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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS

CARRERA DE IDIOMAS

THESIS PROJECT

*“COOPERATIVE METHOD INFLUENCE IN THE TEACHING LEARNING
PROCESS OF ENGLISH AS FOREIGN LANGUAGE IN THE LISTENING SKILL,
IN THE STUDENTS OF 9TH YEAR OF EDUCACION BASICA “B” OF COLEGIO
DE BACHILLERATO FISCAL CHAMBO FROM CHAMBO CANTON DURING
THE ACADEMIC YEAR 2014 – 2015.”*

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RIOBAMBA, JUNE 2015

CERTIFICACIÓN

Riobamba 20 de Abril de 2016.

Certifico que el presente trabajo de investigación previo a la obtención del título de: Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Inglés con el tema: **“COOPERATIVE METHOD INFLUENCE IN THE TEACHING LEARNING PROCESS OF ENGLISH AS FOREIGN LANGUAGE IN THE LISTENING SKILL, IN THE STUDENTS OF 9TH YEAR OF EDUCACION BASICA “B” OF COLEGIO DE BACHILLERATO FISCAL CHAMBO FROM CHAMBO CANTON DURING THE ACADEMIC YEAR 2014 – 2015.”**, ha sido elaborado por: MARIA Pilar Cushpa Inchiglema y Elsa Patricia Pinta Quishpe, el mismo que ha sido revisado y analizado en un 100% con el asesoramiento permanente de mi persona en calidad de tutora, por lo que se encuentra apto para su presentación y defensa respectiva.

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"COOPERATIVE METHOD INFLUENCE IN THE TEACHING LEARNING PROCESS OF ENGLISH AS FOREIGN LANGUAGE IN THE LISTENING SKILL, IN THE STUDENTS OF 9TH YEAR OF EDUCACION BASICA "B" OF COLEGIO DE BACHILLERATO FISCAL CHAMBO FROM CHAMBO CANTON DURING THE ACADEMIC YEAR 2014 - 2015." presentado por: Maria Pilar Cushpa Inchiglema y Elsa Patricia Pinta Quishpe y dirigida por: Ms. Mónica Torres.

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El presente trabajo investigativo, previo a la obtención del Título de: Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Inglés, es original y basado en el proceso establecido por la Facultad de Ciencias de la Educación, Humanas y Tecnologías. Los criterios en el informe de investigación sobre el tema: **"COOPERATIVE METHOD INFLUENCE IN THE TEACHING LEARNING PROCESS OF ENGLISH AS FOREIGN LANGUAGE IN THE LISTENING SKILL, IN THE STUDENTS OF 9TH YEAR OF EDUCACION BASICA "B" OF COLEGIO DE BACHILLERATO FISCAL CHAMBO FROM CHAMBO CANTON DURING THE ACADEMIC YEAR 2014 - 2015."**, como también los contenidos, ideas, análisis y conclusiones son de exclusiva responsabilidad de las autoras y los derechos del mismo le corresponden a la Universidad Nacional de Chimborazo.



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DEDICATION

I dedicate my dissertation work to my family for their endless love, support and encouragement. A special feeling of gratitude to my loving parents Angel and Carmelina whose words of encouragement and push for tenacity ring in my ears and for their unconditional support. Thank you for giving me a chance to prove and improve myself through all my walks of life. I also dedicate this dissertation to my sisters and brothers for always being willing to help me. Finally, this thesis is dedicated to all those who believe in the richness of learning.

Pilar Cushpa I

I would like to dedicate this project to God who gave me everything and for concluding successfully this work. Then, I would thank to my parents who have supported me during this large process and also for their endless patient love, support and encouragement every day.

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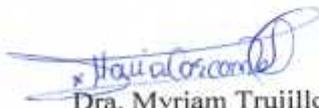
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SUMMARY

Education today requires a change in the teaching-learning process, in order to be more meaningful, demanding students develop their ability to share with others. Based on this the research was performed to 9th grade students of Basic Education at the Chambo Public Baccalaureate School in the Chambo canton. An intervention program using the cooperative method to improve language teaching and develop listening skills through the use of videos was applied, because this skill helps the student to understand the language that is expressed orally, taking into account that if they work in a group they will feel more confident to ask for help without fear of making mistakes and are motivated to achieve meaningful learning not only at the individual level but the group. For this purpose an input test at the beginning was applied to determine the level on which students were. After the application, an output test was administered where it was showed students' English proficiency through this skill. The research shows that using the cooperative method and its influence to improve the ability to listen to gives better results, making the teaching- learning process more dynamic and effective, allowing students to develop interpersonal skills, to interact with peers, plus expand on them their level of individual responsibility and within a team to achieve a common benefit. Consequently, teachers are encouraged to use this method so that students at the end of high school may establish a conversation with foreigners without any problems and get the maximum benefit for education.



Dra. Myriam Trujillo B. Mgs.

COORDINADORA DEL CENTRO DE IDIOMAS



INTRODUCTION

Nowadays English has become the most important language around the world. It has taken important in the daily life; Instead of it lets people acquire new knowledge becoming an obligatory language that the people must learn. Therefore study of the English language has become one of the principal subjects of students in most of educational institutions. It has also become an important tool of communication for people and social interaction in different knowledge areas and in the development of professional and economical life.

In Ecuador, the governments have implemented projects to a good management methods, skills and aptitudes both teachers and students who forced every day are researching and practicing. It is relevant to mention that teaching – learning process requires developing a variety of skills, since the use of an appropriate method is the basis for new knowledge acquisition.

In this research, Cooperative Method Influence in the Teaching Learning Process of English as Foreign Language in the Students of 9th Year of Educación Básica “B” of Colegio de Bachillerato Fiscal Chambo from Chambo Canton During the Academic Year 2014 – 2015. It is divided into five chapters which provide specific information about strategies and teaching resources emphasized an appropriate use of this method to improve listening skill in the students.

The first chapter expounds the problem to be resolved and the objectives and justification of why the researchers chose this theme. The most main points are identifying the problem because it is important mention some drawbacks that researchers observed in the class during English learning process.

In the second chapter, is related to theoretical framework. In this chapter there are theories about two variables such as: Cooperative method and English Teaching - Learning process (listening skill). The investigators have considered some important aspects which are involved in two variables with their respective categories and indicators.

The next chapter or third chapter includes the scientific method that was used for the development of this research that contains information about types of investigation that were used such as: Scientific, predictive, factual, variable and field research. Another aspect of this chapter is the research design that was develop by the researchers for then be applied through strategies and teaching resources for fostering listening skill and the participation from students involved appropriate classroom management.

The fourth chapter is about analysis and interpretation of results with the population and sample, data collection test and the instruments for data collection with the corresponding table, graph, analysis and interpretation for establishing relationships in accordance between the objectives and hypotheses.

Finally, the last chapter, refers to conclusions and recommendations. At the end of the present work, there are bibliography and the attached documents.

CHAPTER ONE

1. REFERENTIAL FRAMEWORK

1.1. PROBLEM SETTING

English has created a vast demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the Internet.

In Ecuador, education hints to the human development and it offers answers to the people that are part of the globalized society. The teaching – learning process requires developing a variety of skills, since the use of an appropriate method is the basis for new knowledge acquisition. The demand for an appropriate teaching methodology is therefore as strong as ever.

Therefore considering necessary to analyze the real situation inside language in the students of 9th year of education básica “B” of colegio de bachillerato fiscal Chambo from Chambo. During the experience as an English teacher in our pre-professional practices, we can observant the traditional method that the teacher uses in students of 9th. it is not adequate this is basically, because many students come from bay cares and preschools with a low level of English: due to the fact that teachers there don't know strategies, and the traditional method does not provide a variety of activities it makes passive and monotonous class where only the teacher speaks during the whole class and two or three students work and its consequence in the English teaching-learning process. Other reason for the existence of this problem is because the students work in individual way and the teachers' just focus on topics of the book and do not research for other options to improve students' learning so that it is restricted.

The mains effects of the problem are that the students don't have enough vocabulary, they don't feel motivated for learning English language, and students have low

grades, students tend to memorize English grammar rules, rote vocabulary, translation skills from the textbooks and the teacher cannot achieve the objectives that were established at the beginning of the academic year for making the English teaching – learning process successfully. In other words, this problem exists in a big average inside the classrooms due Traditional method affects in the English Teaching learning process.

For these reasons it will be analyzed the present situation the influences of Cooperative method in the English teaching-learning process in the Ninth of Basic Education “B” at “Colegio de bachillerato Fiscal Chambo” It is located in Chimborazo, Chambo canton. It has around 560 students whose father’s economic status is medium and low. The school has an outstanding substructure with around 22 classrooms for all the students. It has 3 soccer fields for sport activities, computing labs, administrative offices. However this high school has almost 50 teachers, 5 of them belong to the English area.

Nowadays cooperative method provides a feasibility since It provide different techniques and strategies where the students’ abilities can be mixed to work together, It means to communicate among them, change ideas to obtain new knowledge, thus students become active into the class, they know more about English language and at the same time they are motivated while they are learning.

1.2. PROBLEM FORMULATION

How do the use of cooperative method influence in the teaching learning process of foreing language in the listening skill, in the students of 9th year of education basica “B” of colegio de bachillerato fiscal Chambo from Chambo canton during the academic year 2014 – 2015

1.3. OBJECTIVES

1.3.1 GERERAL OBJECTIVE:

- To describe how the Cooperative method influences in the English teaching- learning process as foreign language in the listening skill, in the

students of 9th year of education básica “B” of colegio de bachillerato fiscal Chambo from Chambo canton during the academic year 2014 – 2015.

1.3.2 SPECIFIC OBJECTIVES:

- To apply the cooperative method to teach English in order to improve their English learning process in the listening skill.
- To evaluate the academic effects of the application of cooperative method in the English teaching- learning process as foreign language in the listening skill.
- To analyze the academic effects of the application of cooperative method in the teaching leaning process as foreign language in the listening skill.

1.4. JUSTIFICATION

The study of the English language has become one of the principal subjects of students in most of educational institutions. The present project let us improve the level of English of the students and identify the needs of the students and the teachers in order to increase the quality of English language study, considering that English is not the native language spoken in Ecuador, but is very important due to its influence on our environment, because we live in a globalized world in with the people need to communicate daily. For this reason is very important het the people know that English gives good opportunities to get a job in another country.

It is important to develop this research because through it the teachers and the students combining classroom-based education with practical work experience. A cooperative learning experience provides academic credit for structured job experience. Cooperative education is also the use of active participation methods in which students learn how to work together to solve problems, this is normally founded on the principles of children's rights, equality, equity and participation in decision-making. In this case we researchers identified low participation from students of 9th year of education básica “B” of colegio de bachillerato fiscal Chambo from Chambo.

This project let us to solve this problem and improve the level of English of the students and identify the needs of students and teachers in order to increase the quality of English language study, considering that English is not the native language spoken in Ecuador, but it is very important due to its influence on our environment.

This research will benefit students, teachers, because the results as will contribution as a source for future researches however, this research is outstanding because as future teachers we are interested in knowing cooperative method influences, as a new methodology that many teachers might use in the English teaching – learning process. At the same time this research has a high grade of feasibility due to all the resources and material necessary are coordinated. Besides of that, National de Chambo High school authorities support the development of this research.

CHAPTER TWO

2.THERORETICAL FRAMEWORK

2.1. PREVIOUS RESEARCHES BACKGROUND RELATED TO THE PROBLEM THAT IS INVESTIGATED

Previous researches about this project have been reviewed at Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación's Library and there are not similar researches about *“COOPERATIVE METHOD INFLUENCE IN THE TEACHING LEARNING PROCESS OF ENGLISH AS FOREIGN LANGUAGE IN THE LISTENING SKILL IN THE STUDENTS OF 9TH YEAR OF EDUCACION BASICA “B” OF COLEGIO DE BACHILLERATO FISCAL CHAMBO FROM CHAMBO CANTON DURING THE ACADEMIC YEAR 2014 – 2015.”* But nationally there are the following thesis topics:

“THE INCIDENCE OF COOPERATIVE LEARNING ON THE TEACHING AND LEARNING PROCESS IN FIVE-YEAR OLD CHILDREN”(: MSc. GIOVANNA MORILLO QUITO – JULY, 2008) This author points that Cooperative learning affects positively on the teaching learning process it contribute to the development and improvement the students' language skills in first year of basic Education at Abdón Calderón Military High School; therefore its application should be considered as a fundamental element to facilitate the teaching and learning the English.

2.2 .THEORETICAL FOUNDATION

2.2.1 COOPERATIVE METHOD

Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. Ted Panitz (1996)

Also, we can say that Cooperative learning is a successful teaching strategy because we can mix students of different levels of ability, and through the use of variety of learning activities students can improve their understanding of a subject. At the same time each member of a team is responsible not only for learning what is taught but also for helping classmates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully

understand and complete it.

2.2.2. Cooperative learning

Cooperative Learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. (Ross and Smyth., 1995)

Based on these authors Cooperative learning is one of the best researched of all teaching strategies. The results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience. Cooperative Learning is when students are grouped together at different ability levels to achieve a learning goal. It is a successful technique for teaching and learning because to help students to ensure confidence, and learn productively by creating an adequate atmosphere and achievement a purpose through different techniques for accomplishing the goal and improve the learning.

It is a successful teaching strategy in which small teams work together to achieve a goal at the end of the class, because teacher finds the students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping partners learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

2.2.3. Cooperative learning and collaborative learning.

According to Ted Panitz (1996) Collaboration is a philosophy of interaction and personal lifestyle whereas cooperation is a structure of interaction designed to facilitate the accomplishment of an end product or goal. Collaborative learning (CL) is a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There

is a sharing of authority and acceptance of responsibility among group members for the group's actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL students apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people.

We consider the Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. It is more directive than a collaborative system of authority and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection the central approach is teacher centered whereas collaborative learning is more student centered.

2.2.4. An overview of cooperative learning

How students perceive each other and interact with one another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions among students and materials (i.e., textbooks, curriculum programs) and some time is spent on how teachers must interact with students, but how students should interact with one another is relatively ignored. It should not be. How teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have in the class interaction.

There are three basic manners students can interact with each other as they learn. They can compete to see who is "best," they can work individualistically toward a goal without paying attention to other students, or they can work cooperatively with a devolved interest in each other's learning as well as their own. Of the three interaction patterns, competition is presently the most principal. Research indicates that a vast majority of students in the United States view school as a competitive enterprise where one tries to do better than other students. This competitive expectation is already widespread when students enter school and grows stronger as they progress through school (Johnson & R. Johnson, 1991). Cooperation among students-who celebrate each other's successes, encourage each other to do

homework, and learn to work together regardless of ethnic backgrounds or whether they are male or female, bright or struggling, disabled or not, is still rare. (Ashley Montagu, 1965)

2.2.5. Cooperative Learning Requires Structures

✓ Ensure the Active Participation of All Students.

Equally important to establishing supportive heterogeneous groups is ensuring the active participation of all students within inclusive cooperative learning plans. All too often students are placed into groups and given a task to complete without the provision of structures that will promote the active, equitable participation of all members. Key components of participation include the division of work and materials, flexible interpretation of roles, and individualized student responsibilities.

✓ Division of Labor and Materials

The participation of all group members is more likely when teachers carefully structure the cooperative group task. Through the division of manual labor and materials, the students are given a clear message that each student has an important contribution to make toward the completion of the group's task. In the beginning, or when new groups have formed it is significant that teachers structure this interdependence among the group members. Planning for equitable participation becomes especially important in inclusive classrooms where the participation of some students may be dependent on the structure that is provided. For example, with a student who is reserved and responds more slowly than her classmates due to a physical disability, if labor and materials are not divided it is possible that group members will do the task for her. As was declared previously in this chapter, it is also important for teachers to talk with students about the goals of working together and the importance of everyone contributing. In one classroom, the teacher talked to individual groups and asked the students how they were going to make sure that all group members were given a turn.

✓ Flexible Interpretation of Roles

Promote active, equitable participation within groups, roles must be inferred flexibly. Instead of creating static roles for students, flexible roles allow for the individualization that will ensure that all group members are able to assume each role

at some point in time. For example, in one classroom, the roles remained the same across time (e.g., writer, reader/questioner, checker), but the responsibilities of the roles changed depending on the task and the students who would be given the role on that particular day (Ayres et al., 1992). Through these flexible roles, a student who is unable to write the letters of the alphabet could be the writer when the task is designed so that the writers are gluing something instead of writing words. Another aspect of individualizing roles occurs when teachers think of ingenious ways for students to fulfill the role responsibilities. Teachers might ask themselves, "What are the different ways that students could encourage group members for this lesson?" or "How could Rachel, who doesn't speak, encourage others?" When teachers work to broaden their thinking about the equitable participation of students, they can come up with many different ways for students to be energetic contributors (e.g., encourage others by giving a "high five," passing a card with a positive statement or a smiley face written on it to a group member).

✓ **Individualized Student Responsibilities**

Adaptations can be made within groups to promote the active, equitable participation of all members. Sometimes adaptations are necessary to promote the participation of an individual student.

For example, in Mary Rita Carnicelli's classroom, heterogeneous cooperative learning groups worked together on math story problems. One student, Kris, whose goals for math included writing numbers from 1 to 50 and using a calculator to compute problems, was given the role of writer/checker within her group. The other students in the group determined what mathematical function to use for the problem, helped Kris write down the problem on the worksheet by dictating the numbers, solved the problem, and dictated to Kris the numbers to write down for the answer. Kris was then responsible for checking the group's response on her calculator. In another classroom, Brad was a first grade student whose educational objectives include grasping and holding objects and indicating his preference by choosing between two objects. During a lesson on community helpers, Brad's group was given the role of a doctor to study so that he would be able to use a play doctor's kit to learn about medical instruments. The addition of the hands-on materials provided an opportunity to address his educational objectives of grasping objects and indicating preference. (Ashley Montagu, 1965)

2.2.6. Principles of Cooperative method

According to David Johnson and Roger Johnson (1999), Cooperative learning is instruction that involves students working in teams to accomplish a common goal, 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 inspire 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 aim.
- ✓ **Group behaviors:** Group members increase 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.

2.2.7. Cooperative learning structures and techniques

Howard Community College's Teaching Resources (2001) held, we can discover Several learning structures and techniques which are applying when you want to work

With cooperative learning such us:

1. **Jigsaw** - Groups with five students are set up. Each group member is assigned some single material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original group's change and students teach each other.
2. **Think-Pair-Share** - Involves a three step cooperative structure. During the first step individuals think silently about a question posed

by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

3. **Three-Step Interview** - Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.
4. **Round Robin Brainstorming** - Class is divided into small groups (4 to 6) with one person selected as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share replies with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order give an answer until time is called.
5. **Three-minute review** - Teachers stop any time during a lecture or discussion and give teams three minutes to analysis what has been said, ask clarifying questions or answer questions.
6. **Numbered Heads Together** - A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can orally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.
7. **Team Pair Solo** - Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple conception of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a group and then with a partner, they development to a

point they can do alone that which at first they could do only with help.

8. **Circle the Sage** - First the teacher polls the class to see which students have a singular knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical responses involved in how salting the roads help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is discrepancy, they stand up as a team. Finally.
9. **Partners** - The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might advance the process.

2.2.8. Jigsaw Strategy

The Jigsaw Strategy is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and compassion by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common

Goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design"

facilitates interaction between all students in the class, leading them to value each other as contributors to their common task.

“The jigsaw structure is somewhat difficult. It may be best suited for when the students are comfortable with group work. There are high opportunities and responsibilities students. Teaching the students in the original group can be a demanding experience for students.

This can be mitigated if the jigsaw structure is altered so two group members share the same section and then join with another pair of students, if the pieces are more open-ended so there is no single right answer, or if students are encouraged to take notes during the focus groups to provide a support when the unique groups re-assembles” (Clarke, 1994).

2.2.9. The process to organize the jigsaw activity

Step 1: Divide the class into ‘expert’ groups of four to six learners (keeping the groups the same size as far as possible). Give each group a letter or a color or other name. Then ask the learners within each group to number themselves 1 to 4 (or 1 to 6).

Step 2: Give each group a section of text or information (can be in pictorial form). The group should spend some time reading, discussing and helping each other to understand the text or information. Word banks and dictionaries (bilingual or English monolingual) may be useful at this stage. For a more in-depth activity, the group may use ICT and reference books to further research a sub-topic.

Step 3: Learners, who are now ‘experts’ on their own section of text or information, then move into ‘jigsaw’ groups, with a shared number, i.e. all the number 1s work in a group, all the number 2s work in another group, etc.

Step 4: Each ‘expert’ learner in turn shares with their ‘jigsaw’ group the section of text or information they were originally given. The others ask questions to ensure all have a good understanding.

Step 5: The 'jigsaw' group together complete a task which requires them to understand all of the information shared by each 'expert'. This could be anything that requires each learner to contribute their piece of expert knowledge: filling in a grid or table, completing a diagram, designing a poster, devising a role play.

Considering that Jigsaw strategy is an efficient way to teach and learn listening skill into the cooperative method the researches decide to apply the Jigsaw listening. It gives them more confidence among them and they feel contented working in group where the aim is work together to accomplish a common goal.

2.2.10. Types of cooperative learning groups

(Johnson, Johnson, & Holubec, 2008) classify the types of cooperative learning groups in the followings:

-Formal Cooperative Learning

It consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments

-Informal Cooperative Learning

It consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period.

-Base Groups

– Permanent/stable learning groups that provide long term support, encouragement and assistance

2.2.11. Steps of group development

Stage 1: Forming

This is the time of organization and orientation to tasks. The task(s) and information about them will be identified. The question to be answered is "What is the task of this group and how will I be able to contribute to that task?" In the behavior area, the members will develop group guidelines, either by consensus or by informal testing of behaviors. Some members will look to others to either lead or follow. The question

to be answered is “What kind of behavior is acceptable in this group and how am I to behave?”

Stage 2: Storming

Here there are individual emotional responses to the group. The demands of the task will trigger part of this response and the more difficult the task appears in relation to individual’s self-perceived abilities, the greater the potential for a “storm”. The question to be answered is “Am I emotionally ready to deal with this task?” Varied understandings of task and roles are expressed or become apparent. Differences between members may be expressed in a hostile manner and members may wonder if they want to be part of the group. They think, “Do I really want to work with these people?”

Stage 3: Norming

Now communication is opening up and developing. Information is being exchanged and ideas and opinions are shared. The focus is on the task and members are answering the question, “What do I have that will help us accomplish this task?” Workable guidelines are established. On the behavioral side, the individuals are becoming a group. There is a sense of harmony and people are looking at “How can I help contribute to group unity?”

Stage 4: Performing

Everyone is focused on constructive action directed towards successful completion of the task. The interpersonal and task behaviors with shared understandings start to merge and functionality is the main idea. Problem solving will be primarily directed to the work and the product.

Last Stage: Adjourning

When teams have completed their tasks, they wrap up, and then go on to other teams in other places. It is important for the team to take the time to look at its process one last time. “What went well?” “What could we do better in another situation?” so that the loose ends are wrapped up on the task. The conclusion of the interpersonal

behaviors includes a chance to say thank you and good-bye to the team members. This can range from an imaginary gift to each person all the way to various celebrations and even plans to meet again at a later date. Closure is a final essential part of the team process.

2.2.12. Cooperative Group Members' Roles and Responsibilities

Members' Roles	Members' Responsibilities
Group Leader	<ol style="list-style-type: none"> 1. Leader for the day's activity 2. Reads the directions aloud for the assigned tasks 3. Politely reminds the other group members to stay on task 4. Make sure that everyone participates 5. Assigns the order of rotation of the group members for the task
Materials Manager	<ol style="list-style-type: none"> 1. Gathers all materials needed to complete the task 2. Distributes the materials to appropriate group members 3. Returns all materials to the designated area in an appropriate manner
Recorder/Writer	<ol style="list-style-type: none"> 1. Records the techniques and strategies used for the designated task 2. Is the only person who writes on the assigned Cooperative Group Activity sheet

	<ol style="list-style-type: none"> 3. Records thoughts, answers and information found by the group during problem solving activities on the sheet provided or on chart paper, when appropriate
Speaker/Volume Controller	<ol style="list-style-type: none"> 1. Acts as spokesperson for the group 2. Is the only member who has permission to ask the teacher questions or ask the teacher for help 3. Politely reminds other members to speak softly during tasks
Helper	<ol style="list-style-type: none"> 1. Completes own work 2. Asks members in group if they need help 3. Politely supports team with help when needed

2.2.13 Learning

Learning is the process of assimilating information with a resultant change in behavior. (Teresa Banks,2000 sp)

Learning must be meaningful and appropriate for the child's cultural environment and learning experiences must be varied and an atmosphere of support must be provided. The active learning involvement of the whole child: the cognitive, aesthet, physical and social dimensions, is key in a comprehensive school program.

It important to say that the learning is a natural, adaptive human process because the humans have subsisted and therefore evolved because they were able to learn about and adapt to their environment. Humans of all ages, without the intervention of formal instruction, can develop sophisticated skills and construct advanced

knowledge about the world around them when they need to or want to. When learning about things in natural contexts, persons interact with their environment and manipulate the objects in that observing the effects of their interventions and creating their own interpretations. In instead of the teachers and people use the term 'learning' all the time in everyday life in the class or at home. But within the field of educational psychology, the term **learning** is actually a specific term. Different people use different words to define learning within educational psychology, but in general, we're talking about a step-by-step process in which an individual experiences permanent, lasting changes in knowledge, behaviors, or ways of processing the world. Let's go through a few examples of different types of learning you might hear about in the field of educational psychology.

2.2.14. Language learning process.

Language Learning is the process of assimilating information with a resultant change in behavior.(Banks Teresa.2009)

On the other hand in language learning, students have conscious knowledge of the new language and can talk about that knowledge. The student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

Effective learning should focus on facilitating the students' learning, rather than focusing on evaluation and reporting issues of the process. Students make most progress when they are challenged to leave the comfort zone and enter the learning zone.

Teachers should find a balance between curriculum-driven and learners-driven didactic processes and also adjust the balance between content-driven and skills driven didactic approaches. The main line for action is to engage the student into the learning process. Reflection, personal goal setting and self-knowledge will become ever more important in future professional and personal environments. It will become a challenge for teachers to activate each student's personal learning

motivation. Future abilities include knowledge and skills which help young people to survive in the ever-changing world and to confront different options for the future.

2.2.15. Meaningful learning.

Ausebel's theory also focuses on meaningful learning. According to his theory, to learn meaningfully, individuals must relate new knowledge to relevant concepts they already know. New knowledge must interact with the learner's knowledge structure.

Meaningful learning can be contrasted with rote learning. He believed in the idea of meaningful learning as opposed to rote memorization. The latter can also incorporate new information into the pre-existing knowledge structure but without interaction. Rote memory is used to recall sequences of objects, such as phone numbers. However, it is of no use to the learner in understanding the relationships between the objects.

Meaningful learning are organized, interactive, and interdependent. That is, learning and instructional activities should involve and support combinations of active, constructive, intentional, authentic, and cooperative learning. That is, learning activities that represent a combination of these characteristics result in even more meaningful learning than the individual characteristics would in isolation. There are many kinds of learning activities that engage meaningful learning, just as there are teachers who have for years engaged students in meaningful learning.

We are also learning more about the important role that social exchange plays in learning.

Vygotsky's (1926; 1962) ideas on the importance of language and dialogue between learners, largely ignored in western psychology and education until recently, are now seen as valuable for planning the context for educating. Vygotsky's idea of the zone of proximal development (ZOD) that recognizes children's learning is limited primarily by the ideas they have mastered at a given point in time, and development beyond this zone requires careful coaching and scaffolding of learning.

There have also been important advances in research showing the "learning about learning" or metacognitive learning needs to be part of educational programs (Novak

and Gowin, 1984. Novak, 1985; Bransford, et al, 1999)

According to these authors, meaningful learning takes place on a continuum, depending on the quantity and quality of relevant knowledge possessed by the learner and the degree of her/his effort to integrate new knowledge with existing relevant knowledge.

2.2.16. Teaching learning process.

Teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence. (Teressa Banks, 2000)

Based on this author, it is essential, too, that the learning atmosphere of the school be extended to include the home and the community for strength is so intricately related to both. Healthiness education will take on more meaning as partnerships with the home, school, and community develop and grow. Throughout the teaching and learning process, instruction should be guided by the goals and objectives of the program. Students must be actively involved and provided with the opportunity to experience success. The teaching/learning is extremely multi-sensory in nature, involving speaking, hearing, touching (cards and fingers), and moving cards around to construct words.

2.2.17. Theories of Language Learning and Teaching.

Ausubel's Learning Theory

Ausubel believes that learning of new knowledge relies on what is already known. That is, construction of knowledge begins with our observation and recognition of events and objects through concepts we already have. We learn by constructing a network of concepts and adding to them.

Ausubel also stresses the importance of reception rather than discovery learning, and meaningful rather than rote learning. He declares that his theory applies only to

reception learning in school settings. He didn't say, however, that discovery learning doesn't work; but rather that it was not efficient. In other words, Ausubel believed that understanding concepts, principles, and ideas are achieved through deductive reasoning

According behaviorist children come into the world as blank slates and are influenced by the environment. They argue the learning of language is based on the information of habits that children gradually acquire by imitation. The first perceive stimulus, and then they obtain a response from their parents or from the people around them which encourages the formation habit (Monica Torres. 2009 pg.48)

Piaget learning theory

Piaget's learning theory work led to the cognitive constructivist theory. Piaget believed that cognitive development occurs through a sequence of successive qualitative changes in cognitive structures. His theory has two main parts: "an ages and stages component that predicts what children can and cannot understand at different ages, and a theory of development that describes how children develop cognitive abilities" 12

Piaget theory of cognitive development suggested that human's unable automatically understand and use information that they have been given because they need to construct their prior knowledge through prior personal experiences to enable them to create mental images. He says that humans learn by constructing their own knowledge. The primary role of teacher should be to motivate the children to create their own knowledge through their personal experiences. Teachers are merely facilitators who support learners in the learning process. Learners should take control in making decisions in line with their needs and cognitive state.

Piaget advocated nonintervention saying that everything one teaches a child prevents him from inventing or discovering. He believed that children develop knowledge through active participation in their learning.

Vygotsky and Social Cognition theory

The social cognition-learning model asserts that culture is the prime determinant of individual development. Humans are the only species to have created culture, and every human child develops in the context of a culture. Therefore, a child's learning development is affected in ways large and small by the culture—including the culture of family environment—in which he or she is enmeshed.

2.2.18. Factors that influence in the teaching learning process in the English language.

All teachers do good things some of the time, and all good teachers do bad things some of the time. The differences among teachers lie not only in the proportions of the good and the bad, but also in their awareness of the effects of what they are doing and their readiness to share this awareness with their students. (Smith, 1995: 590)

Teacher must to work with a passion for teaching to the subject, and takes responsibility for the creation of a good environment that allows for the sharing and enjoyment of that knowledge, will be creating an effective learning climate. Effective interaction between the teacher and the students, is creating an worthy environment that respects, encourages and stimulates learning through experience among them.

With this in mind I will focus on the areas that I believe are the most significant in my teaching and in my efforts to be an effective teacher. In the creation of an effective learning environment, I suggest that it is the interaction of the following five key factors that provide a foundation for a good teaching:

- ✓ Teacher knowledge, enthusiasm and responsibility for learning.
- ✓ Classroom activities that encourage learning.
- ✓ Assessment activities that encourage learning through experience.
- ✓ Effective feedback that establishes the learning processes in the classroom.
- ✓ Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience.

2.2.19. Listening Skill in the teaching- learning process

Listening has been identified as one of the most used and one of the most important communication skills in personal, academic, and professional settings alike (Wolvin & Coakley, 1996, pp. 13–25).

Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view.

We can say that the listening skill is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master then listening is it.

2.2.20. Active Listening

Active listening is listening with a purpose. It is more than just hearing which the act of perceiving sound is. When you hear a sound or noise, you are receiving aural stimuli. Listening goes beyond just registering that there is a sound in the environment. It involves receiving and interpreting the aural stimuli, and creating + meaning from the sound.

Using active listening skills can help to minimize or avoid unnecessary conflict. It can bring clarity and understanding to conversations and interactions with other people. To work, the listener focuses on the words and the feelings of the speaker for understanding. Active listening happens when the listener hears the various messages being sent, understands their meaning, and then verifies the meaning by offering feedback.

Characteristics of active listeners:

- ✓ Spends more time listening than talking
- ✓ Let's the speaker finish his or her own sentences
- ✓ Let's the other person finish speaking before responding

- ✓ Allows the other person to speak and does not dominate the conversation
- ✓ Aware of own biases
- ✓ Asks open-ended questions

Focuses on what is being said and not what one's response will be to the speaker

To develop these skills and characteristics, it helps to be aware of some verbal active listening techniques, and nonverbal techniques. You can also test your skills through the active listening checklist.

2.2.21. How to Be a Good Listener

What is active listening? The process of listening, clarifying, giving feedback, and self-disclosing. It involves the participation of both parties in verbal and non-verbal ways. Use of "I" statements is imperative.

Make eye contact: Be sure to look the speaker in the face most of the time, especially look at her/his eyes. If you forget to make eye contact, the speaker may think you are bored, withdrawn, or simply not listening. Also be culturally sensitive: some individuals may be uncomfortable with too much direct eye contact.

Take a listening position: Sit or stand in a comfortable position with your body aimed in the general area where the speaker is. Try to be in a relaxed position. Face the speaker and make appropriate eye contact. Be aware of other non-verbals: placement of arms, leaning forward when necessary, head nodding, degree of personal space, smiling.

Paraphrase the speaker's message: Paraphrasing means stating in your own words what someone has just said. Some common ways to lead into paraphrases include:

- What I hear you saying is...
- In other words...
- So basically how you felt was...
- What happened was...
- Sounds like you're feeling...

The speaker then has a chance to know you have understood what she/he has said. This also gives the speaker the opportunity to try to make the message more clear if she/he doesn't think you really understood. Also be sure to reflect feeling words.

Ask clarifying questions for understanding: If something the speaker says is unclear to you, ask her/him a question to get more information. Such questions make you an active, interested listener; the speaker can tell that you've been listening

2.2.22. Strategies for teaching listening skill.

Listening activities, in general, should consist of some well-structured pre-, while-, and post-listening stages. The pre-listening phase is a kind of preparatory works which: "(...) ought to make the context explicit, clarify purposes and establish roles, procedures and goals for listening" (Rost 1990:232).

Listening strategies are techniques or actions that provide directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background information activates a set of expectations that assist the listener to interpret what he has heard and anticipate what he will hear next. These are listener based:

- Listening for the major idea
- Predicting
- Drawing assumptions
- Cutting

The listener depends on the language in the message, that is, the arrangement of words, sound, and grammar that creates meaning are text based

- Listening for specific information
- Recognizing cognates
- Recognizing word-order patterns

Listeners who follow the strategies, they plan and evaluate their listening.

- They plan by deciding which will be the best listening strategies in a particular situation.
- They assess by determining whether they have achieved their listening comprehension goals

2.2.23. Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- They should outline the purpose for listening. They should be active in background knowledge of the topic in order to calculate or predict content and identify suitable listening strategies.
- They should attend to the parts of the listening input that are important to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- They should select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- They should check knowledge while listening and when the listening task is ended. This helps students to detect comprehension failures, directing them to apply other strategy

2.2.24. Strategies for Developing Listening Skills

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by **how the listener processes the input.**

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

2.2.25. Steps for developing listening strategy

When doing exercises in the classroom, he also advises asking students to guess what they are going to hear next, which will improve their abilities and will keep the class actively involved.

Before listening: Plan for the listening task- Pre -listening

- ✓ One should decide the purpose in advance what one wants to listen.
- ✓ One should decide if more background information is needed
- ✓ One should determine to attend to the overall meaning or focus on the words and phrase

During and after listening: Monitor comprehension- While listening.

- ✓ One should confirm predictions and check for inaccurate guesses.

- ✓ aOne should decide what is important to understand and what is not important to understand.
- ✓ One should view again to ensure comprehension.
- ✓ One should ask for help if needed

After listening: Evaluate comprehension and strategy use –Post listening.

- ✓ One should assess comprehension in a particular area.
- ✓ One should evaluate overall progress in listening and in particular types of listening tasks.
- ✓ One should come to a decision if the strategies used were suitable for the purpose.
- ✓ One should modify strategies if necessary.

2.2.26. Listening Comprehension Skill

In many language classrooms however, listening comprehension is somehow seen as a lesser skill. We must remind ourselves that "Speaking does not of itself constitute communication unless what is said is comprehended by another person" (Rivers cited in Morley, 1991, p. 82)

Listening Comprehension is a critical skill which students need to learn and practice. Clearly, there is more to teaching listening comprehension than playing a CD and asking students to fill in the blanks. Some habits of "good listeners" and how we can apply them in the classroom will be discussed. Finally, a number of useful websites for practicing listening outside of class will be introduced.

2.3. DEFINITIONS OF KEY TERMS

Method.- A process, technique, or way of doing something, especially in accordance with a definite plan to achieve something at the end of the procedure.

Methodology.- Is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge.

Cooperative learning: is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. It is more directive than a collaborative system of domination and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection the fundamental approach is teacher centered whereas collaborative learning is more student centered.

Cooperative. - It is working or acting together willingly for a common purpose or benefit.

Technique. - A technique is a method of doing some task or performing something.

Strategy. - A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

Language.- Language is a cognition that truly makes us human.

Mixed ability grouping. - It refers to grouping together students of different abilities

Jigsaw.- It is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension.

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

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.

Meaningful learning: Meaningful learning refers to the concept that the learned knowledge (let's say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is). Learning must be meaningful and appropriate for the child's cultural environment.

Learning.- Learning is a formal process of acquiring a new language in a conscious way. The ability to learn is an important characteristic of all human beings.

Teaching.- Teaching is the capacity that humans being has for sharing or transmitting knowledge or information to others.

2.4. HYPOTHESIS

The cooperative method influences positively in the teaching-learning process of English as foreing language in the listening skill in the students of 9th year of Education básica "B" of colegio de bachillerato fiscal Chambo from Chambo canton during the academic year 2014 – 2015.

2.5. VARIABLES

2.5.1. INDEPENDENT: Cooperative Method

2.5.2 DEPENDENT: English teaching – learning process as a foreign language in the listening skill.

2.6. VARIABLES OPERACIONALIZATION

2.6.1. INDEPENDENT VARIABLE: Cooperative Method

CONCEPT	CATEGORY	INDICATOR	TECHNIQUES / INSTRUMENTS
Cooperative Learning is a successful teaching and learning strategy in which students form teams for structured activities to achieve a common goal	Jigsaw cooperative strategy Individual and group accountability Face to face interaction	Students' participation. Group goal	Technique: Observation Instrument: Observation guide

TABLE N° 1: Independent Variable Operacionalization

DONE BY: Pilar Cushpa and Elsa Pinta

2.6.2.DEPENDENT VARIABLE: Language Teaching- Learning process in the listening skill

CONCEPT	CATEGORY	INDICATOR	TECHNIQUES / INSTRUMENTS
Teaching – learning is a process in which human being has for sharing knowledge or information, acquiring a new language in a conscious way because the language learning depends on effective listening.	Comprehension	Identification of the main idea of a passage Identification of details of a passage Infer conclusion	Technique: Evaluation Instrument: Test

TABLE N°2: Dependent Variable Operacionalization

DONE BY: Pilar Cushpa and Elsa Pinta

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

3.1.1. METHOD

Scientific Method

This research is applied and synthetic analytic method done in the field because the collected data will be analyzed and then, they will be separated in parts in order to study them individually.

3.1.2. TYPES OF INVESTIGATION

Scientific Investigation

Since the Theoretical Framework comes from previous scientific information.

Applied Investigation

Because applied research resides in the messy real world, strict research protocols may need to be relaxed. This investigation provides set of information that we are going to apply English language teachers teaching in real classroom situations.

Predictive research: Predictive research objective to predict or anticipate future situation require exploration description, comparison analysis and explanation of the problem will be researched

Factual or empirical investigation: Because it is based in the experimentation and observation

Bivariable investigation: since the present research has two variables dependent and independent

Field work

The field work will be applied in 9th year of basic education “B” of colegio de bachillerato fiscal Chambo from Chambo canton during the academic year 2014 – 2015.”

3.1.3. RESEARCH DESIGN

The present research was developed in that the facts are happening, at colegio de Bachillerato fiscal “Chambo”, in Chambo city, Chimborazo province. Before to start the research it was important identified the listening skill level of students and the method that the teacher used in 9th “B” class . For this reason was necessary to apply an Observation guide to determine the method, strategies, and techniques that the teacher used in class. After applied this Observation guide the researchers applied a test focus on listening skill based on the traditional method after that the researchers observed low participation and low academic performance from students during English learning process in listening skill. It was analyzed; getting as result a NOT SATTISFACTORY in the listening skill.

For this reason the researchers designed a program based on cooperative learning; it contained a set of activities or tasks based on listening in order to help the students to develop and improve the listening skill. For developing this skill the researchers decided to use jigsaw listening as technique of cooperative method, based on bottom up and top down strategies and teaching resources which were: video, pictures, worksheet and board. It was applied during 3 months, 2 hours every week.

After applied the program based on cooperative method, for evaluating the academic performance of the students using cooperative method, the researchers applied a final test using jigsaw listening as technique of cooperative method it showed that most of the students reached a satisfactory listening skill and most of the academic performs were outstanding.

Finally both results: First and second evaluation were analyzed, tabulated, graphicated and compered to prove the initial hypothesis of the research.

3.2. POPULATION AND SAMPLE

3.2.1. Population

The subject of this study are thirty-two teenagers and one teacher of Night year of basic education “B” of colegio de bachillerato fiscal Chambo, so we worked with a total 32 people.

3.2.2. Sample

For the development of this research, it will be necessary to work with the whole population since the size of the sample is small

3.3. DATA COLLECTION TECHNIQUES

3.3.1. Techniques

- ✓ **Observation.-** This technique was used to know how useful is the method that the teacher use to develop the skill listening of the students of 9th year of education basic “B” of colegio de bachillerato fiscal Chambo
- ✓ **Evaluation.-** It technique was useful to identification the students level of satisfaction developing the activities based on listening before after use cooperative method.

3.3.2 Instruments

- ✓ **Observation guide:** It was applied for the researches to diagnosis the method that the teacher uses in the English learning process in listening skill.
- ✓ **Test:** It was applied to evaluate the level of listening skill to the students of 9th year of education basic “B” of colegio de bachillerato fiscal Chambo before and after use activities based on the cooperative method.

3.4. TECHNIQUES TO COLLECT DATA

- Application of the respective observation guide.
- Tabulation of data.
- Review the information collected, that is to say, select suitable information for example: detect errors, contradictions etc.
- Elaboration of statistical tables and graphics, using excel.
- Analysis of the statistical results for establishing relationships in accordance with the objectives and hypotheses.
- Interpretation of results supported by the theoretical framework.
- Checking hypothesis
- Make conclusions and recommendations

CHAPTER IV

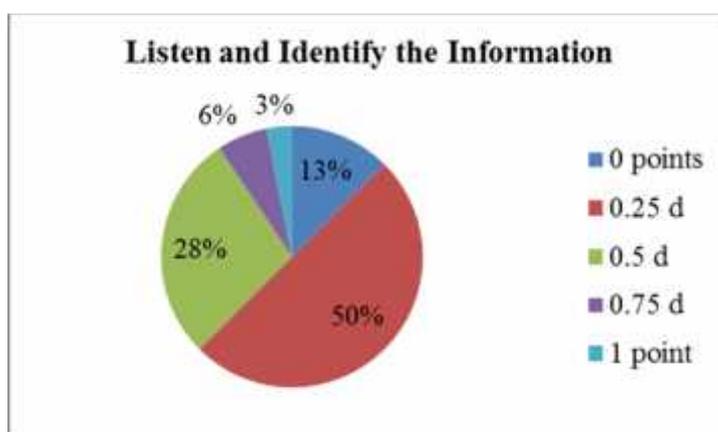
4. DATA PROCESSING AND ANALYZING STRATEGIES

4.1. ANALYSING OF THE TEST ADDRESSED TO THE STUDENTS OF 9TH “B” AT COLEGIO DE BACHILLERATO FISCAL CHAMBO BEFORE THE APPLICATION OF LISTENING STRATEGIES WITHOUT USING COOPERATIVE METHOD SHOW THE FOLLOWING RESULTS:

TABLE N° 3: Listen and Identify the Information

SCORE	FREQUENCY	PERCENTAGE
0 points	4	13%
0.25 d	16	52%
0.5 d	9	29%
0.75 d	2	6%
1 point	1	3%
Total number of students	31	100%

Source: Test administrated to students
Authors: Pilar Cushpa and Elsa Pinta



Graphic 1: Listen and Identify the Information

Authors: Pilar Cushpa and Elsa Pinta

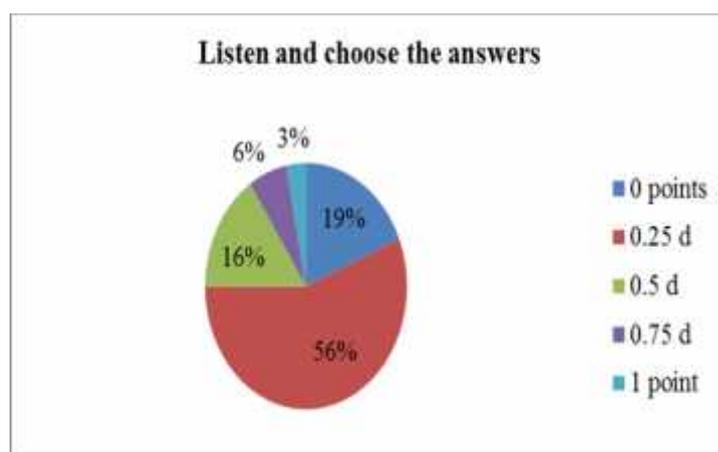
Analysis : The graph above shows that 13% of the students got 0 points, the 50 % of students got 0.25, the 28% of students got 0.5, 6 % of students got 0.75 and only 3% of students got 1 point in the task one.

Interpretation: The obtained results show that the most the students did not listen and identify the background information and they cannot answer the questions correctly.

TABLE N°4: Listen and choose the correct answers

SCORE	FREQUENCY	PERCENTAGE
0 points	6	19%
0.25 d	18	56%
0.5 d	5	16%
0.75 d	2	6%
1 point	1	3%
Total number of students	32	100%

Source: test administrated to students
Authors: Pilar Cushpa and Elsa Pinta



Graphic N°2: Listen and choose the answers

Authors: Pilar Cushpa and Elsa Pinta

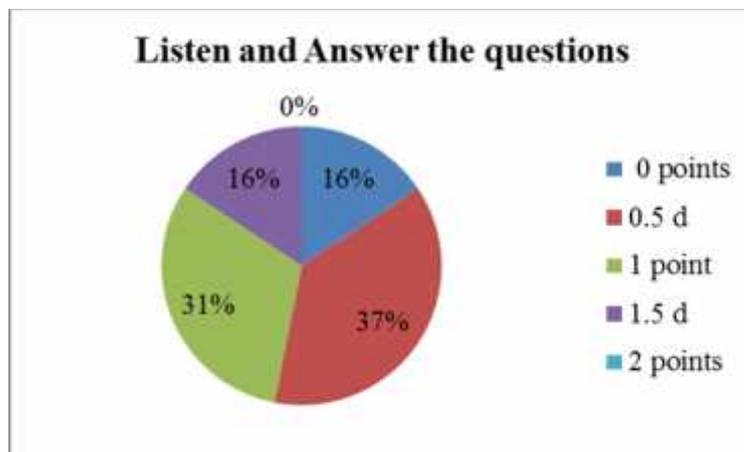
Analysis : The graph above shows that 19% of the students got 0 points, the 56% of students got 0.25, the 16% of students got 0.5, 6 % of students got 0.75 and only 3% of students got 1 point in the task two.

Interpretation: The obtained results show that the most of are not able to choose the correct answers when listening. They have lack of vocabulary.

TABLEN°5: Listen and Answer the questions

SCORE	FREQUENCY	PERCENTAGE
0 points	5	16%
0.5 d	12	38%
1 point	10	31%
1.5 d	5	16%
2 points	0	0%
Total number of students	32	100%

Source: Test administrated to students
Authors: Pilar Cushpa and Elsa Pinta



Graphic N°3: Listen and Answer the questions

Authors: Pilar Cushpa and Elsa Pinta

Analysis : The graph above shows that 16% of the students got 0 points, the 37% of students got 0.5, the 31% of students got 1point, 16 % of students got 1.5 and 0% of students got 1 point in the task three.

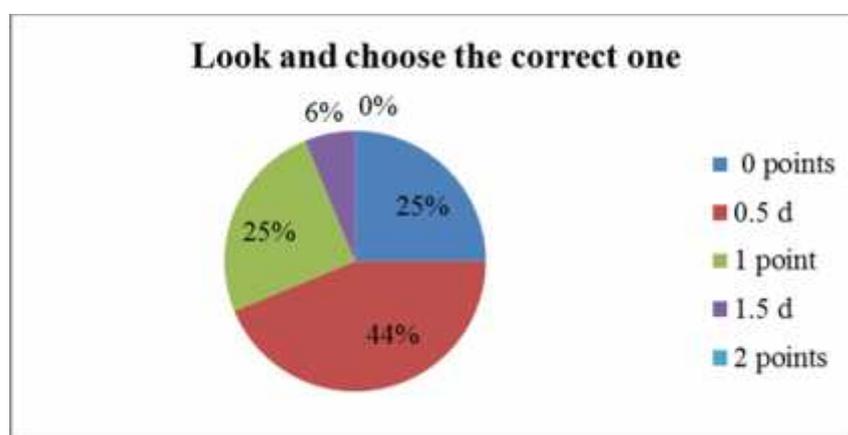
Interpretation : The results obtained show that the most of the students cannot understand the meaning of some word in this part of the video.

TABLE N° 6: Look and choose the correct one(2p)

SCORE	FREQUENCY	PERCENTAGE
0 points	8	25%
0.5 d	14	44%
1 point	8	25%
1.5 d	2	6%
2 points	0	0%
Total number of students	32	100%

Source: Test administrated to students

Authors: Pilar Cushpa and Elsa Pinta



Graphic N° 4: Listen and Answer the questions

Authors: Pilar Cushpa and Elsa Pinta

Analysis : The graph above shows that 25% of the students got 0 points, the 44% of students got 0.5, the 25% of students got 1 point, 6 % of students got 1.5 and 0% of students got 2 points in the task four.

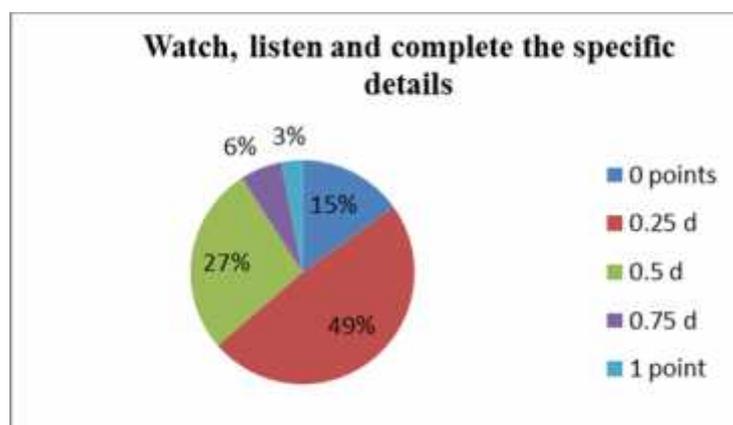
Interpretation: The obtained results show that the most of the students are not able to understand the meaning of the language into the video and they confuse the message to choose the correct answers.

TABLE N°7: Watch, listen and complete the specific details

SCORE	FREQUENCY	PERCENTAGE
0 points	5	16%
0.25 d	16	50%
0.5 d	9	28%
0.75 d	2	6%
1 point	1	3%
Total number of students	32	100%

Source: Test administrated to students

Authors: Pilar Cushpa and Elsa Pinta



Graphic N° 5: Watch, listen and complete the specific details

Authors: Pilar Cushpa and Elsa Pinta

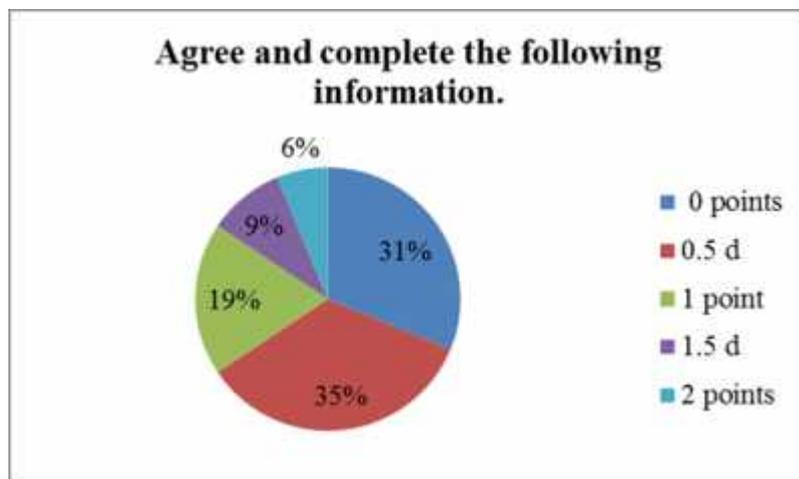
Analysis: The graph above shows that 15% of the students got 0 points, the 49% of students got 0.25, the 27% of students got 0.5, 6% of students got 0.75 and only 3% of students got 1 point in the task five.

Interpretation: The obtained results show that the most of the students can not distinguish phases and details so they do not complete with the correct information.

TABLE N° 8: Agree and complete the following information.

SCORE	FREQUENCY	PERCENTAGE
0 points	10	31%
0.5 d	11	34%
1 point	6	19%
1.5 d	3	9%
2 points	2	6%
Total number of students	32	100%

Source: Test administrated to students
Authors: Pilar Cushpa and Elsa Pinta



Graphic N° 6: Agree and complete the following information

Authors: Pilar Cushpa and Elsa Pinta

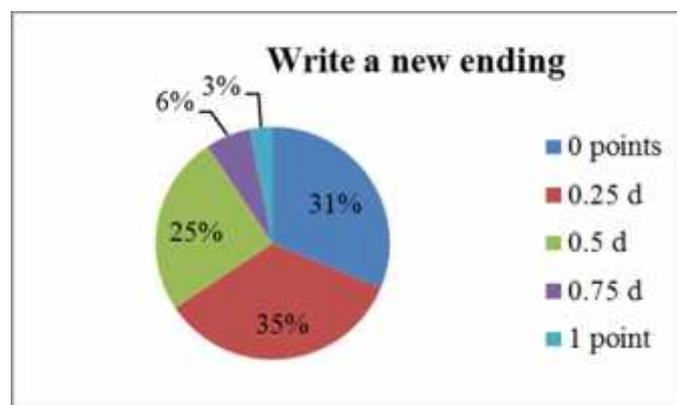
Analysis : The graph above shows that 31% of the students got 0 points, the 35% of students got 0.5, the 19% of students got 1 point, 9% of students got 1.5 and only 6% of students got 2 point in the task six.

Interpretation : The results obtained results show that the most of the students do not use the correct form of the language due to the fact the students do not kwon when using the correct verb in sentences.

TABLE N°9: Write a new ending

SCORE	FREQUENCY	PERCENTAGE
0 points	10	31%
0.25 d	11	34%
0.5 d	8	25%
0.75 d	2	6%
1 point	1	3%
Total number of students	32	100%

Source: Test administrated to students
Authors: Pilar Cushpa and Elsa Pinta



Graphic N°7: Write a new ending

Authors: Pilar Cushpa and Elsa Pinta

Analysis: The graph above shows that 31% of the students got 0 points, the 35% of students got 0.25, the 25% of students got 0.5, 6% of students got 0.75 and only 3% of students got 1 point in the task six.

Interpretation: The obtained results show that the most the students are not able to produce correct ideas because they do not know how to use the correct form of language and they have not enough experience doing it.

4.2. ANALYSING OF THE DATES TEST ADDRESSED TO THE STUDENTS OF 9TH “B” AT COLEGIO DE BACHILLERATO FISCAL CHAMBO

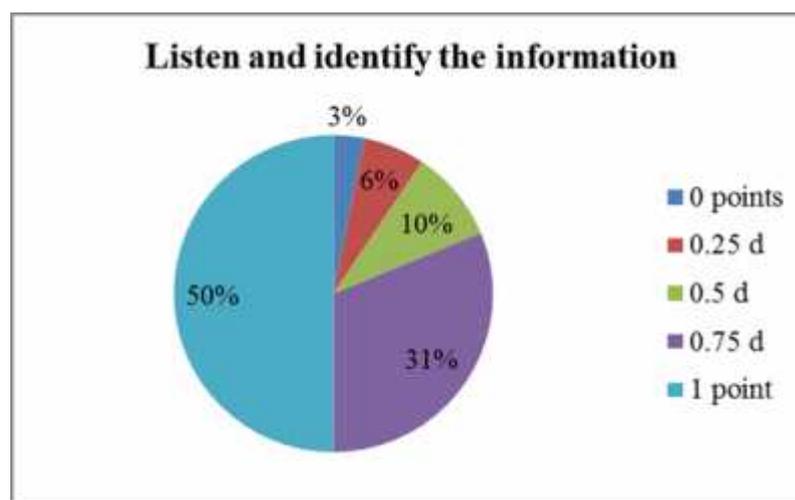
AFTER THE APPLICATION OF LISTENING STRATEGIES USING COOPERATIVE METHOD SHOW THE FOLLOWING RESULTS:

TABLE N°10: Listen and identify the information.

SCORE	FREQUENCY	PERCENTAGE
0 points	1	3%
0.25 d	3	9%
0.5 d	2	6%
0.75 d	6	19%
1 point	20	63%
Total number of students	32	100%

Source: Test administrated to students

Authors: Pilar Cushpa and Elsa Pinta



Graphic N° 8: Listen and identify the information.

Authors: Pilar Cushpa and Elsa Pinta

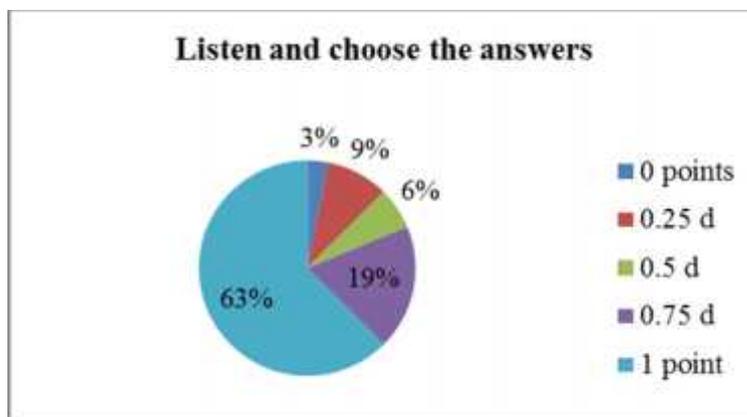
Analysis : The graph above shows that 3% of the students got 0 points, the 9 % of students got 0.25, the 6% of students got 0.5, 19 % of students got 0.75 and 63 3% of students got 1 point in the task one.

Interpretation: The obtained results show that the most of the students listened and identified the background information and they can answer the questions correctly.

TABLE N°11: Listen and choose the answers

SCORE	FREQUENCY	PERCENTAGE
0 points	1	3%
0.25 d	3	9%
0.5 d	2	6%
0.75 d	6	19%
1 point	20	63%
Total number of students	32	100%

Source: Test administrated to students
Authors: Pilar Cushpa and Elsa Pinta



Graphic N° 9: Listen and choose the answers

Authors: Pilar Cushpa and Elsa Pinta

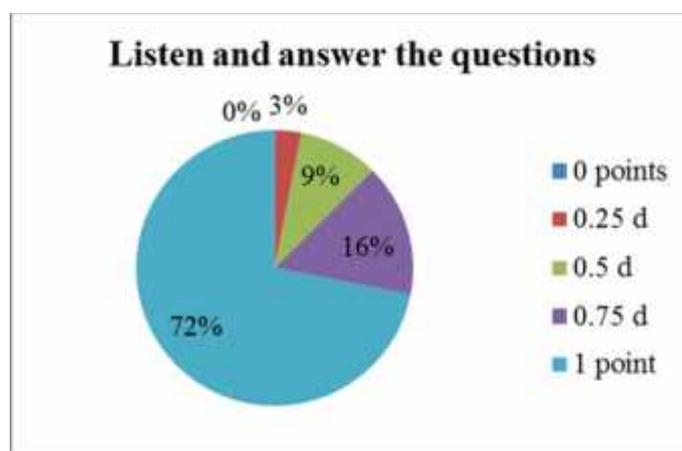
Analysis : The graph above shows that 3% of the students got 0 points, the 9% of students got 0.25, the 6% of students got 0.5 point, 19% of students got 0.75 and 63% of students got 1 point in the task two.

Interpretation : The obtained results show that the most of are able to choose the correct answers when listening. They have enough vocabulary to understand the video.

TABLE N°12: Listen and answer the questions

SCORE	FREQUENCY	PERCENTAGE
0 points	0	0%
0.5 d	1	3%
1 point	3	9%
1.5 d	5	16%
2 points	23	72%
Total number of students	32	100%

Source: Test administrated to students
Authors: Pilar Cushpa and Elsa Pinta



Graphic N° 10: Listen and answer the questions

Authors: Pilar Cushpa and Elsa Pinta

Analysis : The graph above shows that 0% of the students got 0 points, the 3% of students got 0.5, the 9% of students got 1 point, 16% of students got 1.5 and 72% of students got 2 points in the task three.

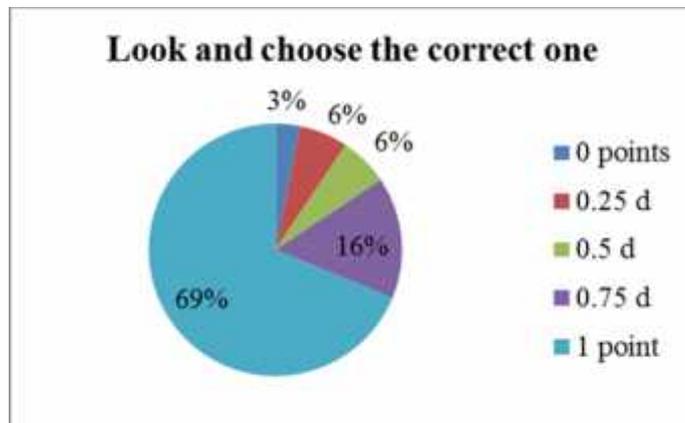
Interpretation: The results obtained show that the most of the students can understand the meaning of some word in this part of the video and they answered correctly.

TABLE N°13: Look and choose the correct one.

SCORE	FREQUENCY	PERCENTAGE
0 points	1	3%
0.5 d	2	6%
1 point	2	6%
1.5 d	5	16%
2 points	22	69%
Total number of students	32	100%

Source: Test administrated to students

Authors: Pilar Cushpa and Elsa Pinta



Graphic N° 11: Look and choose the correct one

Authors: Pilar Cushpa and Elsa Pinta

Analysis: The graph above shows that 3% of the students got 0 points, the 6% of students got 0.5, the 6% of students got 1point, 16% of students got 1.5 and 69% of students got 2 points in the task four.

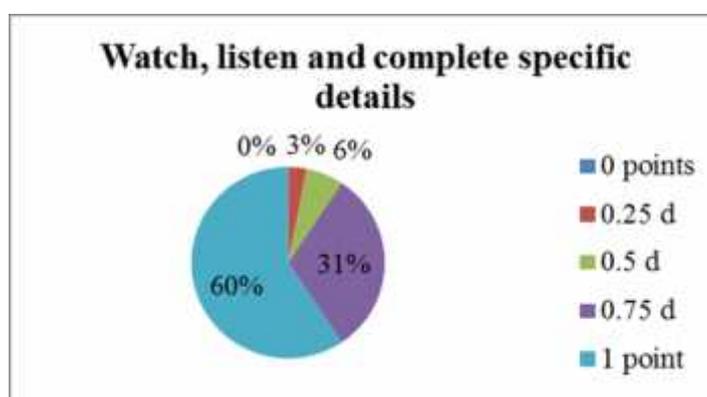
Interpretation : The obtained results show that the most of the students are able to understand the meaning of the language into the video and they do not confuse the message to choose the correct answers.

TABLE N°14: Watch, listen and complete specific details.

SCORE	FREQUENCY	PERCENTAGE
0 points	0	0%
0.25 d	1	3%
0.5 d	2	6%
0.75 d	10	31%
1 point	19	59%
Total number of students	32	100%

Source: Test administrated to students

Authors: Pilar Cushpa and Elsa Pinta



Graphic N° 12: Watch, listen and complete specific details.

Authors: Pilar Cushpa and Elsa Pinta

Analysis : The graph above shows that 0% of the students got 0 points, the 3% of students got 0.25, the 6% of students got 0.5, 31% of students got 0.75 and only 60% of students got 1 point in the task five.

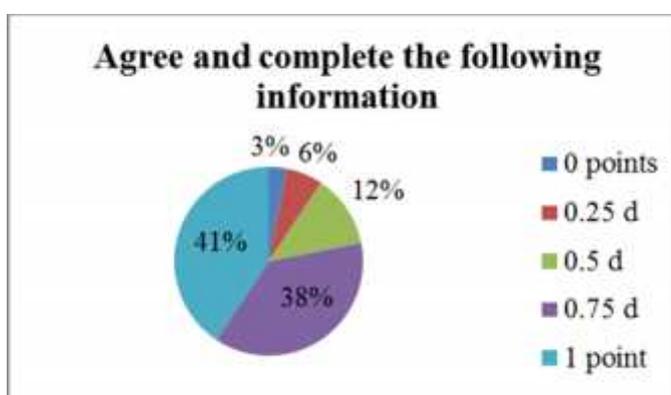
Interpretation: The obtained results show that the most of the students can distinguish phrases and details so they complete with the correct information.

TABLE N°15: Agree and complete the following information.

SCORE	FREQUENCY	PERCENTAGE
0 points	1	3%
0.5 d	2	6%
1 point	4	13%
1.5 d	12	38%
2 points	13	41%
Total number of students	32	100%

Source: Test administrated to students

Authors: Pilar Cushpa and Elsa Pinta



Graphic N°13: Agree and complete the following information

Authors: Pilar Cushpa and Elsa Pinta

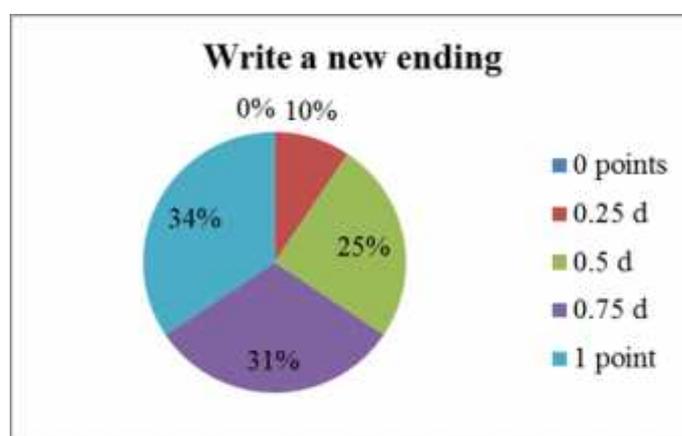
Analysis : The graph above shows that 3% of the students got 0 points, the 6% of students got 0.5, the 12% of students got 1 point, 38% of students got 1.5 and only 41% of students got 2 points in the task six.

Interpretation The results obtained results show that the most of the students use the correct form of the language due to the fact the students kwon when using the correct verb in sentences.

TABLE N°16: Write a new ending.

SCORE	FREQUENCY	PERCENTAGE
0 points	0	0%
0.25 d	3	9%
0.5 d	8	25%
0.75 d	10	31%
1 point	11	34%
Total number of students	32	100%

Source: Test administrated to students
Authors: Pilar Cushpa and Elsa Pinta



Graphic N° 14: Write a new ending

Authors: Pilar Cushpa and Elsa Pinta

Analysis: The graph above shows that 0% of the students got 0 points, the 10% of students got 0.25, the 25% of students got 0.5, 31% of students got 0.75 and only 34% of students got 1 point in the task six.

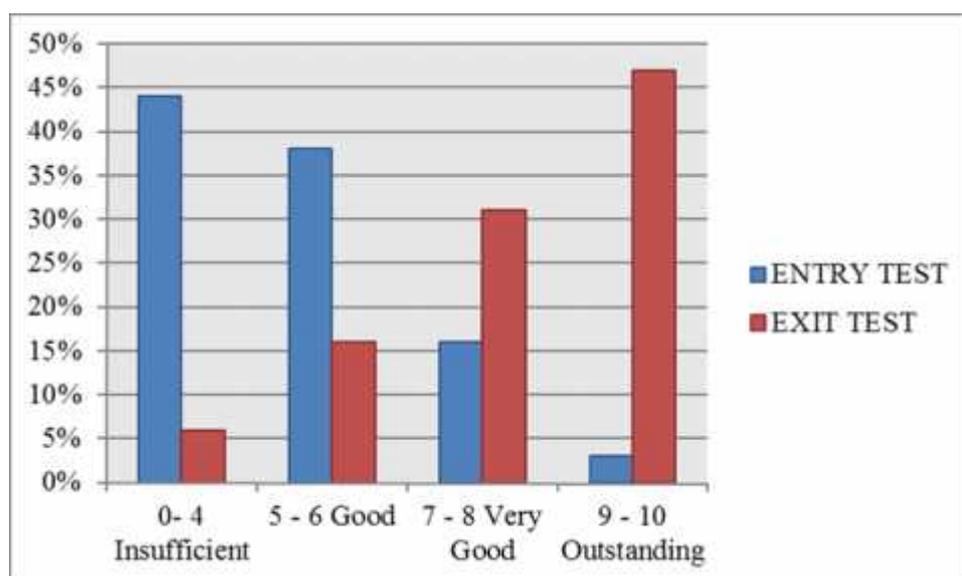
Interpretation: The obtained results show that the most the students are able to produce correct ideas because they know how to use the correct form of language and they have enough experience doing it.

TABLE N°17: Comparison from of results between the entry and exit tests addressed to students through the application of listening strategies

SCALE	ENTRY TEST		EXIT TEST	
	NUMBER OF STUDENTS	PERCENTAGE	NUMBER OF STUDENTS	PERCENTAGE
0- 4 Insufficient	14	44%	2	6%
5 - 6 Good	12	38%	5	16%
7 - 8 Very Good	5	16%	10	31%
9 - 10 Outstanding	1	3%	15	47%
Total number of students	32	100%	32	100%

Source: Table N° 4.1.3.1

Authors: Pilar Cushpa and Elsa Pinta



Graphic N° 15: Comparison from of results between the entry and exit tests

Authors: Pilar Cushpa and Elsa Pinta

Analysis of results: The graph above shows that 44% of the students got insufficient, the 38% of students got a good score, the 16% of students got a very good score, the 3% of students got an outstanding score in the enter test and that 6% of the students got insufficient, the 16% of students got a good score, the 31% of students got a very good score, the 47% of students got an outstanding score in the exit test.

Interpretation of results: The obtained results show that in the enter test the students can not recognizing words, listen for specific information and specific details so most of the students got insufficient score; on the other hand in the exit test the students were able to recognizing words, listen for specific information and specific details correctly thus most of them got Outstanding score.

TABLE N°18: Comparison from the results obtained from the entry and exit

tests addressed to students through the application of listening strategies.

QUESTIONS	ENTRY EVALUATION WITHOUT THE APPLICATION OF LISTENING STRATEGIES			EXIT EVALUATION WITH THE APPLICATION OF LISTENING STRATEGIES		
	Correct Answers	Incorrect Answers	TOTAL	Correct Answers	Incorrect Answers	TOTAL
PRE- LISTENING						
1. Listen and identify the background information to answer the questions.	38%	63%	100%	94%	6%	100%
2. Listen and choose the correct answer.	28%	72%	100%	91%	9%	100%
WHILE- LISTENING						
3. Listen this part of the video and answer the questions.	25%	75%	100%	94%	6%	100%
4. Look at the pictures and choose the correct one according to what you listen.	31%	69%	100%	97%	3%	100%
5. Remember what you listen and watch to complete the following specific details.	25%	75%	100%	94%	6%	100%
POST- LISTENING						
6. Discuss about	28%	72%	100%	91%	9%	100%

what you watched in the video and complete the following information using (am, is, are)						
7. Write a new ending for the story.	22%	78%	100%	97%	3%	100%

4.2.1. INTERPRETATION THE RESULTS OBTAINED BETWEEN THE ENTRY AND EXIT TEST DURING THE APPLICATION OF LISTENING STRATEGIES

4.2.1.1. ENTRY EVALUATION WITHOUT THE APPLICATION OF LISTENING STRATEGIES

Interpretation related to first question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 63% answered incorrectly the first question and only 38% of students answered correctly the first question which was listening and identify the background information to answer the questions.

Interpretation related to second question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 73% answered incorrectly the second question and only 28% of students answered correctly the second question which was listening and choose the correct answer.

Interpretation related to third question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 75% answered incorrectly the third question and only 25% of students answered correctly the third question which was listen this part

of the video and answer the questions.

Interpretation related to fourth question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 69% answered incorrectly the fourth question and only 31% of the students answered correctly the fourth question which was look at the pictures and choose the correct one according to what you listen.

Interpretation related to fifth question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 75% answered incorrectly the fifth question and only 25% of the students answered correctly the fifth question which was Remember what you listen and watch to complete the following specific details.

Interpretation related to sixth question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 72% answered incorrectly the sixth question and only 28% of the students answered correctly the sixth question which was Discuss about what you watched in the video and complete the following information using (am, is, are)

Interpretation related to seventh question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 78% answered incorrectly the sixth question and only 22% of the students answered correctly the sixth question which was write a new ending

4.2.1.2. EXIT EVALUATION WITH THE APPLICATION OF THE LISTENING STRATEGIES.

Interpretation related to first question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 63% answered incorrectly the first question and only 38% of students answered correctly the first question which was listening and

identify the background information to answer the questions.

Interpretation related to second question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 73% answered incorrectly the second question and only 28% of students answered correctly the second question which was listening and choose the correct answer.

Interpretation related to third question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 75% answered incorrectly the third question and only 25% of students answered correctly the third question which was listen this part of the video and answer the questions.

Interpretation related to fourth question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 69% answered incorrectly the fourth question and only 31% of the students answered correctly the fourth question which was look at the pictures and choose the correct one according to what you listen.

Interpretation related to fifth question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 75% answered incorrectly the fifth question and only 25% of the students answered correctly the fifth question which was Remember what you listen and watch to complete the following specific details.

Interpretation related to sixth question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 72% answered incorrectly the sixth question and only 28% of the students answered correctly the sixth question which was Discuss about what you watched in the video and complete the following information using (am, is, are)

Interpretation related to seventh question:

The results obtained from application of listening strategies were high and low. The most of the students represented by 78% answered incorrectly the sixth question and only 22% of the students answered correctly the sixth question which was write a new ending for the story.

TABLE N° 19: Results obtained through observation guide addressed to students of 9th “b” at colegio de bachillerato fiscal chambo during the application of cooperative method.

APPLICATION THE 1 st CLASS WITHOUT STRATEGIES THAT INVOLVE COOPERATIVE METHOD			APPLICATION THE 2 nd CLASS WITH SOME STRATEGIES THAT INVOLVE COOPERATIVE METHOD		
Parameters that involved Cooperative method	Applied	Not Applied	Parameters that involved Cooperative Method	Applied	Not Applied
Lesson plan		X	Lesson plan	X	
Motivation		X	Motivation	“Telephone broken” game	
Teaching resources	Audio and video		Teaching resources	Video, slide projector, flashcards, pictures, audio, Worksheets, board, markers and laptop	
Strategies			Strategies	Bottom-up and Top-down listening strategies (Jigsaw Listening)	
Class organization		X	Class organization	X	

Students' Role			Students' Role	X	
Students participate in Group Work.		X	Students participate in Group Work.	High	
Students participate in class.	Low		Students participate in class.	High	
Activity to improve listening skill.	Watch and listen to the Pus in boots (video)		Activities to improve listening skill.	Active viewing Jigsaw listening Making inferences	

4.3.1. INTERPRETATION OF THE RESULTS OBTAINED THROUGH OBSERVATION GUIDE DURING THE APPLICATION COOPERATIVE METHOD

4.3.1.1. APPLICATION OF THE CLASS WITHOUT STRATEGIES THAT INVOLVED COOPERATIVE METHOD

Factors that involved Cooperative method

LESSON PLAN: The table demonstrates the researchers did not use lesson plan for developing the class of the better manner.

MOTIVATION: At the beginning of the application the researchers did not apply game or motivation. This is a reason that students did not feel motivated and they showed low interest and low participation during the whole class.

TEACHING RESOURCES: The researchers only used some resources such as: video "Pus in boots" board and Markers.

STRATEGIES: The researchers did not use any strategy

CLASS ORGANIZATION: The researchers did not establish any parameters because students prefer to work individually.

STUDENTS' ROLE: The researchers did not assign any role for the students because they did not like to work in group

STUDENTS PARTICIPATE IN GROUP WORK: The researchers did not design activities where learners can contribute in group work.

STUDENTS PARTICIPATE IN CLASS: It is important to mention this aspect because it is related to participation of each student. Though the most of learner showed low participation during whole class.

ACTIVITY TO IMPROVE LISTENING SKILL: The researchers applied one activity which consisted in listen to “lemon tree” song, and then students sing the song together.

4.3.1.2. APPLICATION OF THE CLASS WITH ALL ASPECTS THAT INVOLVED COOPERATIVE METHOD

Parameters that involved Cooperative method:

LESSON PLAN: the table shows the researchers used lesson plan as guide to develop a class step by step of the better manner.

MOTIVATION: At the beginning of the application the researchers applied game “telephone broken” to motivate them. For this reason students showed most interest to learn and they participated with enthusiasm during the whole class.

TEACHING RESOURCES: The researchers used the following resources: video,

flashcards, pictures, audio, worksheets, projector, laptop, board and markers to improve the listening skill in the students.

STRATEGIES: The researchers applied two listening strategies based on Bottom-up (Jigsaw listening) related to forms and structures. The researchers taught “to be” verb about of content “Puss in boots” song and Top-down refers to content “Puss in boots” video using pictures and key words to understand the meaning where the students could complete the activities successfully.

CLASS ORGANIZATION: The researchers applied this parameter because it is important to create a good environment to reduce distractions from learners during the class.

STUDENTS PARTICIPATE IN GROUP WORK: The researchers applied activities where learners work in group. It is relevant to mention the groups give the students more time to speak and more practice to learn English and the results in these activities were meaningful because each group member contributes with ideas, share information, and opinions about the activities developing cooperative learning.

STUDENTS’ ROLE: The researches assign the roles to avoid one learner work over the activities and the roles is necessary to get the groups functioning well

STUDENTS PARTICIPATE IN CLASS: It is important to mention this aspect because the students use the real communication with responsibility and independence. Though the most of learners showed high participation during the class.

ACTIVITIES TO IMPROVE LISTENING SKILL: The researchers applied Active viewing. It consisted in to watch the video and let them take active part in watching the video. Jigsaw activity which consisted to change the groups in new group and they need to complete the some activities according to they listened in each part of the video. Finally making inferences which consisted in chose the correct sentences for each caption

The researchers applied two different methods in both classes. The first class was applied with the traditional method some classroom management aspects and other class were applied with all classroom management aspects. When the researchers applied a cooperative method, where the students are able to focus on their schoolwork and enhance their academic performance during English learning process.

4.6. VERIFICATION OF THE HYPOTHESIS

Cooperative method influence positively in the English Learning Process (listening skill) at 9th “B” in the Colegio de Bachilleraton fiscal Chambo, in the city of Chambo, during the school year 2014-2015. It was proved because cooperative method is a meaningful way to learn; it has different strategies that give students opportunities to work collaboratively, it means that students interact using the language, they get more confidence speaking with their partners: Sharing ideas and information, and they have more opportunities to use the language in a non-threatening environment. In effect the students learned and improved their academic performance during English learning process in listening skill. This situation can be reflected in the entry- test and exit- test.

In the entry- test the table N° 13 shows that most of the students are not able to understand the meaning of the language into the video and they confuse the message to choose the correct answers, due to students worked alone in the activity and they did not have face to face interaction with their classmates, but in the exit- test in the table N°13 only 3 % of students were not able to understand the language and confused the meaning and most of students were able to by the reason of students worked in cooperative groups so students had the opportunity to share information and ideas, at the same time each member of a team was responsible not only for learning what is taught but also for helping classmates learn.

In addition the table N° 17 shows a general comparison of results which prove that after the application of cooperative method the student's academic performance is outstanding, because students were grouped together at different ability levels to

archive a learning goal so they had the opportunity to interact with each other, thus it helped students to ensure confidence, and learn productively by creating an adequate atmosphere. It means that when the students have opportunities to work collaboratively, learn faster and more efficiently than the students who do not.

Finally, the Graphic percentage results show that respondents perceived that by applying the cooperative method worked well to develop the skill of listening. From the viewpoint of the students they developed the skill of listening so that they can understand, discuss, ask clarifying, exchange groups devise and evaluate in order to get a good teamwork.

In the input and output test they showed in the graph of table N° 18 developmental stage that occurred during and process that we implemented during these three months, where students have been able to develop the skill of listening is. The percentages show that most students if they were able to develop the above skills. The graph of the entry and exit test shows that 44% of the students got insufficient, the 38% of students got a good score, the 16% of students got a very good score, the 3% of students got an outstanding score in the enter test and that 6% of the students got insufficient, the 16% of students got a good score, the 31% of students got a very good score, the 47% of students got an outstanding score in the exit test. The obtained results show that in the enter test the students can not be recognizing words, listen for specific information and specific details so most of the students got insufficient score; on the other hand, in the exit test the students were able to recognizing words, listen for specific information and specific details correctly thus most of them got Outstanding score

Moreover, percentage to be analyzed statistical results of the overall score obtained in the test input compared with output test, it becomes clear that a high percentage of students improved the skill of listening. In the input level students had scores of 0-4 (insufficient) in a percentage of .5%. and 5 to 6 (good) in a percentage of .15% and be 7to 8(very good) only a percentage of 15%, only a 5% of students archived 9-10 (outstanding) The application period ends on cooperative learning, the output level of the percentages show that .45% of the students who achieved 5 -6 good and 7-8that is very good with an average of 35% and the some students archived 9-

10 (outstanding) with an average 45%. Only 20% an average student had lower average scores of 0-4 .

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

Allowing to analysis and interpretation of results. The researchers determined the following:

- Cooperative method influences in the positive way, giving a significant impact on teacher and students learning because it is no traditional method to learn.
- This method gives us set of strategies, techniques and activities to improve listening skill because it allows to students feel more confidence among them archiving a meaningful participation in each activity showing a good behavior and interest to improve English language.
- The application of the cooperative method shows that students have more opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience.
- When the teacher uses a lesson plan, teaching resources, organization of content, classroom rules and strategies the result will be satisfactory during English learning process. They are successful techniques for teaching and learning because to help students to ensure confidence, and learn productively by creating an adequate atmosphere.
- The listening strategies become necessary tool during English learning process because it is the basis for speaking, writing and reading skills, without the ability to listen effectively messages are easily misunderstood and communication breaks down.

5.2. Recommendations

- Cooperative method has a variety of activities they must be used as elemental strategy to improve English learning process (listening skill) because all of the results were productive to motivate and to share knowledge among students and with their teachers.
- English teacher should apply the most appropriate Methodology of teaching using strategies and teaching resources through meaningful activities.
- It is necessary to apply the cooperative learning strategies recommended to motivate and reinforce the students' level of cooperation and work in groups.
- English teacher must use an adequate set of strategies give them a good results in the teaching –learning process.
- It is recommendable that the teachers encourage students to use videos for developing in a funny way their listening skill because it helps to learners to improve their English performance.

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**APPENDICES
ATTACHMENTS ‘1’**

OBSERVATION GUIDE

INSTITUTION NAME: Colegio Nacional Chambo

SUBJECT: English

COURSE: 9th "B"

RESEARCHERS: Pilar Cushpa and Elsa Pinta . **SCHOOL YEAR:** 2014-2015

DATE: On April 23th, 2015

TIME: 9:55- 11:55 am

Observation Guide used to check the application of the method teacher uses in the English learning process in listening skill.

PROMPTS	SCORES			
	NEVER	RARELY	SOMETIMES	ALWAYS
CONTENTS:				
According to students' level				
LEARNING DEVELOPMENT:				
Motivates students				
Activities are related to the content				
Students show interest in every activity.				
Promotes meaningful learning				
Students participate in class individually				
Students participate in work group				
METHODOLOGY:				
Students work in group or individually accountability				
DIDACTIC MATERIAL:				
The material is creative and meaningful				
CLARIFY:				
Instructions				
Doubts or questions from students.				

SOURCE: Observation guide administrate to students.

AUTHORS: Pilar Cushpa and Elsa Pinta

ATTACHMENT "2"

TEST

COLEGIO DE BACHILLERATO FISCAL CHAMBO

Name: Course: "B"

Date:

TASK 1. Listen and identify the background information to answer the questions. (1p)

1. Do you believe in talking cat?.....
2. What is the title of this movie?.....
3. What Kind of movie is it?.....
4. What is the main character?.....

TASK 2. Listen and choose the correct answer (1p)

The film is

- a) A cartoon
- b) An adventure
- c) A romance

His new friends are:

- a) Perla, Sofia and Tomas
- b) Perla, Gonzalo y Timoteo
- c) Timoteo gonzalo y Sofia

Cat is

- a) A king
- b) An animal
- c) A man

The Queen lost:

- a) Ring
- b) Map
- c) Diamond heart

TASK 3. Listen this part of the video and answer the questions.(2p)

1.- What does the Queen ask to the talking cat?

.....

2.- Where do the cat and the tree diablos find the Whisperer?

.....

3.-Who helps the puss in boots to accomplish the mission?

.....

4.- What does the cat say to the diablos?

.....

TASK 4. Look at the pictures and choose the correct one according to what you listen. (2p)



- A. Cat said “And that is all for tonight my pequeños”
- B. Cat said “This is the last part of the story”



- A. **Queen:** “You must find the Whispered”
- B. **Queen:** “You should hit the whispered”



- A. Cat: the diamond is for you
- B. Cat: we did it! And we get the diamond.



What did queen give to the cat?

- A. Money

B. Food

TASK 5. Remember what you listen and watch to complete the following specific details. (1p)

Puss in boots assigns three names for (1).....They were (2).....,Gonzalo and Timoteo(3)..... He wants that the threes kittens to help him to get the (4)..... Then they went to the desert where they find to the whispered and he said to Puss in boots “I am the whispered” Finally the queen gave money as a reward.

TASK 6. Discuss about what you watched in the video and complete the following information using (is, is, are) (2p)

- Only one thing was certain. I Puss in boots!
- Whoa!you Puss in boots? Yes, I am.
- The queen said “My hear has been stolen” I.....innocent. (Said the cat)
- These..... the most vile and ferocious mercenaries we have encountered.

Task 7.-Write a new ending for the story (1p)

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

ATTACHMENT “3”

COLEGIO FISCAL CHAMBO

LESSON PLAN ON LISTENING SKILLS

1. - INFORMATIVE DATA

CLASS: 9th “B”

N° OF STUDENTS: 32 students

RESEARCHERS: Pilar Cushpa and Elsa Pinta

PERIOD OF TIME: 80 minutes

CAREER: Languages

DATE OF APPLICATION: On

November 11th, 2015

ACADEMIC YEAR: 2014 - 2015

TIME: 9-55 :11-55

2. - CLASS ORGANIZATION

AREA: English

CONTENT: To be verb related to Puss in boots movie.

OBJECTIVE CONTENT: Students will be able to develop a listening skill through the video using cooperative method.

Aims: The main objectives of this lesson are:

- To develop the listening skill in the students through the Puss in the boots movie.
- To teach them to be verb related to the content of the movie. (am is are.)
- To motivated in the skill of listening through of the participation of students in all activities.
- To develop the practice listening skill in the students through meaningful activities.
- To encourage the students to carry out better working in the teamwork.

METHOD: Cooperative method

STRATEGIES LISTENING: The researchers will apply a strategy: Bottom- up listening strategies and top – down listening using a cooperative method strategy during English learning (Jigsaw listening) process.

LEARNING STRATEGIES:

- METACOGNITIVE: Self- correction, comparing, reviewing.
- COGNITIVE. Using visual and audio aids to meaning and evaluating.

CONSTRUCTIVIST: The students share ideas to construct a summary about the movie in each group and the teacher guides in different activities to achieve meaningful learning.

MATERIAL: movie, pictures, flashcards, sheets laptop and video.

ASSESSMENT: The researchers will use a formative assessment though the lesson plan. Some aspects that will be worth such as:

- ✓ Motivation

- ✓ Participation in the task.
- ✓ Understand the task.
- ✓ Interacts with other students through group work participation.
- ✓ Presents their job in an organized way.

ANTICIPATED PROBLEMS:

- Students are not in the same level to develop the listening skill.
- Students appearance low participation because they do not feel motivated in English class.
- Students do not like working in group.

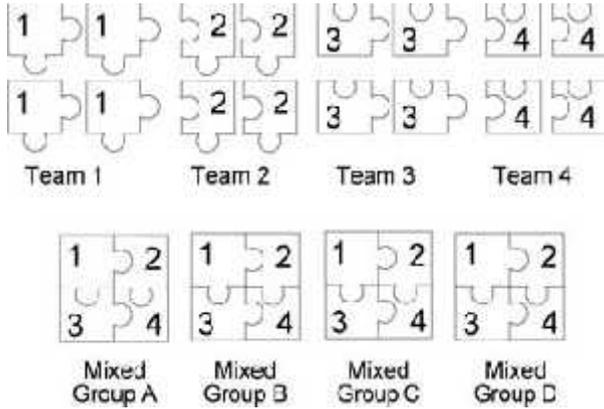
3. - DIDACTIC PROCESS

SKILLS	CONTENT	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION	TIME
LISTENING.	<p>1. CONCEPTUAL: Using a movie to develop listening skill in the student</p> <p>PROCEDURAL: Make a motivation</p>	<p>Warm up: Telephone broken</p> <p>This game consists in : The Teacher divides the classroom in two groups. Then the teacher will give a message to first student</p>	Cards of		5minutes

	<p>Discuss about the topic.</p>	<p>of each group. After that the students must pass the message one by one until to the last student catches the message. Finally the last student will pass to the board and He/she will write the message. The group who has more correct messages will be winners.</p> <p><i>Pre – listening.</i></p> <p>The researchers will divide the classroom in 5 groups of 5 students.</p> <p>Group 1</p> <p>Group 2</p> <p>Group 3</p>	<p>messages</p> <p>Markers</p> <p>Board</p>		<p>10 minutes</p>
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LISTENING	Identify the new grammatical structure.	<p>Group 4</p> <p>Group 5</p> <p>The researches will present the Tittle of the movie “Puss in boots” After that the students will discuss in to the group about the title of the video. Then researchers will ask to students about the content of the movie. For example:</p> <p>Task1.- The students will answers the following questions</p> <p>While-listening</p> <p>The researchers will give different parts of video for</p>	Movie Computers		25 minutes
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<p>JIGSAW LISTENING</p>		<p>each group to watch twice .</p> <p>The reserachers will apply the top-down listening strategy trough of the following activities :</p> <p>ACTIVITY I</p> <p>The researchers will hand out the worksheets each students to work in the following activities</p> <p>Task 1.- The students will choose the correct answer-</p> <p>Task 2.- The students will watch and listen the video and they will chose the correct option.</p> <p>Task 3.-The students will complete using the specific details.</p>	<p>Worksheets</p>		
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	<p>Reflecting</p>	<p>Post- listening</p> <p>The reaserchers will apply the bottom – up listening strategiexs through the following activities:</p> <p>Activity II: Jigsaw listening</p> <p>The researcher will ask a member of each group is selected to form new groups in this way</p> 	<p>Video</p> <p>Worksheets</p>		<p>20 minutes</p>
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	Reinforcement	<p>related to content of the video. Then the researchers will one represent of each group. He or she should say the correct answer.</p> <p>EVALUATION:</p> <p>The researcher will ask the students come back to the original group to develop the last activities.</p> <p>Task 1. Finally the students should write a new ending for the video.</p> <p>ATTITUDINAL:</p> <p>To make students reflect about how important listening skill to obtain information, understand</p>	Video	be evaluated through comprehension of the video.	10 minutes
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		<p>conversations and the dialogues. In this case the contents of the video and to encourage the motivation to work in groups, share ideas and helping each one of them to achieve the meaningful work</p>	<p>Worksheets</p> <p>Video</p>		<p>10 minutes</p>
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4. - SCIENTIFIC KNOWLEDGE:

The video was chosen according to the students' level and is objective to teach students present simple with through a video. The worksheet is divided into 3 main parts as pre-listening, while listening, and post listening as well as a to complete some activities in group

TOPIC: Simple present with the verb “to be”

Affirmative	Negative	Interrogative
I am	I'm not	Am I?
He is She is It is	He isn't She isn't It isn't	Is he.....? Is she.....? Is it.....?
We are You are They are	We aren't You aren't They aren't	Are we.....? Are you.....? Are they.....?

ATTACHED WORKSHEETS: Fill in the gap activity and Topic for discussions

Video: Puss in boots

5- BYBLIOGRAPHY: To the researchers:

<https://www.youtube.com/watch?v=yadUpztiFwQ>

Researchers' Signature

ATTACHMENT “4”
PHOTOGRAPHS RELATED TO APLICATION OF THE COOPERATIVE
METHOD USING LISTENING STRATEGIES.



