



TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

MODALITY: RESEARCH REPORT

THEME:

**“THE COOPERATIVE LEARNING APPROACH TO IMPROVE THE ENGLISH-SPEAKING
LANGUAGE SKILLS IN EIGHT GRADE AT EDUCATIONAL UNIT SALCEDO IN THE
PROVINCE OF COTOPAXI”**

Research report before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major

Author:
Doménica Anahí Villacís Sandoval

Tutor:
Ph.D. Gina Silvana Venegas Álvarez

**PUJILI – ECUADOR
2023**

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “The Cooperative Learning Approach to improve the English-speaking language skill in eight grade at Educational Unit Salcedo in the province of Cotopaxi”, and researched by Villacís Sandoval Doménica Anahí, ID number 0503890600 for obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, August, 2023



.....

Venegas Álvarez Gina Silvana, Ph.D.
ID: 0501598643

COMMITTEE APPROVAL

The research report entitled “The Cooperative Learning Approach to improve the English-speaking language skill in eight grade at Educational Unit Salcedo in the province of Cotopaxi”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

Pujilí, August, 2023



MSc. Chiluisa Chiluisa Marcia Janeth
ID: 0502214307
Committee president



PhD. González Ortiz Olga Lorena
ID: 1002377271
Committee, Member 1



Mag. Abata Checa Fanny Mercedes
ID: 0502278740
Committee, Member 2

COPYRIGHT REFUSE

Doménica Anahí Villacís Sandoval, grants the rights to this undergraduate research project and authorizes its total or partial reproduction, always under the regulations of the Technical University of Cotopaxi.

Pujilí August, 2023



Villacís Sandoval Doménica Anahí
ID: 0503890600

GRATEFULNESS

First, I want to infinitely thank God for guiding me in this process, since thanks to him I was allowed to successfully complete this research, then, and no less important, I want to thank my Ph.D. tutor. Gina Venegas, who with her knowledge guided my journey during this time, I want to thank all the trust she placed in me and my abilities, her friendship and her great personality allowed this process to be less complex. Likewise, I want to thank the teachers at the emblematic Technical University of Cotopaxi who, throughout my stay at the institution, knew how to provide me with their extensive knowledge, advice, and unconditional support, in order to forge my professional path while being very human. Finally, my deep gratitude to my family, who supported me from day one, for encouraging me to continue fighting for my dreams and to overcome every obstacle that came my way. I am very sure that I will never give up for working and developing the best version of myself.

Doménica Villacís

DEDICATION

First of all, I want to dedicate this project to my main mentors, my parents, Anita and Patricio, who gave me unconditional love and support, but mainly I want to dedicate this work to my mother Anita, since she promised to fulfill my dreams and finish with great success. This stage, the path was full of good and bad moments, moments where I felt I could not continue but the strength that my mother gave me from heaven made me get here, because despite not being present in body and soul I keep her in my heart forever. To my brothers who witnessed this challenging process and never left me alone, supporting me with their advice that motivated me to continue with my dreams. To my soul mate Alex, for being aware of me and for contributing good things in my daily life. To my nephews, Liam, and Genesis who, with their unconditional love and still being so small, have managed to steal my heart and allow me to be a better person to be an example to follow for my two beloved children. Last but not least, to all my wise and dear teachers to whom I owe my knowledge and love for teaching, but especially Ignacio, Lorena, Gina, Mercedes and Marcia, whom I admire and thank for their teaching. I dedicate my work and effort to all of you.

Doménica Villacís

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

Theme: “The cooperative learning approach to improve the English-speaking language skill in eight grade at Educational Unit Salcedo in the Province of Cotopaxi”

Author: Villacís Sandoval Doménica Anahí

Tutor: Ph.D. Venegas Álvarez Gina Silvana

ABSTRACT

Learning a second language is complex and requires a lot of dedication and effort to produce speech in L2 (English). Therefore, this study aims to identify the usefulness of Co-op-Co-op cooperative learning strategies in oral production in eighth grade students. The applied methodology was qualitative-descriptive. The participants were 14 eighth grade students from "Salcedo Educational Unit" at Cotopaxi Province, in the academic period September 2022 - June 2023. The techniques applied were a pretest and a posttest and the instrument was a rubric to evaluate the students. The results showed the Co-op Co-op strategy was useful to make students practice English language. The strategy helped students to be motivated to practice and feel more confident without fear of making mistakes. It also contributed to develop responsibility in their tasks. It was concluded that the Co-op Co-op strategy allowed students to be confident when using the language.

Keywords: Co-op Co-op strategy, confident, English language, oral production, useful,

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

Theme: “The cooperative learning approach to improve the English-speaking language skill in eight grade at Educational Unit Salcedo in the Province of Cotopaxi”

Author: Villacís Sandoval Doménica Anahí

Tutor: PhD. Venegas Álvarez Gina Silvana

RESUMEN

Aprender un segundo idioma es complejo y requiere mucha dedicación y esfuerzo para producir el habla en L2 (inglés). Por lo tanto, este estudio tiene como objetivo identificar la utilidad de las estrategias de aprendizaje cooperativo Co-op-Co-op en la producción oral en estudiantes de octavo grado. La metodología aplicada fue cualitativa-descriptiva. Los participantes fueron 14 estudiantes de grado octavo de la “Unidad Educativa Salcedo” de la Provincia de Cotopaxi, en el periodo académico septiembre 2022 - junio 2023. Las técnicas aplicadas fueron un pretest y un postest y el instrumento fue una rúbrica para evaluar a los estudiantes. Los resultados mostraron que la estrategia Co-op Co-op fue útil para que los estudiantes practicasen el idioma inglés. La estrategia ayudó a los estudiantes a estar motivados para practicar y sentirse más seguros sin temor a cometer errores. También contribuyó a desarrollar la responsabilidad en sus tareas. Se concluyó que la estrategia Co-op Co-op permitió a los estudiantes tener confianza al usar el idioma.

Palabras clave: Co-op Co-op, confiado, idioma inglés, producción oral, útil

INDEX

COVER PAGE	i
TUTOR'S ENDORSEMENT	ii
COPYRIGHT REFUSE	iv
GRATEFULNESS	v
DEDICATION.....	vi
ABSTRACT	vii
RESUMEN.....	viii
1. GENERAL INFORMATION.....	1
2. PROBLEM STATEMENT.....	2
3. OBJECTIVES.....	4
3.1 GENERAL OBJECTIVES	4
3.2 SPECIFIC OBJECTIVES.....	4
4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.....	4
5. JUSTIFICATION.....	5
6. SCIENTIFIC AND TECHNICAL FOUNDATION.....	6
6.1 RESEARCH BACKGROUND	6
6.2 THEORETICAL FRAMEWORK	9
INTRODUCTION TO COOPERATIVE LEARNING.....	9
Importance of Cooperative Learning	11
Principles of Cooperative Learning	14

Elements of Cooperative Learning	15
Types of Cooperative Learning	17
COOPERATIVE LEARNING IN ENGLISH TEACHING	18
The Cooperative Learning Approach Applied in Language Classrooms	18
Cooperative Learning Strategies Used in English Language Teaching.....	19
STL (Student team learning)	20
STAD (Student Teams Achievement Division)	21
TGT (Teams Games Tournament).....	21
Co-op Co-op	21
Focus groups.....	22
THE ENGLISH LANGUAGE	22
Language	22
Language Functions	22
Informative function	23
Expressive function.....	23
Directive function	23
English language.....	23
ENGLISH SKILLS	24
Receptive Skills	25
Reading skill.....	25
Listening skill	26
Productive skills.....	26
Writing skill.....	26
Speaking skill	27
SPEAKING FLUENCY DEVELOPMENT	27

Oral Production in English (Speaking)	27
7. METHODOLOGY	29
7.1 RESEARCH DESIGN	29
7.2 RESEARCH PARTICIPANTS	31
7.3 DATA COLLECTION TECHNIQUES.....	31
7.3.1 Pre-test.....	31
7.3.2 Post-test	32
7.4 DATA COLLECTION INSTRUMENT	33
7.4.1 Speaking Rubric.....	33
8. ANALYSIS AND DISCUSSION OF RESULTS	34
8.1 Pre and post test result analysis	34
8.2 Difference of pre-test and post-test results	38
9. RESEARCH IMPACTS.....	39
11. CONCLUSIONS AND RECOMMENDATIONS	40
11.1 CONCLUSIONS.....	40
11.2 RECOMMENDATIONS	41
7. REFERENCES	43
12. APPENDICES	47

LIST OF TABLES

Table 1 Students analysis of oral production in the pre-test	34
Table 2 Students analysis of oral production in the post-test.....	36
Table 3 Analysis of students who present a difference between pre-test and post-test.....	38

LIST OF APPENDICES

Appendix 1 Pre - Test	47
Appendix 2 Activities	52
Appendix 3 Post - Test.....	62
Appendix 4 Speaking Rubric.....	67
Appendix 5 Speaking rubric results (Pre - Test)	68
Appendix 6 Speaking Rubric results (Post - Test).....	72
Appendix 7 Instrument validation Pre - Test	76
Appendix 8 Instrument validation Post - Test.....	78

LIST OF FIGURES

Figure 1 Elements of cooperative	15
--	----

UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme:

The cooperative learning approach to improve the English-Speaking language skill in eight grade at Educational Unit Salcedo in the province of Cotopaxi

Starting Date:

May 2023

Ending Date:

August 2023

Place of Research:

Technical University of Cotopaxi

Sponsoring Faculty:

Campus Pujilí

Sponsoring career:

National and Foreign Language Pedagogy English

Macro project of the career:

Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi.

Work Team:

Villacís Sandoval Doménica Anahí

Ph.D. Venegas Álvarez Gina Silvana

Knowledge area:

Education

Research line:

Education and communication for human and social development.

Research line of the career (if applicable):

Language, Linguistics and Culture.

2. PROBLEM STATEMENT

The study of the English language has become important in our environment, since in an increasingly globalized world, speaking English is considered a necessity to communicate, learn about different cultures and easily enter the broad world of work. Currently, English is considered the most widely used language worldwide. Even the best ranked Latin American country according to the Ef- English Proficiency Index (EPI) is Argentina in position 27 out of 88 countries worldwide followed by Chile in the position 46, there are countries such Brazil 53, Guatemala 56, Mexico 57, Peru 59, Colombia 60, Bolivia 61 and Ecuador 65 that are ranked in the lowest English language proficiency (EF, 2018).

Factors that arise in the teaching-learning process must be considered, such as: attitudes, motivations, wills, personal relationships and organizations. Thus, there are three main factors that influence learning: cognitive factors, social-emotional factors, and environmental and organizational factors of learning.

It is important to recognize that in most educational institutions English programs do not focus on oral production as an objective in the English language. The process that the teachers of these institutions generally carry out is to carry out a sequence with a particular text, making education a traditional process and the lack of didactic resources mean that the student is not motivated to learn a second language. Therefore, there is a very noticeable deficiency in the oral production of students when communicating. The learning of a foreign language becomes an objective from the first grade of basic education, this with the intention of improving the ability of said language and maintaining a considered level of English.

Public and private educational institutions add the English language to their curriculum, making this subject of great interest and focusing mainly on the importance of teaching the English language from an early age, that is, from the first year of education. When talking about learning a language, it must be taken into account that the student must develop skills such as writing, reading, listening, and speaking. However, a small number of students do well on these components and many of them are from private English language instruction programs. In most cases of students from public educational institutions the results are not satisfactory, since the students are not able to show a certain level of speaking skill.

The oral ability of the English language is considered one of the most important skills in the language, giving the ability to communicate with people around the world, as well as the ability to transmit and receive clear information. Therefore, given the teaching time of the English language from primary to secondary, it is assumed that students would have a high level of English, developing all abilities.

However, most of the students at the end of the school year, considered a period of 10 months of study, show deficiency in oral ability, as well as fear of speaking, lack of vocabulary and pronunciation, this is probably due to the method traditional as teaching by several teachers, or lack of motivation to practice the English language, without unconsciously taking into account that the teaching and learning process is constantly changing.

2.1 RESEARCH QUESTION:

What is the utility of the Co-op-Co-op cooperative learning strategy to help in the process of oral production in eighth grade students of “Unit Educational Salcedo” of the Cotopaxi Province?

3. OBJECTIVES

3.1 GENERAL OBJECTIVES

To identify the usefulness of Co-op-Co-op cooperative learning strategies in oral production in eighth grade students of the Salcedo Educational Unit at Cotopaxi Province.

3.2 SPECIFIC OBJECTIVES

- To identify cooperative learning activities that can be applied in class to improve the speaking skill.
- To analyze the pre-test oral production in eighth grade students.
- To analyze the post-test oral production after applying the cooperative learning strategy Co-op Co-op.
- To analyze the difference between pre-test and post-test.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objective	Activities	Verification Means
To identify cooperative learning activities that can be applied in class to improve the speaking skill.	<ul style="list-style-type: none"> ● To investigate different scientific articles, reliable sources, theses, and papers, related to the problem. ● To structure the theoretical framework to propose different cooperative activities to improve the speaking skill. 	<ul style="list-style-type: none"> ● Background ● Theoretical framework
To analyze oral production using a pre-test in eighth grade students.	<ul style="list-style-type: none"> ● To select the participants who will be beneficiaries of this study. ● To apply a pre-test, maintain a dialogue and questions and answers. 	<ul style="list-style-type: none"> ● Rubric, table of results of student tasks.

To analyze the post-test after applying the cooperative learning strategy Co-op Co-op.	• To apply a post-test to determine the effectiveness of the cooperative learning approach.	• Analysis and discussion of results
--	---	--------------------------------------

To analyze the difference between pre-test and post-test.	• To describe the results obtained by the students.	• Analysis and discussion of results
---	---	--------------------------------------

5. JUSTIFICATION

This investigation arose from the interest of the researchers when many limitations in the development of the speaking ability were reflected in the eighth-grade students at Educational Unit Salcedo. These problems were probably due to the traditional learning methodology, where the teacher is the one who dominates the talk for as long as possible. Lack of practice and communication may be the main cause why students have fluency problems, low knowledge of vocabulary and pronunciation. The research presented in this study is significant because it allows us to know the reasons why students' oral expression is underdeveloped and the various alternatives and solutions that can be implemented.

Due to the limitations of the students when speaking in a non-native language, the traditional teaching-learning methods are contrasted, since the majority present deficiencies in the skills of the foreign language, a significant focus is given to the learning activities cooperative, in order to establish individual student responsibility and take advantage of the commitment to collaboration and thus meet the expectations and objectives set to improve speaking skills. Students use their innate need for social interaction to exchange ideas with each other through cooperative learning. This is because through the constant exchange of ideas, fear, doubt and anguish often fade away and are replaced by a welcoming learning environment. As a result, speaking skills will improve significantly.

Therefore, the objective of this study is to identify the incidence of the cooperative learning approach to improve the English - Speaking language skill in the eighth grade at Educational Unit Salcedo in Cotopaxi Province in the foreign language through cooperative learning activities, since it can be very useful to help students because it fosters a climate of mutual support where everyone has the opportunity to contribute by making an effort to participate. In the article Cooperative Learning on the Promotion of Oral Production written by Martinez & Gomez (2014) it mentions that "Oral ability in English requires the articulation of activities within the classroom in which learners activate their oral production ability, since that by being competent in a foreign language, language implies being able to communicate ideas orally and being able to interact with others" (p.7). Finally, it is important to mention, the validity of the data and the information provided also contributes to the importance of this study, thus it will also be useful for future research.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 RESEARCH BACKGROUND

In the last decade, the research community in the field of education has dedicated efforts to explore innovative approaches aimed at enhancing the teaching process. Among these approaches, cooperative learning stands out due to its positive impact on English language acquisition, particularly concerning oral production improvement. A corpus of various studies has been analyzed to delve deeper into this subject matter:

In the research titled "Development of Speaking Skill: A Methodological Proposal at A1 Level in English Language from the Cooperative Learning Approach," conducted by Torres López (2020), the aim was to provide a methodological proposal to the teachers at "Hermano Miguel Educational Unit" to assist A1 level English students in improving their speaking skills using the cooperative learning approach. The research was carried out with a qualitative focus, employing interviews and surveys with both A1 level English teachers and students. A field methodology was utilized, as the researcher was present at the study location. The

research results revealed that both students and teachers expressed a positive attitude towards the implementation of the cooperative learning model to enhance the speaking skill at the A1 level of English. Both groups showed empathy towards this methodology and considered it beneficial for developing oral expression in English, regardless of the established fluency level.

The research supports the effectiveness of the cooperative approach in developing the speaking skill in A1 level English students, based on reliable theoretical foundations and bibliographic sources. The data collected through interviews and surveys validate the viability and usefulness of the cooperative learning approach in the process of oral acquisition of the English language at this level.

In the article by Miranda (2018) entitled "Influence of the Collaborative Learning Technique on the Communicative Competence of the English Language," a pre-experimental research was conducted with the aim of demonstrating the influence of the collaborative learning technique on the communicative competence of the English language in students of the II cycle of the Professional Academic School of Communication Sciences at the National University of Trujillo. The methodology employed involved applying the collaborative learning technique to a non-probabilistic sample of 31 students. An entry test (pre-test) was used to diagnose the level of communicative competence in English among the students before applying the technique. Subsequently, the treatment was administered, and the results were evaluated using the same test (post-test). The results obtained showed that in the pre-test, 100% of the students achieved a basic level in their communicative competence, and none (0%) had a higher level of evaluation. However, after applying the collaborative learning technique in the post-test, 71% of the students reached an advanced level, and 29% achieved the expected level. These results significantly demonstrate that the collaborative learning technique enhances the communicative competencies in the English language of the

students in the II cycle of the Professional Academic School of Communication Sciences at the National University of Trujillo.

Fontes Guerrero et al (2019), in their research article titled "Cooperative Learning in English as a Second Language Lessons," address the topic of cooperative learning in the teaching of English as a second language, with the aim of illustrating the procedures that can be employed to achieve efficient professional development of students through this approach that emphasizes the opportunities provided by cooperative learning. The methodology used in this research was based on the systematization of experiences, where didactic-methodological practices were applied, and observation was used as an empirical technique to gather relevant data. The procedures proposed in the study are the fundamental result of this investigation. The proposed procedures demonstrated their effectiveness in improving the level of communicative competence of students in the English language. Moreover, they fostered and stimulated cooperative links among the students, contributing to a collaborative and enriching learning environment.

In the case of Onofre Jimenez (2023), in their study titled "Influence of Cooperative Learning on Oral Production of the English Language in Basic Level Students at the Language Center of the National University Jorge Basadre Grohmann," teaching techniques were proposed to promote cooperative interaction among students and the teacher in the process of learning the English language. The main objective of the research was to determine the influence of cooperative learning on the oral production of the English language in basic level students at the Language Center of the National University Jorge Basadre Grohmann. The research was carried out using an applied methodology with an experimental design and a quantitative approach.

The sample consisted of 56 students, divided into two groups: one control and one experimental. Pretest and posttest, along with an oral production rubric, were administered to both groups. However, only the experimental group was exposed to cooperative learning strategies during the study. The results obtained after analyzing the data using the T-test for mean differences revealed that the implementation of cooperative learning had a positive impact on the oral production of the students. Specifically, there was an improvement of 4.377 points in the oral production of the students who participated in the experimental group. In conclusion, the research findings indicate that the use of cooperative learning strategies in the language classroom positively influenced the oral production of the English language by basic level students.

6.2 THEORETICAL FRAMEWORK

INTRODUCTION TO COOPERATIVE LEARNING

Currently, the English language holds a position of great relevance globally, driven by globalization and advancements in telecommunications. Mastering English has become a determining factor for achieving success in academic, economic, technological-scientific, and even social spheres. In this context, the learning of this foreign language has been approached from a functional perspective, based on communicative competence and speech act theory. Various strategies, including functional and social approaches, are employed to attain this competence (Torres López, 2020).

Considering the current moment of profound social transformation worldwide, where life has become more complex, students face various challenges that require cooperation with others to successfully resolve them. These challenges include aspects such as understanding readings, expressing ideas adequately, overcoming limitations in vocabulary and pronunciation, grasping the social rules of conversation, and addressing academic tasks. Cooperative learning emerges as a valuable tool to facilitate the negotiation of meanings, the exchange of ideas and opinions for decision-making, as well as to develop oral and social

skills. Consequently, this educational approach presents itself as a valuable option for students to acquire a solid communicative competence in learning English as a foreign language (Torres Cajas & Yépez Oviedo, 2018).

Cooperative learning has proven beneficial for students, teachers, schools, and communities. In contrast to competition, this form of learning fosters collaboration instead of rivalry, resulting in an increase in the level of learning (Torres Cajas & Yépez Oviedo, 2018).

Cooperative Learning is defined as a successful instructional strategy that involves working in small groups, where students with diverse levels and abilities engage in a wide variety of activities to enhance the understanding of a specific subject. It is considered both a method to be used in conjunction with other teaching approaches and an educational philosophy (González & Caldera, 2019).

This approach stands out for promoting collaboration among participants, who work together to achieve a set goal. Each individual assumes responsibility both in the individual process and the collective one. Cooperation involves joint effort to achieve common goals, where each person seeks benefits both for themselves and for the other members of the group. Cooperative Learning, as a didactic method, is based on working in small groups where students collaborate to maximize not only their own learning but also that of their peers (Torres López, 2020).

The pedagogical approach of cooperative learning is based on the idea of students working together with their team members, organized in small groups, to achieve common goals. It involves the collaborative completion of tasks by all group members, leading to collective

learning where everyone benefits mutually (González & Caldera, 2019). The essential components that underpin effective cooperative learning are listed below:

- **Positive Interdependence:** Each group member takes responsibility for collective success and understands that their own progress is linked to the performance of others. There is mutual dependence to achieve shared goals.
- **Face-to-Face Interaction:** The task dynamics require continuous and direct interactions among members. Sharing resources, mutual assistance, reinforcement, and acknowledging peers' achievements are encouraged.
- **Individual Accountability:** Each student is co-responsible for the group's success, taking ownership of the conclusions and agreed-upon procedures. Active and committed participation of each individual is essential.
- **Small Group Skills:** Students must acquire, develop, and employ basic skills for working in a group. This includes effective communication, conflict resolution, and joint decision-making skills.
- **Assessment of Results and Process:** The group engages in reflection and evaluation activities of their collaborative work. Achievements and the cooperation process are analyzed to identify areas of improvement and provide feedback for learning.

These components form the solid foundation for successful cooperative learning, enabling students to develop social, communication, and teamwork skills while actively collaborating to achieve common goals.

Importance of Cooperative Learning

Considering the ongoing transformation of the social nature of human beings worldwide, characterized by briefer and more efficient interpersonal interaction facilitated by global communication networks and their speed, the need for instant communication arises in response to the uncertainty generated by knowledge in groups that require it. It is in this

context that cooperative learning positions itself as a socially relevant tool, as it offers the opportunity to work in small groups with a common goal, fostering shared responsibility and constant interaction and decision-making throughout the learning process (Torres López, 2020).

In recent years, cooperative learning, like other forms of group learning, has been the subject of extensive studies due to its educational, social, and work-related implications. Didactic methods based on cooperation have experienced significant growth, promoting not only teamwork but also the development of skills for effective teamwork, enhancing performance, and fostering interpersonal competencies (Onofre Jimenez, 2023).

Cooperative learning emerges as a relevant tool in the acquisition of skills and abilities in the socio-educational context. This approach enhances students' efforts to achieve goals, increases their perseverance, elevates achievement levels, extends knowledge retention, and stimulates higher-level reasoning. Consequently, long-term memory integrates with activity, promoting the development of reasoning based on students' valid efforts (Torres Cajas & Yépez Oviedo, 2018).

Cooperative learning fosters the development of educational activity by promoting an attitude of respect among students, regardless of the agreement or disagreement of their opinions. Additionally, it facilitates the appropriation of language units, their appropriate use in communication, and the development of communication strategies, meaning negotiation, and self-correction (Fontes Guerrero, González Agulló, & Martínez García, 2019).

On the other hand, collaborative learning occurs when students work together to achieve a common goal. This active teaching and learning strategy has been successfully implemented

in various disciplines at primary, secondary, and higher education levels. The benefits of collaborative learning are highlighted for its ability to improve content mastery, develop critical thinking and problem-solving skills, and strengthen interpersonal relationships (Miranda, 2018).

Together, both cooperative and collaborative learning present great potential to enrich the educational experience. They approaches promote active student participation, foster collaboration and effective communication, and contribute to the development of cognitive and social skills essential for academic and personal success of the students.

The Research and Innovation Center of the Monterrey Institute of Technology and Higher Education, cited by Miranda (2018), highlights the advantages of using the collaborative learning technique in the classroom, which are listed below:

1. Develops positive attitudes towards learning in students.
2. Promotes close relationships among students.
3. Increases motivation and self-esteem both in personal aspects and in content mastery.
4. Fosters the development of interpersonal skills and conflict resolution strategies.
5. Promotes respect for fellow classmates.
6. Strengthens the ability to express opinions and listen to others.
7. Allows participants to explain the studied topics in their own words, facilitating clarification and correction of the learned content.
8. Develops tolerance, flexibility, and openness towards others.
9. Teaches the importance of sharing responsibilities in a teamwork environment.
10. Fosters commitment to other group members.
11. Teaches organization and task division to achieve better collective results.

12. Helps students develop fewer stereotypes and learn to value differences and respect diversity.
13. Enables a richer learning experience for different contents through diverse approaches presented for each task.
14. Facilitates correction by allowing individual work to be compared with that of other group members.
15. Provides a safe space to overcome difficulties, fostering an environment of camaraderie and trust.
16. Empowers the talents of participants by promoting group work and harnessing individual skills.

These advantages of collaborative learning underscore its positive impact on students' personal and academic development by promoting cooperation, effective communication, and teamwork skills, which are essential for success in both professional and personal life.

Principles of Cooperative Learning

Cooperative learning is based on the conception that education is essentially a social process, where working with others to construct knowledge is fundamental, rather than approaching it individually (Onofre Jimenez, 2023).

The principles of this approach are supported by the tenets of Vygotsky (1978), who argues that learning arises from interaction with other individuals and the teaching process, enabling the creation of new mental structures and the development of critical thinking.

In Vygotsky's ideas (1981), it is emphasized that higher mental processes are intrinsically linked to the social, and that the cultural context acts as a mediator between both spheres. According to this perspective, cognitive development transforms social interactions into

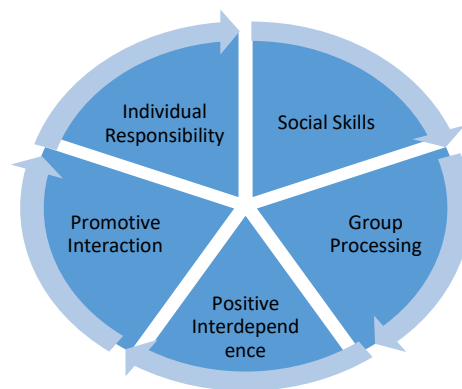
mental functions, establishing interdependence between the individual and their sociocultural environment.

In that sense, it can be inferred that cooperative learning, by promoting collaboration and interaction among students, aligns with Vygotskian theories as it fosters an environment where individuals can construct knowledge together, leveraging the diversity of perspectives and experiences present in the group. Interaction with others in an educational context enriches the learning process and fosters cognitive and social development of students.

Elements of Cooperative Learning

There are elements of cooperative learning that contribute to a collaborative environment, the development of social skills, and individual responsibility, enhancing meaningful and enriching learning for students. These elements are outlined below and described subsequently.

Figure 1 Elements of cooperative



Source: INIAP

Author: Villacis, D (2023)

- **Social Skills:** In addition to the curriculum content, students must acquire social skills to effectively interact with other team members. These non-technical aptitudes are essential for conflict resolution, active listening, respecting differing opinions, and making

collective decisions. To cooperate effectively, they need to employ social abilities that allow them to get to know each other, build mutual trust, communicate assertively, support one another, and resolve conflicts constructively (Onofre Jimenez, 2023).

- **Group Processing:** Also known as self-assessment, it allows each group to reflect on their working process to identify beneficial and detrimental actions. This helps them make decisions about which behaviors to maintain or modify. Group processing promotes maintaining good relationships, receiving feedback on performance, reflecting on cognitive and metacognitive processes, celebrating team success, and reinforcing positive behaviors of the members (Onofre Jimenez, 2023).
- **Positive Interdependence:** It is a key factor in cooperative learning, where students perceive that each member is essential to achieve the assigned task's objective. This leads to individual responsibility and promotive interaction. Individual responsibility refers to the sense of accountability for completing one's own work and facilitating others'. Each member's actions affect the group's performance (Onofre Jimenez, 2023).
- **Promotive Interaction:** Resulting from positive interdependence, it involves allowing others to succeed, motivating them, and creating conditions for the efforts of peers. This interaction fosters affectionate, close, and efficient relationships for exchanging necessary resources, processing information, providing feedback to improve outcomes, making higher-quality decisions, and reaching common goals (Onofre Jimenez, 2023).

- **Individual Responsibility:** Each student has the responsibility to contribute to the achievement of common objectives. It is vital to identify members who may need additional emotional and academic support and ensure that each student takes charge of a section of the project or task. Personal commitment and responsibility must be assessed and reported to restructure tasks and avoid dependencies among members. The teacher should evaluate each member's effort, provide feedback, prevent unnecessary efforts, and ensure that each student is accountable for the final outcome (Onofre Jimenez, 2023).

Types of Cooperative Learning

According to the proposal by Johnson, Johnson, and Holubec (2013), cited by Onofre Jiménez (2023), there are three types of cooperative learning that adapt to different learning objectives. These are formal cooperative learning, informal cooperative learning, and cooperative base groups. It is important to highlight that no type of learning is exclusive, and they are not limited based on the students' age either. The combination of these three types becomes a fundamental component to promote cooperative work in the classroom.

Formal Cooperative Learning: In this type of learning, students work together for a specific period, which can range from one session to a few weeks, to carry out tasks or parts of a project with the purpose of achieving the learning objectives set at the beginning of the cycle. For instance, they may engage in activities such as reading books, creating presentations, or holding discussions centered around those objectives (Onofre Jimenez, 2023).

Informal Cooperative Learning: In this mode, students work in transient groups during an activity or throughout the entire session. Informal cooperative learning is ideal for focusing students' attention on conceptual content, setting the stage before certain activities, generating expectations or predicting future topics, and, above all, ensuring that students are cognitively processing the new information presented to them. Informal groups are

commonly used in lectures or during the projection of audiovisual material, where students engage in brief discussions before, during, and after these activities to organize, synthesize, and integrate the new material into their conceptual knowledge (Onofre Jimenez, 2023). For example, the teacher could facilitate discussions in groups or pairs during the session to provide clear instructions on the task and assign students a specific product, such as an article or a written composition.

Base Groups: These groups are characterized by having a longer duration and a heterogeneous composition. Their responsibilities include ensuring the academic progress of all their members, taking responsibility for their own learning, and providing mutual support to accomplish assigned tasks. Base groups are heterogeneous in terms of students' motivation and affinity regarding the activities to be carried out, which may include presentations, debates, text creation, among others. These groups meet periodically during a cycle or semester to offer academic and emotional support, solve problems together, and conduct mutual evaluations of their performance (Onofre Jimenez, 2023). In conclusion, cooperative learning can take on different forms, each with its own objectives and specific characteristics. The combination of these approaches in the classroom allows for a greater variety of educational strategies, fostering collaboration among students, the development of social skills, and the effective and enriching achievement of learning goals.

COOPERATIVE LEARNING IN ENGLISH TEACHING

The Cooperative Learning Approach Applied in Language Classrooms

When implementing cooperative learning in the classroom, a series of results are observed, which, although they may seem evident, are important to mention. Firstly, intrinsic motivation, that is, motivation generated by the task itself, experiences a significant improvement. Students show greater interest and enthusiasm when working in collaboration with their peers (González & Caldera, 2019).

Furthermore, the relationships among students also significantly improve. The constant and cooperative interaction fosters an environment of respect and mutual support, which positively contributes to the classroom climate. Another relevant aspect is the development of higher-quality information processing strategies. By working together to solve problems and understand concepts, students are exposed to different perspectives and approaches, enriching their ability to engage with the content in a more profound and reflective manner (González & Caldera, 2019).

One of the most prominent benefits of cooperative learning according to González Magallanes & Caldera Montes (2019) is the development of students' oral expression. When working in teams, each student must explain and communicate their ideas and knowledge to their peers. This implies that the student must master the topic sufficiently to convey it clearly and effectively. As a result, the teaching-learning process becomes more effective and enduring, as students internalize concepts better by explaining them to others. It is relevant to mention that the mentioned improvements are not limited to certain individual students but extend to the entire group. Cooperative learning positively impacts all students involved as it fosters collaboration and joint work towards common goals.

Cooperative Learning Strategies Used in English Language Teaching

In English language teaching, various cooperative learning strategies are employed to encourage active student participation and foster collaborative work. These strategies are highly beneficial, as they not only enhance language proficiency but also develop social and communication skills among students. The following are some of the key cooperative learning strategies used in English language teaching:

Jigsaw

The Jigsaw, also known as the puzzle strategy, is a cooperative technique for classrooms that follows a sequential procedure (González & Caldera, 2019). Firstly, the teacher provides an initial presentation of the objectives to be achieved and explains the technique that will be used during the activity. Then, the formation of groups with 4 to 5 students takes place, aiming for appropriate levels of heterogeneity. The main purpose of these groups is to collaborate in preparing for an individual exam. To carry out the preparation, the material is divided into as many parts as there are members in each group. In this way, each student receives a specific portion of the information needed to complete the task. Each student is responsible for reading and studying the material assigned to them.

Subsequently, expert teams are formed, where students from different groups that have worked with the same portion of the material come together. During this stage, students share and pool their various contributions and acquired knowledge. Once the experts have shared the contributions analyzed within their team, they return to their original groups to collaboratively rework the different inputs and prepare for the individual exam. Finally, the individual exam takes place, and the scores obtained are independent for each student, not affecting the overall group grades (González & Caldera, 2019).

STL (Student team learning)

STL (Student Team Learning) is a set of techniques that fosters learning in small, carefully selected, and structured groups. Students are rewarded based on the progress achieved by all team members. By helping others learn, they acquire greater knowledge and strengthen their connections with students of different backgrounds (González & Caldera, 2019). Two alternatives of STL are:

STAD (Student Teams Achievement Division)

In the STAD strategy, students are divided into heterogeneous groups, and a diagnostic evaluation is conducted for all team members. Subsequently, individual performance is averaged, and the team is assigned a grade based on this average. Cooperative learning materials are provided to ensure that all students master the concepts. After studying, individual members are assessed again. If the teacher observes an increase in scores compared to the initial evaluation, the team receives points that will accumulate throughout the sessions. Only teams reaching a certain score will be eligible for rewards established by the teacher (González & Caldera, 2019).

TGT (Teams Games Tournament)

The TGT strategy works similarly to STAD, with the difference that instead of written evaluations, periodic tournaments are conducted. This technique is suitable for application at the end of a learning unit encompassing specific thematic blocks. Through this approach, friendly competition and teamwork are encouraged, fostering active student participation (González & Caldera, 2019).

Co-op Co-op

The "Co-op Co-op" strategy promotes active collaboration and student engagement while fostering the development of social and teamwork skills. By working in heterogeneous groups and presenting topics both individually and as a group, it encourages more meaningful and in-depth learning, as students must comprehend and explain concepts clearly and coherently. Comprehensive assessment, including self-assessment and peer evaluation, provides constructive feedback and allows students to reflect on their own progress and that of their peers, contributing to a more enriching and collaborative learning environment (González & Caldera, 2019).

Focus groups

The cooperative learning method known as "Focus Groups" is a technique that provides an opportunity to explore and reflect in an environment that facilitates the expression of doubts and opinions by participants, contributing to joint and enriching learning. This technique involves gathering a group of participants to discuss and analyze a specific topic in depth and detail. During these sessions, an open and safe atmosphere is promoted, allowing members to freely express their viewpoints, raise questions, and share experiences, fostering a rich exchange of ideas and enabling the collective construction of knowledge (González & Caldera, 2019).

THE ENGLISH LANGUAGE

Language

Human language is special because communication can not only be verbal, but that is also, ideas can be demonstrated through gestures or emotions, so language is an important way of communicating. Language is the way in which people express their thoughts since it is a way of expressing ideas that can contribute to society in a positive way. When you learn a language, you master the complex word system, structure, and grammar so you can communicate effectively with other people. (nair, 2020)

“Language, a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.” (Robins, R. Henry and Crystal,. David, 2023)

Language Functions

The function of language is to know how to communicate, however, it is used in different ways, depending on the type of message that the individual wants to transmit or the type of

communication that he wants to maintain. So, it is important to mention that the function of language can be given in various ways and helps to express ideas and feelings as a way of communicating. Geoffrey Leech (1974) He mentioned that language has three most common functions. they are:

Informative function

The most common function of language is informative, it refers to the use of language to convey any information. As its name indicates, it focuses on reporting ideas clearly and coherently, that is, basically, its way of communicating is to inform others by clearly stating the facts of something that happened or will happen.

Expressive function

Continuing with another common function such as the expressive one, it is one that allows expressing the emotions and feelings of the interpreter, this means that the speaker is the only representative of directing the message to communicate, as well as allowing the development of a message where the communicator uses your emotions as a source of inspiration.

Directive function

It is one that directs another person to do something, this means that the directive function of language is in charge of taking advantage of its way of communicating to prevent another person from any danger or action, it is more commonly used in command requests, due to that the intention of the speaker is to make or order the other person to perform the action. The directive function is fulfilled specifically if the speaker causes the listener to comply with the anticipated reaction.

English language

“The English language has a rich and complex history, spanning over 1,500 years of evolution and change. From its humble beginnings as a Germanic dialect spoken by a small group of people in medieval England, English has grown to become one of the world’s most

widely spoken and influential languages. Today, over 1.5 billion people use English as their first or second language, making it a truly global phenomenon.” (Malesińska, 2023)

English is similar to the languages that are commonly used in different countries of the world, not only as a native language, but as a foreign language. However, in some countries, such as Ecuador, research in this language has not given positive results internationally, due to the inefficient teaching method in the language. However, it is known that in schools, colleges and universities, the teaching of the English language is taught at least 6 hours per week, which means that within the schedule one of the main subjects is the foreign language, considering that it is received from the first school year, since students must give extremely perfect results in learning. However, the results are not good.

English is one of the most important means of communication in today's globalized world. Empower students to communicate across their language and geographic borders. When students enter the last stage of secondary education, it is important to remember that the ability to communicate in an international environment English will prepare them for countless future academic and professional achievements. Opportunities, responsibilities and experience.

ENGLISH SKILLS

The number of people with limited English proficiency in the United States is large and growing rapidly. Therefore, it is becoming increasingly important to address language barriers that hinder access to health care. Previous research has shown that people with limited English proficiency have less access to care than people who are fluent in English. Using nationally representative data, we assessed the effects of English language proficiency on health care access, health, and socioeconomic status. Shi et al., (2009)

In EFL there are four fundamental skills of the English language learning process, students who managed to develop these skills use the language fluently and competently. The skills build confidence and ensure students are able to produce and understand language. These skills are taught by people with high knowledge in these disciplines. Language skills include listening, speaking, reading, and writing. Likewise, it should be emphasized that each discipline has its own and unique development method, in such a way that they are divided into two categories: receptive and productive skills.

Receptive Skills

It is mentioned that the disciplines focused on the receptive environment are reading and listening, because it is not necessary to produce verbal language to perform these skills, that is, the message is received and understood at the moment. In this way, these disciplines are considered passive, compared to the skills of the productive environment that focus on speaking and writing.

Students do not have to produce the language to listen and read, they are receptive skills because they simply assimilate and understand the language. A passive ability is a term that has been used to describe these powers, is the ability to understand language and words. British Council (2007)

Reading skill

The ability to develop written skills allows understanding, interpreting and deciphering language and written texts. Reading comprehension is essential for receiving and responding to written correspondence, including emails, messages, letters, and other written materials. Comprehension, fluency, vocabulary, and approaches that help readers decipher and extract meaning from texts are just some of the crucial elements that contribute to the development of general reading skills. Generally, a wide range of reading skills are required for good reading comprehension in order to interpret and recognize the meaning of a text.

Listening skill

Listening involves absorbing sounds, understanding what they are trying to tell you, evaluating that information, and reacting to it. People with good listening skills can understand what is being said and give appropriate responses.

This skill is as important as the others, since in EFL practicing auditory information allows knowing a wide vocabulary and understanding the language fluently, the academics who are responsible for imparting learning in this discipline must use different strategies to achieve that be understood. Good listening skills can help ensure accurate understanding of information, accurate interpretation of the message, and optimization of conversation and communication for greater effectiveness.

Productive skills

Speaking and writing are considered production skills because they require the creation of language by the students using them. They are also known as active skills. They are comparable to reading and listening as perceptual processes. In other words, production skills are the means by which students prepare for activities in which they acquire crucial language skills. As a result, they convey thoughts, feelings, and vivid language at the same time that they use language to communicate.

Writing skill

“Writing skills are the skills you use to write effectively and succinctly. A good writer is someone who can communicate their point to their audience without using too much fluff and in a way that the other person can understand.” (Kaplan, 2022)

Research, planning and outlining, editing, proofreading, spelling and grammar checking, as well as organization are all crucial aspects of the writing process. One of the productive skills studied is writing which is focused on the linguistic field, semantics and syntax, this with the purpose of giving coherence to the text that someone decides to write.

Speaking skill

Hornby (2005) mentions that developing speech is an act that allows maintaining a clear and coherent dialogue. In such a way that speaking develops the communicative interaction with someone, thus ensuring that they have the ability to understand the message received and respond in the event that they ask questions.

The speaking skill is one that allows development through practice and with the support of learning the skills. Therefore, the ability to communicate effectively in a foreign language allows for understanding. It is worth mentioning that the development of this ability allows not only to give the message but also that the listener can complete the dialogue with a response. In addition, it is considered that speaking is in a much more applicable field than just speaking, that is to say, it is having the ability to know the context of a subject and continue with the communication, in a fluid way, with an excellent pronunciation so that the message that is received is clear.

SPEAKING FLUENCY DEVELOPMENT

Oral Production in English (Speaking)

In the context of second language learning, it is essential to develop the four basic skills: listening, speaking, writing, and reading. These skills constitute a system for language production and reception (Torres López, 2020).

Oral production is one of the linguistic abilities or skills, along with written production, listening comprehension, and reading comprehension. It is distinguished by its active nature, unlike reading or listening skills, which are often considered more passive or receptive (González & Caldera, 2019)

Oral production in English learning refers to the ability to convey a message from a sender to a receiver, thus enabling effective communication. It is the process by which auditory information is analyzed and processed to communicate verbally. In this process, various essential elements come into play, such as the person emitting the message, the receiver, the content of the message, the medium used, and the effect achieved on the receiver (Torres López, 2020).

Oral production in English learning is considered a fundamental communicative skill in the mastery of a second language. It is viewed as a reliable test of language acquisition and, therefore, its relevance in the learning process is acknowledged. Properly assessing this skill is crucial to measure progress in language proficiency, and it is essential to avoid subjectivity in evaluation, focusing on objectivity (Torres López, 2020). The University of Cambridge, in its book "Exam Revisions 2020" (2019), emphasizes that the oral exam allows candidates to demonstrate a wide range of language skills, providing particularly valuable support to those with lesser language proficiency.

Oral production is characterized by its communicative dynamics as it involves interacting in various situations (Torres López, 2020). This process of producing, expressing, and orally interacting involves several disciplines such as psycholinguistics, linguistics, ethnography of communication, and didactics. Understanding the fundamental elements of these disciplines facilitates the comprehension of oral use and learning in a second language (González & Caldera, 2019).

Bodhi R (2022) mentions these parameters as the most common errors when speaking is (1) fluency, (2) accuracy, (3) pronunciation, (4) vocabulary, (5) grammar, there are fundamental parameters such as:

Fluency: This refers to being able to master a language and speak fluently, without pausing, reasoning each sentence quickly. Speaking an L2 can take time and much more fluently.

Accuracy: Here the focus is on the correct use of the linguist by the speaker, which includes the correct use of grammatical structure and broad vocabulary. Often the precision has a degree of comparison with the fluency can be at the time of oral or written production.

Pronunciation: It is the way in which a phrase or a word is intoned in a language, it refers to the sounds emitted with a dialect without errors and specific in a foreign language, making its way of communicating understandable.

Vocabulary: Refers to a person's lexical repertoire of a language, focusing on both active and passive vocabulary, emphasizing words the speaker can recognize and words commonly used when speaking or writing.

Grammar: It is the structure of a language, grammar helps to orderly locate the words that are used to communicate at a given time.

Therefore, it is of vital importance to focus on the development of oral production in English learning, as this skill enables students to communicate effectively, express ideas and thoughts fluently, and understand interactions in real-life situations. Through an interdisciplinary approach and fair assessment, progress and mastery of oral production can be fostered, significantly enriching communicative competence in the second language.

7. METHODOLOGY

7.1 RESEARCH DESIGN

In this research, the qualitative method was used since it helped to obtain and analyze data to identify the usefulness of the implementation of the “Co-op Co-op” strategy for the oral production of the students. Bhat (2018) mentions that qualitative research focuses on understanding or explaining the behavior of a group and the data derived from this type of research are not statistically measurable, they must be interpreted subjectively.

The researcher adapted a descriptive investigation since the main objective was to identify the utility of the “Co-op Co-op” strategy in the cooperative learning method for the oral production of the students. Some activities were applied with the objective of teaching the use of grammar and correcting errors that were found in the pre-test, for this reason these activities were applied to encourage the practice of the language before being evaluated through the post-test. Guevara (2020) mentioned that the objective of descriptive research is to know the prevailing situations, customs and attitudes through the exact description of activities, objects, processes and people. Likewise, the researcher used action research as a research method since it helped to analyze and solve a problem simultaneously, for which several stages were carried out, such as:

- Identification and delimitation of the topic: at this point she made an analysis of the Co-op Co-op strategy, which was the strategy on which the activities to be carried out were focused.
- Gathering information: for this she inquired into cooperative activities and the co-op co-op strategy, which is specifically focused on working in pairs.
- Related literature review: other strategies were analyzed to have a broad knowledge about cooperative learning strategies.
- Development of a research plan: for this, the objective of identifying the utility of the co-op co-op strategy for the oral production of eighth grade students was implemented, this through two pre-test and post-test techniques. test and a rubric as an instrument.
- Implementation of the plan and data collection: here the 4 activities were applied, where the students worked in pairs and carried out dialogues, descriptions of basic information, talking about their personal tastes using a wide vocabulary and specific grammar.
- Elaboration of an action plan: What is the usefulness of the cooperative learning strategy Co-op-Co-op to help in the process of oral production in the eighth-grade students of the "Educational Unit Salcedo" at Province of Cotopaxi?

- Sharing and communicating the results: at this point, a detailed analysis of the results obtained was carried out, which are expressed in the following tables.
- Reflect on the process: In this final stage, the researcher evaluated using the post-test and an oral rubric to analyze the learning of the participants, which revealed that the co-op co-op strategy helped the students to improve many aspects. of its oral production. such as fluency, accuracy, pronunciation, vocabulary, and grammar.

7.2 RESEARCH PARTICIPANTS

The study population for this research were 14 students in the eighth grade of the Salcedo Educational Unit in the academic period September 2022 – June 2023. The researcher has elected this population because the students are beginners with a basic level of the English language.

7.3 DATA COLLECTION TECHNIQUES

7.3.1 Pre-test

The first research technique was adapted from the English A1 starters (YLE starters) with Cambridge for a basic level (A1) (See Appendix 1). Thus, it was also validated by two professors from the Technical University of Cotopaxi, the pre-test was adapted so that the participants orally answer some basic questions about personal information, description of an image using prepositions of place, daily activities and favorite activities, and information about your best friend.

These parameters coincided with the use of the grammar that the teacher taught the participants in class. This technique was carried out in a face-to-face modality in the month of June. The pre-test began by giving instructions to the students and making them feel in an environment of trust, without pressure to be judged by their vocabulary or pronunciation. The participants were asked to organize themselves in pairs, then the researcher began to orally formulate the prepared questions and the students had to answer, in this way the

answers of the students were recorded, then they were evaluated using a rubric designed by the researcher.

The speech lasted 5 minutes per participant, the researcher recorded to the students answers and identified the errors that were presented at the time of speaking, since that would disturb the objective of the investigation. The study was applied to 14 students, who belonged to the eighth grade, presented some problems when understanding and answering the question, without meeting the parameters to be evaluated such as fluency, precision, pronunciation, vocabulary and grammar during the activity. To evaluate these parameters, the Speaking Rubric instrument was used, adapted from Guaranga (2023) to analyze the oral production of the students.

7.3.2 Post-test

The second technique used in the research was the posttest, which was adapted from English A1 starters (YLE starters) with Cambridge for a basic level (A1) (See Appendix 3). Likewise, validated by two teachers from the Technical University of Cotopaxi, the participants were asked to organize themselves again in pairs, so that they could answer a total of 10 questions, which were divided into 3 parts, part 1. The students they have to share their basic information about their names and ages, part 2. They are going to describe some drawings, for example, what is this? What color is it? and finally part 3. The students will talk about themselves, for example, family, friends and hobbies.

The students were evaluated through a pre-test and after applying the Co-op Co-op cooperative learning strategy, the post-test. The fluency in speaking the English language was evaluated with an oral rubric, in which the following parameters were evaluated, fluency, precision, pronunciation, vocabulary and grammar, this with the intention of analyzing if the implemented strategy encouraged students to practice the language and get better results

7.4 DATA COLLECTION INSTRUMENT

7.4.1 Speaking Rubric

The instrument that was used to analyze oral production was a Speaking Rubric (See Annex 4), which was adapted from Guaranga (2023). The rubric has some elements such as: fluency, precision, pronunciation, vocabulary and grammar, being qualified by means of a scale where 1 is inadequate, 2 could be improved, 3 satisfactory and 4 excellent. Having 1 as the lowest score and 4 the highest score.

This instrument helped to analyze the oral production of the students through parameters that allowed to know the shortcomings in fluency, accuracy, pronunciation, vocabulary, and grammar. Considering that the rubrics are analytical scales that help to describe some aspects of both spoken, showing this form of support so that the researcher can recognize how their oral production develops in the English language.

8. ANALYSIS AND DISCUSSION OF RESULTS

8.1 Pre and post test result analysis

Table 1 Students analysis of oral production in the pre-test

PRE-TEST						
No.	Fluency	Accuracy	Pronunciation	Vocabulary	Grammar	Score
1	2	1	2	1	1	7
2	2	2	1	1	1	7
3	1	2	1	1	1	6
4	2	2	2	2	2	10
5	1	2	1	2	2	8
6	1	1	1	2	2	7
7	3	2	2	2	2	11
8	2	2	2	2	2	10
9	1	1	1	1	1	5
10	2	2	2	2	2	10
11	2	2	2	2	2	10
12	1	1	1	1	1	5
13	1	2	1	2	2	8
14	2	2	2	2	1	9

Note: The No. refers to the number of participants evaluated.

Oral production was analyzed through the applied pretest, obtaining the results detailed in the previous table, an analysis of the parameters was carried out through an oral rubric on fluency, precision, pronunciation, vocabulary, and grammar, as indicated and demonstrated. In the table, a rating was made using a scale, with 1 being the lowest score and 4 the highest score. On the rating scale 1 shows inadequate, 2 can improve, 3 satisfactory, 4 excellent. The results analyzed in each parameter evaluated by means of the rubric are detailed below.

This helped to analyze the fluency of the students, revealing the problems presented in this parameter, with a score of 1 and 2 points which belongs to 1 inadequate and 2 can improve since several of the participants were not fluent at the time of speaking. making it difficult to understand their answers. This is because they presented problems when giving their answers except with some memorized phrases. It was very noticeable to witness the problems in this

parameter as the speech of the students was very slow. These results are like this author since Solís (2006) points out that in his students he analyzed fluency problems due to the traditional education that is given to them as a teaching method and the teacher does not apply cooperative strategies in the classroom, therefore the students are not motivate.

Another parameter was the precision, the participants showed their failure in this point reflected in the qualification of between 1 and 2 points, showing 1 as inadequate and 2 as better. It is evident to witness this problem because the students could not be precise in their answers, because they presented frequent grammatical errors even in simple structures, whose meaning was not clear, many of them answered in the same way as others, causing their answer to be incomprehensible. This analysis, like that of Arranz (2017) mentions that the students in his study presented problems in accuracy, due to the misunderstanding that he obtained in the answers to his questions, presenting significant errors in grammar, causing their answers to be inconsistent.

Pronunciation, one of the most significant parameters, it was possible to analyze the bad pronunciation of several students, this was due to the fact that the student does not practice the language in activities that help to develop speaking. The results are similar to Marín (2013) who mentions that his students do not have a good pronunciation because in his analysis he found that the teacher does not apply cooperative activities that help the student develop and practice speaking.

Presenting a wide vocabulary allows the speaker to maintain good communication in L2, but this was not the case for the participants since several of them had a very limited vocabulary, causing them not to develop long and clear answers. Johnson (2008) mentions that in a study carried out at the University of Peru focused on beginners with A1 level in the English

language, it helped him identify vocabulary as one of the most common shortcomings in them, this is caused by the limited study of verbs, words, etc.

The students also had some problems with grammar, showing punctuation results between 1 and 2, with 1 being inadequate and 2 being able to improve, this because the student's grammatical structure was not correct, that is, he had errors when speaking in the present tense. Thus, also as Rivero (2009) mentions that in his study his students presented the lowest level in grammar, making mistakes such as “*I have 13 years old*”, when the correct is “*I'm 13 years old*”. this showed that they do not make a correct use of the grammatical.

Table 2 Students analysis of oral production in the post-test

POST-TEST						
No.	Fluency	Accuracy	Pronunciation	Vocabulary	Grammar	Score
1	3	2	2	2	2	11
2	3	2	2	2	2	11
3	2	2	2	2	3	11
4	3	3	3	3	3	15
5	2	3	3	2	2	12
6	3	3	3	3	3	15
7	3	3	3	3	3	15
8	3	3	3	2	2	13
9	2	2	2	2	2	10
10	3	3	3	3	3	15
11	3	3	3	2	2	13
12	2	2	1	1	2	8
13	2	3	2	2	2	11
14	3	3	3	3	3	15

Note: The No. refers to the number of participants evaluated.

The results that were shown when applying this technique to the students, were significant since it allowed us to analyze the usefulness of the Co-op Co-op strategy, showing confidence in the students, security when speaking, this is reflected in detail in the following parameters: Fluency, at this point the score varied between 2 and 3 points, thus demonstrating the improvement process, the students felt more confident for this reason their answers flowed

more, therefore the problems with pauses in oral production were reduced a lot. Hutauruk (2015) points out that mastering good fluency in an L2 requires constant practice, which contributes to managing clear communication.

Accuracy, according to the data analyzed in this parameter, the students improved significantly since they presented small errors in terms of the precision of their ideas, making their answers clear and concise. Flores (2018) points out that the speaker must master precision in the language to be able to engage in a dialogue, not only giving answers but also having the confidence to ask questions regarding the topic of conversation.

Pronunciation, the results obtained in this parameter also varied between 2 and 3 points, with 2 being able to improve and 3 being satisfactory, this means that the participants improved the pronunciation of certain words, practicing with implemented activities such as dialogues, descriptions of images and personal tastes. which helped the student to improve his pronunciation in certain words. Torres (2018) makes a similarity to these results since he points out that the application of the co-op co-op strategy has pushed students to produce speech having good pronunciation.

Vocabulary, at this point the students showed a more extensive vocabulary than at the beginning, the practice of an extensive list of words and verbs allowed the result in this parameter to rise. As Hernandez (2008) mentions that his students presented greater knowledge of a wide vocabulary, after applying the teaching of certain verbs and words in the simple present tense. Therefore, the Co-op Co-op strategy applied with activities such as dialogues in pairs, class discussions on topics such as daily routines, description of images, etc., allowed the student to remain motivated to continue learning.

Finally, the data analyzed in the grammar, at this point the rating was also higher than at the beginning, between 2 and 3, with 2 being able to improve and 3 satisfactory, the students improved in this parameter since a specific activity was applied where they were asked to share the daily routines, therefore they had to use the simple present tense, correctly following the structure, in this way when answering questions they reflected fewer errors. Likewise, Onofre (2023) mentions that his students improved the use of grammatical structures with activities such as presentations of basic information and daily routines, allowing the student to practice the possible tenses.

8.2 Difference of pre-test and post-test results

Table 3 Analysis of students who present a difference between pre-test and post-test

Participants			
No.	Pre-Test	Post-Test	Differences
1	7	11	4
2	7	11	4
3	6	11	5
4	10	15	5
5	8	12	4
6	7	15	8
7	11	15	4
8	10	13	3
9	5	10	5
10	10	15	5
11	10	13	3
12	5	8	3

13	8	11	3
14	9	15	6

Note: The No. refers to the number of participants evaluated.

In the data indicated in the table, a comparison was made between the results of the pretest and posttest, with the objective of analyzing the usefulness of the co-op co-op strategy for the possible improvement of the oral production of eighth grade students. The results showed that the differences between the pretest and the posttest were significant because the students showed greater confidence, they felt motivated and the teamwork allowed the development of individual responsibility, as well as the students were encouraged to always use L2 to keep the language in constant practice and improve your oral production. Likewise, Hernandez (2003) pointed out that in his study, after implementing the Co-op Co-op strategy, he helped his students feel motivated to learn, giving them more confidence to produce their speech in L2.

9. RESEARCH IMPACTS

This research had an educational and social impact since it helped to deepen the development of speech improvement in the English language through cooperative activities as a learning method, which will allow the teacher to apply this strategy to improve and motivate beginner students and develop a total practice with the language, to communicate fluently, clearly and with a wide range of vocabulary. This is fundamental since English has positioned itself as the most spoken language in several countries, thus providing the opportunity and ability to interact with different people belonging to different cultures. For the authorities of the Salcedo Educational Unit, it is important to know the low level of English of the students and the results of a traditional teaching, which helps to promote the application of new methods that affect the improvement of the language. Finally, this research promotes the performance and commitment of the teacher and the student, creating awareness to prioritize language and maintain good communication in L2.

11. CONCLUSIONS AND RECOMMENDATIONS

11.1 CONCLUSIONS

Regarding the first specific objective focused on identifying cooperative learning activities to apply in class to improve the speaking ability, it was concluded that cooperative learning activities helped to improve students' oral production, especially co-op co-op strategy since working as a couple allowed them to feel safe, support each other with personal ideas and see the benefit of both. Activities that help implement this strategy are discussions of topics such as personal preferences, basic information, and sharing your ideas with the rest of the class.

In accordance with the second specific objective, to analyze oral production through a pretest in eighth grade students, the analysis was able to identify the problems that students presented in speaking such as: fluency, precision, pronunciation, vocabulary and grammar. These parameters evaluated by the rubric, could help analyze the problems that the students presented, such as fluency because the students spoke very slowly, they did not show accuracy in their answers making their answers incomprehensible, the pronunciation was not good since they chose for repeating memorized words without having a large vocabulary and in grammar they presented many errors in the present tense, since they did not follow a correct grammatical structure.

According to the third specific objective focused on analyzing the post-test after applying the Co-op Co-op cooperative learning strategy, it was concluded that the implemented strategy was useful since working in pairs helped develop confidence to produce speaking without fear of being wrong. The application of interactive activities such as questions and answers, dialogues, and descriptions of images, gave the student the confidence to develop oral production in L2, in such a way that the relationship between teacher and student was

improved, likewise, students feel motivated to learn, focusing more on communication. And learning. among them, this with the intention that the student develops certain skills in the English language, in such a way that the student can speak English without fear of making mistakes.

The fourth objective refers to analyzing the difference between the pre-test and the post-test, which allowed obtaining results that showed the utility of the co-op co-op strategy as a cooperative learning method to promote oral production, in the pre-test when the students had no previous knowledge, after the application of activities, better results were finally decreed in the post-test, since this strategy helped the student to develop their oral production in L2 with greater confidence

Finally, applying this strategy was useful since it allowed students to function in an environment without fear of being judged for making mistakes, teamwork gave students confidence and they felt motivated to learn, although it is true that the implementation of the co-op co-op strategy allowed the development of speaking in students through the support of each one of them.

11.2 RECOMMENDATIONS

The study of this research suggests that the teacher focuses on the use of dynamic strategies when teaching, with the aim of improving the fluency of English language speech in beginning students. It is also suggested that the teacher use L2 at all times of the class, so that the student relates more to the vocabulary and improves their linguistic and social skills to learn from each other. Likewise, the teacher must be more observant when applying cooperative learning activities since very few students can ignore it and not collaborate in the activity. However, the teacher must develop activities that help the student become more active and participatory in the English language learning process, in order to improve collaborative work and create individual responsibility in a small, structured group. In

addition, it is highly recommended to constantly practice the language to improve oral production, try to have internal and external communication using English.

It is suggested to apply a previous test with the objective of analyzing oral production in order to know how and how much to improve, for this it is important to increase cooperative work, that is, the questions to be answered in the pretest can be done in pairs, to promote from the first instance the method to be treated.

It is highly recommended to apply cooperative learning strategies for oral production since it allows the student to develop this skill in an environment that they know will not be judged for making mistakes and in this way the teacher must create activities focused on this strategy with the aim of improving the interaction of the students and motivate them day by day to practice the language to obtain positive results, in such a way that the students feel very capable of supporting them with their own ideas and criteria. without fear of making a mistake using the English language.

Finally, it is suggested to the teacher to permanently encourage students through the application of cooperative activities to maintain the confidence of students in the use of the language, however, the use of their mother tongue should not be prohibited, but it is necessary to constantly encourage the use of the language. use of English.

7. REFERENCES

- [1]Cambridge Assessment. (2019). *Exam Revisions*. Research Notes. <https://www.cambridgeenglish.org/Images/563538-research-notes-76.pdf>
- [2]Fontes Guerrero, O. L., González Agulló, L., & Martínez García, R. (2019). Cooperative learning in English as a second language lessons. *Transformación*, 15(1), 63-73. http://scielo.sld.cu/scielo.php?pid=S207729552019000100063&script=sci_arttext&lng=pt
- [3]González, I. A., & Caldera, J. F. (2019). *Desarrollo de la producción oral del idioma inglés mediante la implementación del aprendizaje cooperativo en el nivel superior*. Universidad de Guadalajara. <http://repositorio.cualtos.udg.mx:8080/jspui/handle/123456789/1029>
- [4]Miranda, S. (2018). Influence of the Collaborative Learning Technique on the Communicative Competence of the English Language. *Revista CIENCIA Y TECNOLOGÍA*, 14(4), 135-143. <https://revistas.unitru.edu.pe/index.php/PGM/article/view/2171>
- [5]Onofre Jimenez, F. d. (2023). *Influencia del aprendizaje cooperativo en la producción oral del idioma inglés de los alumnos del nivel básico del Centro de Idiomas de la Universidad Nacional Jorge Basadre Grohmann, 2021*. Universidad Privada de Tacna. <https://repositorio.upt.edu.pe/handle/20.500.12969/2794>
- [6]Torres Cajas, M., & Yépez Oviedo, D. (2018). Aprendizaje cooperativo y TIC y su impacto en la adquisición del idioma inglés. *Revista mexicana de investigación educativa*, 23(78), 861-882. <https://dialnet.unirioja.es/servlet/articulo?codigo=6784539>
- [7]Torres Cajas, M., & Yépez Oviedo, D. (2018). Cooperative Learning and ICT and their Impact on Learning English. *Revista mexicana de investigación educativa*, 23(78),

861-882. Retrieved from https://www.scielo.org.mx/scielo.php?pid=S1405-66662018000300861&script=sci_arttext

- [8]Torres López, E. G. (2020). *Desarrollo de la habilidad del Speaking: una propuesta metodológica en el nivel A1 en el idioma inglés desde el enfoque de aprendizaje cooperativo*. Pontificia Universidad Católica de Ecuador. <http://repositorio.puce.edu.ec/handle/22000/19083>
- [9]Vygotsky, L. (1978). *El desarrollo de los procesos psicológicos superiores*. Grupo editorial Grijalbo. http://www.terras.edu.ar/biblioteca/6/TA_Vygotsky_Unidad_1.pdf
- [10]Vygotsky, L. (1981). *The Genesis of Higher Mental Functions*. The concept of activity in Soviet psychology. Obtenido de <https://es.scribd.com/document/72674781/Vygotsky-The-Genesis-of-Higher-Mental-Functions#>
- [11]Bhat, A. (2018a, marzo 27). Qualitative Research: Definition, Types, Methods and Examples. *QuestionPro*. <https://www.questionpro.com/blog/qualitative-research-methods/>
- [12]Bhat, A. (2018b, agosto 23). Descriptive Research: Characteristics, Methods + Examples. *QuestionPro*. <https://www.questionpro.com/blog/descriptive-research/>
- [13]Kaplan, Z. (2022, septiembre 13). *What Are Writing Skills?* Forage. <https://www.theforage.com/blog/skills/what-are-writing-skills>
- [14]Malesińska, K. (2023, marzo 15). English—Why this widely spoken language is a global language. *Novakid Blog*. <https://www.novakidschool.com/blog/english-why-this-widely-spoken-language-is-a-global-language/>

- [15]nair, madhu. (2020, junio 9). *Why Is Language Important? Your Guide To The Spoken Word*. University of the People. <https://www.uopeople.edu/blog/why-is-language-important/>
- [16]Robins, R. Henry and Crystal, . David. (2023, julio 21). *Language | Definition, Types, Characteristics, Development, & Facts | Britannica*. <https://www.britannica.com/topic/language>
- [17]Shi, L., Lebrun, L. A., & Tsai, J. (2009). The influence of English proficiency on access to care. *Ethnicity & Health*, 14(6), 625-642. <https://doi.org/10.1080/13557850903248639>
- [18]Hutauruk, B. (2015). Semester V at English Department in FKIP UHN Pematangsiantar. *Proceedings of International Conference on Teaching English as a Foreign Language, Indonesia*, 1-10. <https://rb.gy/3amnbT>
- [19]Khabibawati, A. (2020). *A Descriptive Qualitative Study at the Eighth Grade Students of SMP N 1 Tenganan*. [Undergraduate Thesis, State Institute For Islamic Studies, Salatiga]. <https://bit.ly/3WYqKb8>
- [20]Flores, A. (2018, February 1). Repositorio UTA. Retrieved 01 26, 2019, from Universidad Tecnica de Ambato: <http://repo.uta.edu.ec/handle/123456789/27381>
- [21]Johnson, D., Johnson, R., & Holubec, E. (2008). *Cooperation in the classroom*. Edina, MN: International Book Company .
- [22]Hernandez, A. (2003). Cooperative learning then and now. *Repertorio Latinoamericano* , 15-16,299-316.
- [23]Krashen, S. D., & Terrel, T. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Pergamon: Oxford.

[24] Knowles, M. (2015, 10-13). CoreNet Global. Retrieved 12-1, 2018, from CoreNet

Global:

https://www.corenetglobal.org/files/summits_events/CallforContent/pdf/AdultLearningTips.pdf

[26] Arranz, A. (2017, 11-1). Teorías del aprendizaje. Retrieved 07-9, 2018, from

Aplicaciones educativas y prácticas: <https://blog.cognifit.com/es/teorias-delaprendizaje/>

12. APPENDICES

Appendix 1 Pre - Test

Pre-test

UNIDAD EDUCATIVA “SALCEDO”

Class: 8th Grade “A”

Name: **Date:** **Student:** 1 – 2

Introduction: This pre-test is based on Cambridge Assessment A1 starters (YLE starters)

Objective: To analyze the effectiveness of cooperative learning in the development of the speaking skill.

Instructions:

For this test, students will have 5 minutes.

You have to divide them into pairs.

This test will have three parts with a total of ten questions.

Part 1. Students must talk about their personal information, for example, their names and ages.

Part 2. They are going to describe drawings, for example, what is this? What color is it?

Part 3. Students will answer about themselves, for example, hobbies and friends.

This test will be recorded using meet.

PART ONE

Question 1.

Student (1) What is your name?	Student (2) What is your name?
---	---

Classmate's name:



Question 2.

Student (1) How old are you?	Student (2) How old are you?
---	---

Classmate's answer:

PART TWO

Question 3.

Student (1) What food is it? 	Student (2) What food is it? 
--	--



Classmate's answer:

Question 4.

Student (1) What is your favorite food?	Student (2) What is your favorite food?
--	--

Classmate's answer:

Question 5.

Student (1) What fruit is it? 	Student (2) What fruit is it? 
---	--

Classmate's answer:

Question 6.

<p>Student (1)</p> <p>What color do you like?</p>	<p>Student (2)</p> <p>What color do you like?</p>
---	---

Classmate's answer:

PART THREE

Question 7.

<p>Student (1)</p> <p>Which sport do you like to practice?</p>	<p>Student (2)</p> <p>Which sport do you like to practice?</p>
--	--

Classmate's answer:

Question 8.

<p>Student (1)</p> <p>How long do you practice that sport?</p>	<p>Student (2)</p> <p>How long do you practice that sport?</p>
--	--

Classmate's answer:

Question 9.

<p>Student (1)</p> <p>What is the name of your best friend?</p>	<p>Student (2)</p> <p>What is the name of your best friend?</p>
---	---

Classmate's answer:

Question 10.

<p>Student (1)</p> <p>How old is your best friend?</p>	<p>Student (2)</p> <p>How old is your best friend?</p>
--	--

Classmate's answer:

Adapted from A1 starters (YLE starters) Tests:

<https://www.youtube.com/watch?v=1EJ0047E3vk>

Appendix 2 Activities**ACTIVITIES FOR BEGINNER STUDENTS****EDUCATIONAL UNIT SALCEDO**

**“THE COOPERATIVE LEARNING APPROACH TO
IMPROVE THE ENGLISH-SPEAKING LANGUAGE
SKILL IN EIGHT GRADE AT EDUCATIONAL UNIT
SALCEDO IN THE PROVINCE OF COTOPAXI”**



By Doménica Anahí Villacís

ACTIVITIES FOR BEGINNER STUDENTS

This handbook is aimed at eighth grade students of the Salcedo Educational Unit with the aim of strengthening and improving oral production through cooperative activities.

Objectives:

General Objective

To Improve Speech fluency through Cooperative Learning activities.

Specific Objectives

- To apply communicative activities to improve speech fluency.
- Encourage students to work in pairs/groups.
- Pair students collaborative work to develop oral communication.



STRATEGY: THINK-PAIR- SHARE**ACTIVITY N: 1****Self-information**

Skills to develop: speaking fluency and writing.

Number of students: 14

Time: 20 minutes

Resources: technological / printed resources.

Objectives: students will be able to talk about personal information, using the simple present, regular and irregular verbs and present tense expressions.

Vocabulary: present simple tense expressions and collocation words

**Activity description:**

The students will do it in pairs, they will be able to talk about basic personal information, their tastes, sports they practice, favorite food, etc. Students will make a presentation talking about themselves, with their basic personal

information. Finally, they will introduce themselves to the front of their class and share their personal information.

For example:

My name is Daniela, I am 20 years old, I like to play basketball, my favorite food is fried fish.

Methodology:

- 1.- The students will be asked to organize themselves in pairs and work in this way.
- 2.- They must use a wide vocabulary.
- 3.- They will present it in front of the class.
- 4.- The students will take turns to introduce each other, they will talk about activities that they like to do.
- 5.- At the end of the activity, the rest of the students will support the presenters with more ideas.

Assessment: Extensive Speaking see rubric

Oral Presentations: students will provide information about themselves.

STRATEGY: PARTICIPATION**ACTIVITY N: 2****My family.**

Skills to develop: speaking fluency

Time: 20 minutes

Resources: Family picture, paper, and markers

Objectives: Students will be able to describe each member of their family. They will use simple present and adjectives to develop the activity.

Vocabulary: times of expressions, regular and irregular verbs and adjectives.

**Activity description:**

Students will have a paired interaction and describe their family members using present simple tense and adjectives. They will then share it in front of the class.

For example:

My family is made up of my dad, my mom and me.

My mother works in a school, she has brown hair and blue eyes.

My dad works in an office, he has black hair and brown eyes.

the daughter goes to school, has very good grades, has brown hair and blue eyes.

Methodology:

- 1.- The students will pair up.
- 2.- They must have a photograph of their family.
- 3.- They will begin to describe each member of the family using the grammar of the present simple.

Assessment: Extensive Speaking see rubric

Oral Descriptions: Students will write a brief description of the person they admire in their family.

STRATEGY: THINK ALOUD**ACTIVITY N: 3****My daily routines**

Skills to develop: speaking fluency

Time: 20 minutes

Resources: markers, paper, board.

Objectives: students will be able to talk about their daily routines using present simple, adverbs of frequency, times expressions.

Vocabulary: tenses of expressions in present simple, adverbs of frequency

**Activity description:**

Students will talk about their daily routines using adverbs of frequency. In addition, they will use simple vocabulary with a context of activities they do every day.

For example:

I usually get up at 7:00 am, then I take a shower and brush my teeth, I often have cereal with milk for breakfast, at 8:00 am I go to school.

Methodology:

- 1.- The students will be asked to organize themselves in pairs and work in this way.
- 2.- They will search the dictionary for activities that they do often.
- 3.- Students will use a sheet of paper where they will write their daily activities, using the grammar of the present simple with a total of 150 words.
- 4.- The students will ask their classmates questions using how often they do things, for example: On Mondays, I always go to practice basketball. On weekends, we almost never eat vegetables for lunch, etc.
- 5.- The student will use adverbs of frequency to answer the questions.

Assessment: Peer assessment See Rubric

Interaction: students will be able to ask and answer questions about what they often do, show responsibility and collaborative work.

STRATEGY: THINK- PAIR- SHARE

ACTIVITY N: 4

Picture description

Skills to develop: speaking fluency

Time: 20 minutes

Resources: Picture, markers, board.

Objectives: Students will be able to describe an image using the prepositions of place, accordingly

Vocabulary: Prepositions of place and personal pronouns.



Activity description:

Students will pair up, and will be asked to look at a picture. They will try to describe everything they see using prepositions of place and answering the question.

For example:

In my neighborhood, located in the city of Pujilí, there is a restaurant, a church, a bookstore, etc.

The restaurant is in front of the pharmacy, the bookstore is behind the bank.

Methodology:

- 1.- The students will be asked to organize themselves in pairs and work in this way.
- 2.- The teacher will ask questions about the image.
- 3.- Each one observes the image and will have to describe everything they can see.
- 4.- Then they can ask questions at any time that is necessary

Assessment: Extensive Speaking rubric

Picture-cued storytelling: Students describe a story based on the images they were able to observe.

Appendix 3 Post - Test

Post-test

UNIDAD EDUCATIVA “SALCEDO”

Class: 8th Grade “A”

Name: **Date:** **Student:** 1 – 2

Introduction: This post-test is based on Cambridge Assessment A1 starters (YLE starters)

Objective: To analyze the effectiveness of cooperative learning in the development of the speaking skill.

Instructions:

For this test, the students are going to 5 minutes

This test is going to have three parts with a total of 10 questions

Part 1. The students have to share their basic information about their names and ages.

Part 2. They are going to share some pictures, for example, what is this? What color is it?

Part 3. The students are going to talk about themselves, for example, family, friends and hobbies.

PART ONE

Question 1.

<p>Student (1)</p> <p>What is your full name?</p>	<p>Student (2)</p> <p>What is your full name?</p>
---	---

Classmate's name:



Question 2.

Student (1) How old are you?	Student (2) How old are you?
---	---

Classmate's answer:

PART TWO

Question 3.

Student (1) How many fruits do I have here? 	Student (2) How many fruits do I have here? 
---	---

Classmate's answer:

Question 4.



Student (1) What are your favorite fruits?	Student (2) What are your favorite fruits?
--	--

Question 5.

Student (1) What color do you like?	Student (2) What color do you like?
---	---

Classmate's answer:

Question 6.

Student (1) Where is the dog? 	Student (2) Where is the cat? 
--	---

Classmate's answer:

PART THREE.

Question 7.

Student (1) What is your favorite animal?	Student (2) What is your favorite place?
--	---

Classmate's answer:

Question 8.

Student (1) What is your mom's name?	Student (2) What is your dad's name?
---	---

Classmate's answer:

Question 9.

Student (1) Where do you study?	Student (2) Where do you eat?
--	--

Classmate's answer:

Question 10.

Student (1) How many brothers and sisters do you have?	Student (2) How many brothers and sisters do you have?
---	---

Classmate's answer:

Adapted from A1 starters (YLE starters) Tests:

<https://www.youtube.com/watch?v=1EJ0047E3vk>

Appendix 4 Speaking Rubric

	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
FLUENCY	Speech is slow, has problems with vocabulary. It's hard to perceive except a few memorized phrases.	Speech is frequently hesitant with some phrases and sentence production.	Speech is relatively fluent, some pauses and jerky caused by rephrasing and searching for words, fluctuations in volume.	Spoken smooth and fluent, little to no hesitation. Use appropriate words in the use of sentences.
ACCURACY	Frequent grammatical mirrors even in simple structures, meaning is not clear.	Frequent grammatical errors even in simple structures that at times meaning is not clear.	Some errors in grammatical structures that do not avoid the meaning.	Adequate use of vocabulary and varied use of grammatical structures.
PRONUNCIATION	The student's pronunciation was incomprehensible.	The student's pronunciation made it difficult to understand.	The student's pronunciation was understandable but has some errors.	Good pronunciation, the student has a pronunciation like a native speaker, wide vocabulary.
VOCABULARY	Weak language control, not enough vocabulary for you to complete the task	Weak control of language; choice of basic vocabulary with some words	Adequate control of the language, extensive use of relatively well-	Wide variety and correct use of vocabulary.

		clearly absent	chosen	
			vocabulary.	
GRAMMAR	The student's grammatical structure was not correct.	The misuse of grammar made it difficult to understand.	The grammatical structure was understandable but has some errors.	Good use of grammatical structure in each of their activities

Instrument adapted from: Guaranga (2023)

Appendix 5 Speaking rubric results (Pre - Test)

PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 1 Student 1				
FLUENCY		x		
ACCURACY	x			
PRONUNCIATION		x		
VOCABULARY	x			
GRAMMAR	x			
PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 1 Student 2				
FLUENCY		x		
ACCURACY		x		
PRONUNCIATION	x			
VOCABULARY	x			
GRAMMAR	x			

PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 2 Student 1				
FLUENCY	X			
ACCURACY		x		
PRONUNCIATION	X			
VOCABULARY	X			
GRAMMAR	X			
PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 2 Student 2				
FLUENCY		x		
ACCURACY		x		
PRONUNCIATION		x		
VOCABULARY		x		
GRAMMAR		x		
PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 3 Student 1				
FLUENCY	X			
ACCURACY	X			
PRONUNCIATION	X			
VOCABULARY		x		
GRAMMAR		x		
PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 3 Student 2				
FLUENCY	X			
ACCURACY	X			
PRONUNCIATION	X			
VOCABULARY		x		
GRAMMAR		x		

PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 4 Student 1				
FLUENCY			x	
ACCURACY		x		
PRONUNCIATION		x		
VOCABULARY		x		
GRAMMAR		x		
PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 4 Student 2				
FLUENCY		x		
ACCURACY		x		
PRONUNCIATION		x		
VOCABULARY		x		
GRAMMAR		x		
PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 5 Student 1				
FLUENCY	X			
ACCURACY	X			
PRONUNCIATION	X			
VOCABULARY	X			
GRAMMAR	X			
PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 5 Student 2				
FLUENCY		x		
ACCURACY		x		
PRONUNCIATION		x		
VOCABULARY		x		
GRAMMAR		x		

PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 6 Student 1				
FLUENCY	X			
ACCURACY	X			
PRONUNCIATION	X			
VOCABULARY	X			
GRAMMAR	X			
PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 6 Student 2				
FLUENCY		x		
ACCURACY		x		
PRONUNCIATION			x	
VOCABULARY			x	
GRAMMAR			x	
PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 7 Student 1				
FLUENCY	X			
ACCURACY		x		
PRONUNCIATION	X			
VOCABULARY		x		
GRAMMAR		x		
PRE-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 7 Student 2				
FLUENCY		x		
ACCURACY		x		
PRONUNCIATION		x		
VOCABULARY		x		
GRAMMAR	X			

Appendix 6 Speaking Rubric results (Post - Test)

POST-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 1 Student 1				
FLUENCY			x	
ACCURACY		x		
PRONUNCIATION		x		
VOCABULARY		x		
GRAMMAR		x		
POST-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 1 Student 2				
FLUENCY			x	
ACCURACY		x		
PRONUNCIATION		x		
VOCABULARY		x		
GRAMMAR		x		
POST-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 2 Student 1				
FLUENCY		X		
ACCURACY		X		
PRONUNCIATION		X		
VOCABULARY		x		
GRAMMAR			x	
POST-TEST RUBRIC	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent
Pair 2 Student 2				

FLUENCY					x
ACCURACY					x
PRONUNCIATION					x
VOCABULARY					x
GRAMMAR					x

POST-TEST RUBRIC Pair 3 Student 1	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent	
--	----------------------	-----------------------	------------------------	---------------------	--

FLUENCY					x
ACCURACY					x
PRONUNCIATION					x
VOCABULARY					x
GRAMMAR					x

POST-TEST RUBRIC Pair 3 Student 2	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent	
--	----------------------	-----------------------	------------------------	---------------------	--

FLUENCY					x
ACCURACY					x
PRONUNCIATION					X
VOCABULARY					x
GRAMMAR					x

POST-TEST RUBRIC Pair 4 Student 1	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent	
--	----------------------	-----------------------	------------------------	---------------------	--

FLUENCY					x
ACCURACY					x
PRONUNCIATION					x
VOCABULARY					x
GRAMMAR					x

POST-TEST RUBRIC Pair 4 Student 2	1. Inadequate	2. Can improve	4. Satisfactory	5. Excellent	
--	----------------------	-----------------------	------------------------	---------------------	--

FLUENCY					x
ACCURACY					x
PRONUNCIATION					x
VOCABULARY				x	
GRAMMAR				x	

PRE-TEST RUBRIC Pair 5 Student 1	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent	
---	----------------------	-----------------------	------------------------	---------------------	--

FLUENCY					x
ACCURACY					x
PRONUNCIATION					x
VOCABULARY					x
GRAMMAR					x

PRE-TEST RUBRIC Pair 5 Student 2	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent	
---	----------------------	-----------------------	------------------------	---------------------	--


FLUENCY					x
ACCURACY					x
PRONUNCIATION					x
VOCABULARY					x
GRAMMAR					x

PRE-TEST RUBRIC Pair 6 Student 1	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent	
---	----------------------	-----------------------	------------------------	---------------------	--

FLUENCY					x
ACCURACY					x
PRONUNCIATION					x
VOCABULARY				x	
GRAMMAR				x	

PRE-TEST RUBRIC Pair 6 Student 2	1. Inadequate	2. Can improve	3. Satisfactory	4. Excellent	
---	----------------------	-----------------------	------------------------	---------------------	--

Appendix 7 Instrument validation Pre - Test




UNIVERSIDAD TÉCNICA DE COTOPAXI
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS
 Formato para la validación del instrumento “pre - test” pertenecientes a la investigación
TÍTULO DEL TRABAJO
 “The cooperative learning approach to improve the English-speaking language skill in eighth grade at Educational Unit Salcedo in the province of Cotopaxi.”
AUTOR: Doménica Villacís
 Señale mediante una x, según la validación para cada pregunta.
1D DEFICIENTE 2R REGULAR 3B BUENO 4O ÓPTIMO

Parámetros Preguntas	Perteneencia de las preguntas del instrumento con los objetivos				Perteneencia de las preguntas del instrumento con las variables y enunciados				Calidad, técnica y representatividad				Redacción y lenguaje de las preguntas,			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Student (A) What is your name? Student (B) What is your name?				X				X				X				X
Pregunta 2 Student (A) How old are you? Student (B) How old are you?				X				X				X				X
Pregunta 3 Student (A) What food is it? Student (B) What food is it?				X				X				X				X
Pregunta 4 Student (A) What is your favorite food? Student (B) What is your favorite food?				X				X				X				X
Pregunta 5 Student (A) What fruit is it? Student (B) What fruit is it?				X				X				X				X
Pregunta 6 Student (A) What color do you like?				X				X				X				X

Puñili-Latsungu-Ecuador
 Pasaje Carlos Alberto Toro Lema y José Merzalide, Tel. (03) 2723314

Appendix 8 Instrument validation Post - Test



UNIVERSIDAD TÉCNICA DE COTOPAXI
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS
Formato para la validación del instrumento “post - test” pertenecientes a la investigación
TÍTULO DEL TRABAJO
“The cooperative learning approach to improve the English-speaking language skill in eighth grade at Educational Unit Salcedo in the province of Cotopaxi.”
AUTOR: Doménica Villacis
Señale mediante una x, según la validación para cada pregunta.
1D DEFICIENTE 2R REGULAR 3B BUENO 4O ÓPTIMO

Parámetros Preguntas	Pertenencia de las preguntas del instrumento con los objetivos				Pertenencia de las preguntas del instrumento con las variables y enunciados				Calidad, técnica y representatividad				Redacción y lenguaje de las preguntas.			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Student (A) What is your full name? Student (B) What is your full name?				X				X					X			X
Pregunta 2 Student (A) How old are you? Student (B) How old are you?				X				X					X			X
Pregunta 3 Student (A) How many fruits do I have here? Student (B) How many fruits do I have here?				X				X					X			X
Pregunta 4 Student (A) What are your favorite fruits? Student (B) What are your favorite fruits?				X				X					X			X
Pregunta 5 Student (A) What color do you like? Student (B)				X				X					X			X

Pueño - Latacunga - Ecuador
Felipe Carlos Alvarado, Suso Larrea y José Mercedes. Tel. 031 2723314



What color do you like?			X			X			X			X
Pregunta 6 Student (A) Where is the dog?									X			X
Student (B) Where is the cat?			X			X						
Pregunta 7 Student (A) What is your favorite animal?									X			X
Student (B) What is your favorite place?			X			X						
Pregunta 8 Student (A) What is your mom's name?									X			X
Student (B) What is your dad's name?			X			X						
Pregunta 9 Student (A) Where do you study?									X			X
Student (B) Where do you eat?			X			X						
Pregunta 10 Student (A) How many brothers and sisters do you have?									X			X
Student (B) How many brothers and sisters do you have?			X			X						

OBSERVACIONES:

.....

.....
 Realizado por:
 Doménica Anahí Villacís Sandoval
 C.I. 050389060-0

Validado por:
 MG. Sonia Jimena Castro Bugancho
 C.I. 050197472-9