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**“COOPERATIVE LEARNING AS A DIDACTIC STRATEGY TO DEVELOP  
SPEAKING SKILLS in 3rd LEVEL STUDENTS AT UNIVERSIDAD TÉCNICA  
DEL NORTE”**

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## ABSTRACT

Speaking skills is what students consider challenging to learn due to little practice in the classroom. However, teachers consider it an essential skill in English because it begins with learning knowledge and then putting it into practice by speaking correctly. So for that reason, this research project aims to use cooperative learning strategies to develop the speaking skills in the students of the third-semester semester of Universidad Técnica del Norte. Appropriate cooperative learning strategies for use in the classroom for the development of speaking, with the teacher's help who is in charge of motivating and changing dynamic strategy for the practice with the use of cooperative learning. The researcher used a qualitative and quantitative investigation to collect, analyze, and interpret the data obtained; student surveys and teacher interviews were used to get results that provided information on the problem found from both perspectives. In this way, some issues will be identified. As a result, a didactic guide is proposed within the classroom to develop the speaking skills in English using strategies in cooperative learning in third-semester students. Some of the strategies such as think-pare-share, Jigsaw, Role plays, or Round Robin are implemented in activities for the practice among students with the supervision and qualification of the teacher.

**Keywords:** Speaking Skill, Cooperative Learning, improvement, development, implementation

## RESUMEN

La capacidad de hablar inglés es lo que estudiantes han considerado difícil de aprender debido a la poca práctica en el aula. Sin embargo, los profesores la consideran una habilidad esencial en inglés ya que inicia desde aprender conocimientos teóricos y luego ponerlos en práctica hablando correctamente. Es por ello que este proyecto de investigación tiene como objetivo utilizar estrategias de aprendizaje cooperativo para desarrollar la habilidad de hablar en los estudiantes de tercer semestre de la Universidad Técnica del Norte. Estas estrategias de aprendizaje cooperativo son adecuadas para el uso dentro del aula como para el desarrollo del habla en inglés, con la ayuda del docente se motivará y cambiará la estrategia dinámica en base a la práctica y el uso de un aprendizaje cooperativo. La investigadora utilizó una investigación cualitativa y cuantitativa para la recolección, análisis e interpretación de los datos obtenidos, se utilizó encuestas a estudiantes y entrevistas a docentes para obtener resultados que brinden información sobre el problema encontrado desde ambas perspectivas para que sean útiles en la resolución de algunos problemas identificados. Como resultado se propone una guía didáctica dentro del aula para desarrollar la habilidad de hablar en inglés utilizando estrategias en el aprendizaje cooperativo en estudiantes de tercer semestre. Algunas de las estrategias como think-pare-share, Jigsaw, Role-Playing o Round Robin se implementan en actividades para la práctica entre los alumnos con la supervisión y calificación del docente.

**Palabras clave:** Habilidad de Hablar, Aprendizaje Cooperativo, mejora, desarrollo, implementación



## TABLE OF CONTENTS

|  |    |
|--|----|
| INTRODUCTION .....   | 13 |
| Motivation for the study .....   | 13 |
| Problem description .....  | 13 |
| Justification.....   | 16 |
| Objectives .....   | 18 |
| CHAPTER I.....   | 19 |
| THEORETICAL FRAMEWORK.....   | 19 |
| 1.1 Second language acquisition .....  | 19 |
| 1.2. Second Language teaching .....  | 19 |
| 1.3. Language Learning .....   | 20 |
| 1.4. Learning Theories.....  | 20 |
| 1.4.1. Cognitive theory .....  | 21 |
| 1.4.2. Behaviorism.....  | 22 |
| 1.4.3. Humanistic Theory .....   | 22 |
| 1.4.4. Zone of Proximal Development by Vygotsky.....                                       | 22 |
| 1.4.5. Constructivism.....   | 22 |
| 1.5. Methods and approaches .....  | 23 |
| 1.6. Cooperative learning strategies .....   | 23 |
| 1.6.1. Think-pair-share .....  | 24 |
| 1.6.2. The Jigsaw .....  | 24 |
| 1.7. Comparison of cooperative language learning and traditional language<br>teaching..... | 24 |
| 1.8. Teacher's role and student's role in cooperative learning .....                       | 25 |
| 1.9. Benefits of Cooperative Learning Method for students learning .....                   | 27 |
| 1.10. Difference between cooperative learning and collaborative learning<br>methods.....   | 28 |
| 1.11. Types of cooperative learning methods.....   | 29 |
| 1.11.1 Cooperative base groups.....  | 29 |
| 1.11.2. Peer Teaching .....  | 30 |
| 1.11.2. Informal Cooperative Learning Group .....  | 30 |
| 1.11.3. Used of cooperative learning in small group discussion .....                       | 30 |

|  |    |
|--|----|
| 1.12. Develop skills .....   | 30 |
| 1.13. English Language Teaching .....  | 32 |
| 1.14. Receptive and productive skills.....   | 32 |
| 1.15. Speaking skill .....   | 32 |
| 1.15.1 Difficulties in speaking.....   | 33 |
| 1.16. Oral communication .....   | 33 |
| 1.17. Factors that affect oral communication .....                                   | 33 |
| 1.18. Pronunciation.....   | 34 |
| CHAPTER II .....   | 35 |
| METHODOLOGY .....  | 35 |
| 2. 1 Type of research .....  | 35 |
| 2.1.1 Quantitative research .....  | 35 |
| 2.1.2 Qualitative research .....   | 35 |
| 2.2. Research designs/methods .....  | 35 |
| 2.2.1. Deductive and Inductive methods .....   | 35 |
| 2.2.2. Descriptive design .....  | 36 |
| 2.2.3 Exploratory design.....  | 36 |
| 2.3. Technique / Tools .....   | 36 |
| 2.3.1 Survey .....   | 36 |
| 2.3.2. Structured Interview .....  | 36 |
| 2.3.3 Mock Exam Ket.....   | 37 |
| 2.4. Research Questions .....  | 37 |
| 2.5. Participants and sample .....   | 37 |
| CHAPTER III.....   | 38 |
| RESULTS AND DISCUSSION.....  | 38 |
| 3.1 Analysis of the surveys applied to students.....                                 | 38 |
| 3.2 Analysis of the interviews applied to the teacher .....                          | 44 |
| 3.3 Results of third-level students regarding the Common European Framework<br>..... | 48 |
| 3.4. Discussion.....   | 49 |
| 3.4.1. Speaking Skill.....   | 49 |
| 3.4.2. Cooperative Learning .....  | 50 |
| 3.4.3 Dynamic Strategy .....   | 51 |
| CHAPTER IV PROPOSAL .....  | 52 |

|   |     |
|---|-----|
| 4.2. Justification.....                           | 52  |
| 4.1. Introduction .....                           | 52  |
| 4.3. Theoretical Foundation.....                  | 53  |
| 4.3.1. Second Language acquisition .....          | 53  |
| 4.3.2 Cooperative Learning .....                  | 53  |
| 4.3.3 Speaking Skills .....                       | 53  |
| .....   | 54  |
| 4.4. Objectives .....                             | 54  |
| 4.4.1. General Objective .....                    | 54  |
| 4.5 Methodology.....                              | 54  |
| 4.6. Development.....                             | 54  |
| .....   | 54  |
| 4.7 Impacts .....                                 | 123 |
| CONCLUSIONS .....                                 | 125 |
| RECOMMENDATIONS .....                             | 126 |
| REFERENCES .....                                  | 127 |
| ANNEXES .....                                     | 132 |
| Annex 1: Teaher’s Structured interview.....       | 132 |
| Annex 2: Student Survey.....                      | 133 |
| Annex 3: population change request .....          | 134 |
| Annex 4: Application of Teacher’s Interview ..... | 135 |
| Annex 5: Evidence of Student’s Survey Online..... | 135 |
| Annex 6: Analysis by Turnitin .....               | 138 |

### **TABLE INDEX**

|               |     |
|---------------|-----|
| Table 1 ..... | 24  |
| Table 2.....  | 37  |
| Table 3.....  | 48  |
| Table 4.....  | 123 |
| Table 5.....  | 123 |
| Table 6.....  | 124 |

### **FIGURE INDEX**

|               |    |
|---------------|----|
| Figure 1..... | 21 |
| Figure 2..... | 26 |

|                |    |
|----------------|----|
| Figure 3.....  | 27 |
| Figure 4.....  | 29 |
| Figure 5.....  | 31 |
| Figure 6.....  | 38 |
| Figure 7.....  | 39 |
| Figure 8.....  | 39 |
| Figure 9.....  | 40 |
| Figure 10..... | 40 |
| Figure 11..... | 41 |
| Figure 12..... | 42 |
| Figure 13..... | 43 |
| Figure 14..... | 44 |
| Figure 15..... | 49 |

# INTRODUCTION

## **Motivation for the study**

Learning a second language is a skill that many people consider essential to understanding; that is, knowing another language goes beyond theory and practice. Learning a language also implies learning about the customs and traditions of a country where English is its official language. Learning languages is an important acquisition that opens doors in many jobs due to being able to communicate with people around the world. English is interesting for people and helps the mind to have more knowledge.

Speaking is an essential skill that reflects the knowledge that person has. However, this skill is considered one of the most difficult to learn when people live in a Spanish-speaking environment. On the other hand, English comes with writing, listening, reading, and speaking skills. Many teachers consider that to learn English, people have to be in a native language environment, so the learning process to make it faster. However, since Ecuador is a Spanish-speaking country, it needs an environment for students to practice their learning of a second language. For this reason, students learn with different activities and strategies, for example, cooperative learning for the development of speaking. Oral communication is based on cooperative learning skills. Includes interaction skills such as listening and speaking that are useful for skill development (Ministerio de Educación, 2016).

This project has been designed as an excellent option to improve English through cooperative learning to develop oral skills in third-semester students of the Universidad Técnica del Norte. National and foreign language pedagogy students understand the excellent trajectory they have in the future. However, a lack of classroom practice means that from the beginning of their career, they lack practice, verbal or grammar. Therefore, implementing this project in the classroom will help improve English with cooperative learning activities in each class.

## **Problem description**

Learning a new language is a must for students of different levels of education worldwide. Every day millions of students attend lessons to learn English. In teaching English, there have been many attempts to look for effective methods. However and in spite that there is empiric evidence that supports the application of one or other methods with positive impacts on the learning process, there continue to be problems like the extensive lists of content that teachers have to deal with in their classes to complete the curriculum, the obligation of institutions for their teachers to use one or other material or the small number of lessons a week. As a consequence of the previous analysis, in the classroom, it can be noticed that teachers prioritize content against giving time to students to practice. There are not many opportunities for students to interact with other classmates. The tasks designed by teachers to promote interaction are not always clearly and efficiently structured. It necessarily needs to poor development of speaking competencies.

Learning a language starts with obtaining the objectives set with the guidance of the country's ministry of education regulations, followed by institutional planning, where the teacher creates the curriculum per the institution's guide. As such, it has several responsibilities, such as the development, implementation, review, and revision of the national curriculum; teacher education and evaluation; to select educators who will be part of the national education system; choosing books that students will use in each subject; academic performance of Ecuadorian students; setting standards and goals for each subject; hiring and firing teachers; school evaluation; federal funding for schools; selection and evaluation of directors; and scoring students on state standardized tests at the end of high school (Ministerio de Educación, 2016).

The curriculum can cause a problem when teachers need to implement the appropriate methods in the classroom, such as cooperative learning, but are not appropriately implemented because teachers fulfill their function of building knowledge from a book. Teachers are based on the curriculum parameters that the institution obliges it to comply with, causing little emphasis on practical activities for student learning.

The teacher must apply an adequate methodology in his class according to the objectives he wishes to obtain in the course. One of these topics can be classroom management. It is a critical skill; some say they are more important than content knowledge. But no method or protocol can guarantee success (Mulvahill & Mulvahill , 2018) Teacher ensures that the class is practical, with meaningful learning where the student can analyze, interpret and develop speaking skills in a second language. It is necessary to recognize the problem that a misapplication of a method in a class can cause.

If the teacher wants to get students to create their knowledge, they have to implement the constructivist method so that it has an adequate scope of learning. If the teacher focuses only on an explanatory class without practice, without building knowledge, it will cause boredom, disinterest, and inattention in his students, as is the traditional method. However, at the Universidad Técnica del Norte, students need an exemplary implementation of adequate procedures. Therefore, it is also essential to consider cooperative learning within the methods used to improve education.

L1 has been the primary language that students dominate, but when learning L2, they need to develop language skills. The problem that arises ranges from speaking in another language to the fact that students use their knowledge of L1 and then transform it into L2 through a mental translation. In addition, students of initial levels, such as the third semester of the Universidad Técnica del Norte, have a terrible habit of translating word-by-word sentences from Spanish to English. This problem comes from their previous educational years. Students who enter a pedagogy career in national and foreign languages have difficulty acquiring good speaking skills. They lack practice in class, making speaking more complicated and fearful of learning.

A low level of speaking in a second language, such as English, causes students problems because it is the primary skill they must master. The problem comes from primary education institutions that affect students. They have a habit of translating everything and not formulating or understanding sentence structures.

The teachers must motivate the students, avoid using a constant translator in class to learn, and avoid technology that uses easy translation, as this is a problem. The problem arises from fear, lack of confidence, low vocabulary knowledge, and being a beginner in acquiring a second language. According to Adil (2022), learning a second language is difficult for students. The most common mistake made by students is grammar when speaking in English.

Students make grammatical mistakes such as tenses, whether they are active or passive, and vocabulary errors. They also do not know the use of tenses, confusing the use of present, past, and future. A few opportunities for interaction among students and short periods to practice the language in the classroom make it difficult to learn English. It causes students to lack interest in learning new languages, causing fear and shame.

The needs of students are taken into account throughout their learning process. It is understood that institutions have different methodologies for learning and acquiring a new language. However, there is still a low level of English for third-semester students. Resources such as books, audio, or activities allow students to become familiar with the language in their educational environment. English is an acquisition of skills such as speaking, reading, writing, and listening during their learning. All the skills necessary to engage students with the language are complex. It seeks to satisfy the needs of students to form their knowledge. It is essential to mention that a class must be dynamic, participatory, and cooperative. For that reason, the lack of cooperative learning has been taken into account as a speaking development strategy.

In many cases, speaking is not a natural tool used during classes. Therefore, learning to speak has become a problem since they are absent from practicing and gaining experience with the language through cooperative groups within the classroom. Their learning development can be improved by acquiring knowledge in group activities, talking among colleagues strengthens self-confidence, learning to work in teams, helping each other, and becoming more involved with the language.

Speaking skills in English are necessary for students to implement theoretical and grammatical learning to have a process of speaking with nature and total confidence. It is essential to understand the subject and its problems within educational institutions. In the Universidad Técnica del Norte, speaking during cooperative work is absent during language acquisition, thus having only theoretical and unspoken knowledge. Speaking skills are developed by implementing this new strategy in the classroom so that students develop their

skills by not establishing cooperative learning. It avoids the evolution of the students not increasing activities focused on the different strategies means that students do not advance to higher levels of English, and the same or even low performance is reflected in the following years without learning progress.

Achieving a B2 to graduate from college is a fundamental goal to be completed. Speaking is an important skill that is the common key to everything learned and is necessary to put all knowledge into practice through speaking. However, experience maintains confidence in students, but if there is no implemented strategy of talking among classmates, doing a rotation activity among themselves to practice and use their vocabulary will not meet the basic objectives within an educational institution. Teachers are the central guides of the students, and they are responsible for carrying out their strategies and implementing cooperative groups for an acquisition of a skill such as speaking is essential for their personal development as a student.

Teachers are responsible for teaching correctly at the appropriate level that corresponds to the students. Students need to learn English through innovative strategies without routine techniques that can cause disinterest in them. Bringing English speaking into practice for their personal development in a language is beneficial for students in achieving a higher level in the institution so that it is a constant interest in their students as an institution it will have a prestige of progress in the education of Ecuadorians. We all know the opportunities that English can bring, but preparing students as future professionals is also essential. Not speaking skills makes students unable to process their thoughts, ideas, and knowledge in English. The student's participation in cooperative works, such as learning in the development of their speaking skills, is essential for the advancement of levels in English.

### **Justification**

Education is part of life and studying to have a future of opportunities. Education has allowed many Ecuadorians to get the education they want. Learning English turns out to be a subject that many students do not wish to have. They consider it difficult and are afraid to develop and demonstrate what they have learned. However, institutions and teachers seek to implement new strategies in the educational field and establish activities, dynamics, and collaborations to obtain the participation and interest of students in the language. Students from an early age must become familiar with English since, over the years, they advance, and they must gain experience speaking, writing, listening, and reading in English to acquire the speaking skills is difficult in advanced years such as third-semester.

Developing speaking skills to think in English using the topics and vocabulary that has been learning in English. It is essential during a class to motivate students to learn English and to have creative courses. Teachers will carry out their objectives and implement the English class strategy for learning speaking skills through cooperative groups. It is a traditional but little-used form that many institutions have not done because they consider



that students are distracted, does not pay attention, or do not carry out related activities when they are in cooperative work. In this situation, it must be considered that the students have different behaviors according to their ages. The development is constant change, but the teachers must establish motivating activities by implementing new resources, motivation, or perform dynamics that cause the students to want to learn. It is essential to have cooperative activities so that students practice and have the confidence to make mistakes and thus improve their English. It is necessary to let students know how to improve their English and give them confidence that everyone can make mistakes. The important thing is to participate in their practice.

What is sought to achieve is that institutions can implement cooperative learning to improve their speech. The lack of this methodology causes disinterest or a regular class where students only have theoretical knowledge and do not put their English vocabulary into practice to speak. Other activities are implemented during the course, such as; exhibitions, descriptions, or other activities. However, it would be essential to achieve these activities using cooperative participation so that the students have more interest, they talk among classmates, and they can make mistakes and correct each other.

It is essential to work among colleagues because learning to work in a team is vital in personal development to practicing is also to implement new strategies in class. One of the obstacles that may arise is that carrying out this strategy can cause inattention and distraction, or the students do not carry out the activities. However, the teacher can look for implementation methods and try to avoid conflicts during class. It can be achieved through good student participation with teacher motivation. In addition, in this strategy, the teacher can implement other group activities such as games, images, creative vocabulary, or videos in which students can talk among themselves. It is essential to have trained students interested in acquiring a new language with experience in speaking and its grammatical and written subjects. It helps to improve students' skills and to achieve confidence and personal development in learning a new language through the help of teachers and students between groups.

## Objectives

### General Objective:

- To use cooperative learning as a didactic strategy to develop speaking skills with 3rd-level students at Universidad Técnica del Norte.

### Specific Objective:

- Conduct a bibliographic study that identifies the problems and the causes that affect students speaking skills development.
- Determine third-level students speaking skills competence regarding the Common European Framework
- Identify cooperative learning skills to strengthen speaking skills with third-level students of Pedagogía de Los Idiomas at Universidad Técnica del Norte
- Analyze the impacts the guideline implementation of cooperative learning strategies might have on students speaking skills development

### Structure of the research report

This research project was divided into four chapters:

**Chapter I:** This chapter will find the contents of the Theoretical Framework written in an authentic way where theories and findings are based that serve to explain and understand the research proposed with the support of articles, books, or magazines.

**Chapter II:** This chapter presents the methodology used in the investigation, that is, the instruments used, such as surveys, interviews, and tests applied in the sample population for data analysis and to identify the problem and obtain relevant information used in the investigation.

**Chapter III:** In this chapter are the results and discussion. It is the interpretation of the results of the applied instruments in the third-semester students of Universidad Técnica del Norte.

**Chapter IV:** It is the proposal. The proposal has been the didactic guide using appropriately cooperative learning to develop speaking skills in the third-semester students of Universidad Técnica del Norte.

# CHAPTER I

## THEORETICAL FRAMEWORK

### 1.1 Second language acquisition

Learning a second language consists of acquiring the knowledge corresponding to the foreign language system. Learning a language goes from childhood in a native environment of the language, that is, Spanish is the native language of Ecuador, but when learning a second language, you already have unconscious bases of learning a second language, that is, we apply logic in sentences that in the two languages can have the same grammatical structure and mean the same thing. According to Saville-Troike (2005), a second additional language can be defined as previous knowledge of a language other than one's mother tongue. In reality, emphasis can also be placed on the third, fourth, or tenth language acquired when speaking a second language.

In other words, second language acquisition is learning another language. Learning a second language can be very beneficial for people of all ages. Learning a second language has several advantages that promote the development of human cognitive skills. Some of them are that people can learn to communicate more clearly and quickly by acquiring a second language. Individuals can also stimulate brain cells, which helps them develop other skills. According to Saville-Troike (2005), second language acquisition comes in two forms: formal learning and informal learning. Formal education is when you go to school or an institution to learn a second language. Informal learning is when you know to speak with other friends or students in a way that is all about everything without rules.

The acquisition of a language is a subconscious process of the grammar of the language, but this takes a correct understanding. In the same way, learning a second language is a process that children learn subconsciously. That is, the children do not know the grammar they use, but they do know the message they want to convey. However, it is important that learning a second language starts with another language and its rules being able to recognize and know what you are speaking. This mechanism is very common because the student is more interested in how the information is transmitted than in the information itself. (Preston et al, 2022).

### 1.2. Second Language teaching

Teaching a second language is currently a critical topic that has been talked about for a long time, all because learning a second language opens doors to knowledge, teaching, wisdom, and social communication. According to Klassen (2022) mentions that learning a second language from childhood makes it easier to learn other languages because they develop abstract skills, communication skills, and cultural skills, as well as listening and adapting to the environment. The combination of all these metalinguistic skills facilitates the teaching-learning processes, prepares the student to understand the two language systems,

and promotes the development of the mother tongue. The result of symbolic, abstract, and logical skills is more visible in bilingual children than in those who speak only one language.

Second language teaching is the form teachers give educational structures about L2; grammar, structure, vocabulary, and four skills. "Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children and to the process of learning that language" (Saville-Troike M. , 2005). Second language teaching is to help students to understand and resolve questions about L2. Also, all the time exist, formal and informal teaching-learning in the environment of students.

### **1.3. Language Learning**

Learning is to obtain essential and symbolic information about something one wants to know. Guirado et al. (2022) define learning as how subjects acquire information or specific contents and modify their behaviors and cognitive structures. For example, prior knowledge, learning, and construction of knowledge. Learning is a way of opening oneself to the world. It is much more than knowing, a complex process of transformation and incorporation of novelties through which the subject appropriates knowledge that enriches them. In their exchanges with different contexts, they come into contact with the meaning of objects, institutions, customs, and all kinds of sociocultural productions.

In the same way, language learning is a language acquisition of a language as a baby or adult, depending on the environment or need. Learning a language could be a personal skill to achieve, but sometimes it is for where you are. Learning a second language is much more complex because, through understanding this, the person can acquire a myriad of strategies and cognitive skills that allow individuals to express themselves in a better way in a different language. According to Alshammari (2022), his study notes that learning a foreign language requires a lot of discipline and practice, so teachers must be sure to help students obtain a second language with full significance and without any hindrance. Also, the teacher must always be the expert guide for the student to learn a second language, and the student must fulfill their duties and tasks to acquire a foreign language.

### **1.4. Learning Theories**

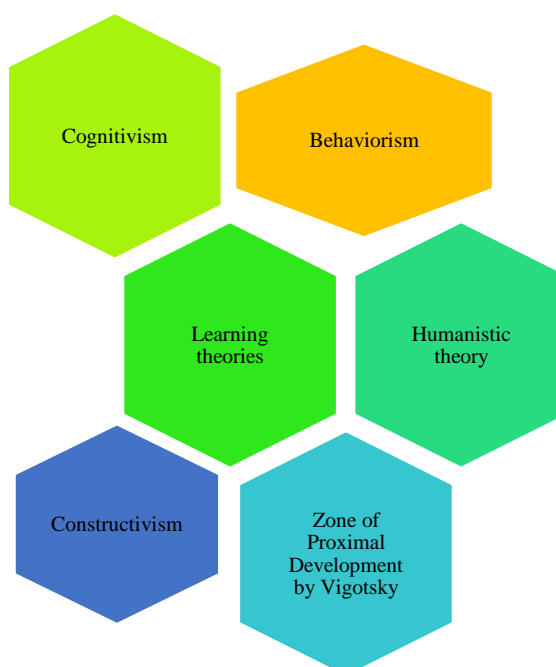
A need to improve teaching and learning processes based on understanding how students learn more effectively (Kumar & Sharma, 2021). Various learning theories were developed to improve teaching and learning processes. Over the years, four classic ideas have been developed: behaviorism, cognitive, humanistic, and the proximal zone, created by Vygotsky. Each one has advantages and disadvantages, which has led to not taking any theory as absolute but seeking specialization and development in a specific approach according to the student's particular needs and resulting in a clear idea according to the characteristics of teachers and their academic development. Understanding and applying

each theory enable the teaching staff to achieve a better pedagogical transposition with the students, according to their characteristics and capabilities, to generate a better learning environment.

Learning theories are currently a topic of great importance because, thanks to them, teachers can generate their methodology and teaching strategies; these theories have served as a solid foundation for developing more pedagogical theories. It is essential to know this theory, so in Figure 1, the following learning theories are shown, and the following paragraph shows their respective description and definition.

**Figure 1**

*Learning Theories*



*Note:* Elaborated by the author (2020)

#### ***1.4.1. Cognitive theory***

Cognitive development: unlike behaviorism, thoughts and feelings do matter. The cognitive theory considers the student's experience and cognitive development. Teachers must be facilitators so that, through the development of novel experiences and resources, they can experience unknown resources to promote learning in an exciting way associated with meaningful knowledge. The cognitive theory uses and promotes many instructional strategies similar to behaviorists. Similar to behaviorists. However, the reasons are different. While a behaviorist uses feedback to modify behavior in the desired direction, a cognitive uses it to guide and reinforce to change behavior in the desired order, and a cognitivist uses it to guide and strengthen the same mental connections (VanPatten, et al. 2020).

#### ***1.4.2. Behaviorism***

Behaviorism is based on the repetition of different actions to achieve the required learning in response to the same steps. In this learning theory, thoughts and feelings are not relevant since they are considered to be proper for each human being without influencing the learning process; only what is outside of it matters (VanPatten, et al. 2020). The teaching staff is characterized by directing the activities developed, where, by means of reinforcements and punishments, it is intended that the students obtain the required behaviors and concepts to eliminate the undesired.

#### ***1.4.3. Humanistic Theory***

The humanist theory of learning, based on its main postulates that consciousness, ethics, and emotional experience are fundamental elements to fix all types of knowledge in individuals. It is concentrated on values and biological activities. The humanistic theory offers important and experiential learning that changes individuals' perception of the reality of self-reorganization. For learning to be possible, the student must have freedom of action to gain self-confidence. The development of each student is free to reach the maximum potential of his knowledge (Mitchell, et al. 2019).

#### ***1.4.4. Zone of Proximal Development by Vygotsky***

The zone of proximal development motivates students to make activities with help from a teacher or another student in group activities. The teacher helps them learn to work through the difficulties of work. ZPD refers to a learner's skills to complete tasks with the help of other, more competent people. That is why it is often discussed in the context of assisted or remedial learning. In this learning theory, Vygotsky proposed that teachers can offer help to students. Still, not much, also within this can be implemented, playful activities that help the student to social interaction, as well as support with cooperative work to encourage students to have better social relationships between peers and teachers (McLeod, 2019).

#### ***1.4.5. Constructivism***

Constructivism is based on human knowledge of how people can perceive reality, how they organize it, and the meaning it gives in the form of constructs. Each person sees reality differently depending on their physical abilities and activities, skills, and emotional state they are in. Therefore, the author emphasizes in this theory that students should be guided by their learning style, and teachers should apply questionnaires to find out their learning style and thus improve student performance (Ortiz, 2015).

## **1.5. Methods and approaches**

Methods and approaches are strategies to be implemented to improve the class with some guidelines. The concept of method in teaching is the teaching practice with basic and precise theories of language that is precisely important. Throughout the 20th century, many language teachers were concerned with finding better methods for teaching and learning. (Richards and Rodgers, 2022).

It is the process by which teachers teach a group of students, and it is the method or approach teachers use in class to achieve the objectives and try to do the course better. Similarly, the methods are activities that are performed inside and outside the classroom with students. The main objective of each of these is to help the student with their academic training process, in addition to solid teaching for meaningful knowledge. Mamurov (2019) article mentions that the strategies that are implemented within the education of students should always be assertive and didactic because students learn in a much more dynamic and fun way, and teachers should be responsible for achieving precise results in the daily teaching of each of the students.

## **1.6. Cooperative learning strategies**

Cooperative learning is implemented in education to work in groups for excellent production and confidence. It is implemented as an activity to develop speaking skills and internalize the new vocabulary acquired in class. Cooperative learning strategies allow students to develop and obtain future social skills in a work-life environment by applying their knowledge. Cooperative learning is a possibility to apply knowledge in the environment of cooperative work within the class to develop their skills using new vocabulary, team thinking skills, and listening to others, thus achieving students to work together as a team. Cooperative learning is the basis of working with more people to achieve a final goal, speaking personal and group benefit. This type of educational learning is based on small groups to maximize common learning. Cooperative learning contrasts the others to achieve objectives by working for a common and group benefit (Howe, 2009).

Cooperative learning contains three types of educational groups. That is, those that conform to the formal group of cooperative learning operate during a period of one hour or several weeks of class time. In these groups, students work together to achieve common goals, ensuring that each assigned learning task is completed between themselves and their peers. The whole group fulfills the assigned learning task. Any assignment, in any subject and within any curriculum, can be organized cooperatively.

### 1.6.1. Think-pair-share

The Think-Pair-Share strategy aims to provide students with time based on a structure to think about specific topics, allowing them to share personal ideas to later be shared with their peers. Such a strategy helps participation within the classroom so that students have their own advanced responses instead of answers. This learning strategy promotes participation in the classroom by encouraging advanced responses from students instead of using the main recitation method, the one in which the teacher asks questions and a student answers (Yáñez-Valle, et al. 2022). Cooperative learning is like a process because all the time, a student is reporting something about the information that the student has. To think is to create new ideas and opinions with your partner. It is to share the knowledge that you have with others and interact with them, or discuss and try to come to an agreement

### 1.6.2. The Jigsaw

The Jigsaw method is suitable for resolving multiple conflicts that have been applied to learning with positive results. It is to help students interact with others while doing homework in class and in formal education, sporting opinions, summaries, or ideas, and demonstrating the knowledge with their discussion. In the process, also called a jigsaw, each student is essential to completing and understanding the tasks to be overcome.

## 1.7. Comparison of cooperative language learning and traditional language teaching

Cooperative learning helps us develop better knowledge through participating in the classroom in a group environment. Traditional language learning is to understand how the knowledge is taught and what method is used to acquire L2. Table 1 below shows the comparisons between cooperative language learning and traditional teaching.

**Table 1**

*Cooperative Learning and traditional language teaching*

|                      | <b>Traditional language teaching</b>   | <b>Cooperative learning</b>  | <b>language</b> |
|----------------------|--|--|-----------------|
| <b>Independence</b>  | None or negative   | Positive   |                 |
| <b>Learners role</b> | Passive receiver and performer   | Active participators, autonomous learners  |                 |
| <b>Teacher roles</b> | The center of the classroom, the Controller of teaching pace and direction, the judge of students' right or wrong, and the primary source of assistance, feedback, reinforcement, and support. | Organizer and counselor of group work, facilitator of the communication tasks, and the intervener to teach cooperative skills. |                 |



|                                     |   |  |
|-------------------------------------|---|--|
| <b>Materials</b>                    | Complete set of materials for each student.   | Materials are arranged according to the purpose of the lesson. Usually, one group shares a complete set of materials.  |
| <b>Types of activities</b>          | Knowledge recall and review, phrasal or sentence pattern practice, role play, translation, and listening.                 | Any instructional activity, mainly group work to engage learners in communication, involves processes like information sharing, negotiation of meaning, and interaction. |
| <b>Interaction</b>                  | Some talking among students, mainly teacher-student interaction   | Intense interaction among students, a few teacher-student interactions   |
| <b>Room arrangement</b>             | Separate desks or students placed in pairs.   | Cooperative small groups   |
| <b>Student expectations</b>         | Take a significant part in evaluating your progress and the quality of your efforts toward learning. Be a winner or loser | All members, in some way, contribute to the group's success. The one who makes progress is the winner  |
| <b>Teacher-student relationship</b> | Superior-inferior or equal  | Cooperating and equality.  |

*Note.* Elaborated by Shang (2010).

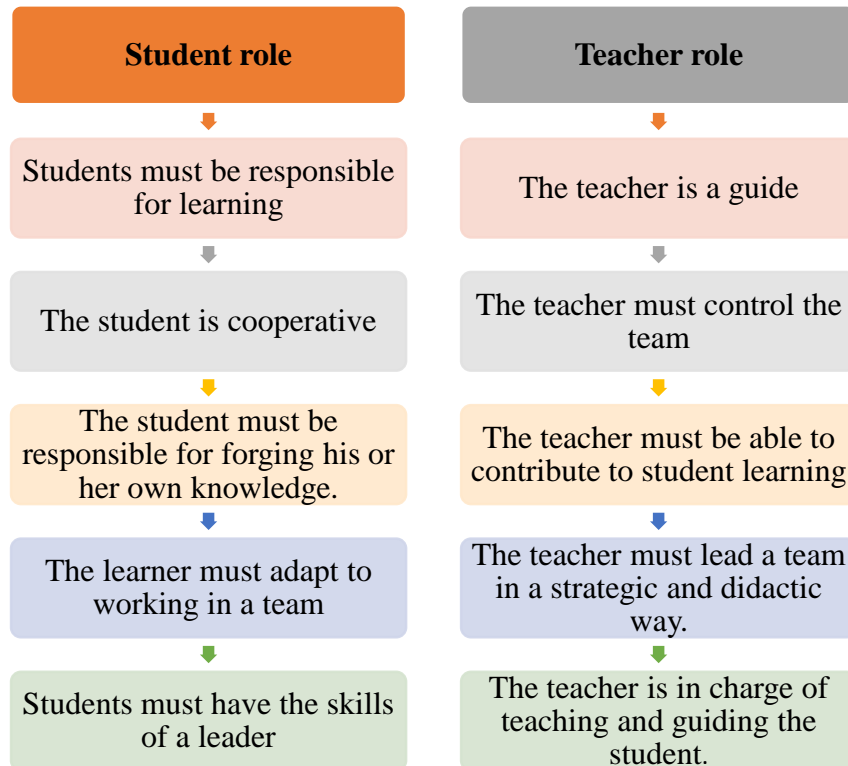
### 1.8. Teacher's role and student's role in cooperative learning

Teachers and students are a fundamental part of the educational area since it is through them that the teaching and learning process is achieved. Cooperative learning is a system of delicately designed interactions that organizes and engages interaction among team members. It is also a process in which the concept of being mutually responsible for each other's learning is gradually developed among team members. Collaboration in education is the method of learning in an interactive way where students support each other with effort, talent, and skills of an agreement that allows a common achievement.

According to Gillies and Boyle (2010), Cooperative learning is not a simple mechanism where the individuals carry out some activities, such as reading and predicting, in a personal way that involves learning mechanisms. In the same way, couples do not know the process of cooperative learning until they carry out some activities that involve specific learning mechanisms that need the help of another individual. It is essential to mention the teacher and student roles in cooperative learning. Figure 2 below shows the particular part of each of them.

**Figure 2**

*The teacher's and student's role*



*Note.* Elaborated by the actor (2022).

When it comes to cooperative learning, the teacher is always the center of the class; that is, the teacher is the student's helper, and the teacher does the typing more efficiently. The teacher's task during cooperative learning is to promote constructive interactions between peers in the classroom. To achieve this, the teacher is in charge of organizing student interactions in the context of academic tasks, that is, of the specific subject matter, and at the same time, preparing students for cooperative work with others (Eisenfeld, 2018). The teacher makes the class interactive, with the participation of students, and the teacher wants to achieve the objectives and skills of students.

Within the classroom, a cooperative learning lesson relies on students working with small groups to develop a learning task. The teacher, with clear instructions, assigns the task so that the students then work in the study with appropriate roles (Foster, 2020). In cooperative learning, students search for more information, remember, comprehend, and do their activities.

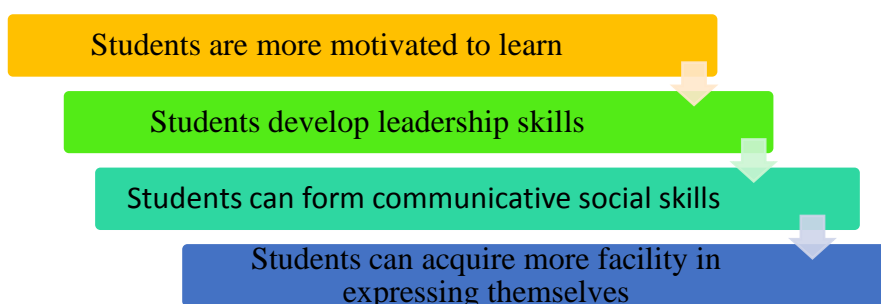
### 1.9. Benefits of Cooperative Learning Method for students learning

Cooperative work is undoubtedly the best method to establish social relationships within a group. Thanks to this method, most teachers and students can work at ease without having difficulties relating socially since communication is the fundamental basis for a job to be done in the best possible way. According to Veenman et al. (2002), cooperative work also aims to strengthen the students' skills and confidence in the group since, thanks to this, they can generally work with much more speed, quality, and significance, thus having positive results.

Now, the benefits provided by the cooperative learning method are many. Some of them allow students to develop socio-affective skills, leadership, organization, and communication so that the work to be created can be done with much more simplicity and good writing. To consider some of these benefits, it is important to mention them in Figure 2, which is presented below and carries with it the advantages of this pedagogy. These points are detailed in the figure below.

**Figure 3**

*Benefits of the Cooperative Learning Method*



*Note.* Elaborated by the actor (2022).

It is essential to mention the benefits that cooperative learning provides to students because, thanks to the application of this method, students can have much more capacity for reflection and socialization; likewise, they can acquire leadership skills such as organization. This method also allows students to form communication skills essential for them to forge social ties with the people around them. Teachers must understand that this activity can be a good idea with proper organization. It is not difficult to implement in a class. Still, sometimes students are challenged to treat and control when classmates are anxious about the course.

### **1.10. Difference between cooperative learning and collaborative learning methods.**

There will always be students who will do all or most of the work while others contribute little or none, which can be said to lack equal participation. Group work, as such, does not take into account the individual responsibility involved in the young person's contribution and lacks personal responsibility. It is inequality in terms of the work invested. According to Chandra (2015), cooperative learning makes it possible to understand the concepts that need to be learned through discussion and problem-solving at the group level through actual interrelationships. Using this method, students manage to learn both social and communication skills that allow them to relate to society and develop skillful work skills.

Collaborative work is a circumstance or situation where students try to learn together in a much simpler way. However, it can be said that the unique difference between cooperative learning and collaborative work is that collective work is much more detailed. It has many levels of organization, and it is not simple to carry out since many guidelines must be followed to get students to work in the best way, considering the quality, quantity, and significance. In contrast, collaborative work is much simpler since it simply seeks that students work at a balanced pace to achieve the objectives. It is also important to mention that the difference between these two variables is vast. However, they also have some similarities that also help to differentiate each of them. Therefore it is vital to have much more in-depth research on these to find many more differences and also similarities

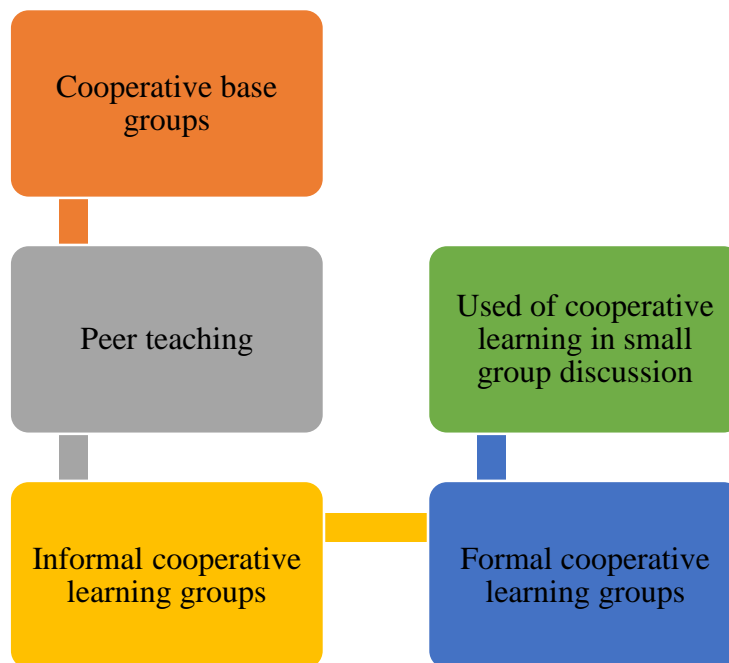
Collaborative may be the same but not the center of cooperative learning because each has other objectives for students. The distinction is significant because cooperative means that you share your opinion in groups, classes, or pairs. In contrast, collaborative means that you share your skills to do something, possibly think, but not organize ideas or material that the group is using. According to Brame & Biel (2015) In accordance with the Group Work uses the groups of cooperative learning in an effective way. Cooperative learning is considered a method in which students come together in groups to think about a meaningful question or create a meaningful project. Cooperative learning is the type of collaborative learning in which students work on structured activities. Being the students individually responsible for the work of their group to be evaluated (Brame & Biel, 2015).

### 1.11. Types of cooperative learning methods

As previously mentioned, cooperative learning is a method that allows students to develop leadership, communication, and organizational skills. Through this method, students can become much more cooperative and can create the confidence necessary for the work to be developed to end with good results. Figure 4 shows some types of cooperative learning, each with a different description. The figure mentioned above is presented below. The following paragraph briefly describes the different types of cooperative learning.

**Figure 4**

*Types of Cooperative learning*



*Note.* Elaborated by the actor (2020).

#### 1.11.1 Cooperative base groups

Cooperative learning needs a group to develop the knowledge and this method. The groups based on cooperative learning need responsibilities that mainly provide the support, encouragement, and assistance the team needs with heterogeneous groups. They acquire long-term knowledge for academic, cognitive, and social progress adequately in an educational environment (Wong, 2001) . It consists of the interaction between students to discuss topics or earn or make class activities.

### ***1.11.2. Peer Teaching***

Peer teaching is the set of practices in which you educate each other in valuable and meaningful interaction. Many of the programs have older peers teaching younger peers due to their greater competence and experience in the field. (Bradford-Watts, 2011). The person with more educational competence shares their learning with a less knowledgeable partner. The person guides the other to have equal knowledge with support and help. That is, the apprentice acquires knowledge based on the understanding that the partner instructs them.

### ***1.11.2. Informal Cooperative Learning Group***

An informal cooperative learning, students temporarily work in groups that last only one discussion period to achieve common learning goals. Informal cooperative study groups direct students' attention to the material being studied, create expectations and a state of mind favorable to learning, ensure students' cognitive processing of the taught material and organize the transfer of education.

### ***1.11.3. Used of cooperative learning in small group discussion***

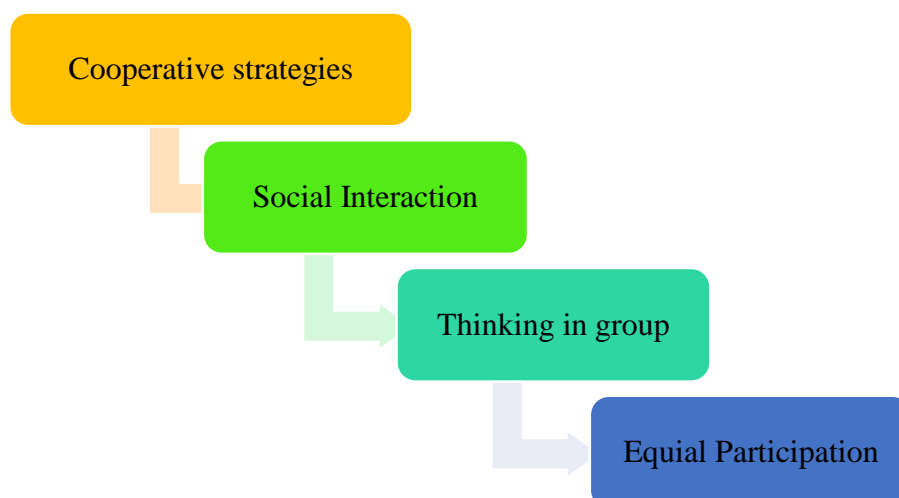
In using cooperation in small groups, students must adapt to establishing formal and informal conversations with their peers to gain the necessary confidence to express themselves: their ideas, opinions, and feelings since one of the characteristics of the use of cooperation are that students can communicate in a better way within their work group to achieve significant results in acquiring leadership, organization, and communication with the group.

## **1.12. Develop skills**

Learning skills at all times is a long and meaningful process adapted to every learner's or person's needs. It also focuses on the development of skills. In second language acquisition, developing second language skills requires practice and regular education in speaking, listening, reading, and writing. Developing these skills involves going through a process of self-improvement, which focuses on strengthening individuals' knowledge, skills, and self-awareness to achieve all kinds of goals. Skills are constantly developing, and keeping a set of rules about acquiring a second language is essential. Some characteristics of skills development are described in figure 5 below.

**Figure 5**

*Characteristics of develop skill*



*Note.* Elaborated by the actor (2022).

As already mentioned in Figure 5, there are several characteristics for the development of skills; the first of them is cooperative strategies, each of which serves for students to learn in good form several skills involved in acquiring a second language. Also, thanks to them, teachers can help individuals with didactic activities that strengthen the learning and teaching of students. A strategy is an approach that allows students to have a guide for the learning process. With the assigned tasks, they develop them as a team while also involving other responsibilities in their learning, such as participation, interaction, correction, and commitment. This strategy specifies new cooperative work skills, facilitating their learning.

Similarly, social interaction and group thinking allow students to acquire cognitive skills of a second language that can serve them in the acquisition of speaking, grammar, and reading. It also helps students to solve problems of expression and oral communication. Each of these characteristics is important to develop with students because through them individuals can learn a second language in a much more meaningful way. It is also fundamental that students and teachers adopt equal participation, where students can answer the questions that teachers give them and foster social equity, communication, and forging social bonds that help with interaction and trust. These are paramount as students need to have the confidence to be able to express their thoughts, emotions, and opinions.

### **1.13. English Language Teaching**

The English language in education is a significant issue for each educational actor because, thanks to learning English, many students can have opportunities to help them grow as people and develop skills and social factors to live within a society. According to MacBeath, (2011), learning English is very important for students since knowing how to speak a second language can help them achieve complex goals that in the future will facilitate their professional and academic life. In the same way, learning a second language involves a lot of aspects to take into account; some of them are the management of skills. Teachers must ensure students can master the four basic skills of English, which are learning to write, speak, listen, and read.

### **1.14. Receptive and productive skills**

Teaching a foreign language is based on acquiring skills as the objective of learning in students. Contribute with new language knowledge, contribute to society, and learn from the culture for a quality of language. Spanish speakers generally consider it is challenging to learn English, especially speaking English or listening to it at advanced levels. Many Spanish speakers have learned English at school since they are young. English is compulsory in schools, which makes it a vital subject to develop a competent population in the social environment. According to Vijayakumar (Vijayakumar, 2022), the receptive and productive skills of a second language are essential for each of the students because, through them, the students can express themselves in a better way, in addition to being able to socialize and help them with the acquisition of listening and speaking.

### **1.15. Speaking skill**

The Speaking skills is essential and more critical in everyday situations. Communicating in English learning development is essential because students become familiar with new vocabulary and pronunciation through practice with their work team. In the same way, speaking is a fundamental and crucial part that students must learn, and teachers must teach because, thanks to this skill, students can maintain key communication. Through it, they can acquire the other skills that learning English entails (Rao, 2019).

Speaking skills are also an essential part of the development and acquisition of a second language because through speaking, students can acquire many more cognitive skills that can help them in the development and addition of the language, also knowing how to say involves many aspects that must be taken into account, which may also be able to read, good practice can help students with the development of their language thus producing in speech.



### ***1.15.1 Difficulties in speaking***

Learning spoken English as a second language is essential for students to acquire all the skills necessary to learn English. The teachers implementing different strategies and activities specific to each student should be integrated into this practice because learning the language is very important. After all, the individual is constantly learning it.

In the same way, when it comes to speaking, we must also take into account that since it is a very complex language, it is vital to consider the difficulties that it presents when acquiring it. According to Nakhalah (2016), challenges students have when it comes to obtaining speaking as part of it is that many of the students are unable to understand the messages and the words that the teacher says. In addition, the phonemes are also a problem since speaking English is very different from speaking in Spanish. Students get confused and fail to understand anything, and many do not practice it. Therefore, they do not develop Speaking skills.

### **1.16. Oral communication**

Oral communication is a skill developed during the growth of people. Verbal communication comes from the environment in which they are with a primary language that dominates in its evolution. It is a fundamental part of knowing how to express yourself, therefore, students must forge this skill through strategies or activities that allow students to strengthen social communication. Oral communication is essential to communicate in a mastered language. For this reason, the internalized language has a foundation that facilitates learning another language. Students try to relate it to their mother tongue, which includes knowledge. They take the grammar and try to bring it into their new language as the same expressions or ideas would be used in spoken communication, so it's easier to learn.

### **1.17. Factors that affect oral communication**

Oral communication is a fundamental part of human life, so teachers must take care of forcing that part to ensure that students can express themselves. Among the factors that affect oral communication are: nervousness, anxiety, desperation, stage fright, and fear of being judged. Many teachers adapt their education to traditional teaching. They do not allow students to give their points of view without any discrimination; due to this difficulty. Several students are afraid to express themselves orally in front of other classmates or even in front of the class; likewise, many students are introverted, which can negatively affect communication with other people in the social environment.

## **1.18. Pronunciation**

Communication is an inseparable part of human activity. The word communication comes from the Latin community, which means to make ordinary. It is an essential aspect of the functioning and development of the individual. Communication is transmitting and receiving ideas, information and messages. It is to acquire knowledge, skills and attitudes that starts from knowing how to speak, read, argue, write, listen, interact and socialize with others to promote personal, academic, work and social performance. Communication is an essential element of professional efficiency.

In English, communication is essential, as well as pronunciation. Pronunciation is learned by repeatedly listening to words until they are correctly interpreted with proper pronunciation and fluency, the correct use of phonetics, and all the development of learning new words and their meaning for sound pronunciation. The articulation skills is an acquisition through repetitions of listening to audio and understanding them to internalize them later and come to have a vocabulary with what has been heard. It is a process of listening, understanding, learning a new language, and transmitting through repetition.

According to Hancock (2018), Pronunciation is hearing the sound and knowing how the language works. Through voice recordings with short fragments, it can practice and rectify the pronunciation of words and by making clear words that have a meaning and are well-spoken. In the same way, it is a process of listening, understanding, learning new vocabulary, and transmitting through repetition. Pronunciation is more than listening, reading, and repeating. Articulation includes features of languages like vocabulary, grammar, and skills in speaking and listening

## **CHAPTER II**

### **METHODOLOGY**

#### **2. 1 Type of research**

This research work is based on a mixed, quantitative, and qualitative methodology for the truthfulness of data collected in the different instruments applied within the investigation that facilitate understanding the research problem. According to Molina-Azorin (2016) a mixed methods investigation is based on combining qualitative and quantitative methods in the proposed research study. (pág. 37).

##### ***2.1.1 Quantitative research***

This research is a quantitative method to obtain numerical results of the surveys in Google forms applied to the students. That is, with the percentages obtained, the problems in the students about speaking skills in class were analyzed using cooperative learning. Quantitative research is the collection of numerical data and generalizing it across groups of people to predict or explain a particular phenomenon (Gray, 2017). The quantitative method is necessary for the investigation since it provides more specific information in numerical data than what is required to be analyzed based on the research.

##### ***2.1.2 Qualitative research***

It is qualitative research because it describes the effects of the application of the strategy where it is observed how students develop speaking skills or the problems that arise in cooperative learning. It is a process of analysis by observation and interpretation in the group work environment and its oral expression in class. "Qualitative research gathers participants' experiences, perceptions, and behavior. It answers the how's and whys instead of how many or how much." (Tenny & Brannan, 2022, pág. 01)

#### **2.2. Research designs/methods**

##### ***2.2.1. Deductive and Inductive methods***

The researcher used deductive and inductive methods to understand the research problem and draw conclusions from the applied instruments. A deductible approach generally starts with a thesis, while an inductive approach typically uses probing questions to narrow the compass of the study. The inductive approach emphasizes qualitative exploration, while the deductive approach is more commonly related to quantitative investigation (Gabriel, 2013). The deductive method helped to obtain information in the investigation to obtain theoretical support for the raised topic. In the same way, the inductive method allowed the information collected in the surveys to the analysis for results.

### ***2.2.2. Descriptive design***

The research study uses descriptive design to determine the effects of cooperative learning and demonstrate the need for its application and benefits. The research study was descriptive to identify and show the students' difficulty developing their speaking skills. The researcher used the interview with the listening and speaking teacher in charge of the third-semester students of the Universidad Técnica del Norte. In addition, a survey of nine questions was carried out to the students to discover the factors that affect the student learning a second language.

### ***2.2.3 Exploratory design***

Through exploratory research, the researcher designed a survey among the students to obtain information from a population sample, which is essential due to the quantitative method. In addition to the surveys, an interview was conducted with the speaking and listening teacher, who will provide the necessary information for the method used. It is essential for exploratory research on the topic and comprehension of information in the practice of speaking with cooperative learning. According to Voxco (2021), this research is based on collecting data for an experimental investigation that seeks to obtain positive results from a specific observation from two fundamental roles, strategy, and students, in this case learning from a cooperative strategy for developing speaking skills.

## **2.3. Technique / Tools**

### ***2.3.1 Survey***

According to Anand (2022), "A survey is a research technique used to collect data from a predetermined sample of respondents to gain information and insights on a variety of topics of interest" (pág. 01). The survey applied to third-semester students who completed nine questions to obtain information about the problem raised. The students used the survey through google forms with the shared link (<https://onx.la/b9ffd>) to observe the automatic conditions graphs and analyze the data obtained.

### ***2.3.2. Structured Interview***

According to Tegan & Merkus (2022), a structured interview is a data collection method that focuses to ask previously established questions and obtain data on a research topic. The structured interview consisted of 8 questions the teacher answered about the topic to clarify doubts and obtain information on the research problem. The interview was conducted through Microsoft teams, asking the teacher the appropriate questions. It developed the interview to get data from the reality of the teacher.

### 2.3.3 Mock Exam Ket

It is the exam designed to obtain valid or non-valid notes, and serves as practice for future exams or so that the teacher can have a note before the end of the school year (wiktionary, 2023) this exam was used to obtain previous notes to analyze the level of English each student has, depending on the skill. In this case, the speaking skills in English were interpreted with the mock exam structure to know the level of each student and the average level of the third-semester course.

### 2.4. Research Questions

1. How useful is it to implement cooperative learning as a dynamic strategy in the classroom?
2. What are cooperative strategies appropriate to implement in the development of speaking?
3. Can cooperative learning be productive for the development of speaking?
4. Can the material proposed to the teacher favor the speaking activities?

### 2.5. Participants and sample

The investigation was carried out at the Universidad Técnica del Norte in Ibarra-Imbabura. The third-semester students were participants in this process for the collection of information. The course consisted of 32 students between the ages of 20 and 31 a total sample of 17 students. In the same way, Listening and speaking teachers were interviewed about the development of their class activities for cooperative learning in their students

**Table 2**

*Population*

| <b>Population</b>                    |                          |              |            |             |               |              |
|--------------------------------------|--------------------------|--------------|------------|-------------|---------------|--------------|
| <b>Education Unit</b>                | <b>Year</b>              | <b>Class</b> | <b>Age</b> | <b>Male</b> | <b>Female</b> | <b>Total</b> |
| <b>Universidad Técnica del Norte</b> | 3 <sup>rd</sup> Semester | A            | 20-31      | 6           | 26            | 32           |
| <b>Percentage</b>                    |                          |              |            | 18.75%      | 81.25%        | <b>100%</b>  |

*Note.* Researcher elaboration

## CHAPTER III

### RESULTS AND DISCUSSION

There is an analysis of the surveys used for the third-semester students on the strategies for cooperative learning. A comprehensive analysis of their knowledge of the strategies used in the classroom will be conducted with the institution's teaching staff. The following section details the results of the instruments applied for data collection.

#### 3.1 Analysis of the surveys applied to students

**Figure 6**

*Skills to develop in English Learning*

1. ¿Which skill do you consider most important to develop in your English learning?

[Más detalles](#)

|   |    |
|---|----|
| <span style="color: blue;">●</span> Speaking    | 12 |
| <span style="color: orange;">●</span> Listening | 1  |
| <span style="color: green;">●</span> Reading    | 1  |
| <span style="color: red;">●</span> Writing      | 3  |



*Note.* Own elaboration. Source: Survey

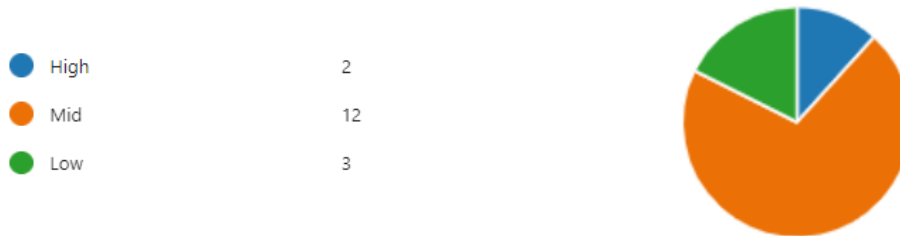
The pie chart above shows the findings obtained from student participants in this study regarding what, in their opinion, is the essential Skill to develop as they learn English. The discovery revealed that speaking obtained most statements in favor, followed by writing, which got some, whereas, surprisingly, listening and reading just obtained one hit. The findings suggest that students feel that teachers should devote a good part of their time to their lessons giving students opportunities to practice and develop speaking skills.

## Figure 7

### *Activities to develop oral communicative competence*

2. Are you familiar with activities to develop oral communicative competence in the English language?

[Más detalles](#)



*Note.* Own elaboration. Source: Survey

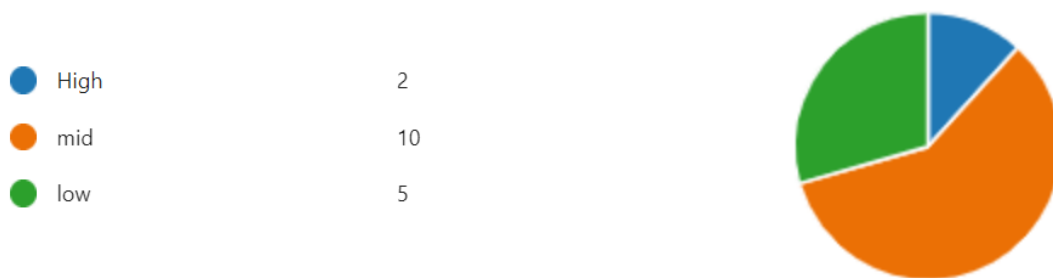
This graph shows the students' findings on the level that they are familiar with the activities to develop oral communicative competence in the English language class. The results interpret that students can improve the English language through activities that create the practice of verbal communication. On the one hand, the findings demonstrate that students have a middle oral communication competence in the English language through activities applied in class. On the other hand, it is necessary to consider that students, considering high and low levels are familiar with these activities exist.

## Figure 8

### *Oral activities in class*

3. ¿How do you consider your participation in oral activities in class?

[Más detalles](#)



*Note.* Own elaboration. Source: Survey

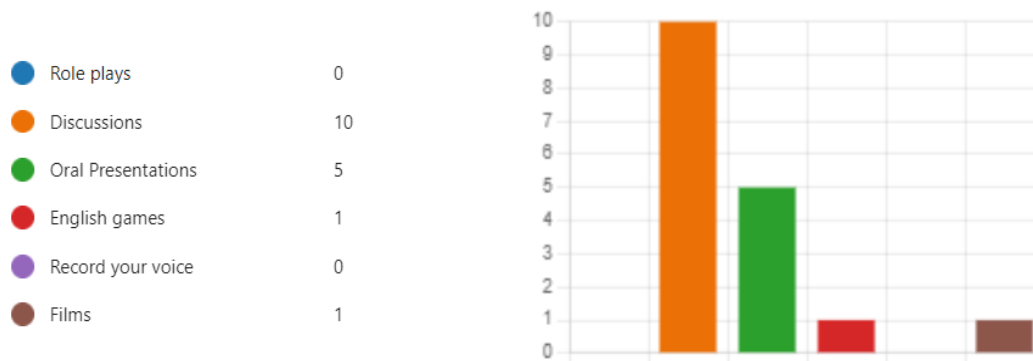
The pie chart shows the results obtained from students' participation in this study about how students consider their participation in oral activities in class through the high, mid, or low level in learning the subject. Firstly, according to the applied survey, students have a considerable middle level of participation in class oral activities. Secondly, some students have a low level of class participation, at the same time at a high level. It suggests that the teacher needs to implement more activities to improve the speaking of all students to better language learning; also, oral activities benefit class participation.

## Figure 9

### Tasks to practice speaking skills

4. Which of the following tasks do you do in class to practice speaking skills?

[Más detalles](#)



Note. Own elaboration. Source: Survey

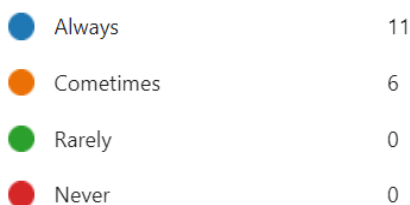
The bar graph shows the different results obtained from students about important tasks in class to practice speaking skills such as role plays, discussions, oral presentations, English games, record student voices or films. On the one hand, the findings revealed that the panel obtained the most opinions in favor of productive tasks in class. On the other hand, the oral presentation is a good task after discussion. It is also vital for students, considering the other option, how important it is to practice speaking skills. The results interpret that students feel that teachers should practice the English language using discussions or oral presentations in class to practice speaking skills.

## Figure 10

### Cooperative work to improve the Speaking skills in English.

5. ¿Does cooperative work help you to improve the ability to speak English?

[Más detalles](#)



Note. Own elaboration. Source: Survey



The pie chart shows the findings obtained about students participating in cooperative work to improve Speaking skills English and how it can help students in language learning. The findings revealed that students consider it great help in cooperative work. Also, some students think it necessary in sometimes in class to practice speaking skills. The results demonstrate an excellent time to practice speaking skills in cooperative work and improve the English lesson by doing activities or completing activities using speaking skills English.

**Figure 11**

*Real situations to practice the Skill of speaking in cooperative groups.*

6. ¿Does your teacher use or create activities that focus on real situations to practice the skill of speaking in cooperative groups?

[Más detalles](#)

|           |   |
|-----------|---|
| Always    | 7 |
| Sometimes | 9 |
| Rarely    | 0 |
| Never     | 0 |



*Note.* Own elaboration. Source: Survey

This graph shows the frequency obtained in the survey applied to students in 3rd semester about students' opinions about creative activities that the teacher involved in focused on real situations to practice the Skill of speaking in cooperative groups. On the one hand, the findings revealed the importance of teachers sometimes using creative activities to practice speaking skills through classroom cooperative groups. On the other hand, other students consider that teachers always use creative activities to practice the English language in real situations. The results suggest that students have creative activities in class that use cooperative groups sometimes in English class. Teachers use cooperative groups to reinforce speaking skills English at the same time that students are focused on real situations in social or personal life.

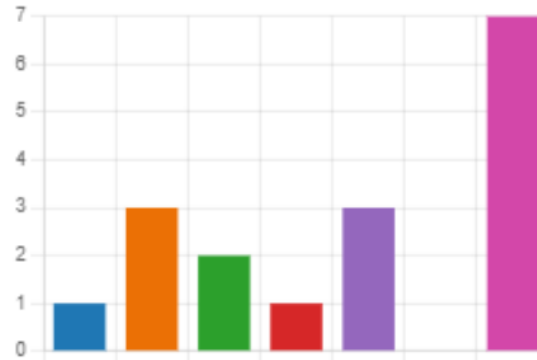
## Figure 12

### *Be familiar with cooperative learning strategies*

7. Which of these are you familiar with cooperative learning strategies?

[Más detalles](#)

|                            |   |
|----------------------------|---|
| ● Focused lists            | 1 |
| ● Short papers             | 3 |
| ● Sentence Completion      | 2 |
| ● Numbered assignments     | 1 |
| ● Collective quizzing      | 3 |
| ● Jigsaw pieces            | 0 |
| ● Interviewing Classmates. | 7 |



*Note.* Own elaboration. Source: Survey


The bar graph shows the findings obtained from the students participating in this study regarding how, in their opinion, the students are familiar with the cooperative learning strategy, being these: focused lists, short papers, sentence completion, numbered assignments, collective quizzing, Jigsaw pieces, and interview Classmates. The findings revealed that interviewing classmates obtained most opinions in favor, followed by short papers and collective quizzing that got some whereas. Continuously, sentence completion only received two votes. The findings suggest that students have more knowledge about interviewing classmates, short papers, collective quizzing, and sentence completion according to the cooperative learning strategy.





### Figure 13

#### *Feelings with speaking skills in cooperative learning*

8. ¿How do you feel with speaking English in cooperative learning?

[Más detalles](#)

 Información

|   |                  |   |
|---|------------------|---|
|  | Nice             | 9 |
|  | a Little nice    | 5 |
|  | a bit unpleasant | 3 |
|  | unpleasant       | 0 |



*Note.* Own elaboration. Source: Survey





The pie chart above shows the findings obtained from students' participation about the importance of how students feel about speaking English in cooperative learning to develop as they learn English. The result revealed that the excellent obtained most opinions in favor, a little exceptional received some good ideas, and unfavorable views were unpleasant that it only got three votes. The findings suggest that students feel nice when they speak English in cooperative learning in class. For these reasons, teachers should constantly implement a good part of the time of their lesson giving students opportunities to practice and develop speaking skills using the cooperative learning strategy.

## Figure 14

### *Learning process using cooperative learning*

9. How does cooperative learning help in the learning process?

[Más detalles](#)

|  |   |
|--|---|
|  oral communication | 6 |
|  Fluency            | 6 |
|  Pronunciation      | 2 |
|  Interaction        | 3 |



*Note.* Own elaboration. Source: Survey

The pie chart above shows the results from students according to their opinion of how cooperative learning can help the learning process considering oral communication, fluency, pronunciation, and interaction as the essential Skill to develop as they learn English. The findings demonstrate that verbal communication and fluency are most important in the learning process; meanwhile, interaction obtained some, whereas, surprisingly, pronunciation only obtained one vote. The findings suggest that cooperative learning helps students to develop their speaking skills. Teachers need to use more time in class to create activities to practice speaking skills.

### **3.2 Analysis of the interviews applied to the teacher**

#### **1. Do you think developing speaking skills is essential in learning a foreign language?**

Yeah, of course. Because we're talking about that, we are learning a language, right? Sometimes we confuse that we are learning a subject and that the purpose of a language is to communicate. And the only way is one of the most common ways to communicate is through speaking. So it's one of the most important skills we must develop when learning or teaching a language. Yeah. So I think it's vital to these skills.

#### **2. Do you know and apply cooperative learning strategies?**

Yeah, I have read some, and I have the opportunity to apply it as well as the theory is about cooperative learning, right? Sometimes we misunderstand that cooperative learning is everything you do in groups. It's part of that technique; activities are part of comparative learning when you use groups, but each student should be helping the other in cooperative learning. They should also be encouraging each other. They should be, also. Not only like cooperative learning, but they also have an assignment, right? They have an appointment. But each member of the group should have a specific role. So each one of the group members should contribute to a particular objective. So first, we need to differentiate between

cooperative learning and group work because the group could be like filling up like comprehension reading, you know? That is group work, but it's not. So it couldn't be cooperative learning.

### **3. Do you use teaching materials and resources in class to improve speaking skills?**

Yes, I have tried to do it. Yeah, because with cooperative learning, you also can you don't like. It's not for speaking skills only, right? You can develop writing, reading, on some other skills. But yes, I have used it. You need to use specific materials to have this cooperative work. And yes, there are plenty of particular materials to help you as a teacher develop this Cooperative Learning approach.

### **4. Do you consider that emotions affect students when they participate in cooperative work?**

Yes, Emotions, Motivation, all of them are. You should be involved when you realize that, for example, when I use, I don't know if I use with you guys. No, I don't think so. There is a there is an activity that is called literal tour circles. In which, everybody reads the same material, but each one of the students has their role.

So you need it because sometimes you need a leader, right? So you will not put the one that is shy or not outgoing to be the leader. So you need her to consider other behavioral skills and emotions if someone is not so.

Talkative, maybe you are going to give them a different role. So yeah, it's, and yeah, you need to know that not everybody works well in groups. Some of the students are. Like them, they work better by themselves. OK, so you need to encourage them to work as a group to cooperate. And you don't need to force them. So it would be best if you saw the ways. As you said, emotions are fundamental. You can see they are anxious, but they are happy. So it would help if you found a way for everybody to get involved in this activity or approach.

### **5. Do you carry out cooperative learning as a means of continuous training and improvement of speaking skills?**

As a continuous well, I try to, but it's difficult when you have larger classes. When you have classes of 40-30 students, it's kind of challenging to use this cooperative learning continually. But I tried as much as I could because it's perfect when you communicate with a purpose, not just. For example, when you have this isolated.

The dialogues, like "I, Maria." It is good; every method will be proper to practice to improve vocabulary, and so on; every technique will be helpful. But cooperative learning could be one of the best when you have the opportunity to apply because you have a purpose, cooperation, emotions, and a lot of stuff going on there. Still, to be honest, it has been difficult for me to apply it regularly. I would love to do that with larger classes especially, but it's difficult to use.

**6. Do you consider that the participation of students in cooperative learning is positive?**

The method is not always positive or negative. It is positive, but as I told you, it is not all. It is an approach and structure technique. With the grammar and translation method, you will get vocabulary, but you are going to learn something, so you need to focus on the strengths and weaknesses of your students because maybe cooperative learning is good in one class. Still, it is perhaps not good in other courses because of the community of the I don't know how to say.

The methods in classes are different. The way they interact, the environment, the course dynamic, and the course of each course are different. So if that, I don't know, maybe they don't like each other, I don't know. They don't like each other. So it is maybe not a good idea to apply comparative learning too often. Maybe you can find another way to maybe they like to think, maybe they like to act. Sometimes I have to force the students to participate with questions that I ask them about the topic.

I don't know. So acting is also cooperative learning. Maybe sometimes. So yes, it depends. It's not always positive, but it has a lot of strengths, yes.

**7. How much time do you consider necessary to spend for the speaking Skill?**

Well, like it would be best. It is not going to be possible to have it the whole time. You know, to spend the whole hour in class speaking. But it's something that we need to connect to our reality, to our context. In some activities, I give them a lot of time, 10 or 15 minutes, but there are times when there are only activities that only take two minutes per person so that they can speak.

You are a student speaking because you need to develop other skills. It will do it. It depends, for example, in my case, that I was listening and speaking. I tried to most of the time, you were listening and speaking, but if you are in a high school, a high school teacher or maybe in the language levels of at the university in the CAI. You cannot spend the whole hour speaking because you must also develop or boost reading, writing, and other skills. But it's really simple. You know, as much time as you can is better. It's like when you are learning to play to guitar or to play soccer or basketball. Any other skills, like you spend doing that activity, you will improve, and you will be better.

So as much time as you can give in your context should be.

**8. Do you have any kind of guide to carry out speaking skill activities? Which?**

Well, actually, yes, I have plenty of them. You know, when you are, I have been teaching for a while, you are teaching that time you are the kind of collecting material, some years I apply some strategies, and some others know it depends. For example, I have used this reader theater.

I don't know about Black Mirror activities, but I have plenty of materials I sometimes use with one class, depending on the context. Sometimes I do with other classes and nowadays you have the Internet, you know, sometimes and you with just a couple of

keywords on Google. You will find stallions and zillions of materials and techniques activities. But yes, I have like a teacher's portfolio.

I have plenty of activities, strategies, and techniques for developing speaking skills, and also, it is always an excellent resource to look to the textbook; like I told you guys, experts create the textbook. They have been doing that for years, so they know much more than us about creating textbooks or guides. They always have perfect ideas and something you could not apply, as stated in the book, but you can.

Uh, it was modified.

And make it suitable for your context.

So yeah, I do have. I rely on the book. I wouldn't say I like to rely constantly on the book. As you may notice in our classes always, I wouldn't say I like the book because it's boring to follow it every day. It will become like I did that yesterday and tomorrow and tomorrow, and every single day, you need to improve, look at, and have a variety. Resource our idea as much as you can because one group is different from the other one student is different from the other student. So yes, you need to have plenty of material to develop this kind of Skill.

### 3.3 Results of third-level students regarding the Common European Framework

The "Mock Exam Ket" test was applied to third-semester students and analyzed according to the Common European Framework to determine the level of speaking skills. Seventeen students were the sample to measure the speaking level.

**Table 3**

Speaking skills level

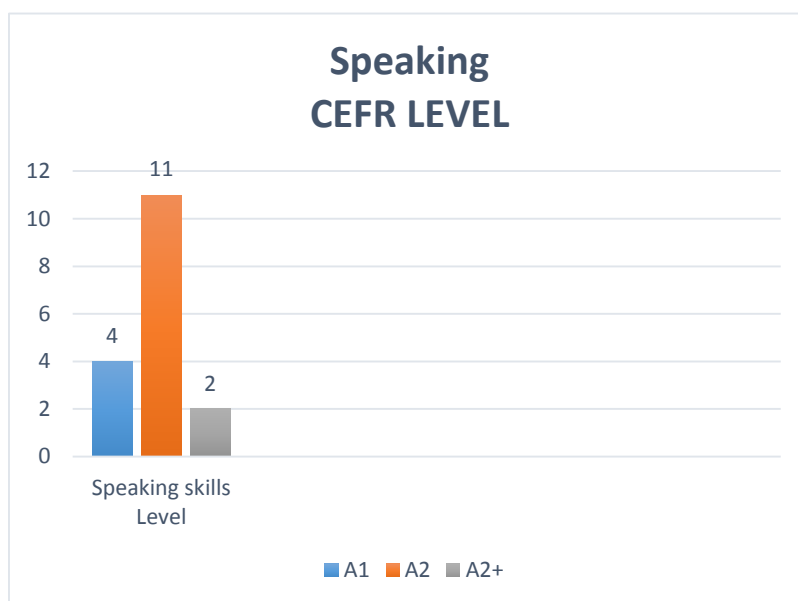
| <b>Students</b> | <b>Average<br/>/100%</b> | <b>Level</b> |
|-----------------|--------------------------|--------------|
| Student 1       | 35                       | A1           |
| Student 2       | 60                       | A2           |
| Student 3       | 59                       | A2           |
| Student 4       | 58                       | A2           |
| Student 5       | 61                       | A2           |
| Student 6       | 58                       | A2           |
| Student 7       | 91                       | A2+          |
| Student 8       | 89                       | A2+          |
| Student 9       | 79                       | A2           |
| Student 10      | 45                       | A1           |
| Student 11      | 76                       | A2           |
| Student 12      | 76                       | A2           |
| Student 13      | 42                       | A1           |
| Student 14      | 67                       | A2           |
| Student 15      | 54                       | A2           |
| Student 16      | 53                       | A2           |
| Student 17      | 38                       | A1           |
| <b>Total</b>    |                          | <b>A2</b>    |

*Note.* Researcher elaboration



**Figure 15**

Speaking CEFR level



*Note.* Own elaboration. Source: Results of Mock Exam Ket

English speaking level. The bar graph shows the results obtained from the students participating in this study on the level of speaking skills according to the CEFR, being these A1, A2, B1, or B2 about the third semester. The results reveal that 17 students who took the Moch Exam Ket eleven test have an A2 level, four have an A1 level, and two have an A2+ level. The results show that the highest level defines the level that third-semester students obtain according to CEFR. In the same way, there are students with a level of A1 being the lowest and, on the other hand, a level of A2+ being the highest level of English. It reflects that third-semester students have an average level of A2, indicating that they need reinforcement for the speaking skills and thus raise the level in students with practice and activities that complement their learning to acquire a better understanding.

### **3.4. Discussion**

#### **3.4.1. Speaking Skill**

Based on the results obtained, according to the students, speaking skills are considered one of the most important when learning a second language. On the one hand, students state that during classes, they have average participation in oral communication skills. That is, during classes, the teacher implements activities such as a discussion for speaking practice; thus, students can speak in class in a reasonable time. The time spent on these activities is 10 to 15 min, which is needed to internalize what has been learned. Besides, talking after class is common for students.

Speaking throughout the class is complicated when forty students are in each class, and it is not productive to spend two class hours talking about a topic because the students get distracted or bored. On the other hand, the teacher pointed out that when learning a new language, it is essential to learn the four skills of a language: reading, writing, speaking, and listening; for that reason, it is necessary to speak in English. As a teacher, he seeks to divide the class into the two skills that come together (speaking and listening), and for that, they implement the use of didactic materials focused on only one Skill. For this reason, the teacher considers it essential to spend time learning to speak and allocate a time limit of two minutes for practice.

#### ***3.4.1.1 Speaking skills CEFR level***

The third-semester students have obtained A2, the average speaking skills; some students have the highest or lowest level. According to the interpretation and analysis, the students need reinforcement that contributes to learning or level upgrades. Third-semester students should obtain a B1+ level for all English language skills. However, the A2 is considered an observation of the third-semester students so that the teachers can know the students' weaknesses and apply new strategies to raise the level of the classrooms, especially the speaking skills, which were the results low.

#### ***3.4.2. Cooperative Learning***

In the analysis of surveys and interviews, it has been possible to observe the differences in negative results as positive factors of cooperative learning.

First, the students consider that the CL is an aid to practicing communication and speaking fluently among classmates in activities such as interviews or collaborative tests that have been applied in the classroom for short periods of 10 min per activity.

Second, in the interviews, the teacher has stated that for the use of CL, it is essential to know how it is used and the situations in which it can be applied, that is, that it concentrates on a class objective to be applied. The problem with using CL is that in activities such as role-play, there are students who could be more sociable and have essential roles as leaders because the focus of the training would be lost. The teacher states that for the correct use of cooperative learning, students must be observed in their skills and weaknesses and then look for activities according to the environment of each classroom. However, cooperative learning can only be used in some classrooms since they are different and there are different behaviors. The teacher looks for other dynamics that are only sometimes considered cooperative learning since this can cause a boring class from the constant use of repeated classes. In addition, more than the time per activity is needed for students to get involved and learn about the benefits of cooperative learning strategies.

### ***3.4.3 Dynamic Strategy***

Using activities as a dynamic strategy is essential in the classroom to improve speaking English, but it is crucial to recognize which activities are appropriate for each class. In the results obtained, the students have exposed that the use of cooperative learning as a dynamic strategy helps to speak English; with this strategy, the students have been able to have confidence in themselves to participate and speak.

The teacher states that during a class, there are times when the teacher needs to force the students to participate with a series of questions; however, this is not the objective of the class. The teacher seeks to participate in each activity, and sometimes the students are not focused on speaking, which does not help to develop the activities for which the teacher states that he needs to look for other activities focused on the other Skill, such as listening.

## CHAPTER IV PROPOSAL

### 4.1. Introduction

Cooperative learning is the implementation of didactic activities to acquire knowledge with group work in English classes. This proposal is a didactic strategy through cooperative learning to develop speaking skills in the third-semester at Universidad Técnica del Norte. A cooperative learning strategy is essential to develop speaking skills through group work. The different strategies that cooperative learning contains make the class have a didactic environment, implementing resources such as technology and physical materials in addition to implementing motor activities.

The proposal contains four units, the first is related to the issue of animals based on strategies such as; Numbered Heads Together, Think-Pare-Share, and Role-Play; the second focuses on the theme of the environment containing Round Robin, Jigsaw, and debate, the third unit focuses on the issue of transport where Three Step has been implemented Interview, Write Around, and Presentation and the fourth unit is about customs and traditions where Carousel Brainstorm, dramatization, and collective maybe is implemented.

These units have been developed for students to put into practice the speaking skills with cooperative learning strategies, which will help them expand their knowledge among their peers. The class planning is designed with a duration of 1 hour for warm-up, Presentation, practice, production, and evaluation, implementing the activities of cooperative use to develop speaking skills.

### 4.2. Justification

The speaking skills in English is a skill that students practice less inside and outside class. Usually, teachers begin their classes with opinion questions, and it is the time when students can speak and express their ideas, considering this the only critical moment for the practice of speaking. For this reason, teachers must consider cooperative learning for greater confidence, knowledge, and development of the speaking skills. Implementing cooperative learning strategies provides teachers a guide for students to participate in class through cooperative work and thus learn in a more didactic and helpful way.

### **4.3. Theoretical Foundation**

#### ***4.3.1. Second Language acquisition***

Acquiring a second language starts with a basic knowledge of the language. Each person has their first mother language, which is learned throughout life. Learning another language like English is a personal benefit, which requires motivation to learn it quickly and correctly. It refers to the study of individuals and groups who learn a second language after learning their first language as children, how they also learn the learning structures of that language. The new language is called a second language (L2), which can also be the third, fourth or tenth language acquired (Saville-Troike M. , 2012).

Acquiring a second language can be informal, that is, where you are surrounded by the language, for example, living in a native English-speaking place. On the other hand, it can be acquired formally when emphasis is placed on studying from an institution with teacher guidance.

#### ***4.3.2 Cooperative Learning***

Cooperative learning is a dynamic strategy that students can learn among peers for common learning with interaction among themselves during class activities. According to Johnson & Johnson (2009), Cooperative learning is the set of objectives for a common achievement. Collectively the students are motivated to obtain benefits as a result of their performance with a benefit to themselves and to the group. Teachers are in charge of adapting their classes with their students for a better educational environment with cooperative use activities for productive learning through speaking practice.

#### ***4.3.3 Speaking Skills***

Speaking is a skill that many think is the most challenging skill to learn because they have to have good pronunciation, correct grammatical structure and a wide range of vocabulary. However, speaking is a skill related to reading, listening and writing, and then put it into practice by speaking. That is, theoretical knowledge makes it possible for students to start speaking from small sentences to fluent conversation. A student who acquires a second language can practice it with the help of the students and the teacher in a cooperative learning practice.

## **4.4. Objectives**

### **4.4.1. General Objective**

- Strengthen speaking skills of English as a Foreign Language Learners through the use of Cooperative Learning Strategies

## **4.5 Methodology**

This proposal is designed with a constructivist methodology, where students build their knowledge through activities developed in groups for better knowledge acquisition and practice. This proposal contains four units focused on developing the speaking skills. Each unit includes a lesson plan for one hour, and it is structured by a warm-up, presentation, practice, production, and evaluation. Each section contains an activity for developing activities implementing cooperative learning strategies for better knowledge. In addition, resources for the teacher and the student have been included.

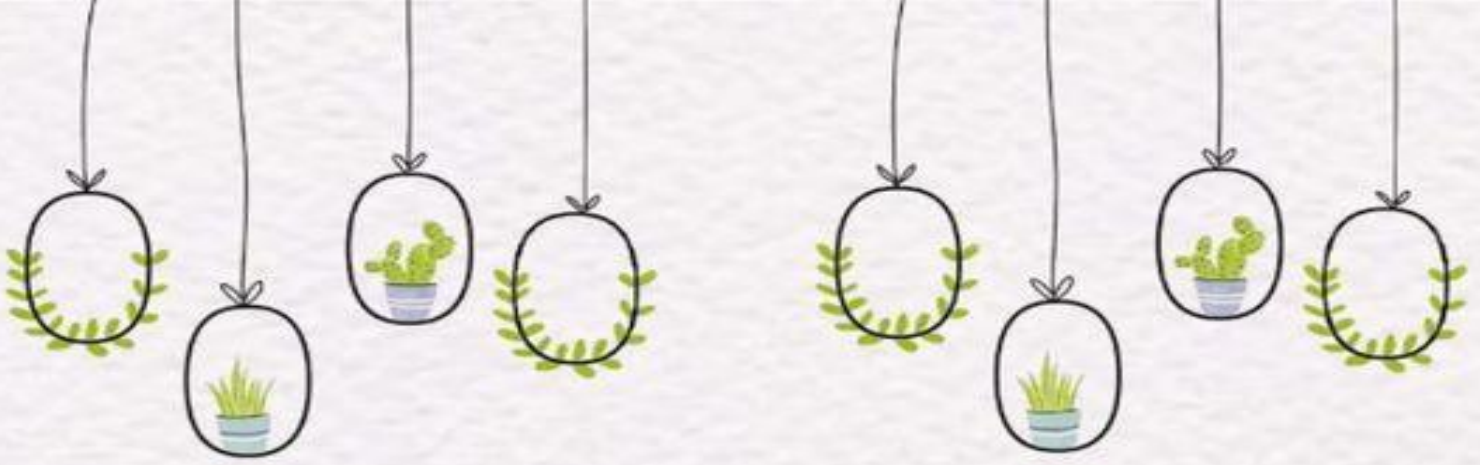
## **4.6. Development**

Using cooperative learning to develop speaking can facilitate learning in a comfortable student environment. Thus, the proposal is mainly for the development of speaking in English with lessons A, B, C, and D that implement activities of speaking skills. Help students learn as a team to achieve the same goal, encourage participation, and develop speaking skills. Using each strategy, the student learns in a didactic way, which is an adequate development of learning.



**TALK WITH  
TALK WITH  
EVERYONE  
EVERYONE**





## **Unit 1: Animals**

- Use signposting language: introduce examples; express general beliefs

## **Unit 2: The environment**

- Link ideas with transition words and phrases; talk about advantages and disadvantages; give counter-arguments

## **Unit 3: Transports**

- Evaluating problems and proposing solutions, giving recommendations and expand an idea.

## **Unit 4: Customs and Traditions**

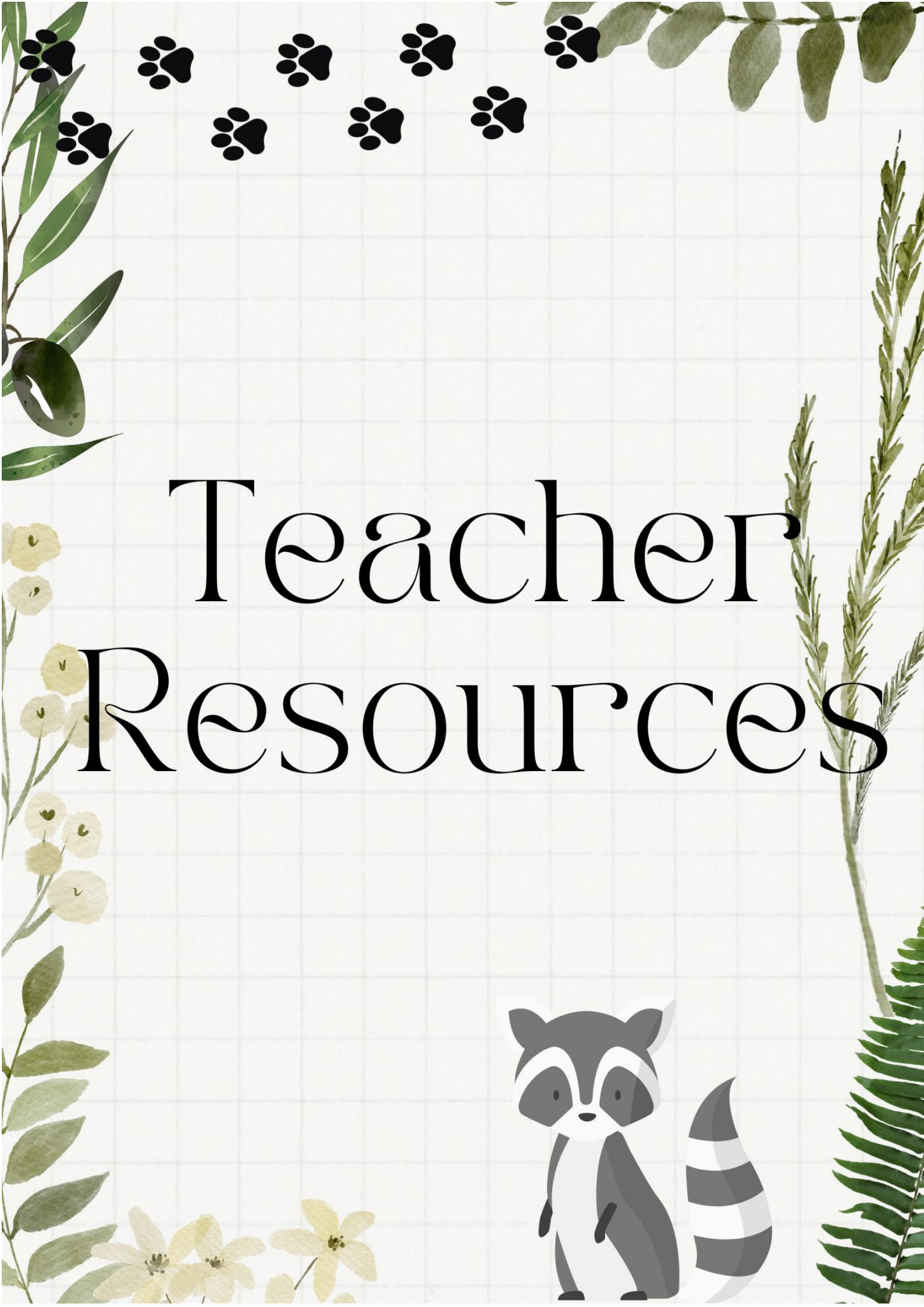
- Creating a convincing argument
- Being polite in a discussion
- Using adverbs for emphasis
- Stress patterns in phrases for agreeing and disagreeing phrases with that.







**UNIT 1**  
**ANIMALS**



# Teacher Resources



| <b>Data information</b>   |  |   |  |
|---|--|---|--|
| <b>Level:</b> 3 <sup>rd</sup> Semester  | <b>Language focus:</b><br>Speaking   | <b>Time:</b> 1 hour   | <b>Class link:</b> <a href="https://n9.cl/o2yvl">https://n9.cl/o2yvl</a> |
| <b>Objective</b><br>Use: Animal-related vocabulary<br>To: talk about human threats to an endangered species.<br>In: a three-minute talk |  |   |  |
| <b>Introduction</b>   |  |   |  |
| <b>Warm-up</b>  | 10 minutes   |   |  |
| <b>Cooperative learning:</b><br>Numbered Heads Together   | <b>Teacher</b>   | <b>Student</b>  |  |
|   | <ul style="list-style-type: none"> <li>- The teacher divides the class into groups of three students</li> <li>- The teacher asks students to think about their favorite animals considering aspects like cleanliness, care, space, cost of maintenance, and diet.</li> <li>- The teacher asks one question at a time</li> <li>- The teacher calls a number.</li> </ul> | <ul style="list-style-type: none"> <li>- Students write their answer</li> <li>- Discuss and share opinions in their groups</li> <li>- Signal they are ready</li> <li>- Students with that number respond using a range of simultaneous response modes.</li> </ul> |  |
| <b>Material</b>   | Paper, pencils   |   |  |
| <b>Teacher modeling</b>   |  |   |  |
| <b>Presentation</b>   | 10 minutes   |   |  |
|   | The teacher will present brief information to use: <ul style="list-style-type: none"> <li>- The signposting language for a presentation.</li> <li>- Introduce examples</li> <li>- Express general beliefs</li> </ul>   |   |  |
| <b>Materials</b>  | Canva: <a href="https://n9.cl/o2yvl">https://n9.cl/o2yvl</a>   |   |  |
| <b>Guided Practice</b>  |  |   |  |
| <b>Preparation</b>  | 20 minutes   |   |  |
| <b>Cooperative Learning:</b> Think-pare-share   | <b>TASK 1: COMPLETING THINK</b>  |   |  |
|   | The teacher gives students a worksheet with phrases to complete a presentation script and asks them to go over the task<br><b>PAIR</b><br>The teacher divides the class into pairs and asks them to compare their answers<br><b>SHARE</b><br>Students participate in groups and share their answers in groups of four students   |   |  |
|   | <b>TASK 2: ROLE-PLAY</b>   |   |  |

|  |  |   |
|--|--|---|
|  | <p>The teacher explains to students that they are going to work in groups of 4 students to role-play a short TV program about animals:</p> <p>Roles:</p> <ol style="list-style-type: none"> <li>1. Expert</li> <li>2. Moderator</li> <li>3. Participants</li> </ol> <p>The teacher gives prompts to students</p> <p><b>THINK</b></p> <p>The teacher assigns roles to students and gives them time to rehearse solos their roles</p> <p><b>PAIR</b></p> <p>The teacher asks students to find another classmate with the same role and asks them to demonstrate their section</p> <p><b>SHARE</b></p> <p>Students share their roles in groups</p> <p>The teacher asks students to come back to their original groups and role-play the TV show</p> |   |
| <b>Materials</b>   | Students Resources: Roles worksheet  |   |
| <b>Procedure</b>   |  |   |
| <b>Production</b>  | 20   |   |
| <b>Activity</b>  | <b>Teacher</b>   | <b>Student</b>  |
| <p><b>ROLE-PLAY</b></p> <ol style="list-style-type: none"> <li>1. GROUP MANAGER</li> <li>2. DESIGNERS</li> <li>3. EDITOR AND LANGUAGE SUPPORTER</li> </ol> | <p>The teacher asks students to prepare a short presentation about four people's threats to animals including the following aspects:</p> <p>Time: 4 / 5 minutes</p> <p>Topic presentation</p> <p>Threats description</p> <p>Threats impact analysis</p> <p>Recommendations</p>   | <p><b>PROJECT PHASES:</b></p> <ol style="list-style-type: none"> <li>1. Threats choice (GROUP)</li> <li>2. Data collection (GROUP)</li> <li>3. Presentation outlining (GROUP)</li> <li>4. Presentation designing (DESIGNERS)</li> <li>5. Rehearse and potential challenges discovery (GROUP)</li> <li>6. Challenges overcome strategies (GROUP)</li> <li>7. Final draft of presentation design (EDITORS AND LS)</li> <li>8. Final rehearse (GROUP)</li> </ol> |
| <b>Materials</b>   | Students resources: checklist  |   |
| <b>Assessment</b>  |  |   |
| The teacher collects the checklist of the activities completed by the students.  |  |   |

# LESSON PLAN 1

# ANIMALS

COOPERATIVE LEARNING



# NUMBERED HEADS TOGETHER

## What is it?

It is a strategy designed so that students can learn from group work with the responsibility of understanding each topic. With this strategy, students learn to be responsible with the subject and to socialize in class.



## Activity 1

### Warm Up:

- The teacher asks students to think about their favorite animals considering aspects like: cleanliness, care, space, cost of maintenance, diet.



## Example about animal description



# Presentation



## 1. Using signposting language

1. To introduce the first point:
  - First
  - First of all
2. To add other ideas:
  - Furthermore
  - second
  - Another point is that...
  - finally
3. To introduce a conclusion:
  - To sum up
  - In conclusion
  - To summarize
  - In short

## 2. Introducing examples

1. Speakers also use signposting phrases:
    - For instance
    - for example
    - such as
- ...To introduce examples

## 3. Expressing general beliefs

1. In a presentation, use phrases like:
  - It's often said that...
  - It's believed that...
  - It's widely known that





# THINK-PAIR-SHARE



## What is it?

It is a strategy where students can learn through activities to solve questions or problems individually and then share their ideas with their group and classmates. This strategy helps students organize their thoughts and then participate with their classmates in a dialogue to discuss the topic.



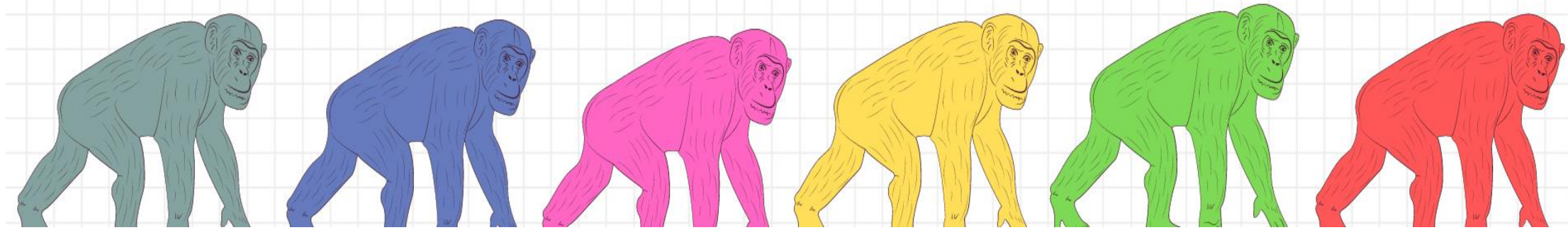


# TASK 1: COMPLETING USING THINK-PAIR-SHARE



## Instructions

- The teacher gives students a worksheet with phrases to complete a presentation script and asks them to go over the task.
- Previously, the teacher will present a video about animals for more relationship with the topic.



# TASK 2: ROLE PLAY USING THINK-PAIR-SHARE

## 1. Roles to students



EXPERT



MODERATOR



PARTICIPANTS

## 2. PRESENTATION about ANIMALS

1.GROUP MANAGER

2.DESIGNERS

3.EDITOR AND LANGUAGE SUPPORTER

## 3. CHECKLIST PROVIDED BY THE TEACHER





# student resources



# Animals



## LESSON A

### Teacher Question

1. What is your favourite animal?
2. Is your favourite animal endangered?
3. What is the diet of your favourite animal?
4. What is the habitat where your favourite animal lives?
5. What is the cost of maintenance of your favourite animal in a suitable environment?

## Presentation



### 1. Using signposting language

1. To introduce the first point:
  - First
  - First of all
2. To add other ideas:
  - Furthermore
  - second
  - Another point is that...
  - finally
3. To introduce a conclusion:
  - To sum up
  - In conclusion
  - To summarize
  - In short

### 2. Introducing examples

1. Speakers also use signposting phrases:
    - For instance
    - for example
    - such as
- ...To introduce examples

### 3. Expressing general beliefs

1. In a presentation, use phrases like:
  - It's often said that...
  - It's believed that...
  - It's widely known that



# Activity 1

## Completing: think-pare-share

Animals are living beings classified as mammals, reptiles, amphibians, birds, and fish. There are wild, domestic and wild animals. Each species has different care, and its behaviour arises depending on its habitat, that is, its living conditions. Some wild species can be domesticated, \_\_\_\_\_, horses, snakes, dolphins, rabbits, lions, and tigers.

\_\_\_\_\_, to tame a wild animal, you have to consider its habitat, food or behaviour. \_\_\_\_\_, you have to think about the special care, the necessary cleaning for each animal and the maintenance costs for a suitable environment for an animal.

\_\_\_\_\_, animals have different living conditions that you have to know. Some endangered species have to take special care for their species to continue reproducing. In some zoos, animals are kept for breeding. \_\_\_\_\_ to be beneficial to the environment of animal life.



## Activity 2

### Role play (Tv show): think-pare-share

#### 1. Moderator

- Introduce yourself as a moderator and your role.
- You must know all the members
- create a friendly and social environment for learning
- must give the necessary instructions about the time for each activity
- introduce each speaker in the presentation
- During the presentations, he evaluates each member's time, order and respect.
- Discontinue presentations if they do not comply with the rules

#### 2. Expert

- The expert is responsible for collecting information related to the subject with the group.
- The expert expresses the ideas in front of the public.
- The expert manages adequate oral expression and body expression.



#### Participants

- They are the present public that interprets listeners as information collectors.
- They must understand the information and take notes for their own knowledge.
- They should acknowledge whether the presentation makes sense and give feedback.





# TASK CHECK LIST



Name \_\_\_\_\_

## SPEAKING

Contribute to group work to practice speaking using grammar rules properly. **yes/no**

## USE SIGNPOSTING LANGUAGE

Use appropriately in texts and in oral sentences to express order and coherence. **yes/no**

## INTRODUCING EXAMPLES

Implement 2 or more examples of introducing examples in their oral expressions. **yes/no**

## EXPRESSING GENERAL BELIEFS

The student has correctly used the expressions of:  
It's often said that...  
It's believed that...  
It's widely known that. **yes/no**

## VOCABULARY

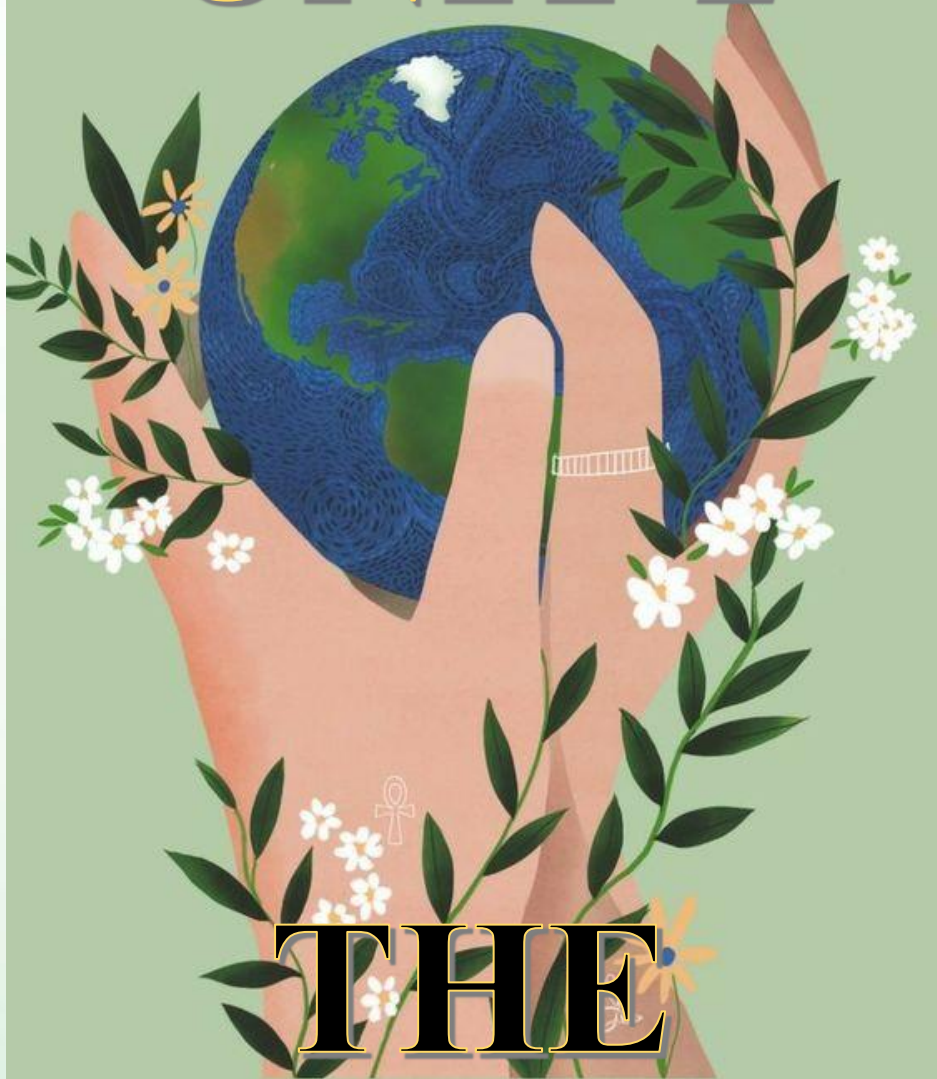
The vocabulary is related to the theme of animals: habitat, diet, care, cleanliness and space. **yes/no**

## NOTES

## GROUP OPINION



# UNIT 2



THE

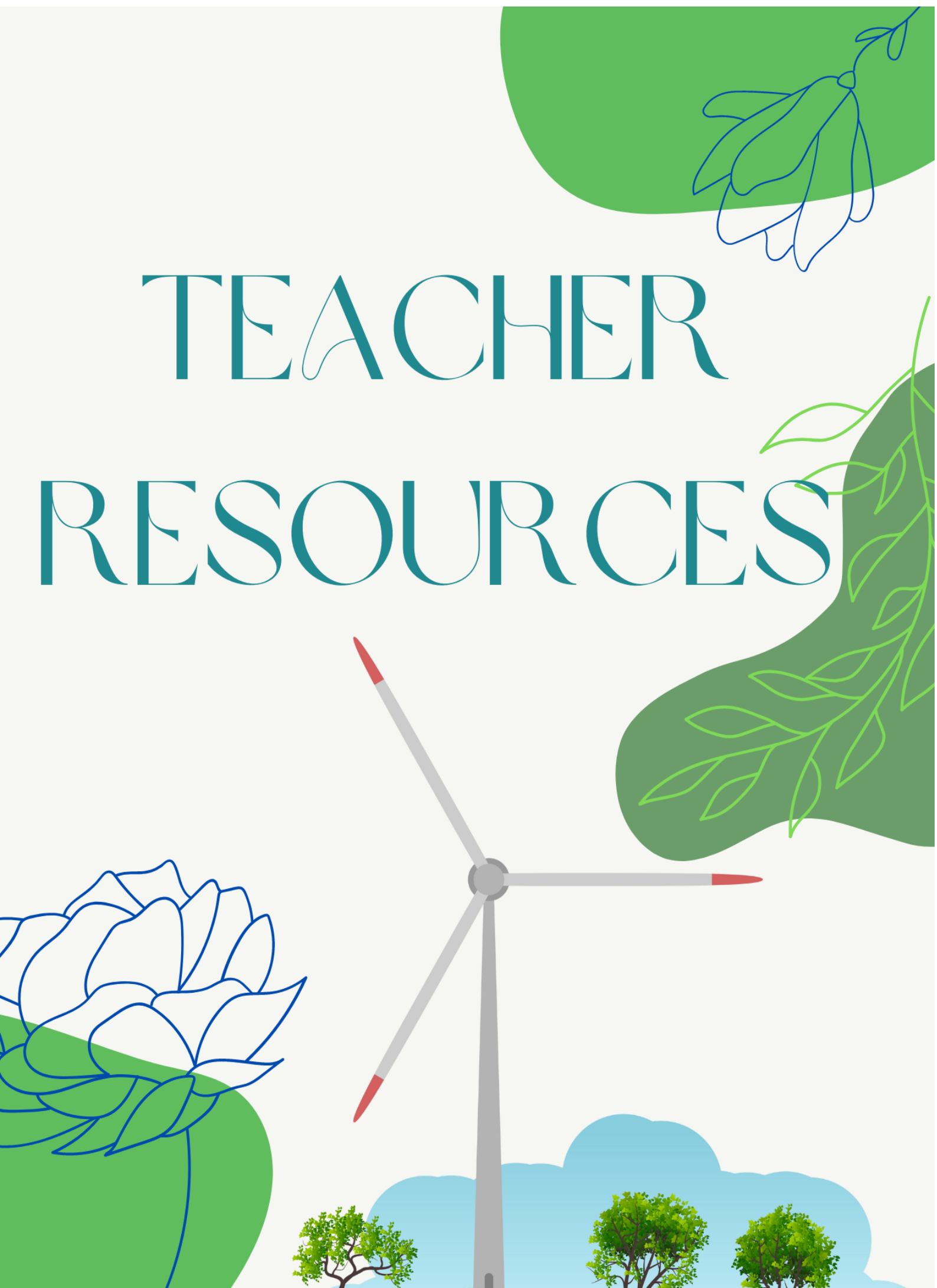
ENVIRONMENT

| <b>Data information</b>   |  |                      |  |
|---|--|----------------------|--|
| <b>Level:</b> 3 <sup>rd</sup> Semester  | <b>Language focus:</b><br>Speaking   | <b>Time:</b> 1 hours | <b>Class link:</b> <a href="http://bitly.ws/zk6r">http://bitly.ws/zk6r</a><br><b>Students Resources:</b><br><a href="https://onx.la/6be8a">https://onx.la/6be8a</a>  |
| <b>Objective</b><br>Use: between 4 and 6 transition words, 4 to 6 phrases related to advantages and disadvantages and giving counterarguments<br>To: present a view point about creating a new wind farm near their hometown<br>In: a class debate. |  |                      |  |
| <b>Introduction</b>   |  |                      |  |
| <b>Warm up</b>  | 10 minutes   |                      |  |
| <b>Cooperative learning:</b> Round Robin  | <b>Teacher</b>   |                      | <b>Student</b>   |
|   | <ul style="list-style-type: none"> <li>- The teacher divides the class in groups of four students.</li> <li>- The teacher asks students to think about the environment like: advantages and disadvantages.</li> <li>- The teacher asks the group to write two advantages and two disadvantages of allowing new wind farm near your town (<b>graphic organizer in canva</b>)</li> <li>- After three minute the teacher asks the students to share their conclusions.</li> </ul> |                      | <ul style="list-style-type: none"> <li>- Discuss it in their groups ideas about the environment</li> <li>- Students write advantages and disadvantages (<b>graphic organizer in canva</b>)</li> <li>- The group share their conclusions</li> </ul> |
| <b>Material</b>   | Students resources: Canva graphic; <a href="http://bitly.ws/zkhp">http://bitly.ws/zkhp</a>   |                      |  |
| <b>Teacher modeling</b>   |  |                      |  |
| <b>Presentation</b>   | 10 minutes   |                      |  |
|   | The teacher will present brief information to use link ideas with transition words and phrases; <ul style="list-style-type: none"> <li>- Talk about advantages and disadvantages</li> <li>- Give- counter arguments</li> </ul>   |                      |  |
| <b>Materials</b>  | Canvas presentation: <a href="http://bitly.ws/zk6r">http://bitly.ws/zk6r</a>   |                      |  |
| <b>Guided Practice</b>  |  |                      |  |
| <b>Preparation</b>  | 20 minutes   |                      |  |
| <b>Cooperative Learning:</b><br>1. Jigsaw<br>2. Dialogue  | <b>TASK 1: VIDEO ABOUT NUCLEAR ENERGY</b><br>The teacher asks students to respond a different questions in group about the video as:<br>Students respond the question with group ideas<br>-What is the video about?  |                      |  |



|   |   |
|---|---|
|   | <p>-How do you consider the information distributed?<br/>         -How do you think the problem is presented in the video?<br/>         -What do you think are the advantages and disadvantages?<br/>         The teacher ask one per one the question.</p> <p><b>TASK 2: COMPLETE AND ORDER THE SENTENCES</b></p> <ol style="list-style-type: none"> <li>1. Students complete the 5 sentences about the video about offshore wind farms</li> <li>2. Students using the complete sentences think and give counter-arguments</li> <li>3. Teacher and students listen to counter arguments</li> </ol>                                     |
| <b>Materials</b>                                | Students resources: Handout; <a href="https://onx.la/65a4e">https://onx.la/65a4e</a>  |
| <b>Procedure</b>                                |   |
| <b>Production</b>                               | 25  |
| <b>Activity :</b><br>Debate                     | <p><b>Process</b></p> <p>The teacher divides the students in 2 groups.<br/>         Ask the students to prepare a pro and con arguments about allowing a new wind farm near the city, including advantages and disadvantages.<br/>         Time: 3 / 4 minutes per group<br/>         Debate presentation (advantages and disadvantages):</p> <ol style="list-style-type: none"> <li>1. Research materials and information relevant to the debate topic</li> <li>2. Synthesize and analyze their researched materials for building up the arguments</li> <li>3. Each group share the information in 3 minutes for the debate</li> </ol> |
| <b>Materials</b>                                | Students resources: Handout; <a href="https://onx.la/65a4e">https://onx.la/65a4e</a>  |
| <b>Assessment</b>                               |   |
| Evaluation rubric in the student debate process |   |

# TEACHER RESOURCES



The graphic features a teal background with a white grid pattern at the top and bottom. A dark green silhouette of the Earth is centered, with a light green arc above it. Two stylized green leaves are positioned on either side of the Earth. The text 'LESSON PLAN 2' is written in large, bold, white letters with a black outline, and 'THE ENVIRONMENT' is written in smaller, bold, white letters with a black outline below it.

# LESSON PLAN 2

THE ENVIRONMENT

# WARM UP

## RoundRobin



This strategy is an exchange of ideas between students; through this, they share a brainstorm on a specific topic. In this way, students learn to participation and discussion of ideas.

### Activity 1

**-The teacher asks the group to write two advantages and disadvantages of allowing new wind farm near your town.**



# Teacher presentation

## Making counter-arguments

Use counter-arguments to help make your point stronger. To make an effective counter-argument, first show that you understand the opposing viewpoint.

Some people think that solar and wind energy are greener than nuclear energy.

Then, explain the weaknesses of the opposing viewpoint.  
But I don't think that's accurate. Wind turbines are not exactly friendly for birds, not to mention that solar panels and wind turbines take up a lot of space.

## Listening for counter-arguments

In a debate or a discussion, speakers often use counter-arguments to say why they disagree with a viewpoint. Speakers sometimes introduce a counter-argument with words or phrases like *and yet* or *but*.

Some people think that nuclear power is an environmentally friendly source of energy because it creates less pollution than traditional power plants. **But** opponents of nuclear energy believe that it has more dangers than benefits.

Speakers use transition words and phrases to link ideas. Different words and phrases are used for different purposes.

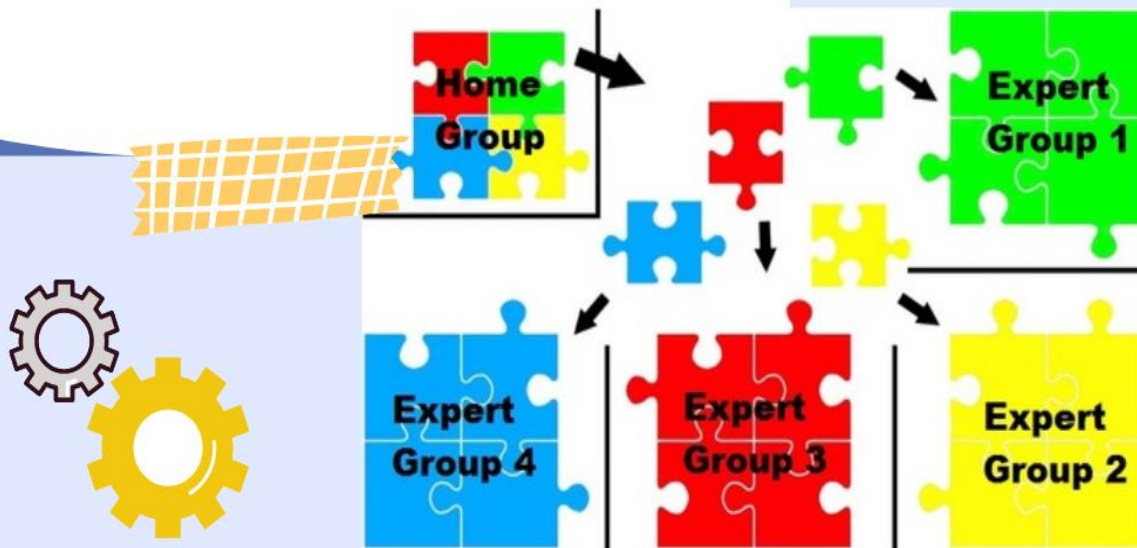
| to explain a sequence of ideas | to compare and contrast ideas | to add another idea   | to summarize ideas |
|--------------------------------|-------------------------------|-----------------------|--------------------|
| first of all                   | and yet                       | and                   | all in all         |
| first                          | though                        | also                  | to sum up          |
| to begin with                  | but                           | on top of that        | overall            |
| second                         | on the other hand             | in addition           | in short           |
| next                           | in comparison                 | plus                  |                    |
| finally                        |                               | not to mention (that) |                    |



# JIGSAW

## What is it?

This strategy seeks for students to have a large amount of specific knowledge by becoming "experts" on a topic raised and then sharing that information with the group of students.



A communicative process in which people with different perspectives seek understanding."

To be in dialogue means that participants are not only engaging each other in light of their different views, but they are also striving to achieve a degree of mutual understanding

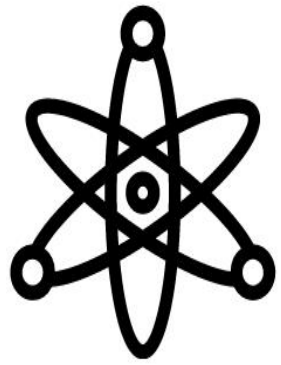


# pre-video questions



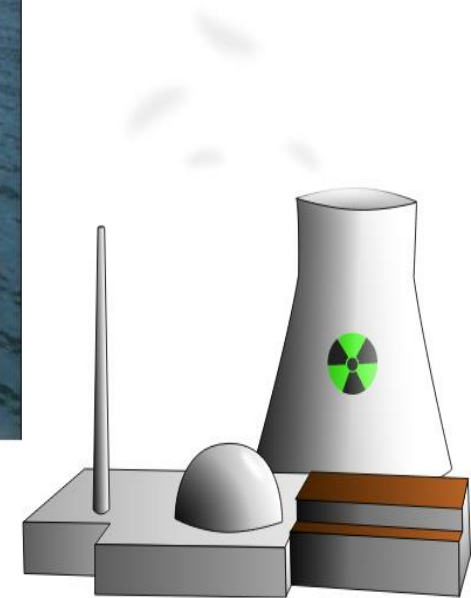
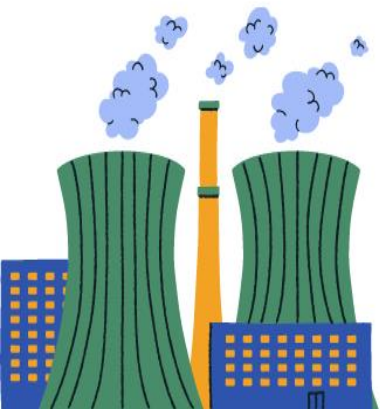
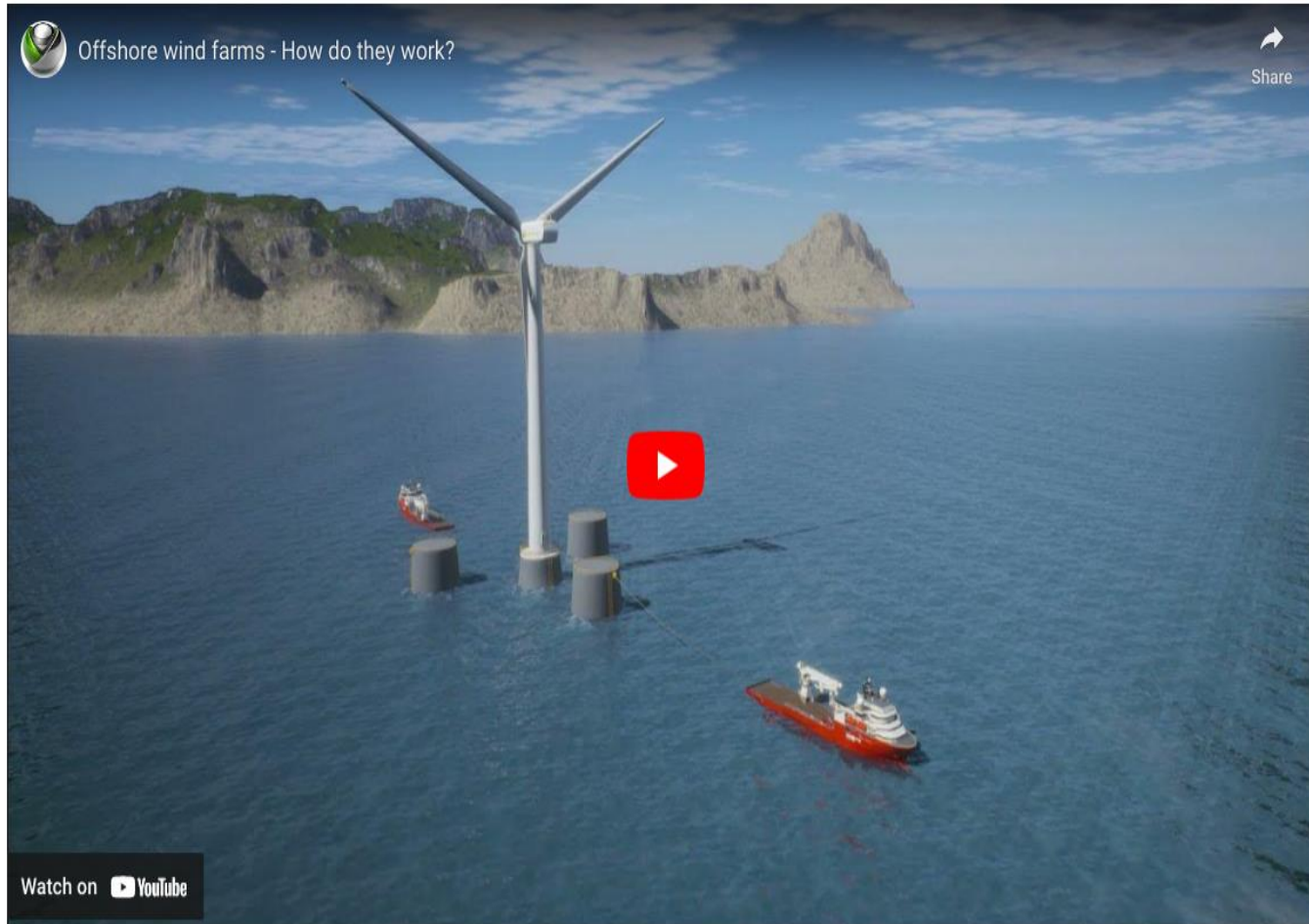
- What is the video about?
- How do you consider the information distributed?
- How do you think the problem is presented in the video?
- What do you think are the advantages and disadvantages?





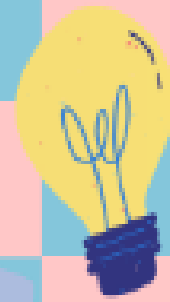
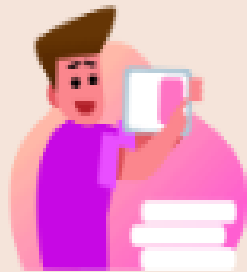
# TASK 1: Video

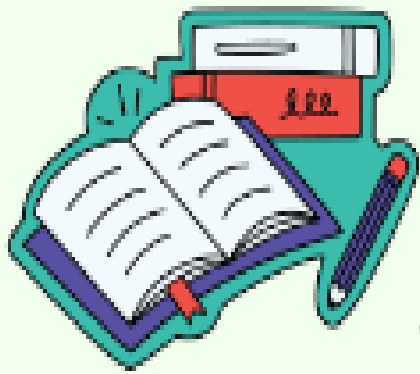
## Advantages and Disadvantages



# Notes

Students take notes from the video to later explain what they understood from the video with relevant information



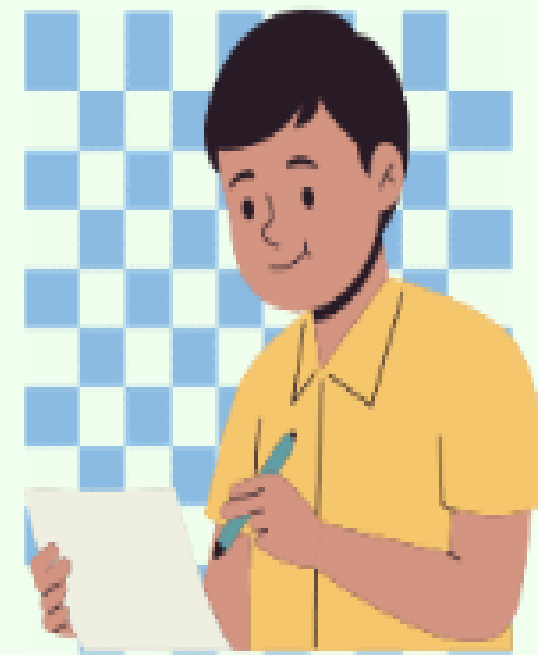


## TASK 2: Video

1. Students complete the sentence in the correct order about the video (Handout)
2. students talk using sentences to give counter-arguments

### Solution

- 1.The power of the wind is far greater, more stable and constant at sea than it is on land
- 2.not all sites are suitable for installing this technology upon fixed structures anchored to the seabed
- 3.The force of the wind turns the motor blades
- 4.The advantages of floating wind power include no environmental impact
- 5.this enables full advantage to be taken of the strong winds that blow across the deeper area
- 6.It is a technological revolution that gives us a glimpse of the energy of the future.



## Sequence for a Debate

Students follow the sequence of discussing allowing a new wind farm near Year Town. Students give arguments and counterarguments with advantages and disadvantages for each group.

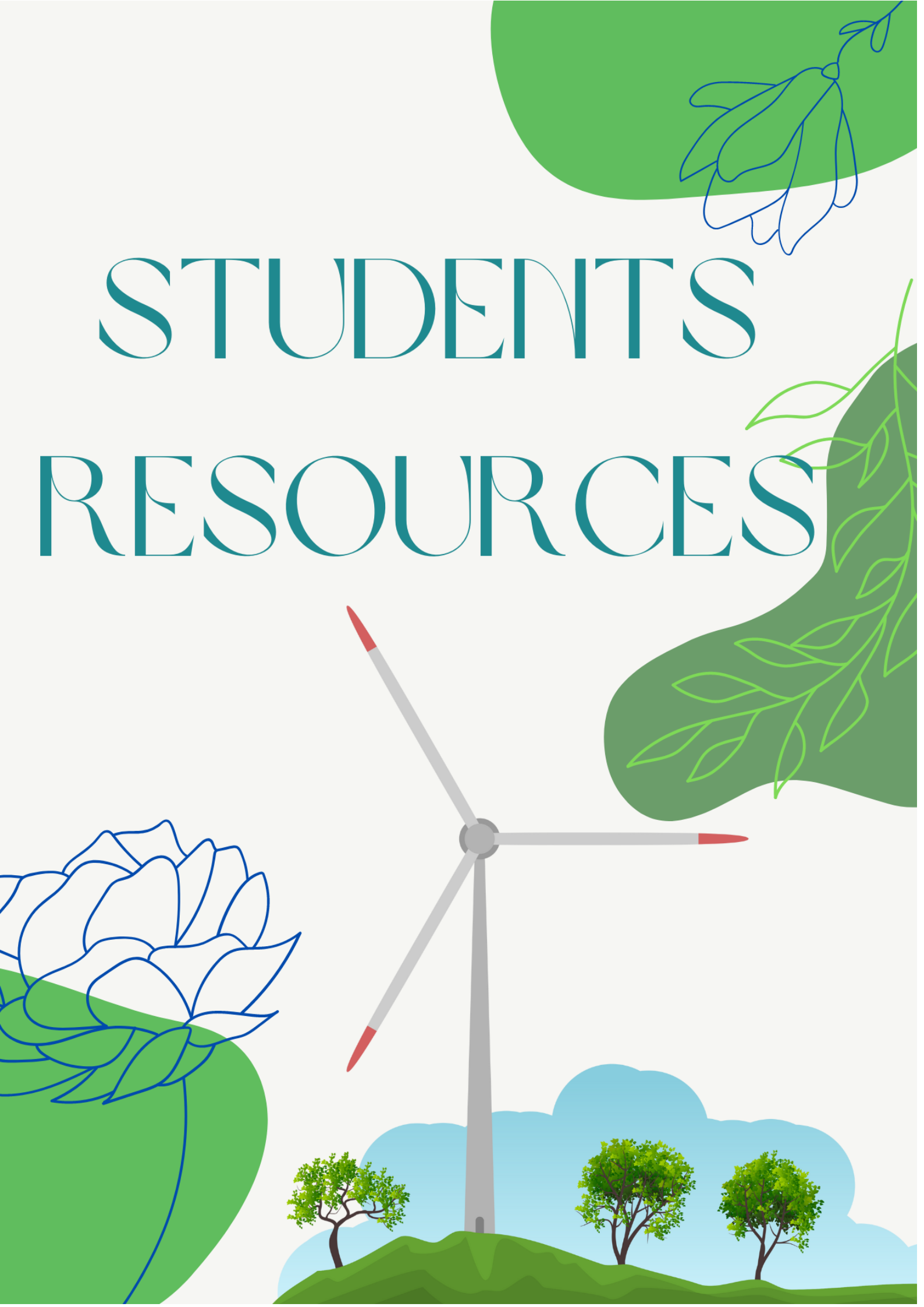
## Recommendations

Good oral expression  
Good physical expression  
Good organization of ideas

**Group 1:  
Advantages**

**Group 2:  
Disadvantages**

# STUDENTS RESOURCES



# Lesson "B" The environment

## 1 Warm-Up

Advantages and Disadvantages of creating a new wind farm near their hometown

**Advantages**

**Disadvantages**



## 2 TASK 1: VIDEO ABOUT NUCLEAR ENERGY

- What is the video about?
- How do you consider the information distributed?
- How do you think the problem is presented in the video?
- What do you think are the advantages and disadvantages?

## 3 TASK 2: ORDER THE SENTENCES and GIVE COUNTER-ARGUMENTS (Speaking)

## 4 Debate

Students prepare pro and con arguments about allowing a new wind farm near the city, including advantages and disadvantages.



# 3

## TASK 2: ORDER THE SENTENCES and GIVE COUNTER-ARGUMENTS (Speaking)

Write the correct Sentences.

1. More stable and constant at sea/ the powe of the wind /than is on land/is far greater.

---

2. For installing this technology upon/not all site are suitable/ fixed structures anchored to the seabed

---

3. The motor blades/ the force of the wind turns

---

4. The advantages /include no environment impact/of floating wind power

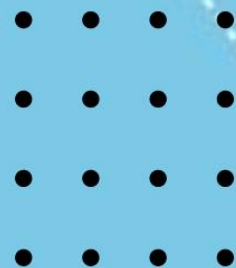
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5.This enable/that blow across the deeper area/full advantages to be taken of/ the strong winds

---

6. The energy of the future/that gives ud a glimpse of/it is a technological revolution

---



# UNIT 3

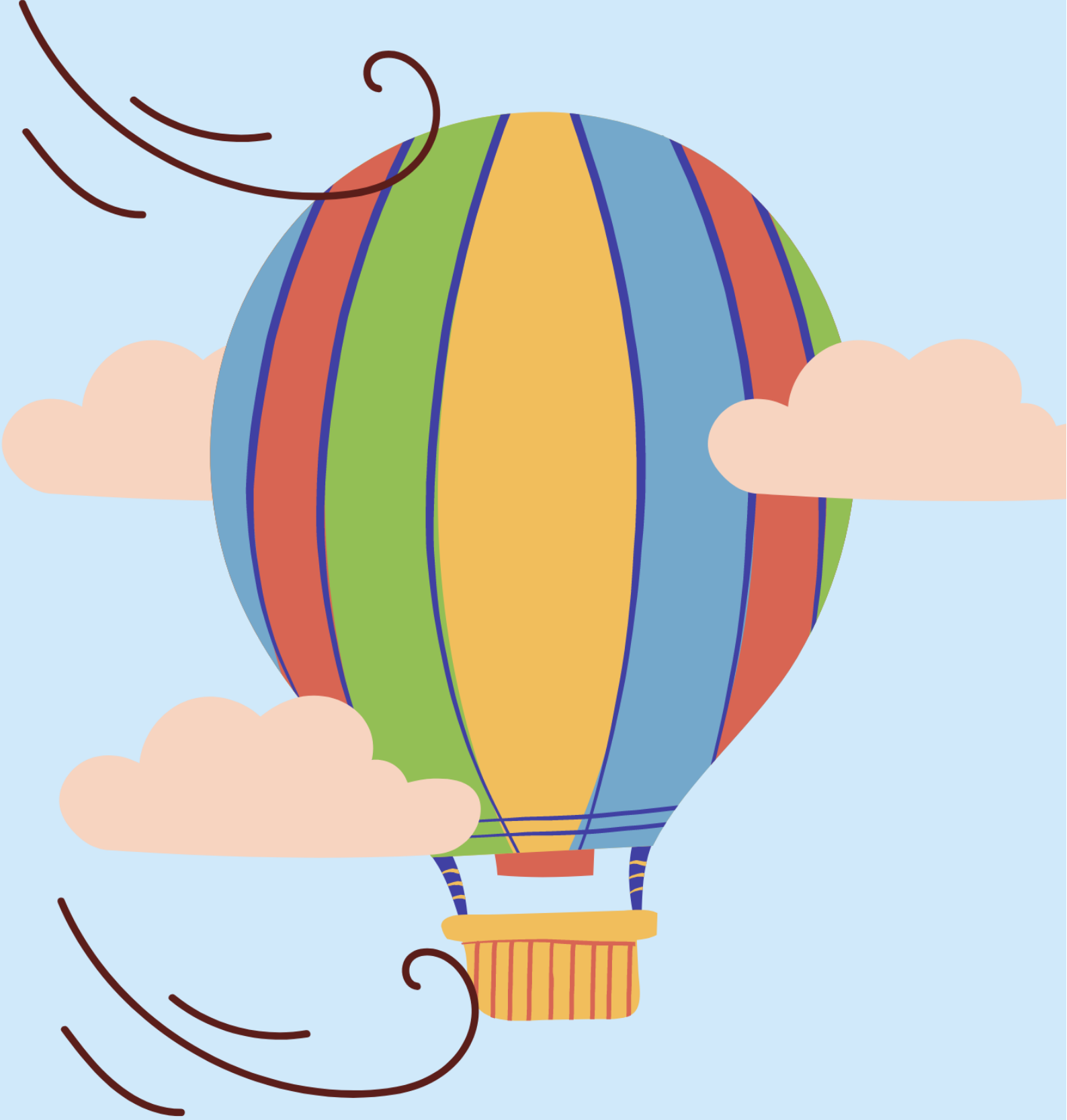
# TRANSPORTS





| <b>Data information</b>  |  |                     |  |
|--|--|---------------------|--|
| <b>Level:</b> 3 <sup>rd</sup><br>Semester  | <b>Language focus:</b> Speaking  | <b>Time:</b> 1 hour | <b>Class link:</b><br><a href="http://bitly.ws/zkkx">http://bitly.ws/zkkx</a><br><b>Students Resources:</b><br><a href="https://onx.la/33a86">https://onx.la/33a86</a> |
| <b>Objective</b><br>Use: recommendations to expand on an idea with a suggested solution to solve the problem<br>To: understand key vocabulary, using the knowledge and taking notes in detail<br>In: speaking presentation |  |                     |  |
| <b>Introduction</b>  |  |                     |  |
| <b>Warm-up</b>   | 05 minutes   |                     |  |
| <b>Cooperative learning:</b><br>Three step interview   | <b>Process</b><br>- The teacher will form groups of 4 people.<br>- Each member chooses a partner for the transportation interview<br>- Students ask questions to clarify the topic for two minutes<br>- Students meet with their group and share their answers.  |                     |  |
| <b>Material</b>  | Students resources: Guide interview  |                     |  |
| <b>Teacher modeling</b>  |  |                     |  |
| <b>Presentation</b>  | 10 minutes<br>-The teacher will present brief information about evaluating problems and proposing solutions, giving recommendations, and expanding an idea.  |                     |  |
| <b>Materials</b>   | Canva presentation: <a href="http://bitly.ws/zkkx">http://bitly.ws/zkkx</a>  |                     |  |
| <b>Guided Practice</b>   |  |                     |  |
| <b>Preparation</b>   | 15 minutes   |                     |  |
| <b>Cooperative Learning:</b> Write Around  | <b>TASK 1: Giving recommendations about Transports</b><br>1. The teacher creates 3 groups of 5 people; each group will have different transportation: air, land, and water.<br>2. Each group mentions five sentences with transportation information<br>3. The other groups listen and write down the information about each different transport ( <b>Handout</b> ); a group leader should write down all the ideas of the groups<br>4. Each group should give a recommendation and provide a future solution for transport.<br>5. After obtaining different information, the group will think of a recommendation for each of the transports mentioned, a total of 3 recommendations.<br>6. The leader writes down and shares them with the other classmates, and the teacher |                     |  |
| <b>Materials</b>   | Students resources: Handout  |                     |  |

| <b>Procedure</b>   |  |
|--|--|
| <b>Production</b>  | 20   |
| <b>Activity</b><br>1. Scripted Cooperation.  | <p><b>Process</b></p> <p><b>TASK 2: Students Watch a video “ The future of transportation” (10 min)</b></p> <ol style="list-style-type: none"> <li>1. Teacher divides students in pairs</li> </ol> <p><b>Watch video first time</b></p> <ol style="list-style-type: none"> <li>2. Students take notes</li> </ol> <p><b>Watch video second time (twice)</b></p> <ol style="list-style-type: none"> <li>3. The student number one listens and tells the information to the partner</li> <li>4. Student number two writes everything the partner says about the video (<b>handout</b>)</li> <li>5. Student number to provide feedback</li> <li>6. Student number one and number two switch roles</li> </ol> <p><b>TASK 3: Complete the Table before the presentation (speak in groups 10 min)</b></p> <ol style="list-style-type: none"> <li>1. Students will watch a video related to the topic of transportation to get ideas and complete the table provided by the teacher (they can search more information on internet)</li> <li>2. Students complete the table in creative way using their ideas.</li> <li>3. Students learn to evaluating problems, expand ideas, giving recommendations</li> <li>4. They must complete the problems, propose solutions and calculate results. (<a href="https://onx.la/1edc9">https://onx.la/1edc9</a>)</li> </ol> |
| <b>Materials</b>   | <p>Students resources: Handout</p> <p>Student resource: <a href="https://onx.la/1edc9">https://onx.la/1edc9</a></p>  |
| <b>Assessment</b>  |  |
| <b>Cooperative learning:</b><br>Presentation   | <b>10 minutes</b>  |
| Students present their completed table to share the possible problems and solutions they have investigated with their peers. |  |



# TEACHER RESOURCES

# LESSON PLAN 3

# TRANSPORT



# Three step Interview

## What is it?

It is a strategy that uses cooperative learning in three easy steps. It consists of conducting interviews between couples and then informing another team.

- In the first step, student one interviews student 2
- Second step, student two interviews student 1
- Third step, students 1 and 2 inform orally to other pairs.

## Task 1: Warm Up

- The teacher will form groups of 4 people.
- Each member chooses a partner for the transportation interview
- Students ask questions to clarify the topic "transport: the air travel revolution" for two minutes

Students meet with their group and share their answers.



# Teacher Presentation



## GIVING RECOMMENDATIONS

Speakers use certain phrases to give recommendations, that is, ideas about what they think is the best thing to do. Here are some phrases you can use to give recommendations:

In my opinion, we should ...

We ought to ...

I'd like it if ...

I think it would be better if ...

The best thing would be ...

I (don't) think ...

I'd like to see ...

I'd suggest that ...

In my opinion, we should / We ought to do more to keep cyclists safe on the roads.

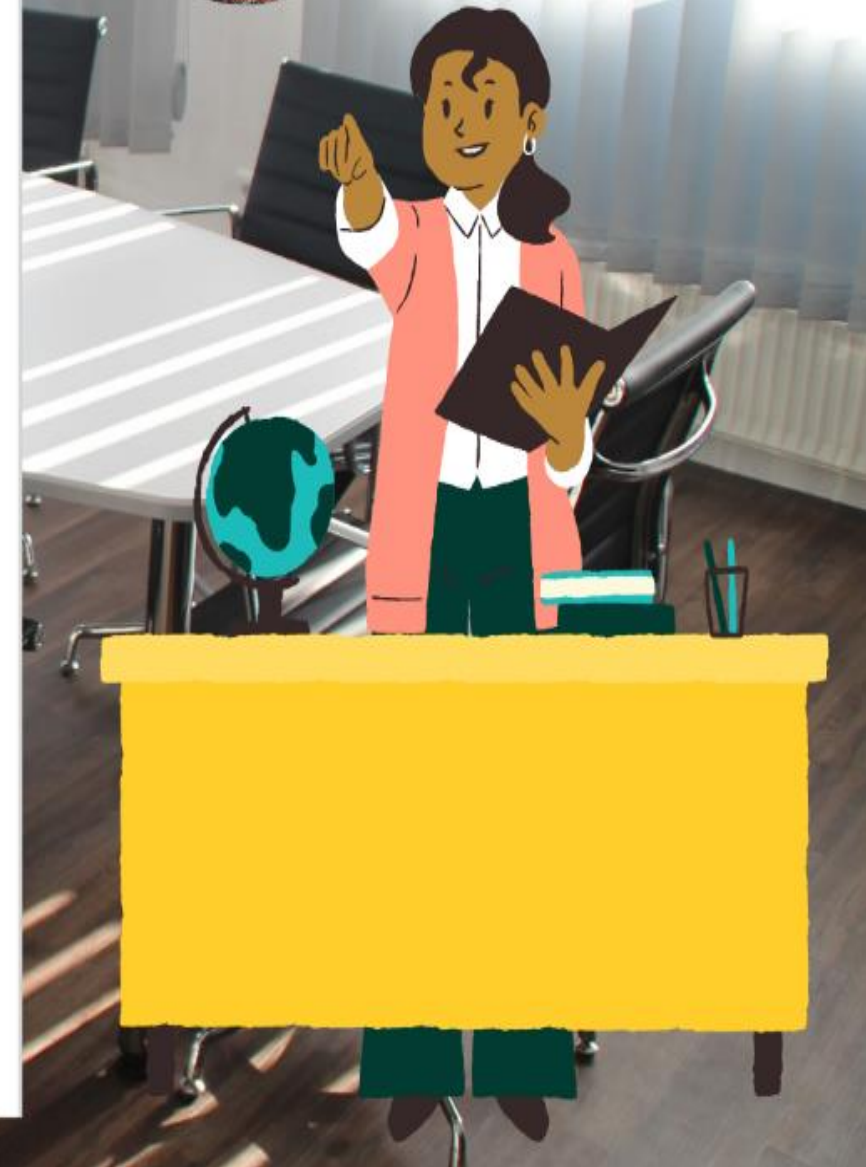
I'd like it if / I think it would be better if we had wider cycle lanes.

The best thing would be to have more places in the city to store bicycles.

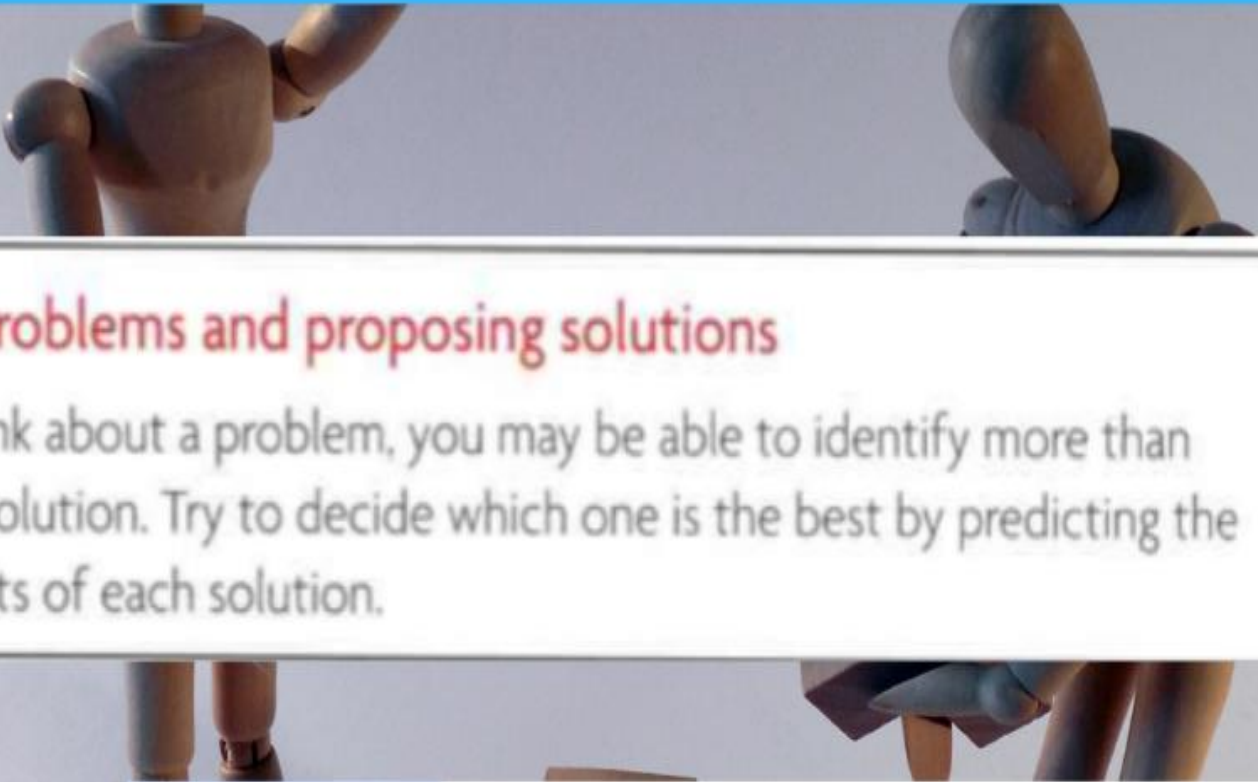
I don't think the city should have more cycle lanes.

I'd like to see cycle racks on buses.

I'd suggest that we put cycle racks on buses.



# Teacher Presentation



SKILLS

## Evaluating problems and proposing solutions

When you think about a problem, you may be able to identify more than one possible solution. Try to decide which one is the best by predicting the probable results of each solution.

## Example

| problems | proposed solutions | predicted results |
|----------|--------------------|-------------------|
|          |                    |                   |
|          |                    |                   |

# Teacher Presentation

## EXPANDING ON AN IDEA

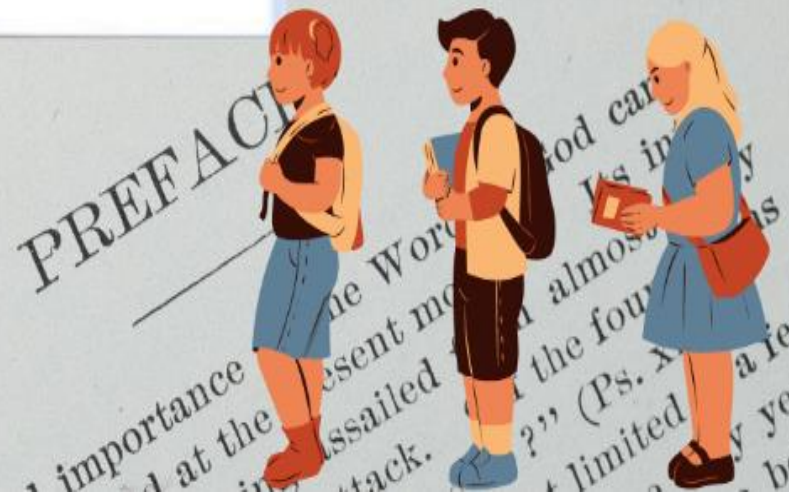
SKILLS

When speakers propose an idea or make a recommendation, they often state the idea first and then give more details about it. Details can include reasons and examples from personal experience.

Idea: I think it would be better if they closed drive-through restaurants.

Reason: This is because they only encourage drivers to buy food and eat it while they drive.

Example from personal experience: Last week, I bought some coffee and something to eat on the way to work ...





# Cooperative Learning: Write Around strategy



## Task 2

### What is it?



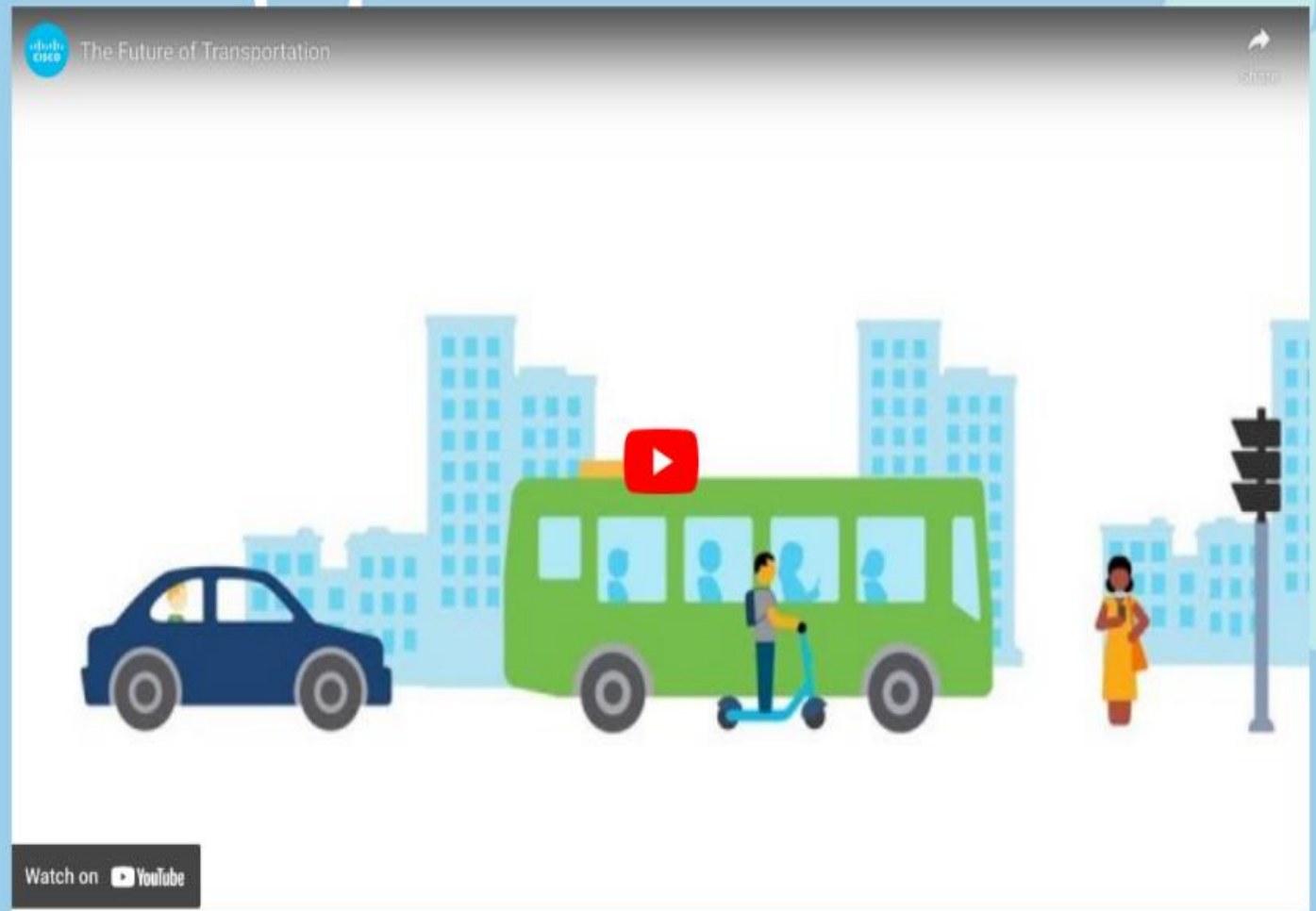
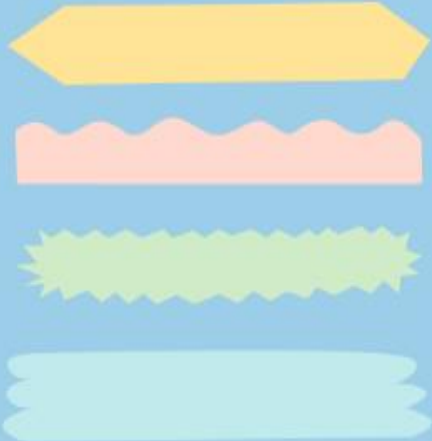
This strategy is so that students can demonstrate their contribution of knowledge of a topic. This strategy consists of students paying attention to what their groupmates are writing and helping each other by contributing their ideas. It allows students to be able to have a better understanding by contributing to their work group.

SCHOOL



1. The teacher creates groups of 5 people; each group will have different transportation: air, land, and water.
2. The groups should give a recommendation and provide a future solution for transport by answering the different questions.
3. Each group should give a recommendation and provide a future solution for transport

# TASK 3: WATCH A VIDEO



**First time: Take notes**

# TASK 2

# SCRIPTED COOPERATION

## WHAT IS IT?

In script cooperation students work in pairs to read and study expository text. One student may summarize a part of the text while the other student listens and provides feedback. After working together to expand on the information, they switch roles. Their work can focus on almost anything from reading material to editing to even math problems.



## ACTIVITY

1. Student number one listens and tells the information to the partner
2. Student number two writes everything the partner says about the video
3. Student number one provides feedback
4. switch roles.

# STUDENTS RESOURCES



# INTERVIEW

## TRANSPORTS (WARM-UP)



- ✓ Please introduce yourself to your interviewee
- ✓ Start with your questions
- ✓
  1. Have you ever traveled by plane?
  2. Do you know the characteristics of how air transport works?
  3. Do you think the air travel revolution is good for the environment?
  4. Do you know the negative factors of the transport revolution such as air transport?
  5. Why do you think it is so expensive to travel?

✓ Changing roles



# Task 1



Write ideas of each transport that the groups have and give recommendations of the same

Air

Land

Water

Recomendations  
for each transport





# Notes



Task 2: first time-Teake notes about video of  
"The future of transportation"



## TASK 3: Complete the Table before the presentation

After completing the table they must present it in one minute

| <b>TRANSPORTS #1/2/3...</b><br>Group |                           |                          |
|--------------------------------------|---------------------------|--------------------------|
| <b>PROBLEM</b>                       | <b>PROPOSED SOLUTIONS</b> | <b>PREDICTED RESULTS</b> |
|                                      |                           |                          |





# UNIT 4

# CUSTOMS AND

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# TRADITIONS



| <b>Data information</b>  |   |                      |  |
|--|---|----------------------|--|
| <b>Level:</b> 3 <sup>rd</sup> Semester   | <b>Language focus:</b> Speaking   | <b>Time:</b> 1 hours | <b>Class Link:</b><br><a href="https://onx.la/a928b">https://onx.la/a928b</a><br><b>Students resources:</b><br><a href="https://onx.la/6dcaf">https://onx.la/6dcaf</a> |
| <b>Objective</b><br>Use: adverbs for emphasis and use convincing arguments<br>To: practice stress patterns in phrases for agreeing and disagreeing<br>In: a discussion |   |                      |  |
| <b>Introduction</b>  |   |                      |  |
| <b>Warm up</b>   | 05 minutes  |                      |  |
| <b>Cooperative learning:</b><br>Carousel<br>Brainstorm   | <b>Process</b><br>1. The teacher will divide the students into four groups and place posters in four different places in the classroom.<br>2. Each group sits on a poster to put their ideas according to the poster's theme: first poster: typical food; second poster: clothing; third poster: ethnic groups; fourth poster: places to visit. Each member of the group must write an idea.<br>3. The teacher will take the time to let them write their ideas.<br>4. Each group will have one minute to write their ideas and rotate through each poster.   |                      |  |
| <b>Material</b>  | Paper and market  |                      |  |
| <b>Teacher modeling</b>  |   |                      |  |
| <b>Presentation</b>  | 10 minutes<br>-The teacher will present brief information to be polite in a discussion; use adverbs for emphasis; use phrases with that.  |                      |  |
| <b>Materials</b>   | Canva presentation: <a href="https://onx.la/a928b">https://onx.la/a928b</a>   |                      |  |
| <b>Guided Practice</b>   |   |                      |  |
| <b>Preparation</b>   | 15 minutes  |                      |  |
| <b>Cooperative Learning:</b><br>1. Cooperative Graffiti<br>2. Discussion   | <b>TASK 1: Process</b><br>1. The teacher divides the class into two groups and provides posters for each group.<br>2. The groups must use markers of different colors and creatively put their word (big, small, with pictures, straight, upside down, horizontal...)<br>3. In order, a member of the two groups will come to the front of the class and write an adverb to emphasize and mention a sentence related to Chinese customs and tradition using the adverb.<br>4. Then they will continue to do the same in horde with each member of the two groups.<br><b>TASK 2: Watch a video and discuss</b> |                      |  |

|   |   |
|---|---|
|   | <ol style="list-style-type: none"> <li>1. Students watch a video about “whether special occasions have become too commercial.”</li> <li>2. Each student will take notes and form 3 questions about the video using adverbs for emphasis.</li> <li>3. The teacher will form pairs, and they will begin to ask their questions among pairs.</li> <li>4. The teacher will randomly ask the students a question:<br/>Are celebrations of Ecuador Too Commercialised? (Inti raymi, Carnaval, dia de difuntos)</li> </ol>   |
| <b>Materials</b>                                    | Paper, markets, photos.   |
| <b>Procedure</b>                                    |   |
| <b>Production</b>                                   | 20 min  |
| <b>Cooperative Learning:</b><br>Dramatization       | <p><b>TASK 3: Process</b></p> <ol style="list-style-type: none"> <li>1. Teacher divided into 2 groups to organize a 5-minute role-play about an Ecuadorian and Chinese custom or tradition.</li> </ol> <p><b>Role of each member of the group</b></p> <ol style="list-style-type: none"> <li>2. Two Student for a brief introduction presentation 1 min about Ecuadorian custom</li> <li>3. Three or more Students: dramatization, 4 min</li> <li>4. Two or more students: didactic materials for representation.</li> </ol>  |
| <b>Materials</b>                                    | Creativity: paper, cardboard, fabric, leaves, photos, posters, paint, clothes   |
| <b>Assessment</b>                                   |   |
| <b>Cooperative Learning:</b><br>Cooperative quizzes | <p><b>10 min</b></p> <p><b>Task 4: Process</b></p> <ol style="list-style-type: none"> <li>1. The teacher will have 5 adverbs for emphasis.</li> <li>2. The teacher creates a group of three members for the cooperative evaluation</li> <li>3. The teacher will mention one adverb per minute, and the students will create a sentence with the adverbs for emphasis.</li> <li>4. Each word will have one minute to complete the sentence, in total 5 sentences.</li> <li>5. Then the teacher will choose a member of the group as leader to mention the sentences created and evaluate the use of the adverb.</li> </ol> |
| <b>Materials</b>                                    | Cards, paper, pen or pencil.  |



# TEACHER RESOURCES





# LESSON PLAN 4

CUSTOMS AND TRADITIONS



# WARM-UP Carousel Brainstorm

## What is it ?

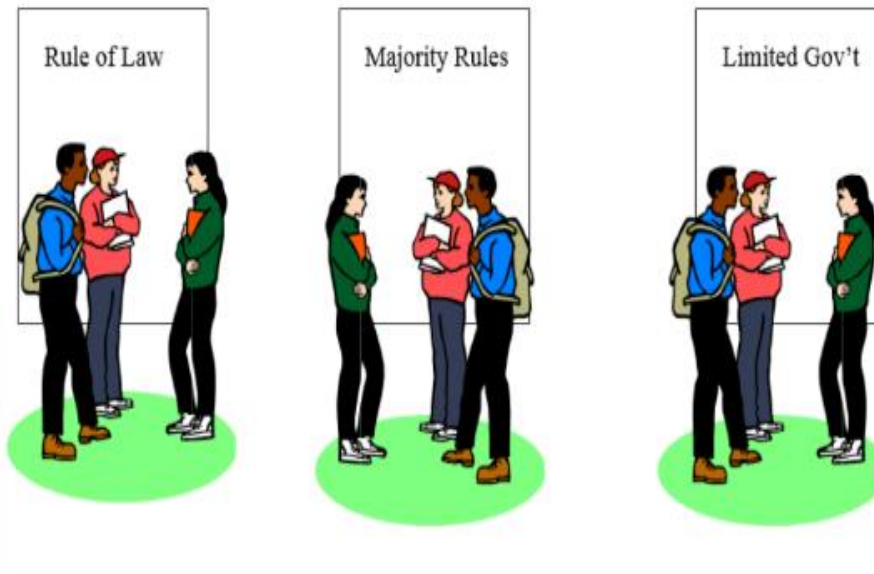
Carousel Brainstorming is a cooperative learning activity that can be used both to discover and discuss background knowledge prior to studying a new topic, as well as for review of content already learned. This technique allows for small group discussion, followed by whole-class reflection





## WARM-UP ACTIVITY

1. The teacher will divide the students into four groups and place posters in four different places in the classroom.
2. Each group sits on a poster to put their ideas according to the poster's theme: first poster: typical food; second poster: clothing; third poster: ethnic groups; fourth poster: places to visit. Each member of the group must write down an idea.
3. The teacher will take the time to let them write their ideas.
4. Each group will have one minute to write their ideas and rotate through each poster.





# TEACHER PRESENTATION

## BEING POLITE IN A DISCUSSION

To have a good discussion, it is important to say when you agree and disagree with people. When you disagree, show that you understand and respect the other person's opinion.

*You may be right, but ...*

*I see your point, but ...*

You should also take turns and ask other people's opinions. You can do this by asking questions.

*What do you think?*

*What's your opinion?*

If you want to interrupt someone because you have a point to make, you can do it politely.

*I'm sorry to interrupt, but ...*

*Excuse me for interrupting, but ...*

*Excuse me, can I say something?*



# TEACHER PRESENTATION

**absolutely** *bitterly* **certainly** *clearly*  
*completely* **definitely** *deadly* **dreadfully** *enormously*  
**ADVERBS OF EMPHASIS**  
**EXACTLY** *extremely* **fairly** *highly* *incredibly*  
*naturally* **obviously** **perfectly** *positively* **really** *ridiculously*  
*simply* *surprisingly* **seriously** *totally* *undoubtedly*

## USING ADVERBS FOR EMPHASIS

We can use adverbs to make a point stronger.

I **strongly** believe that people spend too much money on gifts. (= I believe very much)  
I **really** think that ...

You can use these adverbs when you are sure that you agree or disagree.

I **totally** agree. (= I agree 100%)

Yes, that's **completely** true.

That's **definitely** right.

I'm **really not** convinced. (= I have very big doubts about your point.)

It's **absolutely not** true.

## PHRASES WITH THAT

Phrases with *that* can be used to introduce an opinion or an idea.

I think **that** ... ,

I believe **that** ...

Many people believe **that** ...

I doubt **that** ...




# TEACHER PRESENTATION

## PRONUNCIATION FOR SPEAKING

### Stress patterns in phrases for agreeing and disagreeing

Speakers often stress adverbs for emphasis when they agree or disagree.

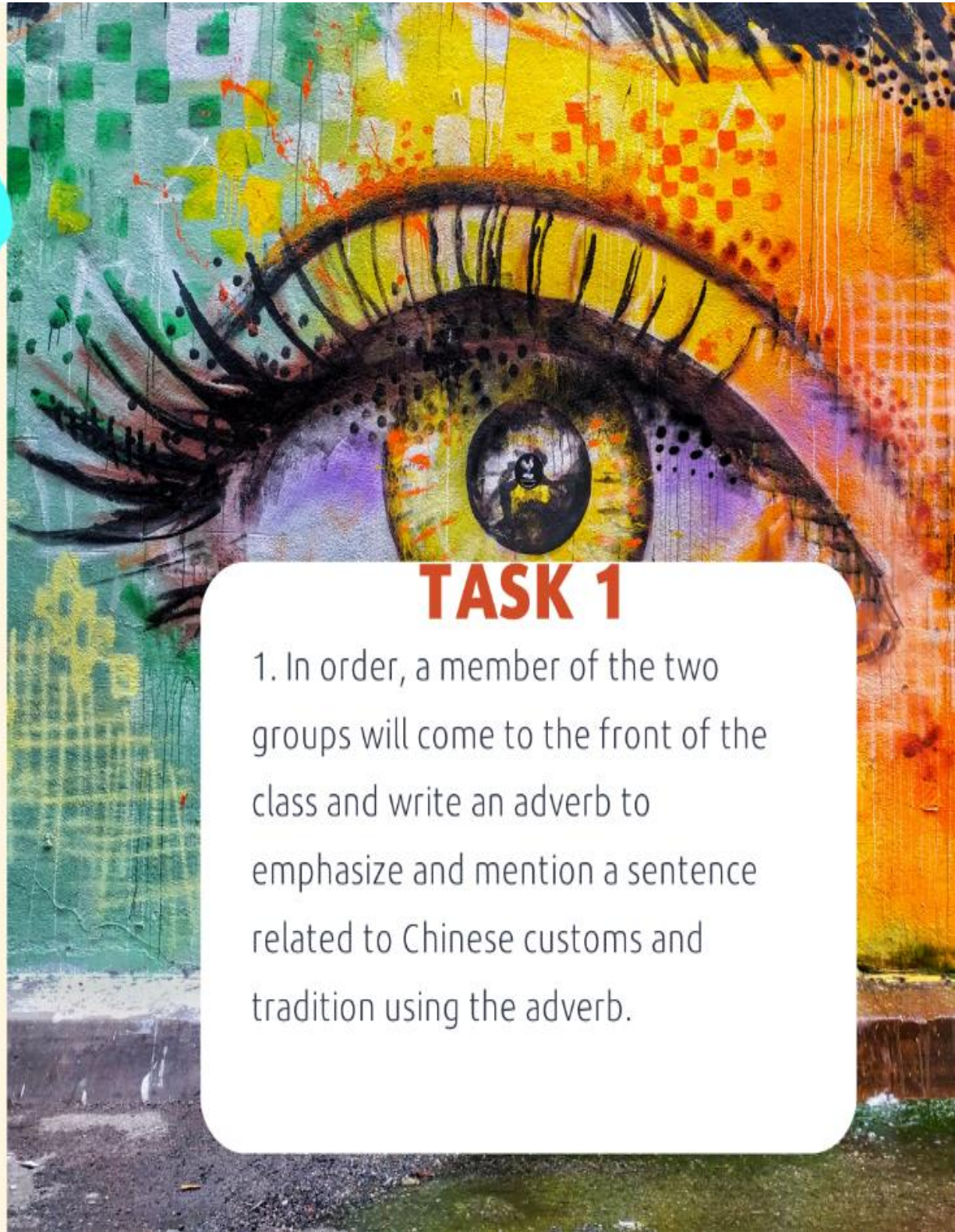
-  4.10 I **completely** agree that holidays have become too commercial.  
I **absolutely** disagree that we should stop giving gifts on Mother's Day.  
I **really** think that we should give fewer gifts.



# COOPERATIVE GRAFFITI

## WHAT IS IT??

This strategy requires students to think about a topic and write down as many ideas as possible using different-colored pens.



## TASK 1

1. In order, a member of the two groups will come to the front of the class and write an adverb to emphasize and mention a sentence related to Chinese customs and tradition using the adverb.

# COOPERATIVE DISCUSSION



## What is it ?

This type of cooperative work is formally termed cooperative learning and is defined as the instructional use of small groups to promote students working together to maximize their own and each other's learning

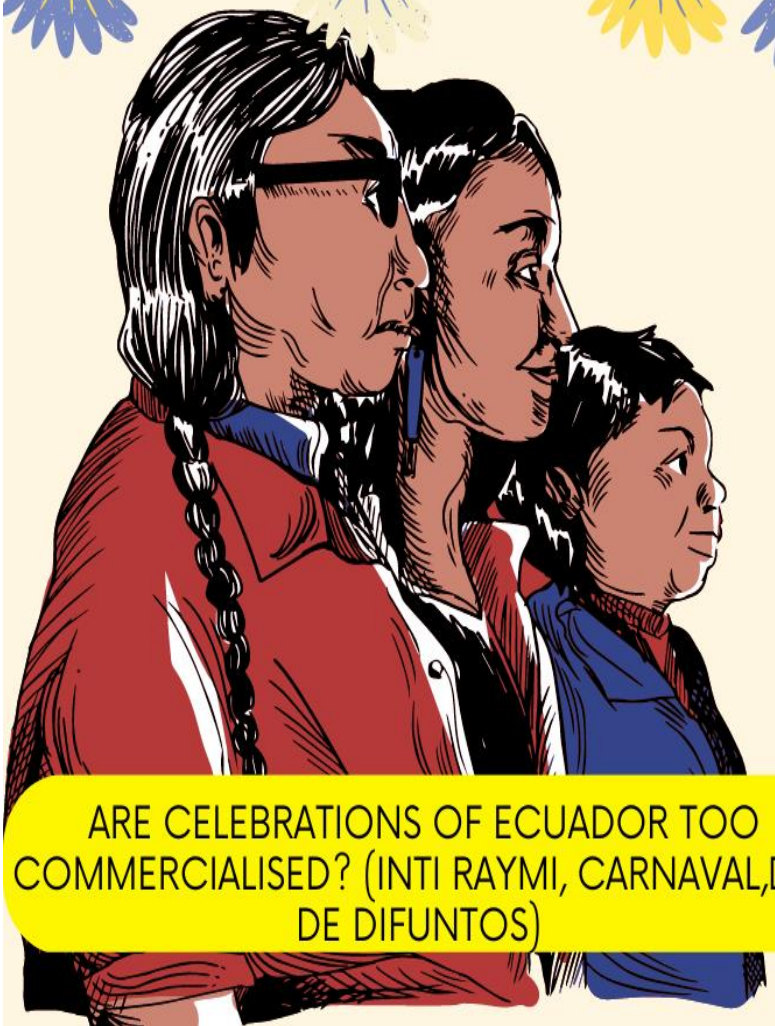


## TASK 2: Watch a video an discuss

1. Each student will take notes and form 3 questions about the video using adverbs of agreeing and disagreeing emphasis
2. The teacher will form pairs, and they will begin to ask their questions among classmates.
3. The teacher will form pairs, and they will begin to ask their questions among pairs.
4. The teacher will randomly ask the students a question:

Are celebrations of Ecuador Too Commercialised?  
(Inti raymi, Carnaval, dia de difuntos)

# COOPERATIVE DISCUSSION WATCH A VIDEO AND DISCUSS



ARE CELEBRATIONS OF ECUADOR TOO COMMERCIALISED? (INTI RAYMI, CARNAVAL, DIA DE DIFUNTOS)



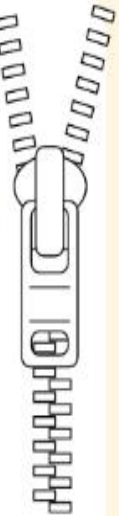
# TASK 3 : DRAMATIZATION

1. Teacher divided into 2 groups to organize a 5-minute role-play about Ecuadorian and Chinese customs or traditions.
2. Each group has 5 min to organize, 5 minutes to create the material, and 5 minutes to present the dramatization,



## Role of each member of the group

1. Two Students for a brief introduction presentation 1 min about Ecuadorian customs.
2. Three or more Students: dramatization, 4 min.
3. Two or more students: didactic materials for representation.



# TASK 4: COOPERATIVE QUIZZES

## what is it?

Are assigned to groups after students have completed an individual quiz. Groups are responsible for coming to consensus on each answer, which will require them to discuss and debate course material.

**ABSOLUTELY**

**ENTIRELY**

**POSITIVELY**

**OBVIOUSLY**

**CERTAINLY**







# STUDENTS RESOURCES



# Lesson Plan 4: Coustums and Traditions



## TASK 2 Example of adverbs for emphasis

adverbs --- show emphasis

|            |            |          |       |
|------------|------------|----------|-------|
| absolutely | completely | entirely | just  |
| perfectly  | positively | purely   | quite |
| really     | simply     | totally  | truly |

All these adverbs can be used to emphasize the verb or the adjective.



## TASK 3 Example of adverbs for emphasis

Are celebrations of Ecuador too commercialized?

## TASK 4: Dramatization

1. Two Students for a brief introduction presentation 1 min about Ecuadorian custom
2. Three or more Students: dramatization, 4 min
3. Two or more students: didactic materials for representation.

## TASK 5: Quizz



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#### 4.7 Impacts

Depending on the situation or research topic, the impacts of the study project can be positive or negative. The three positive impacts established in the proposal are the following; academic Impact, Social and Cooperative Impact.

Impacts are possible outcomes that can occur through the implementation of a project. The impacts are accurate both qualitatively and quantitatively evaluated. For the assessment, the main impacts are identified according to their respective indicators on the following scale:

**Table 4**

*Measurement Equivalence*

| Qualitative Equivalence | Quantitative Equivalence |
|-------------------------|--------------------------|
| high negative impact    | -3                       |
| medium negative impact  | -2                       |
| negative low impact     | -1                       |
| No impact               | 0                        |
| positive low impact     | 1                        |
| medium negative impact  | 2                        |
| high negative impact    | 3                        |

*Note.* Researcher elaboration. *Source.* Adapted from (Posso Yépez, 2013).

**Table 5**

*Educative Impact*

| Indicator  | Impacts level | -3 | -2 | -1 | 0 | 1 | 2 | 3 |
|--|---------------|----|----|----|---|---|---|---|
| Students participate to develop Speaking skill using Cooperative learning strategy |               |    |    |    |   | X |   |   |
| The use of Cooperative Learning facilitates the speaking skills                    |               |    |    |    |   |   |   | X |
| Include the proposed topics according to the students' and English level           |               |    |    |    |   |   | X |   |
| Implement Cooperative Learning often improve the speaking skills in students       |               |    |    |    |   |   |   | X |
| Total  |               |    |    |    |   | 1 | 2 | 6 |

$$\Sigma = 10$$

$$\text{Level of Educative Impact} = \frac{\Sigma}{\text{number of indicators}}$$

$$LI = \frac{10}{4} = 2.5$$

Level of Educative Impact= medium positive impact

*Note.* Researcher elaboration. *Source.* Adapted from (Posso Yépez, 2013)

### Analysis

Each academic impact indicator obtained levels from low to high positive impact. It is analyzed from the results obtained that the proposal allows students to develop their speaking skills with the strategy of cooperative learning. The lesson plans presented are based on themes from the 3rd-semester book (Unlock 3 Listening, Speaking & Critical Thinking Student's Book 2nd Edition); there are teacher and student resources that facilitate the development of the class; this can be virtual or face-to-face as there is a link for each topic. Thus, the teacher will be able to evaluate the development of speaking of the students using cooperative learning.

**Table 6**

*Social and cooperative impact*

| Indicator   | Impacts level                                | -3 | -2 | -1 | 0 | 1 | 2 | 3        |
|---|--|----|----|----|---|---|---|----------|
| To develop speaking skills with cooperative learning strategy               |  |    |    |    |   |   |   | X        |
| To speak more confidence in dialogue  |  |    |    |    |   |   |   | X        |
| To practice English Language in a good way                                  |  |    |    |    |   |   |   | X        |
| To integrate students in the development of cooperative learning activities |  |    |    |    |   |   |   | X        |
| Total   |  |    |    |    |   |   |   | 12       |
| $\Sigma = 12$   |  |    |    |    |   |   |   | $\Sigma$ |
| Level of Educative Impact=  | $\frac{\Sigma}{\text{Number of indicators}}$ |    |    |    |   |   |   |          |
| $LI = \frac{12}{4} = 3$   |  |    |    |    |   |   |   |          |
| Level of Educative Impact= high positive impact                             |  |    |    |    |   |   |   |          |

*Note.* Researcher elaboration. *Source.* Adapted from (Posso Yépez, 2013)

### Analysis

The social and linguistic impacts influenced significant and positive on the research project because all the parameters affect and receive the highest marks. Consequently, the idea of a booklet encourages students to talk clearly and confidently to create a fluid conversation. Learning the English language can improve relationships with other people in society and professional settings. Partnership development with higher potential in education and labor can facilitate learning a second language. Therefore, the English language has become a means of communication and offers a set of opportunities in different fields.

## CONCLUSIONS

The development of speaking skills requires interactive strategies in the classroom. For this reason, teachers have to set objectives focused on a cooperative learning strategy to implement innovation in the activities. The use of cooperative learning strategies helps teachers create an improved teaching-learning process. In the same way, students will emphasize participating in activities with their classmates as a team, thus creating a creative, harmonious, safe, and strategic environment, thus improving their speaking skills in English.

Concerning the results obtained in the subject study, the researcher must implement, analyze and conclude adequately with valid data. The survey of the students helped to know the depth of the problem. In the same way, the interview with the teacher made us understand the weaknesses of English speaking, which is difficult for the students.

The opinions and perceptions were valid in knowing the problem of speaking in English. The application of instruments plus the data collection was necessary for the investigation and finding adequate information. According to the results, it shows that the students accept an application of the cooperative learning strategy. However, for the teacher, this strategy takes time, perseverance, and guidance for the application in class, which causes disinterest or boredom in repeated classes. As the teacher mentions, cooperative learning is to understand the students in their behaviors to carry out an adequate strategy molded for each personality of the students. For this reason, the teacher needs a help guide for their more excellent knowledge of benefits, how it is applied, the appropriate strategies, and the time required.

The deductive guide is the research proposal with an organization based on cooperative learning as a didactic strategy for the development of speaking in English. For the teacher, the guide is didactic for application in class. Each lesson plan contains five stages: Warm-up activities (using a cooperative learning strategy), teacher presentation (using the Canva technology tool), and practice activities (cooperative learning strategies), production (cooperative learning strategies), and evaluation (cooperative learning strategies). Consequently, the students have a constant practice of speaking (the lesson plans were designed with a time of one hour since, in the University, the class duration is one hours) so the students have better confidence to make mistakes and learn by speaking for themselves and learning with natural environment themes.

## RECOMMENDATIONS

It is recommended that teachers in the English area apply the necessary strategies to acquire the speaking skills necessary for communication. Likewise, recommended strategies are presented to avoid the regular class known as a traditional teaching-learning method. English must have a creative, dynamic, interactive, social, and productive environment. Employ strategies that motivate students to have objectives in speaking activities to learn the development of their knowledge in a fun and innovative ways. Therefore, it is essential that cooperative learning is an aid for developing speaking skills with speaking activities.

According to the conclusion, it is essential to use appropriate instruments for research based on data collection in a way that considers time and instrument validity. It is recommended to obtain valid information to propose solutions to the problem with the proper use of techniques implemented in the investigation as well as the development of instruments that were useful for the collection of information and concluding that speaking skills is a difficult skill to acquire due to the lack of practice that during classes can take a long time for coordination in students. However, it is crucial to put it into practice.

Teachers in the English area must implement cooperative learning strategies that can be done with didactic material or technology. With cooperative learning, students feel a comfortable environment, and the teacher should consider strengthening learning in this way. The teacher should consider necessary the implementation of activities where students develop their speaking skills. It is recommended that teachers put time into English-speaking development activities so that the practice is constant and the interest or fluency of the students is preserved.

It is of vital importance that the teachers of the third semester of the pedagogy career of national and foreign languages of the Universidad Técnica del Norte use cooperative learning strategies, which reinforce their knowledge about cooperative learning and apply didactic guides that implement the CL. If necessary, the teacher can adapt these strategies depending on the objectives or time to be efficient in the classroom. It is necessary to mention that the proposed guide implements activities for the development of speaking in English with the use of cooperative learning so that students learn among peers for greater personal security and emotional support. It is also necessary to consider that English teachers use the guide "Talk with Everyone by Viviana Velásquez" as a helpful tool for improving the practice of English based on issues of the daily environment.

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# ANNEXES

## Annex 1: Teacher's Structured interview



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA  
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



### Teacher's interview

#### OBJECTIVE

The objective of teacher's interview is to know relevant information to arrive a specific result of answers that plan needs. Teachers are going to respond six questions according the topic problem to found details that help to analyze the some doubts trough interview. The responses of the teacher will be related to the beneficial interpretation for research.

#### Questions

1. Do you think developing speaking skills is essential in learning a foreign language?
2. Do you know and apply cooperative learning strategies?
3. Do you use teaching materials and resources in class to improve speaking skills?
4. Do you consider that emotions affect students when they participate in cooperative work?
5. Do you carry out cooperative learning as a means of continuous training and improvement of speaking skills?
6. Do you consider that the participation of students in cooperative learning is positive?
7. How much time do you consider necessary to spend for the speaking Skill?
8. Do you have any kind of guide to carry out speaking skill activities? Which?

## Annex 2: Student Survey



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA  
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



### Student's questionnaire

Los estudiantes responderán las siguientes preguntas con la finalidad de conocer la relación del inglés con la habilidad inglés y el aprendizaje de los estudiantes. El cuestionario está compuesto con 10 preguntas para después responderlas e interpretarlas de acuerdo al tema planteado.

**Género:** Femenino \_\_\_\_\_ Masculino \_\_\_\_\_

### Seleccione con una (X) su respuesta:

1. ¿Qué habilidad consideras más importante para desarrollar en tu aprendizaje del inglés?
  - Hablar \_\_\_\_\_
  - Escuchar \_\_\_\_\_
  - Leer \_\_\_\_\_
  - Escribir \_\_\_\_\_
2. ¿Conoces actividades para desarrollar la competencia comunicativa oral en el idioma inglés?  
alto \_\_\_\_\_ medio \_\_\_\_\_ bajo \_\_\_\_\_
3. ¿Cómo consideras tu participación en las actividades orales en clase?  
alto \_\_\_\_\_  
medio \_\_\_\_\_  
bajo \_\_\_\_\_
4. ¿Cuál de las siguientes tareas haces en clase para practicar las habilidades para hablar?  
Juegos de rol \_\_\_\_\_  
Discusiones \_\_\_\_\_  
Presentaciones Orales \_\_\_\_\_  
Juegos en inglés \_\_\_\_\_  
Grabar tu voz \_\_\_\_\_  
Películas \_\_\_\_\_
5. ¿El trabajo cooperativo te ayuda a mejorar la habilidad de hablar inglés?  
Siempre \_\_\_\_\_ A veces \_\_\_\_\_ Raramente \_\_\_\_\_ Nunca \_\_\_\_\_
6. ¿Tu maestro usa o crea actividades que se enfocan en situaciones reales para practicar las habilidades de hablar en grupos cooperativos?  
Siempre \_\_\_\_\_ A veces \_\_\_\_\_ Raramente \_\_\_\_\_ Nunca \_\_\_\_\_
7. ¿Cuál de estos está familiarizado con las estrategias de aprendizaje cooperativo?  
Listas enfocadas \_\_\_\_\_  
Papeles cortos (interpretaciones) \_\_\_\_\_

Completar Oraciones\_\_\_\_\_

Asignaciones numeradas\_\_\_\_

Cuestionarios Colectivos\_\_\_\_\_

Piezas de Rompecabezas\_\_\_\_\_

Entrevistando a compañeros\_\_\_\_\_

8. ¿Cómo te sientes hablando inglés en el aprendizaje cooperativo?  
Bien\_\_\_\_ Un poco bien\_\_\_\_ un poco desagradable\_\_\_\_ desagradable\_\_\_\_\_
9. ¿Cómo ayuda el aprendizaje cooperativo en el proceso de aprendizaje?  
Comunicación Oral\_\_\_\_ Fluidez\_\_\_\_ Pronunciación\_\_\_\_ Interacción\_\_\_\_\_

### Annex 3: population change request



UNIVERSIDAD TÉCNICA DEL NORTE  
Resolución No. 173-SE-CACES-2020  
FACULTAD EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
IBARRA-ECUADOR



**HONORABLE CONSEJO DIRECTIVO**  
**Resolución HCD-SO-19-No.0627-2022**

El Honorable Consejo Directivo de la Facultad de Educación, Ciencia y Tecnología en sesión ordinaria del 27 de julio del 2022, conoció la solicitud presentada por el Msc. Obando Arroyo José Miguel; Coordinador de Pedagogía de los Idiomas Nacionales y Extranjeros dirigido al Magister José Revelo Decano de la FECYT en el cual manifiesta: "El motivo de la presente es para solicitarle se le permita hacer el cambio de institución educativa al tema de investigación titulado: "COOPERATIVE LEARNING AS A DIDACTIC STRATEGY TO DEVELOP SPEAKING SKILLS IN 8th LEVEL STUDENTS AT UNIDAD EDUCATIVA PIMAMPIRO" quedando de la siguiente manera: "COOPERATIVE LEARNING AS A DIDACTIC STRATEGY TO DEVELOP SPEAKING SKILLS in 3rd LEVEL STUDENTS AT UNIVERSIDAD TÉCNICA DEL NORTE" debido a que la institución educativa "Unidad Educativa Pimampiro" no abastece con el número de población que se necesita en el presente proyecto de investigación. Cabe indicar que la Srta. Velásquez Cortez Viviana Elena tiene conocimiento del cambio".

Que, mediante Formulario de Solicitud de matrícula la Srta. Velásquez Cortez Viviana Elena portadora de la cedula de ciudadanía número 1003802625 estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros documenta que se encontraba legamente matriculada en octavo semestre con matrícula Nro.410915 en el periodo académico marzo-agosto 2022.

El Honorable Consejo Directivo de la Facultad de Educación, Ciencia y Tecnología, al amparo de lo determinado en el Art. 44 literal k) del Estatuto Orgánico de la Universidad Técnica del Norte, RESUELVE:

1.-Aprobar, el cambio del Tema de Trabajo de Grado titulado: "COOPERATIVE LEARNING AS A DIDACTIC STRATEGY TO DEVELOP SPEAKING SKILLS IN 8th LEVEL STUDENTS AT UNIDAD EDUCATIVA PIMAMPIRO" quedando el tema de la siguiente manera: "COOPERATIVE LEARNING AS A DIDACTIC STRATEGY TO DEVELOP SPEAKING SKILLS in 3rd LEVEL STUDENTS AT UNIVERSIDAD TÉCNICA DEL NORTE" de autoría de la Srta. Velásquez Cortez Viviana Elena de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.

2.- Notificar, con el contenido de la presente resolución para su cumplimiento al Msc. Obando Arroyo José Miguel; Coordinador de Pedagogía de los Idiomas Nacionales y Extranjeros y a la Srta. Velásquez Cortez Viviana Elena.

En unidad de acto suscriben la presente resolución el Magister José Luciano Revelo Ruiz, en su calidad de Decano y Presidente del Honorable Consejo Directivo y el Abg. Clever Raúl Torres Torres, en calidad de Secretario Jurídico. Atentamente,

"CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO"

  
Msc. José Luciano Revelo Ruiz  
PRESIDENTE HCD-FECYT

  
Abg. Clever Raúl Torres Torres Msc.  
SECRETARIO JURIDICO

## Annex 4: Application of Teacher's Interview

Algunas características del reproductor de video no se cargaron. Actualice la página.

Transcripción

Descargar

Buscar

transcription, really, it is to good. Every every technique is going. It is going to be useful. You know every technique is going to be useful to practice to improve vocabulary and so on and so forth.

But comparative learning it could be one of the most like it. One of the best when you have the opportunity to apply because you have a purpose, you have a cooperation, you have emotional, you have a lot of a lot of stuff going on there, but it it to be honest, it has been difficult for me to apply it on a regular basis.

With larger classes especially, I would love to do that, but to be honest, it's kind of difficult to apply.

Teacher Interview

21 de diciembre de 2022 • 0 visualizaciones • VELASQUEZ CORTEZ VIVIANA ELENA • Documentos > Grabaciones

Agregue una descripción para explicar de qué trata este video

**Link:** [https://utneduec-my.sharepoint.com/personal/vevelasquezc@utn.edu.ec/\\_layouts/15/stream.aspx?id=%2Fpersonal%2Fvevelasquezc%5Futn%5Fedu%5Fec%2FDocuments%2FGrabaciones%2FTeacher%20Interview%2D20221221%5F115939%2DGrabaci%C3%B3n%20de%20la%20reuni%C3%B3n%2Emp4&ga=1](https://utneduec-my.sharepoint.com/personal/vevelasquezc@utn.edu.ec/_layouts/15/stream.aspx?id=%2Fpersonal%2Fvevelasquezc%5Futn%5Fedu%5Fec%2FDocuments%2FGrabaciones%2FTeacher%20Interview%2D20221221%5F115939%2DGrabaci%C3%B3n%20de%20la%20reuni%C3%B3n%2Emp4&ga=1)

## Annex 5: Evidence of Student's Survey Online

UNIVERSIDAD TÉCNICA DEL NORTE STUDENTS QUESTIONNAIRE - Guardado

Preguntas Respuestas 17

UNIVERSIDAD TÉCNICA DEL NORTE STUDENTS QUESTIONNAIRE

17 Respuestas

02:10 Tiempo medio para finalizar

Activo Estado

Ver resultados

Abrir en Excel

1. ¿Which skill do you consider most important to develop in your English learning?

Más detalles

|           |    |
|-----------|----|
| Speaking  | 12 |
| Listening | 1  |
| Reading   | 1  |
| Writing   | 3  |

2. Are you familiar with activities to develop oral communicative competence in the English language?

[Más detalles](#)

|      |    |
|------|----|
| High | 2  |
| Mid  | 12 |
| Low  | 3  |



3. ¿How do you consider your participation in oral activities in class?

[Más detalles](#)

|      |    |
|------|----|
| High | 2  |
| mid  | 10 |
| low  | 5  |



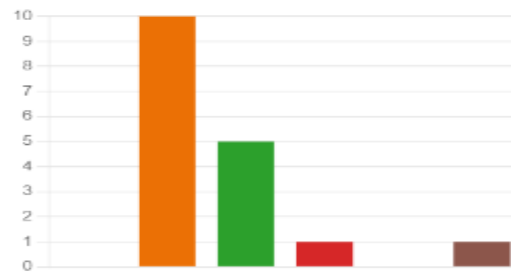
Preguntas

Respuestas **17**

4. Which of the following tasks do you do in class to practice speaking skills?

[Más detalles](#)

|                    |    |
|--------------------|----|
| Role plays         | 0  |
| Discussions        | 10 |
| Oral Presentations | 5  |
| English games      | 1  |
| Record your voice  | 0  |
| Films              | 1  |



5. ¿Does cooperative work help you to improve the ability to speak English?

[Más detalles](#)

|           |    |
|-----------|----|
| Always    | 11 |
| Cometimes | 6  |
| Rarely    | 0  |
| Never     | 0  |





6. ¿Does your teacher use or create activities that focus on real situations to practice the skill of speaking in cooperative groups?

[Más detalles](#)

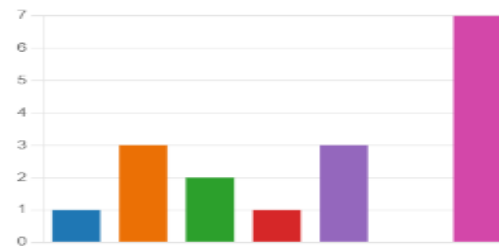
|   |   |
|---|---|
| <span style="color: blue;">●</span> Always      | 7 |
| <span style="color: orange;">●</span> Sometimes | 9 |
| <span style="color: green;">●</span> Rarely     | 0 |
| <span style="color: red;">●</span> Never        | 0 |



7. Which of these are you familiar with cooperative learning strategies?

[Más detalles](#)

|  |   |
|--|---|
| <span style="color: blue;">●</span> Focused lists            | 1 |
| <span style="color: orange;">●</span> Short papers           | 3 |
| <span style="color: green;">●</span> Sentence Completion     | 2 |
| <span style="color: red;">●</span> Numbered assignments      | 1 |
| <span style="color: purple;">●</span> Collective quizzing    | 3 |
| <span style="color: brown;">●</span> Jigsaw pieces           | 0 |
| <span style="color: pink;">●</span> Interviewing Classmates. | 7 |



|  |   |
|--|---|
| <span style="color: brown;">●</span> Jigsaw pieces           | 0 |
| <span style="color: pink;">●</span> Interviewing Classmates. | 7 |



8. ¿How do you feel with speaking English in cooperative learning?

[Más detalles](#)

[Información](#)

|   |   |
|---|---|
| <span style="color: blue;">●</span> Nice              | 9 |
| <span style="color: orange;">●</span> a little nice   | 5 |
| <span style="color: green;">●</span> a bit unpleasant | 3 |
| <span style="color: red;">●</span> unpleasant         | 0 |



9. How does cooperative learning help in the learning process?

[Más detalles](#)

|  |   |
|--|---|
| <span style="color: blue;">●</span> oral communication | 6 |
| <span style="color: orange;">●</span> Fluency          | 6 |
| <span style="color: green;">●</span> Pronunciation     | 2 |
| <span style="color: red;">●</span> Interaction         | 3 |



## Annex 6: Analysis by Turnitin



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**



### CERTIFICADO DE COINCIDENCIA TURNITIN

Una vez analizado el tema de Trabajo de integración curricular titulado: : **"Cooperative Learning as a Didactic Strategy to Develop Speaking Skills in Third Level Students at UTN"**, de autoría de la Srta: Velasquez Cortez Elena Viviana de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, se determinó que existe un 6% de similitudes en sus contenidos, lo que está dentro del porcentaje aceptable reglamentario y por lo cual certifico que es procedente y aceptable para continuar con el proceso de titulación.

Ibarra, 27 de febrero 2023.

Atentamente,  
**"CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO"**

  
MSc. *José Miguel Obando*  
Director TIC