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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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Theme: COOPERATIVE LEARNING AND SOCIOLINGUISTIC COMPETENCE

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DEDICATION

TO:

God for giving me the strength and ability to keep going day by day and guiding me on the path of good, to continue my studies at this prestigious university.

My father Francisco, who has always been with me at all times because without his support and advice I could never achieve everything I have achieved so far.

My sister who always encouraged me when I felt like I couldn't take it anymore and like my father, she gave me all her support.

My friend Kathy who accompanied me and helped me through the best and worst moments.

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EXTRANJEROS

TOPIC: “COOPERATIVE LEARNING AND SOCIOLINGUISTIC COMPETENCE”

AUTHOR: Viviana Jacqueline Masaquiza Serrano

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ABSTRACT

The main objective of this research is to describe the relationship between cooperative learning and students' sociolinguistic competence. In addition, it had a quantitative approach in order to understand the behavioral patterns of a phenomenon within a population. It was descriptive research where a survey was created to be applied to 61 participants. The survey had 21 questions that were related to cooperative learning activities and markers that are within sociolinguistic competence. Once the survey was created, Cronbach's Alpha was applied to determine the level of reliability of the instrument, and it was also validated by a group of 4 experts on the subject. The survey was applied to the first, second and third years of high school, each participant answered the survey from their academic experience in cooperative learning activities and through the chi-square it was demonstrated that the alternative hypothesis was accepted. Finally, after data analysis, it was concluded that there is a positive relationship between cooperative learning and sociolinguistic competence. Likewise, it was found that teachers carry out more activities such as Three-Step-Interview, Rally Robin, and Think-Pair-Share while they almost do not carry out activities such as Numbered Heads and Timed-Pair-Share within the classroom.

Keywords: cooperative learning, activities, sociolinguistic competence, sociolinguistic markers.

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TEMA: “COOPERATIVE LEARNING AND SOCIOLINGUISTIC COMPETENCE”

AUTOR: Viviana Jacqueline Masaquiza Serrano

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RESUMEN

La presente investigación tiene el objetivo principal de describir la relación entre el aprendizaje cooperativo y la competencia sociolingüística de los estudiantes. Además, tuvo un enfoque cuantitativo con el fin de entender los patrones de comportamiento de un fenómeno dentro de una población. Fue una investigación descriptiva en donde se creó una encuesta con el fin de aplicarse a 61 participantes. La encuesta contaba con 21 preguntas que estaban relacionadas con las actividades de aprendizaje cooperativo y los marcadores que están dentro de la competencia sociolingüística. Una vez que la encuesta fue creada se aplicó el Alfa de Cronbach para determinar el nivel de confiabilidad del instrumento, además fue validada por un grupo de 4 expertos en el tema. Se aplicó la encuesta a primero, segundo y tercero de bachillerato, cada participante respondió la encuesta desde su experiencia académica en actividades de aprendizaje cooperativo y mediante del chi-cuadrado se demostró que la hipótesis alternativa fue aceptada. Finalmente, después del análisis de datos se llegó a la conclusión de que existe una relación positiva entre el aprendizaje cooperativo y la competencia sociolingüística. Así mismo, se encontró que los profesores realizan más actividades como Three-Step-Interview, Rally Robin y Think-Pair-Share mientras que casi no realizan actividades como Numbered Heads y Timed-Pair-Share dentro del aula de clases.

Palabras clave: aprendizaje cooperativo, actividades, competencia sociolingüística, marcadores sociolingüísticos

CHAPTER I

THERETICAL FRAMEWORK

Research background

To support this research, several study sources were used. ResearchGate, Google Scholar, Scielo, ScienceDirect, and Eric are just a few of the academic databases from which the data was gathered. The information collected is about cooperative learning and its influence on the student's sociolinguistic competence.

Namaziandost et al. (2020) managed a study whose objective was to investigate the impact of the use of two cooperative learning strategies on the development of fluency in spoken English. The approaches used were “numbered heads” or “think-pair-share”. To carry out this research, participants were divided into two groups: two treatment groups and one control group. First, the two treatment groups participated in the "numbered heads" or "thinking in pairs and sharing" approaches, while the control group took part in conventional teacher-centered learning activities. On the other hand, the method used in this research is the qualitative method and the tool used was an oral fluency post-test. Finally, the results showed that between the two treatment and control groups, the two cooperative learning approaches that were applied were useful and effective in helping the fluency of the students’ spoken English. In conclusion, research shows that implementing cooperative learning strategies can be a valuable resource for developing important skills such as student oral fluency.

Azizinezhad et al. (2013) lead this study whose main objective is to examine the effects of cooperative learning on EFL learners’ language learning, motivation toward learning English as a foreign language, as well as the high and low achievers’ academic achievements in a heterogeneous language proficiency group. On the other hand, this research uses the experimental method, and the tools are fields of cooperative learning, second language acquisition, and second/foreign language teaching to give students the best possible educational experiences. The main conclusions of this study indicated that the junior high school students' oral communicative competence and their enthusiasm to learn English were greatly improved by cooperative learning. Therefore, it was advised that cooperative learning

be included in the curriculum and used to supplement the teaching of English in schools.

IA (2023) managed a study where the main aim was to assess how cooperative learning affects the communicative skills of Russian non-native English speakers. The author used qualitative methods because the author analyzed the existing research on the issue and applied cooperative learning in the education process. The data collection was a survey was also used to evaluate the impact of cooperative learning once the educational course was completed. The study took place at South Ural State University, and the population was 60 university students from the faculties of Law, Architecture, and National Sciences. The results showed that cooperative learning enhances English language learners' communicative competence such as sociolinguistic competence and grammatical competence. Finally, the author concluded that cooperative learning promotes class interaction because contributes to the acquisition and growth of four skills and generates a nice atmosphere in the classroom.

Laroco Martinez and De Vera (2019) conducted a study with the objective of identifying the sociolinguistic competence of the foreign national college students of the selected universities in Dagupan City. The study used the descriptive-correlational research method, using the test (TOEIC) and a questionnaire as tools for data collection. According to a summary of the respondents' TOEIC Model Test results, most of them performed above average, as shown by the mean score of 14.7 and the standard deviation of 8.627. In addition, highly competent, competent, moderately competent, fairly competent, and needs improvement are the five categories of sociolinguistic competence employed in this study. There were no students in the highly competent category, 6 students in the fairly competent, 9 students in the need's improvement category, 12 students in the moderately competent category, and finally 23 students in the competent category. In summary, it was found that most students were competent.

Sarimsakova (2020) carried out research with the aim to analyze the ways of developing the sociolinguistic competence of future English teachers through computer technologies. This research is a descriptive study because the authors

explored on the website a series of information about the process of forming sociolinguistic competence of English teachers. The results of the research were that the use of computer technologies in the educational process of learning and teaching foreign languages creates more variation in the classroom because students can use computer classes, multimedia educational software, global information networks of the internet, and distance learning courses. In conclusion, the use of innovative information technologies and Internet resources promotes independent study and implements a student-centered learning approach in the direction of the development of the sociolinguistic competence of future English teachers.

Subandowo (2022) managed a study whose main aim was to develop a general understanding of the pedagogical community regarding sociolinguistic competence. This study is descriptive research because it analyzes the incorporation of sociolinguistic competence in pedagogy. In addition, the tools that were used were an examination of components of communicative competence on the web as well as theoretical debates from experts. On the other hand, it was found that sociolinguistic competence has two forms in which it is reflected, these are written and spoken. As written forms, these appear in the understanding of vocabularies, and on the other hand, with respect to spoken forms, they allow functional communication. The results of this research were especially for L2 teachers, as this has opened a door to communicative language teaching. The authors concluded that sociolinguistic communication in pedagogy is very important for students who are learning a new language since they would avoid misunderstandings or offenses at the time of intercultural communication.

1.1 Theoretical framework

Independent variable

Language teaching

In the 20th century, language teaching came into its own as a profession. Early in the 20th century, as linguistics and psychology were developing fields, applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials. This effort led to a series of proposals for what were thought to be more efficient and theoretically sound teaching methods. These proposals formed the basis for contemporary language teaching as we know it today. The twentieth century saw continuous innovation and change in language teaching, as well as the emergence of occasionally conflicting philosophies. Changes in teaching techniques provide a lot of inspiration for new approaches to teaching languages (Richards, 2005).

The search for more efficient methods of teaching second or foreign languages has been a recurring theme in the history of language teaching. Since more than a century ago, debate and discussion in the teaching community have frequently focused on topics like the function of grammar in language curricula, the development of accuracy and fluency in teaching, the selection of syllabus frameworks in course design, the function of vocabulary in language learning, the teaching of productive and receptive skills, the application of learning theories in teaching, memorization and learning, motivating students, and effective learning strategies, techniques for teaching the four skills, and the role of materials and technology. The teaching profession is always evolving, despite the fact that much has been done to answer these and other crucial concerns in language instruction (Richards & Rodgers, 2002).

Patel and Jain (2008) pointed out that the process of teaching a language is dynamic rather than static. The objective of teaching the English language is to help students or students to have better communication skills, which is known as communicative competence and includes the following competencies: grammatical competencies, speech competencies, technical competencies, and sociolinguistic competencies. Teachers should choose their lesson plans and instructional materials based on the goals they have set for students to improve their reading, writing, speaking, and other basic skills.

Language teaching approaches

Edward (1963) defined the approach as a set of correlative assumptions dealing with the nature of language teaching and learning, and it describes the nature of the subject matter to be taught. On the other hand, method is the level at which theory is put into practice and decisions are made concerning the specific skills to be taught, the content to be taught, and the order in which the content will be given, while technique is the level at which classroom processes are outlined, whereas. These theories about the nature of language and language learning are the source of practices and principles in language teaching.

Richards and Rodgers (2002) mentioned that the approach and method discussed at the design level, which is where the objectives, curriculum, and content are decided upon as well as the responsibilities of the teachers, students, and instructional resources. In Anthony's model, the implementation phase corresponds to the level of technique, which we designate by the slightly more inclusive term procedure. Thus, a method is organizationally determined by a design, theoretically tied to an approach, and practically implemented in a procedure.

As more traditional teaching language approaches instruction, such as audiolingual and situational language teaching, fell out of favor in the 1970s, a backlash against them started and quickly expanded over the world. It was suggested that language capacity involved much more than grammatical proficiency, calling into doubt the importance of grammar in language teaching and learning. Although grammar proficiency was required to produce sentences that were grammatically correct, the focus shifted to the knowledge and abilities required to use grammar and other language features effectively for various communicative purposes, such as making requests, offering advice, making suggestions, describing wishes, and needs, and so on (Richards, 2005).

According to Celce-Murcia (2001), there are four other distinct approaches to foreign language teaching that have been widely adopted during this era, the final quarter of the 20th century, in addition to the Grammar-Translation Approach, the Direct Approach, the Reading Approach, Audiolingualism, and the Situational Approach, whose historical development we have now sketched out briefly. There are therefore nine ways in total that I will be referencing: 1 Grammar-Translation

Approach, 2 Direct Approach, 3 Reading Approach, 4 Audiolingualism, 5 Situational Approach, 6 Cognitive Approach, 7 Affective-Humanistic Approach, 8 Comprehension-Based Approach, Communicative Approach.

Cooperative language learning

Throughout human history, cooperative learning has been acknowledged for its benefits. Some of the most successful persons in our time have demonstrated the ability to rally others to support one another and prioritize the needs of the group over their own. Group learning has long been a feature of educational practice, having its origins in prehistoric tribal customs. Numerous research studies have demonstrated its efficaciousness. cooperative learning approach that was created in environments with relatively few pupils who did not speak English as their first language. It is unlikely that many of the pioneers of cooperative learning imagined a classroom in which native English speakers and non-native speakers of English would be members of the same group when they stressed the value of variety in group formation (Holt, 1993).

Olsen and Kagan (1992) stated that "cooperative learning" is a type of group learning activity where students are encouraged to promote the learning of others while also taking responsibility for their own education. Learning depends on students in groups exchanging information in a socially structured manner. Positive interdependence (which encompasses a positive goal, resource, reward, identity, role, and external enemy interdependence), group formation, individual accountability, social skills, structures and structuring, distributed leadership, group autonomy, group processing, and face-to-face interaction are among the many essential elements of cooperative education that are covered.

Working together to achieve common objectives is called cooperation. In cooperative settings, people look for results that will benefit them and every other member of the group. Small groups are used in the classroom for cooperative learning, where students collaborate to optimize both their own and each other's learning. It can be compared to competitive learning, where students compete with one another to get a particular academic outcome, such as "A" (Johnson et al., 1994).

Johnson et al. (1994) enumerated three varieties of cooperative learning groups. Formal cooperative learning groups: these can last for several weeks or just

one class time. These are designed for a specific task where students collaborate to achieve shared learning goals. Thus, informal cooperative learning groups are made up of spontaneous groups that can last anywhere from a few minutes to a whole class hour. Their purpose is to help students focus or advance their learning while receiving direct teaching. Finally, Cooperative base groups, on the other hand, are long-lived, averaging a year or more, and consist of a variety of learning groups with steady memberships. Their primary objective is to make it possible for participants to help, support, encourage, and support one another in order to succeed academically.

In cooperative learning, commonly referred to as "group learning" or "team learning," students collaborate to accomplish learning objectives. Through cooperative learning, the traditional teacher-student dynamic will be modified, the teaching model will be updated, and students' cooperative spirit will be fostered (Cheng, 2021). Richards and Rodgers (2002) indicated that Cooperative Language Learning (CLL), is a broader educational paradigm, including Collaborative Learning (CL). A teaching strategy known as cooperative learning maximizes the use of cooperative activities that include students working in pairs and small groups in the classroom.

According to Fathman and Kessler (2008), the goal of cooperative learning is to get students actively involved in their education. Students collaborate to accomplish a common objective through inquiry and peer interaction in small groups. Cooperative learning, a significant movement in the larger framework of the educational mainstream, is especially relevant for literacy and language acquisition. Cooperative learning's tenets and features can be successfully incorporated into communicative techniques to teaching second and foreign languages, improving both instruction and student performance. Whether used in sheltered classrooms integrating language learning with content-area learning or in second or foreign language classrooms, this combination of communicative teaching approaches and cooperative learning should be successful.

Zhang (2010) stated that in many language learning classrooms, cooperative language learning is becoming more and more popular. This is mostly due to its benefits for increasing communication chances and productivity. Individuals functioning in competitive and individualistic learning structures achieve lower

accomplishment levels than those functioning in cooperative learning activities. Additional study on cooperative learning has revealed that collaboration improves student relationships, self-esteem, long-term retention, and depth of understanding of the subject matter, among other things. It has been proven to be among the most beneficial and successful teaching techniques.

In education in general, cooperative learning (CL) has been proven to be a very effective teaching strategy; this has also been verified in the context of second language (L2) acquisition (Dörnyei, 2011). Prior studies suggested that in addition to enhancing language proficiency, cooperative language learning fosters a positive learning atmosphere. There are many different learning exercises offered, providing fresh concepts for EFL classrooms. While cooperative learning yields beneficial results, there is a need to be conscious of learning process management to prevent potential issues during implementation (Wichadee & Orawiwatnakul, 2012).

McGroarty (1989) established that Cooperative learning agreements offer many advantages in bilingual and second language teaching. Six main benefits (two linguistic, two curricular, and two social) include: increased frequency and variety of second language practice through various forms of interaction; potential for first language development or use in ways that support cognitive development and increased second language skills; chances to integrate language with content instruction; availability of a wider range of curricular materials to stimulate language use as well as concept learning; flexibility for language teachers to acquire new professional skills, particularly those that emphasize communication; and chances for students to collaborate with one another and take a more active role in their education.

Cooperative learning activities

Using a range of learning activities, small groups of students with varying skill levels work together to enhance their comprehension of a subject matter through cooperative learning. Cooperative learning strategies typically involve student teams working on group projects that emphasize analysis and evaluation; studying previously taught material together before taking individual tests; and learning about particular topics within a general topic that is assigned to the group. Improved academic performance, better behavior and attendance, more drive and self-assurance, and a

greater appreciation for the school and fellow students are among the documented outcomes. Moreover, cooperative learning is affordable and reasonably simple to use. (Balkcom, 1992).

Three-step-interview

Olsen and Kagan (1992) presented a number of cooperative learning activities some of them are three-step-interview; rally robin, think-pair-share, numbered heads together and timed-pair-share. In a three-step interview, two students assume the roles of interviewer and interviewee, switch positions, and then each student shares with a team member what they learnt from the two interviews.

Rally robin

The rally robin activity a topic or question is presented to the class by the teacher, who then gives students time to write down their ideas or give the problem or question some thought before they respond. The students will take turns providing solutions and answers to the problem or question, according to the teacher's sitting arrangement (Kagan S. , 2011).

Think-pair-share

As a cooperative learning strategy, Think-Pair-Share is described as a multi-mode discussion cycle in which students hear a question or presentation, have some alone time to reflect, then converse in pairs before sharing their answers with the class. This method of learning increases the depth and breadth of thought by giving processing time and incorporating wait time. Students brainstorm rules to share with partners and then with classmates in a group using the Think-Pair-Share technique. The basic idea behind the think-pair-share method is to have students work on a topic on their own in silence, then in pairs, share their ideas or solutions with someone nearby (Azlina, 2010).

Numbered heads

According to Olsen & Kagan (1992) in numbered heads students work in groups of four and the teacher poses a question (usually one that requires a high level of consensus). After the students have literally put their heads together to ensure that

everyone understands the answer, the teacher calls a number, and the students who have that number raise their hands to be called on, just like in a regular classroom.

Timed-pair-share

Kagan (1999) pointed out that before beginning a timed-pair-share, the instructor asks the class to consider a topic. Subsequently, one student in each pair speaks for a pre-arranged period of time (usually a minute), and the other partner simply listens. Lastly, for the same planned amount of time, the students switch positions, with the speaker now becoming the listener and the listener becoming the speaker.

Dependent variable

Communicative competence

Richards and Rodgers (2002) commented that explicit language or communication objectives are not defined in CLL; communicative competence is only specified in social terms. The majority of the literature on the subject discusses its application in beginning foreign language conversation classes. A traditional language curriculum, which predetermines the grammar, vocabulary, and other language skills to be taught together with the sequence in which they will be covered, is not used by CLL. Students choose topics to discuss and messages they want to share with other students as part of a topic-based learning progression. It is the duty of the instructor to express these meanings in a way that is appropriate for the students' level of proficiency. In this way, the relationship between the learner's articulated communicative intents and the teacher's reformulation of these into appropriate target-language utterances results in a CLL syllabus.

Omanova (2021) pointed out that the proficiency known as "communicative competence" is not an inherent trait; rather, it is a skill cultivated by individuals as they undergo the process of acquiring social-communicative experiences. This development is notably demonstrated through the utilization of speech in various stylistic forms, showcasing adaptability in communication. This adaptability extends to the nuanced mechanism of adjusting attitudes based on the specific social context. It involves an understanding of the appropriate linguistic choices, such as vocabulary, tone, and register, in different situations, highlighting the individual's capacity to navigate diverse communicative scenarios effectively. Communicative competence is, therefore, a dynamic ability shaped by one's exposure to a range of social interactions and linguistic contexts.

In debates of second or foreign language competency, the concept of communicative competence was first introduced in the early 1970s. Proposals of communicative competence as a guide for the teaching and evaluation of learners proved nothing short of revolutionary, given the dominant beliefs in linguistics and learning psychology upon which audio-lingual suggestions for classroom methods and resources were built (Savignon, *Communicative Competence*, 2018).

Berns (2019) mentioned that the concept of communicative competence holds significant importance in the study of World Englishes (WE) due to its emphasis on the role of sociocultural appropriateness in determining effective communication. This becomes especially relevant in the diverse and varied contexts of learning and using English, where the language undergoes nativization. Communicative competence, a well-established sociolinguistic concept, plays a crucial role in exploring the complex interconnections between language, society, and culture. This concept has roots in both the American linguistic tradition of anthropological linguistics, notably through Dell Hymes and his ethnography of communication, and the British tradition of linguistics, exemplified by Michael Halliday and his systemic-functional paradigm. Despite their distinctiveness, these contributions complement each other, providing a comprehensive theoretical framework for the study of communicative competence in the context of World Englishes.

Language proficiency

(Bobe & Cooper, 2019) mentioned that students with a higher level of English language proficiency tend to engage in a deep approach to learning, emphasizing a thorough understanding of the material. Conversely, those with lower proficiency often adopt a surface approach, focusing on memorization rather than a comprehensive understanding. Additionally, higher language proficiency is generally linked to greater overall satisfaction with a course of study, reflecting the students' confidence and comfort in navigating the language demands. Interestingly, in certain scenarios, a surface approach may be associated with increased satisfaction, particularly when language proficiency is low. However, it's important to note that this outcome is not ideal, as it may indicate a reliance on rote memorization rather than a genuine mastery of the language. These findings underscore the complex interplay between language proficiency, learning approaches, and student satisfaction, emphasizing the need for tailored instructional strategies that address varying proficiency levels effectively.

Even though the terms "competence" and "proficiency" appear frequently in journals, conferences, and dissertations each year, there is still confusion on the precise meanings of these terms. There is also disagreement over whether specific adjectives should be used with the term "competence," with options ranging from communicative and linguistic to pragmatic, sociolinguistic, discourse, strategic, and transitional. The

conclusion is that "competence" should be accepted in its Chomskyan formulation, whereas "communicative language ability" ought to be applied to speakers' ability to use a language and be further divided into two components, namely language proficiency and communicative proficiency. This is based on a discussion of the many different uses of the terms "competence," "proficiency," and "communicative language ability" in linguistic and applied linguistic literature (Llurda, 2007).

Linguistic competence

Holmes (2013) commented that one of the most prominent sociolinguists of the day, Dell Hymes, took issue with Noam Chomsky's initial proposal of the phrase "linguistic competence." The language proficiency of "the ideal speaker-hearer in a completely homogeneous speech community" is what Chomsky referred to as linguistic competence. Hymes contended that this idealization was ineffective since it was so disconnected from the reality of the majority of human experience. From the viewpoint of a sociolinguist, the problem was to take into consideration the knowledge that allowed individuals to use language effectively in a variety of unique social circumstances. Understanding the sociolinguistic conventions of a group is necessary for using language appropriately. It entails being aware of how social context affects speech behavior and vice-versa.

White (2020) mentioned that the linguistic competence of native speakers encompasses not only an understanding of their language's grammatical rules but also a deep awareness of nuances like ambiguity and ungrammaticality. This is illustrated through the constraints on wh-movement, a complex syntactic phenomenon. Native speakers intuitively know when and how to apply these rules and recognize when sentences don't conform to grammatical norms. For instance, in dealing with wh-questions (like "What" or "Who"), native speakers understand the subtleties in sentence structure that dictate the placement of these words. This knowledge extends beyond textbook grammar, delving into the more intricate aspects of syntax and semantics that govern how meaning is constructed and interpreted in language. This comprehensive linguistic insight is a hallmark of native speaker competence, reflecting an innate, often subconscious, grasp of the language's deeper structural and functional properties.

When evaluating linguistic competence, one must consider the feasibility of drawing a clear, unquestionable distinction between linguistic and nonlinguistic knowledge. It is maintained that the Cognitive Linguistic framework does not pose the question of whether linguistic competence is relevant. A modular model of language is necessary for the theoretical concept of linguistic competence to exist. According to cognitive linguistics, our comprehension of phrases is largely dependent on a number of meaning-related factors. There is a continuum between linguistic and nonlinguistic knowledge. It is not feasible to differentiate them with precision based solely on language (Paradis, 2003).

According to Wahyuni et al. (2014), the term "linguistic competence" describes a person's understanding and proficiency in using language appropriately in communicative situations within a certain speech community. The linguistic proficiency of the students may help explain their success in speaking. Since speaking is a major component of the English Education Study Program, students must understand how their linguistic competence relates to and influences their speaking achievement. They must also understand whether their knowledge of language is high (positive) or low (negative).

Sociolinguistics competence

Sayyor (2022) mentioned that sociolinguistic competence is a reflection of the sociocultural aspects of language usage, encompassing awareness of how communication norms vary across different ages, genders, social classes, and groups, as well as understanding the nuances of social rituals. This competence significantly influences how people from diverse cultures communicate verbally. It includes skills necessary for organizing pedagogical communication and adapting to specific educational contexts. This involves using culturally specific expressions, speech patterns, and communication rules typical of the language's country of origin, highlighting the uniqueness in language shaped by local customs and culture. Therefore, sociolinguistic competence forms a crucial part of overall communicative competence.

Council of Europe (2001) established that the expertise needed to handle the social aspect of language use is known as sociolinguistic competence. Given that

language is a societal phenomenon, sociolinguistic competence is impacted by a large portion of the content found in the CEFR, especially when it comes to sociocultural aspects. Addresses language-related topics that are not covered elsewhere, such as dialect and accent, politeness norms, register distinctions, and linguistic markers of social relations.

According to Sarimsakova (2021), within the framework of an intercultural approach to foreign language teaching, communicative competence is seen as a multifaceted and complex notion that encompasses various competencies. Among these, sociolinguistic competence stands out as a crucial skill for aspiring English teachers. This competence involves the capacity to communicate effectively with others, taking into account the individual's developmental level and an awareness of non-conventional aspects. These aspects include the culture, lifestyle, general norms, history, and other social contexts of the language speakers they interact with. Sociolinguistic competence is key in facilitating successful communication, as it goes beyond mere language proficiency to encompass a deeper understanding of the social and cultural dimensions of language use.

Holmes (2013) pointed out that sociolinguistic competence is the body of information that underpins people's capacity to utilize language in suitable contexts. Understanding appropriate speech and silence in formal settings, such as a courtroom, or how to explain a cricket match to radio listeners are all examples of sociolinguistic competence. As a result, it also entails knowing how to use language for a variety of purposes, such as completing tasks in various contexts. It is crucial to be able to communicate efficiently and courteously with a variety of people.

Sociolinguistic markers

Robinson (1979) mentioned that sociolinguistic markers are any characteristic that people may or would use to recognize the emitter as belonging to a socially significant group. Sociolinguistic markers include lexica, grammar, phonetics and paralinguistics, so A2 level learners of English use simple but effective social interactions, stick to basic formulas and use simpler expressions (Council of Europe, 2001).

Lexica

According to Ziafar & Namaziandost (2019), different major linguistic schools prioritize various aspects of language as the foundational elements shaping its entirety. There is a growing consensus among linguistic theories about the importance of the lexicon as a key component of language. This shift is evident in Chomsky's inclusion of lexical features in the Minimalist Program, recognizing that these features define a word's meaning, its morphological structure, and its syntactical role. In language construction, specific lexical items are vital, a concept that has gained recognition in Second Language Acquisition (SLA). Although referred to by various terms such as holophrases, prefabricated patterns, formulaic speech, formulae, sequences, chunks, and formulaic expressions or utterances, these elements are crucial in understanding and teaching language acquisition.

Grammar

A strong foundation in grammar or language awareness serves as a cornerstone in English as a Second Language (ESL) education. This essential skill must be systematically taught throughout English lessons, with textbooks and workbooks serving as valuable resources for presenting key grammar rules. Mastery of these rules is typically expected by the conclusion of secondary school. Grammar instruction is integral to fostering effective communication and language proficiency in ESL learners, providing them with the linguistic tools necessary for accurate expression and comprehension. Additionally, a comprehensive approach to language awareness involves not only rule-based learning but also an understanding of language in context, promoting both accuracy and fluency in real-life communication (Yacob & Yunus, 2019).

Phonetics

Ashby (2022) pointed out that the science of speech is one definition of phonetics. It addresses every facet of the creation, perception, and transmission of linguistic sounds. Phonetics can be viewed as either a component of linguistics or as an independent discipline alongside it, depending on how one defines the term "linguistics." The latter interpretation may suggest a restriction of the subject matter to only those elements deemed directly relevant for linguistic analysis and theory. The phrases "speech science(s)" or "phonetic science(s)" that are used to emphasize the

vast scope and scientific foundation of the field are equal to phonetics in its larger sense and can be found in book titles, academic program names, and department names. The term "phonetic" and its variations originated.

Paralinguistic

Numonjohnovna et al. (2019) mentioned that the "Dictionary of Pedagogical Linguistics" categorizes paralinguistic means based on their level of association with verbal signs. These means are divided into three types: those directly connected to verbal signs, those indirectly interacting with them, and those with no direct relation to content but influencing text perception. The dictionary highlights the crucial role of paralinguistic media in elucidating text content and conveying the author's ideas. This encompasses various categories: independent media like drawings and photography, which directly contribute to the text's meaning; media introducing additional semantic and expressive nuances, such as font variations and formatting choices; and media unrelated to content but essential for optimizing text reception, like sheet format and paper quality. Essentially, paralinguistic means play a vital role in textual communication, encompassing visual and structural elements that enhance both the substance and perception of the conveyed message.

1.2 Objectives

General objective

To determine the relationship between Cooperative Learning and the Sociolinguistic Competence of the ninth-grade students at Unidad Educativa Intercultural Bilingüe "Manzanapamba".

Specific objectives

1. To state theoretically the cooperative learning activities and the sociolinguistic competence markers.
2. To identify the markers of the sociolinguistic competence that intervene in the English class.
3. To establish the cooperative learning activities that are applied in the class.

Fulfillment objectives

Firstly, to achieve the first objective, arduous search work was done to find fundamental theory about the activities that involve cooperative learning and sociolinguistic markers. This extensive exploration delved into prominent educational and linguistic theories, seeking to establish a robust foundation for understanding the relationship between cooperative learning and sociolinguistic markers. In the realm of cooperative learning, seminal theories such as Spencer Kagan theory were meticulously examined. These theories underscore the pivotal role of social interaction and collaboration in the learning process, emphasizing the idea that knowledge is constructed through meaningful engagement with others. Simultaneously, attention was devoted to sociolinguistic markers, investigating theories that elucidate the dynamic interplay between language, culture, and social identity.

Second, to achieve the last objective, an in-depth investigation was undertaken focusing on the Common European Framework (CEFR) about the markers that intervene in sociolinguistic competence. This exploration was crucial in understanding how these markers operate and influence interactions within the classroom context. In addition, the investigation involved a detailed analysis of the CEFR guidelines, particularly the sections that describe sociolinguistic competencies. These competencies include the ability to use language appropriately in various social contexts, understanding and employing politeness conventions, and effectively navigating different registers, dialects, and styles. The aim was to dissect these components to understand how they manifest in educational settings, especially in situations involving cooperative learning.

Finally, the next objective was achieved through a survey comprising 21 questions. These questions were specifically designed to assess the effectiveness of cooperative learning activities established by Kagan and to explore the presence of sociolinguistic markers. This survey was administered to a diverse sample of 61 students enrolled at the Unidad Educativa Pluricultural 'Manzanapamba.' The survey instrument drew inspiration from Kagan's well-established cooperative learning structures, aiming to gauge students' perceptions of the impact of these activities on their learning experience. The questions assessed each team member's contribution and the effectiveness of cooperative strategies in enhancing sociolinguistic competence.

CHARPER II

METHODOLOGY

RESOURCES AND MATERIALS

2.1 Materials

The method that was applied for the research technique of the survey with a structured questionnaire of closed questions with the 5 Likert scales (1 Never, 2 Hardly Ever, 3 Occasionally, 4 Sometimes, and 5 Always). To answer the survey were used many technological resources like a cell phones and laptops. In addition, this questionnaire was validated using Cronbach's SPSS Alpha program, and also the criterion of experts of the subject with the use of V Aiken. Finally, Google forms document was the data collected.

Instruments

Surveys are an effective tool because they usually have a large capacity and a more accurate sample size for gathering specific data needed to make important decisions and draw conclusions (Fincham & Draugalis, 2013). This research was started with the constructed survey validated by Cronbach's Alpha with a result of 0,88 that was applied to 61 students. The survey was divided in two sections to correspond to the hypothesis: Cooperative language learning activities influence the development of students' sociolinguistic competence.

The applied survey was divided in two sections based on research variables. Therefore, the survey had 21 closed questions that correspond to the questions that students were selected with Likert scale. The first section was related to cooperative learning activities that contained 10 closed questions. The second section was related to sociolinguistic markers that included 10 closed questions. In addition, the survey had a 1 general question that is related to the hypothesis.

Population

Students from the Basic General Education at Unidad Educativa Pluricultural "Manzanapamba" were used. The survey was applied to 61 participants, 33 men and 28 women, of which 33 participants spoke Quichua as their native language and 28 spoke Spanish. The participants were between an age range of 12 - 15. The participants

were selected according to their ages and level of English, who dedicated their time to reflect and truthfully answer each question.

Table 1

Population

Population	Participants	Percentage
Male	33	54,10%
Female	28	45,9%
Total	61	100%

Note: Surveyed students

Procedure

The study was carried out in a meticulous and progressive manner, adhering to a precise protocol to guarantee thorough investigation of the topic. The first and most crucial stage was conducting a thorough bibliographical investigation and reading comprehension. A great deal of work was put into finding pertinent material from a range of sources, including academic databases, books, and articles. Multiple virtual platforms such as Research Gate, Taylor and Francis, E-book and Google Scholar were extensively explored to gather a wide range of perspectives on the topics of cooperative learning and sociolinguistic competence.

The next important step after the bibliographical research was to create a survey to look at the relationship between cooperative learning and sociolinguistic competence. To develop the instruments, the independent variable (Cooperative Learning) and the dependent variable (Sociolinguistic competence) were operationalized. This operationalization helped to select the dimensions and indicators of each variable, and according to each indicator the questions would be created, in addition to a general question that related to the two variables.

The survey had 21 closed questions which required an exhaustive review of the bibliography extracted that was related to each indicator, such as theories, methodologies, and important and key findings, which were then transformed into a clear and concise question. questions that were modified several times until obtaining a clear and concise question. Furthermore, several rounds of modifications and

revisions were made to the survey during its creation to make sure the questions were understandable, pertinent, and clear.

Once the survey was well structured, it underwent a validation process to evaluate its reliability and validity. First, a pilot test was carried out with eight participants from the eighth year of basic general education who completed the survey. The responses obtained during the pilot test were carefully reviewed to verify the clarity and effectiveness of the survey. Therefore, the survey was carried out on the participants who were selected.

The survey was put through a validation process after it was properly designed in order to assess its validity and reliability. First, the validation sheet for the information collection instruments was sent to teachers who were experts on the subject, who volunteered their time to review the survey. Second, a pilot test was carried out with eight participants from the eighth grade of basic general education who completed the survey. The responses obtained during the pilot test were carefully reviewed to verify the clarity and effectiveness of the survey. To continue with the validation process, the data obtained from the pilot test were manually entered into the Excel program, in which the statistical measure of Cronbach's alpha coefficient was used. The high coefficient value of 0.88 indicated that the survey was reliable.

With the survey validated, we moved on to the data collection phase. On October 18 of this year, a survey was carried out among eighth grade students of basic general education. In this process, the questions that the students had were taken into account since they were not familiar with the topic, therefore any doubts that existed during the survey were resolved. Furthermore, prior to starting the survey, the students were given the necessary knowledge and contextual understanding about the two variables on which the survey was based, thus achieving a better understanding.

The survey was taken through printed sheets since the school did not have the technology and internet to carry it out through a link. Participants were asked to respond thoughtfully and honestly with their unique perspectives and knowledge based on their experiences within the classroom. Once the survey was completed, the data were collected through the Google Forms document and then subjected to a rigorous analysis through Cronbach's SPSS Alpha program. Finally, qualitative data were

carefully analyzed, using thematic analysis techniques to identify patterns, themes, and key knowledge.

Significant analysis and conclusions were drawn for each question from the processed data. These findings contributed to the hypothesis that cooperative learning helps develop the sociolinguistic competence of students. In addition, they helped to identify what type of cooperative learning activities are most used by educators and effective in the classroom. The study's rigor and robustness were ensured by the extensive research process, which included extensive bibliographical research, survey construction, validation, data collection, and analysis. This increased the study's credibility and worth within the academic community.

2.2 Methods

Research modality

Qualitative approach

This research had a quantitative approach because data will be collected on the relationship between the two research variables through a survey of closed questions and Likert scale options to test a hypothesis. In addition, it will be carried out within a Critical Paradigm since the influence of Cooperative Learning on the sociolinguistic competence of students will be analyzed. According to Bhandari (2020) the collection and analysis of numerical data is what is known as quantitative research. It can be used to make predictions, find patterns and averages, and test causal relationships. Quantitative research helps generate hypotheses, as well as further investigation and understanding of quantitative data to test theories or establish patterns of behavior.

Level of type of research

Descriptive research

This research work used a descriptive approach to detail important aspects and characteristics of cooperative learning and sociolinguistic competence, to then identify the behavior of students in cooperative learning activities in the classroom through observation and a survey. This method yields more precise information about the thoughts and perceptions of the students and allows for a deeper grasp of their point of view. This entire process was carried out in order to demonstrate how cooperative learning influences the development of students' sociolinguistic competence. Finally,

the results of the participants which are based on their unique experiences and knowledge were carefully classified, analyzed, and issued in order to know the impact of these two variables.

Manjunatha (2019) mentioned that the goal of descriptive research is to shed light on contemporary concerns or challenges by gathering data that allows researchers to characterize the situation in greater detail than would be feasible without using this approach. In addition, descriptive studies are essentially utilized to characterize different facets of the phenomenon. Finally, the popular techniques of gathering data for descriptive studies include surveys and case studies.

Hypothesis

Null hypothesis (H0)

Cooperative Learning does not have a relationship with the development of the sociolinguistic competence of students.

Alternative hypothesis (H1)

Cooperative Learning do have a relationship with the development of the sociolinguistic competence of students.

Variable identification

Cooperative Learning (Independent variable)

Sociolinguistic Competence (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

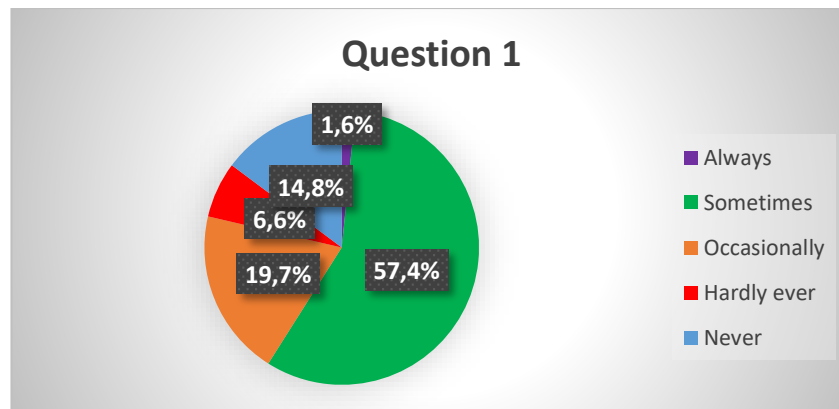
3.1 Analysis and interpretation of results

This chapter presents the results of the survey of 21 closed questions, which were created according to the established indicators of each research variable. The data were presented through V AIKEN to obtain the validity of each closed question according to the criteria of each validator.

Question 1: In the English class, when you do interviews, do you ask a friend to answer a question on a specific topic and then exchange roles?

Figure 1

Three-step interview



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

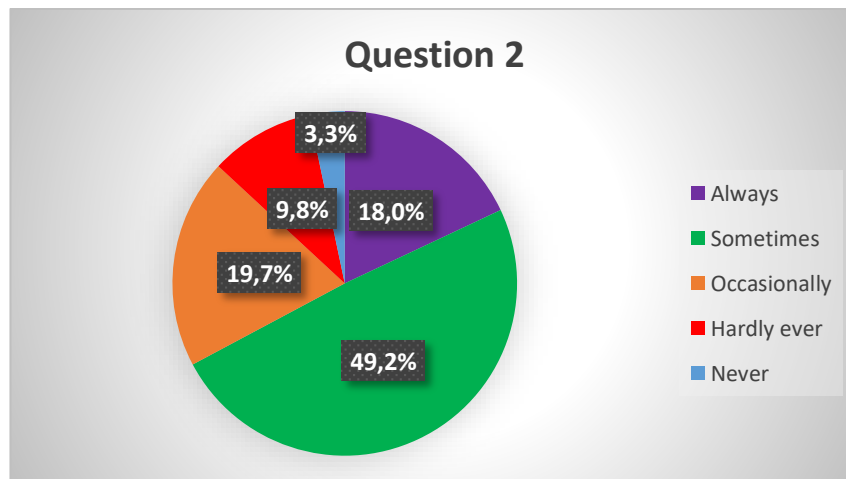
The results of the study indicated that the majority of students representing graphical data 57.4% sometimes ask a friend to answer a question about a specific topic and then exchange roles. Additionally, 1.6% always do it, which represents 36 students. Likewise, 19.7% indicate that they are occasionally carry out the mentioned activity, so 12 students also interact in cooperative activities. On the other hand, 6.6% indicate that they hardly ever talk about a specific topic and exchange roles. Finally, 14.8% of the students indicate that they never answer questions and exchange roles with a friend, which represents 9 students who would not carry out cooperative learning activities in the English classroom.

Based on the results, it can be inferred that most students perform activities where they ask each other a question and exchange roles, while there are fewer students who do not perform these activities. One possible reason for the small percentage that does not carry out this activity is that students do not feel confident interacting with their classmates, that is, they need to further develop their sociolinguistic competence. However, despite this, it is important to practice cooperative learning activities in the classroom to promote group participation of students.

Question 2: In the English class, do you usually practice the activities where you ask and answer a question to your friends (interview) and then present the idea to the whole class?

Figure 2

Three-step interview



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

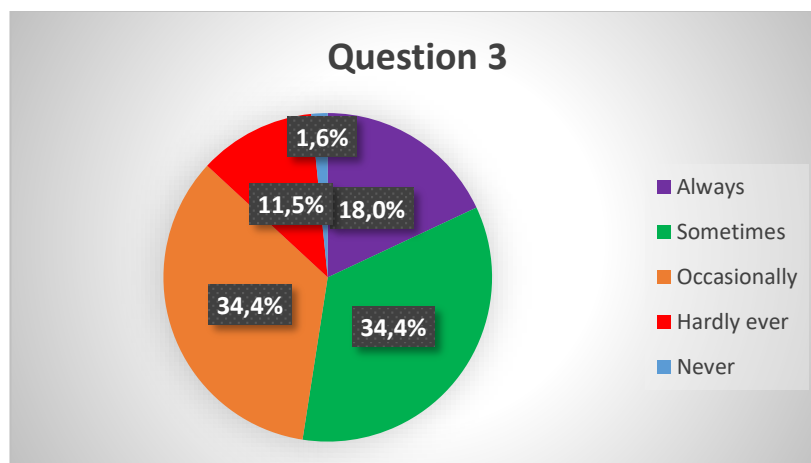
The study reveals that 49.2% of students sometimes practice interview activities and then present their classmates' ideas to the entire class, and 18% always do it. Likewise, 9.8% indicate that they occasionally carry out the aforementioned activity. On the other hand, 9.8% of the participants indicate that they hardly ever practice interview activities to present ideas to the class. Finally, 3.3% of the students indicate that they have never carried out cooperative learning activities in the English classroom.

From the results, it can be inferred that most of the students carry out activities where students usually practice interviews and then present the idea to the whole class, while fewer students do not carry out these activities. One possible explanation for the small percentage that does not carry out this activity could be that students don't feel comfortable interacting with their partners; therefore, they need to further develop their sociolinguistic competence. Nonetheless, in order to encourage students' group participation, it is crucial to implement cooperative learning activities in the English classroom.

Question 3: In the English class, do you usually practice activities where there is a problem that has multiple possible answers and solutions?

Figure 3

Rally robin



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

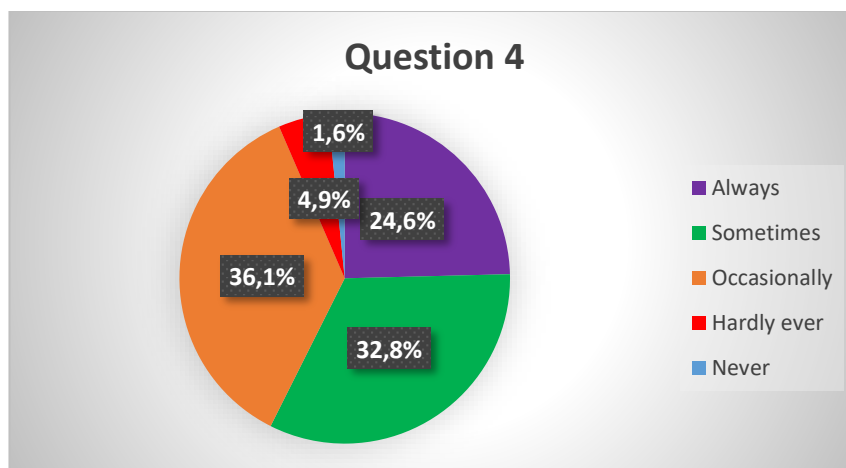
According to the results of the survey, 34.4% of students sometimes and occasionally practice activities where there is a problem that has multiple possible answers and solutions. As a result, 42 students carry out these types of activities in the classroom. Additionally, 18% of those surveyed always practice it, which corresponds to 11 students. On the other hand, 11.5% of the participants indicate that they hardly ever practice activities where there is a problem that has multiple possible answers and solutions, which corresponds to 7 students who almost never do this type of activities. Finally, 1.6% indicate that they never interacted in this way, this percentage represents 1 student who says that he never done this activity.

From the results it can be inferred that the majority of students carry out activities where there is a problem that has multiple possible answers and solutions, while fewer students do not carry out this type of activity in the classroom. A possible explanation for the small percentage that does not carry out this activity could be that it is difficult for students to interact with each other; Therefore, it is important to promote more cooperative activities where they can develop their sociolinguistic competence.

Question 4: In the English class, do you usually do activities where you work in pairs to express answers or solutions to a question asked by the teacher?

Figure 4

Rally robin



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

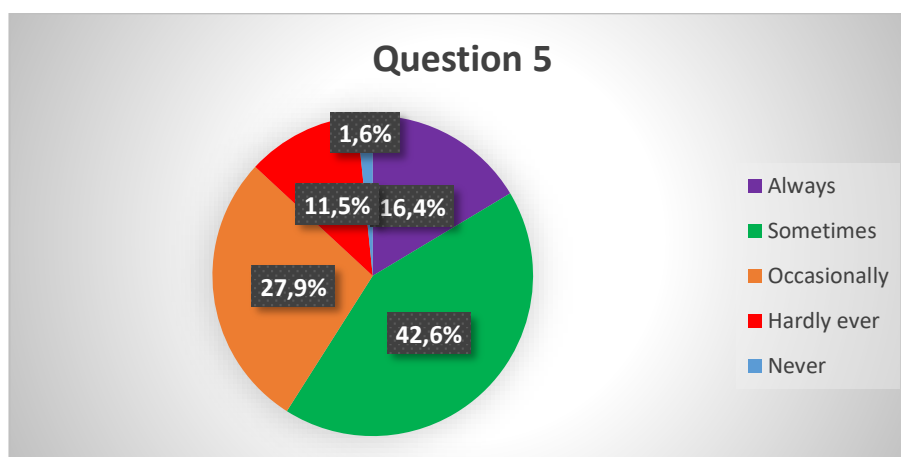
The results of the survey showed that 36.1% of students occasionally practice carry out activities in which they work in pairs to express answers or solutions to a question asked by the teacher, which corresponds to 22 students. Furthermore, 32.8% and 24.6% say that they sometimes and always do this activity, which corresponds to 35 students. That is to say, the majority of those surveyed say that they do work in groups within the classroom. On the contrary, 4.9% and 1.6% say that the hardly ever and never carry out activities in which they work in pairs, which represents 4 students.

According to the results, it can be inferred that the majority of students carry out activities in which they work in pairs to express answers or solutions to a question asked by the teacher, however, there are fewer students who do not work in pairs in the classroom. A possible explanation for this small percentage could be that students prefer to work individually, avoiding participation with their classmates. Consequently, it is important to promote group participation where the teacher randomly chooses the pairs so that no one is excluded.

Question 5: In the English class, when you work in a team, do you do activities where you think individually about a topic, problem, or answer and then share those ideas with your partners?

Figure 5

Think-pair-share



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

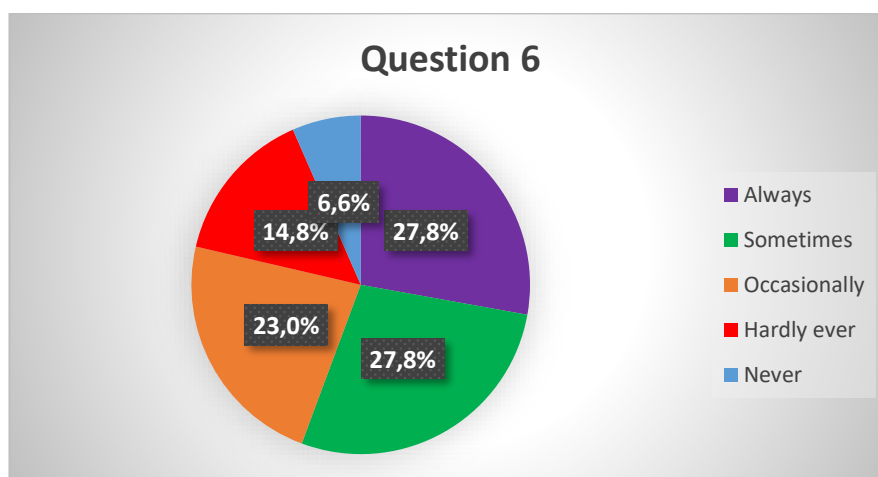
The results of the study indicated that 42.6% of students sometimes when working in a team, perform activities in which they think individually about a topic, problem or answer and then share those ideas with their partners. In addition, 27.9% of students answered that they occasionally perform this activity. Likewise, 16.4% answered that they always do it as well. On the other hand, 11.5% of the participants say that they hardly ever think individually about a topic, problem or response and then share those ideas with their classmates. Additionally, 1.6% of students say they have never done this activity.

According to the results, it can be said that the majority of students, when working in teams, carry out activities in which they think individually about a topic, problem or answer and then share those ideas with their classmates, while fewer students do not do this activity. One possible reason for this small percentage is that students do not feel safe sharing their ideas with their classmates, which is why it is necessary for them to develop their sociolinguistic competence with the application of cooperative learning activities.

Question 6: In the English class, do you usually do activities where you discuss with your friend a question that the teacher asked, and then you share your friend's answers with the whole class?

Figure 6

Think-pair-share



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

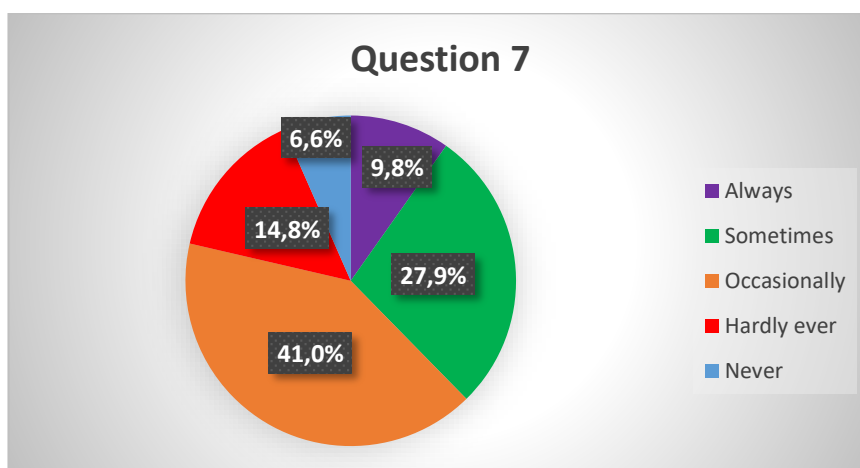
The results of the survey indicated that 27.9% of students always and sometimes when working in a team, carry out activities in which they discuss with a friend a question that the teacher asked them and then share their friend's answers with the whole class. In addition, 23% answered that they occasionally do it this activity. Consequently, a total of 48 students state that they are discuss with a friend share their friend's answers with the whole class. On the contrary, 14.8% and 6.6% of the participants say that they hardly ever and never carry out the activity mentioned. In conclusion, 13 participants are those who say that they hardly ever and never interact with their friends that way.

Based on the results, it can be mention that the majority of students, when working in a team, carry out activities in which they discuss with a friend a question that the teacher asked them and then share their friend's answers with the whole class, while there are fewer students who do not carry out this activity. One possible reason is that students do not feel safe when working in teams, so it is important to implement cooperative learning activities to develop students' sociolinguistic competence.

Question 7: In the English class, do you usually do activities in which you number yourself to form groups to discuss a topic together, so everyone knows about the topic to answer the teacher's question?

Figure 7

Numbered heads



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

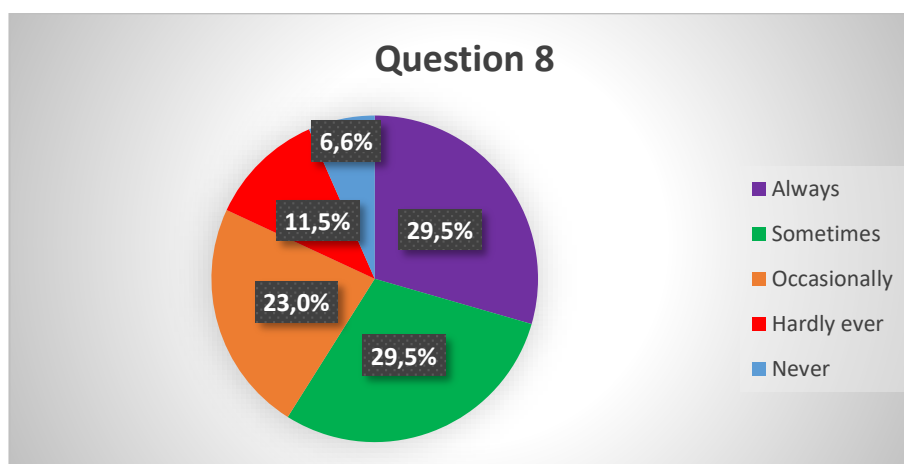
The study revealed that 41% of participants occasionally do activities in which they are numbered to form groups to discuss a topic together, so everyone knows the topic to answer the teacher's question. Additionally, 27.9% answered that they sometimes practice this activity. Likewise, 9.8% answered that they always do it the mentioned activity as well. Therefore, a total of 48 students say that they are discuss in groups a question to know everyone a topic. Nevertheless, 14.8% and 6.6% of the participants answered that they hardly ever and never practice the activity mentioned.

The research results suggested that the majority of students do activities in which they are numbered to form groups to discuss a topic together, so everyone knows the topic to answer the teacher's question, while there are fewer students who do not perform this activity. This may be because students avoid working in teams, which prevents them from developing their sociolinguistic competence here the importance of cooperative learning activities.

Question 8: In the English class, do you usually do activities where the teacher says a number, and the students with that number must raise their hands and answer a question asked by the teacher?

Figure 8

Numbered heads



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

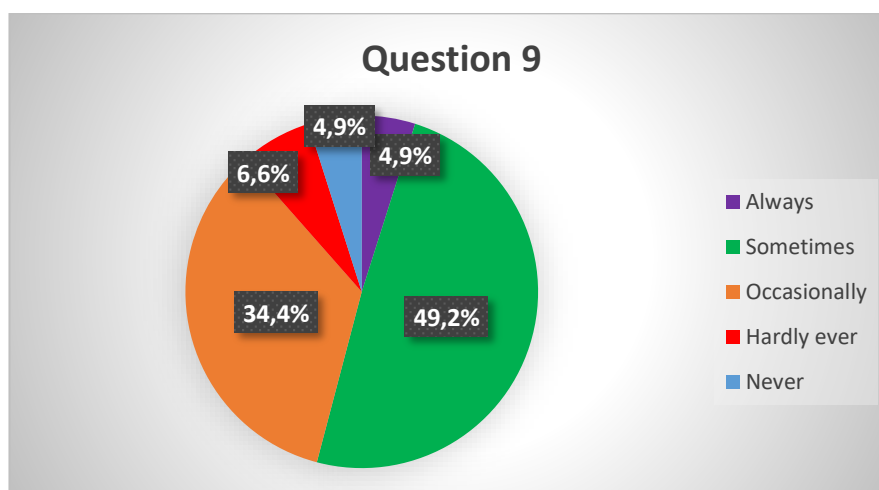
According to the results of the survey, 29.5% of students always and sometimes do activities where the teacher says a number and the students who have that number raise their hands and answer a question that the teacher asks them. As a result, 36 students carry out this activity in the classroom. Additionally, 23% of those surveyed occasionally practice it, which corresponds to 14 students. On the other hand, 11.5% of the participants indicate that they hardly ever practice activities where the teacher says a number. Finally, 6.6% indicate that they never interacted in this way, this represents 4 students who says that they never practice this activity.

From the results it can be mentioned that the majority of participants perform activities where the teacher says a number and the students who have that number raise their hands and answer a question that the teacher asks them, while fewer students do not carry out this activity in the classroom. A possible explanation for the small percentage that does not practice this activity could be that it is difficult for students to interact in front of the whole class. So, cooperative learning activities will help the student develop their sociolinguistic competence, which is why it is important to apply them.

Question 9: In the English class, do you do activities where you have to think about an answer to a question individually for a specific time and then discuss it with your partner?

Figure 9

Timed-pair-share



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

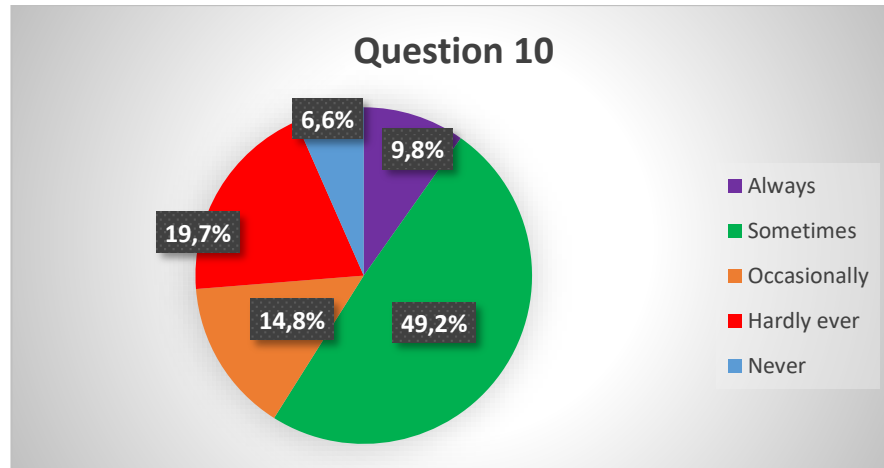
The results of the study indicated that 49.2% of students sometimes they do activities in which they have to think individually about an answer to a question for a specific time and then discuss it with their partner, additionally 34.4% occasionally do it. Which means that 51 students carry out these activities in the English classroom. Besides, 4.9% indicated that they are always performed the mentioned activity. Conversely, 6.6% and 4.9% indicated that they hardly ever and never practice activities where they exchange roles, which represents 7 students.

According to the results, the majority of students perform activities in which they have to think individually about an answer to a question for a specific time and then discuss it with their partner, while there are fewer students who do not do it. The cause of this small percentage that does not carry out the activity could be because the students cannot discuss their ideas with their classmates. Therefore, they need to develop their sociolinguistic competence with the help of activities that allow them to work in groups.

Question 10: In the English class, do you usually do activities where you talk with your friend for 30 seconds to answer or solve a problem and then exchange roles?

Figure 10

Timed-pair-share



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

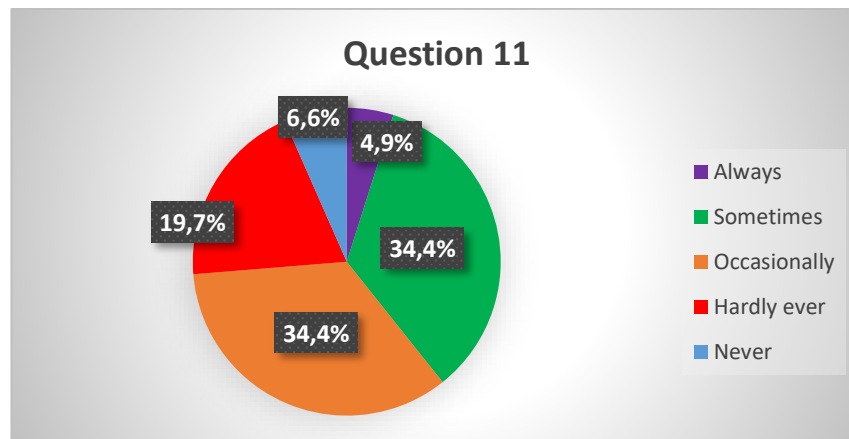
The study revealed that 49.2% of students sometimes carry out activities in which they talk with a friend for 30 seconds to answer or solve a problem and then they exchange roles. Moreover, 14.8% and 9.8% of students said that they occasionally perform the mentioned activity. Therefore, a total of 41 students say that they are doing this activity. Nevertheless, 19.7% of the participants say that they hardly ever practice activities in which they talk with a friend for 30 seconds to solve a problem. In addition, 6.6% of students mentioned they never practice this activity, 16 participants are those who say that they hardly ever and never done the aforementioned activity.

The results of the study are that the most of the students practice activities in which they talk with a friend for 30 seconds to answer or solve a problem and then they exchange roles, while fewer students do not do this activity. The reason this group of students does not do this activity may be because they feel pressured by the specific time they have to think of an answer, adding to the fear of participating in pairs. However, it is important to continue promoting these activities that involve cooperative learning.

Question 11: In English class, do you usually use expressions of basic communicative needs such as daily routines in both the American and British context and dialect? For example: **US:** I take a shower, I cook dinner, I do the dishes, etc. / **UK:** I have a shower, I make dinner, I do the washing-up, etc.

Figure 11

Lexical



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

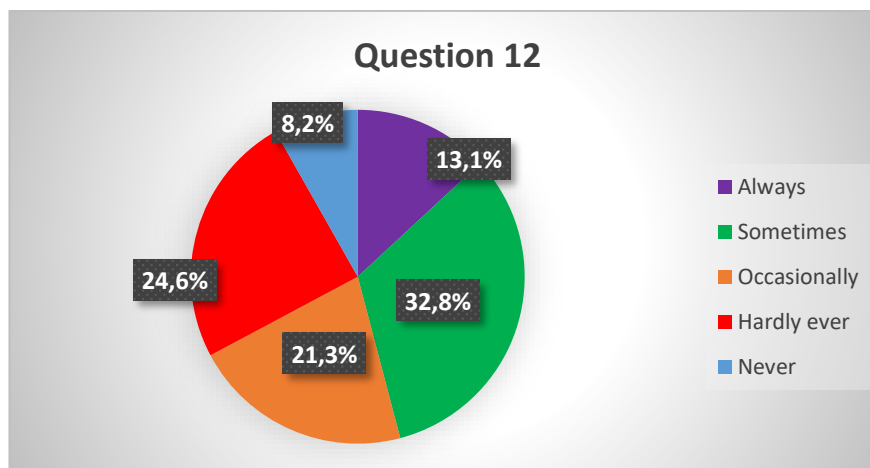
The results of the study showed that 34.4% of respondents sometimes and occasionally use expressions of basic communicative needs, such as daily routines in both the American and British context and dialect. Additionally, 4.9% said that they always use these expressions. As a result, this percentage is equivalent to 45 of the 61 students surveyed. On the contrary, 19.7% of those surveyed answered that they hardly ever use expressions of basic communicative needs in the context such as in the American and British dialect. Furthermore, 6.6% affirm that they have never used these expressions. In conclusion, a total of 16 hardly ever and never students have used these expressions.

As a result of the survey, it was found that the majority of students use expressions of basic communicative needs, such as daily routines in both the American and British context and dialect, while a small group do not use these expressions. However, it is important that students know these expressions to further expand their vocabulary and thus recognize the variation between the American and British context and dialect.

Question 12: In English class, do you usually use expressions of basic communicative needs such as familiar situations in both the American and British context and dialect? For example: **US:** I am tired, Hey, how are you?; Beautiful; etc. / **UK:** I am knackered; Alright?; Lovely; etc.

Figure 12

Lexical



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

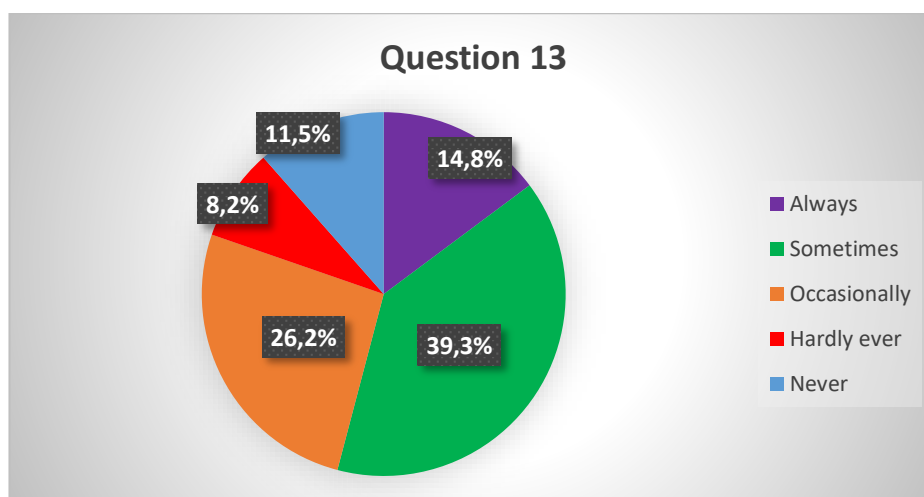
The study revealed that 32.8% of the participants sometimes use expressions of basic communicative needs such as familiar situations in both the American and British context and dialect. Likewise, 21.3% stated that they occasionally use expressions of familiar situations. Additionally, 13.1% say that they always use them, which is equivalent to 41. On the other hand, 24.6% of those surveyed responded that they hardly ever use expressions of basic communicative needs. Furthermore, 8.2% mention that they never used these expressions.

The result of the study revealed that the majority of students use expressions of basic communicative needs such as familiar situations in both the American and British context and dialect, while fewer do not use the aforementioned expressions. However, students must know these types of expressions since they are expressions of basic communicative needs that they must have in their vocabulary, so they will be able to understand the variation between the American and British context and dialect of these expressions.

Question 13: In the English class, do you usually use simple grammatical structures of American and British context and dialect about daily routine topics? For example: **US:** The band is playing. / **UK:** The band are playing.

Figure 13

Grammatical



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

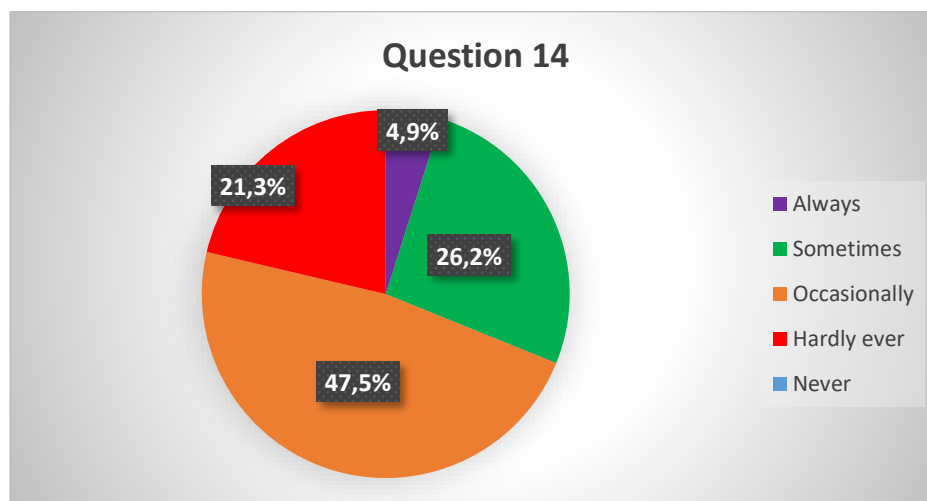
The results of the study indicated that 39.3% of the participants sometimes use simple grammatical structures of American and British context and dialect about daily routine topics. Furthermore, 26.2% responded that they occasionally use simple grammatical structures in different contexts and dialects about daily routines. Likewise, 14.8% say that they always use them. These percentages are equivalent to 49. However, 11.5% of respondents responded that they hardly ever use simple grammatical structures. Furthermore, 8.2% say that they have never used these expressions. In conclusion, a total of 12 hardly ever and never students have used these expressions.

As a result of the study, it is concluded that the majority of students use simple grammatical structures of American and British context and dialect about daily routine topics, while fewer students do not use these simple grammatical structures. We must not forget that students must know these types of grammatical structures since they are simple and that they must practice them, so it will be easy for them to recognize the different contexts and dialects that are presented to them.

Question 14: In English class, do you usually use simple grammatical structures of American and British context and dialect about familiar situations? For example:
US: Can you open the door, please? / **UK:** Could you mind opening the door?

Figure 14

Grammatical



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

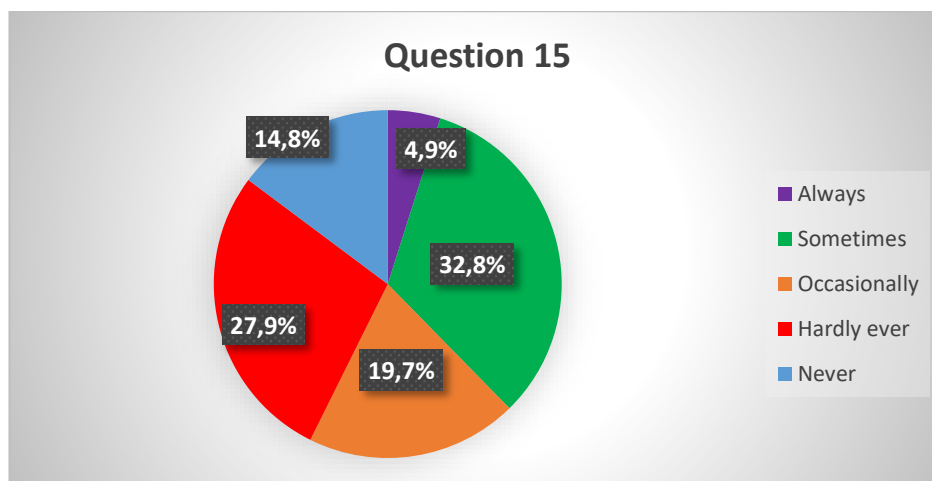
The results indicated that 47.5% of the students occasionally use simple grammatical structures of American and British context and dialect about familiar situations. In addition, 26.2% responded that they sometimes use it. Consequently, these percentages are equivalent to 45 students. On the other hand, 21.3% of participants responded that they hardly ever use simple grammatical structures about familiar situations. Besides, 4.9% say that they have never used these simple grammatical structures. A total of 16 students correspond to those who say that they hardly never and never use a simple grammatical structure in different contexts and dialects.

According to the results, it is concluded that the majority of students use simple grammatical structures of American and British context and dialect about familiar situations, however, fewer students do not use the mentioned grammatical structure. It should be noted that students must know these simple grammatical structures because in this way they will be able to understand the difference or variation in different contexts and dialects.

Question 15: In the English class, do you usually reproduce sounds as well as stress for words about daily routines in the American and British dialect and context if you are carefully guided? For example: Shower (US: /'ʃaʊ.ə/ - UK: /ʃaʊə/))

Figure 15

Phonetic



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

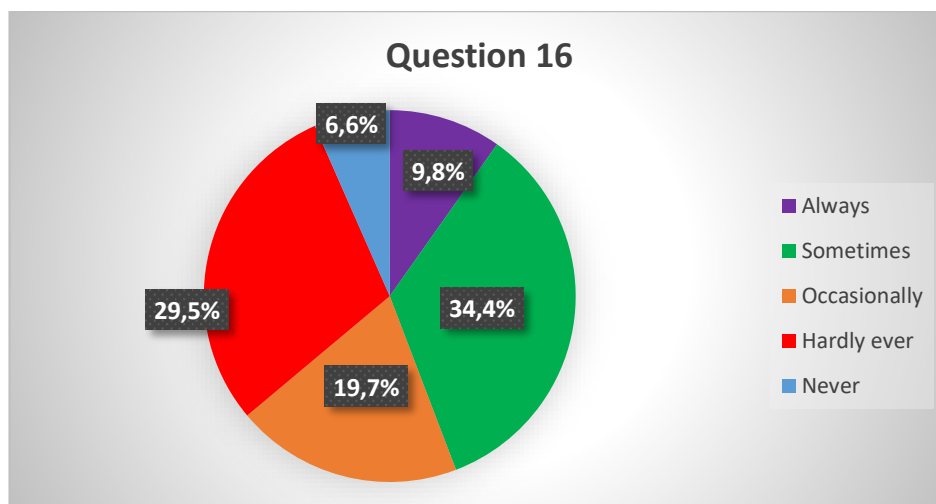
The results showed that 32.8% of the participants sometimes reproduced sounds as well as stress for words about daily routines in the American and British dialect and context if you are carefully guided. While 19.7% indicated that occasionally they know the phonology of words. Likewise, 4.9% say that they always produce it. This reveals that a total of 35 students produce sounds and word stresses about daily routines. On the contrary, 27.9% of the participants indicated that they hardly ever reproduce sounds as well as stress for words about daily routines. Additionally, 14.8% said they never make these sounds. That is, 26 students say that they hardly ever and never produce word sounds about daily routines in American and British context and dialect.

With these results it can be concluded that a little more than half of the participants reproduce sounds as well as stress for words about daily routines in the American and British dialect and context if you are carefully guided, while almost half of the students do not produce them. However, we must remember that the vowel and consonant sounds that make up a language are important for understanding words and thus understanding the variation between different contexts and dialects.

Question 16: In the English class, do you usually reproduce sounds as well as stress for words about familiar situations in the American and British dialect and context if you are carefully guided? For example: **Walk** (US: /wɑ:k/ - UK: /wɔ:k/)

Figure 16

Phonetic



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

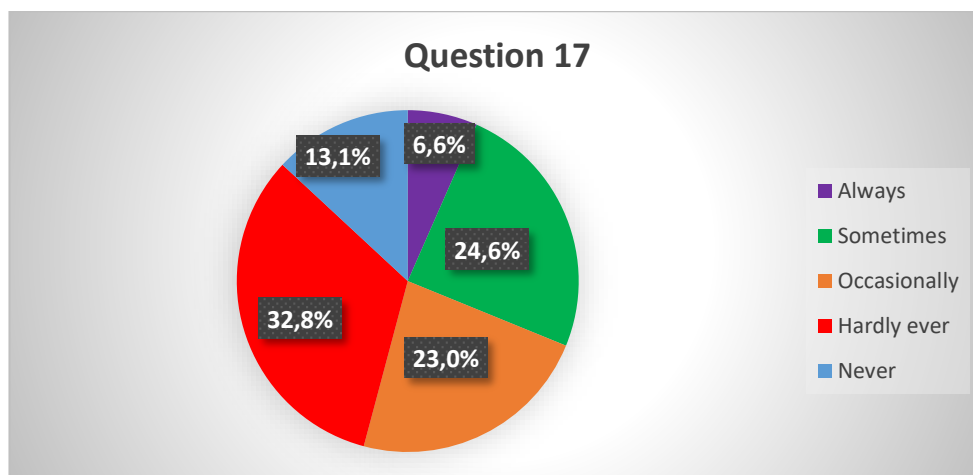
The study revealed that 34.4% of students sometimes reproduce sounds as well as stress for words about familiar situations in the American and British dialect and context if you are carefully guided. Furthermore, 19.7% said that they occasionally produced these sounds and stress. Likewise, 9.8% said that they always produced them. Therefore, 39 students reproduce sounds as well as stress. On the contrary, 29.5% said they hardly ever reproduced the mentioned sounds and stress. Furthermore, 6.6% of the participants responded that they never produced them. Therefore, a total of 22 hardly ever and never students have produced sounds and stress.

According to the results, a large part of the students reproduces sounds as well as stress for words about familiar situations in the American and British dialect and context if you are carefully guided, on the contrary, few students do not. However, it is important to mention that the sounds and accentuations of words help to recognize the change in pronunciation of a word in different contexts and dialects such as American and British.

Question 17: In the English class, do you usually articulate a limited number of sounds about familiar topics such as sports in the American and British dialect and context?
For example: Soccer **US:** /'sɑ:.kə/ - **UK:** /'sɒk.ə/

Figure 17: Phonetic

Phonetic



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

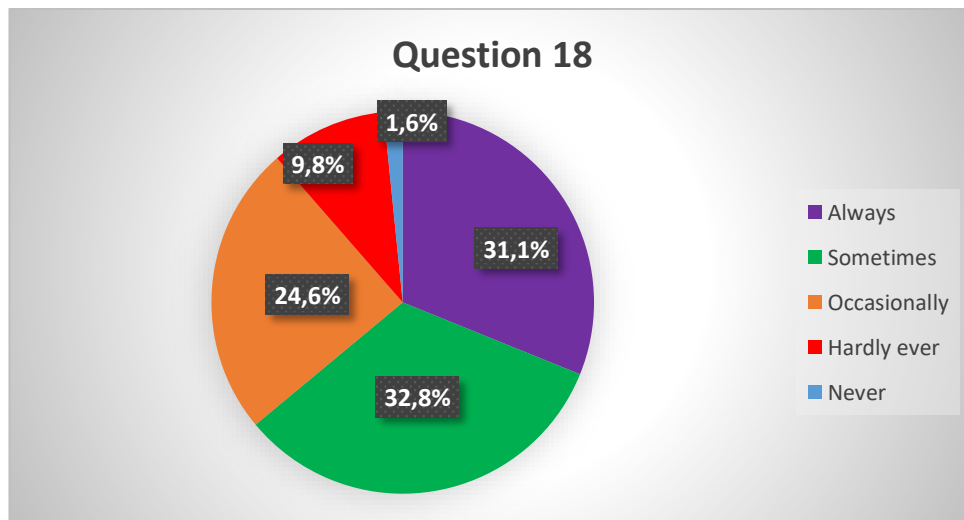
According to the study, 24.6% of the participants sometimes articulated a limited number of sounds about familiar topics such as sports in the American and British dialect and context. Additionally, 23% responded that they occasionally articulate these sounds. Furthermore, 6.6% responded that they always produce them. Consequently, 33 students articulated a limited number of sounds about familiar topics such as sports. Instead, 32.8% said hardly ever they articulated a limited number of sounds in words about sports. Additionally, 6.6% responded that they never articulated them. This represents 28 students who say they have hardly ever and never articulated sounds in different contexts and dialects.

Based on the results it can be inferred that half of the students articulated a limited number of sounds about familiar topics such as sports in the American and British dialect and context, while the other half did not articulate these sounds. A possible reason why almost half of the students do not articulate the sounds of words may be because they need to do activities where they listen to and practice the sounds of different words and thus notice the difference in them.

Question 18: In the English class, do you consider voice tone, body language, and facial expressions necessary to communicate effectively and better understand the meaning behind messages when you speak English?

Figure 18

Paralinguistic



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

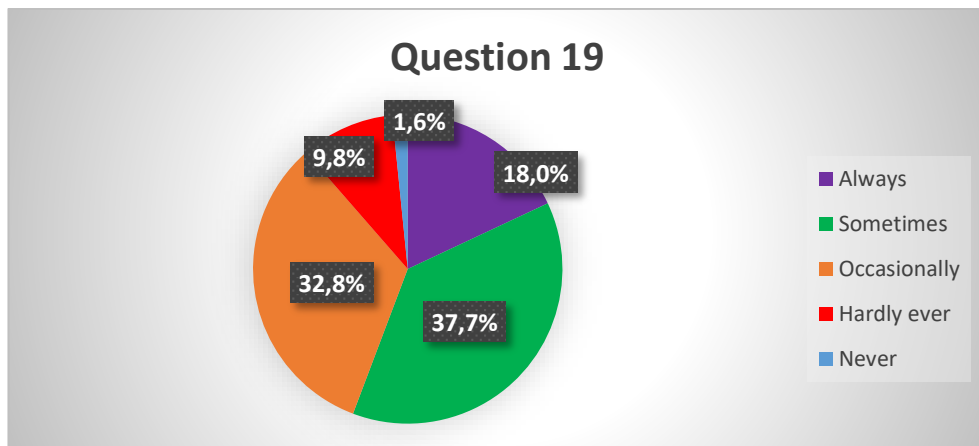
The results of the study revealed that 32.8% of participants sometimes considered voice tone, body language, and facial expressions necessary to communicate effectively and better understand the meaning behind messages when they speak English. Additionally, 31.1% responded that always voice tone, body language, and facial expressions are necessary. Similarly, 24.6% responded that occasionally they are necessary. On the other hand, 9.8% responded that they hardly ever consider voice tone, body language, and facial expressions important. Finally, 1.6% consider that never is necessary.

According to the results, most of the students considered voice tone, body language, and facial expressions necessary to communicate effectively and better understand the meaning behind messages when you speak English, while there are few students who do not consider it important. This means that non-verbal language is important and necessary for effective communication since they complement words to give a clear and understandable message.

Question 19: In the English class, do you consider voice tone, body language, and facial expressions necessary to communicate effectively and better understand the meaning behind messages when you speak English?

Figure 19

Paralinguistic



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

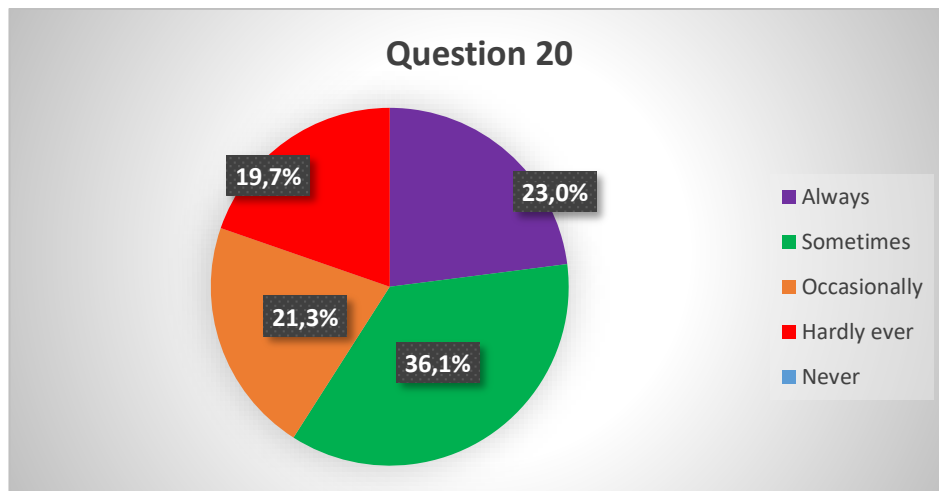
According to the study, 37.7% of the participants sometimes use aspects such as voice tone, body language, and facial expressions to communicate with their classmates when they speak English. Similarly, 32.8% said that they occasionally use these non-verbal expressions. Similarly, 24.6% responded that they occasionally use these expressions. Additionally, 18% said they always use them. This percentage corresponds to 54 students who use these non-verbal expressions when speaking English. On the contrary, 9.8% responded that they hardly ever use these expressions to communicate. Finally, 1.6% consider that they never use them. This represents 7 students who consider that they hardly ever and never use non-verbal expressions.

Based on the results, the majority of students use aspects such as voice tone, body language, and facial expressions to communicate with their classmates when they speak English, on the contrary there are few students who do not use these expressions. In summary, students use these expressions to communicate effectively with their classmates, which makes it easier for them to convey the message they want to communicate.

Question 20: In the English class, do you usually transfer emotions, needs, intentions, and attitudes to your friends through gestures and body position without the use of verbal language?

Figure 20

Paralinguistic



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

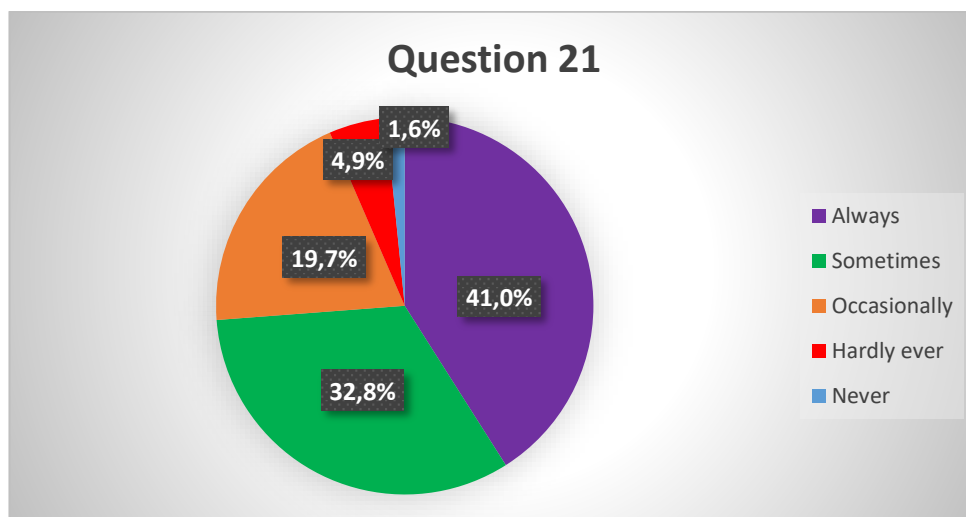
The study revealed that 36.1% of participants sometimes transferred emotions, needs, intentions, and attitudes to their friends through gestures and body position without the use of verbal language. Likewise, 23% responded that they always transfer their attitudes without the need to use verbal language. In addition, 21.3% responded that they occasionally transfer their emotions in this way. This corresponds to 49 students who say that they transfer their emotions through gestures and body positions. On the other hand, 19.7% responded that they hardly ever transfer their emotions without the need for body language, which corresponds to 12 students.

According to the results, a large part of the participants transferred emotions, needs, intentions, and attitudes to their friends through gestures and body position without the use of verbal language, while fewer students did not transfer their emotions in this way. This means that gestures and body position are important to communicate, since this way a message can be transferred without having to use verbal language. So, students use this to communicate with their peers.

Question 21: Do you consider that cooperative learning activities in the classroom help students to develop their sociolinguistic competence?

Figure 21

General question



Note: This table demonstrate the results of a survey conducted with 61 students. Male = 33 Female = 28

Analysis and interpretation

Based on the results of the study, it can be said that 41% of the students always considered that cooperative learning activities in the classroom help students to develop their sociolinguistic competence. In the same way, 32.8% of students consider that sometimes these activities help in the development of sociolinguistic competence. In addition, 19.7% occasionally also consider it. This corresponds to 57 students who consider that cooperative learning activities help them. On the contrary, 4.9% responded that they hardly ever consider that cooperative work activities help them. Finally, 1.6% say that these activities never help. This corresponds to 4 students who consider that hardly ever and never helps them.

According to the results, the majority of students considered that cooperative learning activities in the classroom help students to develop their sociolinguistic competence, while there are very few students who do not consider this. Therefore, it is concluded that when cooperative work activities are practiced within the classroom, students manage to develop their sociolinguistic competence, since they interact with them.

3.2 Verification of the hypothesis

Table 2

Hypothesis test summary

	Null Hypothesis	Test	Sig.	Decision
1	In the English class, when you do interviews, do you ask a friend to answer a question on a specific topic and then exchange roles?	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
2	In the English class, do you usually practice the activities where you ask and answer a question to your friends (interview) and then present the idea to the whole class?	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
3	In the English class, do you usually practice activities where there is a problem that has multiple possible answers and solutions?	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
4	In the English class, do you usually do activities where you work in pairs to express answers or solutions to a question asked by the teacher?	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
5	In the English class, when you work in a team, do you do activities where you think individually about a topic, problem, or answer and then share those ideas with your partners?	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
6	In the English class, do you usually do activities where you discuss with your friend a question that the teacher asked, and then you share your friend's answers with the whole class?	One-Sample Chi-Square Test	,034	Reject the null hypothesis.
7	In the English class, do you usually do activities in which you number yourself to form groups to discuss a topic together, so everyone knows about the topic to answer the teacher's question?	One-Sample Chi-Square Test	,001	Reject the null hypothesis.

8	In the English class, do you usually do activities where the teacher says a number, and the students with that number must raise their hands and answer a question asked by the teacher?	One-Sample Chi-Square Test	,009	Retain the null hypothesis.
9	In the English class, do you do activities where you have to think about an answer to a question individually for a specific time and then discuss it with your partner?	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
10	In the English class, do you usually do activities where you talk with your friend for 30 seconds to answer or solve a problem and then exchange roles?	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
11	In English class, do you usually use expressions of basic communicative needs such as daily routines in both the American and British context and dialect? For example: US: I take a shower, I cook dinner, I do the dishes, etc. / UK: I have a shower, I make dinner, I do the washing-up, etc.	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
12	In English class, do you usually use expressions of basic communicative needs such as familiar situations in both the American and British context and dialect? For example: US: I am tired, Hey, how are you?; Beautiful; etc. / UK: I am knackered; Alright?; Lovely; etc.	One-Sample Chi-Square Test	,023	Reject the null hypothesis.
13	In the English class, do you usually use simple grammatical structures of American and British context and dialect about daily routine topics? For example: US: The band is playing. / UK: The band are playing.	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
14	In English class, do you usually use simple grammatical structures of American and	One-Sample Chi-Square Test	,001	Reject the null hypothesis.

	British context and dialect about familiar situations? For example: US: Can you open the door, please? / UK: Could you mind opening the door?			
15	In the English class, do you usually reproduce sounds as well as stress for words about daily routines in the American and British dialect and context if you are carefully guided? For example: Shower (US: /'ʃaʊ.ə/ - UK: /'ʃaʊər/)	One-Sample Chi-Square Test	,009	Retain the null hypothesis.
16	In the English class, do you usually reproduce sounds as well as stress for words about familiar situations in the American and British dialect and context if you are carefully guided? For example: Walk (US: /wɑ:k/ - UK: /wɔ:k/)	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
17	In the English class, do you usually articulate a limited number of sounds about familiar topics such as sports in the American and British dialect and context? For example: Soccer US: /'sɑ:.kə/ - UK: /'sɒk.ər/	One-Sample Chi-Square Test	,012	Reject the null hypothesis.
18	In the English class, do you consider voice tone, body language, and facial expressions necessary to communicate effectively and better understand the meaning behind messages when you speak English?	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
19	In the English class, do you consider voice tone, body language, and facial expressions necessary to communicate effectively and better understand the meaning behind messages when you speak English?	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
20	In the English class, do you usually transfer emotions, needs, intentions, and attitudes to your friends through gestures and	One-Sample Chi-Square Test	,249	Retain the null hypothesis.

	body position without the use of verbal language?			
21	Do you consider that cooperative learning activities in the classroom help students to develop their sociolinguistic competence?	One-Sample Chi-Square Test	,001	Reject the null hypothesis.

Note: SPSS Test Statistics. Asymptotic significances are displayed. The significance level is 0,05

Table 1 shows the P value that indicates the level of significance where the null hypothesis will be accepted or rejected. In fact, the majority of the questions, that is, 18 out of 21, have a P value equal to 0.000, which means that these questions accept the alternative hypothesis that there is a relationship between cooperative learning and sociolinguistic competence. In contrast, questions 8, 15, and 20 have a P value greater than 0.05. Questions 8 and 15 have a significance level of 0.009, and question 20 has 0.249, so they accept the null hypothesis that there is no relationship between cooperative learning and sociolinguistic competence.

According to the hypothesis verification table, the majority of the questions, 16 questions reject the null hypothesis which means that the students have already noticed a relationship between cooperative learning and its relationship in sociolinguistic competence. They admit that cooperative learning activities are useful to develop their sociolinguistic competence. However, only 5 questions retain the null hypothesis, which means that students do not consider that cooperative work activities help the development of their sociolinguistic competence; this could be because students prefer to work individually.

Discussion

The purpose of this research was to see the relationship between cooperative learning and sociolinguistic competence. According to the survey results, there is a positive relationship. Likewise, authors who talk about these two variables affirm that they do have a relationship. According to this background, Olsen and Kagan (1992) stated that "cooperative learning" is a type of group learning activity where students are encouraged to promote the learning of others while also taking responsibility for their own education. Learning depends on students in groups exchanging information in a

socially structured manner. Therefore, the students of the Unidad Educativa Pluricultural "Manzanapamba" consider that this approach helps the development of their sociolinguistic competence since it allows them to interact with their classmates within the classroom.

Finally, IA (2023) pointed out that sociolinguistic competence is the body of information that underpins people's capacity to utilize language in suitable contexts. Understanding appropriate speech and silence in formal settings. As a result, it is crucial to be able to communicate efficiently and courteously with a variety of people. Next, Laroco Martinez and De Vera (2019) in her research found that cooperative learning improves the communicative competence of English learners, such as sociolinguistic competence and grammatical competence. In addition, she concluded that cooperative learning promotes interaction in class because it contributes to the acquisition and growth of four skills and generates a pleasant atmosphere in the classroom. It is something that the students of the "Manzanapamba" school agree with since they consider that when they work as a team, they develop their communication skills.

Using Johnson et al.'s (1994) framework for cooperative learning groups provides a structured way to explore how different types of group interactions contribute to the development of sociolinguistic competence. Sociolinguistic competence involves the ability to use language appropriately in social contexts, understanding nuances, and variations in language according to factors like cultural norms, social roles, and settings. According to this information, it is concluded that when students work cooperatively, they use the three variations named by the aforementioned authors, which are formal cooperative learning groups, informal cooperative learning groups and cooperative base groups.

Cooperative learning, as described by Balkcom (1992), involves small groups of students with diverse skill levels collaboratively engaging in various learning activities to enhance their understanding of a subject matter. This collaborative approach to learning presents a promising avenue for the development of sociolinguistic competence, the ability to use language effectively in different social contexts. Incorporating cooperative learning strategies into the educational framework, as

suggested by Balkcom (1992), provides a dynamic environment for the development of sociolinguistic competence. Through collaborative activities, students not only enhance their understanding of subject matter but also acquire the communication skills essential for effective sociolinguistic interactions in diverse social contexts.

McGroarty (1989) emphasizes the advantages of cooperative learning agreements in bilingual and second language teaching, highlighting six main benefits that encompass linguistic, curricular, and social aspects. Therefore, incorporating cooperative learning in bilingual and second language teaching, as advocated by McGroarty (1989), not only facilitates linguistic and curricular benefits but also contributes significantly to the development of sociolinguistic competence. Through diverse interactions, integration of language and content, and collaborative activities, cooperative learning becomes a powerful tool for nurturing students' ability to use language effectively in various social contexts.

Cooperative language learning in EFL classrooms not only contributes to a positive learning environment but also plays a vital role in the development of sociolinguistic competence. This approach, while yielding beneficial results, requires careful consideration of learning process management to mitigate potential issues during implementation, as highlighted by Wichadee and Orawiwatnakul (2012). By fostering diverse linguistic interactions, promoting adaptability, and emphasizing effective communication, cooperative learning becomes a valuable tool for equipping students with the skills needed to navigate the complexities of language use in diverse social contexts.

Holmes (2013) emphasizes that sociolinguistic competence is the foundation of individuals' ability to use language effectively in diverse contexts, encompassing appropriate speech, silence, and the skill to convey information tailored to specific settings. So, cooperative learning, with its collaborative and interactive nature, plays a significant role in nurturing sociolinguistic competence. By providing students with diverse linguistic contexts, emphasizing effective communication, and promoting collaboration. The skills developed in cooperative learning environments are essential for students to interact in both formal and informal social contexts.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing and processing the survey data, the following conclusions were reached:

Based on the findings, it can be concluded that students consider that cooperative work activities develop their sociolinguistic competence since they work collectively, exchange ideas, and help each other to gain knowledge of a topic under the guidance of the teacher. However, a small group of students consider that these activities do not help them, which could be attributed to the fact that students do not like working with their classmates and prefer to carry out activities individually. Notably, cooperative learning is an instructional approach in which students can work in small groups on structured activities so teachers can apply and develop them within the classroom. Some of the activities mentioned throughout the research were 5 proposed by Spencer Kagan, which was Three-Step Interview, Rally Robin, Think-Pair-Share, Numbered Heads, and Timed-Pair-Share. These activities are not only engaging but also effective in enhancing communication skills, fostering a deeper understanding of sociolinguistic nuances, and promoting collaborative learning. By carefully integrating such activities, teachers can provide students with the opportunity to develop critical sociolinguistic skills while acknowledging and addressing the diverse needs and preferences within the classroom.

It was possible to identify the knowledge that students have regarding the variation of a language. Knowing the variations of a language are part of the students' sociolinguistic competence, so indicators such as lexical (knowledge and ability to use the vocabulary of a language), grammar (knowledge and ability to use the grammatical resources of a language), phonology (the sounds of a particular language such as stress, intonation, etc.), and paralinguistics (body language such as gestures, facial expressions, eye contact, postures, etc.) were taken into account. These indicators are part of the sociolinguistic markers of sociolinguistic competence. It was important for the students to know these markers since this way they could identify the variations that were applied in each of them. This understanding equips them to adapt their

language in ways that are culturally and contextually appropriate, enhancing their communication skills and social awareness. Educators play a pivotal role in fostering this competence through targeted instruction and practical examples, preparing students to engage successfully in a world where linguistic and cultural diversity is the norm.

Incorporating a variety of cooperative learning activities in the classroom is essential for addressing diverse learning styles and needs. They not only enhance language skills but also foster critical thinking, empathy, and teamwork. The main activities that the students considered they carried out in the classroom were Three-Step Interview, Rally Robin, and Timed-Pair-Share, since these were the activities that the teacher often applied when they did teamwork. It is important to mention that the Think-Pair-Share, and Numbered Heads activities were activities that the students did not practice or practiced very little. These activities seek to organize the classroom to turn it into a social and academic learning experience that strengthens teamwork in students to complete tasks and achieve a common learning goal under the guidance of the teacher. Teachers should consider incorporating these activities to improve interaction between students and thus address the learning needs of students to develop their sociolinguistic competence.

4.2 Recommendations

It is recommended to use cooperative learning activities because they help students foster values such as mutual help, participation, empathy, assumption of responsibilities, self-regulation of learning and awareness of their own mistakes. In addition, it is recommended that teachers use authentic materials when applying cooperative learning activities in the classroom create a rich and dynamic language learning environment, since this way students will feel more comfortable and enter a total English environment. As well as teachers can use other communicative approaches such as communicative language teaching, as it helps develop students' knowledge through communication. This holistic approach not only enhances language proficiency but also develops a range of social and cognitive skills, preparing students for effective communication in diverse real-world contexts.

Teaching and recognizing language variations contribute significantly to the development of sociolinguistic competence. By incorporating these elements into language instruction, teachers empower learners to navigate the complexities of language use in diverse social contexts, fostering effective communication and cultural awareness. Therefore, it is recommended that teachers make known the markers that comprise this competence so that students can recognize and use the vocabulary, grammatical resources, and the particular sounds of words of a language, in addition to knowing how to use their body language.

Teachers can use cooperative learning activities to make students develop their sociolinguistic competence. These activities will help students work collectively in small groups, making it easier for them to express and share their ideas, create their own knowledge, inclusivity and will also contribute to the development of their social skills. Additionally, teachers could look for new cooperative learning activities since there are several that fit the academic needs of students such as jigsaw, case studies, sharing opinions, etc. However, the teacher must consider that there are students who prefer to work individually, so the teacher must be creative to include them in the activities.

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Annexes

Annex 1: Approval



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD

Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334

Ambato-Ecuador

Ambato 03 octubre 2023

Res. Nº FCHE-CD- 2499 -2023

Señores/as

MASAQUIZA SERRANO VIVIANA JACQUELINE

Estudiante de la Carrera de Pedagogía de los Idiomas Nac. y Extr., Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Presente

De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 03 octubre del 2023 en atención a la solicitud presentada por el/la estudiante **MASAQUIZA SERRANO VIVIANA JACQUELINE** sobre el tema **“COOPERATIVE LEARNING AND SOCIOLINGUISTIC COMPETENCE”**, por usted propuesto resuelve:

DESIGNAR A LA DOCENTE **MG. RUTH INFANTE** COMO TUTOR DEL TRABAJO DE TITULACION QUIÉN OBLIGATORIAMENTE REALIZARÁ EL REFERIDO PROCESO EN CONFORMIDAD LO ESTABLECE EL **ART.17** “REGLAMENTO PARA LA TITULACIÓN DE GRADO EN LA UNIVERSIDAD TÉCNICA DE AMBATO ESTIPULA: Artículo 17.- Del tiempo para el desarrollo del trabajo de titulación. – El estudiante deberá asistir a las tutorías planificadas conjuntamente con el tutor para el desarrollo del trabajo de titulación, concluir y aprobar la modalidad de titulación escogida en el período académico destinado en la malla curricular. Se entenderá que el estudiante concluye y aprueba su trabajo de titulación únicamente cuando haya realizado la sustentación de este.

SE RECOMIENDA QUE EN LA EJECUCION DEL TRABAJO DE TITULACIÓN SE TOME EN CUENTA LA REDACCIÓN, ORTOGRAFIA, EL NOMBRE DE LA CARRERA Y EL TITULO A OBTENER CORRECTO.

Atentamente,



SEGUNDO VÍCTOR
HERNÁNDEZ DEL SALTO

Dr. Mg. Víctor Hernández del Salto
PRESIDENTE

C.C DIRECTOR DE PROYECTO Adj: Proyecto
SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL
ARCHIVO NUMERICO CONSEJO DIRECTIVO

VHS/CVD/JAB

Annex 2: Institutional approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 28 de agosto 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Jenny Maria Masaquiza Masaquiza, en mi calidad de Rectora de la Unidad Educativa Intercultural Bilingüe "Manzanapamba", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "COOPERATIVE LEARNING AND SOCIOLINGUISTIC COMPETENCE" propuesto por la estudiante Viviana Jacqueline Masaquiza Serrano, portadora de la Cédula de Ciudadanía, 1805303227 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Lcda. Jenny Masaquiza
Rectora
CI. 1802874964
Telf.: 0987419137
Emial: eumanzanapamba@hotmail.com



Annex 3: Operationalization of variables



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS
OPERATIONALIZATION OF VARIABLES

Objective: To analyze the impact of cooperative learning activities on the development of the sociolinguistic competence of students.

Instructions: Read determinedly, and choose the options based on your own experience. All answers need to be as genuine as possible.

1. Cooperative learning	Dimensions	Indicators	Questions
Cooperative learning is group learning so learning depends on the socially structured exchange of knowledge between group members. Some of these cooperative learning activities are Three-step interviews, Rally Robin, Think-Pair-Share, Numbered Heads, and Timed-Pair-Share. Thanks to these activities each student is responsible for their own learning and is encouraged to help their classmates learn together.	Activities	- Three-step	1-2
		interview	3-4
		- Rally Robin	5-6
		- Think-Pair-Share	7-8
		- Numbered heads	9-10
		- Timed-Pair-Share	
2. Sociolinguistic competence	Dimensions	Indicators	Questions
Sociolinguistic competence includes the knowledge and skills necessary to address the social dimension of language use. For example, knowing when to speak and when to remain silent in different contexts. Sociolinguistic competence also includes the ability to recognize markers that are lexical, grammatical, phonetic, and paralinguistic.	Sociolinguistic markers	- Lexical	11-12
		- Grammatical	13-14
		- Phonetic	15-16-17
		- Paralinguistic	18-19-20
Do you consider that cooperative learning activities in the classroom help students to develop their sociolinguistic competence?			21

Annex 4: Validated survey



UNIVERSIDAD TECNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS STUDENT SURVEY

COOPERATIVE LEARNING AND SOCIOLINGUISTIC COMPETENCE

Objective: To analyze the impact of cooperative learning activities on the development of the sociolinguistic competence of students.

Instructions: Read determinedly, and choose the options based on your own experience. All answers need to be as genuine as possible.

Cooperative learning: Cooperative learning is group learning so learning depends on the socially structured exchange of knowledge between group members. Some of these cooperative learning activities are Three-step interviews, Rally Robin, Think-Pair-Share, Numbered Heads, and Timed-Pair-Share. Thanks to these activities each student is responsible for their own learning and is encouraged to help their classmates learn together.

Sociolinguistic competence: Sociolinguistic competence includes the knowledge and skills necessary to address the social dimension of language use. For example, knowing when to speak and when to remain silent, knowing how to speak appropriately in a formal context, and even knowing how to use language in different contexts. Sociolinguistic competence also includes the ability to recognize linguistic markers that are lexical, grammatical, phonetic, and paralinguistic.

COOPERATIVE LEARNING ACTIVITIES

Three-step interview: Questions 1 - 2

1. In the English class, when you do interviews, do you ask a friend to answer a question on a specific topic and then exchange roles?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently

- 5 Always

2. In the English class, do you usually practice the activities where you ask and answer a question to your friends (interview) and then present the idea to the whole class? 1 Never

- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

Rally Robin: Questions 3 - 4

3. In the English class, do you usually practice activities where there is a problem that has multiple possible answers and solutions?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

4. In the English class, do you usually do activities where you work in pairs to express answers or solutions to a question asked by the teacher?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

Think-Pair-Share: Questions 5 - 6

5. In the English class, when you work in a team, do you do activities where you think individually about a topic, problem, or answer and then share those ideas with your partners?

- 1 Never

- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

6. In the English class, do you usually do activities where you discuss with your friend a question that the teacher asked, and then you share your friend's answers with the whole class?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

Numbered Heads: Questions 7 - 8

7. In the English class, do you usually do activities in which you number yourself to form groups to discuss a topic together, so everyone knows about the topic to answer the teacher's question?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

8. In the English class, do you usually do activities where the teacher says a number, and the students with that number must raise their hands and answer a question asked by the teacher?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

Timed-Pair-Share: Questions 9 - 10

9. In the English class, do you do activities where you have to think about an answer to a question individually for a specific time and then discuss it with your partner?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

10. In the English class, do you usually do activities where you talk with your friend for 30 seconds to answer or solve a problem and then exchange roles?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

SOCIOLINGUISTIC COMPETENCE

Lexical: Questions 11 - 12

11. In English class, do you usually use expressions of basic communicative needs such as daily routines in both the American and British context and dialect? For example:

US: I take a shower, I cook dinner, I do the dishes, etc.

UK: I have a shower, I make dinner, I do the washing-up, etc.

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

12. In English class, do you usually use expressions of basic communicative needs such as familiar situations in both the American and British context and dialect?

For example:

US: I am tired, Hey, how are you?; Beautiful; etc.

UK: I am knackered; Alright?; Lovely; etc.

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

Grammatical: Questions 13 - 14

13. In the English class, do you usually use simple grammatical structures of American and British context and dialect about daily routine topics? For example:

US: The band is playing.

UK: The band are playing.

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

14. In English class, do you usually use simple grammatical structures of American and British context and dialect about familiar situations? For example:

US: Can you open the door, please?

UK: Do you mind opening the door?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

Phonetic: Questions 15 - 16 - 17

15. In the English class, do you usually reproduce sounds as well as stress for words about daily routines in the American and British dialect and context if you are carefully guided? For example:

Shower US: /'ʃaʊ.ə/ - **UK:** /ʃaʊər/

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

16. In the English class, do you usually reproduce sounds as well as stress for words about familiar situations in the American and British dialect and context if you are carefully guided? For example:

Walk US: /wɑ:k/ - **UK:** /wɔ:k/

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

17. In the English class, do you usually articulate a limited number of sounds about familiar topics such as sports in the American and British dialect and context? For example:

Soccer US: /'sɑ:.kə/ - **UK:** /'sɒk.ə/

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

Paralinguistic: Questions 18 - 19 - 20

18. In the English class, do you consider voice tone, body language, and facial expressions necessary to communicate effectively and better understand the meaning behind messages when you speak English?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

19. In the English class, do you usually use aspects such as voice tone, body language, and facial expressions to communicate with your classmates when you speak English?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

20. In the English class, do you usually transfer emotions, needs, intentions, and attitudes to your friends through gestures and body position without the use of verbal language?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Frequently
- 5 Always

General question: 21

21. Do you consider that cooperative learning activities in the classroom help students to develop their sociolinguistic competence?

- 1 Never
- 2 Rarely

- 3 Occasionally
- 4 Frequently
- 5 Always

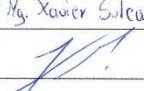
Thanks for your collaboration!

Annex 5: Checklist validation


ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
General Aspects									Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire											
The items allow to accomplish the objective of the research.											
The items are distributed in a logical and sequential way											
The number of items is enough to collect data. If not, suggest the items to be included.											
APPLICABLE				NOT APPLICABLE							
Validated by:						ID:			Date:		
Signature:						Email:					
Place of work:						Academic degree;					
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>											

Annex 6: Checklist validated


A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
9	✓		✓			✓	✓		✓			
10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
13	✓		✓			✓	✓		✓			
14	✓		✓			✓	✓		✓			
15	✓		✓			✓	✓		✓			
16	✓		✓			✓	✓		✓			
17	✓		✓			✓	✓		✓			
18	✓		✓			✓	✓		✓			
19	✓		✓			✓	✓		✓			
20	✓		✓			✓	✓		✓			
21	✓		✓			✓	✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					✓	NOT APPLICABLE						
Validated by: Mg. Xavier Sulca					ID: 1802AA75A8			Date: Thursday, October 9				
Signature: 					Email: manvelxsulca@ua.edu.ec							
Place of work:					Academic degree; Magister.							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

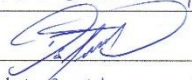
A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
9	✓		✓			✓	✓		✓			
10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
13	✓		✓			✓	✓		✓			
14	✓		✓			✓	✓		✓			
15	✓		✓			✓	✓		✓			
16	✓		✓			✓	✓		✓			
17	✓		✓			✓	✓		✓			
18	✓		✓			✓	✓		✓			
19	✓		✓			✓	✓		✓			
20	✓		✓			✓	✓		✓			
21	✓		✓			✓	✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		Likert Scale must have 5 levels.
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					NOT APPLICABLE							
Validated by: Mg. Doris Cumbe					ID: 1803694569			Date: October 10th, 2023				
Signature: 					Email: dm.cumbe@ota.edu.ec							
Place of work: Universidad Técnica de Ambato					Academic degree: Master in TEFL							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	/		/		/		/		/			
2	/		/		/		/		/			
3	/		/		/		/		/			
4	/		/		/		/		/			
5	/		/		/		/		/			
6	/		/		/		/		/			
7	/		/		/		/		/			
8	/		/		/		/		/			
9	/		/		/		/		/			
10	/		/		/		/		/			
11	/		/		/		/		/			
12	/		/		/		/		/			
13	/		/		/		/		/			
14	/		/		/		/		/			
15	/		/		/		/		/			
16	/		/		/		/		/			
17	/		/		/		/		/			
18	/		/		/		/		/			
19	/		/		/		/		/			
20	/		/		/		/		/			
21	/		/		/		/		/			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										/		
The items allow to accomplish the objective of the research.										/		
The items are distributed in a logical and sequential way										/		
The number of items is enough to collect data. If not, suggest the items to be included.										/		
APPLICABLE					/	NOT APPLICABLE						
Validated by: <i>Dr. Dora Estefanía Cumbos, Jg</i>					ID: <i>302696458</i>			Date: <i>06/10/2023</i>				
Signature: 					Email: <i>dsamcumbos@deba.edu.ec</i>							
Place of work: <i>UTA</i>					Academic degree: <i>Maestría</i>							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓		✓		✓		✓			
2	✓		✓		✓		✓		✓			
3	✓		✓		✓		✓		✓			
4	✓		✓		✓		✓		✓			
5	✓		✓		✓		✓		✓			
6	✓		✓		✓		✓		✓			
7	✓		✓		✓		✓		✓			
8	✓		✓		✓		✓		✓			
9	✓		✓		✓		✓		✓			
10	✓		✓		✓		✓		✓			
11	✓		✓		✓		✓		✓			
12	✓		✓		✓		✓		✓			
13	✓		✓		✓		✓		✓			
14	✓		✓		✓		✓		✓			
15	✓		✓		✓		✓		✓			
16	✓		✓		✓		✓		✓			
17	✓		✓		✓		✓		✓			
18	✓		✓		✓		✓		✓			
19	✓		✓		✓		✓		✓			
20	✓		✓		✓		✓		✓			
21	✓		✓		✓		✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					✓	NOT APPLICABLE						
Validated by: Lic. Dario Masaguiza					ID: 1803653110			Date: October 17 th , 2023				
Signature: 					Email: darymusaguiza@hotmail.com							
Place of work: U.E. "Morazanapamba"					Academic degree: Teacher							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

Annex 7: Cronbach Alpha validation

Reliability Statistics

Cronbach's Alpha	N of Items
,780	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
In the English class, when you do interviews, do you ask a friend to answer a question on a specific topic and then exchange roles?	75,30	93,567	-,085	,808
In the English class, do you usually practice the activities where you ask and answer a question to your friends (interview) and then present the idea to the whole class?	73,80	88,622	,362	,773
In the English class, do you usually practice activities where there is a problem that has multiple possible answers and solutions?	74,20	85,733	,478	,766
In the English class, do you usually do activities where you work in pairs to express answers or solutions to a question asked by the teacher?	74,00	88,889	,318	,774
In the English class, when you work in a team, do you do activities where you think individually about a topic, problem, or answer and then share those ideas with your classmates?	73,90	88,544	,244	,777

In the English class, do you usually do activities where you discuss with your friend a question that the teacher asked, and then you share your friend's answers with the whole class?	74,00	83,333	,371	,769
In the English class, do you usually do activities in which you number yourself to form groups to discuss a topic together, so everyone knows about the topic to answer the teacher's question?	74,20	79,956	,763	,748
In the English class, do you usually do activities where the teacher says a number, and the students with that number must raise their hands and answer a question asked by the teacher?	74,80	87,733	,052	,810
In the English class, do you do activities where you have to think about an answer to a question individually for a specific time and then discuss it with your partner?	74,20	88,178	,629	,769
In the English class, do you usually do activities where you talk with your friend for 30 seconds to answer or solve a problem and then exchange roles?	74,40	84,933	,366	,770

In the English class, do you usually use expressions of basic communicative needs such as daily routines in both the American and British context and dialect? For example: US: I take a shower, I cook dinner, I do the dishes, etc. UK: I have a shower, I	74,30	83,122	,635	,758
In the English class, do you usually use expressions of basic communicative needs such as familiar situations in both the American and British context and dialect? For example: US: I am tired, Hey, how are you?; Beautiful; etc. UK: I am knackered; Alrig	74,50	89,611	,186	,779
In the English class, do you usually use simple grammatical structures of American and British context and dialect about daily routine topics? For example: US: The band is playing. UK: The band are playing.	73,90	87,878	,355	,772

In the English class, do you usually use simple grammatical structures of American and British context and dialect about familiar situations? For example: US: Can you open the door, please? UK: Could you mind opening the door?	74,70	81,789	,620	,756
In the English class, do you usually reproduce sounds as well as stress for words about daily routines in the American and British dialect and context if you are carefully guided? For example: Shower (US: /'ʃaʊ.ə/ - UK: /'ʃaʊər/)	74,70	80,900	,409	,767
In the English class, do you usually reproduce sounds as well as stress for words about familiar situations in the American and British dialect and context if you are carefully guided? For example: Walk (US: /wɑ:k/ - UK: /wɔ:k/)	74,20	87,956	,321	,773
In the English class, do you usually articulate a limited number of sounds about familiar topics such as sports in the American and British dialect and context? For example: Soccer US: /'sɔ:.kə/ - UK: /'sɒk.ər/	74,70	83,122	,345	,772

In the English class, do you consider voice tone, body language, and facial expressions necessary to communicate effectively and better understand the meaning behind messages when you speak English?	74,20	79,956	,667	,751
In the English class, do you usually use aspects such as voice tone, body language, and facial expressions to communicate with your classmates when you speak English?	74,10	85,211	,455	,766
In the English class, do you usually transfer emotions, needs, intentions, and attitudes to your friends through gestures and body position without the use of verbal language?	74,10	84,322	,345	,771
Do you consider that cooperative learning activities in the classroom help students to develop their sociolinguistic competence?	73,80	83,956	,349	,771

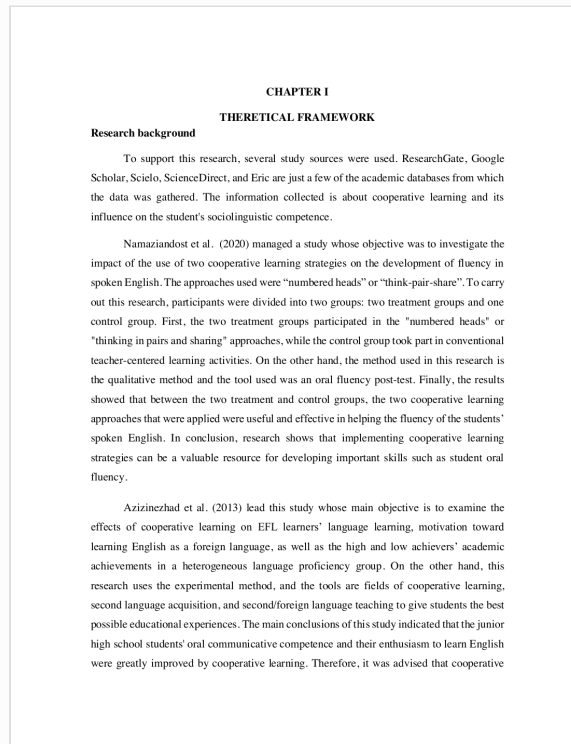


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