



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

CARRERA: CIENCIAS DE LA EDUCACIÓN - MENCIÓN INGLÉS

RESEARCH PROJECT:

**“HOW COOPERATIVE LEARNING STRATEGIES ENHANCE
COMMUNICATIVE SKILLS IN A FOURTH GRADE EFL CLASS AT NAHIM
ISAIAS BARQUET SCHOOL”**

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIADA EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA

Y

ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

AUTHOR:

ANA ELIZABETH PRIETO GÓMEZ

TUTOR:

Msc. XAVIER TORRES FRERES

GUAYAQUIL – ECUADOR

2016

CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

CERTIFICO

Yo, XAVIER HUMBERTO TORRES FRERES, certifico que el Proyecto de Investigación con el tema: “HOW COOPERATIVE LEARNING STRATEGIES ENHANCE COMMUNICATIVE SKILLS IN A FOURTH GRADE EFL CLASS AT NAHIM ISAIAS BARQUET SCHOOL”, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTOR



Msc. Xavier Torres Freres

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR

DECLARACIÓN DE AUTORÍA

Yo, ANA ELIZABETH PRIETO GÓMEZ, con cédula de ciudadanía No. 0921093761, en calidad de autor, declaro bajo juramento que la autoría del presente trabajo me corresponde totalmente y me responsabilizo de los criterios y opiniones que en el mismo se declaran, como producto de la investigación que he realizado.

Que soy el único autor del trabajo del Proyecto de Investigación: "HOW COOPERATIVE LEARNING STRATEGIES ENHANCE COMMUNICATIVE SKILLS IN A FOURTH GRADE EFL CLASS AT NAHIM ISAIAS BARQUET SCHOOL".

Que el perfil del proyecto es de mi autoría, y que en su formulación he respetado las normas legales y reglamentarias pertinentes, previa la obtención del título de "Licenciado en Lengua Inglesa especialización Lingüística y Literatura" o "Licenciado o Licenciado en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en TEFL", de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica Vicente Rocafuerte de Guayaquil.

CESIÓN DE DERECHOS DE AUTOR

De conformidad con lo establecido en el Capítulo I de la Ley de Propiedad Intelectual del Ecuador, su reglamento y normativa institucional vigente, dejo expresado mi aprobación de ceder los derechos de reproducción y circulación de esta obra, a la Universidad Laica Vicente Rocafuerte de Guayaquil. Dicha reproducción y circulación se podrá realizar, en una o varias veces, en cualquier soporte, siempre y cuando sean con fines sociales, educativos y científicos.

El autor garantiza la originalidad de sus aportaciones al proyecto, así como el hecho de que goza de la libre disponibilidad de los derechos que cede.



Ana Elizabeth Prieto Gómez

INDEX

CHAPTER I	1
1. INTRODUCTION.....	1
1.1. BACKGROUND OF THE PROBLEM.....	2
1.2. STATEMENT OF THE PROBLEM	3
1.3. GENERAL OBJECTIVE AND SPECIFIC OBJECTIVE	3
1.4. SIGNIFICANCE/RATIONALE OF THE STUDY	4
1.5. SCOPE AND DELIMITATION OF THE STUDY.....	6
1.6. RESEARCH QUESTIONS	6
CHAPTER II	7
LITERATURE REVIEW	7
2.1. INTRODUCTION.....	7
2.2. THEORETICAL REVIEW	13
2.3. CONCEPTUAL FRAMEWORK	20
2.4. HYPOTHESES AND VARIABLES	23
2.5. SUMMARY	25
CHAPTER III	27
RESEARCH METHODOLOGY AND FINDINGS	27
3.1. INTRODUCTION.....	27
3.2. METHODS AND TECHNIQUES	27
3.3. RESEARCH POPULATION AND SAMPLE	30
3.4. RESEARCH INSTRUMENTS	31
3.5. RESULT /FINDING AND ANALYSIS	31
3.6. RESOURCES, TIMELINE AND BUDGET	53
CHAPTER IV	56
FINAL CONCLUSIONS	56
4.1. CONCLUSIONS	56
4.2. PROBLEMS AND LIMITATION	57
4.3. RECOMMENDATIONS.....	58

LIST OF TABLES

TABLE 1. QUALITATIVE STUDY NAHIM ISAIAS BARQUET SCHOOL 2015.....	30
---	-----------

LIST OF GRAPHICS

GRAPHIC 1.DO YOU LIKE TO LEARN ENGLISH?	35
GRAPHIC 2. TO LEARN ENGLISH IS INTERESTING, EASY, DIFFICULT OR BORING?.....	36
GRAPHIC 3. WHAT KIND OF INTERACTION DO YOU LIKE MOST?.....	37
GRAPHIC 4. WHAT SORT OF RESOURCES DOES YOUR TEACHER APPLY IN THE ENGLISH CLASS?	38
GRAPHIC 5. HOW OFTEN DO YOU WORK IN DYNAMICS OR TEAM WORK DURING THE ENGLISH CLASSES?.....	39
GRAPHIC 6. DOES THE ENGLISH TEACHER DISPEL YOUR DOUBTS?.....	40
GRAPHIC 7. HOW OFTEN DO YOU RECEIVE CORRECTIVE FEEDBACK FROM YOUR TEACHER?.....	41
GRAPHIC 8. WHAT KIND OF ACTIVITIES DURING THE ENGLISH CLASSES DO YOU LIKE MOST?.....	42
GRAPHIC 9. DO YOU THINK THAT THE TASK ASSIGNED BY THE TEACHER WORKING IN TEAMS COULD BE EASY, DIFFICULT OR CHALLENGING?	43
GRAPHIC 10. HOW DO YOU PREFER TO RECEIVE ENGLISH CLASSES?	44
GRAPHIC 11. HOW MANY YEARS OF EXPIERIENCE AS AN ENGLISH TEACHER DO YOU HAVE?.....	45
GRAPHIC 12.HOW OFTEN DO YOU ATTEND ENGLISH WORKSHOPS ON ELT?46	
GRAPHIC 13.DO YOU KNOW ABOUT COOPERATIVE LEARNING STRATEGIES?	47
GRAPHIC 14.WHICH ONE DO YOU APPLY IN YOUR CLASSES?	48
GRAPHIC 15.WHAT KIND OF RESOURCES DO YOU APPLY TO ENCOURAGE YOUR PUPILS TO IMPROVE COMMUNICATIVE SKILLS?	48
GRAPHIC 16. DO YOU HAVE THE ACADEMIC AND PSYCHOLOGICAL SUPPORT OF THE AUTHORITIES OF YOUR SCHOOL TO APPLY THEM IN CLASSES?	49

GRAPHIC 17. WHICH ARE THE GOALS THAT YOU WOULD LIKE TO REACH WITH YOUR STUDENTS AT THE END OF THE SCHOOL YEAR?	50
GRAPHIC 18. DO YOU KNOW ABOUT THE OBJECTIVES THAT YOU HAVE TO REACH ACCORDING TO THE “MINISTERIO DE EDUCACIÓN DEL ECUADOR”?	50
GRAPHIC 19. HOW DO YOU DO THE ACADEMIC MONITORING OF THE STUDENTS WITH THEIR PARENTS?	51
GRAPHIC 20. WHAT KIND OF STRATEGIES DO YOU USE TO IMPROVE THE ACADEMIC RESULTS OF THE STUDENTS IN THE ENGLISH AREA?	52

LIST OF PICTURES

PICTURE 1: 4TH GRADERS STUDENTS AT NAHIM ISAIAS SCHOOL

PICTURE 2: ROUND ROBIN

PICTURE 3: WRITE AROUND

PICTURE 4: NUMBER HEADS TOGETHER

PICTURE 5: TEAM JIGSAW

PICTURE 6: TEA PARTY

PICTURE 7: WORKSHOP

ABSTRACT

The purpose of this thesis is to investigate and analyze the effects of using Cooperative Learning strategies to enhance Communicative Skills in a fourth grade EFL class at Nahim Isaias Barquet School in Ecuador. Over the last fifty years Cooperative Learning techniques have improved the teaching learning process increasing student's motivation and team work. For that reason, to evaluate in a deep way each research instrument, it was necessary to apply a mixed research type "quantitative and qualitative" in which the application of the deductive and the inductive method, as well as, the analysis and the synthesis of the literature review were important to inquire, to value and to self-assess the investigation. On the other hand, the population was based on fourteen students which had communicative problems in the use of a foreign language. The techniques that the researcher applied were: semi-structured interviews to English teachers, teacher's grade book and surveys. The analysis was based on the academic performance and in the teacher's development and classroom management those analyzes are going to answer the following query Which is the impact of the application of Cooperative Learning strategies on fourth graders at Nahim Isaias Barquet School? The results were shown in bar charts and graphics which guide the researcher to identify the impact of the project in the education community. The application of Cooperative Learning strategies in this study helps teachers in their teaching process to enhance pupils to listen to each other's opinions by asking questions, clarifying issues and re-stating points of view.

In conclusion, the present thesis could guide teachers to apply strategies to develop Cooperative Learning engaging their pupils to increase their level of thinking skills by analyzing problems, explaining possible solutions and synthesizing their opinions according to their age and level. Cooperative Learning strategies stimulate the pupil's cognitive, linguistic and social abilities focused on the interdependence, face to face interaction, individual accountability and social skills.

CHAPTER I

1. INTRODUCTION

Nahim Isaias Barquet School was founded on June 28, 1989. It started without a real name; it was just called school # 197. Its founder was Victor Granda Davila. After his precious contribution to people who lived in the surroundings of the school at that time, the Institution in 1992 adopted its name becoming Nahim Isaias Barquet School. It is composed since first to seventh year of basic education. It has always functioned in the afternoons from 13h00 to 19h00.

My experience as a student of English at School of Languages and later, as a teacher at Naciones Unidas Kindergarten showed me the difficulties that we had to overcome in order to acquire the skills needed to be able to communicate ourselves in other languages. Pupils at different ages have diverse problems regarding the teaching-learning process but at the end the main goal is to share information in L2 properly.

I have been observing one class at Nahim Isaias Barquet School which was the fourth grade for two weeks and I could notice that most of the learning that the kids do in school was very motionless; students are expected to sit back, listen, absorb, and recall. Traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teachers and they play the role of instructors (in the form of lectures) and decision - maker (in regards to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information.

That's why I decided to apply an innovative strategy that eradicates the typical boring method used in classes. This approach will be a helpful tool for teachers and it is going to change the point of view that students have about this subject.

1.1. BACKGROUND OF THE PROBLEM

From my experience working with fourth graders at Nahim Isaias Barquet School I perceived the typical way of knowledge acquisition in which the teacher is the center of the class and students have limited functions as listen to and observe. The teacher controls the class and moves around it while students stay in their place without saying a word. I had the opportunity to be in some English classes at different days and hours and the strategy used was the same, obviously the response of the students did not change, they did not have an active participation in their classes. I could notice that there was lack of communication and interaction with the teacher and peers.

After many days of observations, I could detect that there was a problem: pupils did not have the opportunity to improve their communicative skills, they were centered just on themselves, everything was an environment of competition, and nobody cares about the success of the other. Additionally, the school did not have the resources and technology that teachers need to create a better environment. Due to these circumstances I could realize that students need to be motivated by their teacher and they need to learn how to work with others; this will be a helpful tool to improve their communicative skills.

There are many reasons for conducting this research project, the main reason is the lack of motivation and communication that fourth graders evidence. As a result of past investigations, some authors have observed that pupils' priority is to learn by communicating with others. They need to share their knowledge, they need to be accepted by their peers, and the most important thing is that they want to be heard by their teachers.

The effects are clear: lack of motivation and communication can limit the learners; students will not be able to learn new vocabulary, and they will find difficult to express themselves, pupils will not be able to share their ideas and knowledge with others. In order to face this situation different investigators have considered essential to implement different techniques and strategies to set a solution for this situation.

1.2. STATEMENT OF THE PROBLEM

According to previous studies, children cannot communicate in English for different reasons such as: lack of confidence, basic vocabulary and grammatical structures. On the other hand, there are some teachers that do repetitive activities which do not encourage the pupils to produce their English according to their level.

As a result of that, some of the children feel frustrated trying to use a foreign language in or outside of the class. But, this disadvantage could become an advantage for teachers if they increase the number of activities based on the children's interest and English level in order to encourage them to lose their fears at the moment of interact with their peers during their daily life.

The present research will demonstrate that the students of fourth grade of Nahim Isaias Barquet School located in Guayaquil city need to improve their communicative English skills because pupils' communicative skills are not developed at all, so they do not have the opportunity to share their ideas, knowledge and experiences with others. Thus, the English teachers have to apply new strategies to catch the attention of their pupils to have a successful result at the end of the scholar year increasing their English level.

This research project tries to answer the following query:

Which is the impact of the application of Cooperative Learning strategies on fourth graders at Nahim Isaias Barquet School?

1.3. GENERAL OBJECTIVE AND SPECIFIC OBJECTIVE

GENERAL OBJECTIVE:

To implement an innovative approach in teaching English as a second language to fourth grade children by applying Cooperative Learning strategies in Nahim Isaias Barquet School.

SPECIFIC OBJECTIVES:

- a) To analyze the impact that cooperative learning strategies have in students 'motivation towards acquiring a second language.
- b) To develop social skills as well as to stimulate team work, cooperation and communication among fourth graders by assigning different roles.
- c) To recognize strengths and flaws in the students during the teaching learning process.
- d) To provide a positive interdependence among pupils by creating a pleasant educational environment.

1.4. SIGNIFICANCE/RATIONALE OF THE STUDY

The principal reason for conducting this research project is to provide teachers with a new strategy that is going to motivate, engage and improve student`s communicative skills. This project will help to develop scientific research methods related to the development of communicative skills by using cooperative learning strategy. This research will contribute to future teachers to develop in a future time. Pointing out to the methodological part, it will analyze the most detailed techniques and their proper implementation. The practical benefits of this research will be:

FOR STUDENTS

This project is going to make contributions to the correct implementation of effective techniques and strategies in the classroom. This strategy will help students to learn how to work with others, during small group interaction they can learn through other`s experiences, pupils can have a better understanding of other cultures and points of view.

It enhances interpersonal development; it means that pupils learn how to interact with their peers and other learners as they work together. Each member of the group has the

opportunity to contribute in small groups, the members have an active participation during the classes.

They have opportunities for personal feedback; they receive more feedback of their partners about their ideas and responses. It allows students to exercise a sense of control on task. (Sharan and Sharan, Gentile 1997) It develops social interaction skills.

Another benefit is that it develops more responsibilities for each other; it means that every member of the group has to be responsible of their work. If one succeeds, the group succeeds.

FOR TEACHERS

Being an English teacher is not so easy because English teachers have to deal with different factors that can limit their way of teaching. This research is going to be a helpful tool that can be used as a guide for teachers with the purpose of creating a better environment and to give new and innovative strategies. It helps teachers to have a variety of strategies to use in their classroom. The teacher is not the center of the class so the teacher will have more time to monitor his or her students and planning will be less difficult.

FOR PARENTS

Most of the parents are interested in the progress of their children especially when it is a second language, they feel that English programs should be improved in order to obtain a better level of English in the schools. This research is going to benefit parents because they will see how their kids are going to increase their level of English. They will observe how their children are motivated, parents are going to be proud of their kids.

FOR AUTHORITIES

The benefit for the authorities is going to be immense because if the strategies used in the school are efficient, motivates students and increase the English level, the numbers

of the students will increase in the institution. The school is going to have more prestigious and there will be more job opportunities.

1.5. SCOPE AND DELIMITATION OF THE STUDY

This study focuses on Fourth graders who are around eight years old at Nahim Isaias Barquet School in Guayaquil city in Ecuador.

1.6. RESEARCH QUESTIONS

- a) Which are the causes that influence in the development of communication skills in fourth graders of Nahim Isaias Barquet School?
- b) What kind of resources do teachers apply during the process of teaching- learning to improve the communicative skills in fourth graders?
- c) How is Cooperative Learning going to improve communicative skills in fourth graders at Nahim Isaias Barquet School?
- d) What kind of benefits are teachers going to have using cooperative learning strategies?

CHAPTER II

LITERATURE REVIEW

2.1. INTRODUCTION

The present research project aim is to give strategies to teachers of English as a foreign language in public schools, so, they could apply them inside and outside the classrooms by promoting their pupils the use of Communicative Skills which will help them in their professional and personal life.

To teach a foreign language in a public school could be a very challenging work because the period of classes are less than the ones in private schools in Ecuador; and in some of the schools, there are not enough resources as internet or CD players. However, the Ecuadorian government has one goal to be reached in few years which is that at the end of the high school all the students would get a B1 English level according to the Common European Framework of Reference for Languages. So for that reason, this project is aimed at helping the English teachers to reach the objectives three and six of the Ecuadorian Project for strengthening the English Teaching as a Foreign Language in Ecuador. These objectives are:

- ✓ Design, do and control a framed English curriculum with international quality standards to promote effective and meaningful learning in the classrooms.
- ✓ Establish standards of quality for teaching and learning English as a reference for teachers and students to increase the quality of teaching this foreign language.

MINISTERIO DE EDUCACIÓN DEL ECUADOR.: *Fortalecimiento del Inglés (Oficio Nro.SENPLADES-SIP-dap-2011-655; CUP91400000.0000.372704).(s.f).*
<http://educacion.gob.ec/objetivos-2/>, extracted, December 7th 2015.

Therefore, Communicative Skills are linked in all the subjects, but if the English teachers do not apply the correct strategies to improve the students` communicative

skills with the students of fourth grade of NAHIM ISAIAS BARQUET SCHOOL, the students could not reach the linguistic, sociolinguistic and pragmatic objectives of the A1 level according to the Common European Framework of Reference for Languages which is the National Official Curriculum of Ecuador that would like that the pupils at the end of primary school to use a basic vocabulary in their oral expressions, besides having knowledge of simple grammatical structures related to their daily life to share their experiences with different members in the community.

*MINISTERIO DE EDUCACIÓN DEL ECUADOR:
NationalCurriculumSpecifications.Quito:MinEduc,2014.<http://educacion.gob.ec/wpcontent/uploads/downloads/2014/09/02-National-Curriculum-Specifications-EFL-Level-A1-Agosto-2014.pdf>,extracted, December 7th 2015.*

To sum up, this research project could help teachers and students at the same time to improve their Communicative Skills to have pupils with knowledge of common expressions and the use of vocabulary according to their age as a result of the motivation and knowledge that the teachers give them in a class.

As reference, Latin and Greek were the first languages that the people spoke worldwide; they were spoken by young citizens which had a high inquiring spirit. But the seventeen and eighteen centuries were known as the most important for English as a second language. During those times the teachers used the classic method with their pupils which were focused on the grammar, syntax and vocabulary using the memory to translate different kind of texts of reading and writing, but they did not persuade their students to potentiate their knowledge to improve the fluency.

However, in the nineteenth century teachers recognized that communication was the best way to learn a second language as English. So, they decided to use the method of converting the grammar of the language of the Anglo speakers in their native language focused on the grammatical structures because in this way, it can be translated into their own

language. But, in the late 40s, it changed because the teachers decided to potentiate the oral part using the audio-lingual method which was based on psychology and linguistic theory.

Charles Curran developed the learning language in the community in 1972; this new way of learning had one main characteristic which was that all students should be exposed to different cultures and traditions to make a meaningful experience of learning. Then in the eighties Stephen Krashen and Tracy Terrel developed a new teaching method which was called as “ESL” English as a second Language in which students should learn through the multiple intelligences to produce their English according to their level. As well as, the emotional process of the people while they are acquiring the knowledge of a second language like English could be seen in the bio psychological aspect of human beings, because they could interact with other ones improving the communicative skills and mental process in their daily lives.

According to Vygotsky’s theory (1978) the best way to teach reading and writing is the one in which children learn to read and write using games to improve both skills. So, this constructivist theory emphasizes cultural aspects and historical influences that promote cognitive and linguistic progress making speech the main part of the communication. For that reason, it is related to the zone of proximal development and linked to the current development area at the same time which is formed by Vygotsky as acquisition, achievement and the prior knowledge that the pupils have.

In the book “ How to teach English” that was written by Harmer, (2007) it is stated that “Well prepared speaking activities should be interesting for the pupils, if all of them are involved, the teachers will ensure that their pupils get a comprehensive regeneration that could be useful for their daily lives. “ (p.23). It means, that English as a language is not only acquired as a grammatical structure; instead of that, this language is used in different subjects in a holistical way using the pupils’ prior knowledge according to their levels.

Additionally, the zone of proximal development is one of the most important theories of Vygotsky. According to Frawley, (1977) “We learn with the help of others, we learn through social interaction”. This theory is focused on constructivism; it did not have stages, instead of that it was focused on the environment of the children in which they became the builder of their knowledge.

According to Ausubel in his learning theory that was based on the assimilation through the instruction of the concepts that are developed from the prior knowledge of the environment, he states that it was the main contribution of the constructivist theory because it had three main aspects.

A.-Logical significance of the material.

B.-Psychological significance of the material.

C. -Positive attitude of the teachers.

During the development of this project the researcher consulted national and international repositories of thesis in order to deepen and get more knowledge about different studies with a similar topic. The most important are analyzed here:

“THE IMPACT OF COOPERATIVE LEARNING ON THE DEVELOPMNET OF NEED FOR COGNITION AMONG FIRT-YEAR COLLEGE STUDENTS”. This PH- D thesis was done by Thomas Dee Castle Jr. A. to graduate from the College of the University of Iowa in December 2014 to get the degree of Doctor of Philosophy in Education. The goal of the thesis was to examine the relationship between Cooperative Learning and the development of need for cognition of the first year college students to link student’s cognitive development with educational delivery strategies through different ones to have an effective design and application of the Cooperative learning of the teachers. This study confirms that applying Cooperative Learning in class produces benefits in the students’ cognitive and behavioral part.

“THE EFFECTS OF COOPERATIVE LEARNING ON THE ACADEMIC ACHIEVEMENT AND KNOWLEDGE RETENTION”. This thesis was done by Van Dat Tran which studied in the An Giang University in Vietnam on May 6th 2014. The project was based on the results of the use of Cooperative Learning in one hundred ten first graders in eight weeks and the effects that they faced in the academic part and in their daily lives. This thesis would help the researcher to analyze the causes and effects of Cooperative Learning on the academic results. This study confirms that there are a lot of positive effects that Cooperative Learning offers to have better academic results.

“COOPERATIVE LEARNING EFFECTS ON THE CLASSROOM”. This project was written by Anthony Adams who studied at the Northern Michigan University in the United States of America in November 26th 2013. Teachers applied traditional strategies in their classes to improve academic results in pupils. In this thesis the researcher had the opportunity to study the social and academic effects of the use of Cooperative Learning with the students and teachers. This study confirms that the use of Cooperative Learning improves the teaching learning process and develops pupils’ friendship. In addition, in this thesis he explored the causes and the effects of Cooperative Learning strategies on student achievement and content literacy in students.

“THE EFFECT OF USING A PROGRAM BASED ON COOPERATIVE LEARNING STRATEGY ON DEVELOPING SOME ORAL COMMUNICATION SKILLS OF STUDENTS”. It was a written by Khaled Mohsen and Mohammed Zuheer, they studied at Sana’a University in 2008 which was located in Saudi Arabia. The study shows that the correct use of cooperative learning improves the pupils’ cognitive development and the learning process. It was focused on a list of five oral communication skills in which they wanted to improve the English level in a group of thirty students and the researcher would analyze different kind of strategies to develop and increase the oral communication skills in a primary school.

“HOW TO IMPROVE STUDENTS’ COMMUNICATIVE SKILLS” This bachelor thesis was written by Lenka Temerová who studied in the Masaryk University Brno in the

Czech Republic and showed to the Department of English language and literature to get a Bachelor degree in 2007. Another idea to improve the student's communicative skills was focused on the communicative skills for enhancing English teachers with their pupils, which was divided in two parts the theoretical and practical to have speaking lessons more effective distinguishing the speaking with to keep conversation achieving better academic results and improving student's communication. This study confirms that to have an appropriate influence in the development of the communicative skills, teachers have to use different kind of strategies with successful results for them and their students.

“FACTORS THAT AFFECT THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS IN ECUADORIAN PUBLIC HIGH SCHOOLS”. This thesis was done by Angel Talahua for the Universidad Técnica Particular de Loja in Ecuador in 2013 to get the degree of “Licenciado en Educación Básica”. The main aim of the thesis was to analyze the factors that influence in the learning teaching process of students from 8th grade to 3rd year High School to improve the level of teachers and students applying strategies in the four main skills. The thesis is used to compare and contrast the effects of the English teaching learning in Ecuador that a primary student could have with non-native teenage pupil. This study confirms that teaching a foreign language in Ecuador in public high schools is a challenging work but it is not impossible to do it.

“ACTIVITIES TO DEVELOP COMMUNICATIVE SKILLS AND TO ENGAGE STUDENTS IN THE ENGLISH LEARNING PROCESS BY APPLYING THE MULTIPLE INTELLIGENCE THEORY”. It was a thesis written by Katty Peñaloza and Heidy Rivera. They studied at the University of Cuenca in 2012. It was focused on the improvement of communicative skills in seventh graders through integrated activities during five lesson plans based on the multiple intelligences getting positive results. The thesis is used by the researcher to analyze the effects of use multiple intelligences in the development of communicative skills in primary students. This study confirms that to work with a variety of activities to develop Communicative Skills could improve their vocabulary and the class interaction between the teachers and pupils using a foreign language.

As every human being is different from one another, there are different ways to teach a foreign language to children but fluency and pronunciation need to have two important ways to persuade pupils to produce their English in a natural way during their daily life Cooperative Learning and Communicative Skills.

2.2. THEORETICAL REVIEW

➤ COOPERATIVE LEARNING

Having in mind that the topic of this project is to persuade the teachers to apply strategies in which the pupils could be involved to work in groups sharing their knowledge and experiences to have better communication links. For that reason, one of the most useful is Cooperative Learning, a theory based on working in small teams who work together to reach the same goal using each member's skills avoiding the competitive or individualistic learning. But, there are different kinds of strategies that teachers are able to use to have a better environment in their classroom, and as a result of that, they could get the attention of all the pupils and as a result of a correct use of each of them, the students could improve their level according to their ages.

This strategy was developed by Dr. Spencer Kagan. He proposed this way of learning about Cooperative Learning in 1985 in his book 'Cooperative Learning Structures'. He mainly advocated two basic principles: the first was that the world is pretty much competitive and the second was a mixture between competitive and individualistic, so it could help preparing the students for a complete sort of social situations. According to Kagan, there are some advantages when a teacher uses Cooperative Learning. For example; it builds an ethnic relation among students, increases one's self-esteem, social skills, and study skills, makes a student like the school and class.

Cooperative Learning is a teaching method that uses small groups to work together to maximize the learning potential of each team member according to Johnson & Smith, (1991). So, the cooperation among the pupils could create interdependence which increases

the motivation and cognitive skills. But, according to Kagan, (1989) Cooperative Learning occurs when the teacher designs the social interaction structures as well as learning activities. It has four primary components according to Johnson & al, (1991) which are:

- A.-Positive independence.
- B.-Face to face promoting interaction.
- C.-Individual Accountability.
- D.-Social Skills.

Finally, Hotham, Melville & Sodhi, (2006) found that independent teams performed much more effectively than the pupils who allocated work evenly among members. So, the benefit in this strategy is not going to be just for students, it can be also for the teachers who could learn more with their pupils.

➤ **CHARACTERISTICS OF COOPERATIVE LEARNING**

Cooperative learning was designed to help people to maximize an individual and team learning. But teachers sometimes are afraid to use it because it requires them to give up the control of the classroom. According to Kagan, (1989) teachers should apply the “Structural Approach” according to Menon and Patel; it means to lay stress on learning a language through structures and grammatical patterns, so the grammar structures are more important than the acquisition of the vocabulary to Cooperative Learning which can be used in different grade levels and subjects with the aim of learn by teams in an effective way.

According to Johnson and Johnson (1991), in the book named Learning Together and Alone listed essential components of Cooperative Learning that must be planned for group activities which are:

- **Positive Interdependence:** It occurs when teachers establish mutual goals in order to complete the team's task by sharing different kind of resources and assigning roles to have a successful learning and experience.
- **Face to face Promoting Interaction:** It happens when the pupils promote each other's learning by sharing, helping and encouraging efforts to learn or find a solution of the problem assigned. In this way, they could explain and discuss in the group to complete a task with respect and order.
- **Individual Accountability:** It occurs when teachers structure individual tests to each pupil or choosing one member of the group to give or explain the result of the task assigned by him, so all the group must be involved in the learning process and having the same knowledge of the task.
- **Interpersonal and Small group skills:** It is used when the teachers want to increase the collaborative skills to get in all their students leadership and tolerance not only with special needs students because it can be used to enhance the friendship and communicative skills.
- **Group Processing:** It occurs at the end of the task, it is based on the feedback of the process which is not given just for the teacher, it is also given by each member with one goal which is to have better results in the next activities and to be an open minded person.

All of them are used to improve the teaching learning process and to enhance the respect and tolerance in each member of the class.

➤ **STRATEGIES TO APPLY IN THE COOPERATIVE LEARNING**

In the middle 1960s, Cooperative Learning was completely unknown by educators of all the levels, an individualistic learning was used. But, some years later in Skinner's work which was about program learning and behavioral modification some teachers changed their teaching style. Then, in the early 1900s Kurt Koffa who was one of the founders of the Gestalt School of Psychology promoted the theory of social interdependence in which the team work in a dynamic way among the others changing the mood and the interest of the

class in each of them. This motivated the accomplishment of the desired common goals. According to the theory of cooperation and competition, Deutsch stated that there were three kinds of social interdependence:

a. - Positive interdependence: It tends to promote interaction with all the members of the group.

b. - Negative interdependence: It tends to result of a lack of interest to do the activities assigned.

c. - None interdependence: It shows an absence of interaction in the team.

According to Clark, Rosemary, et al. (2007). *Beyond PD Days: Teachers' Work and Learning in Canada*. Ontario Teachers' Federation / Centre for the Study of Education & Work, Ontario Institute for Studies in Education teacher's work and learning in Canada entitled *Beyond PD Days* found that teachers embrace ongoing professional learning and the overwhelming majority actively engage in it through both formal and informal learning activities.

Cooperative Learning is the instructional use of small teams in which each group work together to solve a task. It is different with competitive classes where the pupils work against each other to achieve an academic being individualists. For that reason, using this learning style, the teachers would evaluate the student's efforts in a nice environment of respect and friendship. So, it is positive for any student that could be learning a second language due to its activities promoting peer interaction which helps the development of language and the learning of concepts and content. It is important to assign ELLs to different teams, they can benefit from English language role models. ELLs learn to express themselves with greater confidence while they are working in small teams. In addition to 'picking up' vocabulary, ELLs benefit from observing how their partners learn and solve problems.

BENEFITS OF COOPERATIVE LEARNING

Extensive researches have compared Cooperative Learning with traditional classroom instructions using the same teachers, curriculum and assessments, and the result was that the pupils enjoyed more their classes and developed in a better way their critical thinking skills

with Cooperative Learning. According to Kagan, there are many advantages of Cooperative Learning.

- Gain from each other's efforts. (It is based on “your success benefits me and my success benefits you.”)
- Recognize that all group members share a common fate. (In this one, all the team members have one goal.)
- Know that one's performance is mutually caused by oneself and one's team members. (The group needs all the members’ skills to complete the task in a successful way.)
- Feel proud and celebrate when a group member is recognized for achievement. (It happens at the end when all the members feel happy for the excellent result that they had of working together with one goal)

Academic Benefits

- Promotes critical thinking.
- Involves students actively in the learning process.
- Classroom results are improved.
- Models appropriate student problem solving techniques.
- Large lectures can be personalized.
- Facilitate ‘Deep Learning’.
- Motivate students in specific curriculum.
- Develops learning communities.
- Increases student’s responsibility.

Psychological Benefits:

- Increases students' self-esteem.
- Reduces anxiety.
- Helps to develop positive points of view about teachers.
- Shared leadership.

There are many benefits for teachers and also students at the moment of this application in the core, but if the teachers do not apply them in an effective way the classes could be boring and the English level could not increase in their pupils.

COMMUNICATIVE SKILLS

It is important for every human being to interact with others in their daily life; it involves listening as well as speaking. It encourages learners to acquire language knowledge and prepare them to face real life not only by answering close questions and as a result of that, they are more likely to be receptive when the teachers give instructions.

Being communication the main tool of relationship, according to Wiemann; (1977) it is defined as an ability of choosing between different available communicative behaviors that successfully fulfill their own interpersonal goals. So, as the communication skills are very important for being developed by the teachers to make our children successful pupils in the school and beyond, and they could be less likely to have difficulties learning or with the behavior.

For that reason, it is really important during the first years of life to make children interact with others because their brain develops faster than the adults and lays the foundation for learning. In this part, the teacher has the role of a facilitator of the student's learning which has the responsibility to set up activities that promote communication all the time in a natural way avoiding having shy students.

BENEFITS OF THE DEVELOPMENT OF COMMUNICATIVE SKILLS

Communicative skills should be developed from early childhood in order to reach a high interpersonal relationship and strong communication skills with in their personal and professional life. According to Chomsky (1968) in the book Language and Mind, there are many advantages of developing Communicative skills:

- Provide Clarity.-Clarity could prevent the misunderstandings that could feel the pupils during the classes, so in this way the messages could be simple and direct, and easy to understand for anyone.
- Increase Success.- This includes interpersonal and organization communication skills which connect one person to another one, different aspects are involved : listening skills, eyes contact, verbal and nonverbal communication
- Self-esteem. - It is important to be able to communicate with the people who around him/her, so they could not be afraid to express their ideas or feelings in an easy and respectful way not only during the English classes; they could do it inside or outside the class.

Communication is very important at the moment of learning a foreign language or any other subject because students need to establish links with their classmates and teachers to have better academic results and to enhance friendship.

COMMUNICATION IN AN EFL CLASS

One of the goals of the Ecuadorian government in few years in the area of “EFL” or also known as English as a foreign language is that teachers could improve the communication skills of non-native students with a high English level according to their ages. But, as public schools have less possibility to have foreign teachers for different reasons, the students as soon as the English class finishes face a world full of speakers of their mother tongue and it stops the process of learning because they are not able to practice what they have learned in their classes.

For that reason, students of EFL classes need a lot of practice using English especially orally, because it could bring them the opportunity to express their ideas using basic vocabulary with children of the same age. It could be the opportunity that the pupils have to learn about different cultures avoiding the idea that in order to learn English, they have to deal with a set of rules or words to be memorized. In this way, the students could be open minded by learning and respecting foreign languages and finding the differences between the traditions and culture that their native country has, allowing them to communicate using their hands or gestures to externalize their thoughts using a foreign language.

2.3. CONCEPTUAL FRAMEWORK

The following terms are going to be useful to have a better idea of specific terms while you are reading this research project. The main important clue words are:

a) Cooperative Learning.

It is a teaching method where students of different kind of levels are arranged in one group in which they have to solve problems share ideas and knowledge to complete a task in a successful way.

b) Round Robin

It presents a category (such as "Names of Mammals") for discussion, it was written by Kagan in his book named "The Structural Approach to Cooperative Learning". In this one, teachers have students which take turns going around the group and naming items that fit the category by taking turns sharing something new with the members of the group. It would help the pupils to express ideas or opinions while they are learning more about their classmates.

c) Write around

It is used for creative writing or summarization. In this one, teachers give a sentence starter (for example: If you give an elephant a cookie, he's going to ask for...). Then, they ask all students in each team to finish that sentence. And, they pass their paper to the right, read the one they received, and add a sentence to that one. After a few rounds, four great stories or summaries emerge. Finally, they give children time to add a conclusion and/or edit their favorite one to share with the class.

d) Number Heads Together

It is used when the teachers ask students to number off from one to four in their teams. Then, they announce a question and a time limit. And, students put their heads together to come up with an answer. Then, the teacher calls a number and asks all students with that number to stand and answer the question. Finally, they recognize correct responses and elaborate through rich discussions.

e) Team Jigsaw

Teachers assign each student in a team one fourth of a page to read from any text (for example, a social studies text), or one fourth of a topic to investigate or memorize. Finally, each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle.

f) Tea Party

At first, students form two concentric circles or two lines facing each other. Then the teacher asks a question (on any content) and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners. Then, the teacher poses a second question for them to discuss. And, they continue with five or more questions. For a little variation, students can write questions on cards to review for a test through this "Tea Party" method.

There are different psychologists that study Cooperative Learning such as Johnson, Johnson, and Smith (1991) they synthesized more than 375 studies on the effect of cooperative, competitive, and individualistic efforts on student achievement and concluded that Cooperative Learning results in more higher reasoning level, more frequent generation of new ideas and solutions, and greater transfer of what is learned within one situation to another.

g) Communicative Skills.

It is the ability that a person has to share information in an effective and efficient way by verbal and non-verbal language.

h) Constructivism.

It is a teaching philosophy in which the students learn by themselves creating and developing their knowledge with the support of the teacher.

i) Critical thinking.

It means when a person improves his or her quality of thinking by developing skills through the analysis of different problems in an open minded way.

j) ESL.

It means the study of English as a second Language by non-native people.

k) Multiple intelligences.

It is a theory of intelligences that help to identify the different learning styles that pupils have in a class.

l) Teaching learning process.

It is the way that the teacher gives a class and the strategies that he or she apply on it to share knowledge to his or her pupils.

m) Zone of Proximal Development.

It is the distance between the actual development levels with the future one through the interaction of the cognitive growth.

2.4. HYPOTHESES AND VARIABLES

2.4.1. GENERAL HYPOTHESES

“If the English teachers of Nahim Isaias Barquet School apply Cooperative Learning strategies in their classes, it will improve the communicative skills in fourth grade students”.

This leads the researcher to aim this work at answering the following questions:

- A. What are the factors that diminish the development of communication skills in fourth graders at Nahim Isaias Barquet School?

The main aim of this question is to analyze if the strategies of cooperative learning which the teachers have been working on this school were efficient during the teaching learning-process. Some of them could not work as the teacher would like for different reasons as lack of parents support, different English level in a class or students` behavior problems.

- B. What kind of resources do teachers apply during the teaching- learning process to improve the communicative skills in fourth graders?

In this question, it is going to be an analysis of the resources that the English teachers use to increase the communicative skills in a public school. So, this research project is based on the development of a guide that English teachers could use as a class resource in their lessons, because there is a wide range of resources that they could use to catch the student´s attention that could persuade them to produce their English with flashcards, posters, songs or Power Point presentations.

- C. How is Cooperative Learning going to improve communicative skills in fourth graders of Nahim Isaias Barquet School?

The third question is going to show the academic and personal benefits of applying communicative skills in students of a public school and the impact in their parents, teachers and principals.

D. What kind of benefits are teachers going to have using Cooperative Learning strategies?

The last question focuses on the causes and effects that teachers and students could have in their classes through Cooperative Learning and the English level that the pupils could reach at the end of the research project.

2.4.2. VARIABLES

VARIABLES		DEFINITION	INDICATORS	INSTRUMENTS
Independent	Cooperative Learning Strategies.	It is a teaching method where students of different kind of levels are arranged in one group in which they have to solve problems share ideas and knowledge	Improvement of social skills in students	Planning Student's Surveys Teacher's Interview
Dependent	Enhancement of communicative skills	It is the ability that a person has to share information in an effective and efficient way	Improvement of students oral proficiency through speaking activities	Class observation Checklist

2.5. SUMMARY

Learning a foreign language has many advantages since enhancing cognitive skills, improves communication, but teaching it in an effective way could depend on the variety of strategies that the teacher applies inside and outside of the class.

Over the last several decades, teachers were looking for techniques that could help them to raise student's achievements to reach a high English level according to the pupil's age. For that reason, this summary is based on Cooperative Learning as an effective way to improve academic results, social attitudes and behavior on pupils according to the main authors which promoted its benefits on students and teachers. It requires more teacher preparation of the material for the group and to monitor group activities constantly giving feedback at the end of each with the aim of improving the English level of their students and to be more involved in the development of an environment in which all of them follow the same goal by sharing knowledge, ideas and skills in teams.

In addition, the reader could find some activities that could be applied during the classes to encourage the pupils the benefits of the Cooperative Learning which could be used in all the subjects through a funny and interesting teaching style to get positive results as: face interaction, social skills, increase student's motivation and increase the self-esteem.

Furthermore, one of the skills to be developed while students are learning a foreign language is the communicative skills. They are very important for a non-native student, because they could learn new vocabulary, common expressions and it could help them to have a better interaction with the people who are around them in the professional and personal life, so the reader could find the benefits of the effective use of the communicative skills not only for students but also for teachers. As a result of this, the professors could encourage pupils to apply their knowledge with their pals in classes in a very natural way.

Additionally, as English is a subject in which the communication is the basic element to interact, the role of the teacher is not the traditional one in classes anymore, because the

National Curriculum of the Ecuador is looking for students that could be open minded comparing and contrasting cultures using the language as an important tool to communicate using a basic vocabulary and common expressions in primary with the aim of get an A2 level at the end of the primary education.

To sum up, the present research project is focused on the benefits of the use of the application of Cooperative Learning and the different sort of activities that the teachers have to reach to get an interesting environment of classes which are going to help to improve the cognitive and behavioral part in the pupils, in addition to promoting the strategies that the teachers could apply to enhance the communicative skills in children of public schools. So, it could give more options that the teachers could use in all kind of schools to increase student's motivation and retention of the learning material creating a positive impact in the classroom and the most important is that the teacher could give feedback during the process of the classes to persuade their pupils that the team work help them to share ideas, respect different point of views in a respectful way and the result of this, is that Ecuador could have open minded, communicative and critical students with teachers as researches.

CHAPTER III

RESEARCH METHODOLOGY AND FINDINGS

3.1. INTRODUCTION

In this chapter the researcher gathered the information required in order to analyze and identify the effects of the Cooperative Learning on pupils and teachers.

3.2. METHODS AND TECHNIQUES

The present research project is based on a reality that young learners in public schools already have during their classes and the different sort of factors that did not allow them to improve their communicative skills in an effective way. For that reason, the purpose of this study was to analyse the effectiveness of Cooperative Learning strategies through mixed researches designed in English as a foreign language.

Therefore, to evaluate in a deep way each research instrument, it was necessary to establish that the research type is mixed, that is quantitative and qualitative. So, the researcher had to apply the qualitative research design to gain an understanding of the reasons, opinions and motivations. So, it provided insights into the problem to develop ideas or possible solutions whose main characteristics were: to focus on the use of techniques and qualitative strategies that helps the researcher to have a holistic vision of the study, to look for the understanding of the social phenomena. In addition, it makes emphasis on the process and the teaching method applied as a main part of this project because the methodology was more related to the discovery using evidences as interviews or surveys rather than testing and verifications.

On the other hand, the research project applied the socio critical paradigm which is based on the knowledge that is built by the requirements of the students by getting results through self – reflection. It promotes social changes and social development too in the pupils by improving their communication. The classes might be interactive improving the students´

pronunciation in this foreign language and the pupils could know about the benefits of working in teams.

The research project also has a socio educational profile because it responds to the scientific method giving proposals for solving social and educational trouble as being afraid of speaking English in front of others. The quantitative research is used to quantify the problem of studying a systematic process in which numerical data is used to describe variables, to establish the relationship between each of them and to determine the causes and effects.

[For that reason, the information that was gathered in this study was based on the research because it was characterized by the collection of data, their analysis and the diagnostic construction using different resources as: personal interviews, academic results and surveys with learners and English teachers at Nahim Isaias Barquet School which is located in Guayaquil city.

Finally, the investigation has an experimental design. It is also a documentary research because the reader could find all the relevant information about Cooperative Learning Strategies and Communicative Skills that teachers have used at Nahim Isaias Barquet School in primary school.

- **THEORETICAL METHOD**

For the present research it was necessary to apply the deductive and the inductive method, as well as the analysis and the synthesis of the literature review which is one of the most important steps in the learning process because it needs cognitive skills that allow the researcher to inquire, to value and to self-assess the investigation. The deductive method lets the researcher makes recommendations and conclusions with the knowledge that the investigator could find from the general to the specific concepts based on the general statements and scientific instruments and particular instruments in order to have unlikely

solutions. So, this method could help the researcher to get general conclusions using specific data, and it allows the researcher to find a specific knowledge.

It is real about the object of study to establish a relationship between the object of the research and the English language starting from particular facts using the logical thinking to get conclusions which goes from specific facts, and it starts with the individual observation of the facts through investigation from books, magazines all scientific information related to the topic of the present project to have possible ideas of conclusions to this problem. For that reason, the research project studies the way that the students of Nahim Isaias Barquet School applied their English knowledge in teamwork and the benefits of improving their communication and English level to get general conclusions about Cooperative Learning.

- **EMPIRICAL METHOD**

It helps to identify the main characteristics of the object that is going to be studied. It also needs the self-correction that allows to incorporate the new knowledge and procedures to ensure a better approach to the reality. This method does not allow to have spontaneous ideas giving a lot of emphasis on the experience and contrasting experiments because it is based on evidence and it refers to the use of working hypothesis that can be tested using observation and experiment. So, in this way the researcher got her knowledge based on her experience and researches. It was focused on the external details, sensible and measurable reality, so the methods that were the observation, research, measurement and experiments focused on clear questions that the researcher had to make to get the required information of the project in study.

3.3. RESEARCH POPULATION AND SAMPLE

The population is based on fourteen students of fourth grade, so the main objective of the research is to implement an innovative approach in teaching English as a second language by applying Cooperative Learning Strategies and Communicative Skills at Nahim Isaias Barquet School to reach with the national and international standards of the Common European Framework for Languages that improve the learners social and grammar skills.

This research is based on the study of an independent variable which is “Cooperative Learning Strategies” and one dependent variable which is “Enhancement of communicative skills in children of fourth grade”. In this way, the learner’s production is going to be analysed and the teachers’ strategies that English staff were using at Nahim Isaias Barquet School which is located in Guayaquil city.

The school is divided in two shifts, which is the morning section and the other one in the afternoon with 36 students in total. But, the present research is focused on students of fourth grade at Nahim Isaias Barquet School. After some analysis the researcher decided to work with 16 pupils that study in the afternoon section because they were the students that had more communicative problems in the use of a foreign language.

TABLE 1. Qualitative Study Nahim Isaias Barquet School 2015

Groups	Population	Sample	Porcentage	Type of Sample
Students	42	16	38.09%	Judgement Sample
Teachers	20	2	10%	Judgment Sample
Director	2	1	50%	Judgment Sampling

Data Source: DECE

Nahim Isaias Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

There were some sessions in which the researcher had to visit Nahim Isaias Barquet School to analyze the methodology that the English teachers were using in their classes and the response of the pupils to each of them interpreting the academic English results and to formulate teachers' interview. Unfortunately, two children of the sixteen students were removed in the middle of the present research.

3.4. RESEARCH INSTRUMENTS

The techniques that the researcher used for this study were the following:

a.- Semi structured interviews were performed to English teachers to have an idea of the teaching style that they were using for this foreign language.

c.- Teachers' grade books, gave the opportunity to the researcher to analyse the reality of the cooperative learning in classes, teacher's strategies and the English level that they learners already had.

b.- A Pupil survey was performed to fourth graders of a public school. This instrument allowed the researcher to have a point of the view about the techniques that their teachers applied to enhance the Cooperative Learning and to distinguish the way that they engaged their students to improve their Communicative skills in a foreign language.

3.5. RESULT /FINDING AND ANALYSIS

ANALYSIS OF THE CURRENT SITUATION

In the following chapter, the researcher could show the cognitive and communicative problems that the fourth grade students have while they are learning English at Nahim Isaias Barquet School during the school year 2015-2016. For that reason, the present research has a quantitative method because the analysis is based on the academic performance that the students have in this foreign language but at the same time it has a qualitative method, because the researcher has to study the academic reports of each pupil.

The present project is viable because it will show the results of the English teachers' strategies that they applied and that allowed their pupils to develop their skills, so the benefits of the study could be applied in the education through a statistical analysis as an interpretative one of the real situation of the students in this public school.

COMPARATIVE ANALYSIS, TRENDS AND OUTLOOK

It is really important to have a deep analysis of the subjects of this study in the present research such as:

a. Fourth grade pupils

The researcher needed 14 students to do a survey in order to know their likes and dislikes of the subject and nine of them said that they really enjoyed this foreign language class, however some of them answered that the task that the teacher assigned for them if they do it as a team could be easy to do it.

They listed the common resources that their teachers applied in classes which were books, whiteboard and posters to get their attention in classes and they preferred to work in teams because in this way they could share knowledge and finish the task on time. However, some of them said that at the end of each task they did not receive any feedback from the teacher, but during the activity their teacher guided them to get a good result of the task.

Finally, the pupils enjoyed their English classes but they would prefer to have it more active as they used to have and with more team activities which are going to improve their level adding more speaking activities to each of them.

b.- English teachers

The English teachers were an important part of the present research project. The researcher had 3 interviews with each of them to get to know more about the strategies that they applied to enhance the Cooperative Learning in their classes. The first thing that the researcher found is that there were just three teachers for all the school two of them were

hired by the government and the other one is waiting to be hired by the government. Additionally, these teachers had between 3 to five years of experience, but only one knew about Cooperative Learning. As a result of that, they did not have ideas about strategies that could be applied in classes to improve the communication skills of their pupils.

The teachers said that they used different kinds of resources in their classes not only a book. They used from the whiteboard to computers to improve the skills on their children but none of them had activities to encourage teamwork in classes as a tool. Moreover, they said that the principal of the school gave support to all of them in all the activities that they used to improve the English level of their students.

Finally, the teachers have knowledge of the Ecuadorian requirement of English as a foreign language, but they did not apply strategies that could help their students to improve their pronunciation and to increase their vocabulary with teamwork activities.

As a result of that, their students would like to have more interactive classes where they could move from side to side to complete a task sharing knowledge and responsibility guided by the teacher and receiving feedbacks before, during and after a task.

To perform the analysis of the previous information that the researcher got from the interviews, academic records and surveys, the investigator used a quantitative study in order to show credibility of the information results which were gathered at Nahim Isais Barquet School such as:

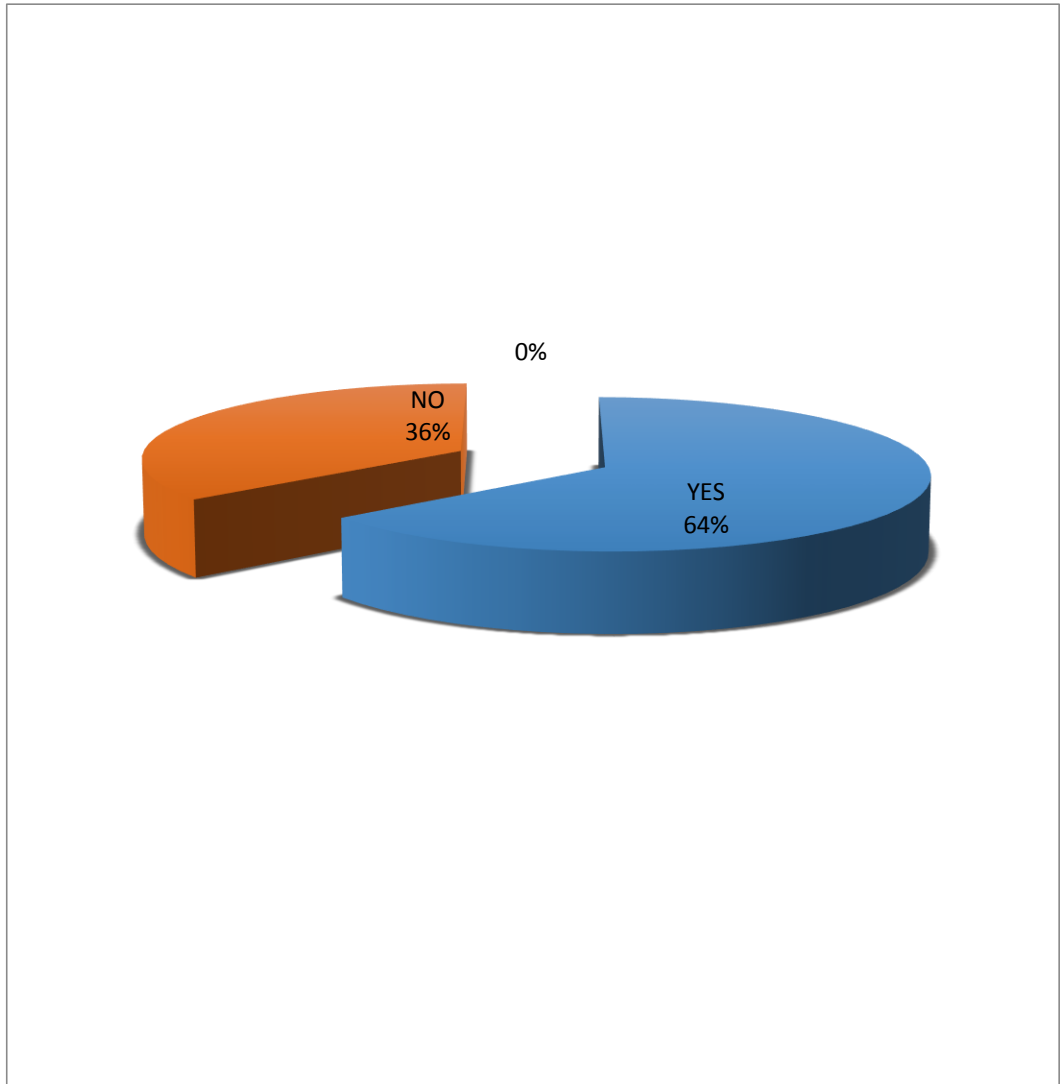
- First, the investigator did an analysis of the English teachers at Nahim Isais Barquet School with the permission of the school's principal.
- Second, the examiner applied a survey to the pupils of fourth grade about their English classes.
- Third, the researcher asked for permission to the school's principal to get a copy of the English scores of the students of fourth grade.
- Fourth, the investigator arranged meetings with the English coordinator of the school.

Finally, all the results were analysed and studied getting an educational project which would like to enhance the Communicative skills through the Cooperative Learning that could be applied for all the levels in private and public schools.

The results obtained from this research item will be analysed by the following scientific instruments which are:

Pupils Survey

GRAPHIC 1. Do you like to learn English?

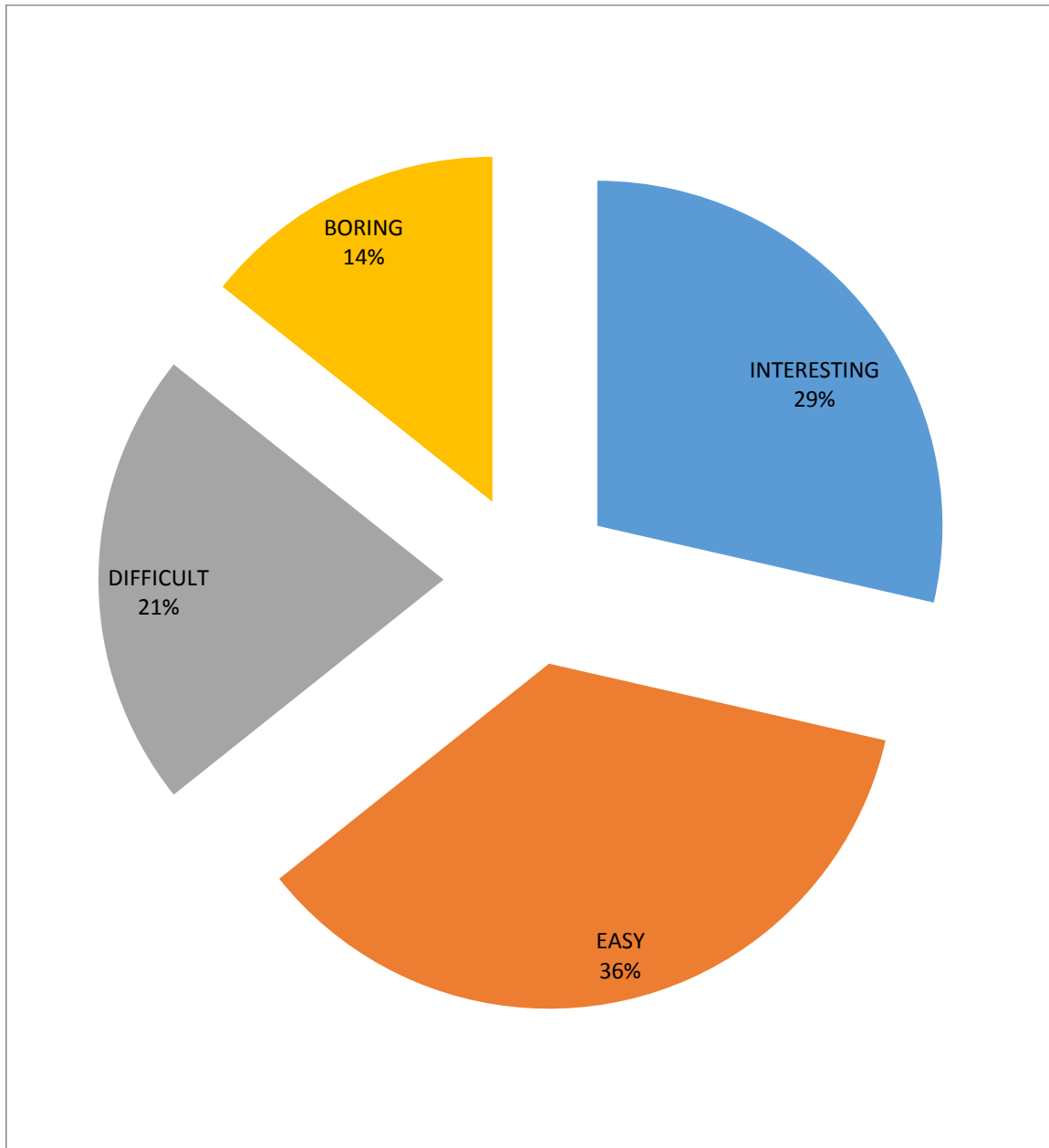


Survey: Pupils survey, Nahim Isais Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

The result of this question shows that out of fourteen students that answered the surveys, nine students really enjoyed learning English, but five of them did not like it at all.

GRAPHIC 2. To learn English is interesting, easy, difficult or boring

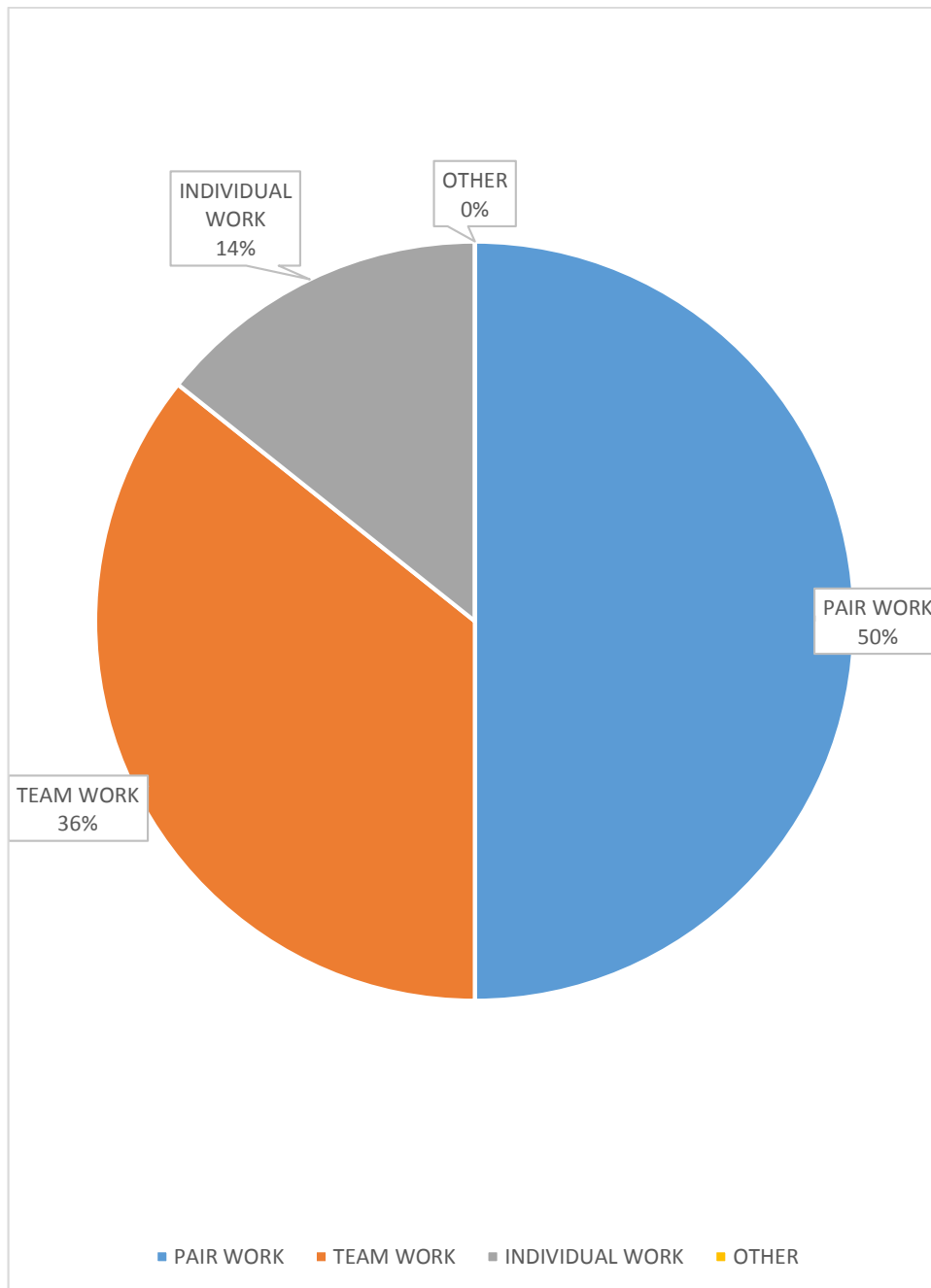


Survey: Pupils survey, Nahim Isais Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

The graphic shows that five students thought that learning English is easy, four of them said that it is interesting, three of them thought that it is difficult and two of them thought that it is boring.

GRAPHIC 3. What kind of interaction do you like most?

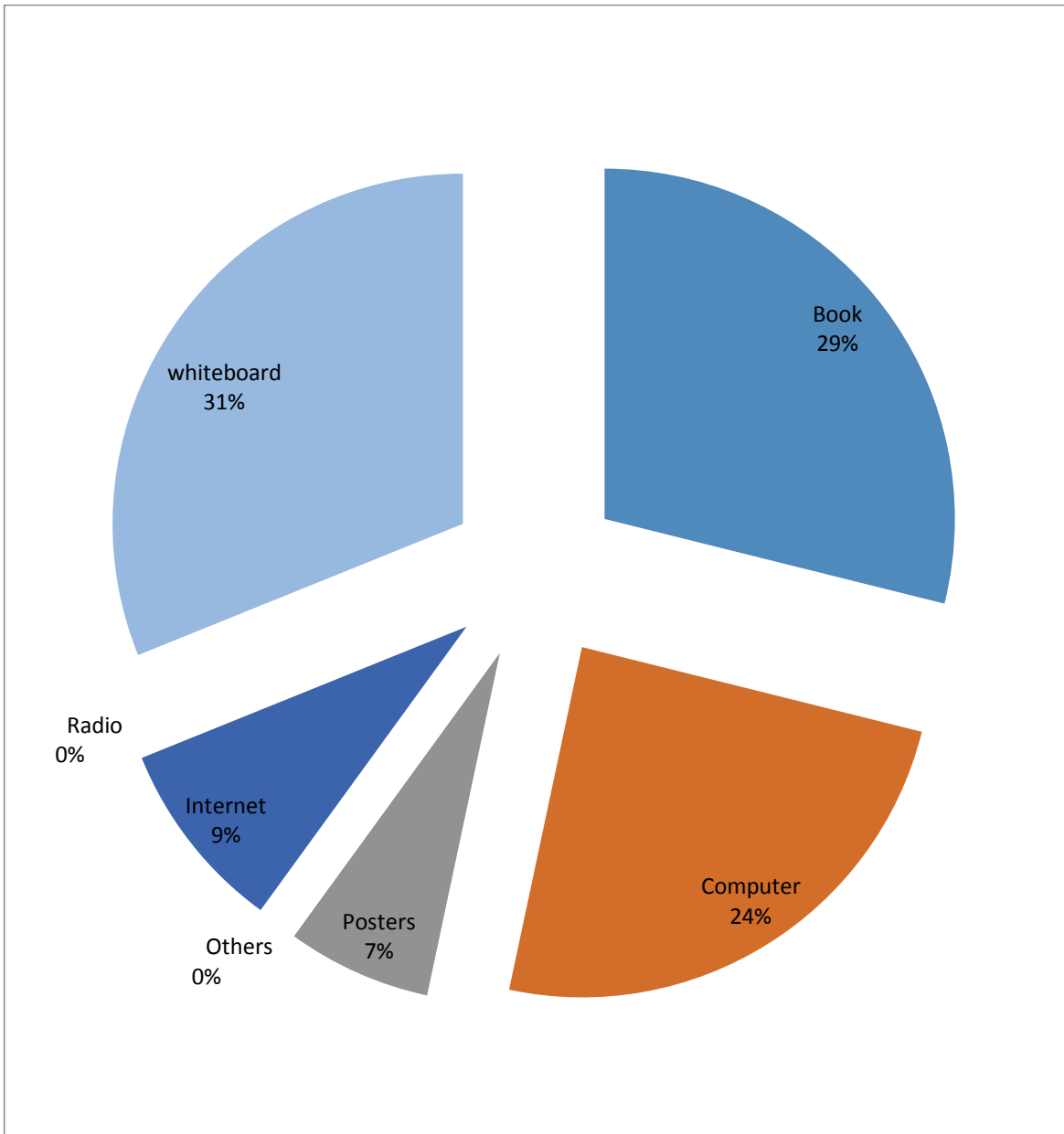


Survey: Pupils survey, Nahim Isais Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

The graphic shows that 50% of pupils preferred to work in pairs and 36% of them preferred teamwork, but there is 14% of the students that preferred to work alone.

GRAPHIC 4. What sort of resources does your teacher apply in the English class?

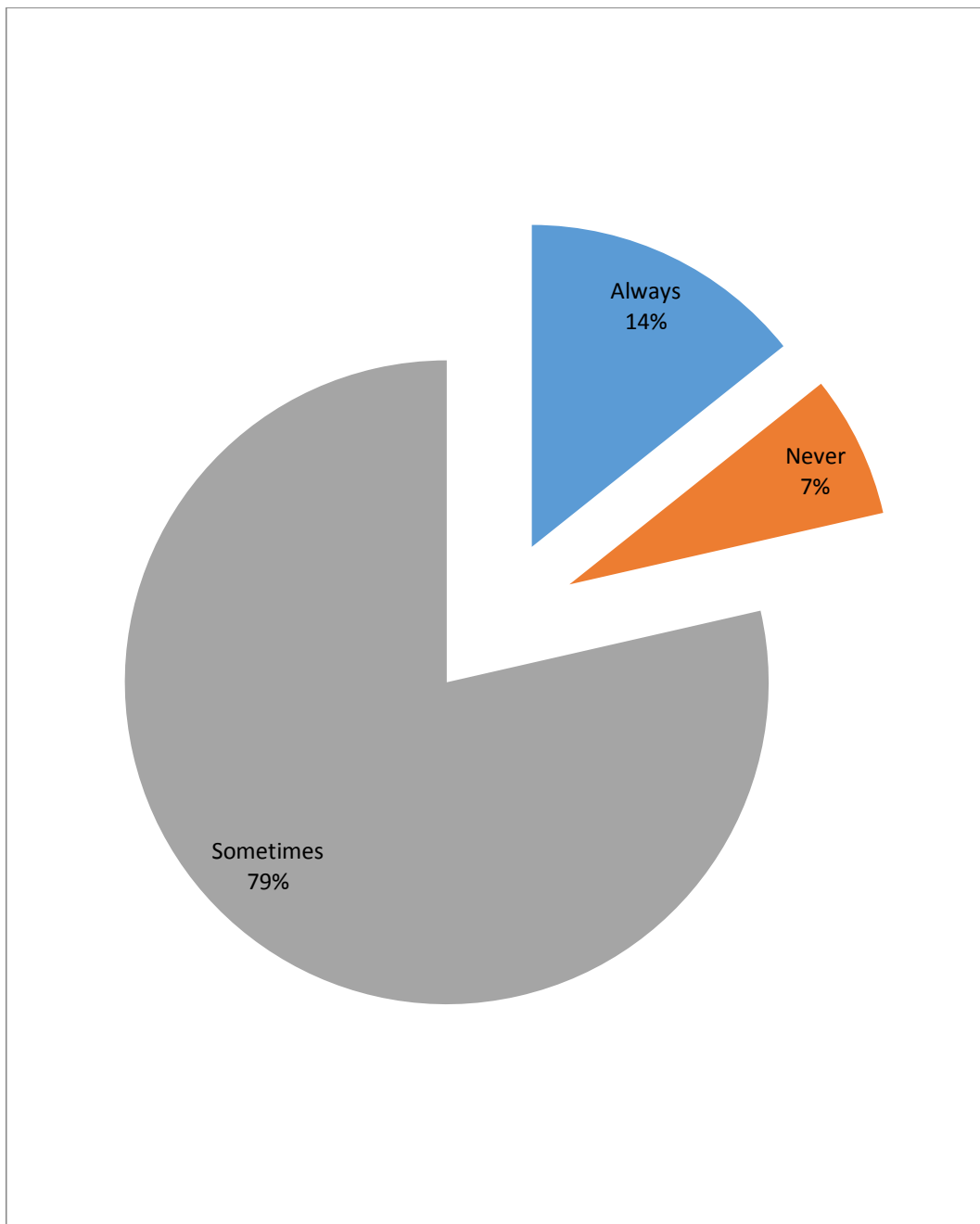


Survey: Pupils survey, Nahim Isais Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

In this question the pupils, listed the supplies that their teachers used in the class and the result was that the whiteboard and the book were the most common, and the computer the teacher used with frequency but posters and internet were used often, but the radio or other supplies were never used in classes.

GRAPHIC 5. How often do you work in dynamics or team work during the English classes?

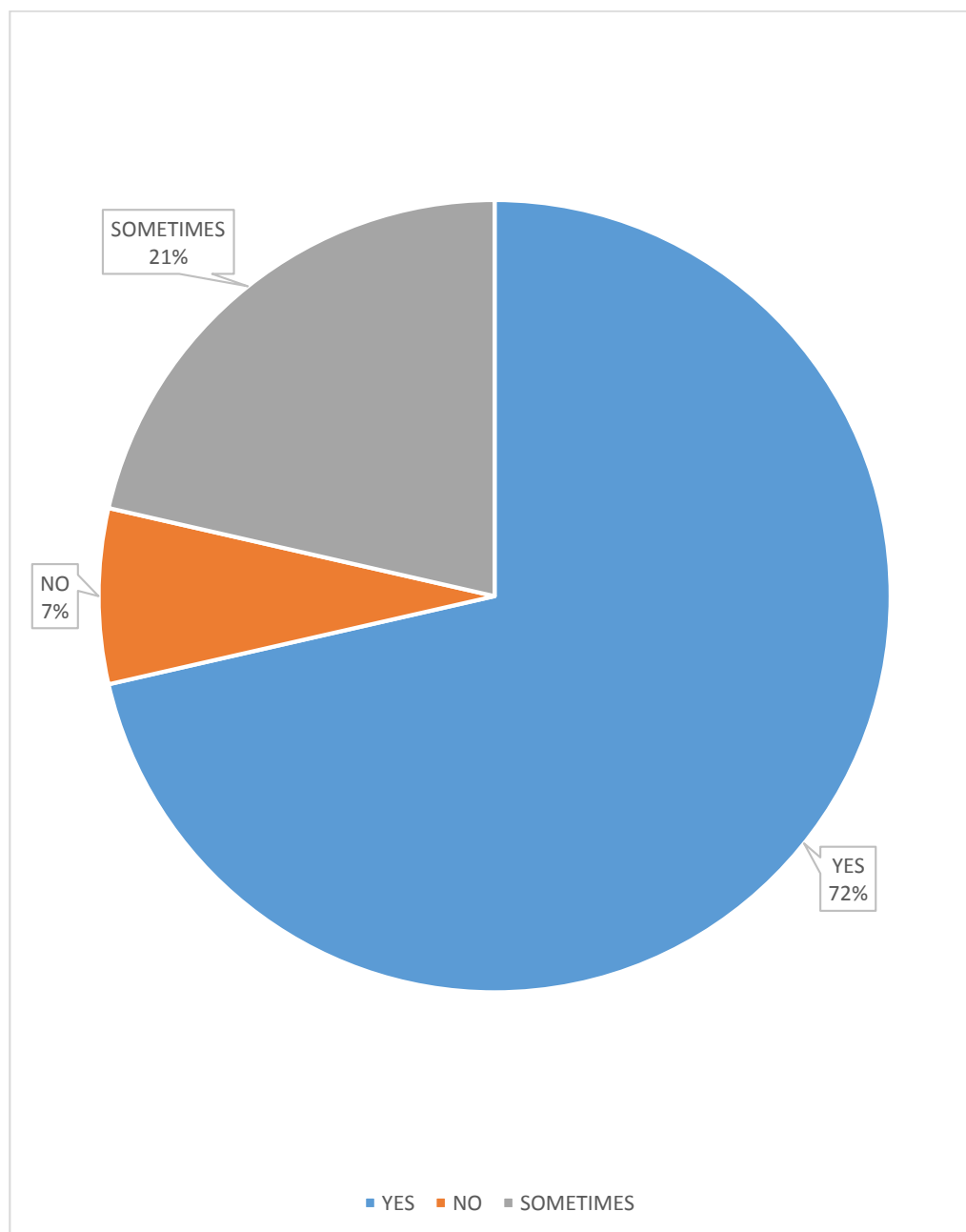


Survey: Pupils survey, Nahim Isais Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

In this chart, the students mentioned that teachers sometimes used dynamics and few of them said that its use not really frequent.

GRAPHIC 6. Does the English teacher dispel your doubts?

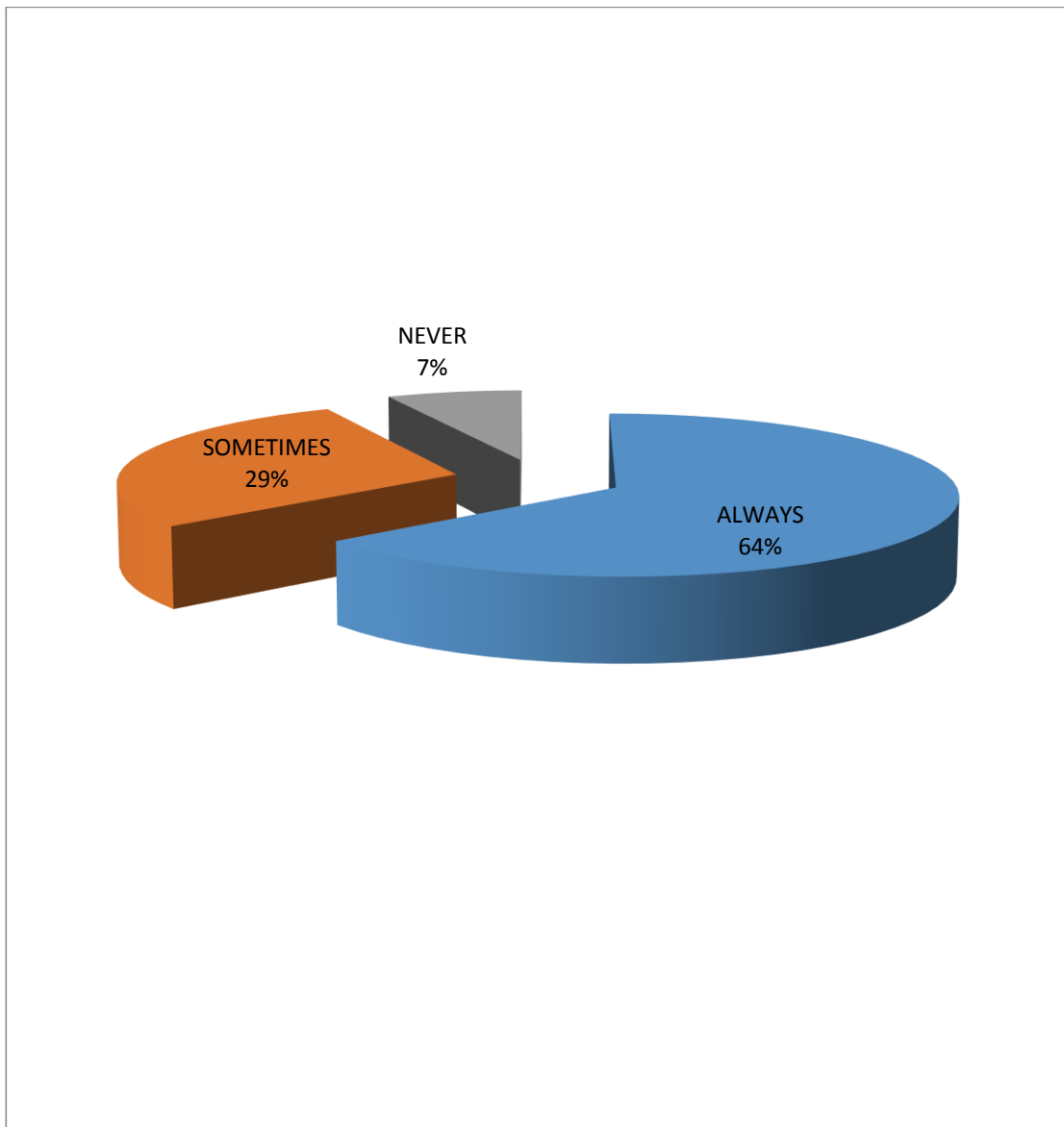


Survey: Pupils survey, Nahim Isais Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

72% of the students mentioned that the teachers dispelled their doubts and just 7% of them said that they did not believe that their teachers dispelled their doubts.

GRAPHIC 7. How often do you receive corrective feedback from your teacher?

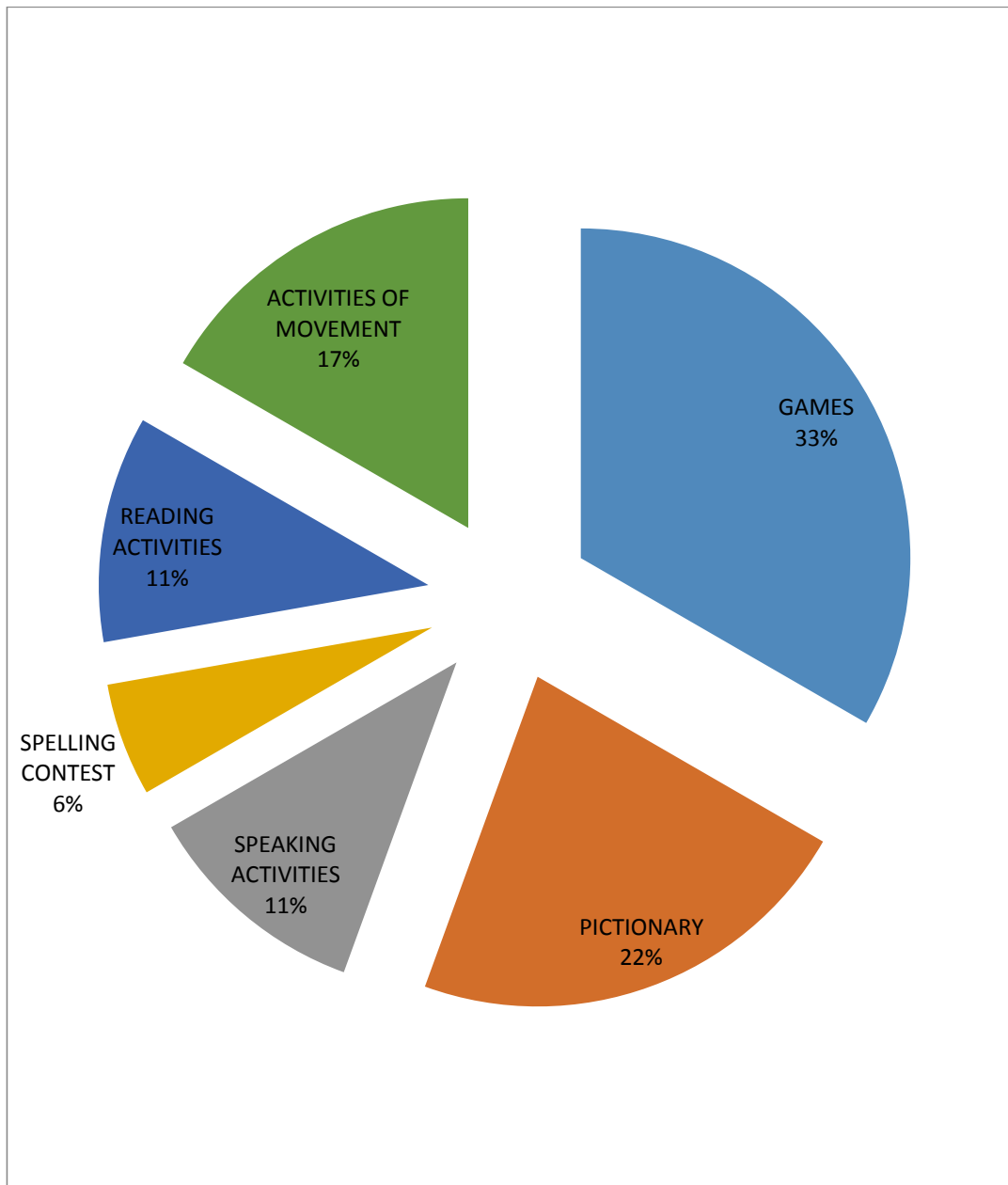


Survey: Pupils survey, Nahim .Isais Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

Nine students mentioned that they always received feedback from their teacher; four of them said that they sometimes had feedback from their teacher; and just one of them said that he/she never received feedback.

GRAPHIC 8. What kind of activities during the English classes do you like most?

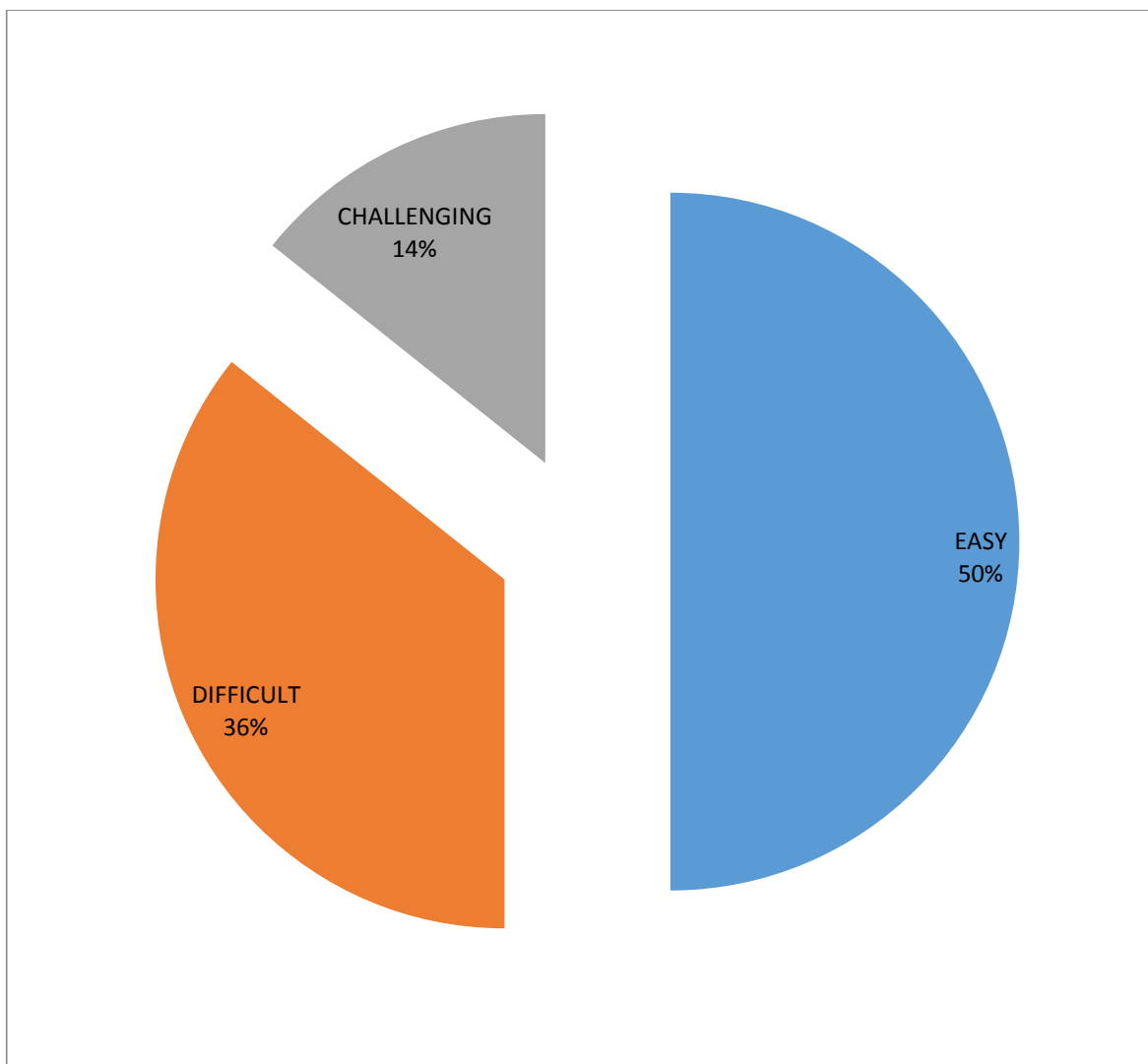


Survey: Pupils survey, Nahim Isais Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

A high number of students mentioned that they enjoyed playing games as Pictionary or have activities of movement, reading activities, spelling contest and few of them liked to have spelling contests during the English classes.

GRAPHIC 9. Do you think that the task assigned by the teacher working in teams could be easy, difficult or challenging?

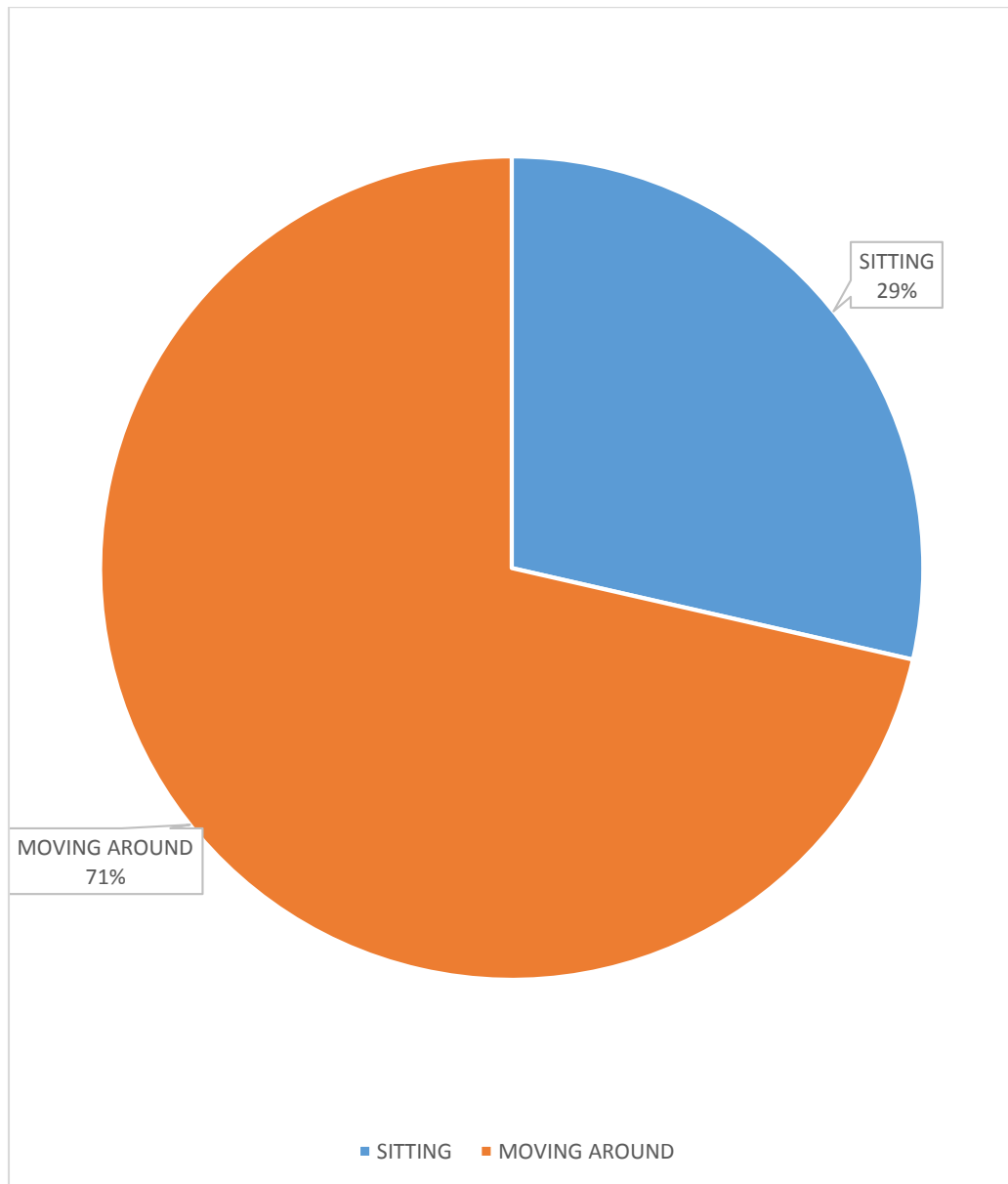


Survey: Pupils survey, Nahim Isais Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

Seven students believed that to work in teams the assignments were easy to do it, if they work in teams while five students thought that working in this way could be difficult and just two of them said that it could be challenging.

GRAPHIC 10. How do you prefer to receive English classes?



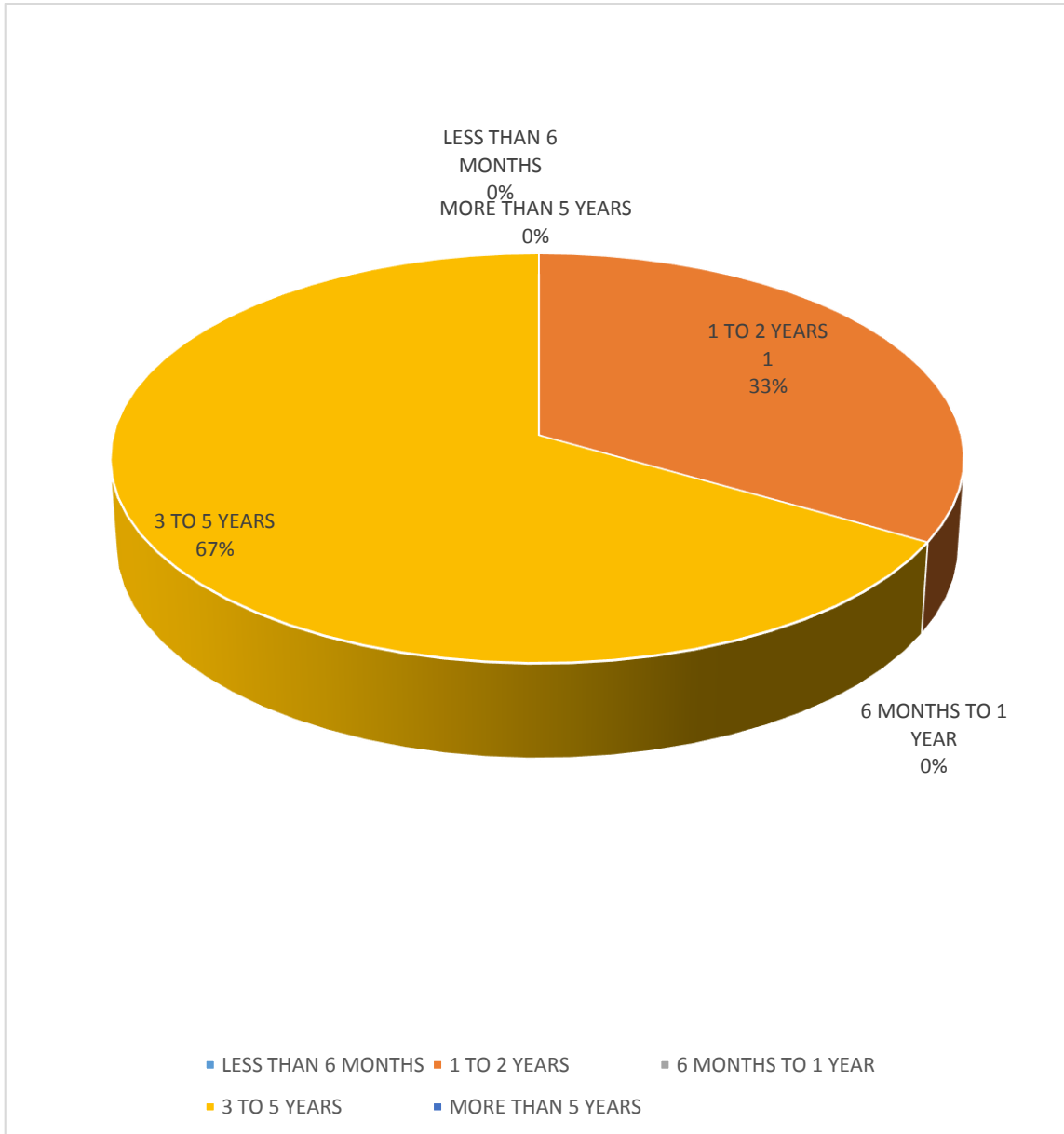
Survey: Pupils survey, Nahim Isais Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

71% of the pupils strongly believed that they preferred to study moving around, but 29% of them said that they preferred to do it sitting.

Teacher's Interviews

GRAPHIC 11. How many years of experience as an English teacher do you have?

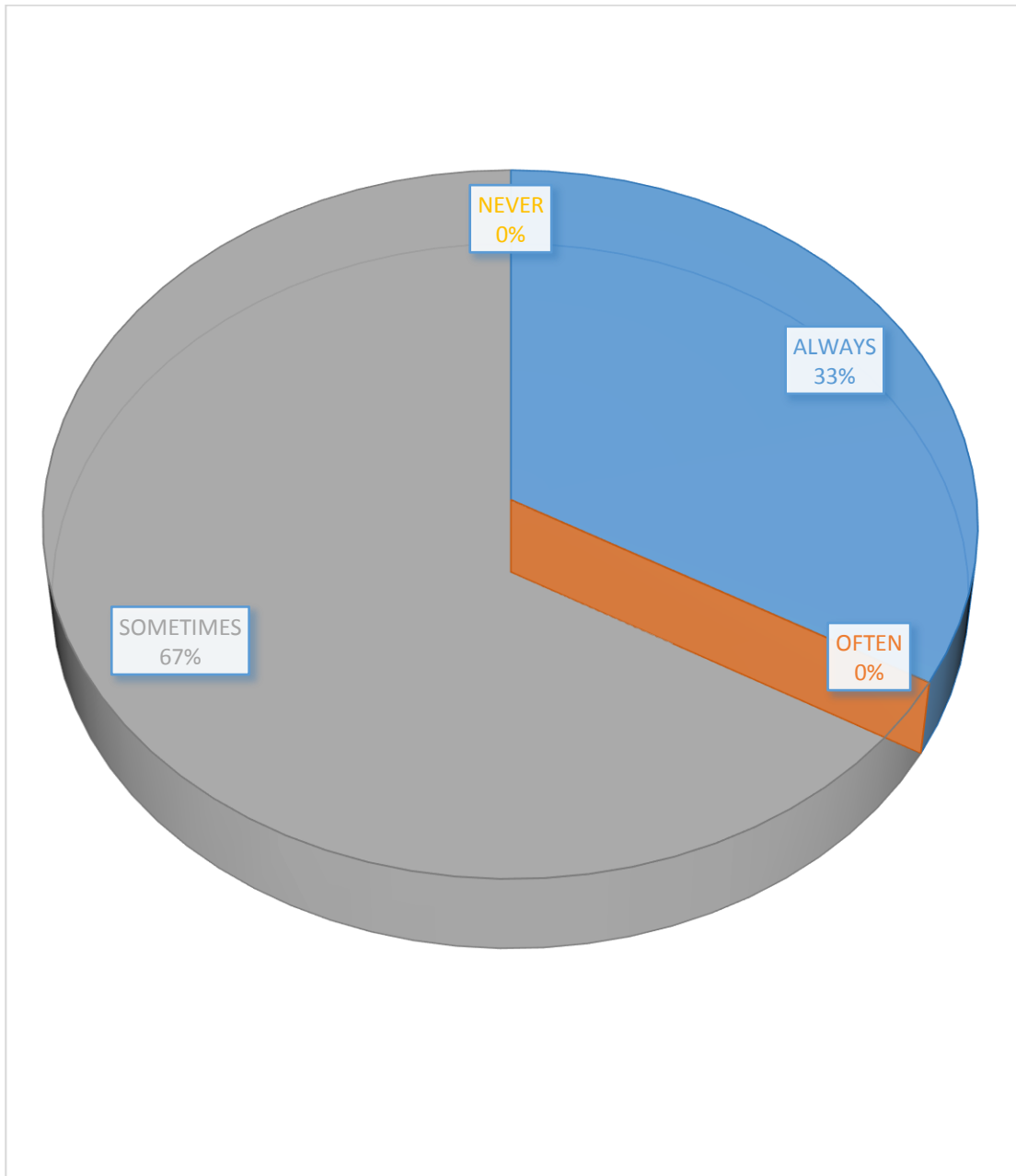


Source: Teacher's Survey, Nahim Isaias Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

From three English teacher's that Nahim Isaias Barquet School has, two of them have between three to five years working as English teachers; but one of them has between one to two years as a teacher.

GRAPHIC 12. How often do you attend English workshops on ELT?

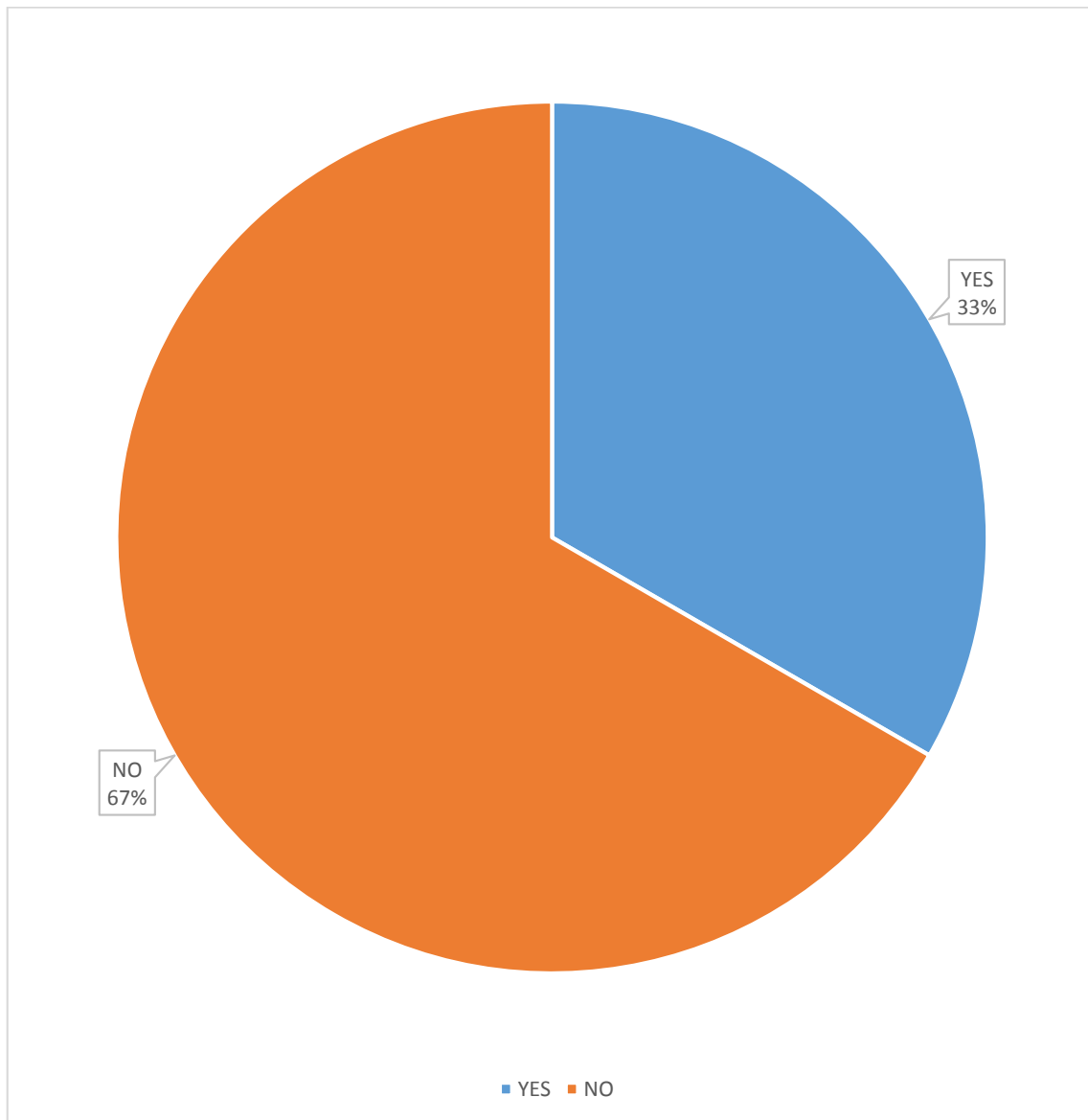


Source: Teacher's Survey, Nahim Isaias Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

Two of the three teachers said that they sometimes attended workshops of their area.

GRAPHIC 13. Do you know about Cooperative Learning strategies?



Source: Teacher´s Survey, Nahim Isaias Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

67% of the teachers said that they did not know about Cooperative Learning strategies, and just a 33% of them said that they knew about it.

GRAPHIC 14. Which one do you apply in your classes?

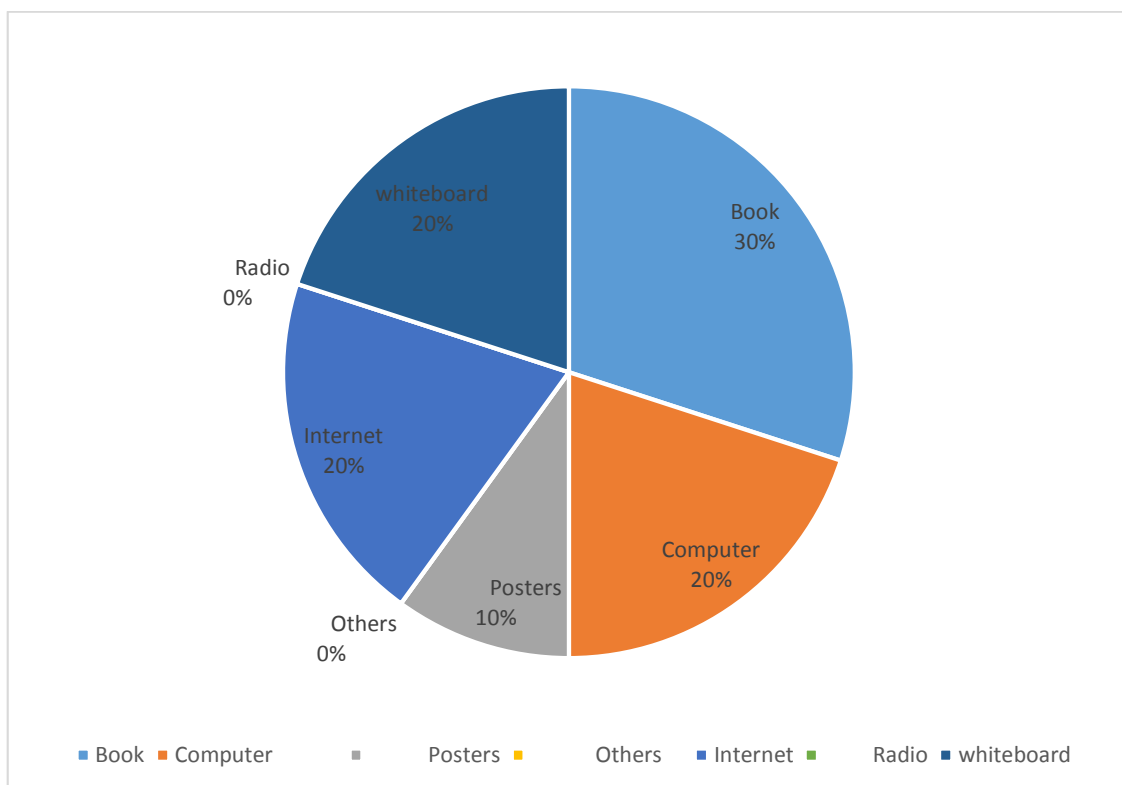
TEACHER 1	TEACHER2	TEACHER 3
0	0	Round Robín

Source: Teacher´s Survey, Nahim Isaias Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

Just one teacher applied one strategy which was Round Robin.

GRAPHIC 15. What kind of resources do you apply to encourage your pupils to improve communicative skills?

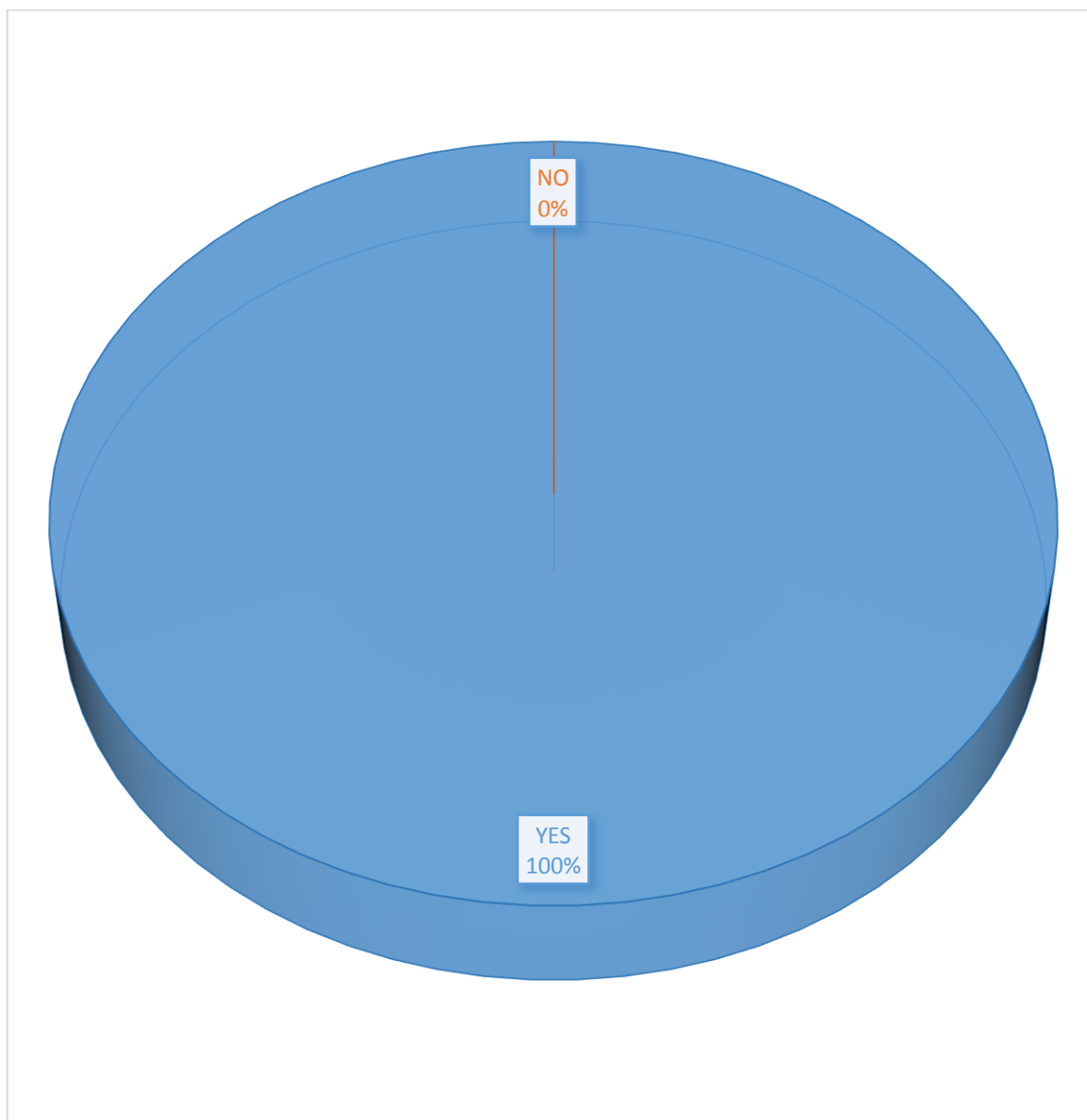


Source: Teacher´s Survey, Nahim Isaias Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

The resources which are more used are the books, whiteboard and the computer, but the less used are the posters and internet during their classes.

GRAPHIC 16. Do you have the academic and psychological support of the authorities of your school to apply them in classes?



Source: Teacher's Survey, Nahim Isaias Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

All of them said that they received the support from the authorities of the school to have better results in the academic way with their pupils during their classes.

GRAPHIC 17. Which are the goals that you would like to reach with your students at the end of the school year?

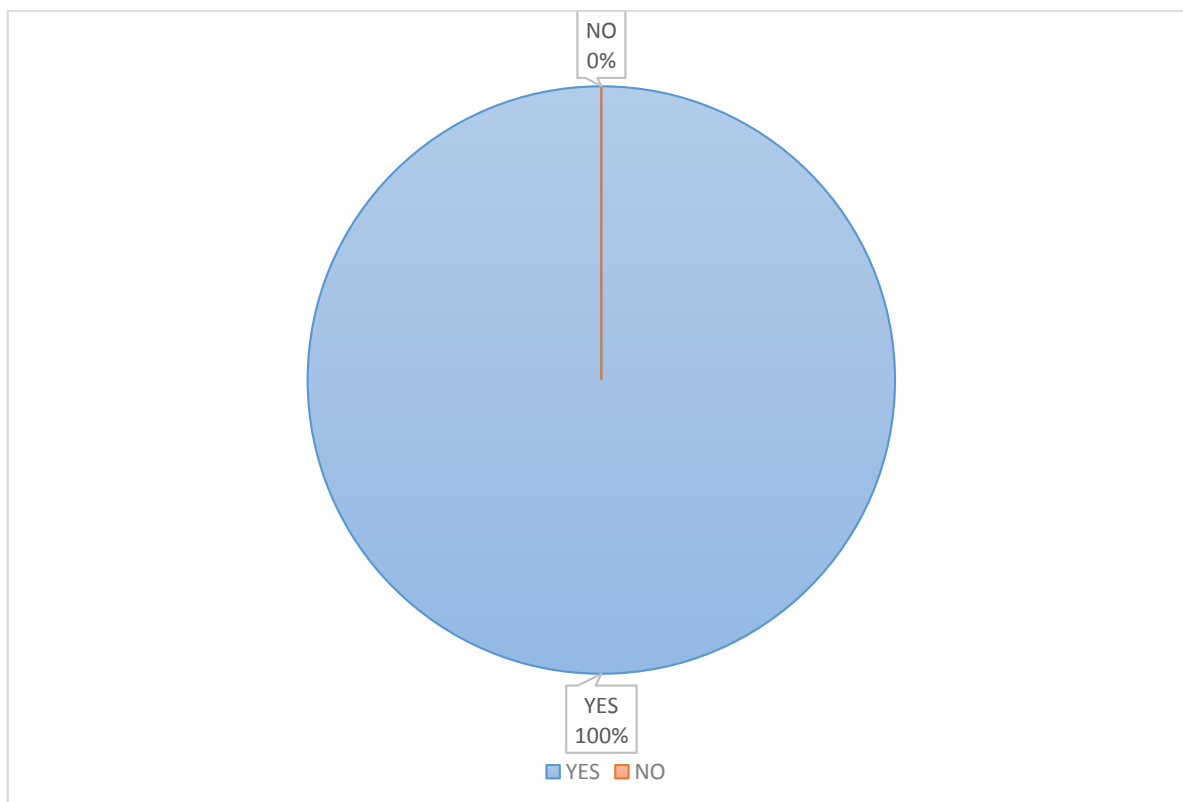
TEACHER 1	TEACHER2	TEACHER 3
To get the correct level of English according to their age.	To fulfill the goals of the book	To cover the contents of the book

Source: Teacher´s Survey, Nahim Isaias Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

Two of the teachers were in common because their main goal was to cover all the content that the book has, but one of the teachers said that she would like to get the correct level of English according to the pupils´ age.

GRAPHIC 18. Do you know about the objectives that you have to reach according to the “ Ministerio de Educación del Ecuador”?

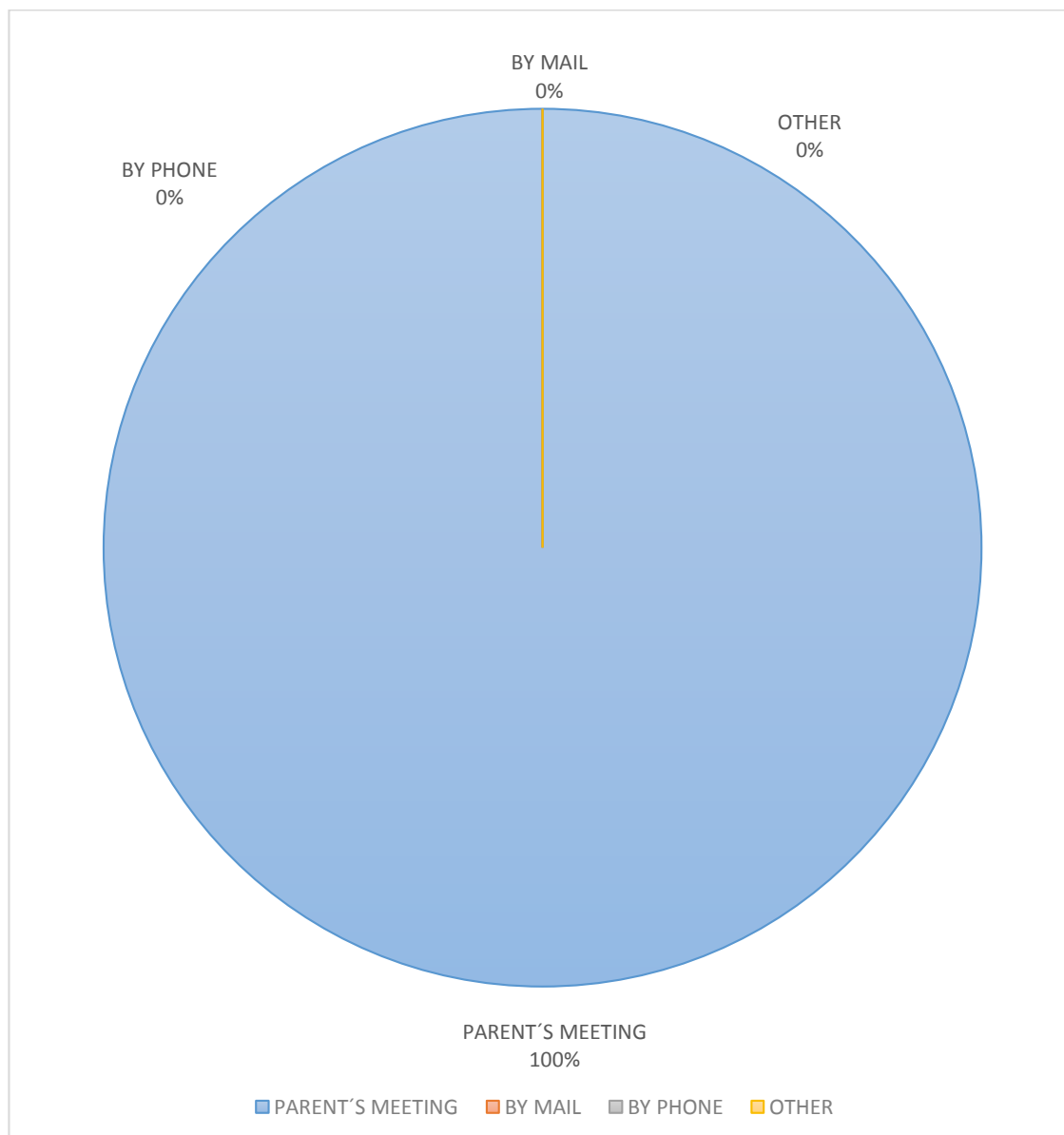


Source: Teacher´s Survey, Nahim Isaias Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

100% of the teachers said that they knew the objectives that they have to reach according to the Ecuadorian goals of this foreign language.

GRAPHIC 19. How do you do the academic monitoring of the students with their parents?



Source: Teacher's Survey, Nahim Isaias Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

All the teachers' agreed that they preferred to keep in touch with the parents of the students by the parent's meeting rather than by mail or by phone.

GRAPHIC 20. What kind of strategies do you use to improve the academic results of the students in the English area?

TEACHER 1	TEACHER2	TEACHER 3
Play games and speaking activities	Games	Games

Source: Teacher's Survey, Nahim Isaias Barquet School

Elaborated by Ana Elizabeth Prieto Gómez

All three teachers agreed that they used games to improve the academic results; and one of them mentioned that she included speaking activities to these games.

HYPOTHESIS TESTING

According to the question number seven of the teacher's survey, the answers showed that 90% of the teachers did not have knowledge about Cooperative Learning, its benefits and the importance of team work.

For that reason, the students have not reached the English level that they must have according to the Common European Framework that says that A2 students must have the ability to deal with simple, straightforward information using simple vocabulary in their familiar contexts in their community. For example, they could not introduce themselves and worst introduce someone else with a correct grammar structure and pronunciation.

The results of the scientific instruments demonstrated that the previous hypothesis of the present research was correct.

3.6. RESOURCES, TIMELINE AND BUDGET

- **MATERIAL RESOURCES**

To analyse each scientific instrument, it was necessary to have the following things:

Materials
a. - A Personal Computer
b. Internet
c. - A Printer
d. - A recorder or smart phone
e. - Photocopies
f. - A notebook
g. – Plastic folders
h. - Pens
i. - Highlighters

- **TIME LINE**

The activities to be carried in the following Project should be listing in the following chart.

CHAPTER	ACTIVITIES	NOVEMBER				DECEMBER				JANUARY					FEBRUARY				MARCH				
		1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	5
1	PURPOSE OF THE STUDY																						
	BACKGROUND OF THE PROBLEM			X																			
	STATEMENT OF THE PROBLEM				X																		
	GENERAL AND SPECIFIC OBJECTIVES					X																	
	SCOPE AND DELIMITATION OF THE STUDY						X																
	RESEARCH QUESTIONS/SURVEYS AND INTERVIEWS							X															
2	LITERATURE REVIEW																						
	THEORETICAL REVIEW								X														
	CONCEPTUAL FRAMEWORK									X													
	HYPOTHESIS AND VARIABLES/ SUMMARY										X												
3	RESEARCH METHODOLOGY AND FINDINGS																						
	METHODS AND TECHNIQUES											X											
	RESEARCH POPULATION AND SAMPLE												X										
	RESEARCH INSTRUMENTS													X									
	RESULTS / FINDINGS AND ANALYSIS														X								
	RESOURCES, TIMELINE AND BUDGET															X							
4	FINAL CONCLUSIONS																	X					
	CONCLUSIONS																		X				
	PROBLEMS AND LIMITATIONS																		X				
	RECOMMENDATIONS																			X			

- **BUDGET**

For the implementation of this Project, it was necessary to have the following budget:

DETAILS	COST
Ringad material	\$ 5,00
Photocopies	\$ 4,00
Cds	\$2,00
Printed material	\$ 30,00
Unexpected events	\$ 100,00
Internet	\$ 30,00
Researcher´s supplies	\$ 20,00
Office supplies	\$ 2,00
Transportation	\$ 250,00
Total	\$ 452,00

CHAPTER IV

FINAL CONCLUSIONS

4.1. CONCLUSIONS

This study analyzed the effects of Cooperative Learning activities on students' attitudes towards the traditional teaching style. It also interpreted the impact of the encouragement of Communicative skills during a foreign language class.

In the last ten years, Ecuador is looking for an improvement in the English curriculum as a foreign language with one aim, which is to reach international standards of education following the European Framework of Reference for Languages requirements. But, to teach this subject for some teachers at Nahim Isaias Barquet School had been very challenging for the few number of hours per week that they had and for the application of different teaching strategies to encourage grammar structures and less techniques focused on the production of the language in teams. So, as a result of this, the students think that this a difficult language to learn, and they become very shy to speak or share ideas in public.

However, I strongly belief that during the early years is the best time to acquire a foreign language. It does not matter if they study in public or private schools, the most important thing is that if the teachers apply Cooperative Learning strategies the pupils might have better academic results.

Teachers might have to include their personal stamp that will allow them to have playful and more interesting classes. So that, teaching is more than completing an academic program, it is to improve the skills that the students have and motivate them to reach a high English level at the end of the year. For that reason, the present thesis could guide teachers to apply strategies to develop Cooperative Language engaging their pupils to increase their level of thinking skills by analyzing problems, explaining possible solutions and synthesizing their opinions according to their age and level stimulating the pupil's cognitive, linguistic and social abilities focused on the interdependence, face to face interaction, individual accountability, and social skills.

To sum up, the application of strategies that promotes Cooperative Learning in this study helps teachers in their teaching process to enhance pupils to listen to each other's opinions by asking questions, clarifying issues and re- stating points of view. In this way they should apply their grammar structures that they have learned since young learners through the speaking skill. In this way students could increase their opportunities to produce and comprehend better the target language and through this process of learning, they could receive feedback form their pals as well as their teachers.

4.2. PROBLEMS AND LIMITATION

During this research, I could appreciate some troubles that could affect the effective use of the Cooperative Language and to enhance the Communicative skills such as:

- Number of teachers: At the beginning of the research, there were three English teachers, that could explain to the researcher their teaching strategies to improve the four skills, but at the end just two could finish regularly the school year. It meant that this situation could affect the results of Cooperative Learning.
- Number of English hours: In Ecuador there are 5 hours per week that English teachers have in public schools to cover an academic program, but there is not enough time to do it in an effective way and worst to divide the class in teams and assign a task in hour giving feedbacks to each group.
- Classroom management challenges: There were some students that could try to do an extra activity like homework of other subjects while their team was working on the task the English teacher gave them. This could be a very challenging work for the teacher to control that the groups are discussing about an academic content rather than talking or doing something else.

On the other hand, higher ability students may not experience the challenge that they would with other higher ability pupil, so as a result of that, lower ability students may feel uncomfortable in groups that do not allow them to work in the same way as the higher ability ones.

4.3. RECOMMENDATIONS

Since the last century, teachers had been looking for new strategies that they could apply in their classes to improve student's achievement and content literacy. So, to reach high cognitive results and to improve their English level, it is necessary to improve the following things:

a.-The principals of schools should choose English teachers with deep knowledge and experience in the teaching of this subject; then, they should plan workshops for each specific subject before, during and after classes in order to have updated teachers. Finally, they could have peer observations in order to know if they could put in practice what they have learned in workshops.

b. – The director of the school should give their teachers the opportunity to attend to some web seminars or workshops about teaching strategies that they could use in their classes to have an effective way of teaching, as long as a teacher receive training, they are going to improve the teaching-learning process.

c. – Teachers should learn more about Cooperative Learning and the strategies that they could apply such as: Round Robin, Write Around, Number Heads Together, Team Jigsaw and Tea Party. At first, they could practice with their colleagues in order to know the benefits and the process of it. These strategies are going to benefit pupils because they are going to be able to communicate with others, share ideas and learn about others' experiences. But, the teachers could have a better management discourse keeping a good student's behavior and improving their cognitive and social skills.

d. –Teachers should know the importance of developing communicative skills, its strategies and methodology in order to include more oral exercises or teamwork in their classes.

e. – It is very necessary to know how to use teaching aids that the schools provide to teachers such as: computers, platforms, web pages, cd players, dvd, taking into consideration that if teachers use all of them in their classes and apply the strategies suggested in this research project, their classes are going to be successful.

f.- Teachers could apply Cooperative Learning Strategies in order to have positive results in the cognitive and social area of their pupils, because CL can be used in primary or secondary improving the pronunciation, listening, grammar and speaking skills. Teachers could establish a feedback routine with them during the team work that could allow them to have a comfortable environment of work avoiding the bad behaviors.

It is important to get the attention of their pupils to use platforms to have a more interactive class or videos.

Public school's teachers should balance their English hours to enhance the students to work in teams and empower them about the importance of sharing their knowledge with pals of the same age and to receive feedback from the teachers and peers to have a positive impact on student's achievement.

In conclusion, the correct development of the student's skills depend on their teachers that could choose the most suitable strategies to apply each of them and enhancing their cooperation and communicative skills.

REFERENCE LIST

- Charles Arthur Curran (1976). "Counseling-learning in Second Languages". Apple River Press, p. 135.
- Chomsky, N. (1968). *Language and Mind*. New York: Hart court Brace Jovanovich.
- Clark, Rosemary, et al. (2007). *Beyond PD Days: Teachers' Work and Learning in Canada*. Ontario Teachers' Federation / Centre for the Study of Education & Work, Ontario Institute for Studies in Education.
- Crystal, D. (2003) *English as a global language* (2nd edition). Cambridge University Press
- Harasim, L. (1990). *Online education: Perspectives on a new environment*. New York: Praeger Publishers.
- Harmer, J. (2010). *The Practice of English Language Teaching*. Fourth Edition. UK: England,
- Harmer, Jeremy. *The Practice of English Language Teaching*. Essex:Longman 1991, 296p., ISBN:0-582- 046564
- Johnson, D. W. & Johnson, R. T. (1981). *Belonging*. (VHS videocassette) Edina: Interaction Book Company.
- Johnson, D. W. & Johnson, R. T. (1989). *Cooperation and competition: theory and research*. Edina: Interaction Book Company.
- Johnson, D. W. & Johnson, R. T. (1991). *Teaching students to be peacemakers*. (VHS videocassette). Edina: Interaction Book Company.
- Johnson, D. W., Johnson, R. T. & Smith, K. A. (1991). *Active learning: cooperation in the*

college classroom. Edina: Interaction Book Company. A History of Psychology: Ideas and Context. King, Viney, and Woody, 20009.

-Johnson, D. W., Johnson, R. T., & Holubec, E. (1993). *Circles of learning*. Edina: Interaction Book Company.

-Johnson, D. W., Johnson, R. T., & Holubec, E. (1998). *Cooperation in the classroom*. Edina: Interaction Book Company.

-Kagan, S. (1994). *Cooperative learning*. San Clemente: Resources for Teachers.

-Kagan, S. & Kagan, M. (1998). *Multiple intelligences: the complete MI book*. San Clemente: Resources for Teachers.

-Krashen, Stephen y Terrell, Tracy. 1983. *The Natural Approach. Language Acquisition in the Classroom*. Oxford, Pergamon Press.

-Krashen, Stephen, D. (1981) Second Language Acquisition and Second Language Learning. Pergamon Press Inc. Learning Disabilities, 39, (6), 544- 55 lengua inglesa. Revista Contextos Educativos, nº 11. pp. 23-32.

-Pereda, S. (1987) Psicología Experimental. I. Metodología Editorial Pirámide, Madrid.

-Pereda, S. (1987). Psicología Experimental I. Metodología. Madrid: Pirámide.

-Piaget, Jean. 1981. *Seis Estudios de Psicología* (Trad. de Nuria Petit). Barcelona, Seix Barral.

-Piaget, Jean. 1981. *Seis Estudios de Psicología* (Trad. de Nuria Petit). Barcelona, Seix Barral.

-Sharan,S.,(1994), “Handbook of cooperative Learning Methods”, Westport, CN:

Greenwood Press Web,(1982), “Group composition, group interaction and achievement in small groups”, J 74(4) pp475- 484 Journal of Educational psychology.

- Shindler, J. 2009, *Effectively Managing the Cooperative Classroom*

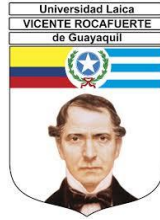
- Vygotski, Lev S. 1987. *Pensamiento y Lenguaje. Teoría del desarrollo cultural de las funciones psíquicas*. Buenos Aires, Editorial La Pléyade

- Wiemann, J.M. (1977). Explication and test of a model of communicative competence. *Human Communication Research*, 3, 195-213, Pag. 18

LINKOGRAPHY

- <http://dspace.ucuenca.edu.ec/handle/123456789/2143>
- <http://dspace.utpl.edu.ec/handle/123456789/7805>
- <http://educacion.gob.ec/objetivos-2/>
- <http://educacion.gob.ec/wp-content/uploads/downloads/2012/08/LOEI.pdf>
- <http://educacion.gob.ec/wp-content/uploads/downloads/2012/08/LOEI.pdf>
- <http://educacion.gob.ec/wp-content/uploads/downloads/2012/08/LOEI.pdf>
- <http://educacion.gob.ec/wpcontent/uploads/downloads/2014/09/02-National-Curriculum->
- <http://everydaylife.globalpost.com/three-disadvantages-using-cooperative-learning-6470.html>
- <http://files.eric.ed.gov/fulltext/ED502845.pdf>
- <http://files.eric.ed.gov/fulltext/EJ1067568.pdf>
- <http://ir.uiowa.edu/cgi/viewcontent.cgi?article=5478&context=etd>
- <http://ir.uiowa.edu/cgi/viewcontent.cgi?article=5478&context=etd>
- http://ir.uiowa.edu/etd/1437/https://www.nmu.edu/education/sites/DrupalEducation/files/UserFiles/Adams_Anthony_MP.pdf

APPENDICES



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

APPENDIX 1

Teacher's Interview

You are invited to participate of a project survey. In which you will be asked to complete a questionnaire that asks questions about “Cooperative Learning Strategies and Communicative Skills”. The completion of this survey will take approximately 10-15 minutes.

Your participation in this study is completely voluntary. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to learn from your opinions. Finally, the interview responses will be strictly confidential.

1.- How many years of experience as an English teacher do you have?

- Less than 6 months 6 months to 1 year
 1 to 2 years 3 to 5 years
 More than 5 years

2.- How often do you attend English workshops on ELT?

- Always Sometimes
 Often Never

3.-Do you know about Cooperative Learning strategies?

- Yes No

4.- Which one do you apply in your classes?

5.- What kind of resources do you apply to encourage your pupils to improve communicative skills?

Book Posters White board

Radio Computer Internet Other

Explain: _____

6.- Do you have the academic and psychological support of the authorities of your school to apply them in classes?

Yes No

7.- Which are the goals that you would like to reach with your students at the end of the school year?

8.- Do you know about the objectives that you have to reach according the “ Ministerio de Educación del Ecuador” ?

Yes No

9.- How do you do the academic monitoring of the students with their parents?

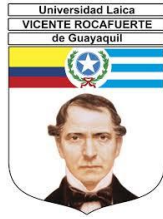
Parent´s meeting By mail By phone Other

Explain: _____

10.- What kind of strategies do you use to improve the academic results of the students in the English area?

Observations: _____

Thank you very much for your time and support.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

APPENDIX 2

Pupils Survey

The following survey is going to be used for a research project.

Make a check in the right option.

1.- Do you like to learn English?

Yes

No

2.- To learn English is:

Interesting

Easy

Difficult

Boring

3.-What kind of interaction do you like most?

Pair Work

Team work

Individual work

Other Explain: _____

4.- What sort of resources does your teacher apply in the English class?

Book

Posters

White board

Radio

Computer

Others

Internet

Explain: _____

5.-How often do you work in dynamics or team work during the English classes?

Always Sometimes Never

6.-Does the English teacher dispel your doubts?.

Yes No Sometimes

7.-How often do you receive corrective feedback from your teacher?

Always Sometimes Never

8.- What kind of activities during the English classes do you like most?

Games Pictionary Speaking Activities

Spelling Contest Reading activities Activities of movement

9.-Do you think that the task assigned by the teacher working in teams could be?

Easy Difficult Challenging

10.- How do you prefer to receive English classes?

Sitting Moving around

Observations: _____

Thank you very much for your time and support.

APPENDIX 3

CHART 2. Report Cards



ESCUELA DE EDUCACION BASICA FISCAL "NAHIM ISAÍAS BARQUET"

Dirección: Coop. El Cóndor Mapasingue Este
Teléfono: 2937604 Email: nib197@hotmail.com



REPORTE ESCOLAR / AÑO LECTIVO 2015-2016

ESTUDIANTE: **CARRION CHOEZ ABRAHAM JOSUE**

DOCENTE :Lcda. XIMENA SORIA ALVEAR		JORNADA: VESPERTINA				GRADO			4º
ASIGNATURAS	EVALUACIÓN FORMATIVA				EXAMEN IQ	20%	Promedio 1 Q		
	I PARC	II PARC	III PARC	80%			CUANT.	CUALIT.	
LENGUA Y LITERATURA	10.00	10.00	09.50	7.86	09.00	1.8	09.66	DAR	
MATEMÁTICAS	10.00	09.56	09.50	7.74	10.00	2	09.74	DAR	
ESTUDIOS SOCIALES	10.00	10.00	08.50	7.60	10.00	2	09.60	DAR	
CIENCIAS NATURALES	10.00	10.00	10.00	8.00	10.00	2	10.00	SAR	
EDUCACIÓN FÍSICA	09.00	10.00	10.00	7.73	10.00	2	09.73	DAR	
EDUCACIÓN ESTÉTICA	09.00	10.00	09.00	7.46	09.00	1.8	09.26	DAR	
PROYECTOS ESCOLARES	MB	MB	EX		MB		MB	MB	
COMPORTAMIENTO	B	A	B				B	S	
ESCALA DE CALIFICACIÓN NUEVO REGLAMENTO				TABLA DE EQUIVALENCIA DEL COMPORTAMIENTO Y PROYECTOS					
Escala cualitativa		Escala cuant.		A	Muy Satisfactorio	EX.	Excelente		
Supera los aprendizajes requeridos		SAR	10	A	Muy Satisfactorio	EX.	Excelente		
Domina los aprendizajes requeridos		DAR	9	B	Satisfactorio	MB.	Muy Buena		
Alcanza los aprendizajes requeridos		AAR	7 a 8	C	Poco Satisfactorio	B.	Buena		
Próximo a alcanzar los aprendizajes requeridos		PAR	5 a 6	D	Mejorable	R.	Regular		
No alcanza los aprendizajes requeridos		NAR	IGUAL O MENOR A 4	E	Insatisfactorio				
OBSERVACIONES				ASISTENCIA	JUST	INJUST	ATRASOS		
				FALTAS					
				TOTAL					

DOCENTE

DIRECTORA

APPENDIX 4

REPORT CARD



ESCUELA DE EDUCACION BASICA FISCAL "NAHIM ISAÍAS BARQUET"

Dirección: Coop. El Cóndor Mapasingue Este
 Teléfono: 2937604 Email: nib197@hotmail.com
REPORTE ESCOLAR / AÑO LECTIVO 2015-2016

ESTUDIANTE: CARPIO MORAN SARAY PAULINA

DOCENTE :Lcda. XIMENA SORIA ALVEAR		JORNADA: VESPERTINA					GRADO		4º
ASIGNATURAS	EVALUACIÓN FORMATIVA				EXAMEN IQ	20%	Promedio 1 Q		
	I PARC	II PARC	III PARC	80%			CUANT.	CUALIT.	
LENGUA Y LITERATURA	09.25	09.00	09.25	7.33	07.00	1.4	08.73	AAR	
MATEMÁTICAS	10.00	08.81	09.50	7.54	07.00	1.4	08.94	AAR	
ESTUDIOS SOCIALES	08.25	09.50	08.00	6.86	09.00	1.8	08.66	AAR	
CIENCIAS NATURALES	08.75	09.75	09.00	7.33	09.00	1.8	09.13	DAR	
EDUCACIÓN FÍSICA	09.00	09.00	10.00	7.46	10.00	2	09.46	DAR	
EDUCACIÓN ESTÉTICA	09.00	10.00	09.00	7.46	10.00	2	09.46	DAR	
PROYECTOS ESCOLARES	MB	MB	EX		MB		MB	MB	
COMPORTAMIENTO	A	A	B				A	MS	
ESCALA DE CALIFICACIÓN NUEVO REGLAMENTO				TABLA DE EQUIVALENCIA DEL COMPORTAMIENTO Y PROYECTOS					
Escala cualitativa		Escala cuant.							
Supera los aprendizajes requeridos	SAR	10		A	Muy Satisfactorio	EX.	Excelente		
Domina los aprendizajes requeridos	DAR	9		B	Satisfactorio	MB.	Muy Buena		
Alcanza los aprendizajes requeridos	AAR	7 a 8		C	Poco Satisfactorio	B.	Buena		
Próximo a alcanzar los aprendizajes requeridos	PAR	5 a 6		D	Mejorable	R.	Regular		
No alcanza los aprendizajes requeridos	NAR	IGUAL O MENOR A 4		E	Insatisfactorio				
OBSERVACIONES				ASISTENCIA	JUST	INJUST	ATRASOS		
				FALTAS					
				TOTAL					

DOCENTE

DIRECTORA

APPENDIX 5

NOMINA DE ESTUDIANTES DE 4° GRADO JORNADA VESPERTINA



ESCUELA DE EDUCACIÓN BÁSICA FISCAL



“NAHIM ISAÍAS BARQUET”

Dirección: Coop. El Cóndor Mapasingue Este

Teléfono: 2937604

Email: nib197@hotmail.com



No.	CÉDULA	NOMBRES COMPLETOS
1	0950888339	BARRE MARTINEZ WENDY LISETTE
2	0958509747	CARPIO MORAN SARAY PAULINA
3	0950393835	CARRION CHOEZ ABRAHAM JOSUE
4	0943835256	FRANCO TUBAY KEVIN DAVID
5	0943997270	MACIAS SANCHEZ SANDRA JAMILET
6	0944325851	MARQUEZ BERMUDEZ GALO MOISES
7	0930200225	MARTINEZ CEDEÑO CARLOS JOSUE
8	0952799971	MENDEZ CHILAN DYLAN ROMMEL
9	0944325851	MENDIETA GARCIA LILIANA ELIZABETH
10	0943492298	MOREIRA CASTRO ANDRIW JAHIR
11	0955561790	PEÑAFIEL CRUZ JUAN DIEGO
12	0930082300	PIN PATIÑO ESTEBAN SANTIAGO
13	0930082284	PIN PATIÑO FRANCISCO TIMOTEO
14	0958565749	TOMALA VALERIANO FERNANDO JADIEL
15	0958669921	VERA ALAY MARIA DENISSE
16	0954031324	VILLEGAS URETA KATHERINE VALESKA

APPENDIX 6

PICTURES



PICTURE 1: 4th graders students at Nahim Isaias School

WORKSHOPS



PICTURE 2: Round Robin



PICTURE 3: Write around



PICTURE 4: Number heads together



PICTURE 5: Team Jigsaw



PICTURE 6: Tea Party



PICTURE 7: Workshop

Urkund Analysis Result

Analysed Document: final paper.docx (D18993757)
Submitted: 2016-03-30 20:32:00
Submitted By: anny15anny@hotmail.com
Significance: 8 %

Sources included in the report:

MON1.docx (D18505018)
TESIS COMPLETA VIVI Y WENDY.pdf (D18541966)
Hidayet Dođantay.docx (D14344861)
PROYECTO SILVIA Y KATEHRINE.docx (D18823705)
TesisJativa_5julio.doc (D11280666)
<http://www.colorincolorado.org/article/cooperative-learning-strategies>
<http://files.eric.ed.gov/fulltext/ED502845.pdf>
<http://www.caa-ace.ca/blog/bernie-froese-germain/2015/03/5/effective-student-learning-depends-effective-teacher-learning>
http://www.learningtolearn.sa.edu.au/tfel/files/links/3b_Cooperative_Learning_1.pdf
https://en.wikipedia.org/wiki/Cooperative_learning
<http://www.questionpro.com/a/showSurveyLibrary.do?surveyID=251996>
<http://files.eric.ed.gov/fulltext/EJ890724.pdf>
<http://eric.ed.gov/?id=EJ267791>
<http://dspace.ucuenca.edu.ec/handle/123456789/2143>
<http://dspace.utpl.edu.ec/handle/123456789/7805>
<http://files.eric.ed.gov/fulltext/EJ1067568.pdf>
<http://lr.uiowa.edu/cgi/viewcontent.cgi?article=5478&context=etd>
https://www.nmu.edu/education/sites/DrupalEducation/files/UserFiles/Adams_Anthony_MP.pdf

Instances where selected sources appear:



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: How Cooperative Learning Strategies enhance Communicative Skills in a fourth grade EFL class at Nahim Isaias Barquet School		
AUTOR/ES: Prieto Gómez Ana Elizabeth	TUTOR: Msc. Xavier Humberto Torres Freres	
	REVISORES: Msc. Giovanni Freire Jaramillo Msc. Lourdes Granizo Vargas Msc. Francisco Villao Villacres Msc. Mario Mejia	
INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil	FACULTAD: No aplica	
CARRERA: Ciencias de la Educación – Mención Inglés		
FECHA DE PUBLICACIÓN:	No. DE PÁGS:	
TÍTULO OBTENIDO: Licenciada en Lengua Inglesa mención en enseñanza y administración de sistemas educativos en TEFL		
ÁREAS TEMÁTICAS: área educativa		
PALABRAS CLAVE: cooperative learning communicative skills		
RESUMEN: (de qué se trata, para qué, por qué?) El proyecto de investigación plantea el estudio de una estrategia innovadora llamada Cooperative Learning con el fin de mejorar la habilidad comunicativa en el área de Inglés en los estudiantes de Cuarto Grado de Educación Básica debido a que durante la realización de dicho proyecto se pudo observar falta de comunicación e interacción entre estudiantes y maestros		
No. DE REGISTRO (en base de datos):	No. DE CLASIFICACIÓN:	
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	<input type="checkbox"/> SI	<input type="checkbox"/> NO
CONTACTO CON AUTOR/ES	Teléfono: 0991473346	E-mail: anny15anny@hotmail.com
CONTACTO EN LA INSTITUCIÓN:	Nombre: Ab. Michelle Vargas A. Facultad de Educación	
	Teléfono: 2596500 Ext. 221	
	E-mail: mvargas@ulvr.edu.ec	

