UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- ESPECIALIDAD INGLÉS
INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA MODALIDAD PROYECTOS DE INVESTIGACIÓN

TEMA:

IMPROVEMENT OF ENGLISH SPEAKING SKILLS THROUGH COOPERATIVE LEARNING STRATEGIES IN JUNIOR STUDENTS AT VICTOR MANUEL GUZMÁN HIGH SCHOOL 2020-2021

Trabajo de titulación previo a la obtención del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés.

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas

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Ibarra -Febrero – 2022

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TÍTULO:	IMPROVEMENT OF ENGLISH SPEAKING SKILLS THROUGH COOPERATIVE LEARNING STRATEGIES IN JUNIOR STUDENTS AT "VICTOR MANUEL GUZMÁN" HIGH SCHOOL 2020-2021
AUTOR (ES):	Pilataxi Minda Jennifer Anabel
FECHA:	10/02/2022
SOLO PARA TRABAJOS DE ⁺GRADO	
PROGRAMA:	☒ PREGRADO ☐ POSGRADO
TITULO POR EL QUE OPTA:	Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros- Especialidad Inglés
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DEDICATION

I dedicate my achievement to my parents for being the fundamental pillar of my learning process and helping me in all my dreams that I have fulfilled thanks to them. I also dedicate my achievement to my boyfriend and my daughter, my engine, motivation, and strength to continue fighting and achieving more goals and be an example for my daughter.

GRATEFULNESS

I thank with immense gratitude to "Universidad Técnica Del Norte" for allowing me to study in its educational fields and training me professionally and personally.

I thank my university teachers for giving me their knowledge to practice in my future work life.

I thank my parents for their sentimental and economic support, my boyfriend and my daughter, my little family for their emotional support. Likewise, I thank my sister Liliana for her sentimental support.

Finally, I thank my dear friends, Dayana, Alex, Patricio, who supported me with their voices of encouragement and motivation.

RESUMEN

El proyecto planteado tiene como principal objetivo mejorar la destreza de hablar en los estudiantes de segundo de bachillerato mediante el diseño de una guía con estrategias cooperativas. La guía se enfoca en actividades orales que ayuden a los estudiantes a hablar en inglés teniendo en cuenta los módulos del Ministerio de Educación integrados con las estrategias cooperativas adecuadas para la destreza de hablar. Además en este proyecto se determinó el método cuantitativo y cualitativo que ayudaron en la recolección, análisis, e ilustración de datos para dar solución al problema. En base a la información recopilada, se determinó algunos factores afectivos y académicos que afectan en el desarrollo de la lengua extranjera, tales como la falta de motivación por aprender el lenguaje y la repetición de actividades en la clase. Así como también, el limite de tiempo establecido para las clases de inglés que no traía beneficio en el aprendizaje del lenguaje.Esto se debe a que el tiempo establecido es de cuarenta y cinco minutos y no es suficiente para que los estudiantes practiquen el idioma, por lo que existe un uso bajo del idioma inglés. Para desarrollar la propuesta se tuvo que seguir un proceso determinado, primero determinar el problema de investigación, luego buscar información especifica para el tema planteado y finalmente sintetizar la información para dar solución al problema. Por esta razón, la idea principal de la guía es el desarrollo de la habilidad oral que permite a los estudiantes aprender a hablar inglés mediante el enfoque cooperativo. Finalmente, se describe a las estrategias cooperativas como una herramienta útil para el desarrollo de la destreza de hablar debido a que los estudiantes sienten una mayor autoconfianza hablando en inglés mediante el aprendizaje cooperativo.

Palabras clave: destreza de hablar, aprendizaje cooperativo, estrategias cooperativas.

ABSTRACT

The project's main objective is to develop speaking skills in junior students through a guide with cooperative strategies. The guide focuses on oral activities that allow students to talk in English, taking into account the modules of the Ministry of Education integrated with appropriate cooperative strategies for speaking skills. In addition, this project determined the quantitative and qualitative methods that helped collect, analyze, and illustrate data to solve the problem. Based on the information gathered, some affective and academic factors that affect foreign language development were determined, such as the lack of motivation to learn the language and the repetition of activities in class. Also, the time limit established for English classes did not benefit language learning. The established time is forty-five minutes, and it is not enough for the students to practice the language, so there is minimum use of the English language. For developing the proposal, a specific process had to be followed, first determining the research problem, then searching for detailed information for the proposed topic, and finally synthesizing the information to solve the problem. For this reason, the main objective of the guide is to develop speaking skills that allow students to learn to speak English through the cooperative approach. Finally, it describes the cooperative strategies as a helpful tool to build speaking skills because the students feel high self-confidence talking in English through cooperative learning.

Keywords: speaking skill, cooperative learning, cooperative strategies.

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ACRONYMS

CLL: Community Language Learning

CLT: Communicative Language Learning

TBLT: Task-Based Language Teaching

CLL: Cooperative Language Learning

CEFR: Common European Framework of Reference for Languages

INTRODUCTION

Motivation for study

Learning to speak in the target language is an evident problem in the educational system. It is because teachers do not get out of the daily routine; they only use the book of the Ministry of Education as a learning tool and create activities that are sometimes repetitive. For this reason, students lose interest in speaking English and have no motivation to learn the language because teachers do not look for new strategies to help language development.

For this reason, the design of this project focused on the primary objective of developing speaking skills through cooperative learning. This project is based on the experience of pre-professional practices in the educational institution. One of the main problems was that the students were not motivated to learn the language. Therefore, this guide is an excellent option to help students develop speaking skills through the cooperative approach.

Problem description

Speaking English has always been an obstacle for students. Students are embarrassed to speak English for fear of making mistakes or being judged by their classmates. Another factor that plays a role in this problem is the lack of exposure to the language; students limit themselves to using English, i.e., they only speak the language when they are in English class. The rest of the day, they use their native language.

This problem proves to be a significant drawback because students do not practice the language entirely. It hinders students in their learning process because if students do not take the initiative to speak in English, their time will not help them in their performance. Therefore, students should practice the language regardless of class time and encourage them to speak English.

Moreover, the repetition of activities results in low interest in speaking English. Students feel tired from doing the same routine activity as the teacher. Therefore, it is essential to implement new strategies to develop speaking skills. As it is known, speaking is a productive skill, which is, it is necessary to interact and communicate with another person to improve the language.

For this reason, it is essential to apply this guide that will help students improve their speaking skills through cooperative learning strategies with their respective activities based on the topics defined by the Ministry of Education focusing on cooperative learning. This project will carry out at the Victor Manuel Guzman School 2020-2021.

For this reason, students must learn to speak in the target language because speaking is a vital skill for language development, i.e., students must practice the language to learn to interact with others. Therefore, students must use the language to improve their language skills to communicate better in the future.

Justification

This project is significant because it aims to help students improve their speaking skills through cooperative learning. Students will have new strategies that will allow them to practice the language in a group way. Therefore, they express their ideas and thoughts in English by interacting with their classmates.

Speaking is a complex skill that requires language practice; students are exposed to the language and are interested in learning and using it. Therefore, it is vital to implement new ways of teaching language, such as cooperative learning that helps students develop language in a peer-to-peer environment.

Moreover, students have greater self-confidence with their classmates, i.e., if they have any concerns, they help each other and improve their speaking skills. In some cases, students who do not know a phrase they want to say in English ask their classmates who have a little more knowledge of the language. Therefore, cooperative learning is a fundamental factor in English speaking.

Objectives

    General Objective

- Apply Cooperative Learning Strategies to junior students at Victor Manuel Guzman High School 2020-2021.

    Specific objectives

- Determine Cooperative Learning Strategies used by the teachers at "Victor Manuel Guzmán" High School.
- Analyze Cooperative Learning Strategies to develop English Speaking Skills in junior students.
- Design a guide with Cooperative Learning Strategies focused on developing speaking skills in junior students.

THEORETICAL FRAMEWORK

1.1. Language learning Theories

Language learning is an essential process in the life cycle of people to obtain communication with the people around them. Thus, people learn to interact with other people by putting their language into practice and thus express ideas, feelings, and critical thoughts (Oliveira, 2016).

As explained above, language learning is an essential factor that promotes people's interaction to develop language from their childhood and produce communication with contributions of criteria and thoughts of the people immersed in the dialogue.

> Olivera (2016) mentions that children at an early age develop informal language, which means they use language to convey a message without regard to the structure and rules of the language. After a while, children associate language in a specific and structured way to share a message with another person.

As explained above, children begin to use language to communicate a message in a primary way that does not integrate structural and grammatical contexts. However, as children learn the structures of the language, they blend and use them in their language development to have a well-structured interaction.

Learning a language involves being exposed to the language in oral and written form. Some theories help in language learning to develop and encourage interaction between people. They are Behaviorism, Universal Grammar, and Krashen's Theory.

1.1.1. Behaviorism

John Watson created behaviorist theory in 1995. It reflects learning through the behavior and actions of people observed in the educational process with various elements, such as imitation, practice, and reinforcement associated with stimulus and response (Budiman, 2017).

As explained above, behavioral theory defines that people's behavior and actions are closely related to the learning process through imitation and practice integrated with stimulus-response.

Budiman (2017) mentions that imitation is associated with entertainment in which the desired behavior becomes a habit. Desired behavior acquires positive reinforcement, and undesired behavior acquires negative reinforcement. Students who have acceptable behavior will obtain a positive result in learning. On the other side, students with a bad attitude will negatively affect their learning process.

As explained above, the learning acquired by the students is reflected in the behavior passively. Therefore, the teacher must stimulate students to develop new knowledge positively to generate a positive response in their learning process.

1.1.2. Universal Grammar

Universal Grammar is a linguistic theory created by Noam Chomsky. It is based on the learning of human languages as a conceptual basis in developing each person's speech from their mother tongue quickly and precisely. Learning of grammar is intertwined with the human brain from birth independently with language; that is, grammar is the fundamental basis for acquiring the development of people's knowledge of the language (Dabrowska, 2015).

As mentioned above, this theory is based on grammar development from childhood by referring to their mother tongue with an abstract language background. This procedure is independent since grammar and the brain are closely related to learning grammar as a fundamental factor in language development, thus acquiring the grammar learned.

> Dabrowska (2015) states that languages, in most cases, have some similarities in grammatical laws, for example, the formation of questions and answers based on people's criteria and the identification of the present and past events that occurred in the person's life. It results in language production by using the basic grammar rules used by people to produce the mother tongue. Thus, people adapt the rules that determine their environment and put them into practice in the language to learn in the best way.

As mentioned above, this theory states that the grammatical rules of most languages have a similarity of structure in the formulation of questions and answers generated by the convenience of individuals. This procedure causes language production using the grammatical rules focused on their mother tongue to improve their second language.

1.1.3. Krashen's Theory

Stephen Krashen was the linguist who developed the hypotheses for second language acquisition. It divides the theories into five types: Input hypothesis, Acquisition Learning hypothesis, The Monitor hypothesis, Natural Order hypothesis, and Affective Filter hypothesis. These hypotheses are the principal basis of comprehensible input for learners exposed to a foreign language (Ricardo E, 2019).

Ricardo E (2019) explains some arguments for each hypothesis mentioned above:

1.1.3.1. Input hypothesis
The input hypothesis focuses on acquiring a foreign language and the mode in which acquisition occurs. This hypothesis mentions that the learner develops language progress

through the second language input from an unfamiliar person. A primary factor in language acquisition is comprehensible input, which refers to the natural order hypothesis, acquiring and developing language passively. The learner understands language and learns to use it.

1.1.3.2. Acquisition learning hypothesis

Acquisition learning theory is the most prestigious in Krashen's theories. It is because of its particular popularity in linguistics and language teachers. This theory holds to two fundamentals of foreign language performance which are:

- The acquired system refers to the subconscious attainment of the language in a meaningful way.
- The learned system refers to conscious language acquisition through active and formative language learning.

1.1.3.3. Monitor hypothesis

The monitor hypothesis states that the learner's learned system functions as a monitor based on their learning production. Thus, this theory is applied to test learned grammar as a speech function. The monitor focuses on planning, editing, and condition function with the following variables:

- The available time of the students.
- Correctness is a primary focus of the student
- Knowledge of the standard

The student analyzes him or herself using the system learned to make corrections, a self-correction of the student's monitor to reaffirm the description. Furthermore, this theory states that it is an initial process in which adults act more quickly than children because they use the monitor when producing foreign language basics before achieving foreign language speaking skills.

1.1.3.4. Natural order hypothesis

The natural order hypothesis explains that learners acquire a language with order similarity. Some grammatical rules are easy to reach and thus make them function faster in language use. Therefore, students must learn specific grammatical rules more carefully to catch them in the language.

1.1.3.5. Affective filter hypothesis

The affective filter hypothesis states that affective qualities are a basis for language acquisition, such as motivation, valuing, and self-confidence. On the contrary, lack of motivation and self-esteem reflects a comprehensible blocking input that does not allow language acquisition. Therefore, the teacher must demonstrate a positive affect for students to feel confident and acquire the language meaningfully.

1.1.4. Cognitive theory

Cognitive theory focuses on people's mental processes, the way they think and process information. Learners use cognitive thinking with external and internal factors; for example, learning becomes a positive advancement when the learner and their cognitive process are actively functioning. However, when the learner's mental process is not actively working, there can be complications in learning (WESTERN GOVERNORS UNIVERSITY, 2020).

As argued above, this theory directly links with the person's mental processes, i.e., the individual represents his learning through an information process. In addition, students integrate their internal and external factors into their critical thinking. For example, when the students use the positive cognitive function, they learn effectively. Still, when the students don't use the mental process in its totality, they generate a variety of difficulties in learning.

WESTERN GOVERNORS UNIVERSITY(2020) states that it divides the cognitive theory into two theories which are social cognitive theory and cognitive-behavioral theory,

1.1.4.1. Social cognitive theory

This theory argues that learning occurs in a social environment where people intervene with their environment and behavior associated with society to obtain knowledge. For example, social interaction and behavior with the community determine their learning. In some instances, a teacher tends to help students have proper learning behavior, i.e., the teacher gives instructions to the students, and they comply with them right away. At the end of the class, the teacher rewards the students who had positive behavior in class and motivates the rest to acquire the virtuous behavior.

1.1.4.2. Cognitive-behavioral theory

This theory focuses on the way people think, feel and behave, closely connected to learning. Thus, people's thinking reflects the behaviors and feelings entrenched in education. In addition, the cognitive-behavioral theory is highly related to social cognitive theory because social cognitive theory expresses how thoughts impact the knowledge process, and the cognitive-behavioral theory explains the effects of learning.

1.2. Communicative Competence

Hymes introduced the communicative competence assimilated of Chomsky's dichotomy of linguistic competence and linguistic performance. It focuses on people interested or needing to interact with another person. Communicative competence refers to applying the language into society to allow people to communicate with the rest of the individuals around the world (Tarvin, 2015).

As argued above, communicative competence is the ability to speak culturally and socially in which the individual interacts fluently and accurately. In addition, communicative

competence focuses on the interest and needs of people who wish to communicate with others in their environment.

Communicative competence is closely related to the teaching theory that implies the improvement of language proficiency through interactions in meaningful contexts. It means that students can understand and use the language in the educational fields. For example, the students who interact with their classmates and teachers will have the opportunity to learn English. As a result, students will reflect communicative competence positively in the interaction as a language potential (Hapsari & Wirawan, 2018).

As explained above, communicative competence is implied in language teaching theory for integrated development of communication by referring to interactions and their meaningful contexts. Students must interact with their peers in the educational environment to generate a communicative competence and communicate with their close people using the foreign language to create a language potential that provides an ethical and cultural interaction. It is vital to use the language and develop communicative competence practicing it. It implies the learning process of the language in which the participants must improve their communicative competence to speak in English.

Armotis (2016) mentions four components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence.

Linguistic competence is the knowledge of the language code, the conventions of written representation, grammar involved with phonetics, the correct pronunciations of each word, formation of words that engaged with morphology, and how to combine the words and the structure of them and all of them integrated with the language.

Sociocultural competence is the knowledge of sociocultural rules of use. It refers to the proper use of the language in a specific place. For example, the cultures and costumes of any city and the sites' policies have different attitudes and values for their language and expressions.

Discourse competence produces and comprehends oral and written texts with the respective skills. For example, oral text involves listening and speaking skills, and written text engages in reading and writing skills. Those texts combine structures and formulation to give a chronological order and create different conversations, such as discussions, speeches, and dialogues.

Strategic competence is the ability to recognize and repair communication when people are in a conversation; people tend to confuse some words because they aren't sure about what they are telling, or they made some mistakes. For this reason, strategic competence helps people improve their language using repetition, clarification, gestures, and body movements in a conversation.

The components of communicative competence mentioned above are essential in the foreign language learning process because all of the factors are immersed and have to be practiced in language development to increase the knowledge of the language. People can practice and advance daily using the rules with the respective use (Armostis, 2016).

1.3. Oral Communicative Competence

Oral communicative competence is the ability to interact positively and effectively with another person in a specific time and language. It is a form of thought expression to provide feedback and the development of linguistic competence. Linguistic competence is based on the use and development of language as an essential factor of communication through the understanding and interpretation of reality (Mayo & Barrioluengo, 2017).

As explained above, oral communicative competence is the participation and interaction of two or more people in an effective way to develop a specific language linked to verbal expression. It gives way to linguistic competence focused on understanding and presenting the reality that produces the development of oral competence.

Bygates (1991, as cited in Bañuelos, 2014) states that oral communicative competence is the ability to formulate and develop complex sentences implemented when speaking and thus contribute ideas and criteria to a meaningful conversation between two or more people.

As explained above, oral communicative competence is the ability to formulate clear and structured sentences in the development of a conversation involving two or more individuals who share ideas and thoughts to contribute to the dialogue in the production of oral competence.

Ashman & Snow (2019) defines oral communicative competence as the ability to understand the language spoken by the individual and the expression of response by others depending on the situation of the conversation.

As the authors mentioned above, oral communicative competence is the ability to understand and express formal verbal language. People interact and express their judgment in conversation depending on the context.

> Barber (2016) mentions that students must be experts in expressing and interpreting language verbally with people around them, such as teachers, peers, and authorities. Also, it is vital to have a good articulation of the message communicated to others ethically and formally. The conversation is clear and coherent in expressing the ideas and thoughts of the individuals participating in the dialogue.

As explained above, students must appreciate the language in which they will express their criteria and thoughts verbally to the rest of the people around them in their environment. In addition, students must have good articulation and cohesion of the language they will express to the rest of the people to obtain a clear dialogue between the people who will participate in the conversation.

1.3.1. What does Oral Communicative Competence Involves

Oral communicative competence involves the development of verbal expression, which is closely related to speaking skills, which is an essential basis in the development of oral competence to produce communication. The main factors of oral competence mean and comprehension of information. Therefore, acquiring oral communicative competence involves learning the language in a verbal form where people develop their language naturally to improve their speech in the language (Jasno, 2016).

As argued above, speaking skills infers the development of oral competence, whose objective is the achievement of communication through verbal expression that involves the use of language verbally for the presentation and understanding of information to be transmitted by the people involved in the conversation. In this way, people acquire oral competence to interact quickly and effectively with other individuals.

> Jasno (2016) mentions that oral competence involves speaking skills integrated into people in natural form. It refers to people developing their competence use of language and expressing their thoughts clearly and directly the interpretation of the message they are going to transmit to the rest of the people depending on the context in which the conversation takes place.

As stated above, communicative competence frames the use of language through the skill of speaking; therefore, individuals use language verbally to express their criteria with the people around them and do so naturally. In addition, their contributions in the conversation are clear and coherent, allowing the senders to develop their oral communicative competence through speaking skills.

> Gómez (2018) mentions that oral communicative competence is based on language knowledge and people's ability to use it. The acquisition of competence is developed through the experience of social, ethical, and cultural interaction through communication. In addition, speaking skill is integrated into this competence because it uses language in all its splendor, knowing how and when to use it according to the context and expressing it clearly.

As argued above, oral communicative competence fits with speaking skills as the communication engine that allows speakers to use language transparently. They provide their opinions and criteria based on their context in the dialogue. In addition, speaking skill is the primary factor of oral communicative competence in which verbal expression develops a good use of language.

1.3.1.1. Speaking Skill

Speaking skill is considered the potential of communication. It develops a process of producing and expressing information through interaction between two or more people that integrate a communication about the social or cultural context (Leong & Ahmadi, 2017).

As mentioned above, speaking skill is a vital factor in communication because it covers the production of interaction between people through the expression of thoughts and criteria in a verbal form presented in conversation according to the context of the speaker's ideas.

Leong & Ahmadi (2018) state speaking is an interactive skill that allows speakers to be integrated into a conversation and to interpret and argue their opinions. In addition, speakers implement some critical factors in the development of communication, for example, pronunciation, fluency, coherence, and understanding of the language to share their arguments with the rest of the people and develop the language clearly on an excellent performance of the receivers.

As explained above, speaking is the communicative skill of the people participating in a dialogue, i.e., this skill allows senders to transmit a message verbally to the people who are participating in the conversation and receive a response from the receivers, as a result, keep the dialogue active with precision and coherence.

Barrionuevo, Vanegas, & Otavalo (2020) mention that speaking is a skill that allows sharing thoughts and produce communication. This skill is sometimes tricky for people who acquire a new language because it is more than just saying words. Speakers must have a good structure and coherence of the message they will express, and the receivers understand and comprehend what they want to communicate.

As mentioned above, speaking skill is the ability of individuals to contribute to the communication and development of the language. Therefore, people must be experts in the language they will use, such as adapting a correct structure and precisely organizing the ideas they will express to other people. The information transmitted to the receivers is clear, and understand the speakers' message.

Torky (2017) defines three aspects of speaking skills:

- Speaking is face to face: Most of the time, people communicate face to face for a better understanding of the context of the dialogue with comprehension and expression of language. In addition, it is essential to use gestures, body movements, and facial expressions to facilitate the conversation in an appropriate manner in which the speakers are present.
- Speaking is interactive: It is crucial to make an interactive conversation to participate in a relevant and exciting discussion according to the individuals' interests and the things they like the most. If people are focused on it, they increase their interaction and don't feel stressed or worried about their talking into the discussion, and they can focus on the conversation.
- Speaking happens in real-time: People practice their vocabulary and knowledge about the language when speaking happens in real-time. For example, people must be exposed to the language in real-time to facilitate their oral production. As a result,

people express their opinions, points of view, and feelings that they pretend to discuss with another individual in the conversation adequately.

As mentioned above, these three aspects of speaking skills are essential in language development because people must interact in a playful way to present their criteria and contribute to the dialogue. In addition, individuals learn better the use of language through practice, i.e., being exposed to the discussion in real-time and face to face to create an environment of communication in which individuals use gestures and body movements for the recipients to understand the message and facilitate communication between them.

> Rao (2019) mentions that speaking skill is a fundamental ability for people who want to learn a foreign language for having better job opportunities, interviews, and trips. Nowadays, everything is closely related to speaking skills. For example, in a job interview, the person who knows how to use the language correctly has a more significant advantage in oral expression that allows them to convince the company's bosses that they are the right person to perform the job. Speaking skills also allow famous speakers to express their critical thinking to the rest of the people who love to pay attention to them because of the potential for interaction and interest they state in each of their conferences.

As explained above, speaking ability greatly influences the labor, educational, social, and cultural ranges because it allows people to obtain new life opportunities. In addition, speaking in English in a foreign language frames the attention of people who wish to communicate, travel, and study in different parts of the world. They must understand and learn the language to interact with the people who will be close to them in this process and thus make use of the language to establish a work and social environment.

1.3.1.2. Components of Speaking Skill

According to Miranda (2018), second language learning reflects five critical components influencing people to speak well and master the language. These components are comprehension, grammar, vocabulary, pronunciation, and fluency.

Table 1

Components of Speaking Skill

Comprehension	Grammar	Vocabulary	Pronunciation	Fluency
Comprehension is the component in charge of processing and understanding the language transmitted by	Grammar is vital in the second language learning process because it	Vocabulary is fundamental to speaking because it allows speakers to interact with people	Pronunciation describes how other individuals understand the person to use the correct	Fluency allows speakers to feel free and confident in their spoken language. Speakers who

the speaker to give a clear answer.	improves verbal and written language expression and proficiency.	intellectually. In addition, speakers can deepen their language by reading books, magazines, or English stories and looking for new vocabulary to associate and use in their conversations.	intonation of sentences and produce clear dialogue.	can speak for a long time are fluent and don't get lost in the conversation.

Note: Taken from Miranda (2018)

1.3.1.3. Teaching Speaking

Teaching to speak a foreign language is a complex learning process that clearly and coherently promotes students' communication in the second language, which helps in their professional and social future. Therefore, teachers must teach their students the language through oral expression. To develop their vocabulary through interaction with their classmates and not just memorizing phrases (Kayi, 2017).

As explained above, teaching a second language is a primary process in which students practice the tongue to produce communication. They use language verbally, which contributes to interacting with other students and expressing their ideas and thoughts. Therefore, students learn the language as they speak, express themselves to the people around them, and develop their speaking skills without memorization.

Teaching speaking skills of a foreign language involves the student's oral expression and the role of the teacher in the use of the language through activities of interest to the students. And with the vocabulary they know, they can interact well with their classmates and learn new phrases to acquire more language vocabulary to use in the next activity or conversation (Kayi, 2017).

As stated above, teaching a second language is focused on the student's active participation in expressing their ideas and criteria in the foreign language with their classmates. Students develop their speaking skills by transmitting messages verbally, especially if they are topics of interest, and promote speaking with the rest of the students.

Hussain (2018) defines some principles for teaching speaking skills:

- Promote students' participation and interest in speaking in the second language initially, without waiting for the teacher to give them vocabulary, words, or sentences.
- Tolerate students when students copy the same sentence from their classmates and repeat it.
- Be patient with students who cannot express their ideas clearly and help them with phrases they want to mention in their participation.
- Socialize new expressions with students and interpret them in different situations or actions that they like.
- Create workgroups and supervise each of the students to correct the active students and promote participation to the passive students.
- Help the students when they want to know a new word and use it with their classmates so that they all hear it and acquire new vocabulary to put into practice.
- Do not interrupt students when they are talking and make a mistake because it discourages them and does not produce continuous fluency due to this disruption.

Based on the principles mentioned above, teaching speaking skills in a foreign language should begin with the participation of the students with topics of their interest, and they develop their speaking skills little by little with the vocabulary that they know. The teacher helps in language development through speaking activities that promote the use of the language.

Hussain (2018) describes some oral activities to encourage language development, correct verbal expression, and interaction with people: dialogue, discussion, role-play, simulation, information gap, brainstorming, storytelling, interviews, story completion, and picture narrating picture describing, and find the difference.

- Dialogue

 This classroom technique encourages students to practice the language with their classmates and express language functions such as: greeting, asking for information, making agreements and suggestions.

- Discussion

 This activity helps students develop critical thinking and decision-making skills, respect their classmates' criteria and argue with other ideas or opinions to contribute to the discussion, and use language as much as possible.

- Roleplay

 This technique is considered one of the most popular techniques used in the classroom. Students should think of themselves as being in various situations and play multiple roles to participate as much as possible. The teacher gives the information to the students that they will use in the role play, such as who they are, where they are from, and what

characters represent. Therefore, the teachers call the students and tell them to play the role of the character they explained, and the students must relate the information.

- Simulation

The simulation is similar to role-playing, but with the difference that the simulation is more realistic and elaborate; for example, if the students play the role of a singer, they must use a microphone. The students will feel enthusiastic and confident to develop their oral expression.

- Information gap

For this activity, it is necessary to work in pairs. Students have different information about a character on a piece of paper, and they have to share it with their partners. This activity promotes problem-solving, and students must complete all the information in the gap to finish the action, which is why this activity promotes speaking skills through the participation of the game members.

- Brainstorming

Brainstorming encourages student participation in a limited time frame that generates ideas production freely and quickly. Each idea is an essential factor in sharing phrases and words according to the given context.

- Storytelling

This activity allows students to retell tales, stories, and novels they have heard from others or create their own stories and tell their classmates. It promotes the students' creativity who will use their imagination to create the scenery for their presentation and feel free to express themselves.

- Interviews

Interviews help students to develop speaking skills and learn to socialize with people. The teacher needs to give the students a rubric to know how to do the question bank and ask them, but students should formulate their questions. After the interview, students can share the information with the rest of the classmates and use their oral expressions for the discussion.

- Story Completion

The teachers tell to the students, they have to read a book or listen to the news and do an argument about it. When they come to the class, they must have an argument or opinion to express with their classmates at the end of the task, they can say about events that happened to them in the past day and tell them.

- Picture Narrating

For this activity, it is necessary to have sequential images that encourage students to create a story based on the pictures. In addition, the teacher will provide a rubric that mentions some suggestions on how to tell the story and, in some cases, new vocabulary.

- Picture describing

In this activity, it is necessary to form workgroups, and each group has a different image to describe it. Each member mentions something of the picture, and one of them must go to the front of the class and narrate the events of their classmates. Thus, students develop their public speaking skills and use their imagination and creativity to express their stories.

- Find the difference

Students work in pairs, and the teacher gives them a different picture each, for example, a picture of a conventional telephone and a picture of a cell phone. The pair must look for similarities and differences in each image and tell their partner.

As stated above, teaching a second language is very important because it leads to students' professional and cultural success. Therefore, the activities described above help in language development actively and productively to allow students to express their ideas, thoughts, and arguments in a fun way to obtain meaningful learning.

1.3.1.4. Classroom Practice

According to Goh & Burns (2012), there are seven stages for teaching speaking. This model presents some factors that teachers can use to help students in the language learning process:

- Use a wide range of core speaking skills
- Develop fluency in expression of meaning
- Use grammar flexibly to produce a wide range of utterances that can express meaning precisely
- Use appropriate vocabulary and accurate language forms relevant to their speaking needs
- Understand and use social and linguistic conventions of speech for various contexts
- Employ appropriate oral communication and discourse strategies
- Increase awareness of genre and genre structures
- Manage and self-regulate their own speaking development
  (Goh & Burns, 2012, pp. 151-152)
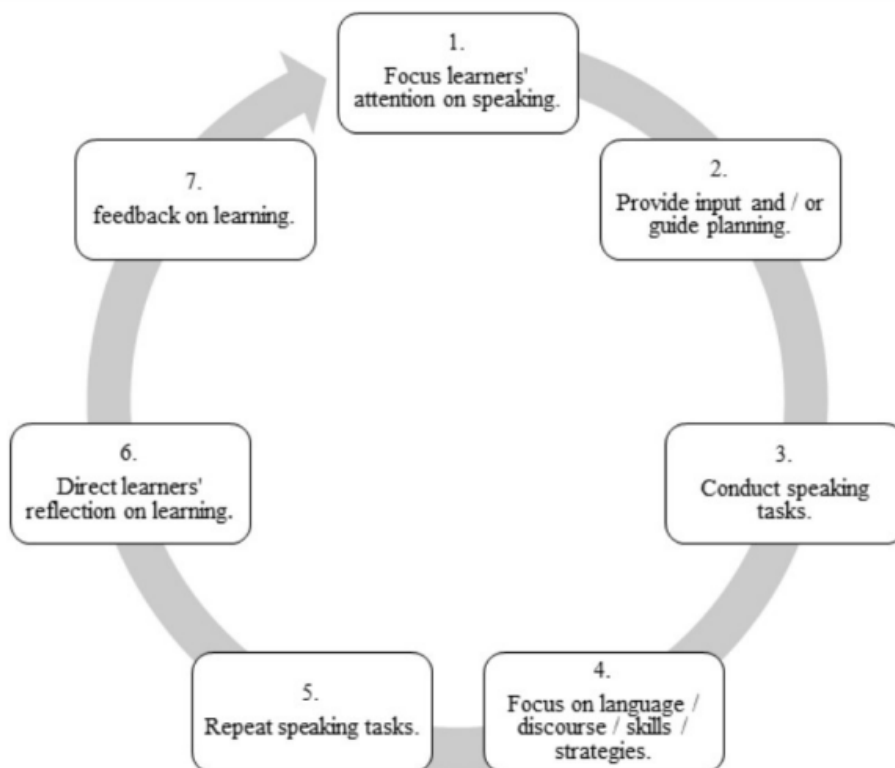
Figure 1

Teaching Speaking Cycle (p.153)

1.4.   Common European Framework of Reference (CEFR)

The Common European Framework of Reference for Languages refers to the language policies that determine the level of students in foreign language learning with the specific activities and strategies derived from each student's group. There are six levels A1, A2, B1, B2, C1, C2, which vary according to the student's skill wishes to focus on it. The Ministry of Education states that Junior students should achieve B1.1. Based on the level explained in

the Common European Framework of Reference (CEFR), students should express their ideas clearly and coherently to be understood by their classmates and present relevant points of the stated topic (Common European Framework of Reference for Languages, 2018).

Figure 2

L2 Learning Standards for High School in Ecuador

Taken from: Ecuador Ministry of Education

In the case of the speaking skill, which is a productive skill, two fundamental factors are derived: spoken production and spoken interaction. Therefore, below are the descriptors related to spoken production focus on the level in junior students from high school.

1.4.1. Spoken Production

Spoken production is the intervention or expression of ideas and critical thinking to one or more people in which the individual provides information to the speaking audience. Oral production involves two fundamental elements in production: speaking and listening, which allow the people involved in the conversation to respond and understand the other person's information, in addition to listening to the data to produce the language (Ramírez & Artunduaga, 2017).

As explained above, oral production is the active participation of individuals in providing new information to recipients. For the development of oral production, it is crucial to establish the ability to speak and listen for the understanding and contribution of the dialogue. The receivers must listen to the speaker to produce the oral expression with their thoughts and criteria.

1.4.1.1. Spoken Production Activities

To continue, the Common European Framework of Reference mentions production activities levels focused on oral production. The following table describes the junior students' level from high school according to the Ministry of Education B1.

Table 2

Descriptors of Spoken Production Activities

Description of Overall Spoken Production	Can support a reasonably fluent description of a topic of interest that involves presenting it with an order generated through the critical points with its importance.
Description of Sustained Monologue: Describing Experience	Can express simple descriptions about a topic of interest to them to narrate an argument with reasonable fluency. Also, provide accounts of experiences integrated with feelings and reactions. Can express reactions and emotions about a book or movie they have seen or read and narrate a story about actual or fictitious stories.
Description of Sustained Monologue: Giving Information	Can formulate main ideas about a problem, describe and detail activities to follow. In addition, they express clear and direct information to indicate or mention a problem and give instructions prepared in advance
Description of Sustained Monologue: Putting a Case	Can express their ambitions, opinions, and life plans.
Description of Public Announcements	Can contribute in elementary descriptions that are contexts of everyday life, and their intonation and fluency are sometimes not understandable to the listener, but they try to communicate the language.
Description of Addressing Audiences	Can contribute to a conversation similar to their interest, contribute to the discussion with elementary arguments, and maintain the conversation without difficulty in a

	precise manner. In addition, sometimes, a repetition of the question posed in the chat is necessary to answer.

Note: Taken from Common European Framework of Reference for Languages (2018)

1.4.1.2. Spoken Production Strategies

Likewise, the Common European Framework of Reference describes production strategies levels for oral production.

Table 3

Descriptors of Spoken Production Strategies

Descriptor of Planning	Can try out combinations and expressions that encourage feedback. They express criteria and main ideas using resources available in their environment.
Descriptor of Compensating	Can express features of a particular item or object that you want to describe when you forget the word. They use synonyms of the words or phrases they wish to express, not correcting.
Descriptor of Monitoring and Repair	Can correct their errors and explain their arguments to interlocutors who need a repetition of information to confirm that the data is understood.

Note: Taken from Common European Framework of Reference for Languages (2018)

1.4.2. Spoken Interaction

Oral interaction is based on language use in which communication is involved as a fundamental oral act. It also allows the ability to exchange information through a conversation in which a person can initiate a conversation, contribute with thoughts and end the conversation in a concrete way. It focuses on the transmission of information directly, which involves language development and active listening (van Batenburg et al., 2019).

As stated above, oral interaction is the ability to communicate information through speech. People are in charge of initiating and finalizing an interaction in which listening and speaking

skills are involved for language development. Interaction generates the contribution of thoughts and ideas of the people involved in the conversation.

1.4.2.1. Spoken Interaction Activities

Common European Framework of Reference shows interaction activities levels based on spoken interaction. Below, the table describes the junior students' level from high school according to the Ministry of Education B1.

Table 4

Descriptors of Spoken Interaction Activities

Description of Overall Spoken Interaction	Can communicate their thoughts and criteria on topics of their interest and educational contexts. Tends to convey and exchange information about a routine problem and focuses more on abstract details from books and journals to give their argument. Can generate an essential dialogue in certain momentary circumstances, for example, on a trip when you start talking to another person about personal information, the family likes and dislikes.
Description of Understanding An Interlocutor	Can generate and continue with a conversation about routine topics. On certain occasions, they tend to need the repetition of some phrases or words.
Description of Conversation	Can participate in a conversation about general topics Sometimes, they need to repeat phrases or words to continue the dialogue. They like to express their criteria about some qualitative feelings, such as joyfulness, sadness, and love.
Description of Informal Discussion (with friends)	Can generate ideas and thoughts about general topics in which interlocutors should avoid a well-structured use of language and have a good articulation of information with ease. In addition, they can express arguments of opinion about cultural contexts giving their points of view to generate a solution to a problem or give alternative solutions.
Description of Formal Discussion (meetings)	Can comment on topics of interest, generating points of view in the conversation. However, they have some difficulty intervening in a speech; therefore, speakers must be clear and direct for a good understanding. In addition, speakers have to use simple language and sometimes repeat information to elicit a response.
Description of Goal-Oriented Cooperation	Can express the cause of a problem and the possible solution. Can comment in brief outline the expressions of the others, and they can repeat the information of other speakers so that everything is

	clear and invite the rest of the people to give their criteria about the established situation.
Description of Obtaining Good and Services	Can take care of travel transactions with its occupations, e.g., travel arrangements, accommodation, asking customers what their destination is. Can ask for information about two products in a store with the same function but different characteristics. They know how to express a complaint when something seems right to them.
Description of Information Exchange	Can exchange, contrast, and verify information with reliable confidence about their social and cultural habits. They can generate a simple summary and give opinions about articles, magazines, talks, documentaries, and stories. They can provide advice based on their experience.
Description of Interviewing and Be Interviewed	Can carry out an interview in which they need to check and confirm information; for example, sometimes they need the repetition of the person they are interviewing due to the fluency of the interviewee. They can generate an interview with the help of a questionnaire with structured and spontaneous questions.
Description of Using Telecommunications	Can use telecommunications in the usual way in which they need some clarification. They also use telecommunications to generate primary and prolonged conversations with familiar people, send periodic messages, and obtain public services.

Note: Taken from Common European Framework of Reference for Languages (2018)

1.4.2.2. Spoken Interaction Strategies

Common European Framework of Reference explains interaction strategies levels for oral interaction.

Table 5
Descriptors of Spoken Interaction Strategies

Descriptor of Taking the Floor (Turntaking)	Can start a discussion and keep it active with familiar topics and interests.
Descriptor of Cooperating	Can generate a summary about the conclusion of the discussion and encourage the participation of other speakers. They can repeat what others have said to affirm mutual understanding and promote the development of ideas and criteria in the conversation

Descriptor of Asking for Clarification	Can ask for an exact repetition and clarification of the issue to generate a response.

Note: Taken from Common European Framework of Reference for Languages (2018)

1.4.3. Qualitative Features of Spoken Language

The following tables describe the qualitative features levels of spoken language.

Table 6

Descriptors of Qualitative Features of Spoken Language

Description of Range	Have an appropriate language in which they express their criteria with certain circumlocutions that allow him to talk about family, work, and personal interests.
Description of Accuracy	Demonstrates reasonable accuracy in using common phrases reflected in patterns related to anticipated situations.
Description of Fluency	Can understandably express their criteria, it is necessary to make guidelines for lexical and grammatical coordination so that the conversation is intelligible.
Description of Interaction	Can start, maintain and end a simple conversation about personal interests, family, and hobbies. Can repeat back information from another person for clarity and understanding.
Description of Coherence	Can combine simple ideas that allow them to use connected factors in a single short argument.

Note: Taken from Common European Framework of Reference for Languages (2018)

1.5. Language Learning Theories about How Foreign Language is Learned

Krashen created the central second language acquisition theory with its derivative components recognized in second language acquisition. Therefore, Friedrichsen (2020) explains the second language acquisition theories based on Krashen's theory.

Table 7

Second Language Acquisition Theories

Hypothesis	Description
The Acquisition Learning Hypothesis	This hypothesis focuses on two primary theories that express how people learn languages. Therefore, two fundamental independent factors related to acquiring the second language are determined. The acquired system is based on the unconscious factor of

	language acquisition. When individuals learn their first language regularly by frequently interacting with others who speak their native language, the acquired system is active. People consider the act of communication more important than the language structure. The learned system focuses on formal instruction based on academic language learning that involves developing new language skills such as grammatical rules representing a learned language.
The Monitor Hypothesis	The monitor hypothesis explains how the acquired system is affected by the learned system. When second language learners monitor their discourse, they put academic studies and understandings about grammar into practice to develop the discussion. This function only performs when the speakers have a certain amount of time to generate the correct structure and form of the expressions used in the dialogue.
The Natural Order Hypothesis	This hypothesis defines that people tend to develop and acquire the grammatical structures of the second language accompanied by a susceptible natural order. Therefore, some grammatical rules catch faster than others, and the acquisition patterns for the second language are the same for children and adults. There are four steps that students follow for natural order, which are: • Single-word production • Word linking with a focus on meaning • Identification of beginning and ending elements in a sentence. • Identification of factors and questions' production.
The Input Hypothesis	This hypothesis states that learners progress in the natural order as soon as they encounter second language input further along in the natural order. For this reason, if learners are in

	the first step of the above mentioned, they will have to advance in the natural order to detect the input established in the second step.
The Affective Filter Hypothesis	This hypothesis manifests the factors that can generate an impediment in the acquisition. Such factors are motivation, self-confidence, and anxiety. Thus, when motivation and self-confidence are of low implementation and a high degree of fear, the affective filter is active, which impedes the acquisition of the second language. On the other hand, when motivation and self-confidence are high implementations and confident in their language learning, they have higher chances of second language acquisition.

Note: Taken from Friedrichsen (2020)

1.6.   Language Teaching Approach

An approach describes language's nature, acquisition, and production to learn to understand the language. It helps students learn the language through activities and techniques used in the classroom (RHALMI, 2018). Freeman & Marti (2016) describe the most relevant approaches in the following table to encourage speaking skills of a foreign language.

Table 8

Techniques and Principles in Language Teaching

Approaches	Characteristics	Student's role	Teacher's role	Activities
Community Language Learning CLL	• Use of the foreign language in a communicative way regardless of the structure.	• Assist each other in the interaction and production of the foreign language through the activities assigned by the teacher.	• Facilitator of the activities to create a communicative environment and students interact with each other. • Encourage foreign language communication and interaction.	• Reflection • Transcription • Discussion
Communicative Language Teaching CLT	• Communicative competence develops in the target language focus on meaningful cultural context.	• Learners are considered the managers of their own knowledge.	• The teacher monitors the students' conversation for error correction and facilitates discussion. • Creates a participatory environment for students to interact with each other.	• Information gaps • Free conversation

			• Facilitates discussion by creating situations where students must provide solutions and respond to student concerns.	
Task-based Learning Teaching TBLT	• Authentic use of the language through meaningful activities in the target language.	• Students are the center of the class. • Use of the language simply and understandably. • They must solve any concern, task, or problem the teacher mentions.	• Moderator • Give homework instructions to students and observe language use. • Promote the use of the target language to all students without exception.	• Brainstorming • Matching • Comparing
Cooperative Language Learning CLL	• Acquire new knowledge through interaction and participation among students.	• Work with their group work to achieve a common goal.	• Student work partner. • Moderator and monitor.	• Teamwork • Collaborative work • Jigsaw

• Create organized and structured learning in the classroom. • Learn in a natural environment to promote social learning.	• They must learn to work as a group equitably. • Autonomous learner • Active participation with their group work. • Contribute to the group work.	• Regulate the distraction of the students.

Note: Taken from Freeman & Marti (2016)

1.7.   Cooperative Language Learning

Cooperative language learning is an educational approach based on group learning. Students work cooperatively to achieve target language acquisition through cooperative activities that allow interaction and communication among learners for an academic purpose. Students help each other do the group activity and promote their group work using the target language (Baje, 2016).

As stated above, cooperative language learning is an approach in which two or more students participate through group activities that encourage learners to develop the target language. Students help each other improve their speaking skills and participate equally among all team members.

> According to Shabani (2017), Cooperative language learning promotes the development of communicative competence and critical thinking through structural group activities. Students must reason and think of possible solutions for group work so that each group member expresses his/her thoughts to contribute to the group and produce an oral expression understandable to the rest of the classmates.

As argued above, cooperative language learning encourages students to develop critical thinking skills produced by brainstorming to support the working group. In addition, each group member can offer their ideas and provide new information to the group, thus improving the communicative competence that promotes the learner to learn the target language naturally and have good oral production.

> According to Abu-Rahmah (2020), informal cooperative learning groups are helpful for short and creative activities such as lectures, poems, and songs interpreted by the students using different materials to present dramatization, theater, and music. On the other hand, formal cooperative learning takes profound responsibility for the learning process. Each student has his/her presentation part of the group work. They must prepare academically to present in front of the class with accurate and veridical information about the topic.

As explained above, these two types of cooperative learning allow students to produce oral language. Formal cooperative learning is a form to help students express their ideas and thoughts with the rest of their classmates. However, informal cooperative learning, students say their criteria, opinions and integrate the topic with arguments from other speakers to give a good explanation and provide them with points of view about what they have understood from the speakers' ideas.

According to Zhang (2016), cooperative language learning is a productive approach that supports the development of the target language and improves communication opportunities to have benefits of the language. Therefore, the author describes some benefits of this approach.

1.7.1. Benefits of Cooperative Learning

Table 9

Benefits of Cooperative Language Learning

Providing the Chances of Input and Output	Cooperative language learning provides better opportunities for students to improve their language learning input and output. This approach produces interactive contexts where students ask and answer questions, listen to each other, and express and clarify doubts and concerns. The interaction helps students negotiate comprehensible input and improve their production to obtain a workable output for their classmates' understanding. Therefore, students' input and output are essential in listening comprehension and speaking.
Creating Effective Climate	A social environment is essential for students to feel more optimistic and self-esteem to express their thoughts in front of the class. In addition, when students work in groups, they have more significant opportunities to engage in language and interact collectively. As a result, students feel free to express their judgment with positive self-esteem to explain it with their classmates.
Increasing a Variety of Language Functions	Cooperative language learning fosters functional language production. Students should use language in real-life social settings that promote oral production and encourage students to improve their oral proficiency.
Fostering Learner Responsibility and Independence	At this fact, students should be strong through cooperative learning. Each student is responsible for his/her participation and encourages group mates to participate in the interaction equally. Independence helps students be authors of their learning and work autonomously for positive achievement in their language learning.

Note: Taken from Zhang (2016)

1.7.2. Student and Teachers' Role

The teacher's role in this approach is to be the organizer and guide of the group work, so the teacher mentions the objectives of the activities and selects the students to integrate them into the workgroups. In addition, the teacher moves around each workgroup to supervise and provide solutions to any concerns of the students and interact with them to produce feedback about the group work. On the other hand, the student's role is active and participatory because they must work in groups and contribute to the group work through social skills to have a good interaction with all group members. It is essential to respect the opinion of all group members and listen carefully to improve or argue the students' ideas. In addition, students

should consider using the target language in their group work even when the teacher is not present (Baje, 2016).

As mentioned above, the role played by the teacher and the student promotes interaction. The teacher is the student's guide; they explain general ideas of the activity and supervise workgroups to help with any doubt of them. While the students actively participate in the group work, all group members contribute ideas for the task and use the target language to improve their oral proficiency and help each other learn new knowledge. Therefore, the student's role is more participatory than the teacher's. The students must use the target language to interact with their classmates and work together equitably to achieve good group work and express their ideas in front of the class positively with high self-esteem and confidence.

1.7.3. Cooperative Language Learning Principles

According to Johnson & Johnson (2018), there are some principles for Cooperative Language Learning. It describes each principle in the table below.

Table 10

Cooperative Language Learning Principles

Positive interdependence	Positive interdependence is the main foundation of the cooperative effort. Students must understand that everyone in the group is linked. Therefore, students achieve positive outcomes and success by working as a team to receive benefits for all. As a result, there is group cooperation, and it is equitable for all participants in the work.
Individual accountability	Each group member is responsible for working with his/her working group by cooperating with ideas and arguments for the work. Individual responsibility is given through the effort and performance of each student to contribute to the group work. Therefore, students become more expert through group learning because, in this work process, they have the opportunity to express everything they have in mind, contribute to the task, and present the work in front of their classmates with confidence.
Promotive interaction	Students promote the success of their classmates by helping them to be encouraged to learn and to feel confident in their progress. In other words, everyone helps each other to better understand through explanations, discussions, and reasoning to engage students' success through interaction. It will allow students to feel self-confident. When they make progress, there will be a group celebration, and they will continue to improve their knowledge to demonstrate an improvement in learning.

Shared leadership	This principle states that all group members are the leaders, which allows them to guide each other. In other words, all members are responsible for leading the group to achieve a purpose.
Responsible for each other	All students are responsible for the learning of themselves and their classmates. All group members are related to a common goal, which leads them to have great accountability in the learning process.
Social Skills	There are some social skills to be successful in cooperative learning. • Leadership • Trust-building • Communication • Decision-making • Friendship- development
Group processing	Group processing is the principle in which all students must participate. Group processing considers examining the effectiveness of the process students use to maximize their individual and group learning. Students should look at what actions are helpful in their knowledge to apply them and continue to work effectively and what actions are not beneficial to change them.

Note: Taken from Johnson & Johnson (2018)

1.7.4. Cooperative Language Learning Strategies

Some cooperative learning strategies allow students to work cooperatively in groups. Zezima (2017) presents the following strategies below.

Table 11

Cooperative Language Learning Strategies

Strategy	Description
Think-Pair-Share	The teacher poses a question to the students, then they think about it and discuss it with the classmate next to them. At the end of the discussion, students come to the front of the class and share their thoughts and ideas about the teacher's question at the beginning. This activity is beneficial because it allows all students to participate in the discussion.
Jigsaw	Students work in groups of four and are assigned a specific task of the topic, then each member switches groups to share and acquire new information. In the end, they return to the group and teach them what they have learned to obtain an integrated product. It helps students to take responsibility for their learning. In addition, it is cooperative work in which all students must work to report to group members all the information from the rest of the groups.
Numbered Heads Together	Students form groups of four persons, and the teacher assigns a number to each member. Then, the teacher poses some questions, and the students have to ask them. All members express their ideas and thoughts with their group. Once they have finished interacting and time is up, the teacher calls out a number, and all group members stand up to share the ideas they discussed as a group. This activity promotes student participation in the discussion by expressing ideas and thoughts. In addition, it encourages students to listen and contribute to the debate to have arguments when speaking in front of the class.
Tea Party	Students make two circles, an inner and an outer circle. Students must answer the question given by the teacher with the student in front of them. The students on the outside move in one direction and switch places, then the student in the inside circle has a new partner to discuss. A further question is asked and discussed with the new partner.

	In this activity, all students can interact and work as a team to get a solution. The teacher must circulate each working group to ensure they are working and help them with any students' doubts.
Round Robin	It forms groups of four students, the teacher poses a question or problem, and the students must solve the problem. There is a wide variety of solutions to discuss. Each member expresses his/ her thoughts, and at the end, everyone comes up with a solution to the problem. Students must form a circle to work.
	It allows students to work towards a solution to a problem as a group. It is crucial to involve all group members to share ideas through interaction and give a complex answer.
Write Around	Students forms groups of four. The teacher poses a topic, and students must write an idea or think about the case on a piece of paper. After a certain amount of time, the teacher tells the students to exchange information among the group members and take some time to read them in mind. After reading the other group member's ideas, the student should argue or express their understanding of their peer's idea and repeat the process with all group members.
	It helps students contribute criteria and thoughts to argue for their partner's idea and pay close attention to what group members write to add new information and share it with the group to understand the topic altogether.
Carousel	Groups of four students are assigned, and the teacher places papers in the classroom with various questions about a topic. Each group starts on a different poster, and each group has a marker to identify themselves and two minutes to answer the question. All group members must contribute their ideas to the paper. Once they have finished writing on all the pieces, the whole class discusses the papers' ideas and shares what they understand.
	This activity is beneficial for students to work as a group and help group members think of contributing ideas to the topic. Students should read what their classmates write and avoid copying the other group's ideas to prevent problems with their classmates.
Pair Work	In this strategy, students can say new things about the teacher's topic and feel free to speak and contribute to the conversation with their ideas and thoughts about the issue.
Three-Step Interview	In this strategy, students work in pairs. In this case, student A and student B, the students do an interview where student A interviews student B. Once student A finishes, they switch roles, and it is time for student A to interview student B. Once student A finishes, they switch roles, and it is

time for student B to be the interviewer and ask student A the questions of the Interview.

Note: Taken from Zezima (2017)

CHAPTER II

METHODOLOGY

2.1. Type of research

The type of methodology implemented in this research was a mixed methodology. Shoten & Smith (2017) mention that a mixed methodology is a research approach characterized by the collection, analysis, and determination of data. Therefore, both quantitative and qualitative methods are involved in this process. It applied this mixed-method in this project because of the collection found and analyzed with each perspective.

2.2. Methods
2.2.1. Inductive Method

Streefkerk (2019) states that the inductive method refers to developing a theory involving observation and analysis of data to produce logical reasoning for research. Therefore, this method was helpful for the results of the surveys and interviews based on the collected data.

2.2.2. Deductive Method

In the case of the deductive method, Streefkerk (2019) mentions that this method goes from the general to the specific. It reasons the aspects and circumstances to conclude meaningfully. Therefore, this project involved the deductive method because the information collected found the research problem. Also, it decides by investigating the general factors to obtain a specific aspect to study.

2.2.3. Synthetic Method

Concerning the synthetic method, it focused on synthesizing the information of the research problem to provide a solution through the application of the cooperative approach.

2.3. Research Instruments
2.3.1. Interview

In this study, it used a "Non-Structured Interview" that helped gather specific information about implementing the cooperative approach to develop speaking skills. It applied the interview to the teachers in charge of the junior students at "Victor Manuel Guzmán" High School through the application of Teams.

2.3.2. Survey

This instrument helped gather information about class participation and oral activities that help students speak English. The survey was applied to junior students using Google Forms.

2.4. Research Questions

What are the cooperative learning strategies applied by the teacher in the class?

How do cooperative learning strategies help to develop speaking skills?

Which of the cooperative learning strategies help students to develop speaking skills?

2.5. Participants

The participants who assisted in the data collection were the English teachers and junior students of "Victor Manuel Guzman" High School. These results helped create the proposal according to the needs of the students.

2.6. Data analysis and procedure

The procedure applied to the surveys was as follows: review and approval by the tutor, request to the Dist rict of Ibarra to implement the surveys in the educational institution, and authorization by the rector. In the case of the interview procedure, it requested permission from the English area to know the teachers in charge of the junior students to apply for the interview.

After data collection, it was necessary to analyze the surveys and interviews of teachers and students. Finally, it proceeded to tabulate the information collected. In the case of the surveys, it used Google Forms to make students´ survey and made pie charts based on students´ answers with the percentages defined for each question to visualize the data better and give specific results.

<center>**CHAPTER III**</center>

<center>**DATA ANALYSIS**</center>

Student´s Survey

1. **Do you like to speak English?**

Figure 3 Students Participation

● Si	56
● No	5
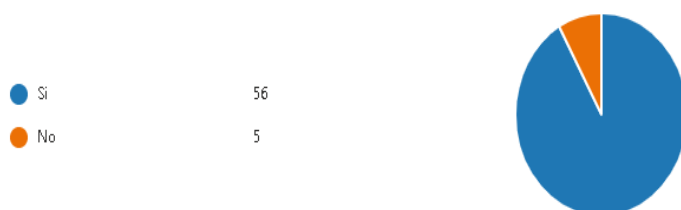
Taken from: Google Forms

Analysis

The graph shows the preference of participants of this study to talk in English. Data revealed that the majority of participants responded that they liked to speak in that language, whereas a small percentage answered they did not want to do it. This finding suggests that the students are motivated to learn this language or this group likes to actively participate in the activities planned by the teacher to practice speaking. Therefore, the researcher must know that there is a high motivation and response to speaking in the classroom.

2. **How often do you participate in oral activities in the English language?**

Figure 4 Frequency of Participation

● Siempre	1
● Casi siempre	8
● Ocasionalmente	40
● Casi nunca	11
● Nunca	1

Taken from: Google Forms

Analysis

The graph shows the frequency in which students practice the English language through speaking activities. Data revealed that more than half of students occasionally participate in

speaking activities. Besides, there is a tie between the frequency of always and never. These findings suggest that the implementation of activities by the teacher should be active and interactive. As a result, students participate with greater motivation because they like to speak English in the previous question. Therefore, it will reflect the student's interest in learning the language in their participation through the oral activities provided by the teacher. Oral activities are a fundamental basis for students to develop their verbal skills and participate interactively. Therefore, teachers must integrate more activities that encourage students to contribute to the discussion.

3. **Which of the following components of speaking skills do you consider the most important?**

Figure 5 Importance of Components of Speaking Skill

● Fluidez	25	
● Vocabulario	32	
● Comprensión	23	
● Pronunciación	45	

Taken from: Google Forms

Analysis

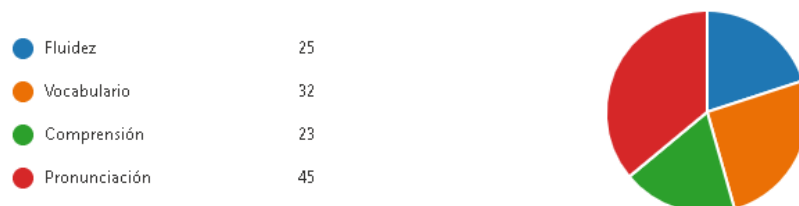The pie chart shows the importance of components in speaking skills based on students' opinions. Data revealed that the majority of students consider that pronunciation is the most critical component of oral proficiency, followed by vocabulary. Moreover, other students believe fluency and comprehension are essential in language development. These findings suggest that students need to communicate with reality, i.e., they want to participate in a conversation by correctly using the pronunciation of words. The receivers can understand and comprehend the message they wish to share. In addition, students need to practice new vocabulary to acquire it to their knowledge and put it into practice when speaking with another classmate, improving their fluency in the language. As a result, they can integrate new phrases in a dialogue in the best way. Finally, students should practice the sounds of the words by using tools that help in the correct accent of the word. Students listen and repeat it until the learner can say the correct pronunciation of the word and then practice with classmates to become familiar with the sound of the phrases. It is vital to implement vocabulary activities for students to learn new forms of expression in English and encourage students to use words in a context of their interest according to their level and develop language through interaction among classmates. Likewise, it is vital to implement activities to improve pronunciation according to the students' needs when talking to their classmates and expressing their thoughts in the best way in English, and the listeners understand the conversation.

4. Which of the following activities do you enjoy most in the English language?

Figure 6 Preference of Oral Activities
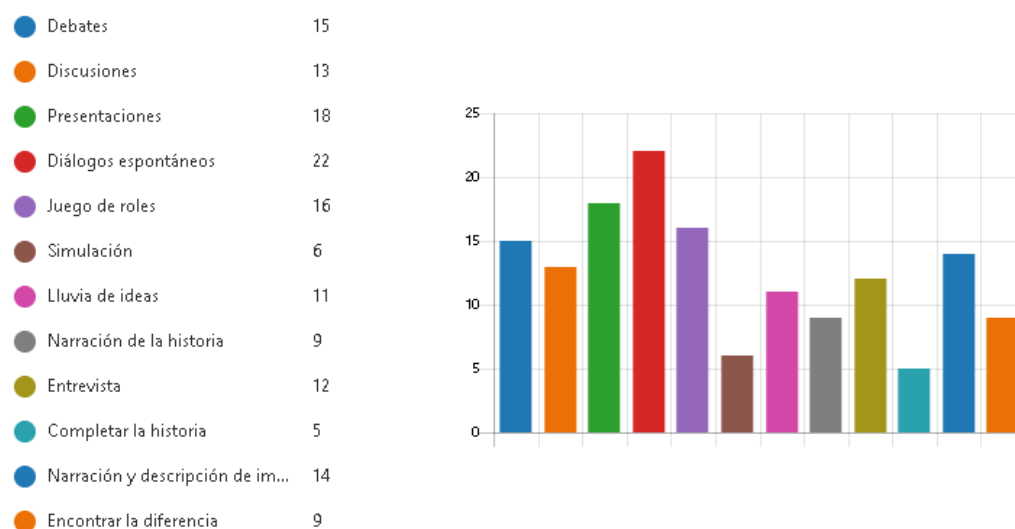
Taken from: Google Forms

Analysis

The graph shows the level of enthusiasm based on speaking activities. Data revealed that the majority of students love to be engaged in spontaneous dialogues. Also, a high percentage of students say they like to participate in presentations, role-plays, and debates. Moreover, an average rate of students indicates that they are interested in participating in discussions, interviews, and brainstorming. In contrast, a small percentage of students prefer to participate in storytelling or find the difference.

On the other hand, a minor percentage of students contribute to a simulation and complete a story. These findings suggest that students enjoy oral activities to promote interaction at different levels. Therefore, students try to speak the language and let their ideas emerge immediately. It means that they develop the language to respond or argue with the listener. Moreover, students enjoy being in front of their classmates, expressing thoughts, and reasoning in debates or discussions that interest them. For example, some students like to be protagonists, artists, and actors in a narrative performance to describe some characteristics about something or someone and want to participate in this way. Therefore, oral activities are the fundamental basis for developing speaking skills because each activity has its essence and attraction for students. For instance, students like to participate in interactive activities to attract their attention, give all of themselves, and practice the language according to their interests. In other cases, some students like to participate in discussions where all students contribute and counterargument their classmates to conclude passively and without fighting. In conclusion, the activities positively impact students' learning because when they work interactively, they can be motivated.

5. How often does the teacher use oral activities for English language skill development? Mark with an x the frequency according to your opinion.

Figure 7 Frequency of Speaking Activities
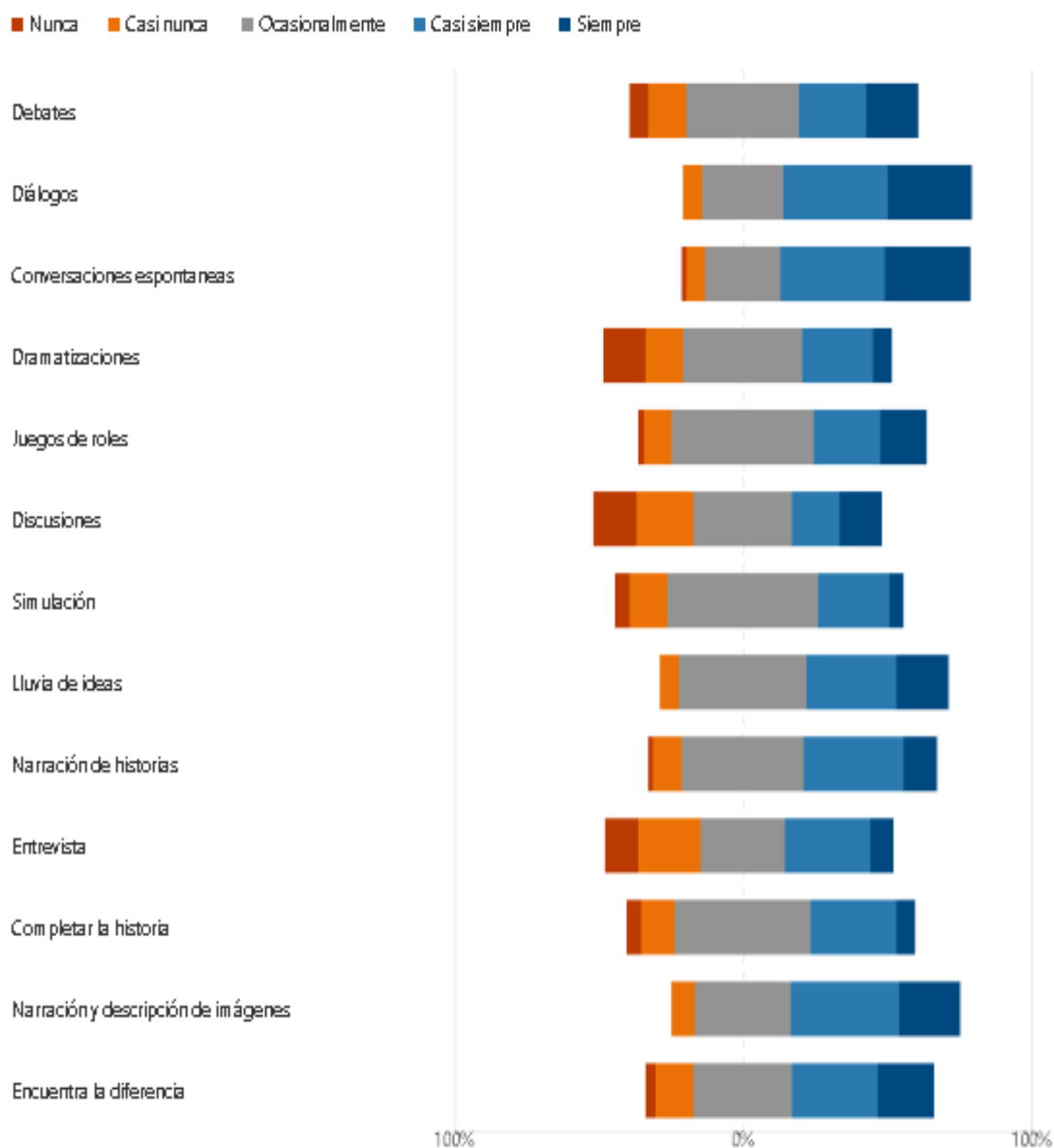
Taken from: Google Forms

Analysis

The graph shows the implementation of oral activities by the teacher. Data revealed that teachers mostly use spontaneous dialogues. Hence, the student's response in the previous question coincides with the frequency of the use of the activity since students said that their favorite activity was spontaneous dialogue. Also, teachers sometimes apply role-plays to

encourage student participation, which is also in the same range of student interest. The same happens with oral expression activities that allow students to cooperate, argue, and contrast in a formal context and pleasant discussion and dramatize the characters they like the most. Hence, they take the role of the actors seriously and can represent them in the best way with good use of language and high motivation of their character. In addition, teachers sometimes use storytelling and finding the difference as an essential activity to help them speak English. However, the students do not appreciate these two activities because sometimes they do not feel confident that their narration will be correct, and they don´t know how to interpret specific facts or circumstances of the narration. They believe that their classmates make fun of them or do not understand them. These findings suggest a correspondence between the activities that students like with the activities planned by the teacher. Students don´t know other activities apart from those mentioned in the list because teachers only use routine activities. The teachers don´t implement new activities to help students perform better in language development. For this reason, teachers need to explore and implement new strategies to support students to improve their speaking skills through the use of these activities. Currently, technology is a helpful tool that allows teachers to see and design new activities to practice with the students, get out of the routine about the activities used to work in class, and implement new activities that help students strengthen their speaking skills in English.

6. **On a scale of one to five, where five is the highest and one is the lowest, how important do you consider oral production to improve your English speaking skills?**

Figure 8 Importance of oral production in Speaking Skills development

Taken from: Google Forms

Analysis

The pie chart shows the importance of oral production to improve speaking skills. Data revealed that all students define oral production as an essential factor in oral proficiency. They mention that they learn the language and reduce the fear of expressing themselves in any scenery when they speak in public. Students like to participate in presentations, dramatizations, and recitations. These activities help oral production because they produce the language when they are in front of an audience and exposed to it. Students must promote to the rest of their classmates to reduce the fear of talking in English and participate in activities that help oral production. Therefore, this factor supports students in interacting with their classmates according to the given context to produce language in the best way.

7. In your opinion, does cooperative learning help you to improve your English speaking ability?

Figure 9 Cooperative Learning to improve Speaking Skill

● Totalmente en acuerdo	27
● De acuerdo	26
● Poco de acuerdo	8
● En desacuerdo	0
● Totalmente en desacuerdo	0
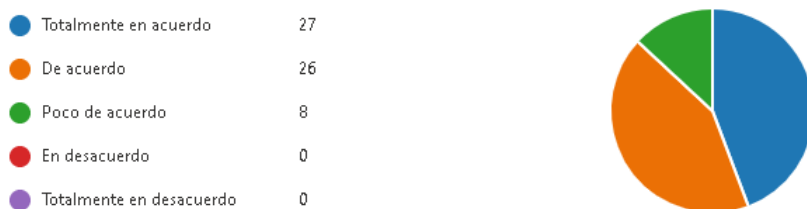
Taken from: Google Forms

Analysis

The pie chart shows students' opinions about cooperative learning to promote the development of oral production. Data revealed that most of the students expressed that cooperative learning helps to improve oral presentation. However, a small percentage said that this kind of learning is not too useful for language development. This finding suggests that students like to work in groups because they feel more confident and secure working with their classmates. Also, they feel comfortable designing activities that encourage oral production, for example, presentations, role-plays, imitations, and storytelling.

To conclude, cooperative learning positively impacts interest in practicing and producing language. Also, cooperative learning helps students be friendly with their classmates and work best. For this reason, cooperative learning makes students feel more self-esteem for practicing vocabulary and learning to produce language.

8. How often would you like to do cooperative work to develop your English speaking skills? Mark with an x according to your criteria.

Figure 10 Frequency of Cooperative Learning

● Diariamente	12
● Semanalmente	34
● Mensualmente	15

Taken from: Google Forms

Analysis

The pie chart shows students' interest in working in groups to talk in English. Data revealed that more than half of the students are interested in learning English through cooperative

learning every week. In contrast, a minimal percentage of students would like to work in speaking activities each month because they don´t speak much English. The results suggest that students want to be part of cooperative learning because they like administrating the activities. For example, the roles played by the members are according to their interests, so there is greater interdependence. Also, when integrating the students into cooperative learning, students have greater responsibility for learning since it is a learning process in which all participants are involved, and they obtain a final result for the whole group. Therefore, cooperative learning is the best option for students to participate and contribute to the work. It means that each member expresses his/her thought and improves the idea to give a better result to reach an agreement among the group and all members work together equally.

9. **Do you think cooperative learning helps you develop critical thinking skills to express your ideas in English?**

Figure 11 Development of Critical Thinking using Cooperative Learning

Taken from: Google Forms

Analysis

The pie chart shows the significance of critical thinking in a conversation. Data revealed that the majority of students believe that high language use helps foster good judgment about the context in which they are speaking because, in some cases, students promote classmates' interaction and help each other learn the language. When they can express it, they feel satisfied together. Moreover, cooperative learning allows students to reflect and analyze the topic defined by the teacher through a critical perspective, i.e., the ideas generated by the students are clear and precise. Therefore, everyone's contribution is considered critical thinking produced by them, and they can give a good argument when mentioning it to the rest of their classmates. These findings suggest that students work better through cooperative learning because each group member has to express their ideas to support the group and help them describe the thought they want to say correctly. In addition, students learn to characterize main ideas that serve as a clear and coherent argument when communicating them to listeners. As well as, students are reasonable; that is, when a group member says an idea and does not have a proper interpretation of the context, the rest can improve it and get important information for their work.

To summarize, cooperative learning plays a significant role because it encourages students to construct knowledge through speaking skills. Each group member's contribution is

essential to put it in reflection among all and to produce critical thinking. Therefore, in each intervention of the students, there must be a group analysis that gives the best argument of the defined context.

Teacher´s Interview
Two English teachers in charge of junior students participated in this interview. The following information describes the opinions of them according to each given question.

1. **Msc. Fanny Reascos**

1. **¿ How do you describe student participation when speaking in English?**
Realmente puedo decir que los chicos no les gusta hablar en el idioma inglés debido a que en su mayoría no quieren participar ni en español, por eso para lograr que los chicos hablen en inglés es un poco complicado. Pero si hay un grupo de estudiantes que hacen el esfuerzo de aprender el idioma.
Translated by Jennifer Pilataxi
I can say that the kids don't like to speak in English because most of the time don't even want to participate in Spanish, so getting the kids to speak English is a bit complicated. But there is a group of students who make an effort to learn the language.
Analysis
The analysis shows student participation in English. According to the information given, the teacher mentions that most students do not want to speak English. However, a minority of students make an effort to learn to speak English. This issue could improve if students were motivated with new ways to learn to speak and to feel in a safe and participatory learning environment. Therefore, learning to speak English requires work from both sides, students and teachers. With the implementation of new activities, students may be interested in learning the language through new oral activities. Students speak English, and they feel that they improve their speaking skills by practicing. Therefore, teachers need to upgrade their knowledge and use new tools to help students develop and speak English through new strategies that capture their attention.

2. **¿ What components do you consider important in assessing English language proficiency?**
Si nosotros hablamos específicamente de hablar lo que tenemos que hacerlo es de una forma clara que nos entiendan lo que queremos expresar eso es lo más importante, entonces tendríamos que tomar en cuenta la pronunciación para ser entendidos, obviamente debe a ver fluidez. Aunque si no tenemos esa fluidez si hablamos un poco lento nos podría entender, pero al momento de comunicarnos deber ser con una correcta pronunciación, entonación y todos los aspectos que competen a esta destreza.
Translated by Jennifer Pilataxi
If we specifically talk about speaking, what we have to do clearly to understand what we want to express is the most important thing. We would have to consider the pronunciation to

be understood; obviously, there must be fluency. However, if we do not have that fluency, if we speak a little slow, people could understand, but when we communicate, we should have correct pronunciation, intonation, and all aspects that fall under this skill.

Analysis

This analysis refers to the components of speaking skills that teachers think are important in an oral activity. According to the information, pronunciation is a primary component of speaking skills. It involves the students expressing their thoughts clearly, which means their classmates understand the message they want to share. For this reason, it is necessary to practice pronunciation through pronunciation tools; for example, the Cambridge dictionary is an excellent tool to improve this component. Likewise, the teacher defines fluency as an essential component of speaking skills. This component depends on the students´ level. In this case, it is crucial to consider tools that help students hear and pronounce the words they wish to express to know the correct way to pronounce them. Moreover, teachers should apply more oral activities to practice the language, and the students talk in English and improve their fluency. It is essential to implement new activities to help students improve their pronunciation and use the tools provided by technology to improve their pronunciation.

3. **¿ What instrument do you use to assess the components of oral proficiency during a student's oral presentation?**

Se toma en cuenta la rúbrica al momento que tengan que hacer alguna actividad oral calificamos pronunciación, fluidez, y sobre todo que este enmarcado al tema.

Translated by Jennifer Pilataxi

It considers the rubric when they have to do an oral activity. We qualify pronunciation, fluency, and, above all, framed to the topic.

Analysis

The analysis shows the instrument used in speaking presentations. The teacher mentions that he uses the rubric to grade an oral presentation and focuses on pronunciation and fluency based on the information given. Students have ideas related to the topic given by the teacher. Therefore, students should look for transmission according to the topic given by the teacher so that they can express their thoughts based on the defined topic. Thus, the students' issues must be of interest and according to their level.

4. **¿ What activities focused on oral proficiency have you implemented to improve speaking skills?**

Las actividades que generalmente se hace para seguir mejorando la destreza de hablar, obviamente la idea es que los chicos traten de comunicarse lo más que puedan, pero así se hace juegos de rol, se hace jueguitos de habla como diálogos rápidos, también de pronto por ahí un debate o presentaciones de tal forma que ellos estén expuestos a la actividad oral.

Translated by Jennifer Pilataxi

It generally does the activities to continue improving speaking skills; obviously, the idea is that the children try to communicate as much as they can. Still, there are role plays, speaking

games such as quick dialogues, and sometimes a debate or presentations to be exposed to the oral activity.

Analysis

The analysis shows the oral activities used in class. The teacher mentions that he uses quick dialogues, short presentations, and role-plays based on the collected information. These activities are the most common, so they only put these activities into practice. Therefore, it is crucial to look for new strategies and ways to teach speaking skills to capture the student's attention.

5. **¿ What is your view of implementing the cooperative approach to assist in the development of English language speaking?**

Yo creo que es muy importante cuando trabajamos más en equipo, en grupo, colaborar y cooperar entre todos siempre es más beneficioso, y si hablamos de la habilidad oral ayudaría mucho más para progresar en esta destreza.

Translated by Jennifer Pilataxi

I think it is very important when we work more as a team, in a group, collaborating and cooperating is always more beneficial, and if we talk about oral skills, it will help a lot more to progress in this skill.

Analysis

The analysis collected is based on the teachers' criteria for cooperative learning. According to the information given, the teacher expresses that the cooperative approach greatly influences learning to speak English. In this approach, students participate cooperatively, and everyone brings something new to the group. In this case, cooperative learning is an approach that has a positive vibe on language development because all group members talk and make an effort to use the language among classmates. It is vital to apply cooperative learning in the classroom because it focuses on the participation and integration of all students and especially speaking English with their classmates.

6. **¿ What cooperative strategies focused on speaking skills have been implemented to improve English language proficiency?**

Lo que solemos hacer es trabajar en grupos o también trabajar en un debate en que los chicos participen, pregunten, las conversaciones o de pronto leer alguna actividad y luego comentar en el grupo, participar, opinar, dar las opiniones acerca de la actividad que leyeron y todos a la vez participan. Pero esto se lo hace no en contextos largos, de pronto con actividades cortas. Diríamos, no textos grandes, más bien lecturas que estén enmarcadas en cosas que les interese a los chicos, entonces como que ahí los chicos tienen más ganas de opinar cuando es algo de interés para ellos acorde a su edad.

Translated by Jennifer Pilataxi

We usually work in groups or debates where the students participate, ask questions, have conversations or read activities and then comment in the group, participate, give their

opinions, give their opinions about the activity they read, and everyone participates simultaneously. But it is not done in extended contexts, instead of with short exercises. We could say not extensive texts, instead readings framed in things that interest the students, so the students are more willing to give their opinion when it is something of interest to them according to their age.

Analysis

The analysis refers to teachers' cooperative strategies to engage students to speak English. According to the information given, the teacher defines activities carried out in groups to help develop speaking skills, such as debates, dialogues, and readings that encourage students to express their opinions about the teacher's activity. However, the teacher does not mention cooperative strategies and only uses repetitive activities that become routine activities for the students. Therefore, teachers need to consider new ways of teaching English speaking, such as the case of cooperative strategies that have a good impact on language learning because it encourages students' interest in learning to speak English. To conclude, cooperative learning dramatically impacts students' claims because they know new ways to support their group and help each other communicate a message in English.

7. **¿ What are the main difficulties you have observed in your students' English language speaking production?**

Yo diría que esto sucede ya que no estamos expuestos al idioma todo el tiempo simplemente durante la clase de inglés, y de pronto a veces la clase de inglés no es suficiente para que los chicos participen en todas las actividades.

Translated by Jennifer Pilataxi

I would say that this happens because we are not exposed to the language all the time, just during English class, and sometimes the English class is not enough for the kids to participate in all the activities.

Analysis

The analysis belongs to students' difficulties in talking in English. According to the information given, the teacher explained that the main problem is time because students only speak the language in English classes. After that, they no longer use the language. Students are not exposed to the language and lose interest in speaking English. In this case, students should become aware and use the language even though they are no longer in English class because, in this way, they are learning to improve their speaking skills and, most importantly, practice the language. Therefore, students must use the language all the time no matter what context they are in because only then will they learn to speak English by using and practicing the language.

8. **In your opinion, how does the implementation of cooperative strategies help in the development of oral expression?**

Yo creo que es muy positivo para mejorar la expresión oral en los chicos porque si todos colaboran, se ayudan entonces van a ir mejorando cada día. En cualquier actividad que uno haga siempre es mejor hacerlo con alguien más, alguien que nos pueda ayudar y de esa forma ir progresando porque a veces si trabajamos de forma individual como que tenemos alguna dificultad y de pronto eso puede causar que yo ya no quiera seguir adelante, pero si de pronto estoy en equipo nos colaboramos, nos motivamos y pues si digámoslo así si tratamos de mejorar la habilidad oral en el inglés, si de pronto alguien pronuncia alguna palabrita que no era la forma correcta y estamos para ayudarnos en grupo y si yo oigo como era la pronunciación correcta entonces yo ya voy a mejorar, voy a tomar como ejemplo de mis otros compañeros, aunque ahora tenemos muchas a través de la tecnología que si en verdad queremos mejorar nuestra pronunciación o alguna destreza del idioma podemos ir al internet y encontrar muchas aplicaciones que nos puedes ayudar. Realmente son las ganas de querer hacerlo y aprenderlo.

Translated by Jennifer Pilataxi

I think it is very positive to improve oral expression in students because if everyone collaborates, helps each other, they will improve every day. In any activity that one does, it is always better to do it with someone else, someone who can help us and in that way we can progress because sometimes if we work individually, we have some difficulty. Suddenly that can cause me not to want to move forward, but if suddenly I'm in a team, we collaborate, we motivate each other. If we try to improve our oral skills in English, if suddenly someone pronounces a little word that was not the correct way. We help each other as a group, and if I hear the correct pronunciation, I will improve. I will take the example of my other classmates. However, now we have many through technology. If we want to improve our pronunciation or any language skill, we can go to the internet and find many applications that can help us. It is the desire to want to do it and learn it.

Analysis

The analysis presents the benefits of cooperative strategies for speaking English. According to the information given, the teacher mentions that cooperative learning brings about a variety of uses, among them friendship, collaboration, and motivation. Students help each other and motivate each other to improve their speaking skills. Therefore, teachers should consider cooperative strategies in their planning to help students develop their language as a group. In addition, students should put their effort and optimism to learn to speak English. Cooperative strategies play an essential role in language development because they allow students to learn and support each other for the same goal: learning to speak in English.

2. Msc. Oswaldo Delgado

1. ¿ How do you describe student participation when speaking in English?

La participación de los estudiantes es muy baja, esto es debido a que el nivel que ellos manejan es muy pobre. A la mayoría de chicos no les gusta mucho hablar, tienen miedo de hablar por temor a equivocarse porque no tienen la fluidez ese es el problema, pero también hay otros chicos que, si se esfuerzan y hacen todo lo posible por hablar, entonces se les da la oportunidad en obras de teatro, tienen que personificar algunos caracteres, personajes de cuentos eso les gusta a los chicos. Es muy limitado la participación.

Translated by Jennifer Pilataxi

The participation of the students is meager; it is because the level they manage is inferior. The majority of the students do not like to speak; they are afraid to speak for fear of making mistakes because they are not fluent, that is the problem, but other students make an effort and do everything possible to talk. So it provides the opportunity to play in role-plays; they have to personify some characters from stories that the students like. Participation is minimal.

Analysis

The analysis shows student participation in English. According to the information given, the teacher mentions that students do not participate in one hundred. Some indicators of this problem were found, for example, fear or embarrassment that the rest of their classmates will make fun of them when speaking in English. But, if students were motivated with new ways to learn to speak and feel in a safe and participatory learning environment. Therefore, learning to speak English requires work from both sides, students and teachers. With the implementation of new activities, students may be interested in learning the language through new oral activities. Students who like to speak English improve their speaking skills by practicing. Therefore, teachers need to upgrade their knowledge and use new tools to help students develop language.

2. ¿ What components do you consider important in assessing English language proficiency?

Yo siempre me baso a la fluidez, pero la fluidez viene en base a un manejo de buen vocabulario, buena pronunciación, pero principalmente yo considero que se debe de calificar la fluidez, el conocimiento de vocabulario, la pronunciación es la base del hablar.

Translated by Jennifer Pilataxi

I always focus on fluency, but fluency is based on good vocabulary management and good pronunciation. Still, I mainly consider that fluency, vocabulary knowledge, and pronunciation are the basis of speaking.

Analysis

This analysis refers to the components of speaking skills that teachers think are important in an oral activity. According to the information collected, the teacher considers pronunciation and fluency the most critical elements of speaking skills because he mentions that students should correctly pronounce words. With the use of language, they are improving their

fluency. In addition, students have to say clear ideas to their classmates. The students could improve these components considered in the oral activities by acquiring new vocabularies learned by themselves. They look for new phrases and words to tell them when speaking.

In the same way, the teachers provide tools that help the students pronounce new words and encourage them to use the language at all times. They improve their fluency little by little. To summarize, it is essential to reinforce vocabulary in English and use technology to help learners pronounce words better.

3. **¿ What instrument do you use to assess the components of oral proficiency during a student's oral presentation?**

Las rubricas que van del uno al cinco, yo siempre utilizo en esos rangos del uno al cinco, por ejemplo, la fluidez que el estudiante vaya expresándose sin tener que estar traduciendo mentalmente. Yo inclusive cuando están participando les califico hasta los trajes que no tiene que ver nada con el habla. Pero eso ya depende de cada profesor que es lo que quiere calificar y siempre se toma como referencia rubricas que ya están hechas.

Translated by Jennifer Pilataxi

The rubrics go from one to five; I always use those ranges from one to five; for example, the student's fluency is expressing him/herself without translating mentally. I even grade the costumes that have nothing to do with speech. But that depends on each teacher what he wants to grade and always takes a reference rubric already made.

Analysis

This analysis refers to the tool that teachers use in an oral presentation. Based on the information gathered, the participant mentions that he implements the rubric of five ranks; he also says he prefers to use already designed rubrics for each linguistic aspect. For example, how the student performs, fluency, pronunciation, and language management. Thus, students must prepare the context of the topic proposed by the teacher correctly. Each evaluated component of the rubric should be according to the level of the students to allow them to express what they want in a given context. Therefore, teachers should increase topics that capture the attention of students and can contribute to the oral presentation with ideas and thoughts of interest to them and argue new knowledge of the defined topic.

4. **¿ What activities focused on oral proficiency have you implemented to improve speaking skills?**

Ya es iniciativa de cada profesor, yo por ejemplo utilizo obras de teatro, muchos utilizan y muchos no lo utilizan porque eso demanda también tiempo para preparar, entonces siempre tiene sus pros y sus contras, pero por lo general el actuar y participar en obras de teatro le motiva muchísimo al estudiante, pero no existe un modelo especifico que tengamos nosotros que diga a ver al final de cada quimestre vamos a tener una obra de teatro o vamos a hacer ese tipo de cuestiones. También uso diálogos espontáneos que esté al alcance del nivel de los estudiantes y ellos puedan defenderse con sus compañeros.

Translated by Jennifer Pilataxi

It is the initiative of each teacher. I, for example, use plays; many use them, and others do not. Many do not use them because that also requires time to prepare, so it always has pros and cons, but generally, acting and participating in plays motivates the student. Still, we have no specific model that says we will have freedom at the end of each term or do that kind of thing. I also use spontaneous dialogues within reach of the student's level, and they can defend themselves with their classmates.

Analysis

The analysis presented below is based on the implementation of oral activities in class. The teacher mentions some valuable activities for speaking in English; for example, he states that an excellent activity to develop speaking skills is dramatization. This activity helps students talk in front of an audience and act with the character according to their interests. However, this activity is repetitive, and this causes students to feel unmotivated by the same routine of exercises applied by the teacher. Students tend to lack interest in learning the language. Therefore, it is crucial to develop new learning methods to feel motivated to speak English. It is essential to apply new strategies and techniques that help students develop their language skills during English class through the participation and integration of all students.

5. **¿What is your view of implementing the cooperative approach to assist in the development of English language?**

En este punto, el trabajar en equipo ayuda muchísimo, el trabajo cooperativo hemos visto que da buenos resultado y más aún el estudiante trabajando con otros compañeros se motiva más y ahí hay una sana competencia, entonces el trabajo cooperativo es muy bien traído porque le da la oportunidad al estudiante de manejarse con personas de su misma edad, con compañeros con quienes tiene más confianza, entonces este tipo de actividades le ayuda mucho al estudiante a que desarrolle el habla.

Translated by Jennifer Pilataxi

Working in groups helps a lot, we have seen that cooperative work gives good results and the student working with other classmates is more motivated. There is a healthy competition, so cooperative work is very well brought because it allows the student to manage with people of the same age, with peers with whom they have more confidence. This type of activity helps the student develop speech.

Analysis

The analysis collected is based on the teachers' criteria for cooperative learning. The teacher affirms that this type of learning has positive results in language development because students feel they are in a friendly environment in which they are interacting with people of the same age range. In this case, teachers should consider this cooperative approach to learn the language in groups with their classmates through creative oral activities. Implementing the cooperative approach in the classroom is crucial because it can help students improve their speaking skills as they interact with their classmates and feel comfortable to their level.

6. **¿ What cooperative strategies focused on speaking skills have been implemented to improve English language proficiency?**

Bueno yo no soy muy técnico en ese tipo de situaciones, pero para que el estudiante hable como le digo el trabajar cooperativo, trabajar en grupos, este tipo de comunicación por ejemplo donde el profesor fuera de clases hacerlo como se dice de forma virtual una comunicación ayuda entre ellos mismo, es cuestión de ponerle ganas para que desarrolle la habilidad oral, también se usa vía WhatsApp y se conectan y tienen una conversación y ya depende de cada persona y lo que se quiera conseguir con los estudiantes.

Translated by Jennifer Pilataxi

Well, I am not very technical in this type of situation. But, for the student to speak in cooperative work, work in groups, this type of communication for example where the teacher out of class do it as they say virtually communication helps between them, it is a matter of putting a desire to develop oral skills. Also, it uses WhatsApp to connect and have a conversation. It depends on each person and what you want to achieve with students.

Analysis

The analysis refers to teachers' cooperative strategies to engage students to speak English. The teacher did not accurately state the cooperative strategies that correspond to language development according to the information collected. However, he has a similar view of certain oral activities that help improve speaking skills, such as working in groups that help students speak English. In this case, students can use technological tools to learn the language, for example, making good use of the WhatsApp application because of the pandemic they can´ see face to face. They can call each other and speak in English to talk about a topic of interest. For this reason, teachers should search for new information with the help of technology and update their knowledge to find new learning strategies that can be applied in the classroom and provide more opportunities to talk in English through motivational activities. Also, the teachers need to be immersed in technology to look for new strategies to teach English and apply them in the classroom, leaving aside the routine activities they are always used to doing.

7. **¿ What are the main difficulties you have observed in your students' English language speaking production?**

A ver las mayores dificultades es principalmente el tiempo, los estudiantes no le dedican tiempo a practicar fuera de clase, se conforman con las cinco horas que se tiene a la semana el inglés, es bajísimo el tiempo y no ayuda mucho para que el estudiante pueda desarrollar y aparte la falta de interés, no existe una motivación por parte de los estudiantes por aprender el idioma se conforman solamente con cumplir con su horario y no hay entonces ese compromiso por mejorar el idioma inglés.

Translated by Jennifer Pilataxi

Ok, the most significant difficulties are mainly time; students do not dedicate time to practice outside of class, they are satisfied with the five hours they have per week for English. It is very little time and does not help the student develop, and besides the lack of interest, there is no motivation on the part of the students to learn the language. They are only satisfied with meeting their schedule, and there is no commitment to improving the English language.

Analysis

The analysis belongs to students' difficulties in talking in English. Based on the information gathered, the teacher mentions that time is the central aspect that makes it difficult for students to produce the language. Students only receive five hours a week of English, meaning that one hour a day is not enough since students only speak English during class time, and the rest of the day, they use their native language. In other words, they are not interested enough to practice the language because they wait for the next class to come again. For this reason, students should keep in mind that English is an important language that will serve them in the future. They should not wait for class time to practice the language but use it as much as possible to gain exposure to the language, and as they speak, they should improve their speaking skills. Learning English requires practice and speaking the language as much as possible. Therefore, it recommends that students practice the language in whatever way they feel is best to improve their speaking skills.

8. **In your opinion, how does the implementation of cooperative strategies help in the development of oral expression?**

Esto ayuda muchísimo al estudiante, trabajar en cuestiones con otras personas, con compañeros les motiva más, les da más confianza trabajar en equipo, eso es una buena estrategia para que los estudiantes vean que no son ellos nomás los que están por aprender el inglés, siempre va a ver esa sana competencia, va a ver un estudiante que se va a destacar más, entonces los demás van a ver esa situación y dicen si ellos pueden yo también voy a poder y se crea una competencia a sana entre ellos para aprender.

Translated by Jennifer Pilataxi

It helps the student a lot, working with other people, with peers motivates them more, it gives them more confidence to work as a team. It is a good strategy for students to see that they are not the only ones learning English; there will always be healthy competition, there will be a student who will stand out more. So the others will see this situation and say if they can do it, I can do it too, and healthy competition is created among them to learn.

Analysis

The analysis presents the benefits of cooperative strategies for speaking English. According to the information collected, the teacher mentions that cooperative strategies have a variety of benefits that students can take advantage of at the moment to use them. For example, when a student does not know how to pronounce a word, the classmate who knows how to pronounce it correctly will tell him/her how to do it. In addition, students feel more confident because they are with people they trust, which allows them to speak in English. Likewise, students support each other by learning something together, especially by developing their

English speaking skills. In this case, teachers should apply cooperative strategies in their lesson plans and get out of the routine of the book that is only limited to certain routine activities that the students already do all the time. It is essential to try new cooperative strategies that help language development because students feel interested in practicing English.

CHAPTER FOUR

PROPOSAL

4.1. Introduction

This guide aims to help junior students at Victor Manuel Guzman School improve their speaking skills through cooperative language strategies. A cooperative approach is a good option for speaking a language because students work better in groups and feel more confident to practice the language. Each strategy in the guide consists of a different helpful activity for developing their speaking skills.

4.2. Objectives

4.2.1. General Objective

- To apply cooperative learning strategies in the spoken activities used in the guide to develop speaking skills in junior students.

4.2.2. Specific Objectives

- To identify the most appropriate cooperative learning strategies to use in the guide according to the stablished topic in each unit.
- To employ activities based on students´ interest and integrate them according to the modules of the ministry of education.

4.3. Methodology

This guide contains three units focused on the development of speaking skills. Each unit includes three stages: presentation, practice, and production. The presentation describes some grammatical rules of the given topic and a Warm-up. Then, students do the activity using cooperative learning strategies and practicing the language according to the planned topic. Finally, in the production stage, students develop speaking skills and interact with the rest of their classmates.

4.4. Proposal Title

Cooperative Learning Strategies to improve Speaking Skills of junior students.

UNIT 1

TRUNK

OF

MEMORIES

LESSON A → CHILHOOD FILMS

OBJECTIVE

By the end of the lesson, students will be able to learn simple past with time markers (last week, last day, one year ago, yesterday) using Pair work.
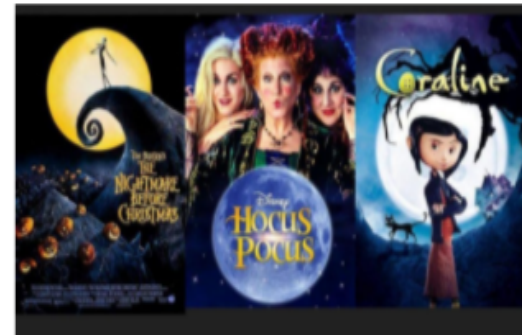
WARM UP

Present a variety of childhood movies' pictures, and the students can say the name of the movie and explain a short description of the film.
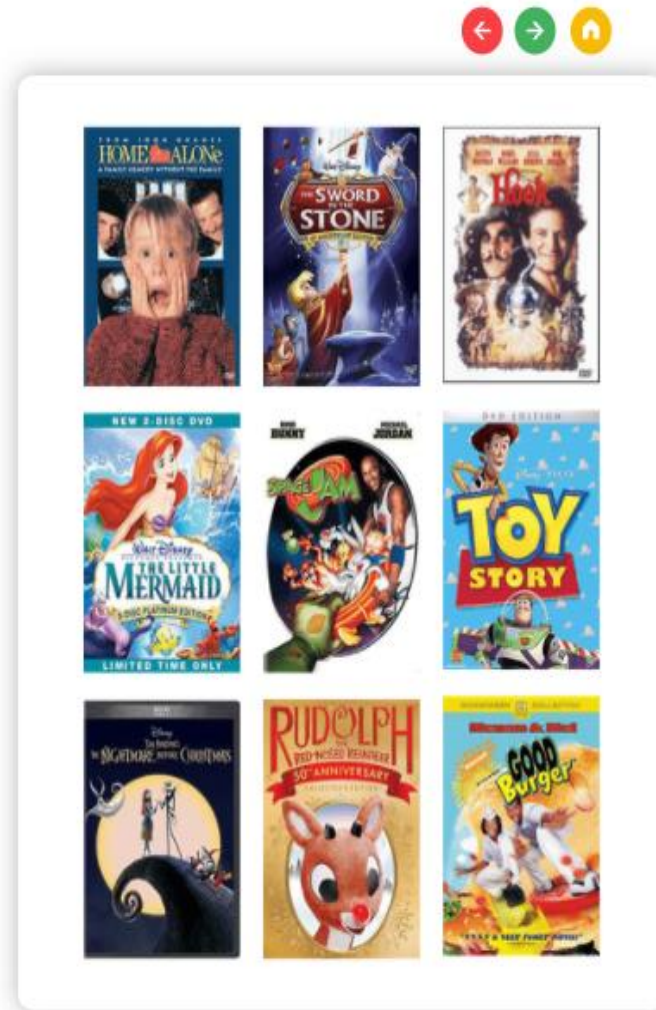
Simple Past

Simple past is used when an action started and finished at a specific time.

Form

Subject+Verb in past+Complement+Time markers.

Example

Affirmative

Samuel took a shower last night.

Negative

Samuel didn´t take a shower last night.

Question

Did Samuel take a shower last night?

PRESENTATION

The teacher provides some questions to introduce in the discussion of the students.

Which scene of the film did you like the most?

Why did you like this film?

What was the end of the film?

Did you like the end of the movie?

PRACTICE

COOPERATIVE LEARNING

Students present the picture to their partner about their favorite childhood´ film, and they describe the film integrating the questions given by the teacher. Their partner has to listen and provide an opinion. The other student repeats this process to participate in the activity.

When they finish talking to their partner, they put together the information from their films and create a new short movie end using the ideas they discussed before using simple past.

PRODUCTION

Students have to present their description of the movie in front of the class.

LESSON B → TRIP EXPERIENCE

OBJECTIVE

By the end of the lesson, students will be able to use present perfect using time markers (yet/already) and integrate Numbers Heads Together, and Discussion.

WARM UP

Present a picture about a group of friends at the beach, and students say some actions that come to mind using the simple past tense.

For example:
I visited this beach last month.

Present Perfect

Present perfect describes an action that started in the past and continues in the present.

Form

Subject+Have/Has+Verb in past participle+Complement

Example

Affirmative	Negative	Question
They have worked in the supermarket for four years.	They haven´t worked in the supermarket for four years.	Have they worked in the supermarket for four years?

Adverbs with Present Perfect

Yet is used for actions we expected has happened or hasn't happened.

Yet

She hasn't visited her parents yet.

Already is used for actions happened earlier than we expected.

Already

I have already uploaded my homework.

PRESENTATION

Picture 1

The teacher forms groups of 4 students; each group member is assigned one number from one to four. Then, the teacher provides two pictures for each member of the group.

Picture 2
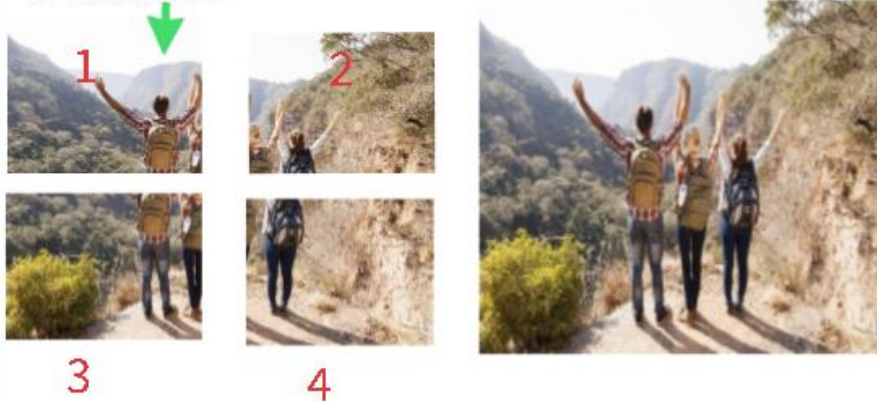
PRACTICE

COOPERATIVE LEARNING

Students put together the parts of the photos that are two different circumstances. They discuss and create a brainstorming that everyone expresses to give a title and create a description for each picture using present perfect.

Once the task is finished, the teacher mentions two numbers for each picture and tells students to come to the front of the class.

PRODUCTION

The students present their descriptions with the rest of their classmates.

Then, they share their own experience of a trip in their life using present perfect.

LESSON C ➜ FAMILY TREE

OBJECTIVE

By the end of the lesson, students will be able to describe family members using Role-plays and Discussion.

WARM UP

Students bring a picture of a family member they love very much, and they have to say the reason for this love.

PRESENTATION

The teacher introduces some family members' vocabulary who are the prominent family members.

Mother	Son	
Father	Daughter	
Sister	Grandmother	Grandparents
Brother	Grandfather	Siblings
Uncle	Sister in law	Girlfriend
Cousin	Mother in law	Boyfriend
Aunt	Parents	
Niece	Wife	
Nephew	Husband	

PRACTICE

COOPERATIVE LEARNING

The teacher forms groups of four and tells the students to take pictures of the people they brought to make the family tree. The students design this family tree according to their imagination.
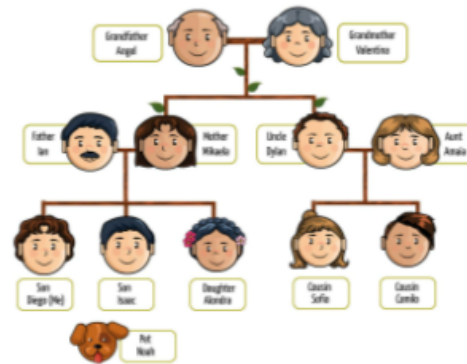
PRODUCTION

Once the students finish making the tree, the teacher explains that each group must act as a family member, and the classmates have to guess which family member is.

For example:
Baby: crawls on the floor and says agu-agu.

EVALUATION

Students should make a description about a place they have been going with their family since childhood and continue to do so using past simple and present perfect tense. Then they have to create a power point presentation and present it to their classmates.

For example:

My family and I like to visit Esmeraldas beach. When I saw this beach for the first time, I liked it a lot. I have visited Esmeraldas beach three times.

UNIT 2

EDUCATION IN COVID-19 PANDEMIC

Imágenes: Shutterstock; Bárbara Castrejón, DGDC-UNAM

LESSON A → EDUCATION CHANGES

OBJECTIVE

By the end of the lesson, students will be able to learn past continuous using Think-Pair-Share and Round Robin.

WARM UP

The teacher asks the students some questions about school changes.

↓

How did you feel when High schools were closed by the pandemic?

Did you like this new way of teaching?

Did you miss talking with your friends in class?

Past Continuous

Past continuous is used to describe an action that was in progress during a period of time.

Form

Subject+was/were+Verb ending in ing+Complement

Example

Affirmative

She was making a cake in the morning.

Negative

She wasn´t making a cake in the morning.

Question

Was she making a cake in the morning?

PRESENTATION

The teacher forms groups of four students and gives each group a bag of questions.
This bag contains five questions, the students form a circle to do the activity, and they can start working using past continuous.

Bag of questions

If the lesson does virtually, one of the students should start by spinning the wheel and answering the question, and giving the rest of the members a chance to answer the same question. Then, another student will spin the wheel and continue the process until they finish answering the questions posed by the teacher.

https://app-sorteos.com/wheel/1EP893

PRACTICE
COOPERATIVE LEARNING

Each student has to answer the question and pass the paper to his/her classmates to give their answer. Once they finish answering the questions, they create ten questions to ask another group.

Two group members switch to another group and ask questions for this process. When they finish asking questions of their classmates, students come back to their workgroup and explain the classmate´s answers.

PRODUCTION

Students have to present their classmates' answers according to their questions. Then, they give their answer to the question posed by them.

LESSON B → ONLINE LEARNING EXPERIENCE

OBJECTIVE

By the end of the lesson, students will be able to learn past perfect using the Three-Step Interview and Pair work.

WARM UP

The teacher asks the students some questions about their homework and classes.

How much homework were you doing last night?

What were you doing in math class that you ignored the teacher?

Where were you taking classes yesterday(bedroom, living room)?

Past Perfect

Past perfect is used to describe an event that occurred before another action in the past. For this reason, past simple is combined with past perfect.

Form

Subject+Had+Verb in past participle+Complement

Example

Affirmative	Negative	Question
Monica said that she had lost her shoes in the bus.	Monica said that she hadn´t lost her shoes in the bus.	Had Monica lost her shoes in the bus?

PRESENTATION

The teacher forms pairs to explain the task. The couple has to formulate questions for the interview focus on their online learning experience using past perfect.

Example

Had you used any of these tools before (Zoom,Teams)?

PRACTICE

COOPERATIVE LEARNING

Students discuss and pose the questions they will use in their interview. Once they have finished the questions, they take roles in which one is the interviewee and the other the interviewer, and start the Interview according to their role. Then, they switch roles and do the Interview again.

89

PRODUCTION

Students summarize the information given to their partners and present it in front of the class. Then, they express their online learning experience.

LESSON C → STUDENTS' RESPONSIBILITY

OBJECTIVE

By the end of the lesson, students will be able to learn the second conditional using Brainstorming and Discussion.

WARM UP

The teacher asks the students some questions about students´ responsibi.lity

What do you think about students´ responsibility?

Tell me some students´ responsibilities

Second Conditional

Second conditional is used to describe an imaginary event and its consequence.

Form

If+Subject+Were+Would/wouldn´t, +Complement

Example

Affirmative

If I were a singer, I would sing around the world.

Question

What would you do if you were a singer?

PRESENTATION

Teacher forms groups of four people and tell them to do a brainstorming about students' responsibilities in learning in a piece of paper.

PRACTICE

COOPERATIVE LEARNING

Students have to use the ideas in an imaginary event using second conditional. For example:
If students were responsible, they would upload homework to the platform on time.

Once they finish discussing their ideas, they create ten possible causes of responsibility and their classmates have to say the possible consequence. For example:
If students were puntual,................

PRODUCTION

↓

Students write the imaginary events on the board and ask their classmates the result or consequence of the stated event.

EVALUATION

↓

Students have to do a role play about a patient with Covid-19, and the doctor has to ask the reason for his/her contagion using past continuous, past perfect, and second conditional.

↓

For example:

What were you doing 15 days ago?
I was dancing at a party.
Had you been drinking beer in the same glass as your friends?
Yes, but we were just a few friends.
If I were you, I would have preferred to drink beer to another glass.

UNIT 3

#ALL YOU NEED IS ECUADOR

LIKE NOWHERE ELSE • ALL IN ONE PLACE • SO CLOSE

ECUADOR TOURISM AND TRADITIONS

LESSON A → GALAPAGOS ISLANDS

OBJECTIVE

By the end of the lesson, students will be able to describe Galapagos Islands using Pair work and Discussion.

WARM UP

The teacher asks the students some questions about Galapagos Islands.

Have you been to this Island?

When did you visit the Island?

What did you eat in Galapagos?

Have you visited any other island before Galapagos?

PRACTICE
COOPERATIVE LEARNING

Students work in groups of four and have to watch the video again and describe the video using its elements, e.g., animals, places, among other things.

Once they finish making the description, the teacher mentions that they have to form pairs and explains that each couple has to create some questions for their group work. Then, one student change of partner and ask questions to his/her new partner.

PRODUCTION

↓

Students return to their starting partners and share the information they were given. Once they have finished exchanging information, they come to the front and describe the information their classmates mentioned before.

→

LESSON B → CHRISTMAS TRADITION

OBJECTIVE

By the end of the lesson, students will be able to use passive voice with simple present and past using Round Robin.

WARM UP

The teacher asks the students some questions about Christmas.

What do you think about Christmas?

Do you like Christmas?

Do you celebrate Christmas?

Who celebrates Christmas with you?

Passive Voice

Passive voice is focused on the people or things affected by the action.

Form

Subject+Verb to be+Verb in past participle+ Complement

Examples

Active voice

Juan watches a film in the morning.

María drove a new red car.

Passive voice

A film is watched by Juan in the morning.

A new red car was driven by María.

PRESENTATION

The teacher forms groups of four students and gives a bag of questions to each group. This bag contains inquiries related to Christmas, and the students have to answer them.

Bag of questions

https://app-sorteos.com/wheel/G6JOK2

If the lesson does virtually, one of the students starts by spinning the wheel and answering the question and giving the rest of the members a chance to answer the same question. Then, another student will spin the wheel and continue the process until they finish answering the questions posed by the teacher.

PRACTICE

COOPERATIVE LEARNING

Students form a circle and begin to answer the questions posed by the teacher. The question rotates to all group members until the end.

Once they finish answering, students convert their answer to passive voice. Then, they create active sentences to present to the class, and their classmates have to say in passive voice.

PRODUCTION

Students write the active voice sentences on the board and ask their classmates to say the passive voice sentence.

LESSON C ➤ HAPPY NEW YEAR TRADITION

OBJECTIVE

By the end of the lesson, students will be able to learn used to using Pair Work.

WARM UP

The teacher presents a picture from New Year and asks students some questions.

Do you like to celebrate New Year?

Do you have any custom to do in New Year?

Do you like to drink beer to celebrate the New Year?

What do you like to do in New Year?

Used to

Used to is used to describe past actions that you no longer do today.

Form

Subject+Used to+Base form verb +Complement

Example

Affirmative

Carolina used to play basketball once a week.

Negative

Carolina didn´t use to play basketball once a week.

Question

Did Carolina use to play basketball once a week?

PRESENTATION

The teacher forms pairs, and the students have to discuss activities they used to do as children in the New Year. Also, the students have to say what they used to do with their family and friends on this particular date.

PRACTICE

COOPERATIVE LEARNING

Students discuss the activities they used to do in New Year in their childhood.

Once they have finished discussing, the teacher tells the students they have to describe what they think this New Year would be like, if the tradition of burning effigies in the streets will be allowed or not because of the pandemic.

PRODUCTION

Students come to the front of the class and describe what their partner told them in the discussion and give their opinions about their partner's ideas.

EVALUATION

Students have to remember a trip with their school classmates and describe the activities they used to do through a video. Then they will explain the actions they used to do at school before the pandemic.

Link of the proposal: https://view.genial.ly/6196db430839170dbcf7b21c/guide-guia-educacion-online

4.5.Impacts

The project requires the analysis of the three impacts

- ➢ Linguistic impact
- ➢ Affective impact
- ➢ Academic impact

It is important to mention the numerical impact levels

Table 12

Numerical Impact Levels

-3	High negative impact
-2	Medium negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

Taken from: (Posso, 2013)

Another critical aspect to consider is the formula to get the result.

Level of impact = $\dfrac{\sum (\text{Result of the indicator})}{\text{Number of indicators}}$ = X

4.5.1. Linguistic Impact

Table 13

Linguistic Impact

Impacts	-3	-2	-1	0	1	2	3
Indicator							
Sharing ideas focused on the present perfect tense							X
Describing learning experiences using present perfect							X
Learn to interact with people through activities integrated with the "Number Heads Together" strategy.						X	
Total							$\sum=8$

Author: Jennifer Pilataxi

Level of impact $\dfrac{8}{3} = 2.66$

Linguistic impact level: Medium positive impact

Analysis

The indicators show that most of their equivalents are at medium positive impact. It is because it did the presentation of the topic interactively. Thus, students talk about their travel experiences using present perfect and there was a good interaction between students through the applied strategy in the activity. However, a minority of students felt that the cooperative strategy used in the class did not have a maximum positive impact. Therefore, they did not pay attention to the class and did not follow the directions; as a result, they could not do the activity correctly.

4.5.2. Affective Impact

Table 14

Affective Impact

Impacts	-3	-2	-1	0	1	2	3
Indicator							

	-3	-2	-1	0	1	2	3
Encourage student participation							X
Improve motivation to speak in English through oral activities							X
Improve self-confidence to speak in English through cooperative learning						X	
Encourage cooperation rather than competition							X
Total							∑=8

Author: Jennifer Pilataxi

Level of impact $\dfrac{8}{4} = 2$

Affective impact level: Medium positive impact

Analysis

Regarding affective impact, the indicators establish medium positive impact. It made most of the activities implemented with the teacher's help and students, and it showed an interest and motivation to learn the language. In addition, the activities helped the students learn through the cooperative approach; however, some students did not make an effort to help the group. It produced a lack of confidence among them because they had to take another responsibility from their classmates to finish the work. However, there was a significant cooperative learning because all group members who work as a group do the best effort to complete the activity correctly.

4.5.3. Academic Impact

Table 15

Academic Impact

Impacts	-3	-2	-1	0	1	2	3
Indicator							
To develop critical thinking in the learning process.						X	
Analyze information about the activity of the topic							X
Create a description of the topic							X
Total							∑=8

Author: Jennifer Pilataxi

Level of impact $\dfrac{8}{} = 2.66$

3

Academic impact level: Medium positive impact

Analysis

In terms of academic impact, the descriptors indicate a medium positive impact. The students had to analyze everyone's information and make the best description using the present perfect. In addition, students used their imagination to give ideas and thoughts to generate critical thinking. Also, some students made the maximum effort to finish the task and present it to the class.

Effects after of proposal socialization
Express their ideas with reasonable fluency.
Work in a friendly environment to be confident to talk in English.
Encourage students' participation using interactive activities focused on cooperative learning.
Increase motivation to participate in the class.
Improve interaction through cooperative learning.

After implementing the proposal, it found various positive effects; the students demonstrated a reasonable fluency change that allowed them to exchange messages with their classmates and be understood. In addition, students felt a greater motivation to learn to speak English because the class activities were interactive and captured the students' attention. As well as, students felt a greater incentive to learn to speak English because the class activities were interactive and caught the students' attention. Also, the students learned cooperatively and encouraged the rest of their classmates to participate in the work and do it in the best way. This way created an excellent interaction between classmates, and students used English to communicate. Therefore, a healthy learning environment encouraged students to speak English without frustration.

All the effects mentioned above highlighted the result of the proposal's socialization about the students' reaction through cooperative strategies to improve speaking skills. It turned out to be a good tool for the students because they feel more interested in learning the language cooperatively by establishing interactive activities to capture their attention.

4.6. Conclusions

- Interactive oral activities positively affect students' interest in learning to speak English. However, teachers use repetitive activities that become a teaching routine, resulting in students becoming bored with learning in the same way.

- Learning to speak English involves using language, so students must practice it to lose their fear and activate their classmates' motivation to speak English.

- Cooperative learning plays a positive role in language development because it allows students to work as a group and help each other by focusing on healthy cooperation rather than competition.

- The design of the guide focused on activities that students consider interactive. The topics are focused on the modules of the Ministry of Education integrated with cooperative strategies to produce the motivation to learn the language.

4.7.Recommendations

- It can design Cooperative strategies integrated with interactive activities using imagination to feel interested in learning English. A new learning strategy is applied in the classroom to capture students' attention, and they like to learn cooperatively.

- Students should practice the language even when they are not in English class because the initiative starts with them, their interest in learning the language, and encouraging their classmates to speak English at every opportunity.

- The cooperative learning approach can apply to the topics raised by the teacher, as long as the students contribute in the group to develop English. It also helps students to analyze the ideas and thoughts of others and create critical thinking.

- Share the guide with students to visualize the new learning methods to emphasize cooperative learning and draw students' attention to motivate them to learn the language.

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APPENDIX

APPENDIX 1: Presentation Letter: "Victor Manuel Guzmán" High School

Ministerio de Educación

Memorando Nro. MINEDUC-CZ1-10D01-DDASR-2021-0120-M

Ibarra, 16 de junio de 2021

PARA: Sr. Msc. Raimundo Alonso López Ayala

          Mirian Jeaneth Tapia Herrera
          Rectora Encargada de la U.E. "Víctor Manuel Guzmán"

ASUNTO: RESPUESTA: SOLICITUD INFORMACIÓN PARA EL TRABAJO DE
          GRADO

De mi consideración:

En respuesta al Documento No. PAC-71-OTRO-0987-AP, en el cual solicita se le brinde las facilidades necesarias, a la señorita Jennifer Anabel Pilataxi Minda, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portadora de la cédula de ciudadanía 0401998117, para que obtenga información y desarrolle el trabajo de grado con el tema: "Improvement of English Speaking Skills Trough Cooperative Learning Strategies in Junior Students at Victor Manuel Guzmán High Scholl 2020-2021", debo indicar que su pedido es procedente para lo cual se procederá a comunicar a la Autoridad de la institución educativa, además indicar que esta prohibido la asistencia de manera presencial a las instituciones educativas y que todo el trabajo que se vaya a realizar debe ser de manera telemática y en coordinación con las Autoridades de la Institución Educativa.

Con sentimientos de distinguida consideración.

Atentamente.

PAULA DANIELA
BUENAÑO PULLES

Lcda. Paula Daniela Buenaño Pulles
**ANALISTA DISTRITAL DE APOYO, SEGUIMIENTO Y REGULACION
(LIDER)**

Referencias:
- MINEDUC-CZ1-10D01-UDAC-2021-3657-E

Anexos:
- C:fakepathPAC-71-OTRO-0987-AP20210615_0050.pdf

Gobierno | Juntos
del Encuentro | lo logramos

APPENDIX 2: Presentation Letter: Proposal Socialization

UNIVERSIDAD TÉCNICA DEL NORTE

Facultad de Educación Ciencia y Tecnología

DECANATO

Oficio 743-D – 2021

Ibarra, 01 de diciembre de 2021

Magíster

Mirian Tapia

RECTORA DEL COLEGIO VÍCTOR MANUEL GUZMÁN

Señora Rectora:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted, con la finalidad de solicitarle muy comedidamente, se brinde las facilidades necesarias a la señorita JENNIFER ANABEL PILATAXI MINDA, egresada de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice a los docente y estudiantes del Colegio que usted dirige, la propuesta del trabajo de titulación con el tema "IMPROVEMENT OF ENGLISH SPEAKING SKILLS TROUGHT COOPERATIVE LEARNING STRATEGIES IN JUNIOR STUDENTS AT VICTOR MANUEL GUZMÁN HIGH SCHOOL 2020-2021".

Por su favorable atención, le agradezco.

Atentamente,

CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. Raimundo López

DECANO DE LA FECYT

APPENDIX 3: Student´s Survey

UNIVERSIDAD TECNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

Improvement of English Speaking Skills Through Cooperative Language Learning Strategies in Junior Students at "Victor Manuel Guzmán" High School 2020-2021

Estimado/a:

Objetivo: La presente encuesta tiene como propósito recabar información sobre la aplicación de estrategias de aprendizaje cooperativo de idioma para el mejoramiento de la destreza de hablar en el idioma inglés, en los estudiantes de 2do de Bachillerato del Colegio Víctor Manuel Guzmán.

Student´s Survey

1. **¿Te gusta hablar en el idioma inglés?**
   Si

   No

2. **¿Con que frecuencia usted participa en actividades orales en el idioma inglés? Marque con una x en el número de frecuencia, según su respuesta.**

1	2	3	4	5
Nunca	Casi nunca	Ocasionalmente	Casi siempre	Siempre

3. **¿Cuáles de los siguientes componentes de la habilidad oral considera usted son los más importantes?**
   Fluidez
   Vocabulario
   Comprensión
   Pronunciación

4. ¿Cuáles de las siguientes actividades le gusta más en el idioma inglés?

- Debates
- Discusiones
- Presentaciones
- Diálogos espontáneos
- Juego de roles
- Simulación
- Lluvia de ideas
- Narración de la historia
- Entrevistas
- Completar la historia
- Narración de imágenes
- Descripción de imágenes
- Encontrar la diferencia

5. ¿Con que frecuencia utiliza el docente las actividades cooperativas para el desarrollo de producción oral en inglés? Marque con una x la frecuencia acorde a su opinión.

Frecuencia / Actividad	Nunca	Casi nunca	Ocasionalmente	Casi siempre	Siempre
Debates					
Diálogos					
Conversaciones Espontaneas					
Dramatizaciones					
Juegos de rol					
Discusiones					
Lluvia de ideas					
Narración de historias					
Entrevista					
Completar la historia					
Narración de imágenes					
Descripción de imágenes					
Encuentra la diferencia					

6. ¿En una escala del uno al cinco, considera usted que la producción oral en grupos es importante para mejorar la habilidad de hablar en inglés?

1	2	3	4	5

Poco importante   **Muy importante**

7. **¿Según su criterio, el aprendizaje cooperativo ayuda a mejorar la producción oral? Marque con una x la opción que corresponda a su criterio.**

Totalmente en desacuerdo	En desacuerdo	Poco de acuerdo	De acuerdo	Totalmente de acuerdo

8. **¿Con que frecuencia le gustaría realizar trabajos cooperativos que le permitan desarrollan la producción oral en el idioma inglés? Marque con una x según su criterio.**

Frecuencia	
Diariamente	
Semanalmente	
Mensualmente	

9. **¿Considera que el aprendizaje cooperativo te ayuda a desarrollar un pensamiento crítico para expresar tus ideas en el idioma inglés?**

Si

No

APPENDIX4: Teacher´s Interview

UNIVERSIDAD TECNICA DEL NOR TE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

Improvement of English Speaking Skills Through Cooperative Language Learning Strategies in Junior Students at "Victor Manuel Guzmán" High School 2020-2021

Estimado/a:

Objetivo: La presente entrevista tiene como propósito recabar información sobre la aplicación de estrategias de aprendizaje cooperativo de idioma para el mejoramiento de la destreza de hablar en el idioma inglés, en los estudiantes de 2do de Bachillerato del Colegio Víctor Manuel Guzmán.

Teacher´s Interview

1. **¿Cómo describe la participación de los estudiantes cuando se trata de hablar en el idioma inglés?**

2. **¿Cuáles son los componentes que considera usted importantes a la hora de evaluar la habilidad oral en el idioma inglés?**

3. **¿Qué instrumento usa para evaluar los componentes de la habilidad oral al momento de una presentación oral de los estudiantes?**

4. ¿Cuáles actividades enfocadas a la habilidad oral se han implementado para el mejoramiento de esta destreza?

5. ¿Cuál es su punto de vista acerca de la implementación del enfoque cooperativo para ayudar al desarrollo de la expresión oral en el idioma inglés?

6. ¿Qué estrategias cooperativas enfocadas a la habilidad oral se han implementado para el mejoramiento de la expresión oral en el idioma inglés?

7. ¿Cuáles son las mayores dificultades que se han evidenciado en sus estudiantes en la producción oral en el idioma inglés?

8. Según su criterio, como ayuda la implementación de estrategias cooperativas en el desarrollo de la expresión oral

APPENDIX 5: Proposal Socialization
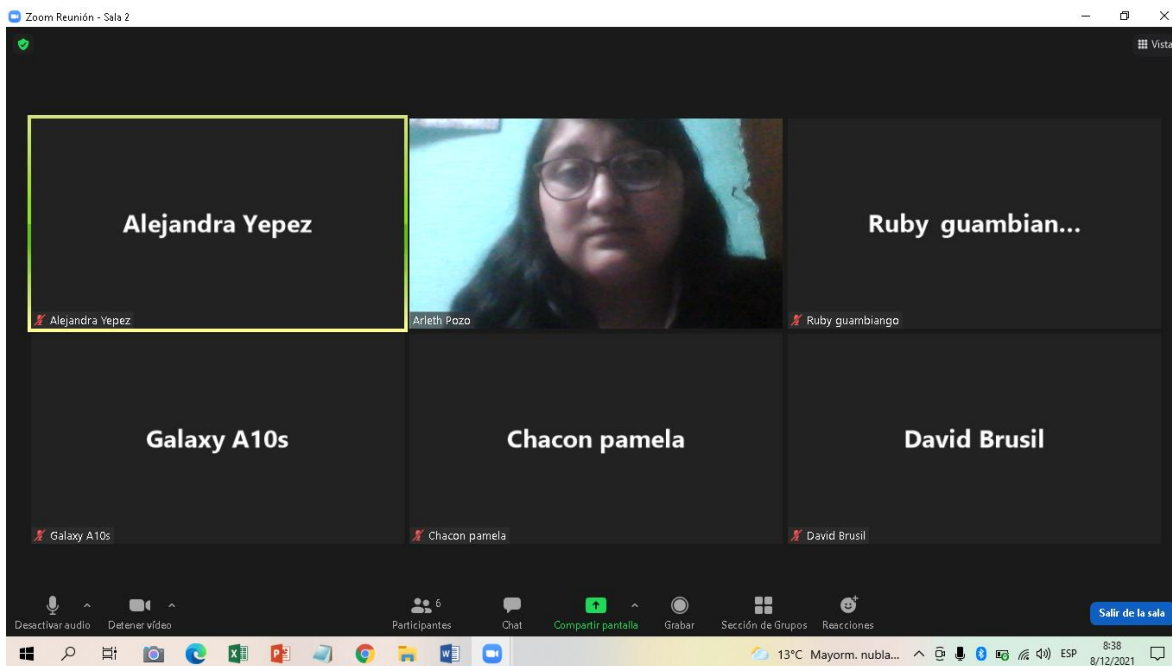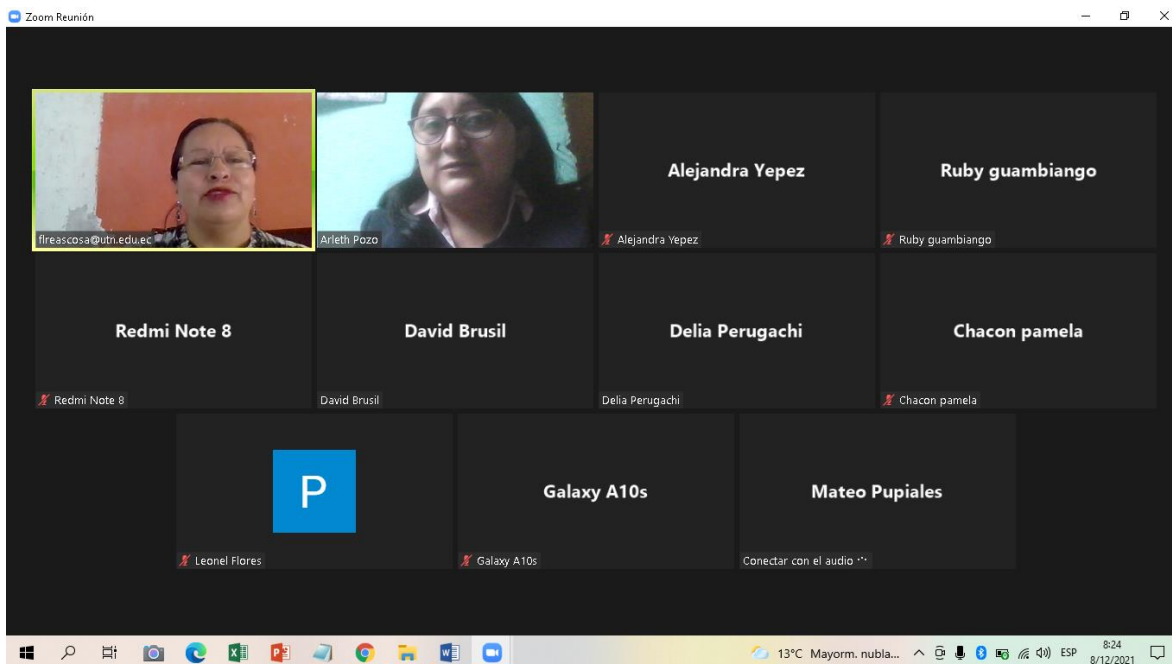
APPENDIX 6: Teacher´s Checklist

UNIVERSIDAD TECNINCA DELNORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGIA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLES

Teacher: MSc. Fanny Reascos

Student: Jennifer Pilataxi

Date: 08/12/2021

Class: 2do B.G.U.

Unit: 1

CLASS EVALUATION FORM

A) LESSON PLAN

Lesson Component	3 Basic Proficiency	4 Outstanding Performance	Score
Objectives	Objectives provide a sense of what students will know and be able to do as a result of the lesson.	Objectives provide a clear sense of what students will achieve as a result of the lesson.	4
Lesson stages and activities within each one	The activities described in each stage of the lesson are interconnected and they are likely to help students achieve the learning objective.	The activities described in each stage of the lesson are well articulated and they are likely to help students achieve the learning objective.	4

Resources and materials	The resources are likely to enhance learning.	The resources are likely to enhance learning significantly.	4
Evidence of learning	Ideas on evidence of learning on an ongoing basis are clear.	Ideas on evidence of learning on an ongoing basis are clearly articulated.	4
Subtotal			16

B) PROCEDURAL INSTRUCTION DELIVERING

Item	Skills and competences	Emerging 2	Proficient 3	Accomplished 4
1	Employs a variety of materials throughout the lesson for language learning including visual aids.			4
2.	Makes adjustment to the lesson plan to meet student needs, interest, and motivation.		3	
3	Demonstrates confidence and poise when managing the classroom environment			4
4	Develops and maintains motivation, accepting the classroom environment.		3	
5	Interacts with the students using respectful vocabulary.			4
6	Answers the students' questions in a clear and concise way.		3	
7.	Meets the time established for the lesson.			4
8	Shows proficiency in the target language.			4
Subtotal				29

LESSON PLAN	16/16		
PROCEDURAL INSTRUCTION DELIVERING	29/32		
TOTAL	45/48	**AVARAGE**	9.4

Adapted from: Universidad Técnica Del Norte (n.d.). FIFTH LEVEL CLASS EVALUATION FORM

MSc. Fanny Reascos

2do. B.G.U English Teacher at Victor Manuel Guzmán

APPENDIX 7: Student´s Checklist

UNIVERSIDAD TECNINCA DELNORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGIA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLES

Objetivo: La presente encuesta tiene como propósito recabar información acerca de la estrategia cooperativa implementada en clase para el mejoramiento de la destreza de hablar en el idioma inglés, en los estudiantes de 2do de Bachillerato del Colegio Víctor Manuel Guzmán.

Marque con una x la respuesta correcta que considere según su criterio.

Pregunta	Excelente	Muy bueno	Bueno	Malo	Muy malo
Como considera usted la estrategia cooperativa "Cabezas juntas numeradas" usada en clase					
Que le pareció la actividad integrada con el uso de presente perfecto					
Como considera el ambiente de clase y la actitud del profesor en su enseñanza					
Como considera usted los recursos tecnológicos usados en la clase para la presentación y aprendizaje del tema					
Como considera usted su confianza hablando en inglés con sus compañeros de clase					

APPENDIX 8: Analysis Urkund

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Document Information

Analyzed document	FINAL THEORETICAL FRAMEWORK.docx (D122757204)
Submitted	2021-12-16T17:36:00.0000000
Submitted by	
Submitter email	japilataxim@utn.edu.ec
Similarity	1%
Analysis address	jmobando.utn@analysis.urkund.com