UNIVERSIDAD NACIONAL DE CHIMBORAZO

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CARRERA DE IDIOMAS

"THE COOPERATIVE LEARNING FOR IMPROVING STUDENT'S MOTIVATION, IN OCTAVO AÑO "C" AT UNIDAD EDUCATIVA " CAMILO GALLEGOS" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014-2015"

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CERTIFICACIÓN

Certifico que el presente trabajo de investigación previo a la obtención del Título de: Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Ingles; con el título "THE COOPERATIVE LEARNING FOR IMPROVING STUDENT'S MOTIVATION, IN OCTAVO AÑO "C" AT UNIDAD EDUCATIVA "CAMILO GALLEGOS" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014-2015", ha sido elaborado por: Mónica Gabriela Orna Cantos Aníbal Rolando Mancheno Ulloa, el mismo que ha sido revisado y analizado en un 100% con el asesoramiento permanente de mi persona en calidad de Tutora, por lo que se encuentra apto para su presentación y defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad.

Atentamente,

Ms. Elsa Basantes (Tutor)
DOCENTE UNACH

MIEMBROS DEL TRIBUNAL

Los miembros del Tribunal examinador revisan y aprueban el informe de investigación con el título: Trabajo de tesis de Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Ingles, con el siguiente tema: "THE COOPERATIVE LEARNING FOR IMPROVING STUDENT'S MOTIVATION, IN OCTAVO AÑO "C" AT UNIDAD EDUCATIVA "CAMILO GALLEGOS" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014-2015"
Y aprobado en nombre de la Universidad Nacional de Chimborazo por el siguiente tribunal:

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AUTORÍA

El presente trabajo investigativo, previo a la obtención del Título de: Licenciatura en Ciencias de la Educación, Profesor(a) de Idioma Ingles, es original y basado en el proceso establecido por la Facultad de Ciencias de la Educación, Humanas y Tecnologías. Los criterios en el informe de investigación sobre el tema: "THE COOPERATIVE LEARNING FOR IMPROVING STUDENT'S MOTIVATION, IN OCTAVO AÑO "C" AT UNIDAD EDUCATIVA "CAMILO GALLEGOS" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE SCHOOL YEAR 2014-2015"2015 ACADEMIC YEAR", como también los contenidos, ideas, análisis y conclusiones, son de exclusiva responsabilidad de los autores y los derechos del mismo le corresponden a la Universidad nacional de Chimborazo.

Mónica Gabriela Orna Cantos   Aníbal Rolando Mancheno Ulloa

DEDICATORY

This thesis is dedicated to our families who have supported us since the beginning of our studies.

Also, to our teachers who are inspiration for this career.

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SUMMARY

The current thesis project carries out a research study of an important problem in the learning English process, which was whether or not the Cooperative learning method helps to improve the student's motivation in the learning English process, in the eight year students, room "C", in an educational institution called "Camilo Gallegos" located in Riobamba city, province of Chimborazo. The population used was formed by thirty six students enrolled in the eight year of basic education; class "C", in an educational institution called "Camilo Gallegos" as a subject of this research. The present research had been constituted as an exploratory research, it was descriptive and explicative. The data were collected by a pre-observation to analyze the behavior of the students, and the techniques applied during the English classes; and also by a post-observation after the application of the Cooperative Learning Method in the English classes. It was developed during the term 2014-2015. The data collection tool was the observation guide, and the data were analyzed through statistical tables which were presented in pie charts to reach the hypothesis testing. As a conclusion of this research, the presentation and discussion of qualitative statistical result of the total sample group by application of observation guide found that, students had lack motivation in English classes because the methods and techniques which were being applied didn't let learners take an active participation making the classes bored and monotonous. After applying the Cooperative Learning method, it was determined that student's motivation enhanced. The students working in groups interacted and helped each other's. The learners had fun learning English so that, they were more interested in learning the language. So it is recommended for teachers and students the use of the Cooperative Learning Method, because it allows students take an active participation in class and get involved in teaching learning process to achieve a significant learning.
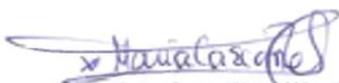
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INTRODUCTION

English has been used as a second language for decades, in the sense that it is the most dominant foreign language used in professional, academic and commercial circles, as a result it is taught in public and private schools and universities well.

Following this trend, the learning of this language is very important in the Education system in Ecuador, consequently it requires the application of methods in which students feel encouraged to work in the classroom.

A teacher must think of ways of stimulating and encouraging learning in the students creating conditions in which the students feel motivated to learn the language. Unfortunately, many teachers use traditional methods and still focus on the delivery of the curriculum on time making the student's motivation decrease.

This research has collected the thoughts and proposals of different authors; which over the ages have influenced with efficient methods and approaches which help both teachers and students to make the teaching and learning process successful.

One of the methods is the Cooperative Learning   which has been developed to help teachers to motivate students in the classroom considering that the application of Cooperative learning makes students work in groups with activities where learners can share their feelings, interests and knowledge to get a share goal. As a consequence the students felt motivated in the classroom and put their effort to learn the English language.

For the reasons mentioned before, and after observations in Octavo año "C" at Unidad Educativa "Camilo Gallegos" in the Riobamba city, Chimborazo province the researches has developed this research about the application of Cooperative Learning method to offer a new and attractive alternative for teaching and learning English. To facilitate the handing and use of this research, it has been divided in chapters, which have a logical chain, made by according established formats, as follow:

Chapter I.- It contains the referential framework that covers the statement of the problem, the objectives and justification.

Chapter II.- It contains the scientific support for research.

Chapter III.- It includes the methodology used, the research design, type of research, population, methods and research techniques, process for data collection, analysis and interpretations of research results.

Chapter IV.- It includes the analysis and interpretations of the results obtained through the observation.

Finally, Chapter V contains the conclusions and recommendations of the research.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1. THE RESEARCH TOPIC

The cooperative learning for improving student's motivation, in Octavo Año "C" at Unidad Educativa " Camilo Gallegos" in the city of Riobamba, Chimborazo province, during the school year 2014-2015.

1.2. PROBLEM STATEMENT

English language has converted in one of the main subjects in the curriculum of the public and private Institutions around the world, due to the fact that English is the most dominant foreign language used in professional, academic and commercial circles. One of the last teaching methods that had been developed is the Cooperative Learning which is already known in the Educational system of Ecuador, nevertheless not all of our institutions are applying it in the English learning process.

While professional activities were performed in Unidad Educativa "Camilo Gallegos" students motivation lack was identified as one of the most common problems at this institution, most of the students not only did not show enthusiasm in the learning English process but also they did not show responsibility and positive interdependence when they rarely work in groups or in pairs although the teacher was applying some common methods such as TPR, Grammar -Translation Method, The Natural Approach, among others. Consequently, the students' grades and English level were low as well as the teacher couldn't achieve the objectives that were established at the beginning of the academic year for making the English teaching – learning process effective.

The problems that have been exposed show the main importance of the development of motivational methods in class, and a finely verify method, it is to attain the attention using methods that has a high motivational rate performance.

For these reasons the focus of this project determinates if Cooperative Learning is an adequate method to raise motivation in classroom.

1.3. PROBLEM FORMULATION

The study is aimed to answer the question:

Whether the cooperative learning improves student's motivation in Octavo Año "C" at Unidad Educativa "Camilo Gallegos" in the city of Riobamba, Chimborazo province, during the school year 2014-2015?

1.4. OBJECTIVES OF THE STUDY

1.4.1. GENERAL OBJECTIVE:

To determinate if the cooperative learning improves student's motivation in Octavo Año "C" at Unidad Educativa "Camilo Gallegos" in the city of Riobamba, Chimborazo province, during the school year 2014-2015.

1.4.2. SPECIFIC OBJECTIVES:

➢ To observe the methods that are been applied in order to identify how is the student´s motivation in the English classes.

➢ To evaluate the results obtained from the students after the application of the cooperative learning.

1.5. JUSTIFICATION

English is used as a second language in the sense that it is the most dominant foreign language used in professional, academic and commercial circles, as a result it is taught in public and private schools and Universities. Following this trend, the learning of this language requires the application of methods in which students feel encouraged to work in the classroom. For this reason this research pretended to analyze how the application of cooperative learning strategy increases the motivation of the students in Octavo Año "C", at Unidad Educativa "Camilo Gallegos".

According with class observation students don't feel motivated to participate in class for many reasons; one of the most important is the motivation which comes from the traditional methods that teachers use in classroom, moreover the way and techniques that teacher develops in class is the most relevant point in the teaching and learning process. The application of motivational techniques is imperative in these situations to overcome class motivation difficulties and promotes group work. Students work in a better way when they share knowledge between them using an appropriate method that provides them the opportunity to work and enjoy while they are archiving class goals, demonstrating their truth competence.

The beneficiaries of this project will be the students and the teacher in Octavo Año "C", at Unidad Educativa "Camilo Gallegos", because this research helps both teacher and students. Once the research was developed, it was possible to determine the results since the group that was studied was a sample of the population. These results will help as a source for future researches.

This research was feasible to develop because the authorities of the Institution permitted the application of it. The estimated time for the development of the investigation had the suitable technical parameters. In addition to this, there were the necessary bibliography resources to get enough knowledge to be capable to elaborate this research.

CHAPTER II

2. THEORETICAL FRAMEWORKS

2.1. PREVIOUS INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

After a throughout search in the archives of the Universidad Nacional de Chimborazo libraries. It was found that there are no similar projects to the proposal investigation.

2.2. THEORETHICAL FOUNDATION

2.2.1. COOPERATIVE LEARNING

2.2.2. WHAT IS COOPERATIVE LEARNING?

According to Woolfolk cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups, and rewarded according to the group's success, not the success of an individual member. Cooperative learning structures have been in and out of favor in education since the early 1900s, when they were introduced by the American education reformer. (Woolfolk , 2004)

In the mid-1960s, cooperative learning was relatively unknown and largely ignored by educators. Elementary, secondary, and university teaching was dominated by competitive and individualistic learning. Cultural resistance to cooperative learning was based on social Darwinism, with its premise that students must be taught to survive in a ruthlessly competitive world, and the myth of "rugged individualism" underlying the use of individualistic learning. Educational practices and thought, however, have changed. Cooperative learning is now an accepted and often the preferred instructional procedure at all levels of education. Cooperative learning is presently used in schools and universities in every part of the world, in every subject area, and with every age student. It is difficult to find a text on instructional methods,

a teacher's journal, or instructional materials that do not discuss cooperative learning. Materials on cooperative learning have been translated into many languages. Cooperative learning is now an accepted and highly recommended instructional procedure (Johnson D. W., 1989, pág. 10)

2.2.2.1. ELEMENTS OF COOPERATIVE LEARNING

The elements of cooperation include five elements criterion that define cooperative learning groups.

- **Positive Interdependence. -** Each member's efforts are required and indispensable for group success. Besides, each member group has a unique contribution to make the team work successful.

- **Face-to face interaction.-** Each other' success is promoted by the application of cooperative learning. Students are expected to help each other and to share resources. This includes orally explaining how to solve problems, teaching one's knowledge to others, checking for understanding, discussing concepts and connecting present with past learning. Each of these activities can be structured into group task directions and procedures.

- **Individual and group responsibility.**- The purpose of the cooperative learning is to make the students stronger and individual. Individual responsibility guarantees that all group members take responsibility for their share of the work. Moreover, each group is observed and recorded the frequency with each member contribute the team's work.

- **Interpersonal and small- group skill.**- Social skills are specific observable and describable behaviors which aid the achievement of a task. Students need to be taught the skills required for interactive effectively with others. These skills include: leadership, decision- making, trust-building, communication, and conflict management skills.

- **Group processing.** - Group processing involves members reflecting on the group's work and their interactions with each other to clarify and improve

efforts to achieve group goals and maintain effective working relationships. This is achieved by:

- Describing what member actions were helpful and
- Making decisions about what actions to continue or change. (Teacher Education Section, 2015, págs. 1-5)

2.2.2.2. BENEFITS OF COOPERATIVE LEARNING

Research has shown that using cooperative learning in the classroom has positive effects on academic achievement, interethnic relationships, the development of English proficiency, acceptance of mainstreamed academically handicapped students, self-esteem, liking of self and others, and attitudes toward school and teachers.

- Student's satisfaction is enhanced with their learning experience. As students are learning together, this process increases their retention and this helps to increase their self-esteem as well as this motivate them.
- It promotes individual student learning. As a result, students learn how to learn critically as they work through the specific steps required to achieving a given task.
- Students learn to see situations from another's viewpoint, justify their own viewpoints, and analyze ideas.
- Students have fun learning.

When students have to organize their thoughts to explain ideas to teammates, they engage in cognitive elaboration, or an extension of their thinking, which enhances their own understanding, even when they are learning in a second language. (Leadershi, 2012)

2.2.2.3. COOPERATIVE LEARNING TECHNIQUES

Class activities that use Cooperative Learning:

➢ Jigsaw

Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning, students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other. (Wood, 2010, pág. 15)

➢ Think-Pair-Share

It involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group. (Cohen, 1990, págs. 2-3)

➢ Three-Step Interview

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team. (Cohen, 1990, págs. 2-3)

➢ Round Robin Brainstorming

Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order give an answer until time is called. (Cohen, 1990, págs. 2-3)

➢ **Three-minute review**

Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions. (Cohen, 1990, págs. 2-3)

➢ **Numbered Heads Together**

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer. (Cohen, 1990, págs. 2-3)

➢ **Team Pair Solo**

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help. (Cohen, 1990, págs. 2-3)

➢ **Circle the Sage**

First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved. (Cohen, 1990, págs. 2-3)

➢ **Partners**

The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process. (Cohen, 1990, págs. 2-3)

2.2.2.4. GROUP WORK

There are some important reasons why teachers should use groups in the classroom:

- Groups give the students more time to speak and more practice to learn English.
- Groups are fun for the students.
- The students use real communication; they don't just repeat dialogues.
- Students develop cooperative learning.
- Students get more confidence speaking with their partners.
- The students fell less anxious speaking in groups that in front of the whole class.
- The students working in groups developed responsibility and independence.
- Working in groups lets students get better outcomes.
- Teacher need to prepare fewer material: handouts, pictures, worksheets.
- Students interact using the language. Sharing ideas and information, they are given the opportunity to use the language in a non-threating environment (Torres, 2008)

➢ **ROLES FOR STUDENTS WHEN USING GROUPS**

Students may vary within a group according to the activity. The following are possible roles that you can assign to your students:

- Leader- explains for directions and asks teacher for help when necessary.

- Monitor- Keeps the groups speaking in English.

- Secretary- writes down what the group's members say.

- Task keeper- Keeps the group on task

- Presenter- reports the conclusions and findings for the whole class

- Time Keeper- keeps track of the time to be sure the group is making progress. (Torres, 2008)

➢ THE TEACHER'S ROLE WHEN USING GROUPS

The role of the teacher is very important in cooperative learning. To have an effective cooperative learning group teacher must know their students well. Grouping of students can be a difficult process and must be decided with care. Teachers must consider the different learning skills, cultural background, personalities, and even gender when arranging cooperative groups. Much time is devoted to prepare the lesson for cooperative learning. However, teachers fade in the background and become a coach, facilitate, or and sometimes a spectator after the lesson is implemented. Teachers who set up a good cooperative lesson teach children to teach themselves and each other. Students learn from their peers and become less dependent on the teacher for help. (Dahley, 1994)

2.2.3. MOTIVATION

2.2.3.1. WHAT IS MOTIVATION?

- Motivation is a key term in language learning and it is multidimensional. For this reason, it has different definitions. define motivation in general as follows:

- A state of cognitive and emotional arousal which leads to conscious decision to act and, which gives rise to a period of sustained intellectual and /or physical effort in order to attain a previously set goal or goals. (Williams and Burden, 1997, pág. 120)

As it is clear, motivation is a process. It is not an aim, like a product. On the contrary, it is a tool that helps us to reach our objective. First, we feel an interest and set a goal and decide to take an action accordingly. Then, we try to maintain our interest and effort to realize our purpose. This process plays a big role especially in language learning since it makes language learning more meaningful describes this process in a general sense: "...motivation is what gets you going, keeps you going and determines where you are trying to go". These aspects of motivation are supported by approach to motivation, "Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behaviour. (Brophy, On Motivation of students, 1998, pág. 335)

In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by the teacher". As it is obvious, motivation constitutes one of the significant backbones of learning process in student life; consequently, a lot of studies place a high a value on this concept. (Brophy, On Motivation of students, 1998, pág. 335)

However, lack of motivation still constitutes a serious problem both for teachers and students in language classrooms. What is important is to determine the causes of inadequate motivation and know how to handle with students lacking motivation. Suggests finding out the reasons of lack of motivation in students by using psychology in the classroom. Thus, it is of great importance for teachers to take affective factors into account. When students have low self-confidence and self-esteem, high anxiety and inhibition, their level of motivation is destroyed. (Timmins, 1999)

Moreover, teachers' negative attitude towards students and non-supportive classroom environments damage students' willingness towards lesson. Shortage of positive reinforcements, approval and appreciation of students by teachers influence motivation to learn negatively asserts, "Nothing contributes to one's self esteem, resiliency and overall wellness more than being accepted". Therefore, any threat to

students' psychological well-being decreases their interest in lesson. However, it is not a problem that cannot be solved. Teachers should take more careful roles McDonough describes teacher's role in this matter as follows: "It involves providing a supportive and challenging learning environment, but also facilitating the development of the learners' own motivational thinking, beyond simply identifying their original orientation". Likewise, willingness in role transfer between teacher and students cultivates motivation to learn, thus positive feelings on account of the fact that students assume more active roles in learning. (Nakamura, 2000, pág. 84); (McDonough, 2007, pág. 2)

Szabo, Learner indicates, "A feeling of responsibility and independence brings a sense of well-being and confidence". In the classrooms where teachers present students with the chance to get active participants, students become more enthusiastic towards lesson. Thus, says, learner autonomy promotes their level of motivation to learn. Autonomy supportive environments providing students with choice and encouragement for personal initiative enhance autonomous motivation .Such a responsible behavior of student encourages motivation as (Harper, 2007) says, "Meaningful choice engenders willingness, and the willingness is the door to increased motivation". (Gagne, 2003) ; (Szabo, 2005, pág. 7)

 Considering that language learning gets completed through interaction, it seems reasonable to take social variables into account. At this point, teacher's level of awareness regarding the issue holds great significance. It is important for the teacher to be conscious of his/her roles, learning process itself and both in-class and out-class learning conditions. As advises teachers, quitting the "role of worker" and regarding themselves as "modern managers" render classroom environment more satisfying. (Glasser, 2000)

2.2.3.2. TYPES OF MOTIVATION

✛ Integrative & instrumental motivation

According to Gardner and Lambert there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people and instrumental motivation suggests that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Cook further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second language learning. (Gardner, 1985) , (Cook, 2000)

Gardner and Ellis also introduce the mentioned types of motivation; the former occurs when the student likes to join or be a member of the certain crowd and the culture. The latter crops up when the learner anticipate numerous benefits that he proposes to have while learning some particular language. Comparing these two types of motivation with each other, Ellis (1994) believes that the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well-organized. (Gardner, 1985), (Ellis, 1994)

Students who don't have instrumental or integrative motivation, in fact, will face with problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them. (Cook, 2000)

✛ Intrinsic & extrinsic motivation

There is also another concept in the field of motivation introduced by Ryan and Deci as Self-Determination Theory; Ryan and Deci say that Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different

rationales, causes, or targets which strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. (Deci, 2000)

Walker, Greene, and Mansell say that Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips. Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. (Walker, 2006)

On the other hand, extrinsic motivation refers to the tendency to perform activities for known external rewards, whether they be tangible (e.g., money) or psychological (e.g., praise) in nature. (Brown, Psychology of Motivation, 2007)

2.2.3.3. FACTORS INFLUENCING STUDENT'S MOTIVATION

High or low of students' motivation can be influenced by some factors. They are external factors which come from outside of individual and internal. The external factors which influence students' motivation level might include the student's social live, the teacher, and the method and learning environment. The view of language learning in a society will influence the students' attitude to the language being studied, and the nature and the strength of this attitude will have profound effect on the degree of motivation the student brings to class (Harmer, 1988: 51). For example, in Indonesia many people assume that English is an international language, so they have to be able to use English in communication. Therefore it can motivate Indonesian to study English. One other major factors of a student motivation is a teacher. As we know, the role of English teaching learning process is as motivator. Therefore, high or low of student motivation is also influenced by teacher as motivator. Teacher can set learning teaching process to create the situation to be interesting so the students can be

motivated. In other hand, Method is also a vital factor that influences student motivation. If the teacher applies the appropriate method in English teaching learning process, the students can be more comfortable in learning process. So the goal of English learning is easy to be reached. The last factor which influences the students' motivation level is learning environment. We can decorate class to make student to be more comfortable in learning process. We also can set sitting arrangement to make student to be comfortable in receiving the material. (Abdussalim, 2008)

Internal factor is factor that comes from individual inside. It might include needs, interest, and enjoyment (Marsh, 1996: 27). The needs of students can engage them to achieve learning goal. For example, a learner who learns English because he/she needs English skill to do communication in his/hers social live has a high motivation in learning English in order to master English to help him/her survive in social live. In other hand, interest also has a role in increasing motivation level of student. If a student is interested to study English can reach the learning goal easily. Then, enjoyment is also important in increasing motivation of student. If the students do not feel the class enjoyable, the material taught is difficult to be transferred. Most researchers and methodologists have come to the view that internal factors of motivation are especially important for getting success (Harmer, 1988: 51). The success of learning will be reached easily if the students come to be interested, enjoy and love in learning process. (Abdussalim, 2008)

2.2.3.4. MOTIVATION IN TEACHING PROCESS

All in all, language learning requires time and effort. Most of the time students lose their interest and enthusiasm towards language learning due to negative feelings such as low self-confidence and esteem, excessive anxiety, teacher's discordant attitude and psychologically insecure classroom atmospheres. However, it is not impossible to make students more willing to learn. By making lessons more interesting through different activities, building supportive environments, and reinforcing students

positively, teachers can promote students' interest to increase student's motivation. (Aralık, 2013)

Motivation is an influential factor in teaching learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. High or low student motivation can be influenced by some factors. First, it is influenced by social live where students life. Second, it is influenced by the teacher. Third, it is influenced by the method used. Fourth, it is influenced by the learning environment. (Abdussalim, 2008)

2.2.3.5. ACTIVE LEARNING AND MOTIVATION

Active learning is a process where by students engage in activities, such as reading, writing, discussion, or problem solving that promotes analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning. This section provides links to bibliographies, research summaries, articles, and other resources about active learning.

The active learning and motivation goes hand to hand, for the reason that motivation activates the students´ willingness to act and develop the class tasks by themselves. Stimulating the participation of the students and giving importance to the act of share ideas between students and teachers. (Faust, 1998)

2.2.4. COOPERATIVE LEARNING AS A MOTIVATIONAL STRATEGY

The use of cooperative learning in classrooms has its own benefits. Studies have shown that cooperative learning has a positive effect on race relation, self-esteem, dropout rate and cooperation in other settings (Bonwell and Eison, 1991).

In improving students' motivation is necessary to pay attention some factors. First, teachers must set the interesting material. Second, teachers must set goals that are

16

meaningful, realistic, and achievable for students. Third we must set interesting environment. Finally, if   all strategies can be applied in teaching learning process, the students will reach learning goal easily. (Abdussalim, 2008)

Langford and Cleary (Langford and Cleary, 1995) stated that a cooperative learning environment " promoted a positive relationships among students, motivation to do well as students, willingness to get involved in learning activities , positive self-attitudes, and a variety of other affective and cognitive learning outcomes including higher achievement."

Cooperative learning is not a new classroom strategy in education but has recently been renewed as a motivational process student' acknowledge. John Dewey, kurt Lewin and Jacob Moreno (1920 to 1945) form were the first educators to promote group research and a democratic foundation in education. John Dewey emphasized the role school to prepare students for problem solving in a democratic, social environment. Kurt Lewin's action research project promoted group dynamics that was accepted by member scholars as a productive method of learning.

 Cooperative learning is one way to provide students with a well-defined framework from which they can learn from one another. Students work towards fulfilling academic and social goals that are clearly stated. It is a team approach where the success of each group is dependent on each member actively contributing to the group activity. Cooperative learning according to Johnson (1998) is the "instructional use of small groups so that student's work together to maximize their own and each other's learning". Within cooperative situations, students seek outcomes that are beneficial not only to themselves but also to members of their group. By adopting a Cooperative learning approach as a teaching method, teachers encourage students to become actively involved in the learning process.

2.2.5. BENEFITS OF COOPERATIVE LEARNING IN RELATION TO STUDENT MOTIVATION

Forsyth and McMillan suggest emphasis on challenging, engaging, informative activities and the building of enthusiasm and a sense of responsibility in learners. Panitiz says that well-developed instructional strategies such as Cooperative Learning offer many potential benefits to learners. (Forsyth, 1991); (Panitz T. , 1998)

The definition of CL as a motivational strategy includes all learning situations where students work in groups to accomplish particular learning objectives and are interdependent for successful completion of the objective. Forsyth and McMillan emphasize intrinsic motivation as a key element in teaching and learning. (Forsyth, 1991)

Johnson & Johnson says that a primary benefit of CL is that it enhances students' self-esteem which in turn motivates students to participate in the learning process .Besides; Slavin says that Cooperative efforts among students result in a higher degree of accomplishment by all participants. Kagan mentions that students help each other and in doing so build a supportive community which raises the performance level of each member. (Johnson D. W., 1989), (Salavin, 1987), (Kagan, 1986)

Johnson and Johnson state that Cooperation enhances student satisfaction with the learning experience by actively involving students in designing and completing class procedures and course content. Effective teams or groups assume ownership of a process and its results when individuals are encouraged to work together toward a common goal, often defined by the group. (Johnson and Johnson, 1990)

Panitiz says that Cooperative Learning promotes mastery while passive acceptance of information from an outside expert often promotes a sense of helplessness and reliance upon others to attain concepts. In a typical college classroom emphasizing lecturing, there is little time for reflection and discussion of students' errors or misconceptions.

With the CL paradigm students are continuously discussing, debating and clarifying their understanding of the concepts. (Panitz T. , 1999)

Kessler, Price and Wortman found that Cooperative Learning reduces classroom anxiety created by new and unfamiliar situations faced by students. In a traditional classroom when a teacher calls upon a student, he/she becomes the focus of attention of the entire class. Any mistakes or incorrect answers become subject to scrutiny by the whole class. In contrast, in a CL situation, when students work in a group, the focus of attention is diffused among the group. In addition, the group produces a product which its members can review prior to presenting it to the whole class, thus diminishing prospects that mistakes will occur at all. When a mistake is made, it becomes a teaching tool instead of a public criticism of an individual student. (Kessler, 1985) (Slavin, 1981)

Panitz and Panitz   states that CL provides many opportunities for alternate forms of student assessment .This situation leads to a reduction in test anxiety because the students see that the teacher is able to evaluate how they think as well as what they know. Through the interactions with students during each class, the teacher gains a better understanding of each student's learning style and how he/she performs and an opportunity is created whereby the teacher may provide extra guidance and counseling for the students. (Panitz T. , 1998)

The level of involvement of all the participants in a cooperative system is very intense and personal. Teachers learn about student behaviors because students have many opportunities to explain their actions and thoughts to the teacher. Lines of communication are opened and actively encouraged. Teachers have more opportunities to explain why policies are established and the system allows students to have more input into establishing policies and class procedures. The empowerment created by the many interpersonal interactions leads to a very positive attitude by all parties involved. (Panitz T. , 1999)

Cooperative learning sets high expectations for students and teachers. Being made responsible for one's learning and for one's peers presumes that one has that capability. By setting obtainable goals for groups and by facilitating group interaction, teachers establish high expectations which become self-fulfilling as the students master the cooperative approach, learn how to work well together in teams, and demonstrate their abilities through a variety of assessment methods.   (Panitz T. , 1999)

A major component of learning elaborated by Johnson, Johnson and Holubec (1984) includes training students in the social skills needed to work cooperatively. In our society and current educational framework, competition is valued over cooperation. By asking group members to identify what behaviors help them work together and by asking individuals to reflect on their contribution to the group's success or failure, students are made aware of the need for healthy, positive, helping interactions (Panitz 1996; Cohen & Cohen 1991).

According to Kessler and MaCleod (1985 page 219) "CL promotes positive societal responses .... reduces violence in any setting .... eliminates fear and blame, and increases honor, friendliness, and consensus. Process is as important as content and goal. CL takes time to master, and facilitators who have done the personal work that allows sharing of power, service to the learners, and natural learning, find CL a joy."

Sherman (1991) makes the observation, "Most social psychology text books contain considerable discussions about conflict and its resolution and/or reduction. Almost all introductory educational psychology text books now contain extended discussions of effective pedagogies for improving racial relations, self-esteem, internal locus of control and academic achievement (Messick & Mackie, 1989).

Cooperative learning fosters student interaction at all levels (Webb 1982). Research has shown that when students of high ability work with students of lower ability, the former benefit by explaining or demonstrating and the latter benefit by seeing an approach to problem solving modeled by a peer (Johnson & Johnson 1985, Swing, Peterson 1982; Hooper & Hannafin, 1988). Warm-up and group building activities

help students to understand their differences and to learn how to capitalize on them rather than use them as a basis for antagonism.

CL helps majority and minority populations in a class learn to work with each other (Felder 1997, Johnson & Johnson 1972, Slavin 1980). Because students are actively involved in exploring issues and interacting with each other on a regular basis in a guided fashion, they are able to understand their differences and learn how to resolve social problems which may arise (Johnson & Johnson 1985). Training students in conflict resolution is a major component of learning training (Aronson 1978; Slavin 1987).

Deutsch mentions that CL establishes an atmosphere of cooperation and helping school-wide. CL focuses attention on the accomplishments of the group as well as the individual. Teamwork is the modus operandi and inter-group cooperation is encouraged. Even when group competitions are used, the intent is to create a positive helping environment for all participants. In CL environments, students are taught how to criticize ideas, not people. A function of cooperative learning is to help students resolve differences amicably. They need to be taught how to challenge ideas and advocate for their positions without personalizing their statements. In cooperative classes, students may be assigned roles in order to build interdependence within the groups. These roles often model societal and work related roles which students will encounter in real life. Adult motivational theory has shown that the direct applicability of classroom small group problem-solving to students' lives will enhance motivation to learn. (Deutsch, 1995), (Salavin, 1987), (Johnson J. &., 1984), (Wlodkowski, 1985)

Cooperative learning is particularly effective at increasing the leadership skills of female students and for getting male students used to turning to women for help in pressure situations. This benefit is especially important in mathematics classes where men generally dominate class discussions and presentations. The Johnsons point out that, "Students tend to like and enjoy math more and be more intrinsically motivated to learn more about it continually. Community colleges and many four-year colleges are primarily commuter schools. Students do not remain on campus for extracurricular

or social activities. Many students have jobs and/or family pressures which also limit their ability to participate in campus life. Thus it falls to the classroom teacher to create an atmosphere of community within the college. The previous discussion of the social benefits of CL makes it clear that creating a community of learners is easily accomplished using CL techniques. There is a significant benefit to CL which is not always apparent because it takes place outside of the classroom. If groups operate long enough during a course, the people in them will get to know each other and extend their activities outside of class. Students will exchange phone numbers and contact each other to get help with questions or problems they are having, and they will often sign up together for classes in later terms and seek out teachers who use CL methods. (Bean, 1996), (Johnson and Johnson, 1990); (Panitz T. , 1999)

Cooperative Learning provides many advantages to teachers and learners. Many of these advantages arise from the intrinsic motivational strengths of CL and the extent to which CL fosters student interest, behavioral and attitudinal change, and opportunities for success. As Keller demonstrates this set of outcomes results from the successful incorporation of motivational issues into instruction. (Keller, 1983); (Panitz T. , 1999).

2.3.   HYPOTHESIS

 The application of the cooperative learning improve student's motivation in Octavo Año "C" at Unidad Educativa "Camilo Gallegos" in the city of Riobamba, Chimborazo province, during the school year 2014-2015.

2.4.   VARIABLES

2.4.1. INDEPENDENT VARIABLE

The Cooperative learning

2.4.2. DEPENDENT VARIABLE

Improving Motivation

2.5.   DEFINITIONS OF BASIC TERMS

Motivation: Process that help students to reach the educational goals by the influence of internal and external factors.

Co-operative: For Co-operative Group limited (2001), Co-operative is a group of people acting together to meet the common needs and aspirations of its members, sharing ownership and making decisions democratically.

Learning: For Kendra Cherry, Learning is often defined as a relatively lasting change in behavior that is the result of experience.

Group: For Donelson R.(2006), Group is two or more individuals who are connected to one another by social relationships.

Method: For Merriam Webster (2014), Method is a way, technique, or process of or for doing something.

Technique: For Merriam Webster (2014), Technique is a way of doing something by using special knowledge or skill.

Improving: For Merriam Webster (2014), Improving is to advance or make progress in what is desirable.

Interaction: For Merriam Webster (2014), Interaction is a mutual or reciprocal action or influence.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

- First, have been observed the methods that had been used during the English classes before the application of the thesis.
- Then, the teacher applied the Cooperative Learning method with the students during classess while the researcher observed using the observation guide.
- Finally, it has been taken the data to evaluate if Cooperative Learning method improves the student's motivation.

3.2. TYPE OF RESEARCH

For developing this investigation was used documentary and field research.

FIELD: It was a field investigation because the information was obtained in the Unidad Educativa " Camilo Gallegos", with students and teacher in Octavo Año "C'.

DOCUMETARY: Different types of data were obtained by the use of printed materials which let the researchers know, analyze and interpret the various perspectives and opinions of several authors about the investigation' s theme .

3.3. RESEARCH LEVEL

The research refers to establish causality of events; this means that it has a cause and a specific effect.

3.4.   POPULATION AND SAMPLE

3.4.1. POPULATION

The population where the research was developed was in Octavo Año "C", at Unidad Educativa Camilo Gallegos. It had 36 students.

N°	STUDENTS
MEN	17
WOMEN	19
TOTAL	36

3.4.2. SAMPLE

In this investigation no sample was given because the population was small, therefore the researchers worked with 100% of the population.

3.5.   TECHNIQUE AND THE INSTRUMENT FOR COLLECTING DATA

TECHNICAL

For data collection the following techniques and instruments were applied:

➢ **OBSERVATION:**

- This technique was used in order to observe directly the behavior of the phenomenon to be studied in order to get the data that had been defined previously for the research interest.

INSTRUMENTS

➢ **OBSERVATION GUIDE:**

It was a document that attempted to obtain further information from data, based on a specific target in which specific variables were determined.

This observation guide was utilized during a period of two months. A group of ten items were used to monitor the behaviour of the students in Octavo año "C" at Camilo Gallegos on teaching and learning process.

3.6.   TECHNIQUE FOR ANALYZING DATA

- The process of collecting data will be planning in advance
- Observations during a month to collect data and information
- A critical review of the information
- Tabulation of data according to the proposal variables
- Statistical analysis of data to present results
- Analysis and interpretation of results
- Interpretation of results supported by the theoretical framework
- Hypothesis verification
- Conclusions and recommendations establishment.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION

4.1. PRE OBSERVATION

OBSERVATION GUIDE ANALYSIS:

1. Show enthusiasm in developing the tasks in the classroom

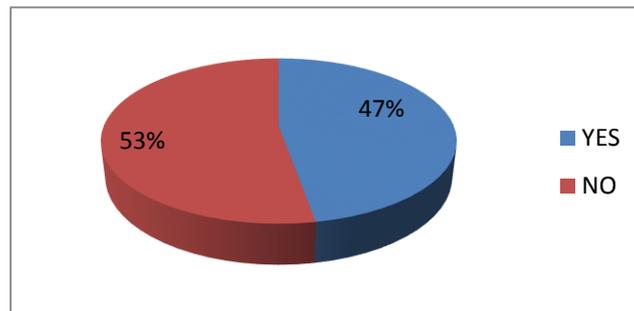### CHART N° 1

Category	Frequency	Percentage
YES	17	47,22%
NO	19	52,78%
TOTAL	36	100%

Source: PRE OBSERVATION GUIDE ITEM Nº1
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 1

Source: CHART Nº1
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis shows: 47, 22% of students show enthusiasm in developing the tasks in the classroom and 52, 78% didn`t show enthusiasm.

INTERPRETATION:

Students with chances to participate in class and have an active role get more enthusiastic towards lesson, for this reason is important to implement active methods and techniques that motivate students to participate in class.

2. Active participation during English classes

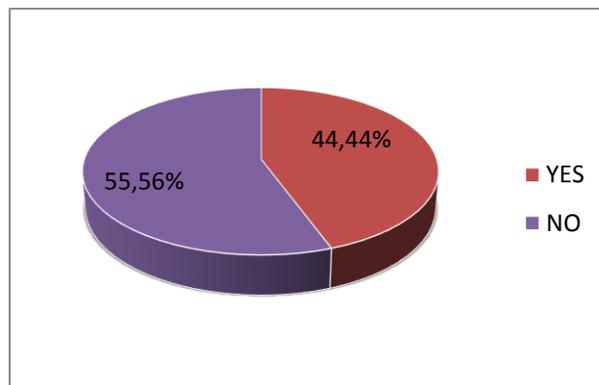## CHART N° 2

Category	Frequency	Percentage
YES	16	44,44%
NO	20	55,56%
TOTAL	36	100%

Source: PRE OBSERVATION GUIDE ITEM Nº2
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 2

Source: CHART Nº2
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 44, 44% of students had active participation during English classes and 55, 56% didn`t have active participation.

INTERPRETATION:

According to the theories active participation and motivation goes hand to hand, both of them are very important during English learning process.
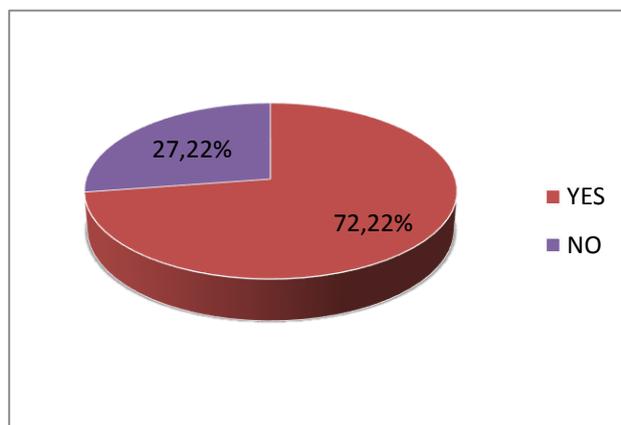
3. Students show tedium during the classes

CHART N° 3

Category	Frequency	Percentage
YES	26	72,22%
NO	10	27,22%
TOTAL	36	100%

Source: PRE OBSERVATION GUIDE ITEM Nº3
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 3

Source: CHART Nº3
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 72, 22% of students show tedium during the classes and 27, 22% didn`t show tedium.

INTERPRETATION:

Depending on the level of anxiety and inhibition students may show tedium during the English learning process, in that case motivation should be overwhelmed by these negative factors.
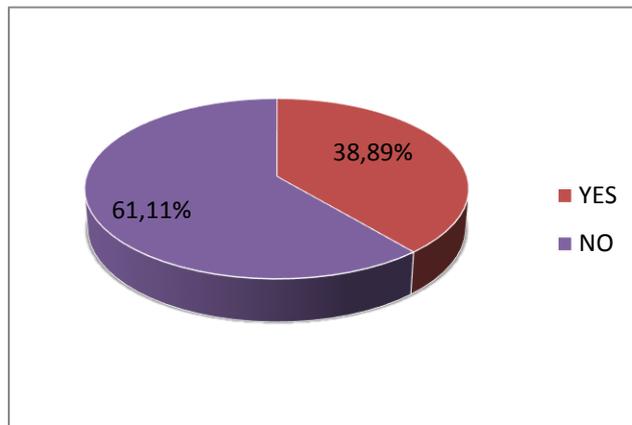
4. Good team work in class

CHART N° 4

Category	Frequency	Percentage
YES	14	38,89%
NO	22	61,11%
TOTAL	36	100%

Source: PREOBSERVATION GUIDE ITEM Nº4
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 4

Source: CHART Nº4
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 38, 89% of students worked well in team during the class, and 61, 11% didn`t work well.

INTERPRETATION:

Group work, promotes real communication in class, one of the most important factors for students´ motivation, because when student share ideas and interact they feel motivated to work in a good way.
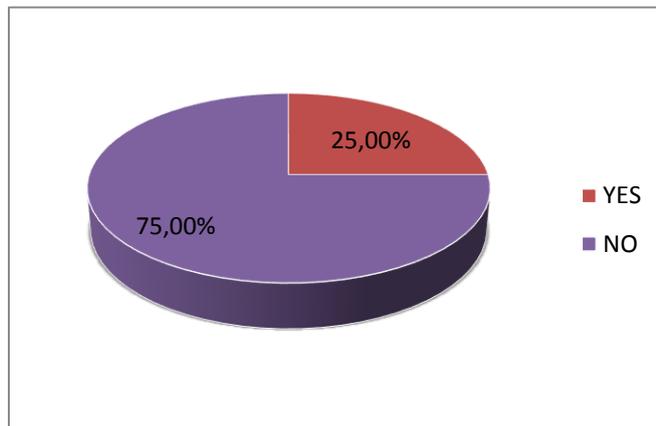
5. Students like learning English

CHART N° 5

Category	Frequency	Percentage
YES	9	25,00%
NO	27	75,00%
TOTAL	36	100%

Source: PREOBSERVATION GUIDE ITEM N°5
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 5

Source: CHART N°5
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 25, 00% of students like learning English and 75, 00 % didn`t like learning.

INTERPRETATION:

Most of the times, students lose their interest and enthusiasm because different factors, amongst them low motivational issues and affective factors.
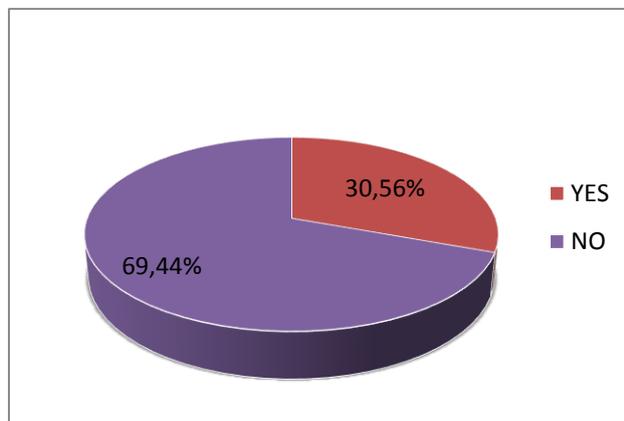
6. Students like the activities developed during English classes

CHART N° 6

Category	Frequency	Percentage
YES	11	30,56%
NO	25	69,44%
TOTAL	36	100%

Source: PREO BSERVATION GUIDE ITEM Nº6
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 6

Source: CHART Nº6
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 30, 56% of students like the activities developed during English classes and 69, 44% didn`t like the activities.

INTERPRETATION:

Activities developed in class are the most important point in English learning process because they make the learning process more meaningful and give the general sense of it. When students' don´t like activities; learning process is unsuccessful.
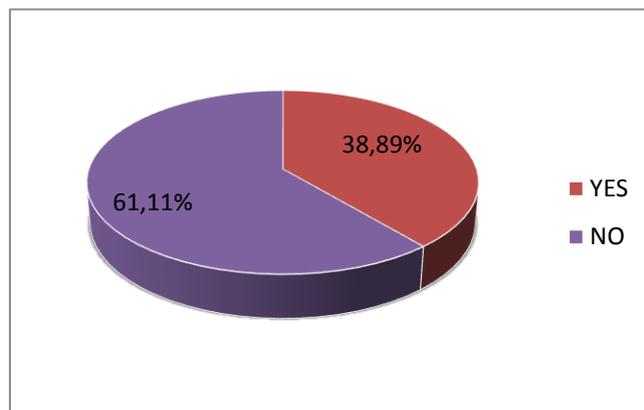
7. Have positive attitude during the English classes

CHART N° 7

Category	Frequency	Percentage
YES	14	38,89%
NO	22	61,11%
TOTAL	36	100%

Source: PRE OBSERVATION GUIDE ITEM Nº7
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 7

Source: CHART Nº7
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 38, 89% of students have positive attitude during the English classes and 38, 11% didn`t have positive attitude.

INTERPRETATION:

Positive attitude depends on internal and external factors, internal factors depends on students´ affective filters very difficult to handle by teachers, on the other hand external factors depend on how teachers provide supporting and challenging environment.
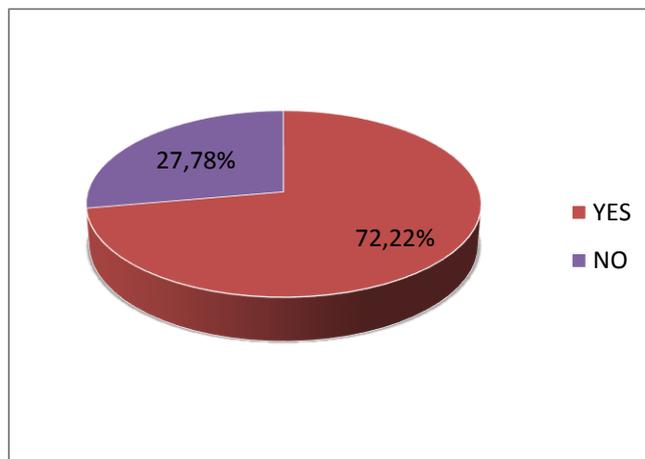
8. Stay on tasks during English classes

CHART N° 8

Category	Frequency	Percentage
YES	26	72,22%
NO	10	22,78%
TOTAL	36	100%

Source: PRE OBSERVATION GUIDE ITEM N°8
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 8

Source: CHART N°8
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 27, 78% of students stayed on tasks during English classes and 72, 22% didn`t stay on task.

INTERPRETATION:

Students that are motivated take into account the importance of each English task developed in class, when motivation is low students wont figure out the importance of each task achievement.
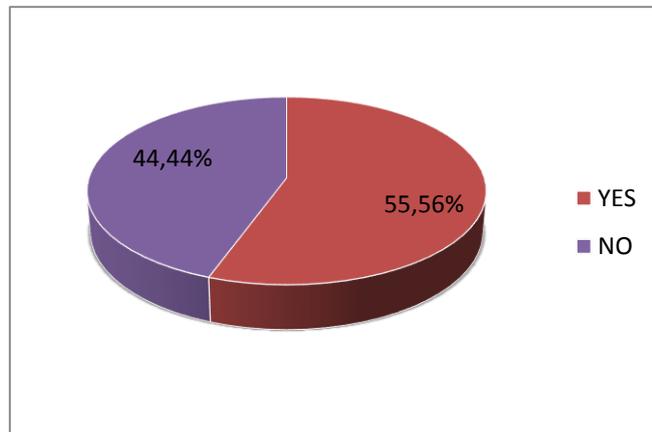
9. Have good relationships in class

CHART N° 9

Category	Frequency	Percentage
YES	20	56,56%
NO	16	44,44%
TOTAL	36	100%

Source: PRE OBSERVATION GUIDE ITEM Nº9
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 9

Source: CHART Nº9
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 44, 44% of students had good relationship in class, and 55, 56% didn`t have good relationships.

INTERPRETATION:

According to the methods theory, relationships involve the students in learning activities, positive self-attitudes, and a variety of other affective and cognitive learning.

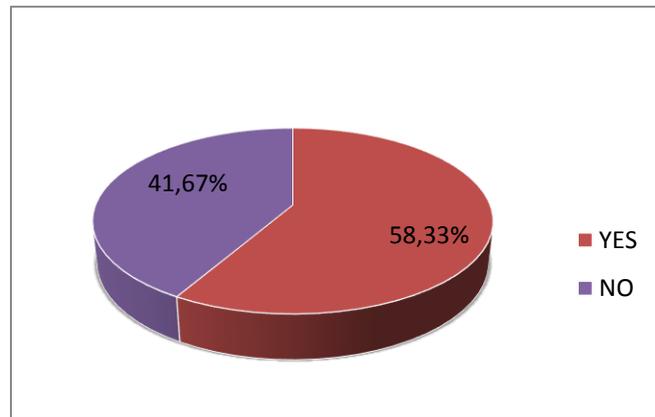10. Show enthusiasm with the didactic material applied during the class

CHART N° 10

Category	Frequency	Percentage
YES	21	58,33%
NO	15	41,67%
TOTAL	36	100%

Source: CHART Nº10
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 10

Source: CHART Nº10
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 41, 67% of students show enthusiasm with the didactic material applied during the class, and 58, 33% didn`t show enthusiasm.

INTERPRETATION:

All types of students show enthusiasm towards the didactic material applied to them, when teachers use innovative and different ways to present their class, students will have a positive attitude and show their enthusiasm when they develop activities.

4.2. POST OBSERVATION
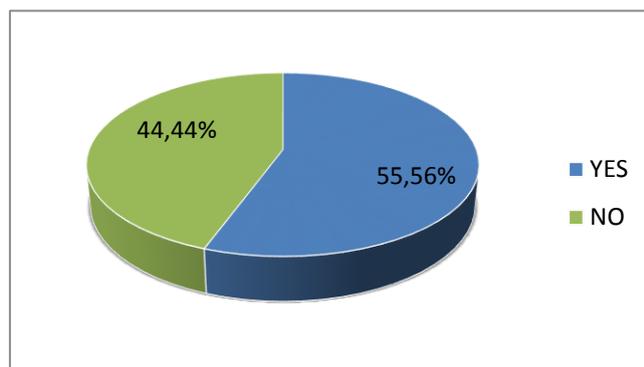
OBSERVATION GUIDE ANALYSIS

1. Show enthusiasm in developing the tasks in the classroom

CHART N° 11

Category	Frequency	Percentage
YES	20	55,56%
NO	16	44,44%
TOTAL	36	100%

Source: POST OBSERVATION GUIDE ITEM Nº1
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 11

Source: CHART Nº 11
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 55, 56% of students show enthusiasm in developing the tasks in the classroom and 44, 44% didn`t show enthusiasm.

INTERPRETATION:

The application of cooperative learning method improves enthusiasm inside classroom, according to the method theory cooperative learning was designed to work out in motivation factor, by giving the students the right tools to develop self- esteem and share information.
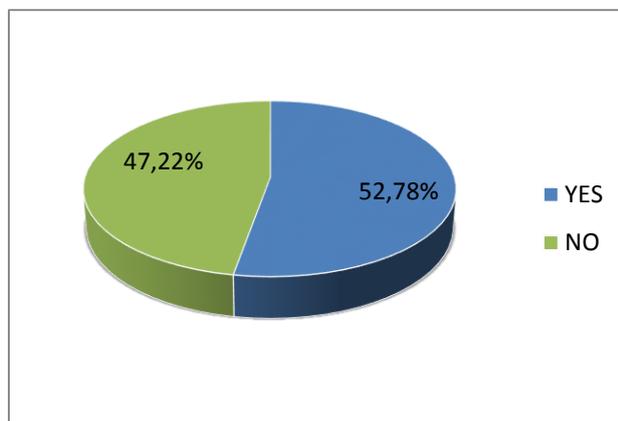
2. Active participation during English classes

CHART N° 12

Category	Frequency	Percentage
YES	19	52,78%
NO	17	47,22%
TOTAL	36	100%

Source: POST OBSERVATION GUIDE ITEM N°2
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 12

Source: CHART N° 12
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 52, 78% of students participate actively in the classroom and 47, 22% didn`t participate actively.

INTERPRETATION:

Cooperative learning method is focused in sharing information between the participants of the class that make students take an active participation in the English classes.
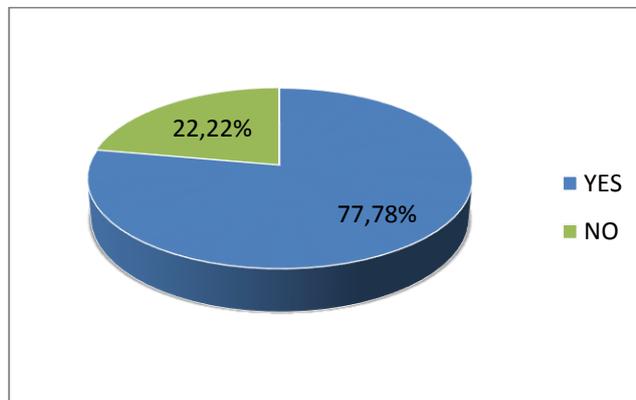
3. Students don´t show tedium during the classes

CHART N° 13

Category	Frequency	Percentage
YES	28	77,78%
NO	8	22,22%
TOTAL	36	100%

Source: POST OBSERVATION GUIDE ITEM Nº3
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 13

Source: CHART Nº 13
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 22, 22% of students show tedium during the classes and 47, 22% didn`t show tedium.

INTERPRETATION:

Cooperative learning method makes students enjoy because their different activities, students have fun learning and feel attract to the class objectives.
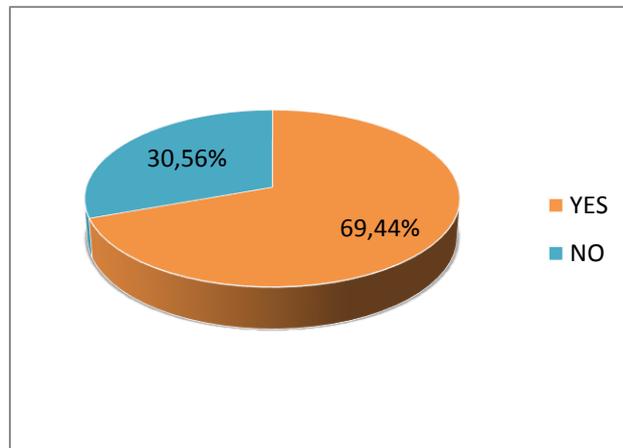
4. Good team work in class

CHART N° 14

Category	Frequency	Percentage
YES	25	69,44%
NO	11	30,56%
TOTAL	36	100%

Source: POST OBSERVATION GUIDE ITEM N°4
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 14

Source: CHART N° 14
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 69, 44% of students work good in classroom and 30, 56% didn`t work well.

INTERPRETATION:

The application of cooperative motivational strategy includes all learning situations where students work in groups to accomplish particular learning objectives and are interdependent for successful completion of the objective in this way they work in a better way.
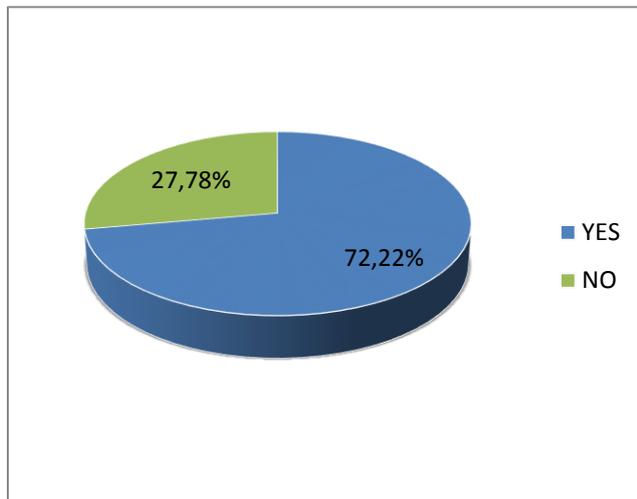
5. Students like learning English

CHART N° 15

Category	Frequency	Percentage
YES	26	72,22%
NO	10	27,78%
TOTAL	36	100%

Source: POST OBSERVATION GUIDE ITEM Nº5
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 15

Source: CHART N° 15
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 72, 22% of students like learning English and 27, 78% didn`t like.

INTERPRETATION:

These results show that, in fact the application of cooperative learning method establishes an atmosphere of cooperation and helping school-wide. Focused in making students feel comfortable, it makes students to like in certain way learning English.

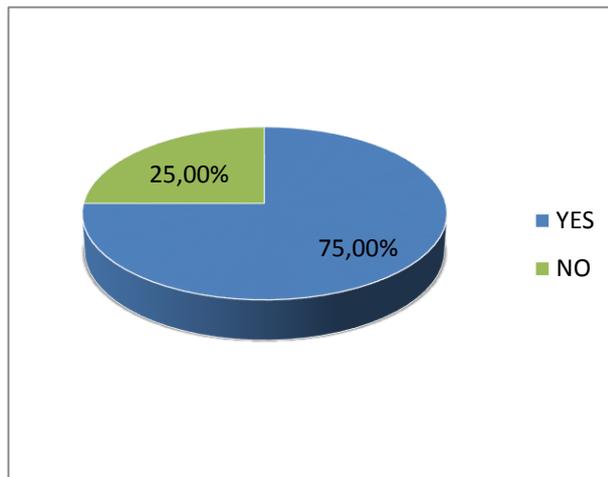6. Students like the activities developed during English classes

CHART N° 16

Category	Frequency	Percentage
YES	27	75,00%
NO	9	25,00%
TOTAL	36	100%

Source: POST OBSERVATION GUIDE ITEM N°6
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 16

Source: CHART N° 16
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 75, 00% of students like the activities applied in the classroom and 25, 00% didn`t like.

INTERPRETATION:

Cooperative learning method states that CL provides many opportunities for alternate forms of student assessment .This situation leads to a reduction in test anxiety and therefore students start to like English activities.
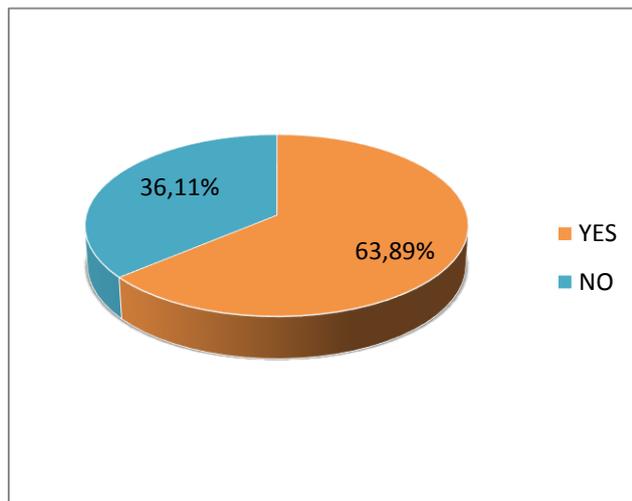
7. Have positive attitude during the English classes

CHART N° 17

Category	Frequency	Percentage
YES	23	63,89%
NO	13	36,11%
TOTAL	36	100%

Source: POST OBSERVATION GUIDE ITEM N°7
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 17

Source: CHART N° 17
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 63, 89% of students show positive attitude in the classroom and 36, 11% didn`t show positive attitude.

INTERPRETATION:

Cooperative learning method process system allows students to have more input into establishing policies and class procedures. The empowerment created by the many interpersonal interactions leads to a very positive attitude by all parties involved, for this reason students show a rise of positive attitude during English classes.
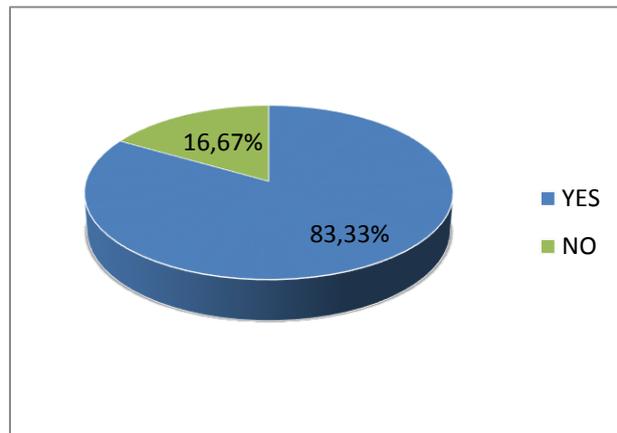
8. Stay on tasks during English classes

CHART N° 18

Category	Frequency	Percentage
YES	30	83,33%
NO	6	16,67%
TOTAL	36	100%

Source: POST OBSERVATION GUIDE ITEM Nº8
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 18

Source: CHART N° 18
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 83, 33% of students stay on task in the classroom and 16, 67% didn`t stay on task.

INTERPRETATION:

With the CL paradigm students are continuously discussing, debating and clarifying their understanding of the concepts, they always have and activity to develop and they must be focused on task during the English class.
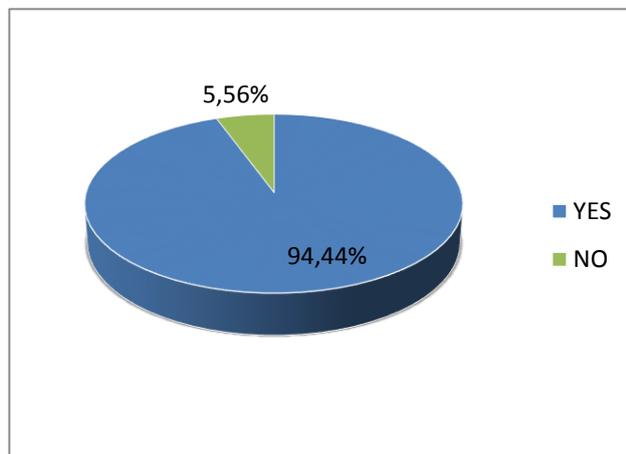
9. Have good relationships in class

CHART N° 19

Category	Frequency	Percentage
YES	34	94,44%
NO	2	5,567%
TOTAL	36	100%

Source: POST OBSERVATION GUIDE ITEM N°9
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 19

Source: CHART N° 19
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 94, 44% of students have good relationships into the classroom and 5, 56% didn`t have.

INTERPRETATION:

Cooperative learning research has shown that by asking group members to identify what behaviors help them work together and by asking individuals to reflect on their contribution to the group's success or failure, students are made aware of the need for healthy, positive, helping interactions consequently students have good relationships with their classmates and teacher.
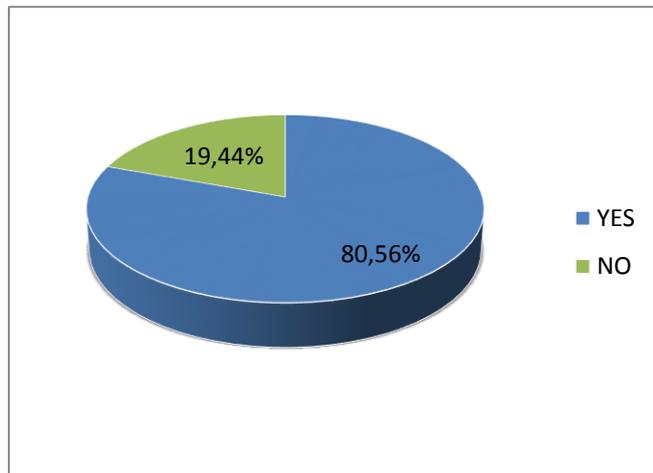
10. Show enthusiasm with the didactic material applied during the class

CHART N° 20

Category	Frequency	Percentage
YES	29	80,56%
NO	7	19,44%
TOTAL	36	100%

Source: POST OBSERVATION GUIDE ITEM N°10
Made by: Monica Orna, Anibal Mancheno

GRAPHIC N° 20

Source: CHART N° 20
Made by: Monica Orna, Anibal Mancheno

ANALYSIS:

Data analysis show: 80, 56% of students show enthusiasm with the didactic material applied in the classroom and 19, 44% didn`t show.

INTERPRETATION:

Cooperative learning method is designed to perform communicative activities that required a wide variety of didactic material choose for each class situation and objective, because of the constant among of different material students always show enthusiasm towards it.
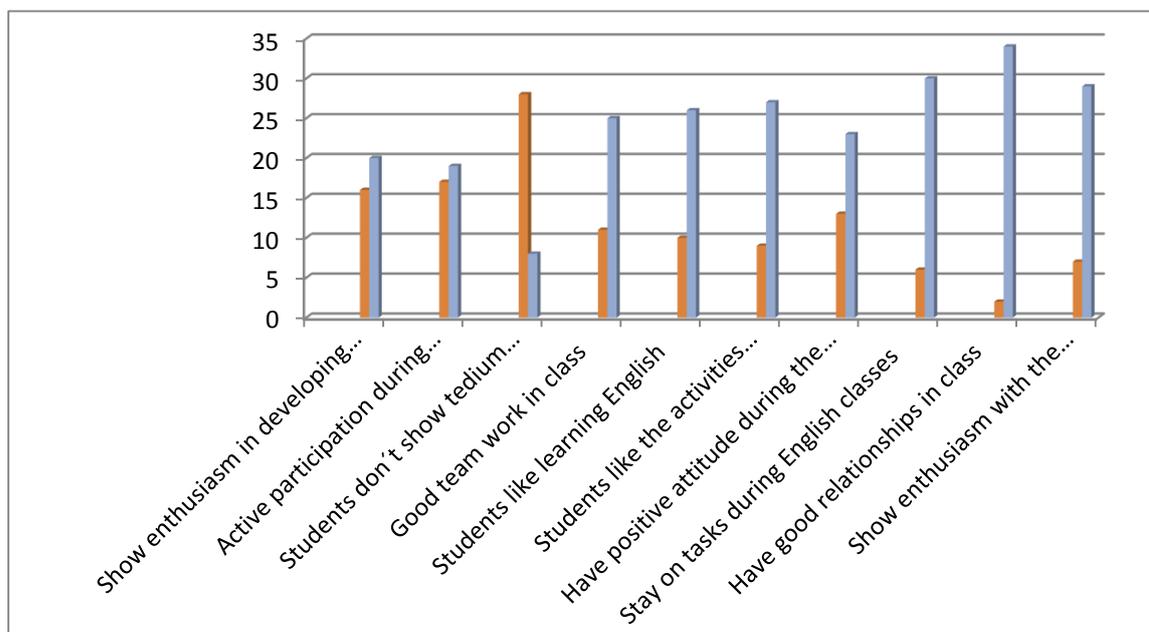
4.3. EVALUATION AND ANALYSIS

GENERAL RESULTS CHART

CHART N° 21

	INDICATORS	NO	YES	TOTAL
	Show enthusiasm in developing the tasks in the classroom	16	20	36
	Active participation during English classes	17	19	36
	Students don´t show tedium during the classes	28	8	36
	Good team work in class	11	25	36
Indexes	Students like learning English	10	26	36
	Students like the activities developed during English classes	9	27	36
	Have positive attitude during the English classes	13	23	36
	Stay on tasks during English classes	6	30	36
	Have good relationships in class	2	34	36
	Show enthusiasm with the didactic material applied during the class	7	29	36
TOTAL		119	241	360

Source: PRE-POST OBSERVATION GUIDE
Made by: Monica Orna, Anibal Mancheno

GENERAL RESULTS GRAPHIC

GRAPHIC N° 21

Source: PRE-POST OBSERVATION GUIDE
Made by: Monica Orna, Anibal Mancheno

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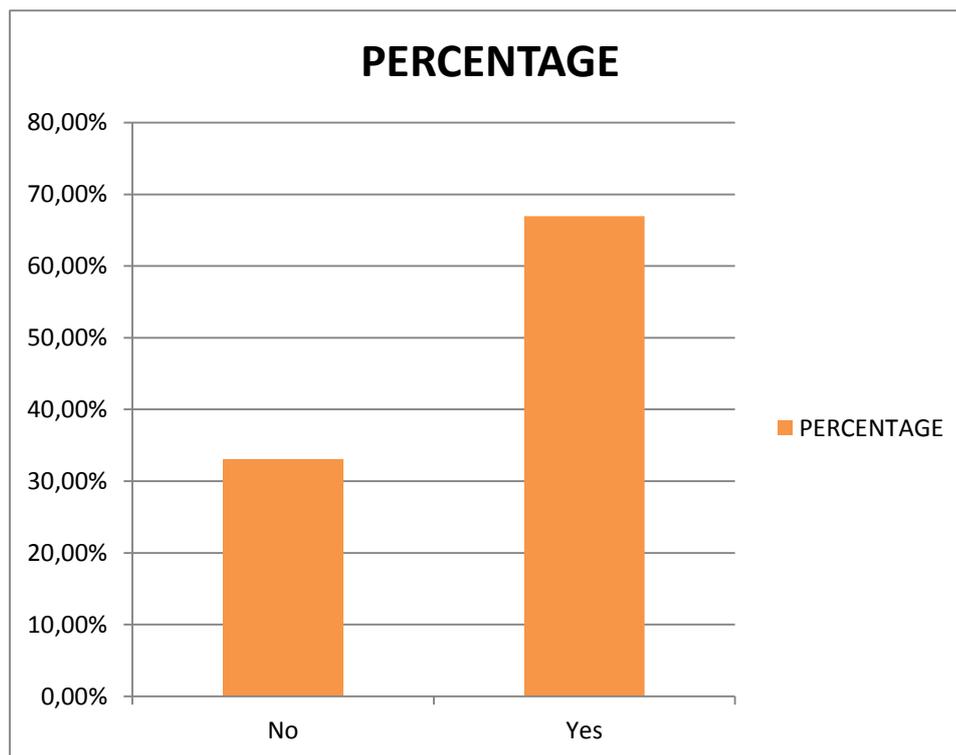# EVALUATION AND ANALYSIS (Prove of Hypothesis)

HYPOTHESIS RESULTS

CHART N° 22

Category	Frequency	Percentage
YES	119	33,06%
NO	241	66,94%
TOTAL	360	100%

Source: PRE-POST OBSERVATION GUIDE
Made by: Monica Orna, Anibal Mancheno

HYPOTHESIS RESULTS

GRAPHIC N° 22

Source: PRE-POST OBSERVATION GUIDE
Made by: Monica Orna, Anibal Mancheno

4.3.1. ANALYSIS AND INTERPRETATION

Data analysis show: The application of the cooperative learning enhanced the motivation of the 66,94% of the total students in Octavo Año "C" at Unidad Educativa "Camilo Gallegos" in the city of Riobamba, Chimborazo province, during the school year 2014-2015, but 33,06% didn`t enhances too much. The graphic shows that in fact applying cooperative learning method enhanced the motivation.

CHAPTER V

5. CONCLUSION AND RECOMMENDATION

5.1. CONCLUSIONS

- At the moment that Cooperative Learning was applied into the class it could saw that students and teacher could manage the group work well and students felt motivation for learning English because it is fun.

- Cooperative Leaning is a good resource that is easy to use it in the classroom, also catches the attention of the students, and activates their willingness to learn English.

- To summarize the use of Cooperative Learning could be a good alternative solution for improving the students' motivation in the teaching and learning process.

5.2. RECOMMENDATIONS

The following recommendations can be applied to any level:

- It is important that teacher applies cooperative learning in English class because when learners worked together; they share ideas; information; suggestions with their group and also it improves their learning.

- Cooperative learning should be provided to help students to involve actively in the English classes.

- When the Cooperative Learning is applied in the classroom the teacher should give each member of the teams a task to perform to handle the group work well.

- The tasks should be development according to students' level, interests and necessities. It makes students get more interested and enthusiastic during the English class.

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Attachments

ATTACHMENT No 1
PRE OBSERVATION GUIDE

INSTITUTION NAME: Unidad Educativa "Camilo Gallegos"   **CLASS:** Octavo año "C"

RESEARCHERS: Monica Orna, Anibal Mancheno   **SCHOOL YEAR:** 2014-2015

		No	YES	TOTAL
Indexes	**Show enthusiasm in developing the tasks in the classroom**			
	Active participation during English classes			
	Students show tedium during the classes			
	Good team work in class			
	Students like learning English			
	Students like the activities developed during English classes			
	Have positive attitude during the English classes			
	Stay on tasks during English classes			
	Have good relationships in class			
	Show enthusiasm with the didactic material applied during the class			

XVIII

ATTACHMENT No 2

POST OBSERVATION GUIDE

INSTITUTION NAME: Unidad Educativa "Camilo Gallegos"   **CLASS:** Octavo año "C"

RESEARCHERS: Monica Orna, Anibal Mancheno   **SCHOOL YEAR:** 2014-2015

		No	YES	TOTAL
Indexes	Show enthusiasm in developing the tasks in the classroom			
	Active participation during English classes			
	Students don´t show tedium during the classes			
	Good team work in class			
	Students like learning English			
	Students like the activities developed during English classes			
	Have positive attitude during the English classes			
	Stay on tasks during English classes			
	Have good relationships in class			
	Show enthusiasm with the didactic material applied during the class			

ATTACHMENT No 3

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