete a comprehensive report.

THINK/PAIR/SHARE

When introducing a concept, you can ask probing questions. Tell the students to think about the question in depth, break into partners and share their ideas with their partner. Then, call on the pairs and have them share with the class.

Role Playing

- Break the students into groups. The amount in each group will vary according to what you are doing. If you are reading a text, have each group choose a part or assign a part and tell the students to act out the scene using their own words and interpretation. If you are introducing a concept of some sort, have the students create a mini skit relaying the information that was just learned.

TEAM DISCUSSION: After the topic is announced, teams of 4 students put their heads together to complete the task.

ROUND TABLE

- Teacher asks one student from each team to take out pencil and paper.
- Teacher poses a project, question with multiple answers, a topic to write about, or a task that has many possible solutions, steps, or procedures.
- In teams, students take turns passing the paper and pencil or team project, each writing one answer or making one contribution.

ROUND TABLE CONSENSUS: Student with the piece of paper and pencil verbally gives an answer. Teammates must show agreement or disagreement (thumb up or thumb down). If there is disagreement, team discusses the answer until there is consensus. All teammates must agree before student records answer.

SIMULTANEOUS ROUNDTABLE: Teacher asks a question or poses a problem which has multiple answers. In teams, students each write a response on their own piece of paper. Students then pass their papers clockwise so each teammate can add to the prior response.

READ AN ARTICLE AND DISCUSS

- Within each team, students form pairs. Students nearest the front of the room are partner “A” and those nearest the back of the room are partner “B.”

- Partner A interviews Partner B. Partner A asks open-ended, fat questions. Partner B answers.
- Partner B interviews Partner A by asking questions.
- In Round Robin fashion, each of the four-team members introduces his/her partner to the team and summarizes the information that was shared during the interview.⁴

⁴ BRYAN COHEN 1999 USA. Washington DC:

http://www.ehow.com/list_6374344_cooperative-learning-activities-high-school.html.

e. MATERIAL AND METHODS

DESIGN OF THE RESEARCH

This research work is identified as a descriptive one because the researchers did not manipulate the variables, but they observed the phenomenon in the reality.

METHODS

For development of the present project and in order to achieve our objectives the research group used some methods and techniques that allowed us to carry out and culminate our research work successfully; likewise, it helped us to check and verify the outlined hypothesis.

a)Scientific Method

It consists of rational and well calculated organization of the resources, techniques, and the most appropriate procedures that was used in the scientific research and which was good for the description of the problem. This method allowed us in this way to establish the methodology process to continue in our research, starting with the position of the problems, general objectives as well as specific objectives, and then the research group continued with the formulation of the hypothesis and their respective recruiting, and based on the obtained results we set up the conclusions and formulate the due recommendations.

b) Synthetic Analytical Method

By means of this method, we made the analysis of the problem disintegrating it rationally in its components, determining the independent variables to establish its specific and general characters, furthermore its qualities, and subsequently to synthesize the concepts, judgments and resulting proposition, and through a critical examination to get the verification of the hypothesis, and objectives in order to arrive to the conclusions with their respective recommendations.

c) Descriptive method

This provided us the procedure to describe all the components of our research specially the problem, theoretical frame; at the same time, it helped us as a basis to explain and interpret the results of the research. After, the research group described the independent and dependant variables. Then, we continued with the formulation of the conclusions and for these we put the due recommendations.

d) Statistical-Descriptive Method

The researchers used the graphic and numerical representation of the research reality through the frequency and simple percentage charts; the same ones were used to describe and evaluate the degree of relationship between the variables and determine the verification of the hypothesis,

and through the obtained information outline the conclusions and recommendations.

TECHNIQUES

a) Interview.

The researchers made structured interviews to the researched population, in order to obtain great quantity of information related to the teaching learning process of the English language out in the High School in study. It facilitated the definition of our research problem.

b) Survey.

The survey technique was used for the data compilation that allowed us to know the techniques and activities of the cooperative learning that were used in the English Language teaching and their impact on the teaching learning process with the students of 1st, 2nd, and 3th years of the High School curriculum at Bernardo Valdivieso High School, morning session. Consequently, the research group elaborated two questionnaires with closed questions to be applied both, English teachers and students.

PROCEDURE.

a) Tabulating.

After choosing the theme, "The cooperative learning and its impact on the teaching learning process of the English language with the students of 1st,

2nd and 3rd years of high school curriculum at “Bernardo Valdivieso” experimental high school, morning session, academic year 2010 – 2011.

The researchers went to “Bernardo Valdivieso” High School with the instrument (survey) to collect information and organise the research which helped us to developed the analysis and statistic data and determinate the impact in the Cooperative Learning in this institution.

b) Organization.

To organise our research work, we took into account all the information obtained that allowed us to understand in the best way the delimitation of Cooperative learning.

c) Graphic Representation.

We applied a technical process of tabulation to represent the results in statistical tables of frequency and percentages of the data, illustrating the most representative data through graphs for easy interpretation of the information and finally to give a better and clear conclusions in the research work.

d) Interpretation and Analysis.

The information obtained from the field research was elaborated through the deductive hypothetical process, so the researchers made the decision

based on a logical analysis of all the information gathered with the theoretical frame.

e) Hypothesis Verification.

The researchers demonstrated the hypothesis verification once we have collected and analyzed the information; after applying the respective instruments, the data collected was organized, analyzed and interpreted in frequency tables and percentages.

f) Conclusions and Recommendations.

After doing the analysis and interpretation of the data collected with the help of the theoretical frame, the researchers made conclusions of the research work.

POPULATION AND SAMPLE

In the present research work, the population that is the object of this research is composed for 1.042 students. The researchers consider that it's a big one; for this reason, we applied a formula in order to obtain a sample of the population. The researchers applied the techniques to obtain the number of students who intervened in the researched. The teachers' population were eight, so that the researchers worked with all of them, because it constitutes a small number.

Population and sample

Bernardo Valdivieso	1 st	2 nd	3 th
A	37	32	31
B	37	33	33
C	36	33	37
D	37	36	-
E	39	27	29
F	39	28	26
G	39	30	26
H	38	30	30
I	38	35	-
Soc 1	38	31	33
Soc 2	39	32	33
TOTAL	417	347	278
Total of Students of the 1 st , 2 nd and 3 th years Of High School Curriculum.			1,042

Sources: Secretary of the High School.

Authors: William Ludeña and Wilmer Guamán.

Population and sample

n = Sample size

N = Population

e = Maximum error admissible.

$$n = \frac{N}{1 + N(e)} =$$

$$n = \frac{1042}{1 + 1042(0,01)} =$$

$$n = \frac{1042}{11.42} =$$

$n = 91$ surveys.

Sample Distribution

To get the sample by course the following formula was used:

F = Distribution Factor

n = Sample size

N = Population.

$$F = \frac{n}{N} =$$

$$F = \frac{91}{1042} =$$

$$F = 0,087$$

CHART N^o 1

COURSE	POPULATION	SAMPLE
1 st year	417	37
2 nd year	347	30
3 th year	278	24
TOTAL	1042	91

Sources: Secretary of the High School.

Authors: William Ludeña and Wilmer Guamán.

CHART N^o 2

COURS	A	B	C	D	E	F	G	H	I	Sc 1	Sc 2	Sample	%
1 st year	3	4	3	3	3	3	3	4	3	4	4	37	40%
2 nd year	3	3	3	3	3	3	3	3		3	3	30	33%
3 th year	3	3	3		2	2	2	3		3	3	24	27%
TOTAL												91	100%

Sources: Secretary of the High School.

Authors: William Ludeña and Wilmer Guamán.

f. RESULTS

SURVEYS APPLIED TO ENGLISH TEACHERS.

HYPOTHESIS ONE

The techniques of the Cooperative Learning are little used by the teachers what limits the learning of the English language in the students of 1st, 2nd and 3rd years of High School Curriculum at “Bernardo Valdivieso” Experimental High School. Morning session. Academic year 2010 – 2011.

TEACHERS’ SURVEY

1. Do you know the Cooperative method?

a) Statistics chart

Chart Nº 1

Cooperative methods	F	%
Yes	8	100%
No	0	0%
Total		100%

Source: Bernardo Valdivieso Teacher's survey.

Elaboration: William Ludeña and Wilmer Guamán.

b) Graph.

Graph N° 1



c) Interpretation.

Cooperative learning is a method used to make students work together, developing some activities relating the students to get a good development of the English language in the students, and according to the obtained results in the survey, 100% of teachers answered that they know the cooperative method, and they apply it in their classes.

According to the theoretical framework, the cooperative method brings positive results such as deeper understanding of content, increased overall achievement in grades, improve self-esteem, and higher motivation to remain on task. The Cooperative method helps students to become actively and constructively more involved in the content of the lesson, take ownership of their own learning, and resolve group conflicts and improve teamwork skills.

The Cooperative method lets us develop meaningful learning in students; on the other hand, some traditional methods create disinterest because teachers work in a repetitive or traditional way.

Cooperative Learning builds cooperation skills by assigning roles to team members and establishing norms for conflict resolution via arbitration. Cooperative Learning should also provide the means for group reflection and individual self-assessment.

2. During the last two years did you receive any pedagogical-update and technical training in English?

a) Statistics Chart

Chart N° 2

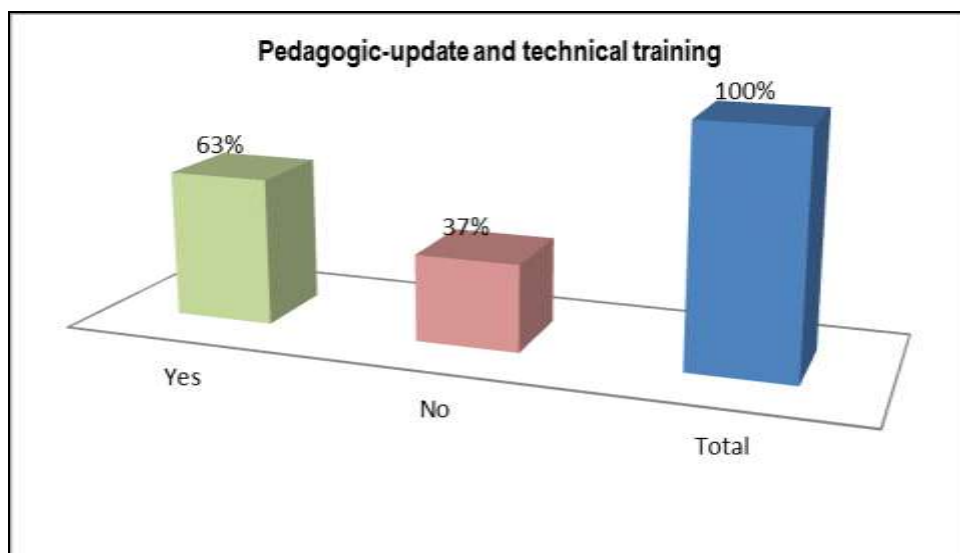
Pedagogical-update and technical training.	F	%
Yes	5	63%
No	3	37%
Total	8	100%

Source: Bernardo Valdivieso Teacher's survey.

Elaboration: William Ludeña and Wilmer Guamán

b) Graph.

Graph N° 2



c) Interpretation.

In this question about the pedagogical-update, the graph shows that 63% of teachers answered that they received pedagogical-update and technical training in English in the last two years, and 37% of them have not received any pedagogical-update or technical training in English language in last two years.

The curricular reform in this research work requires that all the teachers must be trained in pedagogical and methodology field specially in the cooperative method.

The research group say that an effective pedagogical practice promotes the wellbeing of students, teachers and the high school community improves students and teachers confidence and contributes to achieve a better quality of learning and teaching in the education.

So it is evident that there are some teachers who are not trained using this method; therefore, they need to be trained to use this method, in order to achieve better results in the teaching learning proces.

3. In the academic year, do you consider it is important to include the Cooperative method in your lesson plans?

a) Statistics Chart

Chart N° 3

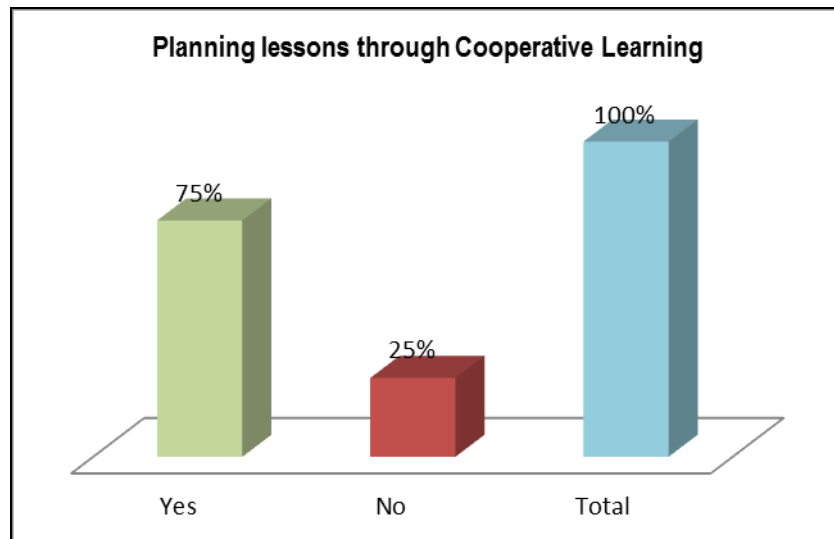
Planning lessons through Cooperative learning	F	%
Yes	6	75%
No	2	25%
Total	8	100%

Source: Bernardo Valdivieso Teacher's survey.

Elaboration: William Ludeña and Wilmer Guamán

b) Graph

Graph N° 3



c) Interpretation.

The graphic representation shows that 75% of teachers include in their lesson plans the cooperative learning method and 25% said that they not include the cooperative learning method in their lesson plans. The theoretical framework says that every teacher is required to prepare a lesson plan because it is considered as a guide for a daily lesson. It is important because it gives the teacher a concrete direction, and it guides teacher in class. The research group considers that lesson planning is a requirement for teachers, and this activity helps teachers to be better educators and work together in the classroom.

4. Do you promote students to work in groups?

a) Statistics Chart

Chart N° 4

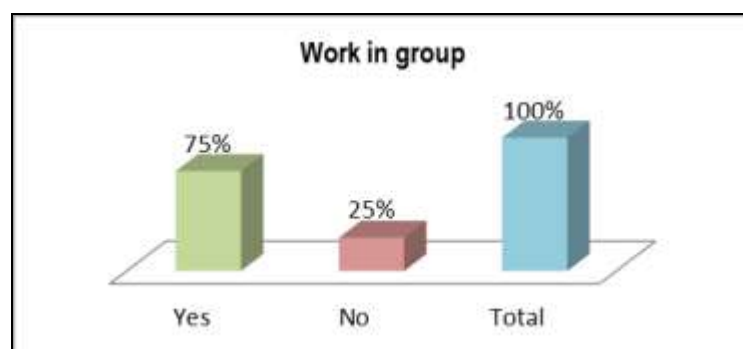
Work in group	F	%
Yes	6	75%
No	2	25%
Total	8	100%

Source: Bernardo Valdivieso Teacher's survey.

Elaboration: William Ludeña and Wilmer Guamán.

b) Graph.

Graph N° 4



c) Interpretation.

In this question, 75% of teachers answered that they promoted students to work in groups, while 25% of teachers said they did not promote students to work in groups.

In education today, the theoretical framework says that to effectively teach students different abilities and levels of learning, we need to use the cooperative learning method, with this method all contribute in the group with different ideas or ways of thinking. These are some of benefits of the cooperative learning method: Students who have difficulty talking in class may speak in a small group, more students have a chance to participate in class, and working in groups can help students overcome their fear of speaking which they might have in a large class. Students who expect to participate actively are better prepared to understand the class. For this reason, the research group says that teachers need to know about the Cooperative Learning method and try to promote students to work in groups, to achieve the purpose and the goals in the teaching-learning process.

5. What types of Cooperative Learning do you know?

a) Statistics Chart

Chart N° 5

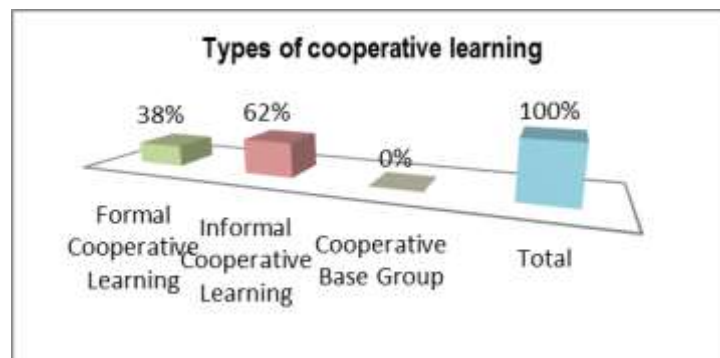
Types of Cooperative Learning	F	%
Formal Cooperative Learning	3	38 %
Informal Cooperative Learning	5	62 %
Cooperative Base Group	0	0 %
Total	8	100 %

Source: Bernardo Valdivieso Teacher's survey.

Elaboration: William Ludeña and Wilmer Guamán.

b) Graph.

Graph N° 5



c) Interpretation.

In this question the results show that 62% of teachers answered that they know the informal cooperative learning; on the other hand, 38% of teachers said that they know the formal cooperative learning, but none of the teachers had knowledge about the cooperative base group.

The most of the teachers considered that informal Cooperative Learning is an excellent strategy to work in a better way with the students, because it helps students to express their feelings and share opinions, in others words working in group are dynamic and funny and the learning is easier.

According to the theoretical framework, "Formal Cooperative Learning ensures that students are actively involved in the intellectual work of organizing, explaining, summarizing, and integrating the material into the existing conceptual structures. Informal Cooperative Learning helps set expectations about the material what the lesson will cover, ensures that students are cognitively processing the material being taught, and provides closure to an instructional session.

The purpose of the cooperative base group is for the members to give each other the support, help, encouragement, and assistance that they need to progress academically. Base groups provide students with long-term, committed relationships."

6. Do you use techniques of cooperative learning?

a) Statistical Chart

Chart N° 6

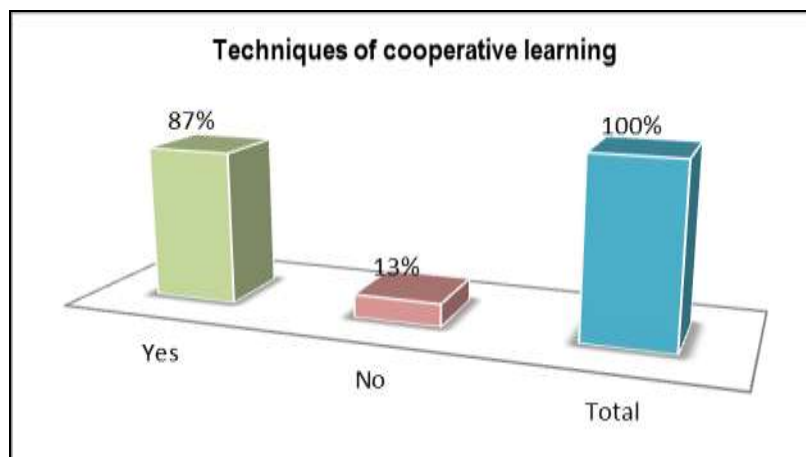
Techniques of Cooperative Learning	F	%
Yes	7	87%
No	1	13%
Total	8	100%

Source: Bernardo Valdivieso Teacher's survey

Elaboration: William Ludeña and Wilmer Guamán

b) Graph.

Graph N° 6



c) Interpretation.

The graph shows that 87% of teachers said that they use the technique of cooperative learning according to the needs of students. In contrast, 13% of teachers answered that they use different methods and ways to teach English.

The theoretical framework says that most of the teaching techniques provide students the opportunity to reflect on the question posed and then practice sharing and receiving potential solutions. The researchers recommend that teachers use the techniques of Cooperative Learning; it is very important that they used the techniques of cooperative learning because this facilitates the learning and understanding of students and makes the teaching more effective.

HYPOTHESIS TWO

The activities of Cooperative Learning in the classroom are not used by the teacher to develop the values with the students of 1st, 2nd and 3rd years of High School Curriculum at “Bernardo Valdivieso” Experimental High School. Morning session. Academic year 2010 - 2011.

7. What kind of activities of Cooperative Learning do you develop in class?

a) Statistic Chart

Chart N° 7

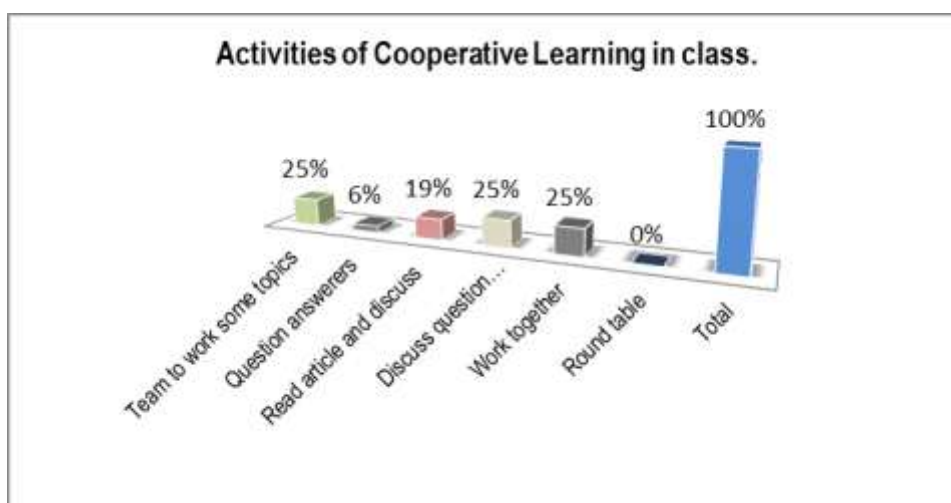
Activities of cooperative learning in class.	F	%
Team to work some topics	4	25 %
Question answers	1	6 %
Read article and discuss	3	19 %
Discuss question provide by teacher	4	25 %
Work together	4	25 %
Round table	0	0%
100 %		

Source: Bernardo Valdivieso Teacher's survey

Elaboration: William Ludeña and Wilmer Guamán

b) Graph.

Graph N° 7



c) Interpretation.

The graph shows that 25% of teachers apply only three types of activities of Cooperative Learning which are: Team to work some topics, Discuss question provide by teachers, Work together; while 19% of teachers apply Read articles and discuss, and 6% Answer questions, but one of teachers works with Round table to develop the class.

The theoretical frame refer that Cooperative Learning is a great tool for teacher who wants to have a clear and active class. It is important to emphasize the different activities like: Question answerers, Work together that teachers may use to work with students since most of the students assumed that their teachers do not choose the correct activities according to their level or behavior.

This is so important to develop because students had different type of learning for this cause the teachers need to be changing, and trying different activities or techniques of Cooperative Learning.

As the research group are working with Cooperative Learning could said that it is a better way to work with student and teaching English learning process.

8. Do you detect lack of knowledge, cooperation, and interest in the student?

a) Statistic Chart

Chart N° 8

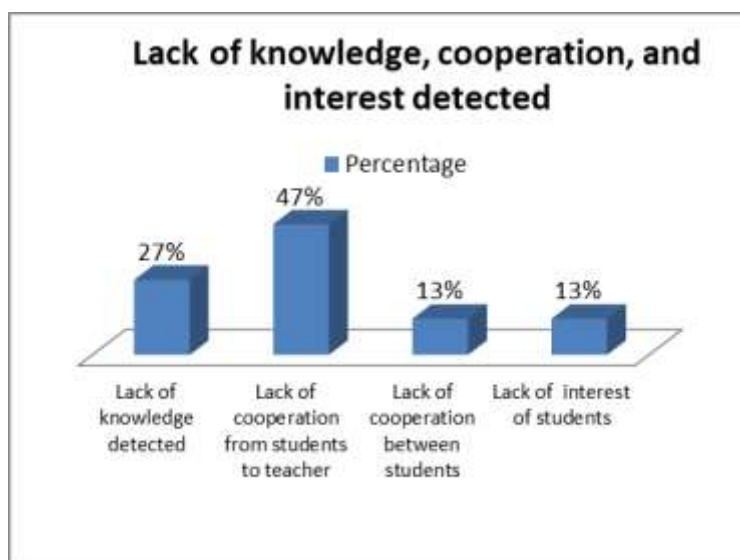
knowledge detected in the students	Frequency	Percentage
Lack of knowledge detected	4	27%
Lack of cooperation from students to teacher	7	47%
Lack of cooperation between students	2	13%
Lack of interest of students	2	13%

Source: Bernardo Valdivieso Teacher's survey

Elaboration: William Ludeña and Wilmer Guamán

b) Graph.

Graph N° 8



c) Interpretation.

As you can see the graph representation show us that 47% of teachers answered that there is lack of cooperative from students to teacher in Cooperative Learning, in the next shows that 27% of teachers know the little knowledge detected referent to the cooperative works, 13% of teachers know about the lack of cooperative between students.

According to the theoretical framework, there are basic elements that teachers must consider essential in order to develop interactive learning, they are:

Positive interdependence, the main purpose of it is to achieve equality in student learning; the second one is un interpersonal skill, it involve two important aspects, they are: Help each other to achieve the task and help to maintain positive working relationships in the group; the third element is individual accountability, its goal is to get students to be responsible with their work.

The next element is to promote interaction; it includes explaining orally how to solve problems, teaching your own knowledge to others, checking for understanding, discussing concepts and connecting present with past learning, and the last one is group processing; it involves members reflecting on the work of the group and their interactions with each other to clarify and improve efforts to achieve group goals in the teaching English learning process.

On other hand, the research group establish that most of teachers do not know the cooperative learning; in this case, we considered that the lack of interest in English classes is because teachers are not using diverse techniques or activities to achieve interest in the students; there are different types of teaching techniques to help teachers and students combine ideas and make the study in class more interesting.

9. What techniques of cooperative learning are the best for working in class?

a) Statistic Chart

Chart N° 9

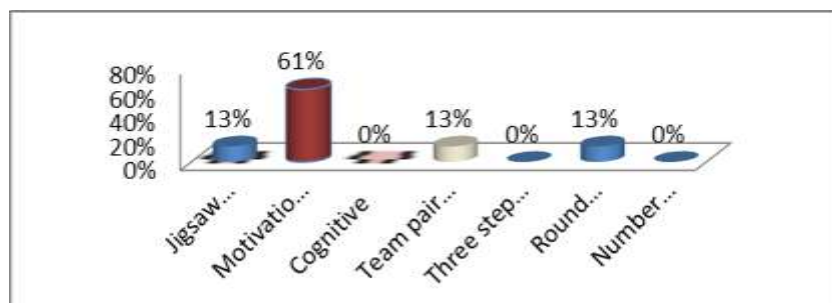
Techniques of cooperative learning	Frequency	Percentage
Jigsaw group	1	13%
Motivational	5	61%
Cognitive	0	0%
Team pair share	1	13%
Three step interview	0	0%
Round robin brainstorming	1	13%
Number head together	0	0%
Total	8	100%

Source: Bernardo Valdivieso Teacher's survey

Elaboration: William Ludeña and Wilmer Guamán

b) Graph.

Graph N° 9



c) Interpretation.

The graphic representation shows that 61% of teachers affirm that they always work with motivational techniques in class, while 13% of them used the jigsaw group, and finally 13% of teachers apply the Round robin brainstorming and team pair share techniques.

The graphic representation affirms that the motivational technique is better, because through that students can give their own ideas and share among them; this one helps students to develop speaking skills, which is essential in the English language in order to be able to communicate.

The theoretical framework says that the motivational theories of cooperative learning emphasize the students' incentives to do academic work. This consisted of students' being placed in groups of mixed ability where the groups were allowed to work with hands-on or traditional activities at their own paces and were responsible for making sure everyone in the group completed the assignments.

And obviously the every teacher as research group do not have to forget the rest of techniques like the jigsaw group, team pair share, round robin brainstorming because they are some ways to teaching English and do not render it as a traditional teaching learning process.

10. Which values are increased when you use cooperative learning?

a) Statistic Chart

Chart N° 10

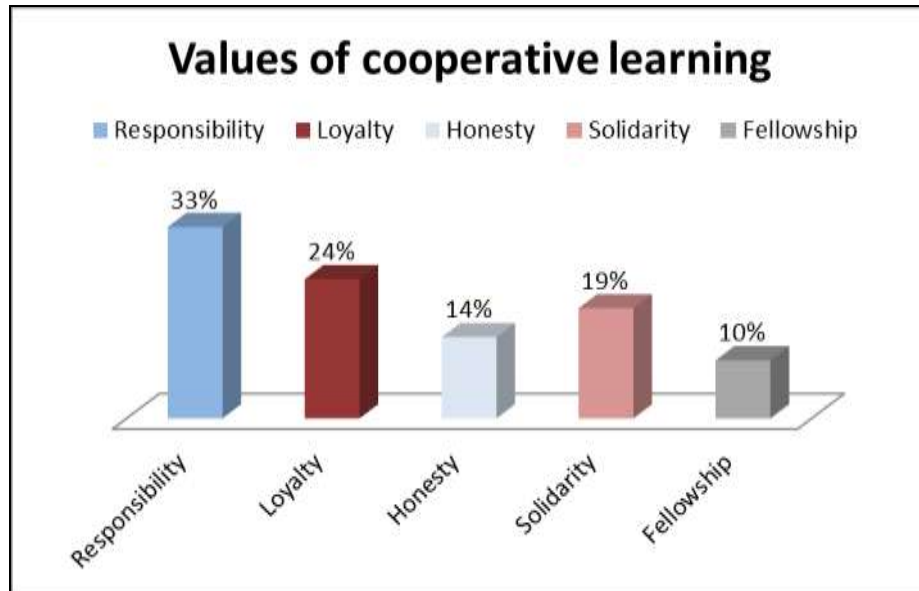
Cooperative learning increases values	Frequency	Percentage
Responsibility	7	33%
Loyalty	5	24%
Honesty	3	14%
Solidarity	4	19%
Fellowship	2	10%
		100%

Source: Bernardo Valdivieso Teacher's survey

Elaboration: William Ludeña and Wilmer Guamán

b) Graph.

Graph N° 10



c) Interpretation.

The graph shows that 33% of teachers said that cooperative learning increases responsibility in the students; on the other hand, 24% teachers observed that cooperative learning increases loyalty; at the same time, 19% of teachers said that Cooperative Learning increases solidarity. Most teachers consider that Cooperative Learning increases responsibility in class among students.

The Theoretical framework include responsibility under the heading of integrity, the idea of responsibility is more than simply a willingness to accept blame or criticism for shortcomings, negligence, or oversight; it is

the establishment of priorities, placing rightful obligations to others as high as obligations to self.

Responsibility is the most eminent one because teachers consider that cooperative learning method increases responsibility among students more than the other values. The other important values are Loyalty, Honesty, Solidarity and Fellowship, without forgetting other values that also help every High School community create good behavior in students.

Many teachers fear that giving students more choice will lead to their losing control over classroom management, in fact the opposite happens. When students understand their role as agent over their feeling, thinking, and learning behaviors, they are more likely to take responsibility for their learning. To be autonomous learners, however, students need to have some choice and control. And teachers need to learn how to help students develop the ability to make appropriate choices and take control over their own learning.

SURVEYS APPLIED TO STUDENTS.

HYPOTHESIS ONE

The techniques of the cooperative learning are little used by the teachers what limits the learning of the English language in the students of 1st, 2nd and 3rd years of High School Curriculum at “Bernardo Valdivieso” Experimental High School. Morning session. Academic year 2010 – 2011.

STUDENTS’ SURVEY

1. Do you like the way the teacher teaches you English?

a) Statistics Chart.

Chart Nº 1

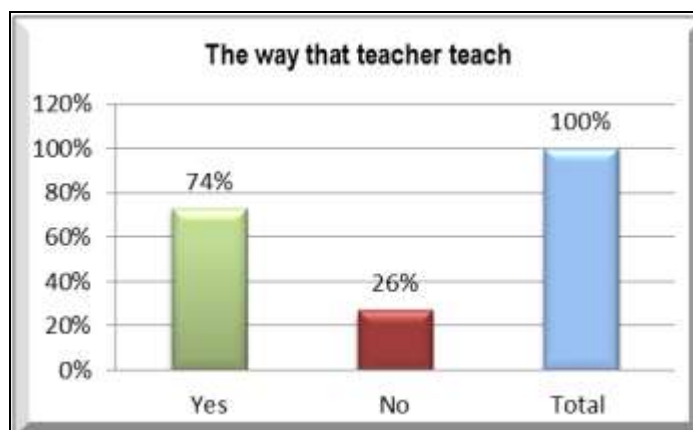
The way that teacher teach	F	%
Yes	67	74%
No	24	26%
Total	91	100%

Source: Bernardo Valdivieso Students’ survey.

Elaboration: William Ludeña and Wilmer Guamán.

b) Graph.

Graph N° 1



Interpretation

In the first question, the research group found that 74% of the students feel very well with the way that teachers teach the English language, while 26% of them said that they do not like the way that teachers teach because they do not feel encouraged to learn for that reason they did not take interest in the English language.

As the graphic representation demonstrates, there is a difference of opinion among students. Because some the students said that they like the way the teachers teach English and other students said that they do not like way that the teachers teach English because the methods and techniques that teachers use are boring and repetitive.

In the Teaching Learning Process students that are in the classroom where students group together to accomplish significant cooperative tasks.

They can develop the activity in a free manner and feel happy because they have interaction, communication and a relaxed environment.

2. Would you like your teacher to use new methods to teach English?

a) Statistics Chart.

Chart N° 2

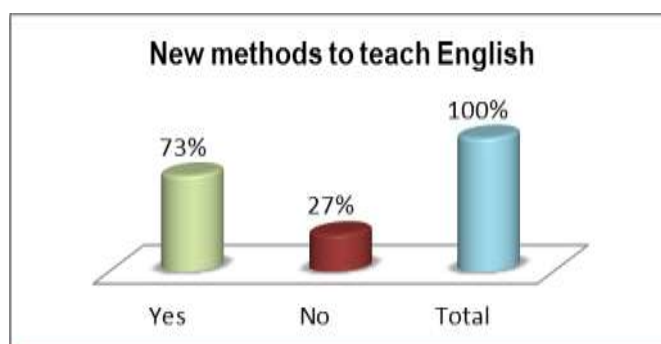
New methods to teach English	F	%
Yes	66	73%
No	25	27%
Total	91	100%

Source: Bernardo Valdivieso Students' survey.

Elaboration: William Ludeña and Wilmer Guamán.

b) Graph.

Graph. N° 2



c) Interpretation.

The graphic representation shows that 73% of students said they would like for teachers to use new methods to teach the English language. It would be very important because today the most of professional teach with

new methods which are more interactive or dynamic; it could be through videos, games, or activities out of class; 27% of students say that teachers develop in a good way applying methods according to their needs.

According to the theoretical framework several studies have examined the effects of cooperative learning methods on student learning. Compared cooperative, competitive, and individualistic strategies in science classes and found that students who were taught by cooperative methods learned and retained significantly more information than students taught by other methods.

3. Does your teacher teach you to work with the cooperative way? (Grup Work)

a) Statistics Chart.

Chart N° 3

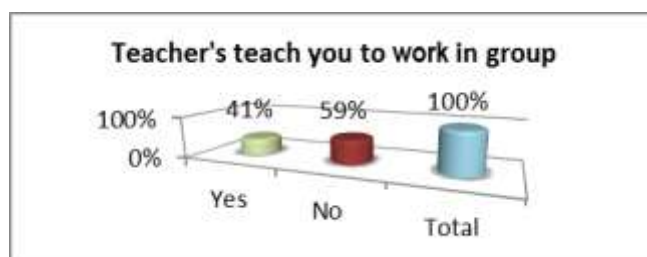
Teachers teach you to work in group	F	%
Yes	37	41%
No	54	59%
Total	91	100%

Source: Bernardo Valdivieso Students' survey.

Elaboration: William Ludeña and Wilmer Guamán.

b) Graph.

Graph N° 3



c) Interpretation

The graphic representation shows us that 41% of students said that the teachers often used this method and affirm that it is the best way to get more understanding of the English language because the class becomes more interactive and dynamic since they can share different ideas and lose their fear of speaking, while 59% of students said that teachers do not allow the students to work with the cooperative learning methods.

It is important to emphasize the different methods that the teachers use to work with students, and take into account that most of the students said teachers did not choose a correct methodology according to the level of students.

The theoretical framework affirms the important to understand individualism and competition that exists in education in order to increase the motivation of students. Since students have different styles of learning, teachers need to know the importance of cooperative learning. It is a good

strategy for working with students who have different learning styles, in order to be able to meet the needs of each student individually and also collectively.

4. How often does your teacher make you work together?

a) Statistics Chart.

Chart N° 4

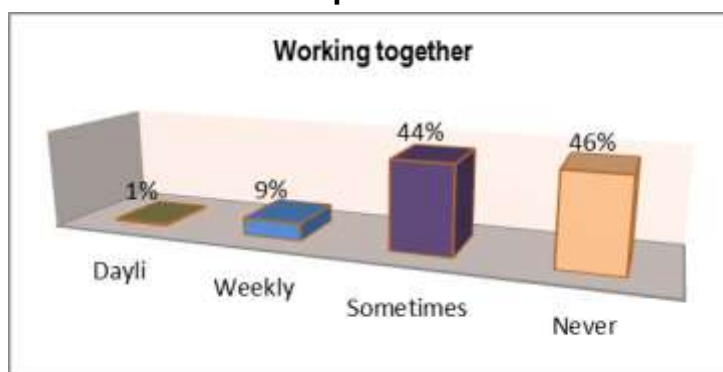
Working together	F	%
Daily	1	1%
Weekly	8	9%
Sometimes	40	44%
Never	42	46%
Total	91	100%

Source: Bernardo Valdivieso Students' survey.

Elaboration: William Ludeña and Wilmer Guamán.

b) Graph.

Graph N° 4



c) Interpretation

As you can see 1% of class said that teachers work daily with the cooperative method and 9% of students said that teachers work weekly, while 44% of the class affirm that teachers apply the methods of Cooperative learning sometimes and 46% of students said that they never work with this method. Because of this, classes are very boring and for this reason the students do not have any interest in learning the English language.

Many teachers know that cooperative learning is a better way to teach the English language. In cooperative learning we can use different activities like think pair share, question and answer, round table, teams to work in classroom.

The theoretical framework, affirms that the cooperative way is an excellent strategy in which students interact, tend to be more motivated, intellectually curious, caring of others, and psychologically healthy. Students who have opportunities to work collaboratively learn quicker and more efficiently, have greater retention of information, and feel more positive about learning English.

5. Would you say that there are some improvements in the learning process when you work in groups?

a) Statistics Chart.

Chart N° 5

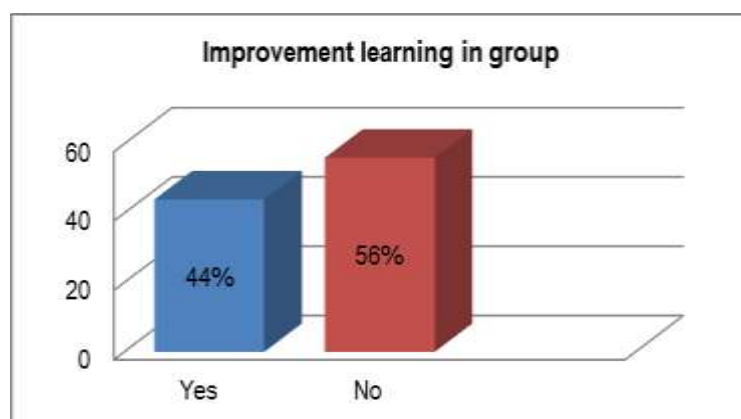
Improvement learning in group	F	%
Yes	40	44%
No	51	56%
Total	91	100%

Source: Bernardo Valdivieso Students' survey.

Elaboration: William Ludeña and Wilmer Guamán.

b) Graph.

Graph N° 5



c) Interpretation.

In this question, 44% of the students surveyed answered yes to this question, and 56% of them said there is no improvement of the learning process when they work in groups. These results showed us that most of the students disagree that learning in groups is a better way to learn. Some students told us that they had never worked in groups, and other students mentioned that some students do not take the work in groups seriously.

These results help us to understand that teachers do not use the necessary methods in order to develop an interesting and effective class. For this reason, the research group believes that an important point to remember is that cooperative learning is not just "group work." The cooperative method not only can be used to help students learn together in groups, it can be used as an integral part of the classroom management plan, and at every stage of the lesson.

HYPOTHESIS TWO

The activities of cooperative learning in the classroom are not used by the teacher to develop the values of the students of 1st, 2nd and 3rd years of High School Curriculum at "Bernardo Valdivieso" Experimental High School. Morning session. Academic year 2010 - 2011.

6. Which techniques does your teacher use when you work in a group?

a) Statistics Chart.

Chart N° 6

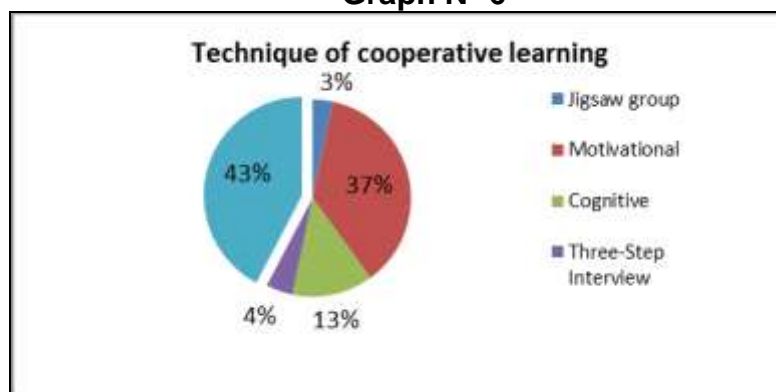
Techniques of Cooperative Learning	F	%
Jigsaw group	3	3%
Motivational	33	37%
Cognitive	12	13%
Think-Pair-Share	0	0%
Three-Step Interview	4	4%
Round Robin Brainstorming	0	0%
Numbered Heads Together	0	0%
None	39	43%
TOTAL	91	100%

Source: Bernardo Valdivieso Students' survey.

Elaboration: William Ludeña and Wilmer Guamán.

b) Graph.

Graph N° 6



c) Interpretation.

According to the result obtained, 3% of students said that the teachers used the jigsaw technique, at the same 37% students said that the teachers used the motivation technique, and another 13% said that the teachers used the cognitive technique and 4% said that the teachers used the interview technique, 43% said that the teachers do not use any techniques, and nobody answered that the teachers used Think-Pair-Share, Round Robin Brainstorming, and Numbered Heads Together.

As the obtained result show, most of the students said that teachers did not use any these techniques when the teachers make students work in groups.

The theoretical framework said that Vygotsky (1978) provides educators with key understandings of the relationship between the learning of individual learners and the influence of the social environmental. He believes that learning is social and further stresses that people learn best when they learn through social interaction.

Vygostsky (1978) claimed that social relationship were obviously related to human mental functions and accomplishments, and proposed his concept of the “Zone of proximal development” in order to make sense of the relationship of society and the individual and social and cognitive development.

It is very important that they used different types of techniques to develop learning the English language because these permit teachers to teach in a clear and organized way and obtain better results when they teach English.

7. What type of activities do you perform in class?

a) Statistics Chart.

Chart N° 7

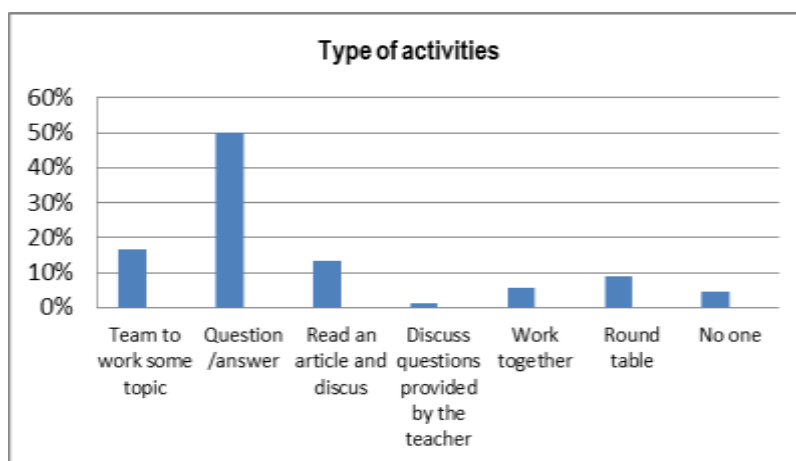
Type of activities	F	%
Team to work some topic	15	16%
Question /answer	46	51%
Read an article and discus	12	13%
Discuss questions provided by the teacher	1	1%
Work together	5	6%
Round table	8	9%
None	4	4%
TOTAL	91	100%

Source: Bernardo Valdivieso Students' survey.

Elaboration: William Ludeña and Wilmer Guamán.

b) Graph.

Graph N° 7



c) Interpretation.

According to the obtained result, 16% of students said teachers make them work in groups and 51% of students mentioned that teachers make them work with questions and answers and 13% of students surveyed said teachers apply reading of articles, 1% responded that teachers make them discuss a theme, at the same time 6% affirmed that teachers make them work together, 9% of the students surveyed said that teachers make them work in the round table, and 4 % students said that they did not work with any of the activities.

According to the results obtained, most of teachers make them work in groups at the same time they use some activities to work with students. The researchers found that in this High School the most of the time when

teachers make students work in groups, students do not like it. So researches believe that teachers have to apply the method in a better way; there are many ways to introduce the activities and improve the motivation of the students.

When teachers introduced a new topic, they have to use methods of cooperative learning; there are different activities to help increase the interest of students. Also, the cooperative method is a clear and easy tool for managing the class and it is the most recommended method in to the teaching learning process.

The most of activities or strategies of Cooperative learning employ formally structured groups of students working together to maximize their own and other students' learning. This educational approach changes the classroom environment from one in which students are passive recipients of the instructor's knowledge, to one in which they are active participants in their own education.

Cooperative learning strategies have received little attention in the social work education literature, despite proven educational benefits elsewhere. This article defines cooperative learning, reviews the educational theory and research that support it, and demonstrates its relevance to social...

Also the cooperative strategies have the power to transform classroom by encourage communities of caring, supporting students whose achievements improve and whose Social skill grow.

8. Which values do you develop when you work in group?

a) Statistic Chart

Chart N° 8

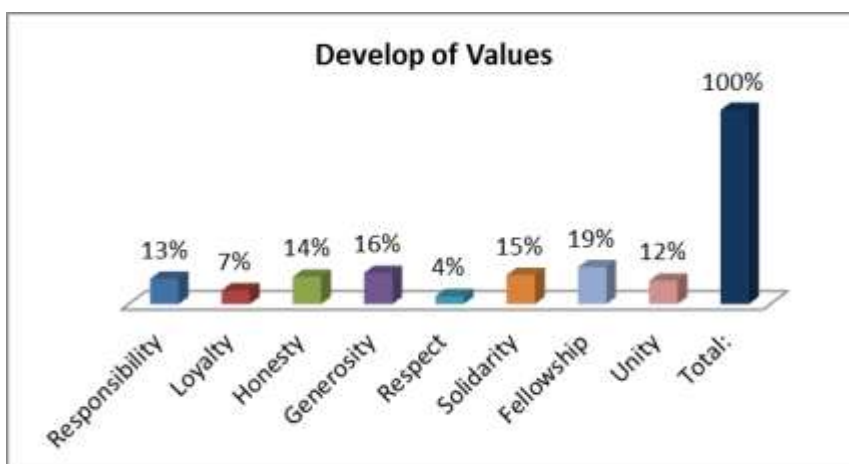
Development of values	F	%
Responsibility	38	13%
Loyalty	21	7%
Honesty	42	14%
Generosity	46	16%
Respect	12	4%
Solidarity	44	15%
Fellowship	57	19%
Unity	34	12%
Total:	294	100%

Source: Bernardo Valdivieso student's survey.

Elaboration: William Ludeña and Wilmer Guamán.

b) Graph.

Graph N° 8



c) Interpretation.

According to the obtained result, 13% of students said that they increased their responsibility when they worked in groups, 7 % students said that their loyalty improved in class, 14% said that working in groups made them more honest, 16% said solidarity was increased, 4% said respect among them improved, 19% the most students said fellowship was better, 12% said they were more united when they worked in groups.

Most students affirm that fellowship was what working in groups improved most. In addition, they said it is the most important because it increases unity among students; another important value is generosity because with this value they share everything in class. Solidarity is essential too, without forgetting honesty and all values that help every student have a good behavior in class.

According to (Johnson, Johnson & Holubec). Within Cooperative Learning groups students are given two responsibilities: To learn the assigned material and make sure that all other members of their group do likewise. In cooperative learning situations, students perceive that they can reach their learning goals only if the other students in the learning group also do.

There are other values like education, empowerment of the weak and no discrimination, etc., the above are, according to the research group, the most important values. An early start will make your little one, a better global citizen.

g. DISCUSSION

HYPOTHESIS ONE.

To contrast and verify the hypothesis that our group have stated in the project; we use the obtained result in the logical analysis of the information gathered of teachers and students at “Bernardo Valdivieso” Experimental High School; This information have let us prove or deny the hypotheses and after this, we have been able to establish the conclusion and recommendations to improve the learning of the English language through techniques and activities of Cooperative Learning.

a. Statements.

The techniques of Cooperative Learning are little used by the teachers what limits the learning of the English language in the students of 1st, 2nd and 3rd years of High School Curriculum at “Bernardo Valdivieso” Experimental High School. Morning session. Academic year 2010 – 2011.

b. Demonstration.

The first hypothesis has two variables, the first one is related to techniques of the Cooperative Learning are little used and the second one is Activities of the cooperative learning of the English language with the students of 1st, 2nd and 3rd years of High School Curriculum at “Bernardo Valdivieso” Experimental High School. Morning session. Academic year 2010 - 2011.

To prove this hypothesis was necessary to take into account the following questions:

Question number **THREE that refers to the teachers said that** 75% include **Cooperative Learning in their lessons plans**, while 25% of the students indicated that the teachers did not include Cooperative Learning in class. The research group can establish that some teachers are not taking into account the helps that will give Cooperative Learning, and another hand (Johnson, Johnson, & Holubec, 1992; Johnson, Johnson, & Smith, 1991). The purposes of the base group are to give the support, help, encouragement, and assistance each member needs to make academic progress.

Question number **FOUR that refer to promote students to work in group** 75% of teachers answered that they promoted students to work in groups, while 25% of the students said that the teachers never do this, which is very bad for the students, because some students feel tired to be with the same techniques that teachers teach the most of the time.

Cooperation is the key to successful discussions and group work. Cooperative Learning should be infused in all subjects because of the role that it plays in all of life's experiences. Students will learn important life skills by working together and collaborating their ideas. Research says that Cooperative Learning, "Infuses social skills training into the academic curriculum" (Taymans, 1996). An ideal scene in a classroom would have

students in their groups, coordinate roles and resources, and celebrate mutual accomplishments with high-fives, smiles, and handshakes (Hodne, 1997). Students will see the benefits that come from working as a team and accomplishing tasks that otherwise would have been significantly more difficult if attempted alone

In question number **SIX that refer to the use of techniques of Cooperative Learning** 87% of teachers said that they use the technique of Cooperative Learning according to the needs of students, on the other hand 13% of students answer that the teachers does not use the techniques of Cooperative Learning in the teaching learning of the English. The research group says that there is a contradiction between teachers and students.

For the classroom teacher beginning to use Cooperative Learning or improving the use of cooperative learning. It explains conceptually what cooperative learning is and what makes it work. Cooperative learning is presented as a technique that helps raise the achievement of all students; helps build positive relationships among students; and gives students experiences necessary for healthy social, psychological, and cognitive development. Cooperative Learning replaces the mass-production, competitive organizational structure of most classrooms and schools with a team-based, high-performance organizational structure. In most

classrooms, it is recommended that Cooperative Learning be used 60 to 80 percent of the time.

c. Decision.

The researching group based on the obtained results through field work and then the demonstration using the same questions of the applied surveys, accepts the first hypothesis because we have proved through students' answers that the techniques of the Cooperative Learning are little used by the teachers what limits the learning of the English language in the students of 1st, 2nd and 3rd years of High School Curriculum at "Bernardo Valdivieso" Experimental High School. Morning session. Academic year 2010 – 2011.

Also most of the students like to work in group, because it contributes to improve their knowledge and they feel motivated to learn the foreign language.

HYPOTHESIS TWO

a. Statements.

The activities of Cooperative Learning in the classroom are not used by the teacher to develop the values with the students of 1st, 2nd and 3rd years of High School Curriculum at "Bernardo Valdivieso" Experimental High School. Morning session. Academic year 2010 - 2011.

To prove this hypothesis it was necessary to take into account the following questions:

b. Demonstration.

The second hypothesis has two variables, the first one is the activities of Cooperative Learning in the classroom are not used by the teacher and the second one is the values with the students of 1st, 2nd and 3rd years of High School Curriculum at “Bernardo Valdivieso” Experimental High School. Morning session. Academic year 2010 - 2011.

c. Decision.

Question number **SEVEN**, that refers to activities in class 25% of teachers apply only three types of activities of cooperative learning, which are: “Teams to work on some topics, Discuss questions provided by teachers, Work together, on the other hand 51% of the students said they preferred questions and answer activities during the class with that develop the listening and speaking in this question the research group chose the greater importance because they are the majority of the population therefore only show two percentages in which we could verify an index in the present research work.

Question number **EIGHT** 19% of the students said that fellowship is the value that the most of the students develop when they work in group. While 16% of the students answer that generosity is the second value that

they develop in the teaching learning process. The research group can conclude that this institution does not encourage the development of these values through Cooperative Learning. If the teachers use different Activities or strategies like Questions answer, Read article and discuss, the students will have a better relationship and cooperation among them, and through that, students will be more interested in the learning of the English language.

Finally, the research group based on the obtained results through the applied surveys as well as students, the hypothesis two is accepted since the activities of Cooperative Learning applied by students are not used correctly and they cannot have better results in Teaching Learning Process with the students of 1st, 2nd and 3rd years of High School Curriculum at “Bernardo Valdivieso” Experimental High School. morning session. academic year 2010 - 2011.

h. CONCLUSIONS

After having analyzed and interpreted the information collected through surveys applied to teachers and students, the research group establishes the following conclusions:

- The teachers of “Bernardo Valdivieso” Experimental High School do not plan daily in a cooperative way to guide functionality in the teaching learning process.
- The teachers of “Bernardo Valdivieso” Experimental High School do not develop Cooperative Learning techniques because they develop their classes in a traditional way, where students work only focused on books activities, grammar translation, memorization of words, so they are not getting good results with their students. The research group concludes that if teachers do not apply Cooperative Learning techniques, students are not going to learn in a productive way.
- Most of the Teachers of “Bernardo Valdivieso” Experimental High School do not apply activities of Cooperative Learning properly. They do not get together to prepare the lesson. Therefore, they do not contribute to improve their knowledge, and students do not feel motivated to learn the foreign language.
- The teachers at “Bernardo Valdivieso” Experimental High School do not apply strategies of Cooperative Learning as a guide to develop

values in the students, which is the principal form to increase values. Also, the research group can conclude that this institution does not encourage the development of values through Cooperative Learning.

- Teachers and students did not agree with the values developed in the class. There is a contradiction in the answers. Nevertheless there is agreement with the value of generosity in the class. The researchers conclude that the teachers need to use different techniques of Cooperative Learning like Jigsaw group, Motivational, Think-Pair-Share, Three-Step Interview, Round Robin Brainstorming, Numbered Heads Together; to focus the develop of values in the teaching learning process.

i. RECOMMENDATION

- The authorities should consider necessary, to include in their lesson plans, techniques and activities of Cooperative Learning according to the group, because they promote good relationships between teachers and students to get, a better education and a high level of the English Language.
- Teachers should search for updates and useful information that permit them to know the techniques or strategies to teach the English Language since the book is an instrument that only guides the teaching process but it is not enough. They need to add strategies, techniques, and activities that can contribute to the achievement of an excellent level of English with students. Teachers need to develop Cooperative Learning techniques in their classes.
- Teachers should use Cooperative Learning Techniques as much as possible, for example: Jigsaw group, Motivational, Think-Pair-Share, Three-Step Interview, Round Robin Brainstorming, Numbered Heads Together, etc. in their classes. In order to motivate students to learn a new language, they should search the appropriate techniques and strategies for each class and also take into account the students' level of English.
- Teachers should change the way they work in groups with their students by applying as much as possible Cooperative Learning

techniques and strategies that the researchers have mentioned previously. These will help them to improve the level of English of the students.

- Teachers should know that using Cooperative Learning increases values among students like generosity that help students to share ideas and increase their motivation and solidarity for the students to integrate with other classmates in, a cooperative way, this will encourage students to participate in the classroom, and to the improvement of the English language teaching learning process.

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k. ANNEXES

ANNEXE 1



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THESIS PROJECT

THEME:

“THE COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd 3rd, OF HIGH SCHOOL CURRICULUM AT “BERNARDO VALDIVIESO” EXPERIMENTAL HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2010 – 2011”

Thesis project previous to obtain the Bachelor's Degree in Sciences of Education in English Language Specialization.

AUTHORS:

- **William Benjamin Ludeña Pardo.**
- **Wilmer Medardo Guamán Morocho.**

LOJA – ECUADOR

2011

a. THEME

“THE COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd, 3rd, OF HIGH SCHOOL CURRICULUM AT “BERNARDO VALDIVIEZO” EXPERIMENTAL HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2010 – 2011”

b. PROBLEM STATEMENT

BACKGROUND



Dr. Bernardo Valdivieso

This research work will be developed in the “Bernardo Valdivieso” High School, it is necessary to present a background of it.

The colonial education in Loja appeared with the Bernardo Valdivieso School in hands of the Jesuits. But in 1826 the education in our city tended to disappear and was when some important people of the city fought for keeping it; In the same year the “Conceptas Nuns” founded the “San Bernardo Valdivieso” School.

On October 15th 1900 the “Municipalidad Provincial de Loja” changed the name of the school from “San Bernardo Valdivieso” to “Bernardo

Valdivieso". On April 24th 1996 by agreement No. 002 "Dirección Provincial de Educación" conferred to the Loja high school the rank of "Unidad Educativa Experimental".

In 1999 this high school had 3000 students divided into 3 sections, morning, afternoon and evening, with a teaching and administrative staff, which included 200 teachers and 50 employees.

Nowadays the "Bernardo Valdivieso" High School has around 251 teachers, 56 employees and 3145 students divided in three sections: morning, afternoon and evening, with a teaching and administrative staff. We found around 14 teachers working in the English Language Area, in the "Unidad Educativa Experimental" in three sections.

In this High School there are five specialized fields which are: Physics-Mathematics, Chemistry-Biology, Social Science, Computing and Management. It has a population of 905 students in the three years of High School Curriculum and 6 English teachers working with this population.

The Bernardo Valdivieso High School has a mission to form young people integrally in: the moral, scientific and academic aspects.

In the same way the vision is to form students, able to introduce in the productive and labor development of the country, this way contributes to reach a fairer society.

CURRENT SITUATION OF THE RESEARCH OBJECT

Nowadays the English Language has taken great importance all over the world, therefore, it is the official language of the most powerful countries of the world, for this reason the knowledge of this language is essential and necessary in all countries. The teaching of English language has been implemented in our country considering that the learning of this language today is very important to keep communication with foreign people especially in the area of business and tourism. So taking into account this aspect, authorities and teachers of the Bernardo Valdivieso High School have tried during many years to form students of High School curriculum, who haven't a good level of the English Language, and they can't communicate freely in English in the society.

For that reason the "Dirección Provincial de Educación" decided to work with CRADLE project, which has as main objective to improve the teaching learning process of the English Language at secondary level. So that they introduced teacher's and student's book to work in the class and its name is "Our World through English".

The cooperative learning is a new methodology of working, it helps students to learn cooperatively with their partners and in this way everyone learns from each other sharing ideas and looking for solutions to some problems. However we know that in the researched high school the teachers of the English Language don't have knowledge about the support that this methodology could offer them in the teaching- learning process.

Education in this high school has a lot of trouble, especially in the English area, we have to look for the causes of the lack of learning of the English Language in this High School. We think that the main reason is the disinterest showed by the High School Students.

We are worried about the problem and want to research the causes that produce little use of techniques of the cooperative learning and how they influence in the Learning of the English Language, also we want to research how the activities of Cooperative learning develop in the students values like Cooperation, Solidarity, Generosity, Respect, Honesty, Responsibility, Loyalty, and Fellowship as well as to research the lack of use of the techniques of the cooperative learning in the teaching of this language, in order to allow students to approach more efficiently and to obtain the proposed objectives. If we start with short activities of cooperative learning it is essential to talk about the attitude assumed by the students in class; There is no group work when the English lesson starts in this High School.

In a classroom without cooperation the students maintain a passive attitude, indifference and they don't understand what the teacher is explaining. If they are asked to participate in front of the board, they look upset, displeased and they react negatively when the teacher makes requests. They prefer to spend their time joking around and playing games, and sometimes they prefer to do tasks from other subjects. They only desire listen to the bell, to make them free from the torment, and in such a way the signal to end the class is received joyfully.

Research Problem.

Taking into account the problem before mentioned we have recognized this research problem.

“HOW DOES THE COOPERATIVE LEARNING IMPACT ON THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF HIGH SCHOOL CURRICULUM AT “BERNARDO VALDIVIESO” EXPERIMENTAL HIGH SCHOOL, MORNING SESSION, ACADEMIC YEAR 2010 - 2011”

Delimitation of the research.

a) Temporal.

The present research work titled “The Cooperative learning and its impact on the teaching learning process of the English language with the Students of 1st, 2nd, 3rd, of high school curriculum at “Bernardo Valdivieso”

Experimental High School, morning section, will be developed during the period 2010 – 2011

b) Spatial.

This research work will be done in the “Bernardo Valdivieso” Experimental High School, morning section.

c) Observation Units.

To carry out this research work the teachers will collaborate with us:

Principal:

- Lic. Luis Mosquera (Rector Encargado)

Teachers:

- Dr. Rene Castillo (Head of Area)
- Lic. Altamirano Maritza
- Lic. Saraguro Gladys
- Lic. Irma Sarango
- Lic. Lorena Pinza
- Dr. Pagcha Floril
- Dr. Placencia Marco

- Lic. Oswaldo Alvarez

Students: of 1st, 2nd, 3th, year's High School Curriculum.

Researchers:

- William Ludeña P.
- Wilmer M Guamán M.

d).Sub Problems.

Due to the trouble found, our group has considered the necessity to get out the following problems.

- “How do the techniques of the cooperative learning influence on the learning process of the English Language in the students of 1st, 2nd, 3rd years of High School curriculum at “Bernardo Valdivieso” Experimental High School, morning section, academic year 2010 - 2011”.
- What activities of the cooperative learning help to develop values like Cooperation, Solidarity, Generosity, Respect, Honesty, Responsibility, Loyalty, and Fellowship, with the students of 1st, 2nd, 3rd years of the High School curriculum at “Bernardo Valdivieso” Experimental High School, morning section, academic year 2010 - 2011”.

c. JUSTIFICATION

Our research project is justified if we consider that the teaching learning process of the English Language has been affected by some troubles in the Bernardo Valdivieso High School. Because of the lack of appropriate techniques of cooperative learning which is a great methodology that helps to improve the learning of the students and the development of values in the group.

On the other hand, the present research work is justified by some problems found in the low achievement in the English Language subject in the students of 1st, 2nd, 3rd years High School curriculum at Bernardo Valdivieso High School. The English Language is the most useful and necessary tool in the level of education. It is essential to travel, business, work and to communicate with foreign people, but unfortunately the students are not motivated to carry out any effort to learn, because neither there is a good knowledge by part of the teachers about techniques of cooperative learning

From the social point of view, it is very necessary to carry out this project because Cooperative learning is a useful tool inside the Teaching Learning Process, since the present research work will be used to improve the education in the social context of the researched institution.

In addition, we consider that this project is important, because we have enough necessary bibliographic material about the theme and a group of

researchers, we also have the necessary resources to carry out our project and this way to contribute positively with a theoretical perspective to improve part the Cooperative Learning in the students of 1st, 2nd, 3rd, of High School curriculum at “Bernardo Valdivieso experimental High School, morning section.

This research is also justified because we are undergraduates of the English Language Career of the National University of Loja and the elaboration of a research work is a previous requirement to obtain the Bachelor’s Degree in Sciences of Education, English Language Teaching. And it will also be carried out in the established period according to the timetable of the project.

Finally, this research work is justified as a suggestion that will allows us, to include some recommendations based on the obtained results and in the theory, which will be used to improve the problematic found in the searched institution.

d. OBJECTIVES.

GENERAL

*To determine the impact of the cooperative learning in the teaching learning process of the English Language with the students of 1st, 2nd, 3rd years of high school curriculum at “Bernardo Valdivieso” Experimental High School, morning section, academic year 2010 - 2011”.

SPECIFIC

*To establish the influence of the cooperative learning techniques used in the learning process of the English Language with the students of 1st, 2nd, 3rd years of High School curriculum at “Bernardo Valdivieso” Experimental High School, morning section, academic year 2010 - 2011”.

*To define if the activities of the cooperative learning are useful to develop the values like: Cooperation, Solidarity, Generosity, Respect, Honesty, Responsibility, Loyalty, and Fellowship, in the students of 1st, 2nd, 3rd years of High School curriculum at “Bernardo Valdivieso” Experimental High School, morning section, academic year 2010 - 2011”.

➤ PROPOSAL

* we propose to the Authorities that the techniques and activities of the cooperative learning are into the planning of the teaching Learning process in the students of 1st, 2nd, 3rd years of High School curriculum at

“Bernardo Valdivieso” Experimental High School, morning section,
academic year 2010 - 2011”.

e. THEORETICAL FRAME

COOPERATIVE LEARNING

"Two are better than one, because they have a good reward for toil. For if they fall, one will lift up his fellow; but woe to him who is alone when he falls and has not another to lift him up...And though a man might prevail against one who is alone, two will withstand him. A threefold cord is not quickly broken." Ecclesiastics 4:9-12

It's easy to get the players. Getting them to play together, that's the hard part.

One of social psychology's great success stories is the widespread use of cooperative learning. From being virtually unknown 30 years ago, cooperative learning is now a standard educational practice in almost every elementary and secondary school and many colleges and universities in the United States, Canada and a variety of other countries. To understand how social psychological theory and research has revolutionized teaching practices, it is first necessary to understand what cooperative learning is.

Cooperative learning was proposed in response to traditional curriculum-driven education. In cooperative learning environments, students interact in purposely structured heterogeneous groups to support the learning of oneself and others in the same group.

In online education, cooperative learning focuses on opportunities to encourage both individual flexibility and affinity to a learning community (Paulsen 2003). Cooperative learning seeks to foster some benefits from the freedom of individual learning and other benefits from collaborative learning. Cooperative learning thrives in virtual learning environments that emphasize individual freedom within online learning communities.

Cooperative learning explicitly builds cooperation skills by assigning roles to team members and establishing norms for conflict resolution via arbitration. Cooperative learning should also provide the means for group reflection and individual self-assessment.

"Cooperative learning (CL) is an instructional paradigm in which teams of students work on structured tasks (for example, homework assignments, laboratory experiments, or design projects) under conditions that meet five criteria: positive interdependence, individual accountability, face-to-face interaction, appropriate use of collaborative skills, and regular self-assessment of team functioning. Many studies have shown that when correctly implemented, cooperative learning improves information acquisition and retention, higher-level thinking skills, interpersonal and communication skills, and self-confidence⁵.

There is nothing magical about telling individuals to work together as a team. The basic elements that both (a) create cooperative efforts and (b)

⁵ (JOHNSON, JOHNSON, AND SMITH, 1991).

mediate the relationship between cooperation and outcomes must be vigilantly structured into every group session. The basic elements are positive interdependence, individual accountability, primitive interaction, appropriate use of social skills, and group processing. These elements are a regimen that, if followed rigorously, will produce the conditions for effective cooperation.

In their studies on the long-term implementation of cooperation learning, investigated the impact of a reward contingency for using social skills as well as positive interdependence and a contingency for academic achievement on performance within cooperative learning groups.⁶ In the cooperative skills conditions students were trained weekly in four social skills and each member of a cooperative group was given two bonus points toward the quiz grade if all group members were observed by the teacher to demonstrate three out of four cooperative skills. The results indicated that the combination of positive goal interdependence, an academic contingency for high performance by all group members, and a social skills contingency, promoted the highest achievement. Archer-Kath, Johnson, and Johnson (1994) trained students in the social skills of praising, supporting, asking for information, giving information, asking for help, and giving help. Students received either individual or group feedback in written graph/chart form on how frequently members engaged in the targeted behaviors. The researchers found that giving students

⁶ MARVIN LEW AND DEBRA MESCH (Lew, Mesch, Johnson, & Johnson, 1986a, 1986b; Mesch, Johnson, & Johnson, 1993; Mesch, Lew, Johnson, & Johnson, 1986)

individual feedback on how frequently they engaged in targeted social skills was more effective in increasing students achievement than was group feedback. The more socially skillful students are, the more attention teachers pay to teaching and rewarding the use of social skills, and the more individual feedback students receive on their use of the skills, the higher the achievement that can be expected within cooperative learning groups.

Not only do social skills promote higher achievement, they contribute to building more positive relationships among group members. Putnam, Rynders, Johnson, and Johnson (1989) demonstrated that, when students were taught social skills, observed by the teacher, and given individual feedback as to how frequently they engaged in the skills, their relationships became more positive.

On the basis of social interdependence theory and the validating research a number of conclusions about cooperative learning can be made.

Cooperation is a generic human endeavor that effects many different instructional outcomes simultaneously. Over the past 100 years researchers have focused on such diverse outcomes as achievement, higher-level reasoning, retention, achievement motivation, intrinsic motivation, transfer of learning, interpersonal attraction, social support, friendships, prejudice, valuing differences, self-esteem, social competencies, psychological health, moral reasoning, and many others.

These numerous outcomes may be subsumed within three broad categories: effort to achieve, positive interpersonal relationships, and psychological health. Cooperative efforts, compared with competitive and individualistic ones, tend to result in higher levels of these outcomes, especially when five mediating variables (positive interdependence, individual accountability, promote interaction, social skills, and group processing) and two enhancing variables (trust and conflict) are present.

Clear and specific operationalizations of cooperative learning have been made based on understanding social interdependence theory and the variables that mediate and enhance cooperations effectiveness. The more educators understand the five basic elements and the two enhancing variables, the greater their ability to (a) structure formal and informal cooperative learning and cooperative base groups, (b) diagnosis problems students have in working together, (c) adapt cooperative learning to different student populations and subject areas, and (d) use cooperative learning for years with high fidelity and appropriate flexibility.

Cooperative learning can be used with some confidence at every grade level, in every subject area, and with any task. Research participants have varied as to economic class, age, sex, nationality, and cultural background. A wide variety of research tasks, ways of structuring cooperation, and measures of the dependent variables have been used.

The research has been conducted by many different researchers with markedly different orientations working in different settings, countries, and decades. The research on cooperative learning has a validity and a generalizability rarely found in the educational literature.

Cooperative learning should ideally be used the majority of the school day. In order to do so, teachers must know how to structure cooperative learning to include the five basic elements that mediate its effectiveness.

Cooperative learning is here to stay. Because it is based on a profound and strategic theory and there is substantial research validating its effectiveness, there probably will never be a time in the future when cooperative learning is not used extensively within educational programs.

How do cooperative and collaborative learning differ from the traditional approach?

Cooperative and collaborative learning differ from traditional teaching approaches because students work together rather than compete with each other individually.

Collaborative learning can take place any time students work together -- for example, when they help each other with homework. Cooperative learning takes place when students work together in the same place on a structured project in a small group. Mixed-skill groups can be especially helpful to students in developing their social abilities.

The skills needed to work together in groups are quite distinct from those used to succeed in writing a paper on one's own or completing most homework or "seatwork" assignments. In a world where being a "team player" is often a key part of business success, cooperative learning is a very useful and relevant tool.

Because it is just one of a set of tools, however, it can easily be integrated into a class that uses multiple approaches. For some assignments individual work may be most efficient, while for others cooperative groups work best.

Research suggests that cooperative and collaborative learning bring positive results such as deeper understanding of content, increased overall achievement in grades, improved self-esteem, and higher motivation to remain on task. Cooperative learning helps students become actively and constructively involved in content, to take ownership of their own learning, and to resolve group conflicts and improve teamwork skills.

Types of Cooperative Learning

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson, Johnson, & Holubec, 1993). Within cooperative learning groups students discuss the material to be learned with each other, help and assist each other to understand it, and encourage each other to work hard. Cooperative learning groups may be used to teach specific content

(**formal cooperative learning groups**), to ensure active cognitive processing of information during a lecture or demonstration (**informal cooperative learning groups**), and to provide long-term support and assistance for academic progress (**cooperative base groups**) (Johnson, Johnson, & Holubec, 1993). Any assignment in any curriculum for any age student can be done cooperatively.

Formal cooperative learning is students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (such as decision making or problem solving, completing a curriculum unit, writing a report, conducting a survey or experiment, or reading a chapter or reference book, learning vocabulary, or answering questions at the end of the chapter) (Johnson, Johnson, & Holubec, 1993). Any course requirement or assignment may be reformulated to be cooperative. In formal cooperative learning groups teachers:

1. **Specify the objectives for the lesson.** In every lesson there should be an academic objective specifying the concepts and strategies to be learned and a social skills objective specifying the interpersonal or small group skill to be used and mastered during the lesson.

2. **Make a number of preinstructional decisions.** A teacher has to decide on the size of groups, the method of assigning students to groups,

the roles students will be assigned, the materials needed to conduct the lesson, and the way the room will be arranged.

3. Explain the task and the positive interdependence. A teacher clearly defines the assignment, teaches the required concepts and strategies, specifies the positive interdependence and individual accountability, gives the criteria for success, and explains the expected social skills to be engaged in.

4. Monitor students' learning and intervene within the groups to provide task assistance or to increase students' interpersonal and group skills. A teacher systematically observes and collects data on each group as it works. When it is needed, the teacher intervenes to assist students in completing the task accurately and in working together effectively.

5. Assess students' learning and helping students process how well their groups functioned. Students' learning is carefully assessed and their performances are evaluated. Members of the learning groups then process how effectively they have been working together.

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 1992; Johnson, Johnson, & Smith, 1991). During a lecture, demonstration, or

film, informal cooperative learning can be used to (a) focus student attention on the material to be learned, (b) set a mood conducive to learning, (c) help set expectations as to what will be covered in a class session, (d) ensure that students cognitively process the material being taught, and (e) provide closure to an instructional session. During direct teaching the instructional challenge for the teacher is to ensure that students do the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. Informal cooperative learning groups are often organized so that students engaged in three-to-five minute focused discussions before and after a lecture and two-to-three minute turn-to-your-partner discussions interspersed throughout a lecture.

Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership (Johnson, Johnson, & Holubec, 1992; Johnson, Johnson, & Smith, 1991). **The purposes of the base group are to give the support, help, encouragement, and assistance each member needs to make academic progress (attend class, complete all assignments, learn) and develop cognitively and socially in healthy ways.** Base groups meet daily in elementary school and twice a week in secondary school (or whenever the class meets). They are permanent (lasting from one to several years) and provide the long-term caring peer relationships necessary to influence members consistently to work hard in school. They formally meet to discuss the academic progress

of each member, provide help and assistance to each other, and verify that each member is completing assignments and progressing satisfactorily through the academic program. Base groups may also be responsible for letting absent group members know what went on in class when they miss a session. Informally, members interact every day within and between classes, discussing assignments, and helping each other with homework. The use of base groups tends to improve attendance, personalize the work required and the school experience, and improve the quality and quantity of learning. The larger the class or school and the more complex and difficult the subject matter, the more important it is to have base groups. Base groups are also helpful in structuring homerooms and when a teacher meets with a number of advises.

Basic Elements of Cooperation

Many teachers believe that they are implementing cooperative learning when in fact they are missing its essence. Putting students into groups to learn is not the same thing as structuring cooperation among students.

Cooperation is not:

1. Having students sit side by side at the same table and talk with each other as they do their individual assignments.
2. Having students do a task individually with instructions that the ones who finish first are to help the slower students.

3. Assigning a report to a group where one student does all the work and others put their name on it.

Cooperation is much more than being physically near other students, discussing material with other students, helping other students, or sharing materials with other students, although each of these is important in cooperative learning.

In order for a lesson to be cooperative, five basic elements are essential and need to be included (Johnson & Johnson, 1989; Johnson, Johnson, & Holubec, 1993). The five essential elements are as follows.

1. **Positive Interdependence:** Positive interdependence is the perception that you are linked with others in a way so that you cannot succeed unless they do (and vice versa), that is, their work benefits you and your work benefits them. It promotes a situation in which students work together in small groups to maximize the learning of all members, sharing their resources, providing mutual support, and celebrating their joint success. Positive interdependence is the heart of cooperative learning. Students must believe that they sink or swim together. Within every cooperative lesson positive goal interdependence must be established through **mutual learning goals** (learn the assigned material and make sure that all members of your group learn the assigned material). In order to strengthen positive interdependence, **joint rewards** (if all members of your group score 90 percent correct or better on the test, each will receive 5 bonus

points), **divided resources** (giving each group member a part of the total information required to complete an assignment), and **complementary roles** (reader, checker, encourager, elaborator) may also be used. For a learning situation to be cooperative, students must perceive that they are positively interdependent with other members of their learning group. It is positive interdependence that creates the overall superordinate goals that unite diverse students into a common effort. It is also positive interdependence that results in a joint superordinate identity. Students need to develop a unique identity as an individual, a social identity based among other things on their ethnic, historical, and cultural background, and a superordinate identity that unites them with all the other members of their society. At the same time they need to understand the social identity of classmates and respect them as collaborators and friends. It is positive interdependence, furthermore, that underlies a common culture that defines the values and nature of the society in which the students live.

2. Individual Accountability: Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual. It is important that the group knows who needs more assistance, support, and encouragement in completing the assignment. It is also important that group members know that they cannot "hitch-hike" on the work of others. The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they can subsequently

perform higher as individuals. To ensure that each member is strengthened, students are held individually accountable to do their share of the work. Common ways to structure individual accountability include (a) giving an individual test to each student, (b) randomly selecting one student's product to represent the entire group, or (c) having each student explain what they have learned to a classmate.

3. Face-To-Face Promotive Interaction: Once teachers establish positive interdependence, they need to maximize the opportunity for students to promote each other's success by helping, assisting, supporting, encouraging, and praising each other's efforts to learn. There are cognitive activities and interpersonal dynamics that only occur when students get involved in promoting each other's learning. This includes orally explaining how to solve problems, discussing the nature of the concepts being learned, teaching one's knowledge to classmates, and connecting present with past learning. Accountability to peers, ability to influence each other's reasoning and conclusions, social modeling, social support, and interpersonal rewards all increase as the face-to-face interaction among group members increase. In addition, the verbal and nonverbal responses of other group members provide important information concerning a student's performance. Silent students are uninvolved students who are not contributing to the learning of others as well as themselves. Promoting each other's success results in both higher achievement and in getting to know each other on a personal as well as a

professional level. To obtain meaningful face-to-face interaction the size of groups needs to be small (2 to 4 members). Finally, while positive interdependence creates the conditions for working together, it is the actual face-to-face interaction in which students work together and promote each other's success that the personal relationships are formed that are essential for developing pluralistic values.

4. **Social Skills:** Contributing to the success of a cooperative effort requires interpersonal and small group skills. Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively. Persons must be taught the social skills for high quality cooperation and be motivated to use them. Leadership, decision-making, trust-building, communication, and conflict-management skills have to be taught just as purposefully and precisely as academic skills. Procedures and strategies for teaching students social skills may be found in Johnson (1991, 1997) and Johnson and F. Johnson (1997). Finally, social skills are required for interacting effectively with peers from other cultures and ethnic groups.

5. **Group Processing:** Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Students must also be given the time and procedures

for analyzing how well their learning groups are functioning and the extent to which students are employing their social skills to help all group members to achieve and to maintain effective working relationships within the group. Such processing (a) enables learning groups to focus on group maintenance, (b) facilitates the learning of social skills, (c) ensures that members receive feedback on their participation, and (d) reminds students to practice collaborative skills consistently. Some of the keys to successful processing are allowing sufficient time for it to take place, making it specific rather than vague, maintaining student involvement in processing, reminding students to use their social skills while they process, and ensuring that clear expectations as to the purpose of processing have been communicated. Finally, when difficulties in relating to each other arise, students must engage in group processing and identity, define, and solve the problems they are having working together effectively.

Why Use Cooperative Learning?

Through active participation and more on-task behavior, your students will benefit from higher academic achievement for all. Other benefits include improved social skills, higher self esteem, greater use of higher-level thinking skills, and increased appreciation for different points of view.

6. Methodology: In the past three decades, modern cooperative learning has become a widely used instructional procedure in preschool through graduate school levels, in all subject areas, in all aspects of instruction and learning, in non-traditional as well as traditional learning situations, and even in after-school and non-school educational programs.

There is broad dissemination of cooperative learning through teacher preparation programs, in service professional development, and practitioner publications. The use of cooperative learning so pervades education that it is difficult to find textbooks on instructional methods, teachers' journals, or instructional materials that do not mention and use it.

While a variety of different ways of operationalizing cooperative learning have been implemented in schools and colleges, there has been no comprehensive review of the research evidence validating the cooperative learning methods. The purpose of this review, therefore, is to examine the empirical support validating the effectiveness of the method of cooperative learning. In order to do so, it is first helpful to discuss why cooperative learning is so widely used.

The widespread use of cooperative learning is due to multiple factors. Three of the most important are that cooperative learning is clearly based on theory, validated by research, and operational into clear procedures educators can use.

Cooperative learning is one of the most widespread and fruitful areas of theory, research, and practice in education. There has been a comprehensive review of the research on the effectiveness in increasing achievement of the methods of cooperative learning used in schools.

Cooperative Learning – Motivational- The motivational theories of cooperative learning emphasize the students' incentives to do academic work, while the cognitive theories emphasize the effects of working together.

Motivational theories related to cooperative learning focus on reward and goal structures. One of the elements of cooperative learning is positive interdependence, where students perceive that their success or failure lies within their working together. Therefore, in order to attain their personal goals, students are likely to encourage members within the group to do whatever helps the group to succeed and to help one another with a group task.

The developmental theories assume that interaction among students around appropriate tasks increases their mastery of critical concepts (Damon, 1984). When students interact with other students, they have to explain and discuss each other's perspectives, which lead to greater understanding of the material to be learned.

The struggle to resolve potential conflicts during collaborative activity results in the development of higher levels of understanding, cooperative

learning activities enhance elaborative thinking and more frequent giving and receiving of explanations, which has the potential to increase depth of understanding, the quality of reasoning, and the accuracy of long term retention. Therefore, the use of cooperative learning methods should lead to improved student learning and retention from both the developmental and cognitive theoretical bases.

Several studies have examined the effects of cooperative learning methods on student learning. Humphreys, Johnson, and Johnson (1982) compared cooperative, competitive, and individualistic strategies in science classes and found that students who were taught by cooperative methods learned and retained significantly more information than students taught by the other two methods.

The factor contributing to the widespread use of cooperative learning is the variety of cooperative learning methods available for teacher use, ranging from very concrete and prescribed to very conceptual and flexible. Cooperative learning is actually a generic term that refers to numerous methods for organizing and conducting classroom instruction. Almost any teacher can find a way to use cooperative learning that is congruent with his or her philosophies and practices.⁷

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Researcher-Developer	Date	Method
Johnson & Johnson	Mid 1960s	Learning Together & Alone
DeVries & Edwards	Early 1970s	Teams-Games-Tournaments (TGT)
Sharan & Sharan	Mid 1970s	Group Investigation
Johnson & Johnson	Mid 1970s	Constructive Controversy
Aronson & Associates	Late 1970s	Jigsaw Procedure
Slavin & Associates	Late 1970s	Student Teams Achievement Divisions (STAD)
Cohen	Early 1980s	Complex Instruction
Slavin & Associates	Early 1980s	Team Accelerated Instruction (TAI)
Kagan	Mid 1980s	Cooperative Learning Structures
Stevens, Slavin, & Associates	Late 1980s	Cooperative Integrated Reading & Composition (CIRC)

Cooperative learning is here to stay. Because it is based on a profound and strategic theory and there is substantial research validating its effectiveness, there probably will never be a time in the future when cooperative learning is not used extensively within educational programs.

Most of the validating studies on methods of cooperative learning have been conducted by the researcher-developer who originated the method. This introduces potential bias into the results.

THEORETICAL FOUNDATIONS OF THE COOPERATIVE LEARNING

Krashen's (1985) Second Language Acquisition Theory, which has had a broad impact on second language teachers teaching strategies and methodologies, was very popular during the eighties and nineties. Krashen posed five different hypotheses that attempted to explain how second language is acquired. The three most influential ones are: the acquisition-learning hypothesis which states that adults have two different way to develop competence in a language: language acquisition and language learning. Language acquisition is a subconscious process like the way a child learns language. The natural order hypothesis states that the acquisition of the grammatical structure proceeds in a predictable order, and the input hypothesis states that a language acquirer who is at "level" must receive comprehensible input that is at "level up" According to krashen (1985) Input Hypothesis, second or foreign language acquisition shout be highly collaborative and interactive process. He also claimed that a small-group approach enabled learners to gain better language competence that a teaching methodology that stressed the memorization of grammar, vocabulary and drill exercises in isolation. Therefore, he asserted that cooperative learning could help to create the healthy learning environment that makes language learning meaningful.

Others have also been supportive of this approach. Murray (1994) stated that the instruction requiring students to work cooperatively was based on

three theoretical perspectives. They were the Piagetian theory, social learning theory, and Vygotskian theory.

Piaget learners as active participants in their own learning rather than recipients of information and knowledge. The teacher should provide students with materials and create situation that can allow students to find out. Students present cognitive levels, should be assessed and instruction should be individualized as much as possible to take into account their strength and weakness. Piagetian theory suggest that if students should experiment on their own instead listening to the teachers lecture, learning would be more meaningful. In addition, one aspect of Piagetian theory emphasizes that solving conflict will benefit students (Murray, 1994). The practice of using a dyad works well in promoting cognitive growth. A dyad generally refers to the practice of placing two students within group who have opposite points of view about how to solved problems. Conflicts will arise, when there is a disagreement about the answers or solution. Students can clarify what is unclear or vague to themselves through negotiating and negotiating and discussing the solution with one another until they arrive upon a common answer and hence resolve the conflict. This increases their comprehension and accelerates their intellectual growth as well.

However this approach also assumes that there is an agreement between the students to work together on the problem. This gives rise to a so-called CL group (Olsen & Kagan, 1992; Tsai, 1998).

The social learning theory of Bandura (1971), the second of Murray's theoretical perspectives, emphasized the importance of modelling and observing the attitude, behaviours, and emotional reactions of others. Social learning theory explains human behaviours in terms of continuous interaction between behavioural, cognitive, and environmental influences. The component processes underlying observational learning included: first, attention which involved modelled events and observer characteristics, second, retention which involved symbolic coding, symbolic rehearsal, motor rehearsal and cognitive organization, and the last, motor reproduction which involved physical capabilities, accuracy of feedback and self-observation of reproduction (Liang, 2001).

Social learning theory also emphasizes teamwork, which is one of the main characteristics of CL (Murray, 1994). When members of the group pool their efforts to achieve a common goal, the mutual dependency will motivate them to go on for the benefit of the team, and in the process they themselves succeed. In addition, when all the members of the team succeed in learning from an assignment, or when the group's overall achievement is up to a certain standard, it provides students with an incentive to participate in a group effort by giving a joint reward.

According to Murray (1994) Vygotskian theory, the third perspective, is the most theoretical rationale for cooperative learning Vygotsky (1978) provides educators with key understandings of the relationship between the learning of individual learners and the influence of the social environmental. He believes that learning is social and further stresses that people learn best when they learn through social interaction, Vygotsky (1978) claimed that social relationship were obviously related to human mental functions and accomplishments, and proposed his concept of the “Zone of proximal development” in order to make sense of the relationship of society and the individual and social and cognitive development.

Vygotsky (1978) defined and pointed out the existence of a zone of proximal development, which meant a distance between what a students could do alone (the actual development level) and what a student could achieve in collaboration with others (the proximal level). Good learning for Vygotsky is always that which advances development is the assumption of how we learn. The main path of learning proceeds from the social to the individuals. The individual is always actively involved. Therefore level tomorrow (McDonell, 1992). Guided by Vygotsky’s (1978) emphasis on adult guidance in students’ learning in the “zone of proximal development”, teachers are viewed as facilitators who help and support learners’ transactions with the word.

Techniques

1. Jigsaw - Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other. (Wood, p. 17) Tests or assessment follows.

2. Think-Pair-Share - Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

3. Three-Step Interview (Kagan) - Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

4. Round Robin Brainstorming (Kagan)- Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about

answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order give an answer until time is called.

5. Three-minute review - Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

6. Numbered Heads Together (Kagan) - A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

7. Team Pair Solo (Kagan)- Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

8. Circle the Sage (Kagan)- First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may

ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

9. Partners (Kagan) - The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

Objective:

To increase student's sense of responsibility by making each one an expert on one part of a unit then having each student teach the part for which he/she has become an expert to the other members of his/her team.

Directions:

“Students are assigned to teams to work on content material that has been divided into sections”.

“Students read the entire selection focusing on their assigned part of the lesson/topic”.

“Then students meet with their expert group, which has members of different teams who have studied the same selection, to discuss questions provided by the teacher”.

“Students return to their original teams and take turns teaching teammates about the section they have studied”.

“The teacher then assesses the mastery of the overall topic”.

Numbered Heads Together**Objective:**

To group students and structure the questions/answer period so that all students engage in discussion about the issues presented.

Directions:

- The teacher arranges students in groups or teams of 4 or 5, assigning a number to each individual within a group”.
- The teacher asks a question of the entire class”.

- Students are then directed to "put their heads together" to discuss the answer and to be sure everyone in their group knows the correct answer".
- Then the teacher calls a number at random and each individual with that number must be ready with an answer because no one knows which teams member will be called to answer the question".
- If an incorrect answer is given, the teacher can call on another group or team
- Have a classroom discussion about the government and what they do for citizens.
- After class discussion
- Discuss as a class items that groups have their lists
- Once group have completed their constitutions and have had them checked by the teacher,

VALUES AND STRATEGIES OF COOPERATIVE LEARNING

The values inherent in cooperative efforts are: Commitment to the common good, teamwork and civic responsibility, working together to achieve mutual goals, reciprocal esteem, self worth, common good, and diversity as a resource. The diverse contributions of members results in the realization that, in the long run, everyone is of equal value and equally

deserving, regardless of their gender, ethnic membership, culture, social class, or ability.

Interdependence and Values

The value systems underlying competitive, individualistic, and cooperative situations exist as a hidden curriculum beneath the surface of school life. This hidden values curriculum permeates the social and cognitive development of children, adolescents, and young adults. Each type of interdependence has a set of values inherently built into it and those values determine whether diversity is viewed as positive or negative.

The Values Resulting from Competition

When a situation is structured **competitively**, individuals work against each other to achieve a goal that only one or a few can attain (Johnson & Johnson, 1989). Individuals' goal achievements are negatively correlated; each individual perceives that when one person achieves his or her goal, all others with whom he or she is competitively linked fail to achieve their goals. Thus, individuals seek an outcome that is personally beneficial but detrimental to all others in the situation. Inherent in competition is a set of values that is taught and retaught whenever a person engages in competition. The values are:

1. Commitment to getting more than others. There is a built-in concern that one is smarter, faster, stronger, more competent, and more successful than others so that one will win and others will lose.

2. Success depends on beating, defeating, and getting more than other people. What is valued is triumphing over others and being Number One. Winning has little to do with excellence and may actually be opposed to excellence. Competition does not teach the value of excellence. Competition teaches the value of winning doing better and getting more than other participants.

3. Opposing, obstructing, and sabotaging the success of others is a natural way of life. Winning depends on a good offense (doing better than others) and a good defense (not letting anyone do better than you). There are two ways to win doing better and obstructing others efforts. A smart competitor will always find ways to oppose, obstruct, and sabotage the work of others in order to win.

4. The pleasure of winning is associated with others' disappointment with losing. Winners feel great about winning and they automatically feel great about other people losing. When someone loses, it is a source of pleasure and happiness because it means that one has a better chance of winning.

5. Other people are a threat to ones success. Because smart competitors will obstruct and sabotage the work of others, competitors are to be

distrusted and watched closely because their efforts to win and their efforts to sabotage ones work are threats. Competition casts schoolmates as rivals and threats to one's success.

6. Other people's worth is contingent on their "wins." When a person wins, he or she has value. When a person loses, he or she has no value. The worth of a person is never fixed. It all depends on the latest victory. When a person stops winning he or she no longer has value as an individual. Competition places value on a limited number of qualities that facilitate winning. Thus, since only a very few people can win, most people have no value. In school, for example, if a person did not score in the top five or ten percent in math or reading on the last test, they have no or limited value academically. The other 95 to 90 percent of students are losers and have no value.

7. Self-worth is conditional and contingent on ones "wins." Competition teaches that self-worth is contingent on victories. When a person stops winning he or she stops having value as a person. Far from helping students to believe in themselves, competition creates perpetual insecurity.

8. Competitors value extrinsic motivation based on striving to win rather than striving to learn. Winning is the goal, not the learning or the practice or the development. The inducement of trying to beat people, like other

extrinsic motivators, has been shown to reduce students interest in the task itself.

9. People who are different from one are to be either feared or held in contempt. Other people are perceived to be potential obstacles to ones success. If they are different in a way that gives them an advantage, the difference is feared. If they are different in a way that gives one an advantage over them, they are to be discounted. High performing students are often feared because they can win and low performing students are often held in contempt as losers who are no competition.

The Values Resulting from Cooperation

Cooperation is working together to accomplish shared goals (Johnson & Johnson, 1989). Within cooperative activities individuals seek outcomes that are beneficial to themselves **and** beneficial to all other group members. **Cooperative learning** is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson, Johnson, & Holubec, 1993). Within cooperative learning groups students are given two responsibilities: To learn the assigned material and make sure that all other members of their group do likewise. In cooperative learning situations, students perceive that they can reach their learning goals only if the other students in the learning group also do so. The values inherent in cooperative efforts are:

1. Commitment to the common good. In cooperative situations, individuals work contributes not only to their own well-being, but also to the well being of all other collaborators. There is a built-in concern for the common good and the success of others, as the efforts of others also contribute to ones own well-being.

2. Success depends on the joint efforts of everyone to achieve mutual goals. Since cooperators "*sink or swim together*," an "*all for one and one for all*" mentality is appropriate. What is valued is teamwork and civic responsibility. Succeeding depends on everyone doing his or her part. Cooperation teaches the value of working together to achieve mutual goals.

3. Facilitating, promoting, and encouraging the success of others is a natural way of life. Succeeding depends on everyone doing well. There are two ways to succeed contributing all one can to the joint effort and promoting other cooperators efforts to contribute. A smart cooperator will always find ways to promote, facilitate, and encourage the efforts of others.

4. The pleasure of succeeding is associated with others' happiness in their success. Cooperators feel great about succeeding and they automatically feel great about other people succeeding. When someone succeeds, it is a source of pleasure and happiness because it means that ones help and assistance has paid off.

5. Other people are potential contributors to one's success. Because smart cooperators will promote and facilitate the work of others, cooperators are to be trusted because their efforts to succeed will promote one's own success. Cooperation casts schoolmates as allies, colleagues, and friends who will contribute to one's success.

6. Other people's worth is unconditional. Because there are so many diverse ways that a person may contribute to a joint effort, everyone has value all the time. This inherent value is reaffirmed by working for the success of all. Cooperation places value on a wide range of diverse qualities that facilitate joint success. Thus, everyone has value.

7. Self-worth is unconditional. Cooperation teaches that self-worth results from contributing whatever resources one has to the joint effort and common good. A person never loses value. Cooperative experiences result in individuals believing in themselves and their worth.

8. Cooperators value intrinsic motivation based on striving to learn, grow, develop, and succeed. Learning is the goal, not winning. The inducement of trying to contribute to the common good, like other intrinsic motivators, increases students' interest in the task itself.

9. People who are different from oneself are to be valued. Other people are perceived to be potential resources for and contributors to one's success. If they are different that means more diverse resources are

available for the joint effort and, therefore, the difference is valued. The diverse contributions of members results in the realization that, in the long run, everyone is of equal value and equally deserving, regardless of their gender, ethnic membership, culture, social class, or ability.

Values

The value systems underlying competitive, individualistic, and cooperative situations exist as a hidden curriculum beneath the surface of school life. This hidden values curriculum permeates the social and cognitive development of children, adolescents, and young adults. Each type of interdependence has a set of values inherently built into it and those values determine whether diversity values are:

- **Honesty**
 - **Responsibility**
 - **Loyalty**
 - **Generosity**
 - **Solidarity**
 - **Respect**
 - **Fellowship**
 - **Unity**
-
- **The Honesty.** is the basis for trust and confidence that must exist among students . It is the source for great personal strength and is the foundation for organizational effectiveness. Integrity as "the quality or

state of being of sound moral principle, uprightness, honesty and sincerity", its synonym is honesty. Integrity is a "firm adherence to a code of especially moral or altruistic values." Integrity is an uncompromising adherence to a code of moral, artistic or other values, utter sincerity, honesty and candor, avoidance of deception, expediency, artificiality or shallowness of any kind. However, along with the subject of truth, there are also issues of honesty, integrity and character – all of which we need in our political and religious leaders, teachers parents and students. I believe that an honest man will refuse to lie, steal or deceive in any way. To be honest is to have an upright character – this is something that is extremely lacking in our society today we want to focus all the students applying these values one way or another through the cooperative learning.

➤ **Responsibility.**

Though some might arguably include responsibility under the heading of integrity, the idea of responsibility is more than simply a willingness to accept blame or criticism for shortcomings, negligence, or oversight; it is the establishment of priorities, placing rightful obligations to others as high as obligations to self. To be responsible is to always do the right thing in the eyes of loved ones. It is the determination to keep a promise or make right some unintentional wrong, even when it is costly or inconvenient to do so.

➤ **Loyalty.**

Loyalty is one of the most difficult things for a person's mind to comprehend. The meaning faithfulness or dedication to someone or something, is clear. But to display loyalty and to decide when and where to be loyal has a blurred meaning to people. Understanding loyalty is not the problem; the problem is being able to perform it. The case for loyalty revolves around the same central question: Should we, as people, always be loyal? To put it bluntly, the answer is yes. If a person makes any type of commitment then he or she should be able to follow through upon it.

➤ **Generosity.**

The value of generosity is immeasurable and/or not a constant value. Sometimes generosity is unnoticed, sometimes it is rewarded, sometimes it is noted and returned in favor.

However, the most valuable part of generosity is actually the feeling you have when you have given it freely without expecting anything in return. You know you have given something without a selfish reason.

And of course, the discussion of the value of generosity goes as far back as Biblical times when Jesus said, "It is better to give than to receive."

➤ **Solidarity.**

Solidarity is the integration, and degree and type of integration, shown by a society or group with people and their neighbors. It refers to the ties between partners in relations - that bind people to one another. The term is generally employed in sociology and the other social sciences.

➤ **Respect.**

Much of the universal values and virtues that contribute to the good of the individual and society and affirm our human dignity are derived from the value of respect and the value of responsibility.

Respect means showing regard and appreciation for the worth of someone or something. It means honors and esteem.

Respect means caring for other living things and the earth (animals, plants, the environment).

Respect means obeying the rules, laws, and customs of your family, faith, community, and country.

Respect means honoring other people's wants, needs, ideas, differences, beliefs, customs, and heritage. It includes respect for self, respect for the rights and dignity of all persons, and respect for the environment that sustains life.

➤ **Fellowship.**

Fellows and management trainees are adult learners. As such, their learning needs are unique. During training in healthcare management, experience-based change takes place in an individual's knowledge, skills, and attitudes. Effective learning based on principles of adult learning involves developing objectives and strategies and structuring activities to achieve these objectives. Effective learning requires evaluation and feedback between the preceptor or supervisor and the adult learner to correct actions and reinforce learning activities.

➤ **Unity.**

Is a built from a share vision, a cherished hope, and altruistic aim or, a cause for the common good. Unity gives sustenance, strength, and courage to make the impossible possible. Combining with determination and commitment unity makes the biggest task seem easy.

The stability of unity comes from the spirit if equality and oneness, the Nobel values embodied in core universal principal. The greatness of unity is that everyone is respect. Unity creates the experience of cooperation, increases zeal and enthusiasm for the task, and makes the atmosphere powerful and enable.⁸

⁸ <http://www.podnetwork.org/publications/teachingexcellence/95-96/V7,%20N7%20Watters.pdf>

COOPERATIVE LEARNING STRATEGIES

Cooperative learning strategies acknowledge recognition of difference as many students who do not 'fit' the middle class model of the student that schools and curriculum were designed for are supported to participate more effectively.

Working in small groups using cooperative learning strategies supports underperforming students to:

think aloud, take risks, and develop deeper understandings and higher order thinking become more self confident as learners develop oral language skills as student input into activities is valued improve their relationships with other students and with their teachers scaffold their learning through talk and the use of cognitive and graphic organizers.

There are many publications which include a range of cooperative learning strategies (see references.

Cooperative learning strategies employ formally structured groups of students working together to maximize their own and other students' learning. This educational approach changes the classroom environment from one in which students are passive recipients of the instructor's knowledge, to one in which they are active participants in their own education.

Cooperative learning strategies have received little attention in the social work education literature, despite proven educational benefits elsewhere. This article defines cooperative learning, reviews the educational theory and research that support it, and demonstrates its relevance to social...

Also the cooperative strategies have the power to transform classroom by encourage communities of caring, supporting students whose achievements improve and whose Social skill grow. Harnessing and directing the power of cooperative learning strategies present a chagelleger to the classroom teacher.

While cooperative models replace individuals seat work, they continue to require individual accountability. Teachers who use cooperative structure recognize that it is important for students to both cooperate and compete.

Some Strategies of cooperative learning

Think Pair Share

Think Pair Share is a cognitive rehearsal structure that can be used to help students:

- recall events
- make a summary
- stimulate thinking

- share responses, feelings and ideas

Think Pair Share

The teacher sets a problem or asks for a response to the reading.

The students think alone for a specified time.

The students form pairs to discuss the problem or give responses.

Some responses may be shared with the class.

Explicit discussion about the rights and responsibilities of speakers and listeners helps to clarify the shared understandings of the partner discussions. To help the students establish effective speaking and listening skills, teachers model and refer to behaviors that are expected when people speak and listen to each other.

Teachers monitor the children's interactions and draw attention to successful discussions so that students understand exactly what they need to do.

Placemat and Round Robin

This activity is designed to allow for each individual's thinking, perspective and voice to be heard, recognised and explored.

1. Form participants into groups of four.
2. Allocate one piece of A3 or butcher's paper to each group.

3. Ask each group to draw the diagram on the paper.
4. The outer spaces are for each participant to write their thoughts about the topic.
5. Conduct a Round Robin so that each participant can share their views.
6. The circle in the middle of the paper is to note down (by the nominated scribe) the common points made by each participant.
7. Each group then reports the common points to the whole group.

Round Robin

Students give their opinions verbally around the circle or group. All members contribute equally.

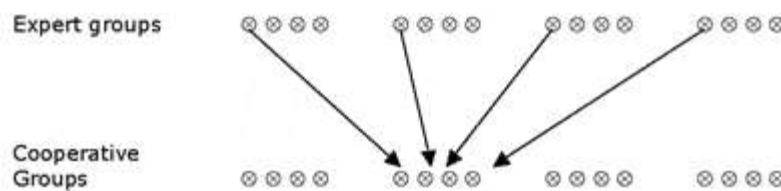
Jigsaw

This activity is characterised by participants within a cooperative group each becoming expert on different aspects of one topic of study.

1. Before presenting and teaching to the cooperative group, students form *Expert Groups*, comprised of individuals from different cooperative groups who have the same assigned topic.
2. Together, expert partners study their topic and plan effective ways to

teach important information when they return to their cooperative groups.

3. One way of teaching is for the expert group to display their information on paper.
4. Participants return to their cooperative groups and then take their cooperative group on a Gallery Tour (walk around the room) to each display.
5. Or participants can return to their cooperative groups and teach all members of their group as they are now the experts.



Numbered Heads

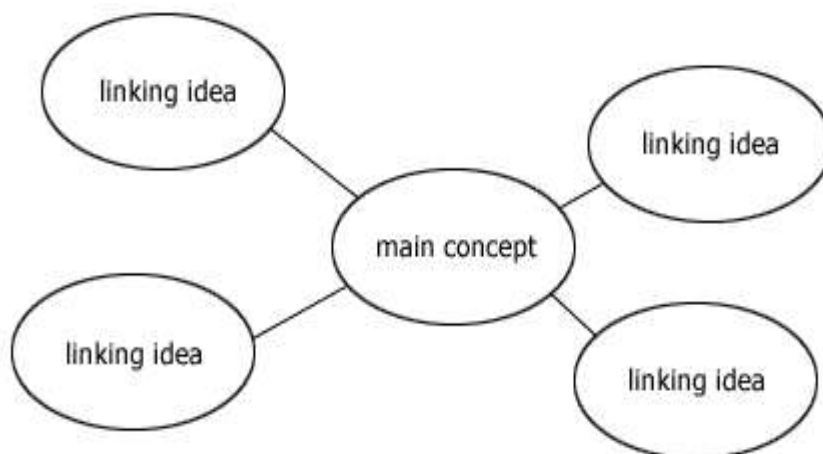
Students are numbered off by the teacher, Ex. 1-6 or three or four or more different types of card are handed around the room and students are grouped according to the colour of the card. This is useful for organizing cooperative strategies such as jigsaws.

Graphic Organizers

Concept Webs

Concept webs encourage learners to visually record their learning through an exploration of issues or topic. The process establishes connections and helps the learner organize ideas and understand relationships between different concepts, problems and ideas.

The centre circle contains the main concept, problem or topic. Linking ideas or solutions are recorded in the outer circles through the use of key words. Lines may be added to link the connecting circles to each other as well as to the central circle. Images and colors may also be used to enhance the concept map.



Learning Role Cards

For successful small group work:

- organize students into groups of four to ensure participation
- deal out Role Cards for effective role demarcation through assigned roles
- each student is dealt a *Functional Role* card and a *Learning Role* card
- the Learning Role cards are used to scaffold the discussion
- note that every group member must take on the role of *Encourager*
- explicit teaching and modelling of roles are important

Role of parents/carers in the classroom

It is important for schools to foster a culture of two-way communication with their communities which recognizes the needs and abilities of all members of their communities as resources. Effective parent partnerships are built through seeking input about what is important regarding their child's learning, listening to their concerns, inviting feedback about classroom activities and where appropriate eliciting their active support both in school and at home.

Traditionally some parents/carers provide classroom support to the school

as reading tutors. Teachers now acknowledge that when parental/carer help in the classroom is available, it is important that underperforming students are supported by the classroom teacher, the person who is most skilled to address their learning needs.

When schools involve parents/carers in the reading program teachers should ensure that texts are within the Zone of Actual Development (ZAD) of students or at their recreational rather than instructional level. Parents/carers can then concentrate on engaging students in the text and making reading fun by focusing on, eg the *Text Participant* role. When texts are within the ZAD, laboured 'sounding out' strategies may be avoided. The parents and the students will have more positive perceptions of the reading experience.⁹

Others ideas

A simple way to start Cooperative Learning is to begin with pairs instead of whole teams. Two students can learn to work effectively on activities such as the following

⁹ BELLANCA J. & FOGARTY R. (1994). *Blueprints for Thinking in the Cooperative Classroom*. Australia: Hawker Brownlow Education.

BENNETT B., ROLHEISER C. & STEVAHN L. (1991). *Where Heart Meets Mind*. Toronto, Ontario. Canada: Educational Connections.

RIGBY HEINEMANN. Education Department of Western Australia. (1997) *First Steps Oral Language Resource Book*. Melbourne:

HILL, S. & HILL, T. (1990). *The Collaborative Classroom: A Guide to Cooperative Learning*. South Yarra, Victoria: Eleanor Curtain.

- Assign a math worksheet and ask students to work in pairs.
- One of the students does the first problem while the second acts as a coach.
- Then, students switch roles for the second problem.
- When they finish the second problem, they get together with another pair and check answers.
- When both pairs have agreed on the answers, ask them to shake hands and continue working in pairs on the next two problems.

Literature circles in groups of four or six are also a great way to get students working in teams. You can follow these steps:

- Have sets of four books available.
- Let students choose their own book.
- Form teams based on students' choices of books.
- Encourage readers to use notes, post-its, and discussion questions to analyze their books.
- Have teams conduct discussions about the book.
- Facilitate further discussion with the whole class on each of the books.

- Have teams share what they read with the whole class.¹⁰

COOPERATIVE LEARNING IN THE CLASS ROOM

Over the past decade, cooperative learning has emerged as the leading new approach to classroom instruction. One important reason for its advocacy is that numerous research studies in classrooms, in very diverse school settings and across a wide range of content areas, have revealed that students completing cooperative learning group tasks tend to have higher academic test scores, higher self-esteem, greater numbers of positive social skills greater comprehension of the content and skills they are studying.

To be successful in setting up and having students complete group tasks within a cooperative learning framework, a number of essential elements or requirements must be met. The exact number, name, and order of these requirements vary from one author to another. However, nearly all agree that, in one way or another, the elements listed below are essential.

Organization of the Classroom

One of the goals of cooperative learning is to teach students initiative and self-reliance, to work more effectively in well organized classrooms rather than one that is clutter.

Face-to-face interaction

¹⁰ www.colorincolorado.org/educators/content/cooperative

Promoting success of group members by praising, encouraging, supporting, or assisting each other.

Social Skills

Cooperative learning groups set the stage for students to learn social skills. These skills help to build stronger cooperation among group members. Leadership, decision-making, trust-building, and communication are different skills that are developed in cooperative learning.

Group Processing

Group processing is an assessment of how groups are functioning to achieve their goals or tasks. By reviewing group behavior the students and the teacher get a chance to discuss special needs or problems within the group. Groups get a chance to express their feelings about beneficial and unhelpful aspects of the group learning process in order to correct unwanted behavior and celebrate successful outcomes in the group work.¹¹

Getting Started - Cooperative Learning Basics

An important point to remember is that cooperative learning is not just "group work." Not only can students learn together in producing group

¹¹ BALKCOM, STEPHEN. COOPERATIVE LEARNING. Washington, DC: Office of Educational Research and Improvement, 1992. ED 346 999.

projects, it can be used as an integral part of the classroom management plan, and at every stage of your lessons.

COOPERATIVE LEARNING AND MOTIVATION

There is an ever increasing need for interdependence in all levels of our society today. Providing students with the tools to effectively work in a collaborative and cooperative environment should be our priority as teachers. Cooperative learning (CL) is one way to provide students with a well defined framework from which they can learn from one another. Students work towards fulfilling academic and social goals that are clearly stated. It is a team approach where the success of each group is dependent on each member actively contributing to the group activity.

To Johnson (1998) is the “instructional use of small groups so that student’s work together to maximize their own and each other’s learning”. Adopting a CL approach as a teaching method, teachers encourage students to become actively involved in the learning process.

And another hand Johnson and Johnson (1986, p. 31), there is persuasive evidence that cooperative teams achieve higher levels of thought and retain information longer than students who work quietly as individuals. Thus the shared learning experience gives students an opportunity to engage in discussion, take responsibility for their own learning and as a result, become critical thinkers (Totten, Sills, Digby & Russ, 1991). In order to create an environment in which CL can take place, three things are

necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task students' work together on must be clearly defined. CL differs from traditional teaching approaches because students work together rather than compete with each other individually.

Contribution to the group

1. Keep groups together: One of the main challenges faced in CL is group conflict. Students need to work together even though it is not something that comes naturally. When a group is not working well together, avoid breaking it up, even if the group requests it. The addition of the floundering group's members to going groups may promote individual student learning. As a result, students learn how to think critically as they work through the specific steps required to achieving a given task.

2. It encourages greater effort among students as they are striving for the mutual benefit of the group. Consequently, the students gain from each other's efforts and this creates greater productivity, long-term retention and intrinsic motivation in them. In addition, students can share their strengths and also develop their weaker skills.

3. It helps students develop their oral skills. By interacting with each other, students promote each other's success by orally explaining how to solve problems, teaching one's knowledge to others and by discussing together the concepts being learned.

COOPERATIVE LEARNING ROLE OF SOCIAL-COGNITIVE

This article studies the importance of the social-cognitive conflict in the students' intellectual development. From the point of view of the social nature of the cognitive development it is analyzed how socialization, personal development and intellectual progress go together, as well as the role of peer interactions and student-teacher interactions, as a boost for this growth. The article is based on the contributions made in this field by Geneva School as well as the ones by Vygotsky and Piaget, which conclude the need to foment cooperation in the classroom in order to promote the interactions of classmates and to generate intellectual progress through social-cognitive conflict and its verbal expression.

ACTIVITIES OF COOPERATIVE LEARNING

Activities and cooperative learning are genuine alternatives to, rather than enhancements of, professors' lectures. We provide below a survey of a wide variety of active learning techniques which can be used to supplement rather than replace lectures. We are not advocating complete abandonment of lecturing, as both of us still lecture about half of the class period. The lecture is a very efficient way to present information but use of the lecture as the only mode of instruction presents problems for both the instructor and the students. There is a large amount of research attesting to the benefits of active learning.

COOPERATIVE PLAY

1. Teacher provides materials needed for activity. Materials may be placed at a learning center, at each team table, or rotated from table to table.
2. Teacher explains any safety issues associated with the materials, but does not tell students HOW to play with the items.
3. Teacher asks: "What can you discover about these materials?"
4. Students play with materials that they will be using in a lab experiment.

Cooperative Learning Teams

In cooperative learning teams positive interdependence is structured into the group task activities and members are responsible for each other's success. Individual accountability is an expected outcome. Communication skills are identified, directly taught, and expected to be used by all group members. There are designated roles with shared leadership assigned and monitored by the group and the instructor. The group regularly processes how they are working together and adjusts their personal and group behaviors accordingly. Both task and maintenance roles and outcomes are emphasized. The instructor observes and intervenes if necessary to ensure that the process is followed.

Questions and Answers

While most of us use questions as a way of prodding students and instantly testing comprehension, there are simple ways of tweaking our questioning techniques which increase student involvement and comprehension. Though some of the techniques listed here are "obvious", we will proceed on the principle that the obvious sometimes bears repeating (a useful pedagogical principle, to be sure!).

Share/Pair

Grouping students in pairs allows many of the advantages of group work students have the opportunity to state their own views, to hear from others, to hone their argumentative skills, and so forth without the administrative "costs" of group work (time spent assigning people to groups, class time used just for "getting in groups", and so on). Further, pairs make it virtually impossible for students to avoid participating thus making each person accountable.

Discussion - Students are asked to pair off and to respond to a question either in turn or as a pair. This can easily be combined with other techniques such as those under "Questions and Answers" or "Critical Thinking Motivators" above. For example, after students have responded to statements, such as "Whatever a society holds to be morally right is in fact morally right" with 'true' or 'false', they can be asked to compare

answers to a limited number of questions and to discuss the statements on which they differed.

Jigsaw Group - In jigsaw, each member of a group is asked to complete some discrete part of an assignment; when every member has completed his assigned task, the pieces can be joined together to form a finished project. For example, students in a course in African geography might be grouped and each assigned a country; individual students in the group could then be assigned to research the economy, political structure, ethnic makeup, terrain and climate, or folklore of the assigned country. When each student has completed his research, the group then reforms to complete a comprehensive report.

THINK/PAIR/SHARE

When introducing a concept, you can ask probing questions. Tell the students to think about the question in depth, break into partners and share their ideas with their partner. Then, call on the pairs and have them share with the class.

Role Playing

- Break the students into groups. The amount in each group will vary according to what you are doing. If you are reading a text, have each group choose a part or assign a part and tell the students to act out the scene using their own words and interpretation. If you are introducing a

concept of some sort, have the students create a mini skit relaying the information that was just learned.

TEAM DISCUSSION: After the topic is announced, teams of 4 students put their heads together to complete the task.

ROUND TABLE

- Teacher asks one student from each team to take out pencil and paper.
- Teacher poses a project, question with multiple answers, a topic to write about, or a task that has many possible solutions, steps, or procedures.
- In teams, students take turns passing the paper and pencil or team project, each writing one answer or making one contribution.

ROUND TABLE CONSENSUS: Student with the piece of paper and pencil verbally gives an answer. Teammates must show agreement or disagreement (thumb up or thumb down). If there is disagreement, team discusses the answer until there is consensus. All teammates must agree before student records answer.

SIMULTANEOUS ROUNDTABLE: Teacher asks a question or poses a problem which has multiple answers. In teams, students each write a response on their own piece of paper. Students then pass their papers clockwise so each teammate can add to the prior response.

READ AN ARTICLE AND DISCUS

- Within each team, students form pairs. Students nearest the front of the room are partner “A” and those nearest the back of the room are partner “B.”
- Partner A interviews Partner B. Partner A asks open-ended, fat questions. Partner B answers.
- Partner B interviews Partner A by asking questions.
- In Round Robin fashion, each of the four-team members introduces his/her partner to the team and summarizes the information that was shared during the interview

HYPOTHESES.

GENERAL

*The cooperative learning impacts on the teaching learning process of the English language with the students of 1st, 2nd and 3rd year of high school curriculum at “Bernardo Valdivieso” Experimental High School, morning section, academic year 2010 - 2011”.

SPECIFICS

*The techniques of the cooperative learning are little used by the teachers. What limits the learning of the English language in the students of 1st, 2nd

and 3rd years of High School curriculum at “Bernardo Valdivieso” Experimental High School, morning section, academic year 2010 - 2011”.

*The activities of cooperative learning in the classroom are not used by the teacher to develop the values like Cooperation, Solidarity, Generosity, Respect, Honesty, Responsibility, Loyalty, and Fellowship with the students of 1st, 2nd and 3rd years of High School curriculum at “Bernardo Valdivieso” Experimental High School, morning section. academic year 2010 - 2011”.

f. METHODOLOGY

DESIGN OF THE RESEARCH

This research work will be identified as a descriptive one because the researchers will not manipulate the variables, but they will observe the phenomenon in the reality.

METHODS

For development of the present project and in order to achieve our objectives the research group will use some methods and techniques that will allow us to carry out and culminate our research work successfully, likewise it will help us to check and verify the outlined hypothesis.

Scientific Method

It consists on the rational and well calculated organization of the resources, techniques and the most appropriate procedures that are used in the scientific research and that is good for the description of the problem.

This method will allow to the researchers establish the methodology process to continue in our research, starting with the position of the problems, general objectives as well as specific objectives, and then we will continue with the formulation of the hypothesis and their respective recruiting, and based on the obtained results the research group will set up the conclusions and formulate the due recommendations.

Synthetic Analytical Method

By means of this method, the researchers will make the analysis of the problem disintegrating it rationally in its components, determining the independent variables to establish its specific and general characters, furthermore its qualities, and subsequently to synthesize the concepts, judgments and resulting proposition, through a critical examination to get the verification of the hypothesis, and the objectives and to arrive to the conclusion with their respective recommendations.

Descriptive method

It will provide us the procedure to describe all the components of our research specially the problem, theoretical frame, at the same time, it will serve us of basis to explain and interpret the results of the research. After, we will describe the independent and dependant variables. Then we will continue with the formulation of the conclusions and for these the researchers will outline the due recommendations.

Statistical-Descriptive Method

The research group will use in the graphic and numerical representation of the research reality through the frequency and simple percentage charts, the same ones will be used to describe and evaluate the degree of relation between the variables and to determine the verification of the hypothesis,

and through the obtained information to outline the conclusions and recommendations.

TECHNIQUES

Interview

We will make structured interviews to the researched population, in order to obtain great quantity of information related to the teaching – learning process of the English language carried out in the High School in study. It will facilitate us the definition of our research problem.

Survey.

The survey technique will be used for the data compilation that will allow us to know the techniques of the cooperative learning that are used in the English Language teaching process and the relation with the cooperative learning of the 1st, 2nd, and 3th years of the High School Curriculum at Bernardo Valdivieso High School, morning section. Consequently, we will elaborate two questionnaires with closed questions to be applied both English teachers and students.

PROCEDURE

Tabulating.

The researchers after to choose the theme Cooperative Learning we have to go at “Bernardo Valdivieso” High School with the instruments (interview)

to collect information to organise the research which will help us to developed the background and statistic data and determinate the influence in the Cooperative Learning in this institution.

Organization.

To organise our research work, we will take into account all the information obtained that will allow us to understand in the best way the delimitation of Cooperative learning.

Graphic Representation.

We will apply a technical process of tabulation to represent the result in statistical tables of frequency and percentages of the data, illustrating the most representative data through graphs for easy interpretation of the information and finally to give a better, clear and useful conclusion in the project research work.

Interpretation and Analysis.

The information obtained from the field researched will be elaborated through the deductive hypothetical process, so we will take the decision based on a logical analysis with all the information gathered.

Hypothesis Verification.

We will demonstrate the hypothesis verification once collected and analyzed the information; after applied the respective instruments the data

collected will be organized, analyzed and interpreted the frequency tables and percentages.

Conclusions and Recommendations.

After doing the analysis and interpretation of the data collected, we will be able to make conclusions to the research work; the conclusion is a process of logical analysis with that we can determine the problem.

7.5. POPULATION AND SAMPLE

In the present research work will be used the sampling techniques; it will be researched to the whole universe in study, this research is located in the “Bernardo Valdivieso” High School, the teachers’ population is eight, So that we will work with all of them, because it’s a small number.

The population who is object of this research are conformed by 905 students. We consider that it’s a big one, for that reason we will apply a formula in order to obtain a sample of the population.

Population and sample

Bernardo Valdivieso High School	1st	2nd	3th
A	37	32	31
B	37	33	33
C	36	33	37
D	37	36	-
E	39	27	29
F	39	28	26
G	39	30	26
H	38	30	30
I	38	35	-
Soc 1	38	31	33
Soc 2	39	32	33
TOTAL	417	347	278
Total of Students of the 1 st , 2 nd , 3 th years Of High School Curriculum.			1,042

Sources: Secretary of the High School

Authors: The Researchers

Population and sample

n = Sample size

N = Population

e = Maximum error admissible.

$$n = \frac{N}{1 + N(e)} =$$

$$n = \frac{1042}{1 + 1042(0,01)} =$$

$$n = \frac{1042}{11.42} =$$

$n = 91$ surveys.

Sample Distribution

To get the sample by course the following formula was used:

F = Distribution Factor

n = Sample size

N = Population.

$$F = \frac{n}{N} =$$

$$F = \frac{91}{1042} =$$

$$F = 0,087$$

CHART N^o 1

COURSE	POPULATION	SAMPLE
1 st year	417	37
2 nd year	347	30
3 th year	278	24
TOTAL	1042	91

Sources: Secretary of the High School

Authors: The Researchers

CHART N^o 2

COURS	A	B	C	D	E	F	G	H	I	Sc 1	Sc 2	Sample	%
1 st year	3	4	3	3	3	3	3	4	3	4	4	37	40%
2 nd year	3	3	3	3	3	3	3	3		3	3	30	33%
3 th year	3	3	3		2	2	2	3		3	3	24	27%
TOTAL												91	100%

Sources: Secretary of the High School

Authors: The Researchers

g. TIMETABLE

[illegible]

Note: The Thesis had been suspended in April, because the Researchers participated in the workshop denominated support to graduate.

h. RESOURCES AND FINANCING

RESOURCES

Human

Research Group:

The research group is formed by the following people.

- William Benjamin Ludeña Pardo.
- Wilmer Medardo Guamán Morocho.

It's also important to refer the collaboration of the students 1st, 2nd, 3rd years of High School curriculum at “Bernardo Valdivieso” Experimental High School. Morning section. Authorities and teachers who work in this high school.

Material.

Office	{ -Pencil -Pen -Sheet -calculator -copies
Language	{ - Books -The research educative in the English
Internet	{ - www.Goggle.com

Technical.

Computer

Printer

BUDGET

Printing of the first draft	\$ 60,00
Printing of the second draft	\$ 69,00
Printing of the third draft	\$ 73,00
Printing of the fourth draft	\$ 80,00
Printing of the fifth draft	\$ 95,00
Copies	\$ 200,00
Internet	\$ 180,00
Bus	\$ 90,00
Unforeseen	\$ 100,00
Total	\$ 947,00

Authors: The Researchers

FINANCING

The expenses derived for the present work will be assumed the research group.

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ANNEXE 2



UNIVERSIDAD NACIONAL DE LOJA AREA DE EDUCACIÓN, ARTE Y COMUNICACION CARRERA DE IDIOMA INGLES

Teachers:

We will appreciate your help in filling this inquiry with the most certainty in order to obtain verifiable result for our research work.

1. Do you know the cooperative method?

Yes () No ()

2. Have you received pedagogic-update and technical training in English during the last two years?

Yes () No ()

Detail, What

course.....

3. In the academic year, have you presented the cooperative work in your lesson plans to your coordinator?

Yes () No ()

How?

.....
.....
.....
.....

4. Do you promote students to work in group?

Yes () No ()

When?

- ❖ When starting the lesson ()
- ❖ Before the scientific presentation ()
- ❖ During the lesson ()

5. What types of cooperative learning do you know?

Formal Cooperative Learning	
Informal Cooperative Learning	
Cooperative Base Group	

6. Do you use the techniques of cooperative learning in your class, specify which?

Yes () No ()

.....
.....
.....

7. What kind of activities of cooperative learning do you develop in class?

Team to work some topic	
Question /answer	
Read an article and discuss	
Discuss questions provided by the teacher	
work together	
Round table	

Why?

.....

.....

.....

8. The lack of knowledge detected, in the English language skills, is a consequence of?

- | | Yes | No |
|---|------------|-----------|
| ❖ Few class periods provided to teach English during the last year. () | | |
| ❖ The lack of cooperation from the students to teacher. () | | |
| ❖ The lack of cooperation amount students. () | | |
| ❖ Lack of students interest. () | | |
| ❖ | | |

9. Could you describe what technique of cooperative learning is the best to work in class with your students?

Jigsaw group	
Motivational	
Cognitive	
Think-Pair-Share	
Three-Step Interview	
Round Robin Brainstorming	
Numbered Heads Together	

Why?

.....

.....

.....

10. Do you think that the cooperative learning help students to increase the values. Which?

Responsibility	
Loyalty	
Honesty	
Generosity	
Respect	
Solidarity	
Fellowship	
Unity	

Why?

.....

.....

.....

THANKS FOR YOUR COOPERATION



**UNIVERSIDAD NACIONAL DE LOJA
AREA DE EDUCACIÓN, ARTE Y COMUNICACION
CARRERA DE IDIOMA INGLES**

Students:

We will appreciate your help in filling this inquiry with the most certainty in order to obtain verifiable result for our research work.

1. Do you like the way your teacher teaches you English?

Yes ()

No ()

Why?.....
.....
.....

2. Would you like your teacher use new methods to teach English?

Yes ()

No ()

Why?.....
.....
.....

**3. Do your teacher teach you to work with the cooperative way?
(Group work)**

Yes ()

No ()

Why?.....
.....
.....

4. How often does your teacher makes you work together?

Daily ()

Sometime ()

Weekly ()

Never ()

5. Would you say that there are some improvement in the learning process when you work in groups?

Yes ()

No ()

Why?

.....

.....

.....

6. Which technique does your teacher use when working in a group?

Jigsaw group		
Motivational		
Cognitive		
Think-Pair-Share		
Three-Step Interview		
Round Robin Brainstorming		
Numbered Heads Together		

Why?.....

.....

7. What type of activities do you perform in class? Please check them.

Team to work some topic	
Question /answer	
Read an article and discuss	
Discuss questions provided by the teacher	
Work together	
Round table	

Why?

.....

.....

8. What are the values developed. When you work in group?

Responsibility	
Loyalty	
Honesty	
Generosity	
Respect	
Solidarity	
Fellowship	
Unity	



THANKS FOR YOUR COOPERATION

**UNIVERSIDAD NACIONAL DE LOJA
AREA DE EDUCACIÓN, ARTE Y COMUNICACION
CARRERA DE IDIOMA INGLES**

Estudiantes:

Los Egresados del de la carrera del Idioma Ingles de la U.N.L; estamos interesados en desarrollar un trabajo de investigación cuyo objetivo es determinar la incidencia del trabajo en grupo y cooperativo en el aprendizaje de los estudiantes del Bachillerato. Para lo cual solicitamos de la manera más comedida se llene la presente encuesta.

1. Te gusta, la forma como el profesor te enseña Ingles?

Si ()

No ()

Por que?

.....
.....
.....

2. Te gustaría que tu profesor use nuevos métodos para enseñar Ingles?

Si ()

No ()

Por que?

.....
.....
.....

**3. Tu profesor les a enseñado a trabajar con el método cooperativo?
(Trabajo en grupo)**

Si ()

No ()

Si tu respuesta es positiva especifica cómo?

.....
.....
.....

4. Cada qué tiempo tu profesor los hace trabajar en grupo?

Diario ()

De vez en cuando ()

Semana ()

Nunca ()

5. Al momento de trabajar en grupo has podido notar mejoría en el proceso de aprendizaje?

Si ()

No ()

Por que?

.....

.....

.....

6.Cuál de estas técnicas es la que tu profesor usa al momento de trabajar en grupo?

Grupo Jigsaw		
Motivacionales		
Cognitivo		
Interview		
Brainstorming		
Think Pair share		
Number heads together		

Por que?

.....

.....

.....

7. Qué tipo de actividades realizan tu profesor en la clase, por favor señale a continuación?

Equipo para trabajar algún tema	
Pregunta y respuesta	
Lectura discusión de artículos.	
Discusión sobre algún tema con el profesor.	
Trabajo en conjunto	
Mesa Redonda	

Por que?

.....

.....

.....

8. Que valores los estudiantes pueden desarrollar al momento de trabajar en grupo?

Responsabilidad	
Lealtad	
Honestidad	
Generosidad	
Respeto	
Solidaridad	
Compañerismo	
Unidad	

9. Piensas que sería buena idea trabajar en grupo?

Si () No ()

Porque.....

GRACIAS POR SU COLABORACION

ANNEXE 3

CONSISTENCY MATRIX

THEME: “THE COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STDENTS OF 1st, 2nd AND 3rd, OF HIGH SCHOOL CURRICULUM AT “BERNARDO VALDIVIESO” EXPERIMENTAL HIGH SCHOOL, MORNING SECTION. ACADEMIC YEAR 2010 - 2011

PROBLEM	OBJECTIVES	HYPÓTHESES	VARIABLES
<p>GENERAL</p> <p>How does the cooperative learning impact on the teaching learning process of the English language with the students of 1st, 2nd and 3rd years of high school curriculum at “Bernardo Valdivieso” Experimental High School. Morning section? Academic year 2010 - 2011.</p> <p>SUBPROBLEMS</p> <p>*How do the techniques of the cooperative learning influence in the learning of the English language in the students of 1st, 2nd and 3rd years of High School curriculum at “Bernardo Valdivieso” Experimental High School. Morning Section? Academic year 2010 - 2011.</p> <p>* What activities of the cooperative learning help to develop values with the students of 1st, 2nd and 3rd years of the High School curriculum at “Bernardo Valdivieso” Experimental High School. Morning section? Academic year 2010 - 2011.</p>	<p>GENERAL</p> <p>To determine the impact of the cooperative learning in the teaching learning process of the English language with the students of 1st, 2nd and 3rd years of high school curriculum at “Bernardo Valdivieso” Experimental High School. Morning section. Academic year 2010 - 2011.</p> <p>SPECIFIC</p> <p>*To establish the influence of the cooperative learning techniques in the Learning of the English Language with the students of 1st, 2nd and 3rd years of High School curriculum at “Bernardo Valdivieso” Experimental High School. Morning section. Academic year 2010 - 2011.</p> <p>*To define if the activities of the cooperative learning are useful to develop the values in the students of 1st, 2nd and 3rd years of High School curriculum at “Bernardo Valdivieso” Experimental High School. Morning section. Academic year 2010 - 2011.</p>	<p>GENERAL</p> <p>The cooperative learning impacts on the teacher learning process of the English language with the students of 1st, 2nd and 3rd year of high school curriculum at “Bernardo Valdivieso” Experimental High School. Morning section. Academic year 2010 - 2011.</p> <p>SPECIFIC</p> <p>*The techniques of the cooperative learning are little used by the teachers what limits the learning of the English language in the students of 1st, 2nd and 3rd years of High School curriculum at “Bernardo Valdivieso” Experimental High School. Morning section. Academic year 2010 - 2011.</p> <p>*The activities of cooperative learning in the classroom are not used by the teacher to develop the values with the students of 1st, 2nd and 3rd years of High School curriculum at “Bernardo Valdivieso” Experimental High School. Morning section. Academic year 2010 - 2011.</p>	<p>DEPENDENT VARIABLE:</p> <p>*Techniques of the cooperative learning.</p> <p>*Activities of the cooperative learning.</p> <p>INDEPENDENT VARIABLE:</p> <p>*Teaching Learning of the English Language.</p> <p>*Values Development.</p>

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