ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

TOPIC: THE INCIDENCE OF COOPERATIVE LEARNING ON THE TEACHING AND LEARNING PROCESS IN FIVE-YEAR OLD CHILDREN

AUTHOR: MSc. GIOVANNA MORILLO

ADVISORS:

DIRECTOR: LIC. MIGUEL PONCE

CO-DIRECTOR: M.A. PATRICIO SERRANO

QUITO – JULY, 2008

APPROVAL SHEET

Yo, Lic. Miguel Ponce Director and M.A. Patricio Serrano Co- Director are pleased to certify that the Research Project under the Title "**THE INCIDENCE OF COOPERATIVE LEARNING ON THE TEACHING AND LEARNING PROCESS IN FIVE-YEAR OLD CHILDREN",** developed by Giovanna Morillo Garcés, who has finished all the subjects in Applied Linguistics in English Program of the Army Polytechnic School has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining are authorized at the corresponding University Instance.

Lic. Miguel Ponce
Thesis Director

M.A. Patricio Serrano
Thesis Co- Director

ACKNOWLEDGEMENT

Thanks to all people who supported me in all moments with their words of encouragement and with their professional help, to my thesis Director Lic. Miguel Ponce, to my thesis co-director M.A. Patricio Serrano and I would not forget to the disinterested and unconditional help of Dr. Oswaldo Villa, Director of the Applied Linguistics Career and appreciated partner of "Abdón Calderón", Military School. To Crnl. Franco Ordónez Principal of Comil 10, to Miss Dra. Gloria Echeverría Academic Coordinator of the seven years of E.G.B., for their help and opening to carry out this research work.

DEDICATION

To my dear students and their families and to my dear colleagues at "Abdón Calderón" Military High School who motivate me every day. To my God and Virgin thanks for illuminating my life with love and affection and letting me finish this career too. To my mother who has been my daily support. To my lover husband, for being patient and tender. To Ramsito my son, who is my daily motivation and pure love, and to my family for their understanding and unconditional support.

INDEX

CHAPTER TWO

CHAPTER THREE

PART THREE

METHODOLOGICAL DESIGN

PART FOUR

TESTING HYPOTHESIS

PART FIVE

THE PROPOSAL

INDEX OF CHARTS.

BRIEF SUMMARY OF THE WORK

This research was carried out in Quito, at Comil 10 Abdón Calderón with first years of E.G.B. The research was made with two sections, the one A and the other B, taking the first one as the experimental group and the second as the control, with the purpose of applying the strategies of Cooperative Learning in the daily work with the children of this year of basic education. The experimental group consists of 31 cadets and the control group has 29 cadets. The load English is 3 daily hours with each section; therefore the period of work with cooperative learning in the experimental group was total. It is quite difficult for the children and girls of 5 year-old age in being able to share, so, they are in the egocentric stage and it is normal that they don't know how to work in groups. For this reason, that was a challenge teaching children to work in groups, but in team work; that is to say, to work all to get a single non personal objective, but grupal, so that the recognition or the prize is not for a specific person, but for the group. After the application time, the experimental group has a considerable advance in the cooperation topic and work but in the level of acquired knowledge. Because it is certain that the children learn more than their errors and from the lived experiences and shared with the other ones, so, they learn more among them with the base of teacher’s help.

INTRODUCTION

The modern world requires union and it is very important to work together in community, looking for a single objective that is the community and the group; for this reason, it is extremely important that at the present time children learn to work in groups. It is not necessary to forget that still to the five years of age children are still in the egocentric stage and selfishness. It is for this reason more difficult that they learn how to work together and leaving aside their personal interests, it is a challenge for English teachers that work in pre kinder and first year of E.G.B. to teach children to work in community in group. There is an extremely important tool and of easy handling and access in use of Cooperative Learning Strategies. By means of their application, children learn how to share, to divide the work, to cooperate, to think in function of everybody and not just me, to make the things excellent, to speak in plural no in singular.

This research will serve as a guide for the English area that work in first year of E.G.B. about how make a plan using Cooperative Learning and of course it has a theoretical part that serves like a gist of the topic and to understand better the development of the topic of Cooperative Learning.

It should not be forgotten that thanks to Cooperative learning children learn how to express their approach, to listen to their friends' approach, to accept and to expose their projects and to be critical, reflexive, participative, and other characteristics that are the base of meaningful learning that is part of the constructivism.

This research work is divided in five parts. In the first one, it is the problem, the topic, objectives, and the justification of the same one; the second part is about the theoretical framework that includes: hypothesis and its structures; the third part it is data analysis, the instruments of the research; in the fourth part there are: Testing hypothesis, Conclusions, Recommendations, Bibliography, Glossary, annex. And in the final part there is the proposal that it is the guide and the essential part of this research work.

TOPIC: THE INCIDENCE OF COOPERATIVE LEARNING ON THE TEACHING AND LEARNING PROCESS IN FIVE-YEAR OLD CHILDREN

PART ONE
RESEARCH PROBLEM

1.1. Identification of the problem.

During the experience as an English teacher with children of four and five years old from first basic year at Abdón Calderón Military High School, I have observed that the level of student's learning of the English language is not adequate. This is, basically, because many students come from daycares and preschools with a low level of English; this is due to the fact that teachers there don't know the correct methodology, strategies, and motivations to teach English as a foreign language, depending of the English level in the school. Also, it can be mentioned the technological aspect. Some schools have good computers, televisions, dvd's, tape recordings, and so on, but they are still new because teachers do not use them or perhaps do not know how to use them.

Another factor to be considered is the environment; because most of the parents do not know English. They can not help their kids with the new vocabulary, songs, or new language to be learned. Children in our Institution should study English by themselves, helping each other.

Our country Ecuador and our City, Quito, the capital, are part of an enormous world, which are in a globalization process that obligates to prepare more and more in the English language as a universal language, and for this reason our students need to prepare and learn more English in our classes and in our school. Moreover, COMIL 10 is in the process of becoming a bilingual school.

The problem related to cooperative learning and its importance in the teaching learning process with children from five years old is the reason of this research.

1.2. Problem setting

This research is going to take place at Abdón Calderón Military high school, in Quito capital of Ecuador. The question which motivates this research is: "Does cooperative

learning affect the teaching learning process in the first year of basic Education at Abdón Calderón Military High School?

1.3. Variable working out

INDEPENDENT VARIABLE
Cooperative learning.

DEPENDENT VARIABLE
Teaching learning process.

VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS
I.V. Cooperative learning.	**Cooperative learning** is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping team mates learn, thus creating an	Positive independence Face-to-Face Interaction Individual & Group Accountability Interpersonal & Small-Group Skills Group Processing	Communication Social skills Academic skills. Management skills .

	atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.		
D.V. Teaching and learning process	Teaching process: process of transmission of knowledge, techniques, methods through several institutions. Learning process: process through which the students acquire abilities, information or adopt a new strategy of knowledge and action.	Purposes, contents, methodology, resources, Evaluation.	Objectives Competences Goals Cognitive Attitudes Procedures Active Participative Motivation Strategies Techniques Material Human Initial Summative Final

1.4. Objectives

1.4.1. General

- To investigate how cooperative learning affects the teaching learning process in first year of basic Education at Abdón Calderón #10 Military High School.

- To make a study about the teaching learning process in English of students in five-year old children attending the 1st Year of Basic Education at Abdón Calderon #10 Military High School.

- To establish the incidence of cooperative learning on the teaching and learning process in five-year old children attending the 1st Year of Basic Education at Abdón Calderon #10 Military High School, during 2007 - 2008 school year"

1.4.2. Specific

- ❖ To evaluate students entering the first year at Abdón Calderón military high school in order to understand about general aspects of their knowledge of English.

- ❖ To diagnose, based on a direct observation, the level of previous knowledge that students have at first basic year.

- ❖ To review the current curriculum available at Abdón Calderón #10 Military high school for first basic year in order to coordinate it to the real students' level of English and with cooperative learning strategies.

- ❖ To check the supporting materials and strategies to be used or applied with these students.

- ❖ To carry out evaluations for students of first year of basic education, comparing the experimental and control group.

- To develop a final evaluation test, in order to establish the level of students' knowledge after having used cooperative learning in teaching learning process during the third trimester.

1.5. Justification

Our world requires more specific preparation from our students to solve daily problems and to be ready to think about better solutions to live happiness and security. For these reasons, the English knowledge is very important to understand, to dominate and to speak fluently as a principal means of communication.

Moreover, teachers need more preparation in the field of education because today's children are different; they are in a new age with new and modern abilities, characteristics and knowledge that they have acquired by themselves on the internet, games and films; so, we need to be prepared to teach this special group of children.

Besides, the common problems during these days are absence of cooperation, solidarity, respect, honesty, friendship, and love for life. Then as teachers, we need to increase the examples that motivate these values and the correct way to do it is by using cooperative learning in our classes. Children learn to cooperate, to respect, to value other opinions, to work in small groups, by putting their personal needs, interests to learn to think as a group, working its needs and interests. Moreover, the English instruction is a need not an option; English is a powerful tool to efficiently aid development in our world.

This present research is important because it is going to evaluate the level of previous knowledge of English language that day care and preschool children have; and it is going to verify the incidence of cooperative learning in the teaching learning process and its acquisition.

This research is going to let us prove the importance of the application of cooperative learning in the teaching learning process in first basic of basic education at Abdón Calderón #10 military high school, because teaching children is different from teaching teenagers and adults.

Another purpose is to contribute with a booklet or a guide that contains the information about cooperative learning and many academic activities such as: round table, jigsaw, and group cooperation to apply in class in order to increase and optimize the teaching learning process of English in first basic year.

At the end, it can be said that by applying this guide, the teaching / learning process in English will be better and fun for children because they would work in pairs and play games, chants, rhymes, songs and riddles together.

PART TWO
THEORETICAL FRAMEWORK

2.1. Theoretical and Conceptual Focus

Ernst Von Glasersfeld, the "father" of constructivism (1995), believed that education has two main purposes: to empower learners to think for themselves, and to promote in the next generation ways of thinking and acting that are deemed important by the present generation. Moreover, in his view, constructivist learning is best put into practice by dint of presenting the learners with issues and concepts in the form of problems to be explored, rather than as factoids to be ingested and then regurgitated. To this end, the teacher's role is very important, as is evidenced below:
“The teacher cannot tell students what concepts to construct or how to construct them, but by judicious use of language they can be prevented from constructing in directions which the teacher considers futile but which, as he knows from experience, are likely to be tried”[1]

Moreover, we can consider that there is not such thing as "the perfect teacher." Giving a homily on what "good teachers" do appear to be unhelpful and unrewarding to those who want to improve their own practices. A far more helpful approach seems to be the study of teachers' beliefs, which inform and shape their actions. Constructivism lies at the heart of this endeavour, as it offers valuable insights into the cognitive as well as affective aspects of the relationship between teachers and their self-images, and teachers and students. Teaching is not merely information or knowledge, but mainly an expression of values and attitudes. What teachers usually get back from their students is what they themselves have brought to the teaching-learning process.

Also, we should think that students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In contrast to cooperative situations, competitive situations are the ones in which students work against each other to achieve a goal that only one or a few can attain. In competition there is a negative

viiviivii———————————

[1] Von Glasersfeld, Constructivism, http://www.co-operation.org/htmll

interdependence among goal achievements; students perceive that they can obtain their goals if and only if the other students in the class fail to obtain their goals. Norm-referenced evaluation of achievement occurs. The result is that students either work hard to do better than their classmates, or they take it easy because they do not believe they have a chance to win. In individualistic learning situations students work alone to accomplish goals unrelated to those of classmates and are evaluated on a criterion-referenced basis. Students' goal achievements are independent; students perceive that the achievement of their learning goals is unrelated to what other students do[2]. The result is to focus on self-interest and personal success and ignore as irrelevant the successes and failures of others.

We can consider that: "Cooperative learning (CL) is an instructional paradigm in which teams of students work on structured tasks (e.g., homework assignments, laboratory experiments, or design projects) under conditions that meet five criteria: positive interdependence, individual accountability, face-to-face interaction, appropriate use of collaborative skills, and regular self-assessment of team functioning. Many studies have shown that when correctly implemented, cooperative learning improves information acquisition and retention, higher-level thinking skills, interpersonal and communication skills, and self-confidence [3]".

About Cooperative learning I can say that is a very good way to work in class, especially when you have many students and your intention as a teacher is divide the class in small groups. Students can interact each others because they can express their own ideas, feelings and they have to respect their friends' opinions, so they can use their creativity and own abilities to do a project, class work or workshop. They forget their selfishness and particular things in order to collaborate everybody to get the principal objective which is present a good and beautiful work.

viiiviiiviii

[2] Deutsch, M (1949). A theory of cooperation and competition. Human relations 2, 3, 5)

[3] Jonson, D.W. &Jonson, R. (1998) Cooperative learning and social interdependence theory. (pp 9-12) Volume4.

2.2. Structure

CHAPTER ONE

2.2.1. Cooperative learning

Without the cooperation of its members society cannot survive, and the society of man has survived because the cooperativeness of its members made survival possible.... It was not an advantageous individual here and there who did so, but the group. In human societies the individuals who are most likely to survive are those who are best enabled to do so by their group.
(Ashley Montagu, 1965)

2.2.1.1. An overview of Cooperative learning

How students perceive each other and interact with one another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials (i.e., textbooks, curriculum programs) and some time is spent on how teachers should interact with students, but how students should interact with one another is relatively ignored. It should not be. How teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have.

There are three basic ways students can interact with each other as they learn: They can compete to see who is "best," they can work individualistically toward a goal without paying attention to other students, and they can work cooperatively with a vested interest in each other's learning as well as their own. Of the three interaction patterns, competition is presently the most dominant. “Research indicates that a vast majority of students in the United States view school as a competitive enterprise where one tries to do better than other students. This competitive expectation is already widespread when

students enter school and grows stronger as they progress through school"[4]. Cooperation among students who celebrate each other's successes, encourage each other to do homework, and learn to work together regardless of ethnic backgrounds or whether they are male or female, bright or struggling, disabled or not, is still rare.

Jonson, d.W. (1998) said, that even though these three interaction patterns are not equally effective in helping students learn concepts and skills, it is important that students learn to interact effectively in each of these ways. Students will face situations in which all three interaction patterns are operating and they will need to be able to be effective in each. They also should be able to select the appropriate interaction pattern suited to the situation. An interpersonal, competitive situation is characterized by negative goal interdependence where, when one person wins, the others lose; for example, spelling bees or races against other students to get the correct answers to a math problem on the blackboard. In individualistic learning situations, students are independent of one another and are working toward set criteria where their success depends on their own performance in relation to established criteria. The success or failure of other students does not affect their score. For example, in spelling, with all students working on their own, any student who correctly spells 90% or more words passes. In a cooperative learning situation, interaction is characterized by positive goal interdependence with individual accountability. Positive goal interdependence requires acceptance by a group that they "sink or swim together." A cooperative spelling class is one where students are working together in small groups to help each other learn the words in order to take the spelling test individually on another day. Each student's score on the test is increased by bonus points if the group is successful. In a cooperative learning situation, a student needs to be concerned with how he or she spells and how well the other students in his or her group spell. This cooperative umbrella can also be extended over the entire class if bonus points are awarded to each student when the class can spell more words than a reasonable, but demanding, criteria set by the teacher.

There is a difference between simply having students work in a group and structuring groups of students to work cooperatively. A group of students sitting at the same table

xxx

[4] Jonson, D.W. &Jonson, R. (1998) Cooperative learning in the classroom. (pp 25-35) Volume 2.

doing their own work, but free to talk with each other as they work, is not structured to be a cooperative group, as there is no positive interdependence. Perhaps it could be called individualistic learning with talking. For this to be a cooperative learning situation, there needs to be an accepted common goal on which the group is rewarded for its efforts. If a group of students has been assigned to do a report, but only one student does all the work and the others go along for a free ride, it is not a cooperative group. A cooperative group has a sense of individual accountability that means that all students need to know the material or spell well for the whole group to be successful. Putting students into groups does not necessarily gain a cooperative relationship; it has to be structured and managed by the teacher or professor.

2.2.1.2. Concepts of Cooperative Learning

"Cooperative learning exists when students work together to accomplish shared learning goals".
(Johnson & Johnson, 1999).

"Each student can then achieve his or her learning goal if and only if the other group members achieve theirs".
(Deutsch, 1962).

According to Jonson D.W. (1997), held Cooperative Learning is a relationship in a group of students that requires positive interdependence, individual accountability (each of us has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face Promotive interaction, and processing (reflecting on how well the team is functioning and how to function even better).

Also, we can say that Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping team mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

2.2.1.3. Use of Cooperative Learning and the reason to form groups.

The following are some cooperative learning techniques:

- Promote students' learning and academic achievement
- Increase students' retention
- Enhance students' satisfaction with their learning experience
- Help students develop skills in oral communication
- Develop students' social skills
- Promote students' self-esteem
- Help students' promote positive race relations

According to (Johnson, Johnson, & Holubec, 1993), said that educators fool themselves if they think well-meaning directives to "work together," "cooperate," and "be a team," will be enough to create cooperative efforts among group members. Placing students in groups and telling them to work together does not result cooperation. Not all groups are cooperative. To structure lessons so students do in fact work cooperatively with each other requires an understanding of the components that make cooperation work.

2.2.1.4. Elements of Cooperative learning

Base on (Johnson, Johnson, & Holubec, 1993), held that it is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

1. Clearly perceived positive interdependence.

2. Considerable promotive (face-to-face) interaction.

3. Clearly perceived individual accountability and personal responsibility to achieve the group's goals.

4. Frequent use of the relevant interpersonal and small-group skills.

5. Frequent and regular group processing of current functioning to improve the group's future effectiveness.

All healthy cooperative relationships have these five basic elements present. This is true of peer tutoring, partner learning, peer mediation, adult work groups, families, and other cooperative relationships. This conceptual "yardstick" should define any cooperative relationship.

2.2.1.4.1. Positive Interdependence

Johnson, D.W,& Johnson, R. (1994b), said that the first requirement for an effectively structured cooperative lesson, within cooperative learning situations, students have two responsibilities:
1) Learn the assigned material, and
2) Ensure that all members of the group learn the assigned material.

The technical term for that dual responsibility is positive interdependence. Positive interdependence exists when students perceive that they are linked with group mates in such a way that they cannot succeed unless their group mates do (and vice versa) and that they must coordinate their efforts with the efforts of their group mates to complete a task.
Positive interdependence promotes a situation in which students:
1) See that their work benefits group mates and their group mates' work benefits them.

2) Work together in small groups to maximize the learning of all members by sharing their resources to provide mutual support and encouragement and to celebrate their joint success.

2.2.1.4.2. Face-to-Face Promotive Interaction

> "In an industrial organization, it's the group effort that counts. There's really no room for stars in an industrial organization. You need talented people, but they can't do it alone. They have to have help".
>
> (John F. Donnelly, President, Donnelly Mirrors)

According to the words of Johnson, D.W, & Johnson, R. (1994b), positive interdependence results in Promotive interaction. Promotive interaction may be defined as individuals encouraging and facilitating each other's efforts to achieve, complete tasks, and produce in order to reach the group's goals. Although positive interdependence may have some effect on outcomes, it is the face-to-face promotive interaction among individuals fostered by the positive inter-relationships, and psychological adjustment and social competence.

Promotive interaction is characterized by individuals providing each other with efficient and effective help and assistance; exchanging needed resources, such as information and materials, and processing information more efficiently and effectively; providing each other with feedback in order to improve their subsequent performance; challenging each other's conclusions and reasoning in order to promote higher quality decision making and greater insight into the problems being considered; advocating the exertion of effort to achieve mutual goals; influencing each other's efforts to achieve the group's goals; acting in trusting and trustworthy ways; being motivated to strive for mutual benefit; and maintaining a moderate level of arousal characterized by low anxiety and stress.

2.2.1.4.3. Personal Responsibility

What children can do together today, they can do alone tomorrow.
(Let Vygotsky, 1962)

The third essential element of cooperative learning is individual accountability, which exists when the performance of individual students is assessed, the results are given back to the individual and the group, and the student is held responsible by group mates for contributing his or her fair share to the group's success. "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 they cannot "hitchhike" on the work of others. When it is difficult to identify members' contributions, when

members' contributions are redundant, and when members are not responsible for the final group outcome, they may be seeking a free ride. This is called social loafing". [5]

The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Personal responsibility is the key to ensuring that all group members are, in fact, strengthened by learning cooperatively. After participating in a cooperative lesson, group members should be better prepared to complete similar tasks by themselves.

Kagan, S. (1985), claimed that there is a pattern to classroom learning. First, students learn knowledge, skills, strategies, or procedures in a cooperative group. Second, students apply the knowledge or perform the skill, strategy, or procedure alone to demonstrate their personal mastery of the material. Students learn it together and then perform it alone.

2.2.1.4.4. Interpersonal and Small-Group Skills

I will pay more for the ability to deal with people than any other ability
under the sun.
(John D. Rockefeller)

"The fourth essential element of cooperative learning is the appropriate use of interpersonal and small-group skills. In order to coordinate efforts to achieve mutual goals, students must:

1) Get to know and trust each other.

2) Communicate accurately and unambiguously.

3) Accept and support each other. And

4) Resolve conflict constructively" [6]

xvxvxv

[5] (Harkins & Petty, 1982; Ingham, Levinger, Graves, & Peckham, 1974; Kerr & Bruun, 1981; Latane, Williams, & Harkins, 1979; Moede, 1927; Petty, 1-larkins, Williams, & Latane, 1977; Williams, 1981; Williams, Harkins, & Latane, 1981).

Humans are not born instinctively knowing how to interact effectively with others. Interpersonal and small group skills do not magically appear when they are needed. Students must be taught the social skills required for high quality collaboration and be motivated to use them if cooperative groups are to be productive.

Johnson, D. W., & Johnson, R. (1975/199a) wrote, the more socially skilful students are and the more attention teachers pay to teaching and rewarding the use of social skills, the higher the achievement that can be expected within cooperative learning groups. In the cooperative skills conditions, students were trained weekly in four social skills and each member of a cooperative group was given two bonus points toward the quiz grade if all group members were observed by the teacher to demonstrate three out of four cooperative skills. The results indicated that the combination of positive interdependence, an academic contingency for high performance by all group members, and a social skills contingency promoted the highest achievement.

2.2.1.4.5. Group Processing

> Take care of each other. Share your energies with the group. No one must feel alone, cut off, for that is when you do not make it.
> (Willi Unsoeld, Renowned Mountain Climber)

"The fifth essential component of cooperative learning is group processing. Effective group work is influenced by whether or not groups reflect on (i.e., process) how well they are functioning. A process is an identifiable sequence of events taking place over time, and process goals refer to the sequence of events instrumental in achieving outcome goals.

The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals. While the teacher systematically observes the cooperative learning groups, he or she attains a "window" into what students do and do not understand as they explain to each other how to complete the assignment. Listening in on the students' explanations provides

[6] Jonson and Jonson, Cooperation and competition theory and research. Edina, MN: Interaction book company.

valuable information about bow well the students understand the instructions, the major concepts and strategies being learned, and the basic elements of cooperative learning."[7]

According to Johnson, R. (1979), said that an important aspect of both small-group and whole-class processing is group and class celebrations. It is feeling successful, appreciated, and respected that builds commitment to learning, enthusiasm about working in cooperative groups, and a sense of self efficacy in terms of subject matter mastery and working cooperatively with classmates.

2.2.1.5. Cooperative Learning Structures and Techniques

Howard Community College's Teaching Resources (2001) held, we can discover several learning structures and techniques which are applying when you want to work with cooperative learning such us:

2.2.1.5.1. Three step interview.

Three-step interviews can be used as an ice breaker for team members to get to know one another or can be used to get to know concepts in depth, by assigning roles to students.

- Faculty assigns roles or students can "play" themselves. Faculty may also give interview questions or information that should be "found."

- A interviews B for the specified number of minutes, listening attentively and asking probing questions.

- At a signal, students reverse roles and B interviews A for the same number of minutes.

- At another signal, each pair turns to another pair, forming a group of four. Each member of the group introduces his or her partner, highlighting the most interesting points.

xviixviixvii

[7] Jonson and Jonson, Cooperation and competition theory and research. Edina, MN: Interaction book company.

2.2.1.5.2. Roundtable.

"Roundtable structures can be used to brainstorm ideas and to generate a large number of responses to a single question or a group of questions.

- Faculty poses question.
- One piece of paper and pen per group.
- First student writes one response, and says it out loud.
- First student passes paper to the left, second student writes response, etc.
- Continues around group until time elapses.
- Students may say "pass" at any time.
- Group stops when time is called."[8]

2.2.1.5.3. Focused Listing.

According to University of Tennessee, Chattanooga, (2005), Focused listing can be used as a brainstorming technique or as a technique to generate descriptions and definitions for concepts. Focused listing asks the students to generate words to define or describe something. Once students have completed this activity, you can use these lists to facilitate group and class discussion.

Example: Ask students to list 5-7 words or phrases that describe or define what a motivated student does. From there, you might ask students to get together in small groups to discuss the lists, or to select the one that they can all agree on. This technique can be combined with a number of the other techniques and you can have a powerful cooperative learning structure.

xviiixviiixviii

[8] www.utc.edu/administration/walker teaching resource center/cooperative learning/index.

2.2.1.5.4. Structured problem solving.

According to University of Tennessee, Chattanooga, (2005), structured problem-solving can be used in conjunction with several other cooperative learning structures.

- Have the participants brainstorm or select a problem for them to consider.
- Assign numbers to members of each group (or use playing cards). Have each member of the group be a different number or suit.
- Discuss task as group.
- Each participant should be prepared to respond. Each member of the group needs to understand the response well enough to give the response with no help from the other members of the group.
- Ask an individual from each group to respond. Call on the individual by number (or suit).

2.2.1.5.5. One Minute Papers

According to University of Tennessee, Chattanooga, (2005), ask students to comment on the following questions. Give them one minute and time them. This activity focuses them on the content and can also provide feedback to you as a teacher.

- What was the most important or useful thing you learned today?
- What two important questions do you still have; what remains unclear?
- What would you like to know more about?

You can use these one minute papers to begin the next day's discussion, to facilitate discussion within a group, or to provide you with feedback on where the student is in his or her understanding of the material.

2.2.1.5.6. Paired Annotations.

According to University of Tennessee, Chattanooga, (2005), students pair up to review/learn same article, chapter or content area and exchange double entry journals or reading and reflection.
Students discuss key points and look for divergent and convergent thinking and ideas. Together students prepare a composite annotation that summarizes the article, chapter, or concept.

2.2.1.5.7. Structured Learning Team group roles.

According to University of Tennessee, Chattanooga, (2005), when putting together groups, you may want to consider assigning (or having students select) their roles for the group. Students may also rotate group roles depending on the activity.
Potential group roles and their functions include:

- Leader - The leader is responsible for keeping the group on the assigned task at hand. S/he also makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members. The leader may also want to check to make sure that all of the group members have mastered the learning points of a group exercise.

- Recorder - The recorder picks and maintains the group files and folders on a daily basis and keeps records of all group activities including the material contributed by each group member. The recorder writes out the solutions to problems for the group to use as notes or to submit to the instructor. The recorder may also prepare presentation materials when the group makes oral presentations to the class.

- Reporter - The reporter gives oral responses to the class about the group's activities or conclusions.

- Monitor - The monitor is responsible for making sure that the group's work area is left the way it was found and acts as a timekeeper for timed activities.

- Wildcard (in groups of five) - The wildcard acts as an assistant to the group leader and assumes the role of any member that may be missing.

2.2.1.5.8. Send a Problem.

According to University of Tennessee, Chattanooga, (2005), send-A-Problem can be used as a way to get groups to discuss and review material, or potential solutions to problems related to content information.

- Each member of a group generates a problem and writes it down on a card. Each member of the group then asks the question to other members.

- If the question can be answered and all members of the group agree on the answer, then that answer is written on the back of the card. If there is no consensus on the answer, the question is revised so that an answer can be agreed upon.

- The group puts a Q on the side of the card with the question on it, and an A on the side of the card with an answer on it.

- Each group sends its question cards to another group.

- Each group member takes ones question from the stack of questions and reads one question at a time to the group. After reading the first question, the group discusses it.

- If the group agrees on the answer, they turn the card over to see if they agree with the first group's answer.

- If there again is consensus, they proceed to the next question.

- If they do not agree with the first group's answer, the second group writes their answer on the back of the card as an alternative answer.

- The second group reviews and answers each question in the stack of cards, repeating the procedure outlined above.

- The question cards can be sent to a third, fourth, or fifth group, if desired.

- Stacks of cards are then sent back to the originating group. The sending group can then discuss and clarify any question

2.2.1.5.9. Value line.

According to University of Tennessee, Chattanooga, (2005), one way to form heterogeneous groups is to use a value line.

- Present an issue or topic to the group and ask each member to determine how they feel about the issue (you could use a 1-10 scale; 1 being strong agreement, 10 being strong disagreement).

- Form a rank-ordered line and number the participants from 1 up (from strong agreement to strong disagreement, for example).

- Form your groups of four by pulling one person from each end of the value line and two people from the middle of the group (for example, if you had 20 people, one group might consist of persons 1, 10, 11, 20).

- When the group finds an item that all of them have in common, they list that item under 4; when they find something that 3 of them have in common, the list that item under 3, etc.

2.2.2. Cooperative learning and collaborative learning

According to Thirteen organizations of investigations (web), Collaborative learning is a method of teaching and learning in which students' team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.

According to Thirteen organization of investigations, (web), Cooperative learning, is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face to face and learn to work as a team. In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored. In order to create an environment in which cooperative learning can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task students' work together on must be clearly defined.

2.2.2.1. Benefits with cooperative learning.

Vicki Randall (1999), who has taught elementary, high-school, and college-level students, cautions against abuse and overuse of group work. According to Randall, the many benefits of cooperative learning sometimes blind us to its drawbacks. She identifies the following practices as common weaknesses:

- Making members of the group responsible for each other's learning. This can place too great a burden on some students. In mixed-ability groups, the result is often that stronger students are left to teach weaker students and do most of the work.

- Encouraging only lower-level thinking and ignoring the strategies necessary for the inclusion of critical or higher-level thought. In small groups, there is sometimes only enough time to focus on the task at its most basic level.

Recommendations from advocates of cooperative learning to address issues that critics raise include:

- "Making sure to identify clear questions at the outset and to show how these questions relate to students' interests and abilities and the teaching goals;
- Resolving small-group conflicts as soon as they arise and showing students how to prevent trouble in future;
- Creating **rubrics** at the beginning of any assignment and using these for guiding the learning process and for assessing final work;
- Helping students reflect on their progress on a regular basis;
- Expecting excellence from all students and letting them know that you believe in them and their ability to produce excellent work." [9]

CHAPTER TWO

2.2.3. Teaching and learning process

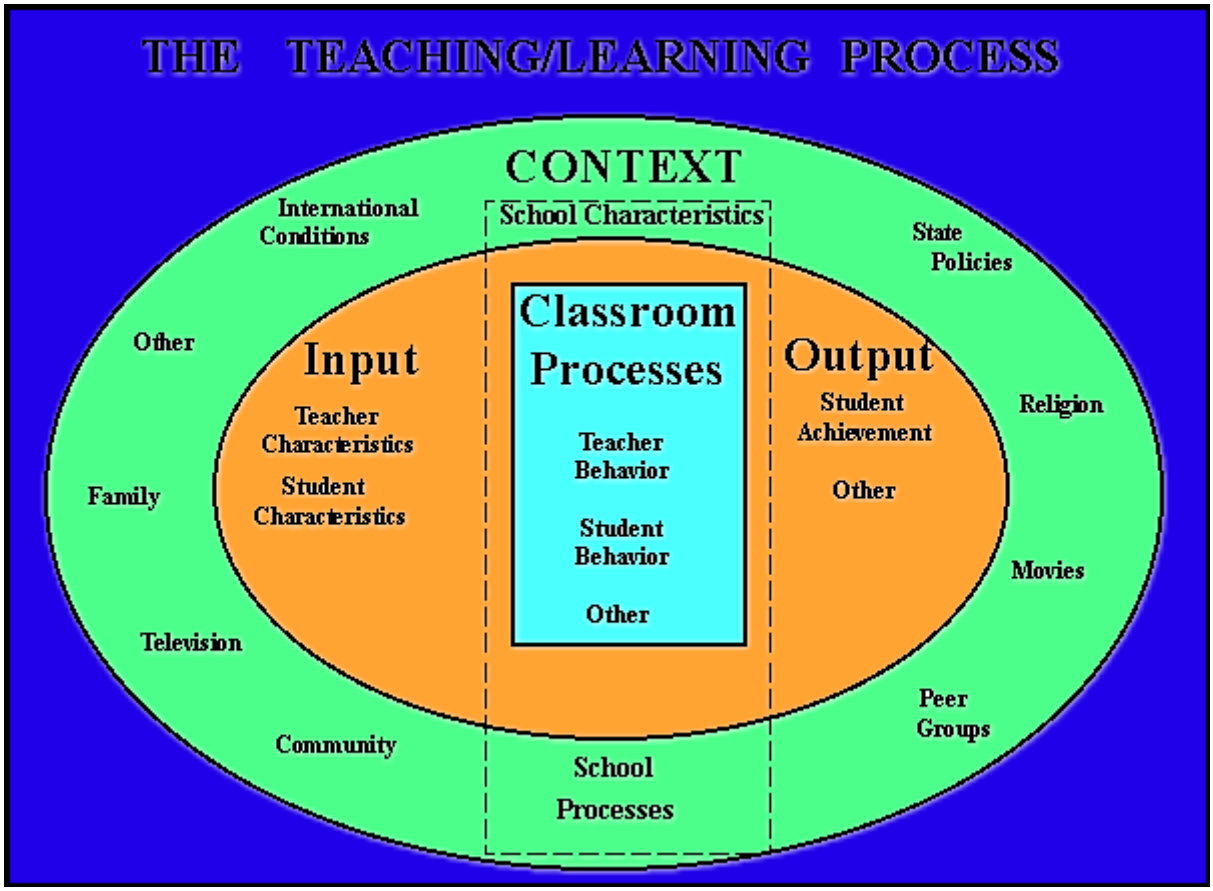
2.2.3.1. A transactional model of teaching and learning process.

According to W. Huitt, (September 1994), held this model has been developed to categorize the variables that have been studied in an attempt to answer the question: "Why do some students learn more than other students in classroom and school settings?" According to the model, the reasons can be classified into four categories:

xxivxxivxxiv

[9] Vicki Randall (1999), Cooperative learning beneficts, page. 110-112.Edit.superbooks.

A Transactional Model of the Teaching/Learning Process	
Context	All those factors outside of the classroom that might influence teaching and learning
Input	Those qualities or characteristics of teachers and students that they bring with them to the classroom experience
Classroom Processes	Teacher and student behaviours in the classroom as well as some other variables such as classroom climate and teacher/student relationships
Output	Measures of student learning taken apart from the normal instructional process.



I believe the most important category is Output because once that has been defined it impacts the importance of the variables in the other categories. For example, if the desired outcome measure is a score on a standardized test of basic skills, the instructional method most likely to positively impact that measure is direct or explicit instruction (Rosenshine, 1995). However, if the desired outcome is creativity and independence, then open education may be a better alternative (Giaconia & Hedges, 1982). Alternately, if better relationships among diverse students are the goal, the cooperative learning would appear to be the better instructional method (Slavin, 1995).

According to Akinboye (1986), said that, for efficient and effective teaching and learning to take place and for the realization of the objectives of the process, the instructor needs to guide the learners. Guidance in the classroom has been described as "teaching at its best". The teacher as a guide also demonstrates some leadership roles which have their impact on the learners' behavior. The role of the instructor is paramount in achieving the objectives of the teaching and learning process. The major objectives are to: (a) understand how learning process in the child can be most effectively guided to achieve the desired result: (b) to determine how teaching can be made more effective and (c) to determine how educational goals can be made more meaningful to the child's needs.

2.2.3.2. Teaching Strategies

Institutions of higher learning across the nation are responding to political, economic, social and technological pressures to be more responsive to students' needs and more concerned about how well students are prepared to assume future societal roles. Faculty are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate. Some of the more prominent strategies are outlined below.

Lecture. For many years, the lecture method was the most widely used instructional strategy in college classrooms. Nearly 80% of all U.S. college classrooms in the late 1970s reported using some form of the lecture method to teach students (Cashin, 1990).

Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information.

Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

The following recommendations can help make the lecture approach more effective (Cashin, 1990):

1. Fit the lecture to the audience
2. Focus your topic - remember you cannot cover everything in one lecture
3. Prepare an outline that includes 5-9 major points you want to cover in one lecture
4. Organize your points for clarity
5. Select appropriate examples or illustrations
6. Present more than one side of an issue and be sensitive to other perspectives
7. Repeat points when necessary
8. Be aware of your audience - notice their feedback
9. Be enthusiastic - you don't have to be an entertainer but you should be excited by your topic. (From Cashin, 1990, pp. 60-61)

Case Method. Based on Cashin, (1990), held that providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios. Course content cases can come from a variety of sources. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

Discussion. According to Cashin (1990), said that there are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh students' memories about the assigned reading(s). Other faculty find it helpful to have students list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time, ready to learn.

Active Learning. Meyers and Jones (1993), defined active learning as learning environments that allow "students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities all of which require students to apply what they are learning"[10]. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson.

Cooperative Learning. Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of faculty and student involvement in the learning process.

xxviiixxviiixxviii———————————

[10] Meyers and Jones (1993), (pag. 120-125).Teaching and learning strategies in a class.

When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience.

Integrating Technology. Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students. (Meyers, 1998).

Distance Learning. Distance learning is not a new concept. We have all experienced learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning or distance education as a teaching pedagogy, however, is an important topic of discussion on college campuses today. Distance learning is defined as 'any form of teaching and learning in which the teacher and learner are not in the same place at the same time' (Gilbert, 1995).

Obviously, information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. “Distance learning technologies take many forms such as computer simulations, interactive collaboration/discussion, and the creation of virtual learning environments connecting regions or nations. Components of distance learning such as email, list serves, and interactive software have also been useful additions to the educational setting.” [11]

xxixxxixxxix

[11] www.ericdigests.org/pre-9211/**cooperative**.htm - 20k -

2.2.3.3. The cooperative school structure.

A cooperative school structure begins in the classroom with the use of cooperative learning the majority of the time.
(Johnson, Johnson, and Holubec, 1993).

According to Holubec, E. (1998), held that work teams are the heart of the team based organizational structure and cooperative learning groups are the primary work team. Cooperative learning is also the prerequisite and foundation for most other instructional innovations, including thematic integrated curriculum, whole language, critical thinking, active reading, process writing, materials-based (problem-solving) mathematics, learning communities, and authentic performance-based assessment.

The second level in creating a cooperative school is to form collegial teaching teams, task forces, and ad hoc decision-making groups within the school (Johnson & Johnson, 1994). The use of those types of cooperative teams among faculty members tends to increase teacher productivity, morale, and professional self-esteem. The groups are structured for continuously improving instructional practice, school based decision making, and staff meetings. Just as the heart of the classroom is cooperative learning, the heart of the school is the collegial teaching team.

Collegial teaching teams are small cooperative groups (from two to five faculty members) whose purpose is to increase teachers' instructional expertise and success (Johnson & Johnson, 1994). The focus is on improving instruction in general and increasing members' expertise in using cooperative learning in specific.

“Collegial teams are first and foremost safe places where members like to be, there is support, caring, concern, laughter, camaraderie, and celebration, and the primary and mutual goal of continually improving competence in using cooperative learning is never obscured. School-based decision making occurs through the use of two types of cooperative teams”[12].

xxxxxxxxx

[12] (Johnson & Johnson, 1994).Educational Psychology. Englewood Cliff,NJ: Prentice Hall.

"The third level in creating a cooperative school is to implement administrative cooperative teams within the district"[13]. Administrators are organized into collegial teams to improve continuously their administrative expertise and success. Administrative task force and ad hoc decision-making teams are used for making shared district-wide decisions. And in administrative meetings, cooperative procedures dominate to model what the school district should be like. The more the district and school personnel work in cooperative teams, the more the environment supports teacher use of cooperative learning in the classroom.

2.2.3.4. Quality education in cooperative schools.

Based on Johnson, D. W., & Johnson R., (1998), wrote that i**n the cooperative school all important work is done by teams.** Teams are not an option; they are a given. Collegial teaching teams are comprised of faculty members from different disciplines, grade levels, and departments to help break down the barriers that traditionally have separated teachers, grade levels, and academic disciplines. Doing so helps teachers perceive their mutual goal of providing quality education for all students and see the overall process toward which their efforts are contributing. Teachers in a collegial teaching team ideally are jointly responsible for one cluster of students over a number of years. This serves to strengthen positive interdependence among teachers, heighten shared accountability, and provide purpose for helping and supporting one another in continuously improving instructional expertise. **Key activities of a collegial teaching team include**:

1. A frequent professional discussion of cooperative learning in which common vocabulary is developed, information is shared, successes are celebrated, and implementation problems are solved.
2. Coplanning, codesigning, copreparing, and coevaluating cooperative learning lessons and instructional units.
3. Coteaching cooperative lessons and jointly processing those lessons.

xxxixxxixxxi

[13] (Johnson & Johnson, 1994). Learning remembering, belienveing:Enhancing human performance(pp 140-170)Washington DC:National Academy Press.

2.2.3.5. Providing leadership.

"For the cooperative school to flourish the school has to have leadership. In general, leadership is provided by five sets of actions" [14]

1. **Challenging The Status Quo:** Leaders challenge the efficacy of the status quo. The status quo is the competitive-individualistic mass-production structure that traditionally has dominated schools and classrooms. In the classroom it is represented by lecturing, whole class discussion individual worksheets, and a test on Friday. In the school it is one teacher to one classroom with one set of students, as well as separating teachers and students into grade levels and academic departments.
2. **Inspiring A Mutual Vision Of What The School Could Be:** Leaders frequently communicate the dream of establishing the cooperative school. Leader is the keeper of the dream who inspires commitment to joint goals of creating a team-based, cooperative school.
3. **Empowering Through Cooperative Teams:** When teachers or students feel helpless or discouraged, providing them with a team creates hope and opportunity. It is social support from and accountability to valued peers that motivates committed efforts to achieve and succeed. Students are empowered by cooperative learning groups. Teachers are empowered through collegial teaching teams and involvement in site-based decision making.
4. **Leading By Example:** Leaders model the use of cooperative strategies and procedures and take risks to increase their professional competence. Actions must be congruent with words. What is advocated must be demonstrated.
5. **Encouraging The Heart:** Long-term, committed efforts to continuously improve one's competencies come from the heart, not the head. It takes courage and hope to continue to strive for increased knowledge and expertise. It is the social support and concrete assistance from team-mates that provides the strength to persist and excel. (Holubec, E. (1998).

xxxiixxxiixxxii———————————

[14] (Johnson & Johnson, 1994). Social interdependence within instruction. Journal of Research and Development in Education (12-30)

PART THREE
METHODOLOGICAL DESIGN

3.1. Research type and design

This research is structured based on the quantitative approach which corresponds to a development project, whose objective is to know the level of incidence that cooperative learning has in the teaching learning process in first basic year at "Abdón Calderón" military high school. This research is basic, descriptive and done in the field. The research design is quasi-experimental, quantitative and transversal. In a quasi-experimental design, the research substitutes statistical controls for the absence of physical control of the experimental situation. The most common quasi-experimental design is the comparison Group pre-test/post-test design. Participants do not all have the same chance of being in the control or the experimental groups, or of receiving or not receiving the treatment.

3.2. Size and sample

We will work with two sections in the first basic year. This group is made up of 60 cadets.

3.3. Field work

The field work will take place in first basic year of basic education; sections A and B, at Abdón Calderón Military high school during the third trimester 2007-2008 school year. Pre and post test will be administered to all the students.

3.4. Instruments for data collection

The test and the direct observation will be the techniques applied for gathering information.

3.5. Processing and analysis.

Data will be analyzed by using descriptive statistics. Measures of central tendency and dispersion will be used to compare results.

PART FOUR
TESTING THE HYPOTHESIS

4.1. Hypothesis system

4.1.1. Null Hypothesis

Cooperative learning does not affect the teaching /learning process in first year of basic Education at Abdón Calderón Military High School.

4.1.2. Alternative Hypothesis

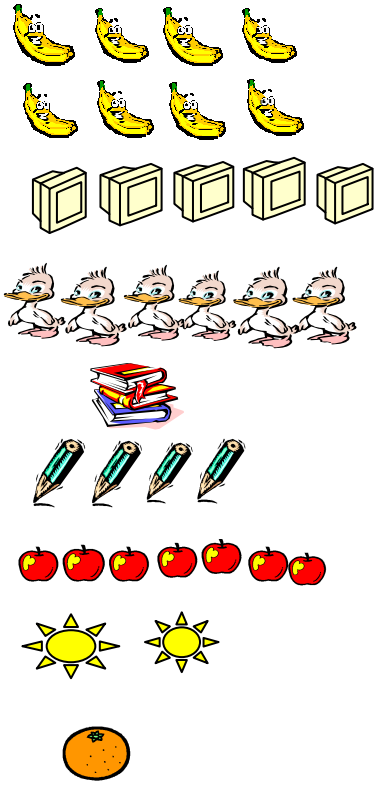
Cooperative learning affects positively the teaching /learning process in first year of basic Education at Abdón Calderón Military High School.

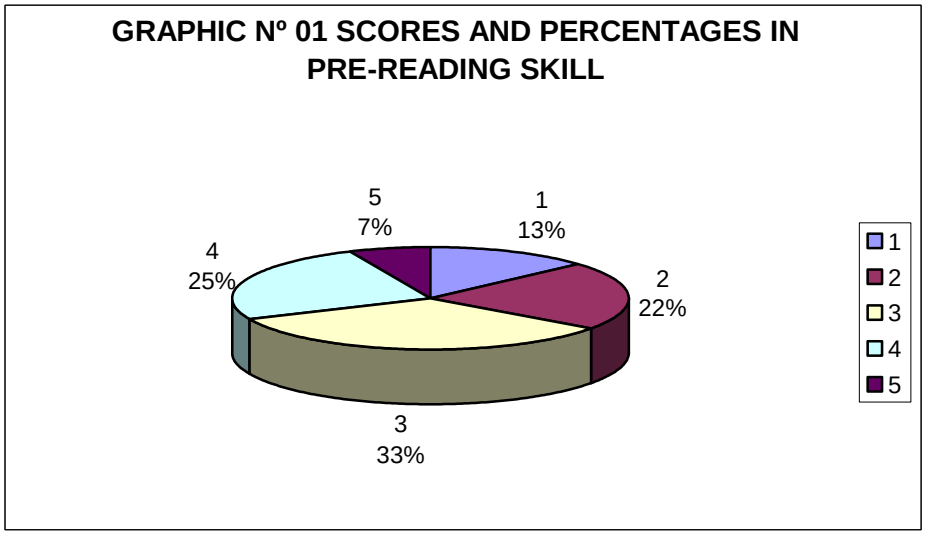
4.2. Graphical exposition of results

After analyzing scores and percentages of both the pre test and the post test, the results are as follow:

PRE- TEST

TABLE 01 SCORES AND PERCENTAGES FOR QUESTION #01. Applied with the first language skill (Pre-Reading)

Questions		Students	Score 0/4	Percentage	Test performance
PRE – READING		8	3	13,33	Two items weren't answered
1.- Count and match.		13	2,5	21,67	Three items weren't answered
	3	20	2	33,33	four items weren't answered
		15	1,5	25	five items weren't answered
	8	4	0,5	6,67	one item was answered
		60		100%	
	6				
	4				
	5				
	1				
	2				
	7				



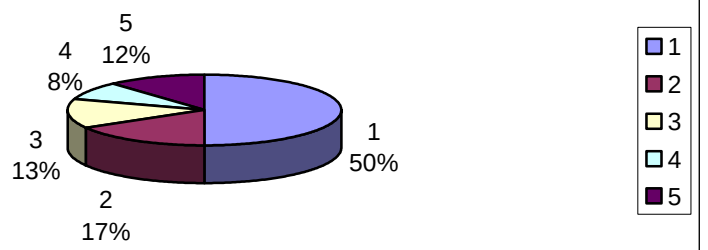
Source: data from cadets of first basic year, sections A and B of the COMIL 10.

PRE- TEST

TABLE 02 SCORES AND PERCENTAGES FOR QUESTION #02. Applied with the second language skill (Pre-writing)

Questions		Students	Score 0/6	Percentage	Test performance
PRE – WRITING		30	5	50,00	One item weren't answered
2.- Draw and color these shapes.		10	4	16,67	Two items weren't answered
		8	3	13,33	Three items weren't answered
		5	2	8,33	four items weren't answered
a. yellow oval	b. green square	7	1	11,67	one item was answered
		60		100%	
c. purple triangle	d. orange rhombus				
e. red circle	f. blue rectangle				

GRAPHIC Nº 2 SCORES AND PERCENTAGES IN PRE-WRITING SKILL



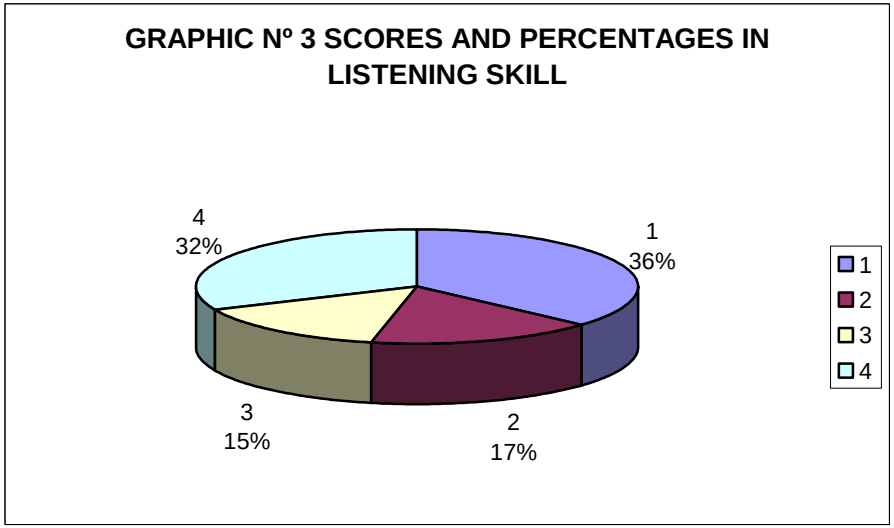
Source: data from cadets of first basic year, sections A and B of the COMIL 10.

PRE- TEST

TABLE 03 SCORES AND PERCENTAGES FOR QUESTION #03. Applied with the third language skill (Listening and writing)

Questions	Students	Score 0/6	Percentage	Test performance
LISTENING AND WRITING	22	3	36,67	Two items weren't answered
3. PREPOSITIONS	10	2,5	16,67	Three items weren't answered
	9	2	15,00	four items weren't answered
Book on the table	19	1	31,67	one item was answered
Girl on the floor				
Books under the world	60		100%	
Brushes in the cup				
Boy on the chair				
Boy behind the girl				

GRAPHIC Nº 3 SCORES AND PERCENTAGES IN LISTENING SKILL

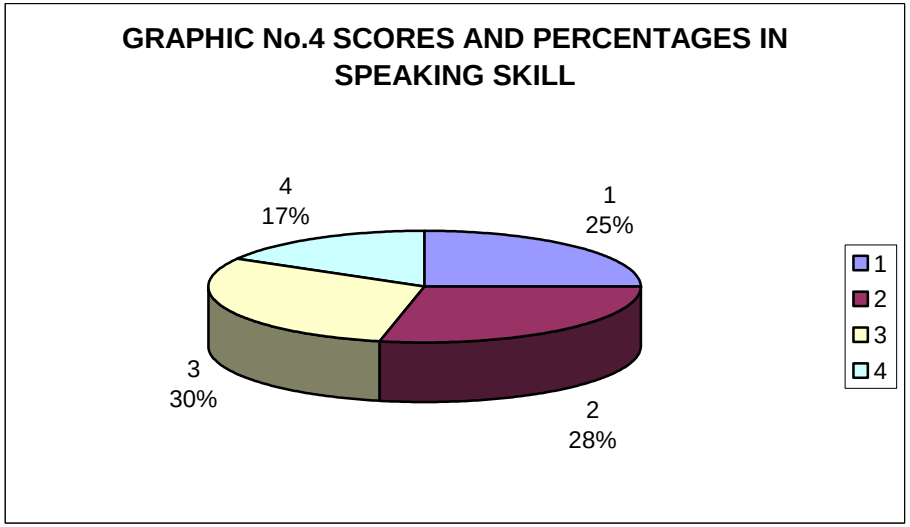


Source: data from cadets of first basic year, sections A and B of the COMIL 10.

PRE- TEST

TABLE 04 SCORES AND PERCENTAGES FOR QUESTION #04. Applied with the fourth language skill (Speaking)

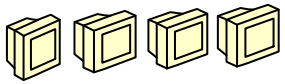
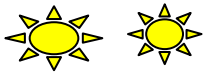
Questions	Students	Score 0/4	Percentage	Test performance
SPEAKING	15	4	25,00	Every questions were ok.
4.- Answer these questions.	17	2	28,33	Two questions weren't answered.
Good morning	18	1,5	30	Three questions weren't answered.
How are you?	10	1	16,67	Only one questions was answered ok.
What's your name?				
What color is this?	60		100%	

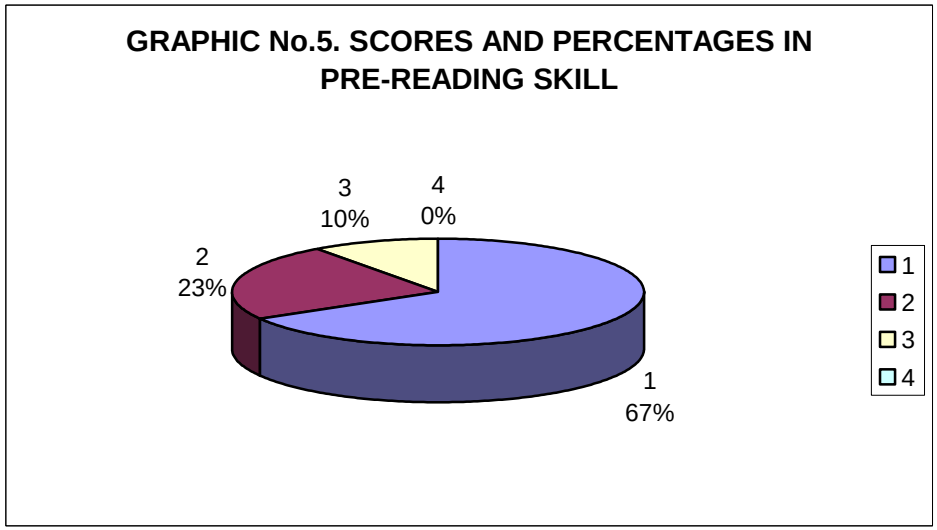


Source: data from cadets of first basic year, sections A and B of the COMIL 10.

POST- TEST

TABLE 01 SCORES AND PERCENTAGES FOR QUESTION #01. Applied with the first language skill (Pre-Reading)

Questions		Students	Score 0/4	Percentage	Test performance
PRE – READING		40	4	66,67	Every item was answered correctly
1.- Count and match.		14	3	23,33	Two items weren't correctly
	3	6	2,5	10,00	Three items weren't correctly
		0	2	0,00	Four items weren't correctly
	8				
		60		100%	
	6				
	4				
	5				
	1				
	2				
					
	7				



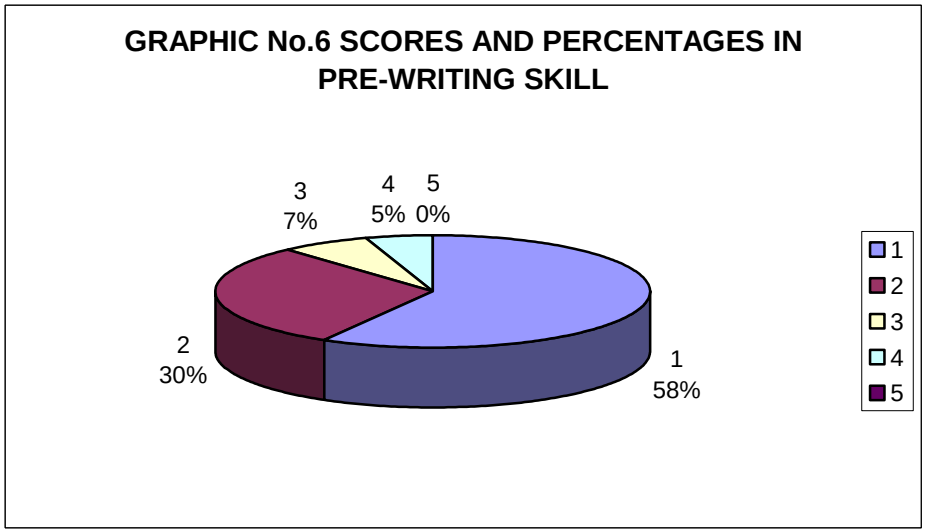
Source: data from cadets of first basic year, sections A and B of the COMIL 10.

POST- TEST

TABLE 02 SCORES AND PERCENTAGES FOR QUESTION #02. Applied with the second language skill (Pre-writing)

Questions	Students	Score 0/6	Percentage	Test performance
PRE – WRITING	35	6	58,33	Every item was ok.
2.- Draw and color these clothes.	18	5	30,00	One items weren't answered
	4	4	6,67	Two items weren't answered
	3	3	5,00	Three items weren't answered
a. yellow sweater / b. green pants	0	2	0,00	Two items were ok.
	60		100%	
c. purple shoes / d. orange shirt				
e. red short / f. blue jacket				

GRAPHIC No.6 SCORES AND PERCENTAGES IN PRE-WRITING SKILL

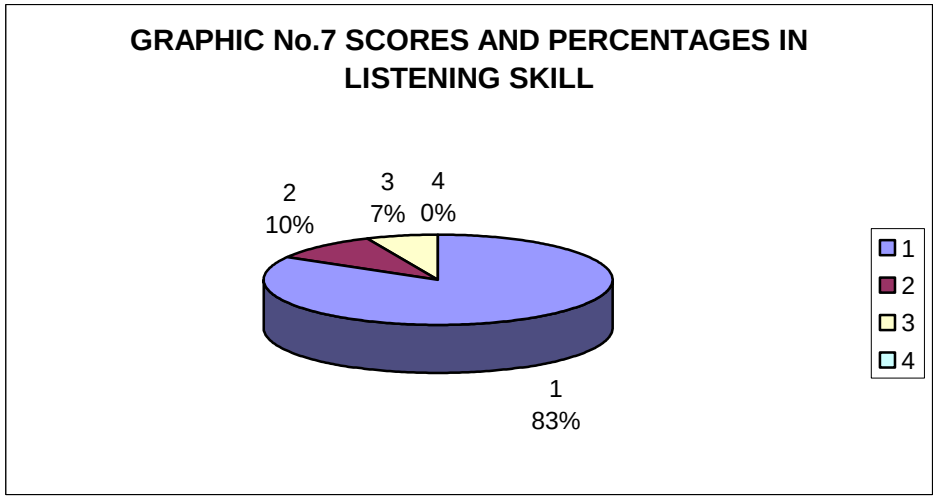


Source: data from cadets of first basic year, sections A and B of the COMIL 10.

POST- TEST

TABLE 03 SCORES AND PERCENTAGES FOR QUESTION #03. Applied with the third language skill (Listening and writing)

Questions	Students	Score 0/6	Percentage	Test performance
LISTENING AND WRITING	50	6	83,33	Everything was ok.
3. PREPOSITIONS	6	5	10,00	Five items were ok.
	4	3	6,67	Three items were ok.
	0	2	0,00	Four items weren't ok.
Book on the table Pencil in the box Sharper in the pencil case Boy in front of the girl Girl on the chair Eraser on the floor	60		100%	



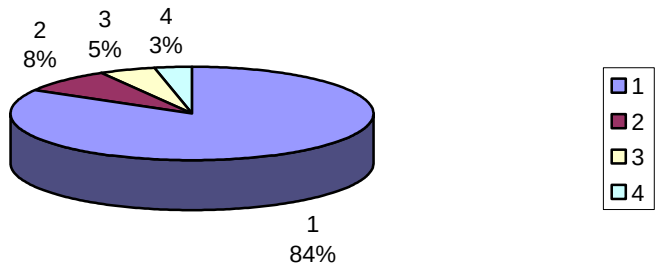
Source: data from cadets of first basic year, sections A and B of the COMIL 10.

POST- TEST

TABLE 04 SCORES AND PERCENTAGES FOR QUESTION #04. Applied with the fourth language skill (Speaking)

Questions	Students	Score 0/4	Percentage	Test performance
SPEAKING	50	4	83,33	Every questions were ok.
4.- Answer these questions.	5	3	8,33	One question wasn't answered.
Bye, bye	3	2	5,00	Two questions weren't answered.
How many books do you see?	2	1	3,33	Only one questions was answered ok.
What's the weather like today?				
What is this?	60		100%	

GRAPHIC No.8 SCORES AND PERCENTAGES IN SPEAKING SKILL



Source: data from cadets of first basic year, sections A and B of the COMIL 10.

4.3. Analysis of results

TABLE No. 9

PRE –TEST : EXPERIMENTAL GROUP

PRE-TEST: experimental group			
Xi	×	Xi - ×	(Xi - ×)2
17	7,45	9,55	91,20
15,5	7,45	8,05	64,80
15	7,45	7,55	57,00
14	7,45	6,55	42,90
12	7,45	4,55	20,70
10,5	7,45	3,05	9,30
10	7,45	2,55	6,50
10	7,45	2,55	6,50
10	7,45	2,55	6,50
9	7,45	1,55	2,40
8,5	7,45	1,05	1,10
8,5	7,45	1,05	1,10
8,5	7,45	1,05	1,10
8	7,45	0,55	0,30
7	7,45	-0,45	0,20
6,5	7,45	-0,95	0,90
6,5	7,45	-0,95	0,90
6,5	7,45	-0,95	0,90
6,5	7,45	-0,95	0,90
6	7,45	-1,45	2,10
5,5	7,45	-1,95	3,80
5	7,45	-2,45	6,00
4,5	7,45	-2,95	8,70
4,5	7,45	-2,95	8,70
3	7,45	-4,45	19,80
2,5	7,45	-4,95	24,50
2,5	7,45	-4,95	24,50
2	7,45	-5,45	29,70
2	7,45	-5,45	29,70
2	7,45	-5,45	29,70
2	7,45	-5,45	29,70
231			532,18

Source: data from cadets of first basic year, section B of the COMIL 10.

x = ∑N/N
x = 231/31
X = 7,45

x = 7,45
S2 = 17,16
SD = 4,14

S2 = ∑(Xi-X)2
S_2 = 532,18/31
S2=17,16

SD = √17,16
SD = 4,14

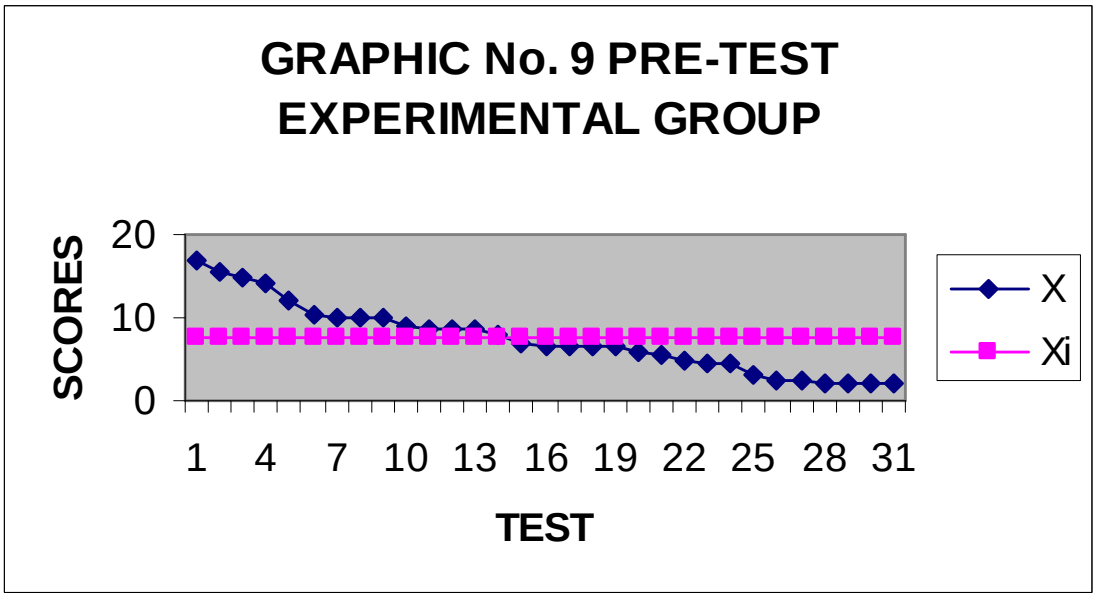


TABLE No. 10

PRE –TEST: CONTROL GROUP

PRE-TEST: Control group			
Xi	×	Xi - ×	(Xi - ×)2
12	9,74	2,26	5,11
14	9,74	4,26	18,15
17	9,74	7,26	52,71
18	9,74	8,26	68,23
10,5	9,74	0,76	0,58
5,5	9,74	-4,24	17,98
4,5	9,74	-5,24	27,46
8,5	9,74	-1,24	1,54
9	9,74	-0,74	0,55
9	9,74	-0,74	0,55
8	9,74	-1,74	3,03
5	9,74	-4,74	22,47
2	9,74	-7,74	59,91
2	9,74	-7,74	59,91
6	9,74	-3,74	13,99
5	9,74	-4,74	22,47
14	9,74	4,26	18,15
16	9,74	6,26	39,19
18	9,74	8,26	68,23
6	9,74	-3,74	13,99
8	9,74	-1,74	3,03
7	9,74	-2,74	7,51
8,5	9,74	-1,24	1,54
9	9,74	-0,74	0,55
9,5	9,74	-0,24	0,06
8,5	9,74	-1,24	1,54
17	9,74	7,26	52,71
10	9,74	0,26	0,07
15	9,74	5,26	27,67
282,5			608,81

Source: data from cadets of first basic year, section A of the COMIL 10

x = ∑N/N
x = 282,5/29
X = 9,74

S2 = ∑(Xi-X)2
S_2 = 608,81/29
S2=20,99

SD = √20,99
SD = 4,58

x = 9,74
S2= 20,99
SD = 4,58

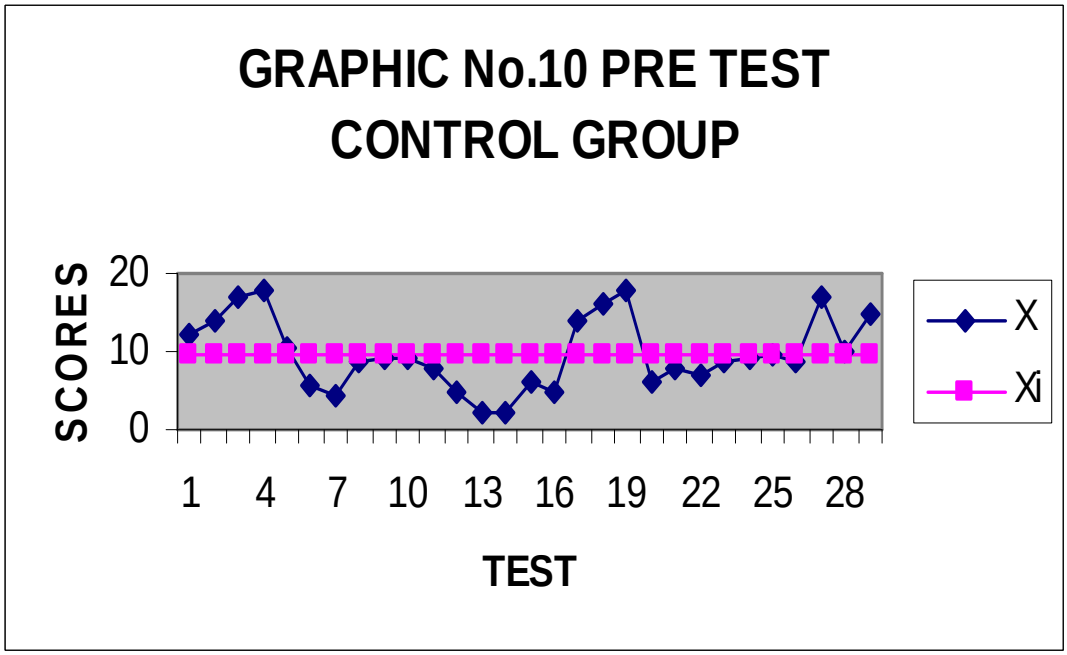


TABLE No. 11

POST –TEST: EXPERIMENTAL GROUP

POST-TEST: experimental group			
Xi	×	Xi - ×	(Xi - ×)2
16	15	1	1,00
17	15	2	4,00
18	15	3	9,00
12	15	-3	9,00
15	15	0	0,00
15	15	0	0,00
15	15	0	0,00
10	15	-5	25,00
12	15	-3	9,00
10	15	-5	25,00
8	15	-7	49,00
10	15	-5	25,00
15	15	0	0,00
18	15	3	9,00
15	15	0	0,00
12	15	-3	9,00
15	15	0	0,00
18	15	3	9,00
19	15	4	16,00
14	15	-1	1,00
19	15	4	16,00
19	15	4	16,00
16	15	1	1,00
14	15	-1	1,00
15	15	0	0,00
17	15	2	4,00
14	15	-1	1,00
12	15	-3	9,00
18	15	3	9,00
18	15	3	9,00
19	15	4	16,00
465			282,00

Source: data from cadets of first basic year, section B of the COMIL 10

x = ∑N/N
x = 465/31
X = 15

S2 = ∑(Xi-X)2
S_2 = 282/31
S2=9,09

SD = √9,09
SD = 3,01

x = 15
S2 = 9,09
SD = 3,01

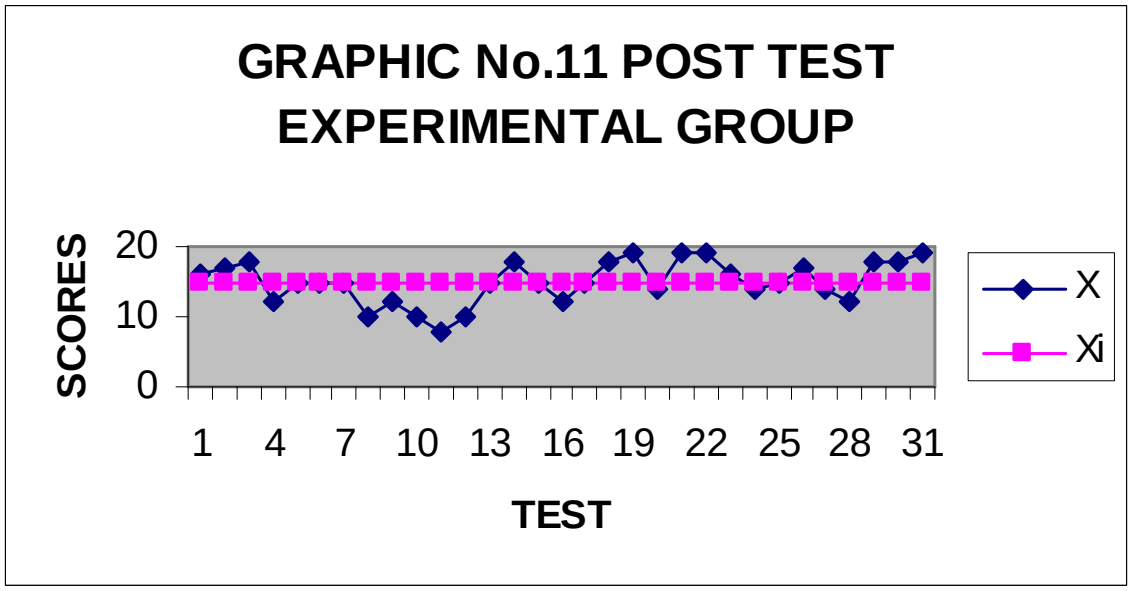


TABLE No. 12

POST –TEST: CONTROL GROUP

POST-TEST: Control group			
Xi	×	Xi - ×	(Xi - ×)2
14	12,44	1,56	2,43
13	12,44	0,56	0,31
16	12,44	3,56	12,67
16	12,44	3,56	12,67
15	12,44	2,56	6,55
9	12,44	-3,44	11,83
10,5	12,44	-1,94	3,76
15	12,44	2,56	6,55
16,5	12,44	4,06	16,48
13	12,44	0,56	0,31
15	12,44	2,56	6,55
10,5	12,44	-1,94	3,76
12	12,44	-0,44	0,19
6	12,44	-6,44	41,47
8	12,44	-4,44	19,71
9	12,44	-3,44	11,83
10	12,44	-2,44	5,95
13	12,44	0,56	0,31
16	12,44	3,56	12,67
14	12,44	1,56	2,43
10	12,44	-2,44	5,95
14	12,44	1,56	2,43
7	12,44	-5,44	29,59
11	12,44	-1,44	2,07
13	12,44	0,56	0,31
10	12,44	-2,44	5,95
18	12,44	5,56	30,91
10,5	12,44	-1,94	3,76
16	12,44	3,56	12,67
361			272,17

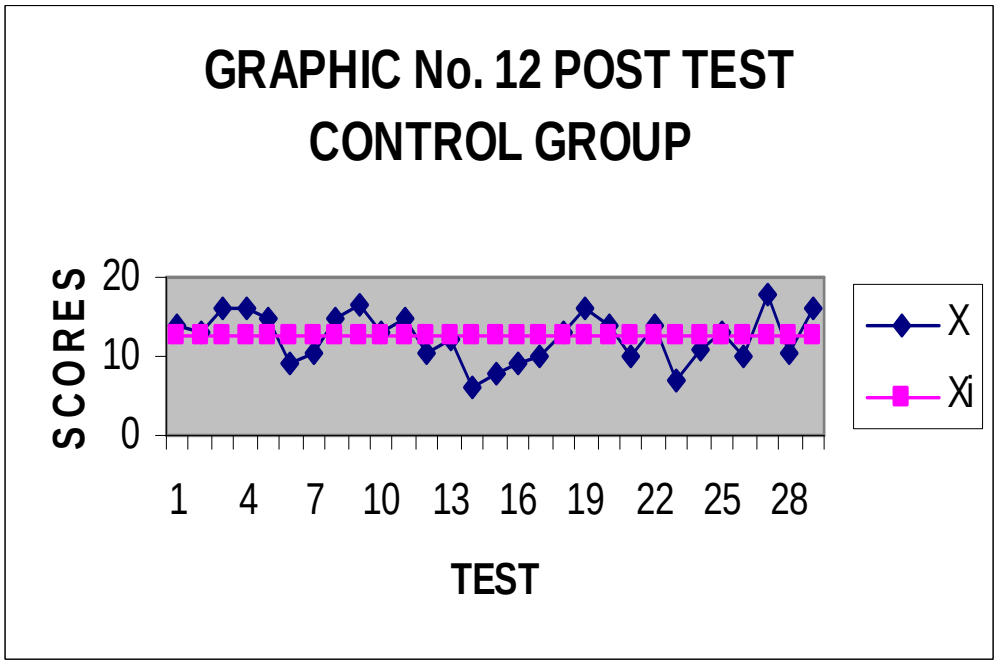
Source: data from cadets of first basic year, section A of the COMIL 10

x = ∑N/N
x = 361/29
X = 12,44

S2 = ∑(Xi-X)2
S_2 = 272,17/29
S2=9,38

SD = √9,38
SD = 3,06

x = 12,44
S2 = 9,38
SD = 3,06



4.3.1. PRE-TEST: EXPERIMENTAL GROUP

GENERAL ANALYSIS:

According to the pre-test given to the experimental group of students at Abdón Calderón military high school of first basic year, after analyzing and calculating the data, we have obtained the following results:

A media of X= 7.45
A variance of = S2= 17.16
A standard deviation of = 4.14

4.3.2. PRE-TEST: CONTROL GROUP.

GENERAL ANALYSIS:

According to the pre-test given to the control group of students at Abdón Calderón military high school of first basic year, after analyzing and calculating the data, we have obtained the following results:

A media of X= 9.74
A variance of = S2= 20.99
A standard deviation of = 4.58

4.3.3. POST-TEST: EXPERIMENTAL GROUP.

GENERAL ANALYSIS:

According to the post-test given to the experimental group of students after applied cooperative learning strategies at Abdón Calderón military high school of first basic year, after analyzing and calculating the data, we have obtained the following results:

A media of X=16.19
A variance of = S2= 3.12

A standard deviation of = 1.76

4.3.4. POST-TEST: CONTROL GROUP.

GENERAL ANALYSIS:

According to the post-test given to the control group of students at Abdón Calderón military high school of first basic year, after analyzing and calculating the data, we have obtained the following results:

A media of X=12.44
A variance of = S2= 9.38
A standard deviation of = 3.06

4.4. TESTING HYPOTHESIS

It is important to indicate that the alternative hypothesis: Cooperative learning affects positively on teaching learning process in first year of basic Education at Abdón Calderón Military High School, was proved because cooperative learning is a methodological strategy which teachers apply in class to increase the English level of the students and this situation can be reflected in the post- test results. The null hypothesis: Cooperative learning does not affect on teaching learning process in first year of basic Education at Abdón Calderón Military High School is rejected because it was proved with the t-test so:

Pre test experimental group x	X	Post test experimental group y	Y	x2	y2	xy
17,0	9,6	19	3	91,20	7,8961	26,8
15,5	8,1	19	3	64,80	7,8961	22,6
15,0	7,6	19	3	57,00	7,8961	21,2
14,0	6,6	19	3	42,90	7,8961	18,4
12,0	4,6	18	2	20,70	3,2761	8,2
10,5	3,1	18	2	9,30	3,2761	5,5
10,0	2,6	18	2	6,50	3,2761	4,6
10,0	2,6	18	2	6,50	3,2761	4,6
10,0	2,6	18	2	6,50	3,2761	4,6
9,0	1,6	18	2	2,40	3,2761	2,8
8,5	1,1	17	1	1,10	0,6561	0,9
8,5	1,1	17	1	1,10	0,6561	0,9
8,5	1,1	17	1	1,10	0,6561	0,9
8,0	0,6	16	0	0,30	0,0361	-0,1
7,0	-0,5	16	0	0,20	0,0361	0,1
6,5	-1,0	16	0	0,90	0,0361	0,2
6,5	-1,0	16	0	0,90	0,0361	0,2
6,5	-1,0	15	-1	0,90	1,4161	1,1
6,5	-1,0	15	-1	0,90	1,4161	1,1
6,0	-1,5	15	-1	2,10	1,4161	1,7
5,5	-2,0	15	-1	3,80	1,4161	2,3
5,0	-2,5	15	-1	6,00	1,4161	2,9
4,5	-3,0	15	-1	8,70	1,4161	3,5
4,5	-3,0	15	-1	8,70	1,4161	3,5
3,0	-4,5	14	-2	19,80	4,7961	9,7
2,5	-5,0	14	-2	24,50	4,7961	10,8
2,5	-5,0	14	-2	24,50	4,7961	10,8
2,0	-5,5	14	-2	29,70	4,7961	11,9
2,0	-5,5	14	-2	29,70	4,7961	11,9
2,0	-5,5	14	-2	29,70	4,7961	11,9
2,0	-5,5	14	-2	29,70	4,7961	11,9
231		502		532,18	96,8391	217,7905

Source: data from cadets of first basic year, section B of the COMIL 10

$$Sx_1 - y_2 = \sqrt{\frac{\sum x_1^2 + \sum y_2^2}{n_1 - 2}\left(\frac{1}{n}\right)}$$

$$Sx_1 - y_2 = \sqrt{\frac{532.18 + 96.83}{31 - 2}\left(\frac{1}{31}\right)}$$

$$Sx_1 - y_2 = \sqrt{\frac{629.01}{29}(0.032)}$$

$$Sx_1 - y_2 = \sqrt{21.69(0.032)}$$

$$Sx_1 - y_2 = \sqrt{0.694}$$

$$Sx_1 - y_2 = 0.83$$

$$t = \frac{\overline{x_1} - \overline{y_2}}{Sx_1 - x_2}$$

$$t = \frac{16.19 - 7.45}{0.83}$$

$$t = \frac{8.74}{0.83}$$

$$t = 10.53$$

t = >df

The (t) is the result of zone of acceptance of hypothesis, whose decision is reject the null hypothesis. In this case the null hypothesis was rejected.

Degrees of freedom between the tests to the students:

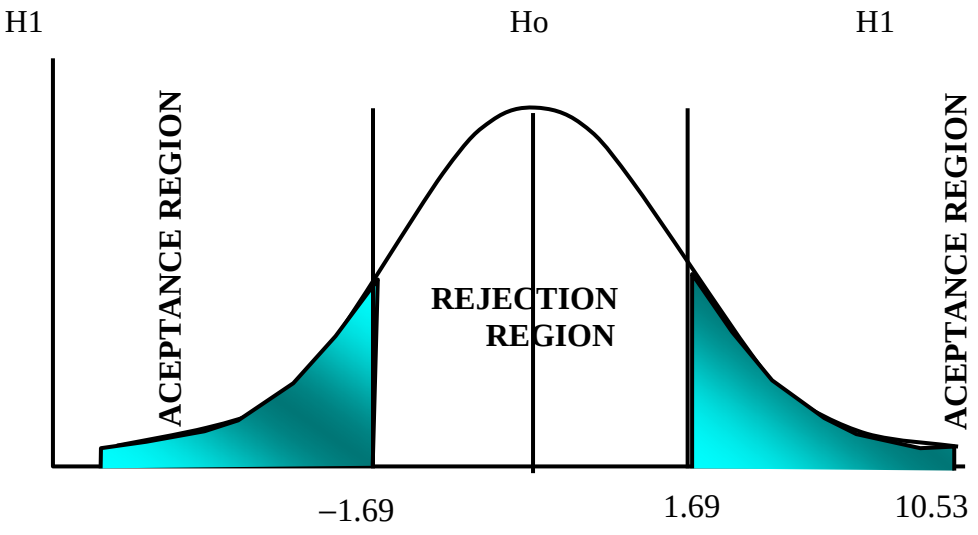
n1 = students of experimental group

d.f = (n1 -2)

d.f = (31 -2)

d.f = 29.

The critical values of (t) in the t-student table were ±1.699. The decision rule is illustrated in the next graphic:



Conclusion:

It was demonstrated through hypothesis test by Student t-test method that the application of cooperative learning strategies affects positively at students performance.

4.5. Conclusions

- Cooperative learning affects positively on the teaching learning process in first year of basic Education at Abdón Calderón Military High School; therefore its application should be considered as a fundamental element to facilitate the teaching and learning the English.

- After the second test during the last trimester of the school year, a considerable percentage of students (64.51%) demonstrated a significant improvement of the English language.

- From the results obtained with the students of the experimental group and students of the control group it can be concluded that the cooperative learning strategy will contribute to the development and improvement the students' language skills of first basic year of basic education in the English language.

- Cooperative learning in first basic year is an excellent strategy to motivate and to share knowledge among students and with their teachers.

4.6. Recommendations

- It is very important for students that teachers apply the most appropriate methodology of teaching.

- It is important to take into account students' performance. Many of them would like to improve their English performance.

- It is recommended that the teachers of Abdón Calderón Military high school, starting from first basic year, apply the guide which has been designed and that

have cooperative learning strategies in order to both improve the English knowledge and optimize the teaching and learning process.

- It is necessary to apply the cooperative learning strategies suggested in this guide to motivate and reinforce the students' level of cooperation and work in groups.

PART FIVE
THE PROPOSAL

GUIDE ABOUT COOPERATIVE LEARNING

5.1. INTRODUCTION

We have seen in the results of the investigation that the level of cooperation and collaboration in children from 5 or 6 years old is really nothing. They have studied and learned skills in preschool to work alone by themselves like unique individuals in the world, but our reality is totally different because the first year is the first real contact with formal education for some of them. We as teachers should teach children to collaborate, to share, to respect, and to work competing, but not fighting. They had to work in teams, in groups by respecting, valuing, listening, talking, and expressing their opinions, and ideas that sometimes can be wrong or right, but this is the real knowledge that they have to be exposed to.

The level of English that they have is minimal because most of them have only acquired English in preschool and nursery; they know only simple words like: thank you, good morning, hello, and bye bye. They believe that this is the English knowledge.

Abdón Calderón Military high school has the mission to introduce children into the magical and amazing world of English as a second language, but English where teachers begin the year teaching half of the hours in Spanish and half of the hours in English, and finish the year using only English. But the real situation is teaching English a group, not as an individual.

English teachers need to improve their knowledge and learn more and every day investigating, developing technology, and teaching methods. Children, at the moment, don't pay attention to the teacher when they are talking or explaining in a traditional approach. For example, they want to explore by themselves. They want to watch videos with animation and knowledge; they want to manipulate and use the computer and so on. For these reasons, teachers need to increase their strategies in the classroom to get students' attention by teaching English in a group, by means of collaborating, sharing, talking about the Educational videos, expressing their ideas, and inferring their own knowledge.

5.2. OBJECTIVES.

5.2.1. GENERAL OBJECTIVE

To create a booklet or a guide with the information about cooperative learning and academic activities to apply in class in order to increase and optimize the teaching-learning process of English in first basic year.

5.2.2. SPECIFIC OBJECTIVE

Apply this guide or booklet in the teaching-learning process in English in order to improve the learning process, making it fun by using songs, chants, games, etc.

5.3. THEORETICAL FRAMEWORK

“Cooperative learning is a teaching strategy involving children's participation in small group learning activities that promote positive interaction. This digest discusses the reasons for using cooperative learning in centers and classrooms, ways to implement the strategy, and the long-term benefits for children's education”. [15]

According to Slavin (1987), held Cooperative learning in early childhood can promote positive feelings toward school, teachers, and peers. These feelings build an important base for further success in school.

According to Glasser (1986), children's motivation to work in elementary school is dependent on the extent to which their basic psychological needs are met. Cooperative learning increases student motivation by providing peer support. As part of a learning team, students can achieve success by working well with others. Students are also encouraged to learn material in greater depth than they might otherwise have done, and to think of creative ways to convince the teacher that they have mastered the required material.

Cooperative learning helps students feel successful at every academic level. In cooperative learning teams, low-achieving students can make contributions to a group and experience success, and all students can increase their understanding of ideas by explaining them to others (Featherstone, 1986).

Components of the cooperative learning process as described by Johnson and Johnson (1984) are complimentary to the goals of early childhood education. For example, well-constructed cooperative learning tasks involve positive interdependence on others and individual accountability. To work successfully in a cooperative learning team, however, students must also master interpersonal skills needed for the group to accomplish its tasks.

Use of cooperative learning.

lviiilviiilviii

[15] www.ericdigests.org/pre/**cooperative**.htm - 20k

Teachers can use cooperative learning strategies, following the below steps: According to Foyle and Lyman (1988):

1. The content to be taught is identified, and criteria for mastery are determined by the teacher.
2. The most useful cooperative learning technique is identified, and the group size is determined by the teacher.
3. Students are assigned to groups.
4. The classroom is arranged to facilitate group interaction.
5. Group processes are taught or reviewed as needed to assure that the groups run smoothly.
6. The teacher develops expectations for group learning and makes sure students understand the purpose of the learning that will take place. A time line for activities is made clear to students.
7. The teacher presents initial material as appropriate, using whatever techniques she or he chooses.
8. The teacher monitors student interaction in the groups, and provides assistance and clarification as needed. The teacher reviews group skills and facilitates problem-solving when necessary.
9. Student outcomes are evaluated. Students must individually demonstrate mastery of important skills or concepts of the learning. Evaluation is based on observations of student performance or oral responses to questions; paper and pencil need not be used.
10. Groups are rewarded for success. Verbal praise by the teacher, or recognition in the class newsletter or on the bulletin board can be used to reward high-achieving groups.

Elements of Cooperative Learning

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

1. Positive Interdependence (sink or swim together) • Each group member's efforts are required and indispensable for group success • Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities	
2. Face-to-Face Interaction (promote each other's success) • Orally explaining how to solve problems • Teaching one's knowledge to other • Checking for understanding • Discussing concepts being learned • Connecting present with past learning	

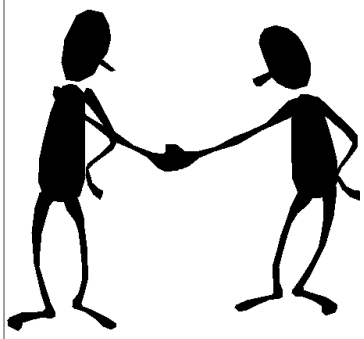
3. Individual

&

Group Accountability

(no hitchhiking! no social loafing)

- Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
- Giving an individual test to each student.
- Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.
- Observing each group and recording the frequency with which each member-contributes to the group's work.
- Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
- Having students teach what they learned to someone else.

4. Interpersonal & Small-Group Skills Social skills must be taught: o Leadership o Decision-making o Trust-building o Communication o Conflict-management skills	
5. Group Processing • Group members discuss how well they are achieving their goals and maintaining effective working relationships • Describe what member actions are helpful and not helpful • Make decisions about what behaviors to continue or change	

5.4. LESSON PLAN

The following methodological strategies are very important because teachers can use them to improve their teaching by including these in their personal lesson plans. Also, there is an example of a Didactic Unit plan and a complete project with a four week plan. This is because in first year, the projects of interest go on for four weeks. Don't forget that working with cooperative learning is a challenge at the beginning, but with time, it is very, very interesting and so rewarding.

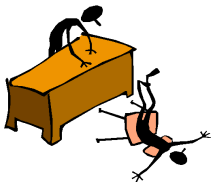
Class Activities that Cooperative learning strategies uses.

According to Johnson & Johnson, R,. (1974) we can consider the following strategies:

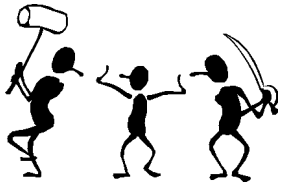
1. Jigsaw : Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.

2. Think Pair Share: Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

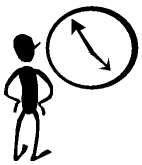
3. Three Step Interview: Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.



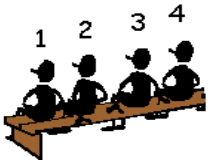
4. Round Robin Brainstorming: Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.



5. Three-minute review: Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions**.**



6. Numbered Heads: A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

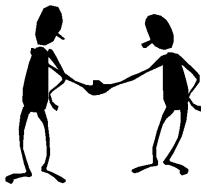


7. Team Pair Solo: Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

8. Circle the Sage: First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

9. Partners: The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor team mates. Team reviews how well they learned and

taught and how they might improve the process.



43. CHART:

DIDACTIC UNIT PLAN: 10				
OBJECTIVE: To name and identify objects we can see in different kinds of weather; count numbers, review shapes know black and white, sky blue and pink colors, by using flash cards, pictures, realia, in order to use them.				
SKILLS	**CONTENTS**	**STRATEGIES**	**RESOURCES**	**EVALUATION**
LISTENING	Listen and point the sky items and nature items. Listen and execute the different songs: The sky, Ten little stars, what's the weather like today. Listen and repeat chants: black and white; weather chant, counting chant.	Three minute review. Partners. Puppet Pairs.	Picture cards Bill board about the sky and the nature Recorder Cds Mirror	I enjoy working in a team or in a pairs with my friends and say sky items.

SPEAKING	Answer questions with what and how many. New vocabulary: day, night, morning, sky, light blue, stars, sun, clouds, lightning, moon, rainbow, thunder, black, white, sky blue and pink. Simple structures and simple present tense. Answer simple questions.	Round table. Find the shapes. Mirror game. Frame-up relay.	Puppets Flash cards Picture cards Realia things Tables Chairs Cards of vocabulary	I can answer the questions using simple structures. I like to play games with my friends and learn English fun but sharing each other.
PRE-WRITING	Count and write numbers from 1 to 20. Trace and model shapes:	Find the shapes Magic playdough	Shapes cards Numbers cards Papers Scissors Glue Colors	I can make different projects and play games with my classmates collaborating

	circle, square, triangle, rectangle, oval, diamond, star, heart.		Markers Mirror Lab class	with everybody.
PRE-READING	Write the children's names. Look and recognize the different pictures about the sky and nature items. Identify the letters: L,M,S,F. Recognize their names.	Think-Pair-Share Jigsaw Focused Listing	Box Cards about known things Letters Picture cards Chairs	I say the vocabulary items about sky and nature funny.

1. BIBLIOGRAPHY:

Cooperative learning information in the website: www.teachers from a to z. cooperative learning.

2. OBSERVATIONS:

....

TEACHER AREA COORDINATOR

……

ACADEMIC COORDINATOR

CLASSROOM PROJECT No. 10

TEACHER' S NAME: MSc. Giovanna Morillo
PROJECT ORIGIN: Song: The sky **PROJECT NAME**: "The sky and the nature"
TIME: START: May 19th. , 2008 **END**: June 13th ., 2008
TRANSVERSAL AXIS: Cordiality
OBJECTIVE: To name and identify objects we can see in different kinds of weather; count numbers, review shapes, know sky blue and pink colors, by using flash cards, pictures, realia, in order to use them.

WHAT TO DO?	WHAT TO DO WITH?	WHO DOES IT?	WHEN TO DO IT?
- TO LOOK		EVERYBODY	MONDAY
- TO SING SONGS		EVERYBODY	TUESDAY
- TO IDENTIFY		EVERYBODY	WEDNESDAY
- TO DIFFERENCE		EVERYBODY	THURSDAY
- TO LISTEN AND EXECUTE		EVERYBODY	FRIDAY
- TO DRAW AND COLOR		EVERYBODY	MONDAY
- TO PLAY GAMES		EVERYBODY	TUESDAY
- TO MODEL		EVERYBODY	WEDNESDAY
- TO RELATE		EVERYBODY	THURSDAY
- TO NAME AND REPEAT		EVERYBODY	FRIDAY

FIRST BASIC YEAR

PROJECT: THE NATURE AND THE SKY **TRANSVERSAL AXIS**: CORDIALITY **WEEK No.:** 1

TEACHER: MSc. Giovanna Morillo. **SECTION:** "A" -"B"

SCHOOL YEAR: 2007- 2008 **TIME** From: May 19th, 2008 To: May 23rd , 2008

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
IDENTITY AND AUTONOMY	Self-confidence and security to speak in English	To be confident while speaking and singing in English	Song: I love you. **Partners**: divide the class in groups of four students; they should listen to the song and talk about the way to move and dance, so each group present their own way to dance and sing the song.	Recorder Audio cds Songs Teacher Students	I am confident to speak and sing in English.
SOCIAL DEVELOPMENT	Identify objects and sing songs	To name and identify objects we see in different kinds of weather.	Song: The sky. **Team pair solo:** Students listen and execute the song first as a team, then with a partner, and finally on their own. It is designed to motivate	Recorder Audio cds Teacher Students	I can name and identify objects we see in different kinds of weather by singing a song.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
			Students tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.		
PRE MATH	Trace known shapes.	To trace known shapes: circle, square, triangle, rectangle, oval, diamond, heart, star.	**Find the shapes**: they construct different shapes in a paper with colors, they put on their faces and play a game hide and seek, they should say the name of the shape and the name of the child.	Shapes cards Numbers cards Papers Scissors Glue Colors Markers Teacher, students	I can trace known shapes correctly.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
ORAL AND PRE WRITING EXPRESSION	Name and repeat new vocabulary using stress and intonation. Answer wh questions.	To listen and repeat new vocabulary about the nature. Answer questions with what, where, when and how many.	**Puppet Pairs**: the puppets talk with a pair of students about the things that they know, specially vocabulary and answer simple questions interacting with the several pairs in the class, then, they share what did they feel about it with the classmates and the teacher.	Puppets Flash cards Picture cards Realia things Teacher Students	I understand new vocabulary and I answer wh questions.
PLASTIC EXPRESSION	Model known shapes.	To model circle, square, triangle, rectangle, oval, star and heart shapes with playdough.	Technique: MODEL WITH PLAY DOUGH **Magic playdough**: divide the students in groups of six and give playdough, they need to work using fine psychomotor skills and model the known shapes in a group, so, they	Playdough Little boards Shapes flashcards Teacher Students	I model the shapes that I know, correctly.

			should organize and form one shape each one and work in a group no by oneself individually. At the end, they share experiences and present the project.		
CORPORAL EXPRESSION	Interiorize the known shapes and numbers up to ten.	To form shapes and numbers using their bodies and execute notions.	Game: the mirror. **Organizing my image**: divide the group in six, then, students working with a mirror talk about the way to form shapes and numbers with their bodies and form only one number for example using their six bodies, they need to organize themselves and think the correct form. At the final of each activity, every group share with everybody the form to present the numbers and shapes.	Teacher Students Mirror lab classroom	I can form known shapes and numbers with my body but in a group.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
SOCIAL, CULTURAL AND NATURAL World	Identify temporal notions.	Identify morning, afternoon and night.	**Think-Pair-Share:** Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group working with flashcards about temporal notions.	Flash cards about temporal notions Teacher Students	I can identify temporal notions with fun.

FIRST BASIC YEAR

PROJECT: THE NATURE AND THE SKY **TRANSVERSAL AXIS**: CORDIALITY **WEEK No.:** 2

TEACHER: MSc. Giovanna Morillo. **SECTION:** "A" -"B"

SCHOOL YEAR: 2007- 2008 **TIME** From: May 26th, 2008 To: May 30TH , 2008

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
IDENTITY AND AUTONOMY	Self-confidence and security naming objects	To be sure naming objects of the nature.	Song: Twinkle, twinkle. **Team group**: divide the students in two groups, one group make the stars and the other group talk about how they present the song. In one group everybody share ideas and share the stars to prepare the song, listen and execute it.	Stars Paper Colors Recorder Cds Teacher Students	I am sure when I name objects in the nature.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
SOCIAL DEVELOPMENT	Review known prepositions	To practice known prepositions.	Chant: Put your hands. **Round table**: students have to be sitting down on their chairs around the circle on the floor, teacher gives hands positions using known prepositions, so, students execute orders but comparing to and talking about it, because they learn from their own mistakes.	Big circle drawn on the floor. Teacher Students	I practice the prepositions that I know.
PRE MATH	Trace numbers from 1 to 20.	To trace the numbers in order to know them.	**Mirror game**: they work in pairs and write the number on the back of the other with their fingers and so on, and the person who says more numbers like a riddle wins.	Mirror Lab class Numbers Teacher Students	I can count from 1 to 20 fluently and I trace the numbers correctly.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
LUDIC EXPRESSSION	Sing songs.	To sing song and enjoy them.	Songs: Sun, sun. **Jigsaw** - Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.	Laboratory Teacher Students Recorder Audio cds	I like to sing songs in English.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
ORAL AND PRE WRITING EXPRESSION	Use simple present and present progressive tenses. Answer simple questions.	To answer questions using simple and progressive tenses.	Question: What is this? **Three-Step Interview:** Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.	Teacher Students Picture cards	I can answer the questions that my teacher said.
PLASTIC EXPRESSION	Recognize and trace big numbers.	To recognize and trace numbers up to ten.	**Game big number:** Divide students in groups of three and give a big paper with markers, playdough, tear papers and different materials, they should work like a team and trace a big number that they choose and fill in with different materials.	Teachers Students Different materials Markers Big papers playdough	I can recognize and form numbers up to ten, correctly.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
CORPORAL EXPRESSION	Execute notions.	To listen to the teacher and execute instructions.	**Find a star**: Cut out a star from construction paper. Then color it. Then tape or staple a piece of yarn to the bottom of it. Explain to the kids you are going to play hide the star. Every one hides their eyes and one person is picked to hide the star. After the star is hidden everyone can start looking for it. The person who finds it gets to hide it the next time.	Teacher Students Lab classroom Star Paper Markers colors	I understand the instructions that I listen.
SOCIAL, CULTURAL, NATURAL WORLD	Identify same and different.	To identify and make comparisons between same and different.	**Focused Listing:** Focused listing can be used as a brainstorming technique or as a technique to generate descriptions and definitions	Teacher Students Laboratory Flash cards about comparisons	I can identify and make comparisons between same and different.

			for concepts. Focused listing asks the students to generate words to define or describe something in this case, look for comparisons. Once students have completed this activity, you can use these lists to facilitate group and class discussion.		

FIRST BASIC YEAR

PROJECT: THE NATURE AND THE SKY **TRANSVERSAL AXIS**: CORDIALITY **WEEK No.:** 3

TEACHER: MSc. Giovanna Morillo. **SECTION:** "A" -"B"

SCHOOL YEAR: 2007- 2008 **TIME** From: June 2nd, 2008 To: June 6th , 2008

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
IDENTITY AND AUTONOMY	Self-confidence and autonomy in themselves	To be sure while tracing letters.	**Morning Circle:** Invite the children to come to school in their pajamas. Ask, "What is wrong with having your pajamas on now?" Make a list of night things and day things. Tell the children that day and night are description words. Ask the children what they think is the biggest difference between day and night.	Teacher Students Recorder Audio cd's Board Markers	I am sure tracing letters.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
			Sing "Mister Sun" with the children. Ask what things are alike in the songs and what things are different. Tell the children that today's activities will be about day and night.		
SOCIAL DEVELOPMENT	Reinforce known prepositions..	To reinforce prepositions: in, on, under, behind, in front of, over.	**Bears**: position words Divide the class in groups of three students; every one should have a teddy bear done in fomix and a bag, so the teacher starts with a little story about the teddy bear using prepositions like this: Mother bear is sleeping on the bed…. Students must put the bears on, in, under, etc the bag depending of the story; they compare their acts among them.	One teddy bear for each student One bag for each student A little story about the sky. Teacher Students	I can execute and recognize the known prepositions.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
PRE MATH	Reinforce shapes and colors.	To reinforce shapes and colors.	**Finding Shapes showdown**: Showdown is a cooperative learning strategy that can be used in many subjects. For this activity, you'll need to print one copy of the Finding Shapes Showdown task cards for each team. Have the students cut the cards apart and place them face down in the center of the team. Everyone needs a little board and a marker. One person becomes the first leader and picks up a card. Without showing it to the others, he or she reads the color and the shape aloud. Everyone trace this shape on his or her little board without talking. As each person finishes, they place their boards face down. When all boards are	Teacher Students shapes cards Marker Little board colors	I can recognize the shapes, colors quickly.

			down, the leader says "Showdown!" and everyone shows their answer. Team members discuss their answers and try to come to consensus about the correct answer. The leader draws the answer on the task card so the teacher can check it as he or she moves about the classroom. For the next round, a new student on the team becomes the leader.		
LUDIC EXPRESSION	Songs and chants execute with enjoyment.	To sing song and repeat chants.	Song: I love you. **Partners**: divide the class in groups of four students; they should listen the song and talk about the way to move and dance, so, each group present their own way to dance and sing the song.	Recorder Audio cds Songs Teacher Students	I can sing songs and repeat chants with my friends in a group.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
ORAL AND PRE WRITING EXPRESSION	Use prior knowledge. Talk about objects in the sky.	To talk using present progressive tense with simple expressions about objects in the sky.	**Musical chairs**: Place chairs in a circle. On each chair have a piece of paper with a different pictogram about sky and nature vocabulary that you have just completed teaching your class. Instruct the children to move from chair to chair when the music starts. When the music stops, have each child stop and face the chair they are in front of. Each child will have a turn to say what is on the paper and then we play again.	Teacher Students Pictogram cards about the sky and nature Chairs Recorder Audio cds	I can express some ideas in present progressive tense
PLASTIC EXPRESSION	Model the known letters.	To model the known letters using the colors that they know.	**Little board**: model the letters with a partner forming a big letter , then share the letter and color of it with the classroom.	Teacher Students little board Play dough	I can model the known letters with the known colors with my partner.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
CORPORAL EXPRESSION	Practice psychomotor skills using their bodies	To use their bodies for practice their psychomotor skills.	**Music walk**: Tape colored construction paper to the floor where you are going to play the songs. Put down enough construction paper for every student to have a color to stand on. You can have more than one student on the same color just not the same piece of construction paper. For example, you can have three kids on three pieces of blue construction paper. Explain to the students that when the music stops they are to stay on that color of paper. After the music is turned off the teacher will select a color and ask who is standing on the color (green) then those students say the numbers orally from 1 to20, another time the shapes, and colors.	Teacher Students lab classroom Colors	I use my body for practice psychomotor skills.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
SOCIAL, CULTURAL AND NATURAL WORLD	Repeat letters sounds.	To trace and recognize the letters: M,S, L, F.	**Preparing letters**: Divide the group in pairs and explain that they can work as a team to prepare the sandwich. Place butter in pan. Cut out letters with cheese, ham, jam, form a sandwich and share with your friends!	Teacher flash cards about letters Bread Cheese Ham Jam Spoons Students	I can trace the letters: M, L, F, S .

FIRST BASIC YEAR

PROJECT: THE NATURE AND THE SKY **TRANSVERSAL AXIS**: CORDIALITY **WEEK No.:** 4

TEACHER: MSc. Giovanna Morillo. **SECTION:** "A" -"B"

SCHOOL YEAR: 2007- 2008 **TIME** From: June 9th , 2008 To: June 13th , 2008

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
IDENTITY AND AUTONOMY	Self-confidence and autonomy in themselves	To be sure while singing songs in a group.	Song: Sunny and Cloudy. **Jigsaw** - Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other.	Laboratory Teacher Students Recorder Audio cds	I am sure singing songs with my friends in the lab class.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
SOCIAL DEVELOPMENT	Review known letters.	To review letters: l, m, s, f.	**I'll get to know what you know"**: The teacher tapes either a big button with a letter of the alphabet underneath the child's desk. The teacher would make sure that there are 2 of each letter and then space out the letters. Example, under Johnny's desk a button would have the letter "L" written on it, and then across the room, under Brenda's desk, there would be another button with the letter "L". When the teacher rings the bell, the children scurry to find their match and then must say two things which start with this letter but talking first with their partner and say.	Teacher Students Letter cards Bottoms	I can recognize the letters and say examples with fun.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
PRE MATH	Reinforce the shapes, colors and numbers from 1 to 30.	To reinforce the shapes, color and numbers in sequences.	**Structured Problem-solving:** have the participants brainstorm about numbers, shapes and known colors. Assign numbers to members of each group (or use playing cards). Have each member of the group be a different number or suit. Each participant should be prepared to respond. Each member of the group needs to understand the response well enough to give the response with no help from the other members of the group. Ask an individual from each group to respond. Call on the individual by number (or suit).	Teacher Students shapes cards board markers	I can recognize the shapes, colors and numbers in sequences.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
LUDIC EXPRESSION	Songs and chants execute with enjoyment.	To sing song and repeat chants.	Song: colors. **Team group**: divide the students in two groups, one group make the shapes with colors and the other group talk about how they present the song. In one group everybody share ideas and share the stars to prepare the song, listening and execute it.	Shapes Paper Colors Recorder Cds Teacher Students	I can sing songs and repeat chants.
ORAL AND PRE WRITING EXPRESSION	Use prior knowledge. Talk about objects in the sky.	To talk using present tense with simple expressions about objects in the sky.	**One Minute Papers:** Ask students to comment on the following questions. Give them one minute and time them. This activity focuses them on the content and can also provide feedback to you as a teacher. ▪ What was the most important or useful thing you learned today? ▪ What two important	Teacher Students flash cards Papers pencils	I can express some ideas in present tense

			questions do you still have; what remains unclear? ▪ What would you like to know more about? You can use these one minute papers to begin the next day's discussion, to facilitate discussion within a group, or to provide you with feedback on where the student is in his or her understanding of the material.		
PLASTIC EXPRESSION	Model the known letters.	To model the known letters using the colors that they know.	**Letters in the newspapers:** Working in groups of 5 students and using newspapers page by page, crease it and form big known letters and present like a group, then, every group share their work with the others and everybody learn more about it.	Teachers Students Newspapers	I can model the known letters with the known colors.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
CORPORAL EXPRESSION	Practice fine psychomotor skills using their bodies	To use their bodies for practice their fine psychomotor skills.	**Game: Pink*Pig, Pink pig, What Do You See*?** Give each child a color chip, then ask each child to find something in the room that is the same color as his chip. Children take turns naming their color and finding an object in the room that is the same color. Take a wooden board and screw the cup hooks into the board. Have available a set of color ships that duplicates the children's. Punch a hole in each ship and laminate it. Put the duplicate set of chips into a basket. Ask the children to search throught the basket for a matching color ship and then hang their pair on a hook.	Teacher Students Lab classroom Chip Wooden board	I use my body for practice fine psychomotor skills.

BLOCK	SKILLS	OBJECTIVE	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
SOCIAL, CULTURAL AND NATURAL WORLD	Repeat and interiorize letters sounds.	To name and interiorize the letters: M,S, L, F.	**Musical chairs**: Place chairs in a circle. On each chair have a piece of paper with a different letter that you have just completed teaching your class. Instruct the children to move from chair to chair when the music starts. When the music stops, have each child stop and face the chair they are in front of. Each child will have a turn to say what is on the paper and than we play again.	Teacher Students Papers Markers Recorder music	I can identify and name the letters: M, L, F, S.

PROJECT DESCRIPTIVE MEMORY

TEACHER' S NAME: MSc. Giovanna Morillo
PROJECT ORIGIN: Song: The sky **PROJECT NAME**: "The sky and the nature"
TIME: START: May 19th. , 2008 **END:** June 13th , 2008
TRANSVERSAL AXIS: Cordiality
OBJECTIVE: To name and identify objects we can see in different kinds of weather; count numbers, review shapes know sky blue and pink colors, using flash cards, pictures, realia, in order to know them.

CONSOLIDATED SKILLS	DIFFICULTIES
IDENTIFY OBJECTS IN THE SKY AND IN THE NATURE	
REVIEW COLORS AND SHAPES	
IDENTIFY OBJECTS WE CAN SEE IN DIFFERENT WEATHER	
IDENTIFY MORNING, AFTERNOON AND NIGHT	
COUNT NUMBERS UP TO TEN	
SELFCONFIDENCE AND SECURITY TO SPEAK IN ENGLISH	
REINFORCE ALL THE NOTIONS LEARNED	
IDENTIFY ITEMS THAT BEGIN WITH: L,M, S, F.	

Work on:	Check by:	Approved by:

BIBLIOGRAPHY

Bibliographic:

Antil, L., Jenkins, J., Wayne, S., & Vadasy, P. (1998). Cooperative learning: Prevalence, conceptualizations, and the relation between research and practice. American Educational Research Journal, 35(3), 419-454.

Aronson, E., Blaney, N., Sikes, J., Stephan, C., & Snapp, M. (1978). The jigsaw classroom. Beverly Hills, CA: Sage.

Aronson, E., & Patnoe, S. (1997). The jigsaw classroom (2nd ed.). New York: Longman.

Berman, P., & McLaughlin, M. (1978). Federal programs supporting educational change, Vol. VIII: Implementing and sustaining innovations. Santa Monica, CA: Rand Corporation.

Bandura, A. (1977). Principles of behavioral modification. New York: Holt, Rinehart, & Winston.

Cohen, E. (1994a). Restructuring the classroom: Conditions for productive small groups. Review of Educational Research, 64, 1-35.

Cohen, E. (1986/1994b). Designing groupwork: Strategies for the heterogeneous classroom. New York: Teachers College Press.

Cohen, E., & Lotan, R., (Eds.). (1997). Working for equity in heterogeneous classrooms: Sociological theory in practice. New York: Teachers College Press.

Cohen, J. (1987). Statistical power analysis for the behavioral sciences (2nd ed.). Hillsdale, NJ: Lawrence-Erlbaum.

Coleman, J. (1961). **The adolescent society.** New York: Macmillan.

Cooper, H. (1989). Integrating research: A guide for literature reviews (2nd ed.). Newbury Park, CA: Sage.

David and Roger Johnson. "Cooperative Learning." [Online] 15 October 2001.

David and Roger Johnson. "An Overview of Cooperative Learning." [Online] 15 October 2001.

Deutsch, M. (1949). A theory of cooperation and competition. Human Relations, 2, 129-152.

Deutsch, M. (1962). Cooperation and trust: Some theoretical notes. In M. R. Jones (Ed.), Nebraska symposium on motivation (pp. 275-319). Lincoln, NE: University of Nebraska Press.

Fullan, M. (1990). Staff development innovation and institutionalization development. Changing school culture through staff development: The 1990 ASCD Yearbook. Alexandria, VA: Association for Supervision and Curriculum Development.

Glass, G., McGaw, B., & Smith, M. (1981). Meta-analysis in social research. Beverly Hills, CA: Sage Publications.

Gillies, R., & Ashman, A. (1998). Behavior and interactions of children in cooperative groups in lower and middle elementary grades. Journal of Educational Psychology, 90(4), 746-757.

Hunter, J., Schmidt, F., & Jackson, G. (1982). Meta-analysis: Cumulating research findings across studies. Beverly Hills, CA: Sage.

Johnson, D. W. (1970). Social psychology of education. New York: Holt, Rinehart, & Winston.

Johnson, D. W. (1979). Educational psychology. Englewood Cliffs,. NJ: Prentice Hall.

Johnson, D. W., Druckman, D., & Dansereau, D. (1994). Training in teams. In D. Druckman, R. Bjork, et al., (Eds.), **Learning, remembering, believing: Enhancing human performance** (pp. 140-170). Washington, D. C.: National Academy Press.

Johnson, D. W., & Johnson, R. (1974). Instructional goal structure: Cooperative, competition, or individualistic. Review of Educational Research, 44, 213-240.

Johnson, D. W., & Johnson, R. (Eds.). (1978). Social interdependence within instruction. Journal of Research and Development in Education, 12(1).

Johnson, D. W., & Johnson, R. (1979). Conflict in the classroom: Controversy and learning. Review of Educational Research, 49, 51-70.

Johnson, D. W., & Johnson, R. (1989). Cooperation and competition: theory and research. Edina, MN: Interaction Book Company.

Johnson, D. W., & Johnson, R. (1994a). Professional development in cooperative learning: Short-term popularity vs. long-term effectiveness. **Cooperative Learning**, **14**(2), 52-54.

Johnson, D. W., & Johnson, R. (1994b). Successful professional development sessions: Laying the groundwork first. **Cooperative Learning**, **14**(4), 53-54.

Johnson, D. W., & Johnson, R. (1998). Cooperative learning and social interdependence theory. In R. Tindale, L. Heath, J. Edwards, E. Posavac, F. Bryant, Y. Suzrez-Balcazar, E. Henderson-King, & J. Myers (eds.), Theory and research on small groups (pp. 9-36). New York: Plenum. Social Psychological Applications To Social Issues, Volume 4.

Johnson, D. W., & Johnson, R. (1975/1999a). Learning together and alone: Cooperative, competitive, and individualistic learning. Boston: Allyn & Bacon. First edition, 1975.

Johnson, D. W., & Johnson, R. (1999b). Human relations: Valuing diversity. Edina, MN: Interaction Book Company.

Johnson, D. W., Johnson, R., & Holubec, E. (1998). Cooperation in the classroom, (7th ed.). Edina, MN: Interaction Book Company.
Johnson, D. W., Johnson, R., & Maruyama, G. (1983).

Johnson, David W., Roger T. Johnson, Edythe Holubec Johnson, and Patricia Roy. CIRCLES OF LEARNING: COOPERATION IN THE CLASSROOM. Alexandria, VA: Association for Supervision and Curriculum Development, 1984.

Howard Community College's Teaching Resources. "Ideas on Cooperative Learning and the use of Small Groups." [Online] 15 October 2001.

Interdependence and interpersonal attraction among heterogeneous and homogeneous individuals: A theoretical formation and a meta-analysis of the research. Review of Educational Research, 53, 5-54.

Joyce, B., Weil, M., & Showers, B. (1992). Models of teaching. Boston: Allyn & Bacon.

Kagan, S. (1985). Cooperative learning resources for teachers. Riverside, CA: University of California at Riverside.

Kagan, S. Kagan Structures for Emotional Intelligence. Kagan Online Magazine. 2001, 4(4).
http://www.kaganonline.com/Newsletter/index.html

Kagan, Spencer. Cooperative Learning. San Clemente, CA: Kagan Publishing, 1994. www.KaganOnline.com

Kohn, A. (1992). No contest (2nd ed.). Boston: Houghton Mifflin.
Mead, M. (Ed.). (1936/1961). Cooperation and competition among primitive peoples. Boston: Beacon.

Piaget, J. (1950). The psychology of intelligence. New York: Harcourt.

Sharan, S. (1980). Cooperative learning in teams: Recent methods and effects on achievement, attitudes, and ethnic relations. Review of Educational Research, 50, 241-272.

Sharan, S., & Sharan, Y. (1976). Small group teaching. Englewood Cliffs, NJ: Educational Technology Publications.

Sharan, S., & Sharan, Y. (1992). Group investigation: Expanding cooperative learning. New York: Teacher's College Press.

Slavin, R. (1977). Classroom reward structure: An analytical and practical review. Review of Educational Research, 47, 633-650.

Slavin, R. (1978). Student teams and achievement divisions. Journal of Research and Development in Education, 12, 39-49.

Slavin, R. (1986). Using student team learning (3rd Edition). Baltimore: Johns Hopkins University.

Slavin, R. (1991). Group rewards make groupwork work. Educational Leadership, 5, 89-91.

Slavin, R., Leavey, M., & Madden, N. (1986). Team accelerated instruction: Mathematics. Watertown, MA: Charlesbridge.

Smith, A. (1759). The theory of moral sentiments. Reprint. Edited by D. Raphael & A. Maclie. (1976). Oxford: Clarendon.

Stevens, R., Madden, N., Slavin, R., & Farnish, A. (1987). Cooperative integrated reading and composition: Two field experiments. Reading Research Quarterly, 22, 433-454.

Von Mises, L. (1949). Human action: A treatise on economics. New Haven, CN: Yale University Press.

Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Virtual:

www.co-operation.org

www.thirteen.org/edonline/concept2class/coopcollab/index.html - 12k -

www.newhorizons.org/strategies/**cooperative**/front_**cooperative**

www.utc.edu/TRC/FacultyDevelopment/**CooperativeLearning**

wikipedia.org/wiki/**Cooperative_learning**

www.udel.edu/inst/jan2004/final-files/Coop**Learning**-espanol.doc

www.volcano.und.edu/vwdocs/msh/llc/is/cl.html - 7k

www.udel.edu/inst/jan2004/final-files/Coop**Learning**

www.edtech.kennesaw.edu/intech/cooperativelearning.htm

GLOSSARY

Assessment: Teacher-made tests, standardized tests, or tests from textbook companies that are used to evaluate student performance.

Bilingual education: An in-school program for students whose first language is not English or who have limited English skills. Bilingual education provides English language development plus subject area instruction in the student's native language. The goal is for the child to gain knowledge and be literate in two languages. (Ed Source)

Collaborative learning (CL): is a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people.

Constructivism: Theory suggesting that students learn by constructing their own knowledge, especially through hands-on exploration. It emphasizes that the context in which an idea is presented, as well as student attitude and behavior, affects learning. Students learn by incorporating new information into what they already know.

Cooperative learning: is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. It is more directive than a collaboratve system of governance and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection the fundamental approach is teacher centered whereas collaborative learning is more student centered.

Curriculum (plural *curricula*): A plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place.

English learner: A student who is not proficient enough in the English language to succeed in the school's regular instructional programs and who qualifies for extra help

Lesson plan: A teacher's detailed description of the course of instruction for an individual lesson. While there is no one way to construct a correct lesson plan, most lesson plans contain similar elements.

Performance assessment: Systematic and direct observation of a student performance or examples of student performances and ranking according to preestablished performance criteria. Students are assessed on the result as well as the process engaged in a complex task or creation of a product.

Teaching for understanding: A teaching method that focuses on the process of understanding as the goal of learning rather than simply the development of specific skills. It focuses on forming connections and seeing relationships among facts, procedures, concepts, and principles, and between prior and new knowledge.

Technology: In education, a branch of knowledge based on the development and implementation of computers, software, and other technical tools, and the assessment and evaluation of students' educational outcomes resulting from their use of technology tools

ANNEX 1 (PRE-TEST)

"ABDON CALDERON" MILITARY HIGH SCHOOL

FIRST BASIC YEAR

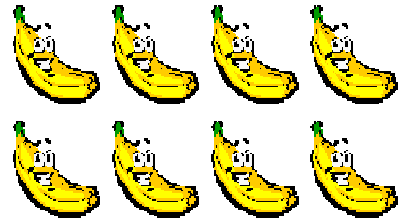
NAME AND LAST NAMES OF THE APPLICANT: ……..

SUBJECT: **ENGLISH**

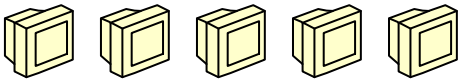
PLACE AND DATE : ……. SCORE:……

PRE – READING

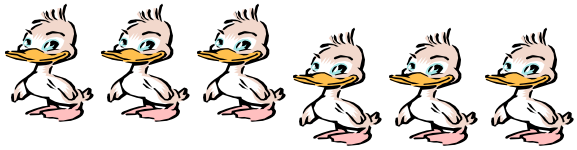
1.- Count and match. **4p**



8

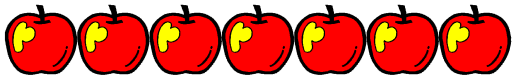


5

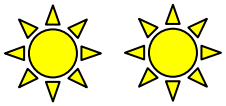


2

6



7



4

1

PRE –WRITING
2.- DRAW AND COLOR THESE SHAPES 6p

a. yellow oval	b. green square	c. purple triangle
d. orange rhombus	**e. red circle**	**f. blue rectangle**

LISTENING AND WRITING
3.- PREPOSITIONS. LISTEN AND DRAW. 6p.

Book on the table **Books under the world** **Boy on the chair**
Girl on the floor **Brushes in the cup** **Boy behind the girl**

SPEAKING

4.- ANSWER THESE QUESTIONS: (Make a tick or cross) **4p.**

Good morning. (Hello)	
How are you?	
What's your name?	
What color is this?	

ANNEX 2 (POST – TEST)

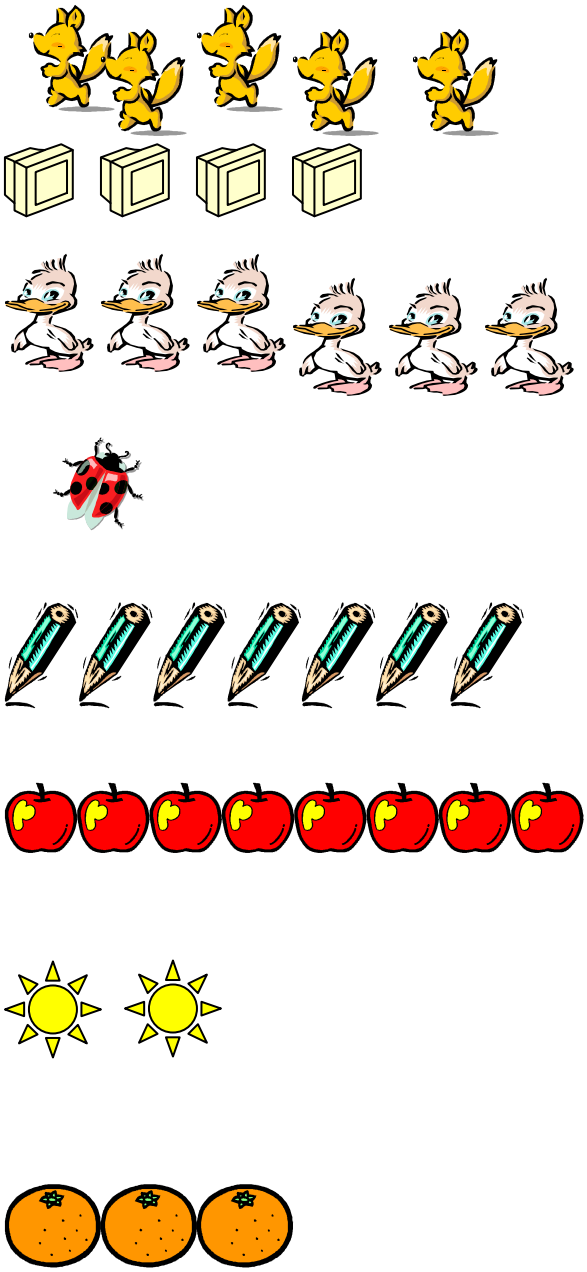
“ABDON CALDERON” MILITARY HIGH SCHOOL

FIRST BASIC YEAR

NAME AND LAST NAMES OF THE APPLICANT: ……..
SUBJECT: **ENGLISH**
PLACE AND DATE : ……. SCORE:……

PRE – READING

1.- Count and match. 4p



3
8
5
1
2
6
7
4

PRE –WRITING
2.- DRAW AND COLOR THESE CLOTHES 6p

a. yellow sweater	b. green pants	c. purple shoes
d. orange shirt	**e. red short**	**f. blue jacket**

LISTENING AND WRITING
3.- PREPOSITIONS. LISTEN AND DRAW. 6p.

Book on the table **Pencil in the box** **Eraser on the floor**
Girl on the chair **Sharper in the pencil case** **Boy in front of the girl**

SPEAKING

4.- ANSWER THESE QUESTIONS: (Make a tick or cross) **4p.**

Good bye	
How old are you?	
What's the weather like today?	
What is this?	