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Improving social skills and English speaking skills of ninth graders students at Liceo San Carlos High School by implementing cooperative learning.

By

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(TFG E#07)

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CHAPTER I:

Introduction

1.1. Purpose of the study

The Ministry of Public Education (MEP) in Costa Rica has been investing time on training English teachers with innovative teaching methods to provide a quality education. To accomplish this purpose teachers need to be sensitive and have the knowledge, skills, disposition, and commitment to provide a significant and equal education. There is a growing interest in English language proficiency and the need for effective instructional strategies.

However, English professors who work at Liceo San Carlos discussed the needs to reinforce their skills, abilities, and attitudes necessary to teach heterogeneous groups of learners in their individual classrooms. English professors mentioned that a common problem they find in their classrooms is the different performance level of students. Most of the students have struggle learning English as a foreign language, and the time teachers have to support each student is not enough.

On the other hand, English Foreign Language learners who attend ninth grade at Liceo San Carlos have mentioned that the problem is that their English teacher professors are not applying interactive activities. The lack of students` engagement in the learning process appears to affect the students `interest in the English class. The goal of this project is to promote cooperative learning in nine grade English Foreign Language students to improve speaking skills and social skills.

1.2 Objectives

1.2.1 General Objective:

- a) To promote cooperative learning in nine grade EFL students at Liceo San Carlos High School to improve speaking skills and social skills.

1.2.2 Specific Objectives:

- a) To apply methodological strategies using cooperative learning in ninth graders at Liceo San Carlos High School.
- b) To analyze teachers' perceptions regarding cooperative learning in Liceo San Carlos High School.

1.3 Research Questions

Cooperation is not assigning a group report; where one student does the work and the others put their names on. Cooperation is having students do a task individually with instructions that those who finish first are to help the slower students. Cooperation is much more than being physically near other students. In this project three important questions have been raised.

- How the implementation of Jigsaw improves students' English competence?
- How can students with high proficient level help their classmates with low proficient level by implementing cooperative learning tasks in class?
- What are the EFL teachers' perceptions regarding cooperative learning?

1.4 Definition of Terms

Cooperative activity: This term refers to a learning act of students to collaborate among themselves to accomplish a task given by a professor.

Task: An assignment provided in which a possible common situation in real life is taken to the classroom to work in the different learning elements that guide student to be able to face it in the future.

Low-proficiency level students: These are students with a very basic knowledge of English and their level in English is currently in a beginning stage.

High-proficiency level students: These are students with an intermediate level in macro and micro English skills.

Learning: A reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge (Carnell, Lodge & Wagner, 2005 p. 4)

EFL Classroom: It refers to nine grade students who are taking classes of English as a Foreign Language at Liceo San Carlos.

1.5 Significance of the study

Learning a language demands from teachers the responsibility to develop a comfortable setting where students can lower their affective filter, feel motivated, and gain the confidence to practice the target language. The beginning of the school year can be a nervous time for students. English Foreign Language learners face some issues like anxiety about school assignments, and managing a social life.

Another found issue in ninth graders classrooms is multilevel groups; some students have English deficiencies; usually their previous teachers did not support them as they needed. For that reason a goal in this research is to use students with higher performance level as a stepladder for the ones with lower performance level. Since the receptiveness of comprehensible input, and interaction in class can help students improve their English acquisition.

Cooperative learning influence learners 'enthusiasm; to improve their knowledge and language abilities as well as their self-confidence to connect with their classmates and professors in a trustworthy relationship. The implementation of this method among students around the classroom creates an assertive environment for students. However, teachers need to know how to apply it and, also they need to know what their students expect.

Using cooperative learning can be the solution to the lack of interaction, and participation. Cooperative language learning involves activities in which students work in groups in order to help each other. Each cooperative learning group should be carefully selected by the teacher so a heterogeneous structure allows each student to bring his or her strengths to the group effort. Lewis (2016) states teachers are the ones responsible of assigning students a task to help them work it out and get it done.

CHAPTER II

Literature Review

2.1 References

In order to provide enough information to back up this research some findings about previous cooperative learning method is presented in order to support the purpose of this project.

2.1.1 Cooperative Learning

Johnson, Johnson stateded “Cooperative learning has a rich and long history of practical use. Thousands of years ago the Talmud stated that in order to understand its contents, each reader must have a learning partner. As early as the 1st century, Quintillion argued that students could benefit from teaching one another.” (1991).

The Roman philosopher, Seneca, advocated cooperative learning through such statements as, (“When you teach, you learn twice”). And Johann Amos Comenius (1592-1679) believed that students would benefit from teaching and being taught by other students.

According to Slavin (1991) cooperative learning refers to method in which students work in small groups to help one another master academic material. He also divides it into different achievements, for enhancing student goals, to reach group or individual objectives and also to increase students’ self-esteem, inter group relations attitude towards school, acceptance of academically handicapped learners and to work cooperatively.

Lewis (2016) defined cooperative learning as a form of active learning where students work together to perform specific tasks in a small group. Each cooperative learning group should be carefully selected by the teacher so that a heterogeneous structure allows each student to bring his or her strengths to the group effort. Lewis also states the teacher is the one responsible of assigning students a tasks to help them work it out and in order to get it done. Each student is important, and their goals can be reached with the development of the class.

Johnson and Johnson (1989) found out the importance of sticking with groups of no more than four students while working with cooperative learning activities, since small groups takes less members skills to be successful. They explained how essential it is to talk during these activities in order to achieve the tasks. These researchers also discovered that heterogeneous groups provide a wide range of thoughts and ideas because each personality shares new points of view and they can enrich conversations and also to enrich tolerance and acceptance among students.

2.1.2 Basic elements

According to Johnson and Johnson (1991) there are five basic elements that allow successful small-group learning:

Positive interdependence:

Students feel responsible for their own and the group's effort.

Face-to-face interaction:

Students encourage and support one another; the environment encourages discussion and eye contact.

Individual and group accountability:

Each student is responsible for doing their part; the group is accountable for meeting its goal.

Interpersonal and Small Group Social Skills:

Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others occurs.

Group processing:

Group members analyze their own and the group's ability to work together

2.1.3 Academic and social benefits.

Cooperative learning has two remarkable aspects on focus; these are academic and social learning benefits. Academic benefits include high grades in all that they achieve, reading intellectual capacity, enhanced hypothetical

understanding and great triumph in science. Social benefits focus on behaviors towards certain tasks and the way they relate among group members, and self-esteem.

Social benefits also focus on how they positively relate with others, how they involve themselves in class activities and to develop a positive attitude towards schooling. (Johnson & Johnson 1989)

Essien (2015) mentioned several characteristics about cooperative learning in the research, which may be important to emphasize. One of the elements expressed in her research leads to understand how the use of cooperative learning helps students clarify concepts and ideas through discussion and debate.

A second finding from the research was that as more and more cooperative learning atmosphere and activities were introduced to the students, the students began to feel comfortable among their partners, they showed a great degree of unity, and actively engaged in the learning process after the activity period (Essien, 2015). The benefits are very visible from the students' point of view. They feel more connected to the entire group and get ready to participate more with them. More importantly, the activation of self-authority brings students the benefit of getting more involved in their own learning process.

Johnson, Johnson and Smith (1991, p.9) established different types of groups for cooperative learning: Formal groups and informal groups.

2.1.4 Formal groups.

Formal groups are groups that focus primarily in specific tasks and skills in one session or in several sessions. These formations can work to accomplish a set of tasks on one topic during one or some weeks. In other words, some activities may take more than one week to be accomplished, especially for projects, and this can be included in this category.

2.1.5 Informal groups.

According to Johnson et al (1991) informal groups are done in the same moment of the class or session to accomplish a task during that day; for example, watching a video to answers some questions, reading a short text to share opinions, or giving a summary to get the idea of a long text, etc. Although these are temporary groups, group members have a wide set of chances to participate and get to know more classmates each time.

2.1.6 Cooperative Learning Principles

Main principles for cooperative learning cited by Jacob (2014).

a) Heterogeneous Grouping.

This principle means that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables including

sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence. Jacob (2014).

b) Collaborative Skills.

Collaborative skills, such as giving reasons, are those needed to work with others. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skills. Most books and websites on cooperative learning urge that collaborative skills be explicitly taught one at a time. Jacob (2014).

c) Group Autonomy.

This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student groups are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class. We may sometimes want to resist this temptation, because as Roger Johnson writes, “Teachers must trust the peer interaction to do many of the things they have felt responsible for themselves” Jacob (2014).

d) Simultaneous Interaction

In classrooms in which group activities are not used, the normal interaction pattern is that of sequential interaction, in which one person at a time – usually the teacher – speaks. In contrast, when group activities are used, one student per group is speaking. In a class of 40 divided into groups of

four, ten students are speaking simultaneously, i.e., 40 students divided into 4 students per group = 10 students (1 per group) speaking at the same time. Jacob (2014).

2.1.7 Methodological Strategies

a) Jigsaw

According to Johnson & Johnson 1989. Over the years, the jigsaw technique has been one of the most popular cooperative learning strategy. The jigsaw technique is a simple, well-structured cooperative learning structure that emphasizes both individual accountability and achievement of group goals, both of which are critical for improved student learning in cooperative settings. In a jigsaw, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group.

Each person in the group teaches the rest of the group what he/she knows, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture, hence the name jigsaw. Research on cooperative learning techniques shows significant benefits for students not only in terms of level of learning but also in terms of positive social and attitudinal gains (Johnson & Johnson 1989.)The peer teaching and the individual follow-up assignment require that each student knows his/her own assignment well and also that each student learns from the others in the group. This promotes active engagement and improves learning.

2.2 Summary

According to the authors mentioned in the framework cooperative learning is an instructional strategy in which small groups of students work together on a common task. Each group member is individually accountable for part of the task; in other cases, group members work together without formal role assignments.

Cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member.

Cooperative learning is sometimes thought of simply as 'group work,' but groups of students working together might not be working collaboratively. Not all groups are cooperative (Johnson, R. & Johnson, D., 1989.) Placing people in the same room, seating them together, telling them they are a group, does not mean they will cooperate effectively.

To be cooperative, five essential elements need to be carefully structured into the situation: positive interdependence, individual and group accountability, promotive interaction, appropriate use of social skills, and group processing (Johnson, R. & Johnson, D., 1989.)

A true cooperative learning experience in the classroom requires more than merely having students sitting together and assisting others with their work.

In fact, implementing cooperative learning comprises a set of steps to ensure a genuine teamwork in the process of accomplishing tasks and achieving goals successfully.

First at all, professors must plan out the group's structure taking as reference the roles they will have within the group, and the way they will interact with each other based on the tasks' requirements and the learners' abilities.

Second, a set of well-organized and clear instructions might guide students to understand how to develop the task, keeping in mind the time limits, the assessment criteria, and the cooperative features that promote learners' individual accountability and positive interdependence.

Cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member.

It may be helpful to explain to students why they are working together and how the group can promote their learning. Teacher should give students time to learn to work together before expecting spectacular results from cooperative learning. At the end of the class period the teacher can conduct a whole-class processing session by sharing observation results with the class.

CHAPTER III

Procedures

3.1 Rationalization for Quantitative Research

The quantitative research method includes the tools to comprehend processes, events, and relationships in a social or cultural situation by taking field notes, interviews, conversations, recordings, and photographs. This action research studies the participants in their natural settings. This project aims to understand what are the nine graders students' perceptions regarding cooperative learning, how does the implementation of cooperative learning tasks improve students' English competence and how students with high proficient level help their classmates with low proficient level by implementing cooperative learning tasks in class.

3.1.2 Data collection tools

Methodology

Since the investigator detected that some nine grade students attending a public high school (Liceo San Carlos High School) had difficulties learning the language. A cooperative learning methodology was applied to help low-proficiency level students improve their English competence and interaction in class by working with classmates with higher proficiency competences.

Several diagnostics were applied to nine grade students at Liceo San Carlos High School in order to determine their English level. The nine grade students and teachers' perceptions regarding cooperative learning at Liceo San Carlos High School were also analyzed.

There are some characteristics of the case study approach that can be mentioned and that match with the development of this research project; for example, the identification of a specific case to be studied allows the investigator to work with a specific entity and in a particular situation. Besides, the intention of conducting the case study is to understand the problem and achieve the purpose established in the research; additionally, the collection of data as well as its analysis will obtain a deep understanding of the topic.

The generated data for this study was collected from the teachers surveys (Appendix 2), teachers interviews (Appendix 3) students 'surveys (Appendix 4), and two class observations (Appendix 1 and 5).

3.1.2 Data Analysis Procedures

Information was collected by applying a first classroom observation. The purpose of collecting data through this observation, was to find some recommendations to apply during the next classes taking into consideration elements cooperative learning requires.

This classroom observation took into consideration how students were arranged, if they were working in rows, in groups or in semicircles. The investigator also analyzed the tasks teachers and students were part of and also their performance and roles during the conversational class. Also this instrument was

used to evaluate the way groups were formed, and if students knew they had to work with some specific classmates or if they could choose their partner.

The second tool was a survey to teachers. The objective was to collect information about how professors work the cooperative tasks instructions. How students supported each other and got support from the professors. The specific strategies developed by professors in class to build a learning community. Level of support given to student by the professor student's perceptions regarding positive and negative things they could see in the cooperative learning.

The third tool was a survey to students. This instrument was directed to find out what the students 'perceptions regarding their participation in class is, the students level of active collaboration and students' level of confidence in a class.

The fourth tool was a classroom observation. The aim was to collect data in regards of students and professor's interactions in the classroom. This instrument evaluated the students 'level of participation and collaboration in the class, and the level of support students received from the professor.

3.1.3 Site and Participants

Liceo San Carlos is a public High School. In the entrance there is a security guard in charge of the people's safety. Near the entrance there are the administrative departments. Next, there are a few upstairs that will go to four different halls where the classrooms are, each hall has an informative board. In the middle of the campus there is the library. Next to the library there are men and women restrooms and at the back of the classrooms you can find the gym and the cafeteria.

The participants for this action research are twenty students attending nine grade at Liceo San Carlos High School. These students will take English as a Foreign Language from February through November. Students' age range from 15 years old to 18 years old. Students come from diverse backgrounds around San Carlos. Some of them did not have a good English instructions in seven and eight grade. Their schedule is in the mornings starting at 7:00am and finishing at 11:30am. They will receive five lessons during a week.

The researcher also selected 3 EFL teachers from various places of the Northern Zone. Ages ranged 30 to 50.

3.1.4 Plan of the Study

Chronogram

Theme	Instruments	Date
<p>Students` proficiency level</p>	<p>Oral Diagnostic</p>	<p>February 26th, 2018.</p>
<p>Methodological strategies to work the cooperative tasks instructions in the classroom.</p> <p>Frequency professors group students.</p>	<p>Classroom Observation (Appendix 1)</p>	<p>February 26th, 2018.</p>
<p>How professors work the cooperative tasks instructions</p> <p>Students` interaction using cooperative learning.</p> <p>Cooperative tasks assigned in class.</p>	<p>Teachers` Survey (Appendix 2)</p> <p>Teachers` Interview (Appendix 3)</p>	<p>March 12th, 2018.</p>

<p>Students and teachers' perceptions regarding cooperative learning in Liceo San Carlos High School.</p> <p>Students' level of participation in class</p> <p>Students' level of active collaboration.</p> <p>Students' level of confidence in a class</p> <p>Level of support given to student by the professor.</p>	<p>Student's Survey (Appendix 4)</p> <p>Classroom Observation (Appendix 5)</p>	<p>March 19th, and March 26th, 2018.</p>
<p>Students' proficiency level</p>	<p>Exam (Appendix 5)</p>	<p>4th April.</p>

3.1.5 Summary

Surveys were applied to teachers and students. Four professors and twenty students were surveyed based on a guide question previously designed by the researcher. The results were presented in tables which were later reviewed and studied. This investigation included students and teachers to allow a comparison to be made with the collected data from the surveys.

The data generated for this study was collected from the teachers surveys (Appendix 2), teachers interviews (Appendix 3) students 'surveys (See Appendix 4), and two class observations (Appendix 1 and 5).

CHAPTER IV

Findings

4.1. Data

This chapter analyzes data gathered from twenty EFL students attending nine grade in Liceo San Carlos and four English teachers from Ciudad Quesada. This section also includes a restatement of the research problem.

Based on the first class observation, (Appendix 1) applied on February 26th, 2018 any student had complaints while working in groups; during this first observation twenty students were present. It was a hot day, studied topic was sports. At the beginning, students were seated in a random way; students worked in pairs. The activities were explained in English, nevertheless, some students used Spanish to explain the instructions to their classmates. The teacher was enthusiastic and friendly, she was respectful with all of the students. They finished the class with a whole-group activity.

The teacher developed four activities during the class. There was a nice environment to learn. However, based on the first class observation at the beginning students and teachers were not taking into consideration cooperative learning method to improve their English language learning. In the first observation none cooperative learning strategies were developed, which would have made classes more interesting and challenging.

Appendix 8 (Figure 2) shows the scores from the student's oral diagnostic. Eight students out of twenty got scores from 65 to 80. These students were the

ones guided by their classmates in regular interactions and explanations during the class. The other twelve students got scores from 85 to 90; which reveals these students have intermediate English competences (Appendix 8). According to the diagnostic applied to the students, most of the learners have Basic English competences at the beginning of the course, since eight out of twenty failed or got the lowest score to pass the exam. Some students passed the exam; however, their English competence has to be improved in order to increase their level.

Appendix 9 (figure 3) shows it is important for professors at Liceo San Carlos to work with students in groups. Most teachers responded they often grouped their students while working with different tasks. These reveals English teachers believe in having their students sharing and helping each other as an important method to acquire the language. Cooperative learning is meaningful for all English teachers at Liceo San Carlos since the four of them used this methodology. (Source: Teachers´ Survey, 2018.) Appendix 9 showed teachers almost always group students during English class.

Appendix 10 (Figure 4) showed English Foreign Language teachers decided to apply Cooperative Learning strategies in their classes. During the second class observation the cooperative activity called Jigsaw was observed; the teacher formed the groups each time. Every student had a responsibility to perform the task. Some contributions were short from low proficiency level students, they were enough to complete the task. At the end, high proficiency level students took the

main role to read or write the final product of tasks. Development of cooperative strategy (Jigsaw) students were sitting in lines at the beginning, after starting with the cooperative tasks, they were looking for their classmates; they formed small groups, each group had four students.

Appendix 11 (Figure 5) illustrates students' perception according to Cooperative Learning activities were very optimistic. Since, nineteen out of twenty students answer cooperative tasks are positive. Question number four from the students' survey also showed that nineteen out of the twenty students preferred working in groups rather than working alone. The interaction between students leads the low English level students to improve and they can also repeat and imitate their sentences, structures and pronunciation.

Appendix 12 (Figure 6) the results of the students' survey and the second classroom observation applied on April 4th showed twelve students out of twenty actively participate during the class by asking questions, contributing to discussions, giving opinions.

4. 2 Restatement of Questions

The purpose of this study was to promote cooperative learning in nine grade English foreign language students at Liceo San Carlos High School to improve speaking skills and social skills.

What are the EFL teachers' perceptions regarding cooperative learning?
Teachers' experience counts when dealing with learners who need to work as a team

How can students with high proficient level help their classmates with low proficient level by implementing cooperative learning tasks in class? When students work with cooperative language learning task students with low proficient level repeat and imitate phrases, structures and pronunciation of their classmates with higher proficient English level.

How the implementation of Jigsaw improves students' English competence?
The implementation of this cooperative learning strategy motivates students to participate in class, students need to learn by doing. Also professors mentioned the importance of students' interaction to improve English learning competences.

4.3 Summary

This case study was carried out in a group of students who were attending nine grade. English foreign language students and English teachers were interviewed.

CHAPTER V

Discussion

The aim of this chapter is to present the main conclusions represented in the analysis of the data generated from the surveys, non-participant classroom observations, and interviews. The practical implications, limitations, and recommendations for future study will also be discussed.

5.1 Conclusions

The purpose of this study was to promote cooperative learning in ninth grade English foreign language students at Liceo San Carlos High School to improve speaking skills and social skills.

The first class observation obtained that a few students asked questions and contributed to discussion. However, in the last class observation this attitude changed when students worked in small groups, where they tended to participate more. Cooperative learning increases students' self-esteem since students learned they were important for a group success.

The students' interview concluded that most of the learners did not have good English competences at the beginning of the course, since twelve out of twenty passed the diagnostic with a low score.

The teachers' interview revealed cooperative learning strategies motivated English foreign language students' interest in class, since this activity involved

students in the learning process; cooperative learning strategies required that each student understands the material well enough to teach it to others. Students become skilled in doing something by engaging in the activity in which they would become skilled. Students learn to write by writing, read by reading, speak by speaking.

The class observation showed jigsaw was an effective way of involving students both with course material and with each other; moreover, the interaction between students leads the low English level students to improve their English competence by repeating and imitating the sentences, structures and pronunciation of their classmates.

The second class observation showed EFL students can communicate in a natural way. This research found that after three months of using cooperative learning strategies in EFL classrooms, ninth graders students did improve their communicative competence in their oral performance. Their vocabulary and fluency was superior and hesitation was reduced. Students were more assertive, compared to the first interview in which they looked timid.

Cooperative learning strategies developed social skills EFL students learned how to communicate and work through struggles. As students worked with their classmates, they heard different thoughts and opinions.

5. 2 Implications

The use of Spanish was allowed and it delayed students' possibilities to improve their English language learning. Cooperative Learning may be difficult at first since it requires English foreign language professors to study the principles of this approach, it requires long-term vision, and persistence to succeed.

A true cooperative learning experience in the classroom requires more than merely having students sitting together and assisting others with their work. Professors must plan out the group's structure taking as reference the roles they will have within the group, and the way they will interact with each other based on the tasks' requirements and the learners' abilities. Professor's constant monitoring is essential to boost students' work, provide immediate feedback, and solve problems if necessary.

5. 2.1 Limitations

This study had emphasis in the teachers' perspective whether students opinions. The outcomes of this study may not be generalized to all high schools because the sample was selected only from those students who attend Liceo San Carlos.

5. 2. 2 Recommendations

Learners frequently give feedback in the form of evaluations or reviews on success of the group work. However peer review and evaluations may not reflect true experiences due to perceived competition among peers. Students might feel pressured into submitting inaccurate evaluations due to bullying. To eliminate such concerns, confidential evaluation processes may help to increase evaluation strength. It may be helpful to explain to students why they are working together and how the group can promote their learning.

5.3 Concluding Statement

The use of cooperative learning strategies demonstrated that ninth grade students' can improve their social and speaking abilities when working with classmates with higher proficient level. Cooperative language learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member.

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APPENDIXES

Appendix 1

Classroom Observation

Cooperative Learning in EFL Students

Objective: This classroom observation will be carried out with the purpose of collecting data in regards to how professors and students work the cooperative tasks instructions in nine grade classrooms at Liceo San Carlos.

Instructions: The researcher is going to observe the classroom interaction, and she will take notes based on variables already established during the investigation.

Date:

1. How many students are in class? _____

2. Mention the topic developed in class.
_____.

3. How are students arranged at the beginning of the class?
 - A. Lines ____
 - B. Semicircle____
 - C. Randomly ____
 - D. Circle____
 - E. Other: _____

4. How does the teacher work the first activity?
 - A. Individual_____

B. Pairs____

C. Groups ____

5. Instructions were given in:

A. English____

B. Spanish____

C. Both:_____

7. How many group activities were developed in the class?

A. Just one _____

B. Two or three _____

C. More than four _____

8. Who formed the groups:

A. Professor _____

B. Students _____

9. Is there any complaints while working in groups?

A. Yes_____

B. No_____

Appendix 2

Teachers' Survey

Cooperative Learning in EFL Students

Objective: This survey observation will be applied with the purpose of collecting data in regards to how professors work the cooperative tasks instructions

Instructions: Answer each question in the form by choosing the most appropriate option. *This information is confidential and will only be used for research purposes.

Cooperative learning

1. Do you apply cooperative learning approach in your classes at Liceo San Carlos?
 - A. Always
 - B. Often
 - C. Sometimes
 - D. Rarely
 - E. Never

- 2.. In your classes how often do you group your students?
 - A. Always
 - B. Often

C. Sometimes

D. Rarely

E. Never

3. When you do, how many students do you usually include in each group?

A. Two

B. Three

C. Four

D. Five

E. More

4. How often do you apply cooperative tasks in your groups at Liceo San Carlos?

A. Always

B. Often

C. Sometimes

D. Rarely

E. Never

5. Based on your experience, how positive are the cooperative learning tasks for your students

A. Very positive

B. Positive

C. Undecided

D. Negative

6. What is the level of positive acceptance for cooperative learning in your students?

A. Very high

B. High

C. Normal

D. Low

E. Very low

7. How can you describe the implementation of cooperative learning in your classes?

A. Very easy

B. easy

C. Unsure

D. very difficult

E. N/A

Appendix 3

Teachers' Interview

Cooperative Learning in EFL Students

Objective: This teachers' interview will be applied with the purpose of collecting data in regards to how professors work the cooperative tasks instructions.

*This information is confidential and will only be used for research purposes.

1. How do you think students help each other when working together? _____

2. What skills can be improved by having students working in group?

_____.

3. How many years have you worked with nine grade students students in EFL classes.?

Appendix 4

Student's Survey

Cooperative Learning in EFL Students

Instructions: Based on your experience in class during the current school year, how often have you done each of the following activities?

*This information is confidential and will only be used for research purposes.

1. Ask questions in class and contribute to class discussions.
 - A. Never
 - B. Sometimes
 - C. Often
 - D. Very Often

2. Give opinions in class.
 - A. Never
 - B. Sometimes
 - C. Often
 - D. Very Often

3. When working in groups, you participate actively.
 - A. Never
 - B. Sometimes

C. Often

D. Very Often

4. Work with classmates on projects during class.

A. Never

B. Sometimes

C. Often

D. Very Often

5. Work with classmates outside of class to prepare class assignments.

A. Never

B. Sometimes

C. Often

D. Very Often

6. Tutor or teach other classmates voluntarily.

A. Never

B. Sometimes

C. Often

D. Very Often

7. Feel confident enough to talk to a classmate when you have a disagreement.

- A. Never
- B. Sometimes
- C. Often
- D. Very Often

8. When I have been absent from class, I ask my classmates for help to understand the materials and topics studied in class.

- A. Never
- B. Sometimes
- C. Often
- D. Very Often

9. Feel confident to accept feedback from classmates.

- A. Never
- B. Sometimes
- C. Often
- D. Very Often

Appendix 5

Classroom Observation

Cooperative strategy (Jigsaw).

Time: _____. Date: _____

1. Do students participate in class?

2. Do students contribute to debates?

3. Do students share ideas?

4. Do students take a role when they are working in groups?

5. Do students always listen to, share with, and support the efforts of others in class?

6. Do students work in collaboration with other students in and outside the classroom?

Appendix 5

Diagnostic and oral performance.

Total points: _____

Student's name: _____ Obtained points: _____

Date: _____

Grade: _____

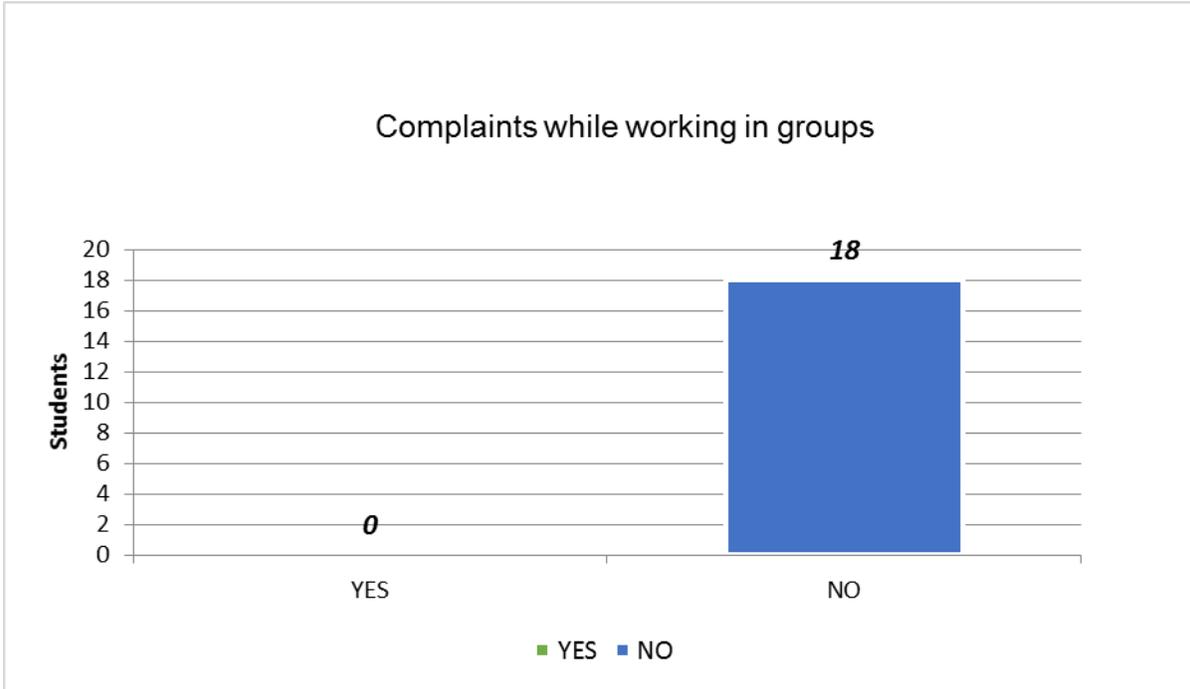
Scenario / Study Block	Operation of Electrical Equipment
Assesment Strategies/Learning outcomes	<ol style="list-style-type: none"> 1. Describes electrical appliances 2. Gives instructions on how to operate an electrical appliance
Description of task	Your mom bought a cell phone for the first time. She is happy, but she doesn't know how to operate it, and she is not aware of the tools and applications the phone has, either. Help her by describing what the phone has, and by giving instructions on how to operate it.

Indicators	Points per indicator	Scoring Criteria				
		N/A	1	2	3	4
Describes an electrical appliance (the tools and applications)	4		The tasks was incomplete. He/she hardly describes the electrical appliance	The tasks was partially accomplished. He/she somewhat describes the electrical appliance	The tasks was accomplished. He/she describes the electrical appliance	The tasks was successfully accomplished. He/she describes the electrical

it has)			(The tools and applications it has). He/she cannot control memorized language structures (sentence patterns), so it is hard to be understood	(The tools and applications it has) appropriately. He/she can partially control memorized language structures (sentence pattern), to be somehow understood.	(The tools and applications it has) appropriately. He/she can control basic language structures (sentence patterns) most of the time.	appliance (The tools and applications it has) appropriately and with ease. He/she can consistently control basic language structures (sentence patterns)
Gives instructions on how to operate an electrical appliance (A cell phone) using basic language structures.	4		The tasks was incomplete He/she hardly gives clear and well-sequenced instructions on how to operate the electrical appliance (A cell phone). He/she cannot control memorized language structures (sentence patterns and key words), so it is hard to be understood	The tasks was partially accomplished. He/she somehow gives clear and sequenced instructions on how to operate the electrical appliance (A cell phone). He/she can partially control memorized language structures (sentence pattern and key words), to be somehow understood.	The tasks was accomplished. Most of the time, he/she gives clear and well-sequenced instructions on how to operate the electrical appliance (A cell phone).He/she can control basic language structures (sentence patterns and key words) at most times.	The tasks was successfully accomplished. He/she gives clear and well-sequenced instructions on how to operate the electrical appliance (A cell phone), at all times. He/she can consistently control basic language structures (sentence patterns and key words)
Uses appropriate communication strategies (use of facial expressions and gestures,	3		Fails in maintaining communication most of the time. Hard for him/her to use the communication strategies to overcome	Makes use of some of the communication strategies to maintain communication going, but not all the time and inconsistently.	Makes use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation	.

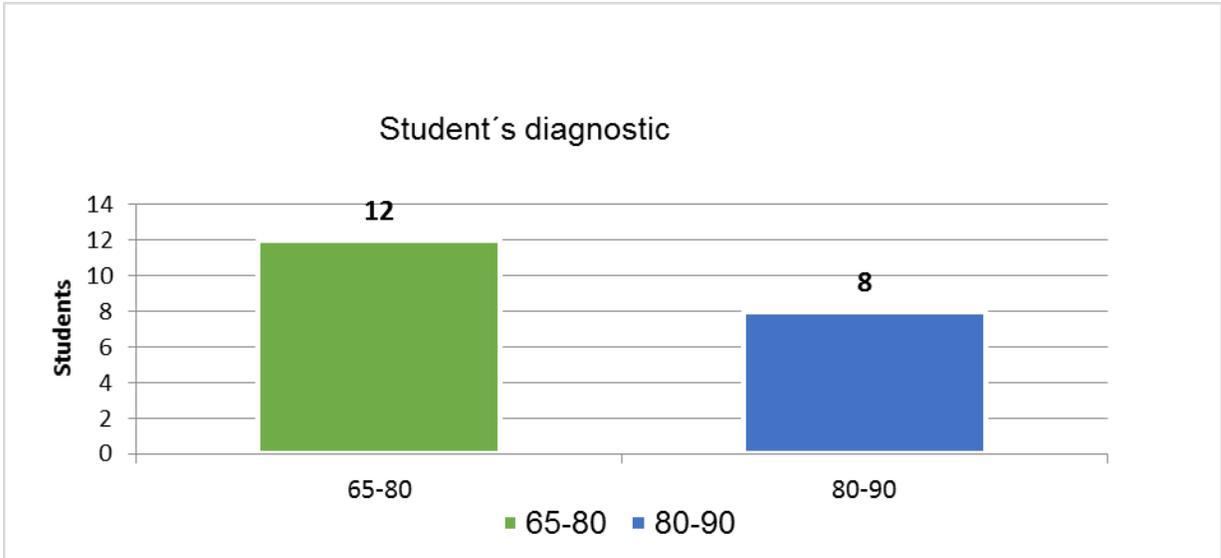
ask for repetition, indicate lack of understanding, repeat words)			difficulties.			
Pronounces the target language correctly	3		Difficulty at understanding. Constant errors in pronunciation (More than 4 errors)	Understandable at most times. Occasional mispronunciation; some consistent errors. (3-4 mistakes)	Clear and smooth pronunciation at this level. Few sporadic deviations. (1-2 mistakes)	
Stresses words and sentences correctly	2		Sometimes stresses individual words correctly and uses appropriate intonation when forming sentences	Constantly stresses individual words correctly and uses appropriate intonation when forming sentences		
Speaks at a normal speed	3		Carried out with hesitation that sometimes interferes with the message. Some long pauses to recall meaning.	Carried out adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Carried out with confidence. Sporadic short pauses to recall meaning.	
Total:	19					
Comments:						

Appendix 7 Figure 1



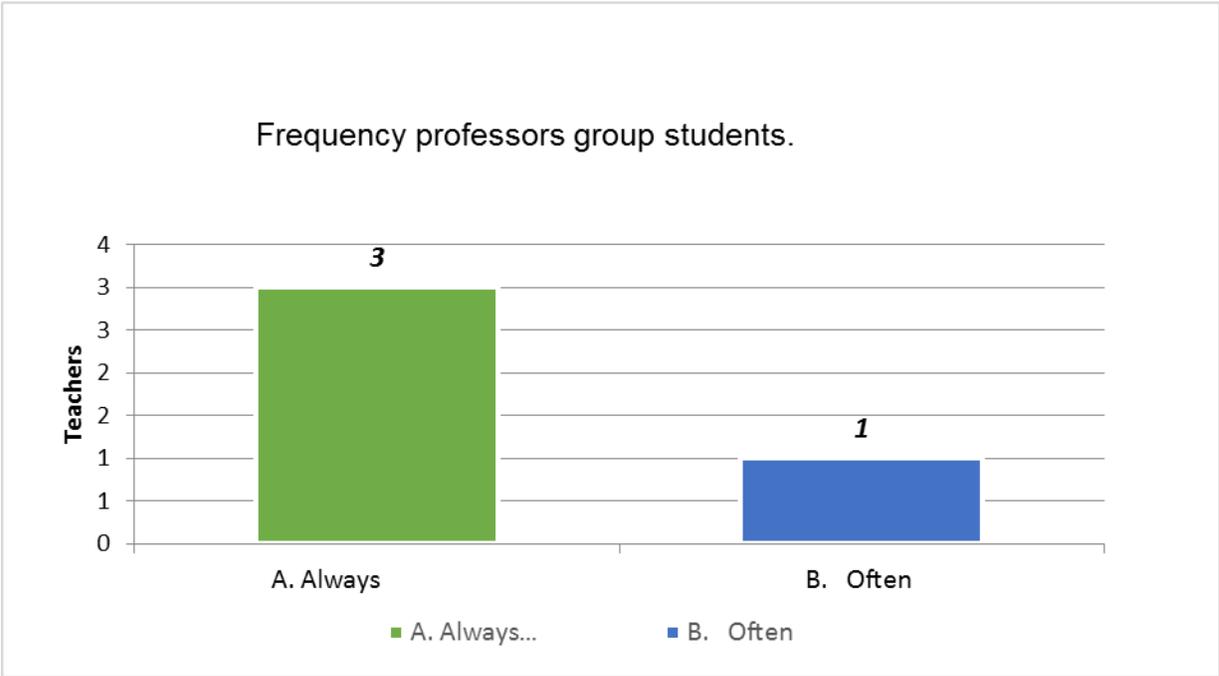
Source: First class observation, 2018.

Appendix 8 Figure 2



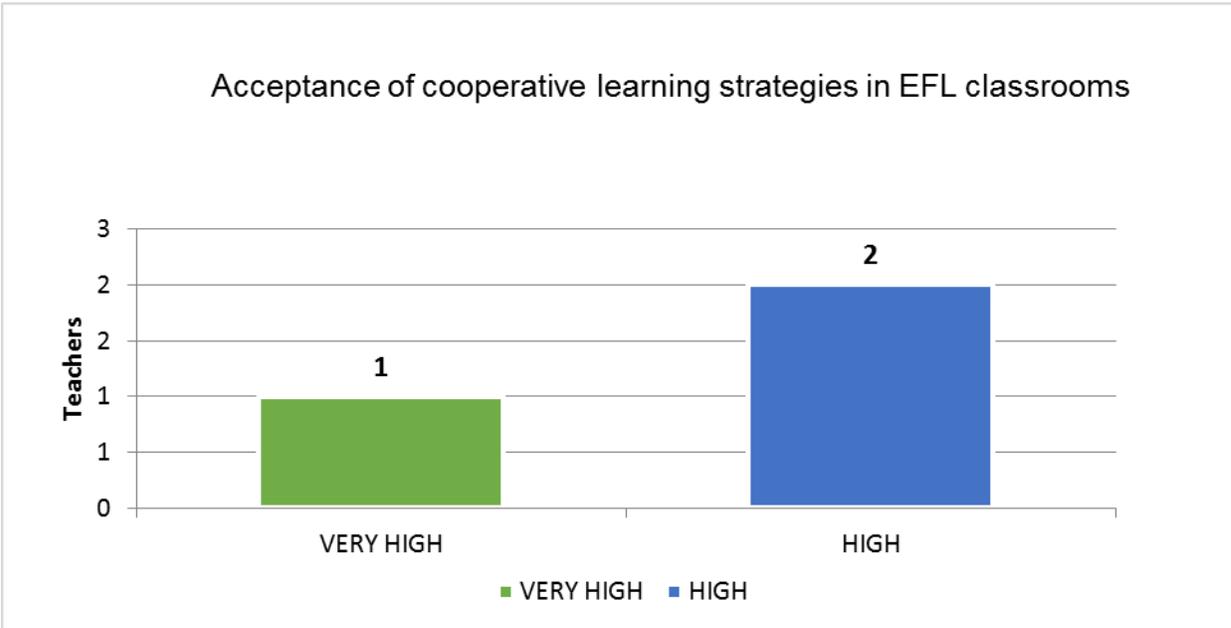
Source: Student's diagnostic, 2018.

Appendix 9 Figure 3.



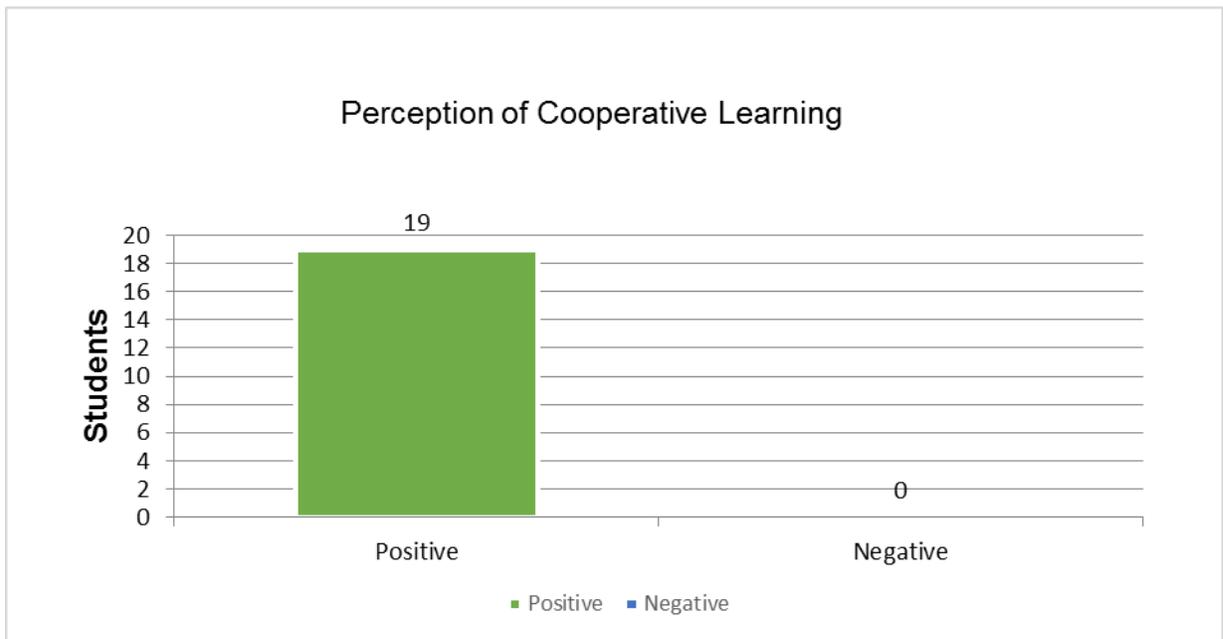
Source: Teachers' Survey, 2018.

Appendix 10 Figure 4.



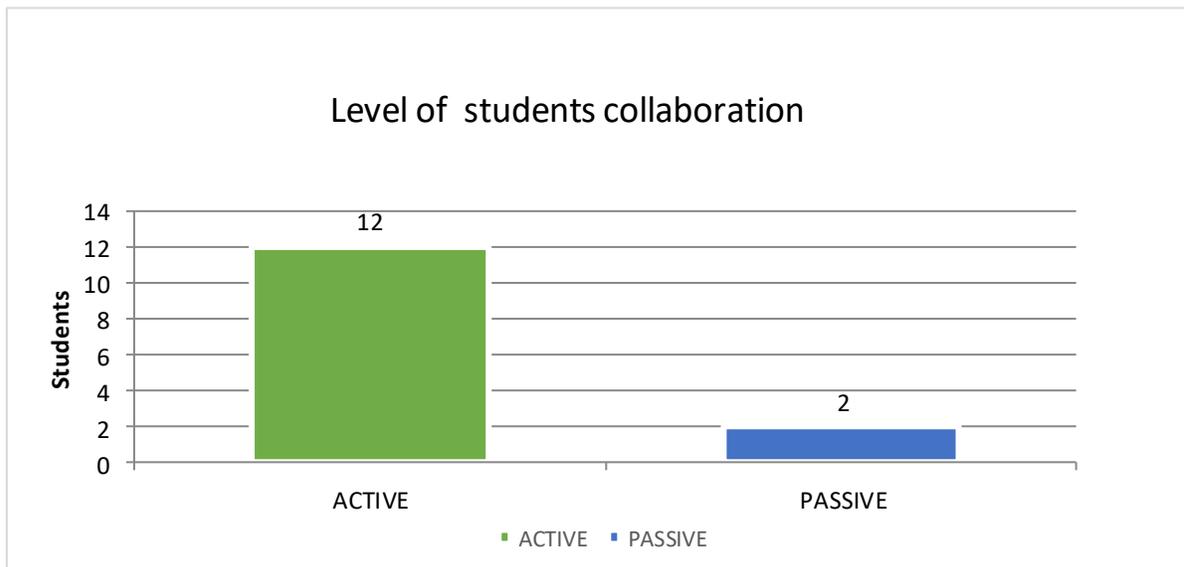
Source: Teachers' Survey and Teachers' Interview, 2018.

Appendix 11 Figure 5.



Source: Classroom observation, 2018.

Appendix 12 Figure 6



Source: Student's Survey (Appendix 4)