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**TITLE**

**COOPERATIVE LEARNING STRATEGIES IN THE SPEAKING SKILL IMPROVEMENT  
FOR SOPHOMORE STUDENTS AT “SAN JUAN DIEGO” HIGH SCHOOL IN IBARRA  
DURING THE ACADEMIC YEAR 2020- 2021**

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

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## THESIS APPROVAL BY THE THESIS DIRECTOR

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Ibarra, October 25<sup>th</sup>, 2021

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## **DEDICATION**

I dedicate my thesis to my dearest God for guiding me by the good path, giving me the strength to overcome the difficulties in my life, and allowing me to enjoy one more achievement in my professional life. Also, I want to dedicate this work to, my family whose unconditional support and words of encouragement, have allowed me to pursue my dreams and complete my studies. I love you with all my heart.

*Daniela Guevara*

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## **ABSTRACT**

The present study aimed to determine effective cooperative learning strategies in the speaking skill improvement for sophomore students at “San Juan Diego” High School, in Ibarra, during the academic year 2020-2021. To achieve the goal of the study, the research employed a mix design of qualitative and quantitative data to get the results. A survey was applied to twenty-three students, and interviews were conducted with three English teachers. The research results indicated that the students encountered many difficulties communicating in English which has been attributed to factors such as anxiety, lack of motivation, and low self-esteem. Moreover, the results found that teachers do not frequently apply activities that involve group work. Adding to that, they are unaware of cooperative learning strategies. Finally, due to the results, this study resulted in the creation of a didactic guide with cooperative learning strategies that intend to engage the students in the learning process and encourage them to speak in English.

**Keywords:** Cooperative learning, speaking skill, didactic guide, improvement, students.

## RESUMEN

El presente estudio tuvo como objetivo determinar estrategias efectivas de aprendizaje cooperativo en el mejoramiento de la habilidad del habla para estudiantes de primero de bachillerato del colegio “San Juan Diego”, en Ibarra, durante el año académico 2020-2021. Para lograr el objetivo del estudio, el investigador empleó un diseño mixto de datos cualitativos y cuantitativos para obtener los resultados. Se aplicó una encuesta a veintitrés estudiantes y se realizaron entrevistas con tres profesores de inglés. Los resultados de la investigación indicaron que los estudiantes encontraron muchas dificultades para comunicarse en inglés, lo que se ha atribuido a factores como ansiedad, falta de motivación y baja autoestima. Además, los resultados encontraron que los docentes no aplican con frecuencia actividades que involucren trabajo en grupo. Además, desconocen las estrategias de aprendizaje cooperativo. Finalmente, debido a los resultados, este estudio dio como resultado la creación de una guía didáctica con estrategias de aprendizaje cooperativo que pretenden involucrar a los estudiantes en el proceso de aprendizaje y animarlos a hablar en inglés.

**Palabras clave:** Aprendizaje cooperativo, habilidad oral, guía didáctica, mejora, estudiantes.

# **CHAPTER I**

## **THE PROBLEM**

### **1.1 Introduction**

Nowadays, English has become one of the most important languages around the world, and it is estimated that millions of people use the English language as a means of communication. This means that learning English for communicative purposes is a current need and also beneficial, due to the advantages it can provide relating to science, technology, education, business, and many others (Srinivas, 2019).

Regarding Ecuador, the government explicitly emphasizes the goal of teaching English and learning in this country is to prepare individuals to understand people and cultures beyond linguistic and geographic boundaries (Ministry of Education, 2014). In other words, the use of English as a second language will prepare students for a future with new opportunities, responsibilities, and experiences in their educational and professional life (EFL Curriculum, 2016).

In Ecuador, the English language is part of one of the required subjects in the educational system, and this has caused students from different schools and high schools to participate in English classes in order to achieve a functional level of English according to the Common European Framework of Reference for Languages (CEFR), in this case, students from sophomore year, the goal at the end of the course is to reach the A2 level in all skills, which will allow them to face social exchanges in the foreign language. However, this goal has not been achieved, several students still perform poorly in English classes, especially when they want to speak, being this one of the most difficult skills to acquire due to different factors, such as lack of practice, or teacher's strategies are not appropriate (Al Hosni, 2014).

Under this perspective, the reinforcement of oral communicative competence in sophomore students is essential and cooperative learning approach is a good option to make a change in the teaching and learning process. Cooperative learning can improve academic performance especially in speaking skill through group work (Shatalebi, Nasri & Namaziandost, 2019). In addition, this approach facilitates some learning strategies that can be useful for speaking development in the classroom. Therefore, the present research aims to create a didactic guide with the most appropriate cooperative learning strategies, to contribute with more knowledge to teachers and help students to improve their oral communication skill.

In order to better explain the study and its findings, the research document has been divided into six chapters.

Chapter 1: This chapter includes the description of the problem as well as the justification in which mentions the importance and the beneficiaries of the research. Finally, it incorporates the general and specific objectives.

Chapter 2: In this chapter, the theoretical framework details the bibliographic, scientific information that support the investigation.

Chapter 3: It explains the methodology used in this research which presents the research approach, research method, the group of study, the techniques, and instruments for the process of data collection, analysis, and interpretation of the results.

Chapter 4: This chapter contains the findings that emerged from the analysis.

Chapter 5: This chapter explains the proposal, which consists of a guidebook to improve the speaking skill.

Chapter 6: In this chapter conclusions and recommendations are determined.

## **1.2 Problem description**

Due to the universal use of English, Jenkins (2014) affirms that this language is considered an essential basis for successful communication among people that speak diverse languages. Hence, learning English is to know how to use the language, which implies the development of the four skills: Listening, speaking, reading, and writing, and to the effect of this research giving priority to the speaking skill.

However, Sharma (2006) says that out of these four skills, speaking is one of the most difficult to acquire. There are various reasons behind this, and one of them is that forty minutes time that students have to practice English in class, is not enough. Besides, students are not exposed to a real context because teachers sometimes allow students to speak in Spanish, being a great disadvantage in the acquisition of the language. Aldaus and Conway (2016) mention that “Longer time for learning English means that learners have more time and more experience in learning English that helps them acquire English easily” (p.5). The speaking skill should be practiced a lot, so that students react immediately and convey the message that try to express; therefore, the classroom is the ideal place where teachers should promote oral communication.

On the other hand, in the Ecuadorian context, English is taught from an early age ranging from school to university. However, according to the last publication of the Education First English Proficiency Index (EF EPI, 2020), Ecuador ranked the 93rd place with a low level in English among 100 countries and was positioned behind, Peru, Venezuela, Nicaragua, and Colombia during this year. It means, the country needs a lot to work in the language since it was situated in the last places of English proficiency.

Another factor for low proficiency level in English refers to teachers who use traditional teaching methods. Ringbom (1978) points out that, the majority of students have difficulties,

because teachers tend to apply outdated methods, characterized by memorization, repetition, and higher priority to grammar, giving less importance to communicate activities and interaction with peers. Consequently, those factors do not help in any way to encourage students to learn the language in context and to become critical thinkers. At “San Juan Diego” High School students present shortcomings in communicative skills. For this reason, the research focuses on inquire cooperative strategies, placing the student as the center of the learning process.

### **1.3 Research Question**

How can cooperative learning strategies improve the speaking skill in students at San Juan Diego High School?

### **1.4 Justification**

This research can contribute to the English language teaching quality at San Juan Diego High School. Moreover, this allows teachers to build and increase knowledge about the use of cooperative learning strategies in the English class and its efficacy in improving speaking skills. In addition, Al-Yaseen (2014) mentions that students can benefit from cooperative learning in the social effective learning, they learn to listen to each other, help to solve problems and learn to work as a team. In the same way, learners develop more self-confidence which permits them to actively participate in class thus be able to share ideas, beliefs and internalized their learning. For these reasons, it is important to create a guidebook with strategies to improve speaking skill.

This research work aims to identify the different cooperative learning strategies that can be used in the English language teaching process, for the purpose to solve some problems that students encounter in learning the language, as well as leaving traditional teaching behind and encouraging students to take responsibility for their own learning so that they can improve their oral skills in a dynamic and simple way.



Finally, the research is feasible because it has the collaboration of the authorities, teachers, and students, at “San Juan Diego” High School in Ibarra. In addition, in journals, books, and scientific articles there is useful information to scientifically supports this study. Also, it is worth mentioning, there is great interest from the entire educational community in improving the quality of the learning and teaching process through cooperative learning strategies.

## **1.5 Significance**

The beneficiaries of this research are secondary school teachers and students because they are both involved in the teaching-learning process; to students because they will have the opportunity to experiment with the proposed guidebook based on cooperative learning strategies to improve the speaking skill, so they can communicate actively in the classroom or in real-life situations. Besides, teachers are beneficiaries because, with the strategies included in this work, they could have some options to use in each class and help students to improve speaking skill. The direct beneficiaries of this research are the students, and the English teacher of sophomore year from “San Juan Diego” High School, and the indirect beneficiaries are the teachers of the English area and inhabitants of the high school because they can select and use the best strategy to motivate students to interact, share information, ideas among them, in order to improve speaking skill.

## **1.6 Objectives**

### **1.6.1 General objective**

- To determine effective cooperative learning strategies in the speaking skill improvement for sophomore students at “San Juan Diego” High School, in Ibarra, during the academic year 2020-2021.

### **1.6.2 Specific objectives**

- To diagnose the students speaking skill difficulties and the methodological strategies used by the English teachers from “San Juan Diego” High School.
- To develop a guidebook of cooperative learning strategies in the speaking skill improvement, in sophomore students.
- To socialize the guidebook with English teachers from “San Juan Diego” High School.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

The following chapter of this research details the theoretical foundations, concepts, and approaches that were taken into consideration to support the information and have a comprehensive and complete understanding of the three variables of this investigation: Speaking, cooperative learning strategies, and their relationship in the speaking skill improvement for teenager students.

#### **2.1 Language Teaching Approaches**

Teaching English as a Foreign Language aims to provide students with meaningful knowledge to acquire the language successfully. However, it is challenging to teach a group of students who have different learning styles. Therefore, teachers use different approaches, which means that these will serve as a guide to principles and assumptions about language that will help teachers make decisions regarding what needs to be taught and why should be taught in class (Castaño, 2015).

Some of the most used approaches are described to understand their importance and the bases for the improvement of the acquisition of a second or foreign language. Four of these are: Collaborative learning, communicative language teaching, communicative language learning, and student-centered approach.

##### **2.1.1 Student-centered approach**

Student-centered approach is part of the curriculum for teaching English as a foreign language in Ecuador in which the student is the central part of the learning process then the teacher considers the needs of the students and encourages them to take part in learning. The role of a

teacher is to be a facilitator rather than an instructor who assists the student in managing the activities and guides the learning process. In contrast, students play an active role in learning, making themselves responsible and independent of their learning (Ive,2017).

This approach brings several advantages to learning the English language. Zohrabi et al. (2012) state that in student-centered approach, students can work individually or in groups depending on the activity. When students work alone, they can take notes before class discussions, vocabulary exercises, or grammar. In groups, students can discuss answers, suggest improvements, and share ideas or experiences. According to Nagaraju (2013), when working in groups, students build their knowledge through a cooperative environment, share ideas, speak more, reduce anxiety, and use English in a meaningful way. Hence, the student-centered approach is a good alternative to improve the speaking skill of a foreign in the case of sophomore students from the "San Juan Diego" High School in Ibarra, they need to explore their skills around the development of cooperative learning aimed at speaking skills, as it is one of the essential aspects to achieve a correct command of the language.

### **2.1.2 Collaborative learning (CL)**

Collaborative learning is an educational approach that involves group work to solve a problem or task (Engelhardt,2018). Another point of view according to Leon and Castro (2017), CL is based on the idea of social act through group work, students talk with each other and create learning. Hence, in this type of learning, students work with two or more people to perform activities and it generates several advantages for them, and those are: Forms a positive atmosphere for modeling, promotes cooperation among students in the group, develops speaking skills, improves student retention (Srinivas, 2019).

On the other hand, according to Bruffee (1995), in collaborative learning it is the student who accepts this responsibility although it is the teacher who also facilitates an environment where learners build their knowledge by themselves; the position of the teacher is less traditional. Also, Fontes et al. (2015) suggested that the collaborative learning in English allows the professional training of the adolescents' students from an approach that favors the opportunities brought by this type of learning.

### **2.1.3 Communicative Language Teaching (CLT)**

The Communicative Approach does not give way to a solid foundation according to the nature of learning, which is why certain principles that originate from cognitive and humanistic psychology that involve pedagogical and methodological conditions of said approach are identified. It is here that the perception, acquisition, organization, and storage of knowledge is defined where the active part of the cognitive structure of the human being takes place. (Zambrano & Insuasty, 2015).

CLT is a teaching approach promoted by the Ministry of Education in Ecuador that focuses on learning to communicate through the interaction of the foreign language so that students can use it in real situations and different contexts (Ait Hattani, 2018) and to achieve this Thamarana (2015) mentioned the learners must practice the language with different communicative activities such as role-plays, speaking games, solving tasks, etc.

### **2.1.4 Communicative Language Learning (CLL)**

According to UNIR (2020) mentions that the communicative language learning is based on helping students to use a language other than their mother tongue in different environments, where learning the functions of the language is considered important. Understanding that the key objective of the didactic model is the training of the person who learns a second language in such

a way that he or she is able to achieve both oral and written communication with other speakers of a foreign language.

Communicative language learning is based on counseling learning, the teacher is the counselor, and the student the client in the language classroom. In CLL, there is no syllabus or book to follow, is the teacher who creates the material as the class develops. In contrast, students learn to interact with the whole group or community and the activities are translation, recording, transcription, analysis, and reflection (Richards & Rogers ,2001). In addition, it is important to mention that this approach is characterized because it helps to reduce the anxiety of the learners in the learning process. This is because the students interact as a community and as the teacher encourages, and creates a safe learning environment; consequently, students feel more secure when using the English language (Halimah, 2018). In accordance with the statements above, in the CLL, learning success occurs when the teacher and students establish a mutual understanding for the strengthening of learning.

After reviewing various approaches, the one selected for this research is the cooperative learning approach because it increases interest in the lesson as well as form friendships among colleagues (Olabiyi & Awofala, 2019). In addition, students improve their communication skills, motivation, responsibility, and respect opinions among peers (Alghamdy,2019).

## **2.2 Cooperative learning (CL)**

Johnson, Johnson, and Holubec (2008) state that cooperative learning is the instructional use of groups to motivate learners to work together and develop their own and another learning. CL emphasizes group activities that permit students and teachers to share common teaching and learning goals. In simple words, cooperative learning focuses on student interaction and improvement of social skills, and accomplishments.

According to Yassin, Rask and Maasum (2018), in the groups, each student is responsible for their learning and the learning of all the members of the group in the sense that each student exchange knowledge among themselves and explain what they have learned from the other classmates and then conclude with a task and achieve the objective given by the instructor. Castrillon (2010) argues that cooperative learning focuses on positive human relationships, active learning, and equal participation in class. CL builds a more effective teaching atmosphere by improving the classroom where learners help each other, solve problems, and achieve success together.

Kagan (1989) adds, there are many advantages of using cooperative learning in the classroom including the following:

- Promote student learning and academic achievement.
- Increase student retention.
- Enhance student satisfaction with their learning experience.
- Help students develop skills in oral communication.
- Develop students' in social skills.
- Help student self-esteem.
- Promote positive race relations.

It is necessary that teachers integrate a set of resources about cooperative learning, for example according to Reyes (2017) and Hammond (2009) they relate this learning to the active participation of the student, and this also leads to the inclusion of skills of the entire group of students in the tasks, since the results are compared at the end of the activity, and these tasks are in turn rehearsals in class, which will allow the use of real communication outside the classroom. Thus, according to Hammond (2009) cooperative learning is identified as the pedagogical process

that allows the inclusion of an instruction in which the student is the one who works together with other students, who are organized in small groups and thus achieve a purpose. specific. Of course, when talking about the realization of joint tasks, the idea is that everyone takes part and integrates a joint learning in which everyone benefits.

### **2.3 Theories of cooperative learning**

Theories that are related to cooperative learning: Social interdependence theory, behavioral learning theory, cognitive develop theory.

#### **2.3.1 Social interdependence theory**

Social interdependence is the foundation of cooperative learning. According to Johnson, Johnson and Holubec (1998), the way social interdependence is structured establishes how people interact with each other. Besides, the outcomes are consequences of a person's interactions. Therefore, in the classroom, it is advisable to add positive interdependence, when it is used, the results of cooperation promote interaction as members encourage and support each other to learn. The essence of this theory is that students care about group members and learn together to achieve shared goals.

#### **2.3.2 Behavioral learning theory**

This theory was used first in psychology and later in the field of education especially by Skinner. Behaviorism theory is based on stimulation, response, and reinforcement. In students, it begins with stimulation and then reinforcement. Therefore, there are a variety of stimuli and responses that are used in students to help them understand and learn (Brown, 2007). On the other hand, when referring to the behavioral perception in cooperative learning, it focuses on cooperative efforts induced by extrinsic motivation to achieve academic and non-academic group rewards (Johnson et al., 1998). By cooperative learning teenagers will feel more motivated because they



will feel like having fun activities by interacting with their peers. For example, having a dialogue, a debate, or something that needs interaction. Then students improve their ability to speak in English because all the members of the group will support each other, they will say words of encouragement, and they will be motivated to contribute to achieving the common goal.

### **2.3.3 Cognitive developmental theory**

The cognitive perspective arose from the work of Piaget and Vygotsky. According to Johnson et al. (1998), Piagetian perspectives suggest that when people work together, a socio-cognitive conflict is created and origin a cognitive disequilibrium that activate perspective-taking ability and reasoning.

Cognitivism is close to cooperative learning, according to Davidson and Worsham (1992), cooperative learning activities help learners to develop their discipline knowledge and this link to the cognitivism principles because help students build knowledge in which both theories have the same basis.

## **2.4 Types of cooperative learning**

According to Johnson, Johnson, and Smith (1998), cooperative learning involves three types of learning groups: Informal Cooperative Learning, Formal Cooperative Learning, and Cooperative Base Groups. These three types of cooperative learning can be integrated (Johnson, Johnson, & Holubec, 2013).

Cooperative groups could be carried out in a typical class, formal cooperative learning can be applied to teaching explicit content, informal cooperative learning can be used to ensure the cognitive process of information, and cooperative base groups can be executed with activities that involve meetings for better long-term assistance.

### **2.4.1 Informal cooperative learning**

Informal cooperative learning groups are temporary groups that may last from few minutes to a whole class period. Teachers can use them for direct teaching activities as lectures or discussions to focus the students' attention on the materials to be learned, to generate a good environment of learning, to set the expectations about the content of the class, ensure the students process connectively the material being taught and to give closure an instructional section. In direct teaching, the teacher needs to ensure that students do the intellectual work, organize the material, explain what they have learned, summarize, and incorporate it into existing conceptual frameworks (Johnson et al., 2013).

There are two characteristics about the use of informal groups: 1) Before carrying out explicit tasks, an exact instruction must be given. 2) Any type of task will involve the production of a final product. In the case of the application of informal cooperative learning for the case of writing skills, it is said that it is possible to use said learning understanding that it is a way of learning together, and therefore the contents involve both the challenge of speaking and of writing as a whole, in such a way that the rest understand what is to be transmitted and the student must understand what the rest of the classmates want to say in a foreign language. (Zambrano & Insuasty, 2015)

### **2.4.2 Formal cooperative learning**

In formal groups students work together for one or more class sessions to achieve common goals and develop specific tasks and assignments. These could vary from solving a set of problems, completing the unit, writing a report, reading a story, chapter, or book. Due to its structured form, cooperative learning requires that the role of the teacher be a facilitator. In informal cooperative learning groups, the teacher must:

- Define the class objectives.
- Make decisions about organizing and assigning roles to groups.
- Explain concepts and tasks to be completed.
- Monitor students' learning and assist when needed.
- Evaluate student performance with criteria of excellence (Johnson & Johnson, 1989).

### **2.4.3 Cooperative base group**

Cooperative-based groups are long-term heterogeneous groups in which students provide support, encouragement, and assistance each member needs to progress academically and develop cognitively and socially in healthy ways. The base groups meet every day, or when there is class, they are permanent with a duration of one or several years and offers the opportunity for partnerships, support, and friendship. These values can create the necessary support to learn more and improve the quality and quantity of learning. Therefore, it is important to incorporate base groups in class for the benefits it offers (Johnson et al., 2013).

EFL benefits include according to Fontes et. al (2019):

- Correct articulation and intonation.
- Active participation.
- Respect for turns of conversation.
- Request and give information.
- Change the style according to different situations.
- Issue criteria in a free form creating a feedback of information.

## 2.5 Elements of cooperative learning

Yoshimura (2017) explains that to be successful in cooperative learning 5 elements need to be correctly structured in the situation. Those elements are: 1) Positive interdependence, 2) Individual accountability, 3) Face-to-face interaction, 4) Interpersonal and small group skills, 5) Group processing.

- Positive interdependence: Positive interdependence refers to the phrase “sink or swim together”, this means if the group members work together to accomplish the task or goal set, they will be successful, or otherwise not. The key to positive interdependence is to share resources, designate responsibilities, and make sure that all students of the group learn it too.
- Individual accountability: Individual accountability implies that each member of the group agrees to be responsible for his or her contribution to the team project. Individual accountability occurs when the performance of each student is evaluated, and the results are back to the group so that they know who needs more assistance, support, and encouragement in finishing the project or task.
- Face-to-face interaction: In this element, students are in groups where they can see each other to achieve the efficacy by helping, encouraging, and exchanging materials. However, it is important to structure small groups and separated from each other to avoid distractions and in this way, students make their contribution and participate more in each group.
- Interpersonal and small group skills: Each member of the group should know how to build trust, provide effective leadership, communication, and conflict management. Skills allow to work, help, and improve together as a group. In other words, these skills are necessary to empower students to manage both teamwork and task.

- Group processing: Group members discuss and analyze the extent to which goals are being achieved, also the teamwork must determine what actions of their members are positive and make decisions about what behaviors to keep or change.

## **2.6 Cooperative learning strategies**

### **2.6.1 Jigsaw**

Jigsaw is one of the cooperative strategies that consists of different steps. First, groups will be established to investigate a problem with different related aspects of the same topic. Second, each group will understand, discuss, and become experts in the assigned topic. After that, the groups will be reassigned to a different group with at least a representative of the base group. Finally, each student will share their review section with their new group. In this way, students will evaluate and learn together the different aspects of the topic or issue (Tewksbury ,1995).

According to Shume, Stander and Sutton-Grier (2015), jigsaw has some benefits as follows:

- Fosters equitable participation among group members.
- Develops class dynamics by helping build trust.
- Maximizes student contribution.
- Creates a space for openness and respectful disagreement.
- More material can be covered quickly when students are assigned readings and discussions.

In the case of sophomore students from “San Juan Diego” High School, it is possible to use the Jigsaw as an incorporated strategy for the development of speaking skills, specific work groups can be created to inquire about a problem (Example: High environmental pollution) and each group will be an expert in talking about the subject, for which it is proposed to make an exhibition (with flipcharts or slides) on this subject, for which of course the students must be well organized according to the tasks assigned to each student and of course to achieve later that the

groups are reassigned (For example: You can include a student from another group who answers questions made by the group), in this way the students will achieve learning together and developing speaking skills.

### **2.6.2 Think-pair-share**

The think-pair-share is a cooperative conversation strategy to help learners work in groups. In applying this strategy, the teacher asks a question of preference of synthesis or analysis and gives the students a few minutes to think carefully about their answer. Then the students discuss the responses with a partner or a small group. Finally, students share their responses with other groups or into a whole-class discussion (Gargi et al., 2013). Through this strategy, the discussion is improved, and students learn through reflection and interaction.

Think Pair Share strategy offers several advantages for students and teachers. According to Kagan and Stenlev (2017), one of the benefits of TPS is that it makes students improve their communication skills as the discussion takes place. Similarly, Yanti (2017) mentions that Think Pair Share gives students time to think about the topic, improves their ability to speak through critical thinking, promotes interaction, and students are free to express their ideas. On the other hand, Think Pair Share also gives some advantages for teachers. It is like what Prasetya (2019) says for implementing the TPS strategy teachers have the opportunity to observe students as they interact in discussions and thus get an idea if students understand the content or need a certain reinforcement in the area. In addition, teachers being the guides of the discussion will create a dynamic, effective, and enjoyable environment (Lie,2004). Based on the authors' explanations, it can be said that this type of strategy is suitable to be implemented in the teaching and learning process because it has several advantages for students and teachers.

For the present case of sophomore students from “San Juan Diego” High School, a Think-pair-share cooperation strategy could be included from a reading a story, part of a book or magazine. Therefore, in the first step, the teacher provides some questions (1. What is a natural disaster? 2.Can you remember a natural disaster in Ecuador? If yes, describe the event. 3.Why is Ecuador prone to earthquakes?) Second, the teacher gives students time to thinking individually. After that, students are divided into pairs to discuss their ideas, opinions and compare answers. Finally, the teacher asks the students to share the responses within a group or the whole class.

### **2.6.3 Three-step interview**

Three-step interview is a cooperative strategy that works best in groups of four but can also be adapted for other group sizes. The steps to apply the strategy are step one: The students work in pairs, one is the interviewer and the other is interviewed; step two: Students switch roles; step three: Each student will share with the group the response of the partner during the interview (Kagan & Kagan,2009).

According to Lipton and Welman (1998), the benefits of applying three-step interview strategy are the following: Students improve their communication skills with the interview and increase motivation and interest in the learning process due to an active and pleasant atmosphere. Another advantage, this strategy encourages responsibility in students so that the team achieves the lesson successfully (Manggiasih,2016). Three-step interview strategy is suitable for use in class because it allows the students to generate learning and motivation by exposing them to the three roles of the interview which are interviewer, interview, and reporter in the context of communication.

The interview in the case of sophomore students could be included as an element that motivates cooperative and inclusive learning since students can work in pairs, where one of them

will be the interviewee, and the other the interviewer, continuing with the previous example, it would be possible to define questions on the topic: Environmental pollution, of course, the roles will be exchanged later, and at the end, they will obtain main ideas that will be shared with the whole class by each group.

#### **2.6.4 Numbered heads together (NHT)**

In this strategy, the class is divided into groups and each person is assigned a number one to four. After that, the teacher asks questions to students, and the learners discuss and come up with an answer. Later, the teacher selects a number randomly to answer the question (Wright, 2015). Numbered Heads together strategy is characterized by the fact that students contribute and work effectively because they do not know who will be called to answer the question (Slavin, 2003).

Numbered heads together strategy according to Kagan (2016), improves teamwork, social, and communication skills. In addition, it promotes the creation of knowledge, processing information, and developing students' critical thinking. Trianto (2010) adds the strategy promotes positive interdependence because each member of the group depends on the other to have a good answer so the students must help each other. This strategy involves the student in the learning process and gives significant effects on students' speaking skill achievement through group discussion.

In the case of sophomore students, it is possible to apply this NHT strategy, since the teacher must divide into groups and each person must assign a number from one to four, continuing with the previous example of Environmental Pollution, the teacher can do questions such as what are the factors involved in environmental pollution? Do you think that human being has to do with the problem of environmental pollution? What should we do from home to avoid environmental



contamination? For which a discussion will be created among the students and finally an answer will be given.

### **2.6.5 Fan-N- Pick**

Fan-N- Pick is a strategy designed by Spencer Kanga which consists of working with cards as learning material. The steps of this strategy are: Students are divided into groups of four. The first student in the group holds the question cards like a fan-shaped then the second student chooses the card, reads the question out loud, and gives 5 seconds for the third student to think. After that, the third student responds. The fourth student comments on the answer and students rotate the roles for each new round (Evans,2012).

Fan-N-Pick strategy is helpful to develop social skills and student's knowledge. The advantage of this strategy helps the student to engage in the learning processes, gaining new knowledge, sharing information, and teaching something to another so students are better at understanding the topic addressed (Radja,2016). This strategy is interesting to teach speaking in the classroom since the students participate equally and support each other in the use of language.

In the case of sophomore students from "San Juan Diego" High School, it is possible to design a Fan-N-Pick strategy through the use of teaching material cards, where the example topic is also "Environmental contamination", the first student holds the question cards like a fan-shaped: What is environmental pollution for you? Who causes it? The second student will choose the card and read it aloud, gives it to the third student to answer, and the fourth student comments on the answer, and then, they rotate until they finish answering the questions.

### **2.6.6 Talking Chips**

According to Kagan (1994), talking chips are used during group discussions and allows all students to participate equally and prevent no one dominates the discussion. The steps of this

strategy are. 1. The teacher assigns a topic for the groups to be discussed. 2. Members of each group receive one talking chip, these can be any type of game token markers, pencil, or pen. 3. Any student starts the discussion by placing the talking chip in the center of the team table. 4. When she or he is finished, another teammate places the chip in the center of the table and participate in the discussion. When a student uses the talking chip, she or he cannot speak until all team members participate in the discussion and have used his or her chip. 5. When all the chips have been used, the students collect their chips, and the procedure repeats.

Returning to the case of the students of "San Juan Diego" High School, it would be possible for the teacher to indicate the subject (we return to the subject of environmental pollution), and they are given a talking chip that can be a colored pencil designated for each student, then a student starts the discussion by putting the talking chip (colored pencil) in the center of the work team table, after finishing the other partner is the one who places the chip and participates in the discussion on the subject in question, the process continues until the students collect their chips and the process can be repeated.

## **2.7 The English Language**

Sweet (1899), states that "Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts" (p.1). Language is a means of communication that human beings use to share and express their thoughts through a system of sounds, words, sentences and in this way, reach a possible understanding between individuals.

English is an international language that is considered the most widely used in the world. It is estimated as the mother tongue of approximately 320 million people and another 200 million people use it as a second language, the number of these significantly increases every day. It is the

dominant language for this reason, people use it for learning and communication. As a result, by mastering the language, they will have a better cultural awareness and more opportunities to be successful in their studies or workplace (The Language Center of Eastbourne, 2013).

English is associated with the language of globalization with emphasis on the fact that English is linked to technology; therefore, to the notions of development and innovation (Block & Cameron, 2002). For these reasons, in different countries, learning the English language is a priority from the primary levels of education, reaching the highest point of higher education, where the knowledge of the language must be high.

## **2.8 Language functions**

Language Function “It is the skill of understanding and engaging with the nuances of cultures that 21st - century societies prize the most. In order to participate, as citizens or producers, all people need to be able to understand globalization, be curious about the world and global affairs, know how to deepen their knowledge, and be capable of communicating and working productively and respectfully with people from other countries and cultural backgrounds.” (Reimers, 2017, p.12)

### **2.8.1 Directive**

The direct language is used to influence someone to perform an action. This function is usually found in commands and requests. For example, when someone says to another person "Close the door" or "Read the textbook". So, this type of function emphasizes the use of direct language that influence the actions of others accepting or refusing direction (Kemerling, 2011).

### **2.8.2 Aesthetic**

This function is also known as poetic that emphasizes the beauty of language. The sound, consistency, and balance make this a poetic work. According to Holenstein (1974) “The other

functions need not be absent in poetic texts. They merely play a subordinate role, just as in other linguistic genres, the poetic function is not absent, but only appears in a subordinate role in political slogans, advertising, commemorative speeches, etc."(p.164). Because, it has been used to instruct and preserve messages throughout history.

### **2.8.3 Phatic**

Lineros (2016) mentions that "Some messages are used to verify and check that maintains contact between the transmitter and the receiver through the channel" (p.2). Its purpose is to extend or close the lines of communication, besides, it allows maintaining social relations in good terms, guarantees the listener's attention and the verification of the continuity of the line. Transmitter example: Hello, how are you? Receiver: Great, thank you.

## **2.9 Speaking skill**

In teaching and learning foreign languages, the ability to speak is the most important skill, since it is the base for communication. Several linguistics have different concepts of speaking, but they are all agreeing with this idea. Speaking is an interactive process of constructing meaning which consists of producing and receiving, and processing information (Luoma, 2004). The form and meaning of spoken language depend on the context in which it occurs, and the purposes for speaking.

## **2.10 Importance of speaking in EFL**

Among the four language skills reading, speaking, listening, and writing, speaking is considered the most important skill in learning a foreign language, success is measured as the student maintains a conversation in the target language. In the beginning, the students need the help of the teacher to later produce the language more effectively (Leong & Ahmadi, 2017).

Based on Srinivas (2019) English language learners aim to acquire the ability to speak. For the following reasons: Communicate with other people from different cultures, have more job opportunities, improve in the educational field. With a similar point of view, EFL Curriculum (2016) mentions that students being able to communicate in English will prepare them for “a myriad of future academic and career opportunities, responsibilities and experiences” In other words, learning to speak English is important because this language is used in most countries around the world and allows for better educational and work opportunities.

### **2.11 Characteristics of speaking**

Torki (2006) describes some characteristics of the ability to speak. These characteristics are composed of guidelines to identify and understand this skill, and hence create instructional activities to prepare learners to communicate effectively in real contexts. The following characteristics to consider are:

- Speaking is face to face: Most conversations are face-to-face, allowing the speaker and listener to exchange information automatically. In addition, they can interpret and see facial expressions, gestures, or body movements. Speaking also occurs, generally, in contexts where interlocutors are present. Such factors facilitate communication.
- Speaking is interactive: Speaking is interaction. Human beings are sociable and are constantly interacting with one person or a small group. In the wheel of a conversation, contributions of ideas and thoughts are generated at the appropriate moment. Taking turns is a characteristic of interaction also an unconscious part of a normal discussion. However, turns are handled differently in certain cultures, which leads to possible communication difficulties with people of different cultures and languages.

- Speaking happens in real time: Good Speaking happens in real-time: During a conversation, the speaker creates the answers and thinks quickly, reflecting at that moment. However, these time limitations affect the speaker for the short time to organize ideas and control the language being using. Furthermore, the speaker's sentences cannot be as long or complex as in writing. Similarly, there are times when speakers forget what they are going to say, or they may even forget what they said and repeat it. This implies that the production of speech in real-time requires precision but at the same time compensates for these difficulties. The use of expressions, self-correction, rephrasing, and repetition can help the speaker to improve fluency and reach the real realities demanded of time. Exposing students to these spoken discourse features, facilitate the improvement of their speaking ability and help them compensate for problems they encounter. It also helps them to sound normal when using a foreign language.

## **2.12 The elements of speaking skill**

The elements of speaking that are very important to develop a good communication are:

Pronunciation, Rhythm, Grammar, Vocabulary, Intonation, Stress, Fluency.

### **2.12.1 Pronunciation**

According to Pourhosein (2016), pronunciation refers to the production of sounds in English and how it impacts the listener. Pronunciation is learned by repeating sounds and correcting them when they are pronounced incorrectly. Also, Nordquist (2018) mentions pronunciations is how the person speaks a word. This means that the user of the language must know how words are produced in a particular language to start a discussion.

Consequently, students with good pronunciation produce understandable communication, whereas learners with poor pronunciation can cause confusion or disappointment (Trouvain & Gut,

2007). For this reason, it is important to learn the correct way to produce sounds for better language acquisition as well as for effective communication.

### **2.12.2 Rhythm**

For Dauer (1983), “rhythm can be more precisely described by a set of phonological properties related to vowel reduction in unstressed syllables, presence of phonologically short and long vowels in the phonemic inventory, phonotactic constraints on syllabic complexity, etc.” (p. 52). Rhythm is the arrangement of sounds in terms of grouping then is a valuable element in order to comprehend spoken language.

Based on what was aforementioned, rhythm is vital in communication, because it reflects, the structure of the information that is going to be transmitted (Avery & Ehrlich,1992). However, a native English speaker might feel upset by a learner who uses the rhythm incorrectly, because the meaning may change, as a result, the native will not understand what he or she is saying (Celce -Murcia, Briton & Goodwin,1996). It sounds reasonable that, in L2 contexts, students use rhythm appropriately, so that the speech may sound less foreign and helps the listener distinguish emphasis and meaning for success in communicating.

### **2.12.3 Grammar**

Grammar is needed for students to combine and organize words to form correct sentences, thereby avoiding misunderstandings in a conversation. According to Caceres (2018), grammar describes the structure of a language and how words can be combined into sentences to generate understandable language. Moreover, other definition of grammar stated by Hickey (2018) argues that grammar is a set of rules which operates a language. Thus, from the statements above can be concluded that learning grammar means studying, the system of a language for example, ordering the words in a sentence, how to interpret and if the patters are used in an appropriate way.

#### **2.12.4 Vocabulary**

Vocabulary is the main part of any language and according to Hornby (1995), vocabulary is all the words that a person knows or uses to communicate through writing and speaking. While Ur (1998) states: “Vocabulary can be defined, roughly, as the words we teach in the foreign language,” (p. 60). From the definitions, it can be concluded that vocabulary is all the words that somebody knows and use to communicate and express meaning.

On the other hand, Rahmatullan, Mustafa, and Sandaran (2019) say, the goal of vocabulary development is helping the student to communicate effectively using the appropriate words in a conversation as well as understanding the meaning of unknown words of different contexts. Ade (2015) further explains that vocabulary is essential for the success of a second language because, without enough vocabulary, one cannot communicate, express ideas and thoughts both in written, and spoken form. Having little vocabulary also becomes a barrier for students to use the language. Therefore, limited grammar little can be conveyed and without vocabulary, nothing can be conveyed. Based on the writer's clarification, students cannot communicate and write appropriately without a good amount of vocabulary.

#### **2.12.5 Intonation**

The term intonation refers to the variation in the pitch of the voice, but in languages as English, stress, and rhythm are also linked (Zulfaroga,2018). Intonation is important in communication it helps in the following way:

- Intonation allows the speaker to express emotions.
- Intonation helps to generate the effect of prominence on stressed syllables.
- Intonation helps to distinguish the grammar and syntactic structure of the utterance.
- Intonation conveys new information (Trujillo,2006).



Intonation can be a powerful tool for communication, the speaker can modify the meaning by changing the intonation of a sentence. Also, it allows the speaker to express emotions such as tiredness, happiness, or hostility. In addition, intonation allows to distinguish types of sentences, for instance, questions, commands, or requests so controlling intonation is important for communication in spoken English.

### **2.12.6 Stress**

Stress refers to the emphasis given to certain syllables within words and to some syllables within a phrase or sentence. It is marked by pitch change, volume, and the length of the syllable (Yates ,2002). Stress is important because it highlights the most significant information in order to communicate clearly and others can understand the speech.

Example:

Acrobat

Celebrate

Telephone



The initial syllable of all three words has major stress, the second syllables are unstressed, and the final syllable gets little stress (Avery & Ehrlich, 1992).

### **2.12.7 Fluency and the importance for foreign language learning**

According to Richards (2009), defines fluency as “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence” (p.14). In general

speaking fluently means the ability to convey ideas in a natural speed, lucid, and understandable way with the aim of communicate adequately with others.

Fluency is important in communication competence because it helps the person to generate continuous speech without understanding conflicts for the other person who listens. The importance of speaking fluently will facilitate assertive communication and develop high self-esteem that will help students to control shyness and anxiety in different oral activities. For these reasons, fluency is an essential component in speech for EFL learners to develop and improve (Godoy, Lopez & Irias,2019).

### **2.13 Teaching speaking at sophomore high school level**

In Ecuador, the Ministry of Education established a guideline to help teachers guide on what is necessary to teach students and what is going to be evaluated during the academic year. For this reason, it contains the exit profiles of primary and secondary students with knowledge that they must achieve, also considering the Common European Framework of Reference for Languages. In this case, at the end of the sophomore year, the students must achieve an A2 level of English proficiency so they will be able to maintain a simple conversation on topics related to the personal and educational field, using a linear sequence of sentences and phrases. students also will be able to communicate confidently about topics of interest such as familiar, routine tasks, occupation, or local geography (Ministry of Education,2014). In conclusion, the guidelines allow the Ecuadorian teacher to know the parameters to consider when planning a class and help the teacher to prepare students to interact in different real-life situations.

### **2.14 Affective factors and Cooperative Learning**

According to Kagan (1994), Cooperative learning is associated with affective factors which are: Makes students feel motivated, reduces language anxiety, and increases students' self-esteem.

In this section, motivation, anxiety, and self-esteem will be described as they also influence the improvement of speaking skills.

### **2.14.1 Motivation**

Motivation is a psychological factor that pushes someone to do something and accomplish a goal. In learning, a learner needs motivation because it helps him or her to find a way to be effective in using the second language in different contexts. With motivation, the student will learn more and without motivation, the students will not make the effort required to produce the desired language results (Putri,2016). Besides Richard and Schmidt (2002) also states that motivation is “the combination of learners’ attitudes, desires, and willingness to expend effort in order to learn a second language . . . motivation is generally considered to be one of the main causes of success and failure in language learning” (p. 344). Motivation plays an important role in learning the English language, for this reason, it is necessary to see motivation as a factor that activates learners’ aspiration to learn the new language.

Motivation, in general, can be categorized into two types: External and internal motivation. Thohir (2017) expresses when learners are influenced by others to learn, the motivation is external. In contrast, if students learn for their own comfort, interest, or desire, is called internal motivation. Susanto (2018) further states that extrinsic motivation comes from external encouragement and intrinsic motivation comes from personal satisfaction; this last is the best option to achieve goals and perform easily in the different activities because the motivation comes from within the student.

### **2.14.2 Anxiety**

In Foreign-Language learning, anxiety appears in most students when speaking in the target language. According to Suleimenova (2013), anxiety is a negative emotional reaction while learning to speak using a foreign language which causes a mental block encountered with language

learning. Balemir (2009) have also a very similar definition, he states that anxiety is the fear of using oral language. Based on the definitions above, it can be said that anxiety is a feeling that can affect language learning.

The impact of anxiety on students is considered a problem. According to Ozturk and Nurdan (2014), learners who experience anxiety while speaking a second language show feelings of fear and worry. Some of the reasons why they feel unease when speaking in class are: They think that their pronunciation is not good enough and this is because they compare with a native speaker, teachers, or classmates. Consequently, there have been cases that students escape from participating or quit studying completely Kitano (2001). Students lose faith in their abilities, creating a barrier to language development. Dincer and Yesilyurt (2017) mention that teachers should seek strategies to create a learning environment that provides students with more comfortable situations in learning activities and thus achieve performance goals.

### **2.14.3 Self-esteem**

Self-esteem is an important affective factor in the performance and attitudes of a person. According to Coppersmith (1967), self-esteem refers to “the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy” (p.4-5). In short, self-esteem is a judgment of personal worth that is expressed in attitudes towards oneself. It is a particular experience which the individual interacts with other people.

Based on Maryansyah and Wadison (2017) students with high self-esteem have greater confidence in saying sentences or words in English. Conversely, people with low self-esteem tend to have less confidence in speaking and they do not develop this ability completely because they

are often shy and insecure to express themselves in English. Students with high self-esteem are more successful in performing oral communicative tasks compared to those with little belief in themselves.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research approach**

The present research was based on the mixed approach. According to Teddlie and Tashakkori (2010), “The mixed approach recognizes the importance of traditional quantitative and qualitative research, but also offers a powerful third paradigm choice that will provide the most informative, complete, balanced, and useful research results” (p.318). Therefore, by using this approach, the study provided a broader view through qualitative data to explain quantitative results and vice-versa. To guarantee the validity and reliability of the results.

#### **3.2. Research Method/ design**

According to Nassaji (2015), “The goal of descriptive research is to describe a phenomenon and its characteristics” (p.1). This research was descriptive because it covered facts and used information collected at the place of the problem, then it was analyzed, and interpreted, in order to know the relationship between the factors, variables, and the participants. After this searched a possible solution to the problem-focused on the difficulties that students have.

This study was non-experimental research because “is the label given to a study when a researcher cannot control, manipulate or alter the predictor variable” (Lee, 2003, p.1). The non-experimental design matched with the study, which was not modifying the variables.

This was an exploratory research because it tried to know the truth of the problem and gave way to a deeper investigation in educational and social interest. Yin (1994) explains that explanatory studies are a valuable means of understanding what is happening, to seek new insights

to ask questions, and to assess the problem from a new perspective. The research provided the direction for other studies and techniques that was developed because the process was flexible.

### **3.3. Population and sample**

The population of the research consisted of three English teachers and twenty-three students of sophomore year from “San Juan Diego” High School locate in Ibarra-Ecuador. The sample type was non-probabilistic because all the participants took the survey at the same time with the same condition and the results wasn’t generalized for the rest of the establishment. In addition, Morales (2012) states that if the universe is less than 100 people, it is not necessary to apply the statistical formula. Therefore, there was no sampling because the research worked with the whole universe.

### **3.4. Tools / technique**

The techniques that were used for this study are the following:

#### **Survey**

The researcher applied a survey to collect data from sophomore students at “San Juan Diego” High School because it provides important and relevant information. Such as characteristics, or specific facts in order to find a solution. It had nine close ended questions and took 15 min to carry out. Technological tools were used as a means.

#### **Interview**

Opdenakker (2006) mentions that an interview “is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena” (p.1). The researcher applied an interview from three English teachers to answer six questions in order to explore and describe their perceptions regarding the use of group activities carried out in their

classes. They answered open questions based on cooperative learning. The interview was conducted via zoom to collect detailed information.

### **3.5 Ethical considerations**

The researcher of this study requested permission from the principal of “San Juan Diego High School”, the main purpose was to analyze the difficulties of the sophomore students when they speak English, and from these innovative strategies were designed using cooperative learning. On the other hand, anonymity and pseudonyms were taken into consideration to refer to the sample, so that the names and personal data of research participants were considered as sensitive information in this research.



## **CHAPTER IV**

### **FINDINGS OF THE STUDY**

#### **4.1 Findings**

From collecting data related to the interview with English teachers and the survey of sophomore students, it has been processed in the following way; first, the information obtained from the teachers was deeply analyzed. Next, regarding the survey, the analysis of the results was tabulated and detailed, which helps in the process of stating conclusions and recommendations. Finally, the discussion is presented that covers further explanations of the findings that give relevant criteria for the topic that is being researched.

##### **4.1.1 Interviews**

The interview instrument was applied to three English teachers from San Juan Diego high school, they responded six questions regarding on cooperative learning. These teachers' views provided a wider notion in this method. Therefore, a complete explanation is detailed below per question.

The first question reveals teachers' strategies used to develop the speaking skill of their students. Two English teachers mentioned that they use some strategies like memorization, repetition of words, and use of songs that help students improve their learning. On the contrary, another English teacher said that she applies strategies such as presentations and discussions as a way to develop student's English-speaking skill. In this question, it is evident that the teachers are aware of the importance of improving the English speak skill in students. However, it is necessary to work with those teachers who persist in the use of traditional methodologies characterized by

repetition or memorization and thus go from a traditional methodology to an easy and fun one to improve learning in a better way.

The second question displays how often teachers organize students into groups. From a universe of three English teachers, two teachers said they divide the students into groups once a week, no more because some students get distracted, start speaking in Spanish, or some of them work on the assignment task, while others do not. The third teacher mentioned that she rarely organizes students into groups because is difficult to manage students, so she considers that students work individually for better learning. This means that teachers are often managing their classes in a standard way without considering that other strategies could make students like the English language.

The third question shows that teachers agree on the importance of using different resources and strategies to motivate students to learn English. The first teacher expressed that she uses a variety of resources in her class such as videos, images, and a reward like a sticker for each task well performed to encourage her students to learn the target language. The second teacher interviewed said that she motivates the students with the use of different resources in her classes such as puppets, flashcards, and games so that they feel comfortable and participate in the different activities. The third teacher mentioned that English is important because it is the most used language around the world. For this reason, she tries to use different strategies in order to encourage students to learn the language such as write essays, read different topics of interest, or make a presentation. This appreciation tells us that English teachers in San Juan Diego high school are trying to involve students in class. However, they did not mention activities that could help students improve their communication skills through group work.

The fourth question describes, from a universe of three teachers, two of them said that they have not tried cooperative learning to teach and are unaware of the strategies based on this approach. The third teacher said that she has applied group discussions but does not follow a specific process. However, she has noticed that in these types of activities, not all students contribute with their ideas. It is clear that teachers do not use cooperative learning strategies which are useful for the teaching and learning process. It happens because they do not know insufficient information about this approach. For this reason, they need information related to cooperative learning. Therefore, a guidebook is essential in order to make easier the use of cooperative learning strategies in future classes.

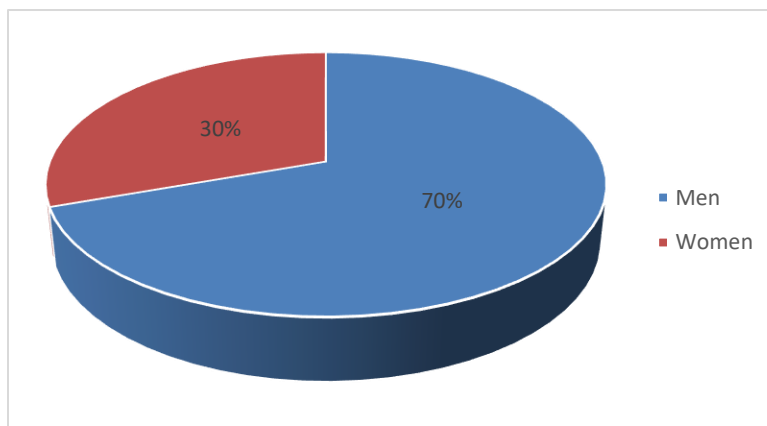
The fifth question exhibits teachers' opinions about the benefits of cooperative learning. The first teacher interviewed said that, with cooperative learning, students could easily exchange their ideas in English, strengthen friendship and be more sociable. The second teacher said that she does not know the benefits of cooperative learning. The third teacher said that by using cooperative learning in class, students could learn more from their peers and would have the opportunity to use more the target language. It means that teachers have a slight notion of the benefits of cooperative learning. For this reason, they do not use it, so they need to know more about it, because it is an alternative way to help students in their learning process and make the classes more dynamic and excited.

The sixth question was focused on a guidebook about cooperative learning to use in classes. The first teacher interviewed responded that she would like a guidebook of cooperative strategies to know the procedure and apply it in her classes in an appropriate way in order to achieve better learning in the students. Additionally, she mentioned that it is always good to learn something new and get out of the common. The second teacher said that she would like a guidebook because she

would have more insight into the strategies of cooperative learning to help students become more interested in learning and improving their English-speaking level. The third teacher said that she would like a cooperative learning guidebook because she would like to know the process to implement in her classes and help students develop the English-speaking skill in a cooperative and interactive way. It indicates that the teachers are interested in a guidebook with cooperative learning strategies to be used with their students and implement the strategies properly, then it is going to improve the English-speaking skill in the students and the teaching learning process. Moreover, the guidebook will help to encourage and develop dynamic English classes through group work.

#### 4.1.2 Survey

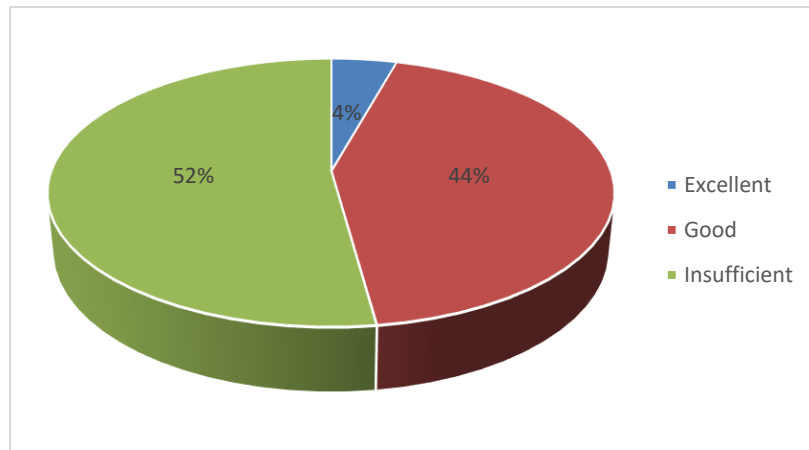
After the analysis and interpretation of the interviews with the English teachers, a survey was used to collect real data from sophomore students at San Juan Diego high school. The present survey contained nine close questions concerning the strategies to improve speaking skill and cooperative learning. All the finds are shown below with the corresponding graph and interpretation by the researcher.



*Figure 1: Sex*

Source: The author

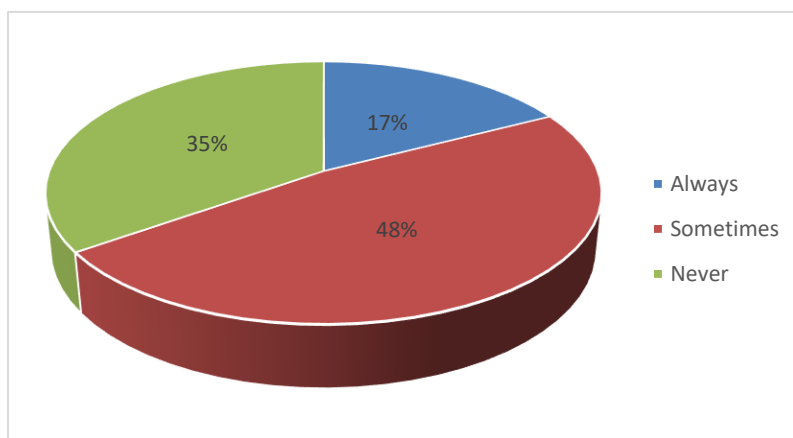
According to this question, it was disclosed that 23 students were part of this survey tool. The participants were in sophomore year, and of the total number of respondents, 70% were men and 30% were women, which indicates that the majority of students were male.



**Figure 2.** What do you think about your English-speaking skill?

Source: The author

In this question, 12 students representing 52% said that their ability to speak English is insufficient. In addition, 6 students representing 44% indicated that their English-speaking skill is good. Finally, only 1 student representing 4% said that the level of English-speaking skill is excellent. The result shows that most of the students know that their speaking skill is at a low level.

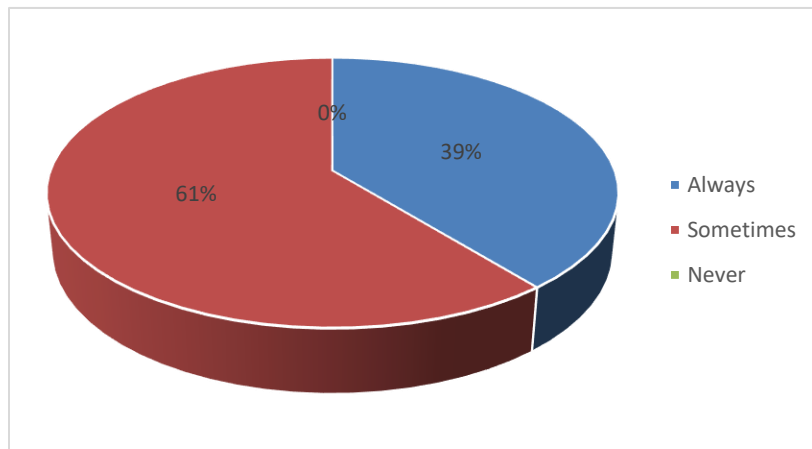


**Figure 3.** Can you answer the teacher's English questions spontaneously?

Source: The author

In this question, 11 students representing 48% said that they can sometimes answer the teacher's English questions spontaneously. According to 8 students representing 35% said they never answer questions in English spontaneously, and the last 4 students representing 17% express that they always answer in English spontaneously.

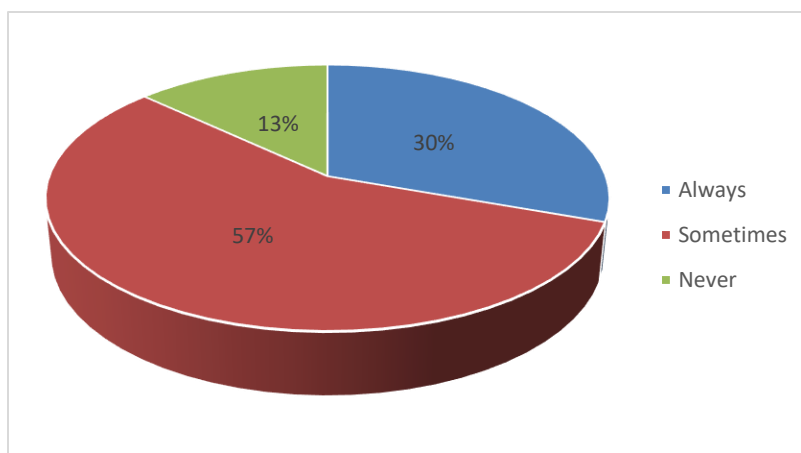
The information obtained on the pie chart reveals that some students can sometimes respond English questions spontaneously. This shows that students are unsure and might feel anxiety that prevents them from expressing themselves in English. Perhaps the strategies used by the teacher will not appropriate to create a comfortable environment and achieve the established objective.



**Figure 4.** Can you understand the teacher's English questions, but you prefer to respond in Spanish?

Source: The author

Of the respondents, 61% that represent 14 students detailed that they can sometimes understand the questions from the English teacher but prefer to answer in Spanish, so they use Spanish as a way of communication in their English class. Maybe it is because they have low self-esteem and do not believe in themselves and their abilities, which does not facilitate communication in L2. Also, 9 students that represent 39% said they always understand the questions in English but prefer the answer in Spanish. They don't feel comfortable using the new language, so they tend to use their mother tongue. Based on figure No 4, most students can sometimes understand the questions of the English teacher, but they answer them in Spanish, thus mixing the languages.

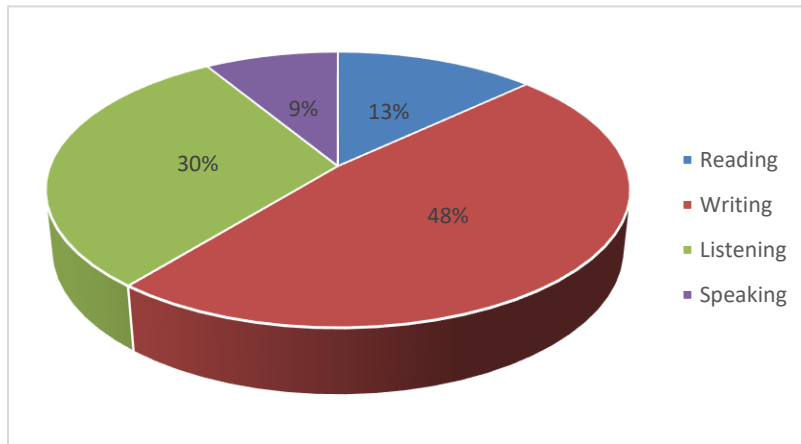


**Figure 5.** Does your English teacher encourage you to learn English?

Source: The author

The result obtained in this question is that 13 students answered that they are sometimes encouraged to learn English in the classroom but not all the time, it represents 57%. In the other hand, 7 students indicated that are always encouraged to learn English by their teacher, they are encouraged to improve their language skills, it represents 25% of the responders. Finally, 13% assumed that they are never encouraged to learn English in the classroom in which is 13%, this

indicates that learners do not reflect their English teacher encourages them to learn the language. Consequently, students are not motivated and do not make the effort required to learn.

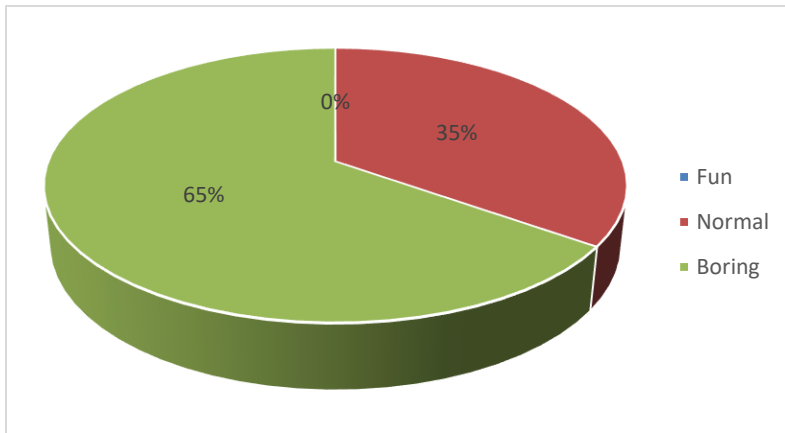


**Figure 6.** Your English teacher performs more frequently activities that are oriented towards...

Source: The author

In this question, 11 students, which represent 48% indicated that their English teacher performs more frequently activities that are oriented to writing. Moreover, 7 students that represent 30% affirmed that the teacher applies more listening activities. However, 3 students representing 13% indicated that the most predominant activities are reading. Finally, 2 students representing 9% who were asked the same question responded that their teacher implements more speaking activities. These responses show that the English language teacher spends a little time on speaking activities. Hence, most students do not have enough experience with English-speaking activities to improve their communication skills.

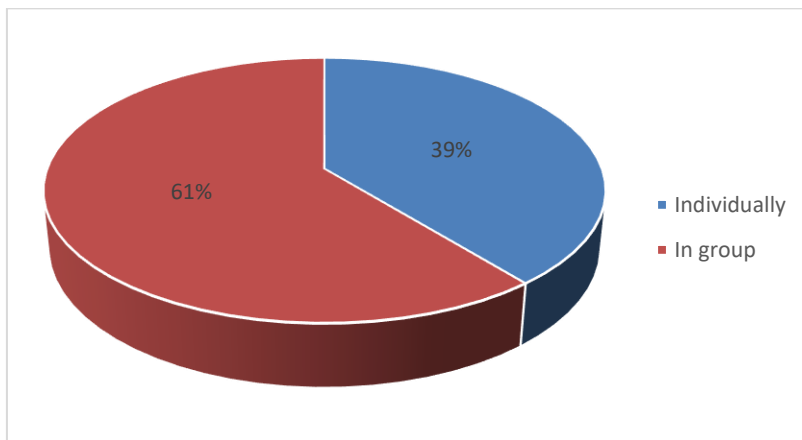




**Figure 7.** How do you describe your English class?

Source: The author

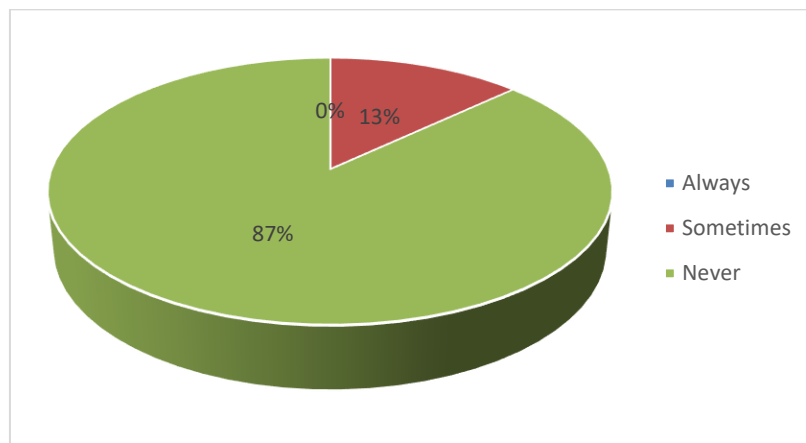
Of the total respondents, the 65% that corresponds to 15 students indicated that English classes are boring. The 35% that represent 8 students said that the English classes are normal. The foregoing confirms that the English classes available to students are mostly classified as boring. Most students do not feel fulfilled in their classes for the reason that the teacher needs to apply new strategies or techniques to make the teaching-learning process of the foreign language interesting and innovative then the students will be engaged and motivated to learn.



**Figure 8.** Which do you consider is the best way to learn English?

Source: The author

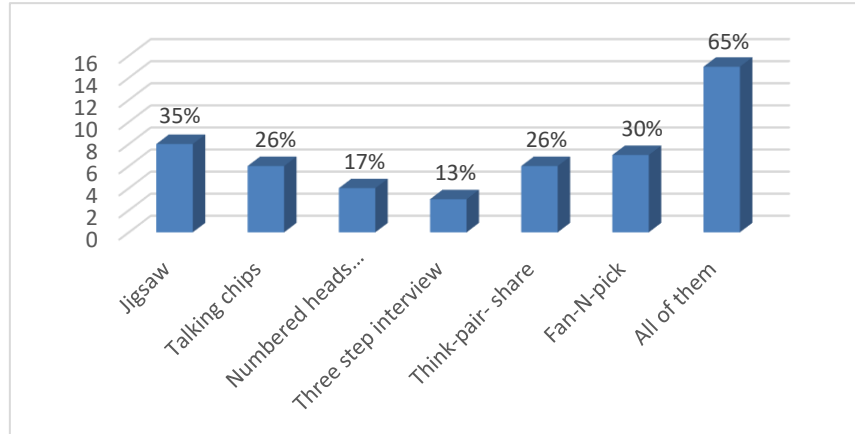
The pie chart shows that 14 students that represent 61% expressed that the best way to learn English is in a group. On the contrary, 9 students correspond to 39% indicated that the best way to learn English is individual. Most respondents confirm that it is better to learn English in a group. It is because they like to get in groups to learn from each other and achieve the common goal. Hence, they acknowledge work in groups is very constructive.



**Figure 9.** How often does your English teacher apply group work activities?

Source: The author

Question number 9 indicates that 87% correspond to 20 students who expressed that their English teacher never applies group work activities in the classroom, whereas 3 students representing 13%, manifested that their English teacher sometimes implements group activities in their classes. This result reveals that the teacher does not use group work activities in the classroom because they will not have enough information on strategies that involve the formation of groups. Consequently, this leads the English teacher to research it in order to encourage learners to interact in groups and achieve better learning.



**Figure 10.** What activities would you like to do in a group?

Source: The author

As can be seen in figure 10, 8 students said that they would like jigsaw to improve their English-speaking skills, representing 35 % of the responders. Other 6 students indicated that talking chips suits well with their needs, representing 26%. Another group of 4 students or 17% stated that they prefer numbered heads together to work in a group. In addition, 3 responders correspond to 13% said that a three-step interview is a good idea because they enjoy interacting with different classmates. Likewise, 6 students representing 26% said that think pair share is the best way to enhance their speaking skill. Moreover, 7 students or 30 % of the responders said that they like Fan N pick as an option to produce the foreign language. Finally, 15 students agreed with all the categories to continue improving their speaking skills, representing 65% of the population. The result demonstrates that students are interested in different activities in order to improve their communication skills. For this reason, it is essential that teachers know different activities, and thus help students maximize their learning.

#### **4.2 Discussion of main findings**

Educators are an important element in education. In addition, to teach English speaking skills appropriately, educators should know the suitable language teaching approaches. Sprinkle

(2009) mentions that effective teachers are those who use a variety of approaches and match the application with real-life situations. It means that educators must pay attention to students and teaching approaches to provide the necessary knowledge and skills so that students can contribute to the society.

In the survey, it was noticed that educators were not familiarized with cooperative learning. As a result, they are not aware of the benefits and the process. Alghamdi (2019) argues that cooperative learning improves communication language, accountability, motivation, appreciating other's opinions, and developed good relationships with their peers. Applying this approach in class could help build engaging situations for teaching and learning processes in order to motivate and provide meaningful learning experiences for students.

It can also be revealed in the results that most EFL teaching at San Juan Diego high school is teacher-centered, and students have limited oral participation in class. Educators are not providing enough opportunities for oral skill development. According to Ashcraft and Philips (2016), teachers are accustomed to teacher-centered where they are the ones who take the mainly active role, while learners are viewed as a passive audience with little spoken interaction. For this reason, it is imperative that newer methods, strategies should be applied to make students participate actively and improve their speaking skills in the target language.

On the other hand, the results disclose the deficient of student's encouragement by the teacher which is a warning sign that could be enhanced. Sjukur and Sluhin (2013) state that motivation exposes the tendency of students to engage in an interesting activity and influences students to improve their level of competence in the target language. For that reason, it is important, teachers must be supported with good settings for improvement of communication skills and devote enough time to students practice the language.

**CHAPTER V**  
**ACADEMIC PROPOSAL**

**5.1 Title**

**“Guidebook”**

Cooperative Learning Strategies in the speaking skill improvement

**5.2 Rationale**

Developing the ability to speak in a place where exposure to the target language is limited becomes a challenge. Therefore, the contribution of this didactic guide helps the development of the students’ speaking skills. Through cooperative learning strategies and oral activities, the students will work as a team and improve their oral communicative competence. Thus, this guide will be helpful to stimulate students to participate and improve their performance in oral tasks.

On the other hand, teachers do not have enough knowledge about cooperative learning strategies for supporting the teaching and learning process. Besides, they do not have a guide with these alternative strategies. The didactic guide will be a new teaching resource. Through this tool, they will have the procedure and tasks to help students to improve their English-speaking skills. The application of these strategies will prevent lessons from following traditional methods, like memorization or dictation. So that the teaching and learning process will be different and dynamic, and students will feel motivated to learn English.

From the social point of view, the use of cooperative learning strategies suggested in this proposal will persuade students to create their own knowledge in order to easily improve their speaking skills to communicate with other classmates or with the teacher at any time. Finally, the

researcher has the legal support of the institution to collect and use the data to carry out this proposal.

### **5.3 Theoretical Foundation**

With the emergence of new technology, English has become a global language, and proficiency in English speaking skills is considered necessary for personal and professional growth. Speaking means the way to communicate, to exchange information, thoughts, ideas, or feelings with others (Karim & Awaludin ,2020). Goh and Burns (2012) agree that the development of speaking is vital for learner's language proficiency that will have a direct influence on their personal and professional achievement. Hence, students are encouraged to become language users, rather than just language learners. Thus, speaking is an indispensable skill that requires a lot of attention in language teaching-learning in order to help students develop their ability to speak and be able to communicate in the new language.

On the other hand, Sanjaya (2014) states that there are students who still find it difficult to express their ideas in fluent English. This is due to, several factors such as student's activity in the class is only listening to the teacher and they have to memorize information or do a repetition of drills. As a result, students are good in theory but not enough to put the information into practice in real contexts. Then students are not motivated, which reduces interaction in foreign language learning contexts. To the point that this affects the academic achievement of students and also throws uncertainty about their future working-opportunities.

It is important that EFL teachers aware of the importance of speaking and facilitate learning using a suitable teaching methodology in the classroom, which could be one way that might help overcome the problems that students encounter to speak in English. So, the teacher will try to find

and use a more interesting, active, and different teaching-learning process. For this proposal, the research proposes the use of cooperative learning, which is considered as one way to improve students speaking skills.

### **Cooperative learning**

Cooperative learning is a teaching educational approach in which learning occurs while small groups work together and actively participate to solve academic tasks. This methodology encourages teachers and learners to use another option to improve language skills with a different approach than the teacher center (Adams, 2013). Another valid definition of cooperative learning is proposed by Johnson et al. (2004). They mention that Cooperative learning is a learning process in which involves the organization of small groups so that students can work together to expand their own and each other learning. Based on the previous definitions, cooperative learning requires interaction with each member of the group and being responsible for the final results of their learning and the group, in this way, students learn together and will be successful in the given task.

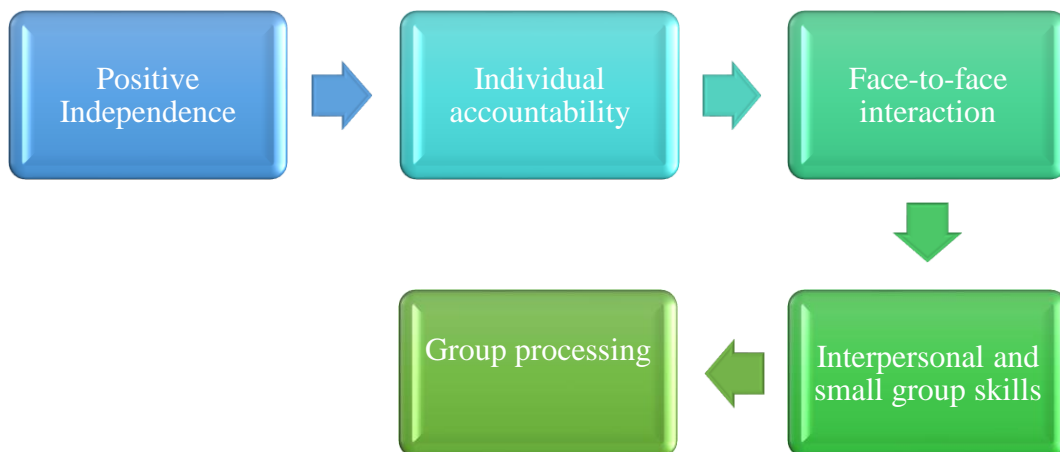
In addition, Killen (1996) mentions cooperative learning offers several benefits, cooperative learning encourages students to express their ideas and compare with their peers. This approach also improves student's self-esteem, motivation, and positive attitudes. Felder and Brent (2007) state that by applying cooperative learning in the classroom, students show more intrinsic motivation to learn, deeper understanding of the content, lower level of anxiety, and critical thinking skills. Richard and Rogers (2001) also state that cooperative learning provides opportunities for students to improve their communication in the foreign language. Cooperative learning is beneficial to any student who is learning a new language. The learning process is accompanied by contributions, encouragement, and reduction of tension in English foreign

language lessons which leads to the production of spoken language and social interaction among students.

### **Elements of cooperative learning**

Johnson, Johnson and Holubec (2013) mention five essential elements for an adequate application of cooperative learning in the classroom and are as follows: Positive independence, individual accountability, face-to-face interaction, interpersonal and small group skills, and group processing.

### **Elements of cooperative learning**



*Figure 11.* Elements of cooperative learning

**Source:** Johnson, Johnson and Holubec

**Author:** Guevara, D (2021)

- **Positive interdependence** refers to the idea that all the members of the group understand what to do in each given activity and that they need to depend on each other to complete this. This means that the students will contribute, support, and learn from each one: One cannot succeed unless everyone does.



- **Individual responsibility** refers to each member of the group is responsible for contributing his or her share of the group's task. In addition to that, each student's performance is assessed, and the results are returned to the group in order to know who needs more support and encouragement to carry out the task. The assessment can be done in the following ways, giving a test to each member, or having each student explain what they have learned to the teacher or to a classmate.
- **Face-to-face interaction.** This element involves working in small groups where students can see each other's faces to facilitate the exchange of information, encouragement, support, teaching what they know to classmates, and explaining the connection of the new material with their previous knowledge. Face-to-face interaction encourages students to actively interact with each other to achieve their mutual goals.
- **Interpersonal and group skills.** In this element, social skills play a vital role, students should learn how to work as a group, how to resolve conflicts, how to trust-building, and how to argue with another in order to make decisions that helps the entire group. In other words, these skills are essential for groups to function effectively and succeed in their learning.
- **Group processing.** The fifth element of cooperative learning is group processing where students discuss the work that they just did so that they describe what member actions are beneficial or not and make decisions about what to change to have better results in future group activities. In this process, students ensure they receive feedback on their participation and remind students to work cooperatively to improve the effectiveness of the goal to be achieved.

Understanding how to use the five elements of cooperative learning allows instructors to

- A) improve the structure of the class lessons that adjust to the needs of the students, and the context.
- B) Diagnose and intervene in the improvement of efficiency in any group that does not take an active role in the activities.

### **Cooperative learning strategies**

According to Isaac (2010), a teaching strategy is a generalized plan for a lesson that includes structure, a set overarching of goals, and an outline of planned tactics necessary to carry out in class. It is important to emphasize that strategies are a means of achieving an active, participatory learning process. Regarding speaking skill improvement, the following cooperative learning strategies are suggested:

#### **Jigsaw**

According to Kagan (2018), Jigsaw is a cooperative learning strategy where students work in groups of four to six students, each member will be assigned a portion of the total task and then explain to their teammates what has learned from that segment. This process improves oral communication. They will have the space to share their thoughts, views and learn from the others.

#### **Think pair share**

For Kagan (2018), the think pair share structure requires three steps. In the first step. Students think about the topic provided by the teacher. In step two. Students pair up with another student to discuss their responses. In step three, the students discuss and share the answers with a group or the whole class. According to Kagan and Stenlev (2017), using the structure of thinking-pair-share, students develop critical thinking and problem-solving. In addition, they improve communication and social skills in terms of summarizing important topics in a discussion, expressing opinions and perceptions.

### **Numbered heads together**

Numbered heads together consist of divide students into small groups. After that, give a number to each student of the group, the group discusses and answers questions provided by the teacher then the teacher calls a number at random, and the student with this number will answer the questions (Kagan, 2018). In this structure, students learn and practice peer tutoring and communication and are encouraged to take responsibility for their learning while practicing interdependence (Kagan,2013). It can be concluded that numbered heads together provide the opportunity to interact with one another and think together so that every student can participate actively in the lesson. This has led to the improvement of their understanding and knowledge.

### **Three-step interview**

For Kagan and Kagan (2009), a Three-step interview consists of three steps and works best in four students per group. In step 1. Student works in pairs to interview each other. In step 2. Students exchange roles and repeat step 1. In step 3. students share their partners' responses with the team. Kagan (1994) states that by conducting the Three-step interview students interact with their partners and the group. Students learn to speak English through the roles of an interview which are interviewer, interviewee, and reporter, at the same time, they learn how to behave respectfully and properly with others. This strategy can be used as a suitable strategy to use in teaching speaking because it allows learners to have communication among group members and to be involved in the learning process.

### **Fan-N-Pick**

Steps in Fan-N-Pick are described as follows; Student 1 holds question cards like fan shape and says pick a card, any card up. Student 2 chooses a card, read the questions aloud, and give five seconds for the third student to think. Student 3 answers the question. Student 4 responds to the

answer, after that, students switch roles for each new round (Kagan & Kagan ,2009). According to Rahmi and Sutantie (2018), the Fan -N- pick structure helps to increase students' interest in learning, improve reasoning, critical thinking, creativity, and curiosity. From the explanation above, it can be said Fan -N- Pick is an interactive strategy to teach speaking effectively in the classroom. Students practice communication by presenting answers and responses to their peers, leading to the building and improving their learning.

### **Talking chips**

In the talking chips strategy, each group member is given a chip, and each time a student wants to speak a chip is placed in the middle of the table. An individual cannot speak again unless everyone has placed her or his chip in the middle of the table. When all the chips are used, students collect their chips, and the procedure is repeated for the next round of discussion (Kagan,2009). In addition, Lie (2002) mentions, the advantage of using talking chips is to develop listening and speaking in which timid students, low achievers, and less eloquent students are encouraged by this structure to participate and build their language skills. Since this strategy focus on equal participation from all teammates, the talking chips strategy encourages students to speak with greater confidence.

## **5.4 Objectives**

### **5.4.1 General**

- To create a guidebook of cooperative learning strategies to improve the speaking skill of the English language, in students of sophomore year.

### **5.4.2 Specific**

- To analyze the speaking activities to be included in the guidebook.

- To develop the outline for the cooperative learning strategies.
- To provide strategies for applying in English classes which are suitable to improve the speaking skill in students.

## **5.5 Beneficiaries**

The direct beneficiaries of this guidebook are sophomore students and the English teacher in charge of the sophomore level, at San Juan Diego High school. In addition, the indirect beneficiaries are English teachers and inhabitants of the high school that need some cooperative strategies to promote speaking in the classroom. They could implement the proposal by integrating or adapting the strategies suggested in the guidebook.

The proposal pretends students to improve their speaking skills through social interaction, clarifying doubts, expressing their opinions, and accepting feedback from peers. Therefore, this resource can help them to be more motivated and reduce anxiety, allowing them to feel more confident to speak and learn. In addition, this guidebook could help teachers to organize the class in such a way that the students could communicate like they would do in a real social situation.

## **5.6 Impacts**

English as a global language is taught in most of the high schools in Ecuador. However, the students do not reach the standards established by the Ministry of Education, this is due to different aspects such as; teaching with an emphasis on a single skill, little practice of the language in communicative activities, the limited use of alternative strategies, or also due to affective factors that students face. As matter of fact, the proposal aims to help solve the problem. The guidebook provides teachers with a new vision of strategies with scientific evidence that could help them improve their teaching and facilitate the improvement of students in their oral communication.

Additionally, this proposal has a great impact on students because it breaks the affective barriers that prevent speaking. Therefore, the application of cooperative strategies will turn the lessons more interesting, and dynamic for students so that the learners will be motivated and gain the confidence to communicate with others in a second language allowing them to create a social situation inside and outside of high school. For example, this could be useful since native English tourists come to Ecuador, so students would have the opportunity to be in a real environment where they can use the English language.

### **5.7 Development**



# Guidebook

## Cooperative Learning Strategies in the speaking skill improvement



By Sophomore Students

Author: Daniela Guevara

# Objectives

## General Objective

- To improve speaking skill through cooperative learning strategies

## Specific objectives

- To provide interactive strategies that allow students to produce the language.
- To encourage students to work in groups where they can share learning experience among students.
- To generate a friendly and cooperative environment to increase motivation in sophomore students for learning English language.



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# Introduction

**“If you can’t communicate and talk to other people and get across your ideas, you’re giving up your potential.”**

**Warren Buffet**

Learning to speak English requires interest, motivation, perseverance. Nowadays, the English language has become a fundamental part of the field of business, technology, science, and education. For this reason, the English language is one of the most learned languages worldwide because it is the source of communication with people from different parts of the world.

English is important in this modern society and globalization era. Therefore, the development of the ability to speak is necessary for effective communication and interaction because through this ability students will be able to express their ideas or emotions. In this way, this didactic guidebook with cooperative learning strategies was created prior to the analysis of the problems that students present when developing the ability to speak in the English language. Hence, this resource is a support tool to enhance teacher instruction and improve students' oral expression through group interaction.

The didactic guide contains six cooperative learning strategies to improve speaking skills with the target language, such as Jigsaw, Think -pair share, Three-step interviews, Numbered heads together, Fan-N-Pick and Talking chips. Besides, it includes a brief description of each strategy, the steps to follow to generate the speaking skill, the objectives, and the necessary materials.

## Jigsaw



### **Description of the strategy:**

Jigsaw is a teaching strategy where students are divided into small groups, and just as puzzle, each piece, each member of the group has a vital role; each one depends on all the others to achieve a common goal. This strategy is effective because students interact and learn at a deeper level by sharing a variety of information.

# Activity 1

**Skill:** Speaking

**Topic:** Accidents and Injuries

**Time:** 45 min

**Resources:** Readings

**Objective:** To talk about common accidents and injuries.

To practice present perfect.

**Vocabulary:** Words related to accidents and injuries

**Instruction:**





**Step 1:**

- Divide students into groups of four.
- Divide the readings into 4 parts and assign a section to each student in the group. For example:

**STAY Safe!**

## It's Hard Being a Teen!

Being a teenager can be difficult – *and dangerous!* The most common injuries for teens are breaking their bones, banging their heads, and getting cuts and burns. Here are some common ways these injuries happen.

Bicycle Accidents	Car Crashes	Kitchen Accidents	Sports Injuries
<p>Many teens fall off their bikes. This can cause minor or serious injuries. Many bicycle injuries have happened when teens weren't wearing helmets. If you ride a bike, always wear a helmet!</p> 	<p>Teens have had more car crashes than any other age group. One problem is texting. In the United States, over 30 percent of teens have texted while driving. This causes many accidents. Don't text and drive! And always wear a seatbelt!</p> 	<p>It's easy to cut a finger with a knife. However, burns are the most common kitchen injury. People have burned themselves on the stove or with hot liquids when they weren't careful. Teens need to be careful in the kitchen!</p> 	<p>Exercise is good for you, but it can also be dangerous. Many teens get injuries when they play sports. Injuries in winter sports, like snowboarding and skiing, are very common. In the past, most snowboarding injuries have happened to people under 30. If you play sports, you'll want to wear protective equipment.</p> 

**So, be careful and be safe . . . on the street, at home, and on the soccer field!**

Source: Uncover 2 student's book  
By: McNabb Kasia

- Readings will be about: Bicycle's accidents, car crashes, kitchen accidents and sports injuries.
- Give students time to read and process their section independently.

**Step 2**

- Regroup students with other groups who have the same section, so they form an expert group in order to complete the table by discussing the main points.

Bicycle's accidents	Car crashes	Kitchen accidents	Sports injuries
	For example, Teens have had more car crashes.		

**Step 3**

- Have students back to their original groups or group home then ask students to share their different sections with the group ensuring all understand it.

**Step 4**

- Have each group home decide if the sentences are correct or incorrect. In this activity, students will explain the reasons for their selections.

Read the sentences, if it is correct, mark  $\surd$ , if it is incorrect, mark X.

1. Teens have had more car crashes than any other age. -----
2. Burns are the most common kitchen injury. -----
3. Teens do not fall off their bikes. -----
4. Most snowboarding injuries happened to people under 35 -----

## Activity 2

**Skill:** Speaking

**Topic:** Origins of humans through different worldviews.

**Time:** 45 min

**Resources:** Readings

**Objective:** To talk about origins of humans using past tense.

**Vocabulary:** Words related to origins of humans.

**Instruction:**

**Step 1:**

- Divide students into groups of four.
- Divide the readings into 4 parts and assign a section to each student in the group. For example:

### Origin of Humans Through Different Worldviews

Different cultures in the world have various theories about the origin of humans. Most of them are related to their religious beliefs.

**a. Hindu:**

Lord Brahma created the universe, human beings, and all forms of life. Different species came from Brahma's body and he first created humans from his **soul** as the strongest of all.





Lord Brahma

**b. Mayas:**

The Creators, Heart of Sky, and a **Feathered Serpent** created humans "who could talk and **keep the days**", out of white and yellow corn.



Hun Ixim, Mayan god

<p><b>d. Sumerians:</b></p> <p>The gods came to make earth a beautiful place and created men to help them with the labor. The first man was created out of a death god's blood and <b>clay</b> in a place called Eden.</p>	 <p><i>Marduck, The King of Gods</i></p>
<p><b>c. Chinese:</b></p> <p>Pangu kept earth and heaven separated. When he died, his body became parts of our planet, his eyes became the sun and moon, and a lot of insects turned into human beings to inhabit earth.</p>	 <p><i>Pangu, The Creator</i></p>

Source: Ministerio de Educación-Recursos Educativos

- Readings will be about: Origins of humans through different worldviews (Hindu, Mayas, Chinese and Sumerians)
- Give students time to read and process their section independently.

**Step 2**

- Regroup students with other groups who have the same section, so they form an expert group to talk about the details on their section

**Step 3**

- Have students back to their original groups or group home then ask students to share their different sections with the group ensuring all understand it.

**Step 4**

- Have each “group home” re-read and discuss in order to choose which culture belongs to the main idea of each paragraph. For example

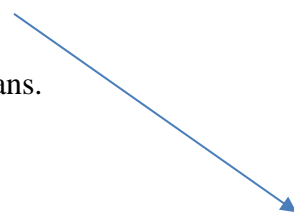
Brahma first created humans from his soul as the strongest of all.

The creators, Heart of Sky, and a Feathered Serpent created humans.

Pangu kept earth and heaven separated.

The first man was created out of a death god's blood and clay in a place called Eden.

- Sumerians
- Chinese
- Mayas
- Hindu



# Think pair and share



## **Description of the strategy:**

Think pair and share is a cooperative discussion strategy that allows students to individually reflect on the topic, work in pairs to discuss each idea, and share those ideas with the group. This strategy promotes critical thinking, improves the quality of response to questions, and helps increase their speaking skill.



# Activity 1

**Skill:** Speaking and reading

**Topic:** The effects of cold weather

**Time:**45

**Resources:** Hangout

**Objective:** Students will be able to explain the effects of extremely cold weather.

**Vocabulary:** Tissues, numb, lungs, moisturizing, tremble, itchy

## Instruction:

### Step 1

- Ask the students to look at the picture and predict what the topic is about.



### Step 2

- Provide specific questions about the topic. For example:  
How extremely cold weather can affect your health?  
What can you do to protect yourself from the cold weather?
- Asks students to read the text and think individually about the possible answers.

## Severely cold temperatures may affect your health. How?



Extremely low temperatures can affect you in many ways. For example, they can cause something called frostbite, an injury that makes your skin turn red and numb. Frostbite works like a cold burn; when the skin is exposed to the cold for too long, your tissues

can freeze and die. It can occur on your fingers, toes, ears, and nose. In our country, frostbite may happen in high snowy mountains.

Another effect of low temperature is hypothermia. This occurs when a person's body loses heat faster that it can be produced. It may cause a state of shock in which the respiratory system can fail.

Your body has some ways of protecting you against the cold. For example, shivering (which is when you tremble in the cold) helps your body generate heat. Additionally, there are some things you can do to protect yourself from the cold weather. In order to protect your lungs, it is suggested to cover your nose and mouth with a scarf or any available piece of clothing. When it is too cold, it is not recommended to practice sports outdoors. Remember that cold weather can also cause your skin to become dry and itchy, so you should apply moisturizing cream in the areas exposed to the cold. Even though we don't have extremely cold weather in our country, if we live in high, windy cities or towns, we have to take care of our health and wear warm clothing.

Source: Ministerio de Educación-Recursos Educativos

### Step 3

- Pair with another student to discuss the questions and compare what they have thought. How extremely cold weather can affect your health?

What can you do to protect yourself from the cold weather?

### Step 4

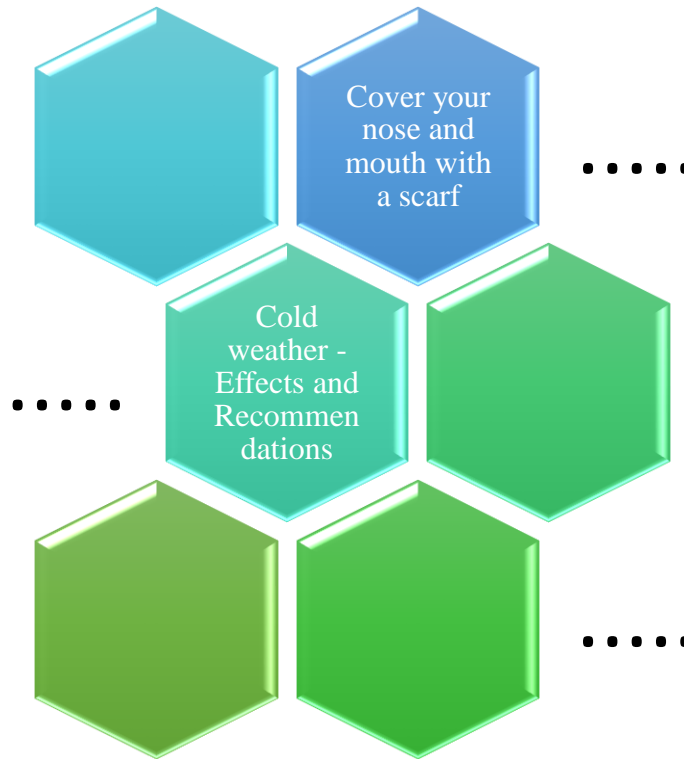
- Split into small groups of four to share their ideas about the questions and came to a consensus to pick the best answers.

How extremely cold weather can affect your health?

What can you do to protect yourself from the cold weather?

**Step 5**

- Ask the groups to complete a graphic organizer on the effects and recommendations of cold weather.
- Select a group that will present their graphic organizer with the rest of the class.



## Activity 2

**Skill:** Speaking and reading

**Topic:** Be aware of the Amazon

**Time:**45

**Resources:** Hangout

**Objective:** Students will be able to discuss about dangerous rain forest animals.

**Vocabulary:** Brazilian wandering spiders, jaguars, poison dark frog, mosquito

**Instruction:**

**Step 1**

- Provide a reading with some photos on this one.
- Ask students to look at the photos and say what they already know about it.

**BEWARE OF THE AMAZON!**

Millions of people have visited the Amazon rain forest, and more will visit in the future. They have seen tiny insects, beautiful birds, and playful monkeys. But some Amazon animals are very dangerous!

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**BRAZILIAN WANDERING SPIDERS** aren't very big, but they are very dangerous! Some say they are the most poisonous spiders in the world! Don't let this scary creature bite your hands or feet.

As you can tell from the name, **POISON DART FROGS** are also poisonous. They don't bite, but these cute and colorful frogs have poisonous skin. Their bright colors tell other animals, "Watch out! I'm poisonous. Don't eat me!" The golden poison dart frog is only about five centimeters long, but its skin has enough poison to kill 10 people!

**ANACONDAS** aren't small. They're very big snakes, and they never stop growing. People have seen anacondas up to 6.5 meters long. They aren't poisonous, but they are definitely dangerous. They squeeze animals and then eat them whole! People have found birds, pigs, and jaguars in their stomachs!

**JAGUARS** are big and beautiful cats, and they can kill. They are the third biggest cat in the world, after lions and tigers. They eat more than 80 different kinds of animals. They've even eaten anacondas!

So, who would win a fight between an anaconda and a jaguar? Either animal could win. But it's the tiny **MOSQUITO** that is the most dangerous animal in the rain forest. You can become very sick or even die from a mosquito bite.

Watch out for these dangerous Amazon animals - big and small!

By: McNabb Kasia

## Step 2

- Provide specific questions about the topic. For example:

Why do you think we should be aware of the Amazon?

Which animal have poisonous skin?

Which animals are small?

Which animals are big?

- Asks students to read the text and think individually about the possible answers.

## Step 3

- Pair with another student to discuss the questions and compare what they have thought.

Why do you think we should be aware of the Amazon?

Which animal have poisonous skin?

Which animals are small?

Which animals are big?

## Step 4

- Split into small groups of four to share their ideas about the questions and came to a consensus to pick the best answers.

Why do you think we should be aware of the Amazon?

Which animal have poisonous skin?

Which animals are small?

Which animals are big?

## Step 5

- Ask the group to create a poster about two dangerous animals that live in the country, tell them to include a list of information that they should incorporate in the poster, for instance: Reasons why they are dangerous, physical appearance, habitat, what they eat, etc.
- Select a group that will present their poster with the rest of the class.

## Three-step interview



### **Description of the strategy:**

The three-step interview is one of the cooperative learning strategies in teaching speaking that allows students to work together in pairs and in groups. By conducting the three-step interview, the students improve their ability to communicate in English with three types of roles; interviewer, interviewee, and reporter which provide the opportunity for students to use and receive language. In addition, this strategy promotes equal participation and a better understanding of the topic.

# Activity 1

**Skill:** Speaking

**Topic:** Traditional dish

**Time:**45min

**Resources:** Hangouts

**Objective:** To identify traditional dishes from their country.

To learn new cooking vocabulary

To practice report speech.

**Vocabulary:** Cooking verbs

**Suggestion:** Try to apply this activity after the students learned how and when to use the reported speech.

**Instruction:**

## Step 1

- Discuss this question as a class What is your favorite food? Why?  
For example:

Teacher: What is your favorite food? Why?

Student 1: My favorite food is pizza because it is delicious and smells fabulous.

Student 2: My favorite food is ceviche because it is yummy.

## Step 2

- Provide each student with a handout on cooking verbs.

# Cooking verbs

Read and match.

1. Boil the eggs.
2. Mix the ingredients.
3. Fry the meat.
4. Melt the butter.
5. Slice the onion.
6. Roast the chicken.
7. Dice the carrots.
8. Squeeze the lemon.
9. Mash the potatoes.
10. Season the salad.
11. Spread the butter.
12. Peel the apple.
13. Knead the dough.
14. Whisk the eggs.
15. Grate the cheese.
16. Drain the pasta.

Resource: <https://es.liveworksheets.com/kd2237pp>  
 By: Victor



- Ask them to read and match according to the image.
- Check answers with students and clarify students' doubts.

### Step 3

- Provide a question sheet for students to conduct an interview. For Example:

QUESTIONS
What is your favorite food? What region or city is it from? Do you eat it frequently?
What is a traditional food in your community?
Is it cheap or expensive to make?
Can you describe the ingredients and the preparation?
What do people in your community drink with the traditional dish?
Is your traditional dish popular in other countries?
What would you recommend a visitor to try in your country?

### Step 4

- Divide the groups into four and assign a letter to each (A, B, C, D).
- Subdivide into pairs A -B and C -D and mention that student **A** interviews **B** and **C** interviews **D**, after that the students have to reverse roles.

**For example:**

**Student A:** What is your favorite food?

**Student B:** My favorite food is fish with potatoes.

**Student C:** What is a traditional food in your community?

**Student D:** The traditional food in my community is the roast guinea pig.

### Step 5

- Ask students **A** and **B** to share the summaries of their partners' interview responses to students C-D, and then **C** and **D** do the same for students A and B. In this activity the students will respond with report speech a lesson already taught (grammar rules and when to use it)

#### Example:

#### Student A

My partner said that her favorite food was chicken soup, the traditional food in her community was the shrimp ceviche. She also said that she loved making this recipe for her family, so she mentioned the following ingredients that she has used: 2 red onions, 4 tomatoes, 1 orange, 1/2 cup tomato sauce, salt, pepper, 2 pounds of cooked shrimp, and in the preparation of the ceviche, she said that she made the onions very thinly sliced, squeezed 2 oranges.....

### Step 6

- Ask the groups to make a recipe with cooking vocabulary and then present it to the whole class.

#### Ingredients:

1 guinea pig  
2 pieces of garlic  
1 onion  
15 grams of salt  
15 grams of pepper

#### Roast guinea pig recipe

#### Preparation:

Remove hair from the guinea pig.  
Wash the guinea pig.  
Dry the guinea pig with absorbent paper.  
Dice an onion and two pieces of garlic.  
Mix the ingredients in a bowl (garlic, onion, salt, and pepper).  
Marinate the guinea pig in the seasoning.  
Prepare a hot grill and put a wooden stick through the body of the guinea pig.  
Place the guinea pig on the fire, turning from time to time until it is crispy.  
Accompany the roasted guinea pig with potatoes and lemon juice.  
Enjoy!!

## Activity 2

**Skill:** Speaking

**Topic:** Natural Disasters

**Time:**45min

**Resources:** Hangouts

**Objective:** To identify different natural disasters.

To develop the speaking skill through the interview.

To create confidence among students to express their ideas and emotions.

**Vocabulary:** Words related to natural disasters.

**Suggestion:** Try to apply this activity after the students learned how and when to use the reported speech.

### Instruction:

#### Step 1

- Discuss this question as a class. What idea comes to your mind when you read this phrase Natural disaster?

#### Step 2

- Give each student a vocabulary handout on natural disasters. For example:

1 Flood

2 Earthquake

3 Tsunami

4 Forest fire



- Invite students to read the vocabulary given and match with the corresponding picture.
- Check answers with students and clarify students' doubts.

### Step 3

- Provide a question sheet for students to conduct an interview. For Example:

Questions
What types of natural disasters are common in your country?
Have you ever felt an earthquake? Where did it happen?
What can you do to prepare for an earthquake?
Can floods cause a lot of damage?
Why are tsunamis so dangerous?
Do volcanoes scare you? Why?
Where do you think forest fire occurs in your country?
What natural disaster has recently happened in another country? can you remember?

### Step 4

- Divide the groups into four and assign a letter to each (A, B, C, D).
- Subdivide into pairs A -B and C -D and mention that student **A** interviews **B** and **C** interviews **D**, after that the students have to reverse roles.

**For example:**

**Student A:** Where do you think forest fire occurs in your country?

**Student B:** I think that forest fires occur in Quito and Ibarra due to high temperatures.

**Student C:** Do volcanoes scare you? Why?

**Student D:** Yes, volcanoes scare me because they are dangerous, and people have died from volcanic eruptions.

### Step 5

- Ask students **A** and **B** to share the summaries of their partners' interview responses to students C-D, and then **C** and **D** do the same for students A and B. In this activity the students will respond with report speech a lesson already taught (grammar rules and when to use it)

#### Example:

##### Student's answer

My partner said that volcanoes scared her because people had died from volcanic eruptions. She also said that a Tsunami was dangerous because it has destroyed several houses, especially in Japan.....

### Step 6

- In the same groups, have students prepare a slide presentation. Tell them to write some characteristics of natural disasters that they talk about.
- Encourage students to practice their presentations.
- Ask students to take turns presenting their presentations.

## Numbered heads together



### **Description of the strategy:**

Numbered heads together is a cooperative learning strategy that helps students increase self-confidence, develop ideas and answers to a problem or question through discussion. It means, Number Heads Together provides opportunities for students to share ideas, and arrive at a good answer, allowing all group members to be ready to explain the group's answer at the time the teacher calls a student a random way. So those students learn in an atmosphere of cooperation and be active in the learning process.

# Activity 1

**Skill:** Speaking

**Topic:** Second conditional

**Time:**45

**Resources:** Hangout

**Objective:** Students will be able to talk about a possible solution of a given problem by using the second conditional.

**Vocabulary:** Second conditional, if clause, main clause

## Instruction:

### Step 1

- Previously watch a video about second conditional.

<https://youtu.be/ldCVQMvo3ts>

### Step 2

- Explain the second conditional.
- Give more sentences to be sure they understood.

### Step 3

- Put students into groups of four and assign a number to each (1,2,3,4).
- Later, tell a story to get students to think about the second conditional. For example:

Two years ago, I decided to travel to Otavalo to play a soccer game. When I returned home to open the door, I remembered that I left the keys and my cell phone in my friend's car.

- After that, mention the following question, **what would you do if you were in the same situation?** Ask the groups to resolve this situation.
- Give the groups time to discuss and decide the best answer to the question.
- Call a number at random and designate a student from those who raise their hands to respond to the question.

For Example:

Student # 1: If I were you, I would open the window to enter the house.

#### Step 4

- Later, ask two students some difficult situations they have been through and write them on the board. In addition, add another three possible problems that students can solve.
- Ask the groups to find possible solutions to each situation. For instance:

- Carmen cannot submit her homework to the school page because the power went out in her neighborhood.
- Peter had to travel to Quito, and he did not carry his cell phone charger.
- Laura was walking around town and suddenly her shoe heel broke.
- Jose didn't have enough money to pay for his lunch.

- Give the groups time to discuss and decide on the best answers to each situation.
- Call a number at random, and from each group that numbered person will say a solution to a difficult situation mentioned above.



## Activity 2

**Skill:** Speaking

**Topic:** Cell phones

**Time:**45

**Resources:** Hangout

**Objective:** Students will be able to share their arguments with appropriate expressions.

**Vocabulary:** Words associated to the cell phone benefits and issues.

### Instruction:

#### Step 1

- Ask students unscramble the next word and then mention the answer out loud.

ellC peohn

Answer: Cell phone

- Discuss this question as a class. What do you use your cell phone for?

Possible answers:

I use my cell phone to watch movies.

I use my cell phone to check social networks.

#### Step 2

- Put students into groups of four and assign a number to each (1,2,3,4).
- Give each group a sheet of paper with questions and expressions so they can explain their answers. For instance:

#### Expressions

- The major advantage of.... is...
- An/Another advantage of ....is...
- A benefit of ...is...
- A positive aspect of .... is ...
- The primary advantage of ....is
- The main disadvantage of.... is...
- A/Another disadvantage of ....is...
- The problem with .....is ...
- The main worry about ...is...
- A negative effect of ...is....

## Questions

How important is your cell phone to you?

How many hours a day do you usually use your cell phone?

What are the disadvantages of cell phones for old people?

What are the advantages of cell phones for young generation?

What are the negative effects of cell phones on children?

### Step 3

- Call a number at random and designate a student from those who raise their hands to respond to one of the questions.
- Provide feedback to the whole class on whether the answer is correct.
- Ask another question and repeat the process.

## Fan N Pick



### **Description of the strategy:**

Fan N Pick is a teaching strategy that includes a fun team process for exchanging information through the use of question cards as a means of learning. It can be said that Fan N pick is an interesting strategy to teach speaking in the classroom. It helps students engage in the learning process and build self-confidence in expressing their opinions in English. Additionally, this strategy is great for mastery the content and review material.

# Activity 1

**Skill:** Speaking

**Topic:** Sports

**Time:**45

**Resources:** Cards

**Objective:** To talk about Ecuadorian athletes.

To use vocabulary in the context of sports.

**Vocabulary:** Match, athlete, trophies, medal, tournament, patience, pride, concentration.

**Instruction:**

**Step 1**

- Ask students to look at the picture and mention one idea which came to their minds.



**Step 2**

- Ask students, infer the meaning from the next words.

<b>Athlete</b>	
<b>Match</b>	
<b>Trophies</b>	
<b>Medal</b>	
<b>Tournament</b>	
<b>Patience</b>	
<b>Pride</b>	
<b>Concentration</b>	
<b>In a row</b>	
<b>Race</b>	

- Check the answers as a whole class.
- Clarify any doubts the students may have about the meaning of the words.

### Step 3

- Organize the students into groups of four. Ask them to discuss and have them complete the sentences with the new vocabulary, For example:

In a row, pride, match, race, tournament


- Seventeen teams entered the soccer ...**tournament**....., but only three will be the winners.
- Ecuador is playing an important ..... against Mexico on Saturday.
- Richard Carapaz brings much .....to our country when he competes.

### Step 4


- Later, provide some sports cards to each group so that the students can discuss among themselves.

1. What do you know about sports?

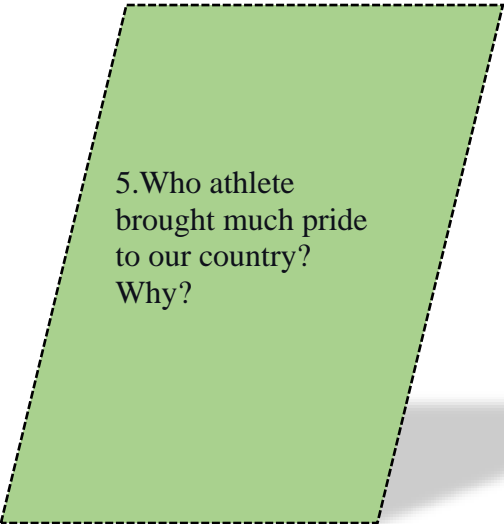
2. Which sport involves patience? Why?



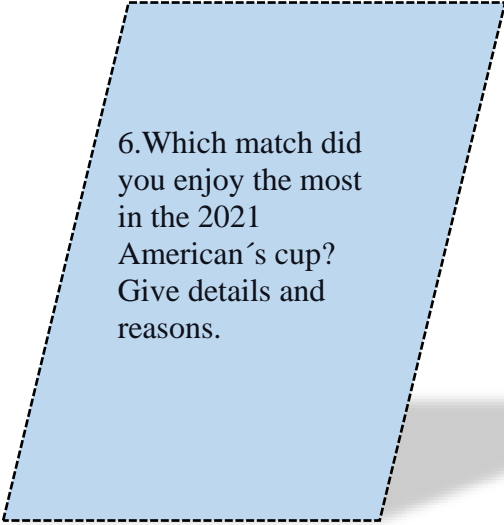
3. What type of tournaments does exist?



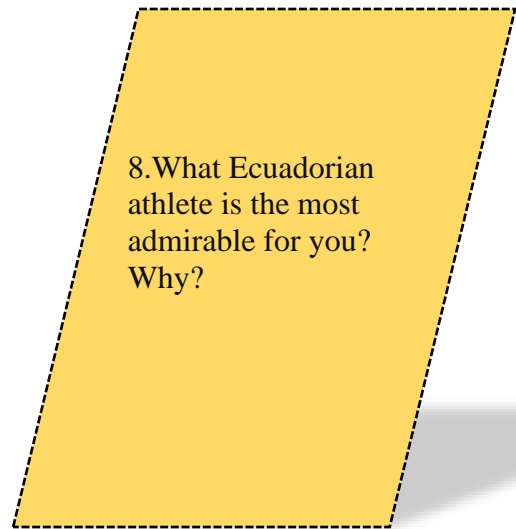
4. Which sport requires a high level of concentration?



5. Who athlete brought much pride to our country?  
Why?



6. Which match did you enjoy the most in the 2021 American's cup?  
Give details and reasons.



- Explain the way students should conduct the discussion as follows:

Assign letters to each student and explain the roles. (A, B, C, D)

**Student A:** Holds questions in a fan shape, and tells student B "take a card, any card you want."

**Student B:** Picks a card, reads the question, and allows 5 seconds for student C to think.

**Student C:** Answers the question.

**Student D:** Gives a perception or guidance to the answer.

Switch roles in a clockwise direction for each new round.

### Step 5

- Ask the groups to represent a favorite Ecuadorian athlete in a drawing and explain who the person is? What were his / her achievements?

## Activity 2

**Skill:** Speaking

**Topic:** Going to

**Time:**45

**Resources:** Cards

**Objective:** To talk about future plans using “going to”

**Vocabulary:** Weekend activities, weekdays activities.

**Instruction:**

### Step 1

- Previously watch a video

<https://youtu.be/juhyvurt6Jw>

### Step 2

- Introduce going to, the use, and the grammar structure.
- Write on the board some examples, such as I am going to study math tomorrow.  
I am going to visit my family.

### Step 3

- Later, provide some “going to” cards to each group so that the students can discuss among themselves.

What are you going to do after class?	What are you going to do tomorrow?	What are you going to do on Monday?
---------------------------------------	------------------------------------	-------------------------------------



Where are you going to travel on your next holiday?	What are you going to do tonight?	When are you going to do your math homework?
Are you going to go shopping tomorrow?	Where are you going to eat?	Are you going to play soccer tomorrow?

- Explain the way students should conduct the discussion as follows:

Assign letters to each student and explain the roles. (A, B, C, D)

**Student A:** Holds questions in a fan shape, and tells student B "take a card, any card you want."

**Student B:** Picks a card, reads the question, and allows 5 seconds for student C to think.

**Student C:** Answers the question.

**Student D:** Gives a perception or guidance to the answer.

Switch roles in a clockwise direction for each new round.

### Step 5

- Have students write a few sentences about "My plans to finish my English classes". Then ask them to tell a partner.

For example, I am going to finish my English Classes in two semesters. I am going to do my homework at night.....

## Talking chips



### **Description of the strategy:**

Talking chips ensure equal participation in discussion groups, avoiding the risk that only some students participate and contribute to the task. Since this strategy focuses on equitable participation from all the students, it encourages passive learners to speak confidently. Talking chips is useful for helping students participate and improve their communication skill.

# Activity 1

**Skill:** Speaking

**Topic:** Into the future

**Time:**45

**Resources:** Talking chips

**Objective:**

Students will talk about predictions.

Students identify and use the future tense will.

Students will take turns in a conversation.

**Vocabulary:** Vocabulary associated with the future.

**Instruction:**

## Step 1

- Ask the class to look at the picture and predict what they think the class topic will be about.



- Introduce “will”, the use, and the grammar structure.
- Write on the board some examples, such as: In 6 years, students will have laptops on their desks. In 6 years, students will have 3D printers.

## Step 2

- It's time to practice, ask the students to watch the video and say the missing word out loud.

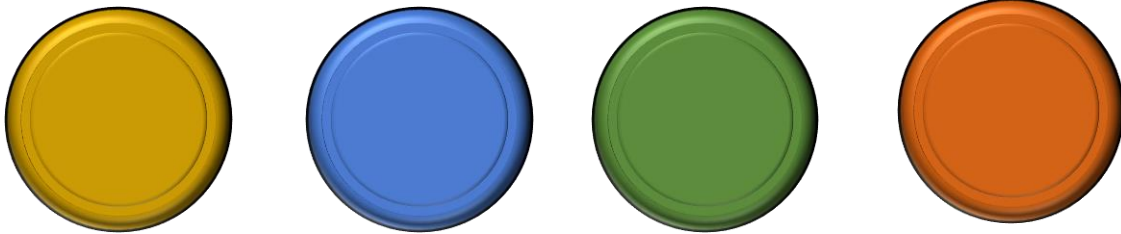
[https://www.youtube.com/watch?time\\_continue=136&v=Mg1NOCnb8zo&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=136&v=Mg1NOCnb8zo&feature=emb_logo)

### Step 3

- Provide students questions about the topic.

- ✚ What are the three most important inventions in your home? Why?
- ✚ What future inventions do you think we will see in the next 50 years?
- ✚ What will your computer do in the future?
- ✚ How do you think you will listen to music in the future?

- Divide students into groups of four students.
- Provide each group member with a different colored chip.



- Explain how students should conduct the following discussion.

1. Any student starts the discussion by placing a chip in the middle of the table. It is his or her turn to share their ideas for 5 minutes. Teammates cannot interfere and must listen. When he or she finished speaking. Another student will put his or her chip in the center of the table to add ideas.
2. When all the chips have been used, each student collects her/his chip.
3. Steps 1 and 2 are repeated for the next round of discussion or end the discussion if the lesson is complete.

### Step 4

- Ask the groups to create an invention on a sheet of paper, also tell them that they should present it to the rest of the class with its characteristics and advantages.

## Activity 2

**Skill:** Speaking

**Topic:** Past modals

**Time:**45

**Resources:** Talking chips

**Objective:**

Students will talk about deductions.

Students identify and use the past modals.

Students will take turns in a conversation.

**Vocabulary:** Modal verbs

### Instruction

#### Step 1

- Previously watch a video

<https://youtu.be/iWgZsme6WV0>

#### Step 2

- Introduce past modals, the use, and the grammar structure.
- Give some examples to students to be sure they understood. For example:

What may have happened with Princess Diana's accident?

The journalist may have caused her accident.

#### Step 3

- Provide students with questions about the topic and examples linking words for them to give more details.

namely, for instance, such as, as an example of, for example.

- ✚ What do you think your parents must have done in order to you to be successful in life ? *Possible answer:*They must have taught me to be responsible.For instance ....
- ✚ What do you think famous people might have done to succeed in life?
- ✚ What do you think your grandparents must have done in order to succeed in life?
- ✚ What do you think your teacher must have done in order to thrive in life?
- ✚ What do you think your teacher might have done to you learn math ?

- Divide students into groups of four students.
- Provide each group member with a different colored chip.



- Explain how students should conduct the following discussion.

1. Any student starts the discussion by placing a chip in the middle of the table. It is his or her turn to share their ideas for 5 minutes. Teammates cannot interfere and must listen. When he or she finished speaking. Another student will put his or her chip in the center of the table to add ideas.
2. When all the chips have been used, each student collects her/his chip.
3. Steps 1 and 2 are repeated for the next round of discussion or end the discussion if the lesson is complete.

#### Step 4

- In the same groups, have students prepare a slide presentation. Tell them to write some deductions from the following pictures.



Possible answers:

The dinosaur must have suffered.

The girl could have died.

- Encourage students to practice their presentations.
- Ask students to take turns presenting their presentations





## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Conclusions

- The results after applying a survey to students, and an interview with English teachers, it was found that, on the one hand, students have a low level of English in their ability to speak. In addition, affective factors that hinder oral production were evidenced. Hence, they do not develop a good level of speaking skills required to communicate in real contexts. They could not be considered to have good proficiency in English; on the other hand, the results show that the teaching activities base on speaking were rarely used and activities with cooperative learning approach were not used. Therefore, the teacher does not use adequate strategies that motivate and maximize student learning.
- Cooperative learning strategies that contribute to the improvement of the student's English-speaking skills were analyzed and the most effective were selected, such as talking chips, Jigsaw, Think pair share, Three-step interview, Numbered heads together, and Fan-N-Pick.
- Based on the analysis and selection of the most appropriate strategies linked to the needs of the sophomore students, a guidebook was designed which allows teachers to guide in their teaching process to improve students to speak English through interactive activities.
- The proposal was socialized with the English teachers from San Juan Diego high school. Teachers liked the idea that the proposal becomes a valuable extra resource that contributes to the teaching-learning, and hence students EFL speaking skill.

## 6.2 Recommendations

- Teachers should balance their English hours to promote students' speaking and foster a good speaking atmosphere for the teaching and learning processes in order to achieve students a successful performance in the English language.
- It is recommended to integrate the cooperative learning approach into the English class because it provides students with opportunities to practice the language in teams and strengthen the features of speaking. In this case, the research has compiled several strategies base on this approach which helps teachers have an effective way of teaching and students to break down affective barriers like low self-esteem, lack of motivation, and anxiety so that they can improve their speaking skills.
- Finally, it is highly recommended that teachers use the guidebook of cooperative learning strategies proposed as part of the research study. In this academic guidebook, objectives, the steps of the strategies to follow, and suggested resources are purposely stated to cover the needs of the sophomore students and improve their English-speaking skills. Nevertheless, this guidebook can be used at any level, the teachers can be adapted according to the needs and context of the students.

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## APPENDIXES

### APPENDIX 1-Permission paper “San Juan Diego” High School

**RED EDUCATIVA DIOCESANA**  
**UNIDAD EDUCATIVA “SAN JUAN DIEGO”**  
ORGANIZACIÓN YACUCALLE: CALLE PROPUESTA SEQUUNDO PERAFIEL 2-90 Y AV. RICARDO SÁNCHEZ  
IBARRA - ECUADOR

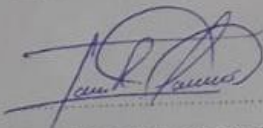
25 de Mayo de 2020


Dra. Lucía Yépez V MSc.  
Directora  
Instituto de Postgrado

Me permito informar a usted que el (la) señor(a): Daniela Lizeth Guevara Huera, con número de cédula 1003221932, estudiante del Programa de Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, ha sido aceptado (a) en esta institución para realizar su trabajo de grado. La Institución brindará las facilidades e información necesarias, así como garantiza la implementación de los resultados

Agradezco su atención.

Atentamente,

  
Rvdo. Padre Rolando Carrión  
Rector



## APPENDIX 2 - Students' Survey



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE POSGRADO



MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS  
MENCION EN INGLÉS

### ENCUESTA DIRIGIDA A ESTUDIANTES

**TEMA:** COOPERATIVE LEARNING STRATEGIES IN THE SPEAKING SKILL IMPROVEMENT FOR SOPHOMORE STUDENTS AT “SAN JUAN DIEGO” HIGH SCHOOL IN IBARRA DURING THE ACADEMIC YEAR 2020- 2021

**OBJETIVO:** Determinar estrategias efectivas de aprendizaje cooperativo en el mejoramiento de la habilidad del habla para estudiantes de primero de bachillerato del colegio “San Juan Diego”, en Ibarra, durante el año académico 2020-2021.

### DATOS DE IDENTIFICACIÓN

Curso: .....

Sexo: Masculino ( )      Femenino ( )

**INSTRUCCIÓN:** Lea las preguntas y marque con una (X) su respuesta

**1 ¿Qué opina de su habilidad para hablar inglés?**

Excelente ( )      Buena ( )      Insuficiente ( )

**2 ¿Puede responder a preguntas del profesor en inglés de forma espontánea?**

Siempre ( )      Algunas veces ( )      Nunca ( )

**3 ¿Puede entender las preguntas del profesor de inglés, pero usted prefiere responder en español?**

Siempre ( )      Algunas veces ( )      Nunca ( )

**4 ¿Su profesor de inglés le anima a aprender inglés?**

Siempre ( )                      Algunas veces ( )                      Nunca ( )

**5 ¿Su profesor de inglés realiza con más frecuencia actividades que se orientan a .....?**

Leer ( )                      Escribir ( )                      Escuchar ( )                      Hablar ( )

**6 ¿Cómo describe usted su clase de inglés?**

Divertida ( )                      Normal ( )                      Aburrida ( )

**7 ¿Cuál considera usted es la mejor forma de aprender inglés?**

Individualmente ( )                      En grupo ( )

**8 ¿Con qué frecuencia su profesor de inglés aplica actividades grupales?**

Siempre ( )                      Algunas veces ( )                      Nunca ( )

**9 ¿Qué actividades le gustaría a usted realizar en grupo?**

- Rompecabezas por equipos ( )
- Participación equitativa ( )
- Trabajo en equipo ( )
- Entrevista en tres pasos ( )
- Piensa, trabaja en pareja, comparte ( )
- Juego de cartas ( )
- Todas las anteriores ( )

**¡Muchas gracias por su tiempo y apoyo!**

## APPENDIX 3- Teachers' Interview



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE POSGRADO**



**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN EN INGLÉS**

### **INTERVIEW FOR EFL TEACHERS**

**TOPIC:** COOPERATIVE LEARNING STRATEGIES IN THE SPEAKING SKILL IMPROVEMENT FOR SOPHOMORE STUDENTS AT “SAN JUAN DIEGO” HIGH SCHOOL IN IBARRA DURING THE ACADEMIC YEAR 2020- 2021

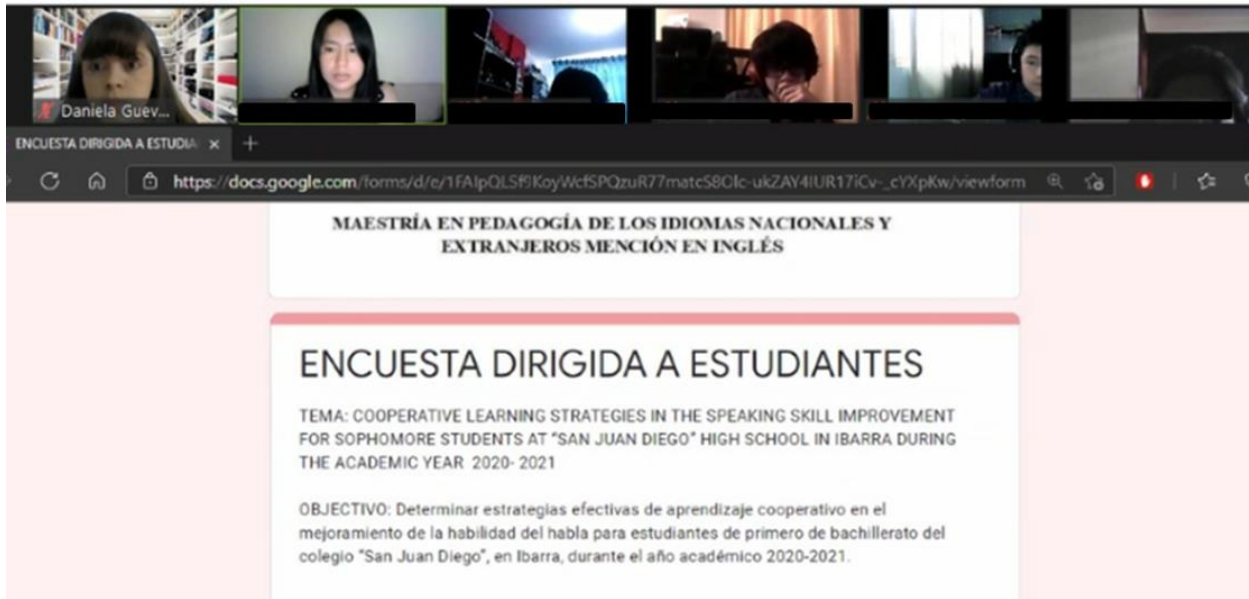
**OBJECTIVE:** To determine effective cooperative learning strategies in the speaking skill improvement for sophomore students at “San Juan Diego” High School, in Ibarra, during the academic year 2020-2021.

**INSTRUCTION:** Answer to the following questions with honesty.

- 1 What are the strategies you use to develop the speaking skill in your students?
- 2 How often do you have your students to work in groups?
- 3 How do you motivate your students to learn English?
- 4 Have you tried cooperative learning in the English classroom? If yes, what strategies from cooperative learning do you apply?
- 5 Which do you think are the cooperative learning benefits for the students?
- 6 Would you like a guidebook about cooperative learning strategies to use in your English classes? Why?

**Thank you very much for your time and support.**

## APPENDIX 4- Students' survey application evidence.



## APPENDIX 5-Certificate of socialization of the proposal



Ibarra, 12 de octubre del 2021

El suscrito Rev. P. Rolando Carrión Ortiz, en calidad de Rector de la  
Unidad Educativa "San Juan Diego".

### CERTIFICA:

Que la Lic. **Daniela Lizeth Guevara Huera** con número de cédula **100322193-2**, estudiante del programa de Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés socializó la propuesta con el tema "**GUIDEBOOK COOPERATIVE LEARNING STRATEGIES IN THE SPEAKING SKILL IMPROVEMENT**" con los docentes del Área de Inglés, como parte de su trabajo de grado titulado "**COOPERATIVE LEARNING STRATEGIES IN THE SPEAKING SKILL IMPROVEMENT FOR SOPHOMORE STUDENTS AT SAN JUAN DIEGO HIGH SCHOOL IN IBARRA DURING THE ACADEMIC YEAR 2020- 2021**", luego procedió a realizar la entrega de dicha propuesta al Área de Inglés. Acción que se llevó a cabo el día 12 de octubre del 2021.

Particular que informo, para los fines pertinentes.

Atentamente,

Rev. P. Rolando Carrión O.  
RECTOR U.E. SAN JUAN DIEGO



## APPENDIX 6-Socialization of the proposal with the English teachers

