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**FACULTAD DE CIENCIAS SOCIALES LICENCIATURA LA ENSEÑANZA DEL
INGLÉS**

**“THE USE OF COOPERATIVE LEARNING TO TEACH ENGLISH WITH NINTH-
GRADE LEVEL IN COT EL AMPARO.”**

**CARLOS ROMÁN BONILLA RODRÍGUEZ
ADRIANA SOLÍS HIDALGO**

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Carlos Román Bonilla R.

Firma

CARLOS ROMÁN BONILLA RODRÍGUEZ

Nombre sustentante

206000824

Cédula sustentante

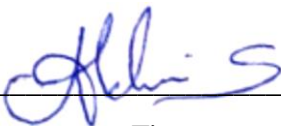
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Firma

ADRIANA SOLÍS HIDALGO

Nombre sustentante

207220690


Cédula sustentante

Jury's approval sheet

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Licda. Ana Alicia Rodríguez Solórzano
Tutor




MSC. Ariel Gustavo Vargas Vindas
Lector



MSC. Roy Alfaro Alfaro
Lector quien Preside

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Firma del estudiante(s):

Carlos Román Bonilla R. 

Abstract

Learning English is one of the most widely spoken languages in the world and that is why many people want to learn about it, however; sometimes it becomes a bit difficult. The students of the ninth grade of COT El Amparo have some issues while learning English, so this research tries to discover what are the main factors that affect the English learning process of these students. The present research studies different models of cooperative learning techniques. analyzes cooperative learning as a technique to teach and learn English with the students and as well as tries to determine what are the main weaknesses while teaching English. As a result of this investigation, it is proposed to include regularly cooperative learning with the students of the ninth grade of COT El Amparo mixing up different class activities including videos, audio, games, and other educative items that can be used to encourage the use of the cooperation in the class. The mentioned above was possible by using the deductive research method to analyze how Cooperative Learning would work with the participants. The results of the research concluded that despite being a little difficult for the students, cooperative learning and teamwork are liked by them, as well Teachers consider that cooperative learning is a good strategy to use in English classes and they used this method at least once a week in English classes to have better results.

Resumen

Aprender inglés es uno de los idiomas más hablados en el mundo y es por eso que muchas personas quieren aprender sobre él, sin embargo; a veces se vuelve un poco difícil aprenderlo. Los estudiantes del noveno año del COT El Amparo presentan algunos problemas a la hora de aprender inglés, por lo que esta investigación trata de descubrir cuáles son los principales factores que inciden en el proceso de aprendizaje del inglés de estos estudiantes. La presente investigación estudia diferentes modelos y técnicas de aprendizaje cooperativo, analiza el aprendizaje cooperativo como técnica para enseñar y aprender inglés con los alumnos y trata de determinar cuáles son las principales debilidades en la enseñanza del inglés. Como resultado de esta investigación, se propone incluir regularmente el aprendizaje cooperativo con los estudiantes de noveno año de la COT El Amparo mezclando diferentes actividades de clase incluyendo videos, audio, juegos y otros elementos didácticos que puedan servir para incentivar el uso de la cooperación en la clase. Lo anterior fue posible al utilizar el método de investigación deductivo para analizar cómo funcionaría el aprendizaje cooperativo con los participantes. Los resultados de la investigación concluyeron que, a pesar de ser un poco difícil para los estudiantes, les gusta el aprendizaje cooperativo además del trabajo en equipo, así mismo los docentes consideran que el aprendizaje cooperativo es una buena estrategia para usar en las clases de inglés y utilizan este método al menos una vez al año. semana en clases de inglés para tener mejores resultados.

Acknowledgment

First, we want to thank God for guiding us through this process and strengthening us spiritually to begin a path full of triumph. In this way, we also want to express our gratitude to all those people who were always present in the elaboration of this dream that is so important for us, we want to thank all their collaboration, their motivating expressions, understanding, their advice, and their dedication. We express our most sincere gratitude to our tutors, who, from the beginning with their great knowledge, dedication, and accompaniment were a fundamental part to develop a series of events that were necessary to carry out each stage of our project. To my colleagues, with whom we strengthened a friendship and formed a family over time. Thanks to them for their collaboration, for spending all this time with us, for sharing experiences, joys, failures, fights, celebrations, and a sequence of components that helped us grow together on this path. Finally, we want to thank the basis of everything, our family, especially our parents, who with their advice was the starter and the reason to persist despite moments of frustration, stress, tiredness, and endless emotions. Thank you very much for your patience and understanding, and most of all for your love.

Thank you very much!

Dedicatory

This work is dedicated to our parents who with their love, patience and effort have allowed us to fulfill one more dream today, thank you for instilling in us the example of effort, courage, and resilience, of not fearing adversity because God is always present. To our brothers for their show of affection and unconditional support, throughout this long process, and for being always there, thank you. To all our family because their prayers, advice, and words of encouragement motivated us to get through this stage.

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Chapter I

Introduction

1.1 Introduction

The English language is one of the most used languages in the world, even though it is not the official one in many countries, it is spoken due to different reasons like business, tourism, educational purposes, and others. People have looked for a way to learn it since this language stopped being an option to be a necessity for many areas like those already mentioned; however, when somebody decides to learn a new language, many problems show up in the process, and it is one of the reasons why some people give up on the way.

Some of the common troubles people face when learning a new language are the fear to start something new and the pronunciation. Frequently, pronouncing words for the first time in another language becomes a challenge, but sometimes the biggest problem when learning English, it is the way the language is being taught. Maybe the methods or the strategies that English teachers are using are not the best. This means that the big deal may not even be direct with the person who is acquiring the language, but the ones who oversee teaching it.

As Teachers and providers of the language, it is important to do the best and find the right ways to transmit the language using strategies to help students to see that it is possible to learn it. If this process is not done in the right way learners might end up disliking the language or even worse hating it.

That is why this investigation aims to use the cooperative learning technique to approach the students to the language and help them to socialize and share their experiences while learning English, besides identify the different models of cooperative learning techniques and recognize the benefits of using the cooperative learning with ninth-grade students of COT El Amparo.

1.2 Problem Statement

It is well known how important it is to learn more than one language especially if English is one of them, but there are a variety of aspects that can affect that learning process.

Students of the ninth grade of COT El Amparo have some of these problems when acquiring the language, this investigation uses the cooperative learning technique to accelerate and make the classes more fun and entertaining while obtaining language knowledge.

The use of fresh tools and ways of teaching to replace obsolete methods is always a good way of gaining more interested people involved in the language, if cooperative learning contributes to this process, it will be a useful instrument to use in the future.

This paper analyzes cooperative learning as a fundamental teaching method as well identify the different models of cooperative learning and its benefits. The following is the investigation question for this research:

English is one of the most widely spoken languages in the world and that is why many people want to learn about it, however; sometimes it becomes a bit difficult. The students of the ninth grade of COT El Amparo have some issues while learning English; and according to that it is formulated the following question for the investigation:

What are the main factors that affect English Language learning of these students?

1.3 Justification

The aim of this research is to identify some of the problems that teachers and students of COT El Amparo face when teaching and learning the language as well proposes some solutions to mitigate those difficulties. According to the last results provided by the teachers, the students of the ninth grade of COT El Amparo have a lack of knowledge in English, this can be due to the nonexistent English classes in the elementary school, the forced virtual classes because of COVID-19, or the need of the use of new teaching strategies from the teachers. Using techniques like cooperative learning analyzed in this document can cause a good change and impact the development of the English language of many people. Thus, this technique can be used by the upcoming English Teachers and Learners. In addition, this investigation is also based on considering the great importance that is currently given to the knowledge of another language, not only in the educational part but also in other areas in which the English language is fundamental.

1.4 Objectives

1.4.1 General Objective

To analyze cooperative learning as a technique to teach and learn English with the students of the ninth grade of COT El Amparo.

1.4.2 Specific objectives

- 1- To determine what are the main weaknesses while teaching English for ninth-grade students of COT El Amparo.
- 2- To identify the different models of cooperative learning techniques.

3- To recognize the benefits of using cooperative learning with ninth-grade students of COT El Amparo.

1.5 Scopes and Limitations

1.5.1 Scopes

To analyze how the use of the cooperative learning technique would benefit the learning process of the English language in the COT El Amparo.

Show the benefits of the cooperative learning technique for teaching and learning English.

Demonstrate that the teaching of a language is sometimes better achieved with the application of techniques or methods such as cooperative learning.

1.5.2 Limitations

The use of cooperative learning would not benefit those students who prefer to work individually.

The cooperative learning technique will only be analyzed with one level, in this case ninth grade.

Chapter II

Theoretical Framework

3.1 Theoretical Framework

In this chapter, there will be talked a little about the definition of the main topic, then there are going to be explained different topics concerning cooperation in the classroom and its importance, cooperative learning and its difference from collaborative learning, strategy in the multimedia environment, and its advantages, inclusion in cooperative learning, strategies, tips, and benefits of using cooperative learning.

3.2 Importance of Cooperation

Cooperation has been always among us, ancient civilizations as Egyptians used it to construct impressive pyramids, Romans used it to invade Great Britain, and Spanish to conquer American Continent, Ashley Montagu stated that.

Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible.... It was not an advantageous individual here and there who did so, but the group. In human societies, the individuals who are most likely to survive are those who are best enabled to do so by their group. (Montagu, 1965).

3.3 What is Cooperative Language Learning?

Although some prefer to work individually, cooperative learning has become one of the most used options to work in the teaching of the English language. Undoubtedly,

working in this way has been of great help for educators and students, since learning as a team creates better interaction and communication between the students.

David W. Johnson and Roger T. Johnson of the University of Minnesota, consider that:

Cooperative learning is the foundation on which many of the active learning procedures are based. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Most of the active learning procedures, such as problem-based learning, team-learning, collaborative learning, and PALS, require that students work cooperatively in small groups to achieve joint learning goals.

(Johnson D. W., 2018).

3.4 Cooperative Learning Vs Collaborative Learning

Sometimes is considered that Cooperative Learning and Collaborative Learning have the same meaning but the Doctor in Education Ibraheem Kadhom Faroun of the Al Muthanna University College, explains that collaborative learning “is a method of teaching and learning in which students work together as a team to explore an important question or create a project” (Faroun, 2020), and Cooperative Learning as the environment where the “students work together in small groups on a structured task” (Faroun, 2020). As well, “students are individually accountable for their work and the group as a whole is also evaluated, ensuring that no student can ‘piggyback’ on the work of another”. (Faroun, 2020).

3.5 English Cooperative Learning Strategy in the Multimedia Environment

The education has evolved greatly thanks to many factors, one of them is the use of technology, thanks to this, the lives of teachers and students have become much easier. The use of multimedia, for example, has become a good resource to use in education and although on many occasions it is not used as it should be, the truth is that multimedia has been of great help in the educational field, not only for the teachers but also for the students. But if the use of this resource is related to English teaching, there is an even greater advantage, since this subject lends itself to making use of different multimedia when teaching. According to (Wang, 2018):

Multimedia network teaching has gradually entered the classroom, which has become a new bright spot in class. In the field of education, multimedia network education centers on the computer and puts the word image processing technology and audio-visual technology together. And through the audio, video signal analog-to-digital conversion, and data compression, learners can study autonomously and cooperatively, which can help to strengthen learning and improve the understanding of learning content (p.1).

As can be analyzed in the previous sustainability, the combination of the Cooperative Learning method and the use of multimedia has been of prodigious support in the educational ground, but more specifically in the teaching of the English language, since said this tool works perfectly with the different abilities of the language and has generated very positive results.

(Wang, 2018) also affirms the use of multimedia plays an important role in different areas, some of these areas are:

3.6 The Advantage of the Learning Model under the Multimedia Environment

One of the biggest advantages mentioned is the Learning Model of the Multimedia Environment. It is said that when teaching the English language using multimedia, there is greater efficiency, in addition, the interaction between teachers and students increases significantly, as well as the concentration of each student. Another of the positive contributions mentioned is that multimedia develops the thinking of each student, but it also awakens creativity and the use of imagination. According to a study by (Wang, 2018) states:

Multimedia network environment also has the characteristics of integrated teaching information. At the same time, the sharing of multimedia teaching resources to a certain extent also promotes the integration of teaching information. The sharing of network resources provides people with rich information, and various courses and all kinds of knowledge are well presented, and even the relevance of these disciplines is also a good summary of the information so that the teaching of information has the characteristics of a comprehensive. Multimedia computer system integrates all kinds of information, focusing on the processing and finishing, and then make a comprehensive performance (p.1).

3.7 The Usage of the Multimedia in Schools

Wang also points out that although multimedia has become quite popular in education for both students and teachers, it also has certain negative sides, the technological equipment that is used in different educational centers is not the same for all these institutions, since in the rural and less advanced parts the progress is much less. There is a big difference for students from a city than for one from a small town. Listening activities and others can be done without any problem in more developed places. The good thing is that although there is better coverage of technology and the use of multimedia in cities, it has been very useful in rural areas, in other words, education, in general, has been fully benefited by multimedia (p.3).

3.8 Cooperative Learning and Inclusion

There are a variety of factors that can affect the learning process of a student with a certain disability but if he/she feels welcomed by the rest of the group, this student will enjoy the class and learn faster, Bucalos & Lingo in 2005 found various benefits of cooperative learning for students with disabilities:

Students with disabilities are more engaged in classroom activities where cooperative learning structures are in place compared to more traditional classroom interventions. Specifically, in inclusive classes that use cooperative learning, students articulate their thoughts more freely, receive confirming and constructive feedback, engage in questioning techniques, receive additional practice on skills, and have increased opportunities to respond. Further, when students are thinking aloud while discussing, teachers are better able to assess

student and group needs and intervene if needed. That is, by actively monitoring students' learning, teachers are able to redirect groups toward learning tasks and provide reteaching during mini-conferences as appropriate. When structures are in place for this level of dialogue to occur, it accelerates the comprehension process (Bucalos & Lingo, 2005).

As well looks like there is an advancement in the inclusion of students with disabilities in regular classrooms already in 1994 Sapon-Shevin stated: "As schools move closer to the goal of providing education for all children within inclusive classrooms and schools, increasing amounts of attention and energy are being devoted to developing pedagogical approaches that are appropriate in heterogeneous classrooms" (Sapon-Shevin, 1994).

According to the experience of Savanna Flakes that has worked as an educator, consultant in inclusion, special education, and social-emotional learning says that:

Every student can benefit from effective cooperative learning. Cooperative learning is more than just putting students into groups; it involves ensuring every learner has a voice and has an important role in reaching team goals and ultimate success.

Effective cooperative learning allows students to build necessary social and emotional learning skills such as perspective sharing, social awareness skills, and relationship skills. Effective cooperative learning is one of most

important practices we can design to support diverse learners in our inclusive classrooms. (Flakes, 2019).

3.9 Cooperative Learning Estrategies

As has been explained previously, the Cooperative Learning method is very useful not only for learning the English language but also for teaching it. There are some important kinds of Cooperative Learning instructions that must be known according to (Takral, 2017):

Student Teams-Achievement Divisions (STAD): In this type of Cooperative Learning, students who have different abilities are placed in groups of 4 or 5 to study the material that has been already seen, and thus each one analyzes when they have learned and who has a higher level of learning. After this, they are tested individually to evaluate the level of achievement of each one and thus obtain a history of what each one is learning (p.1).

JIGSAW: In this type of Cooperative Learning, each of the groups is given a part of the material they are seeing, then students who have the same material come together to discuss said material. Later, each student returns to comment on what they have learned (p.3).

Listen- Think- Pair–Share-Model: The Listen-Think-Pair-Share-Model type of learning focuses on each of the students then listening to a question or something that is being asked to do, each one individually analyzes what is demanded and talks about it in pairs. When the students have finished thinking and analyzing what has been intreated, they give a very elaborate response to what has been requested (p.3).

Team Pair Solo: In this type of learning, students work individually at first to solve some type of problem or situation that has been given to them. Then, they work on the same thing but this time in pairs and finally they do it individually. In this way, students learn that they can work in different ways and with the same difficulty (p.4).

Reciprocal Teaching: This type of learning focuses on mixing the role of the teacher with the student since they are given a type of passage that the student must work on. First, ask a question related to the given passage, then analyze it, summarize it and issue opinions about it. With this idea, the role of the educator is intended to become less heavy and the student to become more self-sufficient (p.4).

3.10 Basic Elements of Cooperative Learning

As it has been explained, Cooperative learning is one of the methods that work the most when it comes to teaching, in this case, when teaching the English language. This method, in addition to having different types of it, is also divided into six important elements. According to (Johnson A. , 2010) the elements are:

Positive interdependence: sometimes when working in a group, some students work more than others and also share more with some classmates than others, that is why with this element each student has their responsibility and the educator must give them a role to each one in which it has a different function (p.1).

Individual accountability: although learning cooperatively is important, individual responsibility is one of the main objectives wanted with the strategy of Cooperative Learning as it focuses on each student individually having a vested interest in having their group rise to the top. That is the reason why some ways of evaluating those groups are taking the notebook of a student randomly to see the advance of the group or asking questions one member of the group randomly too, so in that way, each participant feels with a bigger responsibility and tries to be always prepared and keep the group in a high position (p.2).

Social Skills: social skills are very significant for the students, it is essential to stand up for those abilities that the student has, so it is easier to develop the skills of each one. Also, it would be good for the learners to have different examples of Social Skills, so it would be easy to recognize them. Many activities could be done to see the different skills students have and even write down the observations made by the students during those activities (p.4).

Face to face interaction: it is said that the interaction face to face with the student is one of the best elements of Cooperative Learning so that while working the learners are keeping looking each other and work together in that way (p.4)

Reflection and review: The reflection and review should be something that the teacher must do when finishing a Cooperative Learning activity. Some of the important steps to do during this step is to analyze how good or bad students worked together, if there are some aspects to improve or which were the biggest mistakes committed during the activity (p.4).

3.11 Tips for Using Cooperative Learning

Besides the previous elements of Cooperative Learning already mentioned, (Johnson A. , 2010) also remarks some of the tips that can be used during the application of the technique:

- When teachers start to use this method, it is necessary to be patient, since many of the students are not used to work in that way because it is something new. It would be better to start working with small groups and then gradually increase the number of groups to make the process less difficult. In addition, if it is perceived that there

is some kind of trouble during the application of Cooperative Learning, it is recommended make assignments less heavy for the learners.

- When activities are carried out in which it is being working cooperatively, it is very common for students to take more time than usual, however, this additional time that lasts longer, is usually used to learn in a better way, that is the reason why in these activities, it is considered a good idea to be constantly letting students know the remaining time left to finish each assignment.
- Another important part to take into a count when Cooperative Learning is used is at the time of forming groups, here is very important to say that the members of those work groups should be chosen by the teacher because the educator takes into consideration the different characteristics and abilities of each learner; in other words, it is recommended that students do not form the group.

3.12 Benefits of using Cooperative Learning

Motivation: One of the most common problems when teaching English Is student's motivation, many times they struggle to try to understand the language, that is why students working in groups can interact with the rest of their classmates making this learning process easier, a Vietnamese study published in 2009 examined the impact of the cooperative learning on the motivation for 72 second-year Vietnamese higher education students, the leaders of the research stated:

This study has proven that the frequent collaborative interaction among students in the treatment group reinforced students' mutual collaboration for better learning motives. This study consistently supports for findings of the previous studies in

different cultures that cooperative learning could be a more beneficial teaching method. (Tran, 2009).

Help each other: For some students English language tasks are hard to solve, working together can help to break the tasks into parts, discuss to get a better understanding, and give feedback, about one of the benefits of cooperative learning in the class Pateşan, Balagiu, & Zechia found in their research in 2016 that.

Besides developing certain linguistic skills, cooperative learning is efficient when students of different linguistic levels work together to solve a task. They learn to organize themselves within the group, to divide the tasks equally among them, to depict the best student/students to present their work or answer possible questions, to rely on each other to come up with a final successful product. (Pateşan, Balagiu, & Zechia, 2016)

Confidence: For many students sometimes, it is complicated to stand in front of the class or just share their thoughts with the rest of the class, cooperative learning helps to improve confidence and this plays a very important role in acquiring the language, Pateşan, Balagiu, & Zechia in found said:

And what is most important is they learn to be confident in their English competencies as good communicators not only on a person-to-person basis but in front of an audience as well. If cooperative learning is correctly implemented, with groups of working students that learn together and not compete with each other than learning will be effective and efficient. (Pateşan, Balagiu, & Zechia, 2016)

Chapter III

Methodological Framework

3.1 Research Method

“A deductive approach to research is the one that people typically associate with scientific investigation. The researcher studies what others have done, reads existing theories of whatever phenomenon he or she is studying, and then tests hypotheses that emerge from those theories” (Sheppard, 2020).

The kind of research method used in this thesis is the deductive research due to the researches want investigate how about the Cooperative Learning, which is a method already invented; however, the main purpose is to apply make an analysis with the ninth graders of a rural high school and according the characteristics of the participants and the environment, analyze how the Cooperative Learning would work with the participants.

3.2 Type of Investigation

The type of investigation used in this investigation it is quasi-experimental. since it is being investigated a strategy to improve the learning of the English language in a specific group of students. According to Fuente especificada no válida.:

Quasi-experimental methods are designed to explore the causal effects of an intervention, treatment, or stimulus on a unit of study. Although these methods have many attributes associated with scientific experiments, they lack the benefits of the random assignment of treatments across a population that is often necessary for broad generalizability. Yet purposive sampling also has its benefits, especially when assessing small sub-groups that random sampling can miss (p.1).

3.3 Research Approach

The qualitative method is used in different investigations when talking about opinions, definitions and many others that are not related with numbers. (Chivanga & Monyai, 2021) said that “the qualitative research methodologies are based upon contextualization, interpretation, and understanding the perceptions, beliefs, and opinions of participants in research studies, quantitative research methodologies are developed to generalize, predict and explain causal relationships”.

In the present investigation, the qualitative method was the one chosen because the researchers want to analyze, cooperative learning as a technique to teach and learn English with the students of the ninth grade of COT El Amparo. (Chivanga & Monyai, 2021) also confirmed that “it is the responsibility of each researcher to gather data in a rigorous manner and to make systematic interpretations of particular events, occurrences, or phenomena from the experiences of the participants in their studies”. That is also one of the reasons why the investigation is focused on the experience that students and teachers have had using Cooperative Learning as a teaching method and based on those experiences it is possible to identify and select the most accurate ways of using it in the classroom.

3.4 Differences between Quantitative and Qualitative Research Method

All investigations are different for different reasons and one of them is the type of investigation to be carried out. There are two ways to do any type of research, one is quantitative, when the researcher wants to obtain information on the quantity of a specific topic, and qualitative, the researcher needs to obtain information on the quality of a topic. According to (Williams, 2007):

Quantitative research emerged around 1250 A.D. and was driven by investigators with the need to quantify data. Since then quantitative research has dominated the western cultural as the research method to create meaning and new knowledge. What constitutes a quantitative research method involves a numeric or statistical approach to research design. Leedy and Ormrod (2001) alleged that quantitative research is specific in its surveying and experimentation, as it builds upon existing theories (p.2).

On the other side, (Williams, 2007) affirms:

Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994). One identifier of a qualitative research is the social phenomenon being investigated from the participant's viewpoint. Different types of research designs use qualitative research techniques to frame the research approach. As a result, the different techniques have a dramatic effect on the research strategies explored (p.3).

According to the previous definitions, it can be determined that there is a great difference between qualitative and quantitative research, in addition, each of these investigations have a different function depending on the users that want to be given.

3.5 Sources and Subjects of Information

3.5.1 Subjects of Information

The Colegio Académico Con Orientacion Tecnológica El Amparo is one of the newest institutions in Los Chiles, North Zone. (Picado, 2019) says that this institution started

operating as a Rural Liceo in 2013, but seven years later it turned into an Academic High School that besides teaching the regular subjects also teaches different Worships and Technologies, which is considered as a great advance for the students of El Amparo and of course for the other teenagers who come from different places to study in this High School.

Due to the characteristics of this high school, the implementation of different teaching methods such as Cooperative Learning can be a good way of improving the quality of the education in English and a great advantage for the students of the ninth grade of COT El Amparo.

3.5.2 Sources of Information

3.5.2.1 Primary Sources

For the gathering of the pertinent information in this research is implemented a virtual survey using the platform Google Forms, the same will be sent to the students using WhatsApp or e-mail for them to fill it up after the participants complete the questionnaire, the information will be collected and ordered to see the results.

3.5.2.2 Secondary sources

As well this research includes information from journal articles, reviews, and academic books, webpages and other on-line information found related to the topics.

3.6 Population

The data of this research is collected with the collaboration on a voluntary way of the students of the ninth grade of the “Colegio Academico con Orientation Tecnologica el Amparo”, it is important to mention that because of the pandemic “COVID-19”, the lack of

internet and proper tools for virtual classes during 2020-2021, living in a rural zone, and not receiving English Classes in the elementary school, these students are in basic English and because of this it is considered their collaboration extremely important for this research.

3.7 Instruments

The type of instrument that used in this research is the google forms survey, which consists in an app that “allows users to create and edit surveys online while collaborating with other users in real-time. The collected information can be automatically entered into a spreadsheet.” (google.com, 2021). The instrument is a survey consisting of ten questions, which are closed and are applied virtually to the students.

Chapter IV Results and Analysis

4.1 Similarities and contradictions found in literature.

The author (Johnson D. W., 2018). Stated that “active learning procedures, such as problem-based learning, team-learning, collaborative learning, and PALS, require that students work cooperatively in small groups to achieve joint learning goals”.

The above stated by the authors match with the results found in this research shown in Graph N° 5 where students prefer working in groups smaller than five individuals, this is due that it is easier to handle different problems and situations in small groups.

The author (Faroun, 2020) Explains that collaborative learning “is a method of teaching and learning in which students work together as a team to explore an important question or create a project” while Cooperative Learning is the environment where the “students work together in small groups on a structured task” as well, (Faroun, 2020). Stated that in Cooperative learning “students are individually accountable for their work and the group as a whole is also evaluated, ensuring that no student can ‘piggyback’ on the work of another”. (Faroun, 2020).

The research and results showed in Graph N° 9. Suggests that most of the students are working cooperatively instead of collectively since they consider there is no climate of chaos in the classroom, therefore all the participants are working on a structured task, and everyone individually apport to the work.

Without the cooperation of its members, society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible.... It was not an advantageous individual here and there who did so, but the group. In human societies, the individuals who are most likely to survive are those who are best enabled to do so by their group. (Montagu, 1965).

According to the previous statement, it is possible to relate said information to graph number six, which refers to the importance of cooperative work in classes. This author also highlights how essential it is for individuals to work in groups and even explains that it is a method of survival for society.

Besides developing certain linguistic skills, cooperative learning is efficient when students of different linguistic levels work together to solve a task. They learn to organize themselves within the group, to divide the tasks equally among them, to depict the best student/students to present their work or answer possible questions, to rely on each other to come up with a final successful product. (Pateşan y otros, 2016)

The last text clearly reflects the positive side of working cooperatively. This points out many of the skills that each student develops when working in groups, for example, the way to resolve conflicts, as well as the way in which the tasks of each one are divided and the organization that exists between them. Based on that, it is possible to make a comparison with graph number 8 in which 90% of the students answered that working cooperatively improves their communication skills of each of them.

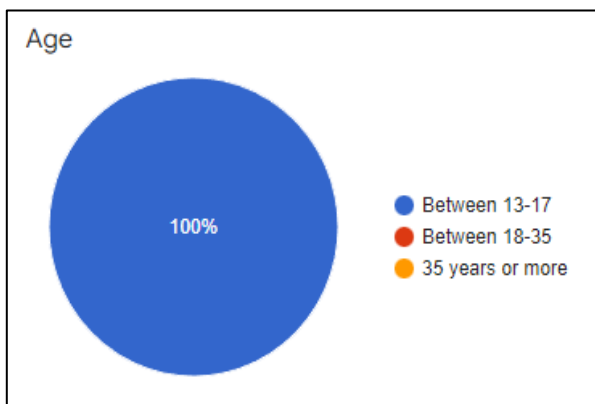
Positive interdependence: sometimes when working in a group, some students work more than others and also share more with some classmates than others, that is why with this element each student has a responsibility and the educator must give them a role to each one in which it has a different function (Johnson A. , 2010, p.1).

Working in a team also has some disadvantages, for example, in the number graph, the students were asked if they believe they have leadership when working in groups and the majority indicated that they do, however, if an analysis is made of the previous paragraph, According to this author, teamwork causes dependence on students and rather it is the teacher who must give each one a task so that everyone works equally, therefore, leadership is not reflected.

4.2 Graphics 1

This data was collected from a survey applied to twenty students of the section 9-2 in Colegio Académico con Orientación Tecnológica El Amparo, Alajuela, San Carlos, El amparo; twelve were men and eight women.

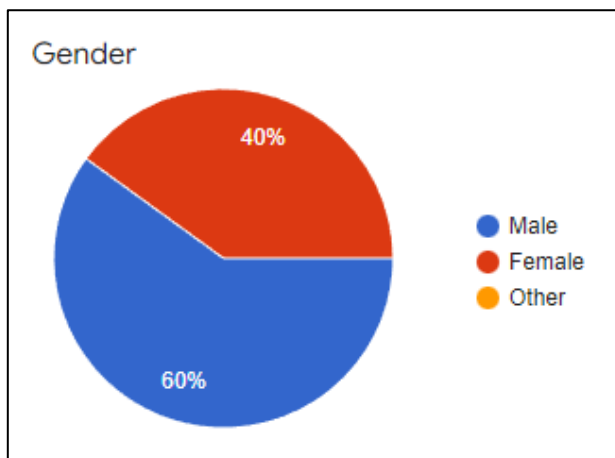
Graph N° 1.



Source: Observation process done to group 9-2 in Colegio Académico con Orientación Tecnológica El Amparo. (See anex 1)

The first graphic shows that all the students that participated in the survey are between 13 and 17 years old.

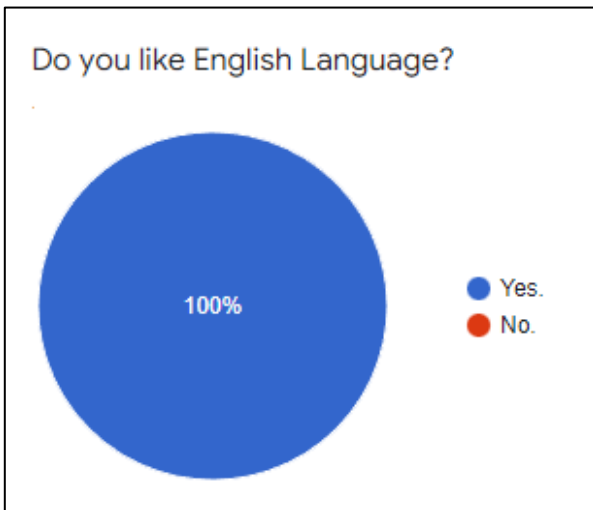
Graph N° 2.



Source: Observation process done to group 9-2 in Colegio Académico con Orientación Tecnológica El Amparo. (See anex 1)

This graphic shows that most of the students who answered the survey are males, this is represented with 60%. The other 40% of the students are female.

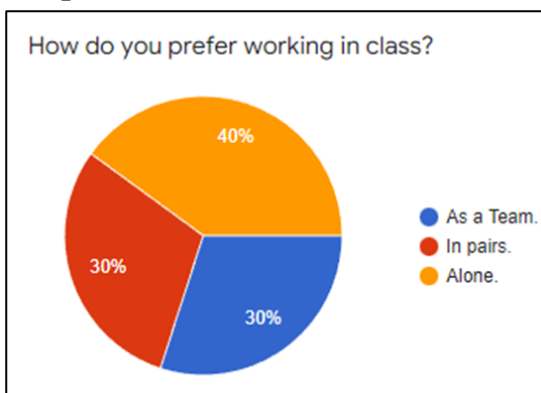
Graph N° 3.



Source: Observation process done to group 9-2 in Colegio Académico con Orientación Tecnológica El Amparo. (See anex 1)

In the graphic number three it can be seen that the English language is very likely in COT El Amparo due to the hundred percent of the students indicated they like it.

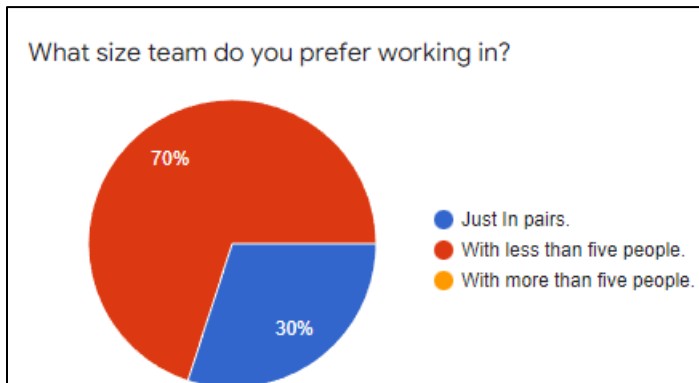
Graph N° 4.



Source: Observation process done to group 9-2 in Colegio Académico con Orientación Tecnológica El Amparo. (See anex 1)

In the graph number four the opinion of the students of COT El Amparo is divided because most of them prefer working alone represent with a 40% of them, as long as a 30% prefers working in pairs and the last 30% prefers working as a team.

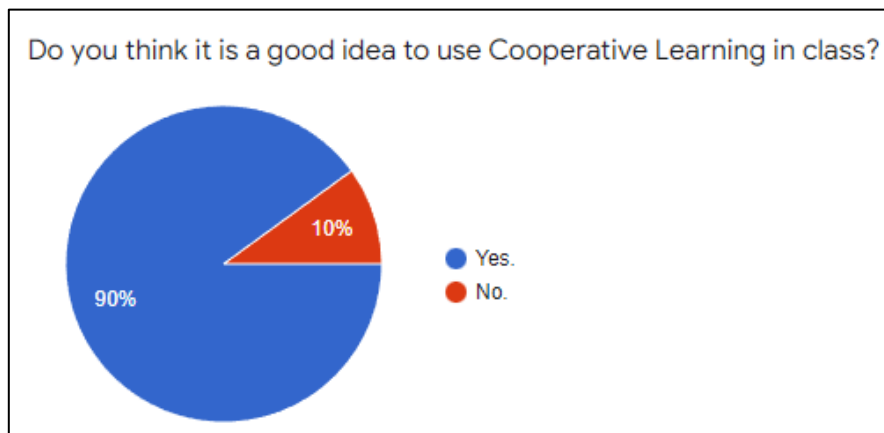
Graph N° 5.



Source: Observation process done to group 9-2 in Colegio Académico con Orientación Tecnológica El Amparo. (See anex 1)

According to the graphic number 5 it is possible to know that most of the scholars interviewed agree that the best size team for working is with less than five people, the other 30% represents the students who prefer working in pairs.

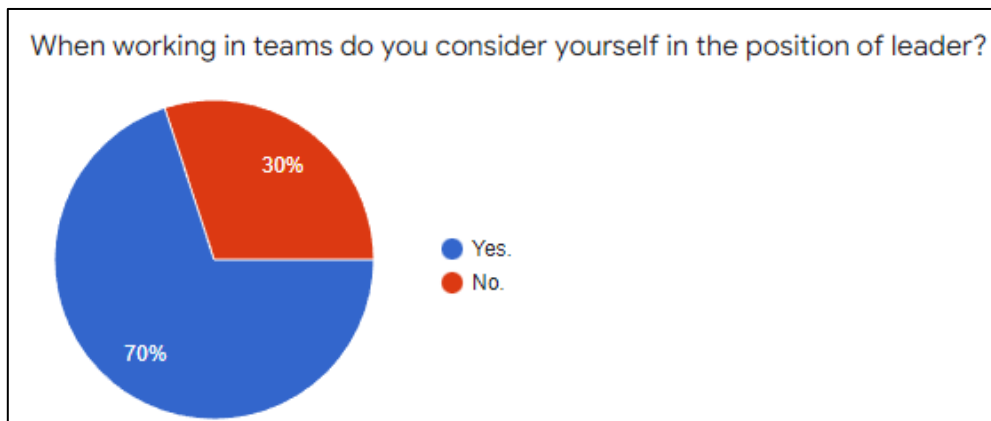
Graph N° 6.



Source: Observation process done to group 9-2 in Colegio Académico con Orientación Tecnológica El Amparo. (See anex 1)

In this graphic it is represented with a big percentage that it is a good idea to use Cooperative Learning in class, it is represented with a 90% and the students who think it is not a good idea to use Cooperative learning in class is represented with a 10%.

Graph N° 7.



Source: Observation process done to group 9-2 in Colegio Académico con Orientación Tecnológica El Amparo. (See anex 1)

According to this chapter, it seems that many students don't consider themselves in the position of leader due to the 70% of them answered "no" in the question. The other 30% consider themselves as good leaders.

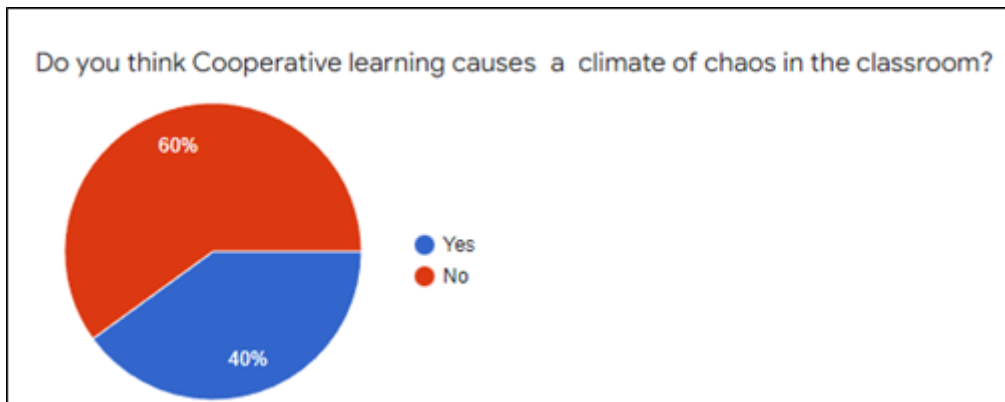
Graph N° 8.



Source: Observation process done to group 9-2 in Colegio Académico con Orientación Tecnológica El Amparo. (See anex 1)

In the graphic number 8 it can be seen that the 90% of the students consider that using Cooperative Learning improves the Communication skills, while the few 10% considers it doesn't improve them.

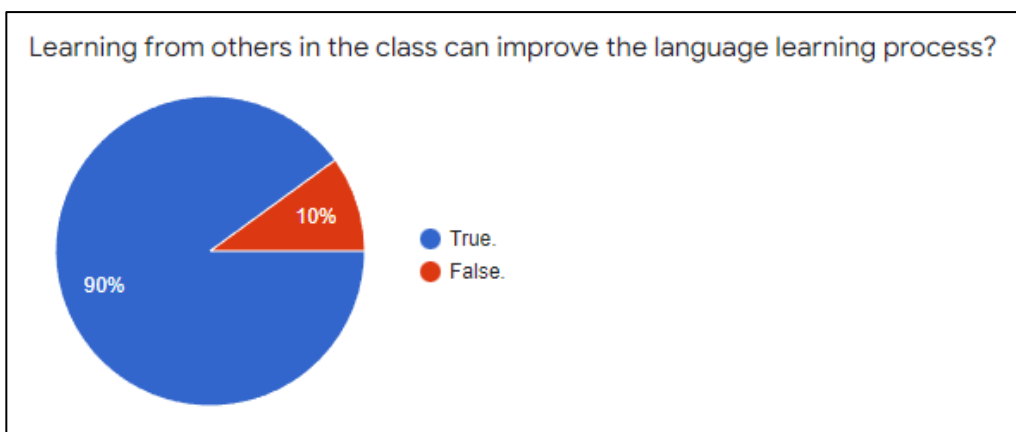
Graph N° 9.



Source: Observation process done to group 9-2 in Colegio Académico con Orientación Tecnológica El Amparo. (See anex 1)

Most of the students chosen for participating in the interviewed applied in COT El Amparo indicated there is no a climate of chaos when using Cooperative Learning in the classroom and it is represented with a 60%. The rest of the scholars said Cooperative Learning causes a climate of chaos in the classroom.

Graph N° 10.



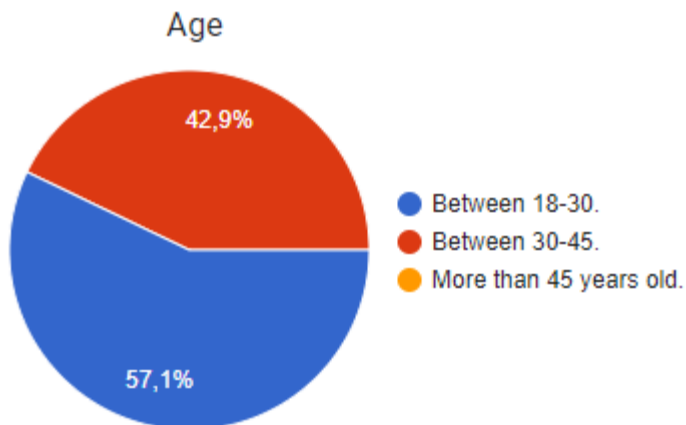
Source: Observation process done to group 9-2 in Colegio Académico con Orientación Tecnológica El Amparo. (See anex 1)

Based on the last graphic, most of the students of COT El Amparo who collaborated with the survey consider that learning from others improves the language learning process. The other small percentage represented with a 10% contemplates it is not true that learning from others improves the language learning process.

4.3 Graphics 2

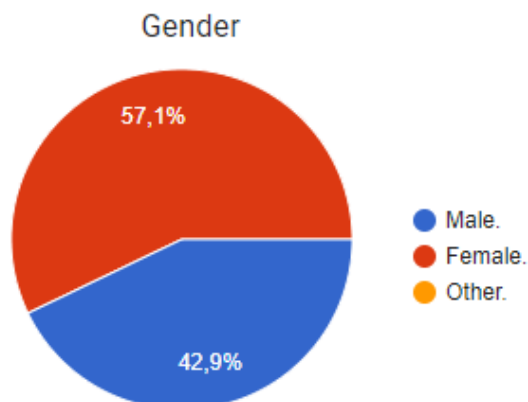
This data was collected from an online survey applied to seven English teachers from different public and private institutions.

Graph N° 1.



Source: Observation process done to English teachers from different places. (See annex 2).

According to the last graphic, it is clear that most of the teachers who participated in the survey are between 18-30 years, the other part is between 30-45 years old.

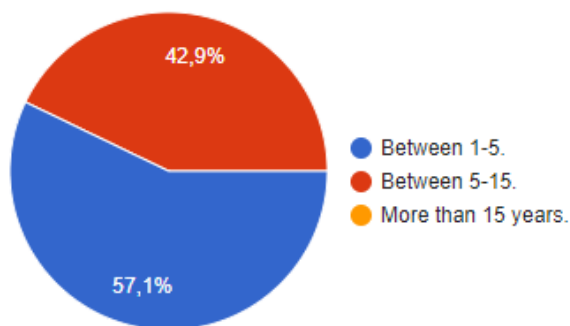
Graph N° 2.

Source: Observation process done to English teachers from different places. (See annex 2).

The second graph shows that most of the teachers who answered the survey are female and it is represented with a 57,1%, the rest of people who participated are men.

Graph N° 3.

How many years have you been a teacher?

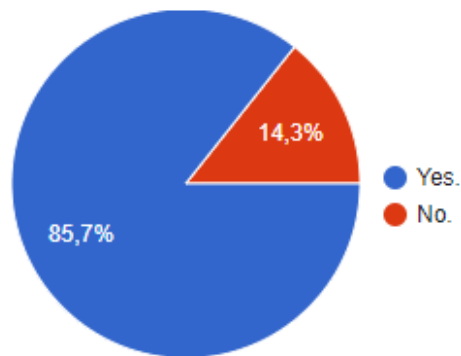


Source: Observation process done to English teachers from different places. (See annex 2).

In this graphic it can be seen that most of the teachers said that do not have much time working in this area, between 1-5 years and the rest have been working as teachers between 5-15 years.

Graph N° 4.

Do you usually implement cooperative learning in class?

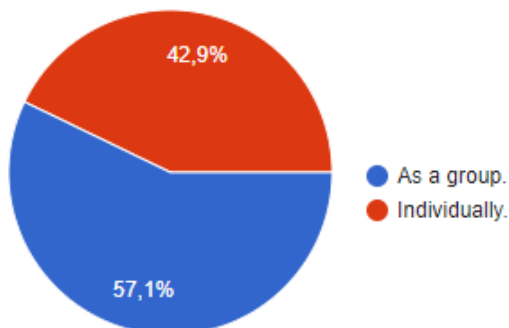


Source: Observation process done to English teachers from different places. (See annex 2)

The last graphic represents that there is an important percentage of 85,7% of the teachers who participated in the survey that implement Cooperative Learning in their class, the other 14,3% do not do it.

Graph N° 5.

Do you prefer the students working as a group or individually?

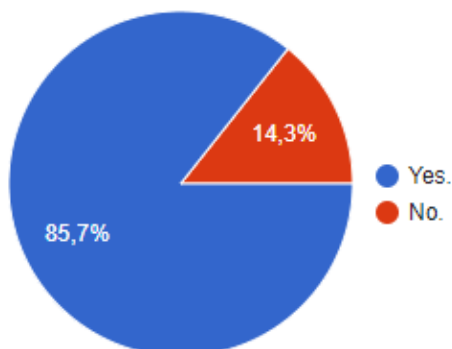


Source: Observation process done to English teachers from different places. (See annex 2)

The last chart shows that working as a group or individually is divided between the teachers who answered because 57,1% indicated to prefer to do it in an individual way and the rest of the participants pointed that prefers the groups.

Graph N° 6.

Do you recommend using cooperative learning in class?

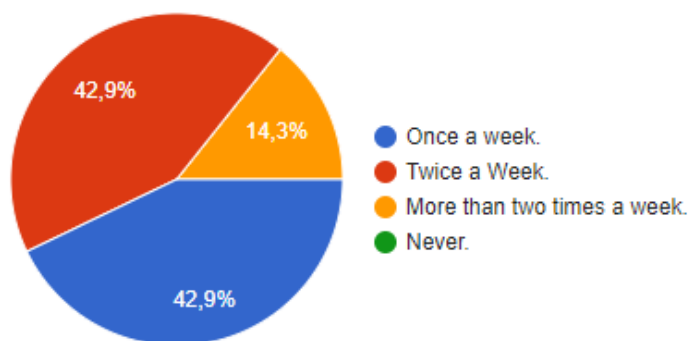


Source: Observation process done to English teachers from different places. (See annex 2)

In this graph it is shown that Cooperative Learning has been effective to the teachers since it is represented with 85, 7% that the educators recommend using this method and there is a few 14,3% who do not recommend it.

Graph N° 7.

How many times a week do you recommend using cooperative learning in class?



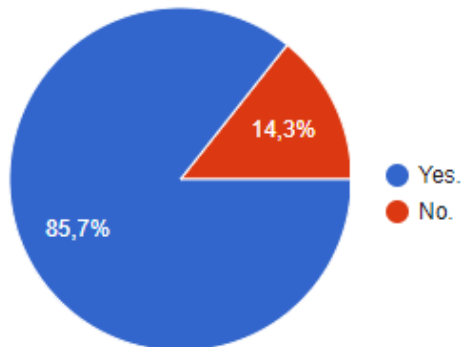
Source: Observation process done to English teachers from different places. (See annex 2)

According to the last chart, it is possible to notice that a 42,9% recommend using Cooperative Learning once a week and the percentage of teachers signaled that twice a week

is the best option for using this method. The rest of the interviewed indicated that using Cooperative Learning more than two times a week is the best selection.

Graph N° 8.

Do you consider the use of Cooperative Learning and social media is a good combination for working in class?

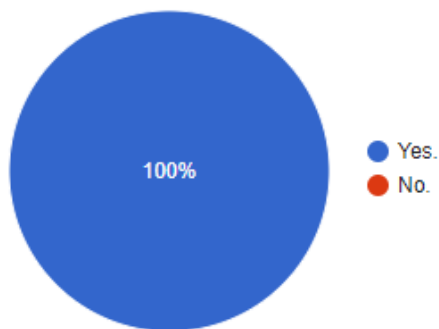


Source: Observation process done to English teachers from different places. (See annex 2).

As stayed by the last graph, most of the English teachers who participated in the online survey showed that Cooperative Learning and social media is a good combination for working in class and it is represented with the 85,7%, the other 14, 3% it is not.

Graph N° 9.

Do you consider that using cooperative learning improve communication skills of the students?

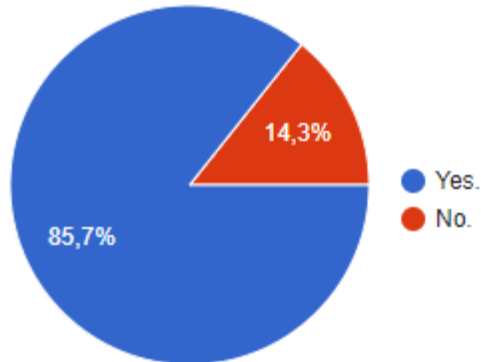


Source: Observation process done to English teachers from different places. (See annex 2).

This chart is very clear for the reason that all the participants agreed Cooperative Learning improve the skills communication of the students.

Graph N° 10.

Have you seen an improvement in the student's learning process while using cooperative learning?

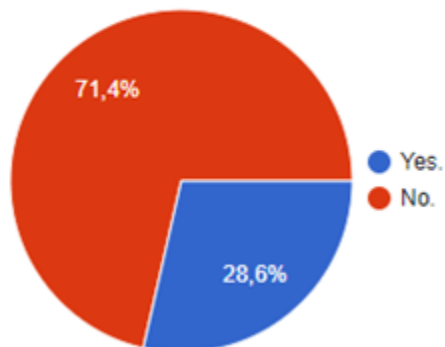


Source: Observation process done to English teachers from different places. (See annex 2).

Based on the last chart the 85,7% of the English teachers interviewed have seen an improvement in the learning process while using Cooperative Learning, although the 14,3% have not seen that improvement.

Graph N° 11.

Do you think Cooperative learning causes a climate of chaos in the classroom?



Source: Observation process done to English teachers from different places. (See annex 2).

In accordance with the last graph, it is shown that the 71, 4% of the participants think that Cooperative Learning causes a climate of chaos in the classroom, and the 28,6 % thinks this method causes this chaos climate.

Chapter V

(Strategies and Activities)

Didactic Planning

Week # 1

Level: 9th		Unit: 1	
Domain: Socio-Interpersonal	Scenario: Time to Have Fun!	Theme: 1.Let’s Workout	
Enduring Understanding: Leisure activities help people get together, learn something new, stay out of trouble and have fun.			
Essential Question: How do leisure activities benefit our life?			
New Citizenship:			
Dimensions			
1. Ways of thinking (✓)			
2. Ways of living in the world (✓)			
3. Ways of relating with others (✓)			
4. Tools for integrating with the world (✓)			

Assessment Strategies & indicators of learning*	Learner can	Didactic Sequence Mediation	Materials	Time Total: 80 min (2 lesson)
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(Diagnostic, formative, summative)				
<p>L.1 Learners Discriminate main ideas and key points about experiences related to leisure time activities.</p>	<p>L.1 understand main ideas and key points from teacher explanations and audio announcements about leisure activities, delivered clearly and at a slow pace, supported by textbook illustrations</p>	<p style="text-align: center;">Pre-task Connecting</p> <p>Recognition:</p> <ul style="list-style-type: none"> ✓ Students watch two videos about different activities that Costa Rica offers to tourists. ✓ https://www.youtube.com/watch?v=psZc1x1TQNI ✓ https://www.youtube.com/watch?v=QbhCpfxsod8 ✓ Then they listen to the teacher’s examples about different hobbies and encourage the students to share their experiences. ✓ Students are given a blank paper sheet to make a drawing about one of their favorite activities they have done in the past. ✓ Then they work in pairs and share with each other that experience. 	<p>Computer Speakers Videos Paper Sheets Markers</p>	<p>10 min.</p> <p>15 min.</p>

		<p style="text-align: center;">Task-Rehearsal Clarification</p> <p>Articulation:</p> <ul style="list-style-type: none"> ✓ Teacher provides flashcards to the students with vocabulary of hobbies and activities. (See annex 3) ✓ Then, the teacher makes groups for dictation of the vocabulary given, so each group has to number the vocabulary in the same order the teacher pronounces it, at the end, the teacher and the group compare the numbers. <p>Task-Completion Application</p> <p>Production:</p> <ul style="list-style-type: none"> ✓ Teacher plays an audio and students in groups of four try to guess what is it about https://www.esl-lab.com/intermediate/leisure-activities/ ✓ Students and teacher comment about it. ✓ Students solve a multiple choice related to the audio heard. <p>1. Stuart is going to _____ with his friends.</p> <ul style="list-style-type: none"> a. watch a football game b. go for a drive and have a picnic c. see a movie and have dinner <p>2. Why can't Amy go with her friends?</p>	<p>Flash Cards Computer Paper Sheets Markers</p> <p>Computer, cellphone, Sheet of papers.</p>	<p>15 min.</p> <p>20 min.</p>
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- | | | | |
|--|---|--|--|
| | <p>a. She already has plans to attend a party.</p> <p>b. She doesn't have any spending money.</p> <p>c. She has to study for an exam.</p> <p>3. At the end of the evening, the friends are going to ____.</p> <p>a. have a party</p> <p>b. play some games</p> <p>c. watch a video</p> <p>4. How is Amy getting to the activity?</p> <p>a. Stuart is giving her a ride.</p> <p>b. She's taking the bus.</p> <p>c. She's taking the bus.</p> <p>5. Amy wants to be home at ____.</p> <p>a. 10:30 p.m.</p> <p>b. Midnight.</p> <p>c. 11:30 p.m.</p> <p>✓ Teacher and the groups check the answers.</p> | | |
|--|---|--|--|

		<p style="text-align: center;">Task-Assessment Collaboration</p> <ul style="list-style-type: none"> ✓ Students in pairs listen to some online audios or phrases related to pictures and solve the matching related to them. ✓ https://agendaweb.org/exercises/vocabulary/hobbies/free-time-audio-1 ✓ Students in pairs listen to the audio about sports and leisure activities and choose the correct answer. ✓ https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension/Leisure_activities_listening_qq19263fg 	<p>Cellphone, Internet, Speakers Notebook, pen, Computer.</p>	<p>10 min.</p> <p>10 min.</p>
<p>S.1 Discusses different things to do for fun.</p>	<p>S.1. Discuss different things to do for fun.</p>	<p style="text-align: center;">Pre-task Connecting</p> <p>Recognition:</p> <ul style="list-style-type: none"> ✓ Students watch a video about different activities to do to have fun ✓ https://www.youtube.com/watch?v=swwX2RwBbH4 ✓ Students get in pairs and comment about which of the activities from the video they practice. ✓ Teacher asks some students what activities their partners like to do. 	<p>Cellphone, Internet, Speakers Notebook, pen, Computer.</p>	<p>20 min.</p>

		<p style="text-align: center;">Task-Assessment Collaboration</p> <ul style="list-style-type: none">✓ Teacher provides the students with some bingo cartoons with vocabulary and pictures of fun activities.✓ The students play bingo in pairs, one of the students pronounces the words and the others mark the correct word.✓ The teacher gives gifts to the winning couples.		<p style="text-align: center;">20 min.</p>
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Chapter VI

Conclusions

5.1 Conclusions

According to the present investigation, it was concluded that the English language, despite of being a little difficult for the students of this zone, it is a very liked subject by the students of the Colegio del Amparo.

In addition, it was also possible to accomplish that teamwork is one of the methods that students of this institution most prefer, for which the application of Cooperative Learning would be of great help to them.

Based on this investigation, it was also concluded that many of the teachers of El Colegio Académico Con Orientación Tecnológica El Amparo uses Cooperative Learning during classes regularity.

According to the investigation, it was also concluded that many of the teachers of the El COT El Amparo use Cooperative Learning during classes on a regular basis in their classes.

According to this document, it can be said that the combination of the use of multimedia with Cooperative Learning is also definitely a good strategy to use in English classes because the students learn in a better way.

Based on all of the above, another of the conclusions that were carried out is that the use of Cooperative Learning is an ideal method for English learning process since the students can learn from the others subsequently each one of them can contribute with their own knowledge.

To conclude, according to the information collected, it was determined that it is good to use the Cooperative Learning method at least once a week in English classes to have better results.

Chapter VII

Recommendations

7.1 Recommendations

Although the English language is liked by many of the ninth-year students of COT El Amparo, it is still a somewhat difficult subject for them, so the use of different techniques is recommended to make the language more easily learned.

It is recommended that English teachers use more often techniques that involve teamwork, since it has been proven that learning in this way is more efficient during the learning process.

Another of the recommendations given is to increase the use of multimedia in English classes, since it has been shown that the combination of Cooperative Learning and this tool is of great help for learning the English language.

It is also recommended that other techniques be used to teach the English language, since although it is true that Cooperative Learning is very helpful, there are many other techniques that help develop the skills of learners.

One more recommendation is that English language teachers be creative and be able to carry out activities that promote language learning and also reinforce their knowledge in classes.

It is also important to talk to the student population about the English language importance, not only for the educational part, but also because this language is most of the time necessary and required to perform any job.

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Annexes

Annex 1**Questionnaire to students.**

1. Age
2. Gender
3. Do you like English Language?
4. How do you prefer working in class?
5. What size team do you prefer working in?
6. Do you think it is a good idea to use Cooperative Learning in class?
7. When working in teams do you consider yourself in the position of leader?
8. Do you consider that using cooperative learning improve communication skills of the students?
9. Learning from others in the class can improve the language learning process?
10. Do you think Cooperative learning causes a climate of chaos in the classroom?

Annex 2

Questionnaire to teachers

1. Age.
2. Gender.
3. How many years have you been a teacher?
4. Do you usually implement cooperative learning in class?
5. Do you prefer the students working as a group or individually?
6. Do you recommend using cooperative learning in class?
7. How many times a week do you recommend using cooperative learning in class?
8. Do you consider the use of Cooperative Learning and social media is a good combination for working in class?
9. Do you consider that using cooperative learning improve communication skills of the students?
10. Do you think Cooperative learning causes a climate of chaos in the classroom?
11. Have you seen an improvement in the student's learning process while using cooperative learning?

Annex 3



Annex 4



Annex 5

