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

TITLE:

**“COOPERATIVE LANGUAGE LEARNING TO DEVELOP ENGLISH ORAL
PRODUCTION IN TENTH-YEAR STUDENTS AT LUIS ULPIANO DE LA TORRE
HIGH SCHOOL IN COTACACHI, THE SCHOOL YEAR 2021- 2022”**

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

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THESIS DIRECTOR CERTIFICATION

I, the undersigned, hereby certify that, having been appointed by the Honorable Board of Directors of the Master's Program at the *Universidad Técnica del Norte* of Ibarra, I accepted the role of **Thesis Director** for the research project entitled:

“Cooperative Language Learning to Develop English Oral Production in Tenth-Year Students at Luis Ulpiano de la Torre High School in Cotacachi, School Year 2021–2022.”

This study was carried out by **Mercedes Liliana Naranjo Proaño** as a requirement to obtain her Master's Degree in Pedagogy of National and Foreign Languages, with a concentration in English.

As a direct supervisor and co-responsible party for the development of this research, I attest that the work complies with the academic requirements and merits to be defended publicly for due consideration.

I issue this certification in honor of the truth.

Sincerely,

Martha Lucía Lara Freire

Thesis director

DEDICATION

This thesis represents one of the most meaningful challenges of my academic and personal life. Balancing the demands of this endeavor with the responsibilities of motherhood was not an easy task; however, these very challenges have strengthened my determination.

I dedicate this work to my children, Andrés and Doménica, who patiently endured my absences and whose love and understanding were the driving force that sustained me throughout this journey.

I also dedicate it with deep gratitude to my beloved mother, whose unwavering support and example of resilience have inspired me to persevere. Finally, to my esteemed professor, Martha Lara, whose encouragement and guidance, even across the distance, continuously motivated me to pursue and accomplish this goal.

May this accomplishment serve as evidence that perseverance, sacrifice, and the steadfast support of loved ones are essential in transforming challenges into enduring achievements.

Mercedes

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This accomplishment is therefore not only the result of personal effort but also of the unwavering guidance, motivation, and trust received along the way.

Mercedes



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ABSTRACT

This research aims to propose Cooperative Language Learning (CLL) strategies to develop English oral production in tenth-year students at Luis Ulpiano de la Torre High School in Cotacachi during the 2021-2022 school year. The study addressed the challenges students face in non-English-speaking contexts, where traditional teacher-centered approaches often limit opportunities for authentic communication. A mixed-methods approach was employed, integrating quantitative surveys administered to 72 students and qualitative interviews conducted with two English teachers. Findings revealed that while teachers use some communicative techniques, oral production activities are insufficient to achieve fluency. The study demonstrated that CLL strategies such as role-play, jigsaw, storytelling, and think-pair-share promote interaction, reduce speaking anxiety, and foster a collaborative environment, significantly improving students' motivation and oral performance. Based on these results, a methodological guide was designed, offering practical activities to help teachers integrate CLL in their classes. The research concludes that CLL is an effective and inclusive approach to strengthen English oral proficiency in EFL contexts.

Keywords: Cooperative Language Learning, oral production, speaking fluency, EFL, high school education.

RESUMEN

Esta investigación tiene como objetivo proponer estrategias de Aprendizaje Cooperativo del Lenguaje (CLL) para desarrollar la producción oral en inglés de los estudiantes de décimo año de la Unidad Educativa Luis Ulpiano de la Torre en Cotacachi, durante el año lectivo 2021-2022. El estudio abordó los desafíos que enfrentan los estudiantes en contextos donde el inglés no es la lengua materna, ya que los métodos tradicionales centrados en el docente limitan las oportunidades de comunicación auténtica. Se aplicó un enfoque mixto, integrando encuestas cuantitativas a 72 estudiantes y entrevistas cualitativas a dos docentes de inglés. Los resultados evidenciaron que, aunque se emplean algunas técnicas comunicativas, las actividades orales no son suficientes para alcanzar fluidez. El estudio demostró que estrategias como el juego de roles, rompecabezas, narración de historias y Think-Pair-share fomentan la interacción, reducen la ansiedad al hablar y promueven un ambiente colaborativo, mejorando la motivación y el desempeño oral de los estudiantes. Con base en estos resultados, se diseñó una guía metodológica con actividades prácticas para que los docentes integren el CLL en sus clases. Se concluye que el CLL es un enfoque eficaz e inclusivo para fortalecer la competencia oral en inglés en contextos EFL.

Palabras claves: aprendizaje cooperativo, producción oral, fluidez en el habla, inglés como lengua extranjera, educación secundaria.

CHAPTER I

THE PROBLEM

1. Introduction

English has emerged as a dominant force at facilitating communication among individuals from different linguistic and cultural backgrounds (Pennycook, 2017). In line with the demands of modern society, educational systems must prioritize excellence, quality, and a supportive learning environment. In this context, the inclusion of English as a mandatory foreign language within the curriculum reflects the necessity to equip students with the linguistic competencies required for global engagement.

The aforementioned is particularly evident in the Ecuadorian educational system, where English language instruction has been officially integrated as a core component, aligning with national educational goals and international standards (Ministerio de Educación del Ecuador, 2016a). However, for most students, speaking is the hardest skill to develop because learning in non-English speaking countries as Ecuador is really challenging. (Lara Freire et al., 2023). Therefore, it is imperative to implement pedagogical approaches and strategies to foster communication and interaction in the classroom. Richards and Rodgers (2010) assert that at working collaboratively in small groups, language learners can achieve shared learning goals, enhancing their language acquisition and mutual understanding. Thus, cooperative learning creates an ideal environment for students to interact with peers and develop their English oral abilities.

In English as a Foreign Language (EFL) classrooms, where speaking in English may be intimidating for learners, Cooperative Language Learning (CLL) creates a less threatening environment that encourages risk-taking and experimentation with language. The

collaborative nature of CLL also helps students build social and communicative skills, essential components for successful language learning. Al-Yafaei and Mudhsh (2023) state that CLL facilitates the development of critical thinking in language learners through their active engagement in the exchange of ideas with peers. Thus, the integration of group work, peer feedback, and joint decision-making fosters a sense of community that motivates students to use the target language more confidently.

This research work is aimed at delving into the appropriate cooperative learning strategies for improving oral production in English classes of teenagers from Luis Ulpiano de la Torre High School. Furthermore, this study aims to present an academic proposal designed to foster collaboration among learners both inside and outside the classroom setting. At encouraging cooperative engagement, the academic proposal seeks to enhance students' oral production skills and motivation, while also equipping them with the problem-solving strategies necessary to address challenges encountered during the English language learning process.

This work has been structured into five chapters to provide a comprehensive examination of the research problem, theoretical foundations, methodological approach, research findings, and academic proposal as detailed below:

Chapter 1: This section sets the foundation for the research which is to explore appropriate Cooperative Learning strategies to improve English oral communication among 10th-grade students enrolled at Luis Ulpiano de la Torre High School during the academic year 2022-2023. It establishes a clear description of the research context providing an overview of the research problem and justification, Furthermore, it provides some research background to determine the relevance of this study as a preamble to the formulation of the

research questions, general and specific objectives related to the development of the English-speaking skill.

Chapter 2: This delves into the theoretical framework about collaborative learning, where the aim is to provide a comprehensive understanding of the research backdrop, philosophical underpinnings, legal basis, and essential concepts relevant to the research variables collaborative learning and Ecuadorian high school students of English language. This section is a valuable resource for those seeking a deeper understanding of the subject matter and lays the groundwork for the subsequent chapters.

Chapter 3: This section provides a thorough overview of the research design implemented in this study. It offers a comprehensive description of the methodological structure, detailing the research approach, target population, sampling strategies, and the instruments used for data collection. The chapter clarifies the specific objectives of the research and examines the relevant factors, underlying causes, and phenomena associated with the study of collaborative learning. Both quantitative and qualitative methodologies are outlined, explaining how data was collected and analyzed. The chapter also elaborates on the strategies employed to ensure the validity and reliability of the data, including the selection of tools tailored to measure quantitative outcomes and capture qualitative insights. Furthermore, it introduces the three research questions that were developed to address the central issues of the study and to contribute meaningfully to the overall analysis.

Chapter 4: This provides the analysis of the research findings aligned to the research questions and objectives, incorporating insights from both the literature review and the data obtained through the instruments for data collection. This chapter presents a detailed evaluation and interpretation of the responses given by the research participants. These

responses are analyzed and depicted through statistical graphs to present an understandable and clear representation of the data, with a focus on collaborative learning.

Chapter 5: This chapter presents the academic proposal which is the final product of the research work. This is a methodological guide containing a variety of activities. These activities, grounded in the principles of cooperative learning, aimed to improve the speaking fluency of tenth-year high school students. In the final section of this chapter, conclusions and recommendations are carefully drawn, based on an integrative analysis of the research questions, objectives, and a comprehensive review of the literature. This section consolidates the insights gathered from both teachers and students, presenting informed and evidence-based recommendations to guide future research on the topic and practices within a cooperative learning framework.

1.1. Problem Description

In non-English-speaking countries, such as Ecuador, learners encounter significant obstacles when learning English, especially in developing oral production skills. One of the primary reasons for this is the lack of opportunities to practice speaking in meaningful contexts (Lara Freire et al., 2022). This deficiency is often exacerbated by traditional classroom settings, which prioritize grammar drills and written assignments while neglecting the critical aspect of oral practice. Consequently, students frequently experience anxiety and a lack of confidence when it comes to speaking English, leading to limited proficiency and reluctance to engage in conversations (Mantilla & Guevara-Betancourt, 2019). Without adequate opportunities for authentic communication, learners are unable to internalize language structures and vocabulary effectively, hindering their overall language development. Addressing these challenges is crucial for equipping students with the necessary skills to communicate effectively in an increasingly interconnected world.

This lack of focus on oral practice not only impacts students' proficiency but also their motivation to participate in speaking activities. Traditional classroom settings, which heavily emphasize grammar and written exercises, create a disconnection between what students learn and their actual communication needs. Nunan (2003) and Richards (2006) assert that this overemphasis on structural aspects of language can diminish learners' motivation to participate in speaking exercises, as they often perceive these activities as less relevant. This misalignment between classroom practices and real-world language use can further worsen students' reluctance to practice spoken English, ultimately undermining their confidence and enthusiasm for the language (Guevara-Betancourt & Flores, 2020). Therefore, it is essential to adopt more communicative and engaging teaching methods that prioritize oral production, fostering both proficiency and motivation among learners.

At the national level, Ecuador's Ministry of Education has sought to update English language instruction by incorporating active teaching methods like Content and Language Integrated Learning (CLIL) and Communicative Language Learning (CLL) into the National Curriculum. English language instruction by incorporating active teaching methods like Content and Language Integrated Learning (CLIL) and Communicative Language Learning (CLL) into the National Curriculum. (Ministerio de Educación del Ecuador, 2016b). However, despite these reforms, many public schools in Ecuador continue relying on traditional, teacher-centered methods (Paredes et al., 2018), hindering the development of productive skills.

In light of these issues, there is a growing need to adopt more communicative approaches to grammar instruction in Ecuadorian EFL classrooms. Research has shown that traditional, form-focused grammar instruction, which often dominates classrooms, tends to isolate linguistic rules from meaningful use, thus failing to promote the communicative

competence that learners need (Nassaji & Fotos, 2011). Instead, there is a call for more dynamic and interactive methodologies that integrate grammar into real communication contexts. This shift is particularly important in Ecuador, where English language proficiency among students remains a challenge despite curricular reforms (Ministerio de Educación del Ecuador, 2016a).

At Luis Ulpiano de la Torre High School, implementing dynamic methodological strategies such as Cooperative Language Learning (CLL) is required to addressing these needs. Cooperative Learning promotes a collaborative, supportive, and motivating environment where students can practice English actively. Studies have demonstrated that CLL fosters greater student engagement and language use, allowing learners to internalize new structures more effectively by using them in authentic, peer-mediated activities (Gillies, 2016). In this context, fostering a cooperative atmosphere where students support each other in language practice is crucial to improving their speaking skills and overall language fluency.

1.2. Research Question

Cooperative Language Learning (CLL) offers a unique opportunity for EFL students to engage in meaningful interaction, fostering both linguistic competence and social development (Gillies, 2016). For tenth-year students in Ecuador, where English language proficiency is a key educational priority, CLL has the potential to transform traditional teaching methods by encouraging peer interaction, reducing anxiety, and providing real-world speaking practice. This study aims to explore the impact of Cooperative Language Learning on the development of English oral production among tenth-year students, based on the following research questions:

General Research Questions

What is the incidence of Cooperative Language Learning (CLL) on the development of oral production skills in English students?

Specific Research Questions

- a. What are the strategies applied by English teachers to enhance oral fluency in English students at Luis Ulpiano de la Torre” high school?
- b. What specific strategies within the Cooperative Language Learning (CLL) are most effective in enhancing speaking fluency among English students?

1.3. Background

Studies conducted in Ecuador highlight the importance of adopting cooperative learning methodologies to address the persistent challenges learners face in developing language skills. These case studies underscore the relevance of Cooperative Language Learning (CLL) as a pedagogical tool, providing evidence of its positive impact on learner engagement, motivation, and oral proficiency. By fostering a collaborative environment where students actively interact, CLL encourages peer-to-peer communication, which is critical for language development. The studies reveal that students become more confident, improve their fluency, and feel supported in their learning process through group dynamics. These findings highlight the potential of CLL to transform traditional EFL classrooms, shifting the focus from teacher-centered instruction to a more participatory and student-driven approach. As a result, CLL emerges as an essential strategy for improving English oral production skills, particularly in settings where opportunities for authentic language practice are limited.

A recent study by Avellaneda (2024) conducted in an Ecuadorian high school provided compelling evidence of the effectiveness of Cooperative Language Learning (CLL) strategies in enhancing students' speaking skills through a quasi-experimental research design. The intervention involved the application of various CLL strategies, including Jigsaw, Think-pair-share, Storytelling, and Role Play, which are widely recognized for their capacity to promote active communication and peer collaboration in language learning. Utilizing a T-student test to compare the performance of the experimental and control groups, the study revealed that students exposed to these cooperative strategies demonstrated significantly higher speaking proficiency than those in the control group who received traditional instruction. The higher scores achieved by the experimental group indicate that the interactive, peer-based nature of CLL strategies not only increased engagement but also facilitated greater opportunities for real-time language use and feedback. Based on these findings, Avellaneda recommended the integration of CLL in secondary education as a means to support language development and improve oral communication skills, which are critical for academic and professional success in a globalized context.

A prominent study by Pérez-Cañar and Troya-Sánchez (2023) in Ecuador explored the effectiveness of Cooperative Learning (CL) strategies among first-year high school students in a public educational institution. The findings revealed a significant improvement in vocabulary acquisition among the experimental group, which employed CL strategies, compared to the control group, which followed traditional teaching methods. The study further demonstrated that students in the experimental group exhibited positive perceptions of Cooperative Learning, attributing their enhanced confidence to the collaborative nature of the approach. Specifically, students recognized that CL not only fostered peer interaction but also facilitated the exchange of immediate feedback, which played a crucial role in reinforcing their language skills. This research underscores the capacity of Cooperative Learning to

create a supportive and interactive learning environment that encourages active student engagement, thus contributing to improved oral production and overall language proficiency.

Similarly, a study by Guaranda Lema (2022) conducted at an Ecuadorian university examined the effects of cooperative learning strategies on students' oral performance in English. The findings revealed a strong correlation between cooperative learning activities and significant improvements in students' speaking abilities. The study emphasized that cooperative strategies facilitated increased interaction among learners, which emerged as a pivotal factor in enhancing language acquisition. Interaction was identified as a key element, serving as essential input that positively influenced the students' language development when engaging in cooperative tasks. Furthermore, the study demonstrated substantial improvements in both fluency and accuracy as a result of implementing cooperative strategies such as Numbered Heads, Three-Step Interview, Think-Pair-Share, and Jig-Saw. These methods provided learners with enhanced opportunities for input and output, promoting effective teamwork and allowing students to practice and refine their speaking skills in collaborative settings. Overall, the study highlighted the efficacy of Cooperative Learning in fostering oral proficiency, particularly through structured, interactive activities that encouraged student engagement and language use.

A study by Teanga Aguilar (2022) explored the integration of cooperative learning strategies in an Ecuadorian high school, focusing on the impact of these methods on students' collaborative abilities and language development. The results indicated that the implementation of seven distinct cooperative learning strategies, significantly strengthened students' teamwork and cooperative behaviors. The findings demonstrated that learners became more actively engaged in group tasks, fostering a supportive environment where peer interaction and communication were key to problem-solving and knowledge exchange.

Additionally, the study highlighted the role of cooperative learning in enhancing students' motivation to participate in oral activities, as the structured, interactive nature of the tasks reduced anxiety and increased their confidence in speaking English. Overall, the research emphasized that cooperative learning not only improved language proficiency but also nurtured essential social skills, reinforcing the importance of teamwork and peer support in the learning process.

These studies provide compelling evidence of the positive effects of cooperative learning on language learning in Ecuadorian contexts. They demonstrate that when students collaborate and support each other in group settings, they are more likely to engage in speaking activities, overcome barriers such as anxiety, and improve their language proficiency. The findings of these case studies align with the objectives of this research, which aims to explore the incidence of CLL strategies to enhance the English oral production of tenth-year students at Luis Ulpiano de la Torre High School. Given the persistent challenges in traditional EFL classrooms, CLL presents a promising solution, addressing both the practical and emotional barriers students face in improving their oral proficiency. Thus, integrating cooperative learning strategies into the EFL curriculum is vital for fostering more effective and meaningful language acquisition in Ecuadorian high schools.

1.4. Objectives

1.4.1. General Objective

To propose Cooperative Language Learning strategies to develop English oral production in tenth-year students at “Luis Ulpiano de la Torre” high school in Cotacachi, 2021-2022.

1.4.2. *Specific Objectives:*

- To analyze the appropriate cooperative learning strategies for improving oral production in English class.
- To design a Methodological Guide with cooperative strategies for enhancing English oral production.
- To establish conclusions and recommendations about cooperative learning strategies for further investigations.

1.5. Justification

The justification for this research work is rooted in both pedagogical and societal imperatives. In an increasingly interconnected world, proficiency in English is essential not only for academic success but also for broader career opportunities. However, many students in non-English speaking countries, including Ecuador, struggle with developing oral communication skills due to traditional language instruction that focuses predominantly on grammar and vocabulary acquisition, often neglecting speaking practice (Paredes et al., 2018). This gap in communicative competence has serious implications for students' future opportunities in higher education and the global job market, where English-speaking skills are a prerequisite.

Cooperative Language Learning (CLL) emerges as a powerful pedagogical approach to address these challenges. By fostering collaboration, interaction, and peer-supported learning, CLL enables students to practice speaking English in real-time, interactive settings. This approach aligns with contemporary educational methodologies that emphasize active, student-centered learning and the development of practical, real-world skills (Gillies, 2016). For tenth-grade students at Ulpiano de la Torre High School, implementing CLL strategies

has the potential to significantly enhance their oral English proficiency. The collaborative nature of CLL allows students to learn from each other, practice conversational skills in a low-pressure environment, and build the confidence needed to communicate effectively in English.

This research is also timely, as the Ecuadorian Ministry of Education has recognized the need for more dynamic and communicative approaches in English language teaching. The integration of CLL within the existing curriculum will not only meet the national educational goals but also directly contribute to improving the speaking skills of students at Ulpiano de la Torre High School. The study aims transform teaching practices by providing English teachers with concrete, evidence-based strategies for fostering communication in their classrooms, bridging the gap between theoretical knowledge and practical language use.

The primary beneficiaries of this research are the tenth-grade students at Ulpiano de la Torre High School. As they develop stronger communication skills, they will enhance their confidence in their ability to express themselves, participate in class discussions, and engage in real-world conversations in English. This improvement in oral proficiency implies a positive ripple effect on their overall academic performance and long-term career prospects.

English teachers at the high school are also benefitted from the research findings, gaining valuable insights into effective methodologies for developing speaking skills from the application of the academic proposal of this research. The methodological guide will provide a structured framework for implementing CLL, offering practical activities based on the CLL strategies to make language learning more interactive and engaging. Teachers are expected to be empowered to move beyond traditional instructional methods and adopt strategies that promote active learning and peer interaction, which are essential for developing oral proficiency.

Additionally, parents and families of the students are indirectly benefitted as their children's improved communication skills open up further opportunities in education and employment. The ability to speak English fluently is a critical asset in an increasingly globalized economy, and this research will contribute to equipping the students with the skills necessary to thrive in future professional environments.

On a broader scale, the educational community in Ecuador will benefit from this research as it will contribute to the growing body of literature on the effectiveness of cooperative learning in language acquisition. Other schools and educational institutions across the region may adopt similar approaches based on the research outcomes, contributing to a nationwide improvement in English language instruction. The successful implementation of CLL can serve as a model for other schools, influencing policy and practice at both local and national levels.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. English Language Learning

English learning occurs in academic settings from elementary to higher education, but it can also take place informally through immersion in English-speaking environments. For non-native speakers, mastering English can provide opportunities for academic achievement, career advancement, and cross-cultural communication. This is the case of Ecuadorian students who study English within an English as a foreign language environment (EFL). EFL refers to the teaching and learning of English in contexts where it is not the dominant language. In these settings, learners often have limited exposure to English outside the classroom, which can affect their ability to acquire the language naturally through immersion. This research is focused on tenth year EFL students, who are typically adolescents, and the development of oral production skills in English can be particularly challenging. According to Harmer (2015), adolescent learners are at a crucial stage where their motivation and interest in language learning can significantly shape their language acquisition outcomes. Guevara-Betancourt and Flores (2020) assert that oral production is one of the most demanding skills, therefore, it requires opportunities for practice, interaction, and feedback, which are often constrained in foreign language environments.

English as a foreign language benefit from methods that actively engage them in meaningful communication (Lara-Freire et al., 2022). Studies highlight that successful EFL teaching involves creating environments where learners are encouraged to use English in realistic and communicative situations (Brown, 2014). Speaking tasks that focus on collaboration, problem-solving, and real-world interaction allow learners to develop their oral production skills more effectively than through rote memorization of grammar rules or

isolated vocabulary lists. In this regard, speaking activities that mimic authentic conversations are vital for fostering oral proficiency in EFL learners (Richards, 2008). When students are given the chance to work in groups and practice speaking in a non-threatening, supportive setting, their confidence and competence in oral communication improve (Slavin, 2014). These strategies, which encourage peer interaction and collaborative problem-solving, align with current pedagogical principles that emphasize learner autonomy and communicative competence. It is important to align the communicative strategies to the language learning theories to conduct a comprehensive analysis about meaningful language learning.

2.1.1. Language Learning Theories

Language learning theories provide a foundation for understanding how students acquire language skills, particularly in EFL settings. One prominent theory is Stephen Krashen's Input Hypothesis, which argues that language acquisition occurs when learners are exposed to language input that is slightly above their current proficiency level, also known as "i+1" (Krashen, 1982). In this formula, "i" represents the learner's current level of language competence, and "+1" refers to input that is just beyond what they can fully understand. The idea is that learners can understand most of the input due to their existing knowledge (i), but the additional challenging part (+1) pushes them to expand their language abilities. For effective language learning, Krashen argues that this i+1 input should be comprehensible, meaning learners can still follow the general meaning, even if some aspects are new or slightly difficult. This makes the learning process natural and progressive, as learners acquire new structures and vocabulary incrementally. According to Krashen, this exposure to comprehensible input in low-anxiety environments is a key factor in successful language

acquisition, especially in settings like EFL (English as a Foreign Language), where immersion in the target language is often limited.

For EFL students, this means that teachers should aim to provide language materials and conversations that challenge them but remain comprehensible. Krashen's theories also highlight the importance of reducing anxiety in language learning environments, as stress can impede language acquisition specially in oral performance as evidenced by the results of a study conducted with Ecuadorian language learners by Mantilla and Guevara-Betancourt (2019). In the same line, Matute et al. (2022) highlight the need for teachers to foster supportive and engaging classroom environments where learners feel motivated and confident to participate in meaningful oral tasks, aligning with communicative and cooperative language teaching approaches. Hence, such approaches emphasize interaction as the cornerstone of language development, enabling learners to co-construct knowledge and practice linguistic skills in dynamic, real-world contexts.

Besides Krashen's theories, Vygotsky's Sociocultural Theory emphasizes the importance of interaction in language learning. According to Vygotsky (1978), learners develop their language skills through social interaction with more knowledgeable peers or adults. This concept, known as the Zone of Proximal Development (ZPD), suggests that cooperative learning environments provide ideal conditions for students to advance in their language proficiency. Thus, English learners who work in groups can support one another through scaffolding and feedback from both peers and teachers. This accelerates their language development, particularly in oral communication. Regarding oral skills development and interaction, Andrade and Aguaiza (2024) presented the results of a study where an improvement in Ecuadorian students by the integration of interactive cooperative activities in the teaching and learning process awoke on learners the desire of producing the

language orally. Thus, evidencing that interaction among peers motivates language students to learn in an EFL context.

At applying structured group activities, learners can engage with the target language in ways that push their linguistic abilities while being supported by their peers (Guaranga, 2022), thus aligning with Krashen's and Vygotsky's theories. Through engaging with the language in dynamic, collaborative ways, students internalize not just the form but also the function of the language, leading to true, meaningful learning that lasts beyond the classroom. Structured group activities thus move beyond rote learning, fostering an environment where students experience true, meaningful learning that extends beyond the classroom and into their real-world communicative experiences.

2.1.2. Meaningful Language Learning.

Meaningful language learning occurs when new information is connected to prior knowledge and has significance in the learner's life (Novak, 2002). Cevallos and Villafuerte (2022) assert the need to work on students' motivation to learn EFL which was ratified in their study because at conducting activities that encourage creativity help learners to learn more effectively. For EFL students, meaningful learning in language acquisition happens when they can relate the language to their personal experiences, needs, and interests which suggests longer retention than memorization. In this regard, Ausubel (1968) posited that learning becomes meaningful when the material is well-organized, relevant, and presented in a way that allows learners to integrate it with what they already know. In the context of teaching English oral production, this means that language tasks should not only focus on mechanical repetition but should also encourage learners to use English in meaningful, communicative contexts.

Regarding English learners, oral production tasks that are relevant to their real-life experiences are more likely to lead to sustained engagement and deeper learning. This can be achieved by role-plays, discussions on topics of interest, and problem-solving tasks that reflect real-world situations (Avellaneda, 2024). This happens because they foster interaction and motivation from learners. According to Richards and Rodgers (2014), communicative activities designed around learners' interests facilitate greater interaction, motivation, and retention of language skills. As such, designing language lessons that incorporate meaningful and relatable content is essential for promoting oral production in EFL learners and consequently, promote meaningful learning that goes beyond the classroom learning outcomes. Hence, pointing out the Cooperative Language Learning as a learner-centered approach to language teaching.

Incorporating meaningful and relatable content into language lessons is essential for promoting oral production in EFL learners, as it fosters engagement and facilitates deeper learning. Group activities not only enhance interaction and motivation but also contribute to the retention of language skills. Richards and Rodgers (2014) emphasize that communicative activities designed around learners' interests facilitate greater interaction, motivation, and retention of language skills. When aligning instructional content with students' real-life experiences, educators can create a more immersive and effective language learning environment. Thus, Cooperative Language Learning (CLL) serves as a learner-centered approach that aligns with the principles of meaningful language learning.

2.2. Cooperative Learning

Cooperative Learning (CL) is a pedagogical approach where students work together in small groups to achieve shared learning goals, promoting not only academic success but also social skills such as communication, teamwork, and responsibility (Johnson & Johnson,

1999). The roots of cooperative learning lie in the social theories of Vygotsky (1978) and Krashen (1982), who advocated for learning as a social and interactive process. Avellaneda (2024) emphasize that cooperative learning fosters positive interdependence, where students depend on each other to succeed, and individual accountability, ensuring that each member contributes to the group's progress. Cooperative learning contrasts with traditional competitive or individualistic learning environments, offering students increased opportunities to engage actively with the material through interaction with their peers.

Research shows that CL improves not only cognitive outcomes, such as academic achievement, but also affective and social outcomes, such as motivation and self-esteem (Gillies, 2016). Group-based tasks such as think-pair-share, jigsaw activities, and role-playing allow students to actively engage in using the target language, thus providing them with the practice needed to improve fluency and accuracy in oral production. Cooperative Learning strategies are particularly effective for EFL learners because they align with communicative language teaching principles, emphasizing interaction and meaningful use of language. Yang (2023) asserts that collaborative learning, is an instructional approach that encourages students to work together to achieve shared learning goals. Thus, students are provided with ample opportunities to interact using the target language which increases their language input and output.

2.3. Cooperative Language Learning

Cooperative Language Learning (CLL) is a specific application of CL in language classrooms, where students work in groups to complete language tasks that require communication, problem-solving, and negotiation of meaning. According to Guaranga (2022), CLL integrates language learning with social interaction, providing learners with authentic contexts to use the target language collaboratively. This approach is especially

beneficial for language learners because it promotes communicative competence through peer interaction, reduces anxiety, and increases motivation by creating a supportive environment. This was evidenced in a study conducted in Ecuador by Andrade and Aguaiza (2024) which evidenced that cooperative learning significantly enhances English-speaking fluency, boosts confidence, improves linguistic competences, and fosters social skills among students aligned with similar results to the study conducted by Nguyen and Nguyen (2023) in relation to how beneficial CLL is to enhance students speaking skills.

Oxford (1997) also argues that CLL enhances language learning by allowing students to practice real-life communication, which is essential for developing oral proficiency. In a study by Slavin (2014), CLL was shown to significantly improve students' speaking and listening skills, as it encourages them to take risks in using the language, ask for clarification, and offer feedback. Thus, Pham and Dieu (2022) evidenced in their study that collaborative learning activities play a vital role in improving students' speaking skills because it enhances motivation and promotes vocabulary development through a supportive learning environment. These findings underscore the importance of incorporating collaborative methods in language education to facilitate effective speaking practice.

2.4. Cooperative Language Learning Strategies

Cooperative Language Learning (CLL) offers a range of strategies to develop oral production in English students, where students are at the center of learning to achieve social interdependence (Yang, 2023; Dat-Tran, 2013). Most cooperative Language Learning Strategies are designed to work in small groups where learners must answer their classmates' questions. Additionally, learners solve problems without a specific answer so that students can give their own opinions about an issue. Examples of Cooperative Language Learned

Strategies are Role-play, Think-Pair-Sharing, Three-step Interview, Round-Table, Group Investigation, Jigsaw Activities, Storytelling and Brainstorming.

2.4.1. Role-Play

Role-play is a cooperative learning strategy where students act out scenarios, taking on specific roles to simulate real-life conversations. Harmer (2015) asserts that role-play helps language learners develop fluency by providing opportunities to practice speaking in diverse contexts. In a cooperative setting, students can collaborate to create dialogues, receive peer feedback, and learn from each other's strengths. This strategy allows learners to experiment with language in a non-threatening environment, helping them build confidence in speaking (Avellaneda, 2024).

The most prominent uses of role-playing are involved in communication and interaction with others (Avellaneda, 2024). Teachers utilize role-playing because it is a communication-based strategy to promote spoken interaction among students in supervised classroom settings. This strategy aims for students to feel, react, and behave as closely to their character as possible. Role-playing allows students to practice speaking the target language and interacting with individuals in specific roles. This strategy works to increase speaking fluency because it forces students to employ specific settings while engaging in oral English conversation.

2.4.2. Think-Pair-Sharing

Think-Pair-Share is a cooperative learning strategy that encourages individual thinking followed by peer discussion. According to Lyman (1981), this strategy involves three stages: first, students think independently about a question or problem; then, they pair up with a classmate to discuss their thoughts; finally, they share their ideas with the larger

group. This strategy not only fosters active participation but also promotes language development by allowing students to articulate their thoughts and negotiate meaning in a structured format. It also gives students time to process information before speaking, which can reduce anxiety and increase confidence in oral production (Kagan & Kagan, 2009; Yang, 2023).

2.4.3. Three-Step Interview

Utilizing a three-step interview is one method for enhancing students' oral communication abilities. The three-step interview approach helps gather and share information. According to Kagan (2007), the three-step interview may be used for more than introductions. For instance, before students read an article on a particular topic, they can utilize the three-step interview to ascertain what each other knows and thinks about the subject.

The three-step interview is helpful for inspiring students to express their ideas, pose questions, and take notes (Johnson & Johnson, 2009). Although it may be adjusted for four groups, it functions best with three students per group. In order to maximize oral communication development and guarantee that every student gets the chance to discuss and listen, the Three-Step Interview was developed (Terfa, 2020). Moreover, classroom participants may use their collaborative ability to refer to persons by name during the interviews to speak to them. Interview questions may include the following topics: teaching experience, prior cooperative learning training, current knowledge and attitudes regarding cooperative learning, experience working in groups as a teacher or student, and optional inquiries generated by course participants.

2.4.4. Round-Table

A round table discussion is a debate between two or more persons with opposing viewpoints on a contentious issue. The participants are chosen by an impartial host, who then moderates an organized yet engaging discussion. The host concludes the conversation by briefly summarizing the various viewpoints and the main arguments that were advanced. Additionally, a round-table may broadcast a round-table conversation live or recorded, with or without audience involvement. During a round-table debate language learners discuss several points of view on a hot-button issue. The direct exchange of opinions and arguments make complex circumstances apparent. The arguments and refutations provide the listeners with fresh perspectives. They could learn new arguments from the conversation that support their viewpoints or provide them with ideas for new perspectives on the subject. Discussions around round tables may be surprising, revealing, entertaining, or illuminating (Guaranga, 2022).

This strategy encourages equal participation and helps learners practice speaking in a structured, supportive environment through the interaction with other classmates. Research by Kagan and Kagan (2009) suggests that Round-Table is effective for brainstorming, vocabulary building, and discussion, as it ensures that all students have an opportunity to speak. The structure of the activity also promotes active listening and encourages the development of both language and critical thinking skills.

Group Investigation

This is a strategy that supports contextual learning is the cooperative learning teaching paradigm. The definition of a Cooperative Learning Teaching System involves structured group work and study (Johnson & Johnson, 1994). Moreover, students analyze, experience,

and comprehend their subject of study through collaborative group work in group investigations in the classroom (Sharan and Sharan 1992).

Group Investigation helps students develop research and speaking skills simultaneously. In the context of language learning, this strategy encourages students to use the target language to discuss their findings, negotiate meaning, and present information orally, making it an effective strategy for enhancing speaking proficiency (Yang, 2023). This method fosters autonomy, as students must take responsibility for their own learning while working collaboratively.

2.4.5. Jigsaw Activities

Jigsaw is a cooperative learning strategy where students are divided into groups, and each member is responsible for learning a specific part of the material and then teaching it to the rest of the group. Aronson et al. (1978) developed this strategy to promote cooperative learning and reduce competition in classrooms. In language learning, Jigsaw encourages students to communicate in the target language to share their knowledge, which improves both their comprehension and speaking skills. At working together to complete the "puzzle," students become more engaged and accountable for their learning.

The jigsaw strategy promotes listening, participation, and empathy by giving each group member a crucial role in the educational activity (Avellaneda, 2024). To achieve a shared objective, the group's members must function as a cohesive unit; each member depends on the others. If no one on the team collaborates successfully, no student will fully achieve. Moreover, as an illustration, language learners are split up into small groups of five or six each. A piece of an assignment or research project is given to each group member. Each team member must research the information relevant to their portion of the project and be ready to present it to their peers. Hence, the jigsaw strategy strongly focuses on group

collaboration and shared accountability. Each person's contribution to the task completion of each group determines the success of that group. This indicates that this strategy effectively raises each student's participation in the classroom activity.

2.4.6. Storytelling

Storytelling is the oral transmission of a story to one or more listeners using voice and gesture in which details are repeated more than once. Moreover, this technique is described as a vivid concept description where learners may share their experiences, beliefs, or abilities to narrate by generating strong emotions through storytelling. Hence, using a storytelling technique enhances the likelihood that speaking abilities will grow; for students, this is an opportunity to advance and put their English skills to use in communicating (Yang, 2023). So that, effective storytelling necessitates some amount of interaction between the storyteller and the audience as well as between the listener and the storyteller. Moreover, it is important to mention that storytelling is based on speaking skills, so that teachers can create situation where students have the chance to participate and interact with other classmates. This kind of strategies are considered as a holistic methodology in English language because more than one skill can be taught at once. For example, grammar can be taught in a dynamic way avoiding traditional examples drills (Richards, & Rodgers, 2001).

Storytelling is a cooperative learning strategy that encourages students to create and narrate stories in the target language. According to Ellis and Brewster (2014), storytelling helps students develop fluency by providing a structured yet creative format for practicing speaking. When used cooperatively, storytelling allows students to work together to build a narrative, share ideas, and offer feedback, all of which contribute to their oral language development. This also enhances vocabulary acquisition and encourages the use of varied grammatical structures in context.

2.4.7. Brainstorming

Brainstorming is a technique where students generate ideas on a given topic, either individually or in groups. In a cooperative language learning context, brainstorming sessions allow students to practice speaking in a less formal, low-pressure setting. According to Harmer (2015), brainstorming is particularly useful for language learners because it promotes spontaneous language use and encourages creativity. When conducted in groups, brainstorming fosters collaboration and peer interaction, which are key elements in improving oral production.

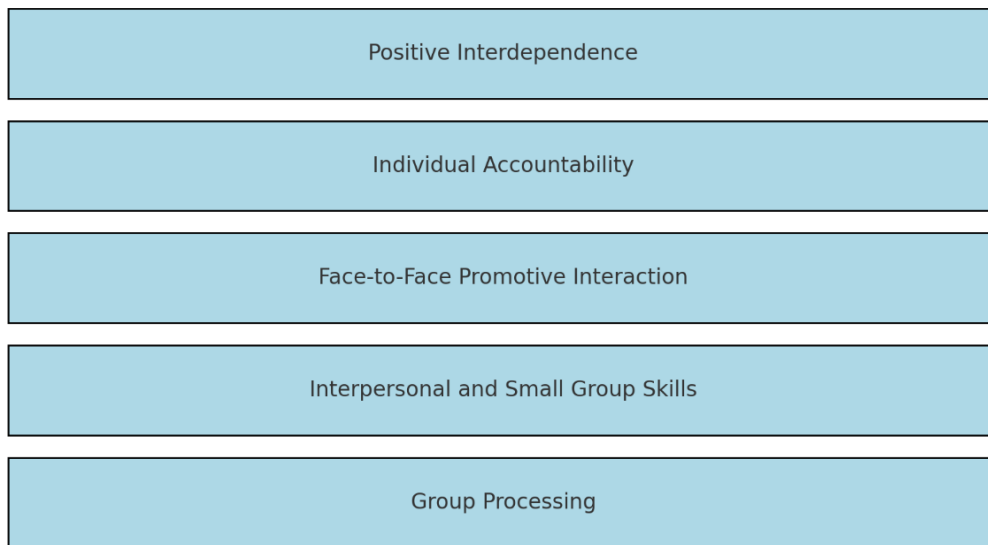
It is pivotal to highlight that in an EFL classroom the strategies aforementioned not only promote language acquisition but also enhance students' confidence, motivation, and engagement in language learning. At integrating CLL into the EFL classroom, educators can provide students with the necessary tools to improve their speaking skills in a supportive and interactive environment.

2.5. Key Principles of Cooperative Language Learning (CLL)

Cooperative Language Learning (CLL) is grounded in several key principles that distinguish it from traditional, teacher-centered methods. These principles aim to foster student collaboration, enhance interaction, and promote meaningful language use (Terfa, 2020). The core principles of CLL include:

Figure 1.

Key Principles of Cooperative Language Learning



Source: Adapted from Terfa (2020)

Positive Interdependence

Positive interdependence ensures that each student's success is linked to the group's success. This mutual reliance encourages students to collaborate, share knowledge, and support one another in achieving language learning objectives. Johnson and Johnson (2017) highlight that "positive interdependence creates a commitment to the success of group members as well as one's own" (p. 3). At structuring tasks that require collective effort, educators can cultivate a sense of responsibility and unity among students.

- Academic implication: Group members rely on each other to achieve a shared goal.
- Class application: In a speaking activity, students are tasked to create a group story. Each student contributes a part of the story, and the success of the activity depends on everyone's participation.

Individual Accountability

While collaboration is central to CLL, individual accountability ensures that each student contributes meaningfully to the group's efforts. This principle prevents "free riding" and promotes active participation. Slavin (2014) notes that individual accountability is essential to ensure that all group members are strengthened by learning cooperatively. Assessment methods, such as individual quizzes or random selection of group representatives, can be employed to uphold this accountability.

- Academic implication: Each member is responsible for their contribution and must demonstrate their understanding or performance.
- Class application: After a group discussion, each student presents a summary of their group's ideas, ensuring they have actively engaged in the task.

Face-to-Face Promotive Interaction

Direct interaction among students is crucial for developing oral language skills. Through discussions, debates, and collaborative tasks, students engage in authentic communication, practicing language in context. Kagan and Kagan (2015) assert that "face-to-face interaction provides opportunities for students to explain, discuss, and teach what they know to others" (p. 6). Such interactions not only enhance linguistic proficiency but also build interpersonal relationships.

- Academic implication: Learners support and encourage each other during collaborative tasks through direct interaction.
- Class application: During a role-play activity, students practice a real-world scenario such as booking a hotel. They guide each other on pronunciation and vocabulary.

Interpersonal and Small Group Skills

Effective collaboration requires students to develop social skills, including communication, leadership, trust-building, and conflict resolution. These competencies are vital for successful group work and contribute to a positive learning environment. Gillies (2016) emphasizes that "teaching social skills is essential for students to work effectively in cooperative groups" (p. 45). Incorporating activities that focus on these skills can lead to more cohesive and productive groups.

- Academic implication: Students develop skills like communication, conflict resolution, and leadership while working in groups.
- Class application: In a debate activity, one student moderates while others present and defend their opinions, learning to take turns and respect differing views.

Group Processing

Reflecting on group performance allows students to assess their collaborative efforts and identify areas for improvement. This metacognitive component encourages continuous development of both academic and social skills. Johnson and Johnson (2009) explain that "group processing helps groups to function better by analyzing their interactions and making decisions about which behaviors to continue or change" (p. 366). Regular debriefing sessions can facilitate this reflective practice.

- Academic implication: Groups reflect on their collaboration to improve future teamwork.
- Class application: After completing a task, the group discusses what went well and what could be improved, such as how they managed time or supported each other.

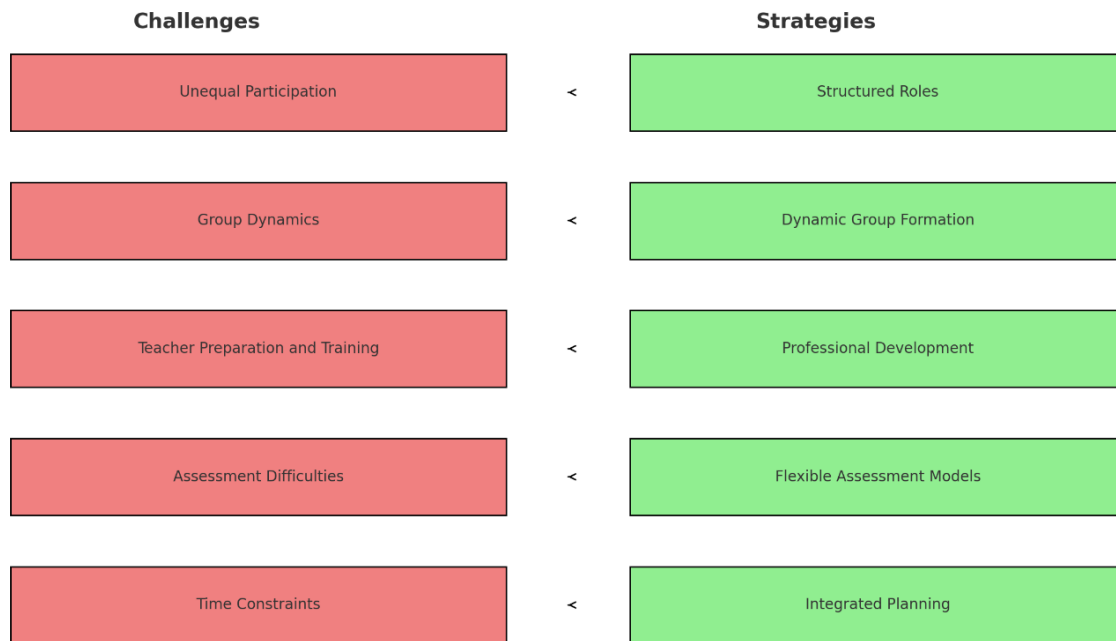
Thus, the principles of Cooperative Language Learning aforementioned and detailed with their academic implication: positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small group skills, and group processing, collectively create a framework that promotes effective language learning through collaboration. Implementing these principles on the part of the English teacher requires careful planning and a commitment to fostering a supportive and interactive language classroom environment. While planning, it is of paramount importance to consider the challenges the application of CLL implies in order to prevent any further instructional inconvenient.

2.6. Challenges of Cooperative Language Learning (CLL)

While Cooperative Language Learning (CLL) has proven effective in fostering language development, several challenges hinder its implementation. These obstacles range from classroom dynamics to broader systemic constraints, requiring careful consideration and strategic planning by educators. Underneath, the most relevant challenges are detailed and right after some possible strategies to mitigate its effects are suggested as well.

Figure 2.

Challenges and Strategies in Cooperative Language Learning (CLL)



Source: Adapted from Li and Lam (2013)

Unequal Participation

In cooperative learning settings, ensuring equitable participation among group members can be a challenge. More dominant students often take the lead in group activities, leaving quieter or less confident students marginalized. This dynamic can reduce opportunities for comprehensive language practice and personal growth. Research by Li and Lam (2013) highlights this issue, noting that unequal participation often results in varied learning outcomes within the same group.

Suggested Strategy - Structured Roles - Educators must address this by assigning specific roles or responsibilities to each group member, ensuring that all students contribute equally to the task. For example: Assign roles like "recorder," "reporter," or "facilitator" ensures balanced participation and accountability within groups.

Group Dynamics

Effective group dynamics are central to the success of CLL, yet not all students naturally collaborate well. Personality clashes, varying levels of motivation, and interpersonal conflicts can disrupt the learning process. According to Gillies (2007), mismatched group composition often leads to reduced engagement and productivity. Teachers are encouraged to carefully form groups based on compatibility and skill levels, providing training in teamwork and conflict resolution to enhance collaboration.

Suggested Strategy - Dynamic Group Formation - periodically rotating group members can prevent long-term interpersonal issues and expose students to diverse perspectives.

Teacher Preparation and Training

Implementing CLL strategies effectively requires comprehensive teacher training. Many educators lack the knowledge or experience to design, execute, and manage cooperative tasks, limiting the potential benefits of CLL. Johnson and Johnson (2009) argue that untrained teachers may inadvertently reinforce traditional hierarchical structures rather than fostering true collaboration. Professional development programs and workshops focusing on cooperative methodologies are critical to overcoming this barrier.

Suggested Strategy -Professional Development: Offering targeted training programs equips teachers with the skills and confidence to manage cooperative classrooms effectively.

Assessment Difficulties

Evaluating individual contributions within a cooperative framework poses significant challenges. Teachers may struggle to distinguish between group and individual efforts, raising concerns about fairness and accuracy in assessment. Sharan (2010) emphasizes the

importance of developing assessment tools that measure both group outcomes and individual progress. Strategies such as peer evaluation and self-assessment can supplement traditional grading, providing a more comprehensive understanding of each student's performance.

Suggested Strategy - Flexible Assessment Models: Combining peer reviews, self-assessments, and teacher evaluations can create a fair and holistic assessment framework.

Time Constraints.

Time-intensive CLL activities often conflict with the demands of rigid curricula, particularly in exam-oriented education systems. Slavin (2011) points out that cooperative learning requires additional time for planning, execution, and debriefing, which may be difficult to accommodate within standard lesson plans. To address this, teachers can integrate shorter, focused CLL activities that align with curriculum objectives, gradually building a culture of collaboration without overwhelming the schedule.

Suggested Strategy - Integrated Planning: Embedding cooperative tasks into broader lesson plans helps optimize time and meet learning objectives without disrupting the flow of the curriculum.

While the implementation of Cooperative Language Learning presents distinct challenges, these obstacles are not insurmountable. Through thoughtful planning, teacher training, and the adoption of innovative strategies, educators can harness the benefits of CLL to enhance English oral production and foster collaborative skills in students.

2.7. Benefits of Cooperative Language Learning (CLL)

Despite the challenges, CLL provides several compelling benefits for language learners (Yang, 2023) particularly for developing oral skills in English as a Foreign Language

(EFL) learners. These benefits are rooted in its interactive, learner-centered approach and the opportunities it provides for authentic communication. Below are key benefits aligned with oral skill development:

Enhanced Communication Skills: CLL emphasizes authentic, face-to-face interactions, allowing students to practice speaking in natural contexts. This approach facilitates the development of fluency and conversational skills, as learners engage in meaningful dialogues that mirror real-life situations. Research indicates that such interactive settings significantly improve oral communication abilities (Gillies, 2016).

Realistic Practice: Learners engage in meaningful interactions, such as discussions, debates, and role-plays, that simulate real-world communication scenarios.

Negotiation of Meaning: By working collaboratively, students must clarify, paraphrase, and reformulate ideas, improving fluency and accuracy.

Increased Motivation and Engagement: The collaborative nature of CLL creates a supportive learning environment where students feel encouraged by their peers. This positive atmosphere can boost motivation and engagement, especially for those who may experience anxiety in traditional classroom settings. Studies have shown that cooperative learning structures lead to higher levels of student participation and interest (Kagan & Kagan, 2009; Terfa 2020).

Social Dynamics: Collaborative tasks encourage active participation and make language learning enjoyable, which enhances motivation to speak and communicate.

Peer Support: Students feel less intimidated when practicing speaking in front of peers compared to formal settings, fostering confidence.

Development of Critical Thinking and Problem-Solving Skills: Cooperative tasks often require students to work together to solve problems or complete complex projects. This collaborative effort fosters the development of higher-order thinking skills, such as analysis, synthesis, and evaluation. Johnson and Johnson (2008) highlight that cooperative learning environments promote critical thinking by encouraging students to articulate their reasoning and consider diverse perspectives.

Active Listening: Cooperative tasks require students to listen carefully to understand and respond appropriately, a critical component of oral proficiency.

Turn-Taking and Respect: Group activities teach students to take turns and value diverse perspectives, which are key to effective communication.

Social Skill Development: Beyond language acquisition, CLL promotes the development of essential interpersonal skills, including teamwork, leadership, and effective communication. These competencies are crucial for students' academic success and personal growth. Jacobs and McCafferty (2006) note that cooperative learning experiences help students develop social skills that are transferable to various contexts.

Peer Feedback: Learners receive immediate, informal feedback from peers during collaborative tasks, helping them adjust and improve their speaking skills.

Scaffolding: More proficient peers or teachers can provide guidance and corrections in a supportive environment.

Increased Confidence and Autonomy: The supportive nature of cooperative learning allows students to take risks with their language use without fear of judgment. Over time, this can lead to increased confidence in their speaking abilities and a greater sense of autonomy.

Li and Lam (2013) found that students engaged in cooperative learning reported higher self-efficacy and a willingness to participate in oral activities.

Supportive Environment: Working in groups reduces the anxiety often associated with speaking in front of the whole class, leading to more willingness to speak.

Risk-Taking Encouragement: Collaborative tasks create a safe space for learners to experiment with new vocabulary and structures without fear of judgment.

Cultural Awareness and Inclusivity: CLL encourages students from diverse backgrounds to work together, fostering cultural awareness and inclusivity. This not only benefits language development but also promotes social cohesion within the classroom. Sharan (2010) emphasizes that cooperative learning environments provide opportunities for students to appreciate cultural differences and develop empathy.

Cultural Awareness: Through collaborative discussions, learners explore diverse cultural contexts and language usage, enriching their pragmatic skills.

Relatable Content: Cooperative tasks often involve topics that are meaningful to learners, making speaking more engaging and relevant. By integrating CLL into EFL instruction, teachers can create dynamic, interactive, and supportive learning environments that significantly enhance students' oral communication skills.

2.8. Empirical Evidence and Studies on Cooperative Language Learning

Based on the aforementioned analysis of Cooperative Language Learning (CLL), it provides numerous benefits for students, particularly in enhancing oral communication skills. At engaging in face-to-face interactions, learners develop their speaking abilities in an authentic, communicative environment. CLL fosters increased motivation and engagement by

creating a supportive, collaborative atmosphere. Throughout the time empirical research in the languages teaching and learning field has consistently demonstrated the positive impact of Cooperative Language Learning (CLL), this particularly referring to the oral proficiency of English learners.

For instance, a study by Namaziandost et al. (2019) investigated the effects of cooperative learning on Iranian intermediate EFL learners' speaking skills and motivation, providing compelling evidence for the benefits of this instructional approach. The study utilized a quasi-experimental design with 60 participants divided into an experimental group, which experienced cooperative learning, and a control group, which followed traditional teacher-centered instruction. Over a 12-week period, the experimental group engaged in cooperative activities such as group discussions, pair work, and collaborative problem-solving tasks designed to promote interaction and peer feedback.

The findings revealed that learners in the cooperative learning group exhibited significant improvements in various aspects of speaking skills, including fluency, pronunciation, and coherence, as measured by pre- and post-tests based on standardized oral proficiency criteria. The qualitative data collected through interviews and classroom observations indicated that learners felt more confident and less anxious about speaking, attributing their progress to the supportive environment created by cooperative tasks.

Additionally, the study noted a marked increase in intrinsic motivation among participants exposed to cooperative strategies. Learners reported feeling more engaged and invested in their learning process, as the collaborative activities allowed them to express themselves freely, share ideas, and learn from their peers. This motivational boost was particularly evident in students' willingness to take risks and experiment with language in a low-stress setting. Namaziandost et al. (2019) concluded that cooperative learning not only enhances

speaking abilities but also fosters meaningful language learning by encouraging active participation, critical thinking, and a deeper connection to the language. The findings align with the principles of learner-centered education, emphasizing that when students are empowered to take charge of their learning in a collaborative context, they achieve more profound and lasting linguistic and motivational outcomes. This study reinforces the value of integrating cooperative learning as a core strategy in EFL instruction to develop oral proficiency and promote meaningful engagement with the language.

Similarly, research by Guaranga Lema (2022) focused on young adult EFL learners in Ecuador, implementing cooperative learning approaches to enhance speaking skills. The study employed a pre-experimental design with 37 A2-level students from a university language program, where participants engaged in structured cooperative activities over a 12-week period. These activities included role-plays, group discussions, peer teaching, and collaborative problem-solving tasks designed to simulate real-world communication scenarios. The Cambridge Preliminary Test of English (PET) was administered as both pre- and post-tests to evaluate the learners' speaking proficiency.

The results indicated a statistically significant improvement in students' oral proficiency, particularly in fluency, coherence, and interactive communication. The study highlighted the effectiveness of cooperative strategies in reducing speaking anxiety, increasing active participation, and fostering a supportive environment where learners felt confident to express themselves. Moreover, qualitative data collected through student interviews and observation logs revealed that participants perceived cooperative learning as engaging and beneficial for their speaking skills, attributing their progress to the frequent opportunities for interaction and feedback. These findings underscore the value of integrating

cooperative learning techniques in EFL contexts to enhance oral production, particularly for learners at lower proficiency levels who may benefit from scaffolded, peer-supported tasks.

A study by Namaziandost et al. (2020) examined the impact of cooperative learning on the oral fluency of Iranian intermediate EFL learners. The research employed two cooperative learning strategies and found that learners in the experimental group demonstrated notable enhancements in their oral fluency compared to the control group. The study concluded that cooperative learning methods effectively contribute to the development of oral proficiency in EFL contexts.

Furthermore, a study by Namaziandost et al. (2020) examined the impact of cooperative learning on the oral fluency of Iranian intermediate EFL learners, providing robust evidence of its efficacy in improving speaking skills. The study adopted a quasi-experimental design involving 60 intermediate EFL learners divided into an experimental group and a control group. The experimental group participated in cooperative learning activities, including jigsaw tasks, group discussions, and peer feedback sessions, while the control group followed a traditional teacher-centered approach.

The researchers used pre- and post-tests to measure oral fluency, with criteria such as speech rate, coherence, and the ability to maintain conversation. Results revealed that learners in the experimental group exhibited significant improvements in these areas compared to the control group. Specifically, participants demonstrated enhanced speech fluidity, reduced hesitation, and improved turn-taking skills during interactions. Additionally, observations and feedback from learners highlighted the positive effects of cooperative learning on their confidence and willingness to engage in oral tasks.

Namaziandost et al. (2020) concluded that the cooperative learning approach effectively contributed to the development of oral proficiency by promoting a learner-centered environment that encouraged meaningful interaction and real-time communication. The study emphasized that such methods not only improve linguistic skills but also foster collaborative and interpersonal skills, making them highly relevant for EFL learners in contexts where speaking opportunities might otherwise be limited. These findings support the broader application of cooperative learning strategies in diverse EFL settings to enhance oral fluency.

A study conducted by Camacho-Minuche et al. (2021) explored the efficacy of cooperative language learning (CLL) elements in enhancing social skills within English classrooms, with a focus on their impact on oral language development. The research involved a mixed-methods design, incorporating both quantitative and qualitative data collection methods, and was conducted with high school EFL learners in Ecuador. Over the course of a semester, students engaged in cooperative learning activities such as think-pair-share, group debates, role-plays, and team-based projects, all structured to encourage collaboration and meaningful communication.

The findings revealed that the implementation of CLL strategies significantly improved students' social interactions, including active listening, empathy, and teamwork. These social skills translated into enhanced oral proficiency, as students became more comfortable expressing their ideas and engaging in dialogue with peers. The quantitative results showed a marked improvement in fluency, pronunciation, and conversational coherence as measured by pre- and post-oral proficiency tests. Furthermore, qualitative data from student interviews and teacher observations indicated that learners appreciated the

collaborative atmosphere, which reduced speaking anxiety and created a supportive environment for practicing oral communication.

Camacho-Minuche et al. (2021) emphasized that CLL strategies promote both linguistic and interpersonal growth by creating opportunities for real-time interaction and feedback. The study highlighted those activities requiring students to work together to achieve common goals encouraged authentic language use and fostered an appreciation for diverse perspectives. These findings underscore the dual benefits of CLL: developing oral proficiency while equipping students with essential social skills that are critical for success in both academic and real-world settings.

These studies collectively underscore the efficacy of cooperative learning strategies in improving the oral proficiency of English learners across diverse educational settings. Developing English language speaking skills is a multifaceted process that encompasses several key components: pronunciation, grammar, vocabulary, fluency, and comprehension. Each element plays a crucial role in effective oral communication and requires targeted attention in language instruction.

2.9. English Language Speaking Skills

English language speaking skills are fundamental to effective communication in a globalized world, where English serves as a lingua franca across diverse contexts. Being the English language learning an important and still debatable issue into the education field. Speaking skills encompass several interconnected components—pronunciation, grammar, vocabulary, fluency, and comprehension—that collectively shape a speaker's ability to convey and interpret meaning effectively. Mastering these skills is not only essential for academic and professional success but also for participating in meaningful interpersonal interactions.

2.9.1. Components of Speaking Skills

The components of speaking skills are deeply interconnected, creating a holistic model of oral proficiency. For instance, a student with excellent pronunciation but limited vocabulary may struggle to communicate effectively, just as a speaker with extensive vocabulary but poor fluency might face challenges in maintaining a conversation. Furthermore, comprehension underpins all other components, as effective speaking involves not just expression but also understanding and responding to others. This interconnectedness underscores the need for an integrated approach to teaching speaking skills, where each component is addressed in relation to the others.

Pronunciation is a cornerstone of speaking proficiency, as it directly affects intelligibility and the listener's ability to understand the speaker. Accurate pronunciation involves mastering the sounds, rhythm, and intonation patterns of the language. Mispronunciations can lead to misunderstandings, highlighting the importance of targeted instruction in this area. For example, segmental aspects (individual sounds) and suprasegmental features (stress and intonation) must be integrated into speaking practice to ensure clarity. According to Gilakjani (2016), pronunciation training significantly enhances learners' communicative competence, allowing them to participate confidently in conversations. Pronunciation is the production of different sounds to convey a message. Effective pronunciation instruction can significantly enhance learners' communicative competence.

Grammar and vocabulary are equally critical in shaping the quality and depth of spoken communication. Grammar provides the structural framework for constructing meaningful sentences, while vocabulary offers the tools for expressing nuanced ideas. Effective speaking requires not just grammatical accuracy but also the ability to choose

contextually appropriate words. Ellis (2016) emphasizes that grammar and vocabulary instruction should be communicatively oriented, enabling learners to apply rules and expand their lexicon through practice in real-life scenarios. A solid grasp of grammar enables speakers to construct sentences that are both syntactically correct and meaningful. Integrating grammar instruction with communicative practice helps learners apply grammatical rules in real-life contexts, thereby improving their speaking abilities. Equally important is a rich vocabulary because it allows for precise and varied expression (Nation, 2013), which is vital for effective communication.

Fluency and comprehension bring dynamism and reciprocity to speaking interactions. Fluency reflects the speaker's ability to articulate thoughts smoothly and at a natural pace, while comprehension ensures they can process and respond to incoming messages effectively. These elements are particularly crucial in interactive contexts, such as group discussions, where quick thinking and clear expression are vital. As Guevara-Betancourt and Flores (2020) note, fluency can be improved through activities that simulate authentic conversational exchanges, fostering automaticity in language production. Fluency reflects the speaker's proficiency in processing and producing language in real-time, whilst comprehension in speaking involves understanding and interpreting spoken language accurately. Developing language fluency and comprehension skills is crucial, as it enables learners to engage in meaningful conversations and respond appropriately.

Hence, developing English speaking skills requires attention to pronunciation, grammar, vocabulary, fluency, and comprehension, all of which are essential for meaningful communication. By fostering these interconnected components, educators can equip learners with the tools to navigate a range of communicative contexts confidently and effectively. The development of English-speaking skills necessitates a balanced focus on its components and

an effective language instruction must integrate these components to facilitate comprehensive communicative competence.

2.9.2. English Oral Production in EFL Adolescents with Cooperative Language Learning

To develop oral production, learners are immersed in several activities so students can participate in and produce the target language. For Brown (2014), oral production is the interaction between others and participants negotiate the meaning of ideas, feelings, or thoughts. Moreover, oral production is the interactive process of receiving and giving information. Speaking skills is always spontaneous open, and evolving. Studies show that by engaging in structured group work, students build communicative competence, as they must negotiate meaning, clarify misunderstandings, and correct language errors in real-time (Johnson & Johnson, 2009; Lin, 2016). Thus, Cooperative Language Learning (CLL) is a widely researched approach in enhancing English oral production for EFL adolescents. CLL emphasizes active participation, social interaction, and collaboration among learners, creating an ideal environment for language practice and fluency development. Research indicates that cooperative tasks—like jigsaw activities, role-play, and discussions—not only improve fluency but also build confidence, as learners get accustomed to expressing themselves in a supportive peer setting (Andrade & Aguaiza, 2024).

Oral production must be a priority in English classrooms using direct methods and strategies to improve learners' English speaking. So learners interact and collaborate with other students and teachers. Alrayah (2018) demonstrated in a study with EFL students that cooperative learning significantly enhanced participants' speaking fluency through targeted group activities. The study divided participants into control and experimental groups, noting substantial fluency gains in those who engaged in CLL, thus reinforcing the approach's value for oral production. Another key factor in CLL's effectiveness is its alignment with social

constructivism, where knowledge is co-constructed through interaction rather than through isolated study (Jacobs & Renandya, 2019). This aspect is particularly relevant for EFL adolescents, whose social and linguistic development thrives through collaborative engagement (El-Araby, 2005; Liang, 2002).

At implementing CLL effectively, teachers must carefully structure group sizes, assign roles, and encourage both individual accountability and group cohesion, ensuring each member actively contributes to and benefits from the process (Pawlak, 2011). This approach, thus, proves advantageous over traditional methods, as it combines language practice with essential social skills development in EFL learners, making it a practical and enriching method to foster oral language proficiency among adolescents (Richards & Rodgers, 2010). Developing speaking skills in adolescent EFL students presents significant challenges that demand targeted instructional strategies and structured teacher intervention. Adolescents require more than traditional language instruction; they need immersive, communicative environments where speaking opportunities are carefully integrated into lessons. Effective teaching methods encourage active language use and provide scaffolding to guide learners toward fluency and confidence (Richards, 2006; Johnson & Johnson, 2009).

Teacher's instruction is crucial in creating these supportive environments. At employing cooperative learning strategies—such as group discussions, role-plays, and task-based language teaching—educators can foster an interactive setting where students build vocabulary, develop fluency, and gain the confidence needed to engage meaningfully in the target language (Avellaneda, 2024; Jacobs & Renandya, 2019). Through structured group activities, teachers support language learners by monitoring progress, offering constructive feedback, and implementing corrective interventions when necessary. This approach not only

addresses speaking skills but also encourages critical thinking and social interaction, both essential for holistic language acquisition.

2.9.3. Legal Framework

The legal framework of this research is grounded in Article 3 of the Constitution of the Republic of Ecuador (2008), which outlines the fundamental duties of the state, including guaranteeing the rights of all citizens without discrimination. Specifically, this article mandates the state to ensure the effective enjoyment of rights established in the Constitution and international instruments, including the right to education (p. 9). This foundational principle highlights the government's responsibility to provide equitable access to quality education for all, ensuring that adolescents in Ecuador have the opportunity to develop their full potential. In the context of this research, the legal emphasis on education serves as a basis for advocating innovative and inclusive methodologies such as Cooperative Language Learning (CLL), which cater to diverse learner needs and promote equitable opportunities for oral fluency development in English as a Foreign Language (EFL) classrooms.

Aligned with this legal mandate, Article 27 of the Constitution further emphasizes that education in Ecuador must be holistic, participatory, inclusive, and diverse. It should foster democratic principles, critical thinking, and the development of competencies necessary for individual and collective progress (p. 19). This provision underscores the importance of innovative, learner-centered teaching methodologies like CLL, which prioritize collaboration, communication, and problem-solving. Cooperative learning not only enhances oral language skills but also contributes to fostering critical thinking and teamwork among adolescents, aligning with the constitutional vision of education as a tool for achieving equity, social justice, and sustainable development.

The goals outlined in the "Plan Toda Una Vida" (2017-2021) also provide a relevant legal framework for this research. This national plan reaffirms the commitment to quality education as a means of ensuring equal opportunities and preparing citizens for success in both national and international contexts. The plan emphasizes the importance of developing transferable skills, such as communication and collaboration, which are central to the principles of CLL. By focusing on cooperative strategies to enhance oral fluency, this research aligns with the plan's objectives, addressing the educational challenges of a globalized and interconnected world.

Additionally, the Organic Law of Intercultural Education (LOEI, 2015) establishes that education must be quality-driven, contextually relevant, and continuously updated (p. 49). It emphasizes flexibility and personalization in teaching methodologies to meet students' needs, particularly in multilingual and multicultural settings. This law reinforces the importance of respect, inclusion, and innovation in the learning process, which are intrinsic to the principles of CLL. By promoting interaction, scaffolding, and collaborative tasks, CLL aligns with LOEI's mandate to foster meaningful learning experiences that empower students to achieve academic and social success.

The Ministry of Education's 2016 general curriculum guidelines further stress the need for a flexible teaching-learning model that aligns with modern pedagogical practices and the integration of innovative strategies. These guidelines encourage the adoption of methodologies that enhance participation and critical thinking while fostering the use of technology and collaborative approaches. This aligns with the pedagogical principles of CLL, which integrates cooperative group work to create engaging and effective learning environments. The 2019 pedagogical guidelines also highlight the importance of digital tools in enhancing educational outcomes. These guidelines support the integration of open digital

resources into language instruction, which can complement cooperative learning activities and further promote oral fluency in EFL classrooms.

In conclusion, this research is firmly rooted in Ecuador's legal and educational frameworks, which prioritize equitable access to quality education and emphasize innovation and inclusivity in teaching practices. By integrating Cooperative Language Learning to develop oral fluency among adolescents, this study directly supports the constitutional, legal, and policy mandates aimed at fostering meaningful learning, promoting critical competencies, and preparing students for success in a rapidly evolving global context.

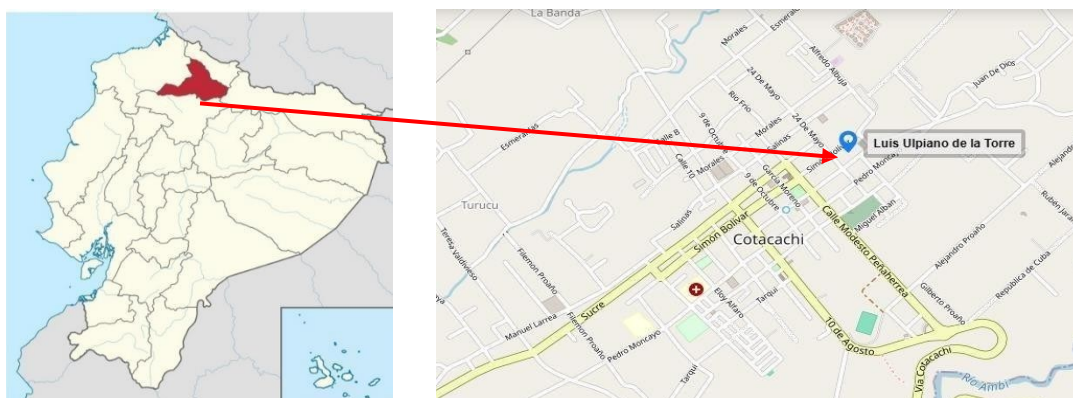
CHAPTER III

METHODOLOGICAL FRAMEWORK

The Methodology chapter outlines the study contextualization, highlighting its geographical and demographic context. It also describes the research approach, type, techniques, and instruments for data collection, alongside the targeted population and sampling. Procedures are explained step-by-step, ensuring adherence to bioethical considerations.

3.1. Contextualization of the study

Figure 3.
Location Luis Ulpiano de la Torre High-school



Source: Adapt from Google maps: <https://surl.li/fgjiyn>

This research work was carried out at the “Luis Ulpiano de la Torre” High-school located in the north of Ecuador, province of Imbabura, in the city of Cotacachi, El Sagrario parish. This emblematic educational institution is recognized as a trainer of young graduates in Arts, specializing in Musical Education. This high school belongs to educational district 10D01 with approximately 1262 female and male students and 62 teachers. It is an urban educational center with face-to-face classes in morning, afternoon and night shifts offering from early childhood education to high school. For this research, 10th year students of

education were part of it, who range from 13 to 15 years old. They belonged to the A, B and C parallels, giving a total of 72. The students selected for this study are at level A2 of English proficiency.

3.2. Research Approach and type of research

3.2.1. Research Approach

The research approach selected for this study is quantitative and qualitative, which integrates both components to provide a more comprehensive understanding of the research problem. This study utilized quantitative methods to gather numerical data on students' oral production skills through the application of a questionnaire with close ended questions, providing measurable evidence of progress. Simultaneously, qualitative methods were employed to explore teachers' perceptions and experiences with Cooperative Language Learning (CLL), using a semi-structured interview to the English teachers. This combination ensures that the study not only captures statistical trends but also provides deeper insights into the teaching and learning processes.

The quantitative component was essential for evaluating the effectiveness of CLL on oral production, as numerical data allowed for statistical analysis of students' performance before and after the intervention. In contrast, the qualitative component provided rich, descriptive data that helped explain students' attitudes and engagement levels, which numbers alone could not fully capture. According to Alvarez Gayou Jurgenson et al., (2014), "Qualitative research employs a multimethod approach, characterized by an interpretive and naturalistic perspective. Researchers study phenomena in their natural settings, aiming to understand and interpret the meanings individuals assign to their experiences, making it a valuable tool in behavioral sciences.". This means that researchers study things in their natural settings, attempting to make sense of, or interpret the phenomena in terms of the meanings people

bring to them. In this study, qualitative findings from student interviews revealed motivations and challenges related to collaborative learning, which contextualized the quantitative results. The integration of these methods ensures a well-rounded analysis, making mixed-methods research particularly suitable for exploring the complex dynamics of language learning in classroom settings.

3.2.2. Type of research

This study employs an exploratory and descriptive research designs to thoroughly examine the research problem. Exploratory research offers several key benefits in studies with limited prior knowledge. It employs qualitative techniques like focus groups and in-depth interviews to uncover customer needs, motivations, and perceptions. This approach allows researchers to gain deeper insights into complex issues, facilitating a better understanding of the subject matter. By complementing quantitative research, exploratory research helps identify critical areas for further investigation, ensuring that researchers can maximize the potential of their projects while minimizing risks associated with incomplete information (Swedberg, 2020). By analyzing documented sources and survey responses, this approach clarifies uncertainties, defines critical concepts, and uncovers new insights. Meanwhile, descriptive research complements this by systematically categorizing and summarizing observed patterns, behaviors, or trends related to the phenomenon. Together, these methods provide a comprehensive framework for understanding the topic while ensuring methodological rigor.

On the other hand, “The descriptive research aims to accurately and systematically describe a population, situation or phenomenon,” (Siedlecki, 2020). This allows defining how the object of the study manifests itself to specify the main characteristics of people, groups, communities that can be analyzed. In this research, methodological strategies applied during

the English class are determined and analyzed based on tenth-year students' situation at "Luis Ulpiano de la Torre" High School.

Additionally, exploratory and descriptive research methods play a fundamental role in understanding the effects of Cooperative Language Learning (CLL) on oral production among tenth-year students. Exploratory research is particularly useful in this study as it aims to gain insights into how students interact and communicate in a cooperative learning environment. According to Stebbins (2001), exploratory research helps "to lay the groundwork for future studies by identifying key variables and potential relationships" (p. 5). Since the study focuses on a specific educational setting, the exploratory phase allows for the identification of challenges and opportunities within CLL. By engaging in classroom observations and informal discussions, this research seeks to uncover patterns in students' oral participation and the factors influencing their engagement in communicative tasks.

Descriptive research, on the other hand, provides a systematic account of students' oral production under the CLL approach. This type of research focuses on accurately portraying how students develop speaking skills through cooperative activities. According to Kothari and Garg (2021), "descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group, and do not deal with the testing of hypotheses" (p. 37). In this study, structured observations, surveys, and recordings of student interactions serve to illustrate the impact of CLL on oral proficiency. By employing descriptive methods, the research offers quantifiable evidence on students' speaking progress, helping to determine whether cooperative strategies effectively enhance fluency, accuracy, and confidence in English communication.

3.3. Research technique and instruments

This study employed a mixed-methods research approach, integrating both quantitative and qualitative data collection techniques to obtain a comprehensive understanding of the target population. Quantitative data were gathered through structured surveys, offering measurable insights, while in-depth follow-up interviews enriched the findings by capturing participants' perspectives and experiences in greater detail.

3.3.1. Surveys

Surveys provide a systematic method for collecting information from a broad population. As Hernández Sampieri et al. (2018) note, "Surveys are a valuable technique for collecting data from a large number of people in a relatively short period of time" (p. 282). In this study, a cross-sectional survey was employed as the research technique and a paper-based questionnaire as its instrument to collect quantitative data. It comprises 10 closed-ended questions and was administered to 72 students, aged 13 to 15, across three different classes. The primary objective was to identify how students have developed their speaking skills using Cooperative Learning strategies applied by English teachers in the classrooms.

3.3.2 Interviews

Interviews are a qualitative research method that entails direct interaction with participants to gather in-depth insights into their perspectives and lived experiences. As Posso (2013) asserts, this data collection instrument "provides a deeper understanding of individuals' perspectives and experiences" (p. 199). For the present study, structured interviews were conducted with two English teachers to explore their pedagogical approaches and professional viewpoints. The interview protocol comprised six open-ended questions,

meticulously designed to elicit comprehensive responses regarding their teaching methodologies, challenges, and reflective practices.

The structured interviews with the English teachers—specifically tenth-grade instructors at Luis Ulpiano de la Torre High School—were designed into two distinct segments to ensure methodological clarity. The first segment focused on gathering demographic and professional background information, while the second segment explored the participants' perspectives on the research topic. This phase employed open-ended questions designed to examine their implementation of Cooperative Learning strategies within the classroom, thereby eliciting detailed insights into their pedagogical practices.

The current study, performed at Luis Ulpiano de la Torre High School, utilized Excel as a primary instrument for data analysis. The study employed a cross-sectional survey, featuring a structured questionnaire, distributed to 10th-grade students, as well as a structured interview with two English teachers. Excel enabled the systematic arrangement, tabulation, and display of quantitative data obtained from the student questionnaire, facilitating the computation of frequencies and percentages to discern patterns in students' perspectives and experiences about Cooperative Learning techniques. Furthermore, qualitative data from the teachers' interviews were classified and examined to substantiate the interpretation of the findings. This comprehensive investigation offered significant insights into the potential of Cooperative Learning practices to improve students' speaking proficiency in English.

3.3.3 Population and sample

This study was conducted with a total population of 72 first-year high school students from Luis Ulpiano de la Torre High School in Cotacachi, along with two English teachers instructing at this grade level. Due to the manageable size of the target population, a full

census approach was adopted, eliminating the need for sample size calculations. The participants were distributed as follows:

Tabla 1.

Population

Class	No. students	Teachers
A	25	
B	23	
C	24	
		2
TOTAL	72	2

Source: Own elaboration- Survey 2022

3.4. Procedures

The research procedure was divided in three phases in concordance with the specific objectives:

Phase 1: Theoretical foundations of Cooperative Learning as a method for the improvement of English Oral production.

The first phase of the research focuses on establishing the theoretical foundations of Cooperative Learning (CL) as a pedagogical method for enhancing English oral production. Cooperative Learning, rooted in the social interdependence theory by Johnson and Johnson (1999), emphasizes collaborative interaction among students to achieve shared learning goals. This approach aligns with Vygotsky's (1978) sociocultural theory, which posits that language development is facilitated through social interaction and peer scaffolding. In the context of English language learning, CL encourages meaningful communication, active participation, and mutual support, which are critical for improving oral proficiency. By integrating CL

strategies such as group discussions, role-plays, and peer feedback, students engage in authentic language practice, fostering confidence and fluency.

The importance of Cooperative Language Learning (CLL) in improving oral production among 10th grade students at Luis Ulpiano High School lies in its student-centered approach, which reduces anxiety and promotes equitable participation. As noted by Kagan (1994), structured cooperative activities ensure that all students contribute, thereby enhancing their speaking skills through repeated practice and peer modeling. Given the diverse proficiency levels in high school classrooms, CLL provides a supportive environment where students collaboratively construct knowledge and refine their oral abilities. This phase analyzed how CLL principles can be adapted to address the specific linguistic challenges faced by students, ultimately aiming to create a framework for effective oral communication development.

Phase 2: Cooperative Learning strategies applied in Luis Ulpiano de la Torre High-school for the development of students' English oral production.

In this phase, a mixed-methods approach was employed to gather comprehensive data on the application of Cooperative Learning (CL) strategies in English classes at Luis Ulpiano de la Torre High School. The first instrument used was a student survey, designed to assess their perceptions of the CL techniques implemented by teachers to enhance oral production. The survey included close-ended responses, focusing on the frequency of group activities, peer feedback, and interactive tasks such as role-plays and discussions. This allowed researchers to measure student engagement and identify which strategies were most effective in fostering speaking skills. Additionally, an interview with English teachers was conducted to gain deeper insights into their instructional methods. The semi-structured interview explored the types of CL strategies they utilized (e.g., think-pair-share, jigsaw activities), the

challenges faced in implementation, and their observations on student progress in oral fluency and confidence.

The combination of quantitative data from the student survey and qualitative data from teacher interviews provided a robust understanding of how CL strategies were being applied in the classroom. Preliminary findings revealed that structured group work and collaborative tasks significantly contributed to improved participation and oral performance among sophomore students. However, some teachers highlighted difficulties in managing large classes and ensuring equal participation.

Phase 3: Methodological guide with Cooperative Learning Strategies for the enhancement of English Oral Production.

In this phase, sophomore students at Luis Ulpiano High School engage in structured cooperative learning activities designed to enhance English oral production through Collaborative Language Learning (CLL) strategies. Key techniques include **Think-Pair-Share**, where students reflect on a discussion topic, exchange ideas with a partner, and present their conclusions to the class, fostering confidence and fluency. Additionally, **Jigsaw activities** are implemented, dividing students into expert groups to master subtopics before teaching their peers, promoting both comprehension and spoken interaction. **Role-playing** and **debate circles** are also incorporated to simulate real-life communication scenarios, encouraging spontaneous speech and critical thinking. Throughout these tasks, peer feedback and teacher scaffolding ensure continuous improvement, while structured interdependence within groups reinforces accountability and collaborative skill-building. This phase emphasizes active participation, equitable engagement, and the practical application of English in interactive settings.

3.5 Bioethical considerations

In this research, bioethical principles were carefully followed to protect the rights and well-being of the participants. Before starting, both students and their parents or guardians gave informed consent, meaning they were fully aware of the study's goals, methods, and their freedom to leave the research at any time without any problems. To protect privacy, all personal information was kept confidential, and no names or identifying details were shared in the final report. The study also aimed to reduce stress by using cooperative learning, which created a positive and encouraging classroom environment. The research followed ethical rules from the school and local authorities, making sure that the benefits—like improving students' English-speaking skills—were more important than any risks. This approach ensured fairness and care for all participants.

CHAPTER IV

FINDINGS AND DISCUSSION

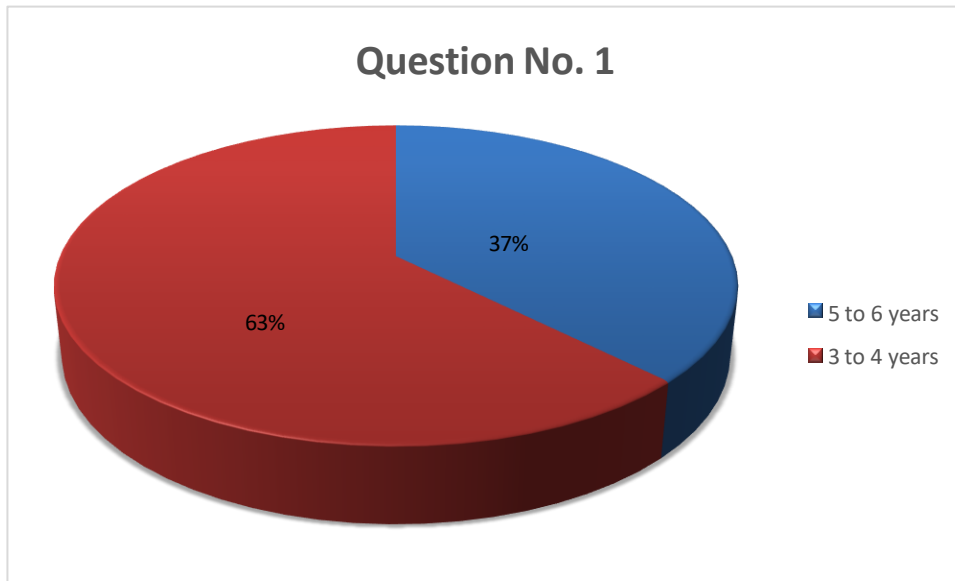
This chapter presents an analysis of the data collected through two research instruments: a cross-sectional survey and a structured interview. The survey was administered to 72 10th-grade students at Luis Ulpiano de la Torre High School in Cotacachi and consisted of a paper-based questionnaire containing 10 Likert-scale questions, designed to gather quantitative data on students' perceptions of Cooperative Learning strategies and their impact on English oral production. Additionally, a structured interview was conducted with two English teachers from the same institution to obtain qualitative perceptions; however, it was not possible to conduct a second round of interviews due to extracurricular activities in the institution and the accessibility to it by the policies of the education district. The integration of both methodological approaches contributes to fulfilling one of the key objectives outlined in this study.

4.1. Students' survey

The following graphs illustrate the responses of 10th-grade students at Luis Ulpiano de la Torre High School, providing visions into their experiences with Cooperative Learning strategies and their perceived impact on oral communication skills in English.

Figure 4.

Exposure to English Education

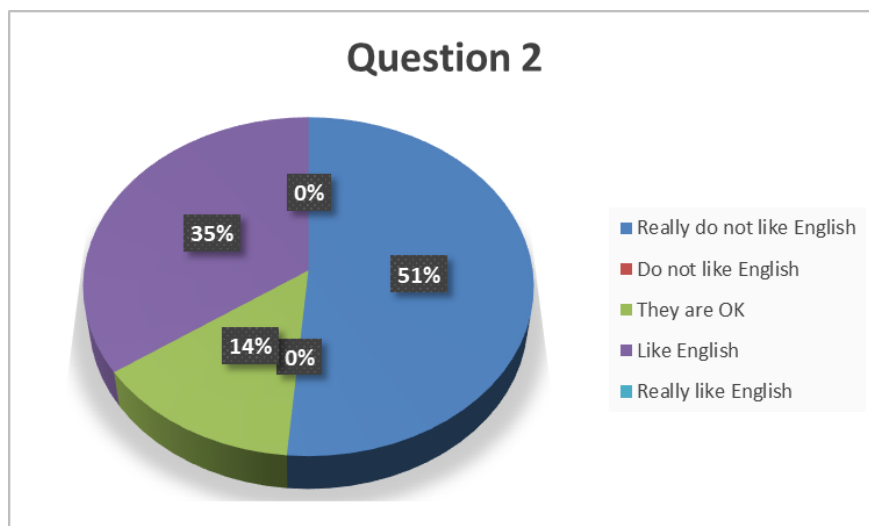


Source: Own elaboration

Figure 3 presents data on the English language learning experience of 10th-grade students at Luis Ulpiano de la Torre High School. According to the results, 62.5% of the respondents reported having studied English for a period of three to four years, whereas the remaining 37.5% indicated a longer exposure, ranging from five to six years. These results demonstrate that most students are still in the early to middle stages of language learning, which may affect their confidence and speaking abilities. On one hand, the limited exposure to English learning for most students may be linked to broader contextual factors such as the curriculum design, the number of instructional hours, or the access to meaningful communicative practice. On the other hand, the smaller group that spent more time studying English would have been exposed to the language more frequently, which might have improved their knowledge of grammar, vocabulary, and oral communication. This distribution of experience levels provides a foundational context for interpreting students' perceptions of Cooperative Learning and its potential effectiveness in supporting their oral communication in English.

Figure 5.

Affinity for the English Language



Source: Own elaboration

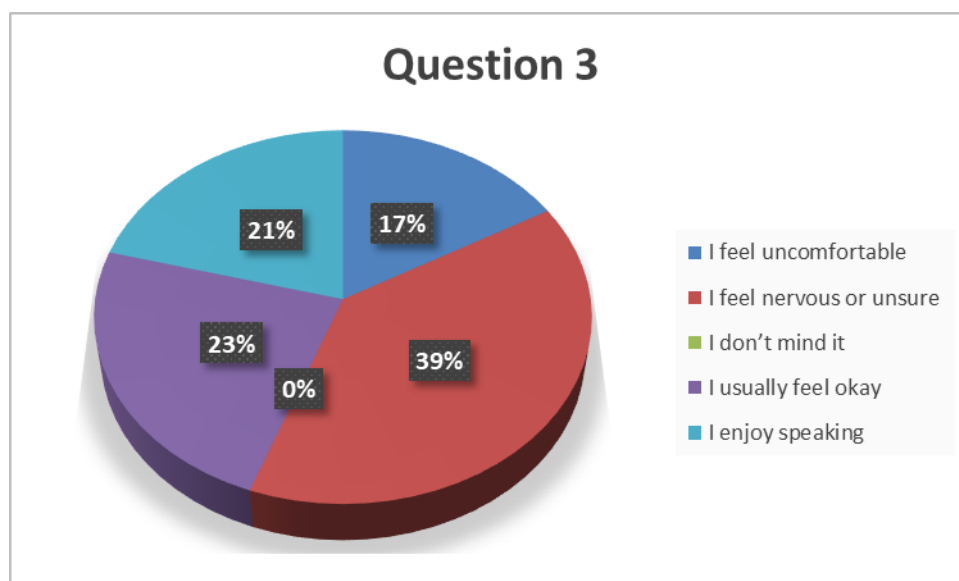
The graph in Figure 4 illustrates data related to the attitude of 72 students towards English language, which showed a marked distribution of preferences. 51% of the students (37) stated that they did not like English, while 35% (25) liked the subject, and only 14% (10 students) said they neither liked nor disliked it, expressing neutrality. This distribution of reactions suggests that more than half of the 10th-grade students at Luis Ulpiano de la Torre School in Cotacachi have a negative perception of their English classes, with a high level of disinterest in the repetitive and monotonous classes, demotivation to participate in classes, and a lack of engaging speaking activities, which could affect their academic performance and participation. According to Alrabai (2020), students' negative attitudes toward English may be due to various factors, such as ineffective teaching strategies, lack of motivation, and classroom anxiety.

Based on what the students said, there is an unfair distribution of reactions to studying English as a foreign language. These claims are comparable to what Hardianti and Murtafi'ah, (2022), the attitudes of English Education students are notably positive, driven by a supportive

professional atmosphere within their institutions. This suggests that the educational context plays a crucial role in shaping students' motivation and attitudes. From the point of view of developing a curriculum, this information could help include more interactive and student-centered teaching approaches that promote communication, learning in real life, and motivation. These changes could help turn the negative trend around and make English classes more interesting.

Figure 6.

Attitudes Toward English Speaking Activities



Source: Own elaboration

The survey results show a diverse range of emotional responses among the 72 students regarding English-speaking activities in class. The largest group, 39% (28 students), reported experiencing feelings of nervousness or insecurity when engaging in oral tasks. This finding suggests a prevalent sense of speaking anxiety, which can significantly hinder students' ability to participate actively and confidently in communicative activities. Another 17% (12 students) said they feel uncomfortable, while 23% (17 students) usually feel okay, and 21% (15 students) enjoy speaking. Interestingly, no student selected the neutral option ("don't mind"), suggesting

that students have strong opinions—either positive or negative—about speaking in English. The data reveals a bimodal distribution, with most students feeling either nervous or generally okay about speaking. This highlights the need for supportive classroom strategies—like peer collaboration and communicative tasks—to reduce anxiety and boost confidence in speaking activities.

Figure 7.

Frequency of Student Participation in EFL Speaking Activities



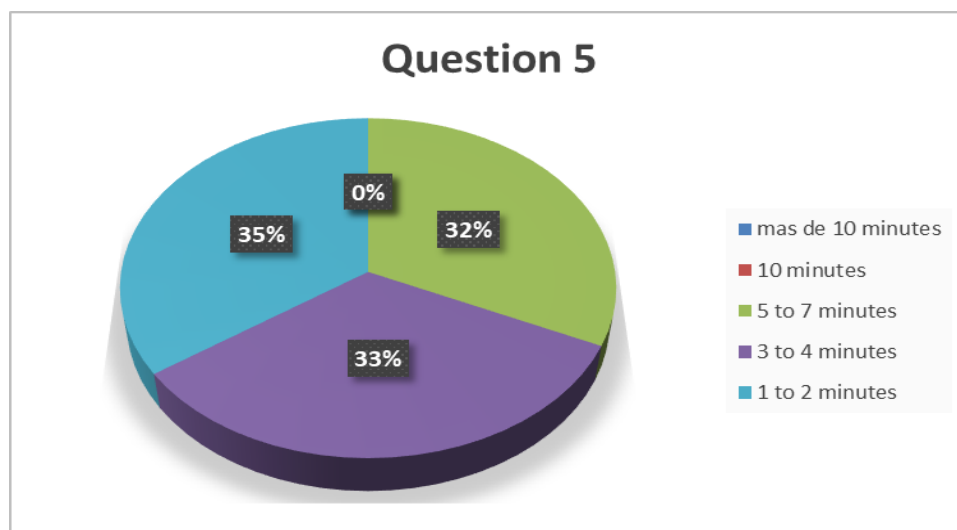
Source: Own elaboration

The pie chart displays information regarding the frequency with which 10th grade students at Luis Ulpiano de la Torre participate in oral exercises in English. First, fifteen out of 72 students stated that they always participate in oral activities; followed by 20 students who usually participate in these activities; while 25 students do so sometimes and a smaller number of students (12) almost never participate in oral expression activities in class. Surprisingly, no one answered "never." The average score is approximately 3.51, indicating a moderately positive level of participation in oral activities. The most common response was "sometimes," demonstrating that many students do not participate in oral activities in English class.

According to Kurnia (2019), students are more inclined to speak when they understand the topic of discussion, feel comfortable, and have high self-confidence, which improves their participation in the classroom. Similarly, Malihah (n.d.) explains that regular, low-pressure speaking tasks involve creating a supportive environment where students can express themselves without anxiety. While most students participate, the fact that some rarely do so demonstrates that teachers should encourage more inclusive and engaging speaking activities.

Figure 8.

Length of In-Class Speaking Activities



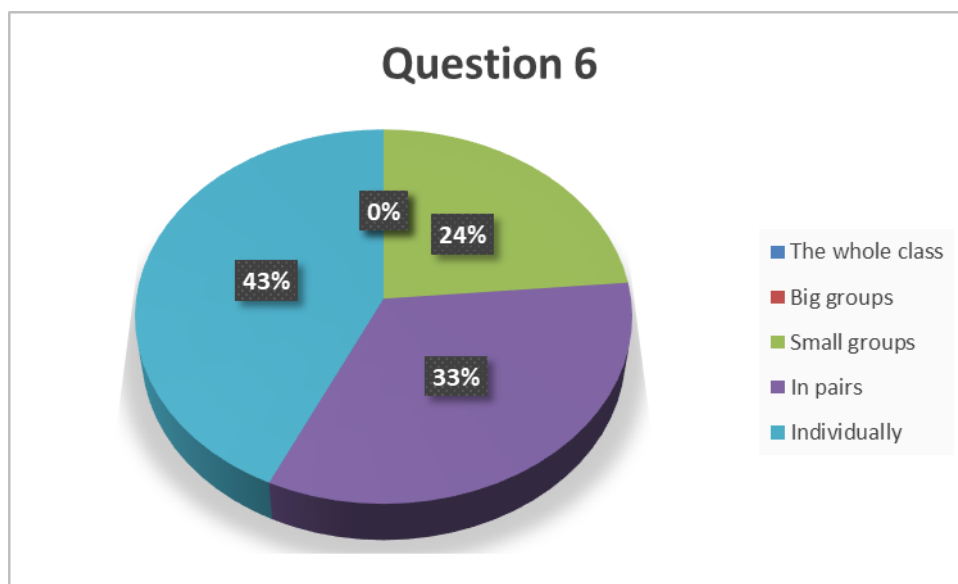
Source: Own elaboration

The amount of time teachers spend on speaking activities is depicted in the pie chart in Figure 5. The majority of those activities are brief, which could make speaking skills challenging. Twenty-five students in the first group reported that their oral activities in class take one to two minutes; twenty-four students reported that they take three to four minutes, which is the majority; and twenty-three students reported that it takes them five to seven minutes to complete the speaking activities their teachers suggest. Therefore, time restraints may also be a factor in the growth of fluency and meaningful engagement in this group of students. As Thornbury (2021) points out, having more speaking time is essential to improving

speaking proficiency. In this way, it is necessary that teachers gradually extend the duration of speaking activities, encouraging more complex language use and active student participation.

Figure 9.

Typology of Speaking Activities to promote speaking skills



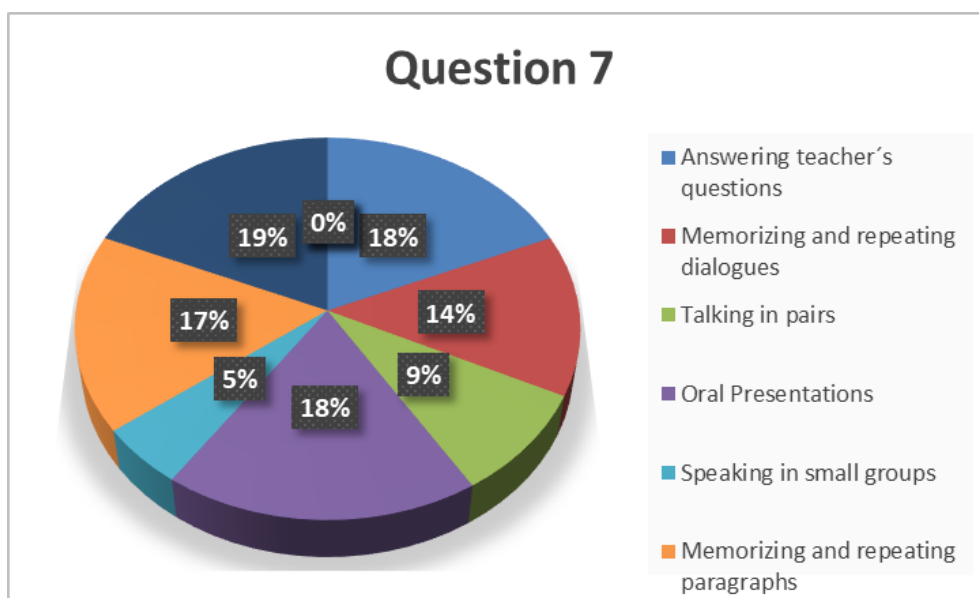
Source: Own elaboration

The statistical analysis of students' responses regarding the implementation of speaking activities in class indicates a predominant preference for individual work. Specifically, 43% of the respondents reported that the majority of their oral tasks are carried out individually, often relying on memorization and the repetition of language patterns or chunks. This suggests the prevalence of a teacher-centered approach to speaking instruction, which may restrict opportunities for student interaction and limit the development of collaborative communication skills. Meanwhile, 33% (equivalent to 24 students) stated that speaking activities are conducted in pairs, and only 24% said they usually work in small groups. These results suggest that cooperative or interactive speaking tasks are not consistently implemented, despite their benefits for language acquisition. Research highlights that pair and group work foster greater

communicative competence, fluency, and learner confidence (Richards & Rodgers, 2022). The predominance of individual work may hinder students' opportunities to negotiate meaning, receive feedback from peers, and develop real-life communication skills. To enhance speaking development, educators are encouraged to incorporate more pair and group activities aligned with communicative language teaching principles, which promote active participation and interaction.

Figure 10.

Speaking activities normally performed in the English class



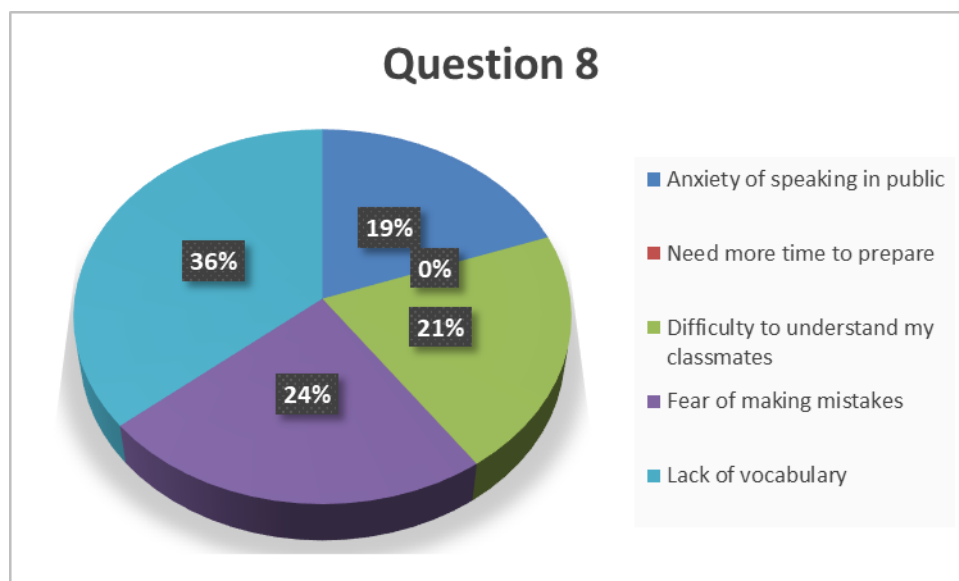
Source: Own elaboration

Student responses in Figure 8 regarding the most common speaking activities in their English classes show a strong reliance on traditional practices. All students (100%) reported frequently engaging in three main activities: answering the teacher's questions, giving oral presentations, and reading aloud the book exercises. These findings suggest a structured approach with limited opportunities for natural and interactive communication. Furthermore, 65% of students mentioned memorizing and repeating paragraphs, while only 14% reported practicing memorized dialogues. Interactive strategies appear to be underutilized, with only 9% working in pairs and barely 5% participating in small-group activities. These results

indicate that communicative and cooperative techniques are minimally integrated, despite their proven benefits for speaking development. According to Harmer (2020), communicative speaking tasks that involve collaboration, negotiation, and meaningful interaction are crucial for promoting fluency and confidence. Therefore, the current emphasis on repetition and teacher-directed tasks may restrict students' oral language development and hinder the practice of authentic communication.

Figure 11.

Student-Perceived Challenges in English Speaking Activities



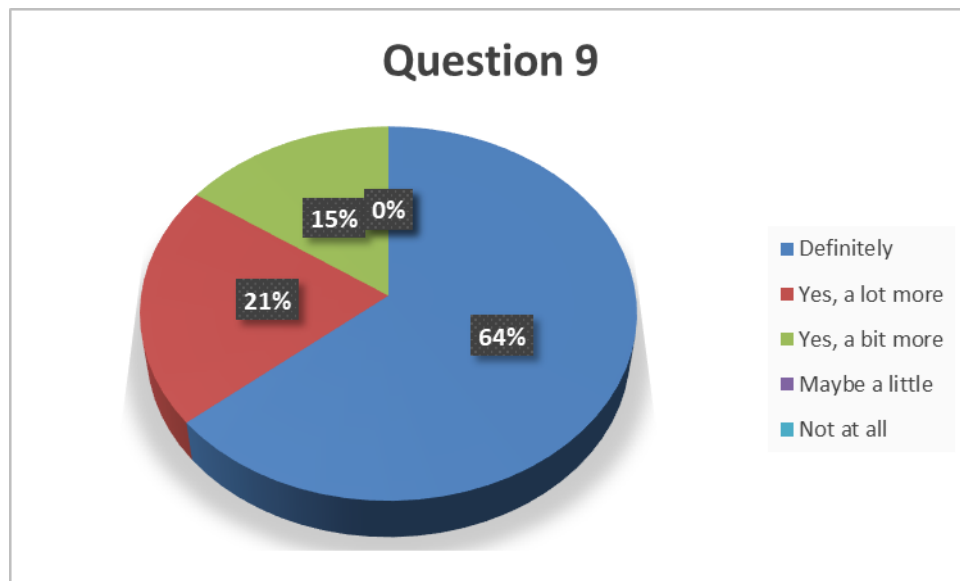
Source: Own elaboration

The statistical analysis presented in the graph above illustrates students' perceptions of the main challenges they encounter during speaking activities, highlighting several significant barriers to oral participation. The most frequently reported challenge was a limited vocabulary, cited by 26 students (36%). This suggests that inadequate lexical knowledge significantly hinders learners' ability to convey their ideas effectively and confidently during speaking tasks. Furthermore, 17 students (24%) expressed a fear of making mistakes, reflecting a concern for accuracy and good judgment. Another 15 students (21%) reported difficulty understanding

their peers during speaking activities, which could be due to differences in pronunciation or poor listening comprehension. Finally, 14 students (19%) identified public speaking anxiety as a major obstacle. These findings demonstrate that both linguistic limitations and affective factors influence students' speaking performance. Wang (2024) point out, linguistic limitations, coupled with affective factors such as motivation, self-confidence, and anxiety significantly influence students' performance in English learning. Addressing these challenges through vocabulary support, positive feedback, and stress-free speaking environments could improve students' participation and performance in speaking activities.

Figure 12.

Demand for different Interactive Oral Activities



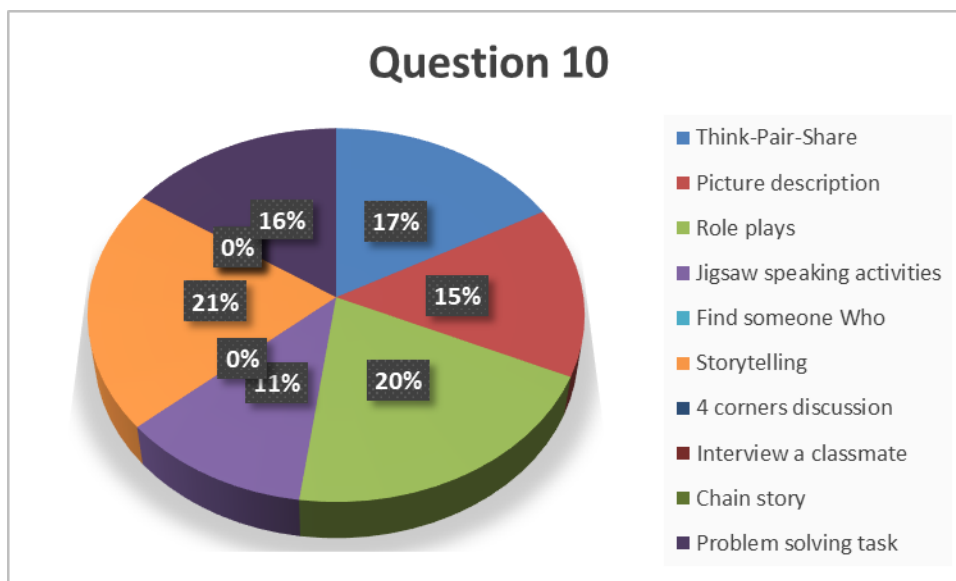
Source: Own elaboration

Figure 11 presents a pie chart illustrating students' attitudes toward the incorporation of new speaking activities in language learning. A considerable majority—64% of participants—expressed their agreement with this idea. This majority indicates a positive attitude toward innovative methods that promote active engagement in language acquisition. Recent studies emphasize the importance of speaking activities, as they foster fluency and

enhance learners' confidence in real-world communication. According to Yusupalieva, (2024) highlights those students engaging in varied speaking activities, such as role-playing and debates, demonstrate improved linguistic competencies. These tasks mimic real-life communication, enhancing fluency, adaptability, and cultural sensitivity, thereby fostering critical thinking and effective argumentation skills essential for global communication. This consensus aligns with the general trend towards interactive teaching techniques in contemporary education. Additionally, 21% of the students are also interested in try new activities for improving their speaking skill, and a small percentage (15%) indicated that they enjoy practicing new speaking activities, as well.

Figure 13.

New activities to be used in class



Source: Own elaboration

Figure 10 illustrates the distribution of newly suggested speaking activities to be implemented in class, highlighting a clear preference for storytelling, which represents 21% of the total responses. This preference reflects contemporary pedagogical approaches that emphasize collaborative learning, as students often benefit from "learning through

cooperation, discussion, and teamwork" (Johnson, Johnson, & Smith, 2020, p. 34). Role-plays follow closely at 20%, offering valuable opportunities for learners to enhance both organizational and cognitive skills through contextualized language use. Although less frequent, other proposed activities align with modern communicative methodologies. Think-Pair-Share (17%) encourages individual reflection followed by peer interaction, supporting deeper language processing. Problem-solving tasks (16%) foster critical thinking and promote spontaneous language production, while picture description tasks (15%) engage learners in multimodal interpretation and descriptive skills. Lastly, jigsaw activities (11%) are recognized for boosting speaking fluency, collaboration, and creative thinking, making them a meaningful addition to student-centered language instruction.

4.2. Teachers' interview

1. How long have you been working as an English teacher?

Teacher A

I have been working as an English teacher at Luis Ulpiano de la Torre High School for over ten years. During this time, I have taught classes in different grades and sublevels. I have worked closely with students to improve their communication skills. I am passionate about helping my students gain confidence in speaking English.

Teacher B

Well, I have been working as an English teacher at this institution for almost eighteen years. I have taught classes in different courses, but especially in 10th grade for five years.

Analysis

Both participants, experienced English teachers at Luis Ulpiano de la Torre High School, provided valuable insights that contribute meaningfully to the present investigation. Teacher A emphasized a pedagogical focus on enhancing students' communicative competence and building their confidence in speaking English, aligning with student-centered approaches that prioritize meaningful interaction. In contrast, Teacher B highlighted his sustained involvement with tenth-grade students over the past five years, suggesting familiarity with the cohort's linguistic needs and challenges. While both demonstrate professional commitment, Teacher A's response reflects a more student-oriented perspective, whereas Teacher B emphasizes his long-term engagement with the target group. These perspectives support the relevance of implementing Cooperative Learning (CL) strategies to foster oral production, as such strategies encourage active participation, peer interaction, and the development of communicative skills in collaborative settings.

2. Which English teaching method(s) do you use to develop speaking skills in your students?

Teacher A

In relation to this question, I could say that I primarily use Communicative Language Teaching to develop the four language skills, and I also apply Project-Based Learning, which allows me to emphasize the development of oral skills. My goal is to create a supportive environment where students feel comfortable expressing themselves in English.

Teacher B

I use a combination of teaching methods, but I primarily focus on the methods suggested by the Ministry of Education, such as CLT, CLIL, or Task-based learning. I often

include repetition exercises, dialogues, and memorization activities to help students practice correct pronunciation and sentence patterns. In recent years, I have begun to include more pair work and guided conversations to improve fluency.

Analysis

Both teachers incorporate Communicative Language Teaching (CLT) to enhance students' speaking skills, aligning with current educational standards. Teacher A combines CLT with Project-Based Learning to promote oral communication in meaningful contexts, emphasizing student comfort and expression. Teacher B follows Ministry guidelines, using CLT, CLIL, and Task-Based Learning, but also includes traditional techniques like repetition and memorization. While both encourage interaction, Teacher A focuses more on creativity and student-centered learning, whereas Teacher B blends modern and structured practices. Their methods reflect a balanced approach to improving oral proficiency.

3. In your experience, what speaking activities have been most effective in helping students become more confident and fluent? Why?

Teacher A

According to this teacher, oral presentations and mini-projects have been the most effective in helping students gain confidence and fluency. These activities allow them to prepare, practice, and express their ideas in meaningful ways. Role-plays also work well, as students enjoy acting and using language creatively. I've noticed that when students participate in real-life situations, they feel more motivated to speak. These activities create a supportive space where they gradually overcome their fear of speaking.

Teacher B

From the point of view of this teacher a combination of memorization drills, pair work, and dramatizations helps students build fluency and confidence. Repetition exercises improve pronunciation and structure, while pair work gives them regular practice in a low-pressure setting. Dramatizations allow them to explore language expressively and with emotion. Mini projects also enhance teamwork and speaking through research and presentation. Together, these methods help students use English more naturally and comfortably.

Analysis

Both teachers emphasize the importance of engaging and varied speaking activities to build students' confidence and fluency. Teacher A emphasizes oral presentations, mini-projects, and role-plays as effective tools for meaningful language use and motivation. Teacher B prefers a structured approach, combining memorization exercises, pair work, and role-plays to gradually develop fluency. While Teacher A focuses on creativity and communication in real-life situations, Teacher B combines repetition with interaction to reinforce language patterns. Overall, both perspectives emphasize the value of combining preparation, collaboration, and expression in speaking activities.

4. What role do pair and group work play in your speaking lessons? How do you manage student interaction during these activities?

Teacher A

According to this teacher, pair work is essential in speaking classes, as it creates opportunities for meaningful communication and mutual support, while group work is not commonly used because there isn't enough space in the classrooms. However, these activities

encourage students to interact naturally and use English in real-life contexts. The teacher tries to manage interaction by establishing clear instructions and assigning roles to ensure active participation.

Teacher B

For this teacher, pair and group work is essential for practicing dialogues, completing tasks, and fostering collaborative learning. The teacher said that students are more willing to talk when working with partners, especially in pairs, where they feel less pressure.

Analysis

Both teachers recognize the value of pair and group work in developing speaking skills and promoting student interaction. Teacher A highlights the effectiveness of pair work due to classroom space limitations but still emphasizes its role in fostering real-life communication. Clear instructions and assigned roles are used to manage interaction. Teacher B views both pair and group work as essential for practicing dialogues and encouraging collaboration, noting that students feel more comfortable speaking in pairs. Overall, both approaches show a commitment to student-centered learning and creating supportive speaking environments.

5. How do you integrate cooperative activities into your speaking lessons? Explain your answer

Teacher A

According to this teacher, the use of cooperative activities in English classes, such as pair work, role-playing, and small projects, are very helpful in preparing presentations or

solving problems. These tasks allow students to share ideas and support each other while learning the language. Additionally, peer interviews promote more active participation.

Teacher B

Teacher B mentions that the use of cooperative activities such as pair dialogues, group role-plays, and puzzles greatly encourages interaction and teamwork. Similarly, assigning roles for each student to contribute to the activity streamlines the learning process.

Cooperative learning helps students feel more comfortable and confident using English.

Analysis

Both teachers highlight the importance of cooperative activities in fostering communication and collaboration during speaking lessons. Teacher A emphasizes tasks like pair work, role-plays, and projects that encourage idea-sharing and peer support. Teacher B focuses on structured activities such as dialogues, role-plays, and puzzles that enhance interaction and confidence. Assigning specific roles ensures equal participation and smoother task completion. Overall, both responses show that cooperative learning strategies are effective in promoting active engagement and language development.

6. Would you like to use Cooperative Learning strategies in your English classes?

Why?

Teacher A

Teacher A would like to use cooperative learning strategies in English classes because they encourage students to interact more naturally and develop their speaking skills through collaboration. These strategies help create a positive learning environment where students

support each other. They also promote active participation and make language learning more meaningful.

Teacher B

From the teacher's perspective, cooperative learning strategies are very effective in language teaching. They allow students to practice English in real-life contexts while developing teamwork skills. The teacher states that students become more engaged and motivated when they learn from each other. These strategies also reduce anxiety, especially in shy students. Overall, they make the learning process more dynamic and inclusive.

Analysis

Both teachers express a strong interest in using Cooperative Learning strategies due to their positive impact on students' speaking development and classroom interaction. Teacher A highlights the natural communication and mutual support these strategies foster, contributing to a more meaningful and participatory learning environment. Teacher B emphasizes their effectiveness in real-life practice, teamwork, and anxiety reduction, especially for shy learners. Both recognize the motivational benefits of peer learning. Overall, their responses support the value of Cooperative Learning in promoting fluency, confidence, and inclusion in English classes.

4.3. Discussion

In the context of English Language Learning, speaking skills and mainly oral production are widely recognized as one of the most demanding, but important, aspects of learning English as a Foreign Language. This aspect was reflected in the answers of tenth-grade students at Luis Ulpiano de la Torre School in Cotacachi, who emphasized the need to improve their oral proficiency. While most of the students recognized the importance of oral

expression for real-life communication, many of them expressed some difficulties related to confidence and fluency when attempting to express their ideas in this language. The results from the survey given to tenth-grade students at Luis Ulpiano de la Torre School in Cotacachi emphasize the importance of oral production in the English learning process as well as its difficulties. A majority of students agreed that oral proficiency is essential for effective communication in real-life contexts. However, when reflecting on their own skills, many students reported difficulties related to confidence and fluency, indicating that oral expression remains a significant challenge. Factors contributing to these challenges appear to include classroom anxiety, fear of making mistakes, and limited opportunities for practicing spoken English during lessons. These results highlight the necessity of targeted strategies to enhance students' oral skills and address the psychological barriers they face in developing oral proficiency.

In the context of English as a Foreign Language (EFL), speaking—particularly oral production—is widely acknowledged as one of the most challenging yet essential skills to develop. This was clearly reflected in the responses of tenth-grade students at Luis Ulpiano de la Torre School in Cotacachi, who consistently emphasized the need to strengthen their oral proficiency. While a majority of students acknowledged the importance of speaking for effective real-life communication, many also reported difficulties related to fluency, self-confidence, and the ability to express their ideas clearly in English. According to the survey data, oral expression emerged as the most challenging language skill, ranking above listening, reading, and writing. This perception appears to be influenced by several affective and contextual factors, including classroom anxiety, fear of making mistakes, and limited opportunities for meaningful oral practice during lessons. These findings underscore the need for more communicative and interactive approaches—such as **Cooperative Learning**

strategies—that promote frequent speaking opportunities, reduce anxiety, and foster a supportive environment for language use.

Given the challenges identified, it is essential to redesign and improve the speaking exercises currently used in English classrooms. A considerable proportion of the students surveyed indicated a clear preference for more meaningful and interactive speaking exercises. Additionally, they expressed dislike for traditional teaching practices, such as predefined dialogues and repetitive role-playing, as they do not help students learn to communicate in real life situations. These activities often rely on rote memorization rather than practical application. Consequently, students emphasized the need for dynamic speaking exercises that faithfully reproduce authentic communicative contexts. These findings highlight the importance of diversifying teaching strategies to include speaking exercises that not only foster oral fluency but also promote critical thinking, cooperative learning, and the practical use of language in context.

The role of teacher motivation is crucial in helping students overcome the challenges associated with speaking a foreign language like English. Comparing the results of the students' survey with the interviews conducted with English teachers at the Luis Ulpiano de la Torre School, a slight contrast emerged. While the student survey expressed the need to incorporate new, engaging strategies to improve oral communication in the target language, interviews with 10th-grade English teachers at Luis Ulpiano de la Torre School indicated that they were already using more active and participatory strategies. This contrast exposes a breach between teachers' pedagogical intentions and students' learning experiences. While teachers perceived their methods as dynamic, students did not perceive them as dynamic and effective in developing real oral communication. These findings suggest a pressing need for reflective teaching practices that align more closely with students' communicative

expectations and needs. This suggests a re-evaluation of what constitutes genuinely interactive and empowering speaking activities in the classroom.

To overcome the identified deficiencies, the implementation of the cooperative learning method offers a suitable option for improving students' oral proficiency. This method moves away from traditional teacher-centered instruction by encouraging students to actively and collaboratively interact with the content during classroom activities, thus creating more meaningful opportunities for oral practice. At Luis Ulpiano de la Torre School, the development of a methodological guide based on the cooperative method provides teachers access to a range of innovative oral expression strategies focused on the principles of cooperative learning. Techniques such as "Think-Share-Share," storytelling, problem-solving tasks, puzzle activities, and role-playing games foster an interactive and supportive learning environment. These strategies not only promote student engagement but also contribute to the development of greater fluency, confidence, and communicative competence in English. Therefore, the creation of an academic guide integrating Cooperative Learning techniques represents a valuable resource for promoting sustained development in students' speaking skills.

CHAPTER V

PROPOSAL

ACADEMIC PROPOSAL

This current proposal presents a methodological guide to develop English oral production among tenth-year students through Cooperative Language Learning Strategies. Since communication abilities are crucial in educational and work environments, this aims to train teachers with useful methods and strategies to enhance speaking proficiency.

Target of Speaking Fluency

Speaking fluency is a dynamic component of language proficiency, and Cooperative Language Learning (CLL), it offers a framework that promotes the development of this skill. CLL is a learner-centered approach that fosters communication, interaction, and collaboration among learners. This document presents how speaking fluency can be effectively achieved through the implementation of cooperative language learning strategies.

Understanding Cooperative Language Learning

Cooperative Language Learning is based on the premise that language acquisition is most effective when learners work together to achieve shared goals. It involves structured group work, where each participant has a defined role and responsibility. Key principles of CLL include positive interdependence, individual accountability, face-to-face interaction, social skills development, and group processing. Cooperative Learning promotes a collaborative, supportive, and motivating environment where students can practice English actively. Studies have demonstrated that CLL fosters greater student engagement and

language use, allowing learners to internalize new structures more effectively by using them in authentic, peer-mediated activities (Gillies, 2016).

The Importance of Speaking Fluency

Speaking fluency is considered by expressing thoughts smoothly and accurately. It is essential for effective communication in real-world settings and serves as a measure of overall language proficiency. Enhancing fluency involves practicing speaking in meaningful contexts, focusing on both accuracy and speed, and engaging in authentic communicative tasks.



1. Title

SPEAKING THROUGH

COOPERATIVE LANGUAGE LEARNING



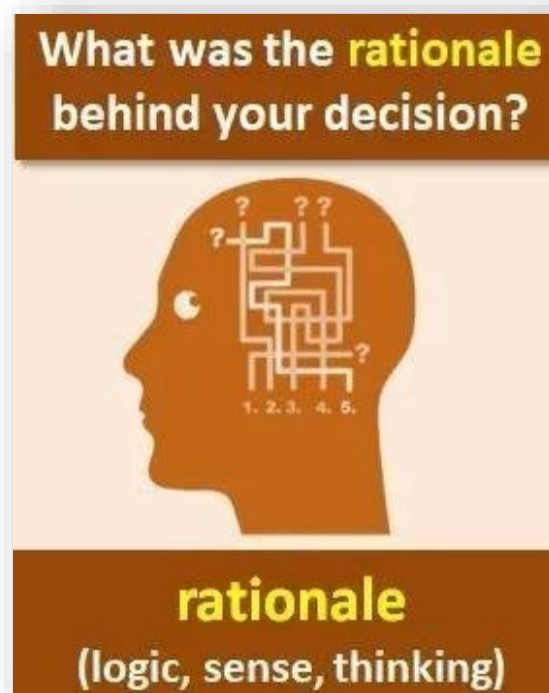
**METHODOLOGICAL GUIDE OF
COOPERATIVE LANGUAGE
LEARNING TO DEVELOP
ENGLISH ORAL PRODUCTION**

INDEX

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- 1.3 Theoretical Foundation
- 1.4 Objectives
 - 1.4.1 General Objective
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2. Development of Academic Proposal
 - 2.1 Cooperative Language Learning
 - 2.2 Cooperative Language Learning Strategies
3. Role-play
4. Think-Pair-Sharing
5. Three-step Interview
6. Round-Table
7. Group Investigation
8. Jigsaw Activities
9. Storytelling
10. Brainstorming

1.2 Rationale

At present, the need to communicate in English is more important than it has been before. Students in the tenth grade, frequently at an essential moment in their education, need specific approaches to enhance their speaking skills and gain confidence. Cooperative language learning facilitates this by altering conventional educational methods, transforming classroom time into a more engaging environment that emphasizes practice.



Speaking proficiency in educational and professional environments requires successful instructional methods, techniques and strategies, especially for tenth-grade students who are adapting to more complicated communication styles. These outlines, cooperative language learning designed to boost speaking fluency, allowing active learning techniques to engage students in meaningful learning ways.

Cooperative Language Learning

The cooperative language learning model is a teaching approach that emphasizes learning through interaction and collaboration among students. It encourages group work, where learners work together to accomplish shared goals, practice communication skills, and support each other's learning. This method is based on principles of social constructivism and

is effective for language acquisition as it creates opportunities for meaningful communication in a supportive environment.

Characteristics of CLL

Cooperative Language Learning (CLL) is characterized by the following features:

- a. **Positive Interdependence:** Learners work together towards common goals, relying on each other to succeed.
- b. **Individual Accountability:** Each learner is responsible for contributing to the group's work and demonstrating their understanding.
- c. **Face-to-Face Interaction:** Learners engage in meaningful discussions, sharing ideas and providing feedback.
- d. **Interpersonal and Social Skills:** Students develop communication, conflict resolution, and teamwork skills.
- e. **Group Processing:** Learners reflect on group performance to identify areas for improvement and reinforce effective collaboration.

1.3. Theoretical Foundation



The basis of this proposal is based on various educational theories and principles that support the success of Cooperative Language Learning techniques and strategies to improve speaking fluency for tenth-grade students. These theories emphasize the importance of practical learning, social engagement, and autonomous learning.

This research is focused on tenth year EFL students, who are typically adolescents, and the development of oral production skills in English can be particularly challenging. According to Harmer (2015), adolescent learners are at a crucial stage where their motivation and interest in language learning can significantly shape their language acquisition outcomes. Guevara-Betancourt and Flores (2020) assert that oral production is one of the most demanding skills, therefore, it requires opportunities for practice, interaction, and feedback, which are often constrained in foreign language environments.

1.4. Objectives

1.4.1. General Objective

To propose Cooperative Language Learning Strategies for English Foreign Language Teachers to improve students' speaking comprehension in tenth-grade students at “Luis Ulpiano de la Torre” High School.

1.4.2. Specific Objectives

- To develop a literature review about Cooperative Language Learning Strategies for Speaking comprehension and production.
- To support the teacher’s academic material and speaking foundations to lift students’ speaking comprehension.
- To guide the teachers on applying the Cooperative Language Learning Strategies to develop English oral production in tenth-grade students at “Luis Ulpiano de la Torre” High School in Cotacachi.

1.5. Beneficiaries

The principal and direct beneficiaries of this research proposal based on Cooperative Language Learning (CLL) are teachers and tenth-grade students at “Luis Ulpiano de la Torre” High School in Cotacachi. This is due to the fact that the Cooperative Language Learning method primarily works well in boosting student involvement by focusing on practical learning and student preparation. These strategies change the conventional learning atmosphere and fosters a more engaging and interactive classroom setting.

1.6. Impacts

Improved Language Proficiency:

Cooperative Language Learning (CLL) offers opportunities for students to practice speaking, listening, reading, and writing in a natural and interactive scenery. This leads to improved fluency, vocabulary acquisition, and overall language proficiency.

Enhanced Social Skills:

Cooperative Language Learning (CLL) fosters communication, collaboration, and conflict resolution skills as students work together to achieve common learning goals. It promotes active listening and respectful dialogue.

Increased Motivation and Engagement:

Learning in groups can increase motivation through peer encouragement and accountability. It also makes language learning more engaging by incorporating diverse perspectives and interactive tasks.

Positive Interdependence:

Cooperative Language Learning (CLL) emphasizes shared goals and mutual support, leading to a sense of responsibility toward group success. This can strengthen classroom cohesion and reduce anxiety in language learning.

Critical Thinking and Problem-Solving:

Group discussions and collaborative tasks encourage critical thinking, as students must articulate their ideas, negotiate meanings, and solve problems collectively.

Cultural Awareness and Sensitivity:

Cooperative Language Learning (CLL) often involves multicultural groupings, exposing students to diverse cultural backgrounds and perspectives, enhancing intercultural competence.

Development of Self-Confidence:

Participating in group activities can build confidence as students practice language skills in a supportive environment, receiving immediate feedback from peers.

2. Development of Academic Proposal

2.1 Cooperative Language Learning

According to Guaranga (2022), CLL integrates language learning with social interaction, providing learners with authentic contexts to use the target language collaboratively. This approach is especially beneficial for language learners because it promotes communicative competence through peer interaction, reduces anxiety, and increases motivation by creating a supportive environment.

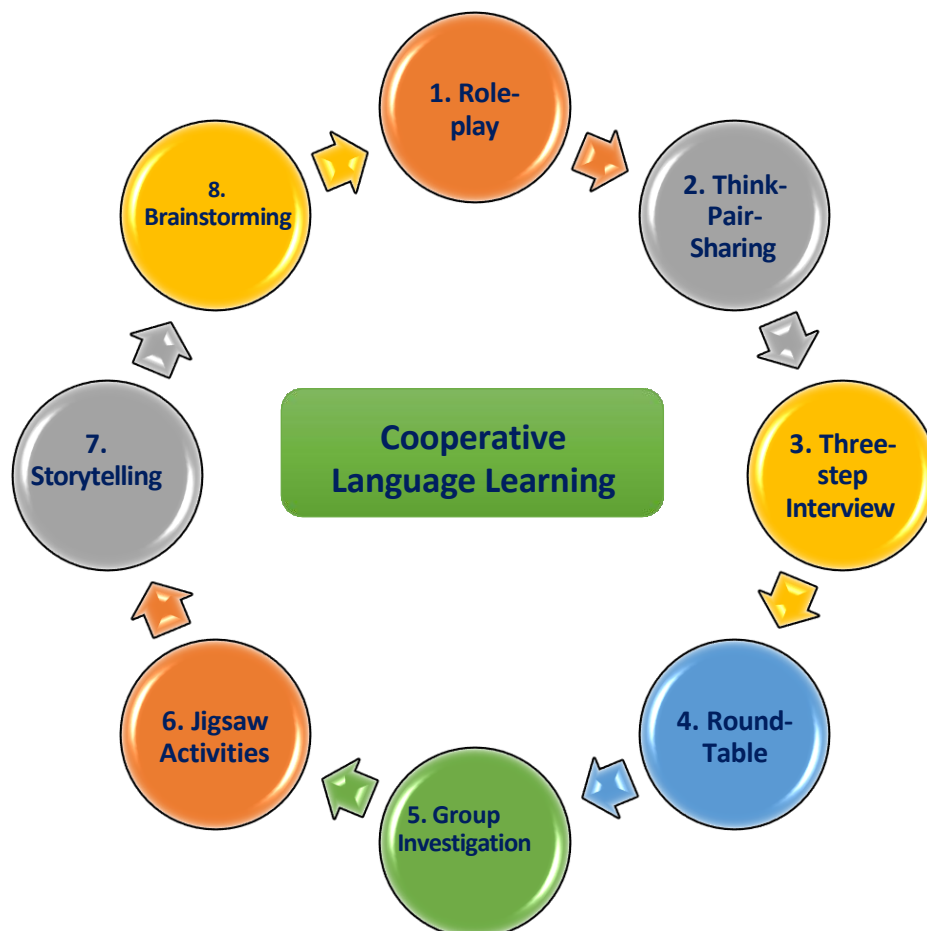


This was evidenced in a study conducted in Ecuador by Andrade and Aguaiza (2024) which evidenced that cooperative learning significantly enhances English-speaking fluency, boosts

confidence, improves linguistic competences, and fosters social skills among students aligned with similar results to the study conducted by Nguyen and Nguyen (2023) in relation to how beneficial CLL is to enhance students speaking skills.

2.2 Cooperative Language Learning Strategies

Cooperative Language Learning (CLL) offers a range of strategies to develop oral production in English, where students are at the center of learning to achieve social interdependence (Yang, 2023; Dat-Tran, 2013). Most cooperative Language Learning Strategies are designed to work in small groups where learners must answer their classmates' questions. Additionally, learners solve problems without a specific answer so that students can give their own opinions about an issue. Examples of Cooperative Language Learning Strategies are:



3. Role-Play



A. Definition

Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be “stressful, unfamiliar, complex, or controversial” which requires them to examine personal feelings toward others and their circumstances (Bonwell & Eison, 1991, p.47).

Role-plays require more imagination by students and teacher and can be difficult to manage because they are unpredictable. The initial scenario develops from the students interacting with each other and can literally go in any direction. This gives students practice in a non-threatening environment, and gives the motivation and involvement where they have to think in English. Role-plays are interesting, memorable and engaging, and students retain the material they have learned. In their assumed role, students drop their shyness and

other personality and cultural inhibitions, making them one of the best tools available for teaching a second language.

B. Suggestions

1. The more engaging the better. The value of role-plays come from students immersing themselves in the material.
2. Choose a “hot” topic and stage a debate. Assign students positions on the topic. This will get students out of their personality and into the role where they do not have the same shyness.
3. Preparation is very important to success. Give students “personality cards” which plan out their personal characteristics or scenario. Divide students into groups and give them time to plan out various scenarios, and go over extra or special vocabulary. Ask them to discuss how they will act, think about the character and plan what they will say. For example, what are possible responses/replies for the angry neighbor?
4. The teacher, as facilitator of the role-play, must support students in their role. Don’t do anything to interrupt the pretend environment. Leave grammar correction to the end. Correcting students in the middle of an argument interrupts the pretend environment. Make notes and do a debriefing after.
5. Exaggeration is good! Encourage students to exaggerate their actions, opinions and movements. Exaggeration helps students immerse themselves in the role.
6. Stage a rehearsal first. Have students practice their role in small groups with coaching from the other students.

7. While the role-play is in progress, have other students suggest vocabulary first, and act as backup if they do not know.

Role-plays can range from 30 minutes or an hour to a year-long corporate simulation for business English. Staging role-plays can be challenging for an instructor but is also great fun. After you have done a few, you will know what to expect and feel more confident.

C. Benefits of Role Playing

Role playing can be effectively used in the classroom to:

1. Motivate and engage students
2. Enhance current teaching strategies
3. Provide real-world scenarios to help students learn
4. Learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion)
5. Provide opportunities for critical observation of peers
6. Increased Language Practice: Encourages active use of the target language in realistic contexts
7. Social Interaction: Promotes peer interaction, reducing anxiety and building confidence.
8. Critical Thinking and Problem-Solving: Engages learners in decision-making and creative thinking.
9. Cultural Awareness: Simulates culturally relevant scenarios, enhancing cultural competence.
10. Feedback and Reflection: Allows for immediate feedback and self-assessment.

D. Steps to Applying Role Play in CLL 5

1. Set a Clear Communicative Objective

- a. Define what speaking skill or language function the role play will target.

Example: making requests, giving advice, expressing opinions, negotiating, etc.

- b. Example objective: *Students will practice giving directions politely in a real-life context.*

2. Choose or Design a Relevant Scenario

- a. Select a **realistic, age-appropriate,** and **level-appropriate** situation.

Example scenarios:

- Ordering food at a restaurant
- Visiting a doctor
- Interviewing for a job
- Planning a vacation with Friends

3. Introduce and Pre-Teach Key Language

- a. Teach **useful phrases, vocabulary,** and **expressions** students may need in the role.

- b. Provide sentence starters, phrase banks, or sample dialogues.

- c. Example:

- *"I'd like to..."*
- *"Could you please...?"*
- *"In my opinion..."*

4. Assign Roles and Group Students

- a. Divide students into **pairs or small groups** based on the scenario.
- b. Assign each student a clear role. (e.g., waiter/customer, doctor/patient)
- c. Consider using **role cards** with role-specific instructions or background info.

5. Provide Preparation Time

- a. Let students **discuss and prepare** what they want to say before acting.
- b. They can take notes, practice vocabulary, or rehearse quietly.
- c. Encourage students to stay **in character** and use their imagination.

6. Conduct the Role play

- a. Groups perform their role plays either simultaneously (in different corners of the room) or one by one.
- b. Encourage **natural speaking**, not memorized lines.
- c. Teachers observe, take notes, and support with vocabulary or prompts if needed.

7. Reflect and Give Feedback

- a. After the role plays, conduct a reflection or feedback session:
 - What was easy or difficult?
 - What phrases worked well?
 - How did they feel about speaking?
- b. Provide positive feedback and language correction gently, focusing on fluency first.

8. Extend the activity (Optional)

- a. Use the role play as a springboard for:
- A class discussion
 - A writing task (e.g., write a dialogue, summary, or report)
 - Vocabulary review or grammar focus

E. Lesson Plan Template – Cooperative Language Learning (Speaking Focus)

OUTLINE FOR A SPEAKING LESSON PLANNING

Unit:	Lesson:
Class:	Date:
Teacher:	Student-Teacher:
Link to join in the class:	

MAIN-AIM: By the end of the lesson, Ss will be better able to use expressions at the travel agency.

Topic: Travel Agency.

Warm-Up (5–10 minutes)

Teacher:

Where do you usually go on vacation?

What activities do you enjoy?"

Pre-Teach Language (10–15 minutes)

Students:

"I'd like to..."

"Could you recommend...?"

"In my opinion..."

Role Play Scenario (3–5 minutes)

You are a customer visiting a travel agency. Your partner is the agent helping you plan a trip within a budget.

Instructions:

- Give out role cards with background info and goals for each student
- Emphasize speaking naturally and staying in character.
- Grouping and Role Assignment (2-3 minutes)

Structure:

- Pairs or small groups (2–4 students)
- Assign roles: customer/agent, student/teacher, etc.

Preparation Time (5-7 minutes)

- Students prepare notes, questions, and possible dialogue in their groups
- Teacher monitors and offers support as needed.

Role Play Performance (10-15 minutes)

- Students perform the role play
 - ✓ Option A: All groups perform at the same time
 - ✓ Option B: Groups perform in front of the class (good for feedback)
 - ✓ Encourage natural speaking and interaction

Feedback and Reflection (5-8 minutes)

- **Teacher Feedback:**
 - ✓ Highlight good language use and give gentle corrections
- **Peer Feedback:**
 - ✓ Students comment on how their partners/group communicated

➤ **Reflection Questions:**

- ✓ “What did you find easy or difficult?”
- ✓ “What new phrases did you learn?”

Task (Optional)

- **Writing:** Write a dialogue based on the role play
- **Discussion:** Group discussion about the topic
- **Vocabulary review:** Quiz or recap game using learned language

F. Example

Role-Play Activities for Different Proficiency Levels in Cooperative Language Learning

Beginner Level | 

Topic: Grocery Shopping

Scenario: Two friends are shopping for a dinner party. One is the shopper, and the other is the cashier.

Roles:

- ✓ Shopper: Asks for prices, inquiries about availability, and requests specific items.
- ✓ Cashier: Provides prices, responds to questions, and suggests alternatives if an item is unavailable.

Language Support:

Vocabulary list of common grocery items (e.g., bread, milk, chicken, apples).

Useful phrases:

- ✓ How much is...?
- ✓ ¿Do you have...?
- ✓ ¿Can I get...?

Intermediate Level ★

Topic: Hotel reservation

Scenario: A guest is calling to make a hotel reservation. The hotel receptionist must provide information and answer questions.

Roles:

- ✓ Guest: Requests room details, prices, and amenities. Asks about special deals.
- ✓ Receptionist: Provides room options, rates, and responds to inquiries.

Language Support:

Vocabulary list for accommodation (e.g., suite, check-in, reservation).

Useful phrases:

- ✓ "I'd like to book a room for..."
- ✓ "Is breakfast included?"
- ✓ "Can I cancel or modify my reservation?"

Advanced Level ✂

Topic: Conflict Resolution at Work

Scenario: Two colleagues disagree over a project deadline. A third participant acts as a mediator to facilitate the conversation.

Roles:

- ✓ Employee A: Wants to extend the deadline due to unexpected challenges.
- ✓ Employee B: Insists on maintaining the original deadline to avoid penalties.
- ✓ Mediator: Helps both parties reach a mutually beneficial agreement.

Language Support:

Vocabulary for conflict resolution (e.g., compromise, negotiate, agreement).

Useful phrases:

- ✓ "I understand your point, but..."
- ✓ "What if we consider...?"
- ✓ "How can we resolve this amicably?"

G. Guidelines for Developing Role-Playing Exercises

Using a set of guidelines can be helpful in planning role playing exercise. Harbour and Connick (2005) offer the following:

1. If you plan to use role playing as a graded exercise, introduce small, non-graded role plays early in and during the semester to help students prepare for a larger role play which will be assessed.
2. Determine how the role play will be assessed: will observers be given an assessment rubric? Will observers' remarks and scores be shared with the role players? Will the observers' scores be included with the instructor's scores? Will the role players be given the opportunity to revise and present the role play again? Will observers be taught how to properly assess the performance (include meaningful feedback that is not purely judgmental but rather justify all remarks that are practical and unbiased)?
3. Instruct students that the purpose of the role play is to communicate a message about the topic and not focus as much on the actual person acting the role.
4. Tie role plays to learning objectives so students see their relevance to course content.
5. Allow time for students to practice the role play, even if it is spontaneous, so they will be able to think deeply about the role and present it in a meaningful way.
6. Reduce large chunks of content into smaller sections which can be more effectively presented as a role play.

7. When assigning a role play, explain its purpose and answer questions so students are able to properly prepare the exercise. Provide guidelines about content to include: general presentation behavior (eye contact, gestures, voice projection); use of props; and specific language to be used (content-related vocabulary) and language not to be used (profanity, slang).
8. Challenge all students equally when assigning role plays so everyone will be assessed on equal ground.

H. Rubric for Role-Playing

Here is a clear and adaptable **rubric for assessing a role play in Cooperative Language Learning (CLL)** with a focus on **speaking skills**. This rubric emphasizes communication, fluency, cooperation, and language use—key components of CLL.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Fluency	Speaks naturally and smoothly with little or no hesitation	Speaks fairly smoothly with occasional hesitation	Some hesitations and pauses, but meaning is mostly clear	Frequent pauses, difficult to understand
Pronunciation and Intonation	Clear pronunciation and natural intonation throughout	Mostly clear pronunciation; occasional errors	Some mispronunciations that slightly affect understanding	Pronunciation often interferes with understanding
Grammar and Vocabulary	Uses a wide range of correct grammar and vocabulary suitable for the task	Minor errors, but uses appropriate grammar and vocabulary	Limited grammar or vocabulary; some errors affect clarity	Major grammar/vocabulary problems; hinders communication
Cooperation and Participation	Actively listens, supports group	Participates well and mostly	Participates but may need prompting; some cooperation	Limited participation; lacks cooperation or focus

	members, and stays in role fully	cooperates with others		
Task Completion	Fully completes the role play as assigned; stays on topic	Completes the role play with minor lapses	Some parts of the task are missing or unclear	Role play is incomplete or off-topic

Scoring Guide

- **19 - 20** **points** = Excellent performance
- **15 - 18** **points** = Good performance
- **10 - 14** **points** = Satisfactory performance
- **5 - 9** **points** = Needs improvement

4. Think-Pair-Share



A. Definition

Think-Pair-Share is a cooperative learning strategy that encourages individual thinking followed by peer discussion. According to Lyman (1981), Think-Pair-Share (TPS) is a collaborative learning strategy where students first think individually about a question or

problem, then pair up to discuss their thoughts, and finally share their conclusions with the larger group or class. It is designed to promote active learning, critical thinking, and communication skills.

This strategy not only fosters active participation but also promotes language development by allowing students to articulate their thoughts and negotiate meaning in a structured format. It also gives students time to process information before speaking, which can reduce anxiety and increase confidence in oral production (Kagan & Kagan, 2009; Yang, 2023).

B. Suggestions for Implementing Think-Pair-Share !

1. Clear Instructions:

Clearly define the question or task before starting. Keep it open-ended to encourage discussion.

2. Time Management:

Allocate specific times for each step (e.g., 2 minutes to think, 3 minutes to pair, 5 minutes to share).

3. Pair Strategically:

Pair students with diverse perspectives to enrich the discussion.

4. Use Prompts and Sentence Starters:

Provide prompts such as, “What surprised you about...?” or “How does your answer differ from your partner’s?”

5. Encourage Active Listening:

Remind students to listen actively and ask follow-up questions during the “Pair” stage.

6. Facilitate Sharing:

Use methods like “Round Robin” or “Gallery Walk” to ensure all pairs get a chance to share.

C. Benefits of Think-Pair-Share 

1. Promotes Critical Thinking:

Encourages students to think independently before discussing with a peer.

2. Builds Communication Skills:

Provides structured opportunities to articulate ideas and listen actively.

3. Increases Participation:

Reduces the pressure of speaking in front of the entire class, promoting more inclusive participation.

4. Encourages Peer Learning:

Students can learn from each other’s perspectives and insights.

5. Enhances Understanding:

Discussing with a partner can clarify misunderstandings and deepen comprehension.

D. Steps of Think-Pair-Share 🗑️

This strategy involves three stages: first, students think independently about a question or problem; then, they pair up with a classmate to discuss their thoughts; finally, they share their ideas with the larger group.

1. Think:

- The teacher poses a question or problem.
- Each student takes a few minutes to think independently and write down their thoughts or responses.

2. Pair:

- Students pair up with a partner to discuss their thoughts.
- They compare and contrast their responses, clarify ideas, and potentially develop new insights.

3. Share:

- Pairs share their combined thoughts with the larger group or class.
- The teacher facilitates a group discussion, highlighting key points or diverse perspectives.

E. Lesson Plan Template - Think-Pair-Share (Speaking Focus) ✚

OUTLINE FOR A SPEAKING LESSON PLANNING

Unit:	Lesson:
Class:	Date:
Teacher:	Student-Teacher:
Link to join in the class:	

Lesson Title: Describing Personal Experiences

Level: Intermediate / B1

Skill Focus: Speaking (Fluency, Accuracy, Interaction)

Time: 30–45 minutes

Objectives:

- To practice speaking fluently and accurately in pairs and groups.
- To build confidence in expressing opinions or narrating experiences.
- To foster cooperative learning through structured interaction.

Warm-Up (5 minutes)

Brief class discussion or quick game to activate background knowledge related to the topic.

Have you ever had an unforgettable holiday?

Think-Pair-Share Procedure:

1. THINK (3 – 5 minutes)

- Pose an open-ended prompt or question.
“Describe a time you had to solve a difficult problem.”
- Students think silently about their answer and may take brief notes.

2. PAIR (5 - 8 minutes)

- Students pair up to share their ideas with a partner.
- Encourage active listening: each student should summarize what their partner said before responding.
- Use guiding questions on the board to help (e.g., “What happened? How did you feel? What did you learn?”)

3. SHARE (8 – 10 minutes)

- Pairs join another pair (forming groups of 4) or share with the whole class.

- Each student can present their partner’s story/opinion (to practice paraphrasing and summary skills).
- Optional: Groups report common themes or surprising answers.

Assessment Feedback (5 – 10 minutes)

- **Teacher observation** during pair and group work (note fluency, accuracy, pronunciation).
- Provide **formative feedback** (highlight good language use, suggest improvements).
- Optionally, use a simple **peer feedback checklist** (e.g., Did your partner speak clearly? Did they use new vocabulary?)

Homework (Optional)

- Write a short paragraph or journal entry based on what was discussed.
- Record a voice memo summarizing their partner’s story.

F. Examples of Think-Pair-Share

Elementary level



Subject: Science – Animal Habitats

- **Think:**
 - ✓ Ask students, *“What do you think would happen to a rabbit if its habitat was destroyed?”*
 - ✓ Students take 2 minutes to write down their thoughts.
- **Pair:**
 - ✓ Partner students to discuss their answers. Encourage them to ask each other, *“Why do you think that?”*

➤ **Share:**

- ✓ Each pair shares one key idea with the class. The teacher records responses on a chart to compare different habitats.

Intermediate level 

Subject: Literature – Analyzing Character Motivation

➤ **Think:**

- ✓ Ask students, “*Why do you think the protagonist made that decision in the final chapter?*”
- ✓ Allow 4 minutes for students to write down their analysis.

➤ **Pair:**

- ✓ Partner students to compare their interpretations and provide textual evidence to support their viewpoints.

➤ **Share:**

- ✓ Each pair presents their analysis to the class, highlighting how different textual evidence led to different interpretations.

Advanced Level 

Subject: Business Studies – Ethical Decision-Making

➤ **Think:**

- ✓ Present a case study about a company facing an ethical dilemma. Ask, “*What would you do as the CEO in this situation?*”
- ✓ Students write down their strategies and justifications.

➤ **Pair:**

- ✓ Pairs discuss their approaches, identifying potential ethical conflicts and suggesting alternative actions.

➤ **Share:**

- ✓ Pairs present their strategies, and the class engages in a critical discussion on the pros and cons of each approach.

G. Rubric 

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content and Relevance	Ideas are clearly expressed and fully address the topic. Details are rich and relevant.	Ideas are mostly clear and relevant to the topic. Some supporting details.	Ideas somewhat address the topic; more clarity or detail needed.	Ideas are unclear or off-topic; lacks relevance or detail.
Fluency and Coherence	Speaks smoothly with logical flow and only minor hesitations.	Generally fluent; minor pauses or repetitions do not affect comprehension.	Some difficulty maintaining flow; frequent hesitations or repetitions.	Speech is fragmented, halting, and hard to follow.
Grammar and Accuracy	Uses a wide range of grammatical structures with very few errors.	Some variety in grammar with occasional errors that don't impede meaning.	Limited grammar use; frequent errors that sometimes affect meaning.	Frequent, serious grammar errors that hinder understanding.
Vocabulary Use	Uses varied, topic-specific vocabulary accurately.	Appropriate vocabulary with occasional repetition or misuse.	Basic vocabulary; some misuse or limited variety.	Very limited vocabulary; frequent incorrect usage.
Pronunciation	Clear and natural pronunciation; easily understood.	Mostly clear; few pronunciation issues that don't hinder understanding.	Pronunciation sometimes unclear or distracting.	Often difficult to understand due to poor pronunciation.

Active Listening (PAIR)	Listens attentively; responds meaningfully; summarizes partner's ideas accurately.	Shows interest; appropriate responses; attempts to reflect partner's ideas.	Occasionally inattentive; responses lack detail or connection.	Rarely listens or engages with partner's ideas.
Cooperative Participation	Fully engaged in pair and group stages; supports others' speaking.	Participates well; helps maintain the flow of conversation.	Participates unevenly; needs prompting to engage.	Minimal or passive participation; does not collaborate.

Scoring Guide:

- **28 – 24 points** = Excellent – Strong speaking and collaboration skills.
- **23 – 19 points** = Good – Clear communication with some room for growth.
- **18 – 14 points** = Satisfactory – Basic skills demonstrated; needs more practice.
- **13 or below points** = Needs Improvement – Requires significant support and practice.

5. Three-Step Interview



A. Definition †

The Three-Step Interview is a cooperative learning strategy that enhances speaking, listening, and interpersonal communication skills. It involves students working in pairs or small groups to interview one another, share information, and reflect on what they've learned. This structured interaction helps students practice active listening, asking questions, and articulating their thoughts clearly.

The three-step interview approach helps gather and share information. According to Kagan (2007), the three-step interview may be used for more than introductions. For instance, before students read an article on a particular topic, they can utilize the three-step interview to ascertain what each other knows and thinks about the subject.

B. Suggestions for implementing Three-Step Interview !

1. Prepare Thoughtful Questions:

- Design open-ended questions that encourage in-depth responses.
- Use prompts such as:
 - ✓ *“What was the most challenging part of this assignment?”*
 - ✓ *“How did you arrive at your conclusion?”*
 - ✓ *“What advice would you give to someone facing a similar situation?”*

2. Establish Clear Roles and Timing:

- Assign specific roles (Interviewer, Interviewee, Reporter) and define time limits for each step to maintain structure.
- Example: 3 minutes per interview and 4 minutes for sharing.

3. Model Active Listening:

- Demonstrate how to maintain eye contact, nod, and respond with follow-up questions.
- Encourage note-taking to help with accurate sharing in the third step.

4. Pair Strategically:

- Pair students with differing perspectives, experiences, or skill levels to enrich the conversation.

5. Use Sentence Starters and Prompts:

- Provide sentence starters such as:
 - ✓ *“I learned that my partner thinks...”*
 - ✓ *“One interesting point my partner made was...”*

6. Encourage Reflective Feedback:

- After sharing, ask each student to reflect on what they learned from their partner and how it affected their own understanding.

7. Integrate Visual Aids:

- Allow students to use visual aids, such as graphic organizers, to structure their responses and facilitate better summarizing.

8. Create a Safe Environment:

- Emphasize respect and confidentiality to foster honest, open communication.

C. Benefits of Three-Step Interview

1. Enhances Active Listening:

- Students practice focused listening as they must accurately understand and recall their partner's responses to effectively summarize them.

2. Develops Questioning Techniques:

- Encourages the use of open-ended questions, promoting deeper, more engaging conversations and critical thinking.

3. Improves Verbal Expression:

- Provides structured opportunities to articulate thoughts clearly, using complete sentences and coherent ideas.

4. Boosts Confidence in Speaking:

- The one-on-one format reduces anxiety, creating a safer space for less confident speakers to practice before sharing with the larger group.

5. Refines Paraphrasing Skills:

- In the third step, students must summarize their partner's responses, reinforcing their ability to convey ideas accurately and succinctly.

6. Encourages Eye Contact and Body Language:

- Regular interviews foster nonverbal communication skills such as maintaining eye contact, nodding, and using gestures effectively.

7. Promotes Empathy and Perspective-Taking:

- By listening to a partner's viewpoints, students learn to understand and respect differing perspectives, enhancing interpersonal communication.

D. Steps of Three-Step Interview 

Step 1: Interview Partner A

➤ **Objective:**

Partner A interviews Partner B using a set of prepared questions related to the topic.

➤ **Guidelines:**

- ✓ Partner A practices active listening, maintains eye contact, and takes notes.
- ✓ Ask open-ended questions that require more than yes/no responses, e.g., “Can you explain why you chose that approach?”
- ✓ Use follow-up questions to clarify or delve deeper into the responses.

Step 2: Interview Partner B

➤ **Objective:**

Partner B now interviews Partner A using the same or a different set of questions.

➤ **Guidelines:**

- ✓ Roles reverse, allowing both partners to practice both interviewing and being interviewed.
- ✓ Partner B uses active listening strategies, asks follow-up questions, and notes key points.

Step 3: Share and Reflect

➤ **Objective:**

Each partner shares their partner’s responses with the larger group or another pair.

➤ **Guidelines:**

- ✓ Focus on summarizing the key points, not just repeating them verbatim.
- ✓ Use sentence starters like:
 - *“My partner believes that...”*
 - *“According to my partner, the most important point is...”*
- ✓ Encourage reflective feedback on how the partner’s perspective added new insights or changed their own views.

E. Lesson Plan Template: Three-Step Interview (Speaking Focus)

OUTLINE FOR A SPEAKING LESSON PLANNING

Unit:	Lesson:
Class:	Date:
Teacher:	Student-Teacher:
Link to join in the class:	

Lesson Title: “Cultural Traditions Around the World”

Level: Intermediate / B1

Skill Focus: Speaking (Interpersonal Communication, Active Listening, Fluency)

Time: 40–50 minutes

Learning Objectives:

- To practice speaking fluently and confidently in an interactive setting.
- To develop active listening and summarizing skills.
- To build rapport and cooperation through peer interviews.

Warm-Up Activities (5 – 7 minutes)

- Activate background knowledge related to the topic.

Example: Quick class poll or brainstorm.

Three-Step Interview Procedure:

Step 1: Partner A Interviews Partner B (5 minutes)

- a. Partner A asks a set of prepared or teacher-guided questions.
- b. Partner B responds in detail, using full sentences and personal examples.
- c. Partner A listens actively and may take notes.

Step 2: Partner B Interviews Partner A (5 minutes)

- a. Roles reverse.
- b. Partner B now asks the same or similar questions.
- c. Partner A responds; Partner B listens actively.

Step 3: Share with the Group (10–15 minutes)

- a. Pairs join another pair to form a group of 4.
- b. Each student summarizes what their partner said, not their own answers.
(Focus on paraphrasing and comprehension.)
- c. Optional: Each group shares key findings with the class.

Feedback (5 – 10 minutes)

- a. Observe and note students' use of fluency, grammar, vocabulary, and interaction.
- b. Give oral or written feedback.
- c. Optionally, use peer-assessment checklists or self-reflection prompts like:
“What was easy or difficult about the interview?”

Homework (Optional)

- a. Write a paragraph summarizing your partner's responses.
- b. Prepare a short oral report for the next class on one group member's story or idea.

F. Examples of Three-Step Interview

Beginner Level



English Language Arts – Character Analysis

Topic: Analyzing the protagonist’s motivation in a novel.

➤ **Step 1: Interview Partner A**

“What do you think motivated the protagonist to make that decision in Chapter 5?”

“Can you give an example of a quote that shows the character’s internal conflict?”

➤ **Step 2: Interview Partner B**

“How do you think the protagonist’s actions affected the other characters?”

“What would you have done differently if you were in the protagonist’s position?”

➤ **Step 3: Share and Reflect**

“My partner believes that the protagonist’s main motivation was...”

“According to my partner, the turning point for the protagonist was when...”

Intermediate Level



Science-Environmental Impact

Topic: The effects of pollution on marine life.

➤ **Step 1: Interview Partner A**

✓ *“What are the three main ways pollution affects marine ecosystems?”*

✓ *“Why do you think some marine animals are more affected by plastic waste than others?”*

➤ **Step 2: Interview Partner B**

✓ *“How do you think the government can help reduce marine pollution?”*

✓ *“What can individuals do to minimize their plastic footprint?”*

➤ **Step 3: Share and Reflect**

- ✓ *“My partner suggested that one effective solution for reducing pollution is...”*
- ✓ *“My partner emphasized the impact of plastic waste on...”*

Advance level 

Social Studies _ Historical Events

Topic: Causes and consequences of the Industrial Revolution.

➤ **Step 1: Interview Partner A**

- ✓ *“What do you think was the most significant cause of the Industrial Revolution?”*
- ✓ *“Which group was most affected by industrialization and why?”*

➤ **Step 2: Interview Partner B**

- ✓ *“How did industrialization change daily life for the working class?”*
- ✓ *“What lasting effects of the Industrial Revolution can we still see today?”*

➤ **Step 3: Share and Reflect**

- ✓ *“My partner believes that the most significant impact of the Industrial Revolution was...”*

G. Rubric of Three-Step Interview

This rubric evaluates not only speaking abilities but also active listening and cooperative behavior—core elements of the activity.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Speaking Fluency	Speaks smoothly and confidently with few pauses; uses full responses.	Generally fluent with minor hesitations; responses are mostly complete.	Some hesitation; responses may be brief or lack flow.	Frequent pauses or fragmented responses; hard to follow.

Grammar & Accuracy	Uses a range of grammatical structures accurately and appropriately.	Few grammar mistakes; mostly correct usage.	Frequent errors, but message is generally understandable.	Major grammar issues that interfere with meaning.
Vocabulary Use	Uses varied, topic-appropriate vocabulary effectively.	Adequate vocabulary with some repetition or minor misuse.	Limited vocabulary; repetitive or occasionally incorrect.	Very limited or inaccurate vocabulary.
Active Listening	Fully attentive; summarizes and paraphrases partner's ideas accurately.	Mostly attentive; attempts to reflect or summarize partner's ideas.	Somewhat attentive; summary is vague or incomplete.	Poor listening; does not summarize accurately or at all.
Questioning Skills	Asks clear, open-ended, and relevant questions; encourages discussion.	Asks appropriate questions; some may be closed or less engaging.	Asks basic or repetitive questions; may rely on teacher support.	Few or no questions; questions lack clarity or relevance.
Partner Reporting (Step 3)	Clearly and accurately reports what partner shared using own words.	Mostly accurate summary with some detail.	Basic summary; may miss key ideas or use partner's exact words.	Inaccurate or unclear summary; lacks detail or misrepresents partner.
Cooperation & Engagement	Actively participates; supports partner and group discussion.	Participates well; shows willingness to engage.	Participates inconsistently; may need encouragement.	Minimal participation; disengaged or disruptive.

Scoring Guide:

- **28 - 24:** Excellent – Highly effective communicator and collaborator
- **23 - 19:** Good – Communicates clearly with some room to grow
- **18 - 14:** Satisfactory – Developing speaking and cooperation skills
- **13 or below:** Needs Improvement – Needs support with speaking and collaboration

6. Round Table



A. Definition

Round-Table is a cooperative learning structure in which students sit in small groups and take turns writing responses, solving problems, or completing parts of a task on a shared document or surface. Each group member contributes one at a time in a clockwise or counterclockwise order, promoting equal participation and active engagement. During a round-table debate language learners discuss several points of view on a hot-button issue. The direct exchange of opinions and arguments make complex circumstances apparent. The arguments and refutations provide the listeners with fresh perspectives. They could learn new arguments from the conversation that support their viewpoints or provide them with ideas for new perspectives on the subject. Discussions around round tables may be surprising, revealing, entertaining, or illuminating (Guaranga, 2022).

B. Suggestions of Round Table !

When to Use:

- a. For brainstorming vocabulary or ideas
- b. During writing activities (e.g., collaborative story writing)
- c. Practicing grammar (e.g., constructing sentences using a tense)
- d. Generating questions or answers for reading comprehension

How to Implement:

- a. Divide the class into small groups (3–5 students).
- b. Give each group one worksheet or digital document.
- c. Assign a topic or question.
- d. One student writes an idea or answer, then passes the paper to the next.
- e. The process continues until time runs out or the task is complete.

C. Benefits of Round Table

- a. Equal Participation – Every student has an opportunity to contribute.
- b. Improved Writing and Speaking Skills – Combines language output with peer interaction.
- c. Peer Learning – Students learn from each other’s ideas and language use.
- d. Confidence Building – Encourages shy or quiet students to take part in a low-pressure setting.
- e. Critical Thinking – Students must process and respond to peers’ contributions.
- f. Teamwork and Responsibility – Reinforces group dynamics and accountability.

D. Steps of Round Table

Step 1: Introduce the Task (2 – 3 minutes)

Explain the topic and objective.

Example:

Each group member will take a turn sharing a short response related to the topic. We'll go around the table at least once, and everyone should speak.

Step 2: Provide Thinking Time (2 – 3 minutes)

Give students a minute or two to think silently and jot down key ideas.

(This step supports shy learners and improves fluency.)

Step 3: Round Table Speaking Begins (10 – 15 minutes)

Student A speaks first, sharing their idea or answer.

Next student (B) builds on the conversation or adds their own response.

Continue clockwise (or designated direction) around the group.

Encourage interaction: Students can comment on or connect their ideas to previous speakers ("I agree with Maria because...", "That's similar to my idea...").

Step 4: Optional Second Round (5 – 10 minutes)

Do another round with:

- ✓ A follow-up question
- ✓ A related but deeper question
- ✓ Or a different role, like summarizing what the previous speaker said before speaking.

Step 5: Whole-Class Share Out (5 – 10 minutes)

Select a spokesperson from each group to share one or two key ideas from the group discussion with the class. Or ask students to summarize what they learned from others.

E. Lesson Plan Template – Round Table

OUTLINE FOR A SPEAKING LESSON PLANNING

Unit:	Lesson:
Class:	Date:
Teacher:	Student-Teacher:
Link to join in the class:	

Lesson Title: Sharing Ideas About Environmental Problems

Level: Intermediate / B1

Skill Focus: Speaking – Fluency, Active Listening, Interaction, Turn-Taking

Time: 40–50 minutes

Learning Objectives: By the end of the lesson, students will be able to:

- Express their ideas clearly and fluently in a small group.
- Respond to others' ideas and build on them using appropriate language.
- Practice cooperative turn-taking and active listening.

Warm-Up (5 – 7 minutes):

- Activate prior knowledge with a short question or visual prompt.

Example: “What are some problems facing our environment today?”

- Brief pair or class brainstorming.

Round Table Procedure

Step 1: Set Task (3 – 5 minutes)

- Explain the Round Table structure:

- ✓ Students sit in small groups (3–5).
- ✓ Each student takes a turn speaking.
- ✓ Everyone contributes one idea in turn related to the topic.
- Display the topic prompt or give students a handout.
 - ✓ *Example Prompt: “What are some actions we can take to reduce pollution?”*

Step 2: Thinking Time (2–3 minutes)

- Give students 1–2 minutes of silent time to think and write notes or keywords.

Step 3: Round Table Speaking (10–15 minutes)

- Student A begins by sharing their idea (30–60 seconds).
- Student B continues, followed by Student C, etc., in a clockwise direction.
- Encourage building on ideas and active listening.
- Students can refer to each other’s ideas: *“I agree with...”, “Adding to what you said...”*

Step 4: Optional Second Round (5–7 minutes)

- Use a follow-up prompt:
“Which idea do you think is the most effective?” or “What could make that idea difficult to implement?”
- Students respond in the same round-table format.

Step 5: Group Report / Whole-Class Share (5–10 minutes)

- One student per group shares:
 - ✓ One strong idea
 - ✓ A summary of group discussion
 - ✓ A surprising or creative point from a member

Feedback (5 – 10 minutes)

- Observe student interaction using a checklist or rubric.
- Provide oral or written feedback on speaking performance and group participation.
- Optional peer or self-reflection sheet:
 - ✓ *What idea did you share today?*
 - ✓ *What did you learn from others?*

Homework:

Write a short paragraph or reflection summarizing the discussion or presenting the student's preferred solution or idea.

F. Example of – Round Table

Beginner Level <*

Goal: Build vocabulary and simple sentence structures

Activity: Naming Items by Category (e.g., "Things in the Classroom")

Steps:

1. Form groups of 3–5 students.
2. Give each group one piece of paper or worksheet titled "Things in the Classroom."
3. One student writes a classroom-related word (e.g., "desk") and passes the paper to the next student.
4. Each student takes turns adding one word per round.
5. After a few rounds, ask students to read all the words aloud.
6. Optionally, ask students to use one of the words in a basic sentence (e.g., "This is a desk").

Skills Practiced: Vocabulary recognition, spelling, basic sentence formation

Intermediate Level

Goal: Practice grammar and sentence structure (e.g., past tense)

Activity: Creating a Group Story Using Past Tense

Steps:

1. Students sit in small groups (3–4).
2. Provide a story prompt, e.g., “Last weekend, something strange happened...”
3. The first student writes one sentence in the past tense (e.g., “I woke up and heard a strange noise.”).
4. The paper is passed to the next student, who continues the story using the past tense.
5. Repeat until each student has written 2–3 sentences.
6. Groups read their stories aloud to the class.

Skills Practiced: Grammar (past tense), sentence construction, narrative skills, creativity

Advanced Level Example

Goal: Develop critical thinking, argumentation, and formal language

Activity: Group Opinion Paragraph – “Is Social Media Good or Bad for Teenagers?”

Steps:

1. Form small groups and provide a prompt that requires a position.
2. The first student writes a topic sentence stating the group's opinion.
3. Each student then adds one supporting sentence (with reasons or examples).
4. One student writes a concluding sentence.

5. The group revises the paragraph for clarity and coherence.
6. Groups share and compare paragraphs, discussing different viewpoints.

Skills Practiced: Opinion writing, paragraph structure, persuasive language, collaboration.

G. Rubric

This rubric assesses students based on key speaking and collaboration criteria commonly emphasized in cooperative learning settings.

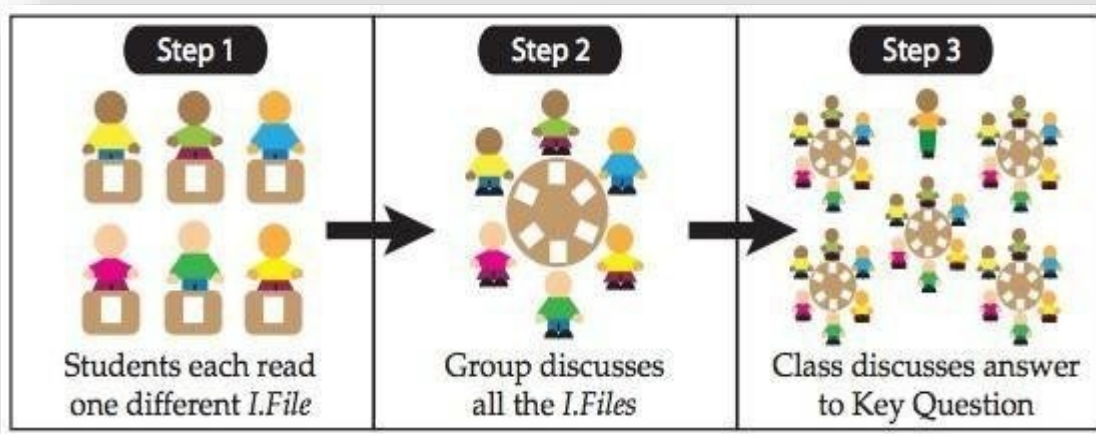
Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Participation	Actively speaks and contributes in every round with relevant ideas.	Participates regularly, with mostly relevant ideas.	Speaks occasionally; some comments may be off-topic or unclear.	Rarely speaks or contributions are irrelevant.
Clarity of Expression	Speaks clearly, fluently, and confidently. Ideas are easy to understand.	Generally clear and understandable; minor hesitation.	Sometimes hard to understand due to poor clarity or frequent hesitation.	Often unclear, mumbles, or too hesitant to follow.
Use of Target Language	Uses the target language consistently and correctly.	Mostly uses the target language with occasional errors.	Frequently uses L1 or makes many language errors.	Rarely uses the target language; mostly uses L1.
Listening and Turn-Taking	Listens actively; waits their turn and builds on others' ideas respectfully.	Listens and takes turns, with few interruptions.	Occasionally interrupts or does not respond to others' ideas.	Frequently interrupts or ignores others.
Team Collaboration	Encourages peers, helps the group stay on task, and shows strong teamwork.	Cooperates well with peers; contributes to group work.	Sometimes works well with peers; needs reminders to stay on task.	Seldom works well with peers; disrupts group progress.
Vocabulary and Grammar Use	Uses varied vocabulary and accurate grammar.	Uses appropriate vocabulary and mostly correct grammar.	Limited vocabulary; several grammar mistakes affect meaning.	Very limited vocabulary; grammar mistakes hinder understanding.

Engagement with Topic	Shows high interest; responses are detailed and thoughtful.	Engaged; responses show some thought and connection to the topic.	Some interest; responses are brief or lack depth.	Shows little interest; responses are minimal or off-topic.
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Scoring Guide:

- **28 - 24** = Excellent
- **23 - 20** = Good
- **19 - 16** = Developing
- **15 or below** = Needs Improvement

7. Group Investigation



A. Definition

Group Investigation is a cooperative learning strategy in which students form small groups to explore a shared topic or problem through research, discussion, and presentation. Each group is responsible for planning their investigation, dividing tasks among members, conducting research, and presenting their findings to the class. Group Investigation helps students develop research and speaking skills simultaneously. In the context of language learning, this strategy encourages students to use the target language to discuss their findings, negotiate meaning, and present information orally, making it an effective strategy

for enhancing speaking proficiency (Yang, 2023). This method fosters autonomy, as students must take responsibility for their own learning while working collaboratively.

B. Suggestions for Effective Group Investigation !

- 1. Set clear objectives:** Define what students should learn and produce.
- 2. Ensure meaningful topics:** Choose themes that are relevant, engaging, and suitable for exploration (e.g., social issues, cultural topics, or environmental concerns).
- 3. Train students in group work skills:** Teach collaboration, role distribution, time management, and conflict resolution.
- 4. Facilitate, don't lecture:** The teacher acts as a guide or facilitator, supporting students in their inquiry process.
- 5. Use authentic materials:** Encourage use of real-world sources like interviews, videos, articles, and online tools.
- 6. Use peer and self-assessment:** Encourage students to reflect on their participation and group dynamics.

C. Benefits for Effective Group Investigation

- 1. Improves language skills:** Students practice speaking, listening, reading, and writing through meaningful interaction.
- 2. Develops critical thinking:** Students analyze, evaluate, and synthesize information.
- 3. Enhances motivation:** Learner autonomy and responsibility increase interest and engagement.

4. Promotes collaborative skills: Students learn to work together, share responsibilities, and resolve conflicts.
5. Fosters deeper learning: Through active inquiry, learners gain a better understanding of content and language.

D. Steps for Effective Group Investigation

1. Topic Selection

- Whole class or small groups choose a broad topic (e.g., "Cultural Festivals Around the World").

2. Planning

- Groups break the topic into sub-topics.
- Roles are assigned (e.g., researcher, recorder, presenter, editor).

3. Investigation

- Students gather information using various sources.
- Group discussions help synthesize and organize findings.

4. Preparation

- Create a product or presentation (poster, slideshow, report, drama, etc.).
- Practice oral presentations for fluency and clarity.

5. Presentation

- Groups present findings to the whole class.
- Encourage Q&A for interaction.

6. Evaluation

- Teacher and peers give feedback.
- Students reflect on their group work and learning.

E. Lesson Plan for Effective Group Investigation (Speaking Focus) †

OUTLINE FOR A SPEAKING LESSON PLANNING

Unit:	Lesson:
Class:	Date:
Teacher:	Student-Teacher:
Link to join in the class:	

Topic: Environmental Problems, Cultural Festivals, Famous Leaders, Current Issues,

Level: Intermediate

Skill Focus: Speaking (presentation, discussion, explanation)

Time: 60 to 90 minutes

Objectives: By the end of the lesson, students will be able to:

- ✓ Use the target language to discuss and investigate a topic.
- ✓ Collaboratively plan and deliver a short oral presentation.
- ✓ Use appropriate speaking strategies (clarity, vocabulary, turn-taking).

Materials:

- ✓ Topic cards or guiding questions
- ✓ Access to dictionaries or online resources (if allowed)
- ✓ Rubric for speaking assessment
- ✓ Chart paper or digital slides (optional)

Procedures:

A. Introduction (10 to 15 minutes)

- ✓ Briefly introduce the topic and the Group Investigation model.
- ✓ Explain the final goal: each group will present their findings to the class in a short presentation.

- ✓ Review the speaking rubric and expectations.

B. Group Formation & Topic Selection (5 min)

- ✓ Divide students into small heterogeneous groups (3–5 members).
- ✓ Let each group choose or be assigned a sub-topic or research question related to the main theme.

C. Investigation Phase (20–30 min)

- ✓ Groups discuss the topic, assign roles (e.g., note-taker, speaker, timekeeper), and gather information.
- ✓ Encourage use of the target language only.
- ✓ Teacher moves around to monitor, guide, and provide language support.

D. Preparation for Presentation (10–15 min)

- ✓ Groups organize their findings and prepare to present.
- ✓ Encourage students to practice speaking, using notes or visuals as needed.
- ✓ Optional: Use speaking frames or scaffolds (e.g., “First, we found that...” “In conclusion...”)

E. Group Presentation (15 to 20 minutes)

- ✓ Each group presents (2–3 minutes per group).
- ✓ Encourage audience to ask follow-up questions (adds authentic speaking practice).
- ✓ Teacher uses the speaking rubric to assess performance.

F. Feedback and Reflection (10 minutes)

- ✓ Give oral or written feedback using the rubric.
- ✓ Ask students to reflect on:
 - What went well in their group?

- What was challenging about speaking?
- What can they improve next time?

G. Assessment

- ✓ **Formative:** Observation during group work, participation
- ✓ **Summative:** Speaking performance using the rubric (can be peer + teacher evaluated)

F. Examples of Group Investigation Activities in CLL

Beginner Level

Topic: My Neighborhood

Task:

Students form groups and explore different places in their neighborhoods (e.g., park, supermarket, school, etc.).

Activities:

- ✓ Take pictures or draw maps.
- ✓ Interview family members or neighbors using simple questions ("Where is the park?" / "What do you like about it?").
- ✓ Create a basic poster with short sentences and labels.

Skills:

- ✓ Vocabulary (places, directions)
- ✓ Speaking (asking / answering questions)
- ✓ Writing (simple descriptions)
- ✓ Listening (to each other during group work)

Presentation:

Groups present their neighborhood with a map and a few simple sentences.

Intermediate Level

Topic: Cultural Festivals Around the World

Task:

Each group investigates a festival (e.g., Diwali, Chinese New Year, Carnival, etc.).

Activities:

- ✓ Research traditions, costumes, food, and history of the festival.
- ✓ Watch short videos or read texts.
- ✓ Prepare a short multimedia presentation or skit.

Skills:

- ✓ Reading comprehension
- ✓ Speaking (discussion, presenting)
- ✓ Writing (summarizing information)
- ✓ Vocabulary (culture, celebrations)

Presentation:

Present festival to the class with visuals, costumes, or sample dialogues.

Advance Level

Topic: *Contemporary Social Issues* (e.g., climate change, gender equality, digital privacy)

Task:

Groups select a social issue, analyze its causes, impacts, and possible solutions.

Activities:

- ✓ Use advanced research (academic articles, reports).
- ✓ Hold group debates or panel discussions.
- ✓ Write a report and present persuasive arguments.

Skills:

- ✓ Critical Thinking
- ✓ Academic reading and writing
- ✓ Advanced speaking (debate, persuasion)
- ✓ Note-taking, paraphrasing, and summarizing

Presentation:

Debate or seminar-style presentation with Q&A.

G. Rubric for Group Investigation

Here's a rubric specifically designed for assessing speaking in a Group Investigation (GI) activity within a Cooperative Language Learning (CLL) context. It combines speaking skills with cooperative and investigative elements:

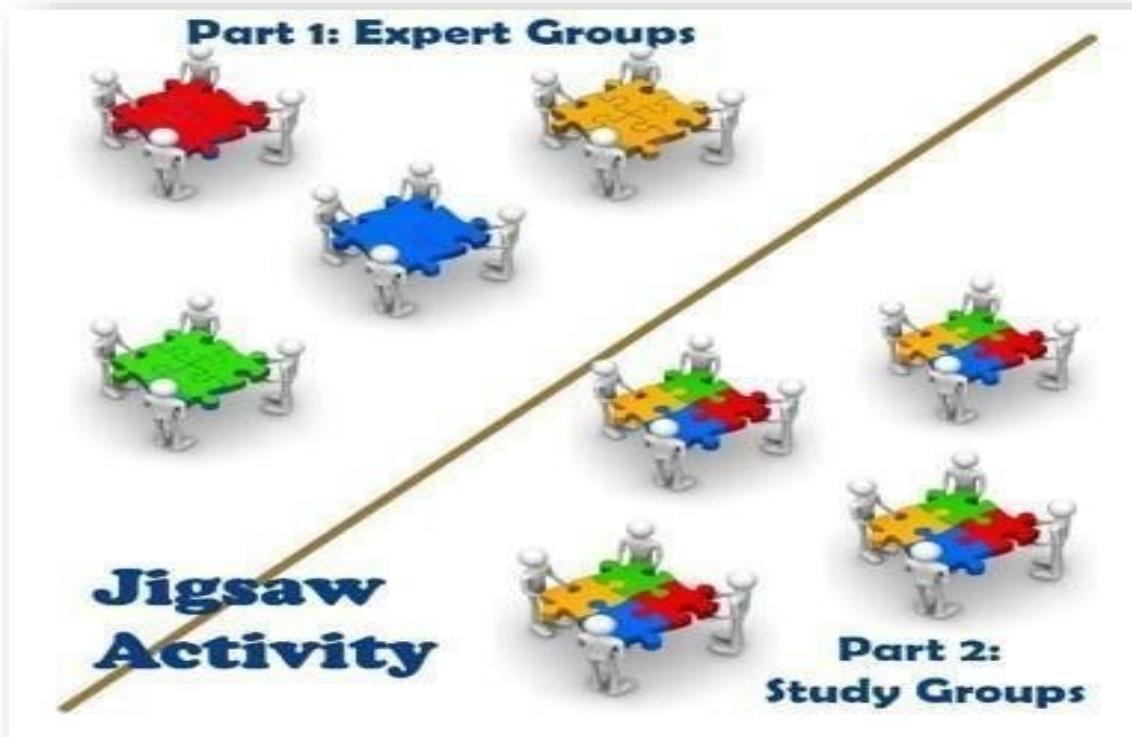
Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Speaking Clarity and Fluency	Speaks clearly and fluently with natural pace and few hesitations.	Mostly clear and fluent; minor pauses or hesitations.	Some difficulty with clarity or fluency; frequent pauses.	Hard to understand; excessive hesitation or mumbling.
Pronunciation and Intonation	Pronunciation is accurate and intonation is natural and expressive.	Generally good pronunciation and intonation.	Noticeable issues that occasionally affect understanding.	Frequent pronunciation problems; hard to follow.
Vocabulary and Grammar Use	Uses a wide range of vocabulary and accurate grammar consistently.	Mostly appropriate vocabulary and structures; minor errors.	Limited vocabulary and frequent grammar mistakes.	Very limited language use; errors affect understanding.

Content Quality	Information is accurate, detailed, and well-organized; clear evidence of research.	Information is mostly accurate; some detail and organization evident.	Limited or somewhat disorganized content; lacking detail or depth.	Content is vague, inaccurate, or poorly organized.
Group Collaboration	Group members work seamlessly, support each other, and share speaking time equally.	Mostly good collaboration with balanced participation.	Some imbalance in participation; limited support among members.	Poor collaboration; one or two students dominate or do not contribute.
Use of Target Language	Always uses the target language; avoids L1 completely.	Mostly uses the target language; occasional L1.	Frequently uses L1; target language use is inconsistent.	Mostly uses L1; little effort to speak the target language.
Presentation Skills	Makes strong eye contact, uses gestures, and speaks confidently to the audience.	Some eye contact and gestures; shows some confidence.	Limited non-verbal communication; reads notes excessively.	No eye contact; monotone delivery; very reliant on notes.

Scoring Guide

- **28 - 26 points** = Excellent
- **25 - 22 points** = Good
- **21 - 16 points** = Developing
- **15 or below** = Needs Improvement

8. Jigsaw Activities



A. Deninition

Jigsaw activities are a cooperative learning technique used in language classrooms where learners work in groups to complete a task by sharing different pieces of information. Each student becomes an "expert" in one part of the material and then teaches it to their peers. This structure naturally promotes speaking and communication, as students must explain, ask questions, and clarify meaning in order to complete the group task successfully.

Jigsaw is a cooperative learning strategy where students are divided into groups, and each member is responsible for learning a specific part of the material and then teaching it to the rest of the group. Aronson et al. (1978) developed this strategy to promote cooperative learning and reduce competition in classrooms. In language learning, Jigsaw encourages students to communicate in the target language to share their knowledge, which improves

both their comprehension and speaking skills at working together to complete the "puzzle," students become more engaged and accountable for their learning.

B. Suggestions for Jigsaw Activities !

Jigsaw activities are collaborative tasks where each student is responsible for learning a specific portion of a topic and then teaching it to their peers. The idea is that everyone has a “piece of the puzzle,” and the full picture can only be completed through communication and cooperation.

Type	Description	Skill Focus
Text-based Jigsaw	Divide a reading into sections; each student summarizes and shares their part.	Reading, speaking
Listening Jigsaw	Each group listens to different audio clips and shares information to complete a task.	Listening, speaking
Topic Jigsaw	Assign different topics (e.g., types of holidays, job roles, famous people) to each student to research and present.	Speaking, research
Picture/Story Jigsaw	Split a story or sequence into pictures or paragraphs; students describe or narrate their parts.	Speaking, sequencing
Problem-Solving Jigsaw	Each group solves a different part of a problem or case study, then collaborates.	Critical thinking, discussion

C. Benefits of Jigsaw Activities in CLL

This structure naturally promotes speaking and communication, as students must explain, ask questions, and clarify meaning in order to complete the group task successfully.

Benefit	Explanation
Promotes active speaking	Students must explain, ask, and respond in their own words.
Encourages learner autonomy	Students are responsible for mastering and teaching content.
Builds confidence	Structured interaction lowers anxiety, especially in speaking.
Fosters collaboration	Interdependence strengthens peer relationships and teamwork.
Develops multiple language skills	Combines speaking, listening, reading, and even writing.
Inclusive participation	Every student has a role, minimizing dominance or passivity.

Focus on Promoting Speaking:

In the context of speaking development, jigsaw activities are designed to:

- a. Encourage purposeful speaking in a meaningful context.
- b. Promote peer teaching, which requires clear verbal explanation.
- c. Create information gaps that can only be filled through spoken interaction.
- d. Support interactive communication skills, such as questioning, summarizing, agreeing/disagreeing, and clarifying.

Key Characteristics:

- a. Each student has unique information needed to complete the task.
- b. Speaking is necessary for sharing and integrating the information.
- c. Promotes equal participation, as all students are responsible for a part of the task.
- d. Helps reduce speaking anxiety by providing structure and support.

D. Steps for Jigsaw Activities

Here are the clear, step-by-step instructions for applying the Jigsaw technique in Cooperative Language Learning (CLL) to improve speaking skills. The Jigsaw method is powerful for encouraging student interaction, negotiation of meaning, and structured speaking practice.

Step 1: Select the Topic and Divide the Content

- Choose a broad topic suitable for division into subtopics.
Example: *Healthy Living* → Subtopics: Diet, Exercise, Sleep, Stress, Habits.
- Create 4–6 subtopics, depending on group size.
- Prepare materials or guiding questions for each subtopic.

Step 2: Form – Home Groups

- Divide the class into Home Groups (usually 4–6 students each).
- Each member will eventually become an "expert" on a different subtopic.

Step 3: Assign Subtopics

- Assign each student in a Home Group one unique subtopic.
- Provide them with relevant materials or question prompts to guide their learning.

Step 4: Create – Exert Groups

- Students leave their Home Groups and join their Expert Group—others who have the same subtopic.
- In these groups, students:
 - ✓ Read, discuss, and analyze the subtopic.
 - ✓ Clarify vocabulary, ask questions, and prepare to teach it.
 - ✓ Practice how to explain the content clearly and confidently (great for speaking practice).

Step 5: Return to Home Groups

- Students return to their original Home Groups.
- Each student takes turns teaching their subtopic to the others.
- Encourage students to:
 - ✓ Speak clearly and confidently.
 - ✓ Use visuals or notes minimally.
 - ✓ Ask and answer follow-up questions.

Step 6: Speaking and Support

- While students teach and discuss:
 - ✓ Circulate and observe.
 - ✓ Offer language support (vocabulary, pronunciation, grammar).
 - ✓ Take formative notes for feedback.

Step 7: Group Summary or Output

- After sharing, groups can:
 - ✓ Create a poster, mind map, or short group presentation to summarize.
 - ✓ Or hold a whole-class discussion for reflection.

Step 8: Debrief and Feedback

- Provide feedback on:
 - ✓ Speaking performance (clarity, fluency, vocabulary).
 - ✓ Interaction skills (turn-taking, listening, questioning).
 - ✓ Use a speaking rubric or self/peer reflection sheet.

E. Lesson for Jigsaw Activities

OUTLINE FOR A SPEAKING LESSON PLANNING

Unit:	Lesson:
Class:	Date:
Teacher:	Student-Teacher:
Link to join the class:	

Lesson Title: Exploring World Cultures" or "Solving Environmental Challenges

Level: Intermediate / B1

Skill Focus: Speaking – Explanation, Summarization, Clarification, Interactive

Communication

Time: 50 - 60 minutes

Learning Objectives: By the end of the lesson, students will be able to:

- Verbally explain a topic or subtopic to peers using clear and organized language.
- Ask and answer questions related to their subtopic.
- Work cooperatively in groups to build shared understanding through speaking.

Pre – Teaching / Warm-Up (5 – 10 minutes)

- Introduce the overall topic to the whole class.
- Ask a few guiding questions or show a short video/image to spark interest.
- Review key vocabulary as needed.

Jigsaw Procedure

Step 1: Form Home Groups (3–5 students per group)

- Number of students (e.g., Student A, B, C, etc.)
- These are the original groups where they will share their expertise later.

Step 2: Assign Expert Topics & Move to Expert Groups (10–15 minutes)

- Rearrange students so all A's form Expert Group A, all B's form Expert Group B, etc.
- Give each expert group a different subtopic to read, watch, or discuss.
- In their expert groups, students:
 - ✓ Read or analyze the material.
 - ✓ Take notes.
 - ✓ Discuss and clarify the content.
 - ✓ Practice explaining the key points aloud.

Example: Topic – “Global Environmental Issues”

Expert A: Air Pollution | Expert B: Deforestation | Expert C: Climate Change

Step 3: Return to Home Groups and Share (15 – 20 minutes)

- Students return to their original Home Groups.
- Each student teaches their subtopic to the rest of the group, using notes and speaking strategies.
- Group members listen actively and take notes or ask questions.
- Encourage natural conversation, not reading from notes verbatim.

Step 4: Whole-Class Debrief / Wrap-Up (5–10 minutes)

- Discuss as a class:
 - ✓ “What did you learn from your peers?”
 - ✓ “Which topic surprised you the most?”
- Optionally, each group presents a summary of all the subtopics.

Language Support:

- **Speaking frames:**
 - ✓ “My section was about...”

- ✓ “One key fact I learned is...”
- ✓ “Does anyone have a question about...?”

➤ **Clarification phrases:**

- ✓ “Do you mean...?”, “Can you explain that again?”

Feedback

- Use a speaking rubric (fluency, clarity, accuracy, interaction).
- Observe and give feedback on:
 - ✓ How clearly the student explains their subtopic
 - ✓ Engagement in group discussion
 - ✓ Use of target language structures or vocabulary

Homework:

- Reflective writing: “What did I learn from my group today?”
- Prepare a short oral or written summary of the full topic from all the subtopics.

Teacher Reflection:

- Did students explain and interact effectively?
- Were all students engaged during both expert and home group tasks?
- How well did the topic support meaningful speaking?

F. Examples for Jigsaw Activities

Beginner Level Z

- a. **Activity:** “My Favorite Animal” – Each student learns about one animal (e.g., where it lives, what it eats) and tells the group.
- b. **Focus:** Vocabulary building, simple present tense, speaking fluency.

- c. **Materials:** Picture cards, simple texts.

Intermediate Level

- a. **Activity:** “Global Issues Jigsaw” – Divide topics like climate change, poverty, education, etc. Each student researches one and shares solutions.
- b. **Focus:** Argumentation, modal verbs, formal vocabulary.
- c. **Materials:** Articles, infographics, videos.

Advanced Level

- a. **Activity:** “Case Study Jigsaw” – Students analyze parts of a business problem or social issue and collaborate on a full solution.
- b. **Focus:** Critical thinking, academic speaking, persuasive language.
- c. **Materials:** Case studies, data sets, role cards.

G. Rubric for Jigsaw Activities

Here's a rubric tailored for assessing speaking skills during Jigsaw Activities in Cooperative Language Learning (CLL). This rubric emphasizes not only the speaking performance but also how well students collaborate, teach, and communicate ideas within both their Expert Groups and Home Groups.

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Clarity and Fluency	Speaks clearly, fluently, and at a natural pace; minimal hesitation.	Mostly clear and fluent; minor hesitations.	Somewhat unclear or hesitant; some fluency issues.	Often unclear or hesitant; fluency issues hinder understanding.
Pronunciation and Intonation	Accurate pronunciation and expressive intonation	Mostly accurate; some minor issues.	Pronunciation mistakes occasionally	Frequent pronunciation errors make comprehension difficult.

	Enhance understanding.		Interfere with meaning.	
Use of Vocabulary and Grammar	Uses varied, accurate vocabulary and grammar appropriate to the topic.	Uses appropriate vocabulary and mostly correct grammar.	Limited vocabulary or frequent errors that slightly hinder meaning.	Very limited language; many errors that affect understanding.
Explanation of Subtopic	Explains content clearly and confidently; peers can easily understand.	Explains content well, with some support needed.	Explanation lacks clarity or depth; some confusion among group members.	Fails to explain the topic effectively; confuses.
Listening and Interaction	Listens actively, responds to questions, and encourages group interaction.	Listens and responds; some engagement with peers.	Occasionally inattentive; limited interaction with the group.	Does not listen or engage with group members.
Use of Target Language (L2)	Consistently speaks in the target language; avoids use of L1.	Mostly uses L2; occasional L1 use.	Often switches to L1 or struggles to maintain L2 use.	Rarely uses L2; almost entirely in L1.
Confidence and Engagement	Speaks with confidence and enthusiasm; maintains eye contact and interest.	Generally confident and engaged; some eye contact.	Appears nervous or disengaged; avoids eye contact.	Lacks confidence; reads from notes with no engagement.

Scoring Guide:

- **28 - 26 points** = Excellent (A)
- **25 - 22 points** = Good (B)
- **21 - 16 points** = Developing (C)
- **15 or below** = Needs Improvement (D)

9. Story-Telling



Storytelling is the art of portraying real or fictitious events in words, images, and sounds. Stories are told for entertainment purposes, and often to teach lessons and provide morals. Storytelling is often considered to be a crucial aspect of humanity. Human beings have a natural ability to use verbal communication to teach, explain, and entertain, which is why storytelling is so prevalent in everyday life. *Collins, Rives&Cooper, Pamela, J. (1977). The power of story. Teaching Through Storytelling. Scottsdale (USA), 2nd ed.*

Storytelling is a cooperative learning strategy that encourages students to create and narrate stories in the target language. According to Ellis and Brewster (2014), storytelling helps students develop fluency by providing a structured yet creative format for practicing speaking. When used cooperatively, storytelling allows students to work together to build a narrative, share ideas, and offer feedback, all of which contribute to their oral language development. This also enhances vocabulary acquisition and encourages the use of varied grammatical structures in context.

B. Process of Text Retelling!

- a. Choose an instructional level text, like a short story from a reading book or a chapter from a novel, which is leveled for the grade you teach.
- b. Read a short story aloud to the class.
- c. Summarize the important details in the correct sequence.
- d. Write each summarizing statement on chart paper.
- e. Number the statements so students understand how to retell in the order that events happened in the story.
- f. Preview the material by looking at pictures or discussing the main characters and the setting. This helps students build background knowledge and make connections between the story and their own real-life experiences.
- g. Give adequate time for students to read and think about what they've read.
- h. If Teachers explain that retelling will be the method of assessment, students may read more carefully. If the retell is in written form, you can allow 35 to 45 minutes for reading and 15 minutes for the assessment. Oral retelling will take longer because you will question students individually, and they may interact actively in the classroom and peers.

C. Steps to design Storytelling

1. Find the Story

The teacher first selects lessons with storylines from the textbook and adapts them into versions that suit the students.

2. Learn the Story

The teacher reads and re-reads the text to design the plot, analyzes the text, and outlines the major sequences of the plot. The plot should be thought of as a series of successive scenes. And it is necessary to cut subplots from the sequence since subplots may make the story difficult to follow.

3. Prepare the Story

After learning the story, the teacher visualizes the succession of scenes. Then, some *cue cards* can be prepared to remind of the interactive questions in class. The teacher must control the story's vocabulary and patterns within the students' comprehensible input. New vocabulary is introduced with emphasis and easier English explanation, and the target patterns are deliberately incorporated into the story with repetition. Once the content is fixed, the teacher refines her storytelling style through practice and keeps a copy of the content at hand for recall. If necessary, the teacher can record the story beforehand and play it in class.

4. Tell the Story

It is important to create an atmosphere that is comfortable and inviting before the storytelling. When telling the story, the teacher has to use vivid and clear language, adding sounds or character voices, with gestures and meaningful repetitions to assist understanding. The story is developed as a process of asking the students questions and directing the story as the students provide answers. So, the students may need some time to feel, to reflect, and to predict.

5. Follow-up Activities

After the students have been listening to the story and speaking to respond to the teacher, some reading activities, like true or false, multiple-choice, and

rearrangement

And short-answer questions or writing activities like blank-filling, cloze paragraphs, paraphrasing, and structure practice can be provided for the students to review what they have learned. Other oral activities may include choral reading, story fill-in, retelling, or role-playing the story. For higher-level writing skill development, the teacher may ask her students to rewrite the story from a different perspective or change the plot so that the ending is different.

D. Lesson Plan Template for Storytelling

OUTLINE FOR A SPEAKING LESSON PLANNING

Unit:	Lesson:
Class:	Date:
Teacher:	Student-Teacher:
Link to join the class:	

Lesson Title: A Memorable Day or The Mystery in the Forest

Level: Pre-intermediate

Skill Focus: Speaking – Narrative Fluency, Sequencing, Expressiveness, Listening, and Collaboration

Time: 45 - 60 minutes

Learning Objectives:

By the end of this lesson, students will be able to:

- Orally construct and share a story using a clear narrative structure.
- Use past tenses, descriptive language, and linking words appropriately.
- Work cooperatively to create or retell a story through speaking.

Warm-Up (5 – 10 minutes)

- Ask: “What makes a good story?” or “What’s your favorite story and why?”
- Brainstorm elements of a good story: characters, setting, problem, events, resolution
- Review useful storytelling vocabulary (e.g., suddenly, then, finally)

Storytelling in CLL – Procedure

Step 1: Set the Scene / Input (5–10 minutes)

- Present a story prompt, image sequence, or theme.
Example: “You wake up and realize you’re in a different time period.”
- Model a short story orally or show a short video/story sample.

Step 2: Form Cooperative Groups (3 - 5 students)

- Explain the group task: create or reconstruct a story using only speaking.
 - ✓ You can assign roles: narrator, timekeeper, vocabulary helper, idea generator
- Provide students with prompts or cards if needed.

Step 3: Story Planning (10–15 minutes)

- Groups plan their story cooperatively using a graphic organizer.
 - ✓ Who? What? Where? When? Why? How?
- Encourage negotiation in English: “What should happen next?”
- Support with vocabulary sheets or sentence frames

E. Example for Storytelling

A Demonstration of Storytelling as Text Presentation

1. Find the story

1	Earthquake! Predict, Prepare, Prevent	
2	“See Spot Run”: Teaching My Grandmother to Read	
3	The Lady or the Tiger?	☆

4	The Coming of a Silent Spring	
5	Three Days to See	
6	The Music of the Phantom	☆
7	DNA—A Blueprint for Life	
8	A Christmas Carol: A Version for Readers’ Theater	☆
9	Should History Be Told by Tribes or by Museums?	
10	I Have a Dream	

2. Learn the story

Main Characters:

Phantom
Christine

Setting:

An opera house upon an
underground lake

Problem of the story:

Christine must choose between the Phantom and the young man who loves her

A story Event: ||

A deformed creature, living deep in the opera house and wearing a mask to hide his ugliness for the world, haunts the opera house.

A story Event:

The Phantom falls in love Christine, a beautiful ballet dancer, and trains her to become a magnificent singer.

How the Problem is solved:

The Phantom takes Christine to declare his love and to prepare her to sing the leading role in an opera he written.



The Ending:

a. Story Map of “The Music of the Phantom”

b. Major Sequences of “The Music of the Phantom”

Exposition	A phantom haunts the opera house with several mysterious qualities.
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Rising Action	The deformed phantom falls in love with a beautiful young ballet dancer and trains her to become a magnificent singer.
Problem/Conflict	The new owner of the opera house, Viscount Raoul, reunites with Christine. They are attracted to each other.
Climax	The Phantom takes Christine to the underground lake to declare his love and to prepare her to sing the leading role in an opera he has written.
Falling Action	Christine accepts the Phantom's love to save Raoul, which causes great remorse to the Phantom.
Solution/Ending	The Phantom releases Christine and Raoul. When the underground lake is exposed to the world, the Phantom disappears.

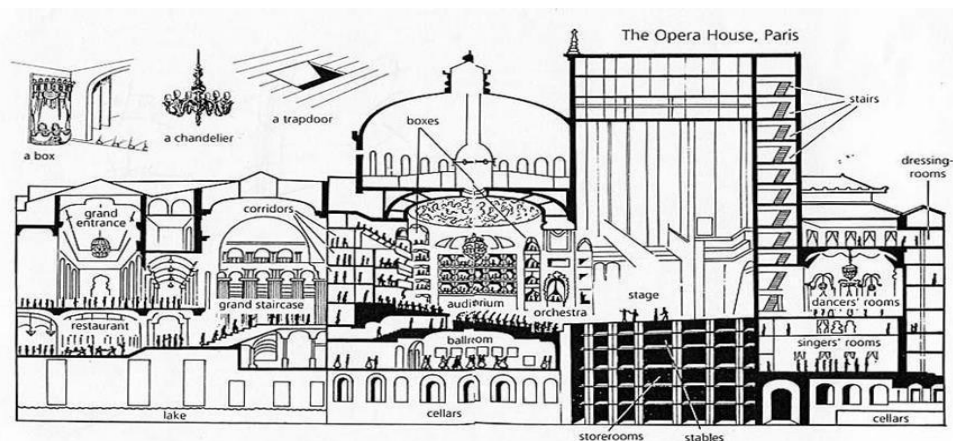
3. Prepare the Story

a. Target Words and Patterns

Words	dam (v), underground (a), siege (n), chandelier (n), haunt (v), mask (n), deformed (a), ballet (n), magnificent (a), declare (v), leading (a), savor (v), intoxicating (a), sensation (n)
Phrases	take place, take refuge, comings and goings, hide...from, long to, feel attraction to, be confused about, surrender to, choose between, under such circumstances, have no choice but to, on the contrary
Patterns	Reversed Sentences: 1. Deep beneath the opera house is a lake. 2. Only then can you belong to me.

b. Pictures of the Scenes in Mind

The opera house



dam (v), underground (a), siege (n), chandelier (n),
take place, take refuge

A phantom haunts the opera house and falls in love with Christine.



ballet (n), magnificent (a), comings and goings, hide...from, in the depths of, feel
attraction to, be confused about,

4. Tell the story

This is a ghost story as well as a love story. It took place a century ago in the opera house in Paris. The opera house has three special qualities. The first feature is in its construction. Beneath the opera house is a lake. The opera house was built by damming up an underground lake. Second, it is said that during the siege of Paris in a war, many citizens took refuge below the opera house and died there. Third, sometime later, in a performance, a great chandelier on the ceiling of the opera house fell to the floor and killed several audiences.

F. Rubric for Storytelling

Here's a rubric for assessing Storytelling in a Community Language Learning (CLL) context focused on speaking skills. This rubric emphasizes both language development and collaborative/interactive storytelling, which are central to CLL.

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Content and Structure	Story is complete, clear, and well-organized with a beginning, middle, and end.	Story is mostly clear and structured with minor gaps.	Story has some structure but lacks clarity or coherence.	Story is unclear or lacks a logical structure.
Use of Language	Rich vocabulary and varied grammar; few or no errors.	Adequate vocabulary; some errors but meaning is clear.	Limited vocabulary; frequent errors affect understanding.	Very basic language; errors often prevent communication.
Pronunciation and Fluency	Speaks fluently with clear pronunciation and natural rhythm.	Mostly fluent; few pronunciations or rhythm issues.	Some hesitation; pronunciation affects understanding.	Halting speech; frequent mispronunciations.

Collaboration and Interaction	Actively listens and responds appropriately to others; supports group storytelling.	Listens and interacts well; shows good turn-taking.	Interaction is limited or sometimes off-task.	Rarely interacts; does not support group effort.
Creativity and Engagement	The story is original, vivid, and holds the audience's interest.	The story is engaging with some creative elements.	Some attempt at creativity, but it lacks engagement.	The story lacks detail or interest.
Use of CLL Techniques	Makes effective use of translation, group support, and feedback.	Uses CLL strategies with some guidance.	Relies heavily on the teacher; limited use of CLL techniques.	Rarely applies CLL methods; depends entirely on the teacher.

Scoring Guide:

- **24 - 22 points** = Excellent (A)
- **21 - 19 points** = Good (B)
- **18 - 16 points** = Developing (C)
- **15 or below** = Needs Improvement (D)

10. Brainstorming



A. Definition

Brainstorming in Cooperative Language Learning is a collaborative pre-speaking activity where learners work together to generate as many ideas, words, or opinions as possible on a given topic within a limited time. It is a fluency-building strategy that encourages spontaneous speaking, creative thinking, and active interaction in a low-pressure environment. According to Harmer (2015), brainstorming is particularly useful for language learners because it promotes spontaneous language use and encourages creativity. When conducted in groups, brainstorming fosters collaboration and peer interaction, which are key elements in improving oral production.

B. Suggestions for Brainstorming!

Brainstorming is a pre-task or warm-up activity where students collaboratively generate ideas aloud about a topic. It promotes spoken fluency, confidence, and group interaction. In Cooperative Language Learning, brainstorming is done in pairs or small groups, focusing on idea exchange without judgment or correction.

Activity Type	Description	Speaking Focus
Word Storm	Generate as many topics-related words as possible	Vocabulary fluency
Idea Listing	List different opinions, options, or solutions	Idea expression, functional language
Question Storm	Think of as many questions as possible about a topic	Question formation
Visual Brainstorm	Use pictures or prompts to generate descriptive speech	Descriptive language
Role-based Storm	Brainstorm from a character's or profession's point of view	Perspective taking, argumentation

C. Benefits of Brainstorming

Benefit	How It Supports Speaking
Improves fluency	Encourages speaking without overthinking
Activates vocabulary	Helps recall topic-specific words and phrases
Builds confidence	Safe, low-pressure environment to speak
Enhances collaboration	Encourages turn-taking and listening
Stimulates creativity	Learners explore diverse viewpoints.

D. Steps to Implement Brainstorming for Speaking

1. Introduce the Topic

Provide a clear and engaging topic related to the upcoming speaking task. (e.g., “How can we stay healthy?”)

2. Set Rules

No criticism or
correction. All ideas are
welcome
Speak freely without pausing for grammar

3. Group Students

Put learners in pairs or small groups to encourage interaction.

4. Time the Activity

Use a timer (e.g., 3–5 minutes) to create urgency and focus.

5. Speak and Record Ideas

Students discuss aloud and write down ideas (on paper, board, or digital tools).

6. Share and Expand

Each group presents its ideas to the class. Teachers or peers can ask follow-up questions or add more ideas.

7. Transition to Main Task

Use the brainstormed content as input for a discussion, role play, presentation, or debate.

E. Lesson Plan for Brainstorming †

OUTLINE FOR A SPEAKING LESSON PLANNING

Unit:	Lesson:
Class:	Date:
Teacher:	Student-Teacher:
Link to join the class:	

Objective:

Students will practice spoken fluency and vocabulary development through collaborative brainstorming, using the CLL method with teacher facilitation and peer support.

Level:

Advanced Level

Time:

45–60 minutes

Stages of the Lesson:

1. Warm-Up / Introduction (5–10 mins)

- **Goal:** Activate background knowledge and set context.
- Use a general topic (e.g., *travel, food, school experiences, problem-solving, environment*).
- Ask open-ended questions:
 - ✓ “What do you know about...?”
 - ✓ “Have you ever experienced...?”

2. Brainstorming Activity (10–15 mins)

- In small groups (3–5), students brainstorm ideas, words, or phrases related to the topic.

- Teacher acts as counselor/translator:
 - ✓ Students can speak in L1 (mother tongue) if needed.
 - ✓ Teacher helps translate and scaffold in the target language.
- Encourage visual mapping (mind maps or lists).
- Optionally use prompts or guiding questions:
 - ✓ "What words do we need to talk about this?"
 - ✓ "What situations or stories come to mind?"

3. Language Support (5–10 mins)

- The teacher reviews key vocabulary or expressions that emerged.
- Focus on pronunciation, collocations, or chunking.
- Use choral repetition or minimal drilling as needed.

4. Speaking Practice (15–20 mins)

- Students use brainstormed ideas to do a speaking task, such as:
 - ✓ Mini-presentations
 - ✓ Role-play
 - ✓ Story-building
 - ✓ Problem-solving discussion
- Teacher circulates as an active listener, offering support only when asked
(CLL principle).

5. Feedback & Reflection (5–10 mins)

- Students reflect on:
 - ✓ What they learned or felt
 - ✓ Which words/phrases were helpful?
 - ✓ What they want to improve

- The teacher gives gentle corrective feedback or language notes based on what they heard.
- Optionally, use audio recording for self-evaluation.

Adaption Tips

- Use images, realia, or short videos as brainstorming triggers.
- Record group discussions for later reflection.
- Vary groupings (pairs, triads) depending on class dynamics.

Learning Outcomes

By the end of the lesson, students will be able to:

- Express ideas more fluently on a familiar topic
- Use new vocabulary or expressions in context
- Collaborate in spoken tasks using CLL principles.

F. Examples of Brainstorming

Beginner Level |

Topic: "My Favorite Food"

Activity: Brainstorm food names and describe them (e.g., "Pizza is yummy and round.")

Goal: Use basic adjectives, food vocabulary, and the simple present tense.

Intermediate Level)

Topic: "How to Improve Our School"

Activity: Brainstorm problems and solutions in small groups.

Goal: Use modals (should, must), polite suggestions, and formal phrases.

Advanced Level

Topic: "The Future of Work"

Activity: Brainstorm how AI and automation will change jobs.

Goal: Use speculative language (will, might, could), cause-and-effect phrases, and formal vocabulary.

G. Rubric for Brainstorming

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
Idea Contribution	Consistently contributes original, relevant, and creative ideas to the group.	Shares relevant ideas regularly with some originality.	Contributes a few ideas; some are vague or off-topic.	Rarely contributes; ideas are minimal or irrelevant.
Language Use	Uses a range of vocabulary and structures accurately and fluently.	Uses appropriate vocabulary and grammar with occasional errors.	Limited vocabulary; errors sometimes hinder understanding.	Basic or incorrect language frequently impedes communication.
Interaction and Collaboration	Actively engages in group discussion; supports and builds on others' ideas.	Interacts well; listens and responds appropriately.	Participates irregularly; limited interaction with peers.	Rarely interacts; shows little engagement with the group.
Use of L1 and L2 Strategically (CLL)	Skillfully uses L1 when needed and successfully transitions to L2.	Uses L1 supportively with some guidance; begins to use L2.	Relies heavily on L1; L2 use is hesitant.	Depends entirely on L1; avoids using L2.
Speaking Confidence and Fluency	Speaks confidently and	Speaks with minor pauses or hesitation.	Noticeable hesitation; needs support to	Very hesitant; avoids speaking

	Fluently, with natural rhythm.		Continue speaking.	Or stops frequently.
Listening and Feedback	Listens attentively, encourages others, and offers helpful responses.	Listens well and responds to others' ideas.	Sometimes distracted; limited feedback or encouragement.	Rarely listens or engages with peers' contributions.

Scoring Guide:

- **24 - 22 points** = Excellent (A)
- **21 - 19 points** = Good (B)
- **18 - 16 points** = Developing (C)
- **15 or below** = Needs Improvement (D)

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Cooperative Language Learning (CLL) strategies allow students to improve their speaking skills through structured, interactive activities that encourage communication, teamwork, and meaningful use of language. Cooperative Language Learning (CLL) strategies such as Think-Pair-Share, Three-Step Interview, and Jigsaw allow all students to get recurrent opportunities to communicate confidently. Students use language in authentic, purposeful contexts, like problem-solving, storytelling, or role-playing, which mirror real-life communication.

Working in groups or pairs lowers the affective filter of fear of making mistakes and encourages peer correction, feedback, and modeling, which builds confidence. Through repeated, meaningful interaction in diverse contexts, learners become more fluent and begin to self-monitor their grammar and vocabulary use.

Cooperative Language Learning (CLL) speaking tasks involve students in organizing their thoughts, expressing opinions, or explaining ideas, which helps improve the clarity and coherence of spoken language. Students interact with others, and they also develop turn-taking, active listening, and respect for diverse perspectives of communicative competence.

Recommendations

Cooperative Language Learning (CLL) allows students to boost speaking skills; teachers ought to consider interactive, structured activities that promote meaningful communication. Interactive strategies such as Think-Pair-Share, Three-Step Interview, and Jigsaw encourage students to interact with each other with self-confidence and present real communications. These interactive strategies are recommended for educators, so clear speaking goals, such as expressing opinions or summarizing information, should guide each task to maintain communicative focus.

Cooperative Language Learning strategies are indispensable to consider in the teaching process; they allow for creating a supportive classroom environment where students feel comfortable making mistakes and taking risks when speaking. These interactive strategies let teachers monitor and guide group interactions, provide feedback, and offer language support when students perform actively in classes. So, integrating real-life topics and authentic academic materials increases relevance and motivation, encouraging learners to use language meaningfully in different contexts.

Moreover, reflection after group tasks enables learners to assess their performance and identify areas for improvement. By consistently introducing Cooperative Language Learning strategies and principles, students gradually build fluency, accuracy, and confidence in speaking. In the end, cooperative language learning strategies transform the language classroom into a collaborative space where communication is both the means and the goal of learning.

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