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Cooperative Learning: oral competence in English and social skills in Primary Education

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Resumen

Este trabajo surge a raíz de las Prácticas Escolares 3, periodo de formación como maestra de inglés durante el cual se presentó la curiosidad por conocer mejor la metodología cooperativa y explorar su potencial en el ámbito educativo. Como bien sabemos, por medio del trabajo en grupos reducidos el alumnado tiene la oportunidad de responsabilizarse de su propio aprendizaje, permitiendo abarcar tanto contenidos curriculares como el desarrollo de habilidades y competencias sociales que les resultarán útil en su vida diaria. Por ello, en este trabajo estudiamos la aplicación de algunas técnicas de Aprendizaje Cooperativo en el área de inglés para favorecer situaciones de comunicación significativas en el alumnado y, a su vez, trabajar algunas habilidades imprescindibles para lograr una adecuada socialización. La investigación se centra en comprobar la efectividad de este tipo de aprendizaje en relación con el desarrollo de la competencia oral en inglés y las habilidades sociales de escucha activa y del respeto de los turnos de palabra. Con este punto de partida, hemos diseñado una propuesta didáctica con varias actividades cooperativas destinada al alumnado de segundo curso de Educación Primaria.

Palabras clave: Aprendizaje Cooperativo; Competencia oral en inglés; habilidades sociales; respeto de turnos; escucha mutua.

Abstract

This investigation arises as a result of the Practicum 3, a period of training as an English teacher during which the curiosity was awakened to learn more about Cooperative Learning and explore its potential in educational field. As we all know, by working in small groups, students have the opportunity to take responsibility for their own learning, allowing them to cover both curricular content and the development of social skills and competences that will be useful in their daily life. Therefore, in this investigation we study the application of some Cooperative Learning techniques in the area of English to favour meaningful communication situations in the students and, at the same time, we seek to work on some essential skills to achieve an adequate socialisation. This research focuses on testing test the effectiveness of this type of teaching-learning method in relation to the development of oral competence in English and the social skills of active listening and respect for turns of speech. With this starting point, we have designed a didactic proposal with several cooperative activities aimed at students in the second year of Primary Education.

Keywords: Cooperative Learning; Oral competence in English; social abilities; respect of turns; listen to each other.

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INTRODUCTION

Normalmente, la competencia oral en inglés no se desarrolla adecuadamente en las aulas debido a una carencia de un ambiente de aprendizaje en el que el alumnado esté motivado para poner en práctica sus habilidades orales. Asimismo, el tiempo del que se dispone para aprender inglés en los centros educativos es limitado, por lo tanto, se priorizan aspectos tales como la competencia escrita o la adquisición de nuevo vocabulario frente al desarrollo de las habilidades de comunicación oral. En el caso de esta investigación nos hemos centrado en el uso de del aprendizaje cooperativo como herramienta para desarrollar la comunicación oral en la lengua inglesa y en poner en práctica las habilidades sociales de respetar los turnos de palabra y la escucha mutua entre compañeros/as debido a que esta metodología se emplea para aumentar la motivación del alumnado mediante la puesta en práctica de situaciones que simulen la realidad.

Este enfoque educativo marca una gran diferencia frente a las técnicas tradicionales de enseñanza del inglés en las que únicamente se considera relevante el desarrollo lingüístico basado en la memorización, siendo las habilidades pragmáticas y el enfoque comunicativo secundarios en la formación del alumnado. Así surge el aprendizaje cooperativo como una herramienta para conseguir un cambio en el proceso de enseñanza–aprendizaje.

Del mismo modo, se considera como una herramienta de cambio porque por medio del aprendizaje cooperativo y el trabajo en grupos reducidos se abre un camino donde el alumnado aprende y se responsabiliza de su propio aprendizaje, pudiendo cubrir tanto los contenidos del currículo como el desarrollo adecuado de habilidades y competencias sociales que les serán de gran utilidad en el futuro.

En relación con el tema y los objetivos de este trabajo cabe mencionar que esta investigación está directamente relacionada con el Objetivo de Desarrollo Sostenible 4. Este indica que debemos asegurarnos de que todas las personas tengan acceso a una educación inclusiva, equitativa y de calidad y, al mismo tiempo, tenemos que fomentar oportunidades de aprendizaje continuo a lo largo de la vida para todos/as.

Teniendo en cuenta todos los planes de estudios de Maestro en Educación Primaria que se estructuran, según la Orden ECI/3857/2007 en tres grandes módulos este trabajo de fin de grado refleja la formación adquirida a lo largo de toda su duración: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, un *Prácticum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares.

El *módulo de formación básica* desarrolla las asignaturas: *Bases Psicológicas: Individuo y medio social, Instituciones Educativas, Desarrollo Evolutivo y Aprendizaje, La Profesión Docente, Procesos y*

Contextos Educativos, así como *Diversidad y Respuesta Psicopedagógica* que nos han permitido aplicar los conocimientos básicos necesarios para formar el marco teórico en el cual hemos enmarcado nuestro proyecto.

El *módulo didáctico y disciplinar* se concreta en la fase del desarrollo de la propuesta didáctica, con base en las asignaturas: *Didáctica de la lengua I*, *Didáctica de la literatura Infantil y Juvenil* y *didáctica del Idioma Extranjero en Educación Primaria: Inglés*, así como en la correcta ejecución lingüística de la redacción del proyecto a través de las asignaturas: *Idioma Extranjero Inglés I e Idioma Extranjero Inglés II*.

Asimismo, el *módulo prácticum* está reflejado en la motivación principal y justificación del trabajo durante la asignatura *Prácticas Escolares 3* hemos detectado un ámbito de mejora educativa.

Este trabajo está dividido en varios apartados, en primer lugar, se formula el problema junto a sus antecedentes y justificación, así como las preguntas, las hipótesis y los objetivos. Además, se concretan las técnicas cooperativas empleadas en la propuesta didáctica y las fases de su desarrollo. Seguidamente, se desarrolla un marco teórico sobre el que se basa nuestra propuesta didáctica. Este consiste en analizar el aprendizaje cooperativo y sus principales técnicas, así como la importancia de los grupos para esta metodología, su relación con la enseñanza del inglés y los beneficios que aporta al alumnado. Para continuar, en el marco práctico se analizan las dimensiones del Aprendizaje Cooperativo y se presenta la intervención didáctica junto a los resultados obtenidos y su interpretación. Finalmente, encontramos las conclusiones extraídas de las evidencias a las que llegamos mediante los resultados de la experimentación y alguna cuestión abierta sujeta a posteriores investigaciones.

Para terminar, cabe destacar las palabras de Zhang, Y. (2010, p.83) que justifican la elección del objeto de estudio de este TFG: "Cooperative learning, compared with traditional instruction, tends to promote productivity and achievement and providing more opportunities for communication. When connected with foreign language learning, it shares the same basic set of principles with the widespread Communicative Language Teaching."

1. FORMULATION OF THE PROBLEM: BACKGROUND AND JUSTIFICATION.

1.1 The problem and its antecedents.

A pesar de que la cooperación aparenta ser un concepto moderno, tras realizar el análisis bibliográfico, podemos asumir que hay numerosos autores e investigaciones relacionadas con esta metodología de enseñanza-aprendizaje.

En la Sociedad actual, es debido a la importancia de saber comunicarse en inglés que el aprendizaje cooperativo se ha convertido en una herramienta esencial para esta asignatura en los centros educativos. De acuerdo con Ozlem Yavuz y Arslan (2018, p.597): “The results of this study revealed that cooperative learning has improved grammar, vocabulary knowledge, reading and listening skills of the students. So, cooperative learning can be applied in language classes to improve these language skills.”.

Para esta investigación hemos escogido la cooperación como uno de los diversos métodos que existen para la enseñanza del inglés. Sin embargo, debemos recordar que el aprendizaje cooperativo es una de las muchas metodologías que sirven para la enseñanza del inglés.

Además, se ha demostrado que la cooperación es muy beneficiosa no sólo para aprender contenidos, sino también para practicar y desarrollar las habilidades sociales entre compañeros.

Todos estos aspectos nos llevan al punto de partida de nuestra investigación debido a que la cooperación, que consiste en trabajar juntos a través de grupos reducidos para conseguir objetivos comunes y maximizar el aprendizaje, puede ser muy beneficiosa para practicar las destrezas orales en inglés y practicar las habilidades sociales de respetar turnos y escuchar a los demás en Educación Primaria.

1.2 Justification and relevance.

Este tema relacionado con el Aprendizaje Cooperativo se eligió debido a las Prácticas Escolares 3 porque durante la estancia en el colegio asignado las técnicas cooperativas fueron la principal metodología de enseñanza-aprendizaje permitiéndonos observar sus implicaciones en el contexto escolar. La pregunta sobre si el trabajo con grupos cooperativos podría suponer una mejora para la enseñanza de la lengua inglesa surgió porque está demostrado, como se verá en los diversos autores que se mencionan más adelante, que los grupos cooperativos permiten al alumnado progresar en su competencia oral. Asimismo, al trabajar con este tipo de grupos el alumnado pone en práctica diversas habilidades sociales. Este aspecto es fundamental para ellos/as, porque no sólo es útil dentro de la escuela, sino también en su vida cotidiana.

Así pues, esta investigación explora el Aprendizaje Cooperativo y su uso en la enseñanza del inglés, debido a que se considera una técnica eficaz para el trabajo en el aula no sólo en relación con el desarrollo de la competencia oral en lengua inglesa, sino también en aspectos sociales concretos.

1.3 Questions and hypotheses.

Q1. Can we consider effective to work in cooperative groups to develop the English oral skills?

H1. Yes, because by working in cooperative groups students rely on peers for help and somehow, they are forced to talk to each other to solve the task. Nevertheless, we consider that they would only use English between them when it is strictly necessary to complete an activity as they do not have enough mastery of the language due to their age.

Q2. To what extent are cooperative groups useful so that students practise turn-taking skills?

H2. We consider that they are very useful as it is a way for learners to set an order when participating or speaking in an activity. There may be conflicts as pupils are not used to organising themselves and establishing turns of speech to be followed as it is usually the teachers who do this, but we consider that all together could decide on an order that everyone in the group agrees on and follow the turns. Furthermore, we believe that it would be easier for them to respect the turns when working in small groups rather than in large group because it is easier for them to organise themselves when they are working with smaller number of people, whereas when they work in a large group there are many of them and, when it comes to talking to the teacher, they all want to say what they think as soon as possible.

Q3. What is more useful when acquiring the active listening skills, grouping in small groups or pairs?

H3. We consider that the grouping of 4 students could be more effective because there are more pupils in the group and consequently more opinions that they will have to listen to in order to solve the task correctly. When working in pairs they only have to listen to one person, so we believe that although they listen to each other, one partner is more likely to be the leader when it comes to solving the task. However, in a small group, as there are more ideas, it is more likely that they will have to talk and actively listen to each other to reach an agreement to solve the task.

1.4 General and specific objectives.

General Objectives

GO.1. To investigate the main aspects of Cooperative Learning through a bibliographical research to find out the implications of its use in the teaching of English and the development of social skills.

GO.2. To elaborate a didactic intervention for the area of English in the subjects of science and English in Primary Education based on Cooperative Learning so that pupils can put into practice their communicative skills and the social abilities of respecting turns and active listening.

Specific Objectives

S.O.2.1. To measure the effectiveness of working in groups when practising speaking skills through the implementation of cooperative activities in the classroom.

S.O.2.2. To evaluate the effectiveness of cooperative groups in practising the social skill of respecting turns through the implementation of cooperative activities.

S.O.2.3. To check which grouping, whether in pairs or small groups, is more effective when practising the social skill of active listening through the implementation of cooperative activities.

1.5 Study method, techniques, and phases.

1.5.1 Didactical engineer for the design-based study

In order to find an answer to the problem raised throughout this investigation about the effectiveness of cooperative methodology in relation to improve the oral skills in English and the practice of the two social skills already mentioned, we have based ourselves on the methodology of didactic engineering created by Artigue, M. in 1998. It consists of four steps and helps us to argue solutions to problems applied in this case to primary education classrooms.

In relation to this investigation, first the preliminary analysis is presented through the theoretical framework which consists of the presentation of the epistemological terms used along this project. Specifically, for this work we have carried out an investigation about Cooperative Learning, its most relevant techniques, the importance of cooperative groups and their formation, its relationship with the learning of English and what students learn by cooperating. Next, in the phase of conception and a priori analysis of the didactic situations, we are determining the objectives and the questions that are leading to the design of the didactical intervention. Afterwards, in the experimentation phase we are presenting the didactic intervention and collecting intervention data that is informing us about the phenomena identified in the a priori analysis. Finally, in the post-hoc analysis and evaluation phase we are analysing the data obtained in the previous step to compare it with the a priori analysis.

1.5.2 Specific methods and techniques

To answer this problem, we have designed a didactic intervention based on cooperative methodology. Nevertheless, we do know that there are several cooperative techniques and we do not have time to implement all of them. Therefore, considering the age of the children we have decided to use the "Learning together technique" for the activities done in reduced groups and the "Peer tutoring" for those activities done in pairs.

2. THEORETICAL FRAMEWORK: FOUNDATION AND IMPLICATIONS

2.1 Scientific and epistemological bases and their implications.

2.1.1 *What is Cooperative Learning?*

We are social beings because our development takes place in a social context which, as José Manuel Serrano, Rosa Pons, and María Ruiz (2007) argue in the “*Revista Española de Pedagogía*”, is determined by economic and cultural intentions that serve its own progress.

Schools are valued as one of the main environments where pupils develop and establish interpersonal relationships. For this reason, we consider Cooperative Learning as a teaching-learning methodology in schools. This term refers to the numerous procedures where students work together in small groups to achieve a common goal.

In relation to cooperation, we can see that there are several authors who over time have investigated this methodology and have provided multiple definitions:

- According to Ovejero (1990, cited in Díez Cortés, 2019:11), it is defined as a teaching-learning situation in which students can achieve their results only if the rest of the group also achieves theirs.
- In relation to Melero & Fernández (1995, cited in Díez Cortés, 2019:11), Cooperative Learning is defined as a broad and heterogeneous set of structured instructional methods in which students work in groups helping each other.
- In line with Serrano & Calvo (1996, cited in Díez Cortés, 2019:11), it is based on interpersonal relationships in the classroom and the motivation model.
- In proportion to Johnson & Holubec (1999, cited in Castro Ibañez, 2016:13), it consists of the didactic use of small teams of students to maximise the interaction between them and thus maximise learning for all.

As we can see, despite the multiple definitions, all of them have some common key elements such as small, mixed, and heterogeneous groups, teamwork, common goals, autonomy, motivation, etc. Therefore, we can state that this type of learning is based on student participation, cooperation, shared responsibility and help among peers.

Nevertheless, Cooperative Learning is not only about changing the distribution of the classroom and students working in groups. In this learning methodology, factors such as the distribution, composition and organisation of the groups, the role of the teacher, the activities or the sequencing need to be well defined to achieve the objectives set at the beginning.

It should also be noted that, although teamwork is a main feature of this type of learning, the difference between cooperation and group work is that in the first one, the members of each team are united by the execution of the task, the achievement of the objectives and the learning of all team

members. Moreover, in agreement with Ovejero (1990, cited in Castro Ibañez, 2016:14) even if all Cooperative Learning is group learning, this does not mean that all group learning has to be cooperative.

To continue with, according to the authors Johnson & Johnson (1999, cited in Castro Ibañez, 2016:14-15-16), for group work to be considered cooperative, it is crucial that five essential elements are achieved:

Firstly, positive interdependence. This is a crucial aspect that arises when team members are aware that their own work is linked to the rest of the group work and to the achievement of the objectives. Therefore, to achieve the final objective, the involvement of all members will be necessary.

Secondly, face-to-face interaction. For Cooperative Learning dynamics the visual and close contact between students is necessary as it gives them the opportunity to ensure each other's success, share opinions and learn from peers, resulting on a positive working environment.

Thirdly, individual and group responsibility. This means that all members of the same team must take responsibility for achieving the group's objectives and for his or her own ones. To achieve this the distribution of roles is very useful as it favours an equal distribution of tasks, reduces passivity, and creates positive interdependence.

Fourthly, interpersonal and group skills. Cooperative methodologies are not just about learning contents but allows students to acquire interpersonal and teamwork skills. Pupils must create a positive working environment where they will work effectively, communicate, make decisions, practise active listening... Still, the teacher must work on these skills in the classroom so that students can acquire them and put them into practice.

Fifthly, group self-assessment. This refers to the students' taking responsibility for their own evaluation. They should analyse the extent to which they are achieving the objectives set and this will allow them to see how they are working as a group and individually. Afterwards, they will be able to make decisions about what aspects they need to maintain or modify to improve.

Similarly, according to Carlos Velázquez and collaborators (2010), we can see how the essential components of Cooperative Learning coincide with those defined above. (See Figure 1)

Figure 1: *Componentes esenciales del Aprendizaje Cooperativo. Velázquez et al. (2010)*



2.1.2 The Cooperative Learning techniques.

To consider an activity as cooperative it must have the five basic characteristics presented in the previous section. However, even if cooperative techniques maintain these common features, they also present variations with respect to the rewards, the type and specialisation of tasks and the goals. In short, Cooperative Learning techniques can be analysed in terms of the intensity with which these three aspects are used.

Firstly, the rewards will be appropriate if external rewards are given according to the performance of each team member and inappropriate if they are not given. Secondly, task structuring will be adequate if each member of the group participates and assumes a role that is interdependent to the one assumed by the rest of the team members. Nevertheless, it will be inadequate if there is no division of more specific tasks at the individual level. Finally, the goals will be suitable if each student's goals are achieved when other team members achieve but they will be unsuitable if the achievement of individual goals is independent of the other members of the group.

To continue, below some Cooperative Learning techniques that we can find implemented in the schools nowadays are presented.

2.1.2.1 Jigsaw Technique

This technique is a strategy first developed by Elliot Aronson in 1971 and further advanced in assessment practices by Robert Slavin in 1986. It consists of dividing students into small groups to work on academic material that has been previously divided into several sections equal to the number of members in each group.

First the students will work individually on the part that has been assigned to them and then they will meet with the members of other groups that have the same material. Thus, forming an expert group in which they will discuss its content. Finally, they return to their team and must explain to the other members the part they have specialised in.

It is because of the importance of each part of the puzzle for understanding the final content that each member of the team is indispensable.

2.1.2.2 Students team learning technique

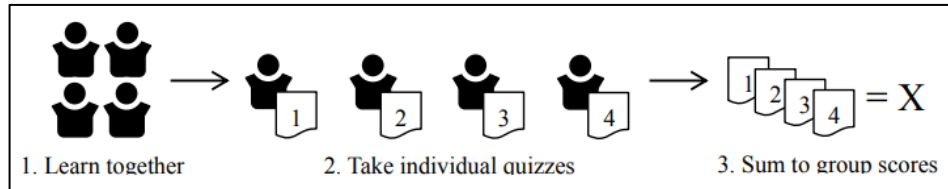
This technique was developed by DeVries, Keith Edwards and Robert Slavin. It is based on the importance of setting group goals as the success will only be achieved if all members reach the goals set. It has five variants:

- Student teams-achievement divisions (STAD)

This model developed by Slavin in 1978 consists of dividing students into heterogeneous groups of 4-5 members that will have to master the group's material to achieve the group rewards obtained for individual mastery of the content.

The instructor will present a topic and then the members of each team will work together for several sessions to assimilate the content. The evaluation is done through individual tests and the score obtained will be sum to group scores. The teams with the highest scores receive a series of rewards. (See figure 2)

Figure 2: Student team achievement divisions (STAD) technique. Monchai Tiantong & Sanit Teemuangsai (2013)



- Team game tournament (TGT)

This technique was developed by Vries and Slavin. It consists of organising the classroom in small and heterogeneous teams that will face weekly challenges in which they will have to demonstrate what they have learnt. Each week a topic will be explained and worked on by the students in the previously organised groups.

This is a combination of a cooperative work situation within the group (intra-group) and a competitive situation with other groups (inter-group) using instructional games. It ensures the participation, and it encourages positive competition. Nevertheless, the competitive game may have more relevance for learners rather than the content.

- Team Assisted Individualization (TAI)

This variant is a combination of Cooperative Learning and individual learning in which everyone works on the same content, but each kid follows a specific programme.

First, students are divided into small groups according to their academic level obtained through a diagnostic test. They will then work in the groups, and it is up to the students to check and help others. This variant follows a sequence: reading instructions, solve the exercises in which they put theory into practice and do an individual tests (León, 2002).

- Cooperative Integrated Reading and Composition (CIRC)

It was developed by Madden, Slavin and Stevens and attempts to teach reading and writing. Therefore, small groups will be formed according to the level of literacy so that they are balanced.

First, the teacher carries out an instruction where new vocabulary is introduced, the previous topic is reviewed, and a story is discussed. While the teacher works with one of the groups the reading, the rest of the teams carry out other activities such as story prediction or creative writing. Finally, there is an individual test.

- Jigsaw Technique II

This technique is Slavin's variant of Aronson's original jigsaw. Pupils work in groups of 5-6 members and each team is given a piece of material to read. Then, after a division by sub-

themes, each member of the expert groups must work and prepare the assigned part to teach it to the initial group. The final evaluation is done through individual exams and the scores will be added to the team's score.

This variant differs from the original in the existence of rewards and the fact that all students are initially given the information of the topic.

2.1.2.3 Learning Together technique

This technique was developed by David and Roger Johnson. To put it into practice, students are divided into small groups in order to help each other to achieve the objectives. Likewise, the teacher must select the contents and materials, introduce the subject, follow up and give a group score obtained by calculating the average of the individual test of each member of the group.

Unlike other techniques, Learning Together technique focuses on the social and emotional factors that cause students to fail. Lessons incorporate leadership training, relationship building and behavioural coaching. As students experience and apply these new skills, they begin to develop the intrinsic motivation and resilience they need to succeed. Students come to school, stay in school and feel good about school.

According to León (2002) it is a very useful strategy for problem solving, learning new concepts and developing creativity.

2.1.2.4 Group investigation technique

This technique was created by Kagan. It consists of organising the class into small groups that will design a planning for their project. To do so, they will exchange opinions and carry out a cooperative investigation. Then, each group chooses a part of the unit and divide it into individual tasks. Lastly, the group has to communicate its findings to the rest of the class.

2.1.2.5 Co-op Co-op technique

This technique was also developed by Kagan. According to Ovejero (1990, cited in Turrión Borrillo, 2013:63), we can divide it into nine steps starting with a group discussion and followed by a selection to create the groups as the third step. Fourthly, a topic per group is assigned, then divided into subtopics and afterwards prepared. As a seventh step, the presentations are created because the next step is to explain the subtopics to the rest of the class to integrate all the parts that have been worked on. Finally, an evaluation of each child's work is carried out by the teachers and the pupils.

2.1.2.6 Peer Tutoring technique

Through this technique students act as tutors and instruct their classmates. In it the teacher typically designates a student who is doing well in the class to tutor a student who is performing below and consequently it helps in giving students individualized attention. This individualized attention will

enable teachers to determine why a student is falling behind in class and, therefore, he/she will be able to adjust its teaching strategies.

As Osguthorpe & Scruggs (1986, cited in Díez Cortés, 2017:28) point out, both parts benefit, one by receiving help and the other by becoming the leader in the interaction leading to increased motivation to learn.

It is a technique that encourages interdependence, a sense of responsibility and a close bond between pupils can be developed. Students can ask several questions and receive quick responses, unlike in traditional learning settings.

Moreover, it increases deeper learning, student engagement, and it promotes cooperation, and communication between students. In fact, Peer Tutoring is relevant because students get used to interact with other students and share their knowledges.

2.1.3 Teams in Cooperative Learning and their formation.

Teams or groups are an essential element in the implementation of Cooperative Learning techniques. Therefore, it is essential to bear in mind that their formation will depend on three factors. Firstly, the length of time the group will be created, i.e., whether it will be formed to carry out one activity, a whole didactic unit or whether it is for a whole academic year. Secondly, the number of members per group. According to Johnson & Holubec (1999, cited in Castro Ibañez, 2016:21) there is no exact number of pupils per group because the number of members depends on several factors such as the aims of the class, age, or time available. Thirdly, the distribution of pupils in the different groups.

This last factor refers to the fact that, thanks to the initial assessment test scores pupils can be divided into three categories:

- Pupils able to help or willing to motivate their peers. This does not imply that members of this category have higher cognitive abilities.
- Pupils most in need of help. As in the previous case, this does not mean that children in this group perform poorly academically.
- Intermediate pupils. This means that they do not need a lot of help and are not particularly interested in helping others.

There are also other criteria that educators should consider when forming the teams: try to maintain a balance between the number of boys and girls, combine different personalities, avoid teams previously formed to prevent them from talking about other subjects, and try not to place pupils who do not have a good relationship in the same group. Furthermore, when a group is being created, heterogeneity is seen as a source of new knowledge and a motivation for learning.

Moreover, once a working group is functioning it is not advisable to change its composition. However, it is also advisable that pupils in the class interact with each other in order to foster group cohesion and enable everyone to work together at some point during the school year.

According to Pere Pujolàs Maset in his article "EL APRENDIZAJE COOPERATIVO: ALGUNAS IDEAS PRÁCTICAS" (2003) we can distinguish three types of groupings:

- The base teams. They are permanent and aim to be maintained throughout the school year. They are generally made up of 4 pupils and are heterogeneous in terms of ability and performance: one pupil has a high ability-performance, two pupils a medium one and one pupil a lower one. To obtain these groups we use of the above-mentioned categories.
- The sporadic teams. They are formed during a class and usually last one session or less. Their composition can be homogeneous or heterogeneous and the number of members varies from a minimum of 2-3 to a maximum of 5-6.
- The expert teams which are obtained from the base teams. The members will be distributed in such a way that one member of each team will specialise in one knowledge or skill and then pass this knowledge to the base team.

Likewise, Johnson (1999, cited in Castro Ibañez, 2016:20-21) defines three types of groupings:

- Formal groups. Its duration varies from one session to several weeks, they are set up for a specific task and require the teacher to clearly explain the objectives and the task, supervise, evaluate, and intervene as support when necessary.
- Informal groups. They vary in length from a few minutes to one session and are used to focus students' attention on the subject, create expectations and foster a positive learning environment.
- Cooperative-based groups. They are long-term, heterogeneous and there is no change of members. This grouping fosters responsible and long-lasting relationships, effort in tasks and positive cognitive and social development.

As we can see, in both cases, there is a great similarity in the characteristics of the groups, with base teams coinciding with formal groups, sporadic teams with informal groups and expert teams with cooperative base groups.

2.1.3.1 The internal organisation of teams: the team's notebook

When working in teams, their organisation is a key aspect for their appropriate functioning. To achieve this there are educational tools such as the "team notebook". These are notebooks that help groups to organise themselves and in which four aspects must appear.

Firstly, the composition of the team which refers to the names of the members of the group together with the skills and/or hobbies of each member.

Secondly, the distribution of roles, where the tasks within each of them and the role assigned to each member of the group will appear. As teams are generally made up of four students, there should be a minimum of four roles which should rotate so that everyone performs all the tasks. The

teacher should review them in order to be able to make the necessary modifications by adding new tasks or eliminating some of them.

Since it will be difficult for students to work with an assigned set of roles, the teacher should demonstrate to them that responsible practice and exercise of the different tasks is beneficial for the team as it promotes better team functioning.

Thirdly, the team's plans and the review of its performance. Each team must establish a plan in which objectives common to all team members are defined to improve both their productions and their functioning. This requires time for each team to reflect on and review its own functioning to identify which actions are useful and which are not, and to take decisions about which behaviours maintain and which modify.

Fourthly, the session diary, in which a member of the team will have to explain what the session's work consisted of to evaluate it.

2.1.4 Cooperative Learning in English language learning

Language acquisition is a creative, active, meaningful, and strategic process. It is creative as the learner is the master of his or her own language performance. It is also active because of the active role of the learner, and it is meaningful as it relates previously learned learning to new one (Ausubel, 1978). As Turrión Borrallo (2013) states: "El Aprendizaje Cooperativo es una técnica que mejora sustancialmente el uso del inglés por parte de los estudiantes, y, por ello, es muy útil en el aula de inglés."

2.1.4.1 Advantages

An investigation revealed that Cooperative Learning had a previously positive impact on almost all the factors critical to language acquisition (Kagan, 1995, cited in Azizinezhad, Hashemi & Darvishi, 2013:139). As we have seen, there were five major factors that define Cooperative Learning: positive interdependence, face-to-face interactions, individual and group responsibility, interpersonal and group skills, and group self-assessment. Therefore, all these aspects can influence positively in the English language acquisition.

As Masoud Azizinezhad Masoud Hashemi, Sohrab Darvish (2013) states in their study "Application of cooperative learning in EFL classes to enhance the students' language learning" students were able to demonstrate significantly better communicative competence. They conclude that in the Cooperative Learning context they had many interactive tasks that naturally stimulated the students' cognitive, linguistic, and social abilities. These activities managed to combine the acquisition of these skills and create effective learning opportunities.

All in all, the results of this study proves that Cooperative Learning could achieve the positive effects in language acquisition replacing the traditional way to teach English at school as well as increasing motivation toward learning English.

Furthermore, according to Brown (2001, cited in Azizinezhad, Hashemi & Darvishi, 2013:141), Cooperative Learning generates some advantages for English language classroom as teamwork generates interactive language closer to reality, an embracing affective climate, that promotes student's responsibility and autonomy, and it is a step closer to individualized instruction. As Casal (2004) points also out, the use of Cooperative Learning in second languages is helpful as it fosters better communication and active listening among learners.

To continue, according to Cristina Cerdá Vallés y Mercedes Querol Julián in their article "EL APRENDIZAJE COOPERATIVO PARA EL DESARROLLO DE LA COMPETENCIA COMUNICATIVA ORAL EN LENGUA INGLESA EN EL AULA DE PRIMARIA" (2014) other contributions of cooperative methodology in learning English, for example, work on diversity, use different types of discourse such as conversation or debate, create real contexts to practise the language and use it in its formal and informal register, encourage participation, interdisciplinarity in the classroom or communication strategies.

2.1.4.2 Drawbacks and limitations

Though Cooperative Learning had been widely accepted and recommended for language teaching and learning, there are some limitations of this methodology.

Firstly, according to Masoud Azizinezhad Masoud Hashemi, Sohrab Darvish (2013) in their study "Application of cooperative learning in EFL classes to enhance the students' language learning" most of the drawbacks of Cooperative Learning come from not being able to implement the cooperative structure carefully. If the teachers just put the students into groups and do not structure the positive interdependence and individual accountability, then it will not be unusual to find groups where one person does most of the work and the others signed off as if they had learned it or had done the work. It was also considered time-consuming to teach materials in a cooperative way.

Moreover, as Cristina Cerdá Vallés y Mercedes Querol Julián emphasises in their article "EL APRENDIZAJE COOPERATIVO PARA EL DESARROLLO DE LA COMPETENCIA COMUNICATIVA ORAL EN LENGUA INGLESA EN EL AULA DE PRIMARIA" (2014) there are difficulties in using Cooperative Learning for English teaching-learning that we should also consider:

- The unpredictability of the language students will use. This aspect refers to the fact that at school children do not speak English all the time, but only in certain subjects. In these subjects they learn vocabulary and expressions which helps them to become immersed in English to facilitate the use of this language in the activities. Even if we previously work

with the expressions that pupils may need, the open-ended nature of these activities leads to a new demand for vocabulary.

- Students may overuse their mother tongue. To avoid this, the use of English in tasks should be gradual so that they become more confident in their use of English.
- Difficulties in preparing the activity for the teacher. The teacher must select materials with an appropriate level of language. Nowadays there are many resources available, but their selection requires a lot of dedication. Furthermore, the teacher must maintain the level of motivation among the students as they will encounter communicative difficulties. Therefore, it is very important to select both the subject matter and the resources well.

2.1.4.3 Teacher's role

As we already know, Cooperative Learning is based on the participation of pupils as knowledge builders and the educator as a designer of real learning situations that help students to develop their critical and creative thinking by working on the development of skills and abilities that allow them to make decisions, discuss, dialogue, to manage the information that will allow them to build knowledge. (Alarcón, 2015)

According to Underwood (1987, cited in Castro Ibáñez, 2016:25), the teacher oversees the following functions:

- Organiser because he/she coordinates learners' activities, interactions, and communication processes.
- Leader because he/she must ensure that everyone works and participates. Encouragement should be given at appropriate times and the groups should also learn to correct themselves constructively and encourage each other.
- Consultant because he/she must be available to solve possible doubts.
- Monitor because the work of the groups will be observed and monitored. The teacher may intervene to correct errors.

Furthermore, other tasks that the teacher will oversee are to know the abilities and deficiencies of each student, to determine the group and individual goals, to design the projects specifying responsibilities, activities, evaluations, objectives, timing, etc., to monitor the students' learning and to observe the socio-affective relationships established among the students to guide them in the development of their social skills. In the same way, they must have a detailed plan with the sequencing of the activities to be carried out.

We would like to highlight the relevance of the instructor's role with the following words:

...El docente es ahora un mediador, un guía y esta tarea no es fácil, pues requiere, no solo aprender, sino también asumir un nuevo rol. Para ello hay que dotarle de herramientas para

gestionar una situación de aprendizaje cooperativo, que le genere seguridad en esta práctica metodológica y le permita desarrollarla de forma eficaz. (Alarcón Orozco Elena and Reguero González M^a José, 2018, p.66)

2.1.5 What do children learn by cooperating?

When we talk about Cooperative Learning, we are not only referring to the learning of contents. In fact, it is a broader process which promotes social interactions and allows students to put into practice their social and behavioural attitudes.

Cooperative methodology creates a safe and encouraging environment as solutions for a task come from the whole group rather than from just one individual. The errors in conclusions and thought processes are also modified within the group before they are presented to the class.

Furthermore, receiving encouragement in a cooperative setting from both the instructor and peers helps to develop higher self-efficacy. As a result of higher self-efficacy, student grades tend to increase; thus, Cooperative Learning methods provide several academic benefits for students.

2.1.5.1 Social skills

Practicing and learning social skills is a process that can take place in schools. On several occasions, Cooperative Learning has been proposed as a way of training these skills. According to Ovejero (1990, cited in Turrión Borrillo, 2013:127), cooperative group work develops and improves the social skills of its members.

The relationship between Cooperative Learning and the use of social skills is reciprocal. On the one hand, this methodology requires several social skills such as active listening to function properly and, at the same time it functions as a social skills training technique.

By following the appropriate structuring for Cooperative Learning, students are able to develop and practice skills that will be useful to face reality around them. These skills include leadership, decision-making, trust building, communication and conflict-management.

Moreover, when using this methodology, the most important advantage is building teamwork. Pupils learn to accept differences and diversity within the group, to respect ideas, to give and receive help, to listen, etc. In short, they learn to work together to achieve a common goal.

Furthermore, the interactions during the activities can be used to shape the appropriate social behaviours to cope adequately with the different situations of the daily life. Cooperative Learning also helps to develop interpersonal relationships among students. The opportunity to discuss their ideas in smaller groups and receive constructive feedback on those ideas helps to build student self-esteem.

As Nicolás Úriz Bidegáin points out in his book *El aprendizaje cooperativo* (1999:22-23), the aim of this teaching-learning methodology is to cooperate to learn more and better. He mentions several aspects which pupils acquire using Cooperative Learning:

- By working with others, learners learn from the diversity of opinions and answers that the rest of the team provides when solving tasks. This is because the other person act as a reference.
- To function as a group, tasks are distributed. In other words, roles are assigned to each student so that everyone rotates through different responsibilities and makes it easier for them to put themselves in each other's shoes.
- To solve the task, interaction is necessary. This aspect promotes a positive interdependence that will favour the transmission of knowledge. Each child shares what he or she knows with others and learns from those around him or her.

The third aspect mentioned refers in a certain way to empathy, since it is through the rotation of assigned roles that students will be able to put themselves in their classmates' shoes to understand the possible difficulties others may experience and thus be able to help them in the future.

The benefits obtained using Cooperative Learning in compulsory education also include: the improvement of students' self-esteem and ability to understand their environment, the development of teaching skills and the increase of social cohesion and cooperation within the group (Casal, 2004).

In short, through Cooperative Group Learning, a great development of social skills can be observed in pupils because they actively learn to listen and to respect turns of speech and value the work of their peers. They also learn how to evaluate their work and that of their peers in a positive, creative and constructive way.

2.2 Implications in Primary Education

Tras exponer los antecedentes y la justificación de esta investigación, presentamos sus principales implicaciones en la Educación Primaria. Durante las últimas Prácticas Escolares 3 se observó el uso del Aprendizaje Cooperativo como principal método de enseñanza y aprendizaje en las aulas de inglés, así como los beneficios que aporta no sólo a nivel académico sino también para la creación de un contexto de aprendizaje más real y el fomento de habilidades de trabajo en grupo útiles dentro y fuera del contexto educativo.

En la vida real necesitamos interactuar para aprender y por ello debemos trasladar este aspecto al ámbito escolar. Como hemos visto en el apartado anterior, son varios los beneficios de esta metodología en relación con la enseñanza del inglés y la adquisición y desarrollo de habilidades sociales en el alumnado. De esta forma, a través de las actividades e interacciones tienen la oportunidad de adquirir y reforzar contenidos del currículo y desarrollar habilidades interpersonales que les serán útiles en su vida diaria.

3. PRACTICAL FRAMEWORK

3.1. Preliminary stage of the study

3.1.1. Previous cases

During the two weeks of the internship 1 cooperative activities were hardly appreciated because the tutor was mainly implementing individual or group activities. Moreover, the group or pair activities were not cooperative as they did not comply with the main characteristics of this methodology.

In fact, the first time we were able to observe cooperative methodology in the classroom was during the Internship 3. This is since children were not only distributed in small groups but also because most of the activities were cooperative and required interaction between group members to reach a common final goal.

3.1.2. Analysis of the dimensions of Cooperative Learning

This section presents an analysis of our investigation's theme from three dimensions: the curricular, the educational and the psychosocial. The division of the project's theme into these dimensions allows for a deeper understanding of the subject from different perspectives but equally necessary for this research.

3.1.2.1. Curricular dimension of the problem

We understand by curricular dimension the one which focuses on educational laws, in the case of this research the LOMCE because it is the one implemented in the school year where our didactic intervention is put into practice. In the case of this dimension, it corresponds to S.O.2.1. regarding the effectiveness of cooperative learning of our research.

Cooperative Learning is an active methodology that aims to achieve student autonomy and to deepen aspects such as mutual help, individual responsibility and the development of social skills. In short, it aims for students to learn from themselves and from their peers.

After analysing the Primary Education curriculum in the Autonomous Community of Navarre, we can see that it supports the use of Cooperative Learning. This methodology is used throughout all years of Primary Education in several subjects:

Firstly, in Social Sciences, it is present in the evaluation criteria as cooperation is valued when working in small groups, accepting different opinions, participating responsibly, avoiding conflicts and developing typical attitudes of this methodology and the habit of assuming different roles.

Secondly, in Physical Education, cooperative situations will be proposed where students will have to cooperate in order to achieve the objective set. The use of cooperation strategies in the practice of simple games and the acceptance of roles in the game will be encouraged.

Thirdly, in Second Foreign Language, cooperation is used when producing oral texts through interaction to maintain communication.

Fourthly, in Social and civic values, cooperative attitudes and strategies are encouraged.

3.1.2.2. Educational dimension of the problem

The educational dimension refers to the institutional part of the problem. As in the previous dimension, this one is also directly related to S.O.2.1.

Many researchers have tried to decipher the different ways in which people acquire, retain and transfer knowledge into their daily lives. According to the European Online University (2022), science distinguishes 13 types of learning: associative, non-associative, cooperative, collaborative, emotional, experiential, implicit, explicit, rote, observational, discovery, receptive and meaningful.

There are still many schools where more traditional teaching-learning methods predominate, in which the teacher limits himself to transmitting his knowledge while the students listen, take notes, hardly participate actively and demonstrate their knowledge in the assessment test.

Nevertheless, the cognitive skills that were prioritised in previous systems are no longer sufficient for the needs demanded by today's society. Therefore, it is pivotal to broaden these horizons so that students acquire other skills such as critical thinking, active listening or the ability to communicate among peers. We also find ourselves today in a multicultural world, where schools and their classrooms are full of different cultures, which increases diversity from a linguistic and cultural point of view.

For this reason, Cooperative Learning is an effective tool to combat this inequality among students, since, through this methodology, they will work together with a common goal, optimising the learning of each member of the group regardless of the greater abilities of one or the other student.

This type of learning is recognised as a methodology that promotes learning and socialisation among pupils. Its aim is to develop the learning competences of the curriculum, such as the development of oral skills in English through group work dynamics and social interaction. It promotes values such as empathy, mutual help, participation, taking responsibility, awareness of one's own mistakes and self-regulation of learning. Furthermore, it contributes to the development of social skills, inclusiveness and attention to student diversity.

3.1.2.3. Psychosocial dimension of the problem

The psychosocial dimension is understood as the one which focuses on the person and its characteristics, within which we find the cognitive, emotional and social spheres. The social skills worked throughout this research that are related to the S.O.2.2. and S.O.2.3. can be considered from a psychosocial point of view in the social field.

Inside the social sector, socialisation is an interactive process necessary for the child and the social group into which he/she is born, through which the child satisfies his/her needs and assimilates culture. There are three interdependent processes that lead to several acquisitions for the child: the mental processes of socialisation, i.e., the knowledge of social aspects such as values or norms; the affective processes related to affective attachments to certain adults; and finally, the behavioural processes that refer to the acquisition of socially accepted skills and behaviours.

Adequate development of social skills will allow children to make friends, understand and express emotions properly, tolerate changes in their environment and follow rules; moreover, an appropriate social development leads to an adequate progress in self-esteem, better communication skills, learning new skills and abilities, assimilation of limits and rules... Therefore, it is important to adequately promote emotional skills in childhood, both at home and at school, as these are the most influential environments in their overall development.

In this way we can highlight the relevance of social development and the processes involved, as children learn through observation and imitation of social skills and behaviours, which they then internalise for their execution. For this process their attachment figures are of great consideration.

In short, in this context the type of relationships that are established may influence the child's later attitudes and, thus, his or her abilities to take turns in speaking and listening to each other. This is due to the role and attitudes of each individual in such a relationship can foster the development of these throughout their lives. This means that if a child is used to constantly interrupting and not listening to others, there is a chance that as socialisation grows, he or she will possess these criteria; whereas if he or she is used to respecting turns of speech and listening to others, he or she will later build on these criteria.

3.2. Didactic intervention

3.2.1 Population and sample

This Project has been implemented in the public school of San Pedro located in Mutilva (Navarre). Regarding the teaching models, San Pedro school offers the model A with PAI program and model G with PAI program. In relation with the Pai programme the subjects taught in English are art, English, mathematics, and science.

Our didactic intervention has been implemented in the second year of the first cycle of primary education in groups A and B. In 2ndA we can find 9 girls and 12 boys. As for 2ndB we can find 12 boys and 8 girls. Regarding the needs inside the classrooms, there is one pupil with no knowledge of the language and one case of absenteeism in both classes. In addition, several pupils have a reinforcement plan in the subject of English, being more in group A than in group B.

This diversity inside the classrooms is considered when planning small groups, adapting the exams depending on their level in English and designing the activities to be accessible for all. In the case of this didactic intervention all activities were previously designed and adapted to be accessible to all.

3.2.2 Data collection procedures, instruments and materials

Table 1 shows the procedures used during this research with their corresponding instruments for data collection and its materials.

Table 1.

Procedures, instruments and materials for data collection (Source: own elaboration)

PROCEDURES	INSTRUMENTS	MATERIALS
Pr.1: Design of the didactic intervention.	Set of activities designed with the support of the classroom English teacher (Annex 1)	Materials needed for each activity (Annex 2)
	Daily routine of January. Oral test of the unit designed with the support of the classroom English teacher.	Routine poster (Annex 3) Oral exercise of the exam (Annex 4)
Pr.2: Direct observation of learners during the implementation of the didactic intervention.	Accumulative register of the didactic intervention.	Accumulative register template (Annex 5)
	Checklists 1: Observation rubric for the daily routine.	Daily routine rubric template (Annex 6)
	Checklist 2: Speaking exercise rubric. Checklist 3: Common rubric for the activities.	Speaking exercise rubric template (Annex 7) Common activities' rubric template (Annex 8)

3.3. Data collection phase and obtained results

For the data collection phase of this didactic intervention, we began with the design of an accumulative register. In it we find observations of the activities carried out related to the specific objectives of this investigation. In Annex 9 we can find the accumulative register with the information obtained after the implementation of the activities.

Prior to beginning the presentation of the results and its corresponding graphs, in Annex 10 we can find a table in which we relate each of the activities implemented in the classroom to the specific objective(s) of this research.

3.3.1. Obtained results in the curricular and educative dimension

In relation to the curricular and educative dimension we find the S.O.2.1. about the effectiveness of Cooperative Learning in relation to English oral skills. To accomplish the objective, we designed a series of rubrics focused on three aspects: daily routine, oral exam and activities.

Firstly, Table 7 shows the data collected and their respective graphs related to the daily routine in which two classmates had to ask each other several questions related to the syllabus.

Table 7.

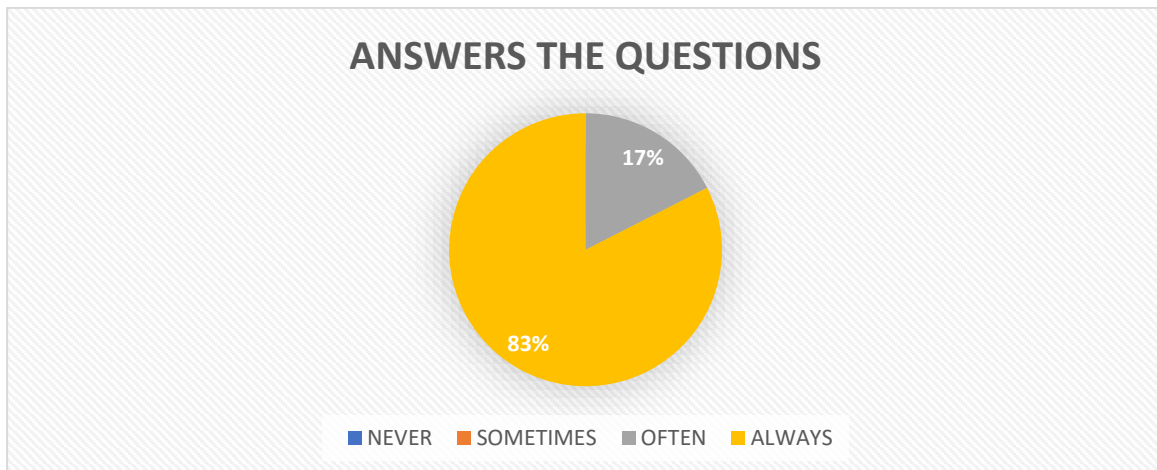
Observation rubric for the daily routine (Source: own elaboration)

	NEVER	SOMETIMES	OFTEN	ALWAYS
HAS CORRECT PRONUNCIATION	1	4	18	17
ANSWERS THE QUESTIONS	0	0	7	33
HAS ADEQUATE VOLUME	6	7	14	13
EXPRESSES HIMSELF/HERSELF CLEARLY	0	5	19	16
USES NEW VOCABULARY AND EXRESSIONS	0	0	5	35
RECEIVES SUPPORT FROM THE TEACHER	7	7	17	9
RECEIVES SUPPORT FROM PEERS	6	21	12	1

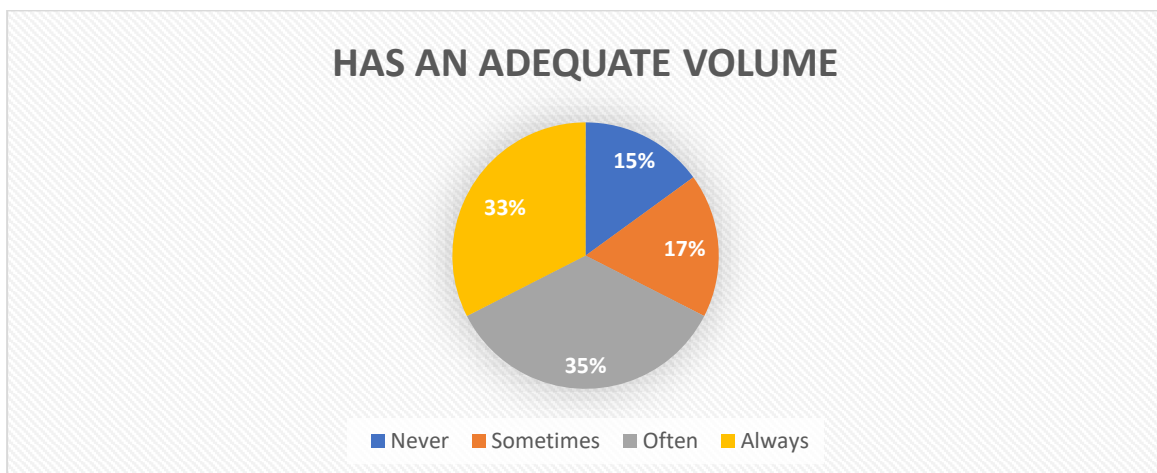
Graph 1 (Source: own elaboration)



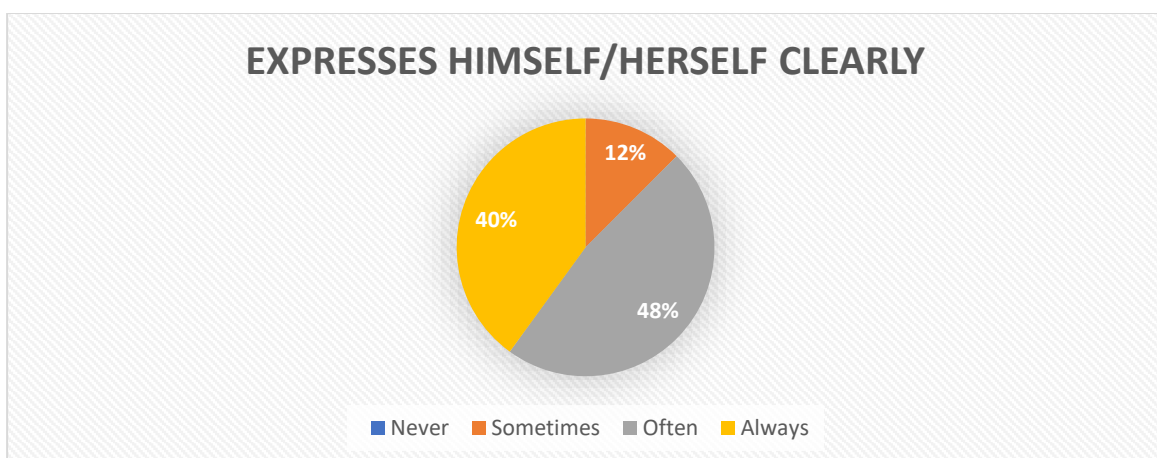
Graph 2 (Source: own elaboration)



Graph 3 (Source: own elaboration)



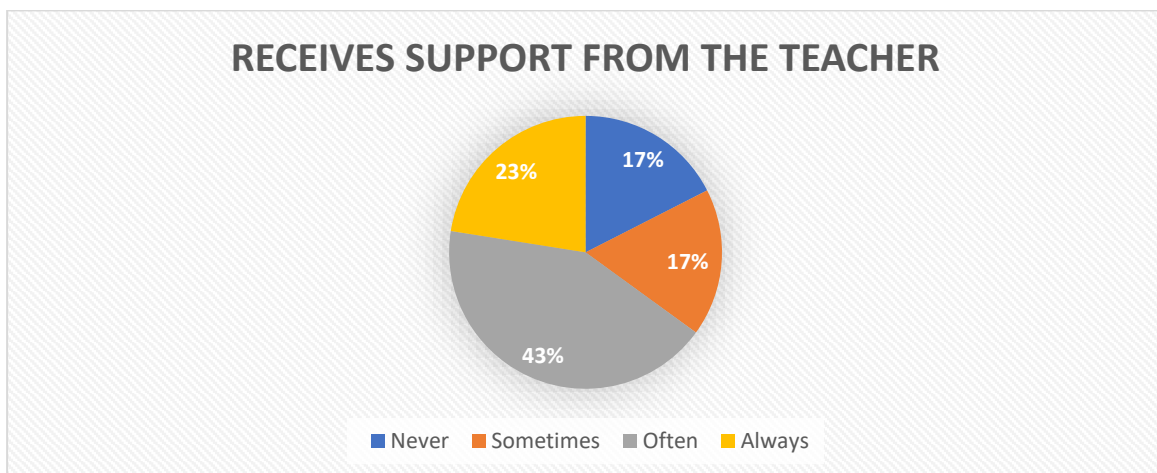
Graph 4 (Source: own elaboration)



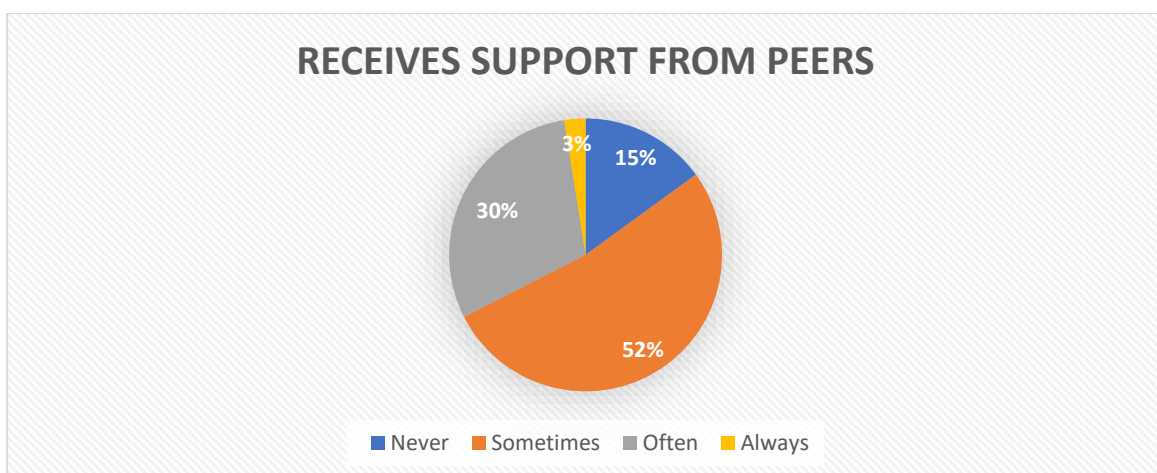
Graph 5 (Source: own elaboration)



Graph 6 (Source: own elaboration)



Graph 7 (Source: own elaboration)



Secondly, regarding the oral exam of the unit the results obtained by means of the rubric are shown in Table 8 along with the corresponding graphs.

Table 8.

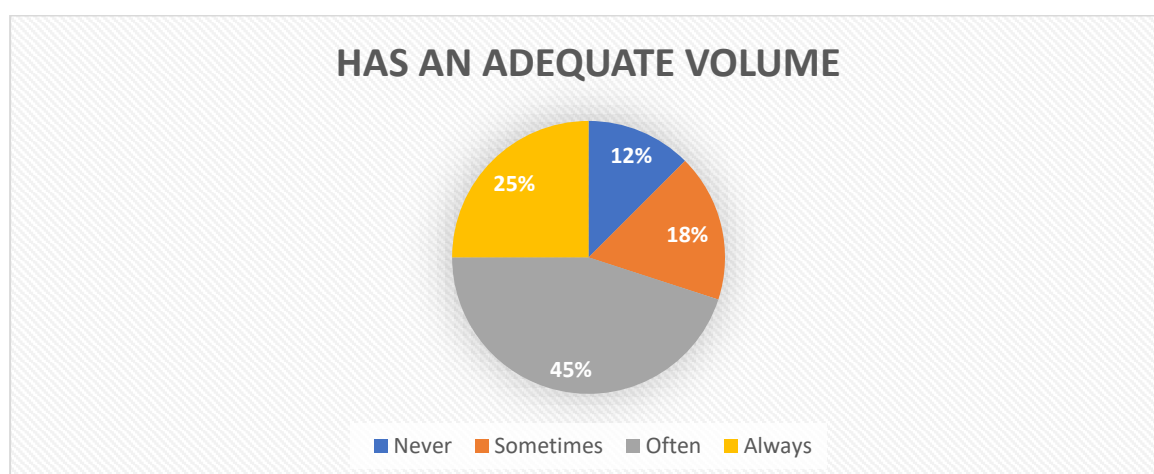
Unit 3 Speaking test rubric (Source: own elaboration)

	NEVER	SOMETIMES	OFTEN	ALWAYS
HAS A CORRECT PRONUNCIATION	0	10	15	15
HAS AN ADEQUATE VOLUME	5	7	18	10
USES NEW VOCABULARY AND EXRESSIONS	0	7	13	20
UNDERSTANDS THE QUESTIONS	0	6	6	28
ASKS DOUBTS IN ENGLISH	23	9	8	0

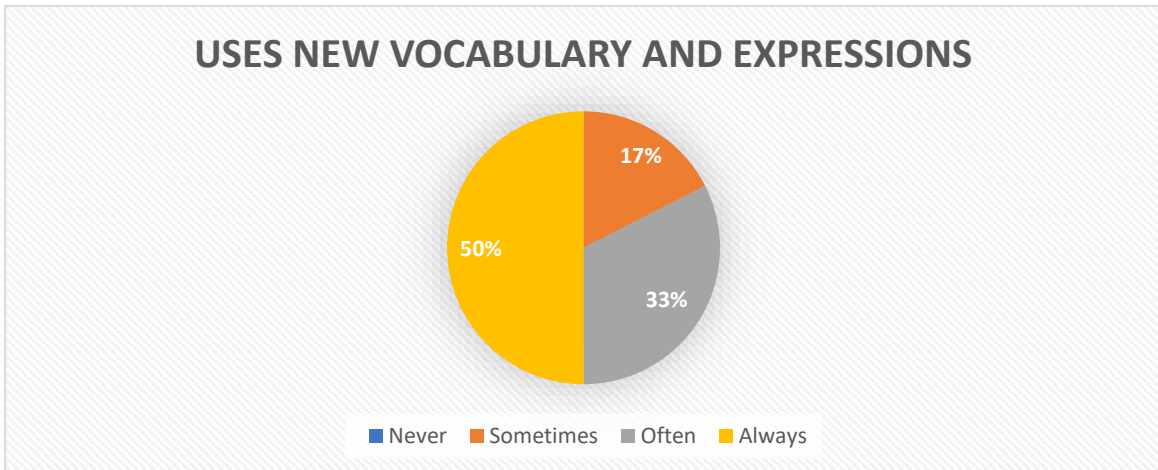
Graph 8 (Source: own elaboration)



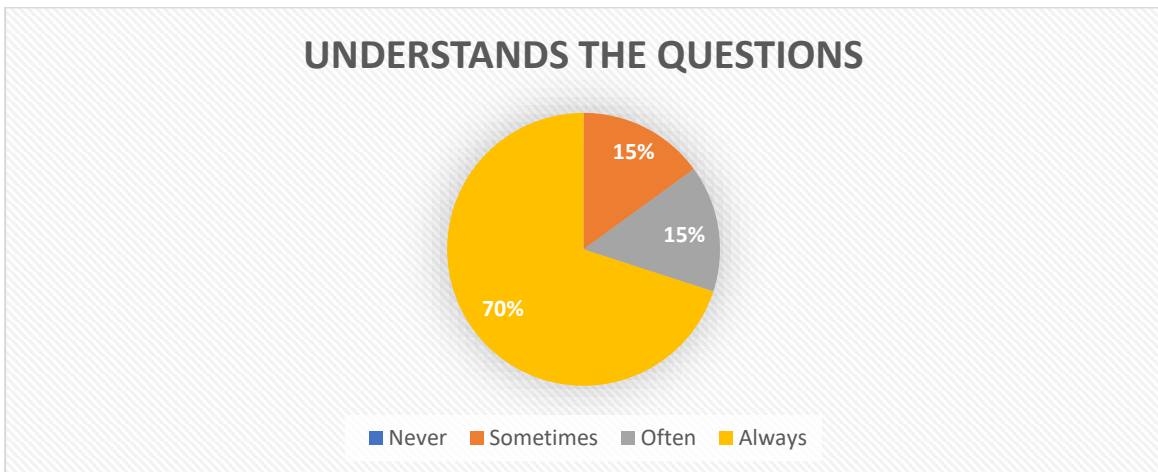
Graph 9 (Source: own elaboration)



Graph 10 (Source: own elaboration)



Graph 11 (Source: own elaboration)



Graph 12 (Source: own elaboration)



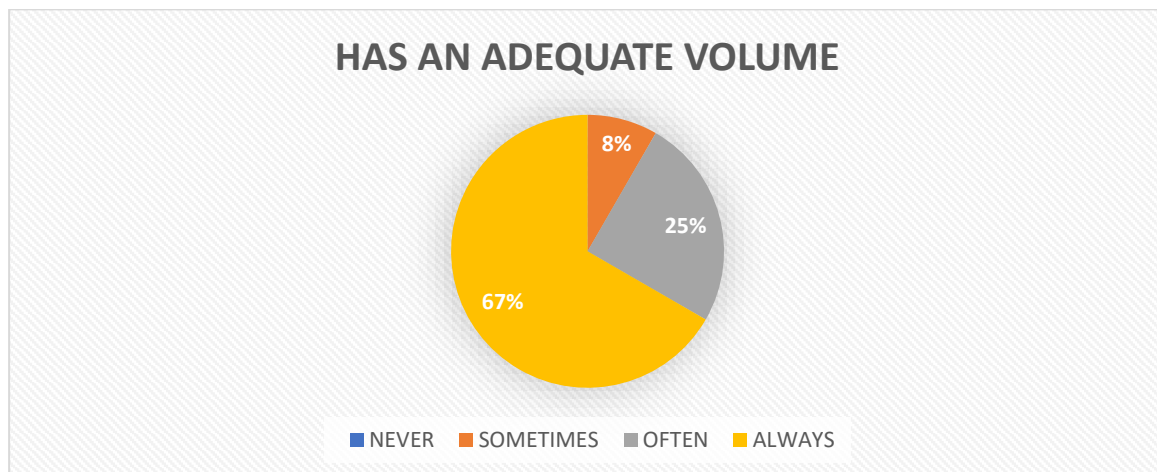
Lastly, twelve of our activities implemented are related to this objective. To extract the results, we completed the first six criteria of the common rubric for the activities, giving rise to Table 9 from which we have been able to create their corresponding graphs that can be see below.

Table 9.

Criteria for S.O.2.1 from the common rubric for the activities (Source: own elaboration)

	NEVER	SOMETIMES	OFTEN	ALWAYS
HAS AN ADEQUATE VOLUME	0	1	3	8
HAS A CORRECT PRONUNCIATION	0	2	6	4
EXPRESSES DOUBTS CLEARLY	0	0	5	7
USES ENGLISH BETWEEN THEM	10	0	2	0
USES ENGLISH WITH THE TEACHER	0	0	4	8
USES NEW VOCABULARY AND EXRESSIONS	0	4	5	3

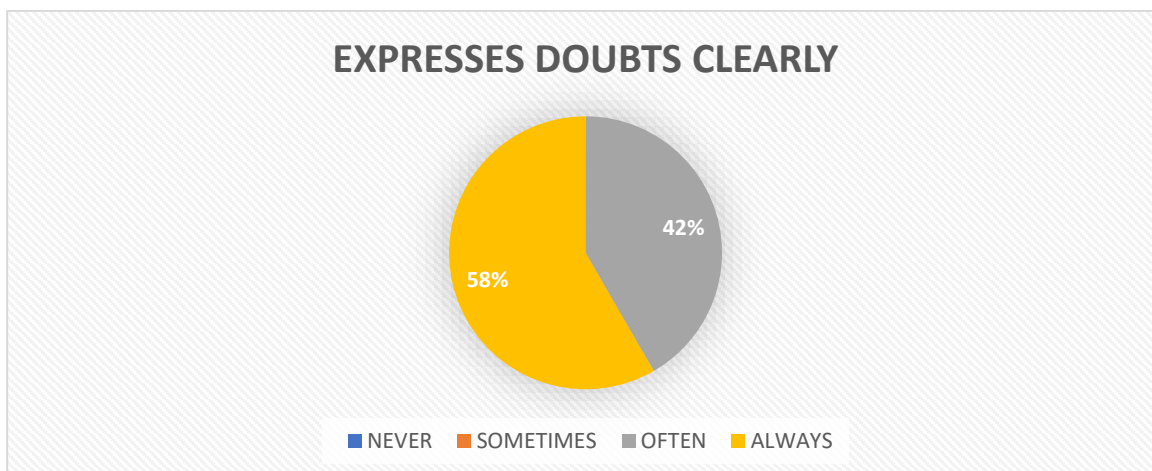
Graph 13 (Source: own elaboration)



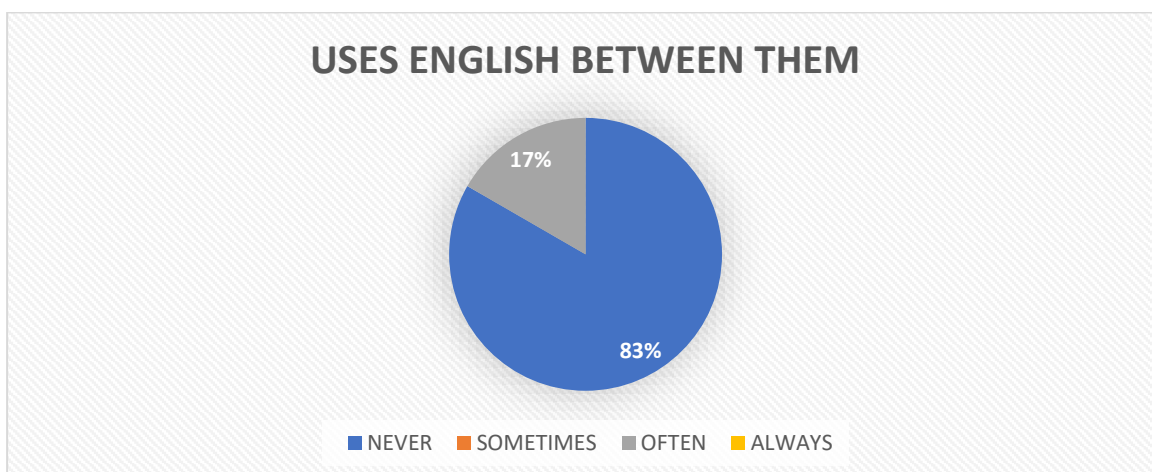
Graph 14 (Source: own elaboration)



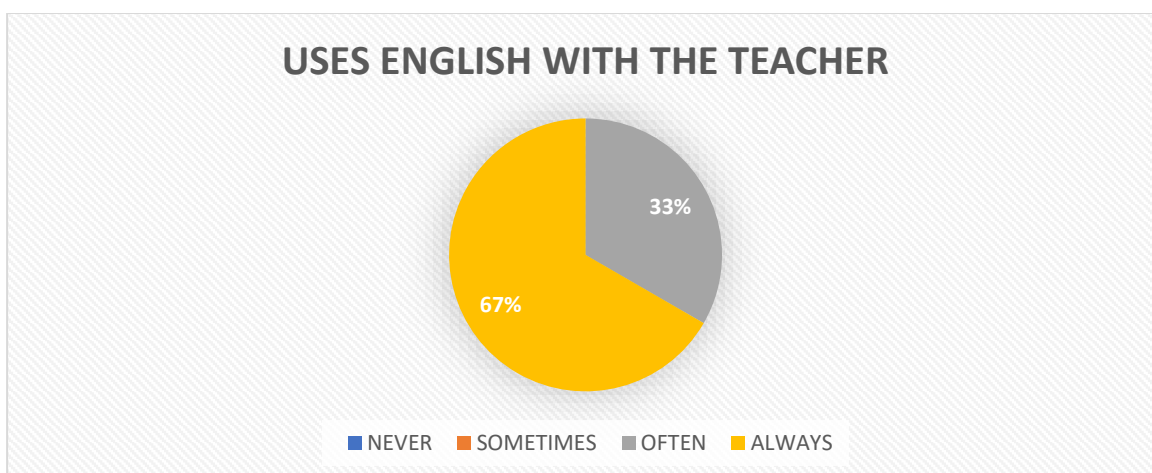
Graph 15 (Source: own elaboration)



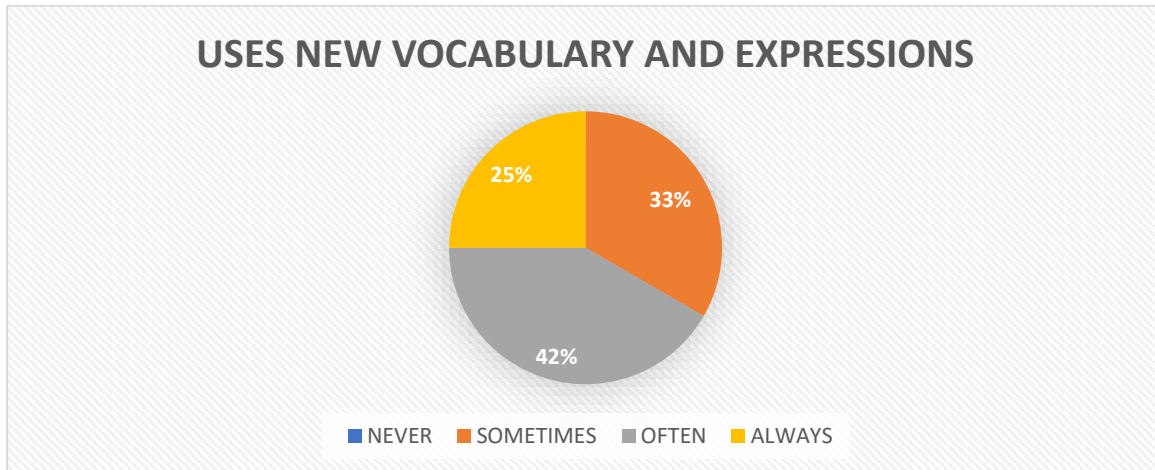
Graph 16 (Source: own elaboration)



Graph 17 (Source: own elaboration)



Graph 18 (Source: own elaboration)



3.3.2. Obtained results in the psychosocial dimension

In connection to the psychosocial dimension as we have already seen in the section on dimensions, we find the S.O.2.2. and S.O.2.3. which are linked to the social skills of turn-taking and active listening respectively. In both cases we have based them on some of the activities of the didactic intervention.

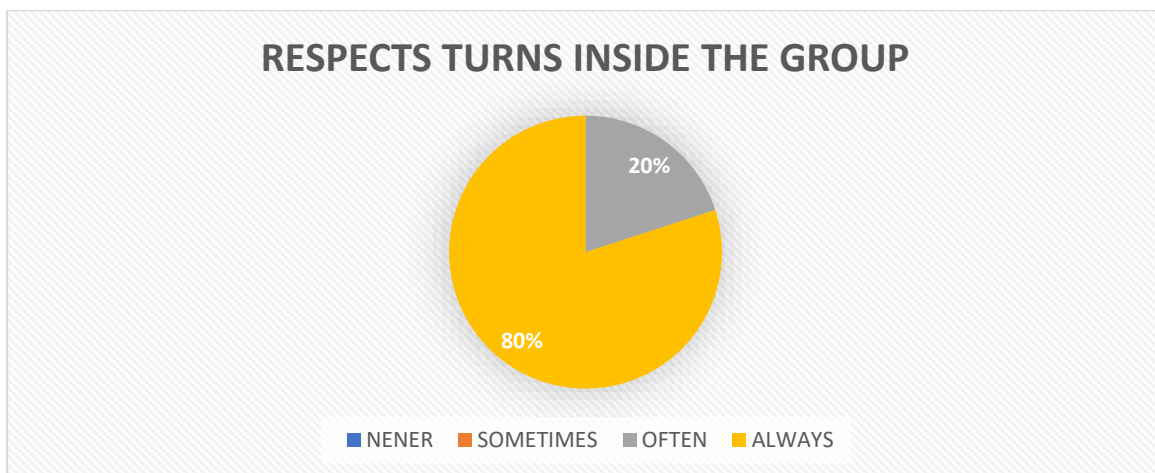
First, for S.O.2.2. we had fifteen activities. To obtain the Table 10 that we can see below and its corresponding graphs we fulfil two criteria from the common rubric.

Table 10.

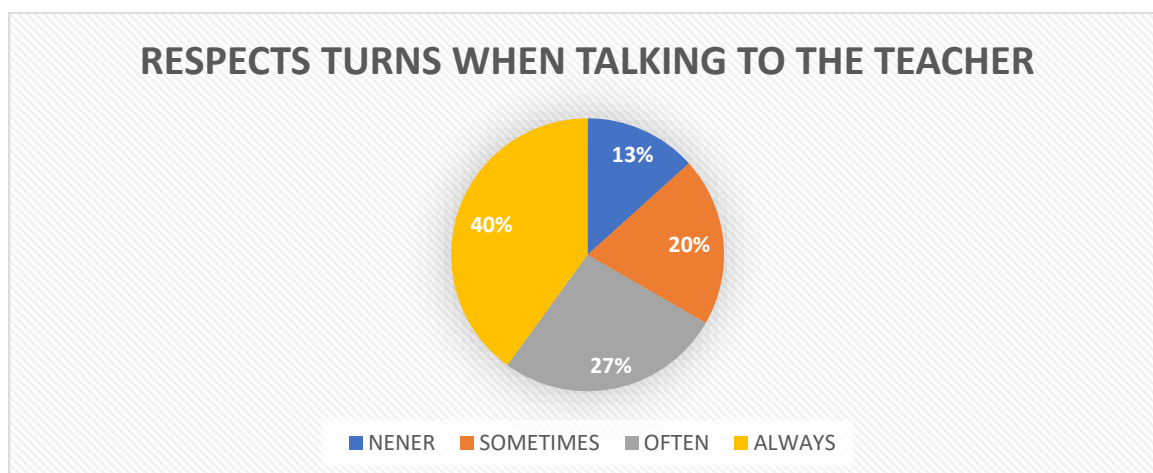
Criteria for S.O.2.2 from the common rubric for the activities (Source: own elaboration)

	NEVER	SOMETIMES	OFTEN	ALWAYS
RESPECTS TURNS INSIDE THE GROUP	0	0	3	12
RESPECTS TURNS WHEN TALKING TO THE TEACHER	2	3	4	6

Graph 19 (Source: own elaboration)

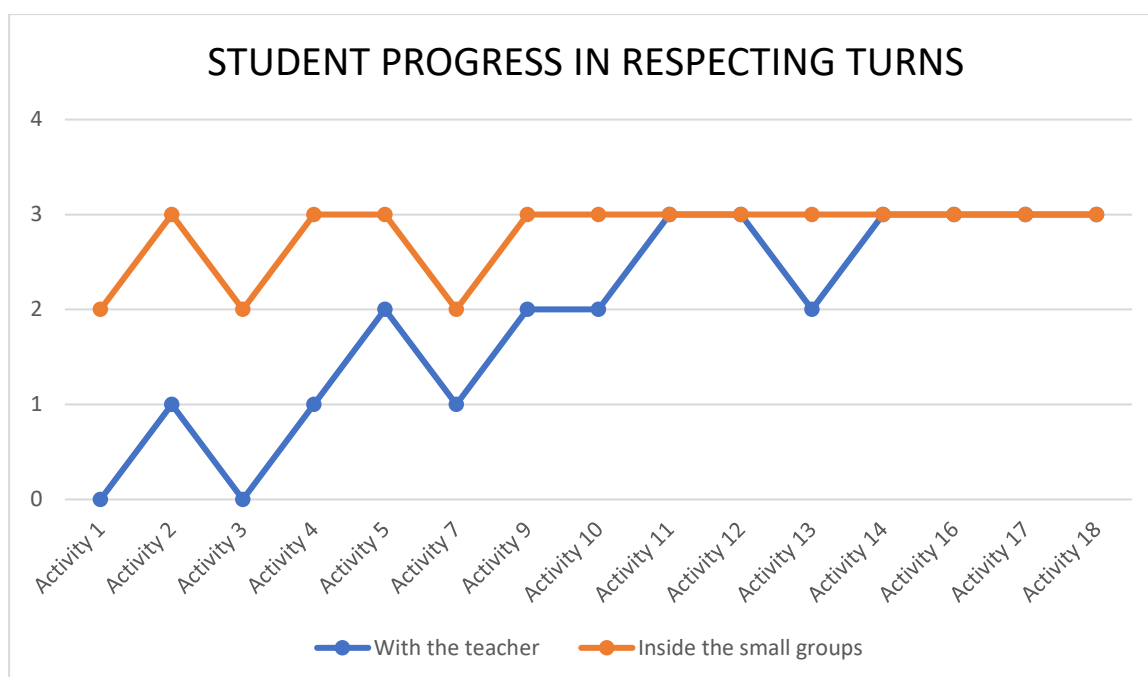


Graph 20 (Source: own elaboration)



In relation to this aspect of respecting turns, we have also designed the following graph in which we can observe the progress made by the pupils during the implementation of the corresponding activities. The Y-axis values in the graph below are the following: 0 corresponds to "never", 1 to "sometimes", 2 to "often" and 3 to "always".

Graph 21 (Source: own elaboration)



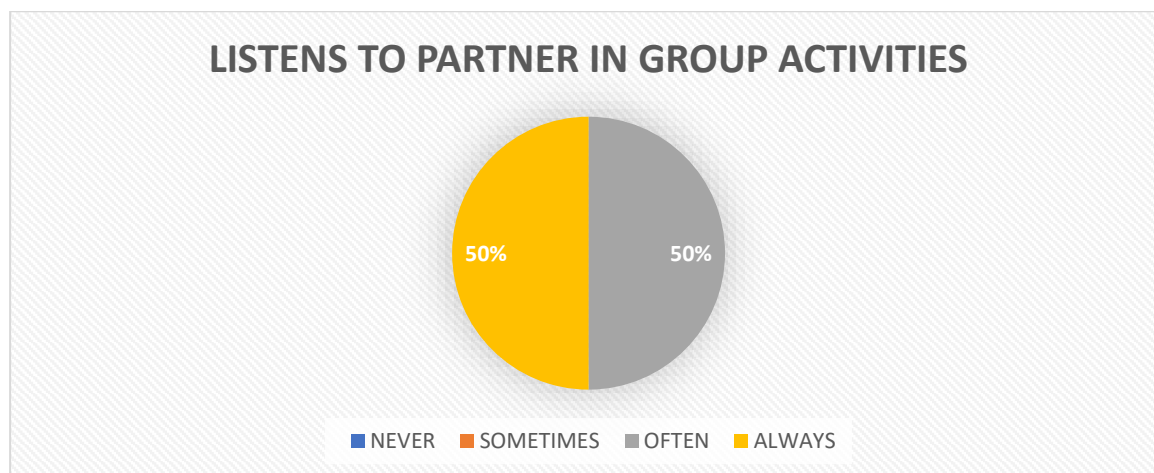
Second, for S.O.2.3. we chose 4 of the activities that were carried out in small groups and 4 that were carried out in pairs to compare the results. To obtain the results, we completed criterion 9 in the common table of the activities and obtained Table 11 below with the corresponding graphs.

Table 11.

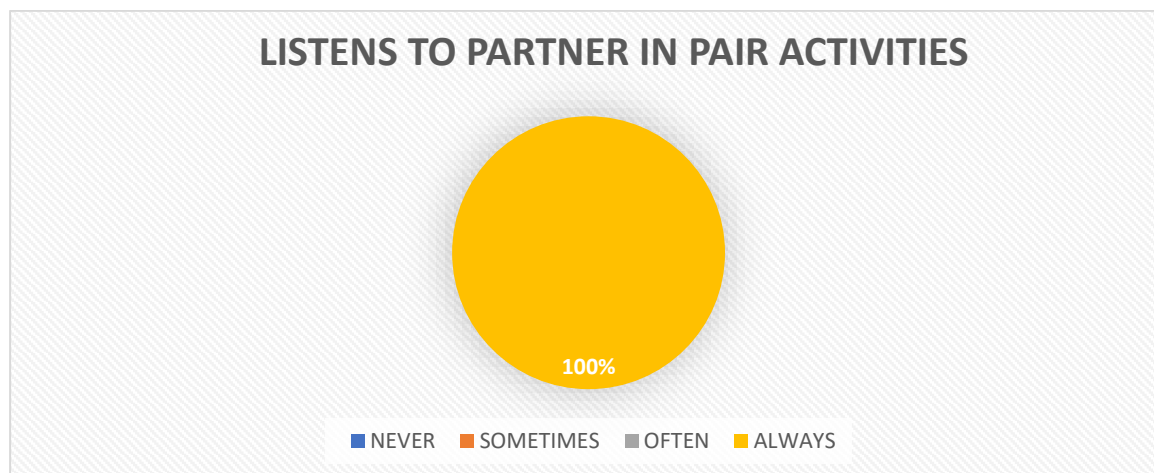
Criteria for S.O.2.3 from the common rubric for the activities (Source: own elaboration)

	NEVER		SOMETIMES		OFTEN		ALWAYS	
	group	pair	group	pair	group	pair	group	pair
LISTENS TO PARTNERS	0	0	0	0	2	0	2	4

Graph 22 (Source: own elaboration)



Graph 23 (Source: own elaboration)



Finally, we decided to collect information on three more aspects that we were able to assess in all activities and that were also related to the psychosocial dimension. In Table 12 below we can see the results obtained together with their graphs.

Table 12.

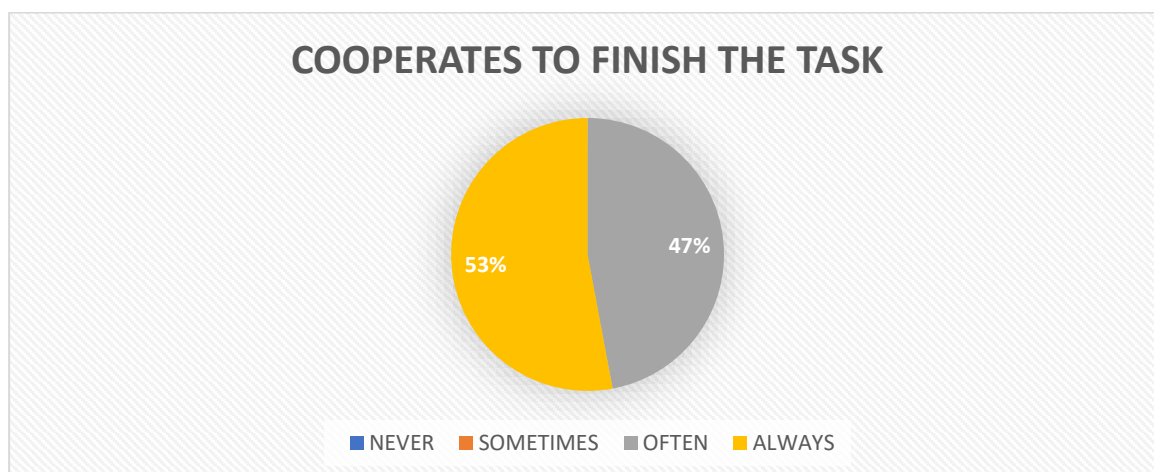
Criteria for extra information from the common rubric for the activities (Source: own elaboration)

	NEVER	SOMETIMES	OFTEN	ALWAYS
ASKS QUESTIONS TO PARTNERS	2	3	10	2
COOPERATES TO FINISH THE TASK	0	0	8	9
HELPS OTHERS	0	0	3	14

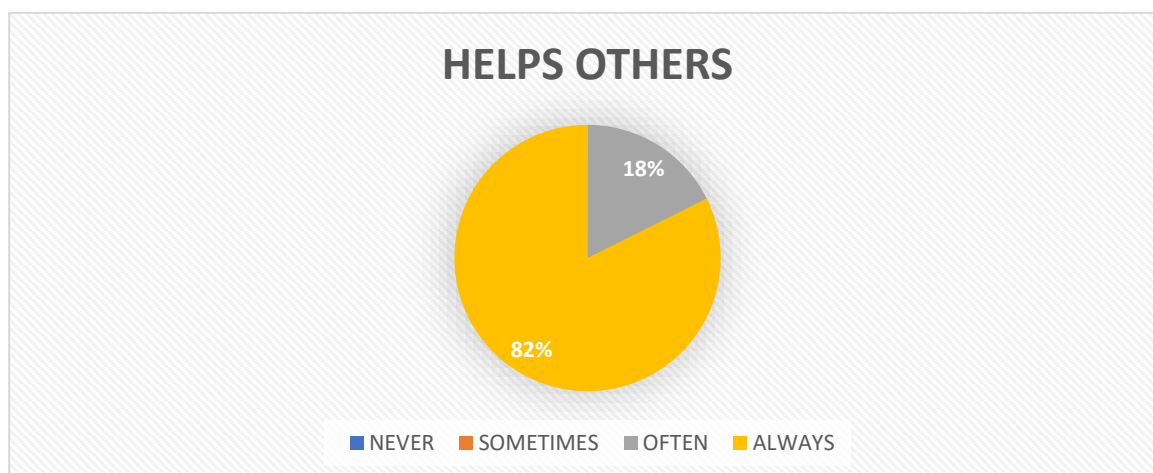
Graph 24 (Source: own elaboration)



Graph 25 (Source: own elaboration)



Graph 26 (Source: own elaboration)



3.4. A posteriori analysis phase: discussion of results

The analysis of the results obtained is related to the study questions and to the hypothesis raised:

1. Can we consider effective to work in cooperative groups to develop the English oral skills?

In relation to this question, we can assume that the most important factor which has contribute to the development of the English oral competence is the role that each pupil assumes in the classroom activities. As we can see in Graphs 6 and 7 students have been able to receive and offer help instead of constantly depending on the teacher.

In Graphs 2, 4, 11 we can observe positive results when talking about understanding English and giving a consistent answer when being asked.

Regarding the use of new vocabulary and expressions, we find Graphs 5, 10 and 18. We have been able to verify that students make use of what they have learnt in the unit, even though on specific occasions they rely on previous knowledge.

In terms of pronunciation, the data obtained from Graphs 1, 8 and 14 show that on most occasions, both in group and individual situations, the pronunciation of expressions and new vocabulary is satisfactory.

As for the criterion of maintaining an appropriate volume that can be seen in Graphs 3, 9 and 13, we have also found that the volume of their responses depends on the situation they are facing because in the routine and the exam, being individual situations, many children tend to lower the volume while in the activities, being group activities, the volume is more appropriate.

In relation with the use of English in Graph 12 we have notice that, in individual situations as it is the oral exercise of the exam, children ask their questions in Spanish. However, the teacher's

answer is always in English, and the students are able to understand it, which allows them to clarify their doubts. In contrast, Graph 15 shows that in group activities, students have little difficulty in expressing their doubts clearly. This is because they could talk among the members of the same group in order to find a way to express themselves properly.

Finally, we can contrast the information obtained in Graphs 16 and 17 related to the use of English with colleagues and with the teacher respectively. Generally, when talking to the teacher, students always use English because the teacher always responds in English and, on several occasions, only responds to their questions if they are asked in English. However, among themselves they do not use it unless it is necessary to solve an activity. Despite helping each other during the activities to solve them, they do tend to rely in their mother tongue to speak among themselves as it is more comfortable for them.

In accordance with these results and in relation to the hypothesis posed for this first question, we can affirm that the use of cooperative groups to develop oral skills in English is effective with activities such as the routine. However, when working in small groups at this age we have been able to verify that, as predicted in the hypothesis, students tend to rely on their mother tongue most of the time because of the open-ended nature of cooperative activities and because they do not have enough mastery of the language due to their age.

2. To what extent are cooperative groups useful so that students practise turn-taking skills?

Talking about the results obtained in connexion with this second question, we can affirm that the attitude that children show inside their groups is not the same as when they have to talk to the teacher. As it can be seen in graphs from Table 10 there is a notorious difference in the respect of speaking time depending on whether the children speak within their own group or whether they have to speak to the teacher.

First, as it can be seen in Graph 19, when pupils work in small group activity and have to talk among the members of a group, we can observe that most of the time they respect their turn to speak. Nevertheless, in Graph 20 we verify that when talking to the teacher it is more difficult for them to respect turns between classmates and even between groups.

In Graph 21 we can observe the students' progress in respecting turns of speech in two different situations. In relation with the blue line related to the respect of turns with the teacher, we can appreciate a positive evolution because although at the beginning it was difficult for them to respect turns, as the intervention progressed, we could see a change in which they respected turns to speak when talking to the teacher. Similarly, regarding the orange line showing the respect of turns

within the cooperative groups, we can confirm that from the beginning most of the times the pupils already respected the turns in this situation and, even so, there has been a small positive progress as at the end of the intervention, we can see how the turns inside the small groups were always respected.

What these results show according to H2 is that indeed, when we talk about turn-taking skills, it is easier for children when they work in cooperative groups as they are able to organise themselves and follow an order. We have also seen that it is more difficult for them to respect turns when working in a large group with the teacher, but we have seen positive progress thanks to the use of cooperative groups because by organising themselves they have internalised strategies such as raising their hands to speak that have helped them to develop this skill.

3. What is more useful when acquiring the active listening skills, grouping in small groups or pairs?

The use of cooperative methodologies favours the acquisition of active listening skills in learners because they must work together to successfully achieve the final objective. To do this they must interact with each other, and this involves active listening to their peers. Nevertheless, as we can see in the graphs from Table 6, depending on whether the grouping is in small groups or in pairs we find variations in the acquisition of this skill.

In both cases we can see that students almost always actively listen to their peers. However, when working in pairs (Graph 23), this listening is always present, whereas when working in small groups (Graph 24) we can see that, although they tend to always listen to each other, children can be more easily distracted.

In relation to H3 we found that that when working in cooperative groups it is necessary to actively listen to more opinions to solve the task but at the same time, as there are more opinions, it requires more effort from the children to listen to everyone, which sometimes results in less active listening among colleagues. With regard to active listening between partners, our hypothesis was incorrect as the situation we expected in which one side of the couple will be the leader of the pair has not happened. Instead, as the evidence shown in Graph 24, when children are grouped in pairs, they listen to each other on all occasions to solve the task.

CONCLUSIONS AND OPEN QUESTIONS

Las conclusiones que presentamos a continuación están unidas a los objetivos generales y específicos planteados para esta investigación, así como a las preguntas que nos planteamos al inicio.

En primer lugar, como podemos comprobar en el marco teórico, el Aprendizaje Cooperativo es una metodología muy eficaz y que aporta numerosos beneficios a los estudiantes. Para poder implementar adecuadamente el Aprendizaje Cooperativo en las aulas se requiere de un cambio en la mentalidad y en la manera de trabajar del profesorado que, en ocasiones, no está habituado a poner al alumnado a trabajar en grupos. Por lo tanto, los docentes tenemos una gran labor en este aspecto debido que las actividades cooperativas requieren una planificación previa y un conocimiento exhaustivo del alumnado con el fin de ser implementadas adecuadamente en las aulas. Poco a poco los centros han ido adoptando este método de enseñanza aprendizaje y se han dado resultados positivos en el alumnado lo cual ha compensado la exigencia de preparación de las actividades por parte de los docentes.

Como bien sabemos cada alumno/a tiene su forma de aprender, el sistema educativo también seguir evolucionando y, basándonos en los resultados de esta investigación, los maestros/as somos los responsables de generar este cambio en las escuelas.

En segundo lugar, trabajar en grupos reducidos o en parejas es una práctica muy recomendada para mejorar el nivel de competencia lingüística en la segunda lengua extranjera. Al interactuar con otros estudiantes, el alumnado tiene la oportunidad de poner en práctica sus habilidades de escucha y conversación, lo cual da lugar a una mejora en su capacidad de hablar y comprender la lengua. Como hemos podido probar tras la puesta en práctica de nuestra intervención, el uso de grupos cooperativos es un recurso que resulta beneficioso para el alumnado en su proceso de aprendizaje de una lengua. Además, pudimos confirmar los beneficios de la metodología cooperativa en el alumnado porque este se sintió más motivado y participativo provocando una mayor confianza en su capacidad para utilizar la lengua extranjera inglesa.

En tercer lugar, como hemos visto el aprendizaje cooperativo no solo tiene un impacto positivo en el aprendizaje de contenidos, sino que también tiene un papel fundamental en el desarrollo de habilidades sociales. Por medio del trabajo en grupos cooperativos, el alumnado genera relaciones interpersonales positivas y significativas y, al mismo tiempo, pone en práctica diversas habilidades sociales que le serán de gran utilidad durante sus años en el colegio y en su futuro.

Finalmente, una cuestión abierta en cuanto a la implementación de la unidad didáctica es la imprevisibilidad de la lengua que el alumnado utilizará en las actividades debido a que, la naturaleza abierta de las mismas implica que las necesidades del alumnado a la hora de comunicarse varíen. En esta investigación podemos constatar buenos resultados en relación con el desarrollo de la comunicación oral mediante el uso de la metodología cooperativa, sin embargo, la comunicación oral

no se desarrolla directamente con el inglés. Esto da lugar a una cuestión abierta de cómo hacer que las actividades implementadas en el área de inglés y dirigidas al alumnado de esta edad puedan estar diseñadas de tal forma que los niños/as sean capaces de hacer uso exclusivamente del inglés para resolverlas y hablar entre ellos/as.

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ANNEXES

Annex 1.


Link to the PDF document: [DESCRIPTION OF THE ACTIVITIES](#)

Annex 2.

Link to the PDF document: [MATERIALS FOR THE ACTIVITIES](#)

Annex 3.



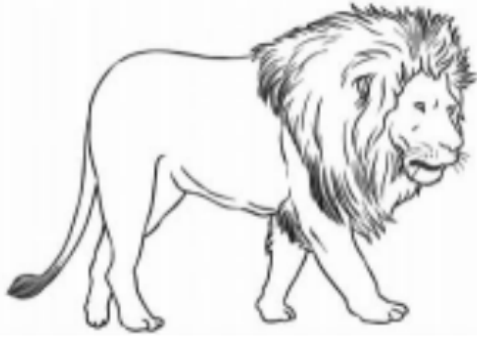
Figure 3: Poster for the daily routine of January. (Source: own elaboration)

<p><u>ASSISTANT ROUTINE</u> (January)</p> 	
Can you spell your name?	J - A - V - I - E - R
How do you feel? Why?	I am tired because I went to bed late.
What do you have for breakfast?	I have toast, milk, and kiwi.
What is your favourite animal?	My favourite animal is the reindeer.
Describe your favourite animal.	It's big. It's brown. It has got long legs and great horns. It lives in the Arctic.
Say 5 animals that are green:	Frog, parrot, grasshopper, turtle, and snake.
Say 3 animals that live in grasslands:	Zebra, elephant, and giraffe.

Annex 4.

Figure 4: Speaking exercise extracted from the test. (Source: own elaboration)

4-Oral: describe one of the three animals below:
(0.5 each- 2.5)

Questions the teacher should ask to the student	
<ul style="list-style-type: none"> - Which animal did you choose? - Is it big, medium or small? - What colour is it? - What does it have? (2 <i>minimum</i>) - What does it not have? (2 <i>minimum</i>) - Where does it live? 	The _____ It's _____ It's _____ It has got _____ It hasn't got _____ It lives in the _____

Annex 5.

Table 2.

Accumulative register template (Source: own elaboration)

ACCUMULATIVE REGISTER (GROUPS A - B)		
Starting date: __/__/__	Finishing date: __/__/__	
DATE	ACTIVITIES AND ASSESMENT	OBSERVATIONS
11/01	Describing animals	
12/01	Song I'm a wild animal	
13/01	Cooperative games corners	

16/01	Flippity animal's quiz
16/01 17/01	Classifying vertebral animals
17/01	Mix animals' book
18/01	Names with rhythms
19/01	Pair two parts of a sentence
20/01	Story of crocodile tears
23/01	Classifying animals
23/01 25/01	GIEZEMONCRO Rap
24/01	Classifying animals attending to a criterion
24/01 31/01	Parts of a plant and the lentils experiment
25/01	Constructive criticism of an advertisement
26/01	English Test Unit 3
27/01	Pair animal with its description
27/01	Interactive images
31/01	Review what I've learned

Annex 6.

Table 3.

Daily routine rubric template (Source: own elaboration)

DAILY ROUTINE RUBRIC				
Date: __/__/__				
CRITERIA	NEVER	SOMETIMES	OFTEN	ALWAYS
The pronunciation of the questions is correct	Does not pronounce any answer correctly	Pronounce only one or two answers correctly	Pronounces most of the answers correctly	Pronounce all answers correctly
The answer answers the question	Does not answer the question	Answers coherently some questions but mixes up the answers	Answers coherently to most questions	Answers coherently to all the questions
The volume is adequate	Only the teacher listens to him/her during the whole routine.	In some answers he/she speaks very quietly	In most of the answers he/she speaks loud and clear	Speaks clearly and is heard
Expresses him/herself clearly	Answers in monosyllables and not always correctly	Answers with incomplete sentences but the message is understood	Answers with complete sentences but omits some element	Answers with complete and correct sentences
He/she uses vocabulary and expressions from the didactic unit to answer	Does not use any new vocabulary words or expressions	Recognises and uses some new vocabulary words and expressions	Recognises and uses almost all vocabulary and expressions correctly	Recognises and uses all vocabulary and expressions correctly
Needs support from teacher	Throughout the whole routine	In three or more questions	In just one question	In any question
Peers intervene to help his/her partner to find answer	Throughout the whole routine	In three or more questions	In just one question	In any question

Annex 7.

Table 4.
Speaking exercise rubric template (Source: own elaboration)

SPEAKING TEST RUBRIC				
CRITERIA	NEVER	SOMETIMES	OFTEN	ALWAYS
The pronunciation is correct	Does not pronounce any answer correctly	Pronounce only one or two answers correctly	Pronounces most of the answers correctly	Pronounce all answers correctly
The volume is adequate	Does not answer	Speak too low to understand	Speaks clearly and loudly most of the time	Speaks clearly and loudly
He/she uses vocabulary and expressions from the didactic unit	Does not use any new vocabulary words or expressions	Recognises and uses some new vocabulary words and expressions	Recognises and uses almost all vocabulary and expressions correctly	Recognises and uses all vocabulary and expressions correctly
Understands the questions	Answers in monosyllables and not always correctly	Answers with incomplete sentences but the message is understood	Answers with complete sentences but omits some element	Answers with complete and correct sentences
Ask doubts in English	In any occasion	In one or two occasions	Most of the times	Every time he/she has a doubt

Annex 8.

Table 5.
Common activities' rubric template (Source: own elaboration)

COMMON RUBRIC				
CRITERIA	NEVER	SOMETIMES	OFTEN	ALWAYS
They speak in a good volume	The working volume is not adequate at any time	The volume for work is too loud with occasional moments of silence	The working volume is adequate, but sometimes it gets too loud	The working volume is adequate and not too high
Their pronunciation is correct	Does not pronounce any words/expressions correctly	Pronounce only a few words/expressions correctly	Pronounce most of the words/expressions correctly	Pronounce all words/expressions correctly

They express their doubts clearly	Does not speak correctly and is not understood	Talks with incomplete sentences but the message is understood	Talks with complete sentences but omits some element	Talks with complete and correct sentences
They use English to communicate between them	They speak always in Spanish	They speak in Spanish most of the time	They speak in English most of the time	They speak in English the whole activity
They use English to talk to the teacher	They always speak to the teacher in Spanish	They speak to the teacher in Spanish most of the time	They speak to the teacher in English most of the time	They always speak to the teacher in English
They use the new vocabulary and expressions	They do not use any new vocabulary words or expressions	They recognise and use some new vocabulary words and expressions	They recognise and use almost all vocabulary and expressions correctly	They recognise and use all vocabulary and expressions correctly
They respect turns inside the group/pair	They always interrupt each other, and conflicts arise	They are interrupted most of the time	In most cases the turns are respected but there are some interruptions	Turns are always respected
They respect turns when speaking to the teacher	They always interrupt each other	They interrupt each other on most occasions	In most cases the turns are respected but there are some interruptions	Turns are always respected
Listen to the partners when they speak	On no occasion, everyone works on their own	They only listen to each other punctually if they do not know how to finish the task	They listen to each other most of the time, but occasionally some work on their own	Throughout the activity they listen to each other to solve the task
They ask classmates about their doubts before going to the teacher	They always only ask the teacher	They always ask the teacher and if they are not satisfied with the answer, they ask their classmates	They ask classmates most of the times but on some occasions, they ask to the teacher directly	They always ask classmates before asking the teacher
They collaborate to finish the task	All participants work individually	Only two people in the group work together to do the task	Most of the group members collaborate to finish the task	All participants work equally and together
They help each other	They do not help other groups when they finish	When they finish, they help other groups only because the teacher asks them to do so	When they finish, they help other groups for a while	They always help other groups when they finish

Annex 9.

Link to the PDF document: [ACCOMULATIVE REGISTER FILLED](#)

Annex 10.

Table 6.

Relation of activities with specific objective and subject (Source: own elaboration)

ACTIVITIES AND ASSESSMENT	SUBJECT	RELATED SPECIFIC OBJECTIVE
Describing animals	English	S.O.2.1.
		S.O.2.2.
Animals' song	English	S.O.2.1.
		S.O.2.2.
Cooperative games corners	English	S.O.2.1.
		S.O.2.2.
Flippity animal's quiz	English	S.O.2.1.
		S.O.2.2.
Classifying vertebral animals	Science	S.O.2.1.
		S.O.2.2.
		S.O.2.3.
Mix animals' book	English	S.O.2.3.
Names with rhythms	English	S.O.2.1.
		S.O.2.2.
		S.O.2.3.
Pair two parts of a sentence	English	S.O.2.3.
Story of crocodile tears	English	S.O.2.1.
		S.O.2.2.
Classifying animals	Science	S.O.2.2.
GIEZEMONCRO Rap	English	S.O.2.1.

		S.O.2.2.
Classifying animals attending to a criterion	English	S.O.2.2.
Parts of a plant and the lentils experiment	Science	S.O.2.1 S.O.2.2. S.O.2.3.
Constructive criticism of an ad	English	S.O.2.1 S.O.2.2. S.O.2.3.
English test	English	S.O.2.1.
Pair animal with the description	English	S.O.2.2.
Interactive images	English	S.O.2.1. S.O.2.2. S.O.2.3.
Review what I've learned	Science	S.O.2.1. S.O.2.2. S.O.2.3.

S.O.2.1. To measure the effectiveness of working in groups when practising speaking skills through the implementation of cooperative activities in the classroom.

S.O.2.2. To evaluate the effectiveness of cooperative groups in practising the social skill of taking turns through the implementation of cooperative activities.

S.O.2.3. To check which grouping, whether in pairs or small groups, is more effective when practising the social skill of listening through the implementation of cooperative activities.