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"Cooperative learning activities to improve the speaking skill"

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Autor: Licenciado Elvis Javier Guaranga Amaguaya

Directora: Doctora Wilma Elizabeth Suárez Mosquera, Magister.

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Elvis

DEDICATORY

With great love and from the bottom of my heart, from where I can only love with total sincerity and joy, I dedicate this research work to my parents Mario and Carmen, since from my early years they have been a fundamental pillar to achieve every goal I have set for myself in my life. I hope to give them back a little of what they have done for me.

Elvis.

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TEMA:

COOPERATIVE LEARNING ACTIVITIES TO IMPROVE SPEAKING SKILL

AUTOR: Licenciado Elvis Javier Guaranga Amaguaya

DIRECTORA: Doctora Wilma Elizabeth Suárez Mosquera, Magister

LÍNEA DE INVESTIGACIÓN: Procesos de enseñanza-aprendizaje.

FECHA: 13 de octubre de 2022.

RESUMEN EJECUTIVO

El tiempo de Pandemia del Covid-19 y la enseñanza virtual afectó el aprendizaje del idioma inglés, especialmente en la destreza de hablar ya que los estudiantes no contaban con una interacción directa con el profesor y sus compañeros ya que se encontraban detrás de una computadora. Esto ha generado que los niños y niñas desarrollen un cierto grado de timidez al momento de desarrollar el proceso de enseñanza aprendizaje, quedándose relegados en las destrezas de hablar en inglés. Por lo tanto, la investigación durante todo el proceso tuvo como objetivo principal, investigar la eficacia de las actividades cooperativas para el desarrollo de la destreza del hablar. La población del estudio estuvo constituida por veinte y cuatro estudiantes entre hombres y mujeres del sexto año de educación general básica de la Unidad Educativa La Salle de la ciudad de Riobamba, Ecuador. La metodología fue un diseño cuasi experimental en el que se recolectaron datos cuantitativos a través de herramientas mismas que fueron un pre-test and post-test nivel A1, basados en pruebas Cambridge A1 starters (YLE starters) dichos instrumentos evidenciaron que las destrezas del habla que se desarrollaron de manera eficaz a través de las actividades de aprendizaje cooperativo. De la misma manera, la investigación tuvo soporte un teórico, basado en diferentes investigaciones desarrolladas a través del tiempo, las cuales evidencias que las actividades cooperativas son eficaces para el desarrollo de la destreza del habla. Los resultados de la investigación mostraron que las actividades de aprendizaje cooperativo como diálogos, juegos de roles, la gamificación y la lectura compartida generan interdependencia positiva en el grupo, responsabilidad individual y grupal en el desarrollo de las tareas, motivación, interacción y habilidades sociales en el grupo. Los hallazgos también mostraron que las actividades de aprendizaje cooperativo mejoran significativamente las

habilidades del habla de los estudiantes, específicamente en fluidez, precisión, pronunciación y expansión de vocabulario, todo gracias a las actividades cooperativas.

Descriptores: aprendizaje cooperativo, destrezas de hablar, producción oral, educación virtual, educación presencial, habilidades sociales, vocabulario, pandemia, idioma inglés, pre-test and post-test.

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AUTHOR: Licenciado Elvis Javier Guaranga Amaguaya
DIRECTED BY: Doctora Wilma Elizabeth Suárez Mosquera, Magister
RESEARCH LINE: Teaching-learning processes.
DATE: October 13rd, 2022.

EXECUTIVE SUMMARY

The time of the Covid-19 Pandemic and virtual teaching affected the learning of the English language, especially in speaking skills of English language, since the students did not have direct interaction with the teacher and their classmates because they were behind a computer. This has caused the children to develop a certain degree of shyness at the time of developing the teaching-learning process, being left behind in the skills of speaking in English. Therefore, the main objective of the research during the whole process was to investigate the effectiveness of cooperative activities for the development of speaking skills. The study population consisted of twenty-four students between boys and girls in the sixth year of general basic education at La Salle Educational unit in Riobamba city, Ecuador. The methodology was a quasi-experimental design in which quantitative data were collected through different tools such as a pre-test and post-test at the A1 level, based on Cambridge A1 starters (YLE starters), these instruments showed that the speaking skills were developed effectively through cooperative learning activities. In the same way, the research had theoretical support, based on different research developed through time, which evidences that cooperative activities are effective for the development of speaking skills in the students. The results showed that cooperative learning activities such as dialogues, role-playing, gamification, and shared reading generate positive interdependence in the group of students, individual and group responsibility in the development of tasks, motivation, interaction, and social skills in the group of pupils.

The findings of the investigation also showed that cooperative learning activities significantly improve students' speaking skills, specifically in fluency, accuracy, pronunciation, and vocabulary expansion in the English language, all thanks to cooperative activities.

Keywords: cooperative learning, speaking skills, oral production, virtual education, face-to-face education, social skills, vocabulary, pandemic, English language, pre-test, and post-test.

CHAPTER I

The research problem.

1.1 Introduction.

In today's world, it is required to be fluent in at least two languages, such as Spanish, English, Mandarin, French, German, and others. Therefore, learning skills are constantly needed to accelerate the process of learning a new language, as it can simplify this process and overcome untimely extended study periods. A recent analysis mentioned that the biggest problems in improving the learning experience of a new language today are the unsettled order, for learners to follow, and voluntary isolation in learning (Ali, 2020). In general, in the process of learning the English language, speaking skills have become a problem that several students have had to face, one of the factors is the vocabulary, since many times students do not find the right words to express ideas or comments, this makes students feel frustration and at the same time the fear of speaking is constantly growing.

Therefore, this research project focused specifically on the application of "cooperative learning" activities that helped students develop better speaking skills. These applications are related to "cooperative learning", where the learning structure is successfully integrated with positive interdependence, equal participation, individual responsibility, and simultaneous interaction.

The research study had a quantitative approach following a quasi-experimental design, using a pre-test and a post-test to investigate the initial and final development of speaking skills. The research organized as follows:

Chapter 1. Introduces the research problem, which is the lack of creativity in teaching, followed by unestablished order and voluntary isolation in the learning process. This chapter also states justification of every single problem and compares it with other studies that have used "cooperative learning", as a method to improve speaking skills. In addition, this chapter mentions the prognosis of the research questions.

Chapter II. This chapter shows various investigations backgrounds with different evidence of how cooperative learning resolves learning inconsistencies in students. Many of the studies cited have data analyses that were made by inferential statistical methods. This chapter also emphasizes the multiple benefits of cooperative learning, which is expanded in reinforcing confidence and eliminating shyness. The theoretical support expressed in this chapter was

based on two variables: Cooperative Learning and speaking skills.

Chapter III. This chapter presents the methodology framework, where was detailed the location of "La Salle" Education High School; equipment and materials such as computers, online resources, and virtual libraries; research method, which is a quantitative and quasi-experimental design; sample; and hypothesis, based on the development of speaking skills through cooperative learning activities.

Chapter IV. This chapter details the statistical results from the three research questions based on the effectiveness of cooperative learning activities, followed by the corresponding data analysis that was established on standard scores, and the hypothesis verification.

Chapter V. This chapter shows the conclusions reached which are a reaffirmation of the effectiveness of cooperative learning in speaking skills, and also to encourage confidence in students. This chapter also presents recommendations for future investigations, followed by annexes and a bibliography.

1.2 Justification

This research investigation was carried out with students of "La Salle Riobamba" high school because, during the 2021-2022 academic year, because most of them showed many limitations on the development of speaking skills. These problems probably resulted from traditional learning methodology, where the teacher's talk predominated the majority of the time. It could be originated due to the lack of practice and interaction among students and teachers, so students have problems in fluency, accuracy, pronunciation and vocabulary learning.

The study presented in this research is very important because it gives a deep background of the reasons behind the underdevelopment of oral expression by students and the different alternatives and solutions that can be implemented. The study of traditional teaching methods and their shortcomings are contrasted with the new skills implemented related to innovative approaches, such as cooperative learning activities, which establish the commitment to collaboration and individual responsibility, where equal interactions can simultaneously meet expectations and objectives in speaking skills. Through cooperative learning, students can exchange ideas with each other by engaging the natural needs of social interactions and curiosity. This is because through the continuous exchange of ideas; fear, doubt and distress usually disappear, exchanging with a comfortable learning atmosphere. As a result, speaking skills are reported to improve significantly.

During the Covid-19 global pandemic, students went through several stages of the learning experience, where technology became an important part of our lives, such as online classes and

homework. It was a daily routine that was easier for some and difficult for others, such as students in rural areas, where technological tools were not fully available to them. This triggered an unpleasant imbalance in learning, easily evidenced by uneven improvement in speaking skills among classmates, uneven reading comprehension, and low grades. These problems were compounded by the lack of communication between teachers and students. Therefore, this research study was conducted to impact and improve the speaking skills by means of the application of cooperative learning activities.

The importance of this research also lies in the feasibility of the data and the information which will provide for future research. On the other hand, virtual classes have gone wrong in many cases, as in most of the occasions the attention and awareness of the students' decrease, so the need for new learning methodologies is greater (Rahayu, 2015).

Virtual classes had a significant impact on those students where language learning was characterized by interaction with students and teachers through break-up rooms. In that way, different obstacles have arisen that prevent students from the development of oral communication skills. Students most of the time have not had opportunities to interact, be more responsible, participate in discussions, work in groups, ask and answer questions. What is more, when students speak they are worried about pronunciation, hesitations, accuracy and they do not have enough vocabulary to build up phrases, sentences in a flow conversation. Therefore, cooperative learning can have a great impact on helping students, as it creates an environment of mutual help where everyone has the chance to participate while trying to achieve the same learning goal.

1.3 Objectives.

1.3.1 General objective

To investigate the effectiveness of cooperative learning in speaking skills development.

1.3.2 Specific objectives.

- To identify cooperative learning activities that can be used to enhance students' speaking skills.
- To explain the benefits of cooperative learning activities on improving speaking skills.
- To evaluate the effectiveness of cooperative learning activities on the development of the speaking skills.

The objectives were developed to verify the effectiveness of cooperative learning in the development of speaking skills. For the development of the first objective, a theoretical framework was used to propose different cooperative activities that allow the development of speaking skills. For the achievement of the second objective, different cooperative activities such as dialogues and shared readings were developed. Finally, for the third specific objective, the following tools were used, such as the pre-test and post-test, with 24 students of the sixth year of the educational unit "La Salle", which helped to determine the effectiveness of cooperative learning activities on the development of speaking skills.

CHAPTER II

Research background

Cooperative learning and speaking skills are the main variables to be analyzed in this research. In this regard, Singh and Agrawal (2011). In their study on "Introduction to Cooperative Learning" expounded that cooperative learning is a process in which students recognize more information from dynamic activities such as conversations, discussions and exchange debates. Singh revealed that cooperative learning is especially based on collaboration and teamwork, as opposed to the general idea of the traditional education system based on competition. Cooperation is a predominant feature in which human beings are more effective, in contrast to a competition in which initial motivations are diminished mainly by the feeling of failure and unnecessary comparison of unequal abilities. On the other hand, Hussain (2018). From Newcastle University in his study "Teaching speaking skills in communication classroom", pointed out that speaking is the most important communicative skill, for which tasks associated with improving pronunciation and dialogues are the best way to learn.

Cooperative learning has several advantages during the process of studying. These advantages are related to time management and resources. A study made by Al-Tamimi and Attamimi (2014). Yemeni students' speaking skills and attitudes showed that cooperative learning methods were very effective in short periods, and presenting results almost immediately. Instead of learning dozens of new words every day, students were repeating the same words many times in different conversations, making it easier for them to understand the meaning and situational use in dialogue. This study used a quasi-experimental method with a sample of sixty undergraduate students. The data analysis was made by inferential statistical methods.

A similar study was conducted by Lucena and San Jose (2016). On the students of Vicen Hizon Sr. Elementary School, where cooperative learning not only came to rescue to innovate some outdated teaching methods but showed that through teamwork, the learning process is transformed into an engaging activity in which all students get support from each other and can overcome difficulties together. This study also showed that students are more motivated to learn by their peers than by a Socratic teacher-student method because students have more courage and less fear to ask questions and resolve doubts. They have more confidence to be actively involved in the learning process.

In the case of speaking skills, it is associated with cooperative learning because most of the exercises related to this method are based on dialogues, conversations, and debates. In this sense, Prieto (2007). Expresses that speaking productions such as discussions, talks, audio

tapes and others, can significantly improve speech and vocalization. In this study, a comparison was made between students who learned a language through traditional classes, in contrast to students who studied through cooperative learning. The first group learned the first two objectives of a curriculum in three months, while the other group was already on the sixth objective of the curriculum with a very solid foundation of pronunciation and writing skills. This study demonstrated that cooperative learning is a good way to improve speaking production and knowledge in general. Cooperative learning creates a gradual process of improvement in which fear and embarrassment are collectively overcome.

Likewise, Altun and Sabah (2020). Showed the effect of cooperative language learning on increasing multiple interactions. In this study, students from Tishk International University were analyzed, where different learning methods were evaluated. The results showed that students in the cooperative learning method had a high impact on active acquisition of new skills and benefits through ongoing communication and collaboration among peers, while students who isolated themselves during study time had more complications during discussions and speaking exercises. This study shows the correlation between faster knowledge acquisition success and cooperative learning methods.

Cooperative learning has multiple benefits. For example, it helps students gain confidence and lose shyness. Traditional learning methods based on one-sided dialogues in which teachers not only give most of the answers but also create most of the questions. In essence, students accumulate doubts and confusion that can only be solved by the teacher, so the sense of embarrassment increases as some students seem to understand while others seem to get lost during the lectures. Namaziandost et al. (2019). Conducted research in which they showed that traditional learning based on one-way Socratic teacher-student learning could create high levels of embarrassment because students tend to compare themselves with each other. The study mentions that the problems of embarrassment, embarrassment, and confusion can be overcome if students could be more involved in activities that show the equity of opportunity and equal levels of understanding, so the cooperative learning method is inclined to be the best solution because it gives this freedom to each individual to ask and answer as he or she wants.

The effectiveness of cooperative learning does not only apply to native language speakers but also to those in other countries that try to learn new languages, for example, English. Parmawati and Inayah (2019). Showed that Iranian students learn faster by continuing conversations and debates during classes. This study indicated that students are more reluctant to learn through unstoppable seminars where most of the talk is made by the orator, while in-group conversations and discussions give more control to the students to perform and reach

improvement by simple mimicry of collective actions and teachings. Iranian students by cooperative learning were able to imitate sounds and vocal movements and expressions that ultimately helped them to improve their speaking skills and learn a new language faster than any other method.

In the case of Darmuki et al. (2018). Established that in almost all cases, interactions and communications can be improved by emphasizing collaboration. The study indicated that conventional learning experience can create various methods, such as: debates, and dynamic discussion exercises, but in the long run the results grow only slightly and can reach a plateau of equilibrium. In this sense, cooperation among classmates created an effective learning approach where everyone can be a mentor and a mentee. In this environment, questions can be answered immediately as soon as someone raises them. Thus, collaboration was able to contribute effectively to creating an enjoyable environment.

Namaziandost et al. (2020). Showed that students who participate in the learning experience of others can reinforce their knowledge. This author recognized that the learning process is a circular one. The more you teach, the more you learn, and vice-versa. Students can advance in their learning process as they solve others' doubts. Language fluency can be accomplished thanks to the collaboration of classmates.

Speaking skills have different dialect levels, such as: tuning in, talking, perusing, and composing. In this sense, Sijali (2017). Exposed that conventional forms of instruction do not usually take into account this different dialect levels, which makes the teaching process a monotonous one, and does not exploit specific teaching capacities. This is why, tools such as proficiency test, questionnaire, and interviews, seems to have a bigger impact on students grades who still are shy and are not at the right learning level process, in comparison with other classmates.

In another research. Hengki et al. (2017). Showed that the change of methodology from a traditional to a cooperative learning one had significant changes in the long term. Even so, in the short term, there were several adaptability difficulties, as students were not used to having such a leading role within the learning process of a classroom, let alone being in control or leading conversations and discussions. This study clarified that, despite the change in methodology, learners still felt embarrassed or shy about speaking, and conversations sometimes became dull and meaningless, because the participants did not speak; so, it was necessary to return to the previous Socratic methodology of unilateral teacher-student teaching but at a lower intensity. Hengki established a hybrid strategy between classical teaching methodology and cooperative learning so that both methods could positively guide the learner,

since, as seen, it was still necessary to teach learners even in conversations because otherwise, it could become monotonous and boring.

Successful cases of hybridization of methodologies between classical and cooperative learning can be evidenced in the study established by Kupczynski et al. (2012). Where several experiments were conducted with a group of fifty-six students. To the first group applied the classical Socratic learning methodology, on the second the cooperative learning and to the third the hybrid methodology between classical and cooperative. The results showed that the first group performed poorly on speaking and pronouncing new words. Whereas, the second group showed a slight improvement in the short term, with few problems, such as mispronunciation. The second group also showed progress with shyness. And finally, the third group showed a clear improvement in speech, correct pronunciation of words and a good accent. The surveys showed that the participants in the third group were more organized, making it easier to meet the objectives in short periods of time. These results showed that the class was more dynamic and progressive with the constant help of a tutor who allowed the conversation to be fluid and gave continuous feedback. Therefore, it is intended to carry out the present research study, where students acquire knowledge through cooperative learning but with the guidance of a teacher. Despite the mixed results obtained by the combination of classical and cooperative learning methods. It can be confirmed that in all cases, the use of cooperative learning has given positive results, especially in the study of a language.

The study conducted by Siriphot and Hamcumpai (2020). Revealed how a group of thirty-one students in Mattayom Suksa were able to obtain an English proficiency of B1, with strong foundations in speaking and writing fluency. In the case of academic writing, Gillies (2016). Mentioned that thanks to cooperative learning, writing techniques were quickly learned and therefore applied in academic essay exercises. For which, it was necessary the use of a diary, where students had to recount in their own words events that occurred during the day. Cooperative learning allowed students to learn from their own mistakes and from others.

Excellent results have been obtained by the students in language learning. However, the adaptability of teachers to the change in methodology has been difficult because of the lesser role they have. Purba (2021). Revealed that most of the teachers who experienced this change in methodology were not satisfied and there were even several complaints. The drawbacks expressed by the teachers were mainly related to discipline control, compliance with the curriculum, loss of time, and difficulty in conducting online classes. Most of the teachers' complaints were directed to the difficulty of control in online classes since the results of the cooperative learning methodology in non-face-to-face classes were different and ambiguous.

However, teachers who had a long-term cooperative learning experience tend to agree that this mythology suits all students perfectly, especially when the learning and proficiency gap has widened among them.

In this sense, Rohemah et al. (2019). Showed that students are much more eager and agreeable to learn when the studies plan is based on cooperative learning, because it overcomes social barriers and shyness, making the workspace environment more comfortable and friendly. In the same way, Sasmita (2017). Indicated that students who are excited to learn in this new format of cooperative learning, receive more attention, making the class knowledge more equitable. However, when using new materials such as the Cooperative Script Strategy based on readings and plays where students can memorize it and perform it as a school play, it did not make a good impact on younger students below eighth grade, because of the lack of attention and concentration between exercises, but for those above that grade, it had a revolutionary and modern impact.

The Cooperative Scripting Strategy is part of the materials used in cooperative learning because of its impact on building camaraderie among peers and fostering creative learning. The Cooperative Scripting Strategy is based on various reading and memorization techniques, where learners can freely interpret it and even act around a story. In this regard, Akib et al. (2021). Who conducted in a study with students of the English Education Department of Muhammadiyah College, Makassar. Where he introduced the Cooperative Scripting Strategy. He saw that in the learning curve increased positively in all cases as the students linked learning new words with acting and acting out the readings as school plays. This study revealed that the more creative the class, the better the students learn to relate each new word to a lived experience in some activity. This relates to the study conducted by Afzalimir (2021). Based on the effects of cooperative and competitive learning on speaking ability and confidence gain in students learning English as a remote dialect (EFL). Thus, students who competed creatively through games or interpretation contests had a lower impact on the increase of the learning curve than students who performed the same exercises, but with a cooperative objective. This study elucidated that creative activities work better if the pedagogical alignment based on cooperative rather than competitive approaches. This study is a perfect guide for what will be done in this research work.

Studies such as those conducted by Oradee (2013). Are based on communicative activities, such as discussion, problem-solving, and role-playing. This study revealed a great relationship with the above mentioned about how cooperative learning can be based on creative activities that increasingly impact the way of learning positively, allowing students to have various

techniques at their disposal. In this study, eleventh graders were tested after passing the three community activities mentioned above, which showed that they could speak a new language fluently in a very short time.

Kandasamy and Habil (2018). Demonstrated that creative cooperative activities generate a better understanding of new words, as they can be related to feelings, colors, and smells. This study created another case in which learners can learn from the activation of other senses such as taste, touch, smell, sight, and hearing. Kandasamy and Habil (2018). Hypothesized that interactions of words with shapes, smells, songs, etc., can create a correlation of learning new words in a cooperative experiential way. The results were impressive, ensuring that indeed the learners had a greater understanding of the words, including correct pronunciation and accent. This new technique further ensured the comprehension of the new language, where experimental cooperative activities increase the impact on learners' interaction.

In conclusion, cooperative learning improved speaking skills in students who wanted to learn a new language. There is a positive exponential curve between learning new words, pronunciation, and accent, with cooperative learning. However, it is necessary that along with cooperative learning and speaking skills there are also creative experiential learning methodologies, where students can learn even faster by combining the activation of other senses. Cooperative learning and oral expression have various techniques and forms of application that in all cases have had a positive impact on students. However, there is still some resistance on the part of instructors and teachers, who have lost protagonist during classes and have had to change the classical pedagogical methodologies for other modern ones that are still in the experimental branch. Cooperative learning and oral expression had great benefits for the students analyzed in this research work.

Literature review

Independent variable: Cooperative learning

The present study follows a cooperative learning approach as a means of teaching to improve speaking skills in students in sixth grade.

Cooperative learning

Cooperative learning is a direction procedure that empowers small heterogeneous groups of learners to work together on common tasks. It can be understood as a teaching practice that give opportunities to students to learn and succeed. Students usually work together to learn and all are responsible for their team-mates learning too (Kong & Vanna, 2009). It can be developed in each review level, subject region, and with any assignment. Therefore, the teacher is the one who must assemble them. Each student in cooperative learning usually has an assigned role and has the responsibility to fulfill it (Van and Alexander, 2019). The roles are coordinator, who directs and animates; the controller, who supervises and monitors; the spokesperson, who questions and presents; and the secretary, who writes down and remembers. The cooperative learning methodology is used for more elaborate activities that require more time to carry out, such as projects that require several sections or stages in their preparation (Sharan, 2010).
Cooperative learning is also known as agreeable learning because it maximizes the benefits of cooperation among understudies. In this sense, cooperative learning was based on a variety of different approaches that helped students to understand knowledge, approaches such as behaviorism, socio-cultural hypothesis, humanist brain research, cognitive psychology, social brain research, and Piagetian formative brain research. Which, cooperative learning has been improved into a diverse legitimized sense of styles that ultimately improves the way of learning (Tsay and Brady, 2010).
For this analytical study, cooperative learning was constantly related to learning in projects and services, which were based on solving problems and meeting specific objectives in a limited time, through the constant tutor assistance on individual doubts of each student. In this study, cooperative learning was also based on different approachable methods mentioned before, for example: behaviorism, socio-cultural hypothesis, and cognitive psychology.

Why use cooperative learning?

When we change the order of the chairs in our classrooms and get students to work together on a regular basis, it radically transforms the classroom dynamics. Students, who would otherwise

be unmotivated, become engaged. Students have the opportunity to clarify doubts and interact positively with their peers. In this way students are part of a group; students can experience the joy of working and learning together. They see the teacher as someone who coaches and helps them, someone who is on their side, not someone who stands back and evaluates them. In the cooperative classroom, students have freedom, but also increased responsibility. In traditional education, the teacher is authoritarian. The teacher dictates rules and procedures; the teacher makes all management decisions. Cooperative learning is more democratic. Students are responsible for responding to and working with their teammates, collecting team materials, generating different expectations in class, managing their own voice levels communicating with the teacher through cues, and staying on task to complete the work (Kagan & Kagan, 2009). These strategies of cooperative learning give the teachers a more student-centered teaching approach, in which there is more opportunities to promote communication.

Effective cooperative learning

Classrooms in cooperative learning play a social role and teachers must take advantage of it to make the content and learning more interactive. In fact, the social aspect of the class and effective cooperative learning takes place when students work in group, which favor the development of communication skills, enhancing opportunities for students to speak.

In cooperative learning, each team member is accountable for both learning the material being taught and assisting other team members in learning, fostering a sense of accomplishment. All the students work together in the assignment to assure that the member of the group have understood completed the task successfully (Kong, & Vanna, 2009). The authors also point out some benefits of cooperative learning since students can show teamwork, and enjoy mutual success. In this way all students can share the result, and thus all members would sink or swim together. The knowledge of all the work is reflected in the performance of the team, it is important to mention that a good team feels pride when a member of the group is recognized for the achievement, and all the congratulations for the achievement of the group.

In cooperative learning approach first, students feel engaged and eager to start the task, then, they construct the information, which can be found, changed and extended by them. Instructors in this sense, are responsible for the conditions to work (McAlister, 2009). The mindset of students can be developed through existing cognitive structures with long-term memory techniques that help the achievement of objectives. next, students can achieve more knowledge, for which the tutor had a greater impact to encourage everyone to have a frequent hunger to

learn through various methodologies such as games, pair work, role-plays, discussions, group projects, and so on (Garland, 2013).

Advantages of using Cooperative Learning

According to Johnson and Johnson as cited in Kong, S. and Vanna (2009), Cooperative learning method helps to improve learning, social development skills and communication and they mention many benefits of this teaching methodology, which are:

Learning

- It enhances academic learning
- It improves critical thinking abilities
- It offers more time to work on learning tasks
- It helps on students' memorization
- It increases students' motivation to learn
- It improves students' satisfaction with their learning experience

Social development

- It avoids disruptive behaviour
- It increases peer relationships
- It boosts students' self-esteem
- It helps students to use appropriate social skills
- It encourages a positive attitude towards school

Communication

- Students learn to share information by interacting
- Students learn to consider other people's point of view
- It supports the development of skills in oral communication

It is evident that cooperative learning enables not only the development of learning the English language, but it also enhances social skills and improves speaking skills with students in the classroom.

Principles of cooperative learning

In cooperative learning all the efforts that students make for learning are expected to be more productive than competitive and individualistic efforts (Kong & Vanna, 2009)**.** These authors make an interesting classification of cooperative learning elements, which are:

Positive interdependence

When students develop the task, they experiment a need of one another in order to complete it successfully. Teacher can promote positive interdependence by establishing mutual goals, using joint rewards, providing resources to be shared, assigning specific roles and responsibilities. It is also important to establish roles to the group such as; facilitator who leads the discussion, scribe who takes notes, reporter who shares the group's ideas, illustrator who draws pictures or diagrams, and messenger who collects information and gather materials (Kong & Vanna, 2009).

Collaborative social skills

It is necessary that teacher organize learning activities in cooperative learning in order to make them more successful socially speaking, so students can develop the following skills: promoting each other's success, showing patience, keeping each other on task, explaining problem-solving activities, checking for understanding, discussing contents, connecting present with past leaning, developing leadership, decision-making, trust-building, commutation and speaking skills, conflict-management among others (Kong & Vanna, 2009).

Group interaction

It is also necessary that teachers encourage the development of cooperative learning activities such as: reflection about how well they are working together, if they are achieving their goals and maintaining good relationships, if they are able to tell each other what actions are helpful and not helpful, if their behaviour can continue or change to make appropriate decisions (Kong & Vanna, 2009).

Heterogeneous grouping (mixing students)

It is important that groups do not remain the same in all the activities. Students should meet new members in every new situation so the groups should be changed frequently. Changing dynamic environments students will increase social skills, and they will be facing new challenges. Teachers can organize groups randomly or consider some factors such as: achievement levels, sex, age, diligence levels, religion, ethnicity; so, students have opportunities to interact with new members in every task (Kong & Vanna, 2009).

Individual accountability

In general, some members of the group always are complaining that not all of them work equally and that only some group members do the task. Therefore, it is necessary that teachers manage activities that promote individual accountability by applying some techniques such as: taking quizzes, completing the task, or writing essays individually, calling on at random group members to answer a question, assigning roles and responsibilities for completing the task to all members of the group (Kong & Vanna, 2009).

Implementing cooperative learning

There are several activities based on cooperative learning that were also implemented in this study. Activities, such as think-pair-share, jigsaw, and project-based learning. The first is think-pair-share, where students are given a question to work on, then they are grouped into pairs where they can compare answers and discuss their different perspectives. Sometimes, they are asked to come up with a single answer and then share it with the entire class (Moskowitz et al., 1983). The second is the jigsaw learning model, where students are assigned in two different groups. The first group they are assigned to is the "Home group", where each student is given a different topic to study and then join other students with the same topic and share ideas on that topic, in which it becomes the "Expert group"; lastly, students come back to the "Home group" and share what they have learned from the "Expert group". The third is called project based learning, which is based around driving inquiry questions (Cornelius-Ukpepi et al., 2016).

After the process of grouping and assigning rules, time must be allowed for some precautions to be taken. For example, during the grouping process there is usually a tendency to talk as students tend to socialize when given the opportunity. In this case, teachers should be attentive and keep an eye on the students. In addition, the size of groups should not exceed three or four students; the larger the number of students placed in a group, the less work they do (Acar & Tarhan, 2021). In psychology, this is called the Ringelmann effect, also known as free rider behavior, in which students in larger groups tend to decrease their productivity and not reach their full potential due to various interpersonal processes of overall group dominance Second, for cooperative learning and speaking skills to function efficiently, the presentation of students' work with learning goals and objectives must be required. And finally, since cooperative learning is group work, some students will try to take advantage and do little or no work and

let their peers do all the work. Consequently, it was necessary to ensure individual responsibility for each learner (Alabekee, 2018).

Classroom arrangements

Using cooperative learning in teaching English means consider the classroom arrangement because it is going to lead the teaching methodology. It is usually for teachers keep a classroom arrangement in rows all facing to the board which shows a teacher-centered methodology. In cooperative learning it is important to implement a student-oriented approach, that is to say group work, in which the teacher has a monitoring role. Therefore, teacher should consider a group furniture arrangement in which students are grouped in three by each side and facing to the center of the group (see figure 1).

Figure 1.

Classroom arrangement in cooperative learning
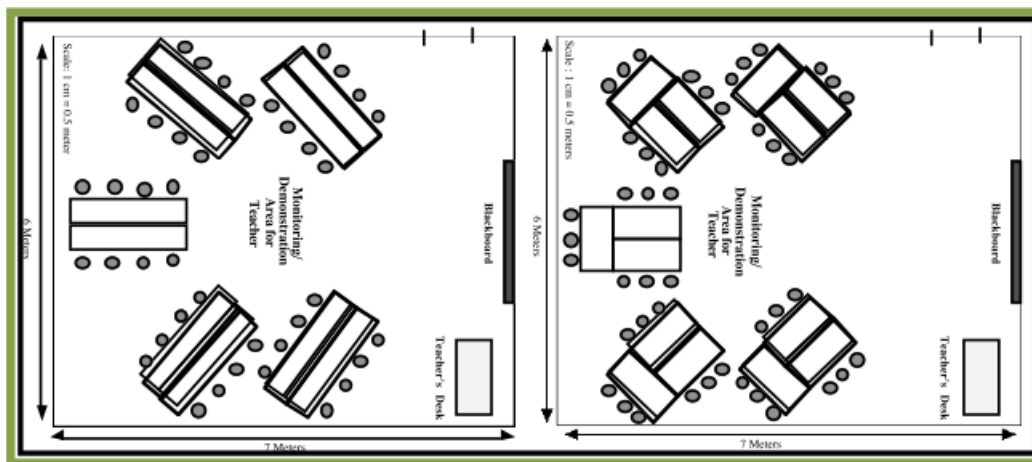
Note. Figure taken from (Kong & Vanna, 2009, p.11).

Grouping arrangement shown in the diagram is ideal for students to work together in the activities that are organized by the teacher or by students themselves. It is necessary for the teacher to keep the central are free in order to both facilitate monitoring, modeling or making demonstrations to groups and see the board easily. This arrangement is recommended as long as the teacher make a 10-minutes presentation and most of the time students work in cooperative learning tasks.

Teachers' role in cooperative learning

Teaching through the use of cooperative learning involves an important role by part of the teacher, because he or she will be in charge of verifying that all the tasks are carried out as planned. Teachers have important duties and responsibilities to fulfill, some of them are:

declare the academic objectives, specify the collaborative skills t be developed, organize the groups and determine their size, assign the students to the groups, decide the group arrangement, preview all materials, assign specific roles, explain and model the task, test and questioning group members individually, encourage groups' cooperation, monitors students' discipline, praise and give positive feedback, deliver assistance on understanding the task, support and redirect the task to those who misunderstood it, promote students' interaction support the group work to be developed effectively, assess and ask students to reflect about the task.

It is important to mention that teachers can promote the development of speaking activities through cooperative learning strategies that involve students' interaction such as, discussions, debates, role-plays, shared reading among others. It is say that supporting students in interaction and working together are not only going to enable them to learn, but also they will be able to accept responsibility for the task and make decisions about it (Gillies, 2016).

Students' role in cooperative learning

In cooperative learning students have an active role because they work in groups. In order to develop a task student, need to interact among them while searching for the best way to fulfill the task. The quality of the task will be supported by the contributions that each member gives, so these should be meaningful enough to get a successful teamwork. Another role that students face is responsibility since each member of the team should control, monitor, advise and favor their learning through an active participation. What is more, students must self-assess their knowledge and their participation in the task fulfilment.

Students also have to play different roles depending on the task since the most common cooperative activity is developed in pairs. Tasks in pairs require that students play different roles such as, tutor, checker, recorder, supporter and presenter. These roles can be switched according to the task for instance one can play the role of tutor and the other can play the role of presenter so they have active participation in the task (Richards & Rodgers, 2001, as cited in Guaranga, 2022).

Cooperative Learning Activities

Cooperative learning adds a number of valuable approaches to the teacher's repertoire. Cooperative learning offers new and better ways to observe students during teamwork, to adjust during lessons, to address students without putting them in the spotlight, and to provide structures for monitoring each team and each student in the class.

There are different types of activities, also called structures that can be used by teachers, depending on the outcomes to meet. Cooperative learning structures are going to be successful considering the objectives because each one performs at least one function better, so teachers must select the structure according to the teaching objective. According to Kagan and Kagan (2009). There are several activities that support the cooperative learning depending on the purpose.

To work on class building in which students need to move and interact with others. These activities can be developed with academic or non-academic content because it will give students more opportunities to getting to know one another, discuss about their interests, and have fun. Class building activities include class projects, find someone who, line-ups, corners, fact or fiction, bingo game, value lines, shared reading, team sentences, among others. In class building activities according to Kagan and Kagan (2009). Students get acquainted knowing classmates, they build a proper identity, develop a feeling of support among them, they clarify and respect differing values and develop synergy meanwhile build on contributions.

Team sentences

This activity helps students to be motivated while forming the sentences. Teacher cuts the sentences word by word and put them face down so students have to form sentences. They can be given challenges such as, form a two-words sentences, then a three-word sentences, then four-words and so on. All members of the group can contribute to form the sentences but only one teammate can manipulate the word papers so they can work orderly. The secretary-role member should record every sentence. The group which forms more sentences will be declared the winner. However, the teacher can praise every group work to provide positive feedback to all the members of the group.

Teachers can build social skills by using cooperative learning activities such as, round table, team interviews, flashcards games, jigsaw reading, rally coach, paraphrasing, agree-disagree line-ups, team statements among others. These activities are useful to promote social skills such as, accepting decisions, agreeing, asking for help or asking questions, being honest, respecting other's ideas, coming to consensus, checking for understanding, classifying ideas, making comparisons or compromises, making useful contributions with effective ideas, disagreeing appropriately, encouraging and supporting one another's ideas.

Jigsaw reading

This technique allows students to develop positive interdependence and individual accountability considering that every member of the team has the responsibility to develop the task. Jigsaw reading can be developed in groups of four or five students in which every member

of the group has an assignment. The members of the group should join with others who have the same assignation. They read different texts or sections of a longer text and then they are able to communicate the content, share ideas, opinions and discuss the best answer to build the task according to their critical thinking about the topic. After that, they can share their learning with team members while cooperating and interacting communicatively. Sometimes, teachers can provide questions specially with children so they feel more supported while they develop the task. Any task that students work with this technique, every team member should make contributions because according to Kagan, (2010). The quality of the task depends on each member's collaboration. Jig-saw can be used to work on speaking skills because it places students in real situations in which they have to use the English language communicatively.

Role-plays

Role-plays are a good activity to help students learn and build-up social skills because it models the desired behavior or learning expected from students. "Role-play is a natural mode of learning" (Kagan & Kagan, 2009, p. 11.17). This technique allows students to play a role and search for the possible solution in a group by discussing different options, and make a wise decision in order to solve the problem. For example: the teacher can ask the group to role-play a situation and find a solution for it. Mary borrowed the mobile phone from her friend Susan and she accidentally lost it, what should Mary do? The authors recommend in role plays to ensure positive solutions support their decision-making in three guidelines: win to win means to search for solutions that benefit all involved, ask the question, "What would it look like in everyone acted that way" and ask the question, "Have I treated others the way I would most like to be treated" (Kagan & Kagan, 2009, p. 11.17). These strategies are useful to help group members search the right solution to the problem.

The walkabout

Often in cooperative learning, we provide direct instructions, then set direct instructions, and finally define pairs or teams to work on problems or a project. This is the right time for the Walkabout. In the Walkabout, we monitoring from team to team, and observe students at work, and listen. The Walkabout is an important monitoring tool. Teachers must be ready to answer questions, the teacher's presence serves to avoid behavioral problems, it is important to connect with students, to help them maintain working teams, finally it is important to challenge and redirect students with pointed questions.

Targeting individual students

Sometimes we want to address a student. We are curious to know what the student knows about the subject. In other cases, we are not sure that the student really understands the concept. In the traditional classroom, the teacher calls that student. This puts the student in an uncomfortable situation, but also affects the principle of Simultaneous Interaction, since the rest of the class is distracted during the teacher's intervention towards the student. Cooperative learning provides better options. It is possible to address an individual student, and at the same time ask the rest of the students to stand up and share. Or if we don't know the student's number or name, we can ask a student with glasses or any student with a specific characteristic, or one student from each team, to stand up and share.

Simultaneous sharing activities

With simultaneous sharing structures it is possible to assess the whole class at once. For example, we ask a question, tell our students to analyze the question, and have each student write his or her answer on his or her personal whiteboard. Finally, we say, "Show me!" while the students show their answers, we check the percentage of the class with the correct answer.

All-students response structure

Some structures allow all students to respond, although not all at the same time. For example, in RoundRobin, students take turns responding. Some structures in which all students respond have more simultaneous interaction than others. In the case of RoundRobin, one of the four students in the class is responding at any given time; during RallyRobin, we double the active participation because half the class is responding at once.

Cooperative learning and assessment

Cooperative learning is not only a set of instructional and learning strategies; it could also be an effective approach to assessment. Using this approach allows us to productively conduct persistent and true assessment that accurately captures students' level of understanding on numerous measures. During cooperative lessons, projects and activities we can verify that students interact. We can clearly observe what they can develop and what they cannot. We can measure if they are eager to use their knowledge and their creativity to develop different projects and activities, instead of just selecting the correct answer in a test or completing a worksheet. Tests and grades give us a parameter of how students are doing throughout the learning cycle, but do they really help us do what's most important: help students learn? Are

grades the best tools we have for analyzing student performance and taking the next step? Definitely not.

Both formative and summative evaluation can be developed through cooperative learning activities because every task in this approach involves big challenges and a final product. Assessment during the activity the teacher can assess individual and group performance by monitoring, observing academic learning, reasoning, contributions, social skills, attitudes or simply by a formal break in the task with all the groups reflecting on their progress. This formative assessment allows the teacher provide feedback about the content. Assessment after the exercise can be developed through a rubric according to the task. It should be known by students before assigning the task so they have a clear idea about the expectations in knowledge and skills to achieve the grade. Teachers can also take quizzes, peer-review method in tasks, or simply ask questions about the material they should read to complete the tasks. It is also recommended to grade group products such as, presentations, posters, papers, summaries, reports, speaking activities like role-plays, dialogues among others. Assessing products in pairs also develop cooperation among the members of the group by building up in each individual honestly and accountability. It can be complex at the beginning but if the teachers establish a well-defined criterion all the students will get used to working on it appropriately.

Dependent variable: Speaking skills

The increase in speaking skills was measured in concordance with the application of cooperative learning techniques. This variable was developed in a framework of the speaking subskills.

Speaking skills

Speaking is one of the most important skills in English language teaching, which deserves special attention. Speaking is understood as the use of language in different situations. Students need to understand a certain amount of grammar and vocabulary in order to be able to speak. Cameroon, (2001) as cited in Sekti, (2014). Explains that speaking is the active expression of meaning through language for the purpose of understanding by others. Bygate, (2010). Compares the speaking skill with a driver in the sense that he or she needs to know the name of the controls, then how to operate them, a driver also needs the skill to use the controls at a normal speed, he or she has to drive smoothly avoiding obstacles and be able to follow the variations in road safety. In a similar way, speaking means

> "know how to assemble sentences, produce them, adapt to the circumstances, making decisions rapidly, implementing them smoothly, and adjusting the conversation as unexpected problems appear on the path" (p. 3).

Speaking involves some motor-perceive skills which include perceiving, recalling and articulating the appropriate sounds and structures of the language. It also includes the interaction skill in which the speaker is able to use the language to achieve communication by using appropriate vocabulary according to the context, the intentions or relations with the interlocutors (Bygate, 2010).

According to Thornbury, (2000). An average person produces tens of thousands of words or more a day. Therefore, learning to speak a foreign language is a complex process. It is developed in real time, it is a linear process words, phrases, utterances, sentences and clauses. Every utterance depending of the before production of the person called the interlocutor who takes turns to speak, and the response emerges from a natural speech in a spontaneous way. This process involves the fact that speaking requires two or more people because both the speaker and the listener must respond quickly and at a high level to what is being said.

Speaking process

Speaking is the basis of all learning and the foundation of thinking. Students talk to; satisfy needs and wishes, the people use speaking to interact and socialize, it is important to persuade and share ideas. Finally speaking skill is important to inform and communicate. For the speaking process we have three distinct stages: before speaking, during speaking, and after speaking. In familiar or confident moments, students can move through these stages autonomously, but in situations where students are not confident or unfamiliar situations, students must consciously control the strategies they use. It is important to provide students with the appropriate understanding and tools for each stage of this process (The goverment of Western Australia , 2013).

Supporting students´ understanding of the speaking process.

There are three different steps that provide students a good understanding inside the speaking process.

Before speaking, the speaker establishes his ideas, decides what he is going to share, how he is going to say it and who is going to listen.

During speaking, the speaker must consider different aspects, for example, comprehension, intonation, and appropriate vocabulary, non-verbal actions, management of the reactions and responses of the listeners, the ability to lead an effective communication.

After speaking, the speaker needs to hear ideas or feedback to help improve their language development. They finish by reviewing the process to clarify and confirm their own

understanding. The Goverment of Western Australia, (2013). Mentions that all of this process needs the teacher support, because the feedback will be very important in the speaking development.

Managing speaking

Being an excellent speaker does not only involve reproducing a text orally. For students to be considered proficient in speaking, they must be able to successfully manage a number of factors. They must be able to interact with their teacher and be proactive in sharing ideas with their classmates, responding to positive and negative comments, students must be able to maintain effective communication within the classroom. Finally, they must predict, self-monitor, respond to questions, explain, and justify their opinions.

Generating ideas for speaking

According to the Goverment of Western Australia, (2013). There are several ideas for generating speaking skills, some of them are:

Brainstorming is an effective tool for generating new ideas and activating students' prior knowledge. In brainstorming, students have a time set by the teacher to generate ideas and take notes. All ideas generated by students must be accepted, as there are no right or wrong ideas. Brainstorming can be used with the whole class in small groups or individually.

Organizing and recording information, graphic organizers, concept maps, semantic networks, and mind maps are useful planning techniques that help students identify key information and interrelationships among ideas that will help them develop and improve their speaking skills. Concept maps are very useful and necessary for students at all stages of school, and can be adapted for all curricular areas. Maps are important for activating and retrieving prior knowledge related to the topic being studied. It is important to introduce students to a wide range of graphic organizers; this allows them to select the organizer that best suits their learning abilities, and thus to develop the ability to speak.

A dialogue journal is a notebook or diary where students record or record different thoughts, feelings, responses, sketches, observations, conversations, opinions and interesting ideas. The journal is a tool for continuous use, and can be used to motivate students' oral activities.

Subskills of speaking

There were several subskills developed through cooperative learning, such as fluency, accuracy, pronunciation and vocabulary. They are considered as the main elements that teacher should try to develop with the students in the classroom.

Fluency

According to Nunan (2003) as cited in Sekti (2014). "A speaker is considered fluent when he/she can use the language quickly and confidently, with few hesitation or unnatural pauses, false start, word searches, etc." (p. 9). Therefore, fluency means speaking at a normal speed without stopping too often and by producing words or group of words in the speech to form meaningful units through phrases or clauses.

Accuracy

Accuracy refers to the "extent to which students' speech matches what people actually say when they use the target language" (Nunan, 2003 as cited in Kathleen & Bailey, 2018, p. 55). Accuracy is related with grammatical structures when using appropriate words, phrases, sentences, clauses, in the correct tense and aspect to produce speech.

Teachers should give students opportunities to develop both fluency and accuracy but appropriately, that is to say students are not going to be able to develop fluency when the teacher disrupts the speaking too much in order to correct the mistakes. Teachers should understand that making mistakes is part of developing fluency and it is a natural part of learning.

Pronunciation

Teaching pronunciation as itself is more emphasized at the beginner levels of teaching English. It is important that teachers keep in mind that pronunciation in speaking activities can be taught through songs, riddles, rhymes, poems, and others when they work with young learners. On the other hand, in advanced levels when students are trying to build up fluency, pronunciation is addressed to the elements such as stress pattern, intonation, voice tone, and rhythm. Pronunciation can be developed through exercises such as hearing audios, and communication with native language speakers. Thus, the students can speak clearly and naturally with an appropriate tone of voice. It is important to check the possible pronunciation problems caused by the influence of their first language are also evaluated (Steven Thurlow, 2011).

Vocabulary was developed by paying attention to more interesting words and transitional words, for which reading in English was also an actor. Grammar eventually improved my

speaking skills, it is important to try to use a range of vocabulary to clearly express your meaning and choose words accurately. And

Implementing Speaking Skills

The way to be effective is through updated communication. The study developed by Laal et al., (2013). Reflected that students improve their speaking ability when responding to "cold calls." A "cold call" is a spontaneous speech act due to a direct question from the tutor. Thus, spontaneous speaking is more frequent than planned speaking. For example, when making presentations, comments, toasts, or in a question and answer session. In this sense, putting speaking skills into practice requires spontaneous speaking, as it helps learners turn any kind of situation into a conversation.

In implementing the speaking skill, during the process, the examiner must consider oral ability in four skill areas: fluency and coherence, lexical resource, grammatical accuracy and variety, and pronunciation. Implementing speaking skills in this research study will be possible by greeting anxiety, the re-framing situation as a conversation, and becoming present-oriented. Those are the tools that along with cooperative learning will be used not only to manage anxiety but to improve speaking skills (Steven Thurlow, 2011).

Speaking activities through cooperative learning

Teaching speaking in the classroom requires an active process in which learners constitute the central role or they are the main characters. Students should play an active role because they can learn from their partners and from the teacher. For this reason, teachers should implement cooperative learning activities to give more opportunities the students to speak and interact in communicative events. Working in teams will offer the students to play different roles and mix their abilities to increase their knowledge and skills. Zhang (2010). Mentions that cooperative learning activities improves input and output through interaction. What is more, Krashen's theory focus on receptive skills as the basis to develop productive skills and the importance of input in the target language. The creation of an effective environment is also important because students need to feel a comfortable, friendly, and confident atmosphere to be able to practice and speak the target language. When learners work in groups, they feel more comfortable to speak because in cooperative learning they have more opportunities to make mistakes, to rehearse their responses with their partners' support and feedback before presenting the task. As it was said before in cooperative learning students develop accountability, positive interdependence, interaction, and social skills.

Dialogues

Dialogues is the most common way to work on speaking due to they are developed in pairs. Building up and acting out dialogues about real situations should be considered by teachers to improve speaking skills. Dialogues can originate activities such as, information gaps activities in which students have different parts of the information and they have to make up it as a whole. Another activity that can improve speaking skills is the role play for instance, at the restaurant in which one student is the waiter and the other is the customer. Describe a picture, is a useful pair-work activity in which one student describes a picture and the other draws it. According to Harmer, (2001). This activity is highly motivating and it has the purpose of communication development. This author recommends storytelling activities to enhance speaking skills which can be worked in groups by using pictures, and surveys which are very conversational provoking and allow the students to exchange opinions.

Discussions

Discussions are very useful to improve speaking skills because it allows students to use of spontaneous and fluent English language. Discussions provokes critical thinking before exchanging opinions, that is why students should be given enough time to prepare the discussion, think of their own ideas to respond, ask and answer one another's about their opinions, and support themselves in a final idea. A discussion always should end up in a formal debate in which students have the opportunity to give different sides of a topic. It can be provoked by the teacher by giving a statement whose argument should be commented through agreements and disagreements. There are many possibilities of carrying out a discussion in the class but Harmer, (2010). States that the topic should be engaging, students should be allowed to have time to study it, activate stages involves the discussion as itself, and obviously the feedback stage after the discussion is important to clarify knowledge and avoid fighting among the groups.

Gamification

Implementing games in teaching English in the classroom is the tendency approach nowadays. According to Werbach and Hunter (2012) as cited in Francisco & Flores, (2015). Using the game elements and game-design techniques in the classroom means gamification which is a new concept in teaching English as foreign language (TEFL). Teaching English through games is helpful because students need to speak, interact, and solve problems by feeling highly engaged and empowered in the task. In every game there is a goal which has to be achieved, rules that should be followed and respected, a feedback system which offers information about the game progression towards the goal, and a learning context that makes sense to apply the

game elements in a non-gaming context. Several game elements are used for learning purposes such as, badges, rewards, avatars, points and progression which give students the change of learning and receiving feedback in real time. There are many gamified activities to enhance speaking skills on the internet such as, ladders and snakes, puzzles, boarding games, hidden treasures, spelling games, sentences building, etc. Moreover, teachers can also design games according to the content, and students' needs by suing technological tools.

Presentations

Oral presentations are one of the most trusted English language learning technique that will help to improve speaking skills. According to Salem (2019) as cited in Francisco and Flores, (2015). Oral presentations are a formal communication way to convey information to the group. Oral presentations give students the opportunity to practice the language in different contexts and in cooperating with others by speaking naturally because students should explain a topic in front of the class members by using presentations tools such as, PowerPoint slides. According to Riadil, (2020). Oral presentations favor the language development which includes grammar, vocabulary, appropriate responses and word choice in communication. Oral presentations allow students to work in group to plan, prepare, and practice the content by keeping them motivated and trying to do their best according to their proficiency level of the language. In conclusion, oral presentations have many benefits to be used in enhancing English speaking skills including motivation, language control, interaction opportunities, using critical thinking skills to prepare presentation material and gain self-confidence to present the task.

Role-play

Harmer, (2010). Says that role-plays are "activities where students are asked to image that they are in different situations and act accordingly" (p. 92). The role-play gives learners the opportunity to learn from the real situation because they are placed on it and they have to create a conversation from their role. Learners have the chance to practice and rehearse the conversation which can be developed in pairs or groups according to the situation they are going to represent. For example, a role-play could be developed at the shop with the shop assistance and the customer, or it could be about a bridge-building project in which intervene: the engineer, the boss, the workers and others. The role-play also can connect the speaking skills with writing skills, where students can write a segment of a dialogue, a newspaper report about an important decision, letters to editor, posters, newsletters, etc. It is also important that teachers keep in mind to work on role-plays according to the students' level, age, time, and topic.

Assessing speaking

English language learning is needed to be assessed to know the level of proficiency in receptive and productive skills which are: listening, reading, speaking and writing. Most of the time teachers tend to assess receptive skills rather than productive in the classroom because the latter ones require more time and effort. However, it is important that teachers evaluate speaking skills in order to determine the students' progression in the target learning. Assessing speaking skills allow teachers to give feedback in the main speech elements such as, pronunciation, accuracy and fluency; while students gain oral speed, rhythm, pausing, intonation, volume, etc. Assessing speaking skills also require the application of appropriate assessing tools such as rubrics which can offer more reliability to the process and they also are going to give a more trustable grade according to the students' real performance. It is essential that teachers diversify the assessment instruments. When teacher only assess speaking through tests students are going to be bored. English as a foreign or second language can be assessed students through cooperative learning activities which are going to be more natural such as, surveys, role-plays, dialogues, discussions, presentations, speaking journals, projects, among others. Therefore, assessing speaking through these activities will allow teachers to have a more objective view of the students' progress in their learning.

CHAPTER III

3. Research methodology.

3.1 Location

This research was carried out at Colegio La Salle, in the city of Riobamba, Ecuador. The research sample consisted of sixth-grade students between nine and ten years old. For this study, the necessary consents forms were obtained from the students' caregivers. The schedule in which this research was carried out was entirely flexible.

3.2 Equipment and materials

Considering the COVID-19 pandemic, this research study followed biosafety regulations, for which online methodologies were applied. The materials used were based entirely on technological and visual elements, which helped and facilitated the adaptation of this experiment.

The materials used were computers, speakers, microphones, stable internet connection, bibliographic resources, online presentations, learning and strategic cooperation online games, green screen, and virtual libraries.

The online meetings were adequate in various videoconferencing platforms such as Zoom, Skype and Teams. It was also necessary to operate with visual resources such as images and videos; for which, YouTube, Pinterest, Prezi, and PowerPoint were used. To carry out specific cooperative activities, online resources were handled, such as web pages in general. Virtual libraries were also used, such as: books and indexed journals, as for example Scopus, Eric, and Web of Science.

3.3 Research methodology

This study is associated with quantitative research methodology and quasi-experimental design. The quantitative approach focused on measurable data obtained from pre-test and post-test. In this sense, (Sampieri & Mendoza, 2018) explained that quantitative research has different characteristics based on the measurement of phenomena, such as the use of statistics, and the testing of hypotheses and theories. In this research, a pre-test and a post-test were applied, which were adapted from the Cambridge Assessment A1 starters (YLE starters). For both tests, ten questions were developed according to the level and age of the students, and the

rubric was based on the parameters of the Cambridge assessment. The theoretical foundation helped to indicate and sustain the benefits of using cooperative activities for learning and development the speaking skills.

The methodology was quasi-experimental since twenty-four sixth-grade students were considered for this project. According to Ary, et al., (2010). When a group of students is not randomly selected but is set up in the research it is quasi-experimental. Therefore, the research was a kind of action research model because the researchers as a teacher took part on it by an intervention plan which helped to answer the research questions.

In this sense, several activities were applied to see if speaking skills were affected by cooperative learning. Activities such as online dialogues, online information exchange, and videoconference presentations.

3.4 Research question.

In this research study, cooperative learning was applied by the tutor, the results of the students were represented by the fulfillment of speaking skills. Thus, for the experiment, it was necessary to use different technological tools to apply cooperative learning strategies such as the break-up rooms. To support and guide the research, the following questions were applied: what is the theoretical foundation that supports the effectiveness of cooperative learning in the development of speaking skills? a second question was, what cooperative learning activities improve students' development of speaking skills? and what is the improvement of the speaking skills by using cooperative learning activities?

The first question about the theoretical foundation, helped this research to develop evidence about cooperative learning activities that were also evidenced in the literature review.

The second question was carried out by using theoretical foundation, in which the researcher could see the benefits of cooperative learning activities that supported the speaking skills development. This process allowed the researcher to determine cooperative learning elements that consolidate the knowledge about the positive interdependence, motivation and social interaction, accountability and social skills that students develop while working on speaking skills.

Finally, for the third question, about the effectiveness of the cooperative learning activities on the development of speaking skills, two hypotheses perfectly matched the possible results.

In order the prove the effectiveness of cooperative learning activities on the development on speaking skills, it was necessary to state two hypotheses.

H0: There is no difference in speaking skills development among students who participated in this program by using cooperative learning activities.

H1: There is a difference in speaking skills development among students who participated in this program by using cooperative learning activities.

3.5 Population or sample

The sample for this study was based on twenty-four sixth grade students from Colegio La Salle in Riobamba, Ecuador, where there were fourteen males and ten females. The students within their normal foreign language classes received nine hours of English divided into five hours for: speaking, reading, listening and writing activities, two hours of language through the arts, and two hours of communication and cultural awareness. Due to the Pandemic, they worked in virtual classes, which required the use of technological resources. The following table represents the total number of participants.

Table 1.

Total participants at La Salle High School

Participants	Population	Percentage
Men	14	64.1 %
Women	10	35.8 %
Total	24	100 %

Note. Data obtained from the institution secretary.

As shown in Table 1, there were a total of twenty-four participants divided into fourteen males and ten females. Men represent 58.3% and women 41.6%. In this sense, there are approximately twice as many men as women, so the teams were distributed with two men and one woman.

3.6 Timing

The intervention period of time which was carried out this research study was eight weeks, in which two sessions of eighty-minutes were developed weekly, by applying cooperative learning strategies to work on the speaking skills. The rest of the sessions were worked on the other skills and components of the English language process in a normal way.

3.7 Data collection

This research was carried out in different stages: first the theoretical foundations about cooperative learning activities that enhance speaking skills was carried out by writing the literature review. Then, the teacher based on the theoretical part observed the benefits of using cooperative activities, which helped the students to improve speaking skills. Finally, there was the application of the testing technique through the use of pre-test and post-test instruments in order to determine the level of speaking skills of the students before and after the intervention proposal of this research.

Table 2.

Overall view of the Research

BASIC QUESTIONS	EXPLANATION
1. For what?	To demonstrate the effect of cooperative learning activities
2. To whom?	Sixth grade of Basic Education
3 About which aspects?	Cooperative activities and speaking skills.
4 Who?	The researcher
5 When?	2021 - 2022
6 Where?	Unidad Educativa La Salle Riobamba
7 How many students?	24
8 What kind of instruments?	Observation Testing
9 In what situation?	Flexible environment in the English classroom

Note. This table gives a general view of the research

With respect to the standard procedures, different cooperative learning tools were applied, such as dialogues; in the case of the techniques, instruments such as pre-test and post-test were used, which were useful to verify the objectives before, during and after the research.

3.7 Data processing and analysis

The information obtained was processed in a quantitative and qualitative way. The quantitative information was represented statically in tables and percentages while the qualitative data served to support and complement the results obtained.

In order to present the results of the first objective the researcher proceeded to the review of the information, where different sources such as books, and articles data bases. Next, the researcher debugged the information, as all the information related to cooperative learning and speaking skills was processed in a theoretical framework of this study.

The second objective in which the researcher observed the benefits of cooperative learning activities that were effective to improve speaking skills was presented in a graph that show the percentages obtained in cooperative learning activities.

The information for the third objective was processed through the Student's T-Test. The effectiveness of cooperative learning on the development of speaking skills was demonstrated by using this statistical test. The results of the pre-test and post-test, the data were analyzed through Microsoft Excel and SPSS program. The results were then analyzed and presented in chapter five. Finally, in chapter six the conclusions were developed.

3.8 Procedures

During the process the researcher worked with two variables, cooperative learning and speaking skills. Considering that this work was a kind of action research, The procedures implied a sequence of stages based on Gerald Susman (1983) as cited in Ghazala, (2008). Action research cycle, which has been adapted by the researcher in this study:

Diagnosing

The research started by identifying the research problem about speaking skills. The researcher found out some further data about the problem that students faced in relation to the speaking skills so it was possible to make a more detailed diagnosis. The main problem gave origin to

the general question about how can speaking skills be improved in the English Language classroom? Therefore, the researcher began to research more about the problems in speaking skills and how can these be improved?

Action planning

Once the problem about speaking skills was identified and defined in detail, the researcher started to find out a possible solution by searching information about cooperative learning activities. A deep study of literature review was carried out in order to determine the main cooperative learning activities and their benefits on the improvement of speaking skills. Considering the theory, it was possible to plan an action that would help to improve the problem about the limitations in speaking skills. Therefore, the plan was adjusted to the characteristics of the research group and the research instruments were designed taking into consideration all the ethical principles due to the research was carried out with children as participants.

Acting

In this stage the intervention plan was carried out by implementing specific cooperative learning activities such as: role-plays, dialogues, games, jig-saw reading which helped the researcher observe the benefits in generating positive interdependence, accountability, motivation and interaction and social skills. Moreover, cooperative learning activities applied allowed the researcher determine the improvement that students had in speaking skills, specifically in fluency, accuracy, pronunciation, and vocabulary learning. The proposal was aimed to solve the problem so it implied a constant monitoring by part of the researcher by using the research instruments. The quantitative data allowed the researcher triangulate, compare and communicate the results obtained in the study. The flexibility of the plan allowed the researcher make some adjustments during the action stage, which can help to answer the research questions that guided the process.

Evaluation and reflection

This stage was useful to analyze and reflect about the results obtained from the intervention plan, which was carried out through the interpretation of the quantitative and qualitative data collected. The outcomes were reported and discussed and these were the base to set out the conclusions and recommendations that may support both the response to the research questions posed in this study and to originate further research about the topic. The communication of the

findings is important because they can be used by other English teachers who are having trouble with their students in the speaking skills, and want to improve their teaching practice by applying cooperative learning activities.

CHAPTER IV

4. Results and discussion

According to the teoretical support and the instruments pre-test and post-test, it is evident that the application of cooperative learning activities such as dialogues, games, discussions, jig-saw reading, role-plays, enhances the development of speaking skills. According to Gillies, (2016). States that cooperative learning activities have several benefits. First, it builds up positive interdependence when all the members of the group work cohesively in order to success in the task. Second, the group has the opportunity to keep motivated and promote interaction by providing help each other, share the needed resources, effective feedback, challenging other's reasons and opinions, working together to attain mutual goals, and they are motivated by showing willingness to engage all members in what is being discussed. Third, it grows individual and group accountability by ensuring one another's commitment to contribute to the collective effort in completing the task. Lastly, cooperative learning develops social skills when learners are participating actively, sharing ideas, commenting constructively on other's ideas, accepting responsibility on both the task and behaviors, and making decisions democratically.

4.1 Pre-test results

The speaking skills of the sixth-grade students of "La Salle" school at Riobamba city, before applying cooperative learning, reached a mean of 5.083 out of 10 points, with a 95% confidence interval can vary from 4.542 to 5.625. The student with the lowest score obtained 2,000 while the highest score was 7,000. The dispersion of the data is estimated with a standard deviation of 1.283, which is marked by the majority of students with scores of 5.000 and 6.000, as shown in Figure 2.

Table 3.

Results of the speaking skills assessment – pretest.

Media	95% confidence interval		Standard Deviation	Minimum	Maximum
5.083	4.542	5.625	1.283	2.000	7.000

Note. This table shows the scores of the speaking skills of sixth grade students at Colegio "La Salle" (2022).

Figure 2.

Histogram of the pretest
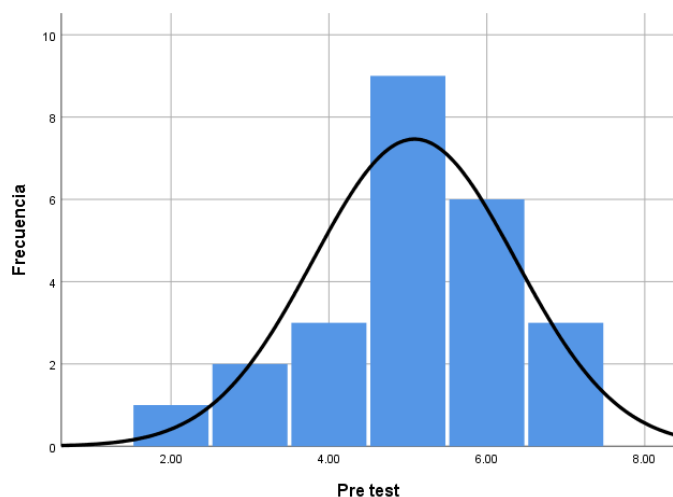
Note. The figure represents the tendency in the assessment of speaking skills (2022)

4.2 Post-test results.

The speaking skills of the sixth-grade students of "La Salle" school at Riobamba city, after applying cooperative learning, reached an average of 7.417 out of 10 points, which, with a confidence interval of 95% can vary from 6.952 to 7.881. The student with the lowest score obtained 5.000, while the highest score was 10.000. The dispersion of the data is estimated with a standard deviation of 1.100, which is marked by a majority of students with scores of 7.000 and 8.000, as shown in Figure 3.

Table 4.

Speaking skills assessment results - post test

Media	95% confidence interval		Standard Deviation	Minimum	Maximum
7.417	6.952	7.881	1.100	5.000	10.000

Note. The table shows the evaluation of the speaking skills of sixth grade students at Colegio "La Salle" (2022).

Figure 3.

Histogram of the post-test
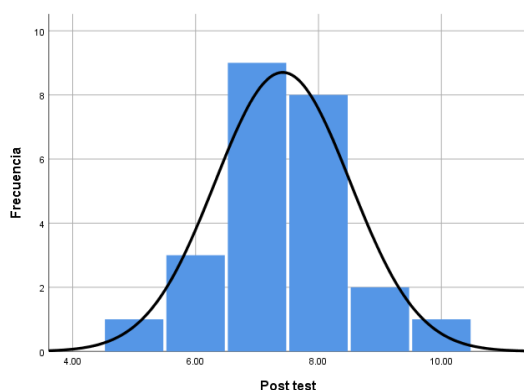
Note. The graph represents the assessment of the speaking skills of sixth-grade students at Colegio "La Salle" (2022).

4.3 Comparison of the results obtained with the pre-experimental design

When comparing the results obtained between the pre-test and the post-test, a significant increase in the mean of the evaluation can be observed. In turn, the standard deviation decreased because the scores that dominated the pre-test (5,000 and 6,000) were reached by 15 students, while 17 students obtained 7,000 and 8,000 points, that is, the speaking skills of the students with lower scores in the pre-test increased, making the group more homogeneous.

Table 5.

Comparative table of the results obtained in the pre-experimental design.

Evaluation	Media	Total, Standard Deviation
Pre-test	5.083	1.283
Post-test	7.417	1.100

Note. The table shows the assessment of the speaking skills of sixth grade students at Colegio "La Salle" (2022).

4.4 Hypothesis testing

To prove the effectiveness of cooperative learning in the development of speaking skills in the English language requires the comparison of the two average grades obtained with the application of the pre-test and post-test.

The method for the comparison of dependent samples is selected by considering whether the data are "normally" distributed or not. For this, the Shapiro-Wilk normality test is applied because the samples are less than 50.

The results of the normality test (Table 6) show a significance greater than 0.05, in the calculations made with the two series of data (pre-test and post-test). This means that the application of a parametric test is feasible, and therefore the appropriate statistic is the comparison of means with the Student's t-test.

Table 6.

Results of the Shapiro-Wilk test

	Estadístico	**GL**	**Sig.**
Pre test	0.921	24	0.061
Post test	0.930	24	0.099

Note. The table shows the results of Wilk test obtained through the Software SPSS

4.5 Statistical hypotheses

Ho: The mean of the speaking skills of the sixth-grade students of Colegio "La Salle" in the pre-test is equal to the mean of the speaking skills in the post-test.

$$H_0: \bar{X}_1 = \bar{X}_2$$

H1: The mean speaking skills of sixth grade students of Colegio "La Salle" in the pre-test is different from the mean speaking skills in the post-test.

$$H_1: \bar{X}_1 \neq \bar{X}_2$$

4.6 Significance level and decision rule

With a significance level $\alpha = 5\%$ the decision rule is:

$$H_0: Sig. > 0.05$$

$$H_1: Sig. \leq 0.05$$

4.7 Calculation and results.

The Student's t-statistic is calculated using SPSS software, and the results of the calculation performed in SPSS 25 software are shown in Table 7. The asymptotic significance is equal to 0.000, which, according to the decision rule indicates that the null hypothesis is rejected at a 1% significance level. This means that: the mean of the speaking skills of the sixth-grade students of Colegio "La Salle" in the pre-test is different from the mean of the speaking skills in the post-test.

Table 7.

Results of the Student's t-test for related samples

	T	GL	Sig. (bilateral)
Pre-test - Post test	-17.944	23.000	0.000

Note. The table shows the results of students' in the t-test obtained through the Software SPSS

4.8 Decision

The results obtained with the analyses performed reveal that the mean of speaking skills increases significantly after the application of cooperative learning (this improvement is significant at 1% level of significance). For this reason, there is sufficient statistical evidence to answer the research question in the affirmative way, proving that: cooperative learning is effective in the development of English language speaking skills. The subskills focused on speaking skills were: fluency in the use of language quickly and confidently, accuracy when students use the language in speech appropriately, pronunciation when students produce understandable speech and using a wide range of vocabulary while speaking. Bygate, (2010). States that speaking skills include the right use of patterns of rhythm and intonation, the choice of words, put the words in the correct order, produce the right meaning at a normal speed.

CHAPTER V

5.1 Conclusions, recommendations, bibliography, annexes

According to the findings and objectives of these research work there are some conclusions to consider.

Regarding to the first objective which focused on the identification of the cooperative learning activities that enhance students' speaking skills, the study shows that dialogues, discussions, gamification, role-plays, jig-saw reading, gap surveys and interviews, and many others can be used to work on the development of speaking skills. In fact, according to Cortés, María y Sánchez, (2018). These cooperative learning activities promote reciprocal interaction which force students to produce spoken language and they provide both students' opportunities to speak and teachers overcoming difficulties with crowded classrooms where students do not have enough time to work in speaking activities.

Considering the second objective about the benefits of cooperative learning activities on the development of speaking skills, the results show that these have many paybacks. Cooperative learning activities generate positive interdependence among the members of the group supporting one another, individual and group accountability to fulfill the task, motivation and interaction while working in group to maximize productivity in the task achievement, and useful social skills that make them more collaborative, friendly and communicative. Research about cooperative learning benefits shows that it facilitates promotive interaction, encouraging individual accountability, and make learners reflect on both managing the task and interacting with their classmates (Gillies, 2016).

About the third objective the results evidence and effective increase in the students' English-speaking skills. Students who participated in the study showed fluency in producing phrases and sentences, in pronouncing correctly words, in using appropriate words, and expanding their vocabulary learning while speaking and cooperating in the group. Cooperative learning activities make the group more homogeneous in learning, that is to say, learners are able to keep a more fluid communication during the task development and it was shown in the notable increasing in speaking average reached by students from the pre-test to the post test. According to Bygate, (2010). Teachers must provide learners with a whole-task practice by using various kinds of communicative activities arranged appropriately to suit the learners' level of ability.

5.2 Recommendations

Based on the conclusions of this research, presents some recommendations that may be useful for teachers to used cooperative learning activities in improving speaking skills or for doing further research.

It is advisable that teachers use cooperative learning activities because there is a wide range of them that suits any classroom size and students' needs. Teachers can develop a more communicative class by diversifying the cooperative learning strategies such as, games, dialogues, discussions, shared reading, project development, debates, round tables, among others. These activities will help teachers to overcome difficulties with crowded classrooms while encourage students' participation in speaking activities.

It is recommendable to promote cooperative learning activities in the English language teaching process because they have many benefits for enhancing speaking skills. Working in groups, teachers focus on a students' centered learning, while students generate motivation towards the task, promote interaction while working, promote positive interdependence in the team work and build-up useful social skills. Teachers play an essential role in structuring effective groups to facilitate cooperation and maximizing interaction opportunities while assuring an active involvement of most students in the group.

It is worthwhile for teachers who want to improve speaking skills in fluency, accuracy, pronunciation and expanding vocabulary learning to use cooperative learning activities in the English language teaching learning process. This study was successful in enhancing English speaking skills by applying dialogues, role plays, games and shared reading as cooperative learning activities. These cooperative learning strategies give the students more tools to increase language proficiency by talking, thinking, explaining, analyzing and solving problems and cooperating with ideas to argue, giving reasons and justifying them. However, further research could be developed considering these or other cooperative learning activities to improve speaking or other communicative skills.

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5.4 Annexes

5.4.1 Annex A. Institution Authorization

UNIDAD EDUCATIVA "LA SALLE"
AÑO LECTIVO 2021 - 2022

LaUtopía
¡Un sueño posible!

CARTA COMPROMISO

Riobamba, 28 de Octubre del 2021

Doctor

Víctor Hernández del Salto

PRESIDENTE DE LA UNIDAD ACADÉMICA DE TITULACIÓN DE POSGRADO CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Presente. -

Yo Master, Hno. Cristian Gaibor en mi calidad de Rector de la Unidad Educativa "La Salle", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación con el tema **"COOPERATIVE LEARNING ACTIVITIES TO IMPROVE THE SPEAKING SKILL".** propuesto por el estudiante Elvis Javier Guaranga Amaguaya, portadora de la cédula de ciudadanía 0604254334, de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, Cohorte 2021, de la Facultad de Ciencias Humanas y de la Educación

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

Particular que comunico a usted para los fines pertinentes.

Atentamente,

UNIDAD EDUCATIVA
La Salle
Riobamba
RECTORADO
Hno. Cristian Gaibor

RECTOR

5.4.2 Annex 2: Content and Activities

CONTENT AND ACTIVITIES					
Topic: "COOPERATIVE LEARNING ACTIVITIES TO IMPROVE SPEAKING SKILL"					
Level: Pre A1 Starter			**Number of students:** 24		
Number of sessions. 8			**Schulede** 10:20 to 11:40		
Hours per session. 2			**Total hours.** 16		
Units to be covered. 1			**Teacher.** Elvis Guaranga		
Dates	**Content**	**Oral Fluency**	**Cooperative learning activities.**		
Session 1	**My Introduction.**	**Speaking Variable.**	**Beginning of the class**	**Middle of the class**	**End of the class.**
January 07th, 2022	Dialog development. Reading Introduction completation.	Speaking development through the cooperative dialog	- Warm up - Cooperative dialog.	- Cooperative reading, use different strategies for reading. Change of information.	Final questions. **Evaluation** The students are going to respond the questions from the video without problems.

Week 1 - 2	**My introduction.**	**Speaking Variable.**	**Start of class**	**During class time**	**End of class.**
January 03rd - 14th, 2022	Dialog development. Reading	Speaking development through the cooperative	- Warm up - Cooperative dialogue	Dialogue development. Information	Final interaction through questions.

| | Introduction completation. | dialog and cooperative reading | | changing. Role play activity | |

Week 3 – 4	**The classmate information.**	**Speaking Variable.**	**Start of class**	**During class time**	**End of class.**
January 17th- 28th, 2022	Short conversation Dialogues readings group works.	Speaking practice /through /cooperative learning.	- Warm-up using a video. -	Cooperative work read in groups. Use team sentences strategy.	Interaction between students, through videos and readings.

Week 5 – 6	**Free times activities.**	**Speaking Variable.**	**Beginning of the class**	**Middle of the class**	**End of the class.**
January 31th, - February 11st, 2022	Dialog development. Role play	Speaking development through the warm- up	- Warm up - Use a video to check the pronunciation	- Role play development Jigsaw Reading development. Change of information.	Final questions. **Evaluation** The students are going to present the role play in pairs, and answer some questions.

Week 7 – 8	**Role play, (clothes shop)**	**Speaking Variable.**	**Beginning of the class**	**Middle of the class**	**End of the class.**

February 14th, 25th, 2022	Dialog development. Role play	Speaking development through the warm-up	- Warm up	- Role play development Change of information.	Final questions. **Evaluation** The students are going to present the role play in pairs.

5.4.3 Annex C: Lesson plans

"UNIDAD EDUCATIVA LA SALLE"
Cooperative Learning Lesson Plan
Periodo 2021 - 2022
LESSON PLAN ONE.
Class level: Sixth Grade.
Age level of class: 10 years old.
Time: Week 1 – 2, two periods of 80 minutes
Topic: My Introduction.
Aims.   **Aim 1:** To provide speaking opportunities to all of the students through the use of group activities.   **Aim 2:** To give students the responsibility of group work.
Materials: Meet room, web pages, notebook.

Time.	**Type of interaction.**	**METHODOLOGICAL ACTIVITIES**	**Resources**
	Teacher – students. Students – Students.	Greeting students, invite them to cross themselves. Invite students to pray. Check the roll. Show them the golden rules. **Task 1 (Warm-up)** Ask students to practice their pronunciation and speaking using the following link, they are going to practice with the teacher. https://vm.tiktok.com/ZM8bBNkut/ **Task 2**	HE

		- Ask students to take their notebooks.	
		- Present students the video again.	
		https://vm.tiktok.com/ZM8bBNkut/	
		- Give instructions.	
		They have to respond to the video questions in the notebook.	
		- Ask some students to read the questions and answers.	
		- Check some mistakes.	
		- Finish the activity.	
		Task 3.	
		- Divide students in pairs.	
		- Give students clear instructions to use a **role play** through the video.	
		- Assign the letter (A or B).	
		- Finally invite students to practice speaking with questions and answer that they write in the notebook, use the video as a model.	
		https://vm.tiktok.com/ZM8bBNkut/	
		- Monitoring each group	
		ASSESSMENT	
		The students are going to respond the questions from the video without problems.	

"UNIDAD EDUCATIVA LA SALLE"			
Cooperative Learning Lesson Plan			
Periodo 2021 - 2022			

LESSON PLAN TWO.

Class level: Sixth Grade.

Age level of class: 10 years old.

Time: Week 3 – 4, two periods of 80 minutes

Topic: The classmate information.

Aims.

Aim 1: To promote speaking practices to all of the students through the use of group activities.

Aim 2: To provide students materials and tools for group work.

Materials: Meet room, web pages, notebook.

Time.	Type of interaction.	METHODOLOGICAL ACTIVITIES	Resources
	Teacher – students. Students – Students.	Greeting students, invite them to cross themselves. Invite students to pray. Check the roll. Show them the golden rules. **Task 1 (Warm-up)** Ask students to practice the dialog with the teacher using the following link. https://vm.tiktok.com/ZM8bkk1qC/ **Task 2** - Present students the following reading about Laura information. https://www.liveworksheets.com/qp2059 732lk	Notebook Tiktok Meet room Online worksheets

		- Invite students to read the Laura text, they are going to read cooperatively. - Ask them for questions or comments. - Ask students to work with **team sentences,** the teacher will divide class in groups then The teacher will deliver different sentences from the reading in disorder, students within the group will have to work cooperatively to put the sentences in order. **Task 3.** - Ask students for their notebooks. - Give students clear instructions. - Assign they have to write their basic information, they need to include information about their favorite fruits and colors; they can use the following template. - https://www.liveworksheets.com/zy1734417rt - **Task 4** - Divide students in pairs and they have to share their information then ask them to answer the following questions - **What fruit do you like?** - **What color do you like?** **ASSESSMENT**	

		The students are going to answer the questions according to the information that they get from their classmates.	

"UNIDAD EDUCATIVA LA SALLE" **Cooperative Learning Lesson Plan** **Periodo 2021 - 2022**				
LESSON PLAN THREE.				
Class level: Sixth Grade.				
Age level of class: 10 years old.				
Time: week 5 – 6, two periods of 80 minutes				
Topic: Free time activities				
Aims. **Aim 1:** To provide speaking opportunities to all of the students through the use of group activities about free time activities. **Aim 2:** To give students the materials for working about free time activities.				
Materials: Meet room, web pages, notebook.				

Time.	**Type of interaction.**	**METHODOLOGICAL ACTIVITIES**	**Resources**
	Teacher – students. Students – Students.	Greeting students, invite them to cross themselves. Invite students to pray. Check the roll. Show them the golden rules. **Task 1 (Warm-up)** Ask students to work into pairs and they have to develop the following conversation. Ask students to use role play to present the dialog. https://vm.tiktok.com/ZMLRCVJy5/ **Task 2** - Present to all of the students the following link with the information about free time activities.	Notebook Tiktok Meet room

| | | https://es.liveworksheets.com/xi2043479fj

- Invite students to read each activity that they could practice, then ask them what is your favorite activity?

- Ask students to work with **Jigsaw Reading** with the last text, they have to form a groups for reading the text and share different ideas, they have to ask about their free time activities.

- Ask students to complete the activities in the same link, use the chat box to share the link. https://es.liveworksheets.com/xi2043479fj

Task 3.

- Ask students to write a little introduction they have to include some information about their favorite activities and mention some places where they can play.

Task 4

- Invite student work cooperatively they have make a role play, where they will present your favorite and free time activities.

ASSESSMENT

The students are going to be able to demonstrate their favorite and free time activities. | |

		Additionally, the students are able to share ideas inside the groups with others classmates.	

"UNIDAD EDUCATIVA LA SALLE" **Cooperative Learning Lesson Plan** **Periodo 2021 - 2022**			
LESSON PLAN FOUR.			
Class level: Sixth Grade.			
Age level of class: 10 years old.			
Time: week 7 – 8, two periods of 80 minutes			
Topic: (Clothes shop).			
Aims. **Aim 1:** To explore the effectiveness of cooperative learning in speaking development. **Aim 2:** To give students the opportunity to practice a dialog.			
Materials: Worksheets, web pages, notebook.			

Time.	Type of interaction.	METHODOLOGICAL ACTIVITIES	Resources
	Teacher – students. Students – Students.	Greeting students, invite them to cross themselves. Invite students to pray. Check the roll. Show them the golden rules. **Task 1 (Warm-up)** Ask students to work into pairs, they have to work together in the stop hand champions **Task 2** - Invite students to mention somethings about the last class, the	Notebook Tiktok Worksheets worksheets

students are going to share they main things of their introduction. They have to mention about their favorite activities, foot, colors, or animals.

Task 3.

- Divide students in pairs then provide students the worksheets, they have to complete and form the dialog. The teacher has to monitoring all of the time.

https://www.liveworksheets.com/gk1379535ev

Next, the students will form the pairs to develop the role play activity, they have stablish the roles, and practice with the teacher help.

Task 4

- Invite student to present role play activitiy in from of the class. The teacher is going to check the pronunciation of each work.

https://www.liveworksheets.com/gk1379535ev

ASSESSMENT

The students are going to able to interact with their couple without problem, they need to pronounce correctly.

5.4.4 Annex D: Pre-test validation

UNIDAD EDUCATIVA "LA SALLE"

PRE-TEST

Class: 6th Grade "A" (Pre A1 Starter)

Name: _____   Date: _____ Student: A – B

Introduction: This test is based on Cambridge Assessment A1 starters (YLE starters)

Objective: To investigate the efficiency of cooperative learning in the development of speaking skills using.

Instructions.

For this test, the students are going to have 3 - 5 minutes.

They have to be divided into pairs

This test is going to have three parts with a total of ten questions

Part 1. The students have to share their basic information, for example, their names and ages.

Part 2. They are going to talk about some pictures, for example, what is this? What color is it?

Part 3. The students are going to respond about themselves, for example, hobbies, and friends.

This test is going to be recorded using meet.

PART ONE.

Question one

Student (A)	**Student (B)**
What is your name?	**What is your name?**

 Classmate´s name: _____

Question two

Student (A)	Student (B)
How old are you?	How old are you?

Classmate´s   answer.

_____

PART TWO.

Question three

Student (A)	Student (B)
What fruit is it?	What fruit is it?

Classmate´s   answer.

_____

Question four.

Student (A)	Student (B)
What fruit do you like?	What fruit do you like?

Classmate´s   answer.

_____

Question five.

Student (A)	Student (B)
What color do you like?	What color do you like?

_____

Question six.

Student (A)	**Student (B)**
What color is this house?	**What color is this house?**

_____

PART THREE.

Question seven.

Student (A)	**Student (B)**
What games do you play?	**What games do you play?**

_____

Question eight

Student (A)	**Student (B)**
What game do you like playing with your friends?	**What game do you like playing with your friends?**

Classmate´s **answer.**

_____

Question nine.

Student (A)	**Student (B)**
Where do you play?	**Where do you play?**

Classmate´s **answer.**

_____

Question ten.

Student (A)	**Student (B)**
Are your friends, boys or girls?	Are your friends, boys or girls?

Classmate´s answer.

_____

Adapted from A1 starters (YLE starters) Tests:
https://www.youtube.com/watch?v=1EJ0047E3vk

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POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS CORTE 2021.

Avda. Los Chasquis y Río Payamino Ambato – Ecuador.

|TÍTULO DEL TRABAJO

"COOPERATIVE LEARNING ACTIVITIES TO IMPROVE SPEAKING SKILL"

AUTOR: Elvis Guaranga

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

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

Parámetros. Preguntas	Pertenencia de las preguntas del instrumento con los objetivos.				Pertenencia de las preguntas del instrumento con las variables y enunciados,				Calidad y técnica y representatividad.				Redacción y lenguaje de las preguntas.			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 **Student (A)** What is your name? **Second student (B)** What is your name?				✓				✓				✓				✓
Pregunta 2 **Student (A)** How old are you? **Student (B)** How old are you?				✓				✓				✓				✓

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Pregunta 3 **Student (A)** What fruit is it? **Student (B)** What fruit is it?			✓				✓				✓				✓
Pregunta 4 **Student (A)** What fruit do you like? **Student (B)** What fruit do you like?			✓				✓				✓				✓
Pregunta 5 **Student (A)** What color do you like? **Student (B)** What color do you like?			✓				✓				✓				✓
Pregunta 6 **Student (A)** What color is this house? **Student (B)** What color is this house?			✓				✓				✓				✓
Pregunta 7 **Student (A)** What games do you play?			✓				✓				✓				✓

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Student (B) What games do you play?														
Pregunta 8 **Student (A)** What game do you like playing with your friends? **Student (B)** What game do you like playing with your friends?			✓			✓			✓			✓		
Pregunta 9 **Student (A)** Where do you play? **Student (B)** Where do you play?			✓			✓			✓			✓		
Pregunta 10 **Student (A)** Are your friends, boys or girls? **Student (B)**			✓			✓			✓			✓		

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Are your friends, boys or girls?															

OBSERVACIONES. : ....

MARIA FERNANDA
IBADANGO

Firmado digitalmente por MARIA
FERNANDA IBADANGO TABANGO

TABANGO............

Fecha: 2021.12.08 22:08:46 -05'00'

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Realizado por.

Lcdo: Elvis Javier Guaranga Amaguaya.

C.I. 0604254334

Validado por: Mg. María Fernanda Ibadango

CI: 1002688685

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|TÍTULO DEL TRABAJO

"COOPERATIVE LEARNING ACTIVITIES TO IMPROVE SPEAKING SKILL"

AUTOR: Elvis Guaranga

Señale mediante un √, según la validación para cada pregunta.

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

Parámetros. Preguntas	Pertenencia de las preguntas del instrumento con los objetivos.				Pertenencia de las preguntas del instrumento con las variables y enunciados,				Calidad y técnica y representatividad.				Redacción y lenguaje de las preguntas.			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 **Student (A)** What is your name? **Second student (B)** What is your name?				√				√				√				√
Pregunta 2 **Student (A)** How old are you? **Student (B)** How old are you?				√				√				√				√

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				✓			✓			✓			✓
Pregunta 3 **Student (A)** What fruit is it? **Student (B)** What fruit is it?				✓			✓			✓			✓
Pregunta 4 **Student (A)** What fruit do you like? **Student (B)** What fruit do you like?				✓			✓			✓			✓
Pregunta 5 **Student (A)** What color do you like? **Student (B)** What color do you like?				✓			✓			✓			✓
Pregunta 6 **Student (A)** What color is this house? **Student (B)** What color is this house?				✓			✓			✓			✓
Pregunta 7 **Student (A)** What games do you play?				✓			✓			✓			✓

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Student (B) What games do you play?																
Pregunta 8 **Student (A)** What game do you like playing with your friends? **Student (B)** What game do you like playing with your friends?			✓				✓				✓				✓	
Pregunta 9 **Student (A)** Where do you play? **Student (B)** Where do you play?			✓				✓				✓				✓	
Pregunta 10 **Student (A)** Are your friends, boys or girls? **Student (B)**			✓				✓				✓				✓	

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Are your friends, boys or girls?																	

OBSERVACIONES.: Questions are well formulated however; this seems more an interview than a cooperative group activity. I would have liked to see the operationalization of the variables to have a better idea. Also, I suggest to look for the rubric which is used to assess the same test you are using so that, the test and the rubric will match and findings will be more accurate.

………………………………………..
Realizado por.

Lcdo: Elvis Javier Guaranga Amaguaya.

C.I. 0604254334

…………………………………….
Validado por: Dra. Isabel Escudero

CI:0602698904

5.4.5 Annex E. Post-test Validation

UNIDAD EDUCATIVA "LA SALLE"

POST-TEST

Class: 6th Grade "A" (Pre A1 Starter)

Name: _____   Date: _____ Student: A – B

Introduction: This test is based on Cambridge Assessment A1 starters (YLE starters)

Objective: To investigate the efficiency of cooperative learning in the development of speaking skills.

Instructions.

For this test, the students are going to 3 - 4 minutes

They have to be divided into pairs

This test is going to have three parts with a total of ten questions

Part 1. The students have to share their basic information about their names and ages.

Part 2. They are going to share some pictures, for example, what is this? What color is it?

Part 3. The students are going to respond about themselves, for example, hobbies, family, and friends.

This activity is going to be recorded using meet

PART ONE.

Question one

Student (A)	**Student (B)**
What is your full name?	What is your full name?

Classmate´s name: _____

Question two

Student (A)	Student (B)
How old are you?	How old are you?

Classmate´s   answer.

PART TWO.

Question three

Student (A)	Student (B)
What fruits are they?	What fruits are they?

Classmate´s   answer.

Question four.

Student (A)	Student (B)
What fruits do you like?	What fruits do you like?

Classmate´s   answer.

Question five.

Student (A)	Student (B)
What are your favorite colors?	What are your favorite colors?

Classmate´s   answer.

Question six.

Student (A)	Student (B)
Where is the cat?	Where is the dog?

Classmate´s   answer.

PART THREE.

Question seven.

Student (A)	Student (B)
What is your favorite game?	What is your favorite food?

Classmate´s   answer.

Question eight

Student (A)	Student (B)
How many brothers and sisters do you have?	How many brothers and sisters do you have?

Classmate´s   answer.

_____

Question nine.

Student (A)	Student (B)
Where do you sleep?	Where do you eat?

Classmate´s   answer.

_____

Question ten.

Student (A)	Student (B)
What sport do you practice with your friends?	What sport do you practice with your friends?

Classmate´s   answer.

_____

Adapted   from   A1   starters   (YLE   starters)   Tests:
https://www.youtube.com/watch?v=1EJ0047E3vk

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Avda. Los Chasquis y Río Payamino Ambato – Ecuador.

Formato para la validación del instrumento "post-test" perteneciente a la investigación

TÍTULO DEL TRABAJO

"COOPERATIVE LEARNING ACTIVITIES TO IMPROVE SPEAKING SKILL"

AUTOR: Elvis Guaranga

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

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

Parámetros. Preguntas	Pertenencia de las preguntas del instrumento con los objetivos.				Pertenencia de las preguntas del instrumento con las variables y enunciados,				Calidad y técnica y representatividad.				Redacción y lenguaje de las preguntas.			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 **Student (A)** What is your full name? **Second student (B)** What is your full name?				✓				✓				✓				✓
Pregunta 2 **Student (A)** How old are you? **Student (B)** How old are you?				✓				✓				✓				✓

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Pregunta 3 **Student (A)** What fruits are they? **Student (B)** What fruits are they?			✓				✓				✓				✓
Pregunta 4 **Student (A)** What fruits do you like? **Student (B)** What fruits do you like?			✓				✓				✓				✓
Pregunta 5 **Student (A)** What are your favorite colors? **Student (B)** What are your favorite colors?			✓				✓				✓				✓
Pregunta 6 **Student (A)** Where is the cat? **Student (B)** Where is the dog?			✓				✓				✓				✓
Pregunta 7 **Student (A)** What is your favorite game?			✓				✓				✓				✓

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Student (B) What is your favorite food?																
Pregunta 8 **Student (A)** How many brothers and sisters do you have? **Student (B)** How many brothers and sisters do you have?			✓				✓				✓				✓	
Pregunta 9 **Student (A)** Where do you sleep? **Student (B)** Where do you eat?			✓				✓				✓				✓	
Pregunta 10 **Student (A)** What sport do you practice with your friends? **Student (B)**			✓				✓				✓				✓	

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Avda. Los Chasquis y Río Payamino Ambato – Ecuador.

What sport do you practice with your friends?																	

OBSERVACIONES:

....
....

Realizado por.

Lcdo. Elvis Javier Guaranga Amaguaya.

C.I. 0604254334

Validado por: MsC. Isabel Escudero

CI: 0602698904

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Avda. Los Chasquis y Río Payamino Ambato – Ecuador.

Formato para la validación del instrumento "post-test" perteneciente a la investigación

TÍTULO DEL TRABAJO

"COOPERATIVE LEARNING ACTIVITIES TO IMPROVE SPEAKING SKILL"

AUTOR: Elvis Guaranga

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

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

Parámetros. Preguntas	Pertenencia de las preguntas del instrumento con los objetivos.				Pertenencia de las preguntas del instrumento con las variables y enunciados,				Calidad y técnica y representatividad.				Redacción y lenguaje de las preguntas.			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 **Student (A)** What is your full name? **Second student (B)** What is your full name?				X				X				X				X
Pregunta 2 **Student (A)** How old are you? **Student (B)** How old are you?				X				X				X				X

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Avda. Los Chasquis y Río Payamino Ambato – Ecuador.

Pregunta 3 **Student (A)** What fruits are they? **Student (B)** What fruits are they?			X				X				X				X
Pregunta 4 **Student (A)** What fruits do you like? **Student (B)** What fruits do you like?			X				X				X				X
Pregunta 5 **Student (A)** What are your favorite colors? **Student (B)** What are your favorite colors?			X				X				X				X
Pregunta 6 **Student (A)** Where is the cat? **Student (B)** Where is the dog?			X				X				X				X
Pregunta 7 **Student (A)** What is your favorite game?			X				X				X				X

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|																
Student (B) What is your favorite food?																
Pregunta 8 **Student (A)** How many brothers and sisters do you have? **Student (B)** How many brothers and sisters do you have?			X			X			X			X				
Pregunta 9 **Student (A)** Where do you sleep? **Student (B)** Where do you eat?			X			X			X			X				
Pregunta 10 **Student (A)** What sport do you practice with your friends? **Student (B)**			X			X			X			X				

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What sport do you practice with your friends?																	

OBSERVACIONES:

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Realizado por.

Lcdo. Elvis Javier Guaranga Amaguaya.

C.I. 0604254334

Validado por:

MONICA JANNETH TORRES CAJAS

PhD. Mónica Torres Cajas

C.I. 0601877368

5.4.6 Annex F. Speaking Rubric

	Poor 1	Fair 2	Good 3	Excellent 5
FLUENCY	Speech is slow hesitant. It is difficult to perceive except some memorized phrases	Speech is frequently hesitant with some phrases and sentence production	Speech is relatively smooth, some hesitation and unevenness caused by rephrasing and searching for words, volume wavers.	Smooth and fluid speech, few to no hesitations. Use appropriate words in sentence use.
ACCURACY	Frequent grammatical errors even in simple structures, meaning is not clear	Frequent grammatical errors even in simple structures that at times meaning is not clear	Some errors in grammatical structures which does not avoid meaning.	Accurate and variety use of grammatical structures
PRONUNCIATION	The student's pronunciation was incomprehensible.	The student's pronunciation made understanding difficult.	The student's pronunciation was understandable with some errors.	The student's pronunciation was like a native speaker.

VOCABULARY	Weak language control, not enough vocabulary to match the task	Weak language control; basic vocabulary choice with some words clearly lacking	Adequate language control, good range of relatively well-chosen vocabulary	Wide range and correct use of vocabulary