

# UNIVERSIDAD TÉCNICA DE AMBATO



## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

---

**TEMA: “COOPERATIVE LEARNING ACTIVITIES IN ORAL PRODUCTION”**

---

Trabajo de Titulación previo a la obtención del Grado Académico de Magíster en  
Pedagogía de los Idiomas Nacionales y Extranjeros

Modalidad de titulación: Proyecto de desarrollo

**Autor:** Licenciado Juan Cerafin Velasque Tonato

**Directora:** Licenciada Cristina Del Rocío Jordán Buenaño, Magister

Ambato – Ecuador

2022

## APROBACIÓN DEL TRABAJO DE TITULACIÓN

A la Unidad Académica de Titulación de la Facultad de Ciencias Humanas y de la Educación.

El Tribunal receptor de la Defensa del Trabajo de Titulación presidido por Doctor Segundo Víctor Hernández del Salto Magíster, e integrado por los señores: Licenciado Manuel Xavier Sulca Guale Magister y Licenciado Edgar Guadia Encalada Trujillo Magister, designados por la Unidad Académica de Titulación de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato, para receptor el Trabajo de Titulación con el tema: “Cooperative Learning Activities in oral production, elaborado y presentado por la señor Licenciado Juan Cerafin Velasque Tonato, para optar por el Grado Académico de Magíster en Pedagogía de los idiomas nacionales y extranjeros mención Inglés; una vez escuchada la defensa oral del Trabajo de Titulación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la Universidad Técnica de Ambato.

-----  
Dr. Segundo Víctor Hernández del Salto, Mg.  
**Presidente y Miembro del Tribunal de Defensa**

-----  
Lcdo. Manuel Xavier Sulca Guale, Mg.  
**Miembro del Tribunal de Defensa**

-----  
Lcdo. Edgar Guadia Encalada Trujillo, Mg.  
**Miembro del Tribunal de Defensa**

## **AUTORÍA DEL TRABAJO DE TITULACIÓN**

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Titulación presentado con el tema: Cooperative Learning Activities in oral production, le corresponde exclusivamente al Licenciado Juan Cerafin Velasque Tonato, Autor bajo la Dirección de la Magister Cristina Del Rocío Jordán Buenaño, directora del Trabajo de Investigación; y el patrimonio intelectual a la Universidad Técnica de Ambato.



---

Licenciado Juan Cerafin Velasque Tonato

**AUTOR**

---

Licenciada Cristina Del Rocío Jordán Buenaño, Magister

**DIRECTORA**

## **DERECHOS DE AUTOR**

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

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

A handwritten signature in blue ink, appearing to read 'Juan Cerafin Velasque Tonato', with a large circular flourish on the left side.

-----  
Licenciado Juan Cerafin Velasque Tonato

CI. 0502053945

## GENERAL INDEX

Aprobación del trabajo de titulación .....	ii
Autoría del trabajo de titulación .....	iii
Derechos de autor .....	iv
General index.....	v
Table index.....	viii
Figure list.....	ix
Agradecimiento .....	x
Dedicatoria.....	xi
Resumen ejecutivo.....	xii
Executive summary .....	xiv
CHAPTER I.....	1
The research problem .....	1
1.1 Introduction.....	1
1.2. Justification.....	2
1.3. Objectives.....	3
1.3.1. General objective .....	3
1.3.2. Specific objectives .....	3
CHAPTER II .....	4
Literature review.....	4
2.1. Research background.....	4
2.2. Theoretical framework of the independent variable .....	12
2.2.1 Structure-Process-Outcome theory .....	12
2.2.2 Social Interdependence theory .....	13
2.2.3 Cognitive development .....	13
2.2.4 Cooperative Learning.....	14
2.2.4 Types of cooperative learning.....	15
Formal cooperative learning.....	15
Informal cooperative learning.....	15
Cooperative base groups .....	16
Constructive controversy .....	16

2.2.5 Elements of cooperative learning.....	16
Positive interdependence.....	16
Individual accountability.....	17
Promotive interaction.....	17
Social skills .....	17
Group processing .....	17
2.2.6 Cooperative learning strategies.....	18
2.2.6.1 Think Pair Share.....	18
2.2.6.2 Jigsaw.....	18
2.2.6.3 Role Play .....	19
2.2.6.4 Three-step interview.....	19
2.2.6.5 Numbered Heads Together.....	19
2.3 Theoretical framework of the dependent variable .....	19
English as a foreign language EFL / English as a second language ESL .....	19
Language .....	20
The social function of language .....	20
2.4 Oral production .....	21
Pronunciation .....	22
CHAPTER III.....	24
Research methodology .....	24
3.1. Location .....	24
3.2. Equipment and materials.....	24
3.3 Type of research.....	26
3.3.1 Qualitative and quantitative research.....	27
3.3.2 Correlational research .....	27
3.3.3 Quasi-experimental research.....	27
3.4. Hypothesis.....	28
3.4.1 Research questions.....	28
3.4.2. Null Hypothesis.....	28
3.4.3 Alternative hypothesis.....	28

3.4.4. statistical method.....	29
3.5. Population and sample .....	29
3.5.1 Inclusion criteria.....	29
3.6 Data collection .....	30
3.7 Data processing and analysis .....	31
CHAPTER IV .....	34
RESULTS AND DISCUSSION.....	34
4.1 Analysis and interpretation of results pre-test experimental and control group ....	34
4.2. Post-test Analysis and interpretation of results experimental and control group .	36
4.3 Comparison of results from pre-test with post-test.....	39
4.4 Decision .....	40
CHAPTER V .....	42
CONCLUSIONS AND RECOMMENDATIONS .....	42
5.1. Conclusions.....	42
5.2. Recommendations.....	43
REFERENCES .....	44
Annexes .....	49
Annex 1: Educational Institution approval .....	49
Annex 2: Pre and Post Cambridge Test .....	51
Annex 3: Urkund Report.....	54
Annex 4: Speaking Cambridge Rubric .....	55
Annex 5: Work Plan.....	56
Lesson plan 1.....	56
Lesson plan 2.....	57
Lesson plan 3.....	58
Lesson plan 4.....	59
Lesson plan 5.....	60
Lesson plan 6.....	61
Lesson plan 7.....	62
Lesson plan 8.....	63

## TABLE INDEX

Table 1 Equipment and materials .....	25
Table 2 Normality test of Shapiro-Wilk.....	29
Table 3 Sample size.....	30
Table 4 Result of pre-test.....	35
Table 5 Test U of Mann-Whitney: Pre-test .....	36
Table 6 Post-test results.....	38
Table 7 Test U of Mann-Whitney: Post-test.....	39
Table 8 Comparison of media from pre-test with post-test.....	39
Table 9 Test of Wilcoxon .....	40



## FIGURE LIST

Figure 1 Structure-Process-Outcome theory .....	13
Figure 2 Piaget Cognitive Stages.....	14
Figure 3 Global-scale CEFR Common Reference levels .....	23
Figure 4 Database .....	32
Figure 5 The box plot: Total punctuation of pre-test.....	36
Figure 6 The box plot: Total Punctuation of post-test.....	38

## **AGRADECIMIENTO**

Agradecer infinitamente a mi Dios Todopoderoso porque en este tiempo tan difícil, me ha mantenido con salud que es lo más importante. Además, agradecer por darme la sabiduría y la capacidad para desarrollar este programa de maestría y finalizar con éxito. Expresar mi agradecimiento también a mi familia, mis hijos Diego y Emily por su comprensión ya que el tiempo de ellos lo dedique a mis estudios. A la persona que todo el tiempo estuvo conmigo en las buenas y en las malas, mi esposa por la comprensión brindada en el proyecto investigativo. Agradecer también a mis padres por darme las bendiciones cada día. A mi hijo Alex y su familia que me desearon lo mejor. A mis hermanos, hermanas por brindarme el apoyo moral para seguir adelante.

## **DEDICATORIA**

Este trabajo de investigación está dedicado a quien me miraba, me sentía en casa; pero en muchas ocasiones no tenía mi presencia y sabía que los fines de semana no estaba para compartir a su lado, mi adorada esposa Carmita.

A mis hijos Diego y Emily que fueron mi motivación para no rendir me aún en los momentos de duro trabajo y dejar a ellos el ejemplo de la perseverancia.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**TEMA:**

Cooperative Learning Activities in Oral Production

**AUTOR:** Licenciado Juan Cerafin Velasque Tonato

**DIRECTORA:** Licenciada Cristina Del Rocío Jordán Buenaño, Magister

**LINEA DE INVESTIGACIÓN:** Proceso de enseñanza y aprendizaje

**FECHA:** 12 de mayo del 2022.

**RESUMEN EJECUTIVO**

El objetivo principal de este trabajo de investigación fue determinar la efectividad de las actividades del aprendizaje cooperativo en la producción oral con los estudiantes del segundo año de Bachillerato General Unificado de la Unidad Educativa “Salcedo”. En este trabajo de investigación la población total fue de 37 participantes en la edad comprendida entre los 16-17 años de edad. El grupo de experimento tenía 18 estudiantes y el grupo de control 19. En el grupo de experimento se aplicó las estrategias de Think-Pair-Share (pensar, emparejar, compartir) y Jigsaw. Mientras que el grupo de control trabajo con las mismas estrategias y metodología que aplicaba en la institución educativa de acuerdo a la planificación del ministerio de Educación. Los dos grupos fueron evaluados mediante el examen nivel A-2 de Cambridge en la destreza oral. La metodología usada fue cuantitativa y cualitativa debido a que los datos fueron recopilados y analizados estadísticamente. Además, esta investigación fue cuasiexperimental porque los grupos no fueron seleccionados aleatoriamente. Seis intervenciones fueron realizadas al grupo de experimento. Los resultados fueron demostrados mediante el Test de Wilcoxon. Para la evaluación se consideró la rúbrica de Cambridge para la evaluación oral. Los elementos de la producción oral considerados en la rúbrica fueron Gramática y Vocabulario, Pronunciación y finalmente Comunicación interactiva. El puntaje asignado para cada elemento fue de 5 puntos. En la evaluación inicial los resultados fueron los siguientes; en gramar y vocabulario 3

puntos, pronunciación 3 y comunicación interactiva 3 puntos como máximo. Mientras tanto en la evaluación final, el puntaje alcanzado en gramática y vocabulario fue de 5 puntos, pronunciación 4 y comunicación interactiva 4 puntos. En base a los resultados obtenidos se confirma que las actividades de aprendizaje cooperativo influyeron sustancialmente en la producción oral, por lo tanto, se aceptó la hipótesis alternativa rechazando la hipótesis nula.

**Descriptores:** Aprendizaje cooperativo, Producción Oral, Comunicación interactiva, Think-Pair-Share, Jigsaw, Pronunciación, vocabulario y gramática, Estrategias.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**THEME:**

Cooperative Learning Activities in Oral Production

**AUTHOR:** Licenciado Juan Cerafin Velasque Tonato

**DIRECTED BY:** Licenciada Cristina Del Rocío Jordán Buenaño, Magister

**LINE OF RESEARCH:** Teaching and learning process

**DATE:** May, 12<sup>th</sup> 2022.

**EXECUTIVE SUMMARY**

The main objective of this research project was to determine the effectiveness of cooperative learning activities in oral production with students of the second year BGU from Unidad Educativa “Salcedo.” The population for this research were 37 participants from 16 to 17 years old. The experimental group included 18 participants, and the control group was 19. In the experimental group, Think Pair Share and Jigsaw strategies were applied. The control group worked with the same methodology as the other in the institution. Both groups were evaluated through a Pre and Post Cambridge speaking test A-2 level. The methodology was Quantitative and Qualitative since data was collected and analyzed statistically. Furthermore, this research was Quasi-experimental because the groups were selected not randomly. Six interventions were applied to the experimental group. Due to the pandemic emergency around the world, the modality of teaching and learning were virtually, the strategies of cooperative learning were conducted through Zoom platform. Learners were able to work in small groups in break out rooms. The results were analyzed statistically through the test of Wilcoxon. The rubric to evaluate the oral production was from Cambridge speaking evaluation and three elements such as; Grammar and Vocabulary, Pronunciation, and Interactive Communication were included, these elements had a maximum score of 5 points. After applied the pre-test in grammar and vocabulary the score of participants in grammar and vocabulary was 3 points, pronunciation 3, interactive communication 3, while in post-

test, grammar and vocabulary were 5 points, pronunciation 4, and interactive communication 4. Based on the results it was confirmed that cooperative learning activities with the Think-Pair-Share, and Jigsaw strategies influenced substantially in oral production. Therefore, the alternative hypothesis was accepted and the null hypothesis was rejected.

**Keywords:** Cooperative Learning, Oral Production, Interactive Communication, Think-Pair-Share, Jigsaw, Pronunciation, Grammar and Vocabulary, strategies.

# CHAPTER I

## THE RESEARCH PROBLEM

### 1.1 Introduction

Learning English as a foreign language implies using different approaches, methods, techniques, and activities. In South America, most governments have considered that learning English as a foreign language has provided more opportunities to improve their live contexts.

Therefore, many programs, training, courses, and even English have been inserted into the public and private education curricula in many Latin American countries to challenge people in acquiring English as a means of communication. However, evaluation results have shown that proficiency in English has not had the expected results since learners have a shallow level of English. Research made in 1917 indicated that ten countries in Latin America had implemented English as a foreign language. Still, the low-quality level of English fell in different aspects such as the low interest of students' participation and low English level proficiency of teachers. According to Cronquist and Fiszbein (2017), English teachers in Latin America demonstrate low ability in the language. While the policy frameworks set proficiency expectations from the B2 to C2 level, diagnostic tests and studies show that many English teachers perform well below these standards.

English as a foreign language was considered part of curricula for many years in public and private institutions in Ecuador. The principal purpose of learning English is to grow the interest in communication, business, and traveling abroad. Consequently, English as a foreign language became compulsory in 2016, and the curriculum was designed based on the standards of standards Common European Framework. When learners finish their secondary education, they have to get a B1 level. However, the learning and teaching process has been not skillful; there is a significant deficiency in the teaching process notable in public institutions. Changes in a globalized world need that Ecuadorian students acquire a sufficient level of English proficiency to be eligible for international scholarships and compete effectively in any sector (Isabel et al., 2018). As a principal fact, English in Ecuador has been taught since 1912. There were many reforms during that time until now. In the beginning, English was not compulsory for all



schools; primary students did not receive English. In 1950, English was part of the curriculum; however, parents had to pay for this subject in some institutions due to the lack of English teachers. Furthermore, the British Council arranged some programs to support teacher training, especially methodology, to improve English for teachers and students. English became compulsory from 2<sup>nd</sup> EGB to 3<sup>rd</sup> year of high school since the reform in 2016-2017. However, it is still low in English development because of the lack of needs in learners. The traditional methodology used by teachers is due to the economic situation to support the English requirement in schools.

The Unidad Educativa “Salcedo” is a public institution. It is located in Cotopaxi’s province, Salcedo’s Canton. The school has around 1400 students from primary education to Bachillerato General Unificado. English has been taught since the creation of the institution. In the beginning, English was only taught the essential words, numbers, and sentences. But from 2016, it has been required to fulfill the international standards, which means when students finish secondary education, they have to get a B1 level. Many factors have affected the acquisition of this requirement, for instance, lack of interest from students, old methods used by teachers, and lack of devices to support the learning and teaching process.

## **1.2. Justification**

This research is significant because the principal role of teachers is to fix the classroom through a friendly environment. Hence cooperative learning activities allow students to interchange their ideas, work in groups, and find solutions to learn from others. Cooperative learning enhances students to improve oral production because they have to express their thoughts respecting other points of view, which means students are exposed to plenty of vocabulary to share their opinions. This cooperative learning is innovative because not all teachers in our teaching context apply this methodology; that is why students are motivated to active participation in cooperative learning activities. With cooperative learning, students of the second year BGU from Unidad Educativa “Salcedo” were the beneficiaries since they were grouped to challenge their actions. Substantially, working as a team generates confidence in learners since they are exposed to listening to other experiences, respecting different perspectives of expressing ideas, and classifying valuable information to use inappropriate environments.

Consequently, learners improved their oral production because cooperative learning activities are designed to work with the primary and interactive techniques: jigsaw and group investigation. These techniques will support learners to collaborate in groups and develop their oral production.

### **1.3. Objectives**

#### **1.3.1. General objective**

- To determine the effectiveness of Cooperative Learning Activities in Oral Production with students of the second year BGU from Unidad Educativa “Salcedo.”

#### **1.3.2. Specific objectives**

- To explain the theoretical foundations of Cooperative Learning Activities in Oral Production.
- To Analyze the effectiveness before and after applying Cooperative Learning Activities in Oral Production.
- To define the student's perceptions of Cooperative Learning Activities in Oral Production.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Research background

Many study cases have demonstrated that leaving behind the traditional methods can support learners to improve their English skills. The “*Cooperative learning model during online learning in the pandemic period*” researched by Silalahi and Hutauruk (2020) stated that cooperative learning helps to work actively, and students can break their paradigms to build knowledge working as a team. The pandemic has altered the normal routine activities, especially in education, since teachers and students have had to change their habitual teaching and receiving classes. Therefore, cooperative learning has become an alternative to integrating students to solve problems. Working collaboratively has many advantages, such as accepting diversity, developing social skills, and achieving learning outcomes. They mentioned five principles of cooperative learning, “active student learning, cooperative learning, participatory learning, reactive teaching, and enjoyable learning.” These principles allowed to fix the class into a pleasant learning environment with the active participation of learners and the role of the teacher as facilitator. In this research, the researchers emphasized seven cooperative learning models, which support active participation and positive collaboration in the group. Finally, they concluded that collaborative learning plays a vital role in online education since students have good behavior and are always motivated to work actively, providing opportunities for everybody’s participation.

According to Namaziandost et al. (2020), speaking fluency is an essential component of communication competency. It allows the speaker to make continuous discourse without difficulty for the listeners to sustain communicative ideas more effectively. He researched with intermediate EFL students in a private English Institute located in Iran entitled, “*The impact of cooperative learning approach on the development of EFL learners’ speaking fluency.*” The primary purpose of this research was to figure out the effect of incorporative cooperative learning strategies to develop fluency in oral communication. Two main strategies as Think-pair-share and Numbered Heads were applied. 72 EFL learners participated in this research. Thus, there were two variables;

cooperative learning was the independent variable; the speaking fluency ability was the dependent variable. The time to carry out this study was eight weeks. The participants worked into three equal groups. There were two experimental groups and one control group. Initially, a standardized test was considered a pre-test, and post-test Oxford Quick Placement Test. This research concluded as positive due to the cooperative learning based on two strategies, Think-pair-share and Numbered Heads, permitted learners to improve their oral fluency production.

On the other hand, Silalahi and Hutauruk (2020) explained in the article entitled *“The Application of Cooperative Learning Model during Online Learning in the Pandemic Period”* that cooperative learning is a way to support learners in developing an interest in learning. They mentioned some essential aspects of applying cooperative learning online during the pandemic. For instance, cooperative learning benefits learners to work in groups and share their substantial knowledge to associate with the new learning content. Furthermore, cooperative learning creates more opportunities to interact in a group and respect other opinions.

There were five principles to consider when working in cooperative learning. “active students learning, cooperate learning, participatory learning, reacting teaching, enjoyable learning.” All of them are permitted to create a good work atmosphere and conduct an active discussion to carry out a good attitude inside or outside the classroom. The effectiveness of cooperative learning comes from the types adopted, such as Students Teams-Achievement Division (STAD), Teams Games Tournaments (TGT), Team Assisted Individualization (TAI), Cooperative Integrated Reading, and Composition (CIRC), Model Group Investigation (GI), JIGSAW, CO-OPCO-OP. They concluded that working through cooperative learning online has advantages and disadvantages; for instance, the main benefit is learners learn from other experiences due to the integration. However, a penalty stated that working online demands a good internet connection and does not have internet access in some cases.

Another study was carried out by Sumarsono et al. (2020), high school in Indonesia. The name of this research is *“Training on the Implementation of Cooperative Learning Models as an Efforts to Improve Teacher’s Performance”* The primary purpose was to see how effective cooperative learning works to solve partner problems. Classical and individual policies are the two types of approaches in this research. Classical approach models are collaborative learning, Jigsaw, Two Stray, Team Game Tournament,

Cooperative Integrated inside, and Think Pair Share. In an individual approach, teachers had to select one of the cooperative learning models to be applied, and they had to show the evidence of work. Statistics results are positive, and their conclusion based on the results was that cooperative learning models could improve learning outcomes better than conventional learning models.

On the other hand, Namaziandost et al. (2020) applied cooperative learning techniques to Iranian intermediate students with the title “*The impact of cooperative learning approach on the development of EFL learners’ speaking fluency.*” The project was divided into two groups, one experimental and the other a control group. The experimental group applied the “Think -pair- share” technique during classes, while the control group worked naturally. First, the professor used a pre-test for both groups, and after eight experimental weeks, a post-test was given again. The results were significantly good because the experimental groups had developed more speaking skills than the control group. In conclusion, the impact of using cooperative learning was evident, the experimental group showed improvement in their oral production. Besides, cooperative learning focuses on students- centered and they can work cooperatively in real-time.

Additionally, Rohmat et al. (2019) did a research in Indonesia entitled “*Implementation of Jigsaw Type Cooperative Learning Model to Improve Economics Learning Results*”. It demonstrated that learners could improve their economic subject using the jigsaw technique. Students faced some problems in the financial area. Therefore, they did not use to talk in front of classmates and teachers due to their embarrassment. With jigsaw strategy as a part of cooperative learning, students were divided into groups and given a sequential activity related to the topic. Learners have directed the activities in four stages, planning, implementation, observation, and reflection. A pre-test and post-test were applied. The pre-test showed that only four students were able to complete the activity. However, after the intervention of the jigsaw strategy, the post-test showed that all students, in the end, could meet and improve their participation in economic subjects. In conclusion, cooperative learning supports learners in developing their active involvement; using a jigsaw as a cooperative learning approach, students create their learning outcomes by solving problem skills.

Additionally, cooperative learning applied by Chrisyarani and Setiawan (2021), in Indonesia entitled “*4C-Based Cooperative Learning Model Through Lesson Study*

*Activities on Indonesian Course for Elementary School*” concluded that cooperative learning was able to develop the 4 Cs, Communication, Collaboration, Critical Thinking, and Creativity. Students from elementary school were the participants. The methodology applied consisted of Think pair share, Jigsaw, and Picture – picture strategies. Three stages were identified such as Plan, Implementation, and Reflection”. The results showed that cooperative learning helps to develop the four English skills. Also, performance and communicative skills developed substantially since the participants had to work integrated and involved in discussions, role play, and storytelling to achieve the common goals. In conclusion, student-centered focus developed communication, collaboration, critical thinking, and creativity.

Moreover, Kumar et al. (2017) did a research using cooperative learning with the topic “*Effect of Jigsaw Co-Operative Learning Method in Improving Cognitive Skills among Medical Students.*” This research focused on the medical environment and demonstrated that cooperative learning through the jigsaw technique allowed group students to work together and achieve a common goal. This research was experimental, so two groups were considered. The control group worked with traditional teaching, while the experimental one was taught using a jigsaw strategy. A pre-test, post-test, and a questionnaire were applied to measure the effectiveness of working with cooperative learning, precisely the jigsaw strategy. After experimenting, it was determined that jigsaw was significant to develop knowledge. In conclusion, the post-test showed improvement in understanding due to applying the jigsaw strategy. Besides, this strategy helped me to be more responsible and participative.

Another study developed by Yavuz and Arslan (2018) was “*Cooperative Learning in Acquisition of the English Language Skills.*” The purpose of this study was to observe the effects of cooperative learning in acquiring English skills. Two groups were selected randomly, one experimental and the other group as control. The participants were from 10<sup>th</sup> grade in Turkey-Zonguldakand’s province, and activities to four English skills were applied for five weeks. A pre-test and post-test were developed. After the intervention, the results were positive since the researchers mentioned that learners were able to work as a group, and they could interact, share essential ideas, suggestions, and agree with examples of real life. In conclusion, cooperative learning allowed learners to learn collaboratively, and the effects were positive. With the results, researchers argue that it

has been beneficial for learners in developing their listening, reading, speaking, and writing.

Furthermore, Solaiman (2020) researched on the topic; *“Exploring the Effectiveness of Cooperative Learning at Secondary Level in Bangladesh”* it stated that students improved their learning potential by using cooperative learning. This research aimed to explore how significant cooperative learning encourages students to work together. Two groups were considered for this research; since it was quasi-experimental research, a pre-test post-test was applied at the beginning to compare the results. This study was carried out because teachers used to teach traditional methods in the selected secondary school. After the post-test, it was concluded that working with cooperative learning, the experimental groups showed achievement compared with the control group. Another significant aspect of cooperative learning was that students became more responsible for completing the task because they worked in groups. It concludes that cooperative learning helps to develop social and creativity skills.

This study developed by Katawazai and Saidalvi (2020), in Afghanistan entitled *“The Attitudes of Tertiary Level Students Towards Cooperative Learning Strategies in Afghan EFL Context”* remarked that learners were able to show active participation in cooperative learning. This research aimed to determine whether the application of cooperative learning could increase class participation. A questionnaire was applied to know the benefits of cooperative learning. The results showed that learners had a positive attitude to implement cooperative learning in classes since it promotes group working to develop interpersonal skills. It also demonstrated that cooperative learning helps to improve peer participation and develop social and communication skills. Therefore, it suggests applying a jigsaw strategy to support interaction in groups.

Furthermore, Nievecela and Ortega (2019) researched the topic *“Using Cooperative Learning Strategies to Develop Rural Primary Students' English Oral Performance.”* This quasi-experimental study was carried out in Cuenca at two institutions to observe the effectiveness of cooperative learning in developing oral communication. Three instruments were applied during this research, the first one to pre-test, the second one, a template where the information from direct classroom observation was registered.” The

third one was a question to make interaction in groups. The results were significant since learners could work in groups, show responsibility, and increase their speaking skills. Another essential aspect to consider is that learners got comprehension, fluency, and pronunciation. Therefore, cooperative learning support learners to have significant security in speaking production.

Other study by Daviri and Gilakgani (2019) developed oral production through pre-speaking activities. This study took place at the Mohajer language Institute in Lahijan-Iran. The topic for this study was: *“Impact of Pre-speaking Activities on Iranian Intermediate EFL Learner’s Oral Performance.”* The participants were 100 female students organized into two groups, one control group and the other experimental. A pre-test measured speaking ability and, in the end, was directed to a post-test. The experimental group worked with pre-speaking activities as follows; the teacher presented a specific topic, and learners had to expand the information. The teacher also formed small groups, and they had to discuss the issue; another activity was asking questions that learners had to answer by giving reasons. Other activities such as; conversation and role-play were used to improve speaking skills. Those activities helped foster speaking skills in students. After finishing the activities, the results showed that the experimental group improved their speaking ability significantly since they presented better oral development and a better understanding of spoken interaction.

Furthermore, the research was done by Guambuguete et al. (2021), under the title *“Politeness in the development of oral production in the English language.”* They demonstrated the importance of courtesy in acquiring English as a second language to improve oral production. This study was developed at Central University in Quito. The main goal of this research was to analyze how politeness contributes to improving oral production. The principal point of this research was to contrast politeness with students from other parts of the world, such as Asia and Ecuador. It pretended to show results based on information, many books, magazines, reports, media, and other sources of information were used to get the information. To make this information accurate, only recognized articles and magazines whose authors were native speakers of the English language were used. The data collected was carried out in the classroom, and politeness was the most important to show tolerance and motivation to learners in a pragmatic environment and active participation.



On the other hand, “*The Use of the Communicative Language Teaching Approach to Improve Students’ Oral Skills*” developed by Toro et al. (2018) specified that communicative language teaching, strategies, and resources supported learners to improve their oral production. This study was carried out in Loja at primary school with the participation of 6 teachers and 105 learners. With the conception of leaving behind the old traditional methods applied in the classrooms where most of the time, teachers are the center instead of students, this project claimed to find a variety and valuable strategies to support students to develop oral production. As strategies, they used mixed methods, questionnaires, open and closed questions, and feedback to expose learners to different activities, enhancing them in the communicative environment. A survey asked students to answer the activities most used in the classroom. As a result, teachers did not use various strategies and activities to foster active communication. Therefore, this research concludes that teachers must provide practical actions to motivate students to speak and develop oral skills.

Moreover, Aeni et al. (2017) demonstrated how a group of students improved their oral communication. This research entitled “*English Oral Communication apprehension in Students of Indonesian Maritime*” had to validate the importance of oral communication for students of Maritime Indonesian Academy to speak in front of the public. Based on the theory that students after graduating high school need to be inserted into a job, therefore, in the maritime environment, students need to be skillful in having good interaction using another language. That is why communication apprehension is helpful to motivate students into anticipated speaking performance. A questionnaire was applied to force students into oral communication for this study. The questions were prepared to give students the design to prepare their speaking participation to improve the verbal interaction substantially. In the conclusion of this research, learners presented that communication apprehension was low due to their lack of involvement. It is recommended to have constant practice to solve the short vocabulary to have better results.

Furthermore, Angelini and Carbonell (2019) conducted a research titled “*Developing English Speaking Skills through Simulation-Based Instruction*,” this study was developed in Spain with university students using a class-based and a large-scale real-time web-based simulation. This research aimed to find better results by using simulation scenarios to improve communication skills. Activities such as forums, simulations, debates were conducted, and learners had to participate according to the situations. Clear instructions were given to avoid confusion and keep alive the current participation. Students had to organize the information in teams and prepare their presentations using different web material. These steps were well determined to follow, for instance, Oral Pre-test flipped learning phase, Web-based simulation, Debriefing. This research concluded that simulation demands hard effort and teamwork, but the results are favorable since they show many strategies to improve oral communication.

Consequently, another research done by Guerrero et al. (2020), at Universidad Nacional de Chimborazo with the Topic “*Task-Based Learning Approach to enhance oral production in university settings*” demonstrated that the task-based approach had an important development in oral production in students learning English language. The main goal of this study was to observe how task-based support learners improve their verbal communication. A pre-test and post-test were applied following the speaking Cambridge test exam model. Activities such as role-play, information gaps, debates, questioning, and simulation helped students improve their communication ability. They were exposed to work in teams which promoted active interaction among them. In conclusion, the task-based approach engaged students to explore their capacity to produce conversation and improve their vocabulary. Therefore, the authors recommended using the task-based method with various activities to place students in developing oral production.

Finally, in Iran, “*The Effect of Peer Assessment on Improvement of Iranian Pre-intermediate EFL Learners' Oral Production*,” conducted by Gerdeh and Davaribina (2021) pretended to show how peer assessment influenced oral production improvement. The primary purpose of this research was to figure out the effects of peer assessment on giving them specific responsibilities to help classmates increase their oral presentations. The teacher gave explicit instruction to monitor them in the teaching and learning process. Four participant groups did this research—two experimental and two control groups. The pre-test and post-test were applied to four groups. Most of the time,

learners participated in oral presentations, and the observers were given instructions to check the display and take notes after comparing with the teacher. The control groups did not receive any treatment and worked with the traditional methods. The benefits of using peer assessment are creating responsibility, developing metacognitive awareness, critical monitoring, and improving language proficiency.

## **2.2. Theoretical framework of the independent variable**

The role of teachers has always been a challenge so that the main focus is to find the best way to enroll learners into active participation. However, factors such as lack of motivation, traditional teaching methods, and native language environment have negatively influenced the learning process. Therefore, looking for active techniques and strategies that support teachers and learners to improve participation carries out think-in cooperative learning activities as a part of the solution. Collaborative learning involves learners working in groups to exploit the ideas of others (Johnson & Johnson, 2019).

### **2.2.1 Structure-Process-Outcome theory**

The framework elements are well constituted to see the results through appropriate methods (Botma & Labuschagne, 2019). The Donabedian model describes the structure, process, and outcome as a path for teachers to organize and plan activities to work in classrooms dynamically. This model is used principally in the healthcare environment. However, Botma and Landuschage launched this experiment into the teaching and learning process to observe how well it works in education. The experiment clearly demonstrated that the three elements are aligned and looks for improvements.

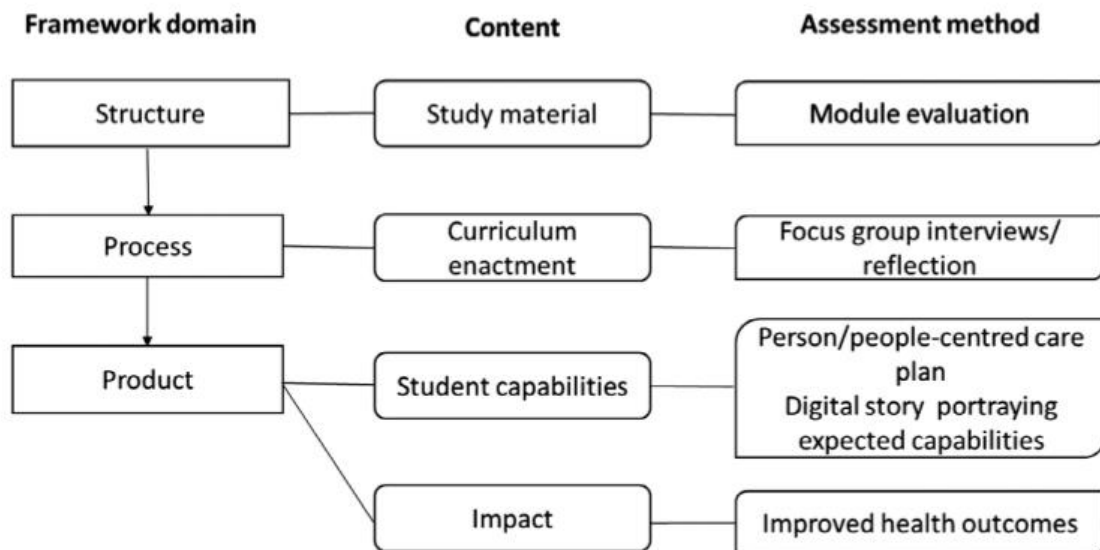


Figure 1 Structure-Process-Outcome theory

Source: Innovations in Education and Teaching International

Elaborated by: Velasque, J. (2022)

<http://dx.doi.org/10.1080/14703297.2017.1378587>

### 2.2.2 Social Interdependence theory

Cooperative learning and social interdependence theory have evolved, following the same principle of working cooperatively. To deeply understand it, it is necessary to focus our attention on cooperative learning and social interdependence. Cooperative learning is old as the teaching and learning process. Cooperative learning works in three ways, Formal cooperative learning groups, Informal cooperative learning groups, and cooperative-based groups. According to Johnson and Roger (2002), social interdependence prevails when the final results demonstrate the influence on participants. Positive and negative interdependence are the elements that determine the impact of cooperative learning. Each of them works under the primary purpose where the teaching and mutual goals are the most important. Social interdependence theory makes a difference in cooperative learning from other teaching methods. It provides teachers a guide to placing students into the assertive group. This theory is based on three main theoretical perceptions; cognitive development, behavioral, and social interdependence.

### 2.2.3 Cognitive development

According to Kurt (2020), humans can understand the world by creating their social environment. Therefore, to understand a new notion, children must first reflect on their previous experiences, then change their expectations to include the unique experience. Piaget stated that cognitive development occurs in the following stages.

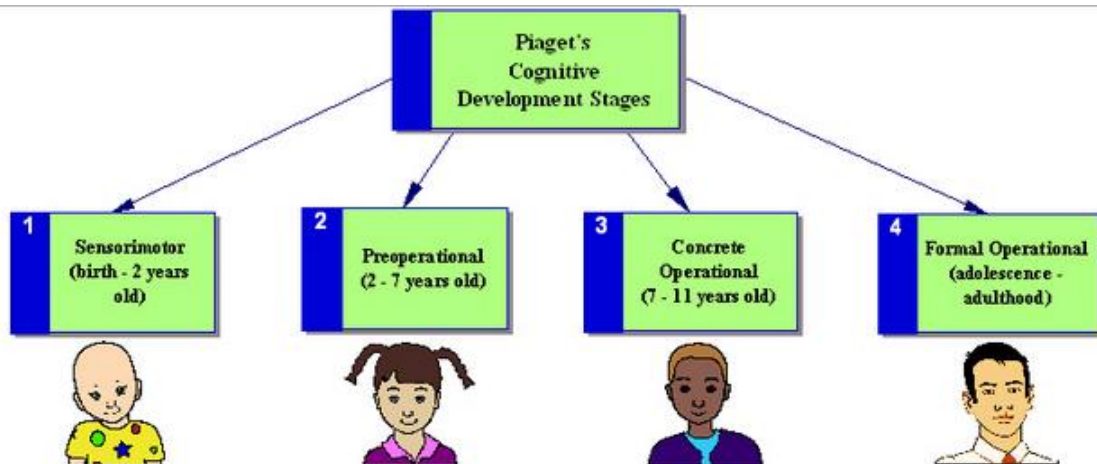


Figure 2 Piaget Cognitive Stages

Source: Educational Technology

Elaborated by: Velasque, J. (2022)

<https://educationaltechnology.net/jean-piaget-and-his-theory-stages-of-cognitive-development/>

### 2.2.4 Cooperative Learning

Stephen Krashen, the most influential theorist, states that language acquisition is achieved not only by grammatical learning patterns but a language is learned through a communicative process. Therefore, second language acquisition and cooperative learning work as a conscious way of learning with broad interaction in the target language and natural communication. Nevertheless, Cooperative Learning is defined by Darmuki et al. (2017), as the learning paradigm that focused on small groups of students cooperating to maximize learning conditions to meet learning goals. It means that learners have the chance to work as an integrated group looking for the same result.

In addition, cooperative learning is a teaching method that groups learners to work, sharing their ideas and experiences, creating a friendly atmosphere. In this context, Darmuki et al. (2017) stated that some characteristics of Cooperative Learning are as follows: (1) students work in a team to achieve learning objectives; (2) a team consists

of students' achievement of the low, medium, and high; (3) a team comprises a blend of race, culture, and gender; (4) reward system focuses on group and individual". For this reason, fostering work cooperatively has substantial benefits since the positive reactions of learners are mutual, and they become fluent in the English language so that they can speak confidently, respecting other opinions.

One crucial definition made by Jordan as cited in Alrayah (2018) said that in some instances, cooperative learning, a successful educational approach in many settings, has been suggested as the "magic bullet" to resolve the academic issue. Thus, cooperative learning is a communicative tool to establish an active conversation, motivate learners to acquire new ideas that feed their capacity, and participate in social interaction.

#### **2.2.4 Types of cooperative learning**

##### **Formal cooperative learning**

Formal cooperative learning engages students to work as a team looking for the same goal so they can share their specific points of view that others accept (Johnson & Johnson, 2014). The main characteristic of formal cooperative learning is working in an organized way, even though getting responsibilities in the group for days or weeks. Formal collaborative learning is described by Marsha (2019), as a required way that develops critical thinking skills. Additionally, legal cooperative learning students demonstrate their cooperation and provide conscious participation that everyone has an equal opportunity to expose their point of view on a determined topic.

##### **Informal cooperative learning**

Cooperative learning is a set of activities that integrate the participants to foster collaboration. Informal cooperative learning differs from formal cooperative learning due to the lack of feedback. This particular type of cooperative learning is stated by Johnson (2014), as the organization of groups to work temporally. It means that learners are organized to work in a short period, for instance, in a period class, in a group's presentation of 5-7 minutes. However, informal cooperative learning can help students focus on the information they are learning and create a learning environment (Johnson, 2014). Thus, it is a systematic process that provides plenty of active participation to give out their learning experience.

## **Cooperative base groups**

Learning requires different alternatives to facilitate the correct process. Cooperative learning demands the use of various methods and ways so that cooperative base groups converge to carry out the support among members of the group. This concept expanded by Johnson and Johnson (2019) emphasized that cooperative base groups are long-term in providing sustenance when the environment becomes crucial. It has to be reinforced in social and academic achievement.

## **Constructive controversy**

There is another way to develop support in groups; constructive controversy helps participants develop the initiative to expose the different points of view opinions discussed in the group. According to Johnson & Johnson (2019), constructive controversy enhances people to create an open discussion environment to resolve any controversial situation. The benefits are not valuable actors construct knowledge and develop their cognitive ability to argue their ideas based on reasoning and critical thinking.

### **2.2.5 Elements of cooperative learning**

Cooperative learning is essential not only because it works by grouping learners to share experiences but functions due to the elements that connect as the crucial structure. Then in cooperative learning according to Johnson (2019), there are five essential elements. Positive Interdependence, Individual Responsibility, Face-to-Face-promotive interaction, social skills, and Group Processing.

#### **Positive interdependence**

Positive interdependence gives learners confidence and responsibility in every action. This first element is defined by Prieto-Saborit et al. (2022), as the way of working looking to reach the goal based on mutual dependence. Learners are conscious of what they have to do to contribute to other group members. Motivation and complete involvement in every activity determine the success overcome because everyone assumes the responsibility.

### **Individual accountability**

The final result depends on the individual contribution to get one single objective. Prieto et al. (2022) argued that personal accountability focuses on working to contribute to the final product. The dimension of this element is crucial due to the organized action. The results depend not only on one of the group members but also on the integration and compromise of each one. Therefore, if everyone is conscious of the magnitude of responsibility, they can react well.

### **Promotive interaction**

This element promotes active participation among the integrant of the group. Participants can encourage, involve, and facilitate real interaction in a group discussion. According to Johnson (2002), interaction occurs when participants enhance others to complete one goal in an integrated form. Based on that concept, motivating learners to work as a group is essential because they can interact and share their experiences that benefit alive communication. Interaction is applicable in all situations; meanwhile, it conveys to push participants to get into active participation.

### **Social skills**

The environment where participants develop their activities is fundamental since they have active social behavior that helps them know and trust each other. Social skills also promote high achievement and productivity (Johnson, 2002). Notably, social skills embrace the implementation of respect, the responsibility to participate actively in group discussions, and overcoming any challenging situation to take the correct solution. Social skills are not just associated with the use of oral production to communicate, but these represent the different ways to express feelings in other forms, such as showing feelings through gestures, signals, and mimics.

### **Group processing**

The principal characteristic of this element is to provide varied interaction. Debates, group discussion, reflection, and group cooperation help create a robust exchange so that the ideas or experiences from the group are significant to achieving the mutual goal



(Prieto-Saborit et al., 2022). In this context, working individually has not the same effect as promotive interaction.

## **2.2.6 Cooperative learning strategies**

Cooperative learning has a set of strategies that encourage peer or group participation to develop fluency in communication (Zaman, 2020). Therefore, there are many activities to build using the cooperative learning method. There are many activities in cooperative learning. However, I have chosen only a few of them as the following.

### **2.2.6.1 Think Pair Share**

Think pair share is a strategy used in the classroom to help learners improve speaking skills. Dr. Frank Lyman created this strategy in 1981. Think Pair Share enhances learners' active participation and supports individual and peer discussion. Three well-defined phases, Think-Pair- Share, raise the quality of learner's responses because they connect ideas with the existing knowledge in each step (Haro & Cherrez, 2017). Students have to think and bring their beliefs according to the topic in the thinking stage. Pair phase, students are paired and share what they have in mind. Share phase, students have to share with them the whole class. There are variations such as Think-Write-Pair-Share, think-Pair-Square, Think-Draw-Share, Formulate-Share-Listen-Create, Mix-Pair-Share, Think-Tweet-Share, Think-Pair-Wordle-Share, Think-Blog-Respond, Timed-Pair-Share.

### **2.2.6.2 Jigsaw**

This strategy of cooperative learning helps learners to improve their speaking ability. However, it can work well with all English skills. Jigsaw also contributes by making the class more dynamic; engagements to participating actively therefore, learners have to join in different groups and share the initial information (Rohmat et al., 2019). Heterogenous groups are necessary to form and then share the information with each group; there is a leader who conducts the activity in every group. Learners are asked to move from one group to another and explain the information to other group members; it takes time. Nevertheless, students could develop their critical and cognitive skills.

### **2.2.6.3 Role Play**

Roleplay is an essential strategy of cooperative learning since it allows the development of a social communication environment among learners (Vitalaki et al., 2018). Furthermore, it gives the opportunity to take the role or imitate somebody else in any place and enhance participation. The topic provided has to be dynamic so that learners can focus on the position quickly, leave behind negative actions, and participate in the role play enthusiastically. Besides being part of role-playing, students become more confident in using another language.

### **2.2.6.4 Three-step interview**

A three-step interview has been considered a way to support students in developing their speaking skills since they have to prepare a set of questions to ask the other participants. They have to work in pairs and make interview each other. After students move to other participants, they have to share with everybody when they finish the discussion. These three steps inter demand learners to use a lot of vocabulary since the principal focus is to interchange information in different levels of interaction (Kamaliah et al., 2018).

### **2.2.6.5 Numbered Heads Together**

This strategy significantly impacts learners due to their capacity to build knowledge by themselves. Kagan created these numbered heads together planned in 1994. The principal purpose is to give learners the independence to learn individually and in groups (Kane et al., 2016). The main character also is to incentive participation among teachers and classmates. As a result of this interaction, learners increase their social communication and academic performance.

## **2.3 Theoretical framework of the dependent variable**

### **English as a foreign language EFL / English as a second language ESL**

A language is a tool used to communicate among humans (Sekolah, 2020). There are many languages around the world with the same purpose which is communication. However, English as a foreign language should be understandable, not too confusing.

Some definitions are placed to have a clear idea of what English as a foreign language and English as a second language stay as the following.

English as a foreign language means that people learn English in any country where English is not a native language (Kahrs, 2020). For instance, in Ecuador, Colombia, and Perú, people learn English even though Spanish is their native language. This environment is not thriving because English is practiced just for periods. However, learners can acquire another language and practice it whenever they have the opportunity. On the other hand, English as a second language is learned in an English native language speaking. English is known in the USA, and English is understood in the UK. This context is more significant, and learners get the tongue more accessible than in their original countries since they have plenty of opportunities to practice with native English speakers.

## **Language**

Language is the principal tool to communicate among humans. It is a form of interaction that keeps people active and involved in a social environment. There are different concepts about language. However, some of them make it enjoyable to know. According to Finocchiaro 1964 language is a set of systems that people use to communicate and transmit their culture (Minuche et al., 2018). Language can also be defined as a linguistic system that follows specific patterns such as phonetics, morphemes, syntax, and grammar that help build the language correctly. Following these patterns, language is developed to interact precisely, reducing pronunciation errors and giving the complete sense and context because sentences are connected with correct patterns (Minuche et al., 2018).

## **The social function of language**

Based on the concept of language, which says is a system that helps people communicate and express thoughts and feelings through symbols and sounds, the social functions of language provide evidence that language is the relationship with other people. In other words, the behavior and the way of communicating in a social setting. Private function, mainly this function, allows people to share their ideas, thoughts, and feelings in their minds (Hussein et al., 2019). Furthermore, it provides self-motivation to express attitudes; people develop the cognitive skills and capacity to differentiate the

positive and negative aspects. Interpersonal function, based on social interaction, enables people to be involved in social communication, relationship with others support to get more knowledge in many areas. The ability to talk in different scenarios with varied audience correspond to the sympathy and the use of appropriate sentences, discourse, and vocabulary to make the interaction enjoyable.

Talking about directive function, people can control the audience by regulating the mental process to influence the attitude and behavior of other people or groups. The main characteristic of this function is to keep the formal communication to persuade, motivate and establish meaningful environment discussion. The referential function focuses on different scenarios to connect language with things, time, and genre. The methods can be presented as cultural to describe the ancestor's behavior. Environmental to talk about human acting regarding the way of living. Referential time points out significant past facts that influence the present and future. Metalinguistic function emphasizes using language proficiency. Clearly, metalinguistic explains the system of language, which combines structure, pronunciation, and donation, making the language understandable. It requires language analysis in terms of semantic and grammar structures to afford learners tools to help them learn and simplify misinterpretations (Omar, 2018).

## **2.4 Oral production**

Oral production manipulates the physical environment to encourage people to speak changing the physical setting to encourage speaking adds diversity and flavor to a language lesson while reflecting the real and changing world (Mu'in et al., 2018). Several grouping tactics and physical configurations can effectively boost oral production. Round robin, the inside-outside circle, numbered heads together, find someone who, circulation, mix and match, cocktail party, and tango seating are the most prevalent seating configurations. It is essential to mention that elements of oral production sustain fluency.

## **Pronunciation**

Oral production depends on elements that work, giving fluency, confidence, and understanding. Pronunciation relates to phonetics which includes sounds, articulations, stress, and intonation to make communication better and more meaningful (Mu'in et al., 2018). Some problems in pronunciation can cause misunderstanding in touch because English has been expanded around the world, and the speech sounds vary according to the dialect.

### **Common European Framework**

The CEFR (Common European Framework of Reference for Languages) (Council of Europe, 2001) proposed functional learning targets for language learning, teaching, and assessment. The CEFR has become an essential document of reference for language in education throughout Europe and beyond, with the ambition and potential to bring common standards and transparency to the formulation of foreign-language learning curricula and certification of foreign-language proficiency skills of citizens continuing their educational or professional careers in other European countries.

The Framework's most well-known aspect is the Common Reference Levels, which are at its heart. They are organized on a complete description of language learning levels.

<b>PROFICIENT USER</b>	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>INDEPENDENT USER</b>	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>BASIC USER</b>	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Figure 3 Global-scale CEFR Common Reference levels

*Graphic 3 Global-scale - Table 1 (CEFR 3.3): Common Reference levels*

Source: Council of Europe Portal

Author: Velasque J. (2022)

<https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Location**

This study was developed at Unidad Educativa “Salcedo”. It is an urban public school located in Saint Miguel of Salcedo parish, Salcedo’s canton, Cotopaxi’s province. The school is considered a pioneer in education, and it is the oldest one with 67 years of experience. Many schools are around, but it is the biggest with 1500 students and 69 professors in different subjects. Four years ago, the institution started to offer initial education, and so far, there are students in four third grade of primary education. The institution has essential basic, media basic, superior basic, BGU, and BPI. The institution’s philosophy is to keep alive the vision of becoming one of the best symbolic schools. Therefore, the whole community works together to achieve the big goal. During the pandemic time, the institution worked through virtual classes. Due to the lack of digital resources such as internet connection, computers, and students’ enthusiasm, the level of knowledge has decreased.

Nowadays, teachers have to be updated and prepared because of challenging demands in system education. Themselves. Teachers decided to have a master’s degree and more in the institution. On the other hand, students who come to this institution are from different areas. Most of them are from rural and speak another ancestral language, Quechua. Besides, their economic resources are low, and their parents work in agricultural labor. For this research, I worked with 37 students from the second year of Bachillerato General Unificado. Ages are around 15-16 years old, and due to the pandemic, that affected our country the classes were conducted by Zoom or Teams platform.

#### **3.2. Equipment and materials**

COVID-19 has affected the average system class around the world. Therefore, in Ecuador, the authorities disposed to change the virtual modality class, keeping this system until now. For this reason, this research was done using technological devices

and virtual platforms. Furthermore, the interaction among community educative was through WhatsApp, Facebook, and E-mails. The forum demanded by the Ministry of Education was Teams; however, due to this platform being heavy and needing a good internet connection, some teachers used the Zoom platform to conduct their classes. There are some advantages to using technology in classes; for instance, students were able to attend classes from their homes, a lot of information available to have active participation, avoid mobilization and contagious, but there were also some disadvantages, as not all the participants had devices to participate in a virtual class, the signal of the internet was not stable, students did not attend classes because they were doing other things on the internet, parents did not support controlling their children because they had to leave their home to work.

The equipment and material used in this research are represented graphically in the following chart.

Table 1 Equipment and materials

<b>Resources</b>	<b>Description</b>
Technological devices	Mobile Cellphone
	Desk computer
	Laptop
	Printer
	Internet connection
Materials	Paper
	Printer ink
	Office supply
	Hole punch
	Stapler
Software	Windows 10 Home
	WhatsApp
	Teams
	Zoom
	Microsoft Office Word
Microsoft Office Excel	



---

**Created by:** Velasque J. (2022)

For two consecutive years, virtual classes were required, so technological resources played an important role in education. Talking about cellphones, the support was highly significant because of the WhatsApp groups. Teachers and learners kept communicating, sending, and receiving tasks through this media.

The desk, computer, and laptop were important since students could attend virtual classes. In this research, the interventions were applied by Zoom because this platform had the appropriate tools to organize the course in sub-groups and work cooperatively. Pre-test and post-tests were conducted through this platform. It is essential to mention that research, thesis development, reports, and other activities were developed using computers. After collecting the data, it was necessary to use programs such as word and excel to analyze the information; therefore, the software IBM SPSS 25 was needed as well.

The office supplies were used to print, make copies, and create physical documents required for the researching process and fulfill the administrative requirements of Universidad Técnica de Ambato. A rubric adapted from the Common European Framework was applied in the speaking evaluation. The criteria were managed to evaluate pronunciation, grammar and vocabulary, and interaction. The Cambridge Speaking Test level A2 was administrated to 37 participants in the pre-test and post-test.

### **3.3 Type of research**

In a broad sense, researching pretended to find the best way to improve oral production through the use of cooperative learning strategies. In essence, research was an attempt to discover how learners could feel more confident in the learning process. This broad concept was further clarified by referring to the scientific or technological world in various ways. The study's primary goal of cooperative learning activities in oral production contributed to understand sciences connected to national and foreign language teaching. This denoted a fundamental form of researching (Sánchez, 2006).

The study utilized the hypothetical-deductive method, which entailed employing general knowledge to assess a particular case. A hypothesis was created using a conceptual or theoretical framework, then reality was observed. Evidences were also collected, and the hypothesis was confirmed or not (Del Cid et al., 2011).

After identifying the variables, orderly the sequence of activities, the bibliographic analysis was done, those led to the formation of a hypothesis that prompted the study design. The fieldwork procedure was then conducted, during which data was collected, processed, and analyzed using statistical techniques.

### **3.3.1 Qualitative and quantitative research**

Qualitative and quantitative research needed to be analyzed, and it was kind of challenging to get the best definition. However, both were used for this research because the qualitative method consisted in a data collection approach that produced outcomes in words or pictures. Observation was the main characteristic of this research. Qualitative research sought to understand the nature of realities, interactions, and dynamic structure. The quantitative analysis aimed to establish the strength of the link or correlation between variables and the generalization and objectification of the findings through a sample to infer a population from which each piece was drawn. (Aracil et al., 2021)

### **3.3.2 Correlational research**

Correlational research was a non-experimental research strategy that used statistical analysis to investigate the relationship between two variables (Beins, 2013). It means establishing the correlation with independent and dependent variables. This correlational research has been part of this study since it focused on analyzing the relationship between cooperative learning activities, the independent variable, and oral production as the dependent variable.

### **3.3.3 Quasi-experimental research**

Quasi-experimental research is very similar to an experimental design. It makes different because quasi-experimental research has control and experimental group, and they are not selected randomly. Because quasi-experiments affect the context of an

intervention less than experiments, they can yield causal evidence with greater external validity (Maciejewski, 2020).

This research had a quasi-experimental feature because two groups were considered. The groups were chosen from second-year BGU. Classroom A and F, classroom A was the experimental group, and classroom F was nominated as the control group. Eighteen participants were in the experimental group and 19 from the control group. Male and females were part of this research; their ages are around 16-17 years old.

Pre-test and post-test were applied to both groups. In the experimental group, activities from cooperative learning were developed as, Think-Pair-Share and Jigsaw strategies. Students were organized in couples to work with Think Pair share, based on the topic given learners had to think, then join in with peers and share their ideas. It worked substantially well providing students the opportunity to interact with peers. On the other hand, Jigsaw was the most helpful strategy to engage learners actively.

### **3.4. Hypothesis**

The established quasi-experimental design required the application of hypothesis tests based on the comparison of dependent and independent samples. For this, the following questions and hypotheses were confirmed.

#### **3.4.1 Research questions**

- Do cooperative learning activities help develop oral production in students in the second year of Bachillerato General Unificado from Unidad Educativa “Salcedo”?
- Do Think-Pair-Share and Jigsaw strategies provide students many opportunities to work collaboratively?
- What are the students’ perceptions after they work with cooperative learning?

#### **3.4.2. Null Hypothesis**

- Cooperative learning activities do not influence the oral production

#### **3.4.3 Alternative hypothesis**

- Cooperative learning activities influence in oral production.

#### 3.4.4. statistical method

The appropriate statistical method for the proposed comparisons was selected by applying a normality test. If the data series are regular, parametric tests are used; otherwise, non-parametric trials. Table 2 shows the results of the Shapiro-Wilk normality test, performed with the SPSS software. Test values (Sig.) less than 0.05 indicated no normality in the data series. Therefore, Wilcoxon statistics must be applied to compare dependent samples and Mann-Whitney for independent examples.

*Table 2 Normality test of Shapiro-Wilk*

		<b>Estadístico</b>	<b>gl</b>	<b>Sig.</b>
Pre-test: Total	Experimental group	0.844	18	0.007
	Control group	0.628	19	0.000
Post-test: Total	Experimental group	0.855	18	0.010
	Control group	0.776	19	0.001

Source: Software IBM SPSS 25

Author: Velasque, J. (2022)

### 3.5. Population and sample

The population in this research was 37 students—Eighteen from the experimental group and 19 from the control group. The ages of participants are around 16-17 years old. Both groups were students from the second year of Bachillerato General Unificado. Cooperative learning activities were developed with the experimental group, and class sessions were through the Zoom platform. At the same time, the control group worked through the Teams platform with everyday activities. A pre-test was conducted on both groups; then, after completing the intervention in the experimental group, both groups were tested with a post-test.

#### 3.5.1 Inclusion criteria

Some aspects of inclusion were remarked to carry out this research as accurate as possible with the experimental group:

- Participants should belong to the second year of Bachillerato General Unificado.
- Participants should not present any special educative needs.
- Participants should not be attending particular English classes or English courses.
- Participants should not be English speakers

**Exclusion criteria**

- Participants do not belong to the second year of Bachillerato General Unificado
- Participants present any special educative need
- Participants attend particular English classes or English courses
- Participants are English speakers

Based on the established criteria, the students of the experimental group and those of the control group were selected non-randomly (table 3).

Table 3 Sample size

<b>Population</b>	<b>Number of students</b>
Experimental	18
Control	19
Total	37

Author: Velasque, J. (2022)

**3.6 Data collection**

The development of the quasi-experimental design took eight weeks. In the first week, the pre-test was applied, in the following six weeks, the experiment was executed, and in the last week, the post-test was applied. To gather the information, the Zoom

platform was used for the pre-test and post-test. The Cambridge speaking test A2 was covered as pre-test and post-test; it contained four parts. The first one got basic and personal information. The second part questions were directed to getting friends' data. The third part was interaction, a picture from different eating places was presented, and students had to interact, saying the different scenarios and deciding which of them they most liked. In the four parts, students were asked who they preferred eating with.

The experimental phase verified that the control group conventionally received their classes without Cooperative Learning. At the same time, 8 lesson plans were developed with the experimental group through Cooperative Learning, using the Think-Pair-Share and Jigsaw techniques. Using Think Pair Share, first, students were given the topic, and they had to bring their ideas; they could connect their knowledge with the presented one. Then, they were grouped in pairs to interchange their ideas. As the last step, they shared what they had discussed with the whole class. According to Haro & Hernandez (2017), Think-Pair-Share is a collaborative learning strategy where the teacher provides students with an article in English. Students read the article, first individually and then in pairs, and, finally, a discussion is organized with the whole class.

With the Jigsaw strategy, students were organized into groups. There were two groups of 5 and 2 groups of 4 because the total participants were 18. Each one in the group was given a number and a short passage. They were given time to read individually; then, numbers ones were moved to group number two and then to group three until they completed the circle. They shared what was in their short texts so that everyone had the chance to explain and build the full text. This cooperative learning strategy helped students develop their oral production, vocabulary, and grammar structure. In the Jigsaw technique, students were divided into heterogeneous groups of five or six people and were given work material. Each student must prepare a part of the material and expose to the group what they understood (Palacio Buendía et al., 2021).

### **3.7 Data processing and analysis**

The data was collected using the Cambridge Speaking Test for the A2 level. This test was scored by a Cambridge speaking rubric that measures proficiency in oral

production. The criteria to evaluation had three components: Grammar and Vocabulary, Pronunciation, and Interactive communication. The scale considered in the title was from 1 to 5. The students showed limited control of grammatical forms on a scale of one to two points, grammar, and vocabulary. Scale two to four, students show sufficient command of grammar and language. Scale five, students conducted a reasonable degree of grammar and vocabulary. Additionally, in pronunciation students had minimal control of phonological features on a scale of one to two. Scale two-four students are primarily intelligible. Scale 5 students in pronunciation had control of phonological features in utterance and word levels.

Finally, students had considerable difficulties about interactive communication in scale one, and needed support. Scale two-four students kept simple exchanges, which required prompting approval. Scale five, students kept simple swaps and required little help. With these criteria on the rubric, students demonstrated their development after implementing cooperative learning activities.

The field data was processed in IBM SPSS 25 software. A database consisted of 9 variables; the nominal variable defined the study of groups and eight scalar variables with the pretest and post-test results. This can be seen in graph 2.

	Nombre	Tipo	Anchura	Decimales	Etiqueta	Valores	Perdidos	Columnas	Alineación	Medida	Rol
1	Group	Nomérico	8	2	Group	{1.00, Exper...	Ninguno	15	Centrado	Nominal	Entrada
2	Pre_1	Nomérico	8	2	Pre test: Grammar and vocabulary	Ninguno	Ninguno	8	Centrado	Escala	Entrada
3	Pre_2	Nomérico	8	2	Pre test: Pronunciation	Ninguno	Ninguno	8	Centrado	Escala	Entrada
4	Pre_3	Nomérico	8	2	Pre test: Interactive communication	Ninguno	Ninguno	8	Centrado	Escala	Entrada
5	Pre_total	Nomérico	8	2	Pre test: Total	Ninguno	Ninguno	10	Centrado	Escala	Entrada
6	Post_1	Nomérico	8	2	Post test: Grammar and vocabulary	Ninguno	Ninguno	8	Centrado	Escala	Entrada
7	Post_2	Nomérico	8	2	Post test: Pronunciation	Ninguno	Ninguno	8	Centrado	Escala	Entrada
8	Post_3	Nomérico	8	2	Post test: Interactive communication	Ninguno	Ninguno	8	Centrado	Escala	Entrada
9	Post_total	Nomérico	8	2	Post test: Total	Ninguno	Ninguno	10	Centrado	Escala	Entrada

Figure 4 Database

Source: IBM SPSS 25

This was the process of data collection:

- Application of pre-test for experimental and control groups
- Application of cooperative learning strategies, Think Pair Share and Jigsaw

- Application of post-test for the experimental group
- Tabulation of data collected
- Analysis and interpretation of results.



## CHAPTER IV

### RESULTS AND DISCUSSION

#### **4.1 Analysis and interpretation of results pre-test experimental and control group**

The pretest results for each study group were presented in Table 4.

The student's mastery of grammar and vocabulary in the experimental group reached a mean of 1.67, a standard deviation of 0.77, and a range with a minimum score of 1 and a maximum of 3. The control group obtained a mean of 1.32, a standard deviation of 0.48, and a range determined by a minimum score of 1 and a maximum of 2. These statistics indicate that the students in the experimental group could have a higher mastery of grammar and vocabulary than the students in the control group. The difference was established in the students of the experimental group who obtained 3 points on the test, while the best scorers of the control group reached only 2.

Pronunciation reached a mean of 1.89, a standard deviation of 0.68, and a range with a minimum score of 1 and a maximum of 3 with the students in the experimental group. In contrast, the control group got a mean of 1.16, a standard deviation of 0.37, and a range determined by a minimum score of 1 and a maximum of 2. These statistics indicated that the students in the experimental group might have a higher level of pronunciation than the students in the control group. As with grammar and vocabulary, the difference was marked in the experimental group of students who scored 3 points.

In interactive communication, the same pattern of the previous indicators was repeated. The experimental group had a mean of 1.28, a standard deviation of 0.57, and maximum and minimum scores of 1 and 3. On the other hand, the control group obtained a mean of 1.11, a standard deviation of 0.32, and a range with a minimum score of 1 and a maximum of 2.

The differences in the scores of each indicator caused the inequality between the groups to increase in the total score. For this reason, the mean of the experimental group was 4.83, and that of the control group was 3.58. This reveals that, before running the

experiment, the students in the experimental group had arguably higher levels of oral production than those in the control group. This became more evident with the dispersion statistics, mainly in the range, where the maximum score of the experimental group was nine while that of the control group reached 6. The difference between the standard deviations was also accentuated when comparing the total score of each group.

Table 4 Result of pre-test

Indicator	Experimental Group				Control Group			
	Medi a	Standar d deviation	Minimu m	Maximu m	Medi a	Standar d deviation	Minimu m	Maximu m
Pre-test: Grammar and vocabulary	1.67	0.77	1.00	3.00	1.32	0.48	1.00	2.00
Pre-test: Pronunciation	1.89	0.68	1.00	3.00	1.16	0.37	1.00	2.00
Pre-test: Interactive communication	1.28	0.57	1.00	3.00	1.11	0.32	1.00	2.00
Pre-test: Total	4.83	1.86	3.00	9.00	3.58	1.02	3.00	6.00

**Fuente:** Evaluation of oral production in the English language applied to second-year high school students of the Unidad Educativa Salcedo (2021).

The box plot of factor levels together revealed that the median total score on the pretest oral production of the experimental group was significantly higher than the median of the control group (see Figure 3).

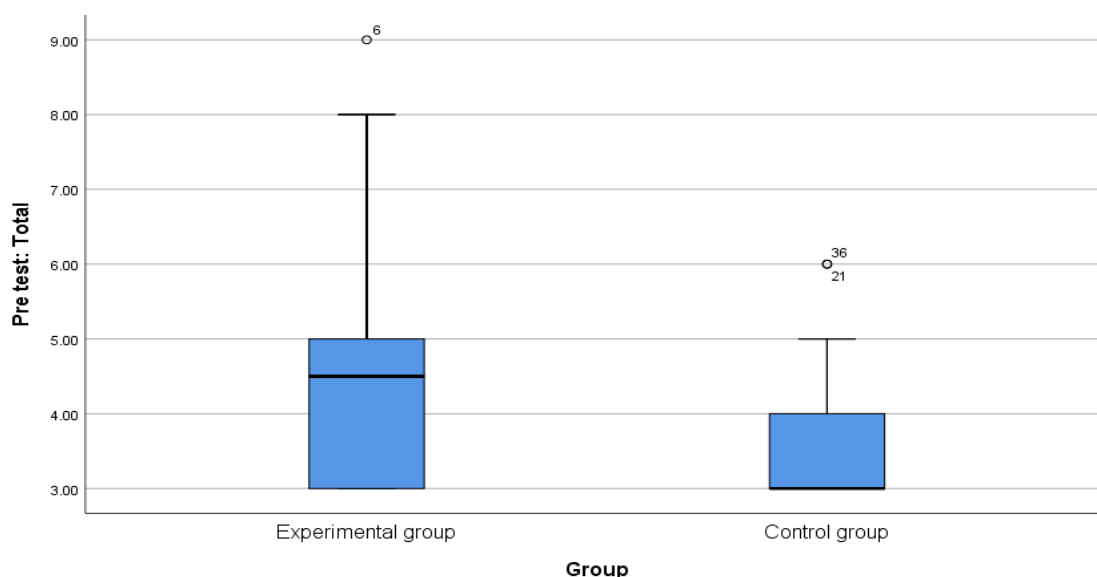


Figure 5 The box plot: Total punctuation of pre-test

**Source:** The assessment of oral production in the English language applied to second-year high school students of the Unidad Educativa Salcedo 2021.

The differences between the groups before the execution of the experiment were confirmed with the Mann-Whitney test, which yielded an asymptotic significance (bilateral) of less than 0.05 (see Table 5). This result rejected the null hypothesis and proved significant differences between the study and the control group.

Table 5 Test U of Mann-Whitney: Pre-test

Statistical test	Value
U de Mann-Whitney	94.000
Asymptotic sig. (bilateral)	0.012

**Source:** Assessment of oral production in the English language applied to second-year high school students of the Unidad Educativa Salcedo (2021)

#### 4.2. Post-test Analysis and interpretation of results experimental and control group

The post-test results for each study group are presented in Table 6.

The student's mastery of grammar and vocabulary in the experimental group reached a mean of 2.94, a standard deviation of 1.00, and a range with a minimum score of 2 and a maximum of 5. The control group obtained a mean of 1.32, a standard deviation of

0.48, and a range determined by a minimum score of 1 and a maximum of 2. These statistics indicated that the students in the experimental group could have a higher mastery of grammar and vocabulary than the students in the control group. The difference was marked in the students of the experimental group who obtained 3, 4, and 5 points on the test, while the highest scorers of the control group reached only 2.

In pronunciation reached a mean of 2.72, a standard deviation of 0.67, and a range with a minimum score of 2 and a maximum of 4 with the students in the experimental group. In contrast, the control group obtained a mean of 1.37, a standard deviation of 0.50, and a range determined by a minimum score of 1 and a maximum of 2. These statistics indicated that the students in the experimental group might have a higher level of pronunciation than the students in the control group. As with grammar and vocabulary, the difference was marked in the experimental group of students who scored 3 and 4 points.

In interactive communication, the same pattern of the previous indicators was repeated. The experimental group had a mean of 2.61, a standard deviation of 0.85, and maximum and minimum scores of 2 and 4, respectively. On the other hand, the control group obtained a mean of 1.05, a standard deviation of 0.23, and a ranged with a minimum score of 1 and a maximum of 2.

The differences in the scores of each indicator cause the inequality between the groups to increase in the total score this difference was much more significant than that obtained in the pretest. For this reason, the mean of the experimental group was 8.28, and that of the control group was 3.74. This revealed that after done the experiment, the students in the experimental group had a higher level of oral production than those in the control group. This became more evident with the dispersion statistics, mainly in the range where the maximum score of the experimental group was 13 while that of the control group reached 6. The difference between the standard deviations was also accentuated when comparing the total score of each group.

Table 6 Post-test results

Indicator	Experimental Group				Control Group			
	Media	Standard deviation	Minimum	Maximum	Media	Standard deviation	Minimum	Maximum
Post-test: Grammar and vocabulary	2.94	1.00	2.00	5	1.32	0.48	1.00	2.00
Post-test: Pronunciation	2.72	0.67	2.00	4.00	1.37	0.50	1.00	2.00
Post-test: Interactive communication	2.61	0.85	2.00	4.00	1.05	0.23	1.00	2.00
Post-test: Total	8.28	2.37	6.00	13.00	3.74	0.93	3.00	6.00

**Source:** Evaluation of oral production in the English language applied to second-year baccalaureate students of the Unidad Educativa Salcedo 2021.

The box plot of factor levels together revealed that the median total score on the post-test oral production of the experimental group was significantly higher than the median of the control group (see Figure 4).

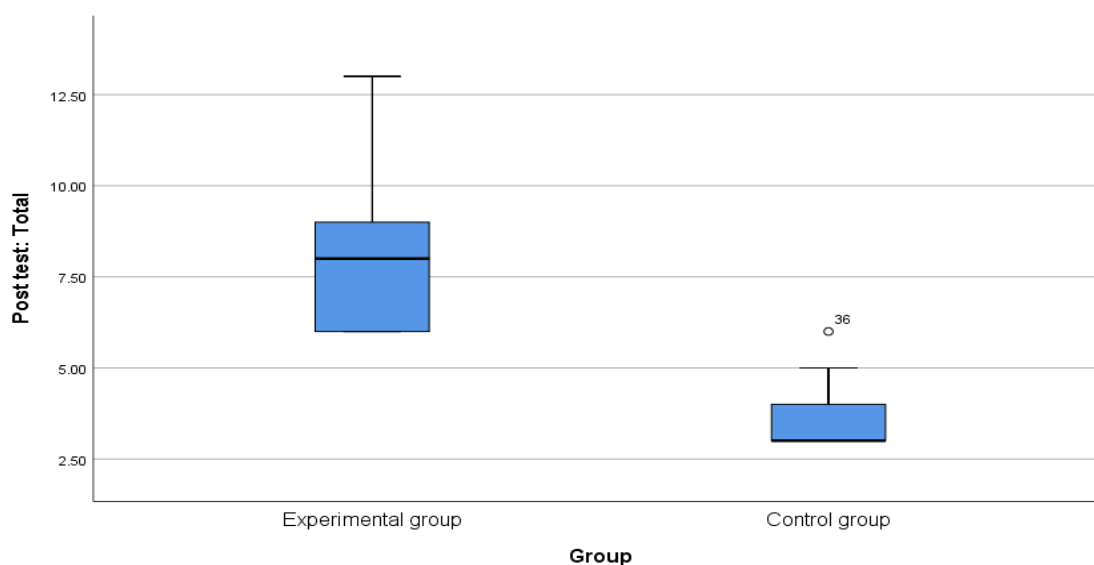


Figure 6 The box plot: Total Punctuation of post-test

**Source:** Assessment of oral production in the English language applied to second-year high school students of the Unidad Educativa Salcedo (2021)

The differences between the groups after the execution of the experiment were confirmed with the Mann-Whitney test, which yielded an asymptotic significance (bilateral) of less than 0.05 (see Table 7). This result rejected the null hypothesis and proved significant differences between the study and the control groups.

Table 7 Test U of Mann-Whitney: Post-test

Statistical test	Value
U de Mann-Whitney	3.000
Asymptotic sig. (bilateral)	0.000

**Source:** Assessment of oral production in the English language applied to second-year high school students of the Unidad Educativa Salcedo 2021.

### 4.3 Comparison of results from pre-test with post-test

Table 8 shows a significant improvement in the oral production of the experimental group since the mean of the applied test increases from 4.83 to 8.28 at the end of the experiment. This improvement did not seem significant in the control group because the rising in the mean was minimal from 3.58 to 3.74.

Table 8 Comparison of media from pre-test with post-test

Group	Media	
	Pretest	Post-test
Experimental	4.83	8.28
Control	3.58	3.74

**Source:** Assessment of oral production in the English language applied to second-year high school students of the Unidad Educativa Salcedo 2021.

The hypothesis test to compare the pre-test results with those of the posttest for each group was shown in Table 9.

The Wilcoxon signed-rank test yielded an asymptotic significance of 0.000 compared with the experimental group. This indicated a significant improvement (at a 1%

significance level) in the students' oral production in this group after performing the cooperative learning activities.

The asymptotic significance of the Wilcoxon test applied with the control group was higher than 0.05, i.e., the null hypothesis was accepted. Therefore, there was no improvement in oral production.

Table 9 Test of Wilcoxon

Group	Asymptotic sign (bilateral)
Experimental	0.000
Control	0.380

**Source:** Assessment of oral production in the English language applied to second-year high school students of the Unidad Educativa Salcedo 2021.

#### 4.4 Decision

Although the experimental group showed greater mastery of oral production before applying the cooperative learning activities, this difference increased considerably after four weeks. This was evidenced by performing hypothesis tests to compare related samples, where the experimental group had a significant improvement while the control group did not. Therefore, sufficient statistical evidence affirmed that cooperative learning activities influence English oral production.

As in the literature review, researchers mentioned that cooperative learning in this research conducted by Nievecela and Ortega (2019) had good results to Develop Rural Primary Students' English Oral Performance. This quasi-experimental study was carried out in Cuenca at two institutions to observe the effectiveness of cooperative learning in developing oral communication. Three instruments were applied during this research, the first one to pre-test, the second one, a” template where the information from direct classroom observation was registered.” The third one was a question to make interaction in groups. The results were significant since learners could work in groups, showing responsibility and increasing their speaking skills. Another essential aspect to consider

is that learners got comprehension, fluency, and pronunciation. Therefore, cooperative learning supported learners to have significant security in speaking production.

On the other hand, Yavuz and Arslan (2018) developed a research titled “*Cooperative Learning in Acquisition of the English Language Skills.*” The purpose of this study was to observe the effects of cooperative learning in acquiring English skills. Two groups were selected randomly, one experimental and the other group as control. The participants were from 10<sup>th</sup> grade in Turkey- Zonguldak and its province, and activities to four English skills were applied for five weeks. A pre-test and post-test were developed. After the intervention, the results were positive since the researchers mentioned that learners were able to work as a group, and they could interact, share essential ideas, suggestions, agree and disagree with examples of real life. In conclusion, cooperative learning allowed learners to learn collaborative, the effects were positive, and with the results, researchers argue that it has been beneficial for learners in developing their listening, reading, speaking, and writing.,



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

Based on the results and interpretations from the pre-test and post-test, and after applying two main activities or strategies of cooperative learning such as, Think-Pair-Share, and Jigsaw, with the experimental group of students from Unidad Educativa Salcedo, some conclusions and recommendations can be taken out to be considered for other researches.

- Some researchers such as Namaziandost et al. (2020) and Chrisyarani and Setiawan (2021) argued that cooperative learning supported learners in developing oral production because it generated interest in active participation. The research developed at Unidad Educativa Salcedo with students from the second year of Bachillerato General Unificado, determined that cooperative learning with the experimental group influenced positively because the p-value was less than 0.05. Thus, the alternative hypothesis was accepted.
- The strategies applied with the experimental group as Think-Pair-Share, and Jigsaw supported students to improve their oral production. Learners felt more confident for the reason that working together allowed to share ideas and increased their vocabulary.
- Based on the results obtained through the rubric that evaluated three aspects; grammar and vocabulary, pronunciation, and interactive communication. It concluded that the experimental group had an important improvement in their oral production, while the control group kept in the same position.

The strategies chosen were in accordance on the learners' level and interests, encouraging every student to participate in group work, also engaging their linguistic, cognitive, and social talents. Students accepted responsibility for the speaking process through these activities. The participants recognized the value of practicing with others, sharing ideas and connecting the information with the proposed topic, learning from others in order to improve the oral production. As a result, the tasks implemented aided in the acquisition of those skills and provided valuable learning opportunities.

Finally, cooperative learning was found to have positive effects on 2<sup>nd</sup> year BGU students from Unidad Educativa Salcedo to improve oral production as well as increased motivation to learn the language.

## **5.2. Recommendations**

Some recommendations about cooperative learning activities to help the development of oral production for other researchers.

- To apply cooperative learning activities to support students in developing oral production
- To research other helpful strategies of cooperative learning apart from Think Pair Share and Jigsaw, taking into account the student's level.
- English teachers must consider that cooperative learning strategies such as Think Pair Share and Jigsaw promote students to work actively. Therefore, it is recommendable to use these strategies to improve oral production.

Finally, the findings of this study are likely to be used as an extra reference for future researches in other contexts that benefit English teachers and students. Furthermore, cooperative learning with other active strategies should be incorporated into English instruction in schools as part of the curriculum to help learners in the learning environment.

## REFERENCES

- Aeni, N., Jabu, B., Rahman, M. A., & Strid, J. E. (2017). English Oral Communication Apprehension in Students of Indonesian Maritime. *International Journal of English Linguistics*, 7(4), 158. <https://doi.org/10.5539/ijel.v7n4p158>
- Angelini, M. L., & García-Carbonell, A. (2019). Developing English speaking skills through simulation-based instruction. *Teaching English with Technology*, 19(2), 3–20. <http://www.tewtjournal.org>
- Bambang Sumarsono, R., Eri Kusumaningrum, D., Gunawan, I., Alfarina, M., Romady, M., Syafira Ariyanti, N., & Mei Budiarti, E. (2020). *Training on the Implementation of Cooperative Learning Models as an Effort to Improve Teacher's Performance. February 2020*. <https://doi.org/10.2991/coema-19.2019.53>
- Beins, B. C. (2013). Correlational Research. *The Encyclopedia of Cross-Cultural Psychology*, 255–257. <https://doi.org/10.1002/9781118339893.wbeccp108>
- Botma, Y., & Labuschagne, M. (2019). Application of the Donabedian quality assurance approach in developing an educational programme. *Innovations in Education and Teaching International*, 56(3), 363–372. <https://doi.org/10.1080/14703297.2017.1378587>
- Cegarra Sánchez, J. (2006). Metodología de la investigación científica y tecnológica. In *Díaz de Santos*. <https://www.freelibros.me/metodologia-de-la-investigacion/metodologia-de-la-investigacion-cientifica-y-tecnologica-jose-cegarra-sanchez>
- Chrisyarani, D. D., & Setiawan, D. A. (2021). 4C-Based Cooperative Learning Model Through Lesson Study Activities on Indonesian Course for Elementary School. *Proceedings of the 2nd Annual Conference on Social Science and Humanities (ANCOSH 2020)*, 542(Ancosh 2020), 338–343. <https://doi.org/10.2991/assehr.k.210413.078>
- Cronquist, K., & Fiszbein, A. (2017). English Language Learning in Latin America. *The Dialogue: Leadership for the Americas, September*, 1–81. [http://repositorio.minedu.gob.pe/bitstream/handle/MINEDU/5911/English Language Learning in Latin America.pdf?sequence=1&isAllowed=y](http://repositorio.minedu.gob.pe/bitstream/handle/MINEDU/5911/English%20Language%20Learning%20in%20Latin%20America.pdf?sequence=1&isAllowed=y)
- Darmuki, A., Andayani, Nurkamto, J., & Saddhono, K. (2017). Evaluating Information-Processing-Based Learning Cooperative Model on Speaking Skill Course. *Journal of Language Teaching and Research*, 8(1), 44–51.

<https://doi.org/10.17507/jltr.0801.06>

- Daviri, D. Gilakgani, A. (2019). Impact of Pre-Speaking Activities on Iranian Intermediate EFL Learners' Oral Performance. *Dabiri and Pourhosein Gilakjani International Journal of Research in English Education (2019) 4:2, April*, 89–104. <http://ijreeonline.com/article-1-198-en.html>
- Del Cid, A., Méndez, R., & Sandoval, F. (2011). Investigación Fundamentos y Metodología. In *Prentice Hall*.  
<https://josedominguezblog.files.wordpress.com/2015/06/investigacion-fundamentos-y-metodologia.pdf>
- Gerdeh, A. M., & Davaribina, M. (2021). *The Effect of Peer Assessment on Improvement of Iranian Pre- Intermediate EFL Learners' Oral Production*. 16–31. <https://www.dpublication.com/wp-content/uploads/2021/10/3-8073.pdf>
- Guambugete, L., Javier, A., Antonio, L., & Rodr, P. (2021). *Politeness in the Development of Oral Production in the English Language*.  
[http://www.dspace.uce.edu.ec:8080/bitstream/25000/24412/1/UCE-FIL-LALANGUI\\_ALEXANDER.pdf](http://www.dspace.uce.edu.ec:8080/bitstream/25000/24412/1/UCE-FIL-LALANGUI_ALEXANDER.pdf)
- Haro, E. A. T., & Cherrez, E. H. (2017). Think-Pair-Share (TPS). La técnica de trabajo cooperativo en pares para mejorar la comprensión lectora en la enseñanza del idioma inglés como lengua extranjera. *Revista Publicando*, 4(12 (1)), 361–378. <https://revistapublicando.org/revista/index.php/crv/article/view/666>
- Hussein, N. O., Albakri, I. S. M. A., & Seng, G. H. (2019). Pragmatic Competence and Activity-Based Language Teaching: Importance of Teaching Communicative Functions in Iraq EFL Context. *International Journal of English Literature and Social Sciences*, 4(6), 1655–1660. <https://doi.org/10.22161/ijels.46.5>
- Isabel, C., Muñoz, C., Elizabeth, C., & Solís, D. (2018). *the History of English Language Teaching in Ecuador the History of English Language Teaching in Ecuador Historia De La Enseñanza Del Idioma Inglés En Ecuador*. 39–52. <http://revista-academica.utb.edu.ec/index.php/pertacade/article/view/122>
- Johnson, D. R. T. (2002). *Cooperative Learning and Social Interdependence Theory*. <http://www.kluweronline.com>
- Johnson, W., & Johnson, T. (2014). Cooperative Learning in 21st Century. *Anales de Psicología*, 30(3), 841–851. <https://doi.org/10.6018/analesps.30.3.201241>
- Kahrs, H. (2020). Teaching English as a Foreign Language. *Educational Forum*, 31(3), 303–306. <https://doi.org/10.1080/00131726709338061>

- Kamaliah, N., Kasim, U., & Azis, Z. (2018). The Three-Step Interview Technique in Teaching ESL Seaking. *Use of The Three-Step Interview Technique in Teaching ESL Speaking*, 82–101.  
<http://www.jurnal.unsyiah.ac.id/EEJ/article/download/11512/9250>
- Kane, S. N., Mishra, A., & Dutta, A. K. (2016). Preface: International Conference on Recent Trends in Physics (ICRTP 2016). *Journal of Physics: Conference Series*, 755(1). <https://doi.org/10.1088/1742-6596/755/1/011001>
- Katawazai, R., & Saidalvi, A. (2020). The attitudes of tertiary level students towards cooperative learning strategies in Afghan EFL Context. *International Journal of Learning, Teaching and Educational Research*, 19(9), 301–319.  
<https://doi.org/10.26803/ijlter.19.9.16>
- Kumar, C. S. V., Kalasuramath, S., Patil, S., Kumar, K. G. R., Taj, K. R. S., Jayasimha, V. L., Basavarajappa, K. G., Shashikala, P., Kukkamalla, A., & Chacko, T. (2017). Effect of Jigsaw Co-Operative Learning Method in Improving Cognitive Skills among Medical Students. *International Journal of Current Microbiology and Applied Sciences*, 6(3), 164–173. <https://doi.org/10.20546/ijcmas.2017.603.018>
- M, S. (2020). Exploring the Effectiveness of Cooperative Learning at Secondary Level in Bangladesh. *International Journal of Educational Research Review Exploring*, 93–99. <https://dergipark.org.tr/en/download/article-file/915716>
- Maciejewski, M. L. (2020). Quasi-experimental design. *Biostatistics and Epidemiology*, 4(1), 38–47. <https://doi.org/10.1080/24709360.2018.1477468>
- Marsha, C. (2019). *Formal vs Informal Cooperative Learning : The Effect on Students ' Perceived Competence and Conceptual Knowledge Gain*. November.  
[http://essay.utwente.nl/80080/1/Marsha\\_MA\\_BMS.pdf](http://essay.utwente.nl/80080/1/Marsha_MA_BMS.pdf)
- Mu'in, F., Arini, D. N., & Amrina, R. (2018). *Language in Oral Production Perspectives*. <http://eprints.ulm.ac.id/6562/1/Dini7.pdf>
- Namaziandost, E., Homayouni, M., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking fluency. *Cogent Arts and Humanities*, 7(1). <https://doi.org/10.1080/23311983.2020.1780811>
- Nievecela, L. C., & Ortega, D. P. (2019). Using Cooperative Learning Strategies to Develop Rural Primary Students' English Oral Performance. *English Language Teaching*, 12(11), 74. <https://doi.org/10.5539/elt.v12n11p74>
- Omar, Y. Z. (2018). *Syntactic Theory Perception on Language Acquisition*. September, 378–391. <https://n9.cl/7kydp>

- Palacio Buendía, A., Pérez Albert, Y., & Serrano Giné, D. (2021). *Aprendizaje Basado en Proyectos (ABP) y el método Jigsaw en el estudio del paisaje - [Project Based Learning (PBL) and Jigsaw method in landscape study]*. *Cinaic*, 295–300.  
<https://doi.org/10.26754/cinaic.2021.0057>
- Prieto-Saborit, J. A., Méndez-Alonso, D., Ordóñez-Fernández, F., & Bahamonde, J. R. (2022). Validation of a Cooperative Learning Measurement Questionnaire From a Teaching Perspective. *Psicothema*, 34(1), 160–167.  
<https://doi.org/10.7334/psicothema2021.126>
- Rohmat, Hakim, L., & Canda Sakti, N. (2019). Implementation of Jigsaw Type Cooperative Learning Model to Improve Economics Learning Results. *International Journal of Educational Research Review*, 350–357.  
<https://doi.org/10.24331/ijere.573871>
- S., K. (2020). *Jean Piaget and His Theory & Stages of Cognitive Development - Educational Technology*. <https://educationaltechnology.net/jean-piaget-and-his-theory-stages-of-cognitive-development/>
- Sekolah. (2020). Language as a communication tool in human life. *Journal of Legal Studies*, 10(02), 45–54. <http://ejournal.seaninstitute.or.id/index.php/Justi/index>
- Serra-Aracil, X., López Cano, M., & Targarona, E. (2021). Investigación cuantitativa y cualitativa en cirugía. *Cirugía Española, Figura 1*, 11–14.  
<https://doi.org/10.1016/j.ciresp.2021.11.012>
- Silalahi, T. F., & Hutauruk, A. F. (2020). The Application of Cooperative Learning Model during Online Learning in the Pandemic Period. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 1683–1691. <https://doi.org/10.33258/birci.v3i3.1100>
- Soria-guerrero, B. R., Barriga-fray, L. F., & Barriga-fray, J. I. (2020). *Task-Based Learning Approach to enhance oral production in university settings* (Vol. 6, pp. 554–586). <http://dominiodelasciencias.com/ojs/index.php/es/index>
- Tayo Haro, E. A., & Hernandez Cherrez, E. (2017). Think-Pair-Share (TPS). La técnica de trabajo cooperativo en pares para mejorarla comprensión lectora en la enseñanza del idioma inglés como lengua extranjera. *Revista Publicando*, 4(12), 361–378. <https://revistapublicando.org/revista/index.php/crv/article/view/666>
- Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., & Paredes, F. (2018). The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills. *English Language Teaching*, 12(1), 110. <https://doi.org/10.5539/elt.v12n1p110>

- Vitalaki, E., Kourkoutas, E., & Hart, A. (2018). Building inclusion and resilience in students with and without SEN through the implementation of narrative speech, role play and creative writing in the mainstream classroom of primary education. *International Journal of Inclusive Education*, 22(12), 1306–1319.  
<https://doi.org/10.1080/13603116.2018.1427150>
- W. Johnson, D., & T. Johnson, R. (2019). Cooperative Learning: The Foundation for Active Learning. In *Active Learning - Beyond the Future*. IntechOpen.  
<https://doi.org/10.5772/intechopen.81086>
- Yavuz, O., & Arslan, A. (2018). Cooperative learning in acquisition of the english language skills. *European Journal of Educational Research*, 7(3), 591–600.  
<https://doi.org/10.12973/eu-jer.7.3.591>
- Zaman, B. (2020). Implementation of Cooperative Learning Strategies in Islamic Religious Education. *IJECA International Journal of Education & Curriculum Application*, 3(2), 91–97.  
<http://journal.ummat.ac.id/index.php/IJECA/article/view/2429>

## Annexes

### Annex 1: Educational Institution approval

 República del Ecuador

Ministerio de Educación

**UNIDAD EDUCATIVA "SALCEDO"**

**CARTA DE COMPROMISO**



Salcedo, 03/09/2021

Doctor  
Víctor Hernández del Salto  
PRESIDENTE UNIDAD ACADÉMICA DE TITULACIÓN DE POSGRADO  
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
Presente,

Yo, Magister, Olger Castellano en mi calidad de Rector de la Unidad Educativa "Salcedo", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema "COOPERATIVE LEARNING ACTIVITIES IN ORAL PRODUCTION" propuesto por el estudiante Juan Cerafin Velasque Tonato portador de la Cédula de Ciudadanía, 0502053945, de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2021, de la facultad de Ciencias Humanas y de la Educación, de la Universidad Técnica de Ambato.

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

Particular que comunico para a usted para los fines pertinentes.

Atentamente.

  
MSc. Olger castellano  
RECTOR  
[olger.castellano@educacion.gob.ec](mailto:olger.castellano@educacion.gob.ec)



Dirección: Av. Amazonas N34-451 y Av. Atahualpa. Código postal: 170507 / Quito-Ecuador  
Teléfono: 593-2-396-1300 / [www.educacion.gob.ec](http://www.educacion.gob.ec)

 Gobierno del Encuentro | Juntos lo logramos



Salcedo, 19 de agosto del 2021

MSc. Olger Castellano  
RECTOR DE LA UNIDAD EDUCATIVA SALCEDO  
Presente. -

De mi consideración. -

Yo, Juan Cerafin Velasque con C.I 0502053945 estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, de la Universidad Técnica de Ambato, solicito muy comedidamente se digne en otorgar el respectivo permiso para la ejecución del proyecto de titulación denominado: **"COOPERATIVE LEARNING ACTIVITIES IN ORAL PRODUCTION"**. En la Unidad Educativa "Salcedo" que se ejecutará en los segundos años de Bachillerato General Unificado en el primer quimestre del año escolar 2021-2022.

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

Atentamente,

  
Lic. Juan Velasque  
DOCENTE DE INGLES

  
2021-08-23  


## Annex 2: Pre and Post Cambridge Test



**UNIDAD EDUCATIVA "SALCEDO"**  
Dir. Mejía y Manuel María Salgado  
Telf: 032726000

**Class:** Second year BGU, Classroom "A" (pre-intermediate A2)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### "Cooperative Learning Activities in Oral production"

#### Pre-test based on KET Cambridge Speaking test.

**Objective:** To assess second year BGU learners' Oral production before and after applying the Cooperative Learning activities.

#### Instructions:

Answer the questions individual and pairs.

Interact with teacher and classmates

The test has two parts and last 7-10 minutes

**Observation:** This test will be applied by ZOOM platform.

#### Part 1:

The learners are asked to give personal information. The teacher will ask the learners questions about their interests, personal information, daily lives, likes and dislikes (etc.) individual answers.

#### Part 2:

The learners will talk together asking questions. They will give their opinions about the situation based on the picture.

The score will be given individually based on the rubric.

### PART 1

#### Answer the questions

<b>Teacher</b>	
<b>To both students</b> Good morning, I am Juan, and I will ask some questions.	
<b>Student A</b>	<b>Student B</b>
What is your name?	What is your name?
Where do you come from?	Where do you come from?
Where do you live?	Where do you live?

Do you work or are you a student?	Do you work or are you a student?
-----------------------------------	-----------------------------------

Teacher. Now, let's talk about friends	
<b>Student A</b> how often do you see your friends? where do your friends live?	<b>Student B</b> What do you like doing with your friends? When do you see your friends?
Teacher. Now, let's talk about <b>home</b> .	
<b>Student A</b> Where do you watch TV at home? What's your favorite room in the house?	<b>Student B</b> Who do you live with? How many bedrooms are there in your house / flat?

**Part 2**

look up the picture, talk together and answer the questions.

Do you like these different places to eat?



Adapted from Key Speaking Sample Tests: <https://www.cambridgeenglish.org/exams-and-tests/key/exam-format/>

## **POST-TEST**

After finished implementation of some activities on Cooperative Learning in Oral Production, students will take a post-test similar to the pre-test to determine if the activities were useful or not to improve the Oral Production.

**OBJECTIVE:** To improve Oral Production through the application of activities in cooperative environment.

The post test will be administered based on the KET (Pre-intermediate English test) for A2 level and a standardized rubric from Cambridge that will be used as a guide to measure the level of the students' speaking.

The test will last 8-10 minutes.

## Annex 3: Urkund Report

### Reporte Urkund



#### Document Information

---

<b>Analyzed document</b>	Juan Thesis Cooperative Learning.doc (D133391623)
<b>Submitted</b>	2022-04-11T21:48:00.0000000
<b>Submitted by</b>	
<b>Submitter email</b>	jvelasque3945@uta.edu.ec
<b>Similarity</b>	2%
<b>Analysis address</b>	cristinadjordanb.uta@analysis.orkund.com

#### Sources included in the report

---

## Annex 4: Speaking Cambridge Rubric





UNIVERSITY of CAMBRIDGE  
ESOL Examinations

Experts in Language Assessment



A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges.</li> <li>Requires very little prompting and support.</li> </ul>
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses appropriate vocabulary to talk about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>
0	<i>Performance below Band 1.</i>		

## Annex 5: Work Plan

### Lesson plan 1

 Ministerio de Educación		UNIDAD EDUCATIVA "SALCEDO"					
<b>LESSON PLAN</b>							
<b>INFORMATIVE DATA:</b>							
<b>TEACHER</b>		<b>AREA</b>	<b>LEVEL</b>	<b>GRADE</b>	<b>CLASSROOM</b>	<b>TIME:</b>	<b>DATE:</b>
Lic. Juan Velasque		English	A-2 Pre-Intermediate	Second BGU	"A"	60'	07/12/2021
<b>TOPIC:</b>		<b>SPECIFIC OBJECTIVE:</b>				<b>Speaking sub-skills</b>	
Language Through the Art		SWABT describe the art by looking the pictures and using art vocabulary on page 6, then find the information of the author to share in the group.				Grammar and vocabulary	
<b>CONTENT</b>	<b>SKILLS AND PERFORMANCE CRITERIA</b>	<b>EVALUATION INDICATORS</b>	<b>METHODOLOGICAL STRATEGIES THINK PAIR SHARE</b>			<b>RESOURCES</b>	
Video of KET Speaking Cambridge Test	EFL 5.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)	Learners can interpret and demonstrate knowledge of nonverbal communication and oral communication by applying them in appropriated contexts. I.EFL.5.3.1. (I3, I4, S1, S2)	5'	Warm up: T ask questions based on picture. Do you like the art? Do you like painting? Ss answer the questions.		You-tube Module of Ministry of Education	
Pictures of art (Oswaldo Guayasamin)			15'	T: Present the video about KET Speaking Cambridge Test and explain the goal  Ss: Watch the video		Teams platform Pictures of art Computer	
Grammar: Simple present, Past simple.			10'	T: Present the art pictures of Oswaldo Guayasamin and organize in group discussion and explain the task  Ss: Describe de pictures in groups			
Vocabulary: Sculpture, Misery, Masterpiece			10'	T: Ask Ss to write sentences using simple present and simple past to describe pictures			
			10'	Ss: in groups create sentences using grammar structure.  T: Ask students to <u>fin</u> the definition of vocabulary.  Ss: In groups find the definitions of proposal vocabulary.			
			10'	T: Organize the groups and ask <u>to</u> discuss if they like the art.  Ss: Make a discussion in art giving their likes.			
<b>Signature:</b>							
<b>Date:</b> 07/12/2021							

## Lesson plan 2



 Ministerio de Educación		UNIDAD EDUCATIVA "SALCEDO"					
LESSON PLAN							
<b>INFORMATIVE DATA:</b>							
<b>TEACHER</b>		<b>AREA</b>	<b>LEVEL</b>	<b>GRADE</b>	<b>CLASSROOM</b>	<b>TIME:</b>	<b>DATE:</b>
Lic. Juan Velasque		English	A-1 Pre-Intermediate	Second BGU	"A"	60'	09/12/2021
<b>TOPIC:</b>		<b>SPECIFIC OBJECTIVE:</b>				<b>Speaking sub-skills</b>	
Teacher's advice- past perfect		SWABT recognize the past perfect tense by making discussion in groups, then create a story using past perfect structure to share with their classmates.				Grammar and pronunciation	
<b>CONTENT</b>	<b>SKILLS AND PERFORMANCE CRITERIA</b>	<b>EVALUATION INDICATORS</b>	<b>METHODOLOGICAL STRATEGIES THINK PAIR SHARE</b>			<b>RESOURCES</b>	
Oral communication Advices Grammar: Past perfect Word and sentences stress	EFL 5.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)	Learners can interpret and demonstrate knowledge of nonverbal communication and oral communication by applying them in appropriated contexts. LEFL.5.3.1. (I3, I4, S1, S2)	5'  5'  15'	Warm up: Mentimeter app (write what you know about past perfect) <a href="https://www.menti.com/71op4dwcnm">https://www.menti.com/71op4dwcnm</a> Mentimeter code: 6388 2272  T: Present a chart of past perfect tense  Ss: Pay attention to the chart.  T: Present a picture of school environment and organize in group of 4 to practice speaking using past perfect tense.  Ss: Practice in groups making sentences in past perfect tense based in the picture presented by the teacher.			Power Point Slides  Past perfect chart  Module of Ministry of Education  Teams' platform  Pictures  Computer
			10'	T: Share the link to practice in pairs <u>on line</u> about past perfect.  Ss: In pairs complete the practice about past perfect <u>on line</u> .			
			15'	T: Organize in groups of three and ask to prepare a short story using past perfect structure.  Ss: Prepare a story			
			10'	T: Ask Ss to present their stories  Ss: present their stories in groups.			
<b>Signature:</b>							
<b>Date:</b> 09/12/2021							









## Lesson plan 5

 Ministerio de Educación		<b>UNIDAD EDUCATIVA "SALCEDO"</b>						
<b>LESSON PLAN</b>								
<b>INFORMATIVE DATA:</b>								
<b>TEACHER</b> Lic. Juan Velasque		<b>AREA</b> English	<b>LEVEL</b> A-1 Pre-Intermediate	<b>GRADE</b> Second BGU	<b>CLASSROOM</b> "A"	<b>TIME:</b> 60'	<b>DATE:</b> 21/12/2021	
<b>TOPIC:</b> KET-Training		<b>SPECIFIC OBJECTIVE:</b> SWBAT develop oral production by answering questions and interacting with partners in the target language, in order to improve their speaking skills.				<b>Speaking sub-skills</b> Pronunciation and Fluency		
<b>CONTENT</b>	<b>SKILLS AND PERFORMANCE CRITERIA</b>	<b>EVALUATION INDICATORS</b>	<b>METHODOLOGICAL STRATEGIES</b> THINK PAIR SHARE			<b>RESOURCES</b>		
Do/ Why-questions Pair interaction Talk the different holiday environment Video of KET Speaking test.	EFL 5.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)	Learners can interpret and demonstrate knowledge of nonverbal communication and oral communication by applying them in appropriated contexts. I.EFL.5.3.1. (I3, I4, S1, S2)	5'  15'  30'  10'	Warm up (basic questions about self-information)  T: Present a video about KET Speaking test. <a href="https://www.youtube.com/watch?v=DNiIMthxx8">https://www.youtube.com/watch?v=DNiIMthxx8</a>  Ss: Watch the video  T: ask questions places they visited, food, hobbies.  Ss: Answer the questions.  T: Organize students in pairs and ask to interact each other.  Ss: Interact together			KET- mock exam  Teams' platform Pictures. You-tube	
<b>Signature:</b>		<b>Comments</b>						
<b>Date:</b> 21/12/2021								



## Lesson plan 6

 Ministerio de Educación		<b>UNIDAD EDUCATIVA "SALCEDO"</b>						
<b>LESSON PLAN</b>								
<b>INFORMATIVE DATA:</b>								
<b>TEACHER</b> Lic. Juan Velasque		<b>AREA</b> English	<b>LEVEL</b> A-1 Pre-Intermediate	<b>GRADE</b> Second BGU	<b>CLASSROOM</b> "A"	<b>TIME:</b> 60'	<b>DATE:</b> 05/01/2022	
<b>TOPIC:</b> Malala's life		<b>SPECIFIC OBJECTIVE:</b> SWBAT organize the information by using a Jigsaw strategy to share with classmates in a group conversation.				<b>Speaking sub-skills</b> Vocabulary and Fluency		
<b>CONTENT</b>	<b>SKILLS AND PERFORMANCE CRITERIA</b>	<b>EVALUATION INDICATORS</b>	<b>METHODOLOGICAL STRATEGIES JIGSAW</b>			<b>RESOURCES</b>		
Malala's information  Vocabulary: banned, masked, no longer, boarded, ensure, charity  Jigsaw strategy	EFL 5.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)	Learners can interpret and demonstrate knowledge of nonverbal communication and oral communication by applying them in appropriate contexts. EFL.5.3.1. (I3, I4, S1, S2)	5'   15'   10'   15'	Warm-up (speculate picture about Malala)  T: Organize students into groups of 4 and explain the task in a jigsaw activity.  Ss: Work in a group discussion.  T: Monitor breakout rooms and give support in the activity.  Ss: Work in groups analyzing and sharing Malala's information  T: Ask students to share the information they got from their classmates.  Ss: In turns talk about the Malala's life and			Malala's picture  Malala's information  Module 2 from the Ministry of education  Teams' platform  PowerPoint.	
			15'	give their points of view  T: Ask to compare the education from Pakistan and Ecuador  Ss: Talk in groups and give their opinions				
<b>Signature:</b>								
<b>Date:</b> 05/01/2022								

## Lesson plan 7

 Ministerio de Educación		<b>UNIDAD EDUCATIVA "SALCEDO"</b>						
<b>LESSON PLAN</b>								
<b>INFORMATIVE DATA:</b>								
<b>TEACHER</b> Lic. Juan Velasque		<b>AREA</b> English	<b>LEVEL</b> A-1 Pre-Intermediate	<b>GRADE</b> Second BGU	<b>CLASSROOM</b> "A"	<b>TIME:</b> 60'	<b>DATE:</b> 07/01/2022	
<b>TOPIC:</b> First day of class		<b>SPECIFIC OBJECTIVE:</b> SWBAT describe their first day of class by asking and answering questions in group discussion, then talk about what subject or teacher were their favorite giving reasons.				<b>Speaking sub-skills</b> Vocabulary and pronunciation		
<b>CONTENT</b>	<b>SKILLS AND PERFORMANCE CRITERIA</b>	<b>EVALUATION INDICATORS</b>	<b>METHODOLOGICAL STRATEGIES JIGSAW</b>			<b>RESOURCES</b>		
Pair think share  Group discussion  Class situation  Questions and answers	EFL 5.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)	Learners can interpret and demonstrate knowledge of nonverbal communication and oral communication by applying them in appropriated contexts. I.EFL.5.3.1. (I3, I4, S1, S2)	7'  10'  10'  10'	Warm up (How was your day of class. Mentimeter app <a href="https://www.menti.com/qz1jnitc47">https://www.menti.com/qz1jnitc47</a> ) Go to www.menti.com and use the code 3238 6098  T: Ask questions about their first day of class. Ss: Answer the questions.  T: Show a video about the first day of class Ss: Take notes and make comments  T: Show pictures about different situations in class and ask students to analyze and share their opinions.			Video of first day of class  Power point  Pictures	
			15'	Ss: Talk about different situations in class based on the pictures  T: Ask students to think in what was their favorite subject or teacher and share it with classmates Ss: Mention their favorite subjects or teachers				
<b>Signature:</b>								
<b>Date:</b> 07/1/2022								

## Lesson plan 8

 Ministerio de Educación		<b>UNIDAD EDUCATIVA "SALCEDO"</b>						
<b>LESSON PLAN</b>								
<b>INFORMATIVE DATA:</b>								
<b>TEACHER</b> Lic. Juan Velasque		<b>AREA</b> English	<b>LEVEL</b> A-1 Pre-Intermediate	<b>GRADE</b> Second BGU	<b>CLASSROOM</b> "A"	<b>TIME:</b> 60'	<b>DATE:</b> 11/01/2022	
<b>TOPIC:</b> Know your partner-second conditional		<b>SPECIFIC OBJECTIVE:</b> SWBAT support their ideas in imaginary situations by using second conditional grammar structures then practices in groups.				<b>Speaking sub-skills</b> Vocabulary and grammar		
<b>CONTENT</b>	<b>SKILLS AND PERFORMANCE CRITERIA</b>	<b>EVALUATION INDICATORS</b>	<b>METHODOLOGICAL STRATEGIES</b> THINK PAIR SHARE			<b>RESOURCES</b>		
Second conditional grammar  Imaginary context  Group discussion	EFL 5.1.7. Interpret and demonstrate knowledge of nonverbal and oral communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc.)	Learners can interpret and demonstrate knowledge of nonverbal communication and oral communication by applying them in appropriate contexts. I.EFL.5.3.1. (I3, I4, S1, S2)	5'  10'  20'  20'	Warm-up (what would you do if you had powers?)  T: Ask to analyze the grammar of the second conditional.  Ss: Identify how the second conditional is used and create sentences.  T: Show pictures of an unreal situation  Ss: Describe the pictures using the second conditional  T: Ask students to work in groups asking and answering questions in the second conditional			Unreal pictures situation  PowerPoint	
			Ss: Students practice second conditional grammar.					
<b>Signature:</b>								
<b>Date:</b> 11/01/2022								