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EXTRANJEROS MENCIÓN INGLÉS

"COOPERATIVE LEARNING STRATEGIES USING VIRTUAL ENVIRONMENTS FOR DEVELOPING ENGLISH ORAL PRODUCTION"

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Enseñanza de Inglés

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The general objective of this thesis was: To distinguish cooperative learning strategies using virtual environments for developing English oral production on first level students from La UEmprende-UTN in 2020-2021 academic period.

Among the specific objectives were: To differentiate the cooperative learning strategies employed in virtual environments for the oral production in previous researches for university students. To determine the appropriate evaluation instruments for gathering information of cooperative learning strategies used in virtual environments for university students. To select the utilized cooperative learning strategies in virtual environments for the oral production for university students. To propose an application process of cooperative learning strategies, once established, for improved oral production for university students.

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DEDICATION

With all my heart I dedicate this humble work to all my family, to my mother, Aida, who always knew how to support me in every way, she was the one who always believed in me and said that I can achieve everything I set my mind to, I have worked hard to finish my studies knowing that from heaven she never left me alone. To my sons Cosme, Andres, Gonzalo and Felipe, who were the fundamental reason for me to resume my studies and finish them. To my daughters-in-law Helen and Ibeth, along with my grandchildren Miguel Ángel, Damián, Kevin, Francisco and Nicolás, who always encouraged me to keep going. In addition, I want to be a good example for them to continue preparing themselves, being better people to serve society.

Carmita

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I thank all my teachers that I had this year; each one of them contributed to learn more and apply in the future with my students. I also appreciate all my classmates, since they knew how to give me their true friendship and support. With them we have spent unforgettable moments together, we have laughed, suffered and even cried. I will always carry them in my heart.

Carmita

CONTENT INDEX

TABLE INDEX

FIGURE INDEX

RESUMEN

En la presente investigación se realiza una revisión del estado del arte de las estrategias de aprendizaje cooperativo utilizado en entornos virtuales para la producción oral del idioma inglés en estudiantes universitarios. Se procede a levantar la información utilizando instrumentos de investigación de campo que permitan identificar las problemáticas de estudianets y docentes de primeros niveles de inglés, que impiden una buena producción oral. Con esta información se identifca las estrategias más adecuadas de aprendizaje cooperativo para ser utilizadas en entornos virtuales que llamen la atención de estudiantes universitarios en mejorar su producción oral y que permita a los docentes incentivar a sus estudiantes el interés por la mejora del habla. Como resultado se plantea una guía didáctica para la aplicación en primeros niveles de formación del idioma inglés sobre entornos virtuales de aprendizaje, enfocada en estrategias de aprendizaje cooperativo seleccionadas que son: Think-pair-share, The fishbowl y Numbered-heads, con diferentes actividades que permiten la interacción docente-estudiante.

Palabras clave: aprendizaje,cooperativo, estrategias, producción, oral

ABSTRACT

In this research, a review of the state of the art of Cooperative learning strategies used in virtual environments for the oral production of the English language in university students is carried out. We proceed to collect information using field research instruments that allow us to identify the problems of first-level English students and teachers, which prevent good oral production. With this information, the most appropriate Cooperative learning strategies are identified to be used in virtual environments that call the attention of university students to improve their oral production and that allow teachers to encourage their students' interest in improving their speech. As a result, a didactic guide is proposed for the application in the first levels of English language training on virtual learning environments, focused on selected Cooperative learning strategies which are: Think-pair-share, The fishbowl, and Numbered-heads, with different activities that allow teacher-student interaction.

Key words: cooperative, learning, strategies, oral, production

CHAPTER I

1. THE PROBLEM

The development of oral production through Cooperative Learning strategies in the current reality requires specific approaches for its application in virtual learning environments. Each strategy is focused on developing specific language skills. One of these skills, and the one that requires the most emphasis, is oral production. There are several studies in the world concerning the development of oral production skills. This research proposes the analysis of the studies carried out in international and local areas concerning oral production in different age groups.

Therefore, the present research work pretends to discover the best cooperative strategies to highlight the speaking skill. In the first chapter, an analysis of the background of the research problem was accomplished. It analyzes the existing problems in the development of speaking skills and, based on this information, the general objective of this research is proposed. Additionally, the specific objectives and scope of this work are presented. In the second chapter, research is conducted to support the work under a conceptual and referential framework concerning research conducted at the international, regional, and local levels.

The third chapter details the methodology proposed for the execution of the research, which proposes the use of different instruments for the collection of information. These instruments will provide important data to propose a concrete proposal. Chapter four presents the results obtained from the data collection and analysis of the research.

Chapter five develops a methodological proposal to improve oral production in first-level university students. Finally, the conclusions and recommendations of the research work.

The age group selected is the sample of first level students of La UEmprende-Universidad Técnica del Norte (UTN). Based on this information it is proposed to implement a didactic guide that will direct the teacher in the application of the best-identified strategy and improve the oral production in the students; additionally, the process of application of the same one was included with suggestions on behalf of implementation for different levels of learning.

1.1. Problem description

English is considered a universal language and connects many nations through communication. However, learners confront several issues when learning English as a second language especially with oral production. The main challenges are fear in learning a second language, absence of attention, rural students' feeling of weakness, lack of motivation and, students feel depressed.

One of the main concerns is that the respondents do not have the confidence to speak, they do not manage to speak due to a lack of practice spaces and vocabulary management, which causes the students to suffer from a lack of self-confidence. Additional barriers are insecurity, shyness, worries, nervousness, they feel uncomfortable in making mistakes, are reluctant towards interactive assignments, and demonstrate anxiety when speaking skills are required in class (Sharma, 2019). Instead of motivating learners to learn a new language, they get disappointed.

The English language can make students lose their attention gradually, for others it is one of the most complicated subjects they have acquired. While learners do not receive positive enthusiasm towards learning a foreign language from their educators, they begin in failing interest and consider English as the most difficult and tedious area (Lata & Ranjan, 2016). In addition to the problem of lack of attention and support from the teacher, another issue is having several dialects surrounding students.

In New Zealand, the problems are that learners have different phonological and cultural environments, they speak one dialect at home and a foreign language at school, students prefer not speaking because of deficiency of lexicon, phrase forms, sentence, and script formations. Ethnical changes are issues for not interacting in the oral production since they have different manners of thinking, pronunciation and some English sounds are more than in their mother tongue and feel unconfident in contributing with speaking skills due to anxiety felt by most students (Daly & Sharma, 2018). A huge concern is when pupils are willing to participate in verbal communication, nevertheless, teachers concentrate on language structures.

Iran students have many difficulties interacting in the target language in the same way as educators only focus on grammar and are not able to communicate fluently. Although pupils have an eagerness towards talking effectively in English, they are not guided by their teachers to become fluent speakers. Educators only emphasize language rules and make their students

feel demotivated in practicing a foreign language. There is of marginal importance for learners to interact with each other (Namanziandost, Shatalebi, & Nasri, 2020). When students connect their mother tongue with English is another barrier since pronunciation is not the same.

Ecuadorian English Education has a related condition regarding the speaking skill, students have trouble communicating in the target language. Their aptitudes to express a message were reduced, they speak with uncertainty and repetition. Therefore, learners were not encouraged to participate orally in class. Spanish speakers have a lack of English spoken communication given to the fact that pronunciation is quite different from the printed words, whereas Spanish phrases are pronounced as they are written. The scarcity of vocabulary limits students to be able to participate in the oral skills as well as a significant decrease in students' motivation. Another issue is that educators do not focus attention on the participation of learners through interactive activities (Tinitana, 2016). Learners' feelings are not considered when they are asked to perform speaking skills.

In the city of Ibarra, students experience anxiety during their involvement in various activities including oral production in the English language. This concern is defined as fear, apprehension, tension, irritation, being affected, feeling anguish. It is also connected with biological consequences such as students' heart level variations. Students are anxious about their minds being blocked even though they have prepared previously, as is the situation with oral exams and activities that involve both speaking and talking (Mantilla & Guevara, 2018).

Emotional factors such as apprehension and self-appreciation outcome on students when carrying out oral production actions in the English language class. Pupils do not perceive learning English as a necessity, rather they consider it optional and do not emphasize speaking. When required in contributing, learners get stressed and block their minds, they are not able to overwhelm their fears and concerns (Andrade, 2019). Other impediments are when pupils require particular attention due to the fact of having special educational needs.

Some students have a lack in handling spoken or written language that may express itself as a difficulty to perceptual disabilities. With inclusive education worldwide it is a challenge for educators in considering these special cases whereas not all teachers are specialized for teaching students with special needs or face linguistic problems. Nonetheless, these pupils are integrated into different groups with their peers (Kohli, Sharma, & Padhi, 2018).

Given these results an analysis of the research was performed about cooperative learning strategies for oral production through a virtual environment for university students.

Evaluation instruments and data collection were established to identify cooperative learning strategies utilized for oral production through a virtual environment for first-level students from La UEmprende-UTN in the 2020-2021 academic period.

The used strategy was recognized after the implementation of the evaluation instruments and from this point, it was proposed to be employed in the application process for oral production improvement for university students.

1.1.1. Research Question

What cooperative learning strategy is the most utilized to produce better oral production through a virtual environment for first-level students from La UEmprende-UTN in the 2020-2021 academic period?

Cooperative learning strategies are highly acclaimed to have interactive students among their classmates overcoming impediments, especially those related to emotional factors.

It is important to identify the most used cooperative learning strategy for oral production through a virtual environment for first-level students from La UEmprende-UTN to provide methods of use to increase improvement for learners.

1.2. Objectives

1.2.1. General objective

To distinguish cooperative learning strategies using virtual environments for developing English oral production on first level students from La UEmprende-UTN in the 2020-2021 academic period.

1.2.2. Specific objectives

- To differentiate the cooperative learning strategies employed in virtual environments for the oral production in previous research works for university students.
- To determine the appropriate evaluation instruments for gathering information of cooperative learning strategies used in virtual environments for university students.

- To select the utilized cooperative learning strategies in virtual environments for the oral production for university students.
- To propose an application process of cooperative learning strategies, once established, for improved oral production for university students.

1.3. Justification

It is widely known that learners have better outcomes when working in groups with their peers and helping each other to reach the shared aim, which is to achieve their fluency in a foreign language. The main goal is participation and not perfectionism.

The positive results shown in Iranian EFL learners using cooperative learning strategies, specifically think-pair-share and numbered heads improved speaking fluency, which was the main goal in doing the research. Teachers tested two groups of students employing these strategies and one more through traditional education. In the first two groups, students were given the freedom to work in pairs or small groups which helped them overcome emotional troubles, whereas the third group was teacher-centered and did not achieve optimistic conclusions (Namaziandost, Homayouni, & Rahmani, 2020). It is noted that students gain confidence when they observe that there is no mocking against them.

Colombian university students acquired fluency through collaborative approaches by working with others, learning together, and making mistakes. Furthermore, this enhanced learners' confidence not only because students understood they were not being judged but because pupils noticed that their faults are not just theirs (Gamba, 2017). Working together educators and learners promote interest in contributing their knowledge and discovering new information.

Cape Verde's education has a significant encouraging connection between teachers and students in the classroom to improve the learning process. Educators also focus on cooperative learning strategies where students learn from each other, clarify, and communicate their ideas among them. Showing that students are the center of the learning process, students engage in learning and supporting each other employing constructive interaction (Soares dos Reis da Luz, 2015).

In Riobamba's schools, educators stimulate collaboration in a courteous environment in which they sustain, promote, respect, and assist others in genuine talkative settings through

cooperative learning strategies. This approach helps to construct a secure understanding atmosphere that motivates positive interdependence, grouping communication, and specific accountability. This is useful for breaking students' silence and enables them to be confident utilizing speaking skills (Cabadiana, 2019).

According to Chuquin, university students from Ibarra appreciate and learn to speak English by implementing interactive strategies which prompt them. It is relevant to strengthen cooperative learning approaches where everyone participates and learns collaboratively. There was more fluent communication among students, and they defeated their fears in contributing and using less Spanish. Learners were also encouraged to spontaneously express their personal opinions, ideas, feelings, and thoughts (Chuquín, 2016).

Through this research of the cooperative learning strategies first level students from La UEmprende-UTN achieved oral production who were the direct beneficiaries of this proposal, nearly 100 pupils. This proposal with communicative language teaching could be implemented towards students from other levels, who are the indirect beneficiaries, that are more than 1000 learners from the same institution.

People participating actively in other languages demonstrate that among nations no barriers should exist neither useless criticism, on the contrary, it builds a wider vision towards communication. Education must never have limits, likewise, it unites citizens throughout the world on behalf of beliefs, culture, religion, traditions, professions, entertainment, politics, etc. This thesis theme is encountered with the National Development Plan as oral production is powerful to express with liberty personal opinions, desires, necessities and, working in groups such as cooperative learning.

To achieve the goals of this research, it is necessary to analyze the concepts, current strategies, and studies carried out in this area before proposing a methodology. In the following chapter, this analysis will be made.

CHAPTER II

2. REFERENTIAL FRAMEWORK

2.1. Theoretical Framework

The problem analyzed in the previous chapter requires an analysis of the learning theories and strategies most used in the teaching-learning process, in the following points an analysis of the most used theories in this area will be made.

2.1.1. Learning Theories

There are five educational learning theories that educators can employ to help enrich their classroom and make it a better learning environment for all students. An awareness of these theories helps teachers relate to all unique types of learners. Instructors can focus on diverse learning techniques to reach different learners, producing teaching that concentrates precisely on pupil requirements and talents.

2.1.2. Cognitive Learning Theory

This theory shows how data is organized, handled, deposited, and saved. It implies that internal reflections and external influences are both essential parts of the cognitive process. As learners realize how their thinking controls their learning and behavior, they can have self-control over it (Halls, 2014). Whereas behaviorism is mainly caused by outer factors.

2.1.3. Behaviorism Learning Theory

Behaviors are motivated and acquired from exterior influences rather than inner impressions. It is the foundation for psychology that can be studied and measured. Teachers in a classroom can apply encouraging support to assist students in better learn a theory. Learners who obtain positive reinforcement are more apt to keep information moving ahead (Skinner, 2011). Learners join their education with motivation by combining their desires.

2.1.4. Connectivism Learning Theory

It concentrates on the notion that people learn and develop when they form connections. This can be relationships with each other, or links with their responsibilities and commitments in their life. Educators can help build ties and interactions with their students and with their

peer groups to help learners feel inspired about studying (Goldie, 2016). Understanding learners' needs can gain fulfillment.

2.1.5. Humanism Learning Theory

Humanism precisely concentrates on the idea of self-actualization. Everyone behaves under a chain of command of requirements. The study of humans as a mindful cause with emotions, thoughts, and purposes. Teachers can help achieve students' emotional and natural demands, providing them a reliable and secure location to be taught. They create warm environments (Wandersman, Poppen, & Ricks, 2011). Once reaching their realization learners can construct their insight.

2.1.6. Constructivism Learning Theory

Constructivism is established on the concept that learners essentially generate their knowledge centered on their prior understanding. Students take over what they are being lectured and add it to their previous information and encounters, forming a unique realism that is just for them. It focuses on education as an active development, individual and exceptional for each student. Educators perform as more of a guide to aiding students produce their learning and understanding. This is essential in the direction of helping pupils take their capabilities and incorporate them into their learning (Pritchard & Woollard, 2010).

Fundamentally, the use of Bloom's taxonomy, High order Thinking, and Dynamic Learning methodologies congeal the principles of Constructivism theory. Higher-order philosophy is an instructional strategy that is often described as critical thinking skills. It is a purpose of the communication between cognitive strategies, metacognition, and understanding when solving problems and not basically memory of facts. This includes learners in accomplishing things and thinking about what they are doing (Sarbah, 2020). Some students are susceptible and need to gain confidence by working together with their peers.

2.2. Backgrounds

Problems can be overwhelmed by employing certain procedures such as the formation of language lab, providing inspiration to vulnerable learners, and using student-centered teaching methodology in which education is decided on the foundation of student needs. As teachers, there is a great responsibility to get them to achieve. Through cooperative learning approaches, the aim is to have confident students fulfill their necessities and working in small

groups aids them to overcome insecure feelings and lose fears when sharing their knowledge through speaking skills. Learners are the base for perceiving better education (Sharma, 2019). It is important to comprehend making errors is natural and can be overwhelmed by applying technological devices.

Exposure to games and online tools that encourage students to use the English Language would make them feel less anxious about making mistakes. Besides, both formal and informal contact with the target language. Motivating learners through different strategies help them overcome emotional barriers and while having fun with their classmates, they are exposed to the second language and learn spontaneously and will be willing to interact with oral skills without nervousness or making mistakes. Oral production is a process not only of pronunciation but also of being self-assured that errors are irrelevant and being interactive is the goal, to begin with, speaking skills (Puteri, et al., 2019). Achieving self-assurance by talking can naturally be fluent.

To develop fluency, teachers can blend different activities as well as the characteristics of fluency, most of them have the same feature of "free talking". Fluency is not about accuracy. Focusing on students' needs, interests and prior experiences will draw their attention towards contributing with their ideas and opinions. The oral production should begin with fluency whereas accuracy comes after this has been encountered. For beginners mainly is having them participate actively without concentrating on correct grammar or use of English, which is accuracy. Once learners are convinced that they can communicate in a second language, afterward comes accuracy and corrections when needed (Molina & Briesmaster, 2017). Technology is mostly used nowadays and is beneficial for vulnerable students.

Multimedia has become an essential tool in English language classrooms to find the best ways for both students to learn effectively and teachers to teach efficiently. Learners get inspired to put into practice their oral skills. Technology creates an authentic environment for English learning and helps pupils get involved with their peers using their oral skills for communicating and sharing opinions, theories, and ideas. While encountering among their classmates they overcome difficulties which have been frustrating when they had to produce speaking skills (Lata & Ranjan, 2016). Increasing trust in pupils is essential to then concentrate on pronunciation.

Language exposure enables pronunciation training and encourages self-assurance and perception of self-effectiveness. It is feasible to not being terrified of making mistakes since beginners get used to working together inside and outside the schoolroom using the target language, and it is accessible if educators promote speaking fluency in a constant approach. It is positive defiance rising above pupils' necessities to apply the second language acquisition in their environment (Guevara & Flores, 2020). This interaction should be employed in authentic circumstances which surround the learners.

Encouraging genuine communication deals with aiming to keep the language as realistic as possible and using the target language in legitimate and real-world meetings to deliver the definite transmission of information of interest. Urging students to experiment by saying what they like and talk about through a device that will record their voices and can identify small mistakes and self-correct by continuous practice with the recordings. Mostly what learners need is to achieve emotional barriers to be convinced that they can contribute with oral production throughout topics of their interest. They demonstrate the eagerness and support control of their feelings (Sánchez, 2019). Emotions can be positive when learners work among their peers and this begins with self-confidence.

Adapting collaborative strategies to the classroom allows students to work in small groups and be more dependable, working among the group and choosing the topics of interest accordingly to the age of these learners will enable the oral production more effectively. Significant lessons along with enthusiastic activities help pupils lower their levels of anxiety, doubts, and raise their self-assurance (Churuchumbi, 2020).

2.2.1. Teaching-Learning Process

Meaningful education goes together with the teaching-learning process, it is vital that the educator be the one that leads students to be dependent on actions, conveys knowledge-producing, and stimulates learners who are proficient to discover, explore, obtain new skills through the motivation offered (Mero, 2020).

Motivational procedures must be strengthened in an educational approach and with the advantage of student learning so that they create values and challenges in their knowledge, concern in the skills they develop during this process (Mero, 2020).

The teaching and learning process needs to have the characteristics of the 21st Century teachers who have proficiency in the use of tools, good academic expertise, universal comprehension, positive feelings, a good insight of syllabus and psychology of education. These educators with better degrees of scholarly, community, and expressive experience can effectively accomplish the education and understanding process because they are more flexible (Sumardi, 2020). With clear goals in their minds, they point to having better participation with rewards towards themselves.

Pupils acquire new information, mindsets, performances, and skills that work towards objectives such as accomplishing high grades, get a better job, etc. There are three key elements involving the teaching-learning process: (a) Educators, must use various imaginative teaching pedagogies and modify appropriately, such a way that the students are inspired to attend the classrooms and learn the compulsory skills effortlessly and rapidly; (b) Learners, main participants in the learning process; and (c) Encouraging learning atmosphere where the institutions should provide the appropriate infrastructure (Kumar, 2019). With appropriate material and means of teaching, the beneficiaries can accomplish their dreams.

Excellence in teaching has become a demand and needs that must be fulfilled concerning all levels of education. Islamic teachers have implemented team educators and have better results towards their students since they work as a team and join the best methodologies together to benefit pupils. Beginning with the most basic activities aimed at educational targets which can be achieved reaching the proposed objectives, preparing in advance learning materials, innovative methods, tools, and useful resources. To establish effective and efficient learning. Educators must promote, guide, and provide learning facilities for students to achieve the goals (Arkiang & Adwiah, 2020). Education has implemented different methods to reach the learners' interests.

2.2.2. Methodological Approaches

Across history, more than 30 standard approaches in foreign language education have been widely applied in classrooms. Nevertheless, there are about 10 that are most recognized worldwide because of their relevance in the teaching process. Method and approach are parallel but there are some variations. An approach is exchanging with something while a method requires the procedure taken to control the assignment. In Table 1 there are the different approaches and methods to identify the most significant characteristics

Table 1

Different approaches and methods

APPROACH/METHOD	PROPONENT	RELEVANT FEATURE
Grammar Translation Method	Karl Plotz	Command of the grammatical rules, deductively, and vocabulary through mother tongue.
Direct Method	Maximilian Berlitz	Exclusively taught in target language. Grammar is inductive.
Audiolingual Method	Charles Carpenter Fries	Repetitive drills in grammar use, significance to pronunciation.
Total Physical Response	James Asher	Language is taught through gestures, mimics and spoken vocabulary.
Silent Way	Caleb Gattegno	Educator should be silent as much as possible in the classroom, but the learner should be persuaded to produce as much language as possible.
Suggestopedia	Georgi Lozanov	Setting a comfortable and enjoyable environment so that students are willing to learn a foreign language, with background music.
Natural Approach	Stephen Krashen and Tracy Terrell	Language output is not forced, but allows to develop naturally after students have listened to large amounts of intelligible language input.
Structural Approach	Kripa Gautam	Grammar rules should be learned one at a time in a specific order.
Task-based Language Teaching	Rod Ellis	Students accomplish real world tasks in target language.
Functional-notional Approach	D. A. Wilkins	Learners social/vocational communicative needs, what they want to do and convey.

Resource: (Bolen, 2014)

Over time, the teaching-learning process has changed and improved using technological tools, methodologies, techniques, and strategies. Below we focus on Virtual Environments, Communicative Language Teaching, Cooperative Learning, and Cooperative Learning Strategies to demonstrate better English oral development.

2.2.3. Virtual Methodologies

People oppose adjustment without comprehending the necessity and significance of it and when a condition occurs all should adapt to change voluntarily or not. Indian higher education institution has used a variety of pedagogy adaptations for modernization, advancement, and commitment of students (Shenoy, Mahendra , & Vijay, 2020). Nowadays it is inevitable to teach without implementing modern instruments.

In a technologically globalized world, it is essential to change to the modifications that education challenges. The evolution has given education new situations to advance and encourage the cognitive development of learners familiarizing with the educational needs of certain students. Nevertheless, it is essential to begin an adequate use of Information and Communication Technologies (ICT) and reassure educators to create their teaching resources, to produce self-learning, and accomplish learning achievements (Zambrano, Mendoza, Moya, & Rodríguez, 2020). ICT not only is helpful for education in general, but also in extreme conditions where the worldwide population is forbidden to leave their homes.

In India, due to confinement, the educational sector analyzed the positive side of COVID 19 and change by adjusting to technology and participating students with several practical online sessions. Teaching and learning have created defiance towards adapting to technology and the virtual commitment of learners. The reactions and opinions of faculty towards the usage of technology and knowledge are unique for different users. Technology has a major responsibility in educating future generations, the task of the educator must shift too. It is the originality and intelligence of representatives how they can connect a difference for this positively or negatively. Consequently, education is moving online on an unproven and exceptional scale. Educators, teaching staff, learners are doing their part to encourage each other. It is a time to rethink and reflect on the education sector (Shenoy, Mahendra , & Vijay, 2020).

Virtual environments are the educational importance of the moment because it permits to work together with others without having real contact. These technological supplies are being

integrated into distance learning, multimodal, combined, or learning environments. The help and options that may arise are linked to the creativity and the design of the environment of the platform so that students are responsive and trustworthy (Zambrano, Mendoza, Moya, & Rodríguez, 2020).

The approaches of computer-assisted language learning (CALL), technology-enhanced language learning (TELL), and mobile-assisted language learning (MALL), learners and educators have converted more capable in the practice of new technologies, supplementary and various prospects have arisen for instructors in standings of curriculum design and teaching strategies, and pupils in relations of education potentials and tactics. This blend of various routes to learning has taken the consideration of the educational community to the multiliteracy viewpoint, which is meant to supplement rather than switch the work of educators (Herrera, 2017). Transmission of messages, feelings, ideas, is a start to become active with peers.

2.2.4. Communicative Language Teaching

Communication requires studying a language through interaction and communication, instead of learning it within memorization. People need to converse to convey their views, emotions, and beliefs, this is the principal purpose why communicative activities should be incorporated into the object lesson. Students expressed language is more beneficial when they are connected in a vigorous learning atmosphere that promotes them to do their responsibilities. Activities with talkative objectives are advantageous for breaking down impediments, finding knowledge, expressing ideas about oneself, and learning about culture (Toro, Camacho, Pinza, & Paredes, 2018).

The aim is to facilitate students to convey in the target language. Learners need an understanding of the language forms, implications, and purposes. They select from among these the most proper form, given the collective situation and the functions of the speakers. They must also be able to control the progression of discussing significance with their panelists. The educator enables communication in the schoolroom, answers doubts, examines their performance, takes footnotes of their faults to check on later. Pupils use the language through communicative events such as matches, role-plays, and problem-solving tasks (Tekliuk, 2020). Learners become independent when solving problems through joining groups and achieving positive results.

2.2.5. Cooperative Learning

A learner-centered approach offers pupils loads of prospects to perform investigative and innovative reasoning, challenging work out and verdict making. It instructs vital and practical thinking, assessment, and predicting. This approach inspires students to preserve their ideas and to consider their reasoning when they get conclusions, seriously compare, and evaluate options. Most learners like credible real-life tasks. The study requires teamwork and cooperation. Educators have several prospects to supplement a case with new tasks, both spoken and written. Above all, students realize that they use the language they will require most in real-life professional situations (Anora, 2020).

Cooperative learning embraces educational techniques in which educators organize pupils into small groups, which then act together to support one another understand the academic subject. It involves five essential factors: positive interdependency, promotive collaboration, personal responsibility, instruction of interactive and collective skills, and quality of group processing. In the development, students must be liable for their studying and the achievement of other group partners. In other words, students must guarantee that other members in their group accomplish the responsibilities and succeed in the educational results. Learners are compelled to cooperate verbally with each other on learning tasks, conversation, opinions, teach and perform their understanding (Tran, 2014).

Research has found that cooperative learning has constructive effects on interactive attraction, community approval, inspiration, and intellectual accomplishment throughout all grade levels and school subjects. It related to better attainment and more encouraging peer affiliations. It has also been discovered to have minor to significant impacts on student conduct, including decreases in harassment, bullying, and alcohol and drug abuse. This fellow tension is thought to be exceptionally influential in directing individual behavior. Cooperative learning demands educators to persistently emphasize positive behavior among learners (Ryzin, Roseth, & Biglan, 2020).

Proper unit work varies on confidence, thoughtfulness, and admiration among students. The effective groups, the members allow each other's roles and examine how evolving contributions convey to the group goal. It tracks that after they have made all pertinent data clear, have attended to each other's opinions, and have patterned for the pact, they can take cooperative accomplishment to complete a group task. Students get several chances to perform

their group work skills. For instance, all pupils get the possibility to use a variety of speaking features: ask questions, deliver answers, give proposals, and importantly consider each other's theories (Veldman, Doolard, Bosker, & Snijders, 2020). Executing a cooperative approach to learners is by offering a variety of different strategies to educating pupils.

2.2.6. Cooperative Learning Strategies

Through Cooperative Learning Strategies students gain self-confidence, get motivated to participate, they overcome their fears and shyness. Some of the most known strategies are Think-pair-share, round table, role-plays, three-steps-interview, numbered heads, the fishbowl, debates, round Robin, jigsaw, tea hour, storytelling, and many more.

The effect of using two cooperative learning strategies on the expansion of oral English language fluency among Iranian intermediate EFL learners. First, students were given a placement test, afterwards, they were divided into three groups, which were one group working through Numbered heads and the other with think-pair-share strategies. However, the third group had the traditional teacher-centered learning activities. After two months of assessment, these groups of students were evaluated in their oral production where it is demonstrated that with the appropriate strategies the first two groups gain confidence and have better grades in language fluency. Whereas the controlled group had no progression towards oral production (Namaziandost, Homayouni, & Rahmani, 2020). The analysis, from the perspective of some educators, is that students become more responsible and are willing to collaborate when they are working in groups.

Cooperative Learning is a knowledge strategy that accentuates collaboration between learners to complete learning objectives. In their application what needs to be respected by the educator are teaching space surroundings or planning the broadcasting according to the learning strategy that is used. The teacher's position in organizing pre-learning becomes a factor in whether the submission is done. The instructor is expected to have a strong appreciation of numerous cooperative learning strategies such as jigsaw, think-pair-share, make a match, etc. Students are involved in lesson preparation and supervision, a comfortable and enjoyable atmosphere, there is time to talk about experiences among pupils, respectable relationships between students and teachers, and can train and stand-in a sense of closeness, acceptance in manners and activities (Zaman, 2020).

Through Cooperative Learning strategies students work with each other in small groups having different levels of ability, they use a diversity of learning activities to improve their fluency. Since learners work together until they successfully achieve their speaking skills. Consequently, Numbered heads and Think-pair-share are two Cooperative Learning strategies considered to be effective on language fluency (Namaziandost, Homayouni, & Rahmani, 2020). By employing these different strategies, the results are favorable for learners and teachers to get acquainted with their pupils' advancement.

The consequences of cooperative learning strategies which are based on multiple intelligence areas help students improve their oral interaction abilities. They have a vital influence on learners' communication and verbal accuracy in using language. Pupils cooperate and utilize their fluency, accuracy, and speaking skills. Consequently, teaching the English language through oral communication skills specifically are contemplated ways that the educator can find an interaction between all students for everyone to advance. When learners work together and join in, they learn how to transmit and obtain knowledge in English, they develop cooperative awareness and concepts, and they can also connect in an acceptable social way (Altun, 2020).

2.2.7. English as a Foreign Language

Language is thought to be mainly influential, a skill to use for conveying thought and information. It is known as a crucial part of a human being's thought procedures, opinions, and self-expression; it is at the essence of translingual and transcultural proficiency. Language is an intricate multi-functional phenomenon that connects an individual to other individuals, to populations, and nationwide cultures. This kind of foreign language education analytically teaches variations significance, the mindset in the target language. While acquiring well-designed language abilities, students are demonstrated vital language awareness, explanation and interpretation, chronological and political consciousness, social responsiveness, and appealing perception (Zuparova, Shegay, & Orazova, 2020). When learning a language, the incorporation of the main skills needs to be performed randomly by being receptive and productive.

2.2.8. Four skills

Researchers connected two current methodologies followed by English educators worldwide known as Collaborative Learning Approach (CLA) and Integrated Teaching

Approach (ITA) for the improved and efficient learning of basic language Listening, Speaking, Reading, Writing (LSRW) skills. By merging these approaches there is the Integrated Collaborative Learning Approach (ICLA) for the integration of basic language skills (LSRW). Consequently, it is impractical to learn a language with a specific skill in a realistic manner. The use of the listening skill is insufficient to be taught an entire language, not including the help of other skills like reading, writing, and speaking additionally. The interaction produces immediately or implicitly with the assistance of integrating basic skills of language (Khan & Mansoor, 2020). Beginners need to go through the process by first receiving their education through educators and being curious within their self-education.

2.2.8.1. Receptive: Reading and Listening

Listening comprehension entails an effective method to decide on the data obtained, build significance, and convey what they hear with what they already understand and the same can be said of reading comprehension. The procedures readers use when encountering a foreign language content are identical to the ones used when reading a book in their native tongue, while they are normally in a slower and less productive approach, similarily relates for the listening skill (Pérez, Sánchez, González, & Cózar, 2019). Listening and reading need a certain amount of input to be understandable by the pupil.

An experiment with Dutch EFL beginners showed that foreign language vocabulary expertise was a more valuable analyst of second language reading aptitude in younger learners than in later pupils when metacognitive knowledge of reading was exposed to have a more projecting role in reading comprehension. Students with minimal vocabulary results achieved inadequately on the reading comprehension exam, since a specific amount of second language linguistic knowledge, particularly vocabulary, is required to make certain excellent reading comprehension. Learners with more lexical inclined to be better readers (Miralpeix & Muñoz, 2018).

2.2.8.2. Productive: Speaking and Writing

Writing the same as speaking goes to the classification of productive language skills, also defined as active skills. Both forms of language skills make an essential part of knowledge progression at any phase of its advancement. As most effective users of any foreign language realize, speaking and writing are in mutual rapport. Unquestionably, linguistic formations, phrases and their appropriate utilization, and a particular amount of precision must be

distinguished. There are preferred activities that are believed to be appropriate even for beginners. To name a few and demonstrate that speaking and writing are in reciprocated connection, educators start with numbering a list of words related to a specific matter, instantaneously use everyday expressions in brief personally conversation interactions, ask learners to write a phone call message, and later will perform it. Nevertheless, advanced students can be asked to imagine a story, write it down, then role-play it in the ESL/EFL classrooms (Golkova & Hubackova, 2014). When pupils are performing a fictional narrative, they are not only doing the written task but also when acting out they are developing their oral production.

2.2.9. Speaking skill

The speaking skill is so fundamental to the belief about language education that when referring to speaking a language it means knowing and understanding a language. Speaking is using contextual and semantic expertise to produce a verbal implication that is significant for the expected hearing. Speaking comprises two categories of skills, elementary inferior level motor-perceptive skills such as in what manner producing phonemes or usage of irregular verb forms and the verdicts and approaches employed in communication such as what to say, how to say it bearing in mind the training influences of the background, and extent dealt within pragmatics and what to do if complications ascend to transfer meaning (Safont & Campoy, 2002).

Speaking is a complicated and vigorous skill that requires the help of numerous synchronized procedures and a speaker demands to nearly immediately stimulate expertise and abilities. Speaking has been a relatively forgotten skill in second language achievement, investigation, education, and evaluation. Students have profound challenges in learning communicative skills due to the point that the core curriculum pays more awareness to English language rules, reading, and terminology (Sim & Pop, 2016).

There is a demand for a selection of speaking assignments that foster learners, recommends them a substantial level of autonomy that is developed only on broad and diligent oral training. Discussions in foreign language classrooms are thought to be not the consequence of language learning but instead the background in which learning essentially happens. A conceivable situation could depend on conversation activities created on a set of topics that are formerly agreed with learners. For instance, each pupil will have to introduce a matter of their

attention as a warm-up activity. After determining the rule of speaking in turns, learners should be tutored in worthwhile conversational routines and helpful interaction approaches (Sim & Pop, 2016).

2.2.10. English oral production

Communicating in a foreign language is a complicated procedure that involves not only academic comprehension of the target language but also repetition of expression and configuration recovery from memory. Nevertheless, understanding to speak a second language is also inspired by language philosophy closely related to the target language and culture as well as the societal perspective encompassing a human being. The Japanese occasionally consider speaking as simpler than listening, because they were able to determine the flow of the dialogue, whereas Finns thought of English oral production as the most difficult (Paaki, 2020). Oral production is an indispensable component to accomplish such ends.

The attention on expanding a particular configuration that can be integrated with a range of syllabuses with an emphasis on combining social competencies and educational tasks. There are some stages that educators should track in teaching cooperative skills: Learners should see worth in group work, be mindful of the essential skills for positive group work to recognize what they are expected to do, practice the oral production and have progression of the verbally skill to advance. Speakers also use their experience and language information to generate a communication that will be significant to the audience. It is required to acknowledge that a specific quantity of grammar and vocabulary is needed and to comprehend, the change between understanding a language and apply the oral skill (Prieto, 2007).

2.3. Legal Framework

Once the cooperative learning strategy has been discovered that had the most impact on first level students through this research and the proposal employed seeks that the oral production becomes a better appliable strategy and have the acquisition of this skill. Reaching a contribution to Axis 1, Objective 1 of the National Development Plan from Ecuador states, "Guarantees a dignified life with equal opportunities for all the people." "Garantizar una vida digna con iguales oportunidades para todas las personas" (Moreno, Lenín Presidente Constitucional de la República del Ecuador, SENPLADES, 2017).

According to the theme of this study, there is a correlation to the National Development Plan as it strengthens bilingual intercultural education for elementary, secondary, and higher education which generates better opportunities towards society during the life cycle. For all citizens, education must be relevant, inclusive, and participatory. Alternate modalities must be implemented to erect an educated civilization. Education should not only be restricted as formal instruction but also interact with all society, means of communication, life encounters, being critical, autonomous, and generate different skills and aptitudes (Moreno, Lenín Presidente Constitucional de la República del Ecuador, SENPLADES, 2017).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. Description of the study area / Study group

The research was carried out on first level students of English language proficiency at the language center of La UEmprende-UTN. This institution oversees solving the mandatory formation of the English language.

Currently, due to the pandemic situation declared at world-wide level, English is being taught 100% online using virtual learning environments, teachers under this modality have the freedom to select and use the strategies that under their analysis will support the teaching and learning process.

3.2. Research Approach / Type of Research

This research is based on a mixed approach because it integrates both the quantitative and qualitative instances that better complement the veracity of the data obtained in the investigation. "The use of quantitative and qualitative viewpoints, data collection, analysis, inference techniques for the broad purposes of breadth and depth of understanding and corroboration," (Almalki, 2016).

The quantitative information subsequently involves the collection of data through a survey which has been directed to the first-level students. "Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques," (Hoy & Adams, 2016). By contrast, the qualitative data was pointed to first-level teachers to determine the strategies that have been most adopted by them and accepted by the students. "Qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter; researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them," (Aspers, 2019).

In addition, an exploratory - descriptive type of research was proposed. "Exploratory research is defined as a research used to investigate a problem which is conducted to have a better understanding of the existing problem, but will not provide conclusive results," (Elman, Gerring, & Mahoney, 2020). The use of the documented information sources analyzed in the

state-of-the-art study and the information from the sample population for the surveys belong to the exploratory research. "The descriptive research aims to accurately and systematically describe a population, situation or phenomenon," (Siedlecki, 2020).

A semi-structured instrument was used to collect the information and determine the strategy most used in the first levels, which was implemented in the students of the sample population. The qualitative information was obtained through interviews with the teachers of this population. The qualitative data was analyzed using basic categorization of the ideas collected. The most used strategy for student participation was identified through basic statistical analysis.

The universe of students for this research is 370 from which the appropriate sample is obtained in the hope of having a confident level of the data acquired of at least 95% and an acceptable margin of error of 9,9%. From this information, the procedure is to calculate the appropriate sample to be within the established margins. Therefore, the process to calculate it with 78 students in the sample. In La UEmprende, four parallels were selected that, added together, have this number of students.

3.3. Procedures

The research initiated by applying the direct deductive research method, which allowed, from an analysis of the state-of-the-art of cooperative learning strategies in virtual environments for the development of oral production, to identify the most adequate strategies and used in the teaching of the English language for a better development of this skill.

When dealing with the problem through a mixed investigation, the objectivity of the strategies was evaluated through the quantitative method and their subjectivity through qualitative methods.

Based on the field research technique, a database of the strategies utilized on a sample of first level students of English language proficiency with which oral production is developed; in addition, the impact that these strategies have on students is analyzed. This was done with a survey directed to students that allowed them to identify the strategies they have used for the development of oral production and pre-designed interviews to measure the acceptance and implementation of them.

Through a detailed analysis of the results obtained in the database and the analysis of this thematic, the oral production strategies with the best results and that has been accepted by the students were selected to propose a didactic guide that allows first level teachers of English proficiency to apply.

3.3.1. Description of research instruments

A survey questionnaire and an interview questionnaire are proposed and peer-reviewed to ensure that they are well structured and appropriately focused.

3.3.1.1. Survey

The survey is divided in two sections, the first part about personal information and the second one the specific information related within the research. This survey was done through Google Forms to first level university students which have been given through the Coordinator's authorization. This research has been accomplished in 2020-2021. The instrument employed is found in Annex 1.

3.3.1.2. Interview

The interview towards first level teachers was done through a virtual conference with Zoom and is divided in two parts; the first one about personal information and the second part is about their personal point of view through opened questions. The instrument employed is found in Annex .

3.4. Bioethical considerations

This research seeks to obtain specific data on strategies used for cooperative learning in virtual learning environments that are used to improve oral production.

Under the authorization of the coordinator of the language center, the activity was socialized with the teachers of La UEmprende from UTN. These teachers were the ones who collaborated in monitoring the veracity of the data collected, since the survey was conducted during a synchronous class where each student proceeded to fill out and send the evidence of the process to their teachers.

4. **RESULTS AND DISCUSSION**

4.1. Results

From the collection of data obtained after the application of the survey to first-level students and the structured interview to their teachers, it has been proceeded in the first part to detail the statistical results and to emit the respective analysis. In the second part, the analysis of the information collected in the interviews has been done. Finally, a detailed analysis of the crossed information of the two instruments has been concluded, which allows obtaining important information for the approach of a didactic guide.

Starting with the quantitative aspect, a questionnaire of thirteen closed-ended questions was designed for first level students with regard to Cooperative learning strategies for English oral production. This data collecting instrument was applied in Google Forms permitting to gather the information.

4.1.1. Students' survey

Figure 1
Interviewees' Sex
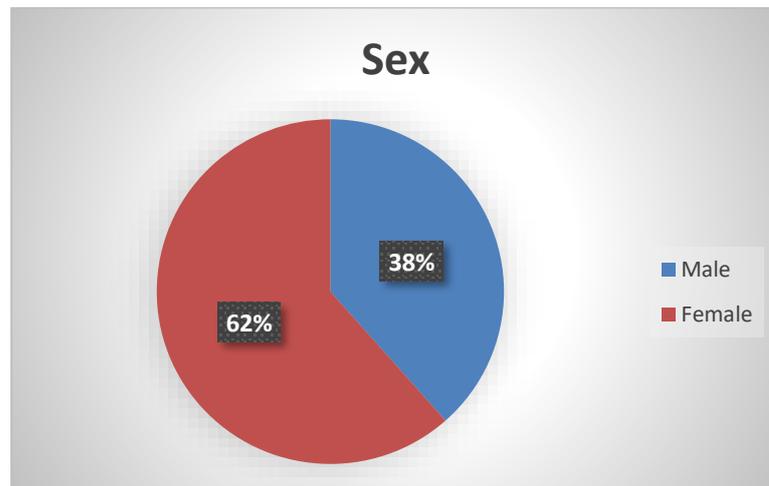
Figure 2
Interviewees' Age
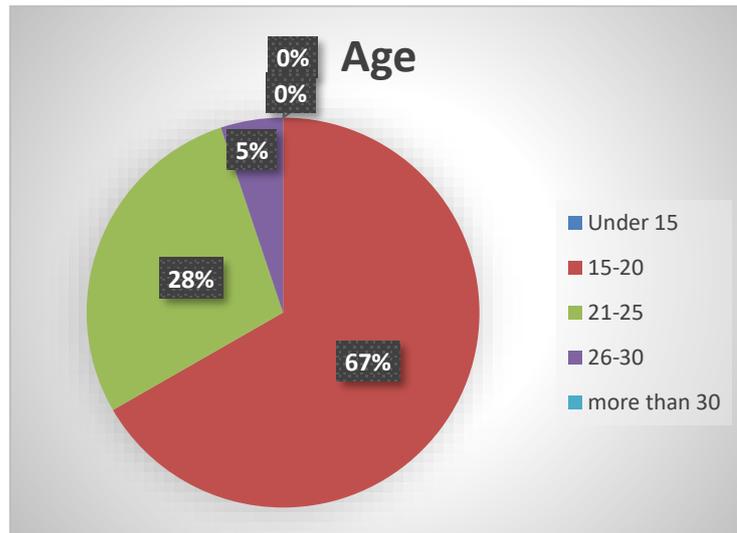
According to questions one and two that refers to the sex and age of the respondents, it is important to mention that these two questions were used to get some references of the interviewees and maintain the anonymity and have no influence on the research carried out. It was observed that 38% of the respondents were men and 62% were women. Of the universe of students surveyed, 67% are between the age of 15-20, 28% are between the age of 21-25 and 5% are between the age of 26-30.

### 4.1.1.1. Importance of speaking English

Figure 3
English importance in professional life
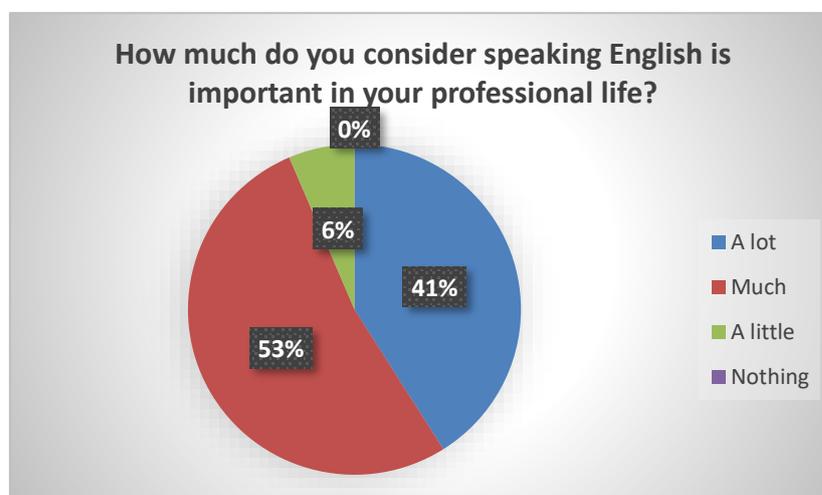
Regarding to question three shows the level of importance that students give to the ability to speak English in their professional life. Of the universe of students surveyed, 53% qualify much for speaking English is important in their professional life being the highest score; 41% consider that speaking is very important and 6% of interviewees do not consider the importance of English in their professional life. Based on these results students demonstrate concern in performing better output in their professional life.

4.1.1.2. Relevant English skill

Figure 4
*Most important English skill to communicate.*
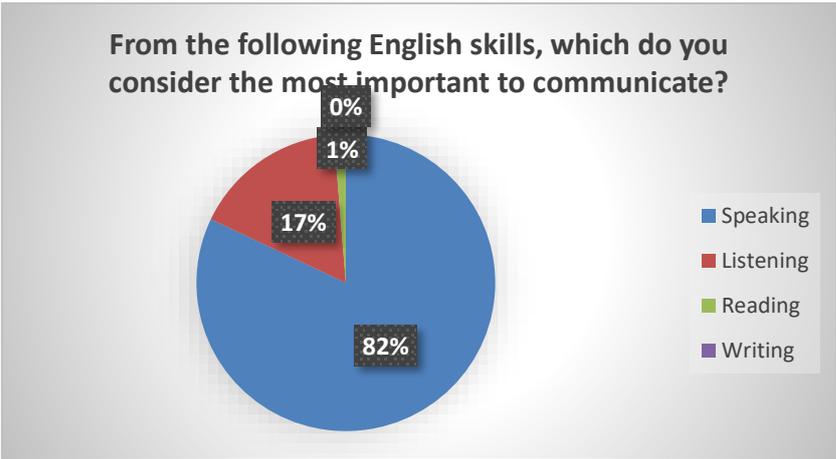
In respect to question four of the universe of students surveyed, 82% of respondents confirm that the most important English skill for communicating is speaking, qualifying it with a high percentage; 17% of them consider listening the most important skill and 1% qualify reading as the most important skill to communicate. However, writing has not been considered important at all, which can be considered for future research problems.

4.1.1.3.   Teachers' motivation for speaking

How much does your teacher motivate you for English oral production?

- A lot
- Much
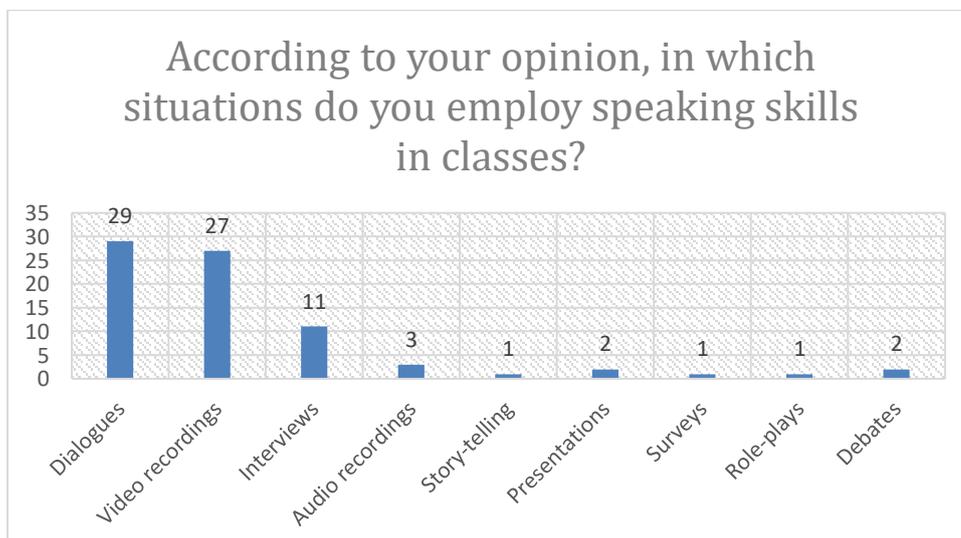- A little
- Nothing

0%
4%
46%
50%
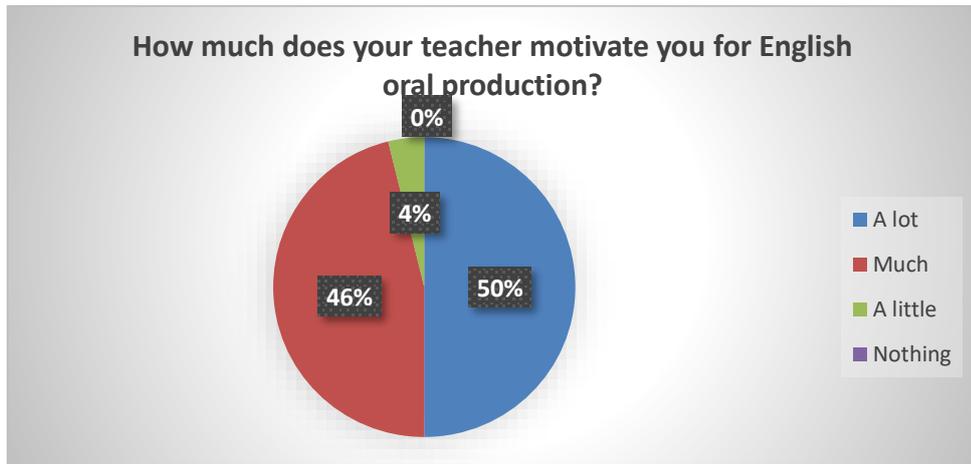
Concerning question five indicates the level of teachers' motivation in relation to students' participation in oral production. Of the universe of students surveyed, 50% of them qualify a lot of motivation received by teachers to participate in English oral production being the highest score; 46% of respondents qualify much motivation demonstrating a marginal difference compared with the highest score and 4% of them consider receiving   a little motivation from their teachers. There is great influence how teachers proceed to convince students to be active in their speaking skill.

4.1.1.4.   Circumstance employing speaking skills

According to your opinion, in which situations do you employ speaking skills in classes?

|	
Dialogues	29
Video recordings	27
Interviews	11
Audio recordings	3
Story-telling	1
Presentations	2
Surveys	1
Role-plays	1
Debates	2

According to question six of the universe of students surveyed, 29 of them employ speaking skills in dialogues being the highest score; and with a close margin of 27 respondents develop their speaking skills in video recordings; 11 of them selected interviews for the oral production; 3 students chose audio recordings to participate actively in speaking and the lowest selections are among presentations, debates, story-telling, surveys and role-plays in employing speaking skills in classes.

### 4.1.1.5. Frequency of oral participation

Figure 7
Frequency of oral participation
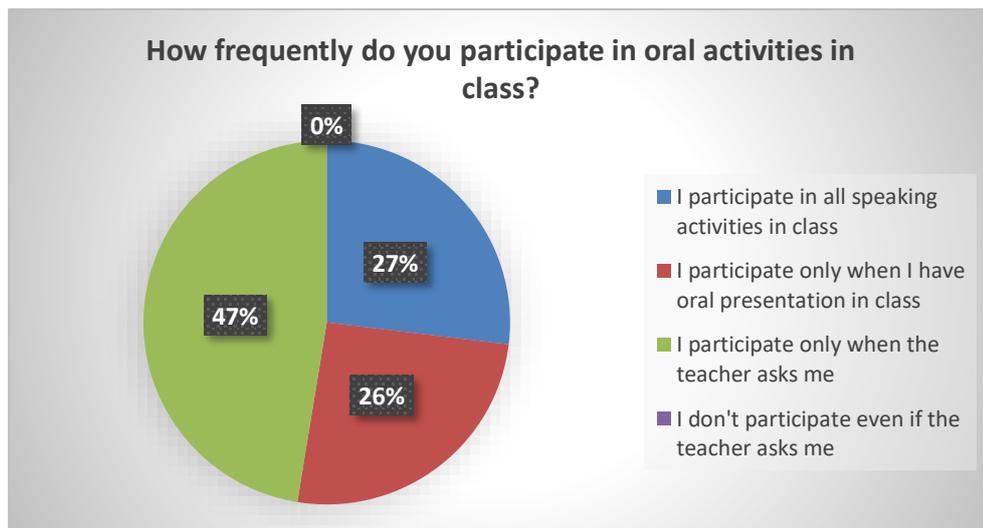
In respect to question seven of the universe of students surveyed, 47% of them participate in oral activities in class when they are asked by the teacher to participate being the highest qualification; 27% of respondents contribute in all speaking activities; and 26% of them participate only in oral presentations.

4.1.1.6.   Teachers' selection of activities

Figure 8
Speaking skills activities
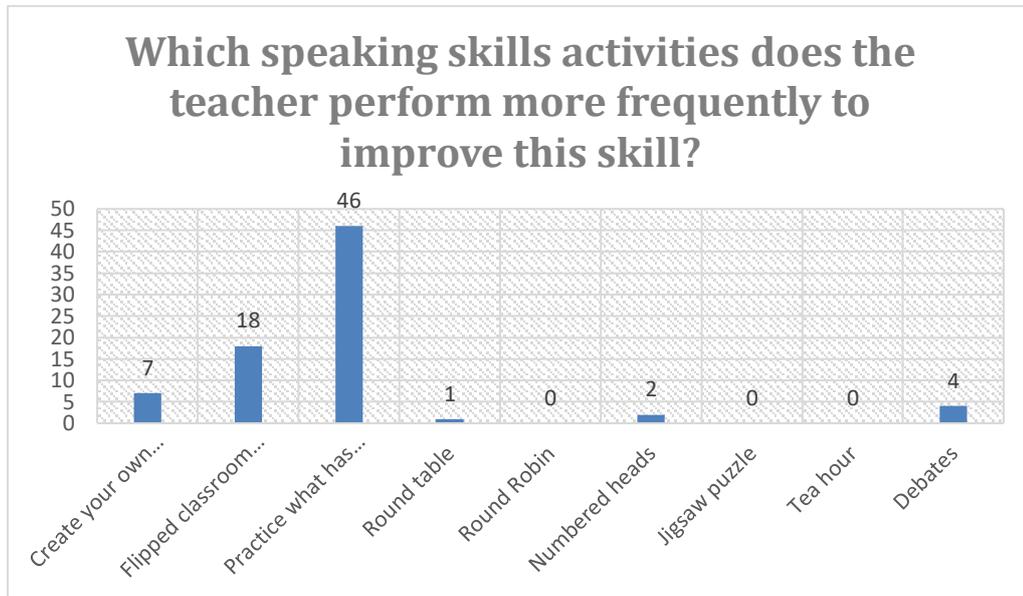
Regarding to question eight indicates the activities that mostly have been employed for practicing the English oral production. Of the universe of students surveyed, 46 participants said teachers improve their speaking skill when they practice what has been learned in real situations being the highest score; 18 respondents chose flipped classrooms through videos; 7 of them selected when they create their own stories and publish in a blog; 4 students responded in debates, and the rest of the listed options have been chosen with a few participants or none were selected. A significant number of participants prefer talking about live experiences surrounded by them.

4.1.1.7.   Speaking the most important skill

Figure 9
Speaking skill is the most important to practice in English.

With regard to question nine proves the level of importance that speaking skill has while practicing the oral production. Of the universe of students surveyed, 63% of them totally agree speaking skill as the most important to practice in English; 27% of participants agree speaking is the most important when performing English and 10% of respondents disagree speaking is the most important. There is a notable percentage considering the speaking skill as the most important.

4.1.1.8. Improve English oral production

Figure 10
Improve English oral production
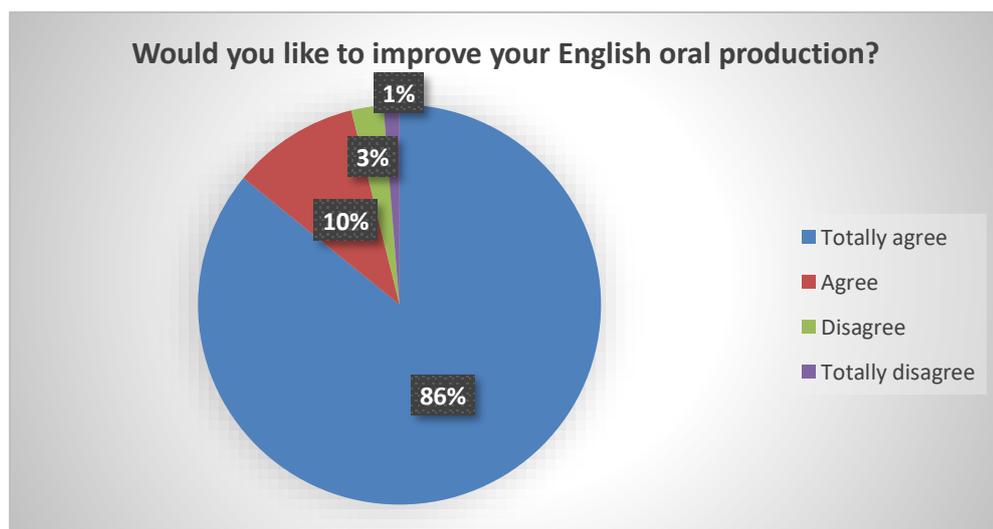
In respect to question ten illustrates students' awareness of improving English oral production. Of the universe of students surveyed, 86% of them totally agree that they would like to improve their English oral production; 10% of respondents agree in improving their English oral production; 3% of participants disagree to improve English oral production, and 1% of students totally disagree in improving English oral production. There is an outstanding percentage of improving the English oral production.

4.1.1.9. New learning strategies for oral production

According to question eleven confirms students' eagerness in receiving new learning strategies for the English oral production. Of the universe of students surveyed, 76% of them totally agree that they would like to experiment new learning strategies for the English oral production; 20% of participants agree in experimenting new learning strategies, and 4% of respondents disagree in trying new learning strategies for the English oral production.

4.1.1.10. Students' preference to learn
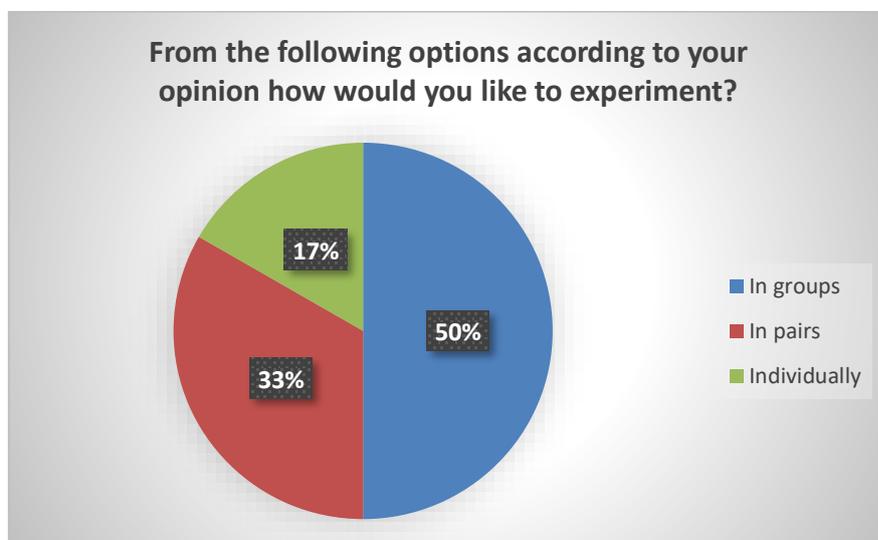
Regarding to question twelve demonstrates students' preference supporting each other among themselves while they learn. Of the universe of students surveyed, 50% of them would

like to experiment by working in groups; 33% of students chose working in pairs and 17% of respondents prefer working individually.

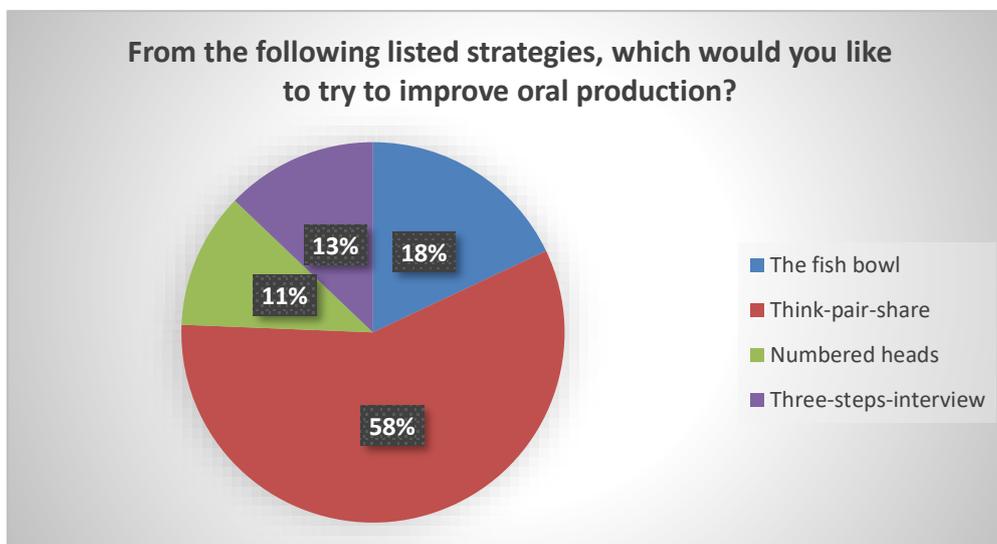### 4.1.1.11. Choose a strategy to improve speaking

Figure 13
Choose a strategy to improve oral production.

With respect to question thirteen reveals students' perception in employing a new strategy where they first will work on their own, then share with a partner and contribute with the community by teaching and learning among themselves. Of the universe of students surveyed, 58% of them would like to improve their oral production through think-pair-share strategy; 18% of the respondents through the fishbowl strategy; 13% of the participants through three-steps-interview strategy, and 11% of them through numbered heads strategy.

4.1.2. Teachers' interview

The next aspect to be analyzed is the qualitative component, which is related with a structured interviews that were applied to the first level English teachers at La UEmprende-UTN, who contributed answering five questions about the cooperative learning strategies for better English oral production. In addition, teachers were interviewed through the Zoom platform in individual sessions, assuring all of the participants that their anonymity was taken into consideration without having the necessity of recording them.

4.1.2.1. Question 1: Which approaches do you prefer to apply when practicing SPEAKING with students?

The first question was posed in the sense of knowing the different approaches that teachers apply within their classes, all the participants coincide that they prefer Cooperative strategies as learners have demonstrated to work better by supporting each other in their daily tasks. It also encourages students to participate in oral production. Educators select having group work to allow pupils achieve self-assurance, accountability, and positive interdependence. Teachers understand that Communicative language teaching is explicitly used for communication, nevertheless through Cooperative learning strategies facilitates in monitoring smaller groups of students and there is better concentration.

4.1.2.2. Question 2: What kind of SPEAKING strategies are the most requested by students?

According to teachers' opinion students choose video recordings because they are not in front of an audience and do not stress themselves neither get nervous. Most learners prefer picture description or dialogues. They are also willing to be part of debates since they have vocabulary input. When learners increase their vocabulary, they become more participative with verbal production.

4.1.2.3. Question 3: Do you know about Cooperative Learning strategies?

Most educators know about Cooperative Learning strategies. They comprehend that through this approach, while learners are sharing their knowledge at the same time, they are learning from each other. Therefore, teachers would rather be monitoring at a distance and permit learners to solve their problems and can reach reliable answers.

4.1.2.4. Question 4: Which Cooperative Learning strategies do you most apply in your classes?

Most teachers prefer that students work in pairs or groups; a few educators specified four corners, carrousel, and jigsaw. However, they do not apply specific Cooperative strategies because they are not sure which ones are advisable to have learners get interested in being free to express their ideas and opinions through their oral communication.

4.1.2.5. Question 5: Would you like to know about Cooperative Learning strategies?

All the teachers answered positively that they would like to know more about Cooperative learning strategies. According to the interview, educators have used pairing and grouping to have learner-centered; however, not many named specific Cooperative learning strategies and were enthusiastic in receiving suggestions about them.

4.2. Discussion

The following is an interpretation of the results obtained from the survey which has been forwarded to the students, from the interview directed towards the teachers and a comparative analysis with the research carried out in the field. This also allows to recommend an academic proposal with Cooperative learning strategies focused on their use in virtual learning environments to improve the English oral production. The research shows that 94% of the students surveyed identified that the ability to speak English will be useful in their professional life, a fact that allows to recognize that speaking is a fundamental development skill in the formation of English language skills in future professionals.

Focusing on students' needs, interests and their prior experiences will draw their attention towards contributing with their ideas and opinions. The oral production should begin with fluency whereas accuracy comes after this has been encountered. There is a world-wide demand in having more oral production to encounter with new relations through their work and have professional growth. This is beneficial with the aim of being confident while speaking and comprehending others.

Authors Toro and others believe that the most valuable importance should be centered on activities with conversational purposes, which are beneficial for shattering through hindrances, obtaining understanding, expressing thoughts about oneself and learning about culture (Toro, Camacho, Pinza, & Paredes, 2018).This study also indicates 96% of students state that the motivation generated by the teacher on developing the speaking skill is important. A similar percentage stated that for them the best way of working is using cooperative learning strategies with interaction in groups of two or more people.

This information is corroborated by the interviews conducted with teachers in which it is possible to appreciate the concern for finding strategies in which students interact with each

other through cooperative learning strategies to develop speaking skills. Cooperative learning strategies' objective is to have self-confident students achieve their needs and working in small groups facilitates them to overwhelm vulnerable emotions and lose anxieties when sharing their knowledge through speaking skills (Sharma, 2019).

Nevertheless, 73% of the students only interacted in class when required or requested by the teacher, and not because they wanted to ask questions or interact to improve their speaking skills. Since this is an important indicator, it is necessary to propose activities that allow the development of speaking skills based on cooperative learning strategies that influence the participants in continuous interactions. This data is corroborated by the teachers' interviews, since they affirm that group work allows better results in students' participation in class.

A general requirement from educators and learners is to participate actively and positively through cooperative learning strategies as it works out in assistance of grouping students. 60% of students prefer that the events handled in the different activities proposed to develop speaking skills be focused on real situations of application. This is a fact to be considered since teachers have usually been focusing their speech development activities on the description of graphics and development of dialogues that are not always focused on real circumstances.

Learners obtain authenticity when sharing in their groups about their life expectancy and traditions or customs in their regions or cities as they are talking about settings which are known by them. There is more interest in participating actively when speakers clearly have knowledge about the previous settings as well as will forget about second language correction and will interact. Cabadiana encourages to sustain, promote, and assist others in genuine eloquent settings through cooperative learning strategies. This improves establishing a trustworthy environment that stimulates positive interdependence, grouping communication, and specific accountability (Cabadiana, 2019).

According to the information gathered, the academic proposal should be aimed for developing the oral production through cooperative learning strategies that allow the development of activities focused on real situations with constant engagement in groups of two or more people. The survey and interview indicate the openness of all those implicated in the learning process to use new strategies to improve what has been identified as the most important English skill for a non-native English learner.

CHAPTER V

5. ACADEMIC PROPOSAL

5.1. Title

"Learning while sharing your experiences"

DIDACTIC GUIDE FOR THE APPLICATION OF COOPERATIVE STRATEGIES IN VIRTUAL LEARNING ENVIRONMENTS FOR THE IMPROVEMENT OF ORAL PRODUCTION

5.2. Rationale

The development of oral production in non-native English learners is of utmost importance as identified in the analysis of the results of this research. The use of cooperative strategies that allow a continuous interaction with work groups of more than two students is one of the most agile proposals by both students and teachers who try to improve the development of this skill.

The pandemic declared by COVID 19 has generated a transformation in the way English classes are received and taught, inviting the use of virtual learning environments where strategies that allow the development of different skills can be applied.

The main content of this research work deals with the use of cooperative learning strategies in virtual learning environments for the development of oral production. Among the activities most welcomed by the students and with which it is expected to obtain better results are the Think- pair-share and the fishbowl activity.

5.3. Theoretical Foundations

Over time, the teaching-learning process has changed and improved using technological tools, methodologies, techniques, and strategies. Below we focus on Virtual Environments, Cooperative Learning and Cooperative Learning Strategies to demonstrate better English oral development. Cooperative learning embraces five essential factors: positive interdependency, promotive collaboration, personal responsibility, instruction of interactive and collective skills, and quality of group processing.

People oppose to adjustment without comprehending the necessity and significance of it and when a condition occurs all should adapt to change voluntarily or not. Indian higher education institution has used a variety of pedagogy adaptations for modernization, advancement, and commitment of students (Shenoy, Mahendra , & Vijay, 2020). Nowadays it is inevitable to teach without implementing modern instruments. Learners are the key to increase their knowledge by self-education and supporting each other in smaller groups while they gain more confidence when working with peers.

Students must guarantee that other members in their group accomplish the responsibilities and succeed the educational outcomes. Learners are compelled to cooperate verbally with each other on learning tasks, conversation, opinions, debates, storytelling, and many more. According to Ryzin and others, found that cooperative learning has constructive effects on interactive attraction, community approval, inspiration, and intellectual accomplishment throughout all grade levels and school subjects. It related to better attainment and more encouraging peer affiliations. It has also been discovered to have minor to significant impacts on student conduct, including decreases in harassment, bullying, and alcohol and drug abuse (Ryzin, Roseth, & Biglan, 2020).

Through Cooperative Learning Strategies students gain self-confidence, get motivated to participate, they overcome their fears and shyness. Some of the most known strategies are: think-pair-share, the fishbowl, numbered heads, three-steps-interview, round table, role-plays, debates, round Robin, jigsaw, tea hour, storytelling and many more. All the learners get the possibility to use a variety of speaking features: ask questions, deliver answers, give proposals, and importantly consider on each other's theories. Regarding Namaziandost and others, contemplate through Cooperative learning strategies students use a diversity of learning activities to improve their fluency and demonstrate different levels of ability. Consequently, numbered heads and think-pair-share are two of Cooperative learning strategies deemed to be effective on language fluency (Namaziandost, Homayouni, & Rahmani, 2020).

According to Altun, the consequences of cooperative learning strategies which are based on multiple intelligence areas help students improve their oral interaction abilities. They have a vital influence on learners' communication and verbal accuracy in using language. Pupils cooperate with each other and utilize their fluency, accuracy and speaking skills. When learners work together and join in, they learn how to transmit and obtain knowledge in English, they develop cooperative awareness and concepts, and they can also connect in an acceptable social

way (Altun, 2020). Cooperative learning strategies not only help in English oral production but also can be applied towards any subject or learning a new language. Language is an intricate multifunctional phenomenon that connects an individual to other individuals, to populations, and to nationwide cultures.

5.4. Objectives

5.4.1. General Objective

To enhance the English oral production of UTN-La Uemprende's first level students through the implementation of cooperative learning strategies in virtual learning environments.

5.4.2. Specific Objectives

- To provide teachers and students with cooperative work strategies to develop English oral production.

- To promote students' active oral communication in virtual learning environments.
- To motivate students to express their ideas spontaneously in the classroom.

5.5. Beneficiaries

5.5.1. Direct Beneficiaries

The main beneficiaries of this research will be the students of the first levels of UTN-La UEmprende since, based on the information collected, a didactic guide will be proposed that will allow the implementation of cooperative strategies on virtual learning environments for the development of oral skills. Every semester nearly 400 students are the direct beneficiaries who register for the first English level.

5.5.2. Indirect Beneficiaries

Being a proposal for virtual environments that allows the development of oral production, it can be implemented in the first levels of English training in any educational institution, so the indirect beneficiaries are all teachers and students of the first levels of the different educational centers in the country who wish to execute the didactic guide.

5.6. Impacts

All the population will be encouraged from the application of this proposal, consequently the didactic guide will prime to alternate the means of executing English classes, in addition, practical activities as the ones proposed develop directly the English language education as undergraduates will be the producers and creators of knowledge and learning will happen autonomously being enjoyable and making it noteworthy.

5.7. Development

The development of this work proposal entailed the elaboration of a Didactic Guide based on the results obtained from the survey applied to the students of the first levels of La UEmprende-UTN and interviews to the teachers of the same levels.

The importance of using strategies that allow interaction in groups of two or more students in the application of real cases that allow the development of speaking skills was evidenced in this research.

This proposal was elaborated taking into account the importance of motivation and continuous interaction of the student during the learning of a second language. It describes cooperative learning techniques that develop English speaking skills, and thus meaningful learning on virtual learning environment platforms.

A methodological guide is presented that meets the aforementioned characteristics.

https://bit.ly/3jzwyRK

https://bit.ly/3qMLKgc
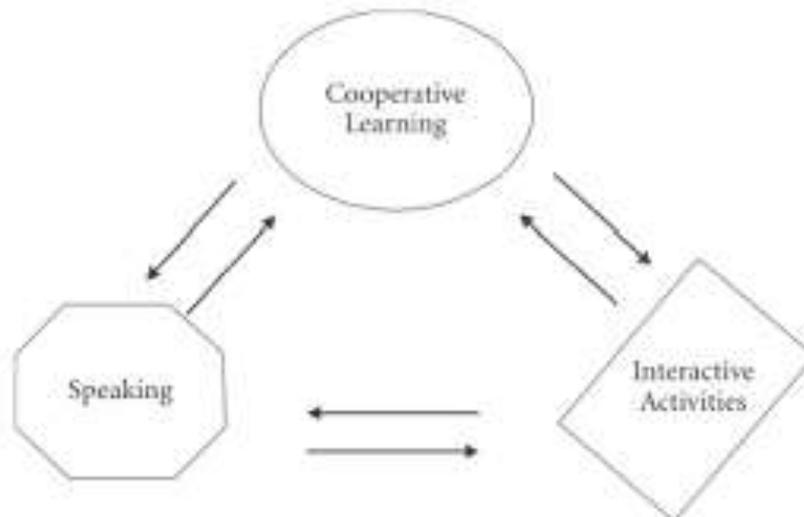
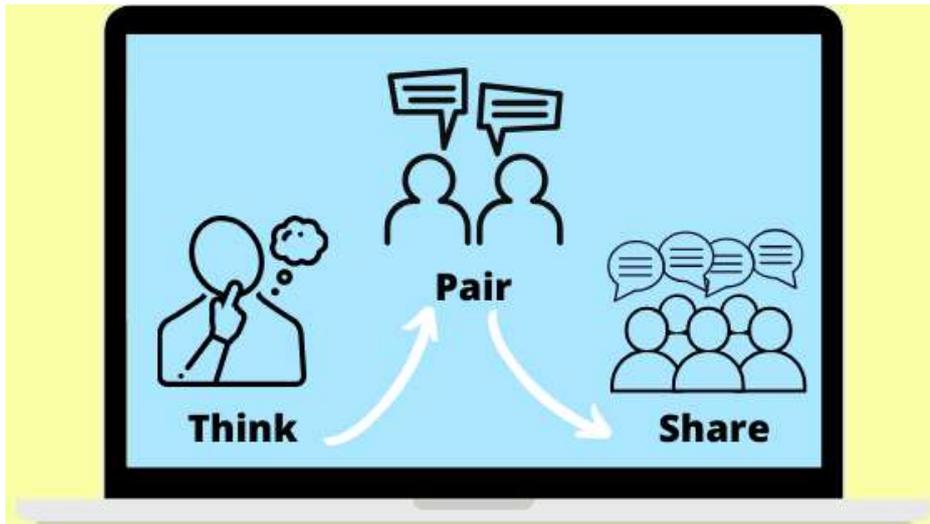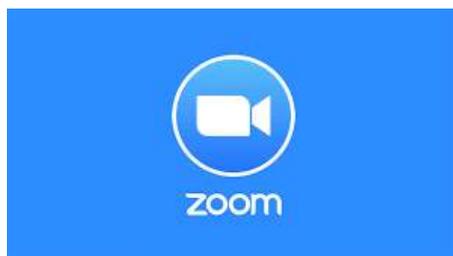**M.A. STUDENT: Lcda. Carmita Echeverría**

2020-2021

STRATEGY 1: Think-pair-share, through zoom + ppt presentation, youtube links, etc.

https://bit.ly/2SENVWj

https://n9.cl/rgatk

https://n9.cl/7sqyn

https://n9.cl/6j2j

Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assignment. It requires students to (1) think individually about a topic or answer to a question; and (2) share ideas in pairs, then with classmates. It was developed by Frank Lyman.

ACTIVITY 1:   INTRODUCE YOURSELF

Objective: Students introduce themselves, talk about meeting others and share with the whole class.

Watch a video about introductions.

https://bit.ly/3qYH6uT

Teacher's role:

- Introduce yourself to different students individually, "Hello my name is…

- Encourage students to do the same.

- Practice in formal and informal manner, "Good afternoon, how are you today?" "Hi! How's everything?"

- Give students a short dialogue to practice.

  INFORMAL DIALOGUE:

  Andy: Hi, Tom. What's up?

  Tom: Not much, what about you?

  Andy: Let's play basketball!

  Tom: Sure, sounds great!

  FORMAL DIALOGUE:

  Abigail: Good morning, Mrs. Hamilton. How are you?

  Mrs. Hamilton: Hello, Abigail. I am fine thank you and you?

Abigail: I'm good. See you in class.

- Tell students to create a dialogue introducing themselves and sharing family pictures.

- Introduce their classmates.

Student's role:

First step:

- Learners think individually about what they will say.

https://n9.cl/gxahj

- Saying "hello", name, age, etc.

- They can also write down some ideas about themselves to be able to share by speaking.

- Choose some digital pictures about family and friends to share through ppt presentation.

Second step:

- Get together in pairs through zoom and share information, practicing the oral production and uploading pictures through ppt.

Third step:

- Go back to the whole class through the virtual environment chosen by the institution to receive online classes. Introduce each other instead of yourself.

- Mix pictures up and share through ppt presentation.

- Have classmates guess which pictures belong to each other by asking different descriptive questions.

Examples:

I am …

I have two brothers and one sister.

Where are you from?

How many members are in your family?

Do you have young children?

Who is your best friend?

ACTIVITY 2: PRESENT SIMPLE VERB "BE"

Objective: Getting to know people around the world.

- Watch a short video.

https://bit.ly/3pZjkxx

Teacher's role:

- Describe a famous person.

- Share characteristics from this person's country.

- Make students guess who it is.

- Tell students they will do the same individually, then sharing with a partner; afterwards, they will present to the class.

- Tell students they will research about five people from different countries.

Student's role:

First step:

- Individually, choose different flash cards about countries and nationalities through iSLCollective Platform.

https://n9.cl/e3ske

- http://bit.ly/3pSQyhS

- Research more information about five famous people from different countries.

https://n9.cl/p1q5t

Second step:

- Get together in pairs through zoom and ask questions about it. Talk about the most relevant characteristics of these countries.

- Design a ppt presentation linking both students' research, but only with pictures and no texts.

https://n9.cl/ruasf

Third step:

- Go back to the whole class and share the ppt presentation, describe details and characteristics about it. The audience has to ask information questions to guess the countries and nationalities about their characteristics.

Examples:

Is this flag from Latin America?

What kind of weather is common there?

Who is the President?

Are there many people?

What is the flora and fauna in this country?

ACTIVITY 3: IMAGINE YOU ARE IN A FOREIGN COUNTRY

Objective: Students create a story, imagining they are abroad.

Teacher's role:

- Act out as if you were in Paris, France.

- I am happy to fly to France.

- I am in France's airport.

- It is a big airport with many tourists.

- There is the Eiffel Tower.

- It is 300 meters long.

- There are good dishes, such as raclette and ratatouille.

Student's role:

    First step:

- Think and imagine that you are in a different country from home.

- Write down the reasons why you chose this country.

https://n9.cl/wwf2

    Second step:

- Get together in pairs through zoom.

- Share your imaginary scenario in a conversation.

https://n9.cl/225d7

Third step:

- Create a short dialogue in pairs, joining both information.

- Ask and give information from where you are, unusual places that you visited, amazing nature scenes, famous people, etc.

- Design a ppt presentation with the different features that you talk about the foreign country.

- Record yourselves a video through free virtual environments, and sharing the ppt.

  www.clipchamp.com

  www.youtube.com

- Get together with the classroom and share the link of the video.

https://n9.cl/7bexq4

Fourth step:

- Welcome opened questions from the audience about the dialogue related with the country or nationality.

- The pair who worked together will answer the questions.

https://n9.cl/v3y0f

Strategy 2: THE FISHBOWL AND BREAKOUT ROOMS, CANVAS PRESENTATION

https://n9.cl/wap1

https://n9.cl/0yq0m

https://n9.cl/l10sm
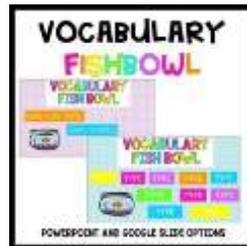
The Fishbowl ESL game is a guessing game in which students use descriptions, then actions, and finally single words as clues. It is recommended in learning vocabulary.

In a Fishbowl discussion, students seated inside the "fishbowl" actively participate in a discussion by asking questions and sharing their opinions, while students standing outside listen carefully to the ideas presented.

https://n9.cl/xgew3

ACTIVITY 1: JOBS AND PROFESSIONS

Watch a video about jobs and professions.
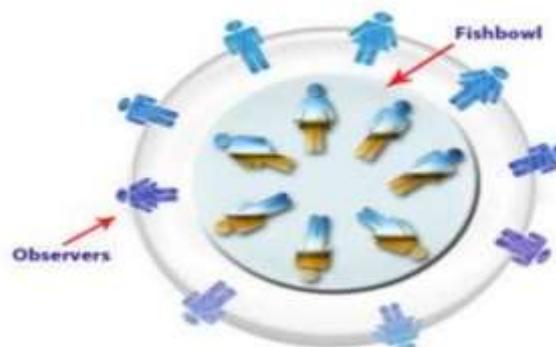
https://bit.ly/3bGYvSm

Teacher's role:

- Divide the class randomly into two teams; Team A and Team B.

- Ask students to send vocabulary related to jobs or professions.

- Create a spinning wheel through wordwall.net and write the vocabulary in it.

- Explain the rules to all the class that they must guess the vocabulary.

- First round, explaining what it is without mentioning the word.

- Second round, only one word is permitted to describe the vocabulary.

- Third round, only gestures, mimics are allowed to describe the vocabulary and no words are pronounced.

- After spinning the wheel and sending the word to one participant from Team A, verify this through a call, to be sure no cheating is done, and phone is off.

- Repeat the process for both teams until everyone has participated.

Student's role:

First step:

- Each student will send three different jobs or professions to the teacher.

- The vocabulary will be inserted in a random wheel through wordwall.net.

- The wheel will be turned, and a word will appear and sent only to one participant from Team A, but immediately the contestant must turn off the mobile phone.

Second step:

- In the first round, the participant will describe with any words or phrases without mentioning the specific word that has been sent.

- It is not permitted gestures, mimics or sounds.

- Only Team A members are allowed to guess and using a chronometer they have one minute to do it.

- If they guess they will have another word to guess until the time limit, but with another participant from the same team due to the fact that immediately they must turn off their mobile phones.

- The goal is to guess as many words as possible.

- Only correct words add points to the team.

- When time is over it is Team B's turn and repeat the process.

https://n9.cl/acnxe

Third step:

- In the second round, Team B begins.

- The participant's turn can only describe the given word with one word.

- It is not permitted gestures, mimics or sounds.

- The team has to guess the word only with the word description.

- When time is up, it is Team A's turn, repeat the process.

https://n9.cl/aoqo8

Fourth step:

- In the third round, it plays out in the same way, with each team taking their one-minute turns and changing different participants.

- No words are permitted, only gestures, mimics or sounds.

https://n9.cl/jkrxn

Fifth step:

- At the end of the three rounds, the teacher sums up the points and declares the final winner.

Examples:

Chef: He prepares delicious food. Cook. Gesture: cooking.

Engineer: He builds houses, buildings. Builds. Gesture: building.

Gardener: He takes care of the plants. Trees. Gesture: planting.

Plumber: He fixes faucets. Toilet. Gesture: opening the water faucet.

Doctor: He cures people. Heals. Gesture: takes hand's pulse.

https://n9.cl/zgmh4

ACTIVITY 2: HOW IS GLOBAL WARMING AND CLIMATE CHANGE AFFECTING THE ENVIRONMENT? WHAT CAN BE IMPLEMENTED TO PRESERVE THE ENVIRONMENT?

Watch the two videos.

https://bit.ly/3bKErhM

https://bit.ly/2NBeNUU

Teacher's role:

- Divides the class in several breakout rooms.

- Give instructions that students research on a specific topic about climate changing.

- Each student must have their own part of research and participation.

- The final work must have an introduction, body and conclusion.

- Limit time must be 20 minutes for the presentation and 10 minutes for follow-up questions.

- Everyone participates in presentations and taking notes to have follow-up questions.

Student's role:

First step:

- The class is divided into breakout rooms.

- Depending on how many breakout rooms have been created, each group will receive one question to research about it.

- It should have an introduction, body and conclusion.

https://n9.cl/arsw2

Second step:

- Each member from the group must research about the topic, look for images and talk about it. They will divide the subtopics among them.

https://n9.cl/wkbfl
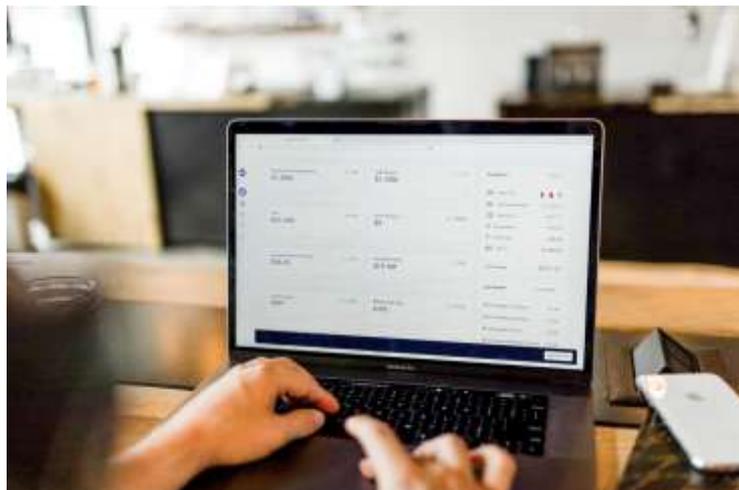
Third step:

- As a group they will have a canvas presentation about the given topic and the oral presentation to all the classroom. They will join all the information previously researched.

- The time limit will be 20 minutes for each group and 10 minutes for follow-up questions.
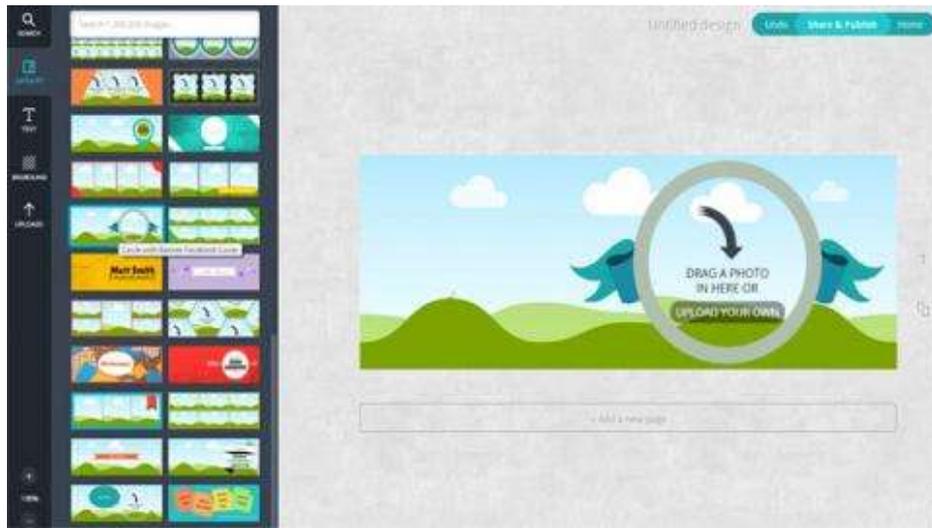
Fourth step:

- The group who is not presenting are the observers and listeners and will take notes to ask follow up questions.

Fifth step:

- The next groups follow the same process until everyone has participated actively.

ACTIVITY 3: TRAVELING

Watch a video:

https://bit.ly/2PgiEHj

https://bit.ly/3r0NVvJ

Teacher's role:

- Divide the class in small groups.

- Distribute different means of transportation to each group.

- Create an imaginary scenario being on vacation and describe details.

- Act out the scene when everyone returns to one meeting and share pictures.

Student's role:

First step:

- All the students are divided in different breakout rooms.

- Each group will be given a different means of transportation to go on vacation.

https://n9.cl/0wztn

Second step:

- All the groups will create a dialogue about traveling, beginning from the point of start, describing their way of traveling.

- They will explain the different tourist places with details.

- Finally, they will close their dialogue by returning home.

https://n9.cl/2igo

Third step:

- The groups will join different pictures about their trip in a ppt or canvas presentation.

- All the members will practice their dialogue.

Fourth step:

- Everyone returns to the main room.

- Each group acts out their dialogue and shares the screen with their presentation.

- The rest of the groups annotate questions about the trip.

- They will also give feedback to each group.

Fifth step:

- The process is repeated for each group.

Examples:

How does it feel traveling by train?

What was the most interesting place you visited?

Were the seats comfortable on the bus? Why? Why not?

What were the traditions in this country?

STRATEGY 3: NUMBERED HEADS

https://n9.cl/h3myu

https://n9.cl/lhxj
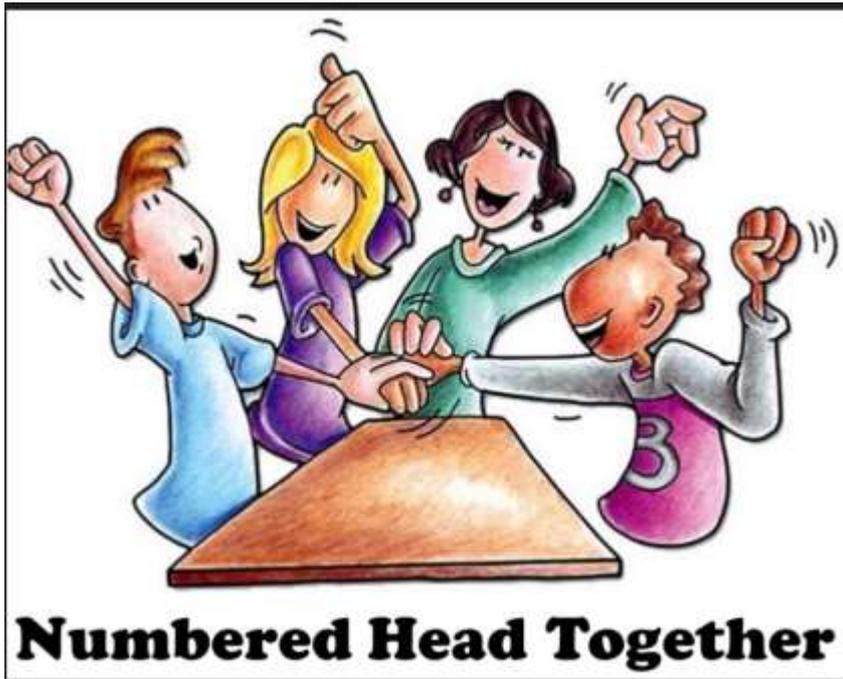
Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

It promotes discussion and both individual and group accountability. It is beneficial for reviewing and integrating subject matter by learning and to learn from one another, as well as from the instructor (Terenzini & Pascarella, 1994).

ACTIVITY 1: PRESENT CONTINUOUS

Watch a video:

https://bit.ly/3su5S6i

Teacher's role:

- Introduce Present Continuous, the use, grammar structure and rules.

- Give a few exercises to students to be sure they understood.

- Divide students in different groups.

- Give students a topic and together they solve it.

- In groups they learn together and practice.

- Students are back in main room and will be called randomly by a number.

- Students teach in their own words about the given topic.

Student's role:

First step:

- Students are divided into breakout rooms.

- They number themselves.

- The teacher poses a topic and students join their heads together to reach the correct answer.

https://n9.cl/dykxy

Second step:

- Each student teaches each other with the information they have discovered.

- They learn together rules, examples, and correct linguistic formation.

https://n9.cl/x6abr

Third step:

- The teacher brings back all the students to the main room.

- She names any number and from each group that numbered person will participate.

- The instructor asks a question about the topic and the first one to answer correctly wins the round.

- The process is repeated until everyone has participated.

Examples:

Give me an example of a present continuous sentence.

What is the correct grammar structure of the present continuous?

Is the present progressive the same as the present continuous? Why? Why not?

ACTIVITY 2: COUNTABLE AND UNCOUNTABLE NOUNS

Watch the videos:

https://bit.ly/3bH3dzw

https://bit.ly/2O8LR6c

https://bit.ly/3kujiw8

Teacher´s role:

- Explain the count and uncount nouns

- Talk about typical dishes most known

- Have students give their personal opinion

- Divide students in small groups

- Assign each group to research a typical dish from a specific region.

Student's role:

First step:

- Students are divided in breakout rooms. They number themselves.

- Students divide the task among them.

https://n9.cl/lfk8y

Second step:

- After investigating for the typical dish, students share their knowledge among each other.

- They will create a ppt presentation with the specific ingredients and final dish.

- Everyone knows the recipe's steps to follow.

https://n9.cl/jl469

Third step:

- All the students return to the main room.

- Teacher names a number and asks for the recipe's ingredients.

- Then continues with the following number and asks for the recipe's steps.

Fourth step:

- The winners will present their ppt presentation and explain all the details.

ACTIVITY 3: GALAPAGOS ISLANDS

Watch a video:

https://bit.ly/37RJDPQ

Teacher´s role:

- Previously research about unusual flora and fauna in our country

- Talk about it to the students.

- Tell students about how fascinating Galapagos Islands are and the behavior people should commit in caring for the islands.

- Divide students in groups.

- Tell students to research as much information about the islands, flora, fauna, people, traditions, etc.

Student's role:

First step:

- Students enter the breakout rooms and number themselves.

- They will research as much information about the Galapagos Islands.

- Each student shares their information found with all the group and write down main features.

- They will create a canvas presentation to share the unusual animals on the islands.

https://n9.cl/7cyob

Second step:

- Everyone returns to the main room.

- The teacher names a number and from each group they will respond to the question.

- Whoever gives the best answer, description, explanation is the winner.

- The teacher continues with different questions until all participants have talked about it.

https://n9.cl/yiiqh

Third step:

- At the end all the groups will demonstrate their canvas presentation and each member will give a brief description.

https://n9.cl/cs8us

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From the information gathered after different research works applied to university students, it is observed that the main Cooperative learning strategies used in virtual environments that promote oral production are: Think-pair-share, the fishbowl, numbered-heads-together, jigsaw, Round Robin, and Carousel.

Using surveys directed to first-level students and structured interviews with teachers of these levels, it is identified as the main disadvantage in the development of oral production that learners only speak when they are asked by their teachers and do not participate on their own. It is also recognized that there is a tendency to acquire skills in oral production using different strategies while grouping students to work through debates, role-plays, storytelling, and picture description.

With the information obtained from the surveys to first-level students and the interviews with teachers, an analysis was made comparing the problems found and those that have been proposed to be solved in different researches. From this study, we obtained the main learning strategies used in virtual environments that allow an improvement in oral production, among them, are Think-pair-share, The fishbowl, and Numbered-heads were selected as those that would have the greatest acceptance in a future implementation.

Based on the selected Cooperative learning strategies that allow improving oral production in virtual learning environments, a didactic guide is elaborated in which different activities are established for each of the selected strategies. This guide is presented with a configuration that allows the teacher to execute each activity in an orderly and sequential manner, and students to understand step by step of the same so that they have a better experience of the teaching-learning process that allows them to improve their oral production.

Recommendations

Conduct a study of a similar group in which the proposed didactic guide is applied to identify which of the proposed strategies achieve a greater impact on the university population and the levels of improvement of oral production performance, which can also be implemented at different levels of training to obtain data that allow the development of didactic guides focused on each of them.

Currently, the use of virtual learning environments for language teaching is gaining momentum; therefore, it would be important to deepen the way of designing these virtual learning environments focusing on each of the proposed topics in cooperative strategies that allow synchronous and asynchronous work of students to increase English oral production since it is one of the methodologies that most attracts the attention of students.

To carry out studies similar to the one carried out in this research but focused on the other linguistic competencies of the different levels of training; in such a way that with the information obtained it will be possible to build cooperative learning environments that work synergistically in all the areas and achieve a substantial improvement in the training process.

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ANNEXES

Estimados estudiantes esta   encuesta servirá   para un trabajo de investigación para obtener el título en la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés en la Universidad Técnica del Norte.

TEMA: "Cooperative Learning Strategies using Virtual Environments for Developing English Oral Production".

OBJETIVO: Identificar las estrategias más utilizadas para mejorar la producción oral en el idioma inglés.

INSTRUCCIONES: Solicito de la manera más comedida que conteste esta encuesta con total transparencia y honestidad. Sus respuestas serán anónimas y no se le solicita sus datos personales.

Anticipo mis debidos agradecimientos.

1. Considera usted que aprender hablar en Inglés es importante dentro de su vida profesional?

☐ Mucho.

☐ Bastante.

☐ Poco.

☐ Nada.

2. De las siguientes habilidades del idioma Inglés, cuál considera usted la más necesaria al momento de comunicarse?

☐ Writing

☐ Speaking

☐ Reading

☐ Listening

3. Su docente le motiva en las clases de producción oral en Inglés?

☐ Mucho.

☐ Bastante.

☐ Poco.

☐ Nada.

4. Según su criterio, en qué situaciones emplea más la habilidad de hablar en clases?

☐ Debates

☐ Dramas

☐ Diálogos

☐ Entrevistas

☐ Encuestas

☐ Grabaciones de videos

☐ Grabaciones de audio

☐ Discursos

☐ Presentaciones

☐ Relato de cuentos

5. ¿Con qué frecuencia participa usted en actividades orales en clase?

☐ Participo en todas las actividades orales en clase

☐ Solo cuando hay presentaciones orales en clase

☐ Únicamente cuando me pregunta el profesor.

☐ Aunque me pregunte el profesor, no respondo

6. Qué actividades orales el docente realiza con más frecuencia para mejorar esta habilidad?

☐ Mesa redonda

☐ En ronda

☐ Numérense

☐ Rompecabezas por equipos

☐ Hora del té

☐ Aula invertida en formato vídeo

☐ Crea tus propias historias y publícalas en un blog

☐ Programa debates en clase

☐ Poner en práctica lo aprendido en situación real

7. ¿Considera la destreza de SPEAKING la más importante a practicar y a desarrollar en el inglés?

☐ Totalmente de acuerdo

☐ Mayoritariamente de acuerdo

☐ Parcialmente de acuerdo

☐ En desacuerdo

8. Le gustaría mejorar su producción oral en Inglés?

☐ Totalmente de acuerdo

☐ Mayoritariamente de acuerdo

☐ Parcialmente de acuerdo

☐ En desacuerdo

9. Le gustaría experimentar nuevas estrategias de aprendizaje para la producción oral del idioma Inglés?

☐ Totalmente

☐ Posiblemente

☐ Talvez

☐ No

10. De las siguientes opciones, según su criterio, cómo le gustaría experimentarles?

☐ En forma grupal

☐ En parejas

☐ Individual

11. De las siguiente estrategias enlistadas, cuál le gustaría probar para mejorar la producción oral?

☐ Pensar individual – trabajar en pareja – compartir en grupo

☐ Tres pasos para entrevista: reportero – entrevistado - entrevistador

☐ Escoger un papel y crear el diálogo

☐ Enumerarse, compartir en grupo y exponer aleatoriamente

DATA INSTRUMENTS VALIDATION

Theme: "COOPERATIVE LEARNING STRATEGIES USING VIRTUAL ENVIRONMENTS FOR DEVELOPING ENGLISH ORAL PRODUCTION"

General objective: To distinguish cooperative learning strategies using virtual environments for developing English oral production on first level students from La UEmprende-UTN in 2020-2021 academic period.

Author: Carmita Emperatriz Echeverría Chávez

Judge: Kari Lynn Miller Bauer, MALS

Degree: Master of English

Academic tutor: Msc. Darwin Fernando Flores Albuja

Data instrument collection: Questionnaire

Use a check mark ☑

Nothing	Low	Middle	High
1	2	3	4

Scale:

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?			X	

Importance	What is the instrument level importance with related to the investigation?			X	
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the question clear and concise?				X

Validated by (Kari Lynn Miller Bauer)

ID: 171515501-4 Signature: *Kari Miller*

TEACHERS' ONLINE INTERVIEW

1. Which approaches do you prefer to apply when practicing SPEAKING with students?

2. What kind of SPEAKING strategies are the most requested by students?

3. Do you know about Cooperative Learning approaches?

4. Which Cooperative Learning strategies do you most apply in your classes?

5. Would you like to know about them?

DATA INSTRUMENTS VALIDATION

Theme: "COOPERATIVE LEARNING STRATEGIES USING VIRTUAL ENVIRONMENTS FOR DEVELOPING ENGLISH ORAL PRODUCTION

General objective: To distinguish cooperative learning strategies using virtual environments for developing English oral production on first level students from La UEmprende-UTN in 2020-2021 academic period.

Author: Carmita Emperatriz Echeverría Chávez

Judge: Kari Lynn Miller Bauer, MALS

Degree: Master of English

Academic tutor: Msc. Fernando Flores

Data instrument collection: Interview

Use a check mark ☑

Nothing	Low	Middle	High
1	2	3	4

Scale:

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?			X	
Writing organization	Are the question clear and concise?				X

Validated by (Kari Lynn Miller Bauer)

ID: 171515501-4   Signature: