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# KEEPING STUDENTS ENGAGED THROUGH COOPERATIVE LEARNING ACTIVITIES TO IMPROVE ACADEMIC ACHIEVEMENT IN GRAMMAR AND VOCABULARY

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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**

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## **APPROVAL**

The thesis titled “Keeping students engaged through cooperative learning activities to improve academic achievement in grammar and vocabulary” presented by Fiorella Giselle Terry Torres in accordance with the requirements of being awarded the Degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the thesis director M.Ed. Maria Luisa Mu and defended on ..... before a Jury with the following members:

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President

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Secretary

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Informant



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## **SUMMARY**

The present investigation, “KEEPING STUDENTS ENGAGED THROUGH COOPERATIVE LEARNING ACTIVITIES TO IMPROVE ACADEMIC ACHIEVEMENT IN GRAMMAR AND VOCABULARY”, intends to be a contribution to teachers whose outcome is that students share and help each other in the learning process in order to obtain good academic results.

Studies show that engaging students in an English classroom with different strategies, guarantees a long attention and involvement span. On the other hand, research evidence that by working cooperatively, learners feel more confident, help each other and leadership is fostered. Moreover, this was an opportunity to make them understand that in the real occupational world, collaborative and cooperative work are requirements that a professional must meet. Together, these two variables –student engagement and cooperative learning- guarantee effective learning and positive academic results.

In this quasi-experimental study, a control group and an experimental group were defined. Cooperative activities were used and adapted according to the course syllabus provided by the university. Among the instruments used to measure the variables, surveys were elaborated, students gave their opinion about the class sessions, FCE rubrics and my own rubrics were used to reinforce the validity and reliability of the research.

By the end of the research, positive results were obtained and the hypothesis was reinforced. It was shown that “Behavioral, emotional and cognitive student engagement through cooperative learning activities improve academic achievement in vocabulary and grammar.”

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## **INTRODUCTION**

Reasons for studying English may vary among learners and the objective is clearly to learn a new language. In the academic field, English is a subject studied from kindergarten to post-graduate level, however, motivation to learn decreases as the level gets higher. As Fredricks et al. (2011) mentions “Young learners enter kindergarten with a sense of wonder and excitement. Yet, high school students consistently report feeling disconnected from their schools, their teachers, their curriculum, and the knowledge they need to be successful in their lives and careers.”

This disconnection from love to learning is called engagement gap which leads to high absence rates, student boredom, low academic achievement, among other negative consequences for learning. “Students lose their desire to learn” (Yazzie-Mintz, 2010, p. 10).

One of the main reasons for such gap is that most teachers continue lecturing throughout the duration of a lesson and thinking they are the masters of the class. As a personal point of view, our duty as teachers is to make learners be active –not passive– actors in class and get involved with what they have to learn through engagement.

Engagement is the positive involvement of students in learning activities in the behavioral, emotional and cognitive domains (Skinner, Kindermann, & Furrer, 2009).

A good way to promote student engagement is through interactive and social activities in class known as active learning, making students become aware of what, how and why they are learning (metacognition). Through these active, collaborative, cooperative, and other learner-centered tasks, a positive impact will be produced on academic achievement.

I observed that some learners lack motivation when learning English; therefore, their performance is affected. Research on classroom engagement has been done in a foreign context, mainly within the American context; however, few studies on Latin American or Peruvian contexts have been published. Thus the purpose of this paper “Keeping Students Engaged through Cooperative Learning Activities to Improve Academic Achievement” is to serve as a contribution to improve the manner in which teachers teach in private universities in Lima to the benefit of learners.

This research is important since the results will include not only improvement of behavioral attitudes like attention, participation, etc.; but also emotional attitudes like enjoyment and interest; and cognitive attitudes like finding and using adequate learning strategies and satisfactorily facing challenges. Thus all this will be translated into high academic achievement as indicated in this statement “Student engagement measures have been shown to correlate positively with achievement and to reduce the drop-out rate. Engaged students are more likely to earn better grades and perform well on standardized tests” (Fredricks, et al, 2011, p.2).

The problem stated in this research is *What is the association between student engagement and cooperative learning in the pursuit of higher academic achievement in grammar and vocabulary?* When literature was reviewed, a wide range of engagement strategies and activities were found, some of them were associated to active learning but further studies failed to prove that higher scores or better achievement were feasible. In this study we want to engage students through cooperative learning activities so that their academic achievement in grammar and vocabulary improves.

For such purpose, a quasi-experimental research was performed in two different English classrooms at a private Peruvian university. The results of the study show that although students, at first, hesitated to work on different activities other than those typically presented in class, as time passed learners were actively engaged in the cooperative activities performed in class. Most of them stated that they enjoyed the time they were in class and felt comfortable working cooperatively. Learners were more confident when speaking, and the scores they obtained were slightly higher than and rather uniform compared to those obtained by the control group.

This thesis is divided into four chapters. In Chapter 1 the reality of the problem is described and the research question is made, general and specific objectives are set, the research is justified, limitations are described and the antecedents of the study are explained. In Chapter 2 key terms are defined and the theoretical framework is developed. In Chapter 3 the type and design of the investigation is described, the population and sample are indicated, and the data collection techniques are described. In Chapter 4 the results of the application of research instruments are presented, analyzed and interpreted; conclusions are explained and recommendations are provided. Appendixes and graphs are included in the last part of the thesis.



## **CHAPTER 1**

### **INVESTIGATION OUTLINE**

#### **1.1. Formulation of the problem**

Standards of quality get higher in the educational level, from elementary school to university. It is the teachers' responsibility to maintain those standards since high standards in schools and universities will ensure optimal student academic achievement (Zimmerman, 2013). Currently, in private universities in Lima, education is highly competitive, being a major requirement obtaining high academic achievement. For this reason, teachers are in the pursuit of strategies to get students involved in class in order to obtain positive academic results. Astin (1993) states that student involvement is one of the most important predictors of success in college.

The methodology under study in this research is active learning, specifically collaborative learning, as a means to motivate and engage learners in order that their scores in grammar and vocabulary improve. Literature reviewed evidences that there is a positive relationship between active learning and positive academic achievement. According to Johnson and Johnson (1989, 2009), promotive interaction is expected to lead to higher academic achievement. Bonwell and Eison (1991) concluded that active learning leads to better student attitudes and improvements in students' thinking and writing. As to the relationship between cooperative learning and high academic achievement, Norman and Schmidt (2000) state that students working in teams has a positive

effect on academic achievement while self-directed learning has a slight negative effect on academic achievement. Furthermore, Prince (2004) sustains that cooperation is more effective than competition for promoting a range of positive learning outcomes. Such results include enhanced academic achievement and a number of attitudinal outcomes.

In view of the merger of student engagement and collaborative learning towards high academic performance, we set the following question: What is the relation between student engagement and cooperative learning in the pursuit of improved academic achievement in vocabulary and grammar?

## **1.2. Hypothesis**

### **1.2.1. General hypothesis**

Behavioral, emotional and cognitive student engagement through cooperative learning activities improve academic achievement in vocabulary and grammar.

### **1.2.2. Specific hypothesis**

- By applying cooperative learning activities in class, students get involved physically, cognitively and emotionally which will lead to positive academic results in vocabulary and grammar.
- Student motivation through cooperative learning activities leads to learners' involvement in grammar and vocabulary activities performed in class.

## **1.3. Delimitation of the objectives**

Throughout my years of experience teaching English, I observed that university students' motivation to learn English is low and it is conditioned by academic requirements set by the institution where they study. "Students learn what they care about and remember what they understand" (Ericksen, 1984, p. 51). For this reason, engaging students



with interactive activities is of utmost importance so as to foster the desire to learn and to spread the thought that learning is fun.

An active method will be used to achieve interaction among students and to extend their attention span throughout the activity. This way the activity and the content of the activity will be useful for students. As Thomas (1972) stated, the amount of information retained by students declines substantially after ten minutes; therefore it is crucial to use attractive activities.

The variety of active learning selected for this group of students is cooperative learning, being group work the foundation of this kind of activity.

Although we intend to foster a feeling of enjoyment, interest and involvement in the English class, we also want to translate these results into significant learning outcomes which will be reflected on high academic achievement in vocabulary and grammar.

### **1.3.1. General objective**

To determine the relationship between student engagement and cooperative learning activities to improve academic achievement in vocabulary and grammar.

### **1.3.2. Specific objectives**

- To involve learners in class with cooperative activities.
- To employ learner-centered activities in class to promote engagement and enjoyment in class.
- To cause such a positive impact on learners with cooperative learning activities that academic achievement in vocabulary and grammar is improved.

#### **1.4. Justification of the investigation**

This investigation is aimed at contributing to building an engaging learning environment in the classroom in which learners are completely involved and good academic results in grammar and vocabulary are obtained in the short term and long term.

This thesis was born from a personal need for making learners really want to learn and enjoy learning. I identified the need of changing the way I used to teach because I observed lack of attention, lack of interest, low achievement, high absence rate, student boredom and alienation. I used some interactive activities occasionally with my students and I observed enjoyment and excitement during the performance of this kind of tasks.

Now, the challenge is to apply these interactive activities more frequently so that they promote in learners enjoyment and willingness to learn, participate, persevere in face of challenges, invest time in practicing what is done in class and use that knowledge later in real-life situations. Research has shown that students learn by doing, thinking critically about concepts and then applying their knowledge to diverse situations (Jones et. al, 2008).

That is the reason why engaging students with active learning activities, specifically cooperative learning activities, seems the main strategy to motivate and get learners involved in class. Different methods for engaging students exist, however, the use of active learning activities promotes interaction, group work, peer assessment, discovery, debates, and it involves working actively and collaboratively in class. Paulson and Faust (1998), the University of North Carolina (2009) and Prince (2004) provide different active learning techniques that can increase student learning in a class. Activities include discussion, peer assessment, role playing, debates and games that foster student engagement.

On the other hand, after reviewing the corresponding literature I found out that few surveys have been conducted to measure the benefits of these activities in grammar and vocabulary lessons; it is not known if good scores were among those benefits, if students were able to use afterwards the knowledge gained in those classes. Such studies did not

precise what activities had been used or whether learners accepted them or found them boring.

Furthermore, these surveys were conducted abroad under different circumstances like looking forward to reduce school desertion or dropout or criminal rates among school students, etc. Almost no research on the subject matter has been applied to the South American or Peruvian contexts, taking into account that the circumstances here are different than those previously indicated.

To conclude, some faculty members still believe that student engagement is only important at school and not at university, they even think it is more important during kindergarten and elementary school, leaving high school needs behind. Nevertheless, engaging students at institutes or at university, as in this case, is of vital importance. Sometimes it may seem hard to engage learners in this scenario but through interactive activities such as collaborative learning activities they will learn by doing and working in collaborative and cooperative tasks which is how the real world functions; moreover, it represents the demands of big companies when recruiting staff.

### **1.5. Limitations of the investigation**

Most studies about active learning just listed the activities to be performed in class but they did not show to what extent they had a positive effect in final grades. Some of this work includes the list of active learning techniques provided by O'Neil et al. (2005), Paulson and Faust (1998) who provide a list of active and cooperative learning exercises to be used in class, and the Center for Faculty Excellence – UNC (2009) which provides techniques and activities for different class sizes and for the development of different skills.

As a consequence of short time that other researchers had to apply similar studies, some research that tried to relate engagement and retention of knowledge and higher scores showed insignificant results. This convinced me of extending the time period of my study.

Moreover, although a lot is said and explained about the theory of active learning and cooperative learning, too little is explained about that

theory put into practice or the real effects these interactive activities have in academic achievement. This is the reason why I decided to test these strategies in two of my classrooms in order to serve as a guide to other teachers.

Furthermore, when reviewing literature about active learning-cooperative learning, most information was related to its application in content-based courses like science or social studies, especially when using hands-on activities; however, limited information reflected their application to teaching and learning language arts. Since this study addresses strategies to engage learners in an English class, hands-on tasks could not be developed because of limited time.

Another limitation that was faced during the research is that a classroom appropriate for developing active learning activities was not available at the university where I teach. The classroom provided was a regular one with a white board, a projector, a computer for the teacher and traditional individual desks which made interaction slower and mobilization took longer than expected. In contrast, UC Berkeley (USA) and McGill University (Canada) have furniture, tools and spaces specially designed for active learning classes.

They maintain that classroom space defines behavior. Students feel comfortable in this environment with wheeled chairs, boards for each group and laptops for each student, besides a large screen for the whole class. In addition, the professor's podium is located in the middle of the classroom so that all the students are more in contact with him/her. Every single student is engaged in their round tables, and feel more part of the class.

Finally, English evaluations provided by the university included face-to-face and online tests and exams. This was a problem because no control was held over students in online tests, and no authority supervised that their work was autonomous, cheating being possible. On the other hand, during face-to-face evaluations it was made sure that students did not cheat or use other resources like cell phones or dictionaries to answer.

## **1.6. Antecedents of the investigation**

### **Student engagement**

Lecturing has been for years the most common teaching strategy among teachers. Nevertheless, this leads to bored passive learners. Studies have shown that engaging students guarantees involvement in class and thus better academic results.

Engagement is the external manifestation of motivation, so it is crucial that teachers motivate students to keep them engaged in class. According to Skinner and Belmont (1993), motivated students are easy to identify but difficult to find because through years their internal motivation decreases. Research titled *Motivation in the Classroom: Reciprocal Effects of Teacher Behavior and Student Engagement Across the School Year* conducted by Skinner and Belmont in 1993 in the United States, intended to find out the relationship between teacher behavior and student engagement in the classroom. In this study, students were aged 16-17 and were studying the last year at an American high school.

Their hypothesis was that students who are engaged in learning activities should not only feel satisfaction but should also increase their actual competences. Student engagement was assessed with students' reports of their behavior and emotion in the classroom. Teacher perception of student engagement was measured with teachers' reports of individual children's behavior and emotion in their classrooms. Results showed that teacher behavior influences students' perceptions of their interactions with teachers, teacher behavior influences student engagement, student engagement influences teacher behavior. This study reveals that it is a major priority for teachers to change their behavior from those that undermine to those that promote the engagement of discouraged children.

This study helped me look for instruments to measure students' engagement. The Course Engagement Questionnaire (Appendix 10) proposed by Skinner & Kindermann (2010) was used in the development of this thesis, specifically the behavioral and emotional parts, in order to measure student engagement during the performance of cooperative learning activities. It was also adapted to measure student engagement during the pre-test/post-test.

## **Impact of student engagement on academic achievement**

We have mentioned that motivation is expressed through engagement. “Engagement is a key construct in motivational models because it is considered a primary pathway by which motivational processes contribute to learning and development” (Wellborn, 1991, p. 85). One motivational resource is a positive sense of relatedness to contribute to student engagement. Relatedness refers to the way in which individuals view themselves as connected to others.

On that matter, a study named *Sense of Relatedness as a Factor in Children’s Academic Engagement and Performance* was conducted by Furrer & Skinner in 2003 in the United States. In this study, students were aged 16-17 and were studying the last year at an American high school. The results revealed that relatedness to teachers and peers contributed to students’ engagement, especially emotional engagement, and performance. The study intended to discover a relation between a sense of relatedness and children’s academic engagement and school performance. Participants completed self-report questionnaires.

As part of such study, students reported on their engagement versus disaffection in the classroom. Teachers reported on each student’s engagement versus disaffection in the classroom. Results on relatedness showed that children who reported a higher sense of relatedness also showed greater emotional and behavioral engagement in school, children felt connected and competent at school, were actively engaged in the classroom, and were performing well academically.

The study referred to above puts emphasis on the relationship and connection that should exist between the teacher and students and among peers. This raised awareness of this need in the classroom and I realized that a good way to achieve this was by having cooperative lessons, in which collaboration and respect were fostered in a nice learning environment.

A study with a focus on hands-on activities was used as reference given its similarity to the nature of this thesis. *The Effect of RAFT Hands-on Activities on Student Learning, Engagement, and 21st Century Skills* was conducted by Rockman et al in 2011 in the United States in order to

measure the effect of the use of RAFT hands-on activities on students' knowledge and engagement. In this study, the participants were aged 16-17 and were senior students at an American high school. Multiple-choice pre-quizzes and post-quizzes were administered before and after the activity, respectively in order to compare the results obtained. Another instrument used was self-reports completed by students which expressed their willingness or unwillingness to work with such activities in the future, which measured engagement. The purpose was not only to engage learners but to improve abilities to solve problems. Favorable results were obtained for performance and for engagement.

Similarly, in the questionnaire used in my thesis, open-ended questions were included for students to answer what they had learnt and they were also asked to write down words that represented the type of activity they had worked on, e.g. fun, boring, interesting, etc., as done in the RAFT study.

### **Cooperative learning to reinforce student engagement**

A study related to cooperative learning and engagement was analyzed. The title is *The impact of cooperative learning on student engagement: Results from an intervention* conducted by Kim J Herrmann in 2013 in Denmark. The aim of the study was to assess the impact of cooperative learning on student engagement. This study was applied to the course Political Theory in a political science program at a Danish university. Lectures were complemented with cooperative learning tasks. Questionnaires were given to students so that they expressed their experience with cooperative learning.

Upon conclusion of such study, the results show that some students enjoyed being more active in class and appreciated the input and perspectives of peers, students increased their participation in class. However, whereas some students valued the opportunity to become active in discussion, many students were frustrated because it meant less time for the tutor to 'teach'. The study concludes by suggesting that in some cases students might show some resistance to cooperative activities, which is why the tasks should be meaningful and moderately challenging with the purposes clearly explained to students.

This last study resembles the attitude my students had at the beginning of the experiment. They seemed uncertain and uncomfortable to move their desks or to work with mates they had not worked before. Nevertheless, that situation started to change when they realized what they were doing and why they were doing it, and when they felt they could help each other without being afraid of making mistakes. By the end of the semester, they got used to working on cooperative activities and with any mate they were assigned. There was no stress or tension in the classroom. In contrast, they laughed in their groups and helped each other politely.

### **Cooperative learning for teaching vocabulary and grammar**

A research paper titled *Effects of Cooperative Learning on Vocabulary Achievement of Iranian EFL Learners* was conducted by Sajad Shafiee in 2017 in Iran. This study examined the effects of cooperative learning techniques (CLT) on vocabulary achievement of Iranian EFL Learners. From among 130 students at Fajr Institute in Dehdasht, Kohkiluyeh and Boyer Ahmad Province, Iran, 90 participants were divided into two experimental groups and one control group for ten weeks. To measure the vocabulary knowledge of the learners in different groups at the beginning and at the end of the experiment, a pretest and a posttest, each consisting of 40 items on new English words based on their book were used. The statistical analysis of the results showed that the experimental groups performed better on vocabulary achievement posttest than the control group.

As in the abovementioned research, for the purposes of my thesis the cooperative activities were based on and adapted from the textbook used in the university according to the English course syllabus so as not to interfere with the normal development of the course.

Another study titled *L2 Vocabulary Learning through Cooperative Techniques* was conducted by Ali Abbas and Maryam Sahami in 2013 in Iran. The research examined the effects of cooperative learning techniques on second language (L2) vocabulary comprehension and production. The participants of the study were 86 intermediate level English learners in institutes in Qazvin. Students liked working with



cooperative learning activities. The present study shows that cooperative learning tasks not only help learners to be stronger, but also they make vocabulary learning more enjoyable. This may enable teachers to find new ways of teaching by cooperative learning techniques and increase students' motivation and attitude for attending classes. These techniques can increase learners' motivation to learn and make the learning process more meaningful. Students can be more active in the learning process by cooperative techniques. They learn more by less effort. They become responsible for their teammates. They also learn how to investigate, solve a problem, make a decision, interact, and share their knowledge and responsibility.

Similarly, in my study students enjoyed working in a cooperative manner. However, this was achieved after several classes since at first they felt uncomfortable and they were not used to it. This enjoyment was subsequently translated into higher class attendance and engagement rates in the experimental group compared to those obtained in the control group. Students even stated their desire to perform more cooperative learning activities in the following classes.

Regarding grammar, the study *The Effects of Cooperative Groups on Grammar Learning in a Rajabhat University* was conducted by Duangkamol Thitivesa and Suttipong Boonphadung in 2012 in Thailand. This quasi-experimental research studied the use of cooperative groups as techniques to encourage students' participation in grammar teaching and learning. The participants were thirty-eight students majoring English in the Faculty of Education at a Rajabhat University, Thailand. Summative journal writing was also developed, and the students were asked about their opinions towards experiences within class groupings. The findings reflected that the use of cooperative groups as techniques raises grammatical awareness of language learners to attend, recognize and focus on meaningful pattern in sentences, but not yet ability to correct text longer than sentence. Their opinions towards experiences within class grouping were found to be satisfactory as to group work and deepening knowledge in language features.

I used the research stated above as a reference in order to foster interaction and communication in grammar lessons since most students, from my personal experience, consider grammar difficult and a boring set of rules they frequently have to memorize. This kind of studies aims at

making sure that students actually use in real-life situations the grammar they learn in class.

A thesis under the title *Motivating students to learn grammar through the cooperative learning technique* was prepared for a dissertation for a Master in Language Sciences by candidate Assma Athmani in 2010 in Algeria. The research aim was investigating the motivational effect of using cooperative group work in teaching grammar to second year students of English as a Foreign Language at the department of English, University of Constantine. Two kinds of questionnaire were used; the students' questionnaire and the teachers' questionnaire. The results showed that using cooperative learning motivates second year English students and when used in grammar, well-structured cooperative group/pair work helps second year English students to learn it.

A shared aim of such research and my thesis was to work on motivation since students tend to get disengaged easily, and it is teachers' duty to find resources to foster and maintain motivation among learners. On the other hand, the fact that a students' questionnaire was used in this project motivated the need to use it in my research. The aim was to provide students with a way to express their feelings and opinions about the cooperative learning activities performed in class.

Finally, a research titled *The Impact of Cooperative Learning on Grammar Learning among Iranian Intermediate EFL Learners* was conducted by Abdolvahed Zarifi in 2016 in Iran. The purpose of this study was to investigate the effects of cooperative learning activities on Iranian intermediate EFL learners' grammatical competence. The study included one control and one experimental group. In total, there were 50 male and female intermediate English language learners studying English in EFL department at Shokuh-e-Danesh Institute, Dehdasht, Iran. The experimental group was exposed to cooperative learning activities. The control group was, on the other hand, provided with traditional grammar learning methods. The results of the tests revealed significant differences between the control group and the experimental group regarding their grammar learning through cooperative learning. The findings of the study suggested that cooperative learning had positive effects on Iranian intermediate EFL learners' grammatical competence.

Based on this study, I decided to use traditional grammar learning method in the control group and cooperative learning activities in the experimental group. This way the noticed difference in motivation, engagement and achievement was significant, showing better results in learning a foreign language.



## **CHAPTER 2**

### **THEORETICAL FRAMEWORK**

#### **2.1. Background and rationale**

The theoretical background will be presented in this paragraph in order to support the hypothesis set above. As a complement, a glossary of terms to be used in this section is provided in Appendix 1.

##### **2.1.1. Learning theories**

###### **2.1.1.1. Self-determination theory**

It has been mentioned that engagement is the external manifestation of motivation.

“Motivation consists of the willingness to be active combined with the actual behavior” (Eric Jensen, 1998, p. 102). This means that when learners are motivated they want to do things; however, they not only have the desire to do something, but at the same time they actually perform it; they make it happen.

This is confirmed by another author. “Motivation refers to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes

towards learning the language” (Gardner, 1985, p. 143).

Motivation is a broad and complex field. For the purposes of this study, intrinsic motivation (pleasure and satisfaction inherent in the activity (e.g. Deci, 1975; Deci & Ryan, 1985b)), extrinsic motivation (activities are engaged in for instrumental reasons (Deci & Ryan, 1985b)) and demotivation (a relative absence of motivation (Deci & Ryan, 1985b)) will be used.

In my experience during this study, at first some students showed demotivation or amotivation as used above. Through time, intrinsic motivation of students increased, which was reflected on student engagement. Students’ motivation was measured through engagement surveys applied after four class sessions in which cooperative activities were used. By the end of the research, it was observed that students really do what they want to do. Students were keen to know what activity we would do next class. They did not find grammar and/or vocabulary difficult, but fun; they enjoyed working these skills.

#### **2.1.1.2. Constructivism**

In this theory, learning is perceived as an active process in which knowledge is constructed, not acquired. According to Constructivism, in the learning process new information is combined with existing knowledge and experiences. Passive acquisition of knowledge was rejected by Piaget (the first representative).

##### **a. Cognitive constructivism**

Cognitive constructivism is attributed to Jean Piaget who defended the cognitive development and individual construction of knowledge. This theory of development describes how children develop cognitive abilities. Piaget states that information cannot just be provided to children, which would be immediately understood and used. Children

must "construct" or build their own knowledge through experience.

In the Piagetian classroom, students learn by discovery. A range of activities are used to challenge students to discover new ideas and construct their own knowledge.

#### **b. Social constructivism**

Social constructivism defends the collaborative nature of learning, which is a product of social interactions.

##### Social Development Theory (Vygotsky)

Vygotsky believed that Piaget had overlooked the social nature of language and learning. In turn, he stated that these processes are socially constructed.

Learning as a collaborative process involves social interaction. "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people and then inside the child" (Vygotsky, 1980, p. 57). Vygotsky's theory proposes learning contexts in which students play an active role in learning.

This is the central theory this thesis is based on. Since social constructivism defends active learning, my classes were quite interactive and collaborative. Cooperative activities were used in class so as to encourage group work, collaboration, contribution in the pursuit of construction and building of knowledge. Students gathered in groups of four or five people to carry out activities in which all the members of the group had to participate in order to get a final product like role-plays, presentations on a given topic, graph organizers that had to be explained by all the members, among others.

### **2.1.1.3. Student-centered Learning**

Student-centered learning is defined as a new form of instruction in which topics are relevant to students' lives, needs and interests.

This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. The SCI approach includes such techniques as substituting active learning experiences for lectures, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented SCI can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins & O'Brien, 2003, p. 107).

In a student-centered classroom, motivation and interaction are increased facilitating learning, and the instructor acts as a facilitator using real-life, authentic tasks that encourage learner involvement.

During the execution of this study, classes were student-centered, being students responsible for their learning and aware of their own achievement. They had power in the classroom. Real-life and authentic tasks were used to encourage learner involvement. For instance, in the pre-test/post-test, students were required to prepare a dialogue about going on holiday where they had to use vocabulary related to travel, transportation, accommodation and the like. This could be useful since most students travel or will travel given the international nature of the students' majors.

On the other hand, learners were encouraged to work collaboratively in small groups to learn from and with their peers. Cooperation was fostered and responsibility was shared.



## **2.1.2. Other cognitive theories**

### **2.1.2.1. Dale's cone of experience**

Edgar Dale (1946) elaborated a diagram that represents flexible divisions of different learning experiences ranging from direct to more abstract experiences. In the first three levels the individual is a participant, being actively involved in activities to fulfill the learning outcome. Nevertheless, in the other five the individual is only an observer. The divisions of the first levels were used in the execution of this thesis.

Purposeful experience. Here learning is possible by direct participation in the direct, purposeful and concrete sensory level.

Contrived experience. In this level, reality is edited or imitated. Here, mock-ups and models that represent big systems are used in order to simplify reality.

Dramatic participation. Events can be reconstructed and focus is on the most important things. When students participate in dramatizations, they are more involved in the subject-matter than when they just observe the dramatization.

The other divisions will be only listed in a general manner since they were not used in this research, including demonstrations, field trip, exhibits, motion pictures, still pictures, radio and recordings, visual symbols, verbal symbols.

These activities will not be equally effective with all the students. Based on the characteristics of learners, the teacher selects the most suitable type of activity. As previously mentioned, sensory experiences can be mixed even unconsciously by the learners.

### **2.1.2.2. Bloom's taxonomy**

In Bloom's Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain (1956), a hierarchy of six categories in the cognitive-learning domain was established, namely Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation from the simplest to the most complex category, being analysis, synthesis and evaluation, higher level processes. In order to move forward to the next level in this sequence, the prior category is required to be mastered.

In the knowledge category, information is recognized and recalled. The verbs that fall under this category include define, describe, identify, label, list, match, name, outline, reproduce, select, and state.

From comprehension to synthesis, knowledge is understood and used; these categories being the most important in the educational field.

Comprehension is attained when meaning is understood. Verbs used under the comprehension category include objectives include defend, distinguish, estimate, explain, extend, generalize, infer, paraphrase, predict, rewrite, and summarize.

Application occurs when the material that has been learned is used and applied in a concrete situation. The verbs under this category include change, compute, demonstrate, discover, modify, operate, predict, prepare, produce, relate, show, solve, and use.

Analysis occurs when material is broken down to analyze the parts and their relationship. Verbs include breakdown, diagram, differentiate, discriminate, identify, illustrate, infer, outline, point out, relate, select, separate, and subdivide.

Synthesis is attained when parts are put together to form a new whole. Verbs include categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, and reorganize.

We evaluate when we judge the value of material. Verbs include appraise, compare, conclude, contrast, criticize, discriminate, explain, justify, interpret, relate, summarize, and support.

Later, the taxonomy was revised and the categories were renamed. The actual names are Remember, Understand, Apply, Analyze, Evaluate and Create.

This taxonomy is a guide to elaborate learning goals and objectives oriented to the learner's skills and abilities. A good way to use this resource is aligning activities and assessments with objectives.

For the purposes of this research, we will focus on the most practical categories, like apply, analyze, evaluate and create. These verbs reflect the kind of work that will be performed in an active learning class.

This taxonomy has been used to elaborate the objectives of the active learning tasks executed in the groups under study.

### **2.1.3. Learning strategies**

#### **2.1.3.1. Active learning**

Active learning raises in the pursuit of non-traditional approaches to learning which promote interaction and collaboration among learners. "All genuine learning is active, not passive. It is a process of discovery in which the student is the main agent, not the teacher." (Adler, 1982) Constructivism puts emphasis on active learning and the use of cooperative or collaborative learning activities.

Active learning is defined as any instructional method that engages students in the learning process. It is critical, active and collaborative. Active learning strategies can be used in the classroom to create excitement and engage learners (Bonwell and Eison, 1991).

Among the benefits of the use of active learning strategies in classroom, research findings show that student retention is improved, deeper understanding is promoted among learners, and students' logical thinking skills are increased (McConnell, 2003). Moreover, some studies have shown that there is a close connection between what people remember and their level of involvement (Finelli, Klinger, and Budny, 2001).

In a typical active learning lesson, the content of the lesson is relevant to the audience, there is a high interaction among students in class, and conceptual understanding is encouraged rather than memorization of content. In such interaction, students help each other, which is known as scaffolding. Students would help each other, which results in carrying out a task beyond their individual capability through these learning processes (Vygotsky, 1978).

Throughout the development of this study, active learning activities were used in class sessions such as think-pair-sharing, one-minute paper and role-playing. Active learning activities involved working in small groups or in pairs, which made that students help each other and come to agreements. Moreover, these tasks allowed students be aware of what they were doing and soon realized they were doing these activities to be prepared to face future scenarios or situations in a foreign language.

#### **2.1.3.2. Cooperative learning vs. Collaborative learning**

In the literature review, most authors use the term collaborative and cooperative learning indistinctively

(Smith, 1996). Both types of learning coincide on student interaction rather than on learning as a solitary activity. In both types of learning, the teacher acts as a facilitator who promotes social and interactive activities in which students must work in small groups and this process results in enhanced higher order skills and increased information retention (Matthews et al, 1995).

As to the differences, collaborative learning implies free thinking. The main goal is to create new knowledge. “The goal of the collaborative learning process is to have group members think about and solve abstract problems that may have no specific answers, or multiple solutions.” (Olivares, 2005, p. 40). Collaborative learning works toward individual ideas; here learners examine, reassemble and come up with something new but not necessarily by consensus. They discuss points of view in a group and then form their own ideas individually.

On the other hand, in cooperative learning students learn how to work together in order to achieve academic goals while they are assessed individually (Millis, 1998; Feden et al, 2003). There is always an end product in which all members of the group work together, they work towards consensus. The teacher is in control of the class, but students are accountable for learning, collectively. For the purposes of this investigation, the term cooperative learning will be used.

Cooperative learning is the instructional use of small groups in which students work together to maximize their own and their classmates’ learning, they help and support each other’s learning. The main element of cooperative learning is cooperation rather than competition. Machemer and Crawford (2007) state that while active learning is doing, cooperative learning is doing with others.

Among the benefits of cooperative learning, interpersonal relationships are promoted, social skills are developed, and self-esteem is fostered (Prince, 2004). In

addition, critical thinking skills are stimulated and higher level thinking is developed. It has been evidenced that when learners are engaged with cooperative activities, their retention capacity increases and they are able to use the knowledge that has been acquired during the cooperative learning lesson (Cooper et al., 1990, Goodsell et al., 1992). Some examples of cooperative learning activities include case study, team-based learning, reciprocal questioning, three-minute review, think-pair-share, team games, among others.

During my research, the instructor acted as a facilitator guiding the students on the activity they had to work on. In addition, although all students were always working in groups learning, listening and helping each other, and preparing an end product, this was an opportunity to identify leaders in the groups. Some students also confessed they felt more confident when speaking with their mates first and then shared their ideas as a whole class. By the end of the term, students indicated that they preferred working in teams or groups than working individually; they even wanted to know what activity would be done next class which showed they were really engaged in our tasks.

#### **2.1.4. Student engagement – Disengagement**

##### **2.1.4.1. Student engagement**

While some authors defend that engagement needs to include both an emotional and a behavioral dimension (Finn, 1989; Skinner & Belmont, 1993), Fredricks et al (2004) present a multidimensional view of engagement that includes behavioral, emotional and cognitive engagement, which explain how students act, feel and think in the classroom. “When students have higher engagement, they have higher grades, score better on standardized tests ...” (Fredricks, Blumenfeld, & Paris, 2004, p. 73).

Skinner and Pitzer (2012) define engagement as the outward or visible manifestation of motivation through which individuals get involved with prosocial institutions like school. In the school context, individuals can be engaged with the classroom.

At school, engagement promotes students' retention, school completion and prevents absenteeism and dropout. Within the classroom, students can be engaged with the teacher, curriculum and with peers, promoting achievement and preventing failure. Students are engaged with the curriculum as a result of motivational strategies employed by the teacher.

These strategies include fostering positive relationship with students, providing challenging and fun learning activities that promote interaction with peers, and creating a supportive classroom context where learners are aware of the relevance of the activities to be developed while getting input from students (autonomy support) (Connell & Wellborn, 1991; Deci & Ryan, 2000). In contrast, unsupportive interaction leads to disaffection which, in turn, affects learning and achievement.

Teachers are able to track student engagement (emotional and cognitive) with academic work since it is directly observable at the classroom level (Reeve et al., 2004) or at the level of individual students (Skinner et al., 2009a, 2009b).

Academic work also plays a major role in engagement. The more authentic, challenging, cooperative, related to real life, hands-on and relevant to learners' interests the curricula and tasks are, intrinsic motivation will be boosted.

In the context where I conducted my research, I considered important to engage and keep students engaged during the entire lesson. Students themselves evaluated their own behavioral and emotional engagement, including

effort, enthusiasm, enjoyment, fun, and satisfaction. According to the literature reviewed, the use of cooperative learning activities has had positive results.

In my classroom, social interaction through cooperative learning activities was a means to foster motivation. Students were required to work in groups or teams in a nice classroom environment where ideas were respected, and fun interactive learning activities were used. By the end of the term, students were aware of the relevance of the activities being developed.

#### **2.1.4.2. Student disengagement**

The opposite of engagement is disengagement. This is evidenced when students are disconnected physically, mentally and emotionally from learning tasks. Learners act passively, and lack of concentration, demotivation, boredom, anxiety and frustration are observed.

A student's engagement depends on the opportunities the teacher provides for that student to be engaged (Fredricks, 2004); therefore, teachers play an important role in creating environments in which students can be engaged.

Disengagement can serve to diagnose weaknesses on learners and on teachers' strategies, and provides an opportunity to remediate flaws.

Student disengagement is one of the biggest challenges teachers face each day in their classrooms. This disengagement can take many forms, including lack of participation and effort, acting out and disrupting class, disaffection and withdrawal, and failure to invest deeply in the academic content...Some educators have erroneously assumed that disengagement is just a problem of low-performing schools and does not apply to their classrooms. However, every school, regardless of its level, location, and demograph characteristics, has students who are disengaged. (Fredricks, 2014, p. 157)



In addition, she also mentions that motivation is not the only factor that leads to disengagement; the types of tasks assigned, quality of teacher-student relations and peer dynamics play an important role for student engagement.

Personally, I observed a great number of disengaged students in my past English classes, which led to negative results for students and the teacher. For this reason, I decided to find the way to make students enjoy the class and obtain good academic results. At the onset of my study, it was difficult for some students to get involved in the cooperative activities, but through time and based on what they experienced in class, that started to change.

#### **2.1.5. Grammar and vocabulary in English language teaching and learning**

In this research, two skills were identified as the main pillars on which English learning occurs. In the lines below, grammar and vocabulary will be defined and their importance in English teaching and learning will be discussed.

##### **2.1.5.1. Definition of grammar**

Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning (Ur, 2006).

According to Harmer (2001), the grammar of a language can be defined as the descriptions of the rules through words that can be formed and that can change their meaning, in addition to the possible ways of their construction into sentences.

Therefore, most authors coincide that grammar is the formation and combination of words that will have an effect on construction and meaning.

In addition, grammar is taught through different approaches (inductive and deductive, for instance) to achieve different objectives. As stated by Thornbury (1999), “A deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive approach (rule-discovery) starts with some examples from which a rule is inferred.”

#### **2.1.5.2. The role of grammar in English language teaching and learning**

An ambivalence exists in the discussion of the importance of grammar. Although it is necessary, it is not the only skill that needs to be developed when learning a language.

Knowledge of grammatical rules is essential for the mastery of a language. However, a whole class must not be grammar-oriented since other skills need to be developed as well. The learning of language should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole, not as an end in itself (Ur, 2006).

We, as teachers, should propose activities that use grammar meaningfully and in context, not isolated structures. Communicative activities may be complemented with the application and use of grammatical structures, for instance. Communicative proficiency involves knowledge and application of grammar and use of appropriate vocabulary of the language to convey meanings in a socially acceptable way. Ellis (2006) states “the grammar taught should be one that emphasizes not just form but also the meanings.”

Grammar is the base of English language.

For the purposes of this investigation, the students who participated in this study took the English course since

it is required by the university and because they need to take an international exam as a requirement for graduating.

In my research, grammar was addressed through communicative tasks using cooperative learning activities so that learners could apply and use grammatical structures in real situations.

As we have seen before, literature suggests the importance of grammar for learning a language, but it also mentions the significant role of vocabulary. Both grammar and vocabulary complement each other.

#### **2.1.5.3. Definition of vocabulary**

Vocabulary can be defined as the words of a language, including single items or phrases or chunks of several words which convey a particular meaning, the way individual words do.

There are three items that need to be considered when teaching and/or learning: meaning (concepts), form (spoken, written, parts) and use (functions, collocations).

As a matter of fact, vocabulary learning never stops, it is a process that will continue throughout our lives. Vocabulary is developed unconsciously and we see these words in meaningful contexts.

#### **2.1.5.4. The role of vocabulary in English language teaching and learning**

Wilkins (1972) wrote that "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This explains the importance of this skill in order to achieve effective communication. Word knowledge is an essential component of communicative competence (Seal, 1991). For this reason, teaching vocabulary should

not only consist of teaching specific words but also providing learners with strategies necessary to expand their vocabulary knowledge.

Gu and Johnson (1996) propose vocabulary learning strategies like metacognitive, cognitive, memory and activation strategies. Metacognitive strategies consist of selective attention and self-initiation strategies. Cognitive strategies include guessing strategies, use of dictionaries and note-taking strategies. Learners using guessing strategies use their background knowledge and linguistic clues like grammatical structures of a sentence to guess the meaning of a word. Memory strategies include rehearsal (word lists) and encoding (association, imagery, visual, auditory, semantic, and contextual encoding as well as word structure (i.e., analyzing a word in terms of prefixes, stems, and suffixes)). Through activation strategies the learners use new words in different contexts.

In general, teachers need to decide what techniques and strategies they should use based on their student's needs, learning styles, proficiency level as well as the task's requirements.

In my research, the strategy that was used most frequently was activation in order to achieve the set goals, always through cooperative learning activities.

#### **2.1.6. Connection between cooperative learning and grammar and vocabulary**

As we have seen, in a cooperative learning class groups must work together to accomplish shared goals. They need to discuss work with each other and help each other to understand it. Cooperative learning activities reinforce communicative skills, teamwork and collaborative work in the pursuit of mastering English as a foreign language. These are three important requirements in the current work environment. The current needs of learning English involve using the language in foreign and in

business contexts. As it is the case of the participants of this thesis, learners need to feel confident that they are able to use knowledge of English in real-life contexts.

According to Slavin (2003), there are two basic features of cooperative group work: shared goals and individual accountability, in addition to equal opportunity of success, team competition and face to face interaction. These and other factors are required in the occupational field nowadays. For instance, there are many positive results of using cooperative learning on the social relationships. First, respect for others and cooperation between students (Hohn, 2005), and this effect would last even outside the school. Stevens (2008) indicates that these social effects may go beyond time and place of using cooperative group work. In other words, the positive relationships that are built in the classrooms tend to remain even outside the classroom and after ending the cooperative work.

Therefore, it is admitted that this method of teaching influences both social and academic outcomes of students, in a positive way.

In addition, it has been mentioned and evidenced that grammar and vocabulary are the two main skills English learners must develop in order to communicate effectively. Furthermore, it has been explained that studies show that grammar and vocabulary must not be taught theoretically but through communicative approaches. For this reason, grammar and vocabulary lessons were prepared using cooperative learning activities.



## **CHAPTER 3**

### **METHODOLOGY OF THE INVESTIGATION**

#### **3.1. Investigation type**

This is a mixed study design, which integrates quantitative and qualitative methods. These methods measure the students' level of engagement and cooperative work. This outcome will help the researcher to investigate the effect of cooperative learning strategies on student academic achievement in grammar and vocabulary. According to Nunan (2004), this is a quasi-experimental design with an experimental group and a control group, which employs pre-test and post-test; subjects have not been assigned randomly since the institution assigned the teacher four English classes.

A problem of limited student engagement was detected in previous courses in which a limited students' involvement time span was observed in classes, thus affecting students' motivation and academic achievement.

This study seeks to find how to improve skills, techniques and strategies to raise students' motivation to enjoy studying English through the application of cooperative learning activities so that positive academic results are obtained and in order that students become aware that what they are learning will be meaningful and rewarding in their lives.

Since this is an education-oriented investigation, both the researcher and the participants get involved in this attempt to improve the researcher's teaching and development of students in the university context.

With this investigation, the researcher is able to be informed and change his teaching practices in the future for the benefit of the teaching-learning process during the performance of classes.

From a personal perspective, this is an opportunity to grow professionally since strategies are used to improve as educators and to expand our existing knowledge.

### **3.2. Design of the investigation**

In this investigation the following research questions arise:

1. How can students get better results in grammar and vocabulary?
2. Is there any relationship between student engagement and improved academic results in grammar and vocabulary?
3. Are cooperative learning activities a good way to engage students?

After asking these questions, we set the general hypothesis: Behavioral and cognitive student engagement through cooperative learning activities improve academic achievement in vocabulary and grammar.

### **3.3. Population and study sample**

This thesis was prepared based on a student engagement problem observed in several English classes I had been assigned in Universidad San Ignacio de Loyola. This is a private Peruvian university in which English plays an important role in the syllabus of all majors since students are educated under a global and international vision as stated in the institutional vision and mission. Its vision is being a "Leader in the education of ethical and high-quality professionals according to national



and international standards”. Its mission is “To educate competent and entrepreneurial professionals with social responsibility, and fully capable to perform in national and international contexts”.

In this university, English is a mandatory course and a requirement for students to graduate. Furthermore, students must pass the FCE exam upon conclusion of their studies.

English as a subject is studied as general English divided into levels: “Nivelacion” and English 0-6. For the purposes of this study, the two classes selected belonged to English 5. Six class hours per week were imparted three days a week: Monday, Wednesday and Friday, two hours each day.

As to the background of students, different types of students could be observed in the classes. In first place, few Beca 18<sup>1</sup> students had enrolled to the class showing a low English level compared to those students who came from middle-class families. In contrast, such middle-class students had an intermediate or upper intermediate level of English, and were more exposed to English-speaking and/or bilingual contexts. However, not all middle-class students had a uniform English level. There were students who had studied in bilingual schools and/or English institutes, while others had not had such exposure.

**a) Universe**

Undergraduate students studying general English at university.

**b) Population**

Undergraduate students from different majors studying general English in Universidad San Ignacio de Loyola.

This is a private Peruvian university with international alliances and partnerships with important institutions around the world. For this reason, bilingual education is imparted, English being a compulsory subject in the university curriculum. The department in charge of English courses is the Center for Language Studies which

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<sup>1</sup> Beca 18 students are those who have been granted a social inclusion scholarship by the Peruvian government. These students have a high academic performance and live in poor conditions or are socially vulnerable.

provides and sets the regulations and requirements of the English course and subjects taught in English.

**c) Sample**

One group of twenty-two undergraduate students and another group of twenty-three undergraduate students studying (general) English V (intermediate level) in Universidad San Ignacio de Loyola. The class was imparted in Campus 2, three days a week, one hour and a half each day.

In the experimental group, 25 students had been enrolled but only 22 students concluded the term since 3 students never attended classes. On the other hand, in the control group 25 students had been enrolled but only 21 students concluded the term since one of them never attended and three of them dropped out because they exceeded the limit of absences. (See Appendix 2 – name, age, career, regular students or Beca 18 students)

**d) Individual**

Each undergraduate student studying (general) English V (intermediate level) in Universidad San Ignacio de Loyola. The class was imparted in Campus 2, three days a week, one hour and a half each day.

An important detail to consider is that participants had different educational, social and financial backgrounds as well as different learning styles.

### **3.4. Variables**

#### **Independent variable**

##### **Engagement**

The main subject of study and the cause for this research is engagement. This variable was measured under and represented by four indicators such as commitment, involvement, boredom and lack of interest. Once the study was executed, the students' achievement of such variable was measured as expected result, in progress and reinforcement needed.

## **Dependent variables**

### **Cooperative work**

In the pursuit of engaging students, cooperative learning activities were used and thus cooperative work was one of the pillars of this research, considering group work, contribution, respect and collaboration. The students' achievement of such variable was measured as expected result, in progress and reinforcement needed.

### **Subject knowledge**

By engaging students, the aim of this research was to produce in students improved achievement in two English areas: grammar and vocabulary by demonstrating effort. The students' achievement of such variable was measured as expected result, in progress and reinforcement needed.

Table 1. Variables

<b>VARIABLE</b>	<b>INDICATOR</b>	<b>ACHIEVEMENT</b>
Engagement	<ul style="list-style-type: none"><li>- Commitment</li><li>- Involvement</li><li>- Boredom</li><li>- Lack of interest</li></ul>	<ul style="list-style-type: none"><li>- Expected result</li><li>- In progress</li><li>- Reinforcement needed</li></ul>
Cooperative work	<ul style="list-style-type: none"><li>- Group work</li><li>- Contribution</li><li>- Respect</li><li>- Collaboration</li></ul>	<ul style="list-style-type: none"><li>- Expected result</li><li>- In progress</li><li>- Reinforcement needed</li></ul>
Subject Knowledge	<ul style="list-style-type: none"><li>- Grammar/Vocabulary</li><li>- Effort</li></ul>	<ul style="list-style-type: none"><li>- Expected result</li><li>- In progress</li><li>- Reinforcement needed</li></ul>

## **3.5. Techniques and instruments for gathering of data**

As mentioned before, this study was conducted in a private Peruvian university. As any educational center, it represents an environment from which meaningful information can be gathered. Therefore, data collected came from the very students and teachers who were engaged with the study, thus assuring the relevance of the findings. Different instruments were used to record such findings or events observed every class session.

## **PRE-TEST / POST-TEST**

A pre-test / post-test (Refer to Appendix 5) was designed based on the course syllabus respecting the course learning objectives and on the cooperative activities that would be conducted subsequently in class. The aim was to measure the pre-existing knowledge the participants possessed before the execution of cooperative activities subject of this study and to compare such knowledge to what the participants knew as a result of the course experience after the application of cooperative learning activities in class.

In contrast to most tests which just measure concept knowledge, this was specially designed to engage students with tasks that had to be developed in pairs or groups and that implied using team work skills, collaboration, contributions, respecting others' points of view, preparing dialogues, using imagination, among others. In addition, exercises similar to those used in the course textbook were included in these tests such as exercises including phrasal verbs, collocations, exercises like cloze gap, word formation, keyword transformation, among others.

The pre-test and the post-test were the same test applied at the beginning and at the end of the study in order to compare the students' progress and the results they obtained before and after the use of cooperative learning activities in class.

## **QUESTIONNAIRES**

As mentioned in the Antecedents, questionnaires were adapted from Chi, U., Skinner, E. A., & Kindermann, T. A. (2010). Engagement and Disaffection in the College Classroom: Construction and Validation of a Measurement Tool to Assess Students' Motivation to Learn.

A pre-test/post-test questionnaire was employed in the pre-test/post-test stages to measure cooperative work, engagement in the task, and content knowledge (grammar and vocabulary). All these sections were assessed by the students except for the content knowledge section which was assessed by the professor. (Refer to Appendix 8)

In addition, a course engagement questionnaire was provided to the students after the completion of a cooperative learning task. The aim was to measure the students' engagement level during the performance of such activity. Each item was graded with numbers from 1 to 5; 1 meaning not true and 5 meaning true. (Refer to Appendix 10)

### **MINI-SURVEYS**

As an additional instrument to measure engagement and to reinforce the reliability and validity of this study, mini-surveys were prepared. At the end of cooperative learning activities, a piece of paper was provided to students so that they could write down words that represented the class they had that day, what they learned that day, and they even suggested how the class would be more fun. (Appendix 12)

### **RUBRICS**

Rubrics were specially designed for this project based on Brophy (2015). They were elaborated to verify the progress of the participants in the cooperative tasks throughout the study. Variables included cooperative work, subject knowledge, and engagement. The achievement was measured by expected result, in progress and reinforcement needed. (Refer to Appendix 14)

As a way to reinforce inter-rater reliability, these rubrics were revised by three Masters in Education who validated them. These experts were MA Maria Luisa Mu who is also my thesis advisor, MA Silvia Davila and MA Alabel Lavalley, both academic coordinators at USIL.

In addition, since the textbook used in the university contained FCE-like exercises of grammar and vocabulary, the self-elaborated rubrics and those used by the Cambridge University Press for the FCE were used to evaluate the students' performance in grammar and vocabulary. (Refer to Appendix 15)

### **VOICE RECORDINGS**

Some collaborative activities performed by the students were voice and/or video recorded. The ultimate aim was to collect a tangible proof of the students' work and progress. Some pre-test, post-test and

collaborative activities performed in class were recorded. (Sample of transcript is attached in Appendix 7. The whole recordings are included in the CD.)

## **LOG**

Every class session in which collaborative activities were performed, students and class performance were observed. Outstanding events, the highlights, and special behaviors were recorded on a log which was organized by dates and class sessions. This instrument was useful to identify situations that could hinder the correct development of the study and to warn about aspects that required to be modified or changed according to the situation. (Sample attached in Appendix 17)

### **3.6. Reliability and validity of the study**

In order to guarantee reliable results, FCE rubrics to assess Use of English (grammar and vocabulary) were used since the activities included in the textbook were FCE-like, and the cooperative learning activities were prepared based on such textbook.

On the other hand, in addition to the course engagement questionnaire (Skinner & Kindermann, 2010), an additional rubric was elaborated to assess engagement, cooperative work, and subject knowledge as an additional tool to verify all these items after performing cooperative activities in class.

According to the syllabus, formal tests and exams provided by the university were also used to complement the reliability of the results obtained after the application of cooperative learning activities in class. Only the grammar and vocabulary parts were used and analyzed for this thesis.

Furthermore, the percentage of absenteeism and drop-out was also used to support the affirmation that when students are highly engaged in class thank to the use of special strategies (cooperative learning), their percentage of absences and drop-out is lower compared to the class in which the regular and usual material is used in class. (Refer to Table 2)

In Appendix 16, an academic survey prepared by the university is attached. Here students assessed the performance and methodology of the teacher. Such document clearly reveals a better perception of the teacher, a better connection between students and the teacher, and satisfaction with the teacher's methodology in the experimental group, while results in the control group are considerably lower. This constitutes an external instrument prepared by Universidad San Ignacio de Loyola which is applied every academic semester in every class.

### **Data triangulation**

In order to improve the reliability of this thesis, drop-out rates (Table 2), authentic scores (Graph 5), and student surveys (Appendix 16) were compared for data triangulation. Therefore, the findings of this research are complemented with relevant documents prepared and provided by the educational institution in which this study was conducted, thus increasing the credibility of this paper.

## **3.7. Procedures**

### **Course details**

For the purposes of this investigation, two English classes were chosen out of the five classes that had been assigned to the teacher by USIL. Each class constituted a group: one control group and an experimental group.

Classes in the experimental group started at 11:00 am and finished at 01:00 pm, while in the control group classes started at 1:00 pm and finished at 02:40 pm. It must be highlighted that the different schedule of the course did not affect the students' performance.

### **Materials**

As to the English course imparted in the university, the content was related to language arts, including skills such as listening, speaking, writing, reading, vocabulary and grammar. The textbook provided by the university to be used in class focused on activities and exercises similar to those applied in the FCE examination. In both the experimental and control group, such textbook was used as required by the syllabus. (Refer to Appendix 3)

The textbook used in class was Objective First (Capel and Sharp, 2012), the content of which resembles the FCE exam. It includes exercises to prepare for such examination.

For the purposes of this research, the cooperative learning activities on grammar and vocabulary were based on exercises provided in the textbook. For planning such activities, a chart was prepared including the date when the activity would be performed, the description of the activity, the materials used, and the outcome of the activity. (Appendix 4)

### **Observation period**

In the experimental group, students were observed for a three-week period in order to identify students who excelled, average students and students with low academic performance. The observation period started on week 1 and concluded on week 3 of academic term 2016-I. The aim was to form mixed groups that would work together throughout the study. Students from different majors and different backgrounds got together to work under the same conditions.

### **Pre-test**

In view of the lack of motivation and engagement observed in an English class as explained above, at the onset of the study in week 4, a pre-test (Appendix 5) was conducted in the experimental group to identify the level of student engagement, English knowledge and the ability to work cooperatively.

For such study, the class was divided in five groups. To keep the groups homogeneous as mentioned before, the members of each group were constituted by students with low academic performance, average students and students who excelled; it was also assured that students from different majors were together in the same group.

This pre-test consisted of five scenes of one situation that was explained to the five groups. The objectives were explained to the students, as well as the time they had to prepare the activity, and the time they had to present the activity in front of the class.

Students were engaged through cooperative activities which were focused on grammar and vocabulary. Each scene explained the situation they had to represent. First, students were required to solve short



grammar and/or vocabulary exercises that had to be included in the scene. Such exercises were based on those provided in the mentioned textbook, including word formation, keyword transformation, cloze gap, phrasal verbs, collocations, among others. (Refer to Appendix 5).

Once the time set had elapsed, each group presented their work in front of the class.

It must be indicated that the pre-test had to be applied in two days because of the limited time I could use in order not to interrupt the normal progress of the course required by the syllabus. This test lasted 20 minutes approximately.

After the pre-test, students had to complete the pre-test questionnaire (Appendix 8) in which they indicated their appraisals regarding cooperative work and their engagement in the task.

### **Cooperative learning activities**

The subsequent classes, cooperative learning tasks were developed in class for which groups were formed under the criteria previously mentioned. One cooperative activity was performed every week, for seven weeks. Such activity lasted 15-20 minutes. Once a week, students had to use the content learned in a real-life situation in groups.

At the end of such classes, a course engagement questionnaire (Appendix 10) was answered by students in three opportunities: at the end of week one, at the end of week 4, and at the end of week 7. The purpose was to measure engagement, cooperative work, and gaining of knowledge during classes with cooperative learning activities. Such activities included working in groups to solve puzzles, dominoes, racetracks, finding hidden words in the class to form collocations or phrasal verbs, contests on the board among groups, and role playing as shown below.

As an additional tool to measure engagement, a mini-survey (Appendix 12) was included at the back of the course engagement questionnaire for students to provide their appraisal of the activities and the class session. This way, data could be triangulated by comparing information collected by the questionnaire and the information provided by the students themselves.

## Post-test

Upon conclusion of the term, students took a post-test in order to compare their progress regarding engagement, cooperative work, and gaining of knowledge. Therefore, by comparing these results with those of the control group, students' maturation can be disregarded.

After such test, students had to complete the post-test questionnaire.

The schedule provided below shows the timetable followed for the execution of the project.

Table 2. Schedule of the project

<b>17/03</b> <b>Start of 2016-I</b> <b>Term at USIL</b>	18/03 Observation	21/03 Observation	22/03 Observation	23/03 Observation
24/03 Observation	25/03 Observation	28/03 Observation	29/03 Observation	30/03 Observation
31/03 Groups formed	01/04	04/04	05/04	06/04
07/04 Pre-test Pre-test questionnaire	08/04 Pre-test Pre-test questionnaire	11/04	12/04	13/04 Cooperative learning activity - Engagement questionnaire
14/04	15/04	18/04	19/04 Cooperative learning activity	20/04
21/04	22/04	25/04 Cooperative learning activity	26/04	27/04
28/04	29/04	02/05	03/05 Cooperative learning activity - Engagement questionnaire - Students' mini- survey	04/05
05/05	06/05	09/05 Cooperative learning activity	10/05	11/05
12/05 Cooperative learning activity - Engagement questionnaire - Students' mini- survey	13/05	16/05	17/05 Cooperative learning activity	18/05
19/05	02/06 Post-test Post-test questionnaire			

In addition, a cooperative learning activities chart is presented in more detail in order to specify and explain the activities performed, the materials used and the outcomes.

DATE	ACTIVITY	MATERIAL	OUTCOME
April 13	Students get together in groups and receive pieces of paper with different words related to travel and holiday. In groups, they need to go to the board to classify them under the correct column. After checking, they do exercises provided in the student's book.	Pieces of paper Scotch tape	Travel and holiday vocabulary
April 19	In groups, students receive a flip chart and color markers to form new words using prefixes and suffixes. Each group is assigned a category, e.g. adjectives, adverbs, nouns, verbs. When they finish, they present their work in front of the class.	Flip chart Color markers	Word formation exercise
April 25	Each member of the group throws the dice and goes along the game. When students land on a question they must answer appropriately making a conditional sentence. If they are correct they stay on the square, if they are wrong they go back to the previous square. When the game is over, each group shares some of their answers with the whole class.	Board game Dices	Conditionals board game
May 3	In groups, students practice making sentences by matching verbs to gerunds or infinitives. Then, rules are elicited.	Dominoes	Gerund and infinitive dominoes
May 9	Students get together in groups. They take it in turns to tell the whole group what kind of games they played when they were kids. They have to use would and used to. They need to choose the best experience and tell it to the class.	PPT	Used to vs would
May 12	Students receive a domino. They need to join a situation with the corresponding explanation in which modals of speculation and deduction are used. When they finish, they have to prepare a couple of situations of their own and give an explanation using a modal of speculation and deduction.	Dominoes	Modals of speculation and deduction
May 17	In groups, students receive a worksheet to match sentences using phrases with "at" to their definition. Then, they have to prepare a dialogue using such expressions.	Worksheets	Vocabulary: Phrases with "at"



## **CHAPTER 4**

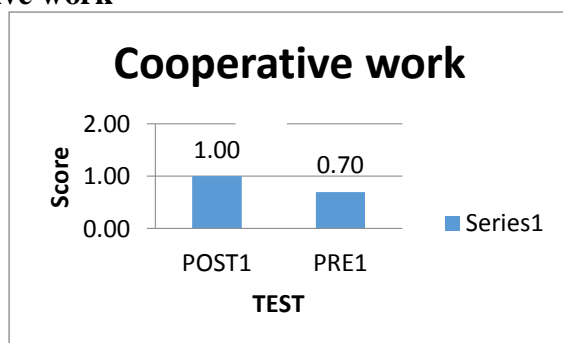
### **DISCUSSION OF RESULTS**

In this study, cooperative learning activities were performed by participants in a (general) English lesson (Language Arts) once a week for six weeks. Before the first session, a pre-test was taken by the students. In each session, students worked in groups solving a cooperative learning task that lasted 15-20 minutes. After week one, four and six, students answered a questionnaire to measure their engagement in the activity. In this process, students took formal evaluations provided by the university as part of the syllabus. At the end of the study, a post-test was taken by students to compare the results obtained in the pre-test at the beginning of the study.

#### **4.1. Data analysis**

After the collection of data using the instruments already explained, such information was tabulated in order to provide an analysis using graphs. However, given the large size of the tables of such tabulation, they have not been included in this document.

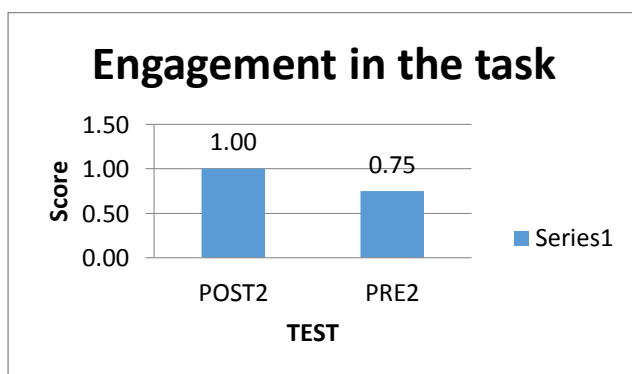
### Cooperative work



Graph 1. Cooperative work during cooperative learning tasks in the experimental group

With regards to the first research question, after looking for strategies to make grammar and vocabulary learning more attractive, cooperative learning activities were used in the experimental group. In terms of the results obtained in the pre-test and post-test, it can be observed that collaborative work during the performance of cooperative learning tasks improved throughout the course in the experimental group.

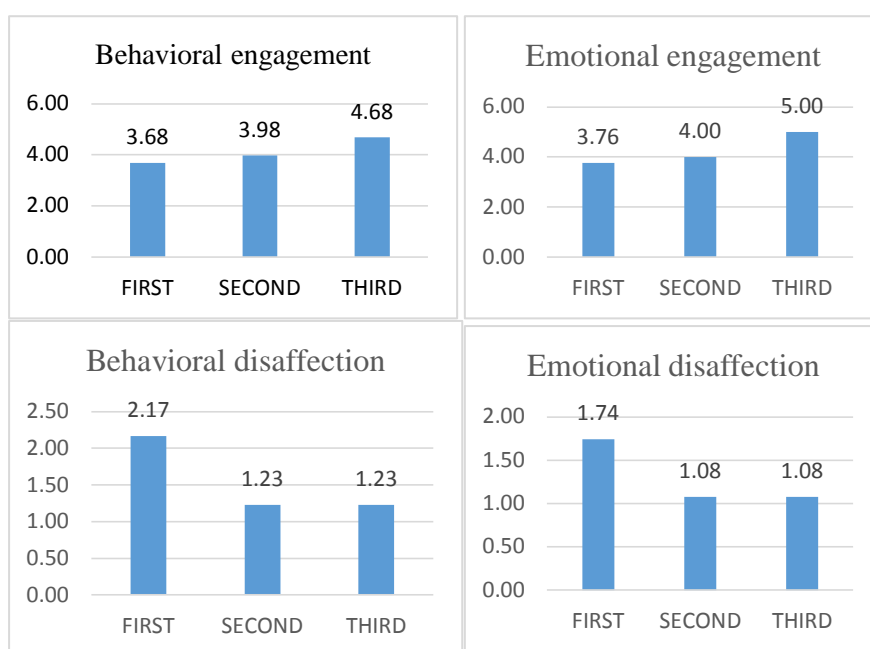
### Student engagement



Graph 2. Engagement in cooperative learning tasks

In addition, we can affirm that the use of certain “novel” activities raise students’ interest; subsequently, their motivation is also arisen. In this case, cooperative learning activities were used. As shown in graph 2, in the post-test students were more engaged in cooperative learning tasks than in the pre-test.

### Behavioral – Emotional engagement



Graph 3. Behavioral and emotional engagement vs. Behavioral and emotional disaffection in class

Furthermore, from the course engagement questionnaire (Appendix 10), it can be observed that both behavioral and emotional engagement improved from the first to the third intervention.

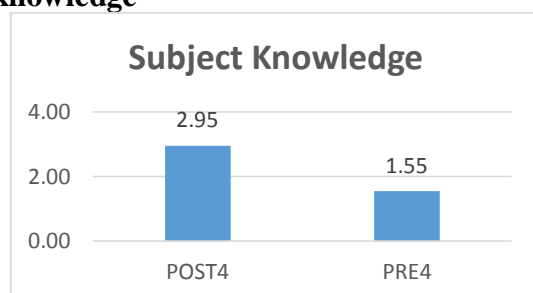
On the other hand, it can also be observed that behavioral and emotional disaffection (disengagement) was reduced in students throughout the course. In addition, from what can be seen in Graph 3, engagement figures are higher than those of disaffection, showing that students were highly motivated during class sessions.

Finally, increased student engagement can be also evidenced in the absenteeism and drop-out figures (Table 2). In the control group, more students dropped out as compared to the experimental group in which no student decided to quit the course. Therefore, we can affirm that the higher engagement rates are, the greater interest students have in the course and the lower drop-out figures are.

Table 3. Absenteeism and Drop-out Figures

Experimental Group				Control Group			
FC-PREIDI05J1M				FC-PREIDI05J1T			
Student	% Absence	Student	% Absence	Student	% Absence	Student	% Absence
STEPHANY A.	3.57	JAHAIIRA O.	2.38	MARIA A.	DROPPED OUT	JORGE J.	DROPPED OUT
JAHAIIRA A.	10.71	MARIA P.	3.57	KEVIN B.	19.05	JOAQUIN M.	19.05
FRANCISCO A.	11.9	LUIS P.	NEVER ATTENDED	ANDRE B.	19.05	DYAN M.	17.86
THALIA B.	10.71	HARUMI P.	7.14	RENZO C.	17.86	VANESSA O.	19.05
NANCY B.	0	ROBINSON P.	11.9	LESLYE C.	17.86	LUIGI P.	NEVER ATTENDED
ALEJANDRA B.	14.29	CARLOS R.	NEVER ATTENDED	MARIA D.	7.14	CESAR Q.	19.05
JHONATAN C.	4.76	ESTEFANNY S.	11.9	JIMENA E.	19.05	CLAUDIA S.	16.67
JOSELYN C.	7.14	MIRELLA S.	NEVER ATTENDED	JHON E.	3.57	DANIEL T.	17.86
JOSE LUIS C.	8.33	GIANCARLO S.	14.29	KRISTELL F.	11.9	PAULA T.	19.05
ARIANA C.	11.9	GIANELLA T.	2.38	ANDREA G.	19.05	KARLA U.	DROPPED OUT
PARMISSE M.	2.38	IGNACIO V.	7.14	SERGIO G.	16.67	ARIANE V.	19.05
CYNTIA N.	7.14	VALERIA V.	8.33	NICK H.	17.86	FRANKLIN Z.	3.57
		CESAR V.	4.76			XAVIER Z.	19.05

### Subject knowledge

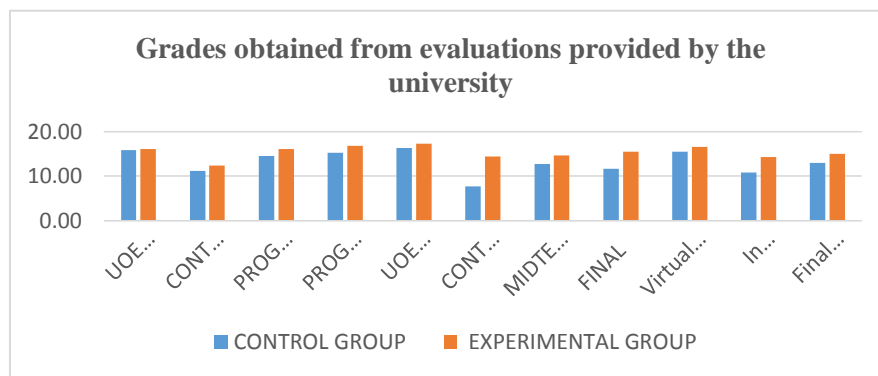


Graph 4. Students' performance in grammar and vocabulary

As to research question 3, it must be highlighted that subject knowledge (grammar and vocabulary) shows the greatest progress among students if compared to the other variables (engagement and cooperative work) that had been measured. Graph 4 shows that there was an improvement in grammar and vocabulary knowledge when comparing the pre-test and post-test figures.



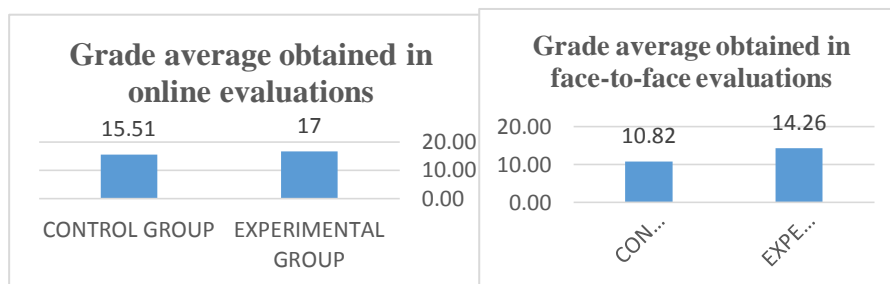
## Grades obtained by groups



Graph 5. Students' grades from evaluations provided by USIL

This improvement was also reflected on the grades students obtained in the Use of English (grammar and vocabulary) section of exams provided by the university. As evidenced in graph 5, grades improved after cooperative activities had been applied. Furthermore, if compared to the grades of the control group, the grades of the experimental group are higher.

## Evaluations



Graph 6. Scores obtained in online vs. face-to-face evaluations

As mentioned before, evaluations included online and face-to-face exams. Higher achievement can be observed in Graph 6, in which students from the experimental group had a better performance in face-to-face exams compared to the performance of the students from the control group.

Nevertheless, in online exams there is a close difference between the experimental and the control group.

### Students' Reaction

Table 4. Most frequent responses of the students' mini-survey

1. Describe today's class in two words	No. of Students	2. Today I learned...	No. of Students	3. Class would be more interesting if...	No. of Students
Fun	7	Phrasal verbs	7	We worked in groups	6
Interesting	6	Collocations		everyday	
I really enjoyed it	6	Vocabulary we can use in specific situations	7	I like it the way it is	6
Useful	4	Word formation	5	We played more games	6
			4	We listened to music	5

As to research question four, students expressed their comfort and openness to working with their peers. In the graphs indicated above, it can be observed that collaboration and team work were gradually and positively developed throughout the course. They increased their collaboration as the study progressed. Moreover, as indicated in the mini-survey (Appendix 12), most students considered the class sessions fun and interesting, and by the end of the study most of them indicated they liked our classes the way they were. This evidences that students were engaged during cooperative learning sessions.

In general, we can affirm that the general hypothesis has been proven: Behavioral and cognitive student engagement through cooperative learning activities improve academic achievement in vocabulary and grammar.

## **4.2. Discussion of results**

### **4.2.1. Research findings**

Upon conclusion of this study, it is observed that by engaging students with cooperative activities, their scores and academic performance improves. In this case, the focus of this research has been on grammar and vocabulary. After analyzing the data that had been collected, the findings are stated below.

- In the study it was found that since students were mostly used to working individually in class, it was difficult for them to get together in groups in order to work on cooperative activities. Nevertheless, as time went by, team work was normal for them, they felt they were learning in a comfortable environment, they helped each other and even enjoyment could be noticed. This follows Vygotsky's social constructivist which supports learning through social interaction.
- As one of the characteristics in student-centered learning, students felt they played the main role in class and regarded the instructor as a facilitator; they discovered a sense of responsibility of their own learning resulting in positive attitude towards the course and towards learning itself. This fostered motivation among students, which was reflected on students deciding and planning how to organize themselves to achieve the expected learning outcome of the class session.
- Students really appreciate that teachers use non-traditional strategies and methodologies. Although understanding of lessons can be achieved through lectures, significant learning will be guaranteed through the use of interactive tasks in class. For the purposes of this research, cooperative learning activities were used creating a positive atmosphere in class in which students did not consider learning mandatory but fun and natural.
- Finally, it was discovered that by using cooperative learning activities the span of student engagement was extended despite

of the short duration of the activity itself. Students' motivation and involvement endured which also contributed to have a smooth class with high participation and interest rates.

#### **4.2.2. Pedagogical implications**

This study aims at improving the learning conditions and situations of students. The pedagogical implications discussed below will explain the usefulness of this research.

1. The research evidences that it is possible to create a “nice” classroom environment even if the content of the subject is highly demanding. In this scenario, students forget about the difficulty of the subject under study and focus on the enjoyment and pleasure of learning English.
2. It is known that scores are important in the competitive world. However, it is sometimes the priority of educational institutions. This study shows that by fostering motivation among students and using novel and original activities other than those usually used in class, students start enjoying learning English and, therefore, their scores in the university improve.
3. It is of utmost importance to consider that teachers and professors should take some time to motivate and engage students in the topic to be studied in a class session, not only with cooperative activities but with other strategies that encourage willingness to learn among students and that make learners be aware of the importance of the subject they will study, the purpose of the activity they will do and how they will benefit from it. For instance, critical thinking can be used so that students reflect on what, how and why they are learning. As mentioned before, studies show that active learning fosters critical thinking.
4. Probably the most important pedagogical implication is related to real work experience. Nowadays, companies look for leaders and people who are capable to work in a team, who

cooperate and collaborate with their coworkers. By employing cooperative activities in class, students take the first step towards one of the major requirements and qualifications in the occupational field. This is also known as soft skills with a focus on interpersonal skills, which are sometimes as or more valuable than standard qualifications. Among the list of soft skills, teamwork outstands with cooperative and collaborative characteristics.



## **CONCLUSIONS**

The hypothesis “Behavioral and cognitive student engagement through cooperative learning activities improve academic achievement in vocabulary and grammar” can be answered by indicating that cooperative activities keep students engaged in class being reflected on good scores in grammar and vocabulary.

As the main pillar of this research, engagement (behavioral and emotional) can be considered the first step to a successful class. By fostering motivation among students, a connection between the teacher, students and the course content is produced. When students are interested and involved in class, they work harder, are eager to know more and enjoy learning. As evidenced in this study, engagement was the key factor to raise students’ interest in the course. In consequence, strategies must be used to start and maintain engagement in class.

Regarding the dependent variable named cooperative work, learners need to discover that by working with their peers, learning is deeper, but teachers need to give them the opportunity to do so. For example, if they work together they will share ideas and the end product will be enhanced. In this research, students got used to working cooperatively in pairs and groups, used this moment to help each other, to clear out doubts, and to reinforce what they had learnt; therefore, the academic results obtained were positive.

As to data collection, it can be concluded that data is reliable and valid since several instruments were used and contrasted in order to prove the authenticity of results. Different points of view were collected to obtain an impartial outcome: students (surveys, questionnaires), the university (academic survey, grades, and rates) and the researcher herself (scores granted in cooperative tasks).

As the last point, it should be pointed out that although obtaining high scores in university is highly important, we must not forget that learning and using what we have learned to make progress in life is the principal goal of education. As mentioned before, the development of soft skills is part of the qualifications that companies require for personnel recruitment. By using these cooperative activities in class, students are a step forward in their preparation to face real-life work scenarios.



## **RECOMMENDATIONS**

In this section, some recommendations will be provided as to the execution of the study in order to prevent certain flaws that could arise in case this research is to be replicated.

In the first place, for obtaining better results, an adequate space should be used to apply these cooperative learning activities. For example, a large classroom with big tables and wheeled chairs so that students are able to move around easily. It is widely known that classrooms in Peruvian universities have the typical seating arrangement in rows with typical desks, which makes getting together and group work difficult.

Once this space has been created, in order to foster a cooperative work environment in classrooms, cooperative activities should be performed more frequently so that students get used to working together towards a common goal. To such purpose, it must be stated in the course syllabus as part of the methodology to be used throughout the course. This way, the use of cooperative learning activities can be spread and used by other English teachers. This was not the situation of this research since there were time restrictions and the syllabus had to be followed as required by the institution.

As to assessment required by the university during the project, upon elaboration of the consolidated scores graph (Graph 5), two types of evaluations were considered: online and face-to-face. It must be indicated

that face-to-face evaluations guarantee full control of students while 100% reliability might not be guaranteed for online evaluations. Cases of identity theft, cheating and others may exist. Nonetheless, all evaluations needed to be included because they tested knowledge of grammar and vocabulary and were required by the course syllabus. Therefore, in the future, face-to-face evaluations should be the main tool to measure subject knowledge, while online evaluations can be used as a mere reference but not as a reliable measurement instrument.

As a final and additional recommendation, contests may be implemented in English courses. These contests may include, for example, cooperative writing in which students work together to create a story or a play, and even perform it. This may be a good way to put into practice cooperative learning.

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## **APPENDIXES**



## **Appendix 1. Definition of terms**

Terms related to engagement, motivation, active learning, cooperative learning and academic achievement will be defined to explain the main issues to be covered in this thesis.

**Academic Achievement** (also referred to as academic performance): The extent to which a student has achieved his educational goals. It is commonly measured by examinations.

**Active Learning:** Process through which students interact with their peers to perform active tasks that promote engagement.

**Active Learning Continuum:** Types of active learning tasks that range from simple short activities to complex long and well-structured activities.

**Collaborative Learning:** Any instructional method in which students work together in small groups to achieve a common goal.

**Cooperative Learning:** A relationship among a group of students that requires five elements: positive interdependence, individual accountability, interpersonal skills, face-to-face promotive interaction, and processing out (Johnson & Johnson, 1994).

**Critical Thinking:** Ability to think rationally about what to do after the collection of information and solve problems.

**Disengagement:** Lack of involvement in the classroom instruction leading to negative personal and academic results. Opposite of engagement. Also referred to as disaffection and alienation.

**Engagement:** Degree of the learner's connection with the classroom instruction. Engagement can be achieved at three levels: behavioral (actions), emotional (feelings) and cognitive (thoughts).

**Involvement:** Interpersonal relationship with teachers and peers.

**Interaction:** Process in which more than one individual takes part and there is an effect upon one another.

**Metacognition:** Awareness of one's own knowledge and one's ability to understand, control, and adapt one's cognition. It includes knowing when, where, how and why to use learning strategies.

**Motivation:** Internal or external factors that explain the reason for the execution of an action, desire, need or behavior towards the fulfillment of a goal.

**Student-centered Learning:** Teaching methods that focus on the student and not on the teacher in order to develop learner autonomy and independence.

## Appendix 2. Information of students who participated in the study

EXPERIMENTAL GROUP		CONTROL GROUP	
Course	ENGLISH V	Course	ENGLISH V
Block	FC-PREIDI05J1M	Block	FC-PREIDI05J1T
Students		Students	
STEPHANY A. (19) Kindergarten	CYNTIA N. (19) Administration	KEVIN B. (22) Administration	JOAQUIN M. (19) Art and Design
JAHAIIRA A. (19) Law	JAHAIIRA O. (20) Administration	ANDRE B. (23) Administration	DYAN M. (23) Law
FRANCISCO A. (21) Env. Engineer.	MARIA P. (21) Industrial Eng.	RENZO C. (23) Admin. & Entrep	VANESSA O. (22) Econ & Int Bus
THALIA B. (20) Inter. Business	HARUMI P. (20) Admin. & Entrep.	LESLYE C. (22) Marketing	CESAR Q. (20) Hotel Admin.
NANCY B. (22) Psychology *Beca 18	ROBINSON P. (20) Environ. Eng.	MARIA D. (20) Law	CLAUDIA S. (20) Administration
ALEJANDRA B. (20) Econ. & Finance	ESTEFANNY S. (19) Business Eng.	JIMENA E. (19) Communications	DANIEL T. (20) Marketing
JHONATAN C. (20) Architecture *Beca 18	GIANCARLO S. (18) Hotel Management	JHON E. (19) Civil Eng. *Beca 18	PAULA T. (18) Administration
JOSELYN C. (20) Tourism Admin.	GIANELLA T. (19) Psychology	KRISTELL F. (20) Administration	ARIANE V. (19) Marketing
JOSE LUIS C. (20) Business Eng.	IGNACIO V. (20) Communications	ANDREA G. (20) Art & Design	FRANKLIN Z. (19) Civil Eng. *Beca 18
ARIANA C. (18) Admin & Entrep	VALERIA V. (19) Econ. & Inter. Bus	SERGIO G. (21) Marketing	XAVIER Z. (22) Administration
PARMISSE M. (23) Communications	CESAR V. (20) Marketing	NICK H. (22) Eco & Inter Bus	

## Appendix 3. English course syllabus

SILABO						
Datos del Curso						
Código:	ENG4212		Curso:	ENGLISH V		
Área/Programa que Coordina:	DIRECCION DE IDIOMAS			Modalidad:	Presencial	
Créditos:	64.0		Horas de Sesiones Presenciales:	88		Horas de Aprendizaje Autónomo: 56.0
Período:	2016-01		Fecha de inicio y fin del período:	del 17/03/2016 al 29/06/2016		
Coordinador del Curso						
Apellidos y Nombres		Email	Hora de Contacto		Lugar de Contacto	
XXXXXXXXXXXXXXXXXXXX			Lunes, miércoles y viernes 2:30 p.m 5:00 pm		Center for Language Studies	
Docentes del Curso						
Puede consultar los horarios de cada docente dentro de su INFOSIL, en el menú <b>Desarrollo de Clases</b> , opción <b>Profesores</b> .						
Sumilla						
El curso de English V, de naturaleza teórico-práctica, basado en el enfoque comunicativo, tiene como propósito asegurar las competencias iniciales correspondientes al nivel B2 y familiarizar al alumno con el formato del examen FCE según los estándares del Marco de Referencia de la Comunidad Europea (CEFR).						
Resultados Esperados del Curso						
Resultado general del curso		Número	Resultados específicos del curso			
Se comunica con cierta destreza, fluidez y espontaneidad en inglés en forma oral y escrita, para el desempeño personal y profesional.		1.1.	Distingue las ideas principales de los secundarios y reconoce la información relevante explícita en textos extensos simples en inglés sobre temas de su entorno académico y profesional.			
		1.2.	Comprende, analiza e infiere información general y específica de todos audios extensos y complejos en inglés sobre diversos temas.			
		1.3.	Compara, contrasta situaciones diversas y discute para lograr un consenso con fluidez y precisión sobre temas diversos.			
		1.4.	Escribe todos de manera extensa y coherente de diversas formas parafraseando y utilizando estructuras gramaticales de mediana complejidad sobre temas de su entorno académico y profesional.			
Cronograma de Actividades						
Ses	Sem	(hrs)	Tipo	Contenido	Logro Esperado y Actividades de Aprendizaje	Recursos
8	4	2.0	AP	3.1 Vocabulary: Travel and holiday phrasal verbs, collocations	• Categoriza vocabulario concerniente a viajes y vacaciones, relaciona "phrasal verbs" con su respectivo significado y relaciona verbos con sustantivos apropiadamente. • Desarrolla ejercicios basados en UCE y reading de la unidad 1 a 3 del libro.	• Libro del alumno • Manual del Profesor • Material Audiovisual
5	2.0	AP		• Use of English Workshop: Exam folder 2: it 3 (Word Formation) 4.1	• Identifica y desarrolla actividades de use of English parte 3. • Relaciona vocabulario y definiciones relacionados a animales en peligro de extinción. • Desarrolla una actividad de word formation.	• Libro del alumno • Manual del Profesor • Material Audiovisual
6	2.0	AP		5.2 Conditional with if	• Relaciona oraciones condicionales e identifica los errores existentes en un texto.	• Libro del alumno • Manual del Profesor • Material Audiovisual
7	2.0	AP		7.1 Life's too short Gerunds and infinitives 1	• Completa oraciones con preposiciones y la forma correcta del verbo. Completa los espacios en blanco de un mail haciendo uso de la forma correcta de los verbos.	• Libro del alumno • Manual del Profesor • Material Audiovisual
8	2.0	AP		8.2 Grammar "used to" and "would"	• Compara, responde y da su opinión acerca de las actividades que los niños disfrutaban más. • Lee una autobiografía y responde preguntas relacionadas a la misma. • Lee un texto sobre un aviso televisivo y subraya ejemplos de modales.	• Libro del alumno • Manual del Profesor • Material Audiovisual
9	2.0	AP		9.1 The hard sell Grammar: Modals 2 Speculation and deduction Reading: David Gilly: the King of Madison Avenue Vocabulary: Collocations	• Lee un texto y completa los espacios en blanco utilizando la palabra más apropiada. • Utiliza collocations with adjectives and nouns.	• Libro del alumno • Manual del Profesor • Material Audiovisual
10	4.0	AP		10.2 Grammar: Review of future tenses Listening: FCE speaking part 2 Vocabulary: Phrases with "at"	• Desarrolla ejercicios gramaticales en tiempo futuro • Escucha y responde a actividades del FCE parte 2 • Responde ejercicios acerca de "phrases with at" y explica el significado de las mismas • Desarrolla actividades del workbook (unit 10)	• Libro del alumno • Campus virtual • Material del profesor



## Appendix 4. Lesson plans

## Lesson plan 1

DAY: April 19	TOPIC: Word formation (suffixes)	
OBJECTIVE: To form new words using suffixes and prefixes	DURATION	
PROCEDURE:		
1. Elicit from students what suffixes we can use to form new words. E.g. happy, unhappy, happiness, unhappiness, happily, unhappily.	1 minute	
2. Students get in groups of five. Each group is in charge of a section. - Prefixes - Suffixes - Forming Adjectives - Forming Adverbs - Forming Verbs Each group writes the new words on a big paper. Underlines the prefix or suffix and explains the rules in front of the class. (1 song for preparation; 1 minute per group for explanation) All the class have 1 minute to transform verbs to nouns. The first group that finishes is the winner. Check as a whole class.	10 minutes	
3. Do Ex. 8 Word formation (Student's Book) Check answers in pairs and then as a whole class.	5 minutes	

## Lesson plan 2

DAY: April 13	TOPIC: Travel and holiday vocabulary	
OBJECTIVE: To recognize and use vocabulary related to travel and holidays.		DURATION
PROCEDURE:		
1. Students discuss in groups some questions related to travelling.		3 minutes
2. Then they are asked to brainstorm as many ideas as possible related to holidays and travel. Ideas are shared as a whole class.		5 minutes
2. Students receive pieces of paper with different words related to travel and holiday. In groups, they need to go to the board to classify them under the correct column.		4 minutes
3. Groups check each other's answers.		2 minutes
4. Do Ex. 1 Vocabulary (Student's Book) Compare answers in pairs, then as a whole class.		3 minutes

### Lesson plan 3

DAY: May 12	TOPIC: Modals of speculation and deduction	
<b>OBJECTIVE:</b> To use modals to speculate and make deductions in real-life situations.		<b>DURATION</b>
<b>PROCEDURE:</b>  1. Students get together in a different group. They receive a domino. They need to join a situation with the corresponding explanation in which modals of speculation and deduction are used.		5 minutes
2. While checking, rules are elicited from students.		3 minutes
3. In the same groups, students prepare a couple of situations of their own using modals of speculation and deduction and present them before the class.		5 minutes
3. Do Ex. 5 Grammar (Student's Book) Check answers in pairs and then as a whole class.		3 minutes

## Appendix 5. Pre-test/post-test – day 1

### Master copy

#### Objectives

1. To evaluate the students' level of engagement while being involved in interactive collaborative activities.
2. To evaluate the students' ability to use knowledge of vocabulary and grammar in real life situations.

#### Purpose

To perform a preliminary evaluation of the students' level of engagement with interactive activities based on the textbook they will use in class in order to measure their ability to apply their prior knowledge of vocabulary and grammar to real life situations.

#### Instructions

1. Students get in 5 groups of 5 members.
2. Each group will be in charge of a scene. Each group will be assigned a scene randomly. The members of each group will write down their names at the back of the paper.
3. In each scene a student will narrate what is going on in the presentation, s/he will introduce the characters and give a brief explanation of each situation before the dialogue starts. The other students will play different roles. All the members of the group **MUST** participate.
4. Preparation time: 8 minutes

Duration of the role-play: 3 minutes' maximum per group

Scene 1: All of you decide to go on holiday. Go to a travel agency and ask for some tickets and tours you can get. Use **vocabulary related to travel, transportation, accommodation, sports**, etc. The tour guide gives you some advice on what you **should** and **need to** do, and tells you what is and what is not **permitted** to do in those places.

**Add a particle** to the verb to form a phrasal verb related to travel. Use the phrasal verbs in the dialogue.

TAKE \_\_\_\_\_

CHECK \_\_\_\_\_

SET \_\_\_\_\_

for	in	off	out
-----	----	-----	-----

Scene 2: Once you are in the U.S. you make new friends there and you all visit a natural area where you see the effects of pollution. Describe what you see. Compare that natural area to one that we have in Peru; use **as** and **like**. Intensify your ideas using **adverbs of degree** (**absolutely, extremely, really**, etc.)

**Transform** these words to use them as nouns, adjectives or adverbs. Then use these words in your dialogue.

**FASCINATE**

**DANGER**

**CONSERVE**

Scene 3: You have arrived home. Get together with your group of friends and tell them about your experience. Use **past tenses** (**past simple, past perfect, past continuous**).

Find a word that collocates the following nouns. Then use these **collocations** in your dialogue.

\_\_\_\_\_ a hotel

\_\_\_\_\_ sightseeing

\_\_\_\_\_ a trip

Scene 4: Your friends start **speculating** about your last trip. They even talk about **impossible** situations, although some of them may be **possible** (use **conditionals** with **if** and **unless**).

Complete the sentence using between 2 and 5 words including the keyword. Then use that sentences in your dialogue.

She got lost because she didn't have a map.

**IF**

She wouldn't have got lost \_\_\_\_\_ a map.

She'd better hurry up if she doesn't want to miss the plane.

**UNLESS**

She'd better hurry up \_\_\_\_\_ the plane.

Scene 5: Finally, you and your friends share experiences in which you had to wait at the airport because your flight had been delayed.

Use the following **expressions with *time*** in your dialogue:

Kill time

Waste time

And the following phrasal verbs:

Keep away

Keep up with

## **Pre-test/ Post-test – day 2**

### **Objectives**

1. To evaluate the students' level of engagement while being involved in interactive activities.
2. To evaluate the students' ability to use knowledge of vocabulary and grammar in real life situations.

### **Purpose**

To perform a preliminary evaluation of the students' level of engagement with interactive activities based on the textbook they will use in class in order to measure their ability to apply their prior knowledge of vocabulary and grammar to real life situations.

### **Instructions**

1. Students get in 5 groups of 5 members.
2. Each group will be in charge of a scene. Each group will be assigned a scene randomly. The members of each group will write down their names at the back of the paper.
3. In each scene a student will narrate what is going on in the presentation, s/he will introduce the characters and give a brief explanation of each situation before the dialogue starts. The other students will play different roles. All the members of the group **MUST** participate.
4. Preparation time: 8 minutes

Duration of the role play: 3 minutes maximum per group

---

Scene 6: Your grandfather has visited you. He is telling you and your siblings what he **used to do** when he was young.

- Ask your grandfather about any sport he played or did.
- Use the following verbs: **give up**, **suggest** and **prefer**. First, decide if they are followed by an infinitive or a gerund.

Scene 7: Your grandfather shows you a strange old picture.

Describe the picture putting the following **adjectives in order**: green – old – big – wooden

**Speculate** and **make deductions** using **modals**: could, might, may, can't + verb.

Use the following **phrase with at**: at war

Scene 8: Your grandfather asks you to make predictions about the future. Use the **future continuous and future perfect**.

Use the following words: **amused**, **amusing** / **depressed**, **depressing**

**Transform** the following words and use them in your dialogue:

- various (transform it into a noun)
- end (transform it into an adjective)
- science (transform it into a noun)

Scene 9: You and your siblings decide to honour your grandfather and you prepare a ceremony.

Describe your grandpa's personality using the following **adjectives**: optimistic, cheerful, bossy.

Decide if these verbs are followed by an **adverb** or an **adjective**. Then use them in your dialogue.

- He looked angry/angrily when we hid his glasses.
- He looked at us angry/angrily when he realized that we had hidden his glasses.

Use the following **expression with take**: take turns

Scene 10: Your grandpa is about to leave. He thanks you for everything. You and your siblings say good bye.

Make this word negative: experienced. Then use it in your dialogue.

Choose the correct **collocations** and use them in your dialogue.

- use time / spend time
- maintain a promise / keep a promise

**KEYWORD TRANSFORMATION.** Use the passive voice. Then use your answers in your dialogue:

- We may surprise you at any time.

**BE**

You \_\_\_\_\_ at any time.

**Source:** Based on the textbook Capel, Annette & Sharp, Wendy (2012). Objective First. Student's Book. United Kingdom: Cambridge University Press.



## Appendix 6. Pre-test/ Post-test real samples

Scene 1: All you decide to go on holiday. Go to a travel agency and ask for some tickets and tours you can get. Use **vocabulary related to travel, transportation, accommodation, sports**, etc. The tour guide gives you some advice on what you **should** and **need to** do, and tells you what is and what is not **permitted** to do in those places.

**Add a particle** to the verb to form a phrasal verb related to travel. Use the phrasal verbs in the dialogue.

TAKE on/off

CHECK out

SET off

for	in	off	out	on	off
-----	----	-----	-----	----	-----

Scene 2: Once you are in the U.S. you make new friends there and you all visit a natural area where you see the effects of pollution. Describe what you see. Compare that natural area to one that we have in Peru; use **as** and **like**. Intensify your ideas using **adverbs of degree** (**absolutely, extremely, really**, etc.)

**Transform** these words to use them as nouns, adjectives or adverbs. Then use these words in your dialogue.

FASCINATE fascinating

DANGER dangerous

CONSERVE conserved

Scene 3: You have arrived home. Get together with your group of friends and tell them about your experience. Use **past tenses** (**past simple, past perfect, past continuous**).

Find a word that collocates the following nouns. Then use these **collocations** in your dialogue.

book a hotel

go sightseeing

plan a trip

Scene 4: Your friends start **speculating** about your last trip. They even talk about impossible situations, although some of them may be **possible** (use conditionals with **if** and **unless**).

Complete the sentence using between 2 and 5 words including the keyword. Then use that sentence in your dialogue.

She got lost because she didn't have a map.

**IF**

She wouldn't have got lost if she had a map.

She'd better hurry up if she doesn't want to miss the plane.

**UNLESS**

She'd better hurry up unless she gets to the airport the plane.

Scene 5: Finally, you and your friends share experiences in which you had to wait at the airport because your flight had been delayed.

Use the following expressions with **time** in your dialogue:

Kill time Read a magazine to kill time

Waste time Don't waste time

And the following phrasal verbs:

Keep away

Keep up with

Scene 10: Your grandpa is about to leave. He thank you for everything. You and your siblings say good bye.

Make this word negative: experienced. Then use it in your dialogue.

Choose the correct collocations and use them in your dialogue.

- use time / spend time

- maintain a promise / keep a promise

**KEYWORD TRANSFORMATION.** Use the passive voice. Then use your answers in your dialogue:

- We may surprise you at any time.

**BE**

You may be surprised at any time.

## Appendix 7. Pre-test/ Post-test

### Voice recording transcripts (extracts)

#### Sample 1

After transforming words (in bold), students use them in a dialogue.

**Student A:** Two friends are going to visit a friend who is in New York. They're totally excited about knowing the natural areas in the USA, especially in Central Park.

**Student B:** Oh Jocelyn!

**Student C:** Hi Cesar. How are you? It's been a long time we haven't seen.

**Student B:** Oh yes. I don't remember that.

**Student C:** But you asked me to come here, remember?

**Student B:** Yes, yes. So what do you wanna do?

**Student C:** We can go to Central Park. It's very exciting and **fascinating**.

**Student B:** Let's go. This is Central Park. There are a lot of animals, a very beautiful view. What is your opinion about here?

**Student C:** I thought Central Park were more **conserved** than other places. But I realize that it's completely different from what I thought.

**Student B:** Yeah. In Peru there is a lot of pollution, but here we can see more or less. So we can say that In Peru it's more **dangerous** because here we have a lot of security...

#### Sample 2

**Students A:** We want to go to a camp because we want to relax. What do you think is the best option?

**Student B:** If you want to relax the best option is going to ...

**Student A:** How can we get that place?

**Students B:** Well, you can take a train.

**Student A:** What activities do you offer?

**Student B:** You can **go sightseeing** different places or take a lot of photos.

**Student A:** What **is not allowed**?

**Student B:** You **aren't allowed to** smoke there.

## Appendix 8. Pre-test/ Post-test questionnaire

### Master copy

Answer the following statements. Write Yes (1pt) or No (0 pt).

#### Cooperative Work

1. All members contributed with ideas.
2. Ideas were respected.
3. We could solve difficulties as a team.

#### Engagement in the task

4. I enjoy the time I spend in this class.
5. It's exciting to make connections between the ideas learned in this class.
6. The task we just did is interesting.

Source: Adapted from Chi, U., Skinner, E. A., & Kindermann, T. A. (2010). Engagement and Disaffection in the College Classroom: Construction and Validation of a Measurement Tool to Assess Students' Motivation to Learn. Technical Report, Portland State University

#### 7. Subject Knowledge (Grammar and Vocabulary)

	1	2	3
Grammar and Vocabulary	- Shows a good degree of control of simple grammatical forms.	- Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.	- Shows a good degree of control of a range of simple and some complex grammatical forms.
Control Range Appropriacy	- Uses a range of appropriate vocabulary when talking about everyday situations.	- Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	- Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.

Source: Cambridge English First. Handbook for Teachers. Cambridge English Language Assessment. University of Cambridge. (2015)

## Appendix 9. Pre-test questionnaire

### Real samples

PRE-TEST ASSESSMENT  
QUESTIONNAIRE

Answer the following statements. Write Yes or No.

Collaborative Work

1. All members contributed with ideas. YES
2. Ideas were respected. YES
3. We could solve difficulties as a team. YES

Engagement in the task

4. I enjoy the time I spend in this class. YES
5. It's exciting to make connections between the ideas learned in this class. YES
6. The task we just did is interesting. YES

PRE-TEST ASSESSMENT  
QUESTIONNAIRE

Answer the following statements. Write Yes or No.

Collaborative Work

1. All members contributed with ideas. YES
2. Ideas were respected. NO
3. We could solve difficulties as a team. YES

Engagement in the task

4. I enjoy the time I spend in this class. YES
5. It's exciting to make connections between the ideas learned in this class. YES
6. The task we just did is interesting. YES

...that you think answers the ques

**Post-TEST ASSESSMENT**

**QUESTIONNAIRE** (Over 18 points. Each item is worth 1.5 points.)

Answer the following statements. Write Yes or No.

**Collaborative Work**

1. All members contributed with ideas. *Yes*
2. Ideas were respected. *Yes*
3. We could solve difficulties as a team. *Yes*

**Engagement in the task**

4. I enjoy the time I spend in this class. *Yes*
5. It's exciting to make connections between the ideas learned in this class. *Yes*
6. The task we just did is interesting. *Yes*

*Jeselyn Castro*

**Post-TEST ASSESSMENT**

**QUESTIONNAIRE** (Over 18 points. Each item is worth 1.5 points.)

Answer the following statements. Write Yes or No.

**Collaborative Work**

- ① All members contributed with ideas. *Yes*
2. Ideas were respected. *Yes*
3. We could solve difficulties as a team. *Yes*

**Engagement in the task**

4. I enjoy the time I spend in this class. *Yes*
- ⑤ It's exciting to make connections between the ideas learned in this class. *Yes*
6. The task we just did is interesting. *Yes*



PRE-TEST ASSESSMENT

QUESTIONNAIRE

Answer the following statements. Write Yes or No.

Collaborative Work

1. All members contributed with ideas. No
2. Ideas were respected. Yes
3. We could solve difficulties as a team. Yes

Engagement in the task

4. I enjoy the time I spend in this class. Yes
5. It's exciting to make connections between the ideas learned in this class. Yes
6. The task we just did is interesting. No

Alejandra Bulejes

POST

PRE-TEST ASSESSMENT

QUESTIONNAIRE (Over 18 points. Each item is worth 1.5 points.)

Answer the following statements. Write Yes or No.

Collaborative Work

1. All members contributed with ideas. Yes
2. Ideas were respected. Yes
3. We could solve difficulties as a team. Yes

Engagement in the task

4. I enjoy the time I spend in this class. Yes
5. It's exciting to make connections between the ideas learned in this class. Yes
6. The task we just did is interesting. Yes



## **Appendix 10. Course engagement questionnaire**

### **Master copy**

**Read the statements below and write next to it 1 (if the statement is not true), 2 (if the statement is slightly true), 3 (if the statement is moderately true), 4 (if the statement is very true) and 5 (if the statement is totally true).**

#### **Behavioral Engagement**

I pay attention in class

I study for this class

I try to get the most I can out of this class

#### **Emotional Engagement**

I enjoy the time I spend in this class

It's exciting to make connections between the ideas learned in this class.

The material we cover is interesting.

#### **Behavioral Disengagement**

It's hard to make myself come to this class.

In this class I just do enough to get by.

Outside of class I don't put much work in on this course.

#### **Emotional Disengagement**

The instructor's lectures are pretty dull.

This class is stressing me out.

Sitting in class is a waste of my time.

Source: Chi, U., Skinner, E. A., & Kindermann, T. A. (2010). Engagement and Disaffection in the College Classroom: Construction and Validation of a Measurement Tool to Assess Students' Motivation to Learn. Technical Report, Portland State University

## Appendix 11. Course engagement questionnaire

### Real sample 1

QUESTIONNAIRE - Course Engagement

Read the statements below and write next to it 1 (if the statement is not true), 2 (if the statement is slightly true), 3 (if the statement is moderately true), 4 (if the statement is very true) and 5 (if the statement is totally true).

**Behavioral Engagement**

I pay attention in class. 5

I study for this class. 3

I try to get the most I can out of this class. 3

**Emotional Engagement**

I enjoy the time I spend in this class. 2

It's exciting to make connections between the ideas learned in this class. 2

The material we cover is interesting. 3

**Behavioral Disaffection**

It's hard to make myself come to this class. 1

In this class I just do enough to get by. 2

Outside of class I don't put much work in on this course. 3

**Emotional Disaffection**

The instructor's lectures are pretty dull. 5

This class is stressing me out. 4

Sitting in class is a waste of my time. 1

Source: Chi, R., Skinner, E. A., & Kindermann, T. A. (2010). Engagement and Disaffection in the College Classroom: Construction and Validation of a Measurement Tool to Assess Students' Motivation to Learn. Technical Report, Portland State University.

## Real sample 2

QUESTIONNAIRE - Course Engagement

Read the statements below and write next to it 1 (if the statement is not true), 2 (if the statement is slightly true), 3 (if the statement is moderately true), 4 (if the statement is very true) and 5 (if the statement is totally true).

**Behavioral Engagement**

I pay attention in class. 4

I study for this class. 3

I try to get the most I can out of this class. 4

**Emotional Engagement**

I enjoy the time I spend in this class. 5

It's exciting to make connections between the ideas learned in this class. 5

The material we cover is interesting. 4

**Behavioral Disaffection**

It's hard to make myself come to this class. 1

In this class I just do enough to get by. 1

Outside of class I don't put much work in on this course. 2

**Emotional Disaffection**

The instructor's lectures are pretty dull. 1

This class is stressing me out. 1

Sitting in class is a waste of my time. 1

Source: Chi, R., Skinner, E. A., & Kindermann, T. A. (2012). Engagement and Disaffection in the College Classroom: Construction and Validation of a Measurement Tool to Assess Students' Motivation to Learn. Technical Report, Portland State University.

### Real sample 3

Ariana Cornejo, Class 1

**QUESTIONNAIRE - Course Engagement**

Read the statements below and write next to it 1 (if the statement is not true), 2 (if the statement is slightly true), 3 (if the statement is moderately true), 4 (if the statement is very true) and 5 (if the statement is totally true).

**Behavioral Engagement**

I pay attention in class. 5

I study for this class. 4

I try to get the most I can out of this class. 4

**Emotional Engagement**

I enjoy the time I spend in this class. 5

It's exciting to make connections between the ideas learned in this class. 3

The material we cover is interesting. 3

**Behavioral Disaffection**

It's hard to make myself come to this class. 1

In this class I just do enough to get by. 1

Outside of class I don't put much work in on this course. 1

**Emotional Disaffection**

The instructor's lectures are pretty dull. 1

This class is stressing me out. 1

Sitting in class is a waste of my time. 1

Source: Chi, U., Skinner, E. A., & Kindermann, T. A. (2010). Engagement and Disaffection in the College Classroom Construction and Validation of a Measurement Tool to Assess Students' Motivation to Learn. Technical Report, Portland State University

## Real sample 4

*Capela Panto*

**QUESTIONNAIRE - Course Engagement**

Read the statements below and write next to it 1 (if the statement is not true), 2 (if the statement is slightly true), 3 (if the statement is moderately true), 4 (if the statement is very true) and 5 (if the statement is totally true).

**Behavioral Engagement**

I pay attention in class 4

I study for this class 4

I try to get the most I can out of this class 3

**Emotional Engagement**

I enjoy the time I spend in this class 5

It's exciting to make connections between the ideas learned in this class. 4

The material we cover is interesting. 5

**Behavioral Disaffection**

It's hard to make myself come to this class. 4

In this class I just do enough to get by. 3

Outside of class I don't put much work in on this course. 3

**Emotional Disaffection**

The instructor's lectures are pretty dull. 1

This class is stressing me out. 3

Sitting in class is a waste of my time. 3

Source: Chi, U., Skinner, E. A., & Kindermann, T. A. (2010). Engagement and Disaffection in the College Classroom: Construction and Validation of a Measurement Tool to Assess Students' Motivation to Learn. Technical Report, Portland State University

## Real sample 5

**QUESTIONNAIRE - Course Engagement**

Read the statements below and write next to it 1 (if the statement is not true), 2 (if the statement is slightly true), 3 (if the statement is moderately true), 4 (if the statement is very true) and 5 (if the statement is totally true).

**Behavioral Engagement**

I pay attention in class. 5

I study for this class. 4

I try to get the most I can out of this class. 4

**Emotional Engagement**

I enjoy the time I spend in this class. 4

It's exciting to make connections between the ideas learned in this class. 5

The material we cover is interesting. 5

**Behavioral Disaffection**

It's hard to make myself come to this class. 4

In this class I just do enough to get by. 3

Outside of class I don't put much work in on this course. 2

**Emotional Disaffection**

The instructor's lectures are pretty dull. 1

This class is stressing me out. 2

Sitting in class is a waste of my time. 2

Source: Chi, U., Skinner, E. A., & Kindermann, T. A. (2010). Engagement and Disaffection in the College Classroom: Construction and Validation of a Measurement Tool to Assess Students' Motivation to Learn. Technical Report Portland State University

Johanna, Alache Noyra

**Appendix 12. Students' mini-survey  
(Provided after cooperative learning tasks)**

**Master copy**

**1. Describe today's class in two words**

- 
- 

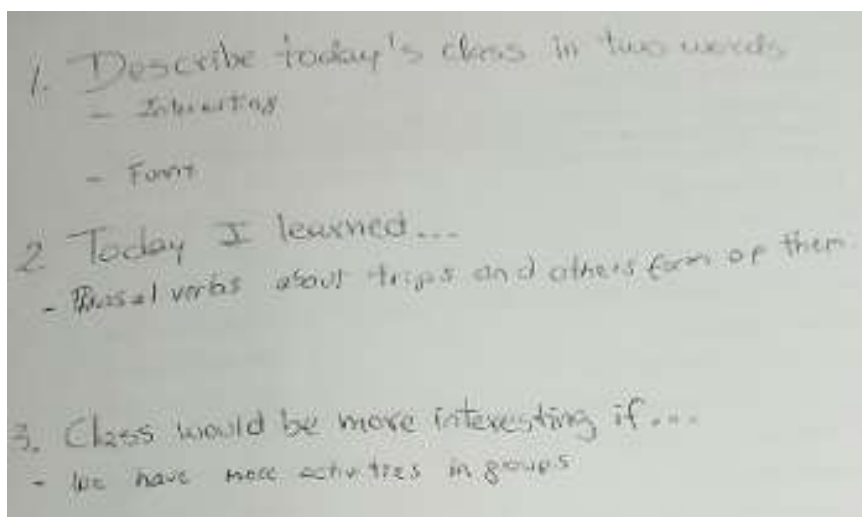
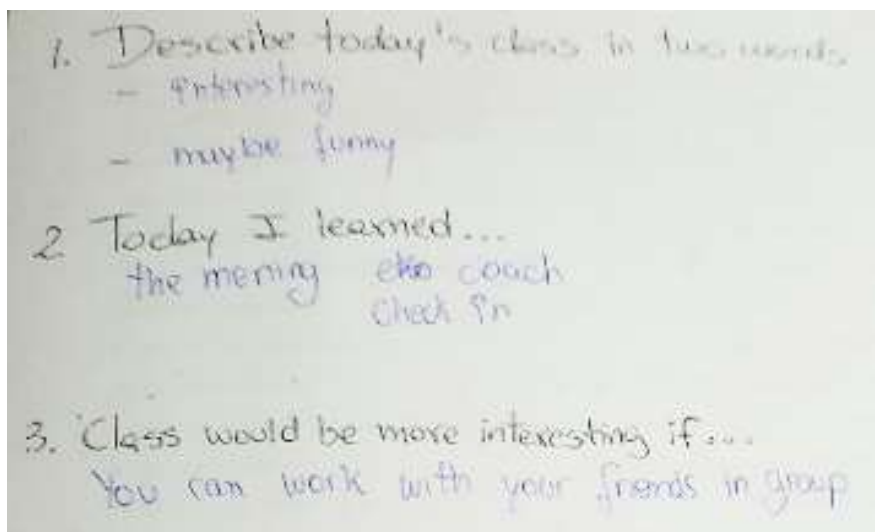
**2. Today I learned...**

- 
- 

**3. Class would be more interesting if...**

- 
-

**Appendix 13. Students' mini-survey**  
**(Provided after cooperative learning tasks)**





1. Describe today's class in two words
  - interesting
  - enjoyable
2. Today I learned...  
phrasal verbs about travel
3. Class would be more interesting if...  
We can do more games.

1. Describe today's class in two words
  - interesting
  - useful
2. Today I learned...  
How to use  
Phrasal verbs and collocations
3. Class would be more interesting if...  
we could listen music

1. Describe today's class in two words

- interesting
- good

2. Today I learned...

- phrasal verbs
- connectors

Class would be more interesting if...

- watch videos in english.
- listen music in english.

## Appendix 14. Rubrics specially designed for this project

(Used at the end of each cooperative learning activity)

	Expected result	In progress	Reinforcement needed
<b>Cooperative work</b>	The team <u>worked together</u> to achieve objectives. Each member <u>contributed</u> to the fulfillment of the task. The team showed <u>respect</u> and <u>collaboration</u> .	The team worked together to achieve objectives. Most of the time the members contributed to the fulfillment of the task. The team were mostly respectful.	The team did not collaborate or communicate well. Some members worked independently. Lack of respect was noted.
<b>Subject Knowledge</b>	Members integrated major and minor <u>course content</u> (grammar and vocabulary) in the task. <u>Effort</u> was demonstrated.	Members integrated major course content (grammar and vocabulary) in the task. Limited effort was demonstrated.	Members did not demonstrate knowledge of course content (grammar and vocabulary) in the task. No effort was demonstrated.
<b>Engagement</b>	Individual engagement was noticed through the strong <u>commitment</u> to the class and learning outcomes.	Individual engagement was noticed through the commitment to the class and learning outcomes.	Individual engagement was not noticed since there was a lack of commitment to the class and learning outcomes.
<b>Disengagement</b>	Individual disengagement was not noticed in class.	Individual disengagement was noticed through eventual boredom and lack of interest in class.	Individual disengagement was noticed through constant <u>boredom</u> and <u>lack of interest</u> in class.

(Source: Based on Brophy T., Writing Effective Rubrics, University of Florida (2015))

## Appendix 15. FCE rubrics

	1	2	3
Grammar and Vocabulary	- Shows a good degree of control of simple grammatical forms.	- Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms.	- Shows a good degree of control of a range of simple and some complex grammatical forms.
Control Range Appropriacy	- Uses a range of appropriate vocabulary when talking about everyday situations.	- Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	- Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.

(Source: Cambridge English First. Handbook for Teachers. Cambridge English Language Assessment. University of Cambridge. (2015))

## Appendix 16. Academic survey

(External instrument prepared by USIL through which students assess teachers' performance and methodology. Results showed increased perception of satisfaction with teacher's methodology after introducing cooperative learning activities)

### Experimental group

UNIVERSIDAD SAN IGNACIO DE LOYOLA S.A.

USIL - CARRERAS UNIVERSITARIAS

6649

ENCUESTA ACADEMICA (1)

DETALLADO

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(External instrument prepared by USIL through which students assess teachers' performance and methodology.)

## Control group

UNIVERSIDAD SAN IGNACIO DE LOYOLA S.A.

ENCUESTA ACADEMICA (1)

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USIL - CARRERAS UNIVERSITARIAS

DETALLADO

14/06/2016

6649

2016-01

12:46:40

Coordina : IDIOMAS

Profesor : TERRY TORRES, FIORELLA GISELLE

Sigla : FC-IDI ENG05

Curso : ENGLISH V

Bloque : FC-PREIDI05J1T

Coordinador: DAVILA SILVESTRE, SILVIA INES

Encuestado : 18

Matriculado : 25

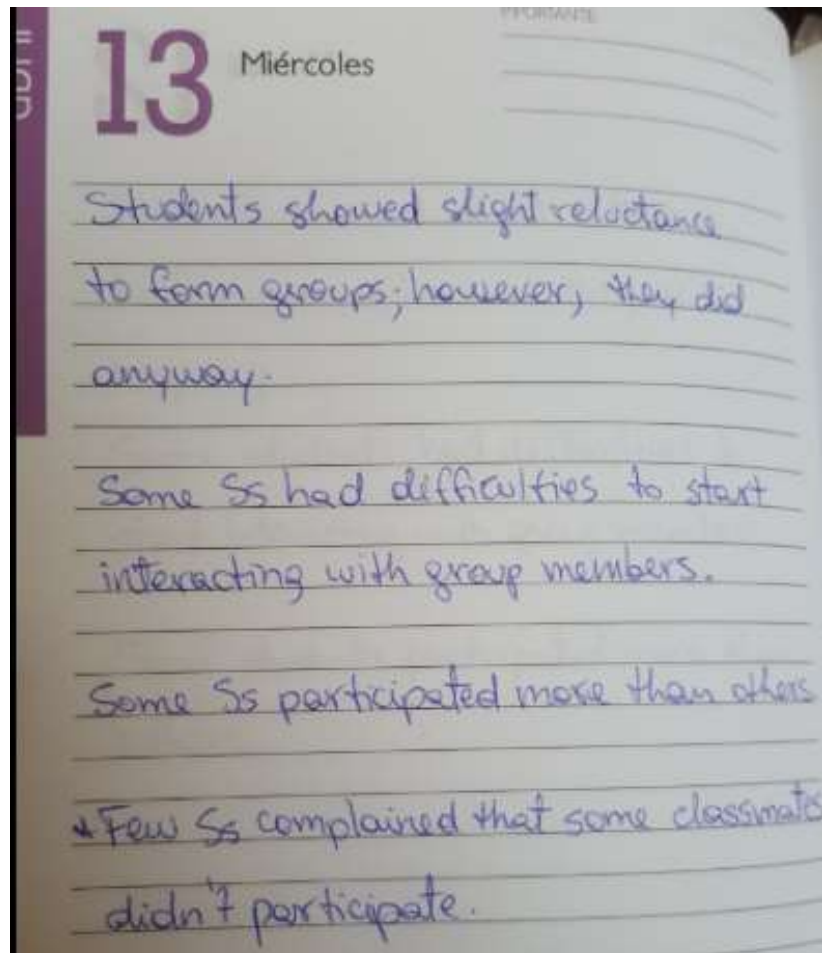
1301 Tipo Hora : 1

Prom. Encuesta : 15.58

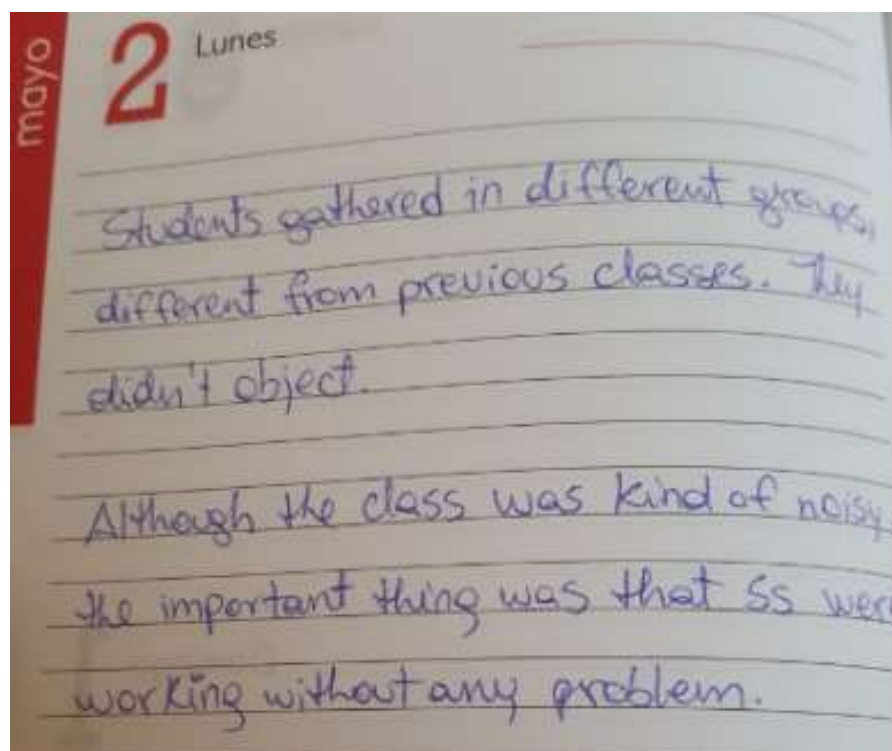
Pregunta	A	B	C	D	E	Blanco	Nulo	Puntaje	Prom.Criterio	
PLANIFICACIÓN Y PREPARACIÓN										
15.09										
1	9	5	2	1	1	0	0	15.56		Al inicio del periodo, el profesor explicó con claridad la competencia del curso(resultado esperado), el cronograma de actividades y el sistema de evaluación que componen el ciclo del curso.
2	6	9	0	2	1	0	0	14.72		Al inicio de cada clase, el profesor presenta el tema de la sesión, explica los objetivos de la fecha y las actividades para lograrlos.
3	7	7	2	1	1	0	0	15.00		El profesor ha organizado el campus virtual del curso incluyendo documentos (materiales, presentaciones) y actividades (foros, chat, evaluaciones).
METODOLOGÍA DEL DOCENTE										
15.62										
4	8	6	0	1	1	0	0	15.83		En clase se desarrollan actividades que me permitan tener un rol participativo y reflexivo.
5	9	6	1	1	1	0	0	15.83		El profesor indica la bibliografía a ser revisada en cada tema y comprueba que la hayamos leído.
6	7	9	1	0	1	0	0	15.83		El profesor vincula los contenidos desarrollados en cada sesión con ejemplos y casos relacionados con la realidad.
7	8	5	3	1	1	0	0	15.00		El profesor vincula los contenidos desarrollados en cada sesión con aprendizajes de otros cursos relacionados.
DISPOSICIÓN PARA LA ENSEÑANZA										
15.93										
8	8	7	1	1	1	0	0	15.56		La forma en que el profesor se comunica en clase facilita mi comprensión de lo desarrollado.
9	10	6	0	1	1	0	0	16.39		Me siento tratado(a) con amabilidad y respeto por el profesor.
10	10	4	2	1	1	0	0	15.83		Considero que el docente es accesible para resolver mis dudas.
EVALUACIÓN DE LOS APRENDIZAJES										
15.76										
11	8	6	2	1	1	0	0	15.28		El profesor ha explicado con detalle el sistema de evaluación y ha respondido mis dudas en lo referido a cada actividad.
12	9	7	0	1	1	0	0	16.11		El profesor aplica evaluaciones orientadas al razonamiento y aplicación de lo aprendido en el curso.
13	8	7	1	1	1	0	0	15.56		Cuando el profesor toma una evaluación, recibo los resultados en el plazo de una semana.
14	9	6	2	0	1	0	0	16.11		Cuando el profesor toma una evaluación, recibo los resultados con recomendaciones y anotaciones para mejorar mi aprendizaje.
PREPARACIÓN DEL DOCENTE										
15.69										
15	10	5	1	1	1	0	0	16.11		El profesor refleja dominio de los contenidos que enseña.
16	8	6	2	1	1	0	0	15.28		El profesor refleja encontrarse actualizado en el contenido que enseña.
PERCEPCIÓN GENERAL DEL DOCENTE										
15.97										
17	8	7	2	0	1	0	0	15.83		En base a tu experiencia con este docente recomendarías a otros llevar el curso con él.
18	8	8	1	0	1	0	0	16.11		Habiendo respondido todo lo anterior, mi grado de satisfacción global con respecto a este docente es ...

## Appendix 17. Log samples

### Log sample 1



## Log sample 2





### Log sample 3

