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“COOPERATIVE STRATEGIES AND SPEAKING DEVELOPMENT”

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A square image containing a handwritten signature in blue ink. The signature is highly stylized and appears to be the initials 'KL' followed by some illegible characters.

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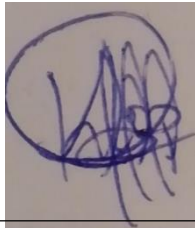
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DEDICATION

I dedicate this research to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake, I dedicated this to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time. Not forgotten my entire Teachers, I dedicate this to you.

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Topic: “COOPERATIVE STRATEGIES AND SPEAKING DEVELOPMENT”

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ABSTRACT

Speaking skill is a multifaceted one as it involves some subskills. Those subskills make this skill so challenging for speakers of a native language; and the ones who learn a foreign language. However, there are some differences when learning a second or foreign language that make speaking ability hard to develop in learners. The current research aims to demonstrate the effectiveness of using cooperative strategies to develop speaking skills in an EFL classroom. To achieve that goal bibliographic research supports this research work. Also, a pre-experimental investigation provides enough evidence to prove the hypothesis established in this research. The researcher collected the information through a pretest that showed students' weaknesses in their speaking and interaction skills. Then, after applying three cooperative strategies like a jigsaw, collaborative storytelling, and think-pair and share, which develop that ability, a posttest determined the success of using them to develop speaking skills. After processing the data, the conclusion draws that students improve their speaking ability using those strategies. Also, they could interact in a better way by using English during this research study.

Key words: Cooperative work, speaking development, feedback, students' oral strengths and weaknesses, workgroups, students' background knowledge, cooperative learning.

B. CONTENT

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Investigative background

The information that will support this research has been taken from different websites and books. Their purpose is to give an in-depth analysis of the two variables being tested which are cooperative strategies and speaking development. It is important to mention that the papers and documents have similar topics to the one that is being addressed. They can be easily found on the internet in each virtual repository.

The first research was carried out by Acuña (2019) whose topic was *collaborative learning and writing skills*. The objective of this research was to determine the use of collaborative learning and its impact on the development of English writing skills in the first-year high school students at "San José de Poalo" Educational Unit. The approach used was qualitative and quantitative because it presented both kinds of data which are characteristics of a social phenomenon and numerical results.

The technique used was a survey, and its instrument was a questionnaire that was addressed to 153 people from that institution. The results showed that cooperative strategies improved students' writing skills if they are selected carefully. Also, the author mentions that time is an essential factor that should be taken into consideration when planning activities like this.

This research is valuable for this study because it warns of some difficulties like time for lessons. However, there are some ways to avoid those issues. For example, time is a crucial fact to take in mind when planning those kinds of activities. So, teachers should be sure that the time to complete those activities will be enough to achieve the objectives. Also, teachers should take in mind the number of students they work with. That is because they should think about the time each of them will need to have feedback about the task.

Another research was carried out by Albán (2018) called *Community language learning (el aprendizaje comunitario) en el desarrollo de la destreza oral del idioma*

inglés (speaking) en los estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato" The author's general objective was to determine the incidence of the use of Community Language Learning and Speaking in students from the first level. The approach used was quantitative because it wanted to determine the causes of the problem based on statistical data. This research is qualitative because the author considered creativity as one of the most relevant characteristics of the human personality.

Besides, the author used a survey from a structured questionnaire that was applied to both teachers and students as a data collection tool. The study population designated by the author was made up of 34 English students from Pedagogía de los Idiomas Nacionales y Extranjeros Major at Universidad Técnica de Ambato. The data collected offered by the participants showed that the interaction between the teacher and the student, as a strategy, contributes to having a good and positive teaching-learning environment without stress, pressure, or fear of making mistakes. In that way, students are seen as the main actors of this process and they take an active an active role in the classroom.

On the other hand, the author states that cooperative strategies helped to guide students on self- learning because students, who have better knowledge about the language, assisted to the ones who needed to improve their skills, especially when speaking. To sum up those conclusions, that research allows using cooperative strategies to develop the four skills, mainly the speaking one.

Taking into consideration what the author concluded in this study, we understood that students' feedback is one of the characteristics of cooperative strategies and the most important one. That is because sometimes, teachers cannot correct students' mistakes one by one. So, while doing those kinds of activities, the ones who understand better the language can help the ones who do not do it very well.

Also, students do not feel under pressure when their partners give some feedback to improve their skills. But to make cooperation successful, workgroups should be set up by the teacher. That is because teachers must know students' strengths and weaknesses.

In that way, all students will be engaged while working collaboratively to achieve the aim of the activity. Then, they start being more confident by using the language and responsible in group work.

The third research, which supports this one, was made by Pacheco, Rozo, and Suarez (2017) titled the role of cooperative learning strategies in the development of fifth graders' speaking skills at George Washington school. The main objective of this work was to determine the use of collaborative learning strategies in the development of speaking skills in the students from fifth grade at that educational institution from Bogotá. The approach used was qualitative and quantitative because they measured students' speaking level, so they got numerical data. But also, they applied cooperative strategies that allowed them to observe students; performance, so they got a qualitative data too.

The technique they used was observation and the instruments that were applied to evaluate the effectiveness of their experiment were a pretest and posttest and, also, they used journals. The sample made by the authors were 35 children from fifth grade at George Washington school in Bogota from 9 to 11 years old. They had a basic level of English according to the pretest applied. The results of this research concluded that the tools and strategies that were used during this experiment were useful for improving students' speaking skills.

At the end, the results of the posttest were better than the pretest applied at the beginning. Also, the authors observed that students, who had better knowledge about the language, helped the ones who were not so good. Moreover, students had the opportunity to use their background knowledge while learning something new.

The last research states something valuable for this research study because as learning is a constant process, it should connect previous knowledge with a new one. Taking into account language learning, we usually use vocabulary and grammar patterns learned in the past that should be connected to explain new structures. In this way, cooperative strategies allow students to recall those structures while learning something new. That lets them remind everything they have learned. Also, when they are able, they can correct themselves when realizing they make a slip.

The next research is named the development and evaluation of the speaking learning model by a cooperative approach by Darmuki, et al (2018). Their objective was to evaluate the effectiveness of cooperative- based SML viewed from the development of students' speaking ability. The approach used was descriptive and experimental design because it described the strategies used and how they worked to train students' speaking skills. The population established by the authors was the first semester students from the Department of Indonesian Language and Letter Education. The sample was selected randomly. The technique used was an interview with a structured questionnaire. Also, a pretest and posttest were used too.

At the end of this research, the authors concluded that the use of the cooperative approach provided a significant influence in improving students' speaking skills. That was because it allowed them to interact with the language better than conventional applications. The results showed that students got better scores in the posttest than in the pretest. The authors mentioned some strategies to apply at any level to develop speaking production. One of them is think-pair and share. In this activity, students receive a question to discuss in groups. After that, they get a conclusion and share with the rest of the class their point of view.

The authors' suggestion is valuable for this research. That is because for applying this activity, students must have a variety of vocabulary, and teachers should select engaging and familiar topics for them. Besides, teachers should avoid selecting controversial themes to prevent any issue. Through this activity, students develop their speaking skills and critical thinking. Also, they learn how to be tolerant and respectful of their partners.

Another research made by Strods (2016) was titled Promotion of self-student direction through Cooperative Learning in Teacher Training conducted at Rezekne Higher Educational Institution with students in the first semester. The purpose of this study was to implement an educational model that promotes student self-directed learning skills in teacher training in university while exploring the relationships between the cooperative learning process.

The resources used to collect empirical data were self-directed learning-readiness tests, student self-assessment questionnaires, and interviews at the beginning and the end of the semester. There were two different groups: an experimental and a control one. That means it was true-experimental research. There was a total of 170 students involved in this study.

The results showed that self-directed learning readiness works well while using cooperative strategies. That is because students from the experimental group showed an improvement in their grades. On the other hand, the control group that used the traditional method had not such good results. The Author recommends the jigsaw strategy.

As the author suggested this activity to apply as a useful cooperative strategy, it is essential to mention that it improves students' speaking skills. Teachers should carefully plan the task. So, for lower levels, teachers must assign a role to each student. Another valuable aspect to consider is that this strategy permits students to develop another skill that is reading or listening. For example, for lower levels, students can hear or read a passage to get some information. After that, they can share what they understand and, finally, to conclude.

Nasser (2016) in his study titled *Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English* mentions that the objective was to investigate the effectiveness of cooperative learning in an English classroom to enhance Yemeni students' speaking skills and attitudes. The investigation was carried out at Hadhramout University in Yemen. The population was sixty undergraduate students from the foundation English program who participated in this study. The technique used was quasi-experimental research.

The tools used to collect data were two: English oral test before and post of the application of cooperative strategies and a five Likert scale- questionnaire to identify learners' attitudes towards the use of cooperation in the classroom. The author suggested that teachers should take advantage of cooperative learning because they

can help to develop students' four skills rather than competition. Also, the author recommends some collaborative strategies to apply at any level. One of them that was useful in the first semester was cooperative storytelling. He recommends knowing students' preferences to select interesting topics to address in the classroom.

Regarding the previous studies mentioned here, it concludes that cooperative strategies help students to develop their skills, especially their speaking ability. That is because they can recall their background knowledge while learning something new in practice. Besides, those kinds of activities make students feel comfortable while interacting with their classmates as they spend most of their time together.

Also, teachers should take care of some facts when planning those lessons like time, materials, students' preferences, age, and level of English. There can be some issues while applying those strategies. However, teachers should look for alternatives to avoid them. In that way, teachers should plan their lesson based on cooperation carefully like, anticipating some possible issues and solutions. Here in Ecuador, the traditional teaching-learning process should change. There are lots of new strategies to do it, like cooperative ones. The use of those strategies in an EFL classroom can make the English learning process more interactive and engaging for both teachers and students.

1.2 Theoretical background

Independent variable: Cooperative strategies

Independent variable: Cooperative strategies

According to Panlumlars and Wannapiroon (2015), cooperative strategies are those that allow students to help each member of the group, so the whole group achieves a goal established by the teacher. Those activities should train students' four skills while they share and acquire new knowledge in small groups in class. In that way, teachers should look for different activities according to what they want to train. Also, some other skills can develop, for example:

Collaborative Skills:

Collaborative work allows students to share their ideas with other classmates to achieve the learning goal proposed by the teacher. That means they should understand and perceive the objective of the activity on their own. They should take into account the abilities and needs of each one, and thus selecting appropriate strategies to achieve the common aim. Namaziandost et al. (2019) clarify that it is different to work in groups and work collaboratively. That is because when working collaboratively, all members of the group must contribute in a positive form to finish the activity successfully.

Group Autonomy:

In this principle, Bobbette (2019) says that teachers should allow students to look at the resources that they have. Those can be their background knowledge, their own experience, and their support material to solve the issues and obstacles that they face inside the group. They should be able to choose all of that on their own and not only keeping in mind what the teacher suggested.

Simultaneous Interaction:

As Kagan (1994) states, in traditional classrooms, teachers are the only ones who speak. So, students do not have the opportunity to develop their skills or produce their knowledge, either. However, in cooperative classrooms, students have the chance to interact at the same time. The interaction occurs with students and the teacher. That means learners can express and take postures in a conversation switching knowledge and points of view to enrich and to feedback on what the teacher explained.

Equal Participation:

Kagan (1994) argues that a common problem inside group work is that one or two people work alone instead of the whole group together. Or maybe there are one or two people who dominate the group preventing the participation of others. On the other hand, Cooperative learning offers many ways of promoting equal participation among partners. For example, students assign a role of equal importance to each group member. To get this, the teacher must teach students how they can establish their roles

in each group. First, the teacher can assign a role. Then the teacher can let them decide on their own.

There are some activities which can develop students' speaking skill while make them feel engaged in the classroom like:

Cooperative storytelling Strategy:

According to Bobbette (2019), this strategy helps students to develop their confidence and fluency while speaking. That is because storytelling provides a plenty variety of vocabulary and grammar structures that can be learned by students easier. It means that the teacher and students create a story rather than just reading it from a book. For that reason, students and teachers should negotiate to create a meaningful context, so they have fun while training their speaking skills and confidence.

Think pare and share strategy.

According to Panlumlers and Wannapiroon (2015), think-pare and share is a cooperative strategy that can enhance learners' skills in any level of English they are. So, in this strategy, students are grouping in pairs, then teachers provide different pieces of paper or a general question which students can discuss. They have a chance to get a conclusion after knowing about their points of view. In the end, the teacher asks them what they have concluded to verify if they can communicate their ideas using the entire language.

Jigsaw strategy

There is another strategy that Panlumlers and Wannapiroon (2015) suggest. According to them, Jigsaw is a useful cooperative strategy where students can work together to improve their speaking skills. There, the teacher must dive into the course in groups of four. Then, she provides different pieces of paper where students have to solve a part of a project. After that, students look for the ones who have the same worksheet, so they solve the problem together. Then, students get back to their first group, so they join all the parts solved to present the whole project.

Grids Galore

This strategy provides many possibilities for practicing speaking skills and can be used at any level. It is essential to mention that the grids can be any size. Students can draw their squares for the activity before the class starts. The teacher can provide cards to create grids. It is essential to state prompts to make students feel engaged and motivated to participate actively and cooperatively.

It consists that a student in a group given should give verbal direction to another member in the same group. If the last student's answer is right, he or she should color a single box. To verify the responses, each group should have the original grid. Cooperation is shown in this activity when the rest of the group provides feedback to the one who was wrong. Also, students practice vocabulary, grammar structures, and pronunciation while having some fun.

To sum up, cooperative strategies allow students to improve their language skills by sharing experiences. The use of them allow students to train other skills like social skill. In that way, they learn how to support others while respecting other points of view. Also, they can give some feedback about language use or the content used.

Dependent variable: Speaking development

Zhang (2010) says that speaking skill is considered an essential skill in the language. It is known as multi-level ability. It is understood as complex because beginner learners, especially the ones who learn a foreign language, start to use it under pressure. They must use their basic knowledge of their mother tongue and some background from the foreign one, which is so hard for them to do.

According to Cunningham and Shagoury (2019). speaking development in a foreign language has the same process as when learning the mother tongue. So, first, the learner should be exposed to the language. It means that learners should hear and read the language. In this way, they start to get familiar with sounds and possible meanings of words. Then, they should have opportunities to practice what they heard. At this

level, teachers should explain grammatical structures to avoid the fossilization of wrong grammar structures used. Also, miss- pronunciation should be taking into account.

Moreover, Djigunović (2006) mentions that psychological models determine that social and psychological motivation allow them to plan and monitor learners' language production. It is essential that learners feel motivated and confident to speak. Like babies, if they want that their parents understand them, they start babbling and producing sounds and words. So, in a foreign language classroom, teachers should make students feel the necessity of using English as a foreign language to communicate.

Oral expression is one of the easiest ways to communicate a message for human beings even though there are other means of communication like writing, the use of signs, and others. That is because the message is received fast than when writing or using some symbols. The use of them can cause some controversies. So, for that reason, speakers of any language must learn and use grammatical structures, vocabulary, intonation, and intonation in the right way. Then, they will learn the norms and rules established by speakers in a determined culture.

According to Jing (2010), there are some subskills that learners of a language or a foreign language should master like, fluency, accuracy, and pronunciation.

Oral Communication Micro - Skills: Fluency, Accuracy, and Pronunciation

For efficient speech, students must be able to put into practice fluency, accuracy, and pronunciation in an appropriate form. In this way, students will achieve effective and comprehensive communication, making the listeners understand the ideas that students want to express.

Koponen (1995) defined fluency as the aptitude to contribute to a clear understanding of the listener. A person fluently speaks when including a few features in his/her speech like, typically pausing, hesitations, speech rate, and students' capacity to use synonymous to affirm their speaking proficiency. So, the speaker shows fluency in the

language when the speech is coherent, without repeating words, and without hesitation. Fluency is the speaker's ability to put into practice the linguistic and pragmatic competence that they have.

On the other hand, accuracy is another essential micro skill that students apply when they speak. Bobbette (2019) states many learners also have the goal to talk accurately. It means that students should communicate orally without errors or mistakes in grammar and vocabulary. An accurate speech transfers the information successfully, so the listener can interpret and respond in the right way to the other person.

It means accuracy has become another necessary goal to follow with students in their learning process at the same time that fluency. Moreover, to achieve an acceptable level of accuracy, teachers should train students in the elements of phonology, grammar, and discourse for learners' speaking production.

Furthermore, another micro-skill that is involved in the speech act is pronunciation. Many teachers usually do not teach pronunciation in English as a foreign language because there is not a specific method to teach it. However, teachers should teach pronunciation because it is an essential feature of speaking. They can do it by using activities for improving the appropriate pronunciation of their students.

But to understand better that topic, first, should be clarified the definition of pronunciation. Carter and Nunan (2004) argue when talking about pronunciation in language learning, it means the production and perception of the relevant sounds of a particular language to achieve meaning in the context of language use. That comprises the production and perception of segmental sounds, of stressed and stress syllables, and of the speech melody or intonation (p.56.) In this connection, pronunciation refers to how someone says a word without a matter of accent or dialect.

Besides, pronunciation is relevant because that makes sense of what is said. Lack of accurate pronunciation can cause interference during communication. For example, if a student cannot pronounce a word correctly, they may not be able to understand what another person says. In that way, communication will be difficult. So the pronunciation

has a central role in both the academic and social fields of learners because this will provide them the tools to participate and integrate into a community.

Communicative interaction allows learners of language to practice it in context. That is because they have a purpose for communication. In that way, teachers should plan activities that enhance interaction. Moreover, to assess students speaking skills, teachers should consider some aspects. For example, beginner users can use and pronounce well a short set of words, use some grammatical structures accurately, and have some interaction with another person. However, learners from higher levels have fluency, correct use of a variety of grammar structures, and so on.

In conclusion, fluency, accuracy, and pronunciations are the three essential and complementary components in students' development of their speaking skills. Through the correct use of those components, students will communicate effectively with others in a conversation or any other activity that requires communication. Without the exact use of those main components, it is hard to express understandable speech acts.

1.3 Objectives:

General:

To analyze the effect of cooperative strategies in the development of speaking skill.

Specifics:

- To identify the strategies of cooperative work for developing speaking skills.
- To evaluate students' speaking skill.
- To apply cooperative strategies to see the effectiveness in the improvement of students' speaking skills.

Description of the fulfillment of objectives:

To achieve the objectives, first, bibliographic research established which kind of activities can be applied thinking about some factors such as students' preferences, age, and level of English. Also, it was necessary to know which are the speaking sub-skills to be developed. Secondly, it was necessary to apply a pre-test on students of the first semester at Pedagogía de los Idiomas Nacionales y Extranjeros Major from Universidad Técnica de Ambato. Then, when a general score was obtained, the results

were compared with the Cambridge English Scale to know students' English levels. According to the Ministry of Education of Ecuador, and what the Common European Framework describes, their level of English proficiency should be an A1 level. Then, three cooperative strategies that, some authors suggested, were applied. The researcher carefully planned those activities. So, students could practice and develop their speaking skills in a collaborative way. Students' interaction and participation showed that they liked the strategies used in the classroom. In the end, a post-test evaluated the effectiveness of cooperative strategies in students speaking development by comparing the results from the pre-test. In that way, the author determined the positive or negative effect of cooperation in students 'speaking development.

CHAPTER II. METHODOLOGY

2.1 Resources

This study research used some human resources such as the research tutor, the review tutors, the researcher, and students of the first semester at Pedagogía de los Idiomas Nacionales y Extranjeros Major from Universidad Técnica de Ambato. Also, this study research needed some materials such as computers, internet connection, educational websites, zoom application, and UTA platform.

2.2 Methods

2.2.1 Approach

The approach used in this research is the quantitative-qualitative approach. Rhodes (2014) states that the use of those approaches helps to explain, describe, and compare the results of a research study. In this way, the current research work uses both approaches to explain in detail the outcomes obtained.

Quantitative

This research is quantitative because Cuenca (2017) says that a research study that needs to verify a hypothesis should test it to prove its effectiveness. That process generates numerical data, which is the main characteristic of quantitative research. In this research, the researcher obtained numerical data because it was necessary to evaluate the effectiveness of cooperative strategies and speaking development in the group established.

Qualitative

Qualitative because, according to Morgan (2016) states qualitative research emphasis the description of human characteristics, mainly; it has an explanation of the human and social phenomenon in a determined situation. In this research, the researcher used interpretative techniques to describe some issues students had in their speaking skills.

2.2 Research Modality

2.2.1 Bibliographical research

Kumar R. (2019) states that bibliographical research is a type of research focused on discovering new facts based on concepts and criteria from different authors. So, this research is bibliographical since it takes information from books, magazines, publications from the internet, among others. Furthermore, it bases on the criteria and concepts that different authors describe cooperative strategies and speaking development. The information collected was useful for this research for three main reasons: to understand some terms related to the main topic, to know how other previous studies worked, and to establish the steps to follow to achieve the objectives established.

2.2.2 Field research

Field research, for Cuenca J. (2017), allows collecting data directly from the reality where it appears. The data obtained is called primary or firsthand. So, this was field research because it took place in the place of the facts with all the students from the first semester at Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Técnica de Ambato. In this way, this field research study helped to obtain important information about the development of speaking skills while using cooperative strategies.

2.3 Level or type of Research

2.3.1 Descriptive Research

According to Cuenca (2017), descriptive research seeks to specify properties, characteristics, and profiles on the concepts or variables referred to in the study. Its objective is not to get data but to explain the facts that helped to collect the results.

So, this research is descriptive because it explains and describes the properties and attributes of the two variables. Also, it marks out the difficulties students had in this skill. And at the end of this study, it analyses the causes- effects of cooperative strategies and speaking development.

2.3.3 Design

Bazeley, P. (2014) states that experimental research refers to manipulate one variable and control the other one established in a research project. So, this research is Experimental research because the researcher handled a variable, that in this study was learners' speaking skills, and controlled the other variable, which was cooperative strategies. Specifically, this is pre-experimental research because Kumar R. (2019) mentions this type of research has one- group being evaluating. So, the researcher can verify the hypothesis established at the beginning.

The first step to do in this research was to establish the group studied. In this case, were students from the first semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Career from Universidad Técnica de Ambato. Then, the researcher established students' speaking levels by using a pretest. Then, after that, the researcher applied three cooperative strategies. Those activities helped them to improve their speaking skill for about ten hours of virtual classes performed in zoom.

The researcher used a journal to examine students' engagement by working cooperatively during that time. Then, while applying those cooperative strategies, it was necessary to encourage students to speak in English. After that, the researcher used the posttest to verify if the hypothesis worked or not. This research had a controlled environment. That was because the researcher established the workgroups most of the time.

At the end of six-hours of intervention and two evaluations, the researcher compared the results from the pre-test and post to establish the effectiveness of those strategies in the speaking development.

2.4 Population and sample

Forty-three students from the first semester "A" of the Pedagogía de los Idiomas Nacionales y Extranjeros Major of the Universidad Técnica de Ambato participated in this study research. The researcher selected this group because of students' issues in their speaking skills and the accessibility of the application of cooperative strategies and the assessments.

2.5 Data collection technique and instruments

A validated preliminary test was the technique used to evaluate students' speaking skills. Specifically, it was a PET test questionnaire took from Cambridge. Org website (See Annex 1). This test worked as a pre-test and post-test in this research study.

As those tests examine the four skills, the researcher selected the speaking part 2 from a test sample designed by Cambridge University (See Annex 2). That was because this research required students' cooperative work, and this is the only part that allowed them to interact together. The rubric provided by Cambridge. Org website helped to assess students' performance.

2.6 Information collection and processing plan

- First, it was necessary to send a document to Universidad Técnica de Ambato. The objective was to be allowed to do this research study. The document mentioned the group and the hours required (See Annex 3).
- Once the person in charge of allowing this kind of study, forty-three students from the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros Major of the Universidad Técnica de Ambato took the pre-test taken from Cambridge.org website. Part two of that examination allowed students to work in groups. For that reason, the teacher used that part to test students. Students took the test by using the zoom platform because of the pandemic situation.
- After that, the researcher established students' level of speaking by using a validated rubric took from the Cambridge.org website. The parameters considered to assess students' speaking level were: accuracy, vocabulary, pronunciation, and communicative interaction. Those are some speaking subskills.
- Later on, the researcher planned three cooperative activities based on the contents they should learn and engaging topics to use in the classroom. Those strategies were: jigsaw strategy, collaborative storytelling, and think-pair and share. The themes used were: getting acquainted, extended families, food, local cultural events, ways to state a problem, and technology. In each class session,

the researcher explained the objectives of those strategies to students. In that way, they could achieve them in a better way. (see annex 4)

- The first and third lessons used the jigsaw strategy. Getting acquainted and extended families were the topics employed for those teaching lessons, respectively. Students in pairs received different worksheets with missing information. One of them had some information that the other one needed to complete the task. So, they should share what they had. After that, they should create a dialogue using that information. They recorded a video showing their performance (See Annex 5).
- The second and fourth lessons employed collaborative storytelling strategies. The topics used were ways of state a problem and technology. The whole class participated collaboratively in this strategy. In the beginning, the teacher told students a sentence based on those topics. Then, they should repeat it and add another sentence that makes sense to the first one.
- The fifth and sixth lessons used the think-pair and share strategy. The themes employed were food and local cultural events. Students in pairs thought about how they will organize a cultural event and the food they would serve there. After deciding it, they should explain in detail how they would do it and why they chose to do so.
- The teacher used a journal to (See Annex 6) describe the results of applying cooperative strategies. The teacher encouraged them to use the language all the time.
- After the application of the strategies, the teacher gave a post-test to students. The purpose of that was to verify students' speaking improvement towards cooperative strategies.
- After collecting all the data, it was registered in a computer. Then, SPSS program analyzed frequency means and standard derivation.

2.7 Hypothesis

Alternative: Cooperative strategies develop speaking skill of students in the first semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Major from Universidad Técnica de Ambato.

Null: Cooperative strategies do not develop speaking skill of students in the first semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Career from Universidad Técnica de Ambato.

2.8 Variable identification

Independent: Cooperative strategies.

Dependent: speaking skill.

CHAPTER III. RESULTS AND DISCUSSION

Analysis and discussion of the results

In this part, the data collected presents the results obtained in the pretest. It is essential to mention that the test was taken from The Cambridge Web site. That is a PET sample. The only part took into consideration was the second part. The rubric's highest score is 4 points and 1 is the lowest.

3.1 Pres-test results:

Table 1

Pre-test results

Criteria	Average	Expected Average
Vocabulary	2,12	4
Pronunciation	1,90	4
Interactive communication	1,83	4
Grammar	1,77	4
General	1,91	16

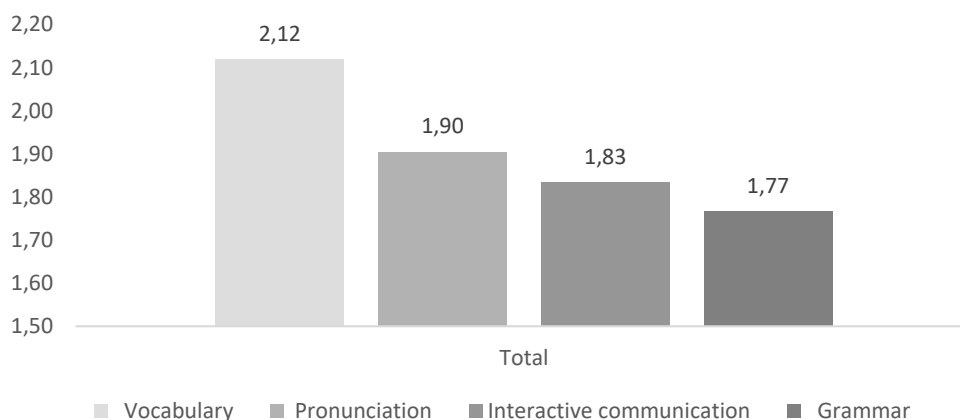
Note: This table 1 was elaborated by K. Lucio, 2020. PET Test sample addressed to students from first semester of PINE at Universidad Técnica de Ambato.

^a The criteria that appears in this section refer to the interactive speaking parameters assessed in the pretest.

Pres-test results:

Graphic 1

Pre-test results



Graphic: This graphic 1 was elaborated by K. Lucio, 2020. PET Test sample addressed to students from first semester of PINE at Universidad Técnica de Ambato.

Analysis and interpretation of results

The initial PET applied to forty-three students in the first semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Major from Universidad Técnica de Ambato used some subskills of the productive skill: speaking to grade students' speaking level. Those subskills are vocabulary, pronunciation, interactive communication, and grammar with a scale of 1 to 4 points. Fluency was not taken into account because the group study has a low level of English. So, that would affect the test's results. (See Annex 7).

Taking into account the results presented above, the average of each speaking subskill is low. That means students have a low level of speaking skills because the general standard is 1.91 over 4 points. That denotes lack of recognition of the English language use. The average at vocabulary level is 2.12, in pronunciation is 1.90, in interactive communication is 1.83, in grammar is 1.77.

Those results evidence the deficiencies students have when using simple grammatical structures, vocabulary about hobbies, and some sounds at pronunciation level. In interactive communication, students could not express themselves well. They formed incomplete sentences causing some doubts, and there were no reasons to support their ideas. As a consequence, there was not the right answer from the other person.

3.2 Results of the intervention

In this part, the data collected presents the results obtained during the application of the cooperative strategies. The average presented is a general score that the whole course got in each activity. The expected average was 10 points.

Table 2

Process results

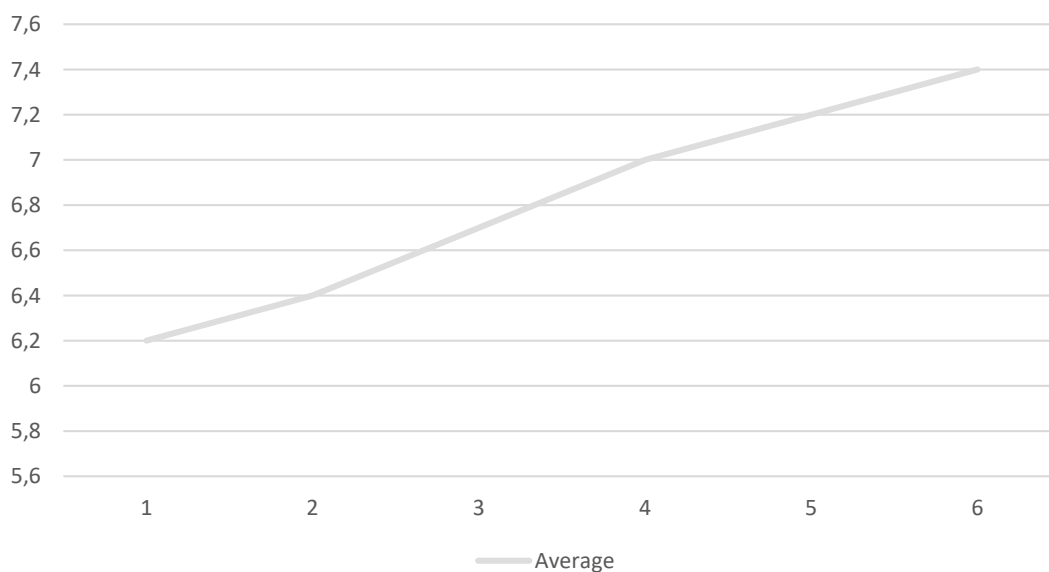
Activities	Average	Expected Average
1	6,2	10
2	6,4	10
3	6,7	10
4	7	10
5	7,2	10
6	7,4	10

Note: This table 2 was elaborated by K. Lucio, 2020. Cooperative strategies addressed to students from first semester of PINE at Universidad Técnica de Ambato.

^a The criteria that appears in this section refer to the interactive speaking parameters assessed in the application process.

Graphic 2

Process results



Note: This graphic 2 was elaborated by K. Lucio, 2020. Cooperative strategies addressed to students from first semester of PINE at Universidad Técnica de Ambato.

Analysis and interpretation of the results

The strategies applied were evaluated at the end of each activity. Figure 2 shows the results obtained. In the first activity, the average was 6,2 out of 10 points. The parameters used to evaluate students' final product in this activity were grammar, pronunciation, interactive communication and vocabulary. In the second activity, the average was 6,4; in the third 6,7; in the fourth 7; in the fifth 7,2; and in the sixth 7,4 out of 10 points.

At the beginning, students had some difficulties while doing the activity. As they could not understand their partners, they used their mother tongue instead of the English language. Their first final product has shown some shortcomings too. However, the teacher's support and motivation helped them to improve their speaking skills. The results of the last three activities based on collaboration evidence students' improvement through the application of the strategies. There is a notable improvement from the first activity average (6,2) to the last one (7,4) out of the expected average (10). Some students help their partners in pronunciation, grammar, and vocabulary use. In that way, they could interact in a better way using the English language to complete the task. All of those are signs of collaborative work. Nevertheless, they still need more practice in this skill.

3.3 Post-test results

In this part, the data collected presents the results obtained in the posttest. It is essential to mention that the test is the same used as a pretest, so the parameters used to grade it were the same.

Table 3

Post-test results

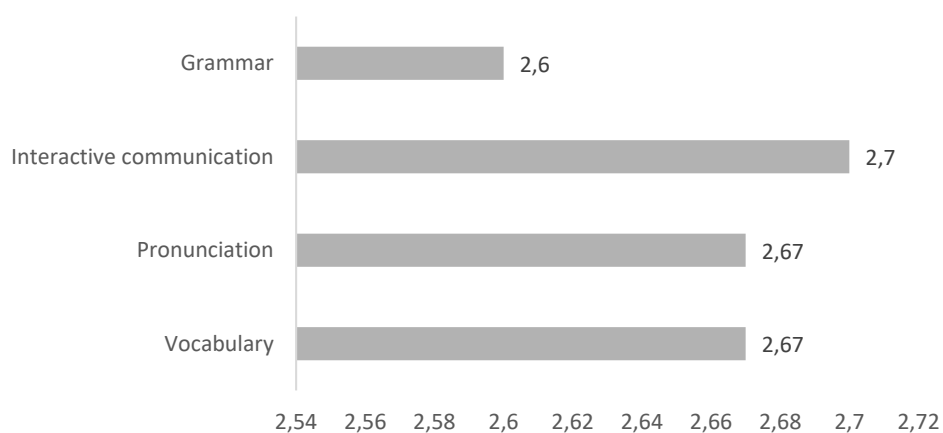
Criteria	Average	Expected Average
Vocabulary	2,67	4
Pronunciation	2,67	4
Interactive communication	2,70	4
Grammar	2,60	4
General	2,66	16

Note: This table 3 was elaborated by K. Lucio, 2020. PET Test sample addressed to students from first semester of PINE at Universidad Técnica de Ambato.

^a The criteria that appears in this section refer to the interactive speaking parameters assessed in the posttest.

Graphic 3

Post-test results



Graphic: This graphic 3 was elaborated by K. Lucio, 2020. PET Test sample addressed to students from first semester of PINE at Universidad Técnica de Ambato.

Analysis and interpretation of the results

The post-test had the same procedure of evaluation as the pre-test, but it showed a clear improvement in students' performance. Students developed their speaking skills since the application of the cooperative strategies and activities planned before the post-test (See Annex 8).

The results presented in figure 3 show that the average vocabulary is 2,67; pronunciation has the same standard too. The average of Interactive communication is 2,70, and the grammar average is 2,60. The general average is 2,66. That demonstrates an upgrade in students' speaking skills.

Looking at that, it assumes that the proposed strategies and activities helped to improve students' speaking skills. The results show that interactive communication is the subskill that took advantage of those strategies best. But grammar needs some more attention when using those strategies. However, students indicate a relevant improvement in all the subskills evaluated. Students used a variety of vocabulary related to the topics during the post-test. Also, sentences were better formed. Students understood better what the other person said because their pronunciation improve. So, all the other factors allowed that communication was more interactive.

3.4 Comparative results

Table 4

Comparative results (PRE-POST TEST)

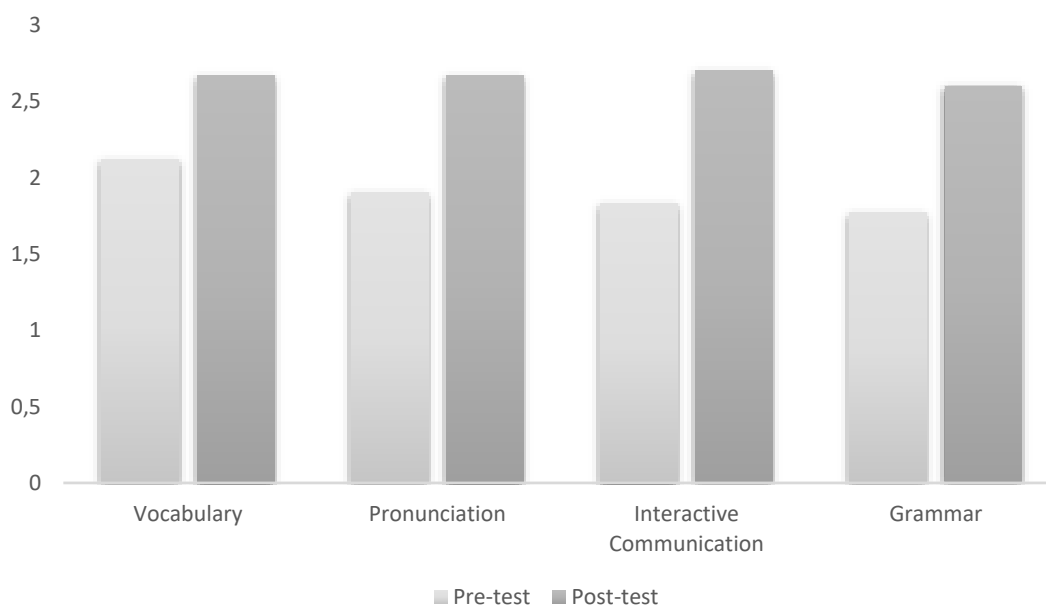
Criteria	Average Pre-test	Average Post-test	Expected Average pretest and posttest
Vocabulary	2,12	2,67	4
Pronunciation	1,90	2,67	4
Interactive communication	1,83	2,70	4
Grammar	1,77	2,60	4
General	1,91	2,66	16

Note: This table 4 was elaborated by K. Lucio, 2020. Pretest and posttest comparison.

^a The criteria that appears in this section refer to the comparison between students' performance before and after the application of the cooperative strategies established in this research work.

Figure 4

Comparative results (PRE-POST TEST)



Graphic: This graphic 4 was elaborated by K. Lucio, 2020. Pretest and posttest comparison.

Analysis and interpretation of the results

There is a comparison between results obtained from the pre-test and post-test in Figure 4. The objective of that is to verify the effectiveness of cooperative strategies and speaking development. There, it presents students' progress in all the sub-skills evaluated.

For example, at the vocabulary level, it started with an average of 2,12 out of 5 points. Then, at the end of the research, it shows an average of 2,67. That means an upgrade of 0,55. The initial average of pronunciation started with 1,90, and at the end, it was 2,67 with an advanced of 0,77. At interactive communication, the average was 1,83 at the beginning. Then, at the end of the research, it was 2,70 with an upgrade of 0,87. Finally, at the grammar level, the average started with 1,77. In the end, it was 2,60 with an advance of 0,83.

At the beginning and the end of the research, the weakest sub-skill of students in the first semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Major from Universidad Técnica de Ambato was grammar with an average of 1,77 points out of 5. However, there was a notable improvement in the end.

Generally speaking, students developed their speaking skills since the first global average was 1,91, and the final one was 2,66. That means the average progress was 0,75.

3.5 Discussion of results

The current research study presents some issues in the first semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Major from Universidad Técnica de Ambato using the English language. Mainly, at the beginning of this research, they presented lots of difficulties in their speaking skills since they did not use grammar in the correct way, their lexis was poor, and their pronunciation was hard to understand. Also, they had some problems while sharing their ideas with others.

Pawlak & Waniek-Kilmozak (2015) argue that speaking is a demanding skill to develop. The reason is that this skill is vastly complex and multifaceted. That means speakers need to use knowledge about grammar, vocabulary, and pragmatic to use it in the right way. Taking into account that, teachers should look for methods and strategies that help those students to train speaking skills that involve all that knowledge and interaction with others.

The strategies that can help to achieve that goal are the cooperative ones. The present research work demonstrates how the group study improved their speaking skills by using some of those collaborative strategies. An initial speaking test presented an average of 1,91 out of 5 points. In the end, the post-test average was 2,66. This result is supported by another report from Homayouni & Rahmani (2020). They, after pure experimental research, demonstrate the effectiveness of cooperative strategies and speaking development. In that research, the results of the two tested groups showed different averages with and without the use of collaborative strategies. At the beginning of that, the two groups had a global average of 2,45 out of 4 points. Then, in the end, the control group got an average of 2,90 meantime, the experiment group got 3,50 points, concluding that collaborative strategies help to develop students' speaking skills.

Besides, Cortéz (2018) states that cooperative strategies allow students to improve their lexis, grammar use, and pronunciation while interactively sharing ideas. That is because they can use the language and receive some feedback from their partners. Also, they learn how to work cooperatively. That means that they look for ways to help each other to achieve a specific objective. They learn to be tolerant and respectful with others, too.

3.6 Hypothesis verification

Before verifying the hypothesis of this research work, it was necessary to check the normality of the distribution. As the sample of this study was less than 50 people, Shapiro-Wilk tested the normality of distribution. That analysis helps to verify if the results are reliable or not to this research work. Table 5 shows the results obtained.

Table 5. Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
Average_pretest_result	,932	43	,013
Average_posttest_result	,916	43	,006

Sig > 005 = Ha

Sig < 005 = H0

Source: PET

Developed by: Lucio, K. (2020)

The values under the Sig column determine the normality of distribution. Values greater than 005 determine a normal distribution. So, values lesser than 005 are not normal. In this case, values under the sig column in table 5 are greater than 005. That means that the results obtained are normal and reliable to this research project. Taking into account that, the statistic method of the T-Student should be apply to verify the hypothesis.

Hypothesis:

Alternative: Cooperative strategies do develop speaking skill.

Null: Cooperative strategies do not develop speaking skill.

The statistic method of the T-student helped to compare the two independent samples and established the differences in the averages of both results, pre-test, and post-test.

Table 6. Mean T- Student.

	Mean	N	Std. Deviation	Std. Error Mean
Par 1 Average_pretest_result	1,9302	43	,60338	,09201
Average_posttest_result	2,6628	43	,53141	,08104

Source: PET

Developed by: Lucio, K. (2020)

The data generated employing the statistical software IBM SPSS demonstrates a relevant difference between the means of the two samples analyzed. The pretest has a value of 1,9302, while the posttest has an average value of 2,6628.

Table 7. T-Student test.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error mean	95% Confidence Interval of the difference l				
				Lower	Upper			
Par 1 Average_pretest_result - Average_posttest_result	-,73256	,31051	,04735	-,82812	-,63700	-15,471	42	,000

Source: PET

Developed by: Lucio, K. (2020)

Table 7 represents something similar to the previous one, that is a notable difference between the two groups. Then, to decide if the null hypothesis or the alternative one is accepted, the sig tailed result should be analyzed. As that result is 0,000, which is less than the level of significance that is 0,005, the null hypothesis is rejected, and the alternative one is accepted. That means Cooperative strategies do develop speaking skills.

CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

- Cooperative strategies are part of the new language teaching approach since it handles all the four skills: listening, reading, writing, and especially, speaking. That is because the interaction between students in an EFL classroom requires the use of those skills to communicate during a task development. In that time, students have the chance to practice the language in a less controlled environment, without feeling under the teacher's pressure. Even, they can receive and give some feedback about language use or the content they use during the task. For these reasons, collaborative strategies are useful in the teaching-learning English process.
- The evaluation process, presented before applying the cooperative strategies, shows that students have some problems while speaking in English and interacting with others. So, they need to reinforce that skill through cooperative strategies. The evidence of those problems is the average they got in the pre-test, which is 1,91 out of 5 points. However, after applying the strategies which were, Jigsaw, cooperative storytelling, and think-paired and shared, the post-test media was 2,66. That means a satisfactory improvement in their speaking skills. The subskill that got the highest score was interactive communication with an average of 2,70, and the lowest one was grammar with 2,60.
- While applying the cooperative strategies mentioned before, there was a notable engagement, interaction, participation, and learning in each student. Most of the time, students tried to use the language even between. That means that they used it for the need of communication instead of just following the teacher's instructions.
- This research study establishes that the use of cooperative strategies helped to develop speaking skills in students in the first semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Major from Universidad Técnica de Ambato. The comparison between the initial and the final test shows that there was a significant difference in 0,75 points between the average results.

Recommendations:

- English Language teachers must give special care and interest in speaking skills. As that skill is a complex one and the essential indicator of mastery of a language, it needs specific criteria for evaluating it. Also, the evaluation of speaking ability should frequently be to verify students' weaknesses and strengths in that skill. Some subskills need special attention, like grammar, because it presents problems.
- Collaborative strategies must be reviewed and planned carefully to avoid some problems like students' misbehavior, lack of time, loss of purpose, and other things. Also, well-lesson plans should include students' characteristics and needs.
- The application of cooperative strategies requires clear prompts. In that way, students will expect what to do without teachers help. Also, they should be able to decide and use all the tools they think they need to achieve the task objective.
- To implement cooperative strategies in the classroom, teachers must join students randomly because that permits students with the upper level of English to provide feedback to the ones who need it.

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ANNEXES

Annex 1.

Cambridge PET Speaking Test sample part 2

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different hobbies**.

Do you like these different hobbies? Say why or why not. I'll say that again.

Do you like these different hobbies? Say why or why not.

All right? Now, talk together.

Candidates

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

Note: This test sample was created by Cambridge.org. 2020. Speaking Pretest and posttest part 2.

^a The questions in this part of the exam examine students' capability to interact into a conversation in English while assessing their level of speaking.

Do you like these different hobbies?



Note: This test sample was created by Cambridge.org. 2020. Speaking Pretest and posttest part 2.

^a The questions in this part of the exam examine students' capability to interact into a conversation in English while assessing their level of speaking.

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

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

Do you think
playing football is fun?
playing an instrument is difficult?
playing computer games is boring?
reading is interesting?
painting/drawing is easy?

<i>Optional prompt</i> Why?/Why not? What do you think?
--

Interlocutor So, **A**, which of these hobbies do you like best?
And you, **B**, which of these hobbies do you like best?

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

Note: This test sample was created by Cambridge.org. 2020. Speaking Pretest and posttest part 2.

^a The questions in this part of the exam examine students' capability to interact into a conversation in English while assessing their level of speaking.

Annex 2.
Cambridge Speaking Rubric

	Excellent (4)	Good (3)	Fair (2)	Unsatisfactory (1)
Use of descriptive Vocabulary	The student provides a wide range of detailed descriptions, using as much vocabulary appropriate for the task.	The student provides the adequate amount of descriptions and vocabulary for the requirement for the task.	The student does not provide the adequate amount of descriptions and vocabulary for the requirements of the task.	The student says almost any description and uses basic vocabulary for the requirements of the task.
Accuracy	The student uses a considerable variety of grammatical structures.	The student uses an adequate variety of grammatical structures.	The student uses some, but not enough, grammatical structures.	The student uses a poor variety of grammatical structures.
Pronunciation	The student has an outstanding pronunciation and diction, making a clear delivery of the message.	The student has an acceptable pronunciation and diction, which makes a good delivery of the message.	The student has an unclear pronunciation and diction, which makes difficult the delivery of the message.	The student has a completely unclear pronunciation and diction, which makes almost impossible the delivery of the message.
Fluency	The student has a fluent speech, making pauses to emphasize or enhance the meaning of the message.	The student has an almost completely fluent speech, with not too long pauses and little hesitation.	The student does not have a very fluent speech, with a lot of hesitation and pauses.	The student does not have fluency, makes a lot of long pauses and overuses hesitation.
Task achievement	The student fulfills the task showing full domain of the topic.	The student almost accomplish the task, but with some difficulties.	The student does not accomplish the task, but tries.	The student does not fulfill the task at all.

<http://www.nald.ca/library/learning/btg/ed/evaluation/speaking.htm>

Note: This speaking rubric was created by Cambridge.org. 2020. Speaking rubric to assess part 2.

^a The criteria taking into account in this rubric considers what non- native speakers of the English language can do at this level of their experience using the entire language.

Annex 3.
Authorization document

CARTA DE COMPROMISO

Ambato, de octubre del 2020

Doctor
Marcelo Nuñez
Presidente
Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Sarah Iza en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “ COOPERATIVE STRATEGIES AND SPEAKING DEVELOPMENT” propuesto por la estudiante Karen Liseth Lucio López, portador/a de la Cédula de Ciudadanía No 0503268310, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Mg. Sarah Iza
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sj.iza@uta.edu.ec

Note: This test sample was created by Lucio, K. 2020. Authorization document.

^a This document allows the researcher to develop the study research in the major and course referred.

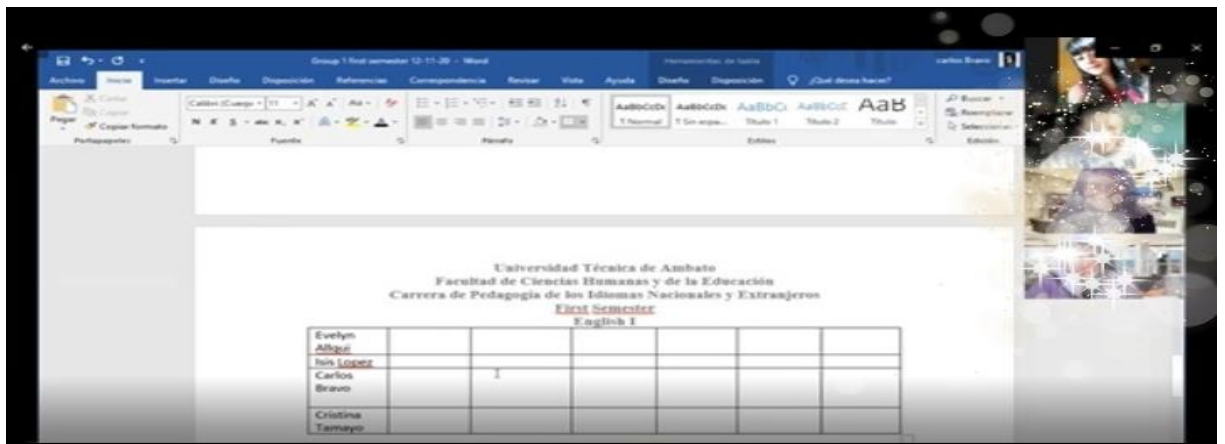
Annex 4.

Students.



Note: This picture of students working in the activities assigned was taken by Lucio, K. 2020. Activities.

^a The activity assigned bellows to cooperative strategies to help students to develop their speaking skill.



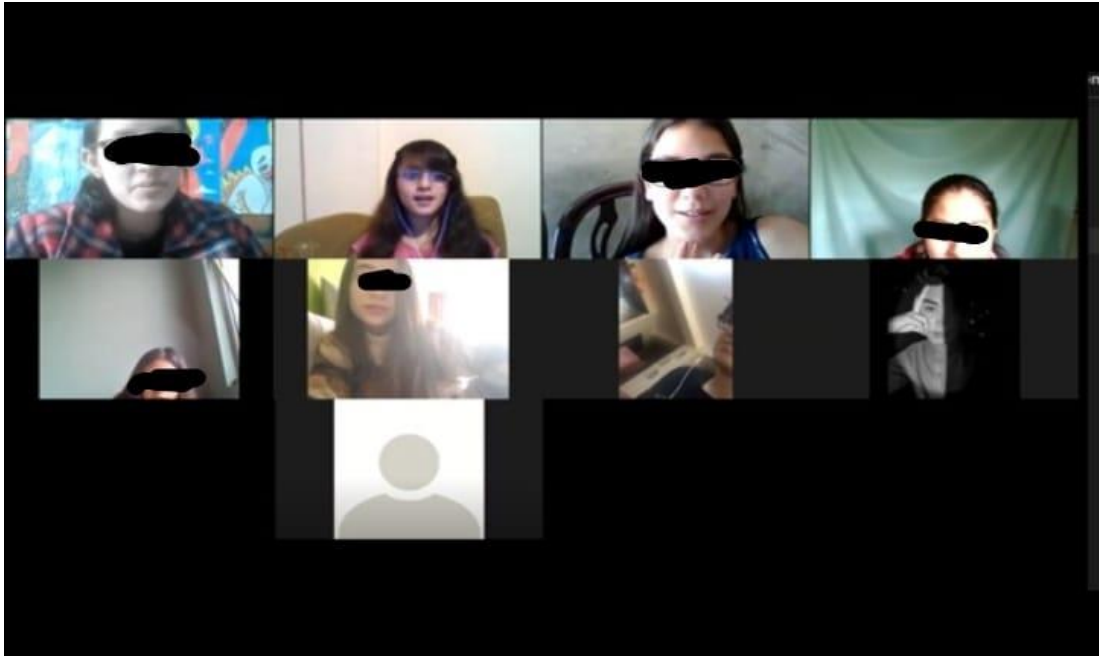
Note: This picture of students working in the activities assigned was taken by Lucio, K. 2020. Activities.

^a The activity assigned bellows to cooperative strategies to help students to develop their speaking skill.



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^a The activity assigned bellows to cooperative strategies to help students to develop their speaking skill.



Note: This picture of students working in the activities assigned was taken by Lucio, K. 2020. Activities.

^a The activity assigned bellows to cooperative strategies to help students to develop their speaking skill.

Annex 5.
Students' video

Look at: https://www.youtube.com/watch?app=desktop&v=pgICDc0_rrs



Note: This picture of students working in the activities assigned was taken by Lucio, K. 2020. Activities.

^a The activity assigned bellows to cooperative strategies to help students to develop their speaking skill.

Annex 6.
Journal

Date: Place: Topic:	
Description:	Reflection:

Note: This journal was created by Lucio, K. 2020. Journal.

^a The journal was elaborated to write some important aspects during the application of the strategies.

Annex 7.***Pre-test results***

Initials	Pre-test results
A.E	5
A.A	7
A.D	11
A.Y	5
B.C	11
C.S	10
C.O	10
C.D	10
C.J	11
C.A	7
C.K	11
D.D	9
E.D	11
G.E	10
L.A	7
L.I	13
L.J	10
L.K	10
M.B	13
M.D	7
M.L	9
N.C	15
O.D	15
P.V	10
P.K	5
P.M	9
P.S	5
P.V	5
P.D	7
P.H	13
R.J	7
S.C	15
S.CR	10
S.D	5
S.DA	13
T.C	13
T.I	10
T.E	11
T.A	11
T.E	15
V.C	13
Y.J	10

Note: This table was created by Lucio, K. 2020. Students' pretest results.

^a The table shows students' ability to interact in an English conversation.

Annex 8.

Post-test results

Initials	Post-test results
A.E	10
A.A	11
A.D	14
A.Y	10
B.C	15
C.S	13
C.O	13
C.D	14
C.J	15
C.A	11
C.K	16
D.D	14
E.D	14
G.E	13
L.A	10
L.I	16
L.J	13
L.K	10
M.B	15
M.D	10
M.L	13
N.C	18
O.D	19
P.V	13
P.K	10
P.M	14
P.S	10
P.V	10
P.D	11
P.H	15
R.J	11
S.C	18
S.CR	13
S.D	10
S.DA	15
T.C	15
T.I	13
T.E	15
T.A	15
T.E	18
V.C	13
Y.J	13

Note: This table was created by Lucio, K. 2020. Students' posttest results.

^a The table shows students' ability to interact in an English conversation.

Annex 9.-


Urkund analysis.



Document Information

Analyzed document	LUCIO LÓPEZ KAREN LISETH thesis.docx (D90334553)
Submitted	12/21/2020 5:06:00 AM
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Submitter email	klucio8310@uta.edu.ec
Similarity	4%
Analysis address	ve.chicaiza.uta@analysis.arkund.com

Sources included in the report

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W	URL: https://repositorio.uta.edu.ec/bitstream/123456789/30914/1/Pillaga%20Riofr%C3%ADo%20... Fetched: 7/4/2020 3:41:22 PM		1
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