

Application of cooperative language...

The application of Cooperative Language Learning through Project Work

By

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Universidad de Nariño

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Nota de Responsabilidad

“Las ideas y conclusiones aportadas
en el trabajo de grado son responsabilidad
exclusiva de los autores”

Artículo 1 del acuerdo 324 de octubre 11 de 1966
emanado del Honorable Consejo Directivo
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NOTA DE ACEPTACIÓN

JURADO

JURADO

ANA CLARA SANCHEZ
ASESORA

San Juan de Pasto, Junio de 2013.

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Resumen

Este estudio fue desarrollado para identificar que efectos se producen cuando se lleva a cabo la implementación del método Cooperativo (CLL) a través de Proyectos (PW) en el colegio I.E.M María Goretti. Además, para identificar qué habilidades mejoraron y hasta qué punto un acercamiento actual se puede usar en el aprendizaje de una lengua extranjera (EFL) en nuestro contexto. Por lo tanto, pudimos identificar en términos lingüísticos la medida en que los estudiantes se desenvuelven en un ambiente. Para Llevar a cabo este estudio fue necesario aplicar tres proyectos los cuales fueron tomados de experiencias reales y donde los estudiantes trabajaron cooperativamente.

Para obtener los resultados del proyecto nosotros usamos un pre-test y un post-test en dos grupos. Un grupo control(4-1)y un grupo experimental(4-9) Analizando los resultados de nuestro estudio, comprendimos que la habilidad de escribir fue la que mas mejoró destacándose en todas las habilidades sociales.

Estos resultados sugieren que los maestros deben fomentar a los estudiantes para trabajar cooperativamente y trabajar en tareas que los permiten mejorar sus habilidades comunicativas.

Application of cooperative language...

Abstract

This study was developed to identify the effects of implementing Cooperative Language Learning (CLL) through Project Work (PW) in I.E.M Maria Goretti elementary school. Furthermore to identify which languages skills were improved from the use of the project and what extend a current approach could be used in English Foreign Languages (EFL) setting likely ours. Thus we could identify how students are immersed in terms of linguistic perform. To carry out this study was necessary to apply three project works which were taking from real experiences and where students worked cooperatively.

In order to achieve the results of the project we used a pre and post test in two groups of the elementary school the experimental group (4-9) and control group (4-1). From the results we realized that writing skill was improved during the research. On top of social skill was desirable at the end of the project.

These findings suggest that teachers should encourage the students to work cooperatively and to work in tasks that allow them improve their communicative skills.

Application of cooperative language...

Table of contents

INTRODUCTION

Introduction to the problem	11
Problem statement	11
Research questions	11
Hypothesis	12
Delimitations	12
Justification	12
General objective	13
Specific objectives	13
Limitations	13
Review of literature	14
Communicative Language Teaching (CLT)	15
Features of CLT	15
Task Based Language Teaching (TBLL)	16
Features of TBLT	17
Content Based Instruction (CBI)	20
CBI Models	20
Competency Based Language Teaching (CBLT)	21
Features of CBLT	22
Cooperative Language Learning (CLL)	23
Project Work (PW)	28
Methodology	34
Design of the study	34

Application of cooperative language...

Type of Research	34
Population	35
Sample	35
Materials and Data Collection Techniques	35
Description of the Procedure	36
Variables	37
Data analysis	37
Conclusions	55
Recommendation	59
List of Figures	
Figure 1. Pretest in the experimental group	39
Figure 2. Pretest in the control group	41
Figure 3. The percentages in the scores of the control and experimental groups in week 2	44
Figure 4. Scores of both groups in week 4	45
Figure 5. The percentages in the scores of the experimental and control group in the 9th week	47
Figure 6. The results of the pos-test in experimental group at the end of the treatment	48
Figure 7. The contrast between the results of the Pre-test and Post- test in the experimental group	50
Figure 8. The difference between the results of the Post-test and pre-test in the control group	53
Figure 9. The difference between the results in the pos-test in the Control and experimental group	55

Application of cooperative language...

List of Tables

Table 1. Results of pretest in the experimental group	40
Table 2. Results of pretest in the control group	42
Table 3. Results of pos-test in experimental group	49
Table 4. Results of the Pre-test and Post-test in experimental group	52
Table 5. Comparison between post-test and pre-test in control group	54

Appendix

Introduction

The field of Teaching English to Speakers of Other Languages (TESOL) and foreign language learning, in general, has been characterized by a constant search for more effective ways of teaching foreign languages. The debate for teachers is whether to focus on methods or theories, and which is the best option according to the context. Through time teachers have adopted these methods and theories to achieve certain goals. However the needs of English language learners' have changed overtime, and the teaching profession is continually exploring new options to carry out different instructional strategies and methods in the classroom. These advances should be analyzed in order to find better teaching methods.

Now a days teachers emphasize post-method language teaching (Kumaravadivelu, 2003) where teachers-learners' interaction, problem-solving tasks, and the development of communicative competence are fundamental, leaving behind traditional methods with a more structural and lexical focus. In recent decades, schools in countries such as the U.S.A, Australia, and Canada are incorporating content-based instruction and projects to engage students in a content learning environment. This creates a learning framework that foments language acquisition skills and allows students to manage their own language development. (Richards and Renandya, (2002)

In this study, we describe how the contemporary trend of Cooperative Language Learning (CLL) is implemented through Project Work in an elementary level setting where English is used as the foreign language. It is worth clarifying that CLL is more than just group work, since it develops self

enforcing problem solving skills. This is likely the manner in which students will study in the future.

Introduction to the Problem

In this chapter we will introduce information about the research problem, delimitation, characteristics, objectives and information that permits to understand the justification of the study and the reason why Cooperative Language Learning approach was chosen to work on.

Problem Statement

It has been suggested by different authors such as Brown (2000) and Celce - Murcia (2001) that learning a second language is a complex process. Teaching involves an appropriate combination of principles, theory, methodology, and practical skills. Further complicating matters English as a Foreign Language (EFL) setting introduces even more variables, which often cause learners to be unsuccessful in developing even basic communicative competence. The Colombia Ministry of Education now requires teachers to development communicative competence at all levels of teaching EFL. For this reason we have chosen research CLL, more specifically Project Work, as an alternative for overcoming difficult teaching conditions and to enhance English language acquirement. It is believed that this method will also improve the academic relationship between teachers and students.

Research Question

What are the effects of the implementation of CLL through the use of Project Work on elementary school students?

Hypothesis

The use of cooperative language learning through project work will have either positive or negative effects on fourth grade English learners.

Delimitation

The study was carried out in the fourth grade of “Institucion Educativa Municipal (I.E.M) Maria Goretti.” The school is a public school located at “Las Americas avenue” in Pasto City, in the department of Nariño. In general, the students come from low and middle socio-economical groups.

Justification

Research overall is necessary in the furthering of knowledge, and nowhere is this truer than in the field of education: Educational research provides crucial information for developing and improving methodology. It is well-known that there are various ways to teach foreign languages, but teachers in resources scarce, such as in Colombia, tend to relay on more traditional methods. These include the Grammar Translation Method, the Direct Method, and the Series Method. Consequently, basic research is ideal for investigating how foreign language learners will react to more contemporary teaching methods.

The purpose of this study is to better inform teachers about the uses of current methodologies; in particular CLL. This approach was implemented through mutual collaboration with students that encouraged students to explore language learning on their own terms. Thus, this caused students to develop better language skill along with augmenting their capacity for self learning. In addition, the cooperative nature of CLL is apt for helping students improve their social skills. A high number of the participating student increased in self

motivation, responsibility, autonomy, and independence. Project work involves subject matter from the real world events, subsequently this facilitated teachers and students to move to current approaches in order to achieve communicative competences.

Finally, we choose this topic because of the lack of investigation in the University of Nariño. This allows us to give suggestions and to contribute to implementing recent methods and theory. The results of this study are expected to provide valuable insight for developing better techniques for enhancing the teaching-learning process in the classroom.

Objectives

General Objective.

To describe the effects of applying Cooperative Language Learning via Project Work in an elementary EFL courses.

Specific Objectives.

To identify which language skills improve more from the use of Project Work in an EFL setting. In addition to identifying what extent a recent based approach, such as CLL, can be applied to beginning English language learners. On top of discerning how students perform in terms of linguistic performance and also social interaction while immersed in project-based learning.

Limitations

Working with the CLL approach has some drawbacks: the first one is great amount of time necessitated by working in groups or carrying out projects. Ample time is required to organize learners, deliver directions, and actually carry out task at hand. Furthermore, teachers need time to give feedback and, in our case, time is limited to 45 minutes per class. The second

issue can be that students are not used to listening and learning from their classmates. They tend to focus on the teacher and on the explanations or input the teacher provides. This can be a problem for teachers who may need to try to convince their students that interaction with others is another way to advance in their learning. Another potential problem when implementing cooperative language learning is that students refuse to work in groups or if they want to work in groups they want to choose who to work with.

Review of Literature

It is known that the Ministry of Education in Colombia has established certain goals or benchmarks. Those goals should be achieved by each student, but the booklet that contains the standards is not clear about how the goals can be achieved. For example, according to Colombian standards, fourth and fifth graders should achieve “básico I A2.1”. It means that every student is able to understand short stories, produce dialogues, understand teacher’s directions, etc. However, in order to achieve the prior goals teachers need to find some learning conditions and also use different kinds of methods and approaches that have been developed through time. In this section we are going to clarify some concepts which are important for our study and that could also serve as reference for other teachers interested in this topic. Let us begin by discussing some communicative approaches that are commonly used in settings where the Common European Framework is implemented and where the conditions may be more conducive to learning (e.g., more weekly hours devoted to L2 instruction, less students in each classroom). This overview of current approaches begins with CLT because we could say that it was the approach that gave rise to other alternatives in teaching.

Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is best considered as an approach rather than a method (Richards and Rodgers, 1986, 2001) given that instead of telling teachers the steps they should follow to teach an L2, it suggests principles that teachers can adapt to their situation and needs.

In addition communicative language teaching is a broad approach to teaching that resulted from a focus on communication as the organizing principle for teaching rather than a focus on mastery of the grammatical system of the language. This is positive because as we suggested before teachers here tend to focus on teaching grammar and vocabulary, sometimes in an incorrect way; but using CLT gives teachers the chance to foster interaction.

It is also important to mention that the purpose of the communicative language teaching (CLT) is to develop what Hymes (1972) referred to as “communicative competence” which means what a speaker needs to know in order to be communicatively competent in a speech community in other words to develop the capacity to use language appropriately in communication based on the setting where interaction happens. This is something to keep in mind because that is what the government is aiming to by adopting a modified version of the Common European Framework.

Communicative Language Teaching Features

1. Communicative language teaching (CLT) promotes learning when the learner is exposed in real context where fluency and acceptable language are the primary goal.
2. Accuracy is judged not in abstract but whether in context.

3. Communicative language teaching pays systematic attention to functional as well as structural aspects of language, which prepares learners for meaningful communication.

These features can help teachers create more functional tasks that also encourage students to do focus-on-form activities.

The next communicative approach we examine is task-based language teaching.

Task based language Teaching (TBLT)

Before starting to explain the definition of task based language teaching (TBLT) it is important to clarify the concept of task since it is quite ambiguous and there are different definitions:

According to Nunan (1993) a communicative task is a piece of classroom work which involves learners in comprehending, producing, manipulating or interacting in the target language while their attention is principally focused on meaning rather than form.

On the other hand, Willis (1996) says that tasks are always activities 'where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome' page 23.

For Curran (2000) it is 'the end products to a planned process, a completed piece works' page 21. In other words, a task is a meaningful activity that learners have to develop using the target language, producing and comprehending situations about real life trying to achieve outcome.

Now that we have a better idea of what a task involves, let us summarize the most important aspects of Task Based Language Teaching.

Task Based Language Learning (TBLT) is an approach focused on the use of tasks as a central activity in the learning process. In this approach the most important is the task, and the use of language is just as a vehicle of communication.

Features of Task Based Language Teaching

The following characteristics of TBLT are summarized by Richards and Rodgers (2001):

1. The focus while students are doing tasks with an outcome is that they use language in a meaningful way and engaging in naturalistic and meaningful communication.
2. Task-based language teaching proposes the notion of task as a central unit of planning and teaching.
3. Learner-centred which means that the knowledge of the students is working based on their needs and interests. Furthermore, depends on the good materials, activities and tasks which are selected to develop the class in a correct way. On the other hand is seen the importance of the negotiation between the facilitators and the learners rather than teacher controlled which means that every activity or task and materials are selected only by teachers.
4. Learners are free to choose any language form to talk in order to carry on a communication in different groups. Besides all learners need to experiment and make errors.
5. A central role of the teacher is to facilitate and to organize every task and activity, taking into account needs and interests of the students. In addition teachers have to help students in every stage of the class.
6. The focus is on process rather than product.

These features are brought into real life through the stages Willis presents.

These stages are relevant to consider in the process of teaching a foreign language applying task based language learning and they are as follows:

- 1 . Pre-task phase: The pre-tasks phase is usually the shortest stage, it is a kind of introduction of the topic and tasks. There are different tasks that can be taken from course books, resource books and designs of the teacher's own tasks. This should be prepared with a preliminary work, good materials, and vocabulary-building ideas that can be get going straight away for the students. However, teachers need to help students define the topic area, depending of the cultures and needs of the learners. The teacher o facilitator must clarify concepts and points of view of every topic to encourage them to participate, discuss and talk each other. Besides, it is important to involve learners to the new phrases and words that will be useful during the tasks. Finally, teachers must be sure that learners understand the tasks that they will be involved. In other words teachers must familiarize the students with the context.
- 2 . Task stage: In spite of teachers are less active they must make sure that students are doing the tasks, encourage students to take part of the group work, accept errors in the use of the language, and identify and give roles to the learners in each groups. The important aspect in this stage is not to stay so close to the learners, in order that they will be independent learners.
- 3 . Planning stage: This stage comes after working in the task stage and it has to do with helping students to plan the reports in an effectively

way. Here teachers must be clear with the goals and forms of the report, besides teachers must make sure if learners know the audience that the report will be for, and the resources that they can use in the tasks. At the same time the students are given the limit time to develop the oral presentation of the report or the written report. The important aspect in this stage is that teachers check if everything is understood and if every learner understands the rules to carry on the task. Besides it is important that teachers comment the good points of the development of the task in a simplify way.

- 4 . Report stage: As regards to report stage is important to taking into account the level and number of the class, furthermore type of the tasks to obtain a final result from the learners. In this stage teachers don't pay attention to the perfect grammar of the report. Which is important here is the knowledge that learners have acquired in the process. On the other hand the comments that teachers are given to the learners must be positives, noticing the improvements that the students have had during the task. It will help to self-esteem and motivation of them.

With respect to the role of the teacher in the report stage is that teacher works as a coordinator, who introduces and organizes the presentations of the report in the group. These presentations could be oral, written presentations, audio and video presentations. To conclude teachers make sure to give feedback to the students with examples and comparisons suggesting correct the errors in a gentle way.

Content Based Instruction (CBI)

Content based instruction (CBI) is an approach that is focused on the subject matter or the content rather than on the learning of formal aspects of language such as grammar rules or phonology or vocabulary. Also, according to Stryker and Leaver (1997) cited by Richards and Rodgers (2001), CBI encourages students to learn a new language by playing real pieces, and it is a way showing our students how to can fly. It means using the language as a real communication.

In CBI the language has different purposes and it combines the skills trying to be meaningful in a real communication.

Content-Based Instruction Models

Using CBI is not just a matter of using readings about sports or music; Richards and Rodgers (2001) summarize different CBI models that can be used according to the teacher and the learners' needs.

- 1 . Theme based language instruction: This is a language course which the syllabus is organized around different themes or topics. This model is focused on language analysis and practice which involves topics introduced by reading, writing and listening activities and different materials.
- 2 . Sheltered content instruction: This is a course which is focused in content and is taught through second language. This model is called 'sheltered' because students are given special assistance, in a specific area. Students need help to understand the subject area and the important aspect in sheltered content instruction is that teachers present

and select a comprehensible material according the students' capabilities.

- 3 . Adjunct model: Some authors like Stephen Davies call it a model it refers to a course which is connected with another course, that is to say that one course is focused on the content and the second course is focused on the language learning. Here both courses are complemented each other for a specific purpose. Furthermore, two teachers work together, a subject teacher and a language teacher in order to develop strategies to help students in the teaching-learning process.

We believe CBI is an approach that should be adapted by teachers taking into account learner needs and also the goal of the school and the government.

Now we turn to a current approach which could be interesting to work with in adult courses or informal courses.

Competency Based Language Teaching

In order to know what competency is we are going to mention the definition of competency: according to Buda and Sanders (1978) the first one is considered as hypothetical construct and the second type is considered as a standard of performance that is to say a skill, achievement and intelligence.

The second one, on the other hand, refers to mastery or criterion levels of performance.

Taking into account the last aspects we can say that a competency is a combination of social, cognitive and communicative skills.

According to Richards and Rogers (2001) Competency language teaching CBLT is an application of the principles of competency based education to language teaching.

To clarify best, CBLT is important taking into consideration what content based education (CBE) is.

According to Richards and Rogers (2001) CBE emerged in The United States in the 1970s and it refers to an educational movement that focuses on the knowledge, skills and behavior of the student at the end of the course. Besides it can be said that CBE is a movement which pursues outcomes or outputs of learning in the language programs.

On the other hand Content Based Language Teaching is an application of Content Based Education which seeks the use of language as much natural as possible in a social context, where language is fundamental as medium of interaction and communication between people who have the same professional needs or capacities and need to expand that professional performance to a foreign language setting.

Features of Competency Based Language Learning

1. CBLT is based on behaviorist view because it is focused in competences which means that students are able to know how and when to use that language.
2. The focus in the competency based approach is on the outcomes, which is emphasized in what learners are expected to achieve with the target language. In other words this approach sees outputs very importantly rather than the learning process.

3. CBLT is founded on the functional perspective of language teaching and has the notion the language form can be inferred from language function.

Finally, we describe one of the most current communicative approaches and the focus of this research: Cooperative language learning. This approach was chosen because we think novice teachers should start implementing more creative and interactive methodologies that can give learners enhanced opportunities for language learning.

Cooperative language learning (CLL)

CLL has been described as a group of learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Olsen and Kagan, 1992, cited by Richards and Rodgers, 2001). For Kagan cooperative learning is a complex entity: a way of teaching that challenges students at the intellectual as well as social level and that combines various levels of simultaneous learning processes in an ingenious way.

For Johnson & Johnson (1999) cooperative learning is achieved when students work together to fulfill shared learning goals.

In Cooperative learning students and teachers work together to pursue goals and objectives. Furthermore, work through cooperative learning students and teachers have to plan how the class is going to be taken and worked. For Jacobs (2002) cooperative learning is not just part of the how (the method) of learning, it can also be the part of what (the content), as cooperation is woven throughout the learning environment. Here students need the opportunity to do

things not just as small group but also as a class working together toward common goals.

Richards and Rodgers (1986, 2001) have summarized ideas

Related to cooperative learning as follows:

Cooperative language learning was promoted and developed in the United States in 1960s and 1970s as a response to the forced integration in public schools, step by step new aspects were risen compared to traditional methods for example positive relationship between teacher and learner was build, provide team work rather than competition, creation of positive classroom climate. (Richards & Rodgers. p. 192, 2001,)

According to Robyn M. Gillies (2007) to accomplish a positive relationship between student –student and student – teacher is relevant to distinguish 6 components of cooperative learning.

1. Positive interdependence: All cooperative learning technique share the idea that students work together to learn, and are responsible for their classmates' learning as well as their own. Thus, it was observed that each group member has something important and unique to contribute to accomplish the goal. There are two types of interdependence: outcomes and means interdependence. The first one has to do with the striving of the student in order to achieve the group's goal and the second one exists when students need to share materials to fulfill different roles and achieve group's goal.
2. Promoting interaction: it is characterized by efficient and effective help and assistance which are provided by individuals in a certain task or activity, but also it is characterized by the exchanging resources,

information and materials and processing of information efficiently and effectively, providing feedback in order to improve performance, challenge, rezoning, effort, decision making, solving problem in order to achieve group's goal and individual goals.

3. Individual accountability: Personal responsibilities are accepted by students to accomplish the group's goal but also they are responsible to make sure others complete their individual task. On the other hand the individual accountability can be set through the requirements of the teacher for completing specific task, checking if the requirements have been done, thereby teachers are ensure that each student is promoting to the group's effort
4. Interpersonal and small group's skills: this component is important in cooperative learning because the students are consistently more cooperative and helpful in different tasks, on the other hand these skills must be taught to carry out a good interaction with each other. If children are not taught how to interact with each other they will be a conflict and selfish person. There are certain interpersonal skills that facilitate students' interactions such as actively listening to each other, stating ideas freely, accepting responsibility for one's behavior and providing constructive criticism. Though there are certain small groups' skills that facilitate student's interactions such as taking turns, sharing tasks, making dictions democratically. Trying to understand the other person's perspective and clarifying differences. T hereby the interpersonal and small groups-skills are relevant to achieve a successful cooperation.

5. Group processing: in this element the groups constantly check their progress and the use of the adequate social skills, there are certain steps in the group processing: the teacher or students assess the quality of student's interactions, each group receives feed- back, groups establish goals for improving their effectiveness, the students check the process and function, and finally, they celebrate their goals.

Another important aspect that teachers and researchers have to keep in mind in the use of cooperative learning is the wide variety of techniques that can be implemented in the teaching and learning process, we found several techniques but we only choose five which are more suitable for our research, according to Ivy Geok-chin Tan, Shlomo Sharan& Christine Kim-eng Lee (2008) pages: 9-12 the following techniques have received most attention by researchers in teaching and learning process.

1. Learning together is another technique which involves the students work cooperatively, the students in small groups work in some worksheets and they are praised for how good they work cooperatively and for how good they develop the worksheet. This method is focused on team building before the group start working together, this technique is focused on five components of cooperative learning that we discussed above.
2. Student Teams Achievement Divisions (STAD) the first stage of this technique is to present the lesson to students. After that worksheets are given to students who are organized by teams of four members. Subsequently, students take individual quizzes which are assessed to observe the students improvement.

3. Teams-Games-Tournaments (TGT) has the same features of the aforementioned technique the differences between both is the assessment, in Teams Games Tournament (TGT), teachers use a system of academic game tournaments, in which students from each team Compete with students from other teams of the same level to obtain the highest team score.
4. The jigsaw is a technique that was developed as a necessity to help students' differences such as racial conflict, ethnical situation, economical status, etc. and to create a good environment between each other in the classroom. It is carried out in groups of six or five members, each student is member of two groups, one group is called expert group and the second is called base group the group works different subjects which is divided into small parts and it is given to each student to be learned and understood, subsequently students come together and each member teaches his or her part to the rest of the group and makes sure that the topic was understood.
5. In the Group investigation students in small groups make an interest investigation where they have to plan, implement, summarize and analyze the results and make a good presentation. Here the teacher helps the students giving them some instructions about the results, the general topic of the study. The teacher also conducts the investigation to achieve the groups' goals. Group investigation is based on four principles: investigation, students are oriented by the teacher to accomplish inquires about the topic selected. Interaction, once students are immersed on the investigation, they collaborate and give mutual

assistance to each other, discussing different aspects about the main topic. The Interpretation, after the investigation students interpret, analyzes and summarizes the information which was understood by the students.

Intrinsic motivation: the students have total control about their learning taking different decisions how and what they will develop the investigation taking into consideration the students interests for a vital motivation.

All these cooperative learning techniques share fundamental features that distinguish them from a traditional class. As we saw before the organization of small groups to achieve specific goals is the foundation of cooperative learning methods, the next approach that shares the same features of cooperative learning is project work that we presented in our research.

Project work

Working on project work is not a new approach in teaching languages and it is popular nowadays. It helps children, teenagers or adults practice what they know in a real life situation, it develops social skills, independence and responsibility for the work. The term project occurs in methodology books in different combinations. e.g. Project Teaching, Project Method, Project Approach, Project-Based Approach, Project Centered Approach, Project Based learning and Project Work. We have only chosen the Project Work because it is more suitable for our researching. It is necessary to notice how project work has been taken in the process of teaching through the time.

The most prominent representative of pragmatic pedagogy and the father of project approach is John Dewey (1859-1952). The education for him is a tool for solving problems in different aspects of the real life, he also believed that every child learnt directly through the life, and he believed that school should be the best place where a child would really live. These thoughts changed the pedagogy in the teaching process from passive school to an active school where the project based learning took part in the process of teaching making a connection between school and the real life.

Dewey says that project does not present topics as verbal formulations to be memorized, but brings conditions when pupils try their resourcefulness, ability to make right decisions, activity. And this certain degree of uneasiness, certain amount of obstacles should maintain pupils' attention thinking begins where obstacles are. It is aimed at a close relation between thinking and practice.

(Rousova, V.2008.p.11).

Dewey had an important follower of his theory, William Heard Kilpatrick (1871-1965). In 1918 he presented formally his theory called "the project method" where he makes emphasis on the word "the project as hearty purposeful act" he did not invent the term and he did not know how long it had already been in use, however he used that term in appropriate way to designate himself and his classes. He explains the term project as a hearty purposeful act with a concrete sample:

Suppose a girl has made a dress. If she did in hearty fashion purpose to make a dress, if she planned it, if she made it herself, then I should say the instance

is that of a typical project. We have in it wholehearted purposeful act carried on amid social surrounding. That the dress making was a purposeful is clear; and the purpose once formed dominated each succeeding step in the process and gave unit to the whole. That the girl was whole hearted in the work was assure in the illustration. That the activity proceeded in a social environment is clear; other girls at least are to see the dress. (Kilpatrick, 1929, p.5).

As we could see in the prior example it is an act of individual purpose presented in a real life which defines that the purposeful act or project is the 'typical unit of the worthy life'. (Kilpatrick, 1929, p.5).

As well as the purposeful act is the typical unit of worthy life, the base of education should be immersed in worthy life too.

Other explanation of project work is giving by Simon Haines where says: 'Projects are multi-skill activities focusing on topics or themes rather than on specific language targets but also project work provides students with opportunities to recycle known language and skills in a relatively natural context'. (Harmer, J.1991.Pgs.147-148).

Nowadays we have to engage the students with new elements, resources, strategies that help them to improve their skills, in our study we are going to emphasize and encourage the Project work in the classroom, so that teachers who are able to use the project work will focus on content learning rather than on specific language targets in view of that the interest of the students came become central to Real-world subject matter. This way, the teacher is no longer the center of the teaching-learning process, but also plays a major role in offering support and guidance for learners throughout the process, turning the students into important agents of their own learning.

Students also develop social skills such as collaboration and cooperation, which are very essential, within project work, the result of the process culminates in an end product that can be shared with others, giving the project a real purpose.

Another important aspect is the type of project. For example Henry J. (1994) described certain types of projects.

1. Unstructured project is proposed, designed, conducted, analyzed and presented, with its findings on a topic by the students.
2. Semi structured project here, though the project area and methodology are prescribed, the nature of the work is such that students have a lot of responsibility. Besides, every project is linked to real world concerns, students' interests, data collection techniques and sources of information.
3. Real world projects. In this kind of project where is linked to a real world, the student, or group of students works with a real client to help solve a real problem.

On the other hand we can find others types such as Research projects which involves the searching attitude of each student. Text projects which involves the written process of the students such as reports, news etc. Correspondence projects which require communication with individual formation. Survey projects and Encounter projects it means real communication outside the classroom.

Furthermore, the success in the application of project works into the classroom requires multiple steps, Stoller. F (1997) describes the following steps:

Step 1: Students and instructor agree on theme for the project:

Students and teachers agree for the selected theme but teacher manage the structure of the project.

Step 2: Student and structure determine the final outcome. Students and the instructor consider the nature of the project its objectives, and the most effective means to culminate the project.

Step 3: Students and unstructured the project. After the students have determined the starting and end points of the project they need to structure of the body of the project. Here students assume a specific role.

Step 4: Instructor prepares students for the language demands of information gather. In this part the instructor determine the language demand of the information gathering stage and then the instructor prepares students for information gathering tasks.

Step 5: Students gather information.

Students are ready to collect information by using interviewing, letter writings, library searching, etc.

Step 6: Instructor prepares students for the language demands of compiling and analyzing data. At this part the instructor prepare students for the demands of the compilation and analyzes stage by setting up sessions in which students organized sets of materials, and then, evaluate, analyze and interpret.

Step 7: Students compile and analyze information

Here, the objective is to identify information that is critical for the completion of their projects.

Step 8: Instructor prepares students for the language demands of presentation of the final product. At this point, in the development of the project, instructors can bring in language improvement activities to help students succeed with the presentation of their final product.

Step 9: Students present final product

Students are now ready to present the final outcome of their projects.

Step 10: Students evaluate the project

In this last step students can reflect the language that they have learned, the activities and the steps that they follow to complete the project.

On the other hand our decision about what and how to teach not only depends on own knowledge as teachers. It depends also on the needs of the students, learner's levels and learner's age etc. some examples about how it works are the following, Children are curious and this in itself is motivating, besides their attention span shorter than that of an adult. And the appreciation of the teacher is a vital for the children; it seems that children learn indirectly rather than directly. In contrast, the adolescents will probably not be inspired by mere curiosity also they do not need the appreciation of teacher and they are often seen as problem students but they have the capacity to abstract the information easier. Self esteem and identity are essential for adolescents because they are looking for the approval of the group rather than a teacher and they are motivated through the world of experiences and thoughts.

However adult learners have long-term memory and high degree of extrinsic motivation. Also they have a whole range of experiences to draw on. On the other hand the adult learners have expectations about the learning

process and sometimes they can be critical about teaching methods. Finally, adults bring self confidence and global self-esteem into a classroom.

Methodology

This chapter explains how the information has been collected and how the analysis has been carried out; study design, type of research, the setting, the participants, who intervened in the study, data collect and the instruments that allowed us to analyze the situation in order to achieve the objectives proposed at the beginning.

Design of the study

This study was associated with quantitative type because the data intends to measure and interpret the effects of cooperative language learning through projects work. The quantitative paradigm produces quantifiable, reliable data which is usually generalizable to some larger population. However data collected was analyzed from a qualitative perspective showing the result of this method through graphs and tables statistics.

Type of research

The study corresponds to the quasi experimental research, because determined the issues surrounding the implementation of cooperative language learning through project work and allowed us to compare the results from the control group and the treatment group to achieve the proposed goals described in the first chapter of this research.

The design that was used correspond a pre-test and a post-test, control group design in which formula is:

$$G1 = T1XT2$$

$$G2 = T1 T2$$

Here we can see the meaning of this formula:

G1: Experimental group

G2: Control group

T1: Pretest

X: Treatment

T2: Posttest

Population

The study was carried out with two groups of fourth grade 4-1 and 4-9. Where 4-1 was considered the control group and 4-9 was considered the experimental group they belong a public elementary school located at down town of Pasto, Nariño.



Sample

The population who contributed to our study were composed by 41 students in the control group and 41 students in the experimental group, Children's ages range from 9 to 10 years old, they were fundamental for the study because this group of students show motivation and availability to work cooperatively although their knowledge it was not enough.

Materials and data collection techniques

In order to develop our study we used a written pre-test and post-test to collect data. Project works is important to collect the data such as the management of oral presentation inside of the group, note taking of group behavior, academic achievement and participation in the classroom.

Description of the procedure

Two groups of 41 students were chosen where the first group (4-9) was the experimental group by which cooperative language learning was implemented by using 3 different project works proposed by students and designed by us, we worked during three months from February to April. We started with project work number 1 which was called: "My favorite person". This project work was focused on the students' preferences about real professions. At the beginning students had 5 minutes to organize the group work, and each group was composed by three students.

This project was carried out in seven steps. The first step gave students the opportunity to choose the topic to work with. In step number two the students and teacher considered the creation of a handout as a final report. Finally, we decided to have as the final outcome an oral presentation.

Step number three is the structure of the project which was determined by us. The information that students recollected was written on the handout taking to account the main characteristics such as: names, appearances and roles in the context. Further to gather this information each student had to cooperate giving their opinions about their previous knowledge about the topic.

Step number four we showed them pictures, flashcards and posters about the topics as introduction to prepare the students to the new vocabulary. The following step students were ready to collect, to organize, analyze and present the final report. In the step number six students completed the project with their oral presentation. At the final step the students were given the feedback.

The others projects were called “be aware with Galeras volcano” and “super hero”. These three projects were developed taking to account the steps of project number one. The steps that we gave to the students were clear with short, effective directions to increase the students’ cooperative work.

The second group (4-1) was considered the control group in which we used the traditional method these activities are shown in the appendix.

Variables

Independent Variable: Cooperative learning approach

Dependent variables: The foreign language performance of fourth graders after project work.

Data Analysis

The general objective of this small research exercise was to describe the effects of applying Cooperative Language Learning through project work

in an elementary EFL course, so that we chose two groups of students in 4th course (4-1 and 4-9). This study started the first week of February and it ended in the first week of April of 2011.

In the control group (4-1) we continued teaching the way the teacher had been doing it, using a text book called “Let’s Go 2B”. The classes with this group were carried out using repetition of dialogues and reading translations. In the experimental group (4-9) we applied cooperative language learning through project work.

We applied a pretest to control and experimental group, and then we applied a post-test to both groups at the end of the treatment.

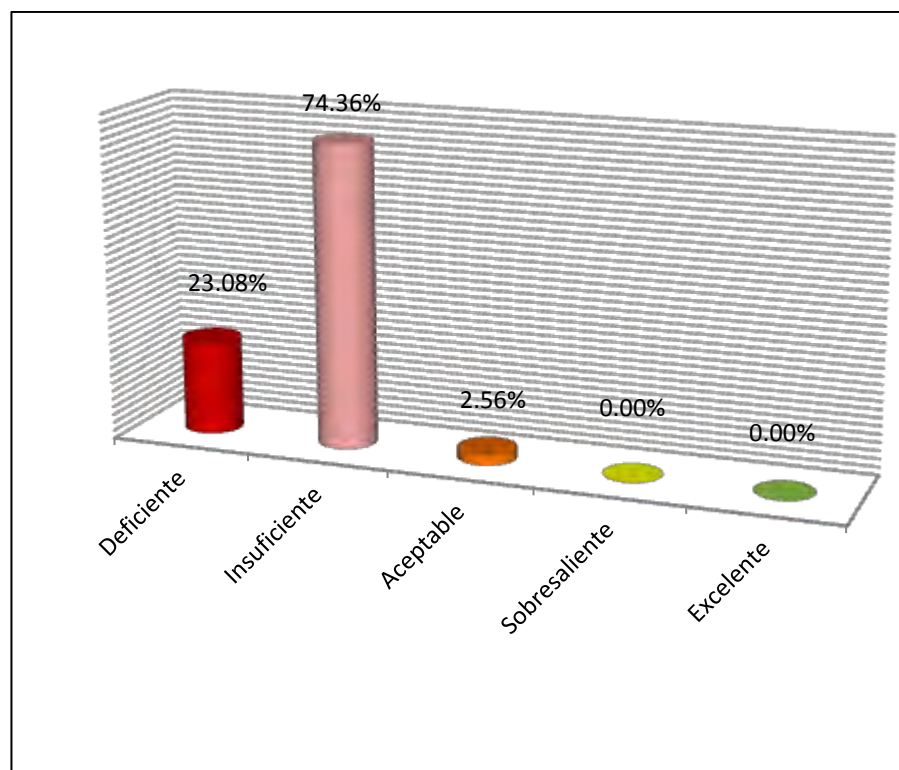
The test that we used in this study was designed by us taking into account some criteria of evaluation.

We used the following quantitative scores implemented by the high school:

0	-	0.9	= Deficiente
1	-	2.9	= Insuficiente
3	-	3.5	= Aceptable
3.6	-	4.5	= Sobresaliente
4.6	-	5	= Excelente

At the beginning we applied a pretest in the experimental group (4-9) where they obtained the following results. Only the 2.56% of students got “acceptable”, 74.36% got “insuficiente” and 23.08% of the students got “deficiente”, 0% got “excelente” and 0% got “sobresaliente”. It means that most of students did not understand the questions of the pretest.

Figure 1. Mean the percentages in the quantitative scores implemented by the school after the pretest in the experimental group.



We could see that before implementing our treatment the level of English in this group was low where 74.36% of the students got “Insuficiente” in the qualitative score. This is represented in table 1.

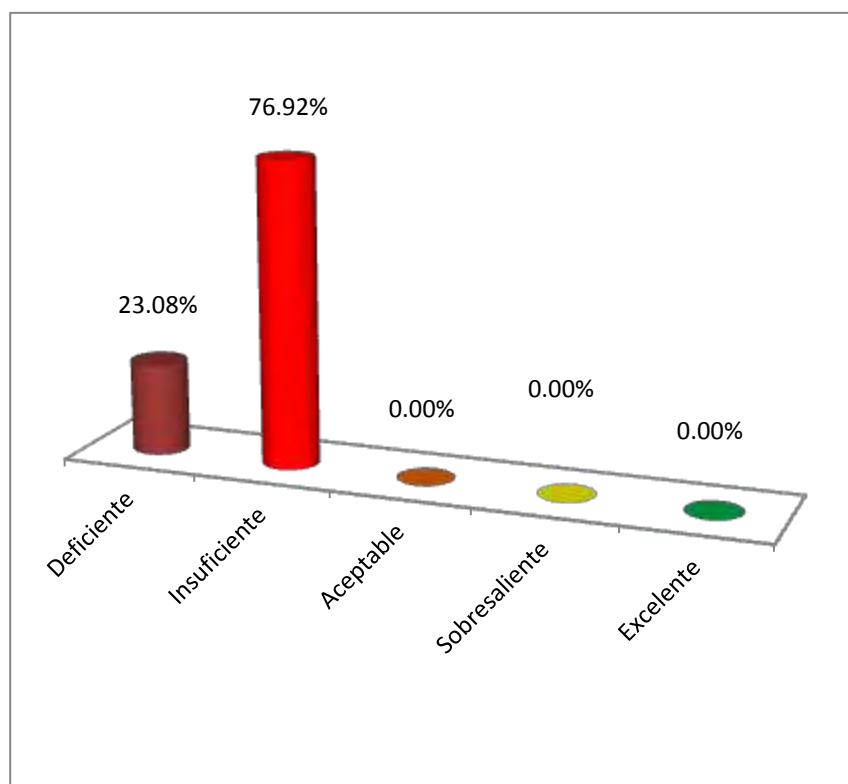
Table 1.
Results of pretest in the experimental group

PRETEST EXPERIMENTAL GROUP (4-9)			
SCORE (X)	FREQUENCY	FX	
0,2	1	0	
0,3	1	0,3	
0,4	1	0,4	
0,7	2	1,4	
0,8	1	0,8	
0,9	3	2,7	
1	1	1	
1,2	4	4,8	
1,3	3	3,9	
1,4	1	1,4	
1,5	4	6	
1,6	3	4,8	
1,7	3	5,1	
1,8	2	3,6	
1,9	1	1,9	
2	2	4	
2,1	1	2,1	
2,2	1	2,2	
2,3	1	2,3	
2,6	1	2,6	
2,8	1	2,8	
3	1	3	
Total	39	57,1	1,46
FX = (frequency*score)			
X (Mean) = ($\Sigma Fx / \Sigma F$)			

Note: X it means the score in the pretest. F means frequency of the score in the group. FX means the total score in the group.

When we applied the same pretest in the control group in order to determine the level of English in this group, we could see that 23.08% got deficiente, 76.92% of the students got “insuficiente”, 0% got “sobresaliente” and 0% got “excelente”. The results of the percentage pretest score are reported in figure 2.

Figure 2. Mean the percentages of every quantitative scores implemented by the high school after the pretest in the control group.



We can say that at the beginning of the treatment both groups had a similar proficiency level of English. On the other hand, the results of control group score were low and are represented in table 2.

Table 2.
Results of control group pretest

PRETEST CONTROL GROUP (4-1)			
SCORE (X)	FRECUENCY	FX	
0	1	0	
0,4	2	0,8	
0,7	2	1,4	
0,8	4	3,2	
1,3	3	3,9	
1,5	2	3	
1,6	3	4,8	
1,7	3	5,1	
1,8	1	1,8	
1,9	4	7,6	
2	3	6	
2,2	1	2,2	
2,3	3	6,9	
2,4	2	4,8	
2,5	1	2,5	
2,6	1	2,6	
2,8	1	2,8	
2,9	2	5,8	
Total	39	65,2	1,67
FX = (frequency*score)			
X (Mean) = ($\Sigma Fx / \Sigma F$)			

Note: X means the score in individual way. F means the frequency of the score in the group.

Prior to the application of Cooperative Language Learning three project works were designed taking into account the syllabus of the school.

The projects helped to analyze the effect of this method to improve the English language in the student's targeted language.

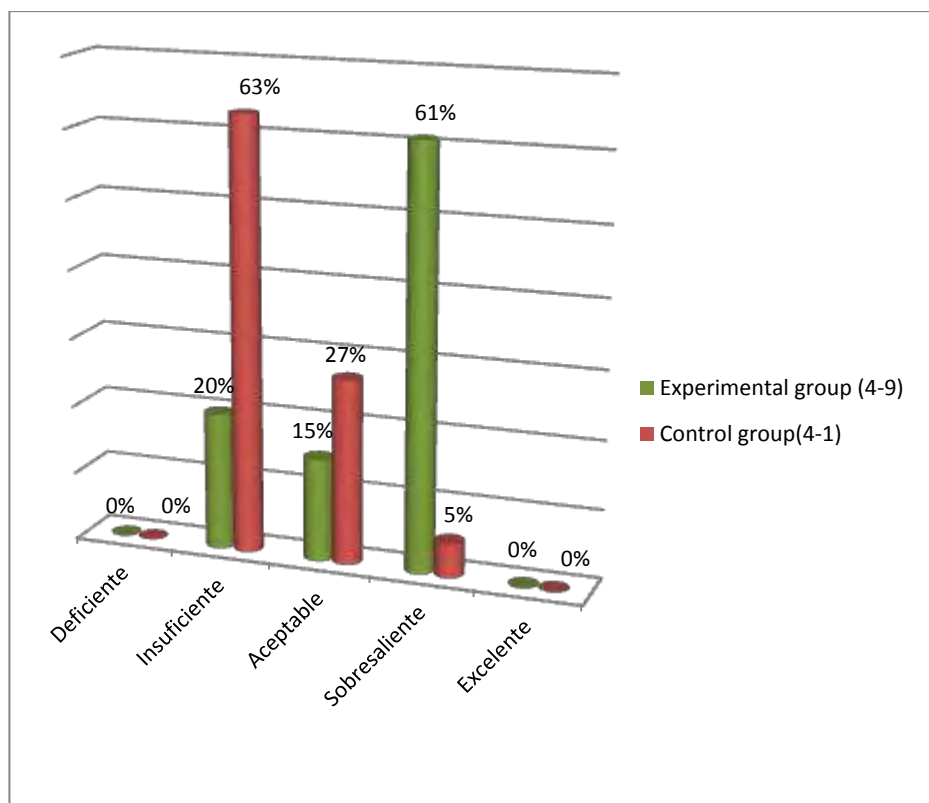
We taught the same topic in both groups during the period of nine weeks from February to April, which were evaluated using qualitative scores implemented by the school. Below, we describe the activities and the result of the evaluation, we used to test the progress and compare the scores of both groups.

On the first three weeks, we started to work in the experimental group (2 hours per week) we used one project work called "My favorite person". We introduced the lesson's topic in 15 minutes. Here we emphasized on introducing people's appearance and occupations so that new vocabulary and new structure of present simple were presented through the class, after that the group of works were formed by students and then we took into account the prior seven steps as we have seen in the chapter III.

On the second week students were able to develop a written report and to make a presentation about their project.

During the two weeks both groups worked the same topics but different methods. We observed in the experimental group that they had an exciting behavior in contrast to the control group. In the experimental group we noticed that the highest score was "sobresaliente" with 61% of the result, while in the control group was 5%. Scores and results can be found in the following figure.

Figure 3. Mean the difference between the quantitative scores implemented by the high school in the control and experimental groups in the second week during the treatment.

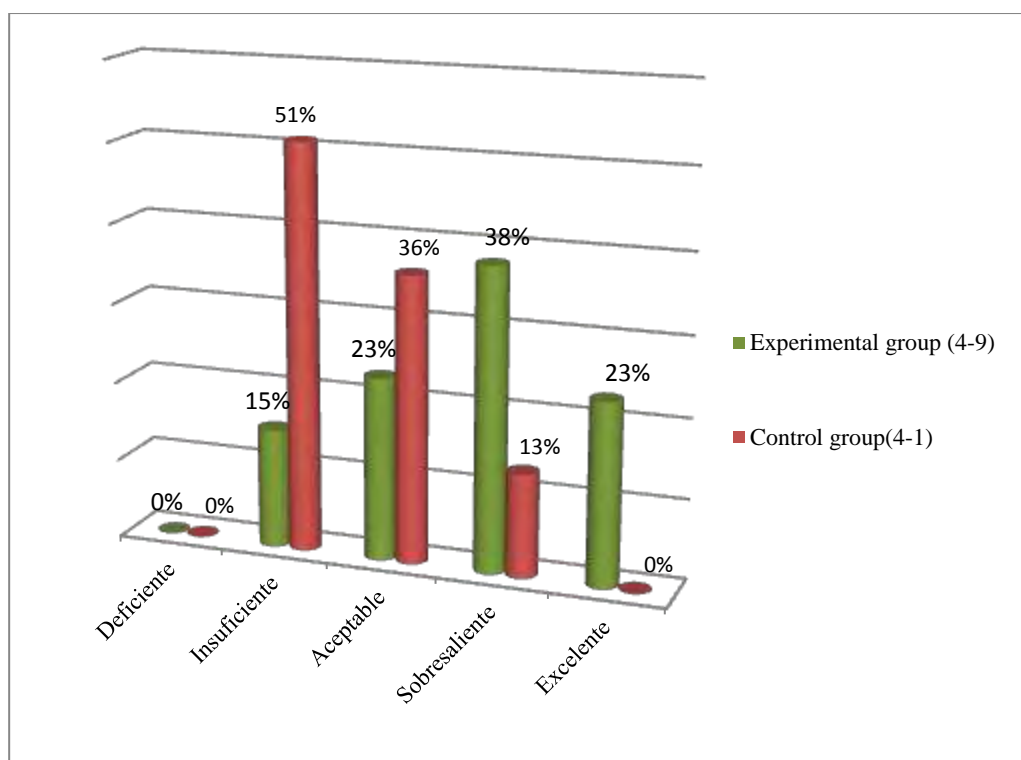


During the third week we could observe a rise in the scores in the experimental group because the students were motivated with the process associated to the new methodology.

On the fourth and fifth weeks we used a project work called “Superhero” in order to practice and reinforce the present simple tense and descriptions. For this activity we used different kinds of flash cards related to superheroes on the table to discuss about the features, for example colors, powers, items, etc. then students had to create a wall chart that it was evaluated by an individual presentation.

On the sixth week students of control and experimental group showed some differences, in the experimental group showed a decrease of 23% in “sobresaliente” but an increase of 23% in “excelente” scores, in the control group we could not find it. We noticed an increase of 8% in “sobresaliente” and 9% in “aceptable” scores; the results of this project are shown in the figure number 4.

Figure 4.
Scores of both groups in week 4



We noticed changes in both groups; we found “excelente” in the experimental group, at the same way we found an increase in “sobresaliente” and a decrease in “aceptable” scores.

During these weeks we could notice that this method was starting to produce positive effects in the treatment.

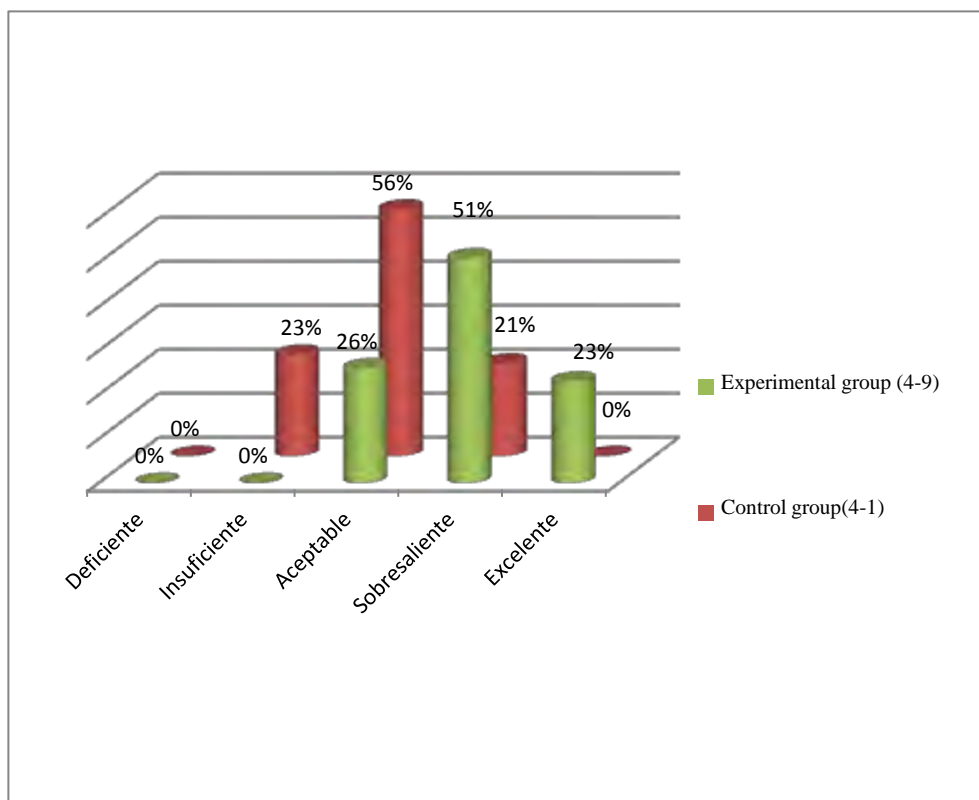
On the seventh, eighth and ninth weeks we finished our study by using the last project called “Be aware to Galeras Volcano” for presenting commands, directions and places. We used new vocabulary and present simple structures. Students discussed key words and new vocabulary taking to account that every group had to suggest places to be safe and to give directions to arrive that places.

Also students had to prepare a pamphlet about The Galeras Volcano eruption, where students described what people have to do and where people have to go in case of an eruption.

In the last weeks, we realized that students could work in a better way with this project; they learnt new vocabulary easily in order to understand what they were doing in classroom.

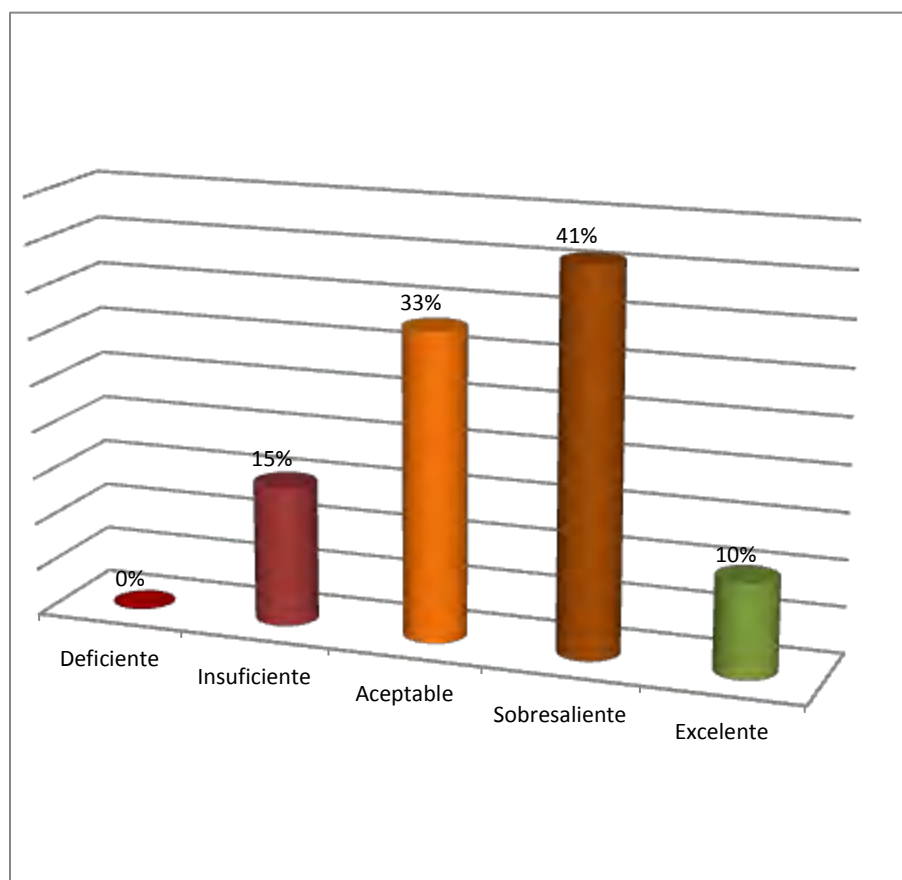
Contrasting the results obtained during the first week and the last week of implementation of Cooperative Language Learning through Project work, the students of the Experimental group got a decrease of about 20% in the ‘Insuficiente’ scores and an increase of 23% in the ‘Excelente’ scores. Figure 5 shows the result of week 9th in both groups.

Figure 5. Mean the differences between the percentages in the scores of the experimental and control group in the 9th week.



After working with projects work during a period of nine weeks in the Experimental group, we applied the post-test in both groups. The Posttest was administered at the end of the nine-week treatment. The following results indicate that there was a significant progress since the students of the Experimental group obtained high “Sobresaliente” scores and low “Excelente” scores. Specifically 10% of the students got “Excelente”, 41% got ‘Sobresaliente’ 33% of the students got “Aceptable”, and 15% got ‘Insuficiente’. These results are summarized and showed in figure 6.

Figure 6. Mean the results of the pos-test in experimental group at the end of the treatment.



Now, and in order to add clarity to the obtained results we show them by means of descriptive statistics.

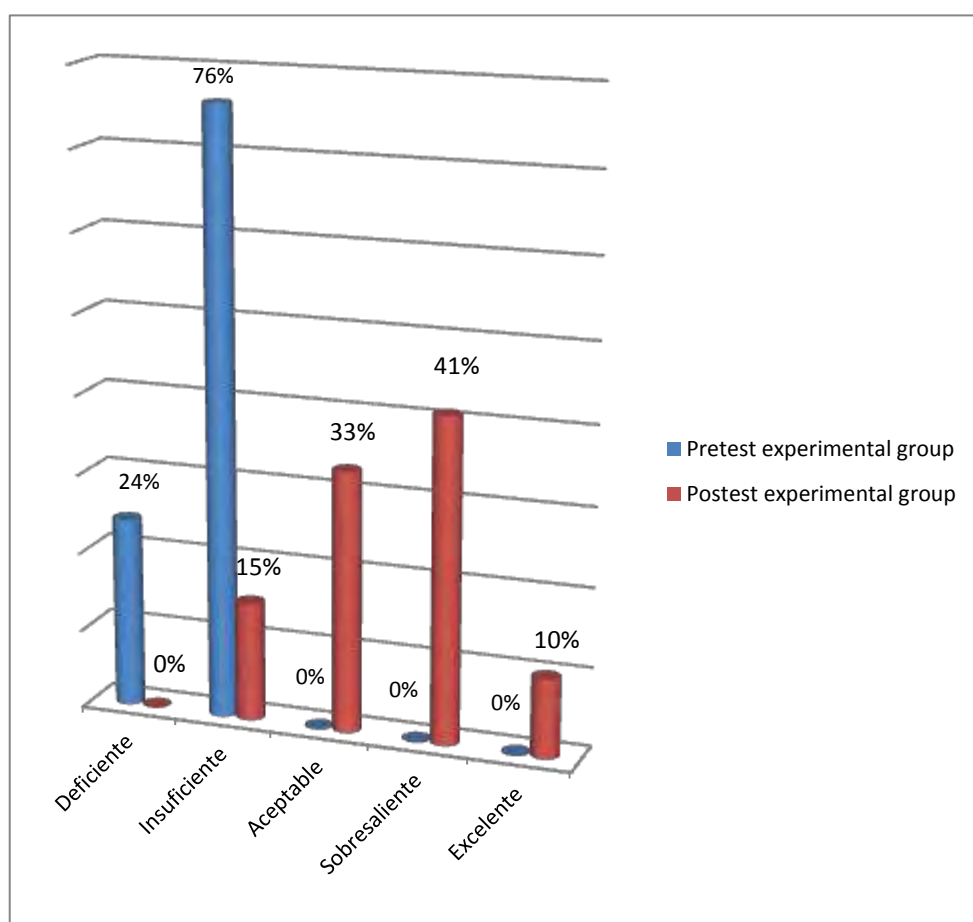
Table 3.
Results of pos-test in experimental group

POSTEST EXPERIMENTAL GROUP (4-9)			
SCORE (X)	FRECUENCY	FX	
1,6	1	1,6	
1,8	1	1,8	
2	1	2	
2,2	1	2,2	
2,5	2	5	
3	2	6	
3,1	1	3,1	
3,2	2	6,4	
3,5	8	28	
3,6	4	14,4	
3,7	1	3,7	
3,8	7	26,6	
4	1	4	
4,1	1	4,1	
4,2	2	8,4	
4,8	1	4,8	
5	3	15	
Total	39	137,1	3,52
FX = (frequency*score)			
X (Mean) = ($\Sigma Fx / \Sigma F$)			

Note: X means the quantitative scores implemented by the high school. F means the frequency of the scores in every student of the experimental group.

The results presented in Table 3 indicated that the mean of the scores obtained by the Experimental group was 3.52. On a scale between 0 and 5, this means that our study in the Experimental group got “acceptable” results according to the qualitative scale used in the school. The contrast between the results of the pre-test and the pos-test in the experimental group is shown in the figure 7.

Figure 7. Mean the contrast between the results of the Pre-test and Post-test in the experimental group.



Comparing and analyzing data from the results of the pre-test and the post-test of the experimental group we can observe that two scores are registered in the pre-test which had the highest percentage that is to say "deficiente" got a 24% and "insuficiente" got 76%. After applying Cooperative

Language Learning through project work in the experimental group the “deficiente” score to 0% and the “insuficiente” score to 15% decreased.

In contrast to the pre-test, the post-test had an increase in the percentages of “acceptable”, “sobresaliente” and “excelente” it means that “acceptable” got 33% “sobresaliente” got 41% and finally, “excelente” got 10% of increase.

The average increase using the Cooperative Language Learning through project work which is shown in the following table 4, where we compare the means of the Pre-test and the post-test in the experimental group.

Table 4.

Results of the Pre-test and Post-test in the experimental group.

PRETEST EXPERIMENTAL GROUP (4-9)				POSTEST EXPERIMENTAL GROUP (4-9)			
SCORE (X)	FRECUENCY	FX		SCORE (X)	FRECUENCY	FX	
0,2	1	0		1,6	1	1,6	
0,3	1	0,3		1,8	1	1,8	
0,4	1	0,4		2	1	2	
0,7	2	1,4		2,2	1	2,2	
0,8	1	0,8		2,5	2	5	
0,9	3	2,7		3	2	6	
1	1	1		3,1	1	3,1	
1,2	4	4,8		3,2	2	6,4	
1,3	3	3,9		3,5	8	28	
1,4	1	1,4		3,6	4	14,4	
1,5	4	6		3,7	1	3,7	
1,6	3	4,8		3,8	7	26,6	
1,7	3	5,1		4	1	4	
1,8	2	3,6		4,1	1	4,1	
1,9	1	1,9		4,2	2	8,4	
2	2	4		4,8	1	4,8	
2,1	1	2,1		5	3	15	
2,2	1	2,2					
2,3	1	2,3					
2,6	1	2,6					
2,8	1	2,8					
3	1	3					
Total	39	57,1	1,46	Total	39	137,1	3,52
FX = (frequency*score)				FX = (frequency*score)			
X (Mean) = ($\Sigma Fx / \Sigma F$)				X (Mean) = ($\Sigma Fx / \Sigma F$)			

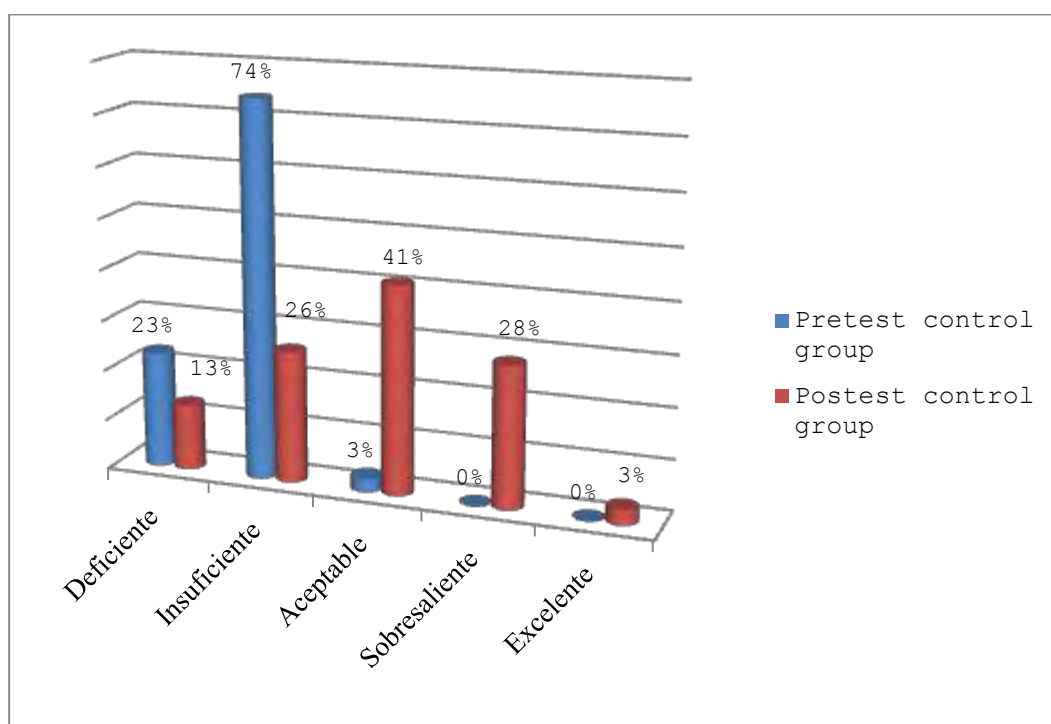
Note: X means the quantitative scores implemented by the high school. F means the frequency of the scores in every student in the group.

As it can be seen, there is a difference between the means of the Pretest (= 1.46) and that of the Posttest (= 3.52)

After continuing instruction in the way it had been carry out the application in the Control group during the nine weeks, It was observed in the pre-test and the post-test that three scores are registered in the pre-test which had the most high percentage , "deficiente" with a 23%, "insuficiente" with a 74% and "aceptable" with a 3%. After finishing the nine weeks of work in the control group it was achieved decrease the "deficiente" score to 13%, the "insuficiente" score to 26%.

In contrast to the pre-test, the post-test had an increase in the percentages of "aceptable", "sobresaliente" and "excelente" it means that "aceptable" increased to 41%, "sobresaliente" got 28% and finally, "excelente" got 3% of increase. It can be evidenced in the figure 8.

Figure 8. Mean the difference between the results of the Post-test and pre-test in the control group.



The average increase using the traditional method of learning which is shown in the following table 4, where we compare the means of the Pre-test and the post-test in the control group.

Table 5.

Comparison between post-test and pre-test in the control group.

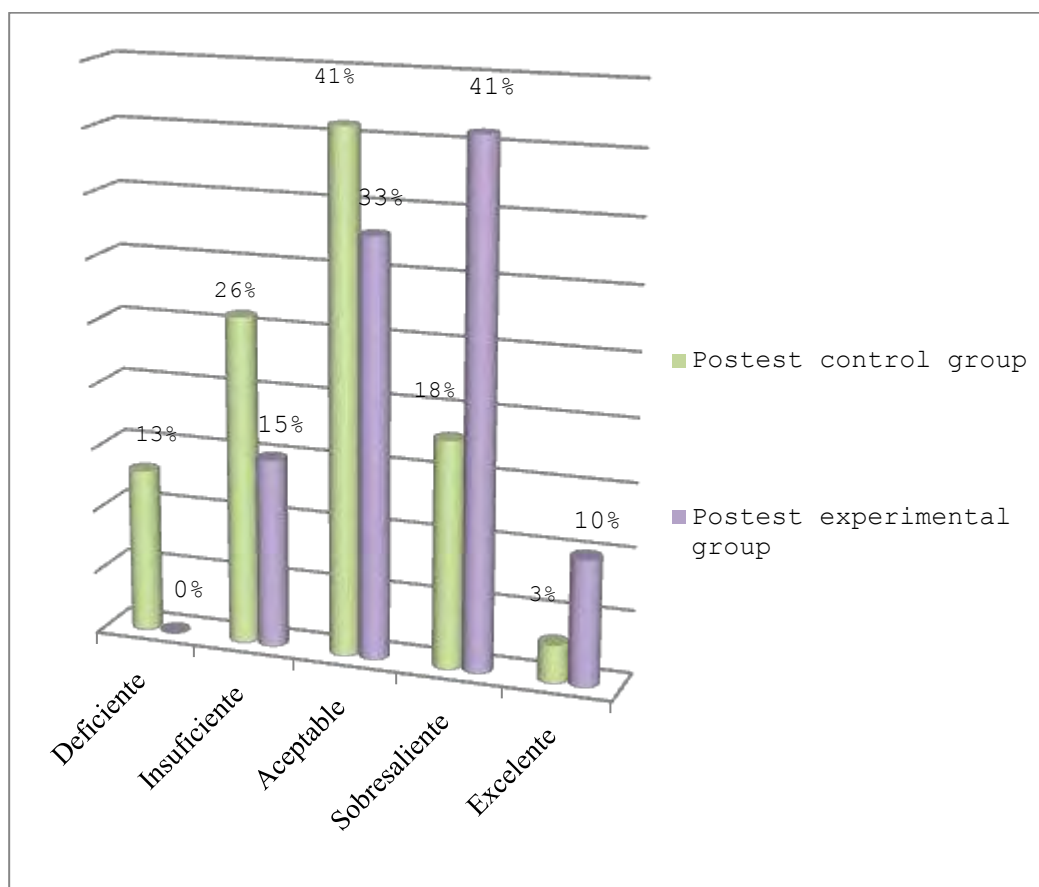
PRETEST CONTROL GROUP (4-1)				POSTEST CONTROL GROUP (4-1)			
SCORE (X)	FREQUENCY	FX		SCORE (X)	FREQUENCY	FX	
0	1	0	1,67	0,5	2	1	2,83
0,4	2	0,8		0,6	1	0,6	
0,7	2	1,4		0,7	2	1,4	
0,8	4	3,2		2,1	3	6,3	
1,3	3	3,9		2,2	2	4,4	
1,5	2	3		2,3	3	6,9	
1,6	3	4,8		2,5	2	5	
1,7	3	5,1		3	1	3	
1,8	1	1,8		3	1	3	
1,9	4	7,6		3	1	3	
2	3	6		3	3	9	
2,2	1	2,2		3,2	1	3,2	
2,3	3	6,9		3,3	2	6,6	
2,4	2	4,8		3,4	3	10,2	
2,5	1	2,5		3,5	2	7	
2,6	1	2,6		3,5	2	7	
2,8	1	2,8		4	2	8	
2,9	2	5,8		4	1	4	
				4	2	8	
				4	2	8	
				4,8	1	4,8	
Total	39	65,2		Total	39	110,4	
FX = (frequency*score)				FX = (frequency*score)			
X (Mean) = ($\Sigma Fx / \Sigma F$)				X (Mean) = ($\Sigma Fx / \Sigma F$)			

Note: X means the quantitative scores implemented by the high school. F means frequency of the scores in every student in the group.

In the prior table it was observed that final results of the control group in the pretests was 1.67 score, according to the scores implemented by the high school, they were in the range of “insuficiente”, contrary to the posttest the final score of the group was 2.83 score. Noticing that there was an increase of 1.67 in the final score, but they couldn’t reach the “sobresaliente” score.

Finally, we present the results of the posttest gotten by the students of both the experimental group and the control group in the following figures 9.

Figure 9. Mean the difference between the results in the pos-test in the control and experimental group at the end of the treatment.



It can be observed in the previous figure that there were certain differences between the experimental and control group. It is evident that in the experimental group there was a decrease in the deficiente scores to 0% in

comparison to the control group that obtained 13%. On the other hand the 'insuficiente' scores increase to 26% in the control group, in contrast to the experimental group got 15%, here we could evidence positive results of the treatment, besides in the control group they got 41% but in the experimental group got only 33%, in the sobresaliente scores, the experimental group got an increase to 41% as opposed to the control group which got a low increase to 18%, finally in the excelente scores in the control group got 3% contrary to the experimental group got 10%.

For Jacobs (2002), Dewey (1859-1952), Johnson & Johnson (1999), when the students work together toward common objectives, the process of learning in the classroom turn into active learning focused on the real life.

As a result of the application of cooperative language learning through project work in the elementary school, the students improved their social skills and the reading and writing language skills, which means that the treatment had a positive impact in the experimental group.

Chapter Five: Conclusions and Recommendations

This section presents the conclusion based on the specific objectives and the inquiries in the research. This is followed by recommendations for class based uses and for further research.

The first project ‘my favorite person’ was a warm up between students and teachers and was important for discovering how students with different personalities, attitudes, and motivation work together. It helped students to the first time share ideas and interests, thus resulting in the improvement of the children’s social abilities by using the foreign language as a vehicle of communication. From this activity we concluded that a cooperative task is successful even if students output is limited, since the tasks enhance social skills or provide a positive working environment.

Students gradually start using the L2 as they increased listening and comprehension skills; this is despite the low proficiency they have in the Foreign Language and the wide use of the students’ native language. It can be concluded, that despite this achievement working with CLL can be discouraging and requires time and effort due to the slow acquisition of the L2. It was also determined that the use of the native language is not desirable because the goal is to develop communicative competence. However, it was concluded that this should not dishearten teachers as students finally increased their listening and comprehension skills in L2.

One more aspect which we concluded is that CLL brings various positive effects in the classroom it was evident through the group’s participation in every single class; additionally students were active, creative and collaborative to providing simple examples, new vocabulary, and short

phrases which was discovered in dictionaries and books. On the other hand, students offered opinions and contribute to the classmates with experiences from their personal experiences such as hobbies, music interests, movies, etc. At the end of the project students were able to communicate among them with certain words and simple expressions improving their relationships and group working. This takes us to conclude that despite initial setback that CLL and group works are effective for developing students' communicative competence (even at basic levels). And working with limited resources.

Teachers who want to make use of CLL and group work need to consider contextualization and real-life tasks if they want L2 classes to be more motivating. For example, in our second project 'be aware with Galeras Volcano' students were able to comprehend routines and habits concerning to real life. A project of this nature help students to gain knowledge of content and to do tasks such as getting the main idea of a short text or participating in a short conversation about the topic. Though pronunciation may not be perfect, the fact that they are talking and writing about something that they know in authentic experiences life it contributes to the quality of the output students produce.

It also can be concluded that knowing the background of the task can contribute to enhancing the students' behavior because it can be a topic which is current, they could provide ideas and work more willingly in the tasks. From the third project which was called 'superhero', it could be concluded that when working in groups the discipline and classroom management in general can be a problem when using CLL and group work and teachers need to think about using other ways to organize the class. Discipline problems could be

solved by making new groups and giving them once again the instructions.

Then again, teachers should expect some noise and discipline problems when they are incorporating cooperative learning and group work in their English lessons, but if they have some strategies prepared to deal with the problems, cooperative learning can still be very effective and contribute to learning.

Although it is clear that when implementing cooperative learning through project work the four language skills are used in an integrative way, in our research we could conclude that the skill that benefited the most of the applied teaching techniques was writing. Students were organized in cooperative groups according to their interest and topics where they developed the activity through discussion and exchanged their points of view. The improvement in writing was evident with the presentation of the final students' projects. The tasks we carried out agreed with Rodgers' point of view:

“While students are doing tasks with an outcome is that they use language in a meaningful way and engaging in naturalistic and meaningful communication”.

Another conclusion is that though the speaking skill was weak students made them understood communicatively after the tasks were developed. In addition to this, students enjoyed working in groups and sharing ideas and different information through the Think Pair Share technique, which involved students in asking and answering questions about their real life and personal information. Thus, we can say that speaking could improve if cooperative tasks are used for a more extended period of time.

One more conclusion that can be drawn is that students can gain a lot of knowledge and new positive experiences through cooperative learning as it

was demonstrated in the final results of the projects. Working through project work helped to release the students' tension and stress. Learners work in a social environment which helps to make the learning process more productive and relaxed.

One important conclusion is that the participation of learners in classes increased gradually while students shared personal information by applying the Real World Project, which involves working with interests and experiences.

We concluded that Projects and cooperative work cannot be done without schedule and careful planning to make a good use of time.

The results obtained agree with Kagan's ideas when explaining that cooperative learning is a complex entity: a way of teaching that challenges students at the intellectual as well as social level and that combines various levels of simultaneous learning processes in an ingenious way. We can add that the findings in this research supported Dewey's idea, who claims that:

Project does not present topics as verbal formulations to be memorized, but brings conditions when pupils try their resourcefulness, ability to make right decisions, activity. And this certain degree of uneasiness, certain amount of obstacles should maintain pupils' attention thinking begins where obstacles are. It is aimed at a close relation between thinking and practice.

(Rousova, V. 2008. p.11).

From the results of the research we can conclude that Cooperative Learning through project work might not be applied in full in a context like ours to make adaptations according to the necessities, ages, mixed

levels of English, number of students, and hours available for teaching. It was clear in our research that is suitable to work with current approaches in EFL classrooms, but it is important to make a good introduction to students before applying Cooperative Learning Through Project Works in the classrooms so that they can really benefit from this work in academic and social ways.

One final conclusion is that project work and cooperative learning are not valuable only due to their academic benefits, but also because they can contribute to creating a positive and safe teaching/learning environment and to teach learners to solve their problems as a team, the use of language to negotiate meaning and to learn from other students. This is especially valuable in the school where the study took place because the students we were working with were aggressive and violent had problems to interact with each other.

Recommendations

From the results and findings, the following recommendations are made for teachers who would like to implement cooperative language learning through Project Work.

It's important noting that incorporating cooperative language learning through project work, demands students to use the four language skills, however in the treatment students showed low level of speaking and they wanted to speak in native language all the time, the reason is students do not know how to do it, because the teachers in public schools do not encourage this skill. We recommend pushing students to integrate the skills giving them tasks about solving problems, introducing themselves, giving opinions etc.

step by step students can get familiarized with the language and start to speak naturally.

Teachers and researchers who want to continue working on cooperative language learning combined with project work should encourage students to develop speaking, directing their attention to some techniques that improve the skill, being creative, attempting to work with contextualized materials and projects and not expecting too much from students with very low proficiency levels. Students need time to develop confidence and take risks.

When the teachers work in public schools they face a great number of students, it is a fact there are at least 45 students in each classroom because of this, and teachers cannot make the students get satisfactory results. During the treatment we also worked with a large group where sometimes our attention was strayed for the bad behavior of some students. For further research teachers should divide the large groups in half in order to avoid discipline problems and work in favorable conditions without losing the objectives of the projects.

Based in our treatment, there were some students who prefer to work alone. due to this, teachers have to teach the benefits of working cooperatively, giving examples taken from the daily routine about how the life works when people work as a team, because the duty of all teachers not only are teaching some language, but also are encouraging the values in any area. If so, students will learn to accept and support each other and resolve conflict constructively.

As we can see in the limitations we need enough time to apply the treatment for that reason, instructors have to manage the time reducing some steps of the project work without losing the core of the project, as we know

students in public schools, receive English classes once a week only for one hour, so that instructors must be efficient with the time. They should reduce teacher talk and increase student talk. They can make the most out of the time giving clear directions as well as managing the time of the groups. Projects require longer time and teachers need to be ready to provide learners everything they need so they not only complete the project, but also learn from the process and learn English while enhancing their social skills.

The final recommendation for teachers is to be aware that cooperative learning and group work require different roles and teachers need to be willing to be a source of knowledge, a counselor, or a support for learners, rather than the center of the class. This change will be positive for the teacher and also for the students who can have more time to talk, write and to experience language learning in a different way.

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Appendix 1

Universidad de Nariño
 Facultad de Ciencias Humanas
 Departamento de Lingüística e Idiomas
 Toma de muestras Pre- test y Post-test
 I.E.M Maria Goretti Grados 4-1 y 4-9
 Profesores: Doly Cárdenas y Oscar Getial

PRE-TEST

1. (Clothing) - Match the pictures with the correct words

	Hat		Shirt
	Jeans		T-shirt
	Shoes		Dress
	Blouse		Skirt
	Sweater		Tie
	Belt		Socks

2. (The colors) reorder these words

- | | | | |
|----------|-------|--------|-------|
| • Yewoll | _____ | pkln | _____ |
| • Belu | _____ | ppleur | _____ |
| • Rde | _____ | bwron | _____ |
| • Genre | _____ | weith | _____ |
| • Ogeran | _____ | bkcla | _____ |

3. (Physical appearance) Draw a boy with the following features:

- | | |
|-----------------|---------------|
| • Brown hair | • Black shoes |
| • Blue eyes | • Small |
| • Green sweater | • Fat |
| • Orange pants | |

4. Draw a girl with the following features:

- | | |
|-----------------|-------------|
| • curly hair | • red shoes |
| • brown eyes | • tall |
| • purple blouse | • slim |
| • pink skirt | |
| • beautiful | |

Appendix 2.

4. Listen and write the occupation.

Occupations - who is she/he?



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Appendix 3.

5. Read and answers the questions.

Tom's Daily Routines

I always get up at seven o'clock. Then I eat breakfast. I usually eat bread and drink a glass of milk. Then I feed the cat. I always eat lunch at eleven forty five. At lunch time I usually drink coke and eat a bowl or rice. I usually have dinner at six o'clock in the evening. Later I do my homework and go to bed I often go to bed at nine o'clock.

Questions.

1. What time does he always get up?

2. What does he usually eat for breakfast?

3. What time does he always eat lunch?

4. What does he usually eat and drink for lunch?

5. When does he do after dinner?

6. What does he do after dinner?

7. What time does he usually go to bed?

Appendix 4.

Lesson plan 1 My favorite person	
Level:	Elementary
Time:	Two weeks
Topic:	Present simple, descriptions and occupations
General aim:	Allowing students to interact working cooperatively in order to get social skills.
Language skill aims:	<ol style="list-style-type: none"> 1. Listening: To identify people, places and objects within a story told by the teacher 2. Reading: To recognize some words and phrases in magazines and newspapers 3. Writing: To produce simple sentences using the new vocabulary in the poster 4. Speaking: To describe some occupations and duties that people make in a community.
Resources:	Poster, wall chart, flashcards, colors, markers, board, magazines and newspaper.
Procedure:	To carry out the project. Teacher should emphasize in the certain steps proposed in the project work and cooperative techniques.
Second Week:	<ol style="list-style-type: none"> 1. Warming up. Students organize in pairs and teacher gives students a jigsaw puzzle to introduce the new language and to awake self-confidence. Then students show the results of the jigsaw puzzle to the rest of the group. 2. Introduction to the project. Teacher shows and explains with samples different kinds of projects and its steps in simple way. 3. Organizing groups. Students organize the group works taking into account their interests, each group is composed by three students, the students and teacher consider the creation of a poster as a final report then the teacher explains the procedure to follow up.
Third Week:	<ol style="list-style-type: none"> 4. Developing of the project. The students have to work cooperatively giving opinions from their previous knowledge planning the development of the activities. Teacher gives the structure of the project and the students assume a specific role. 5. Explanation. The teacher shows the flash cards, wall charts and ask the students who is he /she, what' his/her name, what's his/her job, etc. Providing valuable information related to the topic giving examples of the use of present simple in the real life also giving useful phrases to working on. 6. Research. Students collect the information and search extra information from internet, books or magazines finally they prepare a poster and discuss about the topic. 7. Presentation. Students prepare the final result making an oral presentation. 8. Feedback. Teacher gives conclusions and advices related to the presentations.

Appendix 5.

Lesson plan 2
Be aware to volcano Galeras

Level: Elementary

Time: Two weeks

Topic: Verb to be, commands, numbers, colors, where is/ where are/ places, present simple, vocabulary.

General aim: students will learn what to do before, during and after volcanic eruption recognizing different ways to prevent natural disasters.

Language skill aims:

1. **Listening** – To understand sequences related to routine and habits
2. **Reading** – To recognize main ideas on a short text.
3. **Writing** – To write short advices taking into account the topic
4. **Speaking** – To participate in short dialogues talking about Galeras volcano.

Resources: Brochure, wall chart, flashcards, colors, markers, board

Procedure: To carry out the project. Teacher should emphasize in the certain steps proposed in the project work and cooperative techniques

Fourth Week:

1. **Warming up.** Students organize the groups by four students and teacher gives students a jigsaw called information gap to introduce the information about short stories of Galeras volcano then students have to complete the stories with missing parts.
2. **Introduction to the project.** Teacher emphasizes of what is a project and shows a sample of project and explains once again its steps in simple way.
3. **Organizing groups.** Students organize the group works

Fifth Week:

4. **Developing of the project.** The students have to work cooperatively giving opinions from their previous knowledge planning the development of the activities. Teacher gives the structure of the project and the students assume a specific role.
5. **Explanation.** The teacher shows a brochure related to Galeras volcano and ask the students Where is or where are the places that people could be safe. Besides, teacher provides valuable information related to the topic giving examples of the use of present simple, commands, new vocabulary about real life.
6. **Research.** Students collect the information and search extra information from internet, books or magazines finally they prepare a brochure and discuss about the topic.
7. **Presentation.** Students prepare the final result making an oral presentation.
8. **Feedback.** Teacher gives conclusions and advices related to the presentations.

Appendix 6

Lesson plan 3 My super hero	
Level:	Elementary
Time:	Two weeks
Topic:	Occupations, verb to be, present simple, third person, present continuous, adjectives, comparatives, WH/ questions.
General aim:	To allow students to imagine and create a super hero about the best person from their community.
Language skill aims:	<ol style="list-style-type: none"> 1. Listening: To recognize important features about honest and good people 2. Reading: To predict a short story from a good person of their community 3. Writing: To write a short story taking into account the previous vocabulary 4. Speaking: To describe the activities that people do in the community.
Resources:	large pictures of superheroes, wall chart, flashcards, colors, markers, board
Procedure:	To carry out the project teacher should emphasize in the certain steps proposed in the project work and cooperative techniques
Sixth Week:	<ol style="list-style-type: none"> 1. Warming up. Students organize in groups of four students. Teacher gives instructions about an activity called team games tournament. The teacher draws a tournament score sheets on the board, each group select a name for the group. Then teacher starts the game making a question with a specific description about a superhero. The group that guesses first continues the second question. The game follows successively. Finally the group with the highest score is the winner. 2. Introduction to the project. Teacher shows a wall chart and explains its steps 3. Organizing groups. Students organize the group works taking
Seventh Week:	<ol style="list-style-type: none"> 4. Developing of the project. The students have to work cooperatively giving opinions from their previous knowledge planning the development of the activities. Teacher gives the structure of the project and the students assume a specific role. 5. Explanation. The teacher shows a wall chart and asks the students about the superhero that they are watching. Asking about the characteristics, super powers and making comparisons between other superheroes. 6. Research. Students collect the information and search extra information from internet, books or magazines finally they prepare a wall chart and discuss about the topic. 7. Presentation. Students prepare the final result making an oral presentation. 8. Feedback. Teacher gives conclusions and advices related to the presentations.

Appendix 7.



Appendix 8.

Name: Ailin villa, alejandra Faviana & Marcela pantoja
 Course: 4-9
 Date: 10/febrero/2011 10/May/2011
 Activity: # one



Nombre: She's Miss. Spertaruts.
 Power: Her power is to throw wool to cross hand
 Color del vestido: Red with black
 Color del zapato: black

Nombre: Name
 Power: to be able to Power: Power
 Color del vestido: colour He Dress
 Color del zapato: colour He shoes

Appendix 9.



Appendix 10.



Appendix 11.

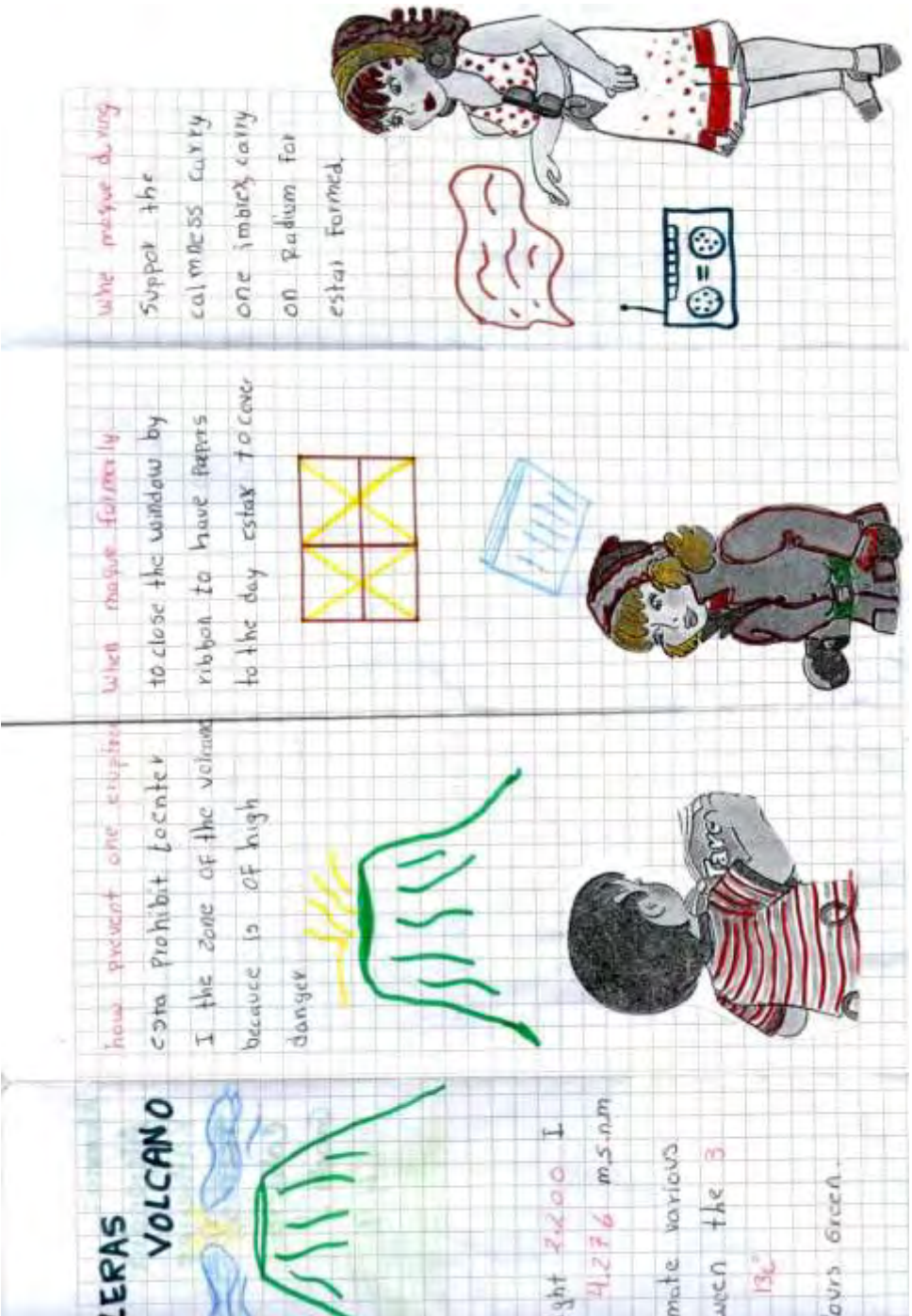
ERAS VOLCANO

How prevent one erupts
 can prohibit to enter
 I the zone of the volcano
 because is of high
 danger

light 2400 I
 4.276 m.s.m
 mate various
 seen the 3
 130°
 ours Green.

When rescue during
 support the
 calmness carry
 one imbric carry
 on Radium for
 estai formed.

When rescue fulmily
 to close the window by
 ribbon to have papers
 to the day restai to cover



Appendix 12.

<p>which makes after return I my would support the calm to have Place.</p> 	<p>who could better help Police officer Fireman ambulance</p> 	<p>Number of emergency number of Police officer 723 Number of Fireman 179 number of ambulance 725</p> 	<p>Alumna: Alejandra Katherine Torres Garcera Grado: 4-9</p>
--	---	--	--

Appendix 13.

<p>WHO CAN HELP US?</p> <ul style="list-style-type: none"> Neighbors Surgeon Boy Scout 	<p>Emergency Numbers</p> <ul style="list-style-type: none"> <u>Police</u> one, two, three <u>Fireman</u> one, one, nine <u>Disasters</u> one, one, one 	<p>GALERAS VOLCANO</p>  <p>How to Prevent a Volcanic eruption?</p>
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Appendix 14.



Appendix 15.



Appendix 16.



Appendix 17.



Appendix 18

