

The impact of Cooperative Learning Strategies to improve students' oral
Communication In 9th Graders

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To my God, to the Holy Virgen Mary and to my children for being my support.

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Abstract

This is an action research project which aims at assessing the impact of Cooperative Learning (CL) strategies on enhancing oral communication in 9th grade students in a private institution in Manizales. Nineteen students collaborated with the research. In order to solve the students' problems related to speaking, that can be described as low participation, lack of interest and problems working in groups, the researcher designed a proposal that consisted of six workshops to implement four Cooperative Learning Strategies: Team Game Tournament, Jigsaw, Think Pair Share, and Student Team Achievement Division. In order to evaluate the effectiveness of said proposal six instruments were used: journal, teachers' and students' survey, students' interview, peers' evaluation, and teacher's evaluation. The findings of this research revealed that students increased their participation in class, improved their interaction in English, and improved their teamwork in class. As students were exposed to the different strategies mentioned above, it was found that Cooperative Learning promotes social interaction among students. In the meantime, it enhances students' ability to support and relate to one another positively. Their confidence increases. As a result, students are able to focus their attention and become more alert to comprehend what they are expected to do; then because they are more engaged in class, they have less time to misbehave; consequently, their comprehension also improves.

Keywords: Cooperative Learning Strategies, teamwork, students' interaction, students' participation.

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Introduction

Learning a foreign language nowadays is more than a necessity for students. English for instance is required for everybody because people use it everywhere, in any career; also, our kids use it all the time unconsciously when playing their games, when ordering food, watching movies, singing songs, and when using daily expressions with their pals. Bearing in mind people needs to approach language learning in a more formal, setting. Different courses or textbooks can be found to learn and teach English; however, the question is how useful or effective they are or how teachers can adapt them to help students progress in their language learning.

On the other hand, teaching a foreign language nowadays has become a challenge for teachers. This is why teachers have to adapt classes and of course material. To reinforce what is learned in class, students can find additional information in internet if they want, but the challenge is to get students manipulate knowledge based on their personal goals. To follow an integral teaching-learning process it is necessary for the teacher to be a guide with a social responsibility because he/she is not only a provider of knowledge, but also a person who should train young people in values. On the other hand, a good teacher has to be characterized by being innovative and aware of the students 'interest and needs. Considering that the teaching- learning process should not only be focused on the subject matter, but also on the person as a human being, the use of Cooperative Learning strategies as a classroom tool helps teachers expose students to team work in which students are provided with opportunities to develop or reinforce values such as respect and tolerance among others, and also to enhance language learning.

To tackle the students' needs, this study focuses on evaluating the effect of Cooperative Learning strategies to improve the students' oral communication in 9th graders

in a private school in Manizales. The participants of this study were nineteen students who voluntarily became engaged in this project. Among the most common problems identified in the English class, it is important to mention that students displayed an overuse of the L1, lack of respect and difficulties to work in groups.

Hence, the Action Research approach was used in this project to intervene the above-mentioned problems and find solutions to improve both language learning and students' behavior. This type of research requires gathering and analyzing the data in the diagnostic, action and evaluation stages. This process is necessary to answer the research question: To what extent can Cooperative Learning strategies improve 9th graders' oral communication in English? For such a purpose, some instruments such as observations, interviews, surveys, and a teacher journal were used to collect the data. Six workshops were developed, in which the researcher designed tasks that included Cooperative Learning strategies such as Team Game Tournament (TGT), Jigsaw, Students Team Achievement Division (STAD), and Think Pair Share (TPS). These strategies were combined with the speaking skill and values in context. Findings revealed that the students improved their social skills and teamwork when they participated in classroom activities. Each student increased his/her social connection in class and worked more cooperatively throughout each lesson.

Moreover, findings indicate that L2 was used in the majority of the activities from the six workshops through the use of cooperative learning strategies with satisfactory results. Findings also ratified the importance of the value "working together" to complete several tasks since it lowers students' levels of stress and anxiety in class. Finally, findings also indicated that when the students had the opportunity to share their thoughts with the group, they felt more comfortable with activities that encouraged them to participate.

Through this study I conclude that the Cooperative Learning strategies are an efficient strategy for learners to improve their oral communication in English. These strategies diminish the use of L1 in class and promote the cooperative work.

In conclusion, the use of Cooperative Learning strategies improves students' oral communication abilities in the English classes. Besides, pupils cooperate with one another, and they are conscious about their responsibilities and the value of their contributions to the assignments.

1. Research Problem

1.1 Purpose of Research

The purpose of this research was to assess the impact of Cooperative Learning strategies to improve students' oral communication during the English classes at San Rafael High School in Manizales. This study has the Amigonians' Principles as a basis for developing Cooperative Learning strategies in each workshop; that is the reason why the topics were related to values and they were included in the activities.

This study contributes to the learning of English considering the students' learning styles. Although many students do find studying English to be simple, there are some others who find it difficult. For this reason, the research includes strategies that can be useful for both teachers and students.

1.2 Description of the Context and Setting

This research project took place in Manizales Caldas at San Rafael High School which is a private institution part of Terciarios Capuchinos. This school has a pedagogical paradigm called the Transformative Humanistic Pedagogical Model, which is also known as Amigonian's Pedagogy. It is a co-educational school. The school has some minors such as: Advertising Design, System Programming, Electronic Programs, and Administration Programs. Additionally, in the curriculum we find some important competences in the learning process like Social and Civic ones. The students from elementary education, lower and upper secondary education are allocated seven hours of classes per day. In each area, the standards are included and cross-cut with the Amigonian's values. In addition to this, learners have extracurricular activities that complement their education, such as sports and school arts.

One of the advantages of the institution is the work in micro-communities in the classroom (dividing the group into subgroups of 6 people maximum) because this is part of the pedagogical model of the institution, where students work together and help each other in their learning process. This model seeks to reinforce cooperative learning in these micro-communities during the teaching process in each subject, both inside and outside of the classroom.

The school has a staff of 34 teachers and about 530 students including preschool, elementary and high school. Most of the students belong to strata 2, 3 and 4. Regarding the English area there are 3 English teachers only one of them has a degree in Modern Languages, the others have an English course or an English certification. There are around 30 or 35 students in each classroom. Resources include a T.V. and Wi- Fi connection. Students are allocated four hours of English class in high school and two in elementary school. During classes students develop the four skills through the use of different tools, like books' platforms, books, ludic activities, digital devices and pedagogical strategies. This is done especially with children who have special requirements. To develop their classes, teachers use two books called "Upgrade Your English" in high school and "Benji" in elementary school.

Due to the coronavirus pandemic crisis in 2020 the school was closed and all learners were forced to receive classes online through different online platforms like ZOOM, MEET, SCHOOLAR. The next year 2021 there were synchronic and asynchronous classes at school, during that time the schedule was reduced and some students did not return to classes.

1.3 Description of the problem

After implementing various instruments during the diagnostic stage, including journal, observation transcripts, students' survey, and teacher's survey, the researcher could see from the data analysis that the students showed lack of understanding in L2, an overuse of L1, and low involvement among themselves. Additionally, the students showed lack of respect, and they did not like working in groups during classes. Despite the fact that micro communities are one of the teaching tools used at the school, there was poor performance within the groups and occasionally inappropriate behavior among themselves. Pupils also needed to engage in more conversations and develop their English oral communication skills.

1.4 Research Questions and Objectives

1.4.1 Research Question.

The question that guided that study was: To what extent can Cooperative Learning strategies improve 9th grades' oral communication in English?

1.4.2 Research Objectives.

1.4.2.1 General objective.

To assess the impact of Cooperative Learning Strategies on the improvement of the students' oral communication in English.

1.4.2.2 Specific objectives

- To evaluate the impact of Cooperative Learning strategies on diminishing the use of L1 in English classes.
- To measure the impact of Cooperative Learning strategies on the student's participation in English

- To identify the impact of Cooperative Learning strategies on the improvement of values such as respect, collaboration, and self-esteem inside the English class.

2. Theoretical Framework

The main objective of the next chapter is to introduce some fundamental ideas regarding speaking abilities, Language learning strategies, basic elements and the teaching role in Cooperative Learning. In addition, some previous studies are presented to illustrate the way Cooperative Learning has been investigated in similar settings

2.1 Speaking

Four abilities in a person are learned during their lifetime. However, the first things that people employ are their speaking abilities. Richard & Renandya (2002) express that speaking is not only the action of processing information but also the ability to speak fluently. Besides, they claim that speaking is the process through which individuals express their opinions and interests towards certain subject that is significant in a particular environment. Furthermore, Harmer (2007) claims that people who speak English have to be able to use the language in a variety of contexts or at various conversational levels. He explains that the challenge is when learners survive in a transactional conversation where they only change simple information related to a necessity or give personal information or when they have to implement an interpersonal conversation where they have to express emotions, opinions, with other people.

2.2. Motivation to Speak in English

Getting students to speak in class depends on many factors. According to Harmer (2007) teachers should select a topic that engages the students. Also, teachers have to take into consideration the students' English level. For instance, if they have the same level, learners can start a conversation without any problem. On the other hand, teachers have to take into consideration that students won't be able to improve easier if they are paired with

students of different levels. The students who do not have enough knowledge they will be in silence and at the end they will feel scared to participate or anxious to express ideas or opinions. Therefore, Harmer suggests that students have to work in small groups to reduce their anxiety and increase their confidence at the moment of speaking.

Motivation of students is crucial to develop speaking skills. Hence, the first item to consider is the students' preferences, likes and dislikes. Brown (1999) suggests to include in class activities using collaboration and interaction in order to give the students the opportunity to practice the language in a natural context where they have a fluent and understandable conversation with each other. Furthermore, the use of strategies that encourage students to participate is the key to achieve better interaction among themselves and also enables them to become more confident when participating in the classroom. Walton, a writer and translator with experience in teaching English, (Walton, 2020) suggests using (TPR) Total Physical Response where there are several activities such as: stories, songs, poems, chants, drama and games to promote language use. She expresses that games are a very useful strategy because factor like rules, competition, learning, and the use of different resources promote speaking in a real context. Moreover, Brophy (2010) states that "Learning should be fun and motivation problems appear because the teacher has converted an inherently enjoyable activity into drudgery". Therefore, students contribute to their learning in a cross-disciplinary way without pressure or demands when they feel heard in the classroom.

2.3 Language Learning Strategies

In some cases, students have difficulties at the moment of understanding, learning or remembering some concepts when they are learning English as a foreign language.

Besides, they can present anxiety, lack of self-confidence, stress or fear to do some tasks in class. Bltateanu in her paper about Types of Learning Strategies, Bltateanu (2016) explains that students need to recognize their strengths at the moment of learning. Additionally, students require a guide or facilitator to help them during the process. The teacher is in that moment the person who gives support and opportunities in class for students to improve their knowledge and assess their progress.

When students need to express their thoughts or beliefs, they do it in a variety of ways. They might employ synonyms or antonyms, for instance. In other instances, pupils communicate with sounds or gestures. That is what we call learning strategies. Oxford (2017) provides a more comprehensive definition of learning strategies, saying that they represent “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”.

We can define communicative strategies as plans teachers prepare ahead of time for their classes with the purpose of having students achieve the final goal in the development of a communicative skill. In addition, Oxford (2016) explains that language learning strategies are tips that learners use to facilitate their performance, memorize and use the information in a context.

The Internet TESL Journal (Hismanoglu, 2000) mentions that through the time some theories about Learning Language Strategies have been developed and although they are not very recent, they are very important to consider. The authors have similar classification of the strategies: Learning Strategies, Communication Strategies and Social Strategies and those types handle similar concepts. Let us observe the following table to compare the information.

Table 1 Comparative Table Authors - Learning Language Strategies by The Internet

TESL Journal.



2.4 Cooperative Learning

Before diving into a comprehensive concept of Cooperative Learning, Barfield (2016) claims: “Collaboration involves deciding goals together with others, sharing responsibilities and working together to achieve more than could be achieved by an individual on their own”. We could say that it is innate to humans to show a sense of collaboration with others. Even a scientific magazine (Robinson, 2014) confirms that the degree of collaboration in people is unique to each individual and could depend on the person’s genetic or environmental influences. Therefore, collaboration is the essence of the cooperative learning model although some specific features will be explained below.

2.4.1 What is Cooperative Learning?

In contrast to most Cooperative learning studies, this literature review starts by stating what it is not Cooperative Learning and then, it is going to describe its components. Cooperative Learning is not a team work where the students develop an exercise or activity with the only purpose of getting a favorable numerical outcome. Also, Cooperative Learning is not a group of teammates with five or six students where only three of them solve the task and the rest take a passive role. The participants in a team work in Cooperative Learning cannot be the best friends, and students should not have the same academic or behavioral characteristics.

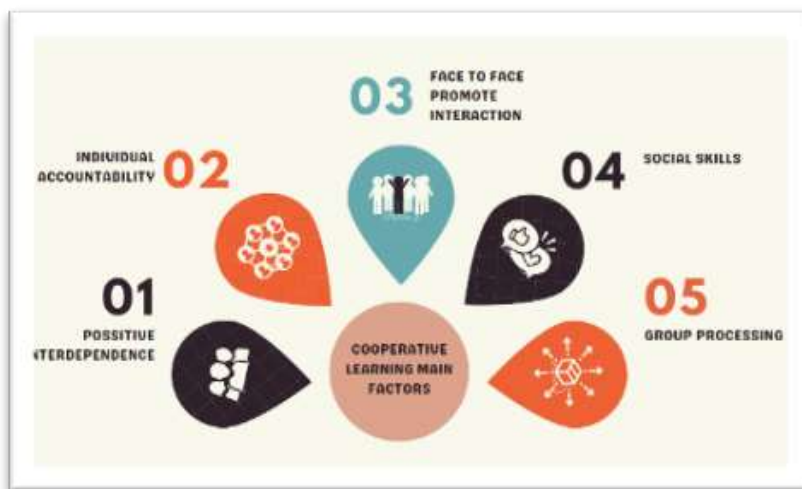
According to the Johnson & Johnson model (2007) Cooperative Learning is when small groups are used in the classroom towards a team goal, where students collaborate to optimize both their own and each other's learning. The author Kagan (2021) gives a similar definition when he affirms that Cooperative Learning is a kind of peer interaction structure where the positive human relationships predominate: collaboration, active learning and academic achievement, with an equal participation and status in the classroom. Both authors speak about mutual learning goals, positive force in the learning and especially they make emphasis on cluster work among the participants when working together on a goal. Additionally, Gillies (2014) states that the use of those Cooperative Learning strategies in the classroom must be planned with responsibility and must take into account its main characteristics in order to be successful in the whole process.

2.4.2 Basic Elements in Cooperative Learning

Keeping all the students in a group to take part in a teamwork activity is not an easy task. There is a variety of methodologies and theories about that, because it is a challenge to

organize different ideas, personalities, and opinions in the same place, in particular with children and teenagers. Gillies (2014) confirms that most of the time the work in groups sometimes do not promote the cooperation or some students do not give any contribution in the process. As illustrated in the following graph five factors are necessary for Cooperative Learning practices to be successful.

Graph 1 Cooperative Learning Main Factors by Gillies.



2.4.2.1 Positive Interdependence.

What happens to one member will happen to all members; this is the rule in this first factor. Johnson & Johnson (1999) explain that all the members of the little group share everything. For instance, they share effort, success, learning, goals, benefits, resources and the students give constant support to each other. Gillies (2014) explains that each member of the group understands that success only appears and it is real when all members of the team row to the same side, such as in a boat?

2.4.2.2 Individual accountability.

The group has to be aware of everyone's strengths and shortcomings in order to determine who needs greater assistance. In other words, the group is in charge of inspiring, supporting, and helping their classmates in their academic endeavors. At the same time, all of these features have to be reciprocal and each participant has to do their best. (Johnson & Johnson, 2007)

2.4.2.3 Face to face promote interaction.

This factor is crucial in collaborative work in particular because it is when everyone shows how he/she performs in a real situation and assumes his/her responsibilities and the other participants identify how each of their partners reacts and acts and they can react to help the team in a specific situation.

2.4.2.4 Social Skills.

All the students need to develop some social skills like leadership, decision-making, communication, and conflict management, all of them have to be connected with a real context. Johnson & Johnson (1999) state that teachers have to create the context in class where the students can develop these skills. And with the teachers' help they can receive feedback and assimilate the new situations or information in a more productive form.

2.4.2.5 Group Processing.

In this part, the students learn how to solve problems. Johnson & Johnson (2007) explain that the students have to make decisions about what behavior they have or may have to change. This is the assessment part where participants have to take into

consideration teammates' strategies, effective communication, individual skills, and individual accountability also.

Taking into account the specific characteristics of each one of the Cooperative Learning strategies, the structures of the small working groups have very well-defined specifications. For instance: Students work and achieve better information when working in small groups, no more than four. In their theory, Johnson & Johnson (2017) explain that the teacher has to make heterogenous teams where all kinds of students are included: academically weak and strong ones. All of them, with different skills to contribute with their own ideas. According to this, Cooperative Learning also has three types of groups to work in class (Johnson & Johnson, 2017) depending on the topic or students' necessities: 1. **Formal Cooperative Learning Groups** where the tasks require more than one class, because they are more complex. The activities need to be assimilated by the students and because of that, they require to complete all the activities with the teacher's supervision. 2. **Informal Cooperative Learning Groups** where the periods of work are for a few minutes do not require a huge development. This kind of activities have the purpose of elaborating some material to be learnt or preparing students for a short conversation or activity that engages them in a focus discussion about any specific topics. 3. **Cooperative Base Groups**, that require more time, may be more than a year; it is necessary that students meet every day, The teacher has to give more support and help, and he/she follows the students' academic program. Finally, it should be kept in mind that every process takes time and immediate changes cannot be expected. Some strategies may work in one specific group but may not work with others.

There is a variety of Cooperative Learning strategies that different authors explain and these could be very effective according to the students' requirements or necessities in the classroom.

2.4.3 Cooperative Learning Strategies.

2.4.3.1 Team Game Tournament (TGT).

Team Game Tournament is a Cooperative Learning strategy that promotes cooperation and competition. It was developed primarily by Devries and Eduards at the Center of Social Organization at Coleman's in 1959. However, there were other authors who also developed this strategy. Slavin (2010) explains that Team Game Tournament (TGT) develops students' positive interaction and participation and cooperative work in class. Additionally, self-esteem and acceptance of mainstreamed classmates are reinforced during the Team Game Tournament (TGT) activities. When students work together with any material and then solve some questions, they improve their academic performance, and at the same time, they develop social interaction. This is because, through this Team Game Tournament (TGT) strategy, learners have to give support to their teammates and motivate them, with the purpose of winning the tournament and at the same time acquiring the English knowledge developed in this activity. Besides, the game teaches participants how to foresee favorable and unfavorable outcomes. (Mahmud & Faruk, 2021).

The steps that follow this strategy are: first the teacher presents the topic to the whole class, and then she gives a number of questions and materials that the students review and solve in groups of 4 or 5 heterogeneous students. The questions and the material that the teacher designs have a variety of levels of difficulties with the purpose of ensuring that all the students participate. Second, students participate in the tournament game, where

on a big poster on the board the teacher writes the score. Finally, the teacher shares the answers with the students, and the learners can add their opinions or provide information.

2.4.3.2 Jigsaw.

The Jigsaw is a Cooperative Learning strategy that brings some advantages to the class at the moment of learning a foreign language. Aronson (2011) who invented that model explains that students who use the strategy learn better from their classmates and they have a deeper understanding because they feel more confident to express information and to clarify doubts about the topic when they work as a team. Another advantage is that students become masters in a specific topic because they have to show the information and elaborate the material to others. Additionally, the participants collaborate at the moment of listening to each other and they learn to respect their classmates too.

Jigsaw strategy has some steps for the students to acquire the goal. In the first step, the teacher divides students into 4 or 5 heterogeneous participants, and they are named the experts' groups. At this moment, students have the responsibility to learn a specific topic assigned by the teacher. They also prepare the material to be presented to their other classmates. After that, when they are ready to present the information, the teacher reorganizes new groups named Home Groups, where each member teaches the rest of the groups the components that were prepared before. During this activity the teacher goes around each home group to verify the order or to give support if required. Participants can also make questions if they have doubts about the topic or they can give their opinions to clarify concepts. The experts at the end of their presentation can also make questions about their presentation to verify that everybody has the information clear. (Aronson, 2011).

2.4.3.3 Students Team Achievement Division (STAD).

Students Team Achievement Division is a Cooperative Learning Strategy devised by Slavin and his associates at Johns Hopkins University (Slavin R. E., 2011). This strategy is based on the collaborative and cooperative work in teams, during classes. The Students Team Achievement Division (STAD) purpose is that each member of the group helps one another and at the end of the classes all of them present their best performance in the task assigned. Additionally, with the participation of all students in the group the atmosphere of learning in class becomes more comfortable and fun for them.

In the Students Team Achievement Division strategy (STAD) first, the teacher presents a new topic or concept to the whole group. Next, the teacher forms heterogenous teams to study with the purpose of studying and achieving a shared goal, they have to develop some activities together. In the third step, the teacher administers some individual or group tests to determine the students' progress in learning. According to the results of the tests, the teacher can implement more activities and assess them at any time. (Aronson, 2011)

2.4.3.4 Think Pair Share (TPS).

Think Pair Share (TPS) is a Cooperative Learning Strategy that lets students develop a communicative approach during the English class. This strategy gives students the opportunity to analyze any questions or short statements given by the teacher and then turn to discuss it with other classmates. Lyman (2003) claims that during this activity the students feel more relaxed and safer when they express their thoughts and speak. Moreover, this strategy goes hand in hand with the capacity to listen to the students' classmates. This activity can be done faster. For example, each question takes one minute to think about, and participants can share their ideas for two minutes, it helps them improve oral

communication skills and it could be repeated several times during the class. Finally, when the teacher considers the students have shared their ideas with one another, the answers or ideas are shared with the whole class, to clarify doubts and reinforce knowledge.

2.4.4 Teacher's Role in Cooperative Learning classes.

Teachers should adopt the role of facilitators and promote interaction and opportunities in class for students to increase their learning through the implementation of Cooperative Learning Strategies. The purpose at the end is that students with the teacher's help become more autonomous in their activities or tasks in class, increase their responsibility and improve their work in teams. Additionally, teachers have to regulate the learners progress to adapt something in the strategy, or in the small groups, or to give a better support. Teachers are a guide for the students all the time. Thus, the disruptive behavior can be reduced, the student's interaction can increase and learners' confidence at the moment of using the language can also improve. (Gillies, 2014).

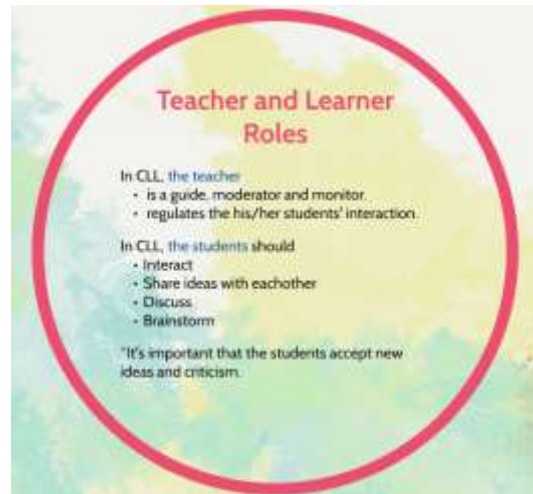
Teachers' Roles in a Cooperative Learning Class by Gillies

- Setting clear objectives.
- Planning seating arrangement of team groups.
- Explaining the tasks and goals to the students.
- Monitoring the effectiveness of Cooperative Learning groups.
- Assessing Students' achievement.

Students are the center of the Cooperative Learning Strategies; they are the principal objects of growing in this model. For this reason, they need to know the purpose of using the strategies. When they are conscious why the teacher is implementing some specific steps in class, some different rules for the class, and they recognize that at the end they are

the ones who could receive benefits, the learners would assume a different attitude (Engin, 2016). The graph below shows both, teachers and students' function at the moment of implementing the CL strategies in class.

Graph 2 Cooperative Learning by Engin.



2.5 Previous Related Studies

The use of Cooperative Learning Strategies to enhance students' oral communication is a broad issue that has been studied by numerous researchers. The strategies have been used in a variety of knowledge domains, including Mathematics, Social Studies, and in this case, the study of a foreign language. Thus studies, focus on defining specific educational concepts as well as the features, advantages, and benefits of key techniques at the time of implementing Cooperative Learning.

Namaziandost (2019) conducted a research study whose main objective was to investigate the impact of Cooperative Learning on improving Iranian intermediate EFL learners' oral proficiency motivations toward learning English. The sample of the study

was a group of 90 participants that were divided into two equal groups (experimental and control group). The researcher used first the OQPT to determine the level of the learners (elementary, pre-intermediate, intermediate, or advanced). Next, he used a speaking test with three different tasks to measure pronunciation, grammatical accuracy, vocabulary, fluency and interactive communication. Then, he administered a seven-point Likert scale-questionnaire to measure students' motivation before and at the end of the course to check the students' motivation in the implementation of the strategies. An important finding of this study was that the students in the experimental group were able to demonstrate an improvement in participation in class and a higher language proficiency.

Omer (2014) carried out a study to investigate the effectiveness of cooperative learning in English language classrooms to enhance Yemeni students' speaking skills and attitudes. There were two classes with 30 participants in each one. A pre-test and post test were administered to measure the students' speaking performance and attitudes. Another instrument was a questionnaire to measure students' attitudes towards Cooperative Learning before and after the investigation. The author concluded that the Cooperative Learning Method improved speaking skills and attitudes among the students in this study.

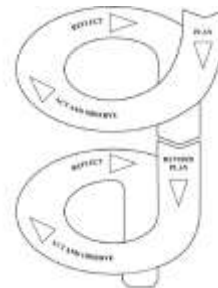
3. Methodology

3.1 Type of study

This research study is framed in an Action Research (AR) approach whose principal purpose is to improve the students' learning through the applications of some steps in daily practices in class. Action Research is participatory and collaborative. Furthermore, teachers can develop reflection based on data interpretation of the instruments used in class (Koshy, 2010). Additionally, problem-solving is a component of action research, and its main goal

is to develop a plan of action or solve a problem with the assistance of the project's participants. According to Kemmis & McTaggart, (2000) the steps to follow in Action Research are: develop a plan, implement that plan and observe the effects or consequences, reflect on them, act about the information received in the reflection and start again with a new plan of action according to an interpretation of the results. The next graph shows the spiral model of action research proposed by Kemmis and McTaggart (Kemmis & McTaggart, 2000).

Graph 3 Action Research Cycle by Kemmis & McTaggart, 2000



3.2 Participants

Participants of this research were 19 students (10 girls and 9 boys) from 9th grade at Saint Rafael High School, a private institution in Manizales Caldas. They were around 14 and 16 years old. They were chosen as a convenience sample (Cozby, 2009). The students agreed to be part of the study, and their parents permitted them to be participants as well. Furthermore, to develop that project the participants took three hours of English class during the week. They all shared a positive attitude in class and participated in the activities; they enjoyed the activities related to games, and movement. These students had

weakness at the moment of communicating in English and they preferred to work always with the same partners or individually.

3.3 Data collection instruments

Different instruments were used to gather the information in the diagnostic, and evaluation stages. They were chosen in accordance with the project's settings and participants and are displayed in the following table.

Table 2 Data Collection instruments for diagnostic, action and evaluation stages.

DATA COLLECTION TECHNIQUE	DATA COLLECTION INSTRUMENT	RATIONALE
DIAGNOSTIC STAGE		
SURVEYING	STUDENTS' SURVEY	To diagnose some problematic situations in the school and inside the classes
SURVEYING	TEACHERS' SURVEY	To identify teachers' perceptions about the school and some general and problematic situations in their classes.
SURVEYING	ADMINISTRATIVE STAFF	To diagnose the administrative staff's opinion about the school and what they want teachers to highlight inside the class
OBSERVATION	JOURNAL OBSERVATION – TRANSCRIPTS	To identify students' behavior, opinions about the school and language performance during the classes and analyze the teacher's practices.
NATIONAL DOCUMENTS	SCHOOL DOCUMENTS	To identify the policies in EFL in the institution. I. E. P
DATA COLLECTION TECHNIQUE	DATA COLLECTION INSTRUMENT	RATIONALE
EVALUATION STAGE		
INTERVIEWING	STUDENTS' INTERVIEW	To know students' opinions about the workshops.
OBSERVATION	TEACHER'S JOURNAL	To recognize the students' reactions regarding the workshops in class.

4. Phases of the study

In order to do effective research, three steps were taken into account in the elaboration of this project.

4.1 Diagnostic stage

The purpose of this stage was to gather data and identify the students' areas of strength and weakness in the English language; in this part of the research the Freeman's approach was adopted (Freeman, 1998). First of all, a students' diagnostic survey was conducted in order to know a little more about the learners' preferences and abilities in the four skills during the English classes, and to recognize if they identified the Amigonians' principles in the pedagogical model. On the other hand, that diagnostic survey helped the researcher to determine the students' perception about their areas of difficulty in the usage of the foreign language. The survey included some questions related to the Amigonians' principles at school to determine how much they knew about them. There were multiple choice questions, and Likert scales questions (Roxana, 2021). Furthermore, the students asked some inquiries where they had to recognize which of the four language skills, they were more proficient at and which of them they were less proficient at. Finally, there were some open / close questions, where the students wrote about their preferences at the moment of learning English.

Teachers and administrative staff participated in another survey to recognize the perception that they had about the students learning and the application of the pedagogical model in their class. The results confirmed that they were familiar with the model and they

expressed that in some cases, the students did not have a positive attitude towards working in class. For example, sometimes they did not want to work with other classmates or they did not have an interest in participating in the classes.

In addition, the teacher's journal was very useful because it was an essential tool for recording the students' behavior, opinions about the school, and language performance during the classes and analyzing the teacher's practices. (See appendix A).

The results from the diagnostic stage, which included categories and subcategories to establish the goal of the study, are displayed in the table below.

Table 3 Results of data triangulation in a diagnostic stage.

TRIANGULATION OF THE INSTRUMENTS DIAGNOSTIC STAGE							
CATEGORY	SUB CATEGORY	DATA COLLECTION INSTRUMENTS				Frequencies	%
		JOURNAL	STUDENTS' SURVEY	TEACHERS' SURVEY	ADMINISTRATIVE STAFF'S SURVEY		
SPEAKING	DIFFICULTIES IN SPEAKING	4	16			20	15.81
	LOW PARTICIPATION	10	3	2		15	
	LACK OF UNDERSTANDING	2				2	
READING	DIFFICULTIES IN READING		17			17	7.26%
LISTENING	DIFFICULTIES IN LISTENING		16			16	6.83%
WRITING	DIFFICULTIES IN WRITING		13			13	5.6%
VALUES	LACK OF INTEREST	5	1	2		10	69.7%
	LACK OF COLLABORATIVE AND GROUP WORK	2	14	10	4	30	
	LACK OF RESPONSIBILITY	2	7	7		16	
	DIALOGUE		10	2		12	
	LACK OF FAMILY SUPPORT		29	2		31	
	LACK OF RESPECT	12	2	4		18	
USE OF L1	USE OF L1	34				34	14.52%
	TOTAL OCCURRENCES	71	130	29	4	234	100%

Once the information was analyzed, it was triangulated considering the results that emerged from each instrument; then, such information was categorized and other

subcategories helped to give more validity to the data obtained as observed in the table above.

The category which obtained the highest frequency was values with 163 frequencies (69,7%). It showed that students did not want to collaborate or work in groups, they preferred working alone or with the same partner. The teacher's journal provides evidence to support this: "students always find their best friend to work, they did not ask other classmates". Related to this aspect the lack of respect (7.7%) also appeared showing that the students had difficulties respecting their classmates during the classes. This aspect had an impact on the students' participation; it influenced negatively on students' interest and their involvement in class.

Another finding was the lack of students' social interaction. 37 frequencies were obtained (15,81%). In this part, learners showed a passive attitude at the moment of using the language in class. We can see this from the information in the table with the subcategories: difficulties in speaking, low participation, and lack of understanding. According to this, there was a lack of communication among themselves. They did not use English in class. They used more Spanish than English. For example, in the teacher's journal, the researcher said: "The teacher repeats several times the same instruction and uses mime to get the students' comprehension. However, they always said that they did not understand anything and asked to speak in Spanish".

As observed in the table above students overused L1 during the classes, 34 frequencies were obtained (14,52%), it indicated that it was difficult for students to use the L2 and to communicate in English. Some students expressed in the survey that they did not understand when another person spoke in English and they could not do it.

The data also showed, that there were some students that presented difficulties in reading, listening and writing skills with lower percentages. For example, in the survey, the students admitted that, at a very basic level, they could understand some texts or they could recognize words. However, sometimes it was difficult for them to write or understand an audio in English. Finally, although the students had some weaknesses in language skills, some of them expressed a desire to improve their use of the English language in the classroom.

4.2 Action Stage

The purpose of this project was to implement some reading strategies in the classroom through some readings about values, fun activities where the students could identify their weakness in values and analyze their behavior. The purpose was to get the Amigonian's Principles from the school and reinforce said values in the lessons. Six workshops were designed and implemented during the research to help students improve their speaking skills using some Cooperative Learning Strategies (Team Game Tournament (TGT), Student Team Achievement Division (STAD), Jigsaw, Think Pair Share). Each workshop was designed to last three hours and it took six months to implement the whole project. As mentioned in the theoretical framework, Cooperative Learning (CL) involves students developing techniques in teams. Some standards or parameters were considered in each strategy. The following figure shows the four strategies of Cooperative Learning implemented in the six workshops.

Graph 4 Cooperative Learning Strategies applied in the six workshops proposed.



In addition to this, the methodology implemented in each workshop was organized into three stages: "Pre-Speaking", "While-Speaking", and "post-Speaking". According to Blendspace (2002), in the Pre – Speaking the teacher determined the topic, the purpose of the workshop and the audience. Thus, the teacher designed a plan, organized some activities and, allowed learners to be prepared for the final speaking task. In this part, some listening, reading, and vocabulary activities were included. In the second stage, while – Speaking learners were engaged in some formal and informal speaking situations in groups or in pairs. The students explored ideas, shared viewpoints, and participated in the Cooperative Learning strategies’ activities. The last stage, Post – Speaking step let participants show their progress and reflect about their performance and received feedback on their process and showed their progress freely.

The following table summarizes the six workshops implemented.

Table 4 Workshops in the Project.

N .	WORKSHOPS' NAME	COOPERATIVE LEARNING STRATEGIES	PROMOTED VALUE	LEARNING AIM
1	Who we are.	Team Game Tournament (TGT)	Collaborative Work	To recognize the most important values at school by using the TGT strategy.
2	Personal Description	Student Team Achievement Division (STAD)	Self-esteem	To describe their classmates and themselves.
3	A short story of tolerance	Team Game Tournament (TGT)	Tolerance	To identify the most important values in their classmates
4	Fray Luis Amigo Example of	Jigsaw Presentation	Collaborative Work	To recognize the origin of the Amigonians' principles and their relation with its real context.
5	Personal Values and Ideas	Student Team Achievement Division (STAD)	Respect	To be aware of the importance of respect in the students' lives.
6	School Values	Think Pair Share (TPS)	Responsibility	To share information with other people.

The purpose of workshop 1 (See appendix B) was for students to recognize the most important values at school by using the Team Game Tournament (TGT) strategy and to talk about their weaknesses and strengths. First, learners analyzed a number of ethical questions or statements, and they spoke about them in subgroups. Students gave their opinions and shared that with the class. Then, learners read a text about the principal values that they could find at school, related to the Amigonian Pedagogical Model. Next, students participated in a game. Each group had a turn to give their opinion about some statements on the topic that they had read before. Finally, all the participants answered the question: What happened if values did not exist? And the answers were shared with all the group.

In workshop 2 (See appendix C) the Student Team Achievement Division (STAD) strategy was implemented to teach the students how to describe their classmates and themselves. At the beginning, learners classified several adjectives into: physical and personality description. Second, they read a text about a famous man at school, and they guessed who he was. (Fray Tobias Escalante). In that exercise, learners recognized adjectives and values in the paragraphs. The next step was Team Study, where with some pictures of famous people, they learned how to do a physical and personal description properly. With this activity, students developed oral participation and practiced pronunciation. Third, participants had to describe each other in pairs. They used positive adjectives and values to talk about themselves. Last, pupils used photographs to express the group's most representative qualities.

Workshop 3 (See appendix D) aimed to help students recognize the most important values in their classmates through oral activities where they could talk about their abilities. They did that through the Team Game Tournament (TGT) strategy. Students designed a monster out of paper and prepared a physical and personal description for it, afterwards, they had to perform an oral presentation. In the next step, learners worked in subgroups. They analyzed some questions about monsters and read a text: "short story of Tolerance." While they were sharing the questions and reading, the teacher went around the subgroups and asked some questions about that. The students then, played a game in which they took turns answering questions and practicing their language skills. Finally, each group designed a comic with the theme of tolerance. Later on, it was presented to the class.

The implementation of the Jigsaw strategy in Cooperative Learning, Workshop 4 (See appendix E) had the purpose of improving communication among the students and identifying the origin of the Amigonian's Principles and the principal characteristics of

Fray Luis Amigo, the cofounder of the community at school. Students were divided into subgroups, and they prepared a short presentation for the rest of the classmates. Before doing the presentation, they read and analyzed the information that they had previously received. Later, in the groups, they organized the slides and details for the activity. In the second part, learners went into the jigsaw groups and they showed the information and some other kids asked them about the topic. Finally, everyone in the group discussed the themes and shared their thoughts, doubts, and ideas.

In workshop 5 (See appendix F) the Student Team Achievement Division (STAD) strategy was implemented. It helped learners recognize the importance of respect in their classmates' lives and gave their opinion about the strongest values at school and in their lives. At the beginning of the class, each student expressed their most positive qualities. Next, they built a big puzzle and after that they spoke about the sentences that appeared in the game. Additionally, students also designed a poster to show why they loved their school and included the most important school principles. Each subgroup had a presentation.

Workshop 6 (See appendix G) focused on the Think Pair Share strategy, in which students were asked to share their thoughts on a specific classroom situation. However, they were responsible for being respectful of their peers' thoughts and perspectives. First, the students reviewed vocabulary with a square of categories: values, personal characteristics, physical appearance, and emotions. In the second step, learners analyzed individual questions related to values and had one minute to talk with other classmates about them. They had four chances to switch characters and talk. At the end of the activity, they gave several ideas about the topics.

4.3 Evaluation Stage

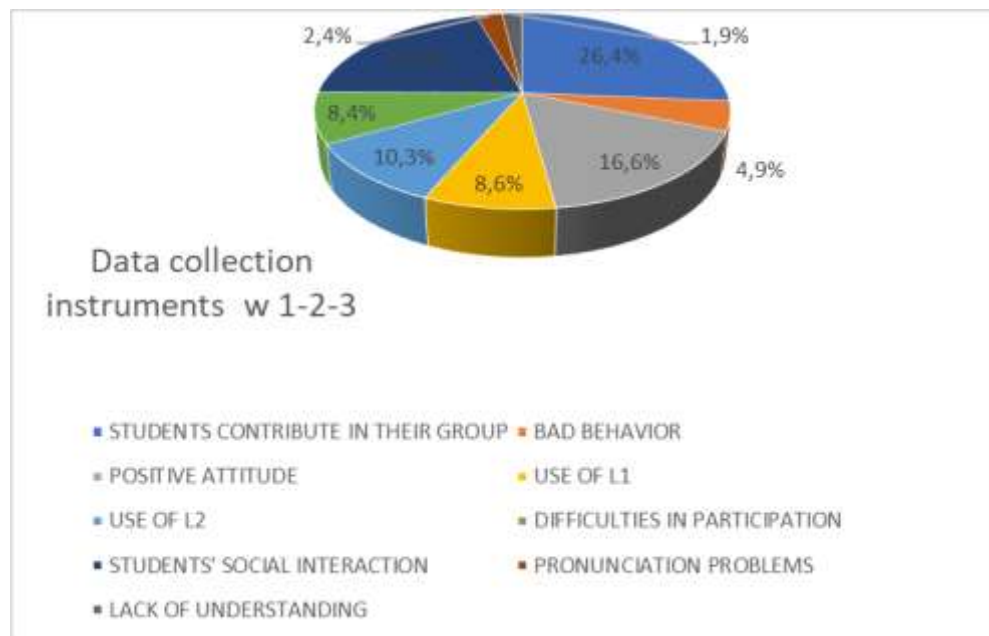
Three instruments were used to assess the impact of Cooperative Learning on students' spoken communication: students' surveys, teacher journal, peers' and teacher's evaluation rubric with the corresponding rubric. **The teacher's journal** was an important tool for gathering data on the students' reactions towards the Cooperative Learning strategies and speaking activities used in each workshop. Furthermore, the teacher could observe the actions and reflections of the pupils on events that occurred during class. Those data helped identify the categories that emerged and observe their frequencies. (See appendix H). **The students' surveys** had the purpose of assessing the effectiveness of each strategy based on learners' opinions. Through them, the students could also show their weaknesses and strengths at the moment of interacting with their classmates in class. Three types of survey questions were applied in the instrument: open-ended questions, yes-no questions, and Likert scale questions; Google Forms in Drive were used to conduct the surveys. (See appendix I). Additionally, **the peers' and teacher's evaluation rubrics** consisted of an instrument having the most important categories to be evaluated in this project and their descriptors to facilitate a more objective evaluation (See appendix J). It was adapted by the teacher that allowed both, students and teacher to assess the strategies from 1 to 5 –Likert scale type-. Besides, they could add their opinions about students/classmates' progress in the sections. That rubric also allowed learners to observe their progress and overcome their deficiencies (See appendix K).

5. Analysis of results

The data analysis process helped to explain to what extent the six workshops were impacting the students' progress. To analyze the information the researcher decided to divide the evaluation into 2 phases. In the next table, we can observe the triangulation of the instruments used in the first three workshops and the categories with the highest frequencies.

Table 5 Triangulation of Instruments – Workshops 1 to 3 with Frequencies and Percentages.

TRIANGULATION OF INSTRUMENTS WORKSHOPS 1,2,3					
CATEGORY	SUB- CATEGORY	Teacher Journal	Students' Surveys	Total	Percentage
COOPERATIVE LEARNING	STUDENTS CONTRIBUTE IN THEIR GROUP	17	124	141	26,4%
	BAD BEHAVIOR	17	9	26	4,9%
SPEAKING SKILL	USE OF L1	23	23	46	8,6%
	USE OF L2	36	19	55	10,3%
	DIFFICULTIES IN PARTICIPATION	17	28	45	8,4%
	STUDENTS' SOCIAL INTERACTION	39	160	199	37,2%
	PRONUNCIATION PROBLEMS	13	0	13	2,4%
	LACK OF UNDERSTANDING	9	1	10	1,9%
	TOTALS		171	364	535



From the first three workshops, the highest frequency was related to the **Students Contribution in their groups**. This subcategory obtained (26,4%) out of the total responses showing that Cooperative Learning contributed a lot to those students. For instance, in the survey, they expressed that the strategies used, (Team Game Tournament (TGT) and Student Teams Achievement Divisions (STAD), helped them to give more ideas, express themselves freely and work better than before in their groups. One of them stated: "yo ayudé a formular las respuestas y colaboré con lo que mis compañeros necesitaban" (I helped formulate answers and I also worked to help my classmates in what they needed). Another student affirmed: "yo siempre he trabajado en equipo, pero hoy pudimos trabajar con mayor interacción". (I have always worked in teams, but today we were able to work with more interaction). (**Students' Survey**). Also, the teacher said: "Students helped each other when they did not recognize the adjectives." (**Teacher's Journal**). Those results suggest that, after the application of the first three workshops, students had less problems when they had to work with other classmates. That is, "Students work with other classmates without difficulties." (**Teacher's Journal**)

Referring to the category called **Students' social interaction**, (20.6%) the percentage obtained suggest that students also increased their participation in L2 interacting with each other and paying attention to what their classmates expressed in their groups. They expressed that they felt more confident interacting in their groups: "yo me sentí segura de lo que iba a decir y tuve más seguridad al momento de participar al lado de mis compañeros" (I felt more confident about what I was going to say and I was more confident at the time of interacting with my classmates). (**Students' Survey**). The strategy TGT, for example, promoted the students' social interaction; they started interacting among

themselves in English. In the survey, they affirmed: "nosotros escuchamos los aportes que tenían las demás personas, y así pudimos hacer un mejor trabajo" (We listened to other people's ideas, so we were able to do a better job). **(Students' Survey)**. Moreover, those findings indicated that both strategies used in those three workshops helped increase interaction among the students and they said that the strategies were useful for them to start talking in English and they felt more confident with their classmates.

With respect to the **Use of L2** (10,3%) students started using L2 a bit more than their mother tongue. Cooperative Learning strategies led students to express ideas and opinions about the workshops' topics. For example, the teacher stated that although learners did not use long sentences, they tried to use more English than Spanish, for example: "yes, I like, monsters, beautiful, crazy." Teacher reinforced the use of the verb to be (is – are) – they corrected their answers: "si teacher, monsters are amazing, but they do not exist..." **(Teacher's Journal)**. Results suggest that the students knew the purpose of the workshops, since one of them expressed in the survey: "yo use más el inglés, ya que ese era el propósito de la actividad, así que intenté usar el inglés lo mayor posible". (I used more English, since that was the purpose of the activity, so I tried to use it as much as possible). **(Students' Survey)**.

The use of L1 obtained a lower percentage than the use of L2 (8.6%), some students admitted they used L1 to understand the activities but from the implementation of the workshops and on, some pupils expressed they used both languages. "Yo usaba los dos idiomas para comprender el tema, pero cuando no entendía, le pedía el favor de explicarme a un compañero en el idioma materno" (I used both languages to understand the topic, but when I didn't understand, I asked one of my classmates to explain that to me in my mother tongue). **(Students' Survey)**. On the other hand, in the Teacher's Journal it was found that

the students mixed Spanish and English in some answers. For example, when the pupils answered the question: How can you take care of yourself? They answered: "Playing soccer, gymnastic, comiendo bien, sleeping" (**Teacher's Journal**). Those results suggest that the workshops activities motivated learners to participate and improve their English Language. The following example in the Teacher's Journal illustrated that: "during the TGT strategy pupils were very attentive, the students asked for more papers to say more sentences. In the STAD strategy, they tried to pronounce in a better way the words. (**Teacher's Journal**).

Students continued having **Difficulties in participation**, (8,4%). These results suggest that they had weaknesses at the moment of expressing ideas in English or when they wanted to participate in some activities, they felt insecure. In the survey they said: "me faltó aportar más, porque no entendí cosas en inglés y me distraje muy fácil", "es un poco difícil hablar en inglés y nos dio miedo equivocarnos o pronunciar mal una palabra"(I did not contribute more, because I did not understand some things in English and I got distracted very easily", "it is a bit difficult to speak in English and we are afraid to make a mistake or mispronounce a word). (**Students' Survey**). However, the strategies helped them recognize their weaknesses and they gave the participants the opportunity to clarify doubts and continue working in their progress. For instance, one student expressed that although he had difficulties, the strategies could help him improve his use of the L2: "Soy un poco tímido pero con esos ejercicios se me quitó el miedo" (I'm a little shy, but with those exercises my fear of participating was reduced). (**Students' Survey**).

The seventh subcategory was **Pronunciation problems** (2,4%). In this case learners showed some difficulties at the moment of expressing their ideas, or opinions. Some notes in the teacher's journal showed that the students struggled with pronunciation and

communication, and they occasionally mixed Spanish and English or invented new words. Students manifested that they needed to practice more in class to handle the language, they said that in the process they had difficulties and had many doubts: "Se reflejaron muchas falencias y muchas dudas al momento de responder la pregunta" (Many shortcomings and doubts were reflected when answering questions). **(Students' Survey)**. Also, they admitted that they lacked more participation during the activities and for that reason they could not improve their pronunciation skill: "Yo aporte muy poco a la actividad y esto afecto que yo mejorara mi pronunciación y aprendizaje del inglés". (I contributed very little to the activity, so I could not improve my pronunciation in English). **(Students' Survey)**.

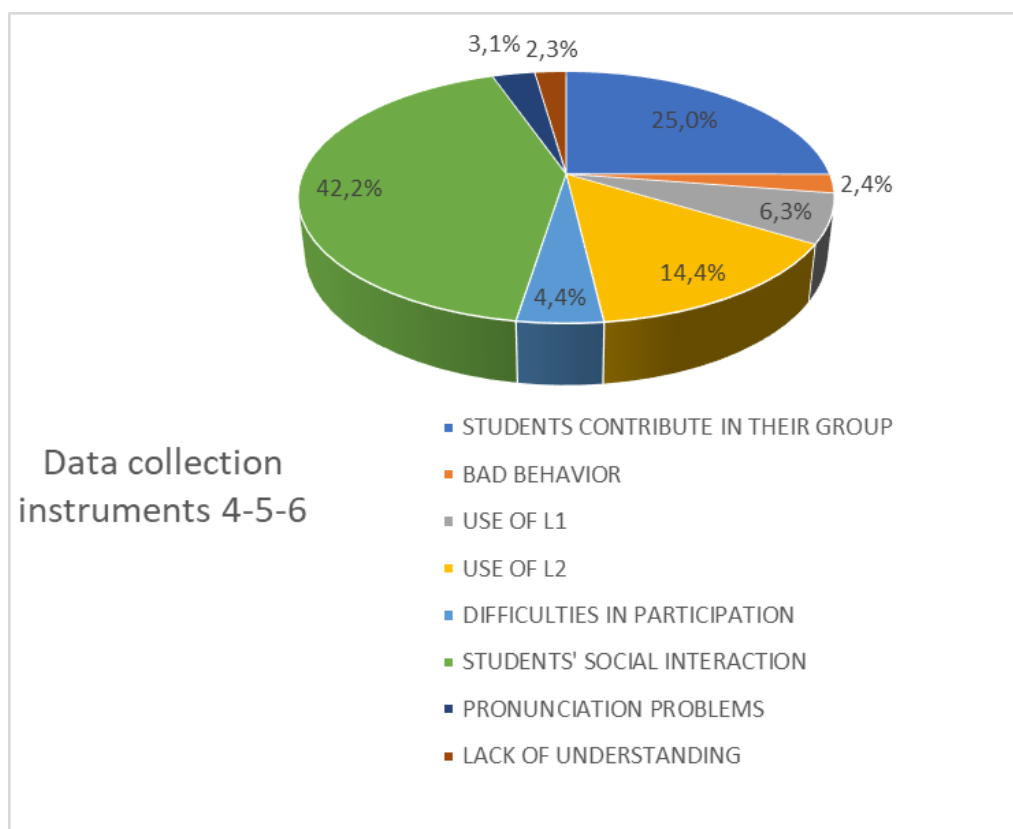
Bad behavior. This subcategory obtained (4,9%) of the total responses showing that the students did not have the intention of making the fool of others or interrupting class but because they wanted to be included in the activities instead. An example of this was expressed in the survey: "Yo quería participar más en las actividades con mis compañeros" (I wanted to participate in the activities with my classmates). On the other hand, in the first workshop applied in class TGT, some students did not want to participate with other classmates, it was evident in the Teacher's Journal: "there were 2 students that did not want to participate with other classmates" and some of them spoke a lot and disrupted the class. **(Teachers' Journal)**.

Finally, there was **Lack of understanding** with a 1,9%, where some students manifested that it was necessary to understand the instruction before starting with each activity. They said that they asked their classmates about what the teacher said or what the instruction was. Teacher also agreed with that in her journal.

The following table illustrates the categories with the highest frequencies related to the Cooperative Learning strategies and speaking skill in the second phase. That is, in the last three workshops.

Table 6 Triangulation of Instruments – Workshops 4 to 6 with Frequencies and Percentages.

TRIANGULATION OF INSTRUMENTS WORKSHOPS 4,5,6					
CATEGORY	SUB- CATEGORY	Teacher Journal	Students' Surveys	Total	Percentage
COOPERATIVE LEARNING	STUDENTS CONTRIBUTE IN THEIR GROUP	25	130	155	25,0%
	BAD BEHAVIOR	7	8	15	2,4%
SPEAKING SKILL	USE OF L1	16	23	39	6,3%
	USE OF L2	50	39	89	14,4%
	DIFFICULTIES IN PARTICIPATION	8	19	27	4,4%
	STUDENTS' SOCIAL INTERACTION	80	181	261	42,2%
	PRONUNCIATION PROBLEMS	15	4	19	3,1%
	LACK OF UNDERSTANDING	11	3	14	2,3%
	TOTALS	212	407	619	100,0%



As observed, Students' Interaction obtained the highest frequency with 26% out of the total responses suggest that students improved interaction within the group. They expressed that with the Jigsaw strategy they could participate more and they had the opportunity to understand better their classmates' ideas. For example, one of them said: "La estrategia utilizada en clase permitió la participación y nos ayudó a conocer a los compañeros y aprender de ellos" (The strategy used in class brought the opportunity to participate and it helped us share more with our classmates and learn better. **(Student's survey)**). Furthermore, they had a better communication in English and shared ideas. For instance, one student affirmed: "La estrategia nos ayudó a escucharnos y aportamos más". (The strategy helped us listen to each other and thus, we contributed more). **(Student's survey)**.

The contribution of students to their groups was quite important (25%). The results in the students' surveys suggest that the strategies promoted learners' participation. Besides, students demonstrated a significant improvement in group work and language use as a result of the strategy used in class. For instance, a learner said: "la actividad promovió la participación en equipo haciendo que todos participamos". (By involving everyone in the action, the activity increased team participation). **(Student's survey)**. In addition of that on the Teacher's Journal results it was observed that learners increased team work compared to the first three workshops, and they asked each other to solve the exercises". **(Teacher's Journal)**.

Use of L2. This subcategory obtained 14.4% of the total responses. It meant that students during the classes increased the use of the L2 compared to the first three workshops. This suggests that learners added new vocabulary to their language and implemented those words through the strategies developed in class. Although sometimes

learners used both languages to communicate, they showed an effort to improve the handling of L2. For instance, one student said: “Nosotros nos esforzamos por usar más el inglés que el español”. (We made an effort to speak English rather than Spanish.). (**Student’s survey**). On the other hand, the teacher indicated in her journal that students used the vocabulary learned in previous classes in the Think Pair Share strategy at the moment of expressing their ideas. (**Teacher’s Journal**).

With respect to the **Use of L1** that obtained a lower frequency than the use of L2 in the last three workshops. This suggests that learners included more vocabulary and expressions in English at the moment of working in class through the implementations of the Cooperative Learning strategies. Regarding that aspect, some students said: “yo intenté usar más el inglés en clase”, “yo usé el español, pero me esforcé por decir más palabras en inglés”. (I tried to use more English in class", "I used Spanish, but I made an effort to say more words in English) (**Student’s survey**). In addition, the teacher wrote in her journal that while students tried to talk in Spanish in class, their classmates encouraged them to use English instead.

Difficulties in participation was the sixth category, with 4.4%. Results suggest that although students had some difficulties at the moment of using the language, they improved their speech compared to the previous three workshops. Furthermore, learners took the risk of participating more. For instance, one pupil said: "Yo pude participar más, aunque tenía muchas debilidades." (Despite my weakness, I was able to contribute more.) (**Student’s survey**). Nevertheless, some learners said that they felt shy at the moment of using the language: "Me dió pena hablar en inglés". (I was embarrassed to speak in English). (**Student’s survey**). Additionally, the teacher expressed that: "There were students who did not participate in the whole activity; however, they collaborated with the use of the

dictionary and memorized some short sentences to collaborate in their groups." (**Teacher's Journal**).

In this category **Pronunciation problems** (3.1%), the results suggest that students seemed to have some weaknesses with the new vocabulary or some of them spoke faster than others. Teacher said: "Students handle the vocabulary that they learn in the first workshops, but they do not recognize phonetics and their meaning in some sentences related to the topic of the strategy". (**Teacher's Journal**). Besides, the learners recognize that they need more practice of the language: "si. aprendí, pero aún no estoy al 100% para poder hacer cosas". (I've learned many things but I'm not yet ready to do things very well". (**Student's survey**).

Referring to **Bad behavior** (2.4%), related to a lack of participation in the activities, it was observed in the results that learners changed their bad attitude to a more participative one. For example, the teacher explained: "All of the pupils became engaged in the Think Pair Share strategy; on the contrary, some of them used Spanish rather than English, and certain pupils used their notebooks more than the others. (**Teacher's Journal**). Hence, learners were no longer reluctant to the activities that were part of the strategies, they were more participative. In this case one student said: "Me faltó aportar pero ayudé". I did not contribute enough to the group, but I helped with something at work). (**Student's survey**).

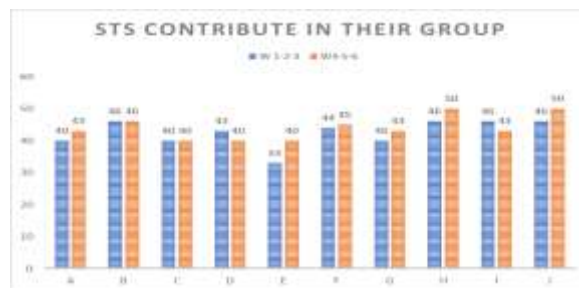
Finally, **Lack of understanding** obtained the lowest frequency with 2,3% out of the total of responses suggesting that the students, in some cases, did not understand some instructions or they did not feel comfortable expressing ideas in English. For instance, one of the students said: "Yo a veces no entendía los temas". (Sometimes I didn't understand the topics). (**Student's survey**). However, in spite of the difficulties, the teacher said in the

journal that the students tried to carry out the activities proposed in the different strategies, and they also improved their teamwork. **(Teacher’s Journal)**.

The table below displays the average that each student had from their classmates and their teacher’s viewpoint in the first and second phases. As said before, this assessment was made using the evaluation rubrics. The rubric was given to the students and also the teacher researcher worked on it. The instrument took into account aspects found in the workshops with respect to the most important categories of the project.

Table 7 Peers’ Students and Teachers’ Evaluations.

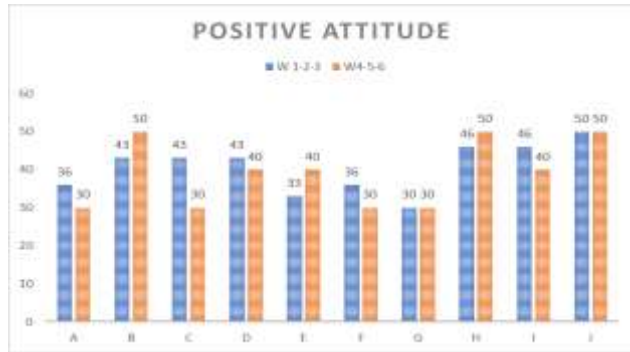
STS CONTRIBUTE IN THEIR GROUP		
STUDENTS	W 1-2-3	W4-5-6
A	40	43
B	46	46
C	40	40
D	43	40
E	33	40
F	44	45
G	40	43
H	46	50
I	46	43
J	46	50



STS INTERACTION		
STUDENTS	W 1-2-3	W4-5-6
A	40	45
B	46	47
C	40	40
D	40	45
E	16	30
F	30	40
G	43	50
H	46	50
I	36	45
J	43	45



POSITIVE ATTITUDE		
STUDENTS	W 1-2-3	W4-5-6
A	36	30
B	43	50
C	43	30
D	43	40
E	33	40
F	36	30
G	30	30
H	46	50
I	46	40
J	50	50



USE OF L2		
STUDENTS	W 1-2-3	W4-5-6
A	43	50
B	40	40
C	36	30
D	36	40
E	30	30
F	36	30
G	36	30
H	36	40
I	33	30
J	40	40



USE OF L1		
STUDENTS	W 1-2-3	W4-5-6
A	23	30
B	23	20
C	20	20
D	20	20
E	40	36
F	43	40



G	43	40
H	33	30
I	26	20
J	36	30

As seen in the table, students in general were more active and were able to make their contributions in the different groups. Regarding that aspect, there were six learners (B, C, I, J, Q, S) out of nineteen who were more active than the other ones. However, the rest tried to do their best. That score suggests that most of the learners worked in groups without any problem. An illustration of this was shown in the Peer Observation Assessment. Some students said: “Ella trabaja en grupo y le ayuda a los demás”. (She works in the group and she helps others). **(Peer evaluation – Observations)**. It was also noticed that in workshops four, five and six, students’ contributions increased. However, there are still some students who had difficulties in making their contributions.

As evidenced in the table above, most of the learners developed their communication and interaction capacities positively. The table shows that fifteen out of nineteen students increased in interaction, in the last three workshops. This result suggests that participants also developed in a better way the ability to use the L2, interacting among them and participating in the activities. An illustration of that is when some students said: “mi amiga / mi amigo participó más y ya no les da pena hablar en inglés”. (My friends were more involved, and they were no longer afraid of communicating in English). **(Peer evaluation – Observations)**.

Referring to positive attitude students had a different attitude to participate in class and develop the activities proposed in the strategies; learners (A, B, D, E, H, I, J, M, N, O, P, Q, S), who were more reluctant to participate in the first three workshops showed better

results in the last ones. This score suggests that at the end, students participated more during the classes and they increased their ability to handle the L2 more than in previous classes. Evidence of this is found in the students' observations when they said: "Mi amigo participó en clase y puede participar más y no debe sentir pena hablar en inglés". (My friend took part in class and should not be embarrassed to talk in English in the future).

(Peer evaluation – Observations).

As seen in the table, seven students out of nineteen used more the L2 than L1 (students C, E, F, G, I, L, Q), five students held the same rank (students: B, H, J, N, S), and the rest of the participants used more Spanish than English. These results suggest that learners have improved the use of the L2 and they have increased their vocabulary at the moment of working in class. An example of this could be appreciated when one student said: "debes usar más el inglés en clase, para que puedas aprender mejor". (To improve your learning, you should use more English in class). **(Peer evaluation – Observations).**

The table shows that, despite the fact that students improved the use of L2 through the strategies, some students still used Spanish in some tasks. For example, nine students out of nineteen used less Spanish than English (students: A, B, F, H, I, J, K, L, R). Only three students used more Spanish than English (students: N, O, P). The results suggest that the strategies implemented in the workshops helped students reduce the use of L1 and improved their performance when using the L2. Evidence of that was in the students' observations when they said: "ya puede usar más el inglés que el español". (I could use more Spanish than English in class). **(Peer evaluation – Observations).**

6. Summary of the findings

This research project attempted to assess the impact of some Cooperative Learning strategies (Team Game Tournament (TGT), Students Team Achievement Division (STAD), Jigsaw, Think Pair Share (TPS)) to improve the 9th graders' oral communication in English not only because of the problems students had when expressing orally in the target language but also because I considered Cooperative Learning could help reinforce values as one of the other needs identified in the diagnostic stage. After assessing the extent to which this proposal contributed in those two weaknesses students had, I could realize the project was successful. Students bettered in both aspects. At the end of the project, they participated and expressed better and were more respectful, tolerant, and confident. Below, I summarized the main findings based on the data analysis above stated.

Cooperative Learning strategies

As for the Cooperative Learning strategies, the first objective was to evaluate the impact of those strategies on diminishing the use of L1 in English classes. In general, students improved a lot in the use of L2 at the moment of working in groups since they took advantage of the methodology from each strategy and they assimilated the heterogeneous method used in each workshop. That is, students were changing teams within the section, at the moment of working in small groups and that fact encouraged them to use English more than before.

In general, the students were more aware of their weaknesses at the moment of developing the activities and were able to work cooperatively. For instance, students with a better English level helped other classmates who had more difficulties. Also, participants

were more active in the class when interacting with their teammates comprehending their ideas and they had a more effective participation in L2. Besides, through the progress made in each workshop, the students acquired new vocabulary, solved different task as a group, and they worked with material that reduced the use of L1. In sum, the study echoes previous research on the topic where cooperative learning help with an improvement in participation in class and a higher language proficiency (Namaziandost, 2019). In this case Team Game Tournament (TGT) and Jigsaw strategies were useful to achieve this.

Cooperative Learning strategies and students' social interaction

As for the contributions of the strategies to the students' participation or social interaction in L2, as I named it in the results, it was observed that students increased their participation in L2 interacting with each other during the development of the workshops. Within the four strategies implemented, it was noticed that the most useful strategies were Team Game Tournament (TGT), Students Team Achievement Division (STAD), Jigsaw, Think Pair Share (TPS), since students had a constant support from their classmates when they were working in class. Hence, they felt more confident at the moment of expressing their ideas in front of the group, improved their ability to concentrate and were conscious of their goals as a group. As suggested in previous studies where Cooperative Learning strategies improved speaking skills and attitudes among the students during the classes (Omer, 2014). In this case Jigsaw, Students Team Achievement Division (STAD) and Think Pair Share (TPS) were useful to achieve this.

Cooperative Learning strategies and values betterment in class

As for the bettering of values, during the workshops, it was observed that the students did not have time to misbehave; each student was aware of his/her responsibilities in the small groups, and they understood that the goal was achieved if he/she was responsible with his/her duties. The implementation of the six workshops built positive interdependence and they were worried about their classmates when they needed help. Furthermore, they developed their ability to work collaboratively and acquired mutual respect. Hence, students had the chance to cultivate or reinforce qualities like accountability, respect, collaboration, and self-esteem through context. In previous research authors also confirmed the emphatic abilities developed among the learners and the importance of considering all the students' points of views in projects implementing Cooperative learning strategies. (Kristiawan, 2013). In this case Jigsaw, Students Team Achievement Division (STAD) and Team Game Tournament (STAD) were useful to achieve this.

7. Conclusions and recommendations

This study attempts to answer to what extent can Cooperative Learning strategies improve 9th grade's oral communication in English? Through the implementation of this research results give account of this question. Below I present some of the conclusions that emerged from it.

Cooperative Learning Strategies promotes social interaction in the target language. That is, speaking and oral participation can improve with the implementation of the strategies used in cooperative learning. As students learn to use the strategies, interaction among learners increase because they receive a positive support from peers. Thus, students increase their participation in class when they are motivated. That fact suggests that students learn better with activities that require participation and collaboration since it help learners have a deeper understanding of the topics studied in class. Additionally, they feel satisfied when they assist a group member.

With the implementation of cooperative learning strategies students' disruptive behavior decreases because first, the students work cooperatively, and everyone is aware of his/her individual responsibilities and the importance of his/her contributions to the tasks. Second, students become more independent in class, they develop critical thinking in groups where the value of respect is the basis. Third, students learn that they will be assessed as a member of a team not individually.

This research used Cooperative Learning Strategies to enhance students' oral communication skills in English lessons. Another contribution of this study is related to the students' development in the speaking skills after implementing the four Cooperative Learning strategies, Team Game Tournament (TGT), Jigsaw, Students Team Achievement Division (STAD), Think Pair Share (TPS). With cooperative work, learners have the

possibility to express their ideas and express themselves freely. The material and activities carried out during the class through these Cooperative Learning strategies prepare the students for short conversations, and they improve their academic performance.

Each strategy has its own characteristics that should be taken into account when working in the foreign language class. For instance, the use of a heterogeneous groups in each strategy is recommendable in a project of similar characteristics because in that way, students can improve their relationships with one another. Furthermore, heterogeneous groups help students recognize their own qualities and additionally they become more tolerant and more compassionate to others.

Other contributions of this study are related to each of the strategies. For example, the use of the Jigsaw strategy in class contribute to how the students support one another while respecting their linguistic and cultural diversity. Hence, students can share simple information and they can clarify doubts more confidently. As for the use of Team Game Tournament strategy, it fosters, improves cooperation and motivates the students to work in class. This strategy also leads to a positive interaction and participation within the group. Moreover, as for the Student Team Achievement Division strategy (STAD) it contributes significantly to the students to giving constant support to one another. That is, this strategy allows learners to reinforce values in context such as respect, collaboration and self-esteem. Finally, as for the Think Pair Share strategy (TPS), it develops social skills in the students, they can be leaders and they learn how to make decisions in their groups to achieve their goal.

Another conclusion drawn from this study is that interaction in small groups favors collaborative work. If each student fulfills his/her responsibilities and they have a clear understanding of his/her function in the team at the end of the activity, all the team benefits.

This is strongly related to the Amigonian's Principles which is part of the school methodology and also promotes team work and values such as respect and tolerance. Therefore, students can increase their chance of growing academically and in values together. Additionally, learners are not afraid of making mistakes in front of the whole class because they have their classmates' support to help one another, and they also learn to listen to others respectfully.

Finally, I recommend teachers to implement this model during their classes. It is important to create spaces in the classroom where students can interact in small groups, besides by delegating functions and duties, confidence in learners can be generated. It is important to keep in mind that some strategies may work more effectively with some students than with others. However, the strategies are not rigid and can be modified for the benefit of the students.

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Appendices

Appendix A. *Diagnostic Teachers' Journal Observation.*

JOURNAL BY CLASS 1

INSTITUTO TECNICO SAN RAFAEL

The purpose of this journal is record data, thoughts, ideas or feeling about teaching or learning EFL

DATE: October 1st 2020

HOUR: 8: 30 a.m.

GROUP: ____

NUMBER OF STUDENTS: __31__

TOPIC: present and past activities

STUDENTS BEHAVIOUR: (attitude, respectful, responsibility)

Students have the material for the class, most of them follow the instructions in English, others ask in Spanish, what they have to do.

Some students do not solve the exercises; they wait for the answers.

Some students do not participate; they write in the chat that they feel shine because their classmates make fun of them.

There are some students that are not polite, they use vulgar names in the waiting room.

When the students know the answers, they want to say the answer all the time, they say the answer and do not let the others to participate.

LANGUAGE USE:

The students use Spanish; they use English language when the teacher ask several times in English

They translate every word from Spanish,

The students do not use a lot of words in English, they try to mix Spanish and English

STUDENTS PARTICIPATION: _____

Students answer when the teacher asks, they do the exercises on the book, with the teacher helps, when they do not have the teacher's help, they spend a lot of time.

There are students that rarely participate in class, they take a lot of time to express something and other classmates answer by them quickly, they are not respectful with the turn.

USE OF THE SECOND LANGUAGE:

They do not use the second language if it is not necessary. The students translate immediately from the L1, The teacher has to insist many times to get the students say something in English. Even the teacher finally uses some expressions in Spanish with words in English at the same time.

GENERAL OBSERVATION:

The teacher stars the class with a question: what's going on? some of the students answer in English others answer in Spanish. The teacher repeats the question with each student. She also says: Are you ok, fantastic super?

The teacher says that they have to open the Quizziz application game, and she gives the code in English. Some students **start speaking in Spanish**, they say: **profe, profe, ud me puede esperar un momentico?**

The teacher continues giving the number in English, she says that she is going to write the number in the chat, **one student says in Spanish: profe al fin mi sueño se hizo realidad.** When the student said that some classmate laugh of him and say: **tan bobo.**

The teacher repeats several times the code in English, she says the name of the students that enter to the game. **The students laugh of some of the classmates' avatars** and **other students put a vulgar name in this.** So, the teacher asks them to change that and put their real names. The teacher tries to speak with one student that has connection difficulties, but it was impossible, the boy goes out the zoom. Later the teacher shares the screen, here they could observe the code. The teacher speaks in Spanish in order to help students to play the quizziz game. The teacher speaks by cellphone to help one student with the game, she speaks in Spanish with him. The other classmates constantly say: **"profe, profe empecemos".** **They do not care that one classmate could not enter to the game.** The students play the game and practice verb to be in different tenses. **Some students cannot enter to the game and the others do not express any word about it, they are ignored but their partners.**

At the end of the game the teacher says in English and in Spanish: please, open the notebook. Let's go to practice with the verb to be. The teacher says the date in English: "today is may....."

The students ask in Spanish if they are going to play again, the teacher explain in Spanish, that while they are working in a grammar exercise, she will organize the next game. The teacher shows the exercise to be on the screen. The students ask again if they have to write the exercise on their notebooks, but their asks in Spanish the teacher explain in Spanish too, the instruction and she explain in English again the activity.

The teacher stops the class in order to enumerate the students who sent the homework.

The teacher explains again the activity in Spanish what they have to do, and also in English, she explains that they have to write everything in their notebooks, not only the answers.

The teacher selects one student and asks if she could answer the first exercise, the teacher asks: Maria Antonia could you help me with the first exercise? the teacher read the sentences without the answer and the student answer with the full answer in English. The teacher selects another student and does the same exercise... the student says: mmmm espere profe, creo que es are, es are, while he is saying the answer another student say the correct answer quickly, he does not permit that his peer participate, the teacher asks finish the exercise individually on their notebooks.

Some students say: profe ya terminé, another student asks: profe que tengo que hacer que re inicié el computador y ahora si puedo escuchar bien?.

The teacher explains in Spanish, that they have to write in a good way the exercise, and if they finish, they could enter to the second quizziz game. The

teacher gives instructions in Spanish, she explains that they have to send it by a photo in the what's app.

The teacher explains again the exercise that they have to do on their notebooks in Spanish, in English.

The group start again the new game and at the end the teacher explains that do not forget the exercises in the game because they are going to use it in class.

LIMITED USE OF LINGUISTIC FORMS	12
LIMITED USE OF VOCABULARY	8
difficulties in speaking	16
Bad behavior	15


Appendix B. Workshop 1 – **Who are you?** - In the country.



UNIVERSITY OF CALDAS
MASTER'S PROGRAM IN ENGLISH DIDACTICS
WORKSHOP 1 – WHO ARE YOU? – IN THE COUNTRY

Teacher:	Aracely Mahecha Buriticà
Subject Area:	English
Grade:	9 th
Date:	July 13rd 2021
Learning Aim:	By the end of the lesson, students will be able to recognize the most important values at school by using the TGT strategy.
Speaking activity:	Talking about general values in our context
Value:	Collaborative work
Resources:	Posters, flashcards, Online Meet class, classroom
Time:	3 hours
Cooperative Learning Strategy	Team Game Tournament (TGT)

STAGE	TIME	DESCRIPTION
WARM UP	15 Minutes	<p>The teacher introduces the class using a number of ethical questions or statements. The teacher divides the students into subgroups of three people, and she gives one question or statement. Learners have 5 minutes to analyze and speak about the question or statement assigned, and they have to prepare an answer. After 5 minutes, students speak about each question or statement guided by the teacher, and in this part, the rest of the participants can give their opinion about the other subgroups' opinions.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px; margin: 5px; text-align: center;"> <p><i>Name some important values and say why are they important</i></p> </div> <div style="border: 1px solid gray; padding: 5px; margin: 5px; text-align: center;"> <p><i>How can you show respect to others?</i></p> </div> <div style="border: 1px solid gray; padding: 5px; margin: 5px; text-align: center;"> <p><i>How can you take care of yourself? Enumerate some examples.</i></p> </div> <div style="border: 1px solid gray; padding: 5px; margin: 5px; text-align: center;"> <p><i>What are the things that money can't buy?</i></p> </div> </div>

STAGE	TIME	DESCRIPTION
PRE – SPEAKING	20 minutes	<p>In this part of the class, the students are going to work in groups of four people. They are going to participate in the Team Game Tournament (TGT).</p> <p>The teacher organizes the class into subgroups of four students. They select a name for the group.</p> <p>Next, learners have 10 minutes to read a text about the principal values that they can find at school, related to the Amigonian Pedagogical Model. Besides, students have to identify some new words that they can use later in the game play tournament. (During this part of the class, the teacher goes through the groups to verify that students are trying to use the second language as much as possible).</p> <p>Furthermore, the students have to speak about how they recognize these values in class with some examples.</p>  <p>The image shows four educational cards:</p> <ul style="list-style-type: none"> Respect: A card with two cartoon figures and the text "Respect We take care for other people, the world and ourselves." Responsible: A card with a cartoon figure and the text "Responsible We take care for our family, our school and ourselves." Love: A card with the text "Love We love our family, our school and ourselves. It is a feeling of love, respect and care for others." Autonomy: A card with the text "Autonomy Agents have a right to be self-determining. Individuals have a right to conduct their lives as they see fit. Autonomy is typically taken to be a core component of a 'good life.'" <p>There is also a central quote: "Children who are connected and feel that they belong in the worlds they inhabit are more likely to develop a strong identity, a positive sense of self and strong relationships with others."</p>

WHAT IS THE DEFINITION OF VALUES?

Values defined in Organizational Behavior as the collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture.

According to Zalesnik and David, "Values are the ideas in the mind of men compared to norms in that they specify how people should behave. Values also attach degrees of goodness to activities and relationships"

According to I. J. Lehner and N.J. Kube, "Values are an integral part of the personal philosophy of life by which we generally mean the system of values by which we live. The philosophy of life includes our aims, ideals, and manner of thinking and the principles by which we guide our behavior"

Values are different for each person. These can be defined as ideas or beliefs that a person holds desirable or undesirable. The variability in that statement is, first, what a person could value, and second, the degree to which they value it.

Individual achievement, personal happiness, and materialism are major values of modern industrial society. It is defined as a concept of the desirable, an internalized criterion or standard of evaluation a person possesses.

The values of a culture may change, but most remain stable during one person's lifetime.

A significant portion of the values we hold is established in our early years from parents, teachers, friends, and others. There are so many sources from which we can acquire different values.

Sources of values are:

Family: Family is a great source of values. A child learns his first value from his family.

Friends & peers: Friends and peers play a vital role in achieving values.

Community or society: As a part of society, a person learns values from society or different groups of society.

School: As a learner, school and teachers also play a very important role in introducing values.

Media: Media such as – Print media, Electronic media also play the role of increasing values in the mind of people.

Relatives: Relative also helps to create values in the minds of people.

Organization: Different organizations and institutions also play a vital role in creating value

STAGE	TIME	DESCRIPTION
WHILE – SPEAKING	40 Minutes	<p>Next, the teacher starts the game: each group has a turn to give their opinion about some statement of the topic that they have read before, who can deliver get a score (the student cannot share the answer with the group, and they cannot repeat the students' participation).</p> <p>If some groups do not know the answer, the next team could provide it. Note: during the game, at the end of each team's participation, the students can add information, or any reflection about the question or statement. If any pupil participates, the teacher can select any volunteer and ask some questions about the topic. At the end of the game, the group that gets the best score will be the winner and they could receive positive points for the evaluation.</p>

STAGE	TIME	DESCRIPTION
Post - SPEAKING	15 minutes	<p>Finally, as a conclusion of the Team Game Tournament, all the students answer the following question:</p> <p>What happened if values do not exist?</p> <p>In this part of the class, the teacher motivates students to give their personal opinions.</p> <p>The learners write the conclusions in the notebook and send to the teacher the picture of this.</p> <div style="text-align: center;"> <p>A light-colored thought bubble with a blue outline and three smaller circles leading to it from the bottom left. Inside the bubble, the text "What happened if do not exist values?" is written in bold black font.</p> </div>

QUESTIONS

1. What is the best way to be respectful with others?
2. How could you show respect to others?
3. What are the most important values that you have?
4. Explain one way to have a sense of belonging by the school?
5. What do you do when somebody does not want to help you at school with something?
6. Bad behavior can be acceptable in some cases? Yes ___ No ___ Why? _____
7. Do we need values in our life? Yes ___ No ___ Why? _____
8. Enumerate some examples of good convivial in the online classes.
9. In your words, what is the best definition of values?
10. Which could be the most important value for you? Why?
11. If somebody uses bad behavior with you, what should you have to do?
12. According to the reading where do the children learn their first values? Do you consider it is important? Why?
13. Why do you think there are people that do not have or do not use values properly?
14. According to the text values are different for each person, what do you think about it?
15. What do you consider is the clue in a collaborative work during the class?
16. According to the definition of autonomy, how could be the main characteristic that you have to take care into account at the moment of do something?
17. Do you consider important the family when acquiring values in our life? Why?
18. Enumerate some examples of responsibility in our English classes.
19. Inside of the micro-communities which values could be the most important for you?
20. Enumerate the most important values that a friend should have? Why?



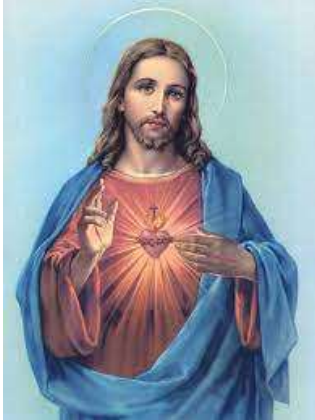

Appendix C. Workshop 2 – Personal description.



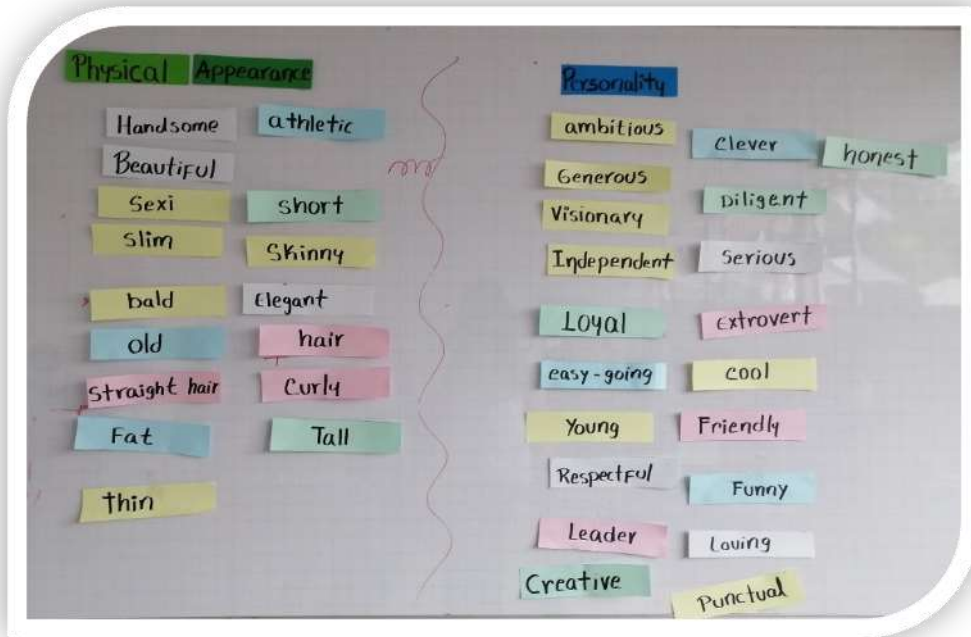
UNIVERSITY OF CALDAS
 MASTER'S PROGRAM IN ENGLISH DIDACTICS
 WORKSHOP 2 – PERSONAL DESCRIPTION.

Teacher:	Aracely Mahecha Buriticà
Subject Area:	English
Grade:	9 th
Date:	July 29 th 2021
Learning Aim:	By the end of the lesson, students will be able to describe their classmates and themselves.
Speaking activity:	Describe the person and guess who was he?
Value:	Self steam
Resources:	Posters, flashcards, Online Meet class, classroom
Time:	3 hours
Coopeative Learning Strategy	Student Team Achievement Division (STAD)

STAGE	TIME	DESCRIPTION				
WARM UP	10 Minutes	<p>The teacher introduces the class with the following activity: 1. Adjectives are divided into two categories: physical description and personality. On the board there are several adjectives, and each one has to go in front of the class and classify the adjective in the correct category. During this process, the teacher motivates them to use these words in a sentence related to their partners.</p> <p style="text-align: center;">LIST OF ADJECTIVES</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>PERSONALITY</th> <th>PHYSICAL APPEARANCE</th> </tr> </thead> <tbody> <tr> <td>Loyal, honest, creative, diligent, cool, visionary, ambitious, leader, friendly, extrovert, punctual, independent, generous, funny, clever, easy-going, serious, respectful, creative, curious, loving, discreet.</td> <td>Tall, short, skinny, slim, bald, curly hair, straight hair, thin, sexy, young, old, fat, athletic, beautiful, handsome, elegant.</td> </tr> </tbody> </table>	PERSONALITY	PHYSICAL APPEARANCE	Loyal, honest, creative, diligent, cool, visionary, ambitious, leader, friendly, extrovert, punctual, independent, generous, funny, clever, easy-going, serious, respectful, creative, curious, loving, discreet.	Tall, short, skinny, slim, bald, curly hair, straight hair, thin, sexy, young, old, fat, athletic, beautiful, handsome, elegant.
PERSONALITY	PHYSICAL APPEARANCE					
Loyal, honest, creative, diligent, cool, visionary, ambitious, leader, friendly, extrovert, punctual, independent, generous, funny, clever, easy-going, serious, respectful, creative, curious, loving, discreet.	Tall, short, skinny, slim, bald, curly hair, straight hair, thin, sexy, young, old, fat, athletic, beautiful, handsome, elegant.					

STAGE	TIME	DESCRIPTION
PRE – SPEAKING	30 minutes	<p>The teacher is going to implement the Student Team Achievement Division (STAD) strategy. The first step is class presentation: the teacher presents a man’s description of someone that they know, and they have to guess who the person is. They read the description carefully and practice their pronunciation. Students have to recognize some adjectives and values in this poster. (The picture is of Fray Tobias Escalante, one of the co-founders of the school who died last year). The next step is Team Study; here the teacher explains with some pictures of famous people how to describe physical and personal characteristics properly. (During this exercise, the teacher motivates the learners to participate and express their ideas using the L2. The students can help each other to understand the grammar structures and vocabulary). And they have to design a new description.</p> <div data-bbox="586 827 1187 1289" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Who was he?</p> <p><i>He was born in a beautiful town in North of Santander on February 02, 1916.</i></p> <p><i>He was a hardworking person also he was very spiritual and honest; he did not speak a lot, he was kind and respectful, he was a man who gave love to everybody, particularly children and young people, he was a goldsmith, he loved teaching, he was a leader and a visionary. He was disciplined and generous.</i></p> <p><i>On the other hand, he was tall and thin, this person had short gray hair, his hair was straight, he had small black eyes. He was an elegant man.</i></p> <p><i>At the age of 28 years, he showed a strong vocation for the priesthood. He loved helping people, he enrolled in the seminary to ponder his vocation. He was teaching in San Rafael High School for 75 years. Finally, he died on May 26, 2020.</i></p> </div> <p style="text-align: center;">DESCRIBING FAMOUS PEOPLE</p> <div style="display: flex; justify-content: space-around;">   </div>
STAGE	TIME	DESCRIPTION
WHILE – SPEAKING	40 minutes	Step number 3, Individual Test: In this part of the class, each student is going to describe one partner, and he/she cannot

be his/her best friend; also, they can only express positive ideas. The purpose of this exercise is for one participant to describe the person, and the rest of the class has to guess who the person is. During this activity, each student's production is evaluated by the rest of the participants, and they can correct their exercise.



Fray Tobías Escalante

He was born in a beautiful town in North of Santander-Colombia on February 02, 1916. He was a hardworking person, also he was very spiritual and honest, he didn't speak a lot, he was kind and respectful, he was a man who gave love to everybody, particularly children and young people, he was a goldsmith, he loved teaching, he was a leader and a visionary. He was disciplined and generous. On the other hand, he was tall and thin, this person had short gray hair, his hair was straight, he had small black eyes, he was an elegant man. He was teaching in Saint Rafael High School for 75 years. He died on May 26th 2020.







Appendix D. *Workshop 3 – A short story of tolerance.*



UNIVERSITY OF CALDAS
 MASTER'S PROGRAM IN ENGLISH DIDACTICS
 WORKSHOP 3 – A SHORT STORY OF TOLERANCE.

Teacher:	Aracely Mahecha Buriticà
Subject Area:	English
Grade:	9 th
Date:	August 17 th 2021
Learning Aim:	By the end of the lesson, students will be able to recognize the most important values in their classmates.
Speaking activity:	By the end of the lesson students will speak about their classmates' abilities.
Value:	Tolerance
Resources:	Posters, flashcards, Online Meet class, scissors, glue, colors, markers
Time:	3 hours
Cooperative Learning Strategy	Team Game Tournament (TGT)

STAGE	TIME	DESCRIPTION
WARM UP	15 Minutes	Class presentation The class begins with the presentation of the goal. Next, the teacher classifies the students into subgroups of five participants. The learners in this worksheet are organized in a different way, and they select a name for their group. In this first step, the participants have to design a monster with some materials that the teacher provides. The students have to show the monster in front of the class and they have to describe it physically and in personality. The best presentation wins a point for the final score.

STAGE	TIME	DESCRIPTION
PRE – SPEAKING	20 minutes	Team Game Tournament (TGT). In this part of the class, the students are going to work in the same groups of four to five people. The game play tournament consists of: Students' answers to three questions:

		<p>Do you like monsters? Why?</p> <p>Do you believe in monsters? Why?</p> <p>What is your favorite monster in movies or series?</p> <p>The participants read a text called "A Short Story of Tolerance." They have to answer some questions and share the answers in the small group.</p>
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STAGE	TIME	DESCRIPTION
WHILE – SPEAKING	40 minutes	Next, the teacher starts the game: each group has a turn to answer some questions about all the exercises previously developed during the class and about the reading. If a group does not know the answer, the next team can provide it. If none of the students participate, the teacher can select a volunteer and ask him/her. At the end of the game, the group with the best score will be the winner, and they can receive positive points for the evaluation.

STAGE	TIME	DESCRIPTION
Post - SPEAKING	15 minutes	Finally, as a conclusion of the Team Game Tournament, each group has to elaborate on a comic related to the tolerance value in their group.

READING – SHORT STORY OF TOLERANCE-

There was a boy who was afraid of the dark. He thought that when it was dark, his bedroom was filled up with monsters. But, the time came when he was too old to sleep with the light on.

That first night he was paralyzed with fear, his mind full of monsters. So he went over to his wardrobe to get a torch. But when he opened the wardrobe door he came face to face with the monster, and he left out the loudest scream in the world.

The monster took a step backward, he grabbed its multicolored hair with its tentacles, and ... started crying!. The monster cried for so long that the boy's shock, when the fear subsided, the boy calmed the monster as much as he could, and started talking to him, asking him why he was crying, and what he was doing there.

The monster told him he lived in the wardrobe but rarely went out, because he was afraid of the boy. When the boy asked him why, the monster told him the boy's face seemed to him the most horrible thing he'd ever seen with eyes, ears and, nose. The boy felt exactly the same about the monster, who had an enormous head full of mouths and hair.

Two of them talked so much that they became friends, and they realized that both of them had been afraid of the same thing. To lose the fear they did many things. Together they traveled around the world, they visited lions, tigers, crocodiles, dragons.

It was the first time they had seen such creatures, but they made the effort to know each other, and became friends.

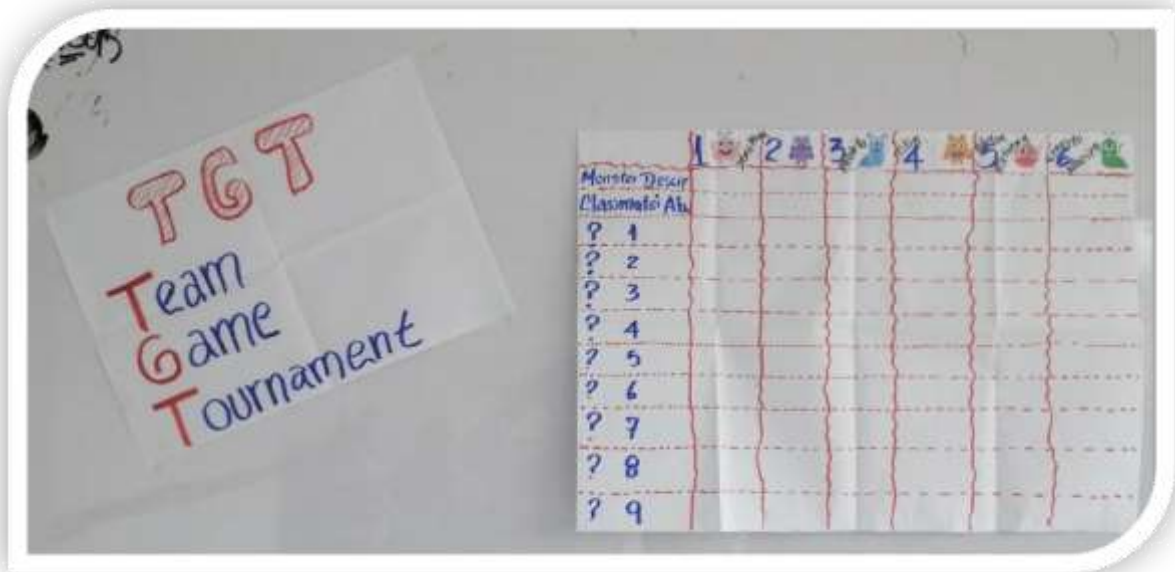
Finally, they were happy, many creatures visited the boy's bedroom each night instead of fearing them, he had learned to get to know them and be friends.

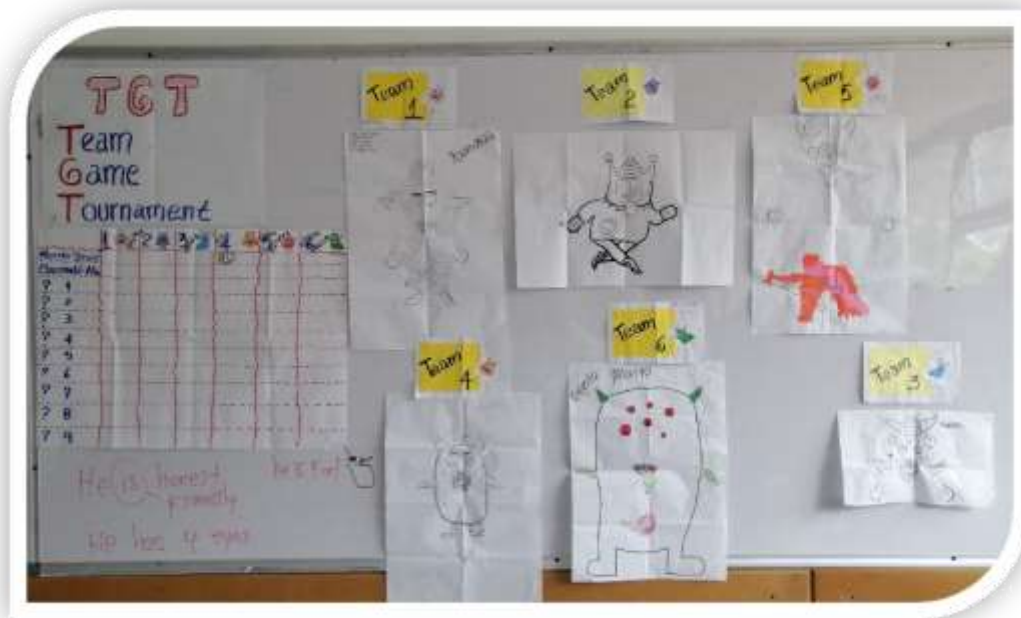
(Calameo,2021).

QUESTIONS

1. Why was the boy afraid of darkness?
2. What happened when the boy went to fetch the torch?
3. Describe the monster physically.
4. Who is the monster afraid of and why?

5. What did the boy and the monster do to lose their fear?
6. What happened at the end of the story?
7. What is the moral of the story?
8. How was the attitude of the monster and the boy to lose fear?
9. According to the story was the value of tolerance important?
Yes ___ NO ___ Why?





Appendix E. *Workshop 4 – Fray Luis Amigo Example of life.*



**UNIVERSITY OF CALDAS
MASTER'S PROGRAM IN ENGLISH DIDACTICS
WORKSHOP 4 – FRAY LUIS AMIGO EXAMPLE OF LIFE.**

Teacher:	Aracely Mahecha Buriticà
Subject Area:	English
Grade:	9 th
Date:	September 2021
Learning Aim:	By the end of the lesson, students will be able to recognize the origin of the Amigonian's principals and the relationship with their real context.
Speaking activity:	By the end of the lesson students will speak about the principal characteristics of Fray Luis Amigo and the relation of his ideas with the real life at school nowadays.
Value:	Collaborative Work
Resources:	Posters, flashcards, Online Meet class, classroom
Time:	3 hours
Cooperative Learning Strategy	Jigsaw

STAGE	TIME	DESCRIPTION
WARM UP	5 Minutes	Division of students into 5–6-person Jigsaw groups. The groups should be diverse according to gender, ethnicity, race, and ability; these are the "expert groups." Next, they select a leader for each group. The teacher gives a number color tag for each student. 1 blue, 2 green, 3 red, 4 purple, 5 black, 5 yellow. Next, the teacher explains the goal and the steps in the activity.

STAGE	TIME	DESCRIPTION
PRE – SPEAKING	30 minutes	The day's lesson is about Fray Luis Amigo, an example of life. This topic, is divided into 6 segments, and the participant of each segment receives the segment according to the classification in this way: Fray Luis Amigo's short biography. (Color blue) Fray Luis Amigo, childhood and adolescence. (Color green) Fray Luis Amigo's life as a religious person. (Color red) Fray Luis Amigo's job and teachings. (Color purple) School – Amigonian's principles. (Color black) Fray Luis Amigo's quotations. (Color yellow)

		Each participant has to read and analyze the segment. They have to become familiar with this information; if the students have any questions or doubts, they should write in their notebook to socialize with their classmates in the next step. Later, after 10 minutes, the students from the same segment meet with the purpose of discussing the main points, clarifying doubts, and organizing a plan to provide the information to the rest of the classmates.
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STAGE	TIME	DESCRIPTION
WHILE – SPEAKING	40 minutes	In this part, the students are back in the Jigsaw groups. Each student has to present her or his segment to the group. The teacher motivates the students in the Jigsaw group to ask questions for clarification. In this case, six participants do the presentation in each group. The teacher goes from group to group, observing the process and encouraging them to use the second language in the process.

STAGE	TIME	DESCRIPTION
Post - SPEAKING	15 minutes	At the end of this session, students have a roundtable discussion, where the teacher asks some questions about the segments and she randomly selects students' names to participate. While they are answering questions, one person is writing on the poster some important ideas with the teacher and students' help.

FRAY LUIS AMIGO – SHORT BIOGRAPHY

Fray Luis Amigo – Short Biography. Jose Maria Amigó y Ferrer was, as a religious, known as Brother Luis de Masamagrell. He was born in the beautiful town of the Province of Valencia, Spain, on October 17, 1854

His father, Gaspar Amigo, a lawyer, and his mother, Genoveva Ferrer, the daughter of a merchant, were exemplary parents. Jose Maria was the fourth of seven children. He was also the founder of two religious orders: The Capuchin Tertiary Fathers and Brothers of Our Lady of Sorrows on 12 April 1889, and the Capuchin Tertiary Sisters of the Holy Family. He later assumed the name of "**Luis from Masamagrell**".

Fray Luis Amigo childhood and adolescence. From the time he was a teenager, he was already kind and merciful to others and showed a strong vocation for the priesthood. His favorite activities were building small altars and organizing religious celebrations at home. When he was almost thirteen, Luis Amigó enrolled in the Seminary of Valencia to ponder his vocation. Here he studied literature, philosophy, and basic theology. He paid attention on only worldly things and he had a marked interest in social problems.

Fray Luis Amigo life as a religious person. Luis Amigó lived an extraordinary life (1854-1934) which was, in essence, a message to humanity. We will discover what he did for others, especially the very poor and those who suffered some form of discrimination. We will learn how he lived the Gospel and the way he practiced the law of love of Jesus left us. His special mission: education, protection and re-education of children and youths, care of the sick and continuation of the pastoral work at the mission sites.

Fray Luis Amigo job and teaching. In 1866 at the age of twelve he became a member of several associations that promoted apostolic work among the marginalized. He often visited the sick to cheer them up with his friends. It was doing this that matured within him the vocation to religious life. He was known for his helpfulness and desire to do good for others. His great love in serving his neighbor had certainly been one of the reasons that the Lord chose him for the priesthood.

He was a young man, no different from others but for exceptional sensitivity to other people's needs. Before long, he made regular Sunday visits to the hospital accompanied by his friend, Jose Guzman. There he attended to the cleanliness of the sick. He was the founder of the congregation of the tertiary capuchins of our lady of sorrow on 12 April 1889. (Amigonians-Amigonian Martyrs, 2021)

QUESTIONS

1. What is the real name of Fray Luis Amigo?
2. Have you helped somebody? How?
3. Where was Fray Luis Amigo born?
4. Is it possible to find someone similar to Fray Luis Amigo

nowadays? Yes... no... why?

5. What was the name of Fray Luis Amigo?
6. When was Fray Luis Amigo born?
7. Was Fray Luis Amigo born in France? Yes---- No ----
8. How many brothers has Fray Luis Amigo?
9. How do you think people at that time appreciated his help?
10. What were Fray Luis Amigo's favorite activities when he was a child?
11. How did Fray Luis Amigo help people?
12. What kind of people did Fray Luis Amigo help?
13. What was the name of Fray Luis Amigo?
14. How could you help people who need something?



Appendix F. *Workshop 5 – Personal Values and Ideas.*



UNIVERSITY OF CALDAS
MASTER'S PROGRAM IN ENGLISH DIDACTICS
WORKSHOP 5 – PERSONAL VALUES AND IDEAS.

Teacher:	Aracely Mahecha Buriticà
Subject Area:	English
Grade:	9 th
Date:	October 2021
Learning Aim:	By the end of the lesson, students will be able to recognize the importance of respect in the students' lives.
Speaking activity:	By the end of the lesson students will speak about the strongest values at school.
Value:	Respect
Resources:	Posters, flashcards, Online Meet class, classroom
Time:	3 hours
Cooperative Learning Strategy	Student Team Achievement Division (STAD)

STAGE	TIME	DESCRIPTION
WARM UP	10 Minutes	The teacher starts the class by calling the roll and asking for one positive quality of each one. Students can observe a big poster with a list of many qualities.

STAGE	TIME	DESCRIPTION
PRE – SPEAKING	40 Minutes	The teacher is going to implement the Student Team Achievement Division strategy. The first step is class presentation . The students are seated around a table. They have to build a big puzzle, read the sentences, and say their opinion about it. "Treat others as you want to be treated." At this moment, the teacher takes notes about the students' answers. The teacher can encourage participants to add ideas with some individual questions. How do you respect your classmates in class? How do you respect your classmates in the cafeteria? How do you respect your classmates during the break?

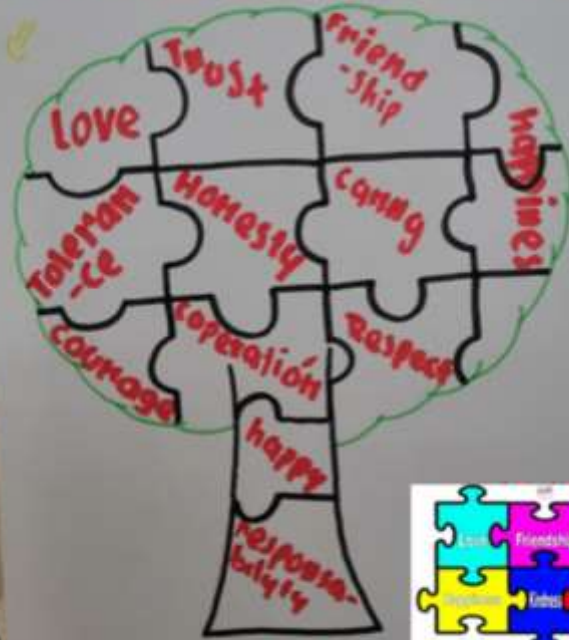
STAGE	TIME	DESCRIPTION
WHILE – SPEAKING	30	This is a group work activity where students are going to make a presentation in groups about the most important values at school. And they design a beautiful poster.

STAGE	TIME	DESCRIPTION
Post - SPEAKING	10 minutes	Each group presents their poster, and individually they share their ideas about it. During this step, the teacher asks some questions like: did you like this exercise? How did you feel? Do you love your school? Why? Are values important at school?

“Treat others as you would like to be treated”
 How do you respect your classmates in class?
 How do you respect your classmates in the cafeteria?
 How do you respect your classmates during the break?



School Values






Appendix G. *Workshop 6 – School Values.*

**UNIVERSITY OF CALDAS
MASTER’S PROGRAM IN ENGLISH DIDACTICS
WORKSHOP 6 – SCHOOL VALUES.**

Teacher:	Aracely Mahecha Buriticà
Subject Area:	English
Grade:	9 th
Date:	November 2021
Learning Aim:	By the end of the lesson students will be able to share information and socialize some questions with their classmates.
Speaking activity:	By the end of the lesson students will speak about their classmates’ abilities.
Value:	Responsibility
Resources:	Posters, flashcards, Online Meet class, classroom
Time:	3 hours
Cooperative Learning Strategy	Think Pair Share (TPS)

STAGE	TIME	DESCRIPTION
WARM UP	15 Minutes	The teacher opens the class with a short warm up: (Before starting the activity, the teacher explains that the value of responsibility is very important during this exercise. Students are divided into two rows and they have to write as many words as possible within a specific category. (Values, personal characteristics, physical appearance, emotions). Second, the teacher explains the next activity, Think Pair Share (TPS) strategy.

STAGE	TIME	DESCRIPTION
PRE – SPEAKING WHILE SPEAKING	50 Minutes	The teacher gives the first problem / question and the students have to think about the possible answer. The teacher asks the students to think individually about the prompts/questions. PROMPS / QUESTION Describe the best values that you can find in the classroom. What do you do if someone makes fun of your best friend?

	<p>What characteristics should the ideal student have?</p> <p>What do you do if your best friend in class does not collaborate with your class work?</p> <p>Design an advice or recommendation based on the image with your partner.</p> <div style="text-align: center;">  </div> <p>After that, the teacher puts a song. When the music stops, each student has to find a partner. They discuss the problem or question for a few minutes, and then they have to write some ideas on a piece of paper. After 5 minutes, the music starts again and they have to find another new classmate. When the music stops, they have to speak about the same first question. This exercise in the pre-speaking and while-speaking could be repeated 3 times with each problem/question. The music should be stopped after each question, and the students should have to find a new friend each time.</p>
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STAGE	TIME	DESCRIPTION
Post – SPEAKING	15 Minutes	In this final step, the students share their ideas with the rest of the class. They compare their thoughts.

Appendix H. *Evaluation stage Teacher's Journal – Workshop.*

TEACHER'S JOURNAL – WORKSHOP # 1

July, 12dn 2021

The teacher started the class calling the role. There were 24 students, 15 in the classroom and 8 online. Teacher read the ethical questions in front of the class, she asked them to read again the sentences and analyzed the idea of each one. **Some of them did not pay attention**, so the teacher called by their names and try to focus in the activity. Next, when the teacher asked them to organized the subgroups **they did not want to participate**, they express: **“no teacher que pereza, hagamoslo así desde aca con el que está al lado”**. Moreover, there were **some students that did not understand the instruction** and say: **“profe no entiendo, qué hay que hacer? Dígalo en español.”** So the teacher repeated in English and some words in Spanish. Also, **some classmates explain them all the instruction in Spanish.**

Teacher motivated them to work in subgroups and started the activity. **They do it although with a lazy attitude.** During this 5 minute some groups called the teacher and say again: **“¿Qué hay que hacer?”** So, she explained again among Spanish and English. During this activity there was one **group that did not do the analysis of the sentences. They did not want to work in class.** While they were working the students online received the pictures of the ethical questions. Although, the computer had audio and camera, only 2 of them **spoke and answered** the teacher's questions. The rest of them were in silence, **they only answer on the chat.**

When the students in class were working, **they spoke in Spanish**, teacher explained that they had to express their ideas in English that this was the purpose. After five minutes,

teacher asked one student to read the poster and other student in the subgroup expressed their opinion. They did not want to say anything or read. Teacher explained that there was no problem if they had some mistakes. So they expressed the opinions and ideas using English and Spanish. (more Spanish than English). When they read, they had some phonetic mistakes, but the teacher tried to make them pronounce better with a repetition exercise and they did it without any problem. On the other hand, there were some students that were not shine and participate with the reading of the sentence and give their answers, they used short sentences and they used Spanish to. Some students used translator in their cellphones, but the teacher spoke with them to omit this cellular device in class, because it did not help to learn the language. They gave some answer like these:

Name some important values and say why are they important for you?

“profe love, porque is important”, “responsable porque si”, “honesto”.

How can you show respect to others?

“yo respeto cuando me respetan”, “cuando listen Friends”, “cuando nos tratamos bien”, “d

Can you take care of yourself? List some examples

“Playing soccer, gymnastic” “comiendo bien”, “sleeping”

What are the things that money can't buy?

“Salud”, “amor” “love profe”, “friends” “amor de mama” “mi boyfriend”

In the pre – speaking teacher gave the activity instruction, she repeated several times in English with mimic and many gestures because some students say: “profe yo no entiendo, repita en español por favor”. Some classmates explained the exercise and all the class got the idea of the TGT exercise. In this first worksheet the participants organized the

groups of 4 people, although there were 2 students that did not want to participate with other classmates, so they worked together. They started reading the text and shared this in Spanish or with the help of cellphone's translator. (We cannot forget that we come from a long period of confinement and they were working alone and the cellphone were the principal tool in the English classes online)

This part took longer than planned, some of them used dictionary, others tried to use again the translator. They underlined the unknown vocabulary and asked the word translation to the teacher. Other students said "no teacher, nosotros no entendemos nada", but the teacher reinforced the idea to keep trying.

After the reading comprehension exercise, teacher started the TGT activity. One group answered the first question – first group: **How could you show respect others?** Teacher repeats the sentence several times, she put the question in a poster they could read. However, they used the translator and read the answer. So, the teacher asked them to organize the idea and answer it with their own words. They answer: "pues help, no irrespect y no más".

Second question – second group: **What are the most important values that you have?** The second group shared the question among themselves and said: "I love, responsible, friend, honesto, fiel"

They use only words, they did not use long sentences, they had some illness in phonetic, the group of four students tried to participate in the answer. They use Spanish and English.

Third question – third group: **explain one way to have sense of belonging to the school.** The students read the exercise, but they did not understand the questions and they did not know what to say, they expressed: "no profe no entendemos, como así que way to

have sense, que es eso”, teacher used one example to answer the exercise, and she used a little Spanish to. Finally, they said: “pues cuidando el colegio, clean, “

Four question – four group: **What do you do when somebody does not want to help you at school with something?** They were shy to participate and say: “no profe pues nada, no le decimos nada”, “no le ayudamos tampoco”. They did not use English to express these answers.

Next, they had to repeat turns to answer the rest of the questions. The answers were not longer, they used Spanish and English, some of them wrote in their notebooks the ideas and read them. They asked many times to the teacher because they did not understand what was the idea of the question.

Can bad behavior be acceptable in some cases? Most of them said no, they expressed it is not good. However, some expressed yes: “porque nos reimos mucho”

Do we need values in our life? si profe porque eso nos ayuda a estar bien con todos, yes teacher, because is good”,

Give some examples of good convivial in the online classes. “no gritar, prender cámaras, no interrumpir”

in your words, what is the best definition of values? “profe is cuando help people,”

Which could be the most important value for you? Why? Love because is important, I love my friends

If somebody uses bad behavior with you, what should you do? speak, lo golpeo, no le vuelvo a hablar.

According to the reading where do the children learn their first values? Do you consider it is important? Why? Family, yes it is important

Why do you think there are people that do not have or do not use values properly? porque no quieren. They are not Buenos, good

According to the text values are different for each person, what do you think about it? People different, people have otras culturas

What do you consider is the clue in a collaborative work during the class?
Help, speak, no pelear.

According to the definition of autonomy, how could be the main characteristic that you have to take care into account at the moment of do something? NO
ANSWER.

Do you consider the family important when acquiring values in our life? Why?
Yes. Family love, family enseña

Give ome examples of responsibility in our English classes. Participate, no gritar, prender cámaras, traer el book.

Inside of the micro-communities which values could be the most important for you? Collaboration, help, silencio,

Give the most important values that a friend should have? Why? Lealtad, love, because is Amistad

During this exercise the students online did not want to participate in the activity orally, they answered the questions in the chat. (In this moment, the indication by coordinator is that teacher cannot obligate the students to participate with micro – phone or camera). Otherwise, sometimes it was difficult to hear the students because some of them speak a lot and disturb the class. Besides, sometimes the mask did not allow to hear the student's voice.

Finally, as a conclusion of the Team Game Tournament, they placed in a round table and answer the following question: **What would happen if values did not exist? “They said: peleariamos, fight, students no have buen comportamiento”**

Bad behavior 11

Students contribute in their group. 3

Use of L1. 18

Weakness and speak participation 13

Phonetic mistakes 8

Lack of understanding 2

Positive attitude 2

Socialization 1

Values 3

CONFIDENT TO SPEAK 2

RY	CATEGO	Sub-category		F requency
ACTIVE LEARNING	COOPER	Usefulness of the technique applied – tournament-	Stude	3
			nts contribute in their group	
			VALUES	
		Bad behavior	1	
		Positi	5	
		ve attitude		
G SKILL	SPEAKIN	USE OF L1	-	1
				8

	Difficulties in participation		1
	Students' interaction		3
	Pronunciation problems		1
	Lack of understanding		8
			2

Appendix I. Evaluation Stage. Students' survey. Workshop 1.

27/6/22, 10:11

ENCUESTA ESTUDIANTES

ENCUESTA ESTUDIANTES

Esta encuesta pretende identificar algunos aspectos sobre su desempeño en el trabajo cooperativo y el uso del inglés en clase. El objetivo es conocer su opinión, por lo tanto, no hay respuestas correctas o incorrectas. Recordemos que es una encuesta anónima y no se requiere información personal y su participación será confidencial. Por favor responda de manera honesta, teniendo en cuenta su desempeño en clase.

1. ¿Considera que la actividad realizada promovió la participación en clase de inglés? Si ____ No ____;Por qué? *

Si, porque ayudo a que todos pudiéramos participar de forma activa en el habla de inglés

2. ¿Después de realizar el taller, trabajar con los compañeros le pareció difícil? Si ____ No ____;Por qué? *

A veces, ya que muchas veces no compartimos ideas, y es difícil llegar a acuerdos

3. ¿Siente que su responsabilidad al momento de apoyar el trabajo en grupo fue positiva o le faltó aportar más? _____;Por qué? *

Fue positiva, ayude a formular las respuestas y colabore con lo que mis compañeros necesitaban

4. Considera que la estrategia utilizada en clase -juego de torneo le ayudo a trabajar en equipo? Si ____ NO ____;Por qué? *

Si, ayuda a tener más compañerismo

5. Considera que la estrategia utilizada en clase -juego de torneo le ayudo a tener e cuenta las ideas de los demás? SI ____ NO ____;Por qué? *

Si, escuchamos que aportes tienen las demás personas, y así podemos hacer un gran trabajo

6. Considera que la estrategia utilizada en clase -juego de torneo le ayudo a expresar ideas empleando el segundo idioma? SI _____NO _____;Por qué? *

Si, ayuda a mejorar nuestro vocabulario

7. Marque cuál de estos tres valores considera usted que se usaron más durante la clase *

Respeto

Colaboración

Auto - estima

8. Durante las actividades de clase, ¿Qué idioma uso más el español o el inglés?;Por qué? *

El inglés, ya que ese era el propósito de la actividad, así que intente usar el ingles lo mayor posible

9. ¿Considera que el uso del juego de torneo, hace que se sienta más seguro al momento de hablar en inglés? *

Totalmente en desacuerdo 1 2 3 4 5 Totalmente de acuerdo

10. ¿Considera que esta estrategia en clase, le ayudó a comunicar mejor sus ideas en inglés? *

Totalmente en desacuerdo 1 2 3 4 5 Totalmente de acuerdo

11. ¿Cree que el trabajo en equipos le ayuda a sentir más confianza al momento de expresarse usando el idioma *
inglés?

1 2 3 4 5

Totalmente en desacuerdo Totalmente de acuerdo

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Appendix J. Evaluation Stage. Peer Student and Teacher Evaluation –

Evaluation workshop 1 to 6.



UNIVERSITY OF CALDAS
MASTER'S PROGRAM IN ENGLISH DIDACTICS
PEER – EVALUACIÓN DE LA ACTIVIDAD EN CLASE
WORKSHOP ____

Nombre	Fecha				
	Bajo	Medio	Bueno	Muy bueno	Excelente
TRABAJO EN EQUIPO	1	2	3	4	5
PARTICIPACIÓN ACTIVA EN EL GRUPO	1	2	3	4	5
RESPECTO POR SUS COMPAÑEROS	1	2	3	4	5
CONFIANZA EN SÍ MISMO	1	2	3	4	5
USO DEL INGLÉS AL EXPRESAR IDEAS	1	2	3	4	5
USO DEL ESPAÑOL	1	2	3	4	5
RECOMENDACIÓN GENERAL:					
SUGERENCIAS					

Appendix K. Evaluation Stage. Rubric Peer Assessment – workshops 1 to 6

PEERS' AND TEACHERS' ASSESSMENT RUBRIC					
CRITERIA	5	4	3	2	1
TEAM WORK	Always works efficiently as a team in class activities.	Works with the majority of classmates in class activities.	Works with some classmates in class activities	Works with very few classmates in class activities.	Must work with all classmates in class activities.
ACTIVE PARTICIPATION IN A GROUP	Student participation always is constant and participatory during teamwork in class.	Student participation is most of the time constant and participatory during teamwork in class.	Student participation is sometimes constant and participatory during teamwork in class.	Student participation is rarely constant and participatory during teamwork in class.	Student participation must be constant and participatory during teamwork in class.
RESPECT FOR PEERS	Respects all classmates in the classroom activity	Respects the vast majority of classmates in the classroom activities.	Respect some classmates in the classroom activities.	Respect a few classmates in the classroom activities.	Must be respectful with the classmates in the classroom activities.
SELF – CONFIDENCE	Shows high self-confidence when participating in class activities.	Most of the time shows self-confidence when participating in class activities.	Sometimes shows self-confidence when participating in class activities.	Shows little self-confidence when participating in class activities.	Must develop more self-confidence when participating in class activities.
USE OF ENGLISH TO EXPRESS IDEAS	Uses the second language to express ideas in class activities.	Most of the time uses the second language to express ideas in class activities.	Sometime uses the second language to express ideas in class activities.	Rarely uses the second language to express ideas in class activities.	Must use the second language to express ideas in class activities.
USE OF SPANISH	Avoid using mother tongue words in class activities.	Hardly ever using L1 words in class activities.	Uses some words in L1.	Most of the time express ideas in L2 in class activities.	Always use English in class activities.