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**IMPACT OF COOPERATIVE LEARNING ON
THEMATIC VOCABULARY IN 9TH GRADE EFL STUDENTS**

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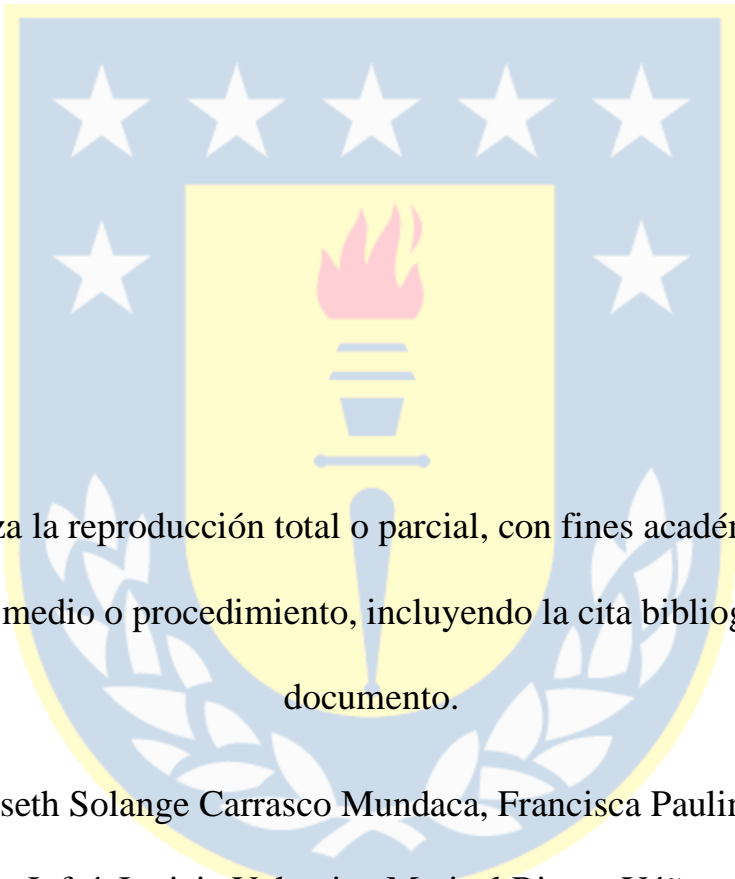
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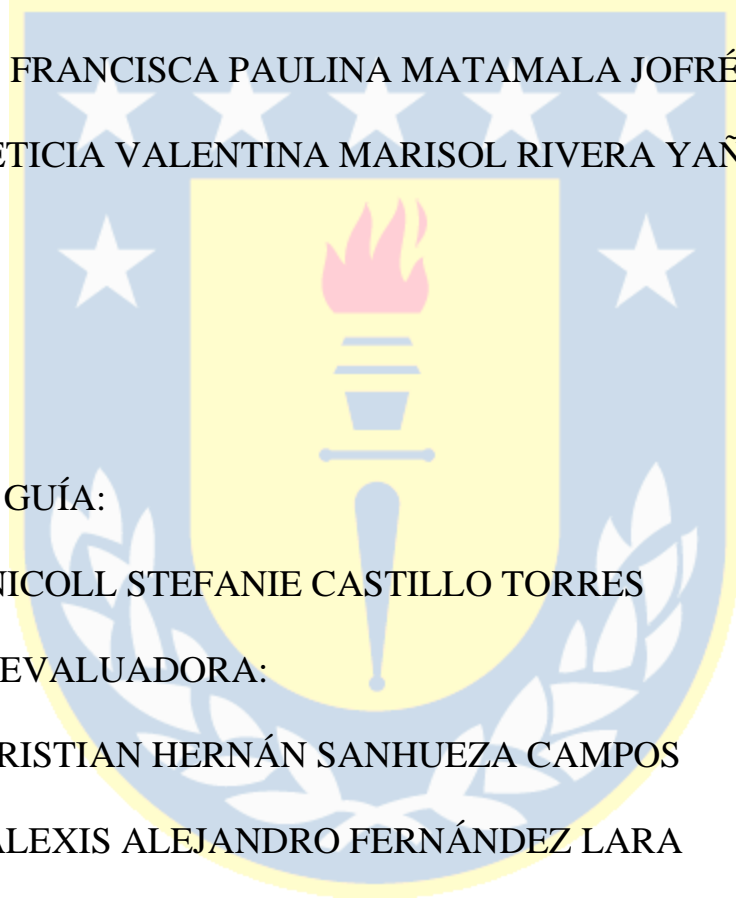
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Dedicamos el fruto de nuestro esfuerzo y trabajo a todos y todas quienes formaron parte de nuestro camino por la universidad hasta concluirla, familia, amigos, amigas y parejas.

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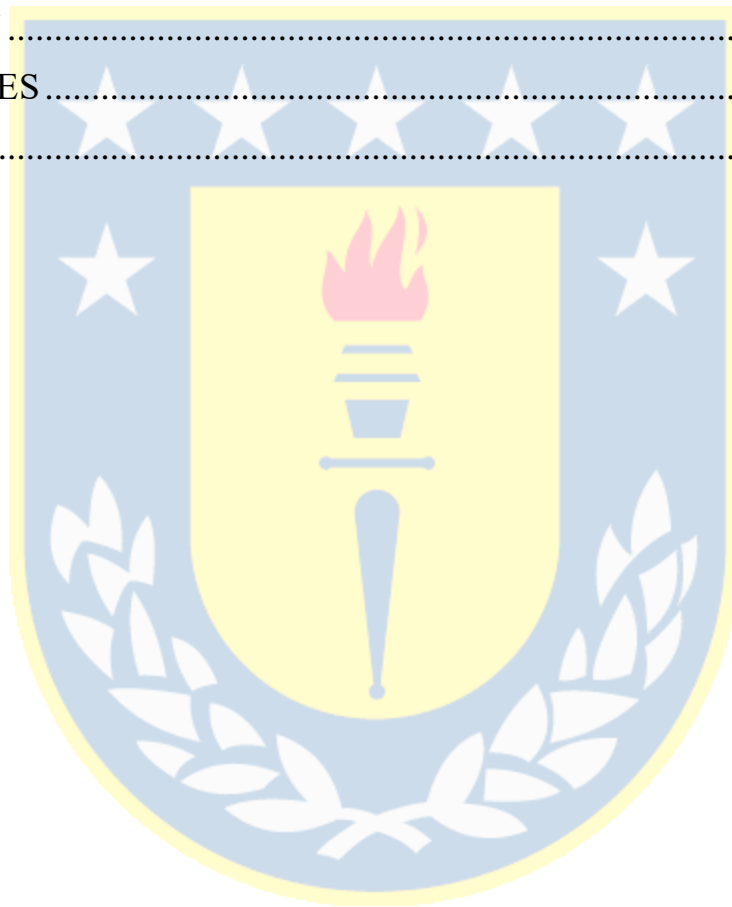
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ABSTRACT

The present action-research project aims to explore the impact of the Cooperative Learning (CL) method in expanding thematic vocabulary in 9th-grade EFL students. The participants of the study were twenty-six students from a public high school in Los Angeles, from low-income backgrounds, who took part in 8 sessions where the CL method was implemented.

The action plan spanned ten weeks, starting with four weeks dedicated to present the project proposal, followed by six weeks, which began with a pre-intervention vocabulary test, and continued with the implementation of six CL sessions, integrating its four main features, and three structures. The six sessions were recorded in a research logbook, including key information about the students' performance and the interventions. During the final week, a post-intervention vocabulary test was carried out, along with a perception survey. The results revealed that students improved in terms of thematic vocabulary knowledge and highly valued the implementation of CL along with the incorporation of innovative resources and engaging activities. Students expressed a strong sense of motivation and confidence when working in groups, illustrating the positive impact of this method.

INTRODUCTION

In Chile learning a foreign language, particularly English, has become crucial for personal and professional development in the 21st century (Agencia de Calidad de la Educación, 2018). The English language is fundamental for global communication and fosters both communicative competences and cultural understanding. (MINEDUC, 2024)

According to Fuentealba et al. (2021), Chilean authorities are concerned with enhancing the quality of English teaching. However, current national studies indicate that only 32% of 11th grade high school students are reaching basic to intermediate proficiency levels. (Agencia de la Calidad de la Educación, 2018), in addition to international studies, where Chile has been on a moderate proficiency level for years (EF EPI, 2023; 2022; 2021; 2020).

This concern became noticeable during previous teaching experiences and recent observations of English classes for 9th-grade students at a public school in Los Ángeles. It was noted the low level of vocabulary and English proficiency in students, and the implementation of traditional teaching methods has hindered student participation. Considering this, and supported

by a literature review, it is established that the teaching-learning problem is attributed to three main aspects the lower level of English proficiency according to national and international results, the use of traditional teaching methods, and the organization of the classroom, as it significantly influences interactions among students, shaping how they communicate, collaborate, and engage with one another during activities.

To address the problem and needs of the students identified in the given context, it was necessary to implement innovative methods and resources. For this reason, this action research in education proposes to explore the impact of Cooperative Learning (CL) in expanding the thematic vocabulary among 9th grade EFL students, through the implementation of a CL environment suggested by Johnson & Johnson (2008), and Kagan (2013).

The present study is organized considering four main stages of one action research cycle. The first part, observation, consists of the description of the school context, the teaching-learning problem, and the theoretical framework. The second part, plan and action, is the development and implementation of the plan, and finally, the fourth part, reflection, reports the

results collected after the implementation, the discussion of them, and final remarks.



1 SCHOOL CONTEXT

This research considers the participation of students from a local high school during the second semester of 2024. Below, the principal characteristics of the school are described, including sociocultural elements and general aspects.

1.1 Liceo Bicentenario Los Ángeles (LBLA)

Liceo Bicentenario Los Ángeles, founded in 1869, is one of the city's most prestigious public schools, known for its academic excellence and scientific-humanistic focus. It is characterized by its long history and great academic achievements, projected to form citizens and leaders who transcend in their community, following its mission to promote students' intellectual, personal, and social development.

This institution serves over 1500 male and female students from Los Ángeles and its surroundings, from 7th to 12th grades, including ninth-grade students aged 14 to 16. These students are divided into six classes of approximately 44 students each, attending two 90-minute English sessions

per week. The large class size presents challenges for implementing interactive and collaborative teaching methods such as CL.

The school offers well-equipped facilities, including classrooms with technological resources, auditoriums, a library, an English Lab, and a multidisciplinary qualified team of over 80 teachers, supported by psychologists, social workers, and special education professionals. Moreover, it participates in programs, such as “Programa de Integración Escolar” (PIE), “Plan de Mejoramiento Educativo” (PME), and “Plan de Convivencia Escolar”, which aim to enhance educational inclusion and quality. These resources provide a strong foundation for Cooperative teaching approaches, including CL.

The English department aligns its curriculum with national standards while incorporating “i-word” textbooks and digital resources to enhance language instruction. With four qualified English teachers, the department semi-annually plans lessons tailored to each grade level. Additionally, students benefit from an English Lab equipped with individual computers and integrated ICT tools, creating opportunities for innovative practices. During the second semester, the school celebrates the English week, with

activities for all the students, and 11th and 12th grade students can obtain a certificate of their foreign language proficiency levels by taking a volunteer TOELF Junior test organized by the school and the English Department, at the end of the semester. In 2024, the TOELF Junior results reported 29 students tested, where the average score was 784, indicating a B1 level.



2 TEACHING LEARNING PROBLEM (OBSERVATION)

Educational systems worldwide are increasingly challenged to develop 21st century skills, such as creativity, critical thinking, collaboration, curiosity, and teamwork. (OECD, 2017). In a globalized and multicultural world, international communication and cross-cultural understanding are two of the most significant challenges of society (Juárez, et al. 2019). The EF English Proficiency Index (2023) underscores the urgency of these skills, highlighting persistent gaps in English proficiency worldwide.

The English language is recognized as a fundamental means of communication in a globalized world (MINEDUC, 2024), but despite this, the current results of the EF English proficiency Index (2023), a ranking of 113 countries and regions by English skills, has demonstrated that there are still several obstacles remaining, on a global scale. The negative results reported that youngest age group whose age ranged from 18-20, has declining English proficiency. The English proficiency from men, has improved while women has declined slightly, and English level in the middle east region is insufficient for most professional and higher education settings. In Latin America, their English levels are improving, and Central America is the most

significant example, improving more than any other region in the world over the past decade, however, it is reported a larger-than-average erosion in youth English proficiency during the pandemic, from which it has not yet recovered (EF English First, 2023).

In Chile, English proficiency has remained at a moderate level for years (EF English First, 2023; 2022; 2021; 2020), besides the reality regarding students' progress in learning English is being significantly affected, as reflected in the results of the national standardized test; known as SIMCE, realized in 2017, indicating that 54% of the students who should reach a C1 level in 11th grade, according to the national curriculum, reached A1 level with great difficulty, which should be achieved by 6th graders (Agencia de la Calidad de la Educación, 2018).

Almeida (2022) argues that the root of the lower levels of English proficiency refers to the acquisition of vocabulary, affecting the development of students' performance in other areas related to learning a second language, such as reading comprehension, may be hindered. The Ministry of Education acknowledges that the COVID-19 pandemic exacerbated challenges on English learning, with prolonged school closures causing significant

disruptions and long-term effects in the educational system. (MINEDUC, 2023). Efforts to address this include implementing mandatory language instruction, establishing national standards, and enhancing teacher professional development (Fuentelba et al., 2021).

Despite national efforts, classroom practices still rely heavily on traditional methods, limiting students' progress in English proficiency, highlighting several challenges that need to be addressed to achieve the desired outcomes. These issues became evident during previous teaching experiences and through recent observations of ninth-grade English classes at a public school in Los Angeles. Observations revealed low vocabulary levels and overall English proficiency among students, a focus on discipline rather than building social skills, and the continued use of traditional teaching methods.

One of the main problems is that the current educational model in Chile situate the teacher as the center of the class, while leaving the student as a passive recipient of information (FDRD, 2015), but play an active role in learning (Hinzpeter, 2000). In consequence, these strategies strengthen individualism, making the development of personality difficult (Yilorm,

2016). Regarding this, most of the current practices notice in the ninth-grade English class are related to traditional methods, and teaching English by grammar rules, including the use of grammar materials, English books, speakers, or the projector.

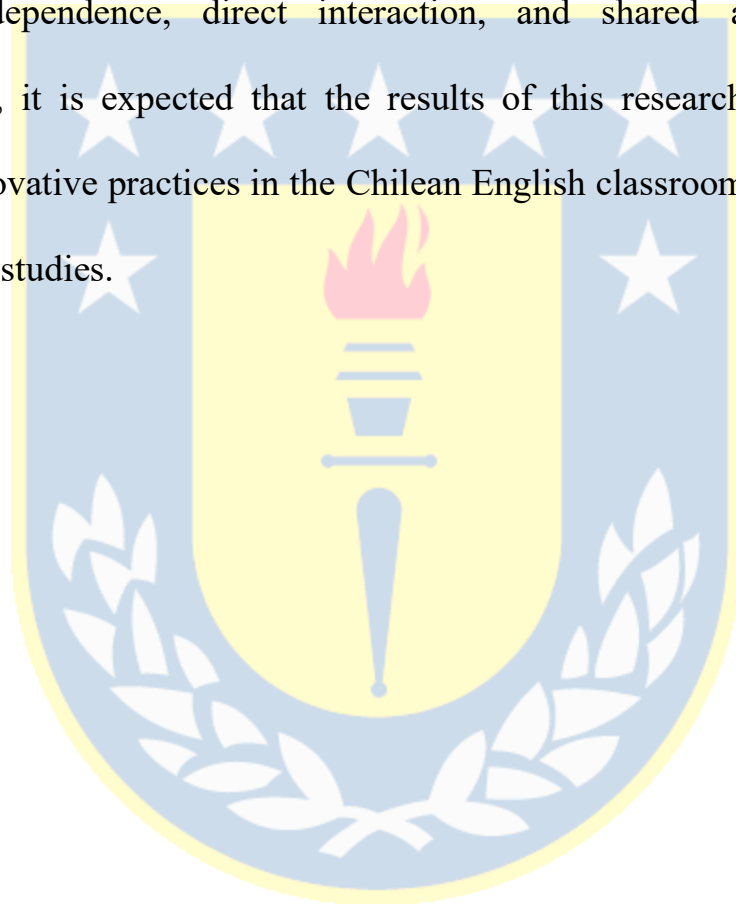
Yilorm (2016) states that for several decades a significant number of English teachers in Chilean public classrooms have opted for traditionalist pedagogical trends, which are grammar-translation and audiolingual methods, mostly because these represent a comfortable and effective option to impart the knowledge, but it does not favor the natural learning of the foreign language.

Moreover, it is noticed that the current organization of the Chilean classrooms worsens this issue, affecting students' learning by not encouraging them to work together effectively as a team toward shared goals, mainly because the classrooms are oriented to the front looking at the teacher, making interaction and communication among the students difficult. However, in Chilean schools, the teacher is an authority who faces the class always organized in the same way, in several rows, to supposedly show more respect and respond more effectively (Yilorm, 2016).

In summary, it is established that the teaching-learning problem identified in ninth-grade students is attributed to three main aspects, which are: the lower level of English proficiency according to international and national results, the use of traditional teaching methods, and the organization of the classroom affecting student interactions. Given this, to solve the problems identified, it was necessary to implement innovative methods and resources to face the needs of the students in the ninth grade English lessons.

To address these challenges this study proposed the implementation of a CL environment to help the students improve their thematic vocabulary expansion considering the usage of four main CL features suggested by Johnson and Johnson (2008), Kagan (2013) and Pujolàs (2011), which are: classroom organization, work group formation, role assignment, and teamwork norms, besides three CL structures, which are 1-2-4, Numbered heads, and Pencils to the center. This method directly tackles the issues identified by promoting student-centered activities encouraging collaboration and integrating vocabulary expansion into meaningful contexts. CL aims to enhance not only linguistic outcomes but also students' interpersonal skills and engagement.

After the implementation of the method, a positive impact of CL on students was expected, expanding their thematic vocabulary knowledge and, consequently, their English Proficiency. Besides that, it was expected by the students to see an improvement in the principal aspects of CL, which are positive independence, direct interaction, and shared accountability. Additionally, it is expected that the results of this research will help to enhance innovative practices in the Chilean English classroom, contributing to future CL studies.



3 THEORETICAL FRAMEWORK

3.1 Cooperative Learning (CL)

Cooperative Learning (CL) traces its origins to the Lancasterian school model in New York City in 1806 (Bernal, 1990). Johnson et al. (1999) defines CL as a collaborative approach where students work together to achieve common goals, generating knowledge collectively and acquiring diverse skills.

Ferreiro and Calderón (2006) describe CL as an innovative educational model that involves organizing students into small, heterogeneous groups to promote the individual development of each member through team collaboration. Similarly, León del Barco, et al., (2005) highlights that CL involves a change in an individual's behavior or knowledge because of interacting with others in an educational task that requires collective effort. Tran and Nguyen (2023) refer to Spencer Kagan (2009) one of the leading experts in CL structures, and defines it as an instructional approach where small, diverse groups of students work together to achieve a common objective.

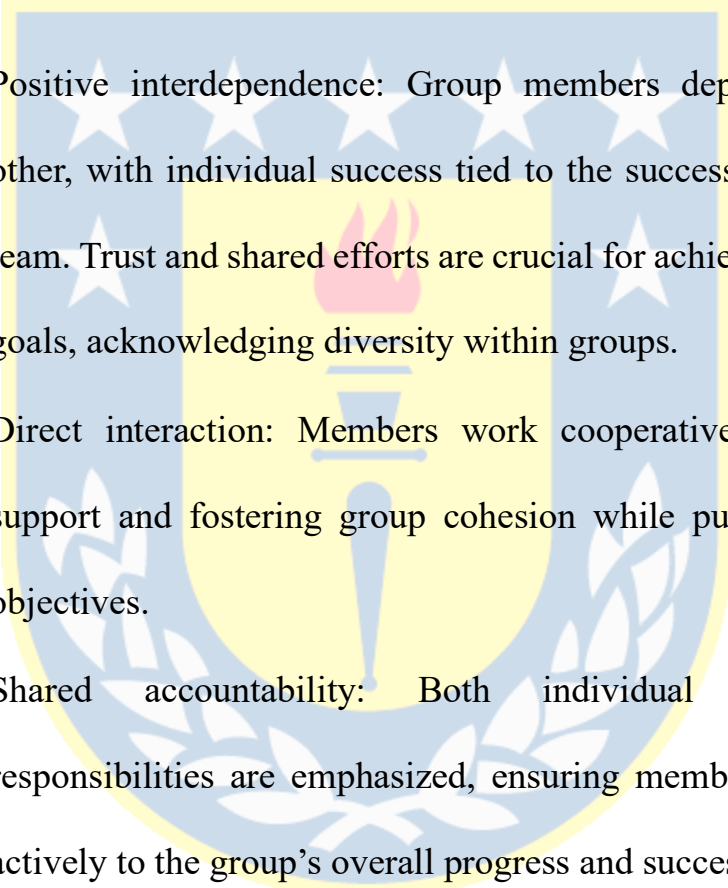
Studies by DeVries and Edwards (1973), DeVries (1976), and Johnson et al. (1983) compared cooperative, competitive, and individualistic learning methods, highlighting the effectiveness of cooperative learning (CL) in achieving academic and interpersonal goals. Johnson and Johnson (2013) further emphasize that CL, grounded in social interdependence theory, has a well-documented positive impact on academic achievement and provides clear strategies for educators to implement it effectively. Falcón and Garay (2018), states that individualistic and competitive approaches pits students against one another, measuring success relative to the performance of their peers, and creating a win-lose dynamic. Similarly, individualistic learning focuses on each student working independently, with outcomes based solely on their individual effort, without collaboration or comparison to others.

According to Del Barco et al. (2017), Guerrero et al. (2019) this method fosters a conducive environment for language learning while simultaneously enhancing students' abilities for collaborative communication in problem-solving, as it allows them to feel free and uninhibited when expressing themselves in the foreign language, in addition CL enhances

second language acquisition, developing skills in writing, reading, listening, and speaking.

3.1.1 Cooperative Learning Features

Johnson and Johnson (1994) highlight three main features of CL:

- 
- **Positive interdependence:** Group members depend on each other, with individual success tied to the success of the entire team. Trust and shared efforts are crucial for achieving common goals, acknowledging diversity within groups.
 - **Direct interaction:** Members work cooperatively, providing support and fostering group cohesion while pursuing shared objectives.
 - **Shared accountability:** Both individual and group responsibilities are emphasized, ensuring members contribute actively to the group's overall progress and success.

3.1.1.1 Teacher role in CL

In CL, the teacher acts as a facilitator, designing and guiding teamwork-based activities rather than passively delivering information to students (Johnson, Johnson, & Holubec, 1994). In addition, Tinungki (2015) outlines the teacher's critical role in implementing cooperative learning. This involves several key stages: (1) preinstructional planning, including the selection of materials and objectives, grouping students, organizing the classroom, and assigning roles; (2) facilitating task work and teamwork by explaining tasks, fostering positive interdependence, and setting clear behavioral expectations; (3) conducting the cooperative lesson, which includes monitoring student interactions and providing closure; and (4) postlesson activities, such as assessing learning outcomes and evaluating the effectiveness of group dynamics. This process allows students to reflect on their performance and enhance their self-management skills, feedback goes beyond mere evaluation; it encompasses timely guidance and support for the student throughout the learning process. It also encourages decision-making that helps to steer the teacher's instructional activities in a more effective direction (Castro et al., 2017). Additionally, it is the teacher's responsibility to implement the core elements that ensure teams operate as true cooperative

groups: positive interdependence, individual accountability, face-to-face interaction, social integration, and group evaluation.

According to Zabala Rodríguez and Novoa Aldana (2023), a key element of CL involves developing interpersonal and group skills, particularly through the assignment of roles. This approach aims to increase students' active participation in the learning process while helping them recognize that individuals express ideas from diverse perspectives and unique approaches. In this context, the teacher takes on the role of a facilitator of knowledge, guiding students in a collective engagement and mutual understanding.

3.1.1.2 Work group formation and classroom organization

Coll and Colomina (1990), explain that CL encompasses a wide range of approaches where the class is divided into small groups of five or six students. These groups, which are usually heterogeneous, engage in activities or tasks that have been previously planned. The distribution of responsibilities within these teams does not create a difference in status among the members. Higher levels of mutual interaction are achieved when

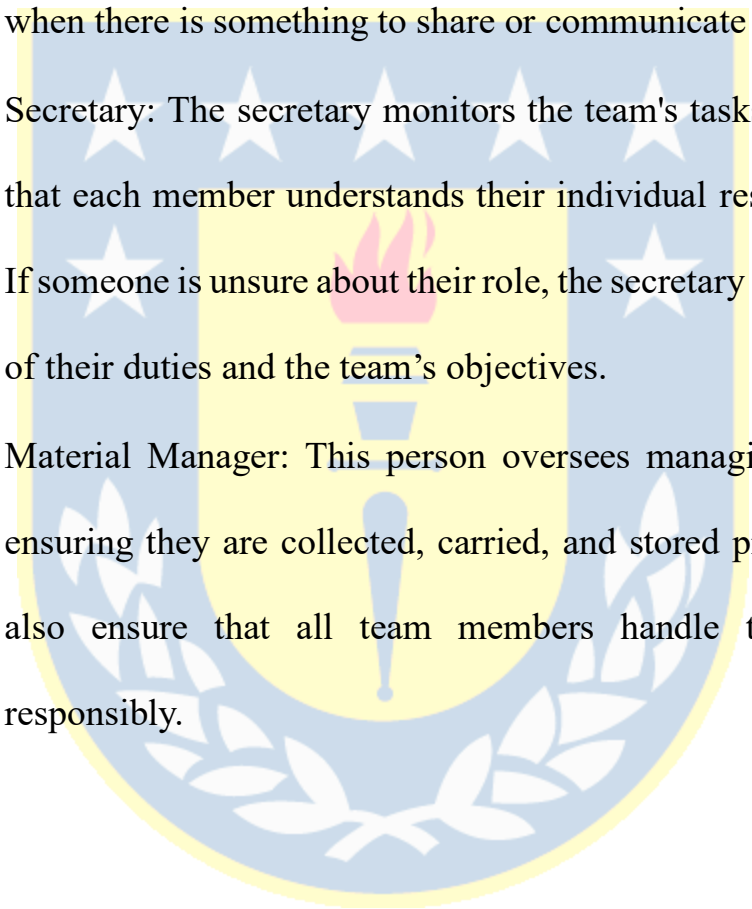
joint planning and discussion are encouraged, roles and responsibilities are exchanged, and the division of work within the group is clearly defined.

Pujolàs Maset (2002) explains that base teams in CL are permanent and always consist of a heterogeneous composition. Ideally, once established, these teams should remain intact throughout the entire educational cycle. The size of each team depends on the group's experience with cooperative work; however, the number of members should never exceed 5 or 6. Beyond this size, even experienced groups may struggle to establish meaningful connections among all members. Typically, base teams are composed of 4 students to ensure effective collaboration and interaction.

Gavilan and Alario (2010) highlight the decisions that must be made when implementing the CL method in the classroom. Among these, they emphasize the importance of creating a physical environment that fosters optimal conditions for individual focus, face-to-face interaction among students, and the exchange of ideas.

3.1.1.3 Assignment of roles

Pujolàs and Lago (2011) present the distinct roles that each group member can perform, divided as follows:

- 
- Coordinator: The coordinator must clearly understand the objectives and guide the team's work, motivating and ensuring active participation throughout the learning process
 - Spokesperson: This person is responsible for speaking out loud when there is something to share or communicate with.
 - Secretary: The secretary monitors the team's tasks and ensures that each member understands their individual responsibilities. If someone is unsure about their role, the secretary reminds them of their duties and the team's objectives.
 - Material Manager: This person oversees managing materials, ensuring they are collected, carried, and stored properly. They also ensure that all team members handle the materials responsibly.

3.1.1.4 Norms for teamwork and coexistence in the classroom

Johnson, Johnson, and Holubec (1994) explain that teachers need to equip students with the social skills required for effective cooperation and encourage them to use these skills to work productively in groups. They

highlight that CL is more complex than competitive or individualistic approaches, as students must simultaneously focus on completing tasks and engaging in teamwork. Both activities are essential for successful CL. The authors also mention that every cooperative class includes conceptual objectives, which define the content students are expected to learn, as well as attitudinal objectives, which outline the interpersonal and group behaviors students will develop to collaborate effectively with one another.

- a) Monitor the learning groups and identify specific challenges students face when working collectively, then teach them a social skill they can use to address these issues.
- b) Ask students what social practices would help improve their teamwork and subsequently teach them one of the practices they suggest.
- c) Maintain a list of social skills the teacher intends to teach the entire class (certain classes may require specific behaviors as part of the task at hand. In such cases, the order in which social practices are taught can be adjusted accordingly).

3.1.2 Cooperative Learning Structures

González Contreras de Morales (2015), references Kagan (2013) to support the idea that CL structures can be utilized to enhance various aspects of classroom interaction. These structures can be employed to start or end lessons, foster higher-level thinking, facilitate content mastery requiring consensus, share information, and build connections within teams or classrooms. Kagan (2013) emphasizes that the introduction of new structures has provided significant benefits, as they cater to different educational needs and are appreciated by both students and teachers due to their diversity and in this study, three CL structures from Kagan were considered, which are presented as follows:

3.1.2.1 1-2-4 structure

Fragueiro Barreiro (2012) references Pujolàs (2008) when selecting the CL structure "1-2-4," as it is straightforward to implement for designing practical classroom experiences. This technique involves three steps: first, each student (1) thinks about the correct answer to a question posed by the teacher. Second, they pair up (2), exchange answers, and discuss them.

Finally, the whole team (4) collaborates to decide on the most appropriate response to the question(s).

3.1.2.2 Pencils in the Center

According to Poquet-Catalá (2024), among the various structures that can be used in CL methodology, there is a structure called "Pencils in the Center." This structure is commonly used to gather prior knowledge about the topic to be addressed, check understanding of an explanation, or solve problems and exercises related to the subject being worked on.

Regarding Poquet-Catalá (2024), the implementation of this structure is summarized in the following steps. First, the teacher provides each team with a sheet containing as many questions or exercises on the topic as there are team members. Second, each student takes responsibility for answering one question or completing one exercise, reading it aloud, and offering their opinion on how to respond or complete the task. Third, the student asks for the opinions of the other team members, following a predetermined order (such as clockwise), ensuring that everyone contributes and understands the response. Based on these opinions, the team discusses and agrees on the correct answer. While this discussion takes place, the pencils are placed in

the center of the table. Once everyone is clear on the answer, each student picks up their pencil and writes or completes the exercise in their notebook. At this point, no talking is allowed, only writing. This process continues for all activities until all tasks are completed.

3.1.2.3 Numbered heads together structure

The "Numbered Heads Together" structure was developed to apply a distinct fundamental principle: the principle of simultaneity. In this structure, the teacher asks a question, and students write their individual answers. Afterward, they turn to the student next to them to share and discuss their responses. Then, they turn to the students across from them to share their answer one-on-one. The principle of simultaneity in this context means that the active participation of students is doubled, as twice the number of students share their answers simultaneously during the structure's duration (González Contreras de Morales, B. F., 2015), the author points out that students can be engaged in face-to-face discussions. Simultaneous interaction focuses on measuring the proportion of students who are not actively participating at any given moment, which is considered a quantitative rather than a qualitative assessment. Pair work significantly increases active participation, doubling the level of engagement compared to traditional work.

Ferreiro and Calderon (2006) emphasize the importance of implementing specific guidelines for managing and structuring group work, as difficulties in member interactions may occur. They propose that group members collaboratively establish a set of rules and principles to govern their interactions, ensuring adherence throughout each session to maintain order and effectiveness.

3.2 Vocabulary in EFL

Vocabulary acquisition is critical in L2 learning, as it directly impacts both comprehension and communication (Jullian, 2000). Even advanced learners face challenges with unfamiliar words, highlighting the importance of targeted vocabulary instruction to support reception and production skills. Siyanova-Chanturia and Webb (2016) argue that teaching vocabulary in EFL is challenging due to limited L2 input, with most words learned in classrooms.

Schmitt (2008) notes that many believe knowing a word's meaning signifies it is learned. However, understanding a word's definition is just one aspect of acquisition. Proper usage requires consideration of context, posing

a challenge for educators. Teaching only definitions is insufficient for students to use words accurately. Therefore, considering a word learned solely by its definition in L2 acquisition is erroneous.

Zimmerman and Schmitt (2005) discuss the importance of vocabulary size for English language learners. They cite several studies that provide approximate figures for vocabulary needed for different learning objectives.

According to Adolphs and Schmitt (2003), students need to know between 2,000- and 3,000-word families to engage in general conversations of everyday topics. For reading authentic texts, Nation (2001) and Meara (2002) suggest that a learner should know at least 3,000-word families to start, and 5,000 to be able to read independently. Furthermore, Nation (2001) states that once students reach 5,000-word families, it is more beneficial to focus on the specific technical vocabulary needed for their respective fields. Finally, Hazenberg and Hulstijn (1996) estimate that a broad knowledge of around 10,000-word families allows students to undertake any activity in the language, including attending an English-medium university.

According to the guidelines from the Ministry of Education it is not possible to determine the exact number of words that students should learn

per session. (MINEDUC, 2024). However, Nation (2001) suggests that students should learn at least 8 – 12 words per session in an intermediate level of high school. This estimation provides a practical guide for teachers when planning their lessons, ensuring that students acquire sufficient vocabulary for their linguistic development.

CL with vocabulary instruction offers a dual benefit: fostering collaborative interactions while enhancing lexical acquisition. By using CL structures such as 'Numbered Heads Together' and '1-2-4,' students actively engage with new vocabulary in meaningful contexts, reinforcing both comprehension and retention.

3.3 Innovative resources

The integration of media and technology into curricula enhances both communicative competence and student motivation (Pérez, 2004). Chamorro et al. (2020) emphasize that Information and Communication Technologies (ICT) shift teaching from rote memorization to active engagement with language acquisition and comprehension.

Studies by Torres-Cajas & Yépez-Oviedo (2018) and Chamorro et al. (2020) show positive results from implementing ICT in language acquisition

and CL, increasing students' autonomy and interaction. These methods involve multimedia resources and educational software, making lessons interactive (Torres-Cajas & Yépez-Oviedo, 2018). Chamorro et al. (2020) emphasize that while ICT and cooperative work facilitate learning, they require careful teacher attention, especially initially.

3.3.1 Flashcards

Utami and Rahmawati (2019) highlight that flashcards are an effective educational tool designed to enhance memory, foster independence, and support students in expanding their vocabulary. As a form of interactive and engaging media, flashcards provide a practical method for teaching vocabulary, making learning more accessible and enjoyable for students. A flashcard typically consists of an 18 x 16-inch piece of cardboard displaying a word, phrase, or simple schematic drawing in large, clear letters, making it visible from a distance.

According to Ramírez Toledano (2008), vocabulary instruction in the context of foreign language teaching and learning can occasionally lack engagement. Therefore, it is essential to align with students' interests, such as greetings, colors, numbers, family, clothing, and animals, among others.

Additionally, incorporating engaging resources and materials is crucial to fostering learners' motivation.

Ramírez Ortiz (2009) highlights the significance of visual aids, which include images, drawings, objects, and people that students can observe. Examples of such resources are flashcards, posters, and banners, among others. These tools are essential because they focus students' attention on meaning while incorporating real language use. Additionally, they provide contextual clues to infer meaning, spark students' interest in the language, and are adaptable to various learning scenarios. Ramírez Toledano (2008) also explains that flashcards are an engaging and effective resource for presenting and practicing vocabulary in a foreign language. A class that incorporates flashcards allows the teacher to have control over the lesson, as they can present only the vocabulary, they find relevant.

López Jiménez (2015), emphasizes key considerations in creating flashcards, including being visually engaging by incorporating colors to attract students, clear with easily identifiable images and readable text, and appropriately sized to ensure usability. Moreover, orientation can vary

(vertical or horizontal) based on content, and a consistent color theme can be used to group cards by topics (e.g., body parts, food, animals, etc.)

3.3.2 Online Games

Although gamification in classrooms is not a new method, when integrated with technology, it becomes a powerful approach to teaching and learning for generations accustomed to using the internet (Bicen & Kocakoyun, 2018).

Licorish et al. (2018) emphasize that the use of games can boost student concentration, enhance motivation for collaborative work, and promote more effective engagement in learning activities. In addition, gamification can improve overall learning experience and potentially lead to higher student performance. Plump & LaRosa (2017) state that motivational aspects involved in online games include competition, leaderboard challenges, achievement badges, reward points, and instant feedback cycles, allowing students to engage with educational content in a playful and dynamic manner. Syafiqah, et al. (2021) highlight the role of Wordwall in language teaching through its digital benefits as a pedagogical resource.

3.3.3 Short texts

In recent years, the role of literary texts in the language classroom has been significantly reinforced, primarily because specialists recognize their intrinsic value as authentic materials in ESL and EFL classrooms (Garrote, 2019). Kurdi and Nizam (2022) also state that literary texts have become a fundamental component within the curricula of various language programs, particularly in English language education in the same way Garrote (2019) considers reading comprehension to be the most important skill in the academic realm.

In this regard, educators can use reading to teach writing, oral expression, vocabulary, grammar, spelling, and other aspects of the language. Therefore, reading helps students and language learners of foreign and second languages to understand the target language code, expand their interests, and overcome personal challenges (Ellis, 2023).

Cecilia, R. R. (2007), highlights the potential of short texts as a tool to enhance the aesthetic, intercultural, linguistic, communicative, and interactive competencies of language learners. Rodriguez Dosil (2018) establishes that short texts are introduced into the classroom as they foster

personal connection between the student and the text for two reasons: first, the personal satisfaction that arises from the short and nearly autonomous reading of these texts, and second, the development of creativity, imagination, and emotional engagement achieved through reading. This maintains sustained motivation and the necessary stimuli for real and effective learning, both linguistically, socio-culturally, and in personal maturity.

3.3.4 Crosswords

Nowadays, there are numerous educational strategies based on increasingly complex gamified environments. In some cases, despite their effectiveness in improving student education, limitations such as ease of access for the educational community or complexity in design have restricted their widespread implementation. However, there are historical tools that, due to their technical simplicity and user familiarity, provide an excellent addition to the repertoire of teaching innovation through gamification in educational processes. (Lomba Pérez et al., 2021)

Crosswords, a tool over 100 years old, present a range of qualities that make it an ideal component of the innovative options available to educators

today, Among the various pedagogical strategies that rely on playful tools within a gamified educational environment, crosswords stand out as an effective methodology. Furthermore, their ease of implementation and the familiarity that students often have with word games from everyday life contribute to their success when applied in specific areas of teaching. This emphasizes their practical application in enhancing learning outcomes (Lomba Pérez et al., 2021).



4 DEVELOPMENT AND IMPLEMENTATION OF THE ACTION-RESEARCH PLAN

4.1 Research Question

How does the implementation of Cooperative Learning method impact on thematic vocabulary among ninth-grade EFL students?

4.2 General Objective

To explore the impact of Cooperative Learning on thematic vocabulary, in 9th grade EFL students.

4.2.1 Specific Objectives

To achieve this goal, the specific objectives are:

1. To determine the vocabulary knowledge of the participants in terms of thematic vocabulary, before using Cooperative Learning method by means of a pre-test.
2. To ascertain the use of Cooperative Learning method by recording the sessions in a research logbook.

3. To determine the vocabulary knowledge of the participants in terms of thematic vocabulary, after using Cooperative Learning method by means of a post-test.
4. To describe the students' perception towards the Cooperative Learning method implemented.
5. To assess the students' progress in the expansion of thematic vocabulary by comparing pre and post vocabulary test results.

4.3 Action Research in education

This study is Action Research (AR), which according to Hien (2009), benefits both teachers as researchers and students as changer-receivers. AR aims to solve problems and improve specific practices by guiding decision-making in programs, processes, and structural changes. (Hernández et al., 2014). Taking this into account, this AR in education, seeks to change the traditional method used by English teachers, expanding students' vocabulary knowledge, and consequently enhancing their English proficiency.

Related to the methodology, this action research involves conducting one research cycle, with four main stages, 1) Identification of an area of focus, which consist of describe the school context, and the research problem,

2) Collection of data to clarify the focus, which consist of doing an extensive research considering significant studies and principal authors to support the study, 3) Development and implementation of the action plan, which consist of formulate and implement a plan to solve the problem, and 4) Evaluation, to demonstrate the results. This AR cycle is based on Mills and Butroyd (2014), and the different phases of this research are elucidated using these terms.

4.4 Participants

This AR involved 26 ninth-grade students (ages 14 to 16) from Liceo Bicentenario Los Ángeles selected from a class of 43 participants during the second semester of 2024. These students primarily from low-income backgrounds, attended two 90-minute English sessions per week. Student assent and parental consent were obtained for all participants, ensuring ethical compliance.

4.5 Data collection techniques

According to Hernandez et al. (2014), collecting data involves developing a detailed plan of procedures that lead us to gather data for a specific purpose. For this reason, there are specific procedures for collecting

data, known as techniques. In this research, the techniques necessary to carry the research out are vocabulary tests applied to the students at the beginning and at the end of the intervention, besides a perception survey to collect their opinions and perceptions.

The data collection techniques were used within a respectable framework and after receiving assent from the participants and consent from their parents (Appendix 1 and 2). The responses were coded using an identification number and the anonymity of their names will be maintained, to protect and provide reliable information.

4.5.1 Vocabulary Test

The vocabulary tests were applied prior to the implementation of the method and at the end of the intervention process. The results obtained were compared to assess the students' progress in the expansion of thematic vocabulary after applying the CL method. To achieve the objectives proposed, this research aimed to create a pre-vocabulary level test related to the content taught at the beginning of the second semester, which was Unit 3: Sports and a post-vocabulary test related to Unit 4: Food, glorious food, both units from the school curriculum.

The pre and post vocabulary tests were designed for ninth-grade students' level, considering the evaluation of students' vocabulary knowledge, following the learning objectives 9 and 14 from the Ministry of Education. The first item was Reading comprehension, to evaluate students' ability to understand vocabulary in context. The second item was a Crossword puzzle, which tested their recall and application of vocabulary meanings. The third item was Fill-in-the-gaps, where students were required to select appropriate vocabulary to complete sentences. And the final item was a Writing task, to assess students' ability to use vocabulary in a written form.

Both tests were validated by a group of experts before the implementation, by means of the expert judgment methodology. A group of five experts in the field of English language teaching and learning was asked to review, comment on and suggest changes to test items. They specified whether the items were appropriate for the students' level, adequately evaluated vocabulary knowledge, and aligned with the activities covered during the unit.

Some of the corrections suggested by the experts were related to item 1, specifying that it was necessary to include a short text to complement the true and false questions and evaluate the reading comprehension skill of the students. Additionally, on item 4 the experts mentioned that the rubric should be more focused on evaluating vocabulary knowledge, which is the aim of the AR, rather than their writing and grammar skills. After the teacher-researchers received these comments and suggestions, items 1 and 4 were modified accordingly. (Appendix 2 and 3)

4.5.2 Perception Survey

During the final week, the students completed an individual perception survey to describe their perceptions of the CL method implemented. The perception survey consisted of a Likert scale survey using a 5-point fixed response format to determine the level of agreement among the participants, and it included 16 questions, along with three open-ended questions, that provided important data for describing the perceptions of the students. This technique has proven to be effective, as demonstrated by Guayasamín and Inga (2024) in their study evaluating the effectiveness of Flipped Learning (FL) with Seventh-grade students.

The perception survey was written in Spanish as its purpose was not to evaluate the students' English level but to gather their opinions on the method. The questions were based on four main features of CL: Classroom organization, work group formation, role assignment, and teamwork norms as proposed by Johnson & Johnson (2008), Kagan (2013), and Pujolàs (2011), and the innovative resources implemented during the sessions, which were flashcards, online games, worksheets, crosswords, and exit tickets.

This survey was divided into three dimensions: the affective dimension, the pedagogical dimension, and the linguistic dimension, along with three open-ended questions. The first dimension aimed to establish whether students perceive the implementation of the CL method has a positive effect on their attitude toward learning thematic vocabulary, including three aspects: confidence, motivation, and willingness to learn new vocabulary, with items such as *“El método cooperativo me ha motivado aprender de mejor manera el vocabulario.”*

The second dimension was focused on determining whether the characteristics of CL contribute to the students' perception about the effectiveness of learning thematic vocabulary, with items such as *“La*

implementación de juegos online al inicio de las clases me ayudó a recordar las palabras aprendidas anteriormente”

Finally, the third dimension aimed to evaluate whether the students perceived CL helped them improve their thematic vocabulary lexical competence, including precision, lexical variety, appropriate context, and mastery of specific vocabulary on the topics addressed, with items such as *“El uso de Flashcards me ha ayudado a realizar las actividades de manera más eficiente.”*

The perception survey was validated by a group of five experts in the field, before the implementation, by means of the expert judgment methodology. The group of experts was the same that validated the pre and post vocabulary tests, considering their expertise in the field of English language teaching and learning. They were asked to revise and score the questions in terms of relevance, precision and belonging of the statements as seen in Table 4.1.

Table 4.1

Appreciation Scale for validating instrument items

Categoría	Calificación	Indicador
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Relevancia	1. No cumple con el criterio	El ítem puede ser eliminado sin afectar la calidad de la medición del objetivo en relación con el vocabulario temático.
	2. Nivel bajo	El ítem tiene cierta relevancia, pero otro ítem similar podría cubrir el mismo aspecto en términos de percepción sobre el vocabulario temático.
	3. Nivel moderado	El ítem es importante, pero no crucial para medir la percepción sobre el método de Aprendizaje Cooperativo y su impacto en el aprendizaje de vocabulario temático.
	4. Nivel alto	El ítem es muy relevante y debe ser incluido para una evaluación completa de la percepción de los estudiantes en relación con el vocabulario temático.
Precisión	1. No cumple con el criterio	El ítem no es claro y genera confusión entre los estudiantes especialmente en términos de aprendizaje de vocabulario temático.
	2. Nivel bajo	El ítem requiere grandes modificaciones para mejorar la claridad de los términos o estructura de la oración, para que los estudiantes comprendan su relación con el vocabulario temático.
	3. Nivel moderado	El ítem necesita una modificación menor para aclarar ciertos términos específicos relacionados con el vocabulario temático.
	4. Nivel alto	El ítem es claro, comprensible y tiene una redacción precisa, facilitando una interpretación exacta de la percepción del estudiante sobre el aprendizaje del vocabulario temático.
Pertinencia	1. No cumple con el criterio	El ítem no tiene relación directa con los objetivos del estudio o con el enfoque en el vocabulario temático dentro del contexto del Aprendizaje Cooperativo.
	2. Nivel bajo	El ítem tiene una relación tangencial o limitada con el objetivo de evaluar la percepción sobre el vocabulario temático y el método de Aprendizaje Cooperativo
	3. Nivel moderado	El ítem está moderadamente alineado con el objetivo de explorar la percepción de los estudiantes sobre el método y el aprendizaje del vocabulario temático.
	4. Nivel alto	El ítem está completamente alineado con el objetivo de la investigación y es pertinente para medir la percepción sobre el método de Aprendizaje Cooperativo en el vocabulario temático.

Most of the corrections specified by the experts were related to word choice, and they suggested some minor changes related to improving the understanding of the questions for the students. After the teacher-researchers received the comments and the scores, the statements were verified and modified accordingly. (See Appendix 5)

4.5.3 Research Logbook

During the implementation of the method, the six sessions were recorded in a research logbook, what included key information about the performance of the students and the interventions carried out.

As well as the vocabulary test and the perception survey, this research logbook was validated prior to the implementation and considering the expert judgment methodology. A group of experts in the field of English language teaching and learning were asked to revise the research logbook format and score the questions in terms of relevance, and structure. Moreover, they suggested some minor changes, related to adding one more section that the teacher-researchers verified and modified accordingly. (See Appendix 8)

4.6 Characterization of the classroom project

This action research in education proposes implementing CL method to help the students improve their thematic vocabulary expansion considering the usage of CL features and structures. For this reason, it was necessary to carry out an extended bibliography, which determine the four main CL features suggested by Johnson and Johnson (2008), Kagan (2013) and Pujolàs (2011), which are: classroom organization, work group formation,

role assignment, teamwork norms, and three CL structures, which are 1-2-4, Numbered heads, and Pencils to the center. four main features suggested by Kagan (2013) and Pujolàs (2011).

1. Classroom organization: In each class students gathered in groups of four, moving the furniture of the school, and leaving some space between the rows.

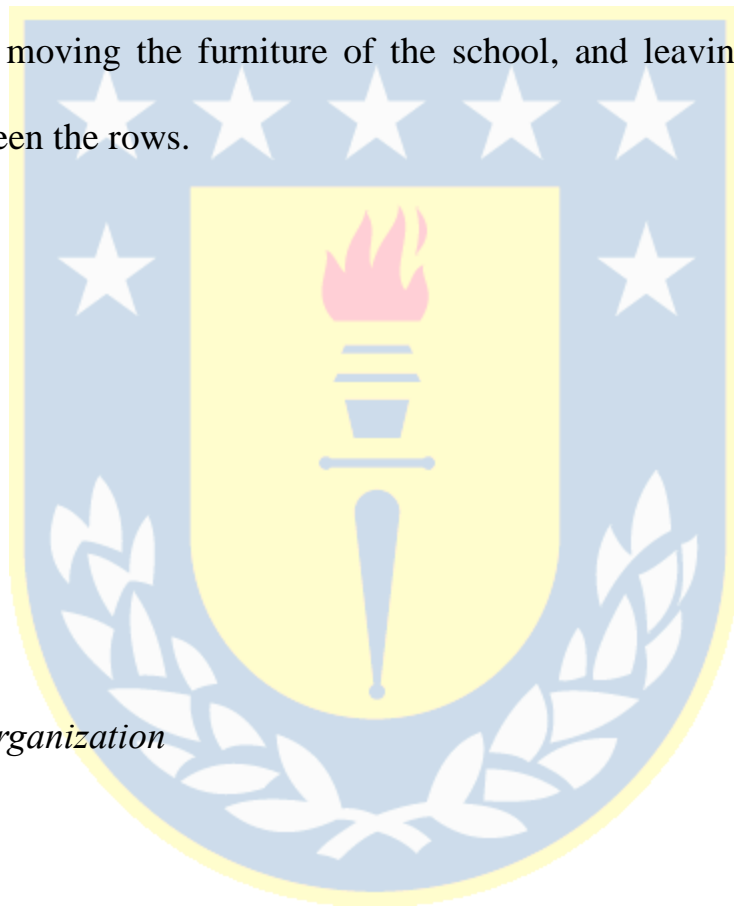
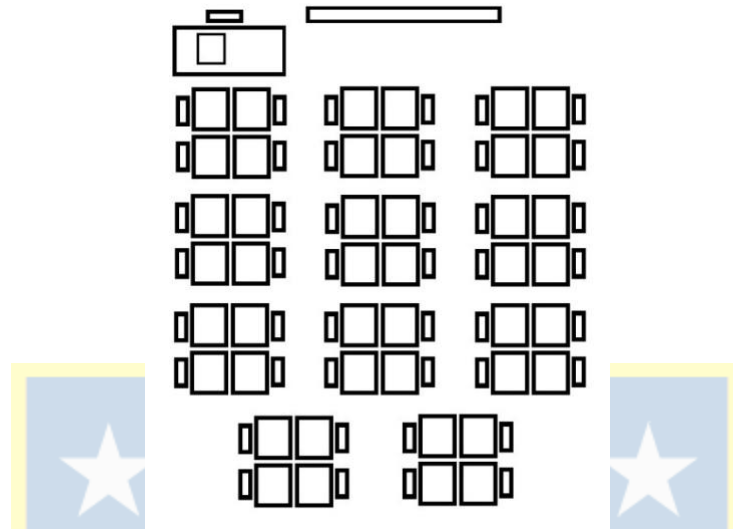


Figure 4.1

Classroom organization



Source: Own elaboration

2. Work group formation: Students worked in informal groups decided by them, and after some observations the teacher decided to change the groups to improve the work of the groups.
3. Role Assignment: Students were assigned different roles in the group, which were “Leader”, “Secretary”, “Supervisor” and “Motivator”. These roles correspond to those mentioned in the theoretical framework: “Coordinator”, “Secretary”, “Spokesperson” and “Material manager”, respectively. The names of the roles were modified to enhance students’ understanding.
4. Teamwork norms: In the first session, the students and the teacher collaboratively defined the rules for the English class. These rules

were accepted by the entire class and respected during the intervention.

As part of the implementation, the action plan spanned ten weeks, beginning with four weeks dedicated to presenting the project proposal, planning the lessons, conducting observations, and obtaining informed consent from parents and students. This was followed by six weeks, which started with a pre-intervention vocabulary test, continuing with six 90-minute CL sessions. Each session was recorded in a research logbook that included key information about the class and the interventions carried out. During last week, a post-intervention vocabulary test was carried out, as well as a perception survey for the students.

As part of our intervention, each session aimed at learning a minimum of eight words per class through the implementation of four vocabulary learning activities: Online games, flashcards, crosswords and short texts, according to the intervention plan. These activities included thematic vocabulary related to Unit 4: Food, glorious food, of the school curriculum. This unit explores the themes of healthy eating, cooking, and eating at restaurants. Contents include modal verbs (Should/Shouldn't), quantifiers

and thematic vocabulary related to food, cooking verbs, and adjectives to describe food.

The CL sessions focused on developing students' reading and writing skills, identifying thematic vocabulary in written texts, and applying it in written activities. To clearly comprehend the intervention plan, an intervention chart is provided below, which describes the main activity of each session.

Table 4.2

Intervention plan chart

Intervention	Description	Time (90 minutes)
Pre intervention	<p>The pre-vocabulary test is applied, and one of the researchers is responsible for taking the test.</p> <p>After the vocabulary test, students are introduced to the working methodology, the resources to use and the flashcard time creation.</p> <p>Informal work groups are formed, and roles will be assigned to students.</p> <p>Additionally, the students define their rules of the classroom for teamwork and coexistence in the classroom.</p> <p>Closing: The teacher answers any questions from the students.</p>	<p>45 min: Pre-test.</p> <p>40 min: Introduction to the method</p> <p>5 min: Closing</p>
CL Session 1	<p>Individual warm- up: Online game</p> <p>Lesson: Thematic Vocabulary (Food)</p> <p>Flashcard time in pairs: Food nouns</p> <p>Group Activity: Maintaining the informal groups from the previous class, students read and order the</p>	<p>10 min: Warm-up</p> <p>15 min: Lesson</p> <p>15 min: Flashcard time</p> <p>40 min: Activity</p> <p>10 min: Closing</p>

	<p>sequence of a short text related to the unit food. Then, students work cooperatively on written exercises defining the words from the flashcards.</p> <p>Closing: Students answer a crossword in pairs with the words from the flashcards.</p>	
CL Session 2	<p>Individual warm-up: Online games</p> <p>Lesson: Quantifiers (How much/How many)</p> <p>Flashcard time in pairs: Food nouns</p> <p>Group Activity: Working on new formal work groups, and in roles decided by the teacher, students categorize the different types of food in countable or uncountable working cooperative, and then they create questions and answers using the countable or uncountable.</p> <p>Closing: Exit ticket (Self-evaluation)</p>	<p>10 min: Warm-up</p> <p>15 min: Lesson</p> <p>15 min: Flashcard time</p> <p>40 min: Activity</p> <p>10 min: Closing</p>
CL Session 3	<p>Individual Warm- up: Online game</p> <p>Lesson: Should/Shouldn't</p> <p>Flashcard time in pairs: Food adjectives and nouns</p> <p>Group Activity: Working in formal work groups, students identify the use of should and shouldn't on short texts, by answering reading exercises. Then they create a poster promoting healthy habits, using should and shouldn't sentences.</p> <p>Closing: Exit ticket (Evaluation of your classmate)</p>	<p>10 min: Warm-up</p> <p>20 min: Lesson</p> <p>20 min: Flashcard time</p> <p>30 min: Activity</p> <p>10 min: Closing</p>
CL Session 4	<p>Individual Warm- up: Online game</p> <p>Lesson: Short texts Recipes</p> <p>Flashcard time in pairs: Cooking Verbs</p> <p>Group Activity: Working in formal work groups, students identify the use of the cooking verbs by reading a recipe in English, and they write a recipe in English using the cooking verbs and thematic vocabulary learned.</p> <p>Closing: Students answer a crossword in pairs with the words from the flashcards.</p>	<p>10 min: Warm-up</p> <p>20 min: Lesson</p> <p>20 min: Flashcard time</p> <p>30 min: Activity</p> <p>10 min: Closing</p>
CL Session 5	<p>Individual Warm-up: Online game</p> <p>Lesson: Short texts and menu</p> <p>Flashcard time in pairs: Food nouns</p> <p>Group Activity: Working in formal work groups, students watch a video of a conversation in a restaurant, identifying common expressions and thematic vocabulary related to the context. Then,</p>	<p>10 min: Warm-up</p> <p>20 min: Lesson</p> <p>20 min: Flashcard time</p> <p>30 min: Activity</p> <p>10 min: Closing</p>

	students work cooperatively on written exercises defining the words from the flashcards.	
	Closing: Students answer a crossword in pairs with the words from the flashcards.	
CL Session 6	Individual Warm- up: Online game Group Activity: Working in formal work groups, students create a dialogue in a restaurant context, including the vocabulary learned in the previous classes. Closing: Exit ticket (Group evaluation)	10 min: Warm-up 75 min: Activity 5 min: Closing
Post intervention	To assess the impact in the learning method, students take a post-vocabulary test with all the vocabulary learnt regarding the unit content, and a perception survey.	50 min: Vocabulary Test 40 min: Perception survey

4.7 Resources

A variety of interactive tools were central to the intervention, enhancing vocabulary retention and comprehension. These included:

4.7.1 Online Games

At the beginning of each CL session, students played an online game. The Wordwall activity was presented on the digital whiteboard, and students selected by the teacher or volunteer participated giving the correct answers. Wordwall activities provided dynamic, engaging ways to reinforce vocabulary learned in the previous session.

4.7.2 Flashcards

As it was presented, there will be a specific stage during each class called “Flashcard Time”, in which the teacher brings the students flashcards, which they cut, label, and personalized according to their preferences on learning, carrying them every session. To elaborate the flashcards, the words chosen were nouns, adjectives, and verbs, known as content words. By using personalized flashcards, students can collaboratively review and internalize key terms effectively.

4.7.3 Crosswords

In the CL sessions 1, 4, and 5, students worked in pairs to solve crosswords. They had 10 minutes to complete the activity and found 8 words. This exercise was completed by the end of the class to reinforce the vocabulary learned in the session.

4.7.4 Short Texts and Worksheets

From the 1st to the 5th session, students were given a short text and a worksheet, according to the intervention plan. The worksheet included 4 items. Item I: Before you read (pre-reading questions related to the topic), item II: Filling in the gaps (using the words from the flashcards), item III:

Understand from context (matching the words with the meaning), and item V: Discuss and Complete the chart, item VI: Writing.

4.7.5 Exit tickets

In the 2nd, 3rd, and 6th CL session, students answered an exit ticket to assess their performance during the session. The first exit ticket was a self-evaluation, the second one was a co-evaluation, and the third one was a group evaluation.

4.8 Evaluation of the Implementation

As previously discussed, the teacher-researchers plan to implement various techniques, with the purpose of gathering data to explore the impact of CL in expanding the thematic vocabulary, before and after the implementation, and their perceptions of the CL method.

After four weeks of observation and lesson planning, students took a vocabulary test at the beginning of the intervention process, which consisted of 4 items focusing on evaluating the thematic vocabulary knowledge, based on their correct answers and percentage of achievement. During the implementation of the six CL sessions, the findings were recorded in a

research logbook that included key information about the students' performances.

On the final week, a post-intervention vocabulary test was carried out, as well as a perception survey for the students. The post test results obtained will be compared to the previous ones to determine if students expand their thematic vocabulary skills as predicted.

Finally, to conclude the implementation, a perception survey with the students will be conducted, to describe the students' perceptions of the method implemented. This survey has 16 questions divided into three dimensions: the affective dimension, the pedagogical dimension, and the linguistic dimension, along with three open-ended questions. These data collection tools will provide the most valuable information to determine the vocabulary knowledge of the participants.

During the implementation, unforeseen challenges such as temporary class suspensions and varying levels of student engagement highlighted the need for flexibility in the action plan. To address these issues, the teaching team prioritized core activities while ensuring the CL structures were consistently applied. This adaptability not only maintained the integrity of

the intervention but also demonstrated the method's resilience in real-world classroom settings.



5 RESULTS (REFLECTION)

5.1 Pre vocabulary test results

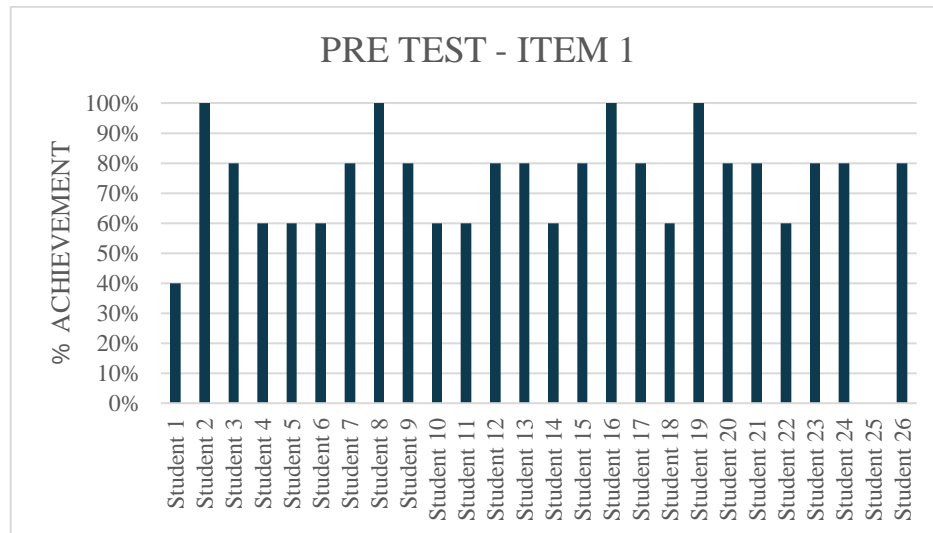
The pre-vocabulary test, administered to 26 students, determined their thematic vocabulary knowledge prior to the implementation of the CL method. This test included four items:

1. Reading comprehension (Item 1): Evaluated students' ability to understand vocabulary in context.
2. Crossword puzzle (Item 2): Tested recall and application of vocabulary meanings.
3. Fill-in-the-gaps (Item 3): Required students to select appropriate vocabulary to complete sentences.
4. Writing task (Item 4): Assessed students' ability to use vocabulary in a written form.

These items provided a comprehensive baseline for evaluating the impact of the CL method. The pre-test results are presented in the following graphs, showing overall percentages for each item.

Figure 5.1

Pre-test Item 1 results



Source: Own elaboration

The results revealed a varied level of achievement among the 26 participants. Scores were categorized into three ranges: high (80% to 100%), medium (50% to 79%), and low (0% to 49%). This classification provides a clear framework for analyzing the diverse outcomes of the pre-test and understanding the students' initial proficiency levels.

Building on this categorization, the first item of the pre-test focused on a reading comprehension activity aimed at evaluating students' ability to understand and apply thematic vocabulary in context. Among the

participants, 4 students achieved the highest score of 100%, demonstrating a high level of proficiency in understanding thematic vocabulary. This result highlights that while these students excel in this area, they represent only a small percentage of the class, indicating that full mastery of the required vocabulary is not yet widespread.

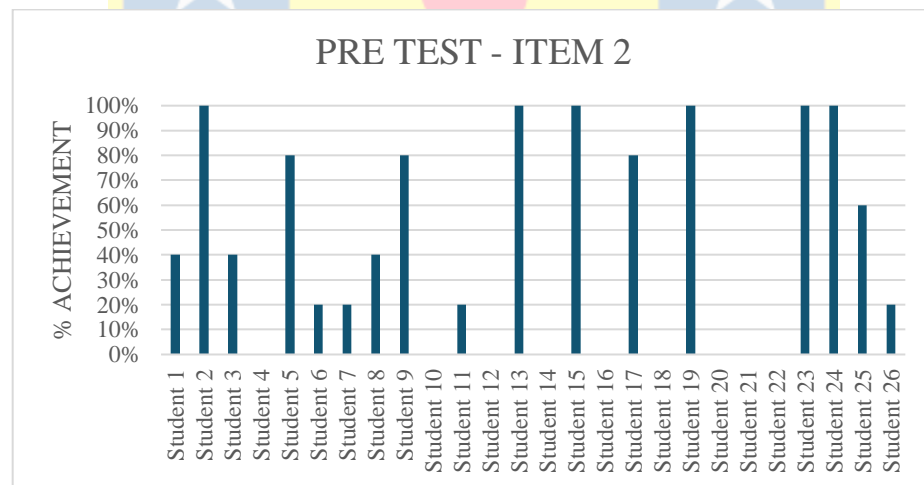
Expanding on the analysis of the high-level category, a larger group of 12 participants achieved scores of 80%, showing a strong grasp of thematic vocabulary with minor gaps in comprehension. This group, while performing well, reveals areas where additional support could further enhance their understanding, underscoring their potential for improvement.

Shifting focus to the medium and low-level categories, the remaining 10 students demonstrated significant challenges, with scores of 60%, 40%, or 0%. These results underline the difficulty some students face in understanding and applying thematic vocabulary during the reading comprehension task. Particularly notable is one student who scored 0%, emphasizing a critical need for targeted intervention to address foundational gaps in vocabulary comprehension.

Building on these findings, the second item of the pre-test shifts the focus from reading comprehension to assessing students' ability to use thematic vocabulary in written production. This transition allows for a deeper exploration of how students apply their vocabulary knowledge in different contexts, providing further insights into their overall proficiency.

Figure 5.2

Pre-test Item 2 results



Source: Own elaboration

Out of the total students, 6 of them achieved the highest score of 100%, demonstrating full mastery of the vocabulary in this specific activity. This group is classified as having a high level of achievement, indicating a strong command of the targeted vocabulary prior to the implementation of the CL

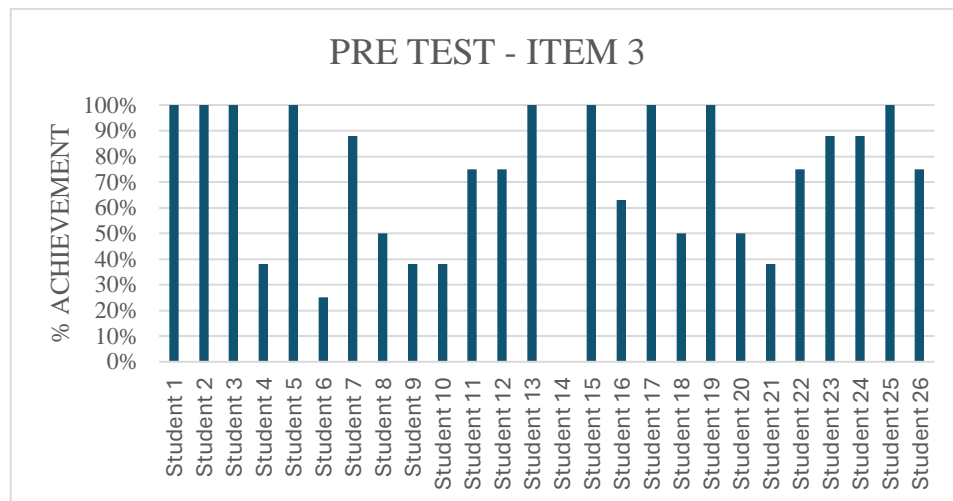
method. Following this, 3 students reached an 80% level of achievement, which is categorized also as a high level of performance. This suggests that these students had a good understanding of the vocabulary, reflecting partial familiarity with the thematic content.

In contrast, the remaining 17 students performed at a low level, achieving scores of 40%, 20%, or even 0%. This highlights that most of the class struggled to recall or apply the thematic vocabulary effectively. These low scores suggest limited prior knowledge to the vocabulary, challenges with the spelling of the words, and misunderstanding of the definitions.

The third item of the pre-test focused on a filling-in-the-gaps activity, assessing students' ability to select and apply the correct thematic vocabulary to complete sentences. The results of this activity are illustrated in the following graph, providing a visual representation of the students' performance and highlighting trends in their ability to use vocabulary accurately in context.

Figure 5.3

Pre-test Item 3 results



Source: Own elaboration

Out of the total students, 9 achieved scores between 90% and 100%, demonstrating a high level of proficiency. These students exhibited strong mastery of the vocabulary, recalling effectively and applying the target language with minimal errors.

A further 6 students scored between 70% and 80%, placing them in the medium and high-level category, respectively. This performance indicates a good understanding of the vocabulary, though gaps remain in their ability to achieve complete accuracy.

The remaining 11 students were placed in the medium and low-level categories, with scores of 60%, 40%, 20%, and 0%. These results highlight significant struggles in completing the activity, with one student scoring 0%, signaling considerable difficulty in recalling or using the vocabulary effectively.

The fourth item of the pre-test focused on a writing activity, assessing students' ability to produce coherent sentences and apply thematic vocabulary. The outcomes of this task are presented in the following graph, offering a visual overview of the students' performance and shedding light on their proficiency in constructing meaningful sentences using the targeted vocabulary.

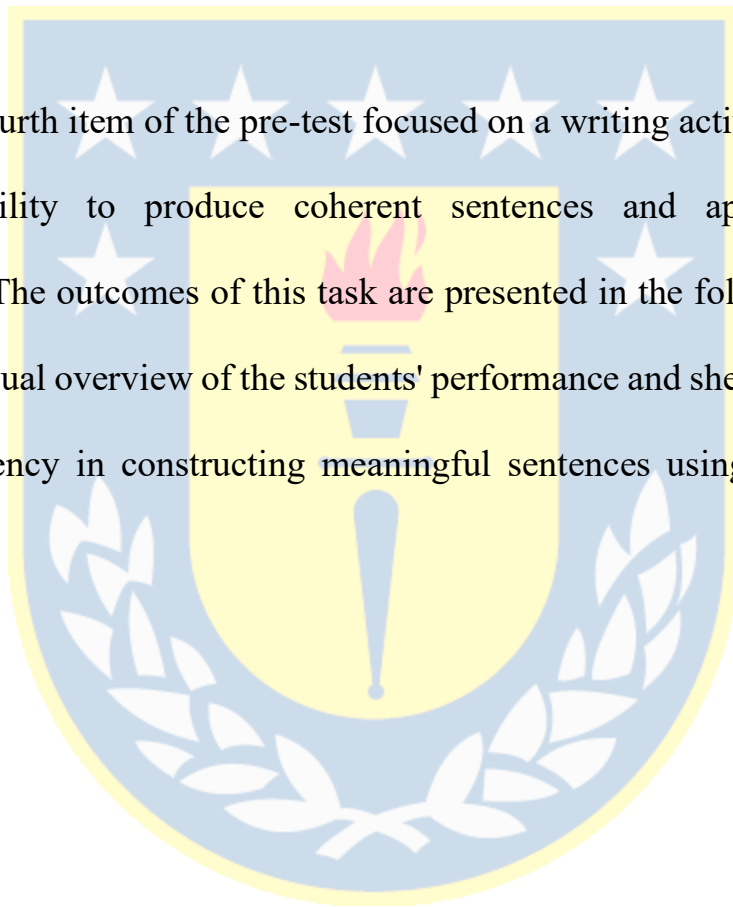
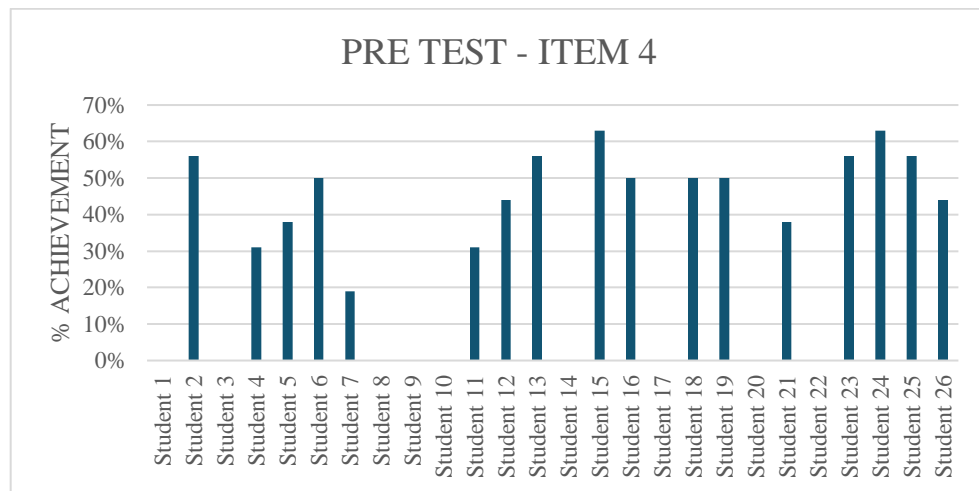


Figure 5.4

Pre-test Item 4 results



Source: Own elaboration

Out of the total students, 8 achieved scores between 50% and 60%, placing them in the medium level category. These students demonstrated a relatively low level of understanding and application of vocabulary in their writing.

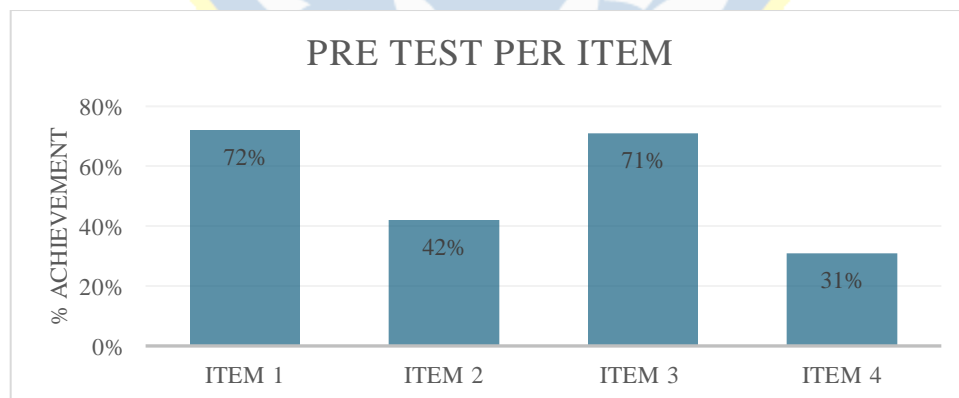
Following this, 7 students scored between 10% and 49%, ranking the low-level category, indicating significant struggles with writing, as these students were unable to produce coherent content or effectively use thematic vocabulary.

The remaining 9 students scored 0%, categorized as the lowest level. This group represents students who had little to no ability to complete the writing task successfully. These low scores suggest limited prior knowledge to the vocabulary, challenges with the spelling of the words, and lack of sentence creation skills.

The following graph provides a general overview of the pre-vocabulary test results, showing the percentage of achievement across all items. This visual representation highlights the overall performance of the students, allowing for a clearer understanding of their strengths and areas needing improvement in the different tasks assessed.

Figure 5.5

Pre-test results per item



Source: Own elaboration

The overall performance of students across the four items in the pre-test reveals varying levels of achievement. Item 1, which focused on Reading Comprehension, demonstrated an average achievement of 72%, placing it at the medium level. This indicates that students were able to comprehend and understand the text relatively well. Following this, Item 3, which assessed students through a filling in-the-gaps activity, achieved an average score of 71%, also placing it in the medium level category. This suggests that students demonstrated strong vocabulary application skills.

In contrast, Item 2, which involved a crossword puzzle, had an average achievement of 42%, categorizing it into a low level. This reflects those students who struggled significantly with recalling and associating thematic vocabulary in this activity.

Lastly, Item 4, which assessed writing skills, achieved the lowest average score of 31%, also ranking the low-level category. This highlights notable challenges in writing, with limited proficiency in using vocabulary appropriately in sentence creation.

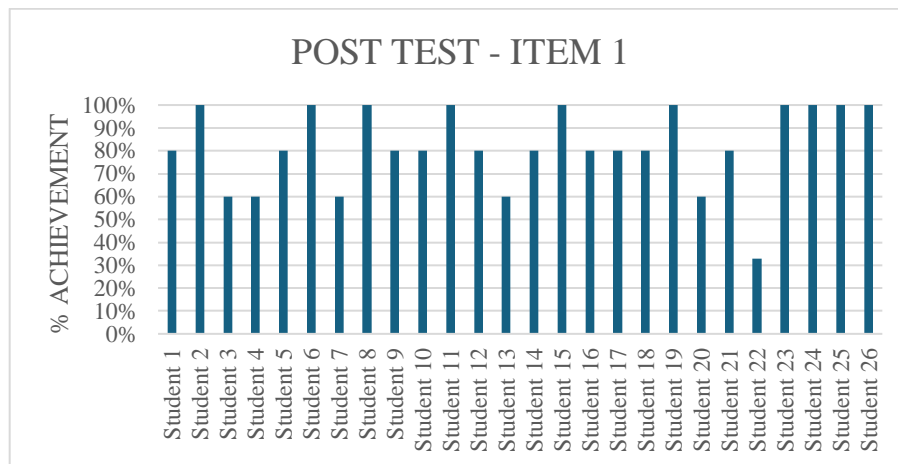
5.2 Post vocabulary test results

The post-vocabulary test, conducted with the same 26 students, determined their thematic vocabulary knowledge after the CL implementation. Using the same four items as the pre-test, the results demonstrated significant improvements, particularly in Items 2 (Crossword puzzle and Item 4 (Writing task). These findings highlight the impact of CL features and structures in fostering both vocabulary recall and contextual application.

The following graph presents the results of Item 1 from the post-vocabulary test, which focused on reading comprehension. It highlights the students' performance in understanding and applying thematic vocabulary in context, showcasing the progress made.

Figure 5.6

Post-test Item 1 results



Source: Own elaboration

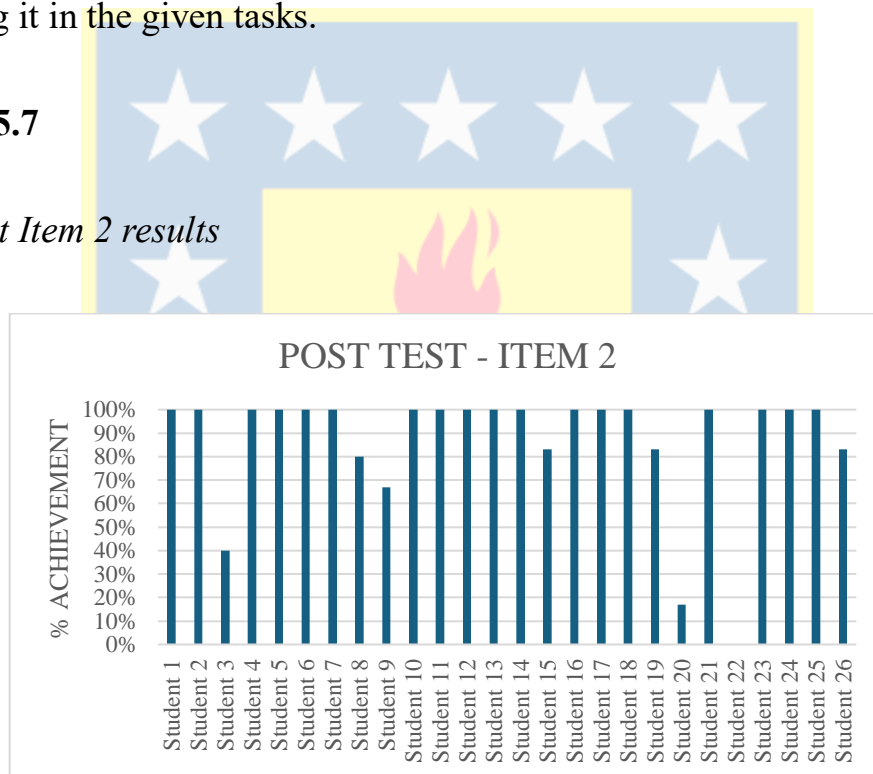
In this first item, a total of 20 students achieved scores between 80% and 100%, placing them in the high-level category. This indicates that most students demonstrated a strong command of the vocabulary, effectively applying it in the given tasks.

Additionally, 5 students scored 60%, positioning them in the medium level category. These students showed good understanding and ability to use the vocabulary, although there were minor mistakes. On the other hand, only 1 student achieved a low-level category, scoring 33%, which did not affect the results of this item.

In the second item of the post-test, the results show notable improvement in student performance. A total of 22 students achieved scores between 80% and 100%, placing them in the high-level category. This reflects a strong mastery of the vocabulary, with students successfully applying it in the given tasks.

Figure 5.7

Post-test Item 2 results



Source: Own elaboration

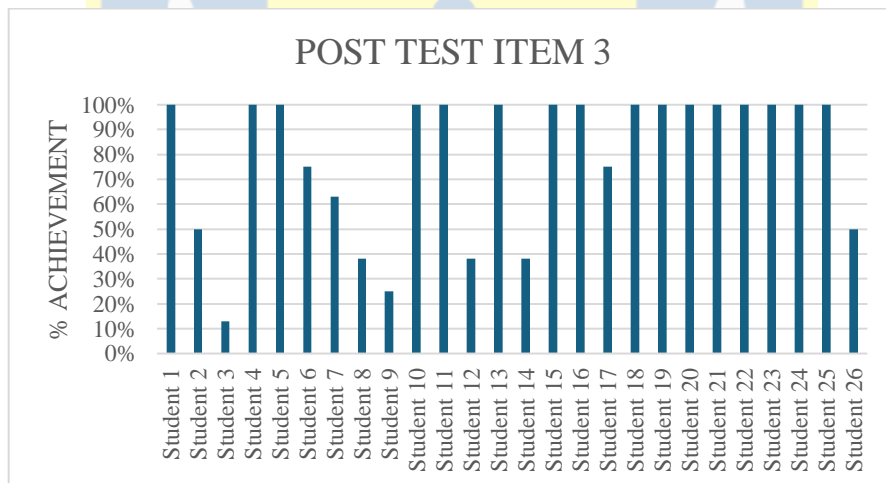
Additionally, 2 students scored between 10% and 40%, positioning them in the low-level category. These students faced greater challenges in completing the task, struggling to recall and associate the thematic

vocabulary. Furthermore, only 1 student scored 60%, categorizing their performance as medium level.

In the third item of the post-test, which focused on filling in the gaps, the results showed varying levels of achievement. A total of 16 students achieved a perfect score of 100%, placing them in the high-level category. These students demonstrated a strong command of vocabulary, successfully completing the task without any errors.

Figure 5.8

Post-test Item 3 results



Source: Own elaboration

Additionally, 5 students scored between 50% and 79%, which places them in the medium level category. These students showed good

comprehension and were able to apply the vocabulary effectively, though with minor gaps.

The remaining 5 students scored between 10% and 49%, categorizing them at the low level. This indicates that these students faced significant difficulties in completing the task, struggling to recall and apply the appropriate vocabulary.

In the fourth item of the post-test, which assessed writing skills, the results showed varying levels of achievement. A total of 14 students achieved scores between 80% and 100%, placing them in the high-level category. These students demonstrated a strong ability to use vocabulary effectively and express their ideas in writing.

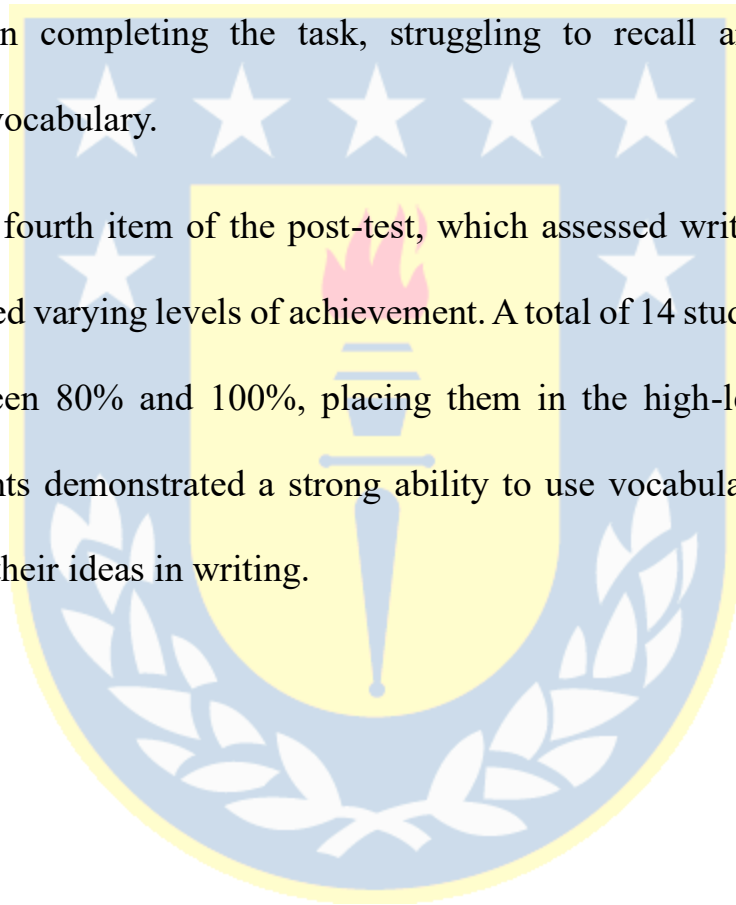
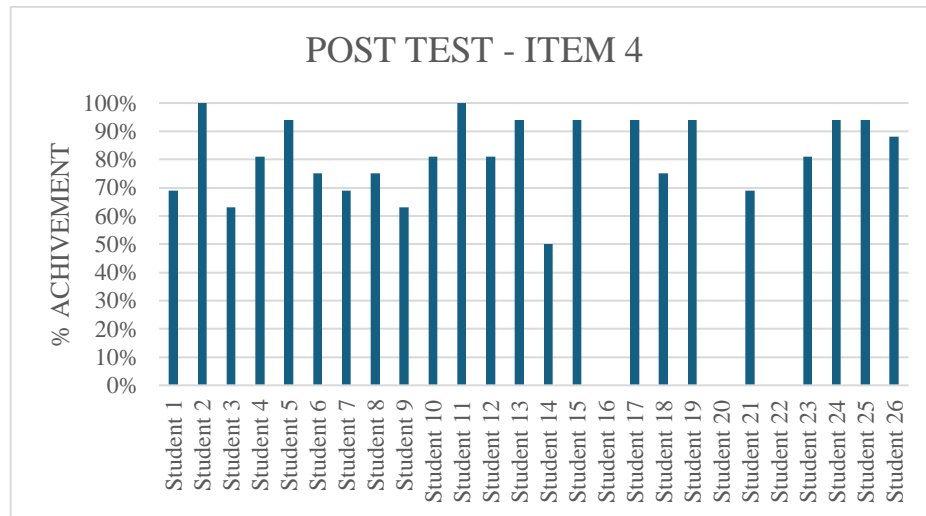


Figure 5.9

Post-test Item 4 results



Source: Own elaboration

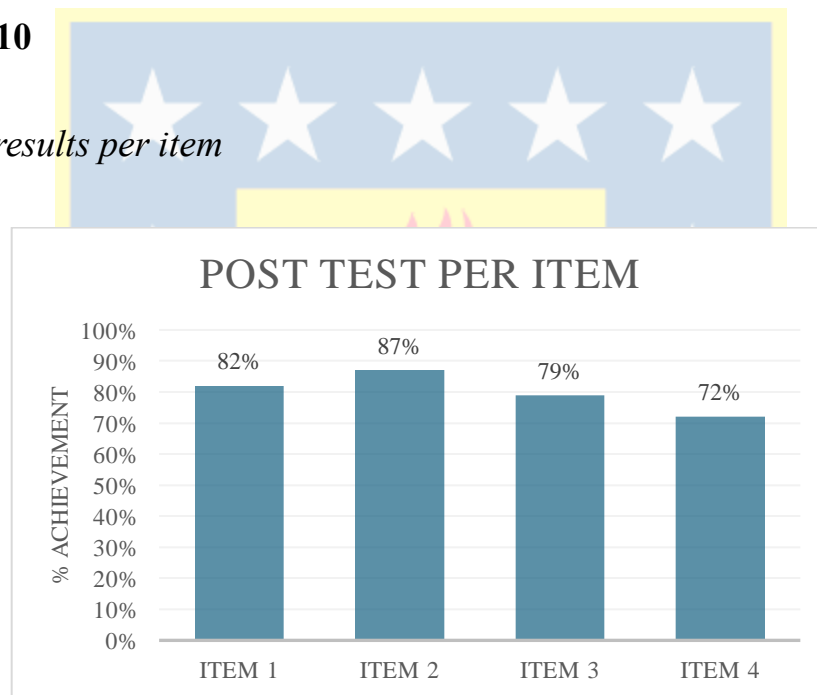
Additionally, 9 students scored between 50% and 79%, positioning them in the medium level category. These students showed good proficiency in writing, though they had some gaps in fully utilizing the targeted vocabulary, and minor spelling mistakes.

However, 3 students scored 0%, categorizing them at a low level. This indicates that these students struggled significantly with the writing task, demonstrating little to no ability to use vocabulary appropriately in their responses.

The following graph provides a general overview of the post-vocabulary test results, displaying the percentage of achievement for each item. This summary highlights the overall progress made by the students and identifies specific areas of improvement across the assessed tasks.

Figure 5.10

Post-test results per item



Source: Own elaboration

In the post-test, the average percentages for each item reveal a progression in student achievement across different levels. Item 2 achieved the highest average score with 87%, placing it in the high-level category.

Following closely, Item 1 scored an average of 82%, also in the high level. Students showed a solid understanding and recognition of vocabulary in use, achieving excellent results overall.

Next, Item 3 reached an average of 79%, categorizing it into the medium level. While this demonstrates good proficiency, there are still areas for improvement, especially in recalling and applying vocabulary. Lastly, Item 4 also achieved a medium level with 72%. Although students made significant progress, they faced some challenges in fully using the vocabulary within their writing.

5.3 Results Comparison: Pre-Test vs. Post-Test Vocabulary

To determine the impact of the CL method on students' thematic vocabulary expansion, a comparison of pre-test and post-test results was conducted, addressing Specific Objectives 1 and 3 of Action Research. For this section, the Specific objective5 was followed. The table below summarizes the average scores for each activity, revealing significant improvements across all items. Notably, the most substantial progress was observed in the crossword puzzle and writing tasks.

Table 5.1

Pre and post-test results comparison

Item	Pre-Test Average (%)	Post-Test Average (%)	Improvement (%)
Reading Comprehension (Item 1)	72%	82%	+10%
Crossword Puzzle (Item 2)	42%	87%	+45%
Fill-in-the-Gaps (Item 3)	71%	79%	+8%
Writing Task (Item 4)	31%	72%	+41%
Overall Average	48%	78%	+30%

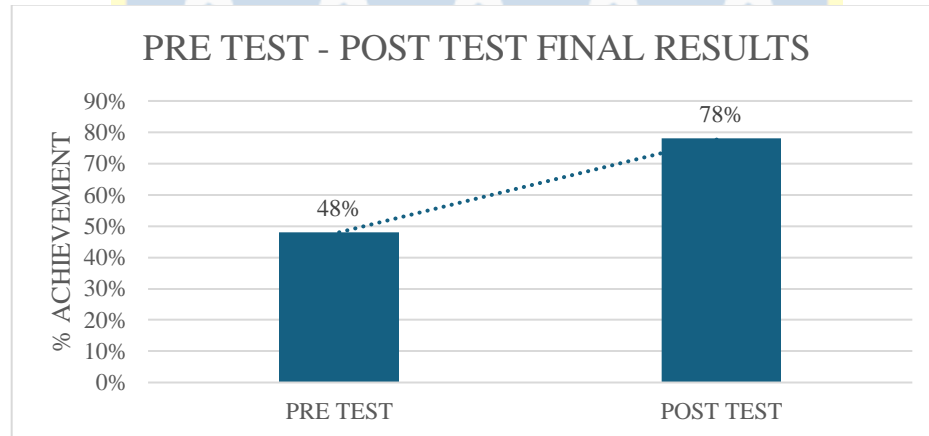
The results demonstrate an overall improvement of 30% in thematic vocabulary proficiency, with individual items showing varied levels of progress. The largest increase, 45%, was observed in the crossword puzzle activity, indicating enhanced vocabulary recall and application. Similarly, a 41% improvement in the writing task suggests that students developed greater confidence and ability to use thematic vocabulary in context. These findings confirm the positive impact of the CL method in addressing the challenges identified in the pre-test.

Building on these results, the upcoming graph will provide a visual representation of the overall percentages for each test, illustrating the

cumulative improvement across different activities. The following graphic will highlight the specific gains in thematic vocabulary proficiency, allowing for a clearer understanding of how each task contributed to overall progress.

Figure 5.11

Pre-test vs Post-test general results



Source: Own elaboration

The pre-test results indicated an overall average score of 48%, classifying it within the low-level category for thematic vocabulary proficiency. This suggests that prior to the implementation of the CL method, students faced significant challenges in recalling and applying thematic vocabulary. Many struggled, particularly in tasks such as crosswords, where

spelling skills were essential, and writing tasks that required a deeper understanding and contextual use of vocabulary.

In contrast, the post-test results demonstrated a remarkable improvement, with an overall average score of 78%. This increase positions students' proficiency within the medium level range, reflecting a substantial improvement in their ability to engage with thematic vocabulary. The post-test showed a 30% improvement from the pre-test, underscoring the effectiveness of the CL method in fostering better comprehension and expansion of thematic vocabulary.

These results can be attributed to the implementation of key features and structures associated with the CL method. Tools such as flashcards, online games, short stories, exit tickets, and crosswords played a crucial role in expanding students' thematic vocabulary. Additionally, the integration of CL elements—such as classroom organization, work group formation, role assignment, and teamwork norms—enabled students to effectively practice, refine, and apply thematic vocabulary in various contexts.

5.4 Perception survey results

To gather information related to the students' perceptions towards the CL method implemented, and the impact that this method made on expanding their thematic vocabulary, a perception survey was conducted, to tackle the specific objective 4. This survey considered students' beliefs about CL (affective dimension), how CL features shape students' perceptions of effective vocabulary learning (pedagogical dimension), and whether students feel their proficiency in thematic vocabulary has improved (linguistic dimension).

The students' opinions are shown in figure 5.13, where in general aspects, their opinions are mostly positive. In all statements, it is observed that a great number of the students agree with the implementation of the CL method.

Figure 5.12

Perception survey general results



Source: Own elaboration

Across all statements, the responses show consistent patterns of high satisfaction and perceived benefits, particularly in areas related to collaboration, engagement, and vocabulary learning. Below is a detailed analysis of the key insights observed in the survey responses:

In relation to the impact of the CL Method, statements 1 and 2 highlight the students' perceptions of the method's effectiveness in improving their opinions about English and enhancing their learning experience. A substantial proportion of students selected 'agree' and 'strongly agree,' indicating that the method had a positive influence on their motivation and learning outcomes.

Statements 3, 4, and 5 reflect the students' views on how the CL method improved classroom organization, atmosphere, and their ability to develop social skills. Most students responded positively, suggesting that the approach fostered a collaborative and supportive learning environment. However, a few neutral or negative responses, particularly in statements about group roles (6 and 12), suggest that role assignments could be refined to ensure better alignment with students' strengths and preferences.

Statements 7, 8, 9, and 10 demonstrate the value students placed on specific activities, such as online games, flashcards, and exit tickets. These tools received overwhelmingly positive feedback, with students acknowledging their effectiveness in reinforcing vocabulary learning and promoting engagement. This suggests that these activities were a key factor in the success of the intervention.

Statement 16 provides an overall comparison, showing that most students felt they learned more with the CL method than with traditional methods. This strong endorsement indicates that the approach was both effective and well received by most participants.

While most responses were positive, some neutral or disagree responses in statements like 6 and 12 (role assignment) indicate potential areas for refinement. Adjustments in how roles are assigned or communicated could help ensure all students feel equally supported and engaged in the group's tasks.

In summary, the survey results highlight the overall success of the CL method in improving students' learning experiences and engagement. The overwhelmingly positive feedback underscores the method's effectiveness,

while the few areas of improvement provide valuable insights for future implementations."

5.4.1 Affective dimensión

The affective dimension in pedagogical research is essential for learning, as it affects students' motivation and confidence. Motivation keeps students' interest in the activities, while confidence in their abilities creates a enjoyable environment. To know the student's perception in relation to the affective dimension, 5 questions were asked, that are analyzed below.

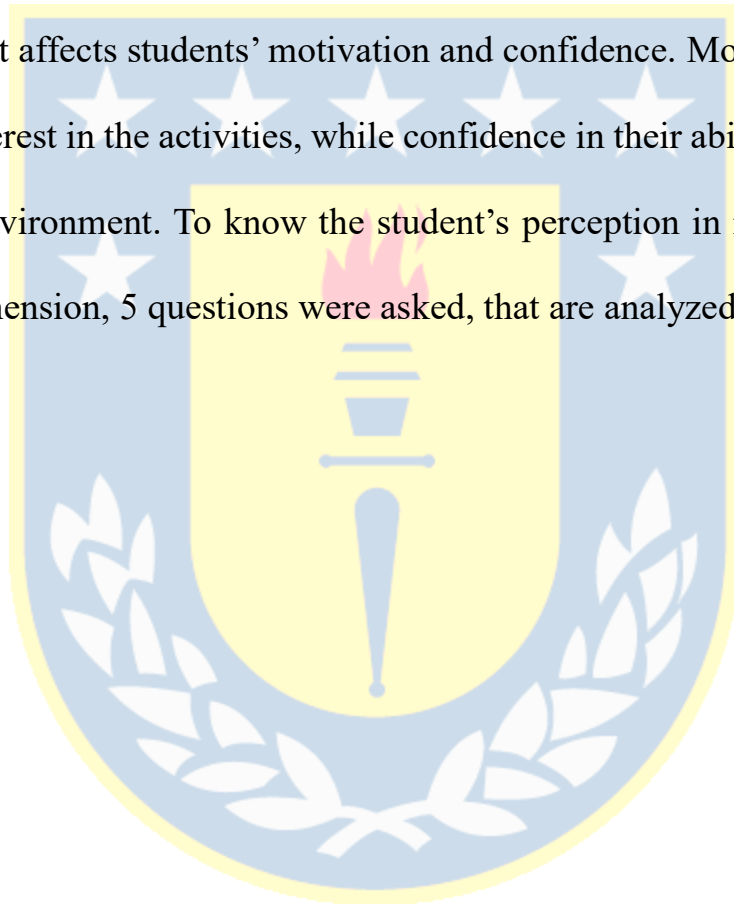
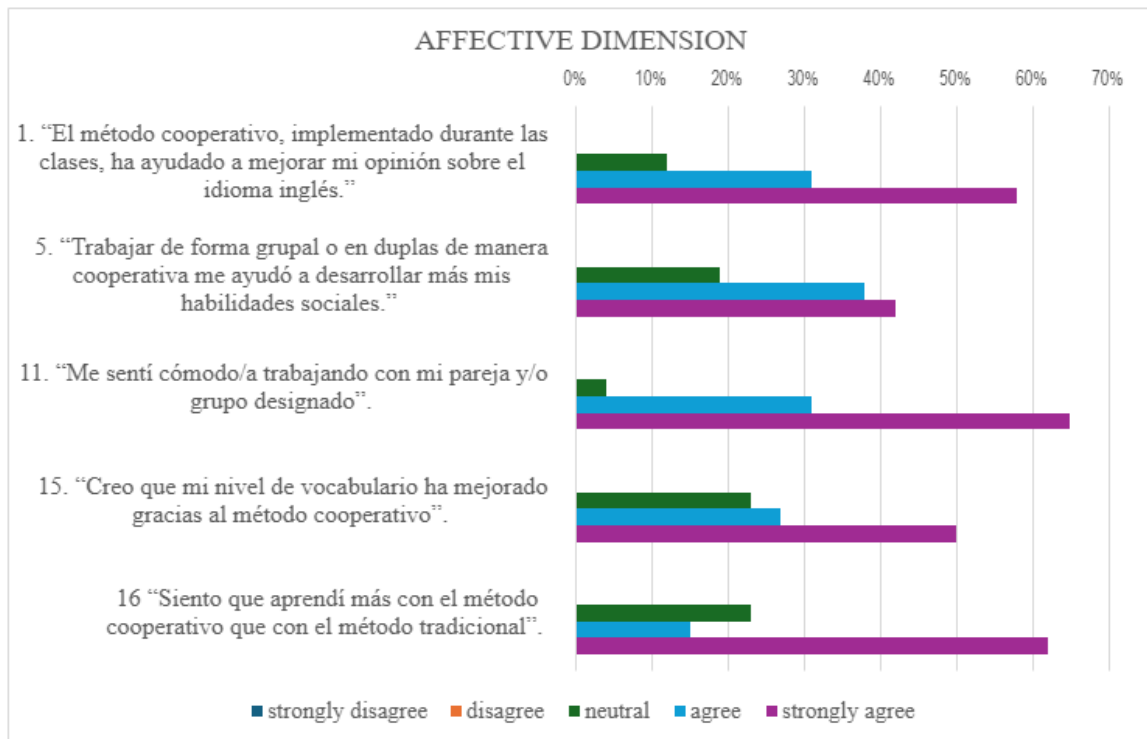


Figure 5.13

Affective dimension results



Source: Own elaboration

Statement 1 indicates that 58% of students 'strongly agree,' reflecting that the CL method positively influenced their overall perception of the English language. Although there is a high percentage of responses in the 'agree' and 'strongly agree' categories, a notable portion of neutral responses is evident, particularly in Statement 5. This shows that 19% of students, equivalent to five participants, did not perceive a significant change in their social skills. Notably, there were no 'disagree' or 'strongly disagree' responses, suggesting

that no student completely disagrees with the positive impact of the CL method on their learning experience.

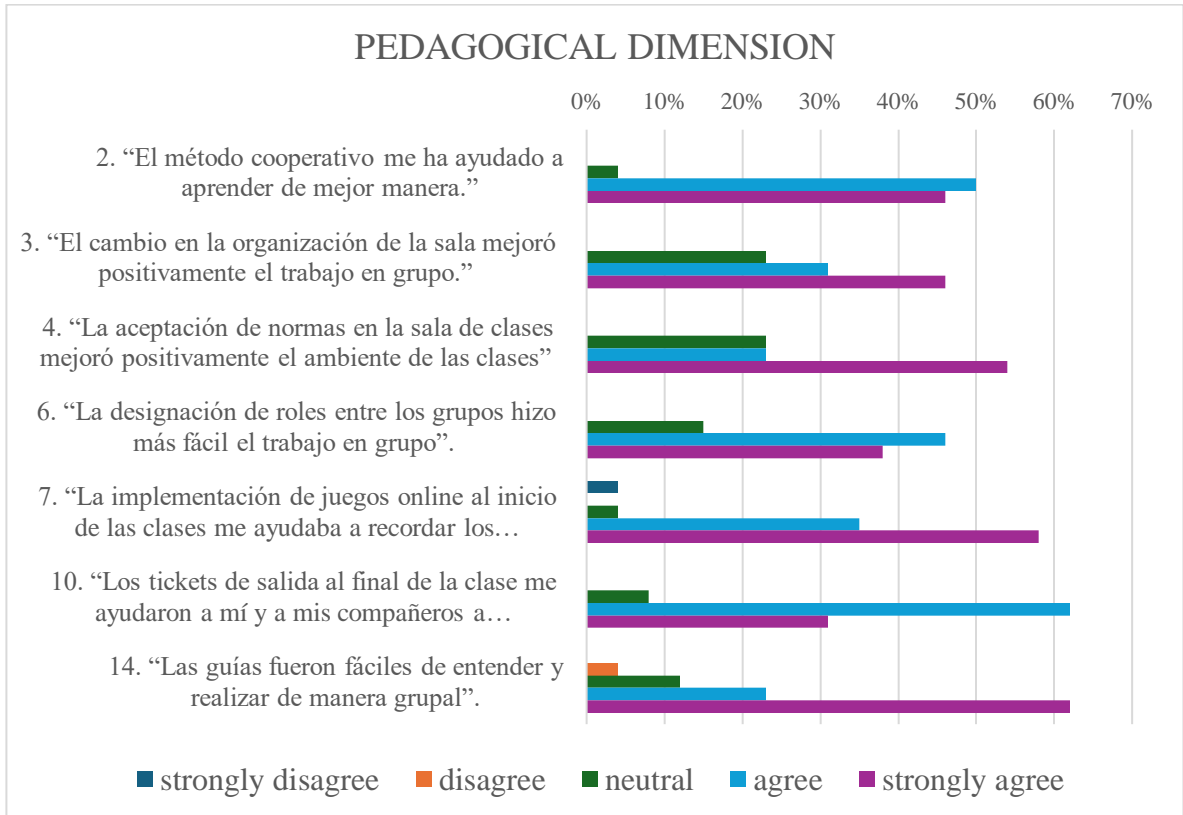
In summary, the affective dimension demonstrates that the CL method has a strong emotional impact on students, especially in improving their perception of English and fostering social development. Comfort in working collaboratively emerged as one of the areas where students felt most satisfied. While some students expressed a neutral perspective regarding vocabulary improvement, the majority regard this approach as more effective than traditional methods. This analysis underscores the significant emotional and motivational influence of CL, fostering a more positive attitude toward learning English.

5.4.2 Pedagogical dimension

The pedagogical dimension of educational research on CL focuses on students' perception towards the effectiveness of this approach to learning thematic vocabulary. Aspects such as the organization of the classroom, the clarity of assigning roles, and the usefulness of the CL method features are analyzed.

Figure 5.14

Pedagogical dimension results



Source: Own elaboration

Regarding the pedagogical dimension, Figure 5.15 illustrates that most students expressed agreement with the statements in this dimension, particularly concerning the positive impact of the CL method on learning, classroom organization, and the activities implemented. Statements with the highest percentages of 'agree' and 'strongly agree' responses include the improvement in learning with the CL method (96%), the use of online games (93%), and the use of exit tickets (93%).

Although neutral responses are not predominant, some statements show notable percentages in this category. For instance, 23% of students provided neutral responses regarding classroom organization and the acceptance of coexistence rules, suggesting that these aspects did not result in a clear impact for a subset of the participants.

Disagreement is minimal across all statements. Only a small percentage of students disagreed with the statements about online games (4%) and the use of guides (4%). These responses are isolated and not representative of the general sentiment, further emphasizing the positive reception of the CL method in pedagogical terms.

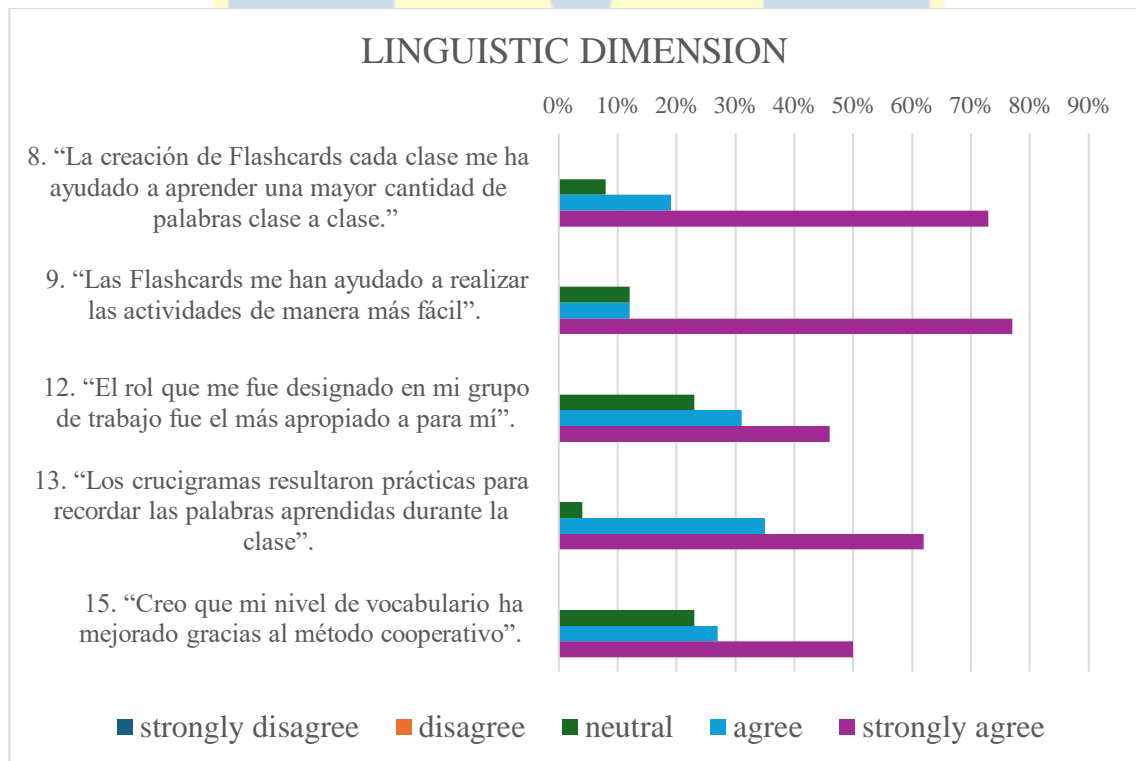
In conclusion, students perceive the pedagogical aspects of the CL method as highly positive. The use of interactive and collaborative activities, such as online games and exit tickets, was particularly appreciated for enhancing learning and encouraging reflection. The relatively low number of neutral responses and the almost non-existent disagreement underline the effectiveness of this pedagogical approach.

5.4.3 Linguistic dimension

The linguistic dimension of this research examines the impact of the CL method on the development of learning and use of thematic vocabulary. Students' perceptions of their progress, word retention, and comparison with the traditional method are analyzed to assess the effectiveness of the CL in vocabular acquisition.

Figure 5.15

Linguistic dimension results



Source: Own elaboration

Most students agree with the statements in the linguistic dimension. Especially the statements about flashcards and crosswords have a very positive response, with 92% of students considering that flashcards have helped them learn more words, and 97% saying that crosswords were useful to remember the vocabulary learned in class. These results indicated that memorization and review activities, such as flashcards and crosswords, were effective for students.

There are some neutral responses, especially in relation to the assigned role in the groups (23%) and the vocabulary level (23%). This indicates that some students did not notice a clear improvement in these aspects, or that they did not have a strong opinion about it. All students agree that activities such as flashcards, crosswords and improving their vocabulary were not negative, as there is no disagreement with any statement.

Students perceived significant improvement in their vocabulary and the use of learning tools such as flashcards and crossword puzzles. Neutral responses on some aspects (such as assigned role and vocabulary level) indicate that not all students experienced clear improvements in those

aspects, but in general, the activities proposed in this linguistic dimension were well received and contributed positively to their vocabulary learning.

5.4.4 Open-ended questions

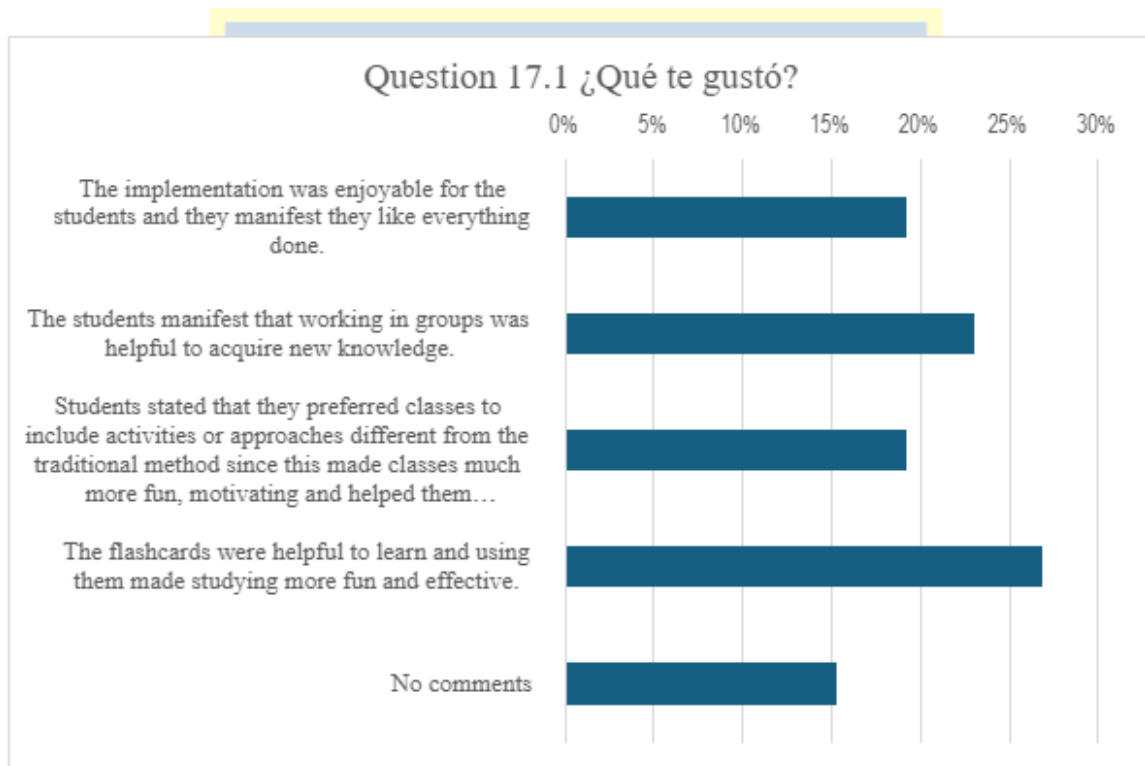
The insights gathered from the open-ended questions were categorized into three main themes: positive aspects, negative aspects, and suggestions. 27% of the students highlighted the effectiveness of flashcards and 23% highlighted that working in groups was helpful in making vocabulary learning engaging and collaborative. However, some students noted issues with group dynamics, such as unequal participation or distractions caused by noise, which affected their ability to focus on tasks. Suggestions for improvement include working in smaller groups or pairs to enhance collaboration and incorporating more dynamic activities, such as interactive games, to maintain engagement. These insights not only highlight areas for improvement but also validate the method's overall effectiveness.

The graphic below summarizes the feedback, providing a concise overview of the most relevant points raised by the students. This qualitative data complements the quantitative findings, offering a more comprehensive

understanding of students' experiences with the CL method and informing future refinements.

Figure 5.16

Positive students' answers



Source: Own elaboration

Figure 5.17 illustrates that 19% of students expressed that they enjoyed the CL implementation, and they like the activities and the structure of the classroom. In relation to the work group, 23% of students expressed that group work was useful. This percentage is slightly higher, suggesting that a

significant number of students value collaborative work. However, it also indicates that there are students who do not perceive such a clear benefit from working in groups.

About the activities, the students mention the frequency and diversity of activities, stating that they would like more variety in the activities or an increase in certain types of exercises. In addition, 19% of the students said they would prefer classes with activities or approaches different from the traditional method.

Many students commented that the methods used helped them to better understand the content. Specifically, more active methods, such as the use of flashcards, were well received. 27% of students felt that flashcards were helpful for learning and that they made the learning process more fun and effective. This relatively high percentage suggests that flashcards were well received and considered an effective study tool by a considerable number of students.

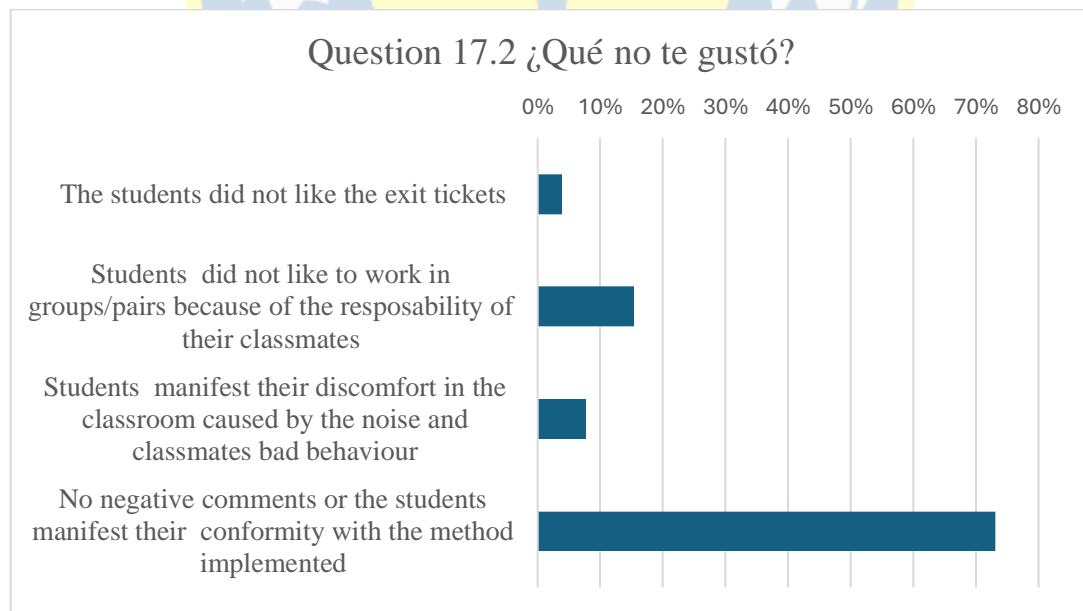
The preference for classes with non-traditional approaches and group work is supported considerably but is not a majority. 15% with no comments reflects a small number of the sample did not feel the need to express their

opinion. This percentage is quite low compared to the others, which could suggest that most students did feel motivated to give feedback. In general, most students valued non-traditional activities and methods positively.

Finally, a very large percentage of 73% of students made no negative comments in the negative students' perception (figure 5.18) and were satisfied with the method implemented. This is a positive indication, as most students seem to be happy with the way teaching is carried out, which could show that the overall approach is effective or well accepted.

Figure 5.17

Negative students' answers



Source: Own elaboration

Figure 5.18 reflects students' opinions on different aspects of the learning environment. Students show a clear preference for more dynamic and interactive methods that actively involve them in their learning. They also ask for improvements in organization and classroom management to make the work environment more productive. In addition, the most frequent criticism is about the noise and lack of commitment of some classmates, which affects teamwork and the quality of learning. Only a small percentage of students (4%) said that they did not like the "exit tickets". This suggests that, overall, most students probably accept this tool as part of the learning process or do not have a negative opinion about it.

In relation to the work group, 15% of students do not enjoy working in groups or pairs because of the responsibility of their classmates. This data shows that a significant percentage of students find this aspect of group work challenging, probably due to a lack of commitment or difficulties with team cooperation. To support the argument of the difficulties on cooperation and behavior, 8% of students mention that noise and classmates' bad behavior cause them discomfort in the classroom. Although this percentage is lower, it

reflects that a small proportion of students are affected by factors external to their own work, such as the classroom environment.

In summary, there are some minor aspects that could be improved: 15% have problems with group work due to shared responsibility, 8% are affected by noise and bad behavior of their peers, and a small percentage (4%) do not agree with the use of "exit tickets".

It could be considered useful to investigate the causes of the negative comments and look for solutions that promote a more comfortable and CL environment. An approach that combines interactive activities and an organized environment seems to be the key to a more satisfactory learning experience for students.

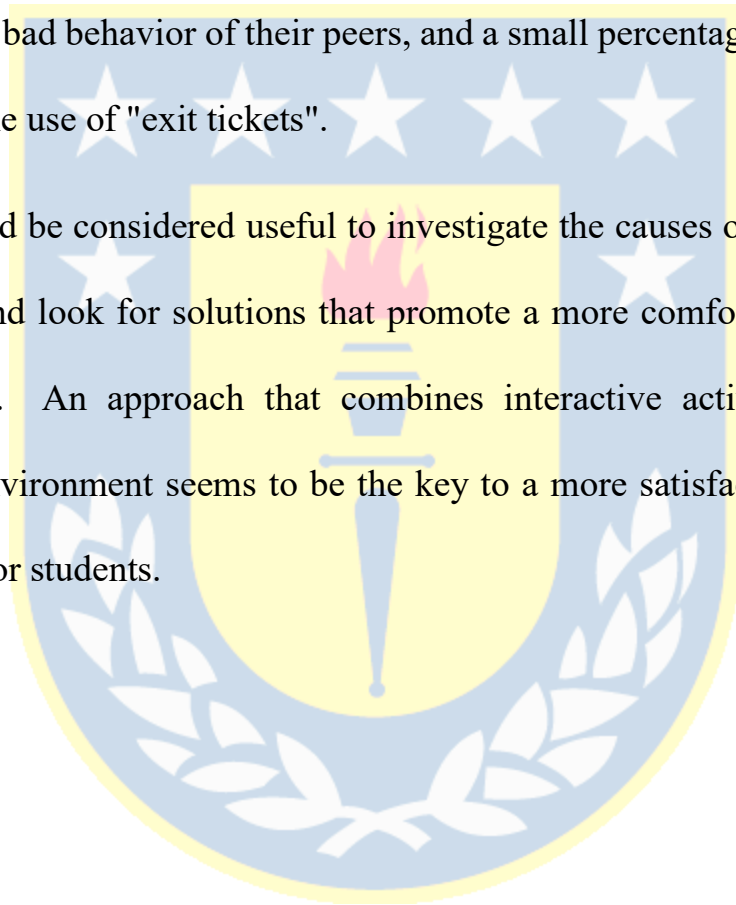
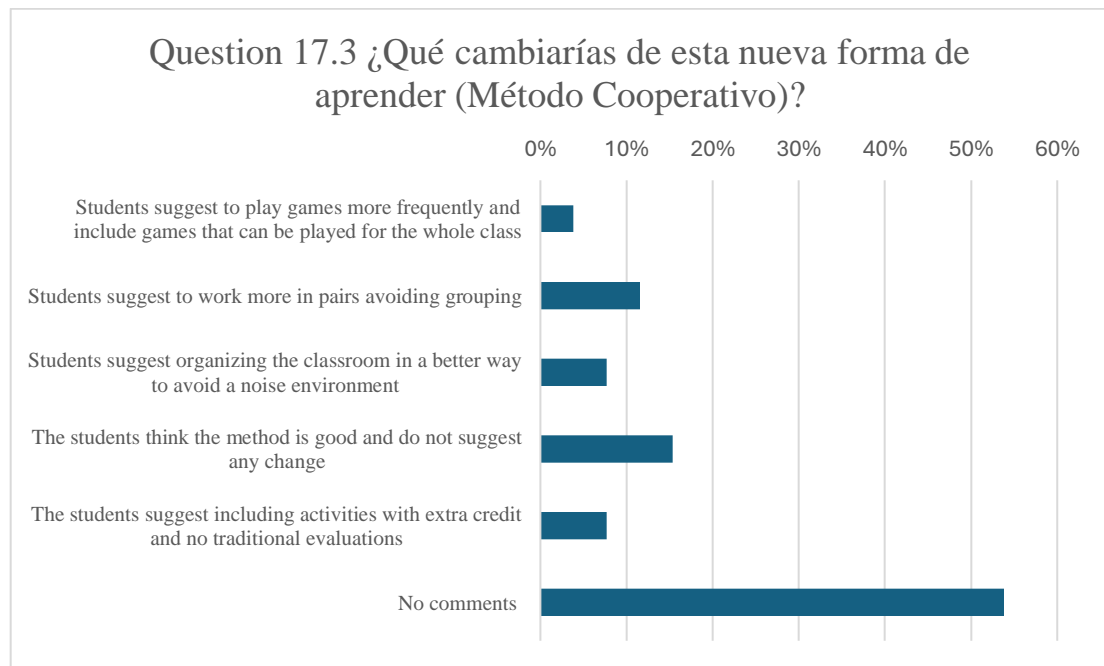


Figure 5.18

Students' suggestions for the method implemented



Source: Own elaboration

Analyzing the open-ended question where the students could suggest changes in the method, some suggestions were obtained from their comments. Starting with a suggestion that reflects the desire to make classes more dynamic and entertaining. However, only 4% percent mentioned it, so it does not seem to be a priority for most.

In relation to the organization of the classroom and work group formation, 12% of the students prefer to work in pairs, which can facilitate direct interaction and closer collaboration, instead of large groups it can result

in less participation from each student. Also 8% of the students said that noise can affect concentration and learning. This issue is relevant when there are large groups working simultaneously.

The exploration of new forms of assessment that are not as rigid or based on traditional tests was suggested by 8% of the students. In contrast 15% of students are satisfied with the CL method as it is. This indicates that, although there are some suggestions, not everyone feels the need to make modifications. Most students have no comments (54%), which indicate satisfaction or no necessity to make suggestions.

While the results indicate a clear improvement in vocabulary expansion, several factors may have influenced these outcomes. The consistent use of flashcards and group tasks likely reinforced vocabulary recall, while the integration of real-life contexts, such as recipes and dialogues, enhanced student engagement. However, the variability in individual performance suggests that a small group of students may require additional scaffolding or differentiated instruction. Furthermore, the temporary suspension of classes during the intervention could have limited the opportunity for deeper exploration of the CL method's potential.

5.5 Reasearch Logbook results

One of the teacher-researchers was in charge of recording the most important aspects observed during the sessions, writing relevant observations during every stage of the lesson, and considering these following aspects: students' attitude during the activities, interaction between the groups, student's role performance, and the ability of the teacher to develop the interest of the student to cooperate and solve possible conflicts or unexpected situations in the classroom or between them. Additionally, it was included an extra section to add more general observation that it was necessary to mention. (See Appendix 8)

During the first CL session, it was important to notice the student's response to the CL method in the first instance. It was evidence that students prepared the classroom by moving the furniture and establishing the teamwork, representing their commitment to the implementation described in the previous class. However, more noise was noticed in the classroom due to the group's interactions. During flashcard time, students demonstrated concentration and genuine interest in the elaboration of their flashcards, taking the initiative to personalize them.

Throughout the second session, the students demonstrated good performance during the Wordwall activity. Additionally, during flashcard time some students included translations of the flashcards to improve their understanding. It is important to note that this session saw the emergence of the first conflicts started, as some groups had disagreements among their members. The teacher identified the conflicts and persuaded communication between the groups to solve the problems.

In the third CL session, several unexpected situations affected the students' performance and behavior. These included delays in starting the session due to students arriving late, the heat in the classroom environment, and overall tiredness. Unfortunately, these difficulties consumed a lot of time and as a result, there was not enough time to complete the last activity.

The 4th session of the implementation reflected certain unexpected challenges, particularly in time management. The students' school break was moved forward, requiring a rushed completion of the crossword activity. Despite these difficulties, the students demonstrated significant dedication to flashcard time creation, engaging actively in decorating their flashcards. As well as the enthusiasm that highlighted a strong motivation to receive

constructive feedback from the teacher, showcasing their commitment to the task and the learning process.

In CL session 5, students' performance was commendable, with noticeable adaptation to the method. The groups demonstrated effective organization and a respectful adherence to their assigned roles. Additionally, one group created their system to elaborate their flashcards designating one student to cut the flashcards, another student to label them, and two others to paint them. Overall, the class showed their dedication to the flashcards, ensuring that they were both well-decorated and personalized.

Finally, in the 6th session, it was observed that students had become much more autonomous and were able to understand the activity instructions more quickly. They took the initiative to assign tasks among themselves and effectively fulfilled their roles. As a result, the teacher did not have to spend much time motivating the students to work since they were already engaged in their work, allowing more time to be dedicated to administrative tasks.

Overall, observations conducted during the classes revealed a positive dynamic among students, characterized by enhanced communication and the exchange of opinions. This CL environment also facilitated conflict

resolution and encouraged students to take the initiative in organizing themselves to accomplish assigned tasks. Furthermore, there was a strong acceptance and appreciation for the innovative resources implemented, such as flashcards and online games, which significantly contributed to their motivation and willingness to improve their vocabulary knowledge.



6 DISCUSSION

The results of this study provided robust evidence supporting that the CL method effectively enhances thematic vocabulary expansion among 9th-grade EFL students. The pre-test and post-test comparison revealed a significant 30% improvement in students' proficiency, progressing from a low to a medium level. This progression highlights the positive impact of the CL method in overcoming thematic vocabulary challenges, reflecting Johnson and Johnson's (2008) belief that CL methods encourage not only academic development but also social collaboration, mutual support, and collective accountability.

Moreover, students' positive perceptions, as reflected in the surveys, underscore the affective benefits of this approach, including increased motivation and confidence when working cooperatively. The inclusion of activities like flashcards, crosswords, and exit tickets was highly appreciated by students and played a crucial role in enhancing their engagement and learning progress. These findings validated the objectives of the Action Research approach, highlighting the potential of CL to address the shortcomings of traditional teaching methods in Chilean classrooms.

6.1 Pre and Post Vocabulary tests

Yilorm (2016) states that for several decades, a significant number of English teachers in Chilean public classrooms have opted for traditionalist pedagogical trends, such as the grammar-translation and audiolingual methods. This choice is primarily due to the perception that these methods represent a comfortable and seemingly effective way to impart knowledge. However, the author emphasizes that these practices do not favor the natural acquisition of a foreign language.

The analysis of the results from the pre-test conducted in this study confirmed that the practices described by Yilorm (2016) have negatively affected students' English learning, specifically in the development of thematic vocabulary. These findings align with the results presented in the 2017 English SIMCE test, which revealed that 54% of students who were expected to reach a C1 level by 11th grade, according to the national curriculum, barely achieved an A1 level with great difficulty, a level expected of 6th-grade students (Agencia de la Calidad de la Educación, 2018). Through the implementation of the CL method, students enhanced their

thematic vocabulary, reaching outcomes that better align with the units defined in the national curriculum set by the Ministry of Education.

6.2 Perception survey

One of the main challenges in the Chilean educational model is its teacher-centered approach, which often limits student agency and engagement in the learning process (FDRD, 2015). This teacher-centered approach can significantly impact students' performance and engagement in the learning process. By shifting to a CL framework, this study demonstrated how repositioning students as active participants fosters both academic and interpersonal development.

The results of the perception survey indicated that students had a positive response to the implementation of the CL method. They highlighted their enjoyment of activities such as flashcards, crosswords, and group tasks. These tools were well-aligned with thematic objectives and effectively engaged students, resulting in significant improvements in their post-test scores.

However, the implementation process faced external challenges, such as temporary class suspensions, which reduced the opportunity to explore the full potential of the method. Despite these interruptions, the observed improvement suggests that CL is a resilient and adaptable strategy. The perception survey also identified areas for improvement, such as addressing neutral responses regarding vocabulary development and group role assignments. This suggests that some students did not clearly benefit from these aspects, highlighting the need for further refinement in these areas. Future studies should incorporate contingency plans to address potential disruptions and ensure consistent application of the method.

Regarding the perception survey results in this study, it was demonstrated that students responded positively to the CL implementation, what positioned students as the protagonists of the learning experience.

By shifting away from competitive and individualistic teaching practices—often criticized for fostering isolated learning environments (DeVries & Edwards, 1973; DeVries, 1976; Johnson et al., 1983)—the adoption of CL demonstrated its superiority in achieving both academic and interpersonal objectives. This supports findings from previous research,

which highlights CL's potential to enhance autonomy, motivation, interpersonal relationships, and social skills (Johnson & Johnson, 2008). The use of specific CL structures, such as ice-breaking activities to promote collaboration (Kagan, 2013) and assigning roles to enhance responsibility and teamwork (Pujolàs, 2011), enabled students to engage in a more dynamic and interactive learning experience.

The perception survey results further corroborated what these authors emphasized, as students provided positive feedback on the activities and the overall implementation of CL method. These strategies not only aligned with the objectives of the curriculum but also confirmed what experts in CL have consistently highlighted: the method yields superior results by creating supportive, motivating, and inclusive classrooms that promote both academic achievement and social growth.

6.3 Research logbook

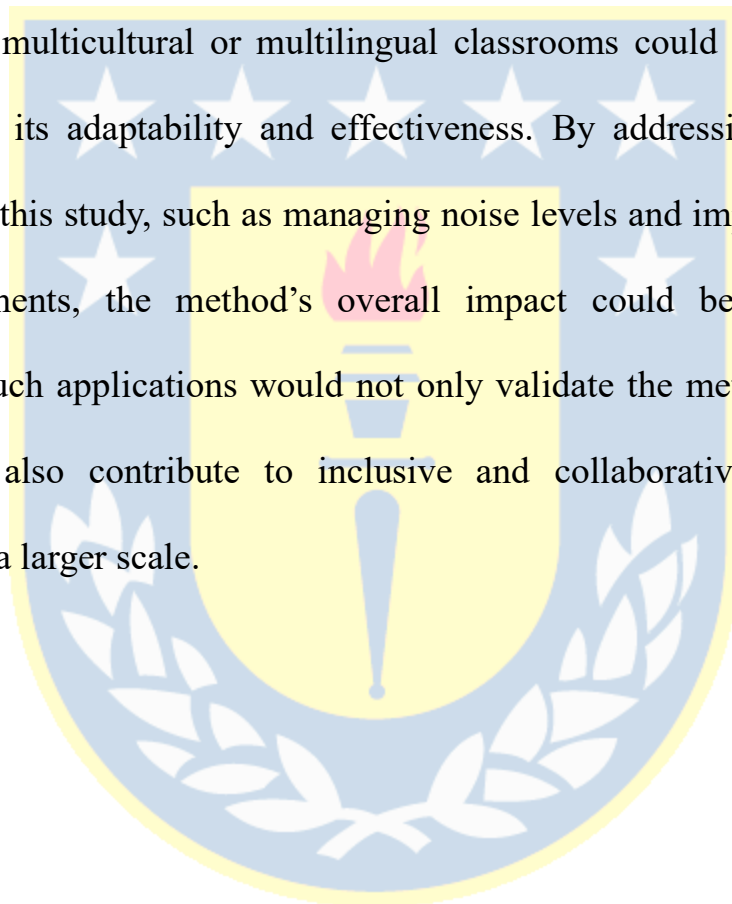
The findings from the research logbook align closely with the principles outlined by Johnson, Johnson, and Holubec (1994) and Zabala Rodríguez and Novoa Aldana (2023). Johnson, Johnson, and Holubec emphasize the importance of equipping students with the social skills

necessary for effective cooperation and fostering productive group work. Similarly, Zabala Rodríguez and Novoa Aldana highlight the critical role of developing interpersonal and group skills through role assignments to promote active participation and appreciation of diverse perspectives.

The implementation of CL method during the sessions clearly reflected these statements. The students responded positively to all activities associated with the CL method, demonstrating improved participation, which was evident in the outcomes recorded in the logbook. This enhanced engagement was not only characterized by an interest in completing the activities but also by increased interaction among peers. Furthermore, the students exhibited a growing ability to deal with conflicts cooperatively and autonomously, reinforcing the development of essential social and interpersonal skills. These findings affirm that the CL approach effectively supports the theoretical assertions established by the authors, fostering a dynamic, inclusive, and skill-building learning environment guided by the teacher as a facilitator.

6.4 Future Directions

Building on these results, future research could explore how the CL method might be adapted to other educational contexts, such as primary schools, higher education, or vocational training. Furthermore, applying this approach in multicultural or multilingual classrooms could offer valuable insights into its adaptability and effectiveness. By addressing challenges identified in this study, such as managing noise levels and improving group role assignments, the method's overall impact could be significantly enhanced. Such applications would not only validate the method's broader impact but also contribute to inclusive and collaborative educational practices on a larger scale.



7 FINAL REMARKS

The implementation of the CL method proved to be highly successful in meeting the intervention plan's objectives and timeline. The activities were well received, and the outcomes aligned with the intended goals, demonstrating the effectiveness in enhancing thematic vocabulary acquisition and fostering collaboration among students.

However, it is important to acknowledge the external challenges faced during the process. Unforeseen disruptions, including the temporary suspension of classes, delayed the implementation three weeks longer than anticipated. These interruptions impacted the timeline and limited the depth of the intervention, particularly reducing opportunities to reinforce learned concepts. To mitigate these challenges, the researchers adapted the schedule by prioritizing core activities and ensuring the essential elements of the CL method were maintained. However, this situation underscores the importance of flexibility and adaptability in educational research and highlights the need for contingency plans to address potential external disruptions effectively in future projects.

Finally, it is important to emphasize the remarkable participation and enthusiasm demonstrated by the students throughout the research process deserve special emphasis, even though it was the end of the school year -a period often marked by decreased motivation – students showed an exceptional engagement and interest. Their dedication to creating and decorating flashcards, along with their active involvement, and responsibility regarding their roles and tasks, highlighted their engagement and willingness to contribute and their appreciation for the activities. This level of commitment not only enhanced the learning experience but also reinforced the potential of the CL method to motivate students and foster meaningful participation.

Building on these results, future research could explore how the CL method might be adapted and implemented in other educational contexts, such as primary schools, higher education, or vocational training. Additionally, applying this approach in schools with diverse linguistic or cultural settings could provide valuable insights into its adaptability and effectiveness. These applications would not only validate the method's broader impact but also contribute to the development of inclusive and collaborative educational practices on a larger scale.

GLOSSARY

Cooperative Learning (CL): CL is an educational model that organizes students into groups to promote their development through collaboration. (Ferreiro and Calderón, 2006; Del Barco et al., 2017; Johnson & Johnson, 1994)

Cooperative Learning Structures: Are activities used to improve classroom interaction, encourage critical thinking and facilitate understanding of content. (Kagan, 2013)

Method: Refers to an organized approach or strategy for achieving specific educational goals, involving the use of pedagogical structures and approaches. (Johnson and Johnson, 1994; Kagan, 2013)

Features: Refers to the main characteristics that define this educational approach. (Johnson and Johnson, 1994)

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APPENDIXES

Appendix 1. Students assent.



ASENTIMIENTO INFORMADO PARA ESTUDIANTES



¿Por qué se está realizando esta investigación-acción?

Queremos encontrar mejores formas de enseñar y apoyar a los estudiantes a aprender inglés, ya que hemos visto ciertos problemas durante las clases y creemos que implementando nuevas estrategias podemos mejorar las experiencias de aprendizaje. Para poder averiguar su impacto es necesario implementarlas en una sala de clases.

¿Por qué a mí?

Estamos invitando a adolescentes de tu edad –entre los 14 y los 16 años- que aprenden inglés en este liceo.

¿Qué me va a suceder?

Si decides que quieres participar, pasará lo siguiente:

1. Te pediré que contestes dos pruebas cortas para medir tu nivel de vocabulario, uno al inicio y otro al final de la unidad.
2. Te pediré que contestes un cuestionario corto al final del proceso.
3. Me verás en tus clases de inglés enseñando y tomando notas.
4. Es posible que se tomen algunas fotos durante las clases, pero serán netamente utilizadas como evidencia.
5. Te pediré durante las clases trabajos en parejas y/o en grupos, realices actividades en guías y sigas las instrucciones dadas, como cualquier otra clase de inglés.

¿Van a saber todos acerca de esto?

No diremos a otras personas que estás en esta investigación y no compartiremos información sobre ti a nadie que no trabaje en el estudio de investigación. La información sobre ti recogida por la investigación será retirada y nadie sino la investigadora podrá verla. Cualquier información sobre ti tendrá un número o un nombre que tú elijas en vez de tu nombre de verdad. Solo las investigadoras sabrán cuál es tu nombre y se guardará la información con llave.

¿Puedo elegir no participar en la investigación? ¿Puedo cambiar de idea?

No es obligatorio que participes en esta investigación, si no lo deseas, eres libre de tomar la decisión. Incluso si dices que “sí” ahora, puedes cambiar de idea más tarde y estará bien todavía. Nadie se enojará o molestará contigo si dices que no. Sin embargo, valoramos mucho tu participación, ya que contribuirá de manera importante a mejorar la enseñanza del inglés.

Código/seudónimo participante:		
Fecha:	Sesión Introductoria	
Marca con una X, según corresponda a tu parecer.	SI	NO
1. Estoy de acuerdo en participar en este estudio.		
2. Entiendo que no estoy obligada/o a participar si no quiero.		
3. Entiendo que mi nombre no será revelado.		
4. Estoy de acuerdo con ser observada/o en mi clase de inglés.		
5. Estoy de acuerdo con que me tomen fotos durante las clases de inglés.		

Muchas gracias por responder, agradecemos tu participación

Leticia Rivera, Lisseth Carrasco y Francisca Matamala
Estudiantes de Pedagogía en inglés
Universidad de Concepción

Appendix 2 Informed consent for parents



CONSENTIMIENTO INFORMADO
PADRES O APODERADOS
Proyecto de Investigación-Acción
Universidad de Concepción



Estimado Apoderado/a,

Mi nombre es Leticia Rivera, estudiante de Pedagogía en Inglés de la Universidad de Concepción y me encuentro realizando la práctica profesional en esta institución. El Propósito de este documento es confirmar la participación de su pupilo en un proyecto de investigación-acción denominado **“Impacto del método de aprendizaje cooperativo en el vocabulario temático de estudiantes de inglés de primero medio”**, elaborado por las estudiantes de Pedagogía de Inglés Lisseth Carrasco, Francisca Matamala y Leticia Rivera como parte de su proyecto de investigación a cargo de la profesional Mg. Nicoll Castillo Torres de la Universidad de Concepción, campus Los Ángeles.

Antes de tomar una decisión, es importante que entienda el motivo de la investigación y lo que involucrará. Por favor tómese su tiempo para leer cuidadosamente la siguiente información. Consúlteme cualquier cosa que no esté clara o si desea más información para que tome una decisión informada sobre la participación de su pupila/o.

El importante de señalar que

- a. El proyecto que tiene como principal objetivo determinar el impacto de las estrategias de aprendizaje cooperativo en la expansión del vocabulario temático entre los estudiantes de inglés de primero medio.
- b. La implementación del proyecto en las clases de inglés se extenderá durante una unidad del segundo semestre de año 2024.
- c. Durante las clases se implementarán estrategias de aprendizaje cooperativo, se realizarán observaciones, y se tomarán fotografías que serán netamente utilizadas como evidencia.
- d. Los estudiantes responderán una prueba de vocabulario al inicio y al final de la intervención y un cuestionario para describir las opiniones de los estudiantes.
- e. La participación en esta investigación científica no reviste ningún riesgo, físico o psicológico, identificable que se derive directamente de ella, tampoco requiere ningún costo monetario de por medio, ni trabajo extra para su pupilo.
- f. La participación de su pupila/o es voluntaria y anónima y puede retirarse o rechazar su participación en cualquier momento sin razón alguna y consecuencias de ningún tipo. Si retira su consentimiento, los datos serán eliminados y la información obtenida no será utilizada en esta investigación científica.
- g. Toda la información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los considerados en el marco de esta investigación científica. Las respuestas se codificarán con un número de identificación y se tratarán de forma anónima.



CONSENTIMIENTO INFORMADO
PADRES O APODERADOS
 Proyecto de Investigación-Acción
 Universidad de Concepción



He leído y aclarado mis dudas respecto al proyecto de investigación **“Impacto del método de aprendizaje cooperativo en el vocabulario temático de estudiantes de inglés de primero medio”**, y autorizo la participación de mi pupilo/a en este proyecto de investigación.

Yo (su nombre completo) autorizo a mi pupilo/a (nombre completo de su pupilo/a) a participar del proyecto de investigación.

Concuerdo en que mi pupila/o, sea observado y aparezca en fotos grupales durante las clases de inglés:

Sí___ No___

Concuerdo en que mi pupilo/a responda dos pruebas de inglés y un cuestionario de percepción:

Sí___ No___

Firma

Fecha




Se solicita firmar dos copias de este formulario, una copia para el investigador responsable y otra para su archivo personal.

Muchas gracias por responder, agradecemos su participación

Leticia Rivera, Lisseth Carrasco y Francisca Matamala
 Estudiantes de Pedagogía en inglés
 Universidad de Concepción

Para cualquier duda o consulta puede comunicarse con Leticia Rivera al correo lerivera2018@udec.cl

Appendix 3 Pre-Vocabulary test

		
PRE-VOCABULARY TEST: SPORTS		
Name:	Grade:	Date:

OA9: Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples, en formato impreso o digital, acerca de temas variados (como temas de interés de los alumnos, temas de otras asignaturas, del contexto inmediato, de actualidad e interés global, de otras culturas y algunos temas menos conocidos) y que contienen las funciones del año.

OA14: Escribir una variedad de textos, como cuentos, correos electrónicos, folletos, rimas, descripciones, biografías, instrucciones, artículos, cartas, resúmenes y diario personal (journal), utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar), ocasionalmente con apoyo de acuerdo con un criterio de evaluación, recurriendo a herramientas como el procesador de textos y diccionario en línea.

Instrucciones:

1. Lee detenidamente y responde cada pregunta de esta prueba de vocabulario, de acuerdo con lo que recuerdes de la unidad anteriormente vista (Unit 3: Sports).
2. Si tienes alguna duda de cómo responder esta prueba, recuerda levantar la mano y la profesora te asistirá.
3. Asegura responder con lápiz pasta y con letra clara.
4. Tienes 45 minutos para responder esta prueba.

1. TRUE OR FALSE

Choose the correct answer for each question. (___/5 points)

Get Moving and Have Fun!

Playing sports is a great way to stay active, make friends, and learn new skills! Whether you like running, jumping, or even balancing on a board, there's a sport out there for everyone. So, let's explore some exciting sports you might want to try!

Tennis is a fun game, played on a court, where players use a racket to hit a ball over a net. You can play alone (singles) or with a friend (doubles). The goal is to hit the ball so your opponent can't return it. It's all about running, aiming, and having fun!

Surfing is an exciting sport where you ride on waves using a board. Surfers paddle out to find a wave and then stand up to ride it. It takes balance and practice, but it feels amazing to glide on the water. Surfing is all about enjoying the ocean!

Soccer is a team game played with a round ball. Two teams try to kick the ball into each other's goal to score points. Players use their feet, heads, and bodies (but not their hands!) to control the ball. It's fast, exciting, and loved by kids all over the world!

Climbing is all about climbing up rocks or walls. You use your hands and feet to find the best places to grip and step. It's a fun way to challenge yourself and see how high you can go. Climbing can be done outside on real rocks or inside a climbing gym!

Golf is a calm and exciting sport played on a big grassy course. Players use clubs to hit a small ball into a series of holes. The goal is to get the ball into each hole in as few strokes as possible. Golf can be played alone or with friends, and it's a great way to enjoy the outdoors while focusing on your aim and technique. It's all about patience and practice!



1. Tennis is played with a ball on a covered court.
 - a. True
 - b. False
2. Surfing is practiced on the water using a board and a helmet.
 - a. True
 - b. False
3. Soccer is played on a field with a ball and two teams
 - a. True
 - b. False
4. Climbing is practiced on a hill or a rock using physical skills.
 - a. True
 - b. False
5. Golf is played with a racket and a yellow ball.
 - a. True
 - b. False

2. CROSSWORDS

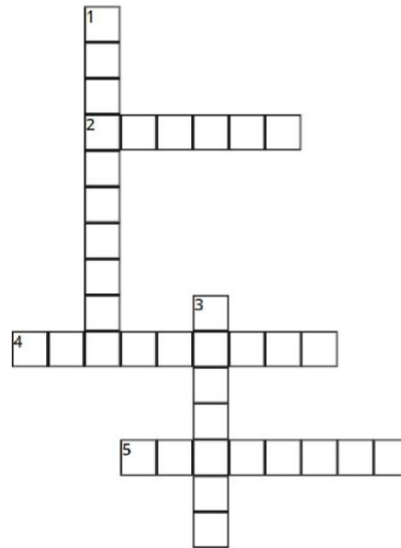
Read the descriptions and write the correct sport in the crossword. (/ 5 points)

Vertical




1. A sport involving a ball and a hoop to score points
3. A sport in which bicycles are used to travel

Horizontal

2. A combat sport that uses defensive and offensive techniques with hands and feet
4. A sport where two teams try to get a ball over a net
5. An aquatic sport performed in a pool or in the sea



Appendix 4 Post-Vocabulary test

		
POST-VOCABULARY TEST		
Name: _____	Grade: _____	Date: _____
<p>OA9: Demostrar comprensión de ideas generales e información explícita en textos adaptados y auténticos simples, en formato impreso o digital, acerca de temas variados (como temas de interés de los alumnos, temas de otras asignaturas, del contexto inmediato, de actualidad e interés global, de otras culturas y algunos temas menos conocidos) y que contienen las funciones del año.</p> <p>OA14: Escribir una variedad de textos, como cuentos, correos electrónicos, folletos, rimas, descripciones, biografías, instrucciones, artículos, cartas, resúmenes y diario personal (journal), utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar), ocasionalmente con apoyo de acuerdo con un criterio de evaluación, recurriendo a herramientas como el procesador de textos y diccionario en línea.</p>		
<p>Instrucciones:</p> <ol style="list-style-type: none">1. Lee detenidamente y responde cada pregunta de esta prueba de vocabulario, de acuerdo con lo que recuerdes de la unidad anteriormente vista (Unit 4: Food, glorious food!).2. Si tienes alguna duda de cómo responder esta prueba, recuerda levantar la mano y la profesora te asistirá.3. Asegura responder con lápiz pasta y con letra clara.4. Tienes 45 minutos para responder esta prueba.		
<p>1. TRUE OR FALSE</p> <p>Choose the correct answer for each question. (___ / 5 points)</p> <p style="text-align: center;"><u>FOOD GROUPS</u></p> <p>There are 5 food groups. Each food group is a type of food that gives you certain kinds of nutrients that you need to be healthy and for your body to grow.</p> <p>The Breads & Cereals Group is the first group. You probably eat most of this group during the day. It includes things like potatoes, bread, rice, noodles, and gives us energy to work, play, and learn all day!</p> <p>The Fruits & Vegetables Group is the second group. You should include a variety of these foods in your daily diet, because they are full of vitamins and nutrients that help your body grow and work well. Incorporate onions, garlic, carrots, and fresh lettuce, and other vegetables into your meals.</p>		



The next group is the Dairy Group. It is made up of milk, cheese, yogurt, and other delicious proteins. These have lots of calcium and protein to help you grow. The Meat, Poultry, Fish, and Proteins Group includes not just the meats, but also things like nuts, beans, and eggs. These things have a lot of minerals and more protein to help us grow.

The final group is the Fats & Sugars Group. These are sweets and treats that we love to eat, but really shouldn't eat too much of. Some drinks, like sugary drinks, could have negative effects on your health if consumed too frequently, and lead to diseases such as diabetes.

Fast food may taste good, but they don't have very much nutrition for us and could lead to health problems or obesity if eaten regularly. It's fine to have it occasionally, but your meals should mostly consist of balanced, nutritious foods. It is important to eat the right amount of food from the food groups.

1. You should eat vegetables every day to stay healthy.
 - a. True
 - b. False
2. You shouldn't eat fruit because it is bad for your health.
 - a. True
 - b. False
3. A healthy diet should include a variety of fruits and vegetables.
 - a. True
 - b. False
4. You should drink sugary drinks often to avoid diabetes.
 - a. True
 - b. False
5. You shouldn't eat fast food too frequently because it can lead to obesity.
 - a. True
 - b. False



2. CROSSWORD

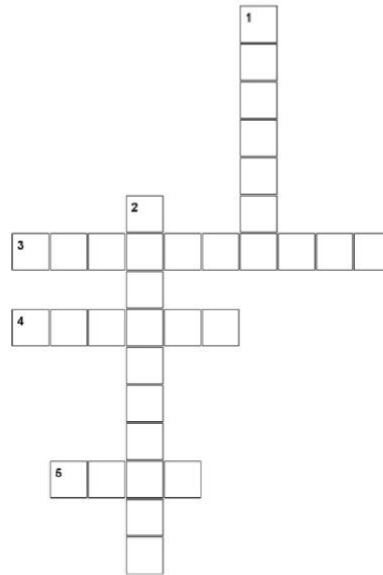
Read the descriptions and write the correct word in the crossword. (_ / 5 points)

Vertical

1. a common fresh green vegetable.
2. a large round fruit with a lot of black seeds.

Horizontal

3. a small red fruit which is soft and juicy.
4. a solid food made from milk and is great for pizza or sandwiches.
5. the white liquid produced by cows.





3. READING AND COMPLETE

Read the recipe and complete using the words from the box. (_ / 8 points)

CHOP – PEEL – ADD – STIR – BOIL – CUT – BAKE – GRATE

Vegetable soup

Ingredients:

- 2 carrots
- 1 onion
- 2 potatoes
- 1 zucchini
- 1 cup of grated cheese
- Salt and pepper



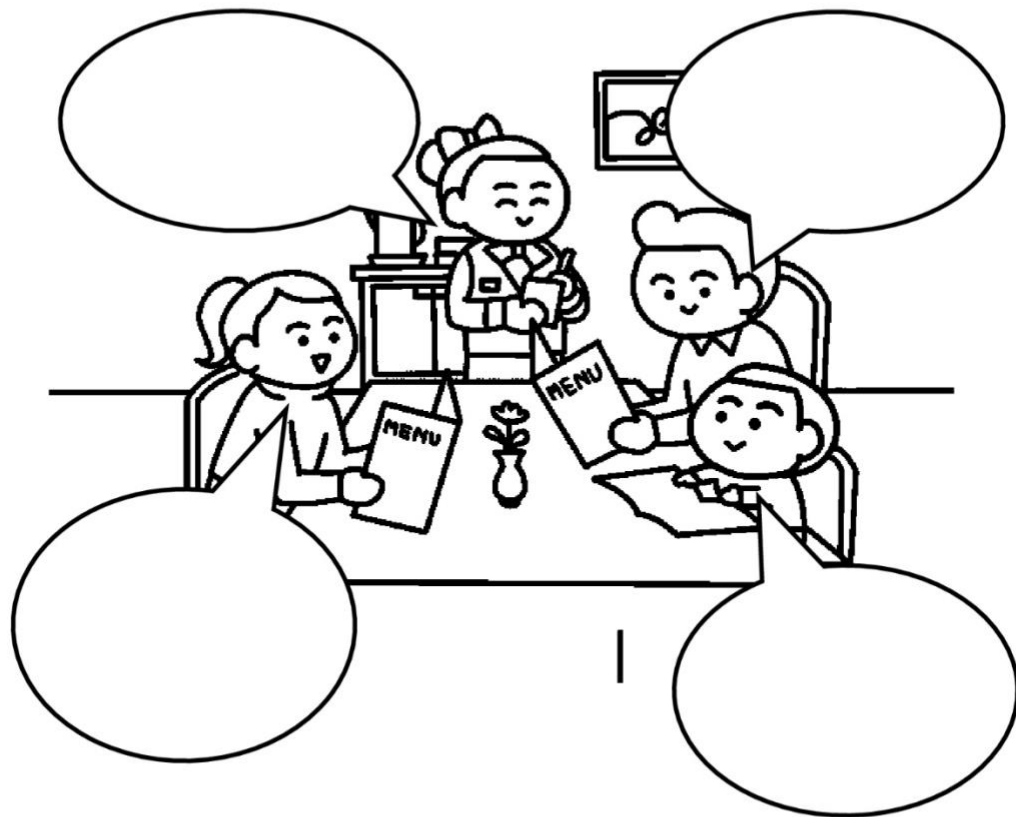
Directions:

1. First, _____ the carrots, potatoes, and onion.
2. Then, _____ the carrots, potatoes, onion, and zucchini into small pieces.
3. In a pot, _____ 4 cups of water.
4. _____ the chopped vegetables into the pot.
5. _____ the soup gently.
6. While the soup is cooking, _____ the cheese.
7. _____ a piece of bread, put it in the oven and _____ for or 2 minutes.
8. Finally, when the vegetables are soft, your soup is ready!



4. WRITING

Complete the dialogue in this restaurant and write sentences for every character in about 25 words. (_ / 16 points)



Ítems	1	2	3	4
El estudiante incluye al menos 4 palabras relacionadas con comidas y bebidas.				
El estudiante incluye al menos 4 palabras relacionadas con el restaurante.				
El estudiante incluye al menos 4 características de alimentos.				
El texto escrito no presenta errores de deletreo.				

Appendix 5 Perception Survey



PERCEPTION SURVEY

Name: _____ Grade: _____ Date: _____

Instrucciones:

1. Lee detenidamente y responde cada pregunta de este cuestionario, de acuerdo con tu percepción sobre la metodología implementada (Aprendizaje Cooperativo).
2. Si tienes alguna duda de cómo responder esta prueba, recuerda levantar la mano y la profesora te asistirá.
3. Asegura responder con lápiz pasta y con letra clara.
4. Tienes 25 minutos para responder esta prueba.

Lee las siguientes preguntas e indica tu preferencia marcando con una X en el recuadro que corresponda según tu parecer.

		Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo
1	El método cooperativo, implementado durante las clases, ha mejorado mi percepción sobre el aprendizaje del idioma inglés.					
2	El método cooperativo me ha motivado aprender de mejor manera el vocabulario.					
3	El cambio en la organización de la sala mejoró el trabajo en grupo.					
4	La aceptación de normas de convivencia mejoró el ambiente de las clases.					
5	Trabajar en grupos o en parejas de manera cooperativa me ayudo a desarrollar mis habilidades sociales.					
6	La asignación de roles dentro de los grupos facilito el trabajo cooperativo.					
7	La implementación de juegos online al inicio de las clases me ayudó a recordar las palabras aprendidas anteriormente					
8	La creación de Flashcards en cada clase me ha ayudado a aprender más palabras.					



9	El uso de Flashcards me ha ayudado a realizar las actividades de manera más eficiente.					
10	Los tickets de salida al final de la clase nos ayudaron a reflexionar sobre de nuestro aprendizaje					
11	Me sentí cómodo/a trabajando con mi compañero/a y/o grupo designado					
12	El rol que me fue asignado en mi grupo de trabajo fue el más apropiado para mí por mi personalidad.					
13	Los crucigramas fueron útiles para recordar las palabras aprendidas durante la clase.					
14	Las guías fueron comprensibles y fáciles de realizar en grupo.					
15	Creo que mi nivel de vocabulario ha mejorado gracias al método cooperativo.					
16	Siento que aprendí más con el método cooperativo que con el método tradicional.					

17. Finalmente queremos conocer tu opinión con tus propias palabras acerca de tu experiencia trabajando con el método cooperativo durante esta unidad. Cuéntanos.

¿Qué te gustó?	
¿Qué no te gustó?	
¿Qué cambios sugerirías de esta nueva forma de aprender (Método Cooperativo)?	

Appendix 6 Perception Survey Statements

1. “El método cooperativo, implementado durante las clases, ha mejorado mi percepción sobre el aprendizaje del idioma inglés.”
2. “El método cooperativo me ha motivado aprender de mejor manera el vocabulario.
3. “El cambio en la organización de la sala mejoró el trabajo en grupo.”
4. “La aceptación de normas de convivencia mejoró el ambiente de las clases.”
5. “Trabajar en grupos o en parejas de manera cooperativa me ayudo a desarrollar mis habilidades sociales.”
6. “La asignación de roles dentro de los grupos facilito el trabajo cooperativo.”
7. “La implementación de juegos online al inicio de las clases me ayudó a recordar las palabras aprendidas anteriormente.”
8. “La creación de Flashcards en cada clase me ha ayudado a aprender más palabras.”
9. “El uso de Flashcards me ha ayudado a realizar las actividades de manera más eficiente.”
10. “Los tickets de salida al final de la clase nos ayudaron a reflexionar sobre de nuestro aprendizaje.”
11. “Me sentí cómodo/a trabajando con mi compañero/a y/o grupo designado.”
12. “El rol que me fue asignado en mi grupo de trabajo fue el más apropiado para mí por mi personalidad.”

13.“Los crucigramas fueron útiles para recordar las palabras aprendidas durante la clase.”

14.“Las guías fueron comprensibles y fáciles de realizar en grupo.”

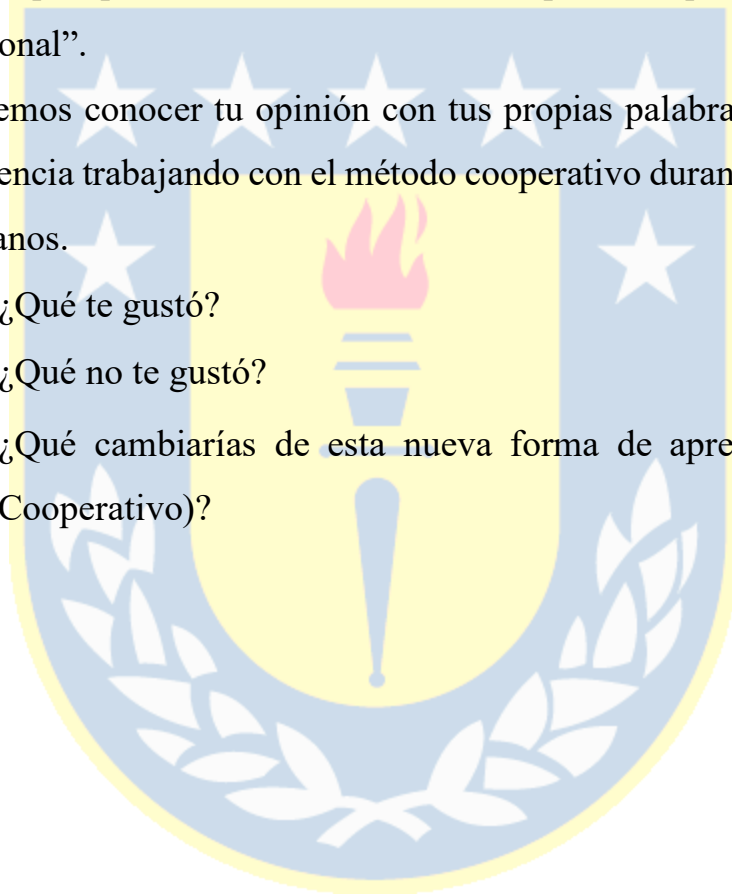
15.“Creo que mi nivel de vocabulario ha mejorado gracias al método cooperativo”.

16.“Siento que aprendí más con el método cooperativo que con el método tradicional”.

17.“Queremos conocer tu opinión con tus propias palabras acerca de tu experiencia trabajando con el método cooperativo durante esta unidad.

Cuéntanos.

- ¿Qué te gustó?
- ¿Qué no te gustó?
- ¿Qué cambiarías de esta nueva forma de aprender (Método Cooperativo)?



Appendix 7 Chart Gantt

	Oct.		November						December													
Dates	28	29	4	5	11	12	19	26	2	3	4	5	6	7	8	9	10	11	12	13	14	
Phase 1: Pre implementation																						
Students and parents' informed consent																						
Phase 2: CL implementation																						
Pre vocabulary test application																						
CL session 1																						
CL session 2																						
CL session 3																						
CL session 4																						
CL session 5																						
CL session 6																						
Post vocabulary test application																						
Perception Survey																						
Phase 3: Results																						
Data collection and results																						
Final Manuscript																						

Appendix 8 Research logbook

BITÁCORA Sesión 1

Sesión: N°1 **Fecha:** 05-11-2024 **Observador:** Leticia Rivera

Unidad: N°4 Food Glorious food. **Estructura Cooperativa:** 1-2-4 y cabezas numeradas.

Objetivo de la clase: Identificar el vocabulario temático de la unidad en textos escritos, a través de ejercicios con textos cortos y preguntas de comprensión lectora.

Objetivo de aprendizaje: OA9 y OA12

Inicio	Desarrollo			Cierre
La clase inició con los alumnos en la sala de clases ordenados por grupos como se indicó la clase pasada, luego se realizó el warm-up con el juego online para retroalimentar los errores de la prueba de vocabulario.	Los estudiantes realizaron las Flashcards de manera ordenada, la sala estuvo tranquila y los alumnos interactuaban entre ellos, pero de manera tranquila con voz regular y estaban todos muy concentrados en recortar las Flashcards.	Los estudiantes recibieron las guías y el texto dividido en trozos los cuales ordenaron completaron con las palabras de las Flashcards y respondieron la guía de manera normal. Adicionalmente, se les recordó a los estudiantes los roles y se hicieron respetar los tiempos. Como los estudiantes trabajaban bien en sus grupos, la profesora tuvo tiempo de realizar las actividades administrativas, como pasar la lista y preparar los tickets de salida.	Se corrigieron las respuestas correctas, con toda la clase, eligiendo alumnos al azar o eligiéndolos por su cargo.	La profesora entregó un crucigrama a los alumnos para que realizaran en parejas.

Observaciones adicionales:

- Las estudiantes se tomaron un tiempo antes de la clase y recibieron a la profesora con la sala ordenada por grupos.
- Varios estudiantes no tenían tijeras, así que iban compartiéndose entre los grupos.
- Los estudiantes más conversadores eran los más tranquilos y concentrados al momento de las Flashcards.
- Costó un poco mantener el silencio en la sala al momento de entregar las instrucciones ya que no están acostumbrados a trabajar de manera grupal.

BITÁCORA Sesión 2

Sesión: N°2 **Fecha:** 11-11-2024 **Observador:** Leticia Rivera

Unidad: N°4 Food Glorious food. **Estructura Cooperativa:** Cabezas numeradas y 1-2-4

Objetivo de la clase: Identificar y aplicar el uso de los cuantificadores en textos escritos, a través de ejercicios con textos cortos y preguntas de comprensión lectora.

Objetivo de aprendizaje: OA9 y OA12

Inicio	Desarrollo			Cierre
La profesora inició la clase con un juego online con vocabulario temático de la clase pasada.	La profesora explicó el uso correcto de los cuantificadores, para luego entregar las Flashcards a los alumnos, las cuales recortaron trabajando en parejas.	La profesora entregó las instrucciones a los grupos, los cuales trabajaron en la guía, mientras la profesora fue por los grupos monitoreando el trabajo.	Se corrigieron las respuestas correctas, con toda la clase, eligiendo alumnos al azar o eligiéndolos por su cargo.	Se agradeció la participación de hoy se entregó un ticket de salida a cada alumno para hacer una autoevaluación, el cual fue devuelto a la profesora con normalidad.

Observaciones adicionales:

- Buena recepción del juego online al inicio a la clase.
- Varios alumnos olvidaron traer las Flashcards de la clase pasada, sin embargo, la profesora entregó un llavero para que los alumnos las guarden y no las pierdan.
- Varios alumnos al momento de realizar las Flashcards colocaban la traducción al reverso de las Flashcards.
- Se evidenciaron primeros conflictos entre los grupos, sin embargo la profesora incentivó el dialogo para que los mismos alumnos buscaran la solución.

BITÁCORA Sesión 3

Sesión: N°3 **Fecha:** 12-11-2024 **Observador:** Leticia Rivera

Unidad: N°4 Food Glorious food. **Estructura:** 1-2-4 y Lápices al centro.

Objetivo de la clase: Identificar y aplicar el uso del should and shouldn't para dar recomendaciones, a través de la elaboración de un poster sobre comida saludable.

Objetivo de aprendizaje: OA13 y OA14

Inicio	Desarrollo		Cierre	
Al inicio de la clase, solo había la mitad de los alumnos, los demás llegaron atrasados por lo que se perdió mucho tiempo al inicio de la clase en saludar y ordenar la sala por grupos. Posterior a eso, la profesora inició la clase con un juego online con vocabulario temático de la clase pasada.	La profesora explicó el uso correcto de los cuantificadores, para luego entregar las Flashcards a los alumnos, las cuales recortaron trabajando en parejas.	La profesora entregó las instrucciones a los grupos, los cuales trabajaron en la guía, mientras la profesora fue por los grupos monitoreando el trabajo.	Se corrigieron las respuestas correctas, con toda la clase, eligiendo alumnos al azar o eligiéndolos por su cargo. Sin embargo, no todos los grupos pudieron finalizar sus posters debido al poco tiempo que quedaba.	Se agradeció la participación de hoy se entregó un ticket de salida a cada alumno para hacer una evaluación del trabajo de su compañero, el cual fue devuelto a la profesora.

Observaciones adicionales:

- Debido a que fue la última hora y a que otros factores como el cansancio y el calor de la sala, los alumnos rindieron menos que la última clase y estaban más conversadores que de costumbre.
- Había menos cantidad de alumnos debido a que el día anterior tuvieron un paseo y llegaron tarde a sus casas.

BITÁCORA Sesión 4

Sesión: N°4 **Fecha:** 19-11-2024 **Observador:** Leticia Rivera

Unidad: N°4 Food Glorious food. **Estructura:** Cabezas numeradas y 1-2-4.

Objetivo de la clase: Identificar y aplicar el uso de los verbos de cocina a través de la escritura de recetas simples.

Objetivo de aprendizaje: OA14

Inicio	Desarrollo		Cierre	
La clase inició con los alumnos acomodando la sala por grupos. Posteriormente la profesora presentó un juego online para recordar las palabras de las clases pasadas.	La profesora presentó los verbos de cocina y entrego a los alumnos las Flashcards para que recortaran de manera ordenada.	Los alumnos recibieron una receta dividida en pedazos, ordenándolas y completando las palabras faltantes con las Flashcards. Posteriormente, respondieron la guía de manera ordenada.	Se corrigieron las respuestas correctas, con toda la clase, eligiendo alumnos al azar o eligiéndolos por su cargo. Sin embargo, no se pudo realizar la última actividad debido al poco tiempo que quedaba.	La clase tuvo que terminar antes debido a que el liceo adelantó el recreo, sin previo aviso por lo que los estudiantes tuvieron que responder el crucigrama de manera rápida.

Observaciones adicionales:

- Algunos alumnos mostraron a sus alumnos las Flashcards decoradas a la profesora, en las que trabajaron durante la semana.
- Se entregaron las Flashcards a los alumnos que faltaron a la clase pasada.

BITÁCORA Sesión 5

Sesión: N°5 **Fecha:** 26-11-2024 **Observador:** Leticia Rivera

Unidad: N°4 Food Glorious food. **Estrategia:** Cabezas numeradas y 1-2-4.

Objetivo de la clase: Elaborar textos escritos y orales usando correctamente el vocabulario temático de la unidad, a través de un juego de rol en grupos.

Objetivo de aprendizaje: OA14

Inicio	Desarrollo		Cierre	
La profesora inició la clase indicando a los alumnos que por favor se reúnan por grupos ya que no estaba la sala ordenada, posteriormente se inició la clase con un juego online de las palabras aprendidas en la clase pasada.	Se perdió un tiempo al inicio de la clase debido a contratiempos con la pantalla digital la cual era necesaria para presentar el video con el que se iba a trabajar.	Durante el momento de las Flashcards los alumnos estaban bastante conversadores, pero pudieron hacer las Flashcards con normalidad. Se reprodujo el video nuevamente y los alumnos respondieron la guía.	Se corrigieron las respuestas correctas, con toda la clase, eligiendo alumnos al azar o eligiéndolos por su cargo.	La profesora entregó un crucigrama a los alumnos para que realizaran en parejas.

Observaciones adicionales:

- Los alumnos estaban bastante conversadores lo que dificultó entregar las instrucciones, se notó que gran parte de los estudiantes conservan sus Flashcards en muy buen estado y decoradas.
- Varios alumnos siempre olvidan traer sus tijeras.
- Un grupo al momento de las Flashcards decidió dividirse los roles en las Flashcards, (Un alumno recortaba, el otro escribía los nombres y dos pintaban.)

BITÁCORA Sesión 6

Sesión: N°6 **Fecha:** 02-12-2024 **Observador:** Leticia Rivera

Unidad: N°4 Food Glorious food. **Estrategia:** 1-2-4 y Lápices al centro.

Objetivo de la clase: Elaborar textos escritos usando correctamente el vocabulario temático de la unidad, a través de la elaboración de un dialogo en grupos.

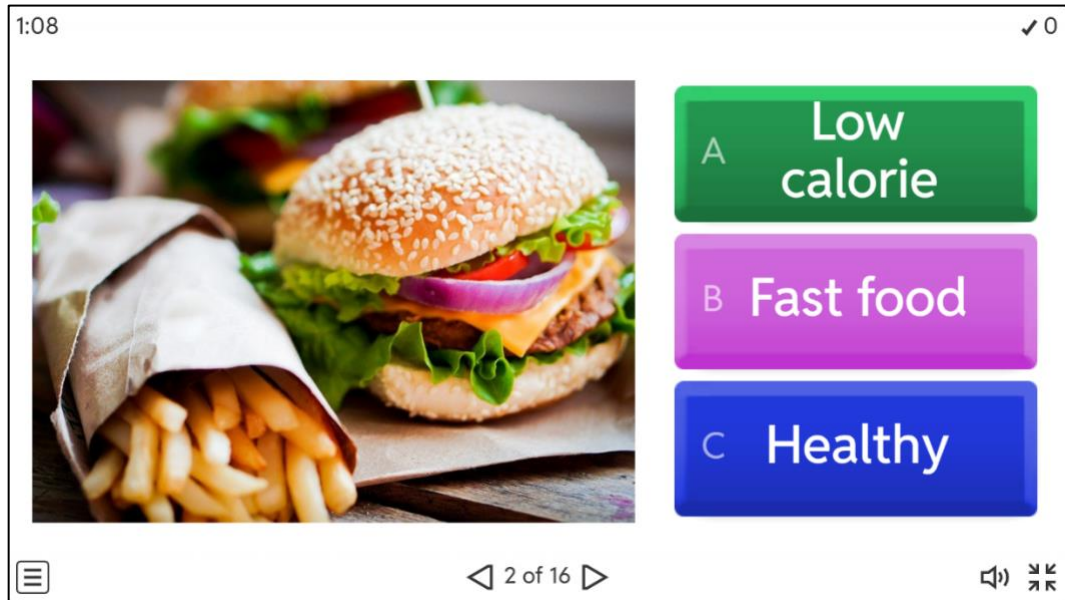
Objetivo de aprendizaje: OA14

Inicio	Desarrollo			Cierre
La profesora inició la clase con normalidad, presentando un juego online para recordar las palabras de las Flashcards de las clases anteriores.	La profesora hizo preguntas recordaran el tema de la clase pasada, reproduciendo nuevamente el video y recordando a los alumnos las expresiones comunes usadas en el restaurante.	Los grupos empezaron a crear su dialogo de simulación de un restaurante, para elaborarlo utilizaron las guías de la clase pasada, las Flashcards y los ejemplos expuestos por la profesora en la pizarra. Había diccionarios dispuestos para los alumnos y la profesora iba monitoreando el trabajo.	Los alumnos fueron entregando sus diálogos escritos, para su posterior revisión, algunos grupos tuvieron que terminar el dialogo de manera rápida.	Los estudiantes respondieron un ticket de salida como grupo al final de la clase y fueron devueltos a la profesora.

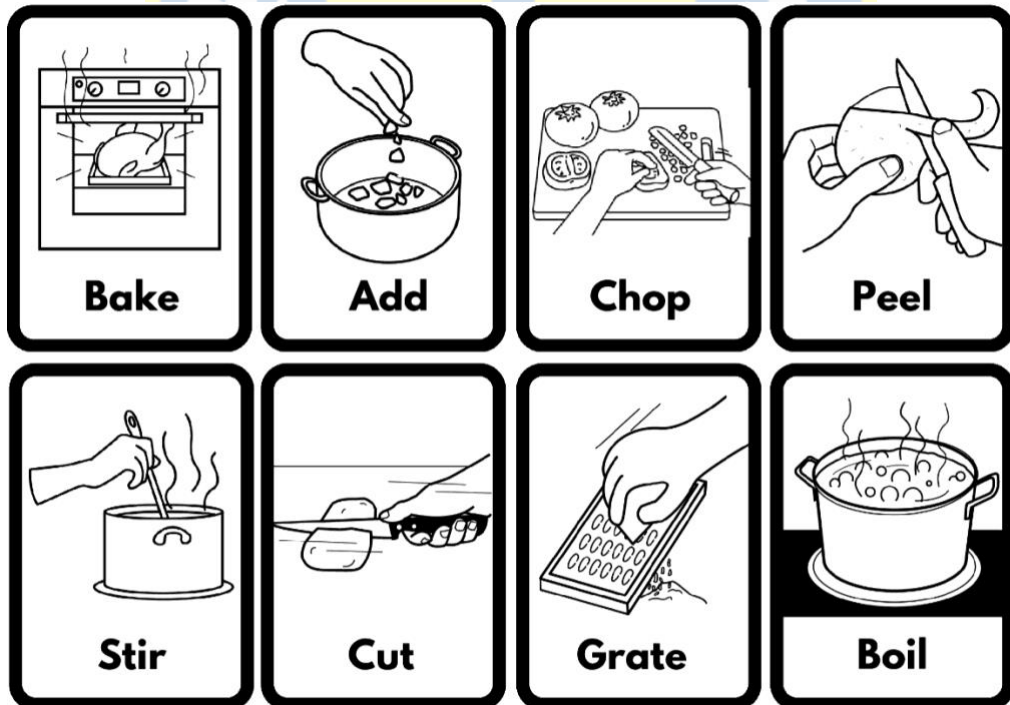
Observaciones adicionales:

- Antes de realizar la actividad, la profesora volvió a recordar las reglas de convivencia y las responsabilidades de cada rol.
- Los alumnos ya se delegan roles desde un inicio de las actividades y ya son más autónomos, ya no es necesario estar por los puestos recordando a los alumnos que tienen que trabajar.
- Varios de los alumnos que no habían terminado sus Flashcards en las clases pasadas, las terminaron en sus casas, y las mostraron a la profesora.
- Debido a poco tiempo los alumnos no pudieron presentar sus diálogos frente a la clase, pero sin embargo todos los grupos hicieron la parte escrita, la cual fue entregada a la profesora para su posterior revisión.

Appendix 9 Online Games: Wordwall



Appendix 10 Flashcards

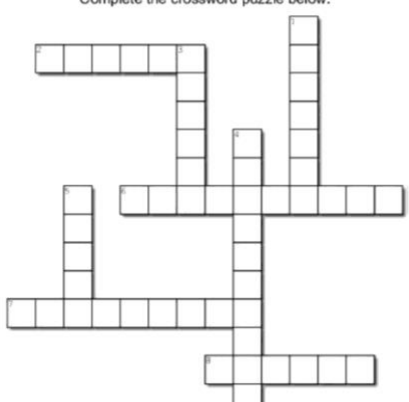


Appendix 11 Crosswords

Name: _____

Fruits and vegetables

Complete the crossword puzzle below.



Created using the Crossword Maker on TheTeachersCorner.net

Across

2. It has a strong taste and smell and is used in cooking to add flavour.
6. It's a large, round or oval-shaped fruit with a lot of black seeds.
7. Some people like to eat pizza with this fruit.
8. These are used to make wine.

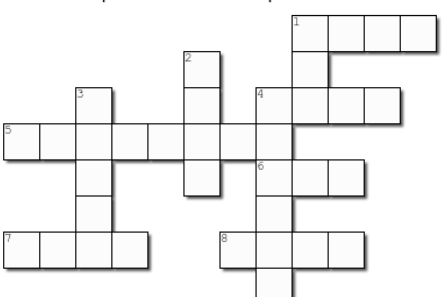
Down

1. It's a plant with large green leaves, eaten in salads.
3. It's a long-pointed orange root eaten as a vegetable.
4. It's a small juicy red fruit that has small brown seeds on its surface.
5. You may cry when you cut this vegetable.

Name: _____

Cooking Verbs

Complete the crossword puzzle below.



Created using the Crossword Maker on TheTeachersCorner.net


Across

1. to cut something into pieces.
4. to mix a liquid by moving a spoon in a circular pattern.
5. to drop a few pieces of something.
6. to put something.
7. to remove the skin of fruit and vegetables.
8. to cook food by putting it in water.

Down

1. to divide or make something smaller.
2. to cook inside an oven.
3. to rub food against a grater to cut it into a lot of small pieces.
4. to improve the flavor of food by adding salt, herbs, or spices.

Appendix 12 Short text and worksheet


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ENGLISH WORKSHEET: DISCUSS FOOD AND HEALTH

Objetivo: Identificar y aplicar el uso del should and shouldn't para dar recomendaciones, a través de la elaboración de un poster sobre comida saludable.


Contenido: Verbo modal Should/ Shouldn't

I. **BEFORE YOU READ:** Do you like to eat at fast food restaurants? Is it possible to get healthy food there?

II. **FILL IN THE GAPS:** Complete the text with the words from the flashcards.

III. **QUESTIONS:** Answer the following questions.

- 1) What is a healthier alternative to red meat suggested in the text?
 A) Pork
 B) Fish
 C) Chicken
- 2) Which beverage is suggested as a healthier option over sugary drinks?
 A) Milkshake
 B) Soda
 C) Sparkling water
- 3) What should you ask for on your sandwich to make it healthier?
 A) Cheese
 B) Veggies like tomato and lettuce
 C) Extra sauce
 D) Bacon
- 4) Why is it recommended to go light on sauces?
 A) They are too salty
 B) They can add a lot of calories
 C) They spoil quickly
 D) They are hard to digest
- 5) What is the overall message regarding fast food consumption?
 A) It's okay to eat fast food every day
 B) Balance fast food with healthier meals
 C) Fast food is always unhealthy
 D) Avoid fast food completely


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IV. **UNDERSTAND FROM CONTEXT:** Find the following words and phrases in the reading and match them with their meanings.

1. Veggies	_____ drinks like soda, that have a lot of sugar.
2. Obesity	_____ vegetables.
3. Skip/avoid	_____ a health problem with controlling sugar in your body.
4. Sugary drinks	_____ the food you eat every day.
5. Diet	_____ good for your health.
6. Low-calorie	_____ when a person is very overweight.
7. Diabetes	_____ not choose.
8. Side order	_____ it's not going to make you fat.
9. Healthy	_____ a small amount of food that you eat with the main meal.

V. **CLASSIFY THE WORDS:** Choose if these foods are healthy or unhealthy. Discuss with your group and include more healthy and unhealthy foods.


Ketchup - Soda - Juice - Lemonade - Mayo - French Fries	Salad - Chicken - Sparkling water - Whole grain
Healthy Foods	Unhealthy foods

VI. **WRITING:** Create a poster with your group, suggesting 5 healthy eating tips, using Should and Shouldn't. Here are some examples.

Should/Shouldn't

"Should" se utiliza para expresar obligaciones, recomendaciones o consejos, dando una opinión de lo que se considera correcto.


Examples	Spanish
Positive I should eat more vegetables. You should drink water every day. She should sleep 8 hours.	Yo debería comer más vegetales. Tú deberías beber agua todos los días. Ella debería dormir ocho horas.
Negative I shouldn't skip breakfast. You shouldn't eat too much sugar. She shouldn't go to bed late.	Yo no debería saltarme el desayuno. Tú no deberías comer demasiada azúcar. Ella no debería acostarse tarde.
Question Should I go to the gym? Should you drink more water? Should he do sports?	¿Yo debería ir al gimnasio? ¿Tú deberías beber más agua? ¿Ella debería hacer deporte?


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GET SMART! EATING ON THE GO

We know a daily diet of fast food can be _____ for us. But fast food is quick and easy, and when we're on the go, it is sometimes a necessary choice. So here are some tips for _____ fans.

- Choose the chicken: Have chicken rather than red meat. If you are in doubt, order the grilled chicken (not the fried chicken).
- Skip the _____: Drinks like soda can add a lot of empty calories. Opt for water, juice, iced tea, lemonade, or sparkling water instead.
- Fill up on veggies: Ask for tomato, lettuce, onions, or other veggies on your sandwich. These _____ choices can help you avoid fries and other high-calorie options.
- Go light on the sauce: Mayo, ketchup, and other sauces are loaded with calories. Cut down or cut them out altogether!
- Skip the sides entirely: Eating a burger by itself is often enough. If you need a side order, consider a fruit cup or a side salad instead of French fries. Most fast-food restaurants offer those _____ options now.
- Finally, if you enjoy fast food for one meal, you shouldn't forget to eat healthier for the rest of the day. Eating too much fast food can lead to problems like _____ and _____. Try to include fruits, vegetables, and whole grains in your meals to keep your _____ balanced and your body healthy.



Appendix 13 Exit ticket

EXIT TICKET! NAME: _____

TODAY I LEARNED...

¿How did I work today?
☆☆☆☆☆

¿How much I understood?
👍 👎 👏

I FELT...
😊 😊 😐 😠 😡

