



**UNIVERSIDAD TÉCNICA DEL NORTE  
(UTN)**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
(FECYT)**

**CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA  
MODALIDAD PROYECTO DE INVESTIGACIÓN**

**TEMA:**

**Cooperative Learning Strategies for the Improvement of Speaking Skills  
in Sophomore Students at Nuestra Señora de Fátima High School in  
Ibarra**

**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE:  
LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS ESPECIALIDAD INGLÉS**

**LÍNEA DE INVESTIGACIÓN: GESTIÓN, CALIDAD DE LA EDUCACIÓN,  
PROCESOS PEDAGÓGICOS E IDIOMAS**

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Ibarra 2025



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DATOS DE LA OBRA	
<b>TÍTULO:</b>	Cooperative Learning Strategies for the Improvement of Speaking Skills in Sophomore Students at Nuestra Señora de Fátima High School in Ibarra
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<b>FECHA:</b>	22 de julio del 2025
SOLO PARA TRABAJOS DE GRADO	
<b>PROGRAMA:</b>	<input checked="" type="checkbox"/> <b>PREGRADO</b> <input type="checkbox"/> <b>POSGRADO</b>
<b>TITULO POR EL QUE OPTA:</b>	Licenciado en Pedagogía de lo Idiomas Nacionales y Extranjeros, mención Inglés.
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## **DEDICATION**

Effort without support would not be enough to achieve everything.

I want to dedicate my thesis to the most important women in my life: my mother, my aunt, and my grandmother. You saw me born, grow up, and reach this point, believing in me. You had my back in every decision and step I have taken. I dedicate my academic efforts to you, and more than that, I dedicate my entire life to you. In addition, I want to make a special dedication to Morita, my kitty, who has saved my life on more than one opportunity.

I love you more than words can express.

*Noelia Yépez*



## ACKNOWLEDGEMENT

I would like to begin this text by thanking my incredible teachers, particularly Teacher Sandra Guevara, who served as the director of my thesis and provided fundamental support throughout this research, and Teacher Fernando Flores, my thesis advisor, an exemplary educator and a good friend. Finally, Teacher Gabriela Bastidas, an expert in the subject and one of my greatest professional role models.

I love to thank my mom, Nancy Yépez; my aunt, Margarita Yépez; my soul-father, Rodrigo Aragón; and my grandparents, Nancy Villareal and Jorge Yépez, for their unconditional love and support. To Morita, Maorí and Azul for being inspiration, company, and love.

I would like to express my sincere gratitude to my best friends, Cris Paredes, Sofy López, and Karla García, for their solid support. They have been there for me, wiping away my tears, offering hugs, and encouraging me to give my best every day. I also want to thank the friends who walked with me during these beautiful years of my university life: Nathy Pinchao, Eduardo Mora, Yari Fray, and Mateo Díaz. And last but not least, thank you, Maiky Jara, for being a guide and supporting me on this journey, for sharing your knowledge, and for providing me with your help.

And to close with a flourish, I want to thank my life partner, my greatest support, my best friend, and my confidant, Danny Pijal. Thank you for trusting me in each of my decisions, for being with me in my moments of weakness, and for reminding me that I have the strength to achieve everything and more. I love you, love of my life.

Thank you, UTN, for being my home for the past few years. Thank you also to the readers who made it this far.



## ABSTRACT

This study examined the use of Cooperative Learning Strategies (CLS) to enhance sophomore students' speaking skills in English at Nuestra Señora de Fátima High School in Ibarra. It was suggested to determine the present state of oral production, the difficulties that teachers and students face, the pedagogical approaches used, and to support the opportunity for designing a didactic guide based on Cooperative Learning Strategies (CLS). Students are on track to meet the necessary B1.1 level, despite obstacles like practice time limitations, embarrassment, and fear of making mistakes, according to teacher interviews and student surveys. Despite using a variety of strategies, the teachers recognize the challenges of oral application and exhibit a high level of potential for the CLS. In addition, the students preferred group activities and showed a positive interest in English. Because CLS (such as Think-Peer-Share and Jigsaw Speaking Activity) can promote interaction, lower anxiety, and increase motivation, the theoretical framework recognizes its use. In summary, the study confirms the necessity and high probability of success in putting into practice a didactic proposal based on CLS as a useful way to improve oral production and communication skills and to establish a more dynamic and cooperative learning environment.

**Keywords:** Cooperative Learning Strategies, Speaking skills, Oral production, Sophomore students, Motivation.



## RESUMEN

La presente investigación examinó el uso de Estrategias de Aprendizaje Cooperativo (EAC) para potencializar las habilidades de comunicación oral en los estudiantes de 2do BGU en el Colegio Nuestra Señora de Fátima en la ciudad de Ibarra. Se sugirió determinar el estado actual de la producción oral, las dificultades que enfrentan los profesores y los estudiantes, los enfoques pedagógicos utilizados en clase y apoyar la oportunidad de diseñar una guía didáctica basada en Estrategias de Aprendizaje Cooperativo (EAC). Los estudiantes están en camino a alcanzar el nivel B1.1 requerido por el Ministerio de Educación (MINEDUC), a pesar de obstáculos como las limitaciones de tiempo de práctica, la vergüenza y el miedo a cometer errores, según las entrevistas a los profesores y las encuestas a los estudiantes. Pese a utilizar una variedad de estrategias, los profesores reconocen los desafíos de la expresión oral y exhiben un alto nivel de potencial para las EAC. Además, los estudiantes demostraron una clara preferencia por las actividades grupales y un interés positivo en el inglés como parte de su currículo. Porque los EAC (como Think-Peer-Share y Jigsaw Speaking Activity) pueden promover la interacción, reducir la ansiedad y aumentar la motivación, puesto que, el marco teórico reconoce su uso. En resumen, el estudio confirma la necesidad y alta probabilidad de éxito en la implementación de una propuesta didáctica basada en EAC como una forma útil de mejorar la producción oral y las habilidades de comunicación y de establecer un entorno de aprendizaje más dinámico y cooperativo.

**Palabras clave:** Estrategias de Aprendizaje Cooperativo, Habilidades de expresión oral, Producción oral, Estudiantes de 2do BGU, Motivación.



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## INTRODUCTION

### Research context

In the age of globalization, communicating in English has become essential. However, Ecuador still falls behind in English language proficiency, especially in communicative skills, even after new curricula were implemented. The potential of Cooperative Learning Strategies (CLS) to improve speaking skills among students at Fatima High School in Ibarra is great. At firsthand, it was observed how challenging it is for teenage students to communicate effectively in social and academic settings, thus, inspiring to explore innovative teaching techniques that can benefit students and teachers. Additionally, this research work was motivated by a conviction in the transformative power of group learning opportunities. This research work examined how CLS might create a more dynamic and student-centered learning environment that promotes critical thinking, effective communication, and active engagement, considering the drawbacks of traditional teacher-centered approaches.

### Research problem

Language is a powerful tool used by people to communicate their ideas or thoughts to others. In the world, a lot of languages are used to achieve this purpose, and every place has a variety of local as well as national languages spoken and understood by themselves. It can be difficult and takes a lot of time to speak thousands of languages; for that reason, there are some common languages, one of them is English since this is the most used in the world (Aziza, 2020). At the time, English is used in several backgrounds according to Parupalli Srinivas Rao (2019), “English is the language widely used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking and so on” (p. 7). Certainly, English is present in every field around the world, and for this reason, people need to learn or even dominate it, but it is not so easy because it requires various skills.

Latin American countries have recognized the importance of English as a necessary tool. Nevertheless, despite the legal requirement, less than 10% of schools in some regions of Mexico offer English classes. Also, in Ecuador, access to English education differs significantly between rural and urban locations, as well as between private and public schools (First, 2019). Therefore, the Latin American education system does not consider the opportunities to improve English language education through new or innovative methods. Learning the English language presents many opportunities to grow in many countries, even Ecuador.

In Ecuador, the authorities realized that English was necessary for the personal development of students and decided to make it compulsory from the second year of General Basic to the third year of High School in the Sierra region in 2016 and in the Coast region in 2017 (Cronquist & Fiszbein, 2017). This reform helps to stimulate the students beginning in primary school and, at the time, teachers acquire a little bit of experience, but all of this effort was not enough since a report made by Cronquist and Fiszbein (2017) indicates that “the



most recent scores show a reduction in nine of the fourteen Latin American nations studied, with three indicating a drop of more than two points (Ecuador, Guatemala, and Peru)” (p.12). Consequently, it placed Ecuador in the last position with its level of English despite the new implementation of the curriculum.

New strategies are relevant in today's teaching since they are adapted to the new generations, providing innovative and flexible alternatives for each type of student. In addition, these methods are also adapted to the type of learning of everyone involved, putting the focus on the student, in this case, sophomore students at Fátima High School. According to Altun and Sabah (2020) “the gigantic problems in EFL classrooms are mostly teacher-centered classes, instead of cooperation, there are many competitions between learners, educators are not familiar with the cooperative learning techniques” (p. 9). Therefore, Fátima High School students present plenty of opportunities to improve their speaking skills.

### **Justification**

The English language has a pivotal role among new generations since English is used in most worldwide communications; most language learners try to acquire it. They must pick up all four languages' fundamental skills during this process: speaking, listening, reading, and writing. “Speaking and writing are active, or productive, abilities, whereas listening and reading are passive, or receptive, skills” (Parupalli Srinivas Rao, 2019, p. 7). English skills have sub-skills that are an indispensable part of the development of the language, and in the context of language learning and assessment, "communicative skills" are often considered an important part of human relations. The oral production of the target language is one of the most challenging aspects when dealing with communication among human beings.

The mastery of spoken English impacts academic and personal aspects of individuals' lives. Being orally fluent is a transformative talent, vital for career growth, enhancing business prospects, building confidence, and unlocking access to better work opportunities (Parupalli Srinivas Rao, 2019). Essentially, the ability to communicate thoughts and ideas in English exceeds educational boundaries, serving as a basis for personal and professional achievement and benefiting the entire community's interest in personal development.

This research work aims to understand the relationship between Cooperative Learning Strategies and speaking skills to help students at Fatima High School improve their oral production. To achieve this goal, it is necessary to view the real connection between the CLS and the academic participation of students. “According to the study, cooperative learning techniques improve speaking skills while also enhancing communication and teamwork” (Adriana et al., 2024, p. 414). Therefore, the link between these two concepts goes beyond a simple academic gain, it is a social benefit for real life.

The pivotal reason for this research work is about the real-life benefits that Cooperative Learning Strategies can bring to the students, not only at Fátima High School but also to every student that could be exposed to this type of strategies. Based on a recent study about applying CLS among Ecuadorian students to enhance their speaking skills, “significant improvements in vocabulary, grammar, pronunciation, and interactive





communication were observed during the intervention, with statistical analysis confirming the considerable impact of these strategies” (Adriana et al., 2024, p. 395).

Considering the focus of this project, there are two types of beneficiaries: direct and indirect. The direct beneficiaries are the students exposed to these pedagogical strategies in the classrooms under the supervision of teachers guided by this project, to achieve significant learning and form an integral and proactive dynamic between students, teachers, and authorities involved. Besides, the foreign language teachers belonging to other educational levels who work at Fatima School are also direct beneficiaries of this research work.

Lastly, the indirect beneficiaries of this research work are external agents who can benefit from the guidelines presented in this methodological research. The teachers of other subjects, as well as the authorities of the Fatima High School, are considered indirect beneficiaries because the application of CLS is appropriate for any class subject or specific topic. As such, this may bring improvements in the daily classes, improving the academic performance of students, and changing the learning approach within the classroom. Also, any future researcher who uses this project to collect information can be considered an indirect beneficiary.

### **Impact analysis**

This research work has a prospective vision about the future impact, because the main objective of this investigation is to socialize the final product or proposal with the academic community at Fátima High School. Besides, to be more specific, two more concepts about this analysis are relevant for classifying this research work: educative impact and social impact. Since the nature of the investigation is important to consider the type of result that it could have in the future. On the one hand, educational impact refers to the relationship with the academic community involved, such as teachers and students. On the other hand, social impact is about all the benefits for the community out of Fátima High School, which means the people in general. To sum up, the general impact of this research work has a socio-educational type because of its nature.

### **Objectives**

#### **General objective**

- Determine Cooperative Learning Strategies for the improvement of speaking skills in Sophomore students at Nuestra Señora de Fátima High School in Ibarra.

#### **Specific objectives**

- Analyze CLS to develop speaking skills in EFL.
- Select Cooperative Learning Strategies that enhance the speaking skills in Sophomore Students at Nuestra Señora de Fátima High School in Ibarra.
- Design a teacher’s guide based on Cooperative Learning Strategies to develop speaking skills.



### **Structure of the research**

Chapter I: The theoretical framework is the compilation of information to establish the right path to develop the investigation.

Chapter II: The methodology is the section in which the methods, techniques, and tools are explained to apply in the investigation.

Chapter III: The results of the investigation are clear and explained in this section of the graduation work.

Chapter IV: The proposal is the most important part of the investigation due to its impact on the participants and society.

Chapter V: The conclusions and recommendations are the final part of this investigation, and it collects all the content to explain whether the objectives were achieved or not.



## **CHAPTER I: THEORETICAL FRAMEWORK**

### **1.1. Language learning theories**

#### **1.1.1 Behaviorism**

A school of psychology known as behaviorism places more emphasis on the analysis of external behaviors than on internal mental processes. It confirms that interactions with the environment, mostly through classical and operant conditioning processes, are the way behaviors are learned. This method, which focused on how responses and stimuli shape behavior and how rewards and penalties can alter it, was supported by important thinkers like B.F. Skinner and John B. Watson. "In other words, behaviorism does not recognize the intelligence, talents, interests, and feelings of individuals in a study. Learning events train reflexes in such a way that they become habits that are mastered by individuals" (Muhajirah, 2020, p. 38).

#### **1.1.2 Cognitivism**

Cognitivism, in psychology, shifts the focus from observable behaviors to internal mental processes. It emphasizes how individuals acquire, process, and store information, highlighting the importance of mental activities like perception, memory, and problem-solving. This perspective views learning as an active process where individuals construct knowledge by organizing and interpreting experiences. "Therefore, cognitive psychology not only explores the basis of typical cognitive symptoms but also from the affective (interpretation and consideration that accompanies the reaction of feelings), conative (will decisions)" (Muhajirah, 2020, p. 38).

#### **1.1.3 Humanism**

Humanism emphasizes the inherent goodness and potential of all individuals. It focuses on personal growth, self-actualization, and the importance of subjective experience. Key figures like Carl Rogers and Abraham Maslow supported this perspective, highlighting concepts like free will, self-determination, and the pursuit of meaning. Humanism views individuals as active agents in their own lives, striving to reach their full potential and create a meaningful existence. According to Muhajirah (2020), in practice, this theory is more about teaching and learning in its best form, even though it places a great emphasis on the significance of the "content" of the learning process. Stated differently, this theory is more concerned with the concept of learning in its ideal form than in learning as it is typically observed in the real world.

#### **1.1.4 Constructivism**

In education, constructivism places a strong emphasis on how people actively create their worldview through reflection and experience. It states that learning is an active process of constructing knowledge by relating new information to established structures rather than a passive reception of information. The learning process implies constructing rather than receiving knowledge, according to constructivism theory, which is based on the idea that students must find and transform complex information into other situations. If they choose, that information becomes their own. This perspective differs somewhat from that of



objectivity, which places greater emphasis on learning outcomes (Muhajirah, 2020). This view was influenced by significant thinkers such as Jean Piaget and Lev Vygotsky, who emphasized the importance of interpersonal communication, teamwork, and individual interpretation while learning.

In education, some approaches and methods are aligned with constructivist principles, some of which are the following:

#### **a. Problem-Based Learning**

Problem-Based Learning (PBL) involves the resolution of real-world problems where learners gain knowledge and develop their skills by doing so. In this method, students work in groups to find the causes and provide solutions for complex, open-ended complications instead of receiving direct instructions. Therefore, this is a student-centered teaching methodology. Likewise, Sutardo, Hastuti, Fuster-Guillén, Palacios, Hernández and Namaziandost (2022) state that PBL consists of five key stages, starting by introducing students to the problem, helping them organize for learning, facilitating whether individual or group research, promoting the development and presentation of their findings, and analyzing as well as assessing the solutions. Consequently, this method includes a structured process where students develop their problem-solving skills in real-life contexts.

#### **b. Collaborative Learning**

Collaborative learning is a teaching method where students work together in groups to achieve common academic goals. It highlights collaboration, interaction, and shared responsibility among students. In this method, the role of the students is active since they are the ones who create their learning process. Moreover, collaborative learning promotes reading, listening, writing, and reflecting as a group among learners, where they tend to show an increased focus and dedication to their learning when participating in this process (Qureshi, M.; Khaskheli; Qureshi, J.; Raza & Yousufi; 2023). In this sense, the main goal of this method is to create an environment of trust and contribution where each student has the opportunity to participate and learn by sharing with others in the classroom.

#### **c. Scaffolding**

Scaffolding is an important component of effective language instruction, which involves providing timely and specific support that helps students engage in tasks beyond their current skill level. Besides, learners tend to make greater progress in language acquisition when they receive well-targeted help from both teachers and classmates when needed (Gonulal & Loewen, 2018). The Zone of Proximal Development is a significant aspect of this method. It refers to "the distance between the actual level of development as determined by independent problem solving and the potential level of development as determined by problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky 1980, p. 86). In brief, students succeed in learning when guidance is provided to solve problems beyond their abilities at that time.



#### **d. Flipped Classroom**

The flipped classroom, or inverted classroom, is a teaching method that involves reversing the traditional learning. Here, students firstly watch pre-recorded lectures, review specific content, and materials before coming to classes, allowing classroom time to be used for engaging in active learning tasks that reinforce and expand their understanding of the content (Tomas, Evans, Doyle & Skamp, 2019). In the flipped classroom, the new content is learned by the students at home and then applied in classes by using different activities and strategies. It is considered practical as it reinforces students' active learning, responsibility, enhances engagement, and maximizes classroom time. Although it is a good way to go forward with traditional teaching, it may not work properly in all situations and subjects.

#### **e. Total Physical Response**

In language learning, Total Physical Response (TPR) is a method where learners hear commands in a foreign language and respond through physical movement. This method was developed by James Asher in the late 1960s to mimic the natural way children pick up a second language effortlessly (Xie, 2021). There are some key features of TPR, such as listening comes first, physical response, low-stress learning, and natural language acquisition. Furthermore, it is appropriate in language learning classrooms as it engages in multiple senses, boosts memory and retention through physical activity, reduces fear of making mistakes, and is interactive. By taking those aspects into account, TPR can reinforce the learning of English, especially the Speaking skills, in a student-centered and constructive way.

### **1.2.Cooperative learning**

It is well known that students do not learn new topics individually. Although most of the learning process is done by each person, there exists a percentage that involves acquiring knowledge with the help of others, whether teachers, classmates, or any other individual. That is why cooperative learning plays a pivotal role in active learning, where students work together to achieve shared academic goals. In this setting, learners help one another improve their understanding. Different from competitive learning, which is based on individual success over others, and individualistic one, where students work alone, cooperative learning reinforces group success and mutual support (Johnson, D.; & Johnson, R.; 2019). Likewise, there is confusion between cooperative learning and collaborative learning. Thus, it will be discussed below.

#### **1.2.1 Types of cooperative learning**

There are three different types of cooperative learning; among them, base group, formal, and informal cooperative learning (Almuslimi, 2016).

##### **a. Base group cooperative learning**

This type encompasses creating the groups after knowing the students. The teacher recognizes the students who are more socially isolated. They are joined with two or three classmates who are encouraging, compassionate, and goal-oriented. The purpose of this



pairing is to provide consistent social support. They are recurrently together over a large range of periods from a couple of weeks to an entire school year or even more (Almuslimi, 2016).

#### **b. Formal cooperative learning**

The teacher is the one in charge of randomly selecting or assigning groups in terms of academic ability, varying the students' performance from high to low achievement. In this sense, these groups will stick together for the duration of a curriculum unit, which usually lasts around 2-3 weeks (Almuslimi, 2016).

#### **c. Informal cooperative learning**

Informal groups are put together randomly by the instructor using different methods. These groups usually remain together for just a day or two, aiming to work with the whole class at least once during the academic year (Almuslimi, 2016).

### **1.2.2 Teacher and student roles**

Like other methods and approaches, there are some steps or behaviors the members of the learning process have to adopt to fulfill the established framework. Following Seyoum and Molla (2022), when "practicing cooperative learning in classroom instruction, students and instructors have their own roles, and it can be classified into three phases" (p. 4). The phases that involve the cooperative learning process are the following:

In the first phase, known as the role of pre-implementation, some activities must be completed before the cooperative learning is implemented. Here, teachers plan and organize group work, set goals, and define roles, while students actively participate by helping with assessments and engaging in the learning process (Seyoum & Molla, 2022). During the second phase, or the role of implementation, teachers guide and support group work, offering feedback and managing behavior, while students collaborate, track progress, and take responsibility for completing tasks (Seyoum & Molla, 2022). Finally, teachers reward and collaborate, giving feedback on key lesson points, whereas students assess their performance and motivate themselves for further improvement in the last phase or the role of post-implementation (Seyoum & Molla, 2022).

### **1.2.3 Cooperative learning vs. Collaborative learning**

On the one hand, cooperative learning involves group projects with the goal of achieving common academic objectives, where students assist and encourage each other to succeed. In contrast, collaborative learning requires students cooperating in groups to accomplish shared academic objectives. It emphasizes student cooperation, communication, and mutual responsibility. Although the terms collaborative and cooperative learning are frequently used together, they differ greatly in the way that learning is organized and controlled. According to Yang (2023), collaborative learning usually involves students working together on open-ended tasks to reach a shared understanding, with minimal guidance on group dynamics, while cooperative learning often relies on structured methods

designed to actively encourage positive interaction and interdependence among group members. There is a more detailed explanation of the differences between those two learning methods displayed in Table 1.

**Table 1**

*Differences between cooperative and collaborative learning*

Aspect	Cooperative Learning	Collaborative Learning
<b>Structure</b>	The teacher assigns specific roles, tasks, and goals.	Students manage how they work together with less teacher control.
<b>Roles</b>	Students work together, but each has an assigned responsibility.	Everyone contributes freely, often without set roles.
<b>Focus</b>	Success depends on everyone completing their part of the task.	Emphasizes learning through interaction, discussion, and negotiation.
<b>Assessment</b>	Often includes both group and individual evaluation.	Often based on the group's shared process and reflection.

*Source: Researcher elaboration*

#### **1.2.4 Cooperative Learning Strategies in teaching English Speaking skills**

In the current world, several creative and out-of-the-ordinary strategies can be implemented to foster students' learning towards different school subjects; that is the case with Cooperative Learning Strategies (CLS). A study conducted by Yasin, Rasool and Azim in 2021 titled "Effect of Cooperative Learning Strategies on Students' Learning" revealed that CLS improved the learning performance of students who took part in them in comparison to those who received normal learning strategies. The researchers implemented experimental research in which data were collected from two groups: the control and experimental one. Besides, the data was collected twice by using pre- and post-tests. Similarly, all the female 10th-grade biology students from Faran High School in Jhang city were selected as the sample for the study (Yasin, Rasool & Azim, 2021).

Based on the data previously stated, the results the researchers obtained after the development of the study were the following. Firstly, the students in the treatment group showed a noticeable improvement in their achievement scores after including CLS. Secondly, despite efforts to improve teaching methods, many students are still subjected to outdated traditional approaches that hinder concept development and creative thinking. Finally, students engaged in cooperative learning strategies had higher enthusiasm and pleasant learning experiences compared to those in other groups (Yasin, Rasool & Azim, 2021). Furthermore, it was concluded that CLS used with the treatment group during school instruction helped those students perform significantly better than those in the control group (Yasin, Rasool & Azim, 2021). Thus, it can be said that activities that involve working cooperatively strongly help students to enhance their learning process interactively and innovatively.





Regarding implementing CLS to improve EFL students' speaking skills, a study which took place in Erbil-Iraq demonstrated that they have a huge impact on enhancing learners' oral communication (Altun & Sabah, 2020). Altun and Sabah (2020) conducted research to determine the effects of cooperative learning strategies based on multiple intelligences on developing EFL learners' speaking skills. The researchers implemented pre- and post-intervention tests to evaluate the scores. The population under study was forty-eight freshmen students from the foundation year in the Faculty of Education at Tishk International University, Erbil, KRG-Iraq (Altun & Sabah, 2020). It is important to state that the participants took part in the experimental study over 15 academic weeks during the spring semester of the 2018–2019 school year.

Respectively, the main results obtained from the investigation were that the experimental group, the one who learned by using CLS, developed their speaking skills over the 15-week language teaching period. Moreover, by the end of the study, the participants in the experimental group were more motivated to deepen their knowledge of the English language (Altun & Sabah, 2020). Like this, Altun and Sabah (2020) concluded that CLS “has a highly significant effect on improving learner’s communication skills... Therefore, it helps language teaching teachers to create a comfortable and enjoyable classroom environment for learners to enhance their verbal communication skills” (p. 168). In this sense, it could be noticed that cooperative learning strategies not only help in the improvement of English skills but also reinforce an atmosphere of communication, interaction, as well as confidence where learning is entertaining.

Another research work carried out by Gabriela Avellaneda in 2024 tried to implement and establish the effectiveness of cooperative learning strategies to enhance speaking skills in a high school in Riobamba. The researcher applied quantitative research along with a quasi-experimental design. The population under study was forty-five ninth-grade students from Unidad Educativa Yaruquies, who were assigned to two groups of study: the control and experimental (CLS implementation) one. After analyzing the data, it was discussed that the experimental group obtained better results than the control one in a speaking post-test taken after employing CLS (Avellaneda, 2024). Finally, Avellaneda (2024) determined that CLS were shown to be effective at Unidad Educativa Yaruquies, marking a successful move away from traditional teaching methods. This way, it is quite valuable to leave behind traditional strategies and come up with innovative ones, like cooperative ones, which have been demonstrated to be successful and agreeable for students.

After reviewing previous studies and looking for information, the following cooperative learning strategies were found to be the most appropriate to include in improving students' speaking skills and oral production in general:

#### **a. Think Per-Share**

Created by Lyman in 1981, the Think-Pair-Share (TPS) strategy is an essential part of collaborative learning environments. Through a three-phase process, this strategy supports individual cognitive processing and group knowledge construction, enabling





students to participate actively. To promote independent idea generation and preliminary conceptualization even before peer influence, the first "Think" phase provides students with time to reflect alone on a given question, issue, or prompt. Individual comprehension and the activation of prior knowledge are facilitated by this pivotal stage, which prepares the way for more meaningful interactions in the future. In the "Pair" phase, which follows the individual reflection, students engage in dyadic collaboration, exchanging preliminary ideas and insights with a partner. Through this interaction, students express their understanding, address any questions, and consider various points of view from their peers.

Teachers might start by asking a concise and easy-to-understand question or discussion starter that is pertinent to the lesson's goals and the teenagers' interests, to apply the TPS technique successfully in a speaking class. After the "Think" phase, each student has a short time (1-2 minutes) to develop their initial thoughts or answers silently. In the "Pair" phase that follows, students are paired off to discuss their ideas with a partner for a set amount of time (3-5 minutes), which encourages them to express their ideas clearly and hear different perspectives. Finally, the "Share" phase makes it easier to share significant findings or group-developed answers with the entire class. It also gives students the chance to practice public speaking and participate in more extensive class discussions, which helps to develop their communicative competence and individual processing skills in an organized way.

#### **b. Jigsaw Speaking Activity**

A pedagogical adaptation of the original Jigsaw technique (Aronson et al., 1978), the Jigsaw Speaking Activity is designed to enhance both oral communication skills and content acquisition. This exercise gives each student in a "home group" the task of becoming an "expert" in a particular field. Students return to their home groups to share their knowledge with their peers after completing individual preparation and participating in group discussions within "expert groups" (groups of students focused on the same subtopic). This dynamic fosters significant advances in oral fluency and communication competence, which requires clear articulation, active listening, and the ability to answer questions. Every student's feedback is important to the home group's overall understanding of the topic, which encourages thoughtful preparation and effective oral presentations.

Incorporating the Jigsaw Speaking Activity into a speaking class requires dividing the main topic into easy subtopics, ensuring that each one complements the curriculum and encourages oral production. Students in "home groups" might first be given specific subtopics to research and prepare for on their own. Subsequently, the formation of "expert groups," where students with the same subtopic collaborate to increase their understanding and plan their oral presentations, is crucial. Upon returning to their home groups, each "expert" then orally shares their knowledge, requiring clear articulation and practical communication skills to convey information to their peers, thus creating an interdependent learning environment focused on both content mastery and speaking proficiency.



### **c. Role Play**

Role-playing involves the simulated representation of specific roles or scenarios to explore behaviors, attitudes, and interpersonal dynamics (Blatner, 2007). This method of experiential learning offers participants a secure setting in which to enhance their communication skills, understand diverse perspectives, and explore complex social dynamics. People can develop empathy and improve their ability to interact effectively by assuming a specific role and acting and speaking naturally within a predetermined context. This helps people better understand the variations present in different social or academic contexts.

Teachers could create engaging and relevant role-playing scenarios for speaking classes that promote genuine communication and the checking of diverse perspectives. Students might first be given detailed explanations of the roles, goals, and possible scenarios. Therefore, they have time to comprehend the character they have been given and prepare for any interactions that may happen. Students should be encouraged to actively represent their roles during the play-acting phase, using appropriate tone, clear articulation, and the efficient use of signals to convey the intentions and feelings of their characters. Then, they are guided to consider their communication strategies, the consequences of their decisions, and the knowledge they acquired about the scenario and the perspectives of the other roles during the critical post-activity (questioning session), thus fostering both speaking fluency and socio-emotional understanding.

### **d. Round Robin Speaking**

The Round Robin Speaking technique offers a structured approach to facilitate equitable participation and generate a diverse range of initial responses or ideas within group settings (Kagan, 1992). This method ensures that all opinions are heard and considered. It is characterized by a sequential turn-taking process in which each group member is given a specific opportunity to speak on a particular topic or question. This activity reduces the possibility of dominant individuals controlling the conversation. It encourages even shy participants to share their perspectives by creating a clear order of contribution, which often aligns with the participants' actual plans.

Teachers might introduce clear prompts or questions that encourage concise and focused answers to develop the Round Robin Speaking activity in class effectively. The activity's structure could include establishing a clear order for student participation and ensuring that each student has a turn speaking without interruption for a short period (30-60 seconds). In addition to providing equal speaking opportunities for all students, including those who might be less likely to volunteer, this methodical approach fosters active listening skills in the audience as they wait for their turn. Teachers can help students improve their oral fluency and spontaneous speaking skills in a safe setting by going through the group several times with the same or similar prompts.



#### **e. Interview and Report**

The Interview and Report methodology integrates active information gathering through structured or semi-structured interviews with the subsequent synthesis and dissemination of findings in a report format (Seidman, 2013). This method encourages the growth of critical research abilities, which include formulating relevant questions, using human subjects in an ethical way, and properly collecting and analyzing qualitative data. Comprehensive opinions and direct knowledge from people with relevant information can be obtained through interviews, which enhances comprehension of complex events beyond easily accessible secondary sources.

In a speaking class, the Interview and Report technique involves helping students in developing interview questions, interviewing peers or other select individuals, and then compiling their results into an oral report. In the beginning, the instructor should act as an example of good interviewing practices, emphasizing paying attention, accurate questioning, and building interaction. After that, students create methods for interviews related to a particular subject in pairs or small groups. After the interview stage, students concentrate on compiling the data they obtained and creating a short and attracting oral report that they will deliver to the class. Through simulating real-world communication situations, this process not only improves their speaking and presentation abilities but also strengthens their capacity to summarize, evaluate, and synthesize information from oral sources.

#### **f. Four Corners**

The Four Corners strategy is an active learning technique designed to elicit and explore diverse perspectives within a group based on responses to a specific statement or question (Himmele & Himmele, 2009). Individuals participate in an initial self-selection process that promotes individual stance-taking by placing themselves in one of four designated areas, which represent various points of view. Small-group discussions that follow in each "corner" provide students with an opportunity to explain their thinking and interact with peers who share their points of view, which helps them better comprehend their position and the fundamental arguments.

Teachers might start by asking a controversial statement or question with different views represented in each of the four classroom corners to implement the Four Corners technique in a speaking class. Once each student has read through their position and moved to the corner that supports their initial perspective, conduct brief small-group discussions in each corner, encouraging students to explain and defend their position to their peers. After that, ask representatives from every corner to present their group's logic to the class, requiring active listening and exposing students to a range of opinions. Teenagers can practice expressing their opinions, having polite conversations, and enhancing their persuasive speaking abilities in an informal environment because of this physical interaction and organized discussion



### **g. Travel Talk (Conversation Carousel)**

The Travel Talk, or Conversation Carousel, is a dynamic collaborative learning strategy designed to maximize interaction and expose participants to a multitude of perspectives on various facets of a central topic (Abrami et al., 2008). This activity involves setting up multiple "stations," each with a distinct topic or theme, and having small groups of participants focus their conversations on them for a specified time. To promote a varied exchange of ideas and insights among participants, groups rotate to a new station after a specified amount of time. There, they face a fresh topic and possibly a different shape of peers.

Applying the Travel Talk (Conversation Carousel) in a speaking class, teachers can create multiple conversation stations, each featuring a distinct and engaging question or topic relevant to the learning objectives. First, the students are split up into smaller groups, each of which begins at a different station and spends a certain amount of time having concentrated conversations. Groups move to a new station based on a signal, where they are met with a different mix of peers and a new question. Students are forced to constantly communicate their ideas to a range of audiences, adapt their communication style, and actively listen to different points of view on different aspects of the main theme as a result of this cyclical movement and interaction. By ensuring clear time management for each station and facilitating a concluding whole-class reflection, educators can attach the Conversation Carousel to enhance speaking fluency, natural communication, and the ability to engage in meaningful dialogue with a variety of talkers.

### **h. Peer Feedback on Speaking**

Peer feedback on speaking is a formative assessment strategy that engages learners in critically evaluating and constructively critiquing their peers' oral presentations or communicative performances (Topping, 1998). Students take part into the assessment process by providing feedback based on rubrics, which helps them improve their analytical abilities and understand effective communication. This mutual process enhances the feedback providers' understanding of the examined speaking abilities while also providing presenters with valuable insights about their areas of strength and growth from the perspective of their audience.

Creating Peer Evaluations to ensure that students in a speaking class for teenagers comprehend the components of effective communication, teachers must first create specific and clear criteria or a rubric to evaluate oral presentations or speaking exercises. After student presentations, have a structured feedback process in place where teens give their peers constructive criticism based on established standards, highlighting both their strengths and areas for development. Written feedback forms or supervised oral feedback sessions can help with this. Pressure the value of giving precise examples and recommendations as opposed to unclear comments. By putting students in the position of evaluator, this method not only gives presenters constructive criticism from their audience, but it also develops the



analytical and critical listening abilities of the people giving the feedback, creating a cooperative and encouraging atmosphere for the growth of oral communication proficiency.

### **1.3.English language skills**

It is fundamental to people who want to learn a second language, in this case English, to understand how to become proficient in it and what is necessary to know to start the process. In this way, four basic skills foster communication and interaction in different settings. Those are reading, listening, writing, and speaking. Developing those skills is the step to acquiring a second or foreign language. Likewise, it is declared that language skills are the abilities that allow the expression and interaction of ideas and thoughts effectively. They provide organization and meaning to the messages a person tries to share (Indeed Editorial Team, 2025). Besides, Clement and Murugavel (2018) point out that adequate English goes beyond just forming grammatically correct sentences; it also involves other essential communication skills such as presenting ideas clearly, persuading and negotiating effectively, and building strong interpersonal relationships.

Additionally, language skills are often used in combination during communication and are closely connected. For instance, listening is a way of receiving information, while speaking is a response that allows for interaction, such as asking questions or sharing feedback. In the same way, writing is a form of output that reflects what has been read, understood, and interpreted, making strong reading skills essential (Indeed Editorial Team, 2025). In consequence, it is imperative to understand that, based on the four language skills, some are receptive, and others are productive English skills.

#### **1.3.1 Receptive English skills**

As its name suggests, these are the skills where the input is received through sensory organs such as sight and hearing. For example, attending a lecture or flicking through a newspaper. The receptive English skills are listening and reading.

##### **a. Listening**

Listening is considered a receptive skill since it is the ability to accurately receive, interpret, and respond to spoken messages. It includes not only the ability to hear the words, but also reinforces the comprehension of the meaning, emotions, and intentions of the messages. Like this, successful listening is a key part of communication as it helps to build understanding, avoid misunderstandings, and engage in meaningful interactions. Likewise, listening “is not a single skill. It includes many different components and is a complex process involving an interaction between listeners, speakers and spoken texts” (Hue, 2019, p. 269). Therefore, involving students in interactive activities where they can promote listening as well as speaking is a good way to develop these skills.

##### **b. Reading**

Similarly to listening, reading is a receptive skill where the input comes from printed or digital texts, where the students receive and interpret it based on what they read. Reading is the ability to understand, evaluate, and infer meaning from written materials. It includes



word recognition, comprehension of sentences and paragraphs, and assessment of the overall meaning or purpose of a work. High reading skills are essential for critical thinking and effective communication. Banditvilai (2020) states that effective readers are actively engaged with the text and aware of the strategies they implement to make sense of what they are reading. Teachers can support students in enhancing their reading comprehension by introducing and guiding them through various reading techniques.

### **1.3.2 Productive English skills**

Different from the receptive skills, here the person needs to develop them in a way that they can create input to be shared. For instance, giving a speech or sending an e-mail. The productive English skills are writing and speaking.

#### **a. Writing**

Writing is a highly complex mental process that requires the writer to manage multiple elements at once. Having strong writing abilities can increase a student's likelihood of success. As a fundamental aspect of language, effective writing is essential for students to meet both academic and career-related goals (Sri & Rao, 2018). When learning and developing writing skills, the student must focus on different aspects of being proficient in that skill. Those are purpose, approach, tone, and extension, among others. Likewise, there are different kinds of texts depending on the formality, such as essays, e-mails, reports, articles, and others. Consequently, teachers should provide steps to achieve the different texts' purposes and where to implement each.

#### **b. Speaking**

Speaking is the ability to express thoughts, ideas, and emotions verbally clearly and effectively. It involves the use of appropriate vocabulary, pronunciation, stress, grammar, and fluency to communicate with others. It is considered to be the most used skill as it is seen in everyday interaction, academic discussions, and professional settings. It is also employed with listening skills, as both are necessary in oral communication. Additionally, Pradnyandari (2021) emphasizes that the primary goal of learning English is to employ it efficiently as a means of communication, especially when interacting with people from other countries. Accordingly, speaking could be the skill that teachers should develop the most in their students since it is the one they will be using most of the time when learning the English language.

### **1.3.3 English language competences in Ecuador**

Currently, the English language has gained a lot of relevance in Ecuador, where every school has it as a subject. Students starting at the primary level to the baccalaureate receive English classes to reach the B1 English level by the end of high school. Soto, Intriago, Vargas and Cajamarca (2017) point out that

EFL has existed (under different labels) in the curricular framework of primary schools in Ecuador for almost two decades. Since 2000 up to 2013, two agreements allowed for its delivery as an elective subject first and then as a complementary



activity, which permitted some schools, teachers and students to benefit from it. Of course, the quality, extent and depth of the program depended on factors such as the will of the principal and availability of resources and teachers. Regardless of this reality, some primary schools did offered EFL to their children. (p. 243)

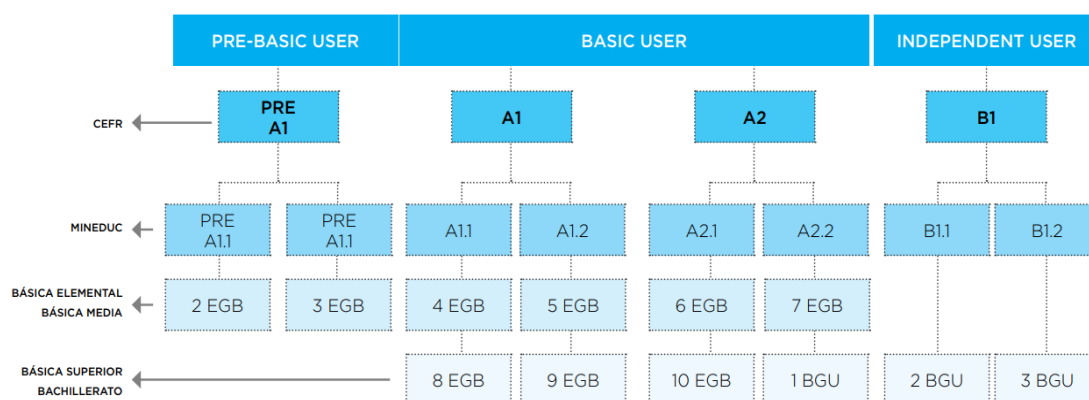
This contextualization provides an overview of the implementation of English language as a subject in the different schools around the country in the early years. As a result, language education has increased its priority in Ecuador schools from those years to what can be found nowadays.

Respectively, English as a Foreign Language (EFL) became a mandatory subject in all public primary schools in Ecuador starting in September 2016 for the Sierra and Amazon regions, and in 2017 for the coastal areas (Soto, Intriago, Vargas & Cajamarca, 2017). Since then, a method used around the world to evaluate language proficiency has been placed in the EFL Ecuadorian curriculum to establish the level students must reach at specific school years. The Common European Framework of Reference (CEFR) is that method. According to the CEFR, some levels show what a person can do by using the English language. Those levels are A1 (beginner), A2 (elementary), B1 (intermediate), B2 (upper-intermediate), C1 (advanced), and C2 (proficient).

The English levels corresponding to the EFL Ecuadorian curriculum are based on the Common European Framework of Reference for Languages. Subsequently, Ecuadorian students must reach specific levels from basic to intermediate user (A1 to B1) at the end of certain school years. That is presented in the figure below.

**Figure 1**

*English Language Proficiency Levels in Ecuador: Branching Approach*



*Note: Ministerio de Educación del Ecuador (2019)*

The figure above presents the levels of English proficiency in Ecuador according to the school year. Learners are expected to reach those levels by the end of the academic period. The levels are three, which are pre-basic user (Pre A1), basic user (A1, A2), and independent user (B1) in accordance with the CEFR. Likewise, it can be observed that some categories are established by the Ministerio de Educación (MINEDUC). As presented in the



figure, sophomore students will obtain an English level of B1.1, which means that they are in the category of independent users. British Council (2025) indicates that B1 learners can understand and communicate effectively in familiar situations, both in writing and speaking, and manage everyday interactions and travel-related tasks in the language.

#### **1.4. Speaking skills**

Nowadays, effective communication is essential for success across all areas of life, and language serves as the primary tool for connecting and interacting with people worldwide (Rao, Parupalli, 2019). Speaking is an essential part of learning a language and is also required for everyday communication. They allow people to express their thoughts, ideas, and feelings clearly, making them necessary in academic, professional, and personal contexts.

Language learners feel more confident when they communicate with confidence or fluency, particularly in social settings, group conversations, and public speaking. Furthermore, speaking plays a critical role in forming and maintaining relationships, facilitating collaboration, and enhancing interpersonal and emotional intelligence.

##### **1.4.1 Elements of speaking skills**

Respectively, speaking has aspects that help produce precise oral messages and participate actively in oral expressions, avoiding misunderstandings.

##### **a. Pronunciation**

One of the important goals of languages is to allow effective communication among individuals, therefore, the focus must be on producing good pronunciation to let others understand what we want to transmit, whether opinions, statements, or responses. Pronunciation is the way words are articulated when spoken. Mastering pronunciation enables people to pronounce English words accurately, which, indeed, fosters their confidence when speaking the language. Besides, it involves producing the sounds clearly and correctly so that the intended message is appropriately delivered and understood (Prashant, 2018). Accordingly, students have to develop and foster good pronunciation, taking into account aspects such as rhythm, stress, and accent, among others. Thus, they will feel confident and want to keep improving their speaking.

##### **b. Grammar and vocabulary**

Similarly to pronunciation, grammar and vocabulary play an indispensable role in conveying ideas. On the one hand, 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” (Kusumawardani & Mardiyani, 2018, p. 725). On the other hand, vocabulary is established as the range of words in a language that a person or group comprehends. It is divided into active, the words usually used in daily communication, and passive vocabulary, words that are recognized by an individual but rarely used in regular conversations (Nordquist, 2019).





### **c. Fluency**

While pronunciation focuses on how the words are said orally, fluency deals with the efficacy when producing well-structured sentences without hesitation. Fluency, which includes many components such as complex sentence construction, a broad vocabulary, and effective communication, is often regarded as a comprehensive indicator of language skills. It typically refers to the ability to express thoughts clearly and smoothly, with minimal pauses or interruptions (Yenkimaleki, Heuven & Hosseini, 2023). In this sense, a good way to display aptitude when speaking is to deliver a continuous message that makes sense to those who receive it.

### **d. Accuracy**

Accuracy in speaking refers to the correct and proper implementation of words, phrases, and sentences. It is illustrated by four major features; among them, precision, authenticity, symmetry, and cohesion. These terms are closely associated with accuracy since they demonstrate the speaker's level of language expertise (Chamorro, 2024). Transmitting an accurate message reduces the risk of misunderstanding or confusion. Moreover, it highlights the person's confidence and credibility as the messages appear more knowledgeable and trustworthy

### **e. Intonation**

Finally, intonation is the rise and fall of the voice when speaking. It is a key feature of spoken language that conveys meaning, emotion, and attitude beyond the words themselves. "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 21 expressive intentions" (Chun et al., 1988, p. 81). There are some key aspects of intonation, such as tone patterns, meaning, and emotion, and types of intonation: rising, falling, rise-fall, or fall-rise intonation. Those aspects serve to identify how intonation makes our speech more valuable and expressive.

## **1.4.2 Importance of speaking in EFL students**

English has opened opportunities for communicating worldwide. To do so, spoken transmission is what has gained the main role. Therefore, improving speaking abilities is especially important to meet the objectives of current social, academic, and professional contexts. Similarly, it appears to be the primary focus for individuals and learners of English as a foreign language. As reflected by Ganiyevna and Muhsin (2019), individuals must receive focused and purposeful training in speaking to ensure effective communication within any system. The ability to speak confidently has special advantages, such as a strong sense of satisfaction and connection with others when expressing ideas verbally, even though mastery of all four skills (speaking, listening, reading, and writing) is necessary to become an effective communicator.

As for speaking for EFL students, it is a crucial skill for English learners, helping them improve job opportunities, boost confidence, succeed in interviews and presentations,



and build strong social and communication skills. Through regular practice in EFL classrooms, learners can develop fluency and effectively express themselves in various real-life situations (Akhter, 2021). Furthermore, Sudarmo (2021) says that speaking “allows us to build relationships, influence decision making and drive change. The ability to get ahead in business and life itself is almost impossible without communication skills” (p. 115). Like this, EFL teachers should improve their students’ speaking skills concerning daily life contexts to be prepared for the different environments in which oral communication takes place, as they have fewer chances to practice out of class compared to ESL students.

#### **1.4.3 Teaching English Speaking to teenagers**

In teaching English, the opportunities to promote oral communication among teenagers are slightly higher than children, as they can encourage themselves to speak and use the language, whether in or out of the classroom. Besides, the chances of being involved in spoken practice increase the likelihood of peer-correction, where they learn cooperatively. Peer-correction boosts the sense of being in a comfortable environment where mistakes function as learning tools, as proved in a study conducted by Luna, Narváez and Alvarado (2022). The researchers applied qualitative research to analyze the usefulness of peer-correction to improve teenage students’ speaking skills. The participants were eight students between 11 to 15 years old from a public middle school in Mexico (Luna López et al., 2022).

The findings obtained by Luna, Narváez and Alvarado (2022) were significantly positive regarding peer-correction towards speaking. On the one hand, it enables students to feel comfortable and encouraged to express their ideas without the fear of being criticized by others for making mistakes. On the other hand, teenage learners enjoy working with their peers since they trust in their classmates’ corrections, nevertheless, they ensure their answers with the teacher (Mexico Luna, Narváez and Alvarado, 2022). As a result, teaching speaking to teenagers ends up as an easy process to carry out with the aid of the learners. The same happens with cooperative learning strategies as students stimulate each other to reach the goal of the lessons.

#### **1.4.4 Factors that affect oral production in teenagers**

Although many teachers try to implement interactive activities during English classes, they struggle with serious inconveniences that hinder the process of developing good spoken communication. Regarding the opinion of Riadil (2020), several factors can discourage students from engaging in speaking activities during lessons. Firstly, one major issue is the overcrowded classrooms, often with 30 to 35 students or more, which sometimes makes active participation difficult. Secondly, many students avoid speaking to hide their mistakes or weaknesses, fearing embarrassment or ridicule from their peers, leading to a lack of confidence. Lastly, some teachers tend to prioritize grammar instruction over developing productive language skills such as speaking and writing. Accordingly, teachers must turn those challenges into opportunities for learning by applying different strategies, like cooperative ones, which foster an environment of confidence and interaction as something groundbreaking.



In a study, Normawati, Nugrahaeni, Hadi and Fiki (2023) applied a descriptive research design to teenagers by retrieving data from the participants' spoken production and a questionnaire on the following question: "What are the difficulties faced by EFL learners in speaking English?". The researchers' findings revealed that three main factors affect developing English-speaking skills: differences in grammar between their native language and English, difficulties with English pronunciation, and struggles with understanding and retaining new vocabulary (Normawati, Nugrahaeni, Hadi & Fiki, 2023). So, it can be seen that the elements of speaking negatively affect the development of good oral production when they are not well-understood and rehearsed.



## **CHAPTER II: METHODOLOGY**

### **2.1. Description of the study area**

The research work took place at Unidad Educativa Fiscomisional “Nuestra Señora de Fátima” in Ibarra, located on C. García Moreno and Juan de Salinas streets. This Catholic institution provides education at three levels: primary, secondary, and high school. The institution prioritizes English language learning by offering English classes to students from the initial basic level until the last year of high school.

### **2.2. Type of research**

This investigation used a mixed research approach. Tashakkori (2007) argues that this method may be defined as “research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study” (p.3). To ensure the validity and reliability of the results, this research employed a mixed approach to balance qualitative and quantitative data. These two approaches are highly complementary, as the use of qualitative data can explain quantitative results and vice versa.

Additionally, this study used descriptive and narrative research methods. On the one hand, “Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied” (Manjunatha. N, 2021). Descriptive research is appropriate for the study since it allows the researcher to describe the major characteristics of the sophomore students. On the other hand, “Narrative is a research strategy that emphasizes stories or narratives as a means of understanding human experience, acquiring a thorough understanding of a subject, and disseminating information with an audience” (Luthfiandana Rio, 2024, p. 29). The narrative research strategy is accurate for the research work because of the personal information the teachers provided.

### **2.3. Methods**

This research work used deductive and inductive reasoning to build an accurate path to conduct the data collection instruments and to analyze the results that were obtained from them. On the one hand, it is considered a deductive method because the global data was taken and analyzed so that the final product was specific, leaving as evidence the most relevant concepts of this research work. On the other hand, the inductive approach involves working with data from the participants' experiences, that conducted by the analyst. Mixing them up provides an extensive path to manage the information and achieve the specific objectives of the investigation. “The deductive and inductive approaches provide a comprehensive approach in analysing qualitative data. The process involves immersing oneself in the data reading and digesting in order to make sense of the whole set of data and to understand what is going on” (Azungah Theophilus, 2018, p. 3).



## **2.4. Techniques and research instruments**

This investigation used an interview and a survey as data collection techniques since these techniques are within the established focus of this research work and were suitable for achieving its objectives. These techniques allowed the collection of data quantitatively and qualitatively, as long as their application was appropriate.

The data collection instruments used are a questionnaire with closed-ended questions corresponding to the survey technique and a semi-structured interview corresponding to the interview technique. While the questionnaire collected, in percentage, the answers about the problem of this research work in the students at Fatima High School. Conversely, the interview applied to the English teachers to identify their knowledge about cooperative learning strategies in the classroom. These instruments were adequate for this type of investigation and followed the methods previously chosen.

## **2.5. Research questions**

- What cooperative learning strategies are useful for speaking skills in EFL students?
- How could Cooperative learning strategies improve speaking skills in sophomore students?

## **2.6. Population**

The participants in this research represented one hundred percent of the population under study. No statistical calculations are required for this population because the number of students was not over one hundred people and consists of seventy-five second-year students: forty-five male and thirty female, with a B1.1 level of language based on the Ecuadorian Curriculum. The students are divided into three different parallels. Besides, there are two English teachers for the different levels of education (basic education, upper basic education, and high school). Therefore, the total number of participants for this research work was sixty-seven people, which helped to collect important and useful data for subsequent analysis.

## **2.7. Procedure and data analysis**

In this research work, the beginning was the recollection of theoretical foundations about Cooperative Learning Strategies and Speaking Skills to establish a base to build instruments for collecting data from the participants. This data was collected among sophomore students and English teachers at Fatima High School using a mixed approach that includes two research techniques: interview and survey. The data was analyzed quantitatively and qualitatively to present a discussion about Cooperative Learning Strategies and their relation to the enhancement of Speaking Skills in sophomore students. For the quantitative analysis, the dynamic tool was Google Forms because of the type of graphics and tables that this program can make with data. Finally, the qualitative information was analyzed in Word, because of its nature, it means that no numerical analysis was required.



## CHAPTER III: RESULTS AND DISCUSSION

### 2.1. Interview with the English teachers

#### Questions

1. **How long have you been teaching English as a subject at Nuestra Señora de Fátima High School?**

**Teacher A:** Well, I have taught English for 30 years, and I had the opportunity to work at Fátima High School teaching English.

**Teacher B:** I have been teaching English at Nuestra Señora de Fátima for 29 years.

**Analysis:** Both teachers have over two decades of experience teaching English, and they have both built their careers at the same educational institution since the beginning. This could demonstrate the experience and knowledge that English teachers at Fátima High School possess. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers (Rice, 2010). The results of these answers expose the direct relationship between teaching experience and the use of traditional strategies, as well as the curiosity to explore new ones. About teachers with curiosity: “who like teaching, and who feel confident about their teaching abilities are, indeed, highly effective in the classroom; these teachers also appear to be the most receptive to the implementation of new instructional practices” (Guskey, 1988). Based on Guskey’s research, it can be concluded that years of experience could play an important role when it comes to incorporating new practices, if the teachers have the characteristic of predisposition.

2. **According to MINEDUC, Sophomore Students in Ecuador must reach a B1.1 level of English based on the Common European Framework of Reference. That said, what level do you consider the 2nd BGU students to be at this moment? Argue your answer.**

**Teacher A:** We have different types of students with different levels and situations. Kids who are a bit more prepared and kids who have a slightly lower academic level. This is due to different factors, but I would consider that the second year of high school course has almost two levels, we could say it could be A2 and B1.

**Teacher B:** Well, according to all these parameters you have mentioned, it would be ideal for the students to develop that level, but they must be at an A1 level.

#### **Analysis:**

According to teacher A, the students range from level A2 to B1, as the idea is presented that each student is different. On the other hand, teacher B concludes that the ideal would be to reach the standard required by MINEDUC; however, from their point of view, the students are at the A1 level.



Both teachers provide different responses; however, they intersect at the common point that the students have not yet reached the level required by MINEDUC. In conclusion, the students have not yet been able to reach the level that the current curriculum outlines, and this may be directly related to various external factors. The indicators on external factors find (a) the teacher has a significant role to expand learning difficulties especially on the use of teaching method and media (Wulandari et al., 2020).

**3. Based on your experience, what do you consider to be the challenges your students face when speaking English?**

**Teacher A:** Well, the challenges are primarily, well, facing a new language, right? It's that fear of making mistakes, of saying they won't understand me, they'll laugh at me. So, these are situations that come and take over the students' minds, the embarrassment of being in front of an audience, and knowing that they might not be saying a phrase or a comment in the appropriate, correct way. So, another thing is a bit about pronunciation, also about hearing in class that American English and British English are combined, so with the contrast to our language, it will always be something new for them, something novel, and with that, it sometimes leads to confusion for them as well.

**Teacher B:** I think it's because of the limited time, as I repeat, it's because of the time, they have little time in the classrooms, it's barely three hours or sometimes those three hours are not met at the scheduled time, so that's a limitation for them not being able to develop more of what some might be interested in, like, and want to learn.

**Analysis:** Both teachers conclude that students face several challenges when it comes to producing the language. Teacher A suggests several factors, such as the fear of making mistakes, the embarrassment of speaking in front of other students, pronunciation, and even facing something new. Teacher B states that, from his point of view, the biggest challenge is the time students must learn the language within class hours.

It can be seen that each teacher's point of view differs based on the context they are exposed to, as the challenges each one sees in their students are different and may be linked to other external factors. Each teacher speaks from their experience and presents challenges based on the evidence they collect in their classes day by day.

**4. Likewise, what challenges do you face when developing your students' oral production skills?**

**Teacher A:** God, my challenges primarily involve setting a goal for my students at the end of the lesson, after completing the planned activities, so that they understand, comprehend, apply, and start producing. Therefore, I always try to organize my class





on whatever topic in the best possible way, always putting myself in my students' position, always motivating my students to read a little, whether it's a couple of lines or a small paragraph, so that they produce in both written and oral forms in the best possible way. So, at the end of that, I expect my students to produce both orally and in writing the entire process taught in the class.

**Teacher B:** Well, I have, I want to reach the students, that's my concern, or sometimes my discouragement, right? When I want to speak and they understand little, then it is a limitation for the teacher. They feel a bit frustrated because they also have that eagerness, that desperation, and that need to know what is being said, so it is a challenge for me. My challenge is that they, even if it's just a little, speak, little by little, but understand.

**Analysis:** Teacher A states that their biggest challenges are getting their students to understand the language and produce it orally or in writing by the end of the class. On the other hand, teacher B suggests that their biggest challenge is feeling that their students understand what is said during the classes and that they produce the language orally, even if it's in a small amount.

The teachers have a very important common challenge, and it is related to the oral production of the students. It could be said that teachers are constantly striving to achieve a common goal, which is the oral production of their students. There are other challenges that teachers face; however, the common challenge is the biggest from their perspective.

##### **5. What methods or strategies do you use to create an ideal environment for developing oral production in your students?**

**Teacher A:** Well, in that sense, I try to use the vocabulary in different contexts, and I try, as much as possible, at least once a month, to have them listen to some video, some movie, some song, because this will allow the kids to have the opportunity to be exposed to the language. So, by having the opportunity to listen to videos and songs, they will also hear the pronunciation. I also always implement dynamics, games, and roleplays.

**Teacher B:** Because it is important to me, I start with the prayer. So, it's important that they already know, they pronounce their prayer, they make their prayer in English, then I use songs, the songs according to the theme I am going to work on in the class, and they start singing the song, understanding the song. And then feedback on the class that I have given to introduce the topic, and to continue. I make the class participate and use different methods every day, even with puppets, flashcards, with whatever I have.

**Analysis:** To create an ideal environment where students feel comfortable, teachers employ different strategies. Teacher A suggests that the use of new vocabulary, exposure to videos or songs in English, creates the opportunity to approach oral





production, even improving their pronunciation. On the other hand, teacher B explains that using repetition strategies, such as praying at the beginning of each class, allows students to become familiar with the language.

Both teachers agree on the use of songs as a method of language immersion, as they believe this generates interest among the students. It could be a part of the audiolingual method, for example. According to Kao: "As discussed above, music inspires language, and language makes music come alive. Use of music as the learning material sustains the inspiration to learn the language" (Kao & Oxford, 2014).

**6. What activities do you use to encourage oral production in your students? For example, class discussion forums, exhibition stands on topics of interest, or role-playing games.**

**Teacher A:** Yes, yes, it should also be noted that usually, it involves taking real-life topics. I always do it like a brainstorming session, kind of like discussion forums.

**Teacher B:** Well, I usually use songs more. I like songs that are super catchy, that grab their attention, that they can easily listen to, and quickly get into.

**Analysis:** Regarding specific activities, as previously mentioned, the teachers employ different activities. Teacher A maintains that discussion or debate forums are the most recurrent activities in their classes. While Teacher B sticks to using music related to the current class topic and of an eye-catching nature, this captures the student's attention.

The activities employed by the teachers highlight their interest in exposing their students to the English language, and the underlying goal seems to be the use of the language for everyday and daily life situations. In conclusion, the activities that teachers employ may be designed for contexts beyond the academic.

**7. Have you heard about Cooperative Learning Strategies? Have you heard about Cooperative Learning Strategies? If so, which of them could be a potential tool to improve the oral communication skills of sophomore students? Why?**

**Teacher A:** Yes, I have had this opportunity with cooperative presentation as a pedagogical methodology that allows the interaction of our students in our classes, taking into account first their individual participation, which is super important, but if they do it in pairs, in small groups, they contribute to being able to develop and share experiences when they need to talk or address a specific topic that they can develop.

**Teacher B:** Well, yes, I have heard. I have even employed that, because when you group the kids, sometimes in pairs or sometimes in little groups of three or four, they are present, they are curious, right? They ask each other short questions so that they can develop, for example, self-introductions, likes, and hobbies.



**Analysis:** Regarding their knowledge of CLS, both teachers state that they recognize the concept and are familiar with the strategies the interviewer is asking about. Teacher A expresses that they have had the opportunity to closely understand these strategies and recognize the importance of employing them in the classroom. For his part, teacher B states that he is familiar with the concept being presented and shares an example of how these strategies can work in a class.

The common point between both teachers is evident in their knowledge of Cooperative Learning Strategies and the emphasis that can be seen regarding their importance for learning the English language within the academic and educational context.

**8. Would you be willing to use a didactic guide based on Cooperative Learning Strategies as a support tool in your classes to improve your students' oral production? Argue your answer.**

**Teacher A:** Absolutely yes, because I think these guides would help us a lot to develop in a better way, especially the skill of speaking, communication, which is sometimes a shortcoming in institutions.

**Teacher B:** Of course, I would love it, because these are new strategies, and there are many here, right? Many methods, many techniques that can be combined, that can be used within the class so that the class improves, so that the students' oral production gets better.

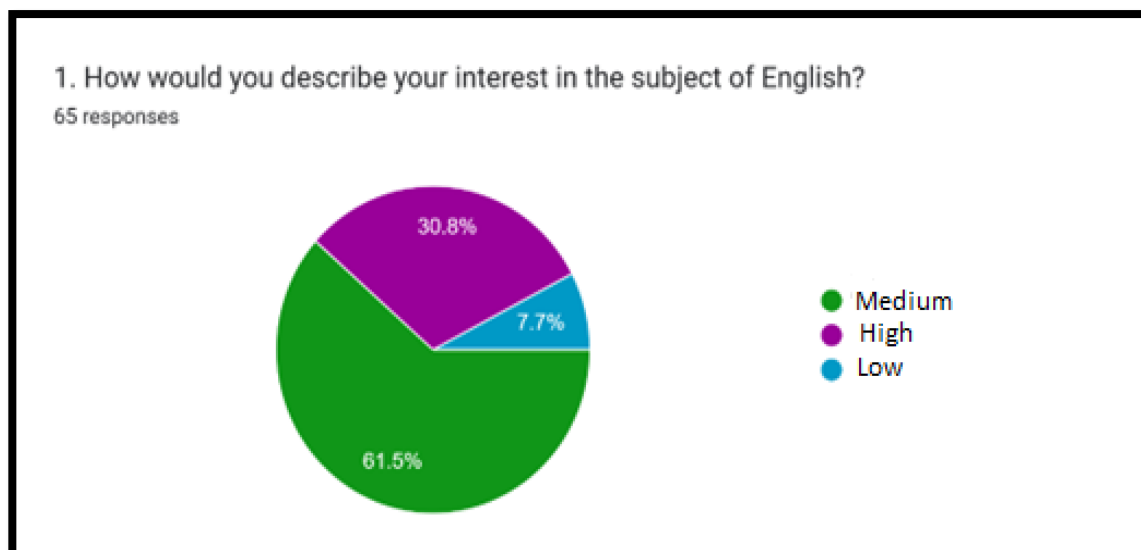
**Analysis:** Both teacher A and teacher B maintain and express their willingness to use a teaching guide for educators based on the CLS mentioned above. Both teachers agree on the importance of these strategies when applying them in class and recognize the potential they can have.

The teachers are aware of the pedagogical value that CLS possess and maintain that these would bring benefits to the students who are exposed to them. Although the present findings demonstrate the effectiveness of cooperative learning for students' resource management and cognitive - metacognitive strategies (Tran et al., 2019).

## 2.2. Surveys for sophomore students

Figure 2

Question 1



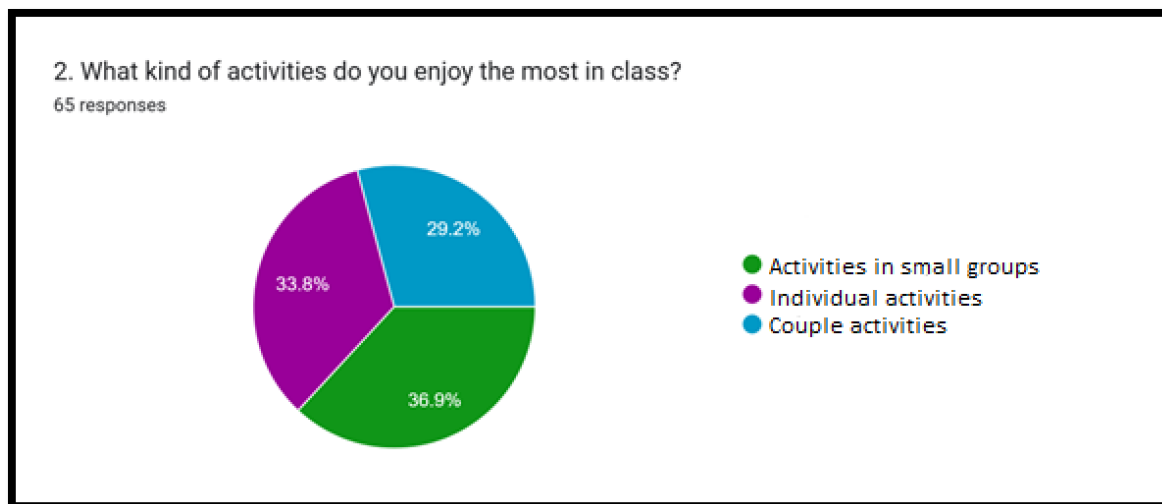
*Note: Researcher elaboration*

**Analysis:** This graph indicates the level of interest of the surveyed students regarding the subject of English, with options to rate their interest as low, medium, and high. Most of the students who responded to the survey rated their interest in the subject of English as medium, and the minority of the students chose to rate their level of interest as low.

The majority of students consider themselves to be moderately interested in the subject of English. On the other hand, around a third of the population expresses a high interest in the subject. On the other hand, a small section of the evaluated population expresses a low interest. This means that almost the entire population shows a positive level of interest in the subject of English. It can be said that if the teacher wishes to implement new strategies, the acceptance by the students could be high or successful, because the majority of the surveyed population has a positive tendency towards the language as part of their academic development.

**Figure 3**

*Question 2*



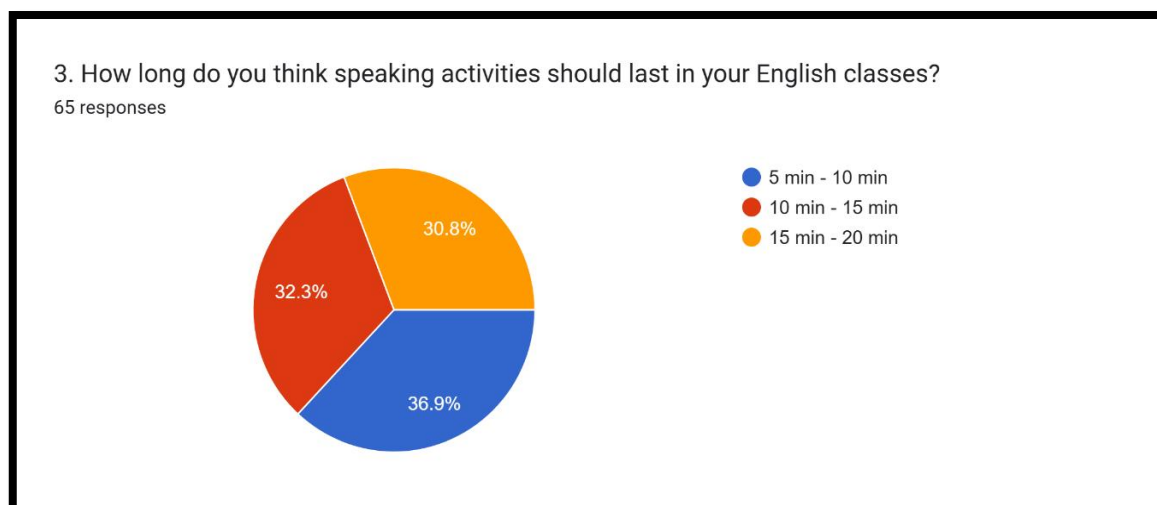
*Note: Researcher elaboration*

**Analysis:** This graph indicates the type of classroom activities that the surveyed students prefer, with options being: individual activities, pair activities, and small group activities.

The population responded in a very close manner; however, the majority chose pair and small group activities, leaving at the other end the minority of students, with one-third of the population, who expressed their preference for individual activities. Thus, this may positively suggest that the implementation of group activities would be highly successful among the students who participated in the survey.

**Figure 4**

*Question 3*



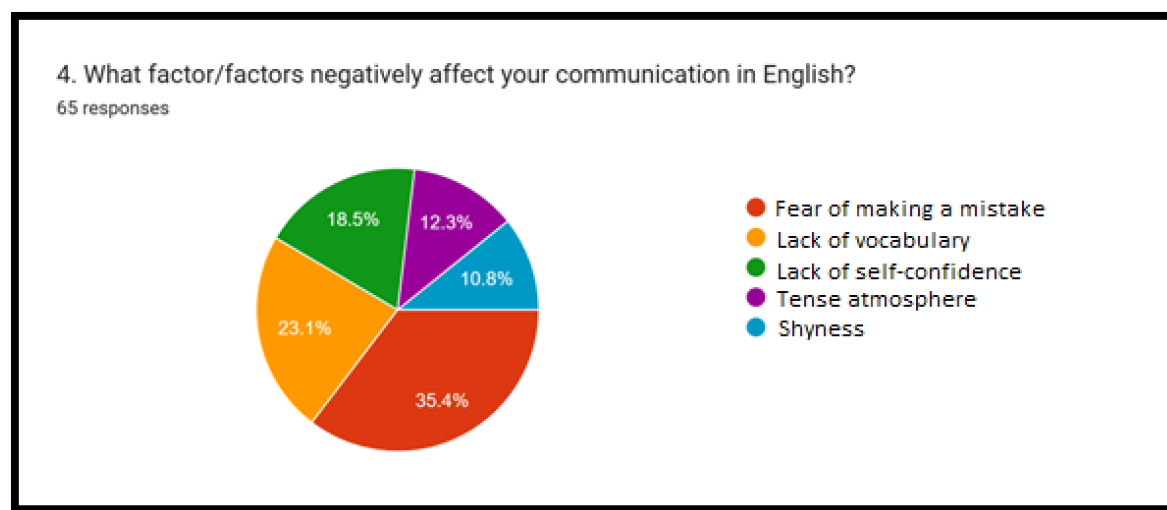
*Note: Researcher elaboration*

**Analysis:** The graph above indicates the population's preference for the duration ranges of oral production activities in class. The options range from 5 minutes to 20 minutes. Despite having similar results, a slight preference for shorter activities can be noted.

However, the majority of the population, with just over two-thirds of the sample, lean towards activities of a longer duration. This contrast allows us to assume that oral production activities used in class, regardless of their duration, could have a positive or successful impact on the academic development of the respondents in the subject of English.

**Figure 5**

*Question 4*



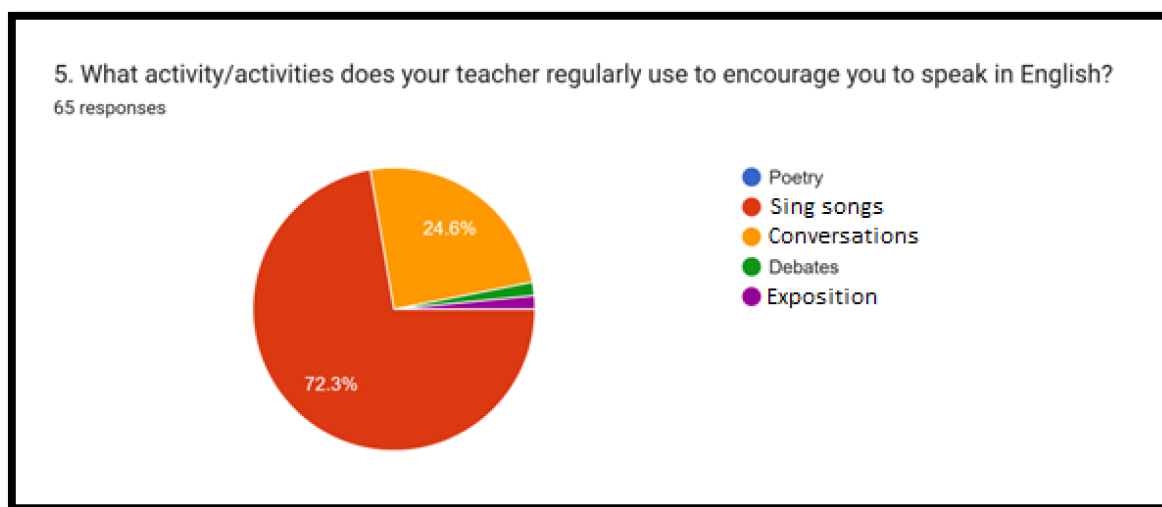
*Note: Researcher elaboration*

**Analysis:** This graph indicates the factors that negatively affect the oral development of students in the subject of English, specifically during class periods, with options to choose from: fear of making a mistake, lack of vocabulary, lack of self-confidence, tense environment, or shyness. The majority of the population chose the option of fear of making mistakes, while the minority opted for the option of shyness.

The population is divided among each of the responses. One-fifth of the population expresses that the negative factor affecting their oral production is the lack of vocabulary in the English language. On the other hand, just under a fifth of the population attributes their response to a lack of self-confidence. One-tenth of the population, being the minority group, chose shyness as the factor that affects their verbal development in the language. And, finally, just over a tenth of the population responded that a tense environment is the factor that negatively affects their oral performance in the subject. With these interpretations, we can assume that most of the factors chosen by the surveyed population may be directly related to intrinsic elements of the students, which could improve with the implementation of activities that confront them with these factors.

**Figure 6**

*Question 5*



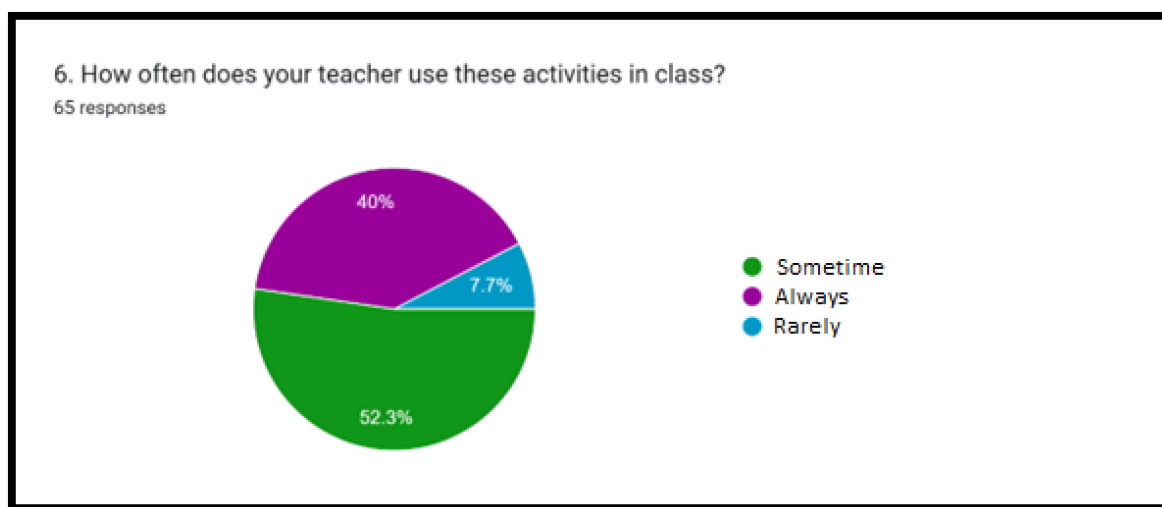
*Note: Researcher elaboration*

**Analysis:** This chart indicates which activities are carried out in English class more regularly. The options among which they could choose are: poetry, singing songs, conversations, debates, and presentations. The majority of the population agreed that the activity most frequently carried out during English classes is singing songs, while the activity least performed is poetry, receiving no votes at all.

The majority of the population, almost entirely, chose two of the responses. The first, with more than two-thirds of the voters, leans towards the option of singing songs, and in addition to this, almost a quarter of the participants chose conversations as the activities most frequently carried out for oral production during English classes. On the other hand, the smallest portion of the population chose the options debates and presentations. And to conclude the options presented, no voter chose the poetry option. In conclusion, it can be assumed that the activities carried out most frequently in class could be directly related to a possible positive impact if similar strategies are employed, since the students are in tune with these activities that they frequently engage in during English class.

**Figure 7**

*Question 6 survey*



*Note: Researcher elaboration*

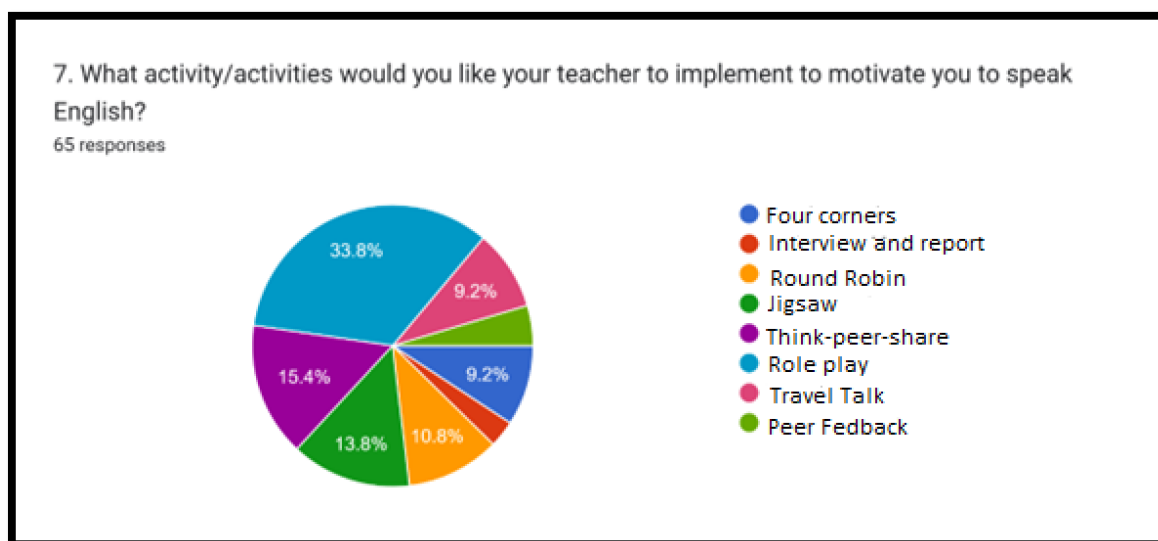
**Analysis:** This graph indicates the direct frequency with which the previously mentioned activities are carried out during English classes. Providing several options to respond, which are: always, occasionally, and rarely. More than half of the population expressed that these activities are carried out with moderate frequency. And the minority indicated that these same activities are carried out with a low frequency.

The perception of the majority of the population tends to express a medium-high frequency regarding the activities used in English class to promote the development of communicative and oral production skills in students. On the other hand, only one-tenth of the population perceives the frequency as low. That said, it can be assumed that implementing new activities with the same focus on enhancing students' communicative and verbal development could yield successful results, given that students already have an established habit of working on this English language skill with quite a high frequency.



**Figure 8**

*Question 7*



*Note: Researcher elaboration*

**Analysis:** This graph indicates the preferred choice that the surveyed students made regarding which new strategies they would like to have when working on oral and communicative production during their English classes. The given options are: Jigsaw, Think-peer-share, Role Play, Round Robin, Four corners, Travel talk, Interview and Report and Peer Feedback. Despite the multiple options available to choose from, the majority of the population leaned towards the Role Play strategy. And the minority stated that they prefer Interview and Report.

The majority leaned towards specific activities. A third of the surveyed population chose Role Play. Another third of the population chose Jigsaw and Think-Pair-Share. A tenth of the population leaned towards Round Robin and approximately a fifth of the population decided to choose Travel Talk and Four Corners. Lastly, the minority of the population chose Interview and Report or Peer Feedback. That said, we can assume that the strategies that lead in majority votes are the most suitable to be applied in an English class to develop and enhance students' communicative and oral production skills, since they are choosing freely which activities they prefer to participate in within their academic development in the English language.

### 2.3. General discussion

The results of the interviews reveal that English teachers at Nuestra Señora de Fátima High School have extensive experience in language teaching, with over two decades of service at the same High School. This experience suggests a deep understanding of the educational context and the individuality of the students, which, as Rice (2010) points out, tends to enhance the knowledge and skills of professionals. Despite this incredible



experience, a significant problem is found: the English proficiency of sophomore students is still below the Common European Framework of Reference (CEFR) B1.1 standard set by the Ministerio de Educación (MINEDUC). Given the diversity of the classroom, Teacher B believes that the most common level is A1, whereas Teacher A sees a range of levels between A2 and B1. Since oral production is one of the four basic language skills and its development is necessary for successful second language communication, this shortcoming is crucial.

The difficulties that students encounter when speaking the language are complex and correspond with the elements that the literature identifies as oral production inhibitors. Teacher A draws attention to the "embarrassment of speaking in public," the "fear of making mistakes," and pronunciation issues. These results correspond with the affective factors—such as anxiety, fear of being laughed at, and lack of confidence—that are discussed in the theoretical framework. These factors may avoid language production even in a state of grammatical and lexical knowledge. According to the student survey, the biggest thing that hinders their ability to communicate in English is the "fear of making a mistake" (35.4%). Another important factor (18.5%) is "lack of self-confidence," which emphasizes the necessity of establishing a safe and supportive atmosphere for learning. However, Teacher B highlights the "limitation of class time" as the primary obstacle. This observation is relevant because fluency and accuracy are two essential elements of successful oral production that can be limited by a lack of oral practice time. The challenge of making sure that students not only comprehend the language but also produce it through speech is one that both teachers face, despite these differences in how they view specific challenges. This main goal emphasizes how important oral production is to the curriculum and daily instruction.

Teachers use plenty of strategies to encourage oral production. Teacher A exposes students to the language and helps them pronounce words correctly by using role-playing games, videos, songs, and different situations. Conversely, Teacher B incorporates phrases in English, songs, and resources such as flashcards and puppets. The coincidence in the use of songs by both teachers is a strong point, supported by Kao and Oxford (2014), who assert that music inspires language and that its use as learning material sustains motivation. The Communicative Approach (CLT), which aims to use language in a genuine and meaningful way rather than just the retention of rules, is in line with these practices. The particular activities used, that include forums for discussion and brainstorming by Teacher A and catchy songs by Teacher B, demonstrate a practical use of the language and an interest in situations in everyday life. It is notable that singing songs (72.3%) and having conversations (24.6%) are the most common classroom activities, according to the student survey. This suggests that students are engaged with these exercises and that there is a foundation for applying related strategies that take advantage of these patterns of conduct.

The surveys' findings about the preferences of the students support the possibility of using collaborative approaches. 30.8% of students have a high interest in English, while many (61.5%) have a medium interest, suggesting a favorable attitude toward new methods. Furthermore, the majority of students choose activities in pairs (29.2%) and small groups



(36.9%), indicating that they are effective in putting group activities into practice. This desire is related to the CLS concepts, which emphasize the importance of group contact for learning. The significance of incorporating these approaches is further supported by the students' apparent preference for tasks such as "Role Play" (33.8%) and others, including "Jigsaw" and "Think-Pair-Share," which are important elements of CLS. "Role Play," for example, allows students to practice the language in fake situations, reducing the pressure and fear of making mistakes in a real context, and developing fluency and self-confidence.

The knowledge and willingness of the teachers towards Cooperative Learning Strategies are a fundamental finding. Both teachers recognize the concept of CLS and have employed these strategies. Teacher A emphasizes the importance of "our students' interaction" in pairs or small groups to "develop and share experiences." Teacher B corroborates their familiarity and the use of these strategies to encourage interaction and the practice of short questions among students. This common point in their knowledge and the importance they attribute to CLS for learning English is a pillar for the proposal. This teacher's disposition is based on the proven benefits of CLS, as described in the theoretical framework. CLSs promote positive interdependence, face-to-face interaction, individual accountability, the development of interpersonal skills, and group processing. By applying CLS, students work together towards a common goal, which reduces anxiety, increases motivation, and improves self-confidence, crucial factors for overcoming the "fear of making mistakes" and the "lack of self-confidence" identified in the student survey. Moreover, CLTs facilitate oral practice in a supportive environment, contributing to the development of fluency and accuracy. The literature also supports the effectiveness of cooperative learning for resource management and students' cognitive-metacognitive strategies (Tran et al., 2019).

The implementation of a didactic guide based on Cooperative Learning Strategies is presented not only as a support tool for teachers but also as a comprehensive solution that capitalizes on teaching experience, addresses student preferences, and tackles the factors that inhibit oral production. By fostering an interactive, supportive, and shared-responsibility learning environment, it is expected that students will overcome their affective barriers, improve their linguistic skills, and reach a level of oral competence closer to the standards required by MINEDUC. This proposal not only aims to improve a linguistic skill but also to empower students to become more confident and competent communicators in English.



## CHAPTER IV: PROPOSAL

**2025**  
Teacher's guide



Cooperative Learning  
**STRATEGIES**

Written by:  
NOELIA YÉPEZ



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# 1 – THINK-PER-SHARE

## Main Objective

To encourage active participation, the development of individual thinking, and the practice of oral expression in English.



## Materials

A clear and concise question or topic written on the board, projected, or handed out on a sheet of paper.

A clear and concise question or topic written on the board, projected, or handed out on a sheet of paper.

Steps to follow:

## Think (2-3 minutes) Phase 1

### 1. Presentation of the Topic/Question (30 seconds):

The teacher presents the question or discussion topic in English clearly and concisely. Make sure the vocabulary is accessible for the students' level.

Show the question so everyone can see it during the activity. You can also hand it out on a sheet of paper if necessary.

## Sample Questions/Topics:



- "What is your favorite movie and why?"
- "Describe your ideal weekend in English."
- "What are some advantages and disadvantages of social media?"
- "If you could travel anywhere in the world, where would you go and why?"
- "What are some important qualities of a good friend?"



## 2. Individual Reflection Time (1.5 – 2.5 minutes):

Tell students they have this time to think individually about the question or topic in silence.



Encourage students to think about their ideas, possible answers, examples, or reasons in English. They may take brief notes on paper if it helps them organize their thoughts, but it is not mandatory.

### Teacher's Role:

Walk around the room, observing and ensuring that students are spending time thinking. Do not interrupt their reflection process.



## Phase 2

## Pair (3-5 minutes)

### 1. Pairing (30 seconds)

Ask students to pair up with a partner. You can pre-designate the pairs or allow the students to choose (**taking into account classroom dynamics**).

Make sure each student has a discussion partner. If there is an odd number, a trio can work, or the teacher can participate in a pair.

### 2. Pair Discussion (2.5-4.5 minutes)

Instruct the pairs to share their thoughts and ideas about the question or topic in English.

Encourage turn-taking, idea comparison, and questions to clarify or expand answers.

### Teacher's Role:

Monitor pairs around the classroom, support shy students, redirect off-topic talk, and ask questions to deepen thinking.





Share (5-10 minutes)

Phase

3



### 1. Selecting Pairs to Share

The teacher can randomly select a few pairs to share their ideas with the entire class. They can also be volunteers.

Vary the way you select pairs to keep everyone engaged. You can use random numbers, ask pairs to volunteer after a signal, or choose pairs you heard had particularly interesting ideas.

### 2. Share with the Class (30 seconds - 1 minute per pair)

Each selected pair shares their main ideas or the answer they developed during the "Pair" phase with the rest of the class in English.

Encourage students to speak clearly and use an appropriate volume so everyone can hear.

#### Teacher's Role:

Facilitate discussion with follow-ups, compare ideas, highlight good English, and correct errors constructively.



### 3. Closing and Summary (1-2 minutes)

The teacher summarizes the main points from the discussion and connects the ideas shared to the lesson objectives.

Reinforces key vocabulary and grammatical structures used during the activity. This acknowledges students' participation.

## Additional Tips for Teens

**Relevance:** Use topics connected to students' interests and experiences.

**Variety:** Include different types of questions to keep engagement.

**Language Support:** Offer key vocabulary or sentence frames as needed.

**Positive Feedback:** Praise effort and participation.

**Safe Environment:** Encourage speaking without fear of mistakes.

**Adaptation:** Adjust timing based on level and task difficulty.

3

# 2. Jigsaw Speaking Activity

## Main Objective



To develop oral expression, active listening, collaboration, and deep understanding of a topic through peer-to-peer teaching in English.

## Materials

- ✓ A main topic divided into several subtopics (as many as the number of students in the home groups).
- ✓ Specific materials for each subtopic (short texts, images, short videos, sets of questions, key information, etc.).
- ✓ Note sheets or graphic organizers for students to prepare their subtopic.
- ✓ Optional: Stopwatch or visual timer.

## Steps to follow:

### Phase

1

*Preparation and base groups – 5 minutes*

#### 1. Introduction to the Topic and Division (2 mins)

The teacher present the main topic in English and explain its parts.

Ensure it's relevant to teens and briefly explain each subtopic's importance.

#### Topic example:

"The Impact of Technology on Teenagers" (e.g., Social Media, Education, etc.).

#### 2. Home Groups and Subtopics (3 mins)

Form groups of 4–5 students (randomly or strategically)

Assign each student a different subtopic within the group.

Give each student the material for their assigned subtopic.

## Phase 2

## Research and Expert Groups (15-20 minutes)



### 1. Individual Preparation (10-15 minutes)

Students study individually to become "experts." on their subtopic

#### Specification:

Encourage students to take notes in English, identify main ideas, and plan how to explain the topic.

#### Teacher's Role

Monitor, support, answer questions, and suggest using dictionaries

### 2. Expert Group Meeting (5 minutes)

Students with the same subtopic meet to discuss and clarify ideas (expert groups).

#### Specification:

Facilitate the formation of these groups. Make sure that all the "experts" for each subtopic are present.

In these groups, students discuss their subtopic, share their findings, clarify doubts, and plan how they will present the information to their home groups.

#### Teacher's Role

Supervise, ensure use of English, and ask questions to deepen understanding.

## Return to Home Groups and Sharing (Sharing Phase) 20-25 minutes

## 3

## Phase

### 1. Return to Home Groups (2 minutes)

The "experts" return to their original home groups.

### 2. Sharing Information (3-5 minutes per "expert")

Taking turns, each "expert" orally shares information on their subtopic with the other members of their home group in English.

#### Teacher's Role:



Monitors home groups, ensures participation and English use, and supports with questions or clarification when needed.

**Specification:** Encourage the "experts" to use their own words and explain concepts clearly and concisely. The other students in the home group should actively listen and take notes in English on the different subtopics.

**Encourage Interaction:** Home group members can ask the "experts" questions to clarify doubts or request more details. The "experts" should respond in English to the best of their ability.

# 3.

## ROLE PLAY

### Main Objective



To develop oral fluency, understanding of different roles and perspectives, improvisation, and use of English in simulated communicative contexts.

### Materials

A main topic divided into several subtopics (as many as the number of students in the home groups).

Role descriptions for each participant (with information about their personality, goals, motivations, etc.).

Optional: Simple props (hats, glasses, etc.) to help students get into their roles

Optional: Note sheets for students to prepare their ideas.

### Steps to follow:

#### Phase 1

*Preparation (5-10 minutes)*

#### 1. Scenario Presentation (2-3 minutes)

##### Description:

The teacher presents the scenario or situation the students will role-play in English. Make sure it is interesting and age-relevant.

##### Specification:

Clearly describe the place, time, problem, or interaction that will take place. You can use images or short videos to provide context.

##### Scenario Examples:



- "Two teenagers meeting for the first time at a school club."
- "A student asking their teacher for an extension on an assignment."
- "Friends planning a weekend activity together."
- "A customer returning a faulty product to a store."
- "Two celebrities being interviewed on a talk show."

Tell the groups when to begin their role-play.

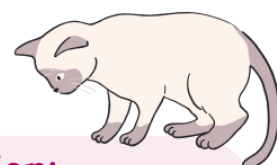
Encourage students to speak in English and interact naturally within the limits of their roles and the scenario.

### Specification

Observe interactions, taking notes on English usage, fluency, role understanding, and creativity. Avoid interrupting unless absolutely necessary to clarify a rule or encourage a group that has become stuck.

### Teacher's Role

## 2. Rotating Roles or Scenarios (Optional):



### Description:

If time permits, you can ask students to change roles within the same scenario or try a different scenario with new roles.

### Specification:

This provides more opportunities to practice and explore different perspectives.

## ● ————— Phase 3 ————— ●

### Debriefing and Feedback (10-15 minutes)

#### 1. Class Discussion (5-7 minutes):

After the performances, facilitate a discussion in English with the whole class.

### Description

### Specification:

You can ask questions like:



Encourage students to share their experiences and reflections in English.

- "How did you feel in your role?"
- "What was the most challenging part of the role play?"
- "What did you learn about the other character's perspective?"
  - "What different communication strategies did you use?"
  - "What new vocabulary or expressions did you use or hear?"



## 4 – Round Robin Speaking

To ensure equal participation of all students, generate a variety of ideas, and practice concise oral expression in English.

### Main Objective

### Materials:

- 🐾 A clear and concise question or topic written on the board, projected, or delivered orally.
- 🐾 Optional: A small object (a small ball, a pen, etc.) to indicate speaking time



### Steps to follow:

# 1

## Phase

*Preparation and Instructions (2-3 minutes)*

1. Presentation of the Topic/Question (30 seconds):

### Description:

- 🐾 The teacher presents the question or discussion topic in English clearly and concisely. Make sure it is understandable for the students' level.

### Specification:

- 🐾 Write the question on the board or project it for reference. You can also state it orally if it is short.

### Examples of Questions/Topics:

- "What is one thing you are looking forward to this week?"
- "What is your opinion on online learning?"
- "Describe a small problem you faced recently and how you solved it."
- "What is one thing you would change about your school?"

## 2. Subsequent Rounds (Optional):

### Description:

Depending on the objective and the time available, you can conduct one or more rounds.

### Specification:

- Pose a related or follow-up question.
- Ask students to comment on something another student said (respectfully).
- Ask them to expand on their initial response with more details or examples.

### Teacher's Role:

Guide subsequent rounds with new prompts or approaches to keep the discussion active and the use of English ongoing.



## Phase

*Closure and Synthesis (2-5 minutes)*

### 1. Summary of Ideas (1-3 minutes):

The teacher can briefly summarize the main ideas shared during the rounds.

#### Specification:

Highlight interesting vocabulary, different perspectives, and key points that emerged.

### 2. Reflection (1-2 minutes):

You can invite students to briefly share what they learned from listening to their peers or how they felt while participating in the activity.

#### Specification:

Encourage students to use English to express their reflections.





### Main Objective

Focus on both the use of English (fluency, vocabulary, pronunciation) and the role-playing and effectiveness of communication.

### Materials:

- Several cards or large sheets of paper (one per station) with a question or conversation topic written clearly and concisely in English.
- Enough stations for students to divide into small groups (ideally 4-5 students per station initially).
- Soft music (optional) to indicate the change of station.
- A timer or stopwatch.

### Steps to follow:

## Phase

# 1

### Station Preparation (5-7 minutes)

#### 1. Defining Topics/Questions (3-4 minutes):

##### Description:

The teacher defines several topics or conversation questions in English, related to the lesson objective or topics of interest to the adolescents.

##### Specification:

Ensure there are at least as many stations as half the number of students in the class. Questions should be open-ended to encourage discussion.

##### Examples of Topics/Questions:

- "What is a popular social media platform you use and why?"
- "Describe a recent movie or TV show you enjoyed."
- "What are some ways teenagers can help the environment?"
- "If you could have any superpower, what would it be and why?"
- "What is one thing you hope to achieve in the next year?"
- "Talk about a hobby or interest you have."



## 5. Continuing the Conversation (2 minutes per station):

### Description:

Upon arriving at the new station, the group reads the new topic or question and begins a conversation with the members of the new group who arrive at that station.

### Specification:

Encourage students to share new ideas and react to what others say. They may briefly mention what they discussed at their previous station if relevant, but the focus should be on the new topic.

## 6. Repeating the Rotation:

### Description:

Repeat steps 3-5 several times (e.g., 4-6 rotations), ensuring each group interacts with several topics and different combinations of partners.

### Specification:

Monitor time carefully to ensure each station receives the same amount of discussion time.



## Phase 3

### Phase 3: Closure and Debriefing (5-7 minutes)

#### 1. Class Reunion (2 minutes):

##### Description:

Pide a los estudiantes que vuelvan a sus asientos.



#### 2. Class Discussion (3-5 minutes):

##### Description:

Facilitate a brief discussion in English about the experience.

##### Specification:

You can ask questions like:

- "Which topic did you find the most interesting to discuss?"
- "Did you hear any surprising or new ideas?"
- "Was it easy or difficult to start a conversation with different people?"
- "What new vocabulary or expressions did you hear or use?"

Your passion makes a difference!



Teaching is not just about transmitting knowledge — it's about inspiring, guiding, and making a lasting impact on our students' lives. As English teachers, we have the unique opportunity to open doors to new cultures, ideas, and ways of thinking.

We hope this guide has equipped you with practical strategies, fresh perspectives, and renewed motivation to create meaningful and engaging learning experiences. Remember, the best teachers never stop learning.

Keep exploring, keep adapting, and most importantly — keep believing in the power of education.





## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1.Conclusions**

MINEDUC proposed a B1.1 level for spoken English competence for sophomore students, which was found to be below what was expected of students at Nuestra Señora de Fátima High School. Through interviews, teachers' evaluations of levels between A1 and A2-B1 were disclosed, showing the potential for development. The primary challenges to oral production among students have been identified as their fear of making mistakes, embarrassment, pronunciation difficulties, and insufficient practice time in the classroom. These findings are consistent with the literature review, which describes anxiety and a lack of confidence as significant barriers to language learning. Likewise, the challenges faced by teachers in achieving effective oral production were recognized, highlighting the difficulty students have in understanding, applying, and generating language orally.

The convergence of the obtained results (identification of needs, challenges, teacher acceptance, and student preference, along with the theoretical support of CLS) concludes that the implementation of Cooperative Learning Strategies represents an effective and contextualized solution to improve oral production skills in sophomore students. It is projected that the use of these strategies, possibly through the proposed guide, will facilitate a more dynamic, interactive, and less anxiety-inducing learning environment, boosting students' confidence and communicative competence in English.

The research reaffirms the theoretical justification for designing a didactic guide based on CLT. The theoretical framework confirmed that cooperative learning (e.g., Think-Pair-Share, Jigsaw Speaking Activity) promotes interaction, reduces anxiety, and increases motivation, crucial elements for overcoming the challenges identified in oral production. The significance and potential success of a didactic proposal focused on cooperative work is reinforced by the student survey results, which demonstrated a positive interest in English and a clear preference for pair or small group activities. An environment that is beneficial to its implementation is created by the students' acceptance of this kind of dynamic..

### **5.2.Recommendations**

It would be beneficial to provide training courses and practical sessions centered on the efficient implementation of diverse cooperative learning techniques, even though the teachers showed an understanding of CLS. This will guarantee that educators hold the pedagogical resources required to optimize the advantages of these approaches and deal with specific challenges associated with oral production. Encourage English teachers to form communities of practice so they can share successes, challenges, and experiences in implementing CLS into practice.

It is recommended that a methodical monitoring and assessment system be put in place to monitor the development of students' speaking abilities. This could involve using assessment rubrics for oral presentations, recording class activities on audio or video, and conducting surveys on students' opinions frequently. Conduct medium- and long-term



follow-up studies to assess the sustained impact of CLS on the development of students' fluency, accuracy, and confidence in speaking English.

Consider the creation of additional didactic materials and technological resources that complement the CLS guide, focusing on activities that directly address the fear of making mistakes, embarrassment, and pronunciation issues, using CLS as the methodological axis.





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## ANNEXES

### Annex 1: Research instruments



UNIVERSIDAD TÉCNICA DEL NORTE  
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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES



#### ENCUESTA PARA ESTUDIANTES

**TEMA:** Cooperative Learning Strategies for the Improvement of Speaking Skills in Sophomore Students at “Nuestra Señora de Fátima” High School in Ibarra.

**OBJETIVO:** Determinar el uso de las Estrategias de Aprendizaje Cooperativo en el proceso de enseñanza y aprendizaje del idioma inglés en los estudiantes de segundo año de Bachillerato en el Colegio Nuestra Señora de Fátima.

**INSTRUCCIONES:** Lea detenidamente cada una de las siguientes preguntas. Responda subrayando o encerrando la respuesta que crea conveniente.

**Género con el que se identifica:**

Masculino ( )

Femenino ( )

Otro ( )

**1. ¿Cómo describirías tu interés hacia la materia de inglés?**

A) Bajo

B) Medio

C) Alto

**2. ¿Qué tipo de actividades son las que más disfrutas en clase?**

A) Actividades individuales

B) Actividades en pareja

C) En pequeños grupos

**3. ¿Cuánto tiempo consideras que deberían durar las actividades de producción oral en tus clases de inglés?**

A) 5 min – 10 min

B) 10 min – 15 min

C) 15 min – 20 min



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**4. ¿Qué factor/factores afectan negativamente tu comunicación en inglés?**

- A) Timidez
- B) Falta de vocabulario
- C) Temor a equivocarse
- D) Falta de confianza
- E) Ambiente tenso

**5. ¿Qué actividad/actividades emplea tu docente regularmente para impulsarte a hablar en inglés?**

- A) Cantar canciones
- B) Conversaciones
- C) Exposiciones
- D) Debates
- E) Poesía

**6. ¿Con qué frecuencia tu docente emplea estas actividades en clase?**

- A) Con poca frecuencia
- B) Ocasionalmente
- C) Con mucha frecuencia

**7. ¿Qué actividad/actividades te gustaría que tu docente aplique para motivarte a hablar inglés?**

- A) Ensalada de ideas
- B) Mini-casas abiertas
- C) Juegos de roles (dramatización)
- D) Entrevistas
- E) Cuatro esquinas
- F) La papa caliente
- G) Retroalimentación
- H) Mi idea, tu idea

**¡MUCHAS GRACIAS!**



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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES



### ENTREVISTA PARA DOCENTES

**TEMA:** Cooperative Learning Strategies for the Improvement of Speaking Skills in Sophomore Students at “Nuestra Señora de Fátima” High School in Ibarra.

**OBJETIVO:** Determinar el conocimiento sobre Cooperative Learning Strategies en los docentes del área de inglés para los estudiantes de 2doBGU en el Colegio Nuestra Señora de Fátima.

#### **INSTRUCCIONES:**

- Las respuestas serán grabadas.
  - Escuche atentamente cada una de las preguntas y conteste.
1. ¿Cuánto tiempo lleva impartiendo la materia de inglés en la Unidad Educativa Fiscomisional “Nuestra Señora de Fátima”?
  2. Según el MINEDUC, los estudiantes de 2do de BGU en el Ecuador deben alcanzar un nivel de inglés B1.1 basado en el Marco Común Europeo de Referencia. Dicho esto, ¿en qué nivel considera usted que los alumnos de 2doBGU se encuentran actualmente? Argumente su respuesta.
  3. En base a su experiencia, ¿cuáles considera que son los retos que enfrentan sus estudiantes a la hora de hablar inglés?
  4. Asimismo, ¿cuáles son los retos que usted enfrenta al momento de desarrollar la habilidad de comunicación oral en sus estudiantes?
  5. ¿Qué métodos o estrategias emplea usted para crear un ambiente idóneo para desarrollar la producción oral en sus alumnos?
  6. ¿Qué actividades emplea para incentivar la producción oral en sus alumnos? Por ejemplo, foros de discusión en clase, stands de exposiciones de temas de su agrado o juegos de roles.
  7. ¿Ha escuchado sobre las Estrategias de Aprendizaje Cooperativo? De ser así, ¿cuál de ellas podrían ser una herramienta potencial para mejorar las habilidades de comunicación oral en los estudiantes de 2doBGU? ¿Por qué?
  8. ¿Estaría dispuesto a emplear una guía didáctica basada en las Estrategias de Aprendizaje Cooperativo, como herramienta de apoyo en sus clases para mejorar la producción oral en sus alumnos? Argumente su respuesta.

¡GRACIAS!





## Annex 2: Request for validation of instruments



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 22 de Mayo del 2025  
Magister

Fernando Flores  
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto “Cooperative Learning Strategies for the Improvement of Speaking Skills in Sophomore Students at Nuestra Señora de Fátima High School in Ibarra” Previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros mención inglés para lo cual, se dignará encontrar adjunto la Entrevista, el Cuestionario y los instrumentos de validación.

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

Atentamente,

Noelia Abigail Yépez Villareal  
175389274-2



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 22 de Mayo del 2025  
Doctora

Sandra Guevara  
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto “Cooperative Learning Strategies for the Improvement of Speaking Skills in Sophomore Students at Nuestra Señora de Fátima High School in Ibarra” Previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros mención inglés para lo cual, se dignará encontrar adjunto la Entrevista, el Cuestionario y los instrumentos de validación.

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

Atentamente,

Noelia Abigail Yépez Villareal  
175389274-2





### Annex 3: Validation of instruments



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

#### CUESTIONARIOS

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	X		

Observaciones:

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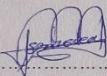
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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 ítem. De ser necesario realice la observación en el casillero correspondiente.

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

  
Firma del Evaluador: Ph.D. Sandra Guevara  
1002503520

Apellidos y nombres completos	Guevara Betancourt Sandra Mariana
Título académico	Doctora-PhD
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560

Fecha de envío para la evaluación del experto:	15 de mayo del 2025
Fecha de revisión del experto:	15 de mayo de 2025





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FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

CUESTIONARIOS

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	X		

Observaciones:

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FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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 Ítem. 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			

Firma del Evaluador: MSc. Fernando Flores

1002188470


Apellidos y nombres completos	Flores Albuja Darwin Fernando
Título académico	Magister-MSc
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	dflores@utn.edu.ec
Teléfono	0986357931

Fecha de envío para la evaluación del experto:	22 de mayo del 2025
Fecha de revisión del experto:	22 de mayo de 2025




## Annex 4: Request for application of the instruments

REPÚBLICA DEL ECUADOR



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**  
**DECANATO**



**Oficio Nro. UTN-FECYT-D-2025-0035-O**  
Ibarra, marzo 18 de 2025

**PARA:** Dipl. Sonia Cadena  
**RECTORA DE LA UNIDAD EDUCATIVA NUESTRA SEÑORA DE FÁTIMA**

**ASUNTO:** Trabajo de integración curricular Srta. Noelia Abigail Yépez Villarreal

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 de la manera más comedida, con la finalidad de que se brinde las facilidades necesarias a la señorita NOELIA ABIGAIL YÉPEZ VILLARREAL, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "COOPERATIVE LEARNING STRATEGIES FOR THE IMPROVEMENT OF SPEAKING SKILLS IN SOPHOMORE STUDENTS AT NUESTRA SEÑORA DE FÁTIMA HIGH SCHOOL IN IBARRA".

Por su favorable atención, le agradezco.

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

JOSE  
LUCIANO  
REVELO RUIZ  
MSc. José Revelo  
**DECANO DE LA FECYT**  
Contacto: 062997800 ext. 7802  
Correo electrónico: decanatofecyt@utn.edu.ec

Firmado digitalmente  
por JOSE LUCIANO  
REVELO RUIZ  
Fecha: 2025.03.18  
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**JLRR/M.Báez**

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Ciudadela Universitaria Barrio El Olivo  
Av.17 de Julio 5-21 y Gral. José María Córdova  
Ibarra-Ecuador  
Teléfono: (06) 2997-800 RUC: 1060001070001  
[www.utn.edu.ec](http://www.utn.edu.ec)


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## Annex 5: Request for socialization of the final proposal

REPÚBLICA DEL ECUADOR



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**  
**DECANATO**



Oficio Nro. UTN-FECYT-D-2025-0157-O  
Ibarra, julio 07 de 2025

**PARA:** Dipl. Sonia Cadena  
RECTORA DE LA UNIDAD EDUCATIVA NUESTRA SEÑORA DE FÁTIMA

**ASUNTO:** Solicitud de autorización socialización TIC

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, autorice a quien corresponda, se brinde las facilidades necesarias a la Señorita NOELIA ABIGAIL YÉPEZ VILLARREAL, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta del trabajo de integración curricular con el tema: "COOPERATIVE LEARNING STRATEGIES FOR THE IMPROVEMENT OF SPEAKING SKILLS IN SOPHOMORE STUDENTS AT NUESTRA SEÑORA DE FÁTIMA HIGH SCHOOL IN IBARRA".

Por su favorable atención, le agradezco.

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


JOSE  
LUCIANO  
REVELO RUIZ

Firmado digitalmente por  
JOSE LUCIANO  
REVELO RUIZ  
Fecha: 2025.07.07  
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MSc. José Revelo  
**DECANO DE LA FECYT**  
Contacto: 062997800 ext. 7802  
Correo electrónico: decanatopecyt@utn.edu.ec

JLRR/M.Báez

*Recibido  
2025-07-07  
Sonia Cadena*



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Ciudadela Universitaria Barrio El Olivo  
Av. 17 de Julio 5-21 y Gral. José María Córdova  
Ibarra-Ecuador  
Teléfono: (06) 2997-800 RUC: 1060001070001  
[www.utn.edu.ec](http://www.utn.edu.ec)

Página 1 de 1

## Annex 6: Socialization of the final proposal

