

THE EFFECTS OF COOPERATIVE LEARNING METHODOLOGY ON THE ORAL PROFICIENCY OF THIRD YEAR STUDENTS OF PITOGO HIGH SCHOOL

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ABSTRACT

The oral proficiency test was given to both the experimental and control group which served as the pre-test and post-test. The pre-test was administered before the researcher handled the two classes for twelve weeks.

Statistical treatment was used such as t-test of dependent sample to determine whether there was a significant difference on the oral proficiency of the students before and after the implementation of the experiment. On the other hand, the t-test of independent sample was utilized to determine the significant difference between two groups.

The gained mean score was not dramatic because the length of time carried during the intervention was not sufficient. More over the researcher found out that the fourth quarter period was not appropriate time to extract data because there are distractions when classes are about to end. That is, students' focus on the lesson is affected. Another reason is that students' apprehension on communication is still observed in every small group of students.

The t-test of dependent samples revealed that there is a significant difference between the pre-test and post-test both the experimental and control group on the oral proficiency of the students. Naturally, it is expected to have an increase from pre-test to post-test because the researcher employed an intervention. This means that cooperative learning had an influence/impact on the oral proficiency of the students but this influence is quite minimal. On the other hand, the t-test of independent sample revealed that there is no significant difference between the experimental and control group which means that cooperative learning has no impact on the oral proficiency of the students. This interpretation is more valid because the purpose of this study is to investigate if there is a significant difference between the experimental group and control group.

Keywords: Oral Proficiency, methodology, cooperative learning

INTRODUCTION

BACKGROUND

English is a global language because people hear it on television, spoken by different peoples all over the world. Whenever one travels they see English signs and advertisements. Furthermore, English is the most used language in the world. It is getting closer to being a universal. We use language to communicate effectively among people. The world would never be the same if English is banished. English, therefore, is a tool for communication because without it there will be communication gap among people. It is also unifying instrument which binds people together. When people speak one language they become as one and become

a society. This is one of the reasons why people have unity and cooperation toward the development and progress throughout the world. Without an official language, English, for instance, is tantamount to facing big problems like economic and political problems. Therefore, English as a language is dynamic. It is dynamic because it has been spoken and used not only by British and American people but also by the Japanese, Chinese, Indian, Singaporean, Filipino, etc.

In the Philippines, English is used as a second language. The 1987 Philippine Constitution (Art. XIV, Sec 7) states that English is a universal language of commerce, science, diplomacy, and industry. It is our window to the world's treasure house of knowledge. Most of our official documents, particularly laws

and court decisions, are in the English language. Communication skills in English can go a long way in helping youngsters to become successful in the highly competitive fields of business and industry. Hence, increasing their chances of employment here and abroad.

Today, English is the dominant language of business, government, legal system, medicine, sciences and education. The use of English may be thought to carry an air of formality, given its use in school, government and various ceremonies. A large percentage of the media such as television, newspapers, and entertainment is also in English. Moreover, English proficiency significantly sustains the call center industry for American companies and considered as valuable asset for overseas workers.

Hernandez (2004) states that the Philippines is still a prime source of well-trained English-speaking professionals. However, the Philippines has begun to lose this competitive edge in recent years. Furthermore, Moss (2005) determines the continuing deterioration of English language learning in the Philippines. Based on the oral proficiency test administered by the American Chamber of Commerce in various areas in the Philippines which aims to identify outsourcing sites, Metro Manila received a low score of 48 percent hirable workers. Titchy (2002 a) validates the reports regarding the alleged declining English proficiency of the younger generation of Filipinos. Likewise, the Department of Education tends to support this due to low performance of teachers in the English proficiency test, and the equally poor performance of Grade IV pupils and high school students in the latest national diagnostic exam. This suggests that the English proficiency of public school students tend to get worse as they move from grade school to high school. Titchy (2002 b) identified factors affecting English proficiency of students in the public schools. For one, *Taglish* is fast becoming a vogue, even on TV and other forms of media. Another factor is the popularity of texting (on SMS on cellphones) among younger people in urban centers in the Philippines. The last factor is the teacher's incompetence in using the target language, apart from low salaries and inadequate incentives to improve their teaching skills in English. Sibayan (1994) states that one of the more common observations has been that school graduates and college students cannot speak straight English and many teachers themselves cannot speak grammatical English.

In the school setting, teachers have identified some factors affecting the oral proficiency of the students such as school facilities, lack of instructional materials, English proficiency of teachers, socio-economic status of the students, parent involvement, class size, and limited participation of pupils in the communication process. In this connection, methodologies that allow more learners' participation

and provide an avenue to improve their current status in using the target language are a pressing need among our English teachers and educators because of the perceived deterioration of English proficiency in the country. This reported deterioration, which some critics blame on the introduction of the bilingual education program, is considered one of the biggest problems in language today and has been addressed in the press by laymen and educators.

Pascasio (1988 a) believes that due to the bilingual education program, the time allotted for English subject has been reduced. Under the Bilingual Education Policy of 1987, Filipino has taken over as medium of instruction in some of the subjects where English was formerly used, reducing the use of English in school to approximately one-third less. Since most Filipino children do not use English for daily interaction with other Filipinos, the school is therefore the only major source for acquiring competence in English. Thus, rare opportunity was given only to students to practice English. This rare opportunity would greatly affects English language acquisition and would make it difficult for students to master English. Pascasio (1988 b) suggests that unless we come up with the strategies to strengthen the English communication skills of our students with the reduced time allotted to English, we can only expect that the rate of mastery of English will not be the same as it was twenty years ago.

As can be seen, the linguistic situation in the country today is such that there are less opportunities for students to practice the English language, especially in the macro skill of speaking, simply because English has become the nation's lingua franca (Jenkins, 2013). In addition, the chance to speak English is even more diminished with most of our English classes continuing to adapt the traditional teaching in which the teacher dominates the discussion most of the time and students are merely relegated to the task of listening and note taking. In response to the continuing deterioration of English proficiency in the Philippines, the Department of Education has designed a six-point English language proficiency project to help maintain the quality of English in the growing population to improve the performance of teachers. As a result, English proficiency has been the main focus of in-service training of all public school teachers nationwide. This training was indeed a productive and a meaningful activity because teachers benefited from this program and have had the opportunity to enhance their English proficiency.

In connection with this, to apply what teachers have learned during the English proficiency training, the English supervisor in the Division of City Schools Manila came up with a series of demonstration lessons conducted by selected teachers in the different schools in Manila during the school year 2009-2010.

With these demonstration lessons, the researcher observed that there were group activities done for each demonstration lesson. However, the group activities were just putting students in a group and the methodology missed the true essence of cooperative learning. Sometimes group activities were rehearsed just for the sake of the presentation of group outputs, based on the interviews and observations, there were few teachers employing group activities in the classroom. The activities observed did not employ the true essence of cooperative learning.

Because of these findings, the researcher was motivated to come up with a research study which will aim to enhance the oral proficiency of the students by providing a methodologically appropriate activity in the classroom through the use of cooperative learning.

LITERATURE REVIEW

Augustin, Gruber, and Hanson (1989) state that cooperative learning promotes higher level thinking skills, while it allows students develop better social skills. Most importantly, it places the responsibility for student learning where it should be on the learner.

Another literature written by Davidson (1990) notes that students had tremendous energy, and yet were traditionally asked to remain seated and remain quiet throughout a lesson. He emphasized that students had a strong need for interpersonal relationships and peer communication and yet during class were expected to work independently. Here, cooperative learning method took advantage of both aspects of adolescent behavior, and used those traits in a positive and productive manner.

A proponent of cooperative learning like Deutsch (in Johnson & Johnson, 1987) states that in a cooperative learning situation there is a positive interdependence among students' attainment of goal. That means, students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals. Thus, students seek outcomes that are beneficial to all those with whom they are cooperatively linked. Students discuss the material with each other, help one another understand it, and encourage each other to work hard. Yet if cooperative relationships are the only way students interact in school, they may never learn to compete appropriately for fun or have opportunity to follow a learning trail on their own. Another proponent of cooperative learning such as Johnson & Johnson (1983) validate that cooperative learning is the most important of the three types of learning situations (competitive , individualistic, and cooperative) yet currently it is the least used. On the other hand, what people know about effective instruction indicates that cooperative learning should be used when the teacher

wants students to learn more; to like school better; to like each other better; and to learn more effective social skills. Johnson, Johnson and Holubec (1983) define cooperative learning as the instructional use of small groups that allow students to work together to maximize their own and each other's learning. A class is asked to form small groups after receiving instruction from the teacher. They then work through the assignment until all group members had successfully understood and completed it. Cooperative efforts result in students striving for mutual benefit so that all group members benefit from each other's effort. It recognizes the concepts of cooperative learning such as "your success benefits me or my success benefits you" and "we all sink or swim together here."

It is clear that classroom should be dominated by cooperation among students and integrates competitive and individualistic work when it is appropriate. Furthermore, Quintilian (in Johnson & Johnson, 1986) argues that students could benefit from teaching one another. Comenius (Johnson & Johnson, 1986) believes that students would benefit both by teaching and being taught by other students. Parker and Dewey (in Johnson & Johnson, 1986) promote the use of cooperative learning groups as part of their famous project method in instruction.

Slavin (1980 a) defines cooperative learning as a technique in which students work on learning activities in small groups and receive awards or recognition based on their group's performance. Cooperative learning differs from the traditional learning models in three ways, namely; a) teacher's role; b) group goals and c) Individual accountability. The teacher's role in the different cooperative learning activities is more of a support to the students. Cooperative learning creates a student-centered classroom, where students exercise control over their activities, what they want to talk about, how they will learn and what they think is the best thing to do, all for a common goal.

Furthermore, Slavin (1990) points out that in a cooperating learning methodology, the teacher is the model in promoting social and communication skills among the students. The teacher helps the students by talking, sharing, and clarifying with them matters that might confuse the students. The teacher also gives further explanation on matters that the students need to learn. Teacher facilitates better understanding of the subject being undertaken or being investigated by the group.

Meanwhile, Kagan (1994) challenges the notion that in cooperative learning, the academically weak students benefit from the gifted ones, but not the other way around. Kagan further says that most students feel less anxiety and greater support, since students are working with a group of their peers. In a traditional setting, however, all feedback and

support, comes from the teacher, and any mistake or confusion on the part of the students might prove to be an embarrassing experience for them.

Walter (2000) discusses some research illustrating the merit of cooperative learning. Walter states that peer pressure can be used to the advantage of the teacher and students when students are made to work together.

Bloom (1976 in Weber, 1990) states that the amount of active participation of pupils displays an indication of how much a pupil learns. Moreover, many pupils will have greater achievement as a result of active participation whether overt or covert. The act of sharing and interaction with classmates and teachers show a covert participation.

Resnick (1987 in Ellis and Feldman 1994) cites the benefits of cooperative learning as giving students a window into the thought processes of their team members, thus mediating and shaping their own thinking. Thus, the opportunity for learners to engage in cooperative learning groups allows for a more student-centered approach to education and likewise allows learners to develop language and critical thinking skills simultaneously.

Johnson and Johnson (1992) conclude the superiority of cooperative learning over competitive and individualistic learning. It increases if tasks are more conceptual and require problem solving. As such, it necessitates higher level reasoning and critical thinking. It needs more creative answers, seek long term retention, and requires more application of what is learned (Ellis & Feldman 1994).

Johnson et al. (1994) describe cooperative learning as the instructional use of small groups through which students work together to maximize their own and each other's learning. Cooperative learning, because of its small group set up, is theorized to promote more, general interaction and produce a wider range of communicative functions among language learners. Bringing a handful of students to work together in cooperative learning makes the small group a setting for genuine and meaningful conversation because students are expected to share their ideas and consult each other to reach a group goal or task. In the process, the target language is used more frequently and students are given lots of opportunities to participate and become active rather than passive learners, all of which are the goals of cooperative learning methodology.

Cooperative learning is distinguished from other types of learning groups in that it ensures that learners work and learn cooperatively. It does not merely put students into groups to learn but structures cooperation among students.

Sharan and Sharan (1976, in Ibanez 2001)

support the idea that learning the situation should be structured in such a way that students are encouraged to develop cooperative relations with their classmates. Learning becomes more pleasurable and motivating when there is less competition and anxiety, and classmates become a source of mutual help. The atmosphere takes away the fear of failing below someone else's level of achievement, thus allowing students to anticipate ultimate success. The constant communication and free movement in the classroom creates a relaxed and gratifying social environment.

Weissberge (1988, in Ibanez 2001) has seen that research in cooperative learning helps contribute gains in second language acquisition and academic achievement in general. It is also believed to be a particularly effective method for students to develop their oral language skills since it allows more natural conversation and permits students to activate previously studied syntax, and vocabulary in a relatively non-threatening environment.

Olsen and Kagan (1992) mention that cooperative learning provides opportunity for language practice particularly listening and speaking, while at the same time increasing comprehension of lesson material. On the other hand, in traditional learning method students spend more time listening than talking. Thus, the students are merely active listeners. Cooperative learning classroom maximizes the oral use of the language, as learners are able to engage in oral practice with one another easily without being intimidated in front of the whole class. Coelho (1992) notes that in a situation where English is not the first language this kind of oral rehearsal is especially valuable.

Johnson and Johnson (1986) distinguish five basic elements, which may provide insights about the essence of cooperative learning strategy.

Positive Interdependence

Students must feel that they need each other in order to complete the group's task, that they "sink or swim" together. Some ways to create this feeling are through establishing mutual goals (students must learn the material and make certain group members learn the material), joint rewards (if all group members achieve above a certain percentage on the test, each will receive bonus points), shared materials and information (one paper for each group or each member receives only part of the information needed to do the assignment), and assigned roles (summarizer, encourager of participation, elaborator).

Face - to - Face Interaction

No magic exists in positive interdependence in and of itself. Beneficial educational outcomes are due to the interaction patterns and verbal exchanges

that take place among students in carefully structured cooperative learning groups. Oral summarizing, giving and receiving explanations, and elaborating (relating what is being learned to previous learning) are important types of verbal interchanges.

Individual Accountability

Cooperative learning groups are not successful until every member has learned the material or has helped with and understood the assignment. Thus, it is important to frequently stress and assess individual learning so that group members can appropriately support and help each other. Some ways of structuring individual accountability are by giving each group member an individual exam or by randomly selecting one member to give an answer for the entire group.

Interpersonal and Small Group Skills

Students do not come to school with the social skills they need to collaborate effectively with others. So teachers need to teach the appropriate communication, leadership, trust, decision making, and conflict management skills to students, and provide the motivation to use these skills in order for groups to function effectively.

Group Processing

Processing means giving students the time and procedures to analyze how well their groups are functioning and how well they are using the necessary social skills. This processing helps all group members achieve their goals and learn necessary skills they need to be learned while maintaining effective working relationships among members. Feedback from the teacher and / or student observers on how well they observed the groups working may help processing effectiveness.

Johnson, Johnson and Holubec (1998) differentiate cooperative learning groups from traditional learning groups. The following are the differences between the typical use of classroom learning groups and cooperative learning groups:

In cooperative learning there is a clear individual accountability where each student's mastery of the assigned material is assessed, each student is given feedback on his / her progress, and the group is given feedback on how each member is progressing so that the other group members know whom to help and encourage. In the traditional learning groups students are not often held individually accountable for providing their share of the group's work and occasionally students will hitchhike on the work of others.

Furthermore, in cooperative learning group

the membership is typically heterogeneous in ability and personal characteristics, while traditional learning groups are often homogeneous in membership.

Moreover, in cooperative learning groups all members share responsibility for performing leadership actions and there is no formal leader, while in traditional learning groups a leader is often appointed and given charge of the group.

In addition, cooperative learning groups have responsibility for each other's achievement. Group members are expected to provide help and encouragement to each other in order to ensure that all members do the assigned work. In traditional learning members are seldom held responsible for each other's learning.

Another distinction is that, in cooperative learning groups, students' goals focus on both maximizing each member's learning and maintaining good working relationship among members. In traditional classroom learning, students are often focused on completing the assignment.

The said proponent further differentiate that in cooperative learning the students need to work collaboratively in terms of showing leadership, communicating with other people, building trust to one another and managing conflict. These skills are directly taught, whereas in traditional classroom learning the interpersonal and small group are other skills that students need to work together.

Another important distinction is that, when cooperative learning method is used, the teacher observes the groups, analyzes the problems they have working on together, and gives feedback to each group on how well they are working together. In traditional learning, the teacher observes that intervention is seldom took place.

Lastly, in cooperative learning the teacher structures procedures for groups to process on how effective they are working, while in traditional learning no group processing takes place.

A study on cooperative learning done by Cerezo (2007) made use of cooperative learning strategies with the experimental group while the control group received the regular Teacher-Centered Teaching. The study showed that there is no significant difference in the language achievement between the control and experimental group. However, the attitude questionnaire clearly revealed a significant difference between the experimental and control groups. The experimental group scored higher as compared to the control group in the attitude toward classroom relationship. This means that cooperative learning strategies had an impact on the learning of the students. It can be utilized

by teachers and students in the classroom setting.

Another study conducted by Poquiz (2005) involved Grade 3 pupils at Paco Catholic school. Her study revealed that pupils who are exposed to the cooperative learning approach have greater achievement than those who are exposed to the traditional method. Likewise, pupils who are exposed to cooperative learning approach showed a positive attitude towards mathematics. Lastly, the study revealed that cooperative learning approach was an acceptable and effective instructional method in teaching mathematics.

Another study done by Ocampo (2005) also made use of comparative analysis of the effectiveness of cooperative, competitive and traditional learning strategies on the achievement and attitude of freshmen college students of Pampanga Agricultural College towards mathematics. The findings of the study suggest that the use of cooperative competitive and traditional teaching learning strategies could help improve mathematics achievement of the students. However, the use of cooperative learning strategy is the most effective among the three strategies in improving mathematics achievement. Cooperative learning could also help to develop pupils attitude towards mathematics. Most students preferred the use of cooperative learning strategy to the use of traditional learning strategy in learning mathematics. Similarly, most students also preferred the use of competitive learning strategy than the use of traditional learning strategy. In spite of the improvement of the pupils' attitude towards mathematics in the cooperative learning group after the experiment, the study concluded that there was no interaction in the attitude of the pupils in the cooperative, competitive and traditional leaning strategies.

Moreover, a study done by Yu (2004) prepared cooperative learning strategies for secondary Social Studies to determine if there are different effects in the achievement and in the attitude of students resulting from the exposure to the said strategies. Based on the survey conducted by the researcher, the result revealed the positive attitude of 30 secondary school Social Studies teacher toward the use of cooperative learning strategies.

Sajonas (2003) explored the effects of cooperative learning on the English performance, self-efficacy, and learning behavior in these constructs: learning responsibility, study habits, and learning anxiety of initially found comparable students in terms of previous performance and the factors variables in focus. This study revealed that there was a significant difference in the English performance of the two groups with the experimental participants scoring higher in their quizzes than did their control counterparts. Students' evaluation of

the training program and focus group interviews with selected respondents revealed very positive evaluation on and the feelings of the respondents towards their cooperative learning experiences.

Another study done by Ibanez (2001) investigated the effectiveness of allowing more learner participation in the language classroom using the cooperative language learning approach. Her study specifically focused on the impact of cooperative learning in the area of oral proficiency because it was assumed that the small group set-up allows more opportunity for students to practice the language orally. The study concluded that cooperative learning approach had a minimal effect insofar as students with higher intellectual ability are concerned. However, the teacher-centered method seemed to be more appropriate for the slower learners in class. And although more negotiation was used by students in the cooperative learning class, there was no positive correlation between the frequency in the use of negotiation in the classroom and scores on the oral proficiency test. In addition to this, the study did not discount the effectiveness of the cooperative learning approach on the oral proficiency but the researcher examined other factors affecting the failure of cooperative learning approach while conducting her study. A closer look at the data showed that there were other factors that might have affected the result of the study. The following factors are: the matched pair did not exactly have the same age, equal CELT, and equal GPA. Another factor was the technique used by the researcher in giving the post-test. The researcher used three stories in assessing the oral proficiency of the pupils. with this, there were some pairs who picked up exactly the same question, not all did so and thus, this difference may again have had an effect on the differences in the mean across of the oral proficiency test.

Another study on cooperative learning by Taroy (1997) concluded that cooperative learning strategy had a significant effect on students' achievement as proven by all statistical data that were presented, analyzed, and interpreted. Therefore, students who were exposed to cooperative learning strategy performed better in the achievement test than those students who were not. Likewise, there was more learning in a small group setting because students were actively involved in the learning experience. This had proven that the experiential approach led to meaningful leaning.

Rosales's study (1995) validated the findings of Taroy. Her study revealed that the students who used the cooperative learning approach also significantly achieved higher than those students not exposed to it.

A study done by Lazarovitz and Kansentz (1990) discovered more studies for the cooperative learning approach to be employed in studying science

in high school. Their study aimed to develop and implement a learning unit in Biology using the cooperative learning approach and the traditional method for teaching biology. Their findings clearly showed that the students who studied in a cooperative approach performed significantly better than the students who studied in the traditional approach. In effect, they inferred that in high school, cooperative influence had aspects of learning environment, namely, positive attitude towards science, student cooperation, and active involvement in learning.

Finally, Maverech (1995) discovered that there was achievement gain for pupils exposed to the study. Team mastery learning was higher than the achievement gains of pupils exposed through instructions that are more traditional. In the mastery learning, he grouped the students heterogeneously into five or six members who worked cooperatively on the worksheets helping each other to solve the tasks. Then each student in turn constructed a problem for the group to solve. Students were individually quizzed at the end of the session.

Statement of the Problem

This study has aimed to investigate the effects of cooperative learning methodology in teaching English on the oral proficiency of third year students at Pitogo High School.

The researcher used the third year students of the said school because he was handling this year level. Since he was handling this year, he found out that there were few students who could use the target language during the discussion of the lesson whether grammar or literature. Therefore, the researcher had assessed that the oral proficiency of the students were very poor because most of the students could not communicate during the discussion of the lesson. The samples of this study were consisted of two heterogeneous sections in the third year. The two heterogeneous sections were chosen according to their sex and language ability. The first group with a total of thirty five was assigned to experimental group where it was exposed to cooperative learning while the other group with a total of thirty five was assigned to control group where it was exposed to traditional method. Therefore, there were seventy (70) students.

Specifically, the study sought to answer the following questions:

1. What is the oral proficiency of students before and after the implementation cooperative learning methodology?
2. What is the oral proficiency of the students before and after the implementation of traditional method of teaching?
3. Do students who are exposed to cooperative

learning method show a greater level of proficiency than those students who are exposed to traditional method of teaching?

Based on the aforementioned problem, the following null hypotheses were tested at the .05 level of significance.

1. There is no significant difference in the oral proficiency of the:

 - 1.1 experimental group before and after the experiment.
 - 1.2 control group before and after the experiment.

2. There is no significant difference on the level of proficiency of the two groups of students after the experiment.

Theoretical Framework

This study is based on the theory of Social Interdependence. This theory assumes that the way social interdependence is structured determines how individuals interact, which in turn, determines outcome (Johnson, Johnson & Holubec, 1994). By structuring positive interdependence among individuals a promotive interaction pattern characterized by help, assistance, accountability, and encouragement is created, which in turn determines outcomes such as higher achievement, more positive relationship among individuals involved, greater social, and higher self-esteem.

The aforementioned theory is related to Social Learning Theory 1 Teamwork. Murray (1994) has pointed out that practices derived from social learning tradition are the most widely used in schools. They are based upon the common principle that pupils will work hard on those tasks for which they secure a reward of some sort and will fail to work on tasks that yield no reward or yield punishment. In cooperative learning instruction, the teacher employs the approval of the students and the expectations of the group, and relies on the ability of the students to imitate the academic behavior of others. These are the tools of the cooperative learning teacher in the social learning situation.

When individuals work together toward a common goal, their mutual dependency often motivates them to work harder to help the group, and thereby helps themselves to succeed. In addition, they often must help specific members of the group do well and they often come to like and value the members of the group.

The several cooperative learning practices in the social learning tradition are designed to provide incentive for the members of the group to participate in a group effort because, for example, children will not spontaneously help their colleagues or work toward a common goal. Thus, it is critical that the teacher rewards a pupil only when all members of the group succeed in learning the assignment, or in the

case where a teacher assigns the pupils different parts of a complicated tasks, only on the basis of the group's overall achievement and not according to the merit of any individual pupil's contribution to the group's effort.

Also, the teacher must ensure that the contributions of the weaker members of the group are genuinely important so that the group's success cannot be attributable merely to the work of one or two pupils. If the teacher merely instructs the pupils to work together and help each other, the academic gains are generally no greater than had the pupils worked alone in the task.

This study is also based on the theory of cooperation. Axelrod (1990 in McConnell 2000) suggests a theory of cooperation based on mutual reciprocity. This theory combines the realization that there is always an element of self-interest in any cooperative effort, as well as a concern for others, or a concern for the welfare of the group as a whole. Furthermore, this theory suggests that if they were to cooperate, they could all do well. If not, then, some will inevitably do better, which will lead to everyone competing. In non zero-sum learning situations, all learners can do equally well if they cooperate.

The main results of cooperation theory are encouraging. They show that cooperation can get started by even a small cluster of individual who are prepared to reciprocate cooperation even in a world where no one else will cooperate. The analysis shows that the two key requisites for cooperation to thrive are that the cooperation be based on reciprocity, and that the shadow of the future is important enough to make reciprocity stable. But once cooperation based on reciprocity is established in a population, it can protect itself from invasion by uncooperative strategies. (Axelrod, 1990 in McConnell 2000)

The above quotation indicates a wider aspect of cooperative learning which is important, and that individual learners must wish to cooperate, and must be willing to act in cooperative ways in order for that to succeed.

Conceptual Framework

Using the theories mentioned and based on the related literature and studies discussed, the paradigm below was designed to serve as the theoretical framework of this study.

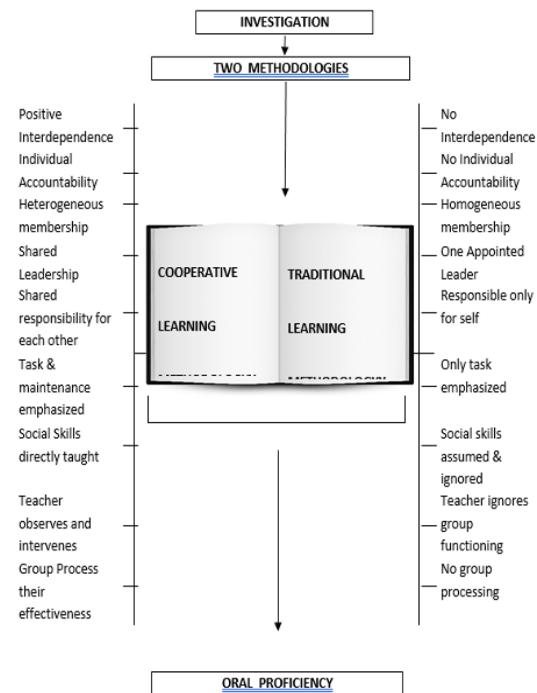
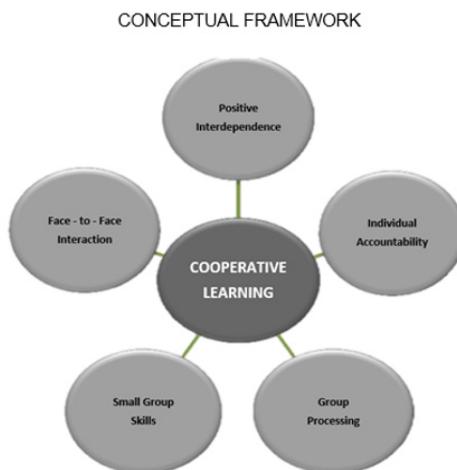


Figure 1

The paradigm indicates steps in conducting the study. First, the experimental and control group are given a pre-test before conducting the study. Second, the experimental group is exposed to cooperative learning methodology while the control group is exposed to traditional learning methodology. Third, both of the two groups are given a post-test after the study. Lastly, statistical treatment is used to determine the impact of said methodologies on the oral proficiency of the students.

**Figure 2**

The paradigm shows the five basic elements of cooperative learning. It bespeaks the essence of cooperative learning methodology in the classroom setting. Likewise, it serves as a guide in conducting a study using cooperative learning.

This study attempted to provide insights whether the cooperative learning strategy has an impact on the oral proficiency of students at Pitogo High School Makati City. Likewise, this study would contribute significant support in the present educational system, in the field of research, and in this area of English language learning.

The results of this study could provide awareness to the administration of an effective strategy that can help in enhancing oral communication through cooperative learning.

The results of this study might be of great help to teachers for them to become more effective and efficient English teachers through careful selection of appropriate cooperative learning activities in the classroom setting. This study could also serve as a guide, enabling teachers to utilize cooperative learning strategy by helping them integrate it in the daily lesson plans and use it consistently in the teaching learning process. Likewise, teachers would become reflective practitioners who actively engage in an energetic search for information and solution to problems that arise in the classroom.

This study could provide insights among pupils about the benefits that might be attained in cooperative learning activities in the classroom. knowing the importance of teamwork, pupils would become more responsible, caring and supportive.

The focus of this study was mainly on enhancing the oral proficiency of third year students of Pitogo High School for the school year 2013-2014. The whole budget of work for the fourth grading period was used in this study.

The samples of this study were consisted of two heterogeneous sections in the third year. The two heterogeneous sections were chosen according to their sex and language ability. The first group with a total of thirty five was assigned to experimental group where it was exposed to cooperative learning while the other group with a total of thirty was assigned to control group where it was exposed to traditional method. Therefore, there were seventy (70) students involved in the study.

The basis of performance was an oral proficiency test in English such as personal question, description and opinion of a certain topic. This oral proficiency test was developed by the researcher. To assess the oral proficiency of the students, the researcher also developed a rubric to be used.

The limitation of this study was concerned with the length of the study period from January to March, 2014. And the length of the experimental was fourth grading period only.

METHODS

Research Design

This study made use of the Experimental Design called the pre-test and post-test control group design. It involved an experimental group that was carefully chosen through match group technique. This was done using the final rating of the students in English. When it was completed, a check for the entire sample was made to ensure that the two groups were indeed equivalent. Both groups had an average mean of 85.5 and a standard deviation of 3.20 based on their final grades in English-III. The experimental group was exposed to cooperative learning method while the control group was exposed to traditional learning method. The experimental group and control groups were given pretest, underwent different treatments and then given post-test at the end of the experimental period. The design used in this study is shown below:

Q1	X1	O2

O3	X2	O4
Where: O1 and O3 were the pretest of the two groups O2 and O4 were posttest of the two groups X1=treatment used in the experimental group		

X2 – treatment used in the control group

and X was the treatment, that is , the exposure of the experimental group to cooperative learning method and the exposure of the control group to traditional method of teaching English. The broken lines between the two groups mean that the sample was not chosen at random. The two groups were classified as experimental and control groups and were matched based on several criteria such as gender, general average and language ability. Pairs were chosen as subjects of the study with a total of fifty (80) pupils from the third year level of Pitogo High School.

The Samples

The subjects of this study were third students of Pitogo High School. It is a public school in Makati comprised mostly of students from low - income families. There are 19 sections in the third year level and each section is composed of 40 students. Only STE section was homogeneously grouped and the other sections were heterogeneously grouped. The researcher's advisory class was chosen and assigned to the traditional method group and its matched group in the third year level. The subjects, therefore, were a total of eighty students and each group has a total of forty (40) students. The researcher used forty students in each group. The large class size made this kind of research quite difficult to execute because it was time consuming in terms of assessing the oral proficiency of the students, and the collaboration of the students in a small group. It took more time in enhancing the oral proficiency of the students.

It is timely to conduct this study at Pitogo High school because English teachers in this school usually employ the traditional method of teaching due to large class size, limited classroom space and poor performance of students in oral communication using the target language especially in the lower sections. Teachers in English usually dominate the discussion and rarely resort to small group activities. Thus, the use of cooperative learning methodology is appropriate in this study.

Research Instruments

The following instruments were used in the study:

Student questionnaire form

This was used to determine the background of the students in terms of gender, age, general average (GA) of previous grading period , SES , and L1 / L2. The information gathered here was used as the basic for matching the students and selecting the sample for the experiment.

Instructional Materials

These are lesson plans that were developed

based on the English language competencies (ELCs) of the fourth grading period which this experiment covered. Two sets were made, one set employing cooperative learning methodology, and the other set using the traditional learning method. Both sets utilized the same lesson but differed only in method.

Oral Proficiency Test

The test is composed of three parts. Part A is about personal question such as family, school, and hobbies. Part B is about describing something such as friend or school, and Part C is about sharing opinion based on the situation presented. This test was developed by the researcher and validated by a professor of English with a doctorate degree in applied linguistics and three raters from Pitogo High School. Furthermore, the test was used to measure the oral proficiency of the students. The oral proficiency of the students were assessed by the three raters. The three raters were all English teachers at Pitogo High School. The test lasts from three to five minutes.

The Rubric

This rubric was developed by the researcher and validated by a professor of English with a doctorate degree in applied linguistics and three raters. The rubric was used during the pretest and posttest of experimental and control group. Specifically, it was used to measure the following: communication and fluency, grammar, vocabulary, and pronunciation.

Data Gathering

The researcher developed lesson plans and supplemental instructional materials (refer to Appendix C) that would help enhance the oral proficiency of the students. The said instructional materials were appropriate to the ability of the students. It covered the fourth grading period of school year 2013-2014.

Before the study started, the researcher asked permission from the schools Division Superintendent and school principal to conduct a study and used third year students as samples of the said study (refer to Appendix A). This was held at Pitogo High School during the school year 2013-2014.

The researcher gave the same pre-test to the experimental and control groups to find out the students' current proficiency level. Since the focus of the study was primarily on enhancing the oral proficiency of pupils, the researcher gave an oral proficiency test to the students. During the pretest, the students were asked to answer the following questions:

- A. Tell something about your family. Do you like your family? Why?
- B. What object best describes yourself? Describe your

friends.

C. In your own opinion, why is it students are bound by laws, rules and regulations whether at home or in school?

The study was conducted from January to March 2014 and was done everyday. The students' schedule of classes were carefully followed and observed. The length of experiment lasted for 12 weeks.

The researcher gave a lecture among students in the experimental group regarding the essence of cooperative learning and they were guided accordingly. Furthermore, the researcher established an orderly routine in forming a group and likewise gave drills on how to form a small group for mastery purposes. Students were grouped into five with 5 to 8 members for each group and were given an activity sheets to talk to. Students helped one another as a team in order to master the learning situation given. Students who have already mastered the given activity might help the slow groupmates by peer teaching. During the discussion, pupils were encouraged to speak English during English class for their interaction and collaborative activities. The group was not considered finished unless the group has mastered the learning situation given with 100% proficiency level.

During the collaborative activities, each students in the experimental group was given a chance to talk, express ideas, give explanation, and conclusion based on the topic.

Students were not only given oral test but also written test. Each group member needs to cooperate until coming up with a perfect score and proficiency skills. The researcher monitored the group carefully to see if each member was not left behind and to provide additional assistance. Class quizzes and pronunciation drills were given frequently to see if students have already mastered their lesson while they were in their respective group.

In order to encourage each group to exert more effort in the learning process through collaborative activity, the researcher gave recognition to the highest performing group after each lesson or before the lesson. Pupils might be given a token of appreciation for the group. Individuals were also recognized for good performance and advised to keep up the good work they had done.

For the control group the researcher utilized the traditional learning method of teaching and used the same lesson. In this method, the teacher dominated the discussion and students were passive listeners. Students were taught using lecture method, question and answer, class pronunciation drills, individual drills and so on. Aside from class drills, pupils were also given individual pronunciation drills. The drills in

the control group were similar to those drills given for the experimental group. The groups only differ with the method used. Specifically, the control group did not use group activity while the experimental group used frequently the collaborative activity.

At the end of the experimental period, the experimental and control groups were given a post-test. The post-test was the same as the pre-test. The administration of post-test was excellently done because pupils were well-instructed.

The Statistical Treatment

The tools were used in the interpretation of results.

1. The dependent t-test

This was used to measure the significance of the difference between the pre-test and post-test mean scores of the respondents

Weighted Mean

This was used to average the frequency of the responses in each weighted item.

RESULTS AND DISCUSSION

Below is a table showing the results of the t-test for the experimental group's oral proficiency scores.

Table 1: Level of oral proficiency before and after the cooperative learning method (experimental group)

Variables	Pre-test Mean	Verbal interpretation	Post-test Mean	Verbal interpretation
Communication and fluency	1.038	Very Poor	2.514	Good
Grammar	1.114	Very Poor	2.229	Poor
Vocabulary	1.067	Very Poor	2.124	Poor
Pronunciation	1.2096	Very Poor	2.153	Poor
Over-all Total	1.105	Very Poor	2.255	Poor

As shown in Table 1, there is a gain score of 1.15 from the pre-test mean of 1.105 and post-test mean of 2.255 by the experimental group. The implementation of cooperative learning method seems to be the factor of such increase in the different variables as shown above as well as the over-all total in the cooperative learning group. However, the said increase in the post-test is quite minimal

Furthermore, it is shown in the table the verbal interpretation of the different variables. It is also noted that each variable obtained a very poor interpretation in the pre-test. On the other hand, the said variables in the post-test obtained a poor interpretation such as grammar, vocabulary, and pronunciation. Other variables obtained a good interpretation such as communication and fluency.

Finally, the over-all total of the different variables obtained a poor interpretation in the experimental group. An increase in the post-test was noted but the said increase is quite minimal. The gained mean score is not dramatic because the length of time carried during the intervention was not sufficient. Moreover the researcher found out that the fourth quarter period is not an appropriate time to extract data because there are distractions when classes are about to end. That is, students' focus on the lesson is affected. Another reason is that students' apprehension on communication is still observed in every small group of students.

Table 2 : Level of oral proficiency before and after the traditional learning method

Variables	Pre-test Mean	Verbal interpretation	Post-test Mean	Verbal Interpretation
Communication and fluency	1.524	Poor	2.267	Poor
Grammar	1.352	Very Poor	1.743	Poor
Vocabulary	1.391	Very Poor	1.771	Poor
Pronunciation	1.695	Poor	1.905	Poor
Over-all Total	1.491	Very Poor	1.926	Poor

As shown in Table 2, there is a gain score of .435 from the pre-test mean of 1.491 and post-test mean of 1.926 by the traditional group. The implementation of the traditional method seemed to be the factor of such increase in the different variables as shown above as well as the over-all total in the traditional group.

Furthermore, it is shown in the table the verbal interpretation in the different variables. It is also noted that communication/fluency and pronunciation obtained a poor interpretation and grammar and vocabulary obtained a very poor interpretation in the pre-test. On the other hand, the different variables obtained a consistent poor interpretation in the post-test.

Finally, the over-all total of the different variables in the traditional group addressed the research question regarding the level of oral proficiency of the students. Based on the table, there is a very poor proficiency of the students according to the result of mean interpretation in the pre-test and a poor proficiency of the students according to the result of mean interpretation in the post-test.

The table depicts the verbal interpretations of the mean scores obtained by the experimental

group and traditional group in order to answer the research question regarding the level of proficiency of the students before and after they are exposed to cooperative learning method and traditional method.

Table 3 : Test of significant between the oral proficiency of students exposed to cooperative learning method and traditional method.

Variables	t-test	df	p-value	Interpretation
Communication and fluency	1.148	68	0.255	Not significant
Grammar	2.376	68	0.020	Significant
Vocabulary	1.686	68	0.096	Not significant
Pronunciation	1.225	68	0.225	Not significant
Over-all Total	1.648	68	0.104	Not significant

The table shows the statistical analyses done to come up with an interpretation on the result of this study. The t-test score for communication and fluency obtained 1.148 which does not have not significant interpretation, for grammar obtained 2.376 which has significant interpretation, for vocabulary obtained 1.686 which does not have significant interpretation, and for pronunciation obtained 1.225 which does not have significant interpretation. Among the four variables, only grammar obtained a significant interpretation. Thus, the said variable benefited the cooperative learning method. Our grammatical competence may be acquired and enhanced through the collaborative efforts of the group and consistent use of the target language.

Based on the result, however, the t-test of 1.648 at 0.05 level of confidence is less than the critical value of 2.000. Therefore, the hypothesis which asserts that there is no significant difference between the experimental group and traditional group of students is accepted.

Table 4 : Comparison between the pre-test and post-scores of the experimental group

Variables	t-value	Df	p-value	Interpretation
Communication and fluency	-11.009	34	0.000	Significant
Grammar	-10.118	34	0.000	Significant
Vocabulary	-8.518	34	0.000	Significant
Pronunciation	-7.739	34	0.000	Significant
Over-all Total	-10.419	34	0.000	Significant

As shown in table 4, the p-values in the different variables are lower than the level of significance which is 0.05. Therefore, the hypothesis which asserts that there is no significant difference between the mean scores before and after the implementation of cooperative learning method is rejected. This result validates the indicated verbal interpretation as shown in tables 1, 2, and 3. The mentioned table revealed that students' oral proficiency both the control group

and experimental group ranges from very poor in the pre-test and poor in the post-test. At this point, the researcher found out that the intervention has a little impact on the oral proficiency of the students. Thus, cooperative learning as a method does not contribute to the expected oral proficiency of the students. As mentioned earlier there were factors affecting the minimal increase of proficiency such as insufficient length of time, inappropriate grading period or done when classes are about to end, and communication apprehension of the student. The researcher realized that it would be better if it was done at least three weeks or more, and would gain a better increase if it was done during the first semester which is from June to October. The researcher observed that the interest of the students in studying is more attainable in the first semester than the second semester such as the month of February and March.

Table 5: Comparison between the pre-test and post-scores of the experimental group.

Variables	t-value	df	p-value	Interpretation
Communication and fluency	-7.532	34	0.000	Significant
Grammar	-4.667	34	0.000	Significant
Vocabulary	-4.345	34	0.000	Significant
Pronunciation	-2.259	34	0.030	Significant
Over-all Total	-5.474	34	0.000	Significant

As shown in table 5, the p-values in the different variables are lower than the level of significance which is 0.05. Therefore, the hypothesis which asserts that there is no significant difference between the mean scores before and after the implementation of traditional learning method is rejected.

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

Cooperative learning uses small groups to maximize students' learnings. It requires students to work together on a common task, sharing information, and supporting one another. Likewise, cooperative learning considers the five essential elements of cooperative learning group such as positive interdependence, individual accountability, face-to-face interaction, interaction/small group skills, and group processing.

The researcher developed instructional materials that can be used in conducting the said research such as cooperative learning lesson plans, rubric, oral proficiency test, letter of request which is addressed to the Schools Division superintendent.

There were 36 boys and 34 girls who participated in the research study. They belong to two sections which

were heterogeneously chosen in the third year level. These were the two matched groups used by the researcher in conducting a research study regarding the effectiveness of cooperative learning on the oral proficiency of the students. The two groups mentioned were evenly distributed to experimental and control group. They were given a pre-test prior to the start of the formal lesson of cooperative learning method and the traditional method. They were taught by the researcher using the said method which served as the intervention. The intervention lasted for three months. After the intervention, the two groups were given a post-time to find out if there is an impact on the students' oral proficiency which are exposed to cooperative learning method and traditional method as well. The scores of the two groups were gathered and analyzed using t-test of independent samples and t-test of dependent samples. Based on the results, the t-test of independent samples revealed that there is no significant difference on the oral proficiency of the students because the t-test of 1.648 is lower than the critical value of 2.000. Therefore, the null hypothesis which asserts that there is no significant difference between the experimental group and control on the oral proficiency after their respective intervention is definitely accepted. On the other hand, the t-test of dependent sample revealed that there is a significant difference on the oral proficiency of the said two group after the implementation of experimental method and traditional method. Both of the two groups obtained zero probability values which is lower than the level of significance at 0.05. Therefore, the interpretation is to reject the null hypotheses.

Conclusion

In view of the findings obtained in the study, the following conclusions were drawn: The structured cooperative learning lesson plans are suited to third year English class.

The lessons prepared by the researcher are useful in developing cooperation, critical thinking, and communicative competence. They are helpful in developing social skills, leadership, decision making, and conflict management.

The developed cooperative learning lesson plans may provide insights how to structure the true essence of cooperative learning in group activities. Lesson plans may serve as a model in designing cooperative learning lesson plans.

The study revealed that cooperative learning has no influence on the oral proficiency of the students based on the statistical treatment of independent sample, however among the four variables used only grammar obtained a significant interpretation. Two months or eight weeks is not enough to

enhance the oral proficiency of the students.

On the other hand, the study revealed that cooperative and traditional learning methods may enhance the oral proficiency of the student based on the statistical treatment of dependent samples. The increased mean scores of the two groups caused the interpretation significant. However, it is more reliable and valid if we take a look and focus on the result of t-test of independent samples.

Recommendations

The following recommendations are made for other researchers.

1. The developed cooperative learning lesson plans must be used in the classroom.
2. Replication of the study maybe conducted for further validation and comparison on the results of this study.
3. Further validation on the effectiveness and acceptability of the cooperative learning method in the classroom is highly recommended.
4. Future studies must be conducted to further establish the credibility of the findings of this study.
5. The duration of two months or eight weeks is not enough to see the impact of cooperative learning method. A longer period of time for at least three months or twelve weeks or longer is highly recommended.

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