

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**TEMA: THE COOPERATIVE LEARNING IN SPEAKING –
FLUENCY DEVELOPMENT.**

Trabajo de investigación previo a la obtención del grado académico en la enseñanza del idioma Inglés como Lengua extranjera.

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**A LA UNIDAD DE TITULACIÓN DE LA UNIVERSIDAD TÉCNICA DE
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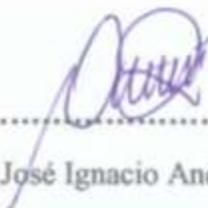
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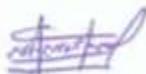
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UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO

TEMA: “El APRENDIZAJE COOPERATIVO EN EL DESARROLLO DE LA FLUIDEZ AL HABLAR EN INGLES”

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TUTOR: Lcda. Mg. Lorena Parra

FECHA: 3 de Abril del 2019

RESUMEN EJECUTIVO

La presente investigación está basada en el uso del aprendizaje cooperativo para el desarrollo de la fluidez al hablar. Tomando en cuenta el nivel de conocimientos en el idioma Inglés de los estudiantes del Centro de Idiomas de la Universidad Técnica de Cotopaxi; se han propuesto actividades grupales que motiven al estudiante a producir oralmente el idioma sin miedo a equivocarse. Adicionalmente, la aplicación de este método de aprendizaje brinda seguridad, confianza y apoyo a los estudiantes para alcanzar objetivos personales y mejorar competencias lingüísticas, destrezas sociales y el uso de la lengua extranjera. La aplicación de actividades dinámicas en clase demostraron la habilidad de los estudiantes para resolver problemas entre ellos, brindándose respaldo mutuo mientras trabajan y sobre todo interactúan aprendieron juntos. Para llevar a cabo esta investigación se aplicó una encuesta a los estudiantes la cual fue verificada a través del alfa de Cronbach. Se aplicó una prueba previa antes de poner en práctica las actividades y metodologías relacionadas al aprendizaje cooperativo las cuales ayudaron a los estudiantes a relacionarse y comunicarse con sus compañeros de mejor manera. Después de aplicar las actividades para desarrollar la fluidez al hablar, se aplicó el post test el cual sus resultados ayudaron para contrastar el progreso de una enseñanza tradicional con una dinámica.

DESCRIPTORES: Desarrollo de la fluidez, aprendizaje cooperativo, motivación, competencias lingüísticas, comunicación oral, interacción, actividades grupales, metas, respeto, destrezas, errores.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LANGUAGE EXTRAJERA

**TEMA: “THE COOPERATIVE LEARNING IN THE ENGLISH SPEAKING –
FLUENCY DEVELOPMENT”**

AUTHOR: José Ignacio Andrade Moran

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DATE: April 3rd, 2019

EXECUTIVE SUMMARY

The present research is based on cooperative learning in the English speaking fluency development. Taking into account the students' English level from the language center at Universidad Technical de Cotopaxi; group work activities are proposed to encourage students to produce the language orally without fear of making mistakes while speaking. In addition, the application of this teaching method provided confidence, reliance, and support enough to reach their personal goals and improved their linguistic competences, social skills and the use of the English language. The use of dynamic activities in class showed the students' abilities to solve problems among them, providing mutual respect and interaction while working and learning together. A survey was applied to carry out this research and it was analyzed through the Cronbach Alfa. In addition, a pretest and posttest were applied at the beginning of the semester and after of the implementation of cooperative learning activities that helped students to work in groups and to communicate between classmates in a better way.

KEY WORDS: Fluency development, cooperative learning, motivation, linguistic competences, oral communication, interaction, group work activities, goals, respect, skills, mistakes.

INTRODUCTION

The current research work **“COOPERATIVE LEARNING IN SPEAKING – FLUENCY DEVELOPMENT”** aims to determine the best way to develop the speaking – fluency in the English Language beginner students at Technical University of Cotopaxi through the use of interactive group activities according to their level and needs avoiding boredom in class. Despite the students’ low English language level, cooperative learning worked as an encouraging strategy to draw their attention and motivate them to work together.

In Ecuador, Cooperative learning works as a teaching strategy that gives important advantages to pupils such help them to improve and develop the teamwork relationship (Placencia Zoila, Diaz Ximena, 2015). It provides learners positive interdependence to build their own knowledge and sharing it with others making the learning environment a suitable and meaningful place for everyone. It allows students to improve their social skills through active interaction between teacher – students and students – students at the same time. As a result of this, teachers get motivated students to participate in class without fear of making mistakes.

Much important learning by the child occurs through social interaction with the skillful tutor. The tutor may model behaviors and provide verbal instructions for the child (Vygotsky, 1978). According to the author’s point of view, the way of a pupil learns to depend on the manner that the tutor makes them work together, applies activities, manages the class and how clear the instructions are given. However, the main tutor’s responsibility is to enhance learning and motivate students to take part in the teaching and the learning process in order to develop important skills.

The importance of developing the English speaking skill is to make communication easier, shorter and understandable. “Speaking is a productive aural /oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan,

2003).” In the other hand (Harmer, *The Practice of English Language Teaching*, 2001) notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar, and pronunciation practiced through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’.

In addition, Kelly (2017) says that learning a new language changes your brain structure. It impacts the parts of your brain that are responsible for memory, conscious thought and more. In addition, learning a foreign language brings many benefits attached to itself because it allows people to study, to work and travel abroad. The English language is one of the most learned languages around the world due to help people to communicate worldwide.

The research work is structured in four chapters that contain the following information:

Chapter I: This chapter contains the theme of the research. It describes the main problem in a macro, mezzo and micro level related to the use of cooperative learning in speaking – fluency development. In addition, the justification is detailed to know how this research works. Also, this investigative work mentions the importance, purpose, beneficiaries, and feasibility. Finally, it states the general and specific objectives.

Chapter II: In this chapter, the theoretical framework details the investigative backgrounds, philosophical foundations, the fundamental categories, the constellation of ideas of independent and dependent variables and the hypothesis formulation.

Chapter III: The third chapter contains the methodology, level, and type of investigation. Besides, the population, the operation of variables and the validation of the instruments to collect data.

Chapter VI: The fourth chapter contains the analysis and interpretation of results, where the analysis of the results, the interpretation of data and the verification of the hypothesis are detailed.

Chapter V: In this chapter, the conclusions, and recommendations are presented to find solutions to the current problem.

Chapter VI: This chapter explains the proposal, which consists of an activity handbook to develop the speaking fluency.

Finally, this research concludes with a reference list and annexes used during this process.

CHAPTER I

THE PROBLEM STATEMENT

1.1 Theme of the problem

THE COOPERATIVE LEARNING IN SPEAKING - FLUENCY DEVELOPMENT APPLIED IN THE A1 ENGLISH LEVEL STUDENTS AT TECHNICAL UNIVERSITY OF COTOPAXI.

1.2 Problem statement

1.2.1 Contextualization of the problem

In Latin America, English is considered as the language of technology, trade and science, by which speakers from other languages and countries are focused on learning it for the benefits that English brings attached itself. Learning English like a foreign language has been promoted to teach and learn by Latin American countries such as Mexico, Chile, Brazil, Argentina, Honduras, Peru and Ecuador due to the public policies addressed to the English language teaching in each country (Sanchez & Diez, 2014).

However, Latin America is the weakest of all regions, with an average English proficiency score barely surpassing the low proficiency language levels (McHugh, 2013). Even the best ranked Latin American country according to the Ef- English Proficiency Index (EPI) is Argentina in position 27 out of 88 countries worldwide followed by Chile in the position 46, there are countries such Brazil 53, Guatemala 56, Mexico 57, Peru 59, Colombia 60, Bolivia 61 and Ecuador 65 that are ranked in the lowest English language proficiency (EF, 2018).

The Latin Americans' poor speaking fluency is due to lack of self-confidence and motivation at the speaking time because the English Language students fear of making mistakes and that is the first reason people do not improve this important oral language skill (Cochrane, 2014).

The majority of English learners have special difficulties while learning and producing the foreign language like the traditional teaching methods such as repetition, memorization and the lack of adequate teaching resources due to all them do not help in any way to encourage them to learn the language in context and to become critical thinkers.

Learning English does not necessarily mean to forget someone's identity or her / his backgrounds, it refers to overcome within a globalized world where being fluent in the language is mandatory.

Rather than considering English as a nice bonus skill, to be added to the school day after more basic skills are mastered, curriculum planners would be wise to consider the central role that English plays in determining employability and professional success. The English language teaching and learning process in Latin America should be handle in an atmosphere of mutual respect where learners do not get frustrated while making mistakes (Press, 2017).

Ecuador is, after Costa Rica and Colombia, the third country in Latin America where the mandatory study of English begins at the earliest age (IFIE, 2016). The English language is taught in Ecuador since kinder garden to superior instruction levels giving the chance to any individual to learn it as a foreign language.

The importance of becoming fluent in the English language is relevant due to all benefits that English provides when someone produces it. It is understood that providing equal opportunities in terms to access Education is the best way to

overcome poverty (Espinoza, 2016). What the former minister of Education says is that giving students the chance to learn a foreign language such as the English language that help them to get more work opportunities that improve their life quality.

Nevertheless, Ecuador is still low in the English Language proficiency index worldwide according to Education First (2018). It says that Ecuador is in the position 65 out of 88 countries that means Ecuadorians do not master the English language at the end of language programs. The English language presents huge difficulties while students are learning it. Currently, the use of English in Ecuador depends on the students' age because when the learner is 30 years old or up, he or she tends to study EFL for a necessity and a professional goal and it is different when learners are younger because they assume the study of English such a school requirement to get graduated (Comercio, 2017).

Every year in Ecuador around 85.000 people are assessed according to the European common framework by EF. The general grade in 2018 gotten was 49,32 over 100. From that group, adults between 31 and 40 years old got a score of 47,26 while younger students between 18 and 20 got 53,57 which represents 11% more than the adults (EF, 2018). The key part is that adult people try harder when they have to conquer their goals and they could achieve a better score if the responsibilities were as soft as the younger's ones.

They do not see a real need to learn or speak English. Actually, motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves (Littlewood, 1984). The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981).

Given the fact that Ecuador is a multicultural country, a certain number of Ecuadorian students who are learning English may descend from indigenous cultures- where Spanish is their foreign language; and English their third (Mineduc, 2012). The Ecuadorian education minister (2012) claims the English Language Learning standards are outcomes that students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process.

No matter where pupils come from or what economic status they belong to, the thing is that they have to be taught a foreign language in adequate settings where the language skills will be trained in a proper way (Abdelaziz, 2017). The language standards are mainly focused on those skills that students have to develop into the Teaching and learning process that allow them to understand and communicate with others by using English as a foreign language. But everything depends on how well the teaching and learning resource is handle by the language instructor.

Education is a powerful instrument to create citizens capable of facing the world, with positive attitudes and skills to achieve personal goals and contribute to the progress of the society (Dash, 2015). According to the author's point of view learning is the result of good teaching methodologies where the learners increase their knowledge and it gets to be meaningful and unforgettable.

The Technical University of Cotopaxi, at the Language Center, offers 6 different foreign language learning programs and one ancestral language such as Quichua, which are available to the whole university community interested in learning a foreign language that promotes language production and language cultural backgrounds.

Although the university provides all the facilities to teach and learn foreign languages, the teachers' professional performance is not the adequate one due to their teaching methodology which is still antique and as a result of this, the language

center students particularly in the English language learning program students are not encouraged enough to speak in front of others and develop speaking fluency properly using L2. The use of adequate teaching methods causes on students the desire to learn meaningfully because they avoid boredom, frustration and the lack of interest (Montes, 2015).

Language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadivelu, 2003). It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani, 2010).

As a result of this, at the end of the English language learning program, students present a poor language level oral production of 5.7% which has shown that the teaching and learning process have not been successfully for learners and it is not what the language learning program expects from the teaching and learning process. The inadequate use of the language teaching strategies influences in the academic failure (Mendez, 2017).

To produce a language successfully, it is necessary the use of effective teaching methods that help learners to achieve mastering the language skills, even if they make mistakes. Through cooperative learning method, the knowledge is structured in small group learning due to all the group members learn from each other and develop certain and important skills.

The effective language development is based on two key assumptions, positive interdependence and individual accountability (Cottel, Philip & Millis, Barbara, 1998), learning a language is not an easy task at all but if there is a specific division of labor in each group that keeps all group members engaged in the activity in order

to improve fluency and communication among classmates the results will be different, positive and satisfying.

Speaking-fluency English Language skill is one of the most important language skills to be developed as a mean of effective communication in both first and foreign language learning context (Al-Khasawneh, 2016). Students are supposed to master the language at the end of the course that last three academic semesters.

According to Plan Nacional del Buen Vivir (2018) states that strengthen the use of ancestral languages and cultural expressions in the different fields of knowledge. It allows students to learn the foreign language taking into account the different aspects that it is involved like dialect, idiomatic expressions, idioms, and slangs, etc.

However, students still show serious shortcomings in language production at the end of the course such lack of vocabulary, grammar, pronunciation and also hesitation in speaking. Maybe, it is because professors do not encourage students to practice it or they still use a traditional way to teach it, without taking into account that the teaching and learning process changes constantly and their pupils must master the language to face the real world.

1.2.1.1 Problem Tree Analysis

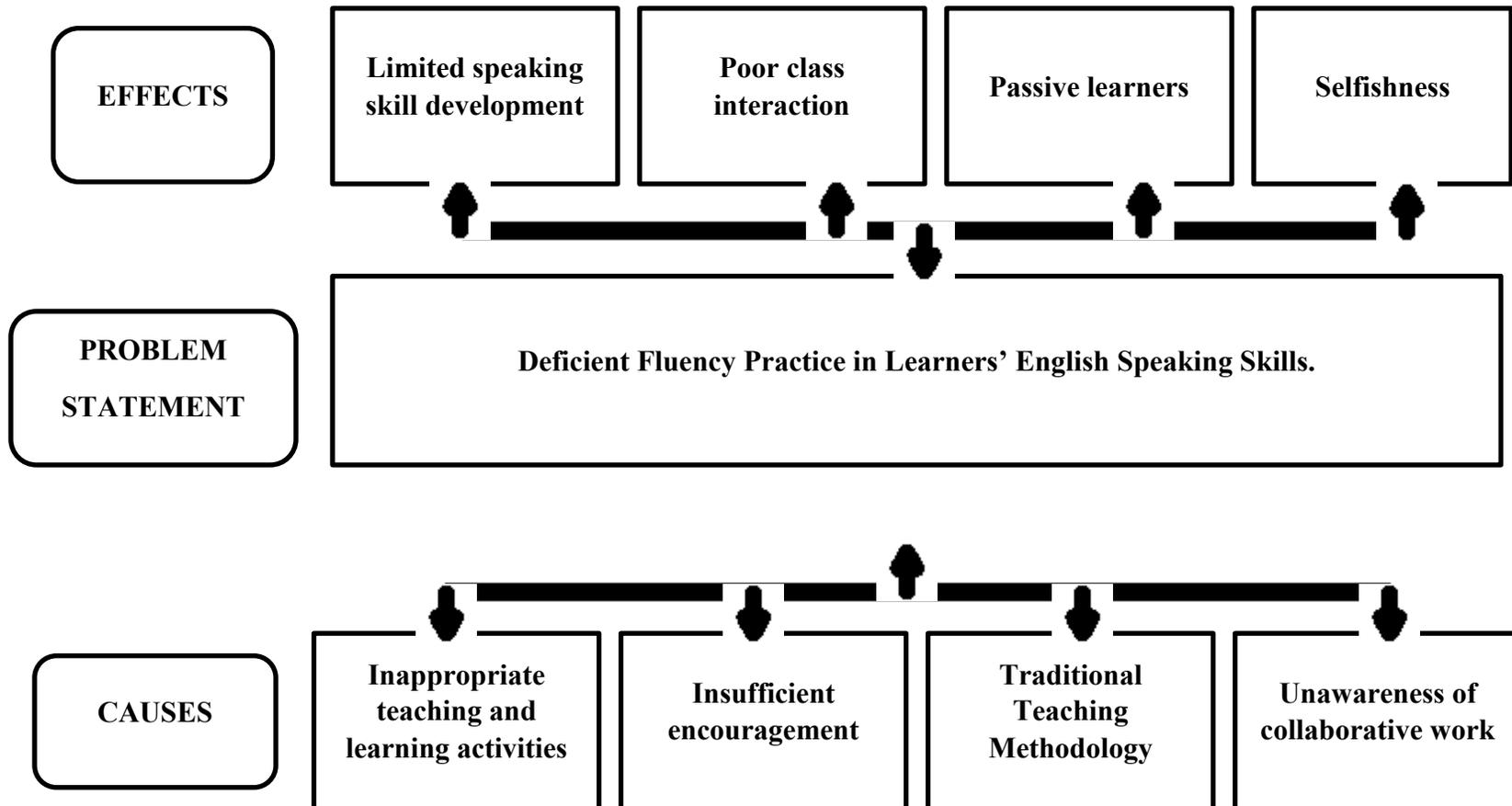


Figure N° 1: Problem tree

Source: Field research

Author: Andrade, J. (2019)

1.2.2 Critical Analysis

The problem that has been detected at Universidad Técnica de Cotopaxi has been deficient of the English Language speaking-fluency development, which does not permit students to keep a well-developed conversation or interaction with others using their foreign language. There are many reasons why they cannot develop that important skill at all.

The inappropriate teaching and learning activities may cause students difficulties to learn, making them feeling frustrated about a resource or activity which is not according to their English level. Bailey (2005) and Goh (2007) detailed how to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials, and speaking assessment to enhance a positive communication achievement.

The use of a well-designed lesson plan may be the hidden gun to overcome all those language production struggles and facilitate learners the confidence enough to interact using their foreign language. Developing a strong self-image as a learner regarding oneself to make someone able to acquire new skills, knowledge, behaviors, and insights is a crucial psychological underpinning to learning (Bass, 2009). The students' learning may be affected because of the inadequate resources that limit their English speaking skill language production due to the misused of teaching material.

The deficient of students' encouragement is a warning sign that might be improved. When students have low self-confidence and self-esteem, high anxiety and inhibition, their levels of motivation are destroyed (Dislen, 2013). It is the main reason by which learners' low language production is pretty poor because of lack of motivation, they will not invest their time either their desires in learning due to the teaching and learning process does not bring the confidence enough to interact among them.

Slavin (1997, 345) describes this process in a general sense: "...motivation is what gets you going, keeps you going and determines where you are trying to go".

Teachers should take into account that every single student in the classroom is different that is why the teacher must be supportive in order to engage them in academics. According to Brophy's approach to motivation (1998, 3): "Motivation is the theoretical construct used to explain the initiation, direction, intensity, and the persistence of behavior, especially goal-directed behavior. To avoid poor class interaction, the class requires good settings for developing language communication skills and to create a meaningful teaching and learning environment.

The traditional teaching methodology is another cause for the deficient English Language speaking – fluency development, due to the majority of teachers have not been trained constantly, they tend to teach English without suitable resources by which affect them in the language production. The traditional view about education, where teachers serve as the source of knowledge while learners serve as passive receivers" (Kuzu, 2008). The word repetition is one of the most used traditional methods to learn vocabulary but not all the time it works because when students have to talk to an English speaker, they mispronounce words and present many difficulties like unsure and hesitation.

Harmer (1991) states in his book that one of the most traditional methods to learn vocabulary for learners is to memorize the list of the words. The traditional teaching does not allow students to face the English language in real life because of they are not immersing in an English environment at all and memorization does not help at the moment of interaction because students tend to forget it easily.

Picincu (2018) states that some individuals prefer to work alone to make decisions on their own and excel in their responsibilities. Unawareness of collaborative work makes that students do not be able to think and work together. It affects themselves due to they are not engaged in mixed-focus collaboration. It enables the mediation of

student-generated learning context and content, which underpins a basis for students to work in collaborative teams to encourage critical thinking with appropriate scaffolding by instructors (Cochrane, 2014). So, the English Language speaking – fluency is not well developed because they work in an individualistic way. The speaking fluency improves itself when students are immersed into a social interaction where they have the chance to share ideas, beliefs and things with others.

1.2.3 Prognosis

The importance of cooperative learning in the speaking – fluency development is a relevant aspect in the teaching and learning process of the English Language because through social interaction, this skill may be developed at a great percentage due to interactive activities where each student in the classroom takes part in it. The cooperative learning helps students to learn from others, it makes the study environment more enjoyable where learning is not forced; quite the opposite.

The effectiveness of this research will be highlighted when teachers apply cooperative learning in the students' training process and notice the huge difference in the students' English Language performance with CL and without it due to students motivational factor to learn and will develop one of the most useful language skills to communicate properly such as speaking fluency. Johnson & Johnson (1991) has found Cooperative learning improves not only learning but also social development skills and communication. They will continue being afraid of interacting with others and making the same mistakes. Oral communication is a vital factor for students' academic and personal success because its skills enhance their learning.

1.2.4 Research Problem Formulation

How does Cooperative Learning enhance the English speaking fluency?

1.2.5 Research questions

1. What is the purpose of cooperative learning in ELT?
2. Can Cooperative Learning contribute to the development of the speaking skill fluency?
3. Which useful strategies or activities improve speaking fluency?

1.2.6 Delimitation of the research object

Field: Education

Area: English Language Teaching

Aspect: Speaking – Fluency development

Space: La Matriz Campus - Language center – Universidad Técnica de Cotopaxi

1.3 Justification

Learning English in Ecuador as a foreign language starts from elementary school where pupils get immerse into a different context using English basic vocabulary, short phrases, and idiomatic expressions until they can master the language. The oral communication skills are what students struggle with because they find it such a difficult skill to develop. They present some problems to communicate in the foreign language and the majority of times, they can understand what others say but they cannot speak fluently and accurately.

This research justifies its development in the practical field because it determined how cooperative learning influences in the English speaking – fluency development, this is achieved on the basis of a detailed study of the impact of the methodology in the production of speaking – fluency. For which this research had a positive social impact on the teaching and learning process of the students of A1 levels in the language center at Universidad Técnica de Cotopaxi as a basis for future research.

Firstly, the principal purpose of this research work is to proof the efficacy of using cooperative learning in the English language teaching in order to improve oral communication, this research did according to international standards. For this reason, this research presents a socio-pedagogical **interest** because it promotes the development of the one productive skill, the implementation of social interaction that helps students to improve and develop the English speaking – fluency appropriately. (Asher, 1977)

The **importance** of this research is essential for teachers because it promoted speaking interaction between teacher - students and students – students. Also, it brings attached itself the use of technology which helps learning to be more dynamic and including funny activities (Johnson, D., Johnson, R., & Holubec, E., 2008) In addition, this research has great **feasibility** for the university authorities to carry out into the language center at Universidad Técnica de Cotopaxi due to the positive benefits for the English teachers and students. Besides, it can be said this research is **relevant** because of a new methodology to teach a language where it encourages teachers to be creative trainers. Providing constant support and keep monitoring the students' learning process (Council, 2007).

And finally, it is **suitable** because it provided good settings for reviewing academic skills where students were able to work in groups without any fear of making mistakes. For learners to improve speaking skills, they should speak using target language where undertaking classroom tasks and outside classroom, speak English at home with classmates, should be made to understand why it is important to acquire speaking skills. (Tuan, N & Mai, T, 2015)

1.4 Objectives

1.4.1 General Objective

To determine the effectiveness of Cooperative Learning in speaking fluency development.

1.4.2 Specific Objectives

- To diagnose the student's level of Speaking Fluency.
- To apply the Communicative Language Teaching Approach in the Speaking Fluency development.
- To design a guide of activities to improve Speaking - Fluency.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

After revising academic articles, dissertations and thesis on websites and libraries at Universidad Técnica de Cotopaxi, useful information was found as tangible supporting evidence for this research in process, which has the main goal to find the correct methodology to improve the speaking fluency in the English language. This investigative work is focused on A1 English Level students at the Language Center of Universidad Técnica de Cotopaxi in Latacunga city, Cotopaxi Province. Then, the most representative works are pointed out to the current work under study.

There are some scientific researches that determine similar characteristics with the present research about the Cooperative Learning in English speaking fluency development. Vygotsky (1896) says that humans learn through their environment, culture, interaction, and language where they are involved. So, it means that humans develop their skills in the place where they grow up and surrounds them. Also, he states that knowledge is cultural. Human beings learn from their own environment and they behave as similar as their society does.

In the article Cooperative Learning on the Promotion of Oral Production written by Martinez & Gomez (2014) state that “English oral skills requires the articulation of activities within the classroom in which learners active their oral production skill since being competent in a foreign language entails being able to communicate ideas orally and being able to interact with others” (p.7).

The main problem that they faced in this study was the isolated classroom activities into the language development, so that, there was not a suitable connection with the activation of oral production and the rest of activities applied in a foreign language scenario.

To carry out this study, the researchers took into account some pedagogical principals such as meaningful context: games, interactions, role-plays, and exercises. Authentic material: to expose learners to real life. No grammar terminology: grammar was implicit. Immediate feedback and reward: the facilitator was around giving feedback to the learners. Language via Social Interaction and Participation: learners learn the language by using it with other people. Such a result of this, the implementation of Cooperative Learning in the teaching and learning process created an innovative environment for learning by articulating a cooperative approach to develop learners' oral skills in the classroom.

The human being acquires knowledge every single day and education mainly has been the path by which leads people to discover themselves and discover the world. Pestalozzi, a Swiss pedagogue, defines education as “the harmonious and progressive development of all the innate powers and faculties of man – physical, intellectual and moral” (Kumar, 2007). This definition is linked to an internal and external process in which people develop social and mental skills. Normally, speaking in a second or foreign language has often been viewed as the most demanding of the four language skills (Malmir, A. & Shoorcheh, S., 2012). Hence, Cabaysa and Baetiong (2010) pointed out that considerable knowledge of learning strategies could further improve students' speaking abilities. Taking into account this point of view Tsay and Brady (2010) agreed that many educators are using active learning strategies, such as cooperative or team-based learning. Cooperative learning is a method by which interaction and social communication are promoted among peers.

A large body of research indicates that students gain both academically and socially when they have opportunities to interact with others to accomplish shared goals (Lou et al., 1996; Slavin, 1996; Johnson and Johnson, 2002; Gillies and Boyle, 2010).

Furthermore, in the article Co-Operative learning in enhancing the speaking skills of students: a Phenomenological approach Lucena & San Jose (2016) concluded that: “learners bring with them their own negative attitudes and prejudices. Population diversity is becoming more of the norm in many places. When there is a mix of learners in the same class there is a potential to diminish negative attitudes and develop positive ones depending on how interaction is structured” (p.71). The author analyzes the Cooperative learning method based on the philosophy that every professional in teaching should manage to transmit his or her knowledge to the receiver ones.

The problem of this research was that students were aware and generally felt strongly that anxiety was a major hurdle to be overcome when learning to speak. The method used in this investigative work was a qualitative – phenomenological approach. Christensen, Johnson, and Turner (2010), stated that the primary objective of a phenomenological study is to explicate the meaning, structure, and essence of the lived experiences of a person or a group of people around of a specific phenomenon. It refers to provide clear instruction in order everyone understands it and reaches the same goals.

2.2 Philosophical foundations

The present research work is philosophically focused on the Critical-Reflective paradigm because it allows analyzing and understanding the aspects of the problem to give possible solutions to the English language oral production development. The main goal is to improve the way that English students evolve this productive skill in order to determine their weaknesses and strengths that help to find the correct

execution of techniques and teaching and learning methods as well. In the class, the cooperative learning method will allow students to take advantage of its great benefits such as meaningful learning and personal growing (Cottel, Philip & Millis, Barbara, 1998). For that reason, the researcher is committed to turning substantially the traditional way of teaching in a friendly environment where students become in active learners.

2.3 Legal basis

According to the Education Organic Law, Constitution de la Republica del Ecuador (2008) states:

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

Art. 28.- La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación

pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.

Art.343. - El sistema nacional de educación superior tendrá como finalidad el desarrollo de capacidades y potenciales individuales y colectivas de la población, que posibiliten el aprendizaje. El sistema tendrá como centro al sujeto que aprende, funcionara de manera flexible y dinámica, incluyente, eficaz y eficiente.

Plan Nacional del Buen Vivir (2012-2017)

Objetivo 4. Fortalecer las capacidades y potencialidades de la ciudadanía.

Política 4.8 impulsar el diálogo intercultural como eje articulador del modelo pedagógico y del uso del espacio educativo.

Lineamiento i: Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior.

2.4 Key Categories

Independent Variable: Cooperative Learning

Dependent Variable: Speaking Fluency Development

2.4.1 Fundamental Categories Network

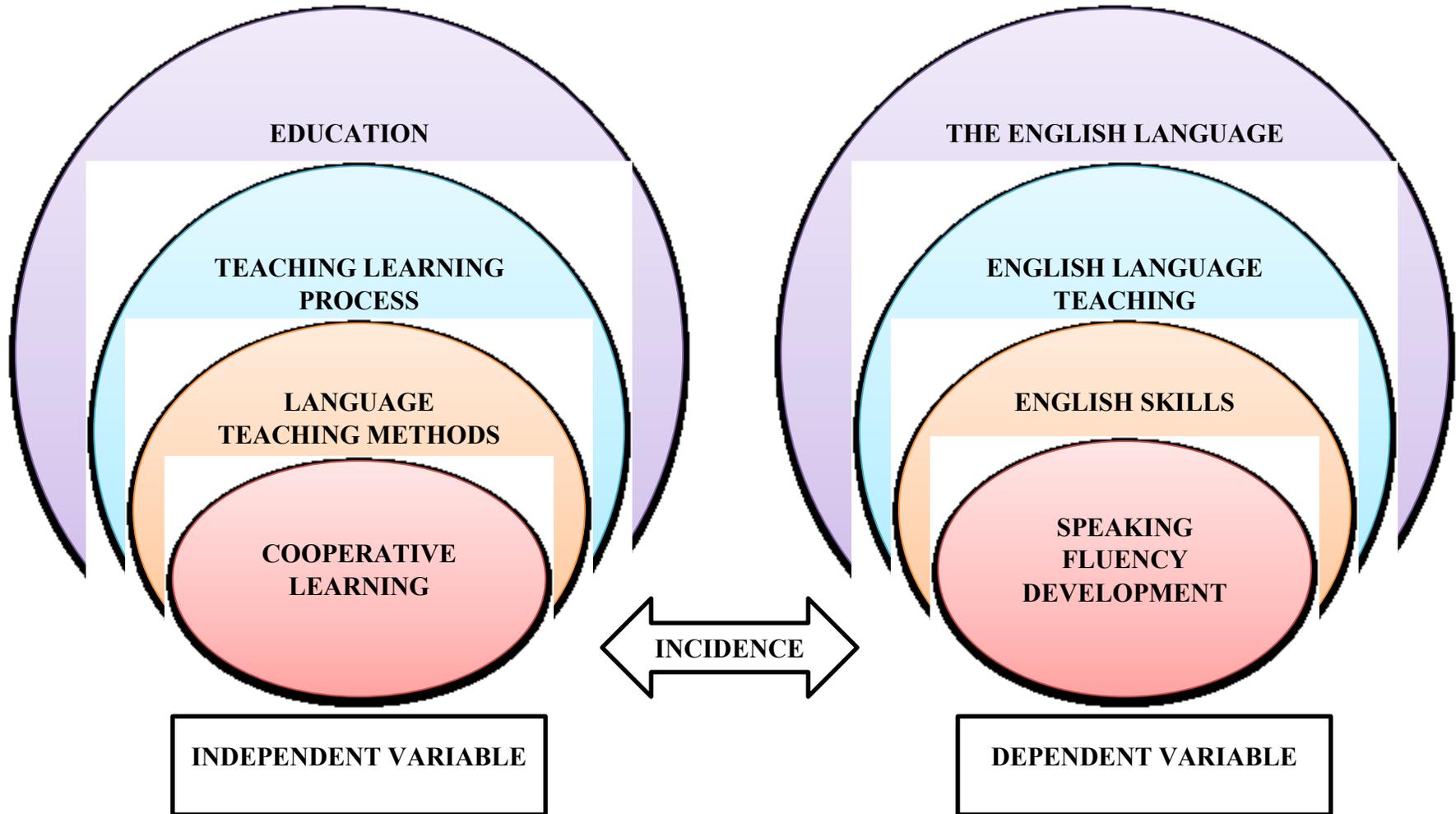


Figure N° 2: Fundamental Categories
Author: Andrade, J. (2019)

2.4.2 Independent Variable interrelated Graphic

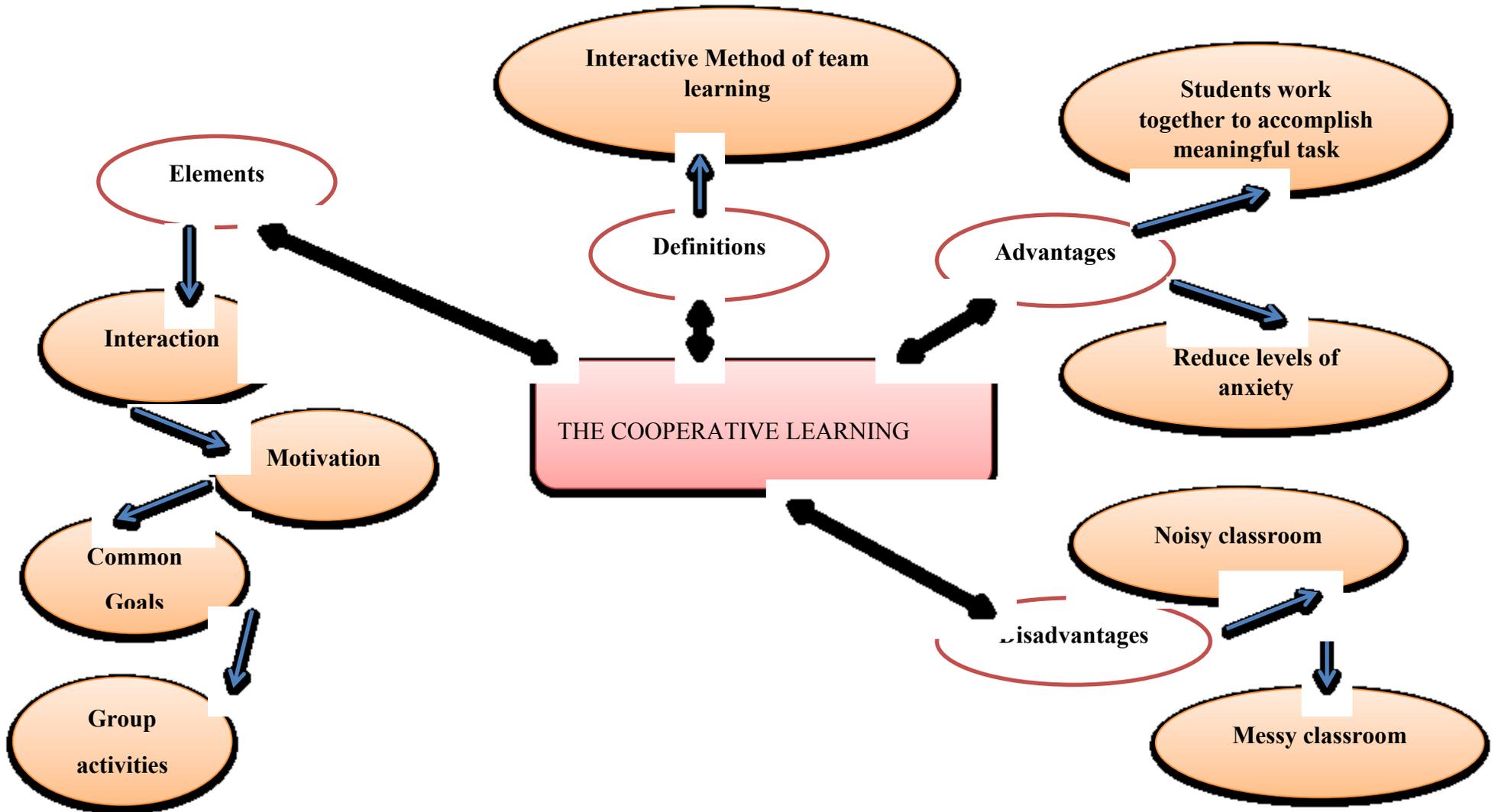


Figure N° 3: Graphics Independent
 Author: Andrade, J. (2019)

2.4.3 Dependent Variable interrelated Graphic

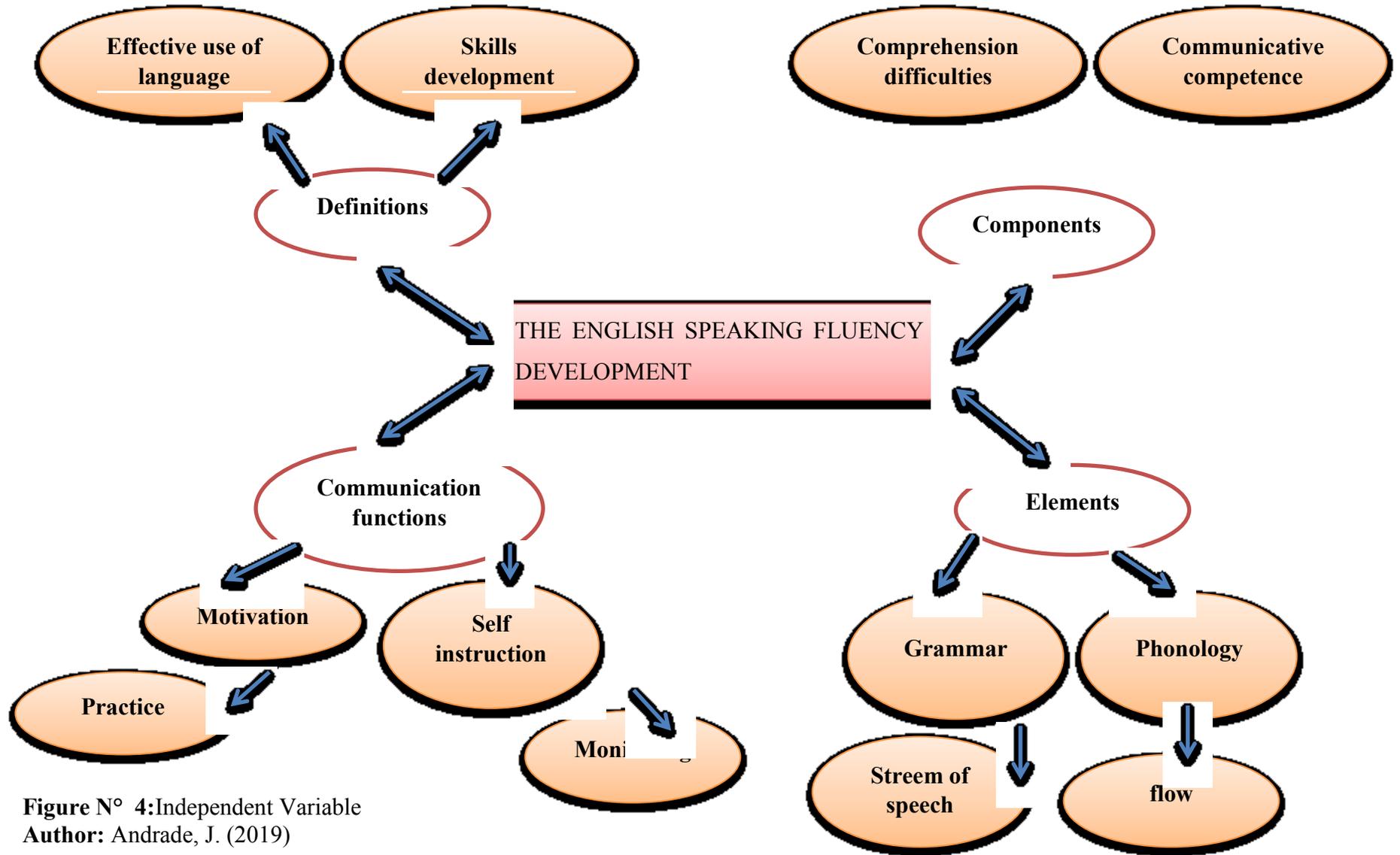


Figure N° 4:Independent Variable
 Author: Andrade, J. (2019)

2.5 Theoretical Foundation of The Independent Variable

2.5.1 Education

Education is the process by which people acquire knowledge, values, beliefs, and skills that help them to manage the world kindly where they live in. It promotes social interaction and lets individuals to get immerse into any topic where they will be able to share ideas and give their criteria in a formal way.

Johan & Harlan (2014) state that Education nowadays has become a prominent thing as it involves most people to take part in this matter, it cannot be separated from human's life. It means that Education is getting immersed little by little into the society and people are becoming educated along the way through academia where they develop their critical thinking and cognitive development.

Barlow (2017) says that our world is constantly changing and developing so it is very important to teach and bring up intelligent people who could understand the problems of modern society and solve them in a proper way. Education is an important medium for acquiring meaningful knowledge and social skills. People who train others do not teach science they share their own life experiences.

Farooq (2012) says that "Education is a process in which and by which the knowledge, character, and behavior of the human being are molded because it is lead to the enlightenment of mankind" (p.31). The author refers to the way of how people behavior change when education is part of their lives, humans are shaped according to their needs, their way of communication and thinking get them involved into the society. However, Haynes (2012) says that Education is still a barrier for some developed countries where just people who can afford it, have access to it.

2.5.2 Teaching Learning Process

2.5.2.1 Learning

Learning is conceived as a tool to acquire knowledge and experience that helps the human being with their personal development. So, the learning must be practiced and developed with real situations that allow human beings to get their own knowledge (Marista, 2014). He defines learning like a mode of thinking, relating and creating by using particular teaching strategies to meet the needs of any individual. Also, it helps learners who are intrinsically and extrinsically motivated to think reflectively and critically in order to become effective decision makers.

Additionally, Domjan (2010) defines learning as an enduring change in the mechanisms of behavior (p.17). Likewise, Lachman (1997) typifies learning as a process that underlies behavior. According to the authors' definitions about learning, they both have similar perceptions of learning, so that, learning determines someone's personal development through experience.

2.5.2.2 Theories of learning

It is a relevant topic of how human beings get the knowledge and learn it. Important authors have tried to get an interpretation of what people should learn, how to learn and which are the possible problems they might face along the way. Therefore, the main objective of education is to identify the most suitable way of leaning for humans.

2.5.2.3 Bandura's social learning theory

Albert Bandura is arguably the most eminent living psychologist. His Social Cognitive theory has influenced many areas of inquiry: education, health sciences, social policy and psychotherapy among others (Hoffman, 1993).

Bandura's theory focuses on the individual's role in the society connecting behavior and cognitive aspect. His research was emphasized on the mental process adding that almost all our behaviors are acquired by observation and imitation (Arranz, 2017). It is evident that the environment can guide the learning style, so the human acts according to the society. In addition, Hoffman (1993) says that scholars categorized learning theories as Behaviorism, Social Learning Theory (SLT) and Social Cognitive Learning Theory (SCLT).

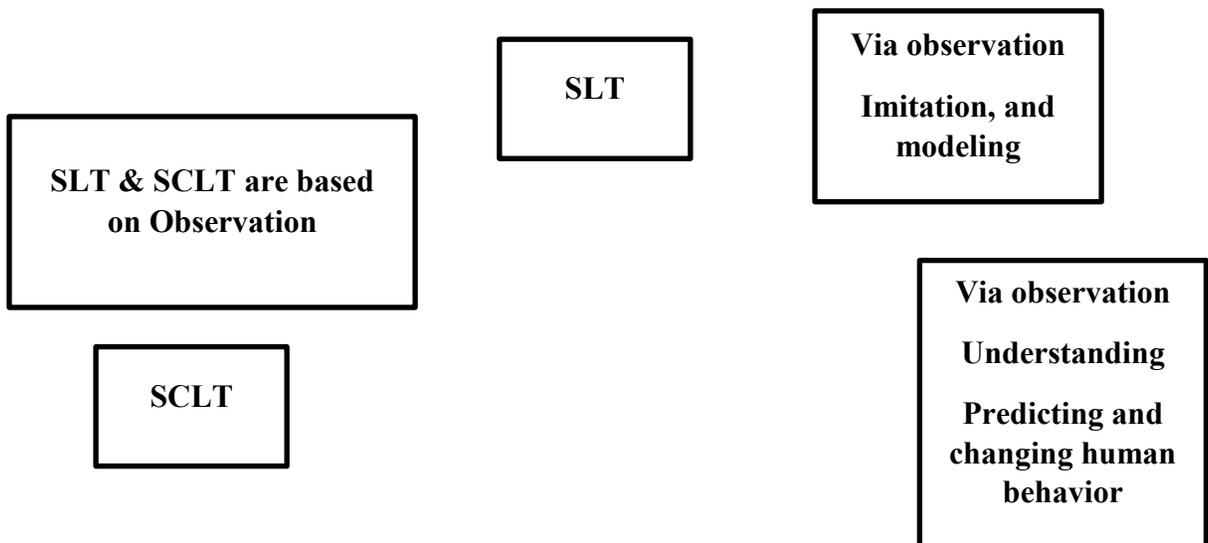


Figure N° 5: Bandura's social learning theory

Author: Andrade, J. (2019)

2.5.2.4 Pavlov's learning theory.

The relationship between stimuli and the change of their behavior is the main feature of the classical conditioning by Pavlov. It allows human beings and animals to take advantage of the orderly sequence of events in their environment and learn which stimuli tend to go with those events (Gordon & Bower, 1989). This means that his theory focused on observable behavior because behavior can be measured and thought cannot.

2.5.2.5 Piaget's learning theory.

Piaget (1962) defined play as assimilation, or the child's efforts to make environmental stimuli match his or her own concepts. The piagetian theory holds that play, in and itself, does not necessarily result in the formation of the cognitive structures. According to Piaget's point of view, play was just for pleasure, and while it allowed children to practice things they had previously learned, it did not necessarily result in the learning of new things.

In other words, the play reflects what the child has already learned but does not necessarily teach the child anything new. However, play is seen as a "process reflective of emergency symbolic development, but contributing little to it" (Jonhsen & Christie).

2.5.3 Language Teaching Methods

There are many methods by which people learn a new language and it is because everybody learns in different ways. When a language trainer or language facilitator monitors the class he or she easily recognizes students who get into learning struggles and also those ones who get it at once without any problem. The use of language

teaching methods helps to center the students' attention, engage them to maximum learning and memory retention (Knowles, 2015).

Language is an international source of communication among the non-native speaker of other languages. People who learn any language should be a threat depending on the manner they develop any language skill using pedagogical strategies to produce it. Soomro (2014) claims that not all the teaching language methods are good at learning languages because they do not face the students' real needs. Therefore, he recommends 4 teaching methods out of 10, which are described below.

2.5.3.1 Grammar Translation Method (GTM)

According to Charlie (2013) grammar-translation method aims at developing reading and writing skills through the translation of reading text into the mother tongue. It focuses on grammar and vocabulary that make students' skills stronger than those who do not apply this method in learning. With the use of GTM the tasks developed to achieve certain language aspects such as improving lexis, grammar structure, and memorization.

2.5.3.2 The Direct Method (DM)

The advocates of direct method emphasize on communicative strategies by stimulating interaction through pictures and visual aids (Krumar, Development of English Language Teaching, 2013). It, in fact, sets naturalistic classroom environment by providing interactive learning opportunities to the learners in a foreign language context (Krumar, 2013). Direct Method is more practical than other methods due to the feasibility it brings on learning a language through teaching and pedagogical resources that make the teaching atmosphere more dynamic.

2.5.3.3 The Audio-Lingua Method (ALM)

It is almost similar and meaningful like Direct Method due to the oral skills are developed by visual aids and audios. People who apply this method of learning may develop speaking and listening skills at the same time, mastering the language faster and having the opportunity to interact with others who master a foreign language.

2.5.4 Communicative Language Teaching Approach (CLT)

It promotes oral interaction in the classroom, being the teacher who starts the communication in the foreign language and motivating students to practice L2 in the same way. Also, CLT involves students in a mental process for the acquisition of knowledge regarding language performance. This learning method can be applied through usual classroom activities such as role-plays, guessing games and problem-solving task.

2.5.5 Cooperative Learning

Johnson, D., Johnson, R., & Holubec, E., (2008) say that the concept of cooperative learning (CL) essentially refers to the pedagogical use of group work activities to encourage students to work collectively to increase their own and one another's learning. Mainly, it focuses on group work activities that allow students and teachers to share common teaching and learning goals. It basically emphasizes on the class interaction and the improvement of social relationships, achievements and leadership skills.

Castrillon (2010) claims that cooperative learning emphasizes positive human relationships, the collaboration between peers, active learning, academic achievement and equal status of students in the classroom. Similar to Slaving (2011) says that

cooperative learning method as a whole requires the student to collaborate in the learning process and they are responsible for the learning of their teammates apart from their own learning. In simple words, cooperative learning makes a teaching environment more profitable because of its classroom improvement, where the students demonstrate their skills helping others, their ability to solve problems and celebrate their success together.

Johnson and Johnson (1999) outline five characteristics typical of cooperative learning and they are mention below.

- Students work together in small groups containing two or five members.
- Students work together on common tasks or learning activities that are best handled through group work.
- Students use cooperative, pro-social behavior to accomplish their common tasks on learning activities.
- Students are positively interdependent and activities are structured so that students need each other to accomplish their common tasks or learning activities.
- Students are individually accountable or responsible for their work or learning.

2.5.5.1 Principals of Cooperative Learning

Johnson, Johnson & Holubec (2008); Johnson, Johnson, &Smith (2007) point out the five essential principals for an appropriate implementation of CL in the classroom, namely, a) Positive Interdependence, b) individual and Group Accountability, c) Promoting Interaction, d) Interpersonal and Small Group Skill, and e) Group Processing.

2.5.6 Positive Interdependence

This concept, in essence, refers to the idea that all the students in a group must understand what they need to do in any given activity and that they need to depend on each other to do it: Either all of them will succeed, or they will not.

2.5.7 Individual and Group Accountability

The ultimate aim of CL is to make each group member a better student, to do this, the group as a whole must have a clear idea what is expected from their individual and group work; there are individual and collective responsibilities. As well, each group member needs to know that his or her performance is going to be assessed by the other group members.

2.5.8 Promote Interaction

Students must know that they are working cooperatively and collaboratively, so the teacher's responsibility is to allow them to be aware that they must help, support, and encourage one another.

2.5.9 Interpersonal and Small Group Skills.

In this principle, social skills play a fundamental role. Students should learn how to work as a group, how to deal with discrepancies, and how to negotiate with each other in order to make decisions that benefit the whole group.

2.5.10 Group Processing

At the end of a CL activity, the teacher should have students assess the work that they just did so that they can identify what problems they had while working and come up with ways to solve and minimize them in future activities.

2.5.11 Implementing CI in a Foreign Language Classroom

Taking into account that learning a foreign language is not always an easy task, the responsible people of teaching it, have to follow different methods to get learners involved in the teaching and learning process. Even, it is a huge challenge for teachers and students both have to keep a mutual social interaction in order to feel comfortable while learning and teaching. Based on Richard's (2006) contributions, teachers should incorporate new and innovative methods rather than those traditional methods in which the teacher was only the person in charge of transmitting knowledge. In addition, a foreign language teacher many times faces the challenge of having to manage oversized groups of students, a situation which in itself limits students' chance of practicing their foreign language (Hernandez, 2003). For this reason, using Cooperative learning may enhance learners' interaction and participation. Finally, what authors highly recommend to do is the foster formation of working groups where all participants must have the chance to build relationships among them, boost their self-esteem, and even overcome their learning fears. As a consequence, students' attendance might become more consistent, and they may reduce their feeling of isolation in school

2.6 Theoretical Foundation of the Independent Variable

2.6.1 The English Language

2.6.1.1 Language

Language plays a hugely important role in human lives and it is the ability to interact with others by signs, sounds, codes, written or spoken way. In addition, it transmits a message that is decoded or understood for someone else who belongs to the same context. Language encompasses the use of all the senses where people can share their ideas and feelings through the use of signs, gestures, words, and auditory symbols (Stubbs, 1976).

No matter what means of communication an individual uses to transmit the message, the thing is how it approaches itself to the reality and its context, keeping the essence of the original message. Ukessays (2017), point out that Humans use language in many different ways, some of these are, the informational, the expressive, the directive, the phatic, the aesthetic, it varies according to the nature of the society, what kind of people, and their attitudes. These important aspects show that no matter what kind of language the society uses to communicate the clue is the different ways of doing it.

2.6.1.2 Language Functions

“It is the skill of understanding and engaging with the nuances of cultures that 21st - century societies prize the most... In order to participate, as citizens or producers, all people need to be able to understand globalization, be curious about the world and global affairs, know how to deepen their knowledge, and be capable of

communicating and working productively and respectfully with people from other countries and cultural backgrounds.” (Reimers, 2017).

2.6.2 Directive

The humans’ attitudes are according to their environment, therefore, the language which is used varies depends on the context where it is produced. People address their social communication skills depending on their situation they do not act in the same way as in their comfort zone.

2.6.3 Aesthetic

Flores (2018) claims that Aesthetic function is related to language through the study of human values and their culture. So, both in question includes attitudes to educational, social and even moral standards. Some authors relate to aesthetic and expressive functions because of their familiar diagnostic situations between information and content.

2.6.4 Phatic

Lineros (2016) refers that “Some messages are used to verify and check that maintains contact between the transmitter and the receiver through the channel” (p.2). What it really means is that they are involved in the same context. Also, their conversation is aligned with the same language patterns for example when someone asks how are you? The receiver answers any polite word what corresponds to the appropriate answer like fine thank you.

Gorkaltseva, Gozhin & Nagel (2015) say that language proficiency as a result of skill - learning implies the integration of a cognitive and a behavioral aspect in language

learning. To produce the language the learners should explore it, and face it in order to get a clear and meaningful oral skill development.

The consideration of the cognitive aspect in language teaching process means that attention is paid to how data is sorted and organized in the learners' minds to ensure the efficient application of knowledge and skills in the present or future (Gorkaltseva, E.; Gozhin, A.; Nagel, O., 2015).

The language oral fluency is a specific feature characterizing the level of speaking skills which manifest itself in the learner's ability to speak freely, without unnecessary pausing and with the prosody of speech, syntax and vocabulary range comparable with those characteristics of the speech of a native speaker (Polyakov, O. G., & Tormyshova, T. Yu, 2014). It refers to the development of one of the most important language skills that allow learners to communicate with others by receiving and transmitting a clear message.

2.6.5 English

English is an international language that is considered as the most widely used in the world and it is estimated that around 2 billions of people use English to communicate. It is the dominant language of business, for this reason, learning and communication in English is a must for many people. By mastering English, people can have access to a great amount of exclusive information on the internet, books, researches, etc. Consequently they have a greater cultural understanding and more opportunities to succeed in the studies or workplace (The Language Center of Eastbourne, 2013).

English has been referred to as the language of globalization with a strong emphasis on the fact that English is linked to technology and hence to notions of development and modernization (Block & Cameron, 2002; Tsui & Tollefson, 2006). In addition,

English has been taught in school in very many countries for several years; but now, because of the globalization, it is taught with more intensity and resources.

People have different purposes for learning this language, either to accomplish with academic curriculum or to cope with real-life situations. English as a foreign language (ESL) is mentioned when the students are learning English for living in an English speaking country. Whereas, English as a foreign language (EFL) is the study of the English language by non-native speakers in countries where English is not a local medium of communication. (Nordquist, 2015)

2.6.6 The English Language Teaching

Brown (2000), says that scholars studying first and foreign language acquisition have demonstrated constructivist perspectives through studies of conversational discourse, socio-cultural factors in learning, and integrationist theories. Therefore, the emphasis for practical language application is obvious in this edge. The typical themes of language teaching nowadays are mainly interactive discourse, social-cultural variables, cooperative group learning, inter-language variability, and international approaches. In addition, learners should be immersed in a foreign language environment at a very young age due to their senses will get stimulated and develop their English Language skills.

Tamura (2006) claims that “English may be one of the languages for learning activities that create the child’s awareness of the world; at later stages, all learning happens through language” (p.172). Relating to Tamura’s point of view, if a child gets an approach to a foreign language, he will face meaningful challenges that help him to handle and develop little by little the real foreign language skills. In addition, Flores (2018), says to increase language skills, it is mandatory to practice reading since children are little ones because it will help them to develop their skills like writing which engage the cognitive stimuli.

The language immersion is recommended to be when learners are developing a different kind of abilities in order that they absorb new things like a sponge. However, everything depends on how well a foreign language teacher is trained to include into the teaching process, new techniques and methodologies that promote self-confidence and desire to learn and be exposed to the real world.

2.6.6.1 English Skills

The four English language skills are important components of integral EFL classes that make learners become competent language users. Skills are those abilities that allow learners to produce and understand the language. They are academic taught by people who master them. The language skills are listening, speaking, reading and writing. In addition, each skill has its own method to be developed, for that reason they are divided into two categories such as productive skills and receptive skills.

2.6.6.2 Receptive Skills

British Council (2007), states that receptive skills are listening and reading because learners do not need to produce language to do these, they just receive and understand it. These skills are sometimes known as passive skills. In fact, receptive skills are the abilities to understand words and language. It gains information and meaning from any daily activity by hearing or observing

2.6.6.3 Reading Skill

According to Hadfield (2008), reading in the own language is very different from reading in a foreign language, because the mother tongue has different ways of

reading depending on what is being read and why. If a language trainer emphasizes on the learners' previous knowledge, he could use teaching resources that they already know, it may help students to predict what it is going to be about.

Harmer (2007) claims that there are two types of reading: extensive and intensive reading. The first one is the reading that students often do for pleasure, it means a short reading using basic vocabulary and it is not difficult to understand at all. The second one refers to long readings with a technical vocabulary that take them lots of time to understand such as scientific articles or projects.

2.6.6.4 Listening Skill

To develop one of the most important skills in the English language, it should take into account activities and strategies that permit the appropriate learning and development of it. Hadfield (2008) mentions different kinds of activities and strategies:

One of them is Listening with a purpose, which is important because learners “can (...) adapt the way they listen to their aims” paying more attention to the information they need to extract from the listening text. Another aspect that Hadfield mentions is listening for gist. When the teacher uses this strategy, he/she sets “a question or task which” is given to the “learners before they listen so that they know what information they are listening for.”

The last aspect mentioned by Hadfield is listening for specific details, which means that to “listen with a clear purpose in mind means that learners develop the ability to filter out everything they do not need to know. The three aspects mentioned by Hadfield are good strategies to improve the English language listening skill because they help students to train their hearing sense in order to catch what really matters.

2.6.6.5 Productive Skills

British Council (2007) says that the productive skills are speaking and writing because learners do these to produce the language. They are also known as active skills due to direct assessment is part of it. In other words, productive skills are the preparation of activities by which students get meaningful learning producing the language. So, what they do is using the language to communicate while transmitting ideas, feelings and living the language.

2.6.6.6 Writing skill

According to Hornby (2005), writing means “to make letters or numbers on a surface, especially using a pen or a pencil.” Productive skills such as writing are based on the language written where some linguistics subfields such as Syntax and semantic take an important role for making sense of what someone writes.

Richards & Renandya (2002) mention that writing is the most difficult skills for L2 learners since they need to generate ideas, organize them and translate these ideas into readable text that can be very difficult for students. Even though the writing is a very useful skill nowadays, it challenges learners to breaking barriers and produces a written language, starting with daily phrases which are often used and go on little by little with a progressive writing development taking into account the students' level of English.

2.6.6.7 Speaking Skill

Hornby (2005) defines Speak as the act of talking to or having a conversation with somebody. Nevertheless, speaking pretends the mutual interaction among people,

where a conversation will turn in someone's comfort zone in order to be able to understand and respond when others ask.

According to Hadfield (2008), this presents the necessity of interaction among people, which is not "putting a message together" but also the response that the listener can give to the speaker. In addition to this, speaking is more than just talk to, is the way that someone is aligned to a specific topic and being able to produce the language in a polite, accurate and fluent way.

2.6.7 Speaking-Fluency Development

Speaking fluency development is the process by which students learn to produce the oral language properly due to the correct use of communicative and linguistic competences and language utterances. It develops itself when it is exposed to the real environment that makes learners interact in a natural way even with code-switching or grammatical mistakes. Krashen (2005) recommends that learners should be motivated so that they do not feel threatened. So, what an English Language teacher should do is to enhance students to practice the language as much as they can, and let them notice by themselves their own communicative mistakes.

2.6.8 Speaking Development

Hadfield (2008) proposes that the teacher can help students to develop their skills by giving them ideas such as asking them to read a text concerning the topic that is being discussed so that students can manage some vocabulary about it. Likewise, Cotter's (2007) ideas on the matter, the language lessons should consider some conversational activities that help learners to promote their oral skill such as questions and answers, problem-solving and other group activities. In addition, it will encourage students to look up new vocabulary and build their own criteria and stimulate their ideas in order

to produce an effective speech according to the situation. However, teachers should provide a certain vocabulary that students may use while practicing speaking to get involved in L2 oral interaction.

Hadfield proposes that tasks should be precise, with a clear goal for students to reach so that students have a clear idea of the outcome of the work. In order to help the student to develop their confidence for speaking, Hadfield (2008) proposes, for example, allow the students to practice in pairs what they want to say so that they will feel more confident to say it in front of the whole class.

2.6.9 Fluency development

In the development of speaking fluency research made by Yingjie Yang (2014) points out the importance of speaking fluency and the implementation of a retrieval strategy to cultivate a long-term practice and to prove the fluency improvement in class that will be beneficial in real-life conversation. For that reason, she created her own fluency development method called the 4/3/2 for adapting in the EFL class. It guarantees the ideal plan is implemented, to collect the statistical data and to monitor the progress of speaking fluency achievement throughout the fieldwork, and finally to suggest how speaking fluency can be promoted in an effective way (Yang, 2014). The language fluency development might be carried out when learners are motivated to use a foreign language as their foreign language in real situations. The large demand for speaking skill creates such an opportunity to improve fluency (Yang, 2014). On the other hand, Thanesh (2013) explores there is a shift focusing on fluency development in India now.

Brown (2007) explained that fluency is related to the flow of natural language and that in many courses, it is probably best achieved by allowing the stream of speech to flow and with the riverbanks of instruction on some details of phonology, grammar, or discourse can channel the speech on more purposeful course (p.324). In contrast,

accuracy is defined as what is clear and grammatically correct (p.323). Different to fluency, this is best achieved by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. Brumfit (1984) considered fluency as natural language use as native speakers. The ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. In addition, fluency is developed by the continuous production of the language having in mind that the communication competence brings attached itself outstanding factors that help learners to become a successful English speaker.

2.7 Hypothesis

The cooperative learning method develops the English speaking – fluency.

2.8 Determination of variables

Independent Variable: The Cooperative Learning

Dependent Variable: The English speaking fluency development

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Approach

The present research was carried out at the Language Center, La Matriz Campus of Universidad Técnica de Cotopaxi based on a quantitative approach. It is quantitative due to researcher used tools, such as surveys, pre-test, and post-test to get the data to prove the hypothesis. It is based on numbers to research, analyze and to prove the information and data. In addition, quantitative research offers a complete description and analysis of a research subject, without limiting the scope of the research and the nature of participant's responses (Collis & Hussey, 2003).

3.2 Basic Method of research

The present research was focused on bibliographic – documental. This type of research needed to understand, analyze, comprehend and contrast the authors' point of view. The information collected was taken from trusted and authorized sources such as thesis, journals, articles, websites, books and so on. The direct observation helped to make the field research in order to get the required information in the place where the research was carried out in the academic period October 2018 – February 2019, which was based on the English language skills development, the use of TEFL, students' motivation and students' background. It provided useful help because it looked for a solution explained in advance.

3.3 Type of research

3.3.1 Descriptive Level

Analytical – experimental

This research used the analytical – experimental level, with the purpose of analyzing the data; at the same time, it allowed having a possible solution to the lack of speaking fluency development applied to A1 English Level students at “Universidad Técnica de Cotopaxi” in the academic semester October 2018 – February 2019.

Variable association

The research variables are aligned between them and they are studied in depth to know the relation between one another and determine the possible problem solution in the independent variable “Cooperative learning” to the application of the dependent variable “The English speaking fluency development”.

3.4 Population and / or simple

This research was addressed to A1 English Level students at “Universidad Técnica de Cotopaxi” in the academic period October 2018 –February 2019. The participants were 9 males and 11 females. Their ages are between 20 and 30.

Table N° 1: Population

A1 ENGLISH LEVEL	NUMBER	PERCENTAGE
Experimental Group	20	100%
TOTAL	20	100%

Source: Direct Research

Author: Andrade, J (2019)

3.5 Operation of Variables

Independent variable: The Cooperative Learning

Table N° 2: Independent Variable: The Cooperative Learning

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>The Cooperative learning focuses on student's interaction while learning that helps them to develop meaningful skills such as higher-level thinking skills social skills, communication skills and interpersonal skills. Kagan (1994) defines cooperative learning as a teaching layout in which the learners get in pairs or small groups to work together in order to reach a particular and common goal established by the teamwork of the facilitator.</p>	<p>Teaching and learning process</p> <p>Communicational activities</p> <p>Skill development</p> <p>Teachers' role</p>	<p>Guided teaching</p> <ul style="list-style-type: none"> - Group work activities - Meaningful and dynamic activities - Help each other - Mutual support - Encourage - Give and accept feedback from peers - Group contribution -Group participation and interaction -Problem solving -Monitor – guide - Provide instructions. - Supervise students' work. - Motivate learners 	<p>1) How often does your English teacher apply group work activities?</p> <p>2) Does your English teacher make you feel good with group work activities applied while learning?</p> <p>3) Do you feel encouraged to learn English by your teacher?</p> <p>4) When you work in groups do you learn better or not?</p> <p>5) When you argue with someone else does your teacher help you to solve it?</p>	<p>Instrument</p> <p>Survey</p>

	Productive skills	- Speaking - Writing	6) Does your English teacher provide clear instructions?	Instrument Survey
	Sub-skills	- Fluency - Accuracy - Interaction	7) Do you speak English in the classroom? 8) How often do you practice speaking?	
	Control – Assessment	-Language production - Students' Performances	9) Do oral activities in class help you to develop the speaking skill? 10) When you speak in English do you feel comfortable?	

Dependent variable: The English speaking fluency development

Table N° 3: Dependent variable: The English speaking fluency development

DEPENDENT VARIABLE	DIMENSION	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>The English fluency development is a set of methodologies that may get improved through communicational activities related to the language production. Abdel-Haq, Abdel-Sadeq and Aly (2013) say that a multilingual program for developing EFL students' fluency skill, revealed a significant advance in their speaking skills after using it and proved the effectiveness of using technology as a tool to enhance fluency.</p>	<p>Oral skill</p> <p>Interaction</p>	<p>Grammar and vocabulary Discourse management Pronunciation</p> <p>Interactive communication</p>	<p>Pretest –Posttest:</p> <ul style="list-style-type: none"> • Describe a picture • Answer the questions • Express an opinion <p>Rubric:</p> <p>Grammar and vocabulary. -Shows a good degree of control of simple grammatical forms. -Uses a range of appropriate vocabulary when talking about everyday situations.</p> <p>Pronunciation -It is mostly intelligible -Intonation is generally appropriate -Sentences and word stress are generally accurately placed. -Individual sounds are generally articulated clearly.</p> <p>Interactive Communication -Requires very little prompting and support. -Maintains simple exchanges.</p>	<p>Technique:</p> <p>Pretest and Posttest</p> <p>Instrument Rubric</p>

Source: Direct Research

Elaboration: Andrade, J (2019)

3.6 Data collection plan

The information collection plan is the construction of the information that is operated in two phases: plan for the collection of information and plan for processing and analysis.

To carry out the present investigation: students and teachers provided all the necessary information and the researcher used the information gathering techniques such as surveys to have real information that allows implementing mechanisms and strategies into the teaching and learning process. The sample collection plan will be guided by the following questions.

Table N° 4: Basic Questions

Basic Questions	Explanation
Why?	To achieve the objectives established in the research
To whom?	Students of A1 English Level at “Universidad Técnica de Cotopaxi”
What aspects are going to be mention?	Dependent Variable: The Cooperative Learning. Independent Variable: The English speaking fluency development
Who?	The researcher: Jose Ignacio Andrade Students: A1 English Level
When?	Academic semester October 2018 – February 2019
Where?	Language Center at “Universidad Técnica de Cotopaxi”
How many times?	Only once
What technique will be used?	Pre-test – Post-test
Which tool?	Survey Rubric

Source: Direct Research

Elaboration: Andrade, J (2019).

3.6.1 Instruments Validity

Before the application of the survey, the researcher presented the questionnaires to the thesis tutor from Universidad Técnica de Ambato, validated the investigation instruments. In addition, the instruments were validated by expert judgment from two English teachers from Universidad Técnica de Cotopaxi. (see Annex 2).

Survey

The survey was used to collect real data from A1 level students at Universidad Técnica de Cotopaxi. It provided important and relevant information that helped the researcher to apply a new methodology while teaching English. The survey contained 10 close questions in order to know if students are motivated to learn English and how often group work activities are applied to develop the students' speaking fluency in class. (see Annex 3)

Pretest and Posttest

The pretest and posttest were applied to the participants in order to measure the students' English Speaking fluency level for 1 month, before and after the application of cooperative learning activities. Furthermore, an English speaking fluency rubric was used to assess them under three individual criteria like grammar and vocabulary, pronunciation and interactive communication (see Annex 5). The obtained results helped the researcher to determine the influence of cooperative learning on the student's speaking fluency development.

The pre-test and post-test contain two speaking sections, the first section is used to break the ice between teacher and students. They were asked basic information such as their names, where they come from, relatives' information (name, profession, and age) hobbies, favorite food and so on. The second section was mainly about the interaction between students where they had to ask questions and answer them. The validation of the test was not necessary at all due to the test

is an already standardized test according to the University of Cambridge and the European common framework.

3.6.1.1 Reliability of the instrument

The survey's reliability analysis implies knowing what proportion of the variance of the results obtained in a measurement is a true variance.

The formula for calculating the Cronbach Alpha is the next:

$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum V_i}{V_t} \right]$$

Where:

α Cronbach Alpha (between 0 and 1).

K Number of items (10 questions).

$\sum V_i$ Sum of the sample variances of each item.

V_t Variance of individual test scores.

The data are showed in Annex 4.

$$\alpha = \frac{10}{10-1} \left[1 - \frac{5,16}{18,85} \right]$$

$$\alpha = \frac{10}{9} (0,726)$$

$$\alpha = 0,807$$

In view of the fact that the reliability of 0.807 is greater than 0.75, it is established that the evaluation instrument (survey) is reliable.

3.7 Process and analysis plan

The present research had the support of the Language Center Director from Universidad Técnica de Cotopaxi to carry out the development and application of Cooperative Learning in A1 English level to develop Speaking fluency. The

researcher determined the investigation problem through a previous diagnosis. Then, some objectives were established; this research is based in theoretical background and a depth literature investigation. Moreover, the collected information for this research comes from thesis, journals, articles, websites, and books. In addition, it was determined the use of data collection instruments with the items aligned to the objectives, and a pre and post-test. Finally, a survey was applied to the students in order to show the required information for its analysis.

CHAPTER IV ANALYSIS AND INTERPRETATION

4.1 Analysis of results

This research applied the Cronbach's alpha to validate measure reliability and internal consistency of the instrument from the experimental group. The results showed that the items in the survey are highly correlated. It has an alpha of 0,807 that is excellent and reliable.

SURVEY FOR STUDENTS

1. – How often does your English teacher apply group work activities?

Table N° 5 : Workgroup

Options	Frequency	Percentages
Always	20	100%
Sometimes	0	0%
Never	0	0%
Total	20	100%

Source: Survey for students

Created by: Andrade, J. (2019)

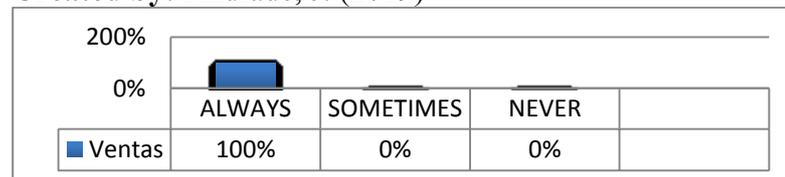


Figure N° 6: Workgroup

Author: Andrade J. (2019)

Source: Survey directed to students

Analysis and interpretation.

Once having analyzed the collected information, it is confirmed that 20 students that represent the 100% affirm that teacher apply to group work activities in the classroom in order to develop the interaction among students. This shows that the teacher applies to group work activities while teaching. And most of them like to take part in collaborative learning.

2.- Does your English teacher make you feel good with group work activities applied while learning?

Table N° 6: Frequency of work group

Options	Frequency	Percentages
Always	15	75%
Sometimes	5	25%
Never	0	0%
Total	20	100%

Source: Survey for students

Created by: Andrade, J. (2019)

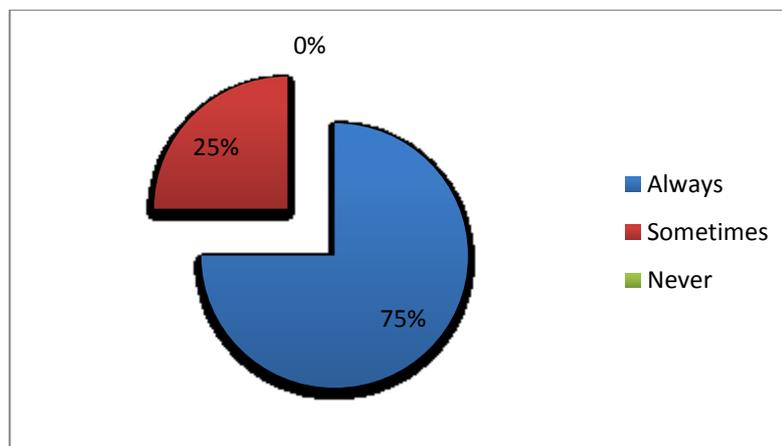


Figure N° 7: Group work activities

Author: Andrade J. (2019)

Source: Survey directed to students

Analysis and interpretation

In question two, it was observed that 15 students that represent the 80% expressed that they always work in groups which reflects that teacher promotes interaction through group work and collaborative activities they are asked to develop in the class. In the other hand, 5 students represent the 25% indicated that sometimes they do group work activities they are not motivated enough about methodologies applied into the teaching and learning process.

3.- Do you feel encouraged to learn English by your teacher?

Table N° 7: Encouragement of learning English Language

Options	Frequency	Percentages
Always	11	55%
Sometimes	5	25%
Never	4	20%
Total	20	100%

Source: Survey for students

Created by: Andrade, J. (2019)

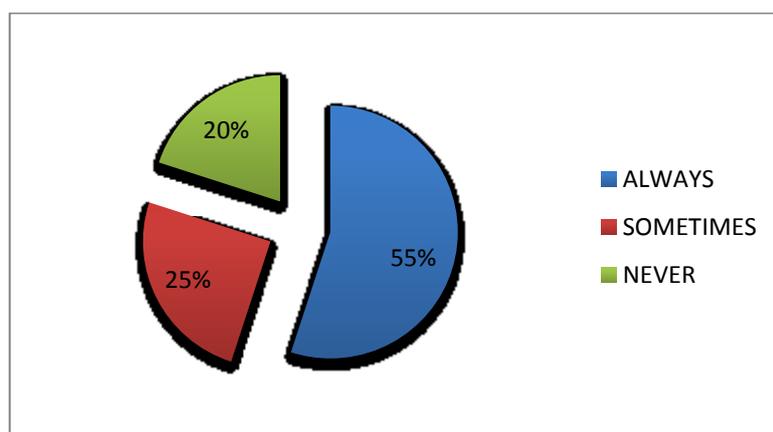


Figure N° 8: Encouragement of learning English Language

Author: Andrade J. (2019)

Source: Survey directed to students

Analysis and interpretation

In this question, 11 students that represent the 55% expressed that they are always motivated to learn English by their language teacher, they are motivated to enhance their language skills and its production. In the other hand, 5 students that represent the 25% indicated that they are sometimes motivated to produce the language in the classroom but not all the time. 4 students that represent the 20% of the results show that they are not pushed by anything to learn English. They do not consider their English teacher motivates them to produce the foreign language.

4.- When you work in groups do you learn better or not?

Table N° 8: language learning

Options	Frequency	Percentages
Always	11	55%
Sometimes	6	30%
Never	3	15%
Total	20	100%

Source: Survey for students

Created by: Andrade, J. (2019)

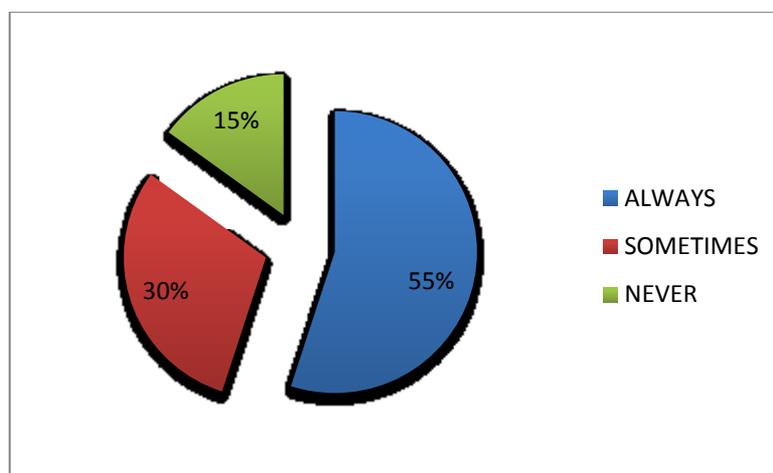


Figure N° 9: Language Learning Activities

Author: Andrade J. (2019)

Source: Survey directed to students

Analysis and interpretation

In this question, 11 students, which represent the 55% expressed that they learn much better working in groups. They like to get in groups in order to learn from others and share thoughts, criteria, and knowledge. Moreover, 6 students that represent the 30% indicated that get in groups is not positive at all because learning is not as significant as working alone. However, 3 students that represent the 15% said that they do not learn well working in groups due to it causes distraction and learning is not meaningful. They prefer individual working.

5.- When you argue with someone else does your teacher help you to solve it?

Table N° 9: language learning

Options	Frequency	Percentages
Always	14	70%
Sometimes	5	25%
Never	1	5%
Total	20	100%

Source: Survey for students

Created by: Andrade, J. (2019)

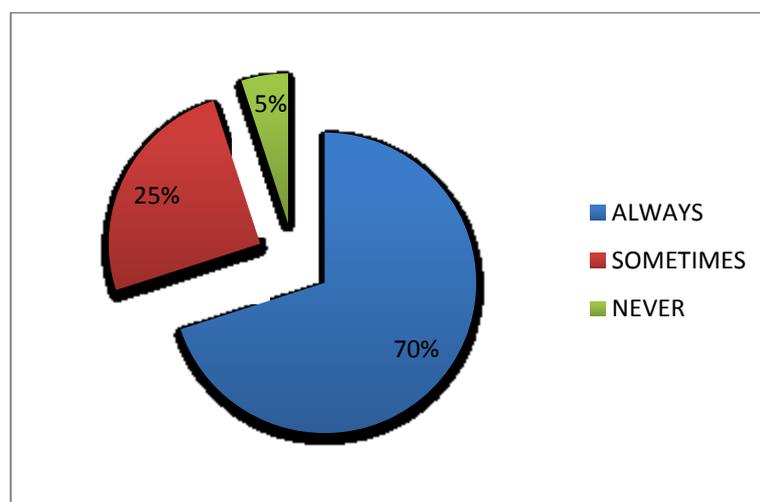


Figure N° 10: Problem Solving

Author: Andrade J. (2019)

Source: Survey directed to students

Analysis and interpretation

In this question, 14 students that represent the 70% agreed that their English teacher helps them when they argue with someone else. The teacher is always pending on their needs and he is there when they need him. Also, the 5 students that represent the 25% said that teacher sometimes helps them. They need their instructor a little bit closer into group work problems. 1 student that represents the 5% claimed that the teacher does not help at all and student is responsible to solve the arguments by himself.

6.- Does your English teacher provide clear instruction?

Table N° 10: English in the classroom

Options	Frequency	Percentages
Always	13	65%
Sometimes	6	30%
Never	1	5%
Total	20	100%

Source: Survey for students

Created by: Andrade, J. (2019)

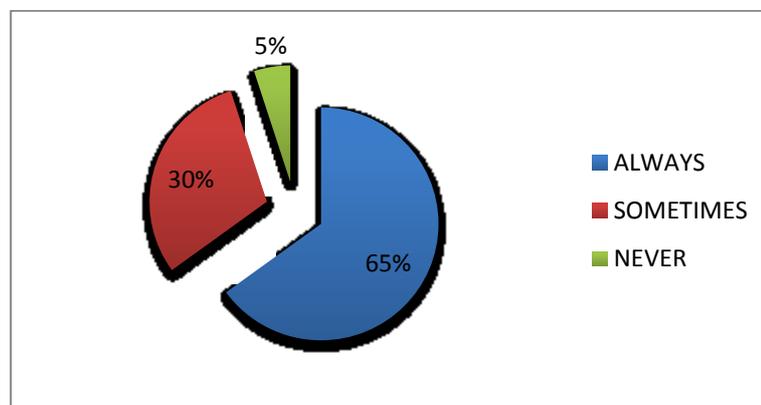


Figure N° 11: Use of English in the classroom

Author: Andrade J. (2019)

Source: Survey directed to students

Analysis and interpretation

In this question, 13 students that represent 65% expressed that they use the English language to communicate in the classroom they are motivated enough to produce the foreign language even though they present oral communication struggles at using the language but they try to do their best. On the other hand, the 30% represents to 6 students and they said that they do not use the English language at all and they use Spanish and English to talk to teacher and classmates in the classroom. They sometimes use their L1 to ask, to interact and to communicate between teacher and classmates. The 10% that represents just 1 student said that English is never used to express ideas and requirement he or she needs. This student uses always Spanish to work in class.

7.- Do you speak English in the classroom?

Table N° 11: Use of English to Communicate

Options	Frequency	Percentages
Always	13	65%
Sometimes	6	30%
Never	1	10%
Total	20	100%

Source: Survey for students

Created by: Andrade, J. (2019)

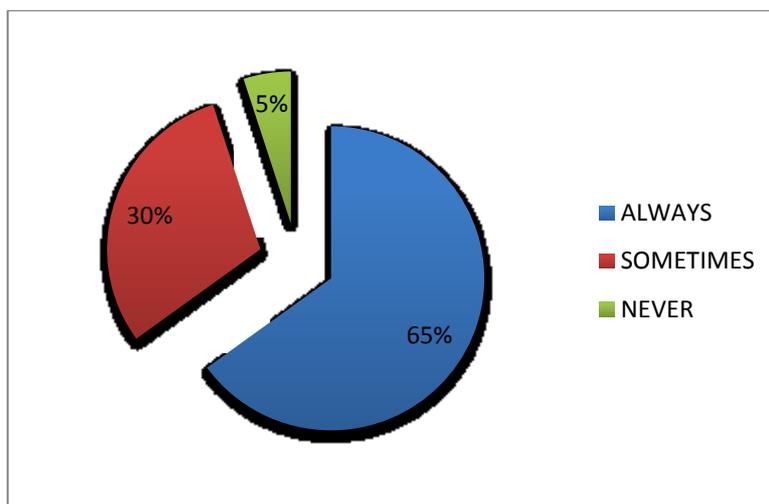


Figure N° 12: Use of English to Communicate

Author: Andrade J. (2019)

Source: Survey directed to students

Analysis and interpretation

In this question, 13 students that represent the 65% said that they always use English to ask favors, to make questions to the teacher and to interact with the teacher. English is used constantly and their skills are developing in all foreign language class. Also, 6 students that represent 30% showed that English is used but not all the time, they use Spanish as a way of communication in their English class. 1 student that represents 5% said the L1 is more important for him or her to express ideas instead of L2.

8.- How often do you practice speaking?

Table N° 12: Speak in English

Options	Frequency	Percentages
Always	10	50%
Sometimes	6	30%
Never	4	20%
Total	20	100%

Source: Survey for students

Created by: Andrade, J. (2019)

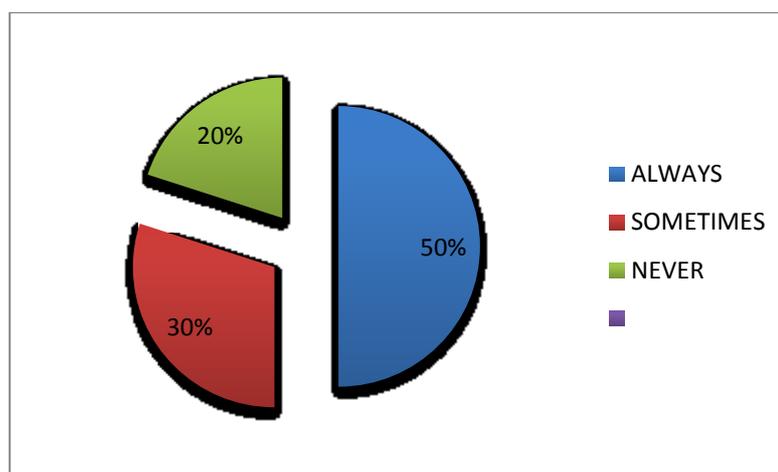


Figure N° 13: Speak in English

Author: Andrade J. (2019)

Source: Survey directed to students

Analysis and interpretation

In this question the 50% that represents 10 students showed that learners are interested in learning the English language and they like to be immersed in a foreign language context. They always like to use English to communicate and interact. 6 students that represents 30% they do not like to use the English language at all, they do not feel comfortable using L2, they tend to mix both languages. 4 students that represent 20% they do not like to use English, they use prefer just the L1 to communicate in class.

9. - Do oral activities in the class help you to develop the speaking skill?

Table N° 13: English Speaking skill Development

Options	Frequency	Percentages
Always	12	60%
Sometimes	8	40%
Never	0	0%
Total	20	100%

Source: Survey for students

Created by: Andrade, J. (2019)

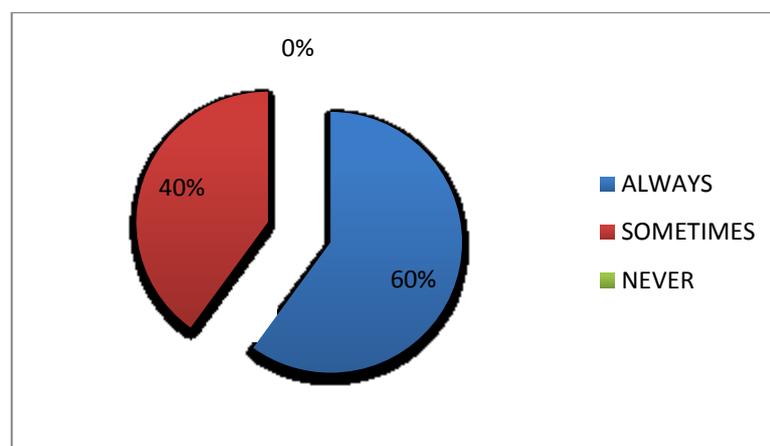


Figure N° 14: English Speaking skill Development

Author: Andrade J. (2019)

Source: Survey directed to students

Analysis and interpretation

According to this question results show that 12 students that represent to the 60% said that oral activities applied in class have helped them to develop their oral skills. They like to be encouraged in this way to enhance their receptive and productive language skills. Nevertheless, 40 % in this case 8 students said that they have developed their speaking skills through other activities but not through those ones applied in class.

10. - When you speak in English do you feel comfortable?

Table N° 14: Suitable use of English

Options	Frequency	Percentages
Always	12	60%
Sometimes	4	20%
Never	4	20%
Total	20	100%

Source: Survey for students

Created by: Andrade, J. (2019)

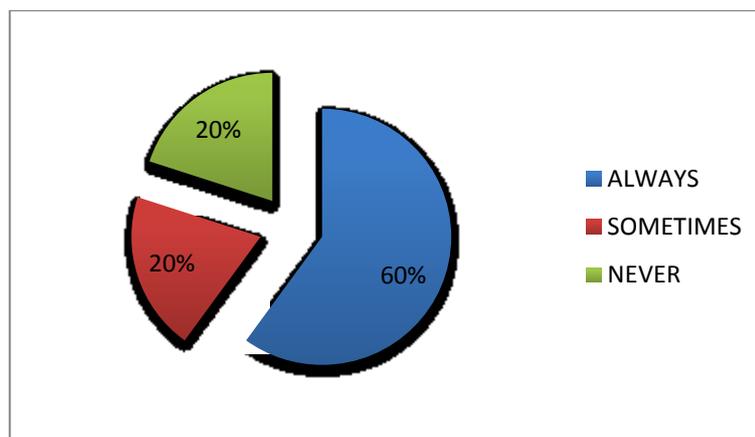


Figure N° 15: Suitable use of English

Author: Andrade J. (2019)

Source: Survey directed to students

Analysis and interpretation

In this question, 12 students that represent the 60% said that they feel comfortable when they have to use English to speak and interact with others. The English language is very important to learn for them and they feel good expressing their ideas in the L2. According to the 20% that represents 4 students said that they are still afraid using the L2 in class but they are able to use it when it will be necessary, they do not present big struggles with the language, just a few mistakes that they can take control of. In the other hand, 4 students that represent the 20% said that they do not feel good using L2, they are more suitable in a foreign language when L1 takes control of any activity.

4.2 Pre and post test result analysis

As it was exposed a pre-test and post-test were applied to the experimental group in order to measure the improvement of the English speaking fluency before and after using cooperative learning activities in A1 level students at the language center of Universidad Técnica de Cotopaxi.

To verify the influence of cooperative learning into the speaking fluency development, students were assessed through a pre-test and after applying the cooperative learning activities, the posttest. An assessing speaking fluency rubric was used to know if the cooperative learning activities encouraged students to develop speaking fluency and English language production. In addition, there were taken into account three speaking fluency parameters such as grammar and vocabulary, pronunciation and interactive communication.

Table N° 15: Data by parameters.

No.	PRETEST				POSTEST			
	GRAMMAR AND VOCABULARY (Comprehension and production)	PRONUNCIATION (Intonation)	INTERACTIVE COMMUNICATION (use of language)	Grade	GRAMMAR AND VOCABULARY (Comprehension and production)	PRONUNCIATION (Intonation)	INTERACTIVE COMMUNICATION (use of language)	Grade
1	2	2	2	6	3	4	4	11
2	1	2	2	5	3	3	2	8
3	1	1	2	4	3	2	3	8
4	3	2	3	8	4	4	4	12
5	1	1	1	3	3	2	2	7
6	2	2	2	6	4	5	4	13
7	2	3	3	8	3	5	4	12
8	2	2	2	6	3	3	3	9
9	3	3	3	9	4	5	5	14
10	2	2	1	5	3	3	2	8
11	2	1	1	4	3	2	2	7
12	3	2	2	7	4	3	4	11

No.	PRETEST				POSTEST			
	GRAMMAR AND VOCABULARY (Comprehension and production)	PRONUNCIATION (Intonation)	INTERACTIVE COMMUNICATION (use of language)	Grade	GRAMMAR AND VOCABULARY (Comprehension and production)	PRONUNCIATION (Intonation)	INTERACTIVE COMMUNICATION (use of language)	Grade
13	3	4	4	12	5	5	5	15
14	2	2	2	6	3	4	3	10
15	2	1	1	4	3	2	2	7
16	1	1	1	3	2	2	2	6
17	3	3	3	9	5	5	4	14
18	2	3	3	8	3	3	3	9
19	4	4	4	12	5	5	5	15
20	3	2	3	8	4	3	3	10
MEAN	2,2	2,15	2,25	6,65	3,5	3,5	3,3	10,3
SD	0,833	0,9333	0,9665	2,62 13	0,827	1,192	1,080	2,867

Source: Test applied to students.

Author: Andrade J. (2019).

Each assessment criteria in the pre-test and the posttest was graded from 1 which showed the lowest score and 5 which was the highest score giving a total of 15 as a maximum. The pre-test results and posttest are detailed below and each one shows the influence of cooperative learning into the speaking fluency development. In addition, they show how speaking activities helped students to improve one of the most important skills in the English Language.

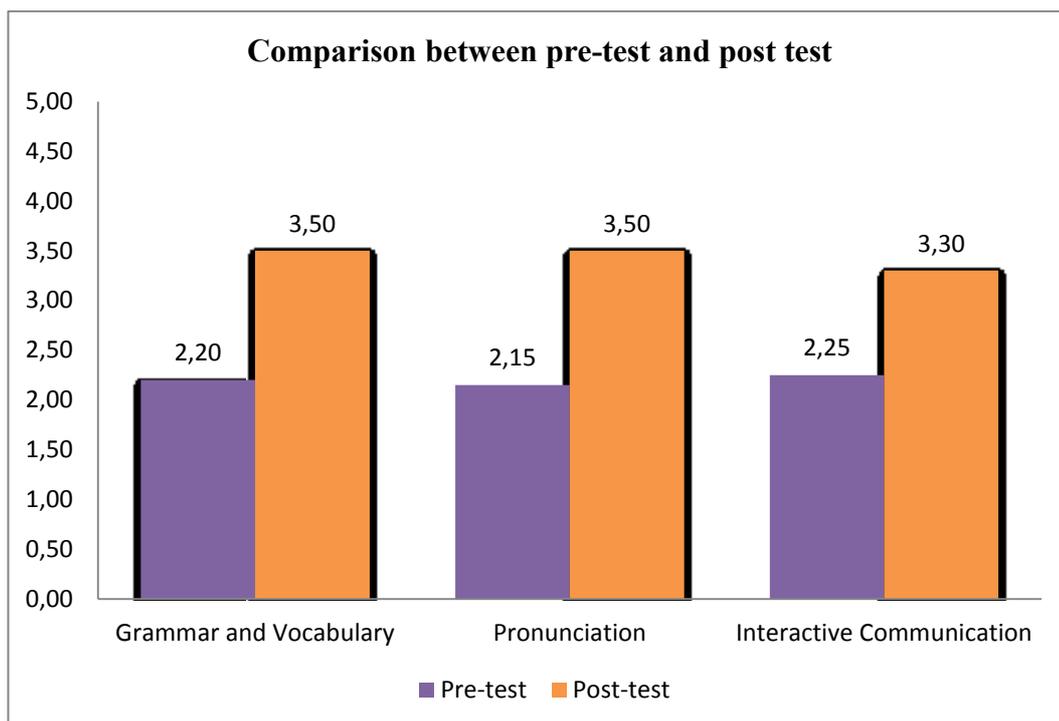


Figure N° 16: Mean comparison between parameters.

Source: Test applied to students.

Author: Andrade J. (2019)

The use of cooperative learning activities into the speaking fluency development have been useful to enhance the students' social skills, problem-solving and push them to use the L2. Furthermore, each activity has allowed getting a motivated group of students to learn together without fear of making mistakes.

After collecting the data, there were analyzed with parameters included in the rubric for speaking fluency; from all the parameters assessed, it is remarkable the students' performance from pre-test and the posttest. The grades have been increased from one to another. Being speaking fluency one of the strongest skills developed through the use of cooperative learning activities.

4.3 Hypothesis verification

4.3.1 Hypothesis approach

Logic model H₀: The Cooperative Learning method does not develop speaking fluency in students from A1 English level at Universidad Técnica de Cotopaxi.

Alternative Hypothesis H_0 : The Cooperative learning method develops the speaking fluency in students from A1 English level at Universidad Técnica de Cotopaxi.

4.3.2 Variables

Independent Variable: Cooperative Learning

Dependent Variable: Speaking Fluency Development

4.3.3 Mathematical model

The mathematical Student t test model used for one sided (one tailed) is the next:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 > \mu_2$$

Where:

μ_1 = population average in the pre-test for each group.

μ_2 = population average in the post-test for each group.

The formula is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student t-test from the data.

\bar{x}_d = Differences average in the sample.

n = Pre-test and post-test data number (20 data for experimental group and 10 data for control group).

S_d = Standard deviation of the differences.

4.3.4 Specification of the regions of acceptance and rejection

The distribution under the null hypothesis of the variable t is a Student t -test with $(n - 1)$ degrees of freedom.

4.3.5 Decision making

If the 'p' value or level of bilateral significance (α) is smaller than or equal to a (0, 05), the null hypothesis (H_0) will be rejected and the alternative hypothesis (H_1) will be accepted. It implies if the Student t value is on the null hypothesis rejected area in the Student t test distribution the alternative hypothesis (H_1) will be accepted.

4.3.6 Selection of the level of significance

The level of significance is: $\alpha = 0, 05$ (5 %).

4.3.7 Degrees of freedom

The formula to determine the degrees of freedom is the next:

$$df = n - 1$$

Where:

n = average of first and second measurement (20 data).

df = degrees of freedom

$$df = 20 - 1$$

$$df = 19 \rightarrow \text{experimental group}$$

According to the selected level of significance ($\alpha = 0,05$) and the degrees of freedom ($df = 19$), Student t is 1.7291 (see Annex 7).

4.3.8 Data collection and calculation of statistics

The results the pre-test and post-test from both groups were compared and analyzed. Data are showed as follows:

Table N° 16. Data collection experimental group.

Experimental group			
No.	Pre-Test	Post-Test	Diferencias
1	6	11	5
2	5	8	3
3	4	8	4
4	8	12	4
5	3	7	4
6	6	13	7
7	8	12	4
8	6	9	3
9	9	14	5
10	5	8	3
11	4	7	3
12	7	11	4
13	12	15	3
14	6	10	4
15	4	7	3
16	3	6	3
17	9	14	5
18	8	9	1
19	12	15	3
20	8	10	2

Source: Test applied to students.

Author: Andrade J. (2019).

4.3.9 Student T-test results

Through the use of statistical software, the following results were obtained:

Table N° 17: Descriptive statistics.

	Mean	N	Standard deviation	Standard error of mean
Pre-test	6,65	20	2,6213	0,2056
Post-test	10,30	20	2,8672	0,1417
Differences	3,650	20	0,5296	0,0639

Source: Test applied to students.

Author: Andrade J. (2019)

Then:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}} = \frac{0,545}{\frac{0,5296}{\sqrt{20}}}$$

$$t = 4,602$$

These results are corroborated by statistical software, as it is presented in the following table:

Table N° 18: Student t test to paired sample statistics.

	Paired differences					t	df	Sig. (unilateral)
	Mean	Standard deviation	Standard error of the mean	95% of difference interval of confidence				
				Lower	Upper			
Pre-test Total - Post-test Total	3,650	0,5296	0,0639	0,2971	0,7929	4,602	19	9,75 x10 ⁻⁵

Source: Test applied to students.

Author: Andrade J. (2019)

4.3.10 Final decision

The results showed that with 20 degrees of freedom and with 0,05 of level of significance ($\alpha = 5\%$), for one sided (unilateral) p-value = $9,75 \times 10^{-5}$ which is lower than $\alpha = 0,05$. In the same way, calculated Student t is 4,602 which is upper

than 1.7291 from the Student t-test distribution table (see Annex 7). Hence, it is in the rejection region. It means that the null hypothesis is rejected and the alternative one is accepted: **“The Cooperative learning method develops the English speaking fluency in students from A1 English level at Universidad Técnica de Cotopaxi”**. The Student t distribution is presented as follows in the Figure N°17:

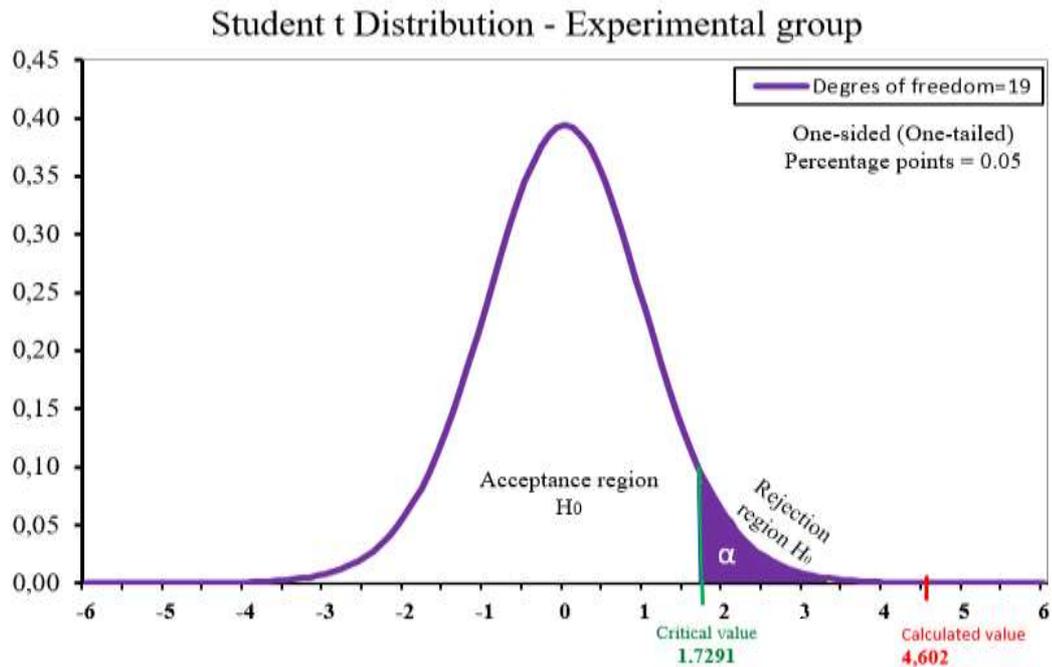


Figure N° 17: Student t test distribution.

Source: Test applied to students.

Author: Andrade J. (2019)

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The present investigative work helped to know the relevance and the importance of cooperative learning into the speaking fluency development of A1 English level students at the Language Center of Universidad Técnica de Cotopaxi, La Matriz campus. The study of this method was analyzed and leads to the next conclusions and recommendations.

5.1 Conclusions

- The Cooperative learning method determined that interaction is a suitable way by which students get encouraged to develop certain English language skills, causing them the desire to produce the language orally without being afraid of making mistakes.
- The student's level of speaking fluency has been improved and it has increased by the use of Cooperative learning method in EFL.
- The use of interactive activities into the teaching and learning process encouraged students to build their self-confidence, positive relationship between teacher and students.
- Using group work activities provided meaningful experiences that develop students' learning skills and social skills. It made their learning stronger and enhanced their ability to communicate using their L2.

5.2 Recommendations

- Teacher should be focused on the use of funny strategies that promotes students' speaking fluency and encourage them to enhance their performance in the English language development.
- It is suggested that teacher and students use the L2 to promote oral interaction and improve their language and social skills to learn from each other.
- Teacher should stimulate students to be more active in the learning process where the amount of interaction has to increase in order to develop learners' oral skills by working in small structured groups.
- It is highly recommended to create a handbook of activities that promotes peer interaction where students feel able to come up with their own ideas and bring a great social support using L2.

CHAPTER VI

THE PROPOSAL

6.1 Informative Data

a) **Topic:**

“Cooperative Learning in the Speaking Fluency development handbook activities”

b) **Institution:**

Universidad Técnica de Cotopaxi

c) **Beneficiaries:**

The beneficiaries of this handbook are students from A1 English Levels and English teachers that need some collaborative oral tasks to promote the speaking fluency in the classrooms. The current Speaking fluency handbook of activities is able to receive any kind of suggestions and changes in order to improve the activities and strategies applied in it.

d) **Location**

Latacunga – Ecuador

e) **Estimated Execution Time:**

One academic semester.

f) **Technical Team Charge:**

Researcher: Lic. Jose Ignacio Andrade Morán

Teachers: Lic. Maria Fernanda Aguaiza , Msc. Wilmer Collaguazo

6.2 Proposal Background

According to the Superior Education Law in Ecuador, students are supposed to learn a foreign language, developing the 4 skills that it contents until learners master it. The European common framework of references for languages established some achievements of learners of foreign languages in different levels such as:

A1: Initial- Elemental

A2: Elemental 2

B1: Intermediate 1

B2: Intermediate 2

C1: Advance 1

C2: Advanced 2

Being a handbook of activities a pedagogical resource that encourages the students to be fluent in a foreign language and help them to develop their oral communication skills, this proposal has interactive activities to push students to take part in speaking interaction among classmates and teachers. The present activities help teachers to manage the class easier than the traditional way of teaching a foreign language and let students to produce it according to their necessities and reaching the required language level they belong to. Therefore, cooperative learning is applied into this guide to add a plus in the language students' development, so that, through group work activities students will increase their social and communication skills that will be useful to learn from one to another.

6.3 Justification

The lack of English language production has been a controversial topic in the language center at Universidad Técnica de Cotopaxi due to the English students are not encouraged enough to use this foreign language to communicate even when they have finished the language proficiency. They do not care about the huge importance of becoming fluent in English.

Therefore, a speaking fluency handbook of activities has been designed to give effective language instruction through dynamic activities that motivate them to speak in English. In addition, it will help them to get confident enough to interact with other pupils in the class and ask the teacher freely when they want at any time.

6.4 Objectives

6.4.1 General:

Design a cooperative learning handbook of activities to develop speaking fluency skill in A1 level students.

6.4.2 Specific:

- Analyze the oral communication activities to be included in the handbook.
- Associate the cooperative learning with the oral communication activities already chosen.
- Carry out the activities proposed in the handbook while teaching.
- Assess the benefits of cooperative learning in the speaking fluency development of A1 English students.

6.5 Feasibility Analysis

The present proposal is feasible due to the technical, administrative and economic analysis.

Technical: from the technical point of view, the EFL teachers have the experience enough on teaching English, so, they know how to manage activities that promote interaction, collaboration and integration of all participants.

Administrative: the proposal was carried out at Universidad Técnica de Cotopaxi under the approval of the language center director. The EFL teachers, students, and authorities were able to change the way of teaching a foreign language in order that students master English as a foreign language.

Economic: the researcher covered the whole stuff such as photocopies, prints, and expenses involved in this handbook.

6.6 Proposal Fundamentals

6.6.1 Theoretical

The oral communication activities to develop speaking fluency in this handbook were taken from different cooperative learning research works and activities aligned with the students' book that allow the researcher to connect them with the students' necessities to improve the language production. Learners have to increase their communication skills through activities that allow them to learn from it. (Kupper, 2017).

6.6.2 Methodological

Learning a language is not an easy task at all but through the use of suitable activities, students can develop the English speaking skills much better than without them. Cooperative learning is a highlighted approach that promotes

interaction between students and teachers and gives students the confidence enough to produce the language and learn from others (Avila, 2015).

6.6.3 Psychological

Aligned to the psychological foundation, the brain works according to the activities that are applied to make it work. If it is boring the brain tends to get tired easily and it does not reach any goal. But if the activity is challenging, the brain works better and it receives, processes and transmits information faster. The use of cooperative learning helps the brain to be active and react according to the situation (Schukei, 2019).

6.7 Methodology

Through the proposal implementation of the English speaking fluency activities, learners are going to develop social skills that allow them to communicate and interact with others. Cooperative learning motivates learners to be surrounded by different people's criteria, emotions, habits, and moods that permit learners to build their own knowledge and to increase their desire to overcome with the teacher's expectative. It encourages learners to be committed to learn and reach common goal according to the language level (Collins, 2018).

6.7.1 Evaluation

The evaluation will be constantly, it means that students have to use the language to communicate as much as possible in order to get a formative assessment. They will get their grades according to their effort using the language to communicate among classmates and for reaching the class goals. Students will be scored through a speaking rubric by which they will notice where they have to improve for the next time (Smith, 2016).

Cooperative learning in the speaking fluency development handbook activities to A1 English level students at Universidad Técnica de Cotopaxi in Latacunga – Ecuador contains the next parts:

Table N° 19: Parts of the proposal.

Contents	Details
Handbook cover	It has theme of the proposal
Handbook Objectives	It shows the goals to be reached
Handbook Strategies	Activities to apply
Bibliography	List of investigative works used

Author: Andrade J. (2019)

6.8 Administration of the Proposal

Cooperative learning in the speaking fluency development activity handbook is focused on A1 English level students at Universidad Técnica de Cotopaxi in Latacunga – Ecuador.

The researcher applied the proposal during the academic semester October 2018 – February 2019 supported by teachers that work with the same English language levels. Teachers that will take this handbook into account to develop speaking fluency, they can ask for a previous training to get familiar with the activities suggested in the research. In addition, they can suggest changes or add some new strategies to promote students' language improvements.

The use of the proposal will be focused just on A1 level students and during the class. Before and after was carried out a pretest and a posttest that helped measure the level of speaking fluency and the results after using cooperative learning.

6.9 Proposal Evaluation

Once applied the handbook to develop the English speaking fluency in students of A1 English level at Universidad Técnica de Cotopaxi, the evaluation of the proposal must be considered to determine the influence of cooperative learning in the development of speaking fluency in the language learners. The evaluation process of this proposal is shown in the next table:

Table N° 20: Proposal Evaluation

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

Author: Andrade J. (2019)

**UNIVERSIDAD TÉCNICA DE COTOPAXI
LANGUAGE CENTER**

**COOPERATIVE LEARNING IN THE SPEAKING FLUENCY
DEVELOPMENT
HANDBOOK ACTIVITIES**



For beginner students

By José Ignacio Andrade

Objectives:

General Objective

Develop Speaking fluency through Cooperative Learning activities.

Specific Objectives

- Apply new teaching trends in the speaking fluency development.
- Encourage students to work in groups.
- Challenge learners with oral communication activities to produce the language.

**STRATEGY: Collaborative
Inquire**

ACTIVITY N: 1

Meeting people through colors

Skills to develop: Speaking

Number of students: 20

Time: 40 minutes

Resources: color paper

Objectives: students will be able to meet and greet classmates using present simple

Vocabulary: related to age, food, free time activities and so on.



Activity description:

There will be 20 pieces of color paper 5 green, 5 blue, 5 yellow and 5 pink. Learners will pick a piece of

color paper. Then, they will get in groups according to the color they picked it before. Students will start introducing themselves to the others. They will use some key phrases like my name is, how are you? I live in, I study at. Also they will greet using formal and informal way like good morning, good afternoon, good evening, what's up? Hi, hello, etc. Finally, they will talk about their careers, their academic level, free time activities and favorite food.

Methodology:

- 1.- Learners will pick a piece of color paper.
- 2.- They will get in groups according to the color they took.
- 3.- Teacher will let them know when they can start.
- 4.- Students will start talking about their names, their careers, their hobbies and favorite food.
- 5.- At the end of the class, they have to introduce one another in front of the class.

Assessment: Responsive Speaking

See checklist on page (105)

Questions and answers, students respond and ask question each other.

STRATEGY: Questions and answer

ACTIVITY N: 2

Secret identity

Skills to develop: speaking, fluency and writing.

Time: 40 minutes

Resources: dictionary, paper and pen.

Objectives: students will be able to use the simple present, the verb to be and WH words to ask questions.

Vocabulary: related to sports, singers, actors, actresses and so on.



Activity description:

Learners will guess who is in the picture, they will make their own questions to discover who the hidden famous person in it is. Students will

be able to use dictionary in order to ask and get it.

Methodology:

- 1.- Learners will get in groups of 5 students each.
- 2.- Teacher will give each group a set of pictures about famous people like soccer players, actors, actresses and so on.
- 3.- Teacher will select a student to take a picture randomly.
- 4.- The student who will take the picture cannot show it to the rest but he can provide some clues for example: this is boy, he likes music, etc.
- 5.- The rest of the students will make questions like What kind of music does he sing? Is he American? What team does he perform in?
- 6.- They have to take turns to ask the questions and to guess who he or she is.

Assessment: Interactive Speaking

See Rubric on page (103)

Interview: It is a face to face exchange between classmates in order to guess who is the person in the picture. The activity stages are warm up, level check, probe, wind-down.

STRATEGY: THINK-PAIR-SHARE

ACTIVITY N: 3

My favorite person in the world is
....

Skills to develop: speaking fluency and writing.

Number of students: 20

Time: 40 minutes

Resources: dictionary, paper and pen

Objectives: students will be able to talk about any family member's responsibilities in the house using present simple.

Vocabulary: responsibilities and family.



Activity description:

Learners will work in groups, they will be able to talk about a family

member they love the most. They will explain anyone's personal information and provide 5 responsibilities that he or she is in charge to do. Finally, the rest of the class will support presenters' ideas with more information.

For example: my father is in charge of taking care about his family.

Methodology:

- 1.- Learners will be asked to get in groups of 5 students each.
- 2.- They have to select a family member they want to talk about.
- 3.- They will introduce him or her in front of the class.
- 4.- Students will take turns to emphasize what responsibility has each one using some key phrases like my father works at, he is responsible of, he likes to do and he is a hardworking man.
- 5.- At the end of the activity the rest of the students will support presenters with more ideas.

Assessment: Extensive Speaking

See Rubric on page (103)

Oral Presentations: they will provide enough information corresponding to the person in their family they are going to talk about.

STRATEGY: Multiple abilities

ACTIVITY N: 4

Adjectives

Skills to develop: speaking and writing.

Number of students: 20

Time: 40 minutes

Resources: Internet, smart board, worksheet and pen.

Objectives: students will be able to use adjectives and compare things

Vocabulary: words related to food, sports, routines, and so on.



Activity description:

Learners will work in groups, they will be able to use adjectives and will use them to describe things in a basic context, each student will be in charge of making one sentence.

Methodology:

- 1.- Learners will be asked to get in groups of 5 students each.
- 2.- They have to select responsibilities such as: leader, note taker, listeners and speakers.
- 3.- They will see some objects
- 4.- Students will identify the adjectives (as many as they can) and write them down.
- 5.- They will write full sentences with the comparative adjective found on the worksheet.
- 6.- They will take turns to read aloud each sentence formed.

Assessment: Checklist

See worksheet (107)

Sentence completion task, students will be able to recognize the adjectives needed to fill in the blanks.

Strategy: Think aloud

ACTIVITY N: 5

My daily routines

Skills to develop: speaking fluency

Time: 60 minutes

Resources: paper and pen.

Objectives: students will be able to talk about their daily routines using present simple and adverbs of frequency.

Vocabulary: prepositions, time, places, sports and adverbs of frequency.



Activity description:

Students will talk about their daily routines using adverbs of frequency, prepositions like at before the time or a place and on before day. Furthermore, they will use simple vocabulary that refers to sports,

household chores and spare time activities.

Methodology:

1.- Learners will get in groups of 5 students each.

2.- They will look for activities on the dictionary that they do often.

3.- Students will be given a piece of paper where they have to write down their activities in present simple.

4.- Students will ask questions to their classmates using how often. And they will take some notes about each one responses using phrases like On Sunday, I always go to the church, I often like to eat veggies, I sometimes wake up at 9 am, I never make the bed, I rarely clean the house, etc.

5.- Student will use adverbs of frequency to answer the questions.

6.- Teacher will provide enough time for students' interaction.

Assessment: Peer assessment

See Rubric on page (103)

Interaction: students will be able to ask and answer questions about what they do often, they are going to show their enthusiasm and collaborative work.

Strategy: Team practice

ACTIVITY N: 6

Three, two, one action

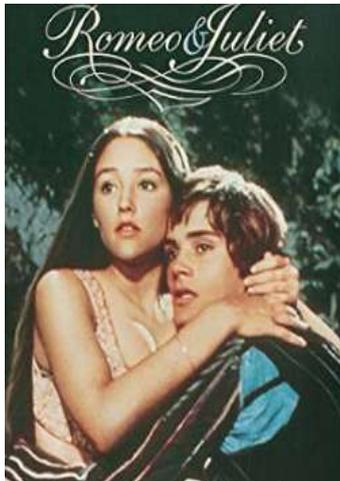
Skills to develop: speaking.

Time: 60 minutes

Resources: paper and pen.

Objectives: students will be able to make an ending for a fairy tale using present simple and past simple.

Vocabulary: Words related to activities, daily routines and action verbs.



Activity description:

Learners will improvise and create a different ending for a fairy tale than

the usual one. They will use the appropriate vocabulary to give it sense. Students produce the language orally and they all interact each other.

Methodology:

- 1.- Learners will get in groups of 5 students each.
- 2.- They will tell a fairy tale they like the most.
- 3.- Students will make their own draft to come up with their own ideas like Yesterday I bought you some flowers but they died.
- 4.- Students will take roles to play the fairy tale.
- 5.- Teacher will provide enough time for students' rehearsals.
- 6.- They will show up with an improvise activity.

Assessment: Extensive Speaking

See Rubric on page (103)

Re-Telling a story, students describe a story based on series of pictures that they previously saw. They have to present it with a different ending.

Strategy: Equal participation

ACTIVITY N: 7

Secret Message

Skills to develop: speaking fluency

Time: 40 minutes

Resources: a marker, whiteboard

Objectives: Students will be able to comprehend a message of motivation and transmit it fluently and accurately to the rest of the group.

Vocabulary: According to the teacher's instructions.



Activity description:

Students will have a group interaction sharing a message in whisper from one to another. They

have to pass the message as they hear and write it on the board.

Methodology:

- 1.- Learners will get in groups of 5 students each and sit in a circle or line.
- 2.- Teacher will have to whisper a short message about motivation to the one student.
- 3.- The message of motivation has to pass from one player to another around.
- 4.- The last student in the circle has to write it down on the board.
- 5.- The group which is closes to the real one wins.

Assessment: Informal assessment.

See checklist on page (105)

Games: students will pass a message out as accurate as they can in short time in order to improve their fluency.

Strategy: Round table

ACTIVITY N: 8

Open debates

Skills to develop: speaking fluency and writing.

Time: 40 minutes

Resources: piece of paper and pen.

Objectives: students will be able to provide their opinion about a certain topic.

Vocabulary: related to bullying, global warming, social network, human rights and technology.



Activity description:

Students will get in groups of 5 students each, they will select a current topic they feel comfortable

with. They will share their opinion and main ideas among them using key phrases like In my opinion, I consider that, I guess, I agree with, I do not agree with, etc. Students will be able to provide advantages and disadvantages of it and at the end, they will be able to debate the pros and cons and answer some questions from their classmates.

Methodology:

- 1.- Learners will get in groups of 5 students each.
- 2.- They will be given a current topic to debate.
- 3.- Students will write some ideas they have about the topic chosen.
- 4.- They will take turns to share it with the rest using phrases like In my opinion, I consider that, I guess, I agree with, I do not agree with .
- 5.- They will ask questions about what they refer to.
- 6.- Student will be able to discuss their answers.

Assessment: Interactive Speaking
See Rubric on page (103)

Discussions and conversations: These two speaking tasks provide a level of authenticity and spontaneity that other assessment techniques may not provide.

Strategy: Think- pair- share

ACTIVITY N: 9

Picture description

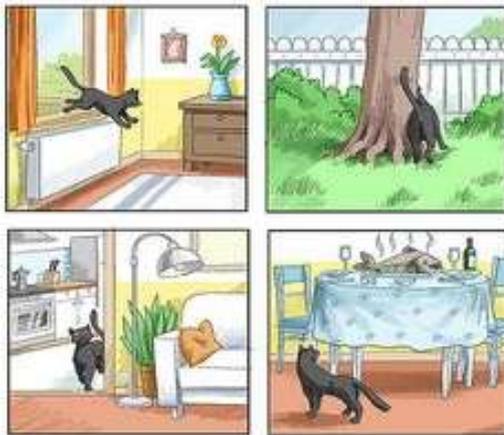
Skills to develop: speaking fluency

Time: 40 minutes

Resources: a set of pictures.

Objectives: students will be able to describe a picture using present simple.

Vocabulary: colors, personal pronouns, adjectives, possessive pronouns.



Activity description:

Students will get in groups of 5 students each, they will be given a set of pictures. They will try to identify what is the main object in

the picture using key phrases like What I can see on the picture is, there is, there are, I like the one on the right, left, etc. Students will use adjectives to describe each picture taking into account the grammar structure reviewed in the class to describe it.

Methodology:

- 1.- Learners will get in groups of 5 students each.
- 2.- They will be given a set of color pictures.
- 3.- Each one will take a picture and start describing it using What I can see on the picture is, there is, there are, I like the one on the right, left, etc..
- 4.- They will hear one to another and they can make question at any time when it is necessary.
- 5.- Students will select among them the best one to share in front of the class.

Assessment: Extensive Speaking

See checklist on page (105)

Picture-cued story telling, Students describe a story based on series of pictures that they previously saw.

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APTER_3_-

_RESEARCH_METHODODOLOGY_Data_collection_method_and_Research_tools
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tools.pdf?origin=publication_detail

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ANNEXES
**ANNEX 1. -LANGUAGE CENTER DIRECTOR – COOPERATIVE
LEARNING IN THE ENGLISH SPEAKING FLUENCY DEVELOPMENT
RESEARCH APPROVAL.**



Annex 1
Source: Universidad Técnica de Cotopaxi
Author: Andrade J. (2019)

UNIVERSIDAD TÉCNICA DE AMBATO
 DIRECCIÓN DE POSGRADO
 MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
 INSTRUMENTO DE VALIDACIÓN (Survey - Encuesta)



Items	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		B. Calidad técnica y representativa	C. Lenguaje		Observaciones
	Pertinencia	No Pertinencia		Opinión	Indicador	
1	✓		✓		✓	
2	✓		✓		✓	
3	✓		✓		✓	
4	✓		✓		✓	
Datos del validador						
Formulario		Cursos		Firma		
Nombre y Apellidos		N de cédula		Fecha		
Florencia Aguarte		603458494		10 de Mayo 2014		
Profesión		Cargo		teléfono		
Docente Inglés		Docente		0919702514		

Annex 3.- SURVEY



UNIVERSIDAD TÉCNICA DE COTOPAXI CENTRO DE IDIOMAS



This survey is for A1 English level students

Objective: To analyze the influence of Cooperative learning method into the Speaking-fluency development in A1 English level students at Universidad Técnica de Cotopaxi.

Instructions: Read the questions carefully and cross out (X) your answer.

1. How often does your English teacher apply group work activities?
a) Always (.....) b) Sometimes (.....) Never
(.....)
2. Does your English teacher make you feel good with group work activities applied while learning?
a) Always (.....) b) Sometimes (.....) Never
(.....)
3. Do you feel encouraged to learn English by your teacher?
a) Always (.....) b) Sometimes (.....) Never
(.....)
4. When you work in groups do you learn better or not?
a) Always (.....) b) Sometimes (.....) Never
(.....)
5. When you argue with someone else does your English teacher help you to solve it?
a) Always (.....) b) Sometimes (.....) Never
(.....)

6. Does your English teacher provide clear instructions?
a) Always (.....) b) Sometimes (.....) Never
(.....)
7. Do you speak English in the classroom?
a) Always (.....) b) Sometimes (.....) Never
(.....)
8. How often do you practice speaking?
a) Always (.....) b) Sometimes (.....) Never
(.....)
9. Do oral activities in class help you to develop the speaking skill?
a) Always (.....) b) Sometimes (.....) Never
(.....)
10. When you speak in English do you feel comfortable?
a) Always (.....) b) Sometimes (.....) Never
(.....)

THANK YOU FOR YOUR HELP
Validated by Fernanda Parra

ANNEX 4.- PRE TEST – POST TEST.

Part 2 3 - 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered questions, they change roles, as in the example below.

Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

*Candidate A, here is some information about a museum.
Candidate B, you don't know anything about the museum,
so ask A some questions about it. Now B, ask A your questions
about the museum and A, you answer them.*

Candidate A - your answers.

Candidate B - your questions.

<p>SANDON AIR MUSEUM</p>  <p>More than 70 aeroplanes to look at OPEN DAILY 10 am – 6 pm Shop with books and postcards Large free car park</p> <p>Tickets: Adults £8.00 Students £5.00</p>	<p>MUSEUM</p> <ul style="list-style-type: none">◆ what / see? ◆ open / weekends? ◆ student ticket? £ ? ◆ car park? ◆ buy / postcard?
---	---

There is a variety of acceptable questions which may be produced using this material. For example:

*What can I see at the museum?
Is it open at the weekend?
How much is a student ticket?
Is there a car park?
Can I buy a postcard there?*

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a library.

*Candidate B, here is some information about a bookshop.
Candidate A, you don't know anything about the bookshop,
so ask B some questions about it. Now A, ask B your questions
about the bookshop and B, you answer them.*

Candidate B - your answers.

Candidate A - your questions.

WORLD BOOKS
212 Main Street



Largest bookshop in the country

Get your travel books here

Monday – Saturday 10.00 am – 8.00 pm
Sunday 12.30 pm – 8.00 pm

Tel: 724 399

BOOKSHOP

- ◆ address ?
- ◆ big / small ?
- ◆ closed / Sundays ?
- ◆ sell / travel books ?
- ◆ telephone number ?

Source: Cambridge English Qualification.

Author: Cambridge (2015)

ANNEX 5.- SPEAKING FLUENCY RUBRIC



English Qualifications

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

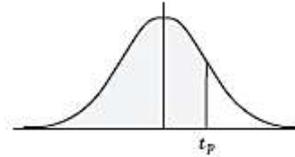
Source: Key English Test.

Author: Cambridge Assessment (2008).

ANNEX 6.- STUDENT T DISTRIBUTION TABLE

Apéndice III

Valores percentiles (t_p)
correspondientes a
la distribución t de Student
con ν grados de libertad
(área sombreada = p)



ν	$t_{.995}$	$t_{.99}$	$t_{.975}$	$t_{.95}$	$t_{.90}$	$t_{.80}$	$t_{.75}$	$t_{.70}$	$t_{.60}$	$t_{.55}$
1	63.66	31.82	12.71	6.31	3.08	1.376	1.000	.727	.325	.158
2	9.92	6.96	4.30	2.92	1.89	1.061	.816	.617	.289	.142
3	5.84	4.54	3.18	2.35	1.64	.978	.765	.584	.277	.137
4	4.60	3.75	2.78	2.13	1.53	.941	.741	.569	.271	.134
5	4.03	3.36	2.57	2.02	1.48	.920	.727	.559	.267	.132
6	3.71	3.14	2.45	1.94	1.44	.906	.718	.553	.265	.131
7	3.50	3.00	2.36	1.90	1.42	.896	.711	.549	.263	.130
8	3.36	2.90	2.31	1.86	1.40	.889	.706	.546	.262	.130
9	3.25	2.82	2.26	1.83	1.38	.883	.703	.543	.261	.129
10	3.17	2.76	2.23	1.81	1.37	.879	.700	.542	.260	.129
11	3.11	2.72	2.20	1.80	1.36	.876	.697	.540	.260	.129
12	3.06	2.68	2.18	1.78	1.36	.873	.695	.539	.259	.128
13	3.01	2.65	2.16	1.77	1.35	.870	.694	.538	.259	.128
14	2.98	2.62	2.14	1.76	1.34	.868	.692	.537	.258	.128
15	2.95	2.60	2.13	1.75	1.34	.866	.691	.536	.258	.128
16	2.92	2.58	2.12	1.75	1.34	.865	.690	.535	.258	.128
17	2.90	2.57	2.11	1.74	1.33	.863	.689	.534	.257	.128
18	2.88	2.55	2.10	1.73	1.33	.862	.688	.534	.257	.127
19	2.86	2.54	2.09	1.73	1.33	.861	.688	.533	.257	.127
20	2.84	2.53	2.09	1.72	1.32	.860	.687	.533	.257	.127
21	2.83	2.52	2.08	1.72	1.32	.859	.686	.532	.257	.127
22	2.82	2.51	2.07	1.72	1.32	.858	.686	.532	.256	.127
23	2.81	2.50	2.07	1.71	1.32	.858	.685	.532	.256	.127
24	2.80	2.49	2.06	1.71	1.32	.857	.685	.531	.256	.127
25	2.79	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
26	2.78	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
27	2.77	2.47	2.05	1.70	1.31	.855	.684	.531	.256	.127
28	2.76	2.47	2.05	1.70	1.31	.855	.683	.530	.256	.127
29	2.76	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
30	2.75	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
40	2.70	2.42	2.02	1.68	1.30	.851	.681	.529	.255	.126
60	2.66	2.39	2.00	1.67	1.30	.848	.679	.527	.254	.126
120	2.62	2.36	1.98	1.66	1.29	.845	.677	.526	.254	.126
∞	2.58	2.33	1.96	1.645	1.28	.842	.674	.524	.253	.126

Fuente: R. A. Fisher y F. Yates, *Statistical Tables for Biological, Agricultural and Medical Research* (Tablas de estadísticas para la investigación biológica, agrícola y médica) (5a. edición), Tabla III, Oliver and Boyd Ltd., Edinburgh, con autorización de los autores y editores.

Source: Spiegel & Stephens, 2009, p.563.

ANNEX 7.- CHECK LIST



**TECHNICAL UNIVERSITY OF COTOPAXI
LANGUAGE CENTER
SPEAKING FLUENCY CHECK LIST**



1 = unsatisfactory, 2 = needs practice, 3 = satisfactory, 4 = excellent

N:	Students' name	Content		Pronunciation and intonation		General Effort	total
		Uses adequate grammar and vocabulary; makes use of the structures introduced during the lesson	Uses appropriate expressions for the function of the lesson	Speaks clearly, pronunciation does not impede comprehension	Uses intonation that is consistent with what is being said- for example, questions sound like questions	Actively participates; does not simply copy others; attempts to personalize the activity; listens to others	
1.-							
2.-							
3.-							
4.-							

5.-							
6.-							
7.-							
8.-							
9.-							
10.-							
11.-							
12.-							
13.-							
14.-							
15.-							

Author: Andrade J (2019).

ANNEX 8.-



TECHNICAL UNIVERSITY OF COTOPAXI
LANGUAGE CENTER
SPEAKING FLUENCY WORKSHEET



Group N:.....

A. Fill in the blanks with the comparative form of the adjectives in brackets:

- Africa is _____ than China, India, the U.S. and most of Europe—combined! (big) 
- Your tea is _____ than mine (hot). 
- There are many healthy foods that taste _____ than junk food. (good) 
- Superman could travel _____ than a speeding bullet. (fast) 
- Junk food is _____ than healthy food. (cheap) 
- A zebra is _____ than a giraffe. (short) 
- The biggest snake discovered was _____ than a bus. (long) 
- Luke's elder brother is _____ than him. (tall) 
- One of my cats is _____ than the other. (fat) 
- My sister always eats _____ than me. (much) 

B. Fill in the blanks with the comparative of the adjectives in brackets:

- The watch he bought is _____ than my car. (expensive) 
- I find Amsterdam _____ than Paris. (beautiful) 
- Some people think dogs are _____ than cats. (intelligent) 
- My sofa is _____ than the bed to sleep on. (comfortable) 
- Mark is _____ than his brother. (generous) 
- Gorillas are _____ than chimps (peaceful) 
- Women seem to be _____ than men (thoughtful) 

ANNEX 9.- URKUND REPORT

URKUND

Documento [TESIS_joseandrade.docx](#) (D51262521)

Presentado 2019-04-29 11:38 (-05:00)

Presentado por jose.andradem@unc.edu.ec

Recibido lparra.uta@analysis.orkund.com

Mensaje Tesis-JoseAndrade [Mostrar el mensaje completo](#)

10% de estas 43 páginas, se componen de texto presente en 23 fuentes.