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Master's Dissertation/
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TITLE

**APPROXIMATION TO COOPERATIVE
LEARNING AS A TOOL TO IMPROVE ORAL
PERFORMANCE IN EFL IN THE CONTEXT
OF SECONDARY EDUCATION**

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“When we reject a single story, when we realize there is never a single story about anyplace, we regain a kind of paradise”

Chimamanda Adichie

AGRADECIMIENTOS:

A mi familia, por su apoyo siempre,
a Ana, por su comprensión,
a Cinta, por compartir conmigo su experiencia,
a mis alumnos de 4º A, que hicieron posible este estudio.

ABSTRACT: Current trends in education enhance dialogue and cooperation. This is the starting point for this study which aims to assess the effectiveness of Cooperative learning as a tool to improve oral performance in students of EFL in Secondary Education level. A number of activities, based on the cooperative technique Jigsaw, have been self-created and implemented in a real classroom context during some period in the academic year. A variety of instruments have been tailor-made in order to determine the specified objectives. The conclusion points at the convenience of Cooperative learning as the methodology to enhance social interaction and the need of a teachers' training program on new student-centred classroom approaches in the context of EFL in Secondary Education.

Keywords: cooperative learning, oral performance, Jigsaw technique, EFL.

RESUMEN: En la actualidad, la educación debe promover el diálogo y la cooperación. Este es el punto de partida de este estudio que pretende comprobar la eficacia del trabajo cooperativo como herramienta para mejorar la producción oral en los alumnos de Secundaria en el área de inglés. Para ello, se han diseñado un conjunto de actividades inspiradas en la técnica cooperativa Jigsaw, que se han llevado a cabo en un contexto real durante el curso escolar. Con el fin de determinar los objetivos planteados, se han elaborado distintos instrumentos hechos a medida. Se concluye la conveniencia de impulsar el aprendizaje cooperativo como metodología para mejorar la destreza oral, y la necesidad de un plan de formación para dar a conocer nuevos enfoques de clase centrados en el alumno en el contexto de aprendizaje de inglés en Secundaria.

Palabras clave: aprendizaje cooperativo, producción oral, técnica Jigsaw, inglés.

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1: INTRODUCTION

This Master Dissertation (from now on MD) arises from a genuine concern in my professional career. As a teacher of English at Secondary Education, I have observed that students at this level find it difficult to develop oral production. Burdens that prevent this development have revealed to have not only academic origin but also social and personal.

These observations have taken me to reflect on our own teaching practice and the methodology that would best contribute to foster this language skill in particular.

Our society demands for individuals who are able to communicate in at least a foreign language. The society of information and communication today has become global and citizens are required to interact in a plurilingual context. Therefore, high schools must meet these requirements and enhance the development of communicative competence so that our students can engage in processes of interaction, negotiation and production of English language. Language is a tool for equity, the engine for a peaceful resolution of conflicts and students must learn at school to become future respectful citizens.

An education that fosters dialogue and cooperation is necessary, and it is precisely in this search that we find a methodology based on cooperative learning by means of which we not only improve academic achievement but also increase levels of motivation and foster social interaction and oral production exchanges in contexts of equity, respect and solidarity (Johnson and Johnson, 2003; Slavin, 1995; Kagan, 1999).

This MD finds first stated the personal concern that gives rise to the research question. In order to contextualize the study, a review of literature has been undertaken to present some critical assessment of previous studies along with a brief introduction of cooperative learning methodology (CL from now on).

Next, a complete explanation of the methodology applied follows, with a clear specification of the kind of study and criteria observed. This part of the MD acquires special relevance and must not go unnoticed since it comprises information about a number of different instruments self-elaborated, the procedure to apply those instruments and the timing framework for the research process.

Then, a detailed account of the implementation of the methodology object of study is included and other aspects such as the selection of participants, technique and design of activities. The eminently empirical nature of this study has entailed the original design of a body of tailor-made activities from which, and due to space restrictions in the MD, only one has been explained in detail.

The rest of the activities, as well as rubrics for assessment and sheets for observation and reflection used along the implementation, appear included in the appendices section to be conducted, which accounts for such large body.

Once data is gathered an analysis is elaborated. This research study combines both kinds of data analysis: qualitative interpretation of questionnaires, observation charts in the classroom and oral interviews attempt to deal with objective number two. However, interpretative analysis might be found as unreliable for objectives one and three for which quantitative analysis has been applied to validate the findings.

To conclude, some recommendations that stem from the research study are given and main limitations of scope give rise to guidelines for future research.

2: RESEARCH STUDY FRAMEWORK

2.1 Justification

Changes in the 21st century demand from citizens the adoption of a new paradigm: individual competition must be replaced by a cooperative approach in order to face new challenges. There is an increasing interdependence that results in local diversity as well as intense conflicts; new democracies are found all over the world, our society demands creative entrepreneurs and all these changes rely on the paramount role interpersonal relations play.

This research study has a truly practical character and obeys to a genuine concern that comes from my professional career. As a teacher of English at Secondary Education, it is my main objective to enhance the maximum potential development in my students and help them become responsible citizens who adopt an attitude of respect and tolerance in a diverse global world.

Cooperative learning is an essential tool for training individuals to meet challenges above since it has been widely recognized as a pedagogical practice that promotes positive social interactions and achievement among students (Johnson & Johnson, 2003; Slavin, 1995).

Given this current context in which our students will have to coexist, the National curricula for education, the Common European Framework of Reference for Languages (CEFR), the Council of Europe and international associations such as OCDE all point out a new constructivist paradigm in education in which the student has acquired an equal status to that of the teacher's and pose, as one of the main objectives in linguistic politics, the fostering of communication and interaction among citizens: mutual understanding and collaboration are found necessary.

English is an international tool for communication thus, the development of communicative competence in English acquires special relevance in the current legal framework for education.

Communicative Competence is defined as the intuitive domain shown by a language speaker to use and interpret language correctly in a process of interaction in a particular context; the national curricula divides the area of foreign languages in four main blocks; (1) morphosyntactic competence, (2) pragmatic competence, (3) processing competence and (4) intercultural competence, and indicates that these four competences are achieved by working with contents grouped in the following four blocks: (1) listening, speaking and interacting, (2) reading and writing, (3) learning about a foreign language by means of use, and (4) socio-cultural aspects.

On the other hand, the introduction of the concept of "competence" in the curriculum leads to the elaboration of new educative models where interaction in a heterogeneous context and the use of tools in an interactive way (key competences) become two key principles for classroom work and thus, the ability to cooperate turns out a basic instrument for the achievement for the former (Rychen & Salganik, 2001).

Having revised first, the new demands posed by the 21st century and the curricular dictates stated by law, it is evident the paramount role oral communication acquires at the educational stage for this study, Compulsory Secondary Education (CSE from now

on). However, students in Aragón, the area in which this study has been carried out, reveal a particularly low level of competence in spoken English (Vez & Martínez Piñero, 2004), despite increasing efforts to introduce the study of English at earlier stages and the programme of bilingualism (Mur Dueñas, Plo & Hornero, 2013).

During the first two weeks last academic year, I asked my students to bring some photos and make an informal oral presentation so that everybody would share some personal information. There were two new students in the school centre and many others were new to the group. Diversity within the group proved soon evident: students contributed to the activity from different learning perspectives. Some of them had prepared a written text to read, some others brought photos and simply described them randomly, two of them used the mobile to illustrate their hobbies, and three students simply did not participate in the activity, they would not dare to speak English to their mates, they explained they could not find the words or know what to say, besides their level was not good enough.

At that moment I remembered an article on foreign language classroom anxiety I had recently read which pictured the same scene: difficulty in speaking in class is probably the most frequently cited concern of the foreign language student (Horwitz, Horwitz & Cope, 1986). Students report they feel fairly comfortable responding to a drill or delivering prepared speeches but tend to “freeze” in a spontaneous situation.

These situations of blockage show up in testing context due to different reasons: students believe nothing can be said until done correctly, which obviously poses a real impediment for language performance. Savignon (1976) stresses the vital role of spontaneous interactions to develop communicative competence and Krashen (1982) argues that the extraction of meaning is the primary process in the development of a second language. Fear to a negative evaluation by peers is also a factor that causes this blockage above, again an impediment for oral performance.

This is the starting point of this study; this is the genuine concern that triggered a practical need for investigation, my interest in CL, and how it could be best implemented during some sessions in a local context with a real group of students by

means of a series of activities specifically designed in order to enhance oral performance in all my students.

2.2. Research Hypothesis and Study Objectives

Considering the different issues, concerns, and real situation presented, this research study has the following hypothesis:

- To assess the effectiveness of Cooperative Learning methodology as a tool to improve oral performance in the area of EFL in a local context of Secondary Education.

In order to assess this hypothesis, three specific objectives have been created to vertebrate the whole study:

1. Specific Objective 1: To analyse to what extent does CL methodology contribute to the improvement of oral performance in English within a context of ESL
2. Specific Objective 2: To analyse to what extent this methodology favours the students' disposition towards oral production
3. Specific Objective 3: To analyse whether there is any significant difference of improvement between high and low achieving students

The assessment of the hypothesis posed, as well as the specification of the three objectives in this study, require from the practical implementation of cooperative learning. A number of well-structured activities were self-elaborated and made available to be conducted during a time period.

2.3. Review of Literature

Definitions for cooperative learning are numberless, as many as scholars and educators we study, and they all refer to a student-centred methodology that enhances cooperation instead of competition: while the investigator Yael Sharan defines cooperative learning as a group-centred and student-centred approach to classroom teaching and learning (Sharan, 1994), the scholars David and Robert Johnson along with Edythe Holubec

maintain that cooperative learning finds students working together to attain group goals that cannot be obtained by working alone competitively. Its major goal is to actively involve students in the learning process, this way cooperative learning increases students' motivation to do academic work (Johnson, Johnson & Holubec, 1999).

David Johnson identifies cooperative learning with a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding in a subject (Johnson, 2000).

As for Slavin at Johns Hopkins University, cooperative learning refers to teaching methods in which students work together in small groups to help each other learn academic content (Slavin, 2014).

In Spain, Pere Pujolàs defined cooperative learning as a didactic use of small groups of students with heterogeneous profiles. Students are actively engaged in activities whose structure guarantees equal participation (so that every member has same opportunities) and enhance maximum interaction between members (Pujolàs, 2009).

Last but not least, Kagan also proposes some particular views on cooperative learning: according to him, many teachers think they are implementing cooperative learning when they are merely doing group work. And group work does not consistently produce academic and linguistic gains for all students because it is unstructured interaction, that is, there will always be one student who does all the work. For a lesson to be cooperative it must observe the four basic principles under PIES analysis: P stands for positive interdependence, I stands for individual accountability, E stands for equal participation and S stands for simultaneous interaction (Kagan, 2013)

This abundance of definitions reflects the vast production of literature on this methodology. A general view on the origins and main developing lines of CL follows:

2.3.1. Brief Introduction into Cooperative Methodology

2.3.1.1. History

We can find antecedents in proposals for CL as early as in Seneca, Quintillion or Comenius. Principles of this methodology go back to the early 19th century in England with the figures of Joseph Lancaster and Andrew Bell who argued that children learn more effectively with other children.

These ideas were exported to the USA where the first Lancastrian School was opened in 1806, following the method known as peer tutoring students were rewarded for teaching others. Other figures such as Colonel Francis Parker fostered group work to develop a truly democratic society by means of education.

In the same line, the early 20th century American educator John Dewey promoted the application of group work on a regular basis as part of his famous school project.

Due probably to a series of social and political factors, the First World War and the Great Depression, the late 1930s saw the rise of competitive educational policies in American public schools.

In Spain, the educational models of Ferrer (1859-1966) and Freinet (1896-1966) represented some initial steps into CL. For example, Ferrer's "Escuela Moderna" discarded competition and exams letting students proceed with complete freedom. Freinet defended cooperation among teachers and students (Ovejero, 1990).

The origin of CL as we know it today can be traced back to the USA in the 1940s with Kurt Lewin and Morton Deutsch. This last one formulated the theory of cooperation and competition, identifying cooperation with positive interdependence and competition with negative one. His contribution to CL was the idea that the student is responsible for developing group knowledge by means of personal work and positive social interdependence. However, it is not until the mid-1960s and the 1970s that interpersonal relations among different ethnic groups start to gain importance as a necessary educational policy to cope with problems of discrimination and racial segregation in the USA. On one hand, the historical moment in the USA showed a dramatic scene of unrest and discrimination in schools. In the mid-1950s the Supreme Court decided on integration of public schools, which proved a painful process. Fights and hate crimes plagued schools and learning was impossible. Psychologist became school advisors and figures such as Dr. Elliot Aronson came into call to claim that competitive levels were too high in the classrooms. To counter this problem, Aronson created an atmosphere for increased collaboration and acceptance of mixed ethnicity: Jigsaw, a technique that would assign equal importance to every member in a group.

On the other hand, David and Robert Johnson actively started contributing to CL from other perspective. Following previous lines of investigation by Morton Deutsch, they identified outcomes such as mutual liking, better communication, higher supportive

levels and the development of several thinking strategies and expanded previous work on the theory of social interdependence (Johnson & Johnson, 2000 & 1983).

From that moment on, an important number of scholars and educators have developed a variety of techniques for the implementation of CL which has surely contributed to its extensive use.

2.3.1.2. *What is and what is not Cooperative Effort*

In short, this methodology has students working together in structured groups to reach common goals. Cooperation and not competition is enhanced, since each student's success is linked to members in the group. The learners acquire a new active role in the learning process. Teachers' roles are also drastically changed from traditional static approaches in which they did all the speaking; now they speak less, act as facilitator of learning and are responsible for the elaboration of highly structured activities which promote successful group-based learning. But it must be pointed out that there is nothing magical about working in group because while some learning groups facilitate interaction and learning achievement, others create disharmony. To use CL effectively, one must know what is and is not a cooperative group (Johnson, Johnson & Holubec, 1999). The chart below illustrates this idea:

COOPERATIVE LEARNING TECHNIQUES	TRADITIONAL GROUPWORK TECHNIQUES
☐ Positive interdependence: every member is concerned about others' achievement	☐ Interest lies only in group-work outcome
☐ Heterogeneous groups	☐ Homogeneous groups
☐ Shared leadership	☐ Individual leadership
☐ Individual accountability	☐ Group accountability
☐ Peer assistance	☐ Assistance is given only if chosen
☐ Goal: achieve maximum learning	☐ Goal: completing the task
☐ Interpersonal and social skills fostered	☐ Interpersonal skill for granted
☐ Teacher's role: facilitator	☐ teacher's role: Evaluator
☐ Work is done in the classroom	☐ Work is done outside the classroom

Figure 1: Cooperative vs Group Work techniques.

2.3.1.3. *Types of Cooperative Learning*

CL is very versatile and can be used for a variety of purposes from teaching specific content to facilitating communication through social interaction. According to these purposes aimed, we can distinguish between:

FORMAL CL: Students working together for one class period or some weeks to achieve shared learning goals and complete some specific task (e.g., writing a report or revising contents in a lesson). In this kind of learning, the teacher first makes a number of pre-instructional decisions to specify objectives (academic and social) and introduce materials and classroom arrangement, then explains the task and the criteria for success (how individuals must conduct in the group). During the activity the teacher monitors students' learning and intervenes when required and finally, he/she must assess students' learning and help students process how well groups functioned and how they can improve in the future.

INFORMAL CL: Students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson & Holubec, 1999). Learning groups are often organized so that students engage in 3 to 5 minute focused discussions before and after a lecture. The teacher ensures that students do the intellectual work of organizing, explaining, summarizing and integrating the material presented into existing conceptual structures.

COOPERATIVE BASE GROUPS: long-term, heterogeneous groups with stable membership, 3 to 4 members, who meet regularly to provide support, help and assistance each member needs to make academic progress and develop cognitively and socially in healthy ways.

2.3.1.4. *Basic Elements of Cooperation*

Putting students into groups to learn is not the same as structuring cooperation among students. Cooperation is neither having students sit side by side as they do their individual assignment and, once finished, help slow ones to do them, nor certainly

assigning a task to a group in which one student does all the work and lets others put their names.

In order for an activity to be cooperative, five basic elements are essential and need to be included (Johnson & Johnson, 1999; Johnson, Johnson & Holubec, 1999)

- a) Positive interdependence: within the group, no one can succeed unless the others do. This kind of interdependence can be strengthening by designing joint rewards, divided resources and complementary roles.
- b) Individual accountability: within the groups, the performance of each member is assessed and the results are added to the results obtained by group work. For example, individual tests are passed to be scored or each student at a time must explain what they have learnt to a classmate.
- c) Face-to-face promotive interaction: every group member is encouraged to assist, support, encourage and praise each other's efforts to achieve. To obtain meaningful face-to-face interaction, the size of the groups needs to be small (4 members best).
- d) Social skills: contributing to cooperative work requires interpersonal and small group skills; however interaction is not always easy to develop. Students must be taught communication and conflict-management skills just as precisely as academic ones. Attitudes of respect, tolerance and interest for others' ideas are encouraged and the teacher must make sure democratic values are enhanced during the activity.
- e) Group processing: At the end of the activity group members discuss how well they are achieving group goals and maintaining effective working relationships. It is advisable that teacher encourages these reflections and when conflicts detected whole group processing debate must be conducted.

2.3.2. State of the Question

It would be very difficult to agree on a list of the most representative figures of this methodology: Olsen and Kagan, 1992; Kagan, 2004; Slavin, 1995; Johnson and Johnson, 1999... the list would be too long and they all have developed a good array of tendencies and techniques under the same common term, cooperative learning.

Extensive research has been conducted. ERIC database lists 11,901 references under “Cooperative Learning” to this date and 1554 references appear related to CL and secondary education.

This state of the art is the result of all the investigation carried out since the last century. The publication in 1949 of “An experimental study of cooperation and competition” by Morton Deutsch constituted the starting point for further empirical studies. This initial research was centred on comparing the outcomes of three different learning paradigms, the cooperative, the competitive and the individualistic acting on variables such as academic achievement, social relations, attitudes, motivations, and so on. But it was in fact during the 1970s that empirical research appeared with the first investigation on CL applied to the classroom context (Slavin, 1995).

From that moment, four main research groups developed, three of them in the USA and one in Israel, and acting individually, the four of them started to design and study different CL methods with widespread acclaim supported by empirical research.

Johnson, Johnson and Stanne (2000) consider this extensive body of research as a continuum of methods ranging from the most direct and easy to implement (techniques) to the most conceptual (macro strategies). Sharan (2014) highlights that CL has become an umbrella term that frequently disguises as much as it reveals because it means so many different things to different people.

In order to provide a general picture of main tendencies and approaches today we are going to study this continuum in detail. Walters (2000) places four main models at one end; these “conceptual methods” set up the general framework to conduct CL. Although it is sometimes said they might be a bit difficult at first, after some practice they reveal flexible to be used with every subject, age and learning situation, as well as reliable enough to be internalized as a teaching routine.

Jigsaw, perhaps the most widely accepted and popular CL technique created by Elliot Aronson at the University of California, enhances positive interdependence by dividing a task between group members so that everyone becomes accountable of their contribution. Motivation, social interaction, academic achievements are some of the outcomes.

Student Team Learning, first created by De Vries and Edwards (1973) and later developed by Robert Slavin (1977; 1978; 1983; 1985; 1988) at the Centre for the Social Organization of school at Johns Hopkins University, is the second big model which aims at success for all: “when students learn in small learning teams and are rewarded on the progress made by all team members, they help one another learn, gain in achievement and self-esteem and increase in respect and liking for classmates”.¹

Under the same name, we can find five different methods: Student Teams-Achievement Divisions (STAD), Teams Games Tournaments (TGT), Jigsaw II, Team Accelerated Instruction (TAI) and Cooperative Integrated Reading and Composition (CIRC).

A third conceptual model created by Robert Johnson and David Johnson in the mid-1970s is Learning Together, in which again small groups of 2 to 5 members tutor each other so that everyone succeeds at learning. In 1987 the Cooperative Learning Centre² was opened to train teachers. Research today is centred on the theory of social interaction and the positive conflict resolution effect of CL. The Newsletter of the CL Institute can be consulted on the web.

Finally, Group Investigation was developed by Sharan and Sharan (1994) at Tel Aviv University. Students create their own groups of 4 to 6 members to study in detail some particular topic and present it later to the whole class.

At the other end of the continuum we have an array of techniques teachers can apply to whatever content they may be working with. One of the outstanding figures in this field is Spencer Kagan, who has been working on cooperative structures since late 1970s. Talking chips, numbered heads together and roundtable are just some examples.

¹ Source at www.successforall.org/

² Webpage <http://www.co-operation.org/>

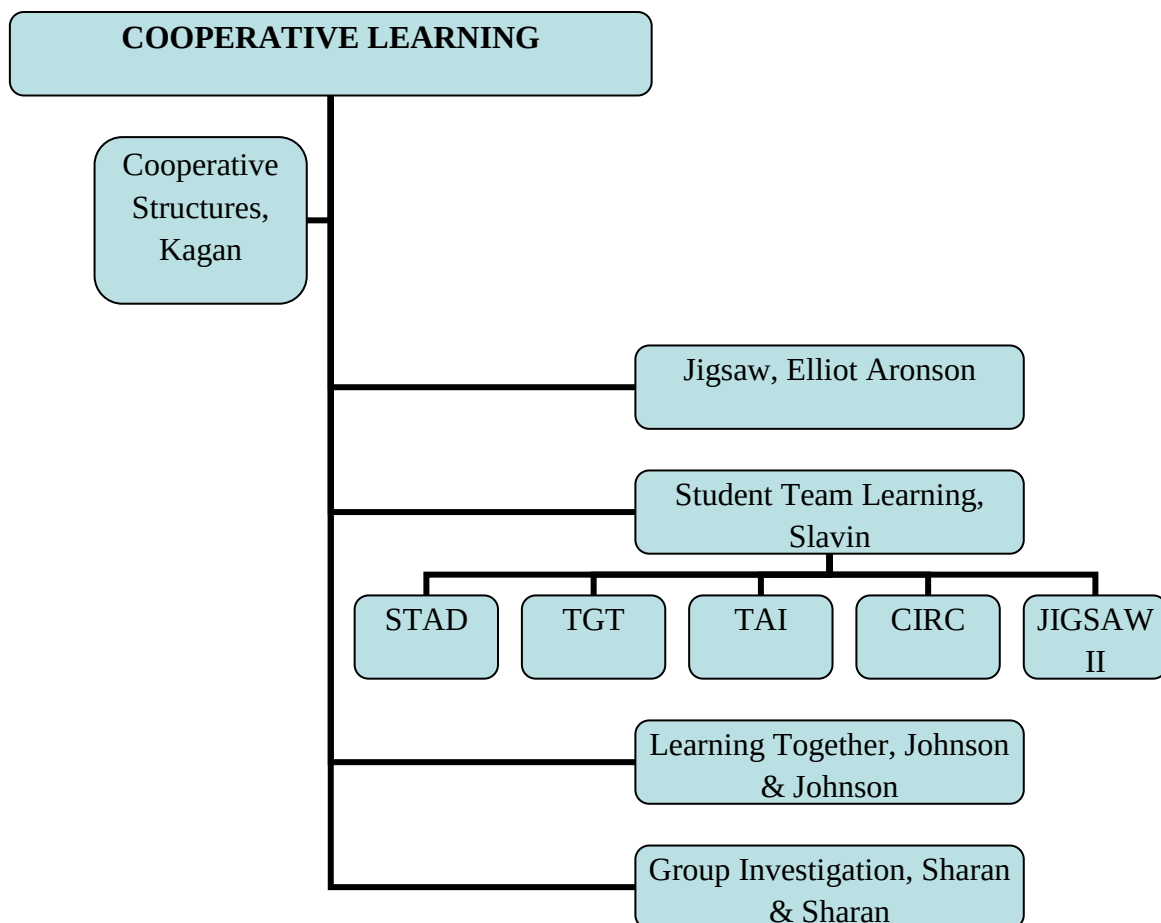


Figure 2: Cooperative Learning Models and Techniques

As for research related to the teaching of languages, we might go back to ERIC database to find out listed only 82 studies related to second language learning. CL has long be applied to the instruction of L1 but L2 can be considered more recent since group work was initially taken for granted in EFL classrooms, therefore CL seemed to offer very little innovation. There is however a good selection of studies (Holt, 1993; Kersler, 1992), articles and didactic material (Coelho, Winer and Olsen, 1989), McGroarty (1993, 1989), Kagan and McGroarty (1993) and Long & Porter (1997) have carried out some research on the benefits of interaction and Sharan (1980) has studied the amount of output/input material that is created by this kind of learning. Dörnyei (1997) has studied the psychological dimension of CL but points out the need for further research in the context of EFL.

In Spain, CL has been successfully developed by Pallarés (2011) who studied different techniques; Úriz (1999), Ovejero (1990) and Pujolás (2009) fostered CL applying CL in

the context of primary schools to favour inclusive education; and more recently we can underline the relevance of figures such as Ramón Ferreiro with resources on didactic strategies for the implementation of CL and Fernando Trujillo³ with a web space full of resources and interesting articles.

3: RESEARCH DESIGN

3.1. Research Type

As previously stated, this study aims at assessing the degree of improvement in the skill of oral production after CL has been implemented over a limited time period. For this purpose, some research has been designed and conducted with a sample group in a context of Secondary Education.

But, before going any further, it must be clearly specified that, due to strict time constraints, I have opted for the elaboration of a work in progress which marks the line of study for some further analytic research that might measure causal relationships of variables to offer a more complete explanation of the case study.

3.2. Sample Group and Research Context

As Selinger and Shohamy (1989: 13-16) state, research always starts from a certain dose of experience and from the observation of facts as sources of knowledge.

My current job has granted me with the opportunity to obtain empirical knowledge rooted in observation, experimentation and the experience of real phenomena in a real context. The selection of participants is not at random but obeys to practical reasons; it is a non-probabilistic sample consisting of a group of 21 students at 4th year of compulsory secondary education (CSE). At this level, students receive 4 hours of English language a week, which seemed a most appropriate context for the implementation of CL methodology during some sessions and still having other sessions left for the development of other curricular activities stated during the academic year.

³ Source at www.fernandotrujillo.es

The group studies in a state high-school located in a rural area in Aragón, with easy access to the main city. It is a centre that fosters intercultural coexistence with a 15% of students of foreign origin, and favours any initiatives with international projection: school trips, language exchange stays, language assistant programme, Erasmus Chart and a bilingual programme in English they all offer plenty of opportunities to students to develop communicative competence and appreciate the important role of foreign languages in education, not only as a tool of communication but as an instrument to appreciate other cultures, to learn about their own by comparison and to grow as global citizens with a positive critical attitude (LOMCE, 2013)

The sample consists of 21 students, 12 female and 9 male between the ages of 15 and 17 years old. Despite the great importance given to the role of foreign languages in education nowadays, only 19% in the group study a second foreign language, French. However, English seems to have a considerable relevance in the group. A percentage of 57% participate in any extra-curricular activity related to English language and they reveal a high use of English in a context other than the curricular one, 80'9%. Finally, 66% of the sample group have been to an English speaking country, mostly on a school exchange experience.

The following chart is included to visualize the language profile in the sample group.

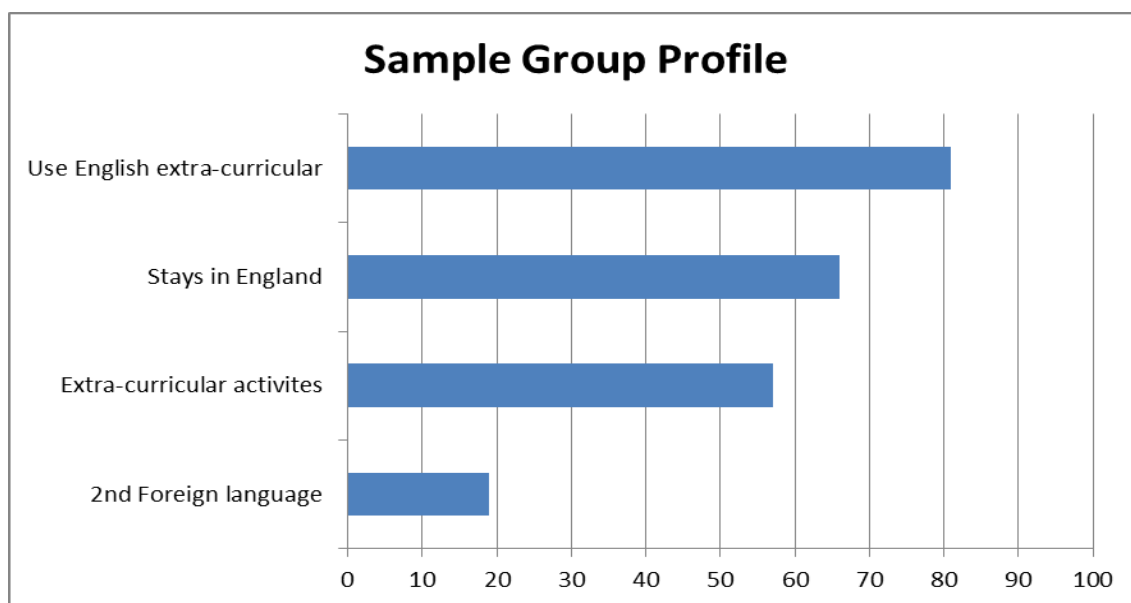


Chart 1: Bar chart to present simple group profile

Once context and sample group have both been presented, a timing of the research is included along with the activities and instrument for collecting data during CL sessions.

3.3. Research Timing:

15 April	CL informative session. Sheets requesting permission (parents and school director)
19 April	Learning Style Questionnaire
26 April	Distribution chart for CL session groups Presentation of Jigsaw technique and warm-up session
28 April	Questionnaire: factors in speaking performance in class.
4 May	Oral Pre-test Speaking material and assessment rubric
5 May	CL activity 1, session 1 Students' sheets and classroom observation forms
6 May	CL activity 1, session 2 Students' cards, classroom observation forms and students' individual reflection sheets.
12 May	CL activity 2, session 1 Students' sheets and classroom observation forms
13 May	CL activity 2, session 2 Students' cards, classroom observation forms and students' individual reflection sheets
19 May	CL activity 3, session 1 Students' sheets and classroom observation form
20 May	CL activity 3, session 2 Students' cards, classroom observation forms and students' individual reflection sheets
23 May	CL activity 4, session 1 Students' sheets and classroom observation forms
27 May	CL activity 4, session 2 Group sheets, classroom observation forms and students' individual reflection sheets

1 June	Oral post-test Speaking material and assessment rubric
2 / 3 June	Semi-structured recorded interviews

3.4. Selecting CL Technique: Jigsaw

Jigsaw, developed by Aronson in the late 1970s, has been chosen as the technique to design CL activities during the implementation period. This technique has extensively been proved as fostering cooperation, is found easy to apply and fits perfectly to the characteristics of the sample group. It may not have been originally created for the teaching of foreign languages, however it has become one of the most popular and well-known techniques (Crandall, 2000, 246) since it creates positive interdependence within group members and enhances communicative interaction.

This technique is simple: just as in a jigsaw puzzle, each piece is essential for the completion. If each student's part is essential, every student is essential as well. This is what makes the technique really effective. Group members must work together to accomplish a common goal, therefore cooperation, dialogue, tolerance, negotiation they are all factors that are put into practice during the activity. This technique needs from the student to read, practice, reformulate, ask for help and paraphrase, therefore the enhancement of oral production is guaranteed. Opportunities to interact within a small group of four students are plenty and necessary since every student must make sure they understand the piece assigned so as to report it back and contribute to whole group achievement.

Emotional factors such as anxiety and fear to speak in public are diminished due to group size. Students in need of help find demanding for cooperation easier and those students who may help group peers find self-confidence and emotional gain of helping others highly rewarding and motivating. It is now that they feel they have an active responsible role to play in the learning process and this contributes to create a positive atmosphere during the activity.

However, Aronson's technique was later re-examined by Robert Slavin and a new revised Jigsaw II technique was produced (Slavin, 1988). This revised version introduces two major changes: the way interdependence within the group is structured and assessment.

It was precisely this second change that caught my attention when studying CL techniques. A matter of major concern was to ensure effective group work. Different students' profiles coexist within every group and I was determined to solve problems such as dominating students who adopt a leading role depriving weak students from opportunities to interact.

Individual accountability is essential to group success and students needed to feel their input was a valuable necessary resource. They all had to contribute to accomplish a common goal and this was due to be reflected in assessment. Therefore, a revised assessment procedure was designed based on cumulative result coming from first, the resolution of an individual task at the end of the first session and second, the resolution of a whole group task during the second one.

3.4.1 The Pieces of the Puzzle

Before we take a look at an example of an activity, let us describe the various pieces necessary for the jigsaw technique.⁴

3.4.1.1. Students

Since the understanding of the jigsaw procedure requires a certain degree of conceptual ability, the students at the sample fit perfectly for our purposes. A brief introduction to the role they must adopt is necessary: the traditional classroom structure of one expert, the teacher, and twenty one listeners has been changed. Students must understand the meaning of cooperative groups in which they are rewarded for paying attention to their peers, adopting a responsible role in the process, teaching each other and helping peers to reach a common goal. Cooperative behaviour does not happen naturally. It requires

⁴ Source of information at <http://www.jigsaw.org>

practice because it is not easy to break away with the traditional paradigm of a competitive, teacher-oriented lesson.

Finally, interdependence must be demonstrated so that students encourage everyone in the group to adopt an active role in the learning process. Individual success leads to group success.

3.4.1.2. Curriculum

A jigsaw technique activity is not a loose situation. It is highly structured and this may pose some initial challenge to the teacher, not only to design the activities but also to decide on which curricular contents best fit in this technique.

Any narrative material that emphasizes comprehension is the easiest to work with. However, this technique can also be employed to review materials previously taught by more traditional methods. Conditional sentences were successfully practiced with the first jigsaw activity. At the end of Session 2 most students showed a full command of these structures (see Appendix 1)

Curricular limitations are minimized to working with materials previously introduced, not conceptually novel and adapting curriculum for jigsaw. The material selected must be divided coherently so that every member is given an individual piece perfectly understandable without the previous knowledge of other sections given to his group mates (Aronson, Eliot 1977).

3.4.1.3. Jigsaw materials

Any study material can be used for the construction of jigsaw sheets and cards. However, it is advisable to take into consideration the distribution of students within the group so that tasks are well-balanced during the activity and students who present higher difficulty at comprehension or vocabulary are given a sensible task to do. Motivation and self-esteem are very important variables in this technique and the teacher must make sure every student can actively engage with peers. Coloured sheets are found very practical to single out students' roles within each group; students with

same colour constitute group of Experts and sheets with same number point out to group identity.

The amount of material used and how it is divided are also important aspects to consider; as the number of sessions advances, the amount of information to work with can be sensibly increased, as well as the difficulty, because students have already got familiar with the technique. This allows for more time to concentrate on the task, once the process has been internalized.

Special attention must also be given to the amount of material for every task. If the student runs short there will be little challenge and they will quickly become bored and demotivated. On the other hand, if there is overload of material for the allotted time the activity may lead to frustration. It is desirable to find balance when deciding on material load.

3.4.1.4. Groups of experts

At the beginning of session 1, students gather in their groups of reference to receive instructions and be given their individual task. Then the group breaks and students gather again into groups of experts according to their sheet colour (these students share identical material to work with within these groups until they feel ready to present it back to their group of reference).

Students in the groups of experts engage cooperatively into the task. Bright students read the task aloud, this grants the others with opportunities to ask for help and interaction takes place. Once the material is fully understood, students are encouraged to try presenting their sections to peers before moving back into their groups of reference. This provides them with opportunities for planning, negotiation, giving suggestions, hearing others' presentations and providing helpful tips.

Groups of experts become the perfect context to attempt trial presentations or just learn by watching others and asking questions. It is very important that students adopt an active role during this part, not only to master content and later contribute to group success, but also to develop interactional abilities that enhance oral production.

Groups of experts may also present some limitations to be considered. Initially, students may find it difficult to work with each other in order to solve problems because this is a totally new learning perspective. Feelings of competition may arise at this stage but as they get used to these sessions cooperative work is produced.

Students may also find it difficult to get organized and down to work. It is advisable to point a bright student as the leader to run through the first steps in this methodology. This role may be changed by the teacher along the different sessions so that every student adopts a role of responsibility.

3.4.1.5. Jigsaw groups

Once students feel they are ready to report their section to the group of reference, groups of experts dissolve and jigsaw groups are reassembled.

Colours have previously been assigned with a procedural order so students know how to proceed with the task. Active listening skills are encouraged by the teacher and after individual presentations the whole jigsaw picture gets assembled. A five minute revision period is assigned for the group to revise the whole task.

In order to foster individual accountability new coloured sheets are handed out so that every member answers individually to questions related to content in their section.

Jigsaw groups acquire an active role during the second session in which a new task is designed in the form of competition between groups; it may be a contest with questions referred to materials presented, or a creative task to be elaborated within the group and assessed by peers later. All along the sessions active listening, interaction, negotiation and oral performance are fully enhanced.

3.4.1.6. Teacher-facilitator

The role of the teacher has ceased to be of instructor and has instead become the facilitator of the whole cooperative process.

First the teacher has been the creator of a structure balanced enough so that every student in the class finds engaged actively into some communicative task. The teacher

does not abandon authority since he or she is the provider of process information and acts as facilitator in case the process runs into any burden. The teacher rotates around the room and checks English is used as vehicle of communication or intervenes when guidance is required: “how are you going to present your material back to your group of reference?” can be a useful way to facilitate the process.

Once groups of reference are reassembled students need to be encouraged to present their material with their own words and not just reading: “do you think everyone in your group understands what you are saying?”

Another intervention the teacher-facilitator may find it necessary to do is to encourage bright students to spend time helping others learn. Although CL has broadly been praised by many scholars, there are those who advocate against heterogeneity on the grounds that gifted students often feel exploited when cooperative learning is used as predominating method of instruction. However, there are others who argue that gifted students benefit cognitively and affectively from working with lower-achieving level students (Huss, 2006).

Experience gained during the implementation sessions shows that taking this role in the group can be rewarding and prevents them from getting bored. Besides, the social and communicative gap between high and low achievers is reduced with every interaction.

3.5. Research Development

3.5.1. Requesting Permission

3.5.1.1. Instrument: letters

Since the research designed implies the implementation of some particular methodological techniques in the area of English, an information letter was presented to the school Head Master. A second letter was elaborated with the aim of requesting parents’ permission for students to take part in the investigation; questionnaires were to be given and some students were to be recorded therefore, parents should be informed about the activity (see Appendix 7).

3.5.2. Building up Cooperative Groups

3.5.2.1. Instrument: questionnaire

For the design of base groups a choice of heterogeneous cooperative learning teams with stable membership has been made. Heterogeneity is a desirable condition for base groups since it enhances a positive disposition in the group in terms of achievement, motivation and task orientation. When groups are built observing mixed learning styles and problem resolution, a bigger cognitive challenge is produced within the group resulting in richer interaction and better comprehension (Johnson, Johnson and Holubec, 1999).

In order to understand the learning style preferences in the group sample for the purpose of heterogeneous grouping, questionnaires adopted from Reid⁵ (1984) and translated into Spanish were given to students (see Appendix 8).

The group building strategy was that every group should include members of different learning styles and avoid putting students of same learning styles together. Having analysed the results, a chart with CL group distribution was elaborated and put up in the classroom board. Five CL groups of four members each would be working together along the implementation sessions. There was one extra student that would rotate between the groups taking up the place for any student missing (see Appendix 5 for classroom distribution).

3.5.3. Warm up Session

Rather than just distributing students in groups and giving them the first activity, a warm up informative session was scheduled to introduce CL and demonstrate the Jigsaw technique.

Group tasks involve a major change in the teaching-learning process. Now the student is asked to depend on other students. The whole process shifts from being teacher's centred into students' centred and they need to understand how to work cooperatively.

⁵ Original questionnaires adapted by Joy Reid from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208.

Shakespeare seemed to be a most appropriate theme to start this year and the activity “Tragic Death of Two Lovers” was designed⁶ and put into practice: the newspaper announced the finding of the bodies of two young lovers. The news is divided in four sections and each member in the group is given one. First, students must work on their piece until they feel they can explain it to their group but they are not alone; groups of experts are arranged so that every student with the same piece can collaborate until they have all grasped the content. English is used to ask about vocabulary or expressions that might prevent understanding. When they feel ready, students return to their own group and start fitting the jigsaw pieces of the story together orally so as to build the whole story (see Appendix 6).

Later, individually, group members show their comprehension by answering some questions about the story and total group score is produced with the addition of all individual points.

Although it was their first contact with this CL technique, they soon realised that just as in a jigsaw puzzle, each student’s contribution is essential for the completion of the final product. And, since they were familiar with the story, they found this first contact easy to grasp and motivating.

3.5.4. Factors that affect Oral Performance

Spoken language production is often considered one of the most difficult aspects of language learning (Brown and Jule, 1983) and yet, the spoken form in the EFL Secondary classroom acts as the prime source of language learning. Johnson (1999) claims that the EFL students need communicative competence to participate in and learn from their classroom experience.

Nation and Newton (2009) believe that performance conditions can affect oral production and more precisely, factors such as time pressure, planning and the amount of support. Krashen (1982) explains that affective categories such as motivation, self-confidence and anxiety are related to success. Attention has also been paid to the listening ability; speaking skills cannot be developed unless we develop listening skills

⁶ Adapted from “*Romeo and Juliet*”. Reading and Training Series. Black Cat Publishing. 2009 Canterbury.

(Doff, 1998). Topical knowledge is defined as knowledge structures in long-term memory (Bachman and Palmer, 1996), that is, students will certainly find speaking easier provided they possess topical knowledge about the subject matter.

3.5.4.1. Instrument: questionnaire

EFL learners reveal many speaking difficulties and, these are not only related to the academic level. In order to better deal with oral communication problems in the context of research, a questionnaire was elaborated to find out which factors may affect their speaking performance (see Appendix 9).

According to Ur Penny (1996) there are many factors that cause difficulty to students in EFL context, and they can be grouped in four main areas:

- a. Inhibition, students are worried about peer judgement and anxiety can be easily produced (Littlewood, 2007).
- b. Having nothing to say and no motivation to speak.
- c. Low or uneven participation due to dominating students in whole group.
- d. Use of mother tongue during the sessions because they find it easier (Harmer, 1991).

Having observed the target group during the first two terms and due to my own teaching experience, I have added up two more categories which I also find worth questioning about:

- e. Insufficient level of English.
- f. The application of adequate teaching strategies.

The resulting six major categories have been specified into a set of questions for better grasp information. Thus, we have that questions 1 to 4 refer to inhibition factors; questions 5 to 7 refer to the category of having nothing to say, then questions 8 to 10 are related to students showing low or even participation; 11 and 12 question directly about the use of mother tongue during the lessons and questions 13 and 14 gather information about an insufficient level of English. Finally questions 15 to 20 belong to the category of teaching strategies. The twenty questions elicit closed-ended answers and sometimes,

more than one possible option is accepted. Items must be ticked within a Likert type scale to provide with useful information that can later be analysed objectively.

3.6. Oral Pre-Test

Before CL sessions were conducted it was required to assess the initial level of speaking performance in the sample group.

During the academic year two terms had already been assessed, however marking criteria stated in the Department of English took into consideration aspects related to regular work and attitude. This study requires from maximum objectivity in order to assess the degree of success in oral skill after the implementation of CL. Therefore, a Pre-Test was passed in order to obtain quantitative data to be later compared with results from similar tests passed at the end of the sessions.

In pairs, students were asked to briefly make a personal comment on some topic of interest illustrated in a card. Once both students were done, they engaged on a semi-conducted pair interaction (see Appendix 10).

The test had a time limit of 2 minutes each section.

Assessing oral performance entails some difficulty in terms of objectivity. Speaking can be recorded for better considering, however the overall impression and personal traits can bias marking.

In order to observe maximum objectivity criteria a rubric for assessing oral production was designed (see Appendix 11). Five skill components were considered: interaction, fluency, grammar, vocabulary and pronunciation. Components achievement is graded from 1 to 5 and comments can be jotted down in case of doubt.

Collaboration from the high school Department of English was required and tests were valued by two teachers to avoid subjectivity. Special attention was also given to the elaboration of the rubrics and, again, the collaboration of members of the school Department proved invaluable to achieve maximum consensus and reliability.

3.7 Implementing CL.

3.7.1 An example of an activity

Due to space restrictions I have opted for the presentation of only one of the activities specifically created for this research study. Every activity takes up two sessions of fifty minutes each and is designed observing the technique Jigsaw II previously introduced. Slight modifications however have been made in order to enhance interaction between group members, increase individual engagement and foster motivation to achieve a common goal.

3.7.1.1. Jigsaw materials (see Appendix 1)

- Four coloured sheets per group containing four different texts in which conditional pattern structures are used: blue colour for conditional 1, green for conditional 2 and colours orange and yellow for conditional structure 3. Every sheet contains a text and a bottom page grid with the conditional sentence structure of study to be filled in.
- A second set of same coloured sheets containing half conditional sentences to be completed observing grammar once revised.
- A set of laminated cards printed with same colours as sheets to remind students of conditional structure type in a more visual way. These cards contain conditional questions (6 cards each structure) to be used in session two as group work.
- A whole group activity grid, one per group, for group scores in session two.
- A student's reflection sheet.
- A classroom observation sheet.

3.7.1.2. Session procedure

Session one starts by distributing students in groups of reference taking into consideration individual profiles in order to be assigned one task or another. Sample group has recently been presented conditional grammar patterns in a traditional teacher-

centred lesson. The aim of this activity is to provide students with opportunities for oral production and to enhance peer cooperation in order to achieve a common goal. The level of difficulty increases according to the conditional structure presented, therefore this has been the criteria observed when designing the activity: bright students and those ones with a predominantly visual/auditory style will be assigned conditional 3 because they are faster to grasp a more complex structure. Slow students and those ones who present a more reflexive learning style in need of further work will be assigned conditionals one and two. This criterion attempts the participation of every student, regardless their academic level or learning style, so as to avoid demotivation.

The teacher-facilitator informs students that the aim of the activity is that they all practice with conditional sentences by means of interacting with partners. Within the group of reference, students scan their texts individually and underline the conditional structures found. Then report to the whole group.

Next step the group dissolves and groups of experts are assembled following colour criteria. The role of these groups is to work on the sections assigned at a deeper level. They are going to become experts on a particular conditional structure and once they feel they have internalised it, they will be ready to go back to their group of reference and teach their partners. The work within the group of experts is essential for a successful group achievement. Students take turns to read their texts aloud and cooperate together to solve any problems with vocabulary or general meaning. They must make sure everyone fully masters their piece.

The teacher-facilitator rotates around groups making sure English is used for communication and Spanish is avoided. It is a good idea at these first steps of the implementation to address questions in order to make sure they have understood their task: “Which conditional structure are you working with?”, “Can you tell me an example in your texts?”, “What is your text about?” Positive reinforcement is essential during these sessions because students are making a big effort to use English during the activity and they soon feel frustrated when they find difficulties. Special attention must also be given on the part of the teacher-facilitator to make sure all the students interact and encourage group members to build up cooperation and tolerance with partners. They must understand that the more they cooperate to help a partner, the more

opportunities they have to engage in interaction and develop better oral performance. Practice is a must and this methodological technique grants them with plenty of opportunities for real language production.

Once students feel ready to present orally the section assigned, it is time for groups of reference to be reassembled again. One by one, students refer to their peers the piece they have studied and the conditional structure related. They must make sure their contribution has been understood and help peers with any possible doubt. Individual work acquires great significance for further whole group achievement.

At the end of this session, students are given another coloured worksheet (same colour of reference) for individual assessment. Worksheets contain some conditional grammar task to be done individually. Teacher-facilitator collects worksheets and assigns individual scores according to level of achievement. A grid containing scores (individual and group) is displayed on classroom board for better visualize individual and group accountability and enhance motivation.

Session two finds groups of reference assembled again observing same individual disposition within the group. Worksheets from previous session are handed back and students engage in an interactive 5 minute period to review group mastery on conditional structures. Then group competition begins. Groups decide on a member to fill in scores in a grid provided, at the end of the contest grids are collected by the teacher-facilitator and doubled-checked with his/her own results; assigning responsibility to students is found to increase personal involvement in the activity.

A pile of laminated cards is placed in the middle of the group and students take turns to pick up one and read it aloud to same colour member in next group (peers within the group can help student but it must be him/her who answers orally). If complete accurate answer is given, two points are assigned to whole group grid. Should the answer contain some minor grammar mistake, one point is taken. Should the group fail to give an answer, the teacher-facilitator will invite groups to answer the question and one extra point will be added.

Again, it is the role of the teacher-facilitator to make sure students take turns to answer so that no student dominates the competition. Time allotted for every answer must be observed so that game acquires dynamism.

During sessions one and two, the teacher-facilitator rotates around the room with an observation sheet to scale the attitude of some students in particular (see Appendix 12). The students have been selected because they represent opposing profiles and attitudes towards oral production (either adopting an active attitude or showing some initial inability to use English within the EFL context). The information gathered will contribute to a qualitative analysis of the implementation of this methodology in a real context. The same students will be observed and scaled along the whole research period.

Individual processing also constitute significant data for this research study. Emotional variables such as anxiety, motivation and personal interest cause that oral performance improves or fails, therefore an individual reflection sheet is given to every student at the end of the activity with a double intention: on one hand some personal reflection on the activity contributes to enhance individual assessment on performance. On the other hand, the teacher-facilitator gains some data to be analysed from a longitudinal perspective to check whether emotional variables have changed along the sessions (see Appendix 13).

As a whole, the five essential elements of CL have been used along the activity: positive interdependence “which occurs when the gains of individuals and teams are positively correlated” (Kagan, 2007) and face to face interaction are found in session one.

Interpersonal skills, individual and group accountability and individual/group processing (with the personal reflection on both individual and group work) constitute session two.

3.8. Oral Post-Test A second oral test was passed to collect new quantitative data about speaking performance at the end of the sessions. Cards with topics of interest were similar to the ones used during the Pre-Test, same as for rubrics for assessment.

3.9. Semi-structured Interview

To finish up this research, a final instrument was created and six students were selected to be interviewed. The main objective was to collect information related to the six categories that might influence their oral production: emotional factors, having nothing to say, the use of Spanish during the sessions, low or uneven participation, insufficient

level and the implementation of teaching strategies. Information about these categories had already been collected early in April before CL was implemented in the classroom with the questionnaire. The aim was to find out whether the perception students have over those factors affecting oral production had been affected in any way after their experience with CL activities.

To avoid improvisation the interview was semi-structured and conversation was recorded, this way a natural face-to-face conversation was echoed and students did not feel any anxiety or stress for being recorded. A few days after scoring sheets of the oral performance on the post-test were elaborated, semi-structured interview took place. The interview was conducted in Spanish to ensure full comprehension and complete information (see Appendix 14).

4: DATA ANALYSIS

When doing research in the classroom context the approach adopted must be related with the kind of investigation carried out and the variables to be controlled. Sometimes the object of study requires quantitative techniques but, quite frequently in this context, a combination of both quantitative and qualitative techniques are required, “it should be clear that we see most value in investigations that combine objective and subjective elements, that quantify only what can be usefully quantified, and that utilise qualitative data collection and analysis procedures wherever they are appropriate” (Allwright and Bailey, 1991: 67)

This MD has adopted an eclectic approach. In order to validate the initial hypothesis, “cooperative learning as a tool to improve oral production in EFL contexts of Secondary education”, three objectives have been specifically formulated and data have been gathered with a variety of tools.

4.1. Objective 1: To analyse to what extent does CL methodology contribute to the improvement of oral performance in English within a context of EFL.

The first objective requires for some quantitative analysis to compare the data collected by means of two tests: a Pre-Test conducted before CL sessions and a Post-Test that mirrored the characteristics of the initial one and observed same marking criteria. In

order to facilitate the comparison and analysis of such data a bar diagram has been included containing the marks in both tests.

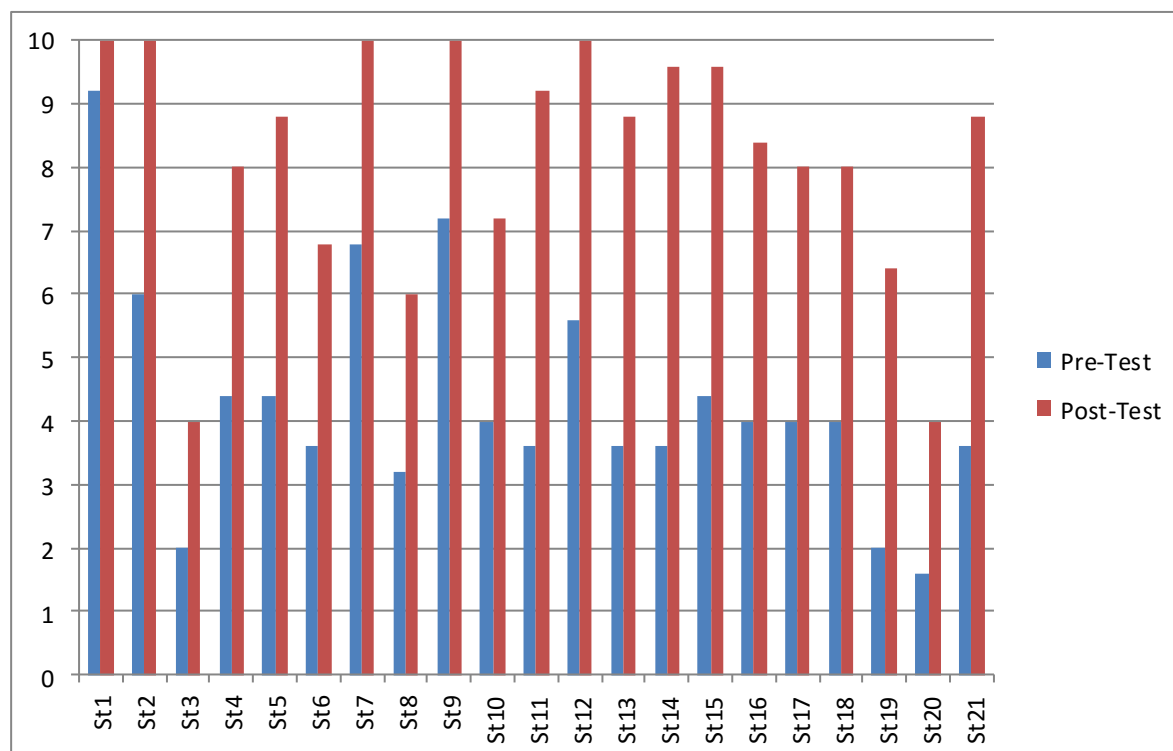


Chart 2: Bar chart showing both oral Pre-Test and Post-Test results

As we can see in the chart all the students in the sample group benefitted from the implementation of CL sessions. The Pre-Test pictures a group of students in which only 23'8% shows enough level of oral performance; on the other hand, 76% of the students fail to produce an average level. Although it is true that only 19% of the sample has poor level (with scores of 3 or less points in the test) the figures could take us to conclude we have a sample group with low academic English level.

However, after the implementation of CL methodology during 8 sessions, results reveal very positive findings. Only 9'5% of the sample group failed the test but still scores reveal significant improvement in their acting. The rest of the group, 90'4%, passed the test showing much better results when speaking English for the same kind of task, scores in improvement report to be of a 40 and even 50% better, very positive indeed.

The most immediate question that raises here is: how can this methodology be so effective in this study? Drawing from the findings after the experience it is possible to

conclude that CL methodology enhances some processes, social interaction, chances for cooperation, paraphrasing, opportunities to negotiate... and they all foster oral communication, therefore the outcome in oral production is significantly improved.

4.2. Objective 2:

The second objective is demonstrated by analysing data gathered from individual questionnaires, classroom observation sheets, individual sheets for reflection and a semi-structured interview that was recorded for a further qualitative study.

Objective number 2 “to ascertain whether this type of methodology favours the students’ disposition towards oral performance” has been studied with a variety of tools.

Individual Questionnaire: Before students started with CL sessions, they answered a questionnaire to reflect on those factors that might alter their performance; although academic level might be pointed out as the most important factor, answers gave evidence that it was not only the reason for a poor performance opening up the way to new methodological approaches in order to enhance oral performance.

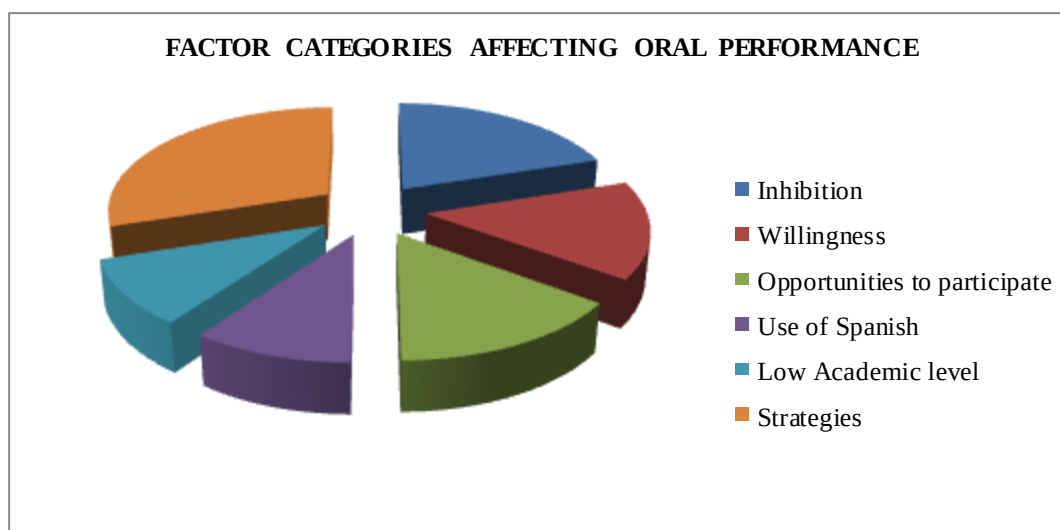


Chart 3: Questionnaire on factors affecting oral performance in class.

There were six categories in the questionnaire for which closed questions Likert-type were formulated. Affective factors proved to be significant enough; 47% of the students pointed out being anxious when asked to speak and only 1 student felt confident enough whereas 23% confessed being worried and another 23% felt motivated enough to try. Linguistic communication includes a personal component based on attitude, motivation

and personal traits, as we can see we start with low levels in the sample group to develop this skill.

Among those factors affecting their speaking performance, students rank motivation first, followed by confidence, anxiety and pressure to perform well. In a traditional lesson, emphasis is put on results and students focus on giving a good answer and speaking well and this puts too much pressure on the performance causing a blockage that prevents the in many cases from speaking.

When asked about problems they find when speaking, 66'6% point out they are worried about making mistakes and most of them, 95%, confess they use Spanish as a consequence. Other problems mentioned are shyness, 23'8% and fear of criticism, 28'5% as well. To finish up with this category, 85'7% admit they use English only because the teacher demands it and only a 14'2% say they are interested in participating.

Questions 5 to 7 are related to willingness to participate in class. When asked to give an opinion or contribute with ideas students usually answer "I don't know what to say". 47'6% think that speaking English is necessary and 42'8% find it very necessary. We have a sample group that regards English as having a significant role in their lives. However, 52'3% admits they have nothing to say in class, and a 33'3% confess not being interested at all. Even if the topic dealt with may be of their interest, a 61'9% say they are very little interested in contributing.

A third category refers to the amount of opportunities to participate during lessons. They all feel they have opportunities to participate, 66'6% sometimes and only 14'2% rarely, but it is mostly to correct exercises, 95'2%, and only 9'5% feel they can contribute to classroom discussions.

Questions 11 and 12 refer to the use of Spanish during the lessons: unfortunately figures reveal that a 95'2% of the students use mostly Spanish to communicate and 85'7% feel they are exposed to enough English. Observing these figures we have a teacher-centred lesson conducted in English but with few opportunities for students to engage in oral exchanges others that the ones demanded in the exercises. Strategic competence is

hardly developed during these lessons because students are not challenged into natural interactions.

The academic level in the sample group does not seem to be a problem: 47'6% think their listening abilities are quite good and only 9'5% think their level is not enough or simply bad. 57% recognised they understand most contents presented in class and 23'8% understand everything.

The sixth group of factors comprises 5 questions elaborated in relation with teaching strategies used during the lessons. These strategies are necessary to echo a natural environment where spontaneous contribution, negotiation and oral interaction opportunities are found: 76% of the students say they prefer group activities rather than individual ones, this result provide a favourable picture for the implementation of CL methodology in the group. When asked about speaking performance conditions during the lessons, 76'2% feel they have enough time both to prepare and to perform, however they feel much pressure to do it well, 81%, and they think their partners are not supportive enough, 76'2%.

The teacher is mostly described as guide, 62% or facilitator, 47%, but students feel only sometimes praised for their contribution, 38%, and 47% demand more recognition.

Finally, 80'9% of the students would refer to lessons as boring.

In brief, the findings in the questionnaire encountered many factors affecting students' oral performance. Students reported high levels of anxiety and pressure to perform well, in contrast to little or no attention given to the process or effort to say something.

They reckon motivation and interest as important factors that would contribute to higher levels of engagement because most of them feel they have little problems of understanding and a good-average academic level.

However, they admit using Spanish as vehicle of communication, and only using English when demanded. It is clear there is a need to implement a different methodology during the lessons should oral performance be intended to improve and, since most of them report they like group work, the design of CL activities seems most appropriate.

Classroom Observation Sheet was a second instrument designed to collect information on 5 specific aspects related to the speaking performance of some students during the sessions.

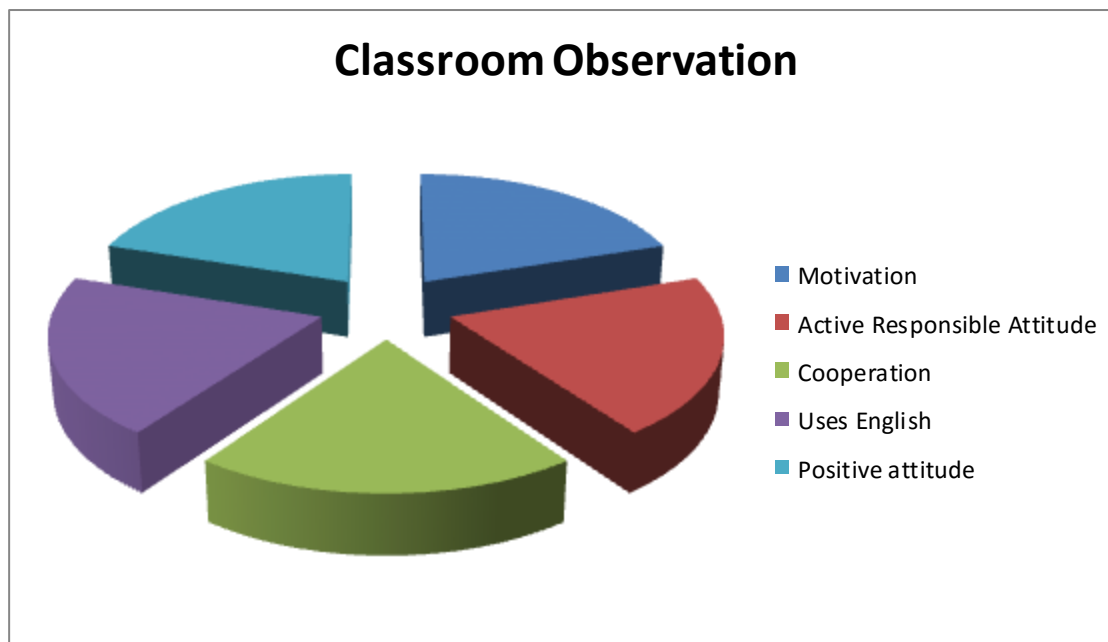


Chart 4: Aspects studied with a classroom observation sheet

Due to practical reasons, only 6 students were observed according to some specific profile criteria (3 students scored well in the Pre-Test and 3 were given low scores and showed poor disposition towards speaking).

All the students in the sample group performed better during the second implementation session, however when the following activity was started a week after, initial levels were adopted again. For example, only one student showing initial difficulty to speak English can be said to have changed into a more positive disposition to use English. The other two only used English when group members or the teacher-facilitator insisted on them trying, but soon frustration returned and they claimed “it was too difficult for them to find the words”. In spite of this, something was found to have changed in them: initial reluctance was slightly modified and a change in attitude proved to be very positive later in the Post-Test performance.

Strong students were observed to have adopted a more active role during performance and two of them reported they felt they had more opportunities to practice, not only

because working in smaller units favoured their speaking but also because they felt very encouraging the opportunity they had to help group peers and to know they had to achieve something in common at the end of the session.

However, one of them still showed adopting an active attitude towards speaking is very much moulded by their personal interest on the topic. The student adopted a very active role during an activity related to sport but showed low implication the week after because, as he reckoned, he found the activity proposed boring.

Again, classroom observation findings were similar to the ones in the questionnaire in which students pointed out at some of the factors affecting oral production. There is a strong incidence of factors others than academic level such as willingness to participate, motivation, confidence, knowledge about the topic and meaningful tasks, which have direct consequences on this skill.

These findings require from a different approach to be taken in EFL Secondary classrooms, one in which students find their contribution in English is meaningful, interesting and challenging.

Individual Reflection Sheet: The fifth essential element of CL is group processing. Group processing is defined as reflecting on group session to help students: (1) describe what member actions were helpful and unhelpful; and (2) make decisions about what actions to continue or change (Johnson, 1995).

On these grounds and with a similar purpose, an individual sheet for reflection was passed at the end of the activity. It could as have been answered by group since it aimed at examining the tasks and giving students feedback on their participation and attitude displayed. Once completed, sharing results aloud on some of the most significant observations helped students appreciate peer judgement and learn how to engage more actively in their learning process.

Besides, data collected helped this study draw a very positive picture of the sessions: in general, students reported to feel more active and engaged during the activities. Bright students shared some common discovery, helping others as a way to foster self-confidence and increase levels of activity during the lessons.

At the same time, students who presented problems when facing oral tasks during ordinary lessons, admitted feeling reassured when working in small groups and having more opportunities to participate. Tasks were considered easier to carry out due to group support, and they all considered funnier working in groups.

However, still interest in the topic was pointed out by some students to account for their willingness to participate. “I didn’t speak in English during the activity because I was not interested”, “I don’t like the same things as my classmates”, “I prefer working alone” were some of the negative remarks obtained.

Semi-structured Interview: The first category fell into the observation of the inhibition factor during oral performance.

All students expressed positive feelings about CL; the fact that speaking was done in small groups contributed to create a climate more favourable to participate without too much concern about peer judgement:

- “I didn’t feel so nervous because my mates helped me and we all worked together in the same activity”
- “Because I felt more relaxed talking in a small group I did more talking, I think I practiced more English”.
- “When I am required to talk during ordinary lessons I can’t do it because I feel alone in front of everyone. I feel more at ease in small groups”.

The second category dealt with motivation during CL sessions and all the students agreed that this context greatly increased interest and personal engagement:

- “We all felt we had some task to do, we had something to contribute with”
- “I liked these lessons better because they were different from whole group routine. We moved around and felt more active”.

Although there is a factor with special relevance related to motivation and that is whether they like the topic in the activity or not:

- “I participated more in some activities because I liked the topic we talked about, for example I did not participate that much in the activity about cultural facts in England because I did not have any information to say”.

The observation of opportunities to participate during these lessons was next treated during the interview. Students pointed out they had more opportunities to speak English because they were only four members in the group and there was always something to say:

- “I loved when sometimes we participated in contests between groups with the information we had been working with previously in our group. We all spoke English and had fun”.

The next category into observation was related to the use of Spanish during the sessions. This is a problem difficult to deal with in ESL ordinary classroom, in which the teacher does the biggest speaking part and students just contribute with answers. Although some students in the interview reckoned they still used Spanish to demand for peer assistance, they feel less Spanish was heard during these sessions. As the days advanced, they were more used to this technique and felt more reassured to conduct themselves in English:

- “Because you have to tell your mates in the group about your text, you have to tell them in English, you can not say in Spanish”.

However, they still turn to Spanish when ordinary lessons are again carried out.

Last but not least, the category of academic level was addressed and students reflected on how it could affect oral performance.

- “During these sessions you are not concerned about accuracy but about communicating your piece to group mates”.
- “I had mates helping me if I didn’t know how to say something and it helped me speak English”.

These students’ reflections indicated that they really enjoyed learning in the CL context and that they felt oral performance had been practiced. They found strength from within their groups as they developed more self-esteem and self-confidence by being able to contribute at least something to their own groups. Strength also stemmed from their groups when they got support from mates. Tasks were designed in such a way that they all felt engaged in the activity and report higher levels of personal implication. Opportunities to speak are bigger and they did not feel the pressure to perform well.

4.3. Objective 3: To analyse whether there is any significant difference of improvement between high and low achieving students.

It is for the third objective that some statistical analysis of variables has been adopted. As Nunan (1992: 28) points out, it is necessary to understand “the logic behind experimental research in which the researcher makes claims about the entire population based on data obtained from a small sample”. The main objective when applying inferential statistics is to reach conclusions about the population by inferring from the sample observed. Thus, the process of selecting the sample implies that the subjects in this case are random variables independent observing identical distribution.

However, there are three key factors in this study that makes us conclude that the idea of drawing general conclusions over population from our sample would be too daring:

1. **The use of qualitative variables:** It would be difficult, for example, to attempt to establish a numeric rating to assess the significant contribution of this methodology on every student. In order to assess the effectiveness of this method every student should be expected to assimilate it in a homogeneous manner, and this is little probable. Factors such as individual predisposition, interest, and motivation... affecting at the moment CL is being implemented may alter the whole process, making from these qualitative variables something similar to emotional variables. The search and formulation of a theoretical model with optimality for these kinds of variables would be strictly impossible.
2. **The sampling Error:** In most research situations, and the one conducted here is not an exception, we do not have access to an entire statistical population. The measurement process here would imply the intervention in every academic group and, since the study was conducted during some part of the academic year, there is neither time nor real opportunities in the centre for one teacher to do that. Therefore I opted for the intervention on one group only.

In general, the larger the sample size, the smaller sampling error tends to be. The sample taken for this research study is unfortunately quite small, $n = 21$, which takes us to conclude that the presupposition that the distribution of the sample mean resembles a normal distribution would be too daring. A sample size of at least $n > 30$ would be necessary to reach such distribution

3. **The sampling bias:** A group of students with same age interval and studying at the same school cannot be a representative sample. The fact that they all live in the same geographical area, if not the same village, and interact regularly constitutes some important bias. The economic background and social factors related show a very representative correlation among them and, as we have previously said, it is necessary that X^1 are independent random variables distributed identically.

Having said that, we are going to use the scarce quantitative data existing to do a Regression-Linear analysis and determine whether or not the correlation between both variables ($X - Y$) can be justified.

First we have that X represents the independent variable (Pre-Test data) and Y represents the dependent variable (Post-Test data). We have that:

$$Y = a \cdot X + b, \text{ with a value for } a = 0.77526 \text{ and a value for } b = 4.81936$$

Pearson's correlation coefficient is 0.75521, which determines a reasonably good positive lineal approximation.

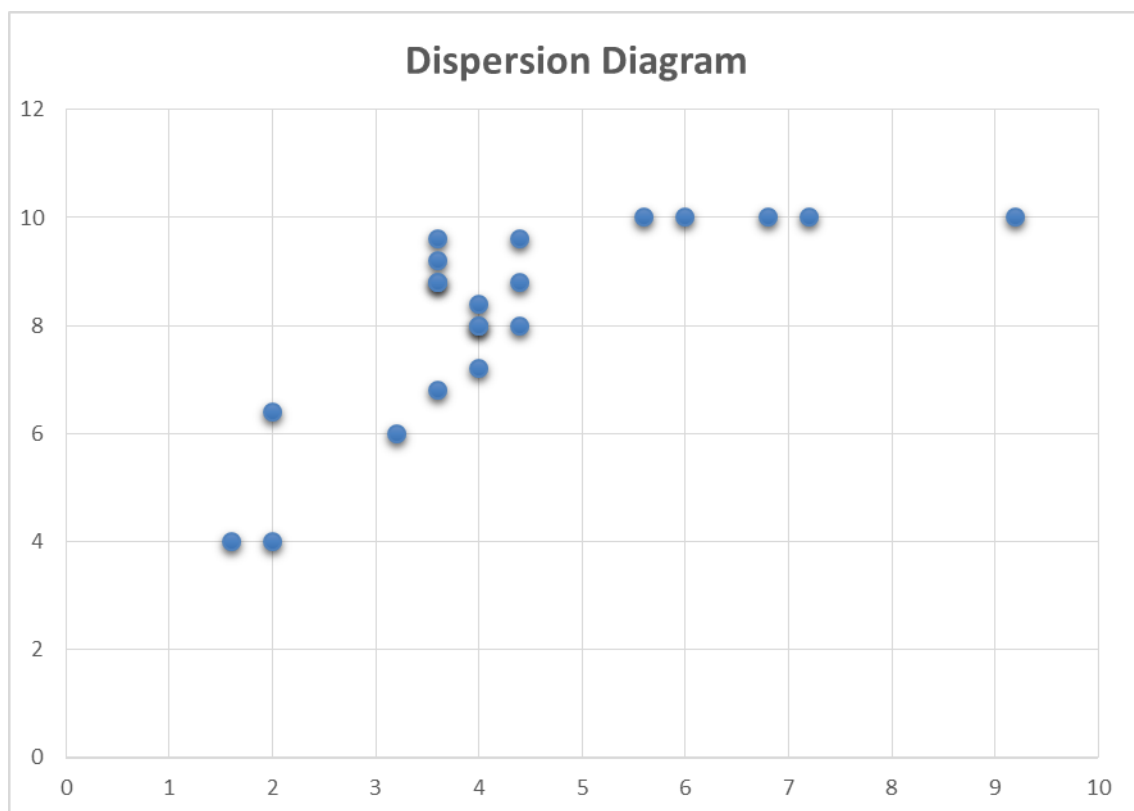


Chart 7: Dispersion Diagram with data from Pre-Test and Post-Test

By observing the diagram we can conclude that CL methodology is effective and contributes to a great extent to the improvement of oral production; However, it must not be ignored the fact that such degree of effectiveness may also be conditioned by other factors unrelated to this methodology (the natural progress of the students along the year course for example).

Considering that b value is that high, we have that the method guarantees some significant improvement whatever the Pre-Test score. And the fact that a value is positive implies a function strictly increasing that is, in direct proportion with the Pre-Test score.

Both factors conclude that:

- Firstly, CL methodology can not only have positive effects in the improvement of oral production of weak students but of gifted ones as well.
- And secondly, this method can never have negative influence on them.

5. CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

Society in the 21st century requires citizens who have overcome the traditional paradigm of individual competitiveness and approach new challenges from a cooperative perspective, in which interpersonal relations play a crucial role.

Schools and educators must be attentive to these new requirements and help students develop the competences necessary to achieve full potential.

In this study, I have adopted a truly practical approach in order to examine the extent to which the implementation of CL techniques in EFL contexts of Secondary Education improves oral performance levels and results in students better equipped for social interaction in heterogeneous contexts.

To carry out the research, a great amount of self-created material has been elaborated. To start with, original tailor-made oral tests, as well as rubrics for assessment, were designed. Rubrics valued not only final product but also performance process.

CL groups observe heterogeneity, therefore an initial questionnaire on learning styles was adapted from Reid and passed to the sample group.

A second questionnaire was devised, this time self-created to assess those factors that affect oral performance in class. These factors were later taken into consideration for the self-created elaboration of both, a teacher's observation sheet and an individual reflection sheet for assessment. Students were required to fill it up once the CL activity was over in order to enhance self and group assessment.

With the attempt of data triangulation, a semi-structured interview was prepared in order to record, for further analysis, the individual impressions on CL sessions of 6 students in the sample.

Last but not least important was the design of a group of tailor-made activities observing the five elements included in every CL lesson (positive interdependence, face-to-face interaction, individual and group accountability, interpersonal skills and group processing) and the jigsaw technique, slightly revised in terms of assessment.

Levels of competence in spoken English in Aragón, the context area of this study, reveal particularly low (Mur-Dueñas, Plo & Hornero, 2013) and, being a teacher of English, I felt the urgent need to investigate on some methodological technique to address this necessity for improvement.

The data collected in this study makes clear that CL methodology is an effective tool to improve oral performance in English in the context previously stated.

Returning to the first objective in this study, "to what extent does CL contribute to improve oral performance in English", it is now possible to claim that scores in oral performance within the group have been significantly higher after the CL sessions.

Communicative competence has been demonstrated to be developed by comparing scores in the two oral tests, the first one passed initially, before methodology was presented, and the second one a few days after CL sessions had concluded.

Students showed not only that they had improved linguistic competence but strategic competence proved also particularly increased: they acted with higher levels of self-confidence and eagerness, using techniques to compensate for communicative breakdowns in a natural way, which resulted in a more effective speech.

This finding can be directly related to the second objective undertaken, to ascertain to which extent CL favours the students' disposition towards oral performance".

The analysis of the data gathered by the instruments previously described, questionnaires, sheets for observation, self-reflection sheets and a semi-structured interview, makes it possible to state that CL emerges as a reliable methodology to favour the students' disposition to engage actively and with higher levels of motivation in oral tasks. Particularly revealing were the findings in the semi-structured interview, in which students refer to a more friendly and supportive environment with more opportunities for interaction and higher levels of participation in English.

The motivational system promoted within CL situations, as referred by students in the interviews, includes intrinsic and extrinsic motivation: students feel they play an important role within the group and can actually realise how their personal contribution has a positive outcome for the whole group (individual accountability). They feel they can produce something valuable even when their linguistic level is not as brilliant as others, because they belong to their group of reference and find support and assistance between peers (interpersonal skills).

At the same time, they adopt a more positive attitude towards oral tasks because, as they referred to in the interviews, they could participate in whole group activities and have fun (group accountability).

As for the third objective in this study, "to ascertain whether there is any significant difference of improvement between high- and low- achieving students", the empirical findings after data analysis suggest that there is no such difference.

Both the high- and low- achievers are able to progress at their own pace and, at the same time, contribute to their peers' learning (positive interdependence).

Much of the value of CL lies in the way teamwork encourages students to engage in high level thinking skills such as analysing, explaining, synthesizing and elaborating. More gifted students have the opportunity to develop all these processes when supporting peers in need of assistance, which confirms the idea that they benefit cognitively and affectively from working in these kinds of activities (Huss, J. 2006).

Interactive tasks also naturally stimulate and develop the students' cognitive, linguistic and social abilities and, as students refer to in the interview, helping mates was self-rewarding and increased their self-esteem.

On the whole, CL is a feasible teaching methodology with assets that fit perfectly the demands in education nowadays.

CL does not only enhance the students' communicative competence and boosts their motivation towards engaging in oral performance tasks, but also cultivates the students' overall ability to cooperate with others showing attitudes of respect, tolerance and responsibility, values which will surely benefit the student today and the citizen in the future.

The findings in this study support some important implications for further practice: on one hand the teacher-centred approach in the contexts of EFL classroom should be complemented with a student-centred one if we want to improve levels of oral performance in our students. Flexibility to find a balance between both approaches should be desirable.

Lessons should provide students with plenty of opportunities for interaction and cooperation so that constructive knowledge is gained and communicative competence developed: chances of natural input and output increase as well as the use of linguistic functions resulting in better oral performance.

However, teachers can not just put students to work one next to the other and expect positive outcomes. Well-structured activities must be designed so that they include the five basic elements of cooperation (positive interdependence, face-to-face interaction, individual and group accountability, interpersonal skills and group processing) and this suggests a definite need for teachers' training in this methodology.

Well-intentioned teachers frequently misuse CL because they improvise and deviate from the integrity of the model; at the same time, teachers may feel overload with curricular dictates which turns into initial suspicion towards this methodology.

The evidence from this study indicates that professional development in this area would be time well spent. The essence of CL is learning by doing.

When this study was first envisaged, a long-hour work was pictured ahead. There was a great variety of techniques and experiences to read about and, although many seemed attractive, not all of them were feasible for the conditions and purpose in this study.

Big revision was done and the jigsaw technique emerged to design activities. Students engaged positively during the lessons, which was self-rewarding, but it must be said that getting acquainted at CL takes time and effort. The classroom becomes a dynamic context full of unexpected problems. The research period in this study implied not only getting acquainted with new classroom dynamics, students had to be given well-

structured activities that were self-created. Decisions had to be taken on questionnaires and interviews and the design of assessment sheets and rubrics meant long hours work. The possibility of professional training in practical workshops in which teachers and educators could share experiences and learn cooperatively would be a benefit.

Though some positive findings were identified in this study, a number of caveats need to be noted.

As it was initially stated, and due to time restrictions and the characteristics of the context of study to conduct this investigation (a group of students during the third term of their academic year), this is a work in progress limited by the observation of a small sample of students during a brief period of methodological implementation. A longitudinal design study with a bigger sample is recommended in order to generate more evidence on the effects of CL over oral performance.

It would be interesting to compare the outcomes of different CL techniques in order to assess the degree of effectiveness over oral performance.

The assessment of CL over a longer period of time with a more heterogeneous sample of students would also be desirable to extract findings that could be generalized in order to support student-centred approaches to education in EFL classrooms.

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Appendix 1: Activity 1, Session 1, Student 1

READ THE TEXT AND THEN WORK OUT THE GRAMMAR STRUCTURE FOR

CONDITIONAL 1

MURPHY'S LAW

If you change queues in a supermarket, what will happen?

The queue you were in before will move more quickly. You know what will happen, because there is a law of life that says, "if something bad can happen, it will happen". It's called Murphy's Law, and it took its name from Captain Edward Murphy, an American aeroplane engineer from the 1940s. He was investigating why planes crashed, and not surprisingly, he got a reputation for always thinking of the worst thing that can happen in every situation.

At home

1. If you was your car, _____
2. If you look for something you've lost, _____

Social life

3. If you wear something white, _____
4. If someone near you is smoking, _____

Shopping

5. If you find something in a shop that you really like, _____
6. If you take something that doesn't work back to a shop, _____

Transport

7. If you stop waiting for a bus and start walking, _____
8. If you get to the station and a train is just leaving, _____

Now match then with A – H from below.

A you'll spill wine or coffee on it.

B it'll rain.

C they won't have it in your size.

D it'll be your train.

E the bus will come.

F it'll start working.

G you'll find it I the last place you look.

H the smoke will always go directly towards you.

If + sentence in _____ / _____

I _____ / if + sentence in _____

Now, on your own, you must complete the sentences using conditional 1 (each correct sentence will add up 2 points to the group)

1. If you _____ (not work) harder, you _____ (not pass) your exams.
2. If you _____ (not pass) your exams, you _____ (not get) a job.
3. If you _____ (not get) a job, you _____ (not earn) any money.
4. If you _____ (not earn) any money, you _____ (not have) enough money for a holiday.
5. If you _____ (not have) enough money for a holiday, we _____ (not be able) to go away together.

TOTAL SCORE _____

Appendix 1: Activity 1, Session 1, Student 2

READ THE TEXT AND THEN WORK OUT THE GRAMMAR STRUCTURE FOR CONDITIONAL 2

WOULD YOU SURVIVE? We all enjoy seeing wild animals on the television. But what would happen if we met one in real life? Do our quiz and see if you would survive.

1. What would you do if you were in the middle of a river and suddenly you saw a **crocodile** swimming quickly towards you?
 - a. I would try to swim to the bank as quickly as possible.
 - b. I wouldn't move. I'd stay still and wait for the crocodile to go away.
 - c. I would try to hit the crocodile in the face.
2. What would you do if you were in a forest and a **bear** came towards you?
 - a. I would climb up the nearest tree.
 - b. I would lie on the ground and pretend to be dead.
 - c. I would run away as fast as I could.
3. What would you do if you were in the country and a **bull** came running
 - a. I would run.
 - b. I would throw something (e.g. my hat) in another direction.
 - c. I would shout and move my arms up and down.

Now read what the expert says

Crocodiles are very fast so your only hope is to try to hit it in the eye or on the nose. If you did this the crocodile would open its mouth and give you time to escape.

As for **bears**, they can run much faster than you and are very good at climbing trees so the best thing you can do is lie down on the ground and pretend you are dead. If you were lucky it would lose interest and go away.

Finally, be careful with **bulls** because they can run incredibly fast. Don't shout or move your arms. The best thing is not to move and in the last moment throw something, a hat or something away from you. If you were lucky you would have the opportunity to escape. **If + sentence in** _____ / _____

I _____ / **if + sentence in** _____

Now, on your own, you must complete the sentences using conditional 2 (each correct sentence will add up 2 points to the group)

6. He (not be) so poor if he (not waste) all his money on expensive restaurants.

7. If I (be) you, I (not lend) him any money.

8. If I (have) enough money, I (start) my own design company.

9. He (not work) for that company if he (can) get a job somewhere else.

10. You (not like) it if you (lose) your job.

TOTAL SCORE _____

Appendix 1: Activity 1, Session 1, Student 3

**READ THE TEXT AND THEN WORK OUT THE GRAMMAR STRUCTURE FOR
CONDITIONAL 3**

Sometimes crimes have happy endings. Here is an example. If a pickpocket hadn't stolen my purse at the bus stop, I wouldn't have gone to the police station to report the crime. If I hadn't gone to the police station to report the crime, I wouldn't have forgotten to set my alarm clock. If I had set my alarm clock, I would have woken up on time. Instead I woke up very late. If I hadn't woken up very late, I would have caught the eight o'clock train to Bristol. Instead I got the nine o'clock train and I met Adam. I wouldn't have met him if I had taken the earlier train. And as you know, Adam and I got married three years later. We wouldn't have got married if that pickpocket hadn't stolen my purse at the bus stop. So you see, sometimes a crime can lead to a happy marriage!

If + sentence in _____ / _____

I _____ / if + sentence in _____

Now, on your own, you must complete the sentences using conditional 3 (each correct sentence will add up 2 points to the group)

1. We had our mobiles. So we found each other.

If we hadn't _____

2. You didn't shut the window. That's how the thieves got in.

If you had _____

3. They knew the car was unlocked. So they stole it.

If they hadn't _____

4. We didn't know about the vandalism in the area. So we went on holiday there.

If we had _____

5. She had a car. So she was able to chase the kidnappers.

If she hadn't _____

TOTAL SCORE _____

Appendix 1: Activity 1, Session 1, Student 4

READ THE TEXT AND THEN WORK OUT THE GRAMMAR

STRUCTURE FOR CONDITIONAL 3

A FUNNY STORY

One evening, a thief broke into a house in the city of London. The owners were not there because they had gone to visit some friends. If they had been at home, the thief wouldn't have entered. The thief had not eaten all day and was extremely hungry. He found a packet of biscuits in the kitchen and ate them. He then felt thirsty. If he hadn't eaten all those biscuits, he would not have looked for something to drink. He found a bottle of champagne and drank it so he fell asleep. If he hadn't eaten the big bottle he wouldn't have fallen asleep but it was late and the owners of the house found him in their bed when they returned. If he had woken up before the police wouldn't have caught him.

If + sentence in _____ / _____

I _____ / if + sentence in _____

Now, on your own, you must complete the sentences using conditional 3
(each correct sentence will add up 2 points to the group)

1. If he (work) hard, he (do) much better.

2. If I (not be) so busy, I (go) out last night.

3. You (have) more money, if you (not buy) so many clothes.

4. She (not go) to prison, if she (not stole) the car.

5. If they (go) to the party, they (meet) a famous footballer.

TOTAL SCORE _____

Appendix 1: Activity 1, Session 2 (Cards for competition)

If you had to change your first name, what would you choose as your new name?	What month of the year would best describe your personality?
If you had to write a book, what would you write about?	What kind of pet would you like to own?

What would you play in a rock group?

What is the first thing you would do if you were president?

Would you change your hair colour to red?

What would you like to change about your school?

If you had to live in a country different from Spain, which country would you choose?	If you were a multimillionaire, what would you be doing at this moment?
Will you go cycling if it rains a lot in the afternoon?	How will you celebrate if you pass all your exams?

If you go to the cinema next weekend, which film will you see?

What will you wear if there is a big party next weekend at school?

If you had met Jack Sparrow on holiday, would you have visited his boat?

If you had visited a foreign country last summer, which country would you have visited?

Appendix 1: COOPERATIVE TASK 1

WHOLE GROUP ACTIVITY

- 2 members in the team take turns in taking a card from the pack and read it to the other 2 members so that they answer correctly.
- After 8 questions, it is time changing roles.
- Add **2 points** for every correct answer and **1 point** when there is some minor mistake. The teacher – monitor will check results.

Conditional sentence	Score
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
FINAL SCORE	

Appendix 2: Activity 2, Session 1, Student 1

THE BICYCLE

You might be surprised to know that bicycles have existed for less than 200 years. Nobody is sure who invented this popular vehicle but it was probably either the German Karl in 1817 or the American Clarkson in 1819.

The early models didn't look much like the bicycles of today. The front wheel was much bigger than the back one, and also there weren't any pedals – so cyclers had to move themselves by pushing their feet on the ground. Pedals finally arrived in 1840 and in 1879 an Englishman had the idea of connecting them to the back wheel with a chain.

There are approximately one billion bicycles in the world – more than twice the number of cars, and they are the main form of transport in some developing countries. They have to compete with cars on the streets and the two forms of transport don't always mix well. In London in 2005, for example, over 300 cyclists were either killed or seriously injured in accidents involving cars.

Even though bicycles are much more environmentally friendly than cars, most governments don't do much to encourage people to ride rather than drive. In China, which is famous for having a huge number of bicycles (about 200 million), the authorities in the city of Shanghai even banned cycling for some time in 2003.

Cycling is getting popular in the United Kingdom, and the number of annual journeys made by bike in London has increased 50 % over the last 5 years. Experts say that is a mixture of reasons for this boom: concerns about the environment, the desire to keep fit, and also the fact that cycling is often not only cheaper but also quicker than travelling by car.

However, although one in three British adults owns a bicycle, they still don't use them nearly as much as they could. Bikes are used for only 2% of journeys in the UK, while the number in Amsterdam is an impressive 27%.

Cycling is becoming more popular as a competitive sport, and the most famous race is of course the 3-week Tour de France, which takes place every July. American Lance Armstrong won this event every year from 1999 to 2005 – one of the greatest individual sporting records of all time.

INDIVIDUAL WORK

1. No one is really sure when the bicycle was invented, but it was probably in
 - a. 1682 to 1684
 - b. 1757 to 1759
 - c. 1817 to 1819
2. Bicycles have existed for
 - a. More than 200 years
 - b. Exactly 200 years
 - c. Less than 200 years
3. Why didn't early bicycles look much like today's models?
 - a. They only had 1 wheel.
 - b. The wheels were different sizes.
 - c. They were made of wood
4. Which of the following statements is true?
 - a. It wasn't possible to cycle uphill until 1890s?
 - b. Bicycles didn't have pedals until the 1920s?
 - c. The bicycle chain was invented in the 1870s?
5. Which of the following statements is false?
 - a. Cycling was banned in Shanghai, China, in 2003
 - b. Not many people cycle in developing countries
 - c. In London in 2005, fewer than 50 cyclists were killed in accidents involving cars.
6. Which of the following statements is false?
 - a. There are about 1 billion bicycles in the world today.
 - b. About 20% of the world's bicycles are in China.
 - c. More than 90% of the world's bicycles are in Africa.
7. Which of the following statements is false?
 - a. There are more bicycles in the world than cars.
 - b. Bicycles create less pollution than cars.
 - c. Most of the world's governments are trying hard to get people to travel by bicycle instead of by car.
8. According to experts, which of the following is not an explanation for the recent increase in bicycle use in London?
 - a. People want to keep fit.
 - b. People have more money, so they can afford to buy good bicycles.
 - c. Travelling by car is often slower than travelling by bicycle.
9. In Amsterdam, what percentage of journeys are made by bicycle?
 - a. Less than 5%
 - b. 5 – 10%
 - c. More than 25%
10. What was Lance Armstrong's amazing record?
 - a. Cycling to work every day for 20 years.
 - b. Winning the Tour de France 7 times.
 - c. Cycling all the way round the world.

Appendix 2: Activity 2, Session 1, Student 2

SURFING

Surfing is something people often get hooked on after trying it a few times. For many surfers it is much more than a hobby – they would probably agree with the American professional surfer Kelly Slater when he said “once you are in, you are in. There is no getting out”.

Surfing, of course, means riding on waves in the ocean using a surfboard. Many surfers stand up on their boards, which requires good balance and is therefore difficult for most beginners to learn, but some lie down (“body-boarding”).

The history of surfing probably began with the Polynesian people of the Pacific Islands. One of the first white people to see anyone surfing was the British explorer Captain Cook, when his ship arrived in Hawaii in 1778. He watched many Hawaiians riding waves on large pieces of wood, and saw that “they seem to be having fun”.

When surfing started to become popular in the United States in the 1950s and 1960s, surfers used large wooden boards (often more than 3 metres long) they were quite heavy. Boards today are almost always shorter and also much lighter, because they are made of artificial materials instead of wood.

For anyone who wants to try surfing, the only essential things are waves and a board. There are a few other things, however, that most surfers find important: a cord to attach one of their ankles to the board and therefore stop the board going a long way away when they fall off; wax, which they put on the surface of the board to help their feet stick to it and a wetsuit to help them keep warm in cold water. The south-west of England is an example of a place where surfers usually need wetsuits, even in summer.

Surfing has been a professional sport for many years and the very best surfers are able to make a living from it. Most of the best professional surfers in the last 30 years, both men and women, have been American and Australian, but surfers from Brazil, Peru and South Africa have also won important competitions.

INDIVIDUAL WORK

1. In what part of the world did surfing probably begin?

2. What part of their bodies do surfers attach the cord to?

3. According to the text, in what part of the world do surfers usually need wetsuits?

4. What were the Hawaiians using to surf when Captain Cook saw them in 1778?

5. Why do most beginners find it difficult to stand up on the board?

6. What do surfers use wax for?

7. When did surfing start to become very popular in the United States?

8. What do you think Kelly Slater means by "There is no getting out"?

9. What were surfboards in the 1950s and 1960s like?

10. How different are surfboards today?

Appendix 2: Activity 2, Session 1, Student 3

BASKETBALL

What is the most popular sport in the world? Most people would probably say football, because of the many millions who play it and the even larger number who watch it on TV. There are some, however, who say the correct answer is basketball – not because of its TV audience, which is certainly smaller than that for football, but because the number of people who regularly play the game might be higher (at least 300 million according to most estimates).

In China, for example, which has a population of 1.3 billion, more people play basketball than football, and it is becoming more popular all the time.

Basketball has existed for less time than some of the world's other major sports. It was invented in the early 1890s by a Canadian, James Naismith, working at a college in the United States. Wanting to create a game that could be played indoors during the long winters but would also be active enough to keep people fit, he had the idea of two teams of players trying to throw a ball into a basket that was above their heads.

Early basketball looked different from the game today: for example, the basket didn't have a hole in the bottom, so every time a player threw the ball in, someone had to go up to get it out again! Another difference is dribbling, which is when a player in modern basketball bounces the ball off the floor while moving across the court: it didn't exist in early basketball because the balls didn't bounce well enough.

One thing that hasn't changed, though, is the height of the baskets: James Naismith put the first one 10 feet (3.05 metres) off the floor, and that's where they have stayed. The biggest international TV audiences in modern basketball are for games in the National Basketball Association (NBA) in North America, a league of 30 teams (29 from the United States and 1 from Canada) including famous names such as the Chicago Bulls, Boston Celtics, and Los Angeles Lakers. Most of the players in the NBA are American but there are also some foreign stars such as Pau Gasol and his brother.

The United States has usually been the strongest team in international basketball competitions. In the last Olympic Games, in London in 2012, the US men's and women's teams both won gold medals – the men beat Spain in the final and the women beat Australia.

INDIVIDUAL WORK

Here are some simple definitions for words that appear in the text you have worked with in the experts group. Find the words they refer to and fill in the gaps.

1. A p _ _ _ _ _ (adjective) thing, place or activity is one that many people like.
2. A c _ _ _ _ (noun) is an area marked with lines where some sport (e.g. basketball, tennis) are played.
3. _ t _ _ (noun): someone very famous and popular (e.g. an actor or sports player).
4. An _ _ _ _ _ ce (noun) is a group of people who watch or listen to something (e.g. a film or a show)
5. B _ _ _ _ (verb): to hit the surface of something and then move away (e.g. a ball moving through the air, hitting the ground, then moving through the air again)
6. _ _ _ m (noun): a group of people who play a sport or a game against another group.
7. _ _ _ _ l (noun): a small flat piece of metal, often circular, that you might get for winning a competition.
8. _ _ d _ _ _ s (adverb): inside a building (e.g. a house)
9. _ _ _ t (verb): when a team wins with a big difference in the score.
10. L _ _ _ _ (noun): a group of teams playing together a competition.

Appendix 2: Activity 2, Session 1, Student 4

THE BEAUTIFUL GAME

The earliest form of the game was played in **China** in 200 BC. The Chinese called the game “*tsu chu*”, which means *kick ball*. The ball, which was made of animal skin, was kicked between 2 10-metre bamboo poles to score a goal.

In 4 BC, the **Greeks** enjoyed playing a game called “*pheninda*” in which they could kick, run with and handle the ball. Soon after came the **Romans**. Their game was called “*hapastum*” and they already divided into teams who kicked and threw the ball beyond the opponents’ goal-line to score a goal.

In 500 AD, **Japanese** played “*Kemari*”. 8 players kicked the ball to each other on a square playing ground. There were no goals or teams because it was a ceremony for the emperor and not a competition.

In the 13th century, Marco Polo visited China. He saw “*kemari*” players who were visiting China. As we know, Marco Polo brought back pasta from China, but did he also bring back the game of football? Who knows, but we do know a game called “*calcio*” (from the Italian verb *calciare* meaning *kick*) was developed in Florence, **Italy** in the 15th century.

In **England**, although the game was played as far back as the 12th century, it was a dangerous sport and people were often injured or killed. For hundreds of years kings and queens tried to ban the game, without success. In the 19th century, public schools like Eton adopted ball games to encourage team spirit and discipline. It was the headmaster of Eton who wrote the rules of football.

INDIVIDUAL WORK

1. How / the Chinese / call / the game?

2. What / “*tsu chu*” / mean?

3. What / is / ball / make of?

4. Who / play / a game / call / “*pheninda*”?

5. When / Japanese / play / “*kemari*”?

6. Why / there is / no / team?

7. What / Marco Polo / bring back / China?

8. Where / is / “*calico*” / develop?

9. Why / the English / try / ban / the game?

10. Who / write / rules / football?

Appendix 2: Activity 2, Session 2, whole group competition cards

“Dribbling” did not exist at the beginning of basketball game because... Why <u>didn’t dribbling</u> exist?	<u>How high</u> is a basketball basket approximately? a. More than 1 metre high b. More than 2 metres high c. More than 3 metres high
Can you name <u>2 important basketball teams</u> in the <u>NBA</u>?	What is the meaning of <u>tsu chu</u> in Chinese?

Travelling by car in London is faster than
travelling by bicycle.

Is it true or false?

What do surfers use wax for?

What part of their bodies do surfers attach
the cord to and why?

In what part of the world did surfing probably
begin?

No one is really sure when the bicycle was invented, but it was probably in

d. 1682

e. 1757

f. 1817

Why didn't early bicycles look much like today's models?

a. They only had 1 wheel.

b. The wheels were different sizes.

c. They were made of wood

Which of the following statements is false?

a. There are about 1 billion bicycles in the world today.

b. About 20% of the world's bicycles are in China.

c. More than 90% of the world's bicycles are in Africa.

Bicycles create less pollution than cars and that is the reason why governments want people to use bicycles in the cities.

Is it true or false?

Why do most surfers at the beginning find it difficult to stand up on the board?

Surfing is a very popular sport.

What do you think Kelly Slater means by “There is no getting out”?

Basketball is a very popular sport that was invented in...?

Where was it invented?

Can you explain what does dribbling mean in basketball?

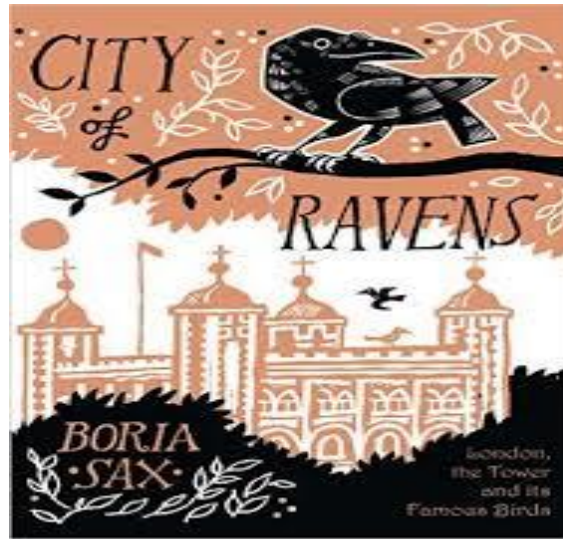
COOPERATIVE TASK 2

GROUP SCORES

[illegible]

Appendix 3: Activity 3, Session 1, Student 1

THE TOWER RAVENS



For over 900 years the Tower of London has been guarding the city of London. It was a Royal Palace, a fortress, a prison, a Royal zoo and today a very popular museum where the Jewels of the British Crown are shown.

Today, the tower is visited by thousands of tourists every day and one of the most popular attractions are the ravens.

Six ravens are permanent residents of the Tower of London. Good care is taken of these ravens because they are very important for Britain. According to the legend, if the ravens leave the tower, the kingdom of England will fall.

SOME NEWS:

- The ravens are locked in the Tower every night to protect them from cats and foxes.
- The birds are kept on a special diet. Each bird is given 170 grams of meat a day. Visitors are not allowed to feed the birds.
- The health of the birds is important. They are examined every week. Every three weeks, their wings are cut to prevent them from escaping.
- Disobedient ravens are not tolerated. Raven George had to leave the Tower because he liked eating television antennas.

INDIVIDUAL TASK:

1. What kinds of objects are shown in the Tower of London museum?

2. Is the Tower a very popular tourist attraction? Why?

3. How well are the ravens looked after?

4. What will happen if the ravens leave the tower?

5. Why are the ravens locked in the Tower at night?

6. How much food do they have every day?

7. Can visitors feed the ravens?

8. How often are the ravens examined by the doctor?

9. What happens to the ravens every 3 weeks?

10. What happened to raven George? Why?

Appendix 3: Activity 3, Session 1, Student 2

POLAR BEARS ON THE THAMES



The River Thames has a very long history.

First the Celts thought it was sacred. Gold and silver coins were thrown into the river as gifts to the river God.

The Romans used it for travel and transport. The first bridge over the river was built by the Romans.

But time has passed and early today, two strange visitors were seen on the River Thames.

At 8 o'clock this morning, surprised Londoners saw a polar bear and her cub on the river Thames. The 5-metre sculpture was pulled by a boat from Greenwich to the Houses of Parliament.

This giant sculpture was created by 15 artists. It was made to show people the desperate situation of polar bears. Because of global warming, the polar bear has lost much of its natural habitat.

The River Thames has had some other unusual visitors. In 2004, some dolphins were found near London Bridge. In 2006, a 7-tonne whale was discovered near Battersea Bridge. People tried to rescue the whale but sadly it died.

INDIVIDUAL TASK

1. What was thrown into the river by the Celts? Why?

2. What was the river used for by the Romans?

3. When were the two strange visitors seen in the river?

4. Where was the 5-metre sculpture pulled to?

5. Who was the sculpture created by?

6. What is the danger for polar bears today?

7. What unusual visit did the river have in 2004?

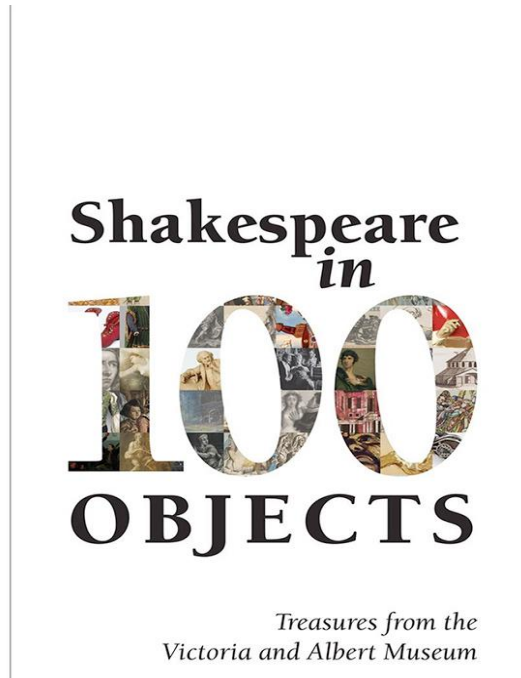
8. What was discovered near London Bridge?

9. Was the whale finally saved?

10. Do you believe this story is true?

Appendix 3: Activity 3, Session 1, Student 3

OPENING OF A NEW MUSEUM



A new museum is going to be opened in London.

The new museum will be located near the Globe Theatre in London. During the rest of the year tickets will be free so visitors won't have to pay any money to visit the museum.

This year 2016 we are going to celebrate the 400 anniversary of Shakespeare's death. People are going to dress like Shakespeare's characters and masks of his face are going to be worn in the streets.

Things are going to be different from Shakespeare's days:

Every month a new play is going to be shown and women are not going to be banned this time. Food won't be thrown to the actors and people won't be standing up.

INDIVIDUAL TASK:

1. What is going to happen in London?

2. Where is it going to be located?

3. How much will you have to pay to enter? Why?

4. How are people going to celebrate the 400 anniversary of Shakespeare?

5. How often are new plays going to be shown in the theatre?

6. What is going to happen to women actress in the museum?

7. Will food be allowed in the theatre?

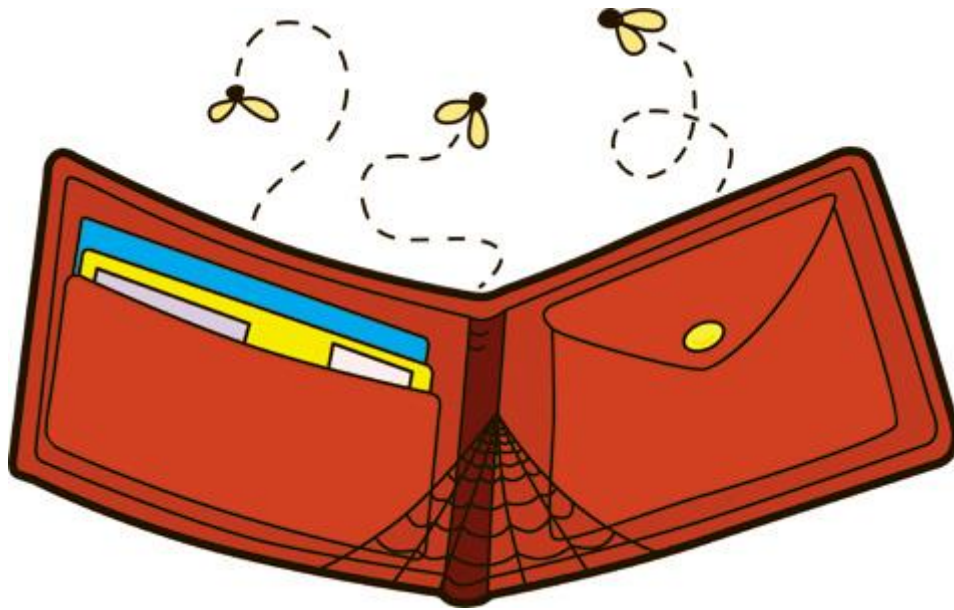
8. Where will people be standing in the theatre?

9. Is music going to be interpreted during the plays?

10. What is your school going to do for the celebration?

Appendix 3: Activity 3, Session 1, Student 4

THE LOCK NESS WALLET



14 years ago Spanish tourist Gaspar Sanchez dropped his wallet into the waters of the Loch Ness in Scotland. His passport, his car keys, his business card and his money were lost in 150 m of water.

This week the phone rang in Mr Sanchez's Barcelona flat and a Scottish policeman told him, "Sir, your wallet has been found".

It was discovered last Sunday on the bed of the lock by some scientists in a submarine looking for the lock Ness monster!"

Mr Sanchez said, "The whole story is absolutely amazing. Apparently my wallet and its contents have been put in the post to me already. I should get them tomorrow. I can't believe it!

INDIVIDUAL TASK:

1. How did Mr Sanchez lose his wallet 14 years ago?

2. What were lost in the water?

3. What happened to Mr Sanchez this week?

4. What did the policeman say?

5. Where was the wallet discovered?

6. Who was it discovered by?

7. How does Mr Sanchez feel?

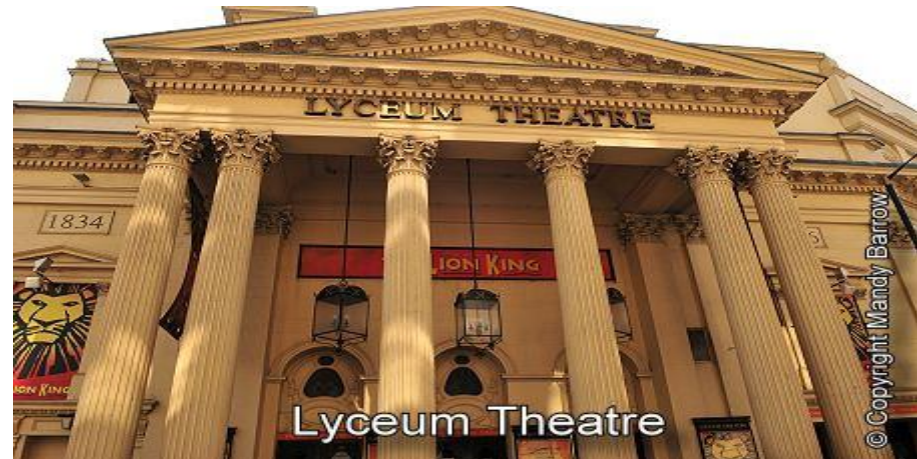
8. Where is the wallet now?

9. When is the wallet going to be in Barcelona?

10. Can you believe this story?

Appendix 3: Activity 3, Session 1, Cards to match the texts provided (Choose 1 and describe it to your group)





Appendix 3: Activity 3, Session 2, Cards for whole group competition

What kinds of objects are shown in the Tower of London museum?	What will happen if the ravens leave the Tower of London?
Why the raven's wings are cut every 3 weeks?	Why are the ravens locked in the Tower at night?

What was thrown into the river by the Celts? Why?

What was the river used for by the Romans?

What is the danger for polar bears today?

In 2006 a strange visitor got in the River Thames, what was it? Was it saved by the people?

How much will you have to pay if you want to visit the new Shakespeare museum in London? Why?

How are people going to celebrate the anniversary of Shakespeare in London?

Will women actress be allowed in the theatre?

Tell me 2 things that will be different in the new theatre at the Shakespeare museum.

Where did Mr Sanchez lose his wallet 14 years ago?

What did the policeman who phone Mr Sanchez announce to him?

Where was the wallet discovered?

How is Mr Sanchez going to be given his wallet?

COOPERATIVE TASK 3

GROUP SCORES

[illegible]

Appendix 4: Activity 4, Session 1, Student 1

Let's go camping!!

Dear mountain lovers! Next weekend we will be trekking in the mountains, taking pictures of the lakes and enjoying the green scenery around us.

Please read carefully this e-mail because it contains useful information you must know before getting on the bus. This is your last opportunity to make any clarifications or requests before our trip.

Here are the instructions for next weekend's camping trip to Scotland. There are 17 people going on this trip so it's important that you arrive at the meeting point early enough for us to be able to leave at 8am.

There will be 2 mini-buses so please make sure you are on the right one. Last week's e-mail gave you the bus number for everyone.

We should arrive in the camping area at about 2pm, which will give us enough time to buy the food we need in the local supermarket and then go to the area where we will set up the tents, which is a long way from town.

INDIVIDUAL QUESTIONNAIRE:

1. There are _____ going on this trip.

- a. 17 people
- b. 19 people
- c. 21 people

2. Instructions about the minibuses _____

- a. Will be given now.
- b. Will be in a future e-mail.
- c. Were in last week's e-mail.

3. The journey will take _____

- a. About 5 hours.
- b. About 6 hours.
- c. About 7 hours.

4. The camping area is _____

- a. Far from the town.
- b. Beside the supermarket.
- c. In the middle of the forest.

5. Some of the people going camping this year also went last year.

- a. True.
- b. False
- c. We don't know

6. The weather _____

- a. Will probably be quite bad this weekend.
- b. Is quite unpredictable in this part of Scotland.
- c. Is always snowy in the Scottish hills.

7. You _____

- a. Should take clothes for wet weather with you.
- b. Can hire clothes for wet weather in the town.
- c. Don't need clothes for wet weather.

8. About your:

- a. You mustn't take your phones with you. Phones are not allowed.
- b. Your parents can call you to the teacher's phone.
- c. Phones will probably not work in the camping area.

9. Why did the people abandon the village of Miller's Ford?

- a. Because the lake flooded.
- b. Because the houses were haunted.
- c. Because of the economy.

10. Who took the baby in the story?

- a. A friend of the babysitter.
- b. The babysitter.
- c. Nobody knows.

Appendix 4: Activity 4, Session 1, Student 2

LET'S GO CAMPING!!

There will be a total of 4 large tents put up and each tent will have a tent leader, a person who went on this trip last year and therefore has the necessary experience. If you have any problems during the two days, you should always go directly to your tent leader and speak to him/her.

We are not expecting there to be very bad weather this weekend in Scotland, but the weather situation in the Scottish hills is always very unpredictable and for this reason, we have advised everyone to take wet weather clothing with you. If windy, stormy weather arrives at the camping area, it may also be necessary to leave the hills and go down into town.

It is very likely that your phones will not work in the hills, so must warn your parents of this. You will be able to use your phones when we are in the town, but not when we are camping.

If you have any other questions about the trip, come either to me or Mrs. Sanderson.

INDIVIDUAL QUESTIONNAIRE:

1. There are _____ going on this trip.

- d. 17 people
- e. 19 people
- f. 21 people

2. Instructions about the minibuses _____

- a. Will be given now.
- d. Will be in a future e-mail.
- e. Were in last week's e-mail.

3. The journey will take _____

- a. About 5 hours.
- b. About 6 hours.
- c. About 7 hours.

4. The camping area is _____

- d. Far from the town.
- e. Beside the supermarket.
- f. In the middle of the forest.

5. Some of the people going camping this year also went last year.

- a. True.
- b. False
- c. We don't know

6. The weather _____

- d. Will probably be quite bad this weekend.
- e. Is quite unpredictable in this part of Scotland.
- f. Is always snowy in the Scottish hills.

7. You _____

- a. Should take clothes for wet weather with you.
- b. Can hire clothes for wet weather in the town.
- c. Don't need clothes for wet weather.

8. About your:

- d. You mustn't take your phones with you. Phones are not allowed.
- e. Your parents can call you to the teacher's phone.
- f. Phones will probably not work in the camping area.

9. Why did the people abandon the village of Miller's Ford?

- a. Because the lake flooded.
- b. Because the houses were haunted.
- c. Because of the economy.

10. Who took the baby in the story?

- d. A friend of the babysitter.
- e. The babysitter.
- f. Nobody knows.

Appendix 4: Activity 4, Session 1, Student 3

AUNT HELEN'S HOUSE

I'm going to tell you about my Aunt Helen's house.

It is not her main house, that is in the city. No, this house is near a beautiful lake. There was a small village by the lake called Miller's Ford, but all the people moved away when the fishing and mining stopped about 60 years ago. But the houses stayed of course.

My Aunt Helen uses that house as a vacation home and she goes there for a few weeks every year to relax.

But staying in that house isn't a relaxing experience. I think the house is haunted! I think there is a ghost there from many many years ago. Helen says I'm silly and that I've got an over-active imagination. But there are many things that happen in that house that cannot be easily explained.

One day, shortly after getting up, I went to find my Aunt Helen to say "good morning" and I heard her taking in a room that she usually never uses. I think it used to be the nursery of the house when the village was a busy place in the 19th century. I listened at the door and could hear Helen reading something out, or perhaps she was dictating a letter.

I couldn't hear any other person in the room with her so it wasn't a normal conversation.

INDIVIDUAL TASK

1. The narrator is talking about the house where her aunt _____
 - a. Lives all year
 - b. Lives only in the winter.
 - c. Spends her holidays.
2. Why did the people leave the village?
 - a. Because the lake flooded
 - b. Because the house was haunted.
 - c. Because of the economy.
3. _____ there was something strange in the house
 - a. Aunt Helen thinks__
 - b. The narrator thinks __
 - c. Both Aunt Helen and the narrator think ____
4. Why was the narrator looking for Aunt Helen?
 - a. Because she wanted to tell her about the nursery
 - b. Because she wanted to have breakfast.
 - c. Because she wanted to say "good morning"
5. Why did the narrator think it wasn't a normal conversation?
 - a. Because she heard only 1 person speaking.
 - b. Because they were shouting.
 - c. Bec. voices were strange
6. What did Aunt Helen say about the nursery?
 - a. That she didn't like to use it.
 - b. That she never used it
 - c. That the room was locked.
7. Who took the baby in the story?
 - a. A friend of the babysitter
 - b. The babysitter
 - c. Nobody knows.
8. Why does the ghost probably stay in the nursery?
 - a. Bec. It feels guilty about what happened.
 - b. Bec. of the lake view.
 - c. Because she jumped from that window.
9. The journey will take _____
 - a. About 5 hours.
 - b. About 6 hours.
 - c. About 7 hours.
10. The weather _____
 - a. Will probably be quite bad this weekend.
 - b. Is quite unpredictable in this part of Scotland.
 - c. Is always snowy in the Scottish hills.

Appendix 4: Activity 4, Session 1, Student 4

AUNT HELEN'S HOUSE

I didn't want to disturb my aunt, so I went back downstairs and went to make breakfast in the kitchen, which I ate on the porch that overlooked the lake. It was a beautiful sunny morning. Half an hour later, I heard my aunt's car arriving. She had been to the local shop to buy some bread and milk.

I couldn't believe it!

"What are you looking so shocked for?" she asked me.

"I thought you were in the old nursery, working on your letters, Auntie," I said.

"But I never go in that room," she said. "I haven't been in that room for 15 years"

A few other things like that happened over the next few visits to my aunt's house and I started to be afraid. Then, one day I the local library, I found a story in an old newspaper with the title "The Constant Babysitter". The story was that a baby had died in one of the houses by the lake at Miller's Ford and the babysitter was blamed, a woman of 37 who was a family friend and had offered to look after the baby. But she spent all her time in the kitchen writing her letters and didn't know that someone had climbed in the baby's window and taken her. The baby was never found. The woman killed herself through depression after the baby's disappearance and local people then said her ghost stayed very close to where the baby was left by the parents- in the nursery.

I never went back to that house, despite my Aunt Helen's many invitations.

INDIVIDUAL TASK

11. The narrator is talking about the house where her aunt _____
- Lives all year
 - Lives only in the winter.
 - Spends her holidays.
12. Why did the people leave the village?
- Because the lake flooded
 - Because the house was haunted.
 - Because of the economy.
13. _____ there was something strange in the house
- Aunt Helen thinks__
 - The narrator thinks __
 - Both Aunt Helen and the narrator think ____
14. Why was the narrator looking for Aunt Helen?
- Because she wanted to tell her about the nursery
 - Because she wanted to have breakfast.
 - Because she wanted to say "good morning"
15. Why did the narrator think it wasn't a normal conversation?
- Because she heard only 1 person speaking.
 - Because they were shouting.
 - Bec. voices were strange
16. What did Aunt Helen say about the nursery?
- That she didn't like to use it.
 - That she never used it
 - That the room was locked.
17. Who took the baby in the story?
- A friend of the babysitter
 - The babysitter
 - Nobody knows.
18. Why does the ghost probably stay in the nursery?
- Bec. It feels guilty about what happened.
 - Bec. of the lake view.
 - Because she jumped from that window.
19. The journey will take _____
- About 5 hours.
 - About 6 hours.
 - About 7 hours.
20. The weather _____
- Will probably be quite bad this weekend.
 - Is quite unpredictable in this part of Scotland.
 - Is always snowy in the Scottish hill.

Appendix 4: Activity 4, Session 1, Cards to match the texts (Choose the one that matches yours and describe it to your group)

SCOTTISH HILLS



Appendix 4: Activity 4, Session 2, Group of Reference work

IT WAS A COLD, DARK NIGHT

It was a cold dark evening in November. It was seven o'clock and people were going home from work. Vanessa was driving out of the town. She was in a hurry, but she wasn't going home. She stopped to buy a cake and some candles and then, got back into the car and continued driving.

WHERE DO YOU THINK SHE WAS GOING?

WHAT DO YOU THINK SHE SAW?

WHY WAS THE CAR FOLLOWING HER?

WHAT DO YOU THINK VANESSA DID?

HOW DO YOU THINK VANESSA FELT NOW? WHY?

WHERE DO YOU THINK MARTIN WAS?

WHO DO YOU THINK THE MAN WAS?

WHEN DID THE MURDERER GET INTO VANESSA'S CAR?

Appendix 4: Activity 4, Session 2 (Group of Reference Work)

She was driving to her friend's house to have dinner. Her friend's name was Martin and it was his birthday. He was a farmer who lived in the country. Vanessa was listening to the radio. She began to relax after a hard day at work. She was driving past some trees when suddenly she hit something in the road. She stopped and got out of the car.

There was a dog lying in the road. It was dead. Vanessa moved the dog to the side of the road and then continued her journey. Suddenly she saw in the mirror that there was a black car behind her. When she turned right the car turned right and when she turned left the car turned left too. It was following her!

Vanessa was sure that the driver of the car was following her because the dead dog was his, and he was angry. Now he was flashing his lights.

Vanessa drove faster but the car drove faster too. Suddenly the eight o'clock news started on the radio. It said: "The police are looking for a murderer who escaped from prison last night. Be careful! He is very dangerous."

Vanessa felt very afraid. Now she was sure that the man in the car was the murderer! She drove faster. Martin's farm was very near now but the black car was right behind her! At last she arrived at Martin's farm. She got out of the car and ran up to the door. She rang the doorbell. "Martin! Help, help!" she shouted.

Martin was in the kitchen making the dinner when the doorbell rang. He heard Vanessa shouting, so he ran to the door with a big saucepan in his hand. He opened the door. At that moment the black car stopped next to Vanessa's car. A tall man got out.

"That man is the murderer who escaped from prison last night", Vanessa shouted. "He is going to kill us". "No, no!" said the tall man. "I'm not the murderer. The murderer is in there, in the back of your car!"

"I was driving behind you", the tall man said, "and I saw you stop when you hit the dog. There was a man behind a tree. I saw him get in your car. I recognized him from the newspaper. He's the murderer who escaped from prison last night. That's why I was following you". Martin ran to the car with the saucepan in his hand. He opened the back door. There was a man on the floor. "OK", said Martin, "come out, with your hands up".

COOPERATIVE TASK 4

GROUP SCORES

[illegible]

Appendix 5: COOPERATIVE SESSIONS CLASSROOM DISTRIBUTION

1A	2A			1B	2B
3A	4A			3B	4B
		1C	2C		
		3C	4C		
1D	2D			1E	2E
3D	4D			3E	4E

Appendix 6: Warm Up Cooperative Session

TRAGIC DEATH OF TWO LOVERS

- 1.** The bodies of three people have been found at the tomb of the Capulet family in the early hours of this morning. A watchman who was working in the area discovered the body of Lord Paris, a close friend of the Prince of Verona, near the door of the tomb. Then he decided to have a look.

QUESTIONS 1:

- a. Where have the bodies been found?
- b. Who was Lord Paris?
- c. How many people were dead?
- d. Who found the bodies?

- 2.** Inside, there was an even worse sight. Juliet of the Capulets and Romeo of the Montagues lay dead on the ground. Their families have always been enemies but, mysteriously they were together. Next to the boy's body there was a bottle which had contained poison. The girl had killed herself with the boy's dagger.

QUESTIONS 2:

- a. Who lay dead on the ground inside the tomb?
 - b. What was the relation of the families?
 - c. How did the Young boy die?
 - d. How did Juliet die?
- 3.** Later, a friend of the Young couple, Friar Laurence, explained what had happened. The two teenagers met at a party that Lord Capulet had given and fell in love. Although they were both very young, they decided to get married.

QUESTIONS 3:

- a. Who knew the whole story?
- b. When did the Young couple meet?
- c. Who gave the party?
- d. What did they decide to do?

- 4.** They couldn't tell their parents because the families were enemies. Friar Laurence married them secretly because he hoped the marriage would bring peace to the city of Verona. When the girl's parents ordered her to marry Lord Paris, she didn't know what to do.

QUESTIONS 4:

- a. Why couldn't they be happy?
- b. Why did Friar Laurence marry the Young couple?
- c. Where did the couple live?
- d. Who did Juliet's father want to marry her?

- 5.** Then, to make things worse, Romeo killed her cousin in a fight. The Prince of Verona has promised a full investigation into the tragic fate of these two young people, who he defined as "star-crossed lovers"

QUESTIONS 5:

- a. Did Romeo have any problems?
- b. What happened?
- c. Was the Prince of Verona happy?
- d. How did he call the two lovers?

Appendix 7: Letters to Headmaster and Parents



28 Abril 2016

Sr. Fernando Pablo
Director del IES Rodanas,
Camino de la Estación, 1
50290 Épila

Estimado Fernando,

Sirva esta carta para informarle de que actualmente estoy siguiendo unos estudios de máster (Máster en Estudios Ingleses) y solicito permiso para llevar a cabo en el centro una intervención de tipo “aprendizaje colaborativo” con uno de los grupos con los que trabajo. Este estudio forma parte del programa y servirá para comprobar en qué medida este tipo de metodología puede ayudar a mejorar la destreza de producción oral en el área de inglés como segunda lengua.

Agradeciéndole su colaboración

Atentamente

M^a Angel Cabestré Monguilod

M^a Angel Cabestré Monguilod
Profesora IES Rodanas, Épila

28 Abril 2016

Estimados padres,

Sirva esta carta para informarles que durante este curso 2015/16 compagino mi trabajo con unos estudios de máster relacionados con la educación y me gustaría llevar a cabo una intervención de metodología cooperativa dentro del aula de inglés. La iniciativa de llevar a cabo este estudio es la comprobación de si este tipo de metodología ayuda a mejorar la destreza oral en nuestros alumnos.

Les agradezco de antemano su atención y les ruego que me devuelvan esta hoja firmada con el consentimiento o su negativa para que sus hijos participen en las actividades dentro de clase. Si tienen cualquier duda o desean obtener más información, no duden en ponerse en contacto conmigo llamando al instituto (976-817090) o por escrito a través de sus hijos.

Muchas gracias y un saludo.

Fdo.: M^a Angel Cabestré

Yo, _____, padre/madre/tutor de
_____, alumno de 4º A, he recibido esta nota y me doy
por enterado de lo que en ella se solicita:

☐

Sí, acepto que mi hijo participe en las actividades de aprendizaje cooperativo.

☐

No, acepto que mi hijo participe en las actividades de aprendizaje cooperativo.

En _____ a _____ de Abril de 2016.

Fdo.: _____

Appendix 8:

Perceptual Learning Style Preference Questionnaire

(Copyright 1984, by Joy Reid. Explanation of learning styles was adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208)

Directions:

People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and /or by “hands-on” tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Decide whether you agree or disagree with each statement. And then indicate whether you:

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly Disagree (SD)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand better.					
2. I prefer to learn by doing something in class.					
3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what the teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					
8. When I do things in class, I learn better.					
9. I remember things I have heard in class better than things I have read.					
10. When I read instructions, I remember them better.					
11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					
13. When I study alone, I remember things better.					
14. I learn more when I make something for a class project.					
15. I enjoy learning in class by doing experiments.					
16. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					
19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					
21. I enjoy working on an assignment with two or three classmates.					

22. When I build something, I remember what I have learned better.	SA	A	U	D	SD
23. I prefer to study with others.					
24. I learn better by reading than by listening to someone.					
25. I enjoy making something for a class project.					
26. I learn best in class when I can participate in related activities.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					
29. I learn more by reading textbooks than by listening to lectures					
30. I prefer to work by myself.					

SELF-SCORING SHEET

Instructions

There are 5 questions for each learning category in this questionnaire. The questions are grouped below according to each learning style. Each question you answer has a numerical value:

SA	A	U	D	SD
5	4	3	2	1

Fill in the blanks below with the numerical value of each answer. For example, if you answered Strongly Agree (SA) for question 6 (a visual question), write a number 5 (SA) on the blank next to question 6 below.

Visual

6 - 5

When you have completed all the numerical values for Visual, add the numbers.
Multiply the answer by 2, and put the total in the appropriate blank.

Follow this process for each of the learning style categories. When you are finished,
look at the scale at the bottom of the page; it will help you determine your major
learning style preference(s), your minor learning style preference(s), and those learning
style(s) that are negligible.

SELF-SCORING SHEET

VISUAL

6 - _____

10 - _____

12 - _____

24 - _____

29 - _____

Total _____ x 2 = _____ (Score)

TACTILE

11 - _____

14 - _____

16 - _____

22 - _____

25 - _____

Total _____ x 2 = _____ (Score)

AUDITORY

1 - _____

7 - _____

9 - _____

17 - _____

20 - _____

Total _____ x 2 = _____ (Score)

GROUP

3 - _____

4 - _____

5 - _____

21 - _____

23 - _____

Total _____ x 2 = _____ (Score)

KINESTHETIC

2 - _____

8 - _____

15 - _____

INDIVIDUAL

13 - _____

18 - _____

27 - _____

19 - _____

28 - _____

26 - _____

30 - _____

Total _____ x 2 = _____ (Score)

Total _____ x 2 = _____ (Score)

Major Learning Style Preference 38-50

Minor Learning Style Preference 25-37

Negligible 0-24

EXPLANATION OF LEARNING STYLE PREFERENCES

Students learn in many different ways. The questionnaire you completed and scored showed which ways you prefer to learn English. In many cases, students' learning style preferences show how well students learn material in different situations.

The explanations of major learning style preferences below describe the characteristics of those learners. The descriptions will give you some information about ways in which you learn best.

VISUAL MAJOR LEARNING STYLE PREFERENCE

You learn well from *seeing words* in books, on the chalkboard, and in workbooks. You remember and understand information and instructions better if you read them. You don't need as much oral explanation as an auditory learner, and you can often learn alone, with a book. You should take notes of lectures and oral directions if you want to remember the information.

AUDITORY MAJOR LEARNING STYLE PREFERENCE

You learn from hearing words spoken and from oral explanations. You may remember information by reading aloud or moving your lips as you read, especially when you are learning new material. You benefit from hearing audio tapes, lectures, and class discussion. You benefit from making tapes to listen to, by teaching other students, and by conversing with your teacher.

KINESTHETIC MAJOR LEARNING STYLE PREFERENCE

You learn best by experience, by being involved physically in classroom experiences. You remember information well when you actively participate in activities, field trips, and role-playing in the classroom. A combination of stimuli—for example, an audio tape combined with an activity—will help you understand new material.

TACTILE MAJOR LEARNING STYLE PREFERENCE

You learn best when you have the opportunity to do “hands-on” experiences with materials. That is, working on experiments in a laboratory, handling and building models, and touching and working with materials provide you with the most successful learning situation. Writing notes or instructions can help you remember information, and physical involvement in class related activities may help you understand new information.

GROUP MAJOR LEARNING STYLE PREFERENCE

You learn more easily when you study with at least one other student, and you will be more successful completing work well when you work with others. You value group interaction and class work with other students, and you remember information better when you work with two or three classmates. The stimulation you receive from group work helps you learn and understand new information.

INDIVIDUAL MAJOR LEARNING STYLE PREFERENCE

You learn best when you work alone. You think better when you study alone, and you remember information you learn by yourself. You understand new material best when you learn it alone, and you make better progress in learning when you work by yourself.

MINOR LEARNING STYLES

In most case, minor learning styles indicate areas where you can function well as a learner. Usually a very successful learner can learn in several different ways.

NEGLECTIBLE LEARNING STYLES

Often, a negligible score indicates that you may have difficulty learning in that way. One solution may be to direct your learning to your stronger style. Another solution might be to try to work on some of the skills to strengthen your learning style in the negligible area.

(Adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208. Used with permission.)

Appendix 9:

STUDENTS' QUESTIONNAIRE (personal data /speaking performance in class)

Your assistance in completing the following questions is greatly appreciated.

Please put a tick (☐) in the box beside the option(s) you choose.

Part I: Demographic information

1. Gender
☐ Male ☐ Female
2. Age
☐ Under 15 ☐ 15- 17
3. Do you study any other foreign language?
☐ Yes _____ ☐ No
4. Does anybody in your family speak a foreign language?
☐ Yes _____ ☐ No
5. Do you participate in any extra-curricular activity related to English language?
☐ Yes _____ ☐ No
6. How often do you use English in a context different to the curricular one?
☐ Very often ☐ Sometimes ☐ Never
7. Have you ever been to an English speaking country?
☐ Yes _____ ☐ No

Part II: Specific information

1. How do you feel when you participate in a speaking activity in class?
☐ motivated ☐ anxious ☐ confident ☐ worried
2. What factors may affect your speaking performance? (more than 1 option)
☐ Fear to speak in public
☐ Pressure to perform well
☐ Listeners' support
☐ Motivation to speak
☐ Confidence
☐ Anxiety
☐ Knowledge and interest of the topic
☐ Listening ability
☐ Time allowed to perform a speaking task
Other factors (please specify).....
3. Which problems do you encounter when learning to speak? (more than 1 option)
☐ You are worried about making mistakes
☐ You are fearful of criticism or losing face
☐ You cannot think of anything to say
☐ You have no motivation to express yourselves
☐ You speak very little or not at all
☐ You use Spanish
☐ You are shy
4. When you are required to participate in English you do it because...
☐ you are interested in the lesson
☐ you are not afraid of making mistakes
☐ you believe your participation is valuable

- ☐ you only do it because the teacher demands it
- ☐ you don't do it
5. How motivated do you feel to speak English in class?
- ☐ Very much ☐ Very little ☐ Not at all
6. How important do you think speaking English is for you?
- ☐ Very necessary ☐ Necessary ☐ Normal ☐ Unnecessary
7. When the topic in class is interesting enough, are you willing to participate?
- ☐ Very much ☐ Very little ☐ Not at all
8. How often does your teacher ask you to speak in class?
- ☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never
9. When required to participate in English
- ☐ I only correct exercises
- ☐ I engage in brief dialogues with my classmates
- ☐ I contribute with my opinion to classroom discussions
- ☐ I present some work to whole class
10. Do you feel students' participation in class is enough?
- ☐ Yes ☐ No
11. Which language do you mostly speak in class?
- ☐ English ☐ Spanish
12. Are you exposed to enough English language during the classroom session?
- ☐ Yes ☐ No
13. Can you evaluate your listening skills?
- ☐ I understand everything
- ☐ I understand most things
- ☐ I understand only the gist
- ☐ I don't understand anything said in English

14. Can you assess your English level?

- ☐ Very good ☐ Quite good ☐ Average
☐ Not enough ☐ Very bad

15. Which speaking activity do you like most?

- ☐ Topic discussion ☐ Group presentation ☐ Role play
☐ Individual presentation ☐ Others _____

16. How are the speaking performance conditions in class?

- I have enough time to perform a speaking task ☐ Yes ☐ No
- I have enough time to prepare before the task ☐ Yes ☐ No
- I feel pressure to perform well ☐ Yes ☐ No
- My mates are patient, supportive and helpful ☐ Yes ☐ No

17. How would you describe your teacher?

- ☐ Controller ☐ Facilitator
☐ Guide ☐ Unhelpful

18. Does your teacher praise you when you speak?

- ☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

19. Would you say the atmosphere in class is

- ☐ Relaxed ☐ Boring ☐ Motivating ☐ Uninteresting

20. In your opinion, are there enough opportunities to exchange English language in class during any session?

- ☐ Yes ☐ No

Appendix 10: Card for Oral Pre or Post Tests

ORAL EXAM 3rd ESO

MOBILES AND TEXTING



1. What kind of mobile user are you?

- Do you interrupt a face to face conversation to take a call?
- Do you keep your phone during family dinners?
- Do you keep your phone on in the cinema or theatre?

2. Mobile phones today are used for many things. What do you use your mobile phone for?

3. What kind of Apps do you find most interesting/useful/convenient/entertaining...?

4. If I'm bored at home and there is nothing on TV, is there any App that can help me...?

- If I want to buy online...
- If I want to find an address...
- If I want to look for information about the weather...
- If I want to contact an old school mate...
- If I want to listen to music...
- If I want to see a film review...

5. Decide on a list of rules for mobile phones use

- You shouldn't take a call when...
- You should reply when...
- You have to use your mobile phone when...
- You can leave your phone on when...
- You must turn off your phone when...
- You mustn't use your phone when...

Appendix 11: RUBRIC FOR ASSESSING ORAL PRODUCTION

STUDENT: _____ DATE: _____

SKILLS COMPONENTS	COMPONENT DESCRIPTORS	COMMENTS
INTERACTION 1 2 3 4 5 low high	Understands speech at a normal rate of speed and is able to interact naturally with partner, observing turn-taking and contributing to normal flow of exchange	
FLUENCY 1 2 3 4 5 low high	keeps discourse going comprehensibly even though pausing and reformulation are very evident. Mistakes in speech production do not prevent comprehension and is able to maintain a good flow of discourse. Makes use of discourse connectors (time, contrast, condition..)	
GRAMMAR 1 2 3 4 5 low high (circle one)	Uses with reasonable accuracy a repertoire of grammar patterns according to their level - Tenses in present, past and future contexts. - Prepositions, articles, pronouns.. - Conditionals (1, 2) - Basic use of modal verbs - Basic use of passive voice (present and past)	
VOCABULARY 1 2 3 4 5 low high (circle one)	Uses vocabulary sufficient to - communicate basic needs and feelings - respond to questions of interest - contribute to conversation in everyday situations - illustrate with own words a simple account on personal experience or a description.	
PRONUNCIATION 1 2 3 4 5 low high	Pays attention to sounds and intonation - Regular verb endings. - Intonation patterns in questions. - Pronunciation of words	

Appendix 12: CLASSROOM OBSERVATION SHEET

CRITERIA	EXCELLENT	MEETS REQUIREMENT	NOT ENOUGH	DOESN'T TRY
Shows a good disposition and motivation towards the activity				
Adopts an active role in the different steps and shows responsibility				
When finds problems along, demands collaboration from peers to accomplish the task				
Uses English to communicate within the group				
Shows a positive attitude towards oral production in class				

Appendix 13:

STUDENTS REFLECTION SHEET

This instrument is to be used **after each cooperative task** to find out the students' opinions and reflections towards the activities done in class.

It's an important introspective tool kept by students and focused on their performance and attitude.

Take a little time to think about the activity you have done in class and answer the following questions.

1. What type of activity did you do in class?
2. Which language skills did you develop along this activity?
 - a. Understanding a written text
 - b. Writing in English
 - c. Understanding oral language from the teacher and classmates
 - d. Speaking in English
3. Do you like working in group?
 - a. Yes, because _____
 - b. No, because _____
4. How did you feel during the activity?

a. Confident	d. Motivated
b. Anxious	e. Other _____
c. Bored	
5. How active you were during the session?

a. Not very active	c. Active
b. Quite active	d. Very active
6. Do you think this kind of activity may help you improve your speaking?
 - a. Yes because _____
 - b. No because _____
7. Group activities make the learning experience
 - a. Easy
 - b. Difficult
 - c. No difference
 - d. Other _____

Appendix 14:

ENTREVISTA SEMI-ESTRUCTURADA

A lo largo de 4 semanas y como ya sabes, hemos estado trabajando en clase con la **metodología del aprendizaje cooperativo**. Hemos trabajado en distintas actividades todas ellas encaminadas a trabajar la destreza oral dentro del aula de inglés.

Me gustaría que me dieras tu opinión sobre esta metodología y sobre toda esta experiencia. Si recuerdas comenzamos con una prueba oral que os pasé antes de las actividades y hemos terminado con otra prueba cuyos resultados voy a comparar. También os pasé un cuestionario con preguntas sobre aquellos factores que más influyen según tu opinión a la hora de participar oralmente en clase.

En dicho cuestionario, señalaba la **ansiedad o miedo a hablar en público y a cometer errores frente a tus compañeros** como factores que impedían de algún modo tu producción oral:

- ¿Te has sentido más cómoda con las actividades que hemos diseñado? Quiero decir ¿has notado alguna diferencia a la hora de participar oralmente con tus compañeros?

Otro de los problemas que apuntabais en el cuestionario es el de la **falta de motivación**. Comentabais que no os sentíais motivados para hablar porque el tema no era interesante o porque no veíais la utilidad a hablar en inglés.

- ¿Crees que las actividades cooperativas estimulaban de algún modo tu participación en las clases?

Durante el resto de las clases señalabais que hay **pocas oportunidades para participar** oralmente en clase. Los grupos son numerosos y siempre son los mismos los que hablan. Hay alumnos que solo leen alguna frase del cuaderno de ejercicios como toda práctica oral durante la clase:

- ¿Crees que las actividades de tipo cooperativo han contribuido a cambiar esa dinámica tan pasiva? ¿de qué manera? ¿te has sentido más implicado o más activo a lo largo de las clases?

Otro de los factores que apuntabais en la encuesta es el **uso del español** como lengua de comunicación durante la clase:

- ¿Crees que durante las sesiones de aprendizaje cooperativo se ha seguido usando español del mismo modo?

También en la encuesta señalabais que el **nivel de dominio del inglés** de cada alumno marcaba de algún modo su participación en clase. Quiero decir, aquellos alumnos que mejores notas sacan son los que más participan porque se sienten más seguros. Los alumnos que tienen un nivel bajo apenas participan oralmente en clase:

- ¿Esto sigue sucediendo igual durante las sesiones de aprendizaje cooperativo?
¿Había alumnos que no participaban debido a su bajo nivel en inglés?

Finalmente, me gustaría hacer un poco de autocrítica y tener tu **opinión sobre mi forma de dar las clases**:

- ¿Crees que durante las clases normales a lo largo del curso tienes suficiente exposición en inglés? ¿tienes suficientes oportunidades para participar activamente en clase? ¿tienes tiempo suficiente para preparar tu intervención?
- ¿Cómo cambia esto durante las sesiones de actividades de tipo cooperativo?
¿Puedes apuntarme alguna diferencia si la hay?

Y ahora, dime alguna de las actividades que hemos hecho durante las sesiones que recuerdes y porqué.

Eso es todo, muchísimas gracias por tu colaboración.