

PROMOTING INTERACTION THROUGH COOPERATIVE LEARNING
STRUCTURES

PROMOTING INTERACTION BY USING COOPERATIVE LEARNING
STRUCTURES

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PROMOTING INTERACTION THROUGH COOPERATIVE LEARNING
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2- Descripción

Este documento se llevó a cabo como requisito para recibir el grado de licenciado en educación básica con énfasis en humanidades: español e inglés. A través de éste se buscó implementar prácticas en las cuales se fomentara la interacción entre los estudiantes a través de la lengua que se estaba aprendiendo. El proyecto constó de tres etapas, cada una con un semestre de duración y tomó lugar en el Centro de Lenguas de la Universidad Pedagógica Nacional, en su sede de la Calle 72, con el grupo de adolescentes de 15 a 17 años del nivel Conversacional.

3-Fuentes

- Alain, B. (2012) *Interacción entre alumnos: cuando la ayuda mutua enriquece el conocimiento*. Madrid: Narcea
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4- Contenidos

El documento está compuesto de seis capítulos distribuidos de la siguiente manera:

Primer Capítulo. Este contiene en su orden los siguientes elementos: Introducción, Presentación del problema, Preguntas de investigación, Justificación, Objetivos general y específico. Segundo Capítulo, este está compuesto por las diferentes teorías que soportan el proyecto. Tercer Capítulo, en éste se encuentra el diseño metodológico, información con respecto a, Enfoque y tipo de investigación, Contexto, Participantes, muestra, Instrumentos y procedimientos en la recolección de datos. Cuarto Capítulo. Aquí se describe como fueron llevadas a cabo las sesiones de clase indicando tiempos, temáticas y herramientas, entre otros. Quinto Capítulo. Este contiene el análisis de los datos recolectados a fin de dar respuesta a la pregunta guía de la investigación. Sexto capítulo: En él están las conclusiones, implicaciones y limitaciones resultantes del proyecto.

5- Metodología

Es una monografía cualitativa y dado a sus características se adscribe al enfoque de investigación acción. Se desarrolló en tres etapas. En la primera se hizo observación con el fin de descubrir una problemática que estuviera interfiriendo en el aprendizaje, se determinaron instrumentos adecuados para la recolección de datos, se buscaron antecedentes del problema y teorías que dieran luces hacia una posible solución. También, durante esta etapa se hizo una propuesta tentativa para ser implementada como posible solución a la problemática encontrada. Luego, en la segunda etapa, se continuó con la observación y la recolección de datos lo que permitió redefinir y profundizar en el proceso de documentación y planeación, se ejecutaron algunas actividades al universo estudiado y se presentó un proyecto para ser implementado en la tercera fase. Ya en esta fase, se implementó de lleno el proyecto, se continuó con la recolección de datos, se hicieron ajustes a los diferentes elementos del proyecto tanto en su parte teórica (proyecto escrito) como en la práctica (clases)

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6- Conclusiones

Hay tres conclusiones: primera, la preponderancia que debe tener la interacción y habilidad oral en el aula durante el proceso de Enseñanza-aprendizaje de una lengua, máxime cuando ésta es una lengua extranjera. Segunda, la importancia de exhortar a los estudiantes a ser partícipes activos en su proceso de aprendizaje; y tercera, lo fundamental de crear atmosferas cálidas y dinámicas que favorezcan el aprendizaje.

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Resumen

Este proyecto de investigación acción tuvo como objetivo describir los efectos de la implementación del aprendizaje cooperativo y de cómo este podría contribuir a un aprendizaje más efectivo del inglés como lengua extranjera. El proyecto fue realizado en tres etapas cada una de 6 meses, así: observación, propuesta para dar respuesta a la problemática encontrada e implementación. Las herramientas de recolección de datos fueron: encuestas, entrevistas, diarios de campo y videos. Los participantes fueron los 25 estudiantes —15 mujeres y 10 hombres— del nivel Conversacional del Centro de Lenguas. La metodología usada fue la implementación de las estructuras del aprendizaje Cooperativo propuestas por Kagan & Kagan.

Los hallazgos evidenciaron que el aprendizaje cooperativo incrementa la interacción y por ende la construcción de conocimiento. También, la importancia de la creación de una atmósfera en la que los estudiantes se sintieran seguros de hacer parte activa en su proceso de aprendizaje. También, el papel clave de la interacción en la construcción de saberes. Además, la importancia en el aprovechamiento del tiempo de la clase como el único espacio para muchos estudiantes de poner en práctica lo que se está aprendiendo. Finalmente, que el uso del aprendizaje cooperativo en conjunto con los gustos, motivaciones y necesidades de los estudiantes, puede hacer que la tasa de interacción y el uso lengua que se está aprendiendo aumente significativamente, y por ende, favorece el aprendizaje.

Palabras clave: INTERACCIÓN, APRENDIZAJE COOPERATIVO, ESTRUCTURAS DEL APRENDIZAJE COOPERATIVO

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Abstract

The action research study sought to describe the effects of the implementation of cooperative learning and how this could contribute to enhance the learning process of English as a foreign language. The research was carried out in three phases 6 months each, as follows: observation, proposal to give answer to the issue found and implementation. The data collection instruments were field notes, surveys, interviews and video recordings. The population were the 25 students of Basic III Class at CL. The methodology was the implementation of CL structures proposed by Kagan & Kagan.

The findings revealed that cooperative learning fosters interaction and therefore knowledge building. Also, the importance in creating a warm atmosphere in which students feel safe to take part actively in their learning process. Also, the key role of interaction in knowledge building. Moreover, the how paramount is to take advantage of the time spent during the class as it is the only opportunity many students have to put into practice what is being learned. Finally, the use of Cooperative learning along with students' needs, likes and motivations, can increased interaction and the use of the language is being learned increase meaningfully, and therefore, learning process is favored.

Key Words: *INTERACTION, COOPERATIVE LEARNING, COOPERATIVE
LEARNING STRUCTURES*

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INTRODUCTION

Globalization demands that people communicate with other people in a variety of cultures and languages. Nowadays mastering a foreign language is more than necessary; it is a must. One of the most important languages in today's world (in the different fields such as technology, science and arts, among others), is English. Recognizing that fact, the Colombian government implemented a bilingual policy, *Programa Nacional de Bilinguismo* in 2006, to better prepare the Colombian people to face the challenges of the world.

Likewise, *Ministerio de Educación Nacional* emphasizes that being bilingual is essential in this world. Being able to communicate in a second language becomes in a powerful tool that would allow people not just to communicate with other cultures, but it also provides a huge mechanism through which people can gain better opportunities that would allow them significant progress in their quality of life.

Similarly, The Common European Framework, posits several advantages that speaking a second language brings to people in the areas of labor, education and culture. All these are consistent with *Estándares Básicos de Competencias en Lenguas Extranjeras* (2006) and *Ley General de Educación*, which emphasize the importance of being able to communicate in another language, particularly, English, which they call the universal language. They state that by being able to speak in English, students would be able to gain knowledge. Therefore, English appears to be a fundamental resource necessary in order to

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prevent citizens from falling behind the rest with the progress of the world and at the same time, to provide a powerful force for national development.

Nevertheless, according to the results of the latest *Pruebas Saber, and Saber Pro* in 2011¹, the English level in Colombia among students is still low, in simple words; we are far from being a bilingual nation. This situation apparently concerns the current Colombian Ministry of Education, who stated at a forum “English has to be seen as an important tool for the competitiveness and the global integration.” Semana (2012, p. 10) Also, at *El Inglés, estrategia de integración global* forum, it was evident that a change in the way English is taught must take place as a means to reduce the low results obtained so far.

The necessity for a change in the way English classes are taught is something scholars have historically emphasized, Richards & Rodgers (2001) asserted that there is a “need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.” However, English continues being taught prevalently using a structural approach which far from being wrong it overlooks the communicative component of the language.

¹ A test taken by students in different grades to monitor their performance in the different subjects taught, including English.

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CHAPTER I

Context

This research aims at emphasizing interaction through oral skill to give it the preponderant role it must have when it comes to learn a language. With respect to this, Finocchiaro (1989), asserts that primacy must be given to oral skill since “spoken language is considered primary... people learn to speak their native language several years before they learn to read it or write it- if at all.” This shows that the role of speaking is fundamental when learning a foreign language.

This research took place in Basic III Class at *Centro de Lenguas*, the students who attend this course, as well as at the *Ministry of Education*, consider learning English as a tool to acquire a better education or a better job [*field Notes 5, April 13th 2013*] and Semana, (2012) based on the observations made so far, the goal seems far from being attained.

Basic III class is supposed to be a class where a certain degree of expertise in the use of the language should be noticeable in students’ performance², that is, a course in which speaking skill should be exercised constantly since it is a priority at this level, but the reality shows the opposite. A vast portion of the time students are engaged in all kinds of activities that are different from those proposed by the teacher, showing two things: first, a lack of interest in the class by doing everything but paying attention to what is taught by the teacher; and second, a lack of commitment for what was stated by them in a survey completed at the beginning of the course

² *Basic III Syllabus*

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where all of them agreed on how important English was for their future, [Survey, March 9th, 2013]

Thus, having observed the class during several sessions, I could determine that the main problem the class faced was the lack of use of the language intended to be learned and therefore, lack of interaction; taking this into account, it was easy to realize that the classes were going against a principle stated by many authors on English learning, who asserted that “classes should be focused on the use of the language instead of the usage of it.” (Richards & Rodgers, 2001, p.153) it showed the necessity of developing a project to bridge the gap discovered in the class.

In the searching for some recommendations and procedures that could solve the issue found in Basic III class it was found that CLS proposed by Kagan & Kagan (2009) could give, to a great extent, hints to find a possible solution to the problem observed. By using the structures the students’ performance in the new language could become a dynamic experience that could allow students to see meaningful progress in their learning process, since one of the main aims would be to transform the learning process into an more effective experience for the whole class. Similarly, this study was thought to be a vicarious one from which teachers, prospective teachers, or any person at *Centro de Lenguas* could benefit, given that it deals with an issue that can be present at any time in every class and could become a hindrance that prevents learning.

Statement of the Problem

The interaction in English in Basic III Class at *Centro de Lenguas* is extremely low. The main focus of each class seems to be grammatical structure. This is far from being

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wrong, but in attaining the goal of being able to speak English, interaction, a fundamental element, is being overlooked. In class after class, the use of the language during the session is limited to a recitation and repetition of the exercises provided in the textbook; no original language use is made. Students' oral performance is restricted to few who answer, one at a time, to the teacher's question. No extra information is elicited from them as a way to check if what is being taught is being correctly understood. [Field notes Nov, 9th, 23rd 2013]

Also, even when talking about simple requests or expressing their point of view about something ordinary, which, taking into account their level should be easy for them, they do it in Spanish, rarely, in English. And the majority of time, students limit themselves to repeat what his/her previous classmate has said.

In order to counteract the low rates of interaction in English, it was determined that the implementation of Cooperative Learning (CL) would improve students' interaction and therefore their English learning process. Even better, Kagan & Kagan proposed in 2009 some structures that combined with CL, could help large classes (like Basic III class), it requires students to get into groups, so the interaction rates can be boosted, the teacher would have better opportunities to provide effective feedback to each student, advanced students would deliver help to students with basic knowledge and even social skills would be benefited.

Besides, on this (Vygotski assertion as cited in Kagan & Kagan 2009) says, Interaction with others is crucial during the learning process, this previous statement embodies the reason why lack of interaction in Basic III class at *Centro de Lenguas* (CDL) must be changed. Also, in regard with the importance of interaction, Brown (2000) states

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that interaction is the core of communication, in fact, it is what “communication is all about(...)interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other.”(P. 165.) Nowadays, the ability to communicate in a second language has become in a necessity for the majority of people. That is one of the reasons students attend Basic III class at CDL [Survey, April 13, 2013]. However, based on the observed class after class, their desire of communicate in English is not being attained as it could be. [Filed notes Feb. 23, 2013, March 16, 2013]

To sum up, and taking into account the above, several questions arise, among them, what would be the purpose in learning a language if it is not used? How can one, as teacher, know if what has been presented or explained has been correctly processed or learnt? The only way appears to be through interaction. The researcher considers that to a great extent interaction provides a fundamental mechanism in knowledge building during the teaching-learning process, in other words, is by interacting how the real competence in the use of the language and its mastering can be revealed.

Justification

Teaching English is going through a deep crisis. At schools teachers seem to teach the same way they were taught, perpetuating the same dynamic in which structure of the language is favored over communication. This brings a constant result: monotonous classes and extremely low rates of interaction in the language aimed at being learned. By implementing this project, even though it sounds ambitious, it is expected to contribute to three different outcomes: the participants, Teachers at CDL and English teaching practices in Colombia

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First to the students involved in it because they all seem to be really interested in learning English, but either the size of the class, its dynamic or the classroom itself, diminishes the chance of getting fruitful results. Through the implementation of this project, they would be able to realize how paramount interaction is when learning a foreign language, since it is when you interact with others and put into practice what you are learning that you become conscious of how is going your learning process.

Also, it would allow them to take action on what should be changed, deleted or rebuilt. Moreover, most students at Basic III class range between 12 and 14 years of age, they are about to finish a period of Plasticity, a characteristic process present in the human brain favors effective learning. Plasticity is defined as the appropriated conditions the human brain has to acquire the information presented or taught. This characteristic starts to decrease when human being reaches puberty. Then, the younger people are when they start learning a foreign language the more successful this process could be. So in Basic III class students can still take advantage of it if they are guided in a way they can perform at their best. Moreover, as social beings it is important to develop or improve the social skills, this project due to its characteristics would benefit this area too.

Second, at CDL, this project is a vicarious one, in other words, one from which teachers can take advantage of this experience and take those elements that better fit in their own classes. Since teachers are called to be responsible in designing proper classroom atmospheres, a good way to do so is through others' experiences; this will enrich teachers' knowledge, and provide insight so that they can rethink their own practicum and implement changes in order to make learning a foreign language a process not just more

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meaningful and appealing, but also more effective. In Basic III class at CDL, it is necessary to modify the dynamic presented in the classes.

These go in a way that does not fit completely the requirements for teaching English since they just focus on the usage of the language rather than its use. In other words, it means that teachers and students have to be aware on the importance of putting into practice what they are teaching and learning respectively, instead of delivering and memorizing a bunch of structures, on this Richards and Rodgers (2001) asserted “The language should be taught to be used as means to communicate and not just for its own sake.” It is mandatory to take care of every single aspect during the learning process in order to counteract any hindrance that could interfere in it. Having said that, this study would benefit teachers at CDL who could take those elements that work better in order to provide more suitable learning sessions that met the students’ wide variety of wants and needs and expectations.

Third, this project would benefit the teaching of English in Colombia in that this project reiterates how imperative is to leave behind the idea of the primacy of structures over the use of the language. Classrooms in which the core of learning process relies on structures must be rethinking and turn into ones more communicative.

Finally, and according to a survey given on April 13th, all the students mentioned their longing to be successful in academic and working fields. Also, they mentioned how important English was in order to get what they wanted. No a new thing since, as Hinkel (2005) stated “the demand for English language education is a global phenomenon because of its dominance in international business, technology and science”. However, based on

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the information collected in the field notes and surveys, it is clear that their objective is far from being attained.

OBJECTIVES

General Objective

To explore the effects in students' interaction rate through the language intended to be learned when implementing CLS in Basic III class at *Centro de Lenguas*

Specific Objective

- To implement cooperative learning structures
- To provide scenarios in which interaction in English among students take place as often as possible

Research Question

- What is the effect of implementing **CLS** on students at Basic III class in terms of their interaction and use of the language that is being learned?

CHAPTER II

In the chapter that follows, a detailed presentation of the state of art and the different theoretical fundamentals that ground this study, is made.

State of Art

The research in the field of education and specially how to better the learning-teaching process is and will be always far from being completed. Many are the studies that have been carried out in order to gain insight on how learning - teaching process operates, and even though the findings obtained are deeply connected to the context in which they took place, is undeniable the contribution they make to new researchers' journey. The following studies carry out are deeply linked with the current study, in that each one of them dealt somehow with the same issues and aimed at finding answers for them.

Zárate (2005) in her study titled *Interactive classroom dynamics in a communicative based environment*: students undertaking their language process, looked for describing and analyzing the way interaction emerges among students when implementing communicative activities, Zárate (2011) states that “interaction in the educational field is understood as formative and communicative process characterized by the bidirectionality and the reciprocity of actors involved in the learning process” the researcher argues that interaction when teaching is more than communication, it becomes into a force that enhances the learning –teaching process. Some of the findings of this project showed how fundamental interaction is when learning English. This study is linked to the present as both attribute a crucial place to interaction as fundamental when building knowledge. Also, it emphasizes

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how important is to create an environment in which students feel safe to take part of the class without fearing making mistakes.

Likewise, Amaya & Barbosa (2009) in their study titled *Students interaction through the implementation of a cooperative environment* found out that when students find a cooperative atmosphere in which they are given opportunities to interact more often along with activities that match with their personal interest, students tend to construct a collective environment appropriate to learn. Other aspect they outlined which is deeply connected to the current study was they tried to take “students not as understanding machines but as human beings, that is, why the affect and feelings played an important role in this project” (Amaya & Barbosa, 2009, p. 57) and last but not least, this study aimed at describing the findings which is in tune with the aim of the current project.

In line with the above studies, Muñoz (2011) in her work titled *Situated Learning: a model to support English as a foreign language’s children’s oral production process*, she highlighted— something that is the current project core— the importance on using the language they are learning as a means of communication. The author claimed that one of the challenges overcome was “to encourage students to produce orally in a spontaneous and natural way about (...) their experiences. (Muñoz, 2011, p. 40) Also, she continues, “young learners had the opportunity to participate in class using English with a real purpose (...) oral production in English appeared as a vehicle to express thoughts and interest (Muñoz, 2011, p. 40).

Afterwards, Liang (2002), in his study titled *Implementing Cooperative Learning in EFL teaching: process and effects*, states that cooperative learning helps to significantly

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enhance learners' oral communicative competence and their motivation toward learning English. Liang's study aimed at the investigation of the effects on cooperative learning on EFL junior high school learners, language learning, motivation towards learning English as a foreign language and the high and low achievers academic achievements in a heterogeneous language proficiency group. This offers a significant help to this study in that it explores the way students react toward learning English when classes are carried out through cooperative learning. Also, it hints on how motivation is enhanced, too.

To sum up, each one of the studies listed above have shown to be effective to help boost learning process, especially when it comes to learning a foreign language. They all stress how paramount is the role of aspects such as: interaction, cooperation, communication, warm environments, among others which are strongly connected to this research. Also, this project aims at continuing the development of interaction as a crucial element during the learning process.

Literature Review

Taking into account the information gathered so far, and having become aware, (through the lens of the researcher) of what is the situation that it's affecting the learning process in Basic III class at CDL, it was necessary to continue searching for those constructs, elements and resources that may work best for this class. After a conscientious search for the most suitable theoretical elements that would help in the obtaining of the objective set, these constructs as follow are the ones that support the current project:

Cooperative Learning, Cooperative Learning Language, Structures and Interaction.

These constructs will be presented from the different authors such as: Johnson & Johnson

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and Holubec, Kagan and Kagan, Jolliffe, among others who have worked with them and that are relevant to this study.

Cooperative Learning

One of the characteristics that allowed human beings to survive; besides thinking, was that of cooperation. This feature, present in the early stages of humanity, was crucial for humans to overcome hindrances that put their existence in danger. Through cooperation, the environment was turned into one more suitable for humans, adjusting the needs that arose as time went on.

Similarly, as stated above, in education cooperation is a fundamental when it comes to the attainment of goals. Cooperative learning is described by many scholars as an instructional method that, on the one hand, fosters students' learning achievement and on the other, helps the building of healthy social skills. Johnson, Johnson & Holubec (1994) content that cooperative learning is as a method of instruction that places students in groups so they work together, usually with the goal of completing a specific task. Also, it is supposed to boost the learning of each member's team. This educational method contrasts to classical methods in that the main goal is for students to learn instead of just getting a good grade. Johnson, (1994, p. 18)

Also, Johnson et al. (1994) assert that cooperative learning is "the instructional use of small groups so that students' work together to maximize their own and other's learning" differing of classical work group in that cooperative learning establishes an inner organization through which students must operate. Reality portrays a different scenario in traditional work groups, since most of the time, the task assigned to a group of 5 people is

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carried out just by two of them. On the other hand, cooperative learning stresses the necessity for every single member of a group to be productive as a way to fulfill the task. Having said this, cooperative learning appears to be a useful teaching approach when boosting students' engagement in their own learning process.

Besides working together, a cooperative learning environment should have some important characteristics, these are: positive interdependence, individual accountability, face to face promotive interaction, appropriate use of social, interpersonal, collaborative and small- group's skill and group processing. Each one of these is understood as follows.

In terms of Jolliffe (2007) positive interdependence means, "we sink or swim together", that is, every member of a group is in the same boat, and has a specific task in the assignment to be carried out, it also means, "each student has an indispensable contribution to complete the task", then each member of the group relies on one another to complete or to reach the shared goal and therefore for the group success. (Jolliffe, 2007, p. 3) For his part, on individual accountability it is depicted as "the portion of responsibility each member of the groups has on the obtaining the goal shared" (Johnson, et al. 1994, p. 27) that is, each member must be responsible for learning the material or a portion of the task, none student can do all the work. Besides, each student must master the whole task so that the teams can fulfill the target, which is, to learn.

Regarding with face to face promotive interaction, Johnson et al. (1994), recognize that even though some of the work has to be done individually, a great portion must be done interactively, this is the stage of the process when and where "team members provide each other feedback that help to come to conclusions." Also, in this phase of the task

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students are expected to help, teach, support and encourage one another in order to reach the shared goal.

Moreover, Johnson et al. (1994) name an appropriate use of social, interpersonal, collaborative and small- group's skills, this feature can be noticed during the learning process, when students encourage and help one another "as a means to develop and practice trust building, leadership, decision making, communication and conflict manage skill." (Johnson et al. 1994, p. 16)

Finally, when talking about group processing, team members set group goals, reflect and describe what member's actions are helping and which are not. They assess the whole process and think of strategies to fill the gaps found in their process as a team. At this point, team members propose what may be the way to solve the issues on their performance so that they can be ready to perform at their best as a team and, therefore, to succeed in their tasks.

Since cooperative learning's inherent feature is working together, Johnson et al. (1994) assert that there are three forms of cooperative learning groups depending on the span of time students will be working in teams. These are: *formal cooperative groups*, *informal cooperative groups* and *cooperative base groups*. Each one of them is explained below

Regarding *formal cooperative groups*, Johnson et al. (1994) state that groups or teams are established to work for one period of class or even for several weeks; here teams have to achieve a task set with shared goals. For its part, informal cooperative groups are established to last at least one period of class or some minutes of it. These are used to focus

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students' attention and favor learning when direct teaching is used. Finally, Cooperative base groups are established to last at least one year.

These are formed by heterogeneous members. Its main function is to provide each other help, support, encouragement and assistance in order for each member of the team to do well academically. Taking into account the frequency of the classes at *Centro de Lenguas* — four hours every Saturday— the best choice when forming groups went from formal to informal according to the matter to be taught, the resources and the time.

Similarly, Kagan & Kagan (2009) assert that for cooperative learning to exist and, to be successful, there must be seven fundamental elements in the classroom. These are: *Structures, teams, management, class building, team building, social skills and basic principles (PIES.)*. The previous elements are described as follows:

Since cooperative learning is basically a form of structuring class organization to learn academic subject, structures become a very important element. A structure is basically the way as a teacher organizes the interaction in the class, in other words, “structure is the relationship among teacher, students and learning content”(Kagan et al. 2009, p.111).

This concept of structure was developed by Kagan & Kagan in the '70s. Structures are created in such a way to promote achievement, thinking skill; and social skills. Numbered Heads Together, Showdown and Rally coach are some of Kagan & Kagan CLS. These three kinds of structures are cooperative given that they determine the relationship among students, teacher and what has to be learned.

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The reason why they are considered CLS relies on that they have student-student interaction as a fundamental part of the learning process. Moreover, structures promote significant benefits such as: achievement, engagement, thinking skills, and social skills (Kagan et al. p.11)

Likewise on structures, Kagan et al. (2009) propose a massive list of structures which are thought to maximize students' interaction and academic achievement. Each structure is free content and it can be employed to deliver any kind of subject matter, also, they can be repeated as often as is need. Besides, structures are tailored in such a way that every element of cooperative learning can be perceived in them. Structures can be classified according to their function in two groups. **Interpersonal Functions**, such as: Class building, Team building, social skills, Communication skills and Decision making and **Academic functions**: knowledge building, procedure building, processing information, thinking skills and presenting information. These are describe in table N° 1 as follows,

Tabla 1 Kagan & Kagan Structures classification

	Kagan & Kagan
Class Building	It is the process through which a group of people who come from different backgrounds become in a community of active learners. Class building creates a warm atmosphere in which students care about each other. This favors cooperation not just when it comes to academic subject, but also social interaction. These seek for creating positive relations not just among teams' members, but also among the whole class. Through this kind of structure, students get to know a little bit more their classmates. Structure: Find someone who

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Team Building	Before delivering content, it is necessary to establish a positive atmosphere inside the class and, therefore, among group members. Forming heterogeneous group is the key, since it provides more opportunities for peer tutoring and encouragement. Structure: All write consensus
Social Skills	It provides opportunities for students to gain insight on diversity learn to respect differences and reach consensus. as the tact each member must develop to face any situation that arises during the learning process so that it does not become an obstacle in the learning itself Structure: Pairs compare
Communication Skills	Since cooperative learning favors communication, is vital to develop communications skills, so that students be effective communicators when interchanging their thoughts, ideas and information in general Structure: Simultaneous Round robin
Decision Making	These promote thoughtful and fair decision making, examining ideas and form different perspectives and reaching consensus in which all group members take part. Structure: Numbered heads together
Knowledge Building	This structure aims at mastering declarative knowledge. It embodies learning principles such as, association knew with prior knowledge, reducing anxiety, graduated tasks and incorporating multi-sensory stimulation Structure: Carousel feedback
Procedure Learning	This, as it names suggest, aims at developing procedure skills, that is, figure out how to solve or do something. Structure: Match mine
Processing Information	Time is given for students to reflect and discuss on information in order for them to internalize it.

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	Structure: Mix pair share
Thinking Skills:	The ability to categorize, analyze, evaluate, summarize, deduce and induce, are fostered through structures Structure: Inside outside circle
Presenting Information:	Through this structure, the sharing of information allows students receive feedback, not just from their teacher, but also from their classmates Structure: Team stand and share

The relevance of the structures in this project lies on that through them, interaction can be given the paramount place it has when learning a foreign language. Besides, through interaction a social warm scholar climate is expected.

In addition, when discussing on CL, the word “team” appears repeatedly. These are the main feature that differentiates cooperative learning from the rest of existing learning methods. They are the epitome of cooperative learning. The ideal size of cooperative learning groups ranges from two to four people. Ultimately, the size of teams will depend on the matter to be taught and the size class. “Teachers are responsible for establishing cooperative teams according to the purpose of the academic task” (Kagan et al. & Kagan 2009, p. 5). Also, another important element is management; this implies the management of the human and material resources and the situations that the developing of the class could carry with it.

Finally, Kagan et al. (2009) list four basic and very important elements when carrying out Cooperative learning. These four are known as [PIES] acronym that stands for aspects

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considered fundamental when implementing cooperative learning. For [PIES] are understood *positive interdependence*, *individual accountability*, *equal participation* and *simultaneous* interaction respectively (Kagan et al. 2009, p. 59)

For positive interdependence Kagan et al. (2009) assert it entails two concepts; positive and interdependence. Positive describes the correlation that must be among students in that if a student gets good results it benefits his or her partners; then encouragement for getting better results must be a constant condition among team members. For interdependence Kagan et al. (2009) affirm this is understood as that relation in which the contribution of each team member is fundamental to obtain the goal shared. On individual accountability, Kagan et al. (2009), assert is basically each student is responsible for his or her part of the work for reaching the goal.

Besides, for equal participation, the authors declare it implies every student to have the chance of taking part during the class, as a way to ensure they are learning. For its part, by simultaneous interaction Kagan et al. (2009) refer as the frequent participation students must have during the class. Equal participation is not enough if the students' participation is made just once during the whole class period since simultaneous interaction favors students' constant verbal exchanges among them. This is totally opposed to the way interaction in classic classes takes place, where "the majority of talking is made by the teacher, rarely, by high achievers and almost never by low achievers" Kagan et al. (2009, p 57).

Learning is a complex process that requires certain elements to be present so that the results can be fruitful. Each element mentioned above would fit in a positive way in the

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context this project is taking place. By implementing sessions that embodies the features depicted above, Basic III class would benefit, to a large extent, from significant positive changes, bridging the gap, it would benefit all students' achievement. The theoretical foundations presented above have a solid connection with the current project in that both tend towards the active engagement of every student in his/her learning process. Each feature described above is tightly tied to the principles intended to be implemented during the classes as a way to stimulate interaction and oral skill development as well.

Continuing onto Interaction which is just as important as a cooperative learning environment. Even though Cooperative learning as it was described above suggests an implicit interactive process, it is important to establish what is understood by interaction and its importance in this study

Interaction

Interaction appears to be the paramount element needed when building knowledge. Lev Vygotsky (as cited in Kagan & Kagan, 2009) states that “what children can do together today, they can do alone tomorrow” How can they do it? It appears that interaction is the key. Having in mind what Vygotsky stated, it is evident the power that interaction has when learning, and how fundamental it is. Furthermore on interaction, Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviors learned observationally ... from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. Bandura, (1986).

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Thus, by fostering a warm classroom atmosphere, where interaction can take place as often as possible, could bring as a result enhanced learning processes.

Continuing with interaction, Jolliffe (2007) asserts that an “overriding premise is that talk is a necessary feature of learning,” (P. 36), then ensuring interaction through talk, cooperative learning provides pupils in pairs or small groups ensure meaningful talk related to the tasks for they need to talk to accomplish it. Also on this, Slavin (1977) contends that interaction among students as that “communication through which students are able to benefit reciprocally in the tasks they are asked to perform”. For their part Kagan & Kagan 820099 assert that, the “lack of interaction is one the features that distinguishes traditional class from a cooperative learning class, (Kagan et al. 2009, p 109).

For his part, Alain (2012) contends that interaction among students as that communication through which students are able to benefit reciprocally in the tasks they are asked to perform. Likewise, (...) the lack of it is one the features that distinguishes traditional class” from a cooperative learning class, (Kagan et al. 2009 p. 85). The previous assertions are linked to the present study in that both give a preponderant role to interaction when learning English.

In accordance with what was stated above, Rivers, (as cited by Brown, 2001) says that through interaction, learners’ help themselves during the learning process. One of the benefits is increasing the learners’ lexicon as, “students can use all they possess of the language...in real life exchange” (Brown, 2001, p. 165). This is something that should be exercised from the beginning of the learning journey.

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Moreover, on interaction, Brown (2001) declares certain principals in order for interaction to exist and to be fruitful, these are presented as follows:

Table 2 Principals on interaction proposed by Brown

Principal	Refers to...
Automaticity	The free use of the language without being afraid of use it grammatically correct.
Intrinsic motivation	When students have the chance of engaging in conversation with their peers they will feel self-actualization and their deepest drives are satisfied. The more they appreciate their competence the more they will be will to engage in conversations and as a result a self-rewarding system can be created by themselves.
Strategic investment,	The spontaneity of interaction requires the strategic use of what to say how to say it and how to interpret it, and if necessary how to fix it when the communication is obstructed.
Risk taking	It is basically to see the opportunity and go for it, without being afraid of failing, being laughed or rejected.
Interlanguage	It has to do with the many error in production and comprehension during the learning and the role of the teacher in giving accurate feedback.

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Communicative competence	It refers to all elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) and how there are part of human interaction and must be present for successful communication to exist.
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To sum up, considering the dominant role that interaction has when learning, and even more when learning a language, the above theoretical foundations are strongly connected with the current project given that it seeks for making interaction, through English among students, a recurrent trait during each class.

CHAPTER III

METHODOLOGICAL DESIGN

This chapter deals in detail with issues such as the research approach, the type of research in which this research is ascribed; a description of the context where the research took place, its participants, and how and where the data was collected, in terms of times, instruments and analyses.

Research Approach

The research approach in which this study is ascribed is action research. Burns (2010) describes action research as an opportunity for teachers to look at their own process as educators, to gain insight on their contexts, look for issues that have become into hindrances that prevent of having effective learning and try alternatives to overcome them. Furthermore, and according to Bell (2005) action research is an approach through which teachers who have found issues in a specific area of the class that is susceptible of being improved or readdressed, search for strategies and recommendations that would turn the conditions found, either with the population or the dynamic, into a better ones.

The current project is in concordance with the stated above for it sought for finding ways to turn Basic III class at CDL into one where the interaction and the use of the language that was being learned were paramount. In simple words, first a problematic is found, then possible solutions are suggested and implemented.

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Type of Research

According to Flick (2007) a qualitative research “is interested in the perspectives of the participants, in every day practices and everyday knowledge referring to the issue under study” (Flick, 2007, p. 2). Moreover, qualitative research studies dynamics in their natural setting and aims at making sense of them or interpret phenomena in terms of the meaning people bring to them. (Denzin & Lincoln (2005) cited by Flick, 2007).

In other words, qualitative research is fundamentally a process in which the researcher aims to describe a situation. It comprises certain processes, which are 1) developing a description of an individual or setting, 2) analyzing data for themes or categories and finally 3) making an interpretation or drawing conclusions about its meaning personally and theoretically stating the lesson learned and offering questions for further research. Since the current study aims at observing and describing the outcomes when CLS are implemented in Basic III class at *Centro de Lenguas* —in terms of use of the language that is being learned and the interaction among students—, it falls into the characteristics of qualitative research.

Setting

Centro de Lenguas (CDL) is a public institution subsidiary of *Universidad Pedagógica Nacional* located in 79th street N° 16-32 in Chapinero neighborhood in Bogotá. It has three branches, 72 street branch, Valmaría branch and IPN branch. This study took place in 72 Street branch located at *Universidad Pedagógica Nacional* in 72th street N° 12-77.

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This educational center is surrounded by a lot of different kind of businesses in its majority banks, no in vain this area is well known for being considered Bogotá's financial core, then, financial appears to be its main economic activity; nevertheless, around CDL, restaurants, higher education institutions, churches, malls and plenty of informal businesses can be found. Most residents range from 1 to even 6 strata.

This institution approaches the language from a communicative perspective; therefore, one of its principals is to provide learners sufficient tools so that they can communicate efficiently with the world. CDL is attended by many students from different ages, strata and educational level. In each one of its branches the following courses are offered:

Teenagers and Adults

This program has 8 levels divided as follows: Basic I, Basic II, Basic III, Intermediate I, Intermediate II, intermediate III, Advanced and Basic III. These levels main aim is the students to get to know the British and American language, and their culture.

These courses can be taken in three different modes: Intensive, Semi- intensive, or half- yearly. Intensive and Semi intensive modes are addressed to grown students, older than 16. Half-yearly mode offers two ranges of ages, courses for teenagers ranging from 13 to 17 and courses for adults. Each level lasts 80 hours divided as follows: 72 hours students must attend at CDL; the other 8 are called autonomous work which must be done by students at home. Once the student finishes the course he/she will have the chance of taking

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Communicative Skills, a complementary course that makes emphasis on listening and speaking skills. This following group is the one in which the study was carried out

The program for kids ranging from 10 to 12

This program has six levels divided as follows. Basic I, Basic II, Basic III, Intermediate I, Intermediate II, Advanced y Basic III. These levels main aim is to get the students to have their first approach in the process of acquiring and the knowledge of the British and American language and the learning of their culture. This course is addressed for kids ranging from 10 to 12 years and is offered just half-yearly mode. It lasts 80 hours divided as follows: 72 hours students must attend at CDL; the other 8 are called autonomous work and is done by students at their home.

The program for kids ranging from 7 to 9 years

This program has six levels distributed as follows. Basic I, Basic II, Intermediate I, Intermediate II, Advanced and Basic III. These levels main aim is to expose the student to his/her first approach to the British and American language and their culture. This course is addressed to students ranging from 7 to 9 years and is offered just half-yearly mode. It lasts 80 hours divided as follows: 72 hours students must attend at CDL; the other 8 are called autonomous work and is done by students at their home.

The main branch of CDL has two laboratories, the audio lab and the computer lab; both of them are very useful in the learning process and it is used often by students and teachers to make some classes. In the other branch there are four buildings. Building A, where the observation takes place is distributed as follows.

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Located on the first floor is the library and the music room, the second floor consists of twenty class rooms located at both sides of a large corridor, it also has separate restrooms for boys and girls. The third floor is basically the same as the second floor; the only difference is that on third floor there are offices where Language Department and secretary of language department work. The classrooms are large enough in size to accommodate the students with adequate space in doing their tasks.

Participants

The project was implemented at CDL with 25 students, 15 girls and 10 boys, ranging from 15 to 18 years of Basic III level. A vast majority of the students has already started studying at the university; few of them are finishing their high school. The relationship among students is cordial and friendly; respect is constantly shown towards their teacher and to each other. They appear to be regular teenagers. As in any group of people, there is always a wide range of personalities, points of view, cultural backgrounds, etc.

This is evident class by class based mainly on their behavior, their reaction toward the way the class goes, and the way they take part in it. In this class, it is easy to identify the talkative, the analytic, the quiet one, and all those kind of personas presented in all human groups. They all agreed on the necessity in learning English as a way to optimize their tools to face the world.

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Sampling

According to Merriam (1998) exist two basic types of sampling when talking about research: Probability and nonprobability. Given that the main purpose of this study is to implement and see what occurs with the issue found at Basic III Class; purposeful sampling, the most common form of nonprobability sampling, will be used. Purposeful sampling is that kind of sample that allows the researcher to gain more insight about the topic researched (Merriam, 1998, p.61) for the current study 10 out of the 23 students voluntary agreed to take part in this study as the sample.

Role of the researcher

The approach of this project was an action research approach, it means that the researcher performed as teacher in the last phase of the research; consequently, his role in this study was highly participative. What was stated before means, the activities not just the ones related to the researching process but also the ones that were going to be implemented during the classes were a mixture between theoretical fundamentals, and teacher production.

Data collection instruments

According to Freeman (1998) data gathering “is collecting information that relates to your inquiry, information that you believe will respond to your research question [...] they are the raw material out of which responses to your question will probably emerge.” (p. 90). He also recommends making a triangulation, a method that means “including multiple sources of information or points of view on the phenomenon or question you are investigating” (p. 96).

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In order to gather the information to fulfill the aim of this project, an exploration for the most suitable instruments for gathering the information necessary was made. In the end and due to the characteristics of the project these were the ones selected: *Surveys, field diaries, interviews* and *video recordings*; each one of this was a worthy source that allowed the researcher to gain insight on the issue investigated. Each one of them is explained below.

Table 3 Data collection instruments

Research Question	Data source 1	Data source 2	Data source 3	Data source 4
To implement cooperative learning structures as a way to enhance interaction among students	Field notes	Surveys	Video Recordings	Interviews
To identify the outcomes of implementing CLS in Basic III Class in terms of interaction	Field notes	Surveys	Video Recordings	Interviews

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and use of the language that is being learned				
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Surveys

On surveys Freeman (1998) affirms that, these are “sets of written questions focusing on a particular topic or area, seeking responses to closed or ranked questions/options and/or open-ended personal opinions, judgments or beliefs.” (p. 94). Thus, in this research project surveys were applied before and after teaching; their objectives were to know students’ views on various aspects: Likes, interests, perception towards learning English and the English classes. It was used to elicit information from students in order to gain insight not just about them as students but also as human beings. The surveys comprised a set of questions directed to obtaining data that permitted to get to know more on the students’ perspective on topics closely related to their learning process.

Field notes

Burns (2003) states that field diaries are “descriptions and accounts of events in the research context which are written in a relatively factual and objective style.” (p.87) Thus, this instrument becomes a powerful tool for making a picture of what happens in the classroom, in terms of the physical layout, interaction, verbal and non-verbal information, the structure of the groups and the sequences of activities and tasks. For this study this instrument gave the researcher deep insight of students’ language needs and therefore a possible way to come to an end with it.

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Some of the characteristics used in the field notes are the listed by Wallace (2006) who stated that field notes are records where the information that can provided material for later reflections is: the functioning of the group, the performance of the students, problematic issues, ideas and things that worked well, among others.

Interview

In the view of Burgees (1984) interviews are conversations with a purpose, (as cited in Burns, 2010) this kind of instrument allows you to explore and focus on your issue while talking. Given the characteristics of the study and the focus it pursues, semi structured interviews were implemented. A semi structured interview is a type of interview in which the researcher has previously organized a set of questions but are dependent upon the way the interview goes, (i.e. the responses given by interviewee). In other words, “neither the exact wording nor the order of the questions is predetermined” (Merriam 1998, p. 74). Moreover, questions can be reworded and more time can be spent on those responses that could give more insight about the phenomenon under study.

Video recordings

According to Freeman (1998) this instrument provides “objective records of what occurred, which can be re-examined.” (p. 94) Also, it helps researchers pay attention to those details that can be overlooked during the observation, something not very easy to get from the field diaries. As Burns states, this technique is “very valuable [...] of accurate information on patterns of interactional behavior which may not be obvious during the actual teaching process.” (1999, p. 94).

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This instrument allowed the researcher to observe students' performance, engagement, and behavior towards the way the classes were developed. And therefore gain more insight of the situation studied. Also, these served to contrast and compare students' performance in terms of use of the language, participation, and interaction.

Data Collection Procedures

The data collection procedures started from the very beginning of the process using field notes. Then as the time went by the other instruments were implemented; these were tested in order to find out their suitability in the accomplishment of the objective sought. The data gathering journey began on February 23th, 2013 and ended in June 2014. Also, in order to meet ethical requirements a consent form was sent to the parents in order to let them know what the research was about it.³

The field notes were used from day one up to the end of the third stage in 2014. They were addressed to record every single detail during the observations that arise during the class sessions, stressing in those that prevented learning to be effective to the lens of the teacher researcher. Along with field notes, students were interviewed twice during the research process. It helped know participants' point of view on aspects like view on the dynamic of the classes, feelings towards the class, English, likes, needs, among others. Finally, surveys and video recordings were used as a way to document and be able to describe and contrast the data and the theory.

³ The consent form model proposed by Burke, 2008, p. 113

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CHAPTER IV

INSTRUCTIONAL DESIGN

English is for having fun: so speak out loud what you have in mind it's not just a pair of sentences that were going to title the current project, they are the main effort it comprises. The intent of this study is to make Basic III Class at *Centro de Lenguas* a class that is in sync with what has been stated by scholars for many years: "language's main purpose is to communicate" (Weeks, 1979, p.1) (Finocchiaro 1984, p. 16).

In contrast to the above, in Basic III class session after session, the observations revealed that reality went against this axiom. English class was restricted to the teaching of just a group of structures. The rate of interaction using English was extremely low, if any; and the output from the students was anything but meaningful since it was limited to students' recitation. Also, most of the times, when the need of expressing something different from the answers provided in the textbook arose, it was made in Spanish or holding a slip of paper previously written in an inaccurate way and therefore, poorly read: no original output in English was elicited or uttered.

Thus, as a way to turn Basic III class into a more dynamic class in which the use of English was not restricted to the answers included in the text book; sessions were planned to be developed in a cooperative learning atmosphere, in which elements such as interaction among students and therefore use of the English language, were predominant features each class. The goal of each session was to provide an opportunity where students could express themselves freely through English. During the classes there were two guidelines: "Try it!"

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And “Making mistakes is part of the process.” It was always emphasized that no one has gone straight line to success.

Knowing that at CDL there is a syllabus that has to be followed and covered, it was necessary to match three crucial aspects: first, the program for the semester; second, the likes and needs students brought, and finally, CLS. These three elements were class after class, interwoven as a whole, which permitted the development of this project.

During the semester, as mentioned above, certain topics must be taught, the text book provided by CDL⁴ was very useful. However, sometimes the lessons and the exercises, were too ethereal, disjointed from students’ reality. To clear up this, and taking into account that for students is much easier to talk about something they experience in their day by day, some adjustments were made, so that in each class, students could interact with each other, as often as possible, using English.

Therefore, and based on the results obtained from a short survey applied at the beginning of the process, (Survey, Feb 23rd 2013) and a written exercise done at the beginning of the last stage of the process, it was discovered that students wanted dynamic classes in which music was involved, thus, music played a paramount role during the classes. Sometimes the students enjoyed the implementation of music in class, depending on the type of the song selected. Despite feeling dissatisfaction towards teacher’s choice, it served as a way to promote discussion and interaction through the target language. Also, it helped as a way to check the suitability of the instructive elements used, and therefore, as a way to reflect on the activities carried out and whether or not they were accomplishing the

⁴ Speakout Pre-intermediate, Antonia Clare & JJ Wilson, 5th edition, 2011, Pearson.

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objective. Also, a deep reflection on the way the classes proceeded allowed for making the adjustments when necessary in order to do it correctly.

In each session, students were asked to get into groups, to try to get to know each other and based on that, name their team. The purpose of this activity was to create a warm atmosphere in which students' anxiety rate dropped so they could feel safe and welcomed to take part actively during the class. It is pertinent to say that during the different stages of the classes, while students were engaged in the task, the teacher used the walkabout assessment provided by Kagan & Kagan (2009) in order to check students' performance and clear up any doubts.

After that, the activity to be developed was introduced to the students, and then they worked in the accomplishment of the task assigned. Each student was told how crucial his or her work was in order for the team fulfilling the task. Once the task was finished, students had to present to the other groups, which at the same time had to give their opinions on it. All this was done in English, the overused excuse "*I don't know how to say it*" —said in Spanish— was counteracted with "*Try it! Making mistakes is part of the process*". It served as an opportunity to encourage students to step out of their comfort zone and discover that probably they knew more than they thought they did.

Also, in order to make every class as meaningful as possible and to enforce the main objective, some features of the Situational Method, Communicative language methods when teaching English, were used. The reason of using situational method was because it *uses real life situations to provide meaning*, since it was important to link the contents that were being taught with students reality, this characteristic was paramount given that it did

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not just make the activities more appealing for students but also more significant which as a result carries effective learning.

Moreover, *rule explanation is often given either at the beginning or end*. This feature was applied with a slightly variation, which consisted in that explanation was given at any time, to favor students' knowledge building and at the same time, to make it more solid while avoiding students failure. Also, and even though this project looked for classes focused on language use instead of its usage, it is undeniable that, in order to make classes more communicative, it is necessary for students to have solid language structural knowledge.

Tabla 4 Cycles of the study and pedagogical phases

CYCLE	SYLLABUS TOPIC	INTERVENTION STAGES	MAIN AIMS	Time
1	Simple present /progressive Verb patterns	Implementation of cooperative learning structures. Observation of the outcomes	Analyze the outcomes of implementing CLS Observe students interaction	2 Sessions
2	Reported speech Phrasal verbs Must –Have to	Implementation of CLS, adjusting	Analyze the outcomes of CLS. Make adjustments needed observe students use of the language	2 sessions
3	Present simple/ continuous Present perfect/	Implementation of cooperative leaning and cooperative structures.		4 Sessions

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CHAPTER V

DATA ANALYSIS

In this chapter the data collected is analyzed and confronted to gain insight on what were the effects over the population in Basic III class at CDL after implementing CLS in the class room. . This was done to the lights of both; the theories previously mentioned that underpin the project and the objective set.

Categories of analysis

As data was collected it was stored in a folder in order to keep it organized and avoid losing it. Surveys, interviews, videos recordings, etc., were systematically stored, in the case of an interview and videos recordings due to their nature they were kept in the researcher computer.

Before continuing, it is pertinent recall what is understood as a category. A category is the result of linking those affinities and recurrent patterns that are found in the data gathered. (Freeman, 1998, p. 102)

The categories emerged after the identification of the topics and key patterns that became recurrent in the data collected with the different instruments employed. This was a three part process: first, it went to a judicious reading, then, it was coded and finally, the analyzing and interpreting phase took place.

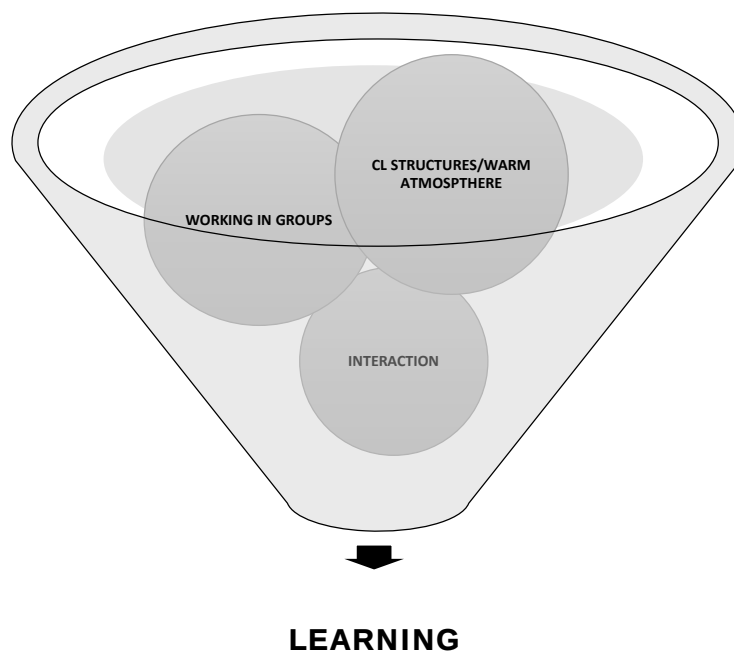
The categorization of the information gathered was done manually to the lights of Coffey & Atkinson (1996) who assert that “coding links all the fragments of the data to an idea or concept in particular, it also helps link different segments or examples present in

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our data then we bring them together so that from them categories emerge”, (Coffey & Atkinson, 1996, p. 32).

Thanks to the judicious reading process carried out, and as result of it, the three categories selected to give answer to this inquiry are: 1) Interaction among classmates fosters learning process. 2) Working in groups raises not just interaction in students’ mother tongue but also in the language intended to be learned. 3) Cooperative Learning structures promotes use of the language intended to be learned and as result improves oral competence skill Each one of these categories give answer to the research question. They contribute to draw conclusions that give valuable hints on how to make learning teaching process a meaningful and successful journey. These three categories are equally important in that they all interweave to each other through the entire process and played a fundamental role in a whole called successful learning.

Figure 1 Categories of the research



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First Category: Interaction among classmates fosters learning process

This first category refers to the crucial role interaction plays during the learning process. As stated earlier, each session aimed at making of interaction a predominant feature present during the classes. About this, some excerpts below.

S1: “Pues la interacción (...) pues, como los compañeros con los que trabajo en grupo, o sea tomando como ejemplo digamos, ellos saben otras cosas...algo que yo no sé y viceversa ¿sí? Entonces a medida que pues, va uno jugando y las preguntas que ve y entonces ahí se dialoga entre los compañeros y se llega a la respuesta de eso (...). [Interview N° 2, March 22nd, 2014]

S2: “(...) bueno porque los demás compañeros pues tienen otras ideas y viceversa pues es bueno porque la trabajar digamos uno de nosotros tenemos una inquietud acerca de alguna pregunta o algo así y quizás otro de los compañeros sabe y pues nos resuelve esa inquietud y viceversa, también yo puedo saber otras cosas que él no sabe y ayudarlo y así todos en forma cooperativa resolvemos todo. [Interview N° 2, March 22nd, 2014]

As stated by many scholars (Vygotski (1962), Piaget (1965), Finocchiaro (1984) & Brown (2000)) interaction is paramount when it comes to learning. The findings revealed that when students interact with each other it helps them to better grasp the material they are introduced, helping each other while doing so. Conectar esta oración mejor.

S3: Eh, pues interactuar si es muy bueno porque uno aprende de la otra persona pues por un medio pues... pues si es que uno aprende de la otra persona y se conoce. [Interview N° 2, March 22nd, 2014]

Regarding the above, Brown (2000) states that “is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other (...) Interaction is important for human beings because it helps negotiate meaning or simply stated” (Brown, 2000, p.165). Also, the author continues, it is “to get an idea out of one person’s head and into the head of another person and vice versa” (p. 165)

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It is undeniable that students comprehended how important interaction was when learning not only English but also any subject. Furthermore, they realized how their learning process can be affected in a positive way just by talking and sharing with their peers.

Moreover, the excerpts above highlighted perfectly how powerful and fundamental, as scholars mentioned at the beginning in this section and then participants responses, interaction is during the learning process, and how students greatly benefit each other thanks to it. Through the interaction resulting of the implementation of CLS students were able to share more than a physical space, they shared their ideas and thoughts. Also on interaction and how it affects in a positive way their English learning process, findings revealed that by interacting students felt they were on the right path to attaining their goal. About this, the following excerpts.

S4: Lo importante de interactuar con la con el inglés es especialmente para el trabajo porque ya según los requerimientos que uno necesita para trabajar no importa que sea ingeniería otra u otra competencia o carrera uno siempre debe tener lo más básico en inglés osino en el trabajo no lo podrán aceptar ya que uno no tiene la capacidad de poder interactuar con otras personas. [Interview N° 2, March 22nd, 2014]

Moreover, there were plenty of times where the contributions that interaction brings to the classroom were noticeable. During the sessions the active participation of students not just in their learning process, but also in that of their classmates, became a trait present in almost every session. On this, the following passages of the teacher field notes.

Christian and Daniela T. were paired, on purpose, to check the test they had presented previously and to correct it, Christian got the highest score and Daniela did not approve it. During the time they were checking and correcting, I realized Christian was explaining to Daniela why her answers were not correct, He explains in a very detailed way, even giving examples, and something very pleasant was to see Christian explaining to Daniela the ed- ending past tense verbs pronunciation by placing his hand on

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his throat, Daniela seems very attentive paying attention and copying what her peer was telling her.

[Field notes, April 5th 2014]

The above exemplifies what was stated by Vygotski (1962) & Piaget (1965) as cited by Richards and Rodgers, these authors emphasized on the central role of social interaction in learning. Also, “Learners develop communicative competence by conversing in socially or pedagogically situations” (Richard & Rodgers, 2001, p. 194). The role of interaction when learning is undisputable. And once again during the classes a lot of situations brought to life examples that revealed how powerful it is. Students that at the beginning of the course were reluctant to work together, now undergirds each other during the learning experience.

Daniela A., Jonathan and Karen are discussing about an exercise they had to do, they do not some of the words on the paper, one of them “Junk Food” Jonathan says that the word means “fast food” however, the two girls do not think Jonathan is right about it, they asked me “teacher, how do you say, “*Comida chatarra*” I asked Jonathan How does he say “*Comida chatarra*,” he replays, “Junk Food” I realized he knows he is right, then I ask him to try find a way to explain to their classmates without using Spanish, he said he didn’t know, then I told him try to explain each word, so, he started by explaining one word at a time, first junk, for this he pointed at the can trash, then food, this time he acted like he was eating something using his hands, their classmates still hesitated, so I lent them my dictionary (theirs were monolingual and not that complete) they checked and effectively, junk food was what Jonathan was saying, so he was right, I asked Alejandra whether or not was important to interact among classmates, and she said “yes, if my life would have depended on this silly word meaning, I would be death” at the same time, Karen nodded on what Alejandra said. [Field notes, February 15th 2014]

S8: la interacción es buena porque alguna vez uno no entiende a el profe y a un compañero sí. [Survey, November 23rd 2013]

Some exercises had been given for the students to do, part of the exercise was to give answers to some questions, so students had to write their answers using present progressive, I was called by one of the groups, they had a question, Laura A. said that “writing” was written with double T, “*writting*” but Camilo argued that not, that the progressive form of verb “*write*” was “*writing*” I asked Camilo to support his answer based on what I had previously mentioned, he thought for a moment and gave his

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answer. He said that “writing” was written “*writing*” simply because this verb last three letters were vowel, consonant, vowel. [Field notes, February 22nd 2014]

The above passages exposed that interaction as a paramount element in language class rooms, was in some degree promoted and consequently it contributed to foster students’ learning process. As Brown (2000) asserted “interaction is, in fact, the heart of communication, it is what communication is all about (...) and the best way to interact is through interaction itself (Brown, 2000, p. 165).

Second Category: Working in groups raises not only interaction in students’ native language but also in the target language they are learning

This second category responds to the raise in interaction rates inside the class room and how this interaction caused the use of the language that was being learned and therefore, its benefit to the learning process. In despite of using once in a while their mother tongue —something completely understandable—students began to use English as often as possible during the class. This was in agreement with what was stated by (Rivers (1987) and Brown (2000)) they said “through interaction students can increase their language store as they listen to (...)the output of their fellows students in discussions(...)in interaction students can use all they possess of the language, all they have learned or casually absorbed”. (Brown, 2001, p.165)

During the different stages of this research project, features of cooperative learning structures were used to make sessions more interactive and engaging. First, to get them to work together and second, to make the learning process a solid one. As a part of this, students had to work together. They showed reticence at first, —since the new dynamic included to work with students they were not accustomed to working with. For obvious

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reasons, they would have preferred to work with their closest friends, —however, once the activities had finished, a different perspective was shown.

S1: Es muy importante trabajar en equipo pues aunque como dijo mi compañera S2 no sé a pesar de que hay un grupo, (...) todos se dividan el trabajo y que por ejemplo en cuestión de que el profesor por decirlo así lo corche a uno que con el tema que explicó el compañero y que en realidad uno no supo queda, queda ahí, entonces eh, lo más importante de trabajar en equipos es que todos se aprendan los mismos temas para que en una exposición cuando el público tenga dudas o inquietudes ellos puedan responder de forma dinámica. *[Interview N° 2, March 22nd, 2014]*

S4: It's very good because we can speak and work with friends. *[Survey, November 23rd 2013]*

S5: Yes, I like to work in groups; it's very funny because I met more people. *[Survey, November 23rd 2013]*

S8: Es espectacular ya que me puedo relacionar con los demás. *[Survey, November 23rd 2013]*

Concerning this, students assimilated working in groups not just as a way to do a task assigned, but also as a way to get to know each other a little bit more. This helped turn the classroom into a warm atmosphere in which students could take part actively in their own knowledge building process and participants in that of their classmates. Also, they felt safe to take risks without fearing rejection for the possible outcomes of their participation. Cooperative learning structures proved once again to be a good choice when it has to do with fostering students' academic and social aspects in that they learn “to be focused on task and appreciate rather than put –down ideas of others that differ from their own” (Kagan & Kagan, 2009, p. 26)

S2: Yo insisto con lo de la parte de las ideas de los diferentes compa....pues de los compañeros, las diferentes ideas y pues si considero que es muy bueno pues interactuar, pues conoce uno al otro y todo aparte de eso, pues entonces sabe entonces sabe las diferentes ideas de los compañeros y pues reitero que ahí entonces cada uno con sus diferentes ideas aporta hacia la actividad que estoy haciendo, y pues,

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todas esas ideas se unen y pues el trabajo cooperativo es bueno y se llega a la solución de la actividad que estamos haciendo. [Interview N° 2, March 22nd, 2014]

Indeed, cooperative learning structures help boost the rate of interaction in English among students, but of equal or greater importance was that students came to realize the paramount role that interaction has in knowledge building, as stated by Vitgozky (1978).

S7: Sí, porque alguna vez el compañero le explica lo que uno no entiende. [Survey, November 23rd 2013]

S3: (...) la idea es que tratemos de todo el tiempo interactuar en inglés así nos tengamos confusiones y entonces al tener estas confusiones, pues si el otro compañero sabe entonces él nos va corregir y así pues entonces interactuamos todos y corregimos pues esos, esos pequeños problemas que tenemos y así pues poco a poco vamos a subiendo el nivel y ya podemos llegar a interactuar entre nosotros y con el profesor sólo en inglés. [Interview N° 2, March 22nd, 2014]

S9: (...) compartes más y puede que le entiendas más a un compañero que a tu profesor. [Survey, November 23rd 2013]

S6: (...) es un espacio para ayudarse mutuamente. [Survey, November 23rd 2013]

The above is an evidence that interaction among students carried with it good advantages for their learning since “many students are more open to feedback from a peer than feedback from the teacher. Sometimes peers can explain to a fellow student in ways the student can better understand”. (Kagan & Kagan, 2009, p.85). This benefits the whole class, since advanced students will provide explanations to those ones who need it, and the teacher will have more time to meet other students’ needs. The excerpts revealed the contribution CLS make to students’ knowledge building, in that is thanks to robust social skills that interaction can take place and through it, the benefit to students’ learning process.

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Third Category: Cooperative Learning promotes use of the language intended to be learned, and therefore, learning itself.

This category refers to how through the implementation of cooperative learning structures, the learning process can be stimulated, and being this class one where a language is being learned the use of it is increased. Although in the majority of classes in which a language is taught, they promulgate to be communicative in reality they are structural. Even though language structure is extremely important, high amounts of time are consumed teaching structures that at best will be written by the students on their note books becoming in fruitless delivered content. Moreover, this kind of class is characterized by high teacher's talk rates and extremely low students' participation.

Students' oral skill is restricted to respond one at a time to the teachers question, which, by the way, are the ones provided in the textbook. This kind of environment allows very limited practice for each student; the teacher talks twice as much as the student does, first asking the question and then providing either feedback praise, a correction opportunity, filling in missing information, or modeling an alternative way to respond. This restricted used of the language diminishes vastly the chances for students to engage in conversations using the language, since is the teacher the only one that appears to be able to start a conversation. Below some selections that emerged from the data are presented:

S1: si mal no recuerdo hace más o menos unos 15, 20 días tuvimos una actividad sobre cómo podríamos... sobre que pensábamos nosotros, o sea, de que, si había algo bueno y ese algo como influía par a hacer la paz en el mundo, ¿sí?, entonces hicimos esa actividad entre grupos y pues pasábamos y pues hacíamos la exposición sobre que pensábamos nosotros pues que podría hacer la paz en el mundo y pues los compañeros generaban preguntas acerca de eso y digamos por ejemplo nuestro grupo hicimos una cartelera y con un dibujo y Obama haciendo la paz con... pues con los guerrilleros y eso y también relacionado acá en Colombia. *[Interview & Video recordings]*

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All the students participated, even the quiet ones. Although while making the task interaction was mostly in Spanish, there was a lot of interaction among students in English, something new in the classroom. Also, another important aspect was that all the presentations were made without holding a slip of paper in their hands contrary to previous presentations where students limited themselves to read what was written in a slip of paper. They just limited themselves to read or recited what they had written on a piece of paper, there was not oral production. This time it was different, they thought on one idea and then tried to explain it using their lexicon; not Spanish words were used during the presentations, even those who were really quiet participated using the language they are learning, trying their best. [Field notes, November 23th 2013 & March 22nd 2014]

Moreover, they were presenting, for the first time, something authentic, in terms of oral production. They were not reading or reciting, they were talking, and in despite of the understandable mistakes proper of the learning process they are going through, the result of the presentations was very significant. (Field notes & video recordings)

During the presentations, it is evident the desire for students to communicate their ideas in the best way possible. When one student is struggling in finding the right word to connect the ideas, this is helped and supported by their equals. (Field notes, & video recording, March 22, 2014)

Sharing in teams allow students not just to exchange ideas but also to do it using the language they are learning but equal or even more important they are gaining confidence in their ability to communicate using English. [Field notes, March 22nd 2014]

S10: I think the activity was a very interesting and was good for listen and learnt something more of the music and the *lenguaje*. [Survey, Augusts 5th, 2013]

The activity was very interesting in my opinion you made some things listening and of this listening we could practice (...) and when you said “hey, Carolina pass to the board, most people participate, was very good. [Survey, October 5th, 2013]

S9: I like the activity of reported speech, I like the dynamic of the teacher and I can learn something [Survey, October 5th, 2013]

Through this activity the oral skill is drilled tremendously compare with previously sessions. Although with some exceptions, students’ engagement rate in the activity is high and good. Even the ones reluctant to participate actively are encouraged by their peers. [Field notes, Feb, 15 2014]

CONCLUSIONS

It is important to stress that the following conclusions are based on the author's personal journey as a teacher-researcher. Hence, the results obtained may vary if applied in a different context and with different participants.

First, through this experience the author came to realize that teaching is an extremely demanding process, and in order to do it must be done, it takes time and effort. Also, the researcher had the opportunity of knowing in detail about cooperative learning and its benefits to students and teachers during the learning process.

This instruction method is very useful when dealing with large classes, where interaction, understood as the use of the language intended to be learned, is almost zero either because of the time or the dynamic of the class itself. On this, the researcher considered it was important to organize the period of time in such a way that interaction, (given its paramount role in knowledge building, and even more important when learning a foreign language) is a constant. Also, interaction must be present from day one; otherwise, students will get accustomed to learning mere structures that they almost never use in their daily life; consequently, their communicative competence development will not be as successful as it could be.

Finally, and this is crucial from the researcher's perspective, the importance of creating warm atmospheres in which students feel safe to participate actively without fearing making mistakes, so that their potential can be exploited at its maximum level

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possible. For this, it is important to stress the value of praising students' progress no matter how small they are, instead of highlighting their errors. Learning is a path full of ups and downs, and failing is an inherent part of the learning process and it should be seen as an opportunity to learn. Likewise, as important as warm atmosphere, are activities and materials, these —materials-activities— should attempt to that drive students interests, also the way these are implemented is important.

Limitations

The first and biggest limitation was that it was not possible to fulfill this project in the time given for it. The researcher puts stress on that the main limitation of this kind of research is time. You as a student have been taught on how to teach but, when you come to the classroom as teacher and researcher at the same time, the scenario is quite different. The teacher is so busy inside the classroom that it is extremely hard to find time or opportunity to focus simultaneously on teaching and on the demanding and complex process of researching.

Inside the classroom there are a lot of activities taking place at the same time, it is almost impossible to stop and take a detailed and detached look on what is going on. For the vast majority of time, the focus is in covering all the topics included in the syllabuses and the different extra activities that teaching carries with it.

Also, working with teenagers who are going through a lot of changes, not just physically but emotionally as well, challenges the research process. It is impossible to please everybody with the activities you implement, and teenagers do not waste the opportunity to let you know their disapproval towards the activities that do not fulfill their

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expectations. Likewise, you as teacher have to compete against distractors like technology that make the teaching process more difficult than it already is.

Moreover, the research implementation process was developed in 18 sessions 4 hours each, the lack of expertise as teacher and as researcher, prevent him of carry out more ideas and activities attempting to better students learning process as much as possible. Also, a problem that the researcher had to face was the many gaps in students' knowledge regarding the level they were in. Dealing with those gaps, in order to help students to catch up with their classmates, is time consuming and sometimes you wonder whether or not it worth the effort.

Further Research

The current research could give hints to those who consider that the core in English teaching- learning process is interaction. Moreover, this could be the first step to go deeper in the search for figuring out how to mingle three fundamental elements within the classroom: Interaction through the language sought to be learned, students' likes and needs and the dynamic of the classes. Teachers should attempt to mix them in a perfect alchemy which probably could bring as a result, a more appealing and prolific teaching-learning process.

Also, for those ones who have more expertise in dealing with large classes and adolescents, it would be good to go deeper on how to implement strategies tending to help students to be more self-taught and less dependent on teachers, in other words, to be more active engaged in their knowledge building.

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Appendix A Field Notes

Date: Time: April 27th 2013 Saturday 8 – 12

Curso: Advanced

Purpose of the class: Presentation of some topics: Comparative and Superlative and Present Perfect.

Teacher: Jenny Casallas

Practicing Student: José Castellanos

OBSERVATION Description/Narration	Topic Concept Category	Analysis Cause / Consequences	Project Contribution Questions /Decisions
The teacher arrives to the classroom and immediately rolls the list. The, she starts checking students' homework. After that, she starts the lesson; today the topic is comparatives and superlatives. Then, teacher asks students to read a short reading on the book about movies, after that, they start to talk about movies (Spiderman, Pirates of the Caribbean) Teacher asks some students on their likes on movies. Some of them, the majority, respond in Spanish. After that, again some reading part on movies takes place. Finally, a quiz on comparatives and superlatives is taken by the students. After that, the expression Have you ever... is introduced by the teacher. The topic is present perfect and the goal is to express about life experiences through the use of present perfect. Teacher gives students a sheet of paper with three columns with a list of have you ever questions on it. Teacher ask s students to put down in the first column their personal answers for those questions and then join a classmate ask the questions and write them down on the other column. Then, teacher asks students to work in pairs in order for them to practice how to make questions using present perfect tense. Some of them do it, some others not, when the teacher goes to	- Comparative s and Superlatives -How to make comparisons -Present perfect	- Even though the teacher talks all the time in English, the students respond in Spanish, few try to do it in English through fragmented words sometimes unintelligible. - They like to participate in class when extra points are given because most of the times they are asked to recite answers that the book provides. No extra information is elicited. - Students seem very interested on talking about movies; however, they do it in Spanish. - There are some students using mobile phones while the teacher is talking, others, talk. - The mobile phones become in a huge distractor during the class. -Teacher constantly has to stop the class and ask some students to put away their mobile phones. - It is also evident that the use of the tape recorder in	- Always the same groups. Classroom is a little bit noisier than other days. A good idea for avoiding roll the list, which is time consuming, is to ask students to write something at the end of the class. For example, What did I learn today? - Students are cordial to each other. It can be used to create activities that involve teamwork. -How your week was should be an excuse to make students talk. -They like to participate in class when extra points are given. It would be good to ask students to give their own examples.

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those pairs they pretend they are practicing once the teacher goes to check another pair they stop doing it. They practice for a while then the time is over, so the teacher assigns their homework. The homework is to check about Past participle.		spite of being a good resource is not used often. - Teacher call on the same students time after time, it does not help the dynamic of the class.	- A good idea could be to ban the use of mobile phones. - Some other resources could be used in order to bring dynamism to the class and therefore more engagement by the students. - Just few students, as always, are asked. - Daniel is a shy boy, he never speaks, but the teacher overlooks that. (cooperative work) Lacking underpinning -Some students make faces when they realized they have to work in pair with someone they do not hang around. - They are in groups, but these groups really need to create a bond first. They seem unconnected. - It would be good to make more questions in order to get more information, and at the same time check for understanding or At the end of each class a quiz should
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			be taken by students in order to check whether or not they understood the lesson.
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Appendix B Surveys

Nombre: Jeseth Daniela Calvez Carrero

Edad: 13 años Curso: Octavo

¿Dónde vive? Bagota - Castilla

¿Con quién vive? con mi PAPA & MI MAMÁ

¿Dónde estudia? LMA (Liceo Mayor Andino)

¿Cuál es su mayor motivación para aprender inglés?

Mi motivación para aprender ingles es poderme ir a
vivir con mi padrino a Australia y poder tener mas
Oportunidades en la vida

Why do you want to learn English?

My motivation for learning English is: I will live with my
cousin in Australia and I have more oportunities on my
life

Nombre: Nicolás Avila Cartagena

Edad: 13 Curso: Octavo

¿Dónde vive? Fontibón - Bogotá

¿Con quién vive? Con mis papas, y mis 2 hermanos.

¿Dónde estudia? Colegio Santa Ana-Fontibón

¿Cuál es su mayor motivación para aprender inglés?

Viajar a conocer otras ciudades, conocer gente que hable otro idioma y saber que les gusta hacer
que los gusta comer, que hacen en el fin de semana, conocer sobre sus creencias religiosas y
sobre su cultura

Why do you want to learn English?

Travel to know other cities, know other countries and meet other people, know what they like, what
they look like, know what they like to do, what they do on weekends, know about their cultures

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Student 6

Name: Camilo Andres Ortega Fajardo

Hi! I hope everything is well with you.

I know learning English is an awesome journey. However, sometimes we face some problems during our learning process. The following questions are intended to see your thoughts on your English learning process in order to, if possible, make it better.

1. What do you think is the best way to learn English?
2. When learning English, what kind of activities are those ones you like the most?
3. Which you dislike?
4. What is the skill you have more problems with?
5. What do you think on working in groups?
6. Do you like to work in groups? ~~yes~~ si
7. When expressing your ideas, do you feel more comfortable if you work in groups or individually?
8. How important do you consider *interaction* is, when learning a foreign language?

Solución

1. trabajos de clase y tareas
2. ~~the listening~~ los cds con canciones y vocabulario
3. las actividades en la plataforma
4. el 'listening' es hacerse un poco complejo
5. que es un espacio para ayudarse mutuamente
6. si porque uno aprende vocabulario
7. en grupos
8. importante por que uno cambia ideas y se ayudan y aprenden los dos

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Name: Carolina Hernandez Sierra Date: 5-october/2013 Age: 14

Hi, student! Hope everything is great with you.

I would like to know your thoughts on the activity developed. Did you like it? Yes, Not, Why?

I like very much the activity of the song and the reported ~~speech~~^{speech}, because was very dynamic and ~~before~~ i never do this before.

I liked very much because the teacher's activities are boring, but the Jose's activity was different.

By crossing out one of the faces you give a score to the activity. Please do it.



Name: Laura Alejandra Caro Calderon Date: 05/10-13 Age: 14

Hi, student! Hope everything is great with you.

I would like to know your thoughts on the activity developed. Did you like it? Yes, Not, Why?

The activity:
The activity was very interesting, in my opinion you (team) made some things listening and of this listening we read practice the theme and when you said "they are going to pass to the board" most people participate was very good. I liked this activity very much.

By crossing out one of the faces you give a score to the activity. Please do it.



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Appendix C Consent Form

Apreciado padre de familia:

Soy José Castellanos estudiante de la Universidad Pedagógica Nacional. Estoy haciendo una investigación acerca de la implementación de las Estructuras del aprendizaje cooperativo en la clase de inglés. Esto con el fin de determinar qué elementos pueden estar fallando en la enseñanza y aprendizaje del inglés y buscar formas de contrarrestarlos para así lograr un mejor proceso de aprendizaje. A través de este formato solicito su autorización para que su hijo o hija haga parte de esta investigación.

La investigación consta de 3 fases, cada una de 6 meses, empezamos el 23 de febrero de este año y culminará en junio del 2014. Durante este proceso investigativo se les solicitará a los estudiantes responder a algunas entrevistas o encuestas relacionadas con el proceso de aprendizaje que están llevando a cabo en el Centro de Lenguas. También, se les solicitará trabajar en grupos para realizar actividades académicas.

Usted como acudiente no está en la obligación de permitir que su hijo o hija participe de la investigación. De igual manera, si decide dar su consentimiento para que lo haga, es libre de cambiar de opinión en cualquier momento y retirar su permiso para que su hijo continúe en el proceso lo cual no generaría ningún tipo de consecuencia.

Si usted está de acuerdo con que su hijo o hija participe y su hijo o hija desea participar, por favor firmar este formato y enviarlo de vuelta con su hijo o hija. También, si tiene algún pregunta con respecto al proceso investigativo, por favor contácteme al **312-4344814** - al correo castellanosjose1953@gmail.com o los sábados de **8 a 12** en el edificio **A** en la Universidad Pedagógica Nacional, con mucho gusto le atenderé.

Cordialmente,

José Castellanos

Estudiante de Licenciatura en español e inglés

Doy mi permiso para que mi hijo o hija haga parte de la investigación, para que responda a las entrevistas, cuestionarios que hagan parte de ésta y para que la información recolectada durante el proceso sea incluida en el informe final.

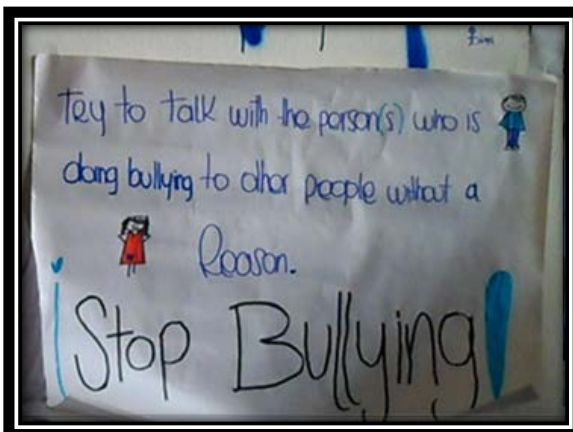
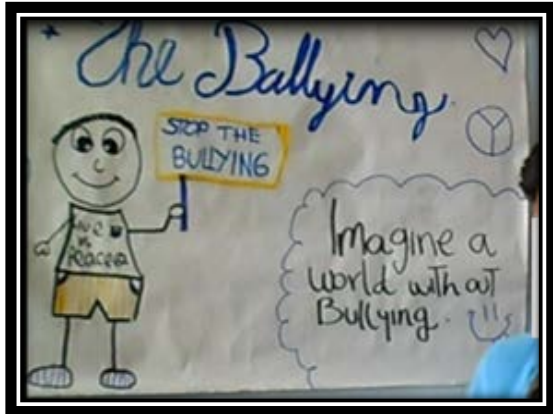
Fecha _____

Padre de familia

Nombre del estudiante

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Appendix D. Presentations



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