To what extent is the Cooperative Learn Work Method beneficial to improve the written production of tenth grade students?

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Abstract

The Action Research Proposal (ARP) showed how through the Cooperative Learning Work Method (CLWM), tenth grade students reinforced their English learning writing skills with constructing simple sentences. (ARP) showed how students could apply the CLWM to reinforce their English learning in writing skills with the simple sentences. The main objective: to involve students more in the English class, through individual and group activities, and feel more motivation to learn not just individually, but as a group too. This implementation had observations for a group of thirty-four, tenth grade students with writing sessions, Evaluate English learning process were: survey to Cooperating Teacher and two questionnaires to students. The second stage was to implement an action plan over two school terms.

Key words: Cooperative Learning Work Method (CLWM), Group Work, Mediation Process, Learning, Face-to-Face Interaction, Positive Interdependence, Individual
Degree Requirement

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Preface

This action research proposal aimed to look for strategies and activities to show how tenth grade students could apply the CLWM to reinforce their English learning, in particular their approach to writing skills in constructing sentences in different tenses, to improve their writing skills in English of simple sentences in the affirmative, interrogative and negative forms through CLWM the action. Research took place in a public high school in of Medellin.

The journals, two student surveys and the survey given to the cooperating teacher, later analyzing the information and triangulating the results and describe the findings in their real context according to students English learning process in two academic terms. While reviewing the different literature, a lot of information was collected to understand the concepts necessary to start implementing different activities related to group work to improve writing skills, the creation of small work teams and the application of the CLWM, in which students could improve their writing and social skills in the English class. This paper begins to describe the school context, the environment planned for the action research project. The proposal was organized like this:

First, it describes the issue it wants to address, and it explains concepts that guided the study of this issue. Second, it shows the description of the context, gives a problem statement. Third, offers theoretical background. Fourth, poses a research question. Fifth, sets the objectives of the project and finally, it will present some actions that were implemented in order to contribute to the students’ Cooperative Learning Work progress to improve their writing skills in English.
Description of the Context

This action research project is being developed in a public school located in the Aranjuez neighborhood, in Medellin. The school has two different buildings; one is an old house, while the second is a new two-story building with two flats. School facilities include a small library with good resources such as books, novels, textbooks, etc., in Spanish. It has a central playground, two cafeterias, thirteen classrooms, and a computer laboratory complete with fifty computers and a T.V. set, where students have their English class.

The Mission and Vision of the school have two principal foundations; the significant adaptation and production of knowledge, science and technology; based on self-managing actions such as self-discipline, taking initiative, creative expression, the spirit of tolerance and peaceful co-existence, the sense of belonging and fairness.

The institution’s philosophy, according to the PEI, is centered on the inclusive partnership among all students, teachers, and staff of the school. Education is the foundation of the school mission, comprising of four pillars; equity, respect for diversity, science and technology. All of this runs from preschool through to high school and technical school, supported and helped by a flexible curriculum focused on constructivism and cooperative work, with a humanist pedagogical model founded on an active methodology which is used to promote meaningful learning in students.

The Vision of this School is based on social sector development through science and technology with the adequate use of ICTs, bilingualism and inviting families to be an active part of the institution’s education project.

The Syllabus. According to the syllabus for the course, it is made up of four units, each oriented to develop through grammatical concepts. Each unit has a main topic such as climate,
sport, fashion, ethics and morality. Each unit has one problematization question for instance “Are you retro, updated or futurist? What is it to be pro-life? How do you face challenges? And what is being ethical and being non-ethical?

The teacher in charge of the group is a young woman who decided to become a teacher because of her ideals, to change people through her teaching practice. She holds a degree from the Universidad Pontificia Bolivariana in Medellin. She states that although there are problems in the classroom every day, the long-term results are satisfactory and worthwhile. According to the teacher, she tries to conduct her classes from a communicative approach. Furthermore, she adopts the guidelines given by the government when choosing the content to develop during class through the ‘Expedición curriculo’ which is a guideline given to the school by the Education Secretary’s Office in Medellin. In each topic, students have to develop one grammatical aspect such as the present tense in the first topic or the future tense in the second one and so on, in each academic term.

The group is composed of thirty-two students (nineteen boys and thirteen girls) aged between fourteen and eighteen years old. The group was very motivated to learn English. Nevertheless, they had some problems in producing complete sentences in English because they were afraid of making mistakes when they were given writing tasks in class.

As for their behavior in class, students were respectful and attentive. However, the noise level in the classroom would usually increase when students were working in small groups. Another problem is that students waste a lot of time because they were constantly moving in the classroom instead of concentrating on their academic activities.

Regarding students’ participation and class engagement, it is necessary to say that this is divided into those students that know more and those who know less, meaning that almost
always the same students participate willingly in class, the rest participate only when they are asked to, while some avoid participating in class at all.

**Statement of the Problem**

During the first period of classes I observed students were always changing where they worked which meant they wasted a lot of time and their work did not progress much. In the following classes, I noticed that when the teacher gave the instructions to students, she never told or taught the students how to work in groups, in other words, she never gave each of them a part in the task at hand. This led the students to not understanding how to properly distribute tasks during the activity, as they did not how to work together, leading me to think these factors were the students’ main problem.

Due to this situation, I agree with Kessler, C. (1992, p. 11) that I focus my research proposal question designing and applying lesson plans based on CLWM, in which the students have to interact with each other for most of the time, with clear guidelines on how to participate in a CLWM way.

**Theoretical Background**

The following concepts were taken into account when formulating the theoretical background as the basis of my action research: CLWM, social interaction, team work in class, learning process, social interaction also using Content and Language Integrate Learning.

**Cooperative Learning Work Method, from now call (CLWM)**

The CLWM is considered as a general term for the many different varieties of approaches such as task based cooperative work, Content and Language Integrated Learning or learning projects. All these approaches have intellectual implications, and require the participation and effort of the students with their classmates and teachers to achieve the learning
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objectives together. CLWM is a teaching method in which students feel engaged with each other. They learn to work in small groups, in other words, their learning occurs interactively through the exchange of information among classmates, while, at the same time, each student is aware and responsible of his or her own learning process.

Slavin (1996, p. 43) considers that the CLWM as conceived and designed to be an effective instructional method for learning in class and the success of its use in class depends on the adequate exchange of students' knowledge among the short classwork groups and this can be possible if each student has an active part and is responsible for his or her own learning process. He also mentions that this success is achieved if every student is responsible for the group as well.

According to Smith (as cited in Jones & Jones, 2007) CLWM as “the instructional use of small groups so that students work together to maximize their own and each other's learning” (p. 2). He also presents five pillars to keep in mind when working under this approach: positive interdependence, promotive face-to-face interaction, individual accountability, social skills, and group processing (p. 2). Other researchers as, Johnson, D., Johnson, R, Slavin and Cohen, E. (as cited in Gillies, R.M, Ashman, A & Jan, T 2008, p 1) have conducted studies with the aim to explore the conditions under which cooperative or individualized goal structures affect or increase student achievement, self-esteem, and social skills (Goodsell et al., 1992, p. 7).

According to Slavin. (1995, p.2) the CLWM “provides a non-threatening learning environment which encourages students to overcome their fear in communicating and expressing their points of view with confidence” (as cited in Al-Yaseen, 2014, p. 2). Al-Yassen, (2014) also states that in a cooperative learning scenario, students will gain confidence in their language skills, so they will be comfortable in their learning environment and they become more eager to
It is important to highlight that CLWM can cover a variety of teaching techniques in which students interact in small groups in order to help each other to learn the English language content (Slavin., 1996, p. 43). For instance, Jones & Jones, (2008, p. 7) refers to a jigsaw as a cooperative learning technique that proposes students’ discussion from peers with the same role within the class about assigned material. This way, face-to-face interaction is used, after which, students work to understand the material and construct a strategy on how to teach it to others.

In well-structured classrooms, the CLWM is expected to allow students to help each other, to construct meaningful ideas when they speak together around a topic they are interested in (as cited in Karrie A. J. & Jones, L, 2008, p. 62). That is why, At the beginning, in order to encourage students interests in writing, I tried to adapt to the syllabus some of the students’ topics of interest like music and sports. However, this was not possible because I was prompted by the school to focus on “tourism” as the main topic to teach because it was part of a project the school had to emphasize and work with an alliance they had with El Sena.

Cooperative Learning represents the most carefully structured end of the collaborative learning continuum. Defined by Johnson (1990) as “the instructional use of small groups so that students work together to maximize their own and each other’s learning” (as cited in Smith and MacGregor, 1992, p. 3), Cooperative Learning is based on the social interdependence theories of Kurt Lewin and Morton Deutsch (Deutsch, 1949; Lewin, 1935). These theories and associated research explore the influence of the structure of social interdependence on individual interaction within a given situation which, in turn, affects the outcomes of that interaction. Pioneers in cooperative learning, David and Roger Johnson at the University of Minnesota, Robert Slavin at Johns Hopkins University, and Elizabeth Cohen at Stanford, have devoted years of detailed
Implementing Cooperative Learning Work Method (CLWM) research and analysis to clarify the conditions under which cooperative, competitive, or individualized goal structures affect or increase student achievement, psychological adjustment, self-esteem, and social skills. (Smith and MacGregor, 1992, p. 3)

Burke (2011) claims that “students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved” (p. 87). Based on these arguments, the objective when developing my units is to encourage students to work cooperatively as a way to achieve common goals in language production, construct meaningful ideas from peer discussion and overcome pressure when writing in English.

What is the CLWM with the CLIL Approach?

Content and Language Integrated Learning, from now calls CLIL, is an approach that uses a foreign language to teach certain subjects built on specific content, mostly pertaining to history, geography and social studies and in a lesser degree, to sciences and arts (Maljers and Wolff, 2007, p. 1). This, the integration of content and a foreign language in the classroom, has been a line of thought by various researchers since the eighties in many countries. According to Snow, Met and Genesee (1989, p. 202), this integration has been employed as a vehicle to promote students’ communicative skills.

As Kasper (1997) states “Every time students read a discipline-based text, they attain new knowledge regarding the English language and the academic discipline” (p.318). In other words, I consider the CLWM can increase not only the ability in the writing expression of students when they are correcting texts and enriching them with vocabulary that each of them knows about a common subject, but also, it can help to improve discipline in the classroom since each student will be responsible for one part of the task to achieve common goals as a working
group.

CLWM, for its part, has been expressed by Olsen and Kagan (1992, p. 1) as “a body of literature and research that has scrutinized the effects of cooperation in education. It offers ways to shape group work to augment learning and better academic attainment”. Therefore, is also crucial to establish groups with mutual interests in any area of knowledge or with people who would want to share meaningful experiences on issues, hobbies, sports, etc. In this way if we know how to use appropriately the CLWM, we will have as a result a favorable rise in empathy and collaboration between them and the goals to achieve.

In order to successfully frame the CLWM topics, I took into account aspects such as Positive interdependence, Individual responsibility and skills training cooperation, the creation of a favorable climate of the group and how to make a good assessment during the process as Deutsch, M. (1976) said. (as cited in Smith and MacGregor, 1992, p. 3)

According to Felder., M. R., and Brent., R. (2008, p. 2) the Positive Interdependence is a step of cooperative learning where students are a part of a team who share common goals and realize that working together is simultaneously beneficial, both individually and collectively, therefore success depends on the participation of all members of the group in which all students must share their knowledge to help each other achieve the goals they are set during the class. This interdependence is subdivided into interdependence of goals in which all students actively participate in choosing the goals that they wish to achieve during the task in class, and the interdependence of tasks in which each participant is responsible for a part of the task to achieve a common goal.

Face-to-face promotive interaction: This is the second element of the CLWM. It is very important because it allows students to engage in a direct manner and encourages social skills
when they are working on the writing process, such as the recombrresognition of each student as an active part in the writing learning process. They can also learn to listen, respecting the points of view of each of participants or they can show solidarity with each other with writing exercises, and also learn to respect a democratic process when they are making decisions within the group. (Johnson and Johnson., 1999, p. 6)

The Individual accountability contribution: This part of the process allows students to share their ideas and make known their point of views to the group, and as each one of the group members makes the same processes of sharing their work and their knowledge, this allows for knowledge to be constructed in a participatory manner. Therefore, each member of the group becomes aware of the importance of his or her work and of the responsibility for the part of the task that they have to do, without which any of the objectives of the group would be met. (Johnson and Johnson., 1999, p. 6).

The Development of Social skills: This part is only possible when students are working effectively together as a team. In other words, this result will come about when every student realizes they need to improve their interpersonal skills. This is possible as when they are working together they will know that the work of all group members is crucial to obtaining the proposed target for classwork. (Johnson and Johnson., 1999, p. 6).

**Research Question**

To what extent is the Cooperative Learn Work Method beneficial to improve the written production of tenth grade students?

**General Objective**

To evaluate the impact of the cooperative learning work method to improve the writing of simple sentences through specific topics.
Specific Objectives

To contextualize students with the CLWM and the research objectives

To do written exercises of simple sentences following the four stages of CLWM: work in groups, in peers, individually and again in group.

To evaluate the process of writing improvement.

Action Plan

First stage. To teach about the Cooperative Learning Work Method to students

Before applying the different stages of CLWM I initially tested the students on a specific topic (tourism) as I have been instructed by the school to teach this topic to the students for the rest of the academic year. Once I have got the results from the aforementioned test on vocabulary related to tourism, and I analyze the students’ basic grammar skills in English, I will teach them the five pillars of CLWM.

Second stage. Creation of working groups. Development of tasks where the CLWM is used in small groups of three or four students, step by step, through puzzle games that involve images and words, images and sentences and images and paragraphs. Johnson and Johnson (1991, p. 4) have recommended some activities to start with which are quick and easy ways to begin to implement the CLWM, these are the Johnson’s recommendation:

First step. Turn to neighbor: As Smith., K. (1991, p. 2) show us for some three to five minutes, have students turn to their classmates and explain an idea taken from a sample of what he or she has written. Then they need to look out for any mistakes in their work in the writing task using the explanations given in previous classes about how to write a complete sentence.

Second step. Jig-saw: Each classmate within their group has a responsibility to read and write their part of, say a short story, and share their work with each other to complete the group
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Third step. Pre- and post-group activities: Before the start of class, have students work in their teams to brainstorm and talk about what they have already written concerning the topic from the previous class and think what they will write to end the story. After the class, have them get together again to paraphrase and summarize what they have learned and what they most enjoyed about the activity (Smith., 1991, p. 2).

Third stage. Face-to-face promotive interaction. According to Smith, B.L., and J. MacGregor. (1992, p. 5) it is necessary during the process to apply a second test that measures the individual skills of the students in the subject and the objectives to be achieved. This second test will be on tourism vocabulary and the basic grammar structures of the simple tenses (present, past and future) in the negative, affirmative and interrogative forms. This will measure their knowledge of specific vocabulary and their writing skill level before and after applying the CLWM in classes to monitor their writing process.

Finally, they will have to write two short stories. The first one will have some pictures but no words, while the second one will consist of a topic and the story will be written by all the classmates. In this case, they will have to apply everything learned in previous classes concerning the vocabulary and basic grammar for the specific story or topic using the CLWM (Johnson and Johnson, 1999, p. 6)

Fourth stage. The Individual accountability contribution and Development of Social Skills. (Goodsell et al., 1992, p. 7).

Perform middle and a final test on the vocabulary and grammar worked on in classes in order to observe and analyze the results of the CLWM in this action research.
Fifth stage. The Group processing. It is the last part of the process in which students analyze the results and discuss the process in order to improve or change anything that may have not helped them to improve their knowledge as much as they expected, or to observe more closely the results they had as a group and individually. (Johnson and Johnson,. 1999, p. 6)

Development of Action

The action plan I developed with the students is based on CLWM in the first stage called Formation of working groups and teaching them the positive interdependence to students Johnson (1991), began on August 18th. Along with the cooperating teacher and the students, I came up with some categories and general rules about how to work in the classroom and how the class activities would be marked. These were read out for the class, who approved the measures. I also analyzed the students’ previous knowledge of English writing, which I did by giving an activity centered on tourism. This was of great importance since it allowed to establish the working groups for the rest of the academic terms and helped in the improvement of the discipline of the group, this fact was intervened since it was observed in the journal number 1(Thursday, August 18th, 2016) that the students did not remain quiet in class, and the groups were never the same during jobs and classes.

The first task was to establish work groups in order to improve students’ discipline and facilitate the communication among them. The groups had to have no more than four members and have different levels of English proficiency according to the cooperating teacher's knowledge of her group.

Since the topic of the course was related to tourism, for the first activity each group was given a picture referring to Botero Park in Medellin with which they had to write simple sentences to describe what could happen at that location. There seemed to be a lack of
coordination within the teams when dealing with the creation of sentences in English, which resulted in sentences with poor vocabulary, a lack of syntax, no sense of order in their ideas and minimal cohesion.

The second class was August 22, in which the students learned about positive interdependence proposed by Johnson (1991), they explained how group work could be beneficial if each student is responsible of one part of the exercise. Once the group members have completed their individual part, then they can work together to achieve the group objective. The students were also taught how to write an affirmative, negative and interrogative English sentence in the present simple (Journal 2. Monday, August 22nd, 2016). The next activity for the groups involved observing images of everyday actions like waking up, brushing teeth, eating breakfast, etc., with the students had to describe the action implied by the image. During this part of the activity, I saw that the students had taken on board the construction of a simple sentence, and, by working in groups, they could correct any mistakes among themselves. This was very important since it allowed them to share from their previous experience and knowledge about English language.

On August 24th, the aim of the third activity was to show images that referred to cooperative working and ask the students to write down their observations based on these images. The eventual outcome was that the students came to realize the importance of cooperative working and the elements found within this concept such as the positive interdependence of students, Face-to-Face promotive interaction, the Individual accountability contribution, social skills and group processing which are the pillars of the CLWM.

From the third class, I noticed the behavior in the class changed a bit, as I realized the students had problems focusing attention on the matter at hand, and with discipline. A main
cause was the students were using the computers, as I mentioned in the context, for personal purposes like surfing the social media, watching videos and looking at pictures that had nothing to do with the class and invariably distracted them from their group work. In spite of this, the exercise in writing simple sentences had showed an improvement compared to the first session. (Journal 3, Monday, September 5th 2016)

In the fourth class on September 12th, the students were given a thematic unit, one which consisted of the addresses and locations of specific places in Medellin, along with a map and several images that showed the prepositions of place, demonstrative adjectives and adverbs of place. The aim was to learn these grammatical concepts and present them in simple sentences both written and orally. This activity took place over two sessions, on September 19 and 26 in which the students were also taught the uses of the present simple and continuous forms with the help of images because as Smith says the students are very receptive to this kind of resource as it seems to help them remember what they have seen in previous classes. (Smith, 1991, p. 2).

During the sessions between October 3 and 24, the focus in class was to enrich the students’ tourism vocabulary, and to think and write about typical tourist scenarios like being at an airport, in a hotel or at a tourist attraction in the city. The activities were centered on strengthening language knowledge at writing level and improve social and cooperative learning skills of the students. (Goodsell et al., 1992, p. 7). Nevertheless, the use of space in the classroom was a problem when forming groups as the chairs were in a fixed linear position, thus not allowing the students to interact more closely. There was little chance of rectifying this problem, as there was nowhere else in the school to have the class. (Journals, Monday, October 24th, 2016).
In the class on August 24, I took the first data collection to check on the progress of the students through writing activities with the help of an image the Botero’s park.

On October 31st, the students completed a few writing activities related to a text with a typical touristic scenario. For the class on November 11th, I took the last data on aspects such as writing level and class behavior throughout the Length of the project, as well as giving the cooperating teacher a survey to complete a survey to complete, to help with the analysis of the project results and triangulation of the project. (Students and cooperating teacher’ survey, November 11th, 2016).

**Findings and Interpretations**

The following results have been reflected in the entire research process, during the analysis of the collected data and at the end of the systematization of information.

- Creation of working groups and teaching them the positive interdependence to students

  With regards to discipline and the formation of groups, the students kept the guidelines except for two groups, one of which lost a member as the student left the school, while in the other group two of the members refused to participate in any of the class activities so it was necessary to reorganize the groups.

  Concerning the general class discipline the change was very apparent. In the beginning, there was a lot of disruption in the class because some of the students moved around the classroom interrupting and disturbing other groups from their work which not let them succeed in the objectives of the class. Once the student groups were rearranged and followed the class guidelines and rubrics, the students were able to concentrate on their group objectives without disrupting the other groups.

  This meant that class activities gave better results and achieved 80% of planned
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objectives. This was an important change, not only for the students, but also for the cooperating teacher, as shown by her answers given in the survey (see appendix 1). It is important to say that one question from the survey asked to the cooperating teacher was, ‘with regard to group discipline, have you noticed any changes in behavior in comparison to when the project started?’ The cooperative teacher was positive in her answer, remarking that the students’ behavior was excellent throughout the duration of the project. All the students responded to the question ‘have I managed to work appropriately with my classmates?’ in which 28 (87.5%) answered positively, while 12 (12.5%) did not. (Students and cooperating teacher’ survey, November 11th, 2016).

Face-to-face promotive interaction. Additionally, the students expressed that they had understood each other well in the groups because they liked the subject matter and do the class activities, enjoyed the fact they had learnt together, helped each other and grasped how to work in a group. They definitely paid more attention to the class instructions and wanted to participate actively to achieve the class objectives; also, they helped one each other with any doubt about the activities which lead to the class becoming easier to do, all of these I could see in the class activities and was also confirmed by the cooperating teacher well connected with the face to face promotive interactions (Smith., and MacGregor., 1992, p. 5).

Four of those students responded negatively, they simply said that “we did not want to do any work in the classroom”. (Journals, Monday, October 24th, 2016). At the beginning of classes, they contributed very little but at the end they did not want to do anything, and although both the cooperating teacher and the school coordinator and the researcher tried to motivate the students to do something in class, they simply refused all the time which did not help with the overall objectives of the class.

The Individual Accountability Contribution and Development of Social Skills. With
regard to the students’ ability in writing simple sentences in English, only 37.5% of the students showed proper use of syntax, meaning that the other 62.5% had problems using the right part of speech (article, adjective, noun, verb and compliment) or (subject-verb-complement). For the first activities of this phase, the results showed serious problems with prior knowledge in writing in English, conjugating verbs correctly in third person and appropriate use of vocabulary and syntax.

However, the results of the third written test showed a considerable improvement made by the students. There was an 84.375% success in verbal conjugation of present simple and present continuous sentences, which is an increase of 21.875% when compared with the first written test (62.5% success rate). This comparison of results highlights the students’ problems with syntax had declined considerably, a favorable outcome during the implementation (see Appendix 1).

This change was also noted by the cooperating teacher in her answer to part of the questionnaire. To the question ‘can you describe what you have observed with regard to student collaboration to achieve class goals and with respect to students learning how to construct simple sentences in English’, the cooperating teacher answered ‘as the work is collaborative, there seemed more unity and solidarity among the group when achieving the class objective’. She also noted ‘the students had improved in the application of grammar rules when writing sentences in English’.

The students also noticed an improvement in their ability to write simple sentences in English. To the question ‘In pairs, did the analysis each of the class activities help in correcting and improving your work with regards to writing present simple and present continuous sentences in English?’ with the answers 1. No help, 2. Some help, 3. Enough help, 4. A lot of
help. Three students (9.375%) said they felt it did not help them in their work, nine students (28.125%) said it offered only some help, ten students (31.25%) felt they had improved enough, while five students (15.625%) said they felt it had helped a lot (see Appendix 2). (Students and cooperating teacher’ survey, November 11th, 2016).

The previously stated answers were also confirmed in the evaluation of the students’ written activities results for the duration of the project, not only in the behavioral part but also the ability to maintain a working group, to be able to share their opinions and knowledge of the language, to be working both independently and in groups, to do simple sentences in English and to be able to realize themselves their achievement of objectives in class through the academic activities and all this was in contrast to the theory and the application of the CLWM (Goodsell et al., 1992, p. 7). According to all of that it is possible to said that the students did show improvement, as shown by the graphs in the observations and in the comments made by the students themselves and the cooperating teacher.

At the end of this experience of teaching and learning, I can say that all the proposed activities focused on the proposed targets stated at the beginning of the project, was successful.
Conclusions

After planning, executing and analyzing the results of my research project I can conclude that:

The analysis of the data gathered across the whole process and the observations made in conjunction with the information form the student and teacher questionnaires showed that the CLWM can produce positive results once implemented to increase interaction in classrooms, organize work groups and improve English sentence writing skills of the tenth-grade students of the Education Institute Monseñor Cristóbal Toro.

The CLWM was useful because it offered the students many opportunities on how to learn significantly through their own experiences in their sharing with their classmates, according to the orientations made by the teacher during the application of the method. The interaction and stability of the groups created since the beginning of the semester, enhance their possibilities to share their knowledge and achieve the class objectives.

The set-up of work teams under clear rules or rubrics helped the students to significantly change their behavior in class and improve relations among them, while working in those groups helped the students to interact better and focus more on their process of learning as a way to validate their knowledge and interact with the world issues that surround them.

The CLWM applied in this project as a tool for me as a teacher-researcher allowed me to apply it to the academic topics promoted by the school for English, and in this way, helped to improve class discipline, raise writing levels and encourage better organization when working in groups throughout the whole project.
Difficulties and Reflection

One of the difficulties I encountered while in this work, was the many interruptions we have for the classes due to school activities and events, public holidays and revision classes.

Throughout the academic and investigative project, I can say that I was motivated as a teacher as I was learning many things from the students. Every week they were happy to learn and willing to listen to the teacher. The cooperating teacher confirmed it as she expressed it in an informal conversation when she asked me what my trick was to get the students so attentive in class.

Most of the students showed an enthusiasm when carrying out the day’s tasks and activities, paying their full attention and placing being confident of my work. This helped me to grow as a teacher and a professional. I have learnt to cherish the time to plan for classes and had the opportunity to observe at close-quarters how the students have improved in a steady fashion.

Finally, throughout this process of mutual learning process I shared some different points of view with my teacher-director, Zoraida Rodríguez. She suggested me I could be more of an extrovert and less rigorous in what I do, to wait for results without trying to predict them beforehand, as they can show more than just theories. A special thanks to her, and everyone, who has helped and supported me on this project, and throughout my degree with their good advice.
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References


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## Appendix 1.

### IN AUGUST

<table>
<thead>
<tr>
<th>N</th>
<th>ITEMS EVALUATED PRESENT SIMPLE AND CONTINUOUS</th>
<th>Results by Students’ number</th>
<th>Results in percentages</th>
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<tr>
<td>1</td>
<td>Using basic grammar about tourism in simple sentences correctly</td>
<td>12</td>
<td>37.5%</td>
</tr>
<tr>
<td>2</td>
<td>Using basic vocabulary about tourism in simple sentences correctly</td>
<td>8</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Using basic syntax about tourism in simple sentences correctly</td>
<td>12</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

### IN SEPTEMBER

<table>
<thead>
<tr>
<th>N</th>
<th>ITEMS EVALUATED PRESENT SIMPLE AND CONTINUOUS</th>
<th>Results by Students’ number</th>
<th>Results in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using basic grammar about tourism in simple sentences correctly</td>
<td>19</td>
<td>59.3%</td>
</tr>
<tr>
<td>2</td>
<td>Using basic vocabulary about tourism in simple sentences correctly</td>
<td>22</td>
<td>68.5%</td>
</tr>
<tr>
<td>3</td>
<td>Using basic syntax about tourism in simple sentences correctly</td>
<td>12</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

### IN OCTOBER

<table>
<thead>
<tr>
<th>N</th>
<th>ITEMS EVALUATED PRESENT SIMPLE AND CONTINUOUS</th>
<th>Results by Students’ number</th>
<th>Results in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using basic grammar about tourism in simple sentences correctly</td>
<td>25</td>
<td>78.1%</td>
</tr>
<tr>
<td>2</td>
<td>Using basic vocabulary about tourism in simple sentences correctly</td>
<td>22</td>
<td>68.5%</td>
</tr>
<tr>
<td>3</td>
<td>Using basic syntax about tourism in simple sentences correctly</td>
<td>23</td>
<td>71.8%</td>
</tr>
</tbody>
</table>

### IN NOVEMBER

<table>
<thead>
<tr>
<th>N</th>
<th>ITEMS EVALUATED PRESENT SIMPLE AND CONTINUOUS</th>
<th>Results by Students’ number</th>
<th>Results in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using basic grammar about tourism in simple sentences correctly</td>
<td>27</td>
<td>84.3%</td>
</tr>
<tr>
<td>2</td>
<td>Using basic vocabulary about tourism in simple sentences correctly</td>
<td>23</td>
<td>71.8%</td>
</tr>
</tbody>
</table>
### Appendix 2.

<table>
<thead>
<tr>
<th>N</th>
<th>Question: In pairs, did the analysis each of the class activities help in correcting and improving your work with regards to writing present simple and present continuous sentences in English?</th>
<th>Results by Students’ number</th>
<th>Results in percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NO HELP.</td>
<td>3</td>
<td>9.3%</td>
</tr>
<tr>
<td>2</td>
<td>SOME HELP.</td>
<td>9</td>
<td>28.1%</td>
</tr>
<tr>
<td>3</td>
<td>ENOUGH HELP.</td>
<td>10</td>
<td>31.2%</td>
</tr>
<tr>
<td>4</td>
<td>A LOT OF HELP.</td>
<td>5</td>
<td>15.6%</td>
</tr>
</tbody>
</table>
IMPLEMENTATION OF COOPERATIVE LEARNING WORK METHOD

Appendix 3. Teacher’s Questionnaire

Estimado profesor a continuación se le dará una lista de chequeo para que usted conteste de la forma más objetivamente posible y de acuerdo a lo que usted ha observado durante la aplicación del método de aprendizaje de trabajo cooperativo en los dos periodos que ha estado con el practicante. Mil gracias por su colaboración.

Nombre del Profesor colaborador: Stella Gallego Mejía

1. Los estudiantes han respetado las normas acordadas en el acuerdo pedagógico que se realizó y firmó desde el principio de las clases. Si ________ No ________ ¿Por qué?

2. Ha observado usted que los estudiantes han participado de forma activa en el desarrollo de las actividades de clase. Si ________ No ________ ¿Por qué?

3. En cuanto a la disciplina en los grupos de trabajo ha notado algunos cambios con respecto al comportamiento inicial. Si ________ No ________ ¿Cuáles?

4. ¿Podría usted describir qué ha observado:
   A. con respecto a la colaboración entre los estudiantes para lograr los objetivos de la clase
   B. con respecto a la adquisición de conocimientos de los estudiantes sobre cómo realizar oraciones simples

   A. El trabajo ha sido colaborativo, por esto se nota unida, unión y solidaridad entre los estudiantes y se notan unidos por el logro del objetivo.

   B. Los estudiantes han mejorado la cualificación de sus reglas gramaticales en sus escritos.
IMPLEMENTATION OF COOPERATIVE LEARNING WORK METHOD

Appendix 4. Students’ Questionnaire

Muy estimados estudiantes con el fin de identificar los resultados obtenidos del proyecto investigativo sobre

EL IMPACTO DEL TRABAJO DE APRENDIZAJE COOPERATIVO EN EL DESARROLLO DE LA ESCRITURA DE ORACIONES SIMPLES EN INGLÉS EN LOS DOS PERÍODOS DEL SEMESTRE DOS 2016. Por favor conteste el al siguiente cuestionario de la manera mas sincera posible. Mil gracias por su colaboración.

Nombre del estudiante: Sebastian Acosta Vasquez

FECHA: DÍA 10 / MES Nov / AÑO 2016

TRABAJO DE APRENDIZAJE COOPERATIVO

1. He logrado trabajar con mis compañeros de forma apropiada en clase Si [x] No ___ ¿por qué?

2. He aportado con mis conocimientos a mis compañeros de clase para alcanzar los objetivos de la clase Si [x] No ___ ¿por qué?

INTERDEPENDENCIA POSITIVA FRENTE A LAS TAREAS DE CLASE Y COLABORACIÓN ENTRE PROFESOR Y ESTUDIANTE

3. He sentido colaboración por parte de mis compañeros Si [x] No ___ ¿En qué forma?

4. He sentido colaboración y ayuda por parte de mi profesor Si [x] No ___ ¿En qué forma?

INTERACCIÓN ENTRE LOS COMPAÑEROS DE CLASE Y LA APLICACIÓN DEL TRABAJO DE APRENDIZAJE COOPERATIVO PARA MEJORAR LA ESCRITURA DE ORACIONES SIMPLES EN INGLÉS

5. Considero que he aprendido a hacer oraciones simples en inglés Si [x] No ___

CONTRIBUCIÓN INDIVIDUAL Y GRupal PARA ALCANZAR OBJETIVOS GRUPALES Y PERSONALES EN EL DESARROLLO DE LA HABILIDADES DE ESCRITURA EN INGLÉS. (HABILIDADES SOCIALES)

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individually, has responded correctly to the objectives planned from the beginning of the class in English?</td>
</tr>
<tr>
<td>2. In pairs, has analyzed each of the activities of class to realize oraciones simples en inglés in a simple and continuous way to correct and improve?</td>
</tr>
<tr>
<td>3. In the group of work, have improved the time of the class to perform the activities proposed and help each other to achieve them?</td>
</tr>
<tr>
<td>4. Have worked all the members of the group, without anyone to help each other when it was necessary?</td>
</tr>
<tr>
<td>5. Have offered help to whom you have solicited from your group?</td>
</tr>
<tr>
<td>6. Have integrated the ideas or contributions of all members of the group?</td>
</tr>
<tr>
<td>7. Have made individual agreements of work in group for to achieve the objectives of the class?</td>
</tr>
<tr>
<td>8. Have solved the conflicts or differences of opinion (dialogues, concertation, research in common of ideas) during the classes?</td>
</tr>
<tr>
<td>9. Are you satisfied with the results obtained at group level?</td>
</tr>
<tr>
<td>10. Are you satisfied with the results obtained at personal level?</td>
</tr>
</tbody>
</table>