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ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH CAREER

THESIS

THEME:

**ENGLISH LEARNING LANGUAGE THROUGH COOPERATIVE
LEARNING TO IMPROVE ENGLISH SKILLS IN STUDENTS OF 6TH
GRADE OF BASIC GENERAL EDUCATION AT ANA PAÉZ SCHOOL
DURING THE ACADEMIC CYCLE MARCH - AUGUST 2015**

Thesis presented previous obtaining the Education Science Degree in the English Language Major.

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LATACUNGA – ECUADOR

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THESIS DIRECTORS' ENDORSEMENT

As thesis director of this investigative work about **“ENGLISH LANGUAGE LEARNING THROUGH COOPERATIVE LEARNING TO IMPROVE THE ENGLISH SKILLS IN STUDENTS OF 6TH GRADE OF GENERAL BASIC EDUCATION AT ANA PAEZ SCHOOL DURING THE ACADEMIC CYCLE MARCH-AUGUST 2015”**, developed by Chiluisa Molina Monica Fernanda, applicant of the English Career, consider that this investigative report contains the methodological and scientific requirements which are enough to be evaluated by the thesis validation court at honorable academic board from the Academic Unit Of Administrative And Humanistic Sciences, for its study and qualifications.

Latacunga, octubre 5 2015

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I would like to thank God because he has given me life and a wonderful family.

To my mother who has supported me in the most difficult moments during my life.

To my thesis director: for her excellent guidance, patience, and persistence to accomplish this work.

Finally, to my dear teachers, they gave me the opportunity to grow as a person, providing me their knowledge.

Monica Chiluisa

DEDICATION

To my best friend, who gave me life and who was with me in the most wonderful and terrible moments of my life, my dear mother, she is my example and my inspiration.

To my son who gave me strength for following and being the best mother each day.

Monica Chiluisa.

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RESUMEN

Actualmente ser competente en el idioma inglés ha llegado a ser importante alrededor del mundo globalizado. Es por eso, la necesidad de encontrar un método para mejorar el proceso enseñanza aprendizaje que ayude a los estudiantes y profesores en el proceso comunicativo. De hecho, hoy en día la gran cantidad de estudiantes en algunas escuelas y el inadecuado uso de métodos han permitido el desinterés en los dicentes por aprender inglés. Esta investigación se llevó a cabo con los estudiantes de 6to grado de educación básica de la escuela “Ana Páez”. El objetivo fundamental de esta investigación fue contribuir con el diseño de un folleto de estrategias de aprendizaje cooperativo con el principal propósito de generar interés en los estudiantes para desarrollar las habilidades del idioma inglés, fortaleciendo el aprendizaje del educando y el de sus compañeros miembros de grupo. Es importante mencionar que Profesores y estudiantes contribuyeron en esta investigación, los métodos empleados fueron el inductivo y deductivo los cuales ayudaron a identificar los conflictos de los estudiantes y a proponer una solución en beneficio de los mismos y del proceso enseñanza aprendizaje del idioma inglés. Además el presente trabajo fue un aporte significativo en el campo de la educación porque ayudara a profesores y estudiantes en el proceso enseñanza aprendizaje del idioma inglés.

Palabras claves: educación, proceso enseñanza aprendizaje, método, aprendizaje cooperativo.

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ABSTRACT

Nowadays, to be competent in English language had become important around the world that is why, the necessity to find out a method in order to improve the teaching-learning process which helps to students and teacher to develop the communicative process of the English language. In fact, today a large number of students in some schools and inadequate use of teaching methods had made that students dislike learning English. That is why; this thesis was done with students of 6th grade of General Basic Education at “Ana Páez” School. The major objective of this research was to contribute with the design of a booklet of cooperative learning strategies, with the main purpose of generating interest in students to learn English, and develop English skills, reinforcing student’s own learning as well as the learning of his or her colleague group members. It’s important to know that Teachers and students had contributed with field data on the research; the methods employed in this investigation were inductive and deductive which allowed identifying the student’s conflicts and proposing a solution in benefit of English teaching-learning process. It can be concluded, that the present work was a significant contribution to the educational field because it helped teachers and students in the teaching learning process of English language.

Words key: education, teaching-learning process, method, cooperative learning.

INTRODUCTION

Nowadays the world is growing in all ambits; business, work and education. English language has become in an essential part to be competent in those fields. For this reason English learning is a necessity in any field. Especially in education field, due to it is the way which person acquires and develops new knowledge to build their future.

However, in our country many students have poor performance in English classes; they do not develop a good level of English language, due to the most of public schools are not adequate: there are so many students in a classroom and it did not contribute to students' motivation, even it produces lack of communication and interaction between students and teachers in the classroom, thus is difficult to enhance students' English proficiency.

For this reason, is necessary to create a booklet of cooperative learning strategies that focuses on developing English language skills. This one will change the way to teach and learn. It will be important because it will help to create a good environment and will make interactive and interesting classes.

This research was conducted at “Ana Paéz” school in Cotopaxi province, Latacunga canton, Eloy Alfaro parish during the academic cycle March-August 2015

The human resources available for this research are students of sixth grade of general education and teachers of the “Ana Paéz” School. The population of this

investigation is formed by forty students and three teachers whom helps to collect information and know the problem which is the reason of this research.

During the research, it has been worked with inductive method because this one gives the opportunity to follow the general problem to obtain a specific solution. It uses data collection and techniques such as survey that serves as contribution for the design of the proposal.

This work has three chapters: Chapter I contain the theoretical framework that is a collection of bibliographic, scientific information with the main themes that support the investigation, issues related to education, cooperative learning method, etc. Chapter II is composed of analysis and data interpretation of the results obtains through surveys applied to teacher and students at “Ana Paéz” School. This information was vital to elaborate the respective conclusions and recommendations that contributed favorably to the development of this investigative work. Chapter III present the proposal design a booklet of cooperative learning strategies to develop English skill in students of the sixth grade at “Ana Paéz” School. Finally, the bibliography which was used to develop the research, annexes which are instruments that helped in the collection of information.

CHAPTER I

BACKGROUND

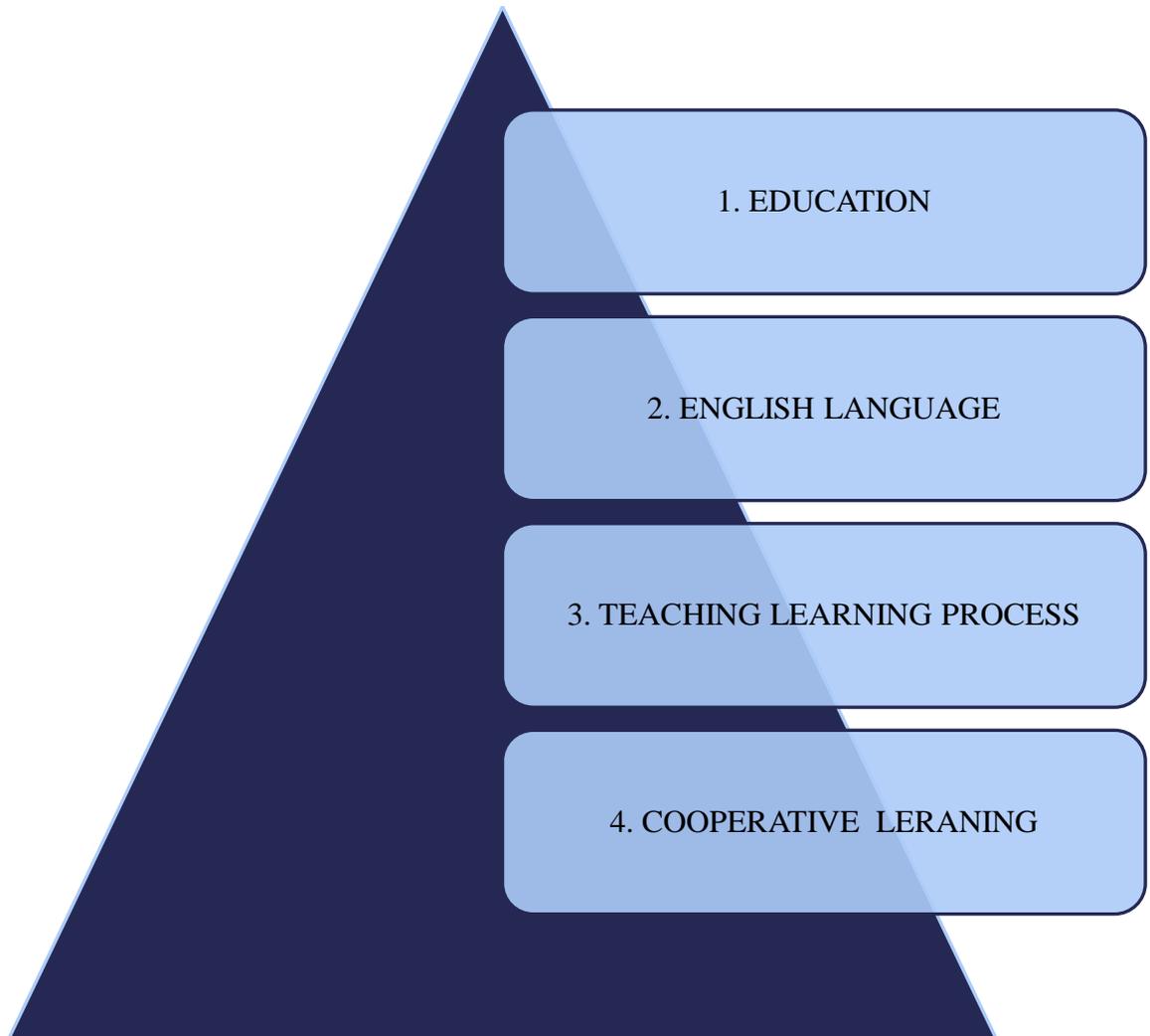
There is a study which supports that Cooperative Learning has frequently been used in English classrooms (Chou, 2011). This research suggests that Cooperative Learning provides mutual support, as well as successful and effective learning outcomes of tasks. Chou's project mentioned a number of problems discovered in oral group presentations in a context where cooperative learning is the core of the course. As learning is strongly related to strategies or approaches adopted to facilitate one's comprehension and production of the target language, the purposes of the present study were to investigate the use and influence of learner strategies in cooperative and individual learning, and the benefits of cooperative learning in improving students' English speaking ability.

There is another research; Incidence of cooperative learning to improve listening comprehension skills in the English language which was developed by Maria Perez. It tries to solve problems of comprehension skills in students through Cooperative Learning which gives students the confidence to speak and develop their listening skills. Teachers give them the opportunity to interact with peers. In that way their self-esteem and achievement in English classes can improve their

security and self-confidence to talk and make mistakes with no risk of being punished for that.

However this research is focus on developing the four skills that are important in the English language, taking into account that cooperative learning is not just about asking students to work in groups but also how it helps students to contribute with their own abilities for a better performance.

FUNDAMENTAL CATEGORIES



1. THEORETICAL FRAMEWORK

1.1 - Education

Today the education is important to develop the capacities, aptitudes of people to personal supuration and make changes not only in the society but also in the world.

According to KUMAR (1997) “Education is the process of bringing desirable change into the behavior of human beings”. Pg 81

DEWEY (2003) defines that “Education is a process that begins unconsciously almost at birth, and is continually shaping the individual's powers, saturating his consciousness, forming his habits, training his ideas, and arousing his feelings and emotions”. Pg 30

According to cited authors, education is a process which permits human to change the behavior and attitude. Thus the education is a process in which the human behavior is modified because the person acquires new knowledge through

instruction or study. That is why; the individual can form his habits, way of thinking and emotions. All of these actions help people to live in a better society.

1.1.1 Importance of Education

The importance of education is undeniable for every single person. It goes without saying that education has a positive effect on human life. The education plays such a rudimentary role on our society that we cannot even imagine a life without it. It is a determined element for the civilization of human society. Also it is fundamental because this facilitates for maintaining the essence of the culture and customs; this helps people to take good decision for improving their lives. Moreover, every child should be given equal opportunities to learn and study because the development of a country depends on the standard of education, it must do everything in its power to improve it.

1.1.2 Educational System

The educational systems is general structure which is organized the learning of a country. Different countries are not similar but they have to share a common goal which is to provide its citizens a suitable and proper learning. The mission of the educational system becomes a key component of change. In Ecuador the educational systems are: primary, secondary, and post-secondary, and undergraduate education.

Primary Education

Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences. Typically, primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. It refers to the first six years of formal education.

Secondary education

It is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. It follows elementary or primary education, and is sometimes followed by university (tertiary) education. In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence.

Higher education

Higher, post-secondary, tertiary or third level education is the stage of learning that occurs at universities, academies, colleges, seminaries, and institutes of technology.

Higher education also includes certain college-level institutions, such as vocational schools, trade schools, and career colleges that award academic degrees or professional certifications.

Graduate Education

It is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degree.

1.1.3 Types of Education

The education is based on the principle of life-long learning with 3 types of education: formal, non-formal, and informal for that reason educational systems and learning processes will be presented in terms of organization formal education and the promotion life-long learning.

Formal Education

Formal education: the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including. In addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training. Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid

curriculum as regards objectives, content and methodology. These institutions are administratively, physically and curricular organized and require from students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage.

Non-formal education

Non-formal learning occurs in any place but highly adaptable way, in institutions, organizations, the workplace and situations outside of the formal or informal, this instruction is not obligatory and structured and is learned outside the context of a formal school. In addition is any organized systematic educational activity carried on outside the framework of the formal school system to provide of knowledge to the adults and children. Adult education comprises of training, advanced training and instructing of persons who have mastered their school obligations and wish to acquire, update, broaden and deepen their knowledge.

Informal Education

Informal education as used here is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment - at home, at work, at play; from the example and attitudes of family and friends; from travel, reading newspapers and books; or by listening to the radio or viewing films or television. In addition it is a regular and continues process because it begins since the childhood with experiences that we have every day in all the places like the cine, workplace, hiking and trips. This education is directly in humans because it develops spontaneously through family, community and other areas of interaction and every

moment of life with their respective cultural and social context. It is a borderless education and this process ends when the person dies.

1.2 English Language

Today English language is indispensable and necessary because it allows the success of people not only in the business but also in the personal life due to the English is known and spoken round the world and each fields. So this language permits to be in communication with the people.

According BURCHFIELD (1985) “The English language is like a fleet of juggernaut trucks that goes on regardless. No form of linguistic engineering and no amount of linguistic legislation will prevent the myriads of change that lie ahead”. Pg 46

ROSS, (2005) “English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca”. Pg 26

The author mentioned that English is a language that is used around the country in order to communicate among people. English is a language used by different speakers of different languages to create communication among them, for this reason, the English’s dialect can be varying.

1.2.1 Importance of English language

It is the official language of international business, air traffic control, shipping, United Nations Diplomacy, world banking, science and technology, academic research, space travel and global computing. It is the major medium of education, publishing and international negotiation. English is a link language. In the modern world, English has become the language of not only science but also aviation, computing, diplomacy, and tourism. It is listed as the official or co-official language of over 42 countries and is spoken extensively in other countries where it has no official status. English plays a part in the cultural, political, or economic life of the most of countries. Also he defined the major domains of English as:

Working language of international organizations and conferences, scientific publications, Audio-visual cultural products such as film, TV, popular music
International tourism, Tertiary (university) education, and Internet communication

1.2.2 History of English language

The history of the English language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders - mainly into what is now Wales, Scotland and Ireland. The Angles came from "Englaland" [*sic*] and their language was called "Englisc" - from which the words "England" and "English" are derived.

The Primitive Old English Period (450-110A.D)

The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call Old English. Old English did not sound or look like English today. Native English speakers now would have great difficulty understanding Old English. Nevertheless, about half of the most commonly used words in Modern English have Old English roots. The words be, strong and water, for example, derive from Old English. Old English was spoken until around 1100.

Middle English Period (1100-1500)

In 1066 William the Conqueror, the Duke of Normandy, invaded and conquered England. The new conquerors (called the Normans) brought with them a kind of French, which became the language of the Royal Court, and the ruling and business classes. For a period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French. In the 14th century English became dominant in Britain again, but with many French words added. This language is called Middle English. It was the language of the great poet Chaucer (c1340-1400), but it would still be difficult for native English speakers to understand today.

Modern English (1500-)

Towards the end of Middle English, a sudden and distinct change in pronunciation (the Great Vowel Shift) started, with vowels being pronounced shorter and shorter. From the 16th century the British had contact with many peoples from around the world.

This, and the Renaissance of Classical learning, meant that many new words and phrases entered the language. The invention of printing also meant that there was now a common language in print. Books became cheaper and more people learned to read. Printing also brought standardization to English. Spelling and grammar became fixed, and the dialect of London, where most publishing houses were, became the standard. In 1604 the first English dictionary was published.

The main difference between Early Modern English and Late Modern English is vocabulary. Late Modern English has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the British Empire at its height covered one quarter of the earth's surface, and the English language adopted foreign words from many countries.

1.3 Teaching-Learning Process

BANKS, (2000) “States that Teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence”.

Pg 2

TUSHITI, (2008) “Teaching-learning process is the heart of education. It depend the success of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. In teaching - learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal”. Pg 3

The authors mentioned that teaching learning process is the most important part of education because it allows that student changes his behavior. So the researcher conclude that teaching learning process is a way or process in which the student builds his proper knowledge and develop critical capacities to change behavior . In fact, in this process interview three important elements such as the teacher, the student, the curriculum. All of these permit the change on the student. The teaching-learning process is considered an educational science where man is aware and organized. In this process should be included the teacher who is responsible to guide student in the most complex topics, but it should take into account that the teachers’ work is not an easy job, he is responsible to supervise the teaching-learning process in a clear and precise way.

1.3.1 Elements of the teaching learning process.

Teaching and learning involves the process of transferring knowledge from the one who is giving to the one who is receiving. Teaching process cannot be performed if there is one element that is missing among the three of the teaching elements: teacher, learner and curriculum.

Teacher: he plays an important part because accomplish the following roles:

- **Administration:** Administration refers to the direction, control, management and professional development issues.

- **Planning:** Planning is a systematic exercise of determining a future course of action in accordance with identified objectives, needs, priorities and existing/likely capacities, within a given time frame, reflecting cost-effective use of human and resources for educational growth and development.
- **Personnel management:** Planning and managing human resources is personnel management.
- **Financial management:** Financial management refers to mobilization, deployment and efficient use of financial resources as per stated objectives and strategies.
- **Supervision, monitoring and support:** Monitoring and facilitation of teaching-learning processes, and development activities, for enhancing their quality through suitable tools, methods and mechanisms.

Student: he is considered as the key participants in the teaching learning process. They are known as a principal player or the main reason why the process is implemented.

Curriculum: it refers to the content. The objective that teacher wants to achieve on students learning.

1.3.2 Essential aspects of the teaching-learning process.

There are four aspects of the teaching-learning process:

- Discussion: between teacher and learner.
- Interaction: between the learner and some aspects of the world.
- Adaptation: of the world by the teacher and action by the learner.
- Reflection: on the learner`s performance by both teacher and learner.

1.3.3 The communication

Communication is therefore an essential component of the teaching – learning process, with the transfer of information vital to the achievement of the educational purpose. The educational communication process includes:

- The message. - Consisting of educational content, matter or body of knowledge that is intended to convey.
- The issuer. - The teacher acts as a source of information and source of communication.
- Receptor. -The student receives and decodes the communication message.

- The mean. - The explanations are received by auditory or visual pathway. This aspect is important because proper reconciliation of verbal explanations and visual aids is crucial for the proper development of the communication. This bilateral communication is essential as information acquisition system that lets control the process and makes corrections in an iterative mechanism that brings closer to the goal. A process of communication between the teacher and the student must meet certain requirements:

A) Adequacy of the issuer. The teacher must possess a knowledge of the discipline is to teach, as well as certain skills and attitudes in relation to the matter concerned.

B) Receipt of the transmitted information. The teacher needs to make an effort to adapt to the features and capabilities of the receiver. The reception also depends on prior knowledge and capabilities of the recipient and motivated

C) Decoding the message. To properly grasp the message should be in a common language. Using a terminology known by the student is a significant factor in the successful decoding of the message factor.

1.3.4 The learning cycle

The teaching and learning cycle represents the four stages that occur in the design and delivery of classroom tasks that incorporate an outcomes-based approach. The cycle has no start or end point, with each step informing the next. It is the process

of gathering data and reflection that dictates where in the cycle you need to be operating.

Phases of Learning Cycle

- a. Experiencing or immersing oneself in the "doing" of a task is the first stage in which the individual, team, or organization simply carries out the task assigned.
- b. Reflection involves stepping back from task involvement and reviewing what has been done and experienced. The skills of attending, noticing differences, and applying terms help identify subtle events and communicate them clearly to others. Vocabulary is also important, since words are necessary for verbalizing and discussing perceptions.
- c. Conceptualization involves interpreting the events that have been noticed and understanding the relationships among them.
- d. Planning enables taking the new understanding and translating it into predictions about what is likely to happen next or what actions should be taken to refine the way the task is handled.

1.3.5 Learning styles

Learning styles may be thought of as the way in which people, can be take in information, select certain information for further processing ,use meanings,

values, skills, strategies to solve problems, make decisions, and create new meanings, change any or all of the processes or structures described in this list. It has four kinds of learning style which are important in order to take into account at moment of teaching:

- **Diverging (feeling and watching - CE/RO)**

This style is use for people that are able to look at thing from different perspectives. So the person who has this style has broad culture and they prefer work in groups, to listen with opened mind and to receive personal feedback.

- **Assimilating (watching and thinking)**

The Assimilating learning preference is for a concise, logical approach. Ideas and concepts are more important than people. This style is used for people that require good clear explanation than practical opportunity. It is focused on ideas, concepts and logical sense.

- **Converging (doing and thinking)**

This Converging learning style can solve problems and will use their learning to find solutions to practical issues. People with a Converging learning style are more attracted to technical tasks and problems than social or interpersonal issues. So this style enables specialist and technology abilities.

- **Accommodating (doing and feeling)**

This style is 'hands-on', the most important aspects of this style is that relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. This learning style is prevalent and

useful in roles requiring action and initiative. People with an Accommodating learning style prefer to work in teams to complete tasks.

1.4 Cooperative Learning

Cooperative learning is an interesting method in which it gives to student's chance of working together to accomplish a goal, where all members of the group are responsible to give and receive information and interact among them.

According WOOLFOLK (2001) "Cooperative learning is arrangements in which students work in mixed ability groups and are rewarded on the basis of the success of the group". pg 22

JOHNSON (1999) says that: "Cooperative learning is the instructional use of small groups so that student's work together to maximize their own and each other's learning". Pg 17

The authors mentioned that cooperative learning is a method that it permits work in group in order to obtain the same goal, in which all students help among them in order to learn. So the researcher concludes that cooperative learning is useful because each person of the team is benefited in building and sharing the new knowledge.

1.4.1 History of cooperative learning

In the years between 1940-1949 Morton Deutsch who is a social psychologist and researcher in conflict resolution made up the Theory of Cooperation and Competition. This theory is based on three affirmations: substitutability (how a person's actions are able to satisfy the intentions of another); cathexis (an individual's disposition to evaluate themselves or their surroundings); and inducibility (the readiness of an individual to accept the influence of another person).

Deutsch's theory helped to clarify the importance of cooperation for building knowledge. Instead of learning a person by himself; he or she can educate another and satisfy his or her education needs. After, in the years 1950-1959, Deutsch publishes some studies about confidence, and naturalistic individualistic situations. These studies talk about the interpersonal relationships among people. He says that, those relationships must be introduced in classroom that is called cooperativism. It means that he proposes the opposite to competition and individualization.

From 1960 to 1969, appeared several investigations about cooperation and intergroupal competence. The most important authors that can be named are: Johnson, Stuart Cook, Kagan, Bruner and others. Johnson began training educators in the use of cooperative, competitive, and individualistic learning. Johnson developed such procedures for teachers, specifying three types of cooperative learning: formal, informal and base group learning. In the years 1974-1975 Johnson and Johnson published the book "Working together and alone" the authors analyze three ways of reaching objectives: competitive, individualistic y cooperative. That

means, teachers need to decide when the students have to compete, when to work alone and when to work cooperatively.

In 1976 Shalom and Yael Sharan say that using Small Group Teaching students can pick their partners for making a determinate group. After that they will be given a task and when they are done they will show it to the other groups in the classroom. In 1985 Spencer Kagan proposed the Structures for cooperative learning; these structures are designed to increase the participation levels and cooperation of the students. These structures are important because the teacher can have each student to answer to a question several times instead of asking to two or three students to answer each one single question; like roundtable, think-pair-share, interview, and jigsaw.

1.3.2 Theories of Cooperative Learning

There are three theoretical perspectives have guided research on cooperative learning: social interdependence, cognitive-developmental, and behavioral.

Social Interdependence Theory

Interaction with other people is essential for human survival. In an education setting, social interdependence refers to students' efforts to achieve, develop

positive relationships, adjust psychologically, and show social competence. The social interdependence perspective of cooperative learning presupposes that the way social interdependence is structured determines the way persons interact with each other. Moreover, outcomes are the consequence of persons' interactions. Therefore, one of the cooperative elements that have to be structured in the classroom is positive interdependence or cooperation. When this is done, cooperation results in promote interaction as group members encourage and ease each other's efforts to learn.

Cognitive Developmental Theory

The cognitive developmental perspective is grounded in the work of Jean Piaget and Lev Vygotsky. Piagetian perspectives suggest that when individuals work together, socio-cognitive conflict occurs and creates cognitive disequilibrium that stimulates perspective-taking ability and reasoning. Vygotsky's theories present knowledge as a societal product.

Behavioral Learning Theory

The behavioral-social perspective presupposes that cooperative efforts are fueled by extrinsic motivation to achieve group rewards academic and/or nonacademic.

1.4.3 Elements of cooperative learning

Positive Interdependence

Positive interdependence refers to a group can only succeed if they work together. That means a member's success depends on the other member. Positive interdependence talks about a mutual responsibility; it means students have the responsibility of learning the assigned material and make sure that all students of the group learn it too. This element points out that:

- Each group member's effort is necessary for the group's succeed.
- Each group member contributes in a singular way to the common effort.

Individual accountability

Individual accountability appears when the performance of each individual student is assessed and the results are given back to the group and the individual. It is important that the group knows who needs more assistance, support, and encouragement in completing the assignment. It is also important that group members know that they cannot "hitch-hike" on the work of others. The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they can subsequently perform higher as individuals. To ensure that each member is strengthened, students are held individually accountable to do their share of the work. Common ways to structure individual accountability include (a) giving an individual test to each

student, (b) randomly selecting one student's product to represent the entire group, or (c) having each student explain what they have learned.

Face to Face Promote Interaction

Team members promote each other's productivity by helping, sharing, and encouraging efforts to produce. Members explain, discuss, and teach what they know to teammates. The relationships among members must be considered and dedicated. Promote interaction promotes psychological adaptation and social aptitude.

Interpersonal and Small Group Skills

Groups cannot function effectively if members do not have and use the needed social skills. Instructors emphasize these skills as purposefully and precisely as job performance skills. Collaborative skills include instructorship, decision-making, trust building, communication, and conflict-management skills.

Group Processing

Groups must be evaluated by the level of goals accomplished and how the working relationships contribute to those goals. The teacher must assess how the

group is working together. Then, teachers should list at least three member actions that helped the group be successful and, list one action that could be added to make the group even more successful tomorrow.

1.4.4 Types of Cooperative Learning Groups

Formal cooperative learning groups

Range in length from one class period to several weeks. The teacher can structure any academic assignment or course requirement for formal cooperative learning. Formal cooperative learning groups ensure that students are actively involved in the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures.

Informal cooperative learning groups

It is ad-hoc groups that may last from a few minutes to a whole class. The teacher uses them during direct teaching (lectures, demonstrations) to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations about material, what the lesson will cover, ensure that students are cognitively processing the material being taught, and provide closure to an instructional session.

1.4.5 Benefits of Cooperative Learning

- **Greater efforts to achieve**, including higher achievement by all students, long-term retention, intrinsic motivation, more time spent on task, development of higher-order reasoning and critical thinking.
- **More positive relationships among students**, including esprit-de-corps, caring and committed relationships, personal and academic social support, valuing of diversity, and cohesion.
- **Greater psychological health**, general psychological adjustment, ego-strength, social development, social competencies, self-esteem, self-identity, and ability to cope with adversity and stress.

1.4.6 Cooperative Skills

Cooperative skills are social skills. Social skills are not inherited they are learned. It is needed that the teacher teaches the students these skills.

Forming groups

Mostly students find it easier to work with closer friends but it forming groups does not need to be like that. It is necessary to mix students. This model helps the students to have the opportunity to learn different abilities among them.

Working as a group

This skill says that working as a group implies assigning roles, this means leadership roles. So it is necessary to share the task of leadership among the members. The roles that help students to share the cooperative skills working as a group are: Observer, Recorder, Questioner, Summarizer, and Organizer.

Problem solving

Problem solving develops skills such as: defining the problem, brainstorming, organizing information, elaborating ideas, seeing consequences, etc. In that way this skill helps to work as a group.

Managing differences

This is having the ability to negotiate and mediate when the conflicts start. This means seeing problems from a different point of view. The skills for managing skills are: stating positions, negotiating, mediating and reaching consensus.

1.4.7 Role of Teacher

The teacher needs to specify objectives, both academic and social skills. Group size is another decision the teacher must make. Factors to consider are time limits, students' experience in working in groups, students' age, and the availability of the appropriate materials available.

Assigning students to groups:

The teacher can assign students to groups using a random or stratified random procedure to make groups heterogeneous. When students select their own groups, they usually form homogeneous groups. The size of the cooperative group depends on the learning goals. If the purpose is for the group members to review, rehearse information, or practice, 4 to 5 or 6 students is about the right size. But if the goal is to encourage each student to participate in discussions, problem solving, or computer learning, then groups of 2 to 4 members work best. Also, in setting up cooperative groups, it often makes sense to balance the number of boys and girls.

When assigning group roles, structure students-students interaction by assigning roles such as reader, recorder, encourager of participation and check for understanding. In addition, the teacher needs to be sure each group includes students that possess four types of skills: forming skills, functioning skills, formulating skills, and fermenting skills.

Forming skills will be the one to monitor turn-taking in the group. The roles for the group member with functioning skills group member will be to record the

discussion, encourage all to participate, clarify/paraphrase the group discussion, and work to seek a group consensus. Formulating skills require a student to generate discussion and to summarize the group's work. Finally, the student with the fermenting role works to ask for justification of the group's outcome and also helps to give a rationale for the group's activities.

Arrange the Room:

The room arrangement is very important for lesson development. Teachers can use different strategies to define the workspace boundaries in a classroom: using labels and signs that designate areas, using colors to attract visual attention and define group and individual spaces, taping lines on the floor to define the different work areas, using mobiles and forms, such as arrows, using lighting, moving furniture, displaying group work

Planning the instructional materials

The teacher also decides how materials need to be arranged and distributed among group members to maximize their participation and achievement. The teacher creates material interdependence by giving each group only one copy of the materials; information interdependence by arranging materials like a jigsaw puzzle so that each student has part of the materials needed to complete the assignment; and interdependence from outside enemies by structuring materials into an intergroup competition and having groups compete to see who has learned the most.

Monitor and Intervene:

While conducting a lesson, the teacher monitors each learning group, intervenes when needed to improve task work and team work, and brings closure to the lesson. It is important to observe the interaction among group members to assess students' academic progress and appropriate use of interpersonal and small-group skills. The teacher needs to make sure that students benefit from face-to-face interaction. To monitor means to check continuously. Monitoring has four stages: preparing for observing the learning groups, observing to assess the quality of cooperative efforts in the learning groups, intervening when necessary, and having students assess the quality of their own individual participation in the learning groups to encourage self-monitoring.

Explain task and cooperative structure.

Explain the academic task: teacher needs to tell the class (a) what to do to complete the assignment and (b) how to do it. A few steps should be followed in explaining the academic task. First, the teacher must explain the assignment, which needs to be a clear, measurable task. Then, to ensure transfer and retention the teacher has to explain lesson objectives. Objectives may be stated as outcomes: "At the end of this lesson, each of you will be able to locate your native town. You will be able to identify and state the longitude and latitude of your town."

Specify the criteria for success. Cooperative learning requires criterion-based evaluation, which means adopting a fixed set of standards and judging the achievement of each student against these standards. A common version of criterion referenced grading involves assigning letter grades on the basis of the percentage of test items answered correctly.

Explain positive interdependence: Positive goal interdependence exists when a mutually joint goal is established so that individuals perceive they can attain their goals if and only if their group mates attain their goals.

Structure individual accountability: An underlying purpose of cooperative learning is to make each group member a stronger individual in his or her own right. This is accomplished by holding all members accountable to learn the assigned materials and help other group members learn. Teachers can structure individual accountability in the classroom by assessing the performance of each individual member and by giving the results back to the individual and the group to compare to established criteria. The feedback makes students recognize and celebrate efforts to learn and contributions to group mates' learning; provides immediate remediation and any needed assistance or encouragement; and reassigns responsibilities to avoid redundant efforts by students.

Structuring intergroup cooperation: The teacher establishes class goals as well as group and individual goals. The teacher encourages the members of a group

who are finished with their work to find other groups who are not finished and help them understand how to complete the assignment successfully or to compare answers and strategies with groups that are finished.

1.4.8 Common Mistakes of Teacher

Group size too large: it takes a lot of skill for students to manage a group of 4 or more. Instead, keep group size small: 2 or 3 are the best. Smaller groups are more effective and take less time.

Letting students choose their own group: It takes a lot of skill to work with friends and not get off-task, in addition, students need to develop positive working relationships with all class members. Make teacher assigned or random groups so students get to know and work with divergent class members.

Not carefully monitoring while they are working: This is teaching time. Be among the groups- correcting misconceptions, helping students understand, and reinforcing good team group skill.

CHAPTER II

2.1 BRIEF DESCRIPTION OF “ANA PAEZ” SCHOOL

Miss Ana Paéz was born in 1790 in Latacunga city; she was daughter of Pedro Paez Endara and Maria Rosa Vela Bustamante. The Vela Paéz family lived in the Latacunga city from the thirteenth century has been very important and historical significance in our city. Her father Pedro Paéz Endara was drafted into the army of liberators for independence, defending with honor and courage on his property in Salache, place where patriots met to resolve all underage concerning freedom after his death in 1820. Before Mr. Pedro Paéz dies, his last will was to leave all his properties to his three daughters: Petrona, Ana and Mercedes. The inheritance received by Ana and Mercedes was divided equally, one part was for his nephew and the second part was used for the foundation of a charity hospital in Latacunga. The ladies Paéz gave aid to alder adults, provided food and clothing for children and also educated them. The house was a gunpowder factory was donated by the Paéz sisters to an educational institution. Ana Paéz died in December 2, 1892 and as recognition of her virtue and nobility, the school that is located in Eloy Alfaro parish was called “Ana Paéz” and was founded in October 1st, 1867.

Ever since the “Ana Paéz” School worked with 7 levels of basic education divided in three or four parallels each ones. This institutions count on 21 teachers on different areas.

Today, since 2014 the “Ana Paéz” and “Manuel Salcedo” schools was joining to form academic unit “Ana Paéz” work with 10 levels of general basic education

divided in three or four parallels each one. This institution contains 50 teachers on different areas, and it has 1310 students. At the moment the institution are operating in two places, the first place is located in Iberoamericana avenue where physical space provides satisfactory recreation for children and the second place is on 5 the junio avenue and General Teran.

MISSION

The mission of “Ana Paéz” educative unit is the integral information of the students through the development of skills with performance criteria, creative capacity, and practice of values in an environment of respect and love, which provides them a solid information, essential to continue the secondary education, it all based on the help of professional trained teaching staff of the institution to develop pupil’s confidence and their families for generations to ensure their projections toward new horizons.

VISION

The mission is to solve the needs that demand our educative community and the advance of technology, worshipping thus the academic excellence to become the best institution, leader in the sector to which it belongs, and restate its prestige that will allow to count on the support and total recognition of the community and educative authorities.

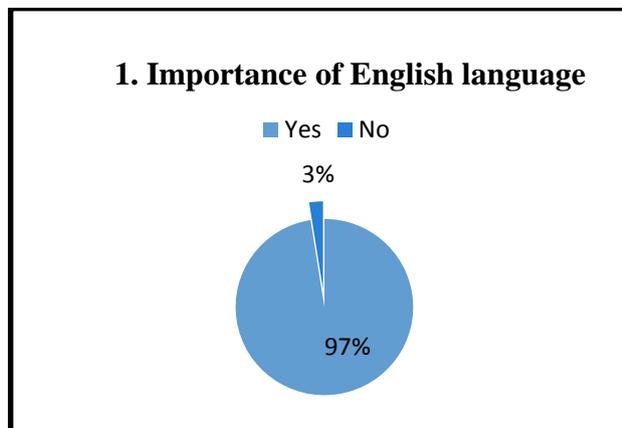
2.2 ANALYSIS AND INTERPRETATION OF SURVEYS APPLIED TO STUDENTS OF 6TH GRADE OF “ANA PAEZ” SCHOOL

1. Do you consider it is important to learn English language?

CHART N. 1

Options	Frequency	Percent
Yes	39	97%
No	1	3%
Total	40	100%

GRAPHIC N. 1



Source: students from 6th grade of “Ana Paéz” School

Elaborated by: researcher

This question shows that, the 97% that correspond to 39 students express that it is very important to learn English. While the 3% that correspond to 1 student said that English is not important to learn.

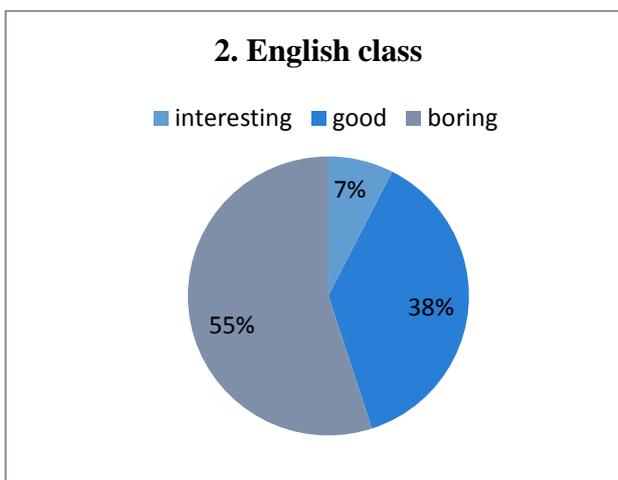
It can be deduced that students know the importance of learning English. So it is necessary to motivate them to continue learning with new methods and strategies. It can help students be interested in knowing about the language and the necessity to learn it to have better opportunities in life.

2. How is your English class?

CHART N. 2

Options	Frequency	Percent
Interesting	3	7%
Good	15	38%
Boring	22	55%
total	40	100%

GRAPHIC N. 2



Source: students from 6th grade of "Ana Paéz" School
Elaborated by: researcher

In question number two, the 55% that corresponds to 22 students mentioned that English classes are boring. The 38% that corresponds to 15 students said the English classes are good. While the 7% that corresponds to 3 students mentioned that their classes are interesting.

Making a judgment of the results, the majority of students don't feel satisfied in their English classes because teachers need looking for new strategies or methods to make interesting the English teaching learning process.

3. Which do you consider is the best way to learn English?

CHART N. 3

Options	Frequency	Percent
Individually	16	40%
In Group	24	60%
total	40	100%

GRAPHIC N. 3



Source: students from 6th grade of “Ana Paéz” School
Elaborated by: researcher

The question three, it shows that 24 students correspond to 60% said that in group is the best way to learn English. While 16 students correspond to 40% considered that the best way to learn English is individually.

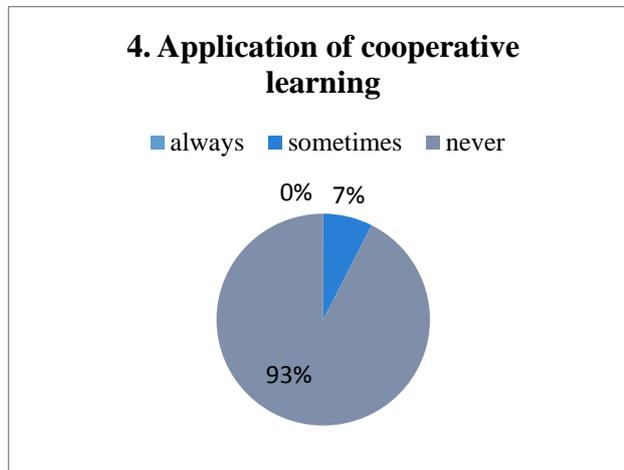
The most of students prefer to work individually. It is because they unknown the benefit of working in groups. They think that working in groups is just a division of the task and it is not the purpose. Working in groups help students learn from each other and reach the same goal. Thus, it is quite important to apply methods in group.

4. How often do you work in groups in English classes?

CHART N. 4

Options	Frequency	Percent
Always	0	0%
Sometimes	3	7%
Never	37	93%
total	40	100%

GRAPHIC N. 4



Source: students from 6th grade of "Ana Paéz" School
Elaborated by: researcher

The question number 4, it indicates that the 93% correspond to 47 people said that never work in groups in their English classes. Whereas the 7% correspond to 3 students, they mentioned that sometimes work in group.

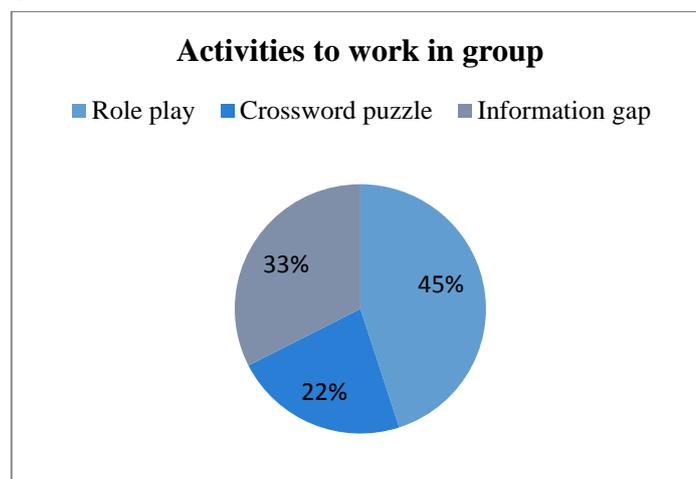
This result demonstrates that the teachers do not apply group work in class because they will not have sufficient information or knowledge about this method; consequently it carries out to the teacher to research it.

5. What activities would you like to work in groups?

CHART N. 5

Options	Frequency	Percent
Role play	18	45%
Crossword puzzle	9	22%
Information gap	13	33%
total	40	100%

GRAPHIC N. 5



Source: students from 6th grade of "Ana Paéz" School

Elaborated by: researcher

In the question five, 18 students that correspond to 45% think that role play is a good idea in order to work in group. While 13 people that correspond to 33% mentioned that they would like information gap activities to work in group while 9 students that correspond to 22% said that crossword puzzle will be an activity to work in group.

The result shows that students are interested in practicing other dynamic activities in English classes. For this reason it is essential that teacher know about different activities, which it helps to students work in groups also it could allow English learning in a better way.

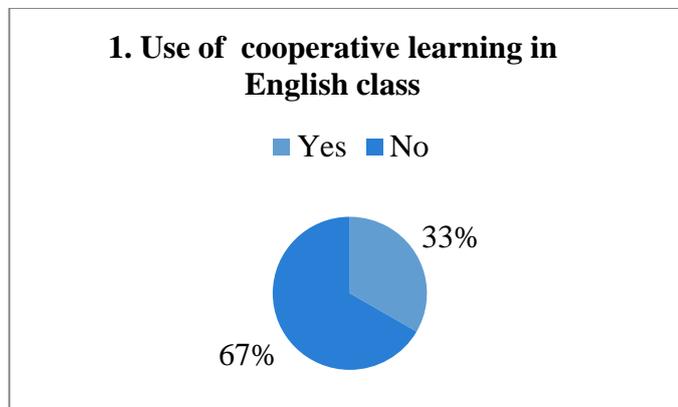
2.3 ANALYSIS OF SURVEYS APPLIED TO TEACHERS OF “ANA PAEZ” SCHOOL

1. Have you ever use cooperative learning in your English class?

CHART N. 1

Options	Frequency	Percent
Yes	1	33%
No	2	67%
total	3	100%

GRAPHIC N. 1



Source: teachers from “Ana Paéz” School
 Elaborated by: researcher

According to results in question number one, the 67% that correspond to 2 professors have not used this method to teach. Meanwhile the 33% that correspond to 1 teacher mentioned that he use the cooperative learning method.

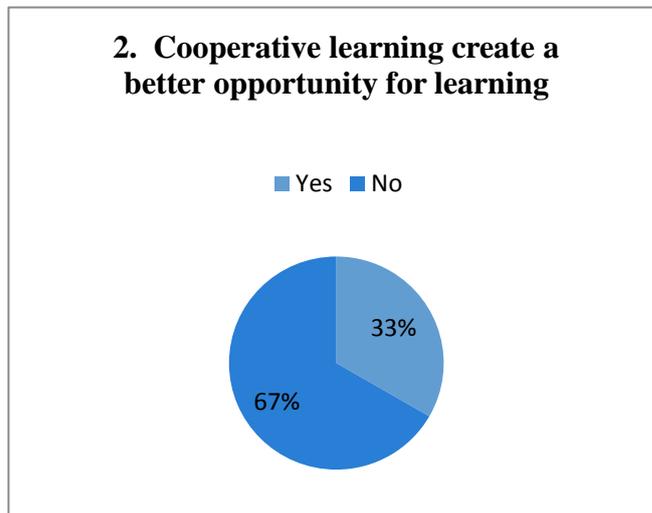
It is clear that teachers ignore or simply do not use this kind of method that is useful for teaching learning process. It happens because they do not know enough information about this method, which it will be a good strategy to develop the English learning.

2. Do you consider that Cooperative learning can create a better opportunity for learning?

CHART N. 2

Options	Frequency	Percent
Yes	1	33%
No	2	67%
total	3	100%

GRAPHIC N. 2



Source: teachers from “Ana Paéz” School
Elaborated by: researcher

The results of question two indicate the 67% that corresponds to 2 teachers thinks that cooperative learning do not have opportunities to learn while that 33% that corresponds to 1 teacher consider that cooperative learning could have better opportunities to learn.

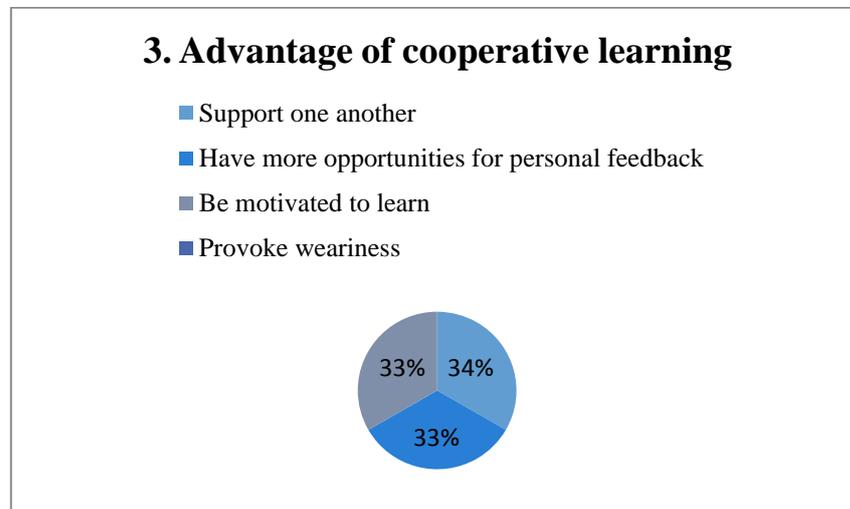
It is clear to say that teacher is not informed or unknown the benefit of this kind of method for this reason they do not use it. So, they need to train about it, because it could help to be easier the teaching learning process.

3. Which advantages the students could have using cooperative learning?

CHART N. 3

Options	Frequency	Percent
Provoke weariness	0	0%
Support one another	3	100%
Have more opportunities for personal feedback	3	100%
Be motivated to learn	3	100%

GRAPHIC N. 3



Source: teachers from “Ana Paéz” School

Elaborated by: researcher

In question number three, the 100% that corresponds to 3 people states that they know the advantages that the students could have using the cooperative learning.

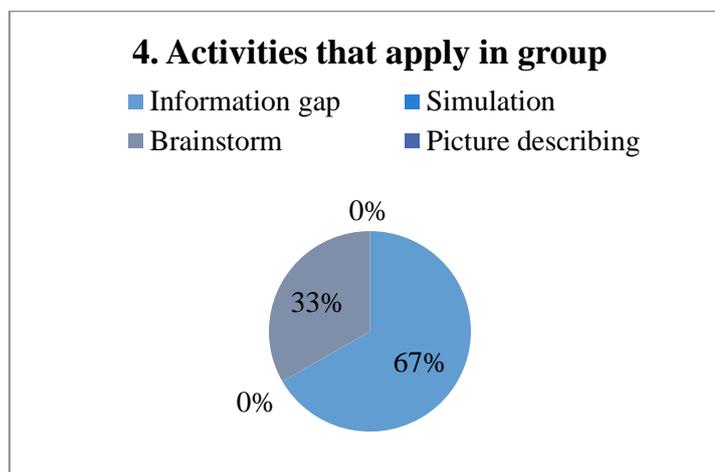
It means that, teachers know the advantages of this of cooperative learning method. However, teachers not use this kind of method to teach. They prefer work with other methods. Without considers that cooperative learning could incentive to students to like English language.

4. What kind of activities do you apply with your students?

CHART N. 4

Options	Frequency	Percent
Information gap	2	67%
Simulation	0	0%
Brainstorm	1	33%
Picture describing	0	0%
total	3	100%

GRAPHIC N. 4



Source: teachers from “Ana Paéz” School
Elaborated by: researcher

In the question number four, the 67% that correspond to 2 people mention that they apply information gap activities with their students. Meanwhile the 33% that corresponds to 1 person states that he applies brainstorm as activity.

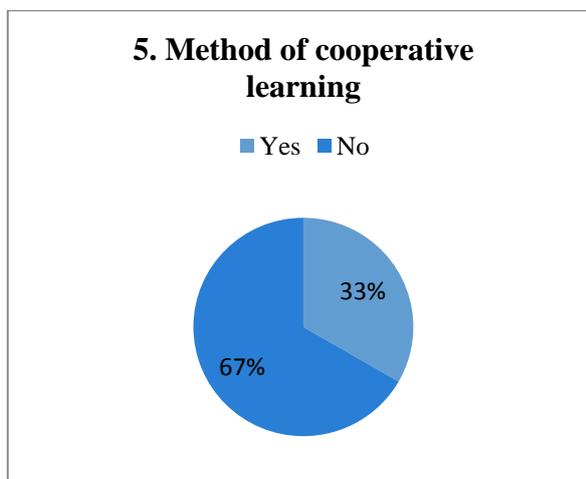
It is evidently that teachers use individual activities to teach without taking into account students do not feel satisfied with these work. That is why the teachers need to apply others strategies in order to motivate them to learn.

5. Do you know how to use the cooperative learning method?

CHART N. 5

Options	Frequency	Percent
Yes	1	33%
No	2	67%
total	3	100%

GRAPHIC N. 5



Source: teachers from "Ana Paéz" School
Elaborated by: researcher

The results of question five, the 67% that corresponds to 2 teachers mentioned that they do not manage how to use cooperative learning, that 33% that corresponds to 1 teacher states that he knows how to use the cooperative learning whereas.

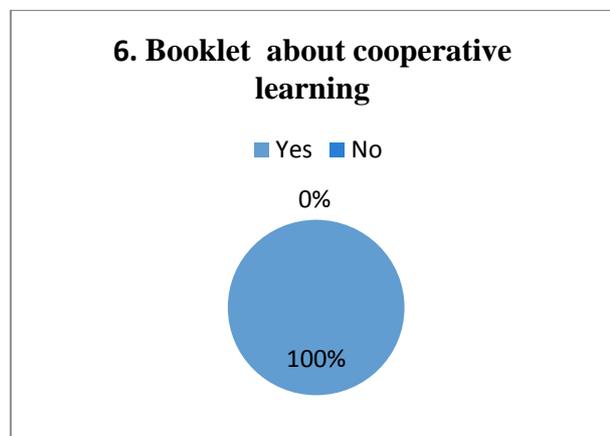
According to this result, it is clear to say that most of the teachers do not have any idea about how to manage this method due to they do not have enough information about that. For this reason, they need information about how to manage this method. Therefore, it is a necessity to create a manual of this method in order to make easier the application of this method in futures classes.

6. Would you like a booklet about cooperative learning strategies to use in your English classes?

CHART N. 6

Options	Frequency	Percent
Yes	3	100%
No	0	0%
total	3	100%

GRAPHIC N. 6



Source: teachers from “Ana Paéz” School
Elaborated by: researcher

The question six indicate, 100% that correspond to 3 people said that they would like a booklet about cooperative learning strategies to use in their English classes.

It means that the teachers are interested in a manual of strategies to be used with students and apply the cooperative learning correctly. So it is going to improve the teaching learning process. In addition, it will help to motivate and develop interactive English classes.

2.4 CONCLUSIONS

- The students know the importance of English learning nowadays.
- Not all students feel satisfied with the methods used by the teacher in their English classes.
- Students prefer to work in groups in order to learn English language.
- Students are interested in doing new things to develop English learning like interactive and dynamic activities.
- Teachers do not use the cooperative method because they do not know enough information to use the cooperative method with students.

2.5 RECOMMENDATIONS

- It is important to motivate to learn the English language day by day to fortify this importance due to it is rather necessary not only in educational life but also in professional life.
- The teacher must apply adequate methods, instructions or activities so, students can acquire knowledge in a good way. So it is the teacher's job to improve the development of the students' knowledge.
- The teachers need to apply a different method in order to all students feel good.
- Promote the group work because it is the way to incentive the interest to students to learn English language.
- Design a booklet which contains methodological strategies of cooperative learning to develop English skills in students.

CHAPTER III

3.1 PROPOSAL DESING

DESING OF COOPERATIVE LEARNING METHODOLOGICAL STRATEGIES TO IMPROVE TEACHING-LEARNING PROCESS INTO STUDENTS OF 6TH GRADE OF GENERAL BASIC EDUCATION AT “ANA PAÉZ” SCHOOL.

3.2 INFORMATIVE DATA

Institution: “Ana Paéz” School

Province: Cotopaxi

Canton: Latacunga

Parish: Eloy Alfaro

Study object: Methodological Strategies using Cooperative Learning.

Researcher: Monica Chiluisa

Beneficiary: Students of 6th grade of Basic General Education.

3.3 IMPORTANCE

This project is rather important because it will improve the learning of English language using a different method such as cooperative learning. So it will cover all the information about cooperative learning strategies which is to inform to teacher the principal characteristics of this method. It is about students who work in groups in order to learn together in an interactive way. It will let students develop their English skills and develop confidence among them. What's more, this proposal is necessary for teachers and students because it is an interesting way of teaching and learning, which contain information that teacher needs to use into the classroom also it clarify any question about how to manage the cooperative learning method into the English class.

3.4 JUSTIFICATION

Nowadays, English learning is important because it could open many opportunities in the future, for this reason there are schools that the principal objective is the English language, students have adequate classrooms, laboratories, and also students have a good level of English. But there are schools students do not have a good level of this language too. It is because the environment is not adequate. As a result, students think that English is boring and difficult to understand. In another hand, many teacher focus using traditional strategies like: complete the exercises of book without developing activities where students can learn having fun. Thus this investigation was elaborated from students of sixth grade at “Ana Paéz” school.

That’s why; teachers need to apply another strategy in order that students feel interested and motivated to learn English. For this reason, the researcher has considered the necessity to create a manual of Cooperative learning strategies which the teacher can find strategies and activities to motivate students and to do interactive and interesting classes. In addition, all students can participate actively; it is thanks to cooperative learning method.

Moreover, it could help teachers and student’s role changes in the classroom. The students will improve their English learning. What’s more, it will permit that students have more opportunities to actively participate in their learning, questioning and challenging each other, sharing and discussing their ideas and internalizing their learning

3.5 OBJECTIVES

3.5.1 General objective

To improve the English skills through the application of a booklet of cooperative learning methodological strategies in order to increase the level of English language in students of sixth grade of general basic education of “Ana Paéz” School.

3.5.2 Specific objectives

- To determine the principals characteristics of cooperative learning method.
- To provide interactive activities for using in English classes which are appropriate to develop English learning in students.
- Create a booklet with strategies based in cooperative learning method to increase the motivation in students for learning English language.

3.6 FOUNDATIONS

This research consists in the creation of a manual with methodological strategies to help teachers and students for improving teaching learning process, in this investigation researcher considers that the most relevant aspects are theoretical, pedagogical, methodological and psychological.

Theoretical foundation:

Each investigation needs to contain a good theoretical basis; in this one there is enough information about each fundamental category for describing the total steps that explain the process for creating a manual with pedagogical strategies that will be useful for teachers in order to improve the teaching and learning in students, it is using useful strategies to work in group so making interactive the English classes.

Pedagogical Foundation:

Education involves aspects that need to contribute in different fields one of them is Pedagogy that give methods, techniques and instruments, those ones help teacher for creating a good environment inside the educative community. Actually English teaching starts early for that reason teachers needs to be creative, enthusiastic and motivator. Students from school for example need cooperative learning activities involves; games, dynamics excises that encourage students' activity and attention. In school are too important group activities for developing receptive and productive skills. This investigative work contributes with pedagogical strategies that will improve the teaching learning process.

Methodological Foundation:

All activities that people develop during their life has a process, each process is follow by a method, it brings the specific steps that are necessary to apply for obtaining success in their activities. In education there are specific methods that can be useful, in this investigation, the principal one is Inductive method because it is necessary to start from the parts for coming over at the total problem and it gives the opportunity to improve the capacity for analyzing taking into account the children's level, limitations and capacities, the correct method application involves techniques, strategies and materials

Psychological Foundation:

Psychology studies human being's behavior and the process of mental development, English language acquisition depends of the main attention through interesting activities. Children lose attention in few minutes because their brain needs to change the activity for connecting teacher's information in sequence. To teach English language teacher is responsible for applying correct pedagogical strategies according with the age because the knowledge acquisition depends of the interest that the teacher creates in the children's main.

3.7 PROPOSAL DESCRIPTION

This booklet has examples of many cooperative learning methodological strategies that can be used by teachers to improve students' learning and do interactive classes. It is divided in three fundamental units:

UNIT I: BASIC CONCEPTS OF COOPERATIVE LEARNING. It is about an overview of the cooperative learning. It contains most relevant things of this method such as: the principal characteristics of this method, information about each strategy.

Unit II: ACTIVITIES TO DEVELOP PRODUCTIVE SKILLS. It has focus on developing speaking and writing skills. So it has specific activities which will permit to strength student's ability in English language like: games, role play, writing exercises. In addition in each activity is detailing how apply it in different topics.

Unit III: ACTIVITIES TO DEVELOP RECEPTIVE SKILLS. It has activities to progress listening and reading skills through activities such as: stories, tales, and listening ad reading exercises, also those activities have instructions in order to apply the activity.



**COOPERATIVE LEARNING
STRATEGIES**

Unit I

BASIC CONCEPTS OF COOPERATIVE



COOPERATIVE LEARNING

Cooperative learning is an instructional strategy that simultaneously addresses academic and social skill by students. It is a well-researched instructional strategy and has been reported to be highly successful in the classroom

What is the purpose?

There is an ever increasing need for interdependence in all levels of our society. Providing students with the tools to effectively work in a collaborative environment should be a priority. Cooperative Learning is one way of providing students with a well-defined framework from which to learn from each other. Students work towards fulfilling academic and social skill goals that are clearly stated. It is a team approach where the success of the group depends upon everyone pulling his or her weight.

How can I do it?

Cooperative learning has five basis elements:

- 1.- Positive Interdependence
- 2.- Face-To-Face Interaction
- 3.- Individual Accountability
- 4.- Social Skills
- 5.- Group Processing

The basic elements of cooperative learning can be considered essential to all interactive methods. Student groups are small, usually consisting of two to six members. Grouping is heterogeneous with respect to student characteristics. Group members share the various roles and are interdependent in achieving the group learning goal. While the academic task is of primary importance, students also learn the importance of maintaining group health and harmony, and respecting individual views.

COOPERATIVE LEARNING TECHNIQUES

Cooperative learning techniques can be loosely categorized by the skill that each enhances, although it is important to recognize that many cooperative learning exercises can be developed to fit within multiple categories. Categories include:

- discussion,
- reciprocal teaching,
- graphic organizers,
- writing,

Each category includes a number of potential structures to guide the development of a cooperative learning exercise.

Discussion: communicating: A good give-and-take discussion can produce unmatched learning experiences as students articulate their ideas, respond to their classmates' points, and develop skills in evaluating the evidence of their own and others' positions.

- **Think-pair-share:** As probably the best known cooperative learning exercise, the think-pair-share structure provides students with the opportunity to reflect on the question posed and then practice sharing and receiving potential solutions.
- **Three-step interview:** This structure can be used both as an ice-breaker which introduces students to one another and to provide students with a venue for soliciting opinions, positions, or ideas from their peers. Students are first paired and take turns interviewing each other using a series of questions provided by the instructor. Pairs then match up and students introduce their original partner.
- **Reciprocal teaching:** explaining, providing feedback, understanding alternative. Students who give each other elaborated explanations (and

less consistently, those who receive such explanations) are the students who learn most in cooperative learning.

- **Note-taking pairs:** Poor note-taking leads to poor performance. Designing an exercise which requires students to summarize their understanding of a concept based on notes taken (with directed questions such as what is the definition of a concept, how is it used, what are the three most important characteristics of a topic) and receiving reflective feedback from their partner provides students the opportunity to find critical gaps in their written records.
- **Jigsaw:** For more complex problems, this structure provides students the opportunity to develop expertise in one of many components of a problem by first participating in a group solely focused on a single component. In the second stage of the exercise, groups are reformed with a representative from each expert group who together now has sufficient expertise to tackle the whole problem.

Graphic organizers: discovering patterns and relationships

Graphic organizers are powerful tools for converting complex information in to meaningful displays. They can provide a framework for gathering and sorting ideas for discussion, writing, and research.

- **Group grid:** Students practice organizing and classifying information in a table. A more complex version of this structure requires students to first identify the classification scheme that will be used.
- **Sequence chains:** The goal of this exercise is to provide a visual representation of a series of events, actions, roles, or decisions. Students can be provided with the items to be organized or asked to first generate these based on a predetermined end goal. This structure can be made more complex by having students also identify and describe the links between each of the sequenced components.

Writing: organizing and synthesizing information

It encourages the use of written assignments across the campus because it teaches students to communicate information, to clarify thinking and to learn new concepts and information.

- **Peer editing:** As opposed to the editing process that often appears only at the final stage of a paper, peer editing pairs up students at the idea generation stage and peers provide feedback throughout the process.

UNIT II



ACTIVITIES TO DEVELOP PRODUCTIVE SKILLS

1. My presentation

English Skills: speaking Skills,

Objective: to motivate to students to present among them so they could make friendship.

Instructions:

- It is to teach or review greetings.
- Ask students to sit in groups of two.
- Student practice in pairs a presentation using vocabulary learned.
- Then teacher select one or two groups to practice for all the class.

Hello, my name is

Hi, I am

Nice to meet you

Thank you.... How are you?

Fine thank you , and you

Very good.

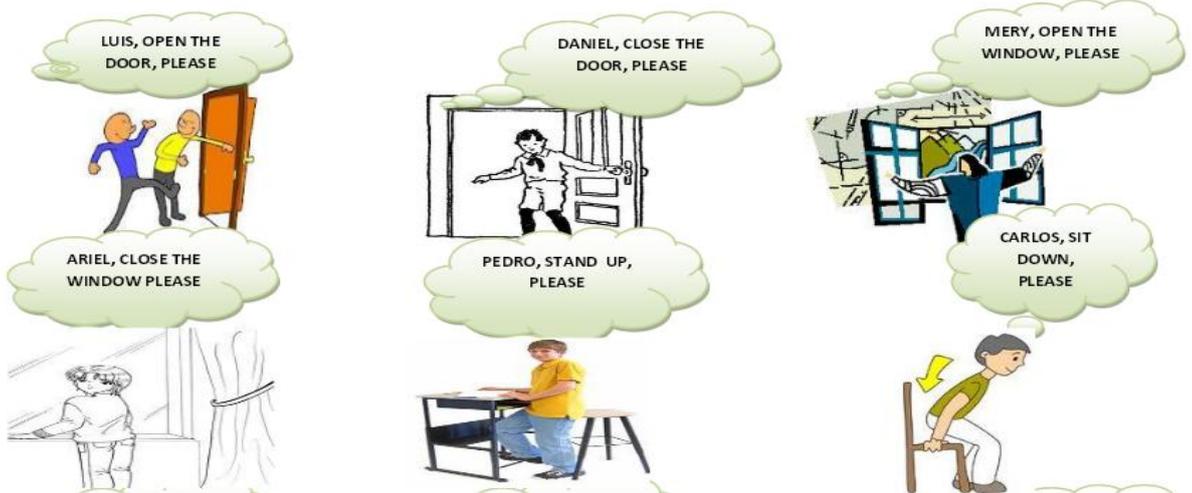
2. Giving instruction

English Skills: speaking Skills

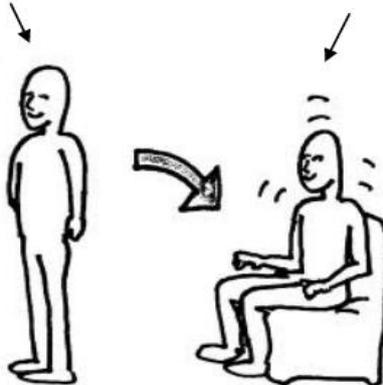
Objective: to enhance competencies in speaking to forficate the language

Instructions:

- This activity is to teach commands
- Ask students to sit in groups of two.
- Teacher review vocabulary and pronunciation of them.
- Student A give the instruction and student B listen and make the instruction.
- Then teacher select one or two groups to practice for all the class.



STUDENT GROUP 1 **STUDENT GROUP 2**



3. Unscramble

English Skills: writing Skills,

Objective: to identify and spell commands to improve writing through unscramble.

Instructions:

- This activity available to teach commands
- Ask students to sit in groups of two or three
- Teacher provide the worksheet to each group
- Each group need to complete the activity
- The group has 15 minutes to guess the commands that are written in the exercise.

poheontdroeo

.....

bagtoheordt

.....

.....

Eoirasuyrndah

.....

Rohoeecslto

.....

yattpanetnion

.....

4. Describing my favorite city

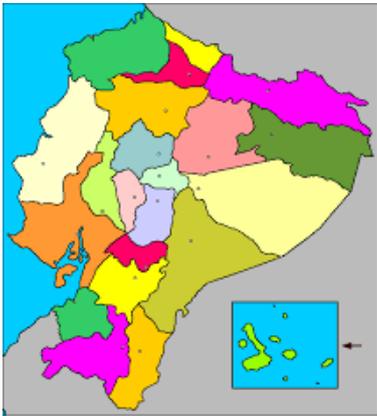
English Skills: writing, speaking Skills,

Objective: to develop abilities to make use of grammar in own task.

Instructions:

- This activity is to teach to “be” verb and adjectives
- Ask students to sit in groups of two.
- Teacher provides the picture of map to each group
- First the groups paint the map and write the name of each province.
- Then, students write sentences describing to 2 or 3 province or city using adjective learned.

Select 3 provinces that you prefer and described them belong using the vocabulary learned.



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.....

5. Describing to my friend

English Skills: writing, speaking Skills,

Objective: to share ideas taking into account each grammar point.

Instructions:

- Teacher gives the class about to “be” verb and adjectives
- Ask students to sit in groups of two.
- In group complete the information of each picture presented below.
- Then, in the group each student describes personal appearance of his or group mate.
- The group practice for 15 minutes.
- Teacher selects 2 or three groups in order to explain in the class.

Look at the picture bellow and choose the correct form to finish the sentences.



1. John has ...

- a) short, straight, dark hair.
- b) short, dark, straight hair.
- c) dark, straight, short hair.

2. John's eyes are ...

- a) grey.
- b) green.
- c) black.

3. Bill has ... hair.

- a) straight
-

b) wavy

c) curly

4. Ann's hair is ...

a) short

b) long

c) medium

5. Sue's hair is...

a) red

b) brown

c) black

6. Sue has ... eyes.

a) brown

b) green

c) blue

7. Sue has ...

a) a fringe

b) freckles

c) glasses

8. Ann has a ...

a) a pigtail.

b) a ponytail.

c) spiky hair.

9. John's face is ...

a) square.

b) oval.

c) round.

10. John and Ann are ... years old.

a) eleven

b) twelve

c) ten

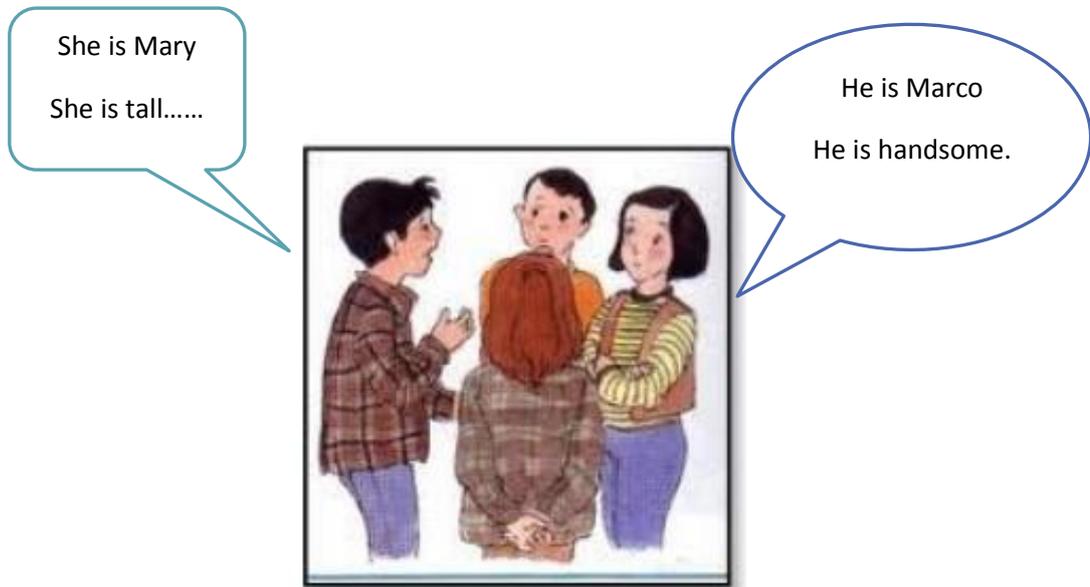
11. Sue is ... years old

a) ten

b) eleven

c) twelve

Now describing to his group mate



6. Describing my classroom

English Skills: writing, speaking Skills.

Objective: to develop the ability to share ideas about classroom objects.

Instructions:

- It can use to teach preposition of place.
- Ask students to sit in groups of two or three.
- In groups practice speaking describing what they see in the classroom
- The group practice for 15 minutes.
- Teacher selects 2 or three groups in order to speak for all the class.

For example:



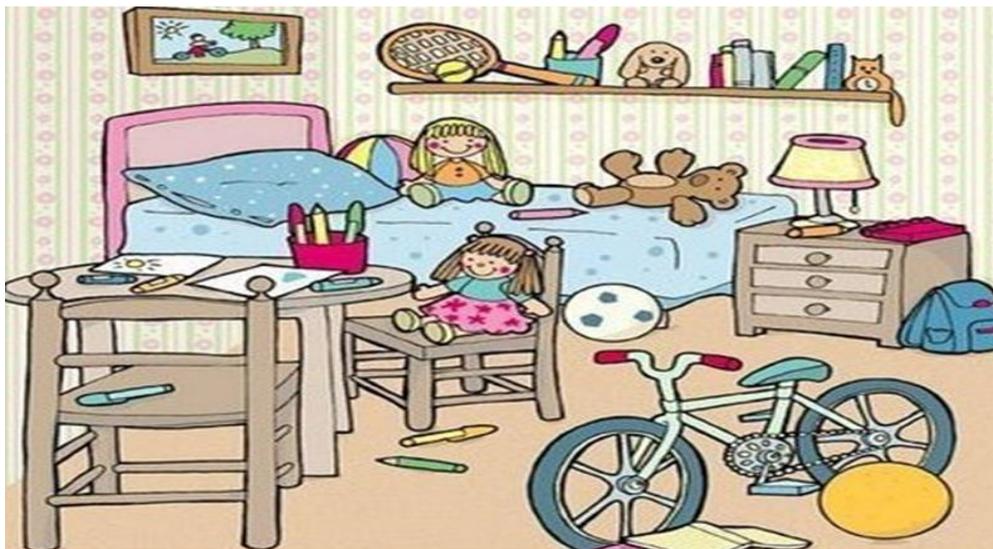
7. DESCRIBING THE PICTURE

English Skills: Speaking and writing

Objective: to develop the ability in expressing ideas and practice fluency in speaking.

Instructions:

- This activity is recommended to teach there is and there are.
- In this, activity members split up into pairs or small groups.
- Students practice speaking using the topic learned.
- If is necessary students can use dictionary.
- Each team or group describe the pictures to others groups.
- Then complete the next activities.



Example: there is a doll on the chair.

There is a ball near to the bicycle.....

Complete this description choosing the right word



This is a very modern kitchen. _____ jars on the sink.

_____ a jar with juice next to the juice maker.

In this picture _____ refrigerator. _____ a bread box _____ the floor. _____ a lot of bread in the box.

I can see _____ pots in the cupboard on the top shelf.

There is a _____ on the floor, it is pink and blue.
_____ on the shelf _____ the window.

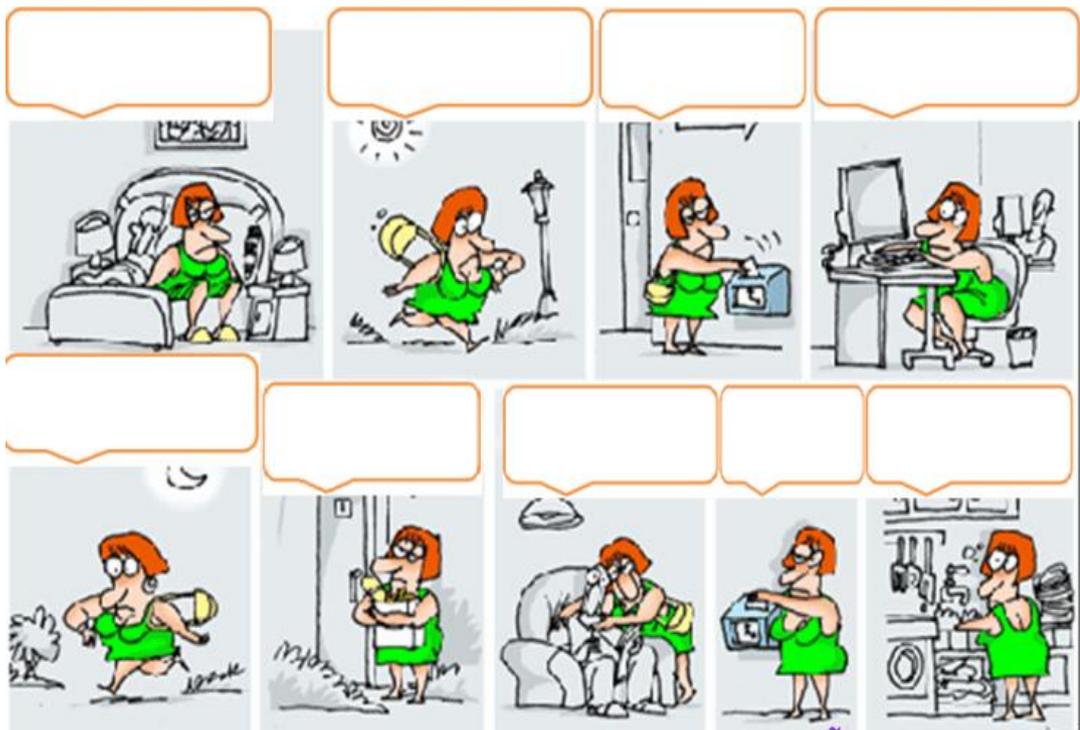
8. Speaking

English Skills: writing; speaking Skills,

Objective: to develop the mastery of language for expressing his ideas, feeling and experiences.

Instructions:

- Teacher can use it to teach about verbs and simple present
- Ask students to sit in groups of two or three.
- Teacher gives to each group the picture
- Each member of group look the picture and give his opinion
- Then write the opinions on the paper.
- Teacher selects one person of each group in order to explain to their partners the work of group.



9. Daily activities

English Skills: writing; speaking Skills,

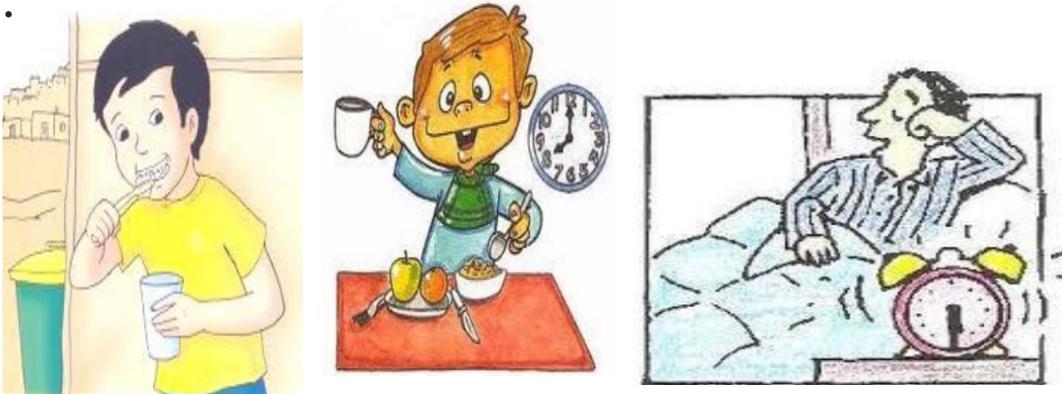
Objective: students will be able to express ideas taking into account grammar points.

Instructions:

- Ask students to sit in groups of two or three.
- This activity is useful to practice frequency adverbs
- In group students need to look at the picture and then write down the activity.
- Then write in order the daily activities on the line.
- In each group pupils need to talk about their activities of each day.

PETER'S DAY

Write sentences according to the picture using frequency adverbs



Put in order the activities using frequency adverbs

.....

.....

.....

.....

.....

.....

.....

9. DESCRIPTION OF A MEMBER OF FAMILY

English Skills: Speaking

Objective: to encourage the ability to communicate expressing his ideas and feelings.

Instructions:

- Ask to students to bring newspaper, magazine, and scissors.
- Students need to sit in group of two or three
- Each group made a poster with daily activities of their parents.
- Students introduce their partner to the teacher and the rest of the class.

Example:



10. Identify nouns.

English Skills: writing; speaking Skills,

Objective: students could identify countable and uncountable nouns.

Instructions:

- Teacher give the class about countable and uncountable nouns
- Ask students to sit in groups of two or three.
- Then teacher provide the worksheet to each group of students.
- Students need to find the names of objects in the word search.
- Students need to identify and write countable and uncountable nouns in the chart.

- After that students tick the nouns that are the most important for their and explain why.

EXAMPLE: The cup of milk is important for me because it is nutritive.



Identify and write down countable and uncountable nouns.

COUNTABLE NOUNS	UNCOUNTABLE NOUNS

11. CROSSWORD.

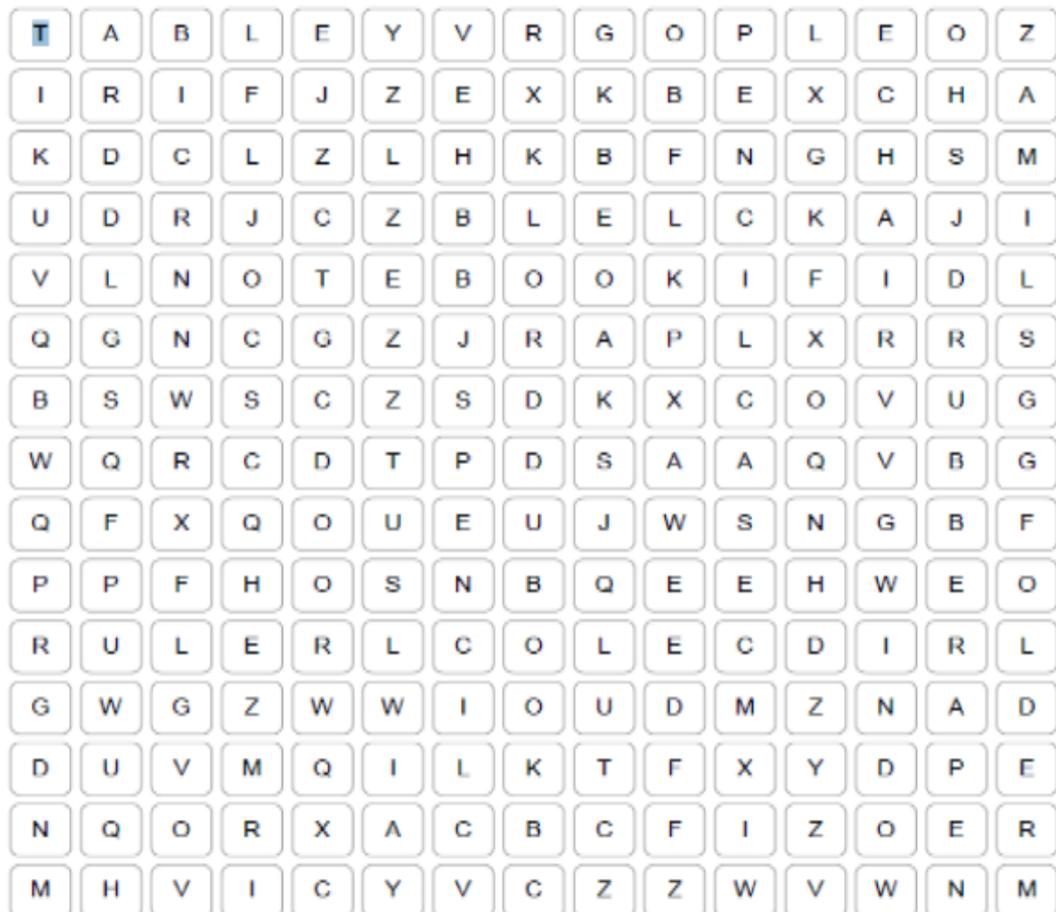
English Skills: writing Skills,

Objective: to recognize and identify vocabulary in order to use in futures writings.

Instructions:

- Teacher can use this activity to practice vocabulary.
- Ask students to sit in groups of two.
- Then teacher provide the worksheet to each group of students.
- Students need to find the names of objects in the word search.

Ruler, pencil, pen, window, pencilcase, door, rubber, folder, book, notebook,
chair, table



11. Making sentences.

English Skills: writing; speaking Skills,

Objective: to consolidate the correct use of comparative form to make sentences.

Instructions:

- Teacher present the class about comparatives
- Ask students to sit in groups of two.
- Then teacher provide the worksheet to each group of students.
- Students need make comparatives with the pictures presented.

1.  

2.  

3.  

4.  

5.  

old	young	tell	short	cold
hot	slow	fast	easy	hard

10. Telling my great times

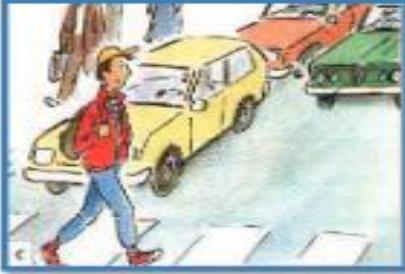
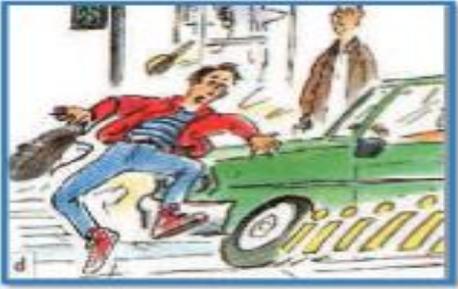
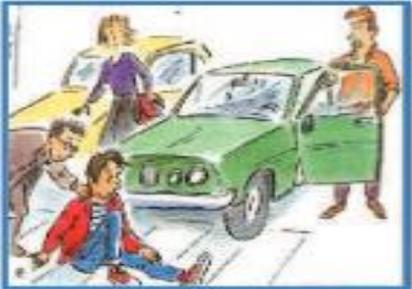
English Skills: writing; speaking Skills,

Objective: to develop the creativity of the students related to verbal ability expressing his ideas.

Instructions:

- Teacher could use this activity to reinforce past simple.
- Ask students to sit in groups of two. then teacher give this paper
- Each group need look at the pictures and discuss the best idea to create a story.
- Students need to write in the lines what happen in each picture.
- Then group tells to the class.

2 KEVIN IN THE CITY

	
_____ _____ _____	_____ _____ _____
	
.....

12. WORD JUMBLE RACE

English Skills: Writing Skills,

Objective: to demonstrate the correct usage of sentences.

Instructions:

- Organize students in groups of four or five.
- Write out a number of sentences, using different colors for each sentence.
- I suggest having 3-5 sentences for each team.
- Cut up the sentences so you have a handful of words.
- Put each sentence into hats, cups or any objects you can find, keeping each separate.

13. FISHBOWL DEBATE

English Skills: speaking Skills,

Objective: students will develop ideas taking into account every aspect of grammar point learned.

Instructions:

- Ask students to sit in groups of three.
- Teacher gives any topic to each group, for example: family, friends, vacations, free time.
- Assign roles. For example, the person on left takes one position on a topic for debate, the person on right takes the opposite position, and the person in the middle takes notes and decides which side is the most convincing and provides an argument for his or her choice.
- Debrief by calling on a few groups to summarize their discussions.

14. SIMULATIONS

English Skills: Speaking,

Objective: to entertain and motivate students for more studying English language.

Instructions:

In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

For example: MINI_MARKET

- Each group need to select one favorite product can be a book, clothes, teddy, movie, etc.
- Ask learners to make posters related to their favorite product or if is possible to carry out the product to sell.
- They should then try to sell the product to others in the class in this the customers.

16. ROLE PLAY

English Skills: Speaking,

Objective: to develop the ability to connect grammar points with large communication context.

Instructions:

- In role-play activities, the teacher organizes in groups to students.
- The teacher gives information to the learners such as who they are and the scenario.
- For example: ask directions, scene in the market, to order a pizza. Those examples are according the topic learned.

17. ZOOM

English Skills: writing, speaking,

Objective: to develop the ability of appreciation of ideas and criticizing the thinking.

Instructions:

- Teacher gives pictures to each students then students form groups from 6 or 8 students.
- The groups try to create a unified story from a set of sequential pictures.
- The pictures are randomly ordered and handed out. Each person has a picture but cannot show it to others.
- It requires patience, communication, and trying to understand from another's point of view in order to write the story's sequence.

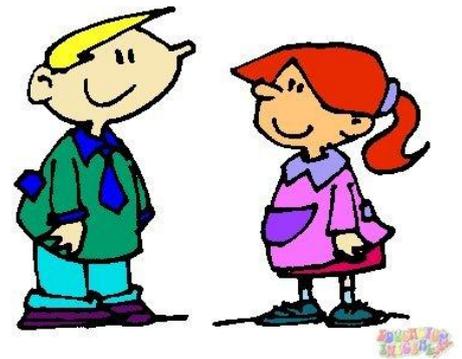
15. INTERVIEW

English Skills: writing, speaking,

Objective: to create security among students for expressing his ideas and emotions.

Instructions

- In groups of three, the students
- Students should prepare their own interview questions.
- Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.
- After interviews, each group can present their study to the class.



Example: students can interview each other and "introduce" his or her partner to the class.

16.SPEAKING ONESELF

English Skills: speaking.

Objective: to talk about his activities in order to find things in common.

Instructions:

- In groups of two
- Students need to talk about their favorites things such as sports, food, etc.
- Students need to find five things in common.



17. Writing

English Skills: speaking and writing

Objective: to encourage the students for writing in their own words.

Instructions:

- In groups of two.
- Each members of group need to talk about his biography.
- Then students write on paper the biography of his partner

- Students need to find five things in common.

COMPLEMENTARIES ACTIVITIES TO DEVELOP PRODUVTIVE SKLILLS

GAMES

1. GAME: THE HOT SEAT

English Skills: Speaking.

Objective: Communicate words without saying them.



Instructions:

- Put students into groups of 4/5. One of the students must sit with their back to the board, the other students facing the board.
- The teacher can draw or put a flashcard on the board (or write a word). The students have to describe what is on the card to help the student (with their back to the board) to guess what it is.

2. GAME: I WENT TO THE MARKET

English Skills: Grammar, Speaking,

Objective: Use memory to reinforce past-tense structure and focus on correct use of articles

Instructions:

- Divide class into groups and select one group to help demonstrate the rules
- Teacher starts by saying, “I went to the market and I bought *an apple*.”
- Student next to the teacher follows by saying, “I went to the market and I bought *an apple and some eggs*.”
- The next student continues by saying, “I went to the market and I bought *an apple, some eggs, and a potato*.”

Play continues with each student repeating what previous members said and adding one item to the shopping list

Start students off in their groups

Variation: you can change the game to practice all kinds of verb tenses and vocabulary!

3. NAME OF GAME: WORD CHALLENGE

Number of Students: Teams of 4-10

English Skills: Listening, Speaking, Spelling

Objective: One team says a word and the other tries to spell it.

Instructions:

- Have students get into teams of 4-10 people

- One person from each team does rocks, paper, scissors/rolls a dice
- Winner says a word and opponent tries to write the word correctly
- If they get it right, their team gets a point
- If they get it wrong, the person who said the word can write it out for a point for their team
- Have another person from each team play ‘Word Challenge’
- Make an ‘arena’ in the middle of the class for two students to face off

Students will start to look up difficult words to stump the other team! Remember to do a follow-up assignment for new words used such as teaching the class the meanings and having students make sentences with the new words.

- Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around.
- Teams must now put their sentences in the correct order.
- The winning team is the first team to have all sentences correctly ordered.

4. NAME OF GAME: BOARD RACE



English Skills: Grammar; vocabulary,

Objective: It can be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach.

Instructions:

- Split the class into two teams and give each team a colored marker.

- If you have a very large class, it may be better to split the students into teams of 3 or 4.
- Draw a line down the middle of the board and write a topic at the top.
- The students must then write as many words as you require related to the topic in the form of a relay race.
- Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

UNIT III
ACTIVITIES TO
DEVELOP



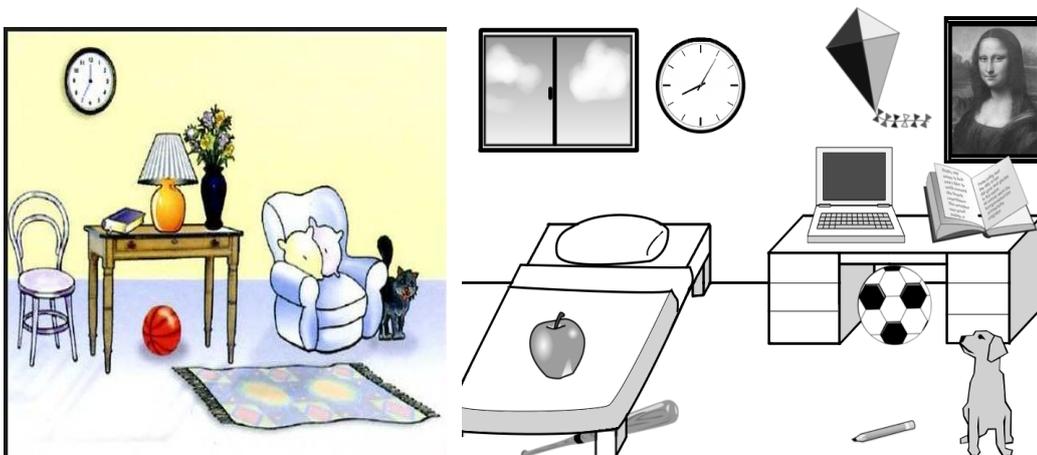
1. DRAWING THE PICTURE

English Skills: listening skill

Objective: to develop the ability to understand the situation to tell in the class.

Instructions:

- This is a good practice for using prepositions of place and vocabulary.
- In this activity members split up into pairs or small groups.
- Teacher need to select which are students A and students B.
- The teacher should cut out enough pictures to bring to students A.
- The students A will be able to looks at a scene from a magazine or picture and tell to another member of group. Students B need to have a pencil and a blank piece of paper.
- Students need to draw what they listen.
- When the describer is finished, compare the drawings to the real thing!



2. TONGUE TWISTERS

English Skills: listening skill

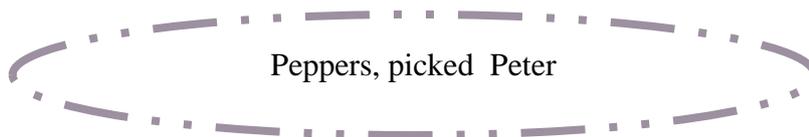
Objective: to develop the fluency of language.

Instructions:

- In groups of two students need to practice the tongue twister.
- They try to memorize and say without mistake.
- Then complete the following exercises.

Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?

Complete the tongue twister with the following word.



Peter Piper picked a peck of pickled _____.

A peck of pickled peppers Peter Piper picked.

If Peter Piper _____ a peck of pickled peppers,

Where's the peck of pickled peppers _____ Piper picked?

Now in group try to create our proper tongue twister with the following words

Day moon
Monday mom

3. UNDERSTAND THE SONG

English Skills: writing, listening

Objective: to understand the song to complete the activities.

Instructions:

- In this activity students need make groups of three of four.
- To sing in group then Try to memorize it, and then in group complete the following exercises.

SONG: Tell Me A Lie

SINGER: Kelly Clarkson

Can't ever get it right
No matter how hard I try
And I've tried
I put up a good fight
But your words cut like knives
And I'm tired
As you break my heart again this
time
Tell me I'm a screwed up mess
That I never listen listen
Tell me you don't want my kiss
That you're needing distance
distance
Tell me everything but don't you
say
she's what you're missing baby
If she's the reason your leaving
me
here tonight
Spare me what you think and tell
me
Tell me a lie.
You're the charming type
That little tweinke in your eye
Gets me every time

And well there must have been a
time
I was a reason for that smile
So keep in mind
As you take whats left of you and
I
Tell me I'm a screwed up mess
That I never listen listen
Tell me you don't want my kiss
That you're needing distance
distance
Tell me everything but don't you
say
she's what you're missing baby
If she's the reason your leaving
me
here tonight
Spare me what you think and tell
me
Tell me a lie.
Tell me I'm a screwed up mess
That I never listen listen
Tell me you don't want my kiss
That you're needing distance
distance
Tell me everything but don't you
say
she's what you're missing baby

If she's the reason your leaving
me
here tonight

Spare me what you think and tell
me
Tell me a lie

Listen to the song and order the phrases with letters.

- () I put up a good fight
- () No matter how hard I try
- () And I'm tired.
- () And I've tried
- (a) Can't ever get it right
- () But your words cut like knives

Listening and match the sentences with the letters.

- | | | |
|------------------------|-------|--------------------------|
| 1. As you break my | __b__ | a) distance distance |
| 2. Tell me you | _____ | b) heart again this time |
| 3. Tell me I'm a | _____ | c) listen listen |
| 4. That you're needing | _____ | d) screwed up mess |
| 5. That I never | _____ | e) don't want my kiss |

Listening and cross out (X) the extra words.

You're the charming dream type
That little twinkle made in your eye
Gets me come every time
And well there must hidden have been a time
I was a reason love for that smile
So keep you in mind
As you take know
what's left of you and I

Complete the spaces with the key.

Tell me everything but don't _____ she's what you're missing baby
If she's the _____ your leaving me here tonight
Spare me what you _____ and tell me
Tell me _____

Key words
Think a lie
you say reason

SONG: Hot N Cold
SINGER: Katy Perry

You change your
mind
like a girl changes
clothes
Yeah, you change
your
mind like a girl I
would
know
And you always think,
always speak
cryptically
I should know that
you're no good for me
'Cause you're hot and
you're cold
You're yes and you're
no
You're in and you're
out
You're up and you're
down
You're wrong when
it's
right
You're black and it's
white
We fight, we break up
We hug, we make up
You, you don't really
wanna stay, no
But you, you don't
really wanna go, oh
'Cause you're hot and
you're cold
You're yes then you're
no
You're in and you're

out
You're up and you're
down
We used to be just
like
twins, so in sync
The same energy
now's
a dead battery
Used to laugh 'bout
nothing, now you're
plain boring
I should know that
you're not gonna
change
'Cause you're hot and
you're cold
You're yes and you're
no
You're in and you're
out
You're up and you're
down
You're wrong when
it's
right
You're black and it's
white
We fight, we break up
We hug, we make up
You, you don't really
wanna stay, no
But you, you don't
really wanna go, oh
You're hot and you're
cold

You're yes and you're
no
You're in and you're
out

You're up and you're
down
Someone call the
doctor
Got a case of a love
disorder
Stuck on a roller
coaster
Can't get off this ride
You change your
mind
like a girl changes
clothes
'Cause you're hot and
you're cold
You're yes and you're
no
You're in and you're
out
You're up and you're
down
You're wrong when
it's
right
You're black and it's
white
We fight, we break up
We hug, we make up
You, you don't really
wanna stay, no
But you, you don't
really wanna go, oh
You're hot and you're
cold

You're yes and you're
no

You're in and you're
out

You're up and you're
down

Listening and complete the song with the correct word.

You change your mind (like/fly) a girl changes clothes

Yeah, you (change/chance) your mind like a girl I would know

And you always (think/thing), always speak cryptically

I (should/could) know that you're no good for me.

Complete the fifth part of the song with the following words:

Gonna like
 dead you're

We used to be just _____ twins, so in sync

The same energy now's a _____ battery

Used to laugh 'bout nothing, now _____ plain boring

I should know that you're not _____ change.

Match the sentences in adequate way.

- | | |
|-----------------|--------------------|
| 1. You're wrong | a) we make up |
| 2. You're black | b) and it's white |
| 3. We fight, | c) we break up |
| 4. We hug | d) when it's right |

Listening to this part of the song and unscramble words.

Someone call the **rodtoc**

Got a case of a love **serdordi**

Stuck on a roller **acosert**

Can't get off this **edri**

'Cause you're **oth** and you're cold

You're yes **dna** you're no

You're in and you're **tuo**

You're up and you're **wond**

Listening and cross out (X) the extra words.

You're wrong when ~~make~~ it's right

You're black easy and it's white

We fight, words we break up

We hug, we make up way

You, you don't really love wanna stay, no

But you, you don't really wanna go, oh see.

5. Reading in pairs

English Skills: Reading and listening

Objective: to read carefully in group and discuss to complete the activity.

- Student need to make groups of two.
- Read in group and complete the activity.

READ THE LETTER AND ANSWER THE QUESTIONS

Dear Jane,

I am writing to you from London. I am having a wonderful time and my hotel is very nice.

It's a pity you aren't here with me.

Monday was my first day here. I went to the zoo. In the evening I went to a concert.

It was great! The next day I went shopping in Oxford Street in the morning and to the Movie Museum in the evening. It was so interesting! You know how I love movies.

Yesterday, I went to the London Museum. It is all about the history of London.

At night, I went to the theatre. It was funny.

At the moment I am sitting in the Park. I am resting and enjoying the sunshine.

I am lucky with the weather. It is not raining at all.

Tonight I am going to a great Italian restaurant.

Tomorrow, Friday, I am going to the Science Museum and again to the theatre at night.

I am having the best time of my life!

I am traveling home on Saturday. See you next week!

Love, Judy

Fill the Judy's table of what she did on London.

JUDY'S TIME TABLE

	DAY/ MORNING	EVENING/ NIGHT
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

What day Judy is writing the letter?

6. JIGSAW

English Skills: Reading and listening

Objective: to give a chance to students to teach among them.

- Divide a topic into a few constitutive parts (“puzzle pieces”).
- Form subgroups of 3-5 and assign each subgroup a different “piece” of the topic.
- Each groups read their piece of reading. Once students have become experts on a particular subtopic.
- Students then take turns sharing their expertise with the other group members, thereby creating a completed “puzzle” of knowledge about the main topic.

Halloween

Halloween is a popular festival in many countries all over around the world, and every year it seems to get bigger. It’s getting dark earlier and it is starting to get cold. Christmas is still a long way away. We need something to cheer us up and take our mind off the fact of winter is nearly here. Find out some mere about the traditional festivals of Halloween.

.....

THE ORIGINS OF THE NAME

The festival of Halloween has its roots in Celtic and roman traditions. Over 2,000 years ago the Celts in Britain, Ireland and parts of France celebrated Samhain to mark the beginning of winter. When the romans invaded, they merged this with Feralia, their celebration of passing of the dead. As Christianity spread, the church

tried to replace these pagan feasts with official church holy days. One of these was November 1. It was called all saints day, or “ALL HALLOWS”, and October 31 was known as “All Hallows’ eve”, and then Halloween.

.....

HALLOWEEN TRADITIONS

In the past there was a tradition called “souling”. Poor people went around houses asking for food. In exchange, they promised to say prayers for the dead, people no longer go souling, but the habit has been transformed into a modern Halloween game for children in America, who dress up as ghosts, witches and monsters and go around people’s houses, asking for sweets. This game is called “Trick or Treat.

.....

WITCHES

Halloween wouldn’t be fun without witches. Witches have always been part of popular folklore. Shakespeare’s play “Macbeth” opens with three witches. A witch was someone- usually a woman who had special powers and had dealings with the devil. The American town, Salem, in the state of Massachusetts, is famous for the “witchcraft trials”, which took place there in 1692.

.....

...

PUMPKINS

The pumpkin has become a symbol of Halloween. People empty a pumpkin, cut a face into the side, and put a candle inside to make a lamp. It’s known as a jack O’Lantern, from an Irish legend about a man called jack, who made a deal with the devil.

.....

ANIMALS

Black cats, frogs, mice and spiders are just some of the animals associate with Halloween. Generally, the more unpleasant the animal, the stronger the Halloween connection. Nocturnal animals like bats are particular favorites, and if, as is the case with vampire bats, they like drinking blood, they are high on the hallowing list.

.....

7. READING TOGTHER

English Skills: reading, listening

Objective: To develop interest in reading English

Instructions:

- First, assign a paragraph of the reading to a pair of student.
- Explain that each pair of students will be responsible for relating the information from their paragraph in their own words.
- Have students silently read through their paragraphs.
- If you want, get them to write out their summaries,
- To help them and their classmates understand the reading well, students have choose 3-5 vocabulary words that they are unfamiliar with.

- Have each pair of students define their vocabulary words (via a dictionary: English-to-English is best) and write out each definition **in their own words**.
- Get each student to write down an example sentence for each word; this will ensure that they've truly understood the word.
- Once all the students are finished their reading and vocabulary, have each group present their vocabulary and their summaries.
- Then, in pairs or as a class, answer the comprehension questions and correct them before you let the students see the entire reading

The Shrinking Lake

Margaret Rotham

Rikki Mbaza has a very English name but his part of central Africa is suffering from a problem that few in England would have to put up with: a lack of rain so acute that Rikki's livelihood is literally evaporating away.

"I would love to have the English weather here in Chad. Then the lake would not go away."

Rikki Mbaza lives in the town of Bol near the shores of Lake Chad, a lake that has shrunk by 90% in the last 40 years. A lack of rain is only one of many culprits being blamed for this emerging disaster.

"I am a fisherman. For me, it is like watching my life draining away every day. The fishing is getting worse and worse in the lake. They are getting smaller and I think the fish breeding has been disrupted by the reduction in area and in depth." Lake Chad is only a metre deep in most places.



Rikki struggles now to provide enough food and income for his wife Achta and their four children. Achta has had to take up pottery in her spare time in order to try and boost the amount of money coming into the household every month.

"Our rent doesn't go down with the level of the lake unfortunately," Mbaza complains. "We still have six mouths to feed but I need assistance from the government. They have left me to fend for myself in a desperate situation."

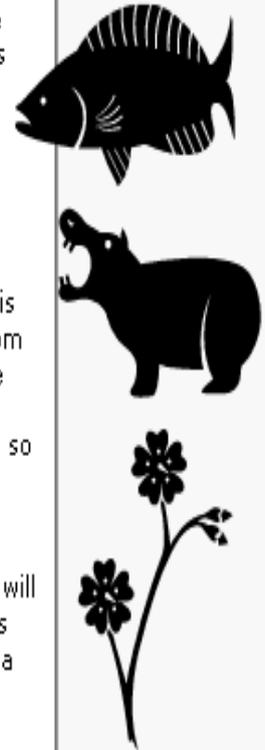
While one can understand Rikki Mbaza's frustration with his government, his accusatory tone is perhaps a little unfair. The Chad government has often seemed like a powerless, rudderless boat caught in the storm of international politics.

Angela Muscovite at the Center For African Politics at UCLA sees little reason for optimism in the case of the shrinking lake in the African heartland. "The story of Chad Lake is a modern day environmental tragedy. This is a body of water that, in 1960 was over 25,000 km² in size - now it's less than 10% of that."

"It has been so over-exploited and it is an issue the whole international community, obviously more so those governments in Africa, need to co-operate on to find a resolution. And that isn't going to happen any time soon. By the time it does, they'll be arguing over a puddle in the middle of the desert. It's sad but that's how I see things panning out."

The guilty parties, as so often in these cases, blame each other for the problems that now beset the lake. Charlie Vaughan, who teaches Environmental Science at Cambridge University in Britain, explains why the lake is going the way of the Dodo. "The main culprit is geography funnily enough. Chad, Niger, Nigeria and Cameroon all lay claim to the waters of this lake and you only need a five metre shoreline to be able to extract water from it. The whole area has been a target for massive irrigation schemes over the last couple of decades with each country's agricultural ministry blaming the other three for the problems. In an area with plentiful rainfall, it wouldn't be so much of a problem. This is a dry area."

None of this gesturing and buck-passing will help Rikki, Achta and their four children in the near future. "I am learning how to fix cars. I don't think cars will be disappearing soon and will certainly last longer than this lake will," muses the glum-looking fisherman. "There won't be any more fishermen in this area in ten years." And with that, he says he has to go and study how to remove and repair brake pads.



Now look at these questions. For each, answer true or false or don't know based

on what you have read in the article.

1. Rikki has spent some time travelling in England.
2. The lack of rain is not the only cause of the lake's reduction in size.
3. Rikki's town, Bol, is further from the lake than it used to be.
4. Lake Chad's disappearance is causing financial pressures for Rikki's family.
5. Rikki feels the government should help him more.
6. Angela Muscovite wants the Chad government to save the lake.
7. She thinks action will come too late to save the lake.
8. Charlie Vaughan says permission to extract water is given too easily.
9. The demands of agriculture have been largely responsible for the lake's problems.
10. Rikki will work in a garage when the fishing becomes too bad

8. UNDERSTANDING

English Skills: reading, writing

Objective: To read and understand the main message of reading.

- Students need to seat in groups of two or three.
- In group of three read and analyze the reading about any topic
- Students identify the new words they have learnt in the passage
- Students read the passage, complete the exercises.
- Finally, they compare answers in groups.

Anne: Hi, Stephen. Is that you?

Stephen: Hi Anne. How are you today?

Anne: Great. Look, there's a few things I want you to do today. Where are you now?

Stephen: I'm in the restaurant. The chef wants to speak to me.

Anne: OK, that's the first problem. Go and speak to him immediately. The oven isn't working correctly. Call the gas company if necessary.

Stephen: Fine. What's next?

Anne: Go to the third floor storeroom. Get another fire extinguisher. Put it on the first floor near the elevator. Do you understand?

Stephen: OK, no problem. I can do it after I leave the kitchen. Is there anything else?

Anne: Yes. The guest in room 126 says his door isn't closing properly. Repair the door and tell the front desk when you finish.

Stephen: Right. See you later on.

Anne: Thanks Stephen. Bye.

**Which verb form does the manager, Anne, use to tell Stephen what to do?
Make a list of all the verbs that she uses:**

**Use a verb from the box to complete these sentences using the imperative.
run write speak be pass ask give clean**

1. _____ me the salt please. I need it for my soup.
2. If you want to see David tonight, _____ him to come to see a movie with you.
3. _____ this address down so you don't forget it.
4. _____ quietly! I'm trying to work here.
5. _____ those windows before your mother arrives home. They're very dirty.
6. Hey, don't worry, _____ happy!
7. _____ me more potatoes. I'm absolutely starving!
8. You're going to miss the bus. _____!

Another example

CELEBRITY PROFILE #28

JENNIFER LAWRENCE

We all know **Katniss Everdeen** in *The Hunger Games*, but who is the actress who plays Katniss, **Jennifer Lawrence**?



Fast Facts

Name: **Jennifer Shrader Lawrence**
Place of Birth: **Kentucky, USA.**
Date of Birth: **August 15th 1990**
Profession: **TV and film actress**

Jen's family

Mother: **Karen Lawrence**
Father: **Gary Lawrence**
Brothers: **Ben and Blaine Lawrence**

Did you know?
Jennifer has never had acting classes.

When she was a child Jennifer liked sports and she played hockey and basketball for an all-boys team. She also worked as a model. At the age of 14 she knew she wanted to be an actress, so she went to New York City to look for work. She appeared in advertisements for MTV and the fashion company H&M and got work as an actress on TV. Her family moved to Los Angeles so that Jennifer could work on TV and in films. In 2010 she acted in the film *Winter's Bone* and she was nominated for many awards including an Oscar. In 2012 she starred in the film *The Hunger Games* as *Katniss Everdeen*. When she isn't working Jen likes painting, surfing and playing the guitar.

EXCERSICES

Films and entertainment

Put these sentences about Jennifer Lawrence's life in the correct order.

- At school she played basketball for a boys' team.
- Jennifer was born in Kentucky.
- She moved to New York.
- She moved to Los Angeles.
- She appeared on TV for the first time.
- She was nominated for an Oscar.
- She played Katniss Everdeen in The Hunger Games.

Are the sentences true or false?

- **Jennifer is American.**
True False
- **Jennifer was born in July.**
True False
- **She has two brothers.**
True False
- **Jennifer took acting classes at school.**
True False
- **Jennifer has done some modelling.**
True False
- **Jennifer was nominated for an Oscar in 2010.**
True False
- **She likes playing the piano.**
True False
- **Jennifer's family supported her dreams to be an actress.**
True False

10. NAME OF ACTIVITY: INTERPRETING

English Skills: reading, listening

Objective: to able to listening and understand the meaning of reading.

Instructions:

- Teacher organize in groups to students
- Teacher read a short story while the students listen in order to understand the reading.
- Each take notes, then, the groups draw their interpretation about the reading.

Butterflies are some of the most interesting insects on the planet Earth. There are more than seventeen thousand different kinds of butterflies! Butterflies come in all shapes and sizes.

Butterflies go through four main stages of life. The first stage is the egg stage followed by the larva stage. As a larva, or caterpillar, the future butterfly eats as much as possible. As it grows, it sheds its outer skin, or exoskeleton. This may happen four or five times. After a few weeks, the caterpillar enters the next stage of its life, the chrysalis stage. In the chrysalis, the caterpillar will liquefy into a soup of living cells. Then, it will reorganize into a butterfly and the metamorphosis is complete. In later parts of the chrysalis stage, you can see the forming butterfly through the chrysalis. When the butterfly emerges from the chrysalis, it pumps its wings to send blood through them so that it can fly. Most butterflies only live a

couple of weeks, just enough time to drink flower nectar and to mate. Some, like the Monarch Butterfly, however, may live many months.

11. NAME OF ACTIVITY: SUMMARY

English Skills: reading.

Objective: students will be able to summarize the reading.

Instructions:

- The classroom are divided in groups from three or four
- Teacher gives any readings to each groups
- Each group read and understands the reading
- Then, the groups make a summary in graphical organizers about reading.

THE TOWN OF CLARKSON

Clarkson is a large town. It has more than fifty thousand people living there. It sits next to a large river, the Clark River. Every day, people take the ferry from North Clarkson to South Clarkson to go to work.

Most people live in North Clarkson. There are many trees and the streets are very broad. When the sun shines and the children run and play in the safe streets, North Clarkson is a wonderful place to live.

South Clarkson has a lot of shops and factories. People don't live there, but they come in the morning to work. There is also a big stadium where the Clarkson Tigers play. On Sundays, many people go to watch their favorite team.

At the weekend, the people from Clarkson enjoy walking along the bank of the Clark River. They also sail small boats on the water and if there is a little wind, they fly kites in the large park.

Every year, Clarkson grows in size because a lot of people come to live there. The government builds more houses and the streets get busier. Maybe in the future, if the town continues to grow, it will become a city!

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ANNEXES



COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH CAREER

SURVEY

OBJECTIVE: to collect information to analyze the benefits of using cooperative learning in teaching learning process.

Instructions: please read careful each question and then answer sincerely each of them.

1. Do you consider it is important to learn English language?

YES

NO

2. How is your English class?

INTERESTING

GOOD

BORING

3. Which do you consider is the best way to learn English?

INDIVIDUALLY

IN GROUP

4. How often do you work in groups in English classes?

ALWAYS

SOMETIMES

NEVER

5. What activities would you like to work in groups?

ROLE PLAY

CROSSWORD PUZZLE

MINI PROJECTS



COTOPAXI TECHNICAL UNIVERSITY

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH CAREER

SURVEY TO TEACHER

7. Have you ever use cooperative learning in your English class?

YES

NO

8. Do you consider that Cooperative learning can create a better opportunity for learning?

YES

NO

9. Which advantages the students could have using cooperative learning?

Interpersonal development

Support one another

Have more opportunities for personal feedback

Be motivated to learn

Neither of previous

10. What kind of activities do you apply with your students?

Information gap

Simulation

Brainstorm

Picture describing

11. Do you manage how to use the cooperative learning?

YES

NO

12. Would you like a manual about cooperative learning strategies to use in your English classes?

YES

NO