Cooperative learning and English language learning in students of Odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima

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To apply for the Academic Degree of Teacher in Educational Sciences with mention in Teaching English as a Foreign Language

Lima – Perú
2019
Cooperative learning and English language learning in students of Odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima
To my family who always support me to achieve my goals, as well my students who are the inspiration to continue improving day by day in my work to my adviser for his help and finally to my close friends for advise me to finish my studies.
Acknowledgements

I wish to express my sincere gratitude to my adviser Dr. Rogil SANCHEZ QUINTANA, for his support, suggestions and valuable advices. In addition, my sincere thanks, to my teachers from the National University of Education Enrique Guzman y Valle, La Cantuta, for supportive and guidance during the mastery. I am indefinitely indebted to my family who devoted all their time for me during the preparation of this work. God bless them now and forever. I will not forget, of course, to express my gratitude to all the students who have kindly accepted to cooperate, without whom, this work would not have been possible.

I am grateful to any person who contributed this research.
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Resumen

Esta investigación reunió los campos del aprendizaje cooperativo para establecer la relación entre el aprendizaje cooperativo y el aprendizaje del idioma inglés que se aplicó a los estudiantes de odontología en la Universidad Peruana Los Andes, cuyo objetivo era tener la oportunidad de mejorar las clases de inglés, también ver el efecto real de mejorar el aprendizaje y el logro mediante el fomento de la interacción de aprendizaje cooperativo. La investigación fue descriptiva con un diseño correlacional. La validez de los juicios de expertos (3) se utilizó para determinar la validez de los instrumentos con un cuestionario y una prueba con una población y una muestra de 70 estudiantes. El valor de confiabilidad del cuestionario fue 0,865 y para la prueba fue 0,880, lo que resultó en una alta confiabilidad. Luego de la prueba de hipótesis, llegamos a la conclusión de que había una correlación estadísticamente significativa entre el aprendizaje cooperativo y el aprendizaje del idioma inglés en estudiantes de odontología de primer ciclo en la Universidad Peruana de los Andes (UPLA) - Lima. 

Palabras claves: aprendizaje cooperativo y aprendizaje del idioma inglés.
Abstract

This research brought together the fields of cooperative learning to establish the relationship between cooperative learning and English language learning which was applied to odontology students at Universidad Peruana Los Andes whose purpose was to have the opportunity of improving the English classes, also see the real effect of enhancing learning and achievement by encouraging cooperative learning interaction. The research was descriptive with a correlational design. The validity of expert judgments (3) was used to determine the validity of instruments with a questionnaire and a test with a population and sample of 70 students. The reliability value of the questionnaire was 0.865 and for the test was 0.880 resulting in high reliability. After hypothesis testing we arrived at the conclusion that there was a statistically significant correlation between the Cooperative Learning and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

Keywords: Cooperative learning and English language learning
Introduction

This research had as the main objective to establish the relationship between cooperative learning and English language learning in students of odontology of the first cycle at the Universidad Peruana Los Andes (UPLA) - Lima in the year 2016. Cooperative learning is important to be studied as a successful learning strategy in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of English. Each member of a team is responsible, not only for learning what is taught, but also for helping his or her teammates learn thus creating an atmosphere of achievement.

The purpose of this study was to improve the level of English language learning in university students, because nowadays it is a necessity to learn this language to be able to relate, work and access to the new knowledge. For the development of this thesis research is structured as follows:

In chapter I, we develop the determination of the problem, formulation of problem, general and specific objectives, scope and relevance of problem and limitations of the research. In chapter II, we develop the theoretical framework, the research background, the theoretical bases where we defined the definitions of the first variable Cooperative learning and the second variable English language learning and finally the definition of key terms.

On the other hand, in chapter III we develop the hypothesis, variables and operationalization of variables. In chapter IV, we develop the methodology, research approach, research type, research design, population and sample, techniques and instruments of data collection and statistical treatment. As part of the methodology, this is a substantive research on the variety of descriptive and correlational design. Its sample was 70 students. The techniques used were the questionnaire, a test and validated by experts’
judgment. As instruments, we used a Likert scale questionnaire, score register of students’
grades, and the experts’ opinions reports.

In chapter V, we develop the results, validity and reliability of instruments,
presentation and analysis of results and discussion. Finally, after the analysis and
interpretation of the results and the corresponding hypothesis testing, we found out that
there is a statistically significant correlation between cooperative learning and English
Language Learning in students of odontology of the first cycle at Universidad Peruana Los
Andes (UPLA) - Lima.
Chapter I

Research problem

1.1. Determination of problem

Today English language is a very useful tool in different ways of life. The advantages and reasons for learning it are many, among others, is considered the international language of communication and is the most widely spoken language in the world. Internationally in foreign countries there are new strategies in which language teachers rely more frequently for planning their classes, one of them is cooperative learning. This is one pedagogical practice in which team members rely and trust each other’s to accomplish a goal, it is characterized by promoting social interaction in groups, create a climate of respects differences, build self-esteem and encourage student to learn in an easy way the English language. For this reason, it is important to analyze the environments, in which the classroom interaction adopts the principles of cooperative learning, where the teacher designs specific moments to make students interact to address the activity cooperative. There are also spontaneous moments in which students interact without any specific direction or instruction from the teacher. The conclusions of this research were to have the opportunity of improve the English classes, also see the real effect of enhancing learning and achievement by encouraging cooperative learning interaction.

According to Xuan (2015), focus the main aim of her study was to discover students and teachers’ attitudes toward Cooperative Learning in English language learning, and whether students and teachers consider it as an effective learning strategy. It does happen that many students sometimes do not understand what they learn in the class because the classes are relied on the lectures and involve very little or no interaction. It seems that
learning in this condition needs to be more students centered to ensure greater students’ understanding.

During the last years, education has been trying to adapt Cooperative Learning (CL) as a strategy to learn English. Then, some studies based on this topic have been carried out, providing new tools for the implementation of this strategy. Therefore, this part reports on different studies that aimed at analyzing group work in English language teaching incorporating diverse perspectives on the social construction of cooperation.

Also the purpose of this research was to know and to examine cooperative learning in the English learning process inside the classroom. It is important for us to focus on our reality, taking into account students’ context, interests and needs in order to create a rich environment in which students can express their ideas to others and can be autonomous and conscious about their own learning process. At the same time, we want to know the ways in which group work relates language learning in order to provide important and significant data that enhance our professional labor.

Through this research to want to note the real effects that students have in their English learning process when they do interactive work. Besides that, another purpose is to complete a meaningful project that helps teachers to understand the influence of the real context and students’ interactions on classroom dynamics.

This study investigated to improve with the use of cooperative learning activities in English language learning from students that study three hours per week at Universidad Peruana Los Andes (UPLA) in Lima, to follow their studies in order to finish their career successfully with the correct learning of the English language.
1.2. Formulation of problem

1.2.1. General problem

GP. How is cooperative learning related to English language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima?

1.2.2. Specific problems

SP1. How is group work related to English language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima?

SP2. How is cooperative skills related to English language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA)-Lima?

1.3. Objectives

1.3.1. General objective

GO. To establish the relationship between cooperative learning and English language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA)-Lima.

1.3.2. Specific Objectives

SO1. To establish the relationship between group work and English Language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA)-Lima.

SO2. To establish the relationship between cooperative skills and English Language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA)-Lima.

1.4. Scope and relevance of problem

This study reported information related to cooperative learning and English language learning as a proposal to improve English classes with group work, and cooperative skills with the use of cooperative learning activities in English language learning and also with
the purpose that other investigators can do and research more about the topic and they can apply it.

Also, this study provided valid conclusions mainly to the authorities of UPLA University teachers to adopt measures curricular policy and training in the use of cooperative learning in the classroom, this study serves mainly universities needs but also for institutes, schools and also for future investigators who can take an example from this research and analyze it.

Regarding the methodological relevance, this study provided a validated instrument, this was a questionnaire and an English test to gather data from participants of UPLA University in order to realize if they have improved their English learning with the use of cooperative learning.

1.5. Limitations of the research

Limitations of time

It took place between April 2016 and December 2016. The research instrument was applied on December 2016.

Limitations of the space

This research was applied at Universidad Peruana Los Andes (UPLA)-Lima in the district of Jesus Maria, Province and Department of Lima, Peru.

Limitations of resources

The research was financed by the authors’ own expenses.
Chapter II

Theoretical framework

2.1. Research background

2.1.1. International background

Boussiada (2010) in her thesis “Enhancing Students Oral Proficiency through Cooperative Group Work”, the present study aims was to explore the effects of cooperative group work on improving learners oral proficiency and communicative skills. The method of this research work is quite descriptive. That is, it aims to describe two variables: cooperative group work as the independent variable and its role in improving learners” oral proficiency as the dependent variable. The data were gathered through self-completion questionnaires administered to third year learners and teachers who have taught Oral Expression at the Department of English, Mentouri University, and Constantine. The results have shown that cooperative group work is the right technique for increasing learner language use and classroom oral participation which in turn affects learners” oral proficiency. The obtained results confirmed that there is a positive relationship between cooperative group work and oral proficiency.

Itzel (2011) in his thesis The Effect of cooperative learning in Reading comprehension for English learning in students of 5th primary, whose objective was to determine if the cooperative learning has a positive effect in the ability of the students to understand lectures in English learning using the methodology approach of quantitative type with a sample of 37 students with two groups of 5th A of 17 and 5th B of 20 students. The investigator had divided in 5th A 4 teams, 3 with 4 members and 1 with 5 members. 5th B with 5 teams of 4 members each one. The activities of cooperative learning was developed by teams and the measure instruments was applied in teams and sometimes in individual, The objectives of the research were to show if students can improve reading
comprehension with the use of cooperative learning activities and also the development of positive working and cooperation relationships among the members of the study group each team. The instrument used was a questionnaire. The results showed an improvement in the group study in their ability to understand reading in the English language and in cooperative learning skills that denote cooperation, individual responsibility and communication.

Xuan (2015) in her thesis of Application of Cooperative Learning Approach at State University of New York at Fredonia, focus the main aim of her study was to discover students and teachers’ attitudes toward Cooperative Learning in English language learning, and whether students and teachers consider it as an effective learning strategy. It does happen that many students sometimes do not understand what they learn in the class because the classes are relied on the lectures and involve very little or no interaction. It seems that learning in this condition needs to be more students centered to ensure greater students’ understanding. The results showed in this study will be discussed according to the research questions. Based on the discussions, conclusions would be drawn, and practical recommendations of cooperative learning will be proposed. Based on the findings from the interview and online survey, the following conclusions have been derived: Cooperative Learning is used in college English classroom in China recently, English teachers in China think cooperative learning is a good approach, and they see its benefits for the students when they use some cooperative learning instructions in the class. Besides, the results from the online survey indicate students enjoy Cooperative Learning structures, and overall students hold a positive attitude toward it. More than half of the students mentioned that they have received Cooperative Learning instructions in the class, and most of them wish that teachers could use cooperative learning instructions in the classroom.
Llerena (2016) in his thesis *The cooperative learning in the development of reading comprehension of students of seventh year of basic education of Joaquin Arias* whose objective was to determine if the cooperative learning relate to the development of reading comprehension of the students of seventh year of basic education of Joaquin Arias. This research was based on a qualitative and quantitative approach, and also this research was descriptive and correlational. This had a sample of 74 students that was 37 students of seventh A and 37 students of seventh B. The survey technique was used, being the questionnaire one of the tools applied. This research worked with the test of chi o Ji-Cuadrado which allowed accepting or rejecting the hypothesis. The result was that the cooperative learning related with the development of reading comprehension in the students of seventh year of basic education of Joaquin Arias.

### 2.1.2. National Background

La Rosa Perez (2013) in his thesis *Social Skills and their relationship with cooperative learning in master students at Itinerante - Callao at the National University of Education Enrique Guzman y Valle, Lima, 2013*, to get the Academic Degree of Master of Educational Sciences, to get the objectives of this research. They used the descriptive method where they described and studied the variables of study and the possible relationships between them. The general objective was to determine the relationship between the social skills and cooperative learning in master students at Itinerante- Callao at the National University of Education Enrique Guzman y Valle, Lima, 2013, whose conclusion was that social skills had a direct and positive relationship with cooperative learning in master students at Itinerante Callao at the National University of Education Enrique Guzman y Valle, Lima, 2013.
Campos (2014) in his thesis *Cooperative learning and its relationship with the level of comprehension of written texts in the students of third grade of secondary level at Experimental School of Application at the National University of Education Enrique Guzman y Valle, Lima, 2013*, whose objective was to establish the relationship between Cooperative learning and the level of comprehension of written texts in English that contributes the improvement of teaching-learning. The research work was of descriptive and the design was correlational. The instrument that used was a questionnaire and as a technique of data collection was the survey. The sample was 90 students of 13 and 15 years old. The validation of the instruments was made by expert judgment for the purpose of which the opinion of recognized specialists with wide experience was taken. The Cronbach alpha was used to determine the reliability of the instrument. It was concluded that there is a very good correlation according to Pearson correlation between cooperative learning and the comprehension of written texts in English in the students of the present research work as demonstrated by the statistical analysis where it was established a 0.82 correlation, confirming the principal hypothesis.

Reyes & Ayala (2016) in their thesis *Cooperative Learning and English Learning in students of fifth primary grade at Santa Rosa – Chosica, 2016*, to get the professional Degree of Education. This research was conducted in Santa Rosa de Chosica School, the main purpose of this study was to establish that cooperative learning has a meaningful relationship with learning English. The type of research was substantive, the applied method has been descriptive -correlational and it was concluded that cooperative learning was significantly related to the learning of English in fifth grade students of primary education from Santa Rosa School in Chosica, 2016.
2.2. Theoretical bases

2.2.1. Variable I. Cooperative learning

This research took as a theoretical basis the constructivism paradigm that influences contemporary education and is part of different researches in teaching and learning that has led to the development of different approaches, techniques and strategies in the classroom. Constructivism is based on a series of philosophical, psychological, epistemological perspectives that have as representatives to Vygotsky, Piaget and others.

Vygotsky (1987) said that:

The zone of proximal development is the distance between the actual level of development determined by the ability to solve a problem and the level of potential development, determined through the resolution of a problem, with the help of an adult or of a classmate that knows more (p.84).

For Vygotsky, learning is a social activity. In order that people can learn they should do with the help of others and also with people that know more about the topic. So means that cooperative learning is facilitator, it´s characterized as the main factor that focus on the improvement, the learning is given since there is a social contact. It´s interesting to reflect as a teacher that this theory involves someone who teaches and someone who learns and the educator is in the classroom as an innovative, facilitator and mediator of the teaching process.

**Definition of cooperative learning**

Slavin (1995) said that:

Cooperative learning is a variety of teaching methods which students work in groups in which each student is accountable for his or her own learning to help one another and exchange of information between students to learn academic content and receive rewards based on their group's performance” (p.315).
In every classroom, instructional activities are aimed at accomplishing goal. A learning goal is a desired future state of demonstrating competence in the subject area being studied. The goal structure of cooperative learning specifies the ways in which students interact with each other and the teacher during the instructional session and receive an award for whole group.

Olsen & Kagan (1992) defined that:

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 (p. 8).

It means that cooperative learning is an interaction activity between the students, which presents different ways of thinking and rises to socio-cognitive conflicts that helps to respect the opinion of each member of the group, also improving the self-esteem of the students to get the acquired learning.

Johnson & Johnson (1991) concluded that:

Cooperative learning is working together to accomplish shared goals. It is the use of small groups so that individuals work together to maximize their own and each other's productivity and achievement. Thus, an individual seeks an outcome that is beneficial to him or herself and beneficial to all other group members. In cooperative situations, individuals perceive that they can reach their goals only if the other group members also do, individuals discuss their work, help and assist each other, and encourage each other to work hard (p. 6).

It refers that Cooperative learning helps student to get better results for themselves and also for all their members of the group. This strategy is dynamic with small groups where students work together to improve their own learning and of the other classmates. It
has an extensive career in the field of education, despite of the educational models in our schools, universities in favor of individualistic and competitive work. Not only cooperative learning improves students’ academic results also social capacities, so students will be prepared for their working future; furthermore, their participation at class as well as they motivate them to reach challenging tasks.

To sum up, we can say that cooperative learning occurs when there are interaction situations which the goal of each student is in function of the goals of the others.

**Benefits of the Implementation of Cooperative Learning in the ESL Classroom**

Cooperative Learning is particularly beneficial for students that are learning a second language. Cooperative Learning activities promote peer interaction, which helps the development of language and learning. It is important to assign English Language Learners (ELLs) to express themselves with greater confidence when working in small teams. In addition to 'picking up' vocabulary, English language learners benefit from observing how their peers learn and solve problems.

In Arnold’s book (2000) mentions some of the benefits of cooperative learning:

**Reducing anxiety**

It’s known that in English classes, students feel so nervous with fear and anxiety is a serious problem to interact in the language classroom, especially when teachers ask questions which only a few students can answer, they don´t know the answer; but when they are in groups they can share their ideas, their doubts and they reduce their anxiety. Arnold (2000, p.233).

**Promoting interaction**

In daily classes, cooperative learning is more than merely having students sit together, helping the others do their work and to interact each other and when they finish they can share to the whole class their ideas and knowledge. Arnold (2000, p.233)
Increasing self-confidence and self-esteem

It’s crucial to consider that self-esteem is an important element of the well-being of any individual. In a class, it enhances the learning process when we use cooperative learning, increase of student’s confidence, pride, and self-esteem. Arnold (2000, p.233)

Increasing motivation

Peer support can be a powerful motivator for shy, insecure or even uninterested students. In cooperative groups, individuals know that they can get feedback and assistance in making their contributions as clear, relevant and appropriate as possible. To sum up, Cooperative learning enhances student motivation by giving them more control over their learning experiences. Arnold (2000, p.233).

Elements of Cooperative Learning

Cooperative learning has five elements that are important aspects which are crucial to enhance both the social and learning processes among the participants. For instance Johnson & Johnson (1990) described five important characteristics essential to producing a cooperative learning environment which are individual accountability, social skills, face to face interaction, positive interdependence and group processing.

Individual accountability

This element is a situation in which a student has a responsibility to ensure that their participation is equal to other group members. The student has to complete one part of the task and facilitate the group work members, in other words, to do as much as possible to get the group’s goals. (Johnson & Johnson, 1990 p. 31).

Social Skills

Teacher develops students’ social skills and interpersonal relationships before placing students in a cooperative setting. Once interpersonal skills are developed, students have a higher chance of success in a cooperative learning environment. It is known that
this element used in cooperative learning is essential in today's world. Teachers teach students that the most important lesson for them is the knowledge and skill of how to get along and work with others. (Johnson & Johnson, 1990, p.31)

**Face-to-Face Interaction**

Through this element, students are helped by other members of the cooperative group. Promotive interaction occurs when students contribute guidance to other students, contribute knowledge and materials, offer feedback to other students, promote higher-order thinking skills by asking questions about other students’ conclusions, share a desire to achieve the same outcome, depend on one another, influence each other to accomplish their goals, demonstrate inspiration to complete the assignment or project given by the teacher, and don’t have doubts about completing the project (Johnson & Johnson, 1990, p.31).

**Positive Interdependence**

It occurs when each member of the group is concerned not only with their objectives but with the objectives of their peers. Thus, group work is essential for each student to develop their individual work. This type of interdependence is achieved through the establishment of group objectives, which encourages to:

- Learn and make sure that the classmates also complete the task.
- Group evaluation, the task performed falls on the group.
- Materials interdependence, the group should have a single copy of the materials, so that the members of the group succeed in the task they should work together.
- Information Interdependence could be done in puzzles so that each member of the group has to work a part of the task and then explain it to the rest of the team.
✓ Assignment roles, each group member must play a role in the group, a role that must be interconnected with the roles of the rest of the participants. (Johnson & Johnson, 1990, p.31).

**Group Processing**

Group processing means the reflection by a group about how helpful each member is in relation to the group’s goal and about what actions they should continue, the purpose of group processing is to help the group members contribute to the productivity and goals of the group. Group members should discuss how well they are achieving their goals and maintaining effective working relationships. It can be described as a formative assessment that focuses on students’ feedback on the learning process, including the students’ reflection on what they still need to do to accomplish their objectives. (Johnson & Johnson, 1990, p.31).

**Techniques of Cooperative Learning**

Taking into consideration the purpose of this study, there are some techniques of the cooperative learning are going to be described that will enrich an English as a foreign language classroom by encouraging English language practice through content lessons; some of the techniques of cooperative learning that we can use and apply in the classroom, for example:

**Round Robin / Round table**

These two activities are related to both students take turns giving answers, providing information or sharing ideas. These activities are excellent for capturing ideas in brainstorming, for developing common background information, and for identifying possible directions for future activities. (Arnold, 2000 p.230).
**Numbered heads together**

It’s particularly appropriate for reviewing grammatical structures, vocabulary or factual items from a reading or audio-visual text. It helps students to understand better the reading text. (Arnold 2000, p.231)

**Group investigation**

Group investigation requires that students to seek information from a variety of sources inside and outside the classroom. In this technique, groups choose topics from a unit studied by the entire class. Each group member takes part in determining what they want to investigate in order to solve the problem, which resources they need, which will do, what and how they will present to the whole class. (Sharan & Sharan, 1998, p.18)

**Student Teams Achievement Division**

Slavin (1994) defined that:

Cooperative learning teaching strategy in which groups of four to five members form heterogeneous groups in age, sex or level of knowledge. The material is divided by units or lessons and gives to each group; they work with the assigned material until there is a security that everyone knows. Then the teacher evaluates individually. At the end of the evaluation, the teacher compares the grades with the previous averages and if there is an effective increase in the results as a result of the teamwork, then students can receive a reward or reward for all its members. (p.14)

The Achievement Division is a method which everyone has the same probability of success if he or she expresses the maximum effectiveness.

The reward of the team is carried out with the formation of the scores obtained by each group, from the simple sum of the scores of the numbers of correct items. This is how students get recognized teams and successful students who have a high score.
**Co-op Co-op**

It is a flexible cooperative learning technique, mixed with the Group investigation and Jigsaw method whose purpose is to involve students in learning and research tasks, according to the interest they present in learning and sharing knowledge and in such a way to promote internal motivation to encourage academic activities (Kagan, 1985, p.65).

This method structures the class, so students can work in cooperative groups to achieve a goal, also helps other students. It starts with the experiences and discussions in the class about a topic that they like. They are organized into heterogeneous groups, where each group has a topic and a second topic that are subdivided among the members of the team. Finally, each group makes its presentation of the topics. The evaluation is done by the teacher and students, combining teamwork with individual work for the accomplishment of complex tasks and the presentation and evaluation of the same before the peer group and the teacher. The students decide the topic to work and the strategy to develop and to present it. The important part of the task is done as teamwork; there is an important contribution and individual responsibility in the process and result.

**Jigsaw**

This method is a cooperation technique that was chosen for the research, it has been applied to learning with positive results. Also it’s called puzzle, because each piece is essential in the problem solution, likewise it makes you feel involved and have better results. In other words it’s an effective strategy in learning, this method consists in fragmenting the material or the contents into as many pieces as the group's components.

In Hull’s international journal confirmed that the jigsaw technique was invented and named in 1971 in Austin, Texas by a graduate Professor named Elliot Aronson. Recent desegregation had forced a racial mix on the students of Austin, and many teachers were unable to cope with the turmoil and hostility of the situation. The researcher decided that
inter-school competition was leading students to study too much on their own and was interfering with the idea of a cooperative classroom. By arranging the students in culturally and racially diverse groups, the researcher and her team of graduate students were able to reduce the divisions between students. For this research, we follow some steps to implement the jigsaw technique in our classroom:

First, teacher divides the entire class into small groups of three to six students; depends on the number of students in the class and about the topic in this case a reading text. An important point is that each team should be conformed in gender, ethnicity, cultural background, and ability. Then, teacher assigns a student as the leader. The team leader’s duty is to call on other team members in a fair manner to make sure that each member participates. Moreover, teacher divides the reading text into several paragraphs, making sure they match the number of students, so teacher assigns each student on every team the responsibility for one paragraph. Teacher gives enough time to read his or her paragraph in order to become familiar with it. Each student on each jigsaw team is responsible for a specific paragraph. The group gets together as “expert groups,” discussing and exchanging their research results. After that, they rehearse the presentation they will make to their individual jigsaw team. Teacher requests students to return to their jigsaw team. Students present their paragraphs to their team, while other teams’ members are encouraged to ask questions to understand better. Teacher walks around to each jigsaw team, observing the process and helping team members successfully complete the learning task. Finally, teachers should give a test based on the group’s particular learning task about the reading text; they complete a chart with the main ideas of the paragraphs and present to the class.

To conclude we can say according to Aronson & Patnoe (1997) that this Jigsaw technique has several advantages compared to traditional teaching methods. It is easy to
implement in the classroom, it can be easily combined with other teaching strategies, there is no time limitation or requirement when using the strategy, and increases the achievement of students. Furthermore, for students, is a method of learning; creates an amicable learning environment; encourages students’ listening to their peers; succeeds in fostering friendships also creates a mutual respect among students, promotes students’ learning motivation and engagement in their tasks more actively, builds up less advanced learners’ self-confidence, promotes team building skills; and finally improves students’ research ability, such as gathering information, organizing their resources, and so on.

**Group work**

For Johnson & Johnson (1999) “students should work as a team in which everybody takes care about the success of others, helping them with the resources they have, motivating and giving each other congratulations in the impetus of learning”. (p.9)

So it means that each member of the group tends to encourage their peers, to support them when they have difficulties, sharing, explaining, teaching, supporting, congratulating on the work done by each member. But it is necessary that the teacher promotes the necessary skills so that the interaction of students is stimulating.

McKay & Tom (2001) considered that “working in groups helps students feel that they are part of a community. They come to know widely differing skills and backgrounds, it is important that they all have the opportunity to participate together in their learning”. (p.26)

For that, group work has a positive effect because they can participate and be in harmony with their classmates and have a good environment in English learning classes sharing their knowledge and improve their learning each other.

Douglas (2000) said that:
Working in groups, students have the capacity to process information, to learn from experience and example. They work because they have some success in allaying suspicion of new and different ideas, in overcoming resistance and anxiety about alternative ways of behaving and by providing support and understanding from other with similar experiences, difficulties, dilemmas and problems (p. 8).

According from this point of view, it means that when students work in groups they help each other learn. For instance, students can answer language specific questions or clarify confusing points of English which students can understand. Besides, when they help each other, it benefits both students. The student with the question will have it answered, and the student with the answer will remember it better because they have taught it to another.

**Benefits and the positive effects of implementing group work**

There are numerous studies that demonstrate the benefits and the positive effects of implementing group work in the classroom. Students participating in group work with their peers and have the opportunity to develop and enhance both social and intellectual skills.

Nair & Alwee (2012) noted that:

The positive qualities of group work include such as tolerance, team spirit, giving and taking, establishing a direction in learning, developing imaginative and creative thinking, developing a critical and informed mind, developing an ability and sense of enjoyment in life-long learning (p. 4).

In order that students benefit from group work, every member of a group needs to be an active participant in the activities to improve their critical thinking and encourage learning and developing their skills.
On the other hand, in addition to the benefits of group work for all students, students who participate in the different activities have the opportunity to develop and reinforce their oral language skills. For that reason, it is an effective way to encourage students to have conversations and presentations in English classroom. We know that the purpose of learning a language is to communicate with others and with the group work students have the opportunity to interact, socialize, and communicate with their peers or groups. Besides, students can improve their writing skills, so it means that they need the social interaction with group work so that students can write about what they know, as well as and understand to how their peers or group write in the English language. But not only they can get the high speaking and writing level with group work, also in reading skills students can share their comprehension understanding with the whole group. In conclusion, we can say that interact with group work improve the meaningful of their learning and also make a better relationship among classmates.

**Cooperative skills**

First, it is important for students to understand why cooperative skills are important and teachers have to indicate explicitly how to display cooperative skills. It can be useful to construct a visible cooperative tool in the classroom serving as a reference for learners. Cooperative skills suggests ways to improve group functioning and the quality of interactions by giving concrete examples on how to express the targeted skill both in words and in behaviors. Active participation of learners in the creation of such a cooperative tool increases their motivation.

Johnson & Johnson (1984) explained that “cooperative skills becomes an important prerequisite for academic learning since achievement will improve as students become more effective in working with each other” (p.46).
All students need to become skillful in communicating, building, and maintaining trust, providing leadership, and managing conflicts, so with cooperative skills improves everything and the main purpose to improve the language learning.

Agarwal & Nagar (2011) mentioned that:

Engaging in an interpersonal action requires the contact opportunity with other people for the act to occur, a reason sufficient to motivate the act, and access to a method or procedure whereby the act can occur. For students to work as a team, they should be provided an opportunity to work together cooperatively where teamwork skill can be manifested, a motivation to engage in the teamwork skills (a reason to believe that such actions will be beneficial to them) and some proficiency in using teamwork skills (p.128).

This view is supported also by Gillies & Ashman (1996) who argued that a cooperative skills, students demonstrate their interpersonal skills active listening, taking into account the other’s perspective, expression of ideas, constructive criticism of ideas and collaborative skills to work in small groups, take turns, share the tasks equally, resolve differences of opinion and conflicts. In conclusion, cooperative skills can have a positive effect on interactions and learning (pp.187-200).

We argue that learners are socialized for cooperative skills, it seems important to favor a climate oriented toward the performance; it can foster the willingness to cooperate, to seek help and to regulate conflicts in a constructive way. So it means that social competence allows students to achieve a balance between meeting their own needs while maintaining positive relations with others. Learning cooperative skills enables students to have creative problem solving strategies and value each person within the group. In a group work activity students speak to one another and know if they are able to understand and answer questions. Also share ideas that helps the group to improve their job, practice the language with the partner in order to improve their English skills by listening each
other. On the other hand, not only students practice with their classmates also they teach and help them to improve the language. So when cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of explored subjects.

2.2.2. Variable II: English language learning

Definition of learning

Piaget (1983) stated that “learning is a cognitive activity, looking for answers for the students who acquire knowledge, there are two types of learning: learning in which acquires specific information and learning in which consists in the development of the student's cognitive structures” (p.86).

It means that it is a dynamic process, since through experience, interaction with other people to acquire the new knowledge, changing their cognitive patterns of their environment.

English language learning

Harmer (2001) stated that “English language learning will take place to the exposure in the use of language and many opportunities to use it, it involves in student to the development of knowledge and ability” (p. 95).

In other words, the desire to learn English is for everybody, learning in a place where you can live with the language at all times, is much more favorable and enriching. To sum up, learning English as an international language contributes in the framework of globalization to strengthen students' into a communicative competence to get in touch with other people who speak the language.

There are many reasons to learn English; one of the main reasons is that it is the most commonly spoken language in the world. Nowadays everybody around the world learn this language with different purposes such as the desire to speak fluently. Moreover,
English is the language of the media industry, students won't need to translate and to read using subtitles, they will understand their favorite books, songs, films and TV shows, also to travel abroad, learn about other cultures to improve professionally.

**Speaking**

**Definition of speaking**

Harmer (2007) said that:

Speaking in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and which English will be in an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. However, at other time it is not so easy to get students going (p.345).

In English classes, students do not speak much the language. For this reason, there are useful activities in groups that help them with pronunciation and to develop confidence in speaking English. In UPLA English classes, students motivate with different presentations and projects and every student can speak about their lives and their own experiences.

Lindsay & Knight (2006) argued that:

Students speak for many reasons, such as to be sociable, because they want something or they want other people do something, to answer to someone, to express feelings or opinions about something, to exchange information, to refer to an action or event in the past, present, or future, and others (p.58).

The best way to acquire speaking skills is by interacting, for that reason student in the class share and exchange information between their classmates to focus in the past, real life and the following next years, also to express their ideas about a topic that they write in a paragraph.

Richards & Lockhart (1996) support their point of view saying:
Through interacting with other students in pairs or groups, students can be given the opportunity to draw on their linguistic resources in a nonthreatening situation and use them to complete different kinds of speaking. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed (p. 152).

So, learner-learner interaction occurs through designing groups and pairs where learners can enhance their competence in using communication and language.

From this we can understand that in oral communication students are able to communicate in English each other and discuss a certain topic whose purpose is to improve their skills, knowledge, attitudes, their ideas and feelings using different speaking activities such as role plays or dialogues during the process of learning.

Speaking more than one language has obvious practical benefits in today's globalized world as it creates greater tolerance and open-mindedness. Speaking in English can open a world of opportunities and enable you to communicate with a lot more people. It means that speaking and understanding will allow a person to communicate with each other to interact and share ideas easily.

**The Importance of Speaking**

Ur (2000) declares that “of all the four skills, speaking seems intuitively the most important; people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing”. (p. 12)

Nowadays, some second language learners think about the importance about speaking in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. If we want someone to understand ourselves, we need to speak up and make them understand. Speaking skills are very important.
**Speaking activities**

The speaking activities are one of opportunities to practice the students’ speaking skill which can support speaking fluency development in class. The goal is to have them learn and develop through speech and allow them to practice using all of the language. Therefore with these activities students are motivated, they increase their self-confidence, include answering questions, sharing the idea, and also presentation. For that reason, the students may get discouraged in learning the language unless they get enough chances and activities to practice speaking skill in language classroom. Among these activities are the following:

**Role play**

Role play is used to refer to all of activities where learners imagine themselves in situation outside the classroom, sometimes playing the role of someone themselves, and using the language appropriate to this new context”. (Harmer 2001, p. 352)

For role play, the class is usually divided into small groups which are given situations and roles to act out and explore. This acting is done for the sake of the language and imaginative activity, though students may occasionally enjoy seeing or showing off some particularly successful scene. The groups are activated simultaneously. They may be standing or sitting, static or moving. Mime may also be involved.

**Information Gap-activities**

Information Gap-activities involves every student in pair or group possessing information with the other learners do not have. (Hedge 2000, p.181). So, it means information gap activities are interactive activities where students are supposed to be working together having different information that should be shared to get the complete and correct information.
Discussion

In a language classroom, discussion is the most common speaking activity. It is one form of communicative interaction activities. In general, it is the activity in which students talk about something and tell each other their opinions or ideas. It is an exchange of views for the sake of the communication and of the communicative continuum (Harmer, 2001, p. 273).

In English classes, in a round circle students discuss a topic, they tell their ideas or opinions to the whole class and teacher listen to them with an appropriate pronunciation and fluency.

Questionnaires

Students can design questionnaires about a topic. On the other hand, the teacher can act as a guide and help them in the process. The results obtained from questionnaires can form the basis for written work, discussion or prepared talks. (Harmer, 2001, p.352).

Prepared talks

One popular kind of activity is the prepared talk, where students present a presentation on a topic. We need to invest our time in the procedure and process they are involved in; moreover we need to give them time to prepare their talks. Then students need a chance to rehearse their presentations. In this research we applied in the test this kind of activity to practice the speaking skills. Students make a speech of the previous paragraph with an appropriate pronunciation that they wrote in small groups. (Harmer, 2001, p.351)

Reading

Definition of reading

In learning class, reading experience is very important, especially when performing exercises that have high levels of analysis, that is why everything must be done, reading processes are processed, and student students are directed to perform an interpretation that
is not simply grammatical or stylistic, but cultural for the development of their linguistic abilities.

Caballero (2010) stated that "reading in the second language is important. Nowadays we see the last published activity materials that appear in each unit; more than fifty percent is about reading." (p.234) (own translation)

This statement shows that the development of reading texts is very important tools for learning a second language. Thus, the reading proposals that appear in the pedagogical materials focus more on improving the knowledge of the language and not on the students learning to read better to understand. That is why teachers should schedule reading group activities that develop skills and strategies to help students to read and have a good reading comprehension and share their comprehension answers to the whole class.

Chastain (1988) mentioned that reading is one of the four basic skills in language learning. Reading provides the learners with a source of comprehensible input and serves to facilitate communicative fluency in other language skills. Furthermore, reading ability has always been viewed as critical to academic success. (p. 216)

It means that reading is a receptive and decoding skill in which the reader receives the writer’s message and tries to recreate the writer’s message to the extent possible. The reading goal is to read for meaning or to recreate the writer’s meaning.

Smith (1994) defined reading:

As an interaction between readers, writers, and the text. Reading is thinking and can never be separated from the purpose, prior knowledge, and feelings of the person engaged in the activity nor from the nature of the text being read (pp. 171-182). Reading and understanding different texts is a very important skill for all learners of English. Reading as much as you can in English will help you to improve your level of understanding of the language.
**Reading strategies**

**Skimming**

It is used by readers to get “a general idea about the content of printed materials through reading the text quickly. In this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading” (Grellet, 1999, pp.2-25)

It refers to the reading process that only to get the general idea of a selected reading text. For instance, read the heading, read the introduction or the first paragraph, read any heading, observe any picture, graph, observe the words or phrases in blank or read the summary or the last paragraph.

**Scanning**

It is a reading strategy to find the specific information. In this kind of reading the students have a question in their mind and read one paragraph to find the answer, avoiding the information that is not related.

**Summarizing**


In this strategy the students organize the information or the main ideas of a text by their own comprehension or in other words, taking a lot of information according to the main points of a text to give a clear comprehensible and understanding idea of the text.

To sum up, Reading is to establish an interaction between the author and the text, also we know that the more you read, the more you understand one thing. Also students learn new words as they read and they improve their vocabulary and look for the meaning and write sentences in any grammar structure. On the other hand, in English class, students read in a silent way. In this research, the purpose was that students capture the main ideas
in a paragraph of the reading text. Therefore they set the specific information from the text and finally they discriminate True and False according what they understood about the text.

**Writing**

**Definition of writing**

Harmer (2007) believed that:

Writing in groups is effective in genre-based and process approach. Students found the activity motivating in terms of the writing itself. They also found the activity to be motivating when they embark on the research, discussed on the topics, had peer evaluation and achieved the group’s goal. (p. 328)

This tells us that writing in groups produces better content, sentence structure, organization of ideas, talking about and sharing ideas, feedback on content, the encourage between learners to get the goal in English learning .

Rivers (1984) stated that:

In order to give students opportunities to relate their own lives, activities and concerns to second language writing, teachers should stimulate work in groups, where students work together and learn from each other. Small-group writing tasks increase active student participation in which working with others in a harmonious way and open-mindedness about others’ feelings and idea is emphasized. (p.21)

Students learn from their peers how to conceptualize ideas and interpret content. They constantly discuss their findings and refine them by peer’s reflection, “through the checks and contributions of others, they learn to relate bodies of knowledge meaningfully, to make cultural observation refined by discussion and to evolve new and richer interpretations of material”, working in a nice way.
In other words, the production of text is to elaborate and create written texts with originality and imagination. When students write they have to be able to express their ideas, emotions and feelings that they want to express. Also when students write a text they have to previously knowledge how to write the different texts using the grammar, vocabulary and lexicon.

**Writing activities**

**Ethnographic histories**

Students interview one another or someone outside the class. They write the histories based on their observations and interviews. This activity is important because students can produce as much as possible about the person that they interviewed, they can use many different grammar structured or the topic that are learning. It means that students often become so engrossed in their own ethnographic research that they collect data from their own community and produce writing based on their analysis of this information (Scarcella & Oxford, 1992, p.130).

**Narratives**

Most of the cases teachers ask to their students write about their own experiences, one of the most topic is that students can draw upon stories of their own countries. They write only what they feel comfortable with sharing and give as accurate an account as possible so that their audience can picture their experiences (Scarcella & Oxford, 1992, p.131).

**Cooperative analysis activity**

In this activity, teacher asks students form groups to read a text for instance a short story, essay or graph, after students produce analysis of the text. Then each of the group is assigned an aspect of the analysis of the text. Finally when students finish write, students
work together to produce a comprehensive analysis together. (Scarcella & Oxford, 1992, p.131).

**Jigsaw writing**

In this other activity, students are given one or two sentences, and write a story that weaves all the story lines together into a coherence. So, it helps students to discover new linkages as they interact one another. (Scarcella & Oxford, 1992, p.131).

**Letter writing**

Letter writing can be fun, because help students to learn to compose written text, and provide handwriting practice and letters are valuable keepsakes. Letter writing is an important activity that allows to students despite the prevalence of emails and text, they have to write letters about Letters of complaint, job applications, thank you letters, letters requesting changes or making suggestions. To encourage students to write letters from an early age will improve their communication, social and handwriting skills, and teach them what they need to know about writing and structuring letters.

We can conclude that writing is another important skill; writing is the primary basis and the framework of our communication. You can write to give information, an opinion, a question, poetry, letter or a paragraph that student write using the grammar structure that they are learn. For instance, in classes students write different paragraphs individually or in groups about the topic that they learn or in this case in the research was about the text they read together and related to the place where students live.

**2.3. Definition of key terms**

Cooperative learning. Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in
the same group to acquire and practice the elements of a subject in order to solve a problem, complete a task or achieve a goal.

Group work. An effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time. Use these suggestions to help implement group work successfully in your classroom.

Cooperative skills. Students learn not only the subject matter, but interpersonal skills and how to work in teams. Students are taught skills of communication, leadership, and conflict management during the early stages of cooperative learning sessions.

Speaking. It’s the process to transmit ideas and information in an orally way in different situations. Having speaking skill involves producing and delivering messages with attention to intonation, articulation, and nonverbal signals. In order to be a competent speaker, a student should be able to compose a message and provide ideas and information.

Writing. Producing text means generating meanings, not only, however, is a cognitive effort where intellectual process play their role, but also how these processes are given in contexts. Writers compose pieces of writing for possible readers in an interaction which embraces the whole process.

Jigsaw. It is a grouping strategy in which the members of the class are organized into "jigsaw" groups. The students are then reorganized into "expert" groups containing one member from each jigsaw group. The members of the expert group work together to learn the material or solve the problem, then return to their "jigsaw" groups to share their learning. In this way, the work of the expert groups is quickly disseminated throughout the class, with each person taking responsibility for sharing a piece of the puzzle.
Chapter III

Hypothesis and variables

3.1. Hypothesis

3.1.1. General hypothesis

GH: The use of cooperative learning is significantly related to English language learning in students of Odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

3.1.2. Specific hypothesis

SH1. The use of group work is significantly related to English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

SH2. The use of cooperative skills are significantly related to English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

3.2. Variables

In this research considered two variables that are presented in the following way:

Variable 1.

The first main variable is called: Cooperative learning

Variable 2.

The second main variable is called: English learning.
3.3. Operationalization of variables

Operationalization of Variable 1

Table 1

Variables and operationalization of variable 1

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable I</td>
<td>Cooperative learning</td>
<td>• Interact with the partner improve the meaningful their learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cooperate among classmates make a better relationship.</td>
</tr>
<tr>
<td></td>
<td>Cooperative skills</td>
<td>• Speak to one another and know if they are able to understand and answer questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Share ideas that help the group to improve their job.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice English with the partner improve our skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teach another Ss help me to improve my English.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice English by listening each other.</td>
</tr>
</tbody>
</table>

Operationalization of variable 02

Table 2

Variables and operationalization of variable 2

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable II</td>
<td>Reading</td>
<td>• Capture main ideas in a paragraph.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Set specific information from a text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discriminate True and False</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>• Write a paragraph in groups about a shopping mall or a handicraft market in his/her district.</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>• Use the present simple tense in a paragraph.</td>
</tr>
<tr>
<td>English language learning</td>
<td></td>
<td>• Make a speech of the previous paragraph.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make a speech with an appropriate pronunciation.</td>
</tr>
</tbody>
</table>
Chapter IV
Methodology

4.1. Research approach

This research about Cooperative Learning and English language learning in students of Odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima, was quantitative. “Quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews”. It is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (so it makes substantial use of measurements and quantitative analysis techniques. According Hernandez, Fernandez y Baptista (2014, p. 92) we described to determine the level of relationship of the first variable that is cooperative learning and the second that is English language learning.

4.2. Research type

This research is of fundamental type. According to Sanchez and Reyes (2015, p.44) this type of research is to know and understand some issue or problem without worrying about the practical application of new knowledge. The basic suggestibility seeks scientific progress, increase the theoretical knowledge, and pursues the generalization of its results with the prospect of developing a theory or theoretical model based on scientific principles and laws. After the hypothesis, testing scientific theory be reported as a way to support the existence theory about cooperative learning and English language learning.

4.3. Research design

This study has used a correlational design. It examines the covariation of two variables. Its purpose is to describe variables and analyze their impact and interrelation at a given time. Relationships described in one or more groups or subgroups and often describe
first the variables included in the investigation in order to establish relationships between them. (Hernandez, Fernandez & Baptista, 2014. p. 158). In this research it is important to get the answer to the main research question “How is Cooperative Learning related to English language learning in Odontology students of the first cycle of Universidad Peruana Los Andes (UPLA) - Lima?, in order to describe how these students improve their English learning in the classroom and outside.

The design used was the following:

\[ OX \rightarrow M \rightarrow r \rightarrow OY \]

Where:

- \( OX \) = observation of the variable 01
- \( OY \) = observation of the variable 02
- \( M \) = sample
- \( r \) = relationship between variables

### 4.4. Population and Sample

The participants of this study were 70 university students of Universidad Peruana Los Andes (UPLA) - Lima. Their ages range were between 18 and 60 years old and the distribution of female and male students was the same. The sample of this study was a census, including the total number of students considered in the population.

The population, is explained in the following table:

<table>
<thead>
<tr>
<th>Participants</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Odontology students of the first cycle</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

Prepared by the researcher
According to Hernández (2010) the sample "is a subgroup of the population of interest on which data will be collected, and it has to be defined or delimited in advance with precision, it must be representative about the population.

In this research the sample was constituted by all odontology students of the first cycle; that is, the census sample.

In this regard, Hernández (2010) states that the census sample seeks information about the totality of the population.

According to the characteristics of the research, sampling is omitted, since the total population is the same to the sample.

4.5. Techniques and instruments of data collection

Table 3

*The techniques and instruments of data collection in this research are*

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Survey</td>
<td>Test</td>
</tr>
</tbody>
</table>

4.6. Statistical treatment

Treatment statistics and interpretation of results were taken into account descriptive statistics and inferential statistics. Descriptive statistics was the information processing, with the elaboration of statistical graphs and tables. Also inferential statistics provided the theory necessary to infer the generalization on the basis of partial information using coefficients and formulas. Moreover, we used the SPSS program to process data. The Statistical Package for the Social Sciences (version 20.0), to process the result s of the inferential statistical test.
Chapter V

Results

5.1. Validity and reliability of instruments

Techniques are systematized and operative procedures they serve to solve practical problems. The techniques can be: observation, interview, document analysis, scales to measure attitudes, experimentation and the survey. The instruments are auxiliary means to collect and record the data obtained through the techniques. In this research, used a questionnaire and a test were used to measure the selected variables and the instruments were:

- Questionnaire about cooperative learning.
- Language Learning English Test

Data Sheet

<table>
<thead>
<tr>
<th>Instrument N°1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name           : Questionnaire about cooperative learning.</td>
</tr>
<tr>
<td>Time of application : 20 minutes.</td>
</tr>
<tr>
<td>Description     : This instrument which consists of 20 items formulated on the basis of indicators of the following dimensions:</td>
</tr>
<tr>
<td>: Group work with 7 questions (1, 2, 3, 4, 5, 6 and 7)</td>
</tr>
<tr>
<td>: Cooperative Skills with 13 questions (8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20)</td>
</tr>
<tr>
<td>Author          : Flor María Munayco Antonio</td>
</tr>
<tr>
<td>Validity        : Validated by experts and researchers</td>
</tr>
<tr>
<td>Year            : 2017</td>
</tr>
<tr>
<td>Application     : Direct and individual or group.</td>
</tr>
<tr>
<td>Possible answers: 1 = Strongly Disagree</td>
</tr>
<tr>
<td>: 2 = Disagree</td>
</tr>
<tr>
<td>: 3 = neither agree or disagree</td>
</tr>
<tr>
<td>: 4 = Agree</td>
</tr>
<tr>
<td>: 5 = Strongly Agree</td>
</tr>
</tbody>
</table>
**Instrument No. 2**

<table>
<thead>
<tr>
<th>Name</th>
<th>English Language Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time of application</strong></td>
<td>30 minutes.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This instrument which consists 7 items formulated on the basis of indicators of the following dimensions:</td>
</tr>
<tr>
<td></td>
<td>Reading with 3 questions (1, 2 and 3)</td>
</tr>
<tr>
<td></td>
<td>Writing with 2 questions (4 and 5)</td>
</tr>
<tr>
<td></td>
<td>Speaking with 2 questions (6 and 7)</td>
</tr>
<tr>
<td><strong>Author</strong></td>
<td>Flor María Munayco Antonio</td>
</tr>
<tr>
<td><strong>Validity</strong></td>
<td>Validated by experts and researchers.</td>
</tr>
<tr>
<td><strong>Year</strong></td>
<td>2017</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Direct and individual or group.</td>
</tr>
</tbody>
</table>

**Validity of instruments**

For validation of the measurement instrument, the validity of content was used.

About this, it is important to note that the validity of content that we did was to evaluate whether the items we have used to construct the test are relevant to the use that was given to the test by asking the questions about validity of the instrument one is measuring.

**Instrument No. 01**

The validation process was performed by means of experts judgment. The following table shows the results from this process. According to the opinion of experts, the first method applied to cooperative learning (questionnaire) obtained a value of 90% which concluded that this instrument corresponds to a very good level and therefore are valid for its application, according to the study done by Cabanillas (2004), in which the following table is presented:
Table 4

*Expert’s Evaluation Results of the Research Instrument*

<table>
<thead>
<tr>
<th>Experts</th>
<th>From</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Ed. Miguel Ore de los Santos</td>
<td>National University of Education</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Enrique Guzman y Valle, Peru</td>
<td></td>
</tr>
<tr>
<td>Dr. Edith Zarate Aliaga</td>
<td>National University of Education</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Enrique Guzman y Valle, Peru</td>
<td></td>
</tr>
<tr>
<td>Dr. Rogil Sanchez Quintana</td>
<td>National University of Education</td>
<td>88.4</td>
</tr>
<tr>
<td></td>
<td>Enrique Guzman y Valle, Peru</td>
<td></td>
</tr>
</tbody>
</table>

Average score 90

**Instrument № 02**

According to the opinion of experts, the second method applied to cooperative learning (test) obtained a value of 91.6% which concluded that this instrument corresponds to an excellent level and therefore are valid for its application, according to the study done by Cabanillas (2004), in which the following chart is presented:

Table 5

*English Test Validation of Instruments by experts*

<table>
<thead>
<tr>
<th>Experts</th>
<th>From</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Ed. Miguel Ore de los Santos</td>
<td>National University of Education</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Enrique Guzman y Valle, Peru</td>
<td></td>
</tr>
<tr>
<td>Dr. Edith Zarate Aliaga</td>
<td>National University of Education</td>
<td>91.5</td>
</tr>
<tr>
<td></td>
<td>Enrique Guzman y Valle, Peru</td>
<td></td>
</tr>
<tr>
<td>Dr. Rogil Sanchez Quintana</td>
<td>National University of Education</td>
<td>91.6</td>
</tr>
<tr>
<td></td>
<td>Enrique Guzman y Valle, Peru</td>
<td></td>
</tr>
</tbody>
</table>

Average score 91.6
Table 6

Criteria of Instruments Validity’s

<table>
<thead>
<tr>
<th>Criteria of validity</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>91-100</td>
</tr>
<tr>
<td>Very good</td>
<td>81-90</td>
</tr>
<tr>
<td>Good</td>
<td>71-80</td>
</tr>
<tr>
<td>Fair</td>
<td>61-70</td>
</tr>
<tr>
<td>Fail</td>
<td>51-60</td>
</tr>
</tbody>
</table>

Reliability

Reliability for Questionnaire Instrument about Cooperative Learning

The procedure used for the reliability consisted in the application of a test to a pilot sample conformed by 20 people chosen at random within the sample under study, the instrument was based on correspondence to the dimensions of the variable and for the reliability of this study was applied by the Cronbach's alpha coefficient. This coefficient estimates the consistency of the total test looking for the homogeneity of the test or test.

The formula used to calculate the Cronbach coefficient is: by the variance of the items and the variance of total score.

$$\alpha = \frac{k}{k-1} \left[ 1 - \frac{1}{k} \sum_{i=1}^{k} \frac{S_i^2}{S_t^2} \right]$$

Where:

Si2: The sum of variances of each item.

St2: It is the variance of the total of rows.

K: It is the number of questions or items.

This formula was processed through the SPSS 20.0 statistical software, getting the following results:
Table 7

*Interpretation Scale*

<table>
<thead>
<tr>
<th>Magnitude</th>
<th>Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.81 a 1.00</td>
<td>Very high</td>
</tr>
<tr>
<td>0.61 a 0.80</td>
<td>High</td>
</tr>
<tr>
<td>0.41 a 0.60</td>
<td>Moderate</td>
</tr>
<tr>
<td>0.21 a 0.40</td>
<td>Low</td>
</tr>
<tr>
<td>0.01 a 0.20</td>
<td>Very low</td>
</tr>
</tbody>
</table>

Table 8

*Reliability Statistics*

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>Number of elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.085</td>
<td>20</td>
</tr>
</tbody>
</table>

The value of α = 0.865 is interpreted by reference to the scale where the magnitude found is in the very high range. Also the research instrument had a high reliability and can be applied without difficulty.

**Reliability for English Language Learning Test Instrument**

The procedure used for reliability consisted in the application of a test to a pilot sample conformed by 20 people with the same characteristics of the sample under study, the instrument was based on correspondence to the dimensions of the variable and for reliability was applied the Cronbach’s alpha coefficient. This coefficient estimates the consistency of the total test looking for the homogeneity of the test or test.

The formula used to calculate the Cronbach alpha coefficient is: By the variance of the items and the variance of the total score.

Where:

\[
\alpha = \frac{k}{k-1} \left[ 1 - \frac{\sum_{i=1}^{k} S_{i}^{2}}{S_{t}^{2}} \right]
\]

Si2: The sum of variances of each item.

St2: It is the variance of the total of rows.

K: It is the number of questions or items.
This formula was processed through the SPSS 20.0 statistical software, getting the following results:

**Table 9**

*Interpretation Scale*

<table>
<thead>
<tr>
<th>Ranks</th>
<th>Magnitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.81 a 1.00</td>
<td>Very high</td>
</tr>
<tr>
<td>0.61 a 0.80</td>
<td>High</td>
</tr>
<tr>
<td>0.41 a 0.60</td>
<td>Moderate</td>
</tr>
<tr>
<td>0.21 a 0.40</td>
<td>Low</td>
</tr>
<tr>
<td>0.01 a 0.20</td>
<td>Very low</td>
</tr>
</tbody>
</table>

**Table 10**

*Reliability statistics*

<table>
<thead>
<tr>
<th>Cronbach Alfa</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.880</td>
<td>20</td>
</tr>
</tbody>
</table>

The value of $\alpha = 0.880$ is interpreted by reference to the scale where the magnitude found is in the very high range, therefore the research instrument had a high reliability and could be applied without difficulty.

**5.2. Presentation and analysis of results**

Once the questionnaires were elaborated, taking into account the study of the variables to be studied, the validity of instruments were determined. After, the reliability values were determined and for this purpose, was determined by the Cronbach's Alpha formula. Then, these instruments were applied to the sample of this study, in students of odontology of the first cycle at “Universidad Peruana Los Andes” (UPLA) Lima. The data were processed by the SPSS statistical software, whose results are shown below.
Instruments Results

Table 11

*Frequency and percentage of the dimension of Group Work in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA -) Lima.*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Rank</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 - 35</td>
<td>Very high</td>
<td>42</td>
<td>60.00%</td>
</tr>
<tr>
<td>25 – 30</td>
<td>High</td>
<td>25</td>
<td>35.71%</td>
</tr>
<tr>
<td>19 – 24</td>
<td>Medium</td>
<td>2</td>
<td>2.86%</td>
</tr>
<tr>
<td>13 – 18</td>
<td>Low</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>07 - 12</td>
<td>Very low</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>70</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

![Bar chart showing frequency and percentage of Group Work levels]

*Figure 1. Group work*

Regarding the variable of Group work, 60.00% of the students that participated show a very high level, 35.71% of them showed a high level, 2.86% an average level and 1.43% very low level.

Table 12

*Frequency and percentage of dimension Cooperative Skills in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA)- Lima.*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Rank</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>56 – 65</td>
<td>Very high</td>
<td>44</td>
<td>62.86%</td>
</tr>
<tr>
<td>45 – 55</td>
<td>High</td>
<td>24</td>
<td>34.29%</td>
</tr>
<tr>
<td>34 – 44</td>
<td>Medium</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>23 – 33</td>
<td>Low</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>13 - 22</td>
<td>Very low</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>70</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Regarding the Cooperative Skills variables dimensions, 62.86% of the students showed a very high level, 34.29% showed at the high level, 1.43% had at an average level and 1.43% a very low level.

Table 13

*Frequency and percentage of Cooperative Learning variable in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Rank</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 - 100</td>
<td>Very high</td>
<td>52</td>
<td>74.29%</td>
</tr>
<tr>
<td>69 - 84</td>
<td>High</td>
<td>16</td>
<td>22.86%</td>
</tr>
<tr>
<td>53 - 68</td>
<td>Medium</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>37 - 52</td>
<td>Low</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>20 – 36</td>
<td>Very low</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>70</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Regarding the cooperative learning variable, 74.29% the students surveyed showed a very high level, 22.86% showed a high level, 1.43% medium level and 1.43% very low level.
Table 14

Frequency and percentage of English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA)-Lima

<table>
<thead>
<tr>
<th>Scale</th>
<th>Rank</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 - 20</td>
<td>Very high</td>
<td>28</td>
<td>40.00%</td>
</tr>
<tr>
<td>13 - 16</td>
<td>High</td>
<td>14</td>
<td>20.00%</td>
</tr>
<tr>
<td>09 - 12</td>
<td>Medium</td>
<td>26</td>
<td>37.14%</td>
</tr>
<tr>
<td>05 - 08</td>
<td>Low</td>
<td>2</td>
<td>2.86%</td>
</tr>
<tr>
<td>00 - 04</td>
<td>Very low</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>70</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Figure 4. Cooperative learning and English language learning

Regarding the English Language Learning Variable, 40.00% the students that participated showed a very high level, 20.00% a high level, 37.14% an average level and 2.86% a low level.

Statistical Specific hypothesis testing

SH 1. The correlation coefficient about Group Work and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA)-Lima.
Table 15

*Group work and English Language Learning*

<table>
<thead>
<tr>
<th></th>
<th>Group Work</th>
<th>English Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rho de Spearman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>1.000</td>
<td>.877**</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>.</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>English Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>.877**</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>.000</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

**. The correlation is significant at the level 0.01 (bilateral).

Table 16

*Interpretation of Correlation’s Coefficient*

<table>
<thead>
<tr>
<th>Coefficient</th>
<th>Correlation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>+1,00</td>
<td></td>
<td>Perfect correlation (+) o (-)</td>
</tr>
<tr>
<td>from +0.90a</td>
<td>+0.99</td>
<td>Very high Correlation (+) o (-)</td>
</tr>
<tr>
<td>from +0.70a</td>
<td>+0.89</td>
<td>High correlation (+) o (-)</td>
</tr>
<tr>
<td>from +0.40a</td>
<td>+0.69</td>
<td>Moderate Correlation (+) o (-)</td>
</tr>
<tr>
<td>from +0.20a</td>
<td>+0.39</td>
<td>Low Correlation (+) o (-)</td>
</tr>
<tr>
<td>from +0.01a</td>
<td>+0.19</td>
<td>Very low Correlation (+) o (-)</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>Null correlation</td>
</tr>
</tbody>
</table>

As a result, the correlation degree between Group Work and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima was high, due to that Rs = 0.877, with respect to the study sample.

The contrastation of the hypotheses regarding the Group Work and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA)- Lima.
Operational hypothesis

Ho: The group work is not closely related to English language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

\[ \text{Ho} : \rho_s = 0 \]

Ha: The group work is significantly related to the learning of the English language in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima

\[ \text{Ha} : \rho_s \neq 0 \]

a. Significance Level.

\( \alpha = 0,05 \) means el 5%

b. Test Statistics

\[ t = \frac{r_s \sqrt{n-2}}{\sqrt{1-r_s^2}} \]

c. Region of rejection and acceptance

\( \alpha = 0.05 \)

\( \text{gl} = 68 \)

Critical value = 2,02

Accept \( H_a \) si -2,02 < \( t_c \) < 2,02

Refuse \( H_0 \) si -2,02 \( \geq \) \( t_c \) \( \geq \) 2,02
d. Data collection and calculations

\[ n = 70 \]

\[ r_s = 0.877 \]

\[ t = \frac{0.877 \sqrt{70 - 2}}{\sqrt{1 - (0.877)^2}} \]

\[ t = \frac{0.877 (8.246)}{\sqrt{1 - 0.769}} \]

\[ t = \frac{7.232}{0.481} \]

\[ t = 15.04 \]

e. Statistical Decision

Since \( t \) calculated is greater than theoretical \( t \) (15.04 > 2.02), the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

f. Statistical conclusion.

It is concluded that there is a statistically significant correlation between the group work and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

Statistical Specific Hypothesis Testing

SH 2. The Coefficient of correlation about to Cooperative Skills and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.
Table 17

*Cooperative Skills and English Language Learning*

<table>
<thead>
<tr>
<th></th>
<th>Cooperative Skills</th>
<th>English Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rho de Spearman</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Skills</td>
<td>Correlation Coefficient</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>.</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td><strong>English Language Learning</strong></td>
<td>Correlation Coefficient</td>
<td>.944**</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>.000</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

**. The correlation is significant at the level 0.01 (bilateral).

Table 18

*Interpretation of correlation Coefficient*

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>± 1.00</td>
<td>Perfect correlation (+) o (-)</td>
</tr>
<tr>
<td>from ±0.90a to ±0.99</td>
<td>Very high Correlation (+) o (-)</td>
</tr>
<tr>
<td>from ±0.70a to ±0.89</td>
<td>High Correlation (+) o (-)</td>
</tr>
<tr>
<td>from ±0.40a to ±0.69</td>
<td>Moderate Correlation (+) o (-)</td>
</tr>
<tr>
<td>from ±0.20a to ±0.39</td>
<td>Low Correlation (+) o (-)</td>
</tr>
<tr>
<td>from ±0.01a to ±0.19</td>
<td>Very low Correlation (+) o (-)</td>
</tr>
<tr>
<td>0</td>
<td>Null Correlation</td>
</tr>
</tbody>
</table>

As a consequence, the correlation degree between Cooperative Skills and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima was very high, rs = 0.944, with respect to the study sample. There is a contrastation of hypotheses regarding Cooperative Skills and English Language
Learning in students of odontology of the first cycle at Universidad Peruana de Los Andes (UPLA) - Lima.

a. Operational hypothesis

Ho: Cooperative skills are not significantly related to English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

Ho: \( \rho_s = 0 \)

Ha: Cooperative skills are significantly related to English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

Ha: \( \rho_s \neq 0 \)

b. Significance Level

\( \alpha = 0,05 \) means 5%

c. Test statistics

\[
t = r_s \frac{\sqrt{n-2}}{\sqrt{1-r_s^2}}
\]

d. Region of rejection and acceptance

\( \alpha = 0.05 \)

\( \text{gl} = 68 \)

Critical value = 2,02

Accept \( H_a \) si \(-2,02 < t_c < 2,02\)
Refuse $H_0$ si $-2,02 \leq t_c \leq 2,02$

e. Data collection and calculations

$n = 70$

$r_s = 0,944$

\[
t = \frac{0,944 \sqrt{70 - 2}}{\sqrt{1 - (0,944)^2}}
\]

\[
t = \frac{0,944 \times 8,246}{\sqrt{1 - 0,891}}
\]

\[
t = \frac{7,784}{0,330}
\]

\[
t = 23,58
\]

f. Statistical Decision

Since $t$ calculated is greater than theoretical $t$ ($23.58 > 2.02$), the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted.

g. Statistical conclusion.

It is concluded that: there is a statistically significant correlation in the population between Cooperative Skills and English Language in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

Statistical Specific Hypothesis Testing

SH3. The coefficient of correlation about Cooperative Learning and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.
Table 19

Cooperative learning and English language learning

<table>
<thead>
<tr>
<th>Rho de Spearman</th>
<th>Cooperative Learning</th>
<th>Correlation Coefficient</th>
<th>Correlation</th>
<th>( \rho_{rs} )</th>
<th>Sig. (bilateral)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learning</td>
<td>Cooperative Learning</td>
<td>Correlation Coefficient</td>
<td>( \rho_{rs} )</td>
<td>,991**</td>
<td>,000</td>
<td>70</td>
</tr>
</tbody>
</table>

**. The correlation is significant at the level \( 0.01 \) (bilateral).

Table 20

Interpretation of the correlation coefficient

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \pm 1.00 ) from ( \pm 0.90 ) to ( \pm 0.99 )</td>
<td>Perfect Correlation ((+)) or ((-))</td>
</tr>
<tr>
<td>( \pm 0.70 ) to ( \pm 0.89 )</td>
<td>Very high Correlation ((+)) or ((-))</td>
</tr>
<tr>
<td>( \pm 0.40 ) to ( \pm 0.69 )</td>
<td>High Correlation ((+)) or ((-))</td>
</tr>
<tr>
<td>( \pm 0.20 ) to ( \pm 0.39 )</td>
<td>Moderate Correlation ((+)) or ((-))</td>
</tr>
<tr>
<td>( \pm 0.01 ) to ( \pm 0.19 )</td>
<td>Low Correlation ((+)) or ((-))</td>
</tr>
</tbody>
</table>

As a result, the correlation between Cooperative Learning and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) Lima was high, due to \( rs = 0.991 \), with respect to the study sample.
a. Hypothesis Operational

Ho: The use of cooperative learning is not significantly related to English language in
students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) -
Lima.

\[ H_0 : \rho_s = 0 \]

Ha: The use of cooperative learning is significantly related to the learning of the English in
students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA)-
Lima.

\[ H_a : \rho_s \neq 0 \]

a) Significance Level

\[ \alpha = 0.05 \] means 5%

b) Test statistics

\[ t = \frac{r_s \sqrt{n - 2}}{\sqrt{1 - r_s^2}} \]

c) Region of rejection and acceptance

\[ \alpha = 0.05 \]

\( gl = 68 \)

critical value = 2,02

Accept\( H_a \) si -2,02 < \( t_c < 2,02 \)
Refuse $H_0$ si $-2.02 \geq t_c \geq 2.02$

d) Data collection and calculations

\[ n = 70 \]

\[ r_s = 0.991 \]

\[ t = \frac{0.991 \sqrt{70 - 2}}{\sqrt{1 - (0.991)^2}} \]

\[ t = \frac{0.991(8.246)}{\sqrt{1 - 0.982}} \]

\[ t = \frac{8.172}{0.134} \]

\[ t = 60.99 \]

e. Statistical Decision

Since $t$ calculated is greater than theoretical $t$ ($60.99 > 2.02$), we reject the null hypothesis ($H_0$) and accept the alternative hypothesis ($H_a$).

f. Statistical conclusion.

It is concluded that there is a statistically significant correlation between the Cooperative Learning and English Language Learning population in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

5.3. Discussion

From the results of the hypothesis-testing we can infer that cooperative learning are related to English language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima. And we can mention that the results obtained by Xuan (2015), indicated that students enjoy Cooperative Learning structures, and students, teachers hold a positive attitude in the use of English language learning at State University of New York at Fredonia. Also Llerena (2016) the result of his thesis was that the cooperative learning was related to the development of reading comprehension in
the students of seventh year of basic education at Joaquin Arias. Moreover, Campos (2014) in his research concluded that there is a very good correlation to the correlation between cooperative learning and the comprehension of written texts in English at the Application School of the National University of Education Enrique Guzman y Valle, 2013.

After testing the specific hypothesis 1, we can infer that there is a statistically significant correlation between the group work and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima. This result coincides with the results obtained by Boussiada (2010) in her thesis the obtained results confirmed our hypothesis that there is a positive relationship between cooperative group work and oral proficiency at the Department of English, Mentouri University, Constantine.

After testing the specific hypothesis 2 we can infer that there is a statistically significant correlation in the population between Cooperative Skills and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima. We can compare with Itzel (2011) which results showed an improvement in the group study in their ability to understand reading in the English language and in cooperative learning skills that denote cooperation, individual responsibility and communication.
Conclusions

After making the hypothesis –testing in the field work, we have arrived at the following situations:

1. There is a statistically significant correlation between the group work and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

2. There is a statistically significant correlation in the population between Cooperative Skills and English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.

3. There is a statistically significant correlation between the Cooperative Learning and English Language Learning population in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.
Recommendations

1. Cooperative learning should be applied in the university with a greater emphasis on teaching university so that teachers know how students learn and improve their academic training. UPLA university teachers will adopt measures curricular policy and training in the use of cooperative learning in the classroom.

2. To encourage English teachers at Universidad Peruana Los Andes the use of group work in their classes in order to increase English language learning. We can develop learning sessions related to the importance and implications of cooperative learning in university classrooms. Don’t forget that Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills.

3. To show students with using different activities that Cooperative learning has social benefits as well as academic. One of the essential elements of cooperative learning is the development of cooperative skills. For this reason, students have to work with classmates who have different learning skills, cultural background, attitudes, and personalities. Heterogeneous groups promote student learning. These differences force them to deal with conflicts and interact with others. Social interaction improves communication skills that become a necessity to functioning in society.
References


Boussiada (2010) Enhancing Students Oral Proficiency through Cooperative Group Work at University of Constantine to get the Master Degree in Language Sciences.


Campos, M. (2014). The cooperative learning and the relation with the level of comprehension of written texts of the students of third grade secondary of Experimental School of Application at Enrique Guzman y Valle” National University 2013( Degree Education theses)


Washington: Association for Supervision and Curriculum Development publishing.


La Rosa Perez (2013) *Social Skills and their relation with cooperative learning in master students at ITINERANTE -CALLAO at “Enrique Guzman y Valle” National University Lima 2013*( Master Degree theses)

Llerena, S (2016). *El aprendizaje cooperativo en el desarrollo de la comprensión lectora en los estudiantes de séptimo año de educación básica de la unidad educativa Joaquín Arias.* (Tesis para optar el grado de Magister en Ciencias de la Educación)


McKay &Tom (2001) *Teaching Adult Second language Learners.* USA


Xuan (2015) *Application of cooperative learning approach: Teacher’s and student’s perceptions towards cooperative learning*. (Master’s Science of Education Degree theses at State University of New York at Fredonia).
### Appendix A

**Consistency matrix**

Cooperative learning and English language learning in students of Odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima

<table>
<thead>
<tr>
<th>Formulation of the problem</th>
<th>Study objectives</th>
<th>Research hypotnesis</th>
<th>Study variables</th>
<th>Methodology</th>
<th>Population and sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General problem</strong></td>
<td><strong>General objective</strong></td>
<td><strong>General hypothesis</strong></td>
<td>Variable I</td>
<td>Type of research</td>
<td>The participants of this study will be all the first cycle Odontology students that are 70 at Universidad Peruana Los Andes (UPLA) - Lima.</td>
</tr>
<tr>
<td>How is cooperative learning related to English language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima?</td>
<td>To establish the relationship between cooperative learning and English language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.</td>
<td>The use of Cooperative learning is significantly related to English language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.</td>
<td>Variable II</td>
<td>Descriptive and correlational quantitative research method</td>
<td>The sample of this study will use a census, including the total number of students considered in the population.</td>
</tr>
<tr>
<td><strong>Specific problems</strong></td>
<td><strong>Specific objectives</strong></td>
<td><strong>Specific Hypotheses</strong></td>
<td>English language learning</td>
<td>Descriptive research method</td>
<td></td>
</tr>
<tr>
<td>*How is group work related to English language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima?</td>
<td>*To establish the relationship between group work and English Language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.</td>
<td>The use of group work is significantly related to English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universidad Peruana Los Andes (ULA) - Lima?</td>
<td>*How is cooperative skills related to English language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima?</td>
<td>*To establish the relationship between cooperative skills and English Language learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.</td>
<td>Correlational design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The use of cooperative skills is significantly related to English Language Learning in students of odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima.</td>
<td></td>
<td>Research instruments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Questionnaire Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Data collection techniques</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Survey</td>
<td></td>
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</tr>
</tbody>
</table>
### Appendix B

**Operationalization of variables**

Cooperative learning and English language learning in students of Odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variable I:</strong> Cooperative learning</td>
<td>Group Work</td>
<td>• Interact with the partner improve the meaningful their learning.</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cooperate among classmates make a better relationship.</td>
<td>5,6,7</td>
</tr>
<tr>
<td></td>
<td>Cooperative skills</td>
<td>• Speak to one another and know if they are able to understand and answer questions.</td>
<td>8,9,10,11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Share ideas that help the group to improve their job.</td>
<td>12,13,14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice English with the partner improve our skills.</td>
<td>15,16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teach another Ss help me to improve my English.</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice English by listening each other.</td>
<td>18,19,20</td>
</tr>
<tr>
<td><strong>Variable II:</strong> English language learning</td>
<td>Reading</td>
<td>• Capture main ideas in a paragraph.</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Set specific information from a text.</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discriminate True and False</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>• Write a paragraph in groups about a shopping mall or a handicraft market in his/her district.</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use the present simple tense in a paragraph</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>• Make a speech of the previous paragraph.</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make a speech with an appropriate pronunciation.</td>
<td>3.2</td>
</tr>
</tbody>
</table>
Appendice C

Cuestionario sobre el aprendizaje cooperativo en el aprendizaje del idioma inglés

Estimado estudiante;

El propósito de este cuestionario es conocer cuán útil es el aprendizaje cooperativo en el aula de inglés. Por favor, lee con mucha atención cada enunciado y marca las alternativas.

<table>
<thead>
<tr>
<th>Muy en desacuerdo</th>
<th>En desacuerdo</th>
<th>Indeciso</th>
<th>De acuerdo</th>
<th>Muy de acuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Nº</td>
<td>Items</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>1</td>
<td>Me gusta trabajar en grupos.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Me gusta cooperar en los trabajos grupales con mis compañeros</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>por lo tanto deseo que el profesor realice más actividades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>grupales en la clase.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Pienso que la interacción con mis compañeros puede mejorar mi</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>inglés más que solo aprender del profesor (a).</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Los trabajos grupales mejoran la relación entre los miembros</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>del grupo.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Yo prefiero que las clases tengan más actividades grupales</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>que actividades individuales.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ayudo a crear una comunicación fluida entre los miembros del</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>equipo.</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Considero que las actividades grupales promueven el</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>aprendizaje significativo al interactuar con mis compañeros.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Dimensión 2: Cooperative skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Pienso que responder y comparar mis resultados de ejercicios de</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>clase con la de mis compañeros me ayuda a estar más segura de</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>mis respuestas.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Comparto ideas que ayudarán a mi grupo y/o pareja a mejorar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>nuestro trabajo.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Me siento más relajado(a) si desarrollo las actividades del</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>idioma inglés con otros compañeros.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Es fácil realizar preguntas y contestarlas de manera grupal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Considero que para realizar una actividad en clase necesito el</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>apoyo mutuo de mi(s) compañero(s).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Siento más confianza para poder comunicarme cuando trabajo</td>
<td></td>
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<tr>
<td></td>
<td>en grupo y/o pareja.</td>
<td></td>
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<td></td>
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<tr>
<td>14</td>
<td>Siento que mis puntos de vista son tomados en cuenta cuando</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>trabajo en grupo.</td>
<td></td>
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</tr>
<tr>
<td>15</td>
<td>Practicar inglés con mi compañero(a) me anima a seguir</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>mejorando mis habilidades.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Pienso que trabajar con otros estudiantes en clase me da la</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>oportunidad de practicar y conocer más vocabulario en inglés.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Pienso que enseñar a otro compañero(a) me ayuda a mejorar mi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>inglés.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18</td>
<td>Pienso que constantemente aprendo de mis compañeros y</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>él(los) aprenden de mí.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Escucho atentamente cuando es el turno de hablar de algún</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>compañero(a) porque es señal de respeto.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20</td>
<td>Me siento más responsable en una actividad cuando trabajo en</td>
<td></td>
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<tr>
<td></td>
<td>grupo y/o pareja.</td>
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</tbody>
</table>
**Appendice D**

**Instrument validation**

---

**UNIVERSIDAD NACIONAL DE EDUCACIÓN**  
**ENRIQUE GUZMÁN Y VALLE**  
*“Alma Máter del Magisterio Nacional”*

**INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO**

**I. DATOS GENERALES:**

a. Apellidos y Nombre(s) del informante:  
**GUE DE LOS SUEÑOS MUNAYCO ANTONIO**

b. Cargo e institución donde labora:  
**GUE - ANDES**

c. Nombre del instrumento: Cuestionario sobre el aprendizaje cooperativo en el aprendizaje del idioma inglés

d. Autor(a) del instrumento: Flor María Munayco Antonio

e. Sección: Maestría - Mención: Enseñanza del Ingles como Lengua Extranjera

f. Tesis: Cooperative Learning in English language learning in English students of odontology of the first cycle at Universidad Peruana de los Andes (UPLA) Lima.

**II. ASPECTOS DE VALIDACIÓN**

<table>
<thead>
<tr>
<th>INDICADORES DE EVALUACIÓN DEL INSTRUMENTO</th>
<th>CRITERIOS</th>
<th>Deficiente (51 - 60)</th>
<th>Regular (61 - 70)</th>
<th>Buena (71 - 80)</th>
<th>Muy Buena (81 - 90)</th>
<th>Excelente (91-100)</th>
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</thead>
<tbody>
<tr>
<td>1. CLARIDAD</td>
<td>Cuantitativo</td>
<td>85</td>
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</tr>
<tr>
<td>2. OBJETIVIDAD</td>
<td>Cuantitativo</td>
<td>86</td>
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<tr>
<td>3. ACTUALIDAD</td>
<td>Cuantitativo</td>
<td>88</td>
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</tr>
<tr>
<td>4. ORGANIZACIÓN</td>
<td>Cuantitativo</td>
<td>86</td>
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<tr>
<td>5. SUFICIENCIA</td>
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</tr>
<tr>
<td>6. INTENCIONALIDAD</td>
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**PROMEDIO DE LA VALORACIÓN CUANTITATIVA:**

---

**III. OPINIÓN DE APLICABILIDAD:**

---

**IV. PROMEDIO DE VALORACIÓN:**

Lugar y fecha:  
**QUINTA 6/12/16**  
DNI N° 68460555  
Teléfono: 5555 65

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN
ENRIQUE GUZMÁN Y VALLE
"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellidos y Nombre(s) del informante: [Nombre]
   b. Cargo e Institución donde labora: [Cargo e Institución]
   c. Nombre del instrumento: Cuestionario sobre el aprendizaje cooperativo en el aprendizaje del idioma inglés
   d. Autor(s) del instrumento: [Nombre del autor]
   e. Sección: [Nombre de la sección]
   f. Tesis: [Descripción de la tesis]

II. ASPECTOS DE VALIDACIÓN

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<th>INDICADORES DE EVALUACIÓN DEL INSTRUMENTO</th>
<th>CRITERIOS</th>
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<th>Buena (71-80)</th>
<th>Muy Buena (81-90)</th>
<th>Excelente (91-100)</th>
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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: 88.4

III. OPINIÓN DE APLICABILIDAD: Aplicable

IV. PROMEDIO DE VALORACIÓN: [Puntaje]

Lugar y fecha: [Lugar y fecha]

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN  
ENRIQUE GUZMÁN Y VALLE  
"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellidos y Nombre(s) del informante:  Dr. Edith Zárate Aliaga
   b. Cargo e institución donde labora: Docente Delex - UNE
   c. Nombre del instrumento: Cuestionario sobre el aprendizaje cooperativo en el aprendizaje del idioma inglés
   d. Autor(a) del instrumento: Flor María Munayco Antonio
   e. Sección: Maestría - Mención: Enseñanza del Inglés como Lengua Extranjera
   f. Tesis: Cooperative Learning in English language learning in English students of odontology of the first cycle at Universidad Peruana de los Andes (UPLA) Lima.

II. ASPECTOS DE VALIDACIÓN

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<tr>
<td>2. OBJETIVIDAD</td>
<td>Está expresado en conductas observables.</td>
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</tr>
<tr>
<td>3. ACTUALIDAD</td>
<td>Adequado el avance de la ciencia y la tecnología.</td>
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<tr>
<td>4. ORGANIZACIÓN</td>
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<tr>
<td>5. SUFICIENCIA</td>
<td>Comprende los aspectos en cantidad y calidad.</td>
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<td>6. INTENCIONALIDAD</td>
<td>Adequado para valorar aspectos de la soltud.</td>
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<tr>
<td>8. COHERENCIA</td>
<td>Entre las variables, dimensiones e indicadores.</td>
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<td>9. METODOLOGÍA</td>
<td>La estrategia responde al propósito de la investigación.</td>
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<td>Adecuado para tratar el tema de investigación.</td>
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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: 90.0

III. OPINIÓN DE APLICABILIDAD:  Aplicable considerando las observaciones

IV. PROMEDIO DE VALORACIÓN: 90.0

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN
ENRIQUE GUZMÁN Y VALLE
“Alma Máter del Magisterio Nacional”

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellidos y Nombre(s) del informante: DE LOS SANTOS, MIGUEL ALFONSO
   b. Cargo e institución donde labora: UNEX-DALEX
   c. Nombre del instrumento: English Worksheet
   d. Autor(a) del instrumento: Flor María Munayco Antonio
   e. Sección: Maestría - Mención: Enseñanza del Inglés como Lengua Extranjera
   f. Tesis: Cooperative Learning in English language learning in English students of odontology of the first cycle at Universidad Peruana de los Andes (UPLA) Lima.

II. ASPECTOS DE VALIDACIÓN

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<tr>
<th>INDICADORES DE EVALUACIÓN DEL INSTRUMENTO</th>
<th>CRITERIOS CUALITATIVOS</th>
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<th>Buena (71-80)</th>
<th>Muy Buena (81-90)</th>
<th>Excelente (91-100)</th>
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PROMEDIO DE LA VALORACIÓN CUANTITATIVA

III. OPINIÓN DE APLICABILIDAD: ABLE

IV. PROMEDIO DE VALORACIÓN: 90 (93.5)

Lugar y fecha: LA GAVINA, 11/12
DNI No: 07900 557
Teléfono: 992 535615

Firma del experto informante
UNIVERSIDAD NACIONAL DE EDUCACIÓN
ENRIQUE GUZMÁN Y VALLE
“Alma Máter del Magisterio Nacional”

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellidos y Nombre(s) del informante:
   b. Cargo e institución donde labora:
   c. Nombre del instrumento: English Worksheet
   d. Autor(a) del instrumento: Flor Maria Munayco Antonio
   e. Sección: Maestría - Mención: Enseñanza del inglés como Lengua Extranjera
   f. Tesis: Cooperative Learning in English language learning in English students of odontology of the first cycle at Universidad Peruana de los Andes (UPLA) Lima.

II. ASPECTOS DE VALIDACIÓN

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<tr>
<th>INDICADORES DE EVALUACIÓN DEL INSTRUMENTO</th>
<th>CRITERIOS Cualitativos</th>
<th>Deficiente (51 - 60)</th>
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<th>Muy Buena (81 - 90)</th>
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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: 91.6

III. OPINIÓN DE APLICABILIDAD: 

IV. PROMEDIO DE VALORACIÓN:

Lugar y fecha: 

Firma del experto informante:
UNIVERSIDAD NACIONAL DE EDUCACIÓN
ENRIQUE GUZMÁN Y VALLE
"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellidos y Nombre(s) del informante: Dr. Zárate Aliaga Edith
   b. Cargo e institución donde labora: Docente DAEK - INE - Posgrado
   c. Nombre del instrumento: English Worksheet
   d. Autor(a) del instrumento: Flor María Munayco Antonio
   e. Sección: Maestra - Mención: Enseñanza del Inglés como Lengua Extranjera
   f. Tesis: Cooperative Learning in English language learning in English students of odontology of the first cycle at Universidad Peruana de los Andes (UPLA) Lima.

II. ASPECTOS DE VALIDACIÓN

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III. OPINIÓN DE APLICABILIDAD: Aplicable

IV. PROMEDIO DE VALORACIÓN:

Lugar y fecha: 09 de diciembre 2016
DNI N°: 09.064.535
Teléfono: 85873464
Firma del experto informante
READING COMPREHENSION

Read the text and complete.

Shopping malls conquering Peru

There are many attractive Peruvian handicrafts such as alpaca wool sweaters, alpaca and llama rugs, Indian masks, colorful weaving and silver jewelry. Handicrafts markets are located in Miraflores and Pueblo Libre in Lima, as well as in Cusco and Arequipa. The best deals can generally be had at outdoor Andean craft markets in places such as Pisac near Cusco and the Mantaro Valley near Huancayo. Bargaining is an expected practice with street vendors and at markets. These markets continue to be traditional and they are great because sometimes you can meet with the actual artisan! In the 1970s and 1980’s many middle-sized shopping malls were opened: the first one was in the area of San Miguel. This mall is still operating, modernized, extended and very popular.

Since 1996 a new generation of shopping malls conquered the capital of Peru. Starting with Lima’s centerpiece mall, in Monterrico, today’s shopping centers tend to turn into meeting places, like the main square in former times, offering its customers next to all possible shopping facilities also all kind of entertainment, fairs and exhibitions. After this mall other places were built.

Today not only in Lima has shopping malls, but all the big cities in our country have at least one. For example, in Arequipa there are already 7 shopping malls and 2 coming soon in 2012; in Callao there are 3; Cajamarca and Chimbote have 1 each; Piura 4 and Trujillo have 3; Juliaca has 2 now and 2 more coming soon; in Cusco 2, in Tacna there are 3 and 3
coming soon in 2012. In Ica, Tumbes, Huaraz, and Huanuco, there are plans for construction soon.

1. Read the paragraphs again and complete the chart in groups of three students. (6pts)

1.1 Capture main ideas in a paragraph.

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<thead>
<tr>
<th></th>
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<th>Paragraph B- Group 2</th>
<th>Paragraph C- Group 3</th>
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</thead>
<tbody>
<tr>
<td>Main Idea</td>
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</table>

1.2 Set specific information from a text.

<table>
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<tr>
<th></th>
<th>Paragraph A- Group 1</th>
<th>Paragraph B- Group 2</th>
<th>Paragraph C- Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details</td>
<td></td>
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</table>

1.3 Discriminate True and False. (4pts)

1. Commercial galleries opened in 1956. (     )
2. In 1983, Miraflores got its first mall. (     )
3. There are many shopping malls around Lima. ( )

4. Nowadays there are more than 20 shopping malls in Lima. ( )

II. Writing: (5pts)

2.1 Write a paragraph in groups about a shopping mall or a handicraft market in your district. Use the appropriate grammar structure and punctuation.

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_________________________________________________________________________

_________________________________________________________________________

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____________________________________________________________

Speaking: (5pts)

3.1 Make your speech about the paragraph that you have written with an appropriate pronunciation.
Appendice F

Sesión de aprendizaje

I. Datos informativos

1.1. Asignatura : Ingles I
1.2. Docente : Flor María Munayco Antonio
1.3. Semestre : II
1.4 Fecha : 

II. Contenido : Lectura: shopping malls conquering Perú

<table>
<thead>
<tr>
<th>Fases</th>
<th>Momentos</th>
<th>Estrategias</th>
<th>Recurso s</th>
<th>Duración</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Motivación</td>
<td>• El docente muestra diferentes imágenes acerca de lugares</td>
<td>Multimedia</td>
<td>5m.</td>
</tr>
</tbody>
</table>
|       | Recuperación de saberes previos | • El docente muestra el título de la lectura.  
• Profesor pregunta ¿Cuán a menudo van a este lugar?  
• Los alumnos intercambian sus respuestas con sus compañeros. | Multimedia | 10m. |
|       | Conflicto cognitivo | • El docente ayuda a sus alumnos a predecir acerca del contenido de la lectura basada en las imágenes  
• El docente presenta vocabulario y funciones sobre el contenido de la lectura. | Lectura | 5m. |
<table>
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<th>Construcción reflexiva</th>
<th>Procesamiento de la información</th>
<th>Transferencia educativa</th>
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<tbody>
<tr>
<td>• El docente muestra letras y le entrega a los alumnos.</td>
<td>• Los alumnos que tienen letra A, B y C se sientan en diferentes lugares para que formen grupos de 3.</td>
<td>• Los alumnos escriben en grupos un párrafo acerca de centros comerciales que hay en sus distritos.</td>
</tr>
<tr>
<td>• El docente entrega una prueba.</td>
<td>• Alumnos completaran la idea principal y los detalles de la lectura, cuando el grupo termine, formaran nuevos grupos.</td>
<td>• Los alumnos presentan su reporte a la clase.</td>
</tr>
<tr>
<td>• Los alumnos intercambiaran sus respuestas y completaran el cuadro.</td>
<td>• Alumnos intercambian ideas acerca de la prueba.</td>
<td></td>
</tr>
</tbody>
</table>
Appendice G

Session of classes

*Photo 1.* Students in full class and giving practice to what they learned

*Photo 2.* Students in full class and giving practice to what they learned
Photo 3. Students in full class and giving practice to what they learned

Photo 4. Students in full class and giving practice to what they learned
Photo 5. Students in full class and giving practice to what they learned

Photo 6. Students in full class and giving practice to what they learned