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TEMA: "COLLABORATIVE LEARNING STRATEGIES TO PROMOTE ORAL FLUENCY IN EFL".

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To my Heavenly Father for being my guide in each step of my life.

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Verónica Lucía

DEDICATORY

To Almighty God, for giving
me the life, health, and
knowledge.

My humble effort, I dedicate
to my sweet and loving
parents who support me every
day to achieve my personal
and professional goals.

Verónica Lucía

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THEME: "Collaborative learning strategies to promote oral fluency in EFL".
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ABSTRACT

One of the most common problems that occurs in the English teaching as a foreign language is the low performance of students in oral fluency. This is clearly reflected in the test scores that assess this language ability. This degree work sought to express the results of the learning strategies that can be used to improve the development of oral production. The main objective is to analyze the effects of the application of collaborative learning strategies being one of the factors that are related to the low level of oral fluency. This project is based mainly on the research and selection of collaborative learning strategies to promote an acceptable oral fluency in students from sixth grade at Unidad Educativa "Pichincha". The study was quasi-experimental with the participation of 36 students from Unidad Educativa "Pichincha" located in Alobamba- Tisaleo downtown. The researcher randomly divided all the participants into two groups: experimental group and control group. The evaluation instruments were applied to the two groups, the survey served to obtain general information about the two variables. Similarly, the pre - post test and a rubric that evaluates the students' learning criteria. To the experimental group the researcher applied the methodology of the use of collaborative learning strategies for one week, while the control group did not provide any treatment in order to compare the final results of the application of the methodological experiment. In order to analyze the collected data, the researcher used the T-student statistical test. Results showed that the application of collaborative learning strategies increased the level of learning by 58.89%, thus obtaining positive effects on the development of oral fluency as well as collaborative interaction in work groups.

Keywords: collaborative learning strategies, interaction, oral fluency, pronunciation, vocabulary, quasi - experimental, pre-post test, rubric.

TEMA: "Collaborative learning strategies to promote oral fluency in EFL".

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RESUMEN EJECUTIVO

Uno de los problemas más habituales que se presenta en la enseñanza del idioma inglés como lengua extrajera es el bajo desempeño del estudiante en la fluidez oral. Esto aparece claramente reflejado en los puntajes de las pruebas que evalúan esta habilidad de lenguaje. Este trabajo de grado buscó describir cuáles son las estrategias de aprendizaje que se puede utilizar para mejorar el desarrollo de la producción oral. El objetivo principal es analizar los efectos de la aplicación de las estrategias colaborativas siendo uno de los factores que están relacionados con el bajo nivel de fluidez oral. Este proyecto se basa principalmente en la investigación y selección de las estrategias de aprendizaje colaborativas para promover una fluidez oral aceptable en los estudiantes de sexto grado de la Unidad Educativa "Pichincha". El estudio fue cuasi - experimental con la participación de 36 estudiantes de sexto grado perecientes a la Unidad Educativa "Pichincha" ubicada en el caserío Alobamba del cantón Tisaleo. El investigador dividió aleatoriamente a todos los participantes dentro de dos grupos: Grupo experimental y grupo control. A los dos grupos se aplicó los instrumentos de evaluación, la encuesta sirvió para obtener información general de las dos variables. De igual manera, se utilizó el pre - post test y una rubrica que evalúa los criterios de aprendizaje de los estudiantes. Al grupo experimental se aplicó la metodología del uso de las estrategias colaborativas durante una semana, mientras que al grupo control no se brindó ningún tratamiento para comparar los resultados finales de la aplicación del experimento metodológico. Para analizar la información recolectada, el investigados utilizo el test estadístico T-student. Los resultados mostraron que la aplicación de las estrategias colaborativas de aprendizaje incremento el nivel de aprendizaje en un 58,89% obteniendo así efectos positivos en el desarrollo de la fluidez oral al igual que la interacción colaborativa en los grupos de trabajo.

Descriptores: estrategias de aprendizaje colaborativas, interacción, fluidez oral, pronunciación, vocabulario, cuasi - experimental, pre-post test, rúbrica.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

The current project research is addressed on the biggest challenge for teachers to develop speaking skills, mainly oral fluency. That is why teachers have difficulty getting students to achieve an acceptable performance at the time of speaking. Collaborative learning strategies have been described in common ways of structuring interactions among learners in different collaborative learning activities, as well as the information exchange. By engaging in collaborative activity, learners utilize each other's perspectives and experiences to solve problems and develop a shared understanding of meanings (Rutherford, 2017). Nowadays, teachers need to work collaboratively in the classes. Collaborative learning strategies have been implemented in many institutions of English as a foreign language to work more interactively and have learners solving problems. Thus, collaborative learning strategies are designed to make students think of their own solutions.

There is clear evidence among teachers that they have developed a few sequential speaking collaborative strategies in each unit because speaking is a productive skill that is not practiced as much as the other skills. Consequently, students have not had the opportunity to improve their oral fluency sub skill of speaking incurring limited oral practice as well as the time period class effects on developing more activities to improve oral fluency.

This research project was based on field, bibliographic, and quasi-experimental approaches. First, the quasi -experimental methodology was implemented because students from sixth year of primary school at Unidad Educativa Pichincha were studied within their natural context, which enabled them to observe and analyze

their reality in terms of both variables. Secondly, the quantitative approach employed due to this research was focused on quasi-experimental research because it involves the manipulation of collaborative learning strategies to observe the effect on oral fluency. The participants from UE Pichincha have taken a pre-test and post-test in order to see how both variables behaved. Moreover, they were surveyed at the end of the quasi-experimental in order to know their opinion about the subject of study and their experience. Likewise, some data collection strategies and SPSS statistical methods were applied in order to verify the feasibility of the hypothesis and to explain in depth the relationship between collaborative learning strategies and oral fluency; whereby the final results were interpreted through the use of tables and graphs, in accordance with student´s reality. Taking this into account there were some limitations to develop this research project because the students didn't have the guide to work as a team as well as the materials to work in a collaborative learning.

1.2. Justification

The current research project is important because the challenge that English teachers face constantly is to promote oral fluency by applying collaborative learning strategies. Collaborative learning strategies are helpful to speak in English without hesitation. At the same time, collaborative learning strategy creates an impact in the educational environment in which students play active roles, negotiate, and contribute by exploring and taking advantage of their strengths to make decisions on behalf of the group. Furthermore, these strategies are newfangled in the design of facilitating understanding and keeping them solving a problem where students from the eighth year of high school share experiences and apply the knowledge they have already known. This study is completely original because of the use of collaborative learning strategies implemented to develop oral fluency of the English language in the sixth year of primary school students.

Nowadays, there is clear evidence among teachers because they do not follow sequential speaking collaborative strategies in each unit due to speaking is a

productive skill that is not practiced as much as the other skills. English classes at Unidad Educativa Pichincha are more teacher-centered. Maybe, this approach neither facilitates the development of students' speaking skills nor motivates the students to learn and speak. This is the first attempt to encourage students to improve their oral fluency in English by participating in teaching activities based on a collaborative learning approach. How collaborative learning promotes social interactions, developing fluency could be easier. At the same time, students ´oral fluency will improve notably if there are more interaction and communication in English. In addition, as the result of applying collaborative learning strategies as well as oral fluency in real life situations will take place naturally on students.

1.3. Objectives

1.3.1 General objective

-To analyze the effects on using collaborative learning strategies on the promotion of oral fluency in EFL students from sixth year of primary school at Unidad Educativa "Pichincha".

1.3.2 Specific objectives

-To select collaborative learning strategies to promote oral fluency.

-To determine the use of collaborative learning strategies to interact in group work.

-To evaluate the influence of collaborative learning strategies to increase oral fluency in EFL students.

CHAPTER II

RESEARCH BACKGROUND

Buitrago (2017), in her research project entitled **"Collaborative and self- directed learning strategies to promote fluent EFL speakers"** agreed that fluency in English is one of the most demanding challenges faced by students and teachers in the teaching-learning process. It has been stated that fluency problems can stem from a lack of practice during independent study. This research was applied to a mixed-method study that looked at the effects of using collaborative and self-directed learning strategies through speaking tasks aimed at developing oral fluency. The study was conducted in a Colombian university with a group of 10 pre- intermediate students. The study maintained a qualitative approach with data analysis based on a survey using the Grounded Theory Approach. It carried out over 10 weeks with one task performed per week. Furthermore, collaboration is positively influenced by self-directed learning as it encourages students to make personal reflections on their weaknesses and strengths, involving them in decision-making processes that identify what is not working properly and what they must do to be successful.

On the other hand, the research carried out by Revelo, Collazos, and Jimenez (2017) called **"Collaborative work as a didactic strategy for teaching/ learning programming: a systematic literature review"**, aimed to examine how the incorporation of collaborative work in programming courses has been identified as a potential strategy that could maximize student engagement and have a positive impact on learning. The study aimed at collecting and analyzing research results on this topic using a systematic method. To try to fill this gap, this research was conducted by systematic literature to summarize the use of work collaboratively as a didactic strategy for teaching/learning programming. Initially, by searching four databases of scientific publications. They obtained 95 published kinds of research in the last five years. After the analysis, it resulted in the synthesis of eleven collaborative learning techniques, nineteen common strategies found in the documents, the collaborative strategies and techniques that were associated with

each study. The review also generated a significant amount contribution from the research community that provided an important basis for future works by making it clear that collaborative work is increasing as a valid and pertinent didactic strategy, not only in the teaching/learning of programming but also in other areas of knowledge.

Schoening (2015) in her research project called **"Implementation of collaborative learning pre-license nursing curricula, student perceptions and learning outcomes".** This evaluated learning outcomes and students' perceptions of collaborative learning in an undergraduate nursing program. Participants in this three-phase action research study included students enrolled in a traditional accelerated program. These phases were the pilot phase with the junior level, the comparison phase with the traditional conference and the implementation for both groups. The number of students who passed the unit exam was not significantly different among the three phases. Techniques used in the project included experimenting, probing, and examining data sources to self-reflect with participants. The students had positive and negative perceptions about the use of collaborative learning. Furthermore, this study mentioned that collaborative learning is based on three theoretical frameworks: social interdependence, cognitive and behavioral learning. The theory of social interdependence shared the goal of having effective teams where they learned to work together for the overall success of the group. Learning is facilitated when group members strive to motivate and support each other.

Obregón (2017) in his research project called **"Students´ perceptions on the integration blogs as an online collaborative writing tool towards learning English at university level"**. It concluded that the purpose of this research is to explore the perceptions of university students on the incorporating blogging into collaborative writing while learning to write in English. Also, it determines if the fluency relative to the total number of words is higher in collaborative writing than in personal writing.

Google Docs are used as a blogging tool during collaborative writing because it is a free and easy-to-use tool that allows a group of students to work collaboratively on a single document with a common purpose. The population consisted of three

students of the second level of English from a public university in Ecuador. This mixed method research studied qualitative and quantitative data in an exploratory and descriptive way. The data collection tools were interviews, closed questions questionnaires and compositions made by the students. The quantitative approach consisted of a fluency measurement analysis with respect to the total number of words in both tests, individual and collaborative. The qualitative results of the study show that the students' perceptions towards collaborative writing. They relied on the social, psychological and academic benefits. The quantitative results revealed that there are a greater number of words, clauses and sentences in collaboratively written compositions. English teachers use to consider implementing collaborative writing with the help of technology in their classes so that they have benefited them while creating a comfortable environment where students can improve their writing by learning cooperative work.

Shahamat and Mede (2015) in their research called **"Integration of collaborative learning in Grade K-5 EFL classrooms".** They researched the effectiveness of integrating collaborative learning in Turkish primary classrooms where English is studied as EFL. It aimed to shed light on how students and teachers perceive the language, what the effects of integrating collaborative learning are in the classroom, and how collaborative work influences students' level of competition. With a sample of 23 Turkish students (grade 5, ages 10-12) and 2 English teachers who participated in the case study; all the data was collected from pre and post-tests, diaries, and observations. The findings based on data collected from diaries, observations, and pre and post-tests scores revealed that collaborative learning has an impact on students which have adequate foundations for interaction in a social setting context within the collaborative learning principles because the interaction and context are essential for learning and the understanding of what happens on society and how it helps to build knowledge as the constructivist social theory stated.

Dao and McDonough (2017) with their research entitled **"The effect of task role on Vietnamese EFL learners ´collaboration in mixed proficiency dyads".** This research aimed to emphasize peer interaction and it has shown that competition

doesn't just play a role in how second language students (L2) talk about the form of the language, but also influence their partner dynamic. The current study focuses on peer interaction involving mixed competition dyads, specifically whether the role of homework affects the nature of L2 students' discussions or your partner dynamics. There were sixty L2 learners who worked with a Vietnamese teacher of mixed competition to carry out the task of retelling a story. The role of the task was manipulated by assigning the status of the information holder or information receiver to the lowest competition apprentice. After retelling the story, the students worked together to create an ending for the story, and after that participants worked collaboratively to write the whole story. The audio recordings of their interactions were transcribed and analyzed in terms of the amount, type, and resolution of the language of the episode- related- episodes and couple dynamics. The results indicated that the students produced more LRE and participated in interactions with greater reciprocity when the student had the task role as holder of the information and the level of complexity is the lowest. The findings shed light on ways to promote attention to language form and collaborative interactions when L2 students' levels are different from competence to perform communicative tasks.

On the other hand, the research carried out by Huang, Liu, Wang, Tsai, and Lin (2017) **"Student engagement in long-term collaborative EFL storytelling activities: An analysis of learners with English proficiency differences"** stated that it is important the difference in English proficiency among students is a challenging pedagogical problem in English as a foreign language classrooms worldwide. Collaborative digital storytelling has been adopted in language learning environments to increase motivation and commitment, especially for young students. However, it is unknown whether students of different levels of competence can equally benefit from this collaborative approach. Therefore, this study implemented a 17-month technology-enhanced collaborative storytelling activity and screened youth students' performance in pairs; perception of flow, and students' English-related learning strategies level of competition. It was found that the level of competence of the students is a factor that influences their commitment patterns by using learning strategies and partner performance.

These findings support the low threshold-high ceiling principle, suggesting that collaborative activities should ensure that students have different levels of

proficiency. They share the same goals while allowing different types of participation to maximize their engagement. The findings and pedagogical suggestions could address the problem of competence differences in EFL classrooms and serve as a reference for future research on collaborative storytelling activities in English as a Foreign Language.

LITERATURE REVIEW

The following section of this research project details the theoretical foundation of the study as well as a summary of concepts and definitions. In addition to this, it provides scientific support for the use of collaborative strategies to promote oral fluency in the participants.

Collaboration

Collaboration is the process of getting two or more students to work together to achieve a common goal. Thus, collaboration works best when members of the group contribute to reaching the group goal.

In addition, collaboration and education work together. This implies that teachers enhance more variation into their teaching, and benefits students´ learning. Also, when teachers apply collaborative learning strategies into classroom activities students have the opportunity to advantage higher-level thinking and communication skills and one of the most important aspects is critical thinking skills, through listening and debating other students' new ideas.

Hien (2015) agreed that collaboration demonstrates the beneficial features of interaction in order to promote language development and foster interaction by increasing the output production. Without a doubt whatsoever, collaborative learning allows learners to take responsibility for their group among them support and engage; hence the team itself must self-direct. When learners work and interact together, they have the opportunity to work as a team in order to achieve a common goal.

Miller and Burden (2007) also mentioned that collaboration is workability where learners can have the opportunity to analyze and discuss ideas and experiences to generate new ideas as a teaming experience. Therefore, teachers agree that

collaboration is a positive indicator of their commitment to offering constructive feedback. This aspect shows a willingness to listen and accept the ideas from others. Learners are encouraged to find ways to communicate and contribute by exploring new roles in the workgroup. Collaboration leads to students' progress and demonstrates their collaboration knowledge and skills. Last but not least, teachers need specific training about the collaborative approach to implement daily teaching practices to avoid isolation in the teaching process.

Collaborative strategies

Bustamante (2019) argued in her research that collaborative learning strategies involve students to work and coordinate together to become interdependent. Those strategies help students academically, psychologically and socially as it improves the community atmosphere, mutual respect and responsibility; emphasizing the sense of group identity where collaboration benefits academic performance contributing to a final performance.

Types of collaborative strategies

JIGSAW

After reviewing hundreds of studies Wyk (2015) concluded that Elliot Aronson has developed this teaching strategy called jigsaw. This is one of the collaborative strategies where students work in groups. This strategy represents an image of a jigsaw puzzle taking into account that each student represents a piece of the puzzle. The teacher assigns unique information to each group member. After reading the material, group members take turns teaching their material to their teammates. It emphasizes that students have the opportunity to listen to the perspective of others. In addition to this, learners develop responsibility during a task. According to Verma and Dhull (2019) they proposed four stages to follow this strategy in order to implement in the classes. The first step is planning and preparation of the chapter, group work, an observation sheet, and the quiz. After that, there is the implementation step where the teacher introduces the class, assigns a topic or subtopic to each member of the home team to share their perspectives and later these expert groups return to the home teams to teach their subtopics to other

members of the group. In the observation stage, the teacher observes the interaction among them. Then, the reflection stage consists of assessing students by taking quizzes individually and the teacher provides feedback based on students' performance.

THINK -PAIR- SHARE

According to Awad (2017) It is fair to point out that think -pair- share is a strategy that reinforces students 'communication as well as is one of the group discussion strategies of various methods to learn collaboratively. This strategy can have many beneficial effects because it allows students to think more in order to improve the quality of student's responses. Teachers can use this strategy as a formative assessment. Tayo & Hernandez (2017) describes Think -Pair-share is a collaborative learning strategy as well as is a combination of many beneficial classroom practices. It follows three steps to accomplish this strategy, the teacher offers a question or a problem related to the topic lesson and students search for a solution. After that teacher asks students to think alone to resolve this issue and give them a specific time to think. In the second step, the teacher asks students to discuss what they think about into pairs in order to reach a common answer. Finally, the teacher calls on team members to share their ideas with other pairs or the whole class in the third step. Hetika, Farida and Priatnasari (2017) remark that in Indonesia students improved their quality of education and outcomes by implementing Think-Pair-share strategy during learning activities.

ROUND ROBIN

Asari, Ma´rifah, and Arifani (2018) describe Round Robin as the strategy that enhances learners ´critical thinking, confidence, and independent learning. Folaranmi, Ajagun, and Samuel (2019) agree that this strategy works with all levels in teaching English as a foreign language. The process to conduct Round Robin strategy described below: (1) teacher forms groups (4 or fewer than 3 students) ; (2) in each group name a secretary; (3) the teacher gives each group a question and the members of the group should provide multiple responses; (4) teacher sets the time to brainstorm their ideas and provide solutions ;(5) students listen to one another´s answers in a Round Robin time,(6) the secretary makes a list of all responses and share orally to the whole class. Cox (2020) shares the benefits of the

Round Robin strategy. The interaction in small groups reduces the anxiety to think and speak. Learners can develop in a free way the social skills and enrich their vocabulary by listening to the responses from others.

THREE STEP INTERVIEW

According to Galceran, and Mugot (2019) determine the Three-Step Interviews strategy encourages students to share ideas and work together to solve problems, this educational strategy is based on the idea that learning is a naturally social act in which students talk among themselves. Candraloka (2016) argues that speaking is one of the most difficult skills to develop. For that reason, the Three-Step Interview works as an ice-breaker for groups in order to facilitate the interaction. Kagan (1993) shares the steps of the process; (1) students are divided into groups of four. Then the four students are divided into pairs. (2) In pairs, student A asks student B, then Student B gives the direction. Next, students A and B interview themselves and summarize their classmate's answers for students C and D, and vice versa. Kamaliah, Kasim, and Azis (2018) mention that this strategy makes learners have the opportunity to improve oral communication skills.

NUMBERED HEADS

Group students into sets of four, and number the members of each group one through four. Give the groups questions to answer. Ask each group to decide upon an answer, and call on all persons with a certain number to take turns reporting to the class. This structure is useful for quickly reviewing objective material in a fun way. The students in each team are numbered (each team might have 4 students numbered 1, 2, 3, 4). Students coach each other on material to be mastered. Teachers pose a question and call a number.

 Only the students with that number are eligible to answer and earn points for their team, building both individual accountability and positive interdependence. This may be done with only one student in the class responding (sequential form), or with all the numbers, 3's for instance, responding using every pupil response technique such as cards or hand signals (simultaneous form).

SPEAKING SKILLS

THE IMPORTANCE OF SPEAKING SKILLS

Rao (2019) remarks that speaking skills is an active or productive skill. It entails that speaking skills is more important than the other skills due to it allows learners to express ideas, opinions, feelings, thoughts and so on. It is crystal clear that speaking needs the participants to practice in a suitable condition in order to develop a desire to communicate in a variety of situations. According to Segura (2012) speaking skills need more time to perform in real life. This skill follows a complex process to achieve the objective where speakers need to construct words, sentences and phrases with individual sounds for an effective communication. The Ministry of Education of Ecuador asks teachers to reach a certain level of English according to the Common European Framework of References students from the 6th level are expected to reach an A2.1. level. The curriculum contains some objectives where students have to accomplish at the end of the media sublevel of EGB. According to Curriculo priorizado of 6th grade, one learning outcome in the EFL area says that "Students are be able to interact in English using basic, frequently used expressions and short phrases in familiar and personalized contexts, demonstrating a spoken language in simple and routine tasks which require a direct exchange of information". After realizing the importance of oral communication skills, teachers have to find some strategies to create an astrosphere where students have the opportunity to acquire the grammatical structures, have proper knowledge of vocabulary in order to communicate well with the entire community.

Components of spoken production

Urrutia and Vega (2010) state oral communication has some components to accomplish the oral production among them there is the oral fluency.

Oral fluency

The British Council (2020) agrees that fluency is the flow and efficiency way to express the ideas, it avoids misunderstandings and engages a conversation with someone. Most English learners become fluent after many years of exposure to the language. Taking into account that fluency cannot be easily measured. Learners

who learn a foreign language want to become fluent speakers. Showing that learners speak at a fast pace transferring the ideas in the form of speech without unnecessary filler words or pauses. According to Erkin (2018) fluency goes with the flow and link language use in context meaning that natural use of language focuses on achieving communication among the learners. In other words, it is an ability to effortlessly speak and understand the spoken language. In fact, he considered that fluency is the first goal in learning a language. In a second aspect, he believes that fluency means having an ideal pronunciation.

Pronunciation

According to English Club (2020) pronunciation is a significant component of oral fluency. This component shows the correct way that speakers produce the language in which words and sounds are supposed to be spoken. This involves a natural articulation and clarity of every word. If learners do not have an acceptable pronunciation, the communication among them will fail. Gilakjani (2016) mentioned that pronunciation is an essential component for the communicative competence where the elements of pronunciation play a relevant role in the production of sounds such as; intonation, stress, features of connected speech, etc.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location

For a better understanding of the situation of the present research, it is important to contextualize its scope within the education sector. The project was handled at a public school located in Tungurahua - Ecuador. The school's name is Unidad Educativa Pichincha. This study was held with students in the sixth year of primary school. The sample consisted of 36 participants from a population of 316 students. The group was heterogeneous since students come from different backgrounds. Their ages range from ten to eleven years old. The school is located in a rural area called Alobamba town. Also, the socio-economic situation of the families from school is supported by themselves with farming activities in the best case; a small percentage of the population have hired jobs in private companies, where the salary is lower than the basic one. As a result of their economic situation, the educational conditions of the students are lower as well as their learning because they do not have enough tools such as; access to technological resources to reinforce their knowledge. Moreover, there is a high percentage of the population that study just at the basic education that is why in the community there is a considerable tax on literacy.

3.2. Materials and equipment

For the collection of the data, the researcher used a survey and a pre-post-test. To obtain accurate information, the instruments were validated by three experts. For the statistics results the excel and SPSS program was necessary to use to measure the results.

The instrument used in the study was a pre-post test because it helped to determine the impact of collaborative learning strategies to promote oral fluency in English. The contents were based on modules from the Ministry of Education of Ecuador. The pre- post-test was followed by the format of Cambridge English collaborative exams. The instrument was based on the English Pedagogical Module 1 from the Ministry of Education of Ecuador for the sixth grade of general basic education, the

content was about science and technology topics based on the five threats of the curriculum (Communication and cultural awareness, Oral communication – listening & speaking, Reading, Writing and Language through the arts). Consequently, the researcher used a rubric to analyze the pre-post test results. Therefore, the researcher designed the pre- post-test based on students' level according to the common European framework references because those students belonged to the A2.1 level. Additionally, a survey was created to get more accurate information about the impact of the two variables. The survey was conducted with an ordinal Likert data scale between 0 to 4 code (always, frequently, sometimes, rarely, and never). In the same way, the survey had six questions; 3 for the independent variable and 3 for the dependent variable.

3.3. Research method

3.3.1. Quasi-experimental research

According to Thyer (2012), the quasi-experimental research approach permits researchers to find and evaluate reasonable results. It allows the researcher to have total control of the variables. In general, it refers to taking any action after observing the consequences. Another aspect of this type of methodology is necessary to create a pre-test which measures the previous knowledge among the participants before the experiment. For that reason, the current research project used quasi-experimental research with 36 participants. According to Hernandez, Fernández, and Baptista (2014), the quasi-experimental methodology is effective because the researcher uses the "pre-post testing". In other words, the researcher collected data before any data by using the post-test as well as at the end of the intervention the researcher recorded the results by applying the post-test to measure naturally the variables.

3.3.2 Field and bibliographic research

This research used a combination of field and bibliographic research. Field, because the researchers worked with 18 participants from the sixth year of primary school. This type of research is permitted to analyze the problem of the school and collect data. Also, this project used bibliographic research due to all the information being based on sources of scientific articles, thesis, magazines, and academic websites.

To start with this process, it was necessary to observe, analyze, and reflect on the impact of using collaborative learning strategies on the promotion of oral fluency.

3.3.3 Quantitative and qualitative research

According to Hernández, Fernández, and Baptista (2014), the quantitative approach uses data collection to verify the hypotheses on numerical measurement and statistical analysis. The research needs to apply quantitative and qualitative research because it is mandatory to obtain numerical information to determine the impact of using the collaborative learning strategies as an alternative solution to promote oral fluency of the students from the sixth level primary school.

3.4. Hypothesis - Research question - Idea to defend

To identify the present research was necessary to establish the following research question. What is the impact of collaborative learning strategies to promote oral fluency in EFL students?. In search of the question, the researcher created a survey for the participants in which the researcher obtained the following results.

This study had attracted more attention in the research of collaborative learning strategies on the promotion of a good level of oral fluency. As a result, the independent variable influences a high percentage of how students interact during the class. On the other hand, the dependent variable, in the same way, was found to have a slow level of oral fluency because there is a limited oral practice as well as the period of class effects on developing more activities to improve the oral fluency. It is necessary to conclude by saying that it is kind of difficult to develop oral fluency in EFL students. Moreover, teachers need to apply more collaborative learning strategies to promote the oral fluency sub-skill to get good interaction and communication during the period class as well as at homework tasks.

3.5. Population or sample

For the current study, the researcher used a rural population of 316 students from the school. The sample was 36 students in the sixth grade of a primary school.

3.6. Data collection

For the data collection, the researcher first applied the pre-test instrument to demonstrate that teachers need to incorporate more collaboration and interaction in their daily lessons to promote oral fluency in English foreign learners. The researcher collected the data of the study for a period of a week and a half in the academic school year September 2020 – July 2021. The participants of the research had three sessions before the intervention. For the pre-test session it was necessary to divide into two days. This evaluation tool was applied to the whole class in the two first sessions using the Microsoft Teams platform. The pre-test evaluation was designed for 20 minutes and the students were divided into 9 groups of 4 students. So, on the first day, the researcher applied the pre-test instrument to 5 groups, and the next day the last 4 groups. Indeed, the rubric contained five skill categories (vocabulary, grammar, pronunciation, overall fluency, and interaction) and an overall score (between zero and 10).

In the third session, the researcher asked students to complete the online survey about collaborative learning strategies and oral fluency. Also, it was designed on Microsoft forms and then sent to the WhatsApp group of the sixth grade to complete online. Also, it was necessary to put the Spanish translation to the questions due to the students having problems understanding the core of the questions.

To start the experiment, the researcher divided the 36 students into 2 groups: the control and the treatment group. Both groups had 18 students. The treatment group was given an intervention plan using five collaborative learning strategies (three-step interview, round-robin, jigsaw, think-pair-share, and numbered heads) to promote oral fluency. For that reason, the researcher considered that those strategies were effective for the age group using different topics related to science and technology. This intervention plan had the purpose to get students involved in different activities where they could interact and work in collaborative groups. This work plan was designed for one week where the treatment group received five sessions via the Zoom platform with breakout room activities (40 minutes per session). The work plan contained a warm-up, an activity, and a close activity.

In the first intervention, the researcher applied the jigsaw collaborative strategy where students work on inventions and discoveries around the word topic. It began with a warm-up called What is left. The students activated their vocabulary by holding up the nearest object to the left of them. After that, the teacher divided into groups the students and the chunk's content. In this activity, each member prepared independently the chunk and was responsible to study and teach their chunk to the rest of the group. Later on, the participants met in expert groups so they compared their ideas. In step five students returned to the jigsaw groups and each student reported what they learned and the others took notes of each of them. To conclude the activity, the teacher evaluated their knowledge by a Kahoot quiz.

In the second intervention, the researcher applied the think- pair share to a collaborative learning strategy, the teacher presented a warm-up called one random object. The researcher used an online tool called spit wheel where participants had to guess as soon as possible the objects from the wheel. To continue the class, the teacher provided all students a question to think about for about 1 minute "What is your favorite toy invention". Then the teacher asked to get in pairs to talk about it. Next, the teacher asked who wants to share the ideas, thoughts, perceptions with the whole class. Finally, the teacher presented a video about the most popular inventions made by kids.

In the third session, the round-robin collaborative learning strategy was applied to the robot's assistant topic. The class started with a warm-up called "What do you know about robots?" where students got in groups in five minutes they had to think up and write down as many facts as they could do about robots. For each true sentence, the group had one point. Then the teacher divided the class into 4 groups. All the groups worked on the same topic "Good and bad things about robots". The teacher provided a jam board document and assigned a secretary to write brainstorming ideas. Each group contributed 3 or 4 ideas on each page for about 2 minutes. Then changed to another page on the document to contribute with more important responses. They had to complete the 4 pages with their ideas. Later on, they created a report with the most creative ideas to share with the class. As a final task, they drew their favorite robot assistant and presented it in 50 seconds.

In the fourth intervention, the researcher applied the three-step interview collaborative learning strategy. Like the previous sessions, the class started with a warm-up activity called odd one cut. The teacher gave them a couple of words to guess, then students came up with their ideas. Next, the teacher divided the class having groups of three, then assigned roles to each one (interviewer, responder, and recorder). Next, the teacher provided the topic to answer for about 2 minutes "Inventions in the school" and rotated the roles three times to complete the roles of each student. Then, the teacher chose one student to report. As a close activity, the participants described the most important invention from the school for about 45 seconds on the vocaroo.com webpage.

In the final intervention, the researcher used the numbered heads collaborative learning strategy, the participants started playing the name ten warm-ups. The teacher provided some statements, then had students think of ten items that fit particular criteria.in the main activity, the teacher divided the class into 4 groups and assigned each member a number 1 to 4. Next teacher presented five questions (Who was the first scientist woman? Which were the inventions and discoveries created by Edison Thomas?, What are the greatest inventions of all times?, Who was Danny Lewis?, What does a robot do?) one by one and students got together and discussed the response. Later on, the teacher chose one team and one number person to answer it. To close the session, the participants had to imagine a robot and describe it in five sentences orally.

The control group worked as always did, the teacher started explaining briefly the pedagogical sheet with some vocabulary repetitions after the teacher, complete isolated sentences, and listen to short videos. Moreover, the teacher asked some questions to students and they answered in 2 or 3 words. The teacher did not create any interaction among them. It means that the control group had traditional classes because they were not part of the experiment.

As a final procedure, the researcher applied the same pre-test as a post-test to compare the results between the treatment group and the control group. Finally, the data collected was processed to determine the impact of the use of collaborative learning strategies in the promotion of oral fluency.

3.7. Data processing and analysis

Once the pre-test and post-test data were collected, the researcher proceeded as follows:

- Information review.
- Information cleaning.
- Data processing through Microsoft Excel and SPSS software.
- Presentation of results in absolute and relative frequencies.
- Analysis and interpretation of data.
- Writing conclusions.

3.8. Response variables or results

The variables were measured by the application of the collaborative learning strategies to promote oral fluency in EFL students from 6th level of primary school. To respond to the variables was necessary to design the pre and post test to evaluate the effectiveness of the use of collaborative learning strategies.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Analysis and discussion of the results

In order to collect measurable results, both pre and post tests were guided from the standardized Cambridge collaborative exams and Module one from the Ministry of Education from Ecuador. Furthermore, this section provides a comprehensive analysis and interpretation of the numerical data, as well as a graphical representation of the results obtained during the experiment. In the same way, one survey was designed and given to the control and experimental group. All the information obtained was analyzed, thus it contributed to verify the hypothesis and come to conclusions.

Students online survey

The first point of the section showed the answers of the participants who applied an online survey with a properly designed and validated questionnaire about collaborative learning strategies and oral fluency. The following survey was applied to a group of 36 students, who belong to an English language study group. The objective of this survey was to get an overview of the collaborative learning strategies as well as to promote oral fluency in the acquisition of English language. The survey had six questions which were multiple choice using the Linkert scale. Also, it is important to mention that this survey was applied to students via Microsoft forms.

4.1.1 Students online survey - Gender
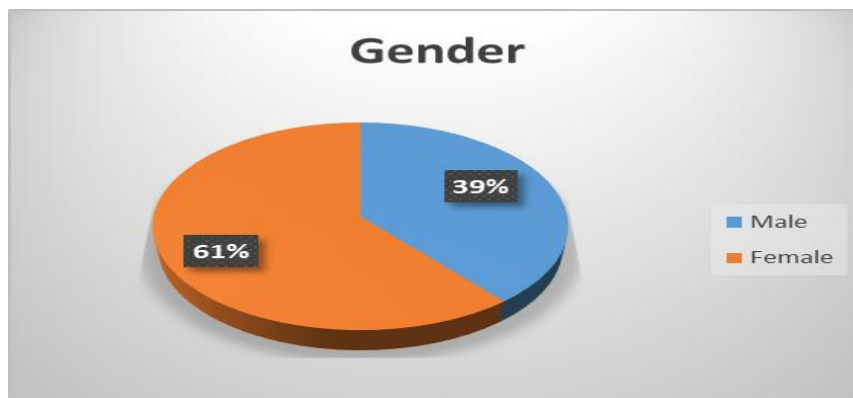
Graphic 1 Survey - gender
Source: Students online survey
Author: López V. (2021)

Analysis and interpretation

According to the answers given by the students who carried out the online survey, all the 36 students, that is 100%. In the graphic number one, the 61%, that is, 22 students are women. In its complement, 14 students, that is, 36% are men.

As a result, it was clear that, there is no considerable dispersion in the number of male and female students. This could be due to the access that the population has today, regardless of gender or social class.

4.1.2 Students ´online survey - Age

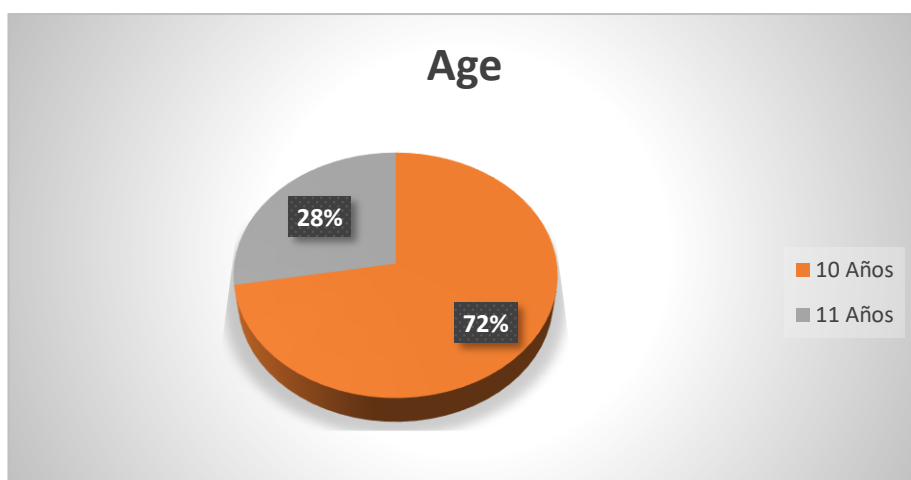**Graphic 2** Survey – age
Source: Students online survey
Author: López V. (2021)

Analysis and interpretation

According to the answers given by the students who carried out the online survey, the 72% of the surveyed participants, that is, 26 students answered that they are at age of 10 years. On the other hand, 28% of the students, that is, 10 students, are at age of 11 years old.

On average, the age of the students surveyed is 10 years old. This allowed having responses in an acceptable range and with minimal dispersion to be able to analyze the students' responses. Also, it is important to mention that there is no big difference in the age average of the whole group. Consequently, as there was not a significant difference in the age, students can learn and acquire the English language without difficulty.

4.1.3 Students online survey - Question 1

Your English teacher carries out interactive activities such as discussions, interviews, etc.

6% · 17% · 8% · 8% · 61%

- Always
- Frequently
- Sometimes
- Rarely
- Never
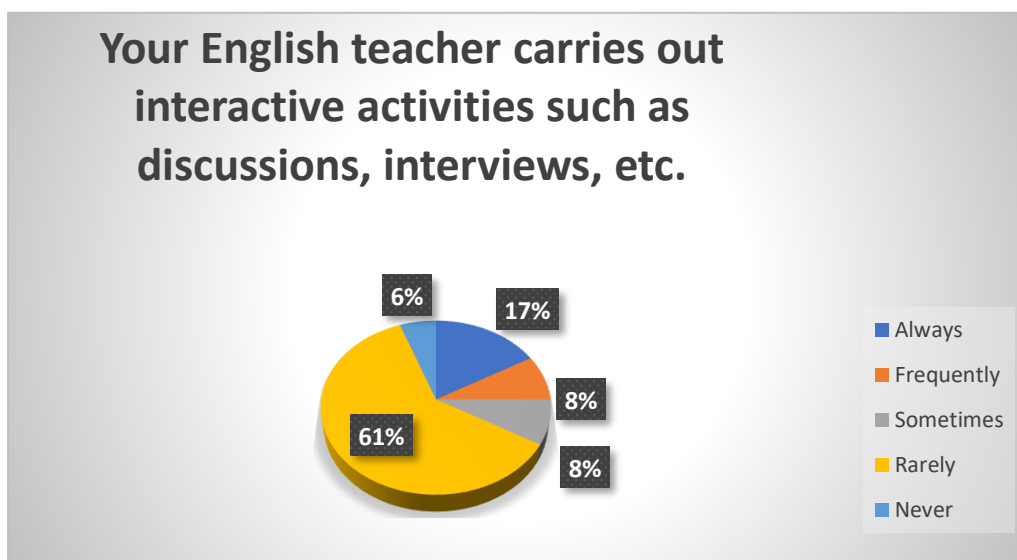
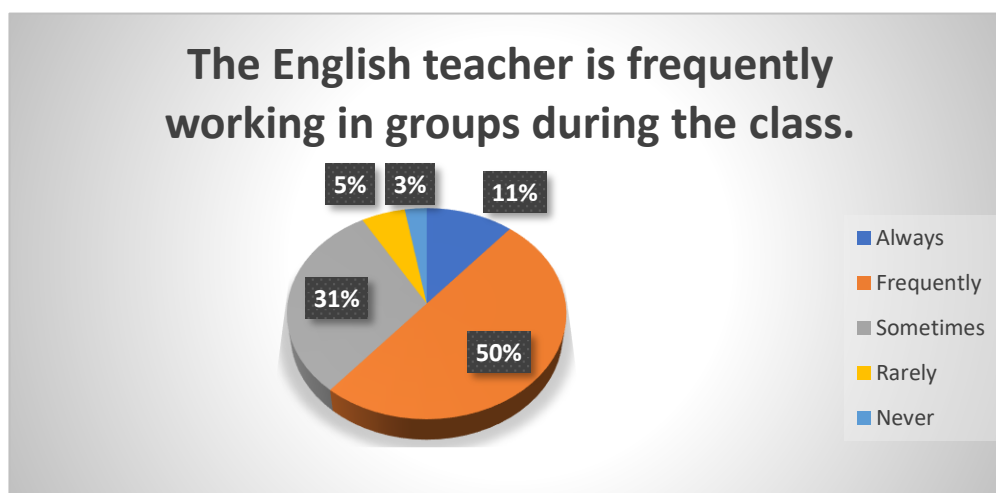**Graphic 3** Survey – Question 1
Source: Students online survey
Author: López V. (2021)

Analysis and interpretation

According to the students answers about the frequency of application of interactive activities such as discussions, interviews, etc. Of the total number of students surveyed, 22 students, that is, 61% consider that their teacher rarely performs interactive and reinforcement activities in class. The 17% of the students, which is equivalent to six students, mention that the teacher always applies interactive activities in their methodology. In addition, three students, which is equivalent to 8% consider that their teacher frequently uses this methodology. Finally, three and two students, which is equivalent to 8% and 6% of the surveyed population, establish that the teacher has never used interactive activities in the classes.

In relation to the percentages obtained, it is identified that the teacher uses interactive activities, discussions and complementary methodologies in the classes. This benefits students as it encourages learners to have a better learning of the English language. In addition, it reinforces knowledge and generates interaction in the class.

4.1.4 Students online survey - Question 2

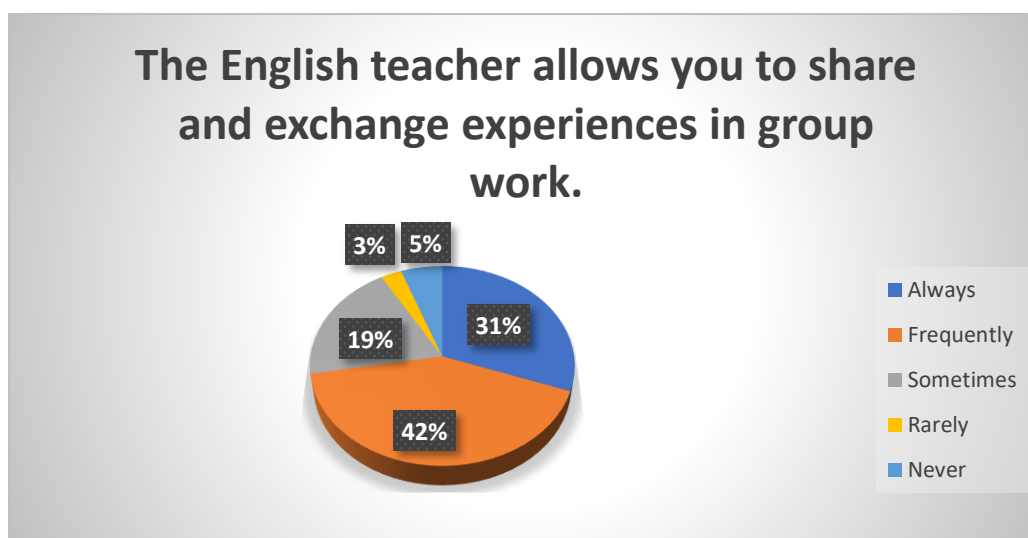**Graphic 4** Survey – Question 2
Source: Students online survey
Author: López V. (2021)

Analysis and interpretation

Of the total number of students surveyed, 18 students, that is, 50% consider that their teacher frequently performs group work during the classes. The 31% of the students, which is equivalent to 11 students, mention that their teacher sometimes does group work. In addition, 4 students, which is equivalent to 11%, consider that their teacher always performs group work in class. Finally, 2 students, which is equivalent to 5% of the surveyed population, state that the teacher has rarely or never used interactive activities in their classes.

Most of the surveyed population agrees that the teacher performs group work during class hours. This is an important contribution to student learning. Due to the studies carried out, it is proven that the interaction between individuals when they are learning a new language, it facilitates the assimilation. Therefore, it is important to know that the surveyed students have participated in this type of methodology. As a result, teachers can create activities specifically designed for collaborative work, where students share information and get an active participation during the lessons.

4.1.5 Students online survey - Question 3

Graphic 5 Survey – Question 3
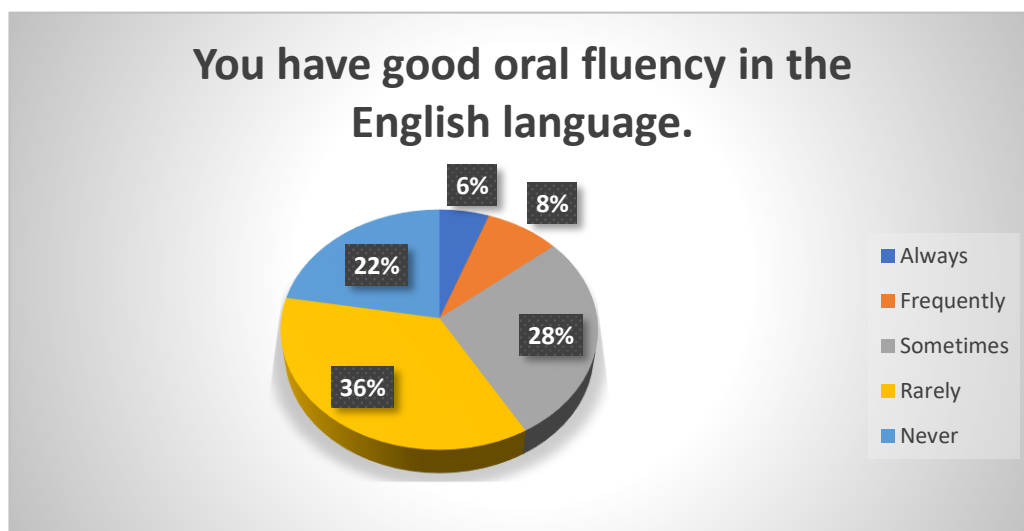**Source:** Students online survey
Author: López V. (2021)

Analysis and interpretation

According to the results obtained in the online survey, of the 36 students surveyed, 42%, which is equivalent to 15 students, affirm that the teacher allows them to share their experiences about the language in class. Therefore, 11 students, which represents 31% of those surveyed, consider that the teacher always allows them to share their experiences in class. In addition, 19% of the students, which represents 7 students, consider that the teacher sometimes allows them to share their experiences in class. Finally, 5% of the students consider that the teacher rarely or never allows them to share their experiences in class.

As in the previous question, a large percentage of the students support the idea that the teacher allows them to share time with each other to express their ideas about the English language. In the same way as in the previous question, this methodology is recommended when teachers want to have a better learning in the acquisition of a new language. Therefore, it is important that these types of methodologies are taken into account when trying to teach a foreign language. As a result of the interaction of the team members, they can know how to differentiate and contrast

their points of view. On the other hand, each student on the team can contributes with ideas for the successful completion task.

4.1.6 Students online survey Question 4

Graphic 6 Survey – Question 4
Source: Students online survey
Author: López V. (2021)

Analysis and interpretation

The previous graphic means that of the 36 students surveyed, 36%, which is equivalent to 13 students, state that they are rarely fluent in the English language. On the other hand, 10 students, which represents 28% of those surveyed, consider that they are sometimes fluent when expressing their ideas in the English language. In addition, 22% of the students, which represents 8 students, consider never being able to be fluent in speaking the language. Finally, 8% and 6%, representing 3 and 2 students respectively, consider that they are always and frequently fluent in speaking the English language.

Despite the fact that in the previous questions it was possible to identify that teaching strategies were used to allow students make English more experiential than theoretical language. In this question, the researcher realizes that the students assert that their fluency in English is very low. This affects students at their academic level, since in a globalized world, English has gradually become a basic connection tool. This index identifies that it would be necessary to apply an alternative

methodology that helps students to improve their level of knowledge and performance in the English language.

4.1.7 Students online survey - Question 5

Graphic 7 Survey – Question 5
Source: Students online survey
Author: López V. (2021)

Analysis and interpretation

The previous graphic shows the total of 36 students surveyed, 13 students, that is, 36% consider that they cannot speak English language without using pauses in their conversations. The 22% of students, equivalent to 8 students, mention that they can sometimes speak English without using pauses. In addition, 6 students, which is equivalent to 17% consider that they can never speak the English language without using pauses in their conversations. Finally, 5 and 4 students, which is equivalent to 14% and 11% of the surveyed population, respectively consider that they can always and frequently interact in English without using annoying pauses.

Consequently, students consider that they are not capable of expressing their ideas in English, without having to use pauses to remember the correct conjugation of words. This denotes that there is no capacity acquired by students to master the language. In this way, and despite taking pedagogical measures in the students, such as trying to socialize in work groups. Also, the new teaching pedagogies are still required to allow the students whom was applied this survey to acquire better skills.

In addition, oral fluency is characterized by the use of long fragments of speech between pauses, oral expression is considered an ability to articulate a speech rhythmically and without interruption.

4.1.2 Students online survey - Question 6

Graphic 8 Survey – Question 6
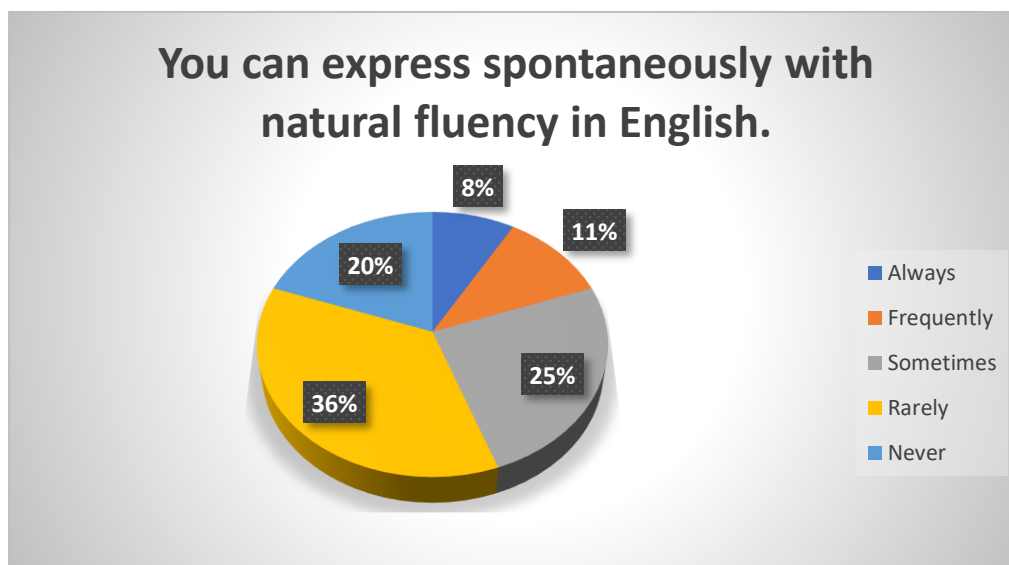**Source:** Students online survey
Author: López V. (2021)

Analysis and interpretation

The previous table shows that of the total students surveyed, 13 students, that is, 36% consider that they can rarely express their ideas in English spontaneously and fluently. Also, the 25% of the students, which is equivalent to 9 students, mention that sometimes they can express their ideas spontaneously and fluently. In addition, 7 students, which is equivalent to 20% consider that they have never been able to express their ideas spontaneously and fluently in conversations. Finally, 4 and 3 students, which is equivalent to 10% and 5% of the surveyed population, respectively, consider that they frequently are able to speak spontaneously with another person in English with great fluency.

It can be considered that there is a trend in the responses of the surveyed students. In this way, it can be understood that their level of command of the language is low, regardless of non-traditional methodologies being applied. Then, these results justify the need to use a new teaching methodology that allows the research population to improve their quality of command of the English language. Therefore,

if the theory is improved, the command in a fluency and dialect will be evident. It is necessary and justifiable based on the survey data, to develop a new support pedagogy for the surveyed students.

4.2 Pre-test and post-test analysis

The current study has been carried out on a population of 36 students, who are studying a school level of English. For the purposes of the study, the total population was divided as follows:

- The total population was divided into two groups of 18 students.
- This subdivision of 18 students are called: "Control Group" and "Experimental Group".

To discern the above ideas, it was sought to identify the study group. The control group means that it is a study set to which only the level of knowledge of the English language will be measured, by taking grammar, oral fluency, verbal and other tests, without affecting at any time in the learning of the students.

The experimental group means the opposite. It is intended to measure the level of knowledge of the English language for this group of students, with the difference that this group will be followed up and subjected to a new teaching methodology to improve their level of assimilation of English language.

In both cases, in order to determine a before and after, a pre-test was taken at the beginning of the study, and at the end of it the post-test. In fact, the researcher will know if the control group from the beginning to end without any type of intervention had an improvement in the English language, and for its part, if the experimental group had some improvement from the beginning to end of the study with the application of a new methodology teaching.

In order to analyze the data collected, it is necessary to use a statistical test that allows it to carry out this purpose. For the current study, the T-student statistical test of related samples was used, since this statistical test allows the researcher to analyze data from the same sample before applying a study on this sample and after applying the study on the same sample. Admittedly to the fact that it allows the researcher to identify a variation mainly in the means of the data obtained, which identifies whether the applied study has been successful or not.

Next, the data analyzed from the T-Student tests are presented under the following criteria:

In order for the researcher to decide the hypothesis there was a variation between the pre-test and the post-test, the researcher will have to base on the following criteria:

If the probability obtained P-value <= α, H0 is rejected (H1 is accepted)

If the probability obtained P-value> α H0 is not rejected (H0 is accepted)

P - Valor	0.000	<	α = 0,05

The value of the probability obtained, in the SPSS Statics 22 program, is given as a bilateral singularity value.

Once this is defined, it must be taken into account that Student's T-analysis has been performed between the different detailed subgroups, to identify if there was a variation between values and the study has been successful.

4.2.1 T- student Pre-test Control Group –Experimental Group

Statistics of paired samples

		Mean	N	Std. Deviation	Mean standard error
Pair 1	Pre - test - Control Group	,9583	18	,53722	,12662
	Pre - test - Experimental Group	1,1667	18	,68599	,16169

Table 1: Statistics of paired samples
Source: T- student Pre-test Control Group –Experimental Group.
Author: López V. (2021)

Paired samples test

		Matched differences			
					95% confidence interval of the difference
		Mean	Std. Deviation	Mean standard error	Lower
Pair 1	Pre-test Control Group – Post-test Control Group	-,16667	,92355	,21768	-,62594

Table 2: Paired samples test
Source: T- student Pre-Post test Control Group.
Author: López V. (2021)

Paired samples test

		Matched differences			
		95% confidence interval of the difference			
		Upper	t	gl	Bilateral sig.
Pair 1	Pre - test - Control Group Pre-test - Experimental Group	,05882	-1,645	17	,118

Table 3:Paired samples test. Pre - test Control /Experimental Group
Source: T- student pre- test control and experimental group.
Author: López V. (2021)

Analysis and interpretation

As the researcher can see, the result of the T-student test for samples related to the qualifications obtained in the pre-test and compared between the control and the experimental group gives the researcher a result of 0.118. If the researcher compares it with the evaluation criteria, it is determined that there is no difference between the means of the groups studied.

This means that, the level of knowledge in the pre-test for both the experimental group and the control group is the same and on average the two groups start at the same level of knowledge about the English language.

Taking into account the averages of the scores, the researcher considers that the level of the students is low, taking as a reference the scores that they aspire to obtain at the end of the study.

4.2.2 T-student Post-test Control Group – Experimental Group

Statistics of paired samples

		Mean	N	Std.Deviation	Mean standard error
Pair 1	Post-test - Control Group	1,0000	18	,59409	,14003
	Post-test - Experimental Group	7,0556	18	1,09664	,25848

Table 4: Statistics of paired samples
Source: T- student post- test control and experimental group.
Author: López V. (2021)

Paired samples test

	Matched differences				
	95% confidence interval of the difference				
	Upper	t	gl	(Bilateral) Sig.
Pair 1 Post- test - Control Group & Post-test Experimental Group	-5,56646	-26,122	17	,000

Table 5: Paired samples test
Source: T- student post- test control and experimental group.
Author: López V. (2021)

Analysis and interpretation

To consider whether there has been a variation, this T-student test was applied to the marks obtained by the two groups of students in the post-test. As the researcher can see, the result of the T-student test for related samples in the obtained grades is 0.000. If the researcher compares it with the evaluation criteria, it is determined that there is a difference between the means of the groups studied.

This means that, the level of knowledge in the post-test for both the experimental group and the control group has changed and the level of knowledge is different between the two groups. Taking into account the means of the grades, the researcher considers that the level they had at the beginning has varied, however the researcher do not know if the level of knowledge in the control group has varied or has been maintained. Therefore, two more T-student tests will be applied, but this time between obtained grades only among the control group and experimental group.

4.2.3 T-student Pre-test-Post-test Control group

Statistics of paired samples

	Mean	N	Std.Deviation	Mean standard error
Pair 1 Pre-test Control Group	,9583	18	,53722	,12662
Post-test Control Group	1,0000	18	,59409	,14003

Table 6: Statistics of paired samples
Source: T- student pre- post test control group.
Author: López V. (2021)

Paired samples test

	Matched differences			Sig.
	95% confidence interval of the difference			
	Upper	t	gl	(bilateral)
Par 1 Pretest - Control Group - Postest - Control Group	,07315	-,766	17	,454

Table 7: Paired samples test
Source: T- student pre- post test control group.
Author: López V. (2021)

Analysis and interpretation

As detailed in the previous test, this T-student test responds to an analysis of the pre-test scores and the post-test scores, but only for the control group. In order to consider if there has been a variation in the level of knowledge without having been part of the new teaching methodology. As the researcher can see, the result of the student's T-test for related samples in the obtained grades is 0.454. If the researcher compares it with the evaluation criteria, it is determined that there is no difference

between the means of the scores obtained in the pre and post-test in the control group. This means that the level of knowledge taking into account the averages of the grades have not changed. It can be asserted that without having been part of the new study pedagogy, the academic level remains the same. In this case, does not exceed the average in qualifications that had in the beginning. It can be considered in the same way that the average of qualifications does not reach even 50% of the expected qualification.

4.2.4 T-Student Pre-test & Post-test experimental group

Statistics of paired samples

		Mean	N	St. Derivation	Mean standard error
Pair 1	Pre-test - Experimental Group	1,1667	18	,68599	,16169
	Post-test Experimental Group	7,0556	18	1,09664	,25848

Table 8: Statistics of paired samples
Source: T- student pre- post test experimental group.
Author: López V. (2021)

Paired samples test

		Matched differences 95% confidence interval of the difference Upper	t	gl	(Bilateral) Sig.
Pair 1	Pre-test Experimental Group Post- test Experimental Group	-5,55797	-37,546	17	,000

Table 9: Paired samples test
Source: T- student pre- post test experimental group.
Author: López V. (2021)

Analysis and interpretation

In the same way as in the previous test, this T-student test responds to an analysis of the pre-test scores and the post-test scores, but only for the experimental group. This in order to consider if there has been a variation in the level of knowledge, but once they have already been part of the new pedagogy of study.

To consider if there has been a variation, this T-student test was applied to the grades obtained by the two groups of students in the post-test. It shows that, the result of the T-student test for related samples in the obtained grades is 0.000. If the researcher compares it with the evaluation criteria, it is determined that there is a difference between the means of the groups studied.

This means that the level of knowledge in the post-test for the experimental group has changed. Taking into account the averages of the grades, the researcher considers that the level of the students had at the beginning has varied significantly. It can be concluded that, the researcher can affirm that the pedagogy study of which these students were part had a positive effect and they improved the level of interaction and oral fluency in the English language classes.

The following table shows a summary of the means obtained in the entire study of the groups analyzed:

Descriptive statistics

	N	Mínimo	Máximo	Media	Desviación estándar
Pre-test Control Group	18	,25	2,25	,9583	,53722
Pre-test Experimental Group	18	,50	2,75	1,1667	,68599
Post-test Control Group	18	,50	2,75	1,0000	,59409
Post-test - Group Experimental	18	5,00	9,00	7,0556	1,09664
Valid N (per list)	18				

Table 10 : Descriptive statistics
Source: T- student pre- post test control and experimental group.
Author: López V. (2021)

Considering this result, the researcher can justify that the mean in scores of the experimental group has a considerable dispersion of the other means. This is positive after all denote the increase in the academic level of the students submitted to the study. The data considers the following hypotheses.

4.3 Hypothesis statement

4.3.1 Null hypothesis (H0)

There is no significant difference between the means of the level of knowledge of English in vocabulary, grammar, pronunciation, fluency and interaction before and after applying the pedagogical process.

4.3.2 Alternative hypothesis (HI)

There is a significant difference between the means of the level of knowledge of English in vocabulary, grammar, pronunciation, fluency and interaction before and after applying the pedagogical process.

4.3.3 Statistical decision

In order for the researcher to decide which hypothesis the researcher selects as true; the researcher will have to base on the following criteria:

If the probability obtained P-value <= α, H0 is rejected (H1 is accepted)

If the probability obtained P-value> α H0 is not rejected (H0 is accepted)

P - Value	0.000	<	α = 0,05

Pre - test from the experimental and control group

	Experimental	Control
Pre-test	1,1667	,9583

Table 11: Pre - test from the experimental and control group
Source: Students Pre and Post test
Author: López V. (2021)

Post - test from the experimental and control group

	Experimental	Control
Post-test	7,0556	1,0000

Table 12 : Post - test from the experimental and control group
Source: Students Pre and Post test
Author: López V. (2021)

Pre and post-test average score over 10

Experimental		Control	
Pre-test	**Post-test**	**Pre-test**	**Post-test**
1,1667	7,0556	,9583	1,0000

Table 13: Pre and post-test comparison
Source: Students´ Pre and Post test
Author: López V. (2021)

Analysis and interpretation

Once the statistical analysis has been carried out, the researcher accepts the alternative hypothesis, which specifies that, "there is a significant difference between the means of the level of knowledge of English in vocabulary, grammar, pronunciation, fluency and interaction before and after applying the pedagogical process".

The control group obtained a mean score of 0.9583 points out of 10 in the pre-test and a mean of 1,000 points out of 10 in the post-test. Consequently, the experimental group obtained a mean of 1.1667 points out of 10 in the pre-test and an average of 7.0556 points out of 10 in the post-test, which denotes a clear improvement in the grades obtained with respect to the previous scores. Therefore, the experimental group increased their learning level by 58.89%. Hence, the control group improved 0.42% after the time of the study. Consequently, there was a significant difference in the experimental group more than in the control group, with which it is determined that the application of the new study methodology is positive and favorable for the students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

After the application of the project, and the analysis of the results, the following conclusions of the research have been reached:

➢ The collaborative learning strategies selected were: Jigsaw, Think-pair-share, Round Robin, Three-step interview, and Numbered heads. Through the selection of those strategies, the students from the experimental group have developed and improved the level of oral fluency through speaking activities such as; discussions, interviews, dialogues, etc. At the same time, they showed an acceptable average of interaction in communicative situations which were contextualized and adapted to students´ level, having an active participation from the beginning of the implementation.

➢ The results obtained in the statistical analysis proved that the five collaborative learning strategies: Jigsaw, Think-pair-share, Round Robin, Three-step interview, and Numbered heads were considered useful for oral fluency. These strategies were designed to promote interaction and group work in English. Therefore, learners from the experimental group improved their performance in the post -test and increased their oral fluency by the use of collaborative learning strategies where the students showed the ability to expose clearly performance as improved in students the ideas, the predisposition to exchange opinions and the sense of security that overcome fears and inhibitions that they manifested at the beginning of the experience.

➢ The results obtained in the statistical analysis proved that collaborative learning strategies had a positive influence on the improvement of oral fluency. For this reason, it is pertinent to provide sufficient practice through oral exercises, and focus on precision work by doing emphasis on

pronunciation, intonation and structures based on precision to automate it and be able to reach oral fluency, since this wants students communicate naturally without showing signs of insecurity or fear to produce oral messages in English. Consequently, the experimental group increased their learning level by 58.89%. It means that students improved their interaction on group work activities, with emphasis on the oral fluency. In consequence, there was a significant difference between both groups in which the experimental group improved their performance by the use of the collaborative learning strategies because it was relevant that students imitate the models or practice among them giving the opportunity to speak, exchange information, monitor and co-evaluate each other, thus achieving teamwork and promoting peer learning.

5.2. Recommendations

If teachers want to use the five collaborative learning strategies in the development of the oral fluency of the English language, they could consider the following recommendations:

➢ The five collaborative learning strategies: Jigsaw, Think-pair-share, Round Robin, Three-step interview, and Numbered heads offer a variety of benefits which can be useful at speaking activities. However, this research needs to investigate more collaborative learning strategies which can help on group or pair work. That is why teachers should select, organize, and apply collaborative learning strategies according to students' level, interest, and needs.

➢ Teaching English should be done through oral exercises, preferably interviews, dialogues, discussions, etc. It is a way of dealing with oral fluency problems through collaborative learning strategies, thus helping to achieve a collective learning teaching. At the same time, it is best to establish group goals as well as individual accountability to develop the oral fluency sub skill under communicative and functional approaches of the target language.

➢ It is recommended if the teachers have beginner students, they should make an adaptation on the collaborative learning strategies because they follow a complete structured model. That is why it is recommendable to adapt the steps like reducing the time and steps appliance because it can help to decrease the level of anxiety and create a relaxed learning atmosphere to allow a positive learning experience in order to get better results on oral fluency and avoid distraction.

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5.4 Annexes

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 8 de septiembre del 2020.

Doctor
Víctor Hernández Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN POSGRADO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN UNIVERSIDAD TÉCNICA DE AMBATO
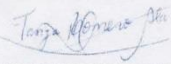
Presente. -

De mi consideración:

Yo, Mg. Tanya Kenia Romero Alarcón , en calidad de Rectora de la Unidad Educativa "PICHINCHA", me permito poner en su conocimiento la aceptación y respaldo para el Trabajo de titulación bajo el tema **"COLLABORATIVE LEARNING STRATEGIES TO PROMOTE ORAL FLUENCY IN EFL"** propuesto por la estudiante Verónica Lucía López Martínez, portadora de la cédula 1804376893, de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

....
Mg. Tanya Kenia Romero
0992602009
vtjjb123@gmail.com

Mg. Tanya Romero

RECTORA DE LA UNIDAD EDUCATIVA PICHINCHA

Presente. –

De mi consideración:

Yo, Verónica Lucía López Martínez con C.I 1804376893, estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés, de la Universidad Técnica de Ambato, solicito muy comedidamente se digne en otorgar el respectivo permiso para la ejecución del plan de intervención del proyecto de titulación denominado: **"COLLABORATIVE LEARNING STRATEGIES TO PROMOTE ORAL FLUENCY IN EFL STUDENTS"** que se ejecutará en el sexto año de Educación General Básica.

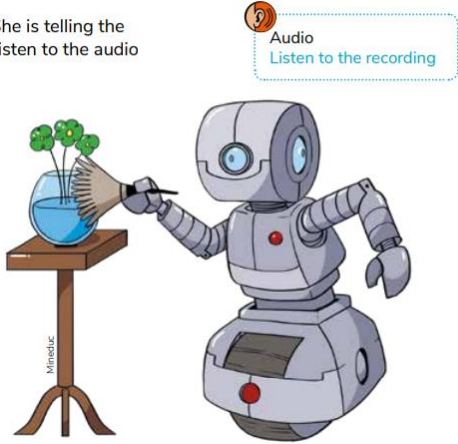Por la favorable atención dada a la presente, anticipó mi agradecimiento.

Atentamente,

Lic.Verónica López

DOCENTE DE INGLÉS

Annex 2: Work plan

WORK PLAN	
Day 1	**Collaborative Strategy:** Jigsaw **Topic:** Inventions and discoveries around the world **Materials:** Handout #1. • Links: https://jamboard.google.com/d/1vTLc4wRwEsQBvtvGjAJfTyMdFB0_-5u-pWDWn5o7Cf4/viewer?f=0 • https://create.kahoot.it/share/inventions-and-discoveries/e5056763-af40-400d-8af9-c8d886fe80bd **Warm-up:** What´s left. Ask students to hold up the nearest object to the left of them. Students who don't have a camera ask to write in the chatbox. **Activity:** Step 1, divide the class into 4 groups of 4 students. Step 2, divide the content into 4 chunks (appliances for the home, school, means of transportation, musical instruments), and in step 3 assign one chunk of content to each member in the jigsaw group. Ask students to go to the jamboard page to check their chunk. Each member prepares independently the chunk and is responsible to study and teach their chunk. Step 4, have students meet in expert groups they compare their ideas. In step five students return to the jigsaw groups and each student report what they learned and the others take notes to complete the worksheet of each of them. **Close activity:** Assess all students on all the content by taking a Kahoot quiz.
Day 2	**Collaborative Strategy:** Think -pair-share **Topic:** A child´s invention **Materials:** • https://wheelofnames.com/es/nvj-69w • https://www.youtube.com/watch?v=lKBb_2wn-i0 **Warm-up:** One random object. The teacher spins the objects wheel about inventions. Students guess as soon as possible and tell the audience. **Activity:** The teacher provides all students a question to think for about 1 minute "What is your favorite toy invention". Then the teacher asks to get in pairs to talk about it. Next, the teacher asks who wants to share the ideas, thoughts, perceptions with the whole class. **Close activity:** Watch a video about 10 inventions made by kids.
Day 3	**Collaborative Strategy:** Round Robin **Topic:** Robots assistant **Materials:** Group 1: https://padlet.com/lopezveronicalucia/keer56z7vfd0owc6 Group 2: https://padlet.com/lopezveronicalucia/rqvw2eofxm5sckc Group 3: https://padlet.com/lopezveronicalucia/22j2tjxjtipv9028 Group 4: https://padlet.com/lopezveronicalucia/6lf07gt2ez73nwkj **Warm-up:** What do you know about robots?

Students get in groups for five minutes; they have to think up and write down as in the zoom chat many facts as they can do about robots. For each true sentence, the group has one point.

Oral communication

She Can Do Everything!

Exercise 1. Gina has an AR (Assistant Robot). She is telling the reporter how the robot helps her with chores. Listen to the audio and circle the answers that you hear.

The Assistant Robot (AR):

a. plays with the children

b. helps with the chores in the house

c. makes the bed

d. goes shopping for food

e. prepares breakfast

f. walks the dog

g. serves breakfast in bed

h. cleans the floor

Activity: The teacher divides the class into 4 groups. All the groups work on the same topic "Good and bad things about robots". The teacher provides a padlet document for each group and assigns a secretary to write the brainstorming ideas. Each student contributes with ideas on their page assigned for about 2 minutes. Finally, they create an orally report with the most creative ideas to share with the class.

Close activity: Draw your favorite robot assistant and present in 50 seconds. Record a video

Day 4	**Collaborative Strategy:** Three-step interview
	Topic: Children´s inventions for school.
	Materials:
	    • https://app.genial.ly/editor/5fcd227db4fdd80da280e590
	    • https://vocaroo.com/
	Warm-up: Guessing me in five seconds.
	The teacher gives a couple of pictures to guess, then students come up with their ideas and share the correct word.
	Activity: The teacher divides the class having groups of three, then assign roles to each one (interviewer, responder and recorder). Next, provides the topic to answer for about 2 minutes "Inventions in the school" and rotate the roles for three times to complete the roles each student. Then choose one student to report.
	Close activity: Describe the most important invention from the school for about 45 seconds in vocaroo.com webpage.

Day 5	**Collaborative Strategy:** Numbered heads **Topic:** Robots and technology. **Materials:** • https://view.genial.ly/5fcd65b0d63d260d7839d920/social-action-untitled-genially **Warm up:** Name ten

Teacher provides some statements, then have students think of ten items that fit particular criteria.

1.- Jobs where people need a computer.

2.- Devices for entertainment

3.- Devices that need electricity.

4.- Electric instruments

Activity: Teacher divides the class into 4 groups and assign each member a number 1 to 4. Next teacher presents four questions one by one and students get together and discuss the response. Later on, the teacher chooses one team and one number person to answer it.

Questions:

Who was the first scientist woman?

Which are the inventions and discoveries create by Edison Thomas?

What are the greatest inventions of all times?

What does a robot do?

Close activity: Imagine you have a robot and describe in 5 sentences.

Annex 3: Approved Instruments Validation. Expert Teacher #1

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE/ POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:
TÍTULO DEL TRABAJO: "Collaborative learning strategies to promote oral fluency in EFL"
AUTOR/A: Lic.Verónica Lucía López Martínez
GENERAL OBJECTIVE:
To analyze the effects on using collaborative learning strategies on the promotion of oral fluency in EFL students from sixth year of primary school at Unidad Educativa "Pichincha".
SPECIFIC OBJECTIVE:
-To select collaborative learning strategies to promote oral fluency.
-To determine the use of collaborative learning strategies to interact in group work.
-To evaluate the influence of collaborative learning strategies to increase oral fluency in EFL students.
Señale mediante un √, según la validación para cada pregunta:
1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Discuss in groups of 4 students the following question. "Do you know about the greatest inventions of all times?".			√				√					√				√
Pregunta 2 In groups look at the picture and give ideas describing this invention.			√				√					√				√
Pregunta 3 Imagine your life using this kind of inventions. Now, think about your			√				√				√					√

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Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

PREGUNTAS	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
inventions and talk about them in groups of 4 students.																
Pregunta 4 I´d like you to imagine that you are talking about robots. Here is an issue for you to discuss in groups. Now, is time to talk about the following issue. *Robots can do everything as humans' beings!!*			√				√				√					√
Pregunta 5 In groups, share your ideas about the following question "*What is your favorite invention?*". Give support to your answer.			√				√				√					√
Pregunta 6 Now, I'd like to you to talk about something together for about 1 minute. "Can you name some inventions for school, home, means of transportation and musical instruments?".			√				√				√					√
Pregunta 7 In this part of the test, each member of the group speaks individually for 25 seconds. Do not stop until the examiner says "Thank you". The candidates need to share ideas and experiences about the following question "Did you invent something for your home or school?".			√				√				√					√
Pregunta 8			√				√				√					√

In this part of the test, you need to look at the 3 options about robot issues and talk for about 2 minutes. The candidates must be agreed or disagreed with the issues. You must support your opinion. • Don't get sick. • Don´t grow old. • Don't express emotion or feelings.													
Pregunta 9 You have about a minute to decide which is the most helpful tecnological invention create by humans.		✓			✓			✓					✓
Pregunta 10 In the last part of the test. Imagine you have a robot. Then, ask your members of the group (1 to 4 students): "What does your robot do?"			✓			✓			✓				✓

Observaciones:

_____

_____

_____

Realizado por:

Lcda. Verónica Lucía López Martínez
CI: 1804376893

Validado por:

Mg. Fanny Vega.
CI: 1802616969.

Annex 4: Approved Instruments Validation. Expert Teacher # 2

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE/ POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:
TÍTULO DEL TRABAJO: "Collaborative learning strategies to promote oral fluency in EFL"
AUTOR/A: Lcda. Verónica Lucía López Martínez
GENERAL OBJECTIVE:
To analyze the effects on using collaborative learning strategies on the promotion of oral fluency in EFL students from sixth year of primary school at Unidad Educativa "Pichincha".

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Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE			2R- REGULAR			3B- BUENO			4O- ÓPTIMO						

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Discuss in groups of 4 students the following questions. "Do you know about the greatest inventions of all times?".				✓				✓				✓				✓
Pregunta 2 In groups look at the picture and give ideas describing this invention.				✓				✓				✓				✓

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
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Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 3 Imagine your life using this kind of inventions. Now, think about your inventions and talk about them in groups of 4 students.				✓				✓				✓				✓
Pregunta 4 I´d like you to imagine that you are talking about robots. Here is an issue for you to discuss in groups. Now is time to talk about the following issue and give a solution. *Robots can do everything as humans' beings!!*				✓				✓				✓				✓
Pregunta 5 In groups, share your ideas about the following question *"What is your favorite invention?"*. Give support to your answer.				✓				✓				✓				✓
Pregunta 6 Now, I'd like to you to talk about something together for about 1 minute. "Do you know about the history of robots?".				✓				✓				✓				✓

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			✓			✓			✓			✓
Pregunta 7 In this part of the test, each member of the group speaks individually for 25 seconds. Do not stop until the examiner says "Thank you". The candidates need to share ideas and experiences about the following question "Have you ever invented something for your home or school? ".												
Pregunta 8 In this part of the test, the candidates speak together about the following situation for about 2 minutes .In this part you need to look at the 2 options. • Don't get sick or grow old. • Don't express emotion.			✓			✓			✓			✓
Pregunta 9 You have about a minute to decide which is the most interesting invention create by humans.			✓			✓			✓			✓

Pregunta 10 In the last part of the test. Imagine you have a robot. Then ask your members of the group in order student 1 to student 4: "What does your robot do?"			✓			✓			✓			✓

Observaciones:

_____
_____
_____

Realizado por:

Lcda. Verónica Lucía López Martínez
CI: 1804376893

Validado por:

Dra. Narcisa Fuertes PhD.
CI: 1002091161

Annex 5: Approved Instruments Validation. Expert Teacher # 3

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE/ POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: "Collaborative learning strategies to promote oral fluency in EFL"

AUTOR/A: Lcda. Verónica Lucía López Martínez

GENERAL OBJECTIVE:

To analyze the effects on using collaborative learning strategies on the promotion of oral fluency in EFL students from sixth year of primary school at Unidad Educativa "Pichincha".

SPECIFIC OBJECTIVE:

-To select collaborative learning strategies to promote oral fluency.

-To determine the use of collaborative learning strategies to interact in group work.

-To evaluate the influence on the collaborative learning strategies to increase oral fluency in EFL students.

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Discuss in groups of 4 students the following questions. "Do you know about the greatest inventions of all times?".				✓				✓				✓				✓

PREGUNTAS	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 2 In groups look at the picture and give ideas describing this invention.			✓				✓				✓				✓	
Pregunta 3 Imagine your life using this kind of inventions. Now, think about your inventions and talk about them in groups of 4 students.			✓				✓				✓				✓	
Pregunta 4 I 'd like you to imagine that you are talking about robots. Here is an issue for you to discuss in groups. Now is time to talk about the following issue and give a solution. *Robots can do everything as humans' beings!!*			✓				✓				✓				✓	
Pregunta 5 In groups, share your ideas about the following question *"What is your favorite invention?".* Give support to your answer.			✓				✓				✓				✓	
Pregunta 6 Now, I´d like to you to talk about something together for about 1 minute. "Do you			✓				✓				✓				✓	

know about the history of robots?".														
Pregunta 7 In this part of the test, each member of the group speaks individually for 25 seconds. Do not stop until the examiner says "Thank you". The candidates need to share ideas and experiences about the following question "Have you ever invented something for your home or school? ".			✓				✓			✓				✓
Pregunta 8 In this part of the test, the candidates speak together about the following situation for about 2 minutes .In this part you need to look at the 2 options. • Don't get sick or grow old. • Don't express emotion.			✓				✓			✓				✓

Pregunta 9 You have about a minute to decide which is the most interesting invention create by humans.			✓				✓			✓				✓
Pregunta 10 In the last part of the test. Imagine you have a robot. Then ask your members of the group in order student 1 to student 4: "What does your robot do?"			✓				✓			✓				✓

Observaciones:

_____
_____
_____
_____

Realizado por:

Lic. Verónica Lucía López Martínez

C.I 180437689-3

Validado por:

Mg. Lina Mariela Sánchez Sailema

CI: 180333879-5

Annex 6: Approved Survey Instruments Validation. Expert Teacher # 1

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "STUDENT'S ONLINE SURVEY" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: "Collaborative learning strategies to promote oral fluency in EFL"

AUTOR/A: Lcda.Verónica Lucía López Martínez

GENERAL OBJECTIVE:

To analyze the effects on using collaborative learning strategies on the promotion of oral fluency in EFL students from sixth year of primary school at Unidad Educativa "Pichincha".

SPECIFIC OBJECTIVE:

-To select collaborative learning strategies to promote oral fluency.

-To determine the use of collaborative learning strategies to interact in group work.

-To evaluate the influence of collaborative learning strategies to increase oral fluency in EFL students.

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Your teacher carries out interactive activities				✓				✓				✓				✓

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Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

such as discussions, interviews, etc.																
Pregunta 2 The English teacher is frequently working in groups during the class.				✓				✓				✓				✓
Pregunta 3 The English teacher allows you to share and exchange experiences in group work.				✓				✓				✓				✓
Pregunta 4 You have good oral fluency in the English language.				✓				✓				✓				✓
Pregunta 5 You can speak without pauses or hesitations in English.				✓				✓				✓				✓

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Pregunta 6 You can express spontaneously with natural fluency.				✓				✓				✓				✓

Observaciones:
_____
_____
_____

Realizada por:
Lcda. Verónica Lucía López Martínez
C.I: 1804376893

Validada por:
Mg. Línu Mariela Sánchez Sailema
C.I: 180333879-5

Annex 7: TFU Foreign Language Assessment Rubric.

CATEGORIES	0-Not able to perform	0.25-Inadequate	0.5-Needs improvement	1- Meets expectation	2-Exceeds expectations
Vocabulary	Uses only few words and expressions or inadequate vocabulary.	Uses only basic, simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class.
Grammar	Can't use appropriate sentence structures. Can't put words in proper word order.	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
Pronunciation	Can't understand what the student says.	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm and intonation are almost always clear and accurate.
Overall fluency	Speaks very little or doesn't speak at all.	Speaks with much hesitation, which often interferes with communication.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.
Interaction	Can hardly communicate; always misses questions from the teacher and can't respond.	Ideas and purpose is not clear; usually does not respond appropriately or clearly and as the result, needs a lot of help communicating.	Tries to communicate, but sometimes doesn't respond appropriately. Sometimes ideas are not clear and hard to understand.	Focus on the conversation most of the time and communicate effectively; generally responds appropriately and tries to develop the interaction.	Gives clear ideas. Communicates effectively; almost always responds appropriately. Keeps the conversation going by asking follow-up questions

Annex 8: Pre - Post test

UNIVERSIDAD TÉCNICA DE AMBATO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS MENCIÓN INGLÉS

Topic: "Collaborative learning strategies to promote oral fluency in EFL"
Objective: To get an overview of the collaborative learning strategies as well the promotion of oral fluency in the acquisition of English language.
Grade: 6th grade of EGB

Student name:	**Date of application:**

SPEAKING TEST INSTRUCTIONS

- The test is designed for 10 minutes.

- You have to answer 10 exercises. Each question will take 1 or 2 minutes to complete.

PRE- TEST

Question 1: Discuss in groups of 4 students the following question. "Do you know about the greatest inventions of all times?".

Question 2: In groups look at the picture and give ideas describing this invention.

Question 3 : Imagine your life using this kind of inventions. Now, think about your inventions and talk about them in groups of 4 students.

Picture 1

Picture 2
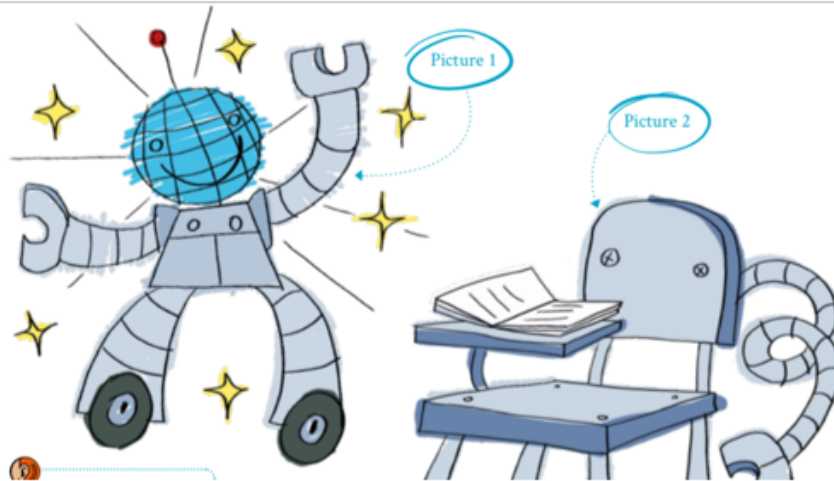
Question 4: I´d like you to imagine that you are talking about robots. Here is an issue for you to discuss in groups. Now, is time to talk about the following issue.

Robots can do everything as humans' beings!!

Question 5: In groups, share your ideas about the following question *"What is your favorite invention?"*. Give support to your answer.

Question 6: Now, I´d like to you to talk about something together for about 1 minute. "Can you name some inventions for school, home, means of transportation and musical instruments?".

Question 7: In this part of the test, each member of the group speaks individually for 25 seconds. Do not stop until the examiner says "Thank you". The candidates need to share

ideas and experiences about the following question "Did you invent something for your home or school?".

Question 8: In this part of the test, you need to look at the 3 options about robot issues and talk for about 2 minutes. The candidates must be agreed or disagreed with the issues. You must support your opinion.

- Don't get sick
- Don´t grow old.
- Don't express emotion or feelings.

Question 9 : You have about a minute to decide which is the most helpful tecnological invention created by humans.

Question 10: In the last part of the test. Imagine you have a robot. Then, ask your members of the group (1 to 4 students): "What does your robot do?"

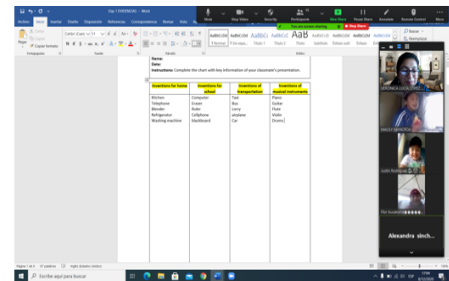*THANKS FOR YOUR COOPERATION!!*

Annex 9: Evidences of the application.
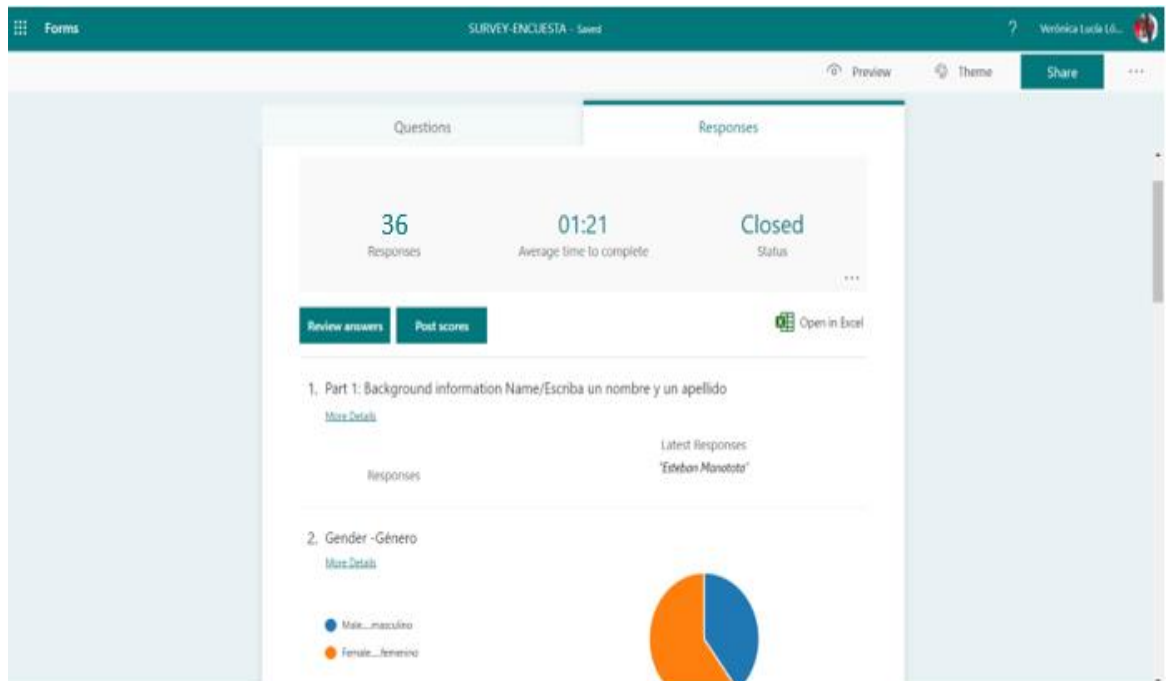
Day 1

Handout # 1

JIGSAW ACTIVITY
Name:
Date:
Instructions: Complete the chart with key information of your classmate's presentation.

Inventions for home	Inventions for school	Inventions of transportation	Inventions of musical instruments
Kitchen	Computer	Taxi	Piano
Telephone	Eraser	Bus	Guitar
Blender	Projector	Lorry	Flute
Refrigerator	Cellphone	airplane	Violin
Washing machine	blackboard	Car	Drums

Resources:

- https://jamboard.google.com/d/1vTLc4wRwEsQBvtvGjAJfTyMdFB0_-5u-pWDWn5o7Cf4/viewer?f=0

- https://create.kahoot.it/share/inventions-and-discoveries/e5056763-af40-400d-8af9-c8d886fe80bd
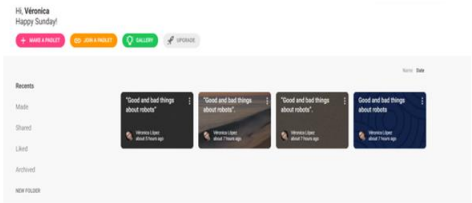
Day 2

Resources:
- https://wheelofnames.com/es/nvj-69w

- https://www.youtube.com/watch?v=lKBb_2wn-i0

Day 3

Resources:

Group 1: https://padlet.com/lopezveronicalucia/keer56z7vfdQowc6

Group 2: https://padlet.com/lopezveronicalucia/rqvw2eofxm5sckc

Group 3: https://padlet.com/lopezveronicalucia/22i2tjxjtipv9028

Group 4: https://padlet.com/lopezveronicalucia/6lf07gt2ez73nwki

Day 4

Resources:
- https://app.genial.ly/editor/5fcd227db4fdd80da280e590

- https://vocaroo.com/

Day 5

Resources:

- https://view.genial.ly/5fcd65b0d63d260d7839d920/social-action-untitled-genially

https://forms.office.com/Pages/ResponsePage.aspx?id=dp2iaOP6qkaEldpHMFHkh5Zp4_ap1Z9MnjonhY80JI1UN1pHVEdBNkxHT1ZLSk1PNENDRlo2OVRDTi4u