

**UNIVERSIDAD NACIONAL DEL SANTA
FACULTAD DE EDUCACIÓN Y HUMANIDADES
ESCUELA ACADÉMICA PROFESIONAL: ED. SEC.
IDIOMAS: INGLÉS-FRANCÉS**



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**THE COOPERATIVE LEARNING APPROACH AND THE
ENGLISH LEARNING OF 2nd GRADE STUDENTS OF
SECONDARY SCHOOL "I.E EMBLEMÁTICA SAN PEDRO"
MIRAMAR BAJO - CHIMBOTE - 2018**

**THESIS REPORT TO OBTAIN THE DEGREE IN
EDUCATION, SPECIALITY LANGUAGES: ENGLISH -
FRENCH**

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2019

**UNIVERSIDAD NACIONAL DEL SANTA
FACULTAD DE EDUCACIÓN Y HUMANIDADES
ESCUELA PROFESIONAL DE EDUCACIÓN SECUNDARIA
ESPECIALIDAD IDIOMAS: INGLÉS – FRANCÉS**



HOJA DE CONFORMIDAD DEL ASESOR

El presente informe de tesis titulado: **THE COOPERATIVE LEARNING APPROACH AND THE ENGLISH LEARNING OF 2nd GRADE STUDENTS OF SECONDARY SCHOOL "I.E EMBLEMÁTICA SAN PEDRO" MIRAMAR BAJO - CHIMBOTE - 2018** ha contado con el asesoramiento de la Dra. Lila Marisa Maguiña, designado mediante Resolución Decanal N°022-2018-UNS-DFEH, de fecha 23 de enero de 2018, quien deja constancia de su aprobación. Por tal motivo firma el presente trabajo en calidad de Asesor.

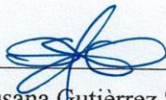
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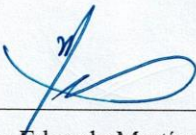


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Dra. Susana Gutiérrez Saldaña
Presidente del Jurado


Dra. Lila Marisa Maguiña Alvarado
Secretaria del Jurado


Ms. Juan Eduardo Martínez Guillén
Integrante del Jurado

ACTA DE CALIFICACIÓN DE LA SUSTENTACIÓN DE TESIS

En el distrito de Nuevo Chimbote, en el aula N° uno, de Ingeniería de Sistemas de la Universidad Nacional del Santa siendo las doce del mediodía del día veintisiete de diciembre del dos mil diecinueve, se reunió el Jurado evaluador presidido por la DOCTORA SUSANA GUTIÉRREZ SALDAÑA y teniendo como integrantes a la DRA. LILA MAGUIÑA ALVARADO y el LIC. JUAN MARTÍNEZ GUILLÉN, para la sustentación de Tesis, a fin de optar el título de Licenciado en Educación, especialidad Idiomas: Inglés-Francés, las Bachilleres en Educación, RUTH PILAR DAVÁN MEDRANO y CREYVER EGUSQUIZA FERNANDEZ quienes expusieron y sustentaron el trabajo intitulado **THE COOPERATIVE LEARNING APPROACH AND THE ENGLISH LEARNING OF 2ND GRADE STUDENTS OF SECONDARY SCHOOL “LE EMBLEMÁTICA SAN PEDRO” MIRAMAR BAJO-CHIMBOTE-2018** Terminada la sustentación los graduados respondieron las preguntas formuladas por los miembros del Jurado. El Jurado después de deliberar sobre aspectos relacionados con el trabajo, contenido y sustentación del mismo y con las sugerencias pertinentes declara: **APROBADO POR UNANIMIDAD**; según el artículo 73° del Reglamento General para obtener de Grados y Títulos (Resolución N° 429-2017-CU-R-UNS del 03-07-2017)

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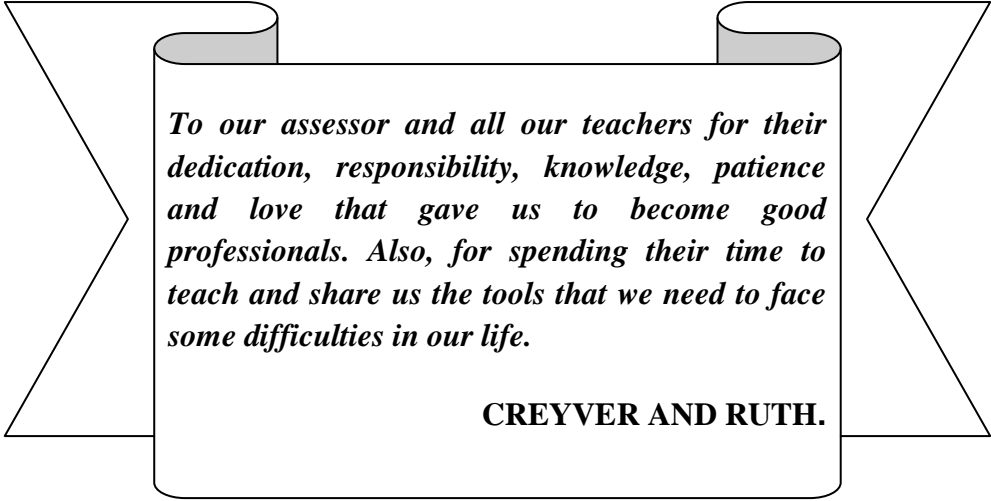
DEDICATION

From the deep of our hearts we want to dedicate this work first: to God, for all the strength and wisdom to finish our career; second, to our parents, who gave all of them to us for being great professionals and persons.

Thanks for everything Dad and Mom, we love you.

CREYVER AND RUTH.

THANKFULNESS



To our assessor and all our teachers for their dedication, responsibility, knowledge, patience and love that gave us to become good professionals. Also, for spending their time to teach and share us the tools that we need to face some difficulties in our life.

CREYVER AND RUTH.

SUMMARY

The present thesis report had an intention to demonstrate the influence of the Didactic Unit and lesson plans based on the Cooperative Learning approach to develop speaking, listening, reading and writing skills and its influence in the academic performance at 2nd grade students of secondary school "I.E Emblemática San Pedro" Miramar Bajo-Chimbote 2018.

The researched population was composed by 38 students; 20 students of 2nd grade, section "A" for the experimental group and 18 students of 2nd grade, section "B" for the control group.

The applied methodology for this research was: in relation to the approach, Quantitative; and in relation to the scope, Explanatory with a quasi-experimental design.

The effectiveness of the Cooperative Learning Approach was demonstrated by the posttest qualifications in our experimental group, who obtained a qualification of 7 points in the pre-test, however they increase significantly their academic performance after the application of the didactic unit and lesson plans based and the CLA, obtaining a qualification of 17 points in the post-test.

So, the use of the Cooperative Learning Approach to teach English have a positive effectiveness and is an excellent option to improve the students' skills and academic performance.

RESUMEN

La intención del presente informe de tesis es demostrar la influencia de la unidad didáctica y las sesiones de clase basadas en el Enfoque del Aprendizaje Cooperativo para desarrollar las habilidades de hablar, escuchar, leer y escribir y su influencia en el rendimiento académico de los estudiantes del segundo grado de secundaria de la "I.E Emblemática San Pedro" Miramar Bajo-Chimbote 2018.

La población de la investigación estuvo compuesta por 38 estudiantes; 20 estudiantes de 2do grado "A" para el grupo experimental y 18 estudiantes de 2do grado "B" para el grupo control.

La metodología aplicada para esta investigación fue: de acuerdo al enfoque, Cuantitativo; y de acuerdo al alcance, Explicativo con un diseño cuasiexperimental.

La efectividad del enfoque del aprendizaje cooperativo fue demostrada a través de las calificaciones del post-test en nuestro grupo experimental, quienes obtuvieron una calificación de 7 puntos en el pretest, sin embargo, incrementaron significativamente su rendimiento académico después de aplicar la unidad didáctica y sesiones de aprendizaje basadas en el Enfoque del Aprendizaje Cooperativo, obteniendo una calificación de 17 puntos en el post-test.

Por lo tanto, el uso del enfoque del Aprendizaje Cooperativo para enseñar inglés tiene un efecto positivo y es una excelente opción para mejorar las habilidades de los estudiantes y su rendimiento académico.

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CHAPTER 1

INTRODUCTION

1. Problem

1.1. Basis of the research problem

The cooperative learning effectiveness in the English learning; is very useful because in our experience as trainee teachers we saw a lot of students' problems to learn the English language, they got it as a bored and too difficult language. However, we have also noticed when they have the opportunity to share the vocabulary, grammar, or other skills and practice them with their classmates, most of the time they feel comfortable, they can put the rules, and structures into context, which help them remember the topics and the target language.

Also, when students show a lack of motivation, which can be presented through their lack of homework completion, low class participation and poor student-teacher relationship learning, a foreign language and its components (pronunciation, vocabulary and grammar) become extremely difficult, for this reason; to use the cooperative learning approach was a good option.

According to Masoud, (2012), "the major findings of this study suggested that cooperative learning helped significantly to enhance the junior high school learners' oral communicative competence and their motivation toward learning English". In addition, Da Luz, (2015), says, "By having a good relationship with students, teachers can offer students chances to motivate and feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners".

In this research, we have demonstrated that Cooperative Learning technique, has some effects on the learning of 2nd "A" Grade Students at "I.E Emblemática San Pedro" secondary school - Miramar Bajo-Chimbote. It also helped students to improve their English language pronunciation, vocabulary and grammar.

1.2. Problem statement

- How to elaborate a didactic unit and lesson plans based on the Cooperative Learning Approach to teach English to the

students of 2° grade secondary school of “I.E. Emblemática San Pedro”, Miramar Bajo-Chimbote?

- How to prove the Cooperative Learning Approach effectiveness in teaching English to 2° grade students secondary school of “I.E. Emblemática San Pedro”, - Miramar Bajo – Chimbote?

1.3. Objectives

A) General Objective

To demonstrate the effectiveness of Cooperative Learning Approach in the academic performance in the English course of 2nd grade secondary students of I.E Emblemática San Pedro, Miramar Bajo – Chimbote.

B) Specific Objectives

- To determine the students’ knowledge level of English before teaching them with techniques based on the Cooperative Learning Approach through a pre-test.
- To elaborate a didactic unit and lesson plans based on the Cooperative Learning Approach to teach the English language in a better and funny way.
- To apply the didactic unit and lesson plans based on Cooperative Learning Approach in the English course teaching.
- To demonstrate that the Cooperative Learning Approach directly influences on the English Language Learning through a post-test.

1.4. Justification

“Cooperative learning is considered as an effective teaching system and learning techniques, rather than an approach, in which students are active participants in the learning process through small group structures as far as they support each other to master the assigned academic content. They go through the debating process and arguing with each other, assessing one another’s current knowledge as well as filling in gaps in each other’s comprehension” **(Slavin, 1995:2)**.

This research about the cooperative learning and its relation with the English language learning was justified with the following reasons:

- Methodological perspective, the study allowed to develop strategies to improve the different learning capacities through the cooperative learning.
- Practical perspective, this study provided strategies and techniques that helped the teachers to develop in their students' abilities of learning through the cooperative work.

2. Background

A. International

2.A.1 "The purpose of this study is to investigate the effects of cooperative learning on EFL learners' language learning, motivation toward learning English as a foreign language, and the high- and low achievers' academic achievements in a heterogeneous language proficiency group. This study brings together the cooperative learning fields, second language acquisition, as well as second/foreign language teaching to create optimal schooling experiences for students. The major findings of this study suggested that cooperative learning helped significantly to enhance the junior high school learners' oral communicative competence and their motivation toward learning English. Based upon the conclusions drawn from the study, cooperative learning was thus recommended to be integrated into the school English instruction as part of the Curriculum. As a result, the effects of cooperative learning seem salient in enhancing the EFL junior high school students' language learning". **(Masoud. 2012)**

2.A.2 "The aim of this research is to investigate how a supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers can offer to students' chances to be motivated and feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners. Using communicative approach and cooperative

learning strategies while teaching do affect and improve students' learning performance.

To achieve these goals qualitative data collection was used as the primary method. The results show that teachers and students value a supportive and caring relationship between them and that interaction is essential to the teacher-student relationship. This sense of caring and supporting from teachers motivates students to become a more interested learner. Students benefit and are motivated when their teachers create a safe and trustful environment. Also, the methods and strategies teachers uses, make students feel engaged and stimulated to participate in the learning process. The students have in their mind that a positive relationship with their teachers positively influences their interest and motivation in school, which contributes, to the enhancement of the learning process". **(Da Luz, 2015)**.

2.A.3 "Cooperative learning is a teaching technique that refers to small, heterogeneous groups of students working together to reach a common goal. Its effectiveness and importance had been documented through numerous research studies. Therefore, and in the same flow, the purpose of this study is to investigate the effectiveness of cooperative learning and clarify students' and teachers' views and beliefs of its importance, and application in second year of LMD classes in the division of English at Biskra University. This study is made up of three chapters. It is hoped that it could help change through the first two chapters, the way of teaching and learning English as a foreign language. Thus, raise awareness of the role that students could play by helping each other learn, and overcome problems of both students who have low classroom oral performance, and teachers who encounter some problems managing overcrowded classes and get students to practice speaking the foreign language. In the third chapter, data were collected through submitted questionnaires for participants (sixty-six students and five teachers) containing open and closed questions.

The method of this research work is quite descriptive. We gathered quantitative and qualitative data which were analyzed, in a descriptive way, to investigate the real status and application of cooperative learning, contrasted to mere group work, in teaching oral expression for second year classes. Also, the analysis provided the insights of teachers' beliefs and views of implementing cooperative learning. Finally, the results have shown that cooperative learning is a very useful substitute method, to traditional teaching, which helps to create suitable situations where students can use the language without hesitation and, therefore, increase and enhance their oral production. This study has certainly its limitations, but its findings revealed interesting implications. Thus, future research should be conducted experimentally to test out the applicability of the findings to a larger population of subjects". **(Benabbes. 2014-2015).**

2.A.4 "This 30-credit thesis discusses group work and Cooperative Learning and the uses of these different teaching approaches. The first part of the project describes and the theoretical foundation of Cooperative Learning (Ice. samvinnunám) and outlines the development history of the methodology. The thesis begins by discussing Communicative approaches that form the foundation of Cooperative Learning. The benefits of Cooperative Learning will be described along with the planning of cooperative groups, how to prepare students for cooperative approaches and the various frameworks used to structure cooperative instruction. In addition, the thesis will discuss how Cooperative Learning can be applied in language teaching. The latter part of the essay describes a study that was conducted in relation to the subject. The study explored how English teachers in Iceland use group work in their classes and whether they are familiar with formal Cooperative Learning methods. The results indicate that group work is used to some extent in Iceland and that teachers believe that it is beneficial, but

Cooperative Learning as a methodology seems to play a minor role in language teaching, as teachers are not familiar with this way of structuring group work”. **(Kristjana. 2014).**

2.A.5 “This paper makes a study of the feasibility of CL application and the teachers and student’s attitudes towards it in the foreign language classroom in China. The study adopted a mixed-methods design- an online questionnaire for the students regarding their attitudes of CL, and individual interviews of 7 English teachers toward the use of CL. Her participants were 166 students and 7 of their English language teacher of English class in Wenzhou, China. By doing this research, the researcher hopes that CL can receive more attention and enjoy more popularity among EFL teachers at all grade levels, so that English education in China can be actually improved. Along with the results that the researcher found from this research, she puts forward her suggestions about application of CL in foreign language classroom in china. What's more, the findings of this study will have a potential to alert Chinese policy-makers to improve the current college English learning instructions through better understanding of students’ and teachers’ attitudes”. **(Ling, 2015).**

2.A.6 “This study brings together the fields of cooperative learning, second language acquisition, as well as second/foreign language teaching to create optimal schooling experiences for junior high school students. Integrating cooperative learning with the theories from the second language acquisition, the comprehensible input, the comprehensible output, the interaction and context, and the affective domain of motivation. The researcher hopes that this empirical study can provide a close link between cooperative learning and the communicative language teaching and, at the same time, propose guidelines for EFL teachers who wish to implement cooperative learning to

enhance their students' proficiency in English as well as motivation toward learning English". **(Tsailing, 2002)**.

B. Local

2.B.1 "The present research has had as intention to demonstrate the influence of the Didactic Proposal based on the cooperative learning to develop the speaking skill and its influence in the academic performance in the students of the first grade of secondary of the I.E Republica Federal Socialista de Yugoslavia in the District of New Chimbote in the year 2009.

In the research, the population was conformed by 69 students, 33 of 1º A which belong to the control group and 36 of 1º B which belong to the experimental group.

The design applied was quasi-experimental with two groups of investigation, with the application of pretest and a post-test.

The didactic proposal was based on activities of the cooperative learning to considerate the man as an active social person from the pedagogic point of view, it was considered the cultural history approach of Vigotsky and the foreign authors such as: Slaven, the Johnson brothers who have contributed to proposed specific activities to learn English.

The results obtained in the experimental group referring to the control group showed that the application of the didactic proposal based on cooperative learning increased significantly in the academic yield in English in the students of the first degree of secondary of the I.E Republica Federal Socialista de Yugoslavia, whose got 7 and 8 points in the pretest and after the application of the proposal in the posttest they got 19 points". **(Diaz C. y Sal y Rosas, 2009)**

2.B.2 "The aim of this study was to design and applied a Didactic Proposal based in strategies of the cooperative learning to increase the academic yield in the English I of the languages'

students of the Faculty of Education and Humanities from the National University of Santa.

The design of the study was quasi-experimental with two groups in no aleatory form.

To carry out this study, 40 students from the Academic Professional School of Secondary, specialty language of the National University of Santa registered in English I. the sample was selected and distributed getting 20 students for the control and 20 students for the experimental group.

The didactic proposal was based in strategies of cooperative learning and it had a philosophical positivism of Comte referring to the test.

The specific knowledge research in relation to the casual hypothesis (cause-effect) and in the Marxism to considerate the man as an active social person, from the pedagogic point of view, it was considered the cultural history approach from Vigotsky, the socialization proposed by Roget Cousinet and the foreign authors such as: Aroson, Slavin, The Johnsons' brothers, Sharan, Kagan, O'Donnell and Kagan who have contributed to proposed specific strategies to learn English.

The didactic proposed based in strategies of cooperative learning have included the general strategies: Student Team Achievement Divisions (STAD) Team Games Tournament (TGT) Cooperative Integrated Reading and Composition (CIRC), Jigsaw, Group Scriptor Investigation and Cooperation each of them has their own specific strategies.

The results obtained in the experimental group referring to the control group showed that the application of the didactic proposal based in cooperative learning strategies increased significantly in the academic yield in English in the students of language from the National University of Santa, whose have got 8 points in the Pre-Test and after the application of the proposal in the post test they have got 14.

The hypothesis confirmed with the Y students' technique with a significance level of 0.01 ($T_0 = 2.429$) which was confirmed with

the pedagogical level of the experimental group based on the control and it was given by the didactic proposed based in cooperative leaning”. (Risco, 2009).

3. HYPOTHESIS

A. Research Hypothesis

The Cooperative Learning Approach use improves the English learning of 2nd grade students of secondary school “I.E. Emblemática San Pedro” Miramar bajo-Chimbote.

B. Null Hypothesis

The Cooperative Learning Approach use doesn't improve the English learning of 2nd grade students of secondary school “I.E. Emblemática San Pedro” Miramar bajo-Chimbote.

CHAPTER 2

1. THEORETICAL SCIENTIFIC BASES

A. Teaching English in Peruvian public schools (Minedu, 2017)

A.1) The National Curricular Design

The National Curricular Design is a document containing all the learning that every Peruvian student must learn. It also makes sure the educational quality and equity.

- a) The provided guidelines in this document improve the pedagogic work in class.
- b) This DCN is distributed to all the 26 Peruvian regions.
- c) All the Peruvian public schools follow these given guidelines but now every Region modify and elaborates their own Regional Curricular Design according to their students' needs and interests.

A.2) Regular Basic Education Purposes to 2021

- a) Development of personal, social, and cultural identity in Peru with a democratic, intercultural, and ethical society.
- b) Preservation of the mother tongue; promotion of its development and practice.
- c) Knowledge of English as an international language.
- d) Development of mathematical thinking and a culture of science and technology for understanding the world and acting in it.
- e) Command of the Spanish language, so all Peruvians can communicate with one another.

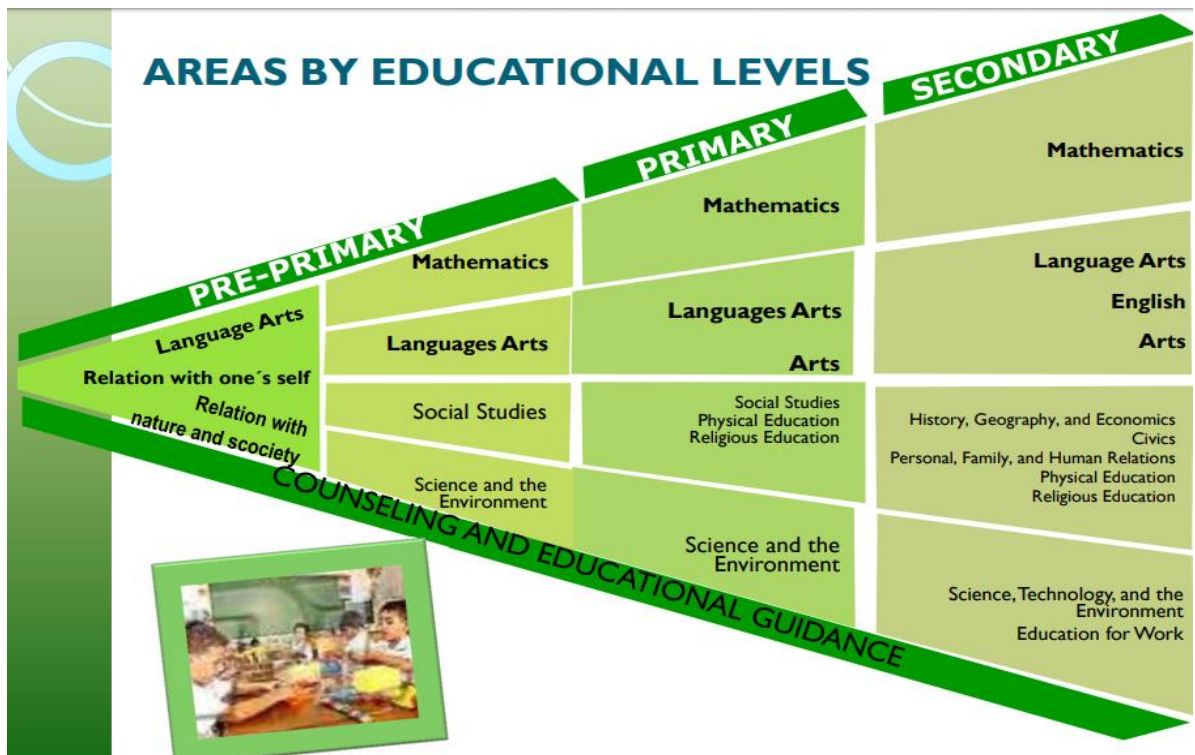
Purpose C: Knowledge of English as an international language.

Knowledge of English as an international language Within the bounds of globalization, learning English as an international language will contribute to strengthening students' communicative competence in terms of coming into contact with English speakers in all types of settings, theirs included.

Schools should give students the chance to learn a language that can open doors to new knowledge and new information on the latest advances in science and technology from a variety of sources (the Internet, print material, etc.); in other words, students need to develop their oral and written communication as well as reading skills in English.

Knowledge of English will help them get information that comes from scientific, technological, and cultural research and innovation. It also simplifies interculturality with other realities and contexts.

➤ Apart from English, each sub-national political region may choose teaching a second foreign language, if deemed necessary.



(Minedu, 2017)

STUDY PLAN FOR THE REGULAR BASIC EDUCATION

LEVELS	PRE-PRIMARY		PRIMARY						SECONDARY					
	I	II	III		IV		V		VI		VII			
	Years 0 – 2	Years 3 – 5	1st	2nd	3rd	4th	5th	6th	1st	2nd	3rd	4th	5th	
CURRICULAR AREAS	Relation with one's self, Language Arts, Relation with nature and society!	Mathematics	Mathematics						Mathematics					
		Language Arts	Language Arts						Language Arts					
		English	English						English					
				Arts						Arts				
		Social Studies		Social Studies						Civics				
										History, Geography, and Economics				
										Personal, Family, and Human Relations				
										Physical Education				
				Religious Education						Religious Education				
		Science and the environment		Science and the environment						Science, Technology, and the Environment				
Education for Work														
COUNSELING AND EDUCATIONAL GUIDANCE														

(Minedu, 2017)

A.3) Course: Foreign Language: English

a). Foundation

The purpose of the area is to develop communication skills in an intercultural communication process, a fundamental aspect into a globalized world. Learning a foreign language allows being receptive to innovative cultural contributions, which can be received more adequately, the more they have developed communication skills in the mother tongue. Its learning is important at the moment of proposing the coexistence and interaction of different cultures, also considering series of elements such as ethics and culture of peace or the promotion of interculturality, environmental awareness and quality of life. All these elements correspond to a broader vision of the human needs that must exceed differences for being in an equal position in order to achieve common goals.

Learning a foreign / original language focuses on a communicative approach that focuses on development of communication skills, based on attention to the needs, interests and motivations of the students, respecting what they want to communicate, considering the text as the basic unit of communication.

This generates the challenge of performing grammatical reflection from the use of authentic texts and into a specific context. This is how the area proposes the development of two great processes that correspond to the capabilities of area: Text comprehension and Text Production.

b). Organization

It develops two capacities of area:

➤ **Reading Comprehension**

“Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about (Kintsch 1998; van Dijk and Kintsch 1983)” **(Woolley, 2011)**

➤ **Text production**

“It is the capacity that leads to the expression of ideas, emotions and feelings in the process of structuring the oral and / or written texts previously planned. Promote the active and creative spirit, and that contributes to the management adequate of the linguistic or non-linguistic codes”. **(Johansson, 2009)**

➤ **Oral expression and comprehension**

“Oral Comprehension this subtest is based on three tasks: Sentence Comprehension, Receptive Vocabulary, and Expressive Vocabulary. For Sentence Comprehension, the students were asked to select a picture that matched a word or sentence spoken by the examiner. For Receptive Vocabulary, they were asked to point to one of four pictures that portrayed the meaning of a word pronounced by the examiner.” **(Berninger, 2010)**

“Oral Expression the subtest is also based on three tasks: Oral Word Fluency, Giving Directions, and Visual Passage Retell, For the Oral Word Fluency, the child generates orally and quickly words in a designated semantic category. For Giving Directions, the child describes orally a sequence of steps necessary to complete a familiar action or task designated by the examiner. For Visual Passage Retell, the child looks at a series of cartoon pictures and tells a story about them, which is scored for detail and accuracy in depicting the content of the pictures in sequence”. **(Berninger, 2010)**

B. Approaches to Language Teaching and Learning

B.1). Definition of Approach

Refers to “theories about the nature of language and language learning that serve as the source of practices and principles in language teaching”.

Method/Methodology refers to “the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented” **Richards and Rodgers (1986)**.

B.2). Grammar-Translation Method (GT)

“Grammar translation method (GTM) or classical method was used for teaching of foreign languages. This method was developed in Greece and Rome to instruct classical languages such as Latin, Greek, etc”. **(Chastain 1988)**. According to **Richards & Rodgers (2001)** “its aim was to know everything about anything more than the 122 thing itself”.

“The goal of using grammar translation method was that students could study foreign language by translation. It is

claimed in GTM that by memorizing the rules and grammatical structures of target language, learners can understand target language easily. In grammar translation method, grammar is taught deductively with focus on rote memorization of grammatical structures and vocabulary. Grammatical rules are taught and students learn language by practicing rules in an authentic way. The learner learns language to be familiar with target language literature. The text from second language is translated into local language; vocabulary and grammatical rules are memorized” **Thanasoulas (2002)**.

B.3). Communicative Approach

“The history of communicative language teaching (CLT) dates back to late 1960s and it was presented with the application in communicative approach (CA) in traditional British language teaching” **(Swan, 1985)**. “Communicative approach was started in reaction to situational and structural approaches to language teaching. Theories of British Functional Linguists, as well as American sociolinguists” **(Hymes, Gumperz, Wilkins, and Labov)** along with the writings of Jane Austin formulated basis for communicative language teaching, considering target language as a means of effective communication **(Demirezen, 2011)**.

C. Cooperative Language Learning

C.1). History of Cooperative Language Learning

“Cooperative Learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. It has been defined as follows”: **(Olsen and Kagan, 1992)**.

- “Cooperative learning is a group learning activity organized so that learning is dependent on the socially

structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others”. **(Olsen and Kagan, 1992)**

- “Cooperative Learning has antecedents in proposals for peer tutoring and peer monitoring that go back hundreds of years and longer. The early twentieth century U.S. educator John Dewey is usually credited with promoting the idea of building cooperation in learning into regular classrooms on a regular and systematic basis Rodgers (1988). It was more generally promoted and developed in the United States in the 1960s and 1970s as a response to the forced integration of public schools and has been substantially refined and developed since then. Educators were concerned that traditional models of classroom learning were teacher-fronted, fostered competition rather than cooperation, and favored majority students. They believed that minority students might fall behind higher-achieving students in this kind of learning environment”. **(Olsen and Kagan, 1992)**

C.2). Definition of Cooperative Learning

“Cooperative learning (hereafter referred to as CL) is defined as a set of instructional methods through which students are encouraged to work on academic tasks (Slavin, 1995). It also refers to a teaching technique where students work in groups on a certain activity in order to maximize one another’s learning and to achieve certain goals (Johnson, Johnson, & Smith, 1998). In CL, students work in small groups to help one another in learning academic content (Slavin, 1995). Teaching and learning process using CL techniques is a learner-centered paradigm which has gained popularity as alternative to the lecture-based paradigm. Much of the current research

revolves around the notion that CL has positive effects on various outcomes (Johnson & Johnson, 2002). Most studies on the effects of CL have consistently indicated that this method improves students' English oral skills (Pattanpichet, 2011); English reading comprehension (Bolukbas, Keskin, and Polat, 2011; Meng, 2010; Law, 2011) and English writing (Roddy, 2009)". **(Omer, 2014)**

C.3). Types of Cooperative Learning

a. Formal Cooperative Learning

"Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments. In formal cooperative learning groups, the teachers' role includes". **(Johnson, 2008)**

- "Making preinstructional decisions. Teachers (a) formulate both academic and social skills objectives, (b) decide on the size of groups, (c) choose a method for assigning students to groups, (d) decide which roles to assign group members, (e) arrange the room, and (f) arrange the materials students need to complete the assignment. In these preinstructional decisions, the social skills objectives specify the interpersonal and small group skills students are to learn. By assigning students roles, role interdependence is established. The way in which materials are distributed can create resource interdependence. The arrangement of the room can create environmental interdependence and provide the teacher with easy access to observe each group, which increases individual accountability and

provides data for group processing”. (Johnson, Johnson, & Holubec, 2008)


b. Informal Cooperative Learning

“Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period” (Johnson, Johnson, & Holubec, 2008).

The teacher’s role in using informal cooperative learning to keep students more engaged intellectually involves having focused discussions before and after the lesson (ie, textbooks) and interspersing partner discussions throughout the lesson. Two important aspects of the use of informal cooperative learning groups are:

- a. Make the task and the instructions explicit and precise.
- b. Require the groups to produce a specific product (such as a written answer).

b.1) The procedure is as follows.

 **Introductory Focused Discussion:** Teachers assign students to pairs or triads and explain (a) the task of answering the questions in a four to five minutes and (b) the positive goal interdependence of reaching consensus. The discussion task is aimed at promoting advance organizing of what the students know about the topic to be presented and establishing expectations about what the lecture will cover. Individual accountability is ensured by the small size of the group. A basic interaction pattern of eliciting oral rehearsal, higher-level reasoning, and consensus building is required.

B.2) The question may require students to:

- a. Summarize the material just presented.
- b. Give a reaction to the theory, concepts, or information presented.
- c. Predict what is going to be presented next; hypothesize.
- d. Solve a problem.
- e. Relate material to past learning and integrate it into conceptual frameworks.
- f. Resolve conceptual conflict created by presentation.

Teachers should ensure that students are seeking to reach an agreement on the answers to the questions (i.e., ensure positive goal interdependence is established), not just share their ideas with each other. Randomly choose two or three students to give 30 second summaries of their discussions. Such individual accountability ensures that the pairs take the tasks seriously and check each other to ensure that both are prepared to answer. Periodically, the teacher should structure a discussion of how effectively the pairs are working together (i.e., group processing). Group celebrations add reward interdependence to the pairs.

c. Cooperative Base Groups

“Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership (Johnson, Johnson, & Holubec, 2008). Members’ primary responsibilities are to:

- a. Ensure all members are making good academic progress (i.e., positive goal interdependence).
- b. Hold each other accountable for striving to learn (i.e., individual accountability).

- c. Provide each other with support, encouragement, and assistance in completing assignments (i.e., promotive interaction).

"The base group's agenda can include academic support tasks (such as ensuring that all members have completed their task and understanding or editing each one's essays), personal support tasks (such as getting to know each other and helping each other solve non-academic problems)), routine tasks (such as taking attendance) and assessment tasks (such as verifying the understanding of the answers to the test questions when the test is taken first individually and then taken back into the base group)". **(Johnson, 2008)**

C.4). Elements of Cooperative Learning

It is only if the main elements of cooperative learning take place in the lesson that efforts may be expected to be more productive than competitive and individualistic efforts. The main elements of Cooperative Learning are:

a) Positive Interdependence

Students perceive that they need each other in order to complete the group's task. The key to doing this successfully is to structure the group so that group members clearly get the message that "I can only succeed and do well if the other members in my group also succeed and do well".

a.1) Teachers may promote positive interdependence by:

- Set mutual goals (learn and make sure that other group members learn).
- Provide resources that must be shared,
- Assign individuals roles.

- Strengthen a sense of "shared identity" (asking groups to name their group).
- The efforts of each member of the group are necessary and indispensable for the success of the group.
- Each group member has a unique contribution to make to the joint effort due to their resources and / or role and task responsibilities.

b) Collaborative (Social) Skills

The social skills required for cooperative learning activities to succeed may not occur naturally. Teachers need to organize lessons so there are opportunities to develop the following skills;

- Praising every one, promoting mutual success
- listening
- showing patience
- stay on task
- Oral explanation about how to solve problems.
- Teach the knowledge of one to another.
- Check comprehension
- Discuss learned concepts.
- Connect the present with past learning

c) Processing Group Interaction

To improve cooperative learning activities, teachers should encourage:

- Children to reflect on how well they work together.
- Group members discuss how well they achieve their goals and maintaining effective working relationships.
- Group members to describe what actions are useful and not useful.

- Children should make decisions about what behaviors within the group should continue or change.

d) Heterogeneous Grouping (mixing students)

Groups should not remain the same for all activities. Changing the composition of the group will create greater social skills by placing students in a dynamic environment where they meet new friends and new situations. Groups can be organized in several ways at random or using the following factors in their construction:

- levels of past achievements
- levels of diligence
- sex
- years
- religion
- ethnicity

e) Individual Accountability

One of the most commonly heard objections to having students work in groups is that some group members will end up doing all the work and the learning, while others will sit idly by or be disruptive. This can occur because some students try to avoid working or because others want to do everything. Activities to promote individual accountability and to keep all children involved include:

- Each student individually takes a quiz, completes a task, or writes an essay when the material is studied.
- group members are called on at random to answer a question
- Each group member has a designated role to perform. These roles can rotate.

- Each member has different responsibilities for completing different parts of a group project. For example, if the group need to make a presentation on Phnom Penh, one member would write about the history, one member about the geography, one member about the economy, one member about important buildings and landmarks.

C.5) Techniques of cooperative learning

a. Think-Ink-Pair-Share

It is probably the best-known cooperative learning exercise, the think-pair-share structure provides students with the opportunity to reflect on the question posed and then practice sharing and receiving potential solutions. Its simplicity provides instructors with an easy entry into cooperative learning and it is readily adaptable to a wide range of course constructs.

Process

1. The teacher asks questions related to the lesson.
2. Students have enough time to think and write (may be to write or draw depending on the content of the course)
3. Students come together to discuss the answers.
4. Students share their answers with the team or class.

b. Round robin

In the round robin structure, each student takes turns sharing something new with members of the collaborative group. Round robin offers students the opportunity to express ideas and opinions while learning more about their teammates.

Process

1. Teacher poses a question or problem
2. Students take turns responding orally to the question (Student 1, 2, 3 & 4) Variations:
All Write Round Robin: Each student responds orally. If all teammates agree, all students record the answer on their own paper

Timed Round Robin: Each student contributes for a designated amount of time Ready, Set, Recall: Each student lists everything they can remember about a topic.

Groups round robin and generate a shared list.

All students stand.

Each group is in until they run out of items to share and must sit down.

c. In the roundtable

Cooperative learning model¹, each team member writes one answer on a piece of paper that is passed around a table. Roundtable is highly effective with creative writing and brainstorming activities. This structure encourages responsibility for the group and team building.

Process

1. The teacher asks a student from each group to take out the necessary materials.
2. The teacher proposes a project, a question with multiple answers, a topic to write or a task that has many solutions, steps or possible procedures.
3. In teams, students take turns approving the document / project, each one make contributes.

d. Jig-Saw

Students are grouped into five or six and each group member is assigned a specific task then must come back to their group and teach them what they learned.

e. Simultaneous Round Table (Teams of 4)

1. The teacher should assigns a topic or question.
2. The four students respond simultaneously by writing or drawing.
3. The teacher points out the time, or the students put the papers / pens up when they finish with the problem.
4. Students pass the papers one person to the right.
5. Students continue writing or drawing, adding to what was already on paper.
6. Continue, starting in step 3.

f. Paired Heads Together

This structure facilitates positive interdependence, while promoting individual accountability. It also gives confidence to lower achievers because they know they will have the correct answer to give to the class.

1. The teacher asks a question and gives time to think.
2. Students remember their answers.
3. Students work in pair with their partners to share their answers.
4. Students remember their partner's response.
5. Students join their classmate and share their answers.
6. The teacher calls a number and the students with that number share their answers.

g. Stand up-Hand Up-Pair up

1. The teacher asks a question or poses a problem and gives time to think.
2. The teacher calls: "Stand up, raise your hand, join".
3. Students stand up, raise their hands and join a student from a different table.
4. Couples discuss the question / problem.
5. Students share their answers with the team or class.

h. Give one – Get one

1. Students fold paper in half lengthwise (hot dog style). Then they open the paper and draw a line down the crease. At the top of the left column students write "Give One." At the top of the right column students write "Get One."
2. The teacher poses a question or topic with multiple answers and gives a time limit.
3. Students list as many things as they know in the "Give One" column.
4. Teacher directs students to "Stand up, hand up, pair up."
5. Partners greet and share responses. If they already have that response, they check it off. If it is a new answer, they write it in the

“Get One” column. 6. Partners say “Thank you!” put hand up and find a new partner.

6. Continue until the teacher says to stop.

i. Mix-Freeze-Pair

1. Students walk around the classroom without speaking.
2. When the teacher says "Freeze", they stop walking.
3. When the teacher says "Pair", they work with the partner who is near to them. Single students run to another person without a partner. The partners choose to be 1 or 2.
4. The teacher announces the topic or discussion question and gives "time to think".
5. The teacher indicates which partner goes first (1 or 2)
6. Couples discuss the theme.
7. When they finish, they face the teacher.
8. The teacher announces "Mix" and the students repeat the activity with the same or a different question.

j. Showdown

1. Task cards are placed face down in the center of the team.
2. Each member of the team needs a piece of paper or a small blackboard or whiteboard.
3. A person becomes the first leader and takes a letter. Without showing it to others, he or she reads the sentence aloud. The others write the appropriate response on their blackboards / paper.
4. When each person finishes, place their blackboard / paper face down.
5. When all the boards are down, the leader says "Showdown!" and they all show their response.
6. The leader verifies the answers according to the task card.
7. For the next round, a different student on the team becomes the leader.
8. The teacher moves about the room, monitoring the activity and making sure students are getting the correct answers.

k. Corners

1. The teacher marks each corner of the classroom to represent a view (“For,” “Against,” “Undecided”) or choice (“Which character do you identify with the most?” or “Which problem did you think was the easiest? /most difficult?”)
2. The teacher says “Corners.”
3. Students have silent time to think and make a choice.
4. Students walk to the corner that is representing that viewpoint.
5. Students in their corner discuss opinions or respond questions and comments with other corner.
6. Groups sum up their viewpoint and share them.

l. Inside-Outside Circle

1. Students form two circles, facing a partner. The inside circle faces out; the outside circle faces in.
2. Students in the outside circle use flash cards to ask questions of their partner. They listen, praise and coach.
3. Partners switch roles: inside circle students ask, listen, then praise or coach.
4. After each question or set of questions, students in the outer or inner circle rotate to the next partner.

C.6). The Necessity of Applying Cooperative Learning to English Study

Cooperative learning cultivates language ability comprehensively, and its development is based on verbal skills, verbal intelligence, learning attitude, learning methods as well as humanistic quality and so on. Compared to other subjects, English is really a special subject. First, English is a verbal educational subject, which is different from other subjects; second, although Chinese is also a verbal educational subject, it is different from English besides some common features. The characteristics of English are listed as follows.

a. Memorability.

English, as a verbal educational subject, its memorability lies in that students should memorize lots of English information so that they can make good preparations for future English learning. In order to learn English well, students should memorize large amounts of English vocabularies, tenses, grammatical principles as well as fixed phrases, and thus they can use English proficiently.

b. Cultural Differences.

There is a big difference between Chinese and English, within which the cultural difference is even bigger. On one hand, from the angle of linguistic system, English belongs to Indo-European language, but Chinese belongs to Sino-Tibetan language. The differences between the two languages lie in the different pronunciations, grammatical rules as well as expressions and so on. For example, English verbs have changes of tenses, but Chinese does not.

c. Applicability.

English is a language with the widest speakers around the world, which has indicated its obvious applicability. We can apply it to daily communication only if we can master it. As a communicative tool, English also offers us ways to communication and information gaining.

C.7). Application of Cooperative Learning in English Teaching

a) Set Goals and Plans.

It is a prior task for English cooperative learning to set goals and formulate plans during the preparation stage. On one hand, the English teachers should have a good understanding of the

knowledge they are going to teach before conduct cooperative teaching rather than cooperate with students simply.

The purpose of cooperation is to make students better understand the knowledge by considering students' actual situation to achieve cognitive goals.

b) Design Tasks for Cooperative Learning.

During cooperative learning in English class, the English teachers can cultivate students' cooperative awareness and learning abilities by designing cooperative tasks. In this way, students can express their opinions and know others' opinions while completing cooperative tasks. Meanwhile, during cooperation and communication, students can also master English language knowledge and English communicative skills.

c) Make Heterogeneous Grouping.

Cooperative learning in English class is carried out with small groups, during which the scale and members of the group can great influence the members' initiative. If the group is too large with too many group members, then each member can get limited tasks. Thus, their learning goals for cooperative learning cannot be reached.

CHAPTER 3

METHODOLOGY AND MATERIAL

1. Method

The method we used was experimental research, because in our research we worked with a non-probabilistic sample; an experimental group was exposed to the variable action and the results was compared with the control or comparison group in order to evaluate the results, once the post test was applied.

For the data collection and results evaluation, after codifying and transferring to a data matrix, observation techniques with an evaluation scale was used as an evaluation instrument, which contain specific indicators for the skills: speaking, listening, reading and writing to be developed in the students.

2. Population and Sample

2.1 Population: It was constituted by 2nd grade 83 students in secondary school at I.E.P Emblemática San Pedro in the Chimbote district; which are distributed as follows:

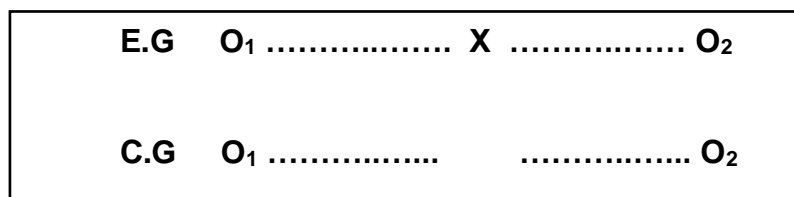
Educational institution	GRADE	SECTION	TOTAL
I.E.P Emblemática San pedro	2 nd grade	“A”	20
	2 nd grade	“B”	18
	2 nd grade	“C”	25
	2 nd grade	“D”	20
			83

2.2 Sample: Intentionally chosen and constituted by the 2nd grade “A” with 20 students and “the 2nd grade “B” with 18 students. Who were average economic position students and most of them come from dysfunctional families.

EXPERIMENTAL GROUP	CONTROL GROUP
“2 nd grade A”	“2 nd grade B”
20	18

3. Research design: Quasi-experimental

Diagram



Where:

- **E.G:** Experimental group “Los comunicativos”
- **C.G:** Control group “Los exploradores”
- **O₁** : Pre-test experimental group
- **O₂** : Post-test experimental group
- **O₁** : Pre-test control group
- **O₂** : Post-test control group
- **X:** Experimental treatment

4. Study variables

A. List of variables:

Independent

- ✓ A didactic unit plan and lesson plans based on the cooperative learning.

Dependent

- ✓ Students’ English learning

A.1 DEFINITION OF INDEPENDENT VARIABLE

Variables	Conceptual	Operational
Independent Cooperative learning approach	It is an educational approach which aims to organize classroom activities into academic and social learning experiences.	They are carried out through a Didactic unit and learning lessons which are planned based on cooperative learning.

A.2 DEFINITION OF DEPENDENT VARIABLE

Variables	Conceptual Definition	Operational Definition	Dimensions	Indicators
<p>Dependent Students' English learning</p>	<p>It is a process through which the students acquire and modify skills, knowledge as a result of studying. The learning is show in the different capacities they develop: oral expression and comprehension, reading comprehension and text production.</p>	<p>Through the use of Pre-test, the students' level of English will be seen before starting the treatment and with the Post-test it will be evident if the learning of the English language taught through cooperative learning has been achieved.</p>	<p>Oral expression and comprehension</p> <p>Reading expression</p> <p>Text production</p>	<p>Introducing themselves saying their names, hobbies and preferences. Exchange information about their personal information through a dialogue. Exchange information about telephone numbers through a dialogue. Use basic lexical expression to make a presentation about themselves using all the contents learned during the first unit. Exchange information asking and answering questions about a party they were recently. Exchange information about the abilities they had when they were children.</p> <p>Develop exercises like answer questions about the letters "Learn English and make friends!" and match the part of the sentences related to the letters. Answer the questions related to the text: "Shakira's biography". Answer questions related to the e-mail "New Friends' occupations". Develop exercises like match the pictures to the activities Sue mentions in her e-mail "Last Weekend". Infers specific information from the text "Record Breakers" to complete a chart. Develop exercises like answer questions and match paragraphs to their titles, related to the text "Getting know... Sofia Mulanovich"</p> <p>Use diverse grammatical and lexical structures to write their own letter following as example the read ones. Elaborate sentences to write an e-mail to a friend giving information about their families' occupation. Write an e-mail to a friend describing the activities they did in their last trip. Write a short summary about a record breaker of a Peruvian sport.</p>

5. Techniques and Instruments of Data Collection

For the data collection, the following techniques and instruments were used:

Technique	Instrument	Definition and characteristics
<p>Applying Tests</p>	<p>Pre-test</p>	<p>An exam was applied to have the knowledge about the students' English language level. This test was applied before the application of cooperative learning techniques.</p> <p>The pre-test was evaluated with a graphic text for each capacity with a value of two points for each indicator. The result was qualified with the following scores: A (15-20), Learning achieved; B (10-14), In the process of the learning and C (0-9), in the beginning of the learning.</p>
	<p>Post-test</p>	<p>An exam was applied to obtain information about the learning of the English language students after applying the techniques of cooperative learning.</p> <p>The post-test was evaluated with a graphic text for each capacity with a value of two points for each indicator. The result was qualified with the following scores: A (15-20), Learning achieved; B (10-14), in the process of the learning and C (0-9), in the beginning of the learning.</p>
<p>Observation</p>	<p>Observation guide</p>	<p>This evaluation instrument was elaborated with the purpose of being filled with the observations during the progress of the students' learning through the indicators A, Learning achieved; B, In the process of the learning and C, In the beginning of the learning. It was organized into items seeking to achieve the objectives of the research process.</p>

Review of product	Worksheets	The worksheets were elaborated with the purpose of facilitating the teaching - learning process in such a way that the student develops the activities without difficulty, it was structured based on the steps of a class session (beginning, development, exit and evaluation).
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5.1 Techniques of processing and data analysis

It was used the descriptive statistics and inferential statistics

6. Procedures for data collection

- a) It was coordinated with the foreign language English teacher, and with educational institution's director.
- b) A classroom recognizing was made a week before to start working with the students.
- c) The pre-test was applied to the sample group, determining the English language knowledge level in the speaking, listening, reading and writing skills before applying the didactic unit and lesson plans.
- d) The didactic unit and lesson plans were based on the cooperative learning that we applied to improve the students' English learning with different activities.
- e) The process was evaluated with an observation guide and indicators for each capacity to verify the students' English learning level.

CHAPTER 4

RESULTS

I. Pretest level

TABLE N° 1

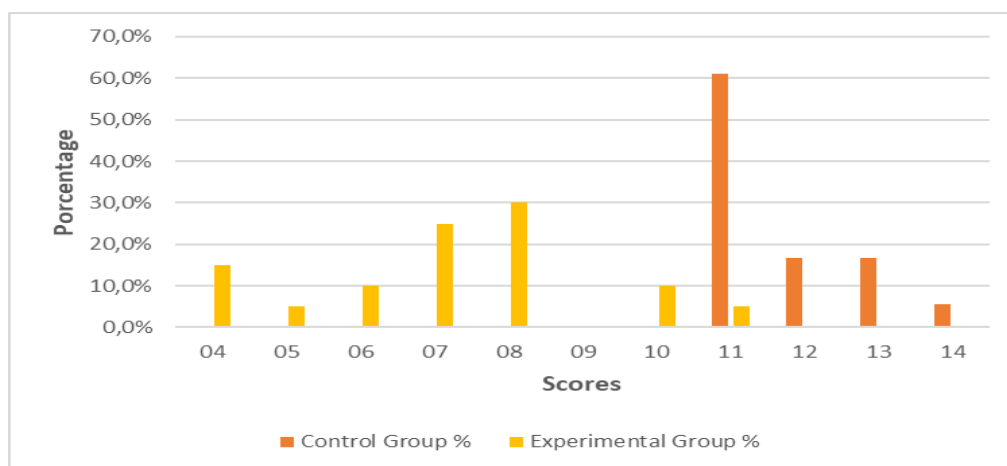
Initial qualifications obtained in the pre-test applied to students of 2nd grade of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.

Scores	Control Group		Experimental Group	
	Nº Students	%	Nº Students	%
04	0	0,0%	3	15,0%
05	0	0,0%	1	5,0%
06	0	0,0%	2	10,0%
07	0	0,0%	5	25,0%
08	0	0,0%	6	30,0%
09	0	0,0%	0	0,0%
10	0	0,0%	2	10,0%
11	11	61,1%	1	5,0%
12	3	16,7%	0	0,0%
13	3	16,7%	0	0,0%
14	1	5,6%	0	0,0%
Total	18	100.0	20	100.0

Source: Pretest applied to the Control and Experimental Group

Interpretation: in the table N° 01 can be observed the initial qualifications of students in the pretest of the control group and experimental group, which vary from 04 to 14, being the less score of 11 and the highest of 14 for the control group and for the experimental group from 04 to 11, being the less score 04 and the highest 11. And in the control group the highest percentage (61.1%) of the students obtained a qualification of 11 points, while in the experimental group, the highest percentage (30%) obtained a qualification of 06 points.

GRAPHIC N° 1: initial qualifications obtained in the pretest applied to the students of 2nd grade “A” of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.



Source: elaborated based on table N° 1

TABLE N° 2

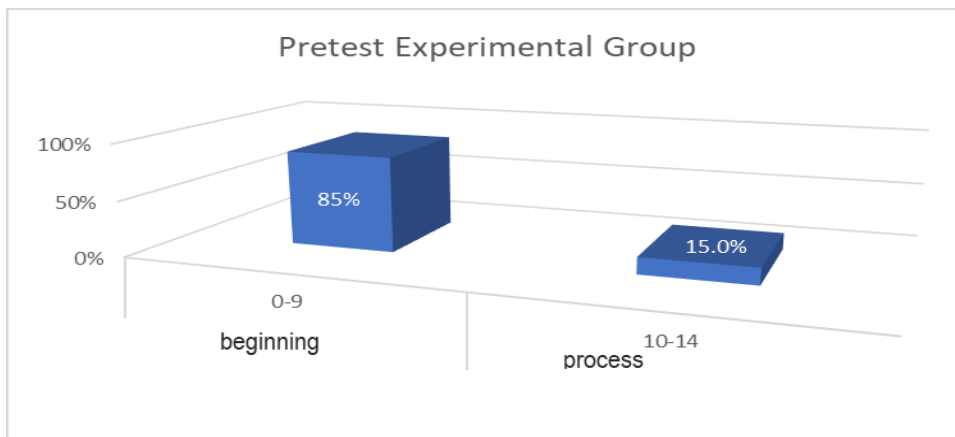
Students’ academic performance level of 2nd grade “A” of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.

PRESTEST EXPERIMENTAL GROUP			
Level	Scale	Frequency	Percentage
beginning	0-9	17	85%
process	10-14	3	15.0%
Total		20	100.0

Fuente: pretest applied to the students of 2nd grade “A” of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.

Interpretation: The table N° 2 show us the academic performance of the students of the experimental group in the pre-test, according to a qualitative scale, and in which we can see that the highest percentage of the students have a performance of 85% (beginning), and the less percentage of the students have a performance of 15% (process).

GRAPHIC N° 2: Level of academic performance in the English course of the students of 2nd grade “A” of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.



Source: Elaborated based on the table N° 02

TABLE N° 03

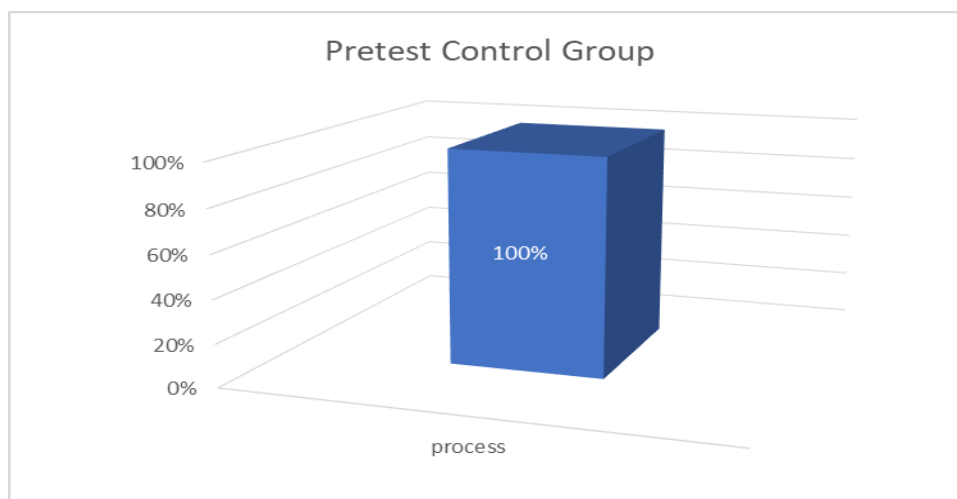
Students' academic performance level of 2nd grade “B” of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.

PRETEST CONTROL GROUP				
	Level	Scores	Frequency	Percentage
	process	10-14	18	100%
Total			18	100.0

Source: pretest applied to the students of 2nd grade “A” of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.

Interpretation: The table N° 03 show us the academic performance of the students of the control group in the pre-test, according to a qualitative scale, and in which we can see that the highest and total percentage of the students have a performance of 100% (process).

GRAPHIC N° 03: Students' academic performance level of 2nd grade "B" of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.



Source: elaborated based on table N° 03

II. Prueba de Kolmogorov-Smirnov.

		preGC	postGC	preGE	postGE
N		18	18	20	20
Normal ^{a, b}	Media	11,67	13,00	7,10	17,10
Parameters	Standard Deviation	,970	2,223	1,944	1,373
Maximum extremes	Absolute Positive	,365	,174	,179	,179
differences	Negative	-,246	-,129	-,179	-,171
Test Statistic		,365	,174	,179	,179
Sig. asymptotic (bilateral)		,000 ^c	,159 ^c	,091 ^c	,092 ^c

a. The test distribution is normal.

Posttest level

TABLE N° 04

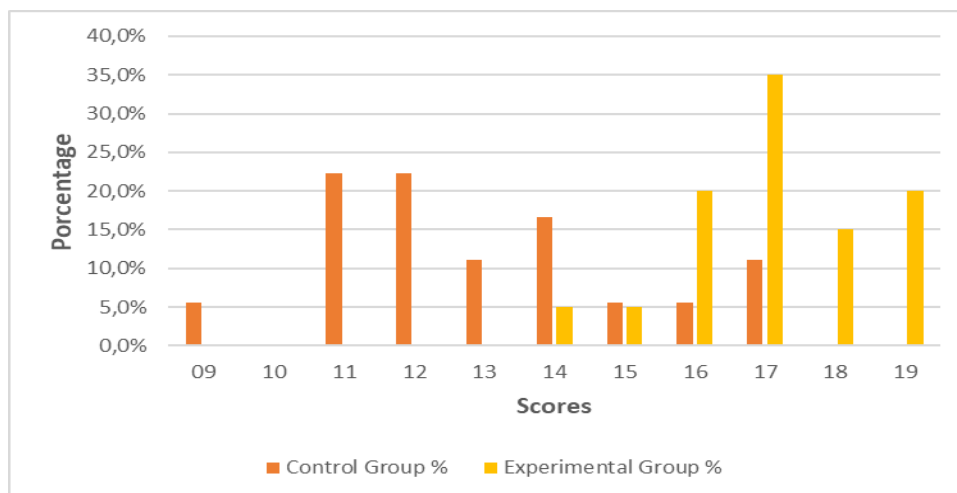
Final qualifications obtained in the posttest applied to students of 2nd grade of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.

Scores	Control Group		Experimental Group	
	Nº Students	%	Nº Students	%
09	1	5,6%	0	0,0%
10	0	0,0%	0	0,0%
11	4	22,2%	0	0,0%
12	4	22,2%	0	0,0%
13	2	11,1%	0	0,0%
14	3	16,7%	1	5,0%
15	1	5,6%	1	5,0%
16	1	5,6%	4	20,0%
17	2	11,1%	7	35,0%
18	0	0,0%	3	15,0%
19	0	0,0%	4	20,0%
Total	18	100.0	20	100.0

Source: Posttest applied to the Control and Experimental Group

Interpretation: in the table N° 04 can be observed the final qualifications of students in the posttest of the control group and experimental group, which vary from 09 to 18, being the less score of 09 and the highest of 17 for the control group and for the experimental group from 14 to 19, being the less score 14 and the highest 19. And in the control group the highest percentage (22.2%) of the students obtained a qualification of 11 - 12 points, while in the experimental group, the highest percentage (35%) obtained a qualification of 17 points.

GRAPHIC N° 04: final qualifications obtained in the postest applied to the students of 2nd grade of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.



Source: elaborated based on the table N° 04

TABLE N° 05

Students' academic performance level of 2nd grade "a" of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.

POSTEST EXPERIMENTAL GROUP			
	Level	Scores	Percentage
	achieved	15-20	95%
	process	10-14	5%
	Total		100.0

Fuente: postest applied to the students of 2nd grade "B" of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.

Interpretation: The table N° 05 show us the academic performance of the students of the control group in the postest, according to a qualitative scale, and in which we can see that the highest percentage of the students have a performance of 95% (achieved) and the less percentage of students have a performance of 5 % (process).

GRAPHIC N° 05: Students' academic performance level of 2nd grade "B" of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.

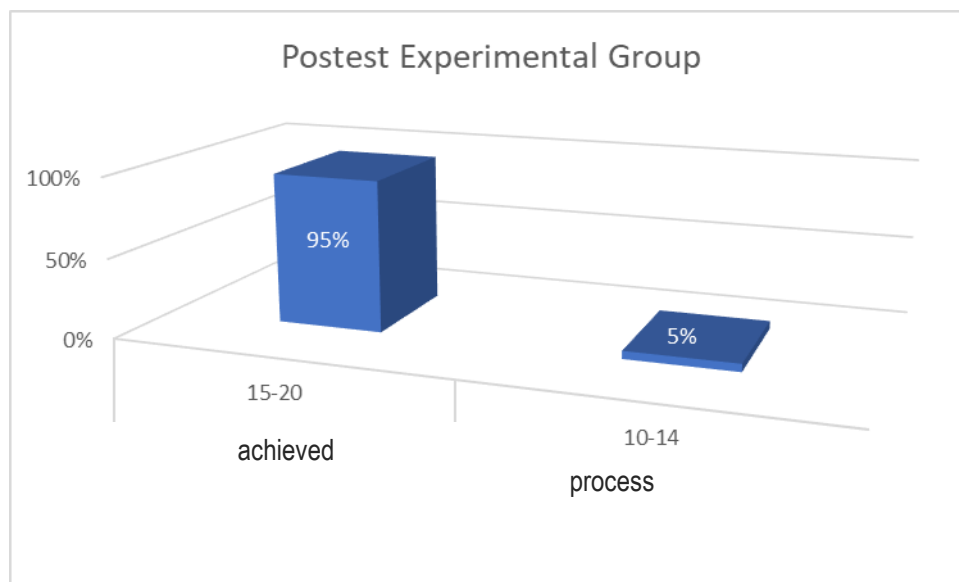


TABLE N° 06

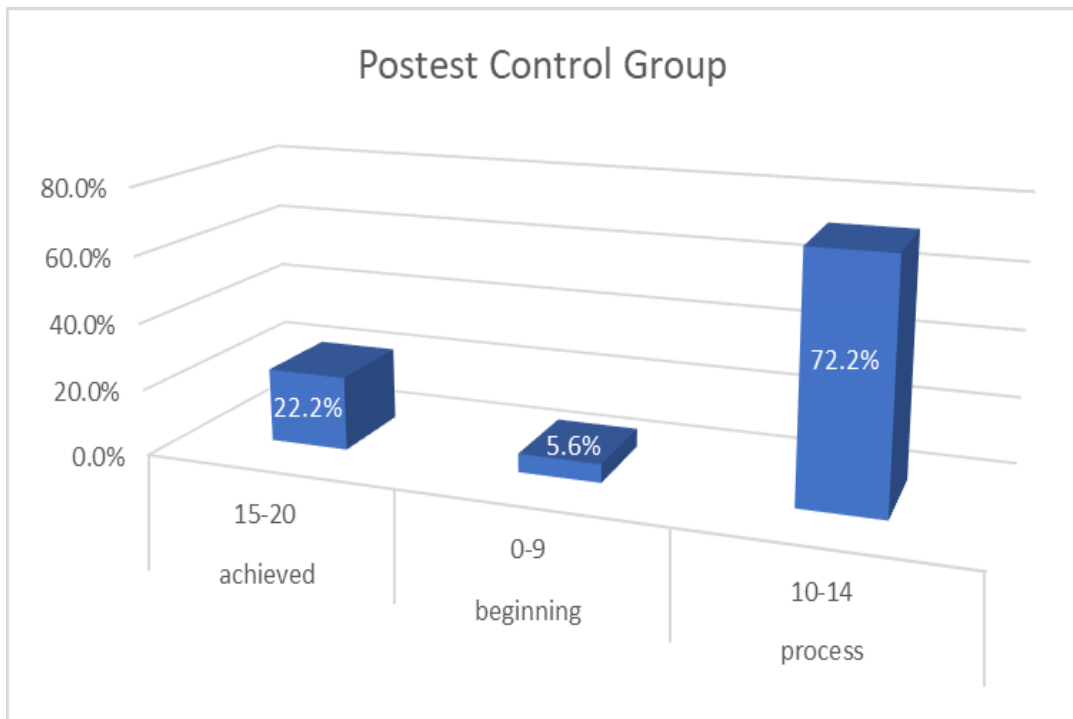
Students' academic performance level of 2nd grade "B" of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.

POSTEST CONTROL GROUP				
Level		Scale	Frequency	Percentage
	achieved	15-20	4	22.2%
	beginning	0-9	1	5.6%
	process	10-14	13	72.2%
	Total		18	100.0

Source: postest applied to the students of 2nd grade "B" of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.

Interpretation: The table N° 06 show us the academic performance of the students of the control group in the posttest, according to a qualitative scale, and in which we can see that the highest percentage of the students have a performance of 72.2% (process), the less percentage of students have a performance of 5.6% (beginning) and just 22.2% have an achieved level.

GRAPHIC N° 06: Students' academic performance level of 2nd grade "B" of I.E. Emblemática San Pedro, Miramar Bajo – Chimbote - 2018.



Source: elaborated based on table N° 06

CHAPTER 5

DISCUSSION

- ❖ The results of the investigation showed a significative difference of 14% in favor of the experimental group respect to the control group which used a traditional method, having its correlation with Kant “who considers knowledge as the fundamental distinction between two faculties or sources of knowledge: sensitivity and understanding, which have different and opposite characteristics” **(Kant)**. Corroborating this in our research through cooperative activities applied to the didactic proposal.

- ❖ The student’s quality media in the control group, in the different skills as listening, reading, writing and speaking have been a qualification of 11 to 14 points and the experimental group was of 4 to 14. After that, applying the didactic proposal based on cooperative learning in 12 learning sessions, we obtained a qualification through the post-test of the experimental group students: (lower 14 and higher 19 points); so we can infer that thanks to this didactic proposal the students have significantly improved their listening, reading, writing and speaking skills in the English language through cooperative activities, corroborating what have said by **Sal y Rosas (2009)** in his research work entitled "Diseño y aplicación de una propuesta didáctica basada en el Aprendizaje Cooperativo para el desarrolla de la expression oral y su influencia en el rendimiento académico en los alumnos del 1° año de Educación secundaria de la I. E Republica Federal Socialista de Yugoslavia, año 2009 Nuevo Chimbote Ancash".

- ❖ On the other hand, **Johnson & Johnson (1989, 1999)** say "cooperative learning is the educational use of small groups trying to encourage students work together in the way to maximize their own and the others´ learning. It can be contrasted with the competition (students work against each other to achieve an academic goal such as a qualification of "A" that only one or a few students can reach) and

individualists (students work on their own to achieve unrelated learning goals about the other students)”

- ❖ It shows that the academic performance of the control and experimental group students according to a qualitative scale. In the control group, we can see that only 22.2% of the students have achieved performance in the posttest and the highest percentage, 72.2% of the students have an academic performance in process and there is 5.6% of the students that have an academic performance in beginning. In the experimental group we can see that 95% of the students have an achieved academic performance in the post test, also 5% of the students have an academic performance in process (between 10 and 14 points), it has not been found students with poor academic performance.

“The academic performance can be measured with pedagogical evaluations, understood as set of procedures planned and applied within the educational process, in order to obtain the necessary information to assess the students’ achievement” **C. and others (2005).**

- ❖ In our study, evaluating the pretest to the experimental group we obtained the following result as indicated in table N° 01. The students in the control group obtained a higher score of 17 points and a less score of 09 points in the posttest. According to the results showed in graphic number 04, the highest percentage 23% of the students obtained a qualification of 11 and 12 points. The students of the experimental group achieved a higher qualification of 19 points and the less qualification was 14 points in the posttest. Likewise, according to the results showed in graphic N° 04, the highest percentage (35.0%) of the students obtained a grade of 17 points.

CHAPTER 6

CONCLUSIONS

After we have done the research, we got the following conclusions:

- The Cooperative Learning Approach and the English Learning of 2nd grade students determined the academic performance level through a pretest for the control and experimental group. In the control group the highest percentage (61.1%) of the students obtained a qualification of 11 points, while in the experimental group, the highest percentage (30%) obtained a qualification of 06 points.
- The didactic unit allowed to elaborate dynamic lesson plans and different activities based on the Cooperative Learning techniques. They were designed to motivate students to work in groups or in pairs and to have different responsibilities during each class.
- Through the application of Cooperative Learning techniques, the students of 2nd grade “A” secondary school developed their different skills and improved significantly their academic performance.
- The effectiveness of the Cooperative Learning also is demonstrated by the posttest, in the control group the highest percentage (22.2%) of the students obtained a qualification of 11 - 12 points, while in the experimental group, the highest percentage (35%) obtained a qualification of 17 points. So, the use of Cooperative Learning techniques is a good option to improve the students’ skills and academic performance.

CHAPTER 7

SUGGESTIONS

- ✓ To implement the English course at primary school, even in kindergarten because it is necessary for the students to be in contact with English since their first years, as they learn more and enjoy it step by step.
- ✓ The cooperative learning techniques should be used in every level of education. It has a positive effect on the English learning, because students feel confident in the process of teaching-learning.
- ✓ Lesson plans should be based on Cooperative Learning techniques; especially if it starts with a motivated ice breaker to create a comfortable atmosphere.
- ✓ As teachers, we have the responsibility of being updated in different techniques to teach English, so the study and selection of Cooperative Learning techniques could help us to vary our lesson plans.

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APPENDIX 1

Didactic Unit

DIDACTIC UNIT – BIMESTER I
EXCHANGING INFORMATION – PAST TIMES

I. GENERAL INFORMATION

HIGH SCHOOL: EMBLEMÀTICA SAN PEDRO

GRADE: 2nd

SECTION: A

AREA: ENGLISH

UGEL: SANTA

DURATION: 3 MONTHS

TEACHERS: DAVAN MEDRANO RUTH PILAR

EGUSQUIZA FERNANDEZ CREYVER WILSON

II. DESCRIPTION

The didactic unit "exchanging information and past events" is orientated to strengthen the oral expression and comprehension, the reading comprehension and text production competence of texts in English, considering information related to learning to interact with other people in their social environment.

The processes are directly related to the competences proposed in the area. Oral expression and comprehension is developed in the interactive process of the dialogues. The communication with others is strengthened, having as support the management of vocabulary related to personal information and past events, in which we are going to work with the oral expression, reading comprehension and text production.

This unit is related with the social personal, art, and history subjects

III. SIGNIFICATIVE SITUATION

It is important to communicate important events that occur in the person's life, that is the reason to study the past simple of regular and irregular verbs to express orally and written fact events, experiences, trips and past situations.

IV. THEORETICAL BACKGROUND

COOPERATIVE LEARNING

How do we teach in order to train our vocational students' key competences and prepare them for the future workplace? If we think how traditional teaching methods (frontal teaching where the teacher speaks and the pupils listen most of the time) prepares our learners for "real life" we see that there is in fact a gap. Do we in any way increase our students' communication, cooperation or conflict solving skills by sitting and listening to the teacher or working alone on a task? Do they learn creative or critical thinking when they are reading, listening and remember the facts that will be tested in the exam? Will they be able to discover the advantage of diversity when the only competence that is valued is the competence of reading, writing and memorizing? Why should it be good to have other competences, skills, experiences or out of school knowledge when these skills are often seen more of a problem than positive diversity? Students in vocational schools may often be students that were not successful at or didn't like learning the traditional way.

Cooperative learning methods, using activities and games, using controversial problems in the classroom are all approaches that have shown to be useful to reach those aims.

V. EXPECTED LEARNING

Competence	Capacity	Indicators
Oral expression and comprehension	<ul style="list-style-type: none"> Express ideas, feelings and facts clearly. 	<ul style="list-style-type: none"> Use basic lexical expression to be understood.
	<ul style="list-style-type: none"> Interact to ask and give information. 	<ul style="list-style-type: none"> Exchange information with the interlocutor
	<ul style="list-style-type: none"> Identify information from the text. 	<ul style="list-style-type: none"> Identify information through the text and flashcards.
	<ul style="list-style-type: none"> Identify the main and secondary ideas from the texts. 	<ul style="list-style-type: none"> Identify specific information in the text
	<ul style="list-style-type: none"> Infers information from the text. 	<ul style="list-style-type: none"> Infers vocabulary by the context and functionality.
Reading comprehension	<ul style="list-style-type: none"> Identify information in different types of texts. 	<ul style="list-style-type: none"> Develop different exercises and write their own examples.
	<ul style="list-style-type: none"> Infers explicit and implicit information from the text. 	<ul style="list-style-type: none"> Infers ideas expressed in the text.
	<ul style="list-style-type: none"> Evaluate written texts 	<ul style="list-style-type: none"> Order and answer questions referent to the text.
Text production	<ul style="list-style-type: none"> Write texts using the correct grammar and lexicon. 	<ul style="list-style-type: none"> Use divers grammatical and lexical structures according to the situation.
	<ul style="list-style-type: none"> Adequate information according to the communicative situation to elaborate texts. 	<ul style="list-style-type: none"> Elaborate sentences above their own experiences.

VI. FIELD THEMATIC

FUNCTION	GRAMMAR	VOCABULARY
<p>UNIT 1: EXCHANGING INFORMATION</p> <ul style="list-style-type: none"> • Introducing oneself • Giving information • Talking about one's parents 	<ul style="list-style-type: none"> • Subject and object pronouns • Possessive adjectives • Interrogative pronouns 	<p>1A: I/me, you/you, he/him, she/her, it/it, we/us, they/them</p> <p>1B: alphabet, application, letter, secretary</p> <p>1C: job, work, numbers</p> <p>2A: jobs</p> <p>2B: hobbies, jobs</p> <p>2C: airport, park, variety, wide, deliver, harvesting, hunting, guess</p>
<p>UNIT 2: PAST TIMES</p> <ul style="list-style-type: none"> • Talking about past events • Making questions and giving answers about past events • Expressing ability and inability in the past • Describing achievements. 	<ul style="list-style-type: none"> • Past simple: regular verbs • Auxiliary: Did • Pronunciation and spelling: past simple of regular verbs 	<p>1A: camping, sports, lake, ocean, mountain</p> <p>1B: birthday, cousin, music, party, people, weekend. Delicious, tasty, fantastic, terrible</p> <p>1C: feelings, movie</p> <p>2A: rewards, irregular verbs.</p> <p>2B: sports, irregular verbs</p> <p>2C: achieve, compete, retire, championship, childhood, record, team, title, forward.</p>

VII. PRODUCTS

Dialogue

Dramatization

Projects

VIII. SESSION SEQUENCE

UNIT 1	UNIT 2
<p>Lesson 1: pre-test introducing oneself INDICATORS:</p> <ul style="list-style-type: none">- Introducing themselves saying their names, hobbies and preferences. <p>Round robin Each student takes turns sharing information about something new with members of the group.</p>	<p><u>Lesson 1:</u> I was on vacation INDICATORS:</p> <ul style="list-style-type: none">- Develop exercises like match the pictures to the activities Sue mentions in her e-mail “Last Weekend”.- Write an e-mail to a friend describing the activities they did in their last trip. <p>Jig-Saw Students are grouped into five or six and each group member is assigned a specific task then must come back to their group and teach them what they learned.</p>
<p>Lesson 2: She is INDICATORS:</p> <ul style="list-style-type: none">- Develop exercises like answer questions about the letters “Learn English and make friends!” and match the part of the sentences related to the letters.- Use diverse grammatical and	<p><u>Lesson 2:</u> how was your weekend? INDICATORS:</p> <ul style="list-style-type: none">- Exchange information asking and answering questions about a party they were recently.

<p>lexical structures to write their own letter following as example the read ones.</p> <p>In the roundtable</p> <p>Each team member writes one answer on a piece of paper that is passed around a table. Roundtable is highly effective with creative writing and brainstorming activities. This structure encourages responsibility for the group and team building.</p>	<p>Paired heads together</p> <p>The teacher asks questions and gives time to think, students remember their answers and work in pair sharing the answers, they remember their classmate's response and share their response in the class.</p>
<p>Lesson 3: Talking on the phone</p> <p>INDICATORS</p> <ul style="list-style-type: none"> - Exchange information about their personal information through a dialogue. - Answer the questions related to the text: "Shakira's biography". <p>Inside-Outside Circle</p> <p>The students form two concentric circles, facing a partner. They practice questions taking turns.</p>	<p><u>Lesson 3: I didn't win a prize</u></p> <p>INDICATORS:</p> <ul style="list-style-type: none"> - Infers specific information from the text "Record Breakers" to complete a chart. - Write a short summary about a record breaker of a Peruvian sport. <p>Three-Step Review</p> <p>The teacher predetermines groups before a lesson. Then, as the lesson progresses, the teacher stops and gives groups three minutes to review what was taught and ask each other any questions they have.</p>

<p>Lesson 4: my telephone number</p> <p>INDICATORS:</p> <ul style="list-style-type: none"> - Exchange information about telephone numbers through a dialogue. <p>Mix-Freeze-Pair</p> <p>Students circulate through the classroom without speaking, when the teacher says “freeze” they stop, the teacher says “pairs” they form pairs and develop some exercises together.</p>	<p><u>Lesson 4: I love swimming</u></p> <p>INDICATORS:</p> <ul style="list-style-type: none"> - Exchange information about the abilities they had when they were children. - Develop exercises like answer questions and match paragraphs to their titles, related to the text “Getting know... Sofia Mulanovich” <p>Think-Pair-Share</p> <p>Each member in a group "thinks" about a question they have from what they just learned, then they "pair-up" with a member in the group to discuss their responses. Finally, they "share" what they learned with the rest of the class or group.</p>
<p>Lesson 5: I am a vet</p> <p>INDICATORS</p> <ul style="list-style-type: none"> - Answer questions related to the e-mail “New Friends’ occupations”. - Elaborate sentences to write an e-mail to a friend giving information about their families’ occupation. 	<p><u>Lesson 5: My favorite sport</u></p> <p>INDICATORS:</p> <ul style="list-style-type: none"> - Develop exercises like answer questions and match paragraphs to their titles, related to the text “Getting know... Sofia Mulanovich”

<p>Corners</p> <p>The teacher marks each corner of the classroom to represent a view, the teachers calls “corners”, students are the given silent think to make a choice, and they move to the corner that represents that viewpoint.</p>	<p>Three-Step Review</p> <p>The teacher predetermines groups before a lesson. Then, as the lesson progresses, the teacher stops and gives groups three minutes to review what was taught and ask each other any questions they may have.</p>
<p>Lesson 6: I am from (project)</p> <p>INDICATORS</p> <p>Use basic lexical expression to make a presentation about themselves using all the contents learned during the first unit.</p>	<p>Lesson 6: (Post-test)</p>

IX. EVALUATION

Evaluation situation	Competences	Capacities	Indicators
<p>Unit 1</p> <p>Introducing oneself</p> <p>She is</p> <p>Write a dialogue</p> <p>Talking on the phone</p> <p>Understand texts orally and express it orally.</p> <p>My telephone number</p> <p>Understand texts</p>	<p>Oral expression and comprehension</p> <p>Reading comprehension</p> <p>Text production</p> <p>Oral expression and comprehension</p> <p>Reading comprehension</p> <p>Oral expression and comprehension</p>	<p>Use basic lexical expressions to be understood.</p> <p>Identify information</p> <p>Write a text using the correct grammar structure</p> <p>Interact to ask and give information</p> <p>Identify information from the text.</p> <p>Interact to ask and give information</p>	<p>Introducing themselves saying their names, hobbies and preferences.</p> <p>Develop exercises like answer questions about the letters “Learn English and make friends!” and match the part of the sentences related to the letters.</p> <p>Use diverse grammatical and lexical structures to write their own letter following as example the read ones.</p> <p>Exchange information about their personal information through a dialogue.</p> <p>Answer the questions related to the text: “Shakira’s biography”.</p> <p>Exchange information about telephone numbers through a dialogue.</p>

<p>I am a vet</p> <p>Understand a dialogue</p>	<p>Reading comprehension</p> <p>Text production</p>	<p>Evaluate written texts</p> <p>Adequate information according to the communicative situation to elaborate a text.</p>	<p>Answer questions related to the e-mail "New Friends' occupations".</p> <p>Elaborate sentences to write an e-mail to a friend giving information about their families' occupation.</p>
<p>Project</p> <p>Talk about themselves</p>	<p>Oral expression</p> <p>And comprehension</p>	<p>Express their ideas, feelings and facts clearly.</p>	<p>Use basic lexical expression to make a presentation about themselves using all the contents learned during the first unit.</p>
<p>UNIT 2</p>			
<p>I was on vacation</p> <p>Understand texts</p> <p>Write a past event</p>	<p>Reading comprehension</p> <p>Text production</p>	<p>Identify information in different types of texts</p> <p>Adequate information according to their communicative information to elaborate a text</p>	<p>Develop exercises like match the pictures to the activities Sue mentions in her e-mail "Last Weekend".</p> <p>Write an e-mail to a friend describing the activities they did in their last trip.</p>
<p>How was your weekend?</p> <p>Ask about the past in their life.</p>	<p>Oral expression and comprehension</p>	<p>Interact to ask and give information</p>	<p>Exchange information asking and answering questions about a party they were recently.</p>
<p>I didn't win a prize</p> <p>Talk about their</p>	<p>Reading comprehension</p>	<p>Infers implicit and explicit information</p>	<p>Infers specific information from the text "Record Breakers"</p>

<p>achievements</p> <p>I love swimming</p> <p>Talk about sports.</p> <p>My favorite sport</p> <p>Understand texts</p>	<p>Text production</p> <p>Oral expression and Reading comprehension</p> <p>Reading comprehension</p>	<p>from the text.</p> <p>Adequate information according to their communicative information to elaborate a text</p> <p>Interact to ask and give information</p> <p>Identify information in different types of texts</p>	<p>to complete a chart.</p> <p>Write a short summary about a record breaker of a Peruvian sport.</p> <p>Exchange information about the abilities they had when they were children.</p> <p>Develop exercises like answer questions and match paragraphs to their titles, related to the text "Getting know... Sofia Mulanovich"</p>
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X. BASIC MATERIALS TO USE IN THE UNIT

FOR THE TEACHER

- EDO software
- Workbook (Workbook EDO)
- Application sheets (handouts)
- Realia
- Flashcards
- Scope and Sequence A2
- Teacher's guide
- Teacher's book (Teacher's book) Teacher's Guide EDO)
- Teacher Management System TMS (Guide for the use of the EDO System)
- Workbook - Answer (Answer key -Workbook)
- Web pages of the Internet - Audiovisual equipment (only if possible in the classroom)
- Common European Framework of Reference for Languages.

FOR THE STUDENT:

- Software EDO
- Laptop (Laptop)
- Headphones and microphone
- Workbook (Workbook EDO)
- English - Spanish Dictionary
- Desktop tools: notebook, pencil, ruler, colors, pencil, pencil, markers.

APPENDIX 2

Lesson Plans

LESSON PLAN N° 2

I. Information Data

1. School	:	« Emblemática San Pedro »
2. Course	:	English
3. Grade	:	2 nd « A »
4. Topic	:	She is
5. Date	:	Thursday 21, march 2018
6. Time	:	11:00 – 12 :45
7. Classroom teacher	:	- Davan Medrano Ruth - Egusquiza Fernandez Creyver

II. Capacities and Attitudes

CAPACITY	LEARNING OUTCOMES	CONTENTS	ACTITUDES
<p>Reading comprehension</p> <p>Identify information in different types of texts.</p>	<p>Read the letters “Learn English and make friends!” and identify specific information.</p>	<p>Functions</p> <p>Introducing oneself</p> <p>Grammar:</p> <p>Personal Pronoun</p> <p>Vocabulary:</p> <p>I, You, He, She, It, We You, They – Me, You, Her, Him Us, Them.</p> <p>A farmer, a book, gloves, a dog, a girl, players, a family, kids, a boy.</p>	<p>Respect the classroom rules for a better coexistence among the students.</p> <p>Participate actively in all the activities.</p>
<p>Text production</p> <p>Write texts using the correct grammar and lexicon</p>	<p>Write a letter of presentation with correct grammar and lexicon.</p>		

III. Didactic Sequence

MOMENTS	TEACHING PROCESSES	ACTIVITY OR STRATEGY	TEACHING RESOURCES	TIME	COOPERATIVE TECHNIQUE
BEGINNING	Motivation	<ul style="list-style-type: none"> - The teachers greet and introduce themselves to the Ss'. - The teachers encourage students to make a circle to introduce themselves dynamically. - The students listen to the teachers who explain the rules of the dynamic. - Students participate actively. 	ORAL VOICE SHEET	20	IN THE ROUNDTABLE
	Previous Knowledge	<ul style="list-style-type: none"> - The students form groups of 4. - The teacher shows some pictures of animals, people and things. - The students recognize the pictures and match them with the personal pronouns in the exercise number 1 of the worksheet. - The students share the answers with the other groups. 	ORAL VOICE FLASHCARDS MARKERS WORKSHEET	5	
	Cognitive conflict.	<ul style="list-style-type: none"> - The teachers ask how difficult was to recognize the personal pronouns through the pictures. - The teacher asks to the students if they will recognize the personal pronouns in other pictures immediately. 	ORAL VOICE FLASHCARDS MARKERS	5	
DEVELOPMENT	Knowledge building up	<ul style="list-style-type: none"> - The students open their books and look at the pictures about letters in the page 10-11. - The students make predictions about the letters. - The students answer the question number 1.a. - The students read the letters in silence in the exercise number 2. - The students share what 	PROJECTOR BOOK MARKERS	20	

		<p>they understand from the letters with their classmates.</p> <ul style="list-style-type: none"> - The students solve the exercise number 3 in their notebooks. - The groups share their answers with the class. - The students review the language looker section and complete a box using the information of the letters with the personal pronouns. - The students solve the exercise number 2 and 3 of the worksheet. - The teacher sticks lexical cards on the board with sentences of exercise number 4. - The students in groups match the sentences correctly in their notebooks. - The teacher chooses a group to solve the exercise in the board. 		
	Learning application	<ul style="list-style-type: none"> - The students in group write a letter presentation to the Academic Master, following as model the letters they have read in page 10. - The students read their letters to the class. 	<p>ORAL VOICE</p> <p>MARKERS</p>	10
CLOSING	Evaluation	<ul style="list-style-type: none"> - The metacognition is done by answering the questions: - What did we learn today? - Has it been easy or difficult what we learnt? - What we learnt today is past simple be useful for us? - The teacher thanks the students for their participation in the class. 	<p>ORAL VOICE</p> <p>WORKSHEET</p>	10

VI. ASSESSMENT

ASSESSMENT CRITERIA	LEARNING OUTCOMES	INDICATORS	INSTRUMENTS
Reading comprehension	Read the letters “Learn English and make friends!” and identify specific information.	Develop exercises like answer questions about the letters “Learn English and make friends!” and match the part of the sentences related to the letters.	Observation guide
Text production	Write a letter of presentation with correct grammar and lexicon.	Use diverse grammatical and lexical structures to write their own letter following as example the read ones.	Worksheet

ATTITUDES	LEARNING OUTCOMES	INSTRUMENTS
Respect the classroom rules for a better coexistence among the students.	-Listens to assertively his/her classmates’ contributions -Waits for his/her ‘participation turn.	Observation Guide
Participate actively in all the activities.	-Contributes with ideas, opinions, suggestions and constructive criticisms. -Participating in doing the classroom exercises	

Classroom Teacher
Davan Medrano Ruth

Classroom teacher
Egusquiza Fernandez Creyver

OBSERVATION GUIDE

GRADE: 2nd "A"

DATE:

TEACHERS: Davan Medrano Ruth

TOPIC: "She is"

Egusquiza Fernandez Creyver

CAPACITIES		READING COMPREHENSION	TEXT PRODUCTION	ATTITUDES
INDICATORS		Develop exercises like answer questions about the letters "Learn English and make friends!" and match the part of the sentences related to the letters.	Use diverse grammatical and lexical structures to write their own letter following as example the read ones.	Respect the classroom rules and participate actively in all the activities.
Nº	NAMES AND SURNAMES	1-10	1-10	
	APELLIDOS Y NOMBRES			
1				
2				
3				
4				
5				
6				
7				
8				
9				
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11				
12				
13				
14				
15				
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17				
18				
19				
20				
21				
22				
23				
24				
25				

NAME _____

DATE : ___ / ___ / ___

TEACHER: _____

SCORE

SHE IS

1. CHOOSE THE CORRECT PERSONAL PRONOUNS :(he, she, it, they)



A farmer



A book



Gloves



A dog



A girl



Players



A family



Kids



A boy

2. CHANGE THESE SENTENCES:

Example: My father is tall. **He** is tall.



This ball is small.

..... is small.



This rose is red.

..... is red.



My mother is thirty.

..... is thirty



Asta is my dog.

..... is my dog.

3. WRITE THE WORDS IN THE CORRECT ORDER

❖ I / to / talk / can't / now / you. _____

❖ with / Sam / her / is. _____

❖ front / in / We're / of / him. _____

❖ us / She / see / can't. _____

❖ surprise / a / Dad's / for / got / me! _____

LESSON PLAN N° 03

IV. Information Data

1. School : « Emblemática San Pedro »
2. Course : English
3. Grade : 2nd« A »
4. Topic : Talking on the phone
5. Date : Thursday 05, April 2018
6. Time : 11:00 – 12 :45
7. Classroom teacher : - Davan Medrano Ruth
- Egusquiza Fernandez Creyver

V. Capacities and Attitudes

CAPACITY	LEARNING OUTCOMES	CONTENTS	ACTITUDES
Oral expression and comprehension Interact to ask and give information. Reading comprehension Identify information from the text.	Interact with their partners asking and giving personal information. Read a text: “Shakira’s biography” and identify specific information about Shakira’s life.	Function Talk about personal Information Grammar: <i>Verb to Be</i> Vocabulary: The Alphabet	– Respect the classroom rules for a better coexistence among the students. – Participate actively in all the activities.

VI. Didactic Sequence

MOMENTS	TEACHING PROCESSES	ACTIVITY OR STRATEGY	TEACHING RESOURCES	TIME	COOPERATIVE TECHNIQUE
BEGINNING	Motivation	- The teachers greet the students. - The teachers encourage students to make two circles, one bigger than the other, the bigger one outside. - The students that are outside show pictures from the exercise number 1 of the worksheet to their	ORAL VOICE MARKERS WORKSHEET	20	INSIDE-OUTSIDE

		classmates who are inside and they have to spell the pictures' names. - The students participate actively.			
	Previous Knowledge	- The teacher shows some pictures and ask the students to recognize each consonant and vowel?	ORAL VOICE FLASHCARDS MARKERS	5	
	Cognitive conflict.	- The teachers show cards with personal information and ask to the students: what kind of information is these? Are they personal information?	ORAL VOICE FLASHCARDS MARKERS	5	
DEVELOPMENT	Knowledge building up	- The teacher writes the alphabet on the board and teaches them the correct pronunciation. - The students practice the alphabet, they form the circles again, one inside the other and work in pairs. - The students open their books on page 12. - The students look at the pictures and answer the questions of the exercise number 1. - The students do the exercise number 2, they listen to a conversation and complete the students' last names. - The students in groups share the information they have. - The students practice the conversation through the circles, exercise number 5 and 6. - The students solve the exercise number 2 of the worksheet, they match the questions with the answers and then practice the dialogue through the circles.	FLASHCARDS PAPERS BOOK MARKERS	20	

	Learning application	<ul style="list-style-type: none"> - The students do the exercise number 7, they role play telephone conversations through the circles using their personal information. - The students solve the exercise number 3 and 4 of the worksheet. - The teacher goes around the classroom to check the group's work. 	ORAL VOICE MARKERS WORKSHEET	10
CLOSING	Evaluation	<ul style="list-style-type: none"> - The metacognition is done by answering the questions: - What did we learn today? - Has it been easy or difficult what we learnt? - What we learnt today is past simple be useful for us? - The teacher thanks the students for their participation in the class. 	ORAL VOICE	10

VII. ASSESSMENT

ASSESSMENT CRITERIA	LEARNING OUTCOMES	INDICATORS	INSTRUMENTS
Oral expression and comprehension	Interact with their partners asking and giving personal information.	Exchange information about their personal information through a dialogue	Observation guide
Reading comprehension	Read a text "Shakira's biography" and identify specific information about Shakira's life.	Answer the questions related to the text: "Shakira's biography".	Worksheet

ATTITUDES	LEARNING OUTCOMES	INSTRUMENTS
Respect the classroom rules for a better coexistence among the students.	<ul style="list-style-type: none"> -Listens to assertively his/her classmates' contributions -Waits for his/her 'participation turn. 	Observation Guide
Participate actively in all the activities.	-Contributes with ideas, opinions, suggestions and constructive	

	criticisms. -Participating in doing the classroom exercises	
--	--	--

Classroom Teacher
Davan Medrano Ruth

Classroom teacher
Egusquiza Fernandez Creyver

OBSERVATION GUIDE

GRADE: 2nd "A"

DATE: 05/04/18

TEACHERS: Davan Medrano Ruth

TOPIC: "Talking on the phone"

Egusquiza Fernandez Creyver

CAPACITIES		ORAL EXPRESSION AND COMPREHENSION	READING COMPREHENSION	ATTITUDES
INDICATORS		Exchange information about their personal information through a dialogue.	Answer the questions related to the text: "Shakira's biography".	Respect the classroom rules and participate actively in all the activities.
		1-10	1-10	
APELLIDOS Y NOMBRES				
1				
2				
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24				
25				

NAME _____

DATE: ___ / ___ / ___

TEACHER: _____

SCORE

TALKING ON THE PHONE

1. Look at the pictures and write the correct letters, practice the spelling in the circles.



--- eart



--- pple



--- -- ll



--- -- ngaroo



--- -- ng



--- ligator

2. PERSONAL INFORMATION: Match the questions with the answers. (practice the dialogue in groups or pairs into the circle)

1	2	3	4	5
c				

1. What's your name?

2. Where do you come from?

3. How old are you?

4. What is your phone number?

5. What is your address?

a. My address is 26, Main Road.

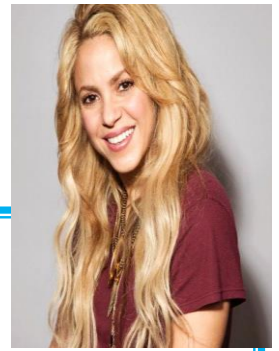
b. I'm ten years old.

c. My name is Paulo.

d. My phone number is 365984258.

e. I come from

3. Read the text



R
E
A
D
I
N
G

SHAKIRA'S BIOGRAPHY

Shakira is a singer, song-writer, musician, record producer and dancer. She has sold more than 50 million albums worldwide and she has won numerous awards.

Shakira was born in Barranquilla, Colombia in 1977.

Her mother's family comes from Spain and Italy. Her father's family comes from Leban.

She speaks Spanish, English, Portuguese and Italian fluently and she speaks a little Arabic. Shakira was an outstanding student at school. She started writing poems when she was a child.

4. Answer the questions about Shakira.

When was she born?

.....

Where was Shakira born?

.....

What is her profession?

.....

What languages does she speak fluently?

.....



APPENDIX 3

Pre-test and Post-test

Pretest

NAME _____ DATE : ___ / ___ / ___

TEACHER: Creyver Egusquiza Fernandez and Ruth Davan Medrano
GRADE:



LISTENING

1. Listen and write the names for each picture.



2. Listen and complete the box with the numbers you hear.

What's your telephone number?

1. 339 _ _ _

2. 40 _ 5 _

3. 7 _ _ 7 _ 6

4. 8 _ _ 1 _ _

5. _ 2 _ 7 _ 9

6. 6 _ _ 9 _ _

VOCABULARY

1. Write the correct job for each picture (choose one from the box)

Mechanic pilot chef architect police



3. Match the definitions with the correct job.

- | | |
|---|---------------|
| a. This person helps the doctor in the hospital | 1. Accountant |
| b. This person helps people get well | 2. Doctor |
| c. This person sends letters and answer telephones | 3. Secretary |
| d. This person takes care the economy of the business | 4. Nurse |

READING

1. Read the text and answer the questions

Local Sport Stars

Most cities have their own local sports stars. In Arequipa Alex Olmedo was one of them. In 1959, he become one of the best tennis players in the world. Because of his multiple victories and trophies. In 1987, he was admitted into the international tennis hall of fame. Gavi Perez del Solar, was born in Ica, was one the greatest volleyball player in our country because of her many titles, including a silver medal In the Olympic Games of Seoul in 1988, she was included in the volleyball Hall of Fame in 2010.

Sports stars are considered local heroes in many places.

- a) Did you know about Alex Olmedo before reading this text?
- b) What sports do you think were popular 10 years ago? Why?
- c) What sport did Alex Olmedo play?
- d) Did you had a hero when you were a child? Who was him?

WRITING

1. Write about things that you COULD or COULDN'T do when you were a child.



1. _____

2. _____

3. _____

4. _____

POST TEST

NAME _____

DATE : ___ / ___ / ___

TEACHER: Creyver Egusquiza Fernandez. _
Ruth Davan Medrano

SCORE

1. VOCABULARY

a. Choose the correct verbs for each picture.



Read
Go
Play
Have
Ride
Draw

Watch
Write
Drive
Drink
Meet
Answer

b. Choose the correct option



1. singer

2. doctor

3. farmer



1. pilot

2. policeman

3. cook



1. artist

2. fireman

3. clown



1. vet

2. doctor

3. fisherman



1. teacher

2. clown

3. postman

2. LISTENING

Listen to the dialogue and put in order the following sentences.

- _____ My name is Jane
- _____ nice to meet you. How old are you?
- _____ Hello
- _____ I am from Spain and you?
- _____ hi, what's your name?
- _____ my name is Gregory, I am from Scotland.
- _____ I am 20 years old. Nice to meet you too.



3. READING



Grec is a doctor, he is 27 years old. He was born in Germany, but he lives in New York. He works at the Harvard university as a teacher all the week. When he is free he enjoys swimming and play basketball with his friends, also he likes reading books, every night he spends time reading before to go to sleep. He speaks 3 languages: English, German and French. His father is a languages teacher, his mother died three years ago. He has two brothers and two sisters, they live in Germany.

a. Answer the following questions.

1. How old is Grec?

2. Where is he from?

3. What are his hobbies?

4. How many languages does he speak?

5. What is his profession?

6. Where does he work?

4. WRITING / SPEAKING

a. Write a short text about yourself. Then share it with the class.

My name is ...

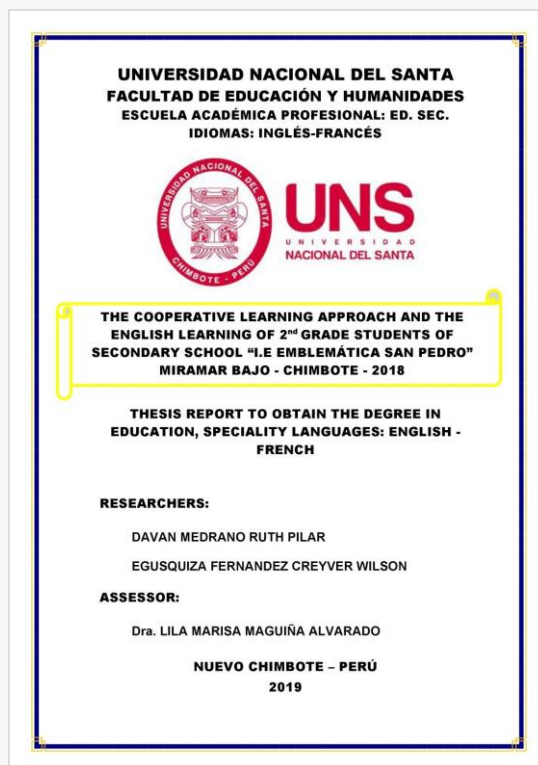


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DNI: 32966494





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