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UNIVERSIDAD
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ESCUELA DE LENGUAS Y LINGÜÍSTICA

Tema:

**COOPERATIVE LEARNING EN THE EFL LEARNING PROCESS OF YOUNG
LEARNERS.**

Disertación previo a la obtención del título de Licenciada en Lenguas y Lingüística
aplicado a la enseñanza del idioma Inglés.

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HOJA DE APROBACIÓN

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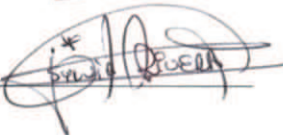
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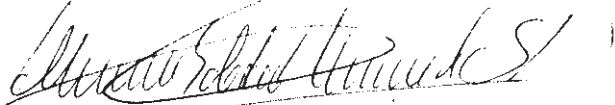
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Dissertation Writing

A handwritten signature in black ink, appearing to read 'Maria Soledad Miranda', written over a faint dotted line.

Maria Soledad Miranda

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Gracias Dios por haberme dado la vida y sobre todo quiero agradecerte por haberme dado un hogar, una hermosa familia, que con su apoyo constante, me ayudan a cumplir cada uno de mis sueños y hacerlos realidad, llenando mi vida de todos los sentimientos maravillosos que ésta puede ofrecer como son el amor, felicidad, paz y unión.

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DEDICATORIA

A mis padres por ser la luz que ilumina mi camino, haciendo de él un lugar lleno de flores fácil de recorrerlo para no dejarme tropezar por las piedras u obstáculos que se puedan presentar durante mi transitar. Gracias padres por hacer de mi vida un cuento de hadas y por su entrega incondicional.

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ABSTRACT

Based on the lack of interest and motivation that some students at ABC Institute show during some English lessons and with the purpose of improving my teaching of English through this research, I involved in this dissertation some analyzes of how cooperation works and how it is used by students when learning a foreign language.

I implemented my dissertation mainly with 4-6 year old children students at the ABC English Institute in Ambato, Cooperative Learning in the EFL Learning Process of Young learners activities, with the objective of trying to show that students learn a language in a more effective way if their learning is involved actively through cooperative activities, since children like sharing and by taking into consideration their learning process to know how they learn better. (See Annex 5)

Cooperative Learning is an important contributor to the teaching of English, since it considers students as important constructors of their own and their classmates learning, because it is the way in which people learn and work together, as well as, they build up relationships with themselves and others. On the other hand, it is important to emphasize the learning process through which students get knowledge by promoting them suitable input in the classroom to facilitate learning.

In the first part of the thesis I describe what the learning process is according to some important authors, also a brief explanation about language and the brain, as

well as it includes the process of language acquisitions in terms of the first language acquisition and the second language acquisition, that help teachers to be aware of how students learn.

I also include a briefly description of learning styles, in terms of how students learn better according to the different learning styles that each student has. Due to the fact that they are different from each other and it interferes in their learning experiences, because some students can learn better by thinking (Cognitive Styles), but others by perceiving (Sensory Styles) and others by perceiving (Affective Styles). So, we as teachers have to be conscious of them in order to implement them in an useful manner. That is why I also mention how to use learning styles in the elementary school.

Moreover, it contains a brief explanation on how to promote positive attitudes toward English in children to increase their motivation, also what the students' needs are. In addition to that, it explains ways on how to take responsibilities in the class, such as the things that the teacher has to do, and at the same time how to teach and give their students responsibilities for a better learning situation.

In addition, it includes relevant approaches and methods, which are essential for teaching, because they guide teachers to find the best way for leading students to learn a second language in a suitable way, such as: Total Physical Response, Community Language Learning, The Natural Approach, Whole Language, CALLA (Cognitive Academic Language Learning Approach), and Cooperative Learning.

Chapter two is about how to implement cooperative learning in the classroom. It also describes cooperative learning in terms of what cooperation means and why it is important. So, teachers have to be conscious that achievement is higher when learning is structured cooperatively in terms of students team learning. Also, they have to be aware of cooperative experiences. Moreover, it also, includes the basic elements of cooperative learning, and some assumptions for teaching students cooperative skills, so that students become skillful in communicating, building and maintaining trust, providing leadership and managing conflicts. The teacher should know about the student team learning, some skills which are necessary for working effectively in groups, and how to use bonus points in the class, which allow students to cooperate among them. It includes some helpful activities for teaching children in an enjoyable and interesting way, such as games, songs, chants, poems, and also creative activities, that arouse their interest and develop their creativity.

By using cooperative learning activities in the class and by considering the learning process through which students go through, in the classes students can work in small groups over the lessons to develop their competence by performing tasks, where they learn to work together and also they acquire the language without realizing, where children can learn and work cooperatively, where they can give and receive feedback during the activities. So, in this way they get knowledge by interacting and sharing.

In the third section I present an analysis of the results of the data regarding cooperative learning in the EFL learning process of young learners, which I got through the use of questionnaires, interviews, and observation sheets.

In the last section I give some conclusions and recommendations for teaching to children in a cooperative manner during the English learning process.

This research will be useful for teachers, for students at the linguistic career; where they will learn something about how to teach their lessons in a cooperative way.

Also, they will take into account the way children learn.

RESUMEN



Basada en la falta de interés y motivación que algunos estudiantes del Instituto de Inglés ABC demostraron durante varias clases de Inglés y con el propósito de mejorar mis técnicas de enseñanza en la cátedra del idioma he realizado en mi disertación un análisis sobre la cooperación en los estudiantes en términos de funcionamiento en las clases y como es utilizada por los estudiantes al momento de aprender una lengua extranjera.

Implementé mi disertación principalmente con niños de 4 a 6 años de edad en el Instituto de Inglés ABC en la ciudad de Ambato, “Cooperación en el Proceso de Aprendizaje del idioma Inglés en los niños”, con el objetivo de dar a conocer que los niños aprenden mejor si su aprendizaje es activo y a través de actividades cooperativas, ya que a los niños les gusta compartir y socializar al momento de aprender, lo cual debemos tomar en cuenta en el proceso de aprendizaje, para así saber como los estudiantes asimilan mejor.

El aprendizaje cooperativo es un contribuidor muy importante en la enseñanza del idioma Inglés, el mismo que considera a los estudiantes como constructores de su aprendizaje y el de sus compañeros. A través de actividades cooperativas la gente se desenvuelve mejor y trabajan juntos, así como también hacen amistades .

Por otra parte, es importante enfatizar que el proceso de aprendizaje por el cual los estudiantes adquieren conocimientos se lo hace facilitándolo a través de actividades claras y objetivas.

En la primera parte de la tesis describo varios conceptos de autores reconocidos sobre sus teorías acerca del proceso de aprendizaje, también incluyo una breve explicación sobre la relación del lenguaje y el cerebro, adicionalmente describo conceptos sobre el proceso de adquisición del lenguaje en términos de la adquisición de la primera lengua, así como también la adquisición de una segunda lengua, lo cual

nos ayuda a nosotros los profesores a darnos cuenta de la forma de aprendizaje de nuestros estudiantes.

Explico las formas de aprendizaje relacionado a como los estudiantes aprenden, ya que cada persona es única y tiene su propia manera de aprendizaje, lo cual interfiere a sus experiencias de aprendizaje. Ciertos estudiantes aprenden analizando (Estilo Cognitivo), otros aprenden por percepciones (Estilos Sensoriales) y otros aprenden mejor percibiendo (Estilos Afectivos). Nosotros como profesores tenemos que estar concientes de los diferentes estilos de aprendizaje y así de esta forma implementarlos de la mejor manera, incluyendo todos los estilos de aprendizaje en nuestras clases, para así satisfacer las necesidades de todos los estudiantes. Es por eso que menciono como usar los diferentes estilos de aprendizaje en las escuelas primarias.

Además, la tesis contiene una explicación de cómo promover actitudes positivas en los niños hacia el aprendizaje del idioma Inglés, para así incrementar su motivación. También incluyo ciertos conceptos sobre cuales son las necesidades de los niños al momento de aprender.

Adicionalmente a esto, explico maneras de cómo enseñar y otorgar responsabilidades a los estudiantes en las clases para un mejor ambiente de aprendizaje. Así como también una guía de cómo debe ser el comportamiento del profesor ante sus alumnos

Incluyo en la tesis relevantes teorías y métodos de enseñanza, los cuales son esenciales para la enseñanza, los mismos que guían a los profesores a encontrar la mejor forma o técnica para impartir sus conocimientos, al igual que encontrar el mejor método para facilitar el aprendizaje de una segunda lengua en los estudiantes. Los métodos recomendables para la enseñanza a los niños son: Total Physical Response, Community Language Learning, The Natural Approach, Whole Language, CALLA (Cognitive Academic Language Learning Approach), and Cooperative Learning.

El capítulo dos se trata de como implementar aprendizaje cooperativo en las clases. También habla del aprendizaje cooperativo en términos de el significado de cooperación y el porque es importante. Los profesores tenemos que estar concientes

que el logro es mayor cuando el aprendizaje es estructurado cooperativamente en términos del aprendizaje en equipo. También tienen que analizar las experiencias de aprendizaje que los alumnos puedan tener a través de la cooperación. Por consiguiente, este capítulo incluye los elementos básicos de la cooperación en el aprendizaje y algunas técnicas de enseñanza sobre destrezas en grupo, mediante las cuales los estudiantes se comunican, hacen amistades en quienes puedan confiar y así solucionar conflictos que se puedan presentar. El profesor debe tener en cuenta el aprendizaje en grupo, para así proveer las destrezas necesarias de cómo trabajar efectivamente con otras personas, lo cual permite al estudiante cooperar. Incluye también actividades que son recomendables para los niños, las mismas que son: juegos, canciones, poemas, arte, etc. las cuales incrementan el interés de los niños en la clase y les permite desarrollar su creatividad.

Usando actividades de aprendizaje cooperativo en la clase y considerando el proceso de aprendizaje por el cual los estudiantes atraviesan, en las clases los alumnos pueden trabajar en grupos para mejorar sus conocimientos a través de las tareas encomendadas por el profesor, en donde ellos trabajan juntos y adquieren el idioma sin darse cuenta, en donde trabajan en conjunto, interactuando y compartiendo información durante las actividades.

En la tercera parte presento un análisis de los resultados de la información referente al Proceso de Aprendizaje del idioma Inglés en los niños, el cual lo recopile a través de cuestionarios, entrevistas y observaciones.

En la última sección están incluidas algunas conclusiones y recomendaciones para la enseñanza a niños en una forma cooperativa durante el proceso de aprendizaje del idioma Inglés.

Esta disertación puede ser útil para profesores, para los estudiantes de la carrera de Lingüística, en donde ellos pueden leer para conocer algunas técnicas de cómo enseñar a los estudiantes a trabajar en equipo, también para conocer los estilos de aprendizaje de los niños.

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CHAPTER I

1 THE LEARNING PROCESS

According to Krashen, 1987:9 “The learning is not as simple as it appears. It needs to go through a process. During this period, the child is simply building up competence by listening via comprehensible input”. Therefore, since comprehensible input is necessary, it should contain clear messages which learners want to hear and also which help students to produce language work when they feel ready to do it. Acquisition is not learning a set of grammatical rules and drills. It requires meaningful interaction in natural communication. What is important is understanding people and being understood.

C. Rogers visualizes learning as a cognitive (meaningless) and experiential (significant) process, where academic knowledge such as vocabulary or multiplication tables should be applied by experiencing it.

To Rogers, experiential learning includes: personal involvement, self-initiated, and pervasive effects on a learner. He says that all human beings have the capacity to learn, where the teacher’s role is to facilitate it by establishing a good atmosphere in the classroom, clarifying some doubts to students concerning the activities, providing

learning resources, balancing intellectual and emotional components of learning and sharing feelings with students.

Rogers also emphasizes “The importance of learning to learn and an openness to change” (<http://tip.psychology.org/rogers.html>).

According to Lane and Molyneaux, 1992:140 “Learning can be defined as the acquisition of knowledge and the modification of behavior through experience”. Oxford and Ehrman suggest that teachers of a second language need to identify and comprehend significant individual differences in their learners in order to provide an effective instruction.

1.1 Language and the Brain

According to Lyons, the brain has two hemispheres: the right hemisphere and the left hemisphere, where each hemisphere has a different function. The right hemisphere controls the left side of the body and the left hemisphere controls the right side. The right hemisphere also deals with verbal tones, patterns, and musical qualities of language. On the other hand, the left hemisphere deals with the interpretation of words.

The right hemisphere is specialized in non-speech-sounds. On the other hand speech sound are passed to the left hemisphere during a process called lateralization (a precondition for the acquisition of language). This process is genetically

preprogrammed but takes time to develop. Lateralization begins when the child is about two years old and it ends at the age of five and the onset of puberty. So, the earlier the better, that means that the age in which children acquire language is important, due to the process of lateralization, where children's brains are ready to develop communicative competences.

The left hemisphere has a special relation with language, because the left hemisphere deals with discriminations among consonants, verbal fluency, word pattern recognition, reading and writing skills, speech recognition, control of articulatory movements, and control of speech rhythm and flow.

Meanwhile, the right hemisphere is in charge of discriminating vowels, pitch and tone recognition, visual pattern recognition, map reading and drawing, recognizing emotions, recognizing environmental sounds, and nonverbal communication. What is more, the right and left hemispheres contribute to all cognitive processing and intellectual activities.

Having said that, the teacher needs to keep in mind the different ways students learn in order to prepare the activities that suit their different learning styles, because one of those hemispheres is predominant in each person and that is why each human being has an individual way of learning.

1.2 The Process of Language Acquisition

Normal children acquire a language in their first years of life. There are some exceptions for this, such as: psychological or social problems, but most children speak freely when they enter school. By the time of puberty there is considerable language progress and learning continues throughout our life.

First language acquisition is vital in terms of sequence as well as in terms of importance. In first language acquisition it is the first language that is acquired by the child. Normally, second language acquisition starts in school when the first language is well developed. It is possible to acquire two languages simultaneously, and certainly to acquire a second language while still acquiring a first.

(Klein Wolfgang: 3).

1.3 First Language Acquisition

This is when a child without any language acquires one. First language acquisition deals with the child's cognitive and social development, since the child becomes a carrier of both word and concept and a social creature.

Moreover, at the moment of acquiring a language a child is guided by the principles: to become with small differences like others or acquire a social identity and within this to develop his/her own personal identity.

That means that a child through a language acquires some values such as moral, cultural, religious, among others. (Klein Wolfgang: 6). By using the language the child realizes that he/she can communicate with others, as well as to express ideas, feelings, and whatever they want. Children are capable of acquiring any human language, and the way they do it is quickly and easily.

1.4 Second Language Acquisition

Learning theorists, such as Mowrer (1954), Skinner (1957), and Osgood (1963) considered language a subset of other learned behaviors. Language is learned or conditioned through associations between a stimulus and the following response.

It is concerned only with discovering the laws that govern certain types of animal and human learning. (Schwartz, Barry: 23).

According to Bourne, Roger (Cognitive theorist) Human beings may be viewed as information processors who are both subject to certain constraints and capable of considerable flexibility. Cognitive theory is concerned with the way through which the human mind thinks and learns, where the emphasis is on the mental processes that are involved in learning.

In this theory the learner is seen as an active participant, where he uses several mental strategies in order to learn. (Williams, Marion, 1997:13).

Humanistic approaches are concerned with the inner world of the student, as well as, with his feelings and emotions. These aspects should be considered at the moment of teaching, because they are important in order to understand human learning in its totality. (Williams, Marion, 1997:30-31).

For social interactionism theory, what is important is to consider the social nature of language itself, emphasizing that learning occurs through interactions with other people, because since we are born we interact and we make sense of words by day to day interaction. (Williams, Marion, 1997:40-43).

Based on the critical period hypothesis, Lenneberg (1967) suggested that between the age of two and puberty the human brain shows plasticity which allows a child to acquire his first language due to the fact that most of the speech functions are located in the left brain. This is important to consider for second language learning and teaching.

Second language acquisition should be a spontaneous and motivating learning, since the learner has to use it in order to communicate.

1.5 Learning Styles

According to Reid, Joy, Learning styles refer to the way in which an individual processes and retains new information and skills. Everyone has a learning style because each person is unique. Learning styles refer to “stable and pervasive characteristics of an individual, expressed through the interaction of one’s behaviors

and personality as one approaches a learning task” (Garger and Guild, 1984:11). A learning style involves perception, cognition and conceptualization.

Language learning styles are approaches which are used to learn languages. Language learning styles include not just cognitive styles (Shipman and Shipman, 1985), but also social and affective factors. (Oxford, Hollaway, Horton-Murillo, 1992; Oxford & Lavine, 1991). For a given person, the style used in language learning is likely to be a direct reflection of the individual’s overall learning style, the style that is normally applied in most learning or working situations.

The learning style that each person has involves some dimensions like: sensory preference; field independence or field dependence; reflection and impulsivity; and objective/impersonal or subjective/empathic orientation.

Learning styles consist of individual characteristics; these can be expressed through interaction, behavior and personality at the moment of performing a task. Furthermore, a learning style involves the individual’s cognitive, affective, and physiological styles.

There are three types of learning styles: cognitive, sensory, and personality learning styles; which involve several functions (see the following graph).

X

Y

Cognitive Styles

Field-dependent

Field-independent

Global/relational

Analytic

Impulsive

Reflective

Diverger, accommodator

Converger, assimilator

Sensory Styles

Auditory, kinesthetic

Visual, tactile

Night, cool, moderate light

Morning, warm, bright light

Group

Individual

Affective/Temperament Styles

Introverted, intuitive

Extraverted, sensing

Feeling, perceiving	Thinking, judging
Left-handed, right-brained	Right-handed, left-brained
Ambiguity-tolerant	Ambiguity-intolerant

(Reid, Joy, 1995:14).

1.5.1 Cognitive Styles

The cognitive styles are the ones through which students perceive, remember, and think; they are also ways of mental functioning and dealing with new information.

Field dependence and field independence refer to how people learn.

Field independent students prefer structured and analytical forms of learning. They are less sensitive to the social context and they have spatial or kinesthetic sense. They perceive objects as separate from the field or context.

On the other hand, field dependent (or field sensitivity) students have greater tendency to form global impressions that is in a holistic manner. They are more sensitive to the social context, and they perform in a better way with less structure in their learning. The activities for them are auditory through social interaction. Field-

sensitive individuals learn more through interpersonal and global orientation. (Oxford, 1990).

Reflective students have the tendency to stop and consider various options before responding, while impulsive students tend to respond immediately, more fluently, and often inaccurately.

1.5.2 Sensory Styles

These are perceptual learning channels, through which students take information. The sensory styles are: visual, tactile, kinesthetic, and auditory.

Visual learners learn through a visual channel, that means that they need to be involved in reading activities, and also they need visual aids such as: videos, movies, pictures, among other. Moreover, they need written directions to perform better.

Tactile students learn through manipulation of objects they need to touch and handle thing, due to the fact, that they learn by doing something to make sense of it and remember it easily. Tactile students love touching people, games, and athletic activities, because movement is important for them and they learn by imitation and practice. It is useful to use writing activities, role plays, and try to get students use gestures in the lessons.

Kinesthetic students need to be involved in movement activities and also, they need to have some breaks during a lesson. Kinesthetic students like Total Physical

Response activities, because through them they are involved in games and role plays, which let them to move around.

Auditory students like learning by the oral aural channel. So, they need to be engaged in debates, discussions and group work activities. In addition to that, they need oral instructions.

1.5.3 Affective/Temperament Styles

The affective or temperament styles are the ones through which learners perceive, interact with and respond to the learning environment.

Extraversion-Introversion

Extraverted students learn better by having concrete experiences, contact with the outside world and relationships with others. They enjoy activities where they can obtain social interaction by having spontaneous actions through discussing and talking with a group.

Introverted learners learn more with individual and independent activities, because they like to work alone and they prefer activities which involve ideas and concepts, since they like to have a deep concentration and thinking about them.

Sensing-Perception

Sensing learners are the ones who learn with reports of observable facts (real, concrete, tangible) and they prefer physical input which can have sense for them.

They like to have tasks that involve carefulness, thoroughness, and soundness of understanding.

Perception or intuition learners learn through meaningful experiences for them and through social contact with others, because they learn through concrete experiences, which motivate them and also through reflective observation by analyzing their experiences. They like activities which involve meanings, words, symbols and abstractions, where they can discover, grasp meaning and use their imagination.

Thinking-Feeling

Thinking learners learn from impersonal circumstances and logical consequences. They prefer logical analysis of ideas and systematic planning, and also prefer acting on intellectual understanding of a situation. (Kolb, 1984:25). The thinking approach involves analytic, impersonal, objective, factual learners.

Feeling learners prefer personalized circumstances and social values. That means that they learn from specific experiences specially relating to people, because they are sensitive to feelings and people. They are emotional, personal, subjective, empathic, and compassionate.

Judging-Perceiving

Judging learners learn by reflection, analysis, and processes that involve closure. These kind of students are decisive, they like to work in an orderly way they also need to have formalized instructions and structures.

Perceiving learners learn through negotiation, feeling, informal problem solving, discovery tasks and inductive processes that postpone closure. They are curious and they enjoy working in a flexible way by following impulses.

(Moody, 1988:391).

Tolerance of Ambiguity Styles

Ambiguity tolerant learners learn better through interaction, and when they experience something they take risks. Also, they are more receptive to change.

Ambiguity intolerant learners learn more when in less flexible, less risky, more structured situations. According to Budner, 1962:29 intolerance of ambiguity “is the tendency to perceive ambiguous (novel, complex, or insoluble) situations as sources of threat”.

Right and Left Hemisphere Learners

Left brained learners are those whose dominant hemisphere is the left. They are more field independent, analytic, and logic oriented. So, they learn through visual, analytic, reflective, self reliant activities.

Right brained learners are those whose dominant hemisphere is the right. These students tend to be more field dependent, global, and emotion-oriented. They prefer auditory, global/relational, impulsive activities. (Willing, 1988).

1.5.4 Learning Styles in the Elementary School

For teaching children physical elements of learning styles must be considered, because in order to learn young children prefer to deal with auditory, visual, tactual, kinesthetic learning or it is better if children have a combination of them. Another physical element that must be considered in teaching children is mobility, because children like to move around. Also, competition and cooperation are other important style differences that should be considered. Since children like to learn cooperatively it is important to make a distinction in cognitive learning styles between sequential (field-independent, analytic) learner and global (field-dependent, intuitive) learners (Scarcella and Oxford, 1992) because most children are global, intuitive, field-dependent learners and they learn better through holistic approaches such as Whole Language. Teachers have to consider that children learn by scanning, by forming global impressions, and by making associations. The child tends to learn intuitively, not logically. Some children are analytic, sequential, field-independent learners, but they are the minority. (Gianelli, 1991).

Children learn better by doing something; moreover, they acquire a social motive for their learning. Since children have short attention spans it is good for them to get up and move around. In this way kinesthetic students are accommodated in the activities by encouraging mobility.

Teachers should include a variety of sensory styles in classes, because children are thought to pass through a developmental progression in learning style preference.

According to Keefe, 1979:9 "Preferences seems to evolve from kinesthetic in childhood to visual and eventually verbal in later years.

In addition, Krashen and Terrell' Natural Approach (1983), recommend teachers to relate language with movements and visuals aids. Also, in the Total Physical Response games are recommended. Enright suggests using gestures in classes, pantomime, facial expressions, realia, charts, pictures, and recordings. Also, he emphasizes the use of concrete experiences such as: arts and crafts, walks, science experiences, sports and games, flannel-board stories, finger plays, and acting out songs and poems. Some other authors suggest that teachers include in their lessons songs, rhymes, chants, dance for children.

All elementary schools should consider the different learning styles that children have, because each child has a different need, modality, or way through which he/she learns. So, teachers should provide students with a suitable learning situation by considering kinesthetic auditory, visual, kinesthetic, and tactual activities. These can accommodate a variety of styles. Also, teachers should be aware of the different teaching methods that exist and are available for teaching children and apply the most suitable ones in their teaching lessons, by considering students' ages and interests.

1.6 Motivation

Motivation is necessary in the process of teaching English; through it children can be interested in the class and they can learn in a better way.

Motivation is a key aspect at the moment of teaching children, where the teacher has to be motivated in order to motivate children.

- Teachers always have to keep in mind children's interests and needs, in order to prepare adequate materials and activities for them.
- The teacher has to create a relaxed and friendly atmosphere in the classroom.
- The teacher has to keep a balance of enjoyable activities; children need a change of pace and a flexible variety of activities within any lesson, where the activities should be student-centered. The balance must be flexible and dynamic, since the factors involve change from lesson to lesson, day to day, class to class.
- The teacher should not be too strict with the students, she/he has to be a friend, but she/he has to explain to students that they have to respect her/him, because friends respect each other. If a child is being a nuisance, the teacher can give him responsibilities.
- The activities must be student centered. So, in this way the students can be focused on their tasks.
- Use more listening and speaking.
- Use attractive material. The teacher should use interesting material in order to attract students' attention. (See Annex 6)
- Make use of physical activities. The teacher has to use movements in his/her classes, because children learn by doing things. It is very important for children to use their hands and body, because students have the opportunity of expressing and experiencing the language. Physical activities provide children with practical learning that is meaningful for them, and an active understanding of English.

- Tasks must be within their abilities: achievable but stimulating.
- Concentrate on games and songs.
- Develop students' self-confidence, by giving children positive feedback like "you did a good work", "excellent", "well done", among others.
- Focus on communication.
- L1 should be avoided so that students can be exposed only to the foreign language to acquire it.
- The teacher should be as a parent for the children. Children need to appreciate the teacher, because the teacher's attitude and behavior play an important role in the teaching learning process.
- The teacher should take advantages of the environment and the circumstances.
- Make children interact and be involved in the class.
- Children need to be involved in something active.
- Teachers need to prepare and select activities that serve to motivate children in the short term.

Children have their own way of learning. I will mention some of them:

- Young learners are quick to learn words and slow to learn structures.
- Children learn in a holistic way.
- They learn structures by repeating them a lot of times, of course by using different meaningful contexts and with different vocabulary.
- They learn vocabulary visually. It is a good idea to use pictures, flashcards, realia and body language for introducing it in a more suitable form.

- Teaching grammar for its own sake to little learners can be disturbing for them and does not necessary lead to use the language effectively.
- Children should be given opportunities for using the language.
- It is a good idea to elicit students' previous knowledge and relate it to the target language.
- The teacher has to be creative when introducing new grammar points and vocabulary. It is useful to make use of songs, chants, stories and games when teaching them.
- The teacher has to start the classes with simple activities like copying, filling in spaces with one word, matching small phrases and sentences and also using short stories.

Always motivate students with topics that are relevant and interesting for them.

1.6.1 How to promote positive attitudes toward English

The kind of attitudes that students have in the classroom have the power of enhancing or detracting them from learning. Children become interested in what they are good at, because lifelong attitudes appear to be form early. If teachers can manage to capture children's enthusiasm and keep it by presenting well planned lessons, appropriate for their needs and developmental level, the children they teach should progress and find that they are good at English.

Quality teaching and effective learning in children gave me the guidance for finding out what children's attitudes are and whether they change throughout a certain period

of time. Promoting positive attitudes in the class will help children and teachers to learn better something that is interesting and meaningful for them.

Most of the teachers ignore the real capacity that children have to acquire knowledge. There are many skills and characteristics that I consider very important to know about children; these are the reasons why I decided on this project. Some of the characteristics are:

- ***Children's creative use of limited language resources***

They are creative with grammatical forms and concepts. Children also create words by analogy, or they even invent completely new words which then come into the family vocabulary. Children might produce temporarily inexact and sometimes inept language, but they usually manage to communicate.

The desire to communicate also ties in with the next capacity that children bring with them to the classroom, as well as their attitude for indirect learning.

- ***Children's capacity for indirect learning***

Children can be concentrated on different activities and not focused on the language itself, however; they are acquiring the language unconsciously. The process relates very closely to the way they develop their mother tongue. They do not learn it consciously. They acquire it through continuous exposure and use.

On the other hand, conscious direct learning and subconscious indirect learning, or "acquisition" are going to help children internalize a new language.

- **Children's ability to grasp meaning**

Children have this ability already highly developed because they understand the message even when some of the words are unknown. They can do this with the teacher's full use of gestures, intonation, demonstration, actions and facial expressions to convey meaning parallel to what the teacher is saying.

- **Children's instinct to play and have fun**

Children have an enormous capacity for finding and having fun, through this sense children are living the language in real situations. Teachers can see why games have such a central role to play. It is important for children to have the opportunity to use their hands and their bodies in order to express and experience the language through physical movements; this provides an active understanding for them.

- **The role of imagination**

Children make the language real for themselves because the act of fantasizing and imagining is an authentic part of being a child. If we consider imagination in children's lives, we can see that it provides another very powerful stimulus for real language use.

- **The instinct for interaction and talk**

Children always need to talk because without talking they cannot become good at speaking. The teacher has to consider that the only way to learn to use language is to let children use it. However, this could be a problem and the teacher has to control this activity very carefully.

In the teaching of English to children, the importance of providing a change of pace and a balanced variety of activities within any given lesson is often highlighted. It is important to consider the following techniques:

- a. A child needs a change of pace and a flexible variety of activities within a lesson.-** a book carries the danger of encouraging a mechanical learning situation and the lessons have to provide different activities, because children do not all learn at the same pace or in the same way.
- b.** Language activities should be introduced through a variety of steps and activities; some may involve movement, and others may be more passive. Since the attention span of children is very short, a change of pace in a teaching lesson is essential. We know that we need instruction which clearly has purpose and coherence; and, since we need a starting point, it will be the children themselves. From them we can take their areas of interest, concern and experience.
- c. Space.** - I think that teachers have to consider different kinds of seating arrangements which depend on the activities performed. It is important to arrange the furniture in different ways in order to create a working space for physical activities, role plays, group works, craft activities, storytelling activities, etc. For example, class in rows, in a circle, in groups of five or six, in pairs, or in a horse shoe/U shape.

- d. A child needs a lot of opportunities for reviewing, recycling and consolidation of language.** - in order to review, recycle and consolidate language we will organize different and exciting activities such as: movies, cooking classes, outdoor games and parties.
- e. A child needs to assimilate language at his or her own pace.** - parents want their children to speak English and expect too much too soon in terms of results from them. I consider that involvement of parents is essential to the success and ongoing motivation of the children in the class. My idea is to keep in touch continuously with them. It will help me to let them know the progress of their children and, at the same time I will find out information about the personal interests of their children.
- f. It is very important to recognize the value of errors and risk-taking in the process of learning a language.** - it will be important for us to encourage children to express their personalities in the foreign language. They have to learn that mistakes and errors are a positive part of the learning process. I think that the key to fostering risk-taking is to teach them values.

In the early stages of a language course for children, it is important to establish priorities for children as learners, which are:

- building confidence;
- providing motivation ;
- encouraging ownership of language;
- encouraging children to communicate;

- encouraging children to use English as a communication tool;
- showing children that English is fun;
- establishing a trusting relationship with the children , and encouraging them to do the same with their classmates;
- giving children a wide range of English.

However, we as teachers have to consider that correction of errors in the early stages of a language course may foster the following negative aspects:

- children lose confidence;
- children become reluctant to take risks.

1.6.2 Student Needs

It is fundamental to be aware of children's needs in order to prepare the lessons in a more suitable way and it will help us in the teaching-learning process and among the needs that children have I will mention the following: children need to be motivated. So, motivation must be provided through communicative tasks.

- The tasks presented in the lessons should include a great deal of variety, since children have short attention spans.
- Children understand better by looking, acting, touching, and experimenting. Then, children should be involved in the activities by having an active participation in every activity.

- Children need to review, recycle and consolidation of language. Children's learning starts with input and active understanding, then it continues with first-hand experience of a practical task, and finally, the learning ends with speaking and writing activities. The learning phases are: A preparation phase, a main activity phase, and a follow-up and consolidation phase.

<http://www.english.vive.cd/cws/wwokshop/www.esl.html>

1. A preparation phase: this is a familiarization phase, where students feel confident with a limited amount of relevant language they are going to use and it includes a series of physical activities with the language needed for the activities.
 2. A main activity phase: in this phase children complete a practical task.
 3. A follow-up and consolidation phase: In this one the teacher uses students' confidence and experience gained in the two previous phases to encourage them to speak.
- They need to assimilate the language at their own pace. Since, children do not all learn at the same pace or in the same manner, teachers have to consider this and introduce students language and content through a variety of steps and activities. Some of the activities should involve movement and other should be more passive.

- They have to be exposed to the foreign language in the most natural way as possible, because they learn consciously and unconsciously and by being exposed to the language they will naturally acquire it.

<http://www.english.vivc.ed/cws/wwokshop/ww.esl.html>

At the moment of teaching children teachers have to realize that children have their own way for learning, as well as different needs and interests that should be taken into account in teaching lessons, since they pay attention to things that they like and enjoy. Moreover, they use their enjoyment for learning.

1.6.3 Taking Responsibility

Responsibility can be developed by providing the following:

- Clear guidelines for the teacher and student's roles and their responsibilities.
- Opportunities for students to monitor their own learning and behavior.
- Taking into account students interests.
- A variety of activities with a wide range of students' choice.
- Encouraging students to take responsibility for their actions.
- Encouraging them to negotiate and make decisions.

(Susan Hill: 1990 16-17).

According to Susan Hill: (1990: 20-23) there are some responsibilities that teachers and students can share during the classes and it can be motivating for students, such as:

1. Daily classroom environment and social tasks:

Attendance, room arrangement, new student welcome, planning parties, maintaining students folders, decorating bulletin, boards and classroom, planning for field trips and classroom visitors, selling school supplies, advising on accidents that happen in the classroom, taking care of the plants, setting up audio visual equipment, distributing materials and making announcements.

2. Peer tutoring:

Relay: teach four students who teach for more.

Group memory: Each child who finishes first checks with the teacher, then goes back to the group and checks each member.

Tell me: One student has an answer sheet and other doesn't.

Listening and pronunciation: Comparing answers. Comprehension questions and justifying differences.

3. Revision of writing:

On the board, show me yours, selective edit, blue pencil collective, what's the problem, peer homework correction.

4. Selection of content and determining objectives: Notes, topics/pictures on walls, survey, etc.

5. Materials preparation: Each student makes their own from magazines, pictures, matching sentences, and also scrambled sentence tasks.

6. Progress monitoring and evaluation: Groups rate themselves, extra credit tasks, surveys, progress forms.

When teaching to children the teacher has to consider some aspects such as the following ones:

- Keep in mind the age and maturity of the learners.
- Consider the circumstances and the environment.
- Keep in mind the difference in cultures and life styles of each child.
- Be aware of how the individual student learns (learning style, students learn differently).
- Be an example of organization.
- Give responsibilities to little children.

(Susan Hill: 24).

Also the teacher has to be in charge of:

- Development of the skills.
- Social interaction (cooperation, sharing, politeness, discipline).
- Keeping children involved in the class.
- Motivation and self confidence.

(Susan Hill: 25).

Children are motivated and learn better when they are given certain responsibilities and especially when they are involved in different activities (visual, tactile, kinesthetic, and auditory) during the class.

1.7 Relevant Approaches and Methods

According Edward Anthony (1963), “A method is the theory put into practice. It is an overall plan, orderly presentation of a model”.

All methods aim to answer questions such as: need to learn a foreign language, because a great number of the world population is multilingual. Also, nowadays English is the most studied language.

To Edward Anthony, a method is a plan, which presents a model. It involves various aspects such as: an approach, assumptions about the nature of language, the nature of teaching and learning; procedures, classroom techniques, practices and behaviors observed when the method is used; and design, general and specific objectives of the method, syllabus model, types of learning and teaching activities, learners’ role, teachers’ role and the role of instructional material.

Taking into account the aspects that I mentioned above, teachers have to apply the best methods at the moment of teaching children. So, the methods and philosophies which can be most suitable for children are: Total Physical Response, Activity-Based Language Approach, The Natural Approach, Whole Language, and CALLA, which provides students meaningful and interesting activities for children.

(Jack, Renandya: 2002: 9-11)

1.7.1 Total Physical Response

This is a method, which was built around the coordination of speech and action, which is done through physical movements. This method was developed by James Asher, who emphasized the development of comprehension skills before teaching, where students first understand and after respond physically. The combination of tracing activities increases the probability of successful recall, such as verbal rehearsal accompanied by motor activity.

In TPR we have the use of commands. After commands students have a period of silence for processing the information, where they first understand and after respond physically. In this method what is important is comprehension; it does not force speech production.

According to James Asher another important factor is the Affective Factors (Emotional factors), which facilitate learning when there is a positive mood in the class. This method reduces students' stress.

Approach

Theory of Language

Asher sees two parts in language: Non-Abstractions and Abstractions.

Non-Abstractions. _ he emphasizes the use of concrete nouns (real objects) and imperative verbs (orders).

Abstractions. - abstractions should be postponed until students have internalized the meaning of the language.

Theory of Learning

Asher's bases his theory on three hypothesis which facilitate language learning.

1. Bio-Program:

- children develop listening competence before they develop the ability to speak.
- children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands.
- once a foundation of listening has been establishes speech evolves naturally.
(Richards and Rodgers 1996:90).

2. Brain Lateralization:

Movement of the body is controlled by both sides of the brain. The right hemisphere is associated with creativity. Language production is controlled by the left hemisphere.

3. Reduction of Stress:

An important condition for successful learning is the absence of stress. Emphasize the natural bio-program for language development. By focusing on meaning interpreted through movement, rather than on language forms, which are abstract.

Objectives:

Comprehension and oral proficiency.

General objective of T.P.R. is to teach oral proficiency at beginning levels.

The aim is to produce learners capable of understanding communication that is understandable to native speakers.

Syllabus

According to Asher (1977: 42) T.P.R. focuses on meaning rather than on the form of items. Grammar is taught inductively (from examples to rules). Grammatical features are according to the situations in which they can be used in the classroom. Action-based drills in the imperative form (sentence-based)

Activities

Imperative drills to do physical actions (slides, pictures, commands).

Communication dialogues are introduced after 120 hours of instructions.

There are some activities which can be used in this method such as: listen and do, follow instructions, story telling, identify, songs, chants, rhymes, role-plays, and simulations, among others.

Learner's role

- Students listen, use physical movements and repeat.
- Students are required to respond individually and collectively.
- They listen and respond to commands, which are given by the teacher.
- They speak when they feel ready to do so

- They monitor and evaluate their own progress.

(Asher, 1977:93).

Teacher's role

- Director of a stage play.
- Presents the material.
- Models the material.
- Prepares materials in advance.
- Writes down exactly what is going to happen in every minute of the lesson.
- Provides opportunities for students to learn at their own pace.
- Should be very well prepared.

(Asher, 1977:93-94).

Procedure

Asher gives a detailed lesson plan:

Wash: your hands

 your clothes

 your plates

Slowly: walk slowly to the door and knock it

 slowly, touch the floor

 slowly walk to Mary and give her a hug

Material

Realia, slides, toys, magazines, pictures, and word charts. There is no textbook.

(Richards, Jack, 1986: 38)

1.7.2 The Activity-Based Language Approach

The activity based approach has been designed for teaching children, taking into account that children learn in different ways compared to adults and teenagers, because they have different interests.

According to Vale (1995: 28-35) in this approach the teacher has to establish a good working relationship with children, and also, to encourage children to do the same with their classmates.

In the activity-based approach what is important is to offer a whole learning situation, where the language development is seen as an integral part of the learning taking place; this means that children learn how to use the language, because they are involved in the activities. The teacher has to consider some objectives at the moment of teaching through the activity-based language approach, which include:

1. a preparation phase
2. a main activity phase
3. a follow-up and consolidation phase.

By following these phases in lessons, students will learn how to use the language in a natural way while they complete a task.

Children are encouraged to use the foreign language when they feel ready to use it and by using any language that they have.

The teacher has to correct errors when he/she considers it necessary to do so, or when children ask him. Otherwise, if the teacher corrects children's errors frequently, it will make them lose their confidence, because children like to speak freely.

In this approach group support is very important, because by using groups in the activities, children feel more relaxed and confident to use the foreign language, and they also take risks.

It is also advisable to use physical response and physical activities in this approach, because by doing this children will understand better the language that will be needed for the English lessons. Of course, lessons should be according to students' needs.

On the other hand, this approach has some disadvantages that the teacher has to consider, such as: it is time consuming for the teacher, because she/he has to prepare a lot of materials for developing a practical task, and also he has to spend more time in planning his/her lessons. Students need to move around the room and that will cause noise for the other classes and it will disturb the other teachers and students.

The activity-based approach is very useful and helpful for teachers, because by applying this approach in the lessons, students will learn in an enjoyable way, because they are involved in practical activities and that is motivating for them. When children are involved in something practical and they are active they learn

better. However, the teacher has to be conscious about the possible problems that may appear and be ready to solve them.

1.7.3 Community Language Learning

This was developed by Charles A. Curran who was a specialist in counseling, where community language learning represents the use of counseling learning. It was a new theory of language teaching and it was compared to psychological counseling, where it considers the feeling and self-esteem of the learner and combines what students feel with what students know plus the learning of the foreign language. The counseling theory consists in giving assistance and advice to a person who has a problem, where the counselor is the teacher and the client is the student. In this method students interact; share opinions and ideas.

Approach

Theory of Language:

There is no theory of language; however, it starts with structures:

- La Farge: “Language is people, language is person in contact, in response”.
- Alternative Theory of Language: in this theory language is seen as a social process, which considers two models: communication and community.
- Communication: is an information of verbal transmission.
- Community: is a social process, which can be verbal and nonverbal. It is a more complete interaction which includes other things apart from verbal.

Theory of Learning:

In this theory there is no habit formation. However, in this theory true human learning is important. This includes a cognitive view (knowledge) and an affective view (feelings).

Also, in this theory the teacher-learning ontogenetic relationship is essential, where the teacher and students are friends; they interact and share experiences.

Development of the learner's relationship with the teacher

Positive relationships between the teacher and learners are crucial in children's social and emotional development, since children at the moment of learning go through various stages, where they interact with others when they feel secure. Then, teachers play an important role with respect to students, because they have to make children feel confident. To do that, the teachers' behavior such as smiling, using affectionate words, engaging in many face to face interactions with children, providing appropriate physical contact, maintaining eye contact with children all develop positive teacher-child relationships.

The following stages are the ones children have to deal with:

First Stage Birth Stage: in this stage feelings of security and belonging are established.

Second Stage Child Stage: in this stage the learner, as a child, begins to achieve independence.

Third Stage Independence Stage: in this stage the learner speaks independently and may need to assert his/her own identity often rejecting unasked for advice.

Fourth Stage Security Stage: in this stage the learner feels secure enough to take criticism.

Fifth Stage Adult Stage: in this last stage the learner works upon improving style and knowledge of linguistic appropriateness. (Richards and Rogers, 1986:35).

It is necessary to consider mutual warmth, understanding and positive evaluation of other people's work developed by the teacher and the learner. Also, it is essential to have faith in each other (teacher and students).

On the other hand, it is important to develop the self-esteem in the class by paying attention to each student, stimulating students, praising, and being aware of children's problems.

In this theory for successful learning according to Charles A. Currant we have to take into account SARD; that means:

- S. Security: unless learners feel secure, they will find it difficult to enter into a successful learning experience.
- A. Attention: if there is loss of attention in the class, there will be lack of involvement in the activities. So, a variety in the choice of learners' tasks will increase attention and therefore promote learning.

Aggression: when a child has learned something he/she seeks an opportunity to show his/her strength by demonstrating what has been learned, using the new knowledge as a tool for self assertion.

- R. Retention: what is retained is internalized and becomes a part of the learner.

Reflection: a consciously identified period of silence within the framework of the lesson for the students to focus, assess and re-evaluate.

- D. Discrimination: when learners have retained a body of materials, they are ready to sort it out and see how one thing relates to another.

Objectives:

- The main objective in Community Language Learning is to speak as native speakers and to set out depending on the group.

Syllabus

In the Community Language Learning the syllabus depends on what students want to learn, according to their level.

Student's role

- In the Community Language Learning theory the student is a member of a community, where he/she learns through interaction in a community with the teacher.
- Students learn in groups.
- They express their feelings, everything they want to say.
- They are independent and secure.

- A student is considered a whole person in the process.
- Also, students are counselors of other students.

Teacher's role

- In the Community Language Learning theory the teacher is a counselor.
- He/She creates a safe environment in the class.
- He/She is a member of the community.
- He/She has to focus on the five stages and place a student in one stage.
- He/She has to set up an environment to have all the students in the same stage.

Activities for Teaching and Learning

1. Translation: one student whispers to the teacher a message he/she wants to express. So, the teacher translates the message into the target language and the student has to repeat what the teacher says.
2. Group work: group tasks should be given.
3. Recording: students have to record the conversations in the target language that they have in the class, in order to take them home and study.
4. Transcription: students transcribe utterances and conversations they have recorded, for analyzing and practicing them.
5. Analysis: students analyze some transcriptions in the target language, in order to focus on a particular lexical form or in a particular grammatical rule.
6. Reflection and Observation: learners reflect and report on their experience of the class.

7. Listening: students listen to a monologue, which is presented by the teacher involving elements students have elicited in the class interaction.
8. Free Interaction: students engage in free conversation with the teacher and with other students.

(Richards, Jack, 1986: 38).

1.7.4 The Natural Approach

This was developed by Tracy Terrel, who created a philosophy of language teaching, where she emphasized language acquisition theory by language exposure and also the consideration of emotions. Stephen Krashen from the university of Southern California developed the Language Acquisition Theory. In the Natural Approach they give emphasis to exposure to the language-input (the language given to students). Considers emotions, and also a prolonged period of attention is given to students to hear the language before to produce it.

Theory of Language: language is considered as a vehicle for communicating meaning and messages.

Theory of Learning: it is based on an empirically grounded theory of second language acquisition.

Krashen and Terrel established five hypothesis:

1. The Acquisition Learning Hypothesis: in this hypothesis they made a distinction between Acquisition and Learning, where Acquisition is the natural way paralleling first language development in children. It is an unconscious process. On the other hand, Learning is a process of conscious development of language rules.
2. The Monitor Hypothesis: it claims that we may call upon learned knowledge to correct ourselves when we communicate.
3. The Natural Order Hypothesis: it is the acquisition of grammatical structures proceeding in a predictable order.
4. The Input Hypothesis: it emphasizes the relationship between what the learner is exposed to of a language (INPUT) and language acquisition.
It involves four main issues:
 - The hypothesis relates to acquisition not to learning.
 - People acquire language best by understanding input that is slightly beyond their current level of competence.
 - The ability to speak fluently cannot be taught; it emerges independently in time after the learner has built up linguistic competence by understanding input.
 - If there is a sufficient quantity of comprehensible input, $i+1$ will usually be provided automatically.
5. The Feeling or Affective Filter Hypothesis: Krashen sees learner's emotional states or attitude as an adjustable filter that freely passes, impedes or blocks input necessary for acquisition.

A low affective filter is desirable, since it impedes or blocks less of this necessary input.

There are three kinds of affective or attitudinal variables related to second language acquisition:

1. Motivation: learners with high motivation learn better.
2. Self-confidence: learners with self-confidence and good self-image tend to be more successful.
3. Anxiety: low personal anxiety and low classroom anxiety are more conducive to second language acquisition.

Implication of the five hypothesis for language teaching

- As much comprehensible input as possible must be presented.
- Whatever helps comprehension is important. Visual aids are useful as they expose students to a wide vocabulary, rather than the study of syntactic structures.
- The focus on the classroom should be on listening or reading; speaking should be allowed to “emerge”.
- In order to lower the affective filter, students’ work should center on meaningful communication rather than on form input should be interesting and so contribute to a relaxed classroom atmosphere.

Objectives:

1. The Natural Approach is for beginners to help them to become intermediate. Students are expected to understand the speaker of the target language.

2. Students to function adequately in the target situation.
3. Make “meaning” clear but not necessary be accurate in grammar details.

Syllabus

The Natural Approach is designed for developing the basic communicative skills, which are oral and written.

The purpose of a course will vary according to students’ needs and interests. The learners are supposed to show that they have understood and to produce speech when they comprehend the input given by the teacher.

Types of Learning and Teaching Activities

The activities can be communicative. It is important to include in the activities realia, pictures, visual aids, schedules, brochures, advertisements, maps, and books.

A good classroom atmosphere is needed in order to minimize students’ anxiety and at the same time to maximize students’ self-confidence.

Students’ role

Learners are the processors of comprehensible input. They participate in communicative activities and also they have the decision on when and what to speak.

In this method there are three stages that students go through:

1. Pre-production Stage: no response to input.
2. Early-production Stage: students only produce single words or phrases.
3. Speech Emergent Stage: Students act in role plays, games and start to give their opinions.

(Krashen and Tracy D. Terrel, 1988:40).

Teacher's role

- Provide comprehensible input.
 - Create an interesting and friendly atmosphere in the class, in order to get a low affective filter for learning.
 - Design a variety of activities, involving group sizes, content, and context.
- (Krashen and Tracy D. Terrel, 1988:40).

Procedures

- Start by using TPR.
- Use TPR for teaching body parts and for introducing numbers sequences.
- Introduce classroom terms by using commands.
- Use names of physical characteristics and clothing to identify members of the class by names.
- To introduce new vocabulary it is useful to use visual aids, pictures, flashcards, and magazines.
- Make a combination of pictures with TPR.
- Use several pictures for descriptions.
- Combine observations about the picture with commands.

(Richards, Jack, 1986: 48).

1.7.5 Whole Language

This is a holistic language learning philosophy, which integrates all language skills. It was applied for teaching other subject areas, in order to teach English in general terms. In this method language should be kept whole, everything together; grammar,

spelling, and vocabulary. Students should use the language according to their lives and culture.

In this method what is important is the process of learning to define and solve problems. The student is considered as a whole; he/she is the center of all the activities performed in the class. The emphasis is on acquisition. (Richards, Jack, 1986: 25-36).

Principles of whole language

- Learning goes from whole to part.
- Lessons should be student centered. Learning is considered as the active construction of knowledge by the learner.
- Lessons should have meaning and purpose for students now.
- Learning takes place as groups engage in meaningful social interaction.
- Oral and written language are acquired simultaneously.
- Concepts on the first language should be to facilitate the acquisition of the foreign language.
- Learning potential is expanded through faith in the learner.

(Yvonne S. Freeman and David E. Freeman, 1992:7).

Whole language learning builds around whole learners leaning whole language in whole situations. Human values are present all the time, where whole language assumes respect for language, for the learner, and for the teacher. The focus is on meaning and not on language itself, in authentic speech and literature events.

Mistakes are part of the process. Learners are encouraged to take risks and invited to use language in all varieties for their own purposes.

1.7.6 CALLA (Cognitive Academic Language Learning Approach)

This approach has been used in the USA, and developed for ESL (English as a Second Language) classes. This research was done in the early mid 1980s and includes instructional programs for bilingual education.

It is an institutional model that was created to meet the academic needs of students learning English as a second language. This method has been supported by cognitive theory and research ongoing in classroom use.

Cognitive Theory says that language acquisition can be automatically attained, because children have an innate capacity to acquire L2 (a second language). Two of the creators of this theory are John Anderson and Carol Walker.

In this approach the use of learning strategies is important. These state that specific actions should be taken by the learner; the strategies enhance the learning-acquisition process, they can be taught and they are not always observable.

In this approach I will mention the following according to Marion Williams:

- Academic language skills (English is seen as a tool for learning).

- Academic content (other subject areas may be included in this approach), by adding academic content to the ESL curriculum prepares for grade level content classroom.
- Considers students' prior knowledge.
- Students have control over their own learning and develop independent learning skills.
- Activities develop vocabulary and the four skills: listening, speaking, reading and writing.
- Use of graphic organizers, visuals, manipulatives, realia, hands on, etc.
- Cooperative learning and active practice with new information are present in the lessons.
- Self-evaluation.
- Use of higher levels questions.
- Real life application of content (Williams, Marion, 1997).

The teacher should choose the best teaching method for teaching and he/she has to implement group work in the class, because through it students can help each other and in this way they can learn together, by working in groups and having fun, because children like sharing.

1.7.7 Cooperative Language Learning

Cooperative Language Learning is an approach to teaching, which includes cooperative activities involving pairs and small groups of learners during the classes.

Cooperative Language Learning depends on the social exchange of information among learners, where each student is held accountable for his or her own learning and is motivated to increase the learning of others.

(Olsen and Kagan 1992:8).

Cooperative learning includes proposals for peer-tutoring and peer-monitoring, where what is important is cooperation rather than competition. In this approach teachers have to be conscious of the following items:

- Raise the achievement of all students.
- Build positive relationships among students.
- Give students the experiences they need for healthy social, psychological, and cognitive development.
- Use competitive team-based organizational structures.

(Johnson, Johnson, and Holubec 1994:2).

Cooperative language learning promotes communicative interaction in the classroom, where its goals are:

- To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.
- To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings.
- To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.

- To provide opportunities for learners to develop successful learning and communication strategies.
- To enhance learner motivation and reduce learner stress and to create a positive effective classroom climate. (Johnson, Johnson, and Holubec 1994:2).

Approach

Theory of language

Cooperative language learning is based on interactive and cooperative learning, and it is based on some premises, where an author emphasized all normal children growing up in a normal environment learn to talk, as being focused on communication as the primary purpose of language. Having said that, children in most foreign language settings when learning a language should be assisted in developing skills in dealing with the language itself naturally .

(Weeks 1979:1).

According to cooperative language theory people truly learn a language and develop their language skills by using them in a natural way in an authentic context; otherwise, learning a language through speech samples can be often unrealistic. People just learn a language by dealing with it.

Human beings spend most of their time engaging in conversations, and for them conversations are the most significant activities they can do. (Richards and Schmidt 1983:117).

According to Grice conversation operates according to cooperative rules. A person learns cooperative rules through casual, everyday conversational interaction and through participation in cooperatively interactional activities.

Theory of learning

Jean Piaget and Lev Vygotsky stress the important role of a social interaction in learning, due to the fact, that learners develop communicative competences by interacting socially.

This approach also seeks to develop learner's critical thinking skills, which are important for learning, as well as the four basic skills (reading, writing, listening, and speaking). Moreover, it seeks to foster cooperation rather than competition in the classroom, through the use of small groups, where students work together to accomplish common goals.

One approach to integrating the teaching of critical thinking, has been invented by Wiederhold, where he developed a battery of cooperative activities, that encourage learners to ask and respond to some questions types, which foster the development of critical thinking.

Mc Groarty (1989) offers some advantages for ESL students in ACLL classrooms and they are the following ones:

- Increase second language practice through the use of different types of interaction.

- Use language in ways that support cognitive development, also to increase language skills.
- Opportunities to integrate language with content based instruction and to include a variety of materials for students to act as resources for each other.
- Possibility for teachers to master new professional skills, emphasizing communication.

Design

Objectives

The objectives are to foster cooperation, to develop critical thinking skills, and to develop communicative competences through social interaction activities.

The syllabus

CLL includes teaching content classes, ESP, the four skills, grammar, pronunciation, and vocabulary. It also involves the use of group activities.

Types of learning and teaching activities

1. Formal cooperative learning groups: these last from one class to several classes. It involves students working together to achieve shared learning goals in a given task.
2. Informal cooperative learning groups: these are ad-hoc groups and last only a few minutes in a class and they are used to facilitate learning during direct teaching.
3. Cooperative base groups: these are long term, which last a year and consists of heterogeneous groups, where the learners have to give each other the

support, help, encouragement, and assistance they need to success in the learning process.

(Mc Groarty, 1989).

The success of CLL depends on the group formation and organization; it requires students to interact with each other and to be motivated to increase each other's learning. For this Olsen and Kagan propose various elements:

- Positive interdependence
- Group formation
- Individual accountability
- Social skills
- Structuring and structures

Positive interdependence: Occurs when students feel what helps one in the group helps all members by building mutual support in the group. For creating positive interdependence it is important to consider group formation, which involves:

- the size of the group: it could be two or four depending on the task;
- assigning students to groups: it is recommended to have the teacher select groups in a heterogeneous manner;
- students' role in groups: certain roles are given to all students in the groups, such as noise monitor, turn-taker monitor, recorder, or summarizer.

Individual accountability: according to Olsen and Kagan it involves both group and individual performance, where all students participate by assessing each student

on the project and by calling on them randomly to share with the whole class, with group members or with another group.

Social skills determine the way students interact with each other as teammates. On the other hand, structuring and structures refer to the ways students interact.

Coelho describes three cooperative learning tasks and their learning focus:

1. Team practice from common input-skills development and mastery of facts.
 - All students work on the same material.
 - Practice could follow a teacher's presentation of the new material; also students need to work in new groups.
 - The task is to make sure that each student in the group knows the answer to the question, so that they understand the material and can explain their team's answers.
 - When the teacher ask a question, anyone in the group may be called to on answer it for the team, this is also a way of reviewing and testing, but of course, students will take a test individually.

2. Jigsaw: differentiated but predetermined input-evaluation and synthesis of facts and opinions.
 - Each group member receives a piece of the information.
 - Students regroup in topic groups composed of people with the same piece to master the material and prepare to teach it.
 - Students discuss the information.

- Each student produces an assignment of part of a group project, or takes a test, to demonstrate synthesis of all the information presented by all group members.
- This method of organization may require team-building activities.
- This method is useful, because it allows homogeneous and heterogeneous grouping in terms of English proficiency.
- Information gap activities in language teaching are jigsaw activities in the form of pair work.

3. Cooperative projects: topics/resources selected by students' discovery learning.

- Topics may be different for each group.
- Students identify topics for each group member.
- Students research the information through different resources.
- Students synthesize their information for a group presentation, where each student presents it to the whole class.
- This method emphasizes individualization and students' interests.

Olsen and Kagan some examples of CLL activities such as:

- Three-step interview: students are in pairs, where one of them is the interviewer and the other one is the interviewee. Students reverse roles and after that, they share with their groups what they have learned in the interviews.
- Roundtable: on a piece of paper each student makes a contribution and passes the paper to another student, until everyone makes contributions.

- Think-pair-share: the teacher asks a question. Students think of a response, they discuss responses with a partner and share their partner's response with the class.

Solve-pair-share: the teacher poses a problem. Students look for solutions to it individually and they explain how to solve it in interview.

Numbered heads: students number off in teams. The teacher asks a question. Students put their heads together and make sure everyone knows and can explain the answer. The teacher calls a number and the students with that number raise their hands to be called on.

Learner role

It is to be a member in the group by working cooperatively on tasks with his/her teammates. Learners have to learn to work in a team. Learners are directors of their own learning. They are taught to plan, monitor, and evaluate their own learning, where learning requires students' involvement and participation. In this approach it is useful to use pair work, where students alternate roles involve partners in the role of tutors, checkers, recorders, and information shares.

Teacher roles

The teacher has to create an organized learning environment in the classroom by setting goals, planning tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time (Johnson 1994). The teacher has to be a facilitator of learning, in order to help students to improve their learning. Also, the teacher has to provide questions to challenge

thinking; they prepare students for the tasks, they assist students with the learning tasks and they give a few commands, imposing discipline. The teacher has to restructure the lessons so that students work on them cooperatively.

The role of instructional materials

Material may be specially designed for CLL learning such as jigsaw and information gap activities; they should allow opportunities for students to work cooperatively.

Procedure

Johnson (1994: 67-68) gives the following procedure on how cooperative learning lessons would be when students are required to write an essay, report, poem, or story, or review something that they have read.

Pair arrangement is used, where pairs verify that each member's composition matches the criteria that has been established by the teacher; they then receive an individual score on the quality of their compositions. They can also be given a group score based on the total number of errors made by the pair in their individual compositions.

CHAPTER II

2. IMPLEMENTING COOPERATIVE LEARNING

According to David W. Johnson, implementing cooperative learning depends on how cooperative learning situations are effectively structured. What is needed is a general procedure, specific enough to give teachers guidance, but flexible enough for teachers to adapt it to their specific teaching situations.

At the moment of implementing cooperative learning in the lessons, we have to take into account: objectives, decisions, monitoring, and evaluation.

The objectives should be specified in two types: the academic objectives which need to be according to the students' level, and the collaborative objectives, where teachers should state details about what social skills are going to be involved during the lesson.

The decisions that the teacher has to take are related to the size of the group of students. At the beginning of the class it is advisable to start with pairs or with three students as they become more experienced in working with larger groups. The maximum number for students groups should be six.

At the moment of assigning students to groups the teacher should consider heterogeneity by placing high, medium, and low students within the same group, because through it students can be involved in many more explanations, discussing the material, as well as having more elaborative thinking; all of them will increase students' understanding.

The way the teacher arranges the room is important, because it can facilitate learning groups. The member groups should be placed in a circle in order to be close to each other, so that they have chance to communicate better. On the other hand, the teacher should have access to each group; also each group should be far apart from the other groups to avoid students disruption.

The materials may be distributed and planned in terms of communication, that is giving students opportunities to share activities and to join efforts.

The teacher has to establish cooperative interdependence by assigning roles to students, where each student is assigned a responsibility to perform a task within the learning group.

Also it is necessary to explain the academic tasks, where the teacher has to set the task by explaining concepts, procedures, and give examples in order to clarify students what they have to do about the assignment. Moreover, the teacher has to check students' comprehension of the assigned task. One of the advantages in working cooperatively is that if one of the students in the group does not understand the task, he/she will ask his/her group for clarification.

The teacher has to structure positive goal interdependence, where she/he has to explain to students that they have to work and cooperate with their group, because they have a common or mutual goal to achieve. Students have to understand that they are responsible for learning the material given in the class by the teacher, and also that they have to make sure that all groups understand the material, and that all groups complete the assignments effectively.

By creating positive interdependence in the class students are encouraged to support one another for learning.

By structuring individual accountability the cooperative learning groups can enhance the learning of each member. In order to check students' involvement in the tasks and promote participation among them, the teacher has to assess the level of performance of each student randomly; selecting members to explain answers, giving tests, having members edit each other's work and randomly picking one paper from the group to grade.

Structuring intergroup cooperation helps each student group to help other groups when they finish a task.

Evaluation should be criterion-based, which means that the teacher should evaluate students individually, but also the teacher has to set criteria from the whole class to reach, in order to find out how students are working as a class and try to promote collaboration and encouragement in the activities.

Furthermore, the teacher has to specify the behaviors that are desirable within the groups, where students have to stay with their groups, use quiet voices, and take turns without interrupting the other groups.

In addition, the teacher has to assess on how well students are learning and also, the teacher has to provide feedback on how effectively they are collaborating and performing a task. Feedback should be as specific as possible.

It is advisable for teachers to observe and monitor the groups in the class to assess how well the group is functioning and to check students' behavior in order to see what problems they are having at the moment of completing a task and working cooperatively, and also the teacher should evaluate the quality and quantity of student's learning. So, in this way the teacher intervenes by helping students to clarify any doubt that they could have in the tasks. (Johnson, David, 1984: 25-27).

The students' behaviors which are desirables within the learning groups are: contributing with some ideas, asking questions about the things that are not clear for students, expressing what students feel, actively listening, expressing support to one another as well as to accept each member in the group, encouraging students' participation, checking for understanding, and giving clear instructions for the groups to know exactly what to do.

When the lesson is over, students should be reinforced by summarizing the most important point in the lesson and by asking students to recall ideas as well as elicit from more examples. It is important to have the presence of user-friendly structures

that are supported by time and explaining the task that they have to do. The structures may involve mostly one-to-one interaction (clinical supervision or peer coaching) or group interactions (Action Research teams or study groups) or a combination of both (critical friends).

(Glickman, Carl, 2002: 57).

Succeeding in group activities is one of the nicest experiences that students can have, because by doing that students can work with others to attain important goals by experiencing success themselves as well as by helping their classmates to do so.

Teamwork is fun and it creates a social and motivational environment among students that expect and assists maximum effort from them.

2.1 Cooperative Learning

According to Susan Hill, cooperative learning is the way people learn and work together, rather than alone.

Cooperation is to be with other students by sharing ideas, thoughts, opinions; discussing the material; and helping each other to perform an activity adequately. Also, through cooperation, students build cooperative partnerships, positive relationships, as well as psychological health, where they become part of a supportive group by sharing responsibilities.

By working cooperatively students help each other in order to master the assigned material that is given by the teacher during the classes to perform the activities.

Moreover, students accomplish goals by working together and having interdependence, that is by helping one another to understand what the purpose of the activities are and in this way students learn in groups. It is important to promote cooperation in the classroom so that students build relationships with themselves and others during the classroom activities.

Through cooperative learning students learn to give and receive feedback among themselves and with the teacher by interacting, because through it students are exchanging what they think and feel.

Cooperative learning groups also allow students to have individual accountability, heterogeneous, shared leadership, shared responsibility for each other, task and maintenance emphasized, social skills directly taught, teacher observes and intervenes, group processes their effectiveness. (Johnson, David, 1940:10).

Cooperative learning brings to students idealism, practicality and enthusiasm. Also, it helps students to talk to each other, to work together, to pay attention, as well as to take care about the work of other students.

2.2 Importance of Cooperative Learning

According to David W. Johnson and Roger T. Johnson, cooperative learning is important, because through it teachers can allow students to learn on their own, individually, or they can arrange students in pairs or small groups to help each other to do an activity.

In cooperative learning situations students can have a positive independence among students' goal attainments; students can perceive that they can reach the goals that they have in a team, in other words as a learning group; students can discuss the material with each other by helping one another to clarify it, and they can encourage each other to work; so, in this way students can have many more interactions among themselves.

Cooperation creates good relationships among children, in order to have a constructive socialization, healthy cognitive, and also social development; which are characterized by having, support, commitment, and encouragement.

Interaction among students is important for avoiding desegregation and mainstreaming, because children need to have a heterogeneous environment in order to learn better and for building positive relationships among them without discriminating. So, in this way students can construct good relationships to one another and on the other hand, teachers can prevent socially dysfunctional behaviors, and negative attitudes and prejudices among students can be controlled.

2.3 The Basic Elements of Cooperative Learning

We have to consider some factors at the moment of teaching students to be cooperative, such as:

Positive Interdependence: In this element students have common or mutual goals to achieve as a learning group, where students should learn to be interdependent with other members of their group in a positive way; also students are concerned about their group and their own performance. Students have division of labor, where each student has task interdependence. Moreover, in this element there is resource interdependence, where the materials, resources and information are divided among the members of each group. Also, students have role interdependence. In this element students have different roles, which are assigned by the teacher. Finally, students have reward interdependence in this one students are giving rewards.

Face to face interaction; where students give and receive information by verbal interchange.

Individual accountability: the purpose is to maximize the achievement of the students by determining students' progress so that students can provide support and assistance to one another.

Interpersonal and small-group skills: in this element students who are socially unskilled should be placed in a learning group to cooperate with their classmates by teaching them to use social skills. (Ellis, Susan, 1985:27).

According to David W. Johnson cooperative skills become an important prerequisite for academic learning since achievement will improve as students become more effective in working with each other.

Some students don't know how to work with others. Students should be taught appropriate skills and be encouraged and motivated to use them. So, teachers have to teach interpersonal and small-group skills, where students learn to trust, accept, and support one another; communicate accurately, and resolve problems together in order to work cooperate effectively in the group.

For teaching students social interpersonal and small-group skills, teachers should place students in groups and tell them that they have to work in groups by interacting with others in order to achieve a goal that is beneficial for each person in the group. In order to coordinate efforts for achieving mutual goals students must get to know and trust one another, they have to communicate, they have to work cooperatively by helping one another to achieve a task successfully. So, in this way students create a basic nexus among them. (Johnson and Johnson).

To teach students how to manage interpersonal and social group skills, first students must see the need to use the skill, and they should want to learn the skill. Furthermore, students must understand what the skill is and when it should be used. After that, students should master a social skill by practicing several times with the students sitting next to them.

Teachers should master social skills by providing students with a role so that students can be engaged in group meetings. For example, the teacher can assign roles to each student in the group, and then the roles can be rotated so that students could be responsible for each role. Teachers have to make sure that the students assess how well they are using the skill. Students have to persevere in practicing the skill.

Such group processing will increase students' interpersonal and small group skills as well as increasing students' achievement and the quality of the relationships among them . (Johnson, David: 52).

In addition to that, teachers should explain to students why the skill is important and inform them that they will be rewarded for using it. So, in this way students will understand what the skill is and when they can apply it. (Johnson, David :7-8).

The teacher can promote social skills in their students by providing them with several activities such as: face to face interaction, where students share ideas, opinions; group processing, and where students can help each other in the group; students have responsibilities, where they know what to do. So, in this way students achieve their group's goals.

2.3.1 Assumptions for Teaching Cooperative Skills

According to Alberti, Jacquie (2004: 8) there are five assumptions that teachers should consider at the moment of teaching cooperative skills such us:

The first, a cooperative context should be structured, where the teacher should implement cooperative learning situations and defines the collaborative skills for communicating more effectively.

The second, cooperative skills must be taught, where teachers teach students to work and interact with each other. There are four levels of cooperative skills that the teacher should consider at the moment of teaching cooperative skills and they are: forming, functioning, formulating, and fermenting.

Teachers start with forming skills. These skills place students into cooperative learning groups, as well as establishing norms for appropriate behavior.

Furthermore, they ensure that group members are present and oriented toward working with each other, where students will share their ideas, opinions and materials in order to achieve a common goal.

Functioning skills are needed to manage the group's efforts to complete an assignment and assist the group in operating and guiding constructive relationships among member groups.

Formulating skills build a deeper understanding of the material that students are using and also they ensure that high quality learning takes place within the group and that the learners engage in the necessary cognitive processing. Those skills may be developed by summarizing students important ideas and facts, which have been discussed during the lessons.

Fermenting skills ensure that intellectual challenge and disagreement take place within the learning groups.

The third assumption, peers are the key. After students know what cooperative skills are, they are encouraged to practice them by working in groups and receiving peers' feedback. Peer feedback will occur while the groups are working together.

The fourth, peers help each other to learn cooperative skills by supporting and helping each other to do so.

The fifth, the earlier students are taught cooperative skills, the better. Students should be taught to work together earlier in their lives. So, by doing this during students education, it will help them in their careers and family life.

(Alberti, Jacque:2004: 15).

2.4 Student team learning

Student team learning involves students in cooperative activities that are given by the teacher during the assignments that they have to work on during the classes.

Working in a team encourages students to help each other, as well achieving common goals that they have. Furthermore, teamwork creates a social and motivational environment in the classroom, where students can enjoy and learn at the same time.

Dynamics of team organization can be successful because they promote students effort and commitment in learning and helping each other learn so that they are into team sports, where they have to work together in order to achieve a goal.

By working in groups students improve their relationships with their classmates and also their physiological health, because they are having fun by working together. Group formation removes constraints, lowers barriers and relaxes students, builds up trust and support, and encourages cooperation among students through physical contact and social interaction. It is non-competitive and enjoyable. It can be used at the beginning or throughout the course. It helps students to take risks without embarrassment. It can be time consuming, but valuable.

We as teachers should implement student team learning, where we should emphasize the use of team goals and team success where students have to keep in mind that they learn something as a team. Students work and learn together, and at the same time they are responsible for their groupmates' learning as well as their own.

2.5 Necessary skills to work effectively in groups:

Slavin, Robert (1990. 3) mentions some skills which can facilitate group working:

1. Form their groups quickly without disturbing others.
2. Stay with the assigned group and work with the people in that group for a short time.
3. Participate with somewhat muted voices when several groups are working in the room.
4. Establish turn-talking patterns and determine each group members roles such as time-keeper, secretary, English monitor, reader, reporter, encourager, etc.
5. Use each other's name.

6. Look at and listen actively to each speaker in the group.
7. Avoid “put-down” or argumentative behavior.
8. Clarify assignments with the teacher and other group members if necessary.
9. Watch time limit for each individual or each activity and remind each other to stay on task.
10. Express support of other members in their group.
11. Listen and draw out ideas from more hesitant members.
12. Offer to explain, clarify, summarize or assist.
13. Correct or add to information or ideas for other group member in a polite, supportive way.
14. Criticize ideas rather than people.
15. Ask for explanation or rationalization for answers or conclusions given by others members of their groups.

(Slavin, Robert : 11).

2.6 Using Bonus Points

When teaching students the interpersonal and social skills they need, it is recommendable for teachers to give their students the opportunity to earn bonus points for their groups by using the cooperative skills. Researchers have found that all students learn social skills when they are engaged in them more frequently and especially when the group is given bonus points for their group doing so. (Lew, 1986).

Bonus points can be rewarded into two ways: they can be accumulated for academic credit or for special rewards, such as free time. The following procedure is recommended for giving bonus points:

1. Firstly, the teacher has to identify, define and teach the social skill that he wants students to use in working cooperatively. The social skills include:

- Staying with the group.
- Using quiet voices.
- Giving direction to the group's work.
- Encouraging participation.
- Explaining answers.
- Relating present learning to past learning.
- Criticizing ideas.
- Asking probing questions (Johnson 1988).

2. In order for students to use the skill that the teacher is teaching them, the teacher has to increase the use of bonus points and to increase group rewards for students work cooperatively.

- A student group receives a point when one of the students in the group engages in the targeted skill.
- The teacher has to give students points just for positive behavior.
- The points that the teacher gives his/her students are never taken away.

3. The teacher has to summarize total points daily, so that students have an idea of the progress they are doing.
4. The teacher has to observe each group performance during the activities for checking if students are using the skill.
5. The teacher has to set an amount of points for earning a reward. The rewards can be social and tangible.

The social rewards include warmth words given by the teacher such as:

“Remarkably well done”, “That’s a good way of putting it”, etc.

The tangible rewards can be: free time, computer time, extra recess time, time to play a game, and any other activity that students like.

The teacher has to consider also behaviors which include students following directions that are given by the teacher, complete a task, and to hand in homework.

2.7 ACTIVITIES

When teaching children I used games in the classroom, because games helped me to teach English through entertainment and to review the material in a way which was encouraging for children.

I used a variety of games in class, such as: monopoly, competition activities, guessing activities, hangman, word from words, word chains, matching activities, and card games.

By using monopoly games, students were encouraged to speak while having fun and that brought very positive results.

The lessons which contained games and competition elements of team guessing were good to practice communication skills.

Hangman, word from words, and word chains games were useful to do some revising about previous vocabulary, which really worked, because pupils made a great effort to remember the vocabulary they had already learned.

Matching and card activities were helpful. Through them I reinforced any language item, where children associated the pictures to the words.

For children games were an easy way of learning, which avoided boredom, where children learned better by playing.

Games helped me to build group dynamics, which allowed cooperation in the lessons among pupils.

Games gave children a lot of positive emotions, where children learned better because they had the feeling they could achieve the activities they were working on.

Through games children learned and enjoyed themselves while enhancing their knowledge. So, pupils showed a lot of interest and keenness, which facilitated learning.

Games were motivating since they were amusing and at the same time challenging, where all the students had the opportunity to participate. This helped me to employ meaningful and useful language, to practice language skills, and also to encourage and to increase cooperation.

2.7.1 Games

Pairs of cards

1. Make two sets of cards by including words on them. The two sets must be the same and there must be enough cards for all the class. The topic in which you are working can be related to vocabulary or grammar.
2. Divide the class into two teams, and then provide each group with one set of cards.
3. The children take turns to mime the cards that they have. When a child recognizes someone miming his/her card, he/she goes and forms a pair with him/her.

(See Annex 7)

If you want to form groups of three or more students, make three or more sets of the same card.

(Vale Feunteun, 1995 p. 204)

Making random groups to music

1. Put some music in the class with a strong beat, and let all the children dance around it.
2. Turn down the volume and call out “Groups of three” or “Groups of four”, and so on. Then, the children get into threes as quickly as they can in order to form the group.

Names in a box

Put all the names of the children in a box, and pull them out two by two, or three by three, depending on the size that you want for each group. In this way these children form a group.

Acknowledgement

“Using ribbons” and “Making random groups music” are adapted from Drama Techniques in Language Teaching, by Alan Maley and Alan Duff.

Scoring games

Level: All

Age group: All

Time: 5-10 minutes

Description: These are motivating games for students in order to score games and quizzes.

In class

Football

1. You have to make a large picture by drawing a football pitch on it. (you can use a basketball court or any sport).
2. Divide the class into two team and you have to ask them to put a name for each group, also where their home goals are, and in which way each team is going.
3. Start the game or quiz.
4. The ball starts in the middle of the football pitch. When a team wins a point, the ball moves one line towards the other team's goal. On the other hand, if the other team wins a point, the ball moves one line towards their goal.
5. When the ball reaches the goal, that team scores, and the ball goes back to the center line.

Drawing points

Add a line to a drawing for each point gained. It will be any drawing.

(See Annex 7)

Stepping stones

For this activity you have to draw a river on the board with some stones across it, also draw a frog on a card and cut it out one frog for each team.

For each point that the groups have, the frog goes forward one stone. The first team to reach the other side wins.

Climb the tower

Draw a ladder going up a tower on the board. For each point the team goes up a rung. The first team to get to the top wins.

The winners

Each team tries to finish writing a word first for example. THE WINNERS adding a letter for each point.

Word games

Level:	All
Age group:	All
Time:	10-20 minutes
Aims:	Linguistic: vocabulary and spelling
Description:	Children love word games

In class

Hangman

1. Divide the class into two groups.
2. One child from each group (the thinker) by taking turns one child from the one group goes first and after the other one, think of any word and write dashes on the board to represent each of the letters.
3. The rest of the children try to guess the letters.
4. If they guess a letter in the word, the thinker writes it over the dash, or dashes, that represent the letter or letters.
5. For each wrong guess the thinker draws one line of a simple picture of a person hanging from gallows.
6. If someone thinks she/he knows the word she/he can guess it, if they are right, their group has a point, but if they are not, another line is added to the figure.

7. The group with more points is the winner.

(Relter and Valls, 1984 p. 26)

(See Annex 7)

Word chains

Write a “starter” word on the board, it could be any word. In teams, the children take turns to add a word to either end. For example:

GAMESTOPLACELEPHANT

4 3 1 2

(Relter and Valls, 1984 p. 55)

Words from words

- Write a long word or also you can write a short sentence on the board.
- The children see how many words they can make, using only the letters in the word or sentence. For example:

GRANDFATHER ---- and, fat, red, her, hat

3.7.2 Songs and Chant

Parts of the body

Head and shoulders, knees and toes.

Head and shoulders, knees and toes, Knees and toes,

Head and shoulders, knees and toes, Knees and toes, And,

Eyes and ears and mouth and nose,

Head and shoulders, knees and toes, Knees and toes

The children touch the parts of the body in the song.

The Hokey Cokey

The children stand in a big circle

Words

Actions

You put your right hand in,

Everyone puts their right hand into the circle.

Your right hand out

Everyone puts their right hand out of the circle.

In, out, in, out

Everyone puts their right hand in and out.

Shake it all a-bout,

Everyone shakes their right hand vigorously

You do the ho-key co-key,

Everyone holds their elbows and moves their hips to the music.

And you turn a-round

Everyone turns round on the spot.

That's what it's all about.

Everyone holds hands.

Chorus

Oh, the ho-key co-key

The whole circle moves into the center.

Oh, the ho-key co-key

The whole circle moves out again.

Oh, the ho-key co-key

Everyone lets go of one another's hands.

Knees bend, arms stretch,

Do these actions.

clap your hands.

In other verses, substitute left hand, right leg, left leg, whole self or other parts of the body. It is best not to let it go on too long.

(Vale and Feunteun 1995: p.125)

Poems, rhymes, and chants to say

Level:	All
Age group:	All
Time:	10-20 minutes
Aims:	Linguistic: to practice the sounds, rhythms, and stress patterns of English, and in some cases to practice a structure. Other: to have fun, and to feel a sense of achievement.
Description:	The children learn and recite a poem, rhyme, or chant, and also they can do the actions with the words.
Materials:	Copies of the words (optional).
Preparation:	Learn the poem and practice saying it with a good beat. Add actions where you consider it necessary or appropriate.

In class:

The following are some hints for teaching a poem, rhyme, or chant:

1. Say the poem, and demonstrate the actions if you have them.
2. See if children can guess what it means.
3. Practice saying the poem with the whole class. Remember that you have to keep a good rhythm and listen for pronunciation problems.

4. Teach the children the actions and ask them to do them as you say the poem.
At this stage it is not important for students to say all the words.
5. (Optional) Write all the poem or some parts of it on the board in order to explain to children difficult words.
6. (Optional) Ask the children to look at the words on the board, and rub out one or two words (you could substitute with pictures). Children recite the poem, 'reading' the invisible words. Then rub out some more words and get them to recite it again. Go on with this until they are reading the invisible poem.
7. The children say the words and do the actions.

The most useful rhymes for language learning are the repetitive ones in which only few words change from verse to verse. So, in this way they will be easy to learn.

Examples:

Five little elephants

Words

Actions

Five little elephants

Five children stand in a row, using their arms as 'trunks'

Standing in a row

Five little trunks

Waving hello

The children wave hello with their trunks

'Oh' said an elephant

The first child looks at his or her watch, makes a surprised gesture, and hurries away.

'Time to go'

four little elephant

standing in a row.

Continue with:

Four little elephants

Three little elephants

Two little elephants

And so on until

On little elephant

Standing in a row

One little trunk

Waving hello

'Oh' said the elephant

'Time to go!'

No little elephants

Standing in a row.

(Vale Feunteun, 1995 p. 146)

In a dark, dark wood

In a dark, dark wood there's a dark, dark house

In a dark, dark wood there's a dark, dark cupboard

In the dark, dark cupboard there's a dark, dark shelf

Oh the dark, dark shelf there's a dark, dark box

And in the dark, dark box there's a

When children have learned the poem they can illustrate it and also they can imagine what is in the box.

(Fisher, 1991 p. 82)

2.7.3 Creative Activities

Make a weather clock

- Level: 1, 2
- Age Group: All
- Time: 30 minutes
- Aims: Linguistic: weather vocabulary, to follow spoken instructions.
Other: drawing, colouring, and cutting, and to think about designing symbols.
- Description: The children make a weather clock with movable hands that they can set according to the day's weather.
- Materials: A weather clock you have made, photocopies of the blank clock for the children, strips of card for the hands, a split pin for each child.
- Preparation:
1. Make a weather clock yourself.
 2. Ask for a volunteer to come and draw a picture on the board to represent one of the kinds of weather on the list. Start with something easy to draw, like sunny, and then go on to something more difficult, like windy.

If they are not sure what to draw, ask them questions such as What do trees do when it is windy? And the leaves? And your umbrella? And your hat?

3. Show them your weather clock and ask What is the weather like today? Set the hands according to their answers.
4. Tell them that they are each going to make a clock, and tell them what to do, demonstrating at the same time. Give out the worksheets.

Vocabulary jigsaws

Level:	1,2
Age Group:	All
Time:	30 minutes
Aims:	Linguistic: to revise vocabulary Other: to practice drawing, colouring, cutting, and sticking; to practice matching pieces of a jigsaw.
Description:	The children complete a jigsaw framework with words and pictures, cut it out, and remake the jigsaw.
Materials:	One jigsaw you have already made, blu - tack, copies of the empty jigsaw for the children, card, an envelope for each child, coloured pencils, glue, scissors.
Preparation:	Make a jigsaw yourself. If you have a large class, it is a good idea to make a giant jigsaw on a sheet of card. Stick it on the board so that everyone can see it.

In class

1. Show the children the picture pieces of your jigsaw and ask them the English words for what is on the pictures. Stick them on the board or put them on a table where everyone can see them.
2. Show the children the word pieces and get them to match them to the pictures. Then ask for volunteers to put all the pieces together to make the whole jigsaw.
3. Explain that they are going to make a similar jigsaw. If the children are very young, they should copy your pictures and words. If they are older, let the class decide what topic they want to work on, and let each child choose his or her own words and pictures.
4. Give out the blank jigsaw and check that the children understand what they are going to do.

(See Annex 7)

Growing seeds

Level:	2, 3
Age group:	All
Time:	5-10 minutes a day for two weeks, then 5-10 minutes a week for 4-6 weeks.
Aims:	Linguistic: to follow instructions in English, to keep a written record of a process. Other: to encourage observation over a period of time, to practice measuring, reinforce what the children learn in science lessons.

Description: The children plant bean seeds in a jar and observe the bean as it germinates and the plant as it grows.

Materials: A jar for each child, two or three bean seeds for each child, enough blotting paper to put in all the jars, water, copies of the instructions and record sheets.

Preparation:

1. If you have time, follow the instructions yourself first.
2. Tell the children to bring an empty jam jar each to school.
3. Either buy some dried beans or tell the children to bring two or three each.
4. Make a photocopy of the instructions and record sheet for each child. If you cannot make copies, write the instructions on a large poster, and draw the record sheet grid on the board for the children to copy.

In class

1. Show the children a bean seed. Ask them what it is, and tell them that they are going to plant some and watch them grow. Teach them basic vocabulary such as seed, root, shoot, leaf/leaves, water, plant, and grow, as well as words they need to understand the instructions.
2. Give out the instructions and record sheets and ask the children to read 'Day 1'. Check that they understand and then let them start.
3. Set aside five or ten minutes in the following lessons for the children to continue with the activity: every day at first, then once a week.

2.7.4 Extra Materials

Making Greetings Cards

Age group:	4 years old
Time:	25 to 30 minutes
Aims:	Linguistic: to practice drawing, colouring, and cutting-out skills.
Description:	the children follow simple written instructions to make a Mother's Day greetings card.

Materials:

- a large copy of the picture (optional),
- flashcards,
- a copy of worksheet for each child,
- an envelope for each card or a large piece of paper,
- coloured pencils,
- scissors,
- glue.

Preparation:

- Make the card yourself so that the children can see a finished one.
- Make a copy of worksheet for each child.
- Cut a piece of card approximately 50 cm x 15 cm for each child.

- Make flashcards with the word: draw, color, cut, stick, and the English names of colors on.

(See Annex 7)

Old Mac Donald Loves Fruits and Vegetables

Age group:	4 years old
Time:	25 to 30 minutes
Aims:	Linguistic: fruits and vegetables.
Description:	Pictures of fruits and vegetables from seed catalogs or magazines (glue 1 picture on each paper plate and tape a craft stick to the back of each plate to make a fruit or vegetable puppet).

Materials:

- white paper plates
- markers
- glue
- craft sticks
- pictures of fruits and vegetables from seed catalogs or magazines

Preparation:

- As you give each child a fruit or vegetable puppet ask the children to name the fruit or vegetable.

- Talk about garden farms where fruits and vegetables are raised, rather than animals. Sing “Old Mac Donald Had a Farm” but sing about the fruits and vegetables that grow on the farm (name the vegetables on the paper plates):
- Old Mac Donald had a farm, EIEIO
- And on his farm he had some veggies, EIEIO
- (Sing the name of one of the vegetables puppets, such as carrot.)
- And on his farm he had a carrot, EIEIO
- With a carrot here and a carrot there, here a carrot, there a carrot, everywhere a carrot.
- Old Mac Donald had a farm, EIEIO.
- Continue until all the children have a turn saying the name of their fruit or vegetable puppet. As the children become more familiar with the names of other fruits and vegetables add them to the lyrics of the song. (Perry, 2003 p. 142)

Making Puppets

Age group: 4 years old

Time: 25 to 30 minutes

Aims: Linguistic:

- Following written or spoken instructions.
- To develop manual dexterity, co-ordination, and cooperation.

Description:

- The children make puppets.

Materials:

- thin felt tip pens

- coloured pencils
- scissors
- circles of paper
- the children's fingers.

Preparation:

1. Always make a puppet yourself before doing it with your class.
2. Decide how you are going to give the instructions to the children. (Vale and Feunteun, 1995 p. 42)

(See Annex 7)

Twin Plasticine Monsters

Age group: 4 years old

Time: 25 to 30 minutes

Aims: Linguistic:

- Parts of the body, colors, giving and understanding spoken descriptions.
- To develop modeling skills.

Description: the children each make a monster out of plasticine and then describe it to their partner, who has to try and make the same.

Materials:

- plasticine in different colors.

Preparation:

1. Make a plasticine monster yourself.

2. Make sure that there is enough plasticine for each child to have four or five different colours.

(See Annex 7)

Making Masks

Age group: 4 years old

Time: 25 to 30 minutes

Aims: Linguistic:

- Following spoken or written instructions.
- To encourage creativity.

Description: The children make masks, which they can use to practice speaking English.

Materials:

- coloured pencils
- scissors
- glue
- wool
- pictures from magazines
- paper plate

Preparation:

1. Always try making the mask yourself first.
2. Decide how you are going to give the instructions.

(See Annex 7)

Making a House

Age group: 4 years old

Time: 25 to 30 minutes

Aims: Linguistic:

- Following spoken or written instructions.
- To encourage creativity.
- House vocabulary.

Description: The children make a house.

Materials:

- coloured pencils
- scissors
- glue
- noodles
- boxes
- windows

Preparation:

- 1 Always try making the house yourself first.
- 2 Decide how you are going to give the instructions.

In class:

- Talk with the children about their houses.
- Teach the children the new vocabulary (house, windows, door, and roof).
- Give each child a box, windows, noodles, and some glue.
- Give the instructions, checking at each step that children understand what they are going to do.
- Let the children start. Go around the class helping out where necessary.
- When they finish let them look at each other's houses.

(See Annex 7)

Decorating a Santa Claus

Age group:	4 years old
Time:	25 to 30 minutes
Aims:	Linguistic: to practice colouring, and cutting-out skills.
Description:	the children follow simple written instructions to decorate a Santa Claus.

Materials:

- a large copy of the picture (optional),
- a copy of worksheet for each child,
- an envelope for each card or a large piece of paper,
- coloured pencils,
- scissors,
- glue,

- glider,
- cotton.

Preparation:

- Make the Santa Claus yourself so that the children can see a finished one.
- Make a copy of worksheet for each child.
- Draw or make flashcards with the words draw, colour, cut, stick, and the English names of colours on.

In class:

1. Children guess: what do I have in the box?
2. Talk about Christmas.
3. Show them the Santa Claus.
4. Tell them that they are each going to make a Santa Claus, and tell them what to do, demonstrating at the same time.
5. Give children the worksheets and the materials.
6. Go around the class helping out where necessary.
7. When they finish let children look at each other's work.

(Perry 2003: p. 211)

(See Annex 7)

I think it is essential for teachers to use games, songs, creative activities and extra material in the lesson, because through them teachers can offer children a wide range of activities, where learning can take place.

Teachers have to take into consideration that interesting activities are the foundation for students' learning, since children are active learners and they learn better when they are involved in something.

Children focus their learning according to their needs, by building on the activities they love, and discarding the ones that don't fit their interests.

I could say the way children learn is by trying lots of things and doing lots of experiments and having lots of fun doing it. They learn better when they feel engaged and motivated in the activities.

CHAPTER III

3 PRESENTATION AND ANALYSIS OF THE RESULTS OF THE DATA REGARDING COOPERATIVE LEARNING IN THE EFL LEARNING PROCESS OF YOUNG LEARNERS.

This chapter will show the results I have gotten from my experimental study at the ABC English Institute. I started my research by using cooperative learning activities in my teaching lessons, as well as by giving a questionnaire to teachers (See Annex 1), by observing other teacher lessons (See Annex 2), and by interviewing some of the children (See Annex 3) in order to find out how cooperative activities work in classes and analyze if cooperative learning is being used adequately by the teacher and students. This information will give me a view of what needs to be improved. My research on Cooperative Learning in the EFL Learning Process of Young Learners was conducted with 4-7 years old children at the ABC English Institute, however, children with disabilities were not included in this dissertation.

ABC English Institute is an Institute for teaching children based on whole language learning, where the aim is teaching English in a holistic way. Language is seen as a whole process, considering the student as the centre of all the activities applied in the classroom. Moreover, it is based on acquisition.

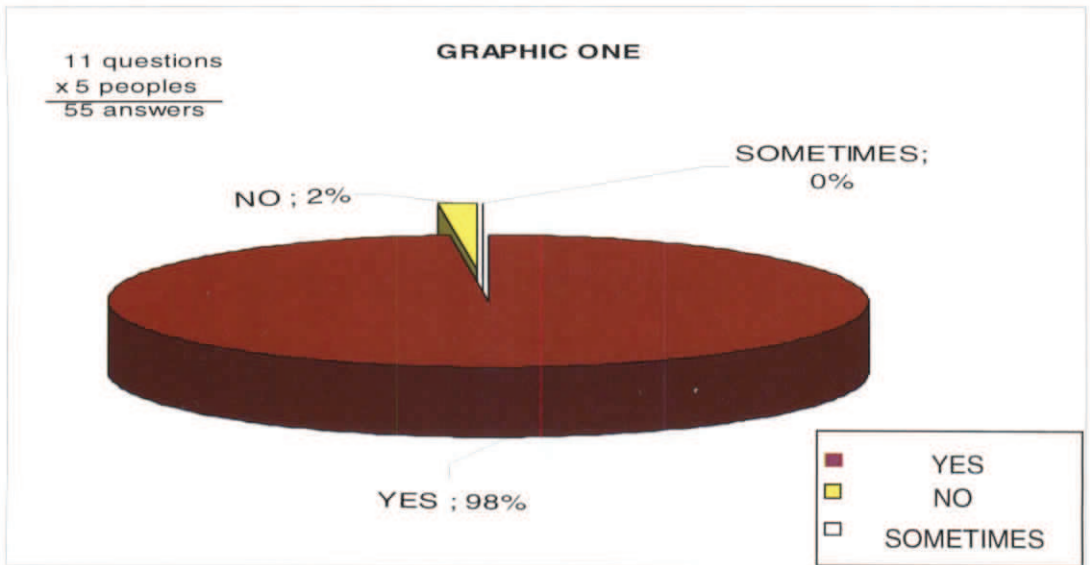
I worked with children between 4 and 7 years old, since this is the age where children acquire and learn a language without any difficulty due to their brain Plasticity. Therefore, we as teachers, have to take advantage of the children's age and teach them in a suitable way using activities which can fit their interests. The data I got from the different tools of research were focused mainly on students, who helped me realize some of the ways they learn.

3.1 Questionnaires Results

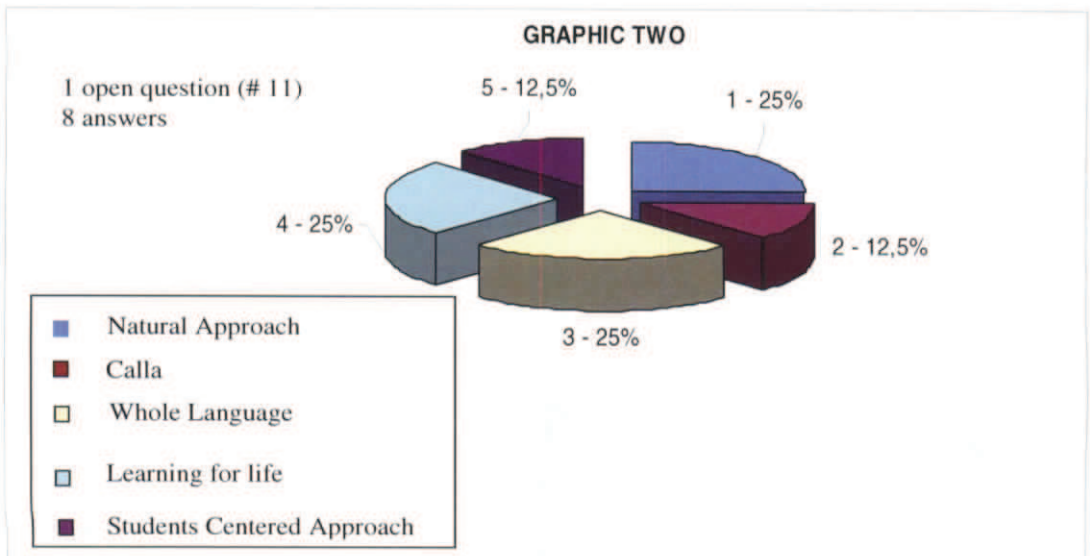
As the result of the questionnaires given to some of the teachers at the ABC English Institute (See Annex 1), I got the following results. Most of the teachers prepared their English lessons making clear what the pupils were to do and achieve, where they tried to include a variety of activities in order to stimulate their students and to promote participation during the lessons by taking into account the different learning styles that each child has.

Although some of the teachers implemented cooperative learning in their lessons, others did not, and when they did, most of the children cooperated when they were asked to work in groups, and when they did not, the teachers encouraged students to cooperate.

Teachers who prepared their English Lessons by making clear what the pupils were to do and achieve.



From the eleven YES/NO questions from the survey given to five teachers from the ABC Institute, results showed that 98% of them said YES (54 answers), whereas only 2% of them said NO (1 answer).



In the same survey, given to the same five teachers at the same Institute, there was one open question: (# 11) that asked about the types of methodology used in class. In that question, the results showed the following 8 answers:

- 1.- Natural Approach; 2 people (25%)
- 2.- Calla; 1 people (12,5%)
- 3.- Whole Language; 2 people (25%)
- 4.- Learning for life; 2 people (25%)
- 5.- Student Centered Approach 1 people (12,5%)

3.2 Observation Sheets Results

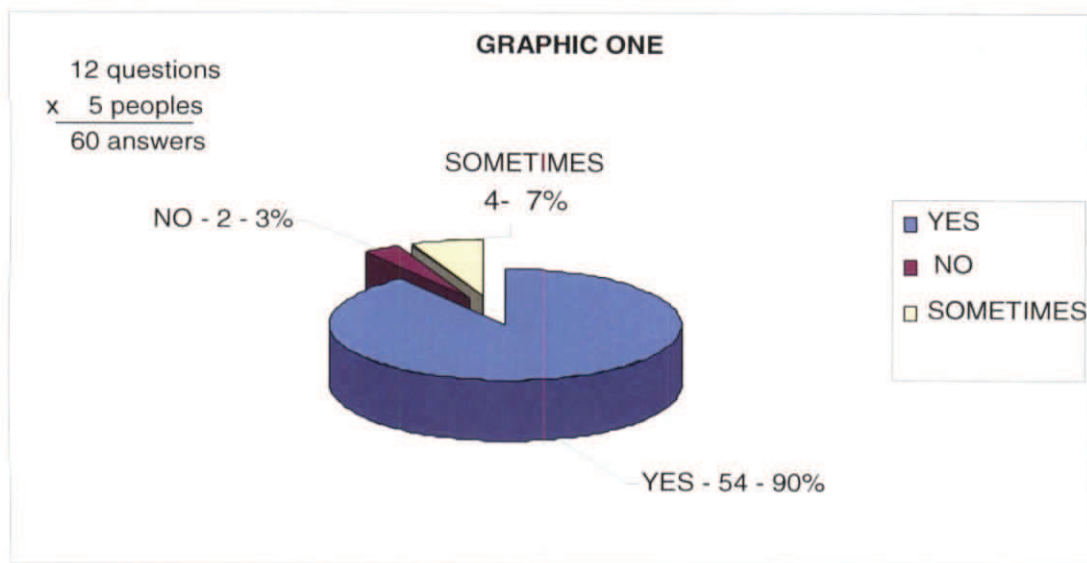
From the data collected in the observation sheet (See Annex 2), I found that some of the teachers motivated their students in class using songs, games, arts and crafts. The strongest students were named, and participated more than the others; here weaker students tended to disappear. Some of the teachers stimulated their students over the lessons by praising them, and included a variety of activities in the lessons where some students were involved. However, if the material or the activities were not attractive and clear enough for children, they did not pay attention and they started chatting or doing something else. Moreover, the teachers rarely used grouping or pairing activities in the lessons, but when the teachers made use of pair and small group activities, pupils had more opportunities to interact.

When I used cooperative learning in class, students were given group activities to perform, they helped each other to finish their work, and when one of them in the

group did not understand something, the others explained it to him/her, which allowed children to learn and work together.

I observed that children loved sharing interesting activities, where they did not mind they were learning. What was important for them was to enjoy what they were doing and to have fun. So, in this way they were acquiring language without realizing.

Teachers who motivated their students in class by using songs, games, arts and crafts.

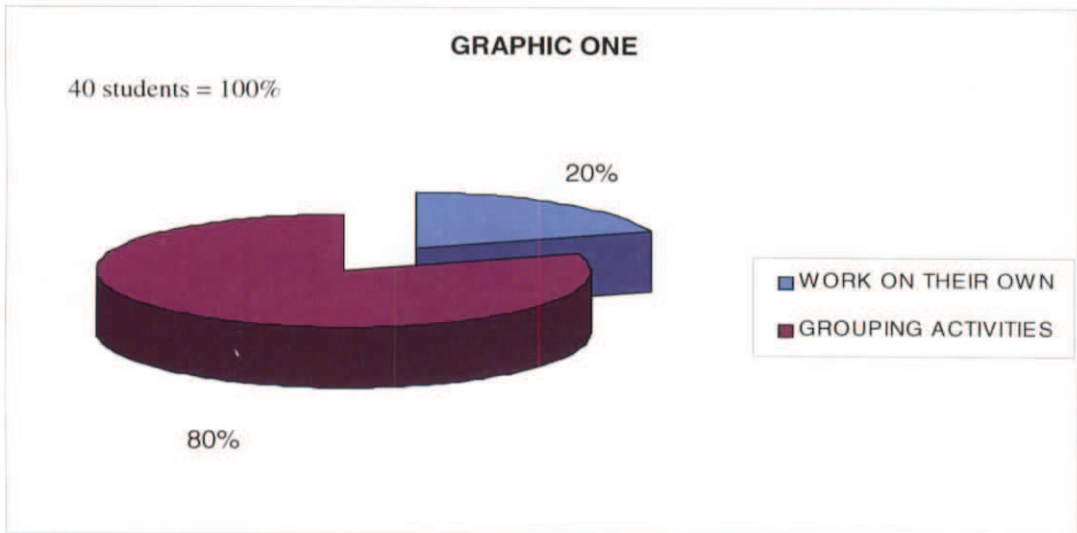


From the 12 YES/NO survey questions applied to the same five teachers from ABC Institute, about the type of activities to motivate their students, the results showed that 90% (54 answer) said YES to the types given in the questions; 3% (2 answers) said NO; and 7% (4 answers) said SOMETIMES to that.

3.3 Interview Sheets Results

From the data collected in the children's interview sheets, I found the following results.

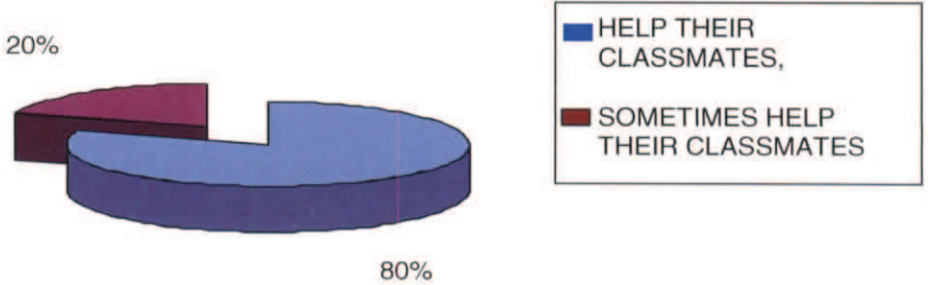
In the surveys performed on a total of forty students from three different classes, divided into fourteen, thirteen and thirteen students, most of the children like English lessons; 80% of the children (32 students) like grouping activities, and 20% of the children (8 students) answered they preferred to work on their own.



From the total of forty children, 80% (32 students) like to help their classmates when they asked for it; however, only 20% of the (8 students) only sometimes liked to help.

GRAPHIC TWO

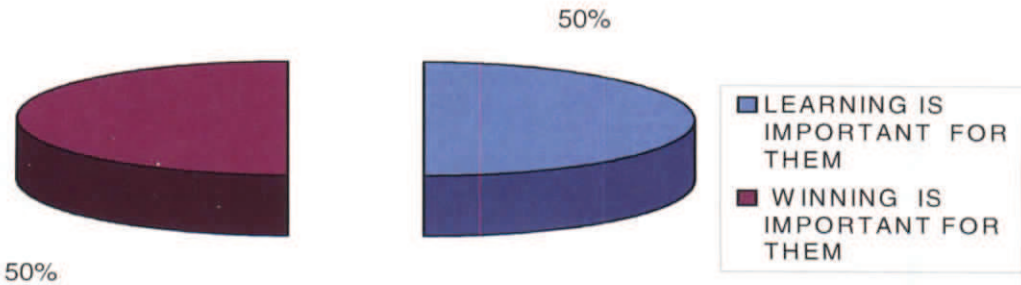
40 students = 100%



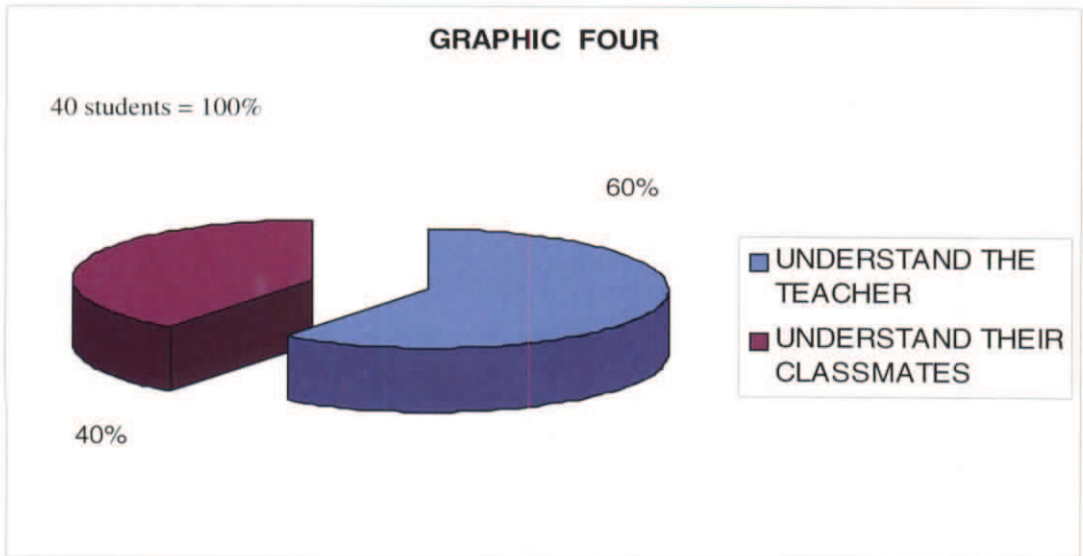
From the same survey, 50% of the children (20 students) wanted to finish their activities first, in order to win, and the other 50% (20 students) did not mind winning. What was important for them was to learn. Most of the children enjoyed playing games in class, though.

GRAPHIC THREE

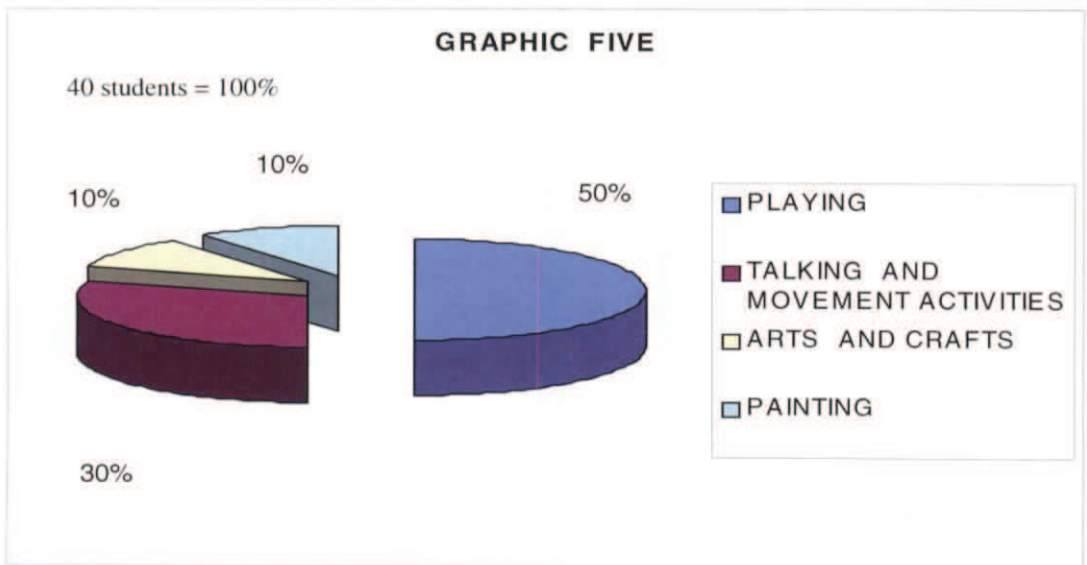
40 students = 100%



In addition, 60% of the children (24 students) could understand the teacher, and when they did not, they asked their classmates to help them; whereas 40% of the children (16 students) could understand their classmates' explanations when they were asked.



The activities that pupils liked the most in the lessons were playing, talking, movement activities, arts and crafts, and painting. In detail: 50% of the children (20 students) liked playing, 30% of the children (12 students) liked talking and movement activities, 10% of the children (4 students) liked arts and crafts, and 10% of the children (4 students) liked painting.



3.4 Advantages and Disadvantages of Cooperative Learning

From the observations, I made questionnaires and gave them to some of the teachers, and applied the interviews to some of the children. Through my teaching experience at the ABC English Institute, where cooperative learning activities in the lessons are used, I found out that there are advantages and disadvantages when using cooperative learning activities in class.

The advantages of making children work cooperatively were:

- The children loved to share activities with their classmates working in groups, where they were supportive with each other.
- The children helped each other to cope with the assignment given by the teacher. When one student in the group did not understand the task they were

supposed to do, any of the other students from the group helped him/her to do it well by explaining the task again.

- The children were encouraged to speak in class.
- The students listened to each other's ideas.
- In the groups, students learnt to deal with different points of view, abilities, gender, and race.
- Cooperative Language Learning created a classroom community, where students worked towards a common goal.
- Cooperative activities helped shy students to express themselves in the group.
- The students' behaviour improved because of the commitment of others in the group.
- The students' self-esteem and understanding of the material increased.
- The children became more active, because they were working with their groups and participating in class.
- Each group worked as a team, where students were responsible for their own learning, as well as that of their team-mates.
- Competition existed, but it was among groups rather than individual.
- Each child in the group contributed, because all the students in the group had responsibilities.
- The children stayed together until everyone finished.

However, there were also a few disadvantages when applying cooperative activities:

- Some children in the group felt disturbed while the others were working on the activities. That is why the groups should consist of less than six students, (it is better to work with groups of four students); otherwise, in bigger groups

students may not have equal opportunities to participate. Also, small groups are more useful for interaction.

- Competition games were useful because students enjoyed them a lot and helped each other to achieve a goal, but classes next door were interrupted because of the noise. Moreover, the children got excited and they all wanted to talk at the same time to win. This is the reason why it is necessary to establish rules before each game, so that students know what they are and are not allowed to do.

When using cooperative learning activities in classes, I found more advantages than disadvantages. So, it depends on the teacher to make his/her lessons work effectively, and he/she has to be sure that learning is taking place, and evaluate students individually on what they have achieved. Classes should be enjoyable and understandable for students, where the role of the teacher is very essential in the class, he/she has to know exactly what to do in the lessons and prepare them according to students' needs.

In my opinion, the cooperative learning method could be useful for teachers to apply in their classes to teach students to cooperate with each other, taking into consideration that two or more heads working together are better than one; and that people are all around us, where students should learn to get on well with people and to have a better social, family, and working life in the future.

CHAPTER IV

4 CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Cooperation in the classes allows students to be encouraged, to support each other's efforts, to achieve a mutual goal that they have in common, to regulate each other's task related efforts, to provide feedback among them, and to ensure that all the members of their group are involved in the learning process. By including cooperative activities in the class students work together sharing ideas, opinions, and feelings among themselves. Besides, cooperative learning helps students to develop positive relationships with their classmates, since groups are placed in a heterogeneous manner. Having said that, cooperation is important since most human interaction is cooperative and it will help us in our future to maintain a marriage, hold a job, or be part of a community, society, and world.

It is necessary to motivate students, because if they are motivated they will learn better having fun and enjoying what they are doing. Of course, teachers have to keep in mind students' needs and interests.

At the moment of teaching it is vital to give students positive input during the learning process, because children acquire a language by being exposed to it and by experiencing it. The teacher has to be aware of students learning in order to provide them with effective learning situations.

Moreover, the teacher has to use adequate methodologies to teach children keeping in mind that children like moving around the class, painting, singing, coloring, doing physical movements, having interaction, and being exposed to different activities within the same language item. In other words, they learn with practical and interesting activities.

Teachers have to take into account the different learning styles such as: Cognitive styles, Sensitive styles, and Affective styles. In this way they should try to incorporate all of them into their classes to satisfy the different learning styles of each student.

Teachers have to pay attention to the different types and processes that they and the learners bring to the classroom and try to accommodate suitable activities for them.

Teachers should implement various techniques in their teaching classes in order to fit them to the different learning styles of a larger number of students. In this way students can be aware of the different styles and try to adapt their styles to others for enhancing their classroom learning.

When teaching to children teachers can encourage them to participate in the activities using songs and games. Children are having fun and they do not realize that they are

learning. Games and songs are motivating for young learners, because they are useful for awaking students, for attracting children's attention, where children use language unconsciously as well as taking risks.

When teaching children the teacher has to take into account his/her students interests, needs, age, culture to adapt the classes in a suitable way and try to use attractive material for motivating them by including in his/her English lesson plans a variety of interesting activities and materials, which can include songs, games, colouring, matching, etc. The teacher has to prepare some activities within the same lesson, in order to catch the students' attention and avoid boredom.

There are some suitable methodologies for teaching to children. Teachers have to be aware of them and try to choose the best ones for their students in order to create a good learning environment in the class.

The teacher has to identify the students' learning styles in order to select appropriate material. Meanwhile, the teacher has to recognize what are his/her teaching strengths are for matching students' preferences with his/her own style; in this way, learning may be facilitated for students.

4.2 Recommendations

Based on the analysis of data I applied during the fourth week, here are some suggestions and recommendations.

Giving a sense of purpose

1. Always be polite to your students and expect them to be polite with each other and with you.
2. Make sure that you don't show favouritism towards particular students.
3. Plan clearly what you are going to do in each lesson.
4. Tell the students what you want to achieve in the lesson.
5. Include every student in some way during each lesson if possible and do not let one or two students monopolize the class.
6. Provide opportunities for the students to talk and listen to each other rather than having all communication between you and them.
7. Do the things which you have told the students you will do.
8. If you have told your students that certain behaviour is not acceptable, then you must enforce the rules.

Modifying language level for young beginners:

1. The language items used for instructions should be as simple as possible and then the teacher can gradually expand them and introduce more complex ones.
2. Facial gestures must be used carefully to help understanding.
3. Language needs careful planning of activities and adequate support of new material with visual aids, stories, rhythms, and so on.
4. Teachers need to modify their speech.

Giving encouragement

1. This can be done frequently without interrupting the flow of the lesson, by the use of “Yes”, “Good”, “That’s right”, and even by a simple nod of the head.
2. Comparing a student’s work with his or her own previous performance is more constructive and gives the child a sense of how he or she is progressing.

Involving all the students

1. If the child you ask is unable to respond, the teacher has to assist him or her by repeating or prompting, and will have to insist on keeping the rest of the class quiet.

According to my experience in working with children at the ABC Institute, I can say that young learners enjoyed working cooperatively, especially if the tasks they were given were focused on activities based on games, songs, and arts and crafts which were motivating for them, and during which they worked, learned, and had fun together.

Moreover, through working together, students could share information, strategies and personal experience; information about what they already knew about the language; strategies in terms of some ways of learning, which provide students with opportunities to cover some specific information; and finally, personal experience where pupils shared what they were learning and experiencing with the language with the classmates they were working with. Thus, pupils learned through observation and interaction as they socialized with their classmates.

I would recommend that teachers use cooperative activities in class such as: games, songs, and arts and crafts, which should be motivating and a little challenging for students. They allow students to be involved in the activities and, what is the most important thing, learning could take place better in that way.

ANNEXES

ANNEX 1

PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR S.A

PROYECTO DE INVESTIGACION.

**“COOPERATIVE LEARNING IN THE EFL LEARNING PROCESS
OF YOUNG LEARNERS”**

Questionnaire

Objective: Prove that cooperation provides a better learning situation in children.

Questions:

1. Do you plan your English lessons?

Yes _____

No _____

Sometimes _____

2. Do you stimulate your students?

Yes _____

No _____

Sometimes _____

3. Do you promote active participation in the class?

Yes _____

No _____

Sometimes _____

4. Do you consider the different Learning Styles that each student has?

Yes _____

No _____

Sometimes _____

5. If yes, Do you provide your students a variety of activities?

Yes _____

No _____

Sometimes _____

6. Do you share responsibilities with your students?

Yes _____

No _____

Sometimes _____

7. Do you implement cooperative learning in your lessons?

Yes _____

No _____

Sometimes _____

8. If yes, Do your students cooperate?

Yes _____

No _____

Sometimes _____

9. Do you encourage your students to cooperate if they don't do so?

Yes _____

No _____

Sometimes _____

If yes, How do you teach them to cooperate with their classmates?

10. Are you aware of students learning process?

Yes _____

No _____

Sometimes _____

If yes, how do your students learn better?

11. What methodology do you apply in your classes?

12. Do you think the methodology you use in your lessons is suitable for students?

Yes _____

No _____

Sometimes _____

Why:

ANNEX 2

PROYECTO DE INVESTIGACION

“COOPERATIVE LEARNING IN THE EFL LEARNING PROCESS
OF YOUNG LEARNERS”

Observation sheet

Objective: Prove that cooperation provides a better learning situation in children.

Questions:

1. Do the teacher motivate their students?

Yes _____

No _____

Sometimes _____

2. Do teachers make students participate?

Yes _____

No _____

Sometimes _____

3. Do teachers stimulate their students during the lessons?

Yes _____

No _____

Sometimes _____

4. Do teachers provide a variety of activities where students are involved?

Yes _____

No _____

Sometimes _____

5. Do teachers use grouping or peer activities?

Yes _____

No _____

Sometimes _____

6. Do teachers give responsibilities to their students?

Yes _____

No _____

Sometimes _____

7. Do teachers implement cooperation among their students?

Yes _____

No _____

Sometimes _____

8. If yes, do students help each other?

Yes _____

No _____

Sometimes _____

9. Do teachers encourage students to cooperate?

Yes _____

No _____

Sometimes _____

10. Does cooperative learning help students to learn better?

Yes _____

No _____

Sometimes _____

11. Do teachers give clear instructions?

Yes _____

No _____

Sometimes _____

12. Are the lessons interesting?

Yes _____

No _____

Sometimes _____

13. Do the teachers know what their roles are?

Yes _____

No _____

Sometimes _____

14. Do the teachers use adequately methodology for the lessons?

Yes _____

No _____

Sometimes _____

ANNEX 3

PROYECTO DE INVESTIGACION

“COOPERATIVE LEARNING IN THE EFL LEARNING PROCESS
OF YOUNG LEARNERS”

Interview sheet

Objective: Prove that cooperation provides a better learning situation in children.

Questions:

1. Te gustan las actividades que el profesor te da en las clases de Ingles?

Si _____

No _____

A veces _____

2. Que te gusta mas: trabajar en grupo o solo?

trabajar en grupo _____

trabajar solo _____

3. Si te gusta trabajar en grupo. Te gusta ayudar a tus compañeros?

Si _____

No _____

A veces _____

4. Cuando trabajas en grupo:

- terminas tus actividades rápido para ganar a los demás grupos _____

o,

- piensas que lo mas importante es aprender y no importa ganar _____

5. Que te gusta mas:

a. Jugar _____

b. Pintar _____

c. Cantar _____

d. Conversar en Ingles _____

e. Manualidades _____

f. Moverte _____

6. Entiendes todo lo que el profesor te dice?

Si _____

No _____

A veces _____

7. El profesor te dice lo que tienes que hacer en las clases?

Si _____

No _____

A veces _____

8. Si no le entiendes al profesor, pides a tus compañeritos que te ayuden?

Si _____

No _____

A veces _____

9. Aprendes cuando un compañero te explica algo de Ingles?

Si _____

No _____

A veces _____

10. El profesor te hace participar en las clases?

Si _____

No _____

A veces _____

ANNEX 4

PROYECTO DE INVESTIGACION.

“COOPERATIVE LEARNING IN THE EFL LEARNING PROCESS OF
YOUNG LEARNERS”

Questionnaire

Objective: Prove that cooperation provides a better learning situation in children.

Questions:

1. Do you plan your English lessons?

Yes

No

Sometimes

2. Do you stimulate your students?

Yes

No

Sometimes

3. Do you promote active participation in the class?

Yes

No

Sometimes

4. Do you consider the different Learning Styles that each student has?

Yes

No

Sometimes

5. If yes, Do you provide your students a variety of activities?

Yes

No

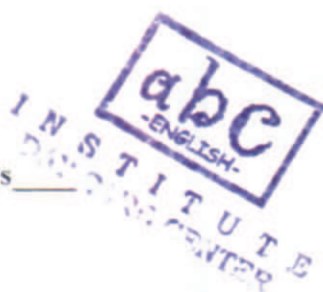
Sometimes

6. Do you share responsibilities with your students?

Yes

No

Sometimes



7. Do you implement cooperative learning in your lessons?

Yes No Sometimes

8. If yes, Do your students cooperate?

Yes No Sometimes

9. Do you encourage your students to cooperate if they don't do so?

Yes No Sometimes

If yes, How do you teach them to cooperate with their classmates?

Group work, learning centres, working together to
have an end product.

10. Are you aware of students learning process?

Yes No Sometimes

If yes, how do your students learn better?

Use of visual aids, toys, computer games.



11. What methodology do you apply in your classes?

Learning for life philosophy, Natural Approach,
Whole Language

12. Do you think the methodology you use in your lessons is suitable for students?

Yes No Sometimes

Why: Because of the age of the children they
love to see and get involved in the class.

PROYECTO DE INVESTIGACION

“COOPERATIVE LEARNING IN THE EFL LEARNING PROCESS OF
YOUNG LEARNERS”

Observation sheet

Objective: Prove that cooperation provides a better learning situation in children.

Questions:

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Yes No Sometimes

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3. Do teachers stimulate their students during the lessons?

Yes No Sometimes

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Yes No Sometimes

5. Do teachers use grouping or peer activities?

Yes No Sometimes

6. Do teachers give responsibilities to their students?

Yes No Sometimes



7. Do teachers implement cooperation among their students?

Yes ___ No Sometimes ___

8. If yes, do students help each other?

Yes ___ No Sometimes ___

9. Do teachers encourage students to cooperate?

Yes No ___ Sometimes ___

10. Does cooperative learning help students to learn better?

Yes No ___ Sometimes ___

11. Do teachers give clear instructions?

Yes No ___ Sometimes ___

12. Are the lessons interesting?

Yes No ___ Sometimes ___

13. Do the teachers know what their roles are?

Yes No ___ Sometimes ___

14. Do the teachers use adequately methodology for the lessons?

Yes No ___ Sometimes ___



PROYECTO DE INVESTIGACION

“COOPERATIVE LEARNING IN THE EFL LEARNING PROCESS OF
YOUNG LEARNERS”

Interview sheet

Objective: Prove that cooperation provides a better learning situation in children.

Questions:

1. Te gustan las actividades que el profesor te da en las clases de Ingles?

Si

No

A veces

2. Que te gusta mas: trabajar en grupo o solo?

trabajar en grupo

trabajar solo

3. Si te gusta trabajar en grupo. Te gusta ayudar a tus compañeros?

Si

No

A veces

4. Cuando trabajas en grupo:

- terminas tus actividades rápido para ganar a los demás grupos
- o,
- piensas que lo mas importante es aprender y no importa ganar

5. Que te gusta mas:

a. Jugar

b. Pintar



c. Cantar

d. Conversar en Ingles _____

e. Manualidades _____ ✓

f. Moverte _____ ✓

6. Entiendes todo lo que el profesor te dice?

Si _____ No _____ A veces _____ ✓

7. El profesor te dice lo que tienes que hacer en las clases?

Si _____ ✓ No _____ A veces _____

8. Si no le entiendes al profesor, pides a tus compañeritos que te ayuden?

Si _____ No _____ A veces _____ ✓

9. Aprendes cuando un compañero te explica algo de Ingles?

Si _____ No _____ A veces _____ ✓

10. El profesor te hace participar en las clases?

Si _____ ✓ No _____ A veces _____



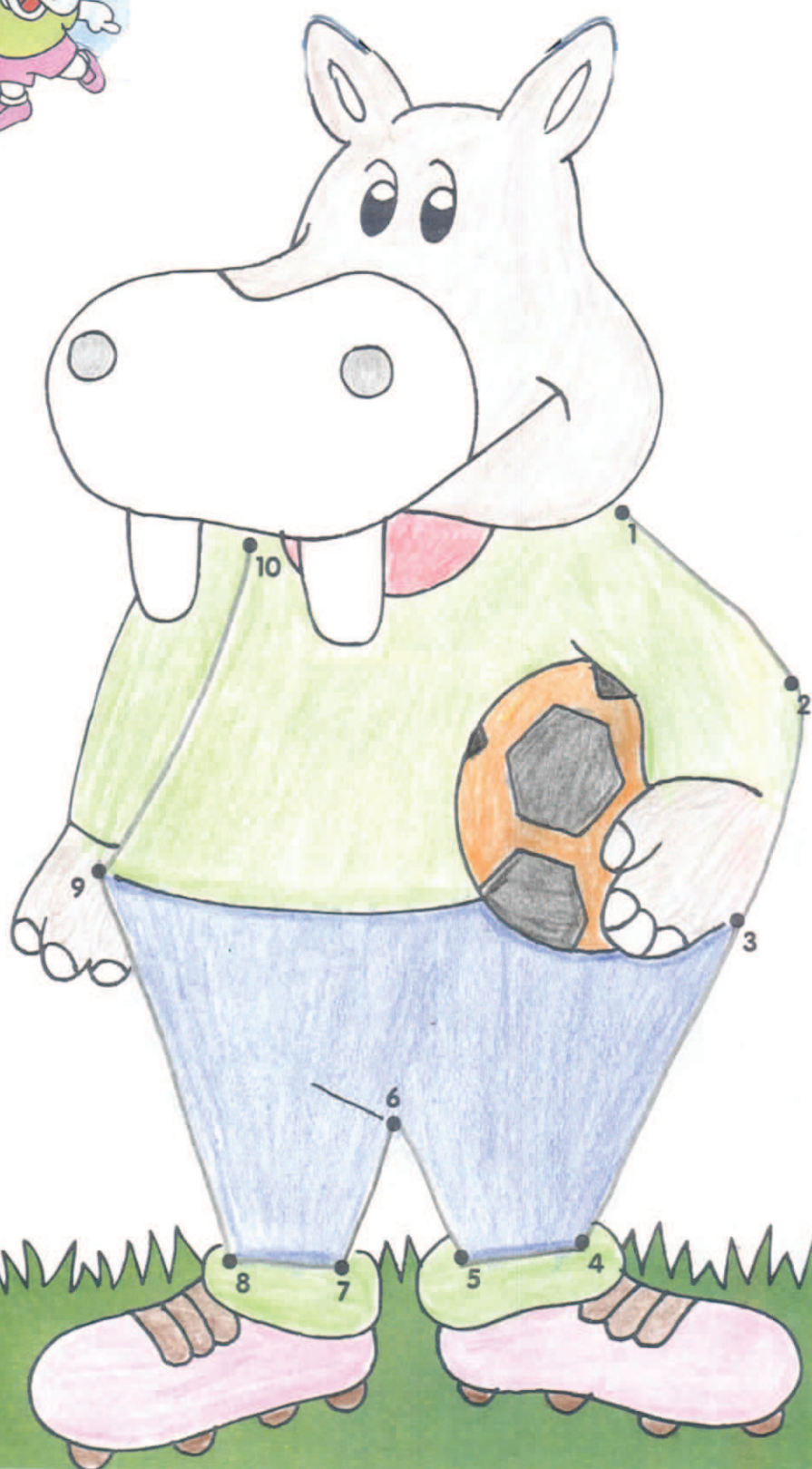
ANNEX 5





ANNEX 6

DOTS COLOR THE PICTURE



CLASSWORK

★ READ AND CIRCLE THE CORRECT NUMBER.



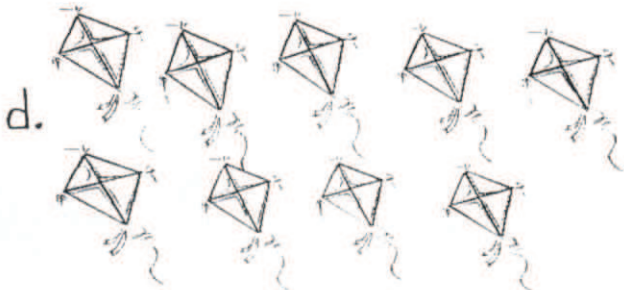
two three



seven four



six one

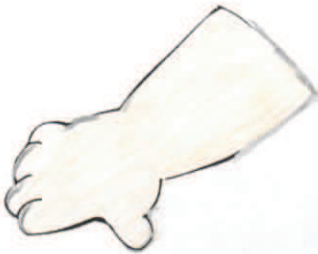
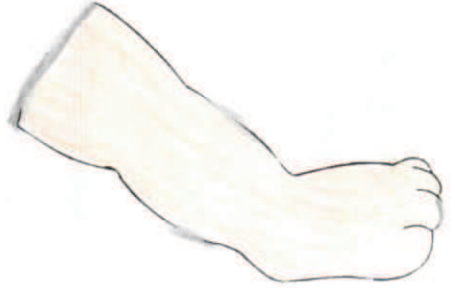


eight two

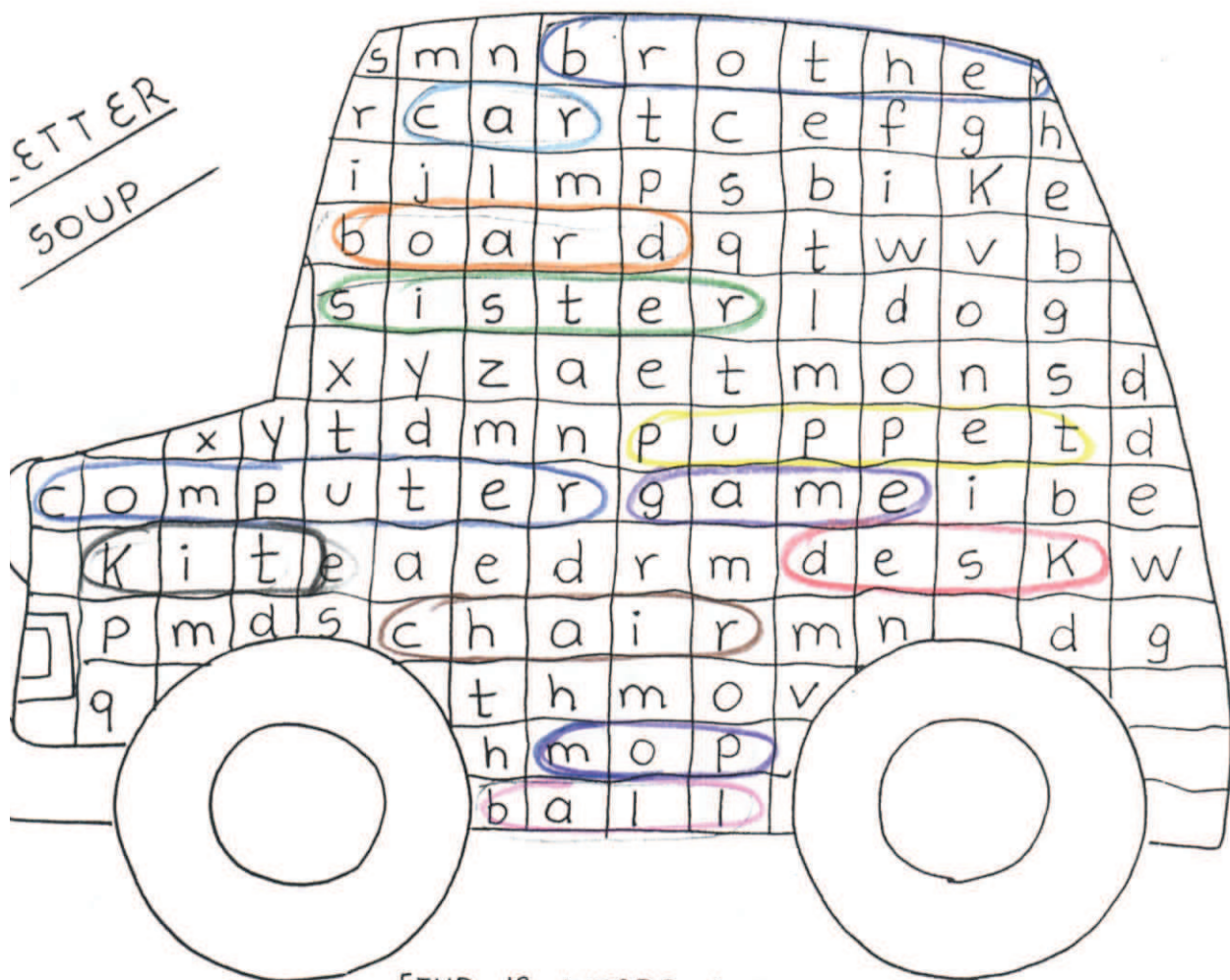


seven ten

CUT, ORDER, PASTE, AND COLOR



LETTER
SOUP



FIND 12 WORDS AND WRITE
THEM ON THE SPACES.

1. brother

2. car

3. board

4. sister

5. puppet

6. computer

7. game

8. kit

9. desk

10. chair

11. mop

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