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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

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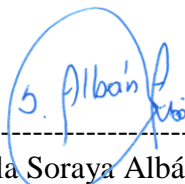
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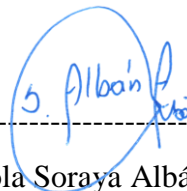
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Este trabajo de investigación está dedicado a quien me miraba en casa; sin embargo, no tenía mi presencia durante la hora de la comida y la hora de dormir; a quién me pidió muchas veces jugar con él, pero mamá no podía hacerlo porque tenía que trabajar; a quién comprendió que cada viernes en la noche, sábado y domingo mamá tenía que estudiar, y entre semana debía desarrollar su investigación; está dedicado a mi pequeño Christopher a quien admiro por su empatía y coraje, y a quien amo con todo mi ser.

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TEMA:

Cooperative Learning Strategies and the oral production of EFL

AUTORA: Licenciada Paola Soraya Albán Andocilla

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LÍNEA DE INVESTIGACIÓN: Método y medios para la enseñanza

FECHA: 26 de enero de 2021.

RESUMEN EJECUTIVO

El principal objetivo de este trabajo investigativo fue determinar la relación entre las Estrategias de Aprendizaje Cooperativo (EAC) y la producción oral de Inglés como lengua extranjera (ILE) en estudiantes de un área rural de Ambato. Esta investigación trabajó con una población de 49 participantes, comprendidos entre las edades de 7 a 12 años. El grupo de control (GC) estuvo conformado por 24 estudiantes y un grupo experimental (GE) por 25. A los participantes del GE se les aplicó EAC como Flashcard, Fan-N-Pick y Think-Pair-Share. A toda la población se le evaluó con un Pre y Post-test tomados de Cambridge con el nivel de Pre A1. La metodología cualitativa y cuantitativa fue usada en esta investigación debido a que se requería para lograr el objetivo propuesto. Además, se usó un diseño experimental durante treinta reuniones virtuales en el lapso de seis semanas. Los resultados obtenidos de acuerdo al T de Student demostraron que el GE mejoró la producción oral de ILE. Los elementos de la producción oral que se desarrollaron fueron el vocabulario de 2.84 ± 0.85 a 3.48 ± 0.71 , y la pronunciación de 2.72 ± 0.79 a 3.24 ± 0.52 ; ambos con un valor de p de 0.00. De modo que éstos obtuvieron un valor significativo. Sin embargo, en la interacción, no hubo mayor cambio, pues los resultados fueron de 2.72 ± 0.84 a 3.00 ± 0.91 , dando un valor de p de 0.26. De esta manera se corroboró que las estrategias de aprendizaje cooperativo influyen en la producción oral de Inglés de los estudiantes.

Descriptor: Estrategias, aprendizaje cooperativo, Flashcard, Fan-N-Pick, Think-Pair-Share, idioma Inglés, producción oral, vocabulario, pronunciación, interacción.

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THEME:

Cooperative Learning Strategies and the oral production of EFL

AUTHOR: Licenciada Paola Soraya Albán Andocilla

DIRECTED BY: Licenciada Ruth Elizabeth Infante Paredes Magíster.

LINE OF RESEARCH: Method and means for teaching

DATE: January 26, 2021.

EXECUTIVE SUMMARY

The main objective of this research project was to determine the relationship between Cooperative Learning Strategies (CLE) and the oral production of English as a foreign language (EFL) in students from Ambato rural area. This research worked with a population of 49 participants, belonging to range age from 7 a 12 years old. The control group (CG) comprised of 24 students and an experimental group (EG) of 25. EG participants were applied CLE such as Flashcard, Fan-N-Pick y Think-Pair-Share. All the population was evaluated through a Pre and a Post-test from Cambridge with Pre A1 level. Qualitative and quantitative methodology was used in this research since it was necessary to accomplish the proposed objective. Furthermore, experimental designed was used during thirty virtual sessions for a six-week period. Results were gotten according to T de Student demonstrated that the EG improved the oral production of EFL. The oral production elements that were developed were vocabulary from 2.84 ± 0.85 to 3.48 ± 0.71 , and pronunciation from 2.72 ± 0.79 to 3.24 ± 0.52 ; both with a p value of 0.00. In this way, they got a significant value. However, in the interaction part, there was no major change, since the results were from 2.72 ± 0.84 to 3.00 ± 0.91 , with a p value of 0.26. Consequently, it was confirmed that cooperative learning strategies influence learners' oral production of English.

Keywords: Strategies, cooperative learning, Flashcard, Fan-N-Pick, Think-Pair-Share, English language, oral production, vocabulary, pronunciation, interaction.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

Students' engagement in learning English as a foreign language is a prior interest that teachers, authorities, relatives and all the community in the educational field have. Communication is essential in social interaction and therefore, oral production has to be developed in this globalized world. The instructional model proposed in this document is Cooperative learning. This investigation is conducted to study the relationship between Cooperative learning strategies and the oral production of English as a foreign language. Considering the topic mentioned, the variables used in this investigation are Cooperative learning strategies based on the researcher Spencer Kagan and adapted to the current modules from Ministerio de Educación.

The research project is based on the Common European Framework of Reference for Languages (CEFRL). One important tool is a Pre-A1-level English test from Cambridge, which will be used as a Pre and a post-test. All the participants will be evaluated at the beginning of the experiment using the instrument mentioned. It allows focusing on oral production elements that are necessary for the development of learner' English production. Additionally, it is also worth mentioning that this research work uses qualitative and quantitative methodology in order to analyze cooperative learning strategies and the oral production of English as a foreign language. Finally, this research work is distributed into four chapters to describe the essential data:

Chapter 1. The research problem: This chapter displays an overview considering essentially the problem statement, its significance to the social-educational context and the way it is addressed in our context. It explains the reasons why this investigation is relevant to study. In addition, it concerns the main and specific objectives of the research finding a relationship between the independent variable: Cooperative learning strategies and the dependent variable: the oral production of EFL.

Chapter 2. Literature review: Similar research studies show the different aspects of this investigation such as the research background, and the theoretical framework that supports the investigation. It explains the correspondence between the independent and dependent variables.

Chapter 3. Research methodology: It is explained the setting of the educational institution such as the population and location. It also considers the stages in the development of this research, the type of research, the hypothesis test, the way data was collected, processed, and analyzed.

Chapter 4: Results and discussion: After the analysis of the treatment given to the information gathered, some discussion took place, and therefore, the results of the study of the variables are showed in this chapter.

Chapter 5: Conclusions, recommendations, bibliography and annexes: Based on the literature review, applied methodology, and experiment itself, the conclusions are driven according to the set objectives. After that, some recommendations were establish for future researchers.

1.2. Justification

The present research work is developed due to the interest that teachers, learners and educational community have regarding students' engagement and involvement in learning English, and essentially in the development of the oral production of the foreign language. The improvement of oral language skills is a concern that educators have, and knowing that as much engagement students have with the language, they will enhance their production in the oral matter. This work will show the most appropriate strategies to promote speaking skills which students have difficulty with. These strategies will facilitate learners' improvement of the foreign language, and they will boost communication as a mean for social interaction.

Furthermore, there has not been a similar research about Cooperative Strategies and the oral production; consequently, it is innovative. Considering that, this topic is up-to-date, teachers look for strategies to get better results in teaching EFL. Nowadays, students require from different tools to be engaged in learning English. Therefore, with cooperative learning model, learners are willing to communicate and work more successfully using the foreign language. Additionally, with the development of this research work; students will use English spontaneously and produce it orally as they do in their native language.

The research about cooperative learning strategies is feasible because of the interest that learners, parents, teachers, and people from government have to improve education in society. Nowadays, education is based in a learner-center approach; that is why learners are asked to contribute to their own learning. As human beings are entirely sociable, it is inevitable to work cooperatively to achieve a common goal; giving others the opportunity to benefit themselves, as well as us. When learners work cooperatively, they consequently improve their language skills, and after practice, their oral production of EFL will improve, too.

The social-educational impact of a foreign language, in this case English, in different aspects of life, has created the consideration of learning it from the first years of life. The globalized world requires people to manage English at school, at work, when getting a promotion, when traveling, or simply at home when watching the news or a movie. People are more frequently responsive to learn English and develop their oral production skills in order to communicate effectively in a setting where English is necessary to know everywhere and to develop such a number of activities that are in our day-to-day routines.

1.3. Objectives

1.3.1. General objective

- To determine the relationship between Cooperative Learning Strategies and the oral production of EFL.

1.3.2. Specific objectives

- To identify the types of Cooperative Learning Strategies that are applied in class.
- To evaluate the level of students' oral production.
- To establish the elements of the oral production that take place in English lessons.

CHAPTER II

LITERATURE REVIEW

2.1. Research background

The last years had delivered leading information regarding cooperative learning and the development of the oral production of English as a foreign language. In global setting, Wang W. , 2017 titled an interesting research as Improving students' oral skills through a cooperative learning approach to teaching Chinese College English. The organization of this study was based on research background and questions, research path, and definition of terms. This research aimed to analyze the impact of cooperative learning on non-English major students' oral skills improvement in Chinese universities. Wang states that in China there is still struggle to have student-center models.

However, it was proved that cooperative learning was a powerful method for developing oral competences there. China mainly introduced group work in classes the early 90. Later on, Wang (2001) worked on cooperative learning. Four years later, some other researchers examined the principles of cooperative learning in Chinese college English teaching. Since that time, ESL teachers in China have been working with cooperative learning. According to their reports based on interviews and analysis of information, students who worked with cooperative learning were more motivated to have class discussions and work with peer reviews.

In Wang's definition of terms, he makes a reference to Slavin (1980) stating that cooperative learning is a technique used in teaching that makes students from different levels, work in groups in order to get a shared goal. The conclusions of this project is that cooperative learning approach make students get better scores in oral tests, the development of learners' oral production was improved, after using cooperative strategies, students increased their vocabulary and expressions, and they got better grades and had more favorable circumstances to speak English.

The impact of cooperative learning approach on the development of EFL learners' speaking fluency was a study developed by Namaziandost, Homayouni, and Rahmani

(2020). Three groups of students participated in the study. The initial evaluation showed that the three groups had equal language proficiency. One group used Numbered heads technique, the second one was applied Think-pair-share activities and the last group worked with teacher-center methodology. All worked for eight weeks. After evaluating them, the results showed that the groups that put into use the cooperative learning techniques improved their speaking fluency.

In Latin America setting, González (2001) conducted a project titled Encouraging interaction by applying cooperative learning with students from Colombia. The study applied real life and interesting topics for them in order to create stable work groups to boost oral participation. The results of the program were that cooperative work and oral activities increased learners' interaction and therefore oral production. Nonetheless, González (2001) thought that in order to succeed using cooperative learning method, it is essential to work for long time with these strategies; and that students had to have the will to cooperate to maximize the knowledge acquisition.

Additionally, Prieto (2007) led a project called Improving Eleventh Graders' oral production in English Class through Cooperative Learning Strategies in Colombia. Looking for strategies to help students to improve their oral production in English was the aim of this research. The instruments they used were field notes, students and teachers' surveys, students' interviews and audiotapes recordings. Jigsaw, Numbered Heads, Think Pair Share, and Three Step Interview were the cooperative learning strategies used in this study. To conclude, the investigation showed that cooperative learning strategies helped students to improve oral production and interaction.

Moreover, the examination called Looking at Cooperative Learning through the Eyes of Public Schools Teachers Participating in a Teacher Development Program handled by López and Viáfara (2007), was developed in Colombia. In this study, teachers saw cooperative learning as a support to for task-based learning and project work. The results found that cooperation abilities had to be developed to leave apart the traditional way to

work: individually. Afterwards, learners realized about the need to work cooperatively and associated it to personal and professional advancement.

In Ecuadorian context, Cabadiana (2019) did a research work title “Analysis of cooperative learning in teaching process in development of speaking skill in Chimborazo province”. He looked out for information to recognize how cooperative learning is applied to increase speaking skill. The technique and method used were the observation and the ethnographic respectively. Kagan (2009) was the reference for the theoretical foundations. As a result of the investigation, role play, monitoring, feedback, reinforcement, and others were the factors that showed discrepancy, in terms of pedagogy, with cooperative learning activities.

In addition to the many investigations regarded cooperative learning, Andrade (2019) investigated about cooperative learning in speaking and fluency development. In this study, a pre-test was applied, then cooperative learning activities were developed and a post-test was carried out in 20 learners of English from a University in Cotopaxi. Subsequently, a rubric for assessing speaking fluency development was applied to determine the influence of cooperative learning. This research concluded that speaking fluency of learners improved and increased by the use of cooperative learning method in EFL.

Furthermore, Verdezoto (2019) started an investigation developed with learners from ninth grade of basic education with a population of 81 students at “Huachi Grande” High School in Ambato city. The topic of her research was “The cooperative learning approach in the development of English oral fluency.” This investigation focused on analyzing the effect of cooperative learning approach in the development of the English oral fluency. In this master’s thesis, it was concluded that learners showed improvement in their English oral proficiency.

Finally, the research conducted by Ocaña (2018) from Universidad Técnica de Ambato aimed to determine the effect of cooperative learning in the development of speaking

skills. This work applied a pre- and a post- test to students to measure the level of proficiency in English speaking skills and its influence on the application of cooperative learning method. This investigation concluded that applying cooperative learning activities enhance students' performance in speaking assessment, specifically in grammar, lexis, discourse, pronunciation, and reciprocal communication competences.

2.2. Theoretical framework of the independent variable

2.2.1. Learning

Defining learning is such a big challenge due to many disciplines in which it is identified. This term is for example arranged as the processing of information or experience, as behavioral change, and as changes in behavioral mechanisms. In this sense, the term "learning" has been considered as an "umbrella concept" due to the implications in different domains. Barron, et al. (2015) proposes a chart with conceptual and pragmatic definitions of learning surveyed from different disciplines. The most relevant to this research are cited below.

Table 1. Conceptual and pragmatic definitions of learning

Discipline	Definition of learning	Author
Psychology	“The process of acquiring new and relatively enduring information, behaviour patterns or abilities characterised by modification of behaviour as a result of practice, study or experience”	Breedlove (2007)
	“Learning is a process by which an organism benefits from experience so that its future behaviour is better adapted to its environment”	Rescorla (1988)
Cognitive psychology	"...learning is conceived in terms of the storage of information in memory as a consequence of any experience the individual might have had.”	Medin (2001)
	"Learning and memory involve a series of stages. Processes occurring during the presentation of the learning material are known as "encoding" and involve many processes involved in perception. This is the first stage. As a result of encoding, some information is sorted within the memory system. Thus, storage is the second stage. The third (and final) stage is retrieval, which involves recovering or extracting stored information from the memory system."	Eysenck (2010)
	“Learning is any process that modifies a system so as to improve, more or less irreversibly, its subsequent performance of the same task or of tasks drawn from the same population.”	Anderson (2013)
Neuroscience	“We define memory as a behavioral change caused by an experience, and define learning as a process for acquiring memory.”	Okano (2000)
	“Learning is the process by which we acquire knowledge about the world, while memory is the process by which that knowledge is encoded, stored, and later retrieved.”	Kandel (2000)
	“[...]learning is the capacity to change behaviour as the result of individual experience in such a way that the new behaviour is better adapted to the changed conditions of the environment”	Menzel (2013)

Source: Barron, et al. (2015)

Author: Albán, P. (2021)

As noticed in Table 1, the definitions chosen for learning belong to the educational field. It is a tough work to have a definition that involves everything that entails learning. However, it is noticeable that the authors mentioned, agree on that it is a process related to the recovering of information that may be stored in memory and it is closely related to

behavior, experience, practice, study, knowledge, and so on. In any case, it is necessary to have some conditions that ease this complex process and may allow the translation, storage, and recall of the data presented to the individuals in different contexts.

Relating these concepts to the educational field, it is found that Piaget (2016) establishes that “Learning is defined as a process of Individual construction of knowledge ‘from within’ through assimilation and accommodation of ideas.” In addition to this basis, Vygotsky (1978, p. 90) states that "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function.” These two authors complement the other’s idea. It is that, learning is an essential and common feature of the human function related to the psychological aspect and implicitly the construction of knowledge. These two authors have different theories related to development and teaching, it is going to be presented a contrastive chart about them:

Table 2. Development and learning- Piaget’s and Vygotsky theories

Source: McLeod (2018)

Author: Albán, P. (2021)

Piaget	Vygotsky
Equilibration; schema; adaptation; assimilation; accommodation	Zone of proximal development; scaffolding; language/dialogue; tools of the culture

2.2.2. Cooperation

Cooperation is frequently related to collaboration because both terms involve people working together. However, there is a big difference between them. While according to Family Dictionary of Education Terms (2011) collaboration is “individuals working together to accomplish goals”, for Sociology guide (2006) cooperation contemplates the participation of individuals or groups for the achievement of their individual or group goals. Furthermore, in the case of collaboration, solidarity takes place between collaborators. Their achieved goal is shared since it is the core of collaboration. However, the achieved goal may be in concordance with the collaborators, but even so, it would not be exactly the same or unified.

Sociology guide (2006) states a clear example to understand better the concept of cooperation: when a professor and a student work collaboratively in order for the learner to master the professor instruction, they may have different individual goals. For instance, the learner may be working for getting a good grade, while the teacher may be working to raise his credit as a great professional. Therefore, collaboration works having a goal that they share, but at the same time brings as results a particular asset. This seems to have an egocentric purpose, but that as a result, everyone gets what they expect: everyone success.

Moreover, there are some principles that may appear when cooperating. For instance, empathy, being open-minded, respectful, selfless, and communicative in cooperation is crucial. It is to say that learners are invited to support each other and give everyone the chance to cover their needs, respect what others think and do, share and communicate their goals and how they are going to be achieved, and work with and for other without expecting a reward, which at the end is going to come in addition. In this way, accomplishment of goals is going to take place in a peaceful and cooperative way. Therefore, cooperation in class benefits not only students but also the instructor.

2.2.3. Language learning (LL)

Limacher (2017) makes a clear distinction between language learning and language acquisition. She says that language acquisition refers to the “natural, subconscious process during which they (learners) are aware of grammatical rules.” In other words, learners who acquire their first language, need a source of communication that has to be natural and native to their environment. In the contrary, she establishes that language learning is the “result of direct instruction in rules of language.” Then it is clear that learning a new language includes a deductive approach. However, learners have some prior knowledge about their native language and this becomes an unnatural process.

If LL is considered as a principle, it concerns “the learning of any language”; and if it is seen in practice, language learning is the learning of any foreign languages, according to Language learning (2020). This site explains that even when there are no known psychological and neurological natures of this learning, there are two kinds of foreign language learnings: 1. informal language learning and 2. formal language learning. The foreign language learning refers to “picking a language up” while the second one asks to take “an organized course.” They establish that informal language learning is more common to take place due to communicative needs.

On the other hand, attending an educational institution is seen as a “proper” way to learn a language in the present-day system according to Language learning (2020). They also say that the approach that traditional education has been using to teach a language is “associated with repetition, the study of canonical texts, and grammar analysis.” Even when this practice is valued as accurate and challenging, nowadays, today’s education is far way from it due to flexibility and motivation to learn a foreign language.

Learning a foreign language is progressive and learners reduce their dependence on the teacher’s guidance as they develop their own meaningful learning. Today, because of the student-centered approach to learning, students need tools such as cooperation in order to develop and improve their learning of the foreign language. At this point, autonomous

and cooperative learning come in, the latter being more beneficial for the students, the teacher, and the entire educational community. Learners who work cooperatively assist each other, and without doubt, benefit their process of learning the foreign language.

2.2.4. Cooperative learning

Kagan Cooperative Learning mode is based on Vygotsky's social learning theory. Vygotsky (1986) established the social learning theory. This focuses on meditation instead of imitation. He conceptualizes learning in a particular way: successful learning occurs when instruction is within the Zone of Proximal Development (ZPD). The children's Zone of Proximal Development is defined by Vygotsky as "the discrepancy between a child's actual mental age and the level he reaches in solving problems with assistance" (p. 187). ZPD Vygotsky's approach is essential to his view on the development of one's intelligence and academic assets based on social interaction.



Graph 1. Kagan Cooperative learning.
Source: Kagan and Kagan (2009).
Author: Albán, P. (2021)

Kagan (1994) defines Cooperative learning, as a teaching arrangement that students have when they work in small and diverse groups in order to get a shared goal. Kagan Cooperative Learning model differs from other authors, in the sense of the four basic principles he states. Kagan and Kagan (2009) affirm that positive interdependence, individual accountability, equal participation, and simultaneous interaction (PIES), generate academic acquisition, improve culture relations, expand social skills, cultivate personality, boost self-esteem, embellish class atmosphere, promote leadership, and build teamwork skills.

Considering the Cooperative Learning Method, Kagan and Kagan (2009) expound four principles to succeed in the learning process: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction. Then positive interdependence creates mutual support among students, individual accountability dramatically increases student participation and motivation to achieve, equal participation makes students who otherwise would not participate or who would participate very more engaged, and Simultaneous Interaction increases the amount of participation per student (Kagan & Kagan, 2009:82).

To deepen the principles mentioned, cooperation occurs when positive interdependence is set; otherwise, learners may not cooperate to work Kagan and Kagan (2009). Then they explain that each team member must hold responsibility for his contribution and accomplishment to the teamwork. This will develop steady achievement of goals. Next, Kagan and High (2002) mention that learners have to get involved and participate in group activities otherwise learning is not assured. Finally, Kagan and Kagan (2009) say that during the development of Kagan Cooperative group work, learners are involved in working equally and regularly.

The subsequent result of this is that as learners' interaction places an important role in Cooperative Learning model, they develop the oral production of English as a foreign language, which is the main benefit being studied. There are three phases of teaching in the Kagan Cooperative Learning method, which are using basic keys, using Kagan basic methods; and assessment. Referring to basic keys, it is worth mentioning teams, management, class building, and teambuilding.

2.2.5. Cooperative learning structures

According to Kagan and Kagan (2009), peer interaction can be generated when appropriate grouping of students takes place. Grouping needs to consider students in different levels and according to their language abilities. Therefore, there are some aspects to be considered in grouping such as selection, composition, duration, and organization Kagan S. (1994); Jacobs and Goh (2007); Johnson, Johnson, and Holubec (1988).

Kagan and Kagan (2009) recommend to make students work in teams of four students since in a small group, it is easier to work in pairs. Therefore, communication occurs while they participate. Hence, it is more manageable to promote individual participation and answerability (Ning, 2010). In other words, as less students work in a cooperative activity, they will have more chance to develop the foreign language as they practice more than working in a larger group. Also, there is less chance to get distracted since their peers have to work.

Kagan and Kagan (2009) state that teambuilding has five main aims. Firstly, students feel comfortable working with the members of the team. Secondly, learners need to have a team identity like creating a name or cheer for the team. Thirdly, learners build a feeling of mutual support. Fourthly, they respect and value each other's differences. Finally, learners work cooperatively to get a better result than working individually. As seen in the principles mentioned, learners have some reason for wanting to work cooperatively. As today's view is learner-center, this applies perfectly.













On the other hand, working in teams chosen at random, brings many advantages for learners such as fairness, side-steps labels and ranking, students do not need prior knowledge, there are opportunities for classbuilding and networking, it is easy and quick to form groups, students get fun; and groups are innovative each time (Kagan & Kagan, 2009). The key in getting students involved in learning is to make them realize that they

can learn and have fun at the same time. This idea suggests applying cooperative learning activities or structures, called in this way by Kagan (1994).

Considering that, team work requires from some qualities, Kagan and Kagan (2009) suggest considering the following tips to be a good teammate:

- a) Do what is best for the team to get your team goals.
- b) Ask your teammate if you need help or do not understand something.
- c) Teach a teammate what he needs to do, do not do it for him.
- d) Compliment your teammates when they do a good job or contribute with the team.
- e) Imitate your teammates' positive attitude and avoid the negative postures.
- f) Listen and recall your teammates' ideas to let them know you respect their opinions. You can improve their idea, so the group gets better.
- g) If you are acting badly, apologize. Accept the apologies of your mates, too.

In order to allow interaction and development of cooperative skills to become a cooperative team, Kagan and Kagan (2009) present some social cooperative learning roles summarized in the following graph:

 <p>Encourager Encourage teammates to participate and do well.</p>	 <p>Praiser Show appreciation for teammates' ideas and contributions.</p>	 <p>Cheerleader Lead the team in celebrating individual or team accomplishments.</p>
 <p>Gatekeeper Make sure everyone is participating about equally.</p>	 <p>Coach Coach teammates on solving a problem.</p>	 <p>Question Commander Check if any teammates have a question.</p>
 <p>Checker Check to make sure everyone has learned the material.</p>	 <p>Focus Keeper Keep the team focused on task.</p>	 <p>Recorder Record the team's answers or ideas, or make sure they get recorded.</p>
 <p>Reflector Lead the team in looking back on how well the team worked together.</p>	 <p>Quiet Captain Keep the team's volume level down.</p>	 <p>Materials Monitor Get and return team supplies. Leads the team clean-up.</p>

Graph 2. The Dozen Cooperative Learning Roles
Source: Kagan and Kagan (2009)
Author: Albán, P. (2021)

Kagan and Kagan (2009) refer to a structure as the way the teacher organizes the interaction in classroom at any moment. A structure establishes the reciprocal action among the teacher, the learners, and the content. In other words, a structure considers how cooperation among the subjects and content is organized. Kagan's cooperative structures were developed in the seventies, which innovate instruction in the educational field. These structures have as an objective to build up academic achievement, students' commitment, thinking skills and social abilities. All of them together, contribute to learners' language development.

Student-to-student interaction is the essential feature of Kagan's cooperative learning structures. Nowadays, this student-center view is essential to promote their meaningful learning, which needs to be chosen according to their interests. Also, it is necessary to

mention that when using cooperative learning structures, the teacher can include any content in a way that instruction sequences are restated. They help have an organization in students' interaction along with the implementation of the basic principles of cooperative learning. All of these components together, fasten the academic knowledge acquisition of English.

According to Kagan and Kagan (2009), there are varied structures functions classified in two main groups: a. Interpersonal Functions; and b. Academic functions. Each of them contributes in a different way to learners' development with language. In fact, teachers should decide what functions they need their students to work on. Some of the interpersonal function structures are 1. Classbuilding; 2. Teambuilding; 3. Social skills; 4. Communication skills; and 5. Decision-making. Concerning Academic function structures, these can be cited: 1. Knowledgebuilding; 2. Procedure learning; 3. Processing information; 4. Thinking skills; 5. Presenting information.

2.2.6. Cooperative learning structures to develop interpersonal functions

Regarding to critical attributes, using these structures students need to interact with peers who are not in their team. Also, learners feel belonging to the class and inclusion. Some structures that are pointed out for classbuilding are Carousel Feedback, Find Someone Who, Find-the-Fiction, Inside-Outside Circle, Mix-Freeze-Group, Mix-Pair-Share, One Stray, Quiz-Quiz Trade, StandUp-HandUp-PairUp, Stir-the-Class, and Three-Step Interview.

Students are invited to interact with their peers in the team in a pleasing and successful way. Here, learners like and help each other more, feel part of the team, feel included in the team, and create their team identity. Some structures for teambuilding are AllWrite Consensus, AllWrite RoundRobin, Fan-N-Pick, Find-the-Fiction, Flashcard Game, Jot Thoughts, Match Mine, Numbered Heads Together, Pairs Compare, Pass-N-Praise, Poems for Two Voices, RoundRobin, RoundTable, RoundTable Consensus,

Simultaneous RoundTable, Spend-A-Buck, Stir-the-Class, Talking chips, Telephone, Think-Write-RoundRobin, Three-Step Interview- Timed Pair Share.

Flashcard game helps students develop team and knowledge building; and improve social skills. Learners will master the content presented and they may use this cooperative strategy for self-evaluation. This structured is developed in three rounds to quiz each other using flashcards. Each flashcard has a question in front and its answer at the back. Then each learner has his own set of flashcards. Learner 1 is called “the tutee”; Learner 2 is called “the tutor”. If the strategy is going to be developed in pairs, there are three rounds to be considered. Round 1 is called Maximum Cues.

In round 1, the tutor receives the tutee’s flashcards. Then the tutor shows and reads the question and answer. Then he only reads the question. If the tutee answers correctly, he wins his flashcard back. If the tutee answers incorrectly, the tutor shows the answer on the cards and teaches the tutee. Then the flashcards goes back to the pile to try again. When the tutee wins all cards, he switches roles with the tutor. When the new tutee wins, they move up to Round 2. This allows students have few cues. Here, the procedure is the same, except for showing and saying the answer. The tutee has to answer by memory. Finally, round 3 has no cues. The procedure repeats. However, this time the Tutor only reads the question and asks the tutee to answer. It is suggested for young students to reduce each round to maximum five flashcards. If the tutee wins all cards, he can increase bonus flashcards.

Some other structures develop students’ social skills. They ask to interact with their peers to support acquisition of personal ethic, emotional intelligence, and social abilities. In this sense, learners behave politely and work cooperatively. They solve problems and respect others view perceptions. They are respectful, responsible, and are able to control their impetus. Kagan and Kagan (2009) mention these structures: AllWrite Consensus, Carousel Feedback, Fan-N-Pick, Find Someone Who, Flashcard game, Mix-Pair-Share, Numbered Heads Together, Pass-N-Praise, Poems for Two Voices, Quiz-Quiz-Trade,

RoundTable Consensus, Showdown, Simultaneous RoundTable, Spend-A-Buck, StandUp-HandUp-PairUp, Three-Step Interview, and Timed Pair-Share.

In addition, structures for developing learners' communication skills favor abilities with language. The skills that they develop are figuring out oral, written, and non-verbal messages accurately. Some sample structures are: AllWrite Consensus, AllWrite RoundRobin, Carousel Feedback, Find-the-Fiction, Match Mine, Mix-Pair-Share, Numbered Heads Together, Pairs Compare, RallyCoach, RallyRobin, RallyTable, RoundRobin, RoundTable, RoundTable Consensus, Simultaneous RoundTable, Spend-A-Buck, StandUp-HandUp-PairUp, Stir-the-Class, Talking Chips, Team Stand-N-Share, Telephone, Think-Write-RoundRobin, Three-Step Interview, Timed Pair Share, Traveling Heads Together.

Finally, learners have to communicate, respect each other's viewpoint, and end up with a shared decision among teammates and later class. The decision they make need to benefit of everyone in the class. In this sense, learners develop resolution skills, and become more united. Examples of structures for decision making are AllWrite Consensus, Find-the-Fiction, Numbered Heads Together, Poems for Two Voices, RoundTable Consensus, Spend-A-Buck, Stir-the-Class, and Three-Step Interview.

2.2.7. Cooperative learning structures to develop academic functions

The aim of structures is to let learners cooperate in structured ways to gather facts and information. They develop their ability to assemble evidence and knowledge. Sample structures of knowledgebuilding are AllWrite Consensus, AllWrite RoundRobin, Carousel Feedback, Fan-N-Pick, Find Someone Who, Find-the-Fiction, Flashcard Game, Inside-Outside Circle, Mix-Pair-Share, Numbered Heads Together, One Stray, Pairs Compare, Pass-N-Praise, Poems for Two Voices, Quiz-Quiz-Trade, RallyCoach, RallyRobin, RallyTable, RoundRobin, Showdown, Simultaneous RoundTable, StandUp,HandUp,PairUp, Stir-the-Class, Talking Chips, Team Stand-N-Share, Telephone, Timed Pair Share, and Traveling Heads Together.

Fan-N-Pick is an appealing structure that allows learners develop teambuilding, social, communication and thinking skills, knowledgebuilding, and procedure learning. Firstly, each team receives a set of cards with questions. In four-member teams, Learner 1 holds some questions cards and asks Learner 2 to choose one by saying: “Pick a card, any card.” Learner 2 picks a question card, reads aloud, and gives five seconds to learner 3 in order to answer. Learner 3 answers the question. To end, learner 4 gives feedback about learner 3’s answer. He praises or corrects learner 3’s answer.

A variation of Fan-N-Pick structure could be developed in pairs. If this is the case, it is important to choose carefully who is going to work with whom. Firstly, the teacher needs to consider to what extend each member is going to contribute to the other student to promote communication effectively. The process is similar. For instance, learner 1 receives a set of cards with questions; and asks: “Pick a card, any card.” Then learner 2 picks and read the question. Learner 1 answers the question. And, learner 2 gives feedback about his mate’s answer. He praises or corrects his peer’s answer.

Correspondingly, learners communicate, work, and cooperate to develop and practice academic abilities and procedures. The aspects mentioned are relevant for students to improve because during much time at school, they could need from academic skills, not only in English class, but in other areas as well. Some samples of these structures are AllWrite RoundRobin, Fan-N-Pick, Find Someone Who, Match Mine, Numbered Heads Together, One Stray, Quiz-Quiz-Trade, RallyCoach, RallyRobin, RallyTable, RoundTable Consensus, Simultaneous RoundTable, StandUp-HandUp-ShareUp, Stir-the-Class, Telephone, Think-Write-RoundRobin, Three-Step Interview, and Timed Pair Share.

What is more, learners need to interact, talk about, and review a presented topic or information. They powerfully bear in mind in long-term memory what they say and do rather than what they hear. In this way, they can process information better. Structures for processing information are AllWrite Consensus, AllWrite RoundRobin, Carousel

Feedback, Inside-Outside Circle, Jot Thoughts, Mix-Pair-Share, One Stray, Pass-N-Praise, Quiz-Quiz-Trade, RallyRobin, RoundRobin, RoundTable, RoundTable Consensus, Simultaneous RoundTable, StandUp-HandUp-Pair-Up, Stir-the-Class, Talking Chips, Team Stand-N-Share, Think-Write-RoundRobin, Three-Step Interview, Timed Pair Share, and Traveling Heads Together.

Equivalently, learners have to involve and develop different thinking skills. They need to practice and “learn to think by thinking”. Kagan and Kagan (2009) suggest two types of thinking: a. critical thinking; and b. creative thinking. Some structures for critical thinking are Match Mine, Same-Different, Similarity Groups, Find-A-Frame, Team Word-Webbing, Team-Mind-Mapping, Think-Pair-Share, Inside-Outside Circle, and Numbered Heads Together, Find-the-Fiction, Fact-or-Fiction, Spend-a-Buck, Sum-the-Ranks, Proactive Prioritizing, Find My Rule, Think-Pair-Share, Paraphrase Passport, Corners, Inside-Outside Circle, RoundRobin- Numbered Heads Together, Jigsaw Problem Solving, RallyCoach, Team Projects, Telephone, and Three-Step Interview.

Think-Pair-Share is classic cooperative structure was developed by Kagan S. (1994). Think-Pair-Share structure is mainly used to solve a problem or answer a question about a reading. However, this structure can also be adapted to develop oral production. The focus of this structure is to work individually at first, and then share with their ideas with their classmates. To develop these structures, the class should be divided in pairs. All are given a question about a certain topic. Each pair talk about the topic the teacher asks. They are given time to communicate freely. Then students change their peer and share what they discussed in the previous group. Finally, pairs share with the class their findings.

The second classification of thinking skills functions is creative thinking. This skill is hardly developed in other subject areas. However, it is important to promote students’ creativity for them to perform well, not only at school, but in real-life situations, and in the future, at superior education, and finally in the professional field. Teachers should not only contribute with knowledge, but with creative thinking skills. Some of the

structures to develop it are GiveOne-GetOne, 4S Brainstorming, Jot Thoughts, Formations, Draw It!, Think-Draw, RoundRobin, Kinesthetic Symbols, Fan-N-Pick, Who I am?, Team interview, RoundRobin, Team statements, Team projects, and so on.

Learners need to interact, communicate, and share efficiently ideas, solutions to problems, or projects. Here, there are some sample structures for presenting information: Carousel Feedback, Carousel Review, Team Presentations, Team Stand-N-Share, Team Statements, One Stray, Roving Reporter, Numbered Heads Together, Teams Post, Answer Back, Choral practice, Team Show Me!, Dot-the-Wall, Echoing, Popcorn, Show Me!, Take-Off-TouchDown, Whip, Instant Star, Jigsaw, Pairs Compare Partners, RoundRobin, Telephone, Think-Pair-Share, Three-Step Interview, Timed Pair Share, Circle-the-Stage, GiveOne-GetOne, Inside-Outside Circle, Opinion Sages, Roam-the-Room, StandUp, HandUp, PairUp; and Stroll Pair Share.

Structure Functions

This dot chart illustrates recommended uses for the structures featured in this book. The structures here represent a subset of the over 200 Kagan Structures.

KEY
 ★ Highly Recommended
 • Recommended

Structures	pg.	Interpersonal					Academic				
		Classbuilding	Teambuilding	Social Skills	Communication Skills	Decision-Making	Knowledgebuilding	Procedure Learning	Processing Info	Thinking Skills	Presentin
AllWrite Consensus	0.88		★	★	★	•	★		•	★	
AllWrite RoundRobin	0.88		★	★	•		★	•	•	★	
Garousel Feedback	0.25			★	•		•		•	★	•
Fan-N-Pick	0.25		★	★	•		★	•		★	
Find Someone Who	0.20	★		★			★	•			
Find-the-Fiction	0.20		★	★	•	★	★			★	
Flashcard Game	0.27		•	★			★				
Inside-Outside Circle	0.27	★		★			★		•	★	
Jot Thoughts	0.28		★	★			•		•	★	
Match Mine	0.28		•	★	★		★	•		★	
Mix-Freeze-Group	0.29	★		★			★			•	
Mix-Pair-Share	0.29	★		★	•		•		★	★	
Numbered Heads Together	0.80		•	★	•	•	★	★	★	★	•
One Stray	0.80	•		★			•	•	•	•	★
Pairs Compare	0.81		★	★	•		★			★	
Pass-N-Praise	0.84		•	★	•				•	•	
Poems for Two Voices	0.81			★	•	•	★				•
Quiz-Quiz-Trade	0.82	★		★	•		★	★	•	•	
RallyGoach	0.82			★	•		•	★		•	
RallyRobin	0.88			★	•		★	•	★	★	
RallyTable	0.84			★	•		★	•		★	
RoundRobin	0.88		★	★	•		★	•	★	★	★
RoundTable	0.84		★	★	•		★	•	•	★	
RoundTable Consensus	0.84		★	★	★	•	★	•	★	★	
Showdown	0.85			★			★				
Simultaneous RoundTable	0.84		★	★	•		★	•	•	•	
Spend-A-Buck	0.85			★	•	★				•	
StandUp-HandUp-PairUp	0.86	★		★	•		★	•	★	★	
Stir-the-Glass	0.80	★		★	•	•	★	★	★	★	•
Talking Chips	0.86		★	★	★		•		★		
Team Stand-N-Share	0.87			★	•		•		•		★
Telephone	0.87		•	★	★		★	★		•	•
Think-Write-RoundRobin	0.88		★	★	•		★	★	★	★	
Three-Step Interview	0.88		★	★	★		•	•		★	•
Timed Pair Share	0.88			★	★		•	•	★	★	•
Traveling Heads Together	0.80			★	•	•	★	★	★	★	

Graph 3. Structure functions
 Source: Kagan and Kagan (2009)
 Author: Albán, P. (2021)

Having reviewed Kagan's cooperative learning structures according to functions, the ones that are more suitable for helping students develop the oral production, communication skills; allow peer interaction; the structures may work in virtual teaching, and according to students' needs in primary education are the flashcard game, Fan-N-Pick, and Think-Pair-Share. These strategies are proposed based on the need to increase vocabulary, improve pronunciation and promote interaction in elemental levels. Students' language improvement is reflected in the extent of vocabulary they use, how individual sounds and phrases are uttered; and how well learners respond to personal or familiar topics.

2.3. Theoretical framework of the dependent variable

2.3.1. English as a foreign language (EFL)

There are some different definitions of EFL, which are valuable to notice especially if people are involved in the academic field. This term may differ according to the perspective of a teacher, class environment, learners' needs, learning' outcomes, curriculum, teaching instruction; and many other factors. EFL is a universal term that English language teachers in their daily practice use and should manage perfectly. However, this term sometimes causes confusion and it is not really assumed in the sense it represents. In order to clarify the term EFL, IGI Global (2020) proposes some definitions that allow its comprehension:

“is the learning and use of the English language as an additional language by users with different native languages in a non-English speaking country.” (Membrire & Armie, 2020).

“It refers to teaching and learning of English in a setting in which English is neither widely used for communication among the nation, nor is it used as the medium of instruction.” (IGI Global, 2020)

“English taught to or used by non-native individuals” (Pinheiro, Estima, & Marques, 2019).

“Refers to non-native English-speaking students who are learning English in a country where English is not the primary language” (Guilliand & Pella, 2017).

With this information, it is necessary to distinguish that EFL is the English language studied in a context in which it is a non-native language learned through teaching instruction provided by trained teachers of English language. The context in which EFL develops does not use English as a mother or primary tongue. In fact, English is mainly use in class or educational setting; and it is rarely used for at home, for business,

personal growth, entertainment, leisure, culture, gastronomy, and so on. English language becomes part of the curriculum and needs to be studied from primary to superior education, but it is not necessary for people's daily lives.

2.3.2. Language production

In the psycholinguistics area, language production along with language comprehension, and language acquisition are core topics of study. Garnham, Shillcock, Brown, A., and Cutler (1982) state that "it is easier to study language understanding than language production, and comprehension has therefore been more widely investigated." In the same stoke, Carroll (1994) affirms that "far more is presently known about receiving language than producing it" and that production is "an intrinsically more difficult subject to study than language comprehension." Then it is noticeable that language production is a wide field of study. Therefore, language production presupposes more supplemental practice than learning EFL.

With this background information, in order for learners to have EFL language production in class, it is necessary from practice of "fuller expressions, even sentences to be constructed around contexts" Pearson (2013). The types of EFL productive practice for developing language skills proposed by Pearson (2013) are written and speaking. Learning methodology suggests that written language production practice should come before speaking language practice. It is because having to interact, learners may feel pressure and anxiety. To complement this idea, learners need time to absorb the foreign language, and have prior knowledge, before language production arises.

2.3.3. Oral production

According to Cameron (2001), oral production assignments for young learner's of English as a foreign language depend on language used in class. This happens because there is a limited exposure to the foreign language outside classes. Then it comes the need of using cooperative learning to allow students interact and be exposed to the

foreign language in an scaffolding process, attending learners to the Zone of Proximal development proposed by Vygotsky (2012) which is beneficial for students to develop an autonomous role in their learning process.

Regarding oral production; Bygates (1991) states that it is the ability to communicate with others in an effective way. He mentions that oral production is the competence to assemble sentences in any situation that the learner is involved. Besides, O'Malley and Valdez (1996) establish that, oral production is the approach that states how people split information about well-known topics regarding the context of the conversation. This valuable information brings out a conclusion, in the development of the oral production, in order to communicate effectively, it is necessary to have a meaningful context, which needs to cover learners' interests, so that they are familiar to them.

2.3.4. Oral production elements

In accordance with Cameron (2001), vocabulary is one of the knowledge scopes in language. It plays a noticeable role for learners of a language. Likewise, Coady and Huckin (1997) refer to vocabulary as “central to language and of critical importance to the typical language learning.” Similarly, Harmon, Wood, and Keser (2009) explain that learners' development of vocabulary is an essential aspect of language development. According to Hatch and Brown (1995), the knowledge of a learner's knowledge of vocabulary depends on the learner's motivation, desires, and needs to use the lexical words. Therefore, it is implied that vocabulary mastery is a powerful skill that learners can use to develop oral production.

According to Harmer (1991), there are two types of vocabulary: 1. Active vocabulary; and 2. Passive vocabulary. It is worth mentioning that active vocabulary is also known as productive vocabulary; while passive vocabulary as receptive vocabulary. Active vocabulary refers to the words that are recognized and understood when learners are exposed to them, and learners use them when they communicate. On the other hand,

passive vocabulary concerns lexical words that learners recognize when they meet them. However, learners may not be able to use in oral production.

Nation (2001) claims that productive understanding, and use of vocabulary words, includes: (1) pronouncing them correctly and with the appropriate stress; (2) writing their spelling properly; (3) constructing them using the right word parts in their appropriate forms; (4) producing the words to express their meanings; (5) using the words according to the contexts; (6) using words' synonyms and antonyms; (7) using words properly in real sentences; (8) producing words that occur with them; and (9) using words according to the register. The consecutive development of these actions allows students' enrichment of lexical words and phrases, and therefore having a great grasp of what is conveyed.

Milton J. (2013) on his behalf, states that vocabulary range is not certainly defined. However, he mentions that vocabulary range includes the amount of vocabulary words that the learner has available. Therefore, the increase of a learner's vocabulary scope depends on how frequent he uses it in different contexts in a way that it becomes meaningful for his life Milton J. (2013). In addition to talking about vocabulary range, he refers to vocabulary control. He defines it as closer in meaning to vocabulary depth in terms of certainty and suitability of vocabulary selection and use. In other words, using appropriate and denoting words according to the situation is key in vocabulary range.

Talking about use of vocabulary, Harris and Snow (2004), clearly note that learners who are taught vocabulary by direct instruction, retain few words. In other words, learners boost their vocabulary words when they acquire them sub-consciously. As much a learner uses the lexis in a real-life context according to his or her needs, the vocabulary is going to last longer than only receiving it as input. It is important to mention that when the information been used is of the learner's interest; it may be also a factor that contributes to the student to learn it and use it in future opportunities. This is called having a meaningful learning, and this learning may not be forgotten with time because it is used frequently.

Table 3. CEFR vocabulary range descriptors

Level	Descriptor
C2	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
B2	Has a good range of repertoire [established and productive] vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
A2	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.
A1	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

Source: Council of Europe (2016)

Author: Albán, P. (2021)

Analyzing table 3 it is clear that learners increase the vocabulary range as they advance in levels. It is implied that at the advanced levels, learners will handle vocabulary accurately, and select and use idiomatic expressions and collocations properly. It is implied within this chart that managing great large of vocabulary or lexis, it will make progress in learners' communication development since they use cultivated and accurate

vocabulary according to the context they are involved in. Finally, with the CEFR chart, it is also suggested that for vocabulary range, it is appropriate to suit learners' development of English in different levels.

Milton, Wade, and Hopkins (2010) propose the EFL vocabulary sizes acquired from more than 10,000 learners in Greece considering the CEFR levels and Cambridge exams. The population in the study seems to be large enough to take the results as reliable in any place. Table 3 shows the amount of lexical terms that a learner needs to manage according to the different levels and Cambridge exams. This chart has a wide range of vocabulary words, so that it makes easy to identify the learners' level according to the lexis he or she uses during the developing of tests.

Table 4: Vocabulary sizes estimates

CEFR Levels	Cambridge exams	XLex (5000 max)
A1	Starters, Movers and Flyers	<1,500
A2	Kernel English Test	1,500 – 2,500
B1	Preliminary English Test	2,500 – 3,250
B2	First Certificate in English	3,250 – 3,750
C1	Cambridge Advanced English	3,750 – 4,500
C2	Cambridge Proficiency in English	4,500 – 5,000

Source: Milton, Wade, and Hopkins (2010) pp. 224

Author: Albán, P. (2021)

According to Milton, Wade, and Hopkins (2010), as learners advance through the levels of the CEFR, they increase their foreign language glossary in range and complexity. It is clearly perceptible that learners who use their vocabulary words in more challenging settings, need to look more sophisticated and less common words are used in their developments. In the Lexical Learning Hypothesis Ellis (1994), the enough acquisition of vocabulary terms provokes the setting of universal grammatical parameters. This also states that learners' sufficient knowledge of vocabulary is essential to grammar acquisition.

On his behalf, Richards (2015) states that the development of vocabulary is crucial in changing from an intermediate to a more advanced language proficiency level. However, many learners of a foreign language seem to remain in the same range of vocabulary. A credible reason may be to keep on using a low-level vocabulary and decline to achieve more advanced lexicon along with little consciousness of use of collocation. Richards (2015) also mentions that at the beginning, acquiring vocabulary implies learning some common lexicons that work in different settings. Later, learners may need more specific vocabulary for each area.

Along with vocabulary increment, pronunciation is a key factor to develop the oral production. According to Dalton and Seidlhofer (1994), it “is the action of producing sounds of speech to communicate a message.” Kelly (2001) establishes that pronunciation considers diction, intonation, accent, sound emphasis, vowel, consonants, and different speech parts. In fact, according to Mortimer (1997), learners of a language should try to link words together as similar as native speaker of the language do. Putting this information together, pronunciation does not only refer to pronouncing phonemes, but it is essential for language learning.

According to Pennington (1996), avoiding teaching pronunciation is like avoiding the foundation for language acquisition. Then it is necessary to pronounce words correctly to convey meaning or communicate with others in a way that the message is transmitted correctly. Foreign language learners need to develop pronunciation in order to have correspondence between the sent information and the received message. Accordingly, teaching pronunciation to learners of a foreign language is essential to transmit the correct message and later on produce language naturally.

Mechanical, contextualized, meaningful, realistic, and real are the pronunciation levels stated by Pennington (1996). These are developed or handle by teachers in language classrooms. Mechanical level refers specifically to repetition of minimal pairs. Contextualized level considers repetition of main expressions in a listening section. Meaningful level regards correct word choice in a statement or fragment. Realistic level

is about expressions used in role-plays similar to real situations. Lastly, real level of pronunciation concerns real-life situation discussions that learners have due to their concerns or interests.

Whether teachers recognize that pronunciation is key in teaching a language, they teach pronunciation since they are the primary resource of students' input. According to Tice (2004), drills have been used for a long time as a technique to teach and make students practice pronunciation. Despite the fact that overusing drilling is old-fashioned, this activity is very useful when it is applied correctly. One of the advantages of drilling is that as learner practiced enough, they feel confident and later they produce language more naturally. Tice (2004) mentions that in order to have drilling as a meaningful technique in English language classrooms, learners need to know what they say and have a clear idea of the message they convey.

In addition to this situation, Krashen and Terrell (1996) say that it is in the foreign language that learners start establishing pronunciation habits. Pennington (1996) says that having listening and reading exercises help to develop productive skills and may serve as an advantageous source to teach pronunciation. Besides, teachers who work only on listening, work mainly in the development of individual sounds. This increases learners' intelligibility and learners may be aware of rhythm, stress, and intonation Lianguang (2010). It is undoubtable that pronunciation is key in the development of speech.

On the other hand, rhythm is a speech property. In early studies, Abercrombie (1967) views rhythm as recurrent intervals of speech. Here, it appeared a classification of rhythm. It is stress-timed, syllable-timed, and mora-timed. Stress-timed aims to have equal durations that used intervals among stressed syllables. Examples of languages with stress-timed are: English, German, and Russian. Additionally, in syllable-timed classification, syllables need to have equal durations. Romance languages are examples of syllable-timed. Finally, Japanese and Hawaiian are mora-timed languages.

Later on, Barbosa (2007) establishes that rhythm is a phenomenon resulting from motor control and coordination of gestures that produce units of consonants and vowels. In the twenties, Ghitza (2012) analyzed rhythm as an observant phenomenon depended on prevalence in speech perception mechanisms. In short, it can be concluded that, the coordination of gestures leads to an active system of joined generators that provoke the development of regularity in speech production. There it comes the importance of having some rhythm when conveying meaning and therefore, the message is well interpreted by the listener.

Also, in research from Yangklang (2013), it is established that learners of a foreign language need to master phonemes and stress patterns. The reason he states is that making up individual words is not enough to develop the language. Yangklang (2013) says that speakers of the foreign language sound unfamiliar because they use their “own native language stress patterns while speaking the new language.” I may say that it is inevitable to use one’s native stress in the foreign language since this is not learned in a real context. Most of the time, the foreign language is spoken or used only in the classroom and students forget about it outside the educational context.

According to Himadri and Sharma (2018) “stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence”, pp. 115. In addition to this definition, Yangklang (2013) includes that stress shows the specific location in a word or phrase where frequency changes, vowels are expanded and loudness of a sound is raised. These changes make the meaning to change. It is quite different to put the emphasis on a verb than on a noun. The message that is transmitted is different according to the stress given. For instance, putting emphasis on a word from a statement may communicate a different message from the one that the speaker intended to convey.

When pronouncing, short words are easier to utter than longer ones. This is because in two, three, or more syllable words, learners need to know where the stress needs to be applied to convey the correct meaning. For example, some words may be a noun or a verb according to the stress in the syllable they have: /ób-jekt / is the noun, while /uhb-

jékt/ is the verb. This is why it is crucial to put the correct emphasis in the right position to transmit a clear message while communicating and consequently in the oral production of a foreign language.

Another important aspect in communication is sentence stress. According to new research from Gallacher (2020), “sentence stress is the pattern of stressed and unstressed words across a sentence.” She states that the words that convey essential information are the ones that have the stress despite the fact that the speaker uses the stress depending on the message he wants to transmit. Another study shows that sentence stress is emphasis on certain words in a statement and “it is the key component of English intonation” (Kucokuglu, 2012, p. 4065).

Words’ organization in sentences is called intonation. It differentiates among many sentences’ types and “adds an emotional colouring to utterances” as reported by Kucokuglu (2012). In addition, Yangklang (2013) sees intonation as “the music of speech”. Intonation makes meaning be distinct and reveals the speaker’s attitude says Yangklang (2013), p. 447. Without a doubt, intonation expresses the speaker’s way of thinking or feeling about something. Having a nice modulation in the tone of voice, gives a perception of calmness and warmth. While on the other hand, having a constant raise of voice in speaking gives a sense of being rude or unpleasant.

Kucokuglu (2012) also asserts that in order to master English intonation, the learner has to work out the listening skills, understand, and replicate sentences. It is known that the main words or content words in sentences are stressed. The content words are nouns, verbs, adjectives, and question words. They are they ones that help the listener have an idea of what is been treated. They can draw an image of the message they receive in their minds and communication occurs. On the other hand, function words like prepositions and articles are not emphasized since they can be omitted and the message may still flow.

In order to have a good communication, interaction also needs to take place. Brown (2007), p. 212 refers to it as “collaboration of thought, feeling, or ideas between two people”. For his part, Choudhury (2005) says that interaction is principal in natural language acquisition. Simultaneously, at school, interaction between teacher and students, or peer- interaction (student-student), guides learners to get abilities to manage and use the most appropriate language according to the situation. Therefore, interaction has an implication in communication and production of language.

Thoms (2012) expresses that learners’ social interaction and relationships is developed through participation when communicating with more experienced, knowledgeable, and competent colleagues like in the case of interacting with teachers and classmates. In the case of EFL learners, the only interaction that can occur effectively in most of the cases is inside the classroom, with teacher and peers. Markee and Kasper (2004) agree that classroom interaction refers to talks at school that are arranged in changes of conversations in a cooperative way. Then teachers and peers are the main actors to aid interaction occur.

According to Walsh (2013), interaction starts when the teacher initiates communication by asking a question, then a learner responds, and finally the teacher gives feedback on learner’s development of language. This type of interaction is called teacher-learner interaction. Here, learners’ production is limited. This type of interaction is frequently seen in traditional classes. Nowadays, teacher-learner interaction is tried to be reduced due to learner-center view. Current EFL curriculum intends to avoid activities that allow too much teacher talking time and therefore learners need to perform as much as possible among them to create their own learning.

The second type of interaction is learner-learner. When two learners communicate, it is called “pair-work”. And, when learners interact among them, it is called “group work”. In group work, the role of the teacher is to guide and monitor students while they interact and exchange ideas or information. As stated by Al-Zahrani and Al-Bargi (2017), learners interact more when they work with their peers rather than with the

teacher. In pair-work, the teacher is a facilitator; he gives the responsibility to students to become more independent. It makes the class atmosphere become more social. Developing more student talk time, it makes students feel more comfortable and engaged.

Interaction requires that more than one person who participates in communication. To make communication happen, at least two people need to give and receive some information on a topic that they have in common. In the study conducted by Mingzhi (2005), it is established that communication is collaborative. There is a sender of the message and a receiver of it. If the person who receives the message shows a response, it indicates that the message arrived and he displays a reaction. If this process continuous repetitively, it causes more reactions from both: sender and receiver. Messages and reactions flow from both parts, therefore, communication proceeds.

When communication occurs, fluency accompanies with practice and time. In opinion of Gower, Phillips, and Walters (2005), fluency is “the ability to keep going when speaking spontaneously” Sandoval states that being fluent does not explicitly involves accuracy. It means that a person can be fluent, but he may not use the correct grammar to transmit his ideas. For his part, Fillmore (1979) asseverates that fluency refers to talk fully with few hesitations. Equally, he says that fluent speakers communicate their ideas with coherence and managing linguistic and methodical items at a rapid pace. As a conclusion, in order to develop learners’ oral production, it is evident that communication needs to be developed considering vocabulary, pronunciation, and interaction.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location

The current experiment took place in a rural public educational institution from Ambato city. The educational institution is called Unidad Educativa “Tarcila Albornoz de Gross”. This institution has fifty-seven years of experience working with levels from Inicial 1 (three-year-old learners), inicial 2 (four-year-old-learners), general basic education, which composes preparatoria, básica elemental, básica media, and básica superior; and bachillerato general unificado. Their philosophy is that the best way to support the development of our society is through children’s and adolescents’ education in the cognitive, psychomotor, and affective fields in way that they establish and relate their own learning to their real-life contexts. It is necessary to mention that even when this school has all the levels for obtaining a title of “bachiller” and its teacher work with professionalism and vocation, students are diminishing in amount due to lack of technological resources, which are essential due to virtual education.

Nowadays, there are twenty teachers with bachelors’ and masters’ degrees; a psychologist; a professional in charged of UDAI department; a maintenance person; and a principal. This educational institution instructs 303 students from the area. Their families mainly work in the farming. Parents of many students leave them in their houses in the morning and come back at night after work. Their social status ranges from medium to low. Parents from students at this institution prefer their children to help in the ground. This is the main reason why children and adolescents quit school before finishing the Bachillerato. Students who continue studying at this school, sometimes do not have the necessary technological resources or Internet access to work during this pandemic

The participants of this study were comprised of thirty-nine learners of English as a foreign language. They were chosen at random from different school levels. The learners

from this experiment ranged their age from seven to twelve years old. Virtual education changed teachers' pedagogy since in face-to-face classes, learners used to receive a more personalized attention from their tutors. Before lockdown due to Covid-19 sanitary emergency, learners used to have English classes during three periods of forty minutes per week. This time seemed not to be sufficient for students' learning. However, they got accustomed to work with their teachers and learn the foreign language using games and songs.

3.2. Equipment and materials

Virtual education took place due to COVID-19 situation. This circumstance led to the use of WhatsApp application for having an immediate socialization with participants. They did not strictly need from a computer since the sessions only needed from them to interact and produce the language. Then Zoom application was a great tool to do it. This was a great advantage. Therefore, most participants used their parents' or own cell phones to work with the cooperative strategies proposed. It is important to mention that students needed to charge mobile data. Because of this, it made it difficult to have a natural communication since the Internet signal required from Zoom application was unstable.

The forty-nine participants from this study took a Pre and Post/test from Cambridge. It allowed checking the participants' level of English proficiency in the speaking part. According to the Ministerio de Educación (2019), learners in educación general básica are expected to acquire the Pre A1.1 level, which belongs to the test applied. The researcher used the Pre-A1 Starters Test from Cambridge, which was applied to learners from seven to twelve years old according to the CEFR. The rubric from Cambridge also was used to get their level accurately. Then with the data gotten, the researcher used the software called Statistical Package for Social Sciences (SPSS) in order to obtain results from the control and the experimental groups.

3.3. Type of research

3.3.1. Qualitative and quantitative research

There are many definitions about qualitative research, that it results difficult to find one that fits for every investigation. However, this applied to this research: qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world (Denzin and Lincoln, 2011).

In fact, this investigation took place in a real context, in the institution itself. It could be observable the setting in which students performed everyday. Due to virtual education, the researcher could observe the intimacy of participants' homes and the conditions where they worked during the process of using the cooperative learning strategies suggested. Since parents of participants authorized their active immersion in the project, they were filmed, and recorded. The researcher used these evidences to analyze the participants' progress with oral production of English. Interpretation of the data gotten, brought the results that this investigation shows later.

Moreover, according to Bhandari (2020) quantitative research is completely different to qualitative research. She clarifies that while in a qualitative research, the investigator analyzes non-numerical information such as data taken from videos, audios, or texts; in the qualitative research, numbers are collected and analyzed following a process. With quantitative research, patterns and averages can be found, predictions can be made, and result of wider populations can be generalized. This author establishes that this type of research is developed in natural and social sciences. In fact, this is the case of this investigation.

3.3.2. Correlational research

Correlational research refers to Price (2012) “measures two variables and assesses the statistical relationship”. It means that researcher finds out a correlation between the dependent and the independent variables. It also does not admit much control of additional variables. Therefore, this type of research took place in this investigation because it was analyzed the level of relation and the behavior between Cooperative learning strategies, which is the independent variable; and the oral production of EFL, which is the dependable variable. The attainment of a degree of relationship between Cooperative learning strategies and the oral production of EFL, established how much related the independent and the dependent variables are.

3.3.3. Experimental research

Experimental research distinguishes from other types of research because of one main characteristic (Siegle, 2015). It is that in addition to manipulating the independent variable, the researcher also distributed participants casually to the control and experimental categories. Siegle (2015) also asserted that experimental research differs from quasi experimental in the sense that the last one does not allow the researcher to assign participants to the treatment categories. In fact, in quasi experimental design, one whole set of participants is reserved to the control group (CG) and another is cosigned to the experimental group. Finally, Siegle (2015) says that in the causal comparative research, the independent variable is not manipulated and the groups are constituted.

This research used an experimental design (See annex 7) since participants were chosen at random from an age range between seven and twelve years old. There was a first group of twenty-five students who used Kagan Cooperative Structures; and a second group of twenty-four participants was the control one. The cooperative structures used were Flashcard, Fan-N-Pick, and Think-Pair-Share. It is worth mentioning that the experimental group was chosen at random because they had Internet access at home or had the possibility to charge data in their cell phones. Moreover, both groups were tested

with a Pre and a Post-Test to find out the results of using the cooperative structures on the development of oral production of English as a foreign language.

3.4. Hypothesis test

3.4.1. Research question

- Is there a relationship between cooperative learning strategies and the oral production of English as a foreign language?
- Which are the types of Cooperative Learning Strategies that are applied in class?
- Which is the level of students' oral production?
- Which are the elements of the oral Production that take place in English lessons?

3.4.2. Null hypothesis

- Cooperative learning strategies do not influence in the students' oral production of English as a foreign language.

3.4.3. Alternative hypothesis

- Cooperative learning strategies influence in the students' oral production of English as a foreign language.

3.5. Population or sample

The population in this research was of forty-nine learners of English between ages from seven to twelve years old. They were from educación general básica and media. However, due to lack of Internet access, the experimental group was limited to twenty-five students. The total of students participated in the development of the pre-test. Later on, the experimental group used the cooperative learning strategies for thirty virtual sessions through Zoom application. Eventually, the control and the experimental groups were given the post-test.

Table 5: Distributive table of the population

Population	Control group	Percentage	Experimental group	Percentage	Total of participants	Percentage
49	24	49%	25	51%	49	100%

Source: Educational Institution Secretary
 Author: Albán, P. (2021)

3.6. Data collection

In order to gather information it was applied a test from Cambridge called Pre-A1 Starters Test. It is necessary to mention that the Cambridge official web page provides a sample test of the Pre-A1 Starters. The section of this test that evaluates speaking was considered for this experiment. There are four parts in this test. In all of them, there is interaction between the interlocutor and the candidate. Part 1 is called scene picture and object card. Here, the candidate has to point to correct picture; and place cards on the scene picture. Part 2 is called scene picture and the candidate gives short answers. Part 3 refers to Object cards task in which the candidate as well answers short questions. Finally, part 4 is about personal questions where the candidate gives short answers about himself.

This Cambridge test worked as a pre and a post-test in this research project. It was given to the forty-nine participants to assess understanding of English in a familiar context and responding to personal questions, which are considered for the oral production of English as a foreign language. The participants received a previous explanation about the development of the test to have a clear idea of what they were expected to do. Cambridge suggests that if participants need an explanation in their first language, the interlocutor is allowed to do it. The format of the test followed the same pattern during all the time, so the participants did not receive any unexpected situations in which they could not answer.

After this stage, the experimental group (EG) was instructed by using Fan-N-Pick, Flashcard and Think-Pair-Share strategies. As reviewed in chapter two, some authors agreed that the participants in their experiment improved their vocabulary, pronunciation, and interaction after working with cooperative learning techniques for a period of six to eight weeks. For this reason, in this investigation, the EG also used the cooperative learning techniques for six weeks. They worked in the development of vocabulary of familiar topics according to their age. They also practice pronunciation when they participated and of course, they were required to interact. While the CG worked in the same way they used to do it.

In the experiment, the twenty-five participants from the EG worked with the cooperative learning structures called Flashcard, Fan-N-Pick, and Think-Pair-Share. The EG worked in thirty virtual sessions developing the following topics: colors, adjectives, farm animals, wild animals, family members, occupations, food and drink, school supplies, furniture, prepositions: on, in, under, numbers, and age. It was required to use one cooperative strategy in each session, so that they had the opportunity to manage each of them well at the end of the experiment. To find some sample plans and materials used, see annex 6.

Accordingly, the CG used traditional strategies in classes for six weeks. They worked the same topics mentioned, but they did not use the cooperative learning strategies that were studied. Both groups, the CG and the EG, were evaluated with the sample Post-test from Cambridge that was used as a pre-test at the beginning of the experiment. The idea of using the same test is that having the learners' data before using the cooperative learning strategies in the EG, there is going to be a difference between the CG and EX in the results gotten. In fact, this occurred, and the results will be presented in chapter 4.

3.7. Data processing and analysis

The action plan used in this project was specifically based on qualitative paradigm principles: context and purpose, diagnosing, planning action, taking action, and

evaluating steps. The instruments mostly used were the standardized sample Speaking Assessment test from Cambridge called Pre-A1 Starters, the test's rubric for Speaking Assessment from Cambridge, which assess vocabulary, pronunciation and interaction, and videos of students' virtual interactions. Fan-N-Pick, Flashcard, and Think-Pair-Share activities were proposed as the cooperative learning strategies used in this study.

The speaking rubric from Cambridge considered three assessment criteria. These criteria are vocabulary, pronunciation, and interaction. These criteria in turn are evaluated in six scales. They go from zero to five. They are determined according to the candidate's behavior towards English use. In zero-point scale, the candidate's performance is no satisfactory toward band 1 descriptor. In one-point scale, the candidate could attempt some tasks with his vocabulary because of his lack of language, communication may not occur, words are difficult to understand, and support is needed to understand instructions, which are often not responded.

Additionally, in two-point scale, there are some features from band 3 and some from band 1 in relatively equal measure. In three-point scale, most tasks are done with his vocabulary, few simple utterances occur, word-level, and phrase responses happen, pronunciation is sometimes intelligible, responds to instructions, questions with visual support. Then in four-point scale, there are some features from bands 3 and 5. Finally in five-point scale, the candidate deals with all test tasks using his vocabulary with word, phrase or longer utterance level, pronunciation is generally understandable and has some control of word stress; frequently responds to instructions, questions with visual support; asks for support; and hesitation may still occur.

Process of data collection:

- Giving the pre-test to the whole population.
- Working with cooperative learning strategies with the EG.
- Giving the post-test to the whole population.
- Tabulating the collected data from the CG and the EG.
- Analyzing and interpreting the results.

CHAPTER IV RESULTS AND DISCUSSION

4.1. Hypothesis verification

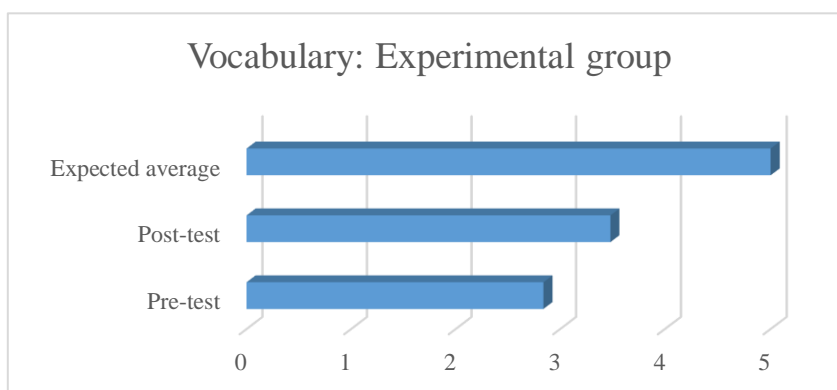
Pre and post-tests results from experimental group

Table 6. Vocabulary

PRE-TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	25	3	1	4	2.84	0.850	0.723
POST TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	25	3	2	5	3.48	0.714	0.510

Source: Pre and post test scores – Experimental Group

Author: Albán, P. (2021)



Graph 4: Vocabulary: Experimental group

Source: Pre and post test scores – Experimental group

Author: Albán, P. (2021)

Analysis and interpretation:

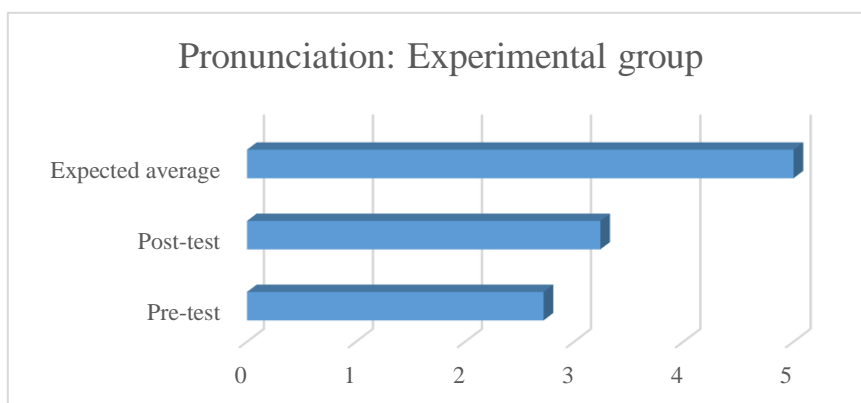
As noticed in table 6, the average from the experimental group that concerns the pre-test was 2.84. After using the cooperative learning strategies, participants from the experimental group got 3.48 in the post-test. Considering that numbers increased in the results, it is noticeable that learners improved their vocabulary, which is an element that plays a very important role in the development of oral production.

Table 7. Pronunciation

PRE-TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Pronunciation	25	3	1	4	2.72	0.792	0.627
POST TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Pronunciation	25	2	2	4	3.24	0.523	0.273

Source: Pre and post test scores – Experimental group

Author: Albán, P. (2021)



Graph 5: Pronunciation: Experimental group

Source: Pre and post test scores – Experimental group

Author: Albán, P. (2021)

Analysis and interpretation:

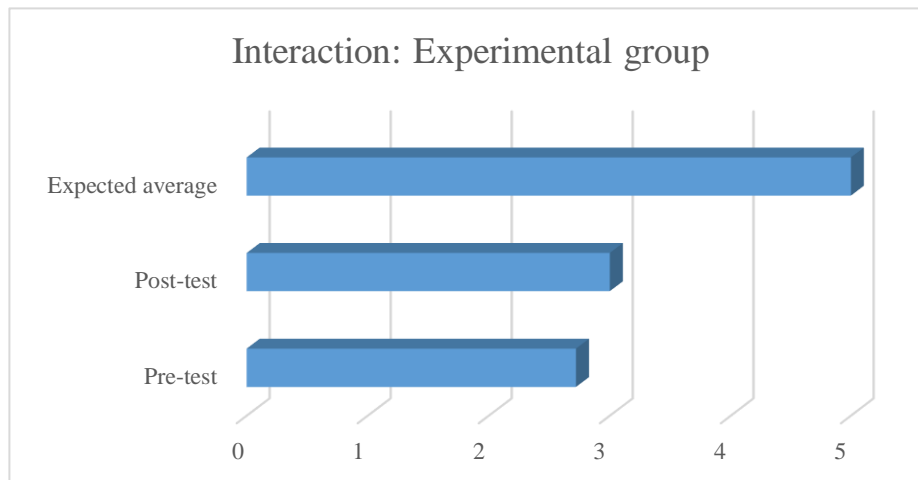
Table 7 shows the results gotten for pronunciation as an element of oral production. In the pre-test results, participants got 2,72 over five; while in the post-test, they got 3.24. It is quite simple to see the increase of the score in this aspect. It means that after using the cooperative learning strategies proposed, participant of the experiment improved the way they pronounced vocabulary words or phrases.

Table 8. Interaction

PRE-TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Interaction	25	4	1	5	2.72	0.843	0.710
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Interaction	25	4	1	5	3.00	0.913	0.833

Source: Pre and post test scores – Experimental group

Author: Albán, P. (2021)



Graph 6: Interaction: Experimental group

Source: Pre and post test scores – Experimental group

Author: Albán, P. (2021)

Analysis and interpretation:

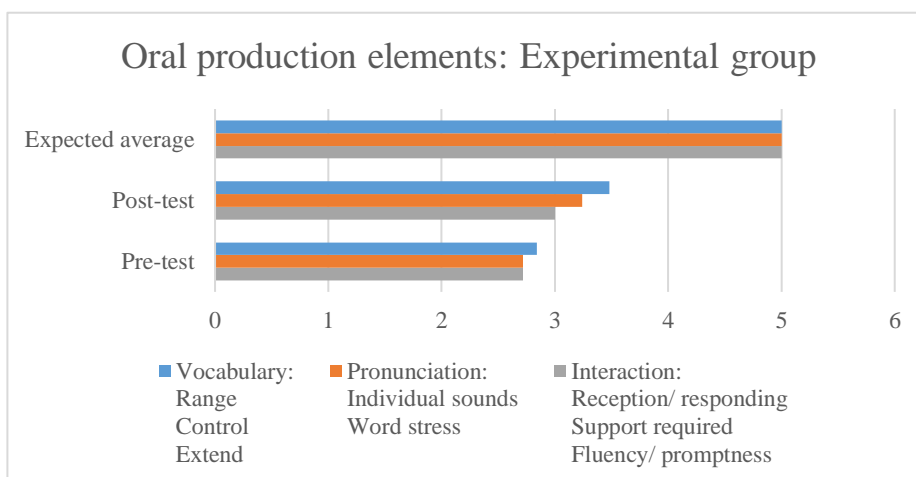
In table 8, it is possible to distinguish the averages gotten for interaction in the experimental group. In the pre-test, participants obtained a 2.71 as an average. After using the cooperative learning strategies, they got a 3 as average for the whole group of twenty-five students. It demonstrates that learners could interact more in the development of the test, after been treated with the cooperative learning strategies.

Oral production elements from Pre and post-tests: Experimental group

Table 9: Oral production elements: Experimental group

PRE-TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	25	3	1	4	2.84	0.850	0.723
Pronunciation	25	3	1	4	2.72	0.792	0.627
Interaction	25	4	1	5	2.72	0.843	0.710
POST TEST EXPERIMENTAL GROUP							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	25	3	2	5	3.48	0.714	0.510
Pronunciation	25	2	2	4	3.24	0.523	0.273
Interaction	25	4	1	5	3.00	0.913	0.833

Source: Pre and post test scores – Experimental group
 Author: Albán, P. (2021)



Graph 7: Oral production elements: Experimental group
 Source: Pre and post test scores – Experimental group
 Author: Albán, P. (2021)

Analysis and interpretation:

Table 9 shows the results from the elements of oral production. Vocabulary got 2.84 and 3.48 in the pre and post-tests respectively. It represents an upgrading in learners' lexis. It is a positive result regarding the use of CLS. Moreover, participants got a 2.72 in the pre-test and a 3.24 in the post-test in the part referring to pronunciation. It shows an increase of 0.52 points in utterance development. Finally, interaction increased from 2.72 to 3. To sum up, the three elements of oral production advanced. This phenomenon occurred because of CLS, which were used to promote learners' oral production.

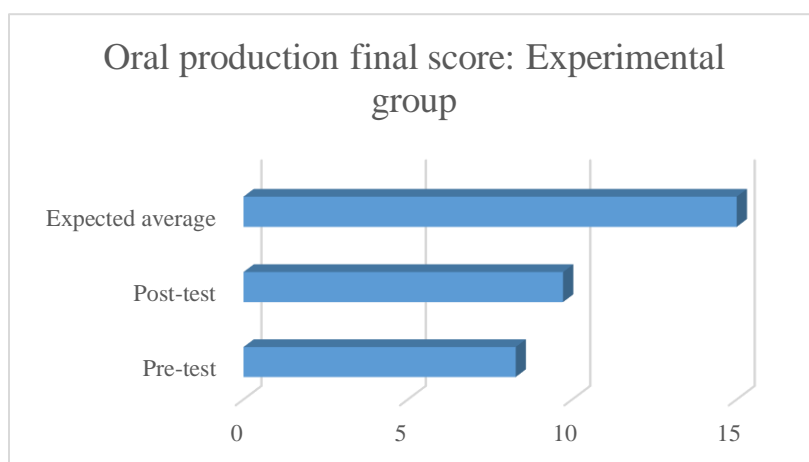
Oral production total scores from pre and post-tests: Experimental group

Table 10: Oral production total score: Experimental group

PRE-TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Total score	25	8	4	12	8.28	1.882	3.543
POST TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Total score	25	8	6	14	9.72	1.696	2.877

Source: Pre and post test scores – Experimental group

Author: Albán, P. (2021)



Graph 8: Oral production total score: Experimental group

Source: Pre and post test scores – Experimental group

Author: Albán, P. (2021)

Analysis and interpretation:

The quantities from table 10 shows that in the pre-test participants from the experiment got 8.28 points and after having the virtual sessions with the cooperative learning strategies, they got 9.72. It is undisputable that the strategies studied help students improve their oral production of English. Even when the expected average was fifteen points, students improved to the best according to their abilities and language prior knowledge.

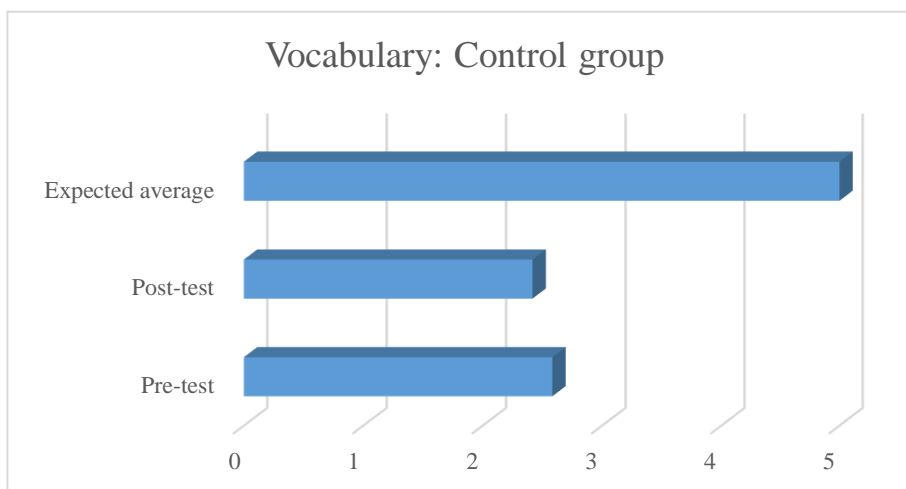
Pre and post-tests results from control group

Table 11. Vocabulary

PRE TEST CONTROL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	24	2	2	4	2.58	0.584	0.341
POST TEST CONTROL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	24	2	1	3	2.42	0.584	0.341

Source: Pre and post test scores – Control group

Author: Albán, P. (2021)



Graph 9: Vocabulary: Control group

Source: Pre and post test scores – Control group

Author: Albán, P. (2021)

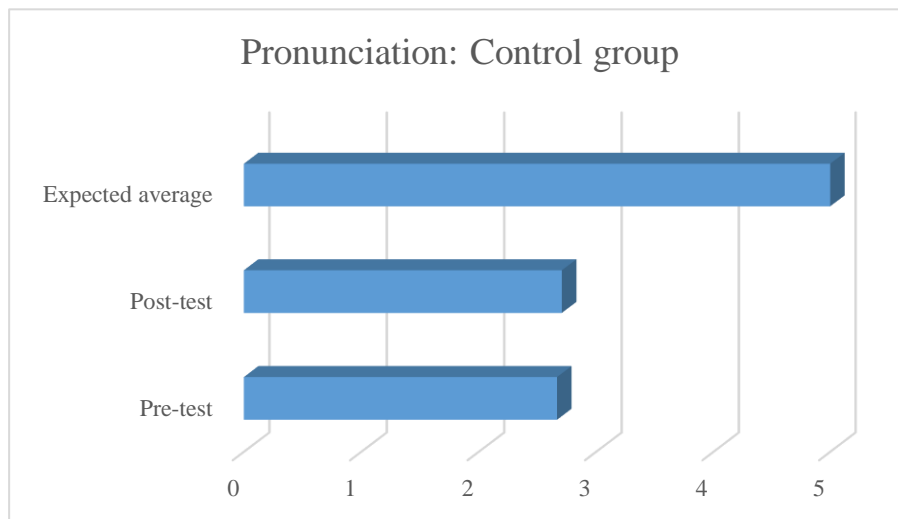
Analysis and interpretation:

In table 11, the pre-test score that learners got is 2.583 while in the post-test they got 2.417 points. Surprisingly, learners who used a traditional teaching method got a lower score in the final test than in the first test. It is considered that as time passes, knowledge or abilities with language may increase. However, it was not true in this investigation. The results demonstrate that traditional strategies or tasks did not help in the development of communication or oral production.

Table 12. Pronunciation

PRE TEST CONTROL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Pronunciation	24	3	1	4	2.67	0.917	0.841
POST TEST CONTROL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Pronunciation	24	1	2	3	2.71	0.464	0.216

Source: Pre and post test scores – Control group
 Author: Albán, P. (2021)



Graph 10: Pronunciation: Control group
 Source: Pre and post test scores – Control group
 Author: Albán, P. (2021)

Analysis and interpretation:

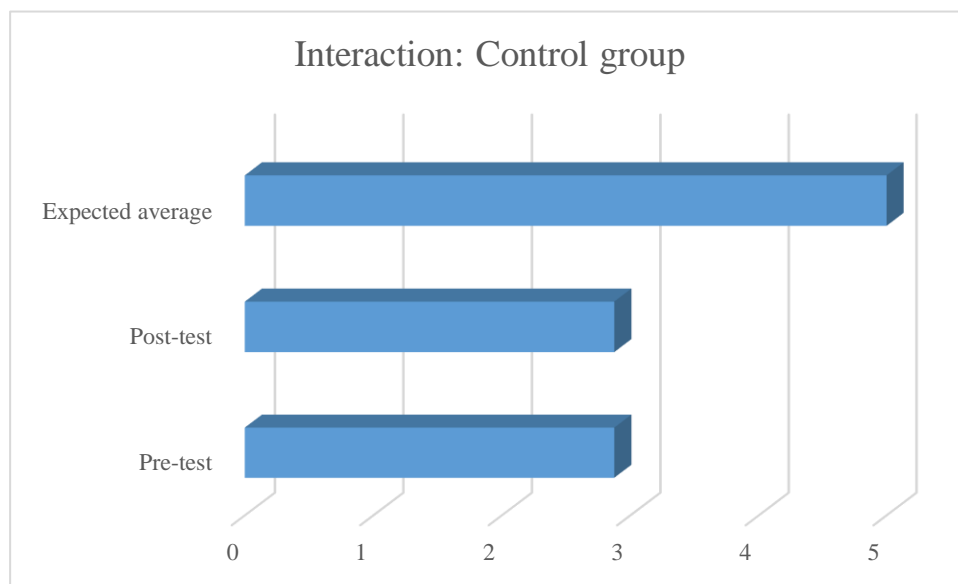
The results shown in table 12 are as follows: the CG got 2.667 in the pre-test; while 2.708 was obtained in the post-tests. There is an almost inappreciable growth in the pronunciation of English after using traditional methods of learning. There is no evidence that this method influences positively or negatively on the development of oral production. Therefore, individual sounds or word stress did not have a big change.

Table 13. Interaction

PRE TEST CONTROL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Interaction	24	2	2	4	2.88	0.537	0.288
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Interaction	24	2	2	4	2.88	0.448	0.201

Source: Pre and post test scores – Control group

Author: Albán, P. (2021)



Graph 11: Interaction: Control group

Source: Pre and post test scores – Control group

Author: Albán, P. (2021)

Analysis and interpretation:

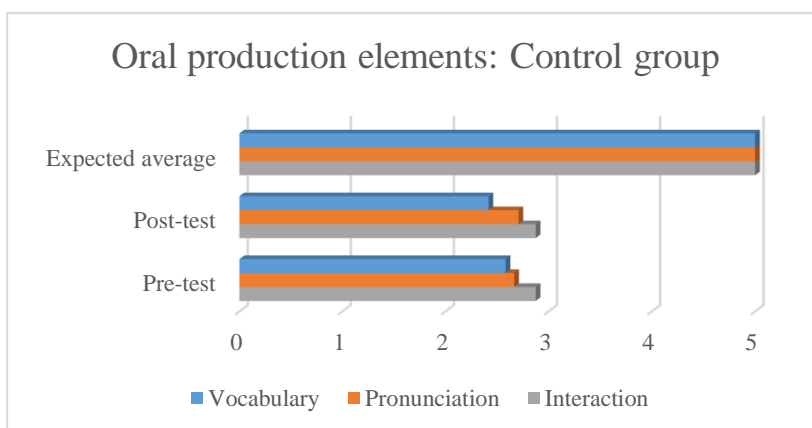
In table 13, it can be seen that learners got 2.857 in the pre and post-tests. It is inevitable to notice that participants in the control group did not change the way they respond or how fluent they were, among some other aspects, in the development of the tests. They kept their pronunciation in the same smooth since the beginning of the project. It is that their utterances were not affected positively or negatively after using traditional activities.

Table 14: Oral production elements: Control group

PRE TEST CONTROL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	24	2	2	4	2.58	0.584	0.341
Pronunciation	24	3	1	4	2.67	0.917	0.841
Interaction	24	2	2	4	2.88	0.537	0.288
POST TEST CONTROL GROUP							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	24	2	1	3	2.42	0.584	0.341
Pronunciation	24	1	2	3	2.71	0.464	0.216
Interaction	24	2	2	4	2.88	0.448	0.201

Source: Pre and post test scores – Control group

Author: Albán, P. (2021)



Graph 14: Oral production elements: Control group

Source: Pre and post test scores – Control group

Author: Albán, P. (2021)

Analysis and interpretation:

Table 14 displays the results for the pre and post-test gotten from the CG in vocabulary, pronunciation and interaction. In vocabulary, it is noticed that participants decreased the ability to use the lexis they got or they forgot some vocabulary words. In pronunciation, it is seen that articulation of sounds slightly got better. While in the interaction part, learners kept the same way of reception information or responding to questions since the beginning of the study.

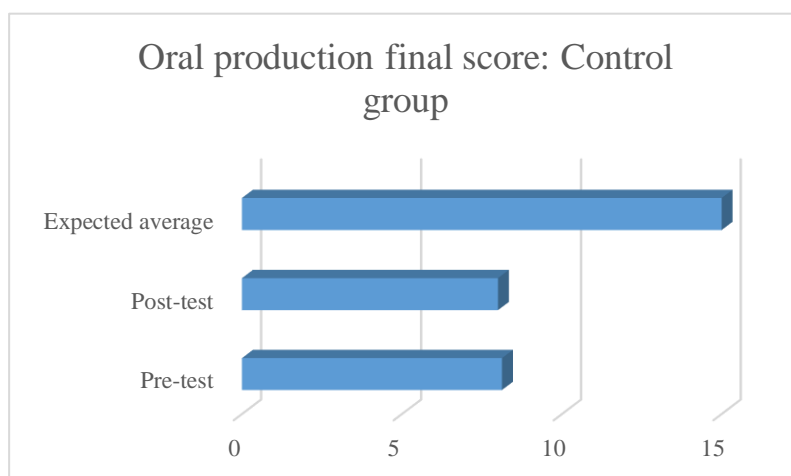
Oral production total scores from Pre and post-tests: control group

Table 15: Oral production total score: Control group

PRE TEST CONTROL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Total score	24	4	6	10	8.13	1.154	1.332
POST TEST CONTROL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Total score	24	2	7	9	8.00	0.722	0.522

Source: Pre and post test scores – Control group

Author: Albán, P. (2021)



Graph 15: Oral production final score: Control group

Source: Pre and post test scores – Control group

Author: Albán, P. (2021)

Analysis and interpretation:

As it is observed in table 15, the score of the CG in the pre-test was 8.125 while in the post-test it was 8. Learners worked in the same way they used to do during the experiment, so, their performance with language decreased a little. It is distinguishable that learners did not have an improvement or strong regression with language. However, results demonstrate that working with traditional activities make learners lose their language abilities.

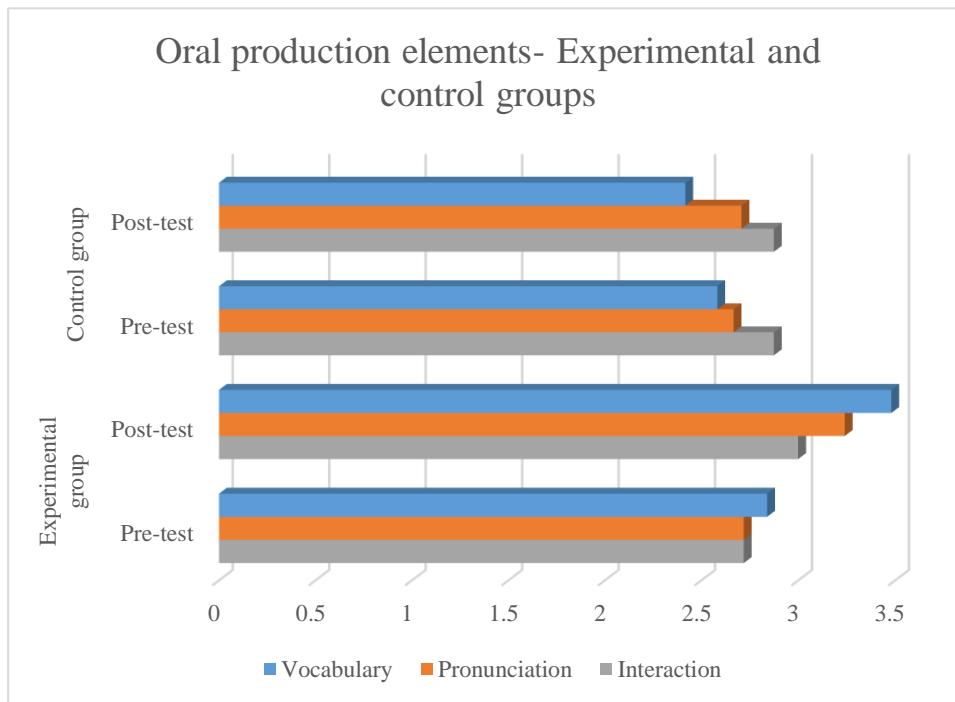
Oral production elements- Experimental and control groups

Table 16: Oral production elements- Experimental and control groups

PRE-TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	25	3	1	4	2.84	0.850	0.723
Pronunciation	25	3	1	4	2.72	0.792	0.627
Interaction	25	4	1	5	2.72	0.843	0.710
POST TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	25	3	2	5	3.48	0.714	0.510
Pronunciation	25	2	2	4	3.24	0.523	0.273
Interaction	25	4	1	5	3.00	0.913	0.833
PRE TEST CONTROL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	24	2	2	4	2.58	0.584	0.341
Pronunciation	24	3	1	4	2.67	0.917	0.841
Interaction	24	2	2	4	2.88	0.537	0.288
POST TEST CONTROL GROUP							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Vocabulary	24	2	1	3	2.42	0.584	0.341
Pronunciation	24	1	2	3	2.71	0.464	0.216
Interaction	24	2	2	4	2.88	0.448	0.201

Source: Pre and post test scores – Experimental and control groups

Author: Albán, P. (2021)



Graph 12: Oral production elements- Experimental and control groups
 Source: Pre and post test scores – Experimental and Control groups
 Author: Albán, P. (2021)

Analysis and interpretation:

Table 16 shows that the EG got 2.84 and 3.48 in the vocabulary section; 2.72 and 3.24 in the pronunciation section; and 2.72 and 3 in interaction. The scores given are from the pre and post-test respectively. On the other hand, the CG got 2.583 and 2.417 in vocabulary, 2.667 and 2.708 in pronunciation; and 2.875 in the pre and post-tests in interaction. This means that after using the cooperative learning strategies, the experimental group developed their language skills especially in oral production, which was evaluated in this project.

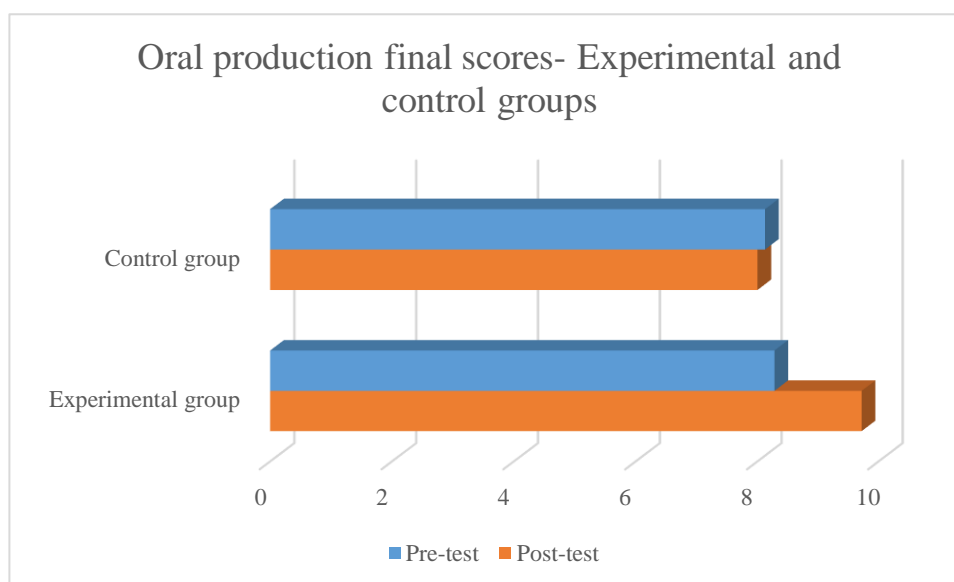
Oral production total scores: experimental and control groups

Table 17: Oral production total scores- Experimental and control groups

PRE-TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Total score	25	8	4	12	8.28	1.882	3.543
POST TEST EXPERIMENTAL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Total score	25	8	6	14	9.72	1.696	2.877
PRE TEST CONTROL GROUP							
Computing descriptive							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Total score	24	4	6	10	8.13	1.154	1.332
POST TEST CONTROL GROUP							
	N	Range	Minimum	Maximum	Mean	Deviation	Variance
Total score	24	2	7	9	8.00	0.722	0.522

Source: Pre and post test scores – Experimental and control groups

Author: Albán, P. (2021)



Graph 13: Oral production final scores - Experimental and control groups

Source: Pre and post test scores – Experimental and Control groups

Author: Albán, P. (2021)

Analysis and interpretation:

It is observed that in table 17, the result for the pre-test of the EG is 8.28 while in the post- test is 9.72. Also, the result for the pre-test of the CG is 8.125 and in the post-test is 8. In conclusion, participants of the experiment who used the cooperative learning strategies did improved the range, control and extend of vocabulary they had at the beginning compared to the one they obtained at finishing the investigation. Additionally, they made it clear for the interlocutor to understand the message they transmitted orally; and demonstrated comprehension of instructions and appropriate response to them or to personal questions related to familiar topics.

Table 18: Experimental group results

	PRE TEST N=25	POST TEST N=25	p
Vocabulary	2.84 ± 0.85	3.48 ± 0.71	0.00
Pronunciation	2.72 ± 0.79	3.24 ± 0.52	0.00
Interaction	2.72 ± 0.84	3.00 ± 0.91	0.26
Total Score	8.28 ± 1.88	9.72 ± 1.69	0.00

Source: Pre and post test scores – Experimental and control groups
Author: Albán, P. (2021)

As noticed in table 18, the final result for p is less than 0.05. If p value is less than 0.05, it means that the value is significant. Therefore, there was a significant improvement in vocabulary, and pronunciation in the EG after using the cooperative learning strategies. They mainly improved in vocabulary scope, in the way they use the most appropriate words for each topic or situation, and in the amount of new words they used. They also got a clearer pronunciation of words; and made their responses more comprehensible. However, in the interaction part, this group did not show a relevant improvement. It may happen because at the beginning of the study, the use of cooperative learning strategies

was planned to be done in face-to-face classes, but due to COVID-19 situation, learners needed to use a Zoom application to participate in the project.

Table 19: Control group results

	PRE TEST N=24	POST TEST N=24	P
Vocabulary	2.58 ± 0.58	2.42 ± 0.58	0.32
Pronunciation	2.67 ± 0.91	2.71 ± 0.46	0.84
Interaction	2.88 ± 0.53	2.88 ± 0.44	1.00
Total Score	8.13 ± 1.15	8.00 ± 0.72	0.65

Source: Pre and post test scores – Experimental and control groups
 Author: Albán, P. (2021)

Meanwhile table 19 that corresponds to the CG, the participants who worked with the traditional strategies applied by the teacher, shows that their final p value is 0.65. As known, if p value is less than 0.05, the result is significant. In this case, p value from the CG is 0.65, therefore, the value is not relevant. In other words, learners in this group did not progress with language in terms of vocabulary, pronunciation, and interaction. In fact, the most affected element of oral production was interaction, which has the highest p value. This issue occurred due to use of traditional activities. Additionally, as learners are not asked to communicate or work together, they may lose this skill.

Subsequently, after a careful analysis of the data gathered by using the pre-test, post-test and their corresponding rubric; this research found that 1. using cooperative learning strategies, allowed students to have more opportunities to express basic ideas and improve the vocabulary and pronunciation of English. 2. Although, cooperative learning method was very useful, the virtual environment in which students work together played a crucial role in students' interaction. 3. Having no face-to-face sessions, student's lack of Internet access, and heterogeneous English levels are factors that influenced negatively in the learners' responses to instructions. This was evidenced in the lack of

significant improvement in interaction part. However, 4. advancement was observed in the EG, which improved in the vocabulary and pronunciation elements; and therefore, the development of the oral production of EFL took place.

4.2. Discussion

As seen in the literature review, the research called “The impact of cooperative learning approach on the development of EFL learners’ speaking fluency” investigated by Namaziandost, Homayouni, and Rahmani (2020), focused on cooperative learning to improve speaking skill. This study divided chose at random three group of students, two for a control group which used cooperative learning strategies and one that worked with traditional teacher-center approach. The results show that the experimental groups that used cooperative learning strategies outperformed the control group in oral English fluency. With this study, it is corroborated one more time that cooperative learning strategies contribute positively to the improvement of oral skills, in this case fluency.

In addition, Prieto (2007) with her topic Improving Eleventh Graders’ oral production in English Class through Cooperative Learning Strategies, stated that speaking is a productive skill that causes to participate extensive elements. From the very beginning of the study, students felt uncomfortable working in groups and did not like to communicate among them. After working together and sharing their experiences, they found some reasons for working cooperatively such as developing values, finding motivating to compete among groups, supporting and receiving assistance from their peers, and so on. Finally, this investigation found that the use of cooperative learning strategies contributed to participants to upgrade oral production and interaction.

Ocaña (2018) developed an investigation called Cooperative learning in development of speaking skill in students of Bachillerato. The aim of this study was to investigate the effect on cooperative learning in development of speaking skill. After using the cooperative strategies, this investigation got the conclusion that cooperative learning activities improve learners’ development in speaking, particularly in grammar, lexis,

discourse, pronunciation, and interactive communication skills. Unquestionable, this result allows the interpretation that, in fact, cooperative learning strategies grant the progress of speaking skills. The ones that are examined in this research are lexis (vocabulary), pronunciation, and interactive communication (interaction).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The results and interpretations from the collected data after applying the cooperative learning strategies to the experimental group from Unidad Educativa “Tarcila Albornoz de Gross” to develop the oral production of English as a foreign language, there are some conclusions and recommendations for coming researches:

- Researchers such as Ocaña (2018), Cabadiana (2019), Andrade (2019), and Verdezoto (2019) agree that cooperative learning strategies have a close relationship with oral or/and speaking skills in students of EFL in cities such as Riobamba and Ambato. This issue, the background research developed in this investigation, the results of the applied experiment and a p value less than 0.05 (obtained in this study), demonstrate that there is a close relationship between cooperative learning strategies and the oral production of English. These variables strongly contributed to the development of the foreign language. Evidently, the alternative hypothesis was accepted.
- The types of Cooperative Learning Strategies that were applied to the experimental group and helped the development of the oral production are Flashcard, Fan-N-Pick, and Think-Pair-Share.
- According to the results showed in the T the Student, students in the experimental group are in a Pre A1 level.
- The elements of the oral production that took place in English lessons are vocabulary, pronunciation and interaction; with vocabulary and pronunciation being the ones that were significantly developed in the EG.

5.2 Recommendations

Subsequent to the application of cooperative learning strategies, these are some suggestions for future research works:

- To apply the cooperative learning strategies called the flashcard game, Fan-N-Pick and Think-Pair-Share to develop the learners' oral production of English as a foreign language.
- To research the elements of the oral production such as vocabulary, pronunciation and interaction since they are the core of learning a foreign language and later on the production of EFL.
- English language teachers should take into consideration cooperative learning strategies such as Flashcard, Fan-N-Pick and Think-Pair-Share and the elements of oral production like vocabulary, pronunciation, and interaction when planning a lesson in order to achieve class objectives and engage students with meaningful tasks in a student-centered view to develop their oral production of EFL.

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ANNEXES

Annex 1: Educational Institution Approval

CARTA DE COMPROMISO

Ambato, 31 de marzo de 2020

Doctor

Víctor Hernández del Salto

PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

UNIVERSIDAD TÉCNICA DE AMBATO

Presente.-

Lic. William Patricio Pérez Bonifaz, Mg. en mi calidad de Rector de la Unidad Educativa "Tarcila Albornoz de Gross", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**Cooperative Learning Strategies and the Oral Production of EFL**" propuesto por la estudiante Lic. PAOLA SORAYA ALBÁN ANDOCILLA, portadora de la Cédula de Ciudadanía N° 1803271657, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, 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,



Lic. William Patricio Pérez Bonifaz Mg.

C.I. 1802522977

N° teléfono convencional: 2511304

N° teléfono celular: 0987807744

Correo electrónico: williampatriciopb2011@hotmail.com

Annex 2: Parent authorization for recording and image dissemination

UNIDAD EDUCATIVA
TARCILA ALBORNOZ DE GROSS



AUTORIZACIÓN DE GRABACIÓN/ DIFUSIÓN DE VOZ E IMAGEN

Ambato, 31 de marzo 2020.

Previa aceptación, respaldo y compromiso por parte del señor Rector Mg. Patricio Pérez para el desarrollo del Trabajo de Titulación con el Tema: "**Cooperative Learning Strategies and the Oral Production of EFL**" propuesto por la Lic. PAOLA SORAYA ALBÁN ANDOCILLA, portadora de la Cédula de Ciudadanía N° 1803271657, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato, yo, Cristian Paul Topa Chuquitarco con cédula de identidad/ ciudadanía N° 0502921307 como representante legal, madre o padre de familia del estudiante Kerly Topa Naranjo con cédula de identidad/ciudadanía N° 185058056-2, **AUTORIZO** que mi hijo (a) participe en el estudio de las estrategias de aprendizaje cooperativas y la producción oral de Inglés como lengua extranjera, cuyo objetivo es determinar la relación entre las estrategias de aprendizaje cooperativas y la producción oral de Inglés. Además, **AUTORIZO** que mi hijo/a pueda ser grabado y/o fotografiado durante el desarrollo del estudio de investigación; siempre y cuando se respete la privacidad y el pudor de mi representado/a.

Atentamente,

Sr(a). Cristian Topa
C.I. N° 0502921307

Representante legal/madre o padre de familia

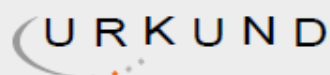
Dir. Quillán Loma Alto, Barrio Corazón de Jesús
Calle Camilo Cien Fuegos y Gral. Jose Martin Esq.

E-mail: tarcilalbornozdegross@gmail.com

Tel: +(593 3)2-498-118

Cel: +(593 9)87807744

Annex 3: URKUND report



Urkund Analysis Result

Analysed Document: Tesis Paola Albán.docx (D93697055)
Submitted: 1/26/2021 11:59:00 PM
Submitted By: paopaoalban1988@hotmail.com
Significance: 4 %

Sources included in the report:

LOPEZ_ESTEBAN_FINAL PROJECT.pdf (D91718763)
TESIS PARA EL URKUND.docx (D54453618)
http://teachersnetwork.org/ntny/nychelp/Professional_Development/cooplearn.htm
<https://repository.usta.edu.co/bitstream/handle/11634/4410/Lobonmar%C3%ADa2016.pdf?sequence=1&isAllowed=y>
<https://urresearch.rochester.edu/fileDownloadForInstitutionalItem.action?itemId=31225&itemFileId=168161>
<https://docplayer.net/36734073-Role-of-cooperative-learning-strategies-in-the-development-of-5th-graders-speaking-skills-at-george-washington-school.html>
<https://docplayer.net/57289594-The-effectiveness-of-using-information-gap-on-developing-speaking-skills-for-the-eighth-graders-in-gaza-governorate-schools.html>
<https://docplayer.net/40906366-The-effects-of-cooperative-learning-strategies-on-vocabulary-skills-of-4-th-grade-students.html>
<https://de.slideshare.net/HOLGERZAMBRANO2/pca-2nd-3rd-amp-4th-egb-english-pre-a11-2>
<https://1library.co/document/q2nxr1pq-enhancing-speaking-performance-interaction-a-learners-cooperative-learning.html>

Instances where selected sources appear:

29

Advice by task

Speaking Part 1



Speaking Part 2

THE TASK

- ▶ The examiner greets the candidate and checks the candidate's name. This part is unassessed.
- ▶ The examiner starts the test by demonstrating what is required and then asks the child to point to objects on the scene picture.
- ▶ The examiner asks the candidate to point to two object cards and gives instructions to place them in different locations on the scene picture.

HOW TO APPROACH THE TASK

- ▶ Children should practise identifying people, animals and things in different pictures by pointing in response to questions such as: *Where's the chair? Where are the bananas?*
- ▶ Candidates should also practise placing smaller pictures in different positions on a larger picture in response to instructions such as: *Put the robot next to the chair. Put the carrot on the table.*
- ▶ Candidates should not worry if the required position (of, for example, the cake) does not seem to be a very appropriate one!

ASSESSMENT

- ▶ This part tests understanding and following spoken instructions.



THE TASK

- ▶ The examiner asks the candidate some questions about the scene picture.

HOW TO APPROACH THE TASK

- ▶ Candidates should practise answering simple questions about a picture (with one-word answers). For example: *What's this? (plate) How many plates are there? (four)*
- ▶ Candidates should also practise responding to 'Tell me about' questions with simple sentences, such as *What's the man doing? (reading) Tell me about the boat. (it's blue/red. It's on the floor.)*
- ▶ Practise with both large pictures showing scenes and single pictures showing one object or person.

ASSESSMENT

- ▶ This part tests understanding and following spoken instructions.

Speaking Part 3



THE TASK

- ▶ The examiner asks the candidate questions about four of the object cards.

HOW TO APPROACH THE TASK

- ▶ Candidates should practise answering simple questions about a picture (with one-word answers). For example:
What's this? (crocodile) *What colour is it?* (green) *What's your favourite animal?* (cat)
- ▶ Practise with both large pictures showing scenes and single pictures showing one object or person.

ASSESSMENT

- ▶ This part tests understanding and following spoken questions.

Speaking Part 4

THE TASK

- ▶ The examiner asks the candidate some personal questions on topics such as age, family, school and friends.

HOW TO APPROACH THE TASK

- ▶ In Part 4, candidates need to feel confident that they can give basic information about themselves and can answer questions such as:
How old are you? What's your friend's name? Is your house/apartment big or small? Can you play table tennis? What's your favourite colour/animal/sport/food?

ASSESSMENT

- ▶ This part tests understanding and responding to personal questions.

Source: (Cambridge Assessment English, 2018)

Author: Albán, P. (2021)

Annex 5: Speaking assessment criteria

	Vocabulary Range Control Extent	Pronunciation Individual sounds Word stress	Interaction Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with all test tasks. • Produces simple utterances but makes occasional mistakes. • Generally responds at word or phrase level but may also produce some longer utterances. 	<ul style="list-style-type: none"> • Generally intelligible, although some sounds may be unclear. • Has limited control of word stress. 	<ul style="list-style-type: none"> • Generally responds appropriately to instructions, questions and visual prompts, although some support may be required. • Is able to ask for support if required. • Often responds promptly, although there may be hesitation.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> • Uses the vocabulary required to deal with most test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. 	<ul style="list-style-type: none"> • Sometimes intelligible. 	<ul style="list-style-type: none"> • Responds to instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and responses may be delayed or halting.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> • Has the vocabulary required to attempt some test tasks. • May attempt a few simple utterances but basic mistakes and lack of language prevent communication. • Responds only at single word level, or does not respond. 	<ul style="list-style-type: none"> • Attempts to produce the sounds of the language but is often difficult to understand. 	<ul style="list-style-type: none"> • Requires support throughout and often may not respond to instructions, questions and visual prompts. • Hesitation requires a great deal of patience of a listener.
0	Performance does not satisfy the Band 1 descriptor.		

Source: (Cambridge Assessment English, 2018)

Author: Albán, P. (2021)

Annex 6: Experimental design

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS

EXPERIMENT DESIGN:

Cooperative Learning Strategies and the oral production of EFL

Autora: Lic. Paola Soraya Albán Andocilla

Directora: Lic. Ruth Elizabeth Infante Paredes Mg.

Ambato – Ecuador

2021

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EXPERIMENT DESIGN

1. INFORMATIVE DATA

- a. Topic:** Cooperative learning strategies and the oral production of EFL
- b. Executing institution:** Unidad Educativa “Tarcila Albornoz de Gross”
- c. Beneficiaries:** Students from seven to twelve years old and English language teacher
- d. Project managers:** Lic. Paola Albán; Lic. Ruth Infante, Mg.

2. EXPERIMENT BACKGROUND

This research study was designed considering the traditional teacher-center approach and the lack of activities to promote communication among students. The type of interaction mainly used was teacher-learner interaction. It consists on the teacher’s question, and then the learner replies and finally the teacher give feedback on the learner’s response. This limited the learner’s production of English in an oral way. It was evident that learners were used to practice language through choral drilling, chants, sometimes songs; but in general, classes were centered in receiving input and not producing language.

Although their philosophy is to contribute in to our society with children’s and adolescents’ education in aspects such as cognition, psychometric, and affection, with the objective of having their students to create their learning and belong to an authentic setting; this dis not occur at all due to tiny sizes of rooms. These issues made that students could not move around neither have a different seating arrangement. The teacher’s idea was to control students’ behavior in class and not to have to deal with seating accommodation. Therefore, learners could not be able to interact among them; and communication did not take place in class.

3. JUSTIFICATION

This experiment design was planned to help teachers have some suggestions of cooperative strategies that contribute to their students' oral production of EFL. The development of learner-center approach contributes not only to students, but to parents, teachers and authorities. Firstly, learners will be able to contribute to the spreading of their own learning. Then parents will get satisfied with their children progress with language. Also, teachers will work with a more motivating approach to them as to learners. Finally, authorities may realize the progress that their students are making and their performance at school will improve.

When using the cooperative learning strategies, teachers will not have to deal with seating arrangement. The strategies proposed do not need students to necessarily work sitting down. Learners may work cooperatively standing or seating, inside the class or outdoors. Also, the materials required are easy to do and according to students' age, they can prepare their own material with teachers' or parents' assistance. In the case of Think, Pair, Share, learners only need to expose what they know about a certain topic, so they do not need to have any material to share their experiences with their peers.

Finally, it is feasible to develop cooperative learning strategies at this rural educational institution because learners, parents, teachers and authorities are likely to have an innovative way of learning the foreign language. Learners are enthusiastic about practicing the language with their peers and having the idea that they may speak English in real and practical situations. Parents are willing to contribute in the improvement of their children's use of EFL. Teachers are also responsive to apply the strategies proposed to make their daily effort worthwhile. Finally, authorities are interested in raising their students' English level.

4. OBJECTIVES

4.1 General objective

- To suggest some activities to perform in class in order to develop the oral production of EFL through cooperative learning strategies contemplated in lesson plans.

4.2 Specific objectives

4.2.1 To propose tasks that develop the oral production of EFL.

4.2.2 To assess the influence of cooperative learning strategies through a pre and a post-test.

5. FEASIBILITY ANALYSIS

The use of cooperative learning strategies was feasible because authorities, teachers, parents, and students undertook to cooperate in the development of this project. Firstly, there was a written request from the researcher to hold authorities accountable to cooperate in the development of the project and they signed. Then parents sent an authorization to use their children's image and allowed the researcher to record them working with the cooperative strategies in virtual classes to have a more rigorous result from the study. Finally, learners cooperated in the working together among them following the instructions given by the researcher.

6. EXPERIMENT DESIGN DEVELOPMENT

Experimental design was the most appropriate to carry out in this investigation. It is because participants in this study were chosen at random from seven to twelve years old. Due to COVID-19 situation, learners had to use technological resources such as a cell phone, a tablet, or a computer; and Internet connection or mobile data. As not all of them

had the devices or services mentioned, the ones that had them, participated in the experimental group (EG), while the others were part of the control group (CG).

The EG used the Kagan cooperative learning strategies called Flashcard, Fan-N-Pick and Think-Pair-Share. The following plans proposed tasks to facilitate students' development of their skills in the oral production of English. The elements mainly worked in the process were vocabulary, pronunciation, and interaction. These oral production elements are basic to enhance students' ability to transmit their ideas in an authentic setting. Topics arrived in the virtual sessions were relevant and according to students' age and needs. Therefore, communication could take place. Below, it is observable a general notion of what was worked with the EG.

Table 1. Planning for cooperative learning strategies

N° of lesson plan	Topic	Aim	Cooperative learning strategy	Developed oral production element
1	My favorite toys	To describe toys by saying colors and other adjectives through Flashcard game in a pair activity.	Flashcard	Vocabulary Pronunciation Interaction
2	On the farm	To name farm animals through Flashcard game in pairs.	Flashcard	Vocabulary Pronunciation Interaction
3	In the jungle	To distinguish wild animals through Flashcard game.	Flashcard	Vocabulary Pronunciation Interaction
4	My family	To tell family members correctly through Fun-N-Pick game.	Fan-N-Pick	Vocabulary Pronunciation Interaction
5	Jobs and occupations	To contrast occupations through Fan-N-Pick game	Fan-N-Pick	Vocabulary Pronunciation Interaction
6	Breakfast time!	To list food and drinks for breakfast time thorough Fan-N-Pick game.	Fan-N-Pick	Vocabulary Pronunciation Interaction
7	At school	To identify school supplies students commonly use thorough Think-Pair-Share structure.	Think-Pair-Share	Vocabulary Pronunciation Interaction
8	My favorite furniture	To recognize furniture students commonly work with at home and at school thorough Think-Pair-Share structure.	Think-Pair-Share	Vocabulary Pronunciation Interaction
9	Where are they?	To use prepositions of place: in, on, under by playing Fan-N-Pick game.	Fan-N-Pick	Vocabulary Pronunciation Interaction
10	How old are you?	To relate quantity to numeral and say the age through Fan-N-Pick game.	Fan-N-Pick	Vocabulary Pronunciation Interaction

Source: Lesson plans: Cooperative learning strategies
 Author: Albán, P. (2021)



Unidad Educativa “Tarcila Albornoz de Gross”
 Parroquia Izamba – Caserío Quillán Loma – Barrio Corazón de Jesús – Telefax 032-498-118

2020 - 2021

Lesson Plan N° 1

INFORMATIVE DATA:

Teacher’s name: Lic. Paola Albán

Date: November 11th, 2020

Time: 40 minutes

Subject: English as a foreign language

Students’ age range: From 7 to 12 years old

Modality: Ordinary

Aim: To describe toys by saying colors and other adjectives through Flashcard game in a pair activity.


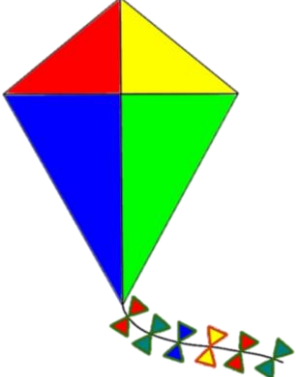
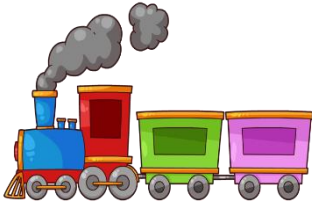
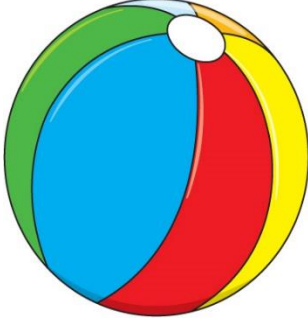


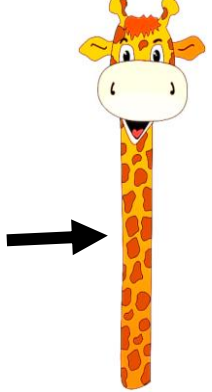


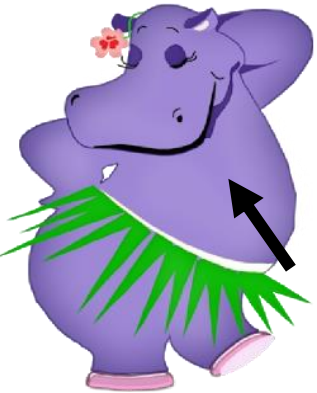
Topic: My favorite toys

Values: Conflict resolution, critical thinking, communication skills, decision making.


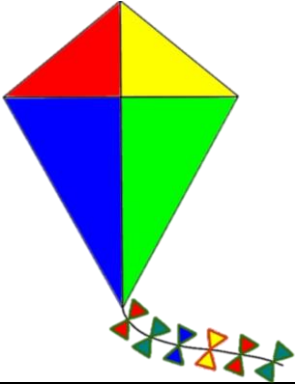
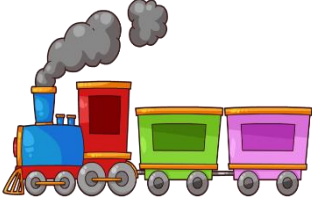
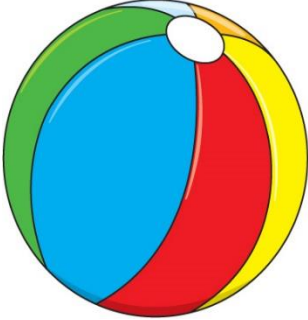


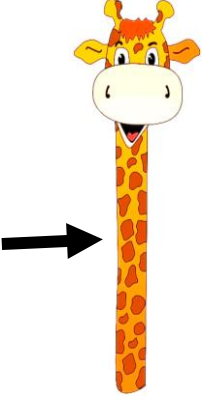


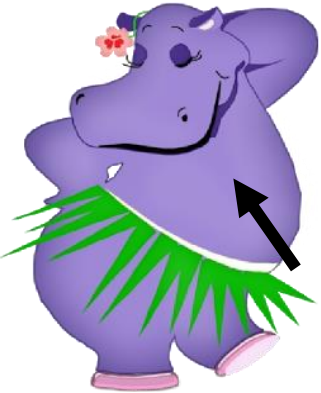
Essential contents	Skills and performance criteria	Indicators for performance criteria	Methodological Strategies	
			Proposed activities by the teacher	Resources
Colors and adjectives	EFL 2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or print), or a simple word	I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries, word lists, etc.) (I.2)	<p>Warm-up (5’): Students watch a video about colors and another about adjectives.</p> <p>Presentation (10’): The teacher shows different toys and asks students to brainstorm adjectives and colors to describe them.</p> <p>Practice (15’):</p> <p>Flashcards game: Round 1: Students get in pairs and describe the toys. Their flashcards have a question and its corresponding picture in front; and its answer at the back.</p>	<p>Video about colors: https://www.youtube.com/watch?v=SLZcWGQQsmg</p> <p>Video about adjectives: https://www.youtube.com/watch?v=18aHOzTa_Vw</p> <p>Mini flashcards (toys): In front, a question and its picture, at the back, the answer.</p>

	list).		<p>The <i>tutor</i> receives the <i>tutee's</i> flashcards and asks the questions to the <i>tutee</i>. If the <i>tutee</i> answers correctly, he wins the card; if not, the card goes back to the pile, so, the <i>tutee</i> tries again next time. Once the <i>tutee</i> wins all the cards, he changes roles with the tutor.</p> <p>Production (10''):</p> <p>Volunteer students show their cards to the class and describe their toys.</p>	
--	--------	--	---	--

Flashcard game: colors and adjectives questions

				
<p>What color is it?</p>	<p>What color is it?</p>	<p>Is it short or long?</p>	<p>What color is it?</p>	<p>Is it big or small?</p>
				
<p>Is it big or small?</p>	<p>Is it short or long?</p>	<p>What color is it?</p>	<p>What color is it?</p>	<p>Is it big or small?</p>

Flashcard game: colors and adjectives answers

				
It's blue.	It's red, yellow, blue and green.	It's short.	It's green, blue, red and yellow.	It's small.
				
It's big.	It's long.	It's blue, red, yellow, green and orange.	It's blue, orange, yellow, green and red.	It's big.



Unidad Educativa “Tarcila Albornoz de Gross”
 Parroquia Izamba – Caserío Quillán Loma
 – Barrio Corazón de Jesús – Telefax 032-498-118

2020 - 2021

Lesson Plan N° 2

INFORMATIVE DATA:
Teacher’s name: Lic. Paola Albán
Date: November 12th, 2020
Time: 40 minutes

Subject: English as a foreign language
Students’ age range: From 7 to 12 years old
Modality: Ordinary


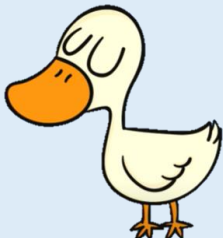




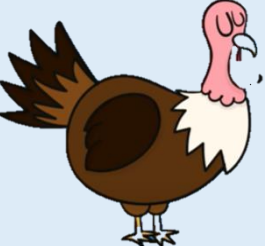

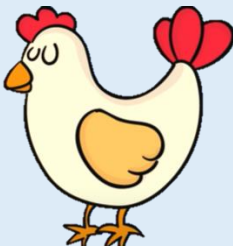
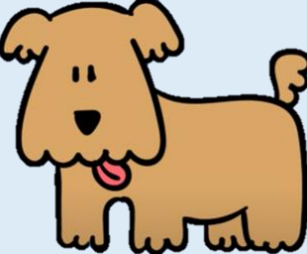
Aim: To name farm animals through Flashcard game in pairs.
Topic: On the farm

Values: Conflict resolution, critical thinking, communication skills, decision making.


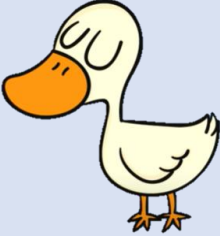


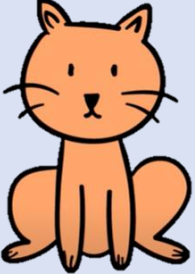

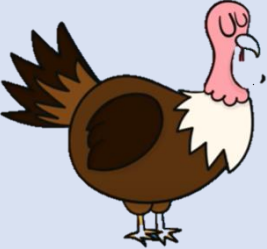
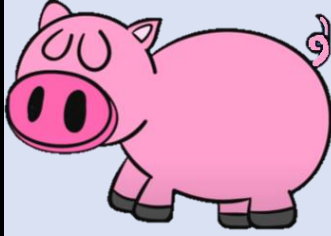
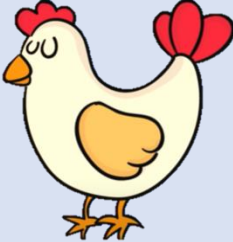
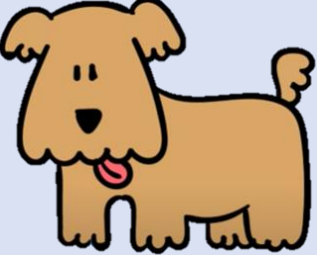
Essential contents	Skills and performance criteria	Indicators for performance criteria	Methodological Strategies	
			Proposed activities by the teacher	Resources
Farm animals vocabulary	EFL 2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or	I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries,	Warm-up (5’): Students hear sound of animals and guess the animal that goes like that. Presentation (10’): The teacher shows a video about farm animals. Students practice the farm animals from the video and mime as those animals. Students play a guessing game about farm animals. Practice (15’): Flashcard game: Round 1:	Video about farm animals: https://www.youtube.com/watch?v=bV8MSaYISbc Mini flashcards (farm animals): In front: What is it?; and its picture. At the back: its corresponding answer.

	print), or a simple word list).	word lists, etc.) (I.2)	<p>Students get in pairs and play the Flashcard game. Each student has different farm animals on their cards. Their flashcards have this question: What is it?; and its corresponding picture in front. The back of the flashcards contains its answer.</p> <p>Production (10''):</p> <p>Students take turns to show the class their cards and say the names of the farm animals without looking at their answers.</p>	
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Flashcard game: farm animals questions

				
What is it?	What is it?	What is it?	What is it?	What is it?
				
What is it?	What is it?	What is it?	What is it?	What is it?

Flashcard game: farm animals answers

				
It's a cow.	It's a duck.	It's a sheep.	It's a horse.	It's a cat.
				
It's a donkey.	It's a turkey.	It's a pig.	It's a chicken.	It's a dog.



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Lesson Plan N° 3

INFORMATIVE DATA:

Teacher’s name: Lic. Paola Albán
Date: November 16th, 2020
Time: 40 minutes

Subject: English as a foreign language
Students’ age range: From 7 to 12 years old
Modality: Ordinary

Aim: To distinguish wild animals through Flashcard game.











Topic: In the jungle

Values: Conflict resolution, critical thinking, communication skills, decision making.











Essential contents	Skills and performance criteria	Indicators for performance criteria	Methodological Strategies	
			Proposed activities by the teacher	Resources
Wild animals vocabulary	EFL 2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or	I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries,	Warm-up (5’): Students play hangman guessing the names of wild animals. Presentation (10’): The teacher shows a video about wild animals. Students practice the wild animals shown in the video and mime like those animals. Students take turns miming like wild animals. Practice (15’): Flashcard game: Round 1:	Video about wild animals: https://www.youtube.com/watch?v=wI0BeLWajNE Mini flashcards (wild animals): In front: What is it?; and its picture. At the back: its corresponding answer.

	print), or a simple word list).	word lists, etc.) (I.2)	<p>Students get in pairs and play the Flashcard game. Each student shows his wild animals in different order. Their flashcards have this question: What is it?; and its corresponding picture in front. The back of the flashcards contains its answer.</p> <p>Production (10''):</p> <p>Students take turns to show the class their cards and say the names of the wild animals learned without looking at their answers.</p>	
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Flashcard game: wild animals questions

				
What is it?	What is it?	What is it?	What is it?	What is it?
				
What is it?	What is it?	What is it?	What is it?	What is it?

Flashcard game: wild animals answers

				
It's an elephant.	It's a hippo.	It's a snake.	It's a zebra.	It's a monkey.
				
It's a tiger.	It's a giraffe.	It's a lion.	It's a rhino.	It's an alligator.



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Lesson Plan N° 4

INFORMATIVE DATA:

Teacher’s name: Lic. Paola Albán

Date: November 17th, 2020

Time: 40 minutes

Subject: English as a foreign language

Students’ age range: From 7 to 12 years old

Modality: Ordinary

Aim: To tell family members correctly through Fan-N-Pick game.

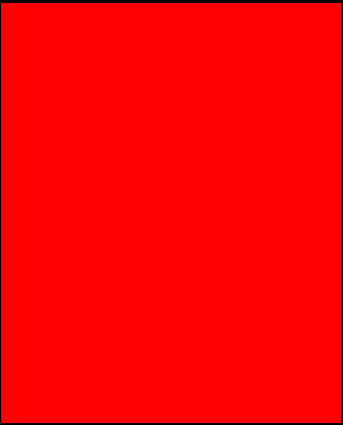
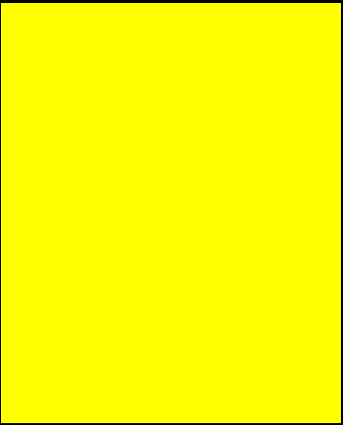
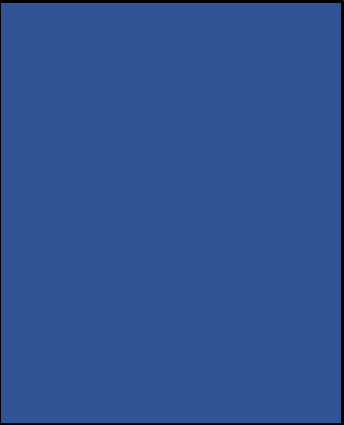


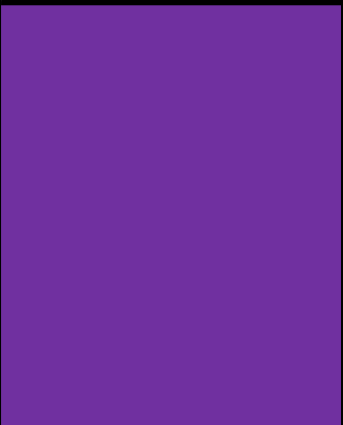
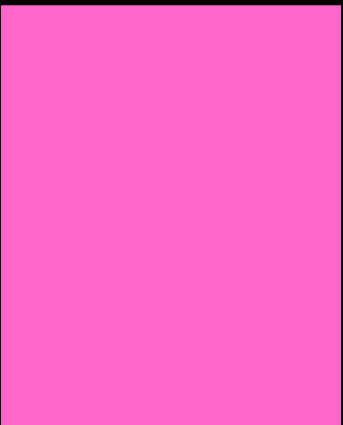
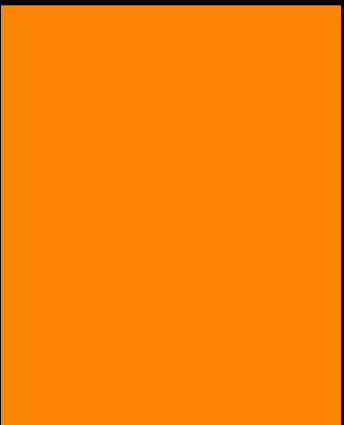
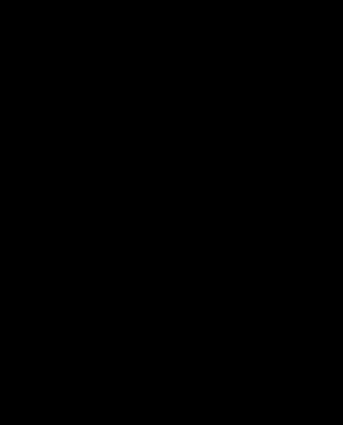

Topic: My family

Values: Conflict resolution, critical thinking, communication skills, decision making.





Essential contents	Skills and performance criteria	Indicators for performance criteria	Methodological Strategies	
			Proposed activities by the teacher	Resources
Family members vocabulary	EFL 2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or print), or a simple word	I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries, word lists, etc.) (I.2)	<p>Warm-up (5’): Students play Whack-a-mole interactive game to discriminate family members from other words.</p> <p>Presentation (10’): The teacher asks students to match words about the family members to their corresponding pictures. Students take turns to match the words to their pictures. Then the teacher shows a photo of her family and introduces her family members. Students volunteer to say the names of their family</p>	<p>Whack-a-mole interactive game: https://wordwall.net/resource/53741/family Matching interactive activity about family members: https://wordwall.net/es/resource/7141847/family-members Mini flashcards (family members): Who is he/she?/ Who are they?; and its picture.</p>

	list).		<p>members.</p> <p>Practice (15’):</p> <p>Fun-N-Pick game:</p> <p>Students get in pairs and play the Fun-N-Pick game.</p> <p>Each student has a set of flashcards with questions about family members.</p> <p>Student 1 asks to choose a card by saying: “Pick a card, any card”</p> <p>Student 2 chooses a color card.</p> <p>Note: Colors and family members are switched each student, so, they cannot identify in which color a certain family member is.</p> <p>Student 1 reads the questions: “Who is he/she?/ Who are they?”</p> <p>Student 2 answers the family member that belongs to the picture.</p> <p>Student 1 praises Student 2 if the answer is correct; or corrects his answer if it is not.</p> <p>Then they exchange roles.</p> <p>Production (10’):</p> <p>Volunteer students show their cards and say the family members they have.</p>	
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Fan-N-Pick game: family cards

				
red	yellow	blue	green	brown
				
purple	pink	orange	black	white

Fan-N-Pick game: family questions

				
Who is he?	Who is she?	Who is he?	Who is she?	Who is he?
				
Who is she?	Who is he?	Who are they?	Who are they?	Who are they?



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Lesson Plan N° 5

INFORMATIVE DATA:

Teacher’s name: Lic. Paola Albán
Date: November 18th, 2020
Time: 40 minutes

Subject: English as a foreign language
Students’ age range: From 7 to 12 years old
Modality: Ordinary

Aim: To contrast occupations through Fan-N-Pick game.

Topic: Jobs and occupations

Values: Conflict resolution, critical thinking, communication skills, decision making.

Essential contents	Skills and performance criteria	Indicators for performance criteria	Methodological Strategies	
			Proposed activities by the teacher	Resources
Occupations vocabulary	EFL 2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards)	I.EFL.2.1 4.1. Learners can successfully use simple online and print learning resources	<p>Warm-up (5’): Students guess the miming that the teacher performs and say the name of the occupations.</p> <p>Presentation (10’): The teacher presents a video about occupations and students practice them. Students match occupations with their corresponding word in a PPT presentation that each one is provided. Students take turns to match the words to their pictures of the occupations.</p> <p>Practice (15’):</p>	<p>Video about occupations: https://www.youtube.com/watch?v=G5UHA2sf-IE&t=83s</p> <p>PPT matching activity: https://docs.google.com/presentation/d/1fGvZ0IYwHYS8ofhpHUNLxT7AF3srakk4SsWkjKnP1c0/edit?usp=sharing</p> <p>Mini flashcards (occupations): What does he/she do?; and its picture.</p>

	<p>, a picture-based dictionary (online or print), or a simple word list).</p>	<p>. (Example: flashcards, picture dictionaries, word lists, etc.) (I.2)</p>	<p>Fun-N-Pick game: Students get in pairs and play the Fun-N-Pick game. Each student has a set of flashcards with questions about occupations. Student 1 asks to choose a card by saying: “Pick a card, any card” Student 2 chooses a color card. Note: Colors and occupations are switched. It means that while a student has a doctor at the back of red color, his peer has the doctor at the back of a green card. Student 1 reads the questions: “What does he/she do?” Student 2 answers according to the picture. Student 1 praises Student 2 if the answer is correct; or corrects his answer if it is not. Then they exchange roles. Production (10’): Volunteer students show their cards and say the occupations from their pictures.</p>	
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PPT matching game: occupations

What does she do?



She is a farmer.

She is a shop assistant.

What does he do?



He is a hairdresser.

He is a vet.

What does she do?



She is a cook.

She is a nurse.

What does he do?



He is a construction worker.

He is a doctor.

What does she do?



She is a secretary.

She is a doctor.

What does she do?



She is a teacher.

She is a chef.

What does she do?



She is an engineer.

She is a police officer.

What does he do?



He is a pilot.

He is a firefighter.

What does he do?



He is a musician.

He is a carpenter.

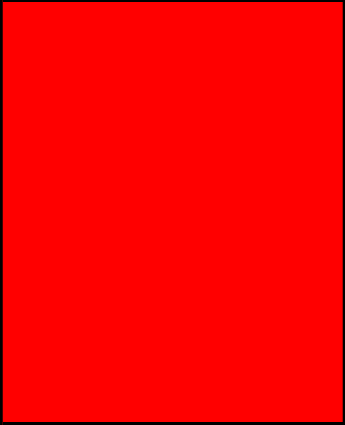
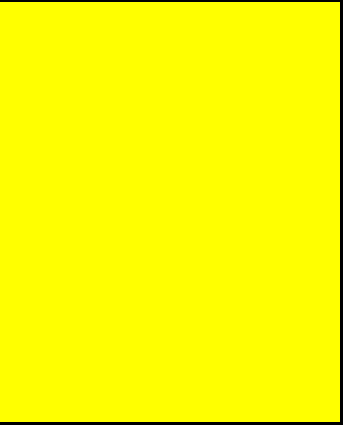



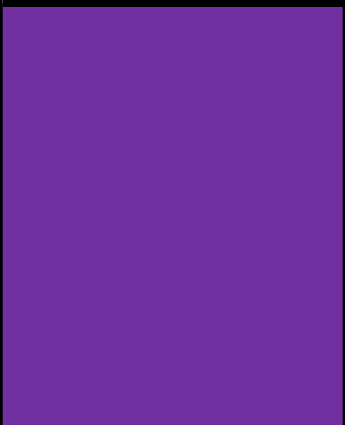


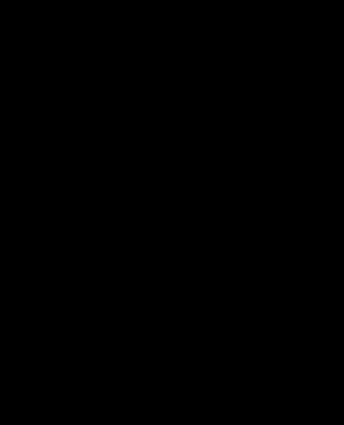

What does he do?



He is an office worker.

He is a farmer.

Fan-N-Pick game: occupations cards

				
red	yellow	blue	green	brown
				
purple	pink	orange	black	white

Fan-N-Pick game: occupations questions

				
What does he do?	What does he do?	What does he do?	What does he do?	What does he do?
				
What does she do?	What does she do?	What does she do?	What does she do?	What does she do?



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Lesson Plan N° 6

INFORMATIVE DATA:

Teacher’s name: Lic. Paola Albán
Date: November 19th, 2020
Time: 40 minutes

Subject: English as a foreign language
Students’ age range: From 7 to 12 years old
Modality: Ordinary

Aim: To list food and drinks for breakfast time thorough Fan-N-Pick game.

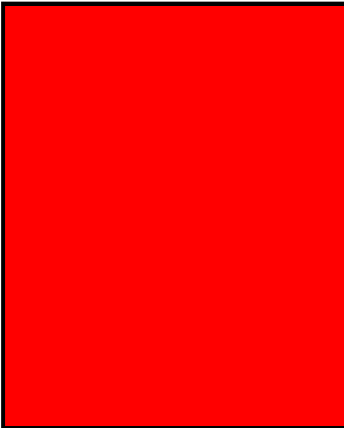
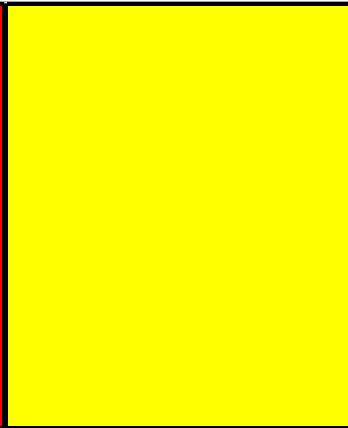
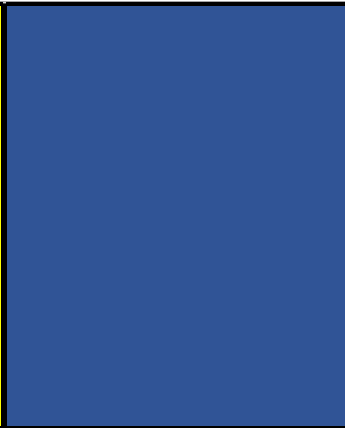

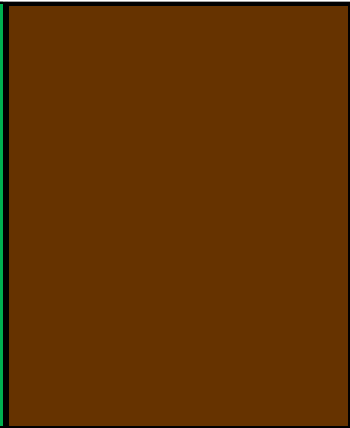

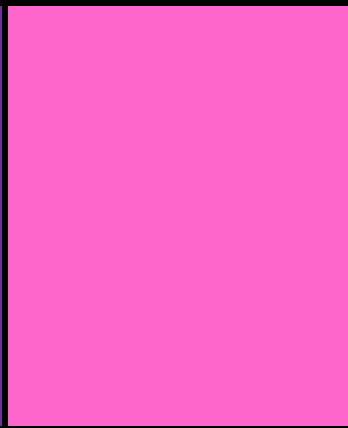
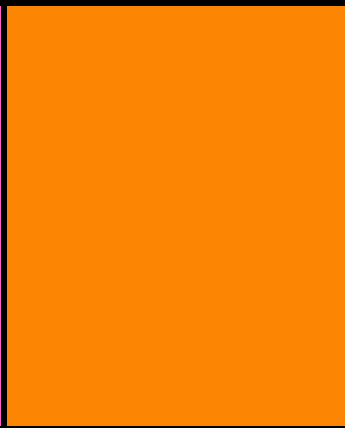

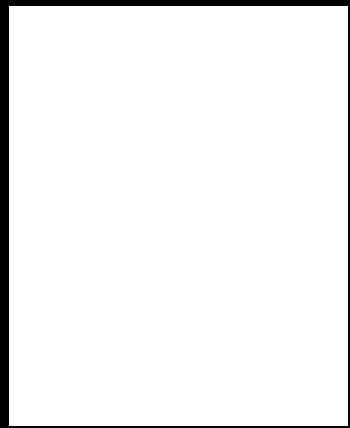
Topic: Breakfast time!

Values: Conflict resolution, critical thinking, communication skills, decision making.




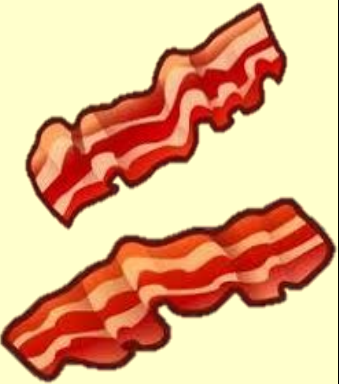

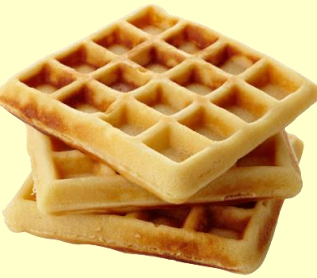




Essential contents	Skills and performance criteria	Indicators for performance criteria	Methodological Strategies	
			Proposed activities by the teacher	Resources
Food and drink vocabulary	EFL 2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or	I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries,	<p>Warm-up (5’): Students play an interactive game to make the breakfast they ask.</p> <p>Presentation (10’): The teacher presents a video of vocabulary for breakfast. Then students practice the foods and drinks. The teacher shows food pictures and asks students to say their names as fast as she shows the items.</p> <p>Memory game: The teacher starts saying I eat... (a food) for breakfast. She names a students and he repeat her sentence and adds another food item. His classmates</p>	<p>Interactive online game for making breakfast: http://www.cookinggames.com/breakfast-time.html</p> <p>Video of vocabulary for breakfast: https://www.youtube.com/watch?v=mZmiskdFu7w</p> <p>Pictures: toasts, waffles, pancakes, bacon, sausage, eggs, cereal, orange juice,</p>

	print), or a simple word list).	word lists, etc.) (I.2)	<p>continue like this. They can also name drinks.</p> <p>Practice (15’):</p> <p>Fun-N-Pick game:</p> <p>Students get in pairs and play the Fun-N-Pick game. Each student has a set of flashcards with questions about food and drinks fro breakfast.</p> <p>Student 1 asks to choose a card by saying: “Pick a card, any card”</p> <p>Student 2 chooses a color card.</p> <p>Note: Colors, food and drinks are switched. For example, each has the pancakes picture at the back of yellow color while the other student has the same picture at the back of brown color card.</p> <p>Student 1 reads the questions: “What is it?/ What are they?”</p> <p>Student 2 answers the food or drink that belongs to the picture.</p> <p>Student 1 praises Student 2 if the answer is correct; or corrects his answer if it is not.</p> <p>Then they exchange roles.</p> <p>Production (10’):</p> <p>Volunteer students show their cards and say the food and drinks on their cards.</p>	<p>coffee, tea, milk</p> <p>Mini flashcards (food and drinks): What is it?; What are they? and its picture.</p>
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Fan-N-Pick game: food and drink cards

				
red	yellow	blue	green	brown
				
purple	pink	orange	black	white

Fan-N-Pick game: food and drinks questions

				
What is it?	What is it?	What is it?	What is it?	What is it?
				
What are they?	What are they?	What are they?	What are they?	What are they?



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Lesson Plan N° 7

INFORMATIVE DATA:

Teacher’s name: Lic. Paola Albán
Date: November 20th, 2020
Time: 40 minutes

Subject: English as a foreign language
Students’ age range: From 7 to 12 years old
Modality: Ordinary

Aim: To identify school supplies students commonly use thorough Think-Pair-Share structure.

Topic: At school

Values: Conflict resolution, critical thinking, communication skills, decision making.

Essential contents	Skills and performance criteria	Indicators for performance criteria	Methodological Strategies	
			Proposed activities by the teacher	Resources
School supplies vocabulary Colors Adjectives	EFL 3.2.12. Ask and answer questions and exchange information on familiar topics in predictable everyday situations. (Example: ask for directions,	Learners can use back-channeling to react appropriately to what others say about familiar topics in predictable,	<p>Warm-up (5’): Students play “Simon Says” and bring different school supplies.</p> <p>Presentation (10’): The teacher shows a video about school supplies vocabulary. Students sing along while showing their school supplies. The teacher divides the class in boys and girls teams. Students show the school supply the teacher asks and the team that has the most number of school supplies wins.</p> <p>Practice (15’):</p>	<p>Video about school supplies: https://www.youtube.com/watch?v=41cJ0mqWses&t=2s</p> <p>Realia: pencil, sharpener, eraser, ruler, book, scissors, chair, desk, pen, bag.</p> <p>Interactive board game: https://www.eslgamesplus.com/school-supplies-esl-interactive-vocabulary-</p>

	<p>give directions, express a personal opinion, etc.)</p>	<p>everyday situations and when carrying out pair work for a specific task in class. (I.3, J.3)(REF I.EFL.3.10.1)</p>	<p>Students play an interactive board game to practice school supplies. Think-pair-share structure: Students receive instructions: The class is going to work in pairs. Each pair is going to answer these questions: a) What is your favorite school supply? b) Describe your favorite school supply. c) Name as many school supplies as possible in twenty seconds. One student asks and the other answers. Then they exchange roles. Next, the class is divided in different pairs for three times. Production (10’): Volunteer students share their answers to the class.</p>	<p>crocodile-board-game/</p>
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Lesson Plan N° 8

INFORMATIVE DATA:

Teacher’s name: Lic. Paola Albán
Date: November 23rd, 2020
Time: 40 minutes

Subject: English as a foreign language
Students’ age range: From 7 to 12 years old
Modality: Ordinary

Aim: To recognize furniture students commonly work with at home and at school thorough Think-Pair-Share structure.

Topic: My favorite furniture

Values: Conflict resolution, critical thinking, communication skills, decision making.


Essential contents	Skills and performance criteria	Indicators for performance criteria	Methodological Strategies	
			Proposed activities by the teacher	Resources
Furniture vocabulary Colors Preposition: on	EFL 3.2.12. Ask and answer questions and exchange information on familiar topics in predictable everyday situations. (Example: ask for directions,	Learners can use back-channeling to react appropriately to what others say about familiar topics in predictable,	Warm-up (5’): Guessing game: Teacher explains students that they have to choose a number or a color from the PPT presentation for the teacher to erase. They are going to guess and say the name of the furniture. Students can only select three pieces. Presentation (10’): The teacher shows a video about furniture vocabulary. Students sing along while watching the video. The teacher asks students to draw furniture on the	Video about furniture: https://www.youtube.com/watch?v=m20tFPSq8K8

	<p>give directions, express a personal opinion, etc.)</p>	<p>everyday situations and when carrying out pair work for a specific task in class. (I.3, J.3)(REF I.EFL.3.10.1)</p>	<p>interactive board according to what she describes. To win a happy face, students need to describe the piece of furniture they drew. Practice (15’): Think-pair-share structure: Students receive instructions: The class is going to work in pairs. Each pair is going to answer these questions: a) What is your favorite piece of furniture? b) Describe your piece of furniture. c) Name as many pieces of furniture as possible in twenty seconds. One students asks and the other answers. Then they exchange roles. Next, the class is divided in different pairs for more two times and follow the same steps. Production (10’): Volunteer students share the information they got about furniture to the class.</p>	
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Guessing game: chair

	8		6		4
3		7		10	
	5		1		9
2		11		12	

Guessing game: chair answer

	8		6		4
3				10	
	5		1		9
2		11		12	

Guessing game: table

	5		1		9
2		11		12	
	8		6		4
3		7		10	

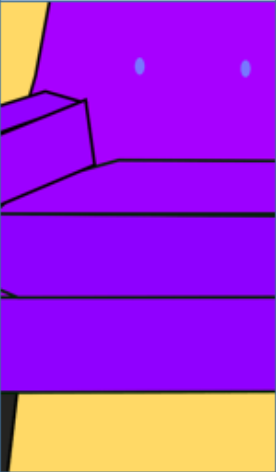
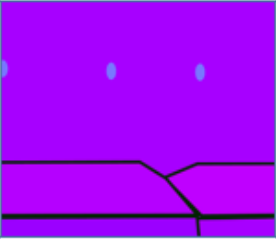

Guessing game: table answer

	5		1		9
2		11		12	
	8		6		4
3		7		10	

Guessing game: sofa

	6		4		8
7		10		3	
	1		9		5
11		12		2	

Guessing game: sofa answer

	6		4		8
7		10		3	
			9		5
11		12		2	

Guessing game: stool

6		4		8	
	10		3		7
1		9		5	
	12		2		11

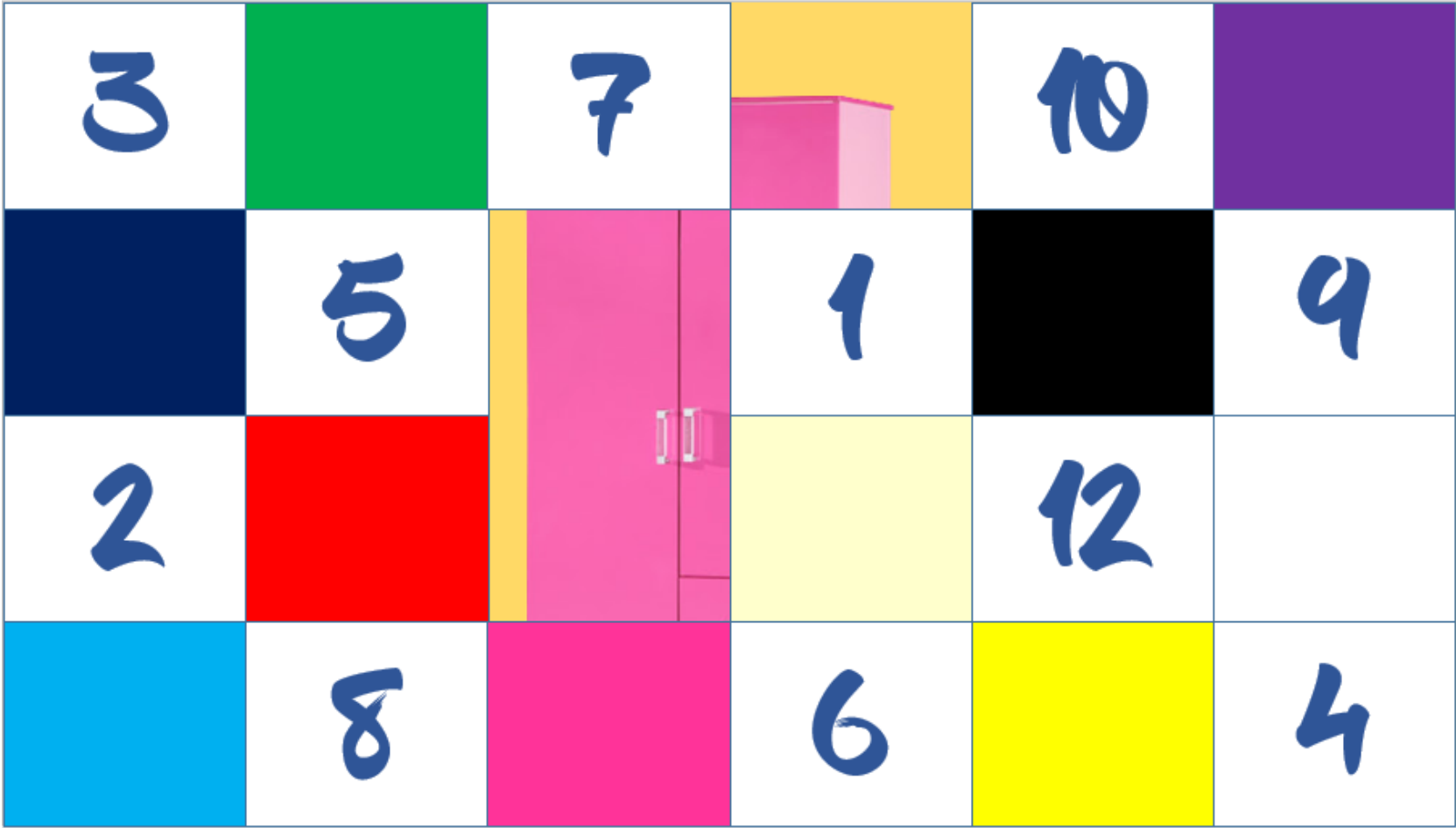
Guessing game: stool answer

6		4		8	
	10		3		7
1				5	
	12		2		11

Guessing game: cupboard

3		7		10	
	5		1		9
2		11		12	
	8		6		4

Guessing game: cupboard answer



Guessing game: bed

	4		8		6
10		3		7	
	9		5		1
12		2		11	

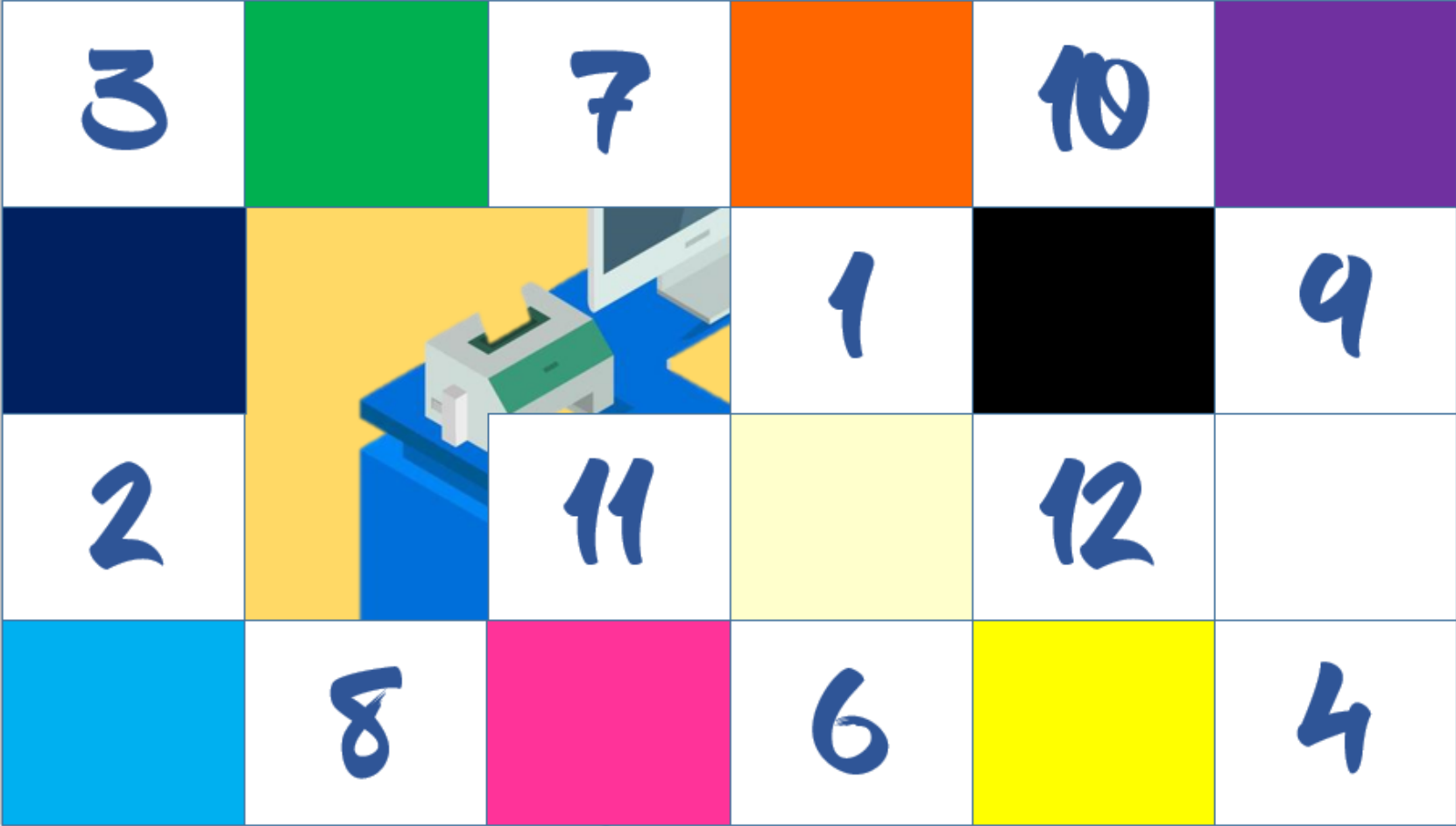
Guessing game: bed answer



Guessing game: desk

3		7		10	
	5		1		9
2		11		12	
	8		6		4

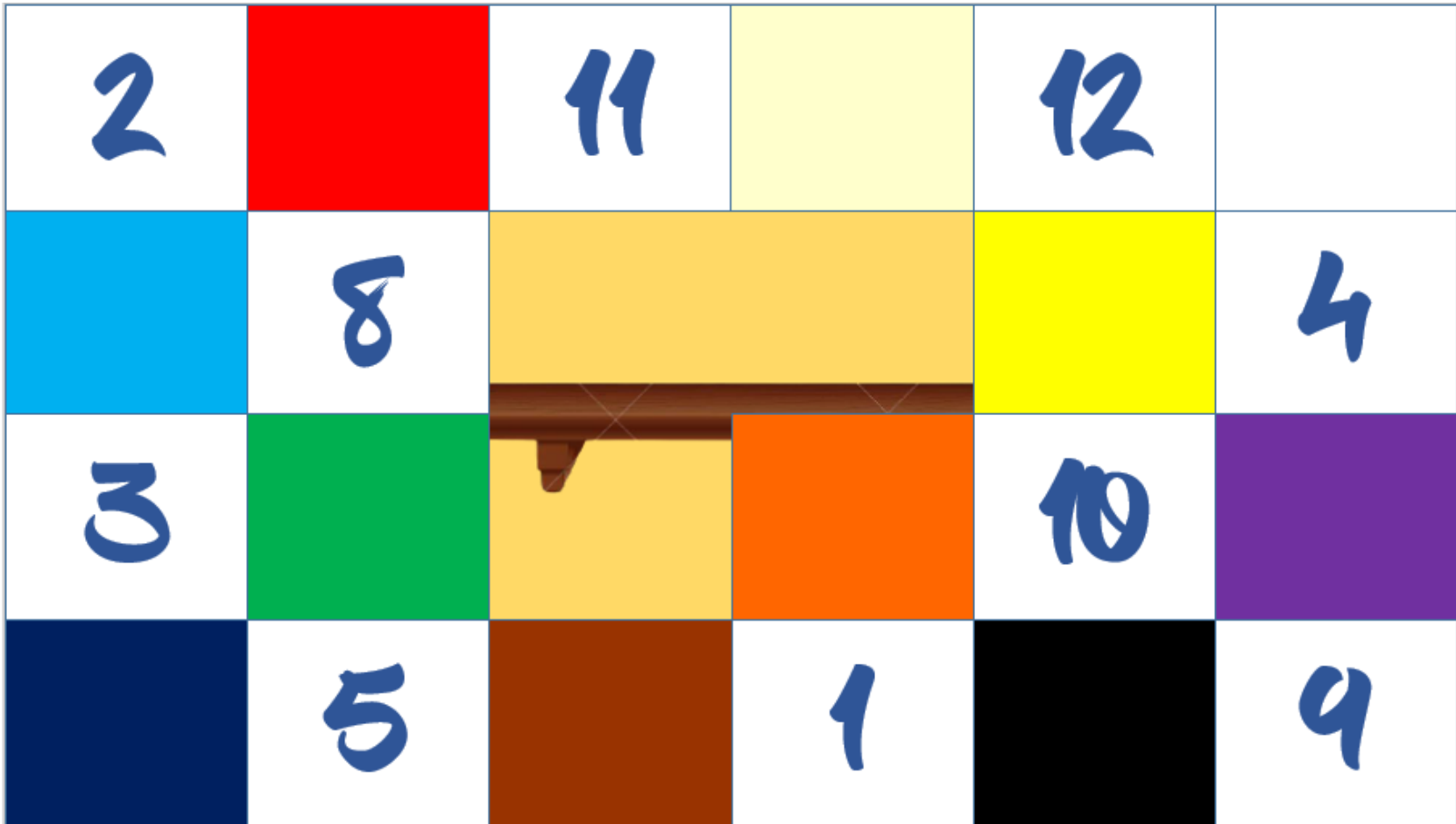
Guessing game: desk answer



Guessing game: shelf

2		11		12	
	8		6		4
3		7		10	
	5		1		9

Guessing game: shelf answer





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2020 - 2021

Lesson Plan N° 9

INFORMATIVE DATA:
Teacher’s name: Lic. Paola Albán
Date: November 24th, 2020
Time: 40 minutes

Subject: English as a foreign language
Students’ age range: From 7 to 12 years old
Modality: Ordinary

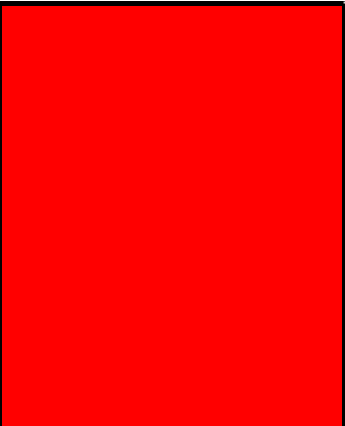
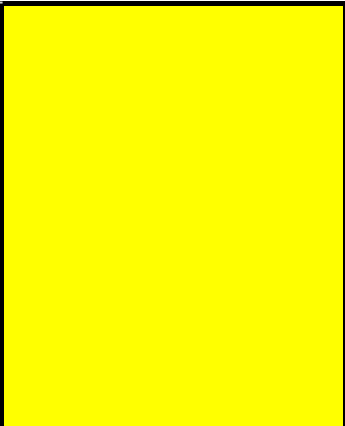



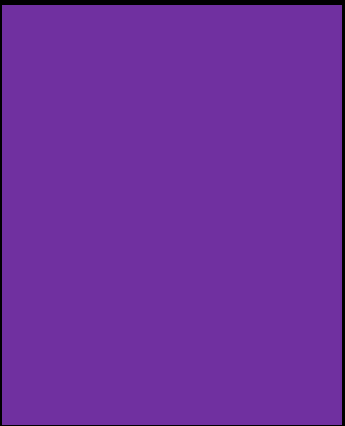
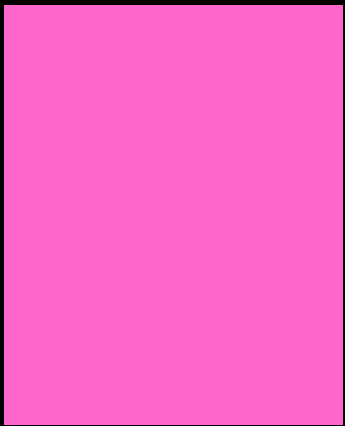

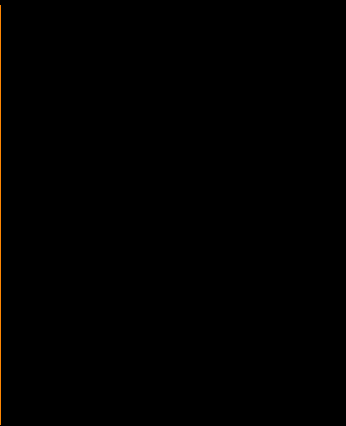

Aim: To use prepositions of place: in, on, under by playing Fan-N-Pick game.
Topic: Where are they?

Values: Conflict resolution, critical thinking, communication skills, decision making.


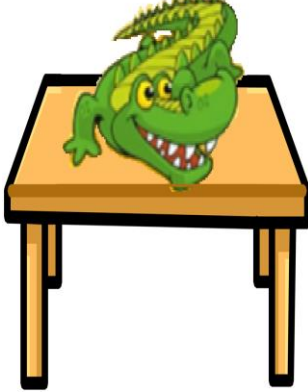



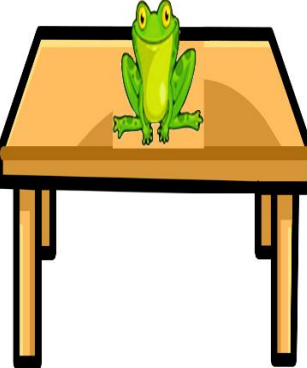

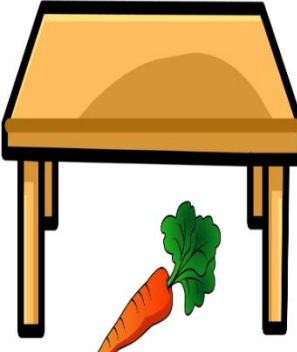

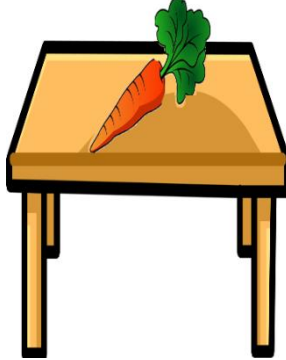
Essential contents	Skills and performance criteria	Indicators for performance criteria	Methodological Strategies	
			Proposed activities by the teacher	Resources
Furniture vocabulary Animals vocabulary Prepositions: in, on, under	EFL 2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or	I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries,	Warm-up (5’): The teacher shows a video about prepositions of place: on, in, under. Then the teacher mimes using her hands how to represent on, in, under. Students play a game where the teacher says in, on, under at random and kids need to represent with their hands the preposition they hear. The teacher says the prepositions each time faster. Presentation (10’): The teacher shows a box and places different toys in, on, and	Video about prepositions: https://www.youtube.com/watch?v=8F0NYB BKczM&t=20s

	<p>print), or a simple word list).</p>	<p>word lists, etc.) (I.2)</p>	<p>under the box. Students have to perform the actions that the teacher asks similar to the model seen. Each time the children do well, they get a happy face, and the teacher gives two happy faces when students perform the action and say the place where they put the object. Practice (15’): Fun-N-Pick game: Students get in pairs and play the Fun-N-Pick game. Each student has a set of flashcards with questions about the prepositions: on, in, under. Student 1 asks to choose a card by saying: “Pick a card, any card” Student 2 chooses a color card. Note: Colors and pictures showing different positions of animals are switched. Example: one student has a crocodile under a table at the back of green color while another student has it at the back of purple card. Student 1 reads the questions: “Where is it? Student 2 answers according to the picture: It’s on the chair. (Example). Student 1 praises Student 2 if the answer is correct; or corrects his answer if it is not. Then they exchange roles. Production (10’): A volunteer student asks the class to develop the actions he mentions about places of animals. The student who gets confused, performs like the animal.</p>	
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Fan-N-Pick game: prepositions cards

				
red	yellow	blue	green	brown
				
purple	pink	orange	black	white

Fan-N-Pick game: Prepositions questions

				
Where is it?	Where is it?	Where is it?	Where is it?	Where is it?
				
Where is it?	Where is it?	Where is it?	Where is it?	Where is it?



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2020 - 2021

Lesson Plan N° 10

INFORMATIVE DATA:

Teacher’s name: Lic. Paola Albán
Date: November 25th, 2020
Time: 40 minutes

Subject: English as a foreign language
Students’ age range: From 7 to 12 years old
Modality: Ordinary

Aim: To relate quantity to numeral and say the age through Fan-N-Pick game.

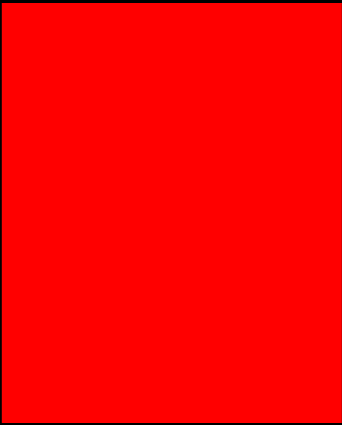
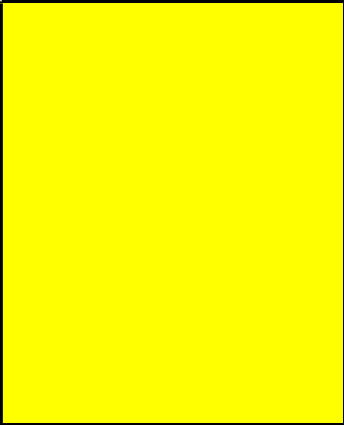
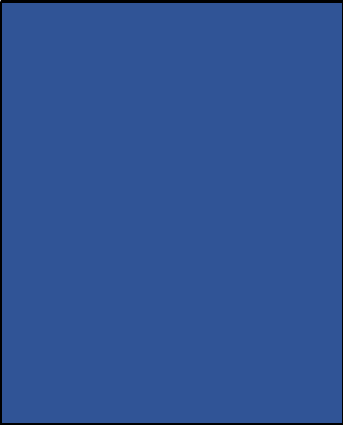
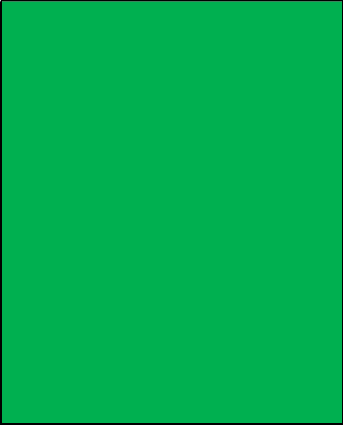
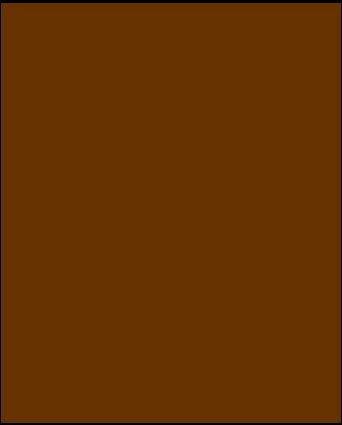
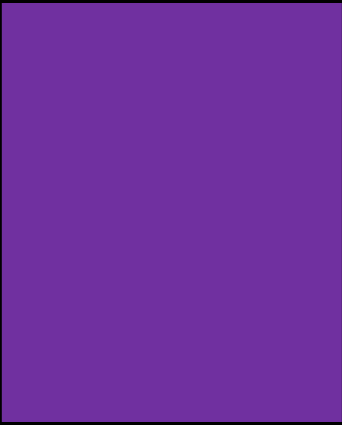
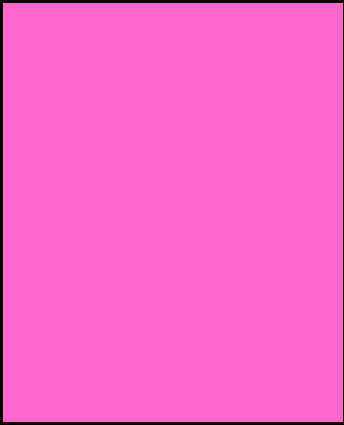
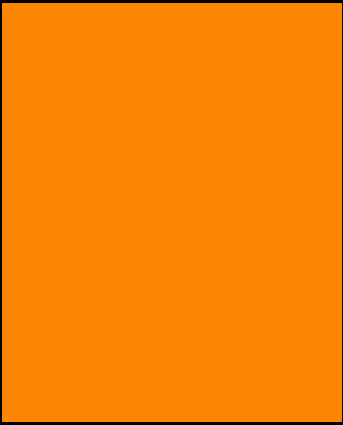
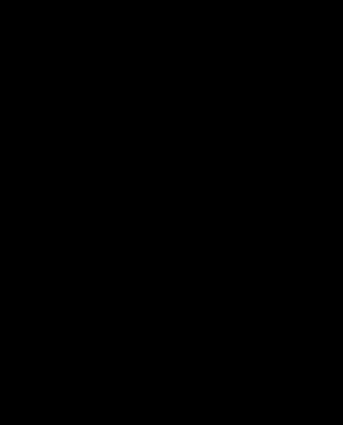
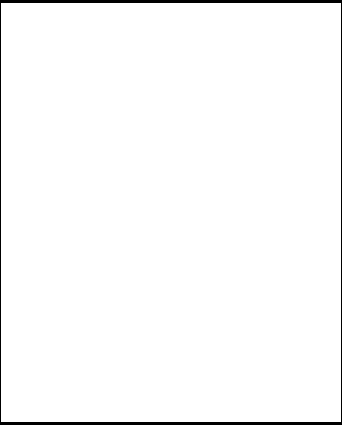
Topic: How old are you?

Values: Conflict resolution, critical thinking, communication skills, decision making.

Essential contents	Skills and performance criteria	Indicators for performance criteria	Methodological Strategies	
			Proposed activities by the teacher	Resources
Numbers Expression to say the age: I am...	EFL 2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or	I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries,	Warm-up (5’): The teacher shows a video about a birthday party. The teacher pauses the video to ask about quantities of objects shown in the video. Students say the number of object they see. Presentation (10’): The teacher shows how to play birthday candle counting game: Click on the candles to count them. Then select the correct number. This is the age of the birthday boy or girl. Students play the online game to practice numbers and	Video about a birthday party: https://www.youtube.com/watch?v=qGcoN9fwCuU Birthday candle counting online game: https://www.youtube.com/watch?v=qGcoN9fwCuU

	print), or a simple word list).	word lists, etc.) (I.2)	<p>say the age.</p> <p>Practice (15’):</p> <p>Fun-N-Pick game:</p> <p>Students get in pairs and play the Fun-N-Pick game. Each student has a set of flashcards with questions about age.</p> <p>Student 1 asks to choose a card by saying: “Pick a card, any card”</p> <p>Student 2 chooses a color card.</p> <p>Note: Colors and pictures showing ages are switched. Example: one student has a cake with five candles at the back of yellow color while another student has a cake with five candles at the back of red card.</p> <p>Student 1 reads the questions: “How old are you?”</p> <p>Student 2 answers according to the number of candles on the cake.</p> <p>Student 1 praises Student 2 if the answer is correct; or corrects his answer if it is not.</p> <p>Then they exchange roles.</p> <p>Production (10’):</p> <p>Game: A student says his name, age and asks a classmate to continue. This boy says his friend’s name, age, and includes his name and age. They continue in this way.</p> <p>Example:</p> <p>Student 1: Hello, my name is Paola. I am ten years old.</p> <p>Student 2: Hello, she’s Paola. She’s ten old. I am Paty. I am seven years old. And so on.</p>	
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Fan-N-Pick game: age cards

				
red	yellow	blue	green	brown
				
purple	pink	orange	black	white

Fan-N-Pick game: age questions

				
How old are you?	How old are you?	How old are you?	How old are you?	How old are you?
				
How old are you?	How old are you?	How old are you?	How old are you?	How old are you?