UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme:

"COOPERATIVE LEARNING AND SPEAKING SKILL"

Author: Mayorga Valle Johanna De Las Mercedes

Tutor: Lic. Hernández Freire Alba Paulina Mg.

Ambato – Ecuador

March 2022

SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Mg Alba Paulina Hernández Freire, holder of the I.D No. 180369102-9, in my capacity as supervisor of the Research dissertation on the topic: "**COOPERATIVE LEARNING AND SPEAKING SKILL**" investigated by Johanna de las Mercedes Mayorga Valle with I.D No. 180533296-0, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

Lcda. Mg Alba Paulina Hernández Freire

C.C 180369102-9

SUPERVISOR

DECLARATION PAGE

I Johanna de las Mercedes Mayorga Valle declare this undergraduate dissertation entitled "**COOPERATIVE LEARNING AND SPEAKING SKILL**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

…………………………………….
Johanna de las Mercedes Mayorga Valle

I.D. 180533296-0

AUTHOR

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"COOPERATIVE LEARNING AND SPEAKING SKILL"** which is held by Johanna de las Mercedes Mayorga Valle undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2021 – March 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, February 2022.

REVISION COMMISSION

………………………   ……………………

Lic. Ruth Infante Paredes. Mg   Lic. Marbella Escalante Gamazo. Mg

REVISER   REVISER

COPYRIGHT REUSE

I, Johanna de las Mercedes Mayorga Valle with I.D. No. 180369102-9, confer the rights of this undergraduate dissertation "COOPERATIVE LEARNING AND SPEAKING SKILL", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

……………………………………….

Johanna de las Mercedes Mayorga Valle

I.D. 180533296-0

AUTHOR

DEDICATION

This work is dedicated especially to my parents, William and Graciela, they have been my driving force for all these years, without their great help I would not be here at this time. My parents have shaped me in a good way and have taught me the true values of life.

To God because he has also been a great strength in me, thanks to his immense help I have been able to stay strong and safe on this path.

Johanna.

AKNOWLEDGEMENTS

In the first instance I thank God, he has always accompanied me and he has not let me fall, with his wisdom I have been able to stay strong. My parents have been fundamental in this process, they have encouraged me every time they could and have not let me give up easily, I thank them deeply.

To my teachers, especially Mg. Alba Hernandez, they with their knowledge have taught me that life is not easy, we must fight for what we want to have.

Johanna.

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: "Cooperative Learning and Speaking Skill"

Author: Johanna de las Mercedes Mayorga Valle

Tutor: Lic. Mg. Alba Paulina Hernández Freire

Date: February.

ABSTRACT

The current research study aims to analyze the influence of cooperative learning in the improvement of the speaking skill in 10th grade EGB at Unidad Educativa "Atahualpa". Furthermore, this study had a pre-experimental design and a population of 21 students. This study had a duration of three weeks of intervention in virtual classes through the application of zoom. During the intervention, a pre-test and post-test taken from Cambridge Assessment English level A2 KET was applied to measure the oral skills presented by the students. For this, a standardized rubric was used in which three scales were measured; grammar and vocabulary, pronunciation, interactive communication, all of them over 15 points. Additionally, students were taught implementing cooperative learning strategies and given the opportunity to practice speaking skills. The results showed that the experimental group had a significant improvement in their oral skills because the students obtained higher scores in the post-test. Consequently, it can be concluded that cooperative learning strategies were useful to improve speaking ability, this strategy provided students with a more harmonious environment within class and improved communication. Therefore, this research had a positive impact.

Keywords: Cooperative learning, cooperative learning strategies, improve communication, improve speaking ability, speaking skill.

UNIVERSIDAD TECNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Tema: "Cooperative Learning and Speaking Skill"

Autor: Johanna de las Mercedes Mayorga Valle

Tutor: Mg. Alba Paulina Hernández Freire

Fecha: Febrero.

RESUMEN

El presente estudio de investigación tiene como objetivo analizar la influencia del aprendizaje cooperativo en la mejora de la habilidad del habla en el 10º grado de EGB de la Unidad Educativa "Atahualpa". Además, este estudio tuvo un diseño pre-experimental y una población de 21 estudiantes. Este estudio tuvo una duración de tres semanas de intervención en clases virtuales a través de la aplicación de zoom. Durante la intervención se aplicó un pre-test y post test tomado de Cambridge Assessment English nivel A2 KET para medir las habilidades orales que presentan los estudiantes. Para ello se utilizó una rubrica estandarizada en la cual fueron medidas tres escalas; gramática y vocabulario, pronunciación, comunicación interactiva, todo ellos sobre 15 puntos. Además, se enseñó a los estudiantes implementando estrategias de aprendizaje cooperativo y se les dio la oportunidad de practicar la habilidad oral. Los resultados demostraron que el grupo experimental tuvo una mejora significativa en sus habilidades orales porque los estudiantes obtuvieron puntajes más altos en el post-test. En consecuencia, se puede concluir que las estrategias de aprendizaje cooperativo fueron útiles para mejorar la habilidad del habla, esta estrategia brindo a los estudiantes un ambiente más armónico dentro de clase y la comunicación mejoro. Por lo tanto, esta investigación tuvo un impacto positivo.

Palabras Clave: Aprendizaje Cooperativo, estrategias de aprendizaje cooperativo, habilidad del habla, mejor la comunicación, mejorar la habilidad del habla.

TABLE OF CONTENT

INDEX OF TABLES

INDEX OF FIGURES

CHAPTER I. THEORETICAL FRAMEWORK

1.1. Investigative Background

This investigative work is referenced with publications, books, theses and investigative articles that have been carried out previously. Said investigations will serve as the basis for this investigation, it should be emphasized that the following documents are freely published in university repositories, on internet pages that are freely accessible.

The first research carried out by Ocaña (2018) whose topic was "Cooperative learning in development of speaking skill in students of Bachillerato". The author of this research aimed to investigate and analyze the influence of cooperative learning on the development of speaking ability in the English language. This research was carried out on high school students from Unidad Educativa "General Eloy Alfaro". This research had a quantitative, qualitative and mixed approach. The author performed a pre-test and post-test to know the improvement of the students. The results were positive, this type of strategy was beneficial for the improvement of the Speaking Skill of the students of the institution.

This research had a great impact because it reveals real data on the influence of Cooperative Learning. This strategy significantly helped students improve their speaking skills, in addition to being motivated to learn in the English language and was recommended to be part of the teaching curriculum in high school.

The research carried out by Martínez (2021) titled "Cooperative learning and development of social competences: examples from an English language classroom". The author pointed out as the main aim to propose cooperative activities that promote the acquisition of social competences, in the same way, have knowledge of the opinions of university students about the teaching-learning process, the instrument that was used to achieve this objective was through a survey. This research has a qualitative-descriptive methodology. In addition, several cooperative activities were carried out that helped to acquire social skills, such as cooperation and acquisition. At the end of the semester, the students responded to a survey whose objective was to observe what competences they had acquired and to find out what their opinion was about the previously proposed methodology. As a result, the students demonstrated

their acceptance of cooperative learning as it infers on the acquisition of new competencies.

This research work is fundamental to this project, as it shows the use of various cooperative activities that help students acquire and improve new skills. As mentioned in the research, teachers are in charge of looking for cooperative activities that encourage students to participate and work in groups.

In the research paper titled "Promotion of Student Self-Direction Through Cooperative Learning in Teacher Training" written by Strods (2014). The purpose of this research was to explore existing relationships between cooperative learning and the development of student learning. The data collected was through written questions of a student self-assessment at the beginning and end of the semester. In the same way, structured interviews were also conducted with 11 students. The results revealed that self-directed learning improves through cooperative learning.

Another research was carried out by McKim (2018) titled "Cooperative Team Learning and the Development of Social Skills in Higher Education: The Variables Involved". The objective of this research was to examine the influence that cooperative learning has on the development of the social skills necessary for teamwork. In addition, analyze whether various factors influence the effectiveness of this type of learning. The design used in this research is quasi-experimental, from which different data were obtained. The instrument used was a pre-test and post-test to 346 undergraduate university students of the Infant and Primary Education degrees. The study subjects have completed a self-report survey to find out patterns of behavior in the social and communicative field. The results of this research revealed that cooperative learning is essential within a classroom, since it helps to develop social skills for cooperative work and to guarantee the participation of students in the classroom.

This research is valuable for this study because it provides information on how the development of interpersonal, teamwork and social competencies of students occurs, in addition, this information can be decisive in professional and social success.

In the research study entitled "Collaborative learning and writing skills" elaborated by Acuña (2019). The author set the objective of determining the use of collaborative

learning and the impact it has on the development of the writing ability in the English language of the students of the Unidad Educativa "San José de Poaló". The methodology of this research is bibliographic and documentary, since it is based on information and documents prepared by other authors and there is evidence that supports this research. The approach is quantitative because it allows to have statistical data of the investigation carried out; it is quantitative because it allows knowing strategies and descriptions of the use of collaborative learning. The data collection was done through a survey directed to 153 people, among them professors and students of the institution.

The research provides several conclusions, firstly, group activities have a great impact on the learning process of the English language, provided that an optimal teaching methodology is used for students. On the other hand, teachers rely on traditional teaching methods and collaborative strategies are scarce and limited, so the improvement of the English language is affected.

Similarly, the study carried out by Lucio (2021) titled "Cooperative strategies and speaking development". The objective of this research was to expose the effectiveness of the use of collaborative strategies for the development of oral skills within an English classroom. The author used bibliographic research; with this it was possible to support the information of the research work. Furthermore, the design used in this research is pre-experimental. The data collection was through a test prior to the students in the first semester ''A'' of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, where weaknesses in speaking skills were demonstrated. Then, the researcher proceeded to the implementation of cooperative strategies. Finally, a post-test was applied where it was concluded that students improve their speaking skills with the correct use of cooperative learning strategies.

In this case, the use of cooperative strategies is very important in learning a second language, specifically in speaking skills. This type of strategy allows students to interact in a better way using the English language during the investigation.

Next, there is another research study developed by Quishpe (2016) with the topic "To Describe the Cooperative Learning Influence as a Teaching Strategy to Improve the

Speaking Skill in English Language at 3er Año del Bachillerato General Unificado at Unidad Educativa "Eloy Alfaro" of Santo Domingo de los Tsachilas Province During the Academic Period 2015-2016" explains that cooperative learning is used to improve students' speaking skills. The objective of this research was to identify the cooperative learning strategies used by the teacher in the classroom. The design of this research was exploratory, it had a qualitative approach, in addition the research is documentary and field. The data collection instrument was an observation guide. The researcher observed and collected data from different courses of the "Eloy Alfaro" Educational Unit. The results of this research showed that students work better in groups when there is affinity.

This study gives a great contribution to this research because it reveals some important points within cooperative learning, the teacher must correctly use the cooperative learning method so that students can interact with all their classmates and participate in all activities.

Finally, this research carried out by Castillo (2021) whose topic was "Cooperative language learning and reading skills". This research aimed to determine the influence that Cooperative Language Learning has on Reading Skills. The research had a quasi-experimental design. The duration of this experiment was two weeks, in total there were 5 sessions through Zoom application. This experiment had a population of 40 people, among them are 30 women and 10 men from the second semester of Pedagogía de los Idiomas Nacionales y Extranjeros. Facultad de Ciencias Humanas y de la Educación at Universidad Tecnica de Ambato. The data collection was carried out through a pre-test and post-test. The author also mentioned that this type of strategy did not have a major effect on the development of reading skills.

This study is essential for research as it showed the results of a research obtained through a reading pre-test and reading post-test. To know the incidence of Cooperative Language Learning on the Reading skill, an intervention was carried out by the researcher and the results showed that this strategy is not helpful in the development of the Reading Skill.

1.2. Theoretical Framework/ Independent Variable and Development

1.2.1. Teaching process

Usmonova (2020) points out that the teaching process is a continuous process, in other words, it never ends, there will always be new things to learn and the human being will continuously learn. In this process, the teacher usually says things that the student should or should not do to improve, understand and learn new things. To be a good teacher, all possible tools must be given so that the student can take advantage of them and also learn autonomously. The learning process does not only take place in an educational environment, it can also take place outside, in everyday life because a series of skills and knowledge are acquired after experiencing or living new experiences.

Munna and Kalam (2021) define the teaching and learning process as "a transformation process of knowledge from teachers to students" (p.1). This means that for this process to take place it is necessary to combine several elements within which an educator is in charge of establishing and identifying different learning objectives, in the same way, he is the one who develops and implements didactic resources and provides learning strategies directed towards students.

Some authors say that through a good teaching method, students can be helped to debate their preconceptions, it also motivates them to learn, as a result of this, it places students in a situation in which they come to see themselves as the authors of their own learning. Similarly, there is a great need for present and future generations to prepare themselves to take a much more active role in the construction of educational training (Bidabadi et al., 2016. pp. 170-178).

Darko (2018) argues that the learning of teaching strategies over time has been conceptualized as a set of mental acquisition, coding and reinforcement procedures as main plans to achieve the instructional objectives (Séverine, 2018). Consequently, this process is about intentional and consistent procedures for which the student chooses in a coordinated way the procedural and declarative knowledge necessary to satisfy a claim (Benhima, 2016).

1.2.2. Approach

Approach in teaching is a set of ideas, principles or beliefs about learning that takes place within a classroom. The approach is the one that gives rise to the methods, this means that techniques or activities are given to teach in a classroom, and to help students learn and acquire new information or knowledge. Moreover, the teacher is those who use and select approaches, this goes according to the different needs that students have. For a better selection of these approaches, the teacher must take into account several aspects such as the mission and vision of the school, the demographics of the classroom, the educational philosophy and the different subject areas that exist. These approaches can also vary, they can be directed towards teachers, or on the other hand, towards students (Hoque, 2016).

Al-Sobhi (2018) states that "It is very important that teachers choose the most effective methods and approaches to improve the results of teaching in general and develop the oral competence of students in a specific way". The class will improve when the methods applied during it are validated and help to improve the students' knowledge and understanding. In any case, the approaches possibly used within the teaching of languages come from economic, social, cultural, educational or political circumstances.

Issue, Inclusive, For, & societies (2017) state that an approach is a vision of things. There is no scientific logic. He also says that an approach is a set of ideas with a personal teaching philosophy. In addition, the approach may have many teaching methods. In fact, they are the different ways in which the teacher or the student reaches a goal, in this case, reaches a skill completely. Within the process of learning a second language, the methods and approaches must be updated because it is necessary to look for new things to create lasting knowledge.

Finally, Mermelstain (2015) argues that teaching methods and approaches within the learning process can include debates, lectures, asking questions, grouping students, taking exams, and assigning homework. This means that there may be different ways of introducing activities to improve in some area of learning, in this case the learning of the foreign language is improved. By adding, the way of carrying out the activities can be renewed and thus they will be more attractive for the students.

1.2.3. Method

There is a great variety of educational methods that the teacher can use. The teacher uses them according to the purpose they want to fulfill within their previously planned class or the resources available. In the past, the learning process was a bit boring since educational methods were not known, and only traditional education was applied. Nowadays, there are a wide variety of methods that can be applied in a classroom and those methods can cause an interest in student (Davini, 2008).

Richards and Rodgers (2014) define the method as "The notion of a systematic set of teaching practices based on a particular theory of language and language learning" (p.3). The methods are used by teachers as practical plans and techniques directed towards students with the aim that they acquire knowledge. The methodology that the teacher applies in the class depends on many factors such as age, level of language or level of knowledge, the objective proposed by the teacher himself, the materials that are going to be used in the class and the style of student learning.

Gill and Kusum (2016) argue that the term method "covers both strategy and techniques of teaching" (pp. 6692-6697), teachers are the people in charge for students to achieve their desired learning. To achieve a good learning, it is necessary to take into account the nature of the student and also what is going to be taught. In this way, the best teaching proposals can be taken into account.

"A method refers to a specific instructional design or system based on a particular theory of language and of language learning. It contains detailed specifications of content, roles of teachers and learners, and teaching procedures and techniques" (Rodgers and Richards, 2001). Therefore, the teaching method is of utmost importance in the educational field because it helps to improve the quality of education and in the students, it helps to better understand and retain the new knowledge in an adequate way.

1.2.4. Cooperative Learning

One of the first beginnings of the use of cooperative learning occurred in the 1980s, with this came the publication of the first meta-analysis in which 122 studies were given with the objective of knowing the effects of individualistic, cooperative and competitive goal structures. This study was carried out in North American schools (Johnson et al., 1981). This investigation provided a positive result since it showed that cooperation was stronger than interpersonal and individual competition.

Johnson and Johnson (1991) propose one of the first theories about cooperative learning. He says it is a tool for educational use where students work in small groups to maximize their learning and also that of their peers. This type of learning has the sole objective that students work together to achieve the proposed goal, which is to learn new information (p.9). Cooperative learning is a learning method that consists of working in groups, each student has their own knowledge, thanks to this, they can help each other to explain unknown things. Also, through cooperative learning, students can reinforce the knowledge they gain (Haq ,2015).

Cooperative Learning is used to refer to a group of teaching or educational procedures that start in the organization of the class in small mixed and heterogeneous groups where students work together in a coordinated way with each other to solve academic tasks and deepen their own learning. The only goal is to learn from each other. It is also defined as a learning situation in which the objectives of the participants are closely linked, in such a way that each of them "can only achieve their objectives if and only if the others manage to achieve theirs". It is a work in common, all the members of the group benefit.

The teacher's role in promoting cooperation among students

Gillies (2016) argues that teachers play a fundamental role in the implementation of cooperative learning experiences in classrooms. One of the roles of the teacher is to structure groups and provide tasks so that students are in charge of doing a good job with the objective that they are the providers of the information. Another important role for the teacher is to promote interaction between students when conducting group discussions or debates.

The teacher has a crucial role in this type of learning, with the help of different pedagogical practices in the classroom, the habits of learning and cooperative work are developed. The teacher, through the experience of the work, has the ability to provide sources of learning to students. The students are in charge of sharing the information with their classmates, specifically with the members of their group (Ferguson, 2016).

Types of cooperative learning

Formal Cooperative Learning

Formal cooperative learning groups are accompanied by some activities such as reading complex material, solving problems, taking a survey, learning vocabulary, doing an experiment, writing a report or an essay, or answering questions at the end of a lesson. The length of time for this type of learning can vary, starting from one class period to taking several weeks to achieve the learning objective. In the formal cooperative learning groups, the teacher assigns groups of maximum five people, introduces the topic of the lesson, and also gives the students the necessary materials to complete the activities. The teacher monitors each group and helps with questions that may arise during the activity (Johnson et al., 1993).

Informal Cooperative Learning

Informal cooperative learning groups have a short duration, the time can vary from a few minutes to a full class. This type of learning aims for students to focus their attention on the activities to be carried out, creates a state of mind conducive to learning, and ensures that students process information cognitively. Also, it helps set expectations for what will happen during a class (Johnson, et al., 1991).

Cooperative Base Groups

Cooperative base groups have a long duration, they can last a whole year or even the whole semester. This type of learning is beneficial for students because they can have the confidence to work with their peers as they will be in the same groups for a long time. Students must attend class continuously for a better understanding, completing the tasks is essential. Finally, social and communicative interaction between students occurs in a healthy way (Johnson et al., 1992).

Cooperative Learning Techniques

Slavin (1994) says that for the implementation of cooperative learning techniques at various grade levels and in all subjects, there are several methods. When it is decided to carry out group-type activities, students are asked to work as a team to complete the sign, for them a series of suggestions can be made so that the groups work correctly (Johnson et al., 2014). For this, the teacher must:

- Define all the learning objectives that are required to be obtained from the activity and assign groups to each student.
- Check that each group is slightly balanced and pay attention that all members of the groups have the skills necessary for them to be successful in the task.
- Assign a specific role to each student, make known which will be the evaluation criteria that will be taken into account and the types of skills they will need.
- Play an active role as a teacher, supervise during the performance of the work and evaluate the group and individual performance of each student within the work group.
- Encourage each group to do their best and use individual potential to achieve the previously established goal.

The sole objective of these suggestions is that students are organized from the first moment that the teacher assigns them an activity, in this way the student will have a predisposition to work as a team and will encourage their colleagues. It is absolutely essential to assign roles within a cooperative learning group because each student will have a fixed activity to perform.

Types of cooperative learning strategies

Think- Pair -Share

Tayo and Hernandez (2017) say that think pair phare is a strategy used in cooperative learning, this type of strategy consists of providing students with an article in the English language, then, students must proceed to read the article individually, after, students must read the same article in a group. Finally, the students exchange the information obtained from the article.

Number Heads Together

This type of strategy is used especially in cooperative learning, this is that each student has the responsibility of learning a specific topic from the material provided by the teacher. To carry out this activity, students must form groups and each member of the group is assigned a. Next, the teacher asks a question and the students come together to find the correct answer. The teacher proceeds to call a student with a specific number to ask the question. This type of strategy helps all students know the answer to each problem posed by the teacher. All students are prepared because no one knows what number will be called next (Rusmiati, 2016).

Three step interviews

Mugot (2019) affirms that three step interviews motivate students to share ideas with each other so that they can solve educational problems together. This consists mainly of students talking to each other and they can get information from their partner and share the same information with the whole class.

Benefits of cooperative learning

Zechia (2016) points out that the benefits of cooperative learning can be generated immediately, some of the benefits are:

- Students who interact and cooperate with each other tend to have a better understanding and acquire social skills.
- Students have a better chance for their critical thinking skills to develop and to show improvement in thinking skills.
- Oral communication skills tend to improve.
- Student's respect and value each other's work, at that time the self-esteem of each student increases and respect also increases.

These benefits are not only for students, teachers also obtain a benefit from them since they know what type of activities to carry out and determine which activity gives an improvement in each student. Thanks to these activities, students acquire more information and also develop more communication and social skills.

1.3. Theoretical Framework/ Dependent Variable and Development

1.3.1. English Language

Cristal (2003) argues that English is a language; this language originally belongs to the people of England. It was not the official language of the USA, although it had been the official language of only some states of the USA. In all of the world, there are more than 400 million native speakers of the English language and more than a billion people speak it as a second language. English is widely spoken and has also been called the world's language. This language is not the official language of some countries, but it is still taught as a foreign language in most places.

Srinivas (2019) mentions that communication is currently vital to achieve great success in different work and educational fields. The language is a fundamental tool to achieve communication, the English language is considered an international language, that is, it is spoken throughout the world. Its objective is to connect people who live in different places, countries, regions or other countries.

Arevalo (2021) argues that never before has there been a more widely spoken language around the world than English today. The English language was first spoken in medieval England, since then it has become the leading language throughout the world. The English language has been considered a "lingua franca" in the commercial sphere such as in international business, science, world diplomacy and education. In the educational field, the lingua franca is considered a language used by people who do not have English as their mother tongue, these people use it to facilitate communication between them (Thierry, 2018).

Finally, Wardhaugh (2006) affirms that English is a "standard language". A standard language is used in the first instance in oral and written situations, this occurs when the native English speaker is speaking with a non-native speaker. One of the main advantages of the standard language is that it helps people to convey the message clearly and effectively. In addition, this type of standard language never goes out of style, all generations continue to use it.

1.3.2. Productive Skills

Lazaraton (1991) points out that productive skills also have another name; these skills are also called active skills. This means that it is the transmission of information from one user to another, and it can be done in two ways, spoken or written. These abilities are given thanks to the receptive abilities that are listening and reading, with this a great variety of lexicon, vocabulary, sounds and more is obtained; this can be conveyed through speech or writing. Most learners say that the speaking skill is one of the most important skills because through speech you can communicate any type and information and even feelings. This is a complex skill because learners need to have a clear knowledge of the language and there activate their ability to transmit what they have previously thought to transmit.

Hossain (2015) argues that productive skills are decisive in the acquisition of a foreign language, speaking and writing allow students to practice "daily life" activities in the classroom. The author believes that these skills serve to measure how significant the progress of the students has been during the classes, that is, to check how much the students have learned. The ability to write has been useful to reinforce the knowledge of acquisition of grammar and vocabulary, through writing it is possible to evaluate what are the shortcomings that learners have when learning a language. Writing is an important and mandatory skill in language learning.

According to Bashrin (2013) productive skills are speaking and writing because students need to articulate words and write to produce language. Students receive language by listening to conversations, music, videos and similarly by knowing reading, newspapers, poems, books, etc.". (p.3). When a student is exposed to learning a new language, she must consider that there are several factors that help the language to be acquired or understood in a better way.

Finally, Kumar 82015) says that receptive skills are easier to acquire than productive skills, they need enormous practice to be able to obtain them. Although, in the learning of the English language, the acquisition of skills does not always occur in that way. Furthermore, productive skills are always present in language development because there is only one purpose, which is communication.

1.3.3. Communication

Communication is the act of exchanging or receiving information between 2 or more people. The first step for communication to take place is to have the desire to inform something, then the message is composed, the message is encoded, it is transmitted and finally the language is received. The purpose or objective is to inform, generate actions, create an understanding or convey a certain idea. The purpose of communicators is to deliver true and valid information from three or more sources (Allen, The SAGE Encyclopedia of Communication Research Methods, 2017).

Communication has three parts: the sender, the message, and the recipient. The sender is the one who encodes the message, that is, who generates and mixes a series of words to be able to transmit them in writing or verbally. The message is the series of words that are transmitted, and finally, the recipient is the person who decodes the message, that is, who receives it.

Levis (2018) points out that oral communication is an interactive process whose goal is to disseminate and make information known among speakers. For this process it is necessary to have a sender and receiver so that they interact with each other and exchange thoughts. In the realization of this process, more elements such as body language, the channel, the audience, the stage intervene.

Additionally, Rahman (2010) affirms that oral communication can take place in several ways, it can range from a casual conversation that occurs at a fortuitous moment, to participating in formal meetings that can take place in a controlled environment and with a specific goal. This means that communication can take place anytime, anywhere.

In conclusion, oral or verbal communication is a process in which information is expressed by word of mouth. Oral communication is described as a type of interaction between individuals where words and gestures are used and involves listening and speaking. This communicative ability is described as an interaction where words are used (Simaluisa, 2021).

1.3.4. Speaking skill

Speaking is one of the four language skills; it is a productive skill. This ability is the means by which people and in this case, scholars can communicate with teachers to achieve objectives or simply communicate doubts. Speaking is the most used skill; this skill has been compared to writing because both are productive skills and both transmit information. Speaking has been classified as monologue and dialogue, monologue consists of a speech or some uninterrupted oral presentation, on the other hand, dialogue is an interaction with other participants, there ideas, opinions and more are exchanged (Torky, 2006).

Hubackova (2014) affirms that speaking skill is practically making vocal sounds. Speaking means expressing feelings and thoughts through spoken language. In addition, speaking often means conveying information, formal or informal. For effective communication it is necessary to apply the skill of speech. This ability is very curious and can confuse the person who receives the information, for them it is necessary to clearly say what you want to transmit.

Speaking is defined as one of the productive skills in which interaction is required between at least two people, a speaker and a listener, in this way a meaning will be built and the message will also be transmitted. To carry out this process of transmitting and capturing information, it is used in speech, the meaning that is given to the transmitted information depends on the context in which the speakers are found and also depends on the context in which the message is produced (Spratt et al., 2011).

Rao (2019) maintains that the ability to speak is a key piece in the acquisition of a new language since it helps in the contribution of the exchange of opinions, thoughts or ideas. For the same reason, teachers are responsible for introducing strategies, activities, techniques in the classroom so that students use the language without any fear. Students will have the confidence to speak without fear of being teased by others. On the other hand, the teacher is also in charge of ensuring that the classroom has a respectful environment with others.

The Importance of Speaking Skills

The ability to speak is very useful when acquiring a new language. Of the four English language skills, speaking is the most important. Brown and Yuke (1983) say "Speaking

is the skill by which students will be most judged in real-life situations." This phrase has a great meaning, it is of utmost importance because through speech it will be possible to judge whether a student has enough knowledge in any field of education. The teaching of speaking ability has been underestimated and most teachers have taught it as simple dialogue repetition and memorization exercises. Currently, speaking skill requires a series of skills for students to perform well in different real-life and academic situations.

Speaking skill is one of the most complex and important skills since it implies having knowledge of vocabulary, grammar, intonation and some other things. This skill requires a two-way process, that is, you have to listen to be able to speak. Harris (1969) says that there are some speaking skills:

Pronunciation is the ability of the human being to produce some type of word or sound. Through pronunciation, people can emit and produce clear, precise and understandable language for listeners, in the same way, pronunciation is used to emphasize and make the given speech more emotional or impactful. Within pronunciation is the accent, rhythm and intonation.

Grammar refers to grammatical structures, study rules for using words within a sentence, word order, and how to form sentences. An English speaker needs to know grammar and vocabulary rules to be able to create sentences and that when producing speech is understood correctly. Grammar plays a fundamental role since as long as a speaker makes fewer mistakes, it will be easier to understand and his ability to speak will be much better.

Vocabulary is also of the utmost importance, if you do not have knowledge of any word, you cannot produce speech. The benefit is being able to know the meaning of the words and what their respective functions are, learning vocabulary implies learning spelling, correct pronunciation and correct use of words.

Fluency makes it important to be able to communicate and speak easily, without taking too many pauses or without any hesitation. This is about how safe and comfortable you feel when speaking. The listener can understand everything correctly when the speaker speaks very fluently.

Speaking subskills

Lackman (2010) points out that there are specific micro skills or sub skills for learning the ability to speak, it is important to use these small specific skills to be able to teach students to speak. Firstly, it is important that the student knows how to communicate within the classroom so that in the end the main objective is fulfilled, which is communication outside the classroom. The author provides in his research some speaking subskills:

- **Fluency:** Ability to speak accurately.
- **Accuracy with Words and Pronunciation:** Use and pronounce words correctly to be understood.
- **Using Functions:** Use specific phrases according to what you want to express.
- **Appropriacy:** refers to the choice of grammar and vocabulary according to the various situations that arise.
- **Turn-taking Skills:** It involves knowing how and when to intervene in a conversation.
- **Relevant Length:** The purpose of speaking long and appropriate.
- **Responding and Initiating:** It refers to the handling of an adequate conversation
- **Repair and Repetition:** Repetition and reformulation of different parts of a conversation.
- **Range of Words and Grammar:** It refers to the ability to choose appropriate words for a specific topic
- **Using Discourse Markers:** Practice using words to use in conversation.

1.4. Objectives

1.4.1. General objective

- To analyze the influence of cooperative learning in the improvement of the speaking skill in 10th grade EGB at Unidad Educativa "Atahualpa"

1.4.2. Specific objectives

- To identify the effect of cooperative learning on the speaking skill.
- To determine the effectiveness of cooperative learning as a strategy to develop the speaking skill.
- To establish the relationship between cooperative learning and speaking skill.

Description of the fulfillment of objectives:

- In order to achieve the objectives set out in this research work, it was necessary to follow a series of steps. For the first objective, which is to determine the effect that cooperative learning has on the speaking skill. Research was done and a standardized test was found, the test was an A2 Key English Test from the University of Cambridge. Through the realization of a pre-test and post-test, it was possible to see the effect of this teaching strategy.

- To fulfill the second objective, which is to determine the effectiveness of cooperative learning as a strategy to develop speaking skills, pre-test and post-test results will be obtained. Through it, it was observed and analyzed if the strategy used had any benefit and was effective.

- Finally, to fulfill the third objective, which is to establish the relationship between cooperative learning and the ability to speak, it was necessary to investigate different scientific articles, theses, papers, etc. All the information collected helped to establish the relationship between these two variables.

CHAPTER II

METHODOLOGY

2.1. Resources

Human Resources

- Researcher.

- Research tutor

- Authorities and professors from Universidad Tecnica de Ambato.

- Authorities and professors from Unidad Educativa "Atahualpa".

- English Students from Unidad Educativa "Atahualpa".

Institutional Resources

- Universidad Tecnica de Ambato.

- Unidad Educativa "Atahualpa"

- Libraries.

Materials

- Technological materials.
- Standardized test.
- Computer and cellphone.
- Internet connection.
- Microsoft teams.
- Zoom platform.

2.2. Procedure

To develop this research study, it will be necessary to use a mixed approach because it has two variables that are cooperative learning and the ability to speak, these variables share characteristics of a quantitative and qualitative approach. It is quantitative because through the interpretation of statistical data it is possible to understand the research problem and verify if the hypothesis is fulfilled. On the other hand, it is qualitative because the strategy to be used helps us to appreciate the quality and magnitude of the research problem within current education. The data will be collected through the application of a pre and post-test that will evaluate the speaking skill. The results will be measured with a rubric promoted by Cambridge.

This investigation will be carried out with the field modality because it allows the researcher to carry out the experiment in the same place where the research problem occurs. For them it will be necessary to have direct contact with the students of the Unidad Educativa Atahualpa. In addition, this research will be based on previously published articles such as scientific articles, theses, papers, books, newspapers and more. Additionally, this research is of an experimental nature since the two variables are manipulated and measured with the sole objective of observing if there is any effect after said manipulation.

Exploratory research is given with the purpose of exploring an unknown area or one that has little information about it. Through the use of this type of research, it will be possible to obtain specific information on some exercises to improve the speaking skill, which will allow identifying what is the situation in which the students of the Unidad Educativa Atahualpa are and what is the problem that occurs within the same. The strategies used in this research were based on the KET exam topics, some topics were related to questions of daily life such as personal information, preferred food places, rooms in the house and more.

2.3. Methods

2.3.1. Approach

This research project has a qualitative and quantitative approach in which the characteristics of the causes and effects that are related to the problem are identified. The study of "cooperative learning" in the learning of the English language has a quantitative approach because the data was collected through a standardized international test "A2 Key English Test". This test is intended to reveal the level of English of the students, in this case the level of their speaking skill was measured. The results of this examination reflected the incidence of cooperative learning within the ability to speak. In addition, it is qualitative because its objective is to describe the qualities of the use of cooperative learning within the development of the speech capacity of the students of Unidad Educativa "Atahualpa" (Hernandez 2011).

2.4. Research modality

2.4.1. Field

Field research is carried out in a real environment directly, this is done in the same place in which the research problem acts, in addition, it allows the researcher to observe and collect information (Kostic, 2020). This research was field - based because it was conducted in the same place of the research problem, however, due to the COVID-19 pandemic, the classes were not face-to-face. This study was carried out through the Microsoft Teams and Zoom application. The results were obtained directly from the 10th EGB students of the "Atahualpa" Educational Unit. The greatest amount of information was compiled for the advancement of this research.

2.4.2. Bibliographic - documentary

Allen (2017) states that bibliographic research can be described as a type of research that seeks to collect more information from articles or materials previously published. Among the materials are scientific articles, books, reviews, newspapers, reports, websites, blogs. Similarly, in this research the bibliographic research modality is applied because it implies the use of reference sources such as the internet, books, book sections, and even PDF documents as long as they contain information such as theory or useful data.

2.4.3. Experimental research

Experimental research is a type of research based on a scientific approach, the researcher is the one who manipulates one or more variables to finally measure them. This means that at the end of the experiment it will be observed if the variables were positively affected or had no effect (Sampieri et al., 2006). This research is experimental because the researcher worked with the two variables: independent and dependent. A cooperative learning method was developed for the development of speech skills of students from 10 EGB of the Unidad Educativa Atahualpa. The researcher applied a standard Cambridge pre-test and post-test exam. The experimental group was the entire 10th "A" student and there were three speaking skills such as grammar and vocabulary, pronunciation, and interactive communication.

2.5. Level or Type of Research

2.5.1. Descriptive

Avila (2006) maintains that the description of characteristics of a subject allows knowing real situations by predicting and identifying relationships between variables. In this case, the observed study subject will be the students of the 10th EGB of the Unidad Educativa "Atahualpa". Similarly, the subject will be monitored in their natural environment to obtain real data on cooperative learning and oral skills used in the classroom. To obtain the results of this research, a scientific method will be applied to describe the behavior of students in the face of cooperative learning.

2.5.2. Exploratory

Kumar (2011) affirms that exploratory research is a type of research that is used to explore a topic that has not been specifically investigated, that is, there is no due clarity on a specific problem or area. In this case, this research is exploratory because it analyzes the use of cooperative learning and the development of speaking skills, the objective of this is for students to improve their speaking skills in the English language.

2.6. Design

2.6.1. Pre-experimental

The pre-experimental design is the one that is carried out before a real experiment occurs, to put it another wat, the evaluator performs an evaluation before any intervention to see if it causes any effect on the population (Campbell & Stanley, 1963). The pre-experimental design is the one that is carried out before a real

experiment occurs, for this reason, the evaluator performs an evaluation before any intervention to see if it causes any effect on the population. For this experiment, the researcher will observe the students and verify how developed their speaking skill is. Then, the evaluator will apply a cooperative learning strategy that helps them improve their fluency and confidence in their speaking ability. After that, the students will be tested again with the Cambridge University Ket oral test, the only objective of this will be to check if they had any improvement in the language.

2.7. Population and Sample

The following research project is carried out at Unidad Educativa "Atahualpa", located in the city of Ambato and in the parish of the same name. This study required the active participation and direct contact of the 10th EGB students. Specifically, the students were between 13 and 15 years old, they are made up of 7 women and 14 men from class A. The classes were not face-to-face due to the pandemic situation, nevertheless, classes will be held in virtual mode, all this will be through the Microsoft Teams and Zoom application.

Table 1

Population

Population	Experimental group	Total	Percentage
Male	14	14	67%
Female	7	7	33%
TOTAL	21	21	100%

Note: Information taken from students of 10th grade EGB at Unidad Educativa Atahualpa by Mayorga (2022).

2.8. Techniques and Instruments

Pre-Test and Post Test

The instrument used to collect these data is a pre-test and post-test in which students will demonstrate their ability in English and also their fluency in speech before and after taking this evaluation. The pre-test and post-test are the same, but they will be applied at the beginning and at the end of the experiment, the main objective is to observe if cooperative work influences the improvement of speech ability. The test is

based on A2 Key 2020 sample test speaking part (Cambridge University). This test contains basic questions where students will talk about topics from everyday life.

2.9. Data collection

For the development of this research, it is first important to have a population, that is why a deal has been made with the rector of the institution to allow the application of the thesis in the institution. Later an agreement will be reached to have a specific course and to be able to carry out the experiment. Consequently, the speaking section of the A2 Key English Test (Cambridge University) was used to measure students' basic speaking skills. This test was used in the pre-test and post-test, the same test is used to measure student progress. To measure the progress of the students, a standardized Cambridge rubric was used where 3 criteria are measured: grammar and vocabulary, pronunciation and interactive communication.

During the research, the author carried out a series of cooperative learning strategies in which he encourages students to participate actively and in groups to improve their communication skills. All the activities and their content were according to their A2 level of English. In total, nine sessions were carried out through the zoom platform, of which five interventions were online with the students during class time and the remaining four interventions consisted of asynchronous hours.

In addition, all the activities developed had a great focus on the ability to speak. In this way all the students were able to practice and improve all their skills. The lessons were related to the Cambridge KET exam topic, some of the topics were about personal information questions, places to eat, describing friends, musical tastes. The evaluator gave the students materials from different websites so that they could better understand and practice.

Finally, the information obtained from the pre-test and post-test during the experimentation process was compiled in a statistical program in which all the information could be entered to obtain numerical data.

2.9. Hypothesis

Alternative: The use cooperative learning has a positive impact on speaking skill in students of 1st BGU at Unidad Educativa Atahualpa.

Null: The use cooperative learning does not have a positive impact on speaking skill in students of 1st BGU at Unidad Educativa Atahualpa.

2.10. Variable Identification

Independent variable: Cooperative Learning

Dependent Variable: Speaking Skill

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

This chapter depends on the analysis of the experimental group which was carried out in 10th grade EGB de la Unidad Educativa Atahualpa, the subjects for this examination were 21 students. A2 Key English Test Cambridge exam was used to assess the level of speaking skill of the students with three sub skills of speaking such as grammar and vocabulary, pronunciation, and interactive communication.

3.2. Pre-test results:

Table 2

Pre-test results

Criteria	Average
Grammar and vocabulary	1,23
Pronunciation	1,38
Interactive communication	1
General	1,18

Note: Information taken from students of 10th grade EGB at Unidad Educativa Atahualpa by Mayorga (2022).

Figure 1
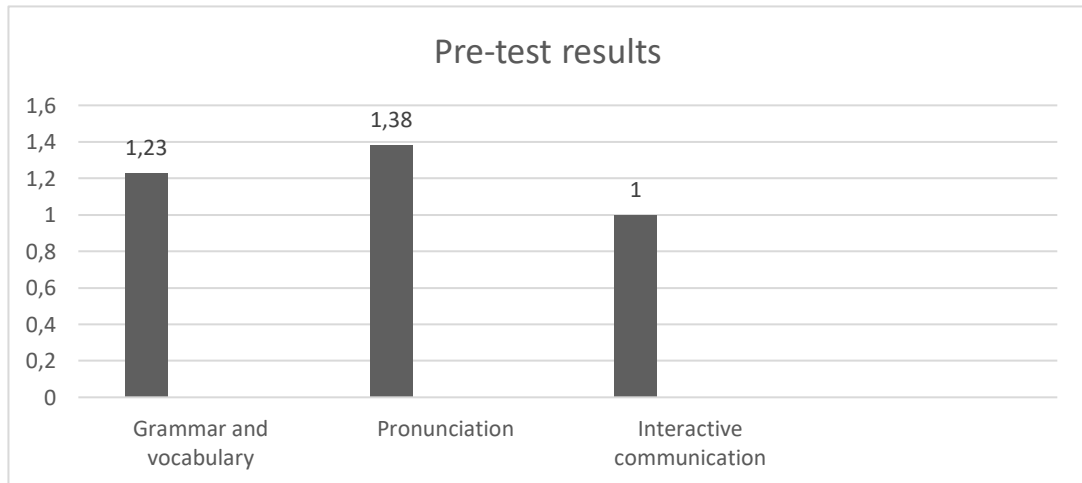
Pre-test results

Fig. Assessing speaking skill performance score over 5

Analysis and interpretation of results

For the present research work, a standardized Cambridge exam was chosen, specifically it was the A2 Key English Test focused on speaking skill. For this, it was applied to 21 students of 10th grade EGB from the Unidad Educativa Atahualpa. The test was scored under the criteria of the Cambridge KET Exam rubric, the three subskills scored within the speaking skill were: grammar and vocabulary, pronunciation and interactive communication. This score is measured on a 5-band scale, band number 1 represents that the student has a low level of these skills, on the other hand, band number 5 is the highest score.

Table 2 shows the results obtained from the pre-test that was carried out in the 10th grade EGB students of Unidad Educativa Atahualpa in which the global result of the pre-test was analyzed. According to figure 1, the punctuation reached by the 21 students regarding the grammar and vocabulary criterion is represented in the first bar, in total they have a punctuation of 1,23; the second bar refers to the final average in the pronunciation criterion with a score of 1,38; and finally, the third bar corresponds to the score achieved by the students in the interactive communication criterion, with a score of 1. The results showed a total of 1,18 out of 5 points, this means that the students are in band 1 and have a low level of speaking skill.

With these results we can show that the students have some shortcomings in these sub-skills, there were some simple errors in grammar and in the pronunciation of the levers. This performance led to the conclusion that the 10th grade "A" students do not have sufficient knowledge or exposure in the English language.

3.3. Post-test results

Table 3

Post-test results

Criteria	Average
Grammar and vocabulary	2,80
Pronunciation	3,19
Interactive communication	2,71
General	2,87

Note: Information taken from students of 10th grade EGB at Unidad Educativa Atahualpa by Mayorga (2022).
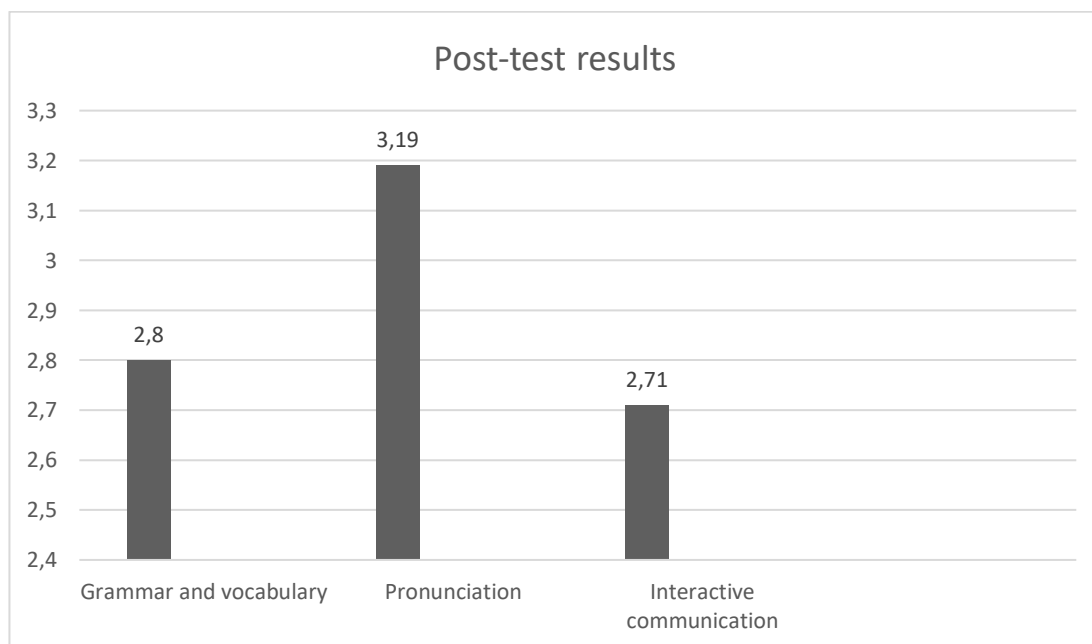
Figure 2

Post-test results

Fig. Assessing speaking skill performance score over 5

Analysis and interpretation of results

To obtain the results of the post-test, the same procedure was carried out as in the pre-test. Obviously, the students had an improvement in their performance, this was with the help of the application of cooperative learning activities carried out before taking the post-test. These activities were developed with the objective that the students improve their ability in speaking through different group activities in which the students had the opportunity to live and work with their peers, in this way they gained confidence to be able to speak and participate. in class.

In figure 2 the results obtained from the pre-test can be observed the punctuation that the 21 students reached regarding the grammar and vocabulary criteria is represented in a first bar, in total they have a punctuation of 2,80; the second bar refers to the final average in the pronunciation criterion with a score of 3,19; and finally, the third bar corresponds to the score achieved by the students in the interactive communication criterion, with a score of 2,71. The results yielded a total of 2,87 out of 5 points, this means that the students are in band 2 and 3 and there is a clear improvement in their oral skills.

Based on the experiment and the data collected, it was evident that cooperative learning strategies were effective in improving the oral skills of 10th grade EGB students from the Unidad Educativa Atahualpa. The students improved on all the parameters established in the Cambridge rubric. The students improved their pronunciation, they acquired new vocabulary regarding topics of everyday life, their fluency also improved. A positive aspect was reflected in the use of this type of strategy.

3.4. Comparative results

Table 4

Comparative results

Criteria	Initial Average	Final Average
Grammar and vocabulary	1,23	2,80
Pronunciation	1,38	3,19
Interactive communication	1	2,71
General	1,18	2,87

Note: Information taken from students of 10th grade EGB at Unidad Educativa Atahualpa by Mayorga (2022).

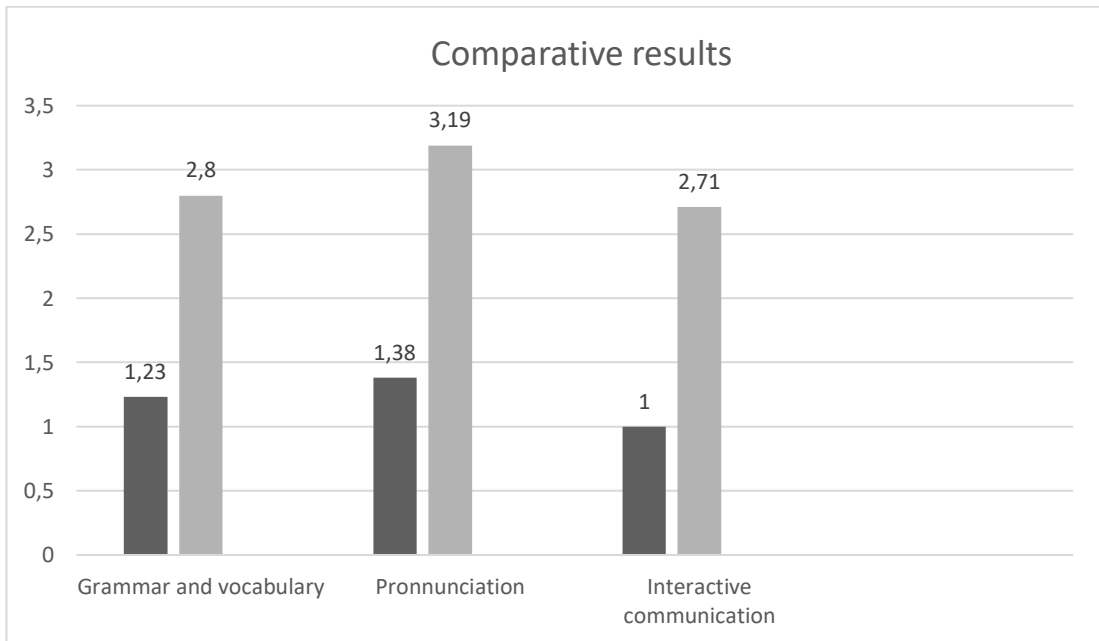**Figure 3**

Comparative results

Fig. Speaking pre-test and post-test average score over 5

Analysis and interpretation of results

In this table and figure a final comparison will be observed based on the results collected in the pre and post-test. There is a significant difference between the initial and final results, this is because the students had an improvement in the average.

In the initial score, the students had a score of 1,23 in the grammar and vocabulary criteria, on the other hand, in the post-test they obtained a score of 2,80, this means that the students had an advance of 1,57points. Regarding the pronunciation criterion, the students obtained a score of 1,28 in the pre-test, while in the post-test they obtained a score of 3,19, this means that the students had a great improvement, with an advance of 1,91 points. Finally, in the last criterion of interactive communication, the final result of the pre-test is 1 point, while the final score of the post-test is 2,71, the students obtained a magnificent improvement of 1,71 points. In conclusion, the improvement of the students in the evaluated criteria was evident.

Finally, a great advance can be observed in the results obtained from the post-test in the general score. In addition, these results affirm that the activities carried out in the nine interventions had a great effect on the progress of the students, it was evident that they improved in the parameters established in the Cambridge Ket Exam rubric.

3.5. Hypothesis verification

Alternative: The use cooperative learning has a positive impact on speaking skill in students of 10th grade EGB at Unidad Educativa Atahualpa.

Null: The use cooperative learning does not have a positive impact on speaking skill in students of 10th grade EGB at Unidad Educativa Atahualpa.

To verify the hypothesis proposed in the present study, the statistical method T-Student was used with the sole purpose of buying pre and post-test results. Two independent samples were compared and, as a consequence, differences were established in their average.

Table 5

Descriptive data

	Casos					
	Válidos		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
Pretest_Final	21	100,0%	0	0,0%	21	100,0%
Postest_Final	21	100,0%	0	0,0%	21	100,0%

			Estadístico	Error típ.
Pretest_Final	Media		1,186	,0438
	Intervalo de confianza para la media al 95%	Límite inferior	1,094	
		Límite superior	1,277	
	Media recortada al 5%		1,173	
	Mediana		1,300	
	Varianza		,040	
	Desv. típ.		,2007	
	Mínimo		1,0	
	Máximo		1,6	
	Rango		,6	
	Amplitud intercuartil		,3	
	Asimetría		,626	,501
	Curtosis		-,498	,972
Postest_Final	Media		2,871	,0570
	Intervalo de confianza para la media al 95%	Límite inferior	2,753	
		Límite superior	2,990	
	Media recortada al 5%		2,863	
	Mediana		3,000	
	Varianza		,068	
	Desv. típ.		,2610	
	Mínimo		2,6	
	Máximo		3,3	
	Rango		,7	
	Amplitud intercuartil		,4	
	Asimetría		,234	,501
	Curtosis		-1,290	,972

Note: Students from 10th grade EGB at Unidad Educativa Atahualpa

The data presented in table number 5 were obtained through the IBM SPSS statistical program. It is evident that all the students participated in the pre-est and post-test, for the same reason it can be observed that the participation has a percentage of 100%. In addition, the study presents a mean of 1,186 in the pre-test data collection; on the other hand, in the post-test the mean is 2,871. This is a positive result as there was an improvement of 1,685.

Table 6

Mean T-Student

		Media	N	Desviación típ.	Error típ. de la media
Estadísticos de muestras relacionadas					
Par 1	Pretest_Final	1,186	21	,2007	,0438
	Postest_Final	2,871	21	,2610	,0570

Note: Students from 10th grade EGB at Unidad Educativa Atahualpa

Table 5 presents results that were generated in a statistical software called INM SPSS or SPSS Statistics. It can be noted that there is a great difference between the pre-test and post-test means, the difference is 1,68, it is a significant advance. The initial test average was 1,186 and the final test average was 2,871.

Table 7

Mean T-Student

Prueba de muestras relacionadas

		Diferencias relacionadas					t	gl	Sig. (bilateral)
		Media	Desviación típ.	Error típ. de la media	95% Intervalo de confianza para la diferencia				
					Inferior	Superior			
Par 1	Pretest_Final - Postest_Final	-1,6857	,2971	,0648	-1,8210	-1,5505	-25,999	20	,000

Note: Students from 10th grade EGB at Unidad Educativa Atahualpa

Table 6 shows the results obtained and reveals that there is a great difference between the two groups, this is because the value of p is equal to 0.000; this means that it is a null value, that is, the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, the experiment was effective and cooperative learning activities influence the improvement of oral ability.

3.6. Discussion of results

The present research work revealed that the 21 students of the 10th grade EGB of the Atahualpa Educational Unit found it somewhat complicated the ability to speak in the English language, at the beginning of this study they did not show enough knowledge in this area and they had a limited pronunciation and lacked vocabulary. Additionally, in the previous test it was difficult to understand what the students wanted to express and on the same hand, the students did not understand the questions that were previously asked.

After applying the treatment to the 10th grade BGU students at the Atahualpa Educational Unit, it was possible to determine that the cooperative learning strategy had a good influence on the development of the English language speaking ability in the students. This could be evidenced thanks to the results obtained from the application of the pre-test and post-test. Consequently, this strategy is adequate since it allows students to have contact with the English language together with their classmates and practice in an interactive way and learning is meaningful.

For students to be successful in acquiring the English language, the role of the teacher is also important, he must be trained and looking for new techniques and strategies so that students are interested in learning.

CHAPTER IV

CONCLUSIONS AND RECOMENDATIONS

4.1. Conclusions

After obtaining the results of the use of cooperative learning in the development of oral ability of 10th grade EGB students, the data have been analyzed and it has been possible to reach some conclusions and recommendations.

- Once the research was done, it was possible to identify the effect that cooperative learning has on the development of speech skills. With the help of the pre and post-test, this objective has been achieved since the positive results have been remarkable. Through a series of cooperative learning strategies, students have been able to improve their skills and have been able to communicate better with the teacher and with their classmates.

- After administering the pre and post-test, positive results have been found and the effectiveness of cooperative learning as a strategy to develop the ability to speak was determined. At the beginning the students obtained the lowest score on the Cambridge rubric which meant that they did not have sufficient knowledge of speaking skills. After the interventions, the post-test has been taken again and the results have improved, the students had better scores and they managed to have a broader communication.

- This research established that the use of cooperative learning activities influenced the improvement of the oral skills of 10th grade EGB students at Unidad Educativa Atahualpa. At the end of the experiment, the students were able to increase their vocabulary, improve their pronunciation and were fluent when answering the questions orally. The change that has been achieved with teaching through cooperative learning is very evident.

4.2. Recommendations

- This research work recommends that educators apply this cooperative learning strategy to help students improve their oral skills. This strategy uses various group activities in which students will side and participate with their peers and in class. In the long term, students will have the confidence to participate and talk without fear.

- It is recommended that teachers pay special attention to the needs of students while trying to find the best strategies to help students improve their speaking skills. It is also necessary to emphasize subskills such as pronunciation, vocabulary and grammar, and interactive communication.

- It is recommended that students continue to use this strategy of cooperative learning since through it they can improve, not only their oral ability, but also all four skills of the English language. In addition, it is interactive to carry out tasks and projects in work groups

References

Acuña, E. (2019). *Collaborative learning and writing skills.* Ambato: Universidad Tecnica de Ambato.

Allen, M. (2017). The SAGE Encyclopedia of Communication Research Methods. In M. Allen. SAGE Publications, Inc.

Allen, M. (2017). *The SAGE Encyclopedia of Communication Research Methods.* SAGE Publications, Inc.

Arevalo, J. (2021). *CODE-SWITCHING AND THE ENGLISH LANGUAGE.* Ambato: Universidad Tecnica de Ambato.

Avila, H. (2006). *INTRODUCCION A LA METODOLOGIA DE LA INVESTIGACION.* CHIHUAHUA: eumed.net.

Bashrin, S. D. (2013). *Productive Skills: Teaching Beginners in English Medium School.* BRAC University, Dhaka, Bangladesh.

Benhima, M. (2016). Pedagogical Content Knowledge in Language Education. *New York: Language Education*.

Campbell DT, S. J. (1963). *Experimental and quasi-experimental designs for research.* Chicago: Rand McNally & Company.

Castillo, D. (2021). *COOPERATIVE LANGUAGE LEARNING AND READING SKILLS.* Ambato: Universidad Tecnica de Ambato.

Cristal, D. (2003). What is a global language? In D. Cristal, *English as a global language* (p. 3). New York: Cambridge University Press.

Darko, K. (2018). PEDAGOGICAL CONCEPTUALISATION OF CONTENT KNOWLEDGE IN TEACHING ART MUSIC RELATED ESP. *THE JOURNAL OF TEACHING ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES*, 333-339.

Ferguson-Patrick, K. (2016). *The importance of teacher role in cooperative learning: the effects of high-stakes testing on pedagogical approaches of early career teachers in primary schools.* Australia: International Journal of Primary, Elementary and Early Years Education.

Gillies, R. (2016). *Cooperative Learning: Review of Research and Practice.* Queensland: Australian Journal of Teacher Education.

Harris, D. (1969). Testing English As a Second Language. . *New York: McGraw-Hill.*

Hernandez, F. (2011). *Los métodos de enseñanza de lenguas y las teorías de aprendizaje.* Cuba: Revista de investigación e innovación.

Hossain, M. I. (2015). *Teaching Productive Skills to the Students: A Secondary Level Scenario.* Bangladesh: BRAC University, Dhaka, Bangladesh.

Hubackova, D. G. (2014). Productive skills in second language learning. *Procedia-Social and Behavioral Science. *, 477-481.

Issue, S. I. (2017). *Scholarly Research Journal ' s is licensed Based on a work at www.srjis.com.* .

Jack C. Richards, T. S. (2014). *Aproaches and Methods in Language Teaching (Third.* Cambrige University Press.

Johnson, D. &. (2014). *Cooperative learning: Improving university instruction by basing practice on validated theory-.* Journl on Excellence in 25, 85-118.

Johnson, D. W. (1999). Learning together and alone. Cooperative, competitive and individualistic learning (5th ed.). *MA: Allyn & Bacon.*, 9.

Kalam, A. S. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation (IJHI)* , 1-4.

Kostic, M. (2020). *Critical Assessment of Targeted Protein Degradation as a Research Tool and Pharmacological Modality.* Retrieved from Retrieved from: https://www.sciencedirect.com/science/article/abs/pii/S0165614720300596

Kumar, R. (2011). *RESEARCH METHODOLOGY a step-by-step guide for begginers.* SAGE Publications Inc.

Kumar, S. (2015). How do Productive Skills of Saudi Students Affect EFL. *Asian Journal of Humanities and Social Sciences*, 3, 91-99.

Kusum, A. G. (2016). TEACHING APPROACHES, METHODS AND STRATEGY. *Scholarly Research Journal for Interdisciplinary Studies*.

Lackman, K. (2010). *Teaching speaking sub-skill: Methods and activities for more effective.* Ken Lackman & Associates.

Lazaraton, R. &. (1991). Promoting Oral Communication Skills. In S. Peck, *Teaching English as a Second or* (pp. 125-136). Los Angeles: In M. Celce-Murcia (Ed.).

Levis, J. (2018). Intelligibility, Oral Communication, and the Teaching of Pronunciation. *Cambridge University Press*.

Lucio, K. (2021). *Cooperative strategies and speaking development.* Ambato: Universidad Tecnica de Ambato.

Martinez, M. (2021). *Cooperative learning and development of social competences: examples from an english language classroom.* España: Revista Guillermo de Ockham.

Mary Spratt, A. P. (2011). *The TKT Course Modules 1, 2 and 3.* Cambridge University Press.

McKim, C. (2018). Cooperative Team Learning and the Development of Social Skills in Higher Education: The Variables Involved. *Frontiers in psychology*, 1.

Mermelstain, A. D. (2015). Asian EFL University Students' Preference Toward Teaching Approaches. *The CATESOL journal*, 259–279.

Mugot, G. G. (2019). Three Step Interview as a Strategy on the Performance in Science of Grade 8 Students. *Journal of Education & Social Policy*, 97-98.

NAHID SHIRANI BIDABADI, A. N. (2016). Effective Teaching Methods in Higher Education: Requirements and Barriers. *Journal of Advances in Medical Education & Professionalism*, 170-178.

Nelson, D. J. (1981). *Effect of Cooperative, Competitive and Individualistc Goal Structures on Achievement: A Meta-Analysis.* Minneapolis: University of Minesota.

Ocaña, G. (2018). *COOPERATIVE LEARNING IN DEVELOPMENT OF SPEAKING SKILL IN STUDENTS OF BACHILLERATO.* Ambato: Universidad Tecnica de Ambato.

Preece, B. M.-S. (2018). Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions. *International Journal of Education & Literacy Studies*.

Quishpe, K. (2016). *To Describe the Cooperative Learning Influence as a Teaching Strategy to Improve the Speaking Skill in English Language at 3er Año del Bachillerato General Unificado at Unidad Educativa "Eloy Alfaro" of Santo Domingo de los Tsachilas.* Riobamba: Universidad Nacional de Chimborazo.

Rahman, M. (2010). Teaching Oral Communication Skills: A Task-based Approach. *ESP World*.

Rao, P. (2019). *THE IMPORTANCE OF SPEAKING SKILLS IN ENGLISH CLASSROOMS.* Kingdom of Saudi Arabia: Alford Council of International English & Literature Journal .

RODGERS, J. C. (2001). *Approaches and Methods in Language Teaching.* Cambridge Language Teaching Library.

Rusmiati. (2016). AN OVERVIEW OF NUMBER HEADS TOGETHER IN LANGUAGE TEACHING. *Getsempena English Education Journal*, 13.

Sampieri, R., Fernandez, C., & Baptista, P. (2006). *Metodologia de la Investigacion.* Mexico: The McGraw-Hill Companies, Inc. .

Séverine, W. (2018). English for academic purposes and the enhancement of french trainee content teachers' professional skills. *The journal of teaching english for academic and specific purposes*, 341-352.

Simaluisa, S. (2021). *TURN-TAKING STRATEGY AND THE SPEAKING SKILL.* Ambato: Universidad Tecnica de Ambato.

Slavin, R. (1994). *Using Student Team Learning. 4th ed.* Baltimore: Johns Hopkins University, Center for Social Organization of Schools.

SRINIVAS, P. (2019). The importance of Speaking skills in English Classrooms. *Alford Council of International English & Literature Journal*, 7.

Strods, G. (2014). COOPERATIVE LEARNING STRATEGIES FOR PROMOTION OF STUDENT'S SELF-DIRECTION. *Education Reform in Comprehensive School: Education Content Research and Implementation Problems*.

Thierry, G. (2018). *The English language is the world's Achilles heel.* Bangor University. Retrieved from https://theconversation.com/the-english-language-is-the-worlds-achilles-heel-93817

Torky, S. (2006). *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students.* El Cairo: Ain Shams University Women's college Curricula and Methods of teaching Department.

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics.* Blackwell Publishing Ltd.

Yule, B. &. (1983). The teaching spoken language. *Cambridge University Press*, 9-10.

Zechia, M. P. (2016). THE BENEFITS OF COOPERATIVE LEARNING. *International Conference KNOWLEDGE-BASED ORGANIZATION*, 6.

ANNEXES

Annex Nº1. Approval

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS
UNIDAD DE INTEGRACIÓN CURRICULAR
Av. Los Chasquis s/n y Río Guayllabamba Cdla. Nuevo Ambato

Ambato, octubre 27 de 2021

Mg. Leonardo Calucho

Rector

Unidad Educativa "Atahualpa"

De mi consideración:

En calidad de Docente responsable de la Unidad de Integración de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de Ciencias Humanas y de la Educación, me dirijo a Usted muy respetuosamente, para solicitar se digne autorizar al estudiante Mayorga Valle Johanna de las Mercedes con C.I. 1805332960 desarrollar su proyecto de titulación con el tema "COOPERATIVE LEARNING AND SPEAKING SKILL" en la Institución que usted muy acertadamente dirige. Lo cual permitirá finalizar con sus estudios de pre-grado para poder acceder a un puesto de trabajo y de esta manera ser una persona independiente, poseer solvencia económica y contribuir con el progreso del país.

Por la gentil atención a la presente, reciba la más alta consideración y estima.

Cordialmente,

Lcda. Marbella Cumandá Escalante Gamazo Mg.
DOCENTE RESPONSABLE UIC

Autorizado
27-10-2021

Por favor
Coordinar con
la Lic. Hortene Quintuña.

0983555390.

Annex Nº2. Rubric

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5.		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	Shows only limited control of a few grammatical forms, Uses a vocabulary of isolated word and phrases.	Has very limited control of phonological and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1.		

Note: Cambridge Qualifications

Annex Nº3. Pre and post-test

A2 KEY ENGLISH TEST EXAM

Test 1		
Part 1 (3-4 minutes)		
To both candidates	Good morning/afternoon/evening. Can I have your mark sheets please? Hand over the mark sheets to the assessor. I'm ……, and this is ……..	
To candidate A	What is your name?	
To candidate B	And what's your name?	
		Back-up prompts
	B, Do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in….(name of district/town,etc.)?
	Thank you.	
	A, Do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live?	Do you live in….(name of district/town,etc.)?
	Thank you.	

Note: Cambridge Exam

Phase 2	
Interlocutor	
Now, let's talk about friends.	
	Back-up prompts
A, how often do you see your friends?	Do you see your friend every day?
What do you like doing with your friends?	Do you like going to the cinema?
B, where do your friends live?	Do your friends live near you?
When do you see your friends?	Do you see your friend at weekends?
Extended Response	**Back-up questions**
Now **A**, please tell me something about one of your friends.	Dou you like your friend?
	Where did you meet your friend?
	Did you see your friend las weekend?
Interlocutor	
Now. Let's talk about **home**	
	Back-up prompts
B, who do you live with?	Do you live with your family?
How many bedrooms are there in your house/flat?	Are there three bedrooms in your house/flat?
A, where do you watch TV at home?	Do you watch TV in the kitchen?
What's your favorite room in the house?	Is your bedroom your favorite room?
Extended Response	**Back-up questions**
Now **B,** please tell me something about the things you like doing at home, at the weekends?	Dou you like cooking at the weekends?
	Do you play computer games at the weekends?
	What did you do at home, las weekend?

Note: Cambridge Exam

Test 1
Part 2 (5-6
minutes)

Phase 1
Interlocutor
3-4 minutes

Now, in this part of the test you are going to talk together.
Place **Part 2** booklet, open at **Task 2a**, in front of candidates.
Here are some pictures that **show different places to eat.**
Do you like these different places to eat? Say why or why not. I'll
say that again.
Do you like these different places to eat? Say why or why not
All right? Now, talk together.

Candidates

……………………………………………………………………
………..
*Allow a minimum of 1 minute (maximum of 2 minutes) before
moving on to the following questions.*

Interlocutor/
Candidates
Use as
appropriate.
Ask each
candidate at
least one
questions.

Do you think………
…..eating on the beach in fun?
…..eating in restaurants in expensive?
Eating at home is boring?
…..eating at college/work is cheap?
…..eating in the park is nice?

Interlocutor

So, **A,** which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) retrieve Part 2
booklet.

Phase 2

Interlocutor
*Allow up to 2
minutes*

Now, do you prefer eating with friends o family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or
family? (Why?)
Do you prefer eating at home or in a restaurant, **A**? (Why?)
And you, **B** (Do you prefer eating at home or in a restaurant?)
(Why?)

Thank you. That is the end of the test.

Note: Cambridge Exam

Do you like these different places to eat?

Note: Cambridge Exam

Annex Nº4. Pre-test results

Students	Grammar and vocabulary	Pronunciation	Interactive Communication	Global
Student 1	1	2	1	1,3
Student 2	1	1	1	1
Student 3	1	2	1	1,3
Student 4	1	1	1	1
Student 5	1	1	1	1
Student 6	1	1	1	1
Student 7	1	1	1	1
Student 8	1	2	1	1,3
Student 9	1	1	1	1
Student 10	1	1	1	1
Student 11	2	1	1	1,3
Student 12	1	1	1	1
Student 13	1	1	1	1
Student 14	2	2	1	1,6
Student 15	1	1	1	1
Student 16	2	1	1	1,3
Student 17	1	2	1	1,3
Student 18	2	1	1	1,3
Student 19	1	2	1	1,3
Student 20	1	2	1	1,3
Student 21	2	2	1	1,6
Average	1,23	1,38	1	1,18

Note: Students from 10th grade EGB at Unidad Educativa Atahualpa.

Annex Nº5. Lesson Plan Templates

<table>
<tr><td colspan="2" align="center">LESSON PLAN 1</td></tr>
<tr><td colspan="2">Teachers' name: Johanna Mayorga

Level: 10th EGB

Date: 07/12/2021

Duration: 40 min

Subject: English</td></tr>
<tr><td colspan="2">TOPIC:
Application of the pre-test A2 Key English Test (Speaking part)</td></tr>
<tr><td colspan="2">Objective:
To analyze the use of Cooperative Learning activities and speaking skill.
To determine the students' speaking skill level.</td></tr>
<tr><td colspan="2">MATERIALS:
Microsoft teams
https://teams.microsoft.com/l/meetup-join/19%3acvXUV1c71qMwPUfxEaKLIbhOVsMKeTELeqm3TyomKKo1%40thread.tacv2/1632280621880?context=%7b%22Tid%22%3a%22da6c1fb4-8e66-47cb-810c-d32c67e9da9b%22%2c%22Oid%22%3a2268324925-8ec8-40fe-847c-94a1996af082%22%7d

Zoom platform.
https://us04web.zoom.us/j/78434415311?pwd=SG9BSjdIOE9XSnRoRGF2aWZCWm5Ddz09

KET exam (Test 1).
https://www.cambridgefoundation.jp/pdf/ceq/a2/A2%20Key%202020%20sample%20tests%20Speaking.pdf</td></tr>
<tr><td align="center">PROCEDURE</td><td align="center">TIME</td></tr>
<tr><td>• Teacher introduces herself to the students.
• Teacher gives general instructions for the activity.</td><td align="center">5 min</td></tr>
<tr><td>• Teacher sends a link of the zoom classroom.
• Teacher tells the students that they must enter the link in pairs.
• Teacher waits in the classroom to zoom in on the students.</td><td align="center">5 min</td></tr>
</table>

• Teacher asks students to enter their personal information in the chat. • Teacher asks the students to turn on the camera. • Teacher starts with the pre-test speaking part (KET exam).	**30 min**

Source: Sanchez (2021)
Elaborated by: Mayorga (2021)

Evidence
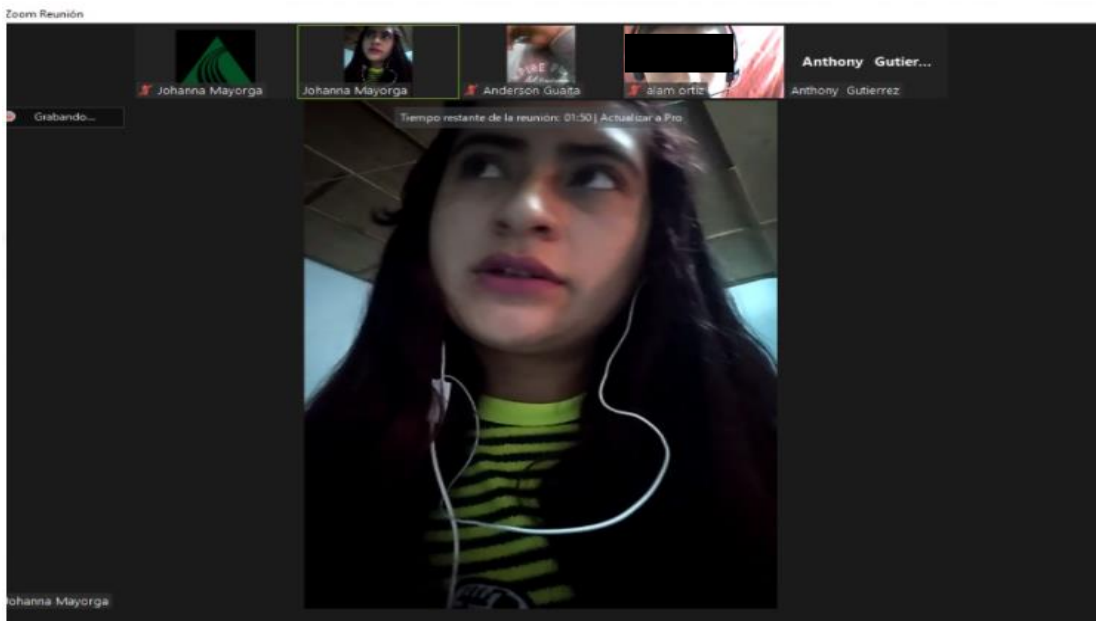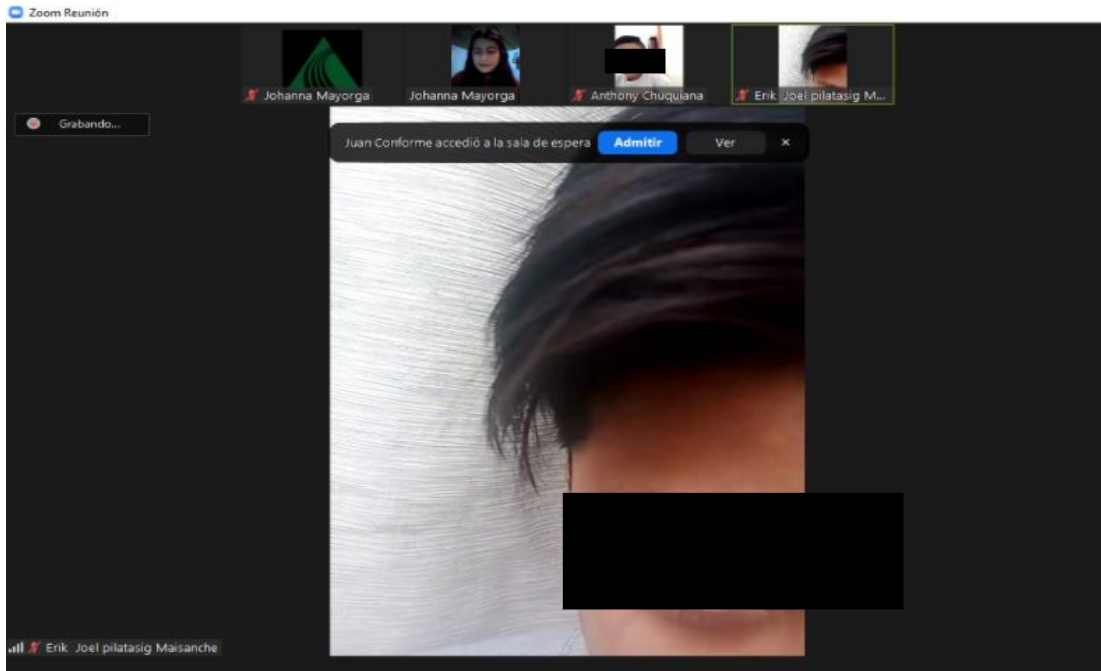
LESSON PLAN 2

Teachers' name: Johanna Mayorga

Level: 10th EGB

Date: 13/12/2021

Duration: 40 min

Subject: English

TOPIC:
Personal Information: Cooperative Learning Activities (Information gap activities)

Objective:
Students will be able to ask to their classmates about personal information.

MATERIALS:
Microsoft teams
https://teams.microsoft.com/l/meetup-
join/19%3acvXUV1c71qMwPUfxEaKLIbhOVsMKeTELeqm3TyomKKo1%40thread.tacv2/1632280621
880?context=%7b%22Tid%22%3a%22da6c1fb4-8e66-47cb-810c-
d32c67e9da9b%22%2c%22Oid%22%3a%2268324925-8ec8-40fe-847c-94a1996af082%22%7d

YouTube video:
https://www.youtube.com/watch?v=kvMBaUykA7Q
https://www.youtube.com/watch?v=cpRA8rjtass

Worksheet

Webpage
https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Personal_inform
ation/Giving_personal_information_qq578683hv

PROCEDURE	TIME
• Teacher introduces the topic: Personal Information, asking some questions to students. ✓ What is your name? ✓ Where are you from? ✓ Where do you live? ✓ How old are you?	**5 min**
• Teacher presents videos about "how to introduce yourself". • Teacher explains how to answer basic questions about personal information. • Teacher explains the activity to be carried out.	

• Teacher send students to work groups. • Teacher sends a document to the students, the document is a worksheet, in which, within the working groups, students must find information from their classmates.	**20 min**
• Teacher asks the students to turn on the camera. • Teacher starts with the pre-test speaking part (KET exam).	**10 min**
• Teacher sends an assignment to students. • Teacher sends link to students. • Teacher tells students that homework should be done in the same class work groups.	**5 min**

Source: Sanchez (2021)
Elaborated by: Mayorga (2021)

Evidence

Fill in information about personal information of your classmates.

Student A

Questions	Information
What is your name?	_____
How old are you?	_____
Where are you from?	_____
Where do you live?	_____
What is your hobby?	_____
What is your favorite music?	_____
What is your favorite artist?	_____

Student B

Questions	Information
What is your name?	_____
How old are you?	_____
Where are you from?	_____
Where do you live?	_____
What is your hobby?	_____
What is your favorite music?	_____
What is your favorite artist?	_____

Student C

Questions	Information
What is your name?	_____
How old are you?	_____
Where are you from?	_____
Where do you live?	_____
What is your hobby?	_____
What is your favorite music?	_____
What is your favorite artist?	_____

Watch the video. Then complete the dialogue.

- Hi!
- [_____] .
- What's [_____] [_____]?
- My [_____] [_____] [_____] [_____] .
- Can you [_____] that, please?
- Sure! [_____] [_____].
- [_____] do you live?
- I [_____] in [_____], [_____].
- What's your [_____]?
- My [_____] [_____] [_____] 1st Street Miami,
  Florida [_____].
- What's your [_____] [_____]?
- My [_____] [_____] [_____] [_____].
- Can you repeat that, please?
- Sure! It's [_____].

LESSON PLAN 3

Teachers' name: Johanna Mayorga

Level: 10th EGB

Date: 14/12/2021

Duration: 40 min

Subject: English

TOPIC:
Personal Information: Cooperative Learning Activities (Role play)

Objective:
Students will be able to talk about their classmates' personal information.

MATERIALS:
Microsoft teams
https://teams.microsoft.com/l/meetup-
join/19%3acvXUV1c71qMwPUfxEaKLIbhOVsMKeTELeqm3TyomKKo1%40thread.tacv2/1632280621
880?context=%7b%22Tid%22%3a%22da6c1fb4-8e66-47cb-810c-
d32c67e9da9b%22%2c%22Oid%22%3a%2268324925-8ec8-40fe-847c-94a1996af082%22%7d

YouTube video:
https://www.youtube.com/watch?v=uE4K8x0zRiI

PROCEDURE	TIME
• Teacher introduces the role play activity through a video.	5 min
• Teacher explains the activity. • Teacher tells the students that they should work with the worksheet that they made in the previous class. • Teacher asks students to group with the same groups from the previous class. • Teacher monitors student activity.	25 min
• Students present the role play in work groups.	10 min

Source: Sanchez (2021)
Elaborated by: Mayorga (2021)

Evidence
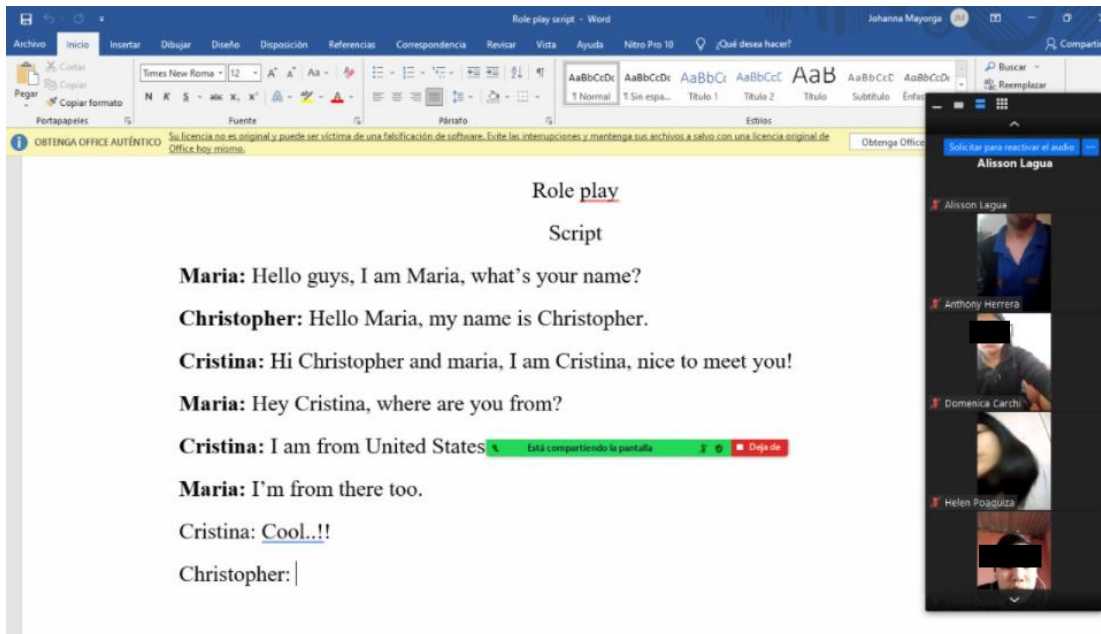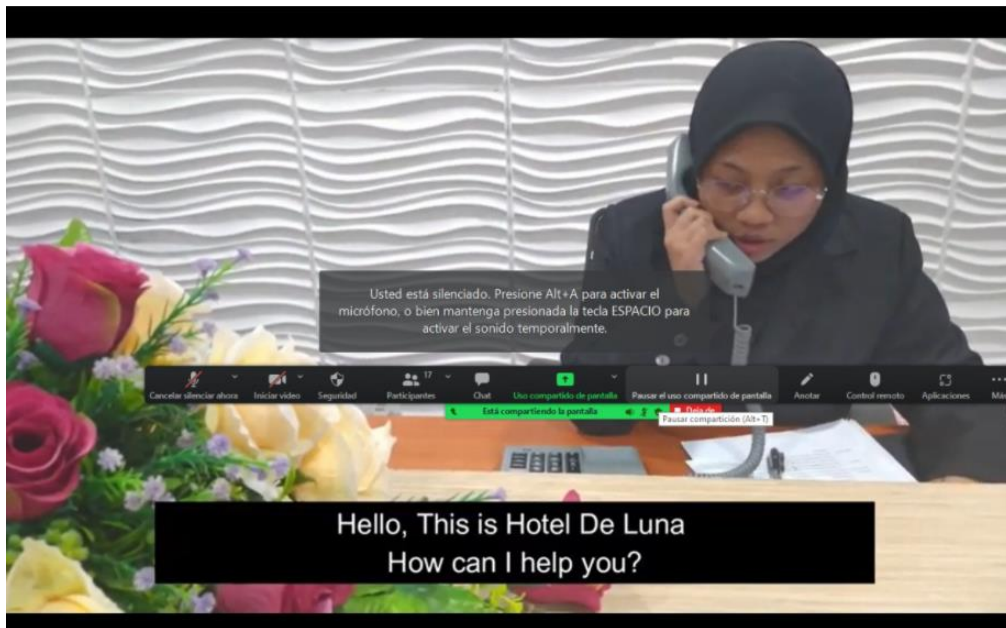
LESSON PLAN 4	

Teachers' name: Johanna Mayorga

Level: 10th EGB

Date: 16/12/2021

Duration: 40 min

Subject: English

TOPIC:
Describing People's Appearance and Personality: Cooperative Learning Activities (Think Pair Share)

Objective:
To determine the students' speaking skill level after applying Cooperative Learning activities.

MATERIALS:
Microsoft teams
https://teams.microsoft.com/l/meetup-
join/19%3acvXUV1c71qMwPUfxEaKLIbhOVsMKeTELeqm3TyomKKo1%40thread.tacv2/1632280621
880?context=%7b%22Tid%22%3a%22da6c1fb4-8e66-47cb-810c-
d32c67e9da9b%22%2c%22Oid%22%3a%2268324925-8ec8-40fe-847c-94a1996af082%22%7d

YouTube video
https://www.youtube.com/watch?v=dgqFsUAuP24

Worksheet

PROCEDURE	TIME
• Teacher introduces the topic: Friends, asking some questions to students. ✓ What is your friend's name? ✓ Where did you meet your friend?	**5 min**
• The teacher presents the topic with a video. • Teacher teaches the adjectives to describe a person. • Teacher organizes group works. • Teacher tells students to practice describing their classmates.	**15 min**
• Teacher organizes students into groups of 5 people. • Teacher gives the instructions for the activity. • Teacher gives a sheet where the steps to be developed in the activity are found. • Teacher supervises the work.	**20 min**

- Students share the information.

Annexes

My name is Laura and I am 15 years old. I am an optimistic and energetic person.

What is he like?
He is mean to other kids.
What does he look like?
He has short brown hair and green eyes.

How old is he?
He is 7 years old.

What is he wearing?

He is wearing a blue Polo shirt, black trousers and white sneakers.
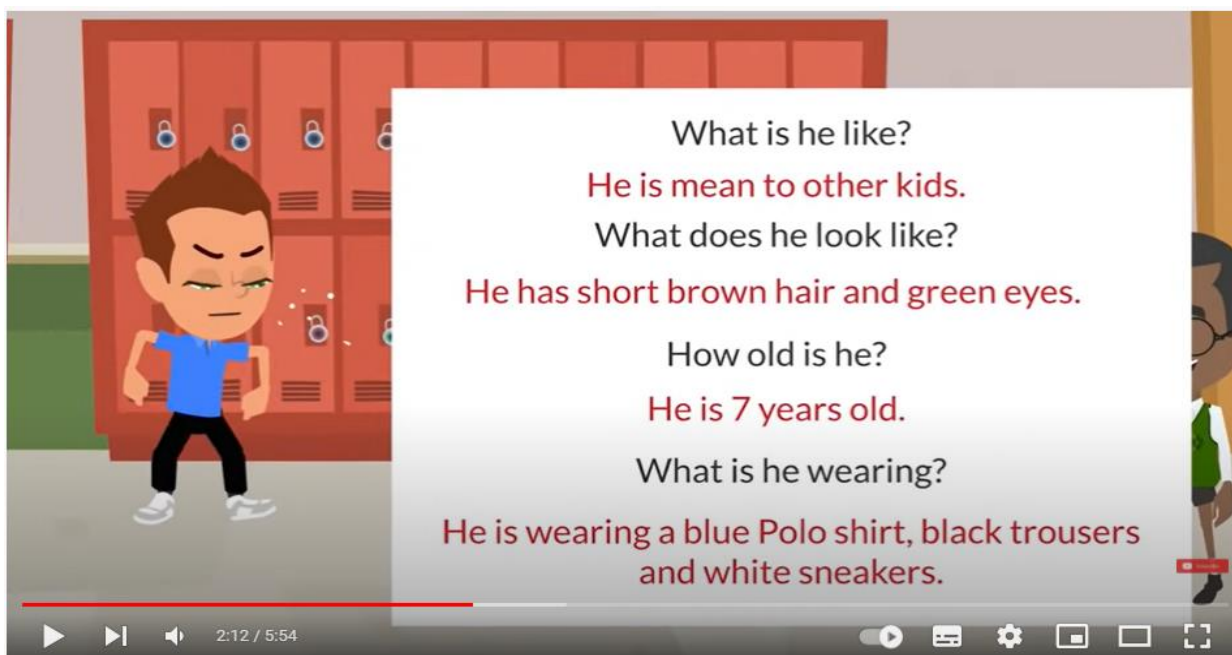
Worksheet

Think Pair Share

Follow the instructions:

	Activities
1	Think about different types of personalities that you have found in your friendships.
2	Share your experience with your group members.
3	Your partner on the left should share your information with the other students.
4	You must share the information of your partner on the right with all students.
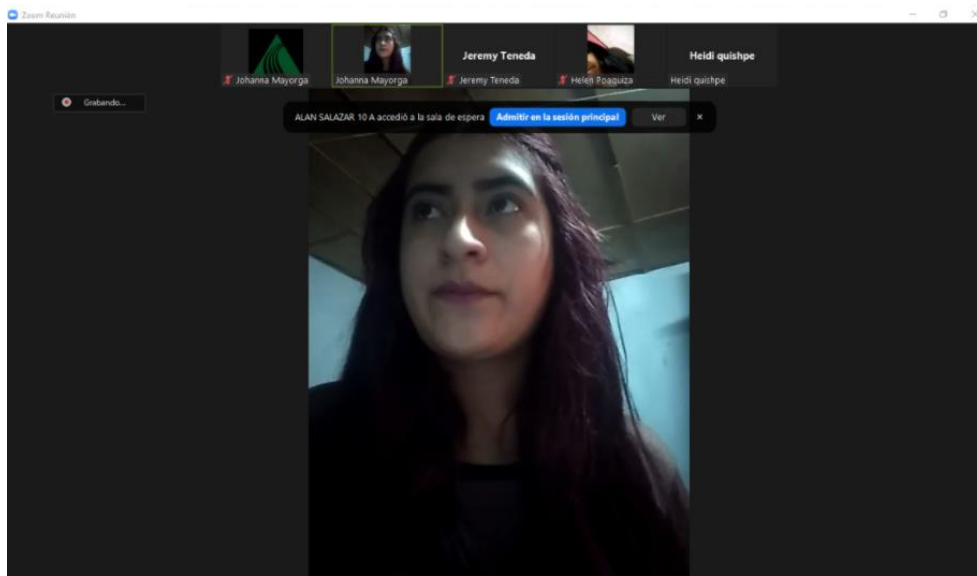
LESSON PLAN 5

Teachers' name: Johanna Mayorga

Level: 10th EGB

Date: 20/12/2021

Duration: 40 min

Subject: English

TOPIC:
Rooms of the house: Cooperative Learning Activities (Three Steps Interview)

Objective:
To determine the students' speaking skill level after applying Cooperative Learning activities.

MATERIALS:
Microsoft teams
https://teams.microsoft.com/l/meetup-
join/19%3acvXUV1c71qMwPUfxEaKLIbhOVsMKeTELeqm3TyomKKo1%40thread.tacv2/1632280621
880?context=%7b%22Tid%22%3a%22da6c1fb4-8e66-47cb-810c-
d32c67e9da9b%22%2c%22Oid%22%3a%2268324925-8ec8-40fe-847c-94a1996af082%22%7d

YouTube video
https://www.youtube.com/watch?v=pN8m9YckGSI

Webpage
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Rooms_in_the_hous
e/My_home_yi641373ty

PROCEDURE	TIME

• Teacher starts class by asking some questions.
  ✓ How many rooms are in your house?
  ✓ What is your favorite room in your house?
	10 min

• Teacher introduces the topic with a video. • Teacher presents slides with different images that represent rooms in a house. • Teacher asks the name of each room to the students. • Teacher send a link to an activity. • Students carry out the activity.	**15 min**
• Teacher explain the activity. • Students organize groups of 4 people.	**15 min**

- Students carry out the activity.

- Teacher supervises the activity.

- Students present results.

Source: Sanchez (2021)
Elaborated by: Mayorga (2021)

Annexes

My home

Drag the words and drop them into the correct rooms.

dining room	bedroom	bathroom
kitchen	office	living room
attic	hallway	garage

Carla's classroom https://sites.google.com/view/carlasclassroom/home

¡Terminado!

Worksheet

Three Steps Interview

The students will interview the members of the group and then share the information obtained.

Procedure

- Organize a group of 4 people.

- Each member of the group will choose a partner to interview.

- Students will interview classmates.

- The roles will change, those who interview will be interviewed and vice versa.

- The group members will share the information with their peers.

Questions
How many rooms are in your house?
What is your favorite room?
Where in your house do you like to watch television?

LESSON PLAN 6
Teachers' name: Johanna Mayorga
Level: 10th EGB
Date: 21/12/2021
Duration: 40 min
Subject: English

TOPIC:
Food: Cooperative Learning Activities (Numbered Heads Together)

Objective:
To determine the students' speaking skill level after applying Cooperative Learning activities.

MATERIALS:
Microsoft teams
https://teams.microsoft.com/l/meetup-
join/19%3acvXUV1c71qMwPUfxEaKLIbhOVsMKeTELeqm3TyomKKo1%40thread.tacv2/1632280621
880?context=%7b%22Tid%22%3a%22da6c1fb4-8e66-47cb-810c-
d32c67e9da9b%22%2c%22Oid%22%3a%2268324925-8ec8-40fe-847c-94a1996af082%22%7d

YouTube video
https://www.youtube.com/watch?v=rkoKjUayyS8

PROCEDURE	TIME
• Teacher introduces the topic through a video.	**5 min**
• Teacher presents slides. • Teacher explains different places to eat. • Teacher asks the students which is their favorite place to eat.	**15 min**
• Teacher presents a video on a cooperative strategy. • Teacher organizes groups of 5 people. • Teacher gives instructions for the activity. • Teacher gives a worksheet to students. • Students start the activity. • Teacher supervises the activity in each group. • Students present the activity.	**20 min**

Source: Sanchez (2021)
Elaborated by: Mayorga (2021)

Annexes

bread, butter and jam

1:18 / 10:16 • Breakfast

fried chicken

1:59 / 10:16 • Lunch

Worksheet

Numbered Heads Together

Directions:

1. Organize a group of five people.
2. Assign a number to each student (from 1 to 5).
3. Ask each group a question. In this case the question is "According to your experience, which is the best place to eat with friends and family".
4. The working groups will meet and make the best decision regarding the question. Everyone in the group should know the answer.
5. The students will be called randomly and answered the question.

Numbered Head Together
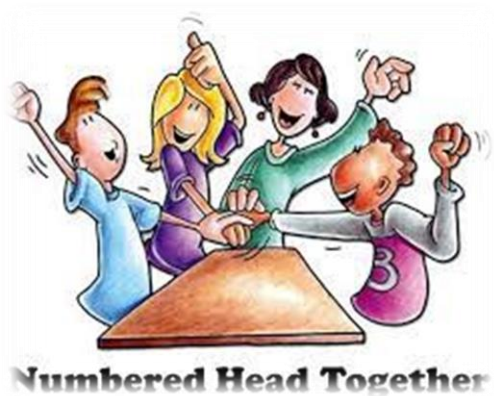
LESSON PLAN 7

Teachers' name: Johanna Mayorga

Level: 10th EGB

Date: 23/12/2021

Duration: 40 min

Subject: English

TOPIC:
Application of the post-test A2 Key English Test (Speaking part)

Objective:
To determine the students' speaking skill level after applying Cooperative Learning activities.

MATERIALS:
Microsoft teams
https://teams.microsoft.com/l/meetup-
join/19%3acvXUV1c71qMwPUfxEaKLIbhOVsMKeTELeqm3TyomKKo1%40thread.tacv2/1632280621
880?context=%7b%22Tid%22%3a%22da6c1fb4-8e66-47cb-810c-
d32c67e9da9b%22%2c%22Oid%22%3a%2268324925-8ec8-40fe-847c-94a1996af082%22%7d

Zoom platform.
https://us04web.zoom.us/j/78434415311?pwd=SG9BSjdIOE9XSnRoRGF2aWZCWm5Ddz09

KET exam (Test 1).
https://www.cambridgefoundation.jp/pdf/ceq/a2/A2%20Key%202020%20sample%20tests%20Speaking.p
df

PROCEDURE	TIME
• Teacher gives general instructions for the activity.	**5 min**
• Teacher sends a link of the zoom classroom. • Teacher tells the students that they must enter the link in pairs.	**5 min**
• Teacher asks the students to turn on the camera. • Teacher starts with the pre-test speaking part (KET exam).	**30 min**

Source: Sanchez (2021)
Elaborated by: Mayorga (2021)

Evidence

Annex Nº6. Post-test results

Students	Grammar and vocabulary	Pronunciation	Interactive Communication	Global
Student 1	3	3	2	2,6
Student 2	3	3	3	3
Student 3	2	3	3	2,6
Student 4	3	3	2	2,6
Student 5	3	3	3	3
Student 6	3	3	2	2,6
Student 7	3	3	3	3
Student 8	3	4	3	3,3
Student 9	2	3	3	2,6
Student 10	3	4	3	3,3
Student 11	3	3	3	3
Student 12	3	3	2	2,6
Student 13	3	3	3	3
Student 14	3	3	3	3
Student 15	2	4	2	2,6
Student 16	3	3	3	3
Student 17	3	4	3	3,3
Student 18	3	3	2	2,6,
Student 19	2	3	3	2,6
Student 20	3	3	3	3
Student 21	3	3	3	3
Average	2,80	3,19	2,71	2,87

Note: Students from 10th grade EGB at Unidad Educativa Atahualpa.

Annex Nº7. Urkund report

Curiginal

Document Information

Analyzed document	Marco teorico.pdf (D125040478)
Submitted	2022-01-15T00:05:00.0000000
Submitted by	
Submitter email	johanamayorga1998@gmail.com
Similarity	3%
Analysis address	albaphernandezf.uta@analysis.urkund.com

Sources included in the report

W	URL: https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01536/full Fetched: 2020-10-18T11:21:35.6470000	1
W	URL: https://www.mendeley.com/catalogue/f4c6df41-3a8b-3239-98e4-f97236b88ba6/ Fetched: 2022-01-15T01:16:36.4800000	2
SA	**UNIVERSIDAD TECNICA DE AMBATO / SIMALUISA SELENA_ TESIS.pdf** Document SIMALUISA SELENA_ TESIS.pdf (D110641569) Submitted by: ssimaluisa4104@uta.edu.ec Receiver: ve.chicaiza.uta@analysis.urkund.com	2
W	URL: http://www.co-operation.org/what-is-cooperative-learning/ Fetched: 2020-11-12T04:51:24.8800000	2
SA	**UNIVERSIDAD TECNICA DE AMBATO / FINAL PROPOSAL.pdf** Document FINAL PROPOSAL.pdf (D111571552) Submitted by: vcollay3275@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.urkund.com	1
W	URL: https://www.revistas.una.ac.cr/index.php/EDUCARE/article/view/11536 Fetched: 2022-01-15T01:16:38.4030000	1
W	URL: http://echetana.com/wp-content/uploads/2017/09/2-Dr-Mandeep-Kaur.pdf Fetched: 2020-11-26T22:40:22.5870000	1