UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

INFORME FINAL DEL TRABAJO DE INTEGRACIÓN CURRICULAR, MODALIDAD DE PROYECTO DE INVESTIGACIÓN

TEMA:

Cooperative Learning Strategies to Improve Senior Students' Speaking Skills at Teodoro Gómez de la Torre High School

Trabajo de titulación previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros.

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

Autor (a): Janina Elizabeth Chamorro Chandi

Director: MSc. José Miguel Obando Arroyo

Ibarra, 2024

UNIVERSIDAD TÉCNICA DEL NORTE
DIRECCIÓN DE BIBLIOTECA

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	0402133805		
APELLIDOS Y NOMBRES:	Chamorro Chandi Janina Elizabeth		
DIRECCIÓN:	Ibarra		
EMAIL:	jechamorroc@utn.edu.ec		
TELÉFONO FIJO:	(06) 2212 118	TELÉFONO MÓVIL:	0978937761

DATOS DE LA OBRA	
TÍTULO:	Cooperative Learning Strategies to Improve Senior Students' Speaking Skills at Teodoro Gómez de la Torre High School
AUTOR (ES):	Chamorro Chandi Janina Elizabeth
FECHA: DD/MM/AAAA	18/11/2024
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	[X] PREGRADO [ ] POSGRADO
TITULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Especialización Inglés
ASESOR /DIRECTOR:	MSc. José Miguel Obando Arroyo

2. CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 18 días del mes de noviembre de 2024

EL AUTOR:

....
Janina Chamorro

CERTIFICACIÓN DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

Ibarra, 18 de noviembre de 2024

José Miguel Obando Arroyo

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

CERTIFICA:

Haber revisado el presente informe final de trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Unidad Académica de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.

(f) ....

Mgs. José Miguel Obando Arroyo

C.C.: 100151209.3.....................

DEDICATION

First of all, I want to dedicate this work to God for giving me the strength and wisdom to finish this long process, to my parents, Alfredo and Sulma, who have been a fundamental pillar in my life because they always supported me and motivated me not to give up, because they formed me as a responsible person and capable of achieving my goals, and to my brothers, who in one way or another have given me their support to finish my studies and never left me alone. Now their effort and mine is reflected in this work.

Also, I want to dedicate this work to my nieces Analí and Sami, because thanks to their joy and smile they have made the difficult days into happy moments that I will always keep in my heart.

Thanks family for being a source of inspiration to move forward in life.

ACKNOWLEDGEMENTS

I thank to my parents and siblings for trusting me and giving me their support to achieve this goal.

To my uncle José for always being there for us, giving me his support and advising me wisely in my studies.

To my best friend Carlita for encouraging me to finish my career, giving me advice and never leaving me alone. Thank you for always being there for me, for listening to me, and for being the most sincere person I have ever had.

To my friends and classmates Emily, Jhusany, and Cristian for always being there and sharing unforgettable moments together, always encouraging each other not to give up on this dream. Thank you for your friendship and love. I will always carry you in my heart.

Thanks to UTN for opening its doors and giving me the opportunity to be a professional.

To the teachers of the career, especially to Mgs. Jose Obando for motivating me and pushing me to finish my work. Thank you for your patience and guidance throughout this process.

RESUMEN

El presente trabajo de investigación persigue utilizar estrategias de aprendizaje cooperativo para mejorar las habilidades de expresión oral. Este estudio mixto se llevó a cabo en la Unidad Educativa Teodoro Gómez de la Torre durante el año escolar 2023-2024. Una entrevista y una encuesta se usaron como herramientas para la recolección de datos. Los hallazgos revelaron que los alumnos prefieren escribir antes que hablar, la tarea que se realiza con más frecuencia en el aula son las exposiciones orales y la mayoría de los alumnos disfruta realizando esta actividad. El rally robin es la principal estructura cooperativa que los alumnos practican en clase, teniendo tiempo suficiente para practicar la habilidad de hablar. Existe una concordancia que sería un excelente plan que los maestros pusieran en práctica las estructuras de aprendizaje cooperativo para fortalecer las habilidades orales. Se diseñó una guía pedagógica que incluye cinco estructuras de aprendizaje cooperativo para ser utilizadas cíclicamente en cada lección de la guía con el propósito de estimular la interacción oral de los estudiantes y desarrollar sus habilidades sociales. Se llegó a la conclusión de que las estructuras de aprendizaje cooperativo se establecen para ser prácticas y útiles en la participación de los estudiantes al hablar en las aulas; este tipo de estructuras promueven la colaboración y la comunicación efectiva.

Palabras clave: estrategias de aprendizaje cooperativo, expresión oral, rally robin, mejorar, cíclicamente, interacción, habilidades sociales, comunicación efectiva.

ABSTRACT

The present research work pursues using cooperative learning strategies to improve speaking skills. This mixed study was carried out at Teodoro Gómez de la Torre High School during the 2023–2024 school year. An interview and a survey were used as tools for data collection. The findings revealed that students preferred writing over speaking, the task most frequently made in the classroom is oral presentations, and most students enjoy doing this activity. Rally robin is the main cooperative structure that learners practice in class, having enough time to practice speaking. There is a concordance that would be an excellent plan that teachers put into practice cooperative learning structures in order to strengthen speaking skills. It was designed a pedagogical guide which included five cooperative learning structures to be used cyclically in every lesson of the guide with the purpose of stimulating students' oral interaction and developing social skills. It was concluded that cooperative learning structures are established to be practical and useful in engaging students when speaking in classrooms; this kind of structures promote collaboration, and effective communication.

Key words: cooperative learning strategies, speaking, rally robin, improve, cyclically, interaction, social skills, effective communication.

INDEX

List of tables

List of figures

INTRODUCTION

The importance of developing the ability to communicate competently in a foreign language, especially when speaking, has become a challenging skill for learners in the current life. The defiance is to encourage students to speak effectively through real-world activities that foster interaction and confidence among them. Traditional methods and approaches have been inadequate in managing the interactive and social scopes of communication because most of the time these focus on drills, memorizing, and individual performance. On the contrary, cooperative learning strategies offer a different overview in developing speaking skills since these involve students working together to achieve common goals, in this case communicating effectively.

This research project explores the impact of cooperative learning strategies on the improvement of speaking skills in the English language. Round robin, rally robin, match mine, inside-outside circle, three-step interview, and think-pair-share can strengthen learners' ability to express themselves when speaking are proposed as discussion generators. These interactive activities can help pupils to scaffold needful social and interactive skills and achieve meaningful communication. Furthermore, it is focused on a student-centered approach, motivating learners to participate actively, support each other, and cooperate in group activities. By working in different dynamic group activities, students are more likely to develop self-confidence when speaking, which is indispensable to reinforce speaking English sub-skills such as fluency and accuracy.

The study is stranded in the theoretical framework of sociocultural learning theory and cognitivism theory. The first theory mentions that interaction is the way in which learners can gain knowledge because people develop speaking skills through conversations, dialogues and collaborative activities. Cognitivism highlights the importance of mental process such as memory, attention, and problem-solving when students are learning. Thus, cooperative learning strategies can provide interaction as well as all aspects of the mental process, helping students to be critical and self-sufficient.

That is why this research was developed to elaborate useful material for the improvement of speaking in senior students at Teodoro Gómez de la Torre High School. There is a significant aspect of utilizing the appropriate material; educators should apply the proper strategies and methodologies that go hand in hand with the material and obtain the right teaching-learning process. In addition, the material to develop speaking skills that is correlated with the ECRIF

framework can be an excellent way to guide teachers and students for the expansion of speaking skills on students. Every part and aspect of the teaching-learning process is crucial for the development of any skill; the strategies, methodologies, techniques, material, and resources are an essential part that can provide an overview in this large path.

Problem Description

"The English curriculum of the Ministry of Education describes the need to prepare Ecuadorians for a globalized world" (Ministry of Education, Ecuador, 2016 as cited Angelis 2022). It is not a secret that Ecuador's English fluency is lacking. There are many factors that affect the development of English language, for instance, the indifference of government to inspire and encourage Ecuadorian System Education the importance of learning English. Since English was incorporated into the curriculum, it has presented difficulties for both teachers and students because the majority of students dislike the language and have complications when learning it and sometimes because they are not familiarized with the language.

According to Angelis (2022), "As teachers, educational administrators, and the general public, we should ask ourselves what this ranking is based on and what importance it has. While it is important to read any data point critically to identify how it was constructed (…)". Even though English has become mandatory since a young age it will not matter if students do not want to learn it. Moreover, the three hours of instruction per week have a negative impact on how well students succeed in English. It is really difficult to carry out any activity in this short time, additional time is needed to create together with apply new activities and improve English performance

Speaking skill is extremely significant and the most difficult at the same time for those who are studying an international idiom. Parupalli (2019), "teaching speaking skills have been undervalued and most of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills" (p. 8). It has been observed in many public institutions that teachers do not put effort on try new strategies, techniques and methods, so that students could perform the English language without fear to make mistakes. Moreover, students will not improve their abilities in speaking, and accomplish well in everyday scenes if

they do not practice and start to think that English is the key to get success and achieve the desired goals in life.

Delimitation of the problem

At Teodoro Gómez de la Torre High School, through an analysis, it has been identified that senior students feel ashamed when they have to speak in English because they worry that their peers will make fun of their blunders. The lack of creativity and innovation in different activities makes students feel demotivated. Learners lose interest when activities are repeated; in other words, carry out a traditional class, will entail a boring class. Another issue is that the schoolrooms are very narrow, making students feel uncomfortable, and their location is inappropriate because they do not pay attention to what the teacher is saying. Moreover, the number of learners in a class has become a problem for teachers; it is believed that when there is a large number of students, not all of them are going to learn, nor can the teacher be aware of each one. The attitude is noticed in the lack of willpower to encourage themselves to speak English at home and in English classes.

Research Question

What are the incidences of using cooperative learning strategies in English classes to improve English speaking skills in terms of oral interaction in senior students at Teodoro Gómez de la Torre High School?

Justification

The motive of carrying out this study is to strengthen motivational teaching activities within the classrooms. One strategy I consider crucial is cooperative learning to develop speaking skills in English in senior students at Teodoro Gómez de la Torre in Ibarra. This examination is of great importance since many people feel fascinated to learn a new language, on this occasion English. There are several reasons why some people make it. One of the most transcendental is that English is considered the worldwide language since it has been required to achieve personal and professional life goals. Speaking in English is very important in social, educational, and practical life; it is a key skill to succeed in life, but most of the time strategies are not suitable in a classroom, which results in being boring to pupils and teachers. Practicing to speak in English through different motivational activities can give a better understanding to students. By means of

cooperative learning strategies, pupils will feel excited and motivated to speak without fear or shyness.

Learning to improve English abilities is a challenge for non-native speakers because of the difficulties that language could present along with the teaching-learning process. For this reason, it is vital for teachers to have the sufficient knowledge to provide it in adequate pedagogic training so the learners can interact in the class and teachers can inspire having a good attitude. Nevertheless, there are some barriers at the moment of the understanding because of the correct pronunciation that the pupils would use. It is fundamental to have proficiency in speaking English because it prepares you not only for education but also to face life with capacity, integrity, and courage. People do not have to be afraid of English; teachers, students, and other people have to see the English language as an opportunity to change the world in which we live. Nowadays, with the advance of technology, we have a large quantity of resources that support the learning process. Even you can self-educate at home with educational videos on the internet, books, and visual cards, among others. These options allow people in general to develop their vocabulary and speak correctly in an effective way, so there is no excuse to acquire the language and improve the lifestyle of people.

This research will serve as a foundation for future research, providing innovative designs and guidance for educators and apprentices. Individuals must understand that in the modern world that we live in, learning a new language is necessary for people to have better prospects in both personal and professional life. Through language, people can express opinions and feelings that they need, as well as deepen their minds with new information to complete objectives. From this perspective, there are some sides to learning the English language. One of the reasons is because English is the most used language by non-nationals. It is the most used language in science and in any foreign country (Mahu et al., 2012, as cited in Yumbo, 2021). All educators and learners have taken into account that studying English has its challenges, but at the same time it will provide new and better opportunities in life.

The direct beneficiaries of this study are educators and students of Teodoro Gómez de la Torre High School. There are moments in which teachers run into situations of extremely anxious and embarrassed learners. It occurs especially when educators ask to speak with their classmates

or present something to the whole class. All of this happens because learners do not want that classmates notice their mistakes. Due to what has been exposed, Gamboa (2020) expresses that teachers should propose pedagogical actions that promote the lowering of the affective filter, such as providing input that is understandable for the learners without compromising the level and the contents that require to be imparted. That means that the teaching-learning process must be practiced from new perspectives using innovative ways to promote the input. Here enters the value of cooperative learning strategies to rehearse this complex aspect in their spoken performance, since cooperative learning strategies are a fun way to learn, so when they are working together they will feel free and comfortable, consequently they will improve pronunciation by practicing repeatedly, and also it can avoid anxiety.

The indirect beneficiaries of this research are teachers and students from other institutions that can apply these strategies in their classrooms to enhance the expansion of oral skills. All people sometimes need help from others; individuals must be in constant learning and updating with the modern world. This means that teachers are seeking new strategies, techniques, and different ways to encourage pupils to learn English. Undoubtedly, they will discover a great amount of material that will be indispensable for creating and developing a class with success. As I said, cooperative learning can be a worthy plan if educators apply it in the right way to enhance learners' freedom when they are speaking. Pupils should feel comfortable in English classes without fear and nervousness. It is normal to make mistakes, but everyone is skilled of succeeding at this aim. So that, the main objective would be to improve speaking skills at schools to have great professionals in our country.

Objectives

General

➢ Propose a pedagogic guide with cooperative learning strategies to improve speaking skills in senior students at Teodoro Gómez de la Torre High School.

Specific

➢ Establish theoretical support through a literature review regarding cooperative learning strategies used in English teaching contexts.

- Conduct a field study to diagnose the level of speaking skills of students at Teodoro Gómez de la Torre High School
- Design an academic guide using cooperative learning strategies based on the improvement of speaking skills.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Communicative competence

It is a concept that presumes that people complete their objectives in social life thanks to communicative competence (speaking fluently) and not only for knowing the grammatical rules of a language. Communicative competence is centered on hypothetical, procedural, and real-world aspects; the hypothetical segment would be clear and promote to hold a logical idea. Regarding the procedural aspect, the conception would be grounded on trustworthy and effective dimensions, which are connected with the success of procedures. Lastly, the concept would be the support in the application of theory to train in real life (Rickheit, Strohner, & Vorwerg, 2008).

Therefore, communicative competence is not only getting knowledge about grammatical rules about a language but also knowing how to perform in a good way with the idiom in the real world. It is vital to be clear about this idea. We start from the hypothetical part until the real-world aspect; these steps are the main factors in succeeding with communicative competence. Since it is centered on practical and interactional perceptions of the nature of language, pupils must cooperate with classmates to develop speaking skills and learn from others too. Teachers have the commitment to push students to acquire and improve day by day the language through the application of different activities in classrooms.

1.2. Language Skills

English is taking part in every part of the world; it has turned out to be an essential piece in both native and non-native English-speaking countries. The requirement to study English has augmented because it is a weapon to obtain better opportunities in jobs and salaries. The significance of evolving the different language skills has a constructive impact on personal, professional, and economic growth. The abilities that must be developed are listening, speaking, reading, and writing; every skill plays an important role in the execution of the language, and each one aids persons to expand and be familiarized with the language (Clement, & Murugavel, 2018).

1.2.1. Receptive Skills

These skills are those in which learners get information through lectures or hearing audios.

➤ *Reading*

Evolving reading skills are meaningful. Via reading, students could gather much information and expand their vocabulary. Likewise, reading can reinforce students' development of productive skills because new data is in students' minds, so they retain the data in order to use it later in any kind of writing or speaking work. It is relevant to incite the lecture in learners so that they could enrich their vocabulary and language (Xolmurodova, 2021).

➤ *Listening*

As well as reading, listening is also grouped as a receptive skill. Listening exercises permit students to get information and even serve as amusement because many people delight in listening to podcasts or music in which they find the language more engaging; they can deduce the message of any audio. However, there are people who encounter the comprehension of spoken words as more difficult than speaking. They do not achieve complete understanding of the message that is in the audio (Wipf, 1984).

1.2.2. Productive Skills

➤ *Writing*

It is viewed as one of the most difficult skills for learners to master because of two relevant details that affect its development: on the one hand, students must produce and arrange the ideas; on the other hand, they must restate those ideas into comprehensible texts, which means easy to read or understandable. Furthermore, writers have to focus on advanced-level skills such as designing and ordering as well as the inferior-level skills like spelling, punctuation, grammar rules, and so on. Therefore, students should consistently practice this skill to improve their writing and guarantee uniformity, making it easier for readers to understand (Sarhady, 2015).

➤ *Speaking*

This skill is considered one of the most important skills to be developed but also one of the hardest as a means of effective communication. Speaking refers to the ability to make sounds that have sense and that other individuals can decipher the message in order to initiate real communication (Laksana, 2016). It means that speaking can be described as an interactive process of promoting negotiation of meaning that requires generating, entering, and refining information between two or more people.

Most learners find it arduous to communicate in spoken language. They do not find a form to confront the problems when they are speaking; learners tend to feel nervous, fearful, or embarrassed in front of their classmates; in other words, they do not feel confident with themselves and cannot find the proper words or expressions to manifest their thoughts. It is crucial to be in constant practice and upgraded with the English language so that individuals can interact with other people in an easier manner (Leong, & Ahmadi, 2017).

1.3. Elements of speaking skill

1.3.1. Pronunciation

Communication is the main element in our daily lives. Conforming to Prashant (2018), "pronunciation refers to the way words are spoken (…). Proper pronunciation can be defined as a reproduction of language sounds in such a way that the intended message is passed easily" (p. 15). Therefore, to create meaningful communication, it is necessary to have accurate pronunciation because this element impacts the comprehension of the definitions of the words and phrases. It may cover various elements of the language, for example, accent, syllable, articulation, timing, rhythm, and how gesticulations, expressions, and body postures are expressed. So, it is crucial to share the ideas with the correct pronunciation so that listeners can appreciate the message and maintain real communication.

1.3.2. Rhythm

Each language has its own rhythm. Salinas & Franco (2017), "rhythm has been studied as an element of the verbal art of the performance (…). Rhythm is basically formed by the repetition of a pattern and is essential for the perception of the events that occur in the time" (p. 15). These elements are interconnected to speech-language rhythm because most people have experienced rhythmic activities containing dancing, clapping, hitting, singing, or playing musical instruments. Therefore, understanding this linguistic component is required to appreciating the speech. To understand spoken language, listeners must be able to decode the temporal systematization of phonemes, syllables, words, and phrases (Fujii & Wan, 2014).

1.3.3. Grammar

Grammar is another important element in any language; every language in the world must have standards in order to provide a clear message. According to Kusumawardani & Mardiyani

(2018), "Grammar is a science of rules that governs the order of sentences, phrases, and words to show some meaning. By knowing the grammar, our abilities are improved in using an effective style to train expressions in speaking and writing" (p. 725). Thus, it is mandatory to have knowledge about the grammatical principles of any language; in this way, people could formulate well-formed sentences and phrases.

The lack of knowledge of grammar affects producing unacceptable sentences, which can lead to incomprehension of what people are saying or writing. A meaningful practice is reading varied texts or books because it feeds you with a set of grammar rules, so it is considered an interactive process of the grammar ability that readers reap when they are reading (Prasatyo, Gustary, & Santosa, 2021).

1.3.4. Vocabulary

Based on Taslim et al. (2019), "The role of vocabulary is very important in improving skills in English. This would be a core component of language as well as a source or basis when students speak English" (p. 67). When learners recognize numerous words, such as nouns, adjectives, adverbs, verbs, or prepositions, it means they have a basis for speaking a language so that they can interact, express ideas, or describe something without trouble. Additionally, it is important to boost students to introduce many words to their vocabulary in order to express themselves in an advanced and better way.

Vocabulary and speaking skills are linked because those who possess a large vocabulary are more proficient in the language and have a greater chance of becoming more fluent speakers. This component is really important since it improves your comprehension of unfamiliar words. Without vocabulary, people cannot manifest nothing. There are some ideas that can support extending the vocabulary, such as reading books or newspapers, listening to music, and writing any text of your liking (Afna, 2018).

1.3.5. Intonation

Intonation has been recognized as a powerful tool in order to express ideas with sense and coherence. Chun (1988) states the following statement: "Intonation functions to express whether a speaker is ready and willing to relinquish the floor, to signal that a response is desired, unnecessary, or unwanted, and to differentiate normal information flow from contrastive or

expressive intentions" (p. 81). This component is pivotal for imparting ideas since it affects how a message is understood by the listeners. People can communicate in many different ways. Whether it is a command, a desire, or an instruction, each message needs to be transmitted properly so that the listener can understand it.

1.3.6. Stress

As stated by Rahman (2023), "Stress relates to the process of adding air pressure to a particular part of a word, whereas word stress relates to where the air pressure is placed. English word stress refers to the position of stress in English words" (p. 23). Stress makes reference to the volume at which a speaker generates a certain sound, phrase, or word. Both regular and strong accents can be heard in the English language. Accentuated sounds, syllables, and words can last more extended and stronger than relaxed ones when individuals communicate. It is important to emphasize stress in the different words in order to convey the correct meaning of a word.

1.3.7. Fluency

It is a relevant function that speakers need to expand because it measures the efficacy of communicative competence. Karimy & Pishkar (2017), "Oral fluency is a measure of how well and how easily you can communicate your ideas clearly and accurately in speech" (p. 49). In this case, confidence is crucial since people need to feel calm and comfortable when they are speaking. Proper pronunciation is essential to enable listeners discern the uttered words. Nevertheless, a lot of individuals struggle with anxiety when speaking, which limits their capacity to communicate ideas. For that reason, some people dislike English; they find it difficult to understand and develop the different skills.

1.3.8. Accuracy

It is one of the key components of learning a second language. Accuracy is focused on accepting grammatical errors that each person afterwards rectifies. It is a method that highlights the use of vocabulary and grammar structures regularly (Dincer, Yesilyurt, & Göksu, 2012).

Having the ability to speak multiple words, sentences and phrases appropriately is referred to as accuracy. Exist four characteristics that denote accuracy when speaking, such as precision, authenticity, symmetry, and cohesion. These qualities are linked to accuracy because they reflect a speaker's proficiency. It is significant because since the main goal is for audiences to grasp the

message and interact without any issues. People may learn any language since they can produce it; it is necessary that people practice continuously to master the language and strengthen their fluency and accuracy, among other things (Rahman, 2023).

1.4. Teaching speaking skill

Teaching speaking skill is a dare for teachers; most English teachers dedicate the majority of a class to reading and writing activities, rarely paying any attention to speaking skills, which should be the main focus of a class because speaking is more prevalent than writing. People use speech all the time to communicate different ideas, opinions, feelings, and everyday expressions. This indicates that speaking is an interactional function that facilitates the exchange of information and serves to build and maintain interpersonal interactions (Bahrani & Soltani, 2012).

It is really important to teach speaking skills, but there are some barriers that block the way in which learners can develop their skills. The main problem is that educators fail to implement effective strategies, methods, or techniques in the classrooms; another concern is that students do not know nothing of the language; and finally, there is a lack of enthusiasm for learning a new language. There are many types of activities to engage students in speaking classes; one strategy to get students keen on speaking lessons is start to reorganizing the desks, it should be formed in groups instead of lines, so students can start to interact with others. But, it has become a challenge because teachers need to maintain discipline among all of the students. Finally, motivation is an important part of students' language proficiency so that they feel comfortable and confident when they are talking with others.

When teachers are in a speaking class, they get frustrated because any student can speak or interact, but it is important to let learners commit errors or mistakes in order to provide feedback and students can correct and improve their skills. From the first day, teachers must encourage students to talk; they have to be in a good mood so that they can accept any word that students say, no matter if it is inaccurate. Dialogues, role play, opinions or ideas about any interesting topic, problem solving in groups, interviews, dreams or aspirations, tongue twisters, and songs are some exercises that can keep pupils engaged. These activities may inspire students to speak and begin interacting in a foreign language (Hussain, 2017).

1.5. Language learning theories

1.5.1. Behaviorism and SLL

Behaviorism just focuses behaviors and thoughts that may be observed. The repetition of habits is another way that learning occurs because it is part of a routine, and this can be either verbal or non-verbal learning. Furthermore, the environment plays an important role in learning and growth since it enables learners to adjust to any changes that may arise. The learner is seen as a passive entity, whereas the teacher shapes the learners' behavior. Teachers therefore always take control of a class. Skinner, in his book Verbal Behavior in 1957, expounds that all learning is reflected in the development of habits, which are formed through practice and imitation, repetition, or positive reinforcement. Therefore, language learning, first or second, is regarded as habit formation as long as it complies with the phases mentioned above. (B. F. Skinner 1957, as cited in Xiangui, 2005)

The behavioristic SLL approach establishes that speech habits are effective when the right reaction is generated. In language exercises, it means, if the teacher notices the proper pronunciation, the student's response may be admitted and reinforced. In addition, teachers must ask adequate questions that students can correctly handle or control. Repetition is therefore relevant since it supports reinforcement and helps students to improve their speaking abilities.

1.5.2. Cognitive and SLL

The focus of cognitivism is on imperceptible notions, such as the intelligence, postures, memory, motivation, introspection, and critical thinking, that is, the inner processes in every individual. Because individuals have various viewpoints, attitudes, and reflections, this view of learning is individualist. Furthermore, the learner has an active role in this knowledge acquisition process. When a student´s behavior changes, it is observed in a way that allows the teacher to speculate what is going on in the learner's mind; in other words, it warns or alerts teachers.

Cognitivists believe that human mind is adapted to the processing any kind of information and linguistic is just one type but more complex. These principles are the key to understand that people acquire consciously control of the language patterns rather than by analogy. The best way to understand how students from L1 and L2 learn is following the process, step by step, how they learn new information and skills. (Xiangui, 2005, p. 122)

Therefore, cognitivists characterize learning a second language as a complex process requiring a lot of effort, because teachers should assess each learner's progress in order to continue teaching the subject. Additionally, it could take longer since there are subskills that are relevant in this theory, including learning new words and grammar rules, so that students can comprehend what the teacher is saying, and of course, expand their vocabulary.

1.5.3. Sociocultural theory (SCT) and SLL

This theory, which examines the involvement of social and cultural interactions between teachers and students, has its foundation in Lev Vygotsky's work. This theory assists students in making the learning process more meaningful since they work in a cooperative way where they exchange perspectives, points of view, and comments that help to scaffold the knowledge by the hand of the teacher. In other words, knowledge is not merely received; it is socially formed. Learners collaborate in mixed groups on cooperative projects that will aid the negotiation of meaning, learning by doing, and developing different skills. (Lev Vygotsky, 1978-1986, as cited in Xiangui, 2005)

This learning process is considered a building community since learners are prepared to collaborate with others and freely share what they are thinking. Human beings are naturally social, which means that they need to be in touch with others in order to acquire language. As they grow up, interactions also continue. Thanks to interactions, students can grow and learn from others; they can get feedback in order to analyze, synthesize, and connect the previous information with the new one.

1.6. ELT approaches and methods

Table 1.

English Language Teaching Approaches Summary Chart

Approach	Language/Culture	Language Learning	Language Teaching
Cognitive Approach	Grammar rules	From and test theories in order to find and obtain teaching-learning principles.	Do inductive/deductive grammar exercises.

Community Language Learning	Student generated	As complete human beings, learn nondefensively while adhering to developmental stages.	Add the following elements: discrimination, contemplation, hostility, security, and attention.
Natural Approach	Vehicle for communicating meaning; vocabulary emphasized	Pay attention and immediately link meaning to teaching and learning.	Wait to speak until the pupils are ready; use visuals and actions to convey meaning.
Communicative Language Teaching (CLT)	Communicative competence, notions/functions, genuine conversation.	Engage in social interaction and negotiate meaning when teaching and learning.	Use information gaps, role plays, games.
Content-based and Task-based Approaches	Medium for doing/learning	Unless it is form-focused, pay attention to what is being said rather than the language itself.	Assign homework, involve students in other subjects, or have them solve problems related to real-world problems.
Cooperative Learning and Multiple Intelligences	Communicative competence	Learn how to learn	Provide cooperative learning techniques and a range of activities that cater to the various intelligences.

Note: Information obtained from Scribd - Teaching Methods Chart.

The next chart describes some language teaching methods in order to have an idea about which ones would be relevant to this research and choose the correct methods which will be focused on the main topic. In this table can be noticed that all methods are related with the development of reading, writing and listening skills with the exception of Communicative Language Learning (CLL) which is linked to communicative competences or speaking skills in a meaningful way.

Table 2.

English Language Teaching Methods Summary Chart

Method	Main objective	Role of language and grammar	Role of learners and teachers	Role of instructional material
Grammar translation method	Writing and reading skills	Grammar structure development and word acquisition. utilizing one's mother tongue.	Student: passive. Interprets texts and commits vocabulary to memory. Teacher: active. Presents, clarifies, and gives instructions to Ss' in Ss' mother tongue.	Vocabulary lists and texts are the main elements to work with.
The direct method	Communicative competence	- Grammar is taught inductively. - Use of the 2nd language.	Student: They have the ability to self-correct and are language users. Teacher: Guides the class and speaks the language of instruction.	Produce in the target language by reading books and making recordings.
Audio lingual method	Listening skills and comprehension of language patterns.	- Grammar instruction is inductive. - It's essential to use the target language.	Student: passive. Mimics and generates the appropriate result. Teacher: actively serve as a mentor and role model.	Texts and recordings serve as the primary teaching resources.
Total physical response	Listening skills and comprehension of meaning	Imitation, commands, and repetition are used to teach grammar and vocabulary.	Student: Listener role performer. Teacher: Responsibility is to direct education and serve as an active model.	The primary materials to be used are gestures and realia.
Silent way	Receptive and productive skills	Grammar is generally taught in target language and using logical reasoning.	Student: Responsible, cooperative, self-sufficient, and independent. Teacher: quiet, proficient, and skilled.	Textbooks and audio files for educational purposes.
Communicative language learning	Language use in context. Communicative competence.	Instead of being examined in a vacuum, language is studied as a component of effective communication.	Student: Engage with a partner and practice the target language in various scenario contexts. Teacher: Leads and supports communication within the process.	

Note: Information obtained from Studocu – Methods Chart.

1.7. Student-Centered Approach

Student-centered is an approach that focuses on the needs, interests, and experiences of students. The teacher's job in the classroom is to guide students to meet their needs so that the

main objective can be accomplished. On the other hand, students have an active role, becoming responsible and independent of their learning (Wright, 2011). Students learn best by doing, so it is important to involve them in learning by practicing. In order to give them meaningful learning, it also provides them the faculty to assist them in clarifying their comprehension and helping them assimilate the new knowledge. There are many kinds of activities in which learners can participate, so they are no longer viewed as passive actors of their learning that only absorb information; for instance, problem-solving can foster the development of critical thinking.

Learner-centered approach allows students to take charge of their learning since educators prepare students to take their own responsibility by involving them in the process rather than just providing them with information. This approach's objective in the classroom is to promote learning rather than only assign grades (Wright, 2011). Teachers must explicitly define the main objectives in order to carry out the processes, techniques, and methods correctly in the classroom. In order to improve their language skills, students can work in groups or alone. When working alone, they can practice vocabulary exercises and grammatical rules. In groups, students can exchange ideas, discuss details, and learn from others' perspectives. Teachers should implement a variety of methods to assess students' skills, such as projects, debates, and presentations, in such a way that learners reduce anxiety and avoid cheating on tests. A learner-centered approach allows students to be free in a way that they feel comfortable and sure about what they are developing in the learning process.

1.8. Communicative Language Teaching (CLT)

CLT is an approach that aims to encourage language use in an interactive way; it can cover topics such as the main goals of language teaching, how pupils learn a language, how teachers can encourage learning a language, and the appropriate activities that need to be implemented in a classroom. Moreover, this approach seeks to promote communicative competence instead of grammatical proficiency. Communicative competence allows learners to interact with others in real-life situations. Additionally, it helps to understand how and when utilize the language, for example, in a formal or informal discussion in order to maintain communication and to understand what other people are saying. Learners could also recognize various texts types (Richards, 2005).

Developing communicative competence in learners is a big challenge for teachers because they have to establish a confident environment where students feel at ease and inspired before applying different activities to engage pupils in the class. Dialogues, role plays, discussions, simulations, improves, and debates are a few activities that can foster social interaction. Students would be the full actors in the classroom, with the teacher serving as a guide (Richards & Rodgers, 2001).

1.9. Communicative Language Learning (CLL)

According to Nurhasanah (2015), "CLL is a language teaching method that involves psychological aspects, and students work together to develop what skill of a language they would like to learn" (p. 81). This method cares for learners' mental well-being in order to they can feel cozy around teachers and classmates, especially when they are developing speaking skills. Moreover, it clarifies that teachers' function is called counselor, whereas students' position is referred to as client in the language classroom. It implies that learners need to be well assisted and guided by the teacher so that they can interact and create a secure environment.

It has a relevant technique which help to minimize anxiety, as evidenced by psychological aspects. It is crucial that the class be organized in a circle of ten learners so that everyone can see and interact each other while providing security. It is necessary produce a sense of confidence among teacher and student, too. In addition, teachers must be effective listeners because when they are comprehensive, students feel secure and can participate actively in the learning process. This method can include the following activities that can be carried out in a class: conversation circles, transcription, the human computer, card games and deliberation are all regarded as security suppliers (Koba, Ogawa & Wilkinson, 2000).

1.10. Cooperative Learning (CL)

Johnson & Johnson (2013) conceptualize that cooperative learning is an instructional strategy that uses small groups to inspire learners work together in order to boost their own and others' learning. Therefore, students will engage in meaningful interactions with each other in significant strategies so that they are capable of solving problems, accomplishing projects, or fulfilling desired outcomes. Since it is based on social skills, it has important effects on academic performance. When students work in cooperation, they are able to impact and be impacted by

various viewpoints, ideas, or opinions. In this way, they can give and receive feedback from teachers and learners and scaffold their own learning. Educators need to be informed and updated so that they can strengthen the teaching-learning process by applying some strategies based on group work.

In cooperative learning, teacher have to plan the social interaction among learners as well as learning activities, in a way that they feel comfortable and secure during the class. Li & Lam (2013) state that to construct a lesson in cooperative learning, 5 principles that should be included:

- Positive interdependence
- Individual accountability
- Face-to-face promotive interaction
- Appropriate use of social, interpersonal, collaborative and small-group skills
- Group processing

These fundamental principles support teamwork and ensure the use of cooperative learning, enabling sustained success in the classrooms. Positive interdependence refers to the effort that each student contributes in the group. Regarding personal accountability is the contribution of the effort and mastery of the material to be learned. Face-to-face promotional interaction discusses assisting, supporting, and encouraging each other in order to achieve the group's goals. The proper application of skills is based on rehearsal, trust building, management, resolution-making, and communication. Finally, group processing refers to describing the positive and negative actions in order to identify what adjustments will be necessary and perform a good job in the future.

1.11. Theories of Cooperative Learning

1.11.1. Cognitive-Developmental Theory

Slavin (2012) states that information stored in memory is connected to previously retained knowledge; this implies some sort of cognitive reconstruction or development of the material. An effective method is when a student explains the content to someone else; the two of them will then work together, with one of them reading a text while the other becomes a listener. Following that, they will provide feedback to one another, correcting mistakes and helping each other in remembering concepts and producing an outstanding work.

A different term for this approach is reciprocal instruction. When students work with peers or groups, it has positive effects on students' academic achievement. They become explorers of their own knowledge; they construct in order to have meaningful learning.

1.11.2. Behavioral-Learning Theory

The work from Bandura and Skinner served as the foundation of this theory. According to Skinner, individuals imitate behaviors or others' actions, and when such actions are rewarded, other groups will behave in the same way. Therefore, students tend to copy others when they notice that there is a reward; this motivates and encourages students to get involved in the learning process. At the same time, learners attempt to evade punishments by behaving in adequate manners that benefit learning. Cooperation is thus defined as acting in ways to increase rewards rather than sanctions (Johnson & Johnson, 2015).

Educators must offer incentives for students to work together, ensuring that learners are developing and mastering the different skills. In this case, to strengthen speaking skills may apply discussions, debates, or interactive assignments. Students will become more proficient speakers because they will assist, support, encourage, and motivate each other. providing helpful comments among them.

1.11.3. Social Interdependence Theory

Social interdependence is the most important since it is the basis of cooperative learning. This theory centers on how individuals interact with each other, using language as a vehicle of human communication. Indeed, it is advisable to implement positive interdependence in the classroom, where students cooperate to reach common goals in academic performance. It is not a competition; they must be in contact using careful and appropriate communication. Thus, learners need to look out for all group members and work together to accomplish shared goals (Johnson & Johnson, 2015).

1.12. Types of Cooperative Learning

1.12.1. Formal cooperative learning

Cloud (2014), "Formal cooperative learning is a type of group work structured in assigned groups of 3-4 students in which the teacher has already analyzed and assessed individuals to create the most effective group based on social dynamics within the group" (p. 7). Depending on the

difficulty of the task, it may last a few days or weeks. It is important that educators have identified the students' abilities in order to distribute them fairly and give them the opportunity to cooperate. Therefore, learners will feel comfortable in each group and could interact actively, expressing different points of view without fear.

1.12.2. Informal cooperative learning

As stated by Salim et al. (2019), "Informal cooperative learning is a temporary group or team that can last from a few minutes to one class period where groups of two to four students work together to answer questions asked by the lecturer" (p. 47). This sort of group is available only for one particular class period; it cannot last for multiple days. During this process, students are engaged in brief activities including think-pair-share, peer instruction, and jigsaw challenges. Thus, learners are able to offer feedback to each other immediately, and their knowledge will expand as they explore the questions or opinions that the teacher may present.

1.12.3. Cooperative base groups

Cooperative base groups include those that are formed to be preserved for a complete course or a semester. From the point of view of Lubbe (2015), "Cooperative base groups are long-term learning groups with a heterogeneous composition. Providing each other with personal and academic support, holding each other accountable for striving to learn, and ensuring that all members make good academic progress" (pp. 41-42). These long-term groups are formed from five to seven students. When learners meet constantly in the same groups and provide academic support with each other, they form enduring connections that can aid in the achievement of mutual goals. It also promotes the discussion of the course material for projects, assessments, and exams.

1.13. Cooperative Learning Structures

The following chart describes some cooperative learning structures that Kagan identifies as helpful and effective tools to build learning teams in classrooms. This chart outlines how each structure is developed and what its main purposes are. That is, the benefits for teamwork and communication building that learners will experience when taking part in these structures (Clowes, 2011).

Table 3.

Selected Structures

Structure	Description	Functions Academic & Social
Roundrobin (Kagan, 1989)	*Teamwork.* Every pupil then shares something with each of their teammates.	Telling stories and expressing viewpoints and opinions. Equal involvement and presenting oneself with co-workers.
Match Mine (Kagan, 1989)	*Communication Building.* Using only oral communication, students attempt to match the placement of items on a grid created by other pupils.	Vocabulary development, communication skills, role-taking ability.
Rallyrobin (Clowes, 2011)	Students take turns coming up with short spoken answers in pairs. For instance, you may list inactive materials, represent an event from a story, provide the steps of an experiment, or develop a list of adjectives to describe a character.	Vocabulary development, practicing speaking skills, expansion of vocabulary.
Inside-Outside Circle (Kagan, 1989)	*Multipurpose.* Pupils form two parallel circles around themselves, with the inside circle facing inside out and the outside circle facing outward. Students use flash cards or respond to teacher-based questions as they move on to each new partner.	Verifying comprehension, reviewing, processing, and assisting. guiding, interacting with others, and sharing.
Three-Step Interview (Kagan, 1989)	*Concept Generation.* In pairs, students interview each other in one way at first, then switching the roles. Each student shares what they discovered during the interview with the group.	Sharing personal information such as hypotheses, perspectives, reactions to a song, conclusion from a specific topic, participation, listening, speaking.

Note: Information obtained from Kagan's article.

These structures were chosen because I consider they can help to improve speaking skills in students; they will start knowing even more between them, and they will also interact with each other in order to develop real communication. Educators must assist each student so that they get involved in different activities. The main goal is that students feel inspired to talk with others without shame or fear of being judged.

CHAPTER II: METHODOLOGY

2.1.   Description of the study area / Study Group

This study will be handled on senior English language proficiency students at Teodoro Gómez de la Torre High School, which is located in Ibarra-Imbabura, specifically San Francisco. It is divided into two sections: morning and afternoon. There are approximately 3936 elementary, secondary, and high school students. It also employs 153 teachers; 92 are female and 61 of them are male. The study group of this investigation will be the 80 students of 2nd Baccalaureate parallel "A" and "G," of whom 45 are female and the rest are male, whose ages ranged between 16 and 18 years old.

2.2.   Research Approach / Type of Research

The type of methodology that will be implemented in this research will be a mixed-method approach. Creamer (2017), "Fully integrated methods research is an approach to mixed methods research where there is the intention to mix or integrate the quantitative and qualitative strands of study throughout each of the stages or phases of the research" (p. 246). Therefore, this investigation will gather a large quantity of data in order to analyze and give the best proposal for teachers and students. Furthermore, this method supports the research because of the use of various sources of data, making the investigation more accurate and credible for people.

To have a clearly understood of the quantitative and qualitative data, the kind of research that will be performed is explanatory design. It will offer comparable explanations for the incident. This design allows people to appreciate better the data collected. According to Buchanan (2013), there are three dimensions that will affect and interact during the investigation:

At present, when we refer to explanatory style, we mean more exactly the way that people explain the causes of bad or good events involving themselves along three dimensions. The first of these is the extent to which the explanation is internal ("It's me") versus external ("It's someone else"). The second is the stable ("It's going to last forever") versus the unstable ("It's short-lived") dimension. And the third is the global ("It's going to affect everything that happens to me") versus the specific ("It's only going to influence this") dimension. (p. 2)

2.3. Methods, techniques and instruments

2.3.1. Methods

> *Inductive method*

Streefkerk (2019) explains that the goal of the inductive method is about discovering or setting up particular details for broad statements. It means that we will formulate a new theory about the topic and use the data gathered to prove this theory. This approach consists of 3 steps to follow: making observations, searching for patterns, and creating a theory or generalized conclusion. Therefore, it is important to apply this method to determine its veracity.

> *Deductive method*

Conversely, the deductive method refers to going from the general conclusion to a particular detail that will be explored during the study. In other words, this method always begins with a theory, after we examine the specific details and choose the most probable one. There are three stages to follow: starting with an existing theory and generating a problem statement; creating a hypothesis that can be proved based on the theory; and collecting data to test the hypothesis. Thus, it is important to know how to do or develop this method to gather reliable information (Streefkerk, 2019).

> *Synthetic method*

Regarding the synthetic method, it is focused on analyzing and synthesizing the information from the study in order to provide a proper solution by developing cooperative learning strategies. Therefore, we need to be careful when handling the data and present the best explanation of the results that were obtained. Anzalone (n.d.) mentions that "Synthetic research insinuates a relationship of a meticulous process of discovering truth contradicted against a fabricated, as in concocted, reality. It is important to recognize the logical aspect of synthetic when examining what synthetic research can provide for architectural discourse" (p. 230).

2.3.2. Techniques and Instruments

> *Interview*

In this research, it will be employed a "semi-structured interview" to help obtain specific information regarding the use of cooperative learning strategies to improve speaking skills in senior students. This interview will be applied to the teachers in charge of the senior students at

"Teodoro Gómez de la Torre" High School. Exist some ways of conducting an interview; for instance, face-to-face, which is most commonly used; also, via phone or via the internet; it means that nowadays it is easier to gather information thanks to technology. The fundamental objective of an interview is to get reliable information about people's perspectives in order to be analyzed and synthesized, always with respect (Opdenakker, 2016).

➢ *Survey*

This technique helps to gather relevant information about oral activities and active participation of students in class which fosters English speaking. It will also help to recognize the main problem or specific facts in order to find a solution. The survey will be applied through a questionnaire to senior students. According to Story & Tait (2019), state that:

> Surveys provide evidence on practice, attitudes, and knowledge. (…). Like all research, surveys should have clear research question(s) using the smallest possible number of high-quality, essential, survey questions (items) that will interest the target population. Both researchers and readers should put themselves in the position of the respondents. The survey questions should provide reproducible results (reliable), measure what they are supposed to measure (valid), and take less than 10min to answer. Good survey research reports provide results with valid and reliable answers to the research question with an adequate response rate and adequate precision. (p. 192)

2.4. Population and sample

The population in this research will be all the 119 EFL senior students at Teodoro Gómez de la Torre High School. Three grades belong to senior students, as shown Table 4:

Table 4.

Number of EFL senior students at Teodoro Gómez de la Torre High School.

	Teodoro Gómez de la Torre High School			
Senior Students	2nd "A"	2nd "F"	2nd "G"	**TOTAL**
Number of Students	40	39	40	119

Note: Information obtained from Teodoro Gómez de la Torre High School page.

To calculate the number of the sample of this research, a table was made in Excel in order to obtain quickly the result, as it is shown in the next table:

Table 5.

Sample

Sample size calculation		
	Enter values:	
Desired confidence level (Z) =	**95**	**%**
	(enter number between 90% y	
	99%)	
Size of the universe (N) =	**119**	
Population proportion (p) =	**0,8**	
Desired error (e) = +/-	**5**	**%**
	Result:	
Sample (n)=	**80**	

Note: Table made in excel to obtain sample.

So, the number of students that I will apply the questionnaire and test will be 80 students from 119.

And the EFL teachers of 2nd Baccalaureate as presented in Table 6:

Table 6.

Number of EFL teacher from 2nd Bachelor

Senior Section	**2nd Baccalaureate**	TOTAL
Number of Teachers	2	2

Note: Information obtained fromTeodoro Gómez de la Torre High School page.

2.5. Procedures

This research will be supported by theoretical sustenance literature compiled from documentary and non-documentary sources to provide more credibility to the information that will be established. Regarding the documentary sources, primary materials such as thesis works and

research reports will be included. Respecting the non-documentary sources, it will be retrieved from journals and personal blogs that offer useful support to the current study.

Surveys and interviews are the primary tools to collect information since questionnaires through close-ending questions and interviews with semi-structured questions will be applied to achieve the study's goals. The questionnaires will contain questions that help to identify the problem in real circumstances in order to promote significant learning. It will help in coming to conclusions and providing teachers with the best alternative.

CHAPTER III: ANALYSIS AND DISCUSSION

This chapter includes relevant information about students and teachers' perceptions.

First, the analysis of the main findings of the students' survey.

3.1. Results of students' survey

Question 1.- Which of the following English language skills do you feel more comfortable with?

Figure 1.

English language skills preferences
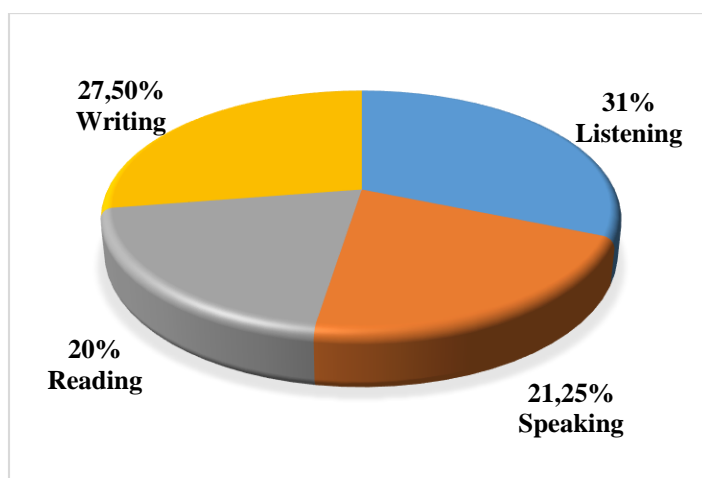
Note: The figure shows the data on English language skills preferences from students of 2nd year of baccalaureate at T.G.T. High School.

Analysis

Graph one shows the results for the question about students English language skills preferences. Data revealed that listening is the skill in which the participants feel more comfortable, followed by writing. On the contrary, according to the responses given by the participants, speaking and reading are the skills with which students feel less comfortable. This data suggests that evidently this particular group of students find difficulties when communicating orally. The causes have not been established yet. What can be brought into discussion is the fact that according to the responses given by the participants, there is a significant difference in favor of writing over speaking, the two productive skills.

Question 2.- How often does your teacher give you the opportunity to speak English in classes?

Figure 2.

Opportunities to speak in classes
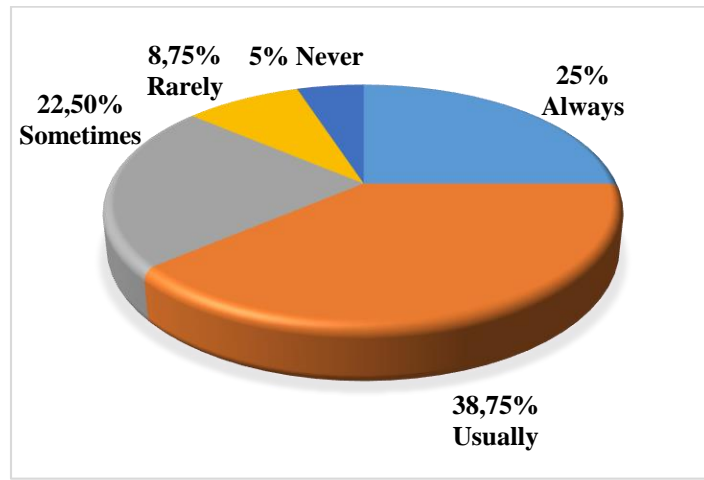
Note: The figure shows the data about opportunities to speak in classes from students of 2nd of Baccalaureate at T.G.T. High School.

Analysis

Figure two shows the results for the question about the frequency in which students have the opportunity to speak in classes. Data displayed that participants have sufficient time available to speak in classes. This data suggests that participants are able to start a conversation without problems. Nevertheless, it has not been noticed in real life. The causes have not been set up yet. What can be argued is that the answers given by this group of participants have a higher percentage, which indicates that they have many chances to speak in English classes.

Question 3.- Which of the following speaking tasks do you usually do in classroom?

Figure 3.

Tasks practiced in classes
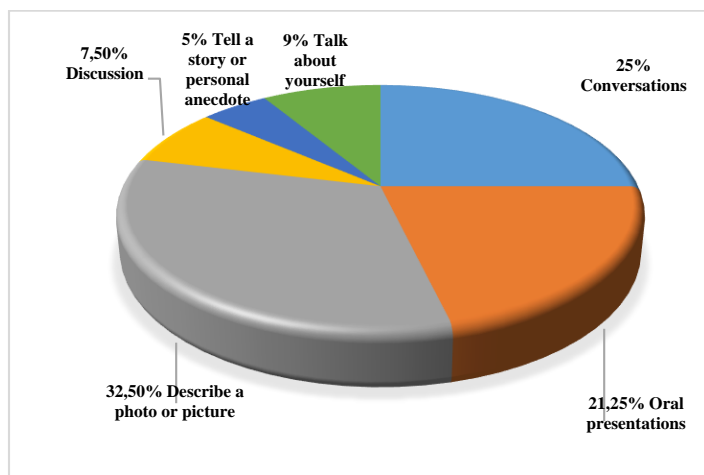
Note: The figure reveals the data about tasks practiced in classes from students of the 2nd of Baccalaureate at T.G.T. High School.
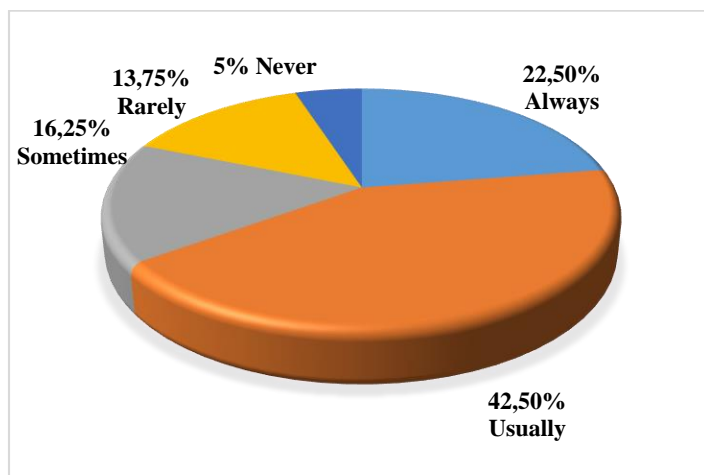
Analysis

Graph 3 shows the results for the question about what is the most repeated speaking task that participants do in the classroom. The responses given by participants have established that non-interactive tasks such as describing a photo or picture are the speaking tasks most frequently made in classroom, followed by oral presentations. On the other hand, answers given by participants showed that interactive tasks like conversations and discussions are less repeated in classrooms. According to this data, it can be inferred that the selected group of participants are not having interaction when doing this kind of activity. What can be discussed is that regarding these responses given by participants, there is a notable difference in the frequency of non-interactive tasks over interactive ones.

Question 4.- Do you think that work in groups help you to improve your speaking skills?

Figure 4.

Work in groups
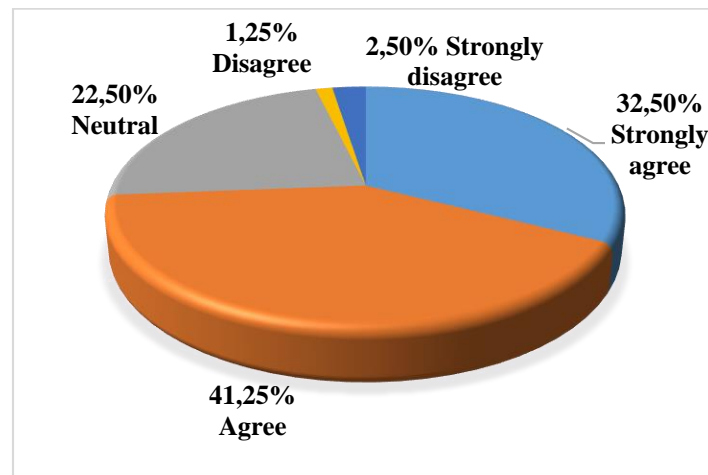
Note: The figure reveals the data of working in groups agreement from students of 2nd of Baccalaureate at T.G.T. High School.

Analysis

Graph four shows the results for the question about whether working in groups helps participants improve speaking skills. Data revealed that the majority of participants think that working in groups can help foster speaking skills. According to the responses of the participants, it can be said that learners feel more confident when speaking with classmates. The implications are not settled down yet. What can be inferred from participants' responses is that when students work collectively, they are inclined to speak without being scared of being judged for mistakes made.

Question 5.- Do you enjoy the speaking activities proposed by the teacher in classes?

Figure 5.

Speaking activities proposed by the teacher
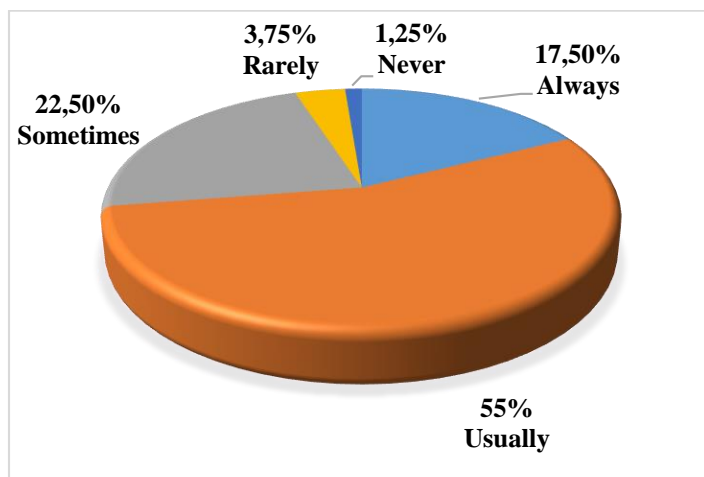
Note: The figure displays the data of speaking activities proposed by the teacher to students of the 2nd of baccalaureate at T.G.T. High School.

Analysis

Graph five shows the reactions to the question about whether participants enjoy the speaking activities proposed by the teacher. Data indicated that most participants that take part in the survey enjoy the speaking activities proposed by the teacher. In accordance with the responses given by the participants, it can be thought that the activities made by the teacher are not promoting interaction when communicating orally. The assumptions are not yet corroborated. What can be brought into discussion is if the kind of activities that teachers apply in classes promote intercommunication or only allow learners to produce words associated with the theme.

Question 6.- Do you think that your teacher gives you enough time to practice speaking?

Figure 6.

Time to practice speaking
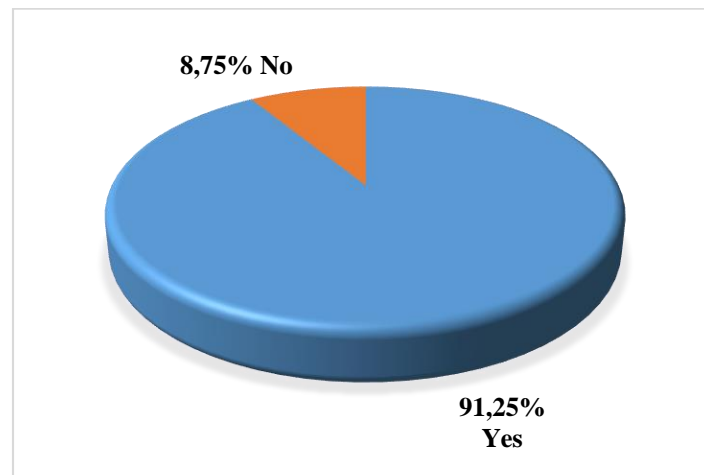
Note: The figure displays the data about time to practice speaking in classes from students of 2ⁿᵈ of Baccalaureate at T.G.T. High School.

Analysis

Figure six shows the results for the question about time provided in classes by the teacher to practice speaking. Data exposed that participants are sure that their teacher gives them enough time to practice speaking. It is widely known that teachers have only 3 hours per week to teach English. Conforming to the participants' answers, it can be inferred that a teacher distributes correctly the time in each English language skill. There are not valid foundations until now. What can be debated with the responses given by the participants is about what type of framework the teacher uses to develop a speaking class.

Question 7.- How often do you make oral presentations in the English class?

Figure 7.

Oral presentations in class

Note: The figure shows the data about the frequency of doing oral presentations in classes from students of 2nd of Baccalaureate at T.G.T. High School.

Analysis

Graph seven shows the outcomes for the question related to the frequency of making oral presentations in class. Data displayed that participants make on repeated occasions oral presentations in classes. It seems that learners have the confidence to be in front of class talking about something. In accordance with the responses given by the helpers of this research, it can be understood that this specific group of participants can master the language without having troubles. There is not support for this comment yet. What can be considered is that when participants prepare a presentation, they opt to memorize every single word to make a good presentation.

Question 8.- What of the following cooperative activities do you usually do in the classroom?

Figure 8.

Cooperative activities
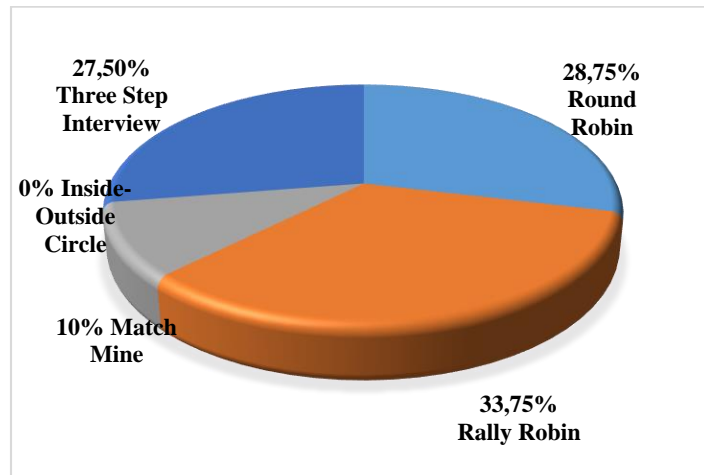
Note: The figure reveals the data about which is the most cooperative activity repeated in classes from students of 2nd of Baccalaureate at T.G.T. High School.

Analysis

　　Graph eight shows the results for the question about cooperative activities made in class. On one hand, data exposed that rally robin is the main cooperative activity that participants practice in class, followed by round robin. In contrast, they have never been involved in inside-outside circle activity. Based on the responses of the participants, it can be interpreted that most students can establish a real communicative conversation. However, there are not many points in favor. What can be examined is how a teacher can prove if learners are able to start a real-life speaking activity that involves interaction but without students having to memorize something.

Question 9.- Would it be a good idea that teacher applies cooperative learning structures to help you to improve speaking skills?

Figure 9.

Cooperative learning structures applied by teacher
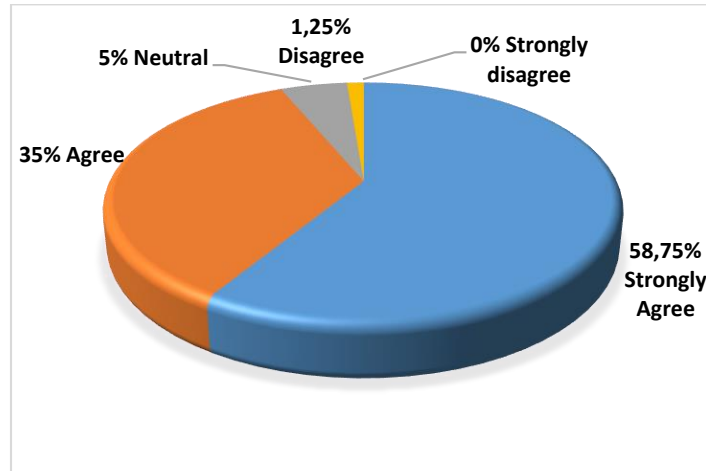
Note: The figure displays the data about if it is a good idea that teachers apply the cooperative learning structures in classes from students of 2ⁿᵈ of Baccalaureate at T.G.T. High School.

Analysis

Figure 9 reveals the results for question about cooperative learning structures applied by the teacher to improve speaking skills. Data showed that more than half of participants are extremely in concordance that would be an excellent plan that teacher put into practice cooperative learning structures in order to improve speaking skills. The responses given by participants indicate that learners really want to be connected with English language. Nonetheless, it is well-known when learning a second language, people do not like to start learning because they do not understand or simply due to they have never heard anything about the language. What can be argued is the correct enforcement of these kind of structures in order to students use English language to interact and improve communicative competence.

3.2.   Results of teachers' interview

Question 1: In your own words, could you explain what is communicative competence for you, and can you describe the relationship between speaking and communicative competence?

"Communicative competence is when a person is aware to communicate, and another language can communicate their thoughts, their ideas, in a very good way."

The first question displays some similarities, which emphasizes the importance of communication rather than only speaking; it means the development of effective communication. It highlights the sociocultural aspects of communication. It implies that learners must comprehend that interaction with sociocultural context is crucial for developing communicative competence. Finally, it is important to consider this point because this is the main goal when people learn any language: to have proficiency and master that language.

Question 2: Do you know what sub-skills are related to speaking, and how do they foster efficient oral communication?

"We are going to use another kind of things, that are, for example, the fluency, spelling, grammar, punctuation, or something related to this. The vocabulary also is included when you are speaking."

For question number two related to sub-skills of speaking and how they foster oral communication, fluency, spelling, grammar, and vocabulary are frequently mentioned. There are more sub-skills that are really important too, such as stress, intonation, pronunciation, and accuracy; all these sub-skills are needed when people are talking in the English language. This suggests that there is a significant recognition of how important these elements are to the growth of communicative competence. The responses given by the participants of this interview mentioned that activities like discussions, debates, and role-play are emphasized as effective activities to enhance speaking skills. This implies that participants agree that interactive exercises are beneficial for English language learning.

Question 3: Are you familiar with cooperative learning? If so, how often do you use it in your classes and what for?

"This is in order for our students to try to work together. This is a way they are going to help each other."

Regarding question number three associated with familiarity with cooperative learning and frequency of use it in classes. Data revealed a significant pattern: students feel more comfortable and are encouraged when they work cooperatively, support each other, and solve problems in groups. This displays an agreement of the benefits that cooperative learning can provide in fostering teamwork as well as mutual assistance. Furthermore, information given by interviewees indicated that in cooperative learning, educators can combine stronger with weaker students in order to have a balance in teamwork. This can be interpreted as a favorable tactic to strengthen the cooperative work in the English language learning process. Cooperative learning is frequently used in classes, which can be used to reinforce speaking skills.

Question 4: In your experience, how do you consider that cooperative learning helps students to improve speaking skills?

"They have the opportunity to feel confident with each other," "They feel more secure."

"Stronger students help to the weaker students," "They are going to help each other, and they are going to learn from their peers in a better way."

For question number four correlated with the effectiveness of cooperative learning to improve speaking skills, data showed key points that are evident when working with cooperative learning. For instance, one relevant aspect is that CL may promote students' confidence and comfort levels, enabling learners to express ideas more freely. With the goal to foster peer support and cooperative learning, stronger and weaker students are constantly mixed. Thus, cooperative learning is seen as helpful for both sides. Another relevant detail is the teacher facilitation; it means that teachers are the primary actors when cooperative learning activities in the classrooms in order to guarantee that every group is balanced and focused. Answers collected state that cooperative learning is a successful approach to achieve learning goals, especially communicative competence, which is the main objective in speaking lessons.

Question 5: Do you think there are any drawbacks of using cooperative learning in your teaching context?

"Some students are reluctant to cooperate fully and encouraging participation and collaboration is difficult"

The fifth question is associated with the drawbacks of using cooperative learning. Data revealed that educators can present challenges when planning a speaking class; it seems difficult because of student unwillingness and low participation. Based on the answers provided by interviewees, an evident point that can be identified is that teachers should assist learners so that they can learn from their mistakes. This suggests a conviction in the value of teachers' guidance and intended learning. In addition, low-level students have troubles understanding the assignments, which hinders them from getting benefit from CL. So, it is vital to mix the groups in a balanced manner in order for pupils to start feeling confident when talking.

Question 6: What cooperative structures do you usually use with your students to promote speaking interaction?

"They can feel secure or comfortable when they speak their ideas," "when they are discussing some topics."

Question number six is related to the advantages of using cooperative learning. Research showed that working in couples or groups can make students feel inspired and comfortable when speaking different topics in the class; it highlights the importance of confidence between students, especially when they participate in cooperative exercises. Moreover, based on the interviewees responses, it can be appreciated that cooperative activities allow them to express their thoughts, beliefs, perspectives, or points of view, which is valuable to promote their critical thinking. Short interviews and group discussions are tools that can lead to effective communication among students, including topics of daily activities such as hobbies, music, studies, and family. Nevertheless, it is well known that developing speaking skills is an arduous process that requires patience and willpower from both teachers and students, and an effective way that can be applied in classes is cooperative learning.

Question 7: Do you think would it be a good idea to have a pedagogical guide oriented to develop speaking skills using cooperative learning?

"It's quite difficult to try to look for it in the Internet, a different kind of activity."

"It's easier because I have the guide. So it's better. It helps us to save time and to work better with the students."

Question number seven highlights the benefits of using a pedagogical guide for teaching. Recollected data displayed that educators present struggle to find a wide range of online activities, making significant the idea of having a guide. This guide can save time and allow teachers to work with efficiency in their teaching process. Any support aid helps in learning a language, especially when it is tailored to the learner's needs and teacher's context. Lastly, it can be noticed that a pedagogical guide is seen as an integral element that provides further support, as well as the resources available on the internet. Educators appreciate the help of the guide, making it valuable to their teaching materials.

3.3.   Discussion

English is one of the most relevant subjects that is considered throughout the development of education, and educators are an essential part of this educational process. In order to teach effectively English-speaking skills, they must be familiar with the appropriate language teaching methodologies and approaches. Witcher & Onwuegbuzie (1999) mention that effective teachers are those who make an extraordinary and prevailing impact on their students' lives. It means that teachers have to do arduous work in terms of including the best teaching methods and techniques to obtain higher educational performance and academic accomplishments.

During the interview, it was found that the teachers in this study were familiarized with some cooperative learning strategies. Pateşan, Balagiu, & Zechia (2016), "This approach has demonstrated that well planned and performed, the classes of English based on cooperative learning lead to true achievements and positive relationships among students" (p. 478). It means that through CL, learners are able to create their communicative language skills and motivation, appreciate others' opinions, and build lasting relationships with classmates. In the survey, it was noticed that most participants are involved in activities that do not promote interaction. It is relevant for teachers to choose the most effective activities that lead to cooperation among learners.

By applying different cooperative learning structures, learners will be able to improve their speaking skills.

"Speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that they are able to create good communication" (Laksana, 2016, p. 5). Most participants agreed that educators' concern is that learners can just merely speak the language but not communicate effectively. On the contrary, evidence demonstrated that most learners preferred writing over speaking. It is well known that speaking is one of the hardest skills to develop in language learning. It is certainly true that speaking requires mastering the language appropriately in terms of form, meaning, and use, as well as negotiation of meaning in order to interact with others. Therefore, when talking about speaking skills, it is important to highlight that it is an interactive process where speakers can create meaning by generating, obtaining, and interpreting information.

To conclude, educators have a pivotal role in developing students' English-speaking skills by employing effective language teaching methods. Cooperative learning strategies are an effective guide to improve speaking skills, peer and group relationships, and self-esteem. However, many students prefer writing or reading over speaking, which means that their communicative competence is not developed yet or they are afraid to make mistakes when speaking. Since speaking is a challenging skill that requires active use of the language, educators should focus on activities that encourage interaction and cooperation to help students improve their speaking abilities.

3.4. Impact Analysis

Table 7.

Educational Impact

Impact Level	-3	-2	-1	0	1	2	3
Indicator							
Student academic level						X	
Student speaking level						X	
Student critical thinking							X

		X	
Student performance level		X	
Teacher performance level		X	
Material methodology			X
Student performance in groups			X
Total		8	9

Note: This table shows the educational impact of the proposal.

$\sum = 17$

$$\text{Educational impact level} = \frac{\sum}{\text{Number of educators}}$$

$$NI = \frac{17}{6} = 2{,}8$$

Educational impact level= Positive

Analysis

The impact of a student's academic level is significant as teachers provide the guidance necessary to learners in the proposed tasks.

Regarding the speaking level of students, the impact is great; thanks to the guide resource that was elaborated principally to foster speaking abilities, learners will achieve a high impact in this part without doubt.

The student's critical thinking is noted in a high impact because the proposal is planned in a way that learners can share their points of view, opinions, and ideas of different interesting topics that are related to the current life.

The level of the student performance is predicted to influence a high impact since the material of the proposal is intended to improve one of the productive skills: speaking.

In regards to the teacher's performance level, the impact influence is 2, since educators will guide and walk through this arduous path, handling the material and managing the situation in the best way.

The material methodology is expected to produce a high impact since it contains a wide range of activities that were developed in the ECRIF framework in order to obtain good results when learners are involved in an English-speaking class.

The student's abilities to work in groups are predicted to have a high impact since the pedagogical guide includes cooperative learning structures that will help students to interact with their classmates.

Table 8.

Social Impact

Impact Level	-3	-2	-1	0	1	2	3
Indicator							
Student effectiveness and performance							X
Integration teenagers – tutors - teachers						X	
Life quality of students							X
Speaking							X
School – family – society projection						X	
Total						4	9

Note: This table shows the sociocultural impact of the proposal.

∑= 13

$$\text{Social Impact} = \frac{\Sigma}{\text{Number of educators}}$$

$$NI = \frac{13}{6} = 2{,}2$$

Social impact level= Positive

Analysis

Regarding effectiveness and student performance, it is predicted to have a relevant impact. With the elaborated guide, this proposal will be conducted with caution in order to take advantage of the tasks and develop the different skills.

The incorporation of the teenagers along with their educators and tutors, the impact has a score of 2, since collective work is promoted and will generate a real interaction among these people.

In regards to the quality of life of the students, it is awaited to have a high impact since this pedagogical guide is full of opportunities to think and talk about different real-life topics in such a way that learners can achieve their desired goals.

While speaking skill is a key point in the present study because the proposal contains activities that promote the development of social skills such as the interaction among students and teachers as well as the speaking ability.

About the last indicator, I believe it is predicted to produce an impact of 2, since this proposal will allow individuals to be interested in the English language, embracing the school, family, and society.

CHAPTER IV: ACADEMIC PROPOSAL

4.1. Methodological frame (layout)

4.1.1. Encounter: Inductive / deductive presentation

Encounter is the first stage of this learning process; it stimulates the schema, in which students hear or see unfamiliar terms and realize they do not know it. A teacher must choose the most convenient exercise and material in order to create situations in which learners can get knowledge about the target language. This stage may include tasks such as matching activities, pictures, storytelling, sorting, predicting, or identifying correct and incorrect answers (Briones, K., 2022).

4.1.2. Clarify

At this stage, learners attempt to determine the meaning and form of the target language or structure. They start by learning what each word means—its accurate pronunciation and spelling, along with its structure—and eventually learn how to use it in a simple sentence. Students reflect on new language structures or vocabulary; they ask their own questions in order to clarify any confusion about the form, meaning, and use of each word or grammar structure (Muñoz, E. 2013).

Educators must check or assess students' understanding by using CCQ's (Comprehension Checking Questions) to be sure moving through the next stage. According to Briones (2022) exists four kinds of CCQ's: "non-verbal affirmation, positive/negative, discrimination, and short answer" (p. 21).

4.1.3. Remember

This phase makes reference to the process of learning new information by heart. At this point, the scaffolding becomes stronger. This stage is distinguished by drilling and repetition activities including picture cards, information gaps, matching, reading scripts, scrambled sentences, and short answer exercises. These activities are known as controlled practice, in which the teacher provides the guidance necessary so that students can achieve with success the activity. In this way, learners will feel confident in themselves and may develop accuracy with the target material (Briones, K., 2022).

4.1.4. Internalize

At the internalized stage, the target material is preserved in long-term memory. This phase is centered on ongoing less controlled and more independent practices where students can select alternatives based on the information provided and make appropriate judgments without the teacher's assistance. Once the target language or grammar has been assimilated, the learner will not need assistance because the information already exists in his memory. Furthermore, students are expected to use the language with less difficulty. Activities like finding someone who, information gaps, role plays, discussions, and debates include this phase (Briones, K., 2022).

4.1.5. Fluent Use

This is the last phase and the main objective of the learning process. At this point, learners are able to speak the language clearly and in a way that is relevant for them. The dynamic of interaction is typically in peers or small groups. The result of learners' comprehension and internalization of the intended material is the production of knowledge. Poster presentations, narratives, conversations, debates, and role plays are all used fluidly. It is crucial to highlight that during fluency exercises, teachers should not provide feedback because it hinders the language's natural production of learners (Briones, K., 2022).

4.2. Introduction

This proposal seeks to strengthen students speaking skills through an ECRIF framework using real-world activities of current life topics. The ECRIF framework is considered one of the most effective because it can help learners to be involved in a dynamic class. This frame allows learners to interact with the English language as well as with their classmates. Each stage gives learners the opportunity to foster their speaking abilities. Thus, when they start knowing original conceptions, clarifying their significance, remembering and training them, they eventually will internalize and use them fluently. Additionally, it can help to create a productive environment between teachers and students. By engaging students in cooperation, active communication, and negotiation of meaning, this frame supports both communicative competence development and motivation.

4.3.Objective

Enhance EFL students speaking skills through ECRIF frame using real-world activities of current life topics.

GUIDE CONTENT

UNIT 1: People

Lesson A: Meeting an Old Friend

Lesson B: Have you ever?

Lesson C: John and Mary's family

Lesson D: Important People in Our Lives

PROJECT 1: Someone I admire!

UNIT 2: Having fun with friends

Lesson A: Spending Time with Friends

Lesson B: Party time

Lesson C: Adventure swimming Pool

Lesson D: Let's Party!

PROJECT 2: Friendship Celebration

UNIT 3: People's life

Lesson A: Unpredictable day

Lesson B: Teacher's advice

Lesson C: Talking with Malala

Lesson D: What is your favorite artist?

PROJECT 3: The life and journey of my favorite artist

UNIT 1: PEOPLE

LESSON A: MEETING AN OLD FRIEND

1. Have you recently met someone you hadn't seen for a long time?

2. Why hadn't you seen this person?

Heads together

Happy old friends accidentally meeting outside

1. Match the words with the pictures.

| **a.** friendship | **b.** hug | **c.** catch up | **d.** rekindle |
| **e.** bond | **f.** hang out | **g.** chatter | **h.** gathering |

2. Answer your teacher questions.
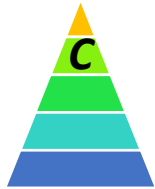
- ✓ Do you give a hug by shaking hands? _____
- ✓ Is hanging out something you do to relax or to study hard? _____
- ✓ If you want to feel close again with an old friend, what might you try to do?

  _____

- ✓ What do you do when you catch up with an old friend? _____

3. Complete the sentences with the correct form of the word.
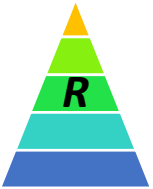
1. After years apart, they decided to _____ their old friendship.
2. We plan to _____ with some friends at the park this weekend.
3. She gave him a big _____ when they met at the airport.
4. The _____ at the family reunion was filled with laughter and good food.
5. They spent hours just _____ about everything and nothing.
6. Their _____ grew stronger over time, as they supported each other.
7. It was nice to _____ with an old friend over coffee.
8. The strong _____ between them was evident to everyone.

a.	friendship
b.	hug
c.	catch up
d.	rekindle
e.	bond
f.	hang out
g.	chatter
h.	gathering

4. Order the following words to make sentences.

1. friendship / our / has / stronger / grown / over / the / years.

_____

2. gave / she / friend / her / a / warm / hug.

_____

3. need / we / to / catch / up / on / times / old.

_____

4. want / they / to / rekindle / their / relationship / old.

_____

5. siblings / the / share / bond / a / special.

_____

6. like / they / to / hang / out / after / school.

_____

7. room / the / was / filled / with / chatter / happy.

_____

8. had / we / a / gathering / family / last / weekend.

_____

5. Complete the conversation with the words from the box. There are 2 extra words.

bond	gathering	rekindle	hang out	chatter
		catch up		

Jane: Hey! It's been so long. We really need to _____ soon.

Rouse: I know! How about we _____ at the café this weekend?

Jane: That sounds great. I can't wait to catch up and _____ about everything that's been happening.

Rouse: Me too! It's always fun to just relax and _____ with friends.

Work in pairs

6. Choose one of the following scenarios. Then, create a short conversation in which you must include some vocabulary that you learned.

Scenario 1: Two friends haven't seen each other for years and are meeting at a café. They need to catch up and rekindle their old friendship.

Scenario 2: A group of friends is planning a weekend gathering where they will hang out, chatter, and bond over activities.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Role play

Group discussion

7. Discuss the following prompt with your group.

Describe a perfect day spent with friends. How would you hang out, what kind of gathering would it be, and how would you catch up and bond with each other? How important is it to rekindle old friendships and why?

Round Robin

LESSON B: HAVE YOU EVER?

1. Choose a different partner for each question and ask the following statements.

Find Someone Who…

Find Someone Who…	Name	Follow-Up Question	Answer
…has eaten a strange food.		What food did you eat?	
…has met a famous person.		Who did you meet?	
…has attended a live concert.		When was the concert?	
…has read a book in English.		What book did you read?	
…has visited another city/country.		When did you visit?	

1. She cooked dinner yesterday for her family and friends.
2. They watched a movie together last weekend at home.
3. I visited Italy last summer and enjoyed the beautiful scenery.
4. They have visited several countries during their summer vacations together.
5. He traveled to New York in 2019 for a reunion.
6. He has completed all assignments before the deadline to socialize.
7. I have learned a lot from spending time with friends.
8. They have traveled to many countries, making memories with family.

2. Read the sentences above and answer the questions.

Is simple past formed using past tense of verbs? _____
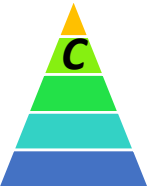
Is present perfect formed using a form of have plus the past participle of verbs? _____
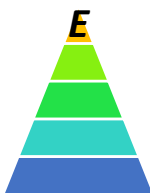
2.1 Read again and re write the sentences in the section of the table that correspond.
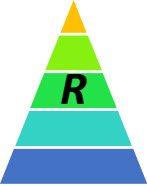
Present Perfect	Past Simple

3. Answer your teacher questions.

✓ Does the present perfect tense connect the past to the present? _____

✓ Did you say "I visited" or "I have visited" to talk about last year? _____

✓ Can you give an example of a sentence in the past simple?

_____

✓ When do we use the present perfect tense? _____

4. Complete the story by filling in the blanks with the correct form of the verb in parentheses. Use either the past simple or present perfect tense.

The Family Reunion

Last summer, Tom and his family _____ **(decide)** to have a big family reunion. They _____ **(organize)** the event for months, and finally, the day _____ **(come)**. Early in the morning, they _____ **(prepare)** the house and _____ **(welcome)** relatives from all over.

Tom _____ **(never/meet)** some of his cousins before, so he was excited to get to know them. When everyone _____ **(arrive),** they _____ **(start)** with a barbecue. The atmosphere _____ **(be)** lively, and the stories _____ **(become)** more interesting as the evening _____ **(progress).**

When the guests _____ **(leave)** that night, everyone _____ **(feel)** satisfied and happy. It _____ **(be)** a day that would always hold a special place in their hearts.

63

5. Complete the following sentences with your own ideas, using the correct form of the verb in either the past simple or present perfect tense.
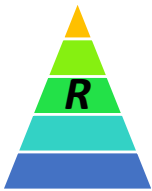
Last weekend, I _____

Yesterday, she _____

When I was a child, I _____

I have never _____

They have _____

6. The following text contains several errors in the use of past simple and present perfect tenses. Identify the errors and correct them.

My best friend, Emma, has been my closest friend since we are children. We have met at school when we were seven years old, and we are friends ever since. Over the years, we did many things together. We has gone to the same university and studied the same major. Last year, we have traveled to Spain together, and it was an amazing trip. We have visited several cities, and we was fascinated by the culture and history. Since then, we planned another trip, but we haven't decided where to go yet. Emma has always supported me, and she is always there when I needed her. I am grateful to have her in my life.

7. Share your point of view.

"It is better to have a few close friends than many acquaintances."

In this debate, you will be divided into two groups. One group will argue that it is better to have a few close friends, while the other group will argue that it is better to have many acquaintances. Use the past simple to describe specific personal experiences and the present perfect to discuss general benefits and ongoing impacts. Prepare your arguments, present them clearly, and respond to your opponent's points using both tenses.

LESSON C: JOHN AND MARY'S FAMILY

1. Work with a partner and answer the following questions.

a) Who is your mother's mother? _____
b) What do you call your father's son? _____
c) Who are your parents' children? _____
d) What is your father's brother called? _____

Rally Robin

2. In pairs, observe the picture and tell your partner what you see. Focus on the relationship between the members of the family.
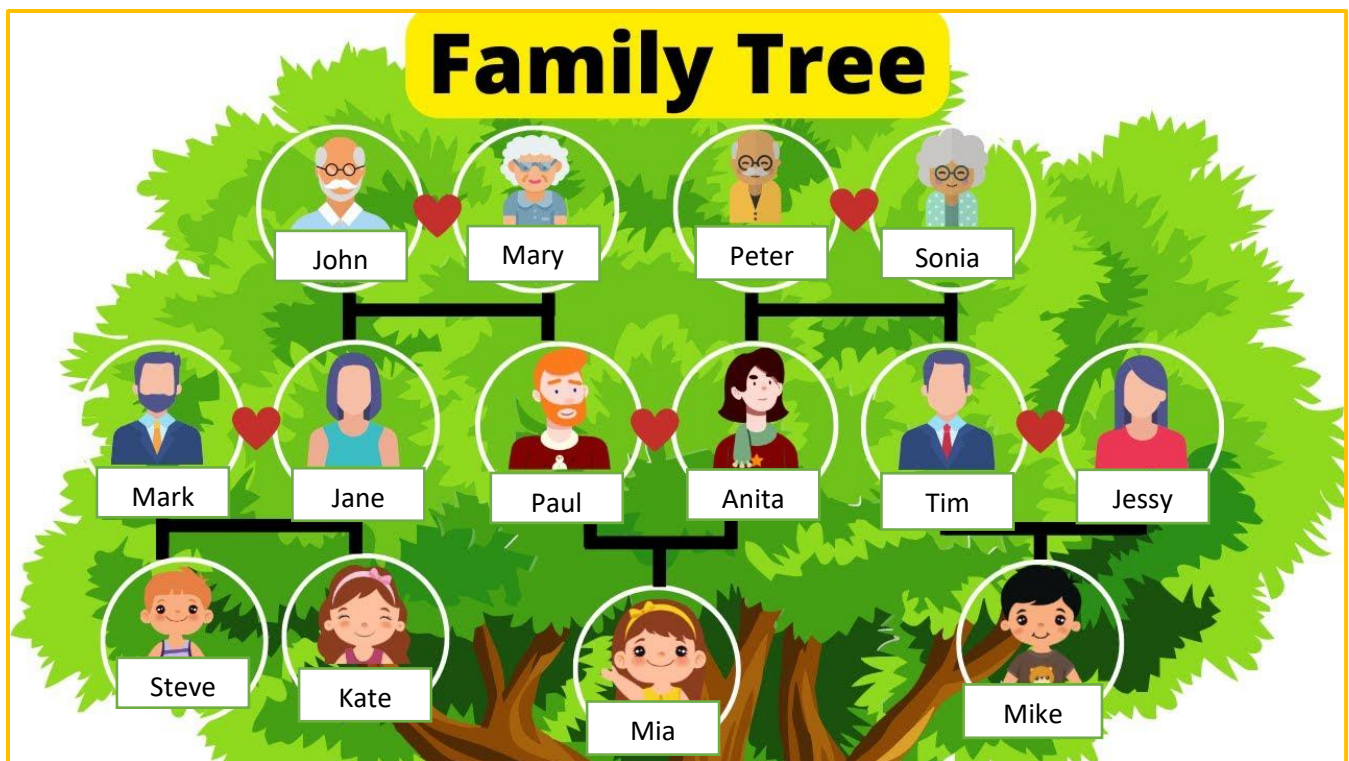
Family tree, family members

3. Answer your teacher questions.

✓ Is a cousin a sibling of your parent? _____

✓ Is an aunt your mother's sister or your father's brother? _____

✓ Can you give an example of a family member who is not a direct relative?

_____

✓ What do you call your parents' children? _____

4. Answer the following questions based on the family tree above.
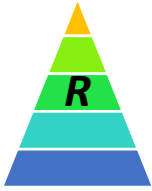
1. Who are John and Mary? John and Mary are Mia's _____
2. Who is Kate? Kate is Mary's _____
3. Who are Steve, Kate, and Mia? They are John's _____
4. Who is Anita? Anita is Mike's _____
5. Who is Jane? Jane is Paul's _____
6. Who is Mia? Mia is Steve and Kate's _____
7. Who is Paul? Paul is Kate's _____
8. Who are Peter and Sonia? Peter and Sonia are Anita's _____

5. Draw your own family tree. You can use pictures if you want. Present to the class.

6. After you have drawn your family tree, you are going to present and describe your family members and the relationship between them.

_____
_____
_____
_____
_____
_____

Group discussion

7. Discuss the following prompt with your partner.

Who is the most important member of your family? Why?

Describe the character, give details and reasons to support your arguments.

Big Family

LESSON D: IMPORTANT PEOPLE IN OUR LIVES

Importance of family

- Who is the most important person in your life?
- Why are they important to you?

Heads together

1. Work in pairs to match descriptions.

a) Mentor
b) Role model
c) Friend
d) Supporter
e) Leader
f) Acquaintance

Match Mine

_____ A close, trusted person with whom you share a personal relationship.

_____ An experienced advisor who guides and supports someone.

_____ A person who guides and inspires others to achieve common goals.

_____ Someone you know casually, without a deep personal connection or close relationship.

_____ A person admired and imitated for their qualities or achievements.

_____ Someone who encourages and helps another person or cause.

2. Answer your teacher questions.
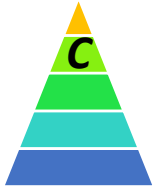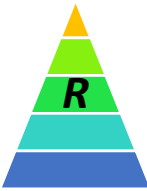
- ✓ Can a role model inspire you to be a better person? _____
- ✓ Is a friend someone you trust or someone you avoid? _____
- ✓ Who do you think is a good leader? _____
- ✓ What makes someone an acquaintance instead of a friend?

    _____

3. Choose the best option for the sentences.
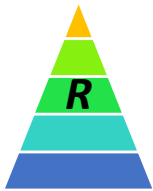
1. A _____ is someone who provides advice and helps guide you in your career or life.
   a. friend   b. colleague   c. mentor   d. classmate

2. I look up to my older sister as a _____ because she always sets a good example.
   a. partner   b. teammate   c. acquaintance   d. role model

3. My best _____ always supports me and makes me laugh when I feel down.
   a. neighbor   b. friend   c. mentor   d. classmate

4. I only met her a few times at parties, so she is more of an _____ than a close friend.
   a. acquaintance   b. inspiration   c. friend   d. teammate

5. As the team captain, he's a natural _____ who motivates everyone to do their best.
   a. supporter   b. mentor   c. leader   d. colleague

6. My parents have always been my biggest _____, encouraging me to follow my dreams.
   a. leader   b. teammate   c. friend   d. supporter

7. A good _____ listens to your problems and helps you find solutions, even if they don't always agree with you.
   a. friend   b. mentor   c. neighbor   d. acquaintance

8. A great _____ not only gives orders but also leads by example.
   a. acquaintance   b. leader   c. role model   d. supporter

4. Read each situation and categorize it by matching it with the appropriate vocabulary word.

1. This person helps me prepare for big decisions in my life and gives me advice. _____

2. I admire this person because they always do the right thing and inspire others. _____

3. We have known each other since childhood, and I can always count on this person. _____

4. This person always encourages me when I feel down and believes in my potential. _____

5. This person is in charge of making decisions for the group and motivates us to work harder. _____

6. I see this person from time to time at social events, but we don't know each other very well. _____

5. Complete the following conversation with the appropriate word.

role model	friend	mentor	supporter

Mike: I'm really looking for a _____ to guide me through my new job.

Joss: You should talk to Jane. She's a great _____ and has a lot of experience.

Mike: That's perfect! I could also use a _____ to give me encouragement during this process.

Joss: In that case, you should reach out to my _____. They are very supportive and always offer great advice.

TPS

6. Read each prompt and write a response using the appropriate vocabulary. Share your answers with your partner.
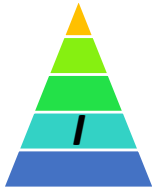
Describe a time when someone helped you with advice or guidance. *(Use: Mentor)*

_____
_____

Explain how a close friend supports you during challenging times. *(Use: Friend)*

_____
_____

Mention a person you know casually but don't have a close relationship with. *(Use: Acquaintance)*

_____
_____

7. Work in pairs, one students will act as the interviewer and the other as the interviewee. The interviewer will ask the scenario-based questions, while the interviewee responds using the vocabulary words. Then, you will rotate the roles and share the answer with other classmates.

1. Can you tell me about a mentor who has guided you? How did they help you?
2. Who is your role model, and why do you look up to them?
3. What qualities do you value most in a friend? Can you share a story about a friend who has been there for you?
4. Who has been a strong supporter in your life? How have they encouraged you?
5. Have you ever had a leader who inspired you? What made them a great leader in your eyes?
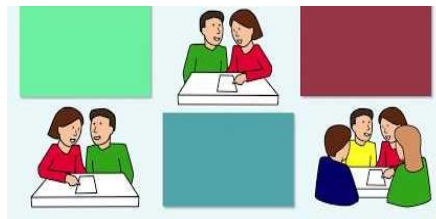
Three Step Interview

PROJECT 1: Someone I admire!

For someone I admire

Step 1

Select a person that you admire. This person must be a family member, friend, or a public figure.

Step 2

Each student must research each person's life, achievements, and reasons for admiration.

Step 3

- ✓ Prepare and perform a spoken interview.
- ✓ Create a list of interview questions (at least 6 to 7 questions) that cover background information, achievements, personal impact and future plans/influence.
  - What did you do before you became a well-known person?
  - How has your work influenced others?
  - How has your role model influenced your life?
  - How have your achievements shaped your future goals?

Step 4

In your group, you must choose one person from all that you made the research. Finally, you will prepare a presentation from this person and share with the class.

Remember to use the present perfect and past simple tenses.

You can use the vocabulary that you learned through this unit.

72

UNIT 2: HAVING FUN WITH FRIENDS

LESSON A: SPENDING TIME WITH FRIENDS

1. Have you *already* made plans to meet your friends this week, or have you met them yet?

2. Did you do something fun with your friends recently, or are you planning something you haven't done *yet*?

Spend time with friends

Heads together

A **collocation** is a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives.

Example: fast food, quick shower, commit suicide.

1. Match the following collocations.

_____ make

_____ spend

_____ go

_____ have

_____ share

_____ go

_____ stay

a. a chat
b. plans
c. in touch
d. memories
e. out
f. for a walk/drink/meal
g. time

2. Answer your teacher´s questions.

C
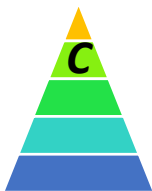
- ✓ Have you already made plans for the weekend? _____
- ✓ Do you prefer spending time alone or with friends? _____
- ✓ Can you think of an example of a place you usually go out to with friends?
  _____
- ✓ What does "stay in touch" mean? _____

3. Fill in the blanks with already or yet and the correct form of the verb. Then read the conversation out loud with a partner.

R

Already

Used to talk about something that has happened or been completed before now or earlier than expected, typically in positive sentences.

"I have already made plans for the weekend."

Yet

Used to talk about something that hasn't happened but is expected, typically in negative sentences or questions.

"I haven't made any plans yet."

Alex: Hi Jordan! Have you _____ **(finish)** the report?

Jordan: Not _____. I was working on it this morning. How about you? Have you _____ **(send)** the email to the client?

Alex: Yes, I _____ **(send)** it out this morning. I've _____ **(receive)** a reply.

Jordan: That's great! I haven't heard back from the team _____.

Alex: No worries. They usually respond by the end of the day. Have you _____ **(review)** the new proposal?

Jordan: Not _____. I plan to do that after I finish the report.

Alex: Sounds like a good plan. Let me know if you need any help with the proposal later.

Jordan: Will do. Thanks!

4. Complete the sentences using either already or yet with the correct form of the verb in present perfect or past simple tense.

R
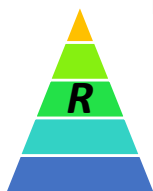
1. I _____ **(make)** plans for the weekend, but my friends haven't decided _____.
2. We _____ **(go)** for a walk yesterday, but we haven't gone for a meal _____ this week.

3. She has _____ (share) her memories from the trip, but I haven't heard about yours _____.
4. Have you _____ (spend) time with your family this week?
5. We _____ (have) a chat about the project, but we haven't finished it _____.
6. I _____ (invite) them to the party, and they've _____ (accept) the invitation.
7. Have you _____ (stay) in touch with your classmates since graduation?
8. They _____ (go) out for dinner last night, but I haven't heard about it _____.

5. Decide if the statements are true or false. In case they are false, correct them.

	T	F
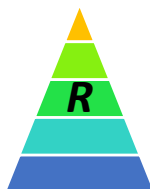
1. I have already finished my homework, but I haven't finished it yet.

_____

2. She hasn't gone out for a meal yet, but she has already gone for a walk.

_____

3. They have already shared their memories, but they haven't shared them yet.

_____

4. I've made plans to visit my friend, but I haven't made plans yet.

_____

5. He has already invited them for a drink, and he hasn't invited them yet.

_____

Work in pairs

6. Get in pairs: one person is student A and one is student B.

Pretend you want to invite your best friend to watch a movie or to have ice cream in the park. Student A invites student B. but there is a problem: student A's parents do not allow him/her to go because he/she got bad grades last month. Student A and b try to find a solution together to be able to go.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
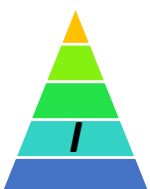
Role play

Group discussion "How do you spend time with friends?"

7. In small groups discuss the following statements:

- ✓ Have you already made plans to meet your friends this week?
- ✓ What activities have you already done with your friends this month?
- ✓ Is there anything you haven't done yet with your friends that you want to do?
- ✓ Have you gone out for a meal or stayed in touch with any friends recently?

Round Robin

LESSON B: PARTY TIME!

Planning a Graduation Party on a Budget

1. Linna is preparing for her graduation party. Look at her list and write sentences about what she has already done and what she hasn't done yet. Use already and yet.
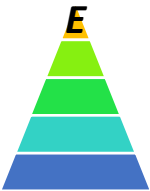
1. make a list of all her family and friends ✅
2. decide where to have the party ✅
3. send invitations to family and friends ❌
4. reserve a restaurant ❌
5. plan the food ✅
6. order the drinks ✅
7. buy the dress ❌
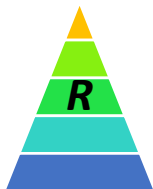
1. Linna **already** made a list of all her family and friends.

_____

2.

_____

3.

_____

4.

_____

5.

_____

6.

_____

7.

_____

2. Answer your teacher questions.
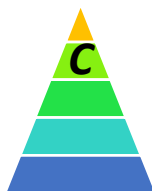
✓ Have you already bought decorations for the party? _____

✓ Is "yet" used to talk about something you've done or something you haven't done but will do? _____

✓ Can you give an example of something you haven't done for the party yet?

_____

✓ Have you already decided on the party theme, or is it something you haven't done yet? _____

3. Complete the following dialogue with the correct form of the verbs using present perfect (already/yet) and past simple (yesterday/last week). Then practice the dialogue with a classmate.

Alex: Hey, Sarah! Have you _____ **(buy)** the decorations for the party yet?

Sarah: No, I haven't _____ **(buy)** them _____. I'm planning to go shopping tomorrow. What about you? Have you _____ **(send)** the invitations?

Alex: Yes, I've _____ **(send)** them. I did it last night.

Sarah: Great! Have you talked to the DJ yet?

Alex: Actually, yes! I _____ **(speak)** with him _____ **(yesterday).** He's available and excited for the party.

Sarah: That's awesome! Have you _____ **(choose)** the theme for the party yet?

Alex: Yes, I've _____ **(decide)** on the theme. It's going to be a '90s party. What about the cake? Have you _____ **(order)** it?

Sarah: Oh no, I haven't _____ **(order)** the cake _____. I need to do that soon.

Alex: Don't worry, there's still time. I've _____ **(confirm)** the catering, so we're good on that part!

4. Describe a past party that you went to or a party that you are planning. Use the key grammar points like already and yet, and time markers for the past simple (yesterday, last year, ago, in 2000).

_____

_____

_____

_____

_____

_____

_____

5. Walk around the classroom and ask your classmates the party-related questions, using already, yet, and past time markers in your conversations.

Inside-Outside Circle

Question	Yes	No
Have you already invited your friends to the party?		
Did you plan the party yesterday or last week?		
Have you yet decided what food you will serve at the party?		
Did you already choose the music for the party, or are you still thinking about it?		
Did you send out the invitations last month, or have you already done it this week?		
Have you yet bought the decorations for the party?		
Did you attend any parties last year? If so, what was your favorite part?		

6. Plan a party together!

In groups of 3, plan an imaginary party by discussing what you have already done, what you haven't done yet, and any past actions using time markers like yesterday or last week, then present your plan to the class.

Each group must decide on details such as:

- ✓ The theme of the party.
- ✓ Invitations (sent already or not yet?).
- ✓ Food and drinks (bought already or not yet?).
- ✓ Decorations (bought yesterday? set up yet?).
- ✓ Music and entertainment (decided already or not?).

Round Robin

LESSON C: ADVENTURE SWIMMING POOL

Adventure Island Tampa Bay

1. **Have you ever been to a swimming pool with a water slide?**
2. **What do you usually do first when you go to a swimming pool?**

1. Join each word with the correct picture.
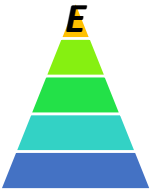
a. Deep end
b. Water slide
c. Goggles
d. Lounge chair
e. Treading wáter
f. Shallow end

2. Answer your teacher questions.
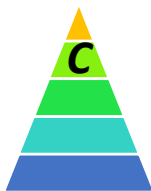
- ✓ Can you stand easily in the deep end? _____
- ✓ Is a water slide for jumping into the pool, or for sliding into it? _____
- ✓ Have you ever worn goggles in the swimming pool? _____
- ✓ What are you doing if you're moving your arms and legs to stay afloat in deep water? _____

3. Complete the missing words in the gaps.
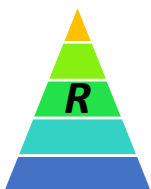
deep end	water slide	goggles	lounge chair
treading water		shallow end	

1. Last summer, I used _____ when I swam underwater.
2. Have you ever gone down the _____?
3. Yesterday, I relaxed on a _____ by the pool.
4. When I was young, I stayed in the _____ of the pool.
5. I have never tried swimming in the _____ before.
6. Have you ever practiced _____ to stay afloat?

4. Change the following present perfect sentences into past simple.
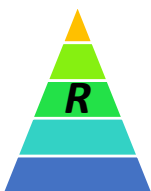
1. Have you ever swum in the deep end?
   Did you swim in the deep yesterday?
2. I have used a water slide many times.

   _____

3. Have you ever worn goggles while swimming?

   _____

4. I have relaxed on a lounge chair by the pool.

   _____

5. Have you ever practiced treading water?

   _____

6. I have stayed in the shallow end many times.

   _____

5. Use your imagination and continue the story. Try to use target vocabulary and grammar tenses.
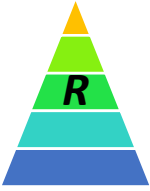
Last summer, my friends and I went to an adventure swimming pool…

_____

_____

_____

_____

_____

_____

6. See the pictures and answer the questions.

Have you ever had an exciting or challenging experience at a swimming pool? What happened, and how did you feel?

Rally Robin

Did you ever visit a swimming pool when you were younger?
What activities did you do, and how was it different from your
recent swimming experiences?

7. Work with a partner and ask each other the survey questions. Please take notes.
Then, you will share the responses of your partner with your classmates.

Questions for the survey:

- ✓ Have you ever swum in the deep end?
- ✓ Did you swim in the shallow end last week?
- ✓ Have you ever used a water slide?
- ✓ Did you relax on a lounge chair yesterday?
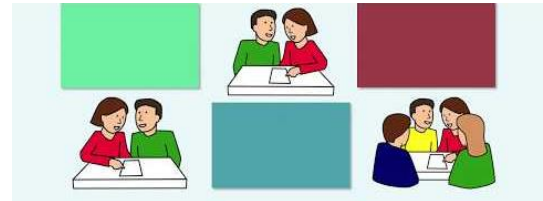
Three Step Interview

LESSON D: LET'S PARTY!

1. Discuss the following question with your partner.

- Have you ever been to a great party? How was it?

How to make a great party?

2. Match the following words with their definitions.

Match Mine
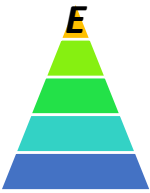
a. Caterer

b. Dress code

c. Host

d. Toast

e. Guest

f. Snacks

_____ A speech or words of congratulations followed by drinking in honor of something.

_____ Small amounts of food served at the party.

_____ The person organizing and welcoming people to the party.

_____ A person or company that provides food for the party.

_____ A person invited to attend an event or visit a place.

_____ Instructions about what to wear to the party.

3. Answer your teacher questions.
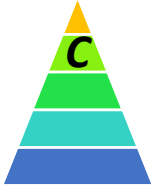
✓ Is a dress code about what you should wear to a party? _____

✓ Does the host send invitations or bring the food? _____

✓ Can you think of an occasion where people give a toast?

_____

✓ What does a caterer do? _____

4. Choose the best option for the sentences.
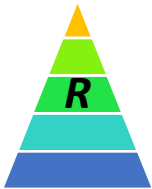
1. The _____ prepared a delicious buffet for the party.

    a. host   **b. caterer**   **c. mentor**   **d. classmate**

2. The invitation said the _____ is formal, so everyone must wear suits and dresses.

    a. custom   **b. teammate**   **c. dress code**   **d. clothing**

3. As the _____ of the event, she welcomed everyone at the door.

    a. host   **b. guest**   **c. owner**   **d. president**

4. At the wedding, the best man gave a heartfelt _____ to congratulate the couple.

    a. welcoming   **b. wishes**   **c. words**   **d. toast**

5. Each _____ brought a gift for the birthday party.

    a. friend   **b. guest**   **c. leader**   **d. colleague**

6. There were lots of _____ at the party, like chips, fruit, and mini sandwiches.

    a. food   **b. drinks**   **c. snacks**   **d. deserts**

5. Unscramble the words to form correct sentences.
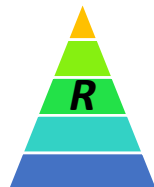
1. prepared / delicious / The / caterer / buffet / a / for / party / the.

   _____

2. formal / is / The / code / dress / said / invitation / the.

   _____

3. host / the / everyone / The / at / event / welcomed / the / of / door.

   _____

4. toast / gave / best man / a / heartfelt / The / wedding / the / at.

   _____

5. guest / each / gift / a / birthday / for / brought / the / party.

   _____

6. snacks / There / party / were / lots / the / at / of.

   _____

6. You have a list of tasks for a party.

- ✓ Invite the guests
- ✓ Hire a caterer
- ✓ Choose the snacks
- ✓ Decide on the dress code
- ✓ Make a toast
- ✓ Decorate the venue
- ✓ Create the music playlist
- ✓ Order a cake

In groups, discuss the party planning tasks and decide which ones have already been completed using the present perfect, which ones happened in the past using the past simple, and which ones are not done yet.

E.g.

We have already decorated the venue.

We hired the caterer yesterday.

We haven't decided on the music playlist yet.

_____

_____

_____

_____

_____

_____

_____

_____

7. In groups you are going to debate the following prompt:

"Most people enjoy traditional parties than modern parties"

In this debate, you will be divided into two groups. One group will argue that most people enjoy traditional parties, while the other group will discuss that people prefer modern parties. Use past simple to describe personal experiences and present perfect to describe the ongoing impacts. Prepare your arguments and respond to your opponent's point using both tenses.

PROJECT 2: Friendship Celebration

Happy friends celebrate together

Step 1

In groups of 3 discuss what friendship day means and why it is important to celebrate friendship.

Step 2

Each group should brainstorm a list of activities that can be part of a school friendship celebration. You can use the following guiding questions:

- ✓ What fun activities can help people make new friends?
- ✓ What games or challenges can strengthen bonds between friends?
- ✓ How can you include everyone in the celebration?

In the brainstorm chart there are some activity suggestions that you can use if you want.

Step 3

After brainstorming, each group must present their list of activities to the class and explain the reasons why those activities are the best options, including a schedule for the day and any materials or preparations needed for the event.

Friendship Trivia Game

Friendship Bracelet Workshop

Friendship Photo Booth

Activity Suggestions

Friendship Story Sharing

Team-building Challenges

Kindness Jar

UNIT 3: PEOPLE'S LIFE

LESSON A: UNPREDICTABLE DAY

In life, sometimes things happen that are unpredictable. Think about a day that you experienced something unplanned that changed the rest of your day, for better or for worse. In groups of 3-4 students, discuss your experiences.

Unpredictable people

1. Match the following words with their definitions.
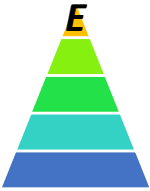
a. Chaotic

b. Uncertain

c. Twist

d. Out of the blue

e. Unforeseen

Match Mine

_____ Not sure, unclear, or undecided about something.

_____ Happening suddenly and unexpectedly, without any warning.

_____ A sudden or unexpected change in a situation.

_____ Something that is not predicted or expected to happen.

_____ completely disorganized or confused, with no order or control.

2. Answer your teacher questions.
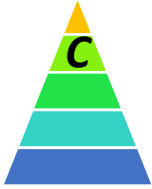
- ✓ Is a situation chaotic if everything is well-organized? _____
- ✓ If a decision is uncertain, is it clear or unclear? _____
- ✓ If there's a twist in a movie, do you expect it to happen? _____
- ✓ What does "twist" mean? _____

3. Complete the sentences with the appropriate word.
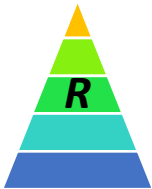
chaotic	uncertain	twist	out of the blue	unforeseen

1. They had been planning the event for weeks, but an _____ problem had ruin everything.

2. Before the day became _____, the teachers had prepared everything perfectly.

3. The plot had been simple, but then there was a _____ that no one had expected.

4. Everyone was calm before the announcement, but _____, the principal had called for an emergency meeting.

5. By the time the day ended, we had faced many _____ moments and had to make quick decisions.

4. Order the following words to make sentences.
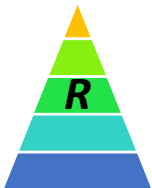
1. chaotic / had / become / the / event

_____

2. an / had / There / unforeseen / been / problem

_____

3. situation / before / had / uncertain / The / become

_____

4. unexpected / had / an / twist / There / been

_____

5. called / The / out of the blue / had / principal / a / meeting

_____

6. prepared / We / everything / before / chaotic / had / it / became

_____

7. They / faced / had / unforeseen / an / situation

_____

8. cancelled / The / had / event / out of the blue

_____

5. Fill in the blanks with the appropriate words from the list. There is 1 extra word.
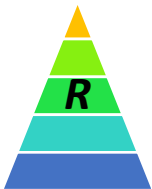
chaotic	uncertain	twist	out of the blue	unforeseen

Karl: Wow, what a day! Everything was going smoothly until the afternoon. Then, suddenly, everything turned _____.

Tommy: I know! It was so unexpected. One moment we were preparing for the event, and the next, we had an _____ problem with the sound system.

Karl: And then, just when we thought things couldn't get worse, there was a _____ in the schedule. I didn't see that coming!

Tommy: Yes, it was really _____. We had to make so many quick decisions, and nothing seemed certain anymore.

Work in pairs

6. Think about a day that started out normal but became chaotic due to an unforeseen event. Describe what had happened before the event and how the twist changed the situation.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Group discussion

7. In groups of 3-4 students discuss the solutions to the following problems:

Group 1: Your school is planning a large outdoor event. Everything had been going according to plan until the day before the event. Suddenly, an unforeseen issue with the venue has caused chaos. The weather forecast unexpectedly predicts heavy rain, and there is an urgent need to find an indoor alternative. Your task is to come up with a plan to address these issues and present your solutions.

Group 2: "Your team is organizing a major event, and a sudden, unforeseen problem has caused chaos. Discuss what had been done before the issue occurred and come up with solutions to handle the situation. Present your findings to the class."

Round Robin

LESSON B: TEACHER'S ADVICE

**1. Match the definition with the correct words
and phrases. Some words do not have definition.**

Definitions	Words and phrases
a. An opinion or recommendation about what someone should do: _____ **b.** Feel a desire to do something: _____ **c.** A good amount of: _____ **d.** The act of doing something again: _____ **e.** Very worried: _____ **f.** A short walk around your small section of the city: _____	**1.** plenty of **2.** repetition **3.** anxious **4.** to cover something up **5.** advice **6.** be tempted to **7.** a stroll around the block **8.** last but not least
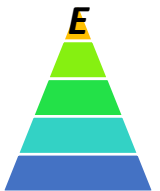
2. Answer your teacher questions.
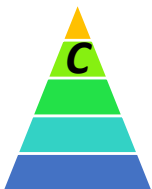
✓ Did the students finish their project before the teacher had checked it? _____

✓ Is it more common to go for a stroll around the block or to run around the park?

_____

✓ Can you give an example of when you might feel anxious?

_____

✓ What is the form of the verb used in the past perfect tense? _____

**3. Complete the following story with the correct form of the verbs in past perfect tense.**

95
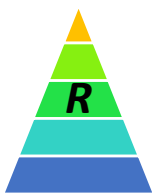
By the time the concert started, the band had _____ **(rehearse)** for hours. They had _____ **(practice)** their songs every day for a week.

When the audience arrived, they _____ **(already/see)** the stage setup and were eagerly waiting. The band had _____ **(make)** sure everything was perfect before the doors opened.

Before the event, the organizers had _____ **(send)** out invitations to all the guests and had _____ **(confirm)** the attendance of the VIPs.

Just before the concert began, the sound system had _____ **(fail)** unexpectedly, but the technicians had _____ **(fix)** it in time.

4. Fill in the blanks with the correct form of the past perfect tense.
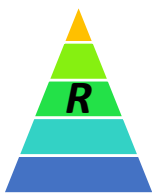
1. By the time the meeting started, she _____ **(receive)** some valuable _____ **(advice)** from her mentor.
2. He had _____ **(be tempted to)** cancel his plans, but he had already made _____ **(plenty of)** arrangements.
3. Before the party began, they _____ **(take)** _____ **(a stroll around the block)** to relax.
4. She had _____ **(feel)** _____ **(anxious)** about the presentation because she had not practiced enough.
5. The teacher had noticed that _____ **(repetition)** in the practice exercises had improved students' performance.
6. After they _____ **(have)** _____ **(plenty of)** time to prepare, they felt more confident.
7. He _____ **(not/understand)** the instructions until he had _____ **(receive)** some helpful _____ **(advice).**
8. They had _____ **(be tempted to)** leave early, but they had already _____ **(arrange)** a group activity.

5. Transform the following sentences into the past perfect tense. Use the target vocabulary where appropriate.
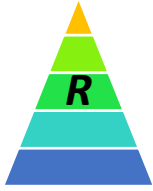
1. She has felt anxious about the presentation.

   _____

2. They were tempted to leave the party early.

   _____

3. He repeats his workout routine every day.

   _____

4. She takes a stroll around the block every evening.

   _____

5. They have plenty of time to finish the report.

   _____

6. He is anxious about the upcoming exam.

   _____

6. Think about the following prompt and describe a short story. Use past perfect tense and the target vocabulary.

Prompt 1: Write a story about a time when you had received plenty of advice before making an important decision. Include how you had felt anxious and how you had been tempted to ignore the advice.

Prompt 2: Describe a day when you had taken a stroll around the block to clear your mind before facing a challenging situation. Explain how repetition of your daily routines had helped you feel more prepared.

Prompt 3: Tell a story about an event where you had experienced anxiety because you had not prepared enough. Discuss how you had used repetition to improve and what advice you had received from friends or family.

_____

_____

_____

_____

_____

7. In groups of 4 students you will be assigned a position on a debate.

Topic 1: "Seeking plenty of advice is essential before making big decisions."

Topic 2: "Repetition in preparation is the best way to reduce anxiety."

Prepare your arguments, using the past perfect tense and vocabulary in their statements.

LESSSON C: TALKING WITH MALALA

1. Answer the following questions with your partners.

1. What do you know about Malala Yousafzai and her work?
2. Why do you think education is important for everyone, especially young girls?
3. If you had the chance to meet Malala in person, what would you ask or say to her?

Heads together

2. Read the sentences below and answer the questions.

1. By the time Malala gave her famous speech, she had already faced numerous challenges.
2. Before she became an international figure, Malala had been advocating for girls' education locally.
3. When she won the Nobel Peace Prize, she had turned 17 just a few months earlier.
4. They had already started their campaign before Malala joined them.

- What had Malala already accomplished before she won the Nobel Peace Prize?

  _____

- What did Malala do after she recovered from her injury?

  _____

3. Answer your teacher questions.
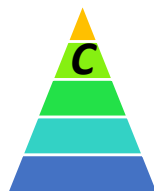
✓ Had you ever traveled abroad before you graduated from high school? _____

✓ Which is correct: 'She had left the office when the meeting started,' or 'She left the office when the meeting started'? _____

✓ Can you give an example of something you had already done before you started high school? _____

✓ What do we use the past perfect for? _____

4. Complete the story by filling in the blanks with the correct form of the verbs in parentheses. Use the past perfect when describing actions that happened before other past events, and use the past simple for actions that occurred in sequence. Pay attention to the timeline of events in Malala's life to decide which tense to use.

When Malala Yousafzai received the Nobel Peace Prize in 2014, she became the youngest laureate in history. Before she _____ **(receive)** the prize, she _____ **(already/face)** numerous challenges.

Malala _____ **(start)** advocating for girls' education when she was just 11. By the time she _____ **(turn)** 15, she _____ **(already/become)** an international symbol of resistance. She _____ **(write)** a blog for the BBC, where she _____ **(share)** her experiences living under the Taliban's rule.

In 2012, before the Taliban _____ **(attack)** her, she _____ **(speak)** at public events about the importance of education. After the attack, she _____ **(recover)** in the UK and _____ **(continue)** her campaign for education rights.

5. After you have completed the text, it is time that you order the following sentences according to the Malala's story. Put the numbers from 1-5.
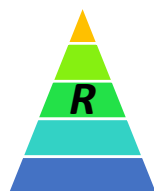
a. Malala wrote a blog for the BBC. _____

b. The Taliban attacked Malala's school bus. _____

c. Malala received the Nobel Peace Prize. _____

d. Malala started her advocacy for girls' education. _____

e. Malala moved to the UK for treatment. _____

6. Work in pairs. You have pairs of events from Malala's life. For each pair, create a sentence using the past perfect for the action that happened first and the past simple for the action that followed. Think about the sequence of events to help you.
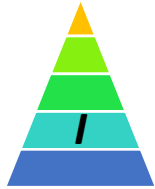
Event 1	Event 2
Malala wrote a blog for the BBC.	She received international attention.
Malala recovered from her injury.	She gave her speech at the UN.
Malala advocated for girls' education.	The Taliban targeted her.
The Taliban attacked Malala.	She moved to the UK for treatment.
Malala became an advocate for education.	She won the Nobel Peace Prize.
Malala spoke publicly about girls' education.	She gained worldwide support.

Rally Robin

1. Malala had written a blog for the BBC before she received international attention.

2. _____

3. _____

4. By the time Malala moved to the UK for treatment, the Taliban had already attacked her.

5. _____

6. _____

7. Pretend you has the opportunity to talk on the phone with Malala Fund because you are interested in becoming a volunteer. You are in Ecuador and Malala is in Oxford, UK. You ask Malala about her accident, her university, her ideals, her family, and her Nobel Peace Prize.

Create a dialogue between you and Malala. Be sure to use at least four verbs in the past perfect. Your dialogue should be 2 minutes long. Perform it in front of the class.

"I tell you my story not because it is unique but because it is the story of many girls"

Malala

Role play

You: _____

Malala: _____

_____

_____

_____

_____

_____

_____

_____

_____

LESSON D: WHAT IS YOUR FAVORITE ARTIST?

1. Choose a different partner for each question and ask the following statements.

Find Someone Who…

Find Someone Who…	Name	Follow-Up Question	Answer
…had heard of their favorite artist before they became famous.		When did you first hear about them?	
…had already watched a live performance of their favorite artist before they released a new album.		What was the concert like?	
…had listened to all their favorite artist's albums before they went to their concert.		Which album was your favorite?	
…had collected posters or merchandise before they attended their first concert.		What merchandise did you collect?	
…had followed their favorite artist's social media before seeing them live.		What was the first post you remember?	

2. Work in pairs to match descriptions of the following phrasal verbs.
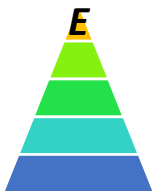
g) look up to
h) come out with
i) take up
j) keep up with
k) stand out
l) look back on

_____ Stay updated or informed about something.

_____ Release or produce something (like music, art, etc.).

_____ Be noticeable or different from the rest.

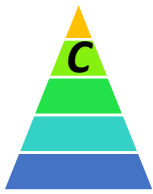_____ Start doing something new (like a hobby or an interest).

_____ Reflect on past experiences or works.
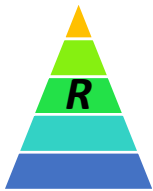
_____ Admire or respect someone.

Match Mine

3. Answer your teacher questions.

C

✓ Do you look up to someone if you admire them? _____

✓ If a band comes out with a song, does it mean they released it or canceled it?
   _____

✓ Have you ever taken up a new hobby? What was it?
   _____

✓ What makes an artist stand out to you?
   _____

4. Match the half sentences from set A to the set B to create a complete and meaningful sentence.

R

a) Before she became a mentor, she had already...

b) By the time they started their band, they had already...

c) Before the artist was famous, they had already...

d) After years of practicing, he had finally...

e) Before she released her new album, she had already...

f) By the time they received the award, they had already...

_____ stood out in local competitions.

_____ kept up with the latest music trends.

_____ looked back on their struggles.

_____ looked up to her art teacher for years.

_____ taken up playing the guitar.

_____ come out with three albums.

104

5. Complete the following sentences using one of the phrasal verb from the box in their appropriate way.
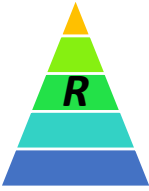
look up to   come out with   take up   keep up with
stand out   look back on

1. Before the artist released their hit song, they had already _____ three albums.

2. By the time she became a mentor, she had _____ her teacher as her greatest influence.

3. After years of practice, the band finally _____ in their local music scene.

4. Before I started my own art, I had _____ photography to learn new skills.

5. By the time the new trend started, she had already _____ the latest developments in fashion.

6. When the famous artist retired, he _____ his long career with pride

6. Work in pairs to create the missing middle part of the story. Take into account the following aspects:
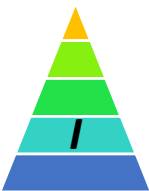
✓ Describe how Sarah overcame her challenges and became a famous artist.
✓ Use the past perfect tense to talk about what she had already done before important events in her life.
✓ Make sure to include at least three phrasal verbs from the list.
✓ Share the story with your classmates.

Before she became a famous artist, Sarah had faced many challenges. When she was a child, she admired many talented artists._____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____ Now, Sarah looks back on her career with pride, knowing that her dedication had paid off.

105

7. Observe the pictures and answer the questions with your classmates.

Round Robin

What had Adele done before she became famous?

Before Adele won her Grammy Awards, what had she already achieved in her music career? What do you think?

What do you think he had done before he won his first Grammy Awards?

Do you believe this artist has a great influence in the music world? Why?

PROJECT 3: The life and journey of my favorite artist

In Every Music Genre

Step 1

Choose an artist that you admire the most, and research their career, focusing on key achievements and life moments (e.g. albums, awards, tours).

Step 2

Each group must create a timeline, you will map out major events in their artist's life and career. Each event should include a description. It could be either on paper or digitally, use pictures and be creative in your work.

E.g. "Before Adele released her album 21, she had already come out with her debut album 19"

Step 3

You will present your timeline to the class, explaining why you choose the artist, the sequence of events and showcasing the use of the past perfect tense and vocabulary learned.

Remember to use the past perfect and past simple tenses.

You can use the vocabulary that you learned through this unit.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Based on the theoretical sustenance, cooperative learning structures are established to be practical and useful in encouraging students when speaking in classrooms, promoting collaboration, oral interaction, and effective communication. Theories such as Vygotsky's social interaction, Johnson & Johnson's cooperative learning framework, and Kagan's structures provide a quality of information for including structures into English language teaching.

- The conducted study at Teodoro Gómez de la Torre High School displayed that students preferred writing over speaking, which can be for different circumstances. The lack of teachers' knowledge related to different cooperative learning structures does not give them enough opportunities for oral interaction in classes. The motivation of learners to speak in English is low, and they do not feel confident, neither with their teacher nor with their classmates. This diagnosis emphasizes the need to include cooperative learning structures in classes in order to engage them to communicate effectively.

- The pedagogical guide was designed through ECRIF framework with the objective of demonstrate that cooperative learning structures can improve English speaking skills among students, this improve learner's social skills, peer feedback and group discussions. These aspects were relevant in fostering a student-centered environment which enables significant speaking development.

5.2. Recommendations

- It is recommended that schools should integrate cooperative learning structures into their curriculum since speaking is one of the most important skills to develop. Also, educators should put emphasis on CL and implement them into their classes.

- It is advisable to use a pedagogical guide that includes real-world activities of current life, since this contains topics of interest for students and they can feel motivated to be involved in this kind of activity.

- It is recommended to use the appropriate approach or method by teachers in order to fulfill the students' interests and needs. Use materials that go hand in hand with the students' context.

REFERENCES

Afna, M. (2018). The correlation between vocabulary and speaking skill. JL3T. *Journal of Linguistics, Literature and Language Teaching*, 4(1), 43-71. http://journal.iainlangsa.ac.id/index.php/jl3t/article/view/750

Bahrani, T., & Soltani, R. (2012). How to teach speaking skill. *Journal of education and Practice,* 3(2), 25-29. https://www.academia.edu/download/13141485/11.How_to_Teach_Speaking_Skill.pdf

Briones Cedeño, K. I. (2022). The ECRIF framework as a planning tool to foster oral interaction (Master's thesis, La Libertad: Universidad Estatal Península de Santa Elena, 2022.). https://repositorio.upse.edu.ec/handle/46000/6845

Cloud, T. (2014). Cooperative learning in the classroom. Journal on Best Teaching Practices, 1(2), 7-8. http://teachingonpurpose.org/wp-content/uploads/2015/03/Cloud-T.-2014.-Cooperative-Learning-in-the-Classroom.pdf

Clement, A., & Murugavel, T. (2018). English for the workplace: The importance of English language skills for effective performance. *The English Classroom*, 20(1), 1-15. https://www.researchgate.net/profile/A-Clement/publication/328353901_English_for_the_Workplace_The_Importance_of_English_Language_Skills_for_Effective_Performance/links/5d6cead8a6fdcc547d7221ed/English-for-the-Workplace-The-Importance-of-English-Language-Skills-for-Effective-Performance.pdf

Clowes, G. A. V. I. N. (2011). The essential 5: A starting point for Kagan cooperative learning. *Kagan Online Magazine*. https://www.noodlenook.net/wp-content/uploads/2016/05/The-Essential-5.pdf

Chun, D. M. (1988). Teaching intonation as part of communicative competence: Suggestions for the classroom. *Die Unterrichtspraxis/Teaching German*, 21(1), 81-88. https://www.jstor.org/stable/3530748

Dincer, A., Yesilyurt, S., & Göksu, A. (2012). Promoting Speaking Accuracy and Fluency in Foreign Language Classroom: A Closer Look at English Speaking Classrooms. *Online Submission*, 14(1), 97-108. https://eric.ed.gov/?id=ED574887

Fujii, S., & Wan, C. Y. (2014). The role of rhythm in speech and language rehabilitation: the SEP hypothesis. *Frontiers in human neuroscience*, 8, 777. https://www.frontiersin.org/articles/10.3389/fnhum.2014.00777/full

Hussain, S. (2017). Teaching speaking skills in communication classroom. International *Journal of Media, Journalism and Mass Communications*, 3(3), 14-21. https://www.researchgate.net/profile/Shafaat-

Hussain/publication/325650985_Teaching_Speaking_Skills_in_Communication_Classro om/links/5b6ce94392851ca65053e7c7/Teaching-Speaking-Skills-in-Communication-Classroom.pdf

Johnson, D. W., & Johnson, R. T. (2013). Cooperative, competitive, and individualistic learning environments. *International guide to student achievement*, 372-374. https://books.google.es/books?hl=es&lr=&id=yxDawksXxn0C&oi=fnd&pg=PA372&dq =cooperative+learning+Johnson,+Johnson,+%26+Holubec&ots=fyeUix9kRb&sig=x7ed bzSVZpykeyvIhfsuR6YiSas

Johnson, D. W., & Johnson, R. T. (2014). Cooperative Learning in 21st Century. [Aprendizaje cooperativo en el siglo XXI]. *Anales de Psicología/Annals of Psychology*, 30(3), 841-851. https://revistas.um.es/analesps/article/view/analesps.30.3.201241

Johnson, D. W., & Johnson, R. T. (2015). Theoretical approaches to cooperative learning. Collaborative learning: *Developments in research and practice*, 17-46. https://www.researchgate.net/profile/David-Johnson-113/publication/284476425_Theoretical_approaches_to_cooperative_learning/links/5657 bd0e08aefe619b1f33ca/Theoretical-approaches-to-cooperative-learning

Kagan's FREE Articles - Research & Rationale - *Research Proves effectiveness of Kagan structures.* (n.d.). https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning

Kagan, S. (1989). The structural approach to cooperative learning. *Educational leadership*, 47(4), 12-15. https://www.academia.edu/download/51329321/el_198912_kagan.pdf

Karimy, S., & Pishkar, K. (2017). The relationship among ELT students' speaking accuracy and fluency and teachers' oral skill class presentation. *Journal of Applied Linguistics and Language Research,* 4(2), 47-56. https://www.academia.edu/download/52029030/533-1557-1-PB_2.pdf

Koba, N., Ogawa, N., & Wilkinson, D. (2000). Using the community language learning approach to cope with language anxiety. *The Internet TESL Journal*, 6(11), 1-5. https://www.aijcr.org/_files/ugd/c51627_bd738f10144146449ab4e8c0a2e2f803.pdf#page =339

Kusumawardani, S. A., & Mardiyani, E. (2018). The correlation between English grammar competence and speaking fluency. PROJECT. *Professional Journal of English Education*, 1(6), 724-733. https://pdfs.semanticscholar.org/acc1/6c52ae72a642de3f0b2c2e232d5fe7ec6f7c.pdf

Laksana, A. J. (2016). The effectiveness of using chain story game in teaching speaking (An Experimental Research at the Eighth Grade Students of SMP Negeri 1 Jatilawang in the Academic Year 2015/2016) (Doctoral dissertation, UNIVERSITAS MUHAMMADIYAH PURWOKERTO). https://repository.ump.ac.id/2221/

Leong, L. M., & Ahmadi, S. M. (2017). AN ANALYSIS OF FACTORS INFLUENCING LEARNERS'ENGLISH SPEAKING SKILL. https://www.sid.ir/paper/349619/

Li, M. P., & Lam, B. H. (2013). Cooperative learning. *The Hong Kong Institute of Education*, 1, 33. https://www.eduhk.hk/aclass/Theories/cooperativelearningcoursewriting_LBH%2024June.pdf

Lubbe, A. (2015). Cooperative base groups in Higher Education: the impact on Life Sciences students' self-directed learning readiness (Doctoral dissertation). https://repository.nwu.ac.za/handle/10394/16306

Muñoz, E. (2013). ECRIF in the English classroom: Students perceptions regarding its implementation (Thesis, Ibarra: Pontificia Universidad Católica del Ecuador, Sede Ibarra)

Nurhasanah, S. (2015). The Use of Community Language Learning (CLL) Method to Increase the Students' Participation in Classroom Conversation. *Register Journal*, 8(1), 81-98. https://journalregister.iainsalatiga.ac.id/index.php/register/article/view/325

Prashant, P. D. (2018). Importance of pronunciation in English Language communication. *Pronunciation and Communication*, 7(2), 16-17. http://www.voiceofresearch.org/doc/Sep-2018/Sep-2018_5.pdf

Prasatyo, B. A., Gustary, D. T., & Santosa, S. (2021). The Effects of Grammar Mastery and Critical Thinking on Students' Speaking Skill. *Indonesian Journal of Multidisciplinary Science,* 1(1), 1-13. https://ijoms.internationaljournallabs.com/index.php/ijoms/article/view/2

Rahman, R. (2023) *Relationship among Students' Stress Word Production, Sentence Knowledge, and Speaking Ability* (Master's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta). https://repository.uinjkt.ac.id/dspace/handle/123456789/67300

Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in Language Teaching. Library of Congress Cataloging in Publication Data. *Cambridge language teaching library*. Second Edition.

Richards, J. C. (2005). Communicative language teaching today. Singapore: SEAMEO *Regional Language Centre*. https://www.academia.edu/download/55716819/Communicative_Language_Teaching_Today.pdf

Rickheit, G., Strohner, H., & Vorwerg, C. (2008). The concept of communicative competence. *Handbook of communication competence*, 1, 15-62. https://books.google.es/books?hl=es&lr=&id=0DZ7qS9u62AC&oi=fnd&pg=PA15&dq=communicative+competence+Rickheit,+G.,+%26+Strohner,+H.+2008&ots=gb6UkcFWNw&sig=TEAjRIyQ-I6WG4L-clyVxa0VgOE

Rlooq. (n. d.). Teaching Methods chart. Scribd. https://es.scribd.com/document/47880053/Teaching-Methods-Chart

Salim, K., Abdullah, M., Haron, H., Hussain, N., & Ishak, R. (2019). A team-teaching model in an informal cooperative learning classroom. International Journal of Emerging Technologies in Learning (iJET), 14(20), 44-57. https://www.learntechlib.org/p/217128/

Salinas Valverde, M. D. C., & Franco Peñafiel, R. M. (2017). Influence of rhythm in oral expression (*Bachelor's thesis, Universidad de Guayaquil. Facultad de Filosofía, Letras y Ciencias de la Educación*). http://repositorio.ug.edu.ec/bitstream/redug/37403/1/Franco%20%20-%20Salinas.pdf

Savignon, S. J. (1987). Communicative language teaching. *Theory into practice*, 26(4), 235-242. https://www.tandfonline.com/doi/pdf/10.1080/00405848709543281

Sarhady, T. (2015). The effect of product/process-oriented approach to teaching and learning writing skill on university student performances. *International Journal of Language and Applied Linguistics*, 1(2), 7-12. https://www.academia.edu/download/38420366/7-12.pdf

Slavin, R. E. (2012). Cooperative learning and achievement: Theory and research. Handbook of Psychology, Second Edition, 7. https://books.google.es/books?hl=es&lr=&id=VIhKqfn7YwQC&oi=fnd&pg=PA179&dq=theories+of+cooperative+learning+strategies&ots=dHazOS7EHd&sig=jcx50uwfgBrU4z0ujLMv-ll_Uzs

Studocu. (n. d.). AD Methods and Approaches Chart - UNIVERSIDAD TECNICA PARTICULAR DE LOJA ESTADÍSTICA BÁSICA - StudOCU. https://www.studocu.com/ec/document/universidad-tecnica-particular-de-loja/metodologias-de-desarrollo/ad-methods-and-approaches-chart/56227204

Taslim, T., Asrifan, A., Chen, Y., & Nurdania, N. R. (2019). Correlation Between Student's Vocabulary Mastery and Speaking Skill. *Journal of Advanced English Studies*, 2(2), 65-76. http://jaes.journal.unifa.ac.id/index.php/jes/article/view/64

Wipf, J. A. (1984). Strategies for teaching second language listening comprehension. *Foreign language annals*, 17(4), 345. https://search.proquest.com/openview/a8137d6608a0f452daae72fd1a73afe2/1?pq-origsite=gscholar&cbl=1821600

Wright, G. B. (2011). Student-centered learning in higher education. *International journal of teaching and learning in higher education*, 23(1), 92-97. https://eric.ed.gov/?id=EJ938583

Xiangui, Z. (2005). Learning theories and second language learning. *CELEA Journal*, 28 (5), 1-8. https://www.academia.edu/download/50348859/63-120.pdf

Xolmurodova, O. (2021). DEVELOPING ENGLISH LANGUAGE SKILLS THROUGH FAIRY TALES. Журнал иностранных языков и лингвистики, 2(4). https://phys-tech.jdpu.uz/index.php/fll/article/view/999

APPENDIX

Ibarra, 05 de abril de 2024

Magister

Msc. Gabriela Bastidas

DOCENTE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los cuestionarios de Investigación del Proyecto "Cooperative Learning Strategies to Improve Senior Students' Speaking Skills at Teodoro Gómez de la Torre High School". Previo a la obtención del Título Licenciatura Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los cuestionarios y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Janina Elizabeth Chamorro Chandi
0402133805

CUESTIONARIO

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS

Cooperative Learning Strategies to Improve Senior Students' Speaking Skills at Teodoro Gómez de la Torre High School

Fecha:

Paralelo:

Objetivo: Identify teachers' perceptions and students' preferences about speaking skills as well as the use of cooperative learning strategies in English classes.

1. **Which of the following English language skills do you feel more comfortable with?**
   - O Listening
   - O Speaking
   - O Reading
   - O Writing

2. **How often does your teacher give you the opportunity to speak English in classes?**
   - O Always
   - O Usually
   - O Sometimes
   - O Rarely
   - O Never

3. **Which of the following speaking tasks do you usually do in the classroom?**
   - O Conversations
   - O Oral presentations
   - O Describe a photo or picture
   - O Discussion
   - O Tell a story or personal anecdote
   - O Talk about yourself

4. **Do you think that working in groups help you to improve your speaking skills?**
   - O Strongly agree
   - O Agree
   - O Neutral
   - O Disagree
   - O Strongly disagree

5. Do you enjoy the speaking activities proposed by the teacher in classes?
   - O Always
   - O Usually
   - O Sometimes
   - O Rarely
   - O Never

6. Do you think that your teacher gives you enough time to practice speaking?
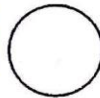   - O Yes
   - O No

7. How often do you make oral presentations in the English class?
   - O Always
   - O Usually
   - O Sometimes
   - O Rarely
   - O Never

8. What of the following cooperative activities do you usually do in the classroom?
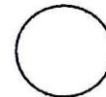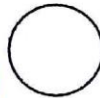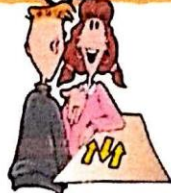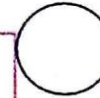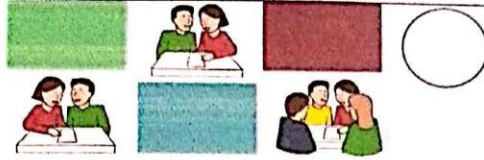
Three Step Interview

9. **Would it be a good idea that teacher applies cooperative learning structures to help you to improve speaking skills?**
   - O Strongly agree
   - O Agree
   - O Neutral
   - O Disagree
   - O Strongly disagree

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			

INTERVIEW

PROJECT: Cooperative Learning Strategies to Improve Senior Students' Speaking Skills at Teodoro Gómez de la Torre High School

Objective: Analyze information about cooperative learning strategies that teachers use in class to improve speaking skills in students.

UNIVERSIDAD TÉCNICA DEL NORTE **FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA** **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS**
Cooperative Learning Strategies to Improve Senior Students' Speaking Skills at Teodoro Gómez de la Torre High School
Date: May 15th, 2024 **Position:** English Teachers at Teodoro Gómez de la Torre High School
Objective: Identify teachers' perceptions and students' preferences about speaking skills as well as the use of cooperative learning strategies in English classes.
Good morning, I'm Janina Chamorro, student at Tecnica del Norte University. In this occasion I'm with teacher .... who is going to help me with an interview. The purpose of this interview is collecting information about teachers' perceptions based on speaking skills as well as the use of cooperative learning strategies in English classes.
Questions: 1. In your own words could you explain what is communicative competence for you? Can you describe the relationship between speaking and communicative competence? -- -- 2. Do you know what subskills are related to speaking and how do they foster efficient oral communication? -- -- 3. Are you familiar with cooperative learning? If so, how often do you use it in your classes and what for?

----

4. In your experience, how do you consider that cooperative learning helps students to improve speaking skills?

----

5. Do you think there are any drawbacks of using cooperative learning in your teaching context?

----

6. What cooperative structures do you usually use with your students to promote speaking interaction?

----

7. Would it be a good idea to have a pedagogical guide oriented to develop speaking skills using cooperative learning?

Thanks for your help!

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo			

Observaciones:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Gabriel Bstds

Firma del Evaluador

C.C.: 1002238499

Apellidos y nombres completos	Bastidas Amador Amyra Gabriela
Título académico	Magister
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	agbastidas@utn.edu.ec
Teléfono	0999308719

Fecha de envío para la evaluación del experto:	05 de abril del 2024
Fecha de revisión del experto:	05 de abril de 2024

Ibarra, 15 de abril de 2024

Magister
Msc. Marcela Alarcón
DOCENTE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los cuestionarios de Investigación del Proyecto "Cooperative Learning Strategies to Improve Senior Students' Speaking Skills at Teodoro Gómez de la Torre High School". Previo a la obtención del Título Licenciatura Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los cuestionarios y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Janina Elizabeth Chamorro Chandi
0402133805

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN			OBSERVACIONES	
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo			

Observaciones:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………..

Alarcón Marcela E.

Firma del Evaluador

C.C.: 1001929239

Apellidos y nombres completos	Alarcón Ramos Marcela Elizabeth
Título académico	Magíster
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	mealarconr@utn.edu.ec
Teléfono	0980338494

Fecha de envío para la evaluación del experto:	15 de abril del 2024
Fecha de revisión del experto:	15 de abril de 2024

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio nro. UTN-FECYT-D-2024-0082-O

Ibarra, 01 de mayo de 2024

PARA: **MSc. Sandra Hidalgo**
RECTORA DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE

ASUNTO: **Trabajo de Integración Curricular Srta. Janina Elizabeth Chamorro Chandi**

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

Me dirijo a Usted con la finalidad de solicitarle de la manera más comedida, autorice el ingreso de la señorita JANINA ELIZABETH CHAMORRO CHANDI, portadora de la cédula de ciudadanía 0402133805, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, a la Unidad Educativa Teodoro Gómez de la Torre, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular: "COOPERATIVE LEARNING STRATEGIES TO IMPROVE SENIOR STUDENTS' SPEAKING SKILLS AT TEODORO GÓMEZ DE LA TORRE".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ

MSc. José Revelo Ruiz
DECANO

JRR/M. Báez.

MSc. Juan P. Rojas
VICERRECTOR MATUTINO

Favor coordinar la aplicación de los instrumentos señalados.

0 7 MAYO 2024

7-5-2024

128

R E C T O R A D O

MSc. Sandra Hidalgo, Rectora del establecimiento en legal forma;

CERTIFICA:

Que, la Srta. **CHAMORRO CHANDI JANINA ELIZABETH** con **C.C.** 0402133805, realizó la socialización de la **"Propuesta de Trabajo de Integración Curricular"** a los Docentes de Inglés y a los estudiantes de 2do. año de Bachillerato de la Unidad Educativa "Teodoro Gómez de la Torre", destacando su compromiso y constancia con el trabajo.

Ibarra, 14 de noviembre de 2024

MSc. Sandra Hidalgo
RECTORA

DIRECCION: Av. Teodoro Gómez 3-101 y Maldonado
TELÉFONOS: 062950491 ; 062 950 916ext. 13 FAX: 062 604630
E - mail: teodorogomez@andinanet.net ; teodoro_gomez@hotmail.com
Sitio Web: www.tgt.edu.ec

MISION: La Unidad Educativa "Teodoro Gómez de la Torre", es una institución fiscal laica, que forma bachilleres nacionales e internacionales con alto espíritu democrático, críticos, solidarios y propositivos, aplicando la ciencia, la técnica y la tecnología para la solución de problemas sociales y ambientales con altos valores humanos y morales.