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IMPLEMENTING INTERACTION AND COOPERATIVE LEARNING IN THE FOREIGN LANGUAGE CLASSROOM: EFFECTS ON STUDENTS' LEARNING

END OF DEGREE DISSERTATION

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INDEX

LIST OF FIGURES

LIST OF TABLES

ABSTRACT

This paper focuses on the possible benefits of interaction and cooperative learning in the foreign language acquisition process. In this research, the participants were 24 students enrolled in the fifth grade of Primary School in the Basque Country. Participants took part in a pedagogical intervention aiming at improving students' learning engagement and anxiety as well as the quantity and quality of the contributions done in the foreign language classroom. Furthermore, it aims to examine the effects of working cooperatively through interaction. The results reveal that interaction and cooperative learning improved students' learning engagement and anxiety in the foreign language learning classroom. Findings also provide evidence supporting that interaction and cooperative learning experiences contributed to enhance the quantity and quality of students' contributions. The paper concludes that fostering interaction and cooperation can be helpful for the acquisition of the foreign language.

Key words: cooperative learning approach, interaction, learning anxiety, learning engagement, foreign language learning.

LABURPENA

Lan honek, interakzioak eta kolaborazioa sustatzeak atzerriko hizkuntzaren ikaskuntza prozesuan izan ditzakeen abantailak aztertzen ditu. Ikerketa honetan, parte hartzaileak Euskal Herriko lehen hezkuntzako bostgarren mailako 24 ikasle izan ziren. Ikasleek esku hartze pedagogiko batean parte hartu zuten haien ikaskuntzarako konpromezua, antsietatea eta baita ikasleen ekarpenen kantitate eta kalitatea ere hobetzea xede izanik. Esku hartzearen helburua metodo kooperatiboaren eta interakzioen bitartez lan egitearen ondorioak aztertzea zen. Emaitzek interakzioen eta kooperazioaren bitartez lan egiteak ikasleen ikaskuntzarako konpromezua eta antsietatea hobetu zutela erakusten dute. Era berean, ebidentziek interakzioek eta kooperazioak ikasleen ekarpenen kantitatean eta kalitatean ere onurak izan zituela adierazten dute. Lanak atzerriko hizkuntzaren ikaskuntza prozesuan interakzioak eta kooperazioa sustatzea onuragarria izan daitekeela ondorioztatzen du.

Hitz gakoak: metodo kooperatiboa, interakzioak, antsietatea, ikaskuntzarako konpromezua, atzerriko hizkuntzaren ikaskuntza.

RESUMEN

Este trabajo se centra en los posibles beneficios de la interacción y del método cooperativo en el proceso de adquisición de la lengua extranjera. En este estudio, los/las participantes fueron 24 estudiantes matriculados en quinto de Primaria en un centro educativo del País Vasco. Los/las sujetos participaron en una intervención pedagógica cuyo objetivo era analizar las consecuencias que la interacción y el trabajo cooperativo puedan tener en el compromiso hacia el aprendizaje, en la ansiedad y en la cantidad y calidad de sus contribuciones. La intención de la intervención era analizar las consecuencias del trabajo cooperativo mediante las interacciones. Los resultados indican que el compromiso hacia el aprendizaje y la ansiedad mejoraron en la clase de lengua extranjera. Las evidencias también indican que las interacciones y el trabajo cooperativo contribuyeron en el aumento de cantidad y en la mejora de la calidad de las contribuciones de los/las estudiantes. El trabajo concluye que fomentar las interacciones y la cooperación puede ser beneficioso para la adquisición de la lengua extranjera.

Palabras clave: método cooperativo, interacciones, ansiedad, compromiso hacia el aprendizaje, aprendizaje de la lengua extranjera.

INTRODUCTION

With the growing number of students learning English as a foreign language, it is more essential than ever to identify the elements that enhance language learning effectively (Shabani, 2012). The 2030 Agenda for Sustainable Development, adopted by the international organization United Nations in 2015 states 17 Sustainable Development Goals (SDGs) that need an immediate and effective response to ensure quality education for all the children. In this regard, schools are considered key socio-cultural contexts not only for reaching the above-mentioned goals but also to overcome social inequalities.

Creating interactive learning environments has proven to be effective to ensure one of the main priorities of the society, that is, to guarantee inclusive and equitable quality education and to promote learning opportunities for all the students (UNESCO, 2014).

On the other hand, equally important is to create conditions that will foster communicative environments and will adopt a student-centered approach to enhance language learning. A useful instructional technique that promotes such an approach is the cooperative learning approach which is based on learning through group tasks and achieving instructional goals collaboratively fostering positive interaction among students (Bećirović, Dubravac & Brdarević-Čeljo, 2022).

Both interaction and cooperative learning are known to have positive effects on students' learning process. This is why, this study aims at analyzing whether implementing practices based on scientific evidence such as interaction and the cooperative learning had an impact on students' learning engagement, learning anxiety and the quantity and quality of students' interventions in the foreign language learning process in a classroom where there was little participation among the students.

1. THEORETICAL BACKGROUND

This section is meant to present the current theoretical notions that have been considered in the process of the study to support the collected data and the different analysis and conclusions about what has been found.

1.1. Interaction

Languages have long been considered to be a significant tool for communication (Sirbu, 2015). As Rabiah (2018) mentioned, speeches enable humans to interact, communicate among the members of a society and convey thoughts, ideas, concepts or feelings. The Russian psychologist Vygotsky related language with thought since he argued that languages serve as a tool to think (Resnick, Clarke & Asterhan, 2018). Additionally, Hall (2001) stated that language is a social action that exists in communication and interaction.

Oral language education is considered to function as a bridge either to acquire language skills or to participate actively in society (Damhuis & de Blauw, 2008). Within oral language education, interaction between teachers and students are known to be the main tool to achieve learning in the classroom (Hall, 2001). As Thurmond (2003) stated, students' engagement with the course content, other students, and the instructor is defined as interaction.

In the interaction framework, the Interaction Hypothesis was stated by Long (apud. Muho & Kurani, 2011). This hypothesis advocated that interaction provide language acquisition since interaction connects input, learner capacities, selective attention and output in productive ways. Gass, Long and Pica (apud. Muho & Kurani, 2011) agreed that interaction enhance learners' opportunities to receive comprehensible input and feedback.

Many other authors have also purported that interaction are necessary for learning to be accomplished (Zubiri-Esnaola et al. 2020). According to Zhang (2009), in the same manner of input and output, interaction gain great importance in the process of the second language acquisition. Similarly, Van Lier (2000) boosted that interaction not only enhance learning but they are basically learning. Notwithstanding, it is worth to mention that only the higher quality interaction improve language and knowledge acquisition (Damhuis & de Blauw, 2008).

Consolo (2006) highlighted that interaction significantly contribute to students' language development since such communication enables students to practice different structural patterns of the language (Ayu, 2019). Similarly, Leslie (2021) advocated that interaction and specially peer interaction have positive effects on language acquisition. In order to enhance interaction among pupils, interactive activities are known to be an effective tool to foster students to engage in authentic conversations with their classmates (Ayu, 2019) which allow students to make significant contributions that enable them to develop language in a meaningful way (Hall, 2001).

Apart from academic achievements, there are also other aspects that are benefited from interaction. For instance, as Holec (1981) mentioned, working through interaction enhance students to be in the center of the learning process. This feature of learner-centeredness is considered key to enable students to take responsibilities and work autonomously which improves the quality of language learning in the classroom. Furthermore, student-student well-structured interaction could trigger not only educational achievements but also social competencies (Johnson, 1995).

Therefore, creating proper communicative environments and conditions that competently engage students becomes vital. To do so, schools and particularly their classrooms are considered a significant sociocultural context where learning is on the core (Hall, 2001). In such context, teachers are the main factor to provide students with opportunities to speak and interact (Sedova et al. 2019). Authors like Resnick, Clarke and Asterhan (2018) corroborated that enhancing students' opportunities to debate their ideas with their classmates becomes crucial since these opportunities will enable students to have better initial learning, retaining learning and acquiring reasoning skills.

1.2. Cooperative learning

1.2.1. Features of cooperative learning

The use of team work and pair work is significantly widespread in education (Storch, 2002) in which interaction are likely to occur consistently in order to accomplish learning (Hall, 2001).

Wichadee (2005) considered that teacher-centered approaches are not effective enough to promote language acquisition. Cooperative learning, instead, is known to be an effective pedagogical approach to encourage students to interact and to work in small groups in order to accomplish learning (Suwantarathip & Wichadee, 2010).

Currently, several definitions of cooperative learning have been formulated. The cooperative learning theory sustains that students work together as a team to help each other and to accomplish shared learning goals (Zhang, 2010; Slavin, 2012). Such approach can be used for any kind of assignment since these high-performance teams are known to lead learning in any context (Felder & Brent, 2007). Therefore, cooperative learning is considered to be a student-centered teaching way that differs from the traditional teacher-centered one (Suwantarathip & Wichadeee, 2010).

Assisting each other to learn until all the members successfully understand has been positively related to academic achievements (Suwantaraship & Wichadeee, 2010; Johnson & Johnson, 2013). Apart from academic achievements, other positive aspects have been also highlighted. Felder & Brent (2007) supported that a great variety of cognitive and affective outcomes are achieved when students learn through cooperation. Among others, better high-level reasoning and critical thinking skills, deeper understanding of learned materials, lower level of anxiety, and more positive and supportive relationships among peers are some of the effects of such learning way. Similarly, Ghufron & Ermawati (2018) highlighted students' self-confidence and motivation as well as the reduction of students' anxiety as strengths of cooperative learning.

Johnson & Johnson (2013) defined three ways through which students can interact among them: *individualistic, competitive and cooperative*. *Individualistic* learning refers to students that work by themselves to accomplish individual goals. According to Felder & Brent (2007), weak students working individualistically are likely to give up when they get stuck. Moreover, *competitive* learning refers to pupils competing against others in order to achieve the highest grade. Finally, *cooperative* learning refers to students that work in small groups to reach the collective goal. Zhang (2010) affirmed that when *cooperative* learning is compared to *individuali*stic or *competitive* learning, students who learn cooperatively achieve better academic results. Likewise, although there is little evidence on when and where should *competitive* and *individualistic* learning be applied (Zhang, 2010), the spirit of competitiveness and individualism should be reduced by adopting a cooperative approach where the learners have the opportunity to exchange ideas, information and knowledge (Mahmoud, 2014).

Cooperative learning is known to be an approach in which students work together assisting each other in order to learn academic content. In this way, students' skills improve when appropriate conditions are ensured in the classroom. When the task

ensures that every member of the group learns something and that everyone is being scaffolded all along, students feel motivated to complete the assignment (Slavin, 2012). Furthermore, as Slavin (2012) boosted, "the only way the team can succeed is to ensure that all the members have learned, so the team members' activities focus on explaining concepts to one another, helping one another practice and encouraging one another to achieve" (p. 6).

Moreover, if the classroom is meant to be the main place where learning will be accomplished, it is essential to stablish a safe environment where students feel comfortable to participate actively. Some researches showed that working cooperatively can positively influence the relations that students have among them, students' self-esteem or long-term retention (Zhang, 2010). Ghufron & Ermawati (2018) also supported that cooperative learning enables the students to increase their self-confidence and motivation and to reduce anxiety. Suwantarathip & Wichadee (2010) stated that anxiety is considered to obstacle language proficiency development since it does not allow students to think clearly. In one of their researches, both authors discovered that students' anxiety was significantly lowered when cooperative learning was applied in the classroom. According to Suwantarathip & Wichadee (2010), this happened because cooperative work creates a sense of community.

1.2.2. Principles of cooperative learning

It is worth noting that cooperative learning is not a synonym of group work. In this sense, simply placing students in groups and encouraging them to work together does not lead to effective cooperation. In fact, when students are not working under appropriate conditions, cooperative work can fail (Johnson & Johnson, 2013). Similarly, Suwantarathip & Wichadee (2010) underlined that cooperative efforts are more effective under conditions that include the following elements:

- *Positive interdependence.* Team members are obliged to support each other and to work collaboratively in order to accomplish the common goal. Each member's contribution is essential; if any of the members fails to do their part, all the group suffers consequences.
- *Individual accountability.* Each member of the group is assigned to work on a specific task individually.

- *Face-to-face promotive interaction.* Each member of the group is encouraged to participate, to provide others with feedback, to do challenging reasoning and reach conclusions and to help others succeed.
- *Appropriate use of collaborative skills.* Students are constantly encouraged to improve their skills in trust-building, leadership, decision-making, communication and conflict resolution.
- *Group processing.* This element involves students to reflect on the group's experience. To do so, the members of the team set group goals.

The cooperative learning approach is known to be applied only when the five elements mentioned are present in the classroom. Azzizinezhad, Hashemi & Darvishi (2013) asserted that if students are divided into groups and some of the elements are not structured, it is usual to find groups where one person accomplishes most of the work while others sign off as if they worked. Additionally, Zannan (2012) indicated that students feel motivated to achieve the common goal since they know that the team's success will mean their personal success.

1.2.3. Peer scaffolding

Vygotsky argued that students do not learn in isolation. Indeed, he emphasized that human learning is significantly influenced not only by the context where learning occurs but also by social interaction (Van Der Stuyf, 2002; Walqui, 2006). Similarly, Nassaji & Swain (2000) advocated that knowledge is developed inside individual's mind but it is also constructed through interaction, collaboration and communication among other members.

In the foreign language learning context, learners can develop deep knowledge and engage in challenging assignments if the teacher is able to support students pedagogically. To do so, students can be assisted in different ways in order to develop language (Walqui, 2006).

According to McKenzie (2000), the use of scaffolding is vital to promote cooperative learning since it provides students with the necessary and appropriate support to accomplish the task. Scaffolds are known to be supporting structures that allow builders build an edifice that are removed once the building can support itself. In educational context, scaffolding refers to supportive behaviors in order to promote learners' development (Hanjani, 2019).

It is worth mentioning that assistance should be only provided just enough and just in time. Therefore, scaffolds are considered temporary instruction. In such assistance, high achievers help to less competent students while they are still assisted by the teacher. When the students are competent enough to be in charge of the own learning, the scaffolds change. In this way, the students progressively learn how to complete the tasks independently (Walqui, 2006). Additionally, tasks should be just beyond the level of what students can do individually (Van Der Stuyf, 2002).

One of the aims of teachers when they use scaffolding is to make students independent, self-regulating learners and problem solvers (Hartman, apud. Van Der Stuyf, 2002). Furthermore, organizing well-structured training lessons for students to learn how to scaffold collaboratively also gains great importance (Hanjani, 2019). Therefore, having clear structures and precise expectations is vital to provide others with suitable scaffolding (McKenzie, 2000).

Scaffolding is known to only occur within the Zone of Proximal Development (ZPD). The ZPD is the distance between what learners can accomplish by themselves and what learners can do with adult assistance or in collaboration with more knowledgeable students. This means that through the assistance provided, students are able to achieve more than what they would do individually. Such assistance is considered peer scaffolding and researches have shown that working through collaboration can produce results that the students would not be able to produce alone (Walqui, 2006).

Furthermore, peer scaffolding is known to produce plenty of advantages among students, such as the engagement of the learners, active participation and learning, opportunities to provide students with positive feedback and motivation to learn. Besides, it is also known that scaffolding can minimize the level of frustration among the students (Van Der Stuyf, 2002).

1.2.4. Team size and classroom organization

Teams are one of the most important aspects of cooperative learning. According to McCafferty (2006) and Felder & Brent (2007), teams should be formed by four members so as to achieve optimal results and to ensure "Equal Participation". Another reason why students are placed in groups of four is that as Suwantarathip & Wichadee (2010) stated, it provides students with a safe environment to discuss that is hardly achieved in a whole class discussion. In the same manner of the size, making the groups heterogeneous also gains great importance. This is why, each students' academic achievements as well as

their gender and race should be taken into account (Wyman & Watson, 2020). When the students work through heterogeneous groups, the weaker students learn from better students and stronger students gain deeper understanding by helping others (Felder & Brent, 2007). Additionally, the authors emphasized that teachers should be the only ones with the responsibility of creating the groups as otherwise, weak students tend to be excluded from the group. Another aspect that is relevant to cooperative work is assigning roles to each member of the group since it enables all the students to equally participate promoting autonomous learning (Zhang, 2010).

1.2.5. Cooperative learning in the Foreign Language classroom

The cooperative learning approach is gaining importance as it is considered an effective method to improve both productivity and achievement. In the foreign language learning context, cooperative learning is known to develop students' English skills (Zhang, 2010). Besides, since cooperative learning increases students' development and good relationships among them, English skills are more likely to be improved (Zannan, 2012).

According to Zhang (2010), the cooperative teaching approach does not only give importance to teaching students grammatical structures and vocabulary but also to using the knowledge to express their ideas. In this sense, low achievers and high achievers benefit from each other. On the one hand, low achievers feel part of a group in which their contributions are taken into account. On the other hand, high achievers feel proud of playing an important role in helping others. At the same time, each member of the group is responsible of learning and of helping others so they work hard until all the members successfully understand and complete the task (Suwantarathip & Wichadee, 2010). Similarly, the cooperation setting obliges students to involve themselves in requesting, clarifying, making suggestions, encouraging, disagreeing, negotiating the meaning and exchanging conversation during group work ensuring opportunities for language learning (Zhang, 2010).

1.3. Accountable talk:

"Talking and sharing ideas with others lead to learning since plenty of opportunities are provided to organize our thinking into coherent utterances, hear our thinking sounds out loud, listen how others respond and hear others add to or expand on our thinking" (Michaels, O'Connor, Hall & Clarke, 2010) (p. 3). Additionally, dialogs provide students with a forum in which the development of the understanding occurs by listening,

reflecting, proposing and incorporating alternative views (Michaels, O'Connor & Resnick, 2008).

Over the years, several studies have affirmed that classroom conversations are significantly beneficial for students' development. Notwithstanding, researches have shown than not all the talks sustain learning; simply making students have a conversation or getting students to talk aloud does not necessarily lead to learning (Michaels, O'Connor, Hall & Clarke, 2010).

The quality of talk, the way in which students are encouraged to participate in a discussion, students' motivation to learn, teachers' expectations towards students and students' expectations toward their classmates contribute to making the talk accountable. In such talks, the students with their teacher's guidance, build on others' ideas by posing questions, reasoning, claiming an explanation or proposing a solution (Resnick, Asterhan & Clarke, 2018). Accountable talk refers to structured, teacher-led discussions in which the teacher's questions, open up space for students' reasoning and scaffold co-construction of understanding the subject matter (Michaels, O'Connor, & Resnick, 2008).

Furthermore, the main purpose of accountable talk is to develop students' capacity to think (Resnick, Asterhan & Clarke, 2018). This aim is reached by guiding and scaffolding students' participation. Additionally, teachers essentially have to state accountable talk norms and skills by modeling appropriate forms of discussion and by questioning, probing and leading conversations (Michaels, O'Connor, Hall & Clarke, 2010). Furthermore, research has shown that low performers significantly improved their general language abilities through accountable talk (Resnick, Asterhan & Clarke, 2018).

The talks can take a wide variety of forms such as small group discussion, partner talk, whole class discussion or teacher conferences but regardless the form used, all the students have the right to engage in accountable talk (Michaels, O'Connor, Hall & Clarke, 2010). Likewise, these authors emphasized that accountable talk should not be limited nor to special times of the day or to special groups of students; all the students can participate since everyone's ideas count (Resnick, Asterhan & Clarke, 2018).

In the accountable talk framework, three broad dimensions have to be presented for learning to happen: accountability *to reasoning,* accountability *to knowledge* and *accountability to the learning community* (Resnick, Michaels & O'Connor, 2010).

Accountability to reasoning emphasizes logical connections and the drawing of reasonable conclusions in which explanation and self-correction are implicated. This dimension involves searching for hypothesis instead of simply reaching conclusions.

Accountability to knowledge refers to making students able to develop knowledge through the discussion along with the academic language and reasoning skills that are required to use it correctly. Moreover, this knowledge-based discourse is founded on facts, written texts, or other publicity available material that anyone can get. In this way, the students try both to get their facts right and to make explicit the evidence behind their claims and explanations while the teacher provides knowledge when it is necessary in order to guide the conversations towards academically correct concepts. At the same time, when the topic under discussion is still quite unknown for the speakers, accountability to *knowledge* can uncover misunderstandings and misconceptions.

When it comes to *Accountability to the learning community,* students focus on listening and attending to each other carefully in order to build on and to expand up their classmates' ideas. At the same time, students make an effort to clarify ideas and to disagree respectfully. As a result, after few weeks students are able to regularly use statements like *"I disagree with…"*, *"Could you repeat than question again?", "I wanted to add something"* or *"I agree with... because…"*

	Listen Pay attention to the statements of others.	Summarize Restate the ideas of a previous speaker in new language.	Build Add to the statement of a previous speaker.	Mark Direct attention to the importance of another's statement.
Accountable to the Learning Community				
Accountable to the Knowledge	Verify Check your understanding of previous statement.	Unpack Explain how you arrived at your answer.	Support Give examples and evidences to support your answer.	Link Point out the relationships among previous statements and knowledge.

Accountable to reasoning	**Defend** Defend your reasoning against a different point of view.	**Challenge** Ask a previous speaker to explain and provide evidence for a statement.	**Combine** Incorporate knowledge from multiple resources to form your ideas.	**Predict** Draw conclusions about what might happen next or as a result of ideas.

Source: Paterson Public School, 2022

1.4. Learning engagement

Students' learning engagement is recognized to be a necessary condition that leads students not only to learn but also to succeed academically (Kahu & Nelson, 2018). According to Philp & Duchesne (2016), only when pupils participate in academic activities with both "hands-on" and "heads on" they acquire knowledge and skills successfully.

Although students' engagement cannot be directly observed and it is difficult to define precisely, it is easily recognized when it is present and when it is missing in a classroom (Newman, 1986). Authors like Skinner & Pitzer (2012) stated that engagement "is the direct (and only) pathway to cumulative learning, long-term achievement, and eventual academic success" (p.23). Similarly, Philp & Duchesne (2016) described engagement as "a state of heightened attention and involvement, in which participation is reflected not only in the cognitive dimension, but in social, behavioral and affective dimensions as well" (p.3).

Furthermore, constructivism, enthusiasm, willingness, and being emotionally positive and cognitively focused to participate in different tasks are considered important characteristics of engagement (Skinner & Pitzer, 2012). Philp & Duchesne (2016) added that features like interest, effort, concentration, active participation and emotional responsiveness are also other essential aspects of engagement. The same author emphasized that engagement is generally defined as active since not only are students required to complete the activity but it is also essential for pupils to be committed and involved to accomplish the task with enthusiasm.

Furthermore, as Yazzie-Mintz (2007) reported, engagement is not an isolated activity but it consists of relationship. Within education, engagement is also meant to be students' relationship with the school community, with their peers, teachers and the tasks

that they need to face. Alvarez (2002) affirmed that only when the students are totally engaged, they will acquire the entire amount of knowledge.

Motivation is closely related to engagement (Philp & Duchesne, 2016) which is equally important to enhance learning outcomes of all the students since in its absence, the students are not likely to make an effort to learn (Schlechtly, 2001). According to Ryan and Deci (2000), to be motivated means "to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated" (p.54). Notwithstanding, Blumenfeld, Kempler & Krajcik (2006) argued that motivation alone is necessary but not enough for academic achievement.

One way to engage pupils and promote positive feelings towards language is to provide students with opportunities to show their knowledge. Teachers who ignore learners' willingness to communicate negatively influence students' engagement and motivation (Leslie, 2021).

Within engagement, three dimensions are highlighted: *Cognitive engagement, behavioral engagement and emotional engagement* (Philp & Duchesne, 2016).

- *Cognitive engagement:* Cognitive engagement means continual attention and mental effort. Furthermore, many features of cognitive engagement arise in collaborative tasks including questioning, exchanging ideas, making comments, giving explanations, reasoning using phrases such as "I think," "because,", justifying an argument and making gestures or facial expressions (Helme & Clarke, 2001).

- *Behavioral engagement:* It refers to the time that a student is actively involved or "on-task" engagement. Additionally, it is related to learning outcomes (Philp & Duchesne, 2016).

- *Emotional engagement:* It refers to students' feelings towards their school; how they feel about where they are in school, the ways of working of the school and the people of the school (Yazzie-Mintz, 2007). Additionally, Skinner et al. (2009) defined emotional engagement as motivated involvement during learning tasks. They identified enthusiasm, interest and enjoyment as key factors of emotional engagement while they recognize anxiety, frustration and boredom as negative emotional engagement.

	Engagement	Disaffection
Behavior Initiation Ongoing participation Re-engagement	Action initiation Effort, Exertion Working hard Attempts Persistence Intensity Focus, Attention Concentration Absorption Involvement	Passivity, Procrastination Giving up Restlessness Half-hearted Unfocused, Inattentive Distracted Mentally withdrawn Burned out, Exhausted Unprepared Absent
Emotion Initiation Ongoing participation Re-engagement	Enthusiasm Interest Enjoyment Satisfaction Pride Vitality Zest	Boredom Disinterest Frustration/anger Sadness Worry/anxiety Shame Self-blame
Cognitive Orientation Initiation Ongoing participation Re-engagement	Purposeful Approach Goal strivings Strategy search Willing participation Preference for challenge Mastery Follow-through, care Thoroughness	Aimless Helpless Resigned Unwilling Opposition Avoidance Apathy Hopeless Pressured

Source: Skinner & Pitzer, 2012

Moreover, equally important is social engagement to accomplish language learning since plenty of opportunities are provided through social interaction (Philp & Duchesne, 2016). As Storch (2002) stated, students are likely to be more effective to language learning when they are socially engaged by listening to others, sharing their ideas and providing feedback to each other. Skinner & Pitzer (2012) reported that engagement not only contributes to each student's achievement but it also promotes connections between teachers, parents and pupils. Yazzie Mintz (2007) highlighted that engagement is highly dependent on interaction, collaboration and perception. Slavin (2012) added that motivation to learn and to help others learn leads to learning directly and promote behaviors and attitude that lead to group cohesion which enhances interaction among students. Similarly, Skinner & Pitzer (2012) stated that high quality engagement drives students to feel more competent to work together with their peers and to have more positive interaction.

1.5. Foreign Language learning anxiety

Second language learning is considered to be a complex process that involves among others social element, learners' psychological condition and learning environment. Although the relationships among learners are significantly relevant at the time of learning a language, it is worth noting that the individual personality of each learner strongly influences the second language acquisition process. Hence, the way learners feel about themselves can either promote or hamper their learning process (Hu & Wang, 2014).

Learners' anxiousness is one of the most influential characteristics that affect foreign language acquisition (Anwar & Louis, 2017). In fact, more than half of the second language learners suffer from anxiety which leads to finding language learning to be less fun (Ali & Anwar, 2021). Although the intensity of anxiety differs from student to student, Anwar & Louis (2017) claimed that the role of anxiety cannot be neglected.

According to Hu & Wang (2014), anxiety is fear that is directly linked to performing in the target language, therefore, it is not just a general performance anxiety. Horwitz et al. (apud. Anwar & Louis, 2017) described foreign language anxiety as "an individual complex of feelings, beliefs, behavior and self-perceptions to language learning classroom consequence from the different of the process of language learning" (p.162). Ali & Anwar (2021) added that anxiety is part of the affective area which is closely related to emotional aspects of human behavior.

According to Cebreros (2003), anxiety has been considered more likely to occur in the foreign language lessons rather than in other subjects' classrooms since students have to deal with demands and communicate through a language that they are not completely familiar with. When anxiety is within the classroom, the learning effectiveness decreases due to its influence on learners' self-steem, confidence, communicative competence and exams. Furthermore, leaners tend to be shy and afraid of making mistakes regarding speaking, writing or reading. As a consequence of students' nervousness, there is a lack of answers and contributions in the foreign language classrooms.

Although some language researchers stated that a positive mode of anxiety exists (Hu & Wang, 2014), most anxiety researches indicate that it has a debilitating effect on the language learning process provoking feelings such as frustration, self-doubt and tension (Hu & Wang, 2014; Woodrow, 2006). As a result of the negative influence on students',

learning a foreign language becomes a challenging process for many learners (Anwar & Louis, 2017).

According to Woodrow (2006), anxiety is usually classified as being trait or state.

- *Trait anxiety*: It refers to a kind of anxiety that is stable in personality. So, those who are trait anxious are likely to feel anxious in a variety of situations.

- *State anxiety*: It refers to a temporary anxiety that appears in specific situations.

Research has shown that state anxiety is more likely to occur among students in language learning situations.

Furthermore, despite being a big obstacle to language learning, it is considered that creating a democratic, friendly and relaxed learning environment where learners will be encouraged to take risks can reduce anxiety. This process, must be followed by an appropriate teaching strategy. One well known strategy to enhance a comfortable atmosphere is working cooperatively since working together with their classmates may help students to reduce anxiety. However, if the environment in the classroom happens to be uncomfortable, cold and unhelpful, learning anxiety is bound to arise among the learners (Hu & Wang, 2014).

There is much research in the topic, though, all this could still be further analyzed to bridge the existing gaps. In this regard, this study had the following objectives and examined the following research questions:

Objectives:

- To analyze the impact of interaction and cooperative learning on students' learning engagement and learning anxiety.
- To search the effects of interaction and cooperative learning on the quantity and quality of pupils' interventions.

Research Questions:

- **RQ1:** What is the impact on students' anxiety and learning engagement in the classroom when they are exposed to interaction and cooperative learning?

- **RQ2:** How does working through interaction and cooperative learning affect the quantity and quality of students' interventions?

In order to answer these research questions, a mixed-method approach combining quantitative and qualitative research was applied.

2. METHODOLOGY

The following sections present the methodological instruments used to investigate the two research questions of the study.

2.1 Research context

This research was carried out in a semi-private school in the Basque Country. The school belonged to the *Ikastolen Elkartea* network and it serves students from two to eighteen years old in five different buildings. The study took place in a multilingual environment where one of the main aims of the school was to bring up multilingual students having Basque on the core of the learning process. Therefore, the D model was implemented where Basque was the language of instruction while English and Spanish were taught as a subject. When it comes to the main education pattern, the school's methodology was based on projects. In this case, the research was carried out in 5th grade where the project created by *Ikastolen Elkartea* called *Eki (2013)* was implemented. In this project, integrated pedagogy was on the core of the project and it provided material that guided students in order to develop competences to keep developing different skills.

2.2. Participants

The participants of the study were 24 students from the 5th grade of Primary Education. This group was an experimental group where the cooperative learning approach was applied and interaction was on the core of students' learning process during seven lessons. The learners had different L1 backgrounds but they all spoke Basque and Spanish fluently. When it comes to the gender, it was quite balanced, just over a half of the students were female (n=14) and the rest of the participants were male (n=10).

Figure 1: Number of students according to gender.
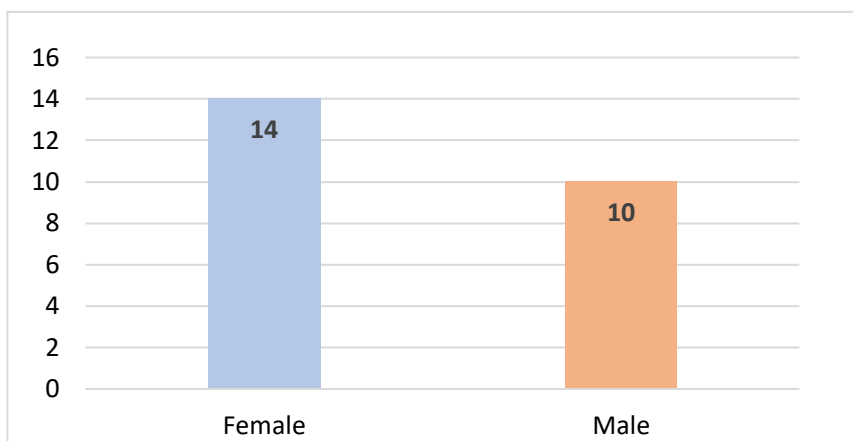
Figure 2 shows the number of students who attend private English lessons. In this regard, some participants (n=9) attended private English lessons after school while the rest of the participants (n=15) did not attend private English lessons after school.

Figure 2: Number of students who attend private lessons.
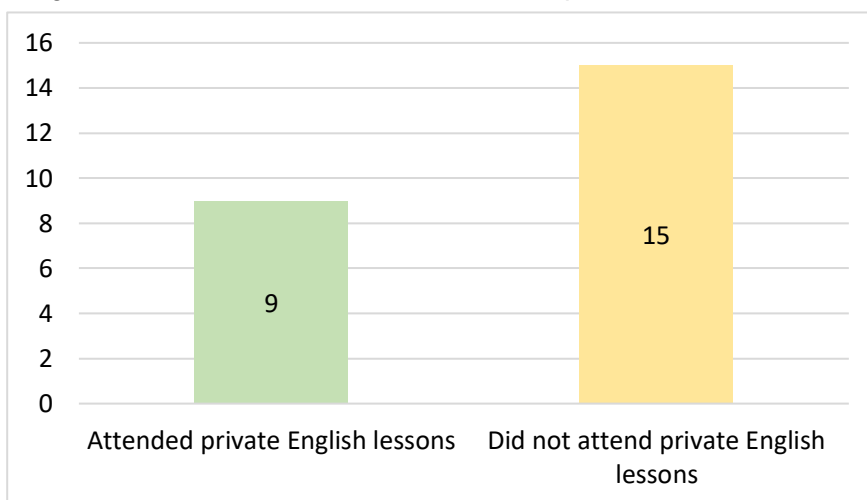
2.3 Instruments

In order to gather the data needed to answer the research questions, different instruments were used: (1) background questionnaire before the intervention, (2) A proposal of an adaptation of the book, (3) audio-recordings, (4) teachers' observation chart, (5) students' evaluation chart (6) background questionnaire after the intervention and (7) individual interviews.

1. *Background questionnaire before the intervention*

The students completed a questionnaire to gather personal information regarding students' learning engagement, anxiety and the quantity and quality of their interventions *(see appendix 1)*.

2. *A proposal of an adaptation of the book*

A proposal of an adaptation of the book was done in order to make the activities more interactive and cooperative. The proposal consisted of a seven-lesson intervention based on interaction and cooperative learning. To do so, "Animals around us" book's guide was used in which the objectives of the book were explained in detail. *(see appendix 3)*

3. *Audio-recording*

Each lesson was audio-recorded to gather all the information that was shared in each group. This enabled the teacher to count each student's interventions and to have a deeper insight of what was happening in each group.

4. *Teachers' observation chart*

An observation chart was used in each lesson in order to gather information related to interaction and cooperation that the instructors could identify. Students' participation, motivation, learning engagement and anxiety were some of the aspects annotated in the chart *(see appendix 4),*

5. *Students' evaluation chart*

An evaluation chart was completed by the students at the end of each lesson in order to follow each participants' process and analyze the impact of interaction and cooperative learning *(see appendix 5).*

6. *A questionnaire after the intervention*

Another questionnaire was completed by the students after the intervention was done so as to see whether their perceptions regarding learning engagement, learning anxiety and the quantity and quality of their interventions had changed *(see appendix 2).*

7. *Individual interviews:*

After the intervention was finished, six participants were selected to carry out individual interviews. To do so, diverse interviewees were selected whose personalities, gender and other characteristics were taken into account *(see appendix 6).*

2.4 Data collection and procedure

The data collection began in December 2021 and ended in January 2022. These experimental lessons were based on interaction and cooperative learning.

The research was carried out following both a quantitative and a qualitative approach. The effectiveness of interaction and cooperative learning in order to improve students' anxiety and their learning engagement in the English lessons was analyzed both quantitatively and qualitatively. Additionally, the effects of working through interaction and cooperative learning approach on the quantity and quality of the intervention were also analyzed quantitatively and qualitatively.

The study began with observation; the researcher collected data about the number of each student's interventions, the turns taken both by the teacher and by the students and the language used in the lessons. The research proceeded with the participants filling a background questionnaire in order to gather personal information related to Foreign Language Learning.

Furthermore, a proposal of modification of the coursebook "Animals Around Us" by *Eki (2013)* was done in order to make the activities more interactive and cooperative and analyze the effects of such change. Although most of the tasks that the coursebook "Animals around Us" by *Eki* (2013) intend to foster interaction among students proposing pair work activities, it was observed that in this particular classroom those tasks were not enough to guarantee all the students' participation and to promote a cooperative attitude among the students. Thus, a modification of the coursebook was done to make the activities even more cooperative and interactive (*see appendix 3*). First of all, as Resnick, Clarke & Asterhan (2018) mentioned, providing students with opportunities to debate their ideas with their classmates becomes vital in order to foster interaction. This is why, most of the activities aimed at discussing and reaching agreements with their teammates to accomplish the tasks successfully. Additionally, the way in which each activity was presented also gained great importance since making an interesting and appealing introduction of the activity and presenting it as a challenge for them significantly increased their learning engagement and motivation. At the same time, equally important was to create proper communicative environments and conditions that competently

engage students (Hall, 2001). For this reason, it was essential that the activities proposed provided all the members of the group with the necessary and appropriate support and scaffolds to accomplish the tasks. In order to achieve this aim, it was crucial to create activities under the following conditions: *positive interdependence, individual accountability, face to face promotive interaction, appropriate use of collaborative skills* and *group processing*. In other words, the modification was intended to propose activities in which the students would not have another choice but to cooperate to complete the tasks successfully. Therefore, it was aimed at proposing activities in which all the members' participation was vital for the group's success so the high achievers were motivated to assist those who had more difficulties. Such social process, would also contribute in reducing students' learning anxiety since agreeing the answers cooperatively would increase their self-confidence and motivation and to reduce anxiety (Ghufron & Ermawati, 2018). Furthermore, in order to foster the use of the target language among the students, it aimed at designing activities in which the students would need English to accomplish the tasks (*see appendix 3*).

When the proposal's application was done, the students spent seven lessons working cooperatively and interacting among them. Each groups' contributions were audio-recorded so as to have a deeper insight about the students' process. Additionally, each participant completed an evaluation chart at the end of each lesson which was collected by the instructor to see among others their willingness towards each lesson, the number of their contributions and their learning engagement. Similarly, both instructors completed an observation chart in each lesson to gather general information about the lessons.

At the end of the process, all the involved students answered to another questionnaire so as to analyze whether their learning engagement, anxiety and the number and quality of their contributions changed. Moreover, six participants were selected to do individual interviews in order to gather deeper information. Finally, both quantitative and qualitative data were analyzed and the answers of both questionnaires were compared and examined.

3. RESULTS

In the following section the results of the research will be analyzed. The results will be presented following the order of the research questions. The first question focuses on the impact on students' anxiety and learning engagement in the Foreign Language classroom when they were exposed to interaction and cooperative learning. The second research question focuses on the effects that interaction and the cooperative learning had on the quantity and quality of students' interventions.

With the aim of answering those research questions, quantitative and qualitative approaches were carried out. Each of the themes will be analyzed in depth examining the group's results that took part in this research (LH-5D).

3.1. The effects of cooperative learning and interaction tasks in students' anxiety and their learning engagement.

The first research question was:

What is the impact on students' anxiety and learning engagement in the classroom when they are exposed to interaction and cooperative learning?

This question aims at analyzing the impact on students' learning engagement and anxiety in the classroom when they were exposed to interaction and cooperative learning.

3.1.1. Learning engagement

Table 7 (see Appendix 1) summarizes among others, the results obtained regarding students' learning engagement in the English lessons before the intervention was done. Just under a half (45,84%) admitted feeling motivated in the English lessons while over a half of the participants reported feeling unmotivated. Similarly, a large number of students (75%) stated to feel unmotivated to speak in English while only a quarter was willing to speak the target language. It is worth noting that within that small proportion that were motivated to speak in English, most of the students attended private lessons. Additionally, almost an eight of the participants confessed that they did not make a big effort to speak in English during the lessons. However, the students reported making a bigger effort at the time of doing the activities; exactly three quarter of the students (75%) stated they tried hard to accomplish the tasks. Regarding participants' attitude towards English lessons, only around a fourth (41,67%) reported being completely involved in the

foreign language lessons. Additionally, under a half of the participants (45,83%) admitted being really focused on doing different activities during the class while 54% of the participants found it really hard to focus on the tasks faced in the English lessons. Finally, almost a sixth (58,33%) of the students showed to have an active attitude to accomplish the tasks that the teacher proposed while around a fourth (41,67%) admitted to have a quite passive behavior.

After the implementation, the participants completed another questionnaire regarding students' learning engagement and anxiety perceptions and the quantity and quality of their interventions. Table 7 (see appendix 2) summarizes the results gathered. Almost all the participants admitted that they found it easier to focus on doing different tasks and to involve themselves when they worked collaboratively (95,84%). Similarly, almost a nineth (87,5%) stated to be completely involved to do each task when they worked with their groupmates. Moreover, all the students reported making a bigger effort to accomplish the tasks. Additionally, after the implementation, a large number of participants (83,33) admitted making a bigger effort to speak in English in the classroom. Furthermore, all the students showed to have an active attitude and to feel motivated. Likewise, Table 7 (see appendix 2) also shows how all the participants enjoyed learning English in a team.

In order to gather a deeper insight about the topic, the students that were interviewed were asked about their attitude regarding the experimental lessons. Table 1 displays an extract from the interview that illustrates how students' attitude changed after the implementation since they felt more motivated and engaged in the lessons.

Table 1: Answers to the question of students' attitude towards the experimental lessons.

Teacher: Azken hiru asteetan zehar eduki dituzun saioetan zure jarrera aldatu dela esango zenuke? Zergatik? **(Do you consider that your attitude has changed in these lessons? Why?)**

S1: Bai. Klase hauetan motibatuago egon naiz eta horregatik gehiago parte hartu det. Motibatuago egon naiz ze taldekoekin egin degu denbora guztian lana eta orduan hobeto pasatu det. **(Yes. In these lessons I have been more motivated and this is why I have participated more. I have been more motivated since I have enjoyed more working with my teammates).**

S2: Bai. Orain gogo askoz gehiagorekin etortzen naiz klasera eta motibatuago egoten naiz gauzak egiteko ze badakit nere taldekoen laguntzarekin gauzak askoz errexago egingo ditudala. **(Yes. Now I am more willing to come to the English lessons and I am more motivated to do things because I know that with my teammates' help I will accomplish the tasks easier).**

S3: Pixka bat aldatu da ze leno batzuetan ez nuen kaso handirik egiten eta orain denbora guztian kaso egiten ari naiz ze interesgarria da egiten deguna eta nere iritzia eta aportazioak ematen ari naizelako denbora guztian. **(It has changed a bit since before I did not pay much attention and now I am always paying attention because the things that we are working on are interesting and because I am always giving my opinion and making contributions for the team).**

S4: Bai, orain gehiago saiatzen naiz ingelesez hitz egiten ze Inglesa erabiltzea behar degu ariketak egiteko. **(Yes, now I make a bigger effort to speak in English since we need English to accomplish the tasks).**

S5 and S6: Bai ze leno ez nuen hitz egiten eta orain pila bat hitz egiten det ingelesez zeren behar degu ariketak ongi egiteko eta taldean gauzak adosteko **(Yes, because before I did not speak and now, I speak a lot in English because we need English to complete the tasks and to discuss things in groups).**

3.1.2. Learning anxiety

Other significant data that were collected was related to the students' anxiety in the English lessons. An important proportion of the answers (87,5%) reported that the students felt nervous or anxious when they had to speak in English in front of their classmates while only a small minority of the participants (12,5%) admitted feeling comfortable speaking in English. It is worth to mention that the two students that felt comfortable and confident were native speakers. Furthermore, almost all the students (95,83%) stated that they felt more tense in the English lessons than in any other lessons.

Additionally, a large proportion of the participants (83,33%) stated that they usually felt nervous when the teacher called their names to share their ideas aloud. Table 7 (see appendix 1) also shows that a seventh of the students (70,83%) worried about what their

classmates might think about them when they spoke in English. Finally, all the participants admitted feeling worried about making mistakes at the time of expressing their ideas and a large number of students (95,84%) reported feeling anxious when they had to speak aloud without any previous preparation.

After the implementation, the second background questionnaire was completed by the students in order to analyze whether the results changed. Table 7 (see appendix 2) illustrates how participants' anxiety towards English lessons significantly decreased. In comparison to the results obtained before the implementation, a large number of the students (70,83%) admitted feeling comfortable when they had to speak in English in a team. Additionally, students' worries regarding making mistakes decreased, almost a ninth (87,5%) reported that they did not feel worried anymore about making mistakes in the English lessons. Moreover, when it comes to the anxiety caused by the lack of previous preparation, just over a nineth (91,7%) felt comfortable speaking spontaneously after the implementation. Furthermore, all the students reported that they did not feel more tense in the English lessons than in other lessons or nervous when the teacher called their names to share their ideas aloud.

In order to gather deeper insight about the topic, the students that were interviewed were asked about their learning anxiety after the implementation was done. Table 4 illustrates the change in students' anxiety in the Foreign Language classroom. All of the interviewees admitted that a significant decrease happened regarding their anxiety after the implementation.

Table 2: Answers to the quesiton of students' anxiety when they spoke in front of others after the emperimental lessons.

Teacher: Nola sentitzen zinen saio hauekin hasi baino lehenago gainontzekoen aurrean ingelesez hitz egin behar zenuenean? Eta orain nola sentitzen zara? **(How did you feel when you had to speak in English in front of others before the experimental lessons? And now how do you feel?)**

S1: Urduri ze ez nekien ulertzen zitzaidan edo ongi esaten ari nintzen. Orain hobeto ze nola hiru aste hauetan ingelesez hitz egiten egon garen, asko hobetu det. **(Nervous because I did not know if I was saying things correctly. Now, much better because during three weeks we have been speaking in English and I have improved a lot).**

S2: Urduri zerbait ez banuen ongi pronunziatzen eta ebai besteek pentsatuko zutenarengatik. Orain lasai egoten naiz ze ikusten det denak ikasten ari garela eta denak egiten ditugula akatsak eta ez dutela neretaz farra egingo. **(Nervous of not pronouncing things correctly and about what others might think of me. Now I feel calm because I see that we all are learning and we all make mistakes. I have seen that they are not going to laugh at me).**

S3: Pixka bat lotsatuta. Orain normal sentitzen naiz, ez dit lotsarik ematen gehiago hitz egiten degulako eta ikusi detelako ahal detela ingleses espresatu. **(A bit shy. Now I feel normal, I do not feel shy because we speak more in English and I have realized that I am able to express myself in English).**

S4 and S6: Urduri. Orain "ya" ez. Orain segura sentitzen naiz ze "ya" ohitu naiz ingelesez hitz egiten eta konfiantza hartu det. (**Nervous. Now I feel secure since I have get used to speaking in English and I have gained confidence).**

S5: Gaizki eta deseroso ze ez nekien gauzak ingelesez esaten eta orduan lotsa ematen zidan. Orain hobeto ze gehiago hitz egiten degu eta gehiago praktikatzen degu orduan "ya" lasai egoten naiz. **(Bad and uncomfortable since I did not how to say in english and I felt shy. Now better because we speak more in English and we practice it more. So, I feel calm).**

3.2. The effects of interaction and the cooperative learning approach on the quantity and quality of students' interventions.

The second research question was:

How does working through interaction and cooperative learning affect the quantity and quality of students' interventions?

Before the implementation based on cooperative learning approach and interaction was carried out, as Figure 3 shows, there was little attempt to interact among the students. Although all the students had the opportunity to participate in the lessons, the

number of turns they took in each lesson was really limited. Some students used to participate 13 times while others only spoke once. Therefore, not only were the students' turns limited but there was also a significant difference from participant to participant. In addition to this, the difference between the number of turns that were taken by the teacher and by the students during the lessons was also remarkable. Figure 4 illustrates that almost two thirds of all the turns were taken by the students. In addition to this, Table 7 (see appendix 1) shows that in the background questionnaire that was completed before the intervention, the students considered that their participation in each lesson was truly low. Almost an eight (79,17%) admitted not participating a lot in the English lessons and what is more, over a half (58,33%) reported to prefer to be quiet during the lessons.

Figure 4: Number of turns taken by the students in class during a regular project lesson.
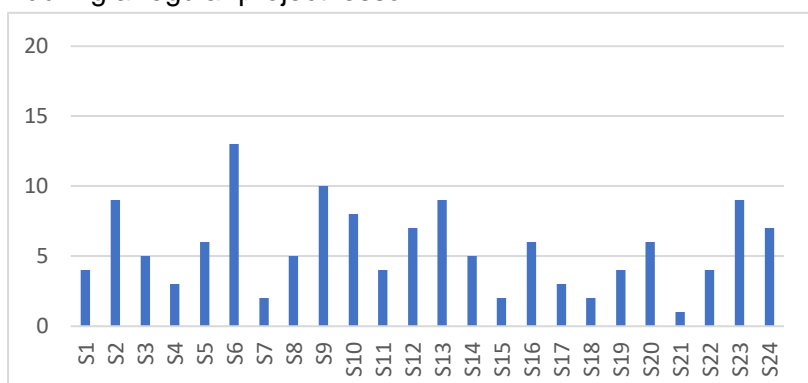
Figure 3: Number of turns taken by the students and the teacher in class during a regular project lesson.
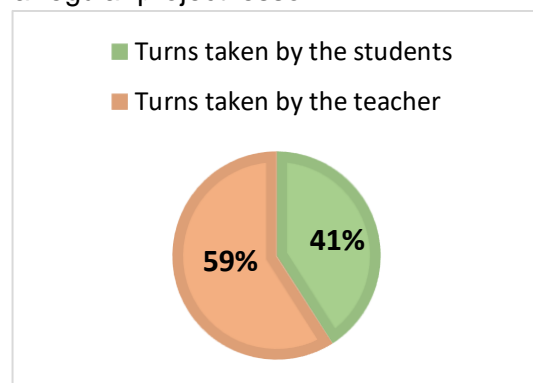
Furthermore, during the regular project lessons students used considerably more Basque than English as Figure 5 illustrates. During these lessons, only 12% of students' contributions were done in English. Additionally, when the students used English, it was usually only when they had to share their answers at the time of correcting a task. As figure 6 displays, 96% of the English contributions were done guided to answer teachers' questions while only 4% were non-guided interaction among students. Moreover, Table 7 (see appendix 1) illustrates that only 12,5% of the participants used English to participate in class.

Figure 6: Students' contributions in each language in a regular project lesson.
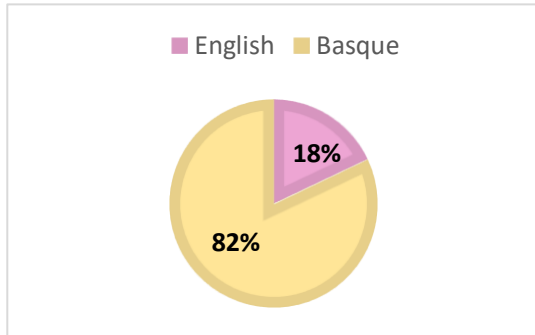
Figure 5: Students' kind of contribution in a regular project lesson.
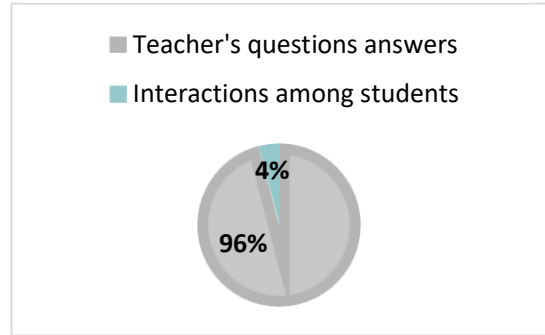
Leaving the regular lessons that were taught in the school aside, the following results will illustrate the data gathered after the experimental lessons that were carried out during three weeks. Figure 7 shows that the students' number of turns significantly increased being almost three times bigger than in a regular project lesson. Not only that, but the difference on the number of turns taken between the students noticeably decreased. Moreover, figure 8 displays that almost a ninth of the turns were taken by the students while only 11% of lesson was teacher-centered.

Figure 8: Number of turns taken by the students in class in an experimental lesson.
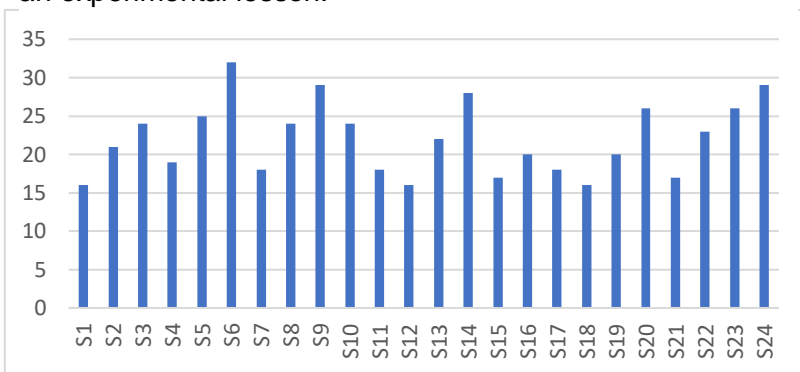
Figure 7: Number of turns taken by the students and the teacher in class during an experimental lesson.
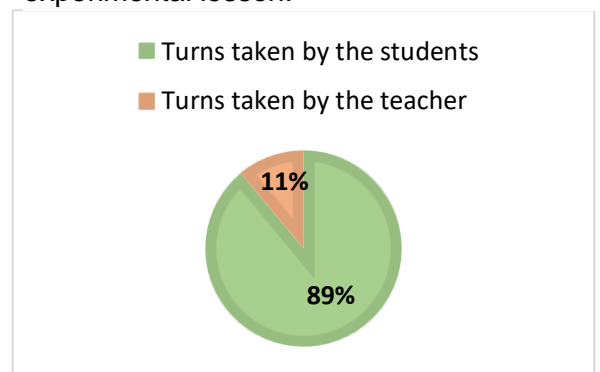
When it comes to the language used in the experimental lessons, as Figure 9 illustrates, English was used in almost three quarter of the contributions. Besides, English was used significantly more when the students were interacting among them. As Figure 10 shows, 81% of the English contributions were done when the students were interacting among them while only %19 of the contributions were answers to the teacher's questions.

Figure 10: Students' contributions in each language in an experimental lesson.
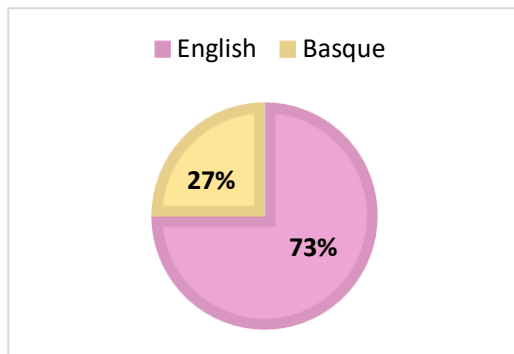
Figure 9: Students' kind of contribution in an experimental lesson.
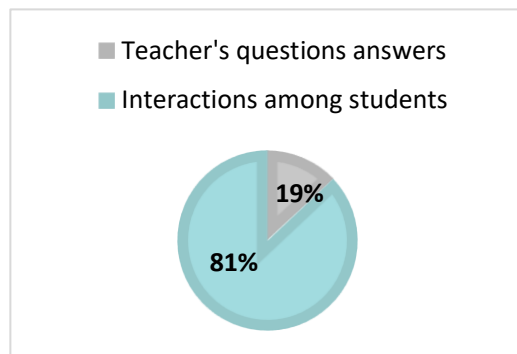
Additionally, Table 8 (see appendix 2) shows how all the students admitted participating more when they work in a team. Similarly, the results of Table 8 corroborates that a large proportion of the participants (70,84%) spoke in English to participate in the English lessons.

In order to analyze the results in depth, the students that were interviewed were asked if they considered that the number of their interventions changed when the experimental lessons were introduced. All of them corroborated that their interventions significantly increased when cooperative learning approach and interaction were introduced in each of the lessons. Such answers are illustrated in Table 3.

Table 3: Answers to the question of students' quantity of interventions.

Teacher: Hiru aste hauetan zehar ingelesez normalean baino gehiago hitz egin duzula esango zenuke? **(Do you consider that you have spoken in English more during these last three weeks?)**

S1: Bai, askoz gehiago. Zeren adostu egin behar genuen gero erantzuna zuri esateko edo gelakoei esateko. Beste klasetan nola asko banaka den ez det kasi ingelesa erabiltzen ze ez det inorrekin hitz egin behar gauzak egiteko. **(Yes, much more. Because we had to reach an agreement to afterwards share our answer with you or with our classmates. In other lessons since we work mostly individually, I do not have to speak with others to do the tasks).**

S2 and S3: Bai. Normalean dena euskaraz hitz egiten nuen eta orain askoz gehiago ingelesez. Ze orain gauzak adostu behar ditugu ta gainera besteek ingelesez hitz egiten badute neri errexago ateratzen zait. **(Yes. I normally speak in Basque and now I speak much more in English since we have to reach an agreement to do the tasks and additionally, if others are speaking in English, it is easier for me to speak also in English).**

S4: Bai, bai askoz gehiago eta horrela gehiago ikasi det. Besteak ere ingelesez hitz egiten ari zirelako, zuk ere dena ingelesez hitz egiten zenuelako eta orduan neri ebai ateratzen zitzaidan. **(Yes, much more and I have learnt more in this way. Because my classmates were also speaking in English, you were also speaking everything in English and this is why it was easier for me to speak also in English).**

S5 and S6: Bai. Ze leno ez genuen ia Ingelesez hitz egiten, ez genituen ariketak egiten hitz egiteko, ia guztia idazten genuen eta orain aukera daukagula hitz egiteko ba aprobetxatu det. **(Yes. Because before we hardly speak in English, we did not do tasks that involve to speak, almost all the exercises were focused on writing. Now that we have the chance to speak, I take advantage of it).**

Moreover, as Table 8 (see appendix 2) displays, all the students agreed that the number of interventions increased when they worked in a team.

Furthermore, when it comes to the quality of students' interaction, it was observed that almost all the students' oral language improved. Such improvements can be classified into three categories:

- *Longer sentences:*

As it has been mentioned above, before the implementation not only were students' contributions very limited but they also made very short sentences in English. Furthermore, very few contributions were done in English and Basque was mainly used in the classroom. Therefore, when the students had to argue their answers, most of them used to do it in Basque since they felt more comfortable and confident. Nevertheless, when the implementation based on interaction and cooperative learning was carried out,

the students started to make the sentences longer with their groupmates' assistance. Table 4 illustrates how the length of students' sentences changed when they started to work cooperatively:

Table 4: Comparison between students' answers in regular project lessons and in experimental lessons.

REGULAR PROJECT LESSONS	EXPERIMENTAL LESSONS
Teacher: *What did you do at the weekend?* **S1:** *Play football.* **Teacher:** *Did you have fun?* **S1:** *Yes. "Bueno" yes and no.* **Teacher:** *Why?* **S1:** *Galdu genuelako 3-1.* **Teacher:** *Oh, what a pity. And what about Erreala's match. What do you think about the match yesterday against Betis?* **S2:** *Uf, very very bad.* **Teacher:** *What do you think that they needed to change to win that match?* **S2:** **"***Eske Betisei aurten irabaztea da imposible".*	**Teacher:** *Have you even been to the zoo?* **S1**: Yes. **Teacher:** *Who did you go with?* **S1:** *With my mum, my dad and my brother.* **S2:** *With my parents.* **S3:** *My dad and my brother.* **Teacher:** *Did you enjoy?* **S1:** *Yes, because I was "voluntario" in a "espectaculum" and for that I touch the animals and also some animals put in my "sorbalda".* **Teacher:** *Did the animals look happy?* **S4:** **"***Bueno" some yes and some no. Some were in cages and they were like "aspertuta" because were all the day there "etzanda" and don't do nothing but others of the shows were happy and fun.* **S5:** *"Haber", in general in my opinion they are not happy because "imajinatu" all you life in a cage that can't go out.* **S6:** *But they are well "tratatuak" and "seguros" so maybe they are "hobeto" in the zoos because maybe in the ocean they die.*

- *The use of accountable talk:*

Little by little the students started introducing accountable talk in their interaction mostly to express their ideas to their teammates. During the first week, the instructor was repeatedly modelling the structures that the students were supposed to use to share their opinion. However, during the second and the third week the students were able to use simple structures and statements to introduce their ideas or to give their opinion. The following little conversations are some of the statements that the students mentioned in their conversations during the third week.

- **S1:** *I think that zoos are bad for animals because* they *can't be "aske" and they can't live in good… how do you say "condiciones?"*
- **Teacher:** *Conditions.*
- **S1:** *In good conditions.*
- **S2:** *I agree with you because they can't be "libre".*
- **S3:** *Free.*
- **S2:** *Yes, because they can't be free.*
- **S4:** *"Ya", I agree with you.*

- **S5***: I think that is good because they help "itsuak". Do you agree?*
- **S6***: Yes, I agree and like this they go "bakarrik kaletik"*
- **S7***: Yes "pero" I don't agree because maybe they can have a accident "txakurra despistatzen bada". What do you think Irea?*
- **S8***: I agree with Mairy and Lur because they "entrenatu" dogs and is impossible to have a accident.*

- *Vocabulary:*

Regarding the vocabulary used in the experimental lessons, although there was little difference between the vocabulary used in the project regular lessons and in experimental lessons, it was noticeable that the students made a bigger effort to introduce the new vocabulary that was previously mentioned in their classmates' speeches.

> **Group 1:** *We think that is totally acceptable because* dogs help to the persons that are "itsuak" and like this they can go walking only.

Teacher: Ok, so, you think that dogs help people that are blind, right?

Group 1: Yes.

Group 2: We also think that is totally acceptable because blind people needs help to do things like "errepidea pasatu", shopping, cook…

Teacher: Perfect so, you mean that for example dogs help blind people crossing the road.

Group 2: Yes, crossing the road and a lot of things.

Moreover, in order to better understand these results, the students that participated in the interviews were asked about their perception regarding the quality of their interaction. Table 4 and Table 5 illustrate that after having worked through cooperative learning approach and interaction, the participants were able to speak better in English.

Table 5: Answers to the question of students' kind of interaction.

Teacher: Hiru aste hauetan zure taldekieekin eduki dituzun elkarrizketak normalean izaten dituzunen desberdinak izan direla esango zenuke? (**Do you consider that the conversations you have had during these sessions have been different from the ones you normally have?**

S1, S2, S4, S6: Bai piska bat desberdinak izan dira. Leno normalean gure gauzetaz hitz egiten genuen adibidez asteburuan zer egin genuen. Orain ia denbora guztian egiten ari garen ariketari buruz hitz egiten degu. **(Yes, a bit different. Before we tend to speak about things that were not related to what we were doing in class like for example about the weekend. Now our conversations are mainly related to the tasks).**

S5 and S6: Bai. Orain gure konbertsazioak gaiari buruzkoak izaten dira eta gero klasea bukatzea hitz egiten degu gure gauzetaz. Orain nola denbora guztian gauzak adostu behar ditugun ariketak egiteko, argumentuak eman behar ditugu gurea defenditzeko eta adostasun batera iristeko. Horregatik, orain hortan konzentratuak egoten gara.
(Yes. Now, the conversations are related to the topic that we are working on and after the lesson, we speak about our personal things. Now, since the tasks are focused on discussing to reach an agreement in order to complete the tasks, we must give arguments to show others what our point of view is and to support our point of view).

Table 6: Answers to the question of students' quality of interventions.

Teacher: Hiru aste hauek ondoren, zure buruan aldaketarik nabaritu al duzu. **(After the experimental lessons have you noticed any change in yourself?)**

S1, S2, S4, S6: Bai. Orain askoz hobeto hitz egiten det eta seguroago sentitzen naiz hitz egiterako garaian. **(Yes. Now I speak much better and I feel more secure at the time of speaking in English).**

S5: Bai, asko. Orain gehiago dakit, adibidez zeintzuk diren pertsonak (ni, zu, hura…) ze lehen ez nekizkien, pronuntziazioa ebai, nola espresatu gauzak… Ta askoz hobeto hitz egiten det. **(Yes, much more. Now I now more, for example, which are the different person in English (I, you, she/he…) because I did not know them before, the pronunciation, how to express things… and I speak much better).**

4. DISCUSSION

In this chapter the discussion of the study will be presented by analyzing our results in comparison to previous studies in the field of interaction and the cooperative learning, while answering the research questions. The first research question aims at analyzing the impact on students' learning engagement and learning anxiety when they are exposed to interaction and the cooperative learning in the Foreign Language Classroom. Furthermore, the second research question focuses on the effects of working through interaction and the cooperative learning approach on the quantity and quality of students' interventions.

Therefore, the purpose of the study was to analyze the impact of a pedagogical intervention based on interaction and the cooperative learning on upper Primary School students. To do so, a pedagogical intervention based on cooperative learning approach and interaction was carried out during three weeks in a fifth-grade classroom.

The results of our study display that the students' learning engagement improved when the cooperative learning approach was applied and interaction was on the core of students' learning process. The results show how almost all the participants of the study felt motivated in the English lessons showing an active attitude towards the tasks since they enjoyed working with their classmates and opportunities to express their opinion and thought were provided to them. As a result of this, all of them admitted making a bigger effort to speak in English in the Foreign Language lessons. These results are in line with what Leslie (2021) reported, that is, that one way to engage pupils to promote positive feelings towards language is to provide students with opportunities to show their knowledge by interacting among them.

Furthermore, the results of our study show that the participants found it easier to focus on doing different tasks and to involve themselves when they worked collaboratively. These results are in agreement with Storch (2002) who reported that students are more likely to learn languages effectively when they are socially engaged by listening to others, sharing their ideas and providing feedback to each other.

In addition, the students from our study who took part in the pedagogical intervention showed that when the cooperative learning approach is applied and interaction are on the core of students' learning process they are more likely to feel comfortable and free from any worries. These results are in line with what Ghufron & Ermawati (2018) reported, that is, that self-confidence and motivation as well as the reduction of students'

anxiety are strengths of cooperative learning. Moreover, on the basis of the data collected in this study, it can be concluded that students' learning anxiety was reduced after the pedagogical intervention based on interaction and the cooperative learning approach. This conclusion was also drawn by Suwantarathip & Wichadee (2010) who discovered that students' anxiety is significantly lowered when the cooperative learning approach is applied in the classroom.

Additionally, the results of our study show that students' contributions significantly increased in the Foreign Language classroom after the implementation. Our study shows that students' number of contributions increased when students felt comfortable in the lessons. These results are in line with what Cebreros (2003) reported, that is, that students' nervousness negatively affects on the lack of answers and contributions. Furthermore, as it has been mentioned above, owing to the pedagogical intervention based on interaction and the cooperative learning approach, the participants were more motivated to use English to contribute.

The research has also shown that not only did the number of students' contributions increase but they also started using English in a more elaborated way than usually. As Michaels, O'Connor, Hall & Clarke (2010) reported, not all the talks sustain learning; simply making students have a conversation or getting students to talk aloud does not necessarily lead to learning. The results of our study show that the students' talk started to be accountable since agreements needed to be reached to accomplish tasks successfully. Furthermore, among others, motivation to learn contribute to making the talk accountable (Resnick, Asterhan & Clarke, 2018). Therefore, it can be concluded that students' motivation led to improve the quality of students' contributions.

5. GENERAL CONCLUSION, LIMITATIONS AND FURTHER RESEARCH

The aim of the current paper is to examine, by means of classroom-based research, both the learning engagement and anxiety perceptions and the quantity and quality of students' contributions within the frame of cooperative learning approach and interaction in a primary Foreign Language classroom.

In this chapter the general conclusion will be presented. After carrying out the research, a change was perceived from the regular lessons' situation to the experimental lessons' ones. As a matter of fact, that change was given by the implementation of certain educational actions that were based on evidence of social impact.

The aspects that were analyzed throughout the research, interaction and cooperative learning approach, contributed in making that change happen. In the study, a relationship between interaction and cooperative learning approach and the improvement in students' learning engagement, anxiety and the quantity and quality of their contribution was observed. After the implementation, students' learning engagement increased, thus, a more active attitude towards the tasks proposed and higher motivation and involvement was perceived among the students. Additionally, the students were more engaged to use the target language to interact among them and although their oral production was somehow limited, it was still significantly beneficial for their foreign language learning process. Moreover, participants' learning anxiety was significantly decreased so the students' language learning process was not hampered by discomfort or worries anymore. Furthermore, students' interventions considerably increased since the students found the need to interact, discuss and reach agreements to accomplish each task successfully. Finally, the quality of students' interventions improved due to their engagement through the activities. This conclusion was reached after analyzing quantitative data and interpreting qualitative data from students' background questionnaires and answers to the interviews.

In terms of the limitations, the number of participants could be interpreted as a limitation since the intervention was only applied in a classroom. Therefore, having carried out the study based on a larger sample size could have given more accurate results.

As for further research, it would be interesting to analyze how the tasks that the students faced influenced on students' production as well as on their learning engagement and learning anxiety. Furthermore, in order to draw more accurate

conclusions on the effects of cooperative learning approach and interactive tasks, it could be beneficial to carry out the research in different schools and grades.

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Appendix 1

Table 7: Students' questionnaire results before the intervention.

BEFORE THE INTERVENTION				
	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
GENERAL QUESTIONS				
1. I like learning English.	16,67%	12,5%	37,5%	33,33%
2. I like working in groups	70,83%	25%	4,17%	0%
3. We usually work in groups.	0%	8,33%	20,83%	70,83%
4. I am able to express my ideas in English	8,33%	4,17%	29,17%	58,33%
5. I am able to make contributions in English.	4,17%	8,33%	33,33%	54,17%
6. I think that my level of speaking is good.	4,17%	25%	29,17%	41,67%
LEARNING ENGAGEMENT				
7. I am really focused on doing different activities in the English lessons.	25%	20,83%	50%	4%
8. I find it really hard to focus on in the English lessons.	20,83%	33,33%	33,33%	12,5%
9. I involve myself completely to do each task.	16,67%	25%	50%	8,33%
10. I do not make much effort to complete the activities.	8,33%	16,67%	45,83%	29,17%
11. I make a big effort to speak in English in the classroom.	0%	20,83%	70,83%	8,33%
12. I participate actively in different activities that the teacher proposes.	25%	33,33%	41,67%	0%
13. I feel motivated in the English lessons.	16,67%	29,17%	37,5%	16,67%
14. I feel motivated to do different activities in the English lessons.	12,5%	33,33%	37,5%	16,67%
15. I feel unmotivated to speak in English.	29,17%	45,83%	16,67%	8,33%
16. I am interested in learning English.	25%	33,33%	25%	16,67%
LEARNING ANXIETY				
17. I feel more tense in the English lessons than in any other lesson.	87,5%	8,33%	4,17%	0%
18. I usually feel nervous when the teacher calls my name to share my ideas with my classmates.	70,83%	12,5%	8,33%	8,33%
19. I feel confident when I have to speak in English.	8,33%	4,17%	45,83%	41,67%
20. I feel comfortable speaking in English in front of my classmates.	0%	8,33%	16,67%	75%
21. I worry about making mistakes in the English lessons.	87,5%	12,5%	0%	0%
22. I feel anxious when I have to speak in in English without any previous preparation.	91,67%	4,17%	4,17%	0,0%
23. I worry about what my classmates might think about me.	37,5%	33,33%	16,67%	12,5%
PARTICIPATION				
24. I participate a lot in the English lessons	12,5%	8,33%	41,67%	37,5%
25. I like participating in the English lessons	8,33%	12,5%	41,67%	37,5%
26. I use English to participate in class	4,17%	8,33%	58,33%	29,17%
27. I prefer to be quiet during the lessons	25%	33,33%	20,83%	20,83%

Appendix 2
Table 8: Students' questionnaire results after the intervention.

AFTER THE INTERVENTION				
	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
GENERAL QUESTIONS				
1. I learn more English when I work on a team.	75%	12,5%	12,5%	0%
2. Working in a team helps me finish the tasks successfully.	95,83%	4,17%	0%	0%
3. I learn a lot from my teammates.	29,17%	45,83%	25%	0%
4. I think that my level of speaking has improved.	50%	33,33%	16,67%	0%
5. I am able to express my ideas in English.	33,33%	50%	16,67%	0%
6. I am able to make contributions in English.	33,33%	50%	16,67%	0%
LEARNING ENGAGEMENT				
7. I find it easier to focus on doing different activities in the English lessons when I work collaboratively.	54,17%	41,67%	4,17%	0%
8. Learning English in a team is enjoyable.	91,67%	8,33%	0%	0%
9. I involve myself completely to do each task when I work with my groupmates.	50%	37,5%	8,33%	4,17%
10. I do not make much effort to complete cooperative activities.	0%	0%	29,17%	70,83%
11. I make a big effort to speak and discuss with my teammates in English in the classroom.	33,33%	50%	12,5%	4,17%
12. I participate actively in different activities that the teacher proposes.	75%	25%	0%	0%
13. I feel motivated in the English lessons.	70,83%	25%	4,17%	0%
14. I feel unmotivated to speak in English.	0%	8,33%	58,33%	33,33%
LEARNING ANXIETY				
15. I feel more tense in the English lessons than in any other lesson	0%	0%	54,17%	45,83%
16. I usually feel nervous when the teacher calls my name to share my ideas with my classmates.	0%	8,33%	45,83%	45,83%
17. I feel comfortable when I have to speak in English.	12,5%	58,33%	20,83%	8,33%
18. I worry about making mistakes in the English lessons.	0%	12,5%	62,5%	25%
19. I feel anxious when I have to speak in in English without any previous preparation.	0%	8,33%	50%	41,67%
PARTICIPATION				
20. I participate more when I work in a team	79,17%	20,83%	0%	0%
21. I participate a lot in the English lessons	66,67%	25%	8,33%	0%
22. I like participating in the English lessons	75%	16,67%	8,33%	0%
23. I use English to participate in class	29,17%	41,67%	16,67%	12,5%
24. I prefer to be quiet during the lessons	0%	8,33%	41,67%	50%

Appendix 3:
Coursebook's proposal

EKI'S PROPOSAL	RESEARCHER'S PROPOSAL
1st SESSION 1st WEEK (an hour)	
Introduction of the topic	
The students have to read the comic individually and comment in plenary. In this case, all the bubbles of the comic are written.	The students have to fill the empty bubbles of the comic in pairs. To do so, they will have to read the written bubbles, analyze each picture and discuss with their partner. Once they finish, each pair will have to read their comic aloud. Finally, the teacher is going to read the original comic and they will have to discuss in groups of four students which comic is the most similar to the original one.
1st ACTIVITY	
Animals, animals, animals	***Let's guess!***
The students have to write the animals they can think of in English. To do that, they will have five minutes.	In order to make the students learn the names of different animals apart from the ones that they might

all know in a dynamic way; in small groups they will play the game "Let's guess!". For that, a student will take a card in which an animal will appear. The rest of the students will have to guess the word only asking yes/no questions. In this task, apart from encouraging the students to participate and interact among them in English, they will also practice question structures. To do so, scaffolds will be provided to each group to help at the time of making questions.

SCAFFOLDS

- **Is she/he a …………………… (animal, person, place…)?**

- **Is she/he ………………… (blue, brown, yellow…)?**

- **Is she/he ………………… (big, small…)?**

- **Does she/he live in ………………… (farm, house…)?**

- **Does he/she eat ……………… (leaves, fish…)?**

- **Does he/she have …………. (Fellows, hear, wings….)?**

2nd SESSION 1st WEEK (half an hour)

The students will have to divide into two columns local animals and animals that are not found locally.

Let's review!

Learning the names of the animals played an important role in this unit. For this reason, the short time of this lesson will be dedicated to review the animals that they learned the previous lesson. For that, the teacher is going to show different pictures of animals and the students will have to discuss in little groups what the animal's name is and how it is spelled.

Additionally, the students will also have to write if the animal is a local animal or the animal is not found locally in order to start differentiating between animals that live around us and the ones that live far from us.

3 Which animals are found locally and which do not live around us? (Apart from in the Zoo). **LOCAL ANIMALS** **ANIMALS NOT FOUND LOCALLY**	The groups that guess the name of the animal, guess whether they live around us or not and they spell it correctly will get a point.

3rd SESSION 1st WEEK (an hour and a half)

| *Pets' survey*	*Our school's pets*
The students will have to ask and give information about the animals in their homes. Afterwards, individually they will have to make a graphic regarding their classroom's pets.	Instead of doing the survey of their classroom, the students will do the research of the whole school. To do so, the students will be divided into groups of 4 students. Each group will analyze the number of pets each grade has (they will only analyze two classrooms from each grade, two members of the group will go to a classroom and the other two will go to another). Additionally, the students will have to follow the next steps: • They will have to decide and organize what and how they are going to ask, how they are going to gather all the information about each class (how many students there are in class, how many students have pets, which pets they have…) • After taking the data, they are going to share the information that they have taken with their teammates. • They will have to organize all the information they have collected. • Later, they will have to decide how they are going to transfer the information (graphic). • After having decided how they are going to do it, they will start working. • Once they have finished, they will have to think how they are going to give the explanations to their

classmates. Moreover, they will have to share their interpretation of the data with their classmates.

- E.g: In this graphic we can see that in the second grade most of the students don't have pets. Only 12 out of 48 have pets. From those 12 eight are dogs, 3 cats and 1 bird. We think that the students have few pets because they are little and normally, they don't take care of the animal and the parents don't like to be all the time taking care of the animal.

All the steps mentioned above will be explained through a presentation of the teacher before the process starts. Additionally, each group will be given a diagram that illustrates the steps that the students need to follow.
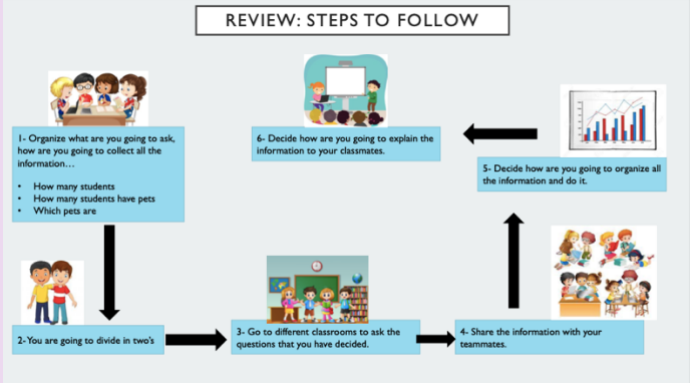
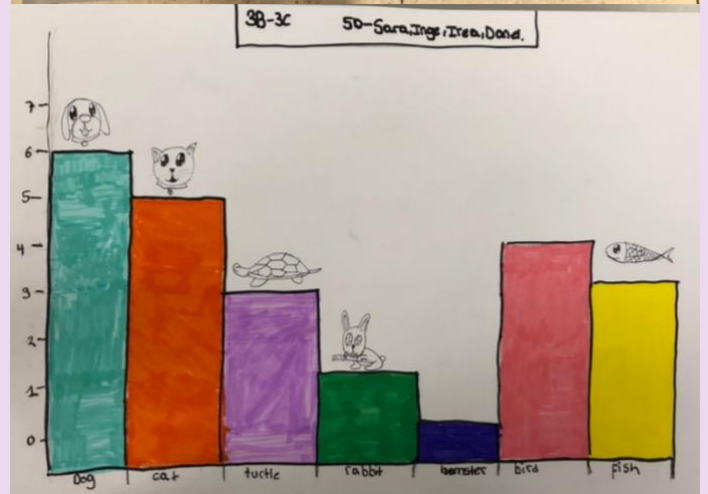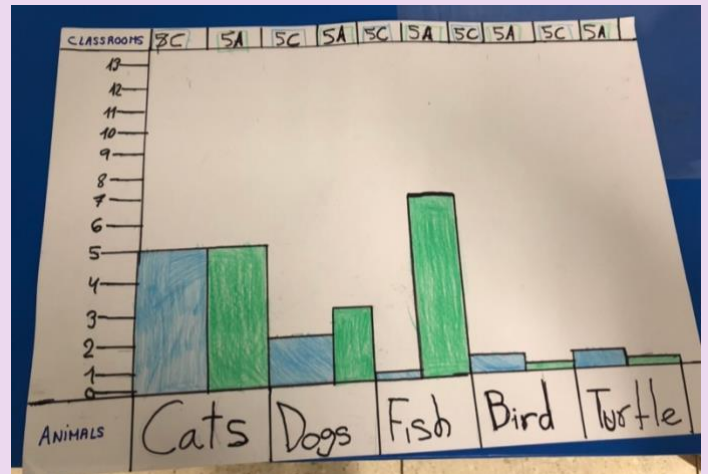### 1st SESSION 2nd WEEK (an hour)

Continue with "Our school's pets" activity

The students will continue preparing the presentation to show others the data that they gathered in the previous lesson. Afterwards, they will think and rehearse the presentation of their work.

2nd SESSION 2nd WEEK (half an hour)

Presentations

Each group will present their work to their classmates. Afterwards, the others will have the opportunity to ask questions about their research. These are some of the graphics made by the students:

3rd SESSION 2nd WEEK (an hour and a half)

Farm animals

Individually, the students will have to look at the pictures that appear in the book and write their opinion. To do so, first of all, they will have to make a cross next to "totally unacceptable, unacceptable, acceptable or totally acceptable". Next, they will have to write the reason why they have made that choice.

What do you think about this?

Some pictures related to animals will appear in the screen. In little groups, the students will have to discuss if those situations are totally unacceptable, unacceptable, acceptable or totally acceptable giving reasons to defend their answers. If they consider that a situation is totally unacceptable or unacceptable, they will have to try to find a solution to solve that problem. Afterwards, they will share their opinion with their classmates.

Looking after pets

In pairs the students have to write what a goldfish needs for a contented healthy life. Afterwards, they have to choose another animal and do the same thing.

Looking after pets

Each group will have a different pet in order to discuss about as many animals as possible. The students will have to write what that pet needs for a contented healthy life. Afterwards, different groups will be created with one member of each group. Each of them will have to present and give information about their pet. The other members will be free to add information, share their personal experiences and discuss about the information written. These are some of the examples of the cards:

1st SESSION 3rd WEEK (an hour)

"Animals around us" song

The students will sing the song following the lyrics.

Looking after pets "advice poster"

Each group will choose one of the pets mentioned in the previous lesson and they will have to make a poster mentioning all the aspects that need to be taken into account for an animal for a contented healthy life. To do so, they will use structures like "They should" or "the owners should".

In order to introduce how "should" is used, the teacher will tell a story where should structure is constantly repeated so that the students can implicitly understand its meaning and how it is used.

In this way, they will learn how to give advice to others cooperating and interacting with each other to create the advice poster. Those posters will be posted through all around the school.

LOOKING AFTER A DOG

- Owners shold give water and food
- Owners shold take for a walk 2-3 times
- Owners should clean when they are dirty
- Owners shold take to the vet
- Owners shald put a necklace
- Owners should play with the dog

Luv, Enara, Eki, Goizalde

LOOKING AFTER A FISH

- Owners should give food and water
- Owners should clean the tank
- Owners should change the water
- Owners should put the tank in a place with Light

"Animals around us" song

A written song with some gaps will be given to the students. First of all, in pairs they will have to try to guess what sentences or words could fit in each gap. Afterwards, they will listen to the song and check which pair has been closest to guess.

Appendix 4: Teachers' observation chart

Day: _____

GROUP NUMBER	TASK	ORGANIZATION		INTERACTION	COOPERATION	LEARNING ENGAGEMENT AND MOTIVATION	LEARNING ANXIETY	NOTES
		PAIR WORK	GROUP WORK					

Notes:

- Group number: Each group will be named with a number to know which group each teacher is referring to at the time of completing the chart.

- Task: What task they are working on at that time.

- Organization: How they are organized to accomplish the task; in pairs or in group (a check √ will be made where appropriate).

- Interaction: a check √ will be made when this is observed.

- Cooperation: a check √ will be made when this is observed.

- Learning engagement and motivation: a check √ will be made when this is observed.

- Learning anxiety: a check √ will be made when this is observed.

- Notes: Any relevant aspect observed will be noted in order to gather as much information as possible.

Appendix 5: Students' evaluation chart

	1	2	3	4	5	6	7	8	9	10
I participated actively in the activities										
I enjoyed doing the activities.										
I felt motivated during the lesson.										
I was interested in the activities that we did.										
I felt comfortable sharing my ideas and opinion with others.										
I felt anxious during the lesson.										
I spoke in English during the lesson.										
How many times have you participated during the lesson more or less?	*WRITE THE NUMBER:*									
COMMENTS:										

Appendix 6: Some of the students' answers of the interview.

Teacher: Zer da gehien gustatu zaizuna? **(What have you like most?)**

S1, S2, S3, S6: Taldeka lana egitea eta beraiekin gauzak adostea. Gustatu zait gai desberdinen inguruan iritzia ematea eta diskutitzea. Adibidez, jarri zenigunean zer pentsatzen genuen zooei buruz edo animaliak etxean edukitzeari buruz. **(Working in groups and to discuss with my teammates. I like to discuss about topics that usually happen in everyday life or are controversial issues, for example, if it is appropriate to have pets at home, what do we think about zoos, etc.).**

S4: Ingelesez hitz egitea. Neri ingelesa asko gustatzen zait baina normalean nola ez duen inorrek hitz egiten ba nik ere ez det hitz egiten eta horregatik ez det praktikatzen. **(To speak in English. I like speaking in English a lot but since anyone spoke in English before, I did not speak it neither).**

S5: Taldean lana egitea ze nola ni ez naizen ingelesean ona, taldekoen laguntzarekin gauzak askoz hobeto ulertu ditut. (**To work in groups since I am not good at English, having my teammates helps has make me understand things better).**

Teacher: Zer iruditu zaizkizu azken hiru asteetako saioak? **(What do you think about the last three weeks' lessons?)**

S1: Ondo. Neri asko gustatu zaizkit ze ikasten da dibertitzen garen bitartean. Asko gustatu zait ze agian zerbait ez nekienean nola egin, taldekoek laguntzen zidaten eta horrela gauzak azkarrago eta hobeto egiten genituen. Nola gauzak taldeak egiten genituen, seguruago sentitzen nintzen. **(Good. I liked it a lot since I learnt while we were playing. I liked it a lot because when I didn't know how to say something, my teammates helped me and, in this way, we did things faster nd better. As we were doing tasks all together in collaboration, I felt more secure of what I was doing).**

S2: Dibertitu naiz baina asko ikasi det ebai. Adibidez nik asko dakit nola idazten diren gauzak baina gero ez dakit gauzak nola pronunziatzen diren ingelesez eta aste hauetan hori asko hobetu det. **(I enjoyed but I learnt a lot too. For example, I know a lot about how things are written but not about how words are pronounced and during these three weeks I have learnt a lot about it).**

S3, S4 and S6: Asko gustatu zaizkit liburuko ariketak baino dibertigarriagoak direlako eta normalean baino gehiago ikasi detelako. **(I liked it because they were more enjoyable than the books' tasks and because I have learnt more).**

S5: Ba oso ongi ze leno oso aspertuta egoten nintzen eta zu iritsi zienenan jokuak egiten hasi ginen eta askoz dibertigarriagoak ziren klaseak. (**Very good because before you came, I spent all the lesson bored and when we started doing games with you the lessons became more enjoyable).**