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MENTION:

ENGLISH LANGUAGE AND LINGÜISTIC

TOPIC:

**COOPERATIVE STRATEGIES AS REINFORCEMENT FOR
SIGNIFICANT ENGLISH LEARNING ON SECOND COURSE OF
BACHELOR STUDENTS AT “GORKY ELIZALDE MEDRANDA”
HIGH SCHOOL OF MILAGRO CITY.**

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MILAGRO, JANUARY, 2012

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For the present I do declare that I have analyzed the graduation project presented by Miss Edita Lara Paguay and Miss Shirley Sigcho Pombosa to opt for the Graduated of Sciences of the Education Degree and that I accept to guide the student, during the stage of the development of the work until their presentation, evaluation and sustentation.

Milagro, January of 2012

MSc. Jacqueline Maridueña

DECLARATION OF THE RESEARCH RESPONSIBILITY

The authors of this investigation declare before the Directive Council of the Semipresencial and Distance Learning Educational Academic Unit of Milagro State University that the present work is of our own responsibility, it doesn't contain material written by another person, except for which is indexed properly in the text; a part or the entire work of the present document has not been accepted for the grant of any other Degree or Grade of a national institution or foreigner.

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DEDICATORY

My thesis dedicate all my love To my dearest God for giving me the existence and allowed to reach the end of my career, and Specially to my beautiful family Joseph, Hector, Marlon, Maria Belen my love because they have always been by my side giving me their support and understanding at the most difficult moments and without expecting anything in return. I love you with all my heart.

Edita

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To my dear God for giving me life and always accompanied.

To the memory of my dear mother who from heaven gives me her blessing at all times.

For my husband Andrés and my beloved children Ingrid, David and Ricardo at all times have been my support and because the pride in me was what made me go all the way.

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Shirley Sigcho

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Present

By means of the present document, free and voluntarily I proceed to make delivery of the Surrender of the Rights of the Authors of the Work carried out as prerequisite for the obtaining of my Third Level Degree whose topic was GUIDE OF COOPERATIVE STRATEGIES AS REINFORCEMENT FOR SIGNIFICANT ENGLISH LEARNING ON SECOND COURSE STUDENTS AT “GORKY ELIZALDE MEDRANDA” HIGH SCHOOL´S OF MILAGRO CITY, and that corresponds to the Sciences of Education´s Academic Unit.

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SYNOPSIS

In classrooms where students are not familiar with working together in small groups, we need to start with short, highly-structured activities. It will take time to develop a respectful and safe classroom community. Successful cooperative groups depend on students who respect each other, listen to one another, and feel safe enough to share their thoughts and feelings. We can help students learn the skills needed to work in groups by starting with short, structured lessons aimed at fostering turn-taking, involving all students in the discussion, and clarifying the roles, rights, and responsibilities of group members.

One way to introduce cooperative groups is to work with one group to get started, and allow the rest of the students to watch the group as they engage in a discussion – a "fishbowl" experience. Intervene when necessary to keep the thoughtful discussion going. With the large group, discuss effective strategies that the small group is using or should be using to continue and expand the discussion.

When we begin to use cooperative learning with students, it is also important to establish team norms. Team norms are guidelines or rules governing how group members agree to work together. Norms for working in groups tend to be very different from traditional classroom norms. In cooperative classrooms, students work with others to complete tasks. Have students discuss and develop the norms that they will follow during group work. Team norms, if designed well, can help to create a safe and supportive atmosphere.

Key words: cooperative, activities, process, skills, knowledge

INTRODUCTION

Creating a collaborative classroom can be a wonderfully rewarding opportunity but it is also full of challenges and dilemmas. Few of us experienced collaborative work in our own undergraduate settings, and much of our graduate school training reinforced the teacher-centered, lecture-driven model of college teaching. For each of us, stepping out of the center and engaging students in group activity is hard work, especially at first.

Designing group work requires a demanding yet important rethinking of our syllabus, in terms of course content and time allocation. If some (or a great deal) of the classroom time is considered an important social space for developing understandings about course material, or if some of the out-of-class time is devoted to study groups or group projects, how should we design the rest of the class time (lectures, assignments, examinations)? How do we ensure students are learning and mastering key skills and ideas in the course, while at the same time addressing all the material of the course?

Teaching in collaborative settings puts front and center the tension between the **process** of student learning and **content** coverage.

As we become more involved in using collaborative learning, we discover what radical questions it raises. Collaborative learning goes to the roots of long-held assumptions about teaching and learning. Classroom roles change: both teachers and students take on more complex roles and responsibilities.

The classroom is no longer solo teacher and individual students- it becomes more an interdependent community with all the joys and tensions and difficulties that attend all communities. This degree of involvement often questions and reshapes assumed power relationships between teachers and students, (and between students and students), a process that at first can be confusing and disorienting (Romer and Whipple, 1990).

Not only is course content reshaped, so are our definitions of student competence. Because the public nature of group work makes demonstration of student learning so continuous, collaborative learning both complicates and enriches the evaluation process.

Challenges to collaborative learning at the classroom level are compounded by the traditional structures and culture of the academy, which continue to perpetuate the teacher-centered, transmission- of-information model of teaching and learning. The political economy of the academy is set up to front load the curriculum with large lower division classes in rooms immutably arranged for lectures, usually in classes limited to fifty-minute “hours.” Student-student interaction; extended, careful examination of ideas; the hearing-out of multiple perspectives; the development of an intellectual community - all these are hard to accomplish under these constraints.

The lecture-centered model is reinforced (both subtly and blatantly) by institutional reward systems that favor limited *engagement* in teaching, and give greater recognition to research. Achievement for teachers and students alike is assumed to be a scarce honor, which one works for alone, in competition with peers. This assumption of scarcity is the platform for norm-referenced grading, or “grading on the curve,” a procedure that enforces distance between students and corrodes the trust on which collaborative learning is built.

Moreover, our definitions of ourselves as teachers, as keepers and dispensers of disciplinary expertise, are still very much bound up in the lecture podium. For example, a colleague recently wrote a touching story about his dean coming to observe his teaching. The dean looked into the room where students were avidly engaged in small group work. Turning to leave, the dean said to our colleague:

- ***“Oh, you’re doing groups today. I’ll come back when you’re teaching.”***

We have a long way to go. What really has propelled us and our colleagues into collaborative classrooms is the desire to motivate students by getting them more actively engaged. Nonetheless, wanting to be a facilitator of collaborative learning and being good at it are very different things. As with all kinds of teaching, designing and guiding group work takes time to learn and practice. And for students, learning to learn well in groups doesn't happen overnight.

Most teachers start with modest efforts. Many work with colleagues, designing, trying and observing each other's approaches. At their best, collaborative classrooms stimulate both students and teachers. In the most authentic of ways, the collaborative learning process models what it means to question, learn and understand in concert with others. Learning collaboratively demands responsibility, persistence and sensitivity, but the result can be a community of learners in which everyone is welcome to join, participate and grow.

There are many different reasons for people to learn English as a second language, including business advancements and personal communication. Regardless of the reason, it is important to know and understand our learning option. Having this knowledge will enable a person to make the best decision regarding how they are going to learn English. Consider the following methods that are available and their benefits:

Classroom based lessons – Depending on an individual's learning style, one might enjoy a traditional class environment. Learning in a traditional environment provides consistent interaction with an instructor and can be helpful for students who may seek out extra guidance for class materials. Classroom based learning also provides students with the opportunity to form peer groups with other students to study and work with.

Audio lessons – These are rather old fashioned now, and a lot of learners find that it can be hard to gain a real grasp of a language through this method alone. However, good online courses that teach English as a second language may involve audio lessons to give students a better idea of pronunciation and dialect. Audio lessons are commonly used to supplement a curriculum, however, complete audio lessons are available for auditory learners.

Books – Books are also typically used as supplemental resources to more involved curricula. However, for self-motivated learners, instructional books may be just the ticket to learning the English language at a pace that is comfortable for them, without having the constraints and obligations technology might be involved in online learning forums.

DVDs – A very popular learning tool, DVD learning programs can be very successful if followed correctly and consistently. A self-motivated learner might appreciate the flexibility and freedom that comes with working with a DVD learning tool. However, the inability to gain feedback from peers and instructors may be frustrating to a user if they are struggling with course material or can not move forward with the program. A DVDs learning tool could be perfect for a student that already has a fundamental knowledge of the course material, but is in need of a refresher course.

Online learning – Online learning tools have proved to be very successful and well received by both students and instructors. With flexibility and convenience, this learning method might work well for a student who is unable to commit to a classroom schedule, but works well in groups and singularly. Online learning tools do assume that the student does have a working knowledge of the internet and newer technology.

CHAPTER I

THE PROBLEM

1.1 PROBLEM SETTING

1.1.1 Problem Setting

Because of the non pedagogical amount of students per class (this is 30-50 each) multiple difficulties have been generated to the application of innovative techniques for the teaching-learning process of any foreign language. In some cases this produces chaotic results at the end of the High School degree, most of the students show significant deficiencies or worst, they will not be able to develop at least one of the basic skills in the target language, specially those of communication (Listening and Conversation). We can not express our thoughts in the target language because we do not have real communication skills to be in front of a native speaker.

It we observe some teachers' classes we can learn how they dedicate most of the time to develop grammar issues. It does not exist a teacher-student interaction classroom management, adequate for students to acquire the language from a creative way or nearby to the environment of the native English Language.

Neither exist the correct knowledge of the socio-cultural focus in order to speak other language, we know it is not only speaking on the target language, its culture is really important too. Knowing just basic aspects of the language do not develop the necessary interrelationship with other cultures. This type of knowledge, (speaking about the culture), it is an important issue because we

want the students identifying the best of the language including the achievement of their total environment.

The different kinds of Teaching Methods and Strategies focus the importance and ways to help students to develop their skills, to become productive and competitive for their lives in the adults society, so the main purpose of any new methodological change promotes the improvement of the process using cooperative learning technique strategies to help teachers and students. Most of the students carry out activities including class work and homework with a particular result that is possible to get the most efficient students participation, so teachers have the opportunity to solve students learning needs in a more individualize process.

The cooperative learning strategies let teacher know about the importance of the interaction and socialization between teachers- students, students-students, the cooperative learning is an essential tool that help students to develop each one of English language competences, and communication skills in a very special way.

On the other hand, it is important to emphasize that if the students participate with independence according to their own learning style it means that they are not socializing- interacting with other students, they are learning less and lower, they do not like the environment or place where they are studying , so there is a poor result because they are not motivated during the class, their self-esteem is lower, their competitive levels and the teaching-learning quality are poorest, in other way teachers are not getting the excellence.

1.1.2 Problem Delimitation

This research project is delimited as follows:

Field: Educative

Area: English

Aspect: Theoretical – practical

Topic: Guide of the cooperative strategies as reinforcement for significant learning of the English language.

1.1.3 Problem Formulation

How does the lack of the application in the cooperative strategies influence the teaching-learning process on English language's meaningful excellence and quality of the whole process in the English language acquisition?

1.1.4 Problem systematization

- What are the factors that are destroying the learning-teaching of the English language?
- How do the teacher's techniques influence the development of other classroom activities?
- Why most of the students are not involved with the socio-cultural knowledge about the English language?
- In what ways the cooperative strategies help to the students to develop the English language skills?
- Why do the cooperative strategies bring an appropriate classroom environment motivating students 'participation?

1.1.5 Topic determination

Cooperative strategies as a reinforcement for significant English learning on Second Course of bachelor students at Gorky Elizalde Medranda High School of Milagro city.

1.2 OBJECTIVES

1.2.1 General Objective

- To identify the Eight Grade Basic Education students' lack of interest on English learning process at Gorky Elizalde High School.

1.2.2 Specific Objectives

- To diagnose the students' low progress on English language learning.
- To implement appropriate cooperative strategies to improve English language learning's process.
- To use the didactic manual to improve the teaching-learning process of the English language in the high school.
- To implement activities to develop the socialization of the students.

1.2.3 JUSTIFICATION

This project is based on our experiences observed with the students in the daily classes showing the lack of interest to learn the English language happens in the poor application of innovative techniques that really motivate the student to learn it.

The fundamental purpose of this project is to demonstrate that it can come to the students to obtain their participation through cooperatives techniques the same have principal aim to develop the student's speaking skill and use the English in the daily life.

The application of this technique involves and integrates to the students in the different classroom activities with the cooperation and support from each one of them.

The same way they will develop in the socialization students, to know and share ideas, in order to work in team, to have a greater capacity of analysis, leadership and mutually binding spirit, the student will feel and perform with the best security and trust in himself like an enterprising guy in the process of the teaching –learning of this language.

In this technique is important the administration of the time in the class hour by the teacher limiting that it will be the only to use all the hour in this participation which causes disadvantages for the students. They have to benefit with the great part of the time of the class to explain their restless opinion to acquire knowledge so the teacher must explain the class, interchange with the students

in a limited time to monitor each group to detect mistake or necessities, then to analyze in general to benefit to all students.

The cooperative strategies indicates the action of the teacher, who has role of the leader, guide having he principal point of view the interaction with the students to develop the skill of the language being the most important, the communication (speaking) and the effective communication.

The use of English language in schools is regarded as highly important if one is to be able to communicate effectively in the society. More importantly, English composition writing, as a component of English language, is held in high esteem if a citizen is to be able to function effectively in a global society.

However, composition writing for most students has become an arduous and torturous activity. Two strategies dominate the teaching and learning of composition writing in the classroom setting. These are the individualized and the cooperative strategies. In an attempt at further meeting the challenges in composition writing, the researcher has attempted to find out which of the two strategies is relatively more effective than the other, using a Form One class as a case study, using the two strategies to write a composition on the topic "My First Day at Secondary School."

CHAPTER II

REFERENTIAL FRAME

2.1 THEORETICAL FRAME

2.1.1 Historical Antecedents

Cooperative learning approach improves the quality of teaching and learning by keeping students cooperates in smalls groups or pairs (Fitzgibbon 2001). This made of learning promotes mutual helpfulness and active participation from all students in solving a problem (Jacobs and Hall 1994; Christison) creates a harmony with strategic learning, so students use their cognitive resources in order to master a particular language skill efficiently and effectively.

Unfortunately, many years ago social and effective strategies were excluded and the teaching and learning process was based on cognitive mat cognitive strategies, most of the time focusing only grammar point and the English teachers did not have a limited time with a little students' classroom participation.

Another issue associated with cooperative strategies has to do with students with different styles can work cooperatively with each other (Oxford 2002, 2003). This conforms with what Oxford (1989) states: "In studies where students were taught specifically to be cooperative, result revealed vast improvement in language skills as well as increased self-esteem motivation, altruism and positive attitude toward others.

The cooperative strategies offer advantages over traditional pedagogy because it allows weak learners to learn from more able learners.

2.1.2 Referential Antecedents

Some advantages of the cooperative strategies use

- a) Strong team identifies.
- b) Positive peer teacher's tutoring.
- c) Teams are formed by choice random assigned by the teacher in different classroom actuations.
- d) The classroom is setting in such a way each student has equal and easy access to each teammate.
- e) Class rules are established for the team as well as individual responsibilities.
- f) Cooperative reward structure is created for team, class improvement or performance, so in this ways students will begin to encourage and help each other
- g) Motivates cooperation among teams because each student feels a belonging to the class, through developing social skills (modeling, reinforcement role assignments structuring and reflection)
- h) Develops P. I. E. S.
 - Positive interdependence.
 - Individual
 - Equal participation
 - Simultaneous interaction disposition to cooperate
- i) Tasks structure are cooperative competitive, or independent as well
- j) Provides a well balanced teaching style for the teacher and for the students we work with
- k) Keep students listening carefully thinking in English, using previous knowledge about any topic, take quick notes (multiple language skills and competence).
- l) Errors correction are done with the whole class and for the benefit of all the students (provides learning back ground)
- m) Encourages communication and cuts down on the number of papers the teacher must correct and students take an interest in producing something good

It is obvious that all teachers would choose to teach in a bright well equipped classroom limited to 20-25 students who all have materials to support their learning, but this is not the situation in the world, it will probably not be the

situation for years to come, so there are ways to make learning better, more fun, easier for the teachers and the students as brings the cooperative strategies.

Finally, we can not direct the wind but we can adjust the stars! (Baker, .J. and H. Westrup 2000).

2.1.3 Scientific Foundation

In Cooperative Learning the students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal. "Cooperative learning does not take place in a vacuum." Not all groups are cooperative groups. Putting groups together in a room does not mean cooperative learning is taking place.

In order to have effective cooperative learning the following 5 essential elements are needed.

Positive interdependence

Each group member depends on each other to accomplish a shared goal or task. Without the help of one member the group is not able to reach the desired goal.

Face-to-face interaction

To promote success of group members by praising, encouraging, supporting or assisting one to each other.

Individual accountability

Each group member is held accountable for his or her work. Individual accountability helps to avoid members from "hitchhiking" on other group members' accomplishments.

Social skills

Cooperative learning groups set the stage for students to learn social skills. These skills help to build stronger cooperation among group members. Leadership, decision-making, trust-building, and

communication are different skills that are developed in cooperative learning.

Group processing

Group processing is an assessment of how groups are functioning to achieve their goals or tasks. By reviewing group behavior the students and the teacher get a chance to discuss special needs or problems within the group. Groups get a chance to express their feelings about beneficial and unhelpful aspects of the group learning process in order to correct unwanted behavior and celebrate successful outcomes in the group work.

Cooperative learning is an instructional approach that has been shown to promote a variety of positive cognitive, affective, and social outcomes. The intent of cooperative learning is to enhance academic achievement by providing students with increased opportunities for discussion, learning from each other, and by allowing students to divide up tasks in ways that tap into their academic strengths.

Cooperative learning promotes some of the most important goals in American education: increasing the academic achievement of all students while simultaneously improving intergroup relations among students of different racial and ethnic backgrounds (Deering, 1989). With the increasing racial diversity found in America's classrooms, instructional strategies that can achieve these goals must be refined and widely disseminated.

It is undeniable that race and ethnicity are important ways that students define themselves in schools, and racial intolerance and hostility between students of different racial and ethnic backgrounds still persists. Research shows that many youths still carry the legacy of ethnic and racial hatred engendered by their parents, grandparents, and community.

Although acts of intolerance and racism, in most cases, are more subtle today than they were 20 years ago (Vernay, 1996), we are seeing a resurgence of overt racist and violent manifestations of discrimination and prejudice on school campuses. If schools are to serve as a safe haven from violence and a place for students to learn how to be good citizens, the use of instructional strategies such as cooperative learning will need to be more widespread.

The research presented in this research suggests that as students talk and work with each other in cooperative learning groups, they are not only acquiring academic knowledge and skill but are also constructing a shared cultural paradigm for defining the group, its work, and the social identities of the participants. They are establishing a group culture--a culture that sets the social context in which social relationships among students are defined, established, and given value and meaning. The hope is that students will carry this cultural paradigm into adulthood.

Although the research relating cooperative learning to intergroup relations clearly indicates that cross-cultural friendships are developed when students work in cooperative work groups, additional research is needed to better understand intergroup behavior, particularly outside of the schooling context.

A few studies have found positive effects of cooperative learning on self-reported cross-racial friendships outside of class, but behavioral observations in non classroom settings are still needed. Such research will illuminate the important role schools can play in reducing racism, prejudice, and discrimination in the larger society.

2.1.4 Pedagogical Foundation.

The success of cooperative strategies is based on the following aspects:

- The class develops in motivating environment and dynamic stress free, boredom, in view that each student have a paper or function to comply in

the groups of work or in pairs, since of multiplicity of talents, abilities in the groups allows that each student feel with absolute freedom to exhibit your ideas with creativity and criterion due the students more able for the language is going to help in the class.

- The role of teacher is guide; watch each group in the class, giving the necessary support.
- The interaction teacher – students as well as between students, is going to arrive the socialization that develops each member of group, improving discipline, the organization, the human relations, the affectivity, creativity, the results are nice and funny class.
- Equally, is necessary highlight the flexibility for combine this cooperative strategies with those than the teacher considerate the most appropriate in accordance the skills corresponding of the class develops (listening, understanding, reading, writing and oral). The importance of the interactions which provides the student with the people around you, so can not be neglected the analysis of educational influence exercised by the teacher and classmates.

When participating in working groups, study, social or any other kind, we see that there are people who distinguish themselves by contributing ideas, and actions intended to benefit the work group should develop.

In the cooperative strategies are very important attitude and positive qualities of character and personality, as the success of cooperative action is based on the positive expressions so as to achieve the best possible way the proposed objectives.

Factor in the great changes that have been practicing curriculum in the universal context, we find an effective strategy in the classroom to develop cooperative work, that allows the student to participate fully, to acquire respect for the ideas of others and recognize that a team can solve big problems. This

work aims to demonstrate that cooperative work effectively used by teachers teaches collaboration, require more effort, share experience and an opportunity to build life-long learning in the area of English that have a high rate of school failure.

The success of cooperative strategies is based on the following aspects:

- The class takes place in a truly free dynamic motivator and stress, boredom, given that each student has a role or role to play in working groups or in pairs, because of the multiplicity of talents, existing skills in the group allows each student to feel with absolute freedom to express their ideas more creative approach, because the student more language skills will help the least interest in the class.
- The teacher's role is to guide, monitor each group of classes, providing the necessary support.
- The interaction teacher - student and between students, will socialization developed by each member of the group, improving discipline, organization, human relations, affection, creativity, resulting in classes enjoyable and fun, this makes the hour class is clearly used by students.
- Similarly, it is necessary to emphasize the flexibility that exists to combine this technique with those that the teacher considers to be the most appropriate according to the skills appropriate to the class developed (listening - comprehension, reading, writing and oral communication on how).

2.1.5 Psychological Foundation

The cooperative work it's supported by some studies and researches realized through of the time, we can show the following thoughts with their respective authors. In the theory with Skinner Behavioral Development, focuses on group contingencies followed by rewards actions that encourage cooperative work groups.

For Hassard (1990) the cooperative learning is an approach of the teaching in which student groups work together to solve problems and to identify learning tasks. Coll and Solé (1990) demonstrate the concept of educational interaction as situations where the players act simultaneously and interact in a certain context, a task around or learning content for the sole purpose of achieving clearly defined objectives.

Colomina (1990) says that the cooperative teamwork have good effects on participants' academic performance and socio affective relations established between them. Violet Barreto (1994) tells us that cooperative work is one in which students construct their own knowledge through a complex interactive process involving three key elements: students, the content and the teacher acts as facilitator I mediator between the two.

Vygotsky states that collaborative learning requires students and group work. First of all, because it is group work in which teachers and students can work with the disadvantaged in their cognitive development, access to knowledge or improve their learning. The individual and collective work is done in a spirit of complementarily, through the appropriate coordination and coordination of tasks, and in a climate of mutual trust and respect highly satisfactory.

When there are cooperative academic activities, individuals set goals that are beneficial to them and other members of the group, looking to maximize their learning so much as that of others. The team worked together until all group members have understood and completed the activity successfully.

As educators we believe that cooperative work helps us streamline the teaching-learning in the classroom, allowing students the encouraged to help each other to develop the designated task, however the fix for cooperative learning means more than set very close a group of students and tell them to help each other. In Cooperative learning there are four basic elements that can be one part of a same model. A small group truly cooperative is carefully structured to make sure:

- Face to face interaction.
- Individual responsibility.
- Positive interdependence.
- Development of social strategies.

Educators today involve a vision of education in terms of several important activities:

- Students build, discover and extend their own knowledge.
- The efforts of educators have the intention to develop talents and skills in students.
- All education is an interpersonal process that can occur only through personal interaction.

When working in an activity that uses cooperative learning, the group of students in the class works together for a period of time it takes class time to achieve the learning goals are shared, as well as completed tasks and assignments specific. There are a variety of ways to structure cooperative learning groups for any of them would be:

- Learn new information.
- Achieve troubleshooting.
- Working in a newsroom of a composition.

For Johnson, Johnson and Holubec (1993) "The teacher has a six-part role in formal cooperative learning.

- Specify the objectives of the class.
- Explain the structure of the task and goal of the students.
- Initiate cooperative learning class.
- Monitor the effectiveness of cooperative learning groups and intervene if necessary.
- Evaluate the achievements of students and help in the discussion of how well they collaborated with each other. "

Importantly, this gives equal importance to the cooperation of the teachers as much as the student. An excellent student, not only academically but also in their cognitive, can be and become a true pedagogical aid in the learning of less able or require more collaboration.

And for the educator who wishes to implement cooperative learning strategy relied on the pedagogy Vygotskianas must be an expert on the dynamics of learning and study groups, because here there is a synthesis of content for the achievement of learning recorded by the teacher, what it is that it prevails commitment to collaboration for the most knowledgeable, more understanding, and more thought have developed strategies for "learning to learn" to collaborate with have a lower level of development and are interested in achieving significant learning.

Cooperative learning requires study and work group. Firstly, because it is group work in which teachers and peers can collaborate with leading the disadvantaged in their cognitive development.

2.2 LEGAL FRAME

ECUADOR CONSTITUTION

TITLE II

RIGHTS

CHAPTER TWO

Well Living Rights

Fifth Section

Education

Art. 26. - The education is a right of people along its life and an unavoidable and inexcusable duty of the State. It constitutes the public politics' high-priority area and of the state investment, guarantee of the equality and social inclusion and indispensable condition for the good one to live. People, the families and the society have the right and the responsibility of participating in the educational process.

Art. 27.- The education will be centered in the human being and it will guarantee its holistic development, in the frame of respect to the human rights, to the sustainable environment and the democracy; it will be participative, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth; it will impel the gender equality, justice, solidarity and peace; it will stimulate the critical sense, the art and the physical culture, the individual and community initiative, and the development of competitions and capacities to create and work. The education is indispensable for knowledge, the exercise of the rights and the construction of a sovereign country, and it constitutes a strategic axis for the national development.

Art. 28. - The education will respond to the public interest and it won't be to the service of interests singular and corporate. The universal access, permanency, mobility and expenditure without discrimination will be guaranteed and it will be mandatory in the initial, basic and high school levels or its equivalent.

It is the right of all person and community interact among cultures and to participate in a society that they learn. The State will promote the intercultural dialogue in its multiple dimensions. Learning will be developed in both schooling and non schooling way. The public education will be universal and religion free in all its levels and gratuitous until the third level of superior education inclusive.

Art. 29. - The State will guarantee teaching freedom, class freedom in the superior education, and the right of people of learning in its own language and cultural environment. Parents or their representatives will have the freedom of choosing for their daughters and children an education according to their principles, beliefs and pedagogical options.

2.3. CONCEPTUAL FRAME

Acquisition: Something acquired or gained.

Competitive: Of, involving, or determined by competition.

Communication: the act of sharing or exchanging information, ideas or feelings.

Cooperative: Done in cooperation with others.

Encourage: To inspire with hope, courage, or confidence; hearten.

Environment: the natural world, for example the land, air and water, in which people, animals and plants live.

Face-to-face interaction: Promoting success of group members by praising, encouraging, supporting, or assisting each other.

Group processing: is an assessment of how groups are functioning to achieve their goals or tasks.

Interaction: a mutual or reciprocal action or influence.

Improvement: the act of improving or the state of being improved.

Individual accountability: Each group member is held accountable for his or her work.

Interactive: that involves people working together and having an influence on each other Improvement.

Learning: to get some information about something; to find out.

Listening: one of the four main skills to be learned

Method: a way of doing something.

Motivation: to cause somebody to act in a particular way.

Positive interdependence: Each group member depends on each other to accomplish a shared goal or task.

Reading: to be able to understand something from what you can see. It is one of the four main skills.

Resource: a supply of something, a piece of equipment, etc. that is available for somebody to use.

Skills: the ability to do something well, especially because of training, practice, etc.

Social skills: Cooperative learning groups set the stage for students to learn social skills.

Speaking: It is one of the four main skills. Speak in order to give information or to express feelings, ideas, etc., with no problems.

Strategies: A plan of action resulting from strategy or intended to accomplish a specific goal.

Task: A piece of work assigned or done as part of one's duties.

Teaching: to give somebody lessons or instructions so that it knows how to do something.

Teammate: A fellow member of a team.

Writing: the skill or activity of writing words

2.4. HYPOTHESIS AND VARIABLES

2.4.1 General Hypothesis

Considering the premises of the interaction and participation in cooperative strategies we can make the following assumptions. "Proper implementation of strategies for teaching cooperative learning allows students socializing in the Eight Grade of High School"

2.4.2 Particular Hypothesis

- Lack of a guide and the low quality of the process are incise a If a didactic manual is elaborated on the basic of the cooperative strategies will improve the students´ low achievement on the learning of English language
- The implementation of the appropriate cooperative strategies resources to the teaching and learning process will improve the learning of English language.
- The use of a guide with advices based on the cooperative strategies will improve the teaching and learning of English language.

2.4.3 Declaration of the Variables

2.4.3.1. Independent Variable

- Designing a guide of cooperative strategies for significant English learning.

2.4.3.2. Dependent Variable

- Improving the English language´s teaching-learning process.

2.4.4 Variables Working out

HYPOTHESIS	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INDICATORS
<p>Proper implementation of strategies for teaching cooperative learning allows students socializing in the Eight Grade students at Gorky Elizalde Medranda High School.</p>	<p>INDEPENDENT VARIABLE</p> <p>Designing a guide of cooperative strategies for significant English learning.</p>	<p>They are strategies that are going to develop and increase the skills of the students.</p>	<p>To reach significant learning and promote the interest of the students for English learning.</p>	<ul style="list-style-type: none"> ▪ Survey ▪ Interview ▪ Cooperative students.
	<p>DEPENDENT VARIABLE</p> <p>Improving the English language's teaching-learning process.</p>	<p>Pedagogical Process.</p>	<p>A process where the students will increase their basic skills of communication.</p>	

CHAPTER III

METHODOLOGICAL FRAME

3.1 RESEARCH TYPE AND DESIGN

This research is placed into the quanti-qualitative area. A character can be quantitative if it is appraisable numerically or qualitative if it doesn't admit numeric measure.

Our project is measured by the quantitative evaluation because the application called "strategies" for the development of the basic four skills in English's learning it is an important part in the amplification of the knowledge of the students and it is evaluated according to the acquired skills.

It is a qualitative character the process of the teaching on the work by means of the application of audiovisual resources for this purpose it is important so that the students acquire habits of practice of exercises in English which allow them to develop important basic dexterities. It is also a feasible project because it consists on the elaboration of a proposal that it goes to foment conscience, to the benefit of students, the family and the society.

For the place it is a field investigation because is carried out in the same place where the event occurs. It is also descriptive because it determines the frequency that the problem happens and to whom is presented. It is explicit because through the data it settles down the variable relation and it allows us the relations cause-effect.

This investigation work is based on the following aspects:

For the purpose: This investigation pursues getting the improvement of f the student's conscience toward the solving of exercises that allow them to acquire a bigger skill in problems solution inside and outside of the educational environment.

For the place: This research it is thought to find inside the processes of a field investigation, because it is performed in the place where the facts are and because it is a direct investigation.

For the nature: This research has an immediate action because it is going to be applied from the first moment; it can refer to any person or facts, even processes and social relationships; it should be executed at one time and in certain place with the purpose of obtaining an argument to identify a specific problem.

For the reaching: It has as a reference the historical and descriptive aspect.

3.2 POPULATION AND SAMPLE

3.2.1 Population Characteristics

The population at Gorky Elizalde High School is 560 students distributed in 14 parallels. They are boys and girls who go to study in this public institution that is located very close to the University.

3.2.2 Population Delimitation

In the institution where the educational project will be developed, a survey will be performed, in the population that is composed of: the principal, three English teachers and 68 students

3.2.3 Sample Type

The sample type that we used it is probabilistic because all the individuals have the same possibility of being chosen and in turn stratified.

3.2.4 Sample Size

Our project is centered in a total of 68 students divided in 3 parallel, that's why this population is considered as finite.

3.2.5 Process Selection

The selection of the sample was performed in a random way; it was chosen just the parallel as well as the teacher that work in the area.

3.3 METHODS AND TECHNIQUES

3.3.1. Theoretical Methods

Analysis - Synthesis: it will be performed an exhaustive analysis of the causes that induce difficulties in the learning of English Language, to know their sources and reaching a conclusion and then to provide the right solution.

Inductive - Deductive: To understand and explain the causes of the difficulty on English language learning process at "Gorky Elizalde Medranda" High Schools 'students of second course of bachelor.

Hypothetical - Deductive: Taking the hypotheses outlined in the objectives to obtain new conclusions and empiric predictions, those in turn will be verified.

3.3.2. Techniques and Instruments

3.3.2.1. Direct Observation

The techniques to follow in this project are:

Observation: The observation technique that is applied in our project it helped us to observe sincerely real facts and to register information for its later analysis.

3.3.2.2. Research Instruments: Survey and Interviews

The survey technique is a technique dedicated to obtain several people's data whose opinions interest the investigator.

Technique of the interview uses it to obtain information by means of a dialogue people between two the interviewer and the interviewee

Survey: To obtain information through the interrogation, we directed a questionnaire to be answered for the students of second course of bachelorat “Gorky Elizalde Medranda” High School.

We´ll use descriptive statistic; it will help us to determine what the situations are that difficult the process of learning of the English language at “Gorky Elizalde Medranda” High School ´s students of second course of bachelor. All this will allow us to describe and summarize the observations that we have about the study of investigations starting from the suitable sample. Also, to complete the information with teachers and principal we did an interview that provides us enough information as the two previous techniques.

3.4 DATA STATISTICAL PROCESSING

To obtain the information I made a survey to the principal, teachers, and students, and then we checked and coded the results, tabulated the data and percentages corresponding to every question, I drew graphics and data tables, after that I did the respective analysis of the results.

To do a profound analysis of data we are going to use the Microsoft Excel Office program to get graphic representation of the every obtained data.

3.4.1 Survey Analysis

Contained in the investigation there will be surveys to every one of the samples through the statistical process formulated in this project.

The instruments we have used, it is guided to a questionnaire, with a scale of measure Likert type. The survey will be applied to the members of the educational institution at “ Gorky Elizalde Medranda ” High School´s of second course of bachelor which are students, staff, teachers, and the results will be subject of study to determine its level of trust and validity. They will be provided a questionnaire with 10 questions of closed type and multiple selections, those that will have a value to facilitate the code of results.

CHAPTER IV RESULTS ANALYSIS AND INTERPRETATION

4.1 ACTUAL SITUATION ANALYSIS

It is a pity that in most teacher-centered language classrooms, teachers now still sacrifice fluency for the sake of accuracy. Mistakes in oral and written output are hardly tolerated in most traditional classrooms. Without being aware that the quality of expression could be developed through large quantity of practice and meaning negotiation, most teachers pursued perfect linguistic form at the expense of fluency.

Gradually, students tend to be afraid to express in the target language for fear of making mistakes because making mistakes and being corrected by the teacher were face threatening. In the long run, both accuracy and fluency became unattainable. It was certainly understandable that there was a reaction against the heavy emphasis on linguistic forms and accuracy at the expense of linguistic function and fluency.

Though as a reaction against explicit deductive teaching of grammar, communicative language teaching did not intend to remove the teaching of grammatical forms completely from the language curriculum as many secondary teachers misinterpreted. The point lied in *how* grammar should be taught. Instead of deductive instruction on grammatical rules, communicative language teaching emphasized inductive or “retrospective” approach to grammar (Liang, 2000; Thompson, 1996). As Ellis (1985) argued that looking explicitly at grammar might not lead immediately to learning, it would facilitate learning at a later stage when the learner was ready to internalize the new information about the language.

Taken together, the above arguments suggested that language was best acquired when it was not studied in a direct or explicit way; it was most effectively acquired when it was used as a vehicle for doing something else (Krashen, 1985).

In order to equip students with adequate communicative competence, the prevalent philosophy of foreign language teaching since early 1970s had undergone a paradigm shift from a transition model to a communication model (Weir, 1990), which meant that students no longer received, memorized, or repeated after the tape or the teacher. Instead, students had to actively engage in classroom activities for real communication and learning.

In communicative language teaching, students were the central roles in the classroom. They assumed active, negotiate, and contributive roles (Nunan, 1989). In the communicative classroom, teachers attended to the input, interaction, and output in the target language. That was, students ultimately had to use the target language, productively and receptively, in unrehearsed contexts (Kagan, 1995). Teachers were facilitators of students' learning instead of authoritative knowledge giver. They brought learners to a certain proficiency level with autonomy, so that they could adapt their knowledge to cope adequately with the demands of new situations.

Different researchers might define cooperative learning in different ways. The working definition of cooperative learning in this dissertation entailed the following features: cooperative learning was a system of teaching and learning techniques in which students were active agents in the process of learning instead of passive receivers of the product of any given knowledge. This system could increase students' academic learning as well as personal growth because

- It reduced learning anxiety,
- It increased the amount of student participation and student talk in the target language,
- It built supportive and less threatening learning environment, and
- It helped the rate of learning retention.

The embodiment of communicative language teaching through cooperative learning was not new. Richards, Platt & Platt (1992) pointed out that cooperative learning activities were often used in communicative language teaching. Kagan (1995) also claimed that communicative language teaching and cooperative learning was a natural match in foreign language teaching. According to Kagan (1995), the two major components of communicative language teaching, i.e. (1) socially oriented lessons and (2) small group interaction, also corresponded to the essence of cooperative learning. With so many similarities in essence, cooperative learning was used as a set of teaching methods or techniques to embody the spirit of communicative language teaching in this study.

With the increasing interest in cooperative learning, there were some misconceptions about cooperative learning and group learning that needed to be clarified before further examinations on cooperative learning. Therefore, the following sections would review relevant literature regarding the differences between cooperative learning and group learning.

4.2 COMPARATIVE ANALYSIS, EVOLUTION, TENDENCY AND PERSPECTIVES

At this point, some teachers might argue that they had used cooperative learning in their class, but the effects were not as positive as the literature demonstrated. The secret lied in the distinguishing features between cooperative learning and group learning. What were the differences between these two? Taken from the outcome, cooperative learning succeeded while group learning usually perished.

In principle, cooperative learning stuck to the following five elements, i.e. (1) positive interdependence, (2) individual accountability, (3) quality group processing, (4) explicit teaching of small group skills, and (5) teaching of social skills. On the other hand, group learning simply put students to sit and work in

groups without further assistance or careful structure to make group work become teamwork.

In practice, the differences between cooperative learning and traditional group learning were illustrated in the following table.

**TABLE 4.1
DIFFERENCES BETWEEN COOPERATIVE LEARNING AND GROUP
LEARNING**

Cooperative Learning Group Learning

1	Positive interdependence with structured Goals	No positive interdependence
2	A clear accountability for individual's share of the group's work through role assignment and regular rotation of the assigned role	No accountability for individual share of the group's work through role assignment and regular rotation of the assigned role
3	Heterogeneous ability grouping	Homogeneous ability grouping
4	Sharing of leadership roles	Few being appointed or put in charge of the group
5	Sharing of the appointed learning task(s)	Each learner seldom responsible for others' learning
6	Aiming to maximize each member's Learning	Focusing on accomplishing the Assignments
7	Maintaining good working relationship, process-oriented	Frequent neglect of good working relationship, product-oriented
8	Teaching of collaborative skills	Assuming that students already have the required skills
9	Teacher observation of students Interaction	Little, if any at all, teacher observation
	Structuring of the procedures and time for the processing	Rare structuring of procedures and time for the processing

(Adapted from Johnson & Johnson, 1986c)

As a matter of fact, another reason for cooperative learning to be successful in the classroom was because it maximized the learner's learning, which would be better explained through the Learning Pyramid.

Learning Pyramid

The notions of maximizing learning through cooperating with other partners mentioned above were congruent with the Learning Pyramid. The pyramid was the result of the research undertaken in Maine, USA and made available by Professor Tim Brighouse at the University of Keele.

It quantified retention in relation to the teaching method. As Howden (1995) stated that there was a strong correlation between the ways we learned and the retention of the material learned.

As illustrated in Figure 4.1, the move down the pyramid from "lecture" at the top to "teaching others" at the bottom paralleled the move from passive observation to active participation and a corresponding increase in retention (Andrini & Kagan, 1990).

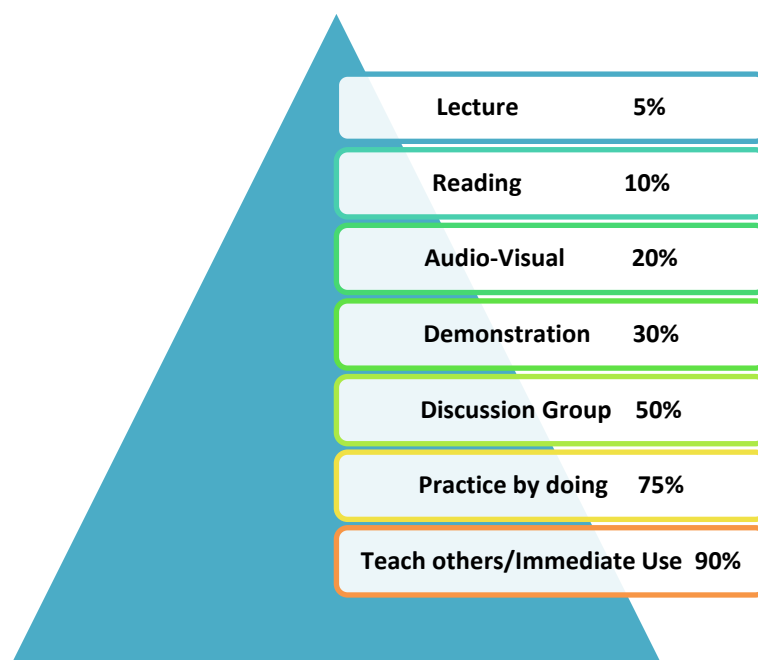
The message was clear: higher involvement in the learning process yields higher retention of the material learned. The implication was that teachers should coordinate and facilitate, but the students should by all means do the work themselves.

According to this Learning Pyramid, retention rates increased with the amount of student involvement. The rates were the highest with teamwork which included:

- (a) Discussion groups: 50%,
- (b) practice by doing: 75% and
- (c) teaching others/immediate use of learning: 90%.

As a sharp contrast, the retention rate of the traditional ways of individual and passive learning like lecturing (5%), reading (10%), and demonstration (30%) lasted no more than 30 percent. In contrast, the retention rate of the long existing method of lecturing was as low as only five percent.

**Table 4.2 Learning Pyramid
Average Retention Rate**



With such low retention rate under five percent, the long existing method of lecturing was indeed in need of more effective teaching methods that involved higher student participation like cooperative learning.

From the illustration of the learning pyramid, we could see that the implementation of cooperative learning was not just an alternative to the teacher-centered lecturing method of EFL teaching at junior high school, but a must if Taiwan was aiming at quality English education in the current wave of education reform.

TEACHERS´ SURVEY

TABLE No. 1

1. Do you do the lesson plan highlighting all your objectives?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	3	100
3	Sometimes	0	0
1	Nothing	0	0
	TOTAL	3	100

Source: Interviews

Question No. 1 Analysis

Characteristic: From a universe of 3 teachers, all of them say they stress the objectives when they do their lesson plan.

Analysis: This means that a hundred percent of English´s teachers take care of the minimum detail before the class begins.

Result discussion: These appreciations tell us that English teachers are good planners and they need just to be observed through the books where they write their lesson plans.

TABLE No. 2

2. Do you use audiovisual resources to accomplish your teaching process?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	0	0
3	Sometimes	2	67
1	Nothing	1	33
	TOTAL	3	100

Source: Interviews

Question No. 2 Analysis

Characteristic: From a universe of 3 teachers, two teachers say they use in some way audiovisual resources in class and one says he doesn't.

Analysis: This means that sixty seven percent of English's teachers are using (from time to time) audiovisual resources as support in class, just the other one (33%) said not using at all.

Result discussion: This appreciation gives us the reason about teachers attending regularly courses, seminaries or workshops to obtain knowledge about the use or making of audiovisual resources.

TABLE No. 3

3. Do you speak English...?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Fluently	0	0
3	Fair	0	0
1	Regular	2	67
0	Nothing	1	33
	TOTAL	3	100

Source: Interviews

Question No. 3 Analysis

Characteristic: Two teachers out of three, say they speak English in a regular way; only one said nothing at all.

Analysis: This means that a sixty seven percent of English's teachers of the institution know how to speak some English and the thirty three percent (one teacher) doesn't speak English very well.

Result discussion: Again, this appreciation gives us the reason about teachers attending regularly courses, seminars or workshops to practice their skills on English language. But, we have a question: Where did teachers learn how to speak English?

TABLE No. 4

4. Do you work with students being involved in teams?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	0	0
3	Sometimes	1	33
1	No	2	67
	TOTAL	3	100

Source: Interviews

Question No. 4 Analysis

Characteristic: From a universe of three teachers, just one of them said their students are involved on teams to work in class, the other two said they don't work that way.

Analysis: This means that sixty seven percent of English's teachers in the institution manage their classes without any changing, with any positive or negative changes; and only one teacher tries to practice with other teaching strategies.

Result discussion: This appreciation tell us that teachers are managing their classes in a standard way, however we could think there is not a change in any way which means nothing bad happens but nothing good either, except for one (an atypical one of course).

TABLE No. 5

5. When you teach new vocabulary about the environment you are working in, do you plan a tour around the place (the school, football soccer, for example)?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	0	0
3	Sometimes	0	0
1	No	3	100
	TOTAL	3	100

Source: Interviews

Question No. 5 Analysis

Characteristic: From a universe of 3 teachers, the three of them say they never leave the classroom, except for an earthquake.

Analysis: This means that a hundred percent of English's teachers are not using audiovisual resources or any kind of strategies to teach English. Of course this is the path to get no one line of motivation from the students.

Result discussion: Teachers must go and attending workshops to learn how to use new strategies and methodologies in class.

TABLE No. 6

6. Do you make possible the active participation of the students?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	0	0
3	Sometimes	3	100
1	No	0	0
	TOTAL	3	100

Source: Interviews

Question No. 6 Analysis

Characteristic: The three teachers said they try sometimes to make possible the integration of students in class.

Analysis: This means that a hundred percent of English's teachers in the institution are trying hard to involve students in class.

Result discussion: One more time, this appreciation is giving us the reason about teachers attending regularly courses, seminars or workshops to practice new ways to teach (strategies or methodologies).

TABLE No. 7

7. Do you think that English teachers must have a better preparation and upgrade in aspects related with the teaching and learning of this language?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	3	100
1	No	0	0
	TOTAL	3	100

Source: Interviews

Question No. 7 Analysis

Characteristic: Every single teacher says they must have a better preparation and they need updating their knowledge.

Analysis: This means that a hundred percent of English's teachers want to improve their English knowledge.

Result discussion: If there is a way for unmotivated teachers having opportunities to look after their improvement, they'll try to find and get involved in those workshops we mentioned before.

TABLE No. 8

8. Do you attend to courses, workshops and seminars in your area using your own resources?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	0	0
3	Rarely	1	33
1	Never	2	67
	TOTAL	3	100

Source: Interviews

Question No. 8 Analysis

Characteristic: From a universe of three teachers, one of them say the most important problem they don't improve their knowledge is the lack of money, that's why he goes rarely. The others said they never go (at least with their own resources).

Analysis: This means that a sixty seven percent never go to improve knowledge's improvement, just thirty three percent does.

Result discussion: Is there just a money problem here? We can think that lack of Academies or educational institutions with a high level of competence could be the problem too.

TABLE No. 9

9. Does your High School support English teachers to upgrade their professionalism?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	0	0
3	Sometimes	1	33
1	No	2	67
	TOTAL	3	100

Source: Interviews

Question No. 9 Analysis

Characteristic: From a universe of three teachers, two of them said their institution don't help them on upgrading their professionalism, only one of them says sometimes he or she receives help.

Analysis: This means that a sixty seven percent of English's teachers don't get financial resources for any of the items of a professional updating; the other one (thirty three percent) said sometimes but only with permissions and no money.

Result discussion: According to the interview we did to the principal there are no resources for English teachers and their professional development; they need to do that by their own resources.

TABLE No. 10

10. Do you have the support of the institution where you work, to develop the English teaching-learning process in an appropriate level?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	1	33
3	Sometimes	2	67
1	No	0	0
	TOTAL	3	100

Source: Interviews

Question No. 10 Analysis

Characteristic: All three teachers said they “sometimes” receive support from their institution.

Analysis: This means that a hundred percent of English’s teachers are not quiet happy for the support they are receiving for the educational system.

Result discussion: The kind of support given for the High School where the teachers work consists of permissions to do any activity that don’t originate money expenses, however if there are some, those expenses have to being assumed by English teachers.

STUDENTS´SURVEY

TABLE No. 11

1. Are you interested in learning English as a second language?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	60	88
3	A little	7	10
1	No	1	2
	TOTAL	68	100

Source: Interviews

Question No. 1 Analysis

Characteristic: From a universe of 68 students, 60 of them (88%) say they are interested on learning English as a second language; 7 students (10%) say they like just a little. Just one student, which is 2%, says doesn´t like to learn English as a Second language.

Analysis: This means that almost every student is very interested on learning English language. The ten percent of the students were afraid about the skills they know are difficult to get; just one student says it doesn´t like it at all.

Result discussion: There is the possibility that students be afraid of the old methodology, they would like more motivated classes. Teachers need to develop new strategies to make their classes funnier.

TABLE No. 12

2. Do you like working in groups in English classes?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	37	55
3	A little	22	32
1	No	9	13
	TOTAL	68	100

Source: Interviews

Question No. 2 Analysis

Characteristic: From a universe of sixty eight students, fifteen say they would like working in groups on English classes; twenty two other students say they kind of like it. Nine of those students don't like work in groups.

Analysis: This means that fifty five percent (a little less of the half of the students) consider work in groups is very productive, thirty two percent say they are not completely sure about work in groups and 13 % of them which is nine students say they don't like it at all.

Result discussion: This appreciation tell us that something is wrong with class management because 9 students plus 22 equals 31 out of 68 saying they are not totally comfortable in English class is certainly a number to have in consideration.

TABLE No. 13

3. You say English's language importance in these days is...?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	High	57	84
3	Medium	10	15
1	Low	1	1
	TOTAL	68	100

Source: Interviews

Question No. 3 Analysis

Characteristic: From 68 students, 57 of them consider English as very important, 10 students say English language has a medium level of importance and just 1 student says it has a low importance level.

Analysis: This means eighty four percent of the students say English language has a high level importance in the world, fifteen percent say medium and one percent a low level.

Result discussion: To deny the supremacy of this language on the whole wide world it could be considered as a dumb concept. English is the business and Internet language nowadays.

TABLE No. 14

4. Does your teacher use frequently audiovisual resources on English's class?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	3	4
3	A Little	55	81
0	No	10	15
	TOTAL	68	100

Source: Interviews

Question No. 4 Analysis

Characteristic: From a universe of sixty eight students, only three of them said their teacher frequently uses audiovisual resources in class, fifty five said their teacher uses them just a little and ten students say they don't use any.

Analysis: Eighty one percent of the students say they see audiovisual resources just a little; but, what would be the percentage on that "us" (once a week, a month?).

Result discussion: It is true that state budget don't have resources to buy audiovisual materials, but we need to try as formers on get enough knowledge to fabricate by our own means cheaper resources to apply in class and getting motivated students doing better in a new work environment.

TABLE No. 15

5. Does your teacher use frequently English language in class??

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	2	3
3	A Little	5	7
1	No	61	90
	TOTAL	68	100

Source: Interviews

Question No. 5 Analysis

Characteristic: From a universe of sixty eight students, sixty one said teachers don't speak English in class; five other students say they speak just a little and two students say they speak English in class.

Analysis: From a hundred percent of the students (68) 90% say the teacher don't use the target language in class which means students don't have a direct contact with English. Seven percent (5 students) note they speak a little; only two students said teacher speaks the language in class.

Result discussion: If the teacher don't realize that they are the main resource for a good contact with the language there is no way that students are going to learn with our example. We can't give what we don't have. If we are afraid on using our poor language level we need to attend any academy or institution to practice. It is the only way.

TABLE No. 16

6. Do you like the way your teachers manage their teaching process on class?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	10	7
3	A Little	50	90
1	No	8	3
	TOTAL	68	100

Source: Interviews

Question No. 6 Analysis

Characteristic: From a universe of sixty eight students, fifty eight students said they are not really happy with the way the teacher manage the class; only ten said the teacher has a good management of the class.

Analysis: Ninety seven percent of the students say English classes are not totally cute and only 3% say they are. Ninety seven unhappy people are great numbers to have in account.

Result discussion: This is not a real problem; probably we need to change our strategies or the method we are using in the moment, for a better teaching-learning process.

TABLE No. 17

7. Does your High School have an English laboratory?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	0	0
1	No	68	100
	TOTAL	68	100

Source: Interviews

Question No. 7 Analysis

Characteristic: Sixty eight students said they don't have an English laboratory in the high school.

.Analysis: This item doesn't need a profound analysis; a hundred percent of the students coinciding they don't have even a room for practicing English language.

Result discussion: Is it really necessary to have an English laboratory to practice the target language? It is not mandatory, because we can practice anytime, anywhere; but, having a space of our own it is motivating, the environment could be precise to have better classes' times, because everything on it (walls, doors, ceiling, windows, etc) is going to be decorated on that purpose.

TABLE No. 18

8. The skill your teacher works mostly in the class is...?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Reading	6	9
3	Writing	58	85
2	Listening	2	3
1	Speaking	2	3
	TOTAL	68	100

Source: Interviews

Question No. 8 Analysis

Characteristic: Fifty eight students out of sixty eight say the teacher gives more attention to the writing skill, more than the others. Nine students say the teacher pays more attention to reading; two students say listening and two, speaking.

Analysis: Eighty five percent of the students say the teacher dedicates most of the time to work with writing and reading skills; only six percent (3 + 3) said teachers give a little time for speaking and listening.

Result discussion: It's easy to analyze this because we are part of the problem but we need to assume the responsibility and look for a solution; and the only one is that we teachers must attend to a language academy to obtain what we don't have at the moment: Listening and speaking skills.

TABLE No. 19

9. Your English classes are....?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Fun	5	7
3	Normal	20	30
1	Bored	43	63
	TOTAL	68	100

Source: Interviews

Question No. 9 Analysis

Characteristic: Forty three students out of sixty eight say their English classes are bored; twenty students say the class is normal and five students said that their classes are fun (?).

Analysis: Most of the students realize those English's class haven't any motivation; so, boring is a hard word; but there are five students who said those classes are fun (Who are these five students?)

Result discussion: If most of the students said a class is bored, we need to pay attention to the signals before they say that hard word. We need to observe carefully to our students not just to stand in front of them and do nothing but "teach" without teaching for real; that means we are just surviving until the class is over and so on.

TABLE No. 20

10.How often does your teacher use technological resources in the class?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Always	0	0
3	Sometimes	8	12
1	Never	60	88
	TOTAL	68	100

Source: Interviews

Question No. 10 Analysis

Characteristic: Sixty students out of sixty eight, say the teacher works only with the book and there isn't technology involved; eight students say the teacher sometimes works with a projector of slides, the students said most of the times the teacher works with the book only.

Analysis: Eighty eight percent of the students say that teacher works only with the book the whole class time, the meaning for this is that class can become bored after a certain time.

Result discussion: Even if the teacher is using the book only, this resource has a lot of exercises and practical activities to work in class and in the house. Is it possible that teacher is not using the book in a correct way? Something like that happened with the CRADDLE Project in the beginning.

4.4 HYPOTHESIS VERIFICATION

After the research to verify the authenticity of our problem, we established a relation to each one of the hypothesis.

- Lack of a guide it avoids the understanding of the cooperative strategies that will improve the students' low achievement on the learning of English language.
- Lack of a guide to understand that implementation of the appropriate cooperative strategies resources will improve English teaching and learning process.
- The use of the activities advised in this guide based on the cooperative strategies will improve English teaching.

Of course the new applied strategies to transmit the knowledge through the new teaching-learning process will be more attractive to students and they will come back to our classes wanting to learn in this new environment we are offering to them this time.

CHAPTER V PROPOSAL

5.1. THEME

GUIDE OF COOPERATIVE STRATEGIES AS REINFORCEMENT FOR SIGNIFICANT ENGLISH LEARNING ON EIGHT GRADE STUDENTS AT “GORKY ELIZALDE MEDRANDA” HIGH SCHOOL’S OF MILAGRO CITY.

5.2 JUSTIFICATION

If the cultivation of communicative skills in the target language (in this case English) is the goal of education, then interaction must be present in the classroom. Since real communication is interaction between people and linguistic interaction is a collaborative activity, classroom teaching and learning activities must be interactive in nature.

Interactive language teaching stresses the importance of providing learners with more activities to interact directly with the target language – to acquire it by using it rather than to learn it by studying it. It requires the teacher to step out of the limelight, to give a full role to the students in carrying out activities, to accept all kinds of opinions, and to tolerate errors. On the other hand, the students are expected to listen to others (the teachers and other students), to talk with others, and to negotiate meaning in a shared context.

The major roles of the interactive teacher include the roles of a facilitator, a manager, a resource, an independent participant, a researcher and a learner. As a facilitator teacher makes the process of learning an easier task, helps students to clear away roadblocks and to find shortcuts. As a manager he plans

lessons, organizes learning activities, gives feedback and structures classroom time. As a resource he offers advice and counsel when students learn and how much assistance is needed. He grows with each passing day professionally and intelligently. The interactive teacher always asks: How well do I balance teacher talk and student talk in the classroom? Am I accepting students' feelings in a non-threatening way? Am I offering sufficient praise? Am I lecturing too much? Do I give my students opportunities to initiate the target language on their own?

The most workable classroom interactive activities are presentations, pair work, discussions, debates and written exercises. All these activities need to be task-oriented so that they can help nurture students' problem-solving and creative abilities, and can give them experience in functioning in realistic discourse. Well organized interactions will make learners rack their brain, speak their mind, share their views with others naturally. Thus words slip out or pour out desirably.

5.3 THEORETICAL FOUNDATION

Cooperative learning is an instructional approach that has been shown to promote a variety of positive cognitive, affective, and social outcomes. The intent of cooperative learning is to improve academic achievement by providing students with increased opportunities for discussion, learning from each other, and by allowing students to divide up tasks in ways that tap into their academic strengths.

Cooperative learning promotes some of the most important goals in American education: increasing the academic achievement of all students while simultaneously improving intergroup relations among students of different racial and ethnic backgrounds. With the increasing racial diversity found in America's classrooms, instructional strategies that can achieve these goals must be refined and widely disseminated.

5.4 OBJECTIVE

- To improve the English language teaching-learning process through the design of a guide of cooperative strategies with interactive didactic resources as reinforcement for Significant English learning on Eight Grade's students at "Gorky Elizalde Medranda" High School of Milagro City.

5.5 LOCATION

The guide of cooperative strategies with interactive didactic resources as reinforcement for Significant English Learning is going to be applied on Eight Grade's students at "Gorky Elizalde Medranda" High School of Milagro City, there is no need in moving from class to class because we are going to work in the same class not in a lab.

NAME: GORKY ELIZALDE MEDRANDA High School

SECTOR: Urban

RESOURCES: Public

SCHEDULE: Morning

REGIME: Coast

GENDER: Mixed

5.6 FEASIBILITY ANALYSIS

Recognizing the importance of being bilingual in a global world whose learning - acquisition of the English language is not only interesting but indispensable, we have considered to approach as a main topic the model of the cooperative strategies, under one of the most important tools that will help us in the work

with the students...Motivation with Audiovisual Techniques for the Teaching - Learning process of English Language in Students of Secondary Level of Education, being the fundamental reason of it to emphasize the important role of the use of the audiovisual techniques in this process and to promote the use of techniques and, materials of teaching of great pedagogic and creative conceptual wealth that will allow the total integration in the model of cooperative strategies that it will allow the students to get involved in the process mentioned before, working in productive teams.

As product of an investigation process and great academic and intellectual effort, we have learned that our students has diverse learning styles, that is to say not all learn in the same way and with the same speed, it varies it according to the cognitive structure that they have developed in different stages of their growth, with diverse methods, strategies, to achieve that their learning can be significant.

The use of the motivation becomes indispensable in the development of a class, since this search to promote the student's active participation being of real importance the use of technical audiovisual that will allow developing their abilities (Listening, Speaking, Reading and Writing) that are immerse inside the English language. This handling of strategies and methodologies will make that the teaching-learning process being possible.

5.7 PROPOSAL DESCRIPTION

Teaching students who have a limited understanding of the English language can be a daunting task. Since the students speak a different language, some of them do not know the meanings of simple English words and phrases, and it can be difficult for teachers to communicate with them. Nevertheless, teachers can exercise more patience and try to find the right ways to help to their students become more proficient in the language. Here are a number of effective strategies for teaching ESL.

Understand the Individual Needs of Students

In English class language proficiency and academic experience among students can vary greatly. In order to help every student improve, teachers have to understand every individual student's level of language proficiency and educational history. The best way to make lessons comprehensible to all students is to replace difficult texts with simpler terms. They should not use oversimplified vocabulary because some students may find this insulting. It is important for English teachers to establish a more personal relationship with every student and their family. Simple actions such as pronouncing the students' names correctly and showing interest in their cultures will go a long way in giving students a more pleasant learning experience.

- [The Needs of ESL Learners](#): A summary of the complex needs of (ESL students).
- [Understanding the Needs of ESL Students](#): This excellent article shows how ESL teachers can understand and meet the needs of their students.
- [Resources for Working with ESL Students](#): An extensive collection of materials that can help teachers work better with their ESL students.
- [Successful ESL Strategies](#): Read about an experienced high school teacher's successful ESL strategies.

5.7.1. Proposal Activities

Some ESL students do not have sufficient knowledge of the English language to understand the instructions that are provided by their teachers. As such, they may not know exactly what is going on in their classes. Teachers have to encourage their students to ask for clarification when they do not understand certain instructions. During the course of a lesson, they have to let their students know which points are important and give them more time to ask questions. At the end of the lesson, they should ask the students to write down all the things that they have learned and aspects of the lesson that they are

unsure of. Then, they can use the information to provide better clarification at the beginning of the next lesson.

- [ESL Classroom Management](#): Golden rules for managing ESL students in the classroom.
- [Motivating ESL Students](#): Great advice for ESL teachers who have problems motivating their students.
- [Teaching ESL FAQ](#): Frequently asked questions about teaching ESL.

Help Students Speak English More Comprehensibly

There is no need for ESL teachers to eliminate accents when they are teaching their students to pronounce English words. The important thing is to teach them to speak comprehensibly. Teachers should speak clearly and repeat words that are difficult to pronounce, and they can help their students learn how individual sounds are produced by showing the right positions and movements of tongue and lips. Students should be encouraged to speak slowly, so that their pronunciation will be clearer and more accurate.

- [Teaching ESL Pronunciation](#): This website offers helpful advice on how to teach ESL students to pronounce English words correctly.
- [ESL Pronunciation Resources](#): Links to websites that provide tips and materials for teaching ESL pronunciation.
- [Teaching Intonation and Stress](#): A document that reveals the right methods for teaching intonation and stress to English students.

Encourage Students to Speak English outside Class

To help ESL students make better progress, teachers should encourage them to converse more frequently with native English speakers. Also, they can ask their students to speak more English at home or take part in activities that require them to speak or read English.

- [ESL Teaching Strategies](#): Comprehensive guide to teaching ESL.
- [ESL Classroom Techniques](#): List of techniques that can be used to make ESL lessons more effective.

All of this can be performed IF we have just one week before everything begins, teachers must be sure that we are going to work in an appropriate environment and that's why we need to establish golden rules since the very first day:

The Five Golden Rules of Good Classroom Management

Are you an English teacher with classroom management problems? We hope not, but if you reach this point and are reading this, it might be the case. Have you got a handful of troublemakers who wear you out? Or has the whole class taken over and you find it hard to teach anything?

We find and try to apply 5 golden rules for good classroom management to help you create your plan or strategy with your young students learning English.

Why the classroom management problem in the first place?

Firstly let's look at reasons why the children might be misbehaving. Are they bored? Does learning English not engage them? Are they fed up with sitting at their desks? Do some of them have behavior problems and disrupt the class for others? Maybe the children find English hard and do not think they can learn it so they hide their lack of confidence behind an excuse of misbehavior. Maybe the naughty child just thinks that the teacher does not like him or her. Or maybe the children are not motivated to be good because they are never praised when they are well behaved.

One thing is for sure; you must be the boss, because, like a young puppy that will try to become pack leader, if you are not in charge then the children will be. And that's the last thing you want! Some newly qualified English teachers go out into the classrooms today like so many sacrificial lambs! They want to be nice, fun and friendly, but they fail to establish class management rules and

boundaries from day one and the children stampede right over them. This can be a bit of a shock!

There are many techniques and strategies for good classroom management and ultimately you have to develop your own personal style that fits with your philosophy in life and that is also effective. In addition you must comply with the rules of the establishment you work in. If your school or institution has rules that you do not agree with and you cannot change them then look for another job! The school should be your ally not your foe.

The Only *REAL* Classroom Management Solution

Rather than a plan, strategy or technique, the vital key to good classroom management comes from the English teacher's attitude and decision to *earn the love and respect of your students*. Think about it, if students like you and respect you they will naturally behave well and pay attention because they want to please you. So how can an English teacher make this happen?

Good Classroom Management Rule 1

Be a mentor not a friend and earn the children's trust by being firm, fair and consistent.

Save yourself the humiliation of trying to be the students' best buddy, they will probably laugh at you behind your back. Rather be their mentor, a model for them to copy, not only in terms of learning English but also in terms of how you expect them to behave. You are someone they can trust and come to for help. Err on the side of being strict, especially at first. It is harder to become strict if you have been casual and lenient.

The children will trust you if you are consistent, clear in establishing the rules from day one and consistent in applying them. Refuse to go on teaching until your rules are applied. If you are inconsistent, if you yell at the children or lose your cool, suddenly punish a child unexpectedly, put them down, be sarcastic or embarrass them, they will know that they cannot trust you.

Good Classroom Management Rule 2

Show your students that you care about them.

At the same time as being firm and fair in class find opportunities to talk to your students informally outside of class time – for example sharing a walk over to the canteen or down a corridor. When you get the chance ask the children how they are, what sports they like, who their favorite band is at the moment and so on. The children will feel special because you have taken some of your time to speak to them. If the children feel that you know them, you know what they like, what they can't wait to do when they get home and so on, they will truly feel that you care about them. Now tell me, seriously, how much more likely are they to behave when class time comes round? In fact they could even feel embarrassed for playing you up!

Another way to communicate that you care is to look at your pupils, make eye contact and smile at them. If you have some students you do not like in your class put yourself in their shoes and do whatever it takes to replace your negative feelings with feelings of compassion for those students.

Good Classroom Management Rule 3

Get closer to your students.

Never spend a full class up at the board or at the front, behind your barrier of a desk. Instead, perhaps during a writing task, take some time to sit in next to different students and ask them how they are, ask them if they have anything in particular they would like to ask you that they have not understood, or just tell them that they are doing well and put a couple of ticks on their work.

Good Classroom Management Rule 4

Praise and encourage good behavior.

Children respond far better to praise than criticism, which only makes them shrivel up inside and feel worthless. Never ever, ever use destructive criticism. Far too many human beings have a lack of self-love, as it is, without

propagating it further in the classroom. There is so much good that you can do as an ESL teacher by increasing your pupils' self-esteem through praise and encouragement.

If you listen to a rather shocking number of parents, they spend their whole time telling their children to stop doing this or stop doing that, and the whole dialogue is negative. Be conscious and make sure you do not fall into that trap. Focus on the positive in order to draw more attention to it and apply the universal law of "you attract what you focus on".

Make sure you give plenty of praise and encouragement to ESL students who are well behaved. For example, give out tasks to students, who are being good, thank them for being well behaved or for doing something quietly. If children are vying to get your attention say; "I'm picking Sarah because she has been so good today".

If a student is being naughty avoid using his or her name. Children love the sound of their own names – it means they are getting attention. If Johnny is talking say, "I'm listening to Sarah now".

Rewarding students is all part of the process. This does not mean taking them out to pizza. I personally am against rewarding students in this way. To me it belittles the teacher to have to resort to such things, not to mention the fact that English teachers are usually not properly paid for the work they do without having to spend part of their salary on bribes for the children.

Instead use ideas that confer responsibility or distinction on the pupil such as: verbal or written praise, a positive note to take home to parents, a star on the work, displaying a particular student's work on the wall, being given a seat of honor, being named the student of the day or week, being given a special responsibility such as running an errand for the teacher, doing the role-call, helping the teacher with a class activity, collecting or giving out materials, leading a group activity or tutoring another student.

Good Classroom Management Rule 5

Make your teaching style interesting and varied.

Tap into all the different English learning styles so that you reach all students in your class. Just standing there talking at the board is not going to interest many children anyway, but aside from that, you'll miss the children who mainly learn from tactile and kinesthetic experience. By using a wide variety of English classroom games you will by default dabble in auditory, visual, kinesthetic and tactile skills and thus engage all your pupils at least some of the time.

The other advantage to English classroom games is that they engage and motivate the children. It's obvious; if a child is enjoying the learning process then he or she is FAR more likely to pay attention! It is important though to choose appropriate games for your class size and classroom configuration.

Summary of the Golden Rules for Good ESL Classroom Management

These five golden rules will ensure that your students trust you because they know what your rules are and that you will apply them. Your students will like you because you show them you care by taking time to talk to them and by getting close to them physically. They will like you because you make them feel good about themselves and learning English through your encouragement and enthusiasm. Finally they will respect you for your stimulating teaching through the use of games, stories, songs or plays that tap into all learning styles.

Cooperative Learning Activities

Cooperative Learning is a wonderful tool for any teacher to have in their toolbox. There are many different strategies to cooperative learning. No matter what strategy you are using, there are five basic standards. They are:

- Practice Active Listening
- Help and Encourage Each Other
- Everyone Participates
- Explain Your Ideas and Tell Why
- Complete the Task

5.7.2 Financial Resources (Budget)

The expenses we had for this research (writing, copies, preparation of the power point file, transportation, etc) are:

TABLE No. 21

FINANCIAL RESOURCES

No.	OPERATIONAL DETAIL	INCOMING	EXPENSES
1	Capital (Cash)	700,00	
2	Research cost		130,00
3	Computer time leasing		80,00
4	Printing of the Draft		15,00
5	Final Printing		40,00
6	Thesis Presentation (copies)		200,00
7	Transportation		50,00
8	Other expenses		148,50
	TOTAL		669,50

5.7.3 Impact

Cooperative Learning, sometimes called small-group learning, is an instructional strategy in which small groups of students work together on a common task. The task can be as simple as solving a multi-step math problem together, or as complex as developing a design for a new kind of school. In some cases, each group member is individually accountable for part of the task; in other cases, group members work together without formal role assignments.

According to David Johnson and Roger Johnson (1999), there are five basic elements that allow successful small-group learning:

- **Positive interdependence:** Students feel responsible for their own and the group's effort.
- **Face-to-face interaction:** Students encourage and support one another; the environment encourages discussion and eye contact.

- **Individual and group accountability:** Each student is responsible for doing their part; the group is accountable for meeting its goal.
- **Group behaviors:** Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others occurs.
- **Group processing:** Group members analyze their own and the group's ability to work together.

The great impact that cooperative learning produces is that changes students' and teachers' roles in classrooms. The ownership of teaching and learning is shared by groups of students, and is no longer the sole responsibility of the teacher. The authority of setting goals, assessing learning, and facilitating learning is shared by all. Students have more opportunities to actively participate in their learning, question and challenge each other, share and discuss their ideas, and internalize their learning. Along with improving academic learning, cooperative learning helps students engage in thoughtful discourse and examine different perspectives, and it has been proven to increase students' self-esteem, motivation, and empathy.

Some challenges of using cooperative learning include releasing the control of learning, managing noise levels, resolving conflicts, and assessing student learning. Carefully structured activities can help students learn the skills to work together successfully, and structured discussion and reflection on group process can help avoid some problems.

5.7.4 Alignments to evaluate the proposal

There are two clear points to proceed to evaluate this proposal, they are:

1. It will allow that students get completely involved and motivated into the English teaching-learning process in the class time and out of it.
2. It will give to the teacher a tool to work in a better way making them getting involved in the new path of sharing knowledge.

CONCLUSIONS

At the turn of the century, our country is striving to promote her competitiveness by reforming education, especially the English education because the teaching and learning of English in Ecuador has long been a low-rewarding task for both teachers and students “low achievement and declining motivation/interest among most learners have made teaching and learning English a nightmare in schools at all levels.”

A possible strategy to address to the problems of low English proficiency and low motivation in EFL teaching would be the implementation of cooperative learning because cooperative learning methods hold great promise for accelerating students' attainment of academic learning, motivation to learn, and the development of the knowledge and abilities necessary for thriving in an ever-changing world. However, like other innovations, techniques of cooperative learning need to be tailored to the cultural and linguistic context in which they are used.

Designed and implemented by teachers who are loyal to the key elements of cooperative learning and dedicated to regarding diversity as a resource, cooperative learning can create supportive environments that will enable students to succeed academically, enhance their oral communicative competence, boost their motivation toward learning English as a foreign language, and improve their interpersonal relationships. Based upon the results yielded in the study, several conclusions are drawn in response to the research questions of this study.

1. Cooperative learning is a feasible and practical teaching method that puts communicative approach into action. Such a student-centered teaching method helps improve the students' oral communicative competence of the target language, which includes the linguistic, discourse, strategic, and non-verbal competency because cooperative learning creates a more friendly and supportive learning environment

within which students have more opportunities and enjoy more freedom to explore and practice the target language.

Cooperative learning creates natural, interactive contexts in which students have authentic reasons for listening to one another, asking questions, clarifying issues, and re-stating points of view. Such frequent interaction among the learners, in turn, increases the amount of student talk and student participation in the classroom. Cooperative groups increase opportunities for students to produce and comprehend the target language and to obtain modeling and feedback from their peers as well as their teacher.

Much of the value of cooperative learning lies in the way that teamwork encourages students to engage in such high-level thinking skills as analyzing, explaining, synthesizing, and elaborating. Interactive tasks also naturally stimulate and develop the students' cognitive, linguistic, and social abilities. By stimulating language input and output cooperative strategies provide English learners with natural settings in which they can derive and express meaning from academic content (McGroarty, 1993; Swain, 1985).

2. The implementation of cooperative learning will not reduce the students' academic achievements in the structure-based school examinations, as many teachers are concerned. Many teachers are worried that cooperative learning may hinder their students' progress in structure-based exams.

The experiment of cooperative learning in Sunny Junior High School English course, however, does not show the decrease of students' academic achievements in the school-wide monthly examinations. As a matter of fact, the experimental group performs slightly better than the control group in the school monthly examinations throughout the whole semester. This may prove that CL is not biased toward oral communication; it takes care of the four language skills, especially the

communicative competence. Academic and language learning require that students have opportunities to comprehend what they hear and read as well as express themselves in meaningful tasks (McGroarty, 1993).

Cooperative activities integrate the acquisition of these skills and create powerful learning opportunities. Such interactive experiences are particularly valuable for students who are learning English as a second language, who face simultaneously the challenges of language acquisition, academic learning, and social adaptation.

3. Achievements and motivation are closely correlated. Cooperative learning is a powerful teaching method that can boost the students' motivation through a supportive climate of caring and sharing in the classroom that makes English learning more enjoyable, lively, and encouraging, which, in turn, enhances the students' motivation toward learning English as a foreign language.

In such a cooperative learning context as the experimental class, motivationally appropriate feedback, praise, and rewards are generously granted through the incentive structure of positive reinforcement like the Mountain Climbing Chart and the writing of thank-you-notes. In a cooperative learning classroom, all students are exposed to a learning environment, which supports and encourages academic, personal, and social growth.

Some students' motivation to stay in school and work hard at class work seems to be very responsive to the human climate of caring and support they feel from their teachers and peers. The motivational system promoted within cooperative situations, as shown in the results of this study, includes intrinsic and extrinsic motivation, high expectations for success, high incentive to achieve based on mutual benefit, continuing interest in achievement, high commitment to achieve, and high persistence to complete a given task (Johnson & Johnson, 1994).

4. Cooperative learning is a possible teaching method that may address the various needs of the students with mixed levels of English ability in a heterogeneous class. Many scholars assert that cooperative learning is the best option for all students because it emphasizes active interaction between students of diverse abilities and backgrounds (Nelson, Gallagher, & Coleman, 1993; Tsai, 1998; Wei, 1997; Yu, 1995).

Both the high- and low-achievers are able to progress at their own pace and, at the same time, contribute to their peers' learning. As the constructivism suggests, learning is viewed as a self-regulatory process of struggling with the conflict between existing personal models of the world and discrepant new insights, constructing new representations and models of reality through cooperative social activity, discourse, and debate.

The process of cooperative learning provides abundant opportunities for the learners to continually exchange information, activate background knowledge, and construct their own new knowledge. In such a learning context as the experimental class, the high-achievers are encouraged and motivated to explore more English learning other than their textbooks and the low-achievers are able to enjoy the speaking and listening activities. in such supportive learning climate. It is cooperative learning that allows the individual to go beyond the information given to them (Bruner, 1973, 1990) and move on to the zone of proximal development (Vygotsky, 1978).

As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves based upon their own capacity (Bruner, 1966). Curriculum should be organized in a spiral manner so that students continually build upon what they have already learned (Bruner, 1966). The concept of spiral learning inherent in cooperative learning compliments the guidelines of English curriculum of the NYJC, which also advocates spiral learning (MOE, 2000).

5. Based upon the previous four conclusions above, it may be inferred that the characteristics of cooperative learning are compatible with the spirits of the NYJC. Therefore, cooperative learning is highly recommended to be the major instructional method in the current wave of educational reform in Taiwan.

A number of the major issues addressed in the educational reform are aimed at making the classroom learning environment much more invigorating for all students. The emphasis on drill-and-practice of facts and formulas to pass multiple choice tests in the old education paradigm can be replaced by cooperative learning experiences that are based on higher order learning competencies such as communication skills, problem solving abilities, critical thinking abilities, and reasoning with evidence abilities. The traditional routines of teacher-lecture and student-listen can be replaced by cooperative learning activities where students take initiative and play active roles.

The traditional dependence on class work and projects where students work on their own and compete for good grades can be transformed into cooperative learning where students work in teams to help one another achieve learning goals (Johnson and Johnson, 1987; Slavin, 1990). On the whole, cooperative learning is a feasible teaching method with characteristics compatible with the current wave of educational reform, especially the aim to foster the ten basic competencies of our students. Cooperative learning does not only enhance the students' communicative competence and boost their motivation toward learning English as a foreign language, it also cultivates the students' overall ability as holistic human beings with the facility of caring, sharing, respecting, and cooperating with others.

Thus, cooperative learning is strongly recommended for EFL teachers in English classrooms.

RECOMMENDATIONS

Though some positive findings were identified in this study to claim the effectiveness of cooperative learning on the EFL junior high school learners' language learning and motivation toward learning English, some limitations of the present study might be noted before the results could be generalized. Firstly, the samples of the participants were restricted to only three classes of the second year junior high school students (8th Grade Basic Education).

Future studies on more student participants or more teachers implementing cooperative learning in more classes are recommended in order to generate more evidence on the effects of cooperative learning.

Moreover, the data collected for the analysis of the students' communicative competence was based on the design of two interaction-based oral tasks. Though four aspects of oral communicative competence were under investigation, the students' communicative competence in writing, reading, and listening were not strongly measured in this study (but they were anyway)

Even if the school-wide monthly achievement tests collected in this study covered reading, writing, and listening, the content of those tests were more structure-based than communicative oriented. With time and funding permitted, future research might develop reliable and valid measurements to include the four language skills of reading, writing, listening, and speaking to examine the effects of cooperative learning on EFL learners' overall communicative competence.

Another suggestion for further study is about the teacher development in cooperative learning. Being limited to the scope of the research questions, which focused on the effects of cooperative learning in EFL teaching, this study did not investigate the possible factors that might affect the success of teacher development in cooperative learning.

Studies show that matching teaching styles to learning styles can significantly enhance academic achievement, student attitudes, and student behavior at the

primary and secondary school level (Griggs & Dunn 1984; Smith & Renzulli 1984), at the college level (Brown 1978; Charkins et al. 1985), and specifically in foreign language instruction (Oxford et al. 1991; Wallace & Oxford 1992). This is not to say that the best thing one can do for one's students is to use their preferred modes of instruction exclusively. Students will inevitably be called upon to deal with problems and challenges that require the use of their less preferred modes, and so should regularly be given practice in the use of those modes (Hunt 1971; Friedman and Alley 1984; Cox 1988).

However, Smith and Renzulli (1984) caution that stress, frustration, and burnout may occur when students are subjected over extended periods of time to teaching styles inconsistent with their learning style preferences. A point no educational psychologist would dispute is that students learn more when information is presented in a variety of modes than when only a single mode is used.

The point is supported by a research study carried out several decades ago, which concluded that students retain 10 percent of what they read, 26 percent of what they hear, 30 percent of what they see, 50 percent of what they see and hear, 70 percent of what they say, and 90 percent of what they say as they do something (Stice 1987). What must be done to achieve effective foreign language learning is to balance instructional methods, somehow structuring the class so that all learning styles are simultaneously—or at least sequentially—accommodated (Oxford 1990). The approach recommended in this paper is designed to meet this goal.

The prospect of tailoring language instruction to somehow accommodate 25 different learning styles might seem forbidding to instructors. This reaction is understandable. Teaching styles are made up of the methods and approaches with which instructors feel most comfortable; if they tried to change to completely different approaches they would be forced to work entirely with unfamiliar, awkward, and uncomfortable methods, probably with disastrous results from the students' point of view. Fortunately, instructors who wish to address a wide variety of learning styles need not make drastic changes in their instructional approach. The way they normally teach addresses the needs of at

least five of the specified learning style categories: regular use of at least some of the instructional techniques given below should suffice to cover the remaining five.

- *Motivate learning.* As much as possible, teach new material (vocabulary, rules of grammar) in the context of situations to which the students can relate in terms of their personal and career experiences, past and anticipated, rather than simply as more material to memorize (*intuitive, global, inductive*).

- *Balance concrete information* (word definitions, rules for verb conjugation and adjective-noun agreement) (*sensing*) *and conceptual information* (syntactical and semantic patterns, comparisons and contrasts with the students' native language) (*intuition*) *in every course at every level.* The balance does not have to be equal, and in elementary courses it may be shifted heavily toward the sensing side, but there should periodically be *something* to capture the intuitors' interest.

- *Balance structured teaching approaches that emphasize formal training* (*deductive, sequential*) *with more open-ended unstructured activities that emphasize conversation and cultural contexts of the target language* (*inductive, global*).

- *Make liberal use of visuals.* Use photographs, drawings, sketches, and cartoons to illustrate and reinforce the meanings of vocabulary words. Show films, videotapes, and live dramatizations to illustrate lessons in texts (*visual, global*.)

- *Assign some repetitive drill exercises to provide practice in basic vocabulary and grammar* (*sensing*) *but don't overdo it* (*intuitive*).

- *Do not fill every minute of class time lecturing and writing on the board.* Provide intervals—however brief—for students to think about what they have been told; assign brief writing exercises (*reflective*). Raise questions and problems to be worked on by students in small groups; enact dialogues and mini-dramas; hold team competitions (*active*).

- *Give students the option of cooperating on at least some homework assignments (active).*

Active learners generally learn best when they interact with others; if they are denied the opportunity to do so they are being deprived of their most effective learning tool.

- *Balance inductive and deductive presentation of course material.* Instruct some or all of the class in the language being taught, to facilitate language acquisition and develop skill in oral communication (*inductive*). In parallel, provide explicit instruction in syntax and semantics to facilitate formal language learning and develop skill in written communication and interpretation (*deductive*).

Instructors confronted with this list might feel that it is impossible to do all that in a course and still cover the syllabus. Their concern is not unreasonable: extensive use of some of the recommended approaches—particularly those involving opportunities for student activity during class—could indeed add to the time it takes to present a given body of material. The idea, however, is not to adopt all the techniques at once but rather to pick several that look feasible and try them on an occasional basis; keep the ones that work; drop the others; and try one or two more later in the course or in the next course. In this way a teaching style that is both effective for students and comfortable for the instructor will evolve naturally, with a potentially dramatic effect on the quality of learning that subsequently occurs.

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ANNEXES

ANNEX 1.

PRINCIPAL'S INTERVIEW

INSTRUCTIONS

GIVE AN ORAL COMMENT (ANSWER) TO EVERY QUESTION.

1. What are your thoughts on team-teaching?
2. What do you think your greatest strength is, as an institution?
3. What do you think your biggest weakness is?
4. How do you handle classroom discipline?
5. How would you describe a successful principal?
6. Do you visit English classes from time to time?
7. Do you help English teachers update their knowledge?
8. According to your criteria, what is the biggest impediment for the pedagogical upgrade?
9. Do you believe that CRADLE project has filled the expectations outlined during the time of its application? Please, expand your comment.
10. Do you know why most of the students quit English classes?

ANNEX 2. (SPANISH TRANSLATION)

PRINCIPAL'S INTERVIEW

1. ¿Cuál es su opinión acerca de enseñar en equipo?
2. ¿Cuál cree usted que es su Fortaleza como institución?
3. ¿Cuál cree usted que es su mayor debilidad?
4. ¿Cómo manejan la disciplina en clase?
5. ¿Cómo describiría usted a un director exitoso?
6. ¿Visita las clases de Inglés de vez en cuando?
7. ¿Ayuda a los profesores de Inglés a actualizar sus conocimientos?
8. De acuerdo con su criterio, ¿Cuál es el más grande impedimento para actualizarse pedagógicamente?
9. ¿Cree usted que el Proyecto CRADLE ha llenado las expectativas durante el tiempo de su aplicación en el país?
10. ¿Conoce usted por qué la mayoría de los estudiantes renuncian a las clases de Inglés y al Colegio?

ANNEX 3.

TEACHERS´ SURVEY

INSTRUCTIONS

DRAW AN X IN THE ALTERNATIVE THAT YOU LIKE THE MOST

1. Do you do the lesson plan stressing all your objectives?
YES [] SOMETIMES [] NO []
2. Do you use audiovisual resources to accomplish your teaching process?
YES [] SOMETIMES [] NO []
3. Do you speak English...?
FLUENTLY [] FAIR [] REGULAR [] NO []
4. Do you work with students being involved in teams?
YES [] SOMETIMES [] NO []
5. When you teach new vocabulary about the environment you are working in, do you plan a tour around the place (the school, football soccer, for example)?
YES [] SOMETIMES [] NO []
6. Do you make possible the active participation of the students?
YES [] SOMETIMES [] NO []
7. Do you think that English teachers must have a better preparation and upgrade in aspects related with the teaching and learning of this language?
YES [] NO []
8. Do you attend to courses, workshops and seminars in your area using your own resources?
YES [] RARELY [] NEVER []
9. Does your High School support English teachers to upgrade their professionalism?
YES [] SOMETIMES [] NO []
10. Do you have the support of the institution where you work, to develop the English teaching-learning process in an appropriate level?
YES [] SOMETIMES [] NO []

ANNEX 4.
STUDENTS´SURVEY (INSTRUCTIONS)

DRAW AN X IN THE ALTERNATIVE THAT YOU LIKE THE MOST

1. Are you interested in learning English as a second language?
Yes [] A Little [] No []

2. Do you like working in groups in English classes?

Yes [] A Little [] No []

3. You say English's language importance in these days is...?
High [] Medium [] Low []

4. Does your teacher use frequently audiovisual resources on English's class?
Yes [] A Little [] No []

5. Does your teacher use frequently English language in class?
Yes [] A Little [] No []

6. Do you like the way your teachers manage their teaching process on class?
Yes [] A Little [] No []

7. Does your High School have an English laboratory?
Yes [] No []

8. The skill your teacher works mostly in the class is...?
Reading [] Writing [] Listening [] Speaking []

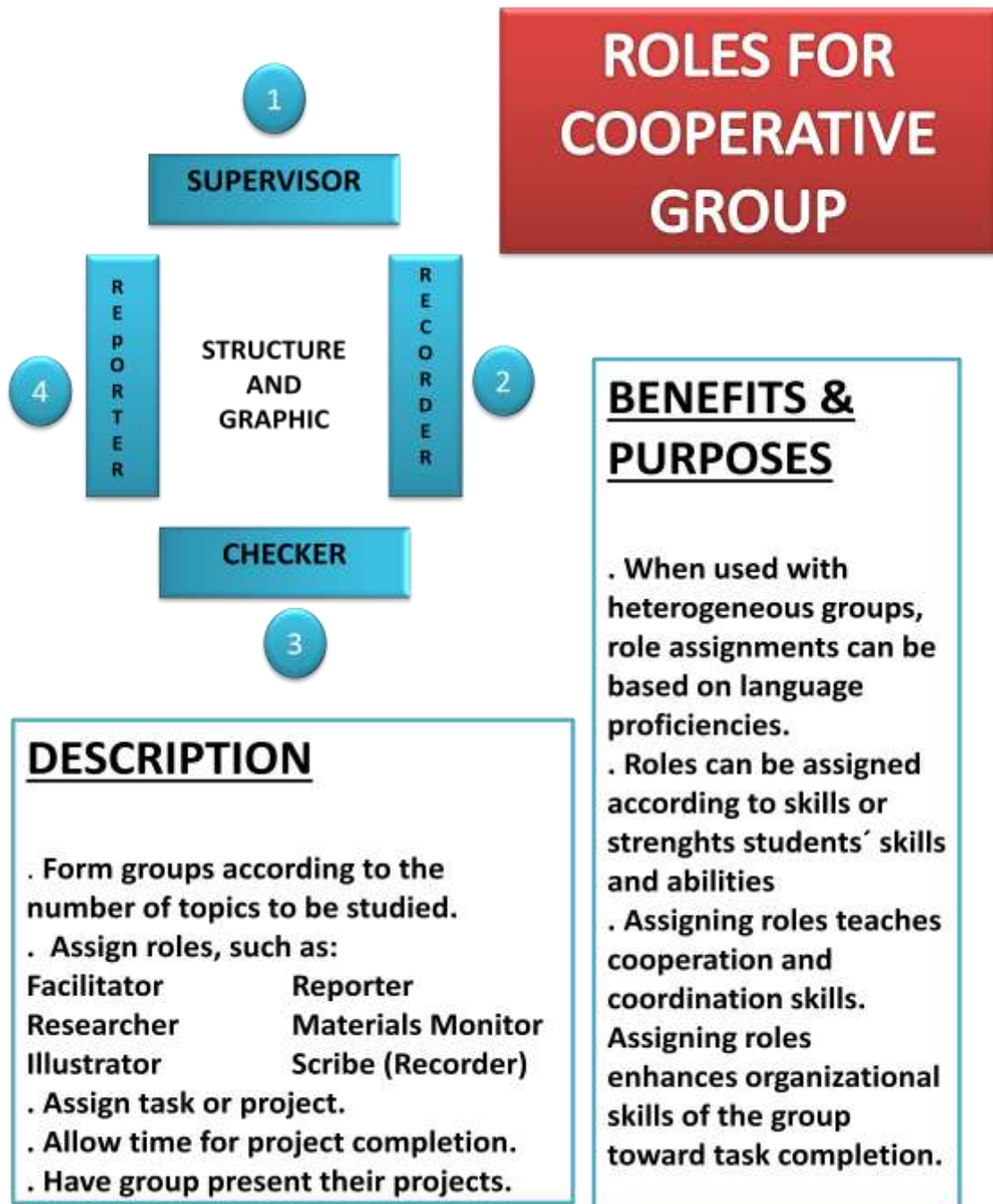
9. Your English classes are....?
Fun () Normal () Bored ()

10. How often does your teacher use technological resources in the class?
Always () Sometimes () Never ()

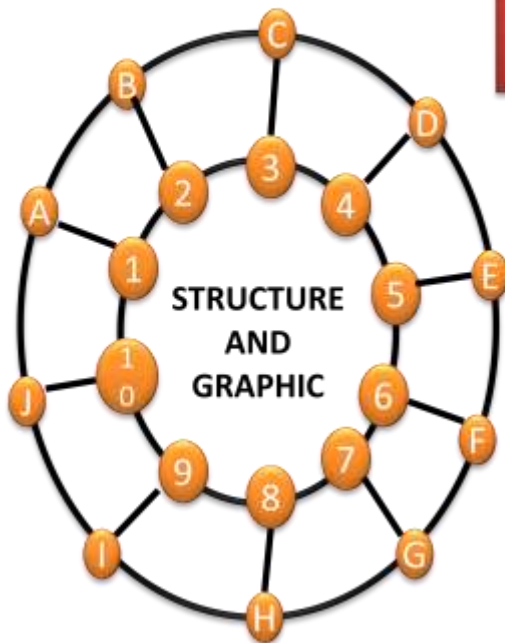
ANNEX 5.

Cooperative Learning Strategies *Avenues*

Cooperative learning activities involve students of varying language proficiencies in content-rich activities.



INSIDE-OUTSIDE CIRCLE



BENEFITS & PURPOSES

. Talking one-on-one with a variety of partners gives risk-free fluency practice.

. Interactions can be structured to focus on specific speaking skills.

Students practice both speaking and active listening.

DESCRIPTION

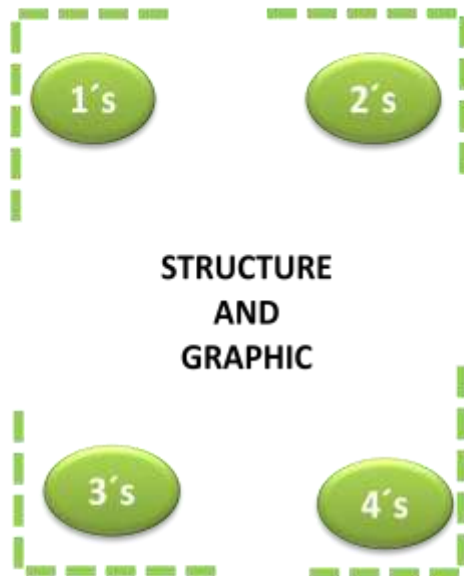
. Students stand in concentric circles facing each other.

. Students in the outside circle ask questions; those inside answer.

. On a signal, students rotate to create new partnerships.

On another signal, students trade inside/outside roles.

Cooperative Learning Strategies *Avenues*



CORNERS

BENEFITS & PURPOSES

. By “voting” with their feet students literally take a position about a topic.

. Focused discussion develops deeper thought about a topic.

. Students experience many valid points of view about a topic.

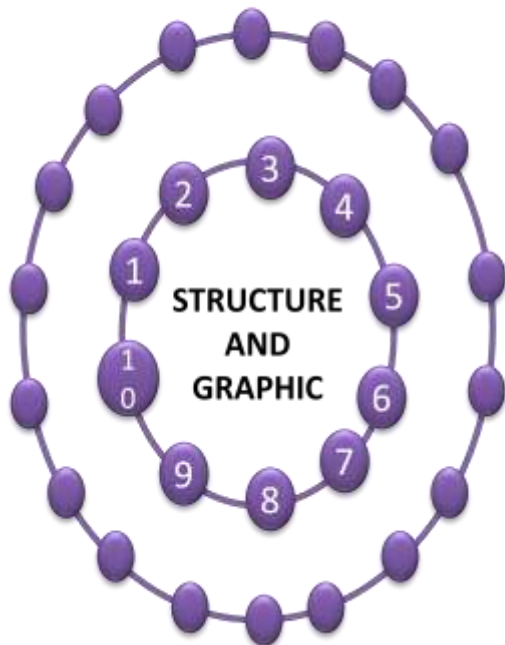
DESCRIPTION

. Corners or areas of the classroom are designated for focused discussion or four aspects of a topic.

. Students individually think about the topic for a short time.

. Students go into the corner of their choice and discuss the topic.

. At least one student from each corner shares about the corner discussion.



FISHBOWL

BENEFITS & PURPOSES

. Focused listening enhances knowledge acquisition and listening skills.

Peer evaluation supports development of specific discussion skills.

Identification of criteria for evaluation promotes self-monitoring.

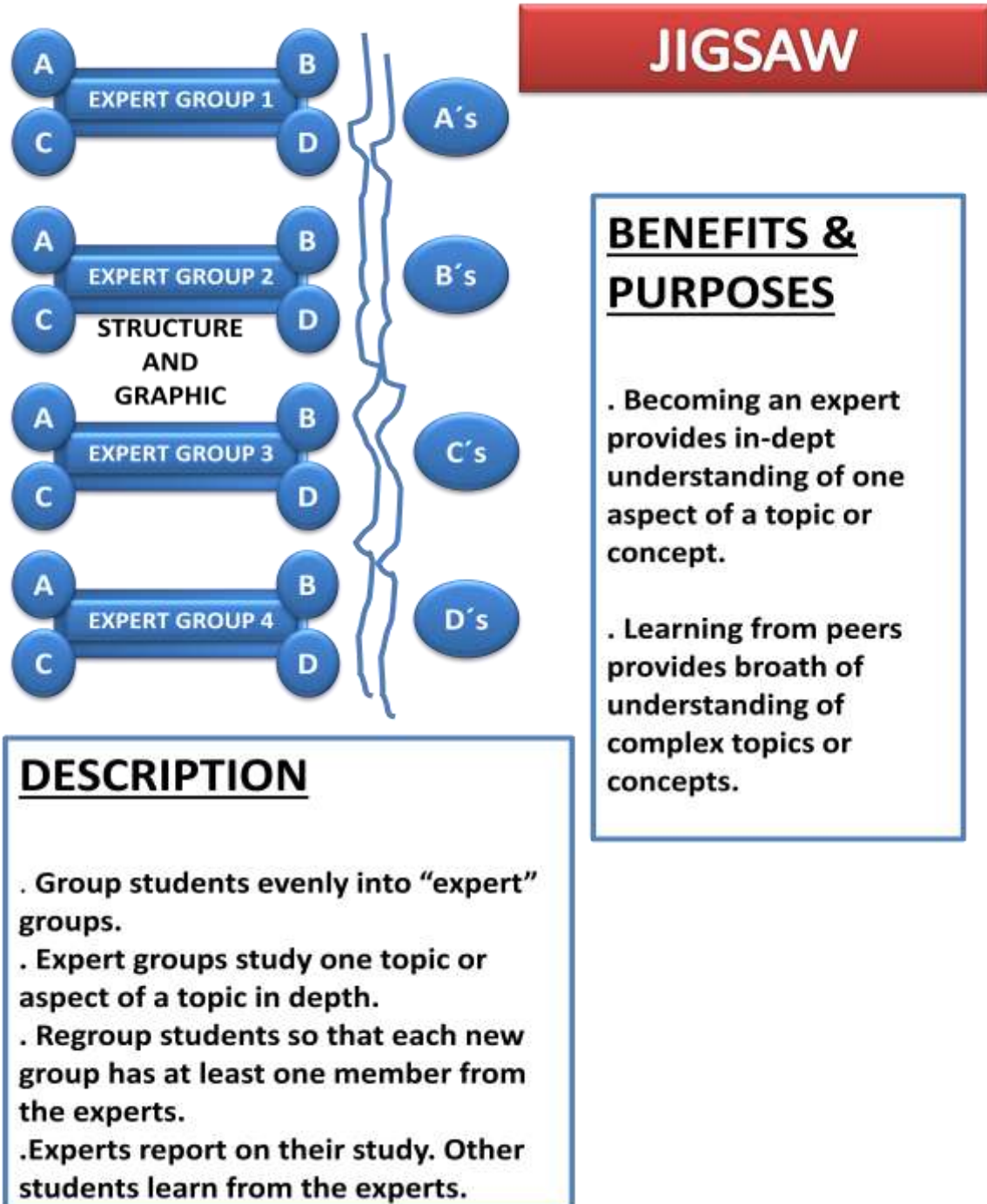
DESCRIPTION

. Half of the class sits in a circle, facing inward, the other half of the class sits in a larger circle around them.

. Students on the inside discuss a topic while those outside listen for new information and /or evaluate the discussion according to pre-established criteria.

Groups reverse positions and repeat.

Cooperative Learning Strategies *Avenues*



SAMPLE COOPERATIVE LEARNING STRATEGIES

JIGSAW II

Objective:

To increase student's sense of responsibility by making each one an expert on one part of a unit then having each student teach the part for which he/she has become an expert to the other members of his/her team.

Directions:

- Students are assigned to teams to work on content material that has been divided into sections.
- Students read the entire selection focusing on their assigned part of the lesson/topic.
- Then students meet with their expert group, which has members of different teams who have studied the same selection, to discuss questions provided by the teacher.
- Students return to their original teams and take turns teaching teammates about the section they have studied.
- The teacher then assesses the mastery of the overall topic.

Numbered Heads Together

Objective:

To group students and structure the questions/answer period so that all students engage in discussion about the issues presented.

Directions:

- The teacher arranges students in groups or teams of 4 or 5, assigning a number to each individual within a group.
- The teacher asks a question of the entire class.
- Students are then directed to “put their heads together” to discuss the answer and to be sure everyone in their group knows the correct answer.
- Then the teacher calls a number at random and each individual with that number must be ready with an answer because no one knows which teams member will be called to answer the question.
- If an incorrect answer is given, the teacher can call on another group or team.

Rain of ideas

Description:

We will conduct a rain of ideas for students, from a word related to the subject, say what they suggested this topic. They will be taken to consider to show them that their responses are important and involving them in activities.

Objectives:

Keep attention. Induce learning. Boost participation. Doing active learning.

Resources:

Search the collaboration. Empower meaningful learning. Arouse the interest. Create the right ambience.

Result:

Acquaint what they know. Achieve the objectives proposed. Modify misconceptions. Knowing the interests of students. Prepare the ambience.

Self-Esteem**Description:**

Will consist in encouraging pupils to value and trust in themselves.

Objectives:

Relying on personal potential. Mechanisms to acquire before frustrations.

Resources:

The story. The game. Didactic materials.

Results:

Appreciation of oneself. Personal safety. Emotional balance

Distribution of Responsibilities

Description:

They will elaborate a picture of responsibilities, and every day or every week will be appoint the different managers that are responsible for proper functioning of the classroom: through the list, distributing materials, doing mandates, take care the garden, organizing the classroom, etc.

Objectives:

Discover the value of mutual aid. Educating in equality and tolerance. Experiencing tuning in relationships. Join the others. Overcoming stereotypes. Acquiring responsibilities

Resources:

Daily resources. The classroom space. Flexible groupings. The assembly. The sociogram.

Results:

Self-esteem. Valuation of the group. No competitiveness. Application of the principle of socialization.

Brainstorming

Description:

The brainstorming techniques is a group consisting of members of the same informal and express themselves freely as they can think about the subject under study. This is a quick and critical exposition of ideas and pre-logical occurrences

Objectives:

Develop and exercise creative imagination, the source of innovations, discoveries or new solutions. Enhance the ability to establish new relationships. Create an informal atmosphere without criticism maximum permissive free speech and methodical. Aim to develop the capacity to develop original ideas and encourage ingenuity. To promote the search for solutions other than maybe more effective than traditional ones. Promote the learning of students.

Resources:

Human Resources: teachers and students, support staff or control.
Resource materials: slate, paper, pens, etc...

Results:

Facilitate the understanding of a topic. By creating an informal atmosphere, it promotes the participation of students spontaneously. Develop creative skills and attitudes conducive to spontaneity. Of the suggestions of some members of the group will others.

Role-playing

Description:

Two or more people, they will represent a real life situation assuming the roles of the case, with objective that it may be better understood and treated by the group. The representation will be free and spontaneous, without use of libretto or trials. All members participate either as actors or observers.

Objectives:

Arouse interest and encourage spontaneous participation of students in the topic being worked on. Maintain the dynamic of the strategy itself, the expectation of the group focused on the problem develops. Provoke an experience common to all present that allows discussing the problem with some general knowledge. Encourage students to develop social skills such as empathy, having to represent it a role that involves "take the place of".

Resources:

Human Resources: teachers (who have expertise, coordinate and stimulate action to the group), students, and special observers. Material Resources: "stage" of the action using only the essential elements, usually a table and chairs.

Results:

Foster a climate suitable for relational learning in the classroom. Increase participation, either as actors or as observers, of all students. Enabling self-esteem, assertiveness and other social skills of students.

Solving a Problem

Description:

This is a small number of people, between five and twenty, which has common interest to discuss a topic, solve a problem, make a decision or acquire information on the reciprocal contribution, a flexible and spontaneous but fulfilling certain standards: who Mailing will take place around a theme planned, the exchange of ideas will follow certain logical order, there will be a coordinator and a democratic climate.

Objectives:

Delve into a topic that interest the entire group of students. Encourage participation of all. Create an appropriate relational climate conducive to learning for all members of the group. To facilitate his creativity, decision making, accountability, communication, security, etc..

Resources:

Human Resources: students and teachers involved, in any case may have a "process observer" and some cases as a "consultant" to provide special information on the topic in discussion. Material Resources: classroom, chairs, blackboard, paper, tables arranged in a circle, text to discuss, etc.

Results:

Foster a climate suitable for relational learning in the classroom. Increase participation, either as actors or as observers, of all students. Enabling self-esteem, assertiveness and other social skills of students.

Acquire cooperative habits

Description:

It seeks to foster cooperation between the class-group. It will be based on cooperative group work. The acquisition of this habit, will favor the interactions between students and accordingly the whole academic activity.

Objectives:

Internalize the cooperative habit. Assess the contributions own and others. Understand the importance of teamwork.

Resources:

Story fragmented in a sheet of paper, puzzle, card, glue, colors.

Results:

Is predictable an improvement in the attitude of the children in their relationships and greater academic achievement in cooperative work, both in a small group like a big one.

Reciprocal teaching

Description:

This is a learning strategy in which teaching takes place in pairs. The professor will assign the tasks that will be performed by the students in pairs where each will contribute their way of execution, which will enrich the relationship

Objectives:

Promote cooperation between the members of the couple and your participation. Assume their own possibilities and limitations, having a direct reference to the partner. Develop joint work.

Resources:

Themselves of the circuit (mats, rings, spikes, balls, etc ...).

Results:

Increased motivation and realization enjoyable.

Cooperation strategy in the classroom

Description:

They formed teams of 4 or 5 students respecting heterogeneity. Each component is assigned a role: coordinator, secretary, spokesman, or graphic designer, these will be rotating, so that at the end of the project each student will have performed all the functions.

Objectives:

Identify temporal notions: simultaneity, succession, duration and changes regarding temporary phenomenon. Using different sources of information. Recognize the basic features of the fossils. Strive to maintain a climate of dialogue in the communication of the work.

Resources:

Reference books. Collection of fossils from the center. Sheets with drawings.

Results:

Each student's positive attitudes about work. Positive peer relationships in the small group. Positive relationships between different groups. Each group member will be able to evaluate itself and also to other peers.

Solving a Problem

Description:

First, look for an approach to the problem given the situation, after the development and choice of resolution strategy, i.e. the implementation and finally the validation of the results.

Objectives:

Discover the context of the problem. Determine the information known. Perform data with prior knowledge. Establish the need for the information. Designing the information search.

Resources:

As fundamental resource used textbooks and supplemental application literature on specific topics.

Result:

To help students understand that the resolution of a problem is the result of an effort and does not respond to fixed structures and immovable.

ANNEX 6.
TEACHERS`SURVEY

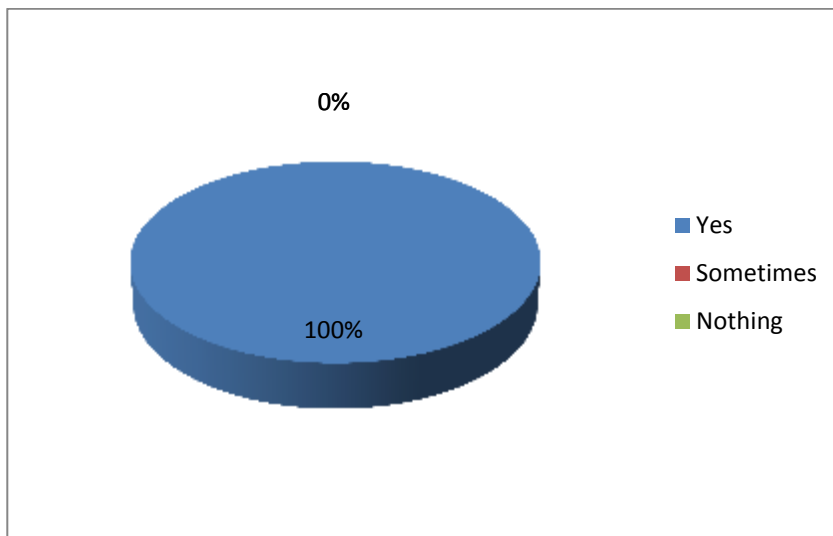
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11. Do you do the lesson plan highlighting all your objectives?

YES

SOMETIMES

NOTHING



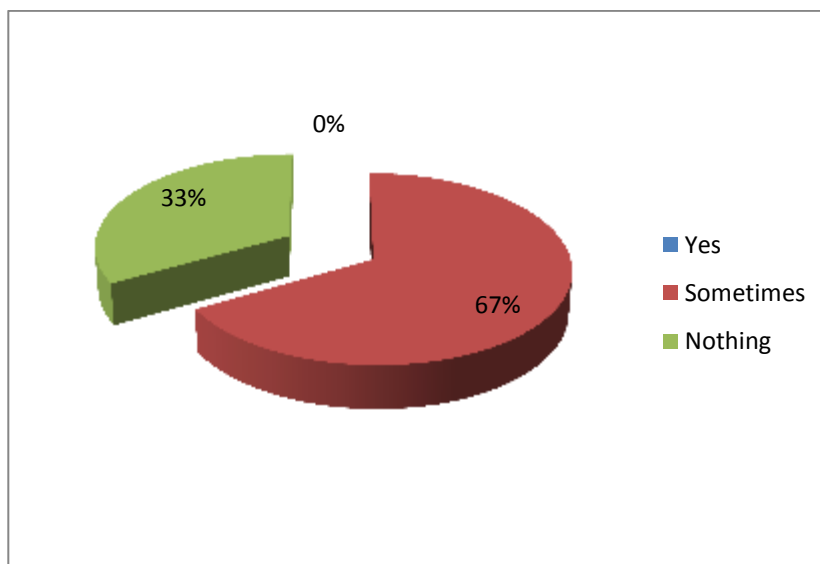
GRAPHIC No. 2

12. Do you use audiovisual resources to accomplish your teaching process?

YES

SOMETIMES

NOTHING



GRAPHIC No. 3

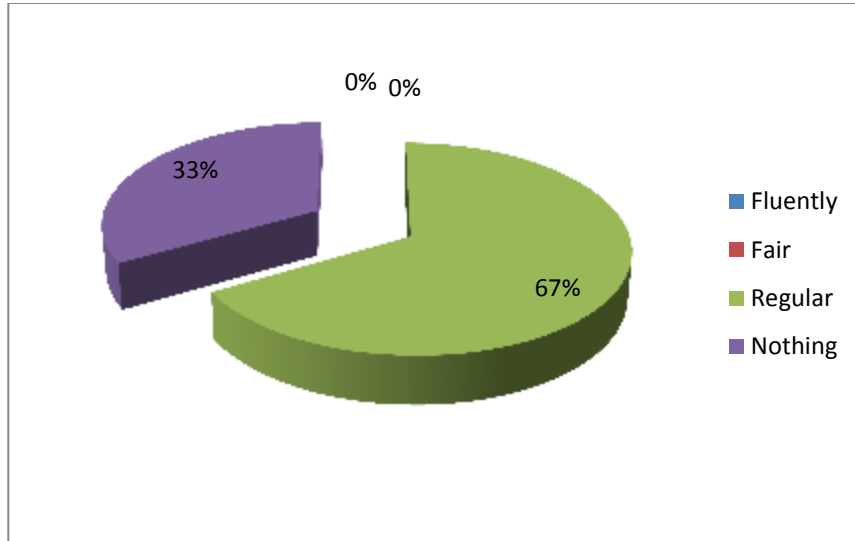
13. Do you speak English...?

FLUENTLY

FAIR

REGULAR

NOTHING



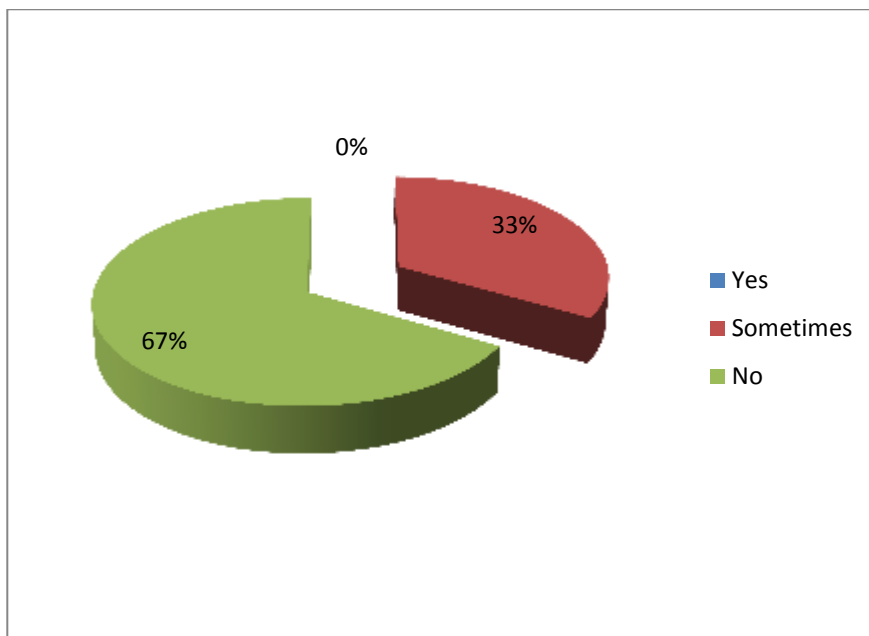
GRAPHIC No. 4

14. Do you work with students being involved in teams?

YES

SOMETIMES

NO



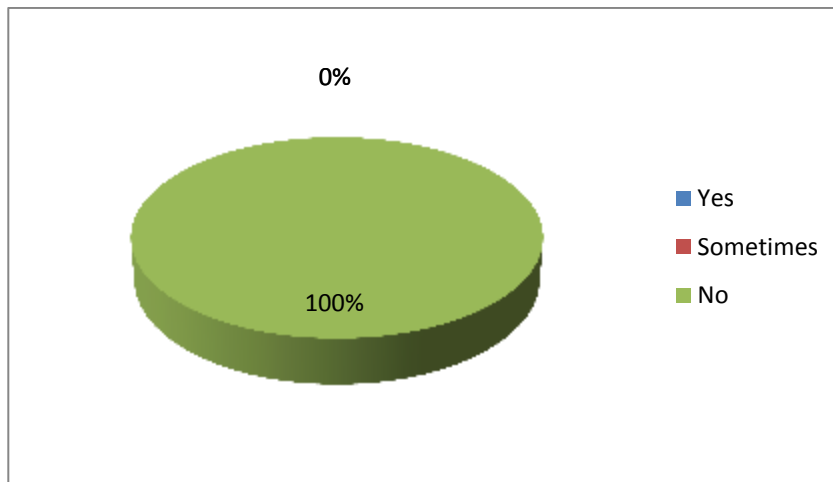
GRAPHIC No. 5

15. When you teach new vocabulary about the environment you are working in, do you plan a tour around the place (the school, football soccer, for example)?

YES

SOMETIMES

NO



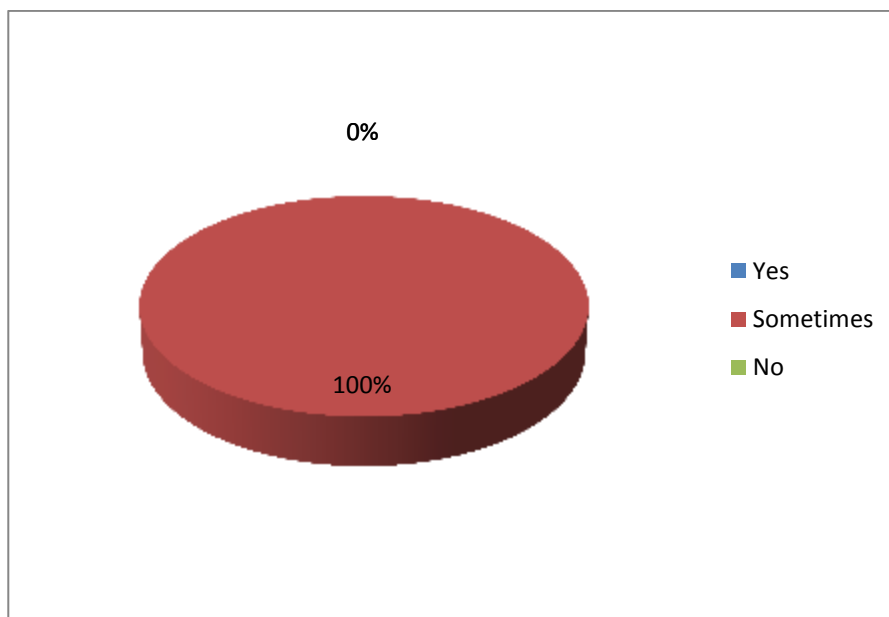
GRAPHIC No. 6

16. Do you make possible the active participation of the students?

YES

SOMETIMES

NO

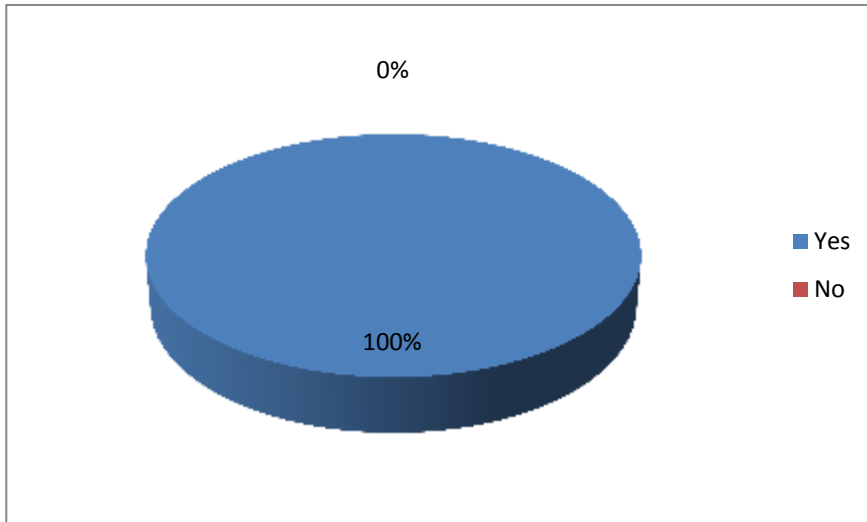


GRAPHIC No. 7

17. Do you think that English teachers must have a better preparation and upgrade in aspects related with the teaching and learning of this language?

YES

NO



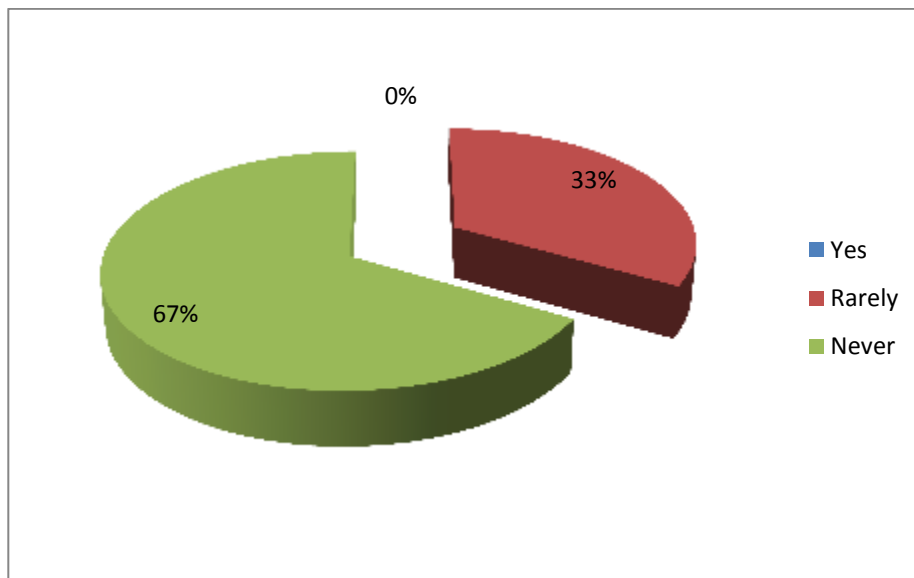
GRAPHIC No. 8

8. Do you attend to courses, workshops and seminars in your area using your own resources?

YES

RARELY

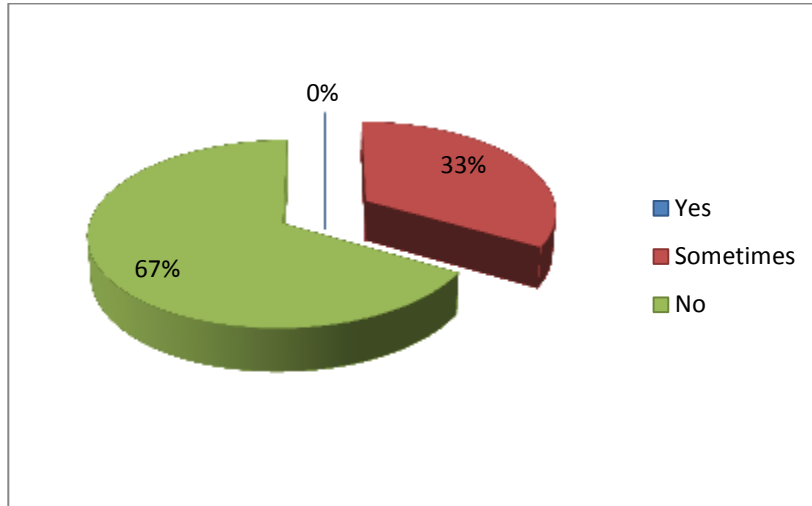
NO



GRAPHIC No. 9

9. Does your High School support English teachers to upgrade their professionalism?

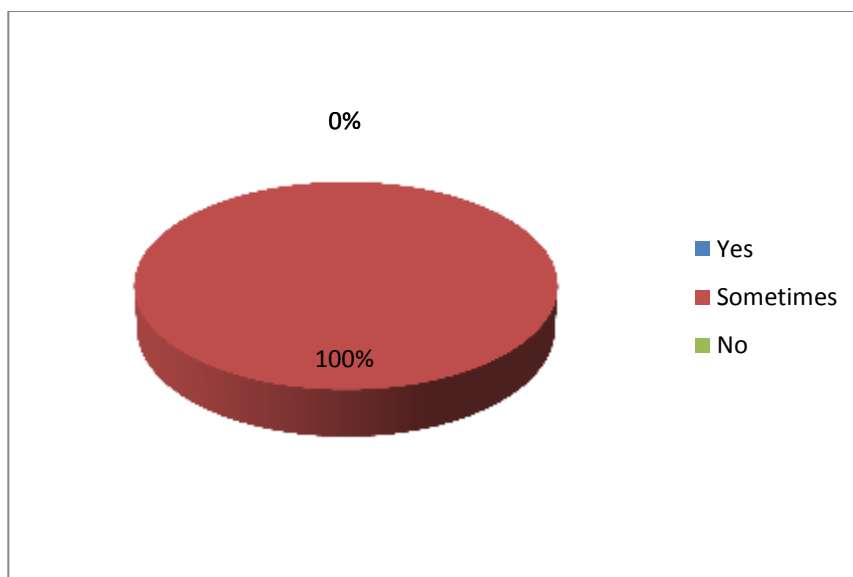
YES SOMETIMES NO



GRAPHIC No. 10

10. Do you have the support of the institution where you work, to develop the English teaching-learning process in an appropriate level?

YES SOMETIMES NO

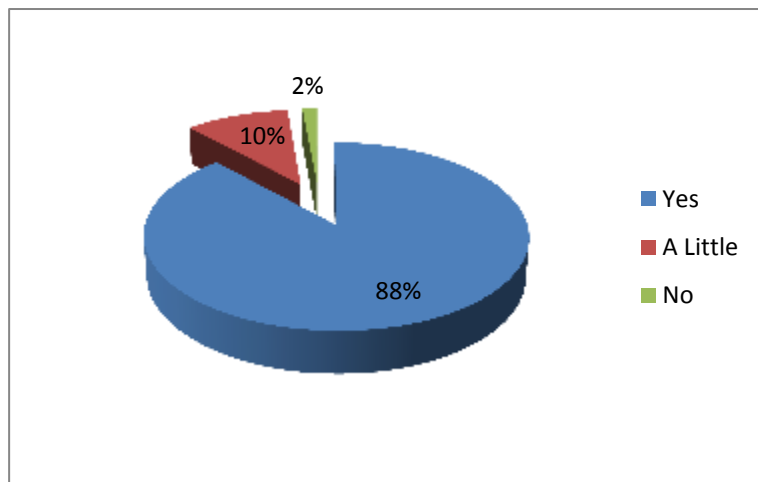


ANNEX 7.
STUDENTS' SURVEY

GRAPHIC No. 11

4. Are you interested in learning English as a second language?

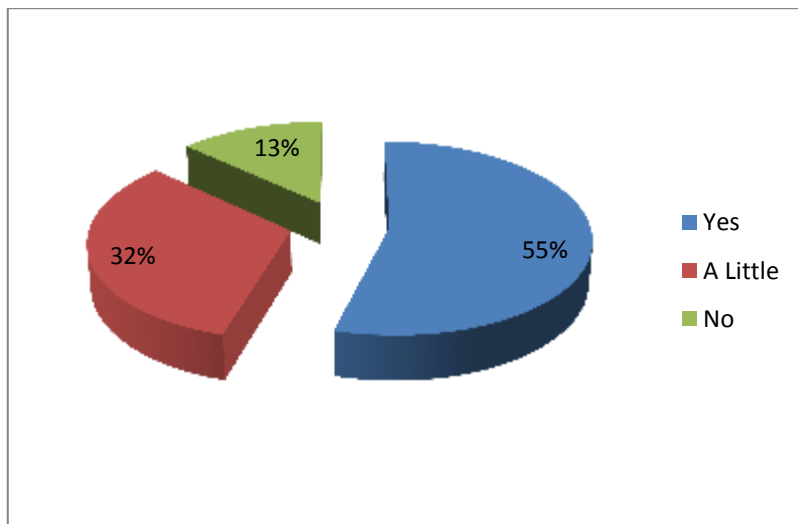
YES A LITTLE NO



GRAPHIC No. 12

5. Do you like working in groups in English classes?

YES A LITTLE NO



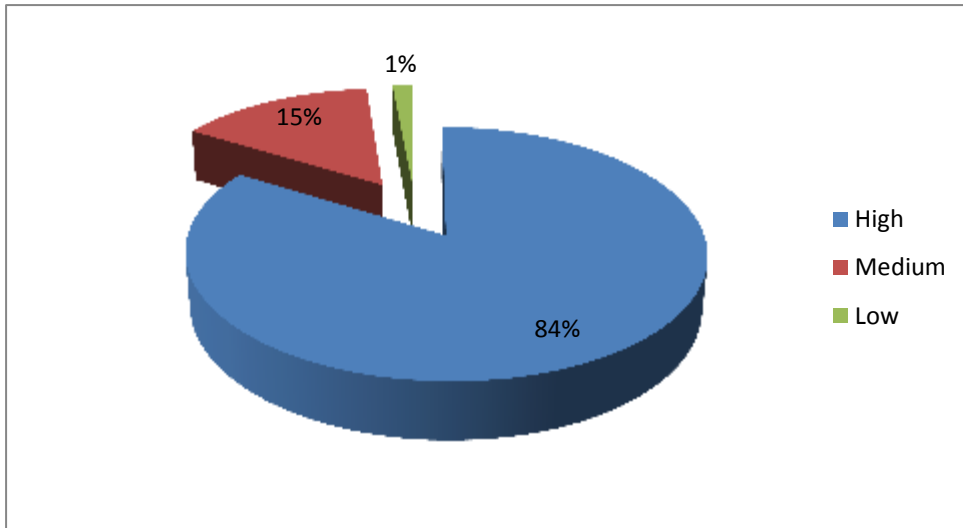
GRAPHIC No. 13

6. You say English's language importance in these days is...?

HIGH

MEDIUM

LOW



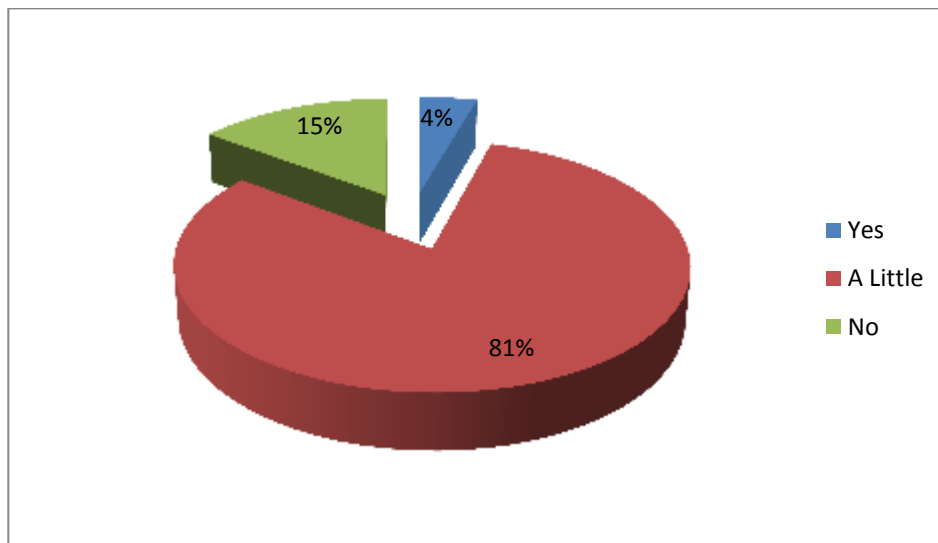
GRAPHIC No. 14

4. Does your teacher use frequently audiovisual resources on English's class?

YES

A LITTLE

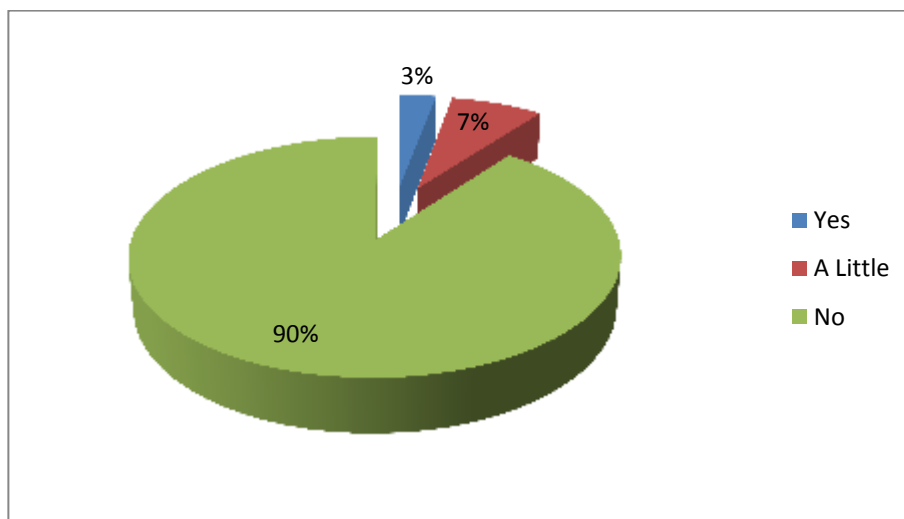
NO



GRAPHIC No. 15

5. Does your teacher use frequently English language in class??

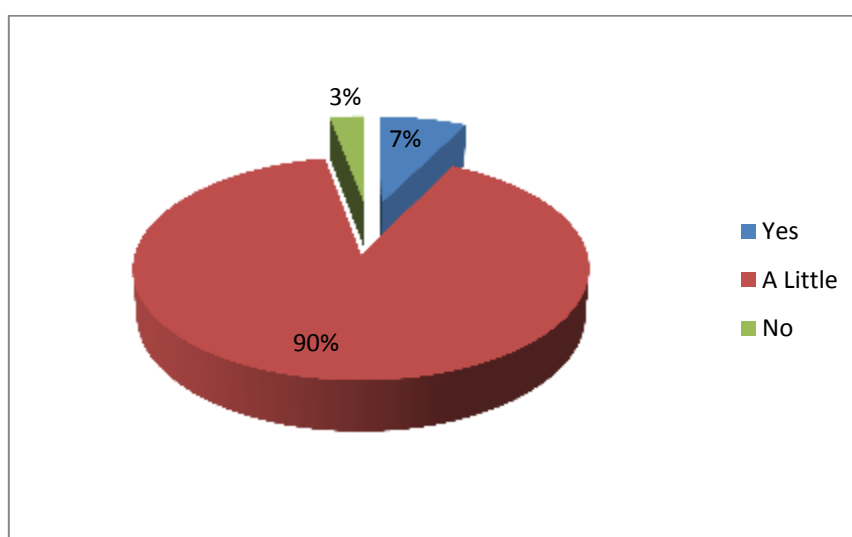
YES A LITTLE NO



GRAPHIC No. 16

6. Do you like the way your teachers manage their teaching process on class?

YES A LITTLE NO

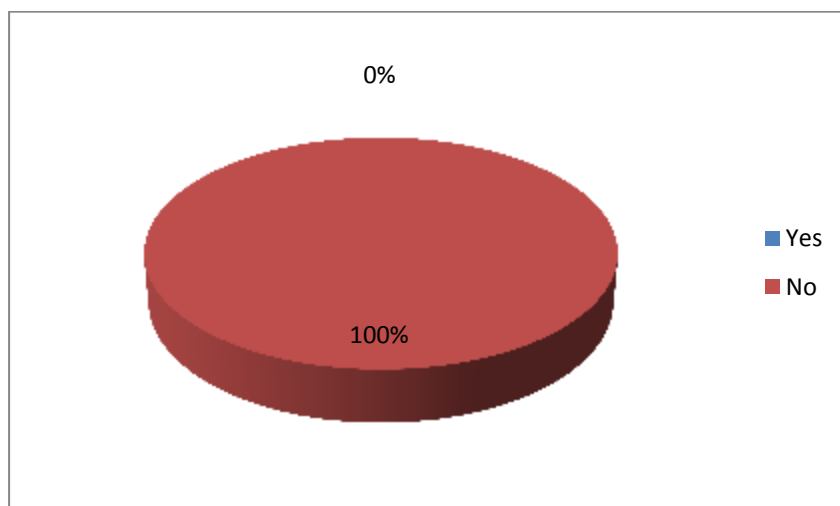


GRAPHIC No. 17

7. Does your High School have an English laboratory?

YES

NO



GRAPHIC No. 18

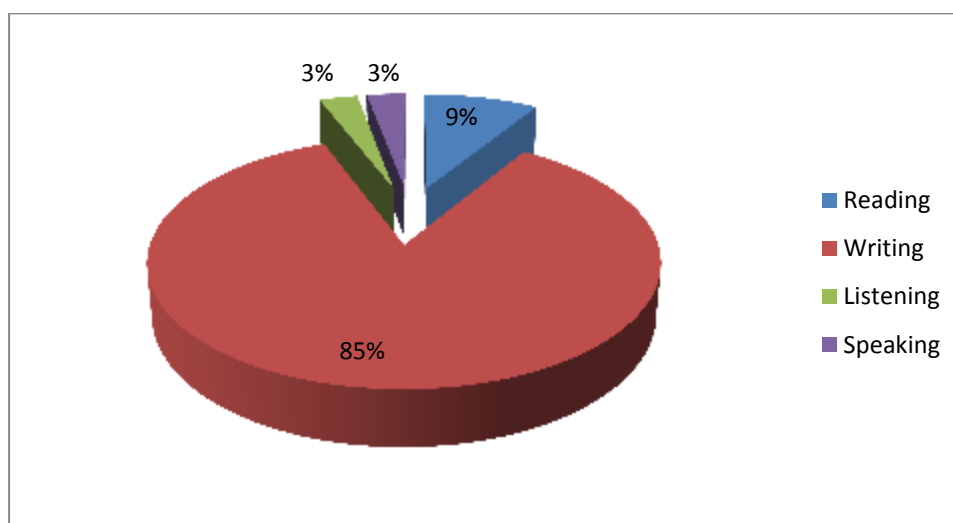
18. The skill your teacher works mostly in the class is...?

READING

WRITING

LISTENING

SPEAKING



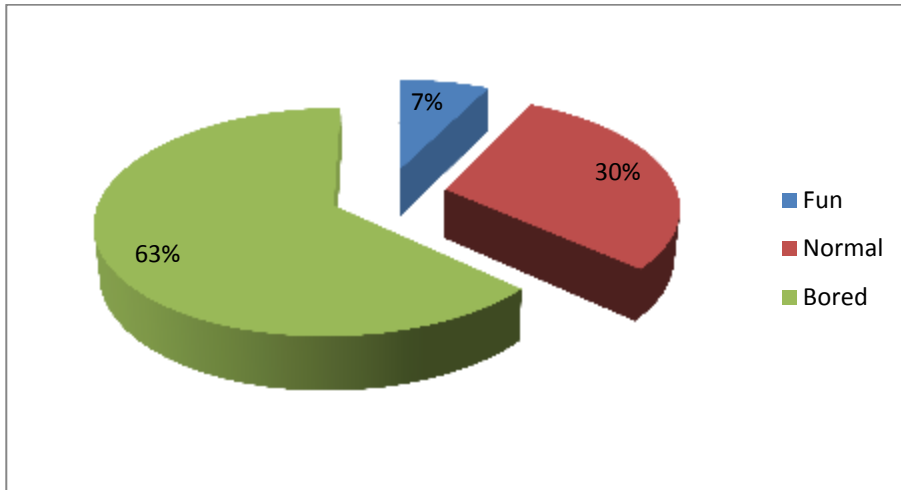
GRAPHIC No. 19

19. Your English classes are....?

FUN

NORMAL

BORED



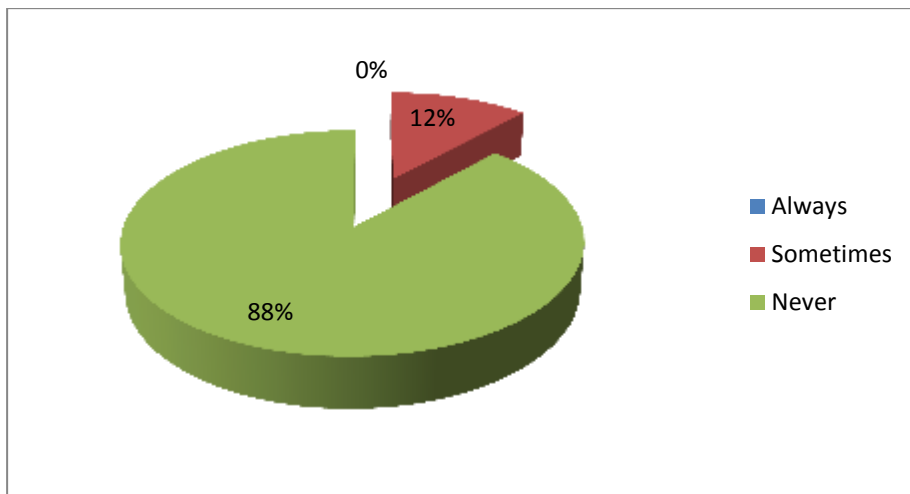
GRAPHIC No. 20

20. How often does your teacher use technological resources in the class?

ALWAYS

SOMETIMES

NEVER



ANNEX 8.

Survey pictures



Panoramic views of the Gorky Elizalde High School main patio



GORKY ELIZALDE HIGH SCHOOL



Teachers Edita and Shirley doing the interview to the principal.



Teachers Edita and Shirley doing the survey to the guides .



Teachers Edita Lara and Shirley Sigcho doing the survey with their students.

