



**UNIVERSITAT  
ROVIRA i VIRGILI**

**COOPERATIVE LEARNING AS AN EFL  
TEACHING METHODOLOGY TO FOSTER  
STUDENTS' PARTICIPATION AND SOCIAL  
SKILLS**

Treball de Fi de Màster

**Susana Toral Harper**

Màster Universitari en Formació del Professorat d'Educació  
Secundària Obligatòria i Batxillerat, Formació Professional i  
Ensenyament d'Idiomes

Tutora: Xiaodan Zhang

## **Resum**

L'objectiu de l'estudi era aplicar a l'aula el treball cooperatiu, una metodologia que pogués abordar els problemes observats abans de la intervenció a l'aula: la manca de participació i d'habilitats socials dels alumnes. Així doncs, es va realitzar un estudi de cas a un grup classe de 4rt ESO d'un institut de Vic, amb l'ús d'instruments qualitius per a la recollida de dades. La metodologia emprada es va basar en la formació de grups i diferents estratègies per valorar si milloraria així la seva implicació a la classe d'anglès i farien ús de diferents habilitats socials a l'hora de treballar en grup. A més a més, l'objectiu també era analitzar les raons per les quals aprendre una llengua estrangera afecta en aquests dos factors.

Els resultats en aquest grup i en aquestes sessions en particular, indiquen que hi ha una correlació entre la manca d'autoestima, de no sentir-se en un entorn segur i l'aprenentatge de l'anglès en el grup gran. Així, l'aplicació del treball cooperatiu va tenir repercussions positives tant pel que fa a l'augment de la participació, pel fet de sentir-se amb més confiança en el treball en grup, com en la millora de les habilitats socials dels alumnes, observant una clara inclinació dels alumnes a ajudar als altres i una bona gestió en la solució de problemes que poguessin sorgir. Per últim, els resultats determinen la importància de trencar amb les barreres de l'autoestima, la por al judici i la manca de comunicació per poder aprendre l'anglès com a llengua estrangera.

## **Paraules clau**

treball cooperatiu, participació, habilitats socials, anglès com a llengua estrangera

## **Abstract**

The objective of this study was to implement Cooperative Learning in the classroom, aiming to address the observed problems related to students' lack of participation and social skills. Thus, a case study was carried out with a 4<sup>th</sup> ESO group at a high school in Vic, using qualitative research instruments for data collection. The methodology used focused on group formation and the implementation of different strategies to assess whether this could enhance students' involvement in English class and facilitate the application of their social skills during group activities. Additionally, this paper aimed to analyse the reasons why learning a foreign language affects these two aforementioned factors.

The results for this specific group and sessions indicate that there is a correlation between low self-esteem, feelings of insecurity and the process of learning English among the whole class. Thus, the application of the Cooperative Learning methodology had positive outcomes, in terms of increased participation, feeling more confident in group work, and in terms of improving pupils' social skills, observing a clear willingness among students to help others and effectively manage problem-solving situations. Finally, the study underscored the significance of breaking down barriers of low self-esteem, prejudice and lack of communication as components of successful English as a foreign language acquisition.

## **Keywords**

Cooperative Learning, participation, social skills, English as a foreign language

## Table of content

1. Introduction.....	1
1.1 Identification of Problems to Be Solved.....	1
1.2 Justification for the Innovation Proposal.....	2
2. Theoretical Background.....	3
2.1 Individualistic and Competitive Learning.....	3
2.2 Cooperative Learning Approach.....	4
2.3 Techniques Involved in Cooperative Learning.....	5
2.4 Literature Review on Cooperative Learning in EFL Classes.....	6
3. Research Proposal.....	8
3.1. Research Questions.....	8
3.2. Hypotheses.....	8
3.3. Objectives.....	9
3.4. Research Design.....	9
4. Educational Intervention.....	10
5. Method.....	12
5.1. Participants.....	12
5.2. Variables.....	12
5.3. Data Collection Instruments.....	12
5.4. Procedure.....	13
5.5. Methodology Used for the Data Analysis.....	14
6. Results.....	14
6.1. How Does Cooperative Learning Influence 4th of ESO EFL Students' Participation?.....	14
6.2. How Does Cooperative Learning Influence 4th of ESO EFL Students' Social Skills?.....	18
6.3. Students' Feelings on Cooperative Learning in the English Class.....	20
7. Discussion.....	23
7.1. Cooperative Learning and Participation.....	23

7.2. Cooperative Learning and Social Skills.....	24
8. Conclusions.....	25
8.1. Limitations of the Study.....	26
8.2. Further Research and Implications.....	26
9. References.....	28
10. Appendices.....	30

## **Index of tables**

Table 1.....	16
Table 2.....	17
Table 3.....	18
Table 4.....	20
Table 5.....	22

## **Index of figures**

Figure 1.....	19
Figure 2.....	21
Figure 3.....	21

# **1. Introduction**

There is a general tendency in emphasising on the importance of knowing how teachers should interact with students or how students interact with the materials, however, student-student interaction is often neglected. Johnson (1981) highlights the importance of this interaction not only outside the classroom but also as a constructive relationship to be built in class. Moreover, he mentions the influence it has on students' educational achievements and towards a healthy social development.

In English classes, students often refrain from answering in front of the whole class, possibly due to embarrassment derived from ill-pronunciation or fear of not knowing how to express themselves in English. Consequently, this leads to only one or two students always participating, leaving the rest of the class without the opportunity to contribute.

## **1.1. Identification of Problems to Be Solved**

In this 4<sup>th</sup> ESO class, there is a notable lack of interaction among students, which contributes to the aforementioned problems. Additionally, in this particular class there is a diversity of levels and also some students with an Individualised Plan. Therefore, there is a clear necessity for fostering collaborative work among students, providing opportunities for students who refrain from participating in class to engage in a different environment. This can be achieved through different activities that need to be dealt with both individually and in group. As well as more participation, students ought to feel empowered to express themselves without fear of negative reactions. Thus, there is also a need to develop students' social skills, ensuring every student feels comfortable within the English classroom.

## 1.2. Justification for the Innovation Proposal

In this context, the adoption of the Cooperative Learning approach was considered. This methodology aims to foster collaborative efforts among students towards a shared goal. Throughout the implementation of this methodology, it is expected for students to leave aside the individualistic learning approach, promoting instead active cooperative learning processes rather than competitive ones amongst students.

The use of different Cooperative Learning strategies, such as Co-op Co-op, can be useful to help students in their development and acquisition of core competencies. This methodology is expected to enhance inclusion, teamwork, and social skills, thereby giving them enough autonomy to handle any problems that may arise.

Innovation is a gradual and iterative process. With every phase of the innovation process, there will be some steps to be able to achieve a positive outcome. First, a strategic planning phase is imperative, culminating with an evaluation, which aims to identify areas requiring improvement or which may need to change completely. It will last three weeks, albeit with the aim of establishing a sustainable framework adaptable to any other educational context.

As previously mentioned, the main problems in the 4<sup>th</sup> ESO classroom were a lot of individualistic learning, ill-participation and a clear lack of social skills. Research by the Johnson brothers (from 1989 and ongoing) has proven that this instructional approach can help with encouraging students to participate and interact with each other. Thus, the purpose of this research is to implement this approach in order to be able to analyse the outcomes.

This paper will focus on the explanation and background of the proposed approach. Subsequently, the research proposal will be

presented, detailing the implementation methodology. The results obtained will then be interpreted, followed by a discussion and the presentation of conclusions.

## **2. Theoretical Background**

### **2.1. Individualistic and Competitive Learning**

Before the late 1960s, social Darwinism, which fostered interpersonal competition, was applying resistance to cooperative learning (Johnson and Johnson, 2009, p. 365). The competitive learning approach states that students “can obtain their goals if and only if the other students in the class fail to obtain their goals.” (Johnson & Johnson, 1999, p. 5).

In the beginning of the 1970s, competition was criticized and led to individual learning, in which students were encouraged to learn at their own pace, without any interaction with other students (Johnson & Johnson, 2009, p.365). This is an approach that can be seen in many current English classrooms: the mandatory use of the book makes it difficult to go beyond sometimes.

These two approaches can be beneficial in many different subjects, but they can be challenging in language learning contexts. When learning a language, students need for interaction and speaking, in order to put the language into practice. Afzalimir and Safa compare the effects of cooperative and competitive learning in EFL learners, proving positive outcomes within the groups using Cooperative Learning procedures, whereas “competitive learning led to their increased anxiety and reduced self-confidence” (2021, p. 1).

## 2.2. Cooperative Learning Approach

The Cooperative Learning approach began to be accepted in the 1980s (Johnson & Johnson, 2009, p.365). It can be briefly defined as a teaching strategy that consists of dividing the class in heterogeneous groups to solve academic tasks by working together in order to achieve a common goal (Johnson & Johnson, 2009, p. 366). This means, as Deutsch (1949, p.133) explained, under the name of "Promotively Interdependent Goals," that each student will achieve their goal only if the other members of the group achieve theirs. The Johnson brothers' work on Cooperative Learning mainly focuses on two theories. On the one hand, the Structure-Process-Outcome theory, which was created by Avedis Donabedian in 1966 as an analysis of the healthcare quality. Johnson and Johnson (2019) connect this theory to the Cooperative Learning approach by theorizing that the structure of a situation determines the process, which also determines the outcome. On the other hand, they also relate this approach to the Social Interdependence theory, which was formulated by Morton Deutsch in 1949. It was later modified by Johnson and Johnson (2009, p. 366) by identifying "the variables that mediate the effectiveness of cooperation and competition" and "investigating numerous additional dependent variables."

The Johnson brothers include positive interdependence as one of the five basic elements in Cooperative Learning processes. This is that individual efforts and success are a benefit for the entire group. The other four elements Johnson and Johnson mention are: individual accountability, the group learns together so the individual can perform higher; face-to-face promotive interaction, which encourages learners to debate and dialogue to solve problems and work together; interpersonal and small group skills, required if students want a beneficial outcome when working as a group; and group processing, which is the analysis of their actions and the decision of continuing

the same or making some changes (Johnson & Johnson, 1999; 2009; 2019).

There are three types of Cooperative Learning according to Johnson and Johnson: Formal cooperative learning, informal cooperative learning and cooperative base groups (1999, p. 68-69). The difference between the three of them is based on how long students work together. In the formal type, students work together throughout a whole class or several weeks to do specific tasks; in the informal type, students work together from minutes to a class period, it is used for debates or discussions; and the cooperative base groups are long-term groups that get together on a daily basis and help each other with the learning process, they can last years.

### 2.3. Techniques Involved in Cooperative Learning

There are many techniques that can be used in the Cooperative Learning method. Of particular importance for this paper is the "Co-op Co-op" technique, a flexible method developed by Kagan (1985). Although this technique was thought for university students, it was modified here for use with high-school pupils. The aim of this strategy is for groups to choose a topic, divide it into subtopics, and then present it to the rest of the class, after having worked on the subtopics within their group. Moreover, the important part of this technique is its evaluation, which is done at multiple levels: "team and class evaluation of team presentations; student/or teacher evaluation of individual contributions to the team effort [...]" (Kagan, 1985, p. 446). As for the current study, although it included the main features explained by Kagan, this technique was adapted to a smaller scale topic.

An additional strategy is to assign a role to each student in the group (such as speaker, group leader, notetaker, resource manager, etc.), which they have to keep throughout each task. It is recommended for

students to have different roles for each different task. This adds an extra layer of responsibility within the group, emphasizing individual accountability even more. Moreover, research from Coggeshall “concluded that assigning roles to students in groups [...] increased the amount of participation within the groups” (2010, p. 2).

#### 2.4. Literature Review on Cooperative Learning in EFL Classes

The application of the Cooperative Learning approach has widely acknowledged benefits in the language teaching environment. Zhang (2010) mentions that the interactions among students in a group is beneficial, as there are more opportunities for students to talk within a small group than when working with the whole class together. She also refers to the effectiveness of cooperative language learning in the matter of reducing students’ anxiety when having to give an answer or speak in front of a whole class. This gives insecure students the support and motivation they need. Students also have the opportunity of creating real-life conversations with their peers, improving their social abilities, as they will feel more confident than in teacher-student interactions. Zhang finally alludes to the aim of individually making each student stronger while working in a cooperative environment, giving each member of the group a responsibility towards the common goal.

Another study by Er and Aksu Ataç (2014) analysed responses from a questionnaire addressed to 166 ELT students aged 18 to 20. In this case, students highlighted that cooperation taught them to respect each other’s opinions, which also promoted tolerance. Additionally, students understood that achieving a common goal resulted in shared rewards, which encouraged them to support and motivate one another. These insights align with the broader analysis of how Cooperative Learning improves pupils’ social skills.

Alghamdy (2019) analysed the opinions of 14- and 15-year-old-EFL-students who had Cooperative Learning techniques implemented in their class for a 12-week period. The results extracted from this paper focus on the positive impact of Cooperative Learning on different aspects of language learning and social interaction, highlighting the benefits of its implementation in class: built self-confidence, made new relationships with other students, respected opinions and points of view, etc. However, it also explains the drawbacks, which include uneven participation and supervision issues. The current research aims to leverage Cooperative Learning specifically to enhance student participation and social skills in EFL classrooms, aligning with the positive outcomes observed in the previous study, as well as to find potential solutions to the challenges posed in the mentioned research.

After decades of research on this approach, there is a general consensus on the fact that working cooperatively in groups with goals and individual accountability improves learning processes. Cooperative Learning has been found to have a positive impact on academic achievement, it also fosters positive attitudes towards learning and also improves social skills between student-student interactions (Slavin, 1990). On the benefits of working cooperatively, the Johnson brothers believe that it “results in greater psychological health, higher self-esteem, and greater social competencies that does competing with peers or working independently” (1999, p. 73).

Although the benefits mentioned seem to make this approach attractive, there are some potential challenges that we may encounter. Some of these challenges that come to mind are the unequal participation of the students in the group, some group conflicts that could occur and also some assessment issues that will have to be considered when applying this method.

All in all, the Cooperative Learning method is expected to solve the problems mentioned at the beginning of this paper. This student-centred learning approach can help students have an active role in their English learning process and deal with more responsibility and opportunities to participate, leaving competitiveness and individuality aside. Thus, this need for extra research in the implementation of Cooperative Learning strategies in EFL classrooms is what brings us to this study.

### **3. Research Proposal**

The main problem in this research is centred around the observed lack of participation and the deficiency in social skills among students in English classes. These issues were shown as limited engagement during class discussions, no interaction among peers or no response when inquiries were made out loud by the teacher. To address these issues as well as to organise this research effectively, it is important to identify its research questions, hypotheses, goals, determine the research design and select tools for data collection and analysis.

#### **3.1. Research Questions**

- How does Cooperative Learning influence 4th of ESO EFL students' participation?
- How does Cooperative Learning influence 4th of ESO EFL students' social skills?

#### **3.2. Hypotheses**

- The implementation of Cooperative Learning strategies in a 4th ESO EFL classroom will enhance students' participation.
- The implementation of Cooperative Learning strategies in a 4th

ESO EFL classroom will foster positive interdependence.

- The implementation of Cooperative Learning strategies in a 4th ESO EFL classroom will help students acquire key competences linked to communication and socialisation.

### 3.3. Objectives

- General objective

GO1 – To determine the impact of Cooperative Learning strategies on 4th ESO EFL students, with a focus on their participation and social skills development.

- Specific objectives

SO1 – To evaluate the impact of Cooperative Learning on the participation and involvement in classroom activities of 4th ESO EFL students.

SO2 – To evaluate the impact of Cooperative Learning on the social and interpersonal skills of 4th ESO EFL students.

SO3 – To explore the potential long-term impact of Cooperative Learning on 4th ESO EFL students' interactions in language learning environments.

SO4 – To evaluate the engagement levels of 4th ESO EFL students when using Cooperative Learning strategies.

### 3.4. Research Design

The research design chosen was a case study. In this high school in Vic there are four different 4<sup>th</sup> ESO classes, but in this case only one group was the main focus of this research.

Case studies allow for detailed exploration of specific variables within

their real-life context (Baxter & Jack, 2008). This provides insights into the dynamics of the classroom, student-student interactions and other factors that may have an influence on the desired outcomes.

As far as the type of data to be collected, the aim was to collect qualitative data. The tools to gather this kind of information throughout this study was observation, focusing on students' level of participation when working in groups, how they organised themselves in order to achieve their common goal and whether there were socially-related problems among them. Besides observation, students also answered two questionnaires, one before the intervention and one after the intervention, consisting of open-ended questions analysed qualitatively. Pupils also answered some exit tickets, which allowed for self-assessment on their projects and on their performance when working within the group, as well as for an analysis on what they preferred or not when working in smaller groups.

#### **4. Educational Intervention**

The learning scenario (see Appendix 1) implemented in a 4th ESO English class at a high school in Vic was based on Unit 4 of the book "English in Use 4th ESO" and spanned seven sessions distributed over three weeks. Despite students having three hours of English classes per week, in one session there was a strike, resulting in no attendance, and another session was cancelled due to Easter holiday activities. Each session lasted between 50 minutes to one hour.

The title of the planned learning scenario was "Living (and learning) together," which derived from the book's unit title "Living together." The appended phrase "and learning" signified the incorporation of Cooperative Learning strategies throughout these sessions. Based on the Johnson & Johnson types of Cooperative Learning (1999, p. 68-

69), in this case, they followed the formal type, as they worked in the same groups throughout the whole intervention. The main topics covered during these sessions, linking them as well with the idea of working cooperatively, included vocabulary on social interaction, and first, second and third conditionals as the grammar focus. As to apply Cooperative Learning, students were grouped heterogeneously, ensuring diversity by having high level and weaker students in each group.

The initial three sessions were focused on social interaction vocabulary. Students were to answer a quiz, self-assessing how they behave in different social situations, providing additional valuable data for this research. Moreover, they had to create their own quiz using the unit's vocabulary in groups, which other groups then answered and assessed. During the third session, students were asked to analyse the conditionals sentences that appeared on the quiz, leading to a fourth session dedicated to practicing conditionals, still working in groups.

Sessions five through seven were destined to an infographic project, for which students, still working in their assigned groups, prepared an infographic on any chosen animal or human community. Although they had a main topic, they divided it in subtopics, applying an adapted version of the Co-op Co-op strategy. The aim was for them to use conditional sentences in their infographic and develop a group oral presentation. Students performed self-assessment and evaluated other groups' performance. In this specific project, students were assigned individual roles (scribe, time keeper, facilitator, language monitor, speaker). This Cooperative Learning strategy allowed them to organise themselves better and added an individual responsibility to help achieve their desired goal.

## **5. Method**

### **5.1. Participants**

This case study involved 25 randomised participants who enrolled in 4<sup>th</sup> ESO. It is a heterogeneous group regarding levels of language proficiency and regarding ways and paces of learning. There is one student who has a very high level of command of the language, almost native, as she lived in England for some years. There is a group of five students who have a high command of the language B1-B2 as they have attended private English classes and have even spent time abroad. In addition, we find a group of seven students whose level of English is an important challenge for them. The rest have a good command of English and have average marks.

As for individualised plans, there is a student with hearing impairment, three other students have a diagnosis of ASD with high cognitive abilities but with a slight lack of social skills, and also a student with a learning delay due to not attending school since February last year for psychological problems caused by bullying.

### **5.2. Variables**

The aim of this paper is to study the influence of Cooperative Learning strategies on students' level of involvement and their social skills in the English as a foreign language class. Thus, we can define the use of the Cooperative Learning approach as the independent variable and participation and social skills as the dependent variables.

### **5.3. Data Collection Instruments**

For this case study, different data collection instruments were used. Observation and the daily information that was penned in a notebook allowed the gathering of relevant data collected in the students' natural environment. Any issues, conflicts or relevant interactions were documented in detail, both throughout any group activity they

did and after each session, for a global view. To document students' attitudes and performance within the group, the Observation Checklist for the Teacher was used (see Appendix 2).

Students also answered an open-ended questionnaire prior to the intervention (see Appendix 3) to gather their personal view on their level of engagement in the classroom and how they work in groups. They also answered another survey after the intervention (see Appendix 4) so they could express their opinions on whether they think the application of these strategies had helped with the two variables aforementioned.

Apart from this, after some sessions, students answered some exit tickets (see Appendix 5), which included questions regarding how they felt working in group, and also focused on their own learning. The answers for these exit tickets also helped gather relevant information that helped complete this research paper.

#### 5.4. Procedure

The first step to carry out this research was to give them a pre-intervention questionnaire in order to gather their first personal feelings regarding the variables. They had to answer open-ended questions. Then, in their first intervention class, they were shown the rules and guidelines to follow throughout the use of different Cooperative Learning strategies. During the sessions, students were divided into five groups of five students each and worked together throughout the seven sessions. Two different cooperative strategies were applied throughout the whole intervention. At the end, they had to answer a post-intervention questionnaire with open-ended questions, in this case, asking them how they felt after working with the Cooperative Learning approach.

#### 5.5. Methodology Used for the Data Analysis

Codification was used for the data analysis of a qualitative nature. Different codes related to any important information related to the variables were created with the Atlas.ti software. That is to say, any written data collected throughout this study was transcribed and analysed through different relevant codes. Afterwards, this data was included in different tables, assembling all codes for the different questions, always dividing it between participation and social skills analysis.

## **6. Results**

After the intervention in class and the analysis of the observation diary, the extraction of the answers they gave to the questionnaires and to the exit tickets, some results can be deduced. The results will be presented according to the two main research questions posed in this project. Finally, some qualitative data on students' feelings after the use of Cooperative Learning strategies in the English class will be selected and analysed.

### **6.1 How Does Cooperative Learning Influence 4th of ESO EFL Students' Participation?**

In addressing the first research question, classroom observation emerged as pivotal. Besides, surveys were conducted to explore the factors that have influenced students' participation. Prior to the instructional intervention and even at the initial stage of the intervention, students' participation within the classroom was notably limited, with only one or two students consistently answering the questions. In order to gather more information on why students lacked participation in class, they answered a pre-questionnaire, in which participants were asked to provide reasons for their reduced involvement in English classes. Among the 17 students who completed the questionnaire, 13 admitted to not consistently

engaging in classroom activities, providing reasons for their non-participation.

As we can see in Table 1, reasons for non-participation in English classes and potential motivators to increase contribution were analysed. As for non-participation reasons, students cited lack of self-confidence (46.1%) and embarrassment (30.8%) as the main reasons. This lack of confidence in themselves when speaking in front of the whole class was explained by difficulties with pronunciation (23.05%), their feeling of being inadequate in English (30.8%) and their fear of giving the wrong answer (23.05%). Certain proficient students also expressed that they abstained from answering questions to allow other students the opportunity to respond (15.4%). Only 7 students admitted that they did not consult the teacher when they had doubts, attributing their inaction to a deficiency in self-confidence (57.1%).

In regards to the potential motivators for increased participation, 12 students believed that cooperating in a small-scale team would bring advantages to them, including greater opportunities to participate (33.35%) and a sense of being in a safer environment (33.35%). The mere act of decreasing the number of students to work with would contribute to a diminished sense of being judged and foster enhanced peer understanding.

**TABLE 1.**

Table of co-occurrences based on the answers to the questions on **participation** in the pre-questionnaire.

CODES→	Embarrassment	Lack of self-confidence	To give others a chance	Doesn't want to	Not good at pronunciation	Not good level of English	Fear of being wrong	Peer consideration	Doesn't know	More opportunities to participate	Safe place	Less number of people	Less judged	Easier to understand each other
Why don't you always participate in English classes? (13)	4 (30.8%)	6 (46.1%)	2 (15.4%)	1 (7.7%)	0	0	0	0	0	0	0	0	0	0
Why don't you feel confident when speaking in front of the class? (13)	1 (7.7%)	0	0	0	3 (23.05%)	4 (30.8%)	3 (23.05%)	1 (7.7%)	1 (7.7%)	0	0	0	0	0
Why don't you ask the teacher when you have a doubt? (7)	2 (28.6%)	4 (57.1%)	0	0	0	0	0	0	1 (14.3%)	0	0	0	0	0
Why would you participate more if you worked in small groups? (12)	0	0	0	0	0	0	0	0	0	4 (33.35%)	4 (33.35%)	2 (16.7%)	1 (8.3%)	1 (8.3%)

In addition to the survey feedback, teacher's classroom observation notes were also taken into consideration. Some students boosted their confidence after working in their groups and began participating more even when having to talk in front of the class. When going round the class while they did their cooperative activities, some negative outcomes were observed. Students tended to communicate generally in Catalan. In some groups there were some students that worked individually or did not say anything when performing the activity.

As the days went by and they continued working in their groups, there was a clear boost in participation and engagement among the groups. Stronger students helped weaker students, which was positive for both parties. When carrying out the biggest project, there was good distribution of the roles and good time management, regardless of their complaint of not having enough time to finish it, as they realised the workload was divided among the people in the group. In addition, students saw a good opportunity to ask questions to the teacher, and they felt there was a more personal approach. So, a clear positive increase on students asking when having doubts,

both to the teacher and their peers, was observed throughout the intervention.

At the end of the intervention, in order to explore the reasons that boosted participants' engagement into class during the intervention, they were required to answer another questionnaire. The results presented in Table 2 reveal insights into how students engaged in group activities, felt more confident in small groups and perceived their participation compared to individual or whole-class work. 19 students answered this questionnaire, but only 12 stated that they engage more in activities when carried out in group. The predominant reason for increased participation in cooperative activities was the participants' comfort within small groups, perceiving such settings as safe spaces (33.33%) conducive to more open communication. Moreover, when asked about why they felt more confident when working in groups, they attributed this feeling to the safe environment created by small groups (87.5%). Lastly, regarding their contrasting levels of engagement between group and individual work, 13 students' responses included asking more doubts (23.08%), working more (23.08%) and being more confident (23.08%) as the main contributing factors.

**TABLE 2.**

*Table of co-occurrences based on the answers to the questions on **participation** in the post-questionnaire.*

CODES→	Good distribution of tasks	Safe place	More dynamic	I did my part	I had more help	Ask more doubts	Participate more	Cooperate	Work more	Be more confident	Help more
Why did you engage more in the activities when done in group? (12)	2 (16.66%)	4 (33.33%)	2 (16.66%)	2 (16.66%)	2 (16.66%)	0	0	0	0	0	0
Why did you feel more confident when working in small groups? (16)	0	14 (87.5%)	0	0	2 (12.5%)	0	0	0	0	0	0
Participation wise, what do you think you did differently than when you work individually or in front of the whole class? (13)	0	0	0	0	0	3 (23.08%)	2 (15.38%)	1 (7.69%)	3 (23.08%)	3 (23.08%)	1 (7.69%)

## 6.2 How Does Cooperative Learning Influence 4th of ESO EFL Students' Social Skills?

As for the analysis of social skills to answer the second research question, again students answered a pre-intervention questionnaire. As can be seen in Table 3, out of the 17 students who answered the questionnaire, we can observe that 11 of them would help other students in their group because they value being good classmates (64.7%) or believe it leads to positive outcomes (5.88%). Through observation, this was proven right in some extent, especially in the cases of stronger students helping weak ones.

When asked about how they would solve a conflict if it arose in their group, most students answered that the best way of conflict solving is talking and being able to understand each other through good communication (47.05%). Others considered that if the problem was not with them, they would not help solve the conflict (17.65%). Furthermore, others expressed their concern on not knowing how to apply conflict-solving strategies (17.65%).

Most students feel comfortable in small groups, indicating a positive disposition towards collaborative work (76.47%), while a few prefer individual work (5.88%) due to productivity or conflict avoidance (11.77%) reasons.

**TABLE 3.**

*Table of co-occurrences based on the answers to the questions on **social skills** in the pre-questionnaire.*

CODES→	No reason	Good classmate	For a good outcome	Wouldn't know how	Communicating	Not my problem	Depends on the reason	I feel comfortable	I work better alone	Depends on the group	Conflicts	No answer
Why do you help others when they need help in the group? (17)	2 (11.77%)	11 (64.7%)	1 (5.88%)	0	0	0	0	0	0	0	0	3 (17.65%)
How would you solve a conflict in the group? (17)	0	0	0	3 (17.65%)	8 (47.05%)	3 (17.65%)	2 (11.77%)	0	0	0	0	1 (5.88%)
Why don't you feel comfortable working in small groups? (17)	0	0	0	0	0	0	0	13 (76.47%)	1 (5.88%)	1 (5.88%)	2 (11.77%)	0

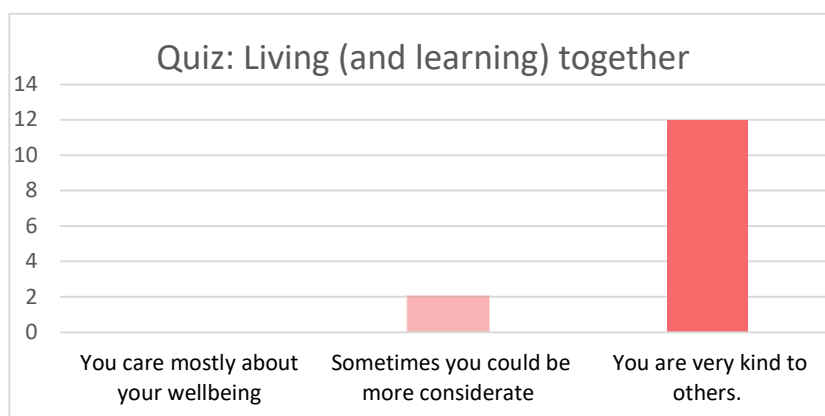
Apart from answering these questions in the pre-questionnaire, some positive interdependence was seen through observation. In one specific group, in which there was a student with autism spectrum disorder, students would help this student in order to be able to have a good working environment among the group.

Help was offered mostly by students with better level of English, and there was generally a good working environment among the groups. When having to solve some specific situations, such as if someone was not there to do the oral presentation, groups managed to reorganise themselves, showing a good level of adaptation to unpredictable situations that arose throughout group work.

Additionally, students were required to answer a social interaction quiz as the first activity of the intervention, in order to practice the new vocabulary of the unit being worked on. Only 14 students were able to answer the quiz, as the rest of the students had problems with the internet or with their computers. These answers were also analysed in order to get a wider idea of how students would behave in specific situations (see Appendix 6).

**FIGURE 1.**

*Results of Quiz in Appendix 6*



As for the answers they gave for the post-intervention questionnaire regarding social skills, as seen in Table 4, when asking about the help

received and given, some similar results were obtained. Most students mentioned solving doubts (38.89%) and helping with English in general (27.78%), whether it was how to say something or in their spelling, as the two main aspects.

Conflict wise, although many students answered that there were no disagreements, 14 students who experienced some kind of issue throughout the Cooperative Learning activities said that talking (64.28%) and reaching a compromise (28.58%) was their best way of handling the situation.

**TABLE 4.**

*Table of co-occurrences based on the answers to the questions on **social skills** in the post-questionnaire.*

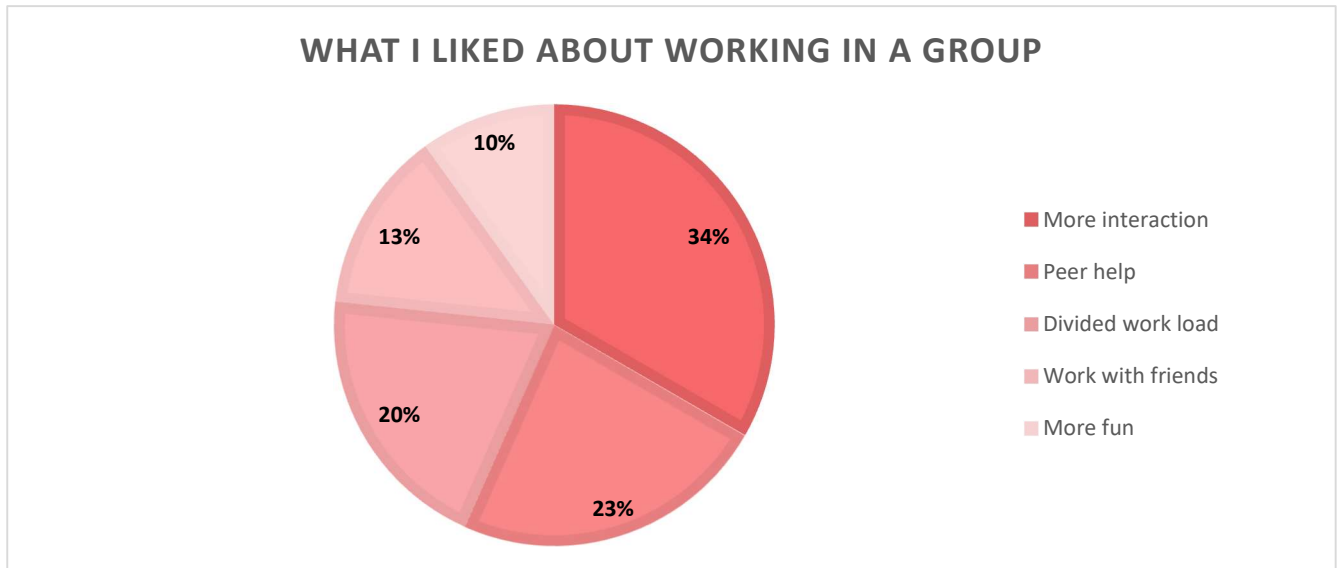
CODES→		With English	With everything	Giving ideas	To organise ideas better	To do the infographic	With pronunciation	Through dialogue	Reaching a compromise	Being proactive
QUESTIONS↓	Solving doubts									
Classmates can help you when working in group. How did they help you? (18)	7 (38.89%)	5 (27.78%)	4 (22.23%)	1 (5.55%)	1 (5.55%)	0	0	0	0	0
And you, how did you help other classmates? (18)	7 (38.89%)	5 (27.78%)	1 (5.55%)	3 (16.68%)	0	1 (5.55%)	1 (5.55%)	0	0	0
If there was a conflict within the group, how did you solve it? (14)	0	0	0	0	0	0	0	9 (64.28%)	4 (28.58%)	1 (7.14%)

### 6.3 Students' Feelings on Cooperative Learning in the English Class

In one of the Exit tickets that students had to answer after the first group project they did, they were asked what things they liked and did not regarding working in cooperative groups. As seen in Figure 2, when asked what they liked, the most common answer was that they could interact (34%) and help each other (23%) better when working in small groups.

**FIGURE 2.**

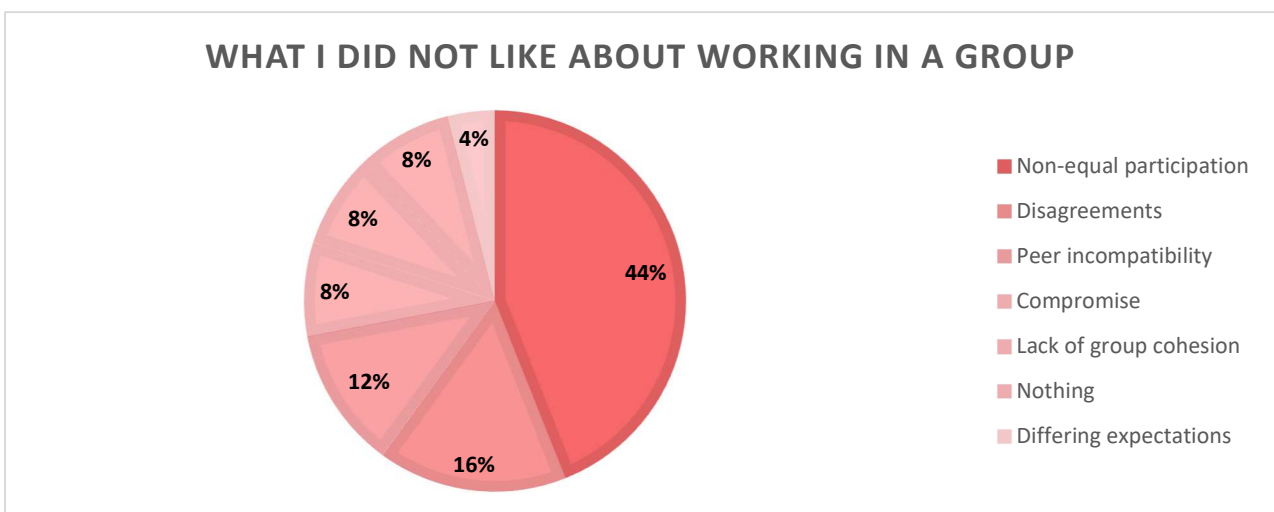
*Answers to what they liked about working in a group.*



Regarding the things they did not like about working in smaller cooperative groups, as seen in Figure 3, the most common answer by far was that people did not participate equally (44%), followed by the possible disagreements (16%) that they had to deal with within the group.

**FIGURE 3.**

*Answers to what they did not like about working in a group.*



It was also important for this study to know how well students understood the topic worked on in class practiced in the group. Out of

the 19 answers, 12 of them (63.15%) stated that they understood everything very well. This was because they felt it was easier working in group and they had more help to understand the topic better.

In addition, a few very positive feedback on the fact that the teacher could go round helping them with more personal doubts was gathered in one of the questions after the intervention and also through observation. Some of the students' responses are quoted as follows.

Q: When working in group, the teacher can explain things to you more personally when going round. Did you feel that helped you? How?

S1: "Yes, she helped us a lot, because we could focus only on what we needed."

S2: "Yes, because we don't waste as much time and the teacher can solve specific problems directly."

To finish, at the end of their infographic project, they had to answer a group exit ticket in order to assess their work. One of the questions, the one relevant for this study, was that they had to say things that they did well when working in cooperative groups. As observed in Table 5, how they organised themselves in the group to carry out the task correctly was the main answer (80% of the groups), followed by equal participation (60% of the groups), good team work (60% of the groups) and helping each other (60% of the groups).

**TABLE 5.**

*Group exit ticket answers to things they considered they did right while working as a team.*

CODES→						
QUESTIONS↓	Equal participation	Group organisation	Good team work	Good end product	Help each other	Good communication
Things we did right when working as a team (5 groups)	3 (60%)	4 (80%)	3 (60%)	1 (20%)	3 (60%)	1 (20%)

## **7. Discussion**

The aim of this study was to analyse the impact of the use of Cooperative Learning in an English as a foreign language class, specifically to investigate the influence on participation and engagement levels in classroom activities, the impact it has on social and interpersonal skills and to explore the potential long-term impact of this methodology on students' interactions in language learning environments. This section will review the obtained results from the research experiment and discuss them with respect to our research questions in order.

### **7.1. Cooperative Learning and Participation**

Regarding the research question 1: How does Cooperative Learning influence 4th of ESO EFL students' participation, the results suggest an overall positive influence. Before the application of the learning scenario based on this methodology, students mentioned lack of self-confidence and embarrassment as the principal reasons for non-engagement. However, during the intervention, there were reports of them feeling more confident in smaller groups, which led to an increase in participation. Students felt safer in smaller groups which led to a boost in participation when doing the activities. This aligns with Zhang's previous research (2010) on Cooperative Learning's efficacy in creating more opportunities to talk in small groups; and Alghamdy's (2019) which proved that it built self-confidence. This could be attributed to that Cooperative Learning promotes active participation and mitigates barriers, such as fear of judgment or absence of confidence (Johnson & Johnson, 1999; Gillies, 2016). Thus, by addressing such barriers, Cooperative Learning interventions cultivate a conducive learning climate where students feel empowered to engage actively, confirming Hypothesis 1 that this methodology would enhance students' participation.

Another contribution to sustained engagement throughout the Cooperative Learning intervention was the positive outcome when distributing roles within the group, which enhanced time management and reduced individual workload concerns. These results resonate with studies which highlight benefits of Cooperative Learning such as peer support, shared responsibility and task efficiency (Sharan & Sharan, 1992).

As a negative aspect of group work observed throughout the different activities, there was the free-rider problem. Although this issue was present throughout the intervention, peer-assessment offered students the possibility of giving free-riders less grades than those who really worked. As McArdle, Clements and Hutchinson-Lendi point out (2005, p. 533 and 534):

Three types of strategies were identified that faculty members used to address free riders, which included the use of a pass/fail system, the elimination of group projects from the course, or the use of peer grading to provide feedback to members.

In spite of the fact one of these strategies was applied, this problem is one for further research, as most of these free-riders tend not to care about what grades they get.

## 7.2. Cooperative Learning and Social Skills

Regarding the research question 2: How does Cooperative Learning influence 4th of ESO EFL students' social skills, the students initially expressed a positive inclination towards helping classmates and resolving conflicts through dialogue, echoing cooperative principles. Throughout observation, these tendencies were corroborated, with stronger students helping weaker students, adapting to group dynamics and effectively managing unexpected issues. Remarkably,

positive interdependence emerged organically, with students helping peers in different aspects of the language, showcasing the social benefits of Cooperative Learning in heterogeneous classroom settings. These results prove Hypothesis 2 that this method would foster positive interdependence among students in the 4th ESO EFL classroom, as also stated by Zhang (2010) and Er and Aksu Ataç (2014).

While some students initially preferred individual work due to comfort or productivity concerns, the intervention shifted perceptions towards cooperative tasks. The assessments after the intervention highlighted improved communication and positive problem-solving, indicative of Cooperative Learning's role in enhancing social skills and fostering inclusive learning environments (Johnson & Johnson, 2009; Gillies, 2016). These findings allow for proof of Hypothesis 3 that Cooperative Learning would help students in the 4th ESO EFL classroom to acquire key competences linked to communication and socialisation.

All in all, Cooperative Learning is effective in promoting collaborative learning, peer interaction and all-inclusive skill development (Johnson & Johnson, 2014). The results also make evident the need for continuous training for teachers to implement Cooperative Learning strategies regularly in class.

## **8. Conclusions**

The main goals of this study were to prove that Cooperative Learning strategies help with two main issues that arise in EFL classroom environments: lack of engagement and poor social skills among other students. The results of this study have shown that Cooperative Learning strategies in an EFL classroom can boost students' participation and also help them acquire positive social skills.

Moreover, this methodology also fosters positive interdependence, as they believe that when working in groups, both individual and collective work leads to a beneficial outcome. All this was achieved by implementing seven sessions in which students worked in the same group, working together to achieve one same goal.

## 8.1 Limitations of the Study

Despite the positive outcomes observed, several limitations of the study should be considered. Firstly, the study's sample size was relatively small, which limits the generalizability of the results to wider student populations. Moreover, this study is focused on a specific level, 4th of ESO, and language proficiency, limiting the applicability of results to other classroom contexts.

Another notable limitation of this study was time. The duration of this study was limited to seven sessions, distributed in three weeks. In order to provide insights into the sustainability of achievements in participation and social skills, there should be long-term follow-ups beyond the intervention period. Additionally, absenteeism made it difficult to have equal numbers in each group and therefore, obtain a global observation for all students equally. Lastly, although efforts were made to mitigate observer biases while collecting data, subjective interpretations could introduce researcher bias.

## 8.2 Further Research and Implications

The 4<sup>th</sup> ESO students in this high school in Vic have experienced a clear boost in participation and an improvement in their social skills among peers with the application of the Cooperative Learning approach. Thus, the main objectives of this study were addressed, achieving a positive outcome. Therefore, for future and increasing insights on the impact of Cooperative Learning in EFL classrooms, comparative studies could be carried out across different levels, in order to enrich the understanding of Cooperative Learning's efficacy

throughout pupils' L2 language acquisition process. Moreover, to address the time issue aforementioned, longitudinal studies would be a good way of exploring the effects of Cooperative Learning on participation and social skills over time.

Other important matter to take into account for future research is to interview or get insights from teachers and whether they believe they need further training on Cooperative Learning implementation and how to tackle problems such as free-riders in group work.

Other strategies could be used to broaden the impact of this methodology and observe which of them works better regarding engagement in activities or social skills acquisition.

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## 10. Appendices

### Appendix 1. Learning Scenario

<b>4<sup>th</sup> ESO</b>	
<b>2<sup>nd</sup> TERM</b>	<b>LIVING (AND LEARNING) TOGETHER</b>
<p>The learning scenario is based on Unit 4 on the book they use in class (English in Use 4<sup>th</sup> ESO). This topic should be of interest to the students because they will learn about themselves and to work as a team. They will focus on social relationships and they will have to use their critical thinking in problem-solving situations.</p> <p>“Living together” is the title of Unit 4 in the book, and I have added “and learning” because I will use Cooperative Learning strategies throughout the sessions.</p>	

<b>SESSION 1 (Tuesday, 5<sup>th</sup> March, 2024)</b>					
<b>TIMING</b>	<b>PHASES / STAGES</b>	<b>ACTIVITIES &amp; PROCEDURE</b>	<b>MATERIALS &amp; RESOURCES</b>	<b>GROUPING</b>	<b>ASSESSMENT</b>
5'	Opening	The teacher explains what they are going to work on.		Whole class	
15'	Warm-up	Students read a piece of news on the topic. The teacher elicits words and expressions related to the news. Show images and let them guess what the	Projector Piece of news on Living together	Whole class	

		word is from the vocabulary.			Teacher's observation and notes (formative)
5'	Introduction	The teacher lists the learning objectives of the session and divides students into groups.		Whole class	
15'	Practice	Each group receives a quiz (with vocabulary on social interaction). First, they complete the quiz individually and discuss their results in group.	Quiz Laptop	Group work	
20'	Production	Students' take a look at the vocabulary in their quizzes and they create their own final product (it can be a Kahoot, a quizziz, educaplay...) using the vocabulary learnt. The teacher explains the activity and shows them a guideline to follow.	Laptop Guideline	Group work	

<b>SESSION 2 (Wednesday, 6<sup>th</sup> March, 2024)</b>					
<b>TIMING</b>	<b>PHASES / STAGES</b>	<b>ACTIVITIES &amp; PROCEDURE</b>	<b>MATERIALS &amp; RESOURCES</b>	<b>GROUPING</b>	<b>ASSESSMENT</b>
5'	Opening	The teacher reminds them what they did in the previous class and explains what they are going to do today. Quick revision on vocabulary learnt.		Whole class	The teacher will assess their final products (summative)
55'	Production	They continue and finish their final product.	Laptop	Group work	

### SESSION 3 (Tuesday, 12<sup>th</sup> March, 2024)

TIMING	PHASES / STAGES	ACTIVITIES & PROCEDURE	MATERIALS & RESOURCES	GROUPING	ASSESSMENT
5'	Opening	The teacher reminds them what they did in the previous class and explains what they are going to do today.		Whole class	Teacher's observation and notes (formative) Each group assesses another group's quiz (peer-assessment)
20'	Practice	They share their quizzes with the other groups so they can practice the new vocabulary. Groups assess other groups' quizzes (rubric).	Rubric	Group work	
15'	Identifying previous knowledge	Identify Conditional sentences in the quiz from the book. With the results of the quiz of the previous day or of any other final product from other teams, they discuss how it could be different (test their knowledge on 1 <sup>st</sup> and 2 <sup>nd</sup> conditionals) and they say it out loud, in turns. In groups, they identify how to form 1 <sup>st</sup> and 2 <sup>nd</sup> conditional sentences.	Book	Group work	
15'	Introduction	1 <sup>st</sup> and 2 <sup>nd</sup> conditional explanation with examples from the quizzes.		Whole class	
5'	Review	Students complete their exit tickets. (Things they like and don't like about working in group).	Exit ticket	Individual work	

<b>SESSION 4 (Wednesday, 13<sup>th</sup> March, 2024)</b>					
<b>TIMING</b>	<b>PHASES / STAGES</b>	<b>ACTIVITIES &amp; PROCEDURE</b>	<b>MATERIALS &amp; RESOURCES</b>	<b>GROUPING</b>	<b>ASSESSMENT</b>
5'	Opening	The teacher reminds them what they did in the previous class and explains what they are going to do today.		Whole class	Teacher's observation and notes (formative)
15'	Review	Revision of when we use 1 <sup>st</sup> and 2 <sup>nd</sup> conditionals.		Whole class	
25'	Practice	1 <sup>st</sup> conditional chains (2 <sup>nd</sup> conditional chains for those who prefer practicing it)	1 <sup>st</sup> /2 <sup>nd</sup> conditional chain worksheet	Group work	
15'	Introduction	3 <sup>rd</sup> conditionals explanation.		Whole class	

<b>SESSION 5 (Friday, 15<sup>th</sup> March, 2024)</b>					
<b>TIMING</b>	<b>PHASES / STAGES</b>	<b>ACTIVITIES &amp; PROCEDURE</b>	<b>MATERIALS &amp; RESOURCES</b>	<b>GROUPING</b>	<b>ASSESSMENT</b>
5'	Opening	The teacher reminds them what they did in the previous class and explains what they are going to do today.		Whole class	Teacher's observation and notes (formative)
10'	Revision	Correction of 2 exercises on 3 <sup>rd</sup> Conditionals they had to do for homework, in order to revise its use.			
20'	Warm-up	Infographic page 52 of the book. Read it all together. Identify any vocabulary doubts they may have and conditionals.	Book	Whole class	

10'	Introduction	The teacher explains the infographic project and gives them the guidelines and examples (apart from the one in the book). Each member of the group has a role.	Projector	Group work
15'	Production	Distribution of roles and choice of topic for their infographic. Students do some research and start their infographic project.	Laptop	Group work

### SESSION 6 (Tuesday, 19<sup>th</sup> March, 2024)

TIMING	PHASES / STAGES	ACTIVITIES & PROCEDURE	MATERIALS & RESOURCES	GROUPING	ASSESSMENT
5'	Opening	The teacher reminds them what they did in the previous class and explains what they are going to do today.		Whole class	Teacher's observation and notes (formative)
55'	Production	Students finish their infographic and practice their oral presentation.	Laptop	Group work	

### SESSION 7 (Wednesday, 20<sup>th</sup> March, 2024)

TIMING	PHASES / STAGES	ACTIVITIES & PROCEDURE	MATERIALS & RESOURCES	GROUPING	ASSESSMENT
5'	Opening	The teacher reminds them what they did in the previous class and explains what they are going to do today.		Whole class	

35'	Production	Students' oral presentations. Each group assesses a different part of each presentation with a specific rubric.	Projector Laptop Rubric	Group work	The teacher will assess their infographics and oral presentations (summative)
5'	Assessment	Students assess their own individual work and the one of the other members of the team.	Assessment sheet	Individual	
15'	Review	Students complete their exit tickets in group.	Exit ticket	Group work	Exit ticket: group self-assessment (formative)

SPECIFIC COMPETENCIES	LEARNING OBJECTIVES	ASSESSMENT CRITERIA
<b>C3</b> - To produce coherent, comprehensive, and register adapted oral and multimodal texts, taking into account conventions related to different discursive genres, and to participate in different oral interactions autonomously produced to execute ideas, feelings and concepts. In addition, to build knowledge, and to establish personal relations.	To <b>acquire</b> new vocabulary on social interaction, as well as <b>learn</b> how to use conditional sentences to apply in specific oral projects.	To <b>participate</b> actively using the new vocabulary and grammar acquired in group discussions.
<b>C5</b> - Produce adequate, coherent and cohesive written and multimodal texts while applying elementary strategies of planning, composition, revision, correction and edition, with equals' regulation and progressive autonomous self-regulation, focusing on the conventions of the chosen discursive genre, to create knowledge and give informed, effective and creative answers to concrete communicative demands.	To <b>learn</b> written strategies on how to write an infographic in order to summarize information and choose the most important data.	To <b>write</b> a coherent and cohesive infographic about a specific animal community.

<p><b>C10</b> - Communicative activities should contribute to personal active democracy, conflict resolution through dialogue, and rights equality towards all citizens. This shall be done using non-discriminatory language and avoiding power abuse through communication, resulting in an efficient, ethic and democratic use of the language.</p>	<p>To <b>acquire</b> communication strategies for conflict resolution.</p>	<p>To <b>apply</b> communication strategies for conflict resolution in personal, educational and social environments.</p>
		<p>To <b>identify</b> and <b>refute</b> discriminatory uses of language and abuse of power, as well as non-verbal elements of communication.</p>
<p><b>CROSSCURRICULAR COMPETENCIES</b></p>	<p><b>LEARNING OBJECTIVES</b></p>	<p><b>ASSESSMENT CRITERIA</b></p>
<p><b>3.</b> Personal, social and learning-to-learn competences.</p>	<p>To <b>gain</b> personal, social and cooperative learning strategies in order to be able to work as a team.</p>	<p>To <b>use</b> cooperative strategies aiming for an equitable distribution of tasks and roles and assuming collective success as a personal improvement.</p>
	<p>To <b>self-asses</b> their own learning process and <b>adopt</b> critical thinking in order to identify their strengths and weaknesses.</p>	<p>To <b>acquire</b> self-assessment and critical thinking strategies when guided reflection processes take place.</p>
<p><b>4.</b> Digital competency.</p>	<p>To <b>manage</b> and <b>use</b> one's own personal digital environment to build new knowledge and create digital contents, by means of information processing strategies and the use of different digital tools.</p>	<p>To <b>select</b> and <b>configure</b> the most appropriate format and layout in the creation of digital content, depending on the task and its needs.</p>
<p><b>APPLIED CONTENTS (SABERS)</b></p>		
<p><b>Communication:</b> Application of strategies for the production, comprehension and critical analysis of oral, written and multimodal texts.  <b>Reflection on language:</b> Development of the knowledge, skills and attitudes that make it possible to carry out mediation activities in informal situations.</p> <ul style="list-style-type: none"> <li>- Vocabulary on social interaction.</li> <li>- First, second and third conditionals.</li> </ul>		

**VECTORS**

In this learning scenario, the following vectors are addressed:

- Competency-based learning: this learning scenario promotes lifelong learning through specific cross-curricular competencies. It also focuses on problem-solving situations that students have to solve cooperatively, in order to enhance students' self-esteem, autonomy, reflection and responsibility.
- The quality of linguistic education: this is the main focus of this whole learning scenario, as it pursues the aim to improve communicative competence in English. The activities are presented in different formats, both written and oral, so that it helps students to obtain information, understand it, reflect on it and create their own oral or written texts.

**METHODOLOGY**

Cooperative Learning.

**CATERING FOR DIVERSITY:**

Formative assessment, self-assessment, cooperative and collaborative work, and the use of different formats for the presentation of information are measures present throughout the development of this learning scenario. This should allow students to achieve the competences being worked on.

**REFLECTION ON THE LESSON**

I believe this learning scenario will help students to foster their social skills and to actively participate in group discussions and teamwork activities. Their self-assessment and self-awareness of their own learning process will be enriching and will allow them to acquire the main goals of this learning scenario. Moreover, the reflection on real-life situations and news and the related activities on problem-solving will give them lifelong knowledge.

## Appendix 2. Observation Checklist for the Teacher

COOPERATIVE LEARNING OBSERVATION CHECKLIST – TEACHER												
Group:						Date:						
Group members:	Focus on the content	Group members (circle the number of group member)					Focus on the group	Group members (circle the number of group member)				
1. _____	1. Provides work of the highest quality	1	2	3	4	5	1. Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	1	2	3	4	5
2. _____	2. Provides work of high quality	1	2	3	4	5	2. Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	1	2	3	4	5
3. _____	3. Provides work that occasionally needs to be redone by others	1	2	3	4	5	3. Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	1	2	3	4	5
4. _____	4. Provides work that usually needs to be redone by others	1	2	3	4	5	4. Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	1	2	3	4	5
5. _____												

From:

[https://ateneu.xtec.cat/wikiform/wikiexport/cmd/lle/clsa/modul\\_3/apartat\\_3](https://ateneu.xtec.cat/wikiform/wikiexport/cmd/lle/clsa/modul_3/apartat_3)

## Appendix 3. Pre-questionnaire



# Learning Together

**Answer all the questions and explain in detail.**

*Respon les preguntes i explica-ho en detall.*

## PARTICIPATION

### 2. Choose the answer that you relate to more.

*Escull la resposta amb la que et sentis més identificat/da. \**

	Always	Very often	Sometimes	Rarely	Never
<b>I actively participate in English classes.</b> <i>Participo activament a les classes d'anglès.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I feel confident when answering questions in front of the class.</b> <i>Em sento segur/a quan responc preguntes davant de tota la classe.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>When I have a doubt, I ask the teacher.</b> <i>Quan tinc un dubte li pregunto a la professora.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. If you don't always participate, explain why.**

*Si no participes sempre, explica per què. \**

**4. If you don't always feel confident when speaking in front of the class, explain why.**

*Si no et sents segur/a quan parles davant de tota la classe, explica per què. \**

**5. If you don't always ask the teacher when you have a doubt, explain why.**

*Si no li preguntes a la professora quan tens un dubte, explica per què. \**

**6. Would you participate more if you worked in small groups? Why?**

*Si treballassis en grups petits, participaries més? Per què? \**

## SOCIAL SKILLS

7. **When you work in group, do you cooperate and express your opinion? Why?**

*Quan treballes en grup, cooperes i dius la teva opinió? Per què? \**

8. **In a group, do you help someone who needs help? Why?**

*En grup, ajudes a les persones que necessiten ajuda? Per què? \**

9. **If a conflict arises during a group activity, would you know how to solve it? How?**

*Si hi ha un conflicte durant una activitat en grup, sabries com resoldre'l? Com? \**

10. **If you don't feel comfortable working in small groups, explain why.**

*Si no et sents còmode/a treballant en grups petits, explica per què. \**

## Appendix 4. Post-questionnaire

# GROUP WORK

**Answer all the questions and explain in detail.**

*Respon les preguntes i explica-ho en detall.*

## PARTICIPATION

**2. Do you think you engaged more in the activities when done in group? Why?**

*Creus que has participat més en les activitats quan s'han fet en grup? Per què? \**

**3. Participation in English classes is often linked to self-confidence. Did you feel more confident when working in small groups? Why?**

*La participació sovint va lligada a l'autoconfiança. T'has sentit amb més confiança quan has treballat en grups petits? Per què? \**

**4. Participation wise, what so you think you did differently than when you work individually or in front of the whole class?**

*Pel que fa a la participació, què creus que has fet diferent de quan has treballat individualment o davant de tota la classe? \**

## SOCIAL SKILLS

**5. Classmates can help you when working in group. How did they help you?**

*Els companys de classe poden ajudar quan es treballa en grup. Com t'han ajudat? \**

**6. And you, how did you help other classmates?**

*I tu, com has ajudat als teus companys? \**

**7. If there was a conflict within the group, how did you solve it?**

*Si hi ha hagut algun conflicte dins el grup, com l'heu solucionat? \**

## PERFORMANCE IN ENGLISH CLASSES

8. **How well did you understand the topics explained in class and that you practiced with the group?**

*Com de bé has entès els temes tractats a classe i que has practicat amb el grup? \**

9. **Do you think if you had done the infographic project individually, it would have been better? Why?**

*Creus que si haguéssis fet el projecte de l'infografia individualment, t'hagués sortit millor? Per què? \**

10. **When working in group, the teacher can explain things to you more personally when going round. Did you feel that helped you? How?**


*Quan es treballa en grup, la professora pot explicar-vos les coses més personalment quan va passant pels grups. Has sentit que això t'ha ajudat? En quin sentit? \**

11. **What did you like most about working with your group?**

*Què t'ha agradat més de treballar amb el teu grup? \**

## Appendix 5. Exit tickets

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



# Exit Ticket

Something I liked about working in a \_\_\_\_\_  
group:  
\_\_\_\_\_

Something I didn't like about working \_\_\_\_\_  
in a group:  
\_\_\_\_\_

End of session 3, individually.

# GROUP EXIT TICKET

<p style="text-align: center;"><b>3</b></p> <p>things we did right when working as a team.</p>	<p style="text-align: center;"><b>2</b></p> <p>things we need to improve when doing oral presentations.</p>	<p style="text-align: center;"><b>1</b></p> <p>thing that was unique about our project.</p>
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End of session 7, in group.

## Appendix 6. Quiz on Social Interaction

9/5/24, 13:18

Worksheet | Quizizz

**QUIZZ** Hojas de trabajo

**Living (and learning) together**

Total de preguntas: 7

Tiempo de la hoja de trabajo: 4 minutos

Nombre del instructor: Susana Harper

Nombre

Clase

Fecha

1.

# Living (and learning) together

2. How do you treat the other students in your class?



I know that some students feel left out, but that's not my problem.



I want everyone to have a sense of belonging, so I try to be nice to all the students.

3. If you have a fight with your best friend, will you usually reach a compromise?



Yes. I always try to get along with my friends.



No. My best friend and I often don't see eye to eye and we sometimes argue.

4. If you receive a group project, how will you behave?



I'll probably take advantage of those students that are harder-working than me and do as little as necessary.



I'll try to pull my weight and do the best I can.

5. Imagine you and your friend want to order pizza. If you had money but your friend didn't, what would you do?



I wouldn't buy the pizza because I don't lend my friends money.



I would buy the pizza and share it with my friend.

6. How do you behave in a group?



I like to be in charge of others and to make all the decisions.



I am considerate of others and their opinions are important to me.

### 0-2 points

You care mostly about your well-being. Maybe you should treat others like you want them to treat you!

### 3 points

You usually treat others well, but sometimes you could be more considerate.

### 4-5 points

You are very kind to others and are willing to share and compromise.