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**The Effects of the Cooperative Learning Approach on English  
Grammar for Third Grade Students at Saint Michael School  
during the Second Quarter of 2022**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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## **Abstract**

The present investigation derived from the researcher's perception of a need regarding the English Grammar area for third grade students at Saint Michael School. Considering this, the research's main purpose is to analyse the effects of the cooperative learning approach in English grammar in third grade students at Saint Michael School during the second quarter of 2022. This investigation seeks to implement the Cooperative Learning approach in a third-grade classroom as an alternative solution for improving their grammar skills.

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## Chapter I

### Introductory Framework

This research analyzes the effects that the application of the cooperative approach can have on teaching English grammar. In this chapter, the reader will be provided with the contextual information for the research. The goal of this chapter is to offer readers an introductory idea of what the investigation is about; therefore, it encloses the problem statement, main objectives, justification, and antecedents. Moreover, the chapter comprises important background information that antecedes the research. Following the title of the investigation, it is necessary to introduce the three main concepts of ESL, grammar teaching, and cooperative learning.

ESL refers to teaching English to learners who have a different native language and live in a country where although English might not be official, it is considered important. In the 15<sup>th</sup> Century, following England's increased colonization, the concept of learning English as a second language was introduced. Almost four centuries later, the opportunities in the United States amplified. In consequence, the need in all countries around the world to learn English became greater by the time, and Costa Rica was not the exception. In 1910, after the English language was officialized, the education authorities together with the national government were faced with the necessity to hire English teachers. The teachers, however, were not enough to solve the necessities. For this reason, in the decade of 1930's the government started hiring foreign English teachers. It was not until 1978 that the University of Costa Rica created a program to form and train English teachers. Years later in 2018, the Alliance for Bilingualism was introduced as a strategy to increase English teaching coverage in Costa Rica, as a response to the prioritization that has been given to the language in modern times.

English teaching encloses more than just one area. Therefore, as to teach English as a second language, there are some skills to be developed in learners. Primarily, there are five main skills that teachers work with. Those skills are reading, writing, spelling, conversation, and grammar. Each skill is important for a learner to effectively acquire a second language. Grammar, specifically, is primordial, as it allows teachers to explain the language itself to learners. This English skill consists of the system and structure of a language and refers to the fixing of meanings into words. There are different recommendations to work on teaching the different skills. For grammar, it is often recommended to emphasize on the explanation of the rules and structures of the language, as well as to assign students a lot of practice. Undeniably, there is a variety of different methods and approaches for teachers to apply these two principles, some of which will be developed throughout this investigation.

The specific method that this investigation aims to utilize, as a means to teach grammar, is the Cooperative Learning Approach. Said approach is a relatively new instructional method. The concept of collaborative learning was introduced by James Britton around the 1970's. Johnson & Johnson (2018) reference Britton, who proposed that by working jointly, students could generate their own learning procedures and engage into what he liked to call "natural learning." The cooperative or collaborative learning approach is an active methodology which allows students to engage more deeply both intellectually and emotionally into learning. This approach consists on students working together in small groups in an attempt to reach a common objective. Likewise, the approach comprises elements such as positive interdependence, individual accountability, and development of social skills.

### **1.1 Problem Statement**

Free and mandatory instruction is one of the main principles that represents Costa Rica's education system. As such, the country dedicates many resources to this specific field.

Ever since the XIX century, the education system has included foreign languages teaching in its teaching programs. Despite the efforts, the second language acquisition has not always given the desired results. In the past years, Costa Rican educational authorities' interest on primary and secondary school students learning English, has significantly increased. Seeing that learning English as a second language in schools was not working as fore sought, in 2021 the Ministry of Public Education (MEP) together with the Consejo Nacional de Educación, designed a proposal to enhance the educational policy on languages promotion. Among other aspects, the document stresses the need for the student population to acquire a second language.

In order for students to efficiently acquire the second language, it is necessary for them to understand its bases. Namely, learning the grammar rules and structures of the language is primordial. Grammar skills are of great importance for learning English as a second language because of several reasons. First and foremost, grammar allows learners to comprehend the creation of words, sentences, paragraphs, and texts. Additionally, it provides a meeting point between the native and the target language, as it allows the students to draw comparisons and contrasts among the rules and structures presented in each. Grammar also links together other skills such as efficient conversation, spelling, writing, and even widens vocabulary. Being so important, fully understanding grammar can be challenging, especially for young, primary school students whose last two academic years have been affected by a worldwide pandemic.

In 2020, Costa Rica was victim of a global pandemic; as a result, the education system in the country was also greatly affected. In an attempt for education to keep on going despite the sanitary measurements, institutions were obliged to create alternatives to education. Through the beginning and most part of the pandemic, public institutions opted for distance learning, whence private schools adopted for a virtual modality. The virtual modality

allowed private institutions to maintain the daily schedules and provided benefits such as the implementation of electronic learning and other resources offered by technology. In reality, virtual modalities brought as many negative as positive consequences.

Among the negative consequences, one that relates to this investigation is the individual and unsupervised work that the virtual modality represented. Working individually, through a technological device at their homes, represented a challenge for students, parents, and teachers. Although, many parents often accompanied and aided students with the different lessons, English can be challenging when taught from the distance. At the same time, virtual learning meant the possibility of connectivity problems, and the number of students in a virtual room made it difficult for the teacher to pay close attention to the learning of each individual. Considering the given points and the fact that students are just returning to the physical classrooms, teachers must create new ways for a more efficient learning.

In order to achieve a more efficient learning, specifically in the grammar field, the cooperative approach offers a way for students and teachers to work together and learn from each other. This approach may represent a solution for some of the problematics that followed the education in the past two years. In fact, the cooperative learning approach allows students to communicate among themselves using the target language, to create autonomy, to work on social skills, and most importantly, to help each other in a variety of ways. Through the implementation of this approach, the students who have undergone challenging academic changes, can see how the effort of an individual can be of great help to the whole group. Considering these points, the present investigation will comprise a deep analysis answering the question: What are the effects of the cooperative approach in English grammar in third grade students at Saint Michael School?

## **1.2 Objectives of the Investigation**

### **1.2.1 General Objective**

To analyze the effects of the cooperative learning approach in English grammar in third grade students at Saint Michael School during the second quarter of 2022.

### **1.2.2 Specific Objectives**

- To identify the needs of third grade students when learning English grammar.
- To implement activities using the cooperative approach in grammar teaching
- To evaluate the final outcomes of cooperative work in grammar learning

## **1.3 Justification of the Study**

The purpose of this investigation is to analyze the effects of the cooperative learning approach in English grammar in third grade students at Saint Michael School. This research aims to understand how working cooperatively can benefit students in their English grammar learning. As one of the main skills to be developed when acquiring a second language, grammar holds as much importance to language learning any other skill. In an ESL scenario, young learners most likely spot differences among their native language and the new rules and structures presented by the second language. Namely, the proper understanding and implementing the grammatical rules and structures of the second language might sometimes represent a challenge for the learner. Under those circumstances, the teacher must search for ways to help students to learn in more effective ways in an attempt to achieve the best possible learning outcome. In this investigation, the effects of the cooperative approach in English grammar are analyzed as a way to help enhance students' learning of the second language.

The relevance of this study lays on the significance that has been given to the second language acquisition since a young age in a worldwide level. In order to properly learn a language such as English, it is first primordial to consider all the skills it involves. Reading,

writing, speaking, listening, and grammar are the five main skills assessed when learning English. Although, all five skills are necessary for language acquisition, they are often taught separately in order to focus on each and their specific details. As an individual skill, grammar requires a lot of practice and attention to detail, as it comprises structures and rules completely different from the learner's native language. By working together with classmates through the cooperative approach, the students and teacher work together towards a more effective learning experience. Consequently, the present research is beneficial not only to future investigators who would like to broaden the study of applying cooperative learning approaches in grammar learning, but it is also valuable for teachers, students, and even parents who can work jointly to achieve a common goal.

In the present time and following the consequences that the world pandemic had on education, implementing the collaborative learning approach might represent a gain for students, teachers, parents, and society in general. Through collaborative learning, students work not only on academic skills such as grammar, but they also gain social and teamwork skills that might have been unconsciously passed over during the past two years due to the emphasis on reaching academic leveling. Despite the existence of knowledge on the cooperative learning approach related to the development of different ESL skills, the majority of institutions have not been able to use of it during the last two and a half years because of the different modalities and restrictions that followed the pandemic. This research redefines the knowledge on this approach by determining the effects that it now implies in the English Grammar learning of students who had to work individually and from their homes during their full second and part of third years of primary school.

Given these points, the current investigation results convenient, relevant, and practical. It is convenient as its clear purpose is to analyze the effects that the cooperative approach has on the English grammar skill. Likewise, it is relevant since it is beneficial for

future researchers, as well as for teachers, parents, and students who will now have a new alternative to learning grammar in a joint effort. Finally, the investigation is practical as it is developed following a period of time where individual learning was the custom option; hence, cooperative work comes to be a new learning experience for the participants in the process.

#### **1.4 Antecedents**

The cooperative learning approach originated hundreds of years ago; however, it was not until recent days that this method became notable in the teaching context. Through the cooperative learning approach, students are assigned certain tasks and are asked to work jointly with other classmates. This collective work aims to build different skills in the learners, as for example, it allows students to learn that teamwork requires autonomy and responsibility. In 2007, Richard Felder and Rebecca Brent led an investigation under ASC Symposium Series titled Cooperative Learning. Through the research, the authors pointed at the principles, structures, and application of the collaborative method. The researchers mentioned that learning is not only about working in groups but also about reaching a goal under certain conditioning elements. In the investigation, Felder and Brent mentioned that if imperfectly used, the cooperative approach can result in difficulties for the teacher. For this reason, the researchers concluded by offering a series of suggestions when working with the cooperative learning approach such as the criteria for group formation, promoting accountability, and develop teamwork skills.

Previous investigations offer an insight to this approach directing it to the Grammar skill but implementing it on various different educational contexts. Asfin Khan and Mumtaz Akhtar conducted a research in 2017 on the cooperative approach's effectiveness in grammar learning. Their research, titled Investigating the Effectiveness of Cooperative Learning Method on Teaching of English Grammar, aimed to study the STAD or Student Teams Achievement Divisions' model of cooperative learning and its effectiveness on student's

achievement. Khan and Akhtar based their investigation on a Pakistani context with a population of seventh grade students. Through the investigation, they built a comparison between the traditional and cooperative learning methods in an attempt to conclude the effectiveness of one over the other. The research was conducted under a quasi-experimental design and the findings were given in statistical tables. By implementing the Cooperative Approach, the investigation concluded that the students who participated in cooperative learning obtained higher scores than those who partook in the traditional method. On this note, the investigators recommended teachers to implement this approach by creating groups of heterogeneous students who can help and learn from one another. Among other points, the research stressed the importance of grammar as a skill in language learning and described it as having “a high up place in language teaching and learning and without a good knowledge of grammar, the desired standard of language cannot be achieved” (p.3).

Similarly, in 2013 Nomalungelo Isabel Ngubane led the investigation titled *The Effectiveness of Cooperative Learning in an English First Additional Language Classroom*. Through this investigation, the researcher aimed to determine if the cooperative learning strategies could improve both learning and teaching in a tenth-grade classroom context, in which English was the first additional language for the students. Among the objectives, the research also wanted to obtain the perceptions of the students on this newly implemented learning method. The investigation used the qualitative research methodology to gather and analyze data, and it was developed through interviews, focus groups, and most importantly, observing the students. The results collected by learner’s perceptions of cooperative learning pointed at teacher-learner and learner-learner interactions as important relations that were enhanced by using the cooperative approach. The researchers concluded that working on the relations between teacher-learner and learner-learner is fundamental for learning English as

first additional language, and in order to achieve that cooperative learning methods can be implemented and be beneficial.

As a part of this research, it is also convenient to point at different learner-centered methods implemented in grammar teaching and their effects on the learners. Since the current investigation wishes to determine the effectiveness of the cooperative approach in English grammar learning, the following researches result useful for achieving this purpose. In a thesis led by Daniela Achoy Solano for Universidad Nacional de Costa Rica in 2020, the researcher investigated on English grammar learning. In the investigation titled *Implementing Guided-Discovery in Grammar Learning*, the researcher mentioned that teacher-centered methods are not always the best for grammar learning and that learners should instead try to understand and analyze the language by their own in a guided manner. For this reason, the researcher's objective was to nurture analysis and reasoning in English learners by using a guided discovery in order for students to work on an autonomous learning process. Through a guided discovery, learners would now be guided in language patterns, but they would be allowed to come up with the language rules autonomously. The research was led under a qualitative approach on a population of 26 students from different educational backgrounds. Overall, the investigation concluded that guided discovery impacted students positively and allowed them to acquire analyzing and reasoning strategies.

Finally, in a paper conducted in 2013 by Damaris Cordero Badilla and Ginneth Pizarro Chacón for Universidad Nacional de Costa Rica, the researchers worked an investigation titled *Communicative Grammar: An Effective Tool to Teach a Second Language in Today's Classes*. Said investigation aimed to point at the advantages of the CLT in grammar teaching. The researcher stressed the need to implement non-traditional methods on English Grammar teaching; hence, allowing students to internalize concepts and learn in a more spontaneous way. The investigation concluded that grammar skills encourage students

to implement the language they are learning. For this reason, the researcher recommended teachers to implement different useful methodologies that help students perceive grammar as an important tool to transmit their ideas in the second language.

### **1.5 Scope**

The current research aspires to analyze the effects of the cooperative learning approach in English grammar, as this field represents such an important skill in the learning of a second language. Seeing that in primary schools most students are taught the basics of grammar, the study focuses on third grade students at Saint Michael School. Through the investigation, the researcher will study the cooperative approach as a means to learn English grammar. Likewise, the investigator will implement the cooperative learning approach when teaching grammar and will observe the final outcome of cooperative work as a means to prove the effects of the approach. Finally, the researcher will determine the usefulness of the cooperative approach in grammar learning to reach the main objective of the investigation.

## **Chapter II**

### **Theoretical Framework**

This research is conducted under an analysis which offers an insight to the effects that cooperative learning can have on English grammar teaching. Relating to this analysis, the investigation focuses on cooperative learning which derives from the constructivism learning theory. This theory is founded under the belief that “learners are not supposed to wait for knowledge to be filled but play an active role to seek meaning and nurture self-awareness” (Pham, 2011, p. 411). That is to say, teachers should only facilitate and guide, and students should be active participants in their learning process rather than mere receptors and memorizers.

This chapter provides an insight to the existing theories, methodologies, and concepts relating to the teaching of English grammar and the usage of the cooperative learning approach. In order to present those concepts, it is of first importance to know the teaching context throughout the years. English teaching has been subjected to many changes over time; and in Costa Rica, it was introduced during the mid-nineteenth century. By that time, the country was opening to commerce and tourism with foreign Anglo-speaking nations; thus, the need to have people educated on the English language. Around 1887, English was taught in schools by native speakers, and it was not until after the 1950’s that the Universidad de Costa Rica created a program to form national English teachers.

Teaching has been affected by a variety of elements throughout the years. Consequently, the methodologies, approaches, and roles have all evolved. Before, English teaching was conducted under traditional approaches, which centered on the teacher and expected students to memorize and learn the different subjects studied. In recent years, this methodology was replaced, in a vast amount of institutions, for more student-centered approaches like it is the case of community learning, task and project-based approaches,

comprehension approaches, and cooperative learning. The teaching context throughout the last two years has changed education more drastically than ever. Consequence to the global pandemic, some methodologies have been changed, adapted, and sometimes, abandoned. Considering that lessons have been mainly imparted virtually during the last two years, teaching English has become challenging for many reasons. Among them, the fact that students have been mainly learning by listening and not by speaking or observing. Following this idea, teachers and educational authorities have sought for ways to design approaches to learning which can help students after going through such drastic changes in education.

This chapter introduces the theoretical basis which conform the investigation and lead to achieving its main goal. As the investigation wishes to analyze the effects of cooperative learning in English teaching in third grade students at Saint Michael School, the following chapter offers antecedents and explanations for the primary categories that derive from the topic, which are cooperative learning and how to teach grammar, as well as the important subdivisions of each.

## **2.1 Literature Review**

The following section explains in detail the two main components for this investigation: the cooperative learning approach and how to teach grammar. This segment includes the history, principles, and strategies of cooperative learning. Similarly, it develops the concepts of teamwork and autonomy, and stresses the roles of the teacher and students when applying the cooperative learning approach. Regarding the second main component, how to teach grammar, this section develops the history, definition, principles, and methods of grammar teaching.

### **2.1.1 Cooperative Learning Approach**

In later years, the education system has been looking for innovative, active ways to teach, which can help students redefine their idea of learning and accomplish this process in

the most effective way possible. Brito (2019) affirms that “the first requirement for designing a learning experience is to ensure students are active rather than passive.” Moreover, he adds that “active learning requires students to engage meaningfully cognitively and emotionally with other students, the task assigned, and the materials or resources used to complete the task” (p. 60). According to Brito, in order to achieve an effective learning experience for students, it is primordial to implement active methodologies that allow the pupils to get meaningfully involved in their learning process. Cooperative learning, as Brito sustains, represents the pillar upon which active learning methods are built. Adding to Brito’s definitions, Rigacci (2020) explains cooperative learning as “an instructional method in which students work in small groups to accomplish a common learning goal with the guidance of the teacher.” It can be said then that cooperative learning is an active methodology which consists of assembling students into small, heterogeneous work groups for them to work together towards a common goal.

#### **2.1.1.2 History**

In the past few years, teachers have inclined towards the implementation of instructional approaches, which engage students into their learning process. Although, these practices have become popular in later years, they have existed for decades. The word cooperative originated in the late 16<sup>th</sup> century and has a Latin etymology. This word is dissected into three fragments according to the Online Etymology Dictionary. In Latin, the prefix “com” means together, followed by the root “op,” which means to work and produce in abundance; finally, the term operari means to work. As a whole, cooperate means to work together and produce in abundance.

Before the 1980’s, there was not such term as collaborative learning. Instead, literary works implemented terms such as small group learning to refer to this methodology. After 1980 a variety of definitions have been assigned to the term collaborative learning. One of the

oldest definitions still considered pioneer of cooperative learning and cited as the primary definition in many works until this day is that of Johnson & Johnson (1989), which explains:

Cooperation is working together to accomplish shared goals, and cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Within cooperative learning groups, students are given two responsibilities: to learn the assigned material and make sure that all other members of their group do likewise. Their success is measured by a fixed set of standards. Thus, a student seeks an outcome that is beneficial to himself or herself and beneficial to all other group members (p.121)

Johnson & Johnson conceptualization of cooperative learning is concrete and complete. Through their definition, they clarify the organization of the students, objectives of the method, and ways to measure the effectiveness of the approach. Like Johnson & Johnson, there are other researchers who throughout the years have provided different definitions for the cooperative learning approach. Such is the case of Slavin in 1987, Sharan & Sharan in 1987, Kagan in 1989, and Cohen in 1994. Although most definitions agree that cooperative learning is an instructional approach that seeks for students to actively participate in their learning experience, there are some differences among the conceptualizations offered by researchers over the years. Cohen (1994), for example, states that the groups should advance with their task without immediate and direct supervision from the teacher (p.3). Contrary to Cohen, other researchers agree that even though the focus is on peer mentoring, the teacher should be present as a facilitator that aids students when needed.

The history of cooperative learning encloses more than just definitions. When referring to its history, it is primordial to observe the importance that this approach has been acquiring with the passing of the years. In order to achieve this, it is first essential to look at

the increasing implementation of active methodologies. Not so long ago, lessons were imparted with non-instructional, teacher-oriented methods. These traditional methodologies were mostly magistral lessons in which the teacher explained the topic to study, and students listened to later complete a practice. Even if the terms of active methodologies and instructional methods have been present for decades, their implementation in Costa Rican classrooms have not been fully implemented until approximately the present decade. Still in modern times, most of the schools that implement active and instructional methodologies are private institutions.

### **2.1.1.3 Principles of the cooperative approach.**

The cooperative approach is marked by a series of principles. These principles offer a basis with which it is possible to differentiate between cooperative work and group work. Different books and researchers support different principles; however, they all offer similar beliefs which somehow extend and cover all of the important points to be considered when working cooperatively. For this segment, multiple principles will be mentioned, but only five of them will be developed. Jacobs & Seow (2015) proposed eight principles for cooperative learning: heterogeneous grouping, teaching collaborative skills, group autonomy, maximum peer interactions, equal opportunity to participate, individual accountability, positive interdependence, and cooperation as a value (p.30). Out of the eight principles mentioned, five of them are widely pointed out by a variety of books and researches. These five widely recognized principles of cooperative learning are creating heterogeneous groups, teaching collaborative skills, building autonomy, individual accountability and positive interdependence. Two of these principles, for instance, are also mentioned by Davidson (2021), who offered six key principles and listed them as challenging tasks that require a group solution, individual accountability, group discussion focused on the task, cooperative behavior, positive interdependence, and group roles.

Heterogeneous grouping is explained by Jacobs & Seow as “students forming CL groups with fellow students who are different from themselves” (2015, p. 30). To put it differently, this principle means creating groups with students taking into consideration variables like their academic achievement, nationality, sex, strengths, and weaknesses. This way, students will most effectively engage in peer mentoring and are more likely to help one another. As the second principle to be developed, teaching collaborative skills refers to students reflecting on how to use their skills when working cooperatively. There are plenty of collaborative skills. Among many of them, Jacobs & Seow mentioned comparing understandings, asking for help, offering and responding to suggestions and feedback, and disagreeing politely (p.31). This cooperative learning principle is not only useful in academic, classroom contexts, but also in the everyday life of the student as it allows them to develop many social skills necessary for the different challenges they will face.

The principle of individual accountability refers to students understanding that each individual is responsible for their own actions and that at some point, they will have to face a challenge by themselves. To illustrate this, Davidson (2021) offers an example of three mice trying to get past a labyrinth. In order to start, the mice have to work together to ideate a plan to enter and escape the maze; however, “each mouse must eventually run the maze individually.” Like the example illustrates, working as a team is important because it allows the members of the group to exchange ideas and discuss plans, yet at some point each member must face a challenge on their own, and that is where individual accountability is built.

Positive interdependence is when the members of a team have to depend on each other to achieve a certain goal. For achieving this, the efforts of each individual are vital. Only by working together as a team, the students can accomplish the objective. The purpose can be achieved more effectively by working as a team rather than doing it individually. The

principle of positive interdependence sees the team as a source of support; therefore, if one individual is struggling with something, the rest of the teammates can help. Contrary to individual accountability, positive interdependence does not pressure individuals to do their part and rather provides a source of support.

The principle of group autonomy seeks to encourage students to first rely on their own knowledge and that of their peers before depending on the teacher. By allowing students to work cooperatively, the teacher offers the opportunity for them to rely on their own knowledge. In this way, the team can work more autonomously by evacuating doubts among the team members. Eventually, this group autonomy can lead to individual autonomy as the student might not overlook their own abilities as much as they sometimes do when they constantly ask for the teacher's assistance.

Finally, Davidson offers a principle that, although is not always needed, can be very useful when working cooperatively. The Roles principle refers to assigning each group member a specific function within the team responsibilities. Some examples of roles within a cooperative environment are the coordinator, speaker, environment supervisor, and secretary. As Davidson states "roles are not always needed in cooperative learning. That depends on the task and on the model of CL being employed." Despite this, roles play a vital part in motivation, individual accountability, and positive interdependence.

#### **2.1.1.4 Cooperative learning techniques.**

Techniques are the pedagogy used to impart a lesson. These include the different activities and resources implemented in a class. For cooperative learning, there are multiple, existing techniques, and they can be applied by placing students together in pairs, small groups, or bigger groups. The different techniques establish distinct rules, thus the amount of students varies depending on the methodology implemented. For the purposes of this investigation, three techniques will be introduced.

The first technique to be presented is called Jigsaw. Karau (2019) explains the jigsaw techniques by mentioning its steps. According to Karau, the first step is to divide students into heterogeneous groups. Next, each student from each group is assigned to study a segment of the lesson. The students who were assigned the same fragment come together and discuss their part in a temporary group. After having some time to familiarize with the topic, students will go back to their original group and present their fragment to their teammates. At the end, each student is quizzed on the lesson (p.92). As it can be inferred, Jigsaw is a technique which exploits the skills of individual accountability, as well as positive interdependence. This because it gives each student, in the original group, an important role which the rest of the team members would not be able to go on. Moreover, the jigsaw technique encourages students to help each other by dividing them into the expert groups, where they have to transmit their understanding and ideas regarding the assigned fragment.

As a second technique, the Simultaneous Round Table is done in groups of four students. The curators of the University of Missouri (2021) explain this technique through seven steps among which they mention creating groups of 3 to 5 students and provide each team with papers and pencils. Each student writes in their paper an idea or question. Then, students pass the paper to the left and the team members add a response. The process is repeated until every teammember has added a response to each paper.

Showdown is the third technique used in cooperative learning. In this technique, students are placed in groups of four. Each group is given cards which are face down. One student is chosen to pick a card and read the question aloud. Individually, students work on solving the question. Finally, the captain says 'showdown' and every student must hand in their answers. If someone disagrees on the right answer, the team must come to an agreement and then move on to the next question.

Overall, learning techniques offer an aid for teachers to organize and plan

meaningful and functional activities for the students. Cooperative Learning techniques, more specifically, provide tools for teachers to work cooperatively with the students in various ways. For the purpose of this investigation, these three techniques will be implemented in grammar lessons for third grade students at Saint Michael School.

#### **2.1.1.5 Teamwork**

Cooperative learning comes hand in hand with the concept of teamwork. The Cambridge Dictionary defines teamwork as “the combined actions of a group of people working together effectively to achieve a goal” (2022). It can be inferred that teamwork not only refers to placing students together in randomly created groups, rather it is the actions and components which each individual offers to the group, and how these factors lead the team to an effective outcome. In reference to Teamwork, Couch (2019) states that “It is important for teachers and students to know that teams don’t just form and immediately start working together to accomplish great things. There are actually stages of team growth and teams must be given time to work through the stages and become effective.” In other words, teamwork is not merely forming a team and giving the students a task. According to Couch, the team must grow, and that will not happen immediately after it is formed. If said growth does not happen, the teamwork will never occur and it would instead become a simple groupwork. Couch additionally mentions a series of stages that groups have to go through in order to grow into teamwork.

In their book, Gido et al. (2017) explain the five stages of team growth and name them respectively as forming, storming, norming, performing, and adjourning. Forming is the first stage in team growth and it refers to the moment the team members are introduced to each other and the team. Accordingly, the authors summarize the stage of forming as that which “involves the transition from individual to team member” (p. 365). The second stage, denominated storming, is when each individual start exploring and using their skills when

working on a group task. During this stage, it is common for the members to be frustrated as they have to work following a set of rules and not under their individual expectations. For the stage of norming, the team has agreed on a way to work together effectively as their roles are now clear. During the performing stage, the team has a sense of unity and eagerness towards reaching the task's objective. In this fourth stage, the team functions efficiently and if a problem comes up, they have strategies for solving it. In the last stage, adjourning, the team finalizes the task and discusses how to improve for the next task.

Lastly, besides the five stages for the growth and development of a team, there are ten characteristics that Schoultz (2017) proposes for effective teamwork: Clear direction, open and honest communication, support risk taking and change, defined roles, mutually accountable, communicate freely, common goals, encourage different opinions, collaboration, and team trust. An effective teamwork must have a clear direction because only in that way a successful outcome can be achieved. For this reason, Schoultz recommends setting a clear goal for the team before beginning with the task and even forming the group by asking "What is the outcome you want and why?" Open and honest communication are necessary, as they represent the way members can listen to each other and their ideas. This, as exchanging ideas is primordial for effectively working as a team. Effective teams support risk taking and change because they accept mistakes and see them as opportunities for learning. Different skills and thinking styles are needed for achieving effective teamwork and that is why each team must have defined roles for the members. Finally, the team members should be mutually accountable and understand that the results of a task depend on all the team.

#### **2.1.1.6 Autonomy**

Learners' autonomy has become an increasingly important concept over the last few years. Autonomy, more than one of the principles of cooperative work, is a necessary skill specially for young learners. This skill is not only functional for the development and growth

of individuals in an academic context, but also in their daily life. Autonomy goes hand in hand with building inter and intrapersonal skills. By building learner's autonomy, they can work on problem solving situations; for example, without having to depend on a third person to provide a solution.

With cooperation and teamwork comes autonomy. Blidi (2016) provides a vast definition of autonomy in ESL and states the following:

Autonomy, from the language acquisition context perspective, involves learners' ability to operate autonomously with the language in real as well as unpredictable situations. This implies that, in the context of classroom organization, autonomy indicates learners' ability to become responsible for their own learning (p.80).

When referring to building autonomy in an ESL classroom, Blidi implies that learners should be able to utilize the target language in class not only in rehearsed manners, but also in random context situations. Additionally, in a general classroom context, autonomy is when learners understand that they are the ones responsible for learning. Putting the two declarations together, autonomy in a second language classroom is when students understand their responsibility of exploiting their knowledge on the target language in an attempt to increase the autonomous learning.

Although the word's etymology proposes autonomy to come from the root 'self;' hence, indicating 'by oneself' or individuality, this term does not always refer to an individual matter. Collaborative work can be an effecting factor in building autonomy. Chik et al. (2018) explain that "Being part of a group could provide support for autonomy not available outside a group by providing a more diverse learning environment, coupled with low power differential" (p.63). In other words, working cooperatively can result beneficial for building the individual's learning autonomy as each member of the team can find support in their

peers, as well as offer skills and aptitudes that they might have not realized they possessed.

#### **2.1.1.7 Teacher and student's role.**

Roles are necessary in every classroom, and they refer to the different functions assumed by the parties that conform a group. When referring to a classroom context, there are two main functions: the teacher's and the students' roles. These responsibilities vary depending on the approach applied in the classroom. The methodologies implemented in a class can be teacher or student centered, and this is one of the factors which directly defines the role of the two parts.

For many years, teacher-centered approaches were the norm in the classrooms around the world. With these methodologies, the role of the teacher is active. Teachers are seen as knowledge transmitters who implement direct instruction methodologies. In teacher-centered approaches, teachers remain in control of the class and activities. On the contrary, the students' role in teacher-centered instruction is passive and attentive. In this type of instruction, the student role is to listen, retain knowledge, and finally work individually to complete exercises, which offer practice for the studied topic. With the teacher-centered instruction, students are expected to take the role of silent learners.

Although teacher-centered approaches used to be the custom, in recent years the educational authorities have given more attention to student-centered instruction. In this methodologies, the teacher's and students' roles vary immensely from those in the teacher-centered approaches. In student-centered approaches, the teacher's role is that of a facilitator and guide who helps students throughout their learning process. Hoidn and Klemenčič explain that "The facilitator's role in a student-centered learning environment is fluid, requiring as much or more skill than in a traditional classroom" (2020). In other words, the implementation of student-centered instructions does not imply that all the work is on the students. Actually, the teacher as a facilitator can fulfill various roles at once. The students'

role, on the other hand, is an active, collaborative, and autonomous one. More than students, these individuals develop the role of responsible learners with these methodologies. Using the student-centered approaches, students understand that they are responsible for their own learning.

The cooperative learning approach is an active, student-centered instruction. For this reason, the roles of the teacher and students are that of a facilitator and active learners, respectively. Through the cooperative learning approach, teachers' function is to offer guidance to students by facilitating their learning and offering activities that exploit their skills and knowledge acquisition. Namely, the students' role is to collaborate amongst themselves and work together efficiently towards the achievement of a common goal by understanding their accountability and working autonomously.

### **2.1.2 How to Teach Grammar**

Teaching grammar has been considered challenging by many teachers throughout the years. Although, this is a fundamental skill, the prejudices surrounding grammar often make people think that a lesson in this area can turn boring and difficult for students to understand. Concerning this, Aarts (2018) comments that “grammar teaching should be an engaging and enjoyable dialogic activity.” Given that this area of English teaching can represent a challenge, it is primordial to find the appropriate motivation for students.

People often believe that grammar consists on explaining language structures and rules to then complete practice exercises. Despite being one of the most used methodologies in grammar teaching, this represents a teacher-centered instruction which many times does not motivate students. Cushing et al. (2019) state that explaining rules and structures is not enough, instead they explain that “talking about grammar is fundamental to learning and thinking about grammar, by asking students to articulate their thoughts about grammatical concepts, to reason with each other, and to discuss the grammar of texts with each other”

(p.13). In other words, in order to learn the grammar of a language, it is first necessary to decode the meaning of grammar. By understanding the skill on its totality, students should be able to move onto the stage of processing the target language's grammatical rules and structures. From a teaching perspective, grammar is an area which requires trying and testing different methodologies and approaches. Every group is different and so is each student. For this reason, it is important to choose approaches to grammar teaching which take into consideration the different needs.

#### **2.1.2.1 History and definition.**

Grammar has been taught in every language around the world for hundreds and plus years ago. It was introduced before the 1<sup>st</sup> Century B.C. by Greeks, who focused on literature and to study it, they used grammar as a tool. Following, the Romans implemented the Greek grammatical system. During the Middle ages and Medieval Europe, people used grammar to teach Latin. Through the years, grammar has been taught differently in places all around the world. Over the years, scholars have tried to standardize the grammar of each language. Before the 20<sup>th</sup> Century, teachers viewed grammar teaching as a matter of wrong or right. During these times, teachers were rigid about the grammar of a language and did not allow variations. In the early 20<sup>th</sup> Century, it was concluded that language evolved through the years; thus, it was flexible. Through this, scholars settled that language can be diachronic or synchronic, referring to its changes through time and its state at a specific period respectively.

Referring to grammar as a flexible area of a language, Paramour (2020) claims that “grammar is not a means for regulating how people should speak and write. It is a way of describing how people do.” This is to say that grammar should not limit language to a series of rigid, unchangeable rules, but rather depict the actual flexibility of the language, its variants, and evolution throughout the years. It is incorrect to assume that an area as big as grammar can be enclosed in a definition or established rules and techniques for teaching.

Grammar is a variable, changing aspect of each language and constantly evolves. Similarly, Cushing et al. (2019) explain the following:

Grammar is a network, not a list of discrete terms and concepts. You are encouraged to make connections across this network, for example by considering how words combine to form phrases, how phrases combine to form clauses; how grammatical form relates to grammatical function; and how connections between words and patterns can create cohesion in texts (p.13).

As it can be inferred, grammar is not a memory area that comprises concepts and rules. Rather than that, grammar is so vast that Cushing defines it as a ‘network.’ This comparison refers to the different extensions that grammar possesses and how they all connect with one another. Namely, this allows language to be flexible and evolve. When teaching grammar, teachers must consider that this area is in constant evolution, thus, it cannot be taught as an unchangeable subject.

#### **2.1.2.2 Key features of Grammar.**

Although, there is a vast number of established rules in Grammar, this area is composed by four main features which are fundamental for students to use this skill properly. The key features are syntax, phonology, morphology, and semantics. These four elements represent the foundation of grammar rules. Thus, it is necessary to comprehend each of the features to learn grammar. Syntax is learnt by native speakers of any language unconsciously ever since they first speak. Nordquist (2020) explains that “syntax refers to the rules that govern the ways in which words combine to form phrases, clauses, and sentences.” That is to say, syntax provides the rules which set the proper order that each word has in a sentence. This grammar element also defines the formality and complexity of texts and helps learners differentiate among the different types of sentences.

The second grammar feature is phonology. The Editors of Encyclopedia Britannica

(2014) define phonology as the “study of the sound patterns that occur within languages.” Phonology, then, is the area of grammar that relates words and sentences with the auditive sense. This area is complex as language is evolutive and so is the pronunciation of words. Throughout the years, the sounds of a language are subject to change and phonology also studies these changes. The grammar feature of phonology is sometimes one of the most difficult elements of English grammar, as this language is not pronounced as it is read.

Morphology is the third feature of grammar, and it studies words. Devlin et al. (2004) state that “morphology is the aspect of language concerned with the internal structure of words.” This grammar element decomposes words into their roots to define the meaning. The words are decomposed into morphemes, which refer to syllabic fragments that offer an etymological significance to the word as a whole. Overall, this feature studies the form and meaning of words. Finally, semantics is the last grammar feature which encloses the significance of words. Blakeley (2015) affirms that “semantics means the meaning and interpretation of words, signs, and sentence structure.” Semantics, then, is how the mind assigns a meaning to words. Thanks to semantics, people all assign the same meaning to words. Overall, phonology, morphology, semantics, and syntax are the elements that compose grammar. Each of these features is necessary for learning the grammar of any language. Elements such as phonology or syntax can sometimes be more challenging for foreign learners, yet they are primordial for properly acquiring a second language.

### **2.1.2.3 Principles of grammar teaching.**

As language is evolutive and so is its grammar, there are no established, unchangeable rules to be followed when teaching it. Despite this, there are some key principles that are recommended. Waugh et al. (2019) propose seven key principles for grammar teaching, and name them as: build up subject knowledge, give talk high priority in the classroom, remember the purpose of teaching grammar, teach grammar in context, read

aloud and discuss how authors use grammar, be systematic, and make learning fun.

Concerning the first principle, it is necessary for teachers to develop their subject knowledge to confidently teach the topic at hand. Subject knowledge is different from subject pedagogy as the first one refers to the teacher's familiarity with a subject or topic; whence, the second one is comprehending how to teach that topic. When referring to subject knowledge, it is necessary for teachers not to get stuck in one way of explaining, or a single definition or methodology. Rather than that, to teach grammar it is first needed "explicit as well as implicit knowledge, to be confident about using the correct terms and explaining these" (Waugh et al. 2019). Consequently, for a teacher to teach a subject, they first have to widely know about it.

The second principle for grammar teaching is to give talk a high priority. This principle proposes that students should be able to converse, listen, and talk, so that they assimilate the differences within standard English. Similar to this principle, Smith (2021) proposes the name "focus on standard English." Smith explains the principle similarly to Waugh et al. and stresses the need for students to listen to distinct voices on standard English. He goes further with the principle as he includes it on working with both conversation and writing skills.

Additionally, it is necessary to remember the purpose of English teaching. This is explained as recognizing that grammar is not only naming rules, structures, and parts of speech. Grammar encloses much more than only syntax. This area of language learning should not be only emphasized during grammar lessons, instead it should be related to the other areas of language learning, such as reading and writing. During reading, writing, or conversation lessons teachers can also take advantage of the materials, resources, and time of these lessons to work on both skills, for example reading-grammar.

Teaching grammar in context is the fourth principle of English grammar teaching. In order for students to internalize a language, they have to view it in context and understand it

as such. Waugh et al. point that using textbooks and worksheets can be meaningless to learners, especially young students. For students to utilize the target language, they would first want to know why and in which situations it can be useful. For this reason, they propose using the features of grammar in context, so that students can acquire the language through a more natural background.

Similar to the principle of remembering the grammar's purpose, the fifth principle proposes implementing reading as a tool to define and comprehend grammar. This principle is titled read aloud and discuss how authors use grammar and in it. Waugh et al. propose that students "who read extensively and are read to will have a 'toolbox' of structures, patterns, and rhythms to draw on." As stated, reading provides an illustration of the syntax and grammar of the target language. As a sixth principle, it is necessary to be systematic and methodological.

In other words, it is important to know the students and what they have already learned. Knowing this, it is possible to make a link between their prior knowledge and the topic to be taught. Creating this connection is important because it offers students the opportunity to view language as a whole by relating what they knew with what they will learn. Finally, the last principle relates to motivation. Making learning grammar fun encourages teachers to ignite students' interest in how the target language works. This by implementing a variety of methodologies and activities, which motivate them and make them see grammar as a fun subject to learn.

#### **2.1.2.4 Traditional grammar.**

The way grammar has been taught in most schools until the present day can be considered traditional grammar. These lessons focus on correctness of structure and parts of the speech. Mammadova (2019) dives grammar teaching into two main categories: traditional and recent. The first one refers to the methods used before the 21<sup>st</sup> century, which remain to

be of great impact today (p.23). Despite being relatively old teaching methodologies, traditional grammar teaching forged the pillars for today's knowledge. Among the traditional grammar methods, Mammadova mentions the grammar-translation method, rules learning and error correction, and teaching grammar in context. Additionally, the author proposes recent approaches to grammar teaching in an attempt to illustrate the evolution of these methods. As one of the traditional grammar methodologies, Rivers (2018) explains the grammar translation method as follows:

The grammar-translation method aims at inculcating an understanding of the grammar of the language, and training the student to write the new language accurately by regular practice in translating from the native language. It aims at providing the student with a wide literary vocabulary, often of an unnecessarily detailed nature. It aims at training the student to extract the meaning from texts in the new language by translation into the native language (p.29).

It can be stated that the grammar translation method encourages the students to utilize both the native and target language. By implementing an approach in which the student is supposed to translate from the native into the target language, the method expects them to learn vocabulary and train the understanding of texts in the target language.

Rules learning and error correction is the second traditional grammar methodology proposed. With this methodology, the routine is for the teacher to explain and assign practice exercises for students to do in class. After the students complete the practice, it is time for everyone to check their answers and make corrections. Finally, the teacher discusses the answers and reviews the topic. Despite being a well-recognized method for correcting mistakes, it does not always work. For example, this method does not work with grammatical patterns which have no paradigm because there are topics that merely require memorization

and not constant pattern repetition exercises. Mammadova affirms that “grammar instructions not only need to promote students’ awareness but also need to engage them in a meaningful production” (p.25). In other words, making students aware of their mistakes is not enough when applying the rules learning and error correction method, rather it is necessary to take into consideration different factors such as the topic that is being studied.

The last traditional grammar methodology is teaching grammar in context. Saiful (2019) refers to this topic by asserting that “context clues exercises are designed to help you improve your ability to guess the meaning of unfamiliar words by using context clues. In using the context to decide the meaning of a word, you have to use your knowledge of grammar and your understanding of the author’s ideas” (p.11). In other words, teaching grammar through context involves students analyzing fragments or sentences by activating their prior knowledge. By implementing this method, students use the vocabulary they already know, as well as clues such as punctuation, to guess what a certain text or affirmation is referring to. Teaching grammar in context allows students to further use their knowledge to attempt to decipher a text in the target language.

#### **2.1.2.5 Grammar teaching methods.**

In an attempt to help students properly apply grammar when communicating rather than asking them to memorize its rules, new methodologies have been presented throughout the years. Mammadova proposes some recent approaches for grammar teaching. Among those, the consciousness raising approach, communicative approach, task-based approach, comprehension approach, and ungrammaticality approach will be explained followingly. The Consciousness Raising Approach aims to raise learners’ awareness of language, so that they can appropriately use it in context situations. Concerning this approach, Roza (2014) states that Consciousness-raising represents

An attempt to equip the learners with an understanding of a specific grammar

feature to develop explicit knowledge or declarative knowledge. One way to teach explicit knowledge of grammar is through grammar discovery activities. To end this, the learners are provided with opportunities to practice the structures where the practice consists of series of exercises whose aim is to cause learners absorb the rules thoroughly (p.1).

Consciousness Raising, then, is an approach that seeks for students to develop their language knowledge by a self-discovering instruction. With this approach, students can practice grammar by doing exercises which allow them to become aware of their learning and understand the rules more effectively.

Likewise, the communicative approach is the second recent methodology used in grammar teaching. Zakime (2018) affirms that the communicative approach “is a teaching approach that highlights the importance of real communication for learning to take place.” Accordingly, this approach encourages students to communicate rather than complete an excessive amount of practice exercises. In spite of this, lessons that implement this approach often start like a normal, magistral lesson in which the teacher explains and illustrates the topic to then apply an exercise for students to practice. Following this, students are given the opportunity to work on communicative tasks, in which they can use the language in context situations by speaking with classmates or even writing.

In the third place, the Task-Based approach is a relatively new model for grammar teaching. Kildiz (2017) explains that “Task-Based instruction model is one of the language teaching methods based on communicative activities and consists of tasks in which learners try to perform these tasks in a classroom environment where mutual interaction is at the highest level” (p.198). In other words, this methodology encourages students to complete a series of tasks in a cooperative classroom context in which they have to interact with each

other to successfully achieve the task. These tasks are conditioned to three aspects: the activity has to be meaningful, the problem presented is related to a real problematic in the world/class, and its objective has to be clear and viable to assess.

Finally, the comprehension approach is another recent method that can be implemented in grammar classrooms. Vijayalakshmi (2015) defines the comprehension approach as “a method of learning a new language through the process of understanding the meaning of words and expressions in the language as opposed to any other form of language learning” (p.2). To rephrase it, this approach is a progressive model in which students are taught the language through steps so that, for example, they can first learn the letters and symbols of the target language, so that eventually they can comprehend words in context without needing to translate.

## **Chapter III**

### **Methodological Framework**

In this chapter, the researcher presents the methodology applied in the investigation. This is done by introducing the research's approach and design, sources of information, analysis categories, instruments, and process for the data collection. Moreover, this chapter introduces the tools for the progress of the investigation. In other words, the results of the investigation stem from the information comprised within this chapter. Accordingly, this chapter offers the reader a chance to understand the process of the investigation by means of revising the methods that were applied for constructing the instruments. As this chapter offers the methodology employed in the research, it is vital for achieving the investigation's results.

#### **3.1 Research Approach**

The qualitative research route seeks to investigate a phenomenon by considering the different factors that surround it. It is an approach of observation, collection, and analysis, which offers the investigator an opportunity to comprehend an event from a natural setting and different points of view. Merriam et al. (2019) indicate that "It is thus the goal of a qualitative research study to uncover and understand the experience of the phenomenon from the participants' perspective" (p.9). In other words, the results of the qualitative route derive from the experiences and interpretations of the process' participants according to the realities they face. Adding to Merriam's explanation, Hernández et al (2018) explain that the investigation under the qualitative approach focuses on comprehending the phenomena, exploring them from the participant's perspective in their natural environment and in relation with context (p.390). To put it differently, this route is naturalist, flexible, and interpretative, as the results depend on the variants that represent each of the participant's realities.

Before defining an investigation route, it is first necessary to establish clear objectives. Similarly, it is necessary to have a defined population in an attempt to assemble the required

information for the processes of data collection and analysis. Depending on the objectives and population, there is a variety of research designs available. For the current investigation, the qualitative approach will be applied with the main objective of analyzing the effects of the cooperative learning approach in English grammar for third grade students at Saint Michael School during the second quarter of 2022. By applying this route, the student population will be observed in order to identify their needs when learning English grammar, to implement activities using the cooperative approach, and finally, to evaluate the outcomes of cooperative work in grammar learning.

### **3.2 Research Design**

To reach the investigation's objectives and obtain the necessary data, it is first necessary to have a strategy that leads the researcher towards the answer to the problem statement. The research design represents said strategy utilized for collecting the data of the investigation and eventually, reaching the research's objectives. Correspondingly, De Vaus (2001) explains that,

A research design is not just a work plan. A work plan details what has to be done to complete the project but the work plan will flow from the project's research design. The function of a research design is to ensure that evidence obtained enables us to answer the initial question as unambiguously as possible (p.9).

The research design represents the path that leads the research to answer the question formulated in the problem statement. Henceforth, why choosing an appropriate design is important for developing a successful investigation. There are plenty of research designs, each depending on the chosen research approach, question, and objectives.

### **3.2.1 Action Research**

The first research design used in this investigation is the Action Research. Parsons et al. (2013) explains that action research is a very specific research that identifies a need in a certain context and offers solutions. In the light of this explanation, through action research the investigator chooses a population, observes them, and determines a problem or need they face. Following, the researcher investigates possible solutions and implements them in the group to prove their effectiveness. In this way, the investigation provides a problem-solution insight. Altogether, it can be said that the action research focuses on three mayor steps: identify the needs, offer a solution, and evaluate the solution. In the same fashion, the current investigation aims to identify the needs in English grammar, implement cooperative learning activities as a possible solution, and evaluate the outcomes. Considering this, the action research design is one of the strategies chosen for the development of the investigation.

### **3.2.2 Descriptive Design.**

The second research design used in this investigation is the Descriptive Research Design. Shuttleworth (2022) defines the descriptive research as “A scientific method which involves observing and describing the behavior of a subject without influencing it in any way.” It can be stated then that the descriptive research design consists of observing the chosen population in their natural, unmodified environment, and later to provide a description that contemplates the observations. Through this research design, the investigation provides necessary data about the population under study. By using the descriptive design, the research offers a deep insight of the analyzed group. In the current investigation, the descriptive research design allows the investigator to identify, by observation, the needs of the population under study. Equally trough observation, the investigation evaluates the outcomes of using cooperative learning in grammar teaching.

### **3.3 Information Sources**

Information sources are necessary for an efficient implementation and analysis of the instruments used throughout the research, and as such, they have to be chosen prudently.

These sources represent a base for the development of every investigation and are divided into three categories: primary, secondary, and tertiary sources. In an effort to obtain valuable and trusty results, the information sources are chosen and categorized followingly.

#### **3.3.1. Primary sources**

Primary sources offer authenticity to a research. These can be defined as pioneers, as they provide original data on a specific theme. Gallud (2015) explains that primary sources have not been formerly interpreted, or at least not in the focus and amplitude that the investigation desires. A primary source can be a book that is analyzed, a manuscript that is interpreted, recently compiled statistic data, surveys, the telling of an ocular witness, or some document about which there is no previous analysis (p. 21). It could be said, then, that primary sources are original, since nobody reunited the information before in the way that the investigator wishes to; hence, making of the investigation something authentic. In this investigation, various primary sources will be implemented to support the research's data and provide credibility.

#### **3.3.2. Secondary sources.**

Secondary sources offer information that has been previously studied and acknowledged about a topic under study. About these sources, Gallud (2015) points that they represent the material that has already been analyzed by others. Secondary sources deal with facts and materials known and transmitted by others. They are books of critics and, generally, the interpretations that have been done about a certain topic (p.21). In other words, secondary sources are works that analyze and include primary sources. Among some examples of these sources, it could be mentioned interviews, thesis, and magazines. Although, they are not

original and raw materials, secondary sources offer an insight of different studies and points of views related to the topic under study. Consequently, these sources provide a base upon which the new investigation can collect data. For the purposes of this investigation, secondary sources will represent the part of the basis of the same.

### **3.3.3. Tertiary sources.**

Tertiary sources provide the summarized information of a topic, based on primary and secondary sources. Dictionaries, websites, and some textbooks are examples of tertiary sources. Engle (2015) defines tertiary sources as “publications that summarize and digest the information in primary and secondary sources to provide background on a topic, idea, or event.” To put it differently, tertiary sources expose existing information in a simpler way. For this investigation, tertiary sources will be used to provide concepts and definitions of important elements on the topic.

## **3.4 Analysis Categories**

Analysis categories are concepts which help the researcher to organize the ideas related to the phenomenon of investigation. These categories outline the investigation and allows the researcher to limit the necessary concepts for developing the investigation. In this way, the process becomes clearer, as it only focuses on information which is truly relevant for reaching the objectives. Analysis categories are an organization tool that breaks down the main topic into conceptualizations of terms. By determining the analysis categories, the chances of achieving a successful investigation increase. It is necessary to understand the function and definition of analysis categories as only in this way, the investigator can structure the important conceptualizations in a clear, organized way. For this investigation, the researcher includes analysis categories which originate from the research’s general objective.

#### **3.1.4.1 Cooperative Learning.**

The first analysis category for this investigation is cooperative learning. It is important to understand this concept as it represents the approach utilized in the research. Correspondingly, it is defined as “a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member” (What is Cooperative Learning? - Definition & Methods, 2015). As stated, cooperative learning is a method that puts students together into groups and encourages them to work jointly to achieve a target. In addition to the previously stated definition, Zook (2018) proposes that the essential factors that cooperative learning aims to showcase are the effects of interdependence and personal responsibility. Overall, it can be stated that cooperative learning is a methodology of teamwork that, if applied effectively, may display positive results in the learners.

#### **3.1.4.2 Approach.**

For the purposes of this investigation, it is also important to point at the term ‘approach’ as a second analysis category. The British Council (2021) defines an approach as “A theoretical view of what language is, and of how it can be learnt,” and then adds that “an approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.” As explained, approaches to teaching and learning offer ways in which the different topics in an academic curriculum can be taught or learnt. An approach can then break into methodologies and techniques to better the learning process. Comparatively, Ho (2020) explains that every method implemented to obtain knowledge is an approach, and that the difference between the two terms is that approaches are categorized depending on the goals the learner is expected to achieve. In other words, approaches are methodologies organized to achieve a specific, set goal.

### **3.1.4.3 Grammar.**

As an important part of this investigation, it is essential to understand the term grammar since this is the skill studied in this investigation. Cambridge (2022) defines grammar as “The study or use of the rules about how words change their form and combine with other words to make sentences.” Grammar, then, is a linguistic skill that studies language, its structure, rules, and meaningfulness.

### **3.1.4.4 Effects.**

In order to understand the effects of cooperative learning in English Grammar, it is first important to find a concept for the term ‘effect.’ The word ‘effect’ is a noun defined as “something that inevitably follows an antecedent” (Merriam-Webster Dictionary, 2022). An effect can then be defined as the consequence, be it positive or negative, of a previous act.

## **3.5 Data collection Instruments**

Data collection instruments represent the means for collecting information of the subject under study. The World Bank Group (2016) explains that “The data collection instruments consist of the data collection formats and their associated protocols, which provide an input to the tools” (p.1). In the same way, they explain that the instruments implemented in an investigation depend on the methodology the researcher aims to follow. On a similar note, Canals (2017) points that “Gathering research data following these methodologies often implies preparing situations, tasks or activities that engage participants to interact around a specific theme or to mobilize certain communication skills” (p. 390). In other words, the researcher has to consider many variants when fabricating the data collection instruments, among which they have to create a proper environment in which the instruments can be properly implemented, and the subjects under study can engage in a natural interaction. For the present investigation, these points were considered in the process of choosing and designing the instruments.

### **3.5.1 Observation**

Observation was the first collection instrument chosen for gathering data related to the objectives of the investigation. Kawulich (2012) points that an “Observation is used in the social sciences as a method for collecting data about people, processes, and cultures” (p.1). Namely, as qualitative research mainly focuses on the participants’ perspective concerning a phenomenon, the observation is the main tool for this type of investigation. The observation allows the researcher to familiarize with the subjects under study with scrutiny. Alvarez-Gayou (2003) assertively explains that observation does not merely imply obtaining visual data, rather all senses participate (p.104). Following this proposition, it can be stated that observation is not only watching the subjects under study, but also hearing them, interacting with them, and thoroughly analysing their behaviours.

The observation is a convenient instrument for analyzing the reactions of the students in a classroom to a certain object of study. On this note, Kawulich points, among other examples, that observation is “A tool used regularly to collect data by teacher researchers in their classrooms” (p.1). For the present investigation, the observation was the main instrument that led this investigation. With this tool, the researcher familiarized herself with the students and was able to draw conclusions from the observations throughout the process, as the observation process can examine a wide range of behaviors, events, reactions, and results. For this reason, it is important for the research to limit the points to be observed. In order to do this, a second instrument has to accompany observation, for example a checklist or a journal which comprises the observed data.

### **3.5.2 Checklists**

Checklists were the second instrument chosen for the data collection in this research. A checklist is a tool which allows researchers to focus on specific areas of observations and punctually evaluate the desired objectives. On this note, Given (2008) explains that

“Checklists are used to encourage or verify that a number of specific lines of inquiry, steps, or actions are being taken, or have been taken, by a researcher.” In other words, checklists offer a register of the specific points that the researcher needs to analyze in order to reach the objectives of the investigation. Moreover, checklists work together with other data collection instruments. For this research, the checklists were used together with observations. As an observation can become broad and sometimes enclose much more inquires than desired, this research applied two different checklists that limited the observations throughout the study. These checklists were applied at the beginning and at the end of the research. This in an attempt to visualize the results of the applied investigation.

### **3.5.3 Surveys**

A survey is an instrument that examines the subjects under study by asking them questions concerning their feelings, thoughts, or experiences about a certain process. Surveys are helpful data collection instruments, as they allow researchers to gather the subjects’ opinions about the phenomenon under study. These tools help to identify a problematic, assess satisfaction, and evaluate if the applied change or approach was successful by monitoring the opinions of the subjects of study during the process. Surveys offer an insight to the subjects’ feelings and thoughts. On this note, Mills (2021) affirms that surveys allow researchers to understand the perspectives of the subjects under study regarding a topic. She then adds that “A survey typically consists of a set of structured questions where each question is designed to obtain a specific piece of information.”

For this investigation, the researcher created a survey consisting of six simple questions directed to the students. The survey was presented to them through printed sheets. Each question gave them three options to rate their feelings on grammar and cooperative work. Finally, the survey was applied three times throughout the process: before applying the lesson plans, during the application, and on the last day. By applying this survey, the

researcher can examine the subjects' answers and draw conclusions regarding the effectiveness of the research.

### **3.5.4 Class Planning**

Lesson plans offer a path to follow for the teachers in the development of the class. The Singapore Management University (2022) affirms that lesson plans enable a more effective learning process, which can translate into a meaningful learning experience for the students. Moreover, they propose three key components which every lesson plan should include: learning objectives, learning activities, and assessment. Accordingly, each one of these components must be carefully thought of to achieve effective results. The university also mentions three important moments to take into consideration regarding the plans: before class, during class, and after class. Before the class represents the first moment of lesson planning in which the teacher must identify the objectives, plan activities, and build the plan based on realistic timelines. During the class, the lesson plan must be put into practice. After the class, the lesson plan, together with the observations throughout the lesson, can provide a tool to identify the effectiveness of the lesson; that is, what can be done the same way, and what activities must be done differently. In this investigation, lesson plans were chosen as a data collection instrument. Through this tool, the researcher offered a clear idea of the way in which the investigation's approach was implemented. Most importantly, these lesson plans focus on studying the development of the investigation's objectives in a classroom context.

### **3.5.5 Sociometric Test**

A sociometric test offers an insight to the structure and relationships within a group of people. This test represents a helpful data collection instrument for this investigation as it allows the researcher to contemplate the students as a group and their relations in and out of the classroom. On this note, child psychologist Sam (2013) explains that a "sociometric test is a self-report on interpersonal relationships in a group that is used to analyse as well as to

develop a graphic representation of the structure of the group.” Under those circumstances, the sociometric test allows the researcher to make further observations of the group and graph this data as additional information for reaching the investigation’s objectives.

Within the classroom, the researcher applied a sociometric test which intended to contemplate three criteria regarding the interpersonal relations between the students in 3C. These criteria were presented to students with three statements: classmates with whom I like to work, classmates I don’t mind working with, and classmates I would not like to work with. Each student was given a table which contained the class’ list. Each name in this list was followed by a blank square. Students were asked to draw a check next to the peers they would like to work with, a hyphen next to the name of the classmate they would not mind working with, and an “x” next to the classmates they would not like to work with. By using this list, the researcher could identify the relations between the students and create the work groups based on the obtained information.

For this investigation, the researcher applied a sociometric test by also observing the interactions between the students in and out of the classroom. The observations allowed the researcher to identify the relations between the different students. At the same time, the sociometric test provided an idea for the researcher to create the groups for cooperative work within class activities. By applying this test, the researcher can apply the cooperative learning approach taking into consideration the relations between students.

### **3.6 Collection data process and data analysis**

The process of collecting data consists on applying instruments to gather relevant information for the study’s variables. To achieve an effective data collection process, the researcher must establish an organized plan with clear steps to achieve the investigation’s objectives. This plan must include the methodologies and sources that lead to the development of the investigation. Hernandez et al. (2018) affirm that the researcher must

know the sources for the data collection and methods used, as well as analyze the data thoroughly. For this investigation, the data collection was developed within three main stages.

During the first stage, the researcher conducted a theoretical investigation. In this phase, the study is guided by previous researches, books, articles, approaches, and theories related to the subject under study. These sources provided the antecedents that allow the researcher to start a factual investigation by providing theoretical and conceptual background of the analyzed phenomenon. Besides theory and concepts, this first stage provided an outline of possible form and methodology for the investigation.

The second stage involved the creation of instruments. During this phase, the researcher examined the possible instruments that could be developed in a qualitative research. Following, the researcher considered the objectives of the investigation and chose the instruments accordingly. For achieving the purposes of the research, the four chosen instruments were observations, checklists, surveys, and lesson planning. By applying these tools for collecting data, the research aimed to see the results for each one of the objectives.

The instruments were applied during the third stage of the collection data process. During this stage, the researcher observed the students, subjects under study, in their classroom context. After an initial observation for the students and teacher and applying a survey to the students, the researcher applied the lesson planning and imparted a total of five lessons. Through this period, another survey was applied to the students to get feedback on how they felt during the process. Finally, the researcher applied a final survey and observation to get the results of the investigation. Through this stage, the students provided significant, first-hand information for this research.

The data collection process was developed by the gathering of information from three main sources, which then lead to a final stage called the data analysis. During the data analysis, the researcher used the information collected from the data collection process to

draw the results of the investigation. Each stage of data collection provided valuable data for the final stage of data analysis, thus, they are all important for reaching the objectives of this investigation.

**Topic: Grammar Diagnostic (Verb be, demonstrative pronouns, regular past tense)**

<p><b>Morning Routine</b></p>	<p><b>1. Morning prayer</b></p> <p><b>2. Exercise:</b> Students will stand in a circle. The teacher will throw a beach ball in the air and play music. The ball cannot touch the floor. When the music stops the person with the ball has to answer a question.</p>
<p><b>Expected Learning</b></p>	<p><b>Activities</b></p>
<p>To evaluate prior knowledge on grammar topics of verb be, demonstrative pronouns, and regular past tense</p>	<p><b>Warm Up:</b></p> <p>Below students’ desks, teacher hides a post it with the following written words: these, this, that, those, is, are, am, play, played, jump, jumped, open, opened. One word for each post it. Then, asks students to bring them and paste them in one of the classroom walls. Teacher sees how the sort the words, if they find similarities and what they remember.</p> <p><b>Activities:</b></p> <p>Divide the students into 5 groups of 4 people each.</p> <p>✓ Showdown/ roles.</p> <p>The coordinator of each group will be given a set of question cards. He/she will mix the cards and place them face down in the middle of the team workspace. The speaker will pick a card and read it aloud for the group. Individually, each member will work on solving the question in a piece of paper. When 1 minute is up, the time keeper will say “Showdown” and each member has to stop what they are doing and place their answers in the middle of the table. The speaker will read all the answers and check if they are all the same, If one answer is different, the team has to discuss which one they think is the correct one. The secretary will then write the correct answer in a paper which will be later handed to the teacher. Repeat the process until all the cards have been answered</p> <p><b>Assessment:</b></p>

	<p>Students will individually complete the diagnostic practice in which they will apply their prior knowledge to answer three exercises.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>▪ Paper</li><li>▪ Pencils</li><li>▪ Post its</li><li>▪ Role cards</li><li>▪ Showdown cards</li></ul> <p>Time: 3 lessons, 120 minutes.</p>
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**Weekly Guide #2: June 1<sup>st</sup>**

Teacher: Joselyn Zúñiga Sánchez

Third Level

**Topic: Simple sentences and fragments**

<b>Morning Routine</b>	<p><b>1. Morning prayer</b></p> <p><b>2. Exercise:</b> Play Simon Says. Ask students to make different exercises like jumping jacks, running in one place, stand up and sit down...</p>
<b>Expected Learning</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>- To understand the structure of simple sentence formation: subject, verb, object</li> <li>- To distinguish between sentences and fragments</li> </ul>	<p><b>Warm Up:</b></p> <p>Divide class in 4 sections, Give each group a bunch of cards with various subjects, verbs, and objects. Ask each team to make as many sentences as possible.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>✓ Review and correct:</li> </ul> <p>Teacher explains the parts of a complete sentence with a poster. Ask the groups to check the sentences they created and paste them on the black board.</p> <p>Divide the students into 5 groups of 4 people each.</p> <ul style="list-style-type: none"> <li>✓ Roles:</li> </ul> <p>Before the round table activity, the teacher will assign roles to each of the four team members using the role cards. During the activity they will each develop the corresponding roles according to the rules:</p> <ul style="list-style-type: none"> <li>▪ Coordinator: makes sure every member understand and helps those in need</li> <li>▪ Time keeper: Ss have one 10 minutes total to develop each activity</li> <li>▪ Environment supervisor: Team must avoid loud noises and standing from their seats</li> </ul>

	<ul style="list-style-type: none"><li>▪ <b>Speaker:</b> Only the speaker can voice the questions of the team as well as present the sentences to the rest of the class</li><li>✓ <b>Round Table technique:</b> Each ss will be given a piece of paper where they will write a subject (dog, alien, teacher...). Once every member of the group has written their subject, they will pass their paper to the team-member to their left. The member who is given the paper has to create a simple sentence using the subject in the paper. The process will be repeated until each member has written a sentence for every subject.</li></ul> <p><b>Assessment:</b> Learning Destinations Book, Module 1: work on pages 48 and 237</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>✓ Subject, verb, object cards</li><li>✓ Paper</li><li>✓ Pencils</li><li>✓ Role cards</li></ul> <p><b>Time:</b> 3 lessons, 120 minutes.</p>
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**Weekly Guide #3: June 3<sup>rd</sup>**

Teacher: Joselyn Zúñiga Sánchez

Third Level

**Topic: Prepositions of time**

<b>Morning Routine</b>	<ol style="list-style-type: none"> <li><b>1. Morning prayer</b></li> <li><b>2. Exercise:</b> Dance to the song Turn up the Love: <a href="https://youtu.be/5H3rxk_oitA">https://youtu.be/5H3rxk_oitA</a></li> </ol>
<b>Expected Learning</b>	<b>Activities</b>
To identify the use of prepositions of time: in, on, at.	<p><b>Warm Up:</b></p> <p>Write on the board the words: Holidays, months, seasons, days. Ask ss to come to the board and write examples of each</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>✓ Jigsaw <ul style="list-style-type: none"> <li>▪ Create 6 groups 4 groups of 4, 2 groups of 3. Give each team a big jigsaw piece with the summary Prepositions of time.</li> <li>▪ Assign a fragment of the summary to each team member. The fragments are: on, at, in. Give students time to individually read and familiarize with it.</li> </ul> </li> <li>✓ After students already read their part, they will go into expert groups with the ss from the other teams who also have their fragment (e.g., “On” Expert Group) and discuss what they understood</li> <li>✓ Each student will go back to their group and present their part of the topic to their team mates.</li> </ul> <p><b>Assessment:</b></p> <p>Students are quizzed on the lesson by individually completing the practice Prepositions of time.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>▪ Jigsaw pieces</li> <li>▪ Summary copies</li> <li>▪ Practice copies</li> </ul> <p><b>Time:</b> 3 lessons. 120 minutes.</p>

**Weekly Guide #4: June 8<sup>th</sup>**

Teacher: Joselyn Zúñiga Sánchez

Third Level

**Topic: Subjects and Predicates**

<b>Morning Routine</b>	<b>3. Morning prayer</b> <b>4. Exercise:</b> 5-minute move <a href="https://youtu.be/d3LPrhI0v-w">https://youtu.be/d3LPrhI0v-w</a>
<b>Expected Learning</b>	<b>Activities</b>
To identify subjects and predicates	<p><b>Warm Up:</b></p> <p>Go outside and play with vocabulary cards (subject, verb, object cards). Divide the group in 2. Paste multiple cards around the gym ask to ss to run and get as many as possible. After, they have to create as many meaningful sentences as they can</p> <p><b>Activities:</b></p> <p>✓ Carousel:  Students are divided into 4 groups of 5 people each. The teacher will place 4 big papers around the classroom and give each group 3 different color markers. Each group will stand before a piece of paper and then rotate to the others. In paper number 1, they will write 5 verbs, on paper number 2 they will write 5 subjects, on paper 3 they will write 3 predicates, and lastly on paper 4 they will write 2 full sentences, circle the subject and underline the predicate.  The students and teacher sit in a circle and review the topic complete subjects and predicates by using the posters/papers made by ss in the previous activity</p> <p><b>Assessment:</b></p> <p>Copy summary in the English notebook  In the same groups, students cooperatively complete pages 92- 97-239</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>▪ Craft paper</li> <li>▪ Markers</li> <li>▪ Learning Destinations Mod 1 Book</li> </ul> <p><b>Time:</b> 3 lessons. 120 minutes.</p>

**Weekly Guide #5: June 9<sup>th</sup>**

Teacher: Joselyn Zúñiga Sánchez

Third Level

**Topic: Subject and Object pronouns**

<b>Morning Routine</b>	<p><b>5. Morning prayer</b></p> <p>6. <b>Exercise:</b> Do the dinosaur workout  <a href="https://hes-extraordinary.com/dinosaur-themed-workout-for-kids">https://hes-extraordinary.com/dinosaur-themed-workout-for-kids</a></p>
<b>Expected Learning</b>	<b>Activities</b>
To show understanding in the use of subjects and objects pronouns.	<p><b>Warm Up:</b></p> <p>Play with the question game  <a href="https://www.baamboozle.com/game/341128">https://www.baamboozle.com/game/341128</a></p> <p>The teacher will divide the group into two. Then, she will choose 1 person for each group for them to compete. The teacher will play music and when the music stops the first ss to touch the bell in the teacher's desk will get to answer the question in the game. If the answer is wrong, the other team has a chance.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Team, pair, solo</b>  Students will be divided into 5 teams. Using the pronouns cards, ss will work on creating sentences. As a team, they will create 4 sentences, 2 with subject and 2 with object pronouns. Then, they will do the same but this time in pairs (2 and 2 from the same group). Finally, ss will work individually on creating 4 sentences using the pronouns</li> <li>▪ Students copy on their notebooks the pronouns.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ They will be assessed in the correct utilization of subject and object pronouns in the 12 sentences they wrote</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>▪ Subject and object pronouns cards</li> <li>▪ English notebook</li> </ul> <p><b>Time:</b> 3 lessons. 120 minutes.</p>

## **Chapter IV**

### **Data Analysis**

In this chapter, the data collected through the research process will be analyzed and summarized. The data analysis chapter can be described as the most critical part of an investigation, as it provides the researcher's interpretation on the subject under study. Moreover, this section is what makes the investigation authentic, as it offers firsthand data and the researcher's breakdown of this new-obtained information. In this section, the results thrown by the data collection process will be presented and analyzed. Moreover, through this analysis, the researcher will determine patterns that may lead to the investigation's objectives. Thus, the data analysis will lead to the final conclusions of the research.

#### **4.1 Analysis and Interpretation of the Results**

In the following section, the researcher offers a detailed description of the results obtained from the application of the previously defined instruments. Said instruments were applied to the students in 3C at Saint Michael School during the second quarter of 2022. In such class there is a total of 21 students, 13 male and 8 females. The instruments were originally designed with the purpose of analyzing the effects of the cooperative learning approach in English grammar for third grade students at Saint Michael School. The researcher utilized four instruments in an attempt to identify the needs of the students when learning English Grammar, implement activities using the cooperative approach when teaching grammar, and evaluate the outcomes of cooperative work in grammar teaching.

The first instrument applied was the initial observation. This observation was done with the aid of two checklists, which allowed the researcher to observe specific criteria relevant for the investigation. During this first stage, both the students and the teacher were observed. The researcher observed the students during regular English lessons. The classroom setup, students' and teacher's attitude towards the lesson, participation, and activities were

observed. The researcher observed that a great part of the lesson consisted on completing a handout and then working on the book. There was no interaction among the students, as their desks were setup individually. Some students participated during the lesson, but it was always the same 5 or 6. The rest of the students were whether silent or distracted playing around. When working individually, most students did not seem confident regarding their knowledge and constantly approached the teacher to verify if their answers were correct. Three particular students had difficulties to start working on their own and the teacher approached them constantly for guidance. One out of those three did not finish the activity on his own. Nearing the end of the lesson, the teacher checked the exercises on the board together with the students. Moreover, at the end of the lesson, the books were checked and stamped.

Secondly, a survey was applied to students regarding their feelings about certain criteria on English lessons. The purpose of this survey was to identify the student's feelings concerning English lessons, and more specifically Grammar and cooperative work. The survey consisted of six simple questions, which students had to answer by rating them as great, neutral, and not great. Each student was given a copy of the survey. As the questions in the survey were short and simple, it was applied in the English language. Three students required help understanding the instructions and questions. However, at the end, all 21 students completed the survey. Through the application of this survey, the researcher found out that the group rarely worked cooperatively during the first trimester of the present year and the last quarter of last year, when students returned to the classrooms following the pandemic. The researcher also observed that students seemed eager to work in groups and appeared to be very encouraged to learn English.

Checklists were the third instrument used by the researcher to reach the investigation's objectives. These instruments were applied hand in hand with the observation. Through this tool, the investigation focused the observation upon specific criteria that would

become very relevant for the achievement of the investigation's objectives. A total of three checklists were designed and applied. One of the checklists was made for observing the teacher at the beginning of the study; hence, the other two were made to observe the students' reaction to certain criteria at the beginning and end of the study.

Additionally, a sociometric test was used as a fourth instrument. The test was applied by observing the interpersonal relations among the students in 3C in and out of the classroom. Therefore, the purpose of this test was to identify the relations among the students in the group to determine which students could work cooperatively during the grammar lessons. Through the application of this test, the researcher found out that the majority of the students had a good, friendly relationship among themselves.

However, there were some exceptions. Student number 15, for example, was very organized, structured, and got frustrated and impatient very easily. Student number 2 presented some difficulties regarding his maturity, order, and academic development. Additionally, student number 2 was very touchy and enjoyed physical contact; thus, student 15 did not like that. Students 2 and 15 did not have a good relation, as student 15 was constantly frustrated by number 2. This realization allowed the researcher to avoid placing students 15 and 2 together in a group. Another example was with student number 16, who also had some difficulties with his maturity and academic development. Although, student number 16 had similar traits from those of student 2, the class accepted and helped him. However, they were often frustrated with student 2. Even so, some students such as number 4, 10, and 17 tried to help student number 2 integrate and advance.

It can be said that the group learned to work cooperatively and achieve objectives as a team. They learned about simple sentences, subject and object pronouns, prepositions, subjects and predicates. Moreover, they learned how to work autonomously and help one another without fully depending on the teacher as the only means to evacuate their doubts.

Additionally, due to the different positive reinforcements, the students became more participative and showed excitement for English grammar lessons.

In the following pages, there will be different figures and tables that show the results of the investigation's collection instruments. The researcher included the pre, during, and post observations, as well as, the results of the survey and the corresponding analysis. Following, there will be 2 figures of the sociometric test prior and post the application of the cooperative learning approach together with its respective interpretation and the workgroups created for the lessons.

### 4.1.1 Observation 1

Figure 1 Groupwork

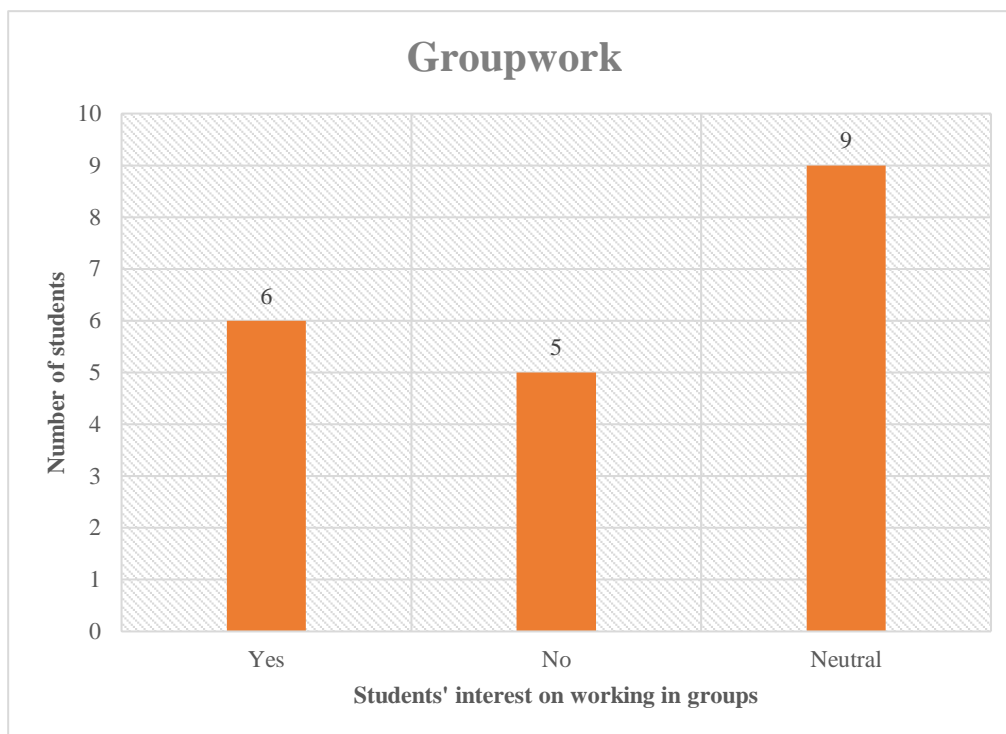


Figure 1. Mean students interest response to groupwork, yes meaning interest, no meaning no interest, and neutral meaning no care. Source: Researcher's own creation.

Among some of the purposes of the observation, the researcher intended to understand the students' initial reaction to working in groups. It was observed that 6 out of 20 students liked to work in groups. However, 5 of them did not like it and 9 students were neutral about working individually or in groups. That means that through the initial observation, the researcher noted that a 30% of the students liked to work cooperatively, 25% did not like it, and 45% did not really care.

Moreover, during the observed lessons, the students' desks were setup individually, facing the board and T.V. Students were working with topic sentences and fragments. The teacher explained the topic and then asked students to open the book to work on some exercises. The teacher asked students to participate by reading the questions and saying the answer, so the exercises were completed together as a group. The researcher noticed that there

was little to no interaction among the students regarding the completion of the activities. Out of the 5 students who did not like cooperative work, three were introverted and the other two easily got frustrated with noise and disorganization. Students 3,4,7,8,14,19 were very talkative and liked to help other classmates; thus, they seemed to enjoy cooperative work. The rest of the students did not mind working in groups or individually. The intension of this observation was to represent the students' reaction towards cooperative work; however, there was almost no chance for students to work in groups. The teacher allowed them to work in pairs two times during the observed lessons and from those times the researcher was able to compile the results shown in the figure.

Figure 2 Active Participation

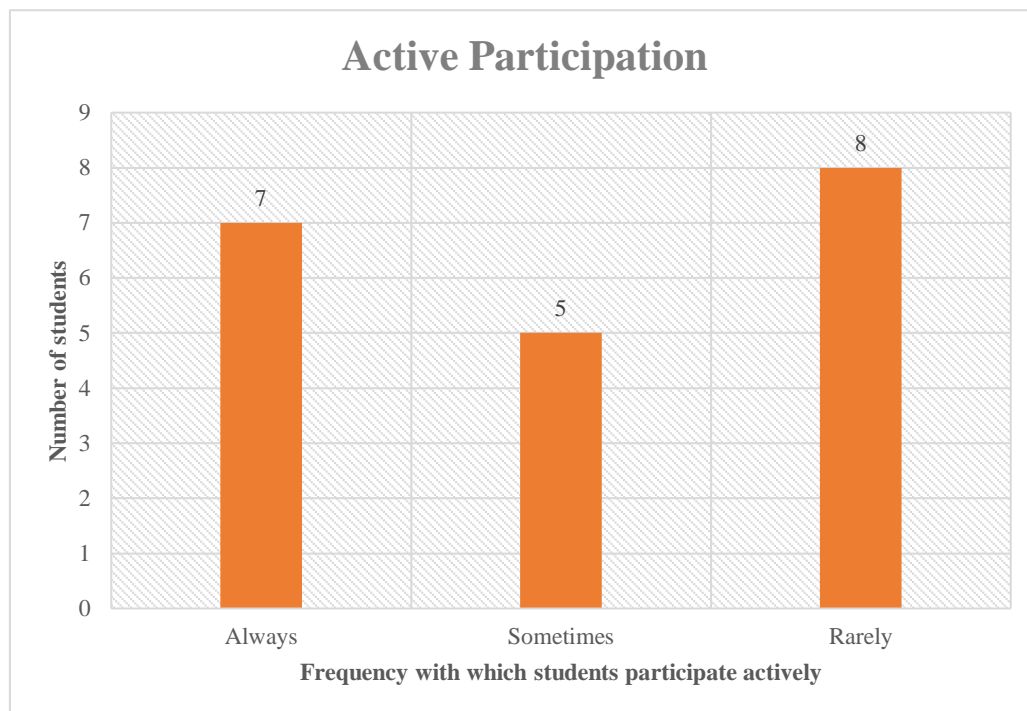


Figure 2. Frequency of students' active participation during grammar lessons. Source: Researcher's own creation.

Part of the observation consisted of noticing students' engagement with the grammar lessons; therefore, to do this, the researcher observed the students' participation at the beginning of the process. During the observation the researcher noted the frequency with which each student participated. With this, it was noticed that 7 students, meaning 35% of the class, always participated actively; 25% of the students sometimes participated; and 7 students, representing a majority, that is 40%, rarely participated actively.

While observing this aspect, the researcher considered that the students used the target language to communicate and attempted to solve the different exercises given by the teacher autonomously. The researcher noted that students 4,13,15,17,18,19,21 always rose their hands to read the questions or provide their answers. Moreover, students 4, 13, 15, and 19 always communicated with the teacher using the target language. Students 1,7,8,11,20 solely participated when they were sure their answers to the exercise were correct. These

students required the teacher's assurance; however, if the teacher asked them to participate they did it. Finally, students 2,3,5, 9,10,12,14, and 16 rarely participated. Some of these students were shy and the others found English to be a bit of a difficult subject. The purpose of this was to represent the frequency of the students' active participation during Grammar lessons without the application of the Cooperative Learning Approach. This as participation is an important element of CLA. This initial was very helpful since it offered an insight to the students' engagement during the grammar lessons, and their oral grammar skills.

Figure 3 Grammar Structures

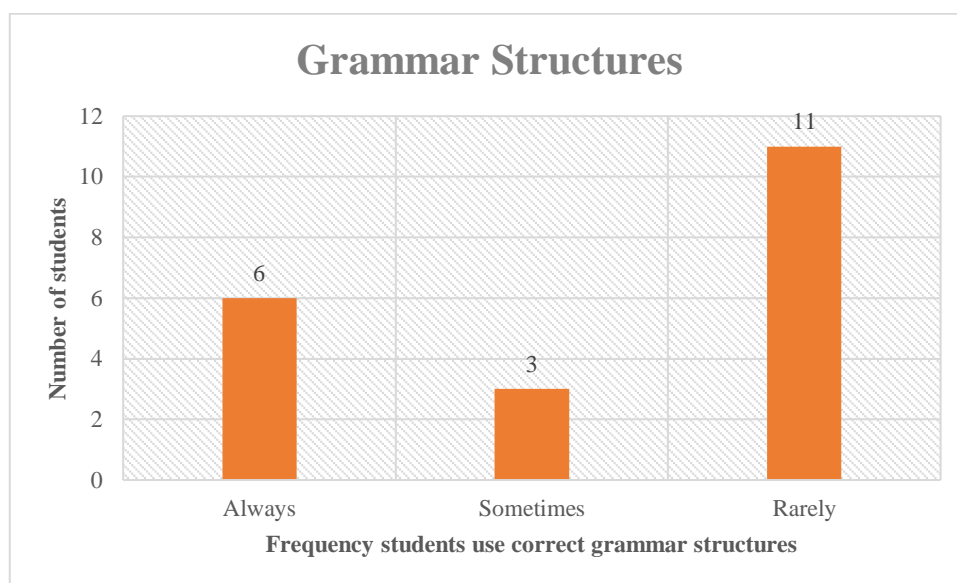


Figure 3. Frequency with which students use appropriate grammar structures in the target language.  
Source: Researcher's own creation.

The researcher aims to identify the needs of students regarding English grammar. For doing that, this observation results crucial. In this, the researcher observed the frequency with which students used appropriate grammatical structures when speaking and writing. From this figure, it can be noted that 6 students always used appropriate structures for their level, 3 students sometimes did, and 11 students never did. That means that a majority of 55% out of the 20 students rarely used appropriate structures. Moreover, the researcher found out that students 9, 11, 13, 15, 17, and 21 always used appropriate grammar structures. Likewise,

students 4, 18, and 19 sometimes used correct grammar. Out of the 3 students, student 19 grew up in the United States and spoke English perfectly. Still, her written grammar was not as perfect as when spoken. This because she wrote the words as she pronounced them. Finally, students 1, 2, 3, 5, 7, 8, 10, 12, 14, 16, and 20 rarely used appropriate structures. It was rare to listen to some of them participating; however, when looking at the written exercises some mistakes could be noted in the grammar and spelling. The purpose of this was to identify the frequency with which students implemented correct grammar in written and oral exercises without having utilized the cooperative learning approach. This offered a helpful data for the investigation, as it identified that there was a need concerning the grammar skill in English learning for most students in the group.

Figure 4 Knowledge Confidence

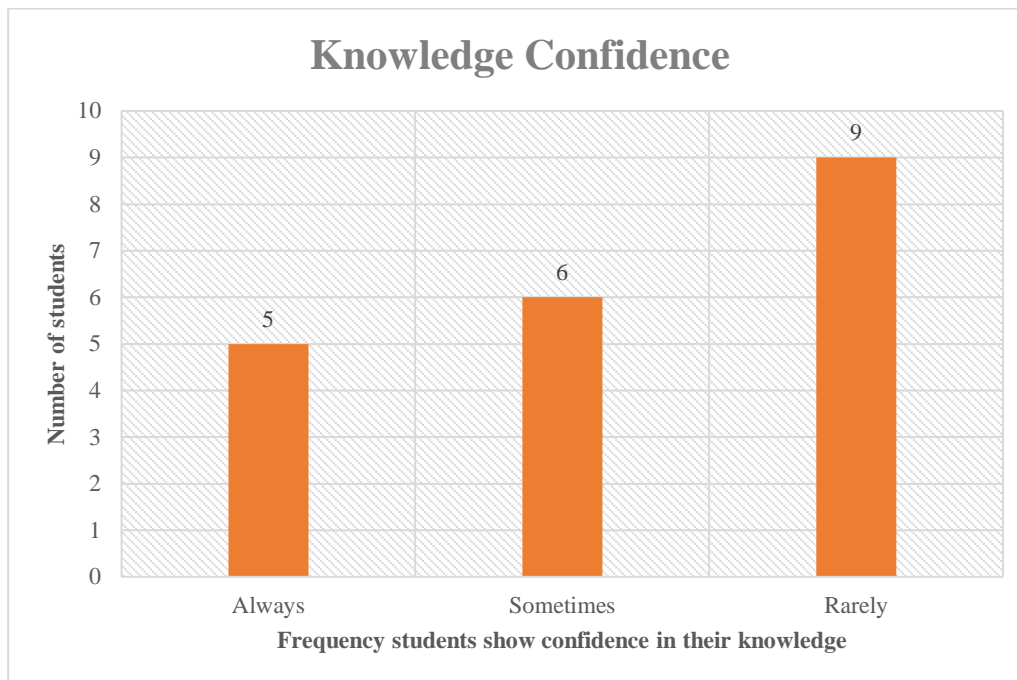


Figure 4. Frequency with which students show confidence in their knowledge. Source: Researcher's own creation.

This figure shows the frequency in which students showed confidence in their knowledge pre-implementation of the cooperative approach. From a total of 20 students, 5 of them always showed confidence, 6 of them sometimes did, and a majority of 9 rarely did. That means that 45% of the group was almost never confident on their knowledge. The researcher perceived that the data in this reflected the insecurity most students showed when doing autonomous work. Moreover, the observations helped the researcher note that most students constantly stood up to ask the teacher for the instructions or said that they did not understand what they had to do. Likewise, the researcher found out that many times students did know what they had to do, and required constant affirmation. Students 8 and 12, for example, often asked the teacher for confirmation after having completed the exercises. On the other hand, students 13 and 19 always completed exercises by themselves and solely went to the teacher's desk for her to check.

Through this, the researcher observed that most students were insecure about their grammar knowledge, and they were also dependent on the teacher. This made it difficult for some students to work autonomously. These results are helpful for the investigation as autonomy is a primordial element of the cooperative learning approach. Therefore, this offered an important insight to the group's autonomy and confidence in English Grammar previous to the implementation of the cooperative learning approach.

### 4.1.2 Checklist 1

Table 1 Initial Student Observation Checklist

	All	Most	Some	Almost None	None
Student Initial Observation Checklist					
Students have a good relation among the group		✓			
Students participate actively in the lesson			✓		
Students help each other when a classmate needs assistance			✓		
Students use the target language to communicate during the lesson				✓	
Students show understanding of what the teacher explains in the target language			✓		
Students follow instructions			✓		
Students show confidence in their knowledge				✓	
Students enjoy working in pairs/groups		✓			
Students complete exercises by themselves with no need of guidance				✓	
Students listen to each other's contributions			✓		
Students use appropriate grammatical structures when writing				✓	
Students use appropriate grammatical structures when speaking				✓	
Students complete the task efficiently when working cooperatively			✓		

*Table 1. Initial Student observation checklist shows the observed criteria pre CLA application.*

*Source: Researcher's own creation.*

Table 2 Teacher Observation Checklist

	Never	Sometimes	Frequently	Always
The teacher has a good relation with the students				✓
The teacher encourages students to participate actively in the lesson				✓
The teacher allows students to help each other and work cooperatively			✓	
The teacher encourages students to use the target language				✓
The teacher explains using only the target language			✓	
The teacher creates teams based on students' needs				✓
The teacher encourages autonomous work			✓	
The teacher encourages students to listen to each other's ideas				✓
The teacher involves students in cooperative activities		✓		
The teacher dedicates 3 weekly lessons to grammar				✓
The teacher uses cooperative approaches to teach grammar		✓		

*Table 2. Teacher observation checklist shows the observed criteria pre CLA application. Source: Researcher's own creation.*

### 4.1.3 Survey 1

Figure 5 Initial Survey

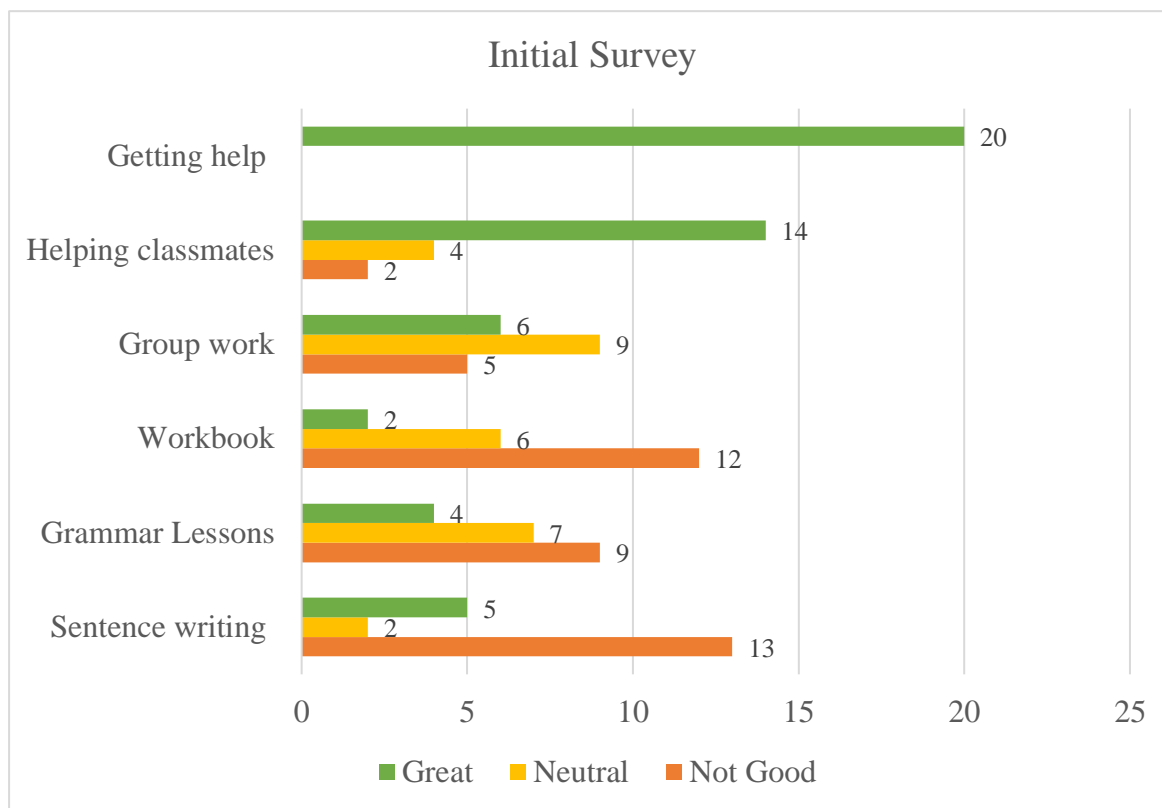


Figure 5. Students' initial response to sentence writing, grammar lessons, workbook, groupwork, helping classmates, and getting help into great, neutral, or not great. Source: Researcher's own creation.

This figure shows the students' responses to the survey applied before the implementation of the cooperative learning approach in the grammar lessons. Said survey contained a total of six simple questions, and its purpose was to understand the students' feelings about specific criteria regarding their English lessons. In order to do this, the survey offered three possible answers: great, neutral, and not good. In the first question, students were asked how they felt about writing their own sentences. Thirteen students out of twenty answered they did not feel good about it, only five students chose the option "good," and the other two answered they had neutral feelings. From this question the researcher could infer that one of the lacking areas in grammar was sentence writing.

In the second question, students were asked how they felt about grammar lessons. It is important to point that before answering this question, the meaning of grammar was explained with examples, and the researcher clarified students that grammar referred to the rules of English, for example when writing sentences. For this question, only four students chose the option “great,” seven chose “neutral,” and nine students chose the option not good. This shows that a majority of students, 45%, did not feel good about the grammar lessons. This could be because they expressed, they found it “more difficult than science or spelling.” In addition, some of them mentioned they found it “boring to memorize rules.” This question’s results, together with the students’ opinions, suggest that a different method might help them find grammar more motivational.

The third question of the survey attempted to know how students felt about working on the book. This question was asked because completing book exercises is often not very interactive; hence, it is frequently associated with something boring. As expected, the majority, that is 12 students, answered they did not feel good about working on the book, following 6 students who answered they were neutral, and two students said they felt good about it.

The fourth question is one of the most relevant for the investigation. In this question, students were asked how they felt about working in groups. Five students answered they did not like it, six chose the “great” option, and the majority, nine students, felt neutral about it. These results were unexpected, as the researcher thought the majority of students would have answered they felt great about it. However, during the observations the researcher perceived that the students who chose “not good” were shy and often times interacted very little with their peers during the lessons.

In the last two questions students were asked how they felt about getting help from their peers, and helping them. Only two students answered they did not like helping their

classmates, 4 chose the “neutral” option, and the majority, 14 students, said they liked to help their peers. For the question, the totality of the students answered they liked being helped by others.

#### 4.1.4 Sociometric Test 1.

Figure 6 Sociometric Test Pre-Application

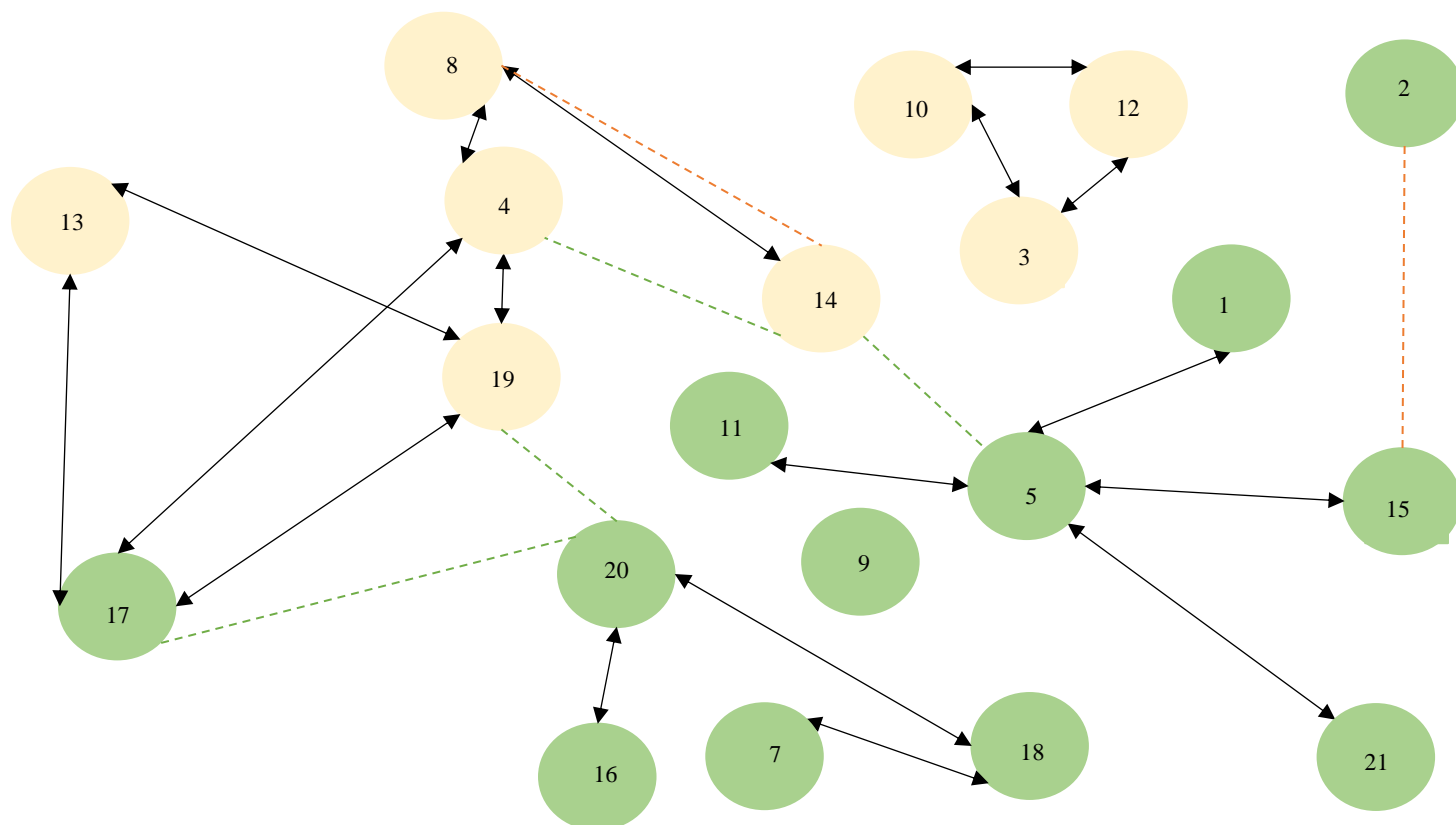


Figure 6. Shows the social relation between the students pre CLA application, yellow circles are the female students and green are the males. Source: Researcher's own creation.

This figure shows the relationship among students in 3C. The purpose of this test was to define the good and bad relations among the different students, in an attempt to create efficient work groups, with the best possible combination of students. The sociometric test was applied by observing the students' interactions in and out of the classroom, as well as by asking them whom they would and would not like to work with. The researcher perceived that, in general, the students in the group had a good relation with one another. Still, there were some students who were detached from the rest of the group. Such was the case of students 2, 9, and 11. Student number 2, for example, was pointed by most peers as the one

they would not like to work with. The researcher concluded that this could be due to his immature personality. The case was different for students 9 and 11 who were a little shy, still their peers marked a check or a hyphen next to their names, and always tried to include them in group activities. Students 20, 16, 7, and 18 were enrolled at this school at the beginning of the year, but they adapted quickly to their classmates.

During the initial observations, the researcher noted that there were three main subgroups in which the 3C students divided. The first group was only conformed by boys and it was integrated by students 5, 1, 15, and 21. In the application of the sociometric test checklist, the four students drew a check next to each of their names. Academically speaking, more specifically in English, students 15 and 21 were outstanding. However, this group of boys would sometimes have behavior problems, especially among students 5, 15, and 21. The second group was formed by girls 10, 12, and 3 who were sometimes joined by 8 and 14. The five girls drew a check next to each other's names in the sociometric test checklist. Student number 10 was the only in of the group who did not have any difficulty with English. Students 3, 12, 8, and 14 were very insecure about their knowledge. In this group made out of girls, the researcher observed there were many fights among them because of the group's leadership. Finally, the third group was formed by three girls and two boys. Students 4, 13, 19, and 17 were academically and behaviorally outstanding, and student 20 was the only one to whom English represented a bit of a challenge.

It is important to point that student number 2 was not included by his peers in the out-of-class activities, and he also was marked with an "x" in the sociometric checklist by the majority, that is 17 of his peers. Moreover, student number 15 had a very short-tempered personality, while student 2 required patience. Likewise, they had had a previous incident 2 years before. Thus, it was impossible to put them together in any group activity. Student number 2 is an affectionate boy, but most peers avoid working with him as he finds it difficult

to stay in his seat and focus on tasks. It is crucial to pay attention to the personalities of the different students to determine who can integrate and help this classmate. Considering the sociometric test's results, the researcher created strategic groups in which students with behavior problems were placed separately from one another. Hence, students with better understanding of English were put together with those who found it a bit more challenging. The following table illustrates the work group which were initially designed for the cooperative classroom activities.

Table 3 Initial Group Setup

	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>
Student number	4	2	5	1	8
	7	9	14	3	13
	16	10	17	12	18
	19	11	21	15	20

*Table 3. Shows the initial group set up for CLA application. Source: Researcher's own creation.*

This table shows the initial workgroups setup after considering the data gathered from the observation, surveys, and sociometric test. The class was divided into five groups, each team consisting of carefully chosen members. In group number one, for example, students 4 and 19, who were great at English and liked helping others, were put together with students 7 and 16 which had some difficulties with English and organization. Student 4 was very responsible and organized, and she took it upon herself to assist student 16 in everything

he needed. She constantly reminded him to use colors in his works, and helped him with the exercises when he did not understand.

In group number 2, students 11, 10, and 9 were very responsible, organized, patient, and quiet. They had similar personalities and in the sociometric test they did not write and x next to student 2. For these reasons, they were put together in this group to balance the needs of the four members of the group. In group 3, students 14 and 5 had some needs in English grammar; hence, students 17 and 21 were very good at it. Thus, these students were placed together to balance the needs. Moreover, the 4 students wrote a check or a hyphen next to each other's name in the sociometric test checklist. Equally for group 4, in which students 1 and 15 were good friends and had a good grammar, and students 3 and 12 were good friends but who were quite shy and insecure. Finally, in group 5, students 13 and 18 had a great English level, and students 8 and 20 needed confidence in the language.

### 4.1.5 Diagnostic Results

Table 4 Diagnostic Results

	Verb Be (6pts)	Regular Past Tense (3pts)	Demonstrative Pronouns (4pts)	Total (13pts)
<b>1</b>	4	1	4	9
<b>2*</b>	0	0	0	0
<b>3</b>	2	0	4	6
<b>4</b>	6	2	4	12
<b>5</b>	5	1	4	10
<b>6</b>	-	-	-	-
<b>7</b>	0	0	0	0
<b>8</b>	6	0	4	10
<b>9</b>	6	3	4	13
<b>10</b>	5	3	3	11
<b>11</b>	6	3	4	13
<b>12</b>	4	2	2	8
<b>13</b>	6	3	4	13
<b>14</b>	3	1	2	6
<b>15</b>	6	3	4	13
<b>16*</b>	0	0	0	0
<b>17</b>	6	3	4	13

<b>18</b>	6	3	4	13
<b>19</b>	6	3	4	13
<b>20</b>	4	1	3	8
<b>21*</b>	6	3	4	13
<b>Average</b>	<b>4.6</b>	<b>1.7</b>	<b>3.1</b>	<b>8.7</b>

*Table 4. Diagnostic Individual and Group Results. Source: Researcher's own creation.*

*Note: During the first week of observation, there were only 20 students, in the second week a new student was enrolled (Student #6)*

This table shows the results of the diagnostic practice which was applied to students during the initial week. The purpose of this table is to show the students' prior knowledge on three grammar topics and to identify if there is a need of improvement. Through this diagnostic, students were asked 6 questions about the verb to be, 3 about regular past tense, and 4 questions about demonstrative pronouns, for a total of 13 points. The diagnostic concluded that the average grade for the first topic was 4.6 out of 6 points. For the second topic, the average was 1.7 out of 3 points. The standard for the third topic was 3.1 out of 4. Finally, the total average was 8.7 out of 13. Ten students obtained great results, getting between 11 or 13 points right. Four students obtained between 8 and 10 points, followed by two students who obtained 6 points. Finally, three students did not obtain any points in the diagnostic practice. Out of the evaluated topics, regular past tense represented the exercise with the lower average punctuation, having five students who obtained 0 points in this fragment.

#### 4.1.6 Sociometric Test 2

Figure 7 Sociometric Test post-application

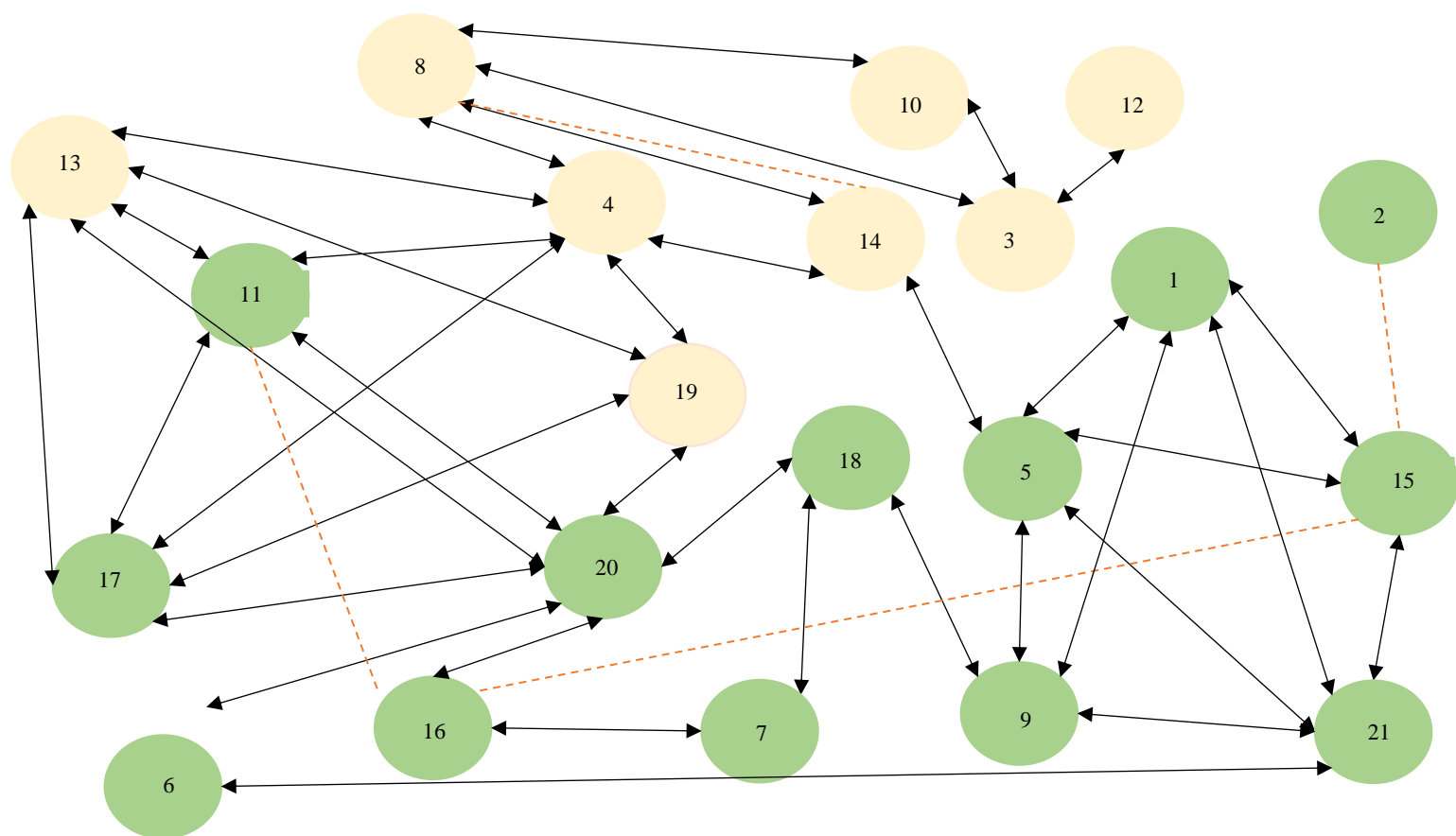


Figure 7. Shows the social relation between the students during CLA application, yellow circles are the female students and green are the males. Source: Researcher's own creation.

This figure shows the relationship among the students in 3C after the application of the cooperative learning approach. This second test attempted to redefine the effective in-class relations among the students by considering their interpersonal relationships and how they worked together during the previously defined groups. This had as the purpose considering the possibility of maintaining or changing the initial groups. The second sociometric test was applied by observing the students' interactions in and out of the classroom post the application of the cooperative learning approach during the initial week.

The researcher perceived that students 9 and 11, who at the beginning were outcasted, were now included in different friend groups. Their introverted personalities remained; however, they now acted friendly and talkative towards their peers. Student 2 continued to be more distant from his group. During recess, he often went to play with 1<sup>st</sup> grade students rather than those of his grade. Nevertheless, during class some peers tried to help and integrate student number 2.

The second sociometric test noted that the group was more united, just like the figure shows. Still, there were some specific cases of students who could not work together in a group due to different situations that occurred among them throughout the weeks. Student number 15 refused to work or talk with students 2 and 16 because of their opposite personalities. Equally, student 11 could not work with student 16, since the first one was shy and introverted while the second was touchy and very affectionate, which number 11 disliked.

During the second observation, the researcher noted that the subgroups within the students had been somewhat united. The first group, which was previously formed by 5, 1, 15, and 21, integrated students 9, 6, and 18. Contrary to expectations, student 9 became very talkative, still his English knowledge was outstanding. Moreover, student 6 enrolled mid-application, but he adapted well to his group. The second group which was formed by girls 10, 12, 3, 8, and 14 remained the same. The third group formed by 4, 13, 19, and 17 integrated student 11, and sometimes interacted with students 16 and 7.

In the original group 4, for example, students 3 and 12 were very good friends, but both had difficulties with English and got distracted by being together. In group number 3, students 5 and 21 were talking a lot during class and did not let others focus, same for students 18 and 20 in group 5. Finally, in group number 2, students 2, 9, 10, and 11 did not work cooperatively, but instead individually. Students 9, 10, and 11 completed everything by

themselves, while student 2 was not able to finish any assignment while working in this group.

Through the second sociometric test's results, the researcher changed the original groups by considering the newly observed interpersonal relations, as well as the cooperation and results shown by the original groups. Only group number 1 remained the same, and the rest were changed. The following table illustrates the changed workgroups for the cooperative classroom activities.

Table 5 Changed Group Setup

	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>
Student number	4	3	1	6	8
	7	11	5	12	9
	16	13	10	15	17
	19	18	14	20	21
		2			

*Table 5. Shows the changed group setup during CLA application. Source: Researcher's own creation.*

This table shows the changed workgroups setup after having applied the cooperative learning approach in 3 classes. The researcher observed that most of the initial groups were not working as expected. Group number 1 was the only group which remained the same. The members of group number two were changed because students 9, 10, and 11 were not talking to one another, and they expressed being frustrated with student 2. This group was changed, so that it now had student 18, who was an extroverted student, 11, who was introverted but had a good relation with two other group members: student 3, and student 2. Moreover, group three was changed and now conformed by two boys and two girls who balanced each other's needs on behavior and English knowledge. For group 4, it was changed so that two boys who were good at English, so they could help a girl and a boy who were lacking on some areas. Finally, on group 5, two introverted students were put together with two extroverted. The four students of the group had a good English level.

#### 4.1.7 Survey 2

Figure 8 During-class survey

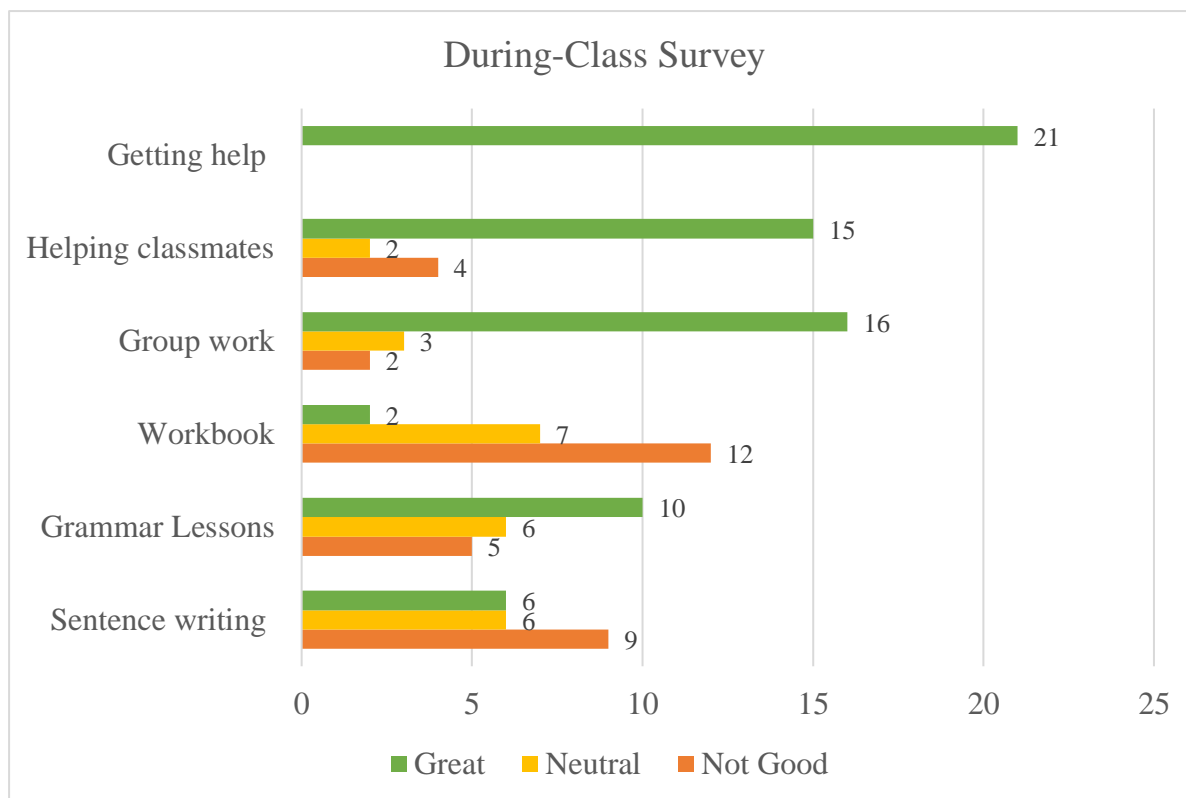


Figure 8. Students' response during the application of the CLA to sentence writing, grammar lessons, workbook, groupwork, helping classmates, and getting help into great, neutral, or not great. Source: Researcher's own creation.

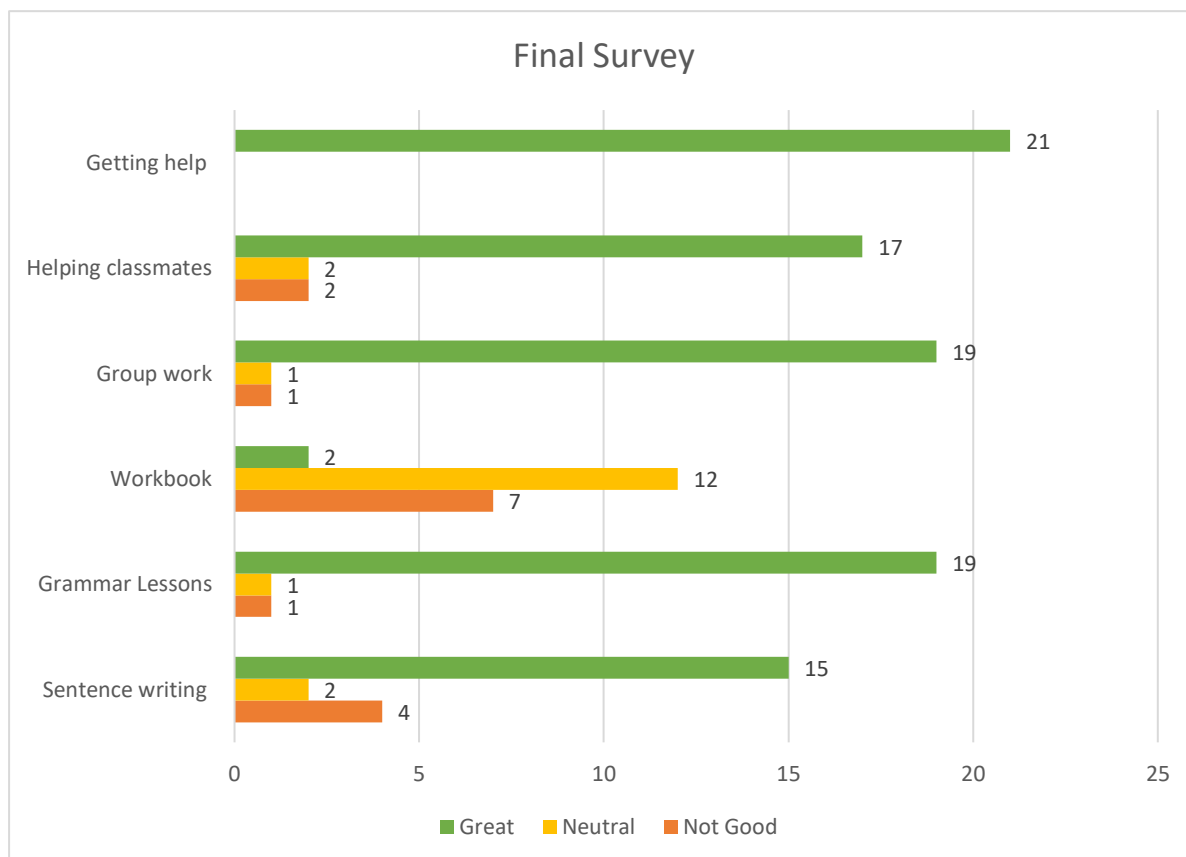
This shows the students' responses to the survey applied during the implementation of the cooperative learning approach during the grammar lessons. Said survey contained a total of six simple questions, and its purpose was to understand the students' feelings about specific criteria of their English lessons. In order to do this, the survey offered three possible answers: great, neutral, and not good. In the first question, students were asked how they felt about writing their own sentences. Nine students out of twenty answered they did not feel good about it, six students chose the option "great," and other six answered they had neutral feelings. There was a small improvement in sentence writing according to students' responses in this and the previous survey.

In the second question, students were asked how they felt about the grammar lessons. For this question, ten students, that is the majority, chose the option “great,” six chose “neutral,” and five students chose the option not good. This shows that a majority of students, now felt great about the grammar lessons. This could be because of the new approach, as they could work cooperatively and, at the same time, work on their autonomy. Likewise, some mentioned loving working in groups, as they could help each other. This question’s results suggest that the CLA in grammar could gradually give good outcomes.

The third question of the survey attempted to know how students felt about working in the book. Just like in the previous survey, the majority, that is 12 students, answered that they did not feel good about working in the book. Moreover, 6 students answered they were neutral and only two students said they felt good about it. In the fourth question, students were asked about how they felt about working in groups. A majority of 16 students answered they felt great about groupwork, 3 students chose the option “neutral,” and only two said they did not feel good about it. Finally, in the last two questions students were asked how they felt about getting help from their peers and helping them. Four students answered they did not like helping their classmates, 2 chose the “neutral” option, and a majority of 15 said they liked to help their peers. The totality of the students answered they liked being helped by others.

### 4.1.8 Survey 3

Figure 9 Final Survey



*Figure 9. Students' response post application of the CLA to sentence writing, grammar lessons, workbook, groupwork, helping classmates, and getting help into great, neutral, or not great. Source: Researcher's own creation.*

This shows the students' responses to the survey applied after the implementation of the cooperative learning approach during the grammar lessons. Said survey contained a total of six simple questions and its purpose was to understand the students' feelings about specific criteria regarding their English lessons. In order to do this, the survey offered three possible answers: great, neutral, and not good. In the first question, students were asked how they felt about writing their own sentences. Fifteen students out of twenty answered they felt great about it, two answered with the option "neutral," and four said they did not feel good about it.

There was another small improvement in sentence writing according to the students' responses in this and the previous survey, since the "great" result increased by 6 students.

In the second question, students were asked how they felt about the grammar lessons. For this question, a majority of 19 students chose the option "great." Only one student chose "neutral" and another one chose "not great." It can be said that the CLA worked as a motivation for these students during their grammar lessons, as the surveys showed that the majority of the class now feels great about them. The third question of the survey attempted to know how students felt about working in the book. The results remained as the ones in the 2 previous surveys with a majority of 12 students answering they did not feel good about working in the book.

In the fourth question, students were asked about how they felt about working in groups. Nineteen students answered they felt great about groupwork. Only one student picked the "neutral" option and another one picked the "not great" one. Finally, students were asked how they felt about getting help from their peers and helping them. Two students answered they did not like helping their classmates, 2 chose the "neutral" option, and a majority of 17 said they liked to help their peers. The totality of the students answered they liked being helped by others.

### 4.1.9 Surveys' Comparison

Figure 10 Survey Comparison

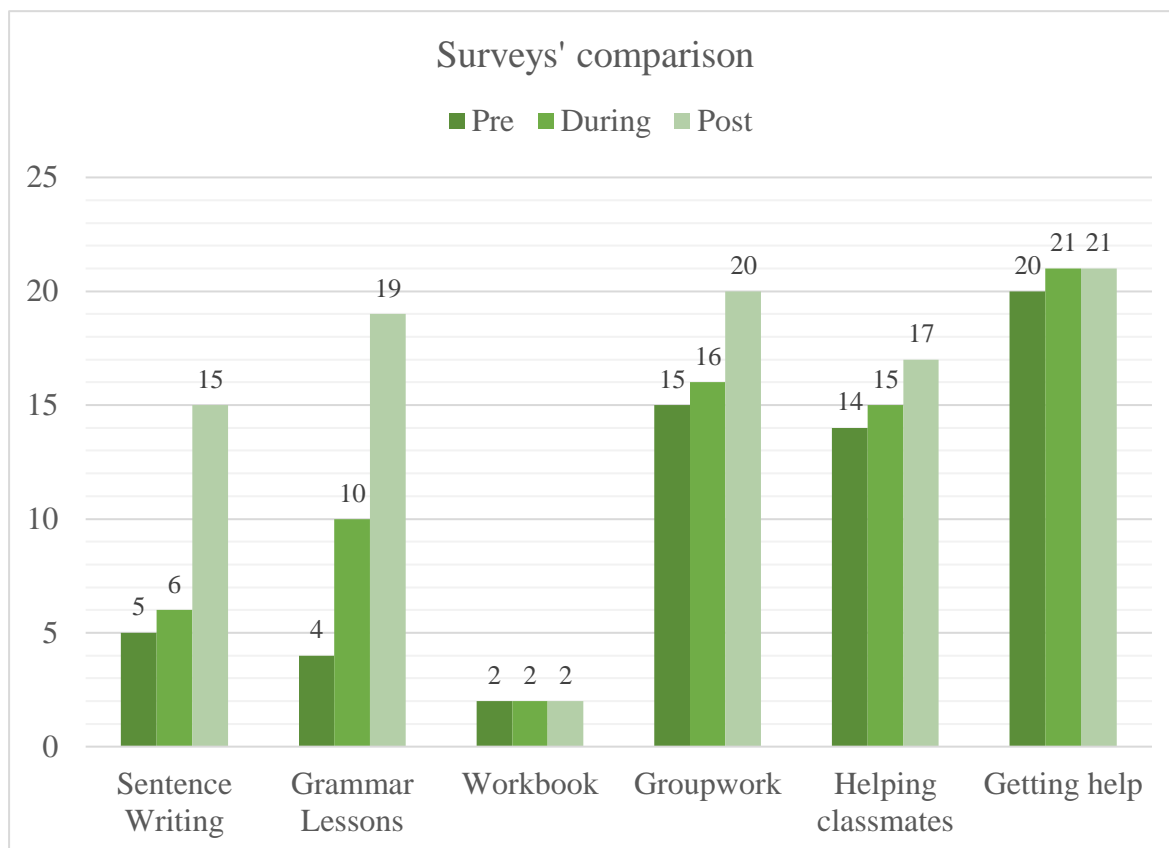


Figure 10. Students “great” response to sentence writing, grammar lessons, workbook, groupwork, helping classmates, and getting help pre, during, and post the application of the CLA. Source: Researcher’s own creation.

This figure shows a comparison between the surveys’ results throughout the data collection and analysis processes by relating “great” answers through the three surveys. Concerning sentence writing, there was an increase of 50% of the students’ positive response towards this area of grammar pre and post the application of the cooperative learning approach. Similarly, the opinions of the students regarding grammar lessons increased positively by 6 between the pre and during CLA, and a 15 between the pre and post CLA implementation. The opinions regarding the workbook remained negative throughout the process. Following, the positive reviews for groupwork increased from 15 to 20 between the pre and post application. The criteria “helping classmates” increased positively by three

during the process. Finally, the rates for “getting help” remained positive for all students through the process.

#### 4.1.10 Observation 2

Figure 11 Groupwork 2

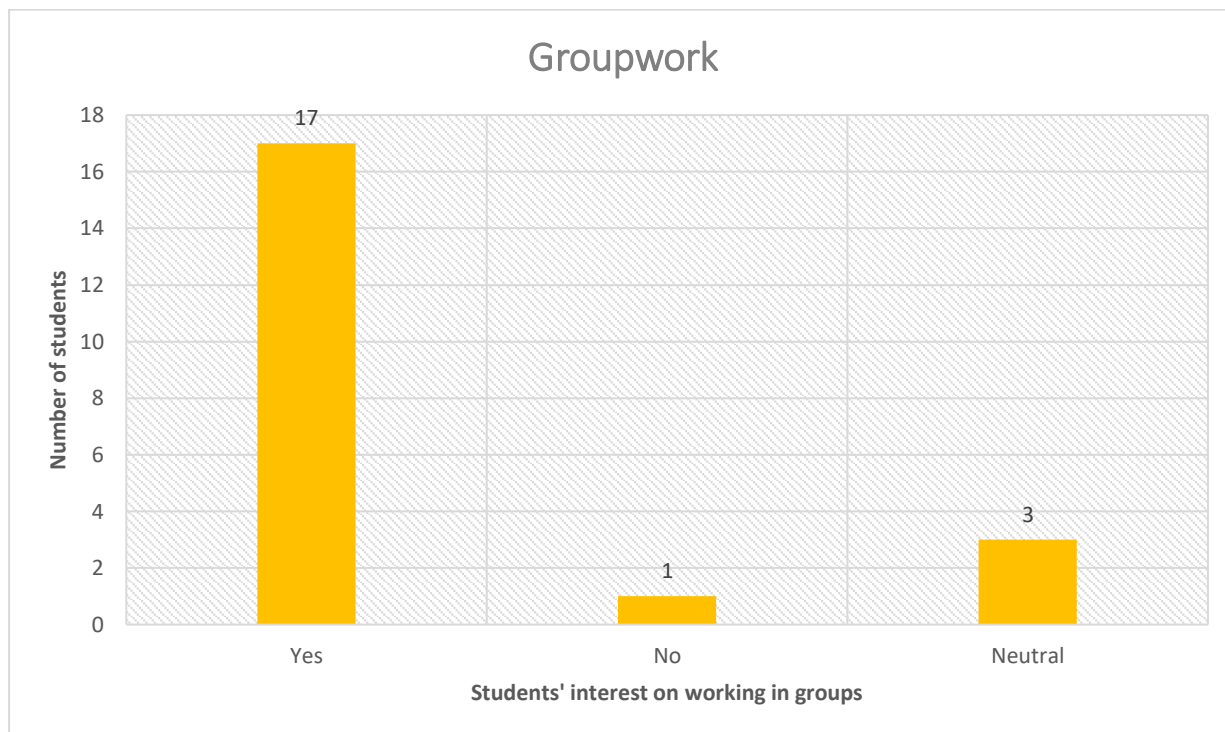


Figure 11. Students' interest response to groupwork, yes meaning interest, no meaning no interest, and neutral meaning no care. Source: Researcher's own creation.

After the implementation of the CLA, the researcher observed the students' reactions to the same criteria established in the first part of the data collection and analysis process. This shows the students' final reaction to groupwork. It was observed that after implementing the cooperative approach, 17 out of 21 students enjoyed working in groups, and did so efficiently. The researcher observed that there was a big difference in regard to the student's cooperative and autonomy skills. During the first observation, although students were arranged in groups, they chatted a lot among themselves, did not help one another with the tasks, and asked the teacher for affirmation. On the other hand, during this last observation, the researcher noted that students helped each other more, chatted only when necessary, and needed less affirmation from the teacher. Only one student did not succeed on working

cooperatively, because he did not work unless the teacher was next to him telling him to keep going. At the end, he was placed into a group where his 4 other classmates encouraged him to work; in fact, he only finished the activities sometimes.

During the last observed lessons, the students worked cooperatively on the activities presented in the class planning. They enjoyed working together with their classmates, as well as participating in different activities each lesson. The researcher noticed that there was a great interaction among the members of the groups regarding the class activities completion. Only students 15,13, and 11 showed a neutral behavior towards working in group or individually. These three students were already autonomous, and in some occasions, they expressed that they preferred working alone, as it was faster that way. Still, these students did not have a problem when working with other peers if they were not in the same group as classmates who had very intense personalities or disorganized habits.

The purpose of this observation was to represent the students' reaction towards cooperative work in comparison to the first observation. Through the figure, it was concluded that there was a positive increase regarding the students' behavior towards groupwork. Moreover, the cooperative work helped them develop social skills such as teamwork and autonomy.

Figure 12 Active Participation 2

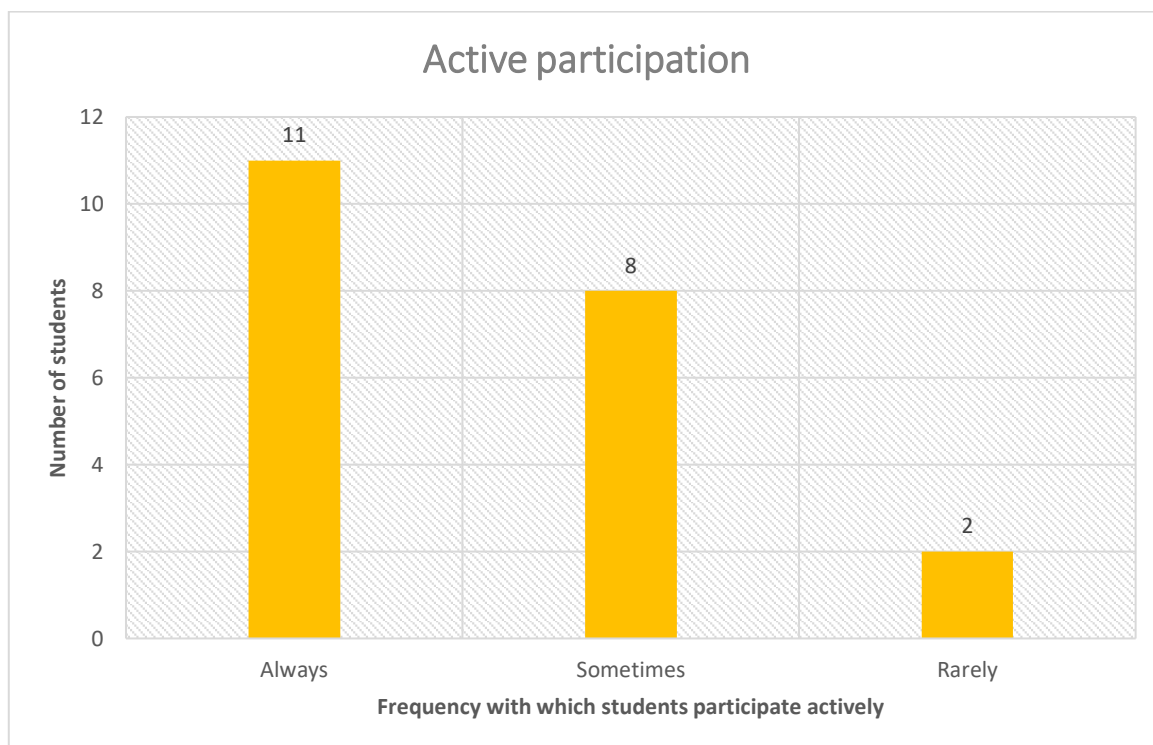


Figure 12. Frequency of students' active participation during grammar lessons after implementing the CLA. Source: Researcher's own creation.

In order to compare the participation of the students during the grammar lessons before and after the implementation of the cooperative learning approach, this figure shows the frequency with which students participated after having implemented the CLA. Moreover, the figure shows that the number of students who always participated actively were now 11. This means that there was an increase of 4 students in comparison to the first observation. Additionally, the number of students who sometimes participated also increased, this time by 3. Finally, the number of students who rarely participated decreased by six.

The researcher observed that students who initially sometimes or rarely participated, such as student 11 and 12, started to engage more into the lessons by rising their hand to read or say the answer to an exercise. Equally, students 7 and 8 started to participate more despite the fact that English was a bit challenging for them. The student 6, who enrolled mid lessons,

was very participative. Students 10 and 16 remained among the ones who rarely participated; however, they still answered if the teacher asked them directly. Since participation is an important element of CLA, this intended to show the frequency of active participation in students after having applied the cooperative learning approach. Consequently, the figure showed a positive result regarding participation, as the number of students who always and sometimes participated increased, while the students who never participated, decreased.

Figure 13 Grammar Structures post-application

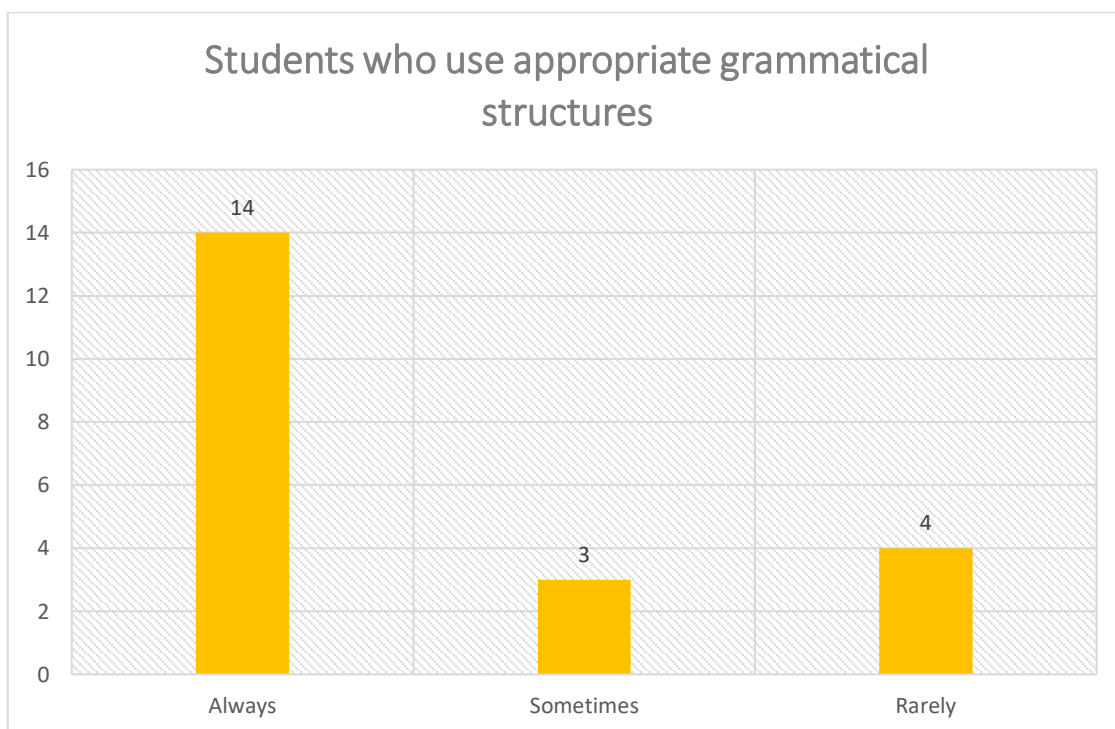


Figure 13. Mean frequency with which students use appropriate grammatical structure. Source: Researcher's own creation.

This figure shows the frequency with which students implemented the appropriate grammatical structures after applying the CLA. It can be noted that 14 students always used appropriate structures for their level, 3 students sometimes did, and 4 students rarely did. This shows an important difference between the results pre and post the CLA implementation. In the first observation, only 6 students participated all the time. This number increased by 8 students. On the contrary, the number of students who rarely participated decreased by 7

students. The researcher found out that students who were initially good at grammar helped other classmates during cooperative work, so this resulted advantageous for every student. Some students such as 4, 18, and 19 showed greater results than those in the initial observations. Still, as the study was only implemented during a three-week period, some students who required more time to learn, remained lacking in some grammar areas. The purpose was to identify the difference between the frequencies with which students implemented the correct grammar pre and post the application of the cooperative learning approach. This figure turned out helpful as it allowed the researcher to perceive better usage of grammatical structures both orally and written.

Figure 14 Knowledge Confidence post-application

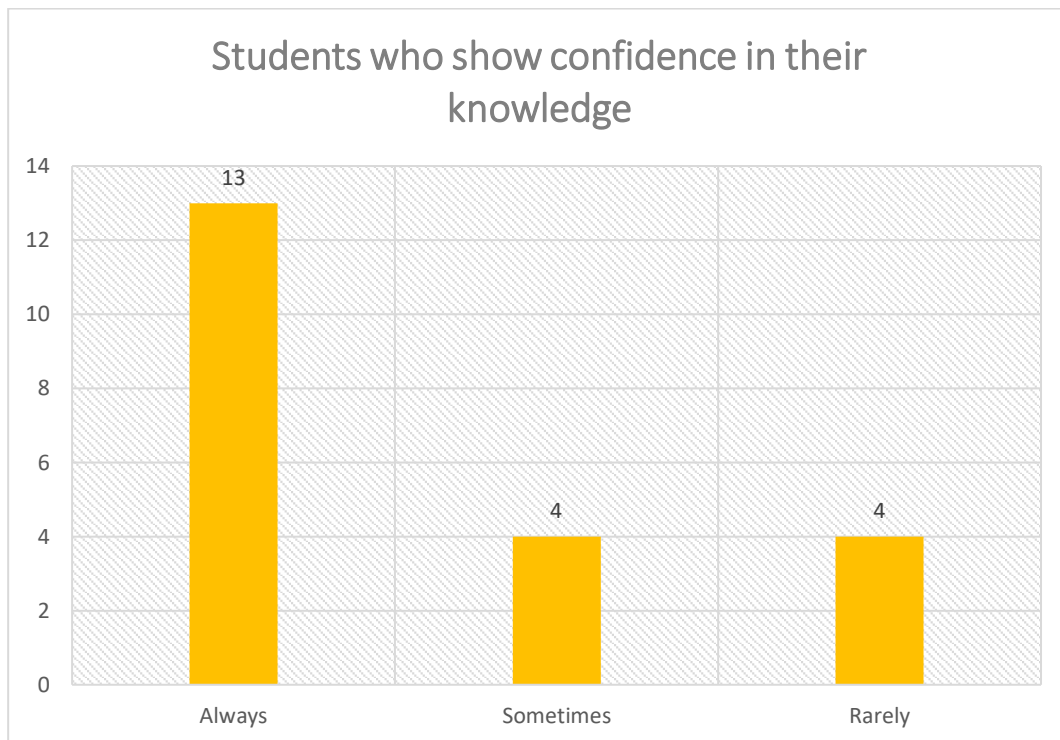


Figure 14. Frequency with which students show confidence in their knowledge post CLA. Source: Researcher's own creation.

From a total of 21 students, 13 of them always showed confidence in their knowledge, 4 of them sometimes did, and the other 4 rarely did. That means that the students' confidence in their knowledge increased by 8 in the criteria "always." At the same time, the number of students who rarely trusted their knowledge decreased from 9 to 4. The researcher noticed that initially the students appeared very insecure, when working alone. Once they started working cooperatively, students did not stand so much to ask the teacher. Students 13 and 19, who initially required constant affirmation, worked more independently when in teams. Through this, the researcher observed a positive advance for the students' autonomy skills and confidence.

#### 4.1.13 Checklist 2

Table 6 Student Final Observation Checklist	All	Most	Some	Almost None	None
Have a good relation among all students in the group		✓			
Participate actively in the lesson		✓			
Help each other when a classmate needs assistance		✓			
Use the target language to communicate during the lesson			✓		
Show understanding of what the teacher explains in the target language		✓			
Follow instructions		✓			
Show confidence in their knowledge			✓		
Enjoy working in pairs/groups		✓			
Complete exercises by themselves with no need of guidance			✓		
Listen to each other's contributions		✓			
Use appropriate grammatical structures when writing			✓		
Use appropriate grammatical structures when speaking		✓			
Complete the task efficiently when working cooperatively	✓				

Table 6. Final student observation checklist shows the observed criteria post CLA application.  
Source: Researcher's own creation.

## **Chapter V**

### **Conclusions and Recommendations**

In this chapter, the researcher presents the conclusions obtained from the investigation. In the first place, the chapter develops the results gathered for each of the investigation's objectives. Following, the initially formulated research question, which powered the investigation, is restated, and answered by considering the information collected throughout the study. At the end of the chapter, the researcher provides recommendations for the readers and future researchers.

#### **5.1 Purpose of the Conclusion**

The purpose of the conclusions is to give the results of the analysis by summarizing the obtained data and stating the end of the process. Through this chapter, the researcher restates, in a summarized manner, the results presented in the previous chapter while also providing a clear closing for the investigation. The aims of the investigation, which were stated in Chapter I as objectives and research question, are answered in the following fragment. Simply explained, the conclusion's purpose is to define whether or not the investigation's objectives were answered along the process led through the research. This investigation attempted to analyze the effects of the cooperative learning approach in English grammar in third grade students at Saint Michael School during the second quarter of 2022; this by answering three specific objectives. Following, the conclusions for each objective are developed.

#### **5.2 Conclusions**

The purpose of the investigation was established at the beginning of Chapter I through a general objective and three specific objectives. For this reason, each chapter in this research is based on these objectives. Equally, the conclusions also follow the initially

established objectives. In these conclusions, each objective is developed by providing the obtained results from the collected and analyzed data. To do this, each specific objective is rewritten followingly, in order to establish a closing for each purpose.

### **5.2.1 To identify the needs of third grade students when learning English grammar.**

The word “needs” refers to the necessities that a subject or group has towards a particular phenomenon. During the observations, the researcher perceived that the students in 3C presented some needs in regards to English grammar. They were not confident when writing their own sentences, and when they did so, they made grammar mistakes. Moreover, the common sentence length was that of simple sentences, such as “the dog is brown.” Additionally, students did not implement appropriate grammar structures when speaking. Most times, they could form simple sentences in the present tense, but when they had to speak in the past tense, they did not know how to. The research noted that these deficiencies could be the result of the lack of interest towards grammar, especially because they associated these lessons with the teacher explaining and them working on the book or a practice, which according to the investigation’s results, they did not enjoy doing.

At the beginning, when students were working individually, some of them did not understand the activities, instructions, and exercises. For this reason, they were not able to accomplish the desired objectives. Although, the teacher provided time for students to work on the exercises, some of them never managed to do so because they did not understand. At the end, as it was necessary for all the students to have the correct answers, the teacher checked generally; even though, only some students were able to complete the activities. In relation to this, in the first observations, only a small number of students participated when the teacher asked orally. Just like with the written activities, students did not participate

because some of them did not fully understand; hence, they were not confident regarding their answers.

Although, grammar is one of the skills the educational system focuses more on, the lack of interest, confidence, and grammar bases can lead students to present difficulties with this English skill. Likewise, the educational system often relies only on explanation, textbooks, and workbooks to develop the grammar skills. This, however, is not so convenient, as students are often not learning effectively. By using other methods and approaches, such as the Cooperative Learning, students are de-suggested from the idea that grammar is boring and difficult. Instead, they are given the chance to learn together with their peers, help each other, build their confidence and autonomy. Grammar might be one of the most challenging areas when learning a language; however, most schools dedicate much more time to grammar than they do to areas such as speaking or reading. For this reason, this time must be taken advantage of to effectively teach grammar, and not just recite rules and ask students to apply them in a practice or test. Boring as it may be, there is a vast number of methodologies and approaches with which students can view grammar in a new light, so that they do not end up with gaps on their target language grammar knowledge.

### **5.2.2 To implement activities using the cooperative approach in grammar teaching.**

In an attempt to cover the students' needs regarding English grammar, the researcher initially proposed implementing the cooperative approach during their daily class activities. During the first observations, the researcher perceived that the students rarely worked in groups, but rather they did so individually. Moreover, it was perceived that the students were very dependent on the teacher and did not work autonomously. They were also very insecure when working on grammar activities.

Before implementing activities using the cooperative approach, the researcher talked to the students and shared with them during the observed lessons in an attempt to build rapport. This as the relation among the students and researcher must be great for the lessons to go as effectively as possible. The researcher prepared the classes to offer students a new, nice classroom environment. The lessons were prepared so that each of them had a warm up, class activities, and assessments. The warmup activities consisted of short, 5 to 10 minutes activities. Their purpose was to encourage and motivate students for the lesson. These activities were applied at the beginning of the lesson. It was always attempted that these activities were fun and related to the topic that students were to study during the day.

Following the warm up, the researcher also designed classroom activities using the cooperative approach. The purpose of these activities was for students to learn about the grammar topic using non-traditional means, in this case, the cooperative approach. Among some of the implemented activities were showdown, round table, and jigsaw. These activities were applied together with the methodologies such as positive reinforcements and group roles. Through the implementation of these activities and the assessments, the researcher perceived that students worked more autonomously, confidently, and showed a better understanding and application of many of the studied topics, one example being the creation of sentences. Students started trying to use English at all times when talking to the teacher and researcher, and not only used the simple present but also the simple past.

### **5.2.3 To evaluate the final outcomes of cooperative work in grammar learning.**

It is hard to fully evaluate the outcomes that the cooperative approach had in Grammar learning in such a short period; nevertheless, the researcher did perceive some changes in the students before and after applying the CLA. After two weeks of working with the students, the researcher noted that the students' confidence in English Grammar increased greatly when

they worked in groups. Moreover, most students participated more after having their peers backing them up in the team. Some students who were shy and insecure about their knowledge, started showing more self-confidence and delivered great results in both, written and oral grammar exercises.

Among the results, it was curious to the researcher how at the beginning cooperative work was challenging as students constantly chatted among themselves and interrupted the lesson. However, after working in groups for a couple of days, students focused on the task despite the group setup. It also came to notice that students worked faster and better when they did so cooperatively. Some of the students who usually had difficulties with grammar (such as structures or sentence formation) were assisted by their group members. Equally, the students appeared motivated to work in groups and saw it as a reward. Additional to assigning roles to the team members, the researcher created a “feline competition,” in which each group was given a feline pet and they had to compete towards the same goal: delivering excellent teamwork each day. Students were motivated as they were also offered positive reinforcements, such as extra recess and certificates.

As stated at the beginning of this conclusion, it is hard to completely measure the outcomes of applying the CLA within a short period of two weeks. Despite considering all the previous outcome observations, it would be great to work with this group for a longer period to measure possible long-term outcomes. Nevertheless, by implementing the CLA for two weeks, the researcher observed an improvement with the basic Grammar topics reviewed, as well as the students’ participation, motivation, and teamwork. During this period, students learned that cooperative work does not consist of handing the workload to one person, but rather splitting the tasks and helping those in need.

### 5.3 Restatement of the Research Question

The initial purpose of the investigation was presented through the introductory framework, and it consisted of analyzing the effects of the cooperative learning approach in English grammar in third grade students at Saint Michael School during the second quarter of 2022. Following this, five chapters were constructed based on a thorough investigation using multiple sources. By conducting this investigation, the researcher achieved the objective formulated in Chapter I and answered the initially set research question. Moreover, the researcher was able to analyze the effects that the cooperative approach had on English Grammar by using referential researches, theories, and methods, as well as by applying the object of study in the 3<sup>rd</sup> grade classroom at Saint Michael School. Having gathered all the data, this answers the research question established at the beginning: What are the effects of the cooperative approach in English grammar in third grade students at Saint Michael School?

From the analysis, the researcher concluded that the effects of cooperative learning can be very beneficial in English Grammar for third grade students. Among the effects, the research points at an improvement in sentence writing, usage of past grammar structures, and interest on grammar. Additionally, other important effects include confidence, participation, autonomy, and interest. These effects, however, are of course variable depending on each subject. For most students, cooperative learning resulted beneficial, yet there was a small percentage that never fully engaged in cooperative learning and consequently, did not get advantageous results.

The effects that the cooperative approach may have, can be measured with a group. However, it is necessary to know that all individuals are different. Even if the majority of students are benefited, one person might not be. These effects depend on a number of factors such as their personality (introverted or extroverted), tolerance, inter and intra personal skills, and general morals. Although, it is often necessary for students to work individually,

cooperative learning is a useful method, which can be implemented in classrooms to improve the group's interpersonal relations, promote teamwork, and social skills, as well as work on autonomy and confidence by giving students the opportunity to help and be helped by their peers. Moreover, applying approaches such as this one can help teachers to raise the students' interest on areas that are often challenging for them.

#### **5.4 Recommendations**

In the final analysis, the researcher provides a series of recommendations for future investigators. These recommendations are developed based on the experience gained from this investigation's process, and they include general and specific suggestions regarding working on an investigation and implementing this specific approach. Following, the researcher develops each of the recommendations.

In the first place, it would be ideal to alternate between individual and cooperative work during the lessons. By allowing students to work in groups and by themselves, they can learn autonomy and individual accountability. Moreover, by alternating between these methods, the teacher can note each student's strengths and weaknesses. This way, the teacher will also notice, the areas in which each individual needs to work on and if they are more benefited by working in groups or alone.

Secondly, future researchers can try to implement the cooperative approach for a longer period of time. Although, this investigation offered some outcomes regarding cooperative work in English grammar, the period during which this approach was applied was too short. By implementing the approach for a longer period, the researcher could perceive important long-term effects.

A third recommendation is to make sure students understand their individual accountability and team accountability. Cooperative work may be something new for many

students. For this reason, some of them may not fully associate groups with work, but rather with an opportunity to chat. It is suggested to the researcher to explain what cooperative work is and how each individual has a role within the group. This way, each student will be introduced to the term individual accountability, and understand that their actions can affect their team.

In the fourth place, it is suggested to build rapport with students since the beginning. It is always important to remember that the researcher often goes to the institution in the middle of the school term, which means that most students are now accustomed to only being with their teachers and peers in the classroom. At the beginning, the researcher will be a stranger. Consequently, if a good relation is not built among the researcher and students, the investigation's results can be negatively impacted.

Finally, the researcher provides a general recommendation concerning the investigation process. It is suggested to observe the group previous to choosing a title for the investigation. Only by observing the group, the researcher will be able to identify a necessity, and only by identifying a group's needs the researcher can develop an effective investigation. After having identified a need within the group, think of a way to solve it and base the investigation on this. All things considered, this research can be useful for future investigators, readers, and teachers who would like to improve students' development during English lessons. Besides giving a new light to Grammar learning, the Cooperative Learning Approach offers a series of benefits for both, the teachers and the students.

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## ANNEXES

## 6.1 Survey

**How I feel about English**

Name: \_\_\_\_\_

Color the picture that shows how you feel about each question.



Great



Neutral



Not good

How do you feel about writing your own sentences?



How do you feel about Grammar lessons?



How do you feel about working on the book ?



How do you feel about working in groups?



How do you feel about helping your classmates?



How do you feel about getting helped by your classmates?



## 6.2 Sociometric Test



### Groupwork!

Draw the following next to each name according to your preference.

✓ if you would like to work with a classmate

– if you would not mind working with a classmate

X if you would not like to work with a classmate

Student name	Would I like to work with them?
E.g. Pete	✓
1. ....	
2. ....	
3. ....	
4. ....	
5. ....	
6. ....	
7. ....	
8. ....	
9. ....	

## 6.3 Grammar Diagnostic Practice

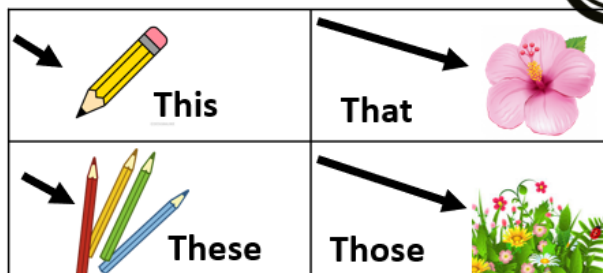
3<sup>rd</sup> Grade – English- T. Joselyn & Shirley

## Verb Be





1. Complete the blank spaces with the correct form of the verb be.
  - a. I \_\_\_\_\_ hungry.
  - b. She \_\_\_\_\_ playing football.
  - c. You \_\_\_\_\_ in the classroom.
  - d. He \_\_\_\_\_ writing.
  - e. They \_\_\_\_\_ reading.
  - f. We \_\_\_\_\_ in the library.

1. Complete the spaces with the correct form of the verb in past.

- a. I \_\_\_\_\_ yesterday. (study)
- b. You \_\_\_\_\_ the game on Tuesday. (finish)
- c. He \_\_\_\_\_ in Paris last year (live)



2. Complete the spaces with the correct word.

- a. \_\_\_\_\_ are balls.
 
- b. \_\_\_\_\_ is an eraser.
 
- c. \_\_\_\_\_ are trucks.
 
- d. \_\_\_\_\_ is a camera.
 

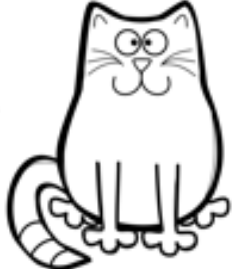


## 6.4 Prepositions of time summary

Third Level/ English  
T. Joselyn and T. Shirley

SMS  
1990

Grammar  
**PREPOSITIONS OF TIME**  
In – On – At



<b>At</b>	Before specific <b>hours</b> and <b>Holidays.</b>	At 7.00 am. At Thanksgiving.
<b>On</b>	Before <b>days</b> and <b>dates.</b>	On Mondays On Tuesday 14 <sup>th</sup>
<b>In</b>	Before <b>months, years, seasons</b> and <b>long</b> time <b>periods.</b>	In June In 1988 In summer In the 1940's

## 6.5 Prepositions of time practice

Third Grade / English  
T. Joselyn and T. Shirley



Grammar

## PREPOSITIONS OF TIME

In — On — At

Complete the following sentences with the correct prepositions.

I like to visit the beach \_\_\_\_\_ summer.

She visits grandma \_\_\_\_\_ Christmas.

I have dance class \_\_\_\_\_ Mondays.

Strawberries are harvest \_\_\_\_\_ May.

My birthday is \_\_\_\_\_ October 16<sup>th</sup>.

Santiago has breakfast \_\_\_\_\_ 7.30 am.

My mom lived in Paris \_\_\_\_\_ 1975.

I go back home \_\_\_\_\_ 2.30 pm.



## 6.6 Show-down Cards

She  eating pizza.

**IS**

**ARE**

**AM**

are black cats.



**THIS**  
**THAT**  
**THESE**  
**THOSE**

Activar Windows  
Para configurar este equipo con Windows

**STUDY**

**-ED**  
**-IED**  
**-D**

Make a sentence in the past.

Activar Windows  
Para configurar este equipo con Windows

## 6.7 Role Cards

<p>TIME KEEPER</p> 	<ul style="list-style-type: none"> <li>• Gives instructions of time for each task and manages it</li> <li>• Asks the group to help each other if a member is having difficulty with completing the task in time</li> </ul>
<p>ENVIRONMENT SUPERVISOR</p> 	<ul style="list-style-type: none"> <li>• Makes sure the team works in a clean, organized space</li> <li>• Controls noise in the team</li> <li>• Makes sure the team cleans their workspace at the end of the activities</li> </ul>
<p>NOTE TAKER</p> 	<ul style="list-style-type: none"> <li>• Write down what the team discusses</li> <li>• Create an agenda with the instructions/ things to do</li> </ul>
<p>SPEAKER</p> 	<ul style="list-style-type: none"> <li>• Speak for the group when asked to answer a question</li> <li>• Listen to members' opinions and share what they say</li> </ul>
<p>COORDINATOR</p> 	<ul style="list-style-type: none"> <li>• Orally summarizes the instructions</li> <li>• Makes sure everyone understands</li> <li>• Encourages everyone to participate</li> <li>• Helps members in need</li> </ul>