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## MONOGRAFÍA

### **Cooperative language learning**

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### Cooperative language learning

Examen de Suficiencia Profesional Res. N° 0141 -2020-D-FCSYH

Res. N° 0921 -2020-D-FCSYH




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Línea de investigación: Metodología y didáctica.

To my parents and my daughter.

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## **Introduction**

The cooperative approach to language learning can be effective for a classroom with students of multiple intelligences as long as teachers find ways to engage students in their lessons, considering interests to use topics that motivate students in an intrinsic way.

A fundamental pillar of Cooperative Language Learning is the stimulation of emotional intelligence and development of social skills, in a Cooperative second language acquisition classroom the student can work as a team and can establish healthy social communication to develop interpersonal skills, considering that the learning process is cognitive, affective and social. Being aware of how important are the Principles of Cooperative Language Learning, teachers assume the role of facilitator, and will guide students to develop autonomy and responsibility.

The most important aim of this investigation is to promote productivity, achievements also more communication opportunities in foreign languages by spotlight factors related to communicative and effective learning in cooperative language approach, in addition, to provide teaching strategies to teachers who are dedicated to the teaching foreign languages.

This research is important because it contributes to teaching strategies because it increases academic performance, improvement in positive interpersonal relationships and advancement of personal development make cooperative learning a necessity in any classroom with a natural environment. and comfortable.

This monograph is organized into four chapters: Chapter I addresses the theoretical framework where the communicative approach, the input hypothesis, sociocultural theory, language theory, cooperative language learning and its advantages are developed; Chapter II develops the principles of cooperative language learning where the formation of the team and the responsibility of both individual and group members are detailed; Chapter III

explains about cooperative language learning techniques; and in chapter IV the cooperative learning of languages in Peru is reviewed.

In short, it is expected that the present research work contributes to the debate, analysis and reflection on the remarkable condition of the study: cooperative language learning. For this reason, I leave to the discretion of the qualifying juries, my teachers, colleagues and students of foreign languages.

## **Chapter I**

### **Theoretical framework**

The subject of second language teaching has been changing for more than 40 years in moreover there are a lot of important remarkable changes around the world, even language teaching in Peru has been traditional for decades, recently there is a boom with some effective theories like Cooperative learning (Johnson & Johnson, 1991).

It is important to say that some important methods like audio lingual and grammar translation have been applied in some traditional language teaching. The traditional second language learning classroom has always focused on training students to learn some codes without giving enough practice (Nunan, 1989).

The interaction using a language, most of the time is reduced to teacher talking to one student or a teacher talking to all the class, peer interaction is minimal and that is a big disadvantage for the acquisition of a foreign language, so here we can see the difference between a passive learning just as a listener and receptor, on the other hand the active learning where more than 4 students are participating simultaneously (Nunan, 1989).

In the following section, we can easily see that cooperative language learning and communicative language teaching have some things in common. Both attach great importance to interaction and communication between students, learners and teachers,

assume the role of teachers as guides, facilitators and negotiators, and emphasize learner autonomy and agency in the classroom. Both parties believe that healthy relationships with other peers are more conducive to learning, respect students' integrity, allow for personal growth and assume responsibilities, etc. The communicative function of language can also enter into cooperative language learning (Johnson & Johnson, 1991).

Some theories and approaches of second language acquisition support Cooperative Learning through some theoretical considerations.

### **1.1 Communicative approach**

This useful contemporary approach, by a linguist-cum anthropologist who have been analyzing events in traditional societies for a long period. Cooperative Learning is related to the develop of the communicative competence since that point, students are supposed to not only demonstrate knowledge in grammar or writing but pupils are asked to use what they know about the target language and use it in a proper way in real social situations, having coherence with their context (Johnson & Johnson, 1991).

Communicative approach has a big impact on the acquisition of a second language because this method allows teachers to provide clear exercises, to model while assigning a task so students learn in an enjoyable way.

The most common problem or issue is it related to grammar that is why the communicative approach propose to use the language in daily routine situations instead of memorizing grammatical rules in order to internalize the content while applying in personal information (Johnson & Johnson, 1991).

Some researchers suggest that classrooms with a communicative approach can guarantee an effective acquisition of a content in this case in the learning of a second language.

It's very important to mention that communicative teaching principles are related to Cooperative language learning, two communicative teaching- learning principles.

- Students always try to translate word by word or understand the meaning of each word but what I recommend always is to use techniques like skimming, scanning, in order to avoid getting frustrated while listening or reading.
- Teachers have to provide or guide a student through a process to listen successfully a process of listening could be a quick reading for the questions and alternative in order to identify specific details or a general idea, underline the key word, finally listen carefully and take notes while the audio is reproduced (Johnson & Johnson, 1991).

Spite of fact, weaker students can achieve a task of reading and listening if it is shorter and simpler text, on the other hand a long complex text make the activity more challenging. To conclude I recommend to have into account the principles to adapt a task for a multilevel classroom.

## **1.2 The input hypothesis**

Second Language Acquisition is directed by the Input Hypothesis so if learners are not exposed to the language with comprehensible input that Input is not going to increase the possibilities of Second Language Acquisition (Krashen & Terrell, 1983).

Input between teammates could be more effective than working individually, for example in a listening activity students can complement information or clarify some doubts.

Additionally, during a speaking activity learners can use personal information to interact asking and answering questions about preferences or talking about what they like to do in leisure time, because if they are at the same age or go to the same school, they have a lot of things in common to talk about.

### **1.2.1 Learner autonomy**

Modern education looks forward to developing capacities and competencies in order to help students be more independent and to educate competent future adults that will contribute to our society in a positive way.

Nowadays several schools propose the autonomy developing in their schools though their classes, so as language teachers we assume the responsibility to work on student's autonomy and personal growing.

### **1.2.2 The interaction hypothesis.**

The Interaction hypothesis focuses the learning process in a social interaction to increase the amount of input comprehension since basic interaction like asking for help when someone did not understand the teacher's explanation.

## **1.3 The Output hypothesis**

Cooperative Learning gives students the opportunities for output, in order to interact with peers, learners are going to develop speaking skills to make it a profitable activity, they also produce by writing to summarize ideas from teamwork.

## **1.4 Sociocultural theory**

Second Language learners explore links between teammates and indirectly they can mediate with their context by working in the base of current situations that are relevant in society.

The strategy of Vygotsky (1995), was significantly a cooperative learning strategy. In this part, he created a heterogeneous group of students, which he called a collective, which not only provided them with opportunities, but also provided what was necessary

for cooperation and joint activities, so that the tasks they accomplished exceeded the level of development of some or even all of them.

### **1.5 Individual differences**

It is believed that learners can get disagreement with their peers' opinion or position (Robinson, 2002). Actually students prefer to work and learn in social settings, some of them demonstrate confidence in working by teams.

### **1.6 Theory of language**

Cooperative language learning holds a theory which is interactive for the second language learning but it is not focused on a specific theory; CLL is similar, flexible to be adapted or linked with several approaches, theories and strategies. Richards (2001), affirm that:

- Language is a resource to express the meaning of words or human actions.
- Language is a means of expression for various communicative purposes.
- Language is the way to interact as a human being in a society.
- Language provide the possibility to develop our skills.

### **1.7 Cooperative language learning**

Slavin (1995) said that: Cooperative learning is a variety of teaching methods. In this method, students study in groups and each person is responsible for his or her own learning, helping each other and exchanging information among students to learn academic content and get rewards based on their team performance.

In every classroom, instructional activities are aimed at accomplishing an objective. A learning objective is what you want to achieve while demonstrating that a



student is developing the competences. The objective of cooperative learning implies to give students to interact at the same time because while working in groups, at least one students per work is speaking, so teacher guide the task and maximize the time of speaking interaction (Slavin, 1995).

Olsen & Kagan (1992) defined that: Cooperative learning is a group learning activity, the way learning is organized depends on the exchange of information of the social structure among the students in the group, each student is responsible for his or her own learning and actively promotes the learning of others.

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 for a common goal. It is the use of groups of individuals to work together to maximize productivity and achievement for themselves and others. Therefore, the results that one person seeks will benefit him and all other members of the group. In the case of cooperation, I personally believe that they can achieve their goals only if other group members do the same: discuss the work, help and assist each other, and encourage them to work hard.

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 in which the goal of each student is in function of goals of the others.

Cooperative Language learning is a group work where students interact relying on each other, so they work together in a team that is small enough in order that every student will participate assuming a role.

Cooperative learning method was implemented in 1990; it has been used for several years while researchers were developing the basis of this method, so the origin could be found in Social Interdependence Theory (Johnson & Johnson, 2009). And in the well-known communicative approach. “This is because cooperative language learning begins outside of language teaching, but is compatible with many assumptions of communicative language teaching” (Richards, 2001, p. 20).

According to Richards (2001) *Cooperative Language Learning is a part of a more general instructional approach, known as Collaborative Learning*. Working together means achieving a common goal together. In collaborative activities, individuals strive to achieve positive results for themselves and other team members. Cooperative learning is an important use of groups where students can work together to maximize their level and that of others. It can be compared to competitive learning, where students work together to achieve academic goals (Richards, 2001).

Cooperative language learning is a well-planned and structure sequence of interactive activities that provide a good context to develop language skills and to develop competences in ESL learners likewise Olsen & Kagan (1992) defined as follows: Cooperative language learning is a method of grouping multiple skills and strategies in which learning is based on the exchange of socially structured information between

students within a group and is structured in such a way that each student is motivated to take responsibility of your own learning and increase. Learn from others.

Cooperative learning is also known as a teaching strategy from which students obtain more benefits than just learn a language or knowledge.

## **1.8 Advantages of cooperative language learning**

Cooperative learning is especially beneficial for students who are learning a second language. Cooperative learning activities encourage interaction with peers who support the language development and learning. It is very important for English language learners to demonstrate increased self-confidence when working in a small team. In addition to "choosing" vocabulary, English language learners can also benefit from watching their peers learn and solve problems (Arnold, 2000).

### **1.8.1 Reducing anxiety.**

Usually in Second language acquisition classrooms, students could feel anxious in some situations with fear and nervositas 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 working in a cooperative way they can share their ideas, they also can clarify doubts at the same time they reduce their anxiety (Arnold, 2000).

### **1.8.2 Promoting interaction.**

Arnold (2000) in daily classes, cooperative learning is more than merely having students sit together, helping the others do their work and to interact with each other and when they finish they can share to the whole class their ideas and knowledge.

### **1.8.3 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.

#### ***1.8.3.1 Increasing motivation.***

Peer support can be a powerful motivator for shy, insecure, or even disinterested students. In a collaborative group, people know they can get feedback and help them make contributions that are as clear, relevant and appropriate as possible. To sum up, Cooperative learning enhances student motivation by giving them more control over their learning experiences (Jia, 2003).

Cooperative language learning is widespread in many languages learning classes, largely because it improves productivity, performance, and provides more communication opportunities. To illustrate the potential benefits of collaborative language learning, this section takes a closer look at the three benefits of collaborative learning in a foreign language classroom.

A. Offer entry and exit opportunities Collaborative language learning offers students more opportunities for a comprehensive entry and exit and negotiation process. Jia (2003) believes that effective language learning depends on creating social interactions to maximize the communication needs of the target language.

B. For example, students divided into six groups in a class may be six times more likely to speak than the entire class organization. Cooperative language learning creates a natural, interactive environment in which students can listen to each other's opinions, ask questions and clarify them. Group interaction can help students negotiate more comprehensible input and modify their output to facilitate others' understanding.

When communicating in group work in a cooperative group, students must understand themselves and therefore adapt their language to the members of the group. This means that an understandable contribution rate is higher. Long and Porter's (1985) study of pair / group work, cited in Ellis (1999), found that group work produced more, used longer sentences, and spoke less grammar than group work teacher - field classes. The way students talk about the same topic will be different to ensure that students can hear and understand language from a variety of sources and can get modeling and feedback from their peers. There is a principle that interaction will encourage students to produce more accurate and appropriate language, thus providing feedback to other students. Therefore, cooperative language learning is very valuable for speaking practice and listening comprehension.

- Create an effective climate. If you want to become a place where people can communicate in foreign languages in language classes, it is critical to establish a social and emotional atmosphere so that students do not feel constrained, aggressive or fearful. Like other group work, cooperative learning provides a relaxed atmosphere in the classroom while increasing students' enthusiasm (Brown, 1994).

Individuals have the opportunity to practice their responses before they are asked to serve the entire class, reducing anxiety and fear of failure. More time for reflection and feedback from group members and greater chances of success can reduce anxiety and become more involved in language learning. Therefore, more participation will inevitably increase learner's self-confidence and self-esteem (Brown, 1994). Another emotional benefit of cooperative learning is improved student motivation. Some researchers believe that collaborative classrooms can stimulate students to engage in language reading activities. Motivation leads to generalized language use and the development of language skills.

In cooperative groups, encouraging face-to-face interaction and interdependence of resources, rewards, and roles can provide powerful support and encouragement for students who are unsure. In this way, students are motivated to achieve higher academic performance. Increasing the diversity of language functions and cooperative language learning gives students more opportunities to produce language functionally. In traditional classrooms, speech is usually initiated by teachers in an artificial environment, but cooperative learning can be used to create a social environment that mimics the real-life environment where language is commonly used (Brown, 1994).

For the specific purpose of group homework, cooperative groups can help students develop social skills. In a study by Michael Long and colleagues of adult English language learners in Mexico, they found that compared to teacher-centered activities, students not only generate more numbers in group work, but also more types of discourse are produced. In group work, students can intervene through requests, clarifications, suggestions, encouragement, disagreement, negotiation of meaning, and dialogue exchange. Working in cooperative learning groups will foster learner discourse control and thereby ensures opportunities for language learning (Brown, 1994).

Promoting student responsibility and independence the ultimate goal of collaborative learning is to involve each student through collaborative work. Cooperative learning, therefore, emphasizes personal responsibility. Responsible for fair and 3 conducts with all team members. The positive interdependence of roles and goals helps students become more autonomous and self-controlled, and reduce their dependence on external authority. Over time, they will gradually move from interdependence to independence (Johnson & Johnson, 1991).

Johnson & Johnson (1991) noted that there are other important benefits of cooperative language learning. Collaborative activities around course content can provide

more opportunities for the use of new elements and lead to academic and social language development. In addition, research shows that cooperative learning is more beneficial than competitive or individualistic learning for higher-level reasoning, more frequent generation of new ideas and new solutions, and transfer of learned content from one situation to another.

Another good reason to implement this method in our classes is that students can change experiences because they have a context in common they have a lot of things in common to express, for instance they can speak about traffic jam, current problems in teenagers, even gender equality, if a student express his or her opinion about a current problem it is very probably that he is going to be regulated, teachers have to promote a self- regulation in students in order to obtain the pupil's opening.

Moreover, a teacher can delegate authority when he is limited to assign the task and let the students to work with interdependence also teacher let them to learn from their mistakes, Delegating Authority does not mean that learning process will not be controlled; teachers manage a well-organized class where students know they are being evaluated during the process and they are going to be evaluated through the final product or the evidence of learning.

Cooperative language learning (CLL) approach allows us to use as much as possible activities that involve pairs and small groups of learners in the classroom, at the same time it allows us to assess monitoring the way they work or the way they develop the competences, so we can evaluate the process and the product. *CLL is view as a learner-centered approach to teaching held to offer advantages over teacher-fronted classroom methods* (Richards, 2001).

Using this method learners are the center of the class, they move all the time, they can stand up and look for a new team each class, it is important to say that teacher will

provide a good environment and clear instructions to make sure that students understand what to do to get a team, that is the big difference with monotonous methods that do not engage actively to learners. People first feel then if they “feel” motivated or satisfied they are going to “act” (do something) and at the end we are going to see that they “produce”, so everything is a process and it is a good way to develop competences.

Cooperative language learning invites us to look for new and technological ways to form groups using web sites like dojo class or random name picker in order to help the student leave his comfort zone.

Teachers need to modify their syllabus in order to follow what cooperative learning proposes because Cooperative language learning not only involves working in groups or in pairs, it has to be a well-designed and moderated process.

The motivation of each student will be a result of their environment or people who are around them. In other words, it is influenced by teachers and classmates.

Students show what they learn or what they unconscious learn in school when they finish it because the abilities to communicate have been developed in classes so it is important for teacher to be aware that we are preparing humans for a real life, *The cooperative learning experiences gained in the process of learning will have accumulative effect on the development of the learner's cognitive and affective characteristics* (Kohonen, 1992).

It is important to say that if learners are aware about their potential to learn they will use their abilities to develop competences in a natural way. In addition, Cooperative Language Learning attempts to provide experience that a person needs for healthy social interaction and cognitive development.

According to McGroarty (1989) Cooperative Language Learning (CLL) offer six learning advantages for English Second Language learners:



- Greater frequency and diversity of the practice of a second language through different ways of interaction.
- Ability to develop or use the mother tongue in a way that supports cognitive development and enhances second language skills.
- Ways to integrate language into content-based education.
- Contains a broader range of curricular materials to promote the use of language and the learning of concepts.
- Freedom for language teachers to acquire new professional skills, especially those that focus on communication.
- Opportunities for students to take a more active role in learning by serving as a resource for others.
- I would like to divide this into three action groups.

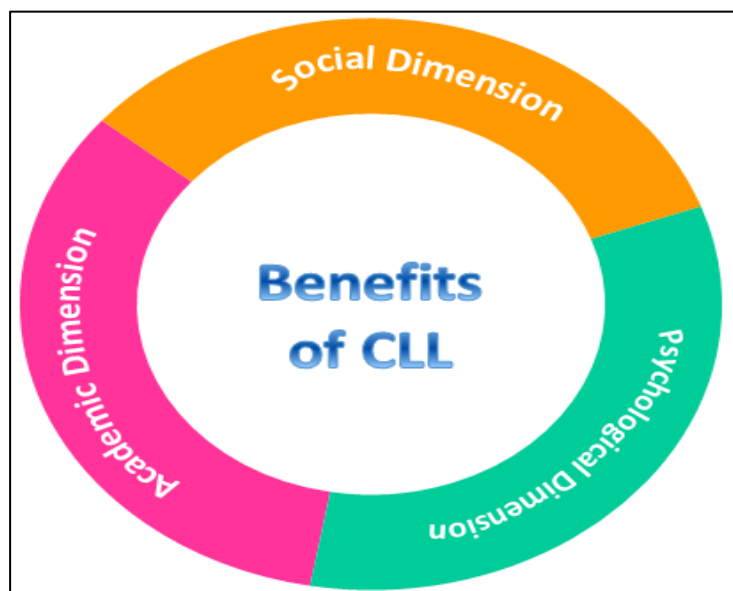


Figure 1. Benefits of Cooperative Language Learning. Source: Own elaboration.

### ***1.8.3.2. Academic dimension***

- Different approaches
- Talents enhancement
- Metacognition
- Higher order thinking skills
- Active construction of knowledge

### ***1.8.3.3. Social dimension***

- Healthy relationships.
- Interpersonal skills.
- Strategies for problem solving.
- Respect for others.
- Tolerance, flexibility and openness.
- Shared responsibilities.
- Sense of commitment.
- Self-assessment and peer assessment.

### ***1.8.3.4. Psychological dimension***

- Positive attitudes towards learning.
- Increase Motivation.
- Increase Self-esteem in students.
- Cooperation.
- Trust.

Through years, students have learned the right way to work in groups, it means that learners know the process and they are aware about the importance of respecting the

norms, so all teams are able to succeed without calling the teacher each moment to ask, in that way teachers just need to intervene to guide, clarify some ideas, even to provide a feedback if it is necessary.

## **1.9 Central characteristics of cooperative language learning**

Cooperative learning (CL) “It has proven to be a very effective teaching approach in general education, and this has also been confirmed in second language learning (L2)” (Ur, 2000, p.33).

### **1.9.1 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.34).

Today, some second language learners reflect on the importance of speaking in their learning, as mastering this skill seems to have acquired all the others. If we want someone to understand ourselves, we must speak and understand. Speaking skills are very important.

### **1.9.2 Speaking activities**

Oral activities are one of the opportunities to practice students' oral skills, leading to improved oral fluency in class. They aim to learn and develop through speaking and allow them to practice using the whole language. Therefore, with these activities students are motivated, they increase their self-confidence, include answering questions, sharing the idea, and also presentation (Ur, 2000). Therefore, unless students have sufficient opportunities and activities to practice oral skills in the language classroom, they may be

reluctant to learn the language. Among these activities are the following:

### **1.9.3 Role play.**

Role-playing means that students imagine all their activities outside the classroom, sometimes playing the role of someone and using appropriate language in this new environment (Hymes, 1972).

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.

CLL “is an approach designed to “encourage collaboration rather than competition, develop critical thinking, and develop communication skills through socially structured interactive activities. A more specific objective is derived from the context in which it is used”(Harmer, 2001, p 345).

To give opportunities to learn English in a natural way, working in pairs or in small groups, expressing opinions about an interesting topic, avoiding simulated or forced situations where the student feels confidence and comfortable with peers.

### **1.9.4 Information Gap-activities.**

Information Gap-activities involves every student in pair or group possessing information with the other learners do not have (Hedge 2000). This means that the empty information activity is an interactive activity, and students must share with them the different information they must share in order to obtain correct and complete information.

### **1.9.5 Discussion.**

In language classes, discussion is the most common oral activity. It is a form of communication and interactive activities. It is usually an activity in which students talk about something and share their opinions or ideas.

It is an exchange of views for the sake of the communication. 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.

### **1.9.6 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 (Hymes, 1972).

### **1.9.7 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 (Hymes, 1972).

Through the use of interactive tasks, a teacher can focus on a certain lexical item, language structure, and communicative functions. *To provide teacher with a methodology that allow them to achieve their objective and a methodology that can be applied in a variety of curriculum settings* (Richards, 2001).

Students will develop successful learning and communication strategies to increase their motivation, reduce their stress and create a positive emotional atmosphere in the classroom.

In order to avoid bullying when learners work in group, teacher can form groups of students with similar performance levels and heterogeneous grouping for different performance levels because students safety is always the number one priority so now a days, it is important to avoid situations that can cause bullying; another way to form groups is a random approach in that case there is no particular reason for placing any one learner in a group as opposed to placing them in another group, Random grouping is sometimes use when teachers want to shake thing up (Richards, 2001).

## **Chapter II**

### **Principles of cooperative language learning**

The proper functioning of a group depends on a number of conditions otherwise some difficulties can emerge, Johnson & Johnson (1997) study these potential barriers of effective group work, like the lack of student`s maturity, limited participation, and a poor commitment of some team members. They also propose five essential components in order to make cooperative learning work well and to develop pupil`s competences.

#### **2.1 Positive interdependence**

Positive Interdependence as the most important component implies making the learners feel that they are linked with the team so if someone wants to achieve goals needs to realize that he is not going to succeed unless all the members succeed. If learners are aware that each member`s effort will benefit all other team members as a result they will provide mutual support, share resources, help and assist each other, even celebrate their joint success to make learners satisfied to work in a cooperative way.

Team members are not only responsible for their own learning but also for the learning of all the team, when they feel that they need each other in order to learn there

emerges a common goal, so in that way students will develop collective recognition, resource sharing, role distribution in the group.

- Reward interdependence, means that students get or share the score of the work done in a cooperative way.
- Resource interdependence happens when pupils have to interact with each other because they need resources of each member in order to achieve the goal.
- Roles interdependence where each member has a concrete role so everyone depends on each other to succeed or to learn a topic.
- Task interdependence students have to work on their tasks with responsibility then they share the information with a peer in order to follow a sequence.
- In the next chart Prieto (2007) organizes some examples of positive interdependence.

Table 1  
*Type of positive interdependence*

Type of positive interdependence	Examples:
Goal	<ul style="list-style-type: none"> <li>• To complete the activity requirements together with all the team members.</li> <li>• To improve a last grade achieved as a group.</li> </ul>
Resource	<ul style="list-style-type: none"> <li>• Each member of the team has a part of a topic that all members need to study.</li> <li>• Each member of the team has a device that are necessary to</li> <li>• Make an experiment and write conclusions.</li> </ul>
Reward	<ul style="list-style-type: none"> <li>• If students achieve the goal they will receive a good reward.</li> </ul>
Role	<ul style="list-style-type: none"> <li>• There can be a timekeeper, a writer, a presenter, a leader, but all together need to develop the competence.</li> </ul>
Identity	<ul style="list-style-type: none"> <li>• Teams create a slogan or a name for the group.</li> </ul>

*Note:* Groups can be selected by the teacher in a random way in order to form heterogeneous groups, or can be selected by students. Source: Prieto, 2007.



## **2.2 Group formation**

The second essential principal Group Formation is an important factor to consider when we want to create a positive interdependence, deciding the number of pupils in a group needs to be according the time of the lesson plan, the topic and the age of the students, commonly group size in Peru is from 4 to six. Groups can be selected by the teacher in a random way in order to form heterogeneous groups, or can be selected by students; it is important that each member of the group has a role such as noise monitor, turn taker monitor, recorder, and summarizer.

Trying to make all students participate actively teachers can apply some strategies like assigning roles (Prieto, 2007).

**Leader:** Who organizes work and makes sure work meets requirements and quality standards; a leader also makes sure members do their work so the leader encourages team members to participate actively.

**Recorder:** A recorder must take notes and keep a record of the group's work, keep sources, distribute written products and double check for correctness and accuracy.

**Reporter:** This student makes sure everybody is heard in discussions, and explains some topics, checks if students understand information, students report team progress to the teacher, and he makes class presentations.

**Timekeeper:** The timekeeper makes sure the group stays on task and work is done on time. This student calls all team meetings and reminds members to be punctual, also he keeps all material in good condition.

## **2.3 Individual accountability**

The third essential component of cooperative learning is Individual Accountability which has the purpose of making students strong as individuals but working in groups;

first the members of a team have to identify who needs support and encouragement in completing the assignment. It is important that each member of the group be aware about the importance of their participation, the importance of bringing some information that can increase the knowledge of the teammates.

So no matter if it is time keeper, the presenter, all members have to bring a scope about the topic they are working on, in that way they show what they know, what are their weaknesses and strengths about the competence and they can propose some solutions or solve some conflicts, in that moment the socio cognitive conflict can occur when they correct each other.

Additionally students have a particular way to explain a topic and sometimes they can be more efficient than teachers, the psychological distance between equal people allows a better mutual understanding than teacher and students understanding, something that teachers usually forget because it is clear that if you want to understand how is thinking a student or another person you need to leave your psychological egocentricity and try to think how the other person is doing, How does the person analyses even if you can't be in the same level, the attempt to balance the psychological distance can improve the mutual comprehension.

## **2.4 Interpersonal and small-group skills**

The fourth essential component of cooperative language learning is Interpersonal and Small-Group Skills; students are required to learn academic subject matter as well as they were working in an individual way, to divide the work of the team is not recommended, sometimes learners seem to be more able to translate teacher's explanation into a "simple language" which is easy for classmate to understand (Nunan, 1989).

To cooperate it is necessary to learn how to use a series of social skills that allow

you to work in a cooperative way. Students have to follow some steps in order to achieve the goal.

Cooperative work is not as simple as working in groups without helping each other, or supporting between peers, Cooperative work demands in students a double commitment with the task: master the proposed contents and work effectively within the dynamics of team work (Prieto, 2007). To carry out the second commitment peers need to acquire some important social skills like, listen carefully, express disagreement properly, wait patiently, those are ways to show respect for teammates and are essential if you want to work in a cooperative way.

According to Prieto (2007) the next are some characteristics in cooperative work:

- Depend on each other.
- Pay attention to the teacher and teammates.
- Ask for teammates' opinions.
- Given the opportunity to talk.
- Contribute to the common effort
- Apologize when it is necessary.
- Ask for some help to understand something.
- Make sure that all teammates understand
- Show disagreement respectfully.
- Propose arguments.
- Suggest something innovative.
- Exemplify for a better understanding.
- Be patient when someone has a difficulty to learn.
- Learn how to interrupt in a kind way.

All these abilities require training to prepare students and then they can use it in a proper way. On the contrary students can waste time on finding out the operating procedure instead of sharing ideas, debate their task, so the teacher can present these characteristics as rules to work in a cooperative way.

Johnson & Johnson (1998) propose a process to build social skills in six steps:

Step 1. Make students aware about the importance to acquire and use this kind of skills. Teachers will present some scenes, pictures or videos so students can analyze and make constructive criticism, then students develop empathy with peers so they value their job and think about how to get over some mistakes.

Step 2. Delineate cooperative skills in specific behaviors that can be shown during cooperative work, for instance if we want students to be aware about the importance of hear, so they will show some behavior like eye contact, assent, be alert, etc.

Step 3. Develop social skills in a social activity, so aside from school content, teachers can organize a cooperative activity in which students can acquire these abilities.

Step 4. Apply the learned skill in a context of a cooperative activity, in this phase students will work with academic contents.

Step 5. Analyze the practical application that students have learnt, make peer to think about all benefits that social skills bring to the team work, so they express the effectiveness of social skills.

## **2.5 Group processing**

The fifth essential component of cooperative language learning is Group Processing, this component proposes that members of a team have to discuss how well they are achieving their goals and maintaining effective working relationships, and give their opinion about who helps more to develop the assignments and at the end they have to

make decisions. As soon as the team finish an activity, they have think about which actions were useful and which actions didn't bring a benefit to the team work in order to modify them, the objective of this process is to clarify some ideas and to improve the effectiveness of team members' contributions

There are some steps to structure the group processing, first the quality of interaction between the team members during the activity in order to improve the learning of each member, second, to analyze how they make the feedback of team job; third all teams have to stake out their goals in order to improve the effectiveness; fourth, they have to make a processing of their performance in class; fifth they celebrate their success in order to be motivated to continue participating actively in the team.

Another important principle of Cooperative Language Learning is Social skills, Development of social skills such as taking turns, active listening, and cognitive development.

Some other principles that have been proposed for Cooperative Language Learning.

## **2.6 Heterogeneous group**

According to this principle, learners from different sex, religion, ethnicity, age, language are able to do Cooperative Learning tasks, While they are mixed with another culture or people with different language they are forced to use the language they have in common.

## **2.7 Simultaneous interaction**

In a second language course or other form of teaching, usually one person speaks at the time, while in a class division perhaps one participant per group speaks at the same time (for example, in a class). Divide into groups of 4 out of 40 with 10 students speaking at the same time, ie H. 40 students divided into 4 students per group = 10 students (1 per group) speaking at the same time (Kagan, 1994).

## **2.8 Equal participation**

A common difficulty while working in groups is that not all team members participate actively. There are only one or two students that solve the group tasks, sometimes unconsciously interfere and cut off the participation of the rest of teammates. Cooperative Learning provides many strategies and techniques to encourage an active participation between all team members (Kagan, 1994).

According to Kagan (1994), collaborative language learning is like any other learning activity and, when planned correctly, teamwork is likely to be good. To plan, you must understand the principles of successful teamwork.

## **2.9 The principle of group work**

Several factors go together to end in group work where every participant involved is interested, and have an active, thoughtful interaction. If these factors are related with each other, then group work is likely to be successful. On the other hand the group will get some problems to achieve the objective. The five factors are (1) the learning objectives of group work, (2) the task, (3) the distribution of information, (4) the seating arrangements of the members, and (5) the social relationship between group members.

Let me explain first about the learning group goals, then I will write about how factors work together.

### **2.9.1 The goals of cooperative learning.**

The following description of the objectives of group cooperation focuses on the oral use of language. There are many reasons for adopting this method. The main reason is that teamwork is most commonly used for students to talk to each other, and some research on group language learning. Learning is an investigation of oral activities, partly is that it

is the easiest to observe and record, another reason is that most teachers use oral activities in an unprincipled way (Kagan, 1994).

### **2.9.2 Negotiation of input.**

Teamwork gives students access to a language they can understand (negotiate intelligible input) and include devices they are not familiar with. Much research has been done on the possible sources of this input and negotiation process, and it is generally recommended that properly managed group work is one of the most valuable sources (Kagan, 1994).

### **2.9.3 New language items.**

Cooperative work allows students to be exposed to a variety of language elements and functions. Compared to teacher-led classrooms, collaborative work provides more opportunities to use new projects. Cooperative language learning can also improve the quality of these opportunities in terms of personalization, motivation, depth of processing, and emotional atmosphere (Kagan, 1994).

### **2.9.4 Fluency**

Cooperative work allows students to use the features of the language they have learned with fluency. The arguments supporting new collaborative learning projects also apply to increasing proficiency in the use of these projects (Kagan, 1994).

### **2.9.5 Communication strategies.**

One of the most important benefits is that cooperative language learning provides learners with opportunities to learn communication strategies. These strategies include

negotiation strategies for controlling input (seeking clarification, seeking confirmation, checking comprehension, repetition), strategies for sustaining conversation, strategies for compensating for lack of language projects or lack of fluency in the use of such projects, and strategies for managing turn-taking (Kagan, 1994).

### **2.9.6 Content.**

Especially in the case of learning English through a course, the goal of group cooperation may be to master the subject matter of the course the student is learning. For example, communication tasks based on the water cycle will affect our lives. In addition, teachers may want students to implement one or more languages, previous learning (Kagan, 1994).

### **2.10 Types of cooperative work.**

A useful way to classify team activities is to look at the distribution of information needed to perform the activities. In many teamwork activities, students may use the same materials or information equally and may cooperate to complete tasks. This is then referred to as a cooperative arrangement. Under the top-down arrangement, one group member has the information that everyone else needs. In a combined arrangement, each student has different information that everyone else needs (Kagan, 1994).

On the other hand, in the individual arrangement each learner has access to the same information but must perform or deal with a different part of it. These four different cooperative works achieve different learning goals, are best suited to different kinds of seating arrangements, and draw on or encourage different kinds of social relationships. In order to make cooperative work successful, each type of group, just need to help each other until they make sure that all teammates are able to achieve the purpose.



### **2.10.1 The combining arrangement.**

The combined arrangement is well suited to teamwork because it ensures interest and participation. It can be seen that ways to make other collaborative work arrangements more effective usually involve adding elements of consolidation. The essential characteristic of the integral personality is that each student has unique and essential information. This means that all students in the group have information that no one else has, and all the information is needed to complete the task (Kagan, 1994).

Social relationships among members of the combined group should be equal. Thus, in general, it is not recommended that teachers become members of the group unless students are willing to interact with teachers on equal terms and teachers are willing to play a non-leading role. Some teachers think this is difficult to do.

In addition, various status relationships among learners may upset the activity.

The most suitable tasks for combining arrangement group work include:

- Completion, an example of that could be completing a picture by exchanging information, completing a story by pooling ideas.
- Providing directions, it is very important to give clear directions, and to make double check understanding.
- Matching, classifying, distinguishing and comparing answers in order to discuss or give feedback to the partner.
- Ordering organizing some information during the second language acquisition.

### **2.10.2 The cooperating arrangement.**

Cooperative arrangements are the most common type of group work. Their basic characteristic is that all students have the same way of accessing the same information and have the same way of gaining insight from each other. This is because the purpose of

cooperative activities is to allow students to share their understanding of the solution to the task or material at hand (Kagan, 1994). This is an example: The learners are shown a picture and have several questions to answer about it, such as:

If you had to write a one-word title for this picture, what would it be? What happened before the event in this picture? What are the characters' feelings towards each other?

Students discuss their answers to the questions. The best arrangement for group members is to sit on horseshoes, which are placed in an open horseshoe shape; if there is no material to look at in pairs, form a circle. In front of them. All students in the group should keep the same distance from the material as much as possible, and they should also have the same distance from each other. If the information is text or images, it is best not to give a copy to each student, as this will encourage personal activities rather than cooperation (Kagan, 1994).

Cooperation requires a certain degree of equality among students, especially general equality in skills. Studies have shown that if there is only one outstanding person in a group, the performance of the group is usually lower than that of the best person. Therefore, for cooperative activities, it is better to put outstanding students in one group rather than dividing them into groups. A large number of studies on cooperative activities with native speakers show that this type of work has a good effect on improving social relations among learners, including people of different races (Kagan, 1994).

The most suitable tasks for cooperating-arrangement group work include:

- Ranking, ordering, choosing; choosing the best candidate for a job, ranking a list of items needed for survival survival or a list actions open to you;
- Finding implications, causes, or uses, brainstorming the uses of a paperclip on a desert island interpreting a picture.

- Solving problems like answering some questions, solving logical puzzles and simulations.
- Producing material like making a radio program, preparing for a debate or a role play.

The main problem with cooperative arrangements is encouraging each learner to play an active role in the group. Since all learners have equal access to the same information, activities conducted through combined arrangements are unnecessary for anyone. Some strategies have been used to cope with nonparticipation. One way is to introduce the elements of the combined arrangement by giving each learner in the group a different job. For example, one job is to encourage each student to express his or her opinions. One person controls each step of the discussion process. Another way to have a reward structure is to give everyone the responsibility to learn and reward the winning group, not any individual in the group. The third way to solve the problem of non-participation is to change the group or the number of people in the group, so that each group can achieve the best participation environment (Kagan, 1994).

Table 2  
*The factors involved in group work*

	Combining	Cooperating	Superior-Inferior	Individual
Distribution of information	Each learner has unique essential information	All learners have equal access to the same information and to each other's view of it.	One or more learners have information that the others do not have	All learners have the same information but use a different part
Seating arrangement	Learners sit at an equal distance from each other, facing each other	learners sit beside each other facing the information	The knowers face the seekers	The learners face each other
Social relationship	Equality, mutual dependency	Equally	Inequality, the knowers are in a superior position	Equality, but with focus on individual performance
Most suitable learning goals	Negotiation of input Mastering content Fluency	New language items Fluency	New language items Mastering content	Fluency New language items
Most suitable task	Ordering Proving directions, Matching, classifying, distinguishing	Ranking, ordering, choosing. Finding implications, causes, uses solving problems Producing material	Data gathering Completions Providings directions	Solving problems Completion
A typical example	A strip story	A ranking exercise	An interview	A chain story or roleplay

*Note:* Another way to have a reward structure that gives the group responsibility for each individual's learning by rewarding's the winning groups rothers than any individual in the group. Source: Kagan,1994.

## 2.11 The superior-inferior arrangement

The superior arrangement in cooperative work parallels traditional classroom teaching. The basic characteristic of this arrangement is that one or more students have all the information needed by the others in the group. Here are two examples.

One learner has a complete text. The other earners have some important words from the text. By asking yes/no question using those words as clues, the learners try to

organized the text, One learner has a dictation text that if she dictates to the others on the, so classmates write the dictation (Kagan, 1994).

The best seating arrangement for group members is when one person is in a higher position in front of others. The distance between everyone else and the information provider should be the same. Note that this layout parallels the combined layout. You can think of a combined layout as a set of top-down layouts, where each student in the group has the opportunity to be at the top. This person may be given an identity to fill this position, or may need to be a person with this identity (Kagan, 1994).

Research on peer teaching with native speakers shows that superior-inferior arrangements can result in a lot of useful learning, particularly in a pair work (Kagan, 1994).

The most suitable tasks for superior-inferior group work include:

- Data gathering like interviews, questioning and role plays.
- Providing directions Methadone how to get good evidence of work, how to improve the product, providing instructions about how to arrange parts to make a complete item.
- Completion

## **Chapter III**

### **Techniques of cooperative language learning**

In Cooperative learning we can find some techniques and strategies that have in common essential elements of cooperation (like, Positive interdependence, Face to face promotional interaction, and many others CLL Principles that were mentioned previously), these techniques get a difference in the degree of structuring, goals, purposes, reward and tasks.

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:

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.

#### **3.1 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).

### **3.2 Jigsaw**

The jigsaw classroom was originally developed by Aronson (1971) in Texas, and is believed to be effective in improving positive educational outcomes. As a cooperative learning technique, it has been widely studied abroad and has been explored in many ways by many researchers and teachers from different levels and disciplines.

Aronson (1971) made some modifications to take into account the concerns of teachers and students involved in the method. In the initial puzzle, each group member is assigned a different material. Then, all students from different groups of the same learning material meet and form an expert group to discuss and communicate with each other until everyone mastered the material. Afterwards, the students returned to their familiar group and taught the materials to other group members. While Puzzle II proposed by Slavin (1978) pays more attention to the familiarity of all team members with the task time.

Slavin (1978) made another variation of the original technique, requiring students to fill out an expert form, provide notes to present the materials to the source group, and introduce Jigsaw IV by adding "other functions, such as teacher introduction." Data, expert group testing, review process before individual assessment, re-teach any data of insufficiency in collaborative group work.

First, each member of the group has a piece of information needed to complete the group task in the EFL classroom, the jigsaw puzzle is a cooperative learning technique that requires everyone's joint effort to obtain the final product. Like a jigsaw puzzle, each part, each student's part is essential, so each student is essential. That is precisely what make this technique so effective Aronson (1971):

Jigsaw is today said to be able to increase student's learning since

- It is less threatening for many students.
- It increases the amount of student participation in the classroom.
- It reduces the need for competitiveness.
- It reduces the teacher's dominance in the classroom.

As a result, Jigsaw technique can successfully reduce students' reluctance to participate in the classroom activity and help to create an active learner center atmosphere.

According to Jigsaw the class is divided into groups of six students they are going to work with academic content and this content is going to be divided into the same number of team members (Aronson, 1971).

First students will work individually to study the part that has been assigned for them, next, students who has the same material, meet to form a group of experts, so they can discuss their content, after that each member go back to their initial team, and they will explain their topic to the team, so pupils listen carefully to each member of the group, in that way they are going to learn all the topic (Aronson, 1971).

Jigsaw learning makes it possible for students to understand the material and have a high sense of personal responsibility. Helping students develop team spirit in cooperative learning is the ability of all students. If students would study all the materials by themselves, it would be impossible to acquire extensive knowledge. However, because students convey their findings to the source group through puzzle learning, it generally shows students' understanding of the concept and any misunderstandings (Aronson, 1971).

The following are some of the advantages summarized from the application of Jigsaw techniques in second language teaching classrooms:

- Students are enthusiastic about the learning process, take responsibility for the goal and performance, and their classmates are accountable to them.



- Through individual engagement and education, students have more opportunities to recognize differences and share experiences.
- The puzzle classroom stimulates student motivation, increases the enjoyment of the learning experience and encourages a lot of negotiation of meanings.
- Puzzle Classroom reduces reluctance and anxiety to participate in classroom activities while increasing student self-esteem and confidence.
- Jigsaw is an effective technique that can integrate various language and translation skills into the English classroom, and teachers are no longer the sole providers of knowledge. If designed correctly, these tasks will be challenging and engaging, and students will be happy to focus on the problem. When students study in groups, they don't have to sink or swim alone, but rely on the help of their peers (Aronson, 1971).

In summary, the use of the jigsaw method has many benefits, which does not mean that all classroom activities should be done in groups. Instead, the emphasis here is that group activities should be a regular and meaningful part of the EFL classroom. The implementation of the jigsaw method in English as a foreign language classroom can make learners focus on language learners, so that language learning becomes more interdependent than interdependence, and learners are willing and eager to participate in classroom activities. Therefore, for language learners, through trial and error, the jigsaw strategy is a suitable method to promote students' participation and enthusiasm, and it is a useful technique to focus on the use of language to complete EFL learning tasks in the classroom (Aronson, 1971).

### **3.3 Circle of speakers**

There are some speaking activities to apply in a Cooperative Learning classroom so students take turns to speak this activity is known as Role Play, then learners can take

notes in order to report their classmate's answer in a random way (Sharan, 2015).

### **3.4 Write-Pair-Switch**

First students write some answers in sentences, after that they compare their answer in pairs. In that moment they discuss the information they already write, learners get a conclusion and share ideas with the whole class. Sharan (2015) proposed some techniques for Cooperative Language Learning and have excellent results in team work (Sharan, 2015).

### **3.5 Think Pair Share (TPS)**

First teacher give a topic and let learners to think about it so each team member is asked to formulate some ideas, then each one present their ideas to the team, teacher explains the objective of the lesson, learners get together to start the group work, after that teacher asks some question to the class, learners have to think about and answer for themselves whether it is possible they write the answer it, finally they compare, discuss and make conclusion to share with the class (Sharan, 2015)

In conclusion this technique has 3 important steps: (1) think, (2) Pair, (3) share; so learners have the possibility to work alone and then to have support while working in pairs.

### **3.6 Student Team-achievement divisions (STAD)**

I would like to emphasize that this method is the most studied by researchers because of its flexibility to be adapted in different subjects like science, engineering, math, English and in many other subjects and levels like primary high school and college (Sharan, 2015).

This method consists of promoting a good relationship between peers but not only that, learners are invited to help, motivate each other in order to maximize the results or to get a successful job. Every person has a different personality and does not always agree with team mates, but they are asked to demonstrate tolerance, asertivity to respect others opinions or ways to work (Sharan, 2015).

We can list more than 100 techniques that have been developed by several authors through years go past but it is important to say that we need to create emotion, challenging and exciting while giving instructions about teamwork (Sharan, 1998).

### **3.7 Group investigation**

Group research requires students to seek information from various sources inside and outside the classroom. In this technique, the group selects topics from the units studied by the entire class. Each group member is involved in determining what they want to research to solve the problem, what resources they need, what they will do, and how and how they present themselves to the class (Sharan, 1998).

Students have a purpose to investigate, for example, if they want to write a persuasive text about inviting or convincing a friend to apply and study at the same college, they need to follow some steps like, choosing the college, investigating about the college in order to get relevant information to use as a reason or argument to convince the friend, then they are going to discuss about their findings (Sharan, 1998).

### **3.8 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 given 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. The Achievement Division is a method in 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.

### **3.9 Co-op Co- op**

According to Kagan (1985) 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 as the way to promote internal motivation to encourage academic activities.

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 (Kagan, 1985).

## Chapter IV

### Cooperative language learning in Peru

Munayco (2019) in her thesis *Cooperative learning and English language learning in students of Odontology of the first cycle at Universidad Peruana Los Andes (UPLA) - Lima* conclude 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. Also, 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.

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.

Finally, Munayco indicates that students enjoy Cooperative Learning structures, and students, teachers hold a positive attitude in the use of English language learning in a

second language acquisition classroom.

Toledo (2014) in his thesis, *La motivación, aprendizaje cooperativo y su relación con el rendimiento académico de los estudiantes de nivel básico Del Centro de Idiomas de la Facultad de letras de la Universidad Nacional Mayor de San Marcos 2014*, conclude that:

The result of the Pearson correlation allows us to accept the research hypothesis and show that there is a good positive and significant correlation that allows us to reject the null hypothesis with a level of significance of 95%, we find that Pearson's correlation index  $r$  is of 0.606, 0.683 respectively and the value of  $p$  calculated is 0.000 at the level of significance of 0.05, well below 5% and 1% that is more demanding, for this reason the null hypothesis is rejected and the hypothesis is accepted alternate.

Ministerio de Educación (Minedu, 2018) propose to develop competencies *Se Comunica Oralmente en Inglés como lengua extranjera, Lee diversos tipos de textos en Inglés, Escribe en Inglés diversos tipos de textos*, so educators implement several methods and approaches through its strategies, then educators applied it in their lesson plan and one of the most used approach in Peru is Cooperative Language Learning and it is evidenced when we see students speaking fluently in pairs, or encouraging between classmates, being aware about how important is to be empathic and assertive to develop healthy communicative skills.

## **Didactic application**

### **Beginning of the pedagogical sequence**

#### **Motivation**

To get the student interested or curious on the lesson, at first we need to choose a topic that is familiar to them, nowadays students are interested on Tik tok videos, social media, in addition, students who are finishing high school are looking for the best college, also most of them are struggling with parents, because they want to force students to study a profitable job when the student have another dream major.

Since that transversal topic I will share a short video about profitable jobs to my students of high school from fifth grade, it is a subtitled video that will increase vocabulary related to jobs and professions.

On internet we can find a large number of videos that can be useful to introduce a topic in our classes, but we have to be careful with the duration of the video, it is not recommended to reproduce a video of more than 5 minutes because we can get our students bored instead of motivated, another good option is to create our own interactive short video using some web pages like Canva. Powtoon, etc.

#### **Previous knowledge**

Students will remember some vocabulary from the unit by an interactive fun activity, that I call Riddle because one student tell a description of a job or profession and the others two students will guess what is the profession.

In group of three, students remember vocabulary related to Jobs and professions working in group of three, one describes a job, and their teammates try to guess, for example

- You have to like animals for this job.



- It's a \_\_\_\_\_ .

This is a previous knowledge, so we need to support the student by providing a worksheet with vocabulary to describe a job, in that way, teacher is sure that students, in the reduce group of zoom, are not going to be confused, because in the worksheet they have the directions and some useful expressions.

The riddle is a speaking activity, they will develop their pronunciation and listening skills, also, they will read and write in the worksheet, so it is not new to say that in a language class teachers mobilize the three Minedu competencies.

### **Cognitive conflict**

Students will answer some challenging questions, about personal information that invite them to think about the future, even the question are challenging, learners are going to be interested on answer them, because they love when peers, ask about their opinion, future plans, or personal information.

In pairs, students are going to interview each other using these questions

- Would you like to study abroad?
- What are you planning to study? Why?
- If you study \_\_\_\_\_, would you get a profitable job?
- Where do you want to study? Why?
- Are you to apply for a scholarship?

The objective of this phase, is that all students get intrinsic motivation to learn something new during the lesson (new expressions, new vocabulary, new grammar,etc) that could help them to answer these question in a fluent way.

## **Objective**

This is a very simple, but really important activity that we should not omit, because is necessary to make students aware about what we expect from them, and what are they going to achieve at the end of the lesson.

The objective has to be short phrase and also it has to sound interesting to students, so they can say, I want to do this.

My objective for this Cooperative lesson is: to describe what people do in their occupations and discuss about studies and professions using expression to support a certain position during a debate, using vocabulary from the unit related to professions.

## **Developing of the pedagogical sequence**

During this phase teacher will emphasize the importance to respect time, after giving an instruction, teacher will share the timer.

Students record their voices during Cooperative work in order to save as an evidence of successful job, recording their voices can help them speak more fluently and improve their pronunciation.

Students read the Debate rubric that help their team have a more productive debate, because they see how they are going to be evaluated, they can read about things they are not allowed to do during a debate, even each student assess their developing during the cooperative work.

Students assign roles reading what imply each role, teacher emphasize that even though they have a role, every team member has to bring ideas and participate actively in the Cooperative work.

Students read Cooperative work rubric to be aware about the importance of Group participation, share responsibility, quality of interaction, and carry out their roles.

Using a random name picker, teacher select two groups and the random assign the position:

- It is better to choose a career that pays very well because....
- It is better to choose a career that you really like because....

Teacher use a random name picker to choose in a randomly way, that is propose as a characteristic of Cooperative Learning, because we can form groups randomly by zoom.

### **Transfer**

In a reduce room of Zoom, students start a speaking activity, forming Yes/No questions to their peers.

In this activity students have a fluent interaction because they will use all the vocabulary, and useful expression that were provided during the lesson.

The transfer in my Cooperative Learning lesson is: in groups, students ask about classmates' future plans. Write his/her name in the box if their answer is "yes". Students record their voice during the activity.

### **Metacognition**

For this lesson I will use two assessment instrument, they are rubrics, and students are going to complete them to assess their own progress of language acquisition, in addition in the Cooperative work rubric, students will analyze about their developing

Students answer some question from the cooperative rubric

- What is one thing I did very well working in a group?
- What is one thing I can improve to work better in a group?
- How did I feel working in a group?

*You have to like animals  
for this job.*

---

*You have to like working in  
dangerous places for this  
job.*

---

*You can't be afraid of  
seeing blood for this  
job.*

---

*You have to like working  
with kids for this job.*

---

*You have to travel a lot  
for this job.*

---

*You have to like numbers  
for this job.*

---

*You have to stay  
late for this job*

---

*You have to be a good cook  
for this job.*

---

*You have to love reading  
for this job.*

---

*You have to speak at  
least two languages for  
this job.*

---

*You have to sing well for  
this job.*

---

*You have to have a lot of  
patience for this job.*

---

*You have to be very  
creative for this job.*

---

*You have to like  
construction for this job.*

---

*You have to be a good  
dancer for this job.*

---

*You have to like working  
with many people for  
this job.*

---

Take turns reading the information in the cards below. Source: Own elaboration.

Let's interview each other.

Interviewer: \_\_\_\_\_

Interviewed: \_\_\_\_\_

Would you like to study abroad?

What are you planning to study? Why?

If you study \_\_\_\_\_, would you get a profitable job?

Where do you want to study? Why?

Are you to apply for a scholarship?

Interview sheet. Source: Own elaboration.

**Is choosing a profitable career better  
than studying what you really like?**

- Prepare your class debate by brainstorming your personal opinions on the topic and your reasoning. Use the graphic organizer to help you.

A blank graphic organizer for brainstorming. It features a spiral binding at the top and five horizontal lines for writing.

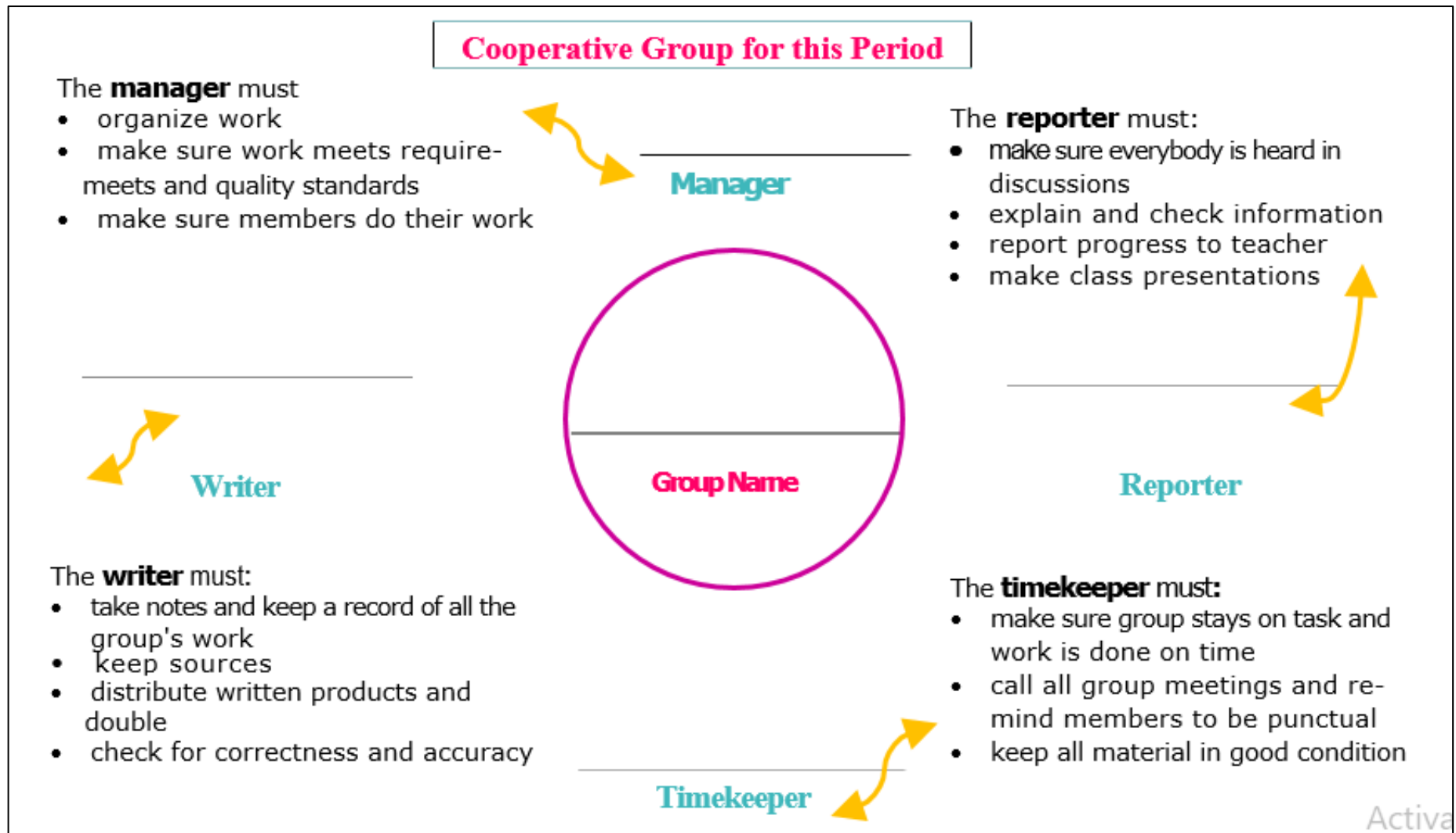


A graphic organizer for the topic "It is better to choose a *career* that you really like because...". It features a spiral binding at the top, the title in blue text, and five horizontal lines for writing.



A graphic organizer for "Examples to support my opinion". It features a rectangular box at the top with the title in pink text, and five horizontal lines for writing below it.

A graphic organizer for "Examples to support my opinion". It features a rectangular box at the top with the title in blue text, and five horizontal lines for writing below it.



Cooperative Group for this Period. Source: Own elaboration.

Go around the classroom and find out about your classmates' future plans. You have to ask questions such as: **Do you want to go to college after finishing high school?** Once you have found a classmate that answers "Yes" to one of your questions, write his/her name in the box.

Find someone who wants to go to college after finishing high school.

**Name:**

Find someone who wants to study abroad.

**Name:**

Find someone who plans to get a scholarship.

**Name:**

Find someone who wants to study something related to physical education.

**Name:**

Find someone who wants to study medicine.

**Name:**

Find someone who wants to study history.

**Name:**

Find someone who wants to be a professional athlete.

**Name:**

Find someone who wants to study biology.

**Name:**

Find someone who wants to work after finishing high school.

**Name:**



*Lesson plan N° 01*

Information			
Title	School is almost over!	Time:	80 minutes
Course:	English	Grade:	5to A-B-C
Teacher:	Yessenia Condori Saavedra	Level:	High school

*Learning Purposes*

Competence		Communicate in english as a foreign language	
Capacities	Precise Performance	Content	Assesment Instrument
Get information from oral texts.			
Infer and interpret information from oral texts.			
Adapt, organize and develop ideas in a coherent and cohesive way.	Participate in some communicative situations alternating the roles of speaker and listener to ask, respond and explain, and to complement ideas, make relevant comments that support your opinion during a debate on professions, and adapt your responses to the interlocutor in English, with relevant everyday vocabulary. Respect the rules and modes of courtesy depending on the context.	<ul style="list-style-type: none"> <li>– Yes/ No questions</li> <li>– Vocabulary related of majors.</li> <li>– Supporting opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Debate rubric.</li> <li>• Cooperative work rubric.</li> </ul>
Use nonverbal and paraverbal resources strategically.			
Interact strategically with different interlocutors.			
Reflect on and evaluate the form, content and context of the oral text.			
		Evidence:	
		Debate about what to choose, a profitable career or the career you like.	
Transversal Approach	Virtues	Observable Attitude	
Pursuit of excellence approach	Personal growth Study	Students are aware about the importance to study, to plan where to study even during school.	

Source: Own elaboration

*Pedagogical Sequence*

	Time	Sequence	Resources
BEGINNING		<b>Routine activities</b>	
	3'	<ul style="list-style-type: none"> <li>– Greeting: Good morning</li> <li>– Ask how are you today? Are you fine?</li> </ul>	<ul style="list-style-type: none"> <li>– YouTube video.</li> <li>– Zoom</li> <li>– Timer</li> </ul>
		<b>Motivation</b>	
	4'	<ul style="list-style-type: none"> <li>• Students watch the first four minutes of a video about the most profitable Jobs.  <a href="https://www.youtube.com/watch?v=l7lOQ4MW5wg">https://www.youtube.com/watch?v=l7lOQ4MW5wg</a></li> </ul>	
		<b>Previous knowledge</b>	
	15'	<ul style="list-style-type: none"> <li>• In group of three, students remember vocabulary related to Jobs and professions working in group of 3, one describes a job, and their teammates try to guess, for example: <ul style="list-style-type: none"> <li>– You have to like animals for this job.</li> <li>– It's a _____</li> </ul> </li> </ul>	
		<b>Cognitive conflict</b>	
	10'	<ul style="list-style-type: none"> <li>• In pairs, students are going to interview each other using these questions: <ul style="list-style-type: none"> <li>– Would you like to study abroad?</li> <li>– What are you planning to study? Why?</li> <li>– If you study _____, would you get a profitable job?</li> <li>– Where do you want to study? Why?</li> <li>– Are you to apply for a scholarship?</li> </ul> </li> </ul>	
		<b>Objective:</b>	
		To describe what people, do and discuss about studies and professions using expression to support a certain position during a debate, using vocabulary from the unit related to majors.	

- Students watch the first five minutes of a video about the most profitable Jobs.  
<https://www.youtube.com/watch?v=l7lOQ4MW5wg>
- Students remember vocabulary related to Jobs and professions working in group of 3, one describes a job, and their teammates try to guess, for example:
  - . You have to like animals for this job.
  - It's a \_\_\_\_\_
- In pairs students are going to interview each other using these questions and completing the interview sheet. Teacher shows the timer.
  - Would you like to study abroad?
  - What are you planning to study? Why?
  - If you study \_\_\_\_\_, would you get a profitable job?
  - Where do you want to study? Why?
  - Are you to apply for a scholarship?
- Students record their voice during the interview, then they send the recording to the teacher email or by the Campus.
- Students go back to the main room of Zoom meeting.

Riddle sheet.

**2<sup>nd</sup> hour**

- Students read the Debate worksheet, they complete the graphic organizer using reasons and examples:
  - It is better to choose a career that pays very well because....
  - It is better to choose a career that you really like because....
- In groups they complete worksheet #4 to assign rules to each team member and read the Cooperative work rubric.
  - Manager
  - Reporter
  - Writer
  - Timekeeper

Interview sheet.

- 4'
- In groups, they compare their answer of worksheet #2, as a group of experts, they write some conclusions to support each statement.

- In the main room of zoom, students read the Debate rubric.

Debate worksheet

- Using a random name picker, teacher select 2 groups and the random assign the position:
  - It is better to choose a career that pays very well because....
  - It is better to choose a career that you really like because....

3'

- Participate in some communicative situations alternating the roles of speaker and listener to

---

**Transfer:**

- In groups, students ask about classmates' future plans. Write his/her name in the box if their answer is "yes" Students record their voice during the activity. Furthermore.
- Teacher shows the time so that SS organize themselves with.

**Metacognition:**

Students answer some question from the cooperative rubric:

- What is one thing I did very well working in a group?
- What is one thing I can improve to work better in a group?
- How did I feel working in a group?

---

Source: Own elaboration

**This rubric will help your team have a more productive debate.**

	Excellent	Very Good	Good	Fair
Group participation	All students are involved and enthusiastic.	At least $\frac{3}{4}$ of students are actively involved.	Half of the students are involved.	Only one or two students are involved in the activity.
Shared responsibility	Always does work without having to be reminded.	Usually does work and rarely needs reminding.	Often needs reminding to do the assigned work.	Always or often relies on others to do the work.
Quality of interaction	High; lots of interaction by asking question, discussing, and summarizing	Medium; some interaction by asking questions, discussing ideas, and	Medium; some interaction, lack of listening to constructive criticism.	Low individual work not listening to each other.
Team roles	All students carry out their roles and are proactive.	Most students carry out their roles.	Some students carry out their roles.	Students ignore their roles.

Cooperative Group Rubric. Source: Own elaboration.

What is one thing I did very well working in a group?\_\_\_\_\_

Who is one thing I can improve to work better in a group?\_\_\_\_\_

How did I feel working in a group?\_\_\_\_\_

**This rubric will help your team have a more productive debate.**

	Excele	Good	Fair	Needs to
Respect for the other team	All statements body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and appropriate	Most Statements and responses were respectful and appropriate language, but there was one sarcastic remark	Statements. Responses and/or body language were consistently not respectful.
Presentation of information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies or was usually not clear.
Argumentation	All counter-arguments were accurate, relevant and strong	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate, and relevant, but several were weak.	Counter-arguments were not accurate and /or relevant
Order of ideas	All Arguments were not clearly tied to an idea (premise)and organized in a tight, logical fashion.	Most Arguments were not clearly tied to an idea (premise)and organized in a tight, logical fashion.	All Arguments were not clearly tied to an idea (premise) But the organization was sometime not clear or logical	Arguments were not clearly tied to an idea (premise)
Understanding of the topic	The team clearly had an in- depth understanding of the topic.	The team understood the topic sufficiently	The team seemed to understand the main points of the topic	The team did not show an adequate understanding of the topic.

Source: Own elaboration.

What is one thing I did very well?

What is one thing I can improve?

How did I feel giving arguments to support my position?

## Synthesis

I would like to conclude this research stating that Cooperative learning accelerates language acquisition and to support this statement, I share an experiment to explain why Cooperative Learning accelerates language learning.

Years ago an experiment was done by Liz Cohen at Stanford her associates in which they had students working together on science project using cooperative learning in their primary interest was whether it accelerated achievement in science, but she had limited English Proficient students paired on teams with proficient English students

Then as a kind of a sigh they also measure Language Acquisition and they were shocked because when the results came in as always cooperative learning bit did better than traditional as far as science acquisition, but what surprised them was the great equivalent scores in language acquisition were actually greater than science and students had no instruction in language, so the kids were learning English language without being taught English because of Cooperative Learning.

Cooperative learning accelerates language acquisition because there are three important principles:

**Context:** When we are in front of a really important interview or exam, we feel under pressure, when we feel stressful our brain fire sends an inhibitory impulse to the prefrontal cortex and shuts it down, the same happens when we don't have in account the feeling and emotion of each student, so instead of call in front of all students, let them to work in reduce group feeling confidence and comfortable to interact.

**Input:** Students will interact using short phrases or commands to communicate with peers, in that way, the contextualize what they say, for example if someone says "like" you don't understand, but if the person says like, while pointing at a book, it is easy to understand, because of the comprehensible input.

Output: In a traditional classroom of 30 minutes, teacher calls on students one at one at a time to answer teacher's questions on the other hand, in each group at least one student is talking so if there are 4 groups, there are 4 students in the classroom talking at the same time, at working in reduced team's students have more opportunities to express, and participate actively using the language.



### **Critical appreciation and suggestion**

I suggest to promote Cooperative work in second language acquisition classrooms because it brings a lot of benefits to our students.

It is important to say that teachers need to clarify what students are not allowed to do during the Cooperative work, to support that we can use the rubric, so they are aware about what they are supposed to do during the Cooperative work.

I suggest to use Cooperative work even in primary level, because children enjoy and practice their oral production and considerable way.

I propose to implement Cooperative Language Learning even in virtual classes, exactly in synchronic classes where students have to opportunity to interact with school friends.

I suggest to use social media as a tool to promote Cooperative learning during writing reading and speaking activities, for example students can make a conversation related to the unit topic by a WhatsApp chat, and at the same time they are reading for specific information.

## **Conclusions**

Compared to traditional education, cooperative learning tends to increase productivity and performance and offers more communication options. Collaborative language learning responds to trends in foreign language teaching, with an emphasis on the communicative and effective elements of language learning. Of course, cooperative language learning is beneficial for learning and teaching foreign languages. It is worthwhile for teachers and academics to introduce this method in language teaching.

The increase in academic achievement, improvement in positive interpersonal relationships and advancement of personal development make cooperative learning is a must in any modern classroom.

Cooperative learning provide a natural and comfortable environment, students produce in a natural way through discussion and informal short debates that could be the evidence of learning, because we need previous activities to develop some activities that help students to achieve the class purpose.

Learners clarify some ideas because what someone understands is not necessarily understood by others, that is the comprehensible input, that used to occur in the Cooperative Language Learning classroom.

At the end of the teamwork students feel self-satisfaction, even learners who are backward in their process of learning, can have a good presentation, can achieve the goal in a significative way.

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## **Appendix**

Appendix A: Evidence of Cooperative work in zoom

Appendix B: Cooperative writing activity in reduced groups of Zoom.

## Appendix A: Evidence of Cooperative work in zoom

Amco Happy to teach

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**Exclamative expressions**

- Oh no!
- Wow!
- Let's go!
- Hurry up!
- Wait for me!
- Look!
- Come on!

**Hurry up!** It's ten o'clock.

**Let's go!** We are late.

**Look!** Here is the bus!

**wait for me!** Don't go so fast!

**wow!** That is a big pizza!

That is not my book

It's a helicopter!

The teacher is inside

That elephant is eating

I can't run!

He can't swim!

Miss Yessenia

Valeria Bahamonde

Fabrizio Dellepiane

KAMIL CHAVEZ NINU

Amco's Distance Learning Method

Source: Own elaboration.

**Appendix B: Cooperative writing activity in reduced groups of Zoom.**

Amco's Distance Learning

Classify the words by place, thing, and animal.

Write

thing animal place

boat bunny forest farm

Verbal Linguistic

Amco's Distance Learning

Miss Yessenia Valeria Bahamonde KAMIL CHAVEZ (N.N.) Natali Diaz

www.amco.me

Source: Own elaboration.