UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

LANGUAGE CAREER

THESIS TITLE

THE DESCRIPTION OF COLLABORATIVE METHOD USED IN THE ENGLISH TEACHING-LEARNING PROCESS IN THE STUDENTS OF SEXTO GRADO DE EDUCACIÓN GENERAL BÁSICA "A" AT THE UNIDAD EDUCATIVA MILITAR N°6 "COMBATIENTES DE TAPI ", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM OCTOBER 2016 -MARCH 2017".

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AUTORSHIP

Hernández Cabrera Jojaira Abigail, student of language career, declare that I am the only author of the research name **THE DESCRIPTION OF COLLABORATIVE METHOD USED IN THE ENGLISH TEACHING-LEARNING PROCESS IN THE STUDENTS OF SEXTO GRADO DE EDUCACIÓN GENERAL BÁSICA "A" AT THE UNIDAD EDUCATIVA MILITAR N°6 "COMBATIENTES DE TAPI ", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM OCTOBER 2016 -MARCH 2017"**, ideas and commentaries specified in this document are responsibility of its author.

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CERTIFICO:

Que el presente trabajo **"THE DESCRIPTION OF COLLABORATIVE METHOD USED IN THE ENGLISH TEACHING –LEARNING PROCESS IN THE STUDENTS OF SEXTO GRADO DE EDUCACIÓN BÁSICA "A" AT THE UNIDAD EDUCATIVA MILITAR N°6 "COMBATIENTES DE TAPI ", CITY OF RIOBAMBA CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM OCTOBER 2016 - MARCH 2017"** de autoría de la señorita Hernández Cabrera Jojaira Abigail, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100 % con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para la graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.

RIOBAMBA, 30 DE MAYO 2017

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Msc. María Vallejo

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

COMMITTEE MEMBERS CERTIFICATED

THESIS TITLE: **"THE DESCRIPTION OF COLLABORATIVE METHOD USED IN THE ENGLISH TEACHING-LEARNING PROCESS IN THE STUDENTS OF SEXTO GRADO DE EDUCACIÓN GENERAL BÁSICA "A" AT THE UNIDAD EDUCATIVA MILITAR N°6 "COMBATIENTES DE TAPI ", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM OCTOBER 2016 -MARCH 2017".**

Work presented as requirement to obtaining Bachelor`s Degree of "Licenciatura en Ciencias de la Educación, profesor de Ingles". It has been approved by the following Committee Members at the Universidad Nacional de Chimborazo; it has been confirmed by their signatures.

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DEDICATORY

I dedicated the thesis to my dear parents: César Hernández, Olga Cabrera and brother Jefferson who always supported and helped me through this process to finish my career and make my dreams come true.

Thank you for all

Jojaira Hernández

ACNOWLEDGEMENT

The development of this Project has been possible through help, collaboration and responsibility of our thesis director, MsC. Maria Vallejo. Also, this project is dedicated to all our educators at the Universidad Nacional de Chimborazo who have transmitted their knowledge to be applied in our personal and professional live.

Jojaira Hernández.

CONTENT TABLE

RESUMEN

El método colaborativo tiene un rol esencial en el proceso de enseñanza - aprendizaje porque involucra a grupos de estudiantes a trabajar juntos para resolver un problema, completar una tarea o crear diferentes tipos de información; además, los estudiantes están inmersos socialmente y emocionalmente conectando diferentes perspectivas para defender sus ideas, realizar actividades de aprendizaje y alcanzar un aprendizaje significativo. En este proyecto se investigó el método colaborativo para describir si los alumnos de Sexto Grado de Educación Básica "A" de la Unidad Educativa Militar N ° 6 "Combatientes de Tapi", de la ciudad de Riobamba, de la Provincia de Chimborazo, en el periodo académico Octubre-Marzo del 2017 desarrollaron actividades de aprendizaje en los cuales trabajaron juntos para resolver un problema o responder preguntas sobre diferentes temas compartiendo ideas con sus compañeros y construyendo habilidades de comunicación. Se trabajó con una población de 32 estudiantes y un maestro. Esta investigación tuvo un nivel exploratorio; se utilizó el método cualitativo etnográfico para estudiar la población de manera directa utilizando diferentes instrumentos como observación, guías de observación y hojas de recuento para conocer cómo los estudiantes internalizan, procesan y comparten el conocimiento y qué estrategias colaborativas utilizan los profesores para desarrollar habilidades sociales en los estudiantes. Se realizó el análisis e interpretación de los resultados, en el que se observaron y analizaron las actividades que realizaban los alumnos. Finalmente, se determinó que la mayoría de los estudiantes desarrollaron diferentes actividades de colaboración para mejorar sus habilidades de comunicación y mantener el nivel de aprendizaje.

ABSTRACT

Collaborative method takes an essential role in the teaching and learning process. It involves groups of learners working together to solve a problem, complete a task, or create different kind of information;–besides, learners are immerged socially and emotionally connecting different perspectives, defending their ideas, and performing learning activities to achieve a meaningful learning. In this project the collaborative method was researched to describe whether students of Sixth Grade of Basic Education "A" at the Unidad EducativaMilitar N°6 "Combatientes deTapi," developed learning activities in which they worked together to solve a problem or answer questions about different topics sharing ideas with their classmates and building communication skills. The population was 32 students and one teacher. The ethnographic method has been used to observe the population in a direct way using different instruments such as observational guides and tally sheets tohow the students and teacher develop collaborative method in the classroom and what collaborative learning techniques use the teacher emphasizing the importance and benefits. Analysis and interpretation of the results was achieved, in which were observed and analyzed the activities that students performed. Finally, it was determined most of the time the teacher worked with homogeneous groups, when working with cooperative activities, a fact that prevents the achievement of learning outcomes.

Reviewed by: Geovanna Vallejo
Language center teacher

INTRODUCTION

Collaborative method has an essential role in the teaching and learning process because it improves the understanding of each student with a social stimulation and mutual exploration allowing learners to work together to solve a problem, complete a task, or create new information in different contexts. Nowadays, teachers need to create an interactive environment in the classroom; for this, collaborative learning is developed to improve the critical opinion of the students in order to encourage each other to learn, share knowledge, provide to feedback, challenge one another conclusion, reason, and maintain their good academic level. (Mozhgan, L.2012).

In the Unidad Educativa Miltar N°6 "Combatientes de Tapi", a high percent of Students at Sexto Año de Educación General Básica "A" don`t maintain a good English level due to teachers do not pay attention in the way of working of each student limiting them to participate actively in different group activities and developing social skills.

It has been allowed to carry out the research project, because some techniques of collaborative learning were not used correctly. Besides, teachers and students are immerged in new educational system focusing on the use of group tasks allowing to the students develop trust-building, leadership, and decision making, communication, and conflict management skills. Also the instruments are obtained from internet to adapt them in the development of student`s behavior identifying the importance to use innovate methods.

The purpose of this research is describing the use of collaborative method to maintain a balanced learning engaging a creative an interactive environment. The Ethnographic Qualitative method has been used to develop the project, because it allows to get real and significant information of the students. Data has been collected from different observations by use instruments like: observational guides and tally sheets that guided to observe and analyze the methodological strategy of teachers and students response.

Five chapters had been applied, which are detailed below:

Chapter I: The research problem, outlining of the problem and formulation of the problem show what is the main problem, and objectives achieved in the application of observational guides and justification of the problem to present solutions, had been checked at the Referential Framework.

Chapter II. The research is about the definition, importance, benefits and techniques of collaborative method which were used to report the problem in a theoretical way.

Chapter III. Qualitative method, Ethnographic research design, explain about the techniques and instruments (observation, observational guides and tally sheets), used to collect data and how these were used to describe and interpret it. Had been analyzed at the Methodological Framework.

Chapter IV: It is pointed out the details in the description of the observational guides and tally sheets applied to the students.

Chapter V: It is described the conclusions and recommendations from the description of observation guides and tally sheets.
Finally, it is showed the references and some annexes.

CHAPTER I

FRAME OF REFERENCE

1.1.   RESEARCH PROBLEM

The lack of attention in the use of collaborative method in teaching - learning process in students of Sexto Grado de Educación Básica "A" at the Unidad Uducativa Militar N°6 "Combatientes de Tapi " ,city of Riobamba Chimborazo province ,in the academic term october 2016 -march 2017"

1.2   PROBLEM´S STATEMENT

The Unidad Educativa Militar N°6 "Combatientes de Tapi is located in Chimborazo province, in the city of Riobamba, its student population are 5432 students and 85 teachers administrators, distributed from Primero to Tercero de Bachillerato. Which mission is to "give integral education for children and youth in the first, basic and upper levels to form Bachelor of Science or technicians, through an alternative educational model, within a framework of loyalty to the institution, discipline and permanent practice aware values" constructing learning environments of support for the students.

The objective of the this   research is to describe why the teacher and students do not put interest in the use of collaborative learning to improve the level in the learning process in Sexto Año de Educación Básica. This study is based on observing   the use of collaborative method taking into account the importance and benefits to improve the level in the academic learning and promote critical and interact environment developing collaborative strategies in a correct way.

After many observations accomplished in the pre-professional practices, it was noticed at the Unidad Educativa Miltar N°6 "Combatientes de Tapi", that 80% of the Students of

Sexto Año de Educación General Básica "A" prefer working in groups to exchange ideas, experiences and doubts, they increase creativity and improve the aptitude and attitude to adapt themselves to the changes, but the teacher do not put attention in the way of working of each student, for example in a group some students worked but others did not or one of its members is enclosed in his individuality and seeks to compete with others, hindering the team work, the teacher must have clear instructions and is necessary to be a monitor teacher for obtaining a productive group.

The research project work was developed to emphasize the interest in the use of collaborative learning in the students of Sexto Grado de Educacion Básica "A" at the the Unidad Educativa "Combatientes de Tapi". The main problem is that it is not emphasized in using collaborative learning in a correct way, therefore students can not exchange the real experiences, participating with ideas, becoming active maintaining a significant knowledge with a balanced learning.

Collaboration has become a twenty-first-century trend. The need in society to think and work together on issues of critical concern has increased. In the learning process collaborative method has an important role because it is used to improve the understanding of each student with a social stimulation and mutual exploration. Collaborative Learning is an educational approach for teaching and learning that involve groups of learners working together to solve a problem, complete a task, or create a product (Mozhgan, L.2012) .

1.3. FORMULATION OF THE PROBLEM

How collaborative method is used in the English teaching –leaning process in the students of Sexto Grado de Educación General Básica "A" at the Unidad Educativa "Combatientes de Tapi " ,city of Riobamba Chimborazo province, in the academic term October 2016-March 2017 ?

1.4.QUESTIONS OR PROBLEMS ARISING GUIDELINES

Why is the importance of collaborative method in teaching –learning process?

What are the benefits of collaborative method?

How do the teacher develop collaborative learning   in the classroom?

1.5.OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To describe the collaborative method used in the English teaching –leaning process in the students of Sexto Grado de Educación Básica "A" at the Unidad Educativa Militar N°6 "Combatientes de Tapi," city of riobamba chimborazo province ,in the academic term October -march 2017"

1.5.2. SPECIFIC OBJECTIVES

- To analyze the importance of collaborative method in teaching –leaning process.
- To identify the benefits of collaborative method in students of Sexto Grado de Educación Básica "A".
- To determine how the teacher develops collaborative method in the classroom.

1.6.JUSTIFICATION

The Project is of a great interest, because the group work is more pleasant and it leaves better results than the individual work in addition of increase the quality of the task, which allows to students learn to discuss, communicate, develop clearly their points of view, and interact. This is essential for the human being because all the time is insert into groups, improving the learning academic.

The benefits and the correct use of collaborative method will improve the learning and teaching process. In addition, this research is qualitative because it has been described the use of collaborative method in the teaching and learning process in the students of Sexto Grado de Educacion General Basica "A".

Through this research hope to identify the importance of the use of collaborative method and how to influence in the students to improve the level in the learning process developing significant strategies .

The project provides direct beneficiaries to the students of Sexto grado de Educación General Básica "A". The indirect beneficiaries, are teacher and everybody at the Unidad Educativa Militar N° 6 "Combatientes de Tapi "who have access to the document. General aspects of the project can be applied in teaching process.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM

Collaboration has become a twenty-first-century trend. The need in society to think and work together on issues of critical concern has increased shifting the emphasis from individual efforts to group work, from independence to community (Mozhgan, L.2012) .

Vygotskian Theory is a developmental theorist and researcher who worked in the 1920s and early '30s, has influenced some of the current research of collaboration among students and teachers and on the role of cultural learning and schooling. Children learn such higher functioning from interacting with the adults and other children around them. Vygotsky noted that children interacting toward a common goal tend to regulate each other's actions (Tinzmann, M. & Jones, B.1990).

In the Tehran University of Medical Sciences of Iran country; Marjan Laal and Mozhgan Laal with the title "COLLABORATIVE LEARNING: WHAT IS IT?" researched that collaborative learning is an educational approach to teaching and learning that involves groups of learners to work together to solve a problem, complete a task, or create a product. In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework (Mozhgan, L.2012) .

In Cornell University Center for Teaching Excellence, the use collaborative learning can be an especially effective teaching strategy for several reasons. First, it allows the instructor to support students working together and support each other in learning and discovery. Second, becoming in team members allows students to develop their learning and to be responsible.

And finally, integrating teamwork into a course can result in adding structure to out-of-class time and increasing student accountability for their learning. Obviously, team-based learning is not appropriate for all content, but it can usually be adopted in some form in any course (Barkely, E.F., Cross, K.P. & Howell Major, C. 2005).

In the Unach there is a similar research to the present one, with the title "APLICACIÓN DEL APRENDIZAJE COLABORATIVO PARA ELEVAR EL RENDIMIENTO ACADÉMICO, EN EL SÉPTIMO AÑO PARALELO "A", DE EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA MILENIO, PERÍODO ACADÉMICO 2015-2016." by Liliana Falconí and Natalia Mejía researched that collaborative learning is an excellent method for improving the interaction among students and also of opportunity for the develop of social skills and academic, this research has the purpose of improving the performance in children and the development of their skills, to promote and to foster a culture of cooperation in the classroom. Finally the application of collaborative learning constitutes an effective formula for learning of the academic contents and serves like fundamental way for the skills development inside the group, obtaining a major participation and benefiting the achievement of an effective environment in the classroom. (Falconi, L. & Mejia, N. 2016).

2.2. THEORICAL FOUNDATION

2.2.1 DEFINITION OF COLLABORATIVE METHOD

Collaborative method is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. In the Collaborative method environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas.

Collaborative Learning is a situation in which two or more people learn or attempt to learn something together. Two or more may be interpreted as a pair, a small group (3-5 subjects) or a class (20-30 subjects). Learn something may be interpreted as follow a course; perform

learning activities such as problem solving. Together may be interpreted as different forms of interaction which may be face-to-face or computer-mediated (Mozhgan, L. 2012) .

2.2.2 IMPORTANCE OF COLLABORATIVE METHOD

Nowadays is important to create an interactive environment into the classroom to improve the critical opinion of the students, maintaining the academic level, for this reason the collaborative learning is an essential component in the teaching-learning process. There are important reasons to integrate the collaborative method in the education. First clearly perceived positive interdependence; team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences. Members need to believe that they are linked with others in a way that ensures that they all succeed together.

Secondly considerable interaction; the students help and encourage each other to learn. They do this by explaining what they understand and by gathering and sharing knowledge. Each member of group provide feedback, challenging one another conclusions and reasoning, and perhaps most importantly, teaching and encouraging one another

Personal responsibility; all students in a group are held accountable for doing their share of the work. Social skills; students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

Group self-evaluating; members of the group periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future. Collaborative learning is the instruction including these elements that involves members working in groups to accomplish a common goal. (Mozhgan, L. 2012) .

2.2.3 BENEFITS   OF COLLABORATIVE LEARNING

Collaborative learning has several benefits into the education over competitive or individualistic learning. They categorized them in four groups. Main categories of collaborative learning benefits are: first Social benefits; collaborative learning helps to establish a social support system for learners as a results in making difference understanding among them .It develops a positive atmosphere for modelling and practicing cooperation establishing learning communities.

Secondly psychological benefits enhances learners self-esteem promoting a positive attitudes towards teachers. And finally Academic benefits because collaborative learning develops essential thinking skills making better the classroom results and improves outcomes .The students can solve problems and conflicts obtaining a better product (Laal, M. 2012).

2.2.4 COLLABORATIVE LEARNING TECHNIQUES

Collaborative learning has different techniques that improve the learning of the students and the teacher can apply these techniques including some activities.

2.2.4.1 THINK PAIR SHARE

Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to:
(1) Think individually about a topic or answer to a question
(2) Share ideas with classmates (Alsha'ar, M. June 10, 2016).

- The instructor poses a question that demands analysis, evaluation, or synthesis.
- Students take a few minutes to think through an appropriate response.

- In pair of students share their responses. Take this a step further by asking students to find someone who arrived at an answer different from their own and convince their partner to change their mind.
- Student responses are shared within larger teams or with the entire class during a follow-up discussion.

The learning activity involves explaining answers/ideas to another student. The benefits to use think pair share is that students share ideas with classmates and builds oral communication skills. It helps focus attention and engage students in comprehending the reading material (Barkely, E. & Cross, K.2005).

2.2.4.2 RECIPROCAL TEACHING

The learning activity involves students teaching in group summarizing the segment, asks a question, and clarifying the material. The summarizer read and made a summary of the text, the questioner ask a question to describe and the clarifier answered the question. The members of the group alternated roles.

The benefits of reciprocal teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction text (Fisher, D. & Frey, N. 2004).

2.2.4.3 THINK ALOUD PAIR PROBLEM SOLVING (TAPPS)

The learning activity involves solving problems and share the solution. Students work in pairs and alternate roles. For each problem one is the solver while the other is the listener.

1. Ask students to form pairs and explain the roles:
   a. Problem solvers: talk through their reasoning process as they solve a problem.
   b. Listeners: encourage PS to think aloud and ask for clarification as needed
2. Pairs solve a set of problems and alternate role for each new problem.

Think Aloud Pair Problem Solving helps to emphasizes process rather than product. Students can practice formulating ideas, rehearse routine skills, attend to sequence, and identify gaps and errors in understanding. And Instructors can observe students' reasoning process (Cerbin, B. April 23, 2010).

2.2.4.4 GROUP GRID

- The learning activity involves analyzing, classifying, organizing subject matter.
- The instructor creates a grid or matrix based on several categories or criteria. Students use the grid to classify course concepts.
- After groups complete their grids the instructor shows the correct version.
- Students compare their work, ask questions and revise their ideas.

It helps students process and re organize information. Useful when students are trying to absorb a lot of new information. Analyzing and re organizing the material is better than simply re reading it (Cerbin, B. April 23, 2010).

2.2.4.5 COLLABORATIVE WRITING

The learning activity involves in combine ideas the students can produce common text for example using wiki and puzzle. It has been shown to lower anxiety and foster self-confidence, compared with completing tasks individually

However, when writing is done as a collaborative activity, it can have many of the same benefits of a group speaking activity:

- Discussing the writing process obviously provides more opportunities for learners to interact in English, a benefit in itself.
- It can also help learners to develop their communicative competence by forcing the negotiation of meaning.
- As learners try to express their ideas to each other, they will have to clarify, rephrase and so on. The process should also help them to actually develop their ideas.

- Teacher can increase students' interest and commitment. Jigsaw writing is another way of structuring collaborative writing, so that the process is clearly defined. This works well with picture stories or cartoon strips (Roberts, R. January 14, 2013).

2.2.5 COLLABORATIVE BEHAVIORS

Collaborative classrooms have four general characteristics. First shared knowledge among teachers and students: In traditional classrooms, the dominant metaphor for teaching is the teacher as information giver; knowledge flows only one way from teacher to student. In contrast, the metaphor for collaborative classrooms is shared knowledge. The teacher has vital knowledge about content, skills, and instruction, and still provides that information to students. However, collaborative teachers value and build upon the knowledge, personal experiences, language, strategies, and culture that students use in the learning.

Secondly Shared authority among teachers and students: In collaborative classrooms, teachers share authority with students in very specific ways .Collaborative teachers invite students to set specific goals and encourage students to assess what they learn. Collaborative teachers encourage students' use of their own knowledge, ensure that students share their knowledge and their learning strategies, treat each other respectfully, and focus on high levels of understanding. They help students listen to diverse opinions, support knowledge claims with evidence, engage in critical and creative thinking, and participate in open and meaningful dialogue.

Thirdly the teachers as mediators, this characteristic of collaborative classrooms is so important because as knowledge and authority are shared among teachers and students, the role of the teacher increasingly emphasizes mediated learning. Above all, the teacher as mediator adjusts the level of information and support so as to maximize the ability to take responsibility for learning.

Finally Heterogeneous groupings of students, the perspectives, experiences, and backgrounds of all students are important for enriching learning in the classroom. In collaborative

classrooms where students are engaged in a thinking curriculum, everyone learns from everyone else, and no student is deprived of this opportunity for making contributions and appreciating the contributions of others (Tinzmann, M. & Jones, B).

2.2.6 TEACHING – LEARNING PROCESS

Teaching and Learning are actions necessary to accomplish a goal in Education. Teaching creating a situation or selecting life-like situation to enhance learning. Showing, telling, giving instruction, making someone understand in order to learn .The process imparting knowledge and skills required to master a subject matter (traditionalist) Effective teaching is one that will bring about the intended learning outcome. "When language teaching in many parts of the world was ready for a paradigm shift" from earlier language teaching methods such as audiolingualism (Richards & Rodgers (2001).

2.3   DEFINITION OF BASIC TERMS

COLLABORATIVE LEARNING: In education, collaborative learning is a technique teacher's use to group students together to impact learning in a positive way. Proponents of collaborative learning believe it helps students in many ways, as we'll see below (Cerbin, B. April 23, 2010).

THINK PAIR SHARE: The think-pair-share strategy is a great way to engage students in authentic conversations with their peers. In this lesson, you will learn how to adapt this strategy for English Language Learner (ELL) students (Cerbin, B.April 23, 2010)

RECIPROCAL TEACHING: Reciprocal teaching can be a great way for students to take ownership over their own learning and thinking. This lesson offers some activities to help you incorporate reciprocal teaching into your practice (Cerbin, B.April 23, 2010)).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

Qualitative method is used:

The Ethnographic method has been used to develop the research. The method allowed to get real and significant information, identify and analyze problems of the students of Sexto grado de Educación General Básica "A" at the Unidad Educativa Militar N°6 "Combatientes de Tapi". It was collected data from the variables (the collaborative method and teaching-learning process), to elaborate instruments like: Observation, observation guide to observe students learning process.

The instrument were applied in the selected population during a period of time, to guarantee the qualitative information.

3.2. TYPE OF RESEARCH

In this research project were used, documental and field research. It a qualitative research because it has been observed the qualities of a phenomenon or problem and understand to depth the research problem in students of Sexto grado de Educación General Básica "A".

Documental research: It is documental because data was obtained from printed materials acquired at the place where the problem was developed, thus it was obtained information about collaborative method used in of Sexto grado de Educación General Básica "A" at the Unidad Educativa Militar N°6 "Combatientes de Tapi".

Field research: It was applied in the place where the problem was researched, to obtain the necessary information in direct contact with students of Sexto grado de Educación General Básica "A" at the Unidad Educativa Militar N°6 "Combatientes de Tapi", through application of observation guides.

3.3. LEVEL RESEARCH

This research is qualitative. It has been observed and described the use of collaborative learning to recognize and determine the research problem. It consisted to describe and analyze the information and data about the use of collaborative method, focusing on its importance, benefits and development of collaborative method ; it will be essential to know what is the reality with students of Sexto Grado de Educación General Básica "A" at the Unidad Educativa Militar N°6 "Combatientes de Tapi".

The Ethnographic method has been used to develop the research. The method allowed to get real and significant information, identify and describe the problem of the students of Sexto grado de Educación General Básica "A".

3.4. POPULATION AND SAMPLE

3.4.1 POPULATION

The population was relatively small; for this reason, it was not necessary to take a sample. Therefore this study was made up of one teacher, 32 students of Sexto Grado de Educación General Básica "A", 10 women and 22 men given as result 32 beneficiaries in Unidad Educativa N°6 "Combatientes de Tapi" during shool year 2016-2017. The group was chosen because it was evidenced during the pre-professional practices the teacher did not use the collaborative method in a correct way.

3.4.2 SAMPLE

As the population was small, a sample was not applied, in consequence the research worked with all the involved population in the investigation process.

3.5. PROCEDURE

This research was development through four steps; first, it was necessary to recognize what the problem was in the institution "the lack of interest in the use of collaborative learning" in students of Sexto Grado de Educación General Básica formulating objectives that helped to develop this research. Second, taking into account previous information about the problem including in different contexts; developed all Theoretical that helped the observation. Third, it is indicated what type of research is, the level and its population. Finally, the use of the observation techniques described the result of this research.

In methodology area the collaborative method was very important because it helped to to increase the interact between students and teacher and learn together maintaining a balance learning in the students. Also some authors mentioned that if the students apply collaborative learning it could be solved a problem, completed a task, or created a product.

In this research, was investigated the specific problem "the lack of interest in the use of collaborative learning in students of Sexto Grado de Educación General Básica".

3.6. FIELD WORK

For this research was necessary an approval of authorities at the Unidad Educativa Militar N°6 "Combatientes de Tapi", to develop this research. After that research tittle was approved by H- consejo, the authorities will give the necessary time to apply the instruments to the students. The role was in passive way because only observed how develop each class.

3.7. TECHNIQUES AND TOOLS FOR DATA COLLECTION

For this document researched it was necessary use the observation technique and observation guide that was applied directly to the students of Sexto Grado de Educación Básica. The information was collected to solve the problem.

3.8. TECHNIQUES FOR PROCESSING AND INTERPRETING OF DATA

The research was done thought an observation guide, the technique for process and analysis of data are:

Review of information: The information about both variables (the collaborative method and the teaching -learning process), was collected during the development of the research.

Analyze and select of data: An observation guide is as an instrument designed according information of both variables (the collaborative method and the teaching -learning process), which was applied during classes of Sexto Grado de Educación General Básica "A".

Determine conclusions and recommendations of the research: The results obtained from the application of the instrument helped to demonstrate the objectives and finally to get conclusions and recommendations of the research project.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

OBJECTIVES	INFORMATION	ANALYSIS	CONTRAST WITH THE THEORICAL FRAMEWORK
• To analyze the importance of collaborative method in teaching–learning process.	Using the self-observational guide 1 and 2: **create an interactive environment** into the classroom to improve the critical opinion of the students, maintaining the academic level, **Only in some cases the students were able to share their answers,** because the teacher did not emphasize on the participation of the students. The result of obtain a considerable interaction showed that sometimes the students give opinions and make questions ,but seldom	In the results the collaborative learning has an important role in the process of improving learning, because it helps students to interact identifying gaps and mistakes of understanding among them. But seldom the students shared their knowledge and learning strategies with others. The main problem here is that just in some cases there is an interaction and share of experiences related to the topic.	Nowadays is important to create an interactive environment into the classroom to improve the critical opinion of the students, maintaining the academic level. Secondly considerable interaction; the students help and encourage each other to learn. They do this by explaining what they understand and by gathering and sharing knowledge. (Mozhgan, L. 2012) .

	the students explain their answer to another .		
• To identify the benefits of collaborative method in students of Sexto Grado de Educación Básica "A".	Using the anecdotal records and self-observational guide 1and 2 **The students can solve problems** and conflicts obtaining a better product. Collaborative learning develops essential thinking skills making better the classroom results and improves outcomes. **The result of solving problems was good** because the students identified gaps and mistakes of understanding obtaining a better knowledge into the group. They were able to formulate ideas and questions.	In addition, the teacher used some activities where the students were able to solve problems and sometimes they shared solutions to obtain a significant success in learning. The interaction of students had to identify gaps and mistakes of understanding. They were able to formulate ideas and questions using. Point that make us think that they can solve problems when they work in collaborative learning.	The psychological benefits enhances learners self-esteem promoting a positive attitudes towards teachers, and finally Academic benefits because collaborative learning develops essential thinking skills making better the classroom results and improves outcomes. The students can solve problems and conflicts obtaining a better product (Laal, M. (2012).
To determine how the students and teacher develop collaborative	Students developed specific characteristics: **Gives specific instructions.**	The teacher applied some activities using collaborative techniques such as:	**THINK PAIR SHARE**

| method in the classroom | **The teacher use collaborative learning techniques :**
• Think pair share
• Reciprocal teaching
• Thing aloud pair problem solving
• Group grid
• Collaborative writing

The teacher takes into account:
• students behaviors
• personal experiences
• Values the knowledge

Teacher as mediator

Use heterogeneous work groups

The result shows that teacher :
• Always give specific instructions
• Used some collaborative learning: think pair share, reciprocal teaching and think | • think pair share (but seldom had the students explained their answers)
• reciprocal teaching (but seldom did the students not exchange roles)
• Think aloud pair problem solving in a correct way ,
• Seldom the teacher used group grid techniques to organize the information to increase the interest of the students.
• Never the teacher use wiki

The teacher groups the students in homogeneous way, but Tinzmann says that heterogeneous groupings of students is important for enriching learning in the | Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading.
The benefits of **reciprocal teaching** is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information.
Think Aloud Pair Problem Solving helps to emphasizes process rather than product. Students can practice formulating ideas, rehearse routine skills, attend to sequence, and identify gaps and errors in understanding
Group grid helps students process and re organize information. Useful when students are trying to absorb a lot of new information. |

	aloud pair problem solving, but the teacher seldom used group grid techniques. • Only took into account the students behaviors at the moment to organize the groups . • Sometimes the teacher is a mediator • Never the teacher use heterogeneous work groups	classroom (the perspectives, experiences, and backgrounds of all students) and in these case the teacher did not apply the theory.	**Collaborative Writing** involves in combine ideas the students can produce common text for example using wiki and puzzle. **Teachers as mediators**, This characteristic of collaborative classrooms is so important because as knowledge and authority are shared among teachers and students, the role of the teacher increasingly emphasizes mediated learning. **Heterogeneous groupings of students**, the perspectives, experiences, and backgrounds of all students are important for enriching learning in the classroom.

4.1.   ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDES

The research work was developed at Sexto Grado de Educación Básica "A" at the Unidad Educativa Militar n°6 "Combatientes de Tapi "in the Academic Term February - July 2016", in order to observe how students develop the collaborative method in the teaching and learning process.

The information was collected and based in the two variables (collaborative method and teaching –learning process). This information was collected from online materials, online thesis, books and scientific articles among others. It was applied from April 12 to May 3 for 4 weeks in Sexto Grado de Educación Básica "A" at the Unidad Educativa Militar n°6 "Combatientes de Tapi "in the academic term October 2016 -March 2017" The observation helped to analyze how students develop the collaborative learning in the teaching - learning process.

4.1.1. SELF-OBSERVATION GUIDE 1

To describe how students developed different activities as part of their collaborative learning self-observation guide was applied based on six techniques, where the information and learning were associated and developed in groups. Students observed their classwork and identified the results and benefits of working together, increasing their understanding and academic learning. It was applied during 4 days, 2 hours per day. It was evidence how students developed different collaborative techniques to maintaining a significant knowledge with a balanced learning.

OBJETIVE : To observe the collaborative method used in the English teaching –leaning process in the students of Sexto Grado de Educación Básica "A" at the Unidad Educativa Militar N°6 "Combatientes de Tapi," city of riobamba chimborazo province ,in the academic term October -march 2017"

TABLE: INDIVIDUAL SELF-OBSERVATION GUIDE																	
TECHNIQUE OF COLLABORATIVE LEARNING	**ACTIVITY**	**week 1**				**Week 2**				**Week 3**				**week 4**			
		U	S	SE	N	U	S	SE	N	U	S	SE	N	U	S	SE	N
Think Pair Share	Students explain their answers to another.			x				x			x					x	
	Students develop ideas.		x				x					x			x		
	Gives opinions		x				x				x				x		
	Makes questions		x					x				x			x		
Reciprocal Teaching	Using a reading each students exchange roles: questioner		x				x					x			x		
	Clarify the information		x				x					x					x	
	Text summary			x				x			x					x	

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	Students solve problems	X				X				X				x		
Think Aloud Pair Problem Solving (TAPPS)	Students share their solutions.		x				x					x			x
Group Grid	Using a grid based on several categories.			x				x			x			x	
	Students can classify subject matter in graphic organizers.			x			x				x			x	
Collaborative writing	Combining ideas the students can produce a common text using a wiki				X				x				x			x
	Puzzle.		x				x					x		x	

Source: Observation guide directed to students of Sexto Grado de Educación Básica "A" at the Unidad Educativa Militar N°6 "Combatientes de Tapi".

Done by: Jojaira Hernández

U= Usually S= Sometimes SE= Seldom N=Never

GENERAL SELF-OBSERVATION GUIDE 1

General self-observation guide was elaborated in order to obtain the final results of how students developed different activities, as part of their collaborative learning in students of Sexto grado de Educación Básica "A" at the Unidad Educativa Militar N°6 "Combatientes de Tapi".

Think Pair Share

Through results, it was proved that the teacher sometimes use Think Pair Share technique, where pair of students completed the work taking into account the rules and the context. It was possible to solve these doubts using this technique, that is why the teacher invited some couples to present their results and explain the rules of the simple present tense. Finally questions and misunderstandings about this grammatical rules were clarified in a group including the teacher. In addition using these technique the students made a feedback to improve learning and understanding from each student.

As a result, the teacher used Think Pair Share technique to improve students' development of ideas, expressing opinions and making questions. Only in some cases they were able to share their answers.

Reciprocal Teaching

Though result, it was proved the teacher seldom used Reciprocal Teaching technique with the topic about seasons of the year, where groups of three students had different roles like: summarizer, questioner and clarifier with a reading about characteristics of seasons in the book. The summarizer read and made a summary of the text, the questioner asked a question to describe a station and the clarifier answered the question, but some members did not alternate roles.

In addition the teacher used Reciprocal Teaching technique and students determined important ideas from a reading while discussing a new vocabulary and summarizing information.

As a result of the observation, was possible to observe that just sometimes the teacher used Reciprocal Teaching technique to clarify the information and the students asked questions. By the other hand, the students seldom exchange roles, it indicated that the teacher did not focus on the process of this technique.

Think Aloud Pair Problem Solving (TAPPS)

Through result, it was proved that sometimes the teacher used Think Aloud Pair Problem Solving (TAPPS) technique. It was applied to talk about environmental pollution, where the teacher gave each group two cases about this problem. In this group two students were problem solvers who reasoned for solutions. The other students were listeners who listened and contributed to clarify the idea. The groups alternated roles for each new problem.

Additionally the teacher used some activities, where the students were able to solve problems and sometimes they shared solutions to obtaining a significant success in learning. They were able to formulate ideas and questions using should and should not, according to the grammatical information of the unit. At the end, the teacher usually used Think Aloud Pair Problem Solving (TAPPS) technique to solve problems among them, and sometimes the students share their solutions.

Group grid

Through results, it was proved that the teacher usually used group grid techniques to improve the learning of students. Students were invited to formed groups of four, the teacher gave some flash cards about animals, then they identified animals with their corresponding names, after that the teacher asked to make a grid on a sheet and classify animals according to their displacement; aerial, maritime and land. At the end the teacher drawn a big grid on the board

and each group was invited to stick the flash cards with two sentences according to the work they did in each group.

In addition the teacher used extra activities like: graphic organizers and grid that allowed to students to analyze, classify and re organize information. It was useful because the students absorbed a lot of new information in these case using the verb to be. As a result of observation the teacher seldom used Group Grid techniques, because in some case the students used graphic organizer or grid to classify matter in some categories.

Collaborative writing

Through result, it was proved that teacher seldom used collaborative writing technique where the students could develop their writing ability giving information about different places. They were invited to form groups of five, then the teacher provided to each group a town puzzle and gave them clear instructions, this activity was a competition, in which students armed puzzle and each member wrote two sentences and gave information about the places with the corresponding prepositions; near, next to, behind, between and in front of. As soon as ended this, each group wrote three sentences on the blackboard, sharing with the class their different points of view. The teacher explained that the group who first completed this activity will be the winner.

The teacher applied few activities using collaborative writing technique to increase the interest of students, review and help each other in the task. The teacher and students had opportunities to see different points of view using the same topic with the grammatical information in the unit.

As a result of observation the teacher used collaborative writing to combining ideas and produce a common text but only used some case puzzle. In other hand the teacher never used wiki to the learning of the students.

As a result of the observation students developed some collaborative activities allowing them to improved their skills, helped and encouraged each other to learn, creating an interactive environment into the classroom. In other hand, sometimes the teacher did not put attention in the process of learning only took into account the collaborative learning to obtain a physical mark.

At the beginning of the class always the teacher gave specific instructions encouraging the respect among them. Second the teacher sometimes created an interactive environment when the students had a critical and creative thinking, but in some case the teacher did not ensure that the students share their knowledge and learning strategies in consequence some students did not learn. Sometimes the teacher was not mediator, it caused that the students were irresponsible y did not work together.

Finally the teacher grouped to the students without take into account that they had different points of view, knowledge, skills and behaviors. Never the teacher grouped the students in Heterogeneous form and it caused that the students did not enrich their learning in the classroom.

4.2. ANALYSIS AND DESCRIPTION OF ANECDOTAL RECORDS

To get information of how teachers applied some strategies and techniques and how students responded about these was designed the anecdotal records to be applied during classes in Sexto Grado de Educación Básica "A**".** It was used information of both variables: collaborative method and English Teaching-Learning process in where recorded incidents that have observed. Then, the information obtained was reviewed and analyzed.

4.2.1. ANECDOTAL RECORDS

According to the observation during classes in Sexto Grado de Educación Básica "A**",** it was followed the same response pattern to get final descriptions in each anecdotal record. As a final results students develop collaborative learning in the English class and teacher

sometimes use collaborative techniques such as: think pair share, reciprocal teaching, think aloud pair problem solving and catch up.

Another was that students had many doubts about some rules, but with the presentation of some couples and the teacher the questions were clarified. In additional the students can make a feedback to improve their learning and develop their ideas. In other hand the teacher did not monitor the class, it caused that not all students participate with their ideas.

In another point the majority of students determined important ideas from a reading while discussing a new vocabulary, and summarizing information. But some members of the group did not alternate roles because they were focused only in one role and they did not participate and share their opinions. Another, students were able to solve problems and share their solutions obtaining a significant success in the learning because they identified gaps and mistakes of understanding between them.

In addition in some case the teacher use graphical organizer or group grid, but it is important because with these the students absorb a lot of new information. Sometime the teacher use puzzles to produce a common text, but in any activity that they develop used wiki.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- The collaborative method is important, and must be used by the teacher to create interaction among students and share the learning process to develop their social skills.

- Students obtained a better knowledge into the group, identifying gaps of understanding and solving problems. As a benefit of collaborative learning the students obtained a better product.

- The teacher used collaborative learning, think pair share and think aloud pair problem solving techniques, but seldom used group techniques. The majority of the students did not exchange roles and interact due to the lack of control in the students. In other hand the teacher did not group heterogeneously.

5.2. RECOMMENDATIONS

- The teacher should apply collaborative learning more frequently to create an interactive environment. The teacher must ensures that students share their knowledge, obtaining the main importance of collaborative learning.

- The teacher must use group grid techniques to increase the interest of the students and absorb a lot of new information.

- The teacher have to be a monitor and mediator, give clear instructions to let them students accomplish their different roles and reach them interact in different group formed, to enrich the learning of the students in the classroom, taking into account that they had different points of view, knowledge, skills and behaviors.

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ATTACHMENTS

<table>
<tr><td colspan="4" style="text-align:center">UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÒN, HUMANAS Y TECNOLOGÌAS
CARRERA DE IDIOMAS
Table: Self –Observational Guide 2</td></tr>
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COLLABORATIVE BEHAVIORS	always	Sometimes	Never
THE TEAHER • Creates an interactive environment		x	
• Has a wide knowledge about students skills		x	
• Values the knowledge		x	
• Takes into account personal experiences		x	
• Takes into account students behaviors	x		
• Gives specific instructions	x		
• Encourages students' use of their own knowledge		x	
• Confirms that students share their knowledge		x	
• Guarantees that students share their learning strategies.		x	
• Ensures that students have respect among them.	x		
• Engages a critical and creative thinking		x	
• Is a mediator		x	
• Is a facilitator			x
• Is a guide		x	
• Is an encourager			x
• Use heterogeneous work groups			x
• Use homogeneous work groups of students	x		