

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: COOPERATIVE LEARNING IN DEVELOPMENT OF
SPEAKING SKILL IN STUDENTS OF BACHILLERATO

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en la
Enseñanza del Idioma Inglés como Lengua Extranjera.

Autora: Licenciada Gladys Guadalupe Ocaña Chagmana

Directora: Licenciada Sarah Jacqueline Iza Pazmiño Magíster.

Ambato – Ecuador

2018

A la Unidad de Titulación de la Universidad Técnica de Ambato

El Tribunal receptor del Trabajo de Investigación presidido por el Doctor Héctor Fernando Gómez Alvarado, Presidente de Tribunal, e integrado por las señoras: Licenciada Lorena Monserrath Meléndez Escobar Magíster, Licenciada Ximena Alexandra Calero Sánchez Magíster, Licenciada Judith Alexandra Silva Chávez Magíster, Miembros del Tribunal designados por la Unidad de Titulación de la Universidad Técnica de Ambato, para receptor el Trabajo de Investigación con el tema: “COOPERATIVE LEARNING IN DEVELOPMENT OF SPEAKING SKILL IN STUDENTS OF BACHILLERATO” elaborado y presentado por la Licenciada Gladys Guadalupe Ocaña Chagmana, para optar por el Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera, una vez escuchada la defensa oral del Trabajo de Investigación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.



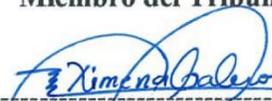
Dr. Héctor Fernando Gómez Alvarado

Presidente del Tribunal



Lcda. Lorena Monserrath Meléndez Escobar, Mg.

Miembro del Tribunal



Lcda. Ximena Alexandra Calero Sánchez, Mg.

Miembro del Tribunal



Lcda. Judith Alexandra Silva Chávez, Mg.

Miembro del Tribunal

AUTORÍA DEL TRABAJO DE INVESTIGACIÓN

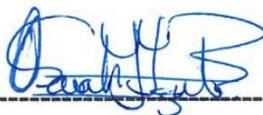
La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Investigación presentado con el tema: COOPERATIVE LEARNING IN DEVELOPMENT OF SPEAKING SKILL IN STUDESNTS OF BACHILLERATO, le corresponde exclusivamente a: Licenciada Gladys Guadalupe Ocaña Chagmana, Autora bajo la Dirección de Licenciada Sarah Jacqueline Iza Pazmiño Magíster, Directora del Trabajo de Investigación y el patrimonio intelectual a la Universidad Técnica de Ambato.



Lcda. Gladys Guadalupe Ocaña Chagmana

c.c: 1802229722

AUTORA



Lcda. Sarah Jacqueline Iza Pazmiño, Mg.

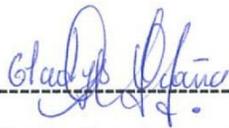
c.c: 050174106

DIRECTORA

DERECHOS DEL AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Investigación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.



Lcda. Gladys Guadalupe Ocaña Chagmana

c.c: 1802229722

AUTORA

GENERAL INDEX

Portada.....	i
A la Unidad de Titulación de la Universidad Técnica de Ambato.....	ii
Autoría del Trabajo de Investigación.....	iii
Derechos del Autor	iv
General Index	v
Table List	ix
Chart List.....	x
Figure List	xi
Agradecimiento	xii
Dedicatoria	xiii
Resumen Ejecutivo.....	xiv
Executive Summary	xvi
Introduction	1
CHAPTER I.....	3
THE PROBLEM	3
1.1 Research Topic.....	3
1.2 Problem Statement	3
1.2.1 Contextualization	3
1.2.2 Critical Analysis.....	7
1.2.3 Problem Tree.....	7
1.2.4 Prognosis.....	9
1.2.5 Research Problem Formulation.....	10
1.2.6 Questions.....	10
1.2.7 Research Object Delimitation	10
1.3 Justification	11
1.4 Objectives.....	12
1.4.1 General Objective.....	12
1.4.2 Specific Objectives.....	12
CHAPTER II.....	13

THEORETICAL FRAMEWORK	13
2.1 Research Background.....	13
2.2 Philosophical Foundation.....	15
2.3 Legal Foundation	16
2.4 Epistemological Foundation.....	17
2.5 Sociological Foundation.....	17
2.6 Axiological Foundation.....	18
2.7 Ontological Foundation.....	18
2.8 Fundamental Categories.....	19
2.8.1 Independent Variable Interrelated.....	20
2.8.2 Dependent Variable Interrelated	21
2.8.3 Didactical View of Conceptualizing Variables.....	22
2.8.4. Independent Variable Framework.....	23
2.8.4.1 Language Teaching Methodology: Methods and Approaches.....	23
2.8.4.2 Teaching Strategies	25
2.8.4.3 Cooperative Learning.....	26
2.8.4.4 Types of Cooperative Learning.....	27
Informal Learning Group	28
Formal Learning Group.....	29
Base Group Learning	30
2.8.4.5 Cooperative Learning Elements.....	31
2.8.4.6 Techniques Of Cooperative Learning	32
2.8.5 Dependent Variable Framework	33
2.8.5.1 English Language.....	33
2.8.5.2 Linguistic Skills	34
2.8.5.3 Productive Skill.....	34
2.8.5.4 Speaking and Writing.....	35
2.8.5.5 Speaking Skill	35
Principles.....	36
2.7.5.5.3 Microskills.....	38
2.9 Hypothesis.....	42

2.10 Identification of Variable	42
CHAPTER III.....	43
METHODOLOGY.....	43
3.1 Research Approach	43
3.2 Basic Method of Research	43
3.2.1 Theoretical Research.....	43
3.2.2 Observational	44
3.3 Level or Type of Research	44
3.3.1 Exploratory.....	44
3.4 Population and/or Sample	44
3.5 Operationalization of Variables	47
3.5.1 Independent variable: Cooperative learning	47
3.5.2 Dependent Variable: Speaking Skill	48
3.6 Data Collection.....	50
3.6.1 Observation	50
3.6.2 Pretest and a Posttest.....	50
3.6.3 Instruments Validity.....	51
CHAPTER IV	52
DATA ANALYSIS AND INTERPRETATION	52
4.1 Analysis of Results.....	52
4.1.1 Class Observation.....	52
4.2 Pretest and Posttest.....	54
4.2.1 English Speaking Proficiency Level of Students in the Pretest	54
4.2.1.1 English Speaking Proficiency Level of Students in the Post-test	60
4.3 Hypothesis Verification	65
CHAPTER V.....	68
CONCLUSIONS AND RECOMMENDATIONS	68
5.1 Conclusions	68
5.2 Recommendations	69
CHAPTER VI	70
THE PROPOSAL.....	70

6.1	Informative Data	70
6.2	Proposal Background	70
6.3	Justification	71
6.4	Objectives.....	72
6.4.1	General:	72
6.4.2	Specific:.....	72
6.5	Feasibility Analysis	72
6.6	Proposal Fundamentals	73
6.6.1	Theoretical.....	73
6.6.2	Methodological	73
6.6.3	Psychological	73
6.7	Methodology	74
6.8	Administration of the Proposal	75
6.9	Proposal Evaluation	76
	REFERENCES.....	77
	APPENDICES.....	111

TABLE LIST

Table 1 Variables conceptualization	22
Table 2 Evaluation criteria used in the pretest	55
Table 3 Pretest results: Students' grammar and vocabulary proficiency level	56
Table 4 Pretest results: Students' discourse management ability	57
Table 5 Pretest results: Students' pronunciation accuracy	58
Table 6 Pretest results: Students' interactive communication ability	59
Table 7 Evaluation criteria used in the posttest	60
Table 8 Posttest results: Students' grammar and vocabulary proficiency level.....	61
Table 9 Posttest results: Students' discourse management ability	62
Table 10 Posttest results: Students' pronunciation accuracy	63
Table 11 Posttest results: Students' interactive communication ability.....	64
Table 12 Normality test.....	66
Table 13 Wilcoxon signed rank test analysis	66
Table 14 Parts of the proposal.....	75
Table 15 Proposal evaluation process	76
Table 18 Cooperative learning and speaking skill observation checklist	112

CHART LIST

Chart1 <i>Independent Variable: Cooperative Learning</i>	47
Chart 2 <i>Dependent Variable: Speaking Skill</i>	48

FIGURE LIST

Figure 1: Problem Scheme	7
Figure 2 Fundamental Categories	19
Figure 3 Independent Variable Interrelated Figures	20
Figure 4 Dependent Variable Interrelated Figures	21
Figure 5 Pretest results: Students' grammar and vocabulary proficiency level	56
Figure 6 Pretest results: Students' discourse management ability	57
Figure 7 Pretest results: Students' pronunciation accuracy	58
Figure 8 Pretest results: Students' interactive communication ability	59
Figure 9 Posttest results: Students' grammar and vocabulary proficiency level	61
Figure 10 Posttest results: Students' discourse management ability	62
Figure 11 Posttest results: Students' pronunciation accuracy	63
Figure 12 Posttest results: Students' interactive communication ability	64
Figure 13 Graphic decision rule for the Wilcoxon test	67

AGRADECIMIENTO

Agradezco a Dios, mi creador por ser mi soporte y brindarme la salud que fue necesario para guiarme cada día y poder culminar con la investigación de este estudio.

Expreso mi agradecimiento a mi tutora de tesis Mg. Sarah Iza por sus consejos, paciencia, motivación y sus valiosos conocimientos para guiarme en este trabajo investigativo.

También estoy agradecida con el personal docente de la Unidad Educativa General Eloy Alfaro Delgado por su ayuda y colaboración en la realización de la investigación.

Por supuesto nadie ha sido tan importante para mí en el desarrollo de éste trabajo, que el apoyo incondicional de mi familia, a quienes les agradezco por su paciencia y tiempo que me brindaron durante ésta etapa de estudio.

Gladys Ocaña

DEDICATORIA

Dedico el presente trabajo de investigación a Dios por su infinita bondad de brindarme la salud y guiarme cada día con su sabiduría. A mi madre quien con su amor, paciencia, comprensión y bendiciones de cada día me dieron fuerzas para culminar y lograr mi meta final. A mi hermano quien con su apoyo y consejos me motivaron a seguir adelante.

Gladys Ocaña

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA
TEMA:
“COOPERATIVE LEARNING IN DEVELOPMENT OF SPEAKING SKILL IN
STUDENTS OF BACHILLERATO”

AUTOR: Licenciada Gladys Guadalupe Ocaña Chagmana

DIRECTORA: Licenciada Sarah Jacqueline Iza Pazmiño Magíster.

FECHA: 18 de mayo del 2018

RESUMEN EJECUTIVO

El objetivo de este estudio es investigar la influencia del aprendizaje cooperativo en el proceso de aprendizaje del inglés, analizado a través del enfoque comunicativo entre estudiantes de bachillerato de la Unidad Educativa General Eloy Alfaro y la influencia del aprendizaje cooperativo en el desarrollo de la expresión oral.

Este estudio trae junto a los campos de aprendizaje cooperativo, la adquisición de un segundo idioma, así como la enseñanza de un segundo o un idioma extranjero para crear experiencias óptimas de aprendizaje para los estudiantes. Ambos datos, cualitativos y cuantitativos fueron recolectados para el estudio y métodos mixtos fueron utilizados para el análisis.

Durante la implementación, los estudiantes aprendieron a trabajar cooperativamente y mostraron una mejora en diferentes aspectos de la habilidad oral. Diferencias significativas fueron encontradas en los resultados entre del pretest y el posttest. Después de la implementación de la propuesta ellos fueron capaces de pronunciar mejor y hablar con más fluidez y precisión.

Los resultados de este estudio arrojaron que el aprendizaje cooperativo ayudó significativamente a mejorar el nivel de competencia oral de los estudiantes de bachillerato y su motivación hacia el aprendizaje del idioma Inglés. Con base en las conclusiones de este estudio, el aprendizaje cooperativo fue recomendado para ser integrado en la enseñanza de educación media como parte del currículo.

Descriptor: Actividades del aula, aprendizaje social, aprendizaje cooperativo, destreza oral, enseñanza aprendizaje, estrategias de enseñanza y aprendizaje, habilidad productiva, idioma Inglés, interacción oral, trabajo cooperativo.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA
THEME:
“COOPERATIVE LEARNING IN DEVELOPMENT OF SPEAKING SKILL IN
STUDENTS OF BACHILLERATO”

AUTHOR: Licenciada Gladys Guadalupe Ocaña Chagmana

DIRECTOR: Licenciada Sarah Jacqueline Iza Pazmiño Magíster.

DATE: May 18th, 2018

EXECUTIVE SUMMARY

The purpose of this study is to investigate the influence of cooperative learning in English learning process, through communicative approach among students of *bachillerato* at *Unidad Educativa General Eloy Alfaro* and the influence of cooperative learning on speaking skill development.

This study brings together the fields of cooperative learning, the acquisition of a second language, as well as second/foreign language teaching to create optimal schooling experiences for students. Both quantitative and qualitative data were collected for the study and mixed methods were used for analysis. During the implementation, students learned to work cooperatively and showed an improvement in the different aspects of the speaking skill. There were significant differences found between the results of pre and posttest. After the implementation they were able to pronounce better, they could speak more fluently and they were more accurate when they spoke.

The major findings of this study suggested that cooperative learning helped significantly to enhance the junior high school learners' oral communicative competence and their motivation toward learning English.

Based upon the conclusions drawn from the study, cooperative learning was thus recommended to be integrated into the school English instruction as part of the Curriculum.

Keywords: Teaching learning, English language, cooperative learning, speaking skill, productive skill, social learning, classroom activities, teaching and learning strategies, oral interaction, and cooperative work.

INTRODUCTION

The present paper studies the application of a cooperative methodology in the English classroom that allows high school students to speak the English language, focusing on the interactions between learning and content. Improving the quality of verbal teaching of English involves the simultaneous consideration of two fundamental characteristics for the teaching and learning process applied to this discipline.

The first one refers to the nature of the English language, the basic elements and previous knowledge of the language, and the second is important for the students to know the methodology of cooperative work and leave old paradigms of individual study and get closer to experiment the possibility of interpersonal relationship of the students who will contribute to each other to reach their learning objectives that allows to receive the orientations of the teacher to improve the reception of information and fulfillment of the instructions that the teacher transmits to develop a dynamic of more active class.

It is intended to develop a set of cooperative skills and abilities that allow students to improve their oral competence. English language management focuses on students and their learning needs in the classroom. That is why the strategies suggested in this proposal are divided in two modules. In the first module, lessons will be taught and the cooperative strategies to be employed will be explained and described. Then, the activities proposed will be carried out with the purpose of helping the students to develop their speaking skill.

After applying the cooperative learning methodology it is expected the students to get a better academic performance in the English language. Through the use of different cooperative learning strategies, students will be able to provide themselves with significant learning and at the same time they will develop group work and social interaction skills.

In the development of the theoretical framework, the concept of cooperative learning will be defined and contextualized in the present research. This will analyze fundamental aspects that determine and distinguish a group activity, an individual activity and how it develops and enhances a cooperative learning.

During the implementation of the proposal, different cooperative learning strategies like dialogues, role plays, chants, drills among others will be developed in order to motivate students to enhance their speaking skills. Cooperation activities focused on oral interaction will be presented for the Unidad Educativa General Eloy Alfaro an innovative classroom activity since the students previously did not use to work with this kind of group works.

The study of this research is structured as follows:

In chapter I talks about the problem contextualization, critical analysis, prognosis research questions, justification, general and specific objectives are defined.

In chapter II, the research background, the philosophical foundations, the legal basis and the key categories has helped the researcher to determine the foundations of this research study.

In chapter III, refers to the methodology, the type and level of research, the population and sample, operationalization of variables and data collection are designated.

In chapter IV, data analysis and interpretation are presented, along with the conclusions and recommendations given by the researcher in the V chapter.

Finally, in chapter VI the proposed project plan can be found. It entails the justification, objectives, proposal fundamentals, methodology and evaluation.

CHAPTER I

THE PROBLEM

1.1 Research Topic

“Cooperative Learning in Development of Speaking Skill in Students of Bachillerato”

1.2 Problem Statement

1.2.1 Contextualization

English language is spoken and recognized widely as the universal language in the world. Therefore, learning English has become a necessity as a foreign language in most of academic areas, places and work places around the world. In order to connect with the global economy, politics, social, cultural, scientific and technological fields, English teaching and learning in Educational institutions has become mandatory. That is why English is taught in most of schools or high schools of the different countries where English is not the first language like for example, those countries of South America.

According to *El Comercio* newspaper, "Ecuador ranks 35th out of 63" (2015), with low level in English in reference to the English proficiency index (EF EPI) in 2014. These data were obtained from a study, conducted by the global language training company Education First (EF), using a sample of people from 18 years old and older, and being a total of 750,000 who took a test in 2013. The study also provides information clarifying that the main problem is the methodological approach in the teaching and verbal development of English, the problem lies in the methodology used in schools, stating that in most of the schools visited, English has also low level because many of the teachers do not motivate in learning speaking using different strategies. Meanwhile in the same newspaper Giorgio Iemmdo (*Comercio*, 2017) in another survey, states that English has to be used as a teaching language with the interest of training teachers, reforming the curriculum and standardized tests, using the opportunities of technology, which means a change to improve teaching applying new tendencies to get students motivated in learning.

The Ministry of Education of Ecuador has done some changes in the curriculum regarding to the English language classes. They have been imposed the English subject in elemental and basic levels since second grade with three hours classes per week but the English teacher is the same teacher who is in charge of the group with the other subjects that means that he or she is not specialized in the area to cover this necessity, just since fifth to seventh grade there are specialized teachers. Meanwhile the English subject class has been reduced in *bachillerato* in three hour classes per week which makes the students are limited in time to be engaged in learning a new language.

On another hand the Ministry of Education (2016) has focused a new program of study based on 5 curricular threads: communicative cultural awareness, spoken communication, reading, writing and language through the arts, which are meaningful for education, but there was not any training for teachers about this curricular reform in order to improve the teaching and learning process, however there is no change because along the new laws and reforms in education level that does not allow to carry out to the practice. In the same way the Ministry has designed the English books for the secondary level which focus too much grammar and reduced strategies to focus speaking skill. It means that teachers have to look for another kind of resources to adapt new ways of teaching and make emphasis on the interaction of the communicative language (speaking).

Otherwise, the local newspaper called “La Hora” states that teaching English will be taken again since the three sublevels of education, after some years of suspension. It is a new and the last curricular reform that the ministry starts with the development of skills with the criteria of performance. However, in response to the news, some teachers from primary and secondary level and parents reacted telling that these changes are generating problems to students, because they do not have the basis to continue the learning at the next level due for the interruption of teaching the language for some years, others teachers said that it was a failure to avoid the teaching English to children reducing opportunities to reach a linguistic competence being part of the requirements of this global world. On another hand, the parents noticed the problematic and they took the decision to change their children to a private school, others paid extra classes of English on the weekends because the students are not well prepared to get into the university. (Hora, 2016).

Concerning the research local context in the province of Tungurahua in Ambato, to be able to communicate with other people in a foreign language requires effort, discipline, perseverance and a lot of practice. Currently, the teaching and learning process of speaking English skills in the different levels of Bachillerato General Unificado (BGU) in high schools in Tungurahua does not meet the expectations of many students. According to the account of the English Area Coordinator from one of the institutions in Ambato (Cuesta, 2017), the practices carried out in the English area with the BGU students indicate weaknesses in the oral production of the English language since the students do not demonstrate proficiency to communicate in the language.

An observed problem with students of bachillerato who have studied English for three years during the basic general education state that they are not able to speak basic information using the English language and they experiment some rejection level to the language learning. Some other factors make difficult the development this productive micro skill. Students do not feel confident in learning, they feel nervous to be in front of the class, shy or do not want to talk, even when they know the answer or they prefer to use the mother tongue. Another factor is the large classes number of students where the students do not have enough opportunities of participation so they get bored.

Another difficulty refers to teachers who apply traditional methods in teaching English in an isolated form with contents and that should be connected and interrelated between them, in the same way the students work separated or individually most of the time without integrating with the others to foster the knowledge, or the teacher model the idea in a task which students do not have opportunities to apply their feelings or create new ideas to interact with others, students are just learning grammar rules and there is no application of effective strategies to produce those grammar contents in an oral form.

Speaking skill is not easy to develop with students of bachillerato. Third year BGU students of the institution “Unidad Educativa General Eloy Alfaro” were chosen to carry out this study. This school is located in Tungurahua Province, the city of Ambato. A group of students were asked to know the real problems closely in order to develop the speaking skill, the results were: First, pronunciation confuses them because of differences between written and spoken English.

Second, lack of confidence when they speak English in front of the class they feel inhibited and fear to be criticized when they make mistakes. Besides, a reduced number of students do not perceive learning English as a real need for them, in certain form they are in obligation of learning to pass the school year.

This investigation seeks to develop the potential of those youngsters who study at this education level, encouraging in the speaking skill learning and focusing the education process as centered and oriented in the cooperative learning, placing the students as the center of the process and their main leader of their development of the English language, so they can improve and acquire a fluid conversation level.

The cooperative activity demands important commitment levels by the student, because it is the center of the process, therefore participation must have an active role, with self-evaluation and a cooperative evaluation responsibility, in a dynamic classroom where their contributions are fundamental and well received.

1.2.2 Critical Analysis

1.2.3 Problem Tree

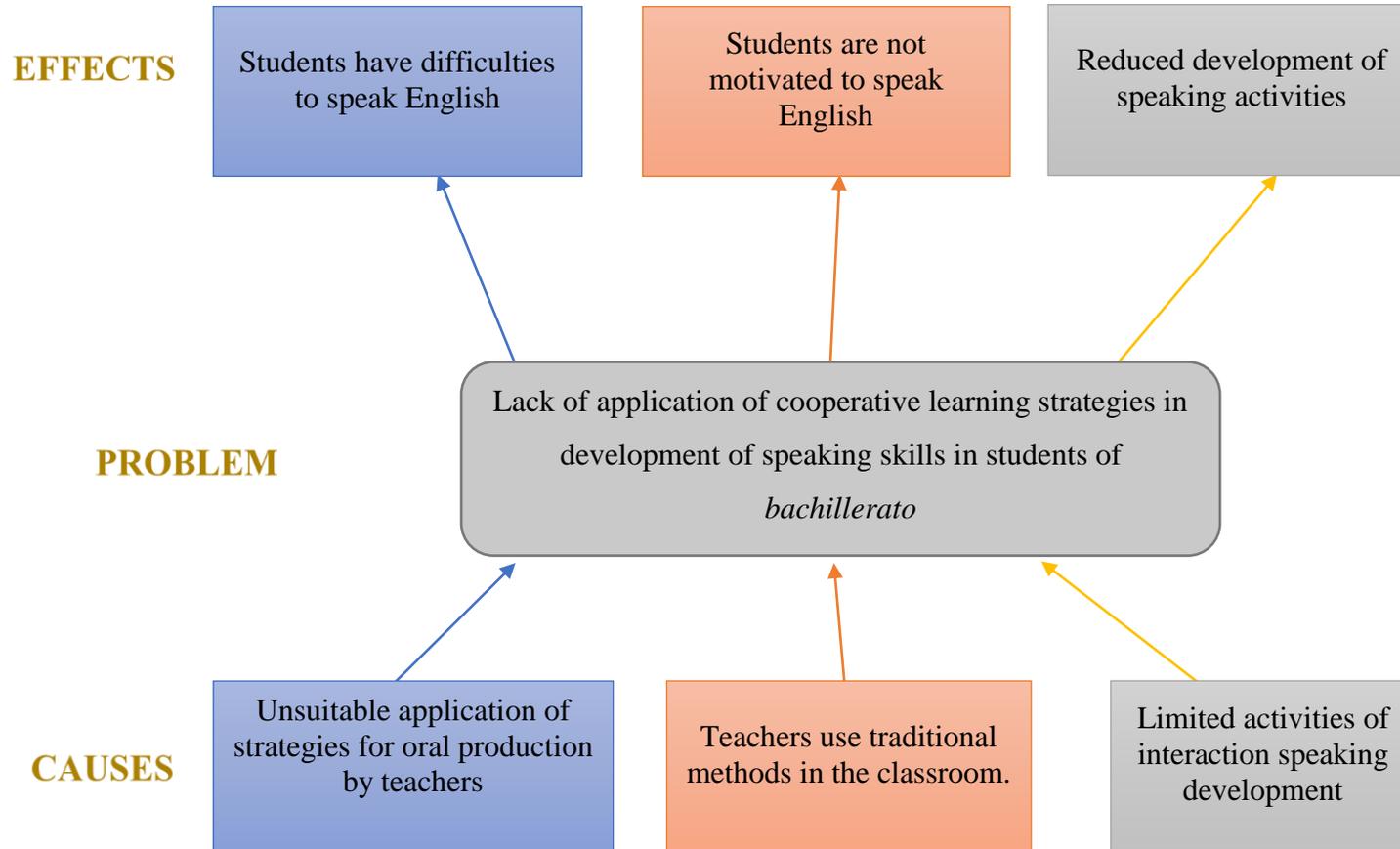


Figure 1: Problem Scheme
Author: Gladys Ocaña (2018)

The research shows the principal problem with the deficiency use of cooperative learning in developing speaking skills with students in *bachillerato*. The students present difficulties in learning a second language caused by the lack of motivation in learning and absence of developing speaking skill, which mean that the students are not performing the second language acquisition (SLA), because teachers do not apply the appropriate strategies to develop the speaking skill, and lack of organization the class group caused by the large number of students in the classroom that does not let to develop a good job.

Students and some teachers are strongly attached to some traditional methodological precepts, and they are exposed to repeat and conduct the class management in the same way, that the behavior of the students limits the cooperative and team work or the right development of dynamic classes. Students are not motivated in learning, which demand a higher participation and interact with others at the moment of dealing with the learning-teaching process. As a result, the students have difficulties at the moment of speaking due to the lack of application of communicative strategies, and they get low marks in the subject.

There is not enough application of strategies to develop the communicative teaching training to engage students in the process of learning speaking skill. English books provided by the Ministry of Education are focused on grammar which takes time in teaching language learning and it reduces the opportunities to develop the oral skill. Also, the book is designed with a formal test at the end of each unit that does not contemplate oral evaluations; neither teachers include the oral speaking in the test. In the same way the contents of each unit must be adjusted and developed according to the time established inside the curricular planning.

English teachers have to face different problems in the classrooms along the experience working with students at secondary level. Regarding the students' performance in the learning process of the English-speaking skill effectively, the absence of understanding, inappropriate strategies, cultural problem, lack of motivation, inhibition, poor participation in the learning process and there is no active interaction in speaking skills. In this way it is necessary a good training teacher to adapt and apply different kind of strategies to engage the students in learning. Another reason, teachers are reduced in time in order to promote strategies to develop

speaking skill, they must be adjusted to the plans in the new curricular reform developed in periods of time that implies to follow up the contents provided on books.

In general, the ideas exposed previously, show problems in the learning process in both teachers and students who are being the result of a new tendency in the Ecuadorian education. Teachers are immersed in obeying all the established by the Minister of education, however, as teachers, we need to be able to facilitate the students the necessary time to prepare and try to develop effective speaking skills. Otherwise, the students are limited in learning the language with the reduced teacher's strategies which do not let them advance in the learning process.

Cooperative learning is necessary to improve the English level, because it leads to gain the goals and improve the advantages in academic achievements. Students who are learning cooperatively in other places are more active participants and personally engaged in the learning process, in order to improve the development and acquire the second language as an opportunity to get a better life in the future.

Speaking skill is fundamental in the communication between humans because people are able to express their ideas feelings and emotions through this skill. Since speaking is one of the four major skills necessary for effective communication in any language, speaking skills should be developed along with the other skills, so that these integrated skills will enhance the students' ability to communicate. That means teachers should develop the speaking skill with learners in different ways, using all the resources, transforming the traditional methods into fun activities in order to create communicative competences and benefits for learners in the global world.

1.2.4 Prognosis

If this research is not resolved with the application of cooperative learning in development of speaking skill with students of *bachillerato*, the results will be deficiently applied. The students could not interact in pairs, small size groups, teachers neither with native speakers in English. Also if teachers do not give the importance of teaching and developing communicative activities, the students will be affected when they have to interact with others in a second language. The students will not be in agreement with the recently requirements.

Therefore, teachers have to be well prepared to promote an effective and significant teaching process in the productive skills in the classrooms. The students of *bachillerato* will be able to change our society by speaking a second language in the global world with widely opportunities in their lives.

It is important to mention that by not solving the problem of deficient speaking skills and oral expression in students, future problems will be: poor performance in English and not being able to enter to top educational institutions; not being able to obtain a well-paid job where speaking English would be the main requirement; not being able to interact or communicate using the English language, besides they will not be able to give or receive information which is required in the English class, which will result in low academic performance of the students and in some cases it could end in student desertion.

1.2.5 Research Problem Formulation

How could cooperative learning develop speaking skill in students of *bachillerato*?

1.2.6 Questions

How effective could cooperative learning be to develop the speaking skill in students of *bachillerato*?

- What is the oral competence of the students in English language?
- What is the correlation with cooperative learning in development of speaking skill in students of *bachillerato*?

1.2.7 Research Object Delimitation

Field: Education

Area: Cooperative Learning and Speaking skills of students of *bachillerato*

Specific Field: Teaching and learning

1.2.7.1 Temporal Delimitation: First quimestre of school year 2017 – 2018

1.2.7.2 Spatial Delimitation: This studio was applied to students of *bachillerato* at Unidad Educativa General Eloy Alfaro Delgado in Ambato.

1.3 Justification

The purpose of this research began from the lack of interest that students have to learn how to speak the English language taking that in consideration, the contribution of this method has helped the development of the English language among students.

The **importance** of this research is focused on analyzing the advantages of cooperative work in order to improve the development of students' speaking skill. As well as establishing real situations where students can effectively develop their communicative skills, using a varied lexicon and with the grammar learned, and thus even have interaction among all as a social approach. Also, this method provides the tools to practice and speak English every day in classes or outside them, stimulating the confident to use English habitually in daily conversations between students of *bachillerato*.

The **originality** of this research in the fact that is a popular subject, this method has not been applied before to students of *bachillerato*, so it is based on achieving education at creating critical individuals capable of analyzing, understanding and interpreting a text for their cognitive growth. In addition, cooperative work promotes individual and group study to generate better results and that they are their own authors of their progress.

The **viability** is based on its approach to promote the use of resources that we have, thanks to the new reforms and thus increase the academic level we have and over the time it will improve our society. The application of new strategies and activities in the classroom helps and facilitates to develop a learning environment that builds trust, participation and respect among all participants. In addition, strategies for teaching English language help students to increase their capacities and skills, fostering a positive self-esteem and active participation.

This research will be firstly **benefit** the students to get confidence to learn a new language through social interaction to improve their speaking skill level, clarifying doubts, maintaining a positive independence, working in groups and cooperatively, accepting feedback from other peers, getting a higher self-esteem, and having better attitudes toward teachers and school.

Teachers will work in a grateful classroom to aim the goals successfully and the students will contribute cooperatively around the educative community.

The social **impact** doing this research, students will be influenced in learning and encourage working together. They will respect and accept each other, maintain a positive independence to promote a collaborative interaction in the group. Also, they could gain admission to scholarships to study in another country or to travel to an English speaking country. In addition, the cooperative learning will be an educational component around all the community establishing classroom norms that guide students to contribute helping each other.

1.4 Objectives

1.4.1 General Objective

To investigate the effect on cooperative learning in development of speaking skill in students of *bachillerato*.

1.4.2 Specific Objectives

- To determine the effectiveness of cooperative learning to develop speaking skill in students of *bachillerato*.
- To identify the oral competence of the students in English language.
- To examine the correlation between cooperative learning in the development of speaking skill in students of *bachillerato*.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

In recent years there has been a great interest in using tools that improve the method of cooperative learning in foreign language learning, so students acquire the knowledge and the necessary skills to learn a language as demanded by modern society today.

One of the main researches on cooperative learning can be found within the social psychology of education, which has attracted more interest in the last three decades, since the efficacy of cooperative learning depends on the importance of group behavior and human behavior. Its popularity has been implemented in different parts of the world, such as the United States, the United Kingdom, Germany, Japan, and several countries of Latin America.

There are some researches that have been interested in the same topic of study of the present thesis, that is, the use of cooperative learning in the teaching of foreign languages, although the novelty of this research is that deals with high school students and emphasizes the use of cooperative methodology to speak English. It is believed that it can contribute new knowledge to the effects of cooperative learning in the English teaching process.

After revising the archives at Universidad Técnica de Ambato, there are two similar projects referring to the current topic.

Freire (2016) conducted a research aimed to determine the effect of cooperative Learning in the development of the oral skills of 8th EBG English language students at "Luis A. Martinez" school in Ambato, Province of Tungurahua. It was concluded that students had a minimal participation level in Cooperative Learning, since group activities for learning English are not frequently carried out. The techniques related to cooperative learning were basically four: Jigsaw – puzzle, students' teams, group investigation and cooperative groups. Oral expression as a language skill in English was influenced by different language features like pronunciation, intonation, tone, diction and fluency. It was also concluded that through the application of

cooperative learning techniques, the students' oral expression level can be developed to a high level.

Galeas (2015) developed a research intended to determine the association between cooperative learning and the English teaching and learning process of second and third year BGU students at Unidad Educativa PCEI Patate. Results revealed that students were interested in learning the English language by working in groups, they disagreed about individual work and master lectures.

In relation to the diagnosis of the elements of cooperative learning associated to the teaching-learning of the English language, it was exposed that the interaction between classmates, the responsibility of a single individual, techniques and assessment in group work, influenced second language acquisition, and additionally the students were motivated to work in group. Finally it was concluded that both, group and individual responsibility and the interaction between the classmates are the base of cooperative learning.

After analyzing these projects, it can be emphasized that cooperative learning allows both, teachers and students, to interact either inside or outside the classroom, implementing new techniques and making use of the technologies present and available to every one of them.

Additionally, two scientific papers related to cooperative learning in EFL were analyzed.

Azizinezhad, Hashemi, & Darvishi (2013) carried out a research study to explore the students' enthusiasm toward English learning, the influence of cooperative learning on junior language learners, and the academic accomplishments in a language competency group. This study describes cooperative learning, language acquisition and the teaching process to produce significant language learning experiences for students. It was found that cooperative learning helped meaningfully to improve the oral communicative skill of high school language students and their enthusiasm toward the English learning. It was concluded that cooperative learning was suggested to be incorporated into the school English education as part of the Syllabus. Consequently, the effects of cooperative learning are relevant in increasing the English level of junior high school students.

Matthew (2006) in his paper states that the techniques of cooperative learning allow English language learners to eagerly participate in the language lessons, working in groups to develop learning abilities. Group task allow learners more than learning vocabulary and grammar forms, but use their diverse opinions and ideas of how the world works, creating stronger relationships between group members, strengthening single identities, leading to a higher sense of involvement in the learning group. Cooperative Learning can help students to socialize and collaborate in their development of their emotional aptitudes and linguistic skills. Cooperative Learning is more than a simple strategy of language learning, it represents a methodology of inspiring students to continue the cooperation and learning process outside the English lessons and the school environment.

These previous studies are related to the present research since validate the implementation of cooperative learning to learn a language and consequently to improve the speaking skill. Cooperative learning help the students interact with others generally in small groups, what makes them feel comfortable and more confident. Moreover this helps the students to motivate themselves in language learning. In the cases of rural areas, cooperative learning represents an opportunity for students to integrate to each other, share experiences and help them to be less shy and more spontaneous.

2.2 Philosophical Foundation

This research is focused on the Constructivism Paradigm, it concentrates on learning and how to think and understand and the positive reinforcement of the community promotes a healthy growth in the learning process.

Constructivism is based on creativity. Its main focus is to develop abilities to express learners' knowledge in different ways. So, the students feel more confident and comfortable working in a cooperative learning environment to improve and correct their speaking skills. Teachers are the initiators of interaction in the classroom by creating innovated daily activities based on socio-cultural experiences to promote a higher and meaningful learning experience.

This paradigm lets students to explore and construct knowledge involving in learning activities. There is more students' contact with teachers to provide enough activities for students to

generate productive learning based on real situations in a confidential way. Vygotsky proposed that learning and human development are integrated and connected to social communicative interactions. In the same way, Vygotsky's perspective stimulates the creation of learning situations in which students participate actively. In this context, both teacher and students play active roles: the former help the students to construct meaning; they later construct meaning actively. In consequence, in the learning process teachers and students can exchange their experience reciprocally (Lamon, 2014).

Additionally, an effective learning is not achieved through simply principles and theories. Effective learning occurs when teachers help and motivate students to exist social interaction because motivation is something that energizes, directs, and sustains behavior. Students' motivation is often reflected on personal investment in cognitive, emotional, and behavioral engagement in school activities.

Also, motivation helps individuals to develop their abilities for communicating in English, because in the teaching-learning process, as in other various activities, there should be something that propels their mind to make them more active and vibrant. In the classroom, the major task is to nurture student curiosity as a motivation for learning, that is why teacher's participation is so important in order to create an adequate environment for students to learn English in a better way.

Finally, the implementation of new strategies in the teaching-learning process of the English language is a way to motivate students for participating in class and learn different ways to understand language, in order to develop effective skills to promote learning of each student.

2.3 Legal Foundation

The Ministry of Education expands a law in order to implement in all the institutions of the republic the English language (Herrera, 2014) as follow in the next articles:

Art. 1.- DISPOSE that English teaching from 2016-2017 in the Sierra regimen and 2017-2018 in the Coast regimen is obligatory in all public and institutions, from second grade of Educación General Básica until third class of Bachillerato General Unificado.

Art. 2.- DISPOSE the hours destined for clubs, established in the curricular reform by extended by agreement with the Ministry 0014-14 on march 11th, 2014, determine that from second to seventh grades of Educación General Básica can be used to teach English. In this case English will be evaluated as determine the articles 193 and following articles in stipulated in the Intercultural Education Right.

Art. 3.- DISPOSE the implementation in the English subject. Incorporate teachers with a minimal B2 level in all the public institutions in the country in reference with the Common European Framework to the languages, and dispose to the students the necessary pedagogical resources to guarantee the English Foreign Language Learning.

Art.4.- DISPOSE the vice minister of education in concordance with the Institute National Institute of Evaluation Educative, establishes the annual evaluation results to the students in the public and private institutions about the English learning Language.

Art. 7.- DISPOSE all the new educative institutions count on the English subject from 2nd. EGB to 3rd. BGU classes.

This curricular reform now is implemented in our institution. English classes are implemented as indicates the right education law above. Today the institution count with specialized teachers in English to cover the three hours of English classes.

2.4 Epistemological Foundation

The analysis of the relationship between cooperative learning and English speaking skills focuses on a dynamic and changing context, where the human being is an active agent in the acquisition of mentioned skills. The construction of learning is achieved through interaction and active techniques, where the involved subjects are committed to the problem, while the subject is influenced by values in a social subject, using the cooperative method as an advantage.

2.5 Sociological Foundation

Nowadays, society can be shown as historical product of the social interaction between teachers and students, because this social interaction is an impartial process that acts among social factors within a process under conditions of time and place; so it is very important for the present research since the student is a social being that depends on the influences of the context around him or her.

It is necessary that learners get social relations according to their individuality, this helps to reach their goals based on values, patterns and norms that are important to indicate the social attitudes of individuals with others.

2.6 Axiological Foundation

The complex world today, forces people to overcome, where each person is bound to be more efficient each day to face the bigger challenges. It is mandatory to promote the commitment and responsibility necessary to intervene in the processes of education, transformation and positive change in teachers and students in the education system.

This research is influenced by values, because the students as the subject of the learning process will develop self-esteem, compromise and good behavior through the cooperative learning method that will strengthen their commitment to the development of speaking skills.

2.7 Ontological Foundation

The reality of the ontological object of this research is to create a good and pleasant relationship between teacher-students and students with students, to develop the acquisition of English language and speaking skills as a group and also autonomously as individuals.

2.8 Fundamental Categories

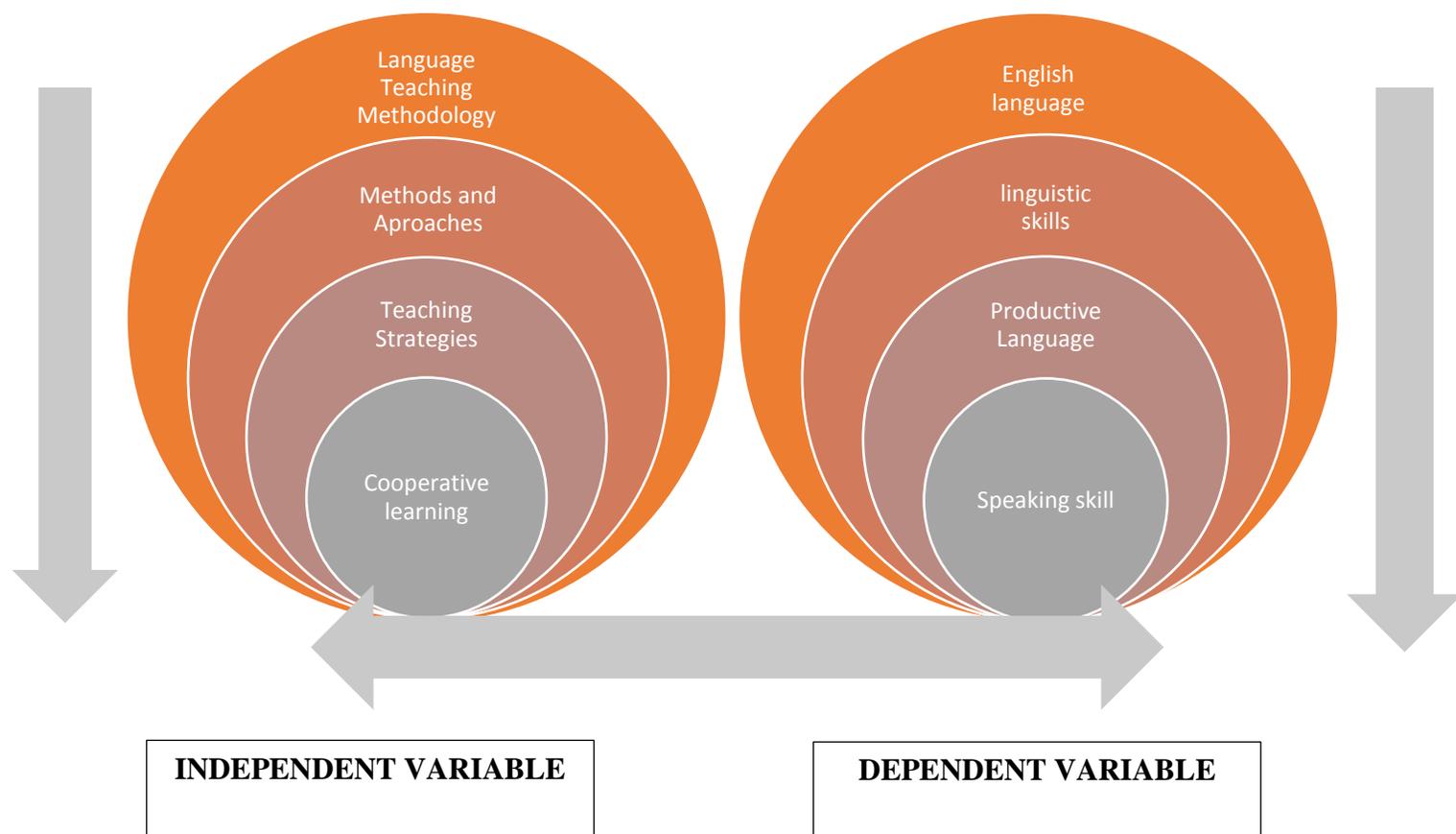


Figure 2 Fundamental Categories
Author: Gladys Ocaña (2018)

2.8.1 Independent Variable Interrelated

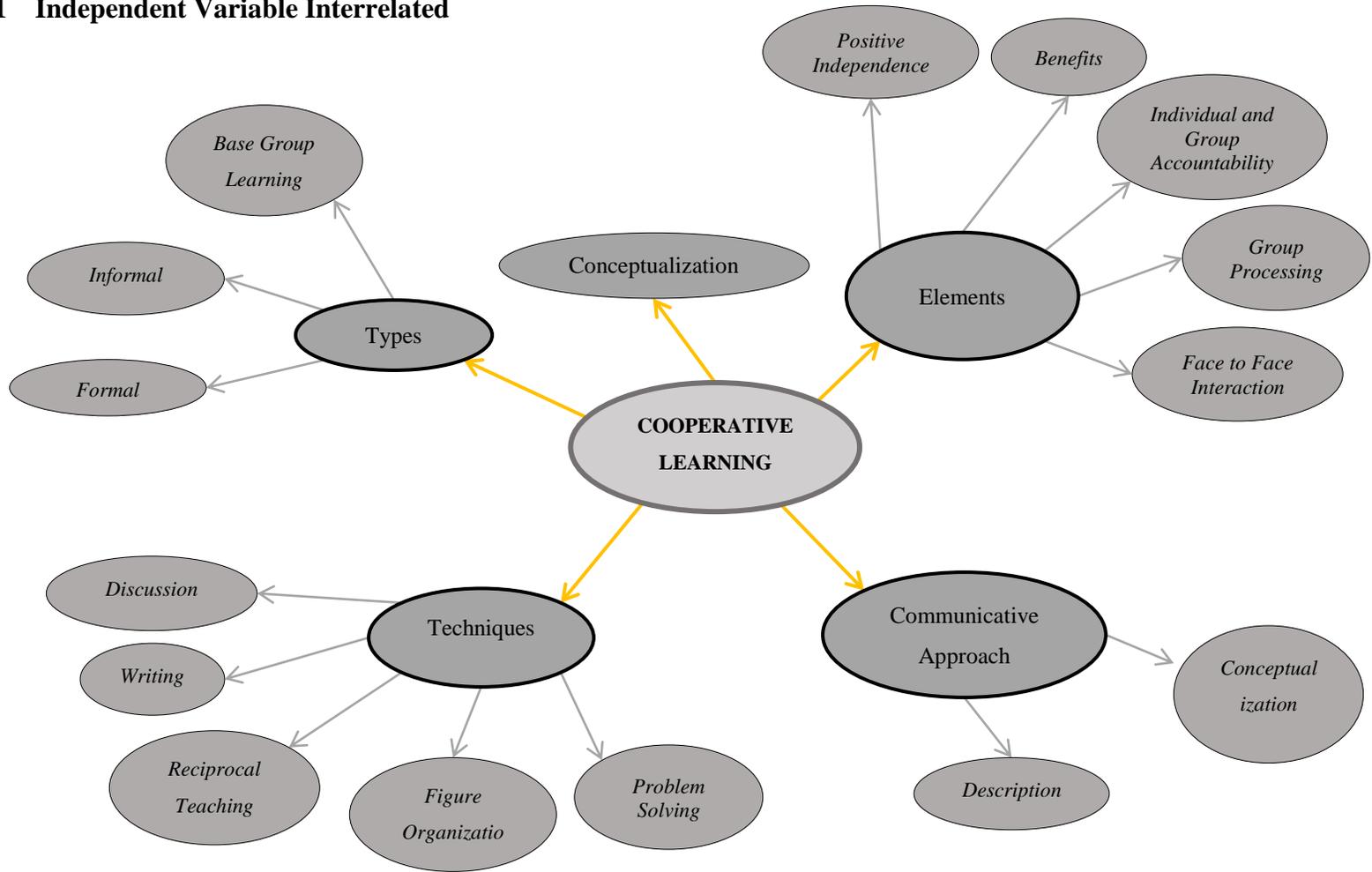


Figure 3 Independent Variable Interrelated Figures
 Author: Gladys Ocaña (2018)

2.8.2 Dependent Variable Interrelated

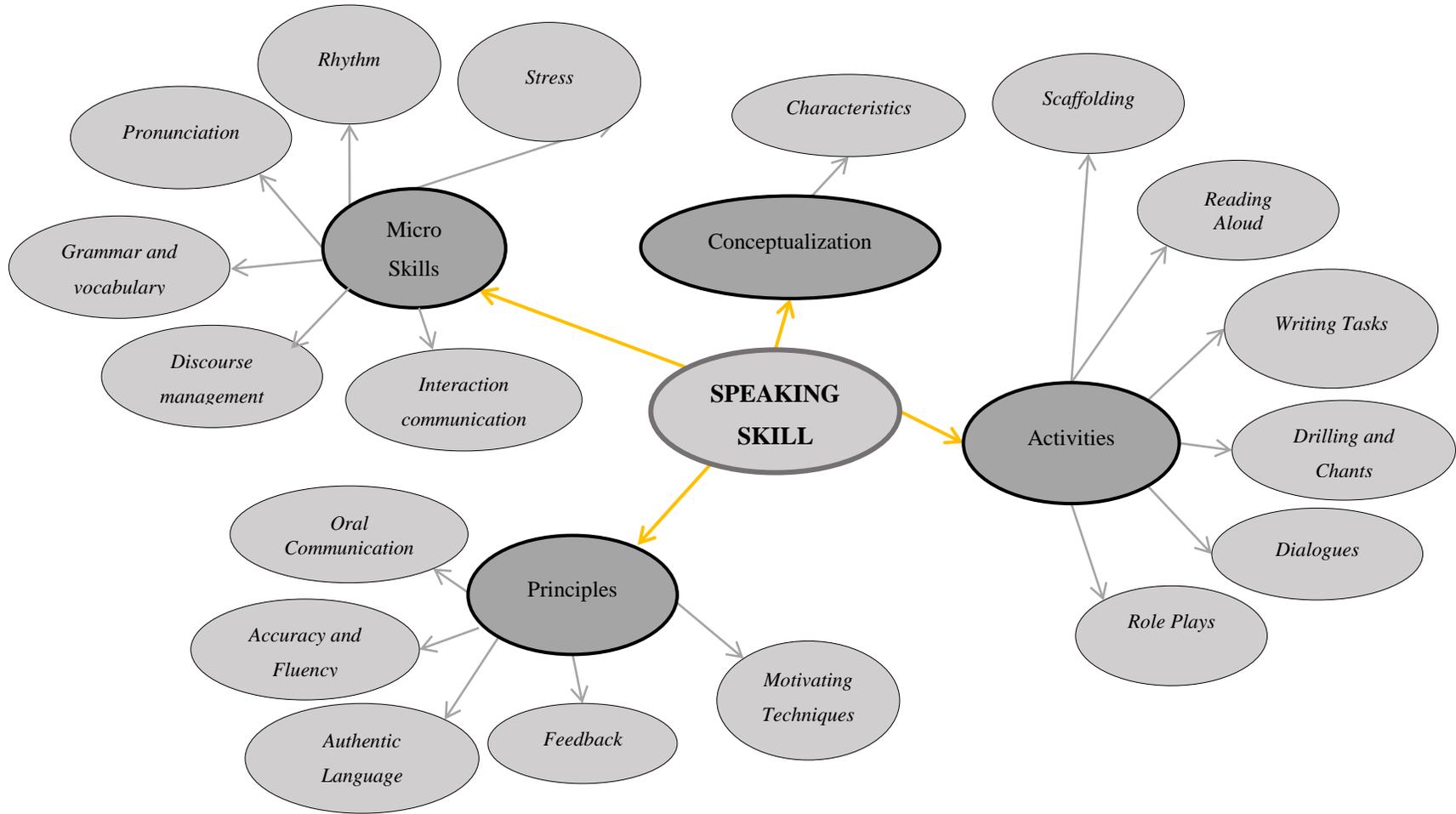


Figure 4 Dependent Variable Interrelated Figures
 Author: Gladys Ocaña (2018)

2.8.3 Didactical View of Conceptualizing Variables

Table 1 Variables conceptualization

Variables conceptualization

Variable	Dimension	Indicator
Independent Variable: Cooperative learning	Types	Formal
		Informal
		Base group learning
	Techniques	Discussion
		Writing
		Reciprocal teaching
		Problem solving
		Graphic organization
	Definition	Definition
	Language Teaching Methodology	Description
		Methods
	Elements	Positive independence
		Benefits
		Individual and group accountability
		Face to face interaction
Group processing		
Dependent Variable: Speaking Skill	Micro skills	Stress
		Rhythm
		Pronunciation
		Grammar and vocabulary
		Discourse management
		Interactive communication
	Activities	Scaffolding
		Reading at loud
		Writing tasks
		Drilling at chants
		Dialogues
		Role plays
	Definition	Characteristics
	Principles	Oral Communication
		Accuracy and fluency
		Authentic language
		Motivating Techniques
		Feedback

Author: Gladys Ocaña (2018)

2.8.4. Independent Variable Framework

2.8.4.1 Language Teaching Methodology: Methods and Approaches

Along history, different methodologies have been applied in language teaching. The evolution that has experimented the language teaching, from the traditional methods to reach the teaching based on the communicative approach, is a sample of the concern that didactic has generated through the times. Both linguistics and teachers have used in their studies and lessons the more convenient method to develop language skills in the process of acquiring a foreign language. These methods and approaches are described by Richards & Rodgers (2014) and briefly summarized as follows:

- **The Direct Method**

In this method students learn entirely in the target language, second language learning is similar to first language learning. It emphasizes on oral interaction, no translation, spontaneous use of language, grammatical rules and structures are avoided, everyday vocabulary is taught and there is emphasis on good pronunciation.

- **Grammar-translation**

Typical lesson consists of presentation of grammatical rules, and learning is basically by translation to and from the target language. There is emphasis on learning to read and write. Grammar rules are have to be memorized and vocabulary is taught in the form of lists of isolated words. There is no emphasis on developing oral expression.

- **Audio-lingual**

Learning a language means acquiring habits; identify the grammatical structures and the basic sentence patterns. New language is heard and extensively drilled before being learned in its written form. There is much practice of dialogues of everyday situations. Big importance is given to pronunciation.

- **Suggestopedia**

Language learning is facilitated in an environment that is comfortable. Language is acquired only when the learner is receptive. Mental blocks to learning are removed. In order to increase mental relaxation and help to retain new material during the lesson, baroque music is played softly in the background. Reading before sleeping and before they get up is frequently practiced.

- **Total Physical Response (TPR)**

TPR is based on listening related to physical activities which are intended to reinforce comprehension. This method works by having the learner respond to simple commands such as "Sit down", "Open your notebook", "close the window". It emphasizes on the importance of listening comprehension.

- **Communicative Language Teaching (CLT)**

It makes emphasis on learning to communicate through interaction in the target language. Occasions for learners to focus, not only on the language but also on the learning process itself are provided. Authentic texts into the learning situation are introduced.

- **The Silent Way**

This is based on the idea that teachers should say as little as possible during a class but learners should be encouraged to speak as much as possible. No use is made of the mother tongue. The learner needs to discover or create.

- **Community Language Learning**

Students and teachers work together so that there are no blocks to learning. Learners in a classroom are seen as a group rather than as a class. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

- **The Natural Approach**

This approach stresses the similarities between learning the first and second languages. Language is developed through real communication. There is no correction of mistakes. Vocabulary is considered prior to grammar structures. Learning takes place by the students being exposed to language that is made comprehensible to them.

2.8.4.2 Teaching Strategies

A teaching strategy is a mediation process to encourage students to learn, and therefore, in the development of a second or foreign language. Some of the more remarkable strategies are outlined below.

- **Active Learning**

It is a strategy focused on student conscious learning through an experience of collaboration and individual and permanent reflection. It encourages the development of listening, reading, writing, and speaking in students through problem-solving exercises, simulations, informal small groups, role playing, and other activities, students are required to apply what they are learning (Meyers, 1993).

- **Cooperative Learning**

Cooperative learning is based on student's interaction. It is a pedagogical strategy that encourages small groups of students to work together in order to accomplish shared goals. Within cooperative learning situations, students pursue results that are beneficial to themselves and beneficial to all other group members (Roger, 1994).

- **Differentiated Instruction: Learning Stations**

Differentiated instruction is effective instruction that is receptive to students' enthusiasm, interests and learning preferences. Differentiated instruction strategies allow teachers to involve each student by attending to the convenience of their specific learning style. According to Gardner (2008), each person has a different mind, and consequently their learning styles are distinctive, they learn and understand information in a different way. A helpful strategy to differentiate instruction is learning stations. Each learning station is set up by the teacher and all the students are required to complete the same task but at the level and style that is specifically designed for each of them (Tomlinson, 2014).

- **Integrating Technology.**

Computer literacy is currently an important part of a student's education. Incorporating technology into the classroom is an excellent way to train students to be connected in this technological age. Technology is also a major part of students' lives, it has been found that by using technology in class, students are motivated and longer engaged. Some examples of utilizing technology in the classroom is showing videos, playing podcasts, adding multimedia elements to presentations like animation, or some type of graphics. Technology integration strategies will ensure a positive effect on students' learning (Roblyer, 2009).

Considering the teaching strategies mentioned above, cooperative learning is the most significant in this research context, since the teaching and learning strategies to be proposed are focused on this topic.

2.8.4.3 Cooperative Learning

Conceptualization

Cooperative learning is a teaching and learning strategy which seeks to develop classroom activities addressed to promote social learning processes, that involve two or more individuals with the objective of share learning and skill development that benefit both or the entire group (Johnson, Johnson, & Smith, 1998)

According to May & Doo (1937), “Cooperative learning is a learning situation that involves two or more individuals who are attempting to have a share educational experience” in concordance with (Johnson J. a., 1991) states that “cooperative learning must be planned for group activities including: positive independence, face to face promote interaction, individual accountability and personal responsibility, interpersonal and small groups skills, group processing.

On other hand, Brown (2001) adds “As students work together in pairs and groups, they share information and come to each other’s aid. They are a team whose players must work together in order to achieve goals successfully”. In the same way Brown adds that in the cooperative classroom the students and teachers work together to pursue goals and objectives.

2.8.4.4 Types of Cooperative Learning

According to Johnson and Smith (1998), there are three important types of cooperative learning promoted by the authors: the informal learning group, the formal learning group, and the cooperative-based group. These three types of cooperative learning can be used together (Johnson, Johnson, & Holubec, 2008).

At the beginning of a typical class session, based group activities could be carried out. Then, a short exposition could be presented which permits the development of informal cooperative learning activities. After that, some activities based on formal cooperative learning could be done. Before finishing the class, a short closing presentation could be given, in which informal cooperative learning strategies could be developed. To close the class, a based-group meeting activity could be appropriate. The use of activities and strategies which include group meetings could permit the students assess their learning process, which, in

consequence, could help them create a better learning environment. According to Webb, the inclusion in class of small groups activities could produce a positive and strong class atmosphere that facilitates learning, understanding a meaning construction (1994).

Informal Learning Group

Group Learning is defined as a kind of teaching activity which permits team work in class, in which students do their best to work together to succeed in their learning tasks. This kind of lessons could be as short as a couple of minutes or as long as a whole class period. It could last a lesson or until the end of the unit.

As Johnson, Johnson & Holubec (2008) state, informal cooperative learning occurs when the students have the opportunity to work in group to achieve a joint learning goal. This kind of group activities could be as short as necessary: from some minutes to a whole class session. Taking this in consideration, the students can participate actively in discussions during the whole lesson. Group strategies could be combined with discussions in couples at any moment of the lesson. The participation of the kind of informal cooperative learning in nature lets students actively constructs knowledge, understand reality. In consequence, it also facilitates and promotes learning, and helps the students to establish their expectations, and provide closure to an instructional session clearly (Jhonson & Johnson, 2008).

Moreover, when using techniques based on informal cooperative learning, teachers can do ethnography in class: listen to what students are talking about, watch what is happening. When considering this, teachers could know if the students understand the texts, and they could learn how confident students feel about participating in cooperative learning activities.

There are two key aspects about this kind of learning that should be known: on the one hand, before making the tasks explicit and precise instruction should be given; on the other hand, any kind of task will imply the constructions of product (written text, for example). As Johnson, Johnson and Holubec (2008) state, the informal cooperative learning is organized in three moments:

An introductory section in which discussion is presented teacher organizes the class, and explicates the task, clarifies and answers the questions. It could last a few minutes. Its main objective is to reach consensus (participation facilitates compromise to fulfill the purposes). This discussion functions as an advance organizer of the students' previous knowledge of the topic to be studied and the students' expectations of the class.

The main Discussions: This section could last between 10 and 15 minutes. In this period of time an adult can focus and understand given information. After this period of time, students can participate in an ask-and-answer activity, in which they ask questions to each other. They can work together, especially when answering the questions it obliges them to think, to analyze, synthesize, evaluate, and use their superior mental processes. In this exchange, each student answers, then both ideas are discussed. Finally, they construct a unique answer from the two points of view. That is, they summarize their contributions in a complete and integral answer.

A Closing Discussion Section: this section takes about five minutes. It consists in synthesizing the main topics discussed. Students summarize what they learned in the section and accommodate the new information into their own frameworks. In this part of the lesson, teacher could assign homework and establish connections with the future class.

Formal Learning Group

This kind of learning is monitored, structured and facilitated by the instructor over time. It permits to fulfill the purposes of the group for the class (e.g. to finish a lesson). Ad hoc-group temporarily, that last for only one discussion or class period only. This type of learning could be adapted to any course material or homework. From 2 to 6 participants can be incorporated in this discussion group. It could last some minutes or take the whole class (Johnson, Johnson, & Smith, 1998)

This strategy is integrated by some techniques: The jigsaw technique, which includes tasks that to solve problems and to make decisions, to work in a laboratory doing science experiments, to review the works of their classmates (e.g. revising texts cooperatively).

Working with this type of learning often facilitates informal and base learning (Johnson, Johnson, & Holubec, 1988). Puzzle activities are attractive and interesting for the students, because they play different roles, teaching and learning roles, they can propose topics, tasks and learning activities. When they have learnt, they can teach.

Base Group Learning

Base group learning students are grouped permanently to provide long term support, encouragement and assistance each other. They perform permanent support, caring in student needs in order to progress academically. Cooperative base groups are long-term, varied cooperative learning teams, whose memberships are stable (Johnson, Johnson, & Holubec, 2008). Typically, the cooperative learning activities that involve working in groups implies an heterogeneous participation (that is to say that everyone has its own goals, motivations, expectations and learn in different ways), members get together regularly (for example, once or twice a week), and could last the whole class time (three months or a yearlong, or, preferably, more than a year).

Its agenda usually includes different academic responsibilities (for example, revising texts), individual and social activities (to know about their partners and help them to solve problems, especially those which are not associated with the school), everyday tasks (taking notes in class), and evaluations of tasks (verifying if the partners have understand the questions of a text and the answers given when an examinations is first done individually and then in group).

Members are given responsibilities: (a) to evaluate if the members are fulfilling the goals of the class (b) to help one another to learn, and (c) to support, assist and encourage each other, to complete tasks and to accomplish objectives.

When working permanently in group, cooperative-based learning offers the opportunity of partnerships, solidarity, and friendship. These values can create that provide the social support required to better their education process, learn more, and increase the quality of life, especially in school.

2.8.4.5 Cooperative Learning Elements

a. Interpersonal And Collaborative Skills

ITS training (2014), states the following elements involving the cooperative learning. These elements are present in learning situation in order to provide a cooperative work. The teacher's instruction should encourage brainstorming reflection and participation to students. They will learn how to work together and try to support each other.

b. Face To Face Interaction

With face-to-face interaction, learning becomes dynamic to work in pairs or group. Students will have a lot of opportunities to discuss ideas between them and comprehend the value their critical thinking being respectful with the ideas of each one. (Rood, 2011) adds that face to face interaction is eye to eye contact and knee to knee to work together productively and promote each other's success.

c. Beneficial Interdependence

Students should learn with a positive interdependence. Working positively students value the collaboration for the successful completion of a task, and the usefulness of team roles, and effective representation.

d. Individual Responsibility

Collaboration aside, students should sense their responsibility towards the group and comprehend the value of their positive contribution for the successful completion of a task. Sharing ideas with others, talking about the work will reach a successful learning in the group, but slacking, hiding behind someone else' work and simply following instructions will not work.

e. Group Interaction Processing

Reflect the group work with a good organization to each other. So groups should learn how to interact and then evaluate their effectiveness and production skill. Teachers should give students the time to reflect on the group's collaboration level, i.e. if everyone participated, if they supported and listened to each other, if everything went smoothly, etc.

2.8.4.6 Techniques Of Cooperative Learning

According to Mayor (2005) there are five categories to develop the cooperative learning techniques successfully. Each one provides a guide to promote the cooperative work in the practice.

a. Discussion

The students have a good discussion and are able to articulate their ideas, responding other classmates' points. They transmit their own ideas and respect the others position.

b. Reciprocal Teaching

It provides explanations and provides feedback, and takes alternatives in the elaboration of tasks. Students elaborate more activities for others. They are who learn more and share their knowledge with the group.

c. Graphic Organizers

It is a tool that provides a framework for organizing information and classifying ideas for discussion, communication, writing and research.

d. Writing

It means organizing and summarizing information, using two possible methods: peer editing (students are able to read and give a comment about other student's tasks), and confrontation essays.

e. Problem Solving

Students participate in solving problems in the group. It is more beneficial giving feedback in groups. Teachers should analyze the problems and apply new strategies in the process.

2.8.5 Dependent Variable Framework

2.8.5.1 English Language

As mentioned before, English is the lingua franca. Some researchers associate it to globalization; other, to imperialism of the Anglo-Saxons empires over the poor people. However, English is a World language that brings many benefits all over the world. This conception should be understood considering the cultural differences between people, because using a common language does not mean to eliminate local cultures; on the contrary, it should contribute with their developments and knowing (Crystal, 2012).

English Language Learners are a large and growing population around the world. Many strategies have been created to facilitate the English teaching and learning processes. Cooperative learning is one of those. This strategy stimulates language learning among students, working in small groups helps them to produce and use English with more confidence, since they are able to adapt to new learning methods by perceiving how their peers solve different situations that involve English learning.

Cooperative language learning is being broadly accepted in English language learning classrooms, mainly because of its influence to achieve language learning goals and provides additional opportunities for communication.

2.8.5.2 Linguistic Skills

According to Loia (2005), linguistic skills refer to the capacity of people to comprehend and express themselves in written and spoken form. In another hand, Richards (2006, p. 6) defines Linguistic as: “the scientific study of language, especially language form, language meaning, and language in context”.

The English Language Learning Standards are developed around the world considering the communicative language components and the linguistic skills suggested by the Common European Framework of Reference for Languages **Fuente especificada no válida..** These skills are listening, speaking reading and writing.

- Listening refers to identifying the sounds of speech in order to processing them into words and sentences. Ears are used to receive sounds (letters, pauses, rhythm and stress) and the brain converts those sounds into messages with meaning.
- Speaking consists of constructing meaning through oral interaction; this involves producing, receiving and processing information.
- Reading is the process of getting meaning from written symbols. Through reading those symbols are changed into words, sentences and paragraphs that communicate something to the reader.
- Writing is the process of using symbols (letters of the alphabet, spaces and punctuation) to communicate opinions and ideas in a legible form.

Concerning the linguistic skills, this research was focused on the development of speaking skill of students of bachillerato in Ambato.

2.8.5.3 Productive Skill

The productive skills are speaking and writing. They are also known as active skills. They can be compared with the receptive skills of listening and reading (Alsagoff, 2012).

Speaking is a productive skill, through this, the speakers use their own vocabulary, structures and discourse and addresses it to the listener who observes, comprehends and interpret it.

2.8.5.4 Speaking and Writing

Felder (2000) shows that speaking and listening are basic skills interconnected in the language learning context. The students are given more opportunities to make choices and decisions about what they like to do to maintain them engaged and motivated with learning activities, considering the speaking and writing skills fundamental for communication.

2.8.5.5 Speaking Skill

According to Brown (2001), speaking is the result of the construction of linguistic discourse. In other words, speaking is a process of interaction in producing and receiving information since a human being starts to hear the first sounds and interact with others. In addition, Richards (2006) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

In the same way, Brown (2001, p. 78) states that “listening and speaking are closely intertwined”. These aspects are considered very important in order to develop the ability of interact with other speakers through the oral skill.

Characteristics of Speaking

Considering speaking represents human’s ability to express orally, coherently, fluently and appropriately in a given meaningful context, Torkey (2006) indicates the characteristics of this skill. These characteristics identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

- a. Speaking is face to face: Most conversations take place face to face which allows speakers to get immediate feedback. Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, generally, in situations where participants or interlocutors are present. Such factors facilitate communication.
- b. Speaking is interactive: Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments. Turn taking, a main feature in interaction is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages.
- c. Speaking happens in real time: During conversations, responses are unplanned and spontaneous and the speakers express what they feel, producing language which reflects this. These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves. This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands. Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal when using the foreign language.

Principles

A principle is a concept or a theoretical framework that guides practice, behavior, acts, what people do. They permit to decide what can be done and what not, and for what reasons. They also permit interpret reality. Those can be conscious if the person is aware of them, if they

are learnt by explicit teaching, or subconscious if they are part of people's cosmo vision, if they are acquired spontaneously (Alsagoff, 2012). Speaking skill has the following principles:

a. Oral communication: Mishra (2015) defines oral communication as the process of verbally transmitting information and ideas from one individual or group to another. Oral communication can be either formal or informal. Oral communication includes:

- Frontal conversations
- Conversations through telephone
- Business meetings discussions

More formal types of oral communication include:

- Presentations at business meetings
- Classroom discourses
- Graduation ceremony speeches

Currently, technology has provided new forms of oral communication. Video calls and conferences that combine audio and video are frequently used. People in distant places can both communicate seeing and speaking with each other. Podcasts (audio clips that people can access on the Internet) is also a modern form of oral communication.

b. Accuracy and fluency: Accuracy is defined as the ability to produce grammatically correct sentences. Likewise, fluency are the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. (Richards J. P., 1985)

c. Authentic language: Gilmore (2007) defines authentic language as a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort. Additionally, other possible inter-related meanings emerge from the literature. According to a couple of authors authenticity relates to the language produced by native speakers for native speakers in a particular language community (Devitt, 1997) and the other states

that authenticity is the language produced by a real speaker/writer for a real audience, conveying a real message (Benson, 1997).

- d. Feedback: Feedback refers to the information a speaker, learner or teacher, gives to another person on how well they are doing or to help them plan their learning. Feedback can be instantaneous, during an action, or late, at the end of a task or part of a learning program (Leavitt, 1951)
- e. Motivating techniques: Related to the speaking activities such as: discussion, debate, presentation, role play, etc. Harmer (2001) argued that there are three roles of teacher that can be applied during speaking activities, they are: as participant, and feedback provider. As prompter, it is needed when the students gets lost and cannot think what they want to say, then the role of the teacher is giving a clue, or helping them to interpret what actually they want to deliver. And as a participant, the teacher changes his/her role as a student that participates in any discussion or role play; furthermore, the teacher will be a model for the students. Besides, it will create good interaction between the students and the teacher and create creative atmosphere during the activity, because indirectly the teacher still lead the whole activity but not dominant. And as feedback provider it helps the students solve their misunderstanding and hesitation during the activity. Giving feedback depends on the teacher's tact and appropriacy of the feedback in particular situation. Then the students complete their activity, the teacher should assess what the students have done and give feedback and correction.

2.7.5.5.3 Microskills

Micro skills are defined as the abilities that people have to perform as specific activities, tasks or processes, analyzed from more general capabilities. Those micro skills could be acquired spontaneously or learned by explicit teaching. The development of micro skills permits learner better results when learning languages because they could be aware of what to do in a given situation to be successful (Brown H. &, 2004). According to Richards, Platt and Webbers (1985) speaking microskills definitions are the following:

- a. Stress: an extra force used when pronouncing a particular word or syllable. In phonetics, intensity given to a syllable of speech by special effort in utterance, resulting in relative loudness.
- b. Rhythm: It is the sense of movement in speech, marked by the stress, timing, and quantity of syllables.
- c. Intonation: It is the melodic pattern of an utterance. Intonation is primarily a matter of variation in the pitch level of the voice (see also tone), but in such languages as English, stress and rhythm are also involved. Intonation conveys differences of expressive meaning (e.g., surprise, anger, wariness).
- d. Pronunciation: It is the way a certain sound or sounds are produced.
- e. Grammar and vocabulary: refers to the degree of control of grammatical forms and the use of appropriate vocabulary to give and exchange view on familiar topics.
- f. Discourse management: It refers to the production of stretches of language, relevant contributions and the use of cohesive devices.
- g. Interactive communication: It refers to appropriate responses and the development of interaction with little or not support.

2.7.5.5.4 Activities

Activities are practices that can be done to fulfill a purpose. When doing an activity, people use their principles knowledge related to that practice and apply the abilities (micro and macro skills) they consider are appropriate to gain their objectives. They can be planned by somebody else or they can be done naturally (Graham, 1993). Regarding speaking skill practice, the following activities are suggested:

- a. Scaffolding: According to Wood (1988) scaffolding is tutorial behavior that is conditional, interactive and cooperative. Behavior is conditional when an action depends on other actions. It is interactive when it involves the activity of two or more people mutually engaged, and it is collaborative when the result, that can be a conversation or the answer to a problem, is cooperatively achieved.
- b. Drilling: drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that

is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it.

Other types of drill include substitution drills, or question and answer drills. Substitution drills can be used to practice different structures or vocabulary items (i.e. one or more words change during the drill). In question and answer drills the prompt is a question and the response the answer. In all drills learners have no or very little choice over what is said so drills are a form of very controlled practice. There is one correct answer and the main focus is on 'getting it right' i.e. on accuracy. Drills are usually conducted chorally (i.e. the whole class repeats) then individually. There is also the possibility of groups or pairs of students doing language drills together (Tice, 2005).

- c. Chant: English learning chants use repetition to engage the right side of the brain's 'musical' intelligence. The use of multiple intelligences can help students speak English 'automatically'. Using a chant is pretty straight-forward. The teacher (or leader) stands up in front of the class and 'chants' the lines. It's important to be as rhythmical as possible because these rhythms help the brain during the learning process. The main idea is to break up a learning objective into small, bite-sized pieces (Beare, 2017).
- d. Role play: In role-play, learners are required to perform another character role, for example a person looking for a job. Roles are often written on "role cards". Learners prepare before the performance and then work with other students to act out the scenes, performing the character using their own ideas and the ideas suggested in the role cards. Role cards could just name the role or alternatively they suggest guidance to act the role itself (Scrivener, 2005)
- e. Writing tasks: It belongs to productive skill in which learners are expected to communicate their ideas with others in a written form. It is suggested to create meaningful activities in order to engage students in the learning process. Writing is one of the most rewarding yet one of the most challenging skills for English Language learners. Why so? Because writing is an accuracy focused activity as well as an act of communication where one can practice their skills of using grammar, vocabulary and also put their ideas together in a coherent fashion. Through writing, students can

express themselves. Writing involves processing, editing, and while writing, there is more time available to the students for thinking and accessing familiar language. Writing is a very important activity and set of skills to develop as part of your academic study (Crystal, 2012)

- f. Reading aloud: Reading aloud creates a classroom community by establishing a known text that can be used as the basis for building on critical thinking skills that are related and unrelated to reading. Meaning construction, connecting ideas and experiences across texts, using their previous knowledge, and questioning unfamiliar words from the text are task generated by reading aloud activities. Reading aloud gives students an opportunity to hear the teacher reading fluently, and using technical or literary language. “Through intonation, expression, and attention to punctuation, the reader demonstrates meaning embedded in the text.”

Reading aloud develops adaptive expertise. Routine expertise relies on automated recall of memorized declarative knowledge but adaptive expertise depends on the acquisition of meaningful knowledge. An adaptive expert synthesizes knowledge groups to make meaning in new ways to solve unexpected or novel problems. Reading aloud helps students learn how to use language to make sense of the world; it improves their information processing skills, vocabulary, and comprehension. Reading aloud motivates students to read (Varelas, 2006).

- g. Dialogues: Marbun (2014) defined dialogue as one of the examples of social interaction activities compatible with a communicative approach which fluency and acceptable language is the primary goal. Therefore, the main objective of this technique is to prepare students for the real- life language use by practicing in the classroom the situation that may happen in real life. In practicing transactional- interactional talk where message and interaction are important, dialogue can be used as a technique that require students to be involved in information sharing and participate a lot in conversation.

In using this method, the teacher guides the students how to pronounce some words and expressions related to the certain situation discussed in the classroom. Afterwards, the students have to practice using the words and expressions in a conversation between two speakers. To make it more challenging and to know

whether the students are able to link sentences, their conversations are based on cues written on two cards. The students should ask and respond using the words and expressions they learnt before.

2.9 Hypothesis

The application of cooperative learning to students of third *Bachillerato* at *Unidad Educativa General Eloy Alfaro* influence on the development of speaking skill.

2.10 Identification of Variable

Independent Variable: Cooperative learning

Dependent Variable: Speaking skill

CHAPTER III

METHODOLOGY

This section explains the methodological process that was followed to achieve the objectives set out in this study. First, the type of research was established, the method, techniques and instruments were described and finally the data collection method was presented.

3.1 Research Approach

The methodology applied in this study was focused on a quali-quantitative approach. Besides, a quasi-experimental research design was implemented. It did not include a comparison with a control group at all. According to (Statistics Solutions, 2018) this kind of quasi-experimental design is also known as before-and-after, pretest/posttest, or pre-experimental design, these quasi-experimental approach designs expose all subjects to the treatment or stimulus. If post-treatment values differ significantly from pre-treatment values, a case can be made that the treatment was the cause of the change. In this research the subjects values were examined prior to and after the exposure, through the administration of a pretest and a posttest.

3.2 Basic Method of Research

This research was a field investigation, because the data was collected in the same place where the events occurred, at Unidad Educativa General Eloy Alfaro Delgado in Ambato - Ecuador during the first term of school year 2017 – 2018.

3.2.1 Theoretical Research

This was a theoretical research because it was oriented to provide results which have been stated, with the theoretical and conceptual framework. Additionally, background research and the literature review were combined with fieldwork and data collection in order to find solutions for the improvement of oral competence of 3rd year of BGU students at Unidad Educativa General Eloy Alfaro Delgado.

3.2.2 Observational

This research was also observational because the researcher observed the students' reactions during the implementation of the technique. These reactions were the result of the analysis of the development of the variables that were part of the study, in this case cooperative learning as the independent variable and speaking skill as the dependent one. In other words, the students were observed to determine how the dependent variable was influenced by the independent one that means the influence of using cooperative learning to enhance students' speaking skills.

3.3 Level or Type of Research

3.3.1 Exploratory

This was an exploratory research because it found out the reasons why students were not proficient in oral speaking. Additionally this was an exploratory study because it explored the influence of cooperative learning on the development of oral proficiency in English in 3rd year of BGU students. It aimed to explore an innovative topic and the bases for other studies were provided.

This study was also designed as a descriptive study with the aim to determine the influence of cooperative learning on the oral competence of 3rd year of BGU students of the school mentioned above.

3.4 Population and/or Sample

The population is the totality of this research to be studied, where the population units possess a common characteristic, which was studied and gave origin to the research data. This population represented the group for whom the conclusions are valid (2015). The population in this research was represented by 279 students of Bachillerato General Unificado (BGU) at Unidad Educativa General Eloy Alfaro Delgado.

The sample, for its part, is a group of the population that is taken to carry out the study. The sample chosen for this study was a simple random sample, is a type of probability sampling technique. Probability samples require that every member of the overall population has a

known opportunity of being included in the sample (Palys, 2008). A sample of 56 students was selected from the both 3rd year of BGU students of the school mentioned above. These students were all around seventeen years old. The formula to determine the sample was the following:

$$n = \frac{N(z)^2(p)(q)}{e^2(N-1)+(z)^2 (p)(q)}$$

This means:

n= Sample

N= Universal population

z= Level of confidence

p= Probability of a single event

q= 1-p = Probability of failure

e= maximum permissible error

n= ?

N= 279

z= 1,96

p= 0,6

q= 0,4

e= 0,115

This leads to:

$$n = \frac{279(1,96)^2(0,6)(0,4)}{(0,115)^2(279-1)+(1,96)^2 (0,6)(0,4)}$$

$$n = \frac{257,23}{3,677+0,9220} = \frac{257,23}{4,599} \cong 56$$

Third year students were chosen because at this particular level (3rd BGU) students were expected to achieve the social competence, that according to the Ministry of Education (2016,

p. 6) “it takes on the task of helping learners become better communicators. By working on classroom tasks in pairs or small groups, rather than individually, learners are motivated to communicate, to listen and to share”. And as Byrd (2009) stated when learners work collaboratively, they simultaneously strengthen their basic interpersonal communication skills and their academic language proficiency, so at this level it was propitious to study the influence that cooperative learning produces on the oral competence of those students who were not able to communicate or interact with others using the English language.

3.5 Operationalization of Variables

3.5.1 Independent variable: Cooperative learning

Chart 1. *Independent Variable: Cooperative Learning*

Conceptualization	Dimensions	Indicators	Items	Techniques and Instruments
<p>Cooperative learning is a teaching and learning strategy which seeks to develop classroom activities addressed to promote social learning processes, that involve two or more individuals with the objective of share learning and skill development that benefit both or the entire group.</p>	<p>Teaching and learning strategy</p> <p>Classroom activities</p> <p>Social learning</p>	<p>Dialogues Role-plays Reading at loud Scaffolding Drilling Chants</p> <p>Oral activities: Interviews Surveys Debates</p> <p>Communicative activities Classroom interaction Cooperative work</p>	<p>Group cooperation: Does the group...?:</p> <ul style="list-style-type: none"> • Divide the task among the members? • Make decisions collaboratively? • Use group time in a productive way? • Provide support for each member? • Listen to others' contributions? <p>Verbal domain: Does the student...?</p> <ul style="list-style-type: none"> • Speak at a reasonable pace? Speak clearly? • Pronounce well enough to be understood? • Use suitable words and phrases? Manage the necessary grammar? • Ask questions, pausing long enough for others to respond? • Verbalize everything that is presented visually? Stress most important points by pausing, speaking slowly, raising voice, etc? • Seem to understand the English that the others used? • Use a variety of appropriate vocabulary everyday situations / familiar topics / wide range of familiar topics? • Use a variety of cohesive devices and discourse markers? • Start discussions? Introduce new ideas? • Keep the interactions going? 	<p>Technique:</p> <p>Observation</p> <p>Instrument:</p> <p>Check list</p>

Author: Gladys Ocaña (2018)

3.5.2 Dependent Variable: Speaking Skill

Chart 2 *Dependent Variable: Speaking Skill*

Conceptualization	Dimensions	Indicators	Items	Techniques and Instruments
<p>It is an oral productive skill which lets to express ideas, feelings, and thoughts in the spoken language. It is the interaction between more than one person in the communication.</p>	<p>Oral Productive skill</p> <p>Interaction</p>	<p>Grammar and vocabulary</p> <p>Discourse management</p> <p>Pronunciation</p> <p>Interactive communication</p>	<p>Pretest – Posttest:</p> <ul style="list-style-type: none"> • Describe a picture: • Answer the questions • Express an opinion <p>Rubric:</p> <ul style="list-style-type: none"> • Grammar and vocabulary • Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics • Discourse management • Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices. • Pronunciation • Is intelligible • Intonation is generally appropriate. • Sentences and word stress are generally accurately placed. • Individual sounds are generally articulated clearly. • Interactive communication • Initiates and responds appropriately. 	<p>Technique:</p> <p>Pretest</p> <p>and</p> <p>Posttest</p> <p>Instrument:</p> <p>Rubric</p>

			<ul style="list-style-type: none">• Maintains and develops the interaction and negotiates towards an outcome with very little support.	
--	--	--	--	--

Author: Gladys Ocaña (2018)

3.6 Data Collection

3.6.1 Observation

The data in the form of qualitative method was obtained from the observation carried out by the researcher during the class intervention. The main purpose of this was to determine the students' reaction towards the used technique (cooperative learning) regarding the development of group work activities and the students' behavior. Notes about the observation were made on the "observation sheet" (see Appendix A).

3.6.2 Pretest and a Posttest

A pretest and a posttest were applied to the participants in order to measure the English Speaking proficiency level of the students before and after the application of cooperative learning during the English class. These results helped the researcher to determine the influence of cooperative learning on the student's speaking skill (see Appendix B).

The pretest was given to the participant students at the beginning of the first term. Two groups of third *bachillerato* were chosen to apply the test: Class A and B. The pretest was conducted at the beginning of the school year before implementing the proposal. Firstly, the test was applied to class A and later, the same day to class B. The classroom teacher helped the researcher to assess the students, since it was an oral test. It took two full classes to conduct the test for each individual student. The same procedure was followed for the posttest.

After this, cooperative learning was implemented for six (6) sessions and, one (1) month later a posttest was given to the same students to evaluate the effectiveness of the proposed technique. The tests were in the form of speaking. The procedure of the tests was:

1. Preparing the test materials: speaking materials (which included 3 tasks)
2. Conducting the test
3. Examining the result of the tests. A rubric was used.

The standards on the rubric were based on the B1 Level Assessment Scale for speaking performance designed by UCLES (2011). This scale is based on Level B1 of the Common European Framework of Reference (CEFR). The results obtained helped the researcher to analyze the students' strengths and weaknesses related to their speaking performance regarding: grammar and vocabulary, discourse management, pronunciation and interactive communication. The results of the tests were analyzed by using descriptive statistic.

3.6.3 Instruments Validity

The research instruments were validated by the help of research experts in the Department of Education at Universidad de Ambato.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 Analysis of Results

4.1.1 Class Observation

Classroom observation data was coded and analyzed to triangulate them with the results of the pretest and posttest. The following results were obtained:

Group Cooperation

Cooperative Learning as Means to Promote Social Skills

Cooperative learning is a pedagogical strategy that encourages small groups of students to work together in order to accomplish shared goals. Within cooperative learning situations, students pursue results that are beneficial to themselves and beneficial to all other group members. (Roger, 1994). During the class intervention it was observed that:

- Students divided the tasks among themselves.
- They made decisions collaboratively.
- Students were very productive working in group.
- Students were engaged in group activities that increased learning.
- Each member got support from other group members.
- Students listened to others contributions.

Generally, most of the students enjoyed working in groups. They encouraged other partners who showed apathy to join the group and shared their ideas.

The positive results included: academic achievements, improved relations with others, and produced more positive relationships among students. Additionally, increased personal and social

development and successfully fostered and mastered interpersonal skills among students that were also needed for the group to accomplish its tasks.

Verbal Domain

Cooperative Learning as a Proficient Tool for Oral interaction

Oral interaction, in group, is based on a real effort to find a cooperative solution to difficulties or problems. Group work is a significant activity because the students need to focus on meaningful negotiation and information exchange. For this reason, students should be familiar with the discussion topic. The concern of the teacher is, of course to get the students to talk and to stimulate their interest and imagination (Bright, 1970). During the observation period, all of the students were asked to speak or express their ideas in their groups; their partners showed respect and listened carefully.

Through the implementation of cooperative learning work most of students:

- Spoke moderately clearly and at a reasonable pace.
- Pronounced well enough to be understood.
- Used suitable words and phrases.
- Managed the necessary grammar.
- Asked questions, pausing long enough for others to respond.
- Verbalized everything that was presented visually.
- Used a variety of appropriate vocabulary everyday situations.
- Used a variety of cohesive devices and discourse markers.
- Started discussions and introduced new ideas.
- Kept the interaction going.

However, it was observed that some students were extremely shy or probably did not feel confident speaking in English and they preferred to stay quiet and avoid participation. Their classmates always motivated them to participate in the activities and they tried to do their best.

The results included a positive attitude towards the group activities carried out. Some students felt more confident working in group since their partners helped them with the development of the activities concerning pronunciation, grammar, interaction.

The activities carried out during the entire month motivated the students to learn more English and awoke their interest for learning this language.

4.2 Pretest and Posttest

After the implementation of the quasi-experiment during the pretest and posttest, the results were analyzed descriptively and presented in percentages, frequencies and tables. The data was used to find out weaknesses and strengths in the students' oral competence. Details obtained from the classroom observation were also mentioned in the analysis paragraphs to complement the results description.

4.2.1 English Speaking Proficiency Level of Students in the Pretest

English Speaking proficiency level of 3rd year BGU students was assessed according to the Common European Framework for level B1 which suggest the following evaluation criteria: Grammar and vocabulary, discourse management, pronunciation and interactive communication. Student's assessment varied from the following scales:

Poor 0-4

Fair 5-6

Good 7-8

Very good 9

Excellent 10

The evaluation criteria is described in the table below

Table 2 Evaluation criteria used in the pretest

Evaluation criteria used in the pretest

Criteria	Application
Grammar and Vocabulary	Students show a good degree of control of simple grammatical forms, and attempt some complex grammatical forms. Student use a range of appropriate vocabulary to give and exchange views on familiar topics.
Discourse Management	Students' produce extended stretches of language Students' contributions are relevant Students use a range of cohesive devices
Pronunciation	Students' pronunciation is intelligible and intonation is generally appropriate. Students' sentences and word stress is generally accurately placed. Individual sounds are generally articulated clearly.
Interactive Communication	Students initiate and respond appropriately. Students maintain and develop the interaction.

Author: Gladys Ocaña (2018)

Pretest analysis:

Grammar and Vocabulary

Table 3 Pretest results: Students' grammar and vocabulary proficiency level

Pretest results: Students' grammar and vocabulary proficiency level

Description	Frequency	Percentage
Poor (0-4)	19	34%
Fair (5-6)	15	27%
Good (7-8)	10	18%
Very good (9)	8	14%
Excellent (10)	4	7%
TOTAL	56	100%

Author: Gladys Ocaña (2018)

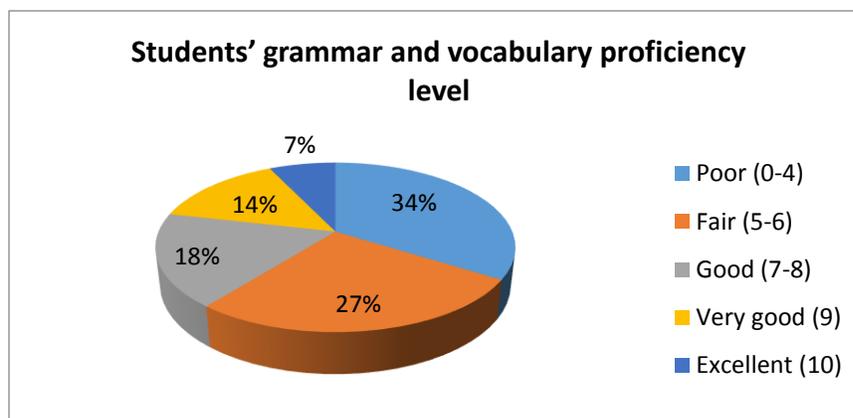


Figure 5 Pretest results: Students' grammar and vocabulary proficiency level

Author: Gladys Ocaña (2018)

According to the graph above it can be observed that 18% of the students were able to communicate their ideas in a clear and defined way. It also shows that a high percentage of students 34% had difficulties to explain the main points relating to an idea, problem, or argument with reasonable precision. They did not use accurate grammatical forms, when they explained something, their ideas were not clear. Concerning vocabulary, most of the students did not work in a grammar context but in isolation. This leads to poor communication and shows evidences that they need extra support in these tasks.

Discourse Management

Table 4 Pretest results: Students' discourse management ability

Pretest results: Students' discourse management ability

Description	Frequency	Percentage
Poor (0-4)	17	30%
Fair (5-6)	15	27%
Good (7-8)	13	23%
Very good (9)	7	13%
Excellent (10)	4	7%
TOTAL	56	100%

Author: Gladys Ocaña (2018)

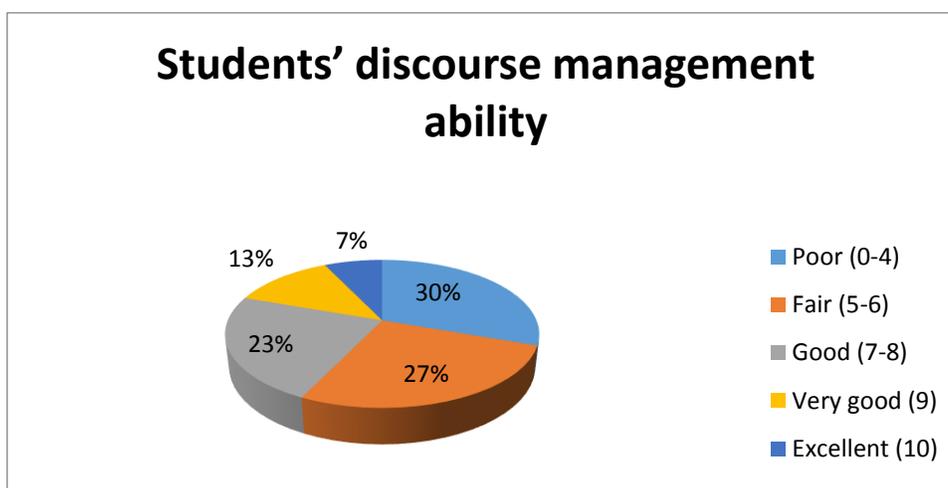


Figure 6 Pretest results: Students' discourse management ability

Author: Gladys Ocaña (2018)

This graph exposes that 30% of the students did not have the ability to lead spoken conversation in a specific direction. They did not link or connect phrases into a coherence sequence of points. In the same way the 27% of the students could not easily keep a conversation going, most of the times had to pause to plan and correct what they are saying. However, the rest of the students could express themselves relatively easily when talking freely and kept the conversation going effectively without too much help, despite occasional pauses to plan and correct what they were saying.

Pronunciation

Table 5 Pretest results: Students' pronunciation accuracy

Pretest results: Students' pronunciation accuracy

Description	Frequency	Percentage
Poor (0-4)	12	21%
Fair (5-6)	19	34%
Good (7-8)	14	25%
Very good (9)	6	11%
Excellent (10)	5	9%
TOTAL	56	100%

Author: Gladys Ocaña (2018)

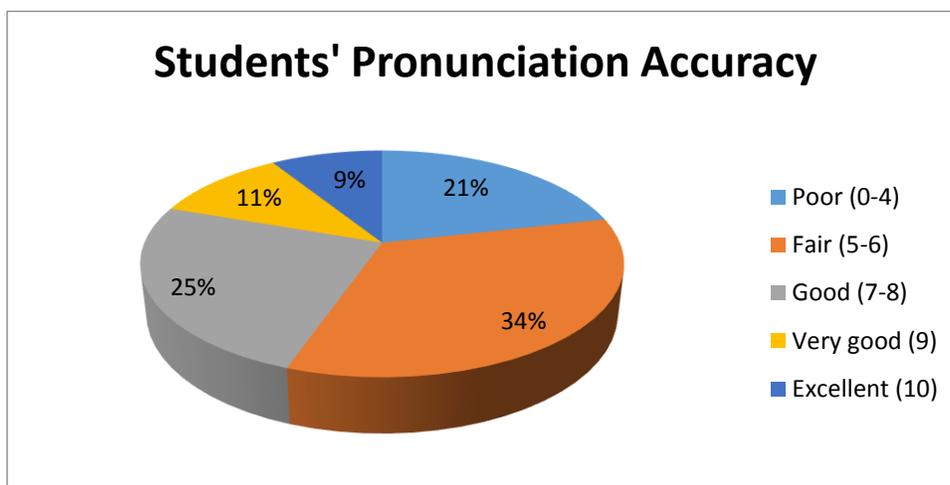


Figure 7 Pretest results: Students' pronunciation accuracy

Author: Gladys Ocaña (2018)

According to this graph, a few percentage of students could pronounce words clearly when they were speaking. For the rest of the students, pronunciation was difficult. They had particular difficulty with stress and intonation; this was partly because the teaching pronunciation was not integrated in the communicative approach. Moreover, students were not frequently exposed to accurate native speaker stress and intonation patterns or authentic conversational exchanges to show them how natives interact with one another while listening to intonation and stress. That means that with regular practice and speaking activities focused on authentic materials, learners will improve their pronunciation.

Interactive Communication

Table 6 Pretest results: Students' interactive communication ability

Pretest results: Students' interactive communication ability

Description	Frequency	Percentage
Poor (0-4)	20	36%
Fair (5-6)	14	25%
Good (7-8)	10	18%
Very good (9)	7	13%
Excellent (10)	5	9%
TOTAL	56	100%

Author: Gladys Ocaña (2018)

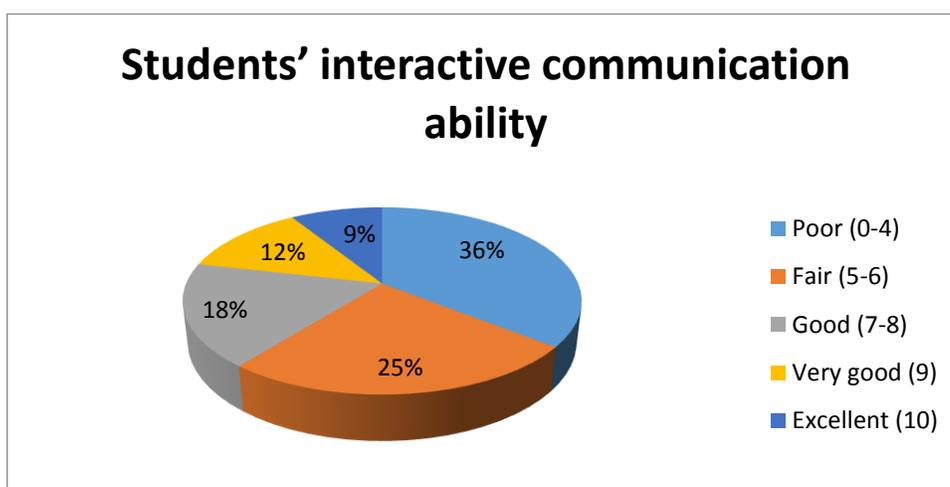


Figure 8 Pretest results: Students' interactive communication ability

Author: Ocaña Gladys (2018)

This graph exposes the fact that even when students did not share their ideas about different topics with their classmates or the whole class promoting interaction, a part of them 18% could actively participate in simple conversations. This percentage could be raised by encouraging students to get involved in conversations focused on a topic they were interested in, that meant joining them in a discussion on familiar topics, using suitable phrases, and those students who could not communicate easily could make the discussion to move forward.

4.2.1.1 English Speaking Proficiency Level of Students in the Post-test

After six weeks of applying cooperative learning technique in the classroom, students were given a posttest. Students were assessed on the following standards: grammar and vocabulary, discourse management, pronunciation and interactive communication. The grades which were used to assess students' progression were the same that were used in the pretest.

Poor 0-4

Fair 5-6

Good 7-8

Very good 9

Excellent 10

The evaluation criteria is described in the table below

Table 7 Evaluation criteria used in the posttest

Evaluation criteria used in the posttest

Criteria	Application
Grammar and Vocabulary	Students show a good degree of control of simple grammatical forms, and attempt some complex grammatical forms. Student use a range of appropriate vocabulary to give and exchange views on familiar topics.
Discourse Management	Students' produce extended stretches of language Students' contributions are relevant Students use a range of cohesive devices
Pronunciation	Students' pronunciation is intelligible and intonation is generally appropriate. Students' sentences and word stress is generally accurately placed. Individual sounds are generally articulated clearly.
Interactive Communication	Students initiate and respond appropriately. Students maintain and develop the interaction.

Author: Gladys Ocaña (2018)

Grammar and Vocabulary

Table 8 Posttest results: Students' grammar and vocabulary proficiency level

Posttest results: Students' grammar and vocabulary proficiency level

Description	Frequency	Percentage
Poor (0-4)	3	5%
Fair (5-6)	8	14%
Good (7-8)	25	45%
Very good (9)	9	16%
Excellent (10)	11	20%
TOTAL	56	100%

Author: Gladys Ocaña (2018)

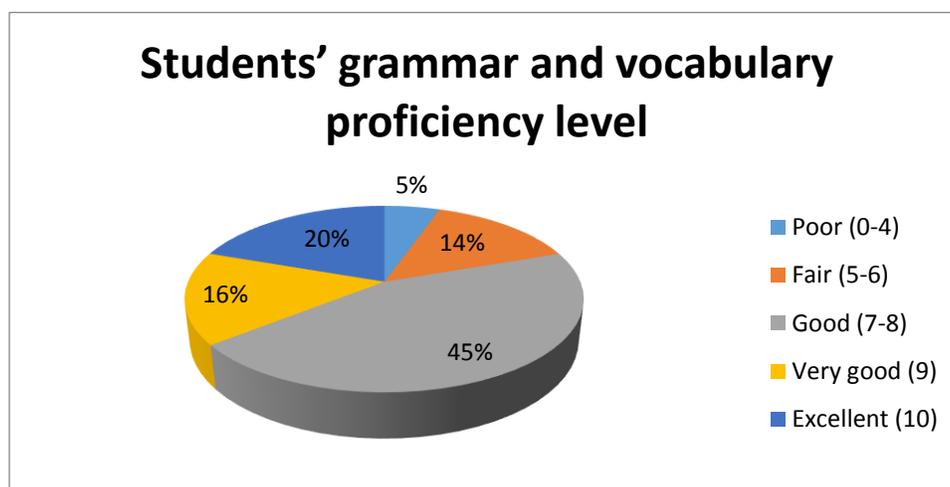


Figure 9 Posttest results: Students' grammar and vocabulary proficiency level

Author: Gladys Ocaña (2018)

In the graph above it can clearly be seen that there was a significant increase in the improvement and learning of grammar and vocabulary. A 45% of the students demonstrated they were able to speak accurately about specific conversation topics. Additionally, they used a range of appropriate vocabulary to give and exchange views on those topics. Considering different conversation topics were used during the research proposal, students had the opportunity to learn new words. Their interest in learning new vocabulary was increased and the class participation motivated them to actively participate and express themselves using the foreign language.

Discourse Management

Table 9 Posttest results: Students' discourse management ability

Posttest results: Students' discourse management ability

Description	Frequency	Percentage
Poor (0-4)	2	4%
Fair (5-6)	6	11%
Good (7-8)	24	43%
Very good (9)	14	25%
Excellent (10)	10	18%
TOTAL	56	100%

Author: Gladys Ocaña (2018)

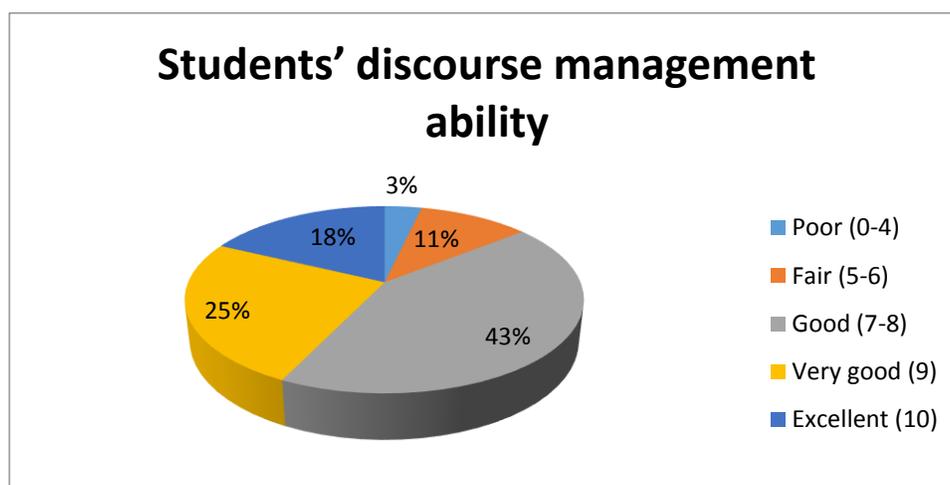


Figure 10 Posttest results: Students' discourse management ability

Author: Gladys Ocaña (2018)

This graph shows that 43% of the students were able to produce longer pieces of discourse by linking words with simple connections. Their contributions were relevant even with some repetition. Other 25% produced extended conversations despite some hesitation, while 18% of the students produced effective and meaningful discourse, including cohesion and coherence. The previous results demonstrated students had improved their abilities to manage discourse. This progress could be considered as an effective and general result of the technique applied by the researcher and supported by the teacher. In this way, free conversation, role-play, dialogues, drilling and any additional group work could help the rest of the students develop discourse management ability.

Pronunciation

Table 10 Posttest results: Students' pronunciation accuracy

Posttest results: Students' pronunciation accuracy

Description	Frequency	Percentage
Poor (0-4)	5	9%
Fair (5-6)	8	14%
Good (7-8)	23	41%
Very good (9)	10	18%
Excellent (10)	10	18%
TOTAL	56	100%

Author: Gladys Ocaña (2018)

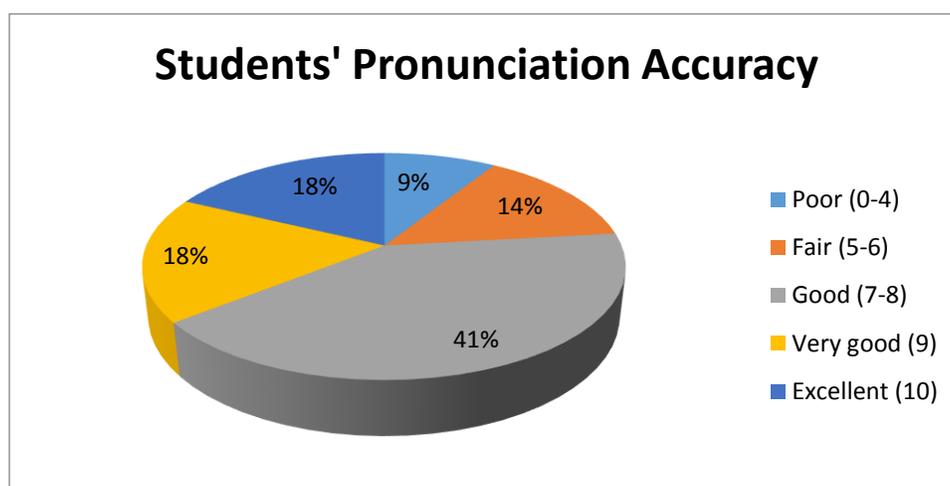


Figure 11 Posttest results: Students' pronunciation accuracy

Author: Gladys Ocaña (2018)

As shown in the graph it could be observed that students' pronunciation improved after the implementation of the technique. Individual sounds were frequently articulated clearly, sentences and word stress were generally accurately placed and intonation was mostly appropriate. While doing repetition activities and group practice for the role play and dialogues students were focused on correcting their pronunciation mistakes and they were provided with numerous opportunities to practice and improve this feature of the speaking skill.

Interactive Communication

Table 11 Posttest results: Students' interactive communication ability

Posttest results: Students' interactive communication ability

Description	Frequency	Percentage
Poor (0-4)	7	13%
Fair (5-6)	4	7%
Good (7-8)	26	46%
Very good (9)	9	16%
Excellent (10)	10	18%
TOTAL	56	100%

Author: Gladys Ocaña (2018)

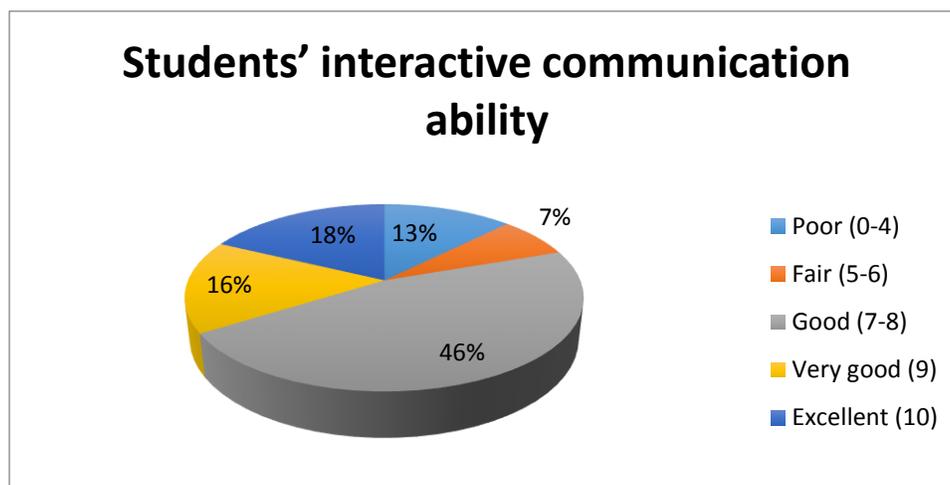


Figure 12 Posttest results: Students' interactive communication ability

Author: Gladys Ocaña (2018)

According to this graph only 13% of the students' needed more speaking practice and interact with others in different communicative situations. The rest of the students' results were satisfactory, most of them developed the interaction and discuss about specific topics with very little support. Most of them socialized and shared spontaneous ideas with their classmates and teachers. It was evident that the biggest weakness found in this group of students before the implementation of the technique was successfully overcome. However, even when the results have been positive, it was suggested to continue working on it.

4.3 Hypothesis Verification

In this research, data collection took place in two moments on a same sample of students (control and experimental groups). Pretest and posttest were conducted before and after the application of the strategy. For the development of hypothesis testing was necessary to corroborate if equality of means were suggested or not. Thus, the following hypotheses were proposed:

H_0 = The application of cooperative learning to students of 3rd year BGU of Unidad Educativa General Eloy Alfaro has no effect on the development of speaking skill.

H_1 = The application of cooperative learning to students of 3rd year BGU of Unidad Educativa General Eloy Alfaro has effect on the development of speaking skill.

Confidence Level

The significance level established for this analysis is $\alpha = 0.05$, a risk of 5% is assumed, making the confidence level = 95%. This significance level is related to the study, since it is recommended for social researches.

Hypothesis Testing

For determining the hypothesis testing, the following assumptions must be made:

1. The sampled populations follow the normal distribution.
2. The sampled populations are independent

Consequently, for checking the first assumption of normality, the Kolmogorov-Smirnov test will be used. For determining if the sampled populations follow the normal distribution, it is established that $p \geq 0,05$.

Table 12 Normality test

Normality test

	Test	Kolmogorov-Smirnov ^a		
		Statistic	gl	Sig.
Punctuations	Pretest	,143	56	,006
	Posttest	,203	56	,000

Source: SPSS

Author: Gladys Ocaña (2018)

According to the results of the Kolmogorov-Smirnov test, the P value in the pretest is $p=0,006$ and the posttest is $p=0,000$. It is evident that in both cases $p \leq 0,05$, and it is corroborated that the behavior of punctuations is not normal, that means parametric tests (T de Student) cannot be applied and parametric tests for numerical data like Wilcoxon must be applied.

Estimation of P value

Table 13 Wilcoxon signed rank test analysis

Wilcoxon signed rank test analysis

	Posttest - Pretest
Z	-6,254 ^a
Sig. asintot. (bilateral)	,000

a. Based on the negative ranks

b. Wilcoxon signed rank test

Source: SPSS

Author: Gladys Ocaña (2018)

As it can be evidenced in the table above, the value of $Z = -6,254$ with a $p = 0,000$, as the value of Z is negative and the P value obtained is less than 0,05 the null hypothesis is rejected in favor of the alternative hypothesis, this means that there are enough statistical evidence to declare that the application of cooperative learning to students of 3rd year BGU of Unidad Educativa General Eloy Alfaro has a positive effect on the development of speaking skill. Before the application of the strategy the mean was 6.34 points and later it was increased to 7,88 points, therefore, the alternative hypothesis is accepted since cooperative learning improves de development of the speaking skill in the students.

Hypothesis Verification Graph

It is necessary to mention that $n=56$, it indicates that $n>25$ for this reason it is considered that the sample is large, which implies that the Wilcoxon rank sum test of two ends under the approximation of the standard normal distribution, in this sense, the critical value, when establishing a test of the ends, with a level of significance of 5%, that is, $\alpha = 0.05$ for tables corresponding to the standard normal, it is obtained that $Z_c \alpha = 1.96$.

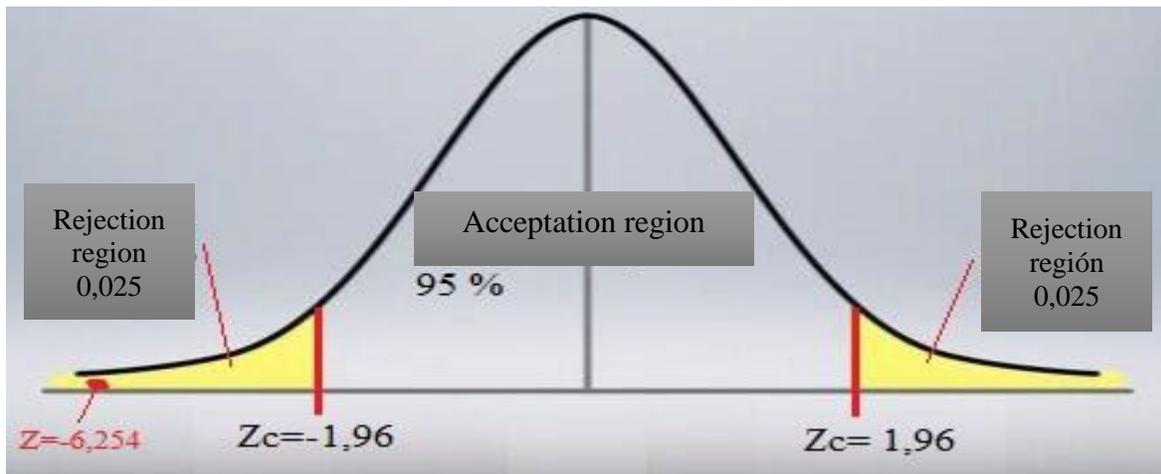


Figure 13 Graphic decision rule for the Wilcoxon test

Author: Gladys Ocaña (2018)

As it can be appreciated in the graph above, the value of the hypothesis $Z = -6,254$ this value cannot be found as a part of the interval of $Z_c = -1,96$ and $1,96$, which implies that the obtained value $Z = -6,254$ content in the rejection region because it is smaller $Z_c = -1,96$, the obtained results allow to reject the H_0 and accept H_1 .

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This research proposed to determine the influence of cooperative learning to development the speaking skill of 3rd year BGU students. The study of this method was analyzed and lead to the following conclusions.

- The main theories related to the use of cooperative learning to develop the speaking skill in students of *bachillerato* were identified. Those theories provided the bases for the selection of the most adequate strategies such as: role plays, reading aloud, chants, writing tasks and dialogues.
- Students obtained a low level of oral competence in the English language in the pretest; therefore to help the students to develop their speaking skill the implementation of cooperative learning strategies was conducted.
- After the implementation of the cooperative learning activities, students showed enhancements in their individual performance in speaking assessment. The students were able to demonstrate a significant improvement in grammar and vocabulary proficiency, discourse competence, pronunciation skill, and interactive communication ability. The practice of oral communication through group work was more student-centered and effective in getting every student to be involved in the activities. From the observation conducted during the intervention, it was found that the students felt more comfortable to express themselves when interacting with others in group tasks, considering speaking practice through group work is a good opportunity to overcome speaking problems. The language was used by the students to communicate with each other and more importantly, to cooperate among themselves.

The choices of the appropriate strategies based on the students' level and interests encouraged every student to participate in the group work, stimulating at the same time their linguistic, cognitive and, and social abilities. Through those activities, students assumed their responsibility in the speaking process. They understood the importance of improving speaking by practicing with

others, interacting with others, and learning from others. Thus, the implemented tasks facilitated the acquisition of those skills and created powerful learning opportunities.

Finally, it was confirmed that cooperative learning achieved the positive effects in the English speaking development of 3rd year BGU students as well as enhanced motivation toward learning the language.

5.2 Recommendations

After reaching the conclusions of this study, the following recommendations came out:

- The teachers should include more group activities in their lesson plans in order to motivate the students and promote interactive communication in class. It is important for the teachers to create attractive situations for the teaching and learning processes in order to make students eager to improve their speaking skill.
- It is suggested to change traditional individual patterns and use other strategies like group work or interaction strategies, even when they are not new, they are very effective for the teaching and learning process in different academic areas. The theory proposes numerous strategies based on cooperative learning for the teachers to implement in their lessons.
- Since the technique of cooperative learning needs students' participation, they have to be active during the learning process. However it is recommended to the teacher to keep the interaction with the students.
- Considering this technique can improve the students' speaking proficiency, they should encourage themselves to learn more, and improve their speaking skill through practice. Thus, this proposal about cooperative learning is highly recommended to all academic institutions that teach English as a foreign or second language.

Finally, it is expected the findings of this study to be used as an additional reference for further research in different contexts which will give valuable contribution to English teachers and students. Moreover, cooperative learning is thus recommended to be integrated into the school English instruction as part of the Curriculum.

CHAPTER VI

THE PROPOSAL

6.1 Informative Data

a. Topic:

“Handbook of Cooperative Learning Strategies for the development of speaking skill”

b. Institution:

Unidad Educativa General Eloy Alfaro Delgado

c. Beneficiaries:

The direct beneficiaries are students of third year of Bachillerato General Unificado and 5 English teachers in the local institution where this research was applied. If the proposal is shared and applied, other EFL students at B1 level would benefit from this. Teachers could apply the proposal incorporating or adapting the strategies suggested in the manual.

d. Location:

Ambato, Ecuador

e. Estimated Execution Time:

First term of school year 2017 – 2018 (6 weeks)

f. Technical Team on Charge:

Researcher: Lic. Gladys Guadalupe Ocaña Chagmana

Teachers: Dra. Patricia Alava, Lic. Paulina Escobar, Lic. Paola Santos, Lic. Fernanda Caceres.

6.2 Proposal Background

According to the Ministry of Education (2014), 3rd year students are supposed to achieve a B1.2 level which implies that students will be able to communicate effectively in the foreign language. That is why the implementation of interaction tasks in the language classroom is necessary. This

kind of activities will expand teachers' perspective about the different ways in which they can promote communicative interaction at the time they help the students to develop proficiency in the language and encourage them to reach the required level.

Therefore, the idea of implementing cooperative learning in the class came from the result of the observation done to the students of 3rd year BGU. It was observed that students were not motivated to learn and consequently they were not producing enough spoken language as they should do in the classrooms. Thus, it was necessary to find strategies to help the students to practice and improve their oral skills, and achieve the required oral level. Many strategies are suggested by many researches to work on oral production but, taking into account the lack of interaction observed in the classroom, the most suitable strategies were provided by cooperative learning described on a manual.

6.3 Justification

Being able to communicate fluently and accurately in English is one of the main goals that language teachers expect to achieve in class. Hence, the practical contribution of this manual is facilitating the development of the students' oral production. Through cooperative learning strategies combined with oral activities the students will work with the support of others and improve their speaking capabilities. Therefore, this manual will be helpful to provide strategies to develop natural performances in oral tasks.

On the other hand, the teachers who work in this institution do not have a manual of cooperative learning strategies. This will be a new teaching resource. Through this manual they will be provided by several tips and tasks to help the students to improve their English speaking skills. This manual will change the traditional methods applied, like the use of books and workbooks, and the teaching and learning process will be an entertaining time where the students will learn like they would do it in a natural environment.

From the social point of view, the application of the strategies suggested in this project will encourage the students in the construction of their own knowledge in order to facilitate the development of interaction skills to communicate orally with others. Finally, for the implementation of this project the researcher has the legal support of the institution, teachers and students for collecting the required data for the effective development of this proposal.

6.4 Objectives

6.4.1 General:

- Design a handbook of cooperative learning strategies to improve the speaking skill of English language, in students of the third year of Bachillerato General Unificado.

6.4.2 Specific:

- Identify the group work speaking activities to be included in the handbook.
- Develop the structure and outline for the cooperative learning strategies.
- Implement cooperative learning and interactive strategies described in the handbook during the English class.
- Evaluate the influence of cooperative learning strategies on the development of students' speaking skill during the English Class.

6.5 Feasibility Analysis

The present proposal is considered feasible due to the following analysis.

Technical: from the technical point of view, the professionals on charge are EFL teachers, with experience in the field. They know how to manage strategies to help students to improve their speaking skill through the implementation of cooperative learning in the language classroom.

Administrative: this proposal was tested at Unidad Educativa General Eloy Alfaro Delgado under the approval of the school authorities. The principal, facilitators, students and parents were

committed to support the implementation of the proposal making efforts of promoting education quality to strength the learning of the English language. This quasi-experiment was carried out under the supervision of the classroom Teacher.

Economic: all the expenses required for the elaboration and application of the proposal are covered by the researcher.

6.6 Proposal Fundamentals

6.6.1 Theoretical

The cooperative learning activities suggested in the handbook are based on the topics presented in the students' book used in the 3rd year English class, in this case is the English student book Level B1.2 (3ro BGU) proposed by the Ministry of Education of Ecuador. Each unit of the book is taught through a different strategy which combines cooperative learning and oral production.

6.6.2 Methodological

Based on this proposal about cooperative learning strategies to develop speaking skills, a change of class methodology is being experienced. To teach a new language is necessary to consider the level of the students, their interests and needs, all of this in order to design the appropriate activities regarding the students' characteristics. Through this manual the strategies proposed will promote interaction.

6.6.3 Psychological

According to psychological foundation, this proposal examines the relationship between learning and human interaction, and the psychological processes involved between both of them. When the teachers use didactic resources or fun activities is easier for the students to learn, when the students are motivated the affective filter is reduced and the students are encourage to take risks in regards to practicing and learning the foreign language, in this case the information is processed faster by the brain and significant learning is acquired.

6.7 Methodology

With the implementation of the proposal, students are expected to develop their oral expression through group interaction. The cooperative learning strategies proposed in the manual are focused on the improvement of specific aspects of the language like grammar and vocabulary, discourse management, pronunciation and communicative interaction.

The implementation will be developed with the support of the classroom teacher and the involvement of the students. It is important that the students feel committed to the activities carried out, be adapted to the changes and put into practice the new knowledge acquired. The proposal will be implemented according to the class schedule that means 2 days a week during 6 weeks.

6.7.1 Evaluation

The assessment will be developed under the considerations of formative evaluation. This means that any oral assignment will not be considered done until the students reach a satisfactory competence. So, the students will have the opportunity to correct and turn in the speaking tasks as many times as they want.

The scores will show the students advance when they see the grading they have reached in each stage. The process will be considered ended when no other correction is presented by the student.

The students will be scored over 10 according to the regulation of the Ministry of Education.

The manual of cooperative learning strategies for the development of speaking skills of 3rd year BGU students at Unidad Educativa General Eloy Alfaro Delgado in Ambato - Ecuador consists of the following parts:

Table 14 Parts of the proposal

Parts of the proposal

Parts	Description
Cover	It contains the title of the proposal.
Objectives	Describe the proposal goals
Strategies	Group of strategies (06 activities for the students)
Bibliography	List of the sources used

Author: Gladys Ocaña (2018)

6.8 Administration of the Proposal

The manual of cooperative learning strategies for the development of speaking skills in English is addressed to the students of third year BGU at Unidad Educativa General Eloy Alfaro in Ambato – Ecuador.

In this case, the proposal will be implemented by the researcher with the support of the classroom teacher during 6 weeks of the first term of school year 2017-2018. However, it is pertinent that teachers, who wish to employ the proposal in the future, receive orientation about the manual and its use. In this case, the author can be contacted and set up a workshop.

The administration of the proposal will be during the English class. Before and after the implementation, a pretest and a posttest will be conducted in order to measure the level of speaking and the changes obtained after using cooperative learning. All the intervention process and the students' reactions will be registered by taking notes on an observation sheet.

6.9 Proposal Evaluation

After applying the manual of cooperative learning strategies to improve the speaking skills of English language, in students of the third year of Bachillerato General Unificado at Unidad Educativa General Eloy Alfaro, the evaluation of the proposal must be considered to determine the influence of cooperative learning in the development of speaking skill in students. The evaluation process of this proposal is shown in the following table:

Table 15 Proposal evaluation process
Proposal evaluation process

MAIN QUESTIONS	OBSERVATIONS
What?	The effectiveness of the manual
What for?	To implement the proposal in other institutions
Why?	To verify feasibility
Who evaluates?	The students
When?	At the end of the implementation
How?	Answering questions
With what?	Questionnaire

Author: Gladys Ocaña (2018)

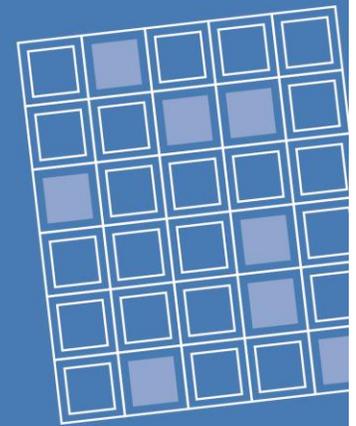
Unidad Educativa
General Eloy Alfaro Delgado



Ambato - Ecuador

Handbook

Cooperative Learning strategies for the development of Speaking skill



3rd BGU

Author
Gladys Guadalupe Ocaña Chagmana

Objectives

General objective

- Provide cooperative learning strategies that allow the student to develop in a positive group environment.

Specific objectives

- Comprehend the virtues of cooperative learning to develop meaningful learning.
- Recognize strategies for management group issues and encourage the development of the speaking skill in English.
- Strengthen friendship, acceptance and the cooperation to overcome prejudices and develop tolerance.

Index

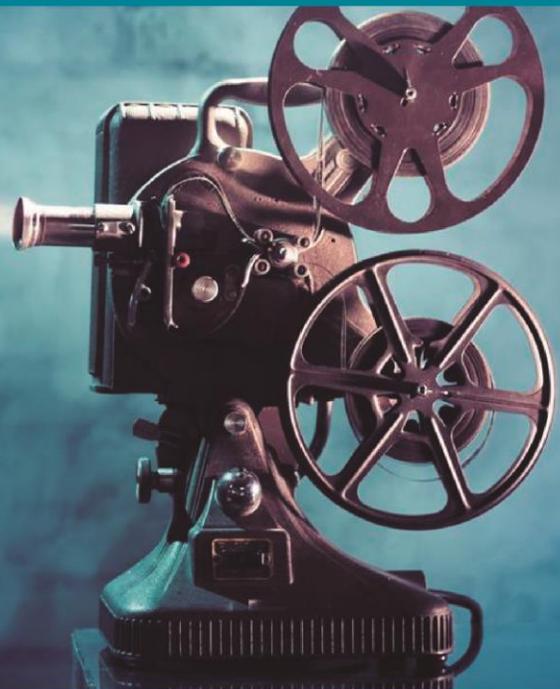
Unit 1 (Movies)	Pag. 03
Strategy 01	Pag. 04
Strategy 02	Pag. 05
Unit 2 (Professions)	Pag. 06
Strategy 03	Pag. 07
Strategy 04	Pag. 08
Unit 3 (The environment)	Pag. 09
Strategy 05	Pag. 10
Strategy 06	Pag. 11
Unit 4 (Imagine that)	Pag. 12
Strategy 07	Pag. 13
Strategy 08	Pag. 14
Unit 5 (In the news)	Pag. 15
Strategy 09	Pag. 16
Strategy 10	Pag. 17
Unit 6 (Back in time!)	Pag. 18
Strategy 11	Pag. 19
Strategy 12	Pag. 21
Assessment rubric for strategies	Pag. 22
Proposal references	Pag. 23

1
2

1

Movies

3



Strategy N°1

Survey

Skill: Writing and speaking

Topic: Movies

Time: 80 minutes

Resources: piece of paper, pencil

Objectives: Talk about movie genres, film reviews and mini biographies.

Vocabulary: Words related to movie genres, movie production, people.



Description of the strategy:

Writing task – Questions and answer about movies

- Writing is an act of communication where students can practice their skills of using grammar, vocabulary and also put their ideas together in a coherent fashion. Through writing, students can express themselves and after writing they can have oral discussions about what they wrote.

Instructions:

- Students are divided into groups of four.
- The teacher gives each group 8 questions about movies:
 - What is the best movie you have ever seen?
 - What is the worst movie you've ever seen?
 - What is the scariest movie you have ever seen?
 - Think of a boring movie you've seen. Is there a way to make it better?
 - Have you ever thought about what super powers you would like to have?
 - Have you ever fallen asleep in the middle of a film? Why?
 - If a book has been made into a movie, which do you prefer to do first, see the movie or read the book? Why?
 - Which movie has the best story? Tell your classmates about it.
- Each one of the students writes the answers in a piece of paper.
- The group members discuss the questions and pose the answers.
- Teacher randomly selects a student at each group to share their answers with the class.



Cooperative learning

Strategy N°2

Role Play

Skill: Speaking

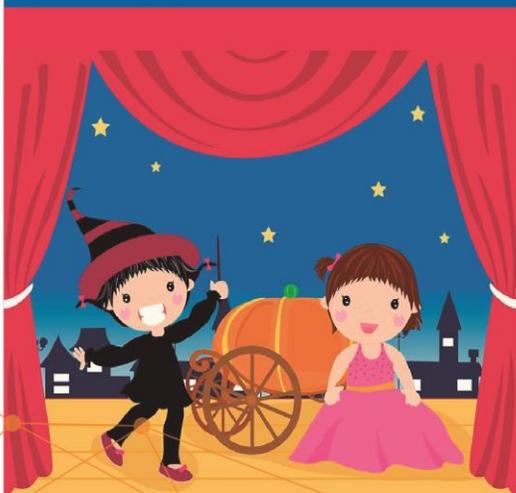
Topic: Movies

Time: 80 minutes

Resources: Piece of paper, pencil

Objectives: Talk about movie genres, film reviews and mini biographies.

Vocabulary: Words related to movie genres, movie production, people.



Description of the strategy:

Role play – Act it out

- In role-play, learners are required to perform another character role,
- This activity will get students up, out of their shells and speaking English in a fun, relaxed way.

Instructions:

- Play the movie clip “Coco” in the class, between five and ten minutes long.
- Tell the students that they will be performing the clip to their peers. Put them in groups, according to how many characters there are in the movie clip.
- Allow students to prepare a script of sorts before they begin practicing.
- After an adequate amount of rehearsal time, students perform for each other.





Unit 2

Professions

Strategy N°3

Role Play

Skill: Speaking

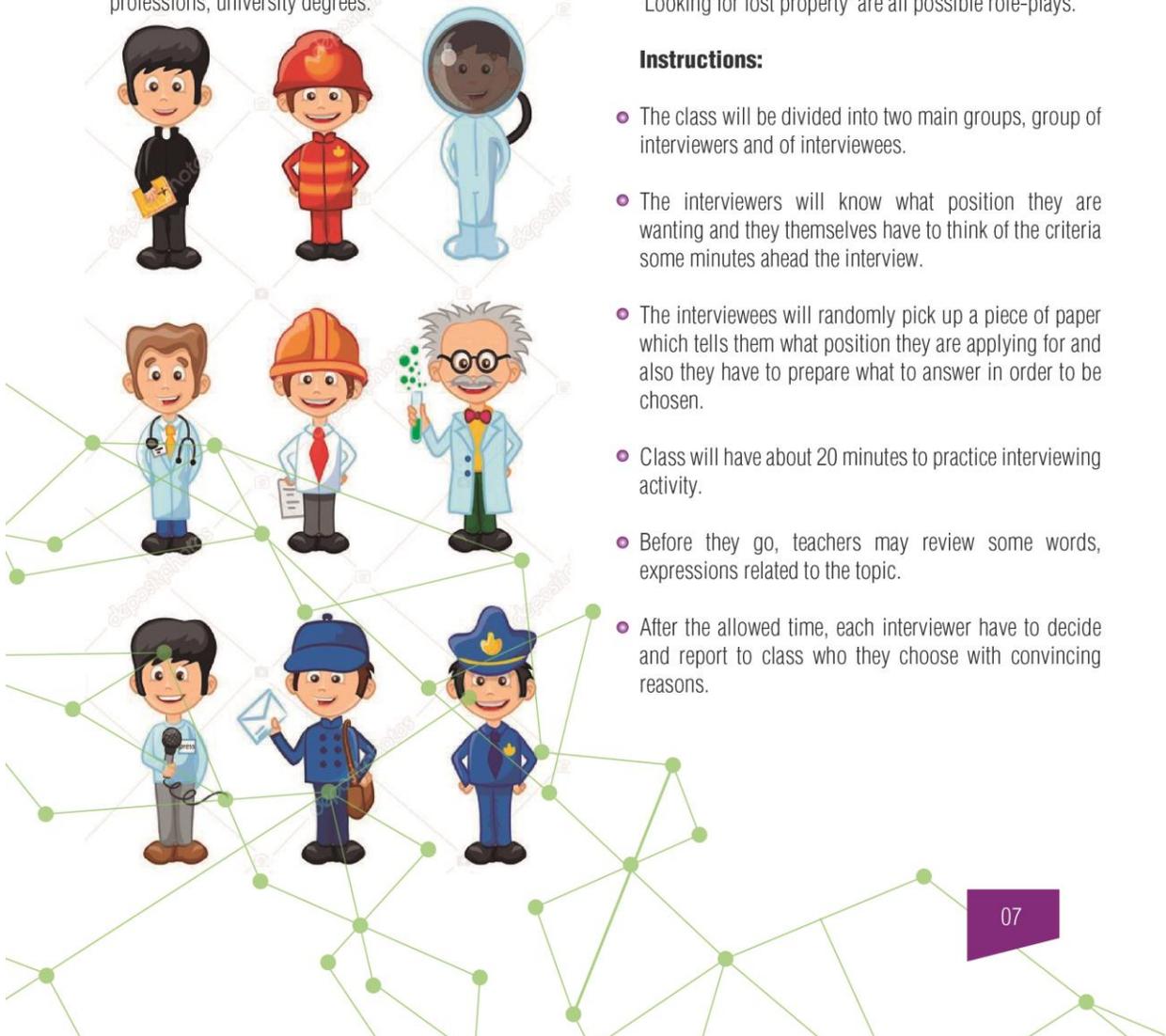
Topic: Professions

Time: 80 minutes

Resources: Piece of paper, pencil

Objectives: Talk about different professions, personality types and university degrees.

Vocabulary: Words related to personality types, professions, university degrees.



Description of the strategy:

Role play - Job interview

- Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!
- Imaginary situations - Functional language for a multitude of scenarios can be activated and practiced through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

Instructions:

- The class will be divided into two main groups, group of interviewers and of interviewees.
- The interviewers will know what position they are wanting and they themselves have to think of the criteria some minutes ahead the interview.
- The interviewees will randomly pick up a piece of paper which tells them what position they are applying for and also they have to prepare what to answer in order to be chosen.
- Class will have about 20 minutes to practice interviewing activity.
- Before they go, teachers may review some words, expressions related to the topic.
- After the allowed time, each interviewer have to decide and report to class who they choose with convincing reasons.

Strategy N°4

Reading at loud

Skill: Speaking

Topic: Professions

Time: 80 minutes

Resources: Readings

Objectives: Talk about different professions, personality types and university degrees.

Vocabulary: Words related to personality types, professions, university degrees.

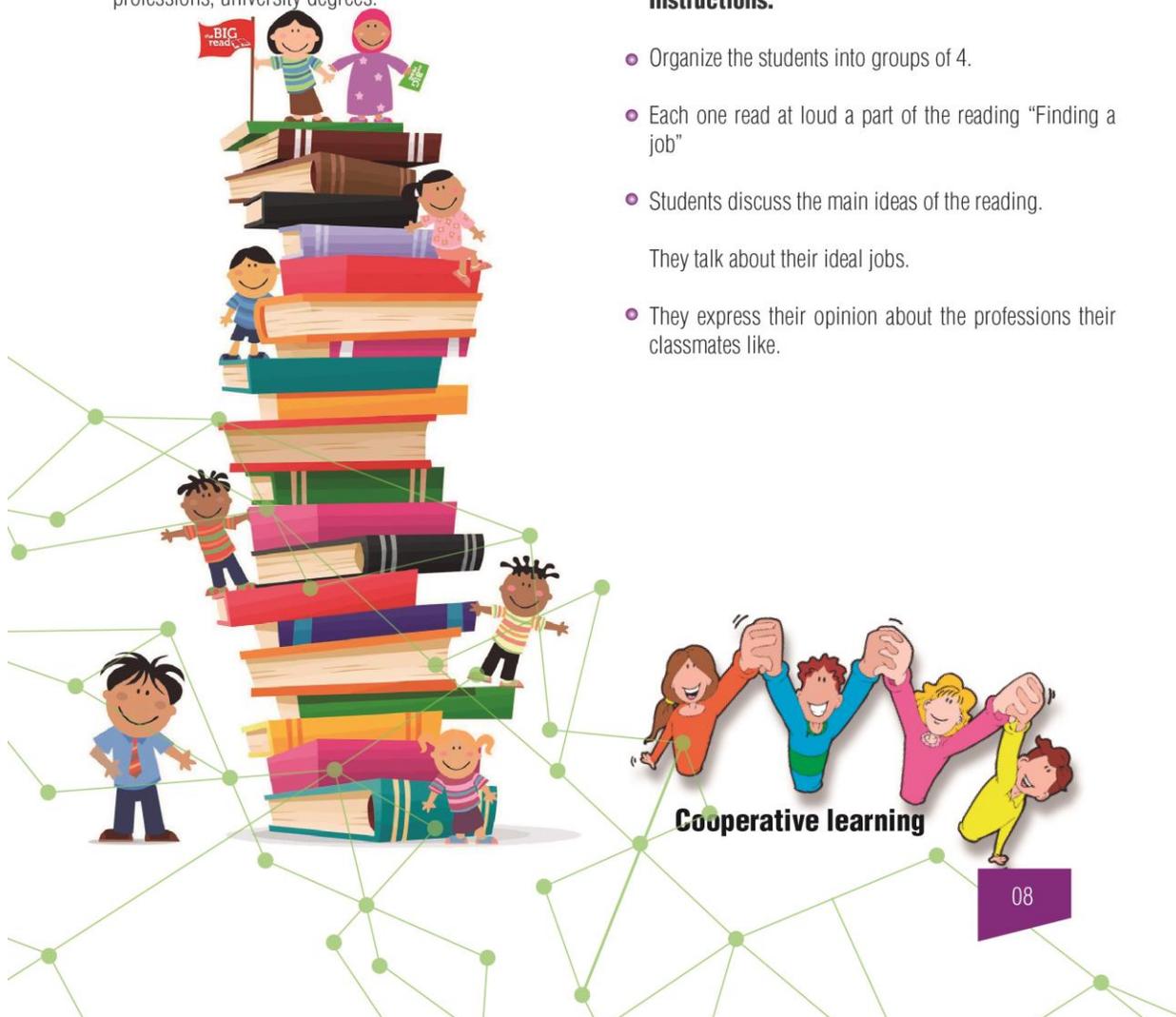
Description of the strategy:

Reading at loud - Reported Speech Card Games

- Discussions generated by reading aloud can be used to encourage listeners to construct meanings, connect ideas and experiences across texts, use their prior knowledge, and question unfamiliar words from the text. Reading aloud gives students an opportunity to hear the instructor model fluency and expression in reading technical or literary language.

Instructions:

- Organize the students into groups of 4.
- Each one read at loud a part of the reading "Finding a job"
- Students discuss the main ideas of the reading.
They talk about their ideal jobs.
- They express their opinion about the professions their classmates like.





3 2 1

The environment

Strategy N°5

Chants

Skill: Speaking

Topic: The environment

Time: 80 minutes

Resources: song "What a wonderful world"

Objectives: Talk about environmental issues such as global warming and renewable sources of energy.

Vocabulary: Words related to environmental issues, global warming.

Description of the strategy:

Chants - Learn and sing the song "What a wonderful world"

- English learning chants use repetition to engage the right side of the brain's 'musical' intelligence. The use of multiple intelligences can go a long way to helping students speak English 'automatically'. Using a chant is pretty straight-forward. The teacher (or leader) stands up in front of the class and 'chants' the lines. It's important to be as rhythmical as possible because these rhythms help the brain during the learning process.

Instructions:

- Listen the song "What a wonderful world"
- Ask some questions about the title
- Listen to the song again, this time with lyrics
- Focus on a particular verb tense or aspect of grammar
- Focus on vocabulary, idioms and expressions
- Round things off with some creativity

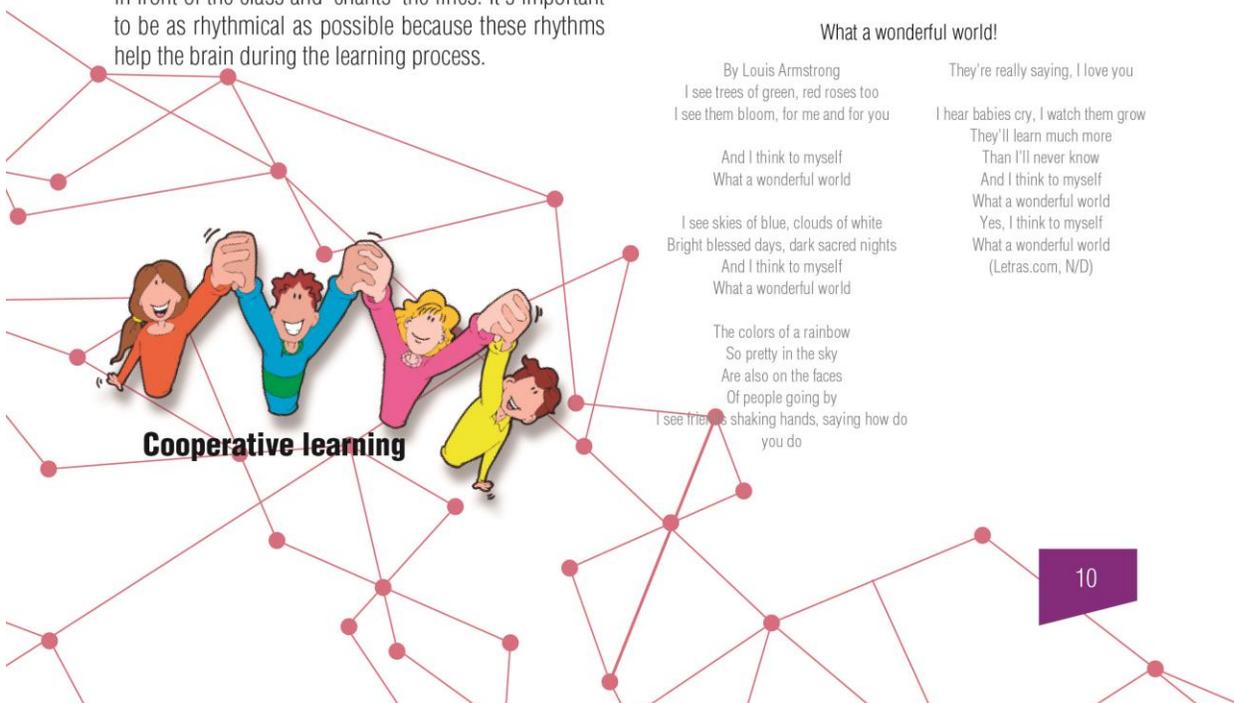
* Creativity is an important part of maintaining motivation but it shouldn't be limited to the teaching approach. You might want to try finishing things off with an activity that stimulates creative thought. Do the following:

* Plan a music video for the song. In groups (3 students) decide the location, the characters, and what happens. Then each group explains their idea to the rest of the class and the learners vote on the best one. The results can be surprising, as they frequently come up with an interpretation that hadn't even occurred to you!

Adapted from (Simpson, 2015).

What a wonderful world!

By Louis Armstrong	They're really saying, I love you
I see trees of green, red roses too	I hear babies cry, I watch them grow
I see them bloom, for me and for you	They'll learn much more
	Than I'll never know
And I think to myself	And I think to myself
What a wonderful world	What a wonderful world
	Yes, I think to myself
I see skies of blue, clouds of white	What a wonderful world
Bright blessed days, dark sacred nights	(Letras.com, N/D)
And I think to myself	
What a wonderful world	
The colors of a rainbow	
So pretty in the sky	
Are also on the faces	
Of people going by	
I see friends shaking hands, saying how do	
you do	



Strategy N°6

Jigsaw

Skill: Speaking

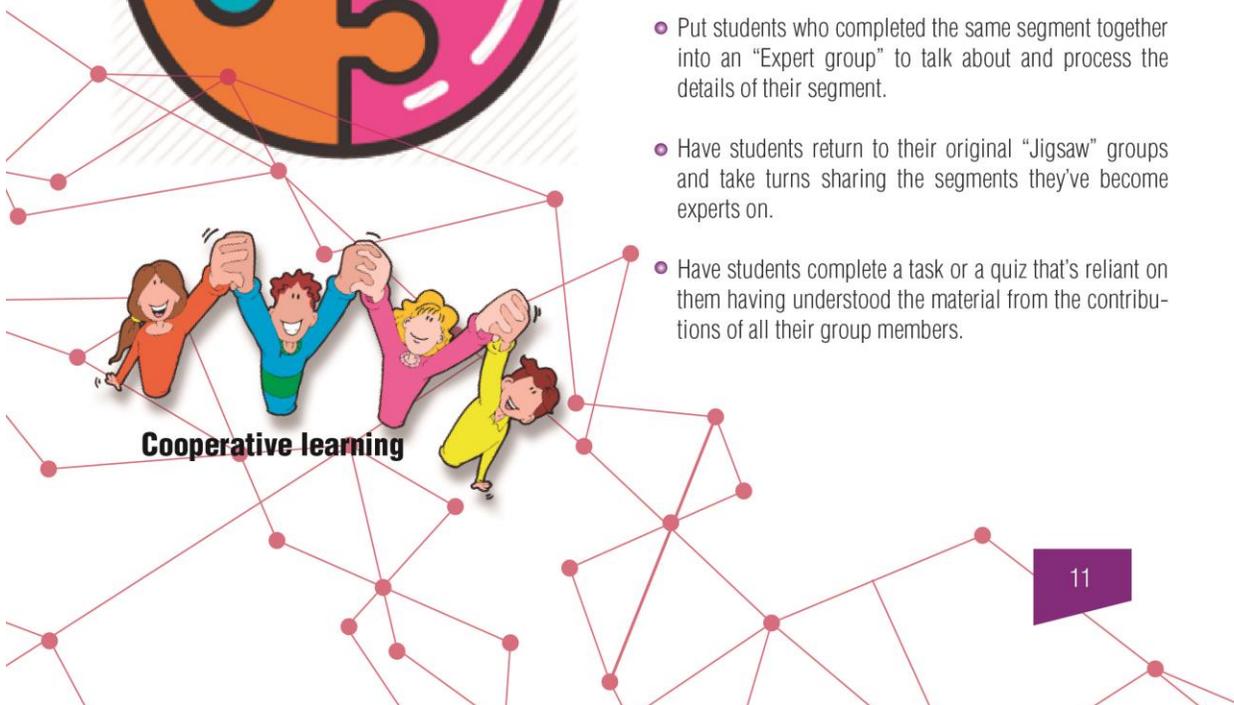
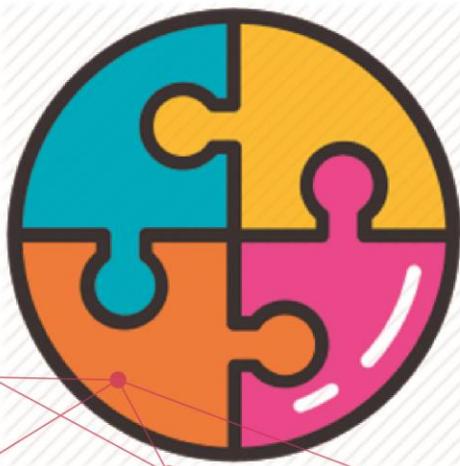
Topic: The environment

Time: 80 minutes

Resources: song "What a wonderful world"

Objectives: Talk about environmental issues such as global warming and renewable sources of energy.

Vocabulary: Words related to environmental issues, global warming.



Description of the strategy:

Jigsaw - Environmental issues

- The "Jigsaw Method" is a teaching strategy of organizing student group work that helps students collaborate and rely on one another. This teaching strategy is effective for accomplishing multiple tasks at once and for giving students a greater sense of individual responsibility.

Instructions:

- Organize students into a group of 4 people.
- Divide the readings' day into 4 parts, and assign one student in each group to be responsible for a different segment.
- Readings will be about: Global warming, renewable sources of energy, water pollution, and endangered species.
- Give students time to learn and process their assigned segment independently.
- Put students who completed the same segment together into an "Expert group" to talk about and process the details of their segment.
- Have students return to their original "Jigsaw" groups and take turns sharing the segments they've become experts on.
- Have students complete a task or a quiz that's reliant on them having understood the material from the contributions of all their group members.

4th SES

Imagine that

Strategy N^o7

Dialogue

Skill: Speaking and writing

Topic: Imagine that

Time: 80 minutes

Resources: Notebook, pencil

Objectives: Talk about bad habits, imaginary situations and wishes.

Vocabulary: Words associated to imaginary situations.

Description of the strategy:

Dialogue

- A dialogue is narrative conveyed through speech by two or more characters. The characters may express themselves internally through thoughts or a voice-over narration, or they may do so externally through conversation and actions.

Instructions:

- To write dialogue that is effective, you must also pay attention to formatting and style. Correct use of tags, punctuation, and paragraphs can be as important as the words themselves when writing dialogue.
- Remember that punctuation goes inside quotations. This keeps the dialogue clear and separate from the rest of the narrative. For example: "I can't believe you just did that!"
- Start a new paragraph each time the speaker changes.
- If there is action involved with a speaking character, keep the description of the action within the same paragraph as the dialogue of the character saying it.
- Dialogue tags are best used sparingly, if at all. Tags are words used to transmit the emotion within an action. For example: "But I don't want to go to sleep yet," he whined.
- Instead of telling the reader that the boy whined, a good writer will describe the scene in a way that conjures the image of a whining little boy:
 - He stood in the doorway with his hands balled into little fists at his sides. His red, tear-rimmed eyes glared up at his mother. "But I don't want to go to sleep yet."

Practice, Practice, Practice:

Start a dialogue diary. Practice speech patterns and vocabulary that may be foreign to your normal habits. This will give you the opportunity to really get to know your characters.

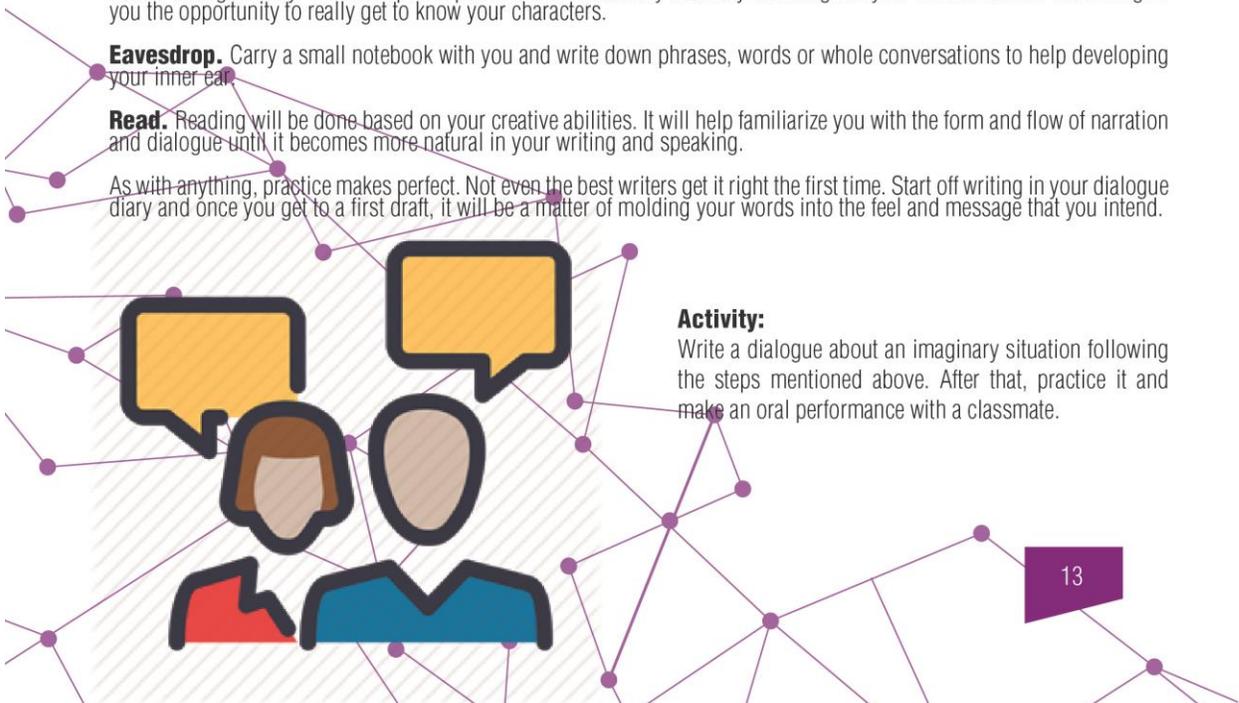
Eavesdrop. Carry a small notebook with you and write down phrases, words or whole conversations to help developing your inner ear.

Read. Reading will be done based on your creative abilities. It will help familiarize you with the form and flow of narration and dialogue until it becomes more natural in your writing and speaking.

As with anything, practice makes perfect. Not even the best writers get it right the first time. Start off writing in your dialogue diary and once you get to a first draft, it will be a matter of molding your words into the feel and message that you intend.

Activity:

Write a dialogue about an imaginary situation following the steps mentioned above. After that, practice it and make an oral performance with a classmate.



Strategy N°8

Role Play

Skill: Speaking and writing

Topic: Imagine that

Time: 80 minutes

Resources: Notebook, pencil

Objectives: Talk about bad habits, imaginary situations and wishes.

Vocabulary: Words associated to imaginary situations.

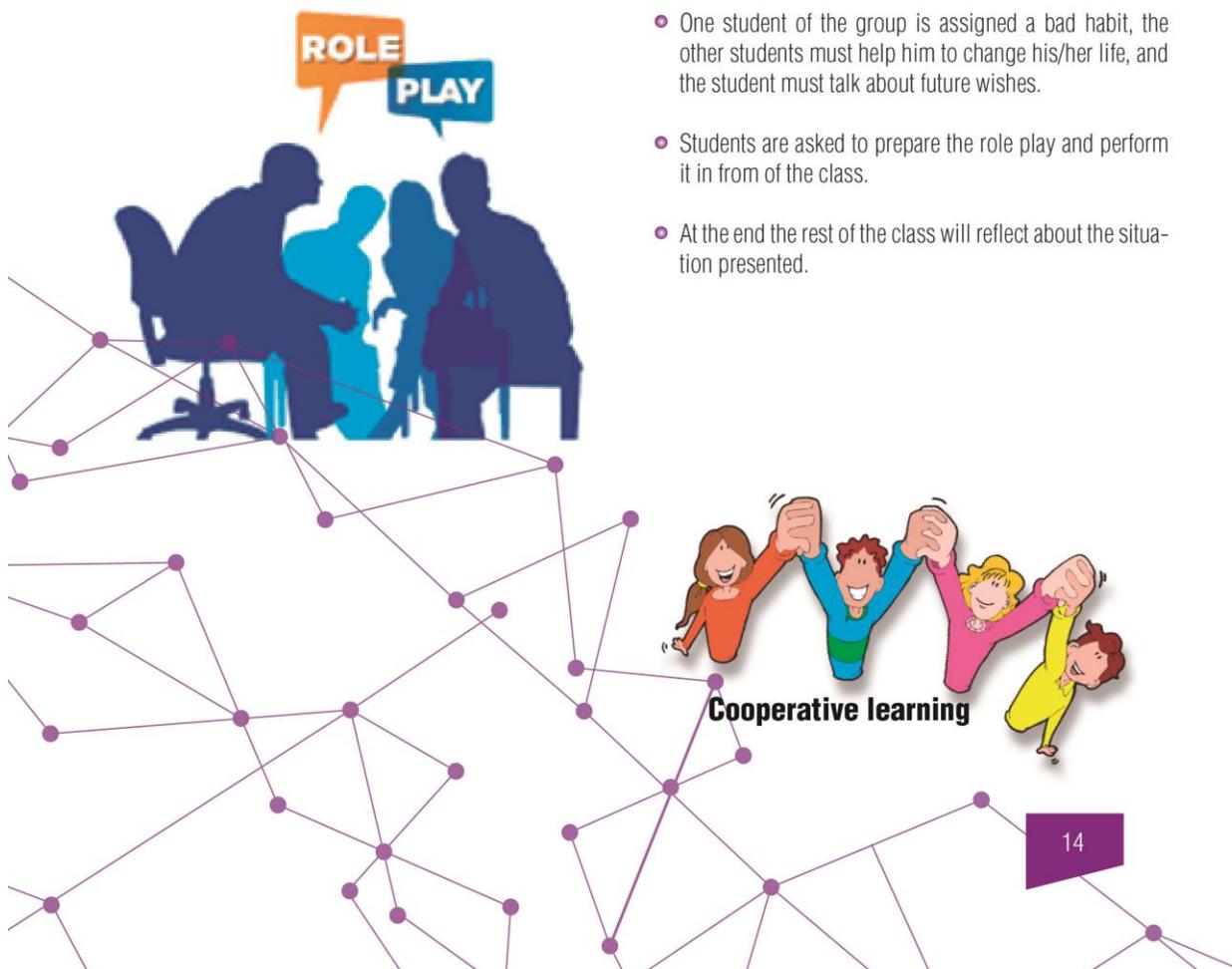
Description of the strategy:

Role play

- Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!
- Imaginary situations - Functional language for a multitude of scenarios can be activated and practiced through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

Instructions:

- Divide students into groups of 4 people
- One student of the group is assigned a bad habit, the other students must help him to change his/her life, and the student must talk about future wishes.
- Students are asked to prepare the role play and perform it in front of the class.
- At the end the rest of the class will reflect about the situation presented.





Unit

In the news

5

Strategy N°9

Reading at loud

Skill: Speaking

Topic: In the news

Time: 80 minutes

Resources: Index cards

Objectives: Report what is stated in newspapers, on the radio and television.

Vocabulary: Words associated to world news, local news, business, sports, weather.



Description of the strategy:

Reading at loud - Reported Speech Card Games

- Discussions generated by reading aloud can be used to encourage listeners to construct meanings, connect ideas and experiences across texts, use their prior knowledge, and question unfamiliar words from the text. Reading aloud gives students an opportunity to hear the instructor model fluency and expression in reading technical or literary language.

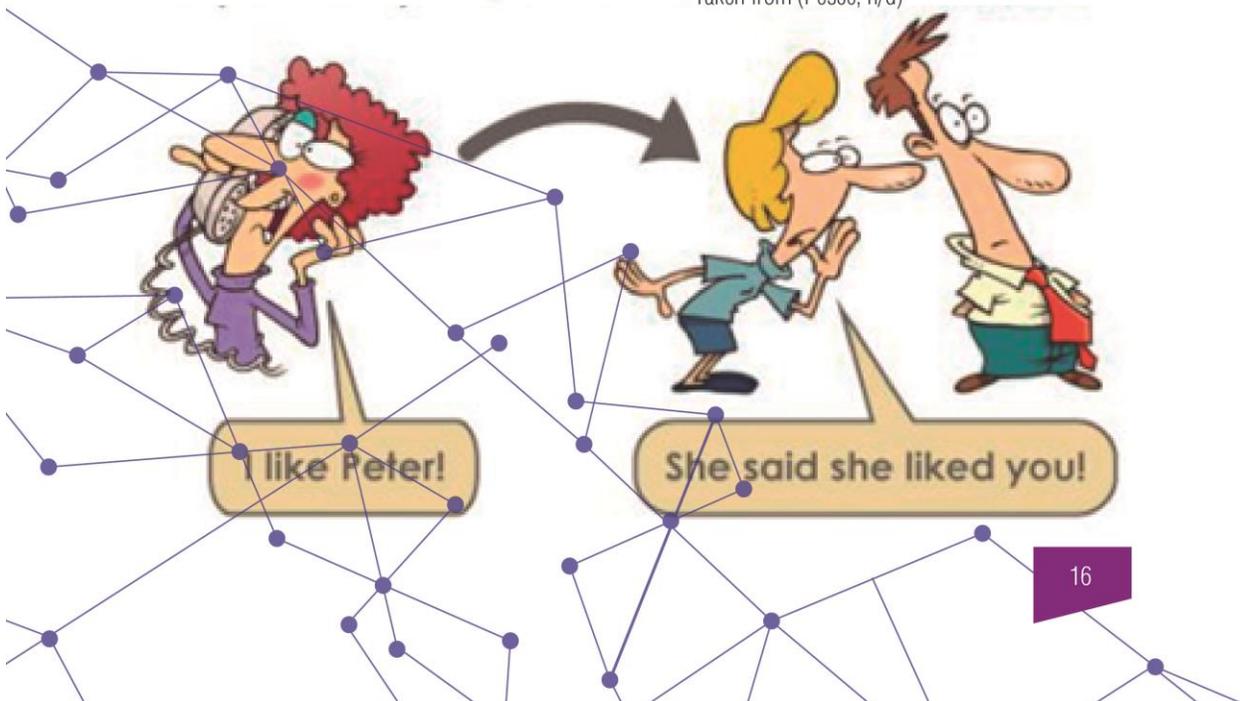
Instructions:

- Prepare a set of index card each with a direct speech statement on one side and the indirect statement on the other.

- Divide students into pairs. Student A picks up a card and reads at loud the direct statement. Student B must report on what they just said.

- Student A checks B's reply on the back of the card. The team with the most correct points wins.

- Taken from (Pesce, n/d)



Strategy N°10

Drill

Skill: Speaking

Topic: In the news

Time: 80 minutes

Resources: Index cards

Objectives: Report what is stated in newspapers, on the radio and television.

Vocabulary: Words associated to world news, local news, business, sports, weather.



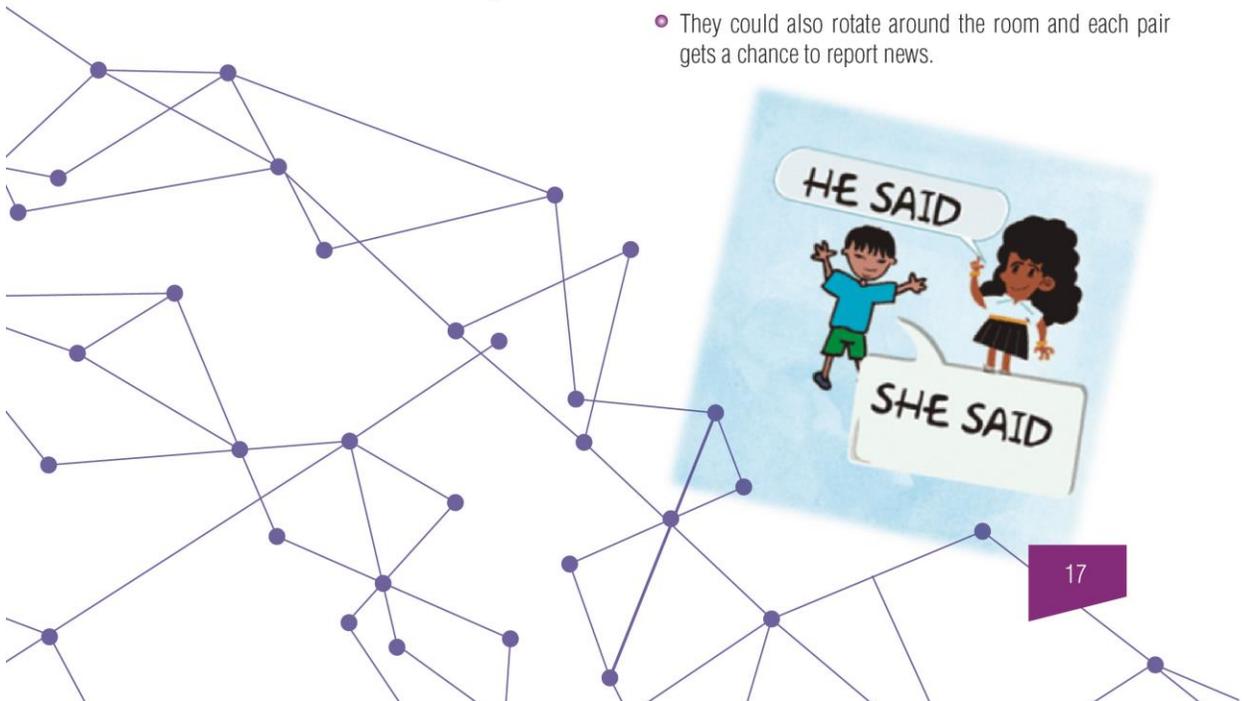
Description of the strategy:

Drill – News reporter

- Drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. Substitution drills can be used to practice different structures or vocabulary items (i.e. one or more words change during the drill).
- Reporting what others say is a key aspect of academic English and students need a range of verbs to do this in an appropriate and varied way. This is a good activity to do once the students have gotten some amount of exposure to reported speech.

Instructions:

- Student A interviews student B on a particular topic.
- Student A will then report the story back to the class.
- Students can do this activity in small or large groups and then report back after practicing.
- They could also rotate around the room and each pair gets a chance to report news.



Unit 6



Back in time!

Strategy N°11

Speaking (Trivia Game)

Skill: Speaking and writing

Topic: Back in time!

Time: 80 minutes

Resources: Board, markers

Objective: Talk about important inventions and historic events from the 20th century.

Vocabulary: Words related to historical events and inventions, numbers.

Description of the strategy:

- Writing tasks - Write and speak about inventions

* This is a fun speaking activity in the form of a game. Students practice presenting their opinions and reaching agreement. There is an initial group work activity and extension speaking and writing activities.



Instructions:

Preparation

There are no materials required. Just write these inventions on the board in a random order:

- The Internet (most recent)
- Light bulb
- Telephone
- Refrigerator
- Braille
- Thermometer
- Microscope
- Printing
- Paper
- Wheel

Procedure

- Put students into groups of 3 or 5. Students should work together in their groups, checking that everybody knows what each word means. Help with understanding if necessary.
- Explain that these are 10 important inventions. Students should work together in their groups to compile a list of the inventions in chronological order. They should talk about each invention and reach a majority decision regarding the order. If necessary explain to students BC and AD.
- Elicit the lists from each group and write them on the board. Alternatively, invite a student up to the board from each group to write their list.
- Write the answers on the board (see below) for students to check.
- Get groups to copy the correct list.
- Explain that you are going to play a game. Students have to guess the year of each invention. They have to work together in groups to reach a majority decision.
- Explain that you will award 1 point for the group that writes the nearest year. You will award 2 bonus points for an exact year. Explain the meaning of BC and AD. Give students a limited time to do this part. (10 mins)
- Draw this grid on the board (below). Complete the grid by eliciting answers from each group. Alternatively, invite a member of each group up to the board to write in their information.

Finally, complete the answers column (see below) and award points to find the winning group.

	Group 1	Group 2	Answer
The Internet (most recent)			
Light bulb			
Telephone			
Refrigerator			
Braille			
Thermometer			
Microscope			
Printing			
Paper			
Wheel			

Extension

Writing: Students write a short text (100 words) about the positive and negative effects of one of the inventions named.

Speaking: Put students into pairs, A and B. Students take turns to choose an invention from the list and to talk about its positive and negative effects. They should speak for about 2 minutes about each invention. Taken from (Bilsborough, 2011).

Strategy N°12

Dialogue

Skill: Speaking and writing

Topic: Back in time!

Time: 80 minutes

Resources: Board, markers

Objective: Talk about important inventions and historic events from the 20th century.

Vocabulary: Words related to historical events and inventions, numbers.

Description of the strategy:

Dialogue

A dialogue is narrative conveyed through speech by two or more characters. The characters may express themselves internally through thoughts or a voice-over narration, or they may do so externally through conversation and actions.

Instructions:

Students will be split into groups.

They all will receive tasks in envelopes to prepare dialogues.

Group 1

(Students receive information and portraits of famous inventors and envelop with the task)

They are given an envelope with the portraits of great scientists. They are asked to make a short dialogue to tell their classmates about those inventors and their inventions.

Group 2

(Students receive information and clothes for Isaac Newton and an envelope with task)

Their task is to make up a dialogue between Isaac Newton and curious students from the future who need to learn more information about the life and work of the great scientist.

Group 3

(Students receive a manuscript and an envelope with the task)

They will receive a manuscript about Thomas Edison's life. They will work on it and then represent the information in three parts to their classmates: 1. Date of birth and education; 2. early years and family; 3 inventions and date of death.

T: They've got their task and they have 15 minutes to get ready to do it.



ASSESSMENT RUBRIC FOR STRATEGIES

GROUP NAMES: _____

Criteria	Poor 1-3	Fair 4-5	Good 6-7	Very good 8-9	Excell ent 10
Grammar and vocabulary <ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 					
Discourse management <ul style="list-style-type: none"> • Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices. 					
Pronunciation <ul style="list-style-type: none"> • Is intelligible • Intonation is generally appropriate. • Sentences and word stress are generally accurately placed. • Individual sounds are generally articulated clearly. 					
Interactive communication <ul style="list-style-type: none"> • Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support. 					

Source: Adapted from UCLES (2011).

PROPOSAL REFERENCES

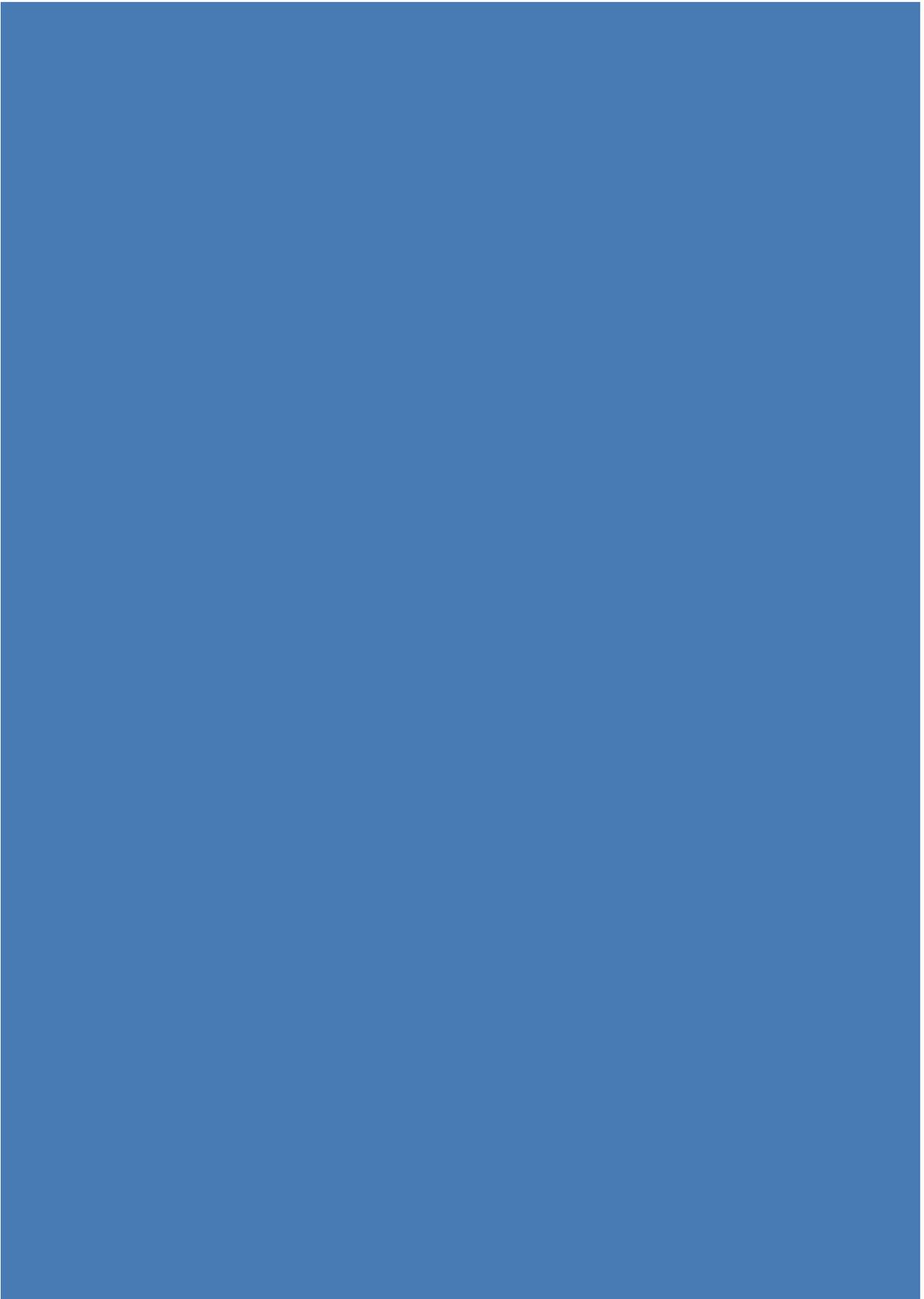
Bilsborough, K. (2011, 02). British Council. Retrieved from <https://www.teachingenglish.org.uk/article/inventions>

Letras.com. (N/D). Letras.com. Retrieved from <https://www.letas.com/louis-armstrong/2211/>

Ministry of Education. (2014). National Curriculum Guidelines of Ecuador. Ecuador.

Pesce, C. (n/d). Busy Teacher. Retrieved from "He Said What?" Top 9 ESL Activities for Reported Speech: <https://busyteacher.org/12443-reported-speech-top-9-esl-activities.html>

Simpson, A. (2015, 03 04). British Council. Retrieved from <https://www.britishcouncil.org/voices-magazine/how-use-songs-english-language-classroom>



REFERENCES

- Alsagoff, L. M. (2012). *Principles and practices for teaching English as an international language*. Routledge.
- Azizinezhad, M. H. (2013). Application of cooperative learning in EFL classes to enhance the students' language learning. . *Procedia-Social and Behavioral Sciences*, 138-141. .
- Beare, K. (2017, 04). *thoughtCo*. Retrieved 02 18, 2018, from Grammar Chants to Learn English: <https://www.thoughtco.com/grammar-chants-to-learn-english-1211063>
- Benson, P. &. (1997). *Autonomy and independence in language learning*. London: Longman.
- Bright, J. &. (1970). *Teaching English as a Second Language*. London : Longman.
- Brown, H. &. (2004). *Language assessment. Principles and Classroom Practices*. White Plains: NY: Pearson Education.
- Brown, H. D. (2001). *Teaching by Principles*. New York: Addison Wesley Lognman Inc.
- Byrd, A. (2009). Learning to Learn Cooperatively. (O. o. US Department of State. Bureau of Educational and Cultural Affairs, Ed.) *English Teaching Forum* , 47(4), 18.
- Comercio, E. (2017, november 8). *Ecuador alcanzo el puesto 55 de 88 en Ingles*, p. 1.
- Crystal, D. (2012). *English as a global language*. Cambridge: Cambridge university press.
- Cuesta, P. (2017). *Informe Académico del Área de Inglés*. Ambato-Ecuador: Distrito 2.
- Devitt, S. (1997). Interacting with authentic texts: Multilayered processes. *The Modern Language Journal*, 457-469.
- Educación, M. d. (2016). *English as a foreign language for subnivel bachillerato*. Ecuador.
- Felder, R. M. (2000). The Alumni Speak. *Chemical Engineering Education*, 238–239.

- Freire, M. (2016). *El aprendizaje cooperativo en el desarrollo de la destreza oral del idioma inglés de los estudiantes de octavo año de educación general básica de la Unidad Educativa "Luis A. Martínez" del cantón Ambato, provincia de Tungurahua*. Cantón Ambato, provincia de Tungurahua: Universidad de Ambato.
- Galeas, M. &. (2015). *El aprendizaje cooperativo como método de instrucción en el proceso de enseñanza - aprendizaje del idioma inglés en la unidad educativa PCEI Patate*. Cantón Patate, provincia de Tungurahua: Universidad de Ambato.
- Gardner, H. (2008). *Multiple intelligences: New horizons in theory and practice*. Basic books.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning . *Language teaching*, 97-118.
- Gordón, A. (2015, febrero 17). Latinoamericanos tienen bajo nivel de inglés y Ecuador no es la excepción. *El Comercio*, p. Tendencias (I).
- Graham, M. P. (1993). *Language Learning Strategies: What Every Teacher Should Know*. Oxford: Oxford. TESOL Quarterly.
- Harmer, J. (2001). *The practice of English language teaching*. London: New York.
- Herrera, F. P. (2014, Marzo 11). *Ministerio de Educacion*. Retrieved from file:///C:/Users/Toshiba/Documents/ACUERDO-052-14.pdf
- Hora, L. (2016, Junio 09). Se retomara la enseñanza del Ingles en las Escuelas Publicas del Pais. *Se retomara la enseñanza del Ingles en las Escuelas Publicas del Pais*, p. 1.
- Jhonson, R., & Johnson, D. (2008). Social Interdependence Theory and Cooperative Learning: The Teacher's Role. In R. Gillies, A. A.F, & T. J., *The Teacher's Role in Implementing Cooperative Learning in the Classroom* (pp. 9-37). New York: Springer.
- Johnson, D. W., Johnson, R. T., & Holubec, E. (2008). *Cooperation in the classroom*. Edina: Interaction Book Company.

- Johnson, D., Johnson, R., & Holubec, E. (1988). *Advanced Cooperative Learning*. Edin: Interaction Book Company.
- Johnson, J. a. (1991). In d, *Learning Together and Alone* (p. 242). New Jersey: Prentice Hall.
- Johnson, R., Johnson, D., & Smith, K. (1998). Active learning: Cooperation in the college classroom. *Interaction book company*, 29.
- Lamon, M. (2014). *Learning Theory-Constructivist Approach*. Retrieved Septiembre 16, 2016, from Learning Theory - Constructivist Approach
- Leavitt, H. &. (1951). Some Effects of feedback or communication. *Human Relations*, 101-41.
- Marbun R., &. S. (2014). Teaching Speaking Through Dialogue. *Jurnal Pendidikan dan Pembelajaran*, 3 (7).
- Matthew, T. A. (2006). Language learning theories and cooperative learning techniques in the EFL classroom. *Doshisha studies in Language and Culture*, 277-301.
- May, M. &. (1937, April). Instructional desisgn Models and theories in cooperative theory. In L. W. Mark A May, *Competition and Cooperation* (p. 191). New York: social Science Research Council.
- Mayor, B. C. (2005). *Starting Point*. Retrieved September 16th, 2016, from Cooperative Learning Techniques: <http://serc.carleton.edu/introgeo/cooperative/techniques.html>
- Meyers, C. &. (1993). *Promoting Active Learning. Strategies for the College Classroom*. San Francisco: Jossey-Bass Inc.
- Ministry of Education. (2014). *National Curriculum Guidelines of Ecuador*. Ecuador.
- Mishra, J. (2015). Effective Ways to Teach Oral Communication Skills to Engineering Students of Chhattishgarh. *www.questjournals.org*, 47-51.

- Palella, S., & Martins. (2015). *Metodología de la Investigación*. Caracas: FEDUPEL.
- Palys, T. (2008). Purposive sampling. . *The Sage Encyclopedia of Qualitative Research Methods*, 697-8.
- Richards, J. &. (2014). *Approaches and methods in language teaching*. . Cambridge: University press.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York, USA: Cambridge University Press.
- Richards, J. P. (1985). *Longman Dictionary of Applied Linguistics*. Hong Kong: Longman Group Limited.
- Roblyer, M. D. (2009). *Integrating educational technology into teaching (with MyEducationLab)*. . Boston: Allyn & Bacon.
- Roger, T. &. (1994). An overview of cooperative learning. *Creativity and collaborative learning*.
- Rood, M. 8. (Director). (2011). *The Essential elements of Cooperative Learning* [Motion Picture].
- Scrivener, J. 2. (2005). *Learning teaching*. Oxford: Macmillan Publishers Ltd.
- Services, I. T. (2014, November 14). *Study for Success*. Retrieved September 13, 2016, from <http://tutorials.istudy.psu.edu/cooperativelearning/cooperativelearning4.html>
- Statistics Solutions. (2018, 01 16). *Statistics Solutions*. Retrieved 03 15, 2018, from Statistics Solutions Advacement through clarity: <http://www.statisticssolutions.com/considerations-for-data-collection-in-pre-testpost-test-designs/>
- Tice, J. (2005, 11). *teachingenglish*. Retrieved 02 17, 2018, from Drilling 1: <https://www.teachingenglish.org.uk/article/drilling-1>
- Tomlinson, C. (2014). *The differentiated classroom: Responding to the needs of all learners*. Ascd.
- Torky, S. (2006). *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*. Ain Shams: Online submission.

UCLES. (2011). *Assessing Speaking Performance – Level A2*. Retrieved 04 19, 2018, from Cambridge Assessment English: <http://www.cambridgeenglish.org/>

Varelas, M. &. (2006). Cognition and Instruction. In *Intertextuality in read-alouds of integrated science-literacy units in urban primary classrooms: Opportunities for the development of thought and language*. 211-259.

Webb, N. (1994). Promoting Helping Behavior in Cooperative Small Groups in a Middle School Mathematics. *American Educational Research Journal*, 23.

Wood, D. (1988). *How Children Think and Learn*. Oxford: Blackwell.

Ambato 3 de enero del 2018

Doctora
Master Myriam Poveda
RECTORA DE LA UE GRAL. ELOY ALFARO DELGADO
Presente.

De mi consideración:

Yo GLADYS GUADALUPE OCAÑA CHAGMANA con CI 1802229722, estudiante de la Maestría en Inglés como Segunda Lengua Extranjera (Master Program of Teaching English as a Foreign Language) en la Universidad Técnica de Ambato, solicito a usted muy comedidamente se sirva autorizar el respectivo permiso para realizar mi trabajo de investigación de tesis con el tema "COOPERATIVE LEARNING IN THE DEVELOPMENT OF SPEAKING SKILL WITH STUDENTS OF BACHILLERATO".

Por la favorable atención que se digne dar a la presente, anticipo mi agradecimiento.

Atentamente,

Lic. Gladys Ocaña

DOCENTE DE INGLES





UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACION (PRE TEST Y POSTTEST)

Ítems	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representativa				C. Lenguaje		Observaciones
	Pertinencia (P)	No pertinencia (NP)		Optima (O)	Buena (B)	Regular (R)	Deficiencia (D)	Adecuado (A)	Inadecuado (I)	
1	✓			✓				✓		
2	✓			✓				✓		
3	✓			✓				✓		
4	✓			✓				✓		
Datos del validador		Ximena Calero Sánchez M.Sc.		1802884062				Firma		
		Nombres y apellidos		Nº de cedula						
		Profesora de Inglés		Docente UTA				Fecha		0987577862
		Profesión		Cargo				Teléfono		

(Universidad Central del Ecuador, 2017)



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACION (PRE TEST Y POSTTEST)

Ítems	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representativa				C. Lenguaje		Observaciones	
	Pertinencia (P)	No pertinencia (NP)		Optima (O)	Buena (B)	Regular (R)	Deficiencia (D)	Adecuado (A)	Inadecuado(I)		
1	✓							✓			
2	✓							✓			
3	✓							✓			
4	✓							✓			
Datos del validador		Elisavette Chumbe Carera		Nombres y apellidos				930 2696458		Firma	
		Lic. Ciencias de la Educación - Inglés		Profesión				Docente		Cargos	
		419 - Silvestre Ediciones		Profesión				04/05/2018		Fecha	
								032841258		Teléfono	

(Universidad Central del Ecuador, 2017)



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

INSTRUMENTO DE VALIDACION (PRE- TEST Y POSTTEST)

Ítems	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representativa				C. Lenguaje		Observaciones
	Pertinencia (P)	No pertinencia (NP)		Optima (O)	Buena (B)	Regular (R)	Deficiencia (D)	Adecuado (A)	Inadecuado (I)	
1	/			/				/		
2	/			/				/		
3	/			/				/		
4	/			/				/		
Datos del validador		Nelly Patricia Galera Moya		1803104601				Firma		
		Nombres y apellidos		Nº de cedula						
		Magister Ciencias de la Educación		Docente de Inglés				Fecha		02/03/18
		Profesión		Cargo				Teléfono		632874-263

(Universidad Central del Ecuador, 2017)

APPENDICES

APPENDIX A

TECHNICAL UNIVERSITY OF AMBATO



DIRECCION DE POSTGRADO MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

OBSERVATION SHEET

Date: _____

Time: ____ to ____

Group number: _____

Group Task: _____

This observation sheet is to be completed during speaking group activities. This is intended to determine 3rd year BGU students' reaction towards the used technique (cooperative learning) regarding the development of speaking the skill.

Instructions: Observe students during group work and check all behaviors that were seen or heard.

Table 16 Cooperative learning and speaking skill observation checklist

Cooperative learning and speaking skill observation checklist

		Not at all 1	Somewhat 2	Moderately 3	Much 4	Very much 5	N/A 0
Group cooperation <i>Does the group...?</i>	Divide the task among the members?						
	Make decisions collaboratively?						
	Use group time in a productive way?						
	Provide support for each member?						
	Listen to others' contributions?						
		Not at all 1	Somewhat 2	Moderately 3	Much 4	Very much 5	N/A 0
Verbal domain <i>Does the students...?</i>	Speak at a reasonable pace?						
	Speak clearly?						
	Pronounce well enough to be understood?						
	Use suitable words and phrases?						
	Manage the necessary grammar?						
	Ask questions, pausing long enough for others to respond?						
	Verbalize everything that is presented visually?						
	Stress most important points by pausing, speaking slowly, raising voice, etc.?						
	Seem to understand the English that the others used?						

	Use a variety of appropriate vocabulary everyday situations / familiar topics / wide range of familiar topics?						
	Use a variety of cohesive devices and discourse markers?						
	Start discussions?						
	Introduce new ideas?						
	Keep the interaction going?						

Elaborated by: Ocaña Gladys (2018)

APPENDIX B

TECHNICAL UNIVERSITY OF AMBATO



DIRECCION DE POSTGRADO

MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

Student's name: _____

Grade: _____

Date: _____

PRETEST

The following instrument will assess your speaking language proficiency according to the Common European Framework which at level B1 states that language learners are able to communicate effectively while traveling in countries that use the target language, talk about familiar topics, personal interest, experiences, events, and desires; justify their opinions (i.e. by giving simple, brief reasons); and explain their future plans. The results of this instrument will help the researcher to determine the influence of cooperative learning in the development of students' speaking skill of 3rd BGU.

SPEAKING TEST DIRECTIONS:

This is a speaking test. This test includes 3 tasks that will assess different aspects of your speaking performance. For each type of task, you will be given specific directions. It is to your advantage to express yourself the best you can. It is also important that you speak clearly and answer each question according to the directions. The speaking test takes about 20 minutes long and is divided in three parts:

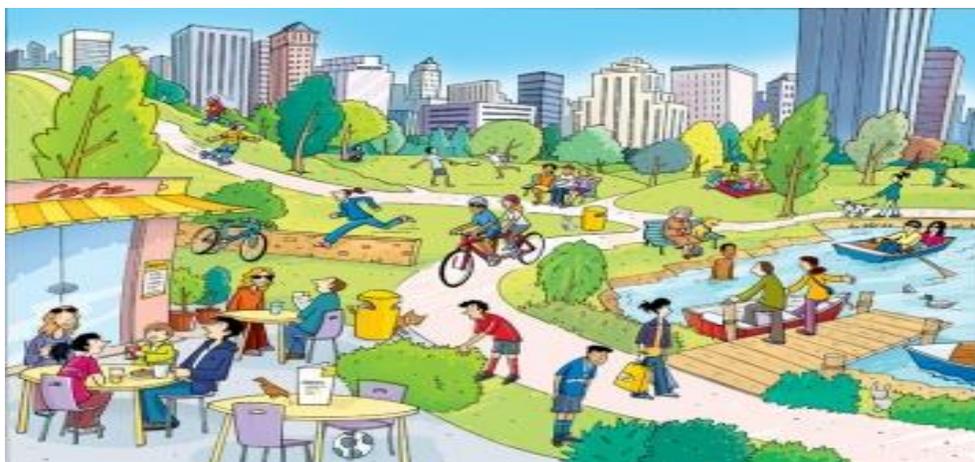
Task	Instruction	Time	Evaluation Criteria
Task 1	Describe a picture	5 minutes	Grammar Vocabulary Discourse management Pronunciation Interactive communication
Task 2	Answer the questions	15 minutes	
Task 3	Express an opinion	5 minutes	

Task 1:

Describe a picture

Directions: In this part of the test, the teacher organizes the class by groups of four. Look at the following picture and you will describe the picture by answering the questions, giving as much detail as you can.

Time: You will have 5 minutes to answer the questions about the picture



1. What do you see on the picture? (From the left to the right)
2. What are people doing? (Actions per person)
3. What do you think it is happening? (Situation)

Task 2:

Answer the questions

Airplanes, countries, travel

Directions: The teacher divides the class in small groups. Students will read and answer the six questions. Listen carefully and try to speak as clear as possible.

Time: you will have 10 minutes to answer the questions

- Do you like to travel by airplane?
- If you had the opportunity to win a ticket trip, where would you go?
- What countries would you like to visit? Why?
- What country would you like to study in?
- Is your country the best place to live? Why?

Television

Directions: In this part of the test, you will listen carefully the six questions and try to answer as clear as possible. Use complete sentences.

1. How often do you watch television?
2. What kind of programs do you usually watch?
3. Describe your favorite television program.
4. What did you watch on TV yesterday?
5. What is the purpose of advertising a product?
6. Could you live without TV for a week?

Task 3:

Express an opinion

Directions: In groups of 5, choose one of the following statements and express your agreement or disagreement.

Time: you will have 5 minutes to give your opinion.

1. Reading fiction books (novels, stories) are much more enjoyable than watching movies. Do you agree or disagree? Give your reasons.
2. Cell phones can be used to record important information in class. Do you agree or disagree? Why?
3. Do you think social networking sites (Facebook, twitter, etc.) are good or bad? Why.
4. Playing video games a lot is positive for teens. Yes or not? Give your reasons.
5. Schools should ask students to evaluate their teachers. Do you agree or disagree? Use specific reasons and examples to support your answer.

APPENDIX C

ASSESSMENT RUBRIC

GROUP NAMES: _____

Criteria	Tasks 1/2/3/	Poor 1-3	Fair 4-5	Good 6-7	Very good 8-9	Excellent 10
Grammar and vocabulary <ul style="list-style-type: none"> • Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. • Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 						
Discourse management <ul style="list-style-type: none"> • Produces extended stretches of language despite some hesitation. • Contributions are relevant despite some repetition. • Uses a range of cohesive devices. 						
Pronunciation <ul style="list-style-type: none"> • Is intelligible • Intonation is generally appropriate. • Sentences and word stress are generally accurately placed. • Individual sounds are generally articulated clearly. 						
Interactive communication <ul style="list-style-type: none"> • Initiates and responds appropriately. • Maintains and develops the interaction and negotiates towards an outcome with very little support. 						

Source: Adapted from UCLES (2011).