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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

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Título de Licenciado/a en Pedagogía del Idioma Inglés.**

Theme: Cooperative learning and the listening skill

Author: Joselyn Rosario Vargas Ocaña.

Tutor: PhD. Sara Jacqueline Iza Pazmiño.

Ambato – Ecuador

2021

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CERTIFY:

I, Sarah Jacqueline Iza Pazmiño, holder of the I.D No. 0501741060, in my capacity as supervisor of the Research dissertation on the topic: “COOPERATIVE LEARNING AND THE LISTENING SKILL” investigated by Joselyn Rosario Vargas Ocaña with I.D No. 1805227996, confirm that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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ID. 0501741060
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I declare this undergraduate dissertation entitled "COOPERATIVE LEARNING AND THE LISTENING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



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Joselyn Rosario Vargas Ocaña
I.D 180522799-6

AUTHOR

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I.D 180522799-6

AUTHOR

DEDICATION

TO:

My parents, for being the people who have given me the opportunity to move forward every time I remembered their precious love and the good influence they have shown me. To my brother for giving me peace of mind and putting up with me as a younger sister all these years.

Joselyn.

ACKNOWLEDGMENTS

To my parents, for all the effort they have made so that I have been able to continue my education, as well as for the support and love they have given me during all these years. To my friend Evelyn for always being there giving me her support, making me believe in myself, and letting me know that I have someone special to trust. To my teachers who have shared their knowledge with me, for being figures that I have come to admire, and for being a reason for me to want to be a great teacher like them in the future. And last but not least, I want to thank myself for not giving up and not quitting all this.

Joselyn.

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CARRERA DE IDIOMAS

Theme: Cooperative Learning and the Listening Skill

Author: Joselyn Rosario Vargas Ocaña

Tutor: Lic. Sarah Jacqueline Iza Pazmiño, Mg.

ABSTRACT

The research problem addresses the deficiencies that students have when it comes to the performance of listening skills. Listening is an incredibly vital skill for the person learning English because in verbal communication a person cannot communicate with another without hearing the speaker's utterances and understanding them. However, listening is a very demanding and difficult skill for learners to dominate. Consequently, students have problems in learning it. For this reason, it is necessary to pay close attention to the way this skill is taught and to use the best methods to help students master it. The main objective of this research was to analyze how cooperative learning influences the listening skills of sixth semester students of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato. The methods used in this investigation were quasi-experimental research and mixed methods. The treatment using cooperative learning lasted for five weeks and the sessions were a mix of synchronous and asynchronous work. To obtain the data, a pre-test and a post-test were used, which were taken by twenty-five students, this being the FCE exam created by Cambridge English Assessment that evaluates the B2 level. The results were analyzed using the T-student statistical test and were favorable as there was a great increase in the post-test results after the treatment, thus supporting that cooperative learning allows students to improve their listening skills.

Keywords: cooperative learning, listening skills, FCE

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RESUMEN

El problema de investigación aborda las deficiencias que tienen los estudiantes en lo que respecta a la realización de las habilidades de escucha. Escuchar es una habilidad increíblemente vital para la persona que aprende inglés, ya que en la comunicación verbal una persona no puede comunicarse con otra sin escuchar las expresiones del hablante y entenderlas. Sin embargo, escuchar es una habilidad muy exigente y difícil de dominar para los alumnos. En consecuencia, los alumnos tienen problemas para aprenderla. Por este motivo, es necesario prestar mucha atención a la forma de enseñar esta destreza y utilizar los mejores métodos para ayudar a los alumnos a dominarla. El objetivo principal de esta investigación fue analizar cómo influye el aprendizaje cooperativo en la habilidad de escuchar de los estudiantes de sexto semestre de la carrera "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. Los métodos utilizados en esta investigación fueron la investigación cuasi-experimental y los métodos mixtos. El tratamiento con aprendizaje cooperativo tuvo una duración de cinco semanas y las sesiones fueron una mezcla de trabajo sincrónico y asincrónico. Para la obtención de los datos se utilizó un pre-test y un post-test, que fueron tomados por veinticinco estudiantes, siendo éste el examen FCE creado por Cambridge English Assessment que evalúa el nivel B2. Los resultados fueron analizados mediante la prueba estadística T-student y fueron favorables ya que hubo un gran aumento en los resultados del post-test después del tratamiento, apoyando así que el aprendizaje cooperativo permite a los estudiantes mejorar sus habilidades de escucha.

Palabras clave: aprendizaje cooperativo, habilidades de escucha, FCE.

INTRODUCTION

CHAPTER I

This first chapter contains the Investigative Background, several investigative articles that serve as a guide and basis for the development of this topic. In addition, there is an in-depth investigation of the independent and dependent variable, cooperative learning and listening skills.

CHAPTER II

This chapter lists the resources that will help in the execution of this research, such as the population and the instruments. As well as the methods that will help to carry out the research.

CHAPTER III

This chapter contains the results obtained from the pre-test and post-test with their respective analyses, tables, and graphs. In addition to the verification of the hypothesis.

CHAPTER IV

The last chapter contains important conclusions reached after the development of the research.

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Investigative Background

In order to conduct the present research on cooperative learning and listening skills some previous studies containing similar themes were analyzed. This helped to see the research process on similar topics and at the same time, it served as a basis for this investigation.

The first research that was taken into account was conducted by Kirbaş (2018). Its main objective was to determine whether there was a meaningful difference in students' acquisition of listening skills between the group using the cooperative learning method and the group using traditional learning methods. In addition, a test was used to measure the listening skills of the experimental and control groups. With the students in the experimental group, the learning together technique was applied, while the students in the control group were taught traditionally. To obtain the final results, the same test was applied; these results showed that the students in the experimental group obtained better results. This demonstrated that the use of the learning together technique is more effective than teaching traditionally.

This study is valuable to this research as it shows how the use of new methods instead of traditional ones can have a great effect when teaching listening skills. In this case, the researcher used a cooperative learning technique called learning together and could demonstrate how using this technique is more fruitful than teaching traditionally.

Ali and Ozlem (2018) carried out an investigation entitled cooperative learning in the acquisition of English language skills. Its objective was to show the impact of cooperative learning on language skills in an English language class. The design that this study used was a “non-equivalent control group pre-test and post-test design.” The study wanted to compare grammar, vocabulary, reading, and listening comprehension levels of the experimental and control groups, these groups were formed with Anatolian 10th-grade high school students. While the experimental group was taught using the learning together method, the control group was trained with the traditional

method proposed in the study plan. The data on the academic performance of the students were obtained with the test called the academic performance test, which was developed by one of the researchers. Regarding the listening part of this project, the results showed that the use of cooperative learning increased the students' listening skills by 87%.

This study is essential for this research because it states the impact that the use of cooperative learning has in teaching English language skills. This impact was seen by the use of the learning together technique which proved to be better than using a traditional method when teaching these skills.

Wang (2020) with the article entitled: "On the application of cooperative learning in university English teaching" aimed to discuss the importance of cooperative learning and how to apply this approach in university English teaching to improve students' overall language proficiency. The findings of this study, having used a vast amount of literature on cooperative learning, illustrated and demonstrated its importance in helping students learn English more effectively. With cooperative learning students actively participate in the activities because they are responsible for their roles in the group, they are working with as a whole. By using this method, students learn to cooperate, learn from each other, and help each other in the process of learning. Thus, it was concluded that cooperative learning is beneficial and feasible in college English teaching and is a systematic method to help improve students' overall language proficiency.

This study was considered important because it concerns the application of cooperative learning when teaching English in a university environment, taking into account that the population of the present research is university students.

Similarly, Han (2015) in his study investigated the feasibility and effectiveness of implementing cooperative learning in college English classes. The results were obtained utilizing an empirical study; it was applied for an entire semester using questionnaires, pre-test, post-test, and interviews. As a pre-test and post-test "College English Test Band 4" was used, at the end of this, a questionnaire was also used to find out the students' opinions about cooperative learning. In addition, students were

frequently interviewed by the author. In the end, the results showed that cooperative learning is quite useful in English listening classes.

This research is of interest because it demonstrated that the application of cooperative learning in college English classes, specifically in teaching listening comprehension skills, is very useful.

Yavuz (2018) conducted a research study, the objective of which was to reveal the effect of cooperative learning on language skills in an English course. The research lasted for five weeks and involved 66 students from the tenth grade of Anatolian high school. The study design was "non-equivalent pretest-posttest control groups", which is one of the quasi-experimental designs, there were two groups, in the experimental one cooperative learning was adopted, while in the control group a traditional method was used. The instrument used was the "Academic Achievement Test", which was created by the first researcher. The results, as far as listening skills are concerned, showed that cooperative learning and the traditional method had a great impact on the students' listening skills. At the same time, it implies that cooperative learning increased students' listening skills by a proportion of 87% while traditional instruction increased by a proportion of 73%.

The contribution of this study lies in the revelation of the use of cooperative learning in an English course. Demonstrating again that this method contributes more in the results of students than it would teaching in a traditional way.

Asakawa et al. (2016) conducted an investigation where the researchers reviewed some basic concepts of cooperative learning and presented a list of useful expressions in English that they have developed to help students when they participate in cooperative learning activities. The participants were a group of ninth-graders from a well-known all-girls private high school. The list was implemented when they were ninth-graders, in May 2013. By March 2015, when this study was conducted, they had become accustomed to cooperative learning. Once this learning was established with a solid base lesson pattern and the list was implemented, students were encouraged to interact with each other in English rather than in their native language. The results of using the list for 22 months in a private high school in Japan suggested that the list helped

facilitate interactions among students, as well as increase their motivation and confidence, as well as good grades in tasks.

This study is significant because the researchers developed a list of useful English expressions to help students when participating in cooperative learning activities. This way students could interact better and get good grades on their assignments.

Alhebaishi (2019) carried out a research and the study aimed to investigate the cooperative learning techniques applied by middle school language teachers and to examine students' attitudes towards the use of cooperative learning in these classes. Two instruments were used to gather data: observation reports and an attitude questionnaire. The observations took place in 31 classrooms of 12 public middle schools, and the attitude questionnaire was administered to 547 students. The results revealed that language teachers made several mistakes in the application of cooperative learning techniques. On the other hand, the results of the attitude questionnaire showed that students' reaction to cooperative learning was positive.

This study is a great contribution to the present research because it shows that teachers make mistakes when implementing cooperative learning in their teaching. But at the same time, students are positive when learning with this method.

Marashi and Khatami (2017) conducted a study aimed to investigate the effect of cooperative learning on EFL learners' creativity and motivation. For this purpose, 66 pre-intermediate female learners were selected through their performance on a pilot sample of the Preliminary English Test. The female students were placed in two groups, a control, and an experimental group. Both groups were administered the Abedi-Schumaker Creativity Test and the Attitude/Motivation Test Battery as a pretest. Both groups received the same teaching time and the same material with the same teacher for 18 sessions of 90 minutes each. In the experimental group, students experienced the cooperative learning strategies of think-pair-share, roundtable, three-step interview, and three-pair. Students in the control group, on the other hand, received instruction based on the language school curriculum, which did not have any cooperative learning element. The results proved to have a significantly positive effect on EFL learners' creativity and motivation. This study provided further evidence in favor of the application of cooperative learning in the language teaching environment.

This study conducted by these two researchers is interesting because it shows that the effect of cooperative learning on the motivation and creativity of EFL students is a positive one as it increases their motivation and creativity.

Tombak and Altun (2016) investigated the effects of cooperative learning on university students. This study was conducted because motivation is an important component of success in education, and it is best achieved with constructivist learning methods, especially cooperative learning. They came to the conclusion that cooperative learning is a popular method in primary and secondary school, but it is rarely used in higher education because of the large number of students and time constraints. The aim of the study was to investigate the effects of cooperative learning on student motivation and student products at the university level. The method used was mixed. Jigsaw and Team-Game-Tournament techniques were implemented in two sections of a selective course at a state university in Istanbul, Turkey, to outline the motivational effects of this method on students aged 18-25. In order to achieve more satisfactory results, a mixed methodology was used and was supported by a pre-test and post-test, as well as documentary analysis of the students' products. The results showed that the university level is not a difficult place to apply cooperative learning. On the contrary, it is a fruitful level to see positive effects. Both qualitative and quantitative data support the positive effect of cooperative learning on students' motivation and cooperative learning strategies. It was concluded that cooperative learning is effective, especially in the case of students in the faculties of education, the use of cooperative learning was quite generous in terms of their own learning. Since their profession involves teaching to learn, it is important for them to know the way.

This study is quite important because it showed that cooperative learning was well received by students at the university level, especially in faculties of education. Cooperative learning greatly influenced the motivation of these students, as well as their performance.

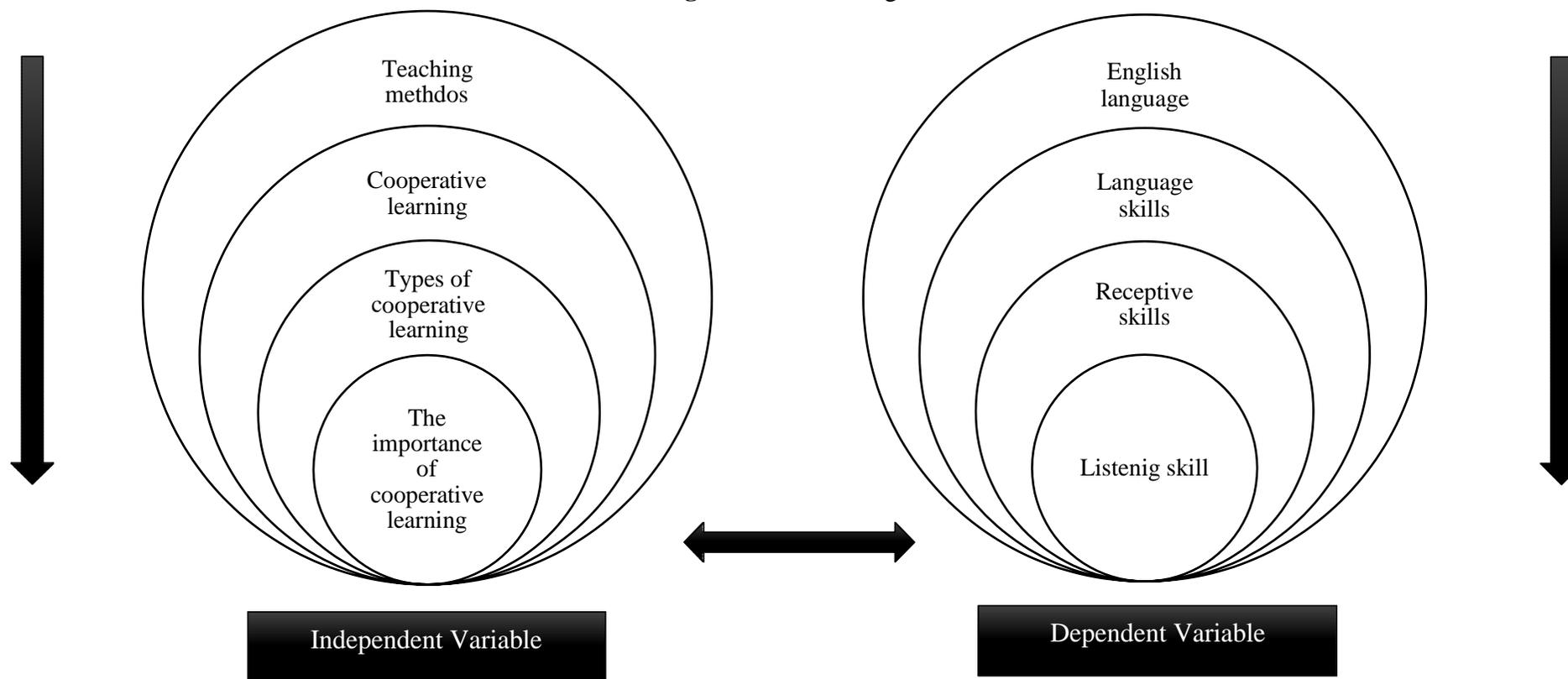
These researches and articles concluded, in a way, that cooperative learning should be used more frequently in teaching, in this case, in teaching listening skills. Through using it, more opportunities will be created for students to improve in this skill and develop it in a better way. Furthermore, in these researches, to collect the data, a pre-test was used, then a type of treatment and the post-test to evaluate and see if there

were changes or not. It was as also seen about the application of cooperative learning with university students, which for this research is vital since that will be the population, as a significant datum, cooperative learning was well received in the faculties of education since the students there are learning how to teach and this method is one very well seen. In addition, it was demonstrated that cooperative learning can be more useful in teaching than traditional methods. Finally, it was proven that the technique of learning together is an incremental and valuable technique for students to share a common goal and achieve it.

1.1.1 Theoretical Framework

1.1.2 Key Categories

Figure 1: Main Categories



Recourse: Researcher Elaborated by: Vargas, J. (2021)

1.1.3 Independent variable

Teaching Methods

According to Ayeni (2016) teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Vargas (2019) stated that teaching methods can be considered as a logical and rational organization, according to the learning principles of a theory, of a series of specific events aimed at obtaining certain learning objectives. For Fuentes (2016) the success of the teaching and learning process depends both on the correct definition and determination of its objectives and contents, as well as on the methods applied to achieve these objectives. Teaching methods will be a component of the pedagogical process that shapes learning, through the content and its free management to achieve the stated objective.

Cooperative learning

According to Johnson and Johnson (2008), today cooperative learning is a crucial method in education not only in primary and secondary schools but also in universities. To understand the importance of this method a little more we have Jhonson, Jhonson and Holubec, (1994) who defined this method as the cooperation through working together to achieve common objectives. Cooperative learning is the use of small groups for students to work together to broad their own learning and the learning of others. With this it can be inferred that cooperative learning allows students to work together in small groups to achieve the same objective. Kagan (1993) views cooperative learning as a group learning activity organized in such a way that learning depends on the socially structured interchange of information among the learners in the group and each student will see of his or her own learning and is also there to help improve the learning of the rest. In conclusion, cooperative learning is an approach in which students work together in mixed groups to achieve a common goal.

Benefits of cooperative learning

Nowadays, social communication skills and group work are becoming more and more important. This makes it is necessary to apply innovative, student-oriented methods that make students more involved in the learning process, that are suitable for critical and creative thinking, that are conducive to group work, that give importance to communication skills, that are suitable for students to take risks, providing the opportunity to reveal individual talents, as well as to guide others with their own knowledge. Traditional learning should be replaced with methods that push students to be responsible for their own learning, so that students will be able to work with others for a common good. According to Topal and Kırbaş (2014) the principal purpose of the education of today is to form students who are able to adjust to the fast- changing conditions of the world, who think in an independent manner, who have built up a personal sense of responsibility, and who acquire the abilities to use the knowledge and skills they have acquired.

Types of cooperative learning

There are three types of cooperative learning groups as stated by Johnson and Jhonson (n.d). These three types are formal cooperative learning, informal cooperative learning, and cooperative base groups. Additionally, Holubec (n.d.) supported these types of cooperative learning in his research called cooperation in the classroom.

Formal Cooperative Learning

This type of cooperative learning extends from one period to several weeks in order to achieve shared goals and complete a specific task or assignment (Cornelius et al., 2016). The teacher can use this to teach any subject or course after setting the goals for the students and explaining the principles of cooperative learning to make the cooperative learning method fruitful. It ensure that students are actively involved in the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures (Holubec, n.d).

In formal cooperative learning, the groups are formed from 3 to 5 students and these should be heterogeneous and the students can start studying according to the cooperative learning strategy assigned to them by the teacher who shall be there to supervise them (Almuslimi, 2016).

Informal Cooperative Learning

This type of cooperative learning lasts from a few minutes to a class. It can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process the material being taught (Cornelius-Ukpepi et al., 2016). Teachers use this type to enhance direct instruction, such as presentation, discussion, and summarizing. The teacher may ask students to discuss a question or summarize the main points of the lesson. Therefore, it is temporary and does not last long (Almuslimi, 2016).

Base Group Cooperative Learning

This type of cooperative learning might last for one year or more. According to D. W. Johnson and Johnson (2014) base group learning is effective for learning complex subject matter over the course or semester and establishes caring, supportive peer relationships, which in turn motivates and strengthens the student's commitment to the group's education while increasing self-esteem and self-worth. The participants should show a kind of commitment and they should provide support and encouragement to the other students. Almuslimi (2016) argued that a base group is helpful for socially isolated learners who are chosen carefully and then divided into groups. This type of cooperative learning is mainly used to improve social skills among the students

1.1.3 Dependent Variable

English Language

According to Baugh and Cable (2016) speaking of numbers and use for international communication, English is one of the most important languages in the world. Knowing this language today is something that, for many, is something normal and indispensable. In the educational area, the English language has become an essential language to learn. English language learning implies a process in which the four language skills (listening, speaking, reading, and writing) are learned in different ways, methods, or strategies.

Language Skills

“Thinking of a second language (L2) class that you have taught or observed recently can make you realize that most tasks or activities involve more than just one language skill.” (Usó-Juan and Martínez-Flor, 2016, p, 8). There are times when one student will be writing on a sheet of paper something related to a topic, or there may be a group of students talking about something in common; in a single class students will be using more than one language skill. But what are language skills? These emphasize the function of the language: productive and receptive. The productive skill is speaking and writing while the receptive skills are listening and reading. Based on Hossain, (2015) each skill promotes efficient language use, these skills are crucial for mastering some languages.

Receptive Skills

Masduqi (2016) stated that receptive skills are listening and reading. Since learners do not need to produce the language, but receive and understand it. These skills are sometimes also called passive skills. They can be contrasted with the productive or active skills of speaking and writing. When the process of learning a new language occurs, learners begin with receptive comprehension and then move on to productive use.

Listening Skills

The ability to listen is one of the most important skills in any language. Listening is part of communication, through listening we can understand other people's ideas and at the same time share our own ideas. “Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking” (Brown, 2015, p, 247). This implies that the ability to listen is the most important thing in routine activities in our life, through listening we can interpret the meaning.

Kurniasih (2019) said “Although speaking is the most common form of communication, due to several reasons, listening is the first skill to master in order to be proficient in a language.” Firstly, no one can respond to something without first having listened to it. Thus, speaking of listening skills in students, teachers should put more emphasis on teaching this skill for a better understanding in all aspects. “... good

listeners often speak more exactly and more creatively than poor listeners; they have more words at their command” (Smith, 2015, p, 98-99) emphasizes: Second, in a conversation a person can only respond effectively after listening carefully. Through daily interactions, we see that poor listening can initiate unnecessary arguments and problems. Third, listening constitutes half of the communication process. As it can be seen, listening skills play a very important role in the communication process, for the same reason students should develop this ability correctly.

The importance of developing listening skills through cooperative learning

According to Johnson et al. (2019) "Cooperative learning is the instructional use of small groups for students to work together to maximize their own and each other's learning" (p.9). Cooperative learning has been defined as a group of students working together as a team to solve a problem, complete a task, or achieve a common goal. Therefore, it involves students working in small groups to help each other achieve academic success. Duxbury and Ling (2016) stated that cooperative learning helps learners develop communication skills, *listening*, speaking and sub skills. Thus, cooperative learning also plays an important role in developing listening skills, Kirbaş (2018) stated that cooperative learning is more effective in developing listening skills than a traditional teaching method as this method directs students to express their thoughts, share their ideas and cooperate in a relaxed environment. “The adoption of cooperative learning in listening classes not only makes the learning environments more interesting, natural and real but also greatly improves the students’ communicative competence.” (Han, 2015, p. 183) As mentioned before, this method helps students get to work in an atmosphere where they will not feel pressure, which will lead them to achieve good results in the assignments they have worked on.

Furthermore, Ardi (2018) has asserted that this method should be a new trend that should be further explored in listening activities. Collaborative work in listening practice is more effective in developing learners' understanding as they can discuss and share their listening experiences. They will share their experience and ask for help from their friends to help them. Ali and Ozlem (2018) clarified that cooperative learning enhances learners' listening skills more effectively compared to traditional learning applications. Cooperatively designed activities provide learners with an authentic environment in which they request, make suggestions, clarify, encourage,

disagree and negotiate, i.e., exchange conversations during group work. Thus, cooperative language learning improves not only speaking but also listening comprehension. Moreover, nowadays social communication skills and group work are becoming more and more important. This makes it is necessary to apply innovative, student-oriented methods that make students more involved in the learning process, that are suitable for critical and creative thinking, that are conducive to group work, that give importance to communication skills, that are suitable for students to take risks, providing the opportunity to reveal individual talents, as well as to guide others with their own knowledge. Cooperative learning has the potential to transform classrooms, schools, and ultimately society by creating communities of caring and support, which, in turn, engender high levels of achievement in many domains. Cooperative learning is also a method that promotes academic achievement in all level learners (Hornby, 2019). Working together, communicating, sharing, finding common goals and common ground, are central to the foundation of cooperative learning

1.2 Objectives

General Objective

- To analyze how cooperative learning influences the listening skills of sixth semester students of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

Specific Objectives

- To indicate the importance of using cooperative learning in enhancing students' listening skills.
- To test the development of students' listening skills.
- To determine the contribution of cooperative learning in the development of students' listening skills

Description of the fulfillment of objectives

To meet these objectives, several processes were carried out. The search for information on the two variables was fundamental, and this same information was used to defend the objectives that required bibliographic research. Such a case was to indicate the importance of cooperative learning in the improvement of listening skills. This was done through the use of scientific articles, books, theses, among others.

On the other hand, it was necessary to search for suitable examinations to test the development of the listening skills of the sixth-semester students of Pedagogía de los Idiomas Nacionales y Extranjeros program. After an adequate research, the listening part of the Cambridge Assessment English FCE exam was chosen, which is precisely made for B2 level students.

Finally, lesson plans were created to implement the experiment, using the official Cambridge English websites, as well as the British Council to obtain the material to be used. Students took the post-test, which was selected at the same time as the pre- test. The results of these two tests were then analyzed, drawing an average to compare the results of the pre-test and post-test to determine the effectiveness of cooperative learning.

CHAPTER II.

METHODOLOGY

This chapter contains relevant information such as the resources used in this research. The population, the instruments, and all materials used will be found. In addition, there is a detailed procedure of the weeks of work with the students. Finally, the methods for carrying out this investigation, such as the research level, can be seen.

2.1 Resources

Population

The participants of this research were 25 students in total, 9 men and 16 women, belonging to the sixth semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. These students are young adults and range in age from 18 to 22 years old. The research lasted five weeks, two sessions in each week, with the exception of one session in the first and last week. The tasks were a combination of synchronous and asynchronous tasks.

Instruments

Technological Resources

- A pre-test and a post-test (see Annex 2) to assess the listening skills of the students. The pre-test was taken from the standardized exam, First Certificate in English, made by Cambridge Assessment English which is specifically designed to assess the B2 level of students. Each exam had a total of 30 questions. The type of questions on these exams were mostly multiple choice questions, fill-in-the-blank questions and questions where students had to relate the information given by each speaker. All students had to take these tests through a Google Forms survey. The post-test was taken after the students received the treatment, the exam had the same structure as the first test, only the content changed.
- The website called English Council, this site contains many B2 level exercises for practice.

- The website called English Aula contains exercises that focus on each of the parts of the listening section of the Cambridge Key English Test. (see Annex 4)
- Google Forms to adapt the pre-test and post-test. Once the responses were received, the researcher took the data for analysis.
- Google classroom was used to organize all the information provided by the teacher, and especially to check students' progress on assignments.
- Google Docs was used to facilitate the access to worksheets for students to download and work on. The content of the activities on these worksheets was a variety of oral materials such as news reports, podcasts, presentations, and everyday conversations. The questions were mostly multiple choice and fill-in-the-blank questions. This was in order for students to practice with items they would normally encounter in the FCE exam.
- Drive was used to upload the audios that the students had to work with.
- A WhatsApp group was created for more interaction between the teacher and the students. To make reminders about assignments, send links, solve any doubts, among others.
- The Zoom application to have online classes and perform all the planned activities.

Procedure

Synchronous Classes (see annex 3)

Week 1

Day 1

The first session was synchronous and the researcher introduced herself to the class and gave them explanations of the things that the students were going to do in the following sessions. Then she sent them a link to a questionnaire on Google forms and explained that they were going to take the FCE exam to evaluate their listening skills (see annex 2). At the end the researcher sent them a link for the students to register in a Google classroom since that is where all the assignments were going to be assigned and sent. And also a link for them to join a WhatsApp group for better communication and interaction during the process.

Week 2

Day 2 and 3

The researcher organized the students into affinity groups to facilitate the cooperative work process. The first task to be done was on the topic of digital detoxification, the students had to listen to a podcast. What they were going to do was to listen to the audio twice, there had to be a small discussion with the group members talking about the details, main ideas they got from the audio. Finally, they were to answer the questions and additionally they had to write a short paragraph with all the ideas that the members got when they listened to the audio. In the process, the researcher visited the groups and checked that they were doing their work and when there were doubts she resolved them.

In the third session, the teacher gave them directions, such as how to find the audio and worksheets they would need for the class. The students were then sent to the Zoom breakout rooms. The procedure was the same as in the first session, the students, after listening to the audio, were to have a conversation and then answer the questions and write a short paragraph with all the ideas of each member of the group.

Week 3

Day 4

In the fourth session, the students worked with an audio about health. The teacher sent them to the breakout rooms and they followed the same procedure as in the previous classes. The teacher frequently went into the zoom rooms to check that the students were working or to clarify any questions.

Week 4

Asynchronous Classes

Day 5 and 6

The fifth task was about part 2 of the FCE exam consisting of an exercise of blanks with open answers. And the sixth and last task was about part 4 of the same exam where they again had an activity with multiple-choice questions. To control that the students were working the researcher asked each student for evidence such as audios,

which were sent through the WhatsApp group. The students had to talk about the details collected from the audios, the main ideas, this within the work time.

Week 5

Synchronous Classes

Day 7

Finally, in the last session, the researcher sent the link of the post-test (see annex 2) in the Google forms questionnaire to the students via zoom chat. The students took the post-test after the treatment, to see if there was an improvement or not in their listening skills.

2.2 Methods

Qualitative Research

This research will use the qualitative method as “it uses data collection without numerical measurement to discover or refine the research questions in the process of interpretation” (Hernández, 2014) Likewise, it seeks a deeper understanding of situations or phenomena inside the educational context to come out with innovative actions that encompass classroom context (Navarro et al. 2017) In this way, the independent variable that is cooperative learning will be studied if it influences the learning of listening skills or not.

Quantitative Research

On the other hand, a quantitative method will be used to measure the dependent variable, which is the listening skills, through the application of a pre-test and a post-test. These tools will assist in data collection and analysis. According to Escudero and Cortez (2017) the quantitative approach becomes a critical step in the research process since its objective is to measure through data collection and analysis. That helps the researcher to obtain accurate results that help to know whether the hypothesis is true or false or answer the questions posed at the beginning of the research. Thus, this work is a qualitative-quantitative research study.

Quasi-Experimental Research

A quasi-experimental design aims to establish a cause-and-effect relationship between an independent and dependent variable (Pickard, 2017). However, unlike a true experiment, a quasi-experiment does not rely on random assignment. Instead, subjects are assigned to groups based on non-random criteria. A quasi-experimental design is a useful tool in situations where true experiments cannot be used for ethical or practical reasons. This type of research was chosen as the design of this research since in this investigation there was no control group, nor was there a random selection.

Bibliographical Research

In order to review and reflect on the realities of theoretical concepts to strengthen the development of this research will make use of bibliographic research, thus having more information gathering documents such as articles, journals, books, and other written texts that will contribute to having more information (Escudero & Cortez, 2018). Consequently, this research will be substantiated in the documentary nature to corroborate the information on the two variables, cooperative learning, and listening skills. In order to know their characteristics, advantages, procedures, and other aspects that are supported by experts.

Field Research

Field research usually begins in a specific setting, although the ultimate goal of the study is to observe and analyze the specific behavior of a subject in that setting. Monroy and Nava (2018) stated in their book that this type of research allows information to be gathered from direct contact with the research target.

Research Level

Explorative Research

Hernández-Sampieri and Mendoza (2018) defined exploratory research as a research that seeks to examine a little-studied problem in which there are many doubts or aspects that other researchers have not dealt with before. In addition, this exploratory research aims to gather information, identify general background information, locate

relevant aspects, such as trends and potential relationships between variables to be examined in depth in future investigations. Thus, this investigation focused on the study of cooperative learning and the significant aspects it has on the improvement of listening skills.

Descriptive Research

According to Dudovskiy, J. (2020) descriptive research is a type of research that describes the population, situation, or phenomenon around which the study is focused. Monroy and Nava (2018) stated that descriptive research works on factual realities, and its fundamental characteristic is to present a correct interpretation of the information obtained. Thus, through the pretest, the application of the activities in the treatment phase, and the post-test the researcher learned more about the conditions of the learning process where cooperative learning was applied to examine the improvement of the students' listening skills, thus examining the two variables in depth.

Correlational Research

Sampieri (2018) stated that this type of research is applied when the purpose is to know the relationship between two or more concepts, categories, or variables in a given context. Consequently, this study was correlational since it aimed to know the influence of cooperative learning on the development or improvement of students' listening skills. For the same reason, a pre-test and post-test were used, the results of which contributed demonstrating these aspects.

CHAPTER III.

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter focuses on showing the results obtained during the five weeks of work with the students. To make the results clearer and more understandable, there are tables and figures and additionally a more in-depth analysis of what was obtained after the experiment. These findings come from the pre-test and post-test that were taken by 25 sixth-semester students. The listening part of the FCE exam was taken to do the evaluation. Moreover, these results were analyzed carefully to see if cooperative learning helped students' listening skills improve. It should be noted that a rule of 3 was made to obtain scores out of 30, the number of questions in the FCE exam, and also out of 10, in order to better show the results. The scores out of 30 and out of 10 are presented below in Tables 1 and 2. Both tables were designed to give a clear overview of the results.

3.1.1 Method of analysis

The method used to analyze the results obtained in both the pre-test and post-test was the descriptive analysis method. This is due to the fact that this method helps to present quantitative descriptions in a manageable way, and also helps to simplify large amounts of data in a sensitized way by using tabulation and the relevant description of the results. In addition, the tool called T-student test was used for the verification of the hypothesis proposed in this research.

Table 1: Pre-test results

Participants	Scores over 30	Scores over 10
Student 1	15	5
Student 2	19	6,3
Student 3	17	5,6
Student 4	24	8
Student 5	19	6,3
Student 6	26	8,6
Student 7	19	6,3
Student 8	24	8
Student 9	18	6
Student 10	21	7
Student 11	26	8,6
Student 12	30	10
Student 13	18	6
Student 14	22	7,3
Student 15	18	6
Student 16	24	8
Student 17	22	7,3
Student 18	17	5,6
Student 19	21	7
Student 20	11	3,6
Student 21	19	6,3
Student 22	19	6,3
Student 23	20	6,6
Student 24	21	7
Student 25	18	6
AVERAGE	20,32	6,7

Source: Field research

Author: Vargas, J. (2021)

Table 2: Post-test results

Participants	Scores over 30	Scores over 10
Student 1	23	7,6
Student 2	27	9
Student 3	25	8,3
Student 4	27	9
Student 5	28	9,3
Student 6	30	10
Student 7	26	8,6
Student 8	29	9,6
Student 9	26	8,6
Student 10	29	9,6
Student 11	30	10
Student 12	30	10
Student 13	26	8,6
Student 14	28	9,3
Student 15	26	8,6
Student 16	27	9
Student 17	28	9,3
Student 18	28	9,3
Student 19	26	8,6
Student 20	24	8
Student 21	28	9,3
Student 22	28	9,3
Student 23	28	9,3
Student 24	29	9,6
Student 25	24	8
AVERAGE	27,20	9,0

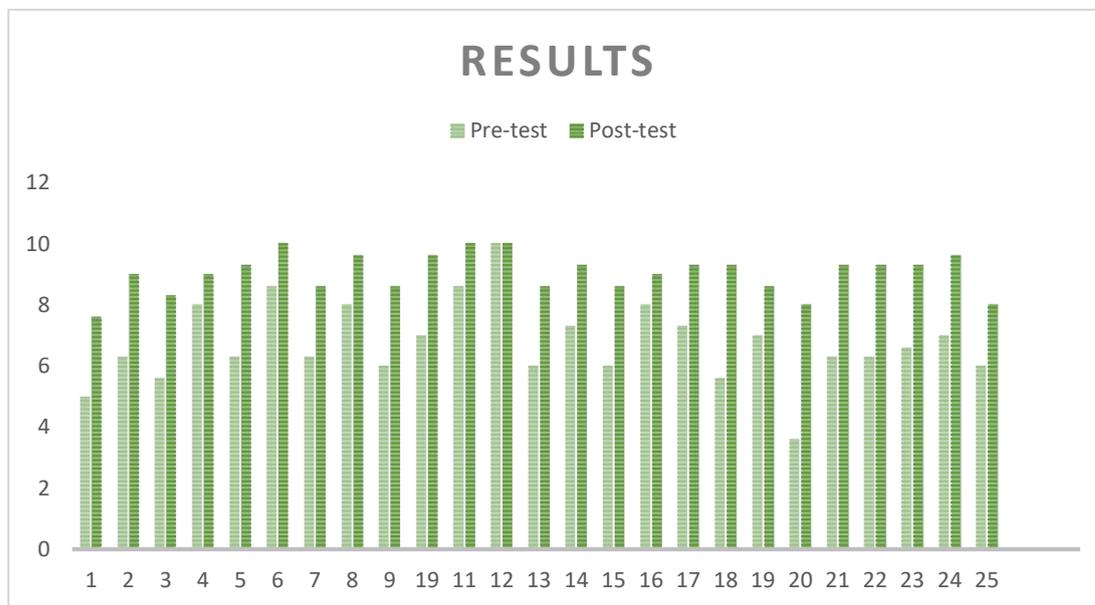
Source: Field research

Author: Vargas, J. (2021)

3.2 Data interpretation

3.2.1 Pre-test and post-test individual grades

Graphic 1. Pre and post-test scores over 10



Source: Pre-test and Post-test

Author: Vargas, J. (2021)

Analysis and interpretation

Graph 1 shows a comparison between the individual scores that the 25 students obtained on the pre-test and post-test, these are over 10 to make it easier to see the difference in the scores. Table 1 shows the results of the pre-test, which out of 10 the overall mean was 6.7. It is clearly observed that the lowest score on the pre-test was 3.6 out of 10. According to Gilakjani et al. (2016) students may have problems in listening comprehension because universities pay more attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant parts of many books and teachers do not consider these skills in their classes. Likewise, students may have difficulties in listening skills since they quickly forget what they have heard, they do not recognize the words they know, they understand the message but not the intended message, they neglect the next part while thinking about the meaning, they are not able to form a mental representation from the words heard. (Hande, 2017).

On the other hand, Table 2 shows the results of the post-test that was taken after the treatment of teaching listening skills with cooperative learning. With these data, it can be confirmed that the students' scores in the post-test improved significantly after having the treatment, it shows that cooperative learning did help students improve their listening skills. This can also be clearly seen in the average shown in the pre- test and post-test tables.

3.2.2 Pre-test and post-test average

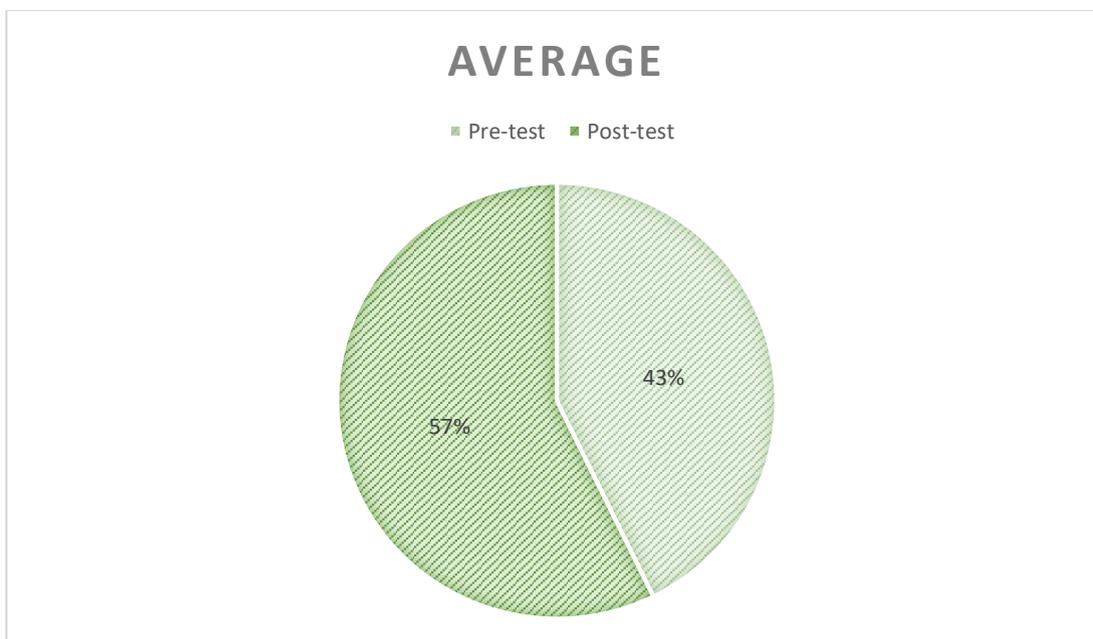
Table 3: Pre-test and post-test average and difference

Results	Pre-test	Post-test	Difference
Average	20,32	27,20	6,88

Source: Pre-test and Post-test

Author: Vargas, J. (2021)

Graphic 2: Average scores pre-test and post-test



Source: Pre-test and Post-test

Author: Vargas, J. (2021)

Analysis and interpretation

Table 3 shows the mean obtained in the pre-test and post-test, as well as the difference between these two quantities. On the other hand, graph 2 shows the percentages derived from the test results out of 30. All this shows that in the pre-test a result of 20.32 out of 30 was obtained, which is 43%. Similarly, the mean of the post-test is 27.20, which is 57%. Therefore, the students managed to obtain 6.88 points more after the treatment, thus demonstrating that cooperative learning is a great aid to improve listening skills. When comparing the results of Ali & Ozlem (2018) with those of this research, it can be noted that by using cooperative learning the results are of great importance by having a high percentage in the post-test results. If this method is used, students will be able to learn and work cooperatively, and they can learn from each other in the process of learning, a similar statement can be found in Wang's (2018) research.

3.3 Verification of hypotheses

3.3.1 Hypothesis statement

Null hypothesis (H0)

The use of cooperative learning does not contribute to the development of the listening skill.

Alternative hypothesis (H1)

The use of cooperative learning does contribute to the development of the listening skills.

Table 3: Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,151	25	,145	,962	25	,405
POSTTEST	,182	25	,032	,943	25	,171

a. Lilliefors Significance Correction

Source: Pre-test and Post-test

Author: Vargas, J. (2021)

Analysis and interpretation

The data from the Shapiro-Wilk table is considered as it is a sample of fewer than 30 participants, in which it is observed that the data are normal (Sig.) greater than 0.05. Therefore, a parametric test (T-Test) is applied

Table 4: T-student test – Paired samples statistics

		Mean	N	Sdt. Derivation	Sdt. Error Mean
Par 1	PRETEST	20,32	25	3,945	,789
	POSTEST	27,20	25	1,915	,383

Source: Pre-test and Post-test

Author: Vargas, J. (2021)

Analysis and interpretation

Table 4 shows that the mean score of the pre-test is 20.32 while the mean score of the post-test is 27.20. This means that the mean score of the post-test is higher. Thus, the differences are significant.

Table 5: Paired Samples Correlations

		N	Correlation	P of a factor	P of two factors
Par 1	PRETEST & POSTEST	25	,769	,001	,001

Source: Pre-test and Post-test

Author: Vargas, J. (2021)

Table 6: Paired Sample Test

		Paired Differences					Significance		
Mean		Sdt. Deviation	Sdt. Error Mean	95% confidence interval of the difference		t	df	Sig	
				Lower	Upper				
Par 1	PRETEST - POSTEST	-6,880	2,759	,552	-8,019	-5,741	-12,47	24	,001

Source: Pre-test and Post-test

Author: Vargas, J. (2021)

Analysis and interpretation

In tables 5 and 6 it is shown that the significance of the P-value of the two factors is .001, which is less than 0.05, therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, the hypothesis "The use of cooperative learning does contribute to the development of listening skills" is supported.

CHAPTER IV.

CONCLUSIONS

The analysis of the influence that cooperative learning has on listening skills has given a positive result. By using cooperative learning the students had beneficial effects on the improvement of listening skills, by working together they were able to complement ideas, had discussions, and felt more confident working towards the same goal.

The importance of using cooperative learning to improve listening skills is proven as it is more effective in developing listening skills than a traditional teaching method, this method directs learners to express their thoughts. In addition, it makes learning environments more interesting, natural, and real, and greatly enhances learners' communicative competence. Cooperatively designed activities provide learners with an authentic environment in which they ask, make suggestions, clarify, encourage, disagree and negotiate, i.e., exchange conversations during group work.

To test the development of the sixth-semester students' listening skills, a pre-test was used in which the average score was 6.7 out of 10. This showed that the students were rather deficient when it came to using their listening skills to perform tasks. Their skills were not good due to the lack of practice and activities that are more related to using this skill. Moreover, the deficiency was also due to problems such as distraction while listening to the audio, as well as understanding the statements in the audios in a different way.

The contribution of cooperative learning to the listening skills of sixth-semester students was determined by comparing the results of the pre-test and post-test. The average score of the pre-test was 6.7 while that of the post-test was 9. The increase was 2.3 points. Thus demonstrating that cooperative learning does help improve students' listening skills, it gives them a new way to learn this skill, also students can have more interaction when learning listening skills which helps them to improve it and give more attention to it.

RECOMMENDATIONS

Implement tasks based on cooperative learning, thus leaving behind traditional teaching methods so that there is innovation when teaching listening skills to students in English classes. These activities will allow students to work together and collaborate to achieve the same goal, thereby providing positive results, practice, and new experiences while learning listening skills.

Cooperative learning may be best used to teach a group of intermediate level English learners. In addition, for best results it should be integrated into a regular session, which can be held once or twice a week so that students are aware of the value of the exchanges that take place in their groups.

Identify the problems that the students present to have a deficiency in listening skills. Then the necessary tasks as well as the teaching method can be chosen based on the needs of the students. Some of the problems may be that students want to understand every word they hear and this leads them to get stuck trying to guess. There is also the lack of vocabulary, which leads to not understanding everything that is heard.

Show more confidence to learners while working with cooperative learning, trusting that learners can learn together. Cooperative learning involves transferring more responsibility from the teacher to the learner and delegating authority to the learners when performing tasks. This implies that teachers have to believe and trust that students can learn together.

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ANNEXES

Annex 1:
Letter of commitment

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 18 de octubre de 2021

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

Yo Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “COOPERATIVE LEARNING AND THE LISTENING SKILLS” propuesto por la estudiante Joselyn Rosario Vargas Ocaña, portadora de la Cédula de Ciudadanía 180522799-6, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

.....
Lic. Mg. Sarah Iza Pazmiño,
Mg. 0501741060
0984060528
sj.iza@uta.edu.ec

Elaborated by Vargas, J (2021)

Annex 2:

Listening part from the FCE exam used for the pre-test and post-test

Pre-test



First

Listening

D251/03

Sample Test 1

Time Approximately 40 minutes (including 5 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 5 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are four parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Part 1

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

- 1 You hear a message on a telephone answering machine.

Why is the speaker calling?

- A to confirm some arrangements
- B to issue an invitation
- C to persuade someone to do something

- 2 You hear two people talking about a water-sports centre.

The man says the centre should

- A pay more attention to safety.
- B offer activities for small children.
- C provide all the equipment needed.

- 3 You hear a professional tennis player talking about her career.

What annoys her most about interviewers?

- A their belief that she leads a glamorous life
- B their assumption that she's motivated by money
- C their tendency to disturb her while she's travelling

- 4 You hear a poet talking about his work.

What is he doing?

- A giving his reasons for starting to visit schools
- B justifying the childlike nature of some of his recent poems
- C explaining that his poems appeal to people of different ages

- 5 You hear two people talking about a programme they saw on TV.

The woman thinks the programme was

- A irritating.
- B sad.
- C uninformative.

- 6 You hear two people talking about an ice-hockey game they've just seen.

How does the girl feel about it?

- A pleased to have had the experience
- B relieved that she'd dressed appropriately
- C impressed by the performance of the team

- 7 You overhear two friends talking about a restaurant.

What do they both like about it?

- A the presentation of the food
- B the atmosphere of the place
- C the originality of the cooking

- 8 You hear a man talking on the radio.

What type of information is he giving?

- A a travel announcement
- B a weather forecast
- C an accident report

Part 2

You will hear a woman called Angela Thomas, who works for a wildlife organisation, talking about the spectacled bear.

For questions 9 – 18, complete the sentences with a word or short phrase.

Spectacled Bears



Angela says that it was the (9)..... of the spectacled bear
that first interested her.

Angela mentions that the bear's markings can be found on its
(10) as well as its eyes and cheeks.

Angela is pleased by evidence that spectacled bears have been seen in
(11) areas of Argentina.

Angela says the bears usually live in (12)....., though they
can also be found in other places.

Spectacled bears behave differently from other types of bear during
(13)....., which Angela finds surprising.

Angela is upset that (14)..... are the biggest danger to
spectacled bears.

Angela says that spectacled bears usually eat (15)
and tree bark.

Bears climb trees and make a (16)....., which fascinated
Angela.

When bears eat meat, they much prefer (17)..... although
they do eat other creatures.

Part 3

You will hear five short extracts in which people are talking about their visit to a city. For questions **19 – 23**, choose from the list (**A – H**) what each speaker liked most about the city they visited. Use the letters only once. There are three extra letters which you do not need to use.

A the efficiency of the public transport system

B the natural beauty of the scenery

Speaker 1 **19**

C the variety of goods in the markets

Speaker 2 **20**

D the style of the architecture

Speaker 3 **21**

E the well-designed plan of the city

Speaker 4 **22**

F the helpfulness of the people

Speaker 5 **23**

G the range of leisure opportunities

H the standard of the accommodation

You will hear part of a radio interview with a woman called Rachel Reed, who works in a commercial art gallery, a shop which sells works of art. For questions **24 – 30**, choose the best answer (**A, B or C**).

- 24** What does Rachel say about her job title?
- A** It makes her feel more important than she is.
 - B** It gives people the wrong idea about her work.
 - C** It is appropriate for most of the work she does.
- 25** What is the most common reason for the gallery not exhibiting an artist's work?
- A** The subject matter is unsuitable.
 - B** It is not of a high enough quality.
 - C** The gallery manager doesn't like it.
- 26** When can phone calls from artists be difficult for Rachel?
- A** when their work doesn't sell
 - B** when they don't receive payments
 - C** when their work is not accepted
- 27** Why does Rachel include a commentary in the catalogue?
- A** It gives background information about the artist.
 - B** It encourages people to buy paintings over the phone.
 - C** It tells people what experts think of the work.
- 28** What does Rachel say about administrative work?
- A** She is able to leave a lot of it to others.
 - B** She would like to have an assistant to help with it.
 - C** She finds it hard to get it all organised.

Source: Cambridge Assessment English (2016)

Post-test



First

Listening

D251/03

Sample Test 2

Time Approximately 40 minutes (including 5 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 5 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are four parts to the test.

Each question carries one mark.

Part 1

You will hear people talking in eight different situations. For questions **1 – 8**, choose the best answer (**A**, **B** or **C**).

- 1** You hear a young man talking about his hobby of rock climbing.

How does he feel about it?

- A** satisfied with his level of expertise
- B** concerned about doing a dangerous sport
- C** proud when he copes with difficult conditions

- 2** You hear a public announcement at a family theme park.

What does the announcement contain?

- A** a change to a timetable
- B** details of a new attraction
- C** instructions about a location

- 3** You hear two people talking about a course they have attended.

What was the topic of the course?

- A** book illustration
- B** journalism
- C** publishing

- 4** You hear two people talking about a film they have both seen.

What do they agree about?

- A** The story wasn't very original.
- B** Reviews of the film weren't accurate.
- C** The message wasn't very positive.

- 5 You hear a man being interviewed about a new project he has set up in his home town.

What is the purpose of the project?

- A to reduce the amount of litter on a town's streets
- B to increase the inhabitants' awareness of recycling
- C to stop shopkeepers using plastic bags for customers' purchases

- 6 You hear a man talking on the radio about salespeople.

What does he say about them?

- A They take pride in forming good relationships with buyers.
- B They keep one objective in mind at all times.
- C They prefer people they think are easy to sell to.

- 7 You hear two friends talking about a student website.

What do they agree about it?

- A It is visually attractive.
- B It has a lot of useful advertisements.
- C It is easy to navigate round.

- 8 You hear a chef talking about taking part in a cookery competition.

What did he find surprising?

- A how nervous he felt
- B how rushed he felt
- C how tired he felt

Part 2

You will hear a man called Chris Graham talking to a group of students about a vacation job he had in Australia.

For questions 9 – 18, complete the sentences with a word or short phrase.

My Vacation Job in Australia

Chris thinks the best place to find a job like he had is the

(9)

Chris is studying (10)..... at university.

For most of the time he was working for the travel company, Chris lived in a

(11)..... outside of the town.

Chris was often asked to go to a (12)..... at the weekend.

In the mornings, Chris had to drive tourists to see the (13)

in the desert.

Many of the tourists were unaware of the need to keep their

(14) covered up when they were in the sun.

The tourists particularly wanted to know how to tell the difference between the

(15) of the wild animals.

In the afternoons, the tourists were able to see some (16)

that had more than one use.

Chris says that the local government would like to have a larger

(17) to attract tourists.

Chris advises other students to send off their job application forms in the month of

(18) at the latest.

Part 3

You will hear five short extracts in which people are talking about happiness. For questions 19 – 23, choose from the list (A – H) what each person says happiness means to them. Use the letters only once. There are three extra letters which you do not need to use.

-
- A** Having a happy personality allows you to cope effectively with problems.
- B** Happiness comes from having someone special to share your thoughts with.
- C** Happiness is all about the experience of overcoming problems.
- D** Happiness is a short escape from everyday routine.
- E** True happiness lies in making others happy.
- F** Older people are less happy than younger ones.
- G** Happiness is being thankful for what you have.
- H** Happiness comes from achieving your goals.
- Speaker 1 19
- Speaker 2 20
- Speaker 3 21
- Speaker 4 22
- Speaker 5 23

Part 4

You will hear part of a radio interview with an author called Mickey Smith, who is talking about becoming excellent at sport. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

- 24** When asked about his theory on talent, Mickey says that
- A** he is doing further research with other people.
 - B** he realises some people disagree with him.
 - C** he has not yet fully proved his ideas.
- 25** Mickey believes that outstanding football players
- A** have better levels of concentration than other players.
 - B** are aware of the positions of other players on the pitch.
 - C** are faster runners than other players.
- 26** How did Mickey feel when he first became successful at gymnastics?
- A** convinced he had a natural aptitude for the sport
 - B** conscious that others in his area didn't have the same chances
 - C** lucky to have had one of the best training routines
- 27** Mickey says that the motivation to continue training for long periods of time
- A** develops at an early age in people who become experts.
 - B** depends on your personal attitude towards success.
 - C** does not come naturally to most people.
- 28** Mickey says that coaches working with young people need to understand that
- A** children and adults have different thought processes.
 - B** young people have a built-in drive to succeed in areas like sport.
 - C** it is important to focus on mental rather than physical techniques.

Source: Cambridge Assessment English (2016)

Annex 3:*Lesson plan activities***Lesson plan 1****Teacher:** Vargas Joselyn**Subject:** English 6**Level:** 6th semester

Group: students		
Date: 10 th , December 2021		
Duration: 1 hour		
Aim		
<ul style="list-style-type: none"> - To give a brief introduction and instructions to the students. - To assess the level of students' listening skills by means of a pre-test 		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> ▪ The teacher introduces herself and explains to the students what they will be participating in. 	Zoom Google Forms
45 minutes	<ul style="list-style-type: none"> ▪ The teacher asks students to open the link that was sent in the zoom chat. ▪ The students take the pre-test. 	Pre-Test (FCE Listening part) https://forms.gle/emQZWkRHL1b76ZzdA
5 minutes	<ul style="list-style-type: none"> ▪ The teacher asks students to sign up for the class (6th Semester Listening) in Google classroom for future assignments. ▪ The teacher sends the students a link to a WhatsApp group for the students to join so that there is more communication in the treatment process. 	Google Classroom https://classroom.google.com/c/NDM0MDA4NDMzNTk1?hl=es&cjc=j6qbgle WhatsApp

Elaborated by Vargas, J (2021)

Lesson plan 2

Teacher: Vargas Joselyn

Subject: English 6

Level: 6th semester

<p>Group: students</p> <p>Date: 14th, December 2021</p> <p>Duration: 45 minutes</p>		
<p>Aim</p> <ul style="list-style-type: none"> - To use cooperative learning to develop listening activities. - The students listen to a podcast about digital detox 		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> ▪ The teacher will ask the students to organize themselves into groups of 4 according to affinity. ▪ Students should write in the online document the names of the members of their groups. 	<p>Zoom</p> <p>Google docs</p> <p>https://docs.google.com/document/d/1sv1dKrlA6njavSmUybxhjEu7V46pBuaq/edit</p>
40 minutes	<ul style="list-style-type: none"> ▪ The teacher tells the students that the audio and worksheet they will be working with can be found in the task assignment in Google Classroom. ▪ The student groups, already set up in the zoom breakout rooms, start working on the activity. ▪ Students listen to the audio twice. There should be a small discussion with the group members talking about the details, the main ideas they got from the audio. ▪ After answering the questions, the students should write a short paragraph of no more than 100 words with all the ideas that the members got from listening to the audio. ▪ During the task, the teacher checks that the students are working. 	<p>Google Classroom</p> <p>https://classroom.google.com/c/NDM0MDA4NDMzNTk1?hl=es&cjc=j6qbgle</p> <p>Audio 1</p> <p>https://drive.google.com/file/d/1jj4JzhH2qQ_bri06dwfIP25xx9XWLNOa/view?usp=sharing</p> <p>Worksheet 1</p> <p>https://docs.google.com/document/d/1pW1HG1INy091V69HS7ZN1SocblSktFLjH18YgF7N5jw/edit</p>

Elaborated by Vargas, J (2021)

Lesson plan 3

Teacher: Vargas Joselyn

Subject: English 6

Level: 6th semester

<p>Group: students</p> <p>Date: 17st, December 2021</p> <p>Duration: 45 minutes</p>		
<p>Aim</p> <ul style="list-style-type: none"> - To use cooperative learning to develop listening activities. - The students listen to an audio about a business interview 		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> ▪ The teacher will ask the students to organize themselves into groups of 4 according to affinity. ▪ Students should write in the online document the names of the members of their groups. 	<p>Zoom</p> <p>Google docs</p> <p>https://docs.google.com/document/d/1sv1dKrlA6njavSmUybxhEu7V46pBuaq/edit</p>
40 minutes	<ul style="list-style-type: none"> ▪ The teacher tells the students that the audio and worksheet they will be working with can be found in the task assignment in Google Classroom. ▪ The student groups, already set up in the zoom breakout rooms, start working on the activity. ▪ Students listen to the audio twice. There should be a small discussion with the group members talking about the details, the main ideas they got from the audio. ▪ After answering the questions, the students should write a short paragraph of no more than 100 words with all the ideas that the members got from listening to the audio. ▪ During the task, the teacher checks that the students are working. 	<p>Google Classroom</p> <p>https://classroom.google.com/c/NDM0MDA4NDMzNTk1?hl=es&cjc=j6qbgle</p> <p>Audio 2</p> <p>https://drive.google.com/file/d/1kA-iFCBLh73cV2qLMWv4jwgMYenCWVR_/view?usp=sharing</p> <p>Worksheet 2</p> <p>https://docs.google.com/document/d/1wWryKOMkTmSrww_Nkt2bWY-El76A16fuaHsh3JAyEW4/edit</p>

Elaborated by Vargas, J (2021)

Lesson plan 4

Teacher: Vargas Joselyn

Subject: English 6

Level: 6th semester

<p>Group: students</p> <p>Date: 21st, December 2021</p> <p>Duration: 45 minutes</p>		
<p>Aim</p> <ul style="list-style-type: none"> - To use cooperative learning to develop listening activities. - The students listen to an audio about a health 		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> ▪ The teacher will ask the students to organize themselves into groups of 4 according to affinity. ▪ Students should write in the online document the names of the members of their groups. 	<p>Zoom</p> <p>Google docs</p> <p>https://docs.google.com/document/d/1sv1dKrlA6njavSmUybxhEu7V46pBuaq/edit</p>
40 minutes	<ul style="list-style-type: none"> ▪ The teacher tells the students that the audio and worksheet they will be working with can be found in the task assignment in Google Classroom. ▪ The student groups, already set up in the zoom breakout rooms, start working on the activity. ▪ Students listen to the audio twice. There should be a small discussion with the group members talking about the details, the main ideas they got from the audio. ▪ After answering the questions, the students should write a short paragraph of no more than 100 words with all the ideas that the members got from listening to the audio. ▪ During the task, the teacher checks that the students are working. 	<p>Google Classroom</p> <p>https://classroom.google.com/c/NDM0MDA4NDMzNTk1?hl=es&cjc=j6qbgle</p> <p>Audio 3</p> <p>https://drive.google.com/file/d/1mmZm7Cs898pY7-BFAIBwaDtfIIkevly-/view?usp=sharing</p> <p>Worksheet 3</p> <p>https://docs.google.com/document/d/1bwbkqmApYNShMo9HTPg_KfgIDk5N5hGilhZLjJm6A4/edit</p>

Elaborated by Vargas, J (2021)

Lesson plan 5

Teacher: Vargas Joselyn

Subject: English 6

Level: 6th semester

<p>Group: students</p> <p>Date: 4th, January 2022</p> <p>Duration: 45 minutes</p>		
<p>Aim</p> <ul style="list-style-type: none"> - To use cooperative learning to develop listening activities. - Students listen to an audio with the structure of part 2 of the FCE exam. 		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> ▪ The teacher will ask the students to organize themselves into groups of 4 according to affinity. ▪ Students should write in the online document the names of the members of their groups. 	<p>Zoom</p> <p>Google docs</p> <p>https://docs.google.com/document/d/1sv1dKrlA6njavSmUybxhEu7V46pBuaq/edit</p>
40 minutes	<p>Asynchronous class</p> <ul style="list-style-type: none"> ▪ The teacher communicates with the students via the WhatsApp group. ▪ The teacher tells the students that the audio and worksheet they will be working with can be found in the homework assignment in Google Classroom. ▪ Students listen to the audio twice. There should be a small discussion with group members talking about the details, the main ideas they got from the audio. ▪ After answering the questions, students should write a short paragraph of no more than 100 words with all the ideas the members got from listening to the audio. ▪ During the task, the teacher checks that the students are working through the group by asking questions about the topic of the audio. 	<p>Google Classroom</p> <p>https://classroom.google.com/c/NDM0MDA4NDMzNTk1?hl=es&cjc=j6qbgle</p> <p>Audio 4</p> <p>https://drive.google.com/file/d/1rP8msoIpzB2ra1S8Udq1q36tmpJW7vN6/view?usp=sharing</p> <p>Worksheet 4</p> <p>https://docs.google.com/document/d/1vSWtqQwonOS1yMFq3JzK-VZu4ECp2Kp9OAvpNMJbaM/edit</p>

Elaborated by Vargas, J (2021)

Lesson plan 6

Teacher: Vargas Joselyn

Subject: English 6

Level: 6th semester

<p>Group: students</p> <p>Date: 7th, January 2022</p> <p>Duration: 45 minutes</p>		
<p>Aim</p> <ul style="list-style-type: none"> - To use cooperative learning to develop listening activities. - Students listen to an audio with the structure of part 4 of the FCE exam. 		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none"> ▪ The teacher will ask the students to organize themselves into groups of 4 according to affinity. ▪ Students should write in the online document the names of the members of their groups. 	<p>Zoom</p> <p>Google docs</p> <p>https://docs.google.com/document/d/1sv1dKrlA6njavSmUybxhEu7V46pBuaq/edit</p>
40 minutes	<p>Asynchronous class</p> <ul style="list-style-type: none"> ▪ The teacher communicates with the students via the WhatsApp group. ▪ The teacher tells the students that the audio and worksheet they will be working with can be found in the homework assignment in Google Classroom. ▪ Students listen to the audio twice. There should be a small discussion with group members talking about the details, the main ideas they got from the audio. ▪ After answering the questions, students should write a short paragraph of no more than 100 words with all the ideas the members got from listening to the audio. During the task, the teacher checks that the students are working through the group by asking questions about the topic of the audio. 	<p>Google Classroom</p> <p>https://classroom.google.com/c/NDM0MDA4NDMzNTk1?hl=es&cjc=j6qbgle</p> <p>Audio 5</p> <p>https://drive.google.com/file/d/1rZ1GDgSpb61MXQ01-V9n2D75QQOSS9Tb/view?usp=sharing</p> <p>Worksheet 5</p> <p>https://docs.google.com/document/d/1ITRwJPYwj9VfZtX7mhiRExIU1vPcruipXpgAIG7rqs/edit</p>

Elaborated by Vargas, J (2021)

Lesson plan 7

Teacher: Vargas Joselyn

Subject: English 6

Level: 6th semester

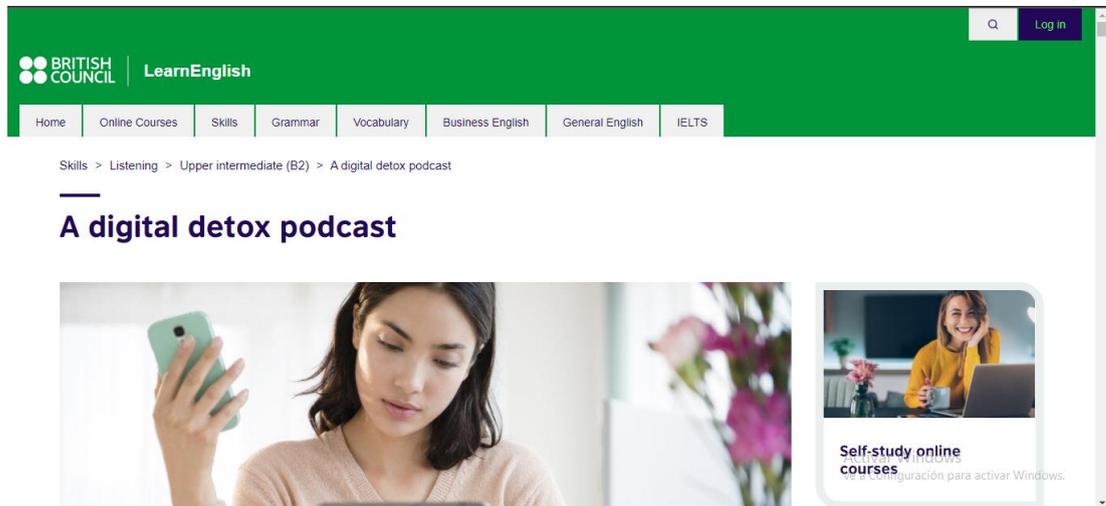
Group: students		
Date: 11 th , January 2022		
Duration: 1 hour		
Aim		
- To determine the level of students' listening skills after applying the cooperative learning treatment.		
Time	Activity	Tools
5 minutes	<ul style="list-style-type: none">▪ The teacher greets the students, sends them the link to the post-test via the zoom chat.	Zoom
45 minutes	<ul style="list-style-type: none">▪ The students take the test.	Google Forms Post-Test (FCE Listening part) https://forms.gle/8VUXV1SHo7X14Yac6
5 minutes	<ul style="list-style-type: none">▪ Farewell and end of the treatment.	

Elaborated by Vargas, J (2021)

Annex 4:

Tools used throughout the experiment

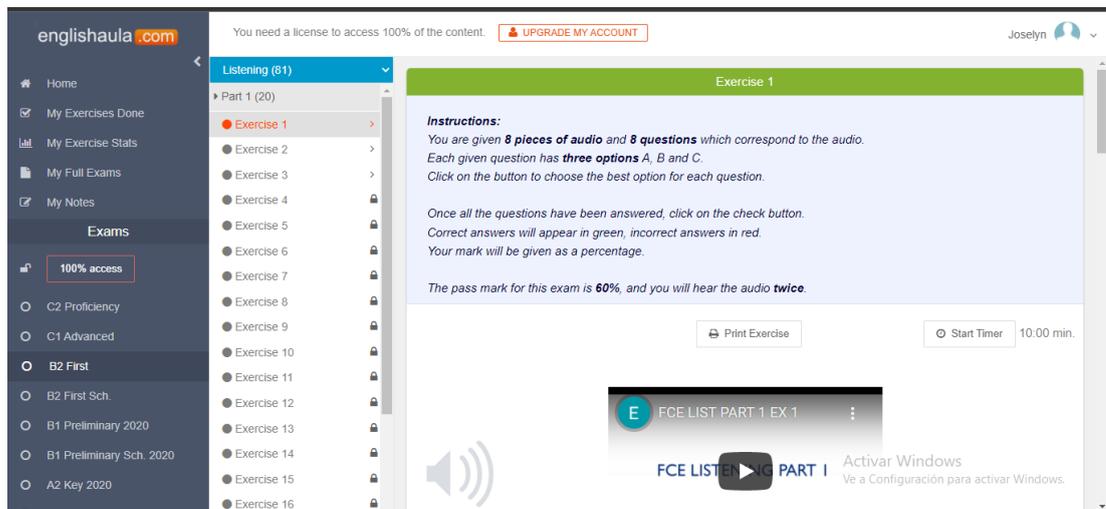
English Council



The screenshot shows the British Council LearnEnglish website. The header is green with the British Council logo and 'LearnEnglish' text. A navigation menu includes Home, Online Courses, Skills, Grammar, Vocabulary, Business English, General English, and IELTS. The main content area shows a breadcrumb trail: Skills > Listening > Upper intermediate (B2) > A digital detox podcast. The title 'A digital detox podcast' is prominently displayed. Below the title is a large image of a woman looking at her smartphone. To the right, there is a smaller image of a woman at a laptop with the text 'Self-study online courses' and a small note about Windows activation.

Taken from: <https://learnenglish.britishcouncil.org/>

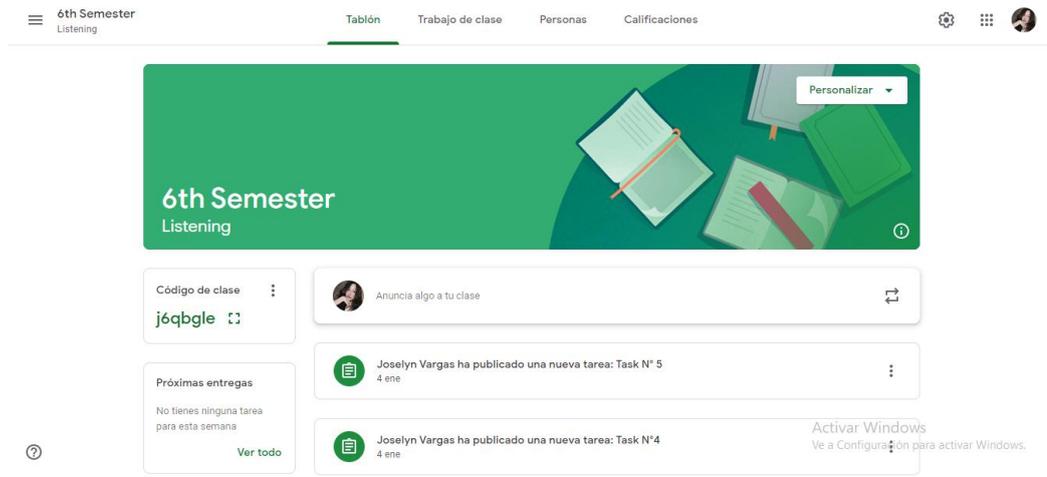
English Aula



The screenshot shows the EnglishAula.com website interface. The top navigation bar includes 'Home', 'My Exercises Done', 'My Exercise Stats', 'My Full Exams', and 'My Notes'. A sidebar menu lists various exams, with '100% access' highlighted. The main content area is titled 'Listening (81)' and 'Part 1 (20)'. The selected exercise is 'Exercise 1'. The instructions for the exercise are: 'You are given 8 pieces of audio and 8 questions which correspond to the audio. Each given question has three options A, B and C. Click on the button to choose the best option for each question. Once all the questions have been answered, click on the check button. Correct answers will appear in green, incorrect answers in red. Your mark will be given as a percentage. The pass mark for this exam is 60% and you will hear the audio twice.' There are buttons for 'Print Exercise' and 'Start Timer 10:00 min.'. A video player is visible at the bottom, showing 'FCE LISTEN PART 1 EX 1'.

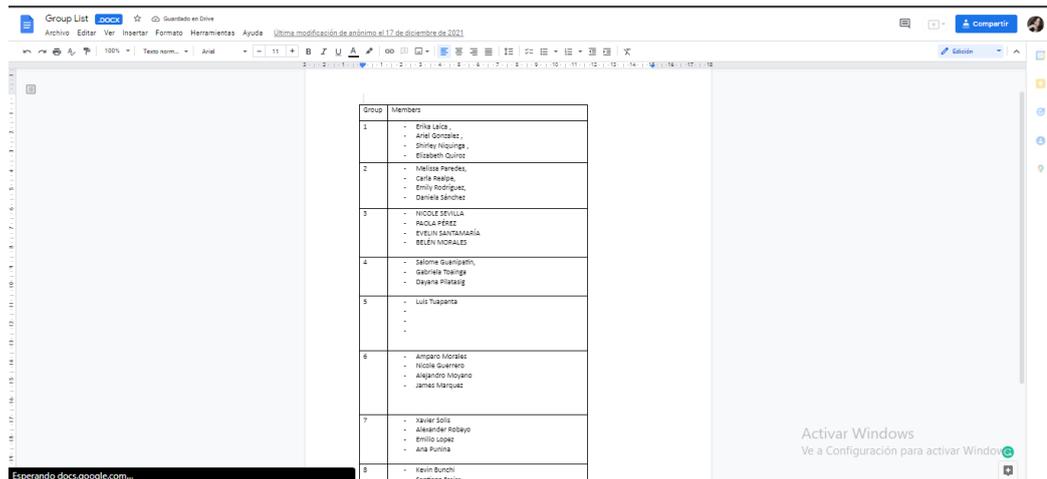
Taken from: <https://www.englishaula.com/en/members/2-b2-first-b2-first/3-listening/>

■ Google Classroom



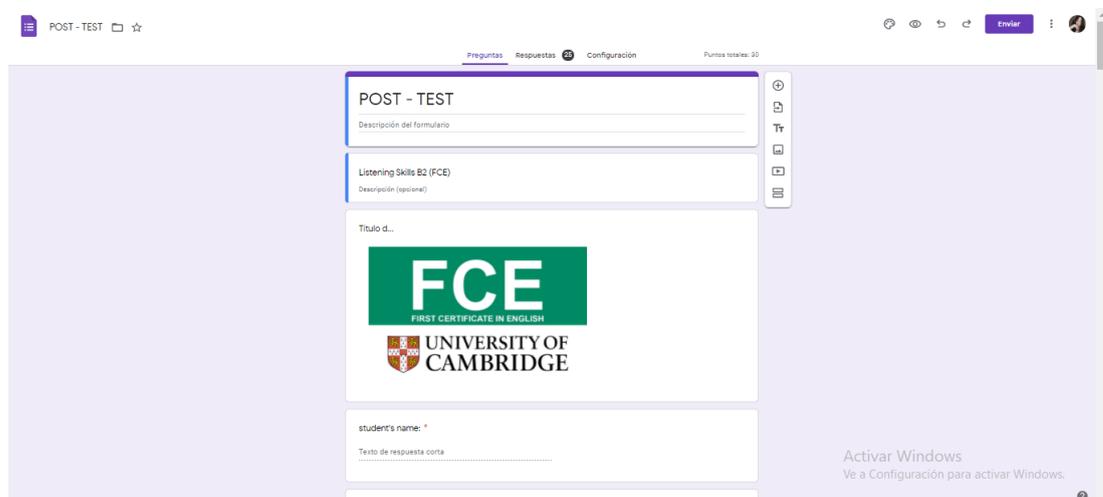
Elaborated by Vargas, J (2021)

■ Google Docs



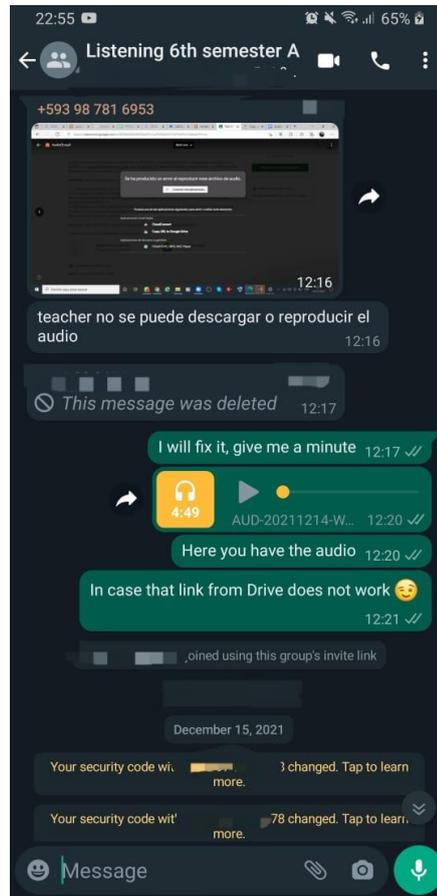
Elaborated by Vargas, J (2021)

■ Google forms



Elaborated by Vargas, J (2021)

- **WhatsApp**

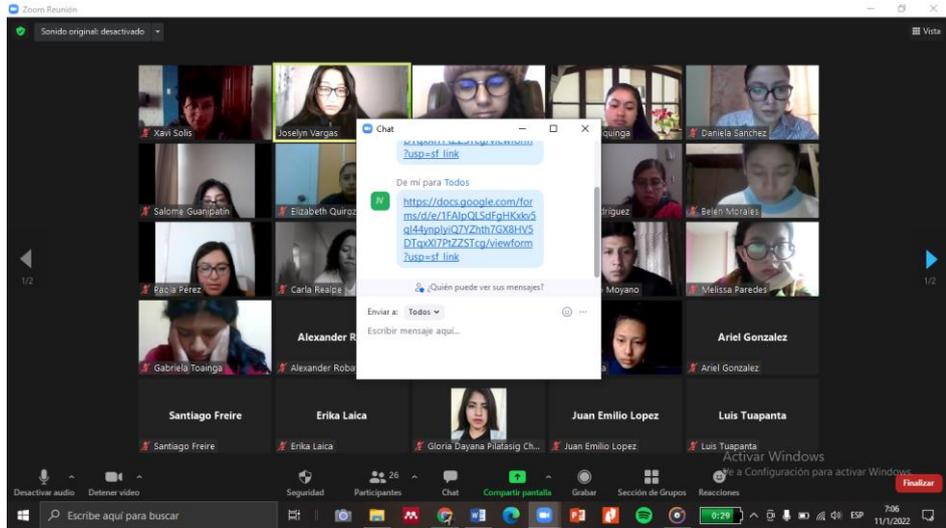


Elaborated by Vargas, J (2021)

- **Zoom sessions**

The following photos were taken by the researcher and show the students' participation.





Source: Zoom

Annex 5: Urkund report



Document Information

Analyzed document	Theoretical Framework.pdf (D127112429)
Submitted	2022-02-05T04:15:00.0000000
Submitted by	
Submitter email	jvargas7996@uta.edu.ec
Similarity	6%
Analysis address	sj.iza.uta@analysis.urkund.com

Sources included in the report

W	URL: https://www.co-operation.org/ Fetched: 2022-01-05T13:23:26.6700000	 1
W	URL: http://dspace.nwu.ac.za/bitstream/handle/10394/25793/Quinn_S_2016.pdf?sequence=1&isAllowed=y Fetched: 2022-02-05T04:16:15.8100000	 1

**Lic. Sarah Jacqueline Iza Pazmiño, Mg.
TUTOR TRABAJO TITULACIÓN**