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THESIS TITLE

ANALYSIS OF COOPERATIVE LEARNING IN THE TEACHING-LEARNING
PROCESS OF ENGLISH LANGUAGE WITH THE STUDENTS OF SIXTH LEVEL
“C” OF LANGUAGE CENTER AT “UNIVERSIDAD NACIONAL DE
CHIMBORAZO” VELOZ DISTRICT, CITY OF RIOBAMBA, CHIMBORAZO
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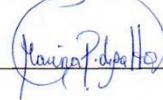
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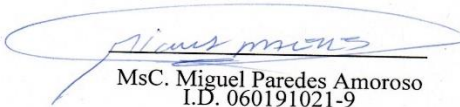


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Riobamba, 29 de Julio del 2017



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DEDICATORY

I want to dedicate this thesis to my handsome son Matias and to my wife Diana who makes me happy all the time. To the most important person in the world, my beloved mom who gives me the strength to continue. To my aunts Bélgica and Nancy who always take care of me and my family. I want to thank to all of these people because of their support I continue doing my best and trying to be a better person every day of my life.

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RESUMEN

Mediante un estudio previo se determinó como problema que al momento de la aplicación del método de aprendizaje cooperativo los estudiantes del Sexto nivel “C” del Centro de Idiomas de la Universidad Nacional de Chimborazo presentaban bajo rendimiento académico, no participaban lo suficiente dentro del grupo de trabajo lo cual hacía que el desarrollo de la tarea tome más tiempo y su dificultad aumente. Este estudio describe cómo el docente aplica el método de aprendizaje cooperativo en el proceso de enseñanza-aprendizaje del Idioma Inglés. Se lo ejecutó en el Sexto nivel “C” del Centro de Idiomas de la Universidad Nacional de Chimborazo durante el período académico Octubre 2016 – Marzo 2017. El propósito de este trabajo es analizar la aplicación del aprendizaje cooperativo en el proceso de enseñanza-aprendizaje del Idioma Inglés. El tipo de estudio es cualitativo de nivel exploratorio. La investigación se realizó con una población de 40 alumnos y una docente. El método cualitativo empleado es etnográfico. Como técnica se utilizó la observación no participativa ya que el investigador protagoniza un rol pasivo. El instrumento de recolección de datos es una hoja de cotejo diseñada por los ejecutores de la investigación. Luego de análisis de los datos se obtuvo que en la aplicación del aprendizaje cooperativo por parte de la maestra es bueno debido a que el proceso sigue un orden establecido y ayuda a los estudiantes a desarrollar sus destrezas en el idioma Inglés. Es necesario mencionar que se deben mejorar algunos aspectos de tal manera que todo el proceso de enseñanza- aprendizaje sea beneficioso tanto para los estudiantes como para la profesora.

ABSTRACT

Through a previous study it was identified as a problem that at the time of application of the method of cooperative learning students of the Sixth Level "C" from the Language Center of the National University of Chimborazo presented low academic performance, they did not participated enough within the working group which made the development of the task to take longer and increase its difficulty. This research describes how the teacher applied the method of Cooperative Learning in the teaching-learning process of the English language. It was implemented in the Sixth level "C" from the Language Center of the National University of Chimborazo during the academic period October 2016 - March 2017. The purpose of this work is to analyze the application of the Cooperative Learning in the teaching-learning process of the English language. The type of study is qualitative of exploratory level. The research was carried out with a population of 40 students and a teacher. The qualitative method used is ethnographic. As a technique, the non-participatory observation was used as the researcher played a passive role. The data collection instrument is a tally sheet designed by the research executors. After analyzing the data it was obtained that in the application of cooperative learning by the teacher is good because the process follows an established order and helps the students to develop their skills in the English language. It is necessary to mention that some aspects must be improved in such a way that the whole teaching-learning process is beneficial for both students and the teacher.



Reviewed by: Pazmino, Luis MGS.

Language Center teacher



INTRODUCTION

The research was done in the sixth level “C” at Language Center at Universidad Nacional de Chimborazo during the school term October 2016-March 2017. It pretended to show how the lack of participation of low-achieving students in the group affects to the correct application of cooperative learning. So, it is important to investigate about the application of cooperative learning method where the students have to work in small or larger groups.

The realization of the present research is important because it will help teachers in the future to face the problem and make the teaching-learning process more effective. For gathering this kind of information the researcher used the observation technique and a tally sheet which was adapted to this specific research. With the results of this research, the researcher learned about this amazing and innovator method in order to apply it in a better way due to the application of the method is more common nowadays.

The type of the research is qualitative because a problem of the social field will be studied and education is framed in that area of knowledge. It is not experimental because variables were not manipulated rather than analyzed and the results will be analyzed and interpreted to contrast with the theoretical foundation.

The level of research is exploratory because the research design facilitates a deep understanding of the problem the researcher has found. It aims to examine an unknown, little studied, or new topic. The exploratory level provides the basis for other studies because the process is flexible; the sample is small and does not represent the analysis of qualitative data. The research is based on the scientific method which is a serie of systematic steps and instruments that lead us to scientific knowledge. The scientific method is based on the systematic observation of reality in its measurement, the analysis of its properties and characteristics.

The fundamental purpose of this research is to analyze the application of cooperative learning method to know how it works and the way it supports the teaching-learning process of English language.

The research is divided into five chapters which are detailed below.

CHAPTER I: Referential Framework which contains the research problem, problem definition, problem formulation, questions guidelines, objectives and the justification of the problem.

CHAPTER II: Theoretical Framework which contains the background of the investigation regarding to the problem, theoretical foundation and the basic term definition.

CHAPTER III: Methodological Framework which contains the type of research, level of research, research design, population and samples, procedures and techniques for processing and interpretation of data.

CHAPTER VI: Analysis and Interpretation of results which contains the analysis and description of the Tally Sheet

CHAPTER V: It contains conclusions and recommendations

Finally, it is presented the references and some annexes.

CHAPTER I

REFERENTIAL FRAMEWORK

1.1. PROBLEM RESEARCH

The lack of participation of low-achieving students in the group makes the task difficult to perform and take longer than planned.

1.2. PROBLEM DEFINITION

This research is about the analysis of the application of Cooperative Learning method in the teaching-learning process of English language with the students of Sixth level “C” at Language Center at “Universidad Nacional de Chimborazo” in the city of Riobamba. It tries to find a possible solution to the problem which is the lack of participation of low-achieving students in the group makes the task difficult to perform and take longer than planned.

In Ecuador, English language was adopted by educational institutions because currently English is an indispensable language to communicate around the world. The importance of English language in the Ecuadorian educational process has been discussed. According the opinion of some teachers, it is very important that the students speak the language fluently and write correctly. Nowadays many teachers apply cooperative learning method in their classes because it is becoming so popular due to it is a quick way of teaching English as a second language but there are some problems that they find when they do it, for example the lack of participation of low-achieving students in the group makes the task difficult to perform and take longer than planned because all students have different forms of learning.

This innovator method is also applied in the educational institutions at the city of Riobamba public and particular institutions are adopting this method because of the large amount of students in each classroom in where it is difficult for the teacher to control and support the students learning individually. The cooperative learning method allows students to interact with each other by having the students practice the English language but in most activities the students choose their co-worker so the underperforming students do not participate correctly in the activity and for this reason it take longer than planned.

The method of cooperative learning is not new in the Language Center of the National University of Chimborazo because it has been applied for many years. The teacher of sixth level "C" teacher has been working at the university for many academic periods so she could mention that when students experience this method, they feel anxious to participate and their scores on the subject are better than when they work alone but also it was noticed that students who do not have a good level of fluency in language prefer do not participate and just let the students with a good level interact in class. Although this method of learning is considered by many teachers of the Language Center as an effective way to help low-achieving students to achieve success.

For this reason, the general purpose of this research is to analyze the application of Cooperative Learning in the teaching-learning process of the English Language with the students of the sixth level "C" to know how it supports the cognitive development of the students.

1.3. PROBLEM FORMULATION

How is cooperative learning method applied in the teaching learning process of English language with the students of Sixth level "C" of Language Center at Universidad Nacional de Chimborazo?

1.4. QUESTION GUIDELINES

- Which are the steps that the teacher follows?
- How cooperative learning helps the development of students' skills?

1.5. OBJECTIVES

1.5.1 GENERAL OBJECTIVE

- To analyze the application of Cooperative Learning in the teaching-learning process of English language with the students of sixth level "C" of Language Center at Universidad Nacional de Chimborazo during the school term October 2016-March 2017.

1.5.2. SPECIFIC OBJECTIVES

- To observe the steps that the teacher follows to develop cooperative learning with her students.
- To describe the English language skills acquired by the students after working cooperatively.

1.6. JUSTIFICATION

The realization of the present research is very important because it enriches the field of English methodology so that it will help the teacher to know how to apply Cooperative learning method in a better way and how useful it can be in the teaching-learning process of English Language. It will let teachers know the benefits of Cooperative learning method and why the application of the method can bring good results in the teaching-learning process of English Language.

Personally, the realization of this research helped the investigator to know the great benefits of this method and the correct way to use it so that in this way students can develop their skills effectively and succeed in receiving and producing the English language and the social affective learning which teach to the students to support each other while doing the task.

The direct beneficiaries of this study are the students of Sixth level “C” of Language Center at Universidad Nacional de Chimborazo and the indirect beneficiaries are the teacher, authorities and researcher. This research was carried out in the Language Center of the National University of Chimborazo. It was done through observation done by the researcher and basic resources such as the internet, books and articles on the subject.

Finally, the present research pretends to offer a possible solution to one of the most common problems at the moment of the application of Cooperative learning method which is the lack of participation of low-achieving students. Also it was so meaningful for the students because it let them notice which were the mistakes they made during the group work. The research was carried out perfectly because all the authorities, teachers and students provided the necessary support and as we know human talent is the most important in this type of research.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. BACKGROUND OF INVESTIGATION REGARDING TO THE PROBLEM TO BE INVESTIGATED

Around the world, there are other researches which are going to be the scientific base for this study; like:

HOW EFFECTIVE IS COOPERATIVE LEARNING IN THE EFL/ESL TEACHING/LEARNING PROCESS? by (Yecid Blandon, 2013) that cooperative learning is one of the most widespread areas of research and practice education.

At Universidad Nacional de Chimborazo (UNACH) there are some similar researches to the present one; “THE COOPERATIVE LEARNING FOR IMPROVING STUDENT’S MOTIVATION, IN OCTAVO AÑO “C” AT UNIDAD EDUCATIVA “ CAMILO GALLEGOS” IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014-2015” developed by Mancheno and Orna (2016) in which they state that the Cooperative learning method helps to improve the student’s motivation in the learning English process, in Octavo Año “C”, at Unidad Educativa “ Camilo Gallegos” in the city of Riobamba, Chimborazo province.

2.2. THEORETICAL FOUNDATION

Cooperative learning in the EFL classroom states that cooperative learning is a variety of teaching methods that make students work in small groups (the group can be made from 2 to 5 students; the group can be formed by more than 5 students but it is not advisable) to help each other always focused on academic purposes. When using this method, the main objective is that students have to help each other, discuss and argue with each other about the established topic, to assess each other’s current knowledge and help the others to learn what they do not know. (Al-Yaseen, 2014)

Cooperative Learning in the ESL classroom by Orth, T. manifests that according to Colorín Colorado, cooperative learning is particularly beneficial for students learning a second language, because learning activities that involve student collaboration promote peer interaction, which helps the development of language and the learning of concepts

and content. Language acquisition is determined by a complicated interaction of critical input, output, and context variables. Cooperative learning has an impressive positive impression on almost all of the variables critical to language acquisition (Kagan, 1995). I will also discuss ways to vary the formation of learning groups to benefit English language learners (ELL), because groups should be made up of diverse learners so that the students may learn from each other. (Colbrado, 2007)

Cooperative learning as a process by which students work together in groups to master material initially presented by instructor and it is a classroom atmosphere where students interact with others in small heterogeneous groups while working together on academic tasks. In addition, cooperative learning as working together to accomplish shared goals. (Arias & Naranjo Garcia, 2013)

2.2.1. How effective is cooperative learning in the EFL/ESL teaching/learning process?

Cooperative learning is one of the most widespread areas of research and practice education. This learning strategy has been applied to a broad variety of content areas at all levels. Cooperative learning is a pedagogical technique in which students work together in small, and mixed groups on a structured learning assignment with the aim of maximizing their own and each other's learning. Cooperative Learning. According to Hall in Arias & Naranjo research "Cooperative learning explores the benefits to work in large groups with heterogeneous learners. Larger groups are good because they provide more people for doing big tasks; they increase the variety of people in a group in terms of skill, personalities, background, and they reduce the number of groups for the teacher to monitor". (Arias & Naranjo Garcia, 2013)

Cooperative learning in the EFL classroom by Al-Yaseen, W. mentions that Cooperative learning has been proved to be an effective teaching strategy to both the teacher and learner. It encourages learning to take place and allow communication skills to foster among learners. Furthermore, it provides a non-threatening learning environment which encourages EFL learners to overcome their apprehension in communicating and expressing their points' of view in a foreign language. Also Cooperative learning can be characterized as a social process in which knowledge is

acquired through the effective interaction between the group members. (Al-Yaseen, 2014)

2.2.2. Five elements of cooperative learning

- Individual Accountability which involves students' understanding that they will be held accountable for their individual contributions to the group, that free-loading will not be tolerated, and that everyone must contribute"
- Social Skills refers to interpersonal and small group skills such as effective communication which are needed to cooperate successfully.
- Face-to-Face Interaction involves working in small groups where students can see each other and are engaged in face-to-face interaction.
- Positive Interdependence which encourages students is established when everybody understands that each member's contribution is important in helping the group to achieve its goal.
- Group Processing refers to the assessment of cooperative learning. It can be described as a formative assessment that focuses on students' feedback on the learning process, including the students' reflection on what they still need to do to accomplish their objectives. (Al-Yaseen, 2014)

2.2.3. Aims of Cooperative Learning

Cooperative learning covers many aims which can be summarized as follows:

Academic Learning:

Cooperative learning can help students learn academically. These include forming hypotheses, making decisions and finding categories. Moreover, cooperative learning encourages students to find solutions for special problems, which inspire them to discuss, form ideas and opinions and have to give feedback. Cooperative learning is able effective in promoting academic achievement with students of all ages. (Hornby, 2009)

Social-affective Learning:

Social-affective learning is another aspect which students can benefit from cooperative learning. They learn to support each other, to deal with heterogeneity in a group, to work in a team and to deal with the perspective of others. A further advantage is that students are able to learn to listen to each other and to solve problems together. (Slavin, 1995)

Personality Development:

It helps students strengthen the confidence in their abilities and motivate them to apply themselves more in the learning process. If learners realize that their contributions are accepted in a group and even necessary and useful for the aim of the group, their self-esteem might rise (Brecke & Jensen, , 2007)

2.2.4. Steps to follow for the application of Cooperative Learning method

This are some tips that help teachers to ensure cooperative work and make it easier at the moment of it applications. (Torres, 2010)

1. PRESENTING THE TASK:

The presentation must have clear instructions in which the teacher have to stablish the time the purpose and what they have to do for accomplishing the task. (Torres, 2010)

2. FORMING THE GROUPS

When forming groups, the teacher should not make them randomly, the groups must be formed considering aspects such as: students' level, task difficulty, how many students there are and always trying to mix them according to their abilities in order to be sure all of them will work and not just 1 or 2 students of the group. (Torres, 2010)

3. ENSURING GROUP WORK

To avoid one student do the activity alone and the others just observe, the teacher can assign roles to each one of the members of the group in order to make all of the students work together. (Torres, 2010)

The following are possible roles that you can assign to your students:

Leader: Explains the directions and asks teacher for help when necessary

Monitor: Keeps the group speaking in English

Secretary: Writes down what the group members say

Task keeper: Keeps the group on task.

Presenter: Reports the conclusions or findings to the whole class.

Time keeper: keeps track of the time to be sure the group is making progress.

4. DURING THE ACTIVITY

The teacher must monitor all of the groups during the whole activity to be sure the students are working and the job is done in the correct way. It is also important to foster the use of the language (L2) always providing support when the students make a mistake.

5. ENDING

If time is over, give the students more time to finish according the task difficulty. When a group finishes earlier than the others, give them another task or separate the students and join them to other groups.

6. FEEDBACK

At the end the teacher must summarize the student's results, give the correct answers and correct the mistakes the teacher found during the activity.

2.2.5. Cooperative Learning for improving English Language skill.

• RECEPTIVE SKILLS

Listening Skill

The ability to listen is the most essential skill to ensure a child success at school in an EFL context. Children develop listening before any other foreign language skills.

Learning to listen and listening to learn are vital to lifelong success and should be directly taught. Listening also distinguishes itself among other language skills as a two-side activity requiring: a sender and receiver. The more these two cooperate and

interact, the better understanding they reach. EFL Learners' listening is also affected by several other components such as prior experiences, personal interests and emotions, background information and individual value systems. These components get well-interwoven in any listening process as participants work together to interpret messages. Listening also enables them to cooperate to effectively organize data and create informational connections in a meaning negotiation process. Introducing cooperative listening activities to students is just like pouring some of its nature into it, providing added value to the EFL learning context.

Cooperative groups facilitate varying speakers which, as many studies report, improves the effectiveness of listening skills. These studies assert that children should have opportunities every day to listen to each other and to the teacher in fewer occasions. They should also be trained in how to listen to one another and take part in small or large group discussions. However, further investigation of the affective and cognitive processes evoked by cooperative listening and their impact on EFL young learners' listening performance are required. (Ali, 2012)

Reading Skill

English is used in the daily life such as newspapers, televisions, Internet and in other sources because English is an international language which is used all over the world.

Reading skill is necessary for those whose official language is not English to access and information in their daily lives. Several research reports agree that there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. As the world becomes more complex, reading is increasingly more important for students trying to find their place in it.

The effect of cooperative learning by student teams in achievement division technique on reading comprehension and found that the students in the experimental group obtain higher reading comprehension result in the posttest rather than that of the pretest. In addition, cooperative learning helps students gain more knowledge, also make them feel more comfortable in learning reading comprehension. The research has reviewed these literatures which are about the cooperative-learning, and found that the results of the

study are benefit to English teachers for improving reading skill and encouraging students have positive attitude in reading English. (Nutprapha, 2016)

PRODUCTIVE SKILLS

Speaking

Brown states that speaking is productive skill that can directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test – taker’s listening skill which is necessary compromises the reliability and validity of an oral production test.

Speaking skill is the productive skill in the oral mode. Like the other skill, speaking is more complicated that seems at first and involves more than just pronouncing words. There are five components of speaking skill that can be defined as follows: pronunciation, grammar, vocabulary, fluency and comprehension. To be a good speaker the English learners have to master all of the components. However, besides those linguistic components above there are many factors that influence speaking ability.

Cooperative learning method can be an appropriate method to use in teaching learning process to improve students speaking skill. Cooperative learning method has several techniques that stimulate the student to make verbal interaction with the other member of the class. Cooperative learning method is a method that divides the class member to several groups and arranges the students to work in a group. This method is useful to encourage the students’ activeness and responsibility to their own self and their team members. (Darsini, 2013)

Writing

English writing skill is very important because it helps people to communicate information, ideas, thoughts and a lot of useful information.

The advantage of cooperative learning is that it can improve the students’ writing skills. There are various techniques which can also be applied to improve the students’ writing skills. Each technique has its own way of how it is implemented in the teaching-learning process. Writing itself has many subskills that become the problems of the students’ writing ability. To solve the problems, it needs different cooperative learning techniques

to be implemented. For example, Two Stay Two Stray (TSTS) and Think Pair Share techniques can be implemented to make the students generate and develop their ideas because the techniques have discussion activity that is considered that it can encourage the students to generate and develop ideas. Another example is Peer Feedback that is believed that it can help the students in checking their grammar in their writing texts.

Teachers should know how to promote students writing in order to avoid students continue making the same mistakes. (Astarina, 2011)

2.3. DEFINITION OF BASIC TERMS

Accountability: The obligation of being responsible with the activities he/she has to do.

Interdependence: Each one of the students depends of each other in the group.

Strengthen: To become stronger or more effective.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. TYPE OF RESEARCH

It is qualitative because the problem studied was of the social field and education is framed in that area of knowledge. It is not experimental because variables were not manipulated rather analyze and interpret the results to contrast the theoretical foundation.

3.1.2. LEVEL OF RESEARCH

The level of research is exploratory because the research design facilitates a deep understanding of the problem the researcher has found. It aims to examine an unknown, little studied, or new topic. The exploratory level provides the basis for other studies because the process is flexible; the sample is small and does not represent the analysis of qualitative data.

3.1.3. RESEARCH DESIGN

To develop this research, the researcher had to follow some necessary steps to get the data and results. First Step: Field Access, Field recognition, Report writing, draft, Gathering tools recognition, Participant definition, Observation with teacher and students. Second Step: Productive data gathering, Class observation N° 1, Class observation N° 2 and Tutor revision. Third Step: Data reduction, Data transformation, Objectives review, Objectives Vs. Data confrontation, Tutor revision, Final report draft revision, Tutor revision, Final report presentation. This research belongs to the Methodological Field. The topic was chosen in order to show the importance of the application of Cooperative Learning method. In class observation, the teacher followed the recommended step to apply Cooperative Learning method and at the same time help the students to develop the Language skills. This information was compiled through online materials, thesis, online books, printed books, scientific articles among others. The research was investigated in the Language center at Universidad Nacional de Chimborazo because the director, teacher and students were willing to support it during the whole process. The main aspects observed were: the application of cooperative learning method, techniques applied by the teacher, teacher and students' attitude,

classroom management, how the teacher helps to the students to improve their language skills, classroom management.

3.2. POPULATION AND SAMPLE

The population chosen were the students of sixth level “C” at Language Center at Universidad Nacional de Chimborazo during the school term October 2016-March 2017, The population was 40 students and 1 teacher and was chosen because in the Language Center teachers usually realize activities of cooperative learning but the lack of participation of low-achieving students in the group makes the task difficult to perform and take longer than planned.

Most students are interested in learning and mastering the English language because English language is necessary in the professional life of all people.

3.3. TECHNIQUES FOR PROCESSING AND INTERPRETATION OF DATA

The technique used for the research was the observation and the instrument applied in this class was a Tally sheet.

The observation technique was used to know which are the steps the teacher follows when she applied the cooperative Learning method with her students and if the application of Cooperative Learning method helped the students to develop their English Language skills

The observation technique used was the non-participatory observation because the researchers played a passive role.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1. ANALYSIS OF RESULTS

The process of observation was developed with the English teacher and the students of Sixth level “C” at Language Center of Universidad Nacional de Chimborazo. During the application of Cooperative Learning method, it was possible to notice that the classroom was very interesting because the teacher had a lot of energy to work and asked for students’ participation during the whole class. The class environment felt so good in which students felt motivated, anxious to work and with a positive attitude towards the teacher and the subject. Also, the teacher applied the method correctly following all of the steps mentioned in the theoretical foundation. The teacher offered support to the students during the whole process.

At the beginning of the semester, the researcher could notice that the students’ language skills were a little poor. As soon as the semester past the students acquire the knowledge and it was possible to notice that students interacted more and the class was easier to understand comparing to the beginning.

4.2. INTERPRETATION OF RESULTS

4.2.1. OBJECTIVE 1: To observe the steps that the teacher follows to develop cooperative learning with her students.

According to the collected data, during the application of Cooperative Learning method the teacher followed some steps in order to achieve success and improve the students’ learning process.

PRESENTING THE TASK. - At the beginning of the class the teacher presented a “JIGSAW” activity in which the students have to tell the story of an important actor, in that case was “Charlie Chaplin”. The teacher established the time which was 10 minutes for exchanging information, 20 minutes for preparing the presentation of the task and 5 minutes for each groups to present the information and their point of view about the story. The teacher explained that the students will be putted in groups in order to get the information and then share it in the groups they were at the beginning.

FORMING GROUPS. -The teacher formed the groups according to the students' level trying to make the task as fair as possible. The groups were formed by 5 students each one and the teacher assigned each one of the students a number from 1 to 5 in which the number 1 had to learn about the actor's childhood, number 2 about the beginning of his career, number 3 about the moment in which the actor became independent, number 4 about his masterpieces' features and the number 5 about the last days of Charlie Chaplin.

ENSSURING GROUP WORK. -The teacher asked to the students to go back to the groups they were at the beginning and started to assign roles in which the students whose number was 1 were the leader who had to give the directions. The students whose number was 2 were the monitor and task keeper who had to keep the students working and speaking in English. The students whose number was 3 were the time keeper who controlled the task stay on time to avoid a penalty. The students whose number was 4 were the secretary who had to write what the members of the group said. The students whose number was 5 were the presenter who shared the group's report to the class.

DURING THE ACTIVITY. - While the students were doing the tasks, the teacher usually walked around in order to control the students work. The teacher asked to each one of the groups if there was any doubt or if they had a question about the task. The teacher also was pendent that the students speak in English all of the time because they had to practice the language. It is necessary to mention that there were moments in which the students were not controlled for example when the teacher had to fulfill some information in the institution website or when she had to leave the classroom for a moment when the authorities asked for her.

ENDING. -When the time assigned to the task was about to finish, the teacher asked to the students to present their tasks. There were some groups which did not finish the task on time, so, the teacher assigned some more time in order to let students finish the tasks successfully. While the other groups were still finishing the task, the teacher assigned to the groups which had finish another activity or gave them a puzzle to avoid those groups interrupt the others work.

FEEDBACK. - Finally, when the class was almost over and all of the groups finished the tasks, the teacher provided some feedback about the activity the students had done, in this case there was not a specific result but the teacher corrected the spoken and written mistakes the students made during the task's development.

(Torres, 2010), states that for ensuring group work, the teacher should consider the following steps; First, the teacher have to present the task where it must have clear instructions in which the teacher have to establish the time the purpose and what they have to do for accomplishing the task.

Second, when forming groups, the teacher should not make them randomly, the groups must be formed considering aspects such as: student's level, task difficulty, how many students there are and always trying to mix them according to their abilities in order to be sure all of them will work and not just 1 or 2 students of the group.

Later, to avoid one student do the activity alone and the others just observe, the teacher can assign roles to each one of the members of the group in order to make all of the students work together. Teacher can assign roles such as leader, monitor, Secretary, task keeper, presenter and time keeper.

After that, the teacher must monitor all of the groups during the whole activity to be sure the students are working and the job is done in the correct way. It is also important to foster the use of the language (L2) always providing support when the students make a mistake.

Finally, if time is over, the teacher can give the students more time to finish according the task difficulty. When a group finishes earlier than the others, give them another task or separate the students and join them to other groups. At the end the teacher must summarize the student's results, give the correct answers and correct the mistakes the teacher found during the activity.

4.2.2. OBJECTIVE 2: To describe the English language skills acquired by the students after working cooperatively

During the class observation, it was possible to notice how the students improved their English Language skills. It important to mention that not all of the Language skills were

developed in the same way. The skills with more improvement were listening speaking and reading.

The speaking skill had a big improvement because the students were monitored by the teacher most of the time so they have to speak in English during the whole class with their classmates and teacher. The teacher also focused on teaching vocabulary and pronunciation in order to avoid students made the same mistakes. The teacher put a lot of attention on students because she taught the pronunciation of every new word the students learnt.

Listening skill was developed appropriately because the students spoke in English all of the time; so, the students were forced to understand in order to give an answer. Also, the teacher applied some strategies in order to avoid the students misunderstand similar words such as homonyms, homophones and homographs. Students were taught to identify sounds, intonation in order to identify words and get the correct meaning. As soon as the time past, students were able to understand what their teacher and classmates said.

Reading was positively influenced by cooperative learning because the students learned the skimming and scanning technique which were so useful at the moment of presenting the task or when the students had to read an article from the book because the students read fluently without many stops. Because of these techniques, students were able to understand text clearly and read faster acquiring the meaning correctly.

Writing skills was the only skills that did not show an important improvement. Although students learned grammar and vocabulary, the written papers demonstrate the opposite side because the students still had grammatical and spelling mistakes. The teacher tried to solve this problem but it was a bit difficult because sometimes the students mixed the English Language with the Spanish Language. Also the students mixed the words' sounds with the way they had to write it.

Contrasting with the theory, (Darsini, 2013) states that Cooperative learning method can be an appropriate method to use in teaching learning process to improve students speaking skill. Cooperative learning method has several techniques that stimulate the student to make verbal interaction with the other member of the class. Cooperative learning method is a method that divides the class member to several groups and

arranges the students to work in a group. This method is useful to encourage the students' activeness and responsibility to their own self and their team members.

In the listening skill, (Ali, 2012) states that Cooperative groups facilitate varying speakers which, as many studies report, improves the effectiveness of listening skills. These studies assert that students should have opportunities every day to listen to each other and to the teacher in fewer occasions. They should also be trained in how to listen to one another and take part in small or large group discussions. However, further investigation of the affective and cognitive processes evoked by cooperative listening and their impact on EFL young learners' listening performance are required.

Related to the reading skill, (Nutprapha, 2016) mentions that the students in the experimental group obtain higher reading comprehension result in the posttest rather than that of the pretest. In addition, Saiyot found that cooperative learning helps students gain more knowledge, also make them feel more comfortable in learning reading comprehension.

In the writing skill, (Astarina, 2011) establishes that the advantage of cooperative learning is that it can improve the students' writing skill. There are various techniques which can also be applied to improve the students' writing skills. Writing itself has many subskills that become the problems of the students' writing ability. To solve the problems, it needs different cooperative learning techniques to be implemented. For example, Peer Feedback that is believed that it can help the students in checking their grammar in their writing texts.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- Cooperative Learning method is applied correctly, it foster students learning and at the same time the students developed their social skills and communicative competence.
- The steps the teacher followed to apply the Cooperative Learning method made the tasks easier, improved the students' outcome and also made students feel comfortable showing a good attitude towards the tasks.
- The application of Cooperative Learning method helped students to develop their English language skills, but not all of them were acquired as expected by the teacher.
- The application of Cooperative Learning method helped the students academically and personally, also improved the classroom environment establishing a good relationship among the students and the teacher.

5.2. RECOMMENDATIONS

- The teacher should monitor students all of the time to get the goals established.
- Cooperative Learning should be applied for improving English writing skill. It was noticed that students had grammatical and spelling mistakes in their written papers.
- Cooperative Learning method should be applied more often to keep on improvement gather

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7. ATTACHMENTS

TALLY SHEET

UNIVERSIDAD NACIONAL DE CHIMBORAZO
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ESCUELA DE IDIOMAS

OBSERVATION GUIDE

This observation guide focus on the Five Elements of Cooperative Learning and the Aims of Cooperative Learning mentioned on the theoretical framework which are going to be used to identify if Cooperative learning method is correctly applied by the teacher. The observation guide will be applied to the students of Sixth level “C” of Language Center at Universidad Nacional de Chimborazo.

Response Scale: **Always** **Usually** **Often** **Never**

STATEMENT	Always	Usually	Often	Never
The teacher follows a specific order at the moment of applying the Cooperative Learning method.				
The teacher provides clear instructions to the students about the task.				
The teacher considers students' level when making groups.				
The students are free to make groups.				
The teacher assigns roles to each one of the students in the group.				
The teacher monitor students work during the development of the activities and keeps them speaking in English.				
The teacher provides to the students enough time for each task.				
The teacher provides feedback before finishing the class.				

STATEMENT	Always	Usually	Often	Never
The students speak in English during the class				
The teacher teaches pronunciation and intonation to her students.				
The teacher applies listening activities.				
The teacher teaches to the students to recognize English words such as homonyms				
The activities foster the reading skill				
The teacher teaches to the students the reading subskill (skimming – scanning)				
The activities contain a part in which writing skill is used				
The teacher fosters writing by teaching grammar and vocabulary.				

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