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ENGLISH LANGUAGE CAREER

“COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING- LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF HIGH SCHOOL CURRICULUM AT “UNIDAD EDUCATIVA CALASANZ” HIGH SCHOOL, MORNING SECTION ACADEMIC YEAR 2010-2011”

Thesis previous to obtain The Bachelor's Degree in Teaching English as a Foreign Language

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CERTIFICATION:

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CERTIFIES

That the present research work entitled: "*COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING- LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF HIGH SCHOOL CURRICULUM AT "UNIDAD EDUCATIVA CALASANZ" HIGH SCHOOL, MORNING SECTION ACADEMIC YEAR 2010-2011*", of the responsibility of the undergraduate students: Cati Yadira Rojas Rojas and Edison Manuel Román Sarango has been revised and fully analyzed, therefore it is authorized its presentation for the pertinent legal aims.

Loja, January 21st 2013



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AUTHORSHIP

We, Cati Yadira Rojas Rojas and Edison Manuel Román Sarango declare to be the authors of the present thesis and absolve expressly to the Universidad Nacional de Loja and its juridical administrators for possible reclaims or legal actions, for the contents of it.

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We thank to each teacher who collaborated in our academic and professional formation, who with their knowledge, patience and wisdom could help us in each moment that we needed, also we thank to God because He allowed us to continue with our studies and we thank to our friends because with them we have shared good and unforgettable experiences so that allowed us to culminate in order to achieve our goals.

THE AUTHORS

DEDICATION

The present work is dedicated especially to God because He gave me a great family. My mother who with effort and dedication gave me an education based on some principles and values. My father, God rest his soul who with work he demonstrated to me the value of the things. My brothers and sisters for doing everything that allowed me finish my studies and to be a good person. And finally this thesis work is dedicated to my wife and new baby who are also my inspiration.

Edison Manuel Román Sarango

I dedicate this work to all my family so to thank them I am able to realize my dream. I am very grateful especially with God because He gave me a lot strengths and values in order to reach my goals.

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SCHEMA OF THE THESIS

- Cover page
 - Certification
 - Authorship
 - Acknowledgement
 - Dedication
 - Research Field
 - Geographical Location
 - Thesis schema
-
- a. Title
 - b. Summary
 - c. Introduction
 - d. Review of the literature
 - e. Material and methods
 - f. Results
 - g. Discussion
 - h. Conclusions
 - i. Recommendations
 - j. Bibliography
 - k. Annexes
-
- Index of the thesis
 - Thesis Project
 - Surveys and observation guide
 - Matrix of consistency

a. TITLE:

“ COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH,9TH AND 10TH YEARS OF HIGH SCHOOL CURRICULUM AT “UNIDAD EDUCATIVA CALASANZ” HIGH SCHOOL, MORNING SECTION ACADEMIC YEAR 2010-2011”.

b. SUMMARY

This research work is focused on **Cooperative Learning and its impact on the Teaching- Learning Process of the English Language with the students of 8th,9th and 10th years of high school curriculum at “Unidad Educativa Calasanz” High School, morning section academic year 2010-2011”.**

Establishing as a General Objective to determine how Cooperative Learning helps students to acquire better results in the learning of the English Language in the students of the “Unidad Educativa Calasanz”, Period 2010-2011.

Likewise the General Hypothesis that it allows to know if Cooperative Learning helps students to get better results in the learning of the English Language in the students of the 8th,9th and 10th years of high school curriculum at “Unidad Educativa Calasanz” High School, morning section academic year 2010-2011”.

In the present thesis had been proposed 3 hypotheses for solving the problem that students have at the moment of learning the English Language:

- Cooperative Learning helps students to get better results in the learning of the English Language in the students of the “Unidad Educativa Calasanz”, Period 2010-2011.
- Teachers are applying Cooperative Learning to increase knowledge of the students at “Unidad Educativa Calasanz”, Period 2010-2011.
- Students of the “Unidad Educativa Calasanz” are motivated about the English Language using The Cooperative Learning technique.

A brief summary about conclusions is that teachers are not applying correctly Cooperative Learning, but they know that Cooperative Learning helps the Teaching Learning Process and it has advantages but in real life they do not practice with these strategies or activities to increase the students’ knowledge.

Within the Methodology which were used the following methods: scientific, analytic-synthetic, deductive-inductive and explicative, also some other techniques were used; therefore the observation guide and surveys were applied in order to collect specific information, and for implementing a formula to obtain a sample and then to work with a part of the population.

It is considered that teachers must apply the activities that Cooperative Learning has for helping to teach and learn; and use these techniques more frequently to improve the four skills.

RESUMEN

Este trabajo de investigación está enfocado en el Aprendizaje Cooperativo y su impacto en el Proceso de Enseñanza Aprendizaje del Idioma Inglés con los estudiantes de 8^{vo}, 9^{no} y 10^{mo} años del Colegio “Unidad Educativa Calasanz” sección matutina, periodo académico 2010-2011.

Estableciendo como Objetivo General, determinar cómo el Aprendizaje Cooperativo ayuda a los estudiantes a obtener mejores resultados en el aprendizaje del Idioma Inglés en los estudiantes de la “Unidad Educativa Calasanz”, periodo 2010-2011. Como también la Hipótesis General que permite conocer si el Aprendizaje Cooperativo ayuda a los estudiantes a obtener mejores resultados en el aprendizaje del Idioma Inglés en los estudiantes de 8^{vo}, 9^{no} y 10^{mo} años del Colegio “Unidad Educativa Calasanz” sección matutina, periodo académico 2010-2011. En la presente tesis se ha propuesto tres hipótesis para resolver el problema que los estudiantes tienen al momento de aprender el Idioma Inglés.

- El Aprendizaje Cooperativo ayuda a los estudiantes a obtener mejores resultados en el aprendizaje del Idioma Inglés con los estudiantes de la “Unidad Educativa Calasanz”, periodo 2010-2011.
- Los profesores están aplicando el Aprendizaje Cooperativo para mejorar el conocimiento de los estudiantes de la “Unidad Educativa Calasanz”, periodo 2010-2011.
- Los estudiantes de la “Unidad Educativa Calasanz” están motivados acerca del Idioma Inglés usando la técnica del Aprendizaje Cooperativo.

Un breve resumen acerca de las conclusiones es que los profesores no están aplicando correctamente el Aprendizaje Cooperativo, pero ellos saben que el Aprendizaje Cooperativo ayuda al Proceso de Enseñanza Aprendizaje junto con sus ventajas, pero en la vida real ellos no enseñan con éstas estrategias o actividades para incrementar el conocimiento de los estudiantes.

Dentro de la Metodología fueron usados los siguientes métodos: científico, analítico-sintético, deductivo-inductivo y explicativo, también otras técnicas fueron utilizadas; por lo tanto la guía de observación y encuesta fueron aplicadas para recolectar específica información e implementar una fórmula para obtener una muestra y luego trabajar con una parte de la población. Se considera que los profesores deberían aplicar las actividades que el Aprendizaje Cooperativo tiene para ayudar a enseñar y aprender; y usar más frecuentemente éstas técnicas para mejorar las cuatro habilidades.

C. INTRODUCTION

The present research work, of which the theme is “COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING- LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF HIGH SCHOOL CURRICULUM AT “UNIDAD EDUCATIVA CALASANZ” HIGH SCHOOL, MORNING SECTION ACADEMIC YEAR 2010-2011”

To understand this problem statement, it is required to recognize that Cooperative Learning is a good strategy, which helps to facilitate understanding of the topics during the Teaching Learning Process. So, the lack of the use of strategies by teachers, it causes that students lose interest in the learning of the language and as result they do not achieve meaningful learning.

Cooperative Learning is an excellent strategy which allows teachers to implement more enjoyable and dynamic classes.

Teachers who employ Cooperative Learning, support learning because these collaborative experiences engage students in an interactive approach to processing information, resulting in a greater retention of subject matter, improved attitudes toward learning, and enhanced interpersonal relationships between group members.

The researchers give some important features about Cooperative Learning such as: elements, activities and techniques that as teachers should use in order to get good students results. Nowadays the Teaching

Learning Process of The English Language needs to have good replacements or tools which can encourage the student learning.

The Teaching Learning Process considers how to ensure that students participate in an active way in the classes generating a motivated state of learning or thinking about how to develop in students the ability of being motivated to learn so they are able to educate themselves throughout their lives.

The problem is **How does Cooperative Learning influence in the Teaching Learning Process of the English Language with the students of 8th, 9th, and 10th years of high school curriculum at “Unidad Educativa Calasanz” High School, morning section academic year 2010-2011”** with the sub-problems : What kind of Cooperative Learning Elements interact in the Teaching Learning Process? And which techniques and activities of Cooperative Learning do teachers use in the Teaching Learning Process?

On the other hand, the specific objectives had been established like following:

- To know why the students of the “Unidad Educativa Calasanz” High School are not encouraged in learning the English Language.
- To motivate teachers to work through Cooperative Learning in order to reach a significant learning in students of the “Unidad Educativa Calasanz” High School; and the last,

- To suggest methodological strategies which help to improve the professional academic teachers' work of the "Unidad Educativa Calasanz" High School.

To develop this research work had been used three methods: the first one was the scientific method which helped us to develop the theoretical frame and verification the object researched; the analytic-synthetic method which allowed us to analyze, criticize and describe the information and synthesize the obtained data; and the explicative method to establish the logical relationship of the stated hypothesis and prove them according to the obtained results.

Among the techniques that had been used are the survey and observation guide which let us know phenomenon in a participative and experimental way, they were applied to teachers as well as students in order to give us a basis. This research work contains the following aspects:

The first Part, is a "**Review of Literature**" on Cooperative Learning, it contains the most important theoretical references and concepts that helped to analyze and prove the hypothesis.

The Second Part contains "**Materials and Methods**" which is to say the methods, techniques and instruments used for the development of the investigation, the population investigated.

The Third Part shows "**Results**" where one can find the results including their respective statistics tables and graphs which represent the obtained

data of the students and teachers' surveys and the analysis of each question with the purpose of verifying the outlined hypothesis.

The Fourth Part shows the “**Conclusions**”, after one has obtained and analyzed the field results, in relationship to the hypotheses that one wanted to prove and “**Recommendations**” that one can suggest based on a critical analysis of the present results and conclusions that were reached.

This research work has a framework supporting sources, concepts, definitions, elements, techniques and categories related to Cooperative Learning; also it has a theoretical content about The Teaching Learning Process which will contribute to achieve a good learning with the students at “Unidad Educativa Calasanz”.

d. REVIEW OF LITERATURE

1. COOPERATIVE LEARNING

1.1 DEFINITION OF COOPERATIVE LEARNING

“**Cooperative Learning** is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject; each member of a team is responsible not only for learning what is taught but also for helping team-mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Cooperative efforts result in participants working for the mutual benefit of the group.”¹

In Cooperative Learning small groups use interactive instructional strategies that allow students to collaboratively work on meaningful tasks, students are working to help themselves and others in the group to learn academic engagement through social interaction activities structured so that students need each other to accomplish tasks.

²“In Cooperative Learning environments, students interact in purposely structured heterogeneous groups to support the learning of oneself and others in the same group”. The purpose of Cooperative Learning is to see the daily classroom in a better manner by applying strategies to promote

¹Behling, J. Wednesday, February 3, 2010. Cooperative Learning . Retrieved from <http://mrsbsbloggingbonanza.blogspot.com/2010/02/cooperative-learning.html>

²Wikia, n.d. Cooperative Learning. Retrieved from http://psychology.wikia.com/wiki/Cooperative_learning

the understanding of basic elements of Cooperative Learning, simultaneously it also encourages teachers to value individual students.

CHARACTERISTICS OF COOPERATIVE LEARNING

³In general, Cooperative Learning method share the following five characteristics.

- Students work together on common tasks or learning activities that are best handled through group work.
- Students work together in small groups containing two to five members.
- Students use cooperative, pro-social behavior to accomplish their common tasks or learning activities.
- Students are interdependent. Activities are structured so that students need each other to accomplish their common tasks or learning activities.
- Students are individually responsible for their work or learning. ”

1.3 WHY COOPERATIVE LEARNING?

Cooperative Learning enhances student learning by:

- Providing a shared cognitive set of information between students,
- Motivating students to learn the material,

³The University of Tennessee at Chattanooga. Last modified April 17, 2002. Cooperative Learning. Retrieved from <http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/CooperativeLearning/index.html>

- Ensuring that students construct their own knowledge,
- Providing formative feedback,
- Developing social and group skills necessary for success outside the classroom, and
- Promoting positive interaction between members of different cultural and socio-economic groups.

1.4 WHAT IS ITS PURPOSE?

“There is an ever increasing need for interdependence in all levels of our society. Providing students with the tools to effectively work in a collaborative environment should be a priority. Cooperative Learning is one way of providing students with a well-defined framework from which to learn from each other. Students work towards fulfilling academic and social skill goals that are clearly stated. It is a team approach where the success of the group depends upon everyone.”⁴

In other words the purpose of the Cooperative Learning is the interaction between the students and content and so find out the appropriate strategy to guide students effectively. And moreover to complement the purpose of Cooperative Learning is the interaction between the student and the people who are surrounding and too the influence of the teacher applies the strategies. In brief the purpose of the Cooperative Learning is the

⁴Saskatoon Public Schools, 2009. Instructional strategies online. Retrieved from <http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/>

interaction that students try each other for getting the knowledge and at the end the session they may be a constructor of their own knowledge.

2. ACTIVITIES IN COOPERATIVE LEARNING

There are some activities that teachers could develop in the classroom; the most important of them are going to be mentioned.

Various activities exist for Cooperative Learning and can be used at whenever the instructor sees suitable for their use.

2.1 Think-Pair-Share

Think-Pair-Share is a strategy designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman⁵ and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task.⁶

What is its purpose?⁷

- Providing "think time" increases quality of student responses.

⁵ Lyman, Frank.T. 1981. The responsive classroom discussion: The inclusion of all students. In Mainstreaming Digest, ed. A. Anderson, 109-113. College Park: University of Maryland Press.

⁶Saskatoon Public Schools,2009. Instructional strategies online. Retrieved from<http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/>

⁷Saskatoon Public Schools,2009. Instructional strategies online. Retrieved from<http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/>

- Students become actively involved in thinking about the concepts presented in the lesson.
- Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.
- When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed during this discussion stage.
- Students are more willing to participate since they do not feel the peer pressure involved in responding in front of the whole class.
- Think-Pair-Share is easy to use on the spur of the moment.
- Easy to use in large classes.

Teachers may also ask students to write their responses while doing the Think-Pair-Share activity. Think, Pair, Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

Uses for think, pair, share

Cooperative Learning activity can be adapted in order to increase individual responsibility, have students guessing what the teacher is going

to say or do; so one can walk around the room and look at what they are doing, this activity allowed students keep the attitude that they will have and let them to talk with a partner and think more sure about what they are going to do.

⁸“Note check, Vocabulary review, Quiz review, Reading check, Concept review, Lecture check, Outline, Discussion questions, Partner reading, Topic development, Agree-Disagree, Brainstorming, Simulations, Current events opinion, Conceding to the opposition, Summarize, Develop an opinion.”

This strategy is possible to use in the following subjects: Social Studies, Math, Problem -Solving Math, Spelling, Reading -Language, Art and Music.

⁹“With Think-Pair-Share, students are given time to think through their own answers to the questions before the questions are answered by other peers and the discussion moves on. Students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student. This in turn, increases their sense of involvement in classroom learning.”

⁸Saskatoon Public Schools,2009. Instructional strategies online. Retrieved from<http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/>

⁹Saskatoon Public Schools,2009. Instructional strategies online. Retrieved from<http://olc.spsd.sk.ca/DE/PD/instr/strats/coop/>

2.1.1 Three-step Interview

In this strategy students are solving problems which do not have specific right answers. Three-Step Interview has the following steps:

Step 1: teacher presents a problem about which there are various opinions and proposes some questions to students.

Step2: the students, the interviewer becomes in interviewee and vice versa.

Step 3: after the first interview has been completed, the students' roles are changed.

After each student has had a turn, the pairs read their interviews to the class; after all interviews have been done, the class writes a summary report of the interview results.

2.1.2 Jigsaw¹⁰

It is a teaching technique in which students of an average sized class from 26 to 33, students are divided into competency groups from 4 to 6 students, each of which is given a list of subtopics to research.

Jigsaw is a great strategy for students to learn playing and they can increase their knowledge in real life as the researcher Elliot Aronson says on his web site <<*Jigsaw in 10 Easy Steps*>>¹¹:

¹⁰Cristy, Cofer. N.d. available from http://w4.nkcsd.k12.mo.us/~kcofer/social_cooperative_structures.htm.17th Feb. 2012

Jigsaw in 10 Easy Steps

The jigsaw classroom is very simple to use, if you are a teacher just follow these steps:

1. Divide students into 5- or 6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into 5 or 6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.
4. Assign each student to learn one segment, making sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their

¹¹Aronson, Elliot. Jigsaw Classroom. Jigsaw in 10 Easy Steps. 2002. <http://www.jigsaw.org/steps.htm> (17th Feb. 2012)

segment and to rehearse the presentations they will make to their jigsaw group.

7. Bring the students back into their jigsaw groups.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it is best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

The jigsaw strategy is a Cooperative Learning activities appropriate for students from 3rd to 12th grade. The strategy is an efficient teaching that also encourages listening, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activity.

Jigsaw is a grouping strategy in which the members of the class are organized into groups then rearranged in new groups to share their learning. This is an excellent method for improving students' teamwork and communication skills.

Students work in “expert groups” to study one aspect of a topic or concept and then go to cooperative groups to share their knowledge with other group members who are experts in other areas. This strategy ensures individual accountability as each student must teach to the other members of the group.

Benefits

- Teacher is not the only provider of knowledge
- Efficient way to learn
- Students take ownership in the work and achievement
- Learning turns around interaction with peers
- Students are active participants in the learning process
- Builds interpersonal and interactive skills

There is an example of jigsaw cooperative strategy, first the class is divided into equal groups of five, and then let us give a different topic for each group, each one of them are going to have time in order to discuss the theme, but at the end these groups will have to form other groups and collect the information from each group and as a new formation they will share and take time to present the collected information with the whole class.

Numbered Heads Together

Numbered Heads Together is a Cooperative Learning strategy that holds each student accountable for learning the material. Students are placed in

groups and each person is given a number from one to the maximum number in each group. The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.¹²

Purpose of the Numbered Heads Together

It is processing information, communication, developing thinking, review of material, checking prior knowledge. Students are sharing information, listening, asking questions, summarizing others' ideas, talking quietly.

"According to Spencer Kagan suggests that teacher phrases questions beginning with; "put your heads together and..." or "Make sure you can all..."Numbered heads together meet the criteria of being a structure because it is a content-free way of organizing social interaction in the classroom."¹³

The students work together, but there is an expectation that everyone in the group will be able to answer the question following the discussion. The teacher now asks for an answer by calling a number from the group, but if there are not enough students ready to respond the teacher may judge

¹²Cristy, Cofer. N.d. available from http://w4.nkcsd.k12.mo.us/~kcofer/social_cooperative_structures.htm.17th Feb. 2012

¹³Kagan, Spencer. August 15th 2011. Retrieved from <http://educationfunandshop.blogspot.com/2011/08/nht-method.html>

that a little more time, when the teacher is satisfied answers can be taken so teacher can also use what Kagan describes as simultaneous answers as all students showing their work or students using whiteboards show their group work.

Numbered Heads Together is a Cooperative Learning strategy that holds each student accountable for learning the material by having students work together in a group. This is an excellent strategy for teaching accountability in the classroom.

2.1.3 Round-Robin brainstorming

The class is divided into small groups from 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 gives an answer until time is called.

2.1.4 Team pair solo

In this activity students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to face 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.

2.1.5 Circle the sage

At 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 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.

2.1.6 Partners

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.

3. TECHNIQUES USED BY COOPERATIVE LEARNING

3.1 Roundtable

The class is into groups and pose a question, ask one student to write an answer on a paper and then pass paper to the person beside him or her in the group. Every student has a turn at answering the question. The group with the most correct answers is recognized. Another way of doing Roundtable is to have all student answer on paper and then have the group put all of their answers together with, again the group with the most right answers being recognized. At the end of the activity, review answers, strategies and ways of improvement.

Roundtable structures can be used to brainstorm ideas and to generate a large number of responses to a single question or a group of questions.

3.1.1 Focused Listing

Focused listing can be used as a brainstorming technique or as a technique to generate descriptions and definitions for concepts. Focused listing asks the students to generate words to define or describe something.

Once students have completed this activity, you can use these lists to facilitate group and class discussion.

3.1.2 One Minute Papers

Ask students to comment on the following questions, give them one minute and time to them. This activity focuses them on the content and can also provide feedback to you as a teacher.

You can use these one minute papers to begin the next day's discussion, to facilitate discussion within a group, or to provide you with feedback on where the student is in his or her understanding of the material.

3.1.3 Structured Learning Team Group Roles

When putting together groups, you may want to consider assigning their roles for the group; students may also rotate group roles depending on the activity.

Potential group roles and their functions include:

- Leader is responsible for keeping the group on the assigned task at hand, he also makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members.
- The leader may also want to check, to make sure that all of the group members have understood the learning points of a group exercise.

- Recorder picks and maintains the group files and folders on a daily basis and keeps records of all group activities including the material contributed by each group member.
- The recorder writes out the solutions to problems for the group to use as notes or to submit to the instructor.
- The recorder may also prepare presentation materials when the group makes oral presentations to the class.
- Reporter gives oral responses to the class about the group's activities or conclusions.
- Monitor is responsible for making sure that the group's work area is left the way it was found and acts as a timekeeper for timed activities.
- Wildcard acts as an assistant to the group leader and assumes the role of any member that may be missing.

3.1.4 Team Expectations

It is considered that the team expectation in Cooperative Learning describes the behaviours and actions necessary to produce a good performance to each other.

Some of the common fears about working with groups include student fears that each member will not pull their weight as a part of the group.

Students are scared that their grade will be lower as a result of the group learning vs. learning they do individually. One way to address this problem is to use a group activity to allow the group to outline acceptable group behaviour; put together a form and ask groups to first list behaviours expectations, they expect from each individual, each pair and as a group as a whole. Groups then can use this as a way to monitor individual contributions to the group and as a way to evaluate group participation.

3.1.5 Double Entry Journal

The purpose of the double entry journal is to encourage students to build personal meaning by making connections from various sources of information. This form of journal writing helps students develop skills in:

- Reading within the content area
- Identify specific understandings, concepts and ideas
- Make connections with prior knowledge
- Modify understandings through discussion and reflection

The students have to build their own meaning about specific topic; therefore students have looking for some sources of information to keep in their minds the meaning, then students will form pairs that allowed them to interchange the information obtained and discuss it by looking for key points or different thinking.

3.1.6 Guided Reciprocal Peer Questioning

The goal of this technique is to generate discussion among student of each group about a specific topic or content area.

- Faculty conducts a brief 10-15 minutes lecture on a topic or content area, faculty may assign a reading or written assignment as well.
- Instructor then gives the students a set of generic question branches.
- Students work individually to write their questions based on the material being covered.
- Students do not have to be able to answer the questions they pose; this technique is designed to force students to think about relevant ideas to the content area.
- Students should use as many question stems as possible.
- Grouped into learning teams, each student offers a question for discussion, using the different stems.

3.1.7 Team Building Activities

It is designed to produce a sense of group identity social activities could include ice breakers or warm-up activities when the group is formed, such as name learning or personal information learning activities. The underlying rationale for these activities is to create a social and emotional climate conducive to development of an spirit the group and sense of confidence among group members; this allows them to feel comfortable in future Cooperative Learning tasks that will require them to express their personal viewpoints, disagree with others and reach consensus in an open, no defensive fashion.

4 TEACHING-LEARNING PROCESS

4.1 DEFINITION OF TEACHING LEARNING PROCESS

Teaching-Learning Process is to create learning, in traditional and distribute learning environments that engage students in active learning through the use of various technology based tools.

Teaching and Learning is a process that includes many variables, these variables interact as learners work toward their goals and incorporate new knowledge, behaviours and skills that add to their range of learning experiences.

Teaching consists, fundamentally, in a set of systematic transformations of the phenomena in general which are subjected to a series of gradual changes, which stages occur and happened in order ascendant, hence it should be seen as a progressive and constant movement, with a dynamic development in its continuous transformation, as consequences of the process of teaching, it produces successively uninterrupted changes in the cognitive of the learner, and with the participation of the teacher about your good performance of teaching, skills, the habits and behavior according to the conception in relationship to the scientific of the world.

4.1.1 CHANGE IN DEFINITION OF TEACHING AND LEARNING

There is no return from the 21st century journey; survivors are going to be institutions with extraordinary attention to taking advantage of technology, with clear strategies in educational planning, with strong knowledge about

design process of teaching and learning, and with a proactive attitude for achieving activities that it has so far only dreamed about. In the information society era, the art and science of redesigning the process of teaching and learning is as important as correct utilization of technology. Teachers are in need of more options to teach in order to have free time for evaluation of the quality of teaching and learning and enough time for research in this field. It is necessary to empower the students in the learning activities and their dependence on a single source (teacher) for learning.

4.2 PLANNING

It is an individual lesson that teachers develop for their students that is going to work inside of classroom. Good lesson plans do not ensure students will learn what is intended, but they certainly contribute to it. Think of a lesson plan as a way of communicating, and without doubt, effective communication skills are fundamental to all teaching. Lesson plans also help new or inexperienced teachers organize content, materials and methods. When you are learning the technique of teaching, organizing your subject-matter content via lesson plans is fundamental. You will get better at it the more you do it and think of ways of improving your planning and teaching based on feedback from your students, their parents, and other teachers.

Developing your own lesson plans also helps you "own" the subject matter content you are teaching and that is central to everything good teachers

do. Teachers create lesson plans to communicate their instructional activities about specific subject-matter. Almost all lesson plans developed by teachers contain student learning objectives, instructional procedures, the required materials and some written description of how the students will be evaluated. Many experienced teachers often reduce lesson plans to a mental map or short outline. New teachers, however, usually find detailed lesson plans to be indispensable.

Learning to write good lesson plans it is a skill that will serve you as well as a teacher if you are really serious, become capable in writing effective learning objectives. All lesson plans begin, or should begin with an objective toward that end. In the other hand planning contains three important steps which are the following:

Long term plan

The long term plan is the scheme of work, it is the whole term, in other words it is a much extended planning, and it takes importance on the methodology and assessment which teachers are going to take into account.

Short term plan.

It takes place when teacher plan the classes for a week. It usually covers from three to ten lessons of one specific topic.

Lesson planning

It is an individual lesson that teacher develop for students that is going to work inside of classroom.

4.3 EXECUTION

The act of executing or carrying into effect of performance, achievement and consummation as the execution of a plan or work.

Execution management should be able to throw up the performance levels of the individuals, functions, teams and processes should be able to send the message to the performing entities on their performance levels, much before the performance feedback is given by the manager.

4.4 DEVELOP OF SKILLS

The key to increase your potential is necessary to develop your skills. Here there are some tips which help you for developing your skills:

- **Be Curious**

Curiosity is essential because it makes the process of developing skills much more enjoyable. If you are curious, you will naturally want to know more simply, because it is funny. You will improve more than those who develop their skills because they have to do for obligation.

- **Develop your Learning Skill**

Learning skill should be the first skill you develop because it greatly helps you develop other skills. An essential ingredient to have a good learning

skill is motivation. If you are motivated to learn about a subject, it will be much easier for you to learn it. Again, curiosity plays an important role here because a curious person is naturally motivated.

- **Be a Versatile**

Versatile is someone who can easily adapt to new situations and quickly develop the skills necessary to be the best. Being versatile essentially means being a smart learner who knows *what* to learn and *how* to quickly learn it.

To know what to learn, versatility should anticipate the future. That way he will get a sense of what new skills will be in demand and prepare himself before most people do.

- **Find your Role Models**

It will be easier for you to grow if you have *concrete* examples of what you want to be. That is why it is important to find your role models. Your role models give you a standard to achieve so that you know where and how far you should go in developing your skills. It will also motivate you since you know that someone has already achieved such high standard.

- **Find your Mentors**

While having role models is good, in many cases you cannot connect directly with them. But developing skills will be much easier if you work with those who have gone through it. That is why you should find not just role models but also mentors. Ideally your mentors are also your role models but at least they are those who are more experienced than you.

These people can teach you what to do and what not to do, so that you do not have to find them yourself the hard way. You can save a lot of time, finding a mentor, of course, is not easy. Often you should give first before someone is willing to become your mentor. Try to be useful to them by helping them in whatever way you can.

- **Get Feedback Through Real Projects**

The best way to develop your skills is through real projects. Why? Because real projects give you the much needed feedback to improve your skills. While many people prefer to wait until everything is well-prepared before working on real projects, you will learn faster by working on something real. You may face failures in the process but they are your stepping stones to success since they give you precious lessons.

5. EVALUATION-ASSESSMENT

Evaluation is an important element into the Teaching Learning Process that allows collecting information and using it to make a judgment and take a decision. Evaluation focuses on grades and may reflect classroom components instead of course content and mastery level. These could include discussion, cooperation, attendance and verbal ability.

“Evaluation is the analysis and comparison of actual progress vs. prior plans, oriented toward improving plans for future implementation.”¹⁴

¹⁴ARGYRIS, C, and SHON, D.A, Theory in Practice. San Francisco: Jossey-Bass. 1974.

Assessment is a great instrument that allows us to realize as teachers how students' progress is on-going, and this instrument allows us to identify students' behaviours in front of different situations, and find out their abilities and exploit these at maximum. Assessment is focused on learning, teaching and outcomes. It provides information for improving learning and teaching. Assessment is an interactive process between students and ability that notifies how they are learning and what teachers are teaching. The information is used by faculty to make changes in the learning environment, and it is shared with students to assist them in improving their learning and study habits. This information is centered in the learning, of course based on, frequently anonymous and it is not graded.

5.1. TYPES OF ASSESSMENT

Assessment activities can be categorized as either formative or summative, both of which are appropriate for Cooperative Learning exercises, as they provide opportunities to enhance key components of Cooperative Learning exercises such as: positive interdependence and individual accountability.

Formative assessment activities are used to provide feedback, evaluating learning progress in order to motivate students to higher levels.

Summative assessment activities are used to judge final products for completion, competency and demonstrated improvement.

Nearly any evaluation can be developed to fulfill either formative or summative assessment goal. For example, written reports can include a revise and resubmission process which provides students with feedback on which aspect of their work is in need of improvement prior evaluation of the final product.

Assessment activities can be implemented at different stages of the Cooperative Learning exercise and can be conducted by either the instructor, the student or group peers.

5.2. TIME OF ASSESSMENT ACTIVITIES

- **Pre-Exercise Assessment**

Developing assessment strategies that are implemented before the exercise is to take place are most appropriate when Cooperative Learning exercises are more complex, time intensive, and make use of more sophisticated content. The success of such exercises hinges, in part, on the preparation of students and pre-exercise activities can provide a signal as to the importance and complexity of this work to students.

"Tickets to participate" are a form of assessment that requires individual students to complete a task prior to the start of the Cooperative Learning exercise. The purposes of these assignments are for preparing students, focusing their attention on content relevant to the exercise and reducing the probability of improvised students. Those who fail to complete the assignment are placed in a group together and required to complete the exercise.

- **Assessment during the Exercise**

Assessment can occur at either the individual or group level during the Cooperative Learning exercise, facilitated through careful monitoring and intervention or by a formal break in the exercise with all groups checking in on their progress.

Assigning roles to group members, such as summarizer, reflector, elaborator or recorder provides a more formal mechanism for evaluating the progress of the group. It is also possible to make individual accountability part of your group-work monitoring by periodically requesting random student reports or oral exams.

At an appropriate point in the exercise, walk up to a group and pick a number at random and that person must report on the group's progress or answer a question about what the group is doing.

- **Post-Exercise Assessment**

In order to make sure that all students are working towards the same standards, it is helpful to provide a detailed description possibly a rubric or checklist of how the project will be ordered.

4. WHO CONDUCTS THE EVALUATION-ASSESSMENT?

- **Instructor**

Evaluation by the instructor provides students with feedback on the understanding of content, concepts and applications. It is the most traditional of all setups and typically is the primary basis for evaluation.

- **Individual Self-Assessment**

Students can develop a better understanding of their learning process, a metacognitive perspective which enhances future learning, through active reflection on their achievements. Such assessments also build writing and speaking skills as students demonstrate their knowledge of the subject, problem solving skills, and contributions to group processing.

- **Peers**

Allowing the opportunity for group members to assess the work of their peers, to provide important feedback on the relative merits of contributions and promotes cooperation as students, to realize their responsibility to the group. A word of attention is appropriate, however, as the peer review process is complex, it depends on well-defined criteria and evidence-building that is clearly understood by all participants.

e. MATERIALS AND METHODS

- **Materials**

To make possible the development of this investigation the following materials were used: books, dictionaries, magazines, papers, copies, staplers, perforator and clips box. In addition, the technical resources used were: computer, printing, CDs, flash memory and internet.

- **Methods**

In this research work, **the scientific method** was used, which allowed through a logical and systematic procedure, to discover the truthfulness of the facts and then verify them, also this method served in the verification of the hypotheses according to the variables through empiric data and the theoretical references. Finally, it was useful to deduce the conclusions based on the obtained results in the field work, and contrast with the theory.

As particular methods, deductive-inductive, analytic-synthetic and descriptive methods were used.

Deductive-Inductive method was used on all the process of the research because it helped to do an analysis and synthesis of the work, going from general to particular and vice versa.

Analytic-synthetic method served to analyzed the empiric information after applying the respective instruments, and then to derive the conclusions according to the obtained results.

Descriptive method was applied to describe the actual situation of the cases, facts and phenomena, and gave the necessary elements to compare or to evidence the truthfulness of the facts based on the collected information. Also it served to make a deep description of the researched problem, before giving the final inform.

- **Techniques and Instruments**

To obtain the empiric information the survey and observation guide were applied; the survey was previously prepared and structured by a questionnaire that contained closed and multiple choice questions, the same that was composed with the indicators established in the consistence matrix. The survey was directed to the English's teachers and students of eight, ninth and tenth years at “Unidad Educativa Calasanz” High School morning section. To apply this instrument was necessary a sample of the population, and also to complete the information about the present work was useful the observation guide.

- **Procedures to process the information**

The information was obtained through the teachers and students of the “Unidad Educativa Calasanz” High School, and the processing data of the information is detailed in the following way. The tabulation of the information was carried out through a descriptive way; it was contrasted with the information according to the indicators analyzed in the questions.

The obtained data of the teachers and students were detailed with their respective graphic representation and analysis.

- **Bar Graph representation**

The bar graph representation of the data showed the information in statistical charts, expressed in percentage and numbers, related to the indicators.

- **Analysis and interpretation**

The analysis of the information was made in comparative studies, verification and interpretation of the data picked up with the theoretical frame determined in the investigated project.

Hypothesis

- Cooperative Learning helps students to get better results in the learning of the English Language of the students at “Unidad Educativa Calasanz”, Period 2010-2011.
- Teachers are applying the Cooperative Learning to increase the knowledge of the students at “Unidad Educativa Calasanz”, Period 2010-2011.
- Students of the “Unidad Educativa Calasanz” are motivated about the English Language using The Cooperative Learning technique.

- **Verification of the hypotheses**

The hypotheses were verified contrasting the specified data in the theoretical reference and the variables with their respective indicators.

Also, it carried out a total revision of the investigation, contrasting with the theme, objectives, hypotheses and theoretical frame to the elaboration of the final report, achieving a logical relationship among these elements.

- **Formulation and conclusions**

The conclusions were elaborated based on a specific analysis, and it served to suggest some recommendations to the teachers of the

researched Institution, in order to contribute with the solution of the problem that motivated the present research.

POPULATION AND SAMPLE

VARIABLES	POPULATION
8 th of Basic Education	80
9 th of Basic Education	82
10 th of Basic Education	85
TOTAL	247

SAMPLE OF STUDENTS:

$$n = \frac{N}{1 + N(e)} \quad n = \frac{247}{1 + 247(0,01)} \quad n = \frac{247}{1 + 2,47}$$

$$n = \frac{247}{3,47} \quad n = 71,18155619 \quad n = 71,182$$

VARIABLES	POPULATION
Sample of students	71
Teachers	5
TOTAL	76

For the present investigation according to the formula was applied a survey to 71 students of eight, ninth and tenth years of Basis Education, and 5 English teachers at “Unidad Educativa Calasanz” High School.

f. RESULTS

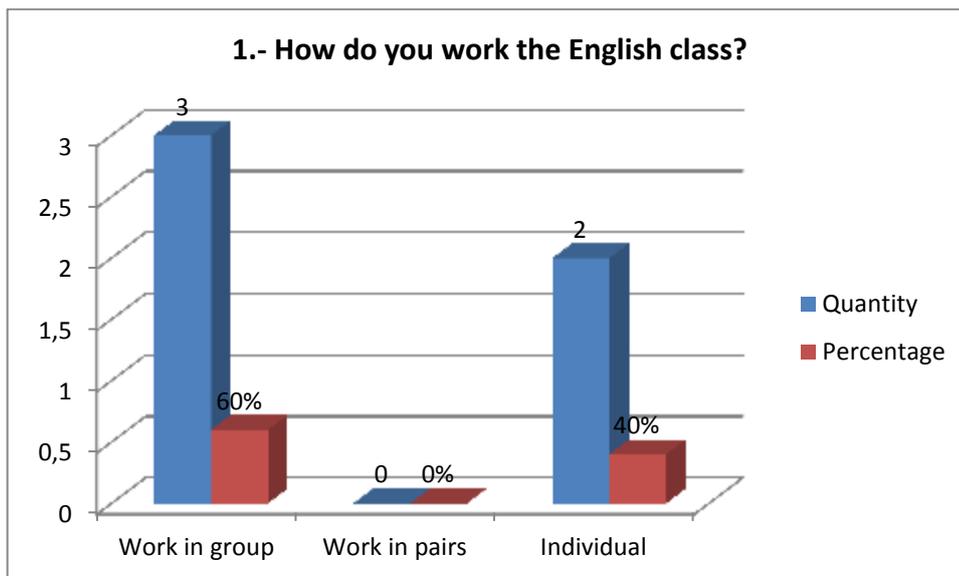
TEACHERS AND STUDENTS SURVEYS

1. How do you work the English class?

1.-How do you work the English class?				
Item	Teachers	Ts' %	Students	Ss' %
Work in group	3	60%	13	18%
Work in pairs	0	0%	17	24%
Individual	2	40%	41	58%
TOTAL	5	100%	71	100%

Table 1.Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table N° 1

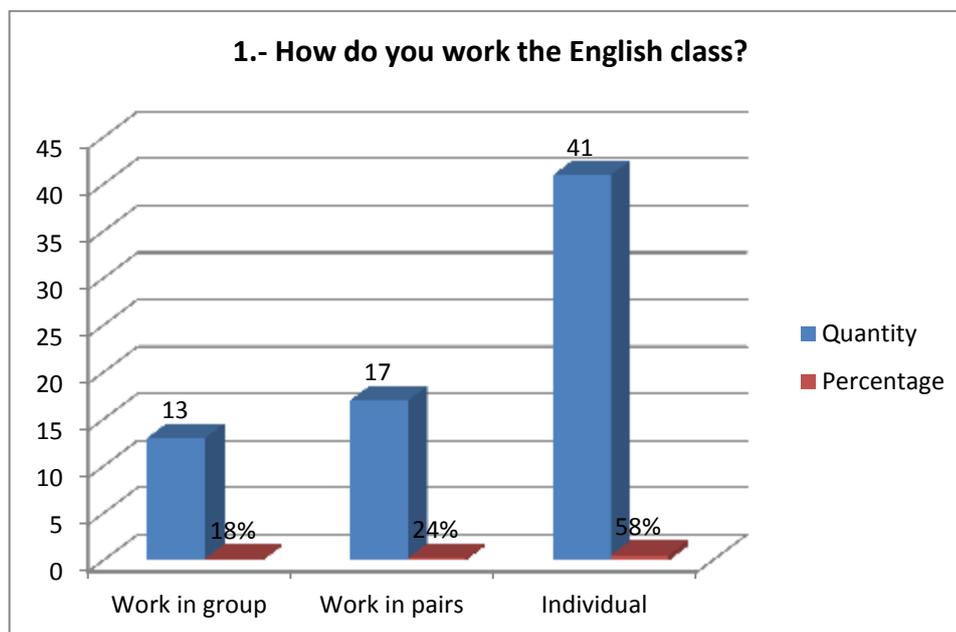


INTERPRETATION

As you can see 60% of the teachers said that they work in groups their classes, while the 40% of them manifested that they work in an individual form.

Teachers work in group, which is because they said there are many students, and they make a lot of noise, some students have bad behaviour; however some teachers said that is impossible to make up the groups in order to develop the classes, for that reason they work in an individual way.

Students' Statistical Table N° 1



The table displays that 58% of students answered that their teachers work the subject as individual way, 24% of the students said teacher develops

the classes working in pairs, the rest of the students that is represented by 18% commented that teacher works in group the English subject.

Contrast

As one can notice teachers and students are not in agreement; while Teachers said that they are working in group the class, the Students said that their Teachers are working in an individual way the English classes, therefore it does not allowed to students to be motivated for learning the language.

Cooperative Learning strategy is a useful tool that teachers must apply in order to engage students in a pleasant and comfortable classroom environment.

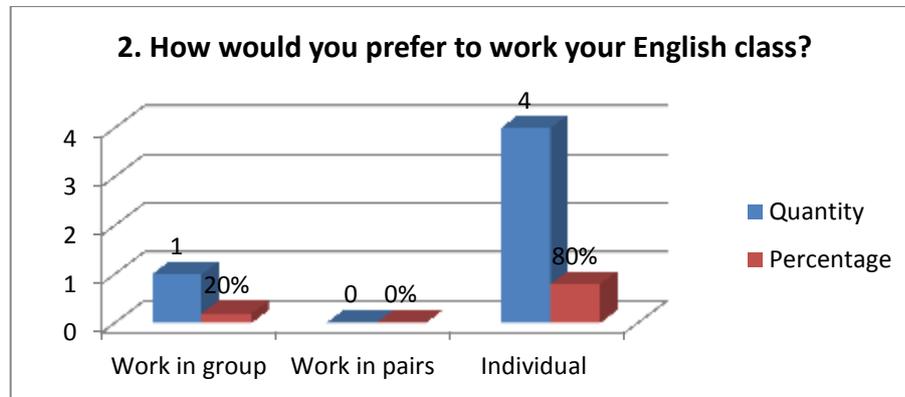
According to researchers could see that teachers work individual way their classes because the teachers do not implement the short term plan, teachers just explain the classes with the student's book and no other group activities planned.

2. How would you prefer to work your English class?

2. How would you prefer to work your English class?				
item	Teachers	Ts'%	Students	Ss'%
Work in group	1	20%	48	68%
Work in pairs	0	0%	18	25%
Individual	4	80%	5	7%
TOTAL	5	100%	71	100%

Table 2. Source: Teachers and Students' Surveys from UNIDAD EDUCATIVACALASANZ

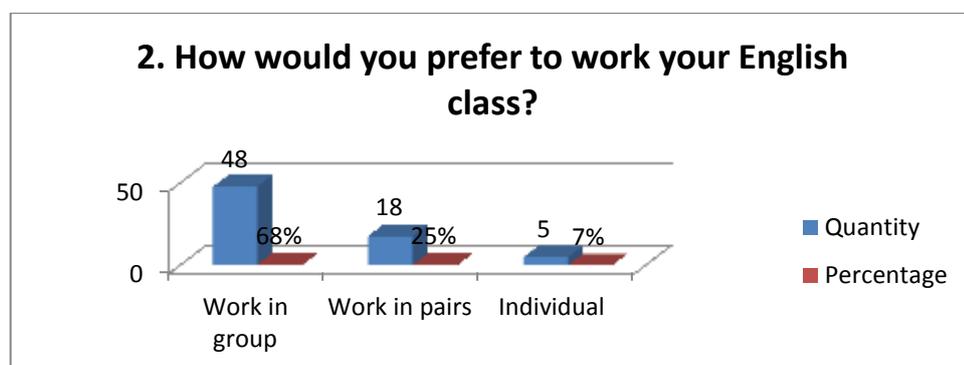
Teachers' Statistical Table N° 2



80% of teachers would prefer to work in an individual form because their students do not concentrate to study, and do the tasks, when they are working in groups; other teachers which represent the 20% commented they would prefer to work in group because students are motivated to learn and debate between them different opinions, and they are able to build the own knowledge.

According to the observation guide that was applied some teachers are developing their classes in a traditional way, in some cases teacher would not prefer to work in group, because they said that will be much mess, and that is why some of them would prefer for working in an individual way.

Students' Statistical Table N° 2



68% of the students would prefer to work their English class in group, because most of them could share new knowledge; while the 25% of the students said they would prefer to work in pairs the English class, and the rest of students that represents 7% said that they would prefer to work the English class in an individually way.

Contrast

Teachers and students are not in agreement in this question, while the teachers prefer to work in an individual way, students would prefer to work in groups, because they could share new knowledge developing in the best way the four skills and improving the new vocabulary between them. However the teacher would not prefer to work in group because their students do not concentrate to study and do the task, when their students are working in group.

The purpose of Cooperative Learning is to see daily classroom as a better manner by applying strategies and promote the understanding of students. It is recommended to work with students in different ways according to the grade of difficulty or if the task is very hard, for that reason the work in group is important to implement when the task is not easy, and students could divide it and after join the outcomes; and finally to share the different experiences with the processes of the task.

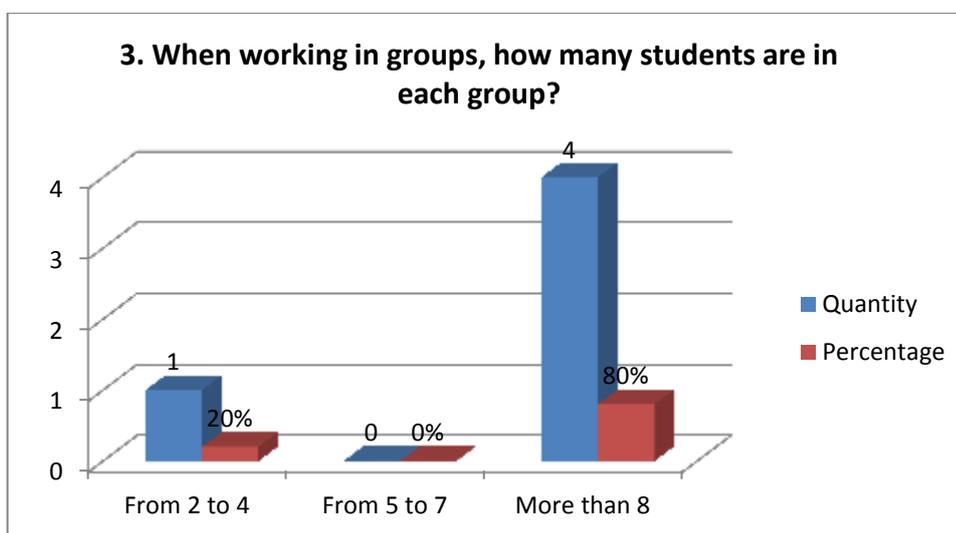
The work in group foments the relationship between students and creates a responsibility for each one of students, and they notice that everyone is important to accomplish the goal.

3. When working in groups, how many students are in each group?

3. When working in groups, how many students are in each group?				
	Teachers	Ts'%	Students	Ss'%
From 2 to 4	1	20%	12	17%
From 5 to 7	0	0%	24	34%
More than 8	4	80%	35	49%
TOTAL	5	100%	71	100%

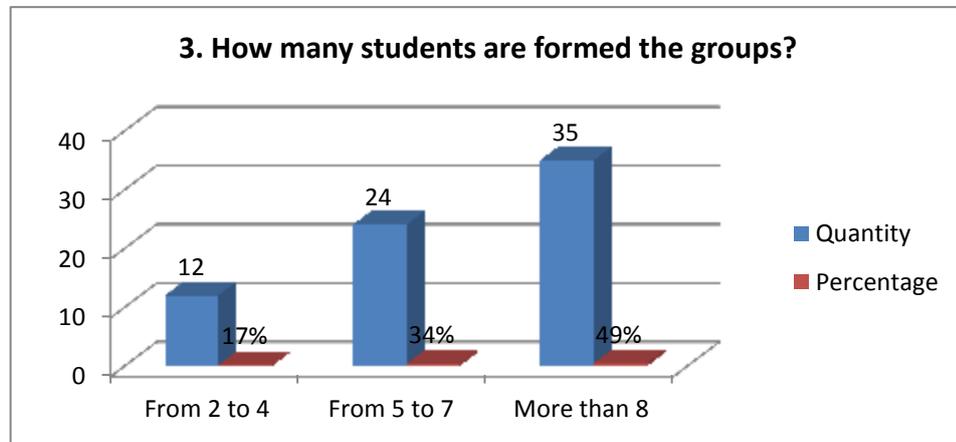
Table 3. Source: Teachers and Students' Surveys from UNIDAD EDUCATIVACALASANZ

Teachers' Statistical Table N° 3



As you can notice the 80% of teachers form the group more than eight students; however there are others formed from two to four students that represent the 20%. According to the question number one, teachers manifested that they make up the group more than eight students that is because there are forty two students in some equals.

Students' Statistical Table N° 3



49% of the students said about the number of members are formed each group, it is more than eight, the 34% of students surveyed said that their groups are formed from five to seven members; and finally the rest of students who represents 17%, said when they are working in group it is formed from two to four.

Contrast

The teachers and students said that the groups are formed more than eight members in each ones, but according to “Cooperative Learning strategy the students work together in a small group containing two to five members”.

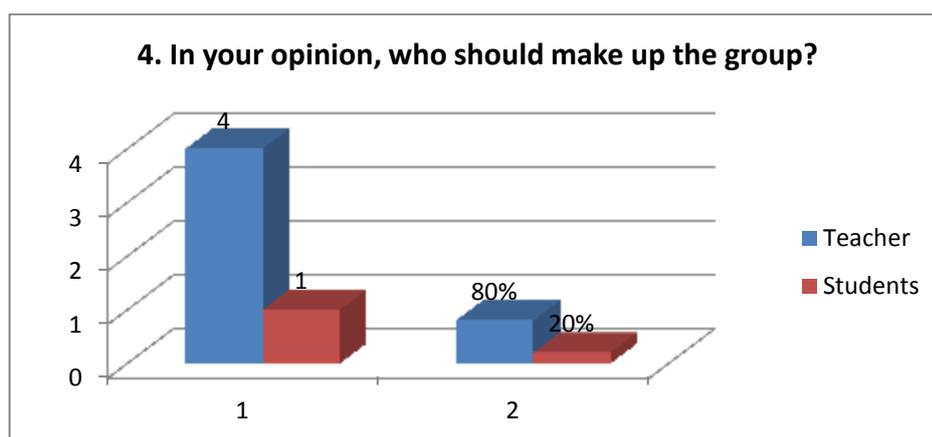
Cooperative Learning, groups usually have two to four members. It is said that there is not an ideal size and it depends of the type of activities that teachers are going to do, but how much smaller the group it could be better, because students will not be able to relate at all and create a conflicts among them.

4. In your opinion, who should make up the group?

4. In your opinion, who should make up the group?				
	Teachers	Ts'%	Students	Ss'%
Teacher	4	80%	19	27%
Students	1	20%	52	73%
Why?	-	-	-	-
TOTAL	5	100%	71	100%

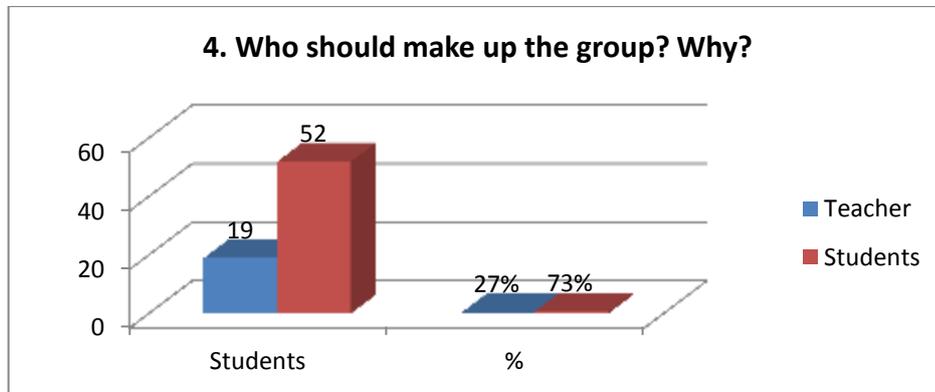
Table 4. Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table N° 4



In this question the 80% of teachers said that who makes up the groups should be the teachers, and the rest that represents the 20% of the teachers said that who should make up the groups should be the students. It is important to take into account this question, because teachers are thinking in their students and how to improve their knowledge; for that reason teachers said that they should make up the groups.

Students' Statistical Table N° 4



73% of students said that the groups should be formed by students, while the 27 % of the students are in agreement that teacher should make up the groups.

Contrast

Teachers and students are not in agreement, therefore there are two criteria. Teachers said that they should be who make up the work groups because sometimes students make a lot of noise, hence teachers know the students' behaviour, but students said they should be able to form the work group because they feel comfortable between themselves, and they can show their abilities in the best way.

The Cooperative Learning activities said, that the class is divided into small groups but not said who will be the responsible for making up the groups; but as a good suggest is better that the Children should not be allowed to choose their groups, partly because this takes a lot of time and they make much noise, and mainly because it usually means that someone could left out. Since the point of view from jigsaw strategy,

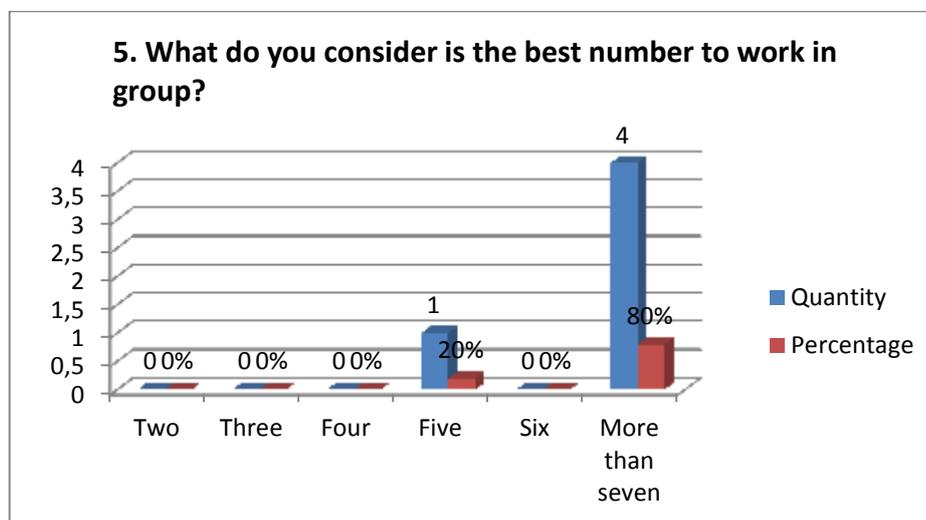
teachers should be who make up the groups because, it must be taking into account the heterogeneous group respect to sex, race, socioeconomic status, ability and learning styles.

5. What do you consider is the best number to work in group?

5. What do you consider is the best number to work in group?				
Item	Teachers	Ts'%	Students	Ss'%
Two	0	0%	4	6%
Three	0	0%	6	8%
Four	0	0%	11	15%
Five	1	20%	11	15%
Six	0	0%	14	20%
More than seven	4	80%	25	35%
TOTAL	5	100%	71	100%

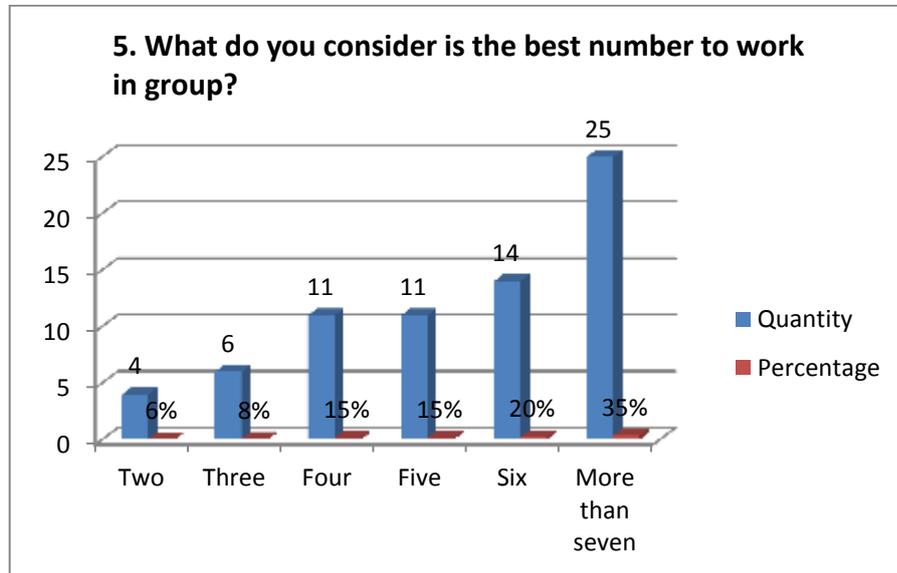
Table 5. Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table N° 5



80% of the teachers answered that the best number to work in group is more than seven, while the 20% of them said five members by each group.

Students' Statistical Table N° 5



The table 5 displays the outcomes obtained by surveys and 35% of students manifested are in agreement that each group should be formed more than seven; 20 % of students said are in agreement that the number to make up the group is six students, the 15 % of students expressed about the best number to form each group is five and four members, and as minimal percentage that represent the 8% and 6% said they are in agreement that the better number of students to form the work group is two and three mates.

Contrast

Comparing the answers between teachers and students the best number to work in group is seven, but as it is known while there are a lots of students in the work group is impossible that students concentrate in the

task, and they could not accomplish the common goals; therefore the groups must be formed by two to five members by each group.

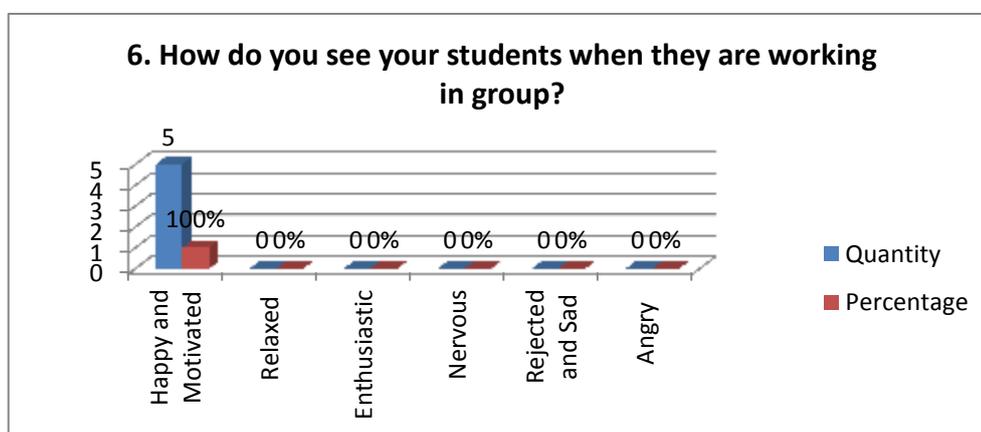
As Cooperative Learning proposes in its techniques and activities for students can achieve a common outcomes, and so that students improve the retention of the content, and this way they cooperate in order to learn with this methodology which makes more dynamic the class; hence the cooperative groups have to be constituted by few students no more than six students to contribute the individual accountability

6. How do you feel when you are working in group?

6. How do you see your students when they are working in group?				
Item	Teachers	Ts'%	Students	Ss'%
Happy and Motivated	5	100%	40	56%
Relaxed	0	0%	35	49%
Enthusiastic	0	0%	60	85%
Nervous	0	0%	12	17%
Rejected and Sad	0	0%	10	14%
Angry	0	0%	5	7%
TOTAL	5	100%	162	228%

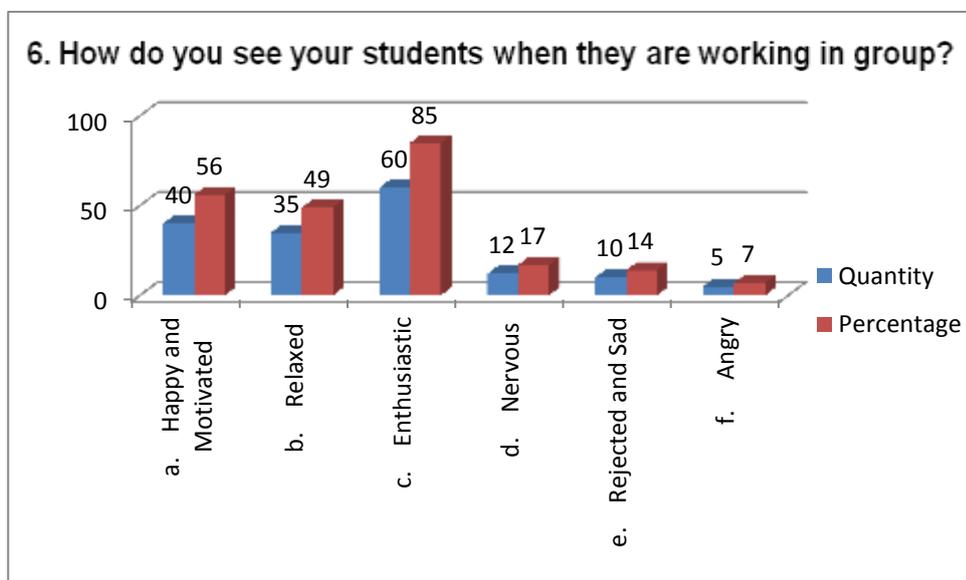
Table 6. Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table N° 6



As you can observe in this question 100% of the teachers manifested that their students feel happy and motivated when they are working in groups. According to this question it could see that students learn more in groups because they interchange their ideas, students can learn best from each other, when they are required to provide reasoning for their answers or explain how they arrived at the answers.

Students' Statistical Table N° 6



An important percentage that is represented by the 85% of the students said are enthusiastic when they are working in group; 56% of students have manifested to be happy and motivated when they are working in group, the 49% of surveyed commented to feel relaxed; while other percentages are represented by the 17%, 14%, and 7% of the students manifested feeling rejected, sad, nervous and angry.

Contrast

The teachers said that students feel happy and motivated when they are working in groups, and students told that they feel enthusiastic, happy and motivated, when their teachers make them to work on dynamic activities in group. So it refers about that like teacher is not the only provider of knowledge and this is an efficient way to learn from them.

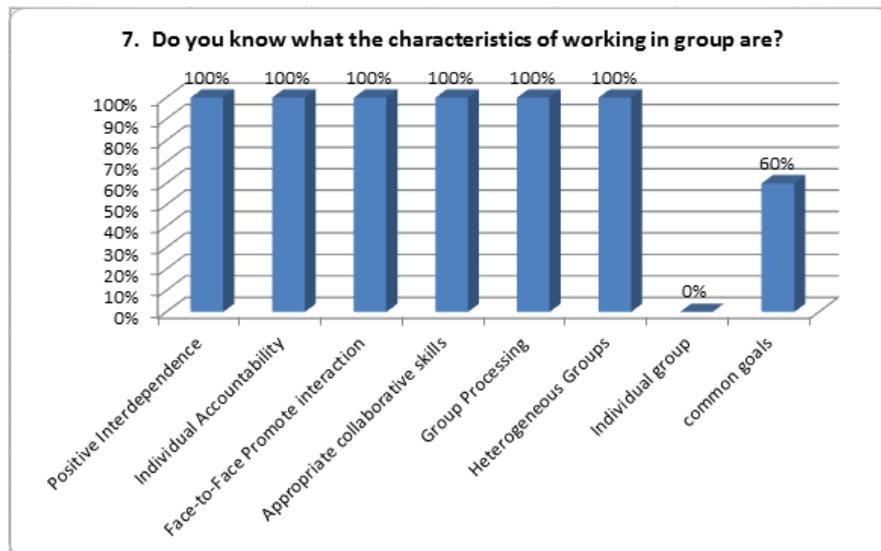
Inside Cooperative Learning strategy there are specific activities such as: jigsaw and circle the sage, which help students for achieving to get special knowledge from the group activities, and after to be able to share and clarify his or her outcomes, having active students in the learning process.

7. Do you know what the characteristics of working in group are?

7. Do you know what the characteristics of working in group are?						
Characteristics	Ts	Ts Total	Ts' %	Ss	Ss Total	Ss' %
Positive Interdependence	5	5	100%	45	71	63,38%
Individual Accountability	5	5	100%	32	71	45,07%
Face-to-Face Promote interaction	5	5	100%	67	71	94,37%
Appropriate collaborative skills	5	5	100%	21	71	29,58%
Group Processing	5	5	100%	5	71	7,04%
Heterogeneous Groups	5	5	100%	36	71	50,70%
Individual group	0	5	0%	0	71	0,00%
common goals	3	5	60%	0	71	0,00%

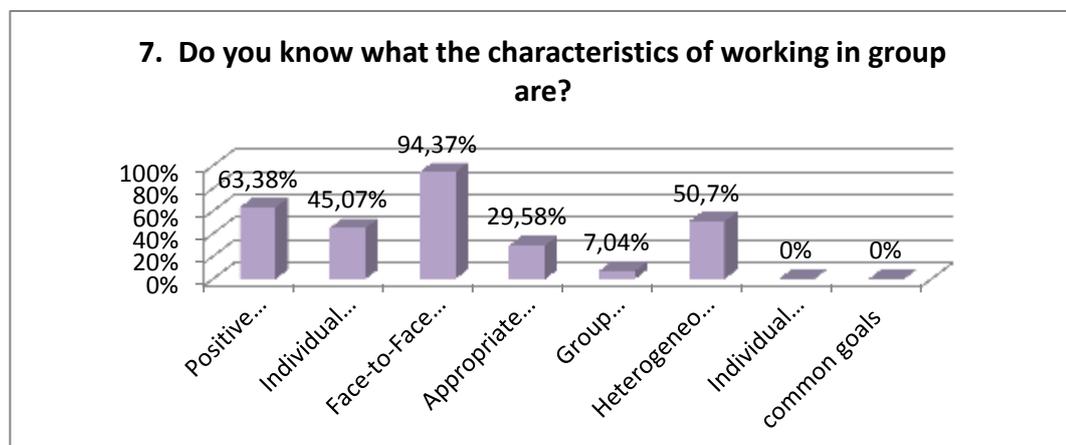
Table 7. Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table N° 7



100% of the teachers picked as characteristics of working in group the following alternatives: positive interdependence, individually accountability, face-to-face promote interaction, appropriate collaborative skills; group processing, heterogeneous group, while the 60% of teachers picked the alternative common goals and nobody picked the alternative individual group.

Students' Statistical Table N° 7



In this question the majority of the students answered face-to-face promote interaction that represents 94,37%;63,38% of the students chose characteristics of working in group the alternative Positive Interdependence; 36 of the students that represents 50,7% of the students said that one of the characteristics of the Cooperative Learning is Heterogeneous Groups; 32 students that represents 45,07% said that another characteristics of Cooperative Learning is Individual Accountability, while 29,58% said appropriate collaborative skills and 7,04 said that Group Processing is the other characteristics.

Contrast

Teachers and Students have a right knowledge about the characteristics of Cooperative Learning; it should be taking into account, because the teachers know about the importance of application of Cooperative Learning strategy for students' learning, but they are not teaching according to these strategies, because they developed the class only with the book and rarely teachers are making up the groups inside the classroom; therefore the students are not being motivated to learn the English language.

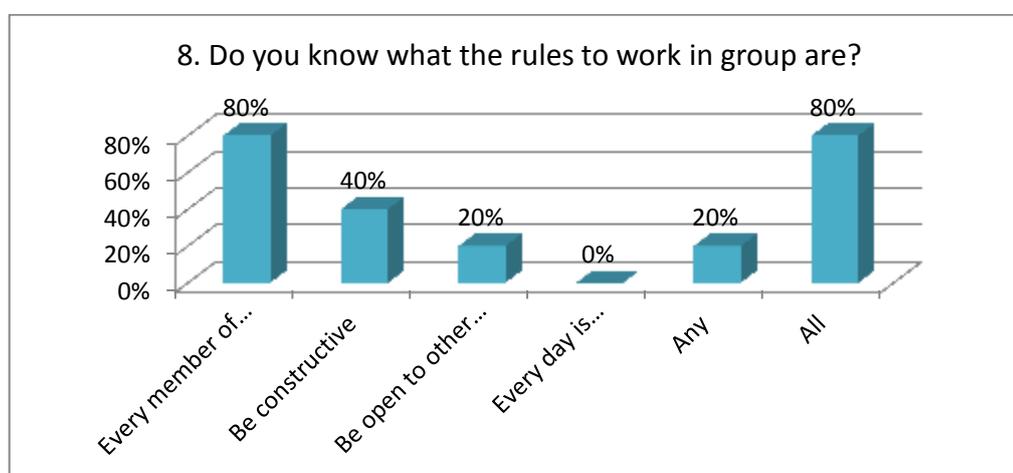
According to the theoretical reference the characteristics of the Cooperative Learning are: students work together on common tasks, students are interdependent, students are Individual accountability, students use cooperative, pro-social behaviour to accomplish their common tasks, and groups containing two to five members.

8. Do you know what the rules to work in group are?

8. Do you know what the rules to work in group are?						
	Ts	Total Ts	Ts' %	Ss	Total Ss	Ss' %
Every member of each group is responsible for all work.	4	5	80%	68	71	96%
Be constructive	2	5	40%	20	71	28%
Be open to other members' ideas and encourage	1	5	20%	67	71	94%
Every day is designated different facilitator.	0	5	0%	7	71	10%
Any	1	5	20%	8	71	11%
All	4	5	80%	32	71	45%

Table 8, Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

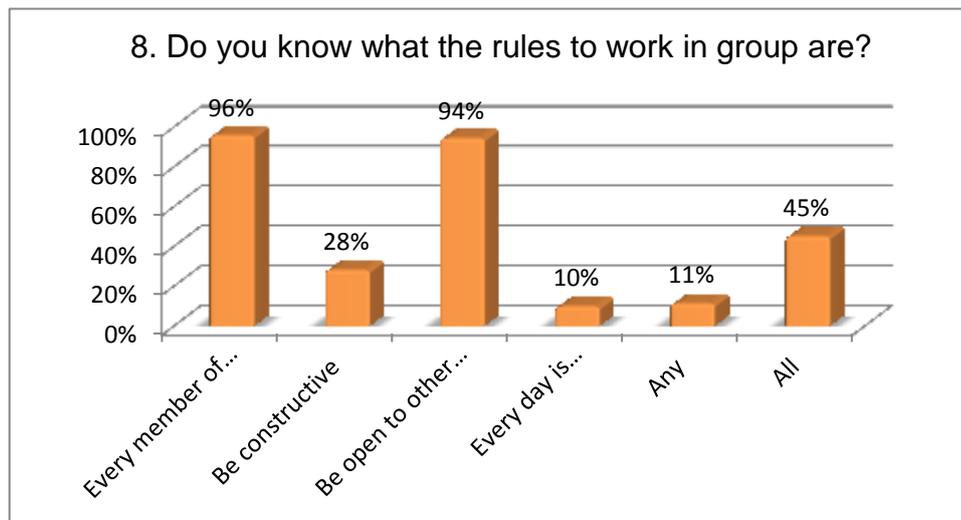
Teachers' Statistical Table N° 8



Four teachers which represent 80% said that every member of each group is responsible for all work, two teachers that represent 40% said that students should be constructive to be member of the work group, otherwise one teacher have chosen the option to be open to other members' ideas and encourage; and other said every day is designated

different facilitator last two represent 20%. Finally the majority of the teachers which represent 80% have chosen All four first options.

Students' Statistical Table N° 8



96% of students consider that every member of each group is responsible for all work, while 67 students which are 94% have chosen, Be open to other members' ideas and encourage, moreover there are other answers which are low in percentage between these, it can see that the most important for students are all; the four first options with 32 students or 45% of the respondents indicated, for them is important every element for working in cooperative group to achieve the common goal. It was observed that respondents were exposed to work in group for accomplishing a common goal and during the process each group followed some rules; between these rules students have practiced the majority.

Contrast

Sometimes when teachers apply work group activities they notice that students of each group are responsible for all the work; teachers and students know those rules for working in group, therefore the students at the moment to work in group are responsible, constructive and open to other members' ideas in order to get the suitable performance in the work group inside the classroom.

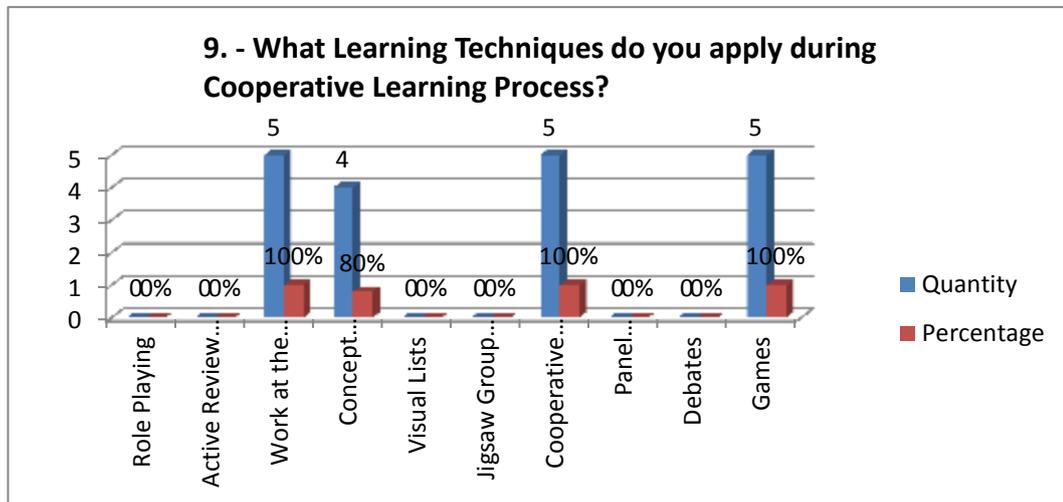
Some objectives that Cooperative Learning strategy has are developing social and group skills necessary for success outside the classroom, ensuring that students construct their own knowledge, being a team where the success of the group depends upon everyone.

9. What Learning Techniques do you apply during Cooperative Learning Process?

9. - What Learning Techniques do you apply during Cooperative Learning Process?						
Learning Techniques	Ts	Total Ts	Ts'%	Ss	Total Ss	Ss'%
Role Playing	0	5	0%	0	71	0%
Active Review Sessions	0	5	0%	0	71	0%
Work at the Blackboard	5	5	100%	42	71	59%
Concept Mapping	4	5	80%	28	71	39%
Visual Lists	0	5	0%	0	71	0%
Jigsaw Group Projects	0	5	0%	0	71	0%
Cooperative Groups in Class	5	5	100%	0	71	0%
Panel Discussions	0	5	0%	0	71	0%
Debates	0	5	0%	0	71	0%
Games	5	5	100%	27	71	38%
Total	-		-	-		-

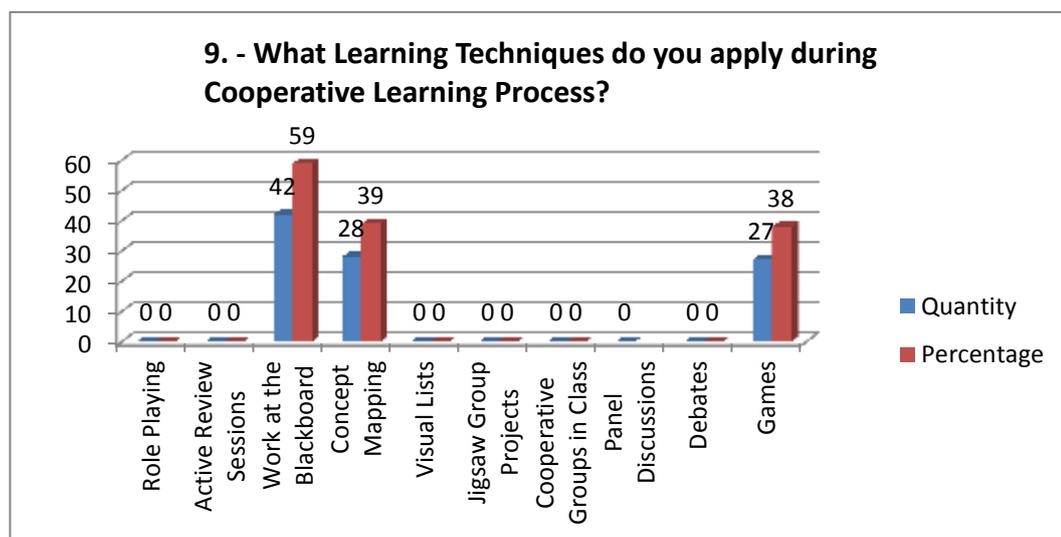
Table 9, Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table N° 9



This question shows some alternatives in which the 100% of the teachers selected as learning techniques of Cooperative Learning strategy, which are applied during the Cooperative Learning process: works at the blackboard, cooperative groups in class and games; while other percentage selected, concept maps with 80% of the teachers.

Students' Statistical Table N° 9



59% of the students answered that the learning technique applied in cooperative learning process is work at the blackboard; the 39% applied concept maps and the rest of the students manifested games, which is represented by the 38%.

Contrast

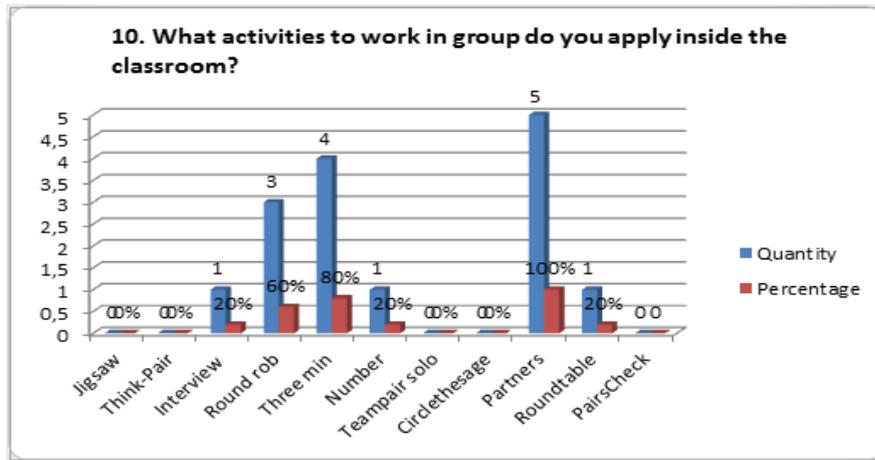
As one can identify, the teachers and students are in agreement whit one item, which affirms students most of the time work at the blackboard, however as it is known the teachers have to apply different techniques and activities to achieve good learning students. Taking into account the theoretical reference, there are a lot of manner and forms to teach; one form can be in a dynamic way, so students acquire better results in their learning; other applying techniques for Cooperative Learning and motivating them to get new and better knowledge every day.

10. What activities to work in group do you apply inside the classroom?

10. - What activities to work in group do you apply inside the classroom?						
	Ts	Total Ts	Ts'%	Ss	Total Ss	Ss'%
Jigsaw	0	5	0%	0	71	0%
Think-Pair-Share	0	5	0%	0	71	0%
Interview	1	5	20%	19	71	27%
Round robin brainstorming	3	5	60%	25	71	35%
Three minutes review	4	5	80%	35	71	49%
Numbered heads together	0	5	0%	0	71	0%
Team pair solo	0	5	0%	0	71	0%
Circle the sage	0	5	0%	0	71	0%
Partners	5	5	100%	15	71	21%
Roundtable	1	5	20%	28	71	39%
Pairs Check	0	5	0%	0	71	0%

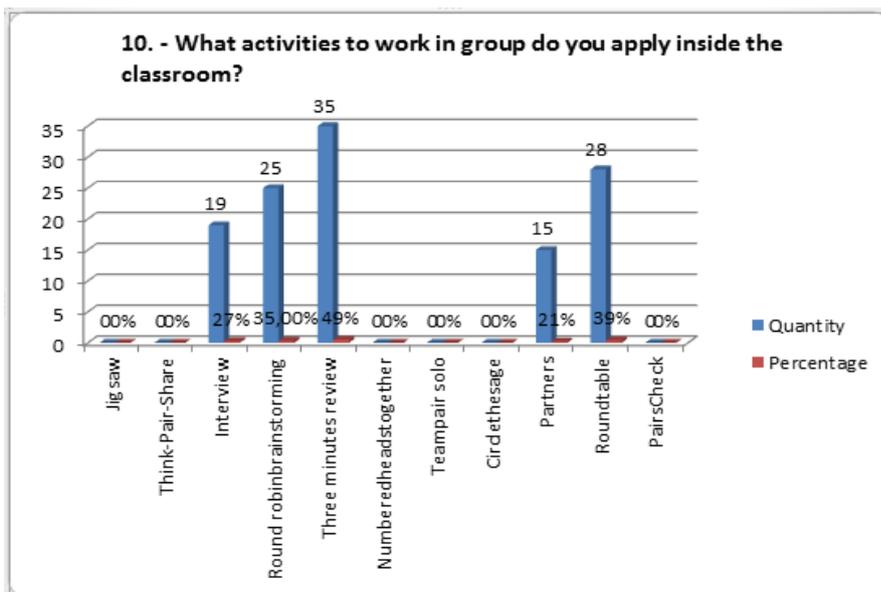
Table 10, Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table N° 10



As you can notice the 100% of the teachers selected as applied activity inside the classroom to work in group is in partners, other activity is three minutes review that represents the 80% of teachers, other percentage 60% manifested round robin brainstorming, and as minimal percentages there are interview, numbered head together and roundtable.

Students' Statistical Table N° 10



39% of the students manifested as activity used by teachers to work inside the classroom is the roundtable technique, so, it can notice too other percentage which is the 27% apply interview activity, however there are others like 17% that indicates three minutes to review and partners activities.

Contrast

Teachers responded as an activity used inside the classroom to work in group, the partners' activity, otherwise the students indicated that teachers apply the three minute review technique. Therefore the teachers and students are not in agreement, and as it could observe the teachers are saying the truth; they develop the class using the partner activity, because is easier than to make other activities, students are sitting together and they cannot be moved to other place; then this is the clear reason that teachers work in pairs, because it could observed through the observation guide.

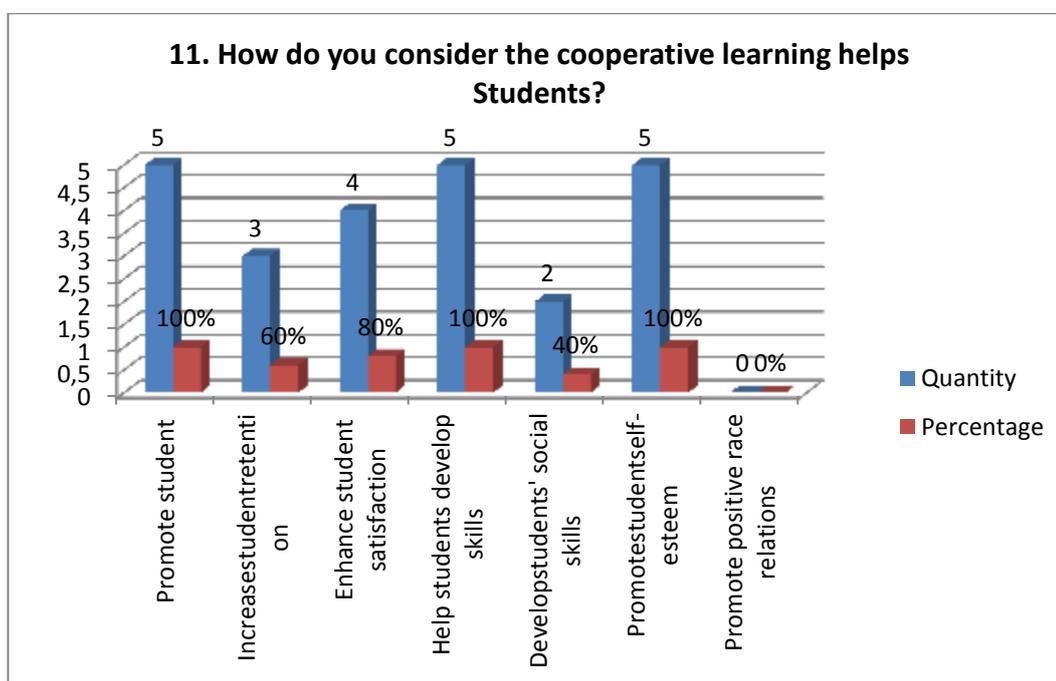
In Cooperative Learning strategy there are a lot of activities and techniques, those teachers could apply to improve the students' knowledge, making more dynamic and enjoyable the classes. Therefore teachers must know more about these.

11. How do you consider the cooperative learning helps Students?

11. How do you consider the cooperative learning helps Students?						
	Ts	Total Ts	Ts'%	Ss	Total Ss	Ss'%
Promote student learning and academic achievement	5		100%	23	71	32%
Increase student retention	3		60%	8	71	11%
Enhance student satisfaction with their learning experience	4		80%	8	71	11%
Help students develop skills in oral communication	5		100%	9	71	13%
Develop students' social skills	2		40%	8	71	11%
Promote student self-esteem	5		100%	5	71	7%
Help to promote positive race relations	0		0%	10	71	14%

Table 11, Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

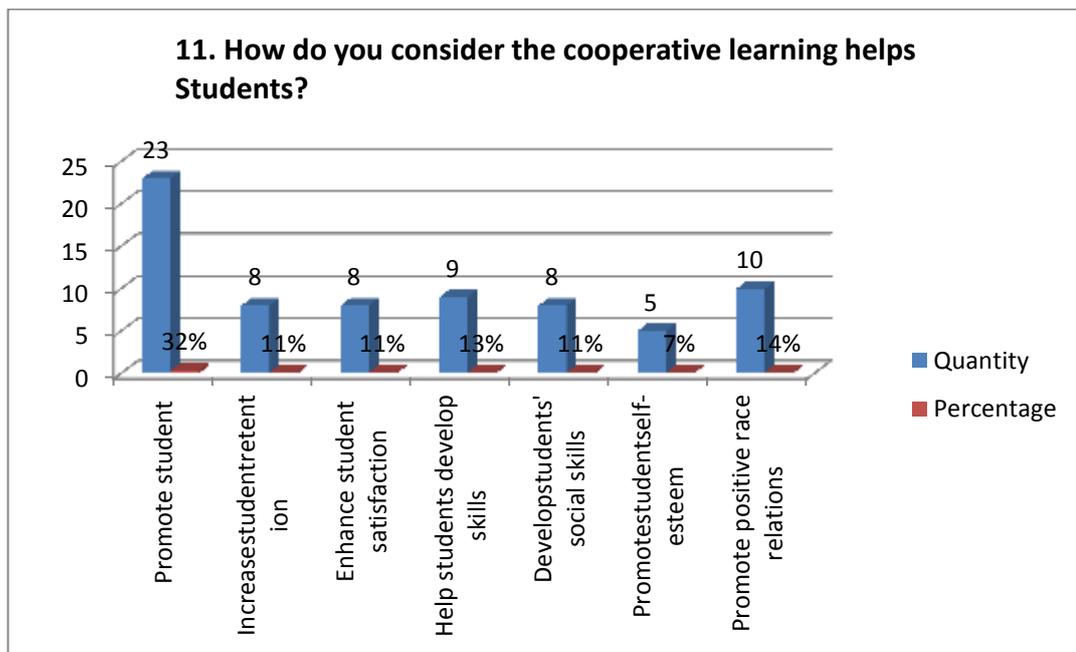
Teachers' Statistical Table N° 11



This question have different alternatives which were ticked by the teachers, which are represented by the 100% of them, that Cooperative

Learning helps students promoting their learning and academic achievement, helping students to develop their skills in oral communication, and finally promoting students positive race relationships; so they manifested enhancing the student satisfaction with their learning experience with 80% of teachers, and the last increasing student retention and develop students' social skills represented by 60% and 40% of the teachers.

Students' Statistical Table N° 11



32% of the students answered that Cooperative Learning helps them promoting the learning and academic achievement; the 14% said it helps them to promote positive race relationships, however some important results like increasing student retention, enhancing student satisfaction with their learning experience and developing students' social skills are

represented by the 11%; other minimal percentages such as show promoting students' self-esteem and helping students develop skills in oral communication were chosen by students.

Contrast

Teachers are conscious that Cooperative Learning strategy helps students achieve good approaches in their learning, promote self-esteem, help to develop the different skills, increase the retention and academic achievement; but the mistake is that teachers are not using frequently the techniques and activities that Cooperative Learning shows them, in order to encourage students to learn in a dynamic form the subject. As it could be analysed the students consider that Cooperative Learning strategy helps them by promoting the learning and academic achievement.

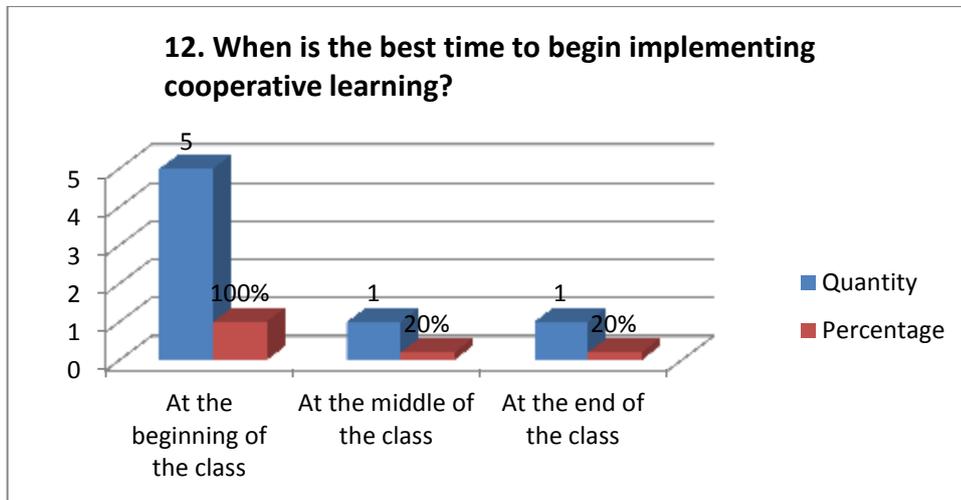
Teachers know the advantages of Cooperative Learning which are satisfactory into the Teaching Learning Process, and for that reason they must take into account it.

12. When is the best time to begin implementing cooperative learning?

12. When is the best time to begin implementing cooperative learning?						
	Ts	Total Ts	Ts'%	Ss	Total Ss	Ss'%
At the beginning of the class	5	5	100%	42	71	59%
At the middle of the class	1	5	20%	29	71	41%
At the end of the class	1	5	20%	10	71	14%
Why?						
TOTAL	5		-	-		-

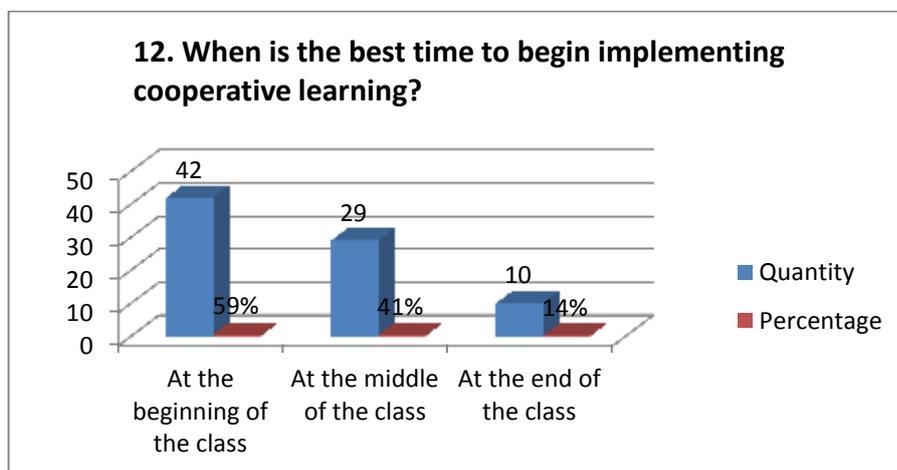
Table 12. Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table N° 12



As you can notice in this question the 100% of the teachers manifested, that the best time to begin implementing the Cooperative Learning is at the beginning of the class.

Students' Statistical Table N° 12



Majority of students that is represented by the 59%, they considered the best time to begin implementing the Cooperative Learning is at the beginning of the class; however the 41% of them manifested that, the best

time to implementing Cooperative Learning is at the middle of the classes; and the rest of students said that the best time for them for working cooperative groups is at the end of the class.

Contrast

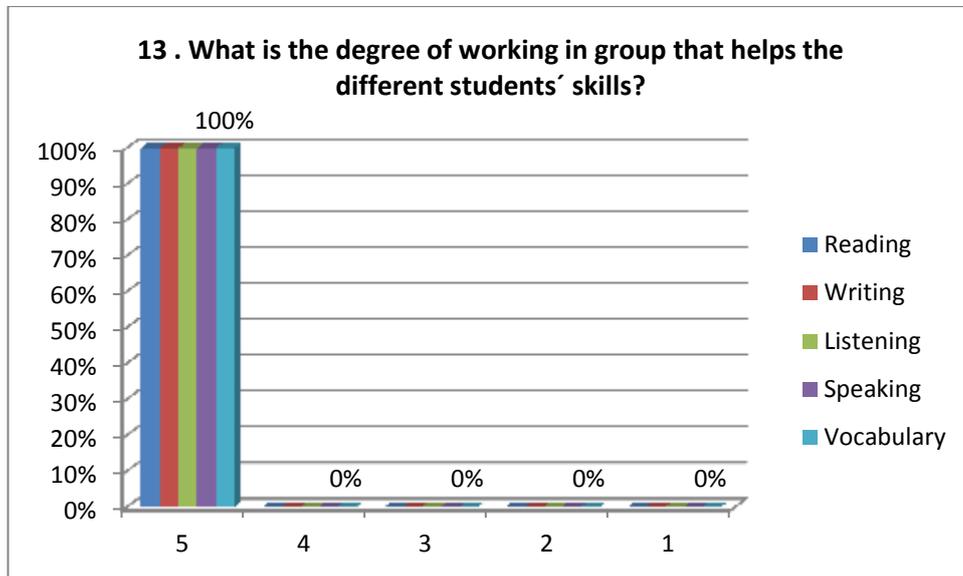
Teachers and students are in agreement that, the best time to begin for implementing the Cooperative Learning is at the beginning of the class; however if one search from the theoretical reference activities can be implemented at different stages of the Cooperative Learning exercise and, it can be conducted by either the instructor, the student, or group peers taking into account at the end of the session students may be a constructor of own knowledge.

13. What is the degree of working in group that helps the different students' skills?

13. What is the degree of work in group that helps the different student's skills?												
Put 5 (excellent), 4(very good), 3(good), 2(more or less) or 1(less) in every skill.												
Degree Skills	5	5	4	4	3	3	2	2	1	1	100%	TOTAL
Reading S.	5	100%	0	0%	0	0%	0	0%	0	0%	100%	5
Writing S.	5	100%	0	0%	0	0%	0	0%	0	0%	100%	5
Listening S.	5	100%	0	0%	0	0%	0	0%	0	0%	100%	5
Speaking S.	5	100%	0	0%	0	0%	0	0%	0	0%	100%	5
Vocabulary	5	100%	0	0%	0	0%	0	0%	0	0%	100%	5

Table 13. Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table N° 13

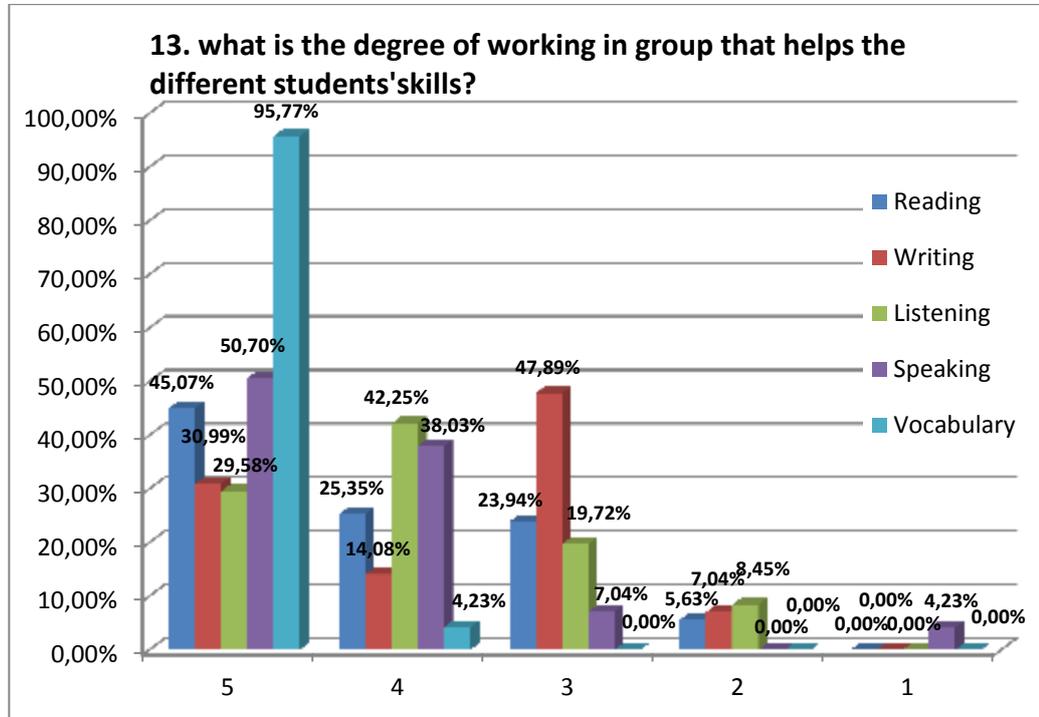


100% of the teachers said the Cooperative Learning strategy helps to improve the four skills such as: listening, speaking, reading, and writing and additionally the vocabulary to the students.

13. What is the degree of work group that helps the different student's skills?												
Put 5 (excellent), 4(very good), 3(good), 2(more or less) or 1(less) in every skill.												
Degree/ Skills	5	%	4	%	3	%	2	%	1	%	100%	TOTAL
Reading Skill	32	45,07%	18	25,35%	17	23,94%	4	5,63%	0	0,00%	100,00%	71
Writing Skill	22	30,99%	10	14,08%	34	47,89%	5	7,04%	0	0,00%	100,00%	71
Listening Skill	21	29,58%	30	42,25%	14	19,72%	6	8,45%	0	0,00%	100,00%	71
Speaking Skill	36	50,70%	27	38,03%	5	7,04%	0	0,00%	3	4,23%	100,00%	71
Vocabulary	68	95,77%	3	4,23%	0	0,00%	0	0,00%	0	0,00%	100,00%	71

Table 13. Source: Teacher' Surveys from UNIDAD EDUCATIVA CALASANZ

Students' Statistical Table N° 13



Majority of the students who are represented by the 95, 77% said, working in group is useful in vocabulary, which is because they learn more when they are working in groups, so they formulate questions, read texts and build dialogues. In these cases when students do not understand something they ask to other classmates the meaning.

Contrast

Students and teachers consider that the skill more developed by working in groups is vocabulary, but teachers manifested others too such as: listening, speaking, reading and writing; so, when students work in groups or peers they learn from each ones.

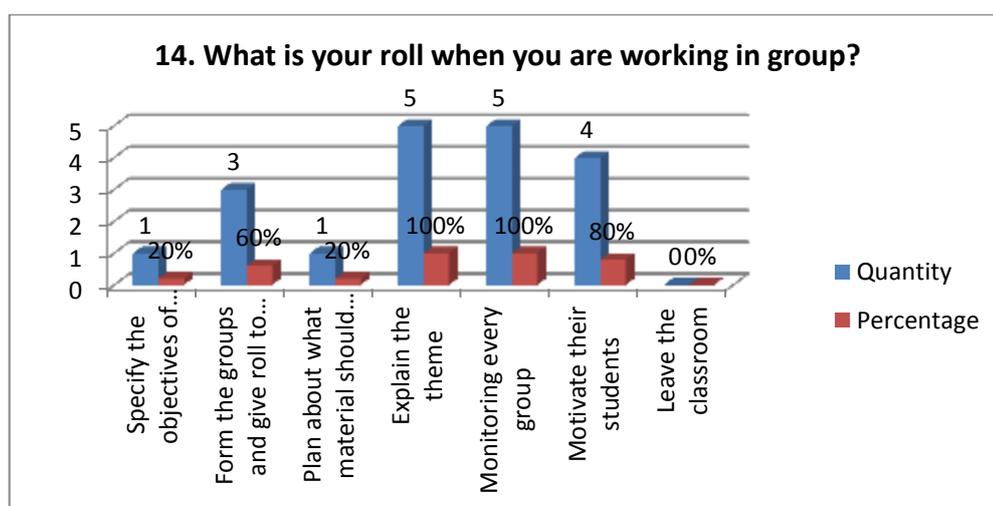
According to Cooperative Learning, this methodological strategy for working in groups help students improve knowledge, not only in specific skills but also it helps at all; it is considered to apply this strategy inside classroom because in this way students could generate and perform new knowledge.

14. What is the teacher's roll when you are working in group?

14. What is your roll when you are working in group?						
	Ts	Total Ts	Ts'%	Ss	Total Ss	Ss'%
Specify the objectives of the class	1	71	20%	14	71	20%
Form the groups and give roll to everyone	3	71	60%	19	71	27%
Plan about what material should be used	1	71	20%	15	71	21%
Explain the theme	5	71	100%	19	71	27%
Monitoring every group	5	71	100%	8	71	11%
Motivate their students	4	71	80%	12	71	17%
Leave the classroom	0	71	0%	3	71	4%

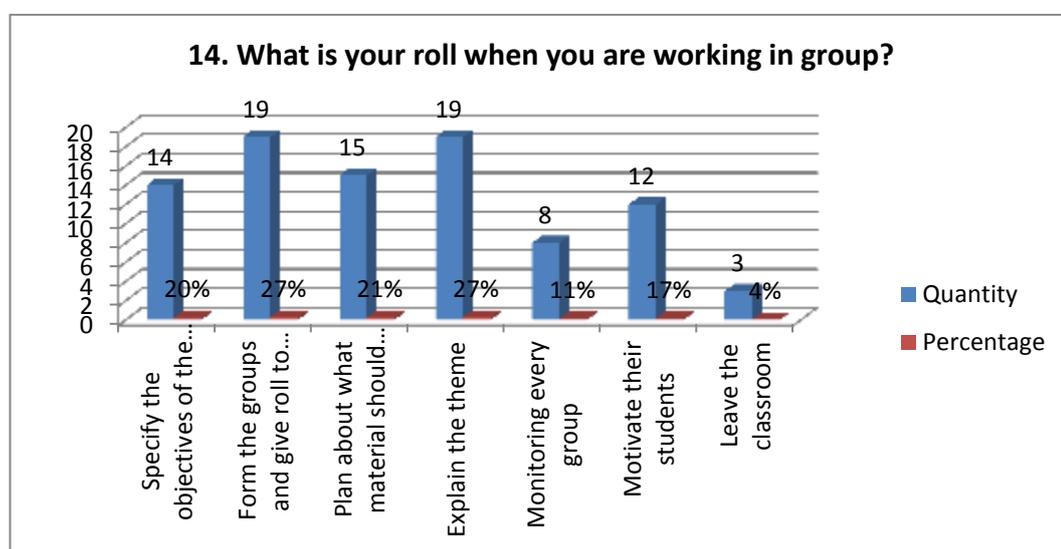
Table 14 Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table N° 14



This question has different alternatives; the 100% of the teachers have selected some of them in order to describe the teacher's roll when they are working in group, and they said: explaining the theme and monitoring every group; other answered motivating their students, and finally forming the groups, giving a roll to everyone and planning about what material should be used.

Students' Statistical Table N° 14



27% of students said that when they are working in group, teachers are forming the groups and giving them a roll to everyone, and explaining the theme; other students that represent the 21% answered that teacher is planning about what materials should be used for working in groups; 20% commented that teacher specifies the objectives of the class, so the 17% said that the teacher motivates students when they are working in group; the 11% told that teacher is monitoring every group; and the 4% of those

students said teacher leaves the classroom when they are working in groups.

Contrast

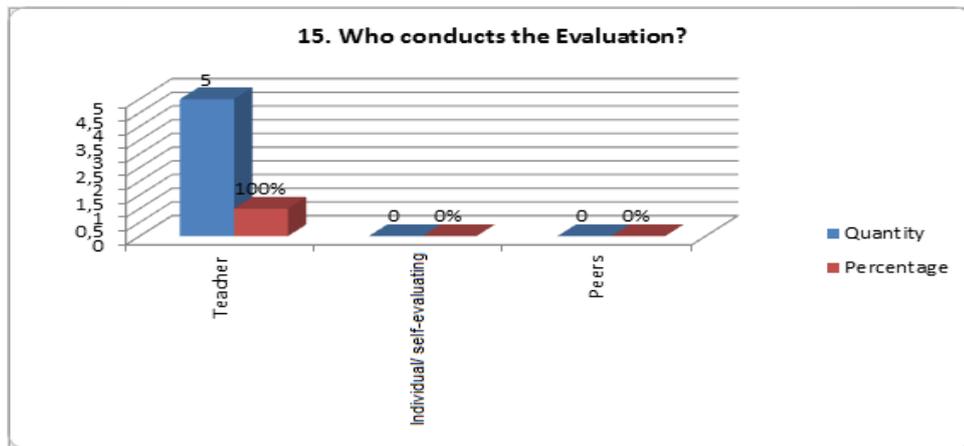
As one can notice, teachers and students are according to the responses, both manifested the teachers' roll when students are working in groups; but it is taking into account from theoretical reference the Cooperative Learning Strategy shows the structured learning groups, which not only depends of the teachers but the students, because one member of each group is design as a leader for monitoring, motivating and clarifying the classes' objectives; therefore all members of the group will contribute to solve the problems found in the group, and the teacher can intervene when the leader has doubts.

15. Who Conducts the Evaluation?

15. Who conducts the Evaluation?						
item	Ts	Total Ts	Ts'%	Ss	Total Ss	Ss'%
Teacher	5	5	100%	71	71	100%
Individual/ self-evaluating	0	5	0%	0	71	0%
Peers	0	5	0%	0	71	0%
TOTAL	5		100%			100%

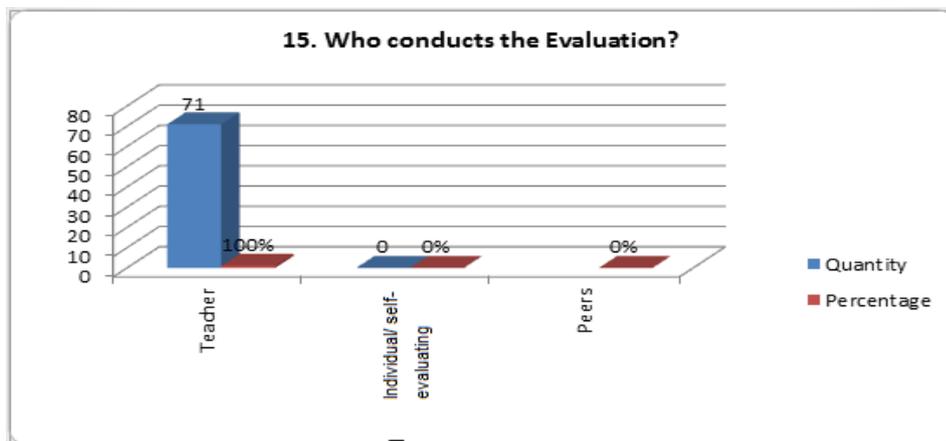
Table 15 Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table N° 15



According to this question, the teachers have chosen that they are who leading the evaluation which is represented by 100%.

Students' Statistical Table N° 15



100% of students manifested, who conducts the evaluation is the teacher.

Contrast

Teachers and students are in accordance to this question saying that, who conducts the evaluation is the teacher, it is the most traditional of all setups and typically way; but, not always the evaluation can be applied in

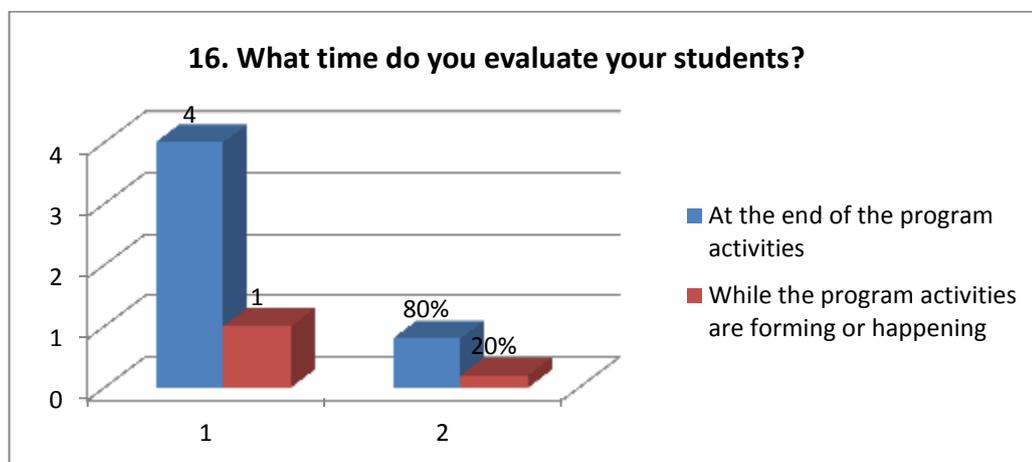
an individual way, but such the following: peers and group evaluation. That indicates from theoretical reference and real experience the teachers is who conducts the evaluation; but besides the evaluation is linking the assessment, therefore the assessment can be applied by teachers, peers and oneself in order to demonstrate their knowledge of the subject, problem solving skills and contributions to group processing.

16. What time do you evaluate your students?

16. What time do you evaluate your students?						
item	Ts	Total Ts	Ts'%	Ss	Total Ss	Ss'%
At the end of the program activities	4	5	80%	12	71	17%
While the program activities are forming or happening	1	5	20%	59	71	83%
TOTAL	5		100%	71		100%

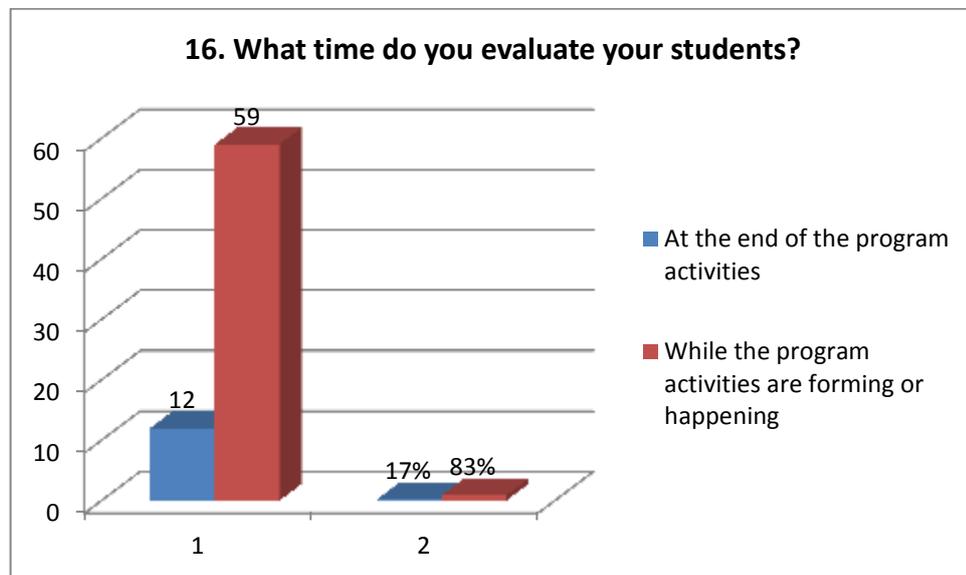
Table 16 Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table Nº 16



As one can notice the 80% of the teachers expressed that the time to evaluate to their students is at the end of the program activities; however the 20% said while the program activities are forming or happening the teachers evaluate to their students.

Students' Statistical Table N° 16



83% of students said the time to be evaluated by their teachers is while the program activities are forming or happening, but the 17% of them commented that are evaluated at the end of the program activities.

Contrast

The majority of teachers manifested, to evaluate to their students at the end of program activities and students said that, they are evaluated while the program activities are forming or happening; there is a disappoint, but if one looks at the frame work, the time to evaluate depends the teacher

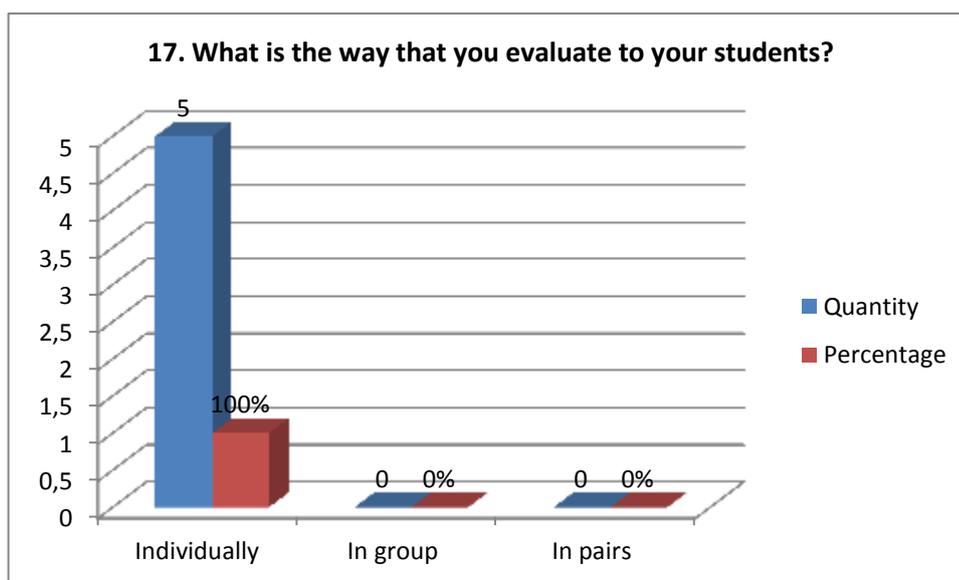
and the activity that him or her is developing, because teacher can make an assessment to their students before, during and after the applied activity. Therefore the most important is the students' achievement taking into account by their teachers.

17. What is the way that you evaluate to your students?

17. What is the way that you evaluate to your students?						
item	Ts	Total		Ts'%	Total	
		Ts	Ts'%		Ss	Ss'%
Individually	5	5	100%	68	71	96%
In group	0	5	0%	3	71	4%
In pairs	0	5	0%	25	71	35%
TOTAL	--		--	--		--

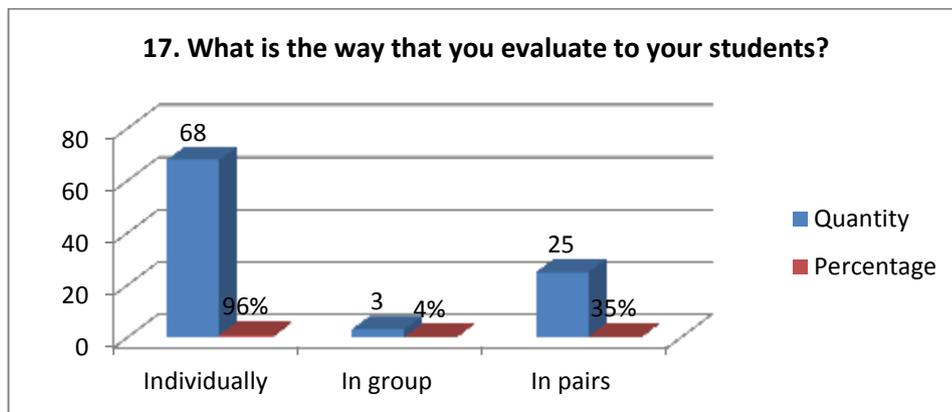
Table 17 Source: Teachers and Students' Surveys from UNIDAD EDUCATIVA CALASANZ

Teachers' Statistical Table Nº 17



100% of the teachers said that the way to evaluate to their students is in an individual form, and as one can notice the teachers are applying the traditional way to evaluate to their students, which is an individual form, and this way allows them to know the outcomes to their students.

Students' Statistical Table N° 17



96% of the students answered that are evaluated in an individual form by their teachers; however there is a minimal percentage of students that represents the 4%, and they said to be evaluated in groups.

Contrast

Teachers and students told the truth about this question, and as it is known the traditional way to evaluate to the students is in an individual form; however taking into consideration from the theoretical reference, one can evaluate in an individual form, in groups or inclusive in pairs. Inside the types of assessment, teacher can assess in formative or summative way, in order to provide a feedback from their students and know how the

learning process is ongoing, therefore in this way the teacher could improve the students' knowledge.

g. DISCUSSION

To contrast and verify the hypotheses of this research work were used: the results of the analysis, and the interpretation of the collected information, likewise as teachers and students of the eight, ninth and tenth years of Basic Education from "Unidad Educativa Calasanz" high school, based on applied surveys and observation guide, with the purpose to prove if the proposed hypotheses are asserted or denied; and in this way formulate the conclusions, and give some recommendations. Therefore the English teachers of this institution can practice the Cooperative Learning strategy.

VERIFICATION OF HYPOTHESIS

Hypothesis one

- Cooperative Learning helps students to get better results in the learning of the English Language in the students of the "Unidad Educativa Calasanz", Period 2010-2011.

According to the surveys, it found in the questions 2, 6, 7, 10, 11 and 13 of the students and teachers, when is applied the Cooperative Learning Strategy helps students to get better results in the learning of the English

Language into the Teaching Learning Process, because it is more encourage to learn and putting in practice the language, so students can share ideas, opinions, thought and it allows them to get good knowledge.

Therefore the hypothesis one is proved, and as it was said in the first part the Cooperative Learning technique lets students get better results on the learning language; and the teachers can teach easier the subject by applying the different activities that it has. Students can interchange knowledge and in this way they enhance themselves.

Hypothesis two

- Teachers are applying the Cooperative Learning to increase the knowledge of the students at the “Unidad Educativa Calasanz”, Period 2010-2011.

Through the corresponding analysis on the questions from 1,2 and 10 of the applied surveys, teachers are not applying Cooperative Learning to increase the knowledge of the students at the “Unidad Educativa Calasanz” High School. The teachers prefer for working in individual way, they only make pair groups and sometimes work in group; but as it is known teachers ask students to make up groups, and they read the book, and so, students do not build knowledge because at finally they repeat the same information; for that reason some of the characteristics of Cooperative Learning is not accomplish inside the classroom, therefore it is considered to reject this hypothesis.

- Students of the “Unidad Educativa Calasanz” are motivated about the English Language using The Cooperative Learning technique.

The researchers could prove that teachers are not applying Cooperative Learning when are teaching the language in questions number 1, 2, 6, 7, 10, 11 and 13 can notice this fact.

According to the questions 2, 6, 7, 9, and 11 from the surveys, the students feel motivated to learn the English language through Cooperative Learning, because when the students are working in groups using different activities and techniques that Cooperative Learning has, they are happy, motivated, and enthusiastic because they can be able to share their experience focused in prior knowledge, improving the relationship between group members, using the four basic skills, solving problems, promoting the self-esteem, and facing real facts in an active learning process. For that reason this hypothesis is prove based on the before analysis.

h. CONCLUSIONS

- a.** The teachers at “Unidad Educativa Calasanz” High School are teaching in a traditional way, which is in an individual form, and they are just using the book. The students do not build their own knowledge, and they cannot promote students learning and academic achievement.
- b.** The teachers develop few times their classes making up pair work. It is because when students are working in groups they make a lot of noise and mess, demonstrating bad behaviour.
- c.** Most of the students at “Unidad Educativa Calasanz” High School would prefer to work in group. It is because it contributes to improve their understanding and relationship between classmates; and they feel motivated to learn the Foreign Language.
- d.** Students are focused just on developing the vocabulary, but they are not working the four skills, which it does not allow them to increase the learning process of the language, and be able to become for facing the problems and solve them, inside and outside the classroom.
- e.** The teachers and students are in agreement and aware that Cooperative Learning helps them to get better results in the English learning process. The reason is that when students are working in

cooperative groups they are responsible, constructive, sociable, and be open to other members' ideas.

- f. The teachers form the group more than eight students per each one, it is not appropriate according to the Cooperative Learning strategy. This is because when the group is smaller every student can contribute with an individual accountable, and promote the interaction face to face between each other.

i. RECOMMENDATIONS

- a.** Teachers must develop their classes applying the short term plan complementing with the Cooperative Learning activities and techniques, which will contribute to students for getting good learning. In addition they will be encouraged to want to know more about the language.

- b.** The teachers should use appropriate and specific activities according to the topic, implementing structured learning groups in which the objectives have to be clear in order to students can achieve the common goals, giving everyone a specific task. Therefore they have to contribute with their individual accountability.

- c.** The English teachers have to work the majority of the class using the Cooperative Learning strategy. Through it the students could share knowledge, opinions, ideas and thought between them, and then they could face different situations that the society shows them.

- d.** The teachers should make students put in practice the four basic skills such as: listening, speaking, reading and writing because the students have to dominate these skills. In this way they will be to complement with vocabulary, in order to increase the learning process of the language.

- e. The Cooperative Learning should be an important tool into the Teaching Learning Process. By using it, will help students to get better results in the English learning process.

- f. The teachers have to make up the cooperative groups according to the Cooperative Learning activities. The groups are formed from two to five or six students per each one. By doing this, each student can contribute with an individual accountability and promote the interaction between each student.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THESIS PROJECT

“COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING- LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF HIGH SCHOOL CURRICULUM AT “UNIDAD EDUCATIVA CALASANZ” HIGH SCHOOL, MORNING SECTION ACADEMIC YEAR 2010-2011”

Thesis previous to obtain The Bachelor's Degree in Teaching English as a Foreign Language

Authors

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- Edison Manuel Román Sarango

LOJA-ECUADOR
2012

a. THEME:

“THE COOPERATIVE LEARNING AND ITS IMPACT ON THE TEACHING- LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH,9TH AND 10TH YEARS OF HIGH SCHOOL CURRICULUM AT “UNIDAD EDUCATIVA CALASANZ” HIGH SCHOOL, MORNING SECTION ACADEMIC YEAR 2010-2011”.

b. PROBLEM STATEMENT

Background

To develop of the present research we have chosen a specific institution “Unidad Educativa Calasanz“, which was founded in “Peralta de la Cruz” from Spain, and as with that institution, there are similar institutions located around Latin America, Europe and Asia.

In our city this Institution was created in 1996, it is located in “Orillas del Zamora and Isidro Ayora” avenues. Nowadays it has around 1900 students and 102 teachers, and the principal is Padre Angel Campelo Campelo.

Mission: Training children and young people, especially the lower economic people through mercy and letters

Vision: To manage and promote the academic training of our students, pedagogical innovation and research and then give an academic education which involves the needs of society ¹⁵

The importance of the English Language around the world is like a basic subject in school, so teachers have the responsibility to train responsible and efficient students in an active environment of cooperation, where the abilities and habits form through a set of processes that include study and

¹⁵ Information from secretary of the “Unidad Educativa Calasanz”

practice training and where creative students with character can solve problems as they are learning the foreign language.

Nowadays, English is a universal language which takes place in our country in different institutions and which is being taught with some techniques used by teachers to improve the students' learning. The research group has proposed to investigate Cooperative Learning as a good technique that teachers could apply to teach this language in a better way and students will be able to get a good level of knowledge about it.

Unidad Educativa "Calasanz" is an Institution which is training students with good knowledge for society, so it desires to improve through applied methodology for the well being of the students. Teachers must apply adequate methods, techniques and strategies to promote learning and self-learning in students linking them to theory and practice. Students must risk different educative activities in order to become relevant, significative and authentic, so as to stimulate themselves to use the English Language in real contexts.

Current Situation of the Research

As we know the English is a mean of communication highly used in many countries around of the world. It is important to learn and use this language, because it allows us to know different types of cultures, extends our knowledge as well as offering better relationships and opportunities.

In our country this Language takes an important place and therefore is an essential part of the Teaching Learning-Process in schools and colleges. For that reason the research group has considered how it is developing inside the classroom. There are some educational centres that help students to improve their knowledge and skills. There is the need to acquire it because the majority of jobs, communication, health, business, medicine, and so on, are associated with English and for this reason nowadays teachers are continually training very hard.

Currently in our city we consider that the applied Methodology in the English Teaching-Learning Process is not appropriate or suitable, and that is why students do not feel motivated to learn English and hence they do not take advantage and they don't consider it important. Teachers must look for new techniques and strategies to teach the students.

Inside the Teaching-Learning Process there are some techniques and strategies that are applied such as: group work, pair work, lab activities, collaborative learning, and cooperative learning and others.

Nowadays the Cooperative Learning technique is a successful teaching strategy in which small groups can better acquire knowledge in order to understand. Teachers teach their students, which have different levels of ability, using a variety of learning activities to improve their understanding of the subject.

At Unidad Educativa “Calasanz” there is a lack of implementation of different techniques and strategies within their methodology which is affecting the training of students, and as we noticed, teachers do not know about new strategies and techniques that can be utilized with students and so have better results with the student’s outcomes.

Research Problem

The importance to use adequate methods, techniques and strategies by teachers inside of their classroom has not been transcendental, so students could not learn the English Language in a superior way. In view of this, we took a sample of an Institution, to notice if the Teaching-Learning Process was being carried out in a good way.

The Unidad Educativa “Calasanz” was the institution that helped us to collect the information to verify how teachers are developing the classes, and how students like to work, how they improve their knowledge and how they could learn better the Language.

We took a sample from 8th, 9th and 10th years of this institution to contrast the before mentioned problem, and we applied some surveys which were directed to teachers and students. With this we noticed that in this Institution the Cooperative Learning in the Teaching-Learning Process is not continually applied in class. The majority of students prefer working individually, because they said when they are in groups they do not

concentrate on their learning. They also told us they do not have enough confidence between themselves and they are nervous at that moment to talk in English in front of each other and they like to talk about other things and not specifically to get knowledge about the subject. Other students like to work in groups, because they feel more encouraged to learn and can help each other in something that they cannot understand or have doubts in order to be aware of the importance of knowing new vocabulary and phrases that someone from the group is not be familiar with.

Nowadays Cooperative Learning is a good technique and strategy to help teachers in their classes, so when students work in this way they can understand the English Language better and the results are very good. This technique allows them to avoid some mistakes when they are speaking or writing, while obtaining more confidence, responsibility, commitment about themselves and their group.

Also when teachers are applying this technique they need to have adequate materials, so that students are just concentrating on their tasks and achieving the goals. For that reason they have to be highly trained to develop their classes for students' learning. When cooperative learning does not have a clear plan it can appear daunting and exhausting.

Delimitation of the Research

a. Temporal

As students of the National University of Loja of the English Language Career, we are considering to do this research in a period of time which starts from 2008 to 2010.

b. Spatial

We chose a specific Institution called “UNIDAD EDUCATIVA **CALASANZ**” which is located in “Orillas del Zamora and Isidro Ayora” avenues.

c. Observation units

We needed the help of some important people like English teachers of “Calasanz” High School to obtain information about the Methodology that they apply to teach to their students. The students were the other important factor for collecting the data.

d. Sub-problems

When we applied the surveys for teachers and students to collect the information we obtained important data from them and through which we detected some problems like:

1. Why do students feel encouraged to learn English subject?
2. Why do students not like to work in groups?
3. Why do students not increase their retention about the English Language?
4. Why students do not have more confidence about themselves?
5. Why do students not follow the same goals in their learning?

6. Why do students not develop the language skills in oral communication?
7. Why do students not promote their relationships?
8. Why do teachers not prefer to work in groups?

According to the corresponding analysis and interpretation from data collected the research group could delimit the problem that is affecting this Institution and which does not allow good development of the Teaching-Learning Process at Unidad Educativa "Calasanz" and it is the following;

ARE TEACHERS APPLYING THE EFFECTIVE TECHNIQUES IN COOPERATIVE LEARNING TO DEVELOP THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE?

c. JUSTIFICATION

The National University of Loja inside its objectives is the professional training to find solutions against the problems that our society has.

As students of the English Language Career are responsible to give some recommendations about the development of the Teaching -Learning Process, about how teachers could teach in a better way the English Language using new techniques and strategies into their applied methodology to improve the student's learning, we want to come out with our knowledge at this Institution so that teachers can get better results with their students, so our Thesis Project is justifiable in the following parameters:

The National University of Loja through its different areas is forming efficient and capable professionals with a good academic level that it permits them to develop in all the areas that the society imposes and give some solutions to the different problems.

As part of the society we develop this research using some techniques and methods of Teaching- Learning that we have acquired during our studies.

So during this development and practice of the project for letting us to get experience and knowledge in the social and professional field.

Taking into account the situation of the Cooperative Learning and its impact into the Teaching- Learning Process of the English Language at the moment the research group justifies socially because making know to the society the different problems that the Methodology has when is applied. So hopping that this Project will be a source of supporting and query not just for professionals but future students of this career, and the rest of people interested in knowing this work.

This present work will allow as students to come out with our knowledge at the Unidad Educativa "Calasanz" Institution and of any form we will contribute with the training of new generations.

As future teachers we need to effort with a good knowledge in different methodologies to teach our students. Also as students we need to develop this research work to obtain the Licentiate's degree in the English Language Speciality.

d. OBJECTIVES

General Objective

- To determine how Cooperative Learning helps students to acquire better results in the learning of the English Language in the students of the “Unidad Educativa Calasanz”, Period 2010-2011.

Specifics Objectives

- To know why the students of the “Unidad Educativa Calasanz” High School are not encouraged in learning the English Language.
- To motivate teachers to work through Cooperative Learning in order to reach a significant learning in students of the “Unidad Educativa Calasanz” High School.
- To suggest methodological strategies which help to improve the professional academic teachers’ work of the “Unidad Educativa Calasanz” High School.

e. THEORETICAL FRAME WORK

1. Teaching Learning Process

Definition, Teaching-Learning Process is how to create learning in traditional and distributed learning environments that engages students in active learning through the use of various technology based tools.

Teaching and learning is a process that includes many variables, these variables interact as learners work toward their goals and incorporate new

knowledge, behaviors, and skills that add to their range of learning experiences. Over the past century, various perspectives on learning have emerged, among them behaviorist response to external stimuli, cognitivist learning as a mental operation and constructivist knowledge as a constructed element resulting from the learning process. Rather than considering these theories separately, it is best to think of them together as a range of possibilities that can be integrated into the learning experience. During the integration process, it is also important to consider a number of other factors cognitive styles, learning style, the multiple natures of our intelligences, and learning as it relates to those who have special needs and are from diverse cultural backgrounds.

Consideration of these factors and the ways in which they interact provide an organic view of the Teaching-Learning Process that is often called a systems approach; this approach also provides a way of looking at ourselves, the environments in which we teach, and the environments around us. Technology has long been used as a support for learning such as; the use of radio, film, film strips, and overheads. During the past several decades, however, the advancement of technology has led to comprehensive meeting and teaching via more advanced technologies like audioconferencing, videoconferencing, webconferencing and online Learning Management Systems (LMS). These new technologies are rapidly changing the face of education; in this changed educational

environment it is essential to develop design principles and a process that will lead to effective educational experiences.

1.1 Change in definition of Teaching and Learning

There is no return from the 21st-century journey; survivors are going to be institutions with extraordinary attention to taking advantage of technology, with clear strategies in educational planning, with strong knowledge about design process of teaching and learning, and with a proactive attitude for achieving activities that we have so far only dreamed about. In the information society era, the art and science of redesigning the process of teaching and learning is as important as correct utilization of technology. Teachers are in need of more options to teach in order to have free time for evaluation of the quality of teaching and learning and enough time for research in the field. We need to empower our students in the learning activities and their dependence on a single source (teacher) for learning.

1.2 A constructivist view of Education

The education has two main purposes: to empower learners to think for themselves, and to promote in the next generation ways of thinking and acting that are deemed important by the present generation.¹⁶ Moreover, in his view, constructivist learning is best put into practice by impression of

¹⁶ Von Glasersfeld, Ernest. 1995. Radical Constructivism. London

presenting the learners with issues and concepts in the form of problems to be explored, rather than as facts to be ingested and then regurgitated.

Constructivist learning and, in general, all approaches to learning and teaching, are organised attempts to bring some kind of meaning to our lives, for them education can be an enriching experience, as long as the meanings that emerge are personal and significant in some part of the person's life. Meanings should also be viable, that is, they should prove useful in mediating one's transactions with stored knowledge and the world around.

What has become clear is that taking a constructivist perspective on education is tantamount to viewing education as a means of helping people to construct their own meanings, in their attempts to understand the meaning that teachers make of their work researchers have resorted to a wide variety of different methods, ranging from looking into the thinking and planning that teachers do outside the classroom, through ethnographic studies, to autobiographical accounts of the understanding teachers bring to their work¹⁷.

1.3 The teacher as reflective practitioner

It stands to reason that, if teachers are to be effective in the approaches they decide to take, they should act in accordance with their espoused

¹⁷ Connelly and Clendenin, 1990. Stories of experiences in Narrative Inquiry. Educational Researcher

beliefs; in reality, though this is hardly the case, there is usually a discrepancy between what teachers say they believe and the ways in which they act what could resolve this discrepancy is an attempt to help teachers become "reflective practitioners"¹⁸, so subjecting their professional practice to ongoing critical reflection and making clear their own particular world view.

While critical reflection is not negative in its own right, it does imply that teachers should be cognisant of their belief systems, in order to monitor how far their actions reflect those beliefs, however in keeping with constructivism, becoming effective and autonomous is a shared process, where by both teachers and learners monitor, reflect, and act; thus a teacher needs to look both inside and outwards. Teacher needs to become aware of others' points of view, as well as he own beliefs about learners, about learning, and about himself.

1.4 Teachers' beliefs

Beliefs cannot be defined or evaluated, but there are a number of things that we should know about them, beliefs are culturally clear and, since they are formed early in life, they tend to be resistant to change; by virtue of the fact that they are difficult to measure, we almost always have to infer people's beliefs from the ways in which they act rather than from what they say they believe.

¹⁸ . Argyris, Chris and Donald Schon.1974, 1978. Theory and Practice. San Francisco

1.5 Teachers' beliefs about themselves

For humanistic teachers, teaching is essentially a personal expression of the self, which has particular implications with regard to teachers' views of themselves, since a teacher who lacks self-esteem will not be able to build the self-esteem of others. The teacher who does not accept his learners for who they are makes it difficult for them to accept themselves. By the same clue, the language teacher needs to impart a sense of self-confidence in using the language, while at the same time respecting learners' attempts to communicate in the foreign language.

1.6 Beliefs about learners

Teachers hold any or a combination of beliefs about their students, suggests that there are at least seven different ways in which teachers take learners and that such evaluative constructions have a profound influence on their classroom practice. So, according to him, learners may be construed as:

- Resisters
- Receptacles
- Raw material
- Clients
- Partners
- Individual explorers

- Democratic explorers

These constructs are seen in terms of a continuum which mirrors the nature of the teacher-learner power relationship, thus the first three constructs are teacher dominated, while the latter involve learner participation. More specifically, the notion of learners as resisters sees learners as recalcitrant individuals who do not wish to learn. This assumption however, gives rise to the assertion that punishment is the most appropriate way of overcoming such "rebellion."

1.7 Beliefs about learning

Teaching is not indivisible from learning, we can be good teachers only if we know what we mean by learning because only then can we know what we expect our learners to achieve. If our goal is to prepare our students to pass an exam, then this will affect the way in which we teach. If we see foreign language learning as a perennial process which has social and cultural implications, then we will take a different approach to teaching it. Gow and Kember (1993)¹⁹ suggest that most approaches to learning can be subsumed under any of the following points:

- A quantitative increase in knowledge
- Memorisation

¹⁹ Gow, L and D. Kember. 1993. Conceptions of Teaching in the relationship to students learning

- The acquisition of facts and procedures which can be retained or used in practice
- The abstraction of meaning
- An interpretative process aimed at the understanding of reality.

1.8 Learner characteristics

Are perhaps the most important but least considered, instructional designers have a prime responsibility to make subject matter relevant to learners and to make them feel sufficiently confident that their learning efforts will be successful. Instructional designers want to begin with what the learner knows and build upon that, where ability and motivational levels vary tremendously, businesses and the military typically provide information to groups whose abilities, attitudes and prerequisites are similar.

Learner readiness for instruction is another important aspect, the typical learner has come through a system where instruction is largely delivered via lectures and assessments are based on memorization of facts; as mentioned above, this type of instruction remains in common use because of its ease of delivery and assessment.

1.9 Learning environment

It can make or break good instructional design; too often designers building instruction for contemporary learning situations adopt less efficient

pedagogical methods because of environmental barriers. Instructors in traditional classroom settings can readily observe whether students are learning. If learning is not as expected, instructors can make pedagogical changes, they can change their strategies as they teach, based upon the students' progress. Instructional designers must make a special effort to avoid basing instruction on uninformed intuition or making false assumptions about learning environments, even dedicated educators armed with well designed instruction are often confronted by various challenges.

An emphasis on learning high level skills such as problem solving and critical thinking, so examining students' learning, starting at the lowest level memorization and comprehension all the way up to advanced problem solving and synthesis. The basis for this stratification is to determine the thinking level at which student learning begins to fail and to then tie in factors such as personality types, sense of community and learning orientation, all of which will contribute to better instructional design and lead to heightened student achievement. Learners seeking to acquire higher levels of knowledge will benefit from knowing how they learn best and how they can improve their learning, also the more educators are aware of varied learner attributes, the better they can design and deliver instruction aimed at high level achievement.

In the traditional way of teaching and learning, higher education institutions designed a program based on the text book and lecture which is framed with time and place for students. In this model, the main purpose is to satisfy requirement for mastery of a body of knowledge for a life long career. Explosion of technologies in the education and work places have changed the requirements in education for a successful career. In addition to mastery of a body of knowledge a college graduate must develop specific competencies and abilities. With the help of technology, learning these abilities can be included in the process of teaching and learning.

Critical thinking ability, computer resources and applications in form of case study, simulation, problem solving, and intelligent system can help to extend this ability. This ability is very important quality for the success in the information society.

Process design ability, finding the correct way to communicate and access needed resources is very important in the accomplishment of assignment. Learning to design an effective process for accessing and analyzing information is very essential for students in today's multi-resource environment. Students need to design process with clear strategies for accessing, manipulating, and utilization of information in order to accomplish the desired tasks.

1.10 Team work, in today's work places accomplishment of all the assignments is based on the team work. Students should learn how to be a team member, how to contribute to the process, how to use computer for communication with team members, and understand what is the role of the other members in the team.

1.10.1 Outcome oriented process, in today's multi-resources environment, it is important for students to design process based on the expected outcome (down-to-top design), a design from expected outcome to process.

1.10.2 Communication skills, knowledge of how to use computer and communication tools and how to utilize them for accomplishment of process is very important part of students' competency. In addition to electronic communication, students should develop human communication skills as a team member.

Computer and communication technologies can solve two of the strongest barriers to the teaching and learning, where (place) and when (time). Computer-based education is gaining more and more popularity and role in the higher education institutions. Already most of higher education institutions are active in the offering computer-based classes for distance education students. Technology not only brought new way of teaching and learning, but also provided opportunity for everybody from anywhere to teach and learn (virtual classroom).

In the future, the individual objective of students, their desired outcome, their styles of learning are going to have major roles in the design of curriculum. With internet and advent of information superhighway, a new definition of teaching and learning is easier to design and implement. Finally, technology provided the following changes for a more realistic and productive teaching and learning environment:

- It allows students to have an active role in the teaching and learning process.
- It provides teachers with more options to teach and more time to evaluate progress of activities.
- It prevents barrier such as when, where, and limited resources.
- It changes teacher-centered to teacher-student-centered, or student-centered education.
- It changes from process oriented to outcome oriented teaching and learning.
- It helps students to be ready for the tough global economy.
- It helps students to be a more effective member of the information society.
- It provides opportunity for virtual university.
- It provides opportunity for joint study of researchers from around the world.

1.10.3 Arrange the room

The room arrangement is very important for lesson development; teachers can use different strategies to define the workspace boundaries in a classroom; for instance a teacher could define boundaries by:

- Using labels and signs that designate areas.
- Using colours to attract visual attention and define group and individual spaces.
- Taping lines on the floor to define the different work areas.
- Using mobiles and forms, such as arrows.
- Using lighting.
- Moving furniture.
- Displaying group work (Johnson, Johnson, & Holubec 1998).

1.10.4 Planning the instructional materials

The teacher also decides how materials need to be arranged and distributed among group members to maximize their participation and achievement. The teacher creates material interdependence by giving each group only one copy of the materials; information interdependence by arranging materials like a jigsaw, puzzle so that each student has part of the materials needed to complete the assignment; and interdependence from outside enemies by structuring materials into an inter group

competition and having groups compete to see who has learned the most (Johnson, Johnson, & Holubec 1998).

1.10.5 Monitoring

Observation is the main monitoring tool teachers use to assess learning and instruction. Observation is recording and describing behaviour as it occurs in classroom. Its purposes are to provide objective data about the quality of students' performances and the quality of the processes and methods students use in completing tasks. One problem with observing students is the observer's own subjectivity; this problem can be solved by using structured coding systems which categorize each group behaviour into an objectively definable category (Johnson, Johnson, & Holubec, 1998).

1.10.6 Behaviour

Good behaviour is a necessary condition for effective teaching and learning to take place, and an important outcome of education which society rightly expects. There is a relationship between learning and behaviour, such that learning affects behaviour and behaviour affects learning. The nature of curriculum content and its method of delivery will strongly influence student behaviour. This relationship should be a constant and continuing consideration for the practicing trainer or teacher. Teachers will always be interested in the effective management of

classroom behaviour. If the class behaves badly or individual students experience emotional or behavioural difficulties, instruction, learning and understanding are all adversely affected. If a student is finding difficulty with the learning task, is uncertain about what to do, or how to do it, failure and problem behaviour can result.

1.10.7 Make pre-instructional decisions

The teacher needs to specify objectives, both academic and social skills. Group size is another decision the teacher must make, factors to consider are time limits, students' experience in working in groups, students' age, and the availability of the appropriate materials. Assigning students to groups, the teacher can assign students to groups using a random or stratified random procedure to make groups heterogeneous, when students select their own groups, they usually form homogeneous groups. The size of the cooperative group depends on the learning goals. If the purpose is for the group members to review, train information, or practice, 4 to 5 or 6 students is about the right size. But if the goal is to encourage each student to participate in discussions, problem solving, or computer learning, then groups of 2 to 4 members work best. Also, in setting up cooperative groups, it often makes sense to balance the number of boys and girls.

2. Cooperative Learning



It 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.

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.

The ultimate purpose of Cooperative Learning is to see our daily classroom as an improved manner by applying few strategies and promote the understanding of basis elements of cooperative learning, simultaneously its also encourage teachers to appreciate students with their uniqueness.

As we all know that teaching learning is a process in which teachers and students both engage to achieve the desire learning out comes; To teach

is to engage students in Learning, however the engagement of students is possible in various ways.

It has been observed that usually some teachers have suitable subject knowledge and few of them have good command over their teaching subject but how to present in an effective manner, often missed out. One of the concerns is that many school teachers use traditional way of teaching as they think the course content cannot be finished otherwise; on the other hand there are quite a few numbers of teachers who believe that using innovative approaches during class certainly help students to develop their taught concepts accordingly. Also ensure that students confidently communicate their ideas with their colleagues.

However the major challenge is that the outcomes of Teaching-Learning Process is not up to the mark and still they felt that how to engage them directly in the process where autonomy lies on the shoulders of the students and teachers perform their role as a facilitator. It is therefore suggested by the educational institution authorities and school management to address the issue by designing and arranging a short course for the teachers on

Cooperative Learning, which further enable teachers to overcome the deficiency thereby reducing the possibility of inadvertent error and unjust among the students achievement.

Cooperative Learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of

learning activities to improve their understanding of a subject; each member of a team is responsible not only for learning what is taught but also for helping team-mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefit so that all group members:

- Gain from each other's efforts.
- Recognize that all group members share a common fate.
- Know that one's performance is mutually caused by oneself and one's team members.
- Feel proud and jointly celebrate when a group member is recognized for achievement.

2.1 Why use Cooperative Learning?

Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their team-mates learn together. In general, cooperative learning methods share the following five characteristics:

- Student work together on common tasks or learning activities that are best handled through group work.

- Students work together in small groups containing two to five members.
- Students use cooperative, pro-social behaviour to accomplish their common tasks or learning activities.
- Students are positively interdependent; activities are structured so that students need each other to accomplish their common tasks or learning activities.
- Students are individually accountable or responsible for their work or learning.

Cooperative Learning enhances student learning by:

- Providing a shared cognitive set of information between students.
- Motivating students to learn the material.
- Ensuring that students construct their own knowledge.
- Providing formative feedback.
- Developing social and group skills necessary for success outside the classroom.
- Promoting positive interaction between members of different cultural and socio-economic groups.

Research has shown that cooperative learning techniques:

- Promote student learning and academic achievement.
- Increase student retention.

- Enhance student satisfaction with their learning experience.
- Help students develop skills in oral communication.
- Develop students' social skills.
- Promote student self-esteem.
- Help to promote positive race relations.
- Student work together on common tasks or learning activities that are best handled through group work.
- Students work together in small groups containing two to five members.
- Students use cooperative, pro-social behaviour to accomplish their common tasks or learning activities.
- Students are positively interdependent. Activities are structured so that students need each other to accomplish their common tasks or learning activities.
- Students are individually accountable or responsible for their work or learning.

2.2 Disadvantages of Cooperative Learning

Research also shows that cooperative learning can be a hardship to students when a group is not well developed. There is a great burden placed on children in the cooperative learning group. The great burden is making them responsible for each other's learning apart from themselves. Cooperative Learning group is based on one high-achieving student, two

averages and one low achiever. For obvious reasons the Cooperative learning group is made up this way, basically because there should always be someone in the group that can learn the lesson and teach it to others. Therefore, the high achievers of the group will understand the material better than anyone in the group as they explain it to others. It is not only the smart students that suffer, one study showed that in groups of mixed ability, low-achieving students become passive and do not focus on the task.

- Some students don't work well this way.
- Loners find it hard to share answers.
- Aggressive students try to take over.
- Bright students tend to act superior.

2.3 Positive Interdependence

This will be achieved only when all individuals of the group feel that they cannot succeed unless everyone succeeds, if there is no positive interdependence, there is no cooperation.

Is linking students together so one cannot succeed unless all group members succeed; group members have to know that they sink or swim together, (Johnson, Johnson, & Holubec, 1998)²⁰

²⁰ Johnson, D., Johnson, R. & Holubec, E. 1998. Cooperation in the classroom. Boston: Allyn and Bacon.

When students clearly understand positive interdependence, they understand that each group member's efforts are required and indispensable for group success and that each group member has a unique contribution to make to the joint effort because of his or her resources and role or task responsibilities. Positive goal interdependence ensures that the group is united around a common goal, a concrete reason for being, such as learning the assigned material and making sure that all other members of your group learn the assigned material, (Johnson, Johnson and Holubec, 1998).

Interdependence among group members, rather than simply allowing students to interact in small groups and then hoping they will work in a cooperative manner, Cooperative Learning incorporates specific procedures designed to create a feeling of group identity among students and collective responsibility for one another's learning. Several procedures may be used to increase the probability that a sense of positive interdependence develops within Cooperative Learning groups that includes:

- Group creation of a common product at the conclusion of the Cooperative Learning experience.
- Each group is expected to create a formal product.

- That represents a concrete manifestation of the group's collective effort.
- This product could be a worksheet, a compendium or chart, or an overhead.
- Transparency that can be shared with other groups, the objective of working toward a clearly defined, common goal is essential for keeping individual students focused on the group goal.

2.4 Team building activities

Is designed to produce a sense of group identity and social cohesiveness, activities could include icebreakers or warm-up activities when the group is formed, such as name learning or personal information learning activities. The underlying rationale for these activities is to create a social and emotional climate conducive to development of an esprit the group and sense of confidence among group members; this allows them to feel comfortable in future Cooperative Learning tasks that will require them to express their personal viewpoints, disagree with others and reach consensus in an open, no defensive fashion.

2.5 Individual Accountability

The group should be responsible for achieving its goal and each student should be responsible for his or her share of work.

Although procedures for ensuring interdependence and cooperation among group members are essential elements of Cooperative Learning students are graded individually; recent educational research consistently supports the importance of personal accountability and individual grading for realizing many of the positive outcomes of Cooperative Learning.

Individual and group accountability, each student in the group is responsible for doing their share of the work, if one person does not contribute sharing, the group suffers the consequences. The group must be accountable for achieving its goals and each member must be accountable for contributing share of the work. Individual accountability exists when the performance of each individual is assessed and the results are given back to the group and the individual in order to discover who needs more assistance, support, and encouragement in learning. 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 subsequently can gain greater individual competency.

- Keeping the size of the group small, the smaller the size of the group, the greater the individual accountability may be.
- Giving an individual test to each student.
- Randomly examining students orally by calling on one student to present group's work to the teacher.

- Observing each group and recording the frequency with which each member contributes to the group's work.
- Assigning one student in each group the role of checker, the checker asks other group members to explain the reasoning and rationale underlying group answers.
- Having students teach what they learned to someone else.

2.6 Activities that use Cooperative Learning²¹

2.7 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 subsection 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.

2.8 Think pair share, a problem is posed; students think alone about the question for a specified amount of time, and then form pairs to discuss the question with someone in the class, usually a team-mate. During the share time, students are called upon to share with the class as a whole.

2.9 Interview, 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,

²¹ Solomon, R., Davidson, N., & Solomon, E. 1992. Handbook for the Fourth R: Relationship Activities for Cooperative and Collegial Learning

and for the final step, members share their partner's response with the team.

2.10 Roundrobin brainstorming, 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 gives an answer until time is called.

2.10.1 Three minutes 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.

2.10.2 Numbered heads together, a team of four is established, each member is given numbers of 1, 2, 3, 4. 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.

2.10.3 Team pair solo, 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.

2.10.4 Circle the sage, 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.

2.10.5 Partners, 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.

2.11 Techniques used by Cooperative Learning

2.11.1 Roundtable

Roundtable structures can be used to brainstorm ideas and to generate a large number of responses to a single question or a group of questions.

- Faculty poses question.
- One piece of paper and pen per group.
- First student writes one response, and says it out loud.
- First student passes paper to the left, second student writes response.
- Continues around group until time elapses.

- Students may say pass at any time.
- Group stops when time is called.

2.11.2 Focused listing

Focused listing can be used as a brainstorming technique or as a technique to generate descriptions and definitions for concepts. Focused listing asks the students to generate words to define or describe something.

Once students have completed this activity, you can use these lists to facilitate group and class discussion.

2.11.3 One minute papers

Ask students to comment on the following questions, give them one minute and time to them. This activity focuses them on the content and can also provide feedback to you as a teacher.

You can use these one minute papers to begin the next day's discussion, to facilitate discussion within a group, or to provide you with feedback on where the student is in his or her understanding of the material.

2.11.4 Structured learning team group roles

When putting together groups, you may want to consider assigning their roles for the group; students may also rotate group roles depending on the activity.

Potential group roles and their functions include:

- Leader is responsible for keeping the group on the assigned task at hand, he also makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members.
- The leader may also want to check to make sure that all of the group members have mastered the learning points of a group exercise.
- Recorder picks and maintains the group files and folders on a daily basis and keeps records of all group activities including the material contributed by each group member.

- The recorder writes out the solutions to problems for the group to use as notes or to submit to the instructor.
- The recorder may also prepare presentation materials when the group makes oral presentations to the class.
- Reporter gives oral responses to the class about the group's activities or conclusions.
- Monitor is responsible for making sure that the group's work area is left the way it was found and acts as a timekeeper for timed activities.
- Wildcard acts as an assistant to the group leader and assumes the role of any member that may be missing.

2.11.5 Team expectations

Some of the common fears about working with groups include student fears that each member will not pull their weight as a part of the group.

Students are scared that their grade will be lower as a result of the group learning vs. learning they do individually. One way to address this issue is to use a group activity to allow the group to outline acceptable group behaviour; put together a form and ask groups to first list behaviours expectations, they expect from each individual, each pair and as a group as a whole. Groups then can use this as a way to monitor individual contributions to the group and as a way to evaluate group participation.

2.11.6 Double entry journal

Can be used as a way for students to take notes on articles and other resources they read in preparation for class discussion.

- Students read and reflect on the assigned reading.
- Students and any responses to the readings, in general or specific critical points.
- Students bring their journal notes to class.
- Once in class, students may use their double entry journal to begin discussion, to do a paired annotation, or for other classroom and group activity.

2.11.7 Guided reciprocal peer questioning

The goal of this activity is to generate discussion among student groups about a specific topic or content area.

- Faculty conducts a brief 10-15 minutes lecture on a topic or content area, faculty may assign a reading or written assignment as well.
- Instructor then gives the students a set of generic question stems.
- Students work individually to write their own questions based on the material being covered.
- Students do not have to be able to answer the questions they pose; this activity is designed to force students to think about ideas relevant to the content area.

- Students should use as many question stems as possible.
- Grouped into learning teams, each student offers a question for discussion, using the different stems.

3. Lesson Plan

Has to be done before every lesson, unless you work with another teacher, you should do it alone. Lesson planning is a special skill that is learned in much the same way as other skills; it is one thing to surf the Net to retrieve lesson plans from other sites and adapt them to your needs. It is quite another thing to have the skill to develop your own lesson plans. When you are able to create your own lesson plans, it means you have taken a giant step toward owning the content you teach and the methods you use, and that is a good thing. Acquiring this skill is far more valuable than being able to use lesson plans developed by others, it takes thinking and practice to work on this skill and it won't happen overnight, but it is a skill that will help to define you as a teacher. Knowing how to is far more important than knowing about when it comes to lesson plans, and is one of the important markers along the way to becoming a professional teacher. It is also in keeping with a central theme of this site that you should learn to plan lessons in more than one way. Not considering of the form or guide, there are fundamental components of all lesson plans that you should learn to write, revise, and improve.

Good lesson plans do not ensure students will learn what is intended, but they certainly contribute to it. Think of a lesson plan as a way of communicating, and without doubt, effective communication skills are fundamental to all teaching. Lesson plans also help new or inexperienced teachers organize content, materials, and methods. When you are learning the technique of teaching, organizing your subject-matter content via lesson plans is fundamental. You'll get better at it the more you do it and think of ways of improving your planning and teaching based on feedback from your students, their parents, and other teachers. Developing your own lesson plans also helps you "own" the subject matter content you are teaching and that is central to everything good teachers do. Teachers create lesson plans to communicate their instructional activities regarding specific subject-matter. Almost all lesson plans developed by teachers contain student learning objectives, instructional procedures, the required materials, and some written description of how the students will be evaluated. Many experienced teachers often reduce lesson plans to a mental map or short outline. New teachers, however, usually find detailed lesson plans to be indispensable. Learn to write good lesson plans it is a skill that will serve you well as a teacher. If you're really serious, become proficient in writing effective learning objectives. All lesson plans begin, or should begin with an objective toward that end.

- **Long term plan.**

It may be the whole term, in other words it is a planning very extended, it take importance on the methodology and assessment which teachers are going to take into account.

- **Short term plan.**

It takes place when teacher plan the classes for a week. It usually covers from three to ten lessons of one specific topic.

- **Lesson planning**

It is an individual lesson that teacher develop for students that is going to work inside of classroom.

4. Execution

The act of executing for carrying into effect or to completion, performance, achievement, consummation, as the execution of a plan or work.

Execution management should be able to throw-up the performance levels of the individuals, functions, teams and processes should be able to send the message to the performing entities on their performance levels, much before the performance feedback is given by the manager.

4.1 Execution Management is not only culture management

Managing organization culture is linked to execution management, and contributes to the values, beliefs and character of an organization.

Execution Management does not include aspects related to leadership development, hiring strategy and placing right person for the right job. We are placing people management as a separate subject, as it has behaviour on the performance management.

4.2 Grammar instruction is part of language teaching

In this new role, grammar interacts with meaning, social function, or discourse or a combination of these rather than standing alone as an autonomous system to be learned for its own sake. After addressing feedback and correction in terms of research and pedagogical techniques.

5. Evaluation

Evaluation is the process of determining significance or worth, usually by careful appraisal and study, Evaluation is the analysis and comparison of actual progress vs. prior plans, oriented toward improving plans for future implementation. It is part of a continuing management process consisting of planning, implementation, and evaluation; ideally with each following the other in a continuous cycle until successful completion of the activity. Evaluation is the process of determining the worth or value of something. This involves assigning values to the thing or person being evaluated. It has aim to answer agreed questions and to make a judgement against specific criteria, like other research, for a good evaluation, data must be collected and analysed systematically, and its interpretation considered

carefully. There are many different perspectives and approaches to evaluation. Answering questions such as 'Why are we doing it?' 'Who is the evaluation for?' and 'What are the key issues to address?' will help you decide whether you wish to self-evaluate or to have an external evaluation.

5.1 What is self-evaluation?

When an organisation uses its own people and their skills to carry out evaluation this is it. Monitoring and evaluation is built into the everyday activities of the project so that it becomes part of what you do.

5.2 What is evaluation capacity?

Evaluation capacity is multi-faceted and needs to be located at many different levels that reinforce each other, for example there is an:

- Individual level consisting of necessary skills and competencies.
- Organizational level of management arrangements and structures.
- Inter-organizational level that bridges public and private bodies through networks, procedures and partnerships.
- Societal level that embeds evaluative thinking in civil society including professional organizations as well as in the public sector.

There are many indicators of evaluation capacity, mostly arrangements that can be expected to be put in place for an evaluation system to be

sustainable. While it is not feasible to try and introduce all of these arrangements at the same time, an ideal end state is worth describing so as to allow for a planned strategy for implementation. In such an ideal situation one would expect the many of the following arrangements to be found even though the following examples are not exhaustive or comprehensive:

5.3 At an individual level

- There are people throughout government who have experience and skill in evaluation and this is reinforced and renewed by appropriate recruitment and training and professional development.
- Training courses and diplomas are available nationally or on a regional basis, variously delivered by universities, private training providers and professional bodies and open to both evaluation practitioners and commissioners.

5.4 At an organizational level

- Evaluation is routinely undertaken at each stage of policy and programming from planning through to implementation and follow-up.
- Evaluation findings are integrated into decision making when deciding what options to choose, how best to implement and deliver and when identifying lessons about what has been effective.

- Managers look to evaluation as one important input that will help them improve performance and manage for results.
- A regular flow of evaluations are commissioned that cover the broad spectrum of policies and programmes.
- There are follow-up procedures to ensure that evaluation recommendations are taken seriously and, where feasible, acted upon.
- There are procedures to accumulate evaluation findings and lessons learned so that programme managers and policy makers have an accessible evidence base and an organisational memory.

5.5 At a societal level

Open and systematic dialogue is maintained between policy makers and evaluation specialists so that priorities for evaluation can be identified and scrutinised.

There is an evaluation community of practice whose members may work for universities or consultancies or be independent evaluation practitioners and consultants but still share a common standard.

Evaluation associations exist that bring together those who commission, provide and use evaluations and reinforce a culture of evaluation, disseminates good practice and safeguards the independence of evaluation functions and practitioners.

5.6 Achievement test

An achievement test evaluates a learner's understanding of a specific course or study programme. It can be compared with proficiency tests, which measure a learner's level of language, diagnostic tests, which identify areas learners need to work on, and a prognostic test, which tries to predict a learner's ability to complete a course or take an exam.

5.7 Proficiency test

A proficiency test measures a learner's level of language. It can be compared with an achievement test, which evaluates a learner's understanding of specific material, a diagnostic test, which identify areas to work on, and a prognostic test, which tries to predict a learner's ability to complete a course or take an exam. Proficiency tests are uncommon within the classroom but very frequent as the end aim and motivation of language learning.

5.8 Comprehensive placement tests

Creativity in the classroom is very important. Teachers must be creative and innovator in creating an alive atmosphere in the class room.

Considering student's interests in choosing teaching materials also lead to better class management and excellent.

5.9 Diagnostic test

A diagnostic test is a test that helps the teacher and learners identify problems that they have with the language.

HYPOTHESIS

General Hypothesis

- Cooperative Learning helps students to acquire better results in the learning of the English Language in the students of the “Unidad Educativa Calasanz”, Period 2010-2011.

Specifics Hypotheses

- Teachers are applying Cooperative Learning to increase knowledge of the students at “Unidad Educativa Calasanz”, Period 2010-2011.
- Students of the “Unidad Educativa Calasanz” are motivated about the English Language using The Cooperative Learning technique.

f. METHODOLOGY

Design of the Research

For the development of this present Project the research group specifies that is an ethnography research, with reference to Cooperative Learning and its impact into the Teaching- Learning Process; we will use some methods and techniques so they will help us to determine how is being

applied Methodology at Unidad Educativa “Calasanz” High School, and which are the results on students.

The fundamental tools that the research group will apply to do this present work are the following:

Methods, Techniques and Instruments

Scientific Method, it will help us to get the clear knowledge about the different topics that Cooperative Learning involves in the Teaching Learning Process, so that it will allow to know which are the causes that are affecting on the students’ learning.

Analytic – Synthetic Method, we will use to detail and describe the situation on a fact or phenomenon, for that reason this will allows us to do an analysis and synthesis the information that we will obtain by the researchers to find solutions against the problem stated.

Deductive Method, this method will permit us to obtain conclusions and we will be too able to construct some recommendations about the real situation over the methodology that is being applied in this institution.

Explicative Method, it will let to give information step to step over how will be carried on the process of this research.

- Observation guide, allowed us to look at the problems related with the Cooperative Learning, and know about their affects in the Teaching-Learning Process.

- Piloting, this technique let us to know the problems that exist at Unidad Educativa “Calasanz“, it was done by direct observations and surveys.
- Survey, first the research group applied it to all English teacher and some students from 8th, 9th and 10th at the “Calasanz “High School. It allowed obtaining specific information which was used for the characterization of the problem.
- Collecting Data, it is a good technique that will let to recognize the techniques and strategies that are involved in the Teaching- Learning Process, and through it detects how the Cooperative Learning is helping to this process.

Procedures

To develop this present work we will need the techniques and instruments which are going to help us to collect the information after that we will require to be analyse and interpret the data to become able to prove or reject the hypothesis, so we will be trained to make the different contrast with the suitable knowledge that will be acquired during the progress of the research.

Population

VARIABLES	POPULATION	SAMPLE
TEACHERS	5	5
STUDENTS	247	71
TOTAL	252	76

g. CHRONOGRAM

CHRONOGRAM 2011-2012																								
Activities	September				October				November				December				January				February			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Observation of the reality			x	x																				
Select a problem						x																		
Presentation the theme										x	x	x												
Elaboration the surveys														x										
Application the surveys																								
Develop the project																								
Presentations														x	x									
Develop the second part of the Project																		x	x	x				
Presentation of drafting																						x		
Final presentation																							x	x

Organization and Management of the Research

Resources

Human Resources

To develop this research we will need the participation of important people; firstly the director of this Institution, all English teachers, students from 8th, 9th and 10th years.

Materials Resources

The research group will use some materials such as; office material, books, copies, English dictionary.

Technological Resources

As important and indispensable tool of this work will be the computer and web sites.

h. BUDGET

The economical contribution to develop the present work will be.

▪ Copies	\$ 80.00
▪ Printed	\$ 250.00
▪ Transport	\$ 320.00
▪ Internet	\$ 260.00
▪ Covers	\$ 75.00
▪ Documents	\$ 300.00
TOTAL	\$ 1,285.00

Financing

The present research will be supported by the research group.

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ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

AREA DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

English Language Career

TEACHERS' SURVEY

As future professional, the National University of Loja in as requisites to obtain the English Language Degree and considering that as part of our previous training for becoming teachers, we need to know different educational aspects that involve "The Teaching Learning Process", so that is the reason to ask you this required information which will help us to make our Thesis. For your attention thank you so much.

1. How do you work the English class?

- a. Work in group ()
- b. Work in pairs ()
- c. Individual ()

2. How would you prefer to work your English class?

- a. Work in group ()
- b. Work in pairs ()
- c. Individual ()

3. When working in groups, how many students are in each group?

- a. From 2 to 4 ()
- b. From 5 to 7 ()
- c. More than 8 ()

4. In your opinion, who should make up the group?

- a. Teacher ()
- b. Students ()

Why?.....

5. What do you consider is the best number to work in group?

- a. Two ()
- b. Three ()
- c. Four ()
- d. Five ()
- e. Six ()
- f. More than Seven ()

6. How do you see your students when they are working in group?

- a. Happy and Motivated ()
- b. Relaxed ()
- c. Enthusiastic ()
- d. Nervous ()
- e. Rejected and Sad ()
- f. Angry ()

7. Do you know which are the characteristics of working in group?
- a. Positive Interdependence ()
 - b. Individual Accountability ()
 - c. Face-to-Face Promote interaction ()
 - d. Appropriate collaborative skills ()
 - e. Group Processing ()
 - f. Heterogeneous Groups ()
 - g. Individual group ()
 - h. Common Goals ()
8. Which are the rules that you abide for working in group?
- a. Every member of each group is responsible for all work. ()
 - b. Be constructive. ()
 - c. Be open to other members' ideas and encourage ()
 - d. Every day is designated different facilitator. ()
9. What Learning Techniques do you apply during Cooperative Learning Process?
- a. Role Playing ()
 - b. Active Review Sessions ()
 - c. Work at the Blackboard ()
 - d. Concept Mapping ()
 - e. Visual Lists ()
 - f. Jigsaw Group Projects ()
 - g. Cooperative Groups in Class ()

- h. Panel Discussions ()
- i. Debates ()
- j. Games ()

10. What activities to work in group do you apply inside the classroom?

- a. Jigsaw ()
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- c. Interview ()
- d. Round robin brainstorming ()
- e. Three minutes review ()
- f. Numbered heads together ()
- g. Team pair solo ()
- h. Circle the sage ()
- i. Partners ()
- j. Roundtable ()
- k. Pairs Check ()

11. How do you consider the cooperative learning helps students?

- a. Promote student learning and academic achievement ()
- b. Increase student retention ()
- c. Enhance student satisfaction with their learning experience ()
- d. Help students develop skills in oral communication ()
- e. Develop students' social skills ()
- f. Promote student self-esteem ()

g. Help to promote positive race relations ()

12. When is the best time to begin implementing cooperative learning?

a. At the beginning of the class ()

b. At the middle of the class ()

c. At the end of the class ()

why ?.....

13. What degree The Work in group helps the different skills to Students?

Put 5 (excellent), 4(very good), 3(good), 2(more or less) or 1(less) in every skill.

Degree	5	4	3	2	1
Skills					
Reading Skill					
Writing Skill					
Listening Skill					
Speaking Skill					
Vocabulary					

14. What is your roll when you are working in group?

- a. Specify the objectives of the class ()
- b. Form the groups and give roll to everyone ()
- c. Plan about what material should be used ()
- d. Explain the theme ()
- e. Monitoring every group ()
- f. Motivate their students ()
- g. Leave the classroom ()

15. Who Conducts the Evaluation?

- a. Teacher ()
- b. Individual/ self-evaluating ()
- c. Peers ()

16. What time do you evaluate your students?

- a. At the end of the program activities ()
- b. While the program activities are forming or happening ()

17. What is the way that you evaluate your students?

- a. Individually ()
- b. In group ()
- c. In pairs ()



UNIVERSIDAD NACIONAL DE LOJA

AREA DE EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

English Language Career

STUDENTS' SURVEY

As future professional, the National University of Loja and with the aim to know how is carry out The Teaching Learning Process, we are applying this survey, so that identify some problems that are affecting it, so we are sure that your information is going to help us. For your attention thank you so much.

1. How do you work the English class?
 - d. Work in group ()
 - e. Work in pairs ()
 - f. Individual ()
2. How would you prefer to work your English class?
 - a. Work in group ()
 - b. Work in pairs ()
 - c. Individual ()
3. When working in groups, how many students are in each group?
 - a. From 2 to 4 ()
 - b. From 5 to 7 ()

c. More than 8 ()

4. In your opinion, who should make up the group?

a. Teacher ()

b. Students ()

Why?.....

5. What do you consider is the best number to work in group?

a. Two ()

b. Three ()

c. Four ()

d. Five ()

e. Six ()

f. More than Seven ()

6. How do you see your students when they are working in group?

a. Happy and Motivated ()

b. Relaxed ()

c. Enthusiastic ()

d. Nervous ()

e. Rejected and Sad ()

f. Angry ()

7. Do you know which are the characteristics of working in group?

a. Positive Interdependence ()

b. Individual Accountability ()

c. Face-to-Face Promote interaction ()

- d. Appropriate collaborative skills ()
 - e. Group Processing ()
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- e. Develop students' social skills ()
- f. Promote student self-esteem ()
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- b. At the middle of the class ()
- c. At the end of the class ()

why ?.....

13. What degree The Work in group helps the different skills to Students?

Put 5 (excellent), 4(very good), 3(good), 2(more or less) or 1(less) in every skill.

Degree Skills	5	4	3	2	1
Reading Skill					
Writing Skill					
Listening Skill					
Speaking Skill					
Vocabulary					

14. What is your roll when you are working in group?

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c. In pairs ()

Thanks!



UNIVERSIDAD NACIONALDE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGECAREER

OBSERVATION GUIDE

English Subject	Course:
Teacher:	Institution:
Responsible:	Date:

1. How do you work the English class?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Work in group			
2	Work in pairs			
3	Individual			

2. How would you prefer to work your English class?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Work in group			
2	Work in pairs			
3	Individual			

3. When working in groups, how many students are in each group?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	From 2 to 4			
2	From 5 to 7			
3	More than 8			

4. In your opinion, who should make up the group?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Teacher			
2	Students			
3	Why?			

5. What do you consider is the best number to work in group?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Two			
2	Three			
3	Four			
4	Five			
5	Six			
6	More than Seven			

6. How do you feel your students when they are working in group?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Happy and Motivated			
2	Relaxed			
3	Enthusiastic			
4	Nervous			
5	Rejected and Sad			
6	Angry			

7. Do you know what the characteristics of working in group are?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Positive Interdependence			
2	Individual Accountability			
3	Face-to-Face Promote interaction			
4	Appropriate collaborative skills			
5	Group Processing			
6	Heterogeneous Groups			
7	Individual group			
8	common goals			

8. Do you know what the rules to work in group are?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Every member of each group is responsible for all work			
2	Be constructive			
3	Be open to other members' ideas and encourage			
4	Every day is designated different facilitator			

9. What Learning Techniques do you apply during Cooperative Learning Process?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Role Playing			
2	Active Review Sessions			
3	Work at the Blackboard			
4	Concept Mapping			
5	Visual Lists			
6	Jigsaw Group Projects			
7	Cooperative Groups in Class			
8	Panel Discussions			
9	Debates			
10	Games			

10. What activities to work in group do you apply inside the classroom?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Jigsaw			
2	Think-Pair-Share			
3	Interview			
4	Round robin brainstorming			
5	Three minutes review			
6	Numbered heads together			
7	Team pair solo			
8	Circle the sage			
9	Partners			
10	Roundtable			
11	Pairs Check			

11. How do you consider that the cooperative learning help Students?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Promote student learning and academic achievement			
2	Increase student retention			
3	Enhance student satisfaction with their learning experience			
4	Help students develop skills in oral communication			
5	Develop students' social skills			
6	Promote student self-esteem			
7	Help to promote positive race relations			

12. When is the best time to begin implementing cooperative learning?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	At the beginning of the class			
2	At the middle of the class			
3	At the end of the class			
4	Why?			

13. What is the degree of work in group that helps the different student's skills?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Reading Skill			
2	Writing Skill			
3	Listening Skill			
4	Speaking Skill			
5	Vocabulary			

14. What is the teacher's roll when you are working in group?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Specify the objectives of the class			
2	Form the groups and give roll to everyone			
3	Plan about what material should be used			
4	Explain the theme			
5	Monitoring every group			
6	Motivate their students			
7	Leave the classroom			

15. Who conducts the Evaluation?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Teacher			
2	Individual/ self-evaluating			
3	Peers			

16. What time do you evaluate your students?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	At the end of the program activities			
2	While the program activities are forming or happening			

17. What is the way that you evaluate to your students?

No	Items	ANSWER		OBSERVATIONS
		YES	NO	
1	Individually			
2	In group			
3	In pairs			

MATRIX OF CONSISTENCY

“THE COOPERATIVE LEARNING AND ITS IMPACT IN THE TEACHING- LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH,9TH AND 10TH YEARS OF HIGH SCHOOL CURRICULUM AT “UNIDAD EDUCATIVA CALASANZ” HIGH SCHOOL, MORNING SECTION ACADEMIC YEAR 2010-2011”.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS	SUBINDICATORS
<p>Are teachers applying the effective techniques into the Cooperative Learning to develop the Teaching-Learning Process of the English Language with students of the “Unidad Educativa Calasanz”, period 2010-2011?</p>	<p>GENERAL</p> <ul style="list-style-type: none"> ▪ To determine how The Cooperative Learning helps students to acquire better results in the learning of English Language in the students of the “Unidad Educativa Calasanz”, Period 2010-2011? 	<p>GENERAL</p> <p>The Cooperative Learning helps students to get better results in the learning of the English Language in the students of the “Unidad Educativa Calasanz”, Period 2010-2011.</p>	<p>INDEPENDENT</p> <p>The Cooperative Learning.</p>	<p>Definition</p> <p>Activities</p> <p>Techniques</p>	<ul style="list-style-type: none"> • Characteristics • Purpose • Jigsaw, • Think pair share, • Interview, • Brainstorming, • Three minutes review • Numbered heads together • Team pair solo • Circle the sage • Partners. • Roundtable • Focused listing • One minute papers • Structured learning • Team expectations • Double entry journal • Guided questioning • Team building

<p>SUBPROBLEMS</p> <ul style="list-style-type: none"> • Why do students not increase their retention about the English Language? • Why students of the “Unidad Educativa Calasanz” are not encouraged to learn the English Language? 	<p>SPECIFIC</p> <ul style="list-style-type: none"> ▪ To know why the students of the “Unidad Educativa Calasanz” High School are not encouraged in learning the English Language. ▪ To motivate teachers to work through the Cooperative Learning in order to reach a significant learning in students of the “Unidad Educativa Calasanz” High School. ▪ To suggest methodological strategies which help to improve the professional academic teacher’s work of the “Unidad Educativa Calasanz” High School. 	<p>SPECIFIC</p> <ul style="list-style-type: none"> • Teachers are applying the Cooperative Learning to increase the knowledge with the students of the “Unidad Educativa Calasanz”, Period 2010-2011. • Students of the “Unidad Educativa Calasanz” are motivated about the English Language using The Cooperative Learning technique. 	<p>DEPENDENT</p> <p>Teaching-Learning Process</p>	<p>Definition</p> <p>Planning</p> <p>Execution</p> <p>Assessment and Evaluation</p>	<ul style="list-style-type: none"> • Change in definition of Teaching and Learning. • Education • A constructivist view of Education. • Students and Teachers' beliefs • Long Term Planning • Short term planning • Medium Term Planning • Definition • Develop of the skill • Types of assessment • Time to assessment • Who conducts the evaluation?
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INDEX

Cover page.....	i
Certification.....	ii
Authorship.....	iii
Acknowledgement.....	iv
Dedication.....	v
Research Field.....	vi
Geographical Location.....	vii
Thesis schema.....	viii
a. Title.....	1
b. SUMMARY.....	2
c. INTRODUCTION.....	4-7
d. REVIEW OF THE LITERATURE.....	8-35
e. MATERIAL AND METHODS.....	35-39
f. RESULTS.....	40-77
g. DISCUSSION.....	78-80
h. CONCLUSIONS.....	81-82
i. RECOMMENDATIONS.....	83-84
j. BIBLIOGRAPHY.....	85-87
k. ANNEXES.....	88
l. INDEX.....	