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DIRECCIÓN DE POSGRADO

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA
DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

MODALIDAD: INFORME DE INVESTIGACIÓN

Título:

**COOPERATIVE LEARNING TO IMPROVE THE
SPEAKING SKILL COMPETENCE**

Trabajo de titulación previo a la obtención del título de magíster en Lingüística
Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera.

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APROBACIÓN DEL TUTOR

En mi calidad de Tutor del Trabajo de Titulación “Cooperative learning to improve the speaking skill competence” presentado por Lcdo. Herrera Zapata Carlos Enrique, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera.

CERTIFICO

Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.

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DEDICATORIA

El presente trabajo investigativo va dedicado a Dios por darme la vida, guiar, cuidar, y darme su bendición para terminar el estudio en mi vida profesional. A mis padres Carlos Herrera and Blanca Zapata por apoyarme en los estudios y lograr cumplir me meta anhelada, a mi hermosa esposa Piedad Poma por motivarme en los momentos difíciles, a mis queridos hijos Sebastian y Danae por comprenderme cuando yo no puede estar con ellos durante este tiempo. Ellos son la principal razón para seguir siendo una excelente persona cada día, siendo útil a la sociedad.

Carlos.

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Carlos Enrique Herrera Zapata.

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UNIVERSIDAD TÉCNICA DE COTOPAXI

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA.

Título: Cooperative Learning to improve the speaking skill competence.

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RESUMEN

La presente investigación tiene como objetivo analizar el uso del aprendizaje cooperativo para mejorar la habilidad de habla, se aplicó a los estudiantes de tercero de bachillerato de la Unidad Educativa Saraugsha, durante el periodo académico 2021-2022. El tipo de metodología usada fue cualitativa, permitiendo conocer el problema. El problema es la falta de trabajar en grupo y la interacción entre estudiantes y profesores. La investigación fue bibliográfica, y de campo a través de artículos, científicos y revistas. La técnica utilizada fue la encuesta. Posteriormente se aplicó lista de cotejos para saber si los estudiantes utilizan el aprendizaje cooperativo, compartiendo ideas y buscar una solución. Por lo tanto, las estrategias utilizadas se basan en el uso de actividades cooperativas para mejorar la habilidad de hablar en el Idioma Inglés. El investigador ha realizado una investigación acción en la que se ejecutaron 8 actividades con el uso del aprendizaje cooperativo en el nivel de inglés A2. Los resultados indicaron que la implementación de la estrategia del aprendizaje cooperativo tuvo un efecto positivo y altamente relevante en la adquisición de un segundo idioma, especialmente para mejorar el desarrollo de la habilidad del habla, con comunicación interactiva. Finalmente, el propósito de esta investigación es crear una guía didáctica con estrategias que motiven a los estudiantes a hablar de forma natural para desarrollar el aprendizaje cooperativo y lograr una mejor comunicación.

PALABRAS CLAVES: Aprendizaje Cooperativo, Comunicación, Compartir, Integración social, Habilidad para hablar, Estrategias metodológicas y Motivación

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE SCHOOL
MASTER'S DEGREE IN APPLIED LINGUISTICS TO
TEACHING ENGLISH AS A FOREIGN LANGUAGE

Title: Cooperative learning to improve the speaking skill competence.

Author:

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ABSTRACT

The present research aims to analyze the use of Cooperative Learning to approach in the progress of the English speaking skill applied to the third year of baccalaureate at Saraugsha High School, during the academic period 2021-2022. The type of methodology used was qualitative, allowing to know the problem. The problem of the students were the deficit to work in groups and interaction between classmates and teachers into the classroom. The research was bibliographical, and field through articles, scientists and journals. The technique used was the survey. Subsequently, a checklist was applied to find out if students are using cooperative learning, sharing ideas and looking for a solution. Therefore, the strategies used are based on the use of cooperative activities. It permits to work in group to improve the ability to speak in English language. The researcher has carried out an action investigation in which 8 activities were carried out with the use of cooperative learning in the A2 English level. The results indicated that the implementation of the cooperative learning strategy had a positive and highly relevant effect on the acquisition of a second language, especially to improve the development of speaking skills, with interactive communication. Finally, the purpose of this research is to create a didactic guide with strategies that motivate students to speak naturally to develop cooperative learning and achieve better communication.

Keyword: Cooperative learning, Cooperative activities, Sharing, Social integration, Speaking skill, Methodological strategies and Motivation

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INTRODUCTION

Cooperative learning works as a teaching approach that provides essential advantages to students such support them to increase and improve cooperation. It offers pupils positive responsibility to shape their own speaking fluency and share it with others, building the learning and adequate atmosphere to work. It permits schoolchildren to expand the social interaction in the speaking skill between students and teachers over and done with members to contribute in class without the panic of making errors achieving level on the Common European Framework of Reference (CEFR) numerous readings and investigations have confirmed that many students use cooperative learning to improve the speaking skill (Fiszbein, 2018).

Therefore, the Ministry of Education has recognized some aspects to develop the new English curriculum with standards established on the Common Europe Framework of References for Languages (CEFR) considered by the Council of European (2018). The objective was to support the curriculum and teachers in the teaching-learning process to increase the level of the students: concentrating primarily on the development of communication. The profile of the students must be “level A1: in 9th year, A2: 1st-year Bachillerato and level B13rd of Bachillerato.

In Ecuador, the Ministry of Education started teaching the English Language at the first level in first grade to acquire Basic English Vocabulary and learners can develop the four language skills; such as Listening, Speaking, Reading, and Writing. However, there are many weaknesses to acquire a new language, especially in speaking skills. The deficit of cooperative approaches in the speaking skill has that students have a low level of knowledge. Ecuador is the country that is occupied in 9th place with other countries like Peru, Argentina, and Chile. According to research, these countries have

49% speaking fluency. Therefore, it is necessary to emphasize the use of cooperative learning to support knowledge and increase the speaking skill (Darsini, 2017).

The cooperative learning method has a great benefit because have a positive relationship to accomplish the objective. Therefore, Working in a group is meaningful and gratifying because all the members of the groups create an excellent environment to speak the natural way. So, students are able to express themselves in and outside the class. In addition, it helps to express ideas, and share experiences, and thoughts, without using the correct grammar structure, improving oral fluency.

In the particular perspective of the Cotopaxi province, Zumbahua parish at UECIB Saraugsha with the purpose to improve English fluency, cooperative learning has been used to avoid individuality in the classroom in the teaching and learning process. It is essential to have an adequate environment to work, where students feel free to express their knowledge to their classmates providing confidence. As a result, Cotopaxi requirements to increase the speaking skill through activities that develop the ability to interact with classmates in or out of the classroom (Guagchinga, 2019).

Students of Saraugsha High School with the propose to improve the English language specially in speaking skill in the teaching learning process using the cooperative work increasing the social integration at the moment to speak with another classmate. That is why, the students feel comfortable to speak the natural way using familiar vocabulary through cooperative activities, where the learners can interact with liberty without worries the mistakes.

English speaking skill without a cooperative learning methodology is a weakness that has the majority of the students at the moment to learn a second language. For that reason, the use of cooperative learning in the classroom is very necessary to apply and determine the effect that caused the learners to create cooperative work with an environment at Saraugsha Bilingual Intercultural Community Educational Unit to

solve the problems of speaking. Besides, working cooperatively permits support between them, with a lot of responsibility feeling free to speak with a positive attitude (Pilco, 2018).

The English speaking skills through cooperative activities with different methodologies to acquire a second languages in the teaching learning process is so important to determine the correct use of cooperative activities to learn a second language, creating a good environment in the classroom, looking for a solution in group. Each one generate a responsibility to find a solution with positive attitude that help to increase the knowledge and communication.

The success of cooperative learning in speaking skills depends on the thought or attitude to work in a group to accomplish constructive abilities. That`s why cooperative learning is defined that learners should be working together. Besides, the author mentions two main characteristics that they can use to work together in the cooperative learning process. The first one is, to work in small groups where the students participate with their own ideas and learn from each other. The second is to use the principal activities with the assistance of methods or techniques to improve speaking communication in oral fluency with the correct vocabulary (Jacobs, 2019).

The use of cooperative activities in the classroom has two important features that help to increase the speaking ability. The first one is work in small groups where it permits to express the main ideas through experiences that they have acquired along the year. The second characteristic is to apply the correct method in the teaching learning process to improve the speaking skill with cooperative activities that motivate to the learners create a discussions where they can speak freely.

Just the once-revised repository Chimborazo University. It was identified as similar to the projected one. The use of Cooperative Learning to improve English skills. The main idea of cooperative learning is to create fun activities that motivate students in the

teaching-learning process to acquire new knowledge with materials according to the level or grade. Therefore, working in a team is not only for learning but also to understand the topic and help like colleagues, trying to complete the task. It permits to develop of multiple abilities with familiar vocabulary which support improving fluency in speaking (Mancheno & Orma, 2018).

According to the Chimborazo University mentions that the use of cooperative learning help to work and improve the speaking skill. It is necessary to know the level of the students to create an adequate material to teach and start to work, creating fun activities with familiar vocabulary that permits to learn new words, and expressions. It permits that the students select or choose the topics to feel comfortable to speak into the class groups.

Gomez (2019) mentioned that the use of cooperative learning to develop the activities, especially in oral skills required to select of adequate events in which students feel motivated to investigate more about the topic. This study describes that the students are able to communicate and interact with others. It was emphasized to create common activities like role-plays, discussions, debates, describing the pictures, and daily routines, among others. It permits social interaction with reliable material so that learners can improve their oral skills with their classmates, creating an environment of liberty to speak forgetting to make some mistakes, and expressing ideas the natural way.

Rodgers (2018) explained that cooperative learning is an operational method to acquire a second and modern language. It has several benefits like work in a group integration, building constructive interdependence, distinct obligation, increases critical thinking, social integration, and creating learners more dependent on their personal talents and less dependent on the teachers. It permits to identify the weaknesses and strengths, incenting the acquisition of a language in an identical manner to the mother language.

Besides, it gives more opportunities to participate and choose the correct decision to resolve the problem.

Galeas (2018) established that cooperative learning is associated between the teaching-learning process and social integration in the classroom. It was applied to second and third-year bachelor's at Patate High School. The effects revealed that learners were involved all the time to resolve some troubles in the class. They considered that understanding the instruction about the activities and having good communication is so important to have a correct organization. They disagreed to work individually because they need a lot of time to finish the task. Finally, students concluded that doing activities in group help to improve the relationship between classmates and teachers, having a positive attitude in cooperative work.

Cooperative learning allows students to develop their oral abilities. Therefore, the English language emphasizes learners according to the needs of the class. That is why the methods recommended in this investigation are separated into two guides. In the first guide will be indicated the concepts use to work with cooperative learning to be taught. So, the activities applied will be reinforced with the unique purpose of facilitating the students to improve their speaking skills with activities to work in groups.

Afterward applying the cooperative learning method is probable that the students become enhanced their performance and improved their speaking skills in the English Language. Therefore, with the application of cooperative learning strategies in the classroom, students will be capable to interact with themselves with effective fluency, improving cooperation.

In the theoretical framework, the concept of cooperative learning will be demarcated and contextualized in the present investigation. Besides, In this part will examine the

fundamental characteristics that distinguish and define group activities to improve cooperative learning.

Through the execution of the proposal, different cooperative learning methodologies such as role plays, dialogues, drills, and chants. These activities interested in oral communication will be exposed at the Saraugsha High School and revolutionize teaching space with activities that supporting at the moment to work in pairs.

Justification

This work is justified because it tries to improve the speaking levels of third grade students of the Saraugsha High School, through the application of activities where the learners work in group cooperatively. First, it is necessary to create an adequate environment to incentive the social integration with all their classmates into the classroom and can develop the communication. Second, the use of cooperative activities will allow to the students increase the speaking abilities.

The main purpose of this research work is to evidence the deficiency to use cooperative learning to improve speaking skills in oral communication according to international standards (CEFR). Therefore, this study offers a pedagogical interest because it stimulates the improvement of the skills that benefit the learners to increase their speaking skills with adequate fluency (Hughes, 2017).

Learning English in Ecuador begins with basic school where students start to acquire the language with diverse circumstances using short phrases, basic vocabulary, expressions, and idioms until they can speak the language. Speaking skill is the most challenging ability because they have a problem with conversing; they can comprehend but cannot speak correctly and fluently.

Speaking skills with correct fluency to communicate with another person. Speaking is considered the most difficult ability to learn the English Language. Therefore, the students speak a little the English language and they have problems in the pronunciation because it is different. Therefore, the practice of use cooperative learning strategies in speaking skill enhance oral communication especially in English fluency as soon as they speak (Mohammed, 2018).

Cooperative learning in speaking skills is a method that helps the students to work in groups. They can cooperate with others to support their speaking to improve their fluency. This investigation had a constructive community impact on the teaching-learning process of the learners of A2 levels in the Unidad Educativa Comunitaria Intercultural Bilingue Saraugsha as a source for future examination.

The importance of this research was developed to analyze how to improve the speaking skill through cooperative learning, avoiding the traditional methods, and creating fun activities or tasks of speaking. Students need to improve their oral communication during class. In addition, this investigation is feasible for the Institution to transmit the ability to learn for the benefit of students and teachers. Besides, this technique used is relevant because it is an approach to teaching and acquiring a new responsibility where the teachers can develop the speaking activities with cooperative learning to increase the speaking skills (Gillies, 2017).

The principal limitations presented by students of the Saraugsha High School is the deficit to speak in English Language into and out the class. They feel nervous to start a dialogue or answer some questions with another classmates. Therefore, it is necessary to apply cooperative activities to motivate the communication and develop the speaking ability, working in group and helping with another's.

The problem statement

In Latin America, the English Language is considered the first language due to many people choose to learn, study and career or travel to another country. Therefore, they develop the four skills that are so important to speak fluently and in a natural way, considering that the speaking ability is the most difficult to improve. Acquiring a foreign language has been supported to learn and teach by Latin American countries. For instance, Brazil, Mexico, Honduras, Chile, Peru, Argentina, and Ecuador as a result of the public procedures to support the development and learning of the Ministry of Education (Chang, 2017).

Nowadays, the deficiency of practice speaking skill in the classroom is evident at the moment to speak with peers or teachers. Most students feel afraid, and nervous when they speak in front of classmates. Shyness is another reason that students cannot communicate. They are unable to speak in front of the classes and the teachers. Also, students are unable to think of vocabulary and grammar structure. They feel afraid to make mistakes because their friends laugh and criticize the pronunciation. Students learn the English language but they didn't study how to speak it. This is one of the most difficulties that students confronted in the schoolroom or front of people. It causes poor academic performance.

Cooperative learning was formed as a supporting way to work in a group through collaboration and integration activities. Usually, the English language in the classroom is worked individually by the teachers to know the knowledge of each one. The main problem in society is the cooperation to learn new information and can develop skills. For that reason, it is necessary cooperative work not only for students but also for all the society. In addition, the cooperative learning method permits the students to be more responsible promoting dependence on learning to develop the skills among members of each group (Raba, 2017).

According to Fauzia, (2018) indicated that interaction and communication between teachers and students are very necessary to improve speaking skills, and learning through experiences. Moreover, it is essential to apply speaking approaches during the class for to beginners can cooperate among themselves. However, English in the classroom is worked individually by the teachers to know the knowledge of each one but it is necessary for cooperative work not only for students but also for all the society. It helps to develop the skills and support cooperative learning.

Besides, many countries teach the English language as the principal language in education. According to this investigation the best countries that speak English as a second language with correct fluency, are the best methods used to acquire a new language to improve their speaking skills. The first countries with high standards of the quality of teaching are Denmark 71% of the development of fluency to speak, Netherlands 72% of fluency to speak and Sweden 70% of fluency. It permits one to know the strengths and weaknesses of each country to improve the level according to the method used to obtain a new language (Beare, 2017).

In Ecuador, the Ministry of Education started to teach the English Language at the first level to acquire the vocabulary and can develop the four skills. There are Listening, Speaking, Reading, and Writing. However, there are many weaknesses to acquire a new language, especially in speaking skills. The first reason is a few hours in English that damage the students and they do not practice the language. English died when they go home and forget it. Ecuador is the country that occupied the 9th place with other countries like Peru, Argentina, and Chile. According to research, these countries have 49% speaking fluency. Therefore, it is necessary to emphasize cooperative learning to support knowledge and increase speaking skills.

Johnson, (2018) explained that “cooperative learning in education is very necessary to share the main ideas” and is used in small groups, to have great results. Where the students work together to resolve the problems, with some ideas that contribute to the

solution. Cooperative learning is a manner that involves all the students working in small groups. Therefore, they can work together, learning their knowledge and at the same time interacting with their classmates.

Maasum, (2018) indicated that “at the end of the 19th century and until the middle of the 20th century, appeared the cooperative learning in the United States” where was discovered a method to work in group improving the skills, It helps to understand faster the activities and share the experiences. In 1806 the professor Francis Parker open a public school in New York called Lancasterian where applied the cooperative learning to understand how the students work together.

Cooperative learning is a manner that involves all the students working in small groups. Therefore, they can work together, learning their knowledge and at the same time interacting with their classmates. Other relevant information give. So, cooperative learning in education” is used in small groups, to have great results. Where the students work together to resolve the problems, with some ideas that contribute to the solution (Molina, 2017).

Bose and Al-Sohbani (2018) proposed that the cooperative learning in the speaking skill is the principal actor in the classroom is the teacher because the students have the opportunity to work with another partner and develop the speaking skill. Learners must improve in some characteristics related to the speaking skill like: fluency, pronunciation, accuracy, vocabulary, grammar, to work together with others. For that reason, the cooperative learning in the speaking skill permit to communicate the natural way without pressure developing the correct pronunciation and learn the some mistakes.

In this perspective, talking is one of the most significant abilities. For many students, learning to speak is a very difficult problem because they need to learn a lot of vocabulary, expressions, grammar, and so on. Therefore, the educational structure

should emphasize supporting the students to improve their communication to have good pronunciation. It involves working with another using cooperative work to exchange information in English and learn through different experiences. Even though, to acquire a Second Language need to study for four and five years to speak correctly (Sharan, 2018).

English speaking skill without a cooperative learning methodology is a weakness that has the majority of the students at the moment to learn a second language. For that reason, in this research, the use of cooperative learning in the classroom is very necessary to apply and determine the effect caused to improve fluency. Seeing these arguments, it is necessary to create a cooperative work environment at Saraugsha High School to solve the problems of speaking. Besides, working cooperatively permits learners to support collaboratively between them, striving interdependently with a lot of responsibility and they feel free to speak with a wide vocabulary, learning some mistakes with a positive attitude.

Research Question

How does the influence of Cooperative Learning approach develop the speaking skill in the third year of baccalaureate at Saraugsha High School?

Research Objectives

General Objective

- To analyze the influence of the use cooperative learning in order to improve the speaking skill applied to the third year of baccalaureate at Saraugsha High School in the academic year 2021-2022.

Specific Objectives

- To diagnose the effect of cooperative learning strategy in the speaking skills through the useful bibliography.

- To determine how the use cooperative learning strategy, work-group-share affects the students' speaking opportunities to improve the speaking skills.
- To design teaching activities to enhance English speaking skills based on cooperative learning strategies.

CHAPTER I LITERATURE REVIEW

Bose, (2018) proposed that cooperative learning in the speaking skill is the principal actor in the classroom because the students have the opportunity to work with another partner and develop the speaking skill. Learners must improve in some characteristics related to speaking skills like fluency, pronunciation, accuracy, vocabulary, and grammar, to work together with others. For that reason, cooperative learning in speaking skills permits one to communicate the natural way without pressure developing the correct pronunciation and learning the some mistakes.

According to Hagmana, (2018) established that cooperative learning in education is a technique that help the students acquire a new skill with the collaboration of classmates, improving their skills, especially in speaking skill. So, the Education World (2009) “the cooperative learning permits to the students are more efficient with the classmates, analyzing the problems with all members of the group”. So, work cooperatively support to the learners solve the problems analyzing and giving a correct solution and the same time increasing the knowledge with a positive attitude.

In addition, to demonstrate appropriate speaking skills, teachers have to teach, working together with students and legal representatives to work in a group. Therefore, in Ecuador, cooperative learning is necessary to apply with help of the teachers that travel to another country called “Go, teacher”. This project was created to know some methods or techniques used to learn a second language and share them with other teachers and apply them to the students. But the principal aim is to develop correct pronunciation with native speakers and learn cooperative strategies for benefit of the students to improve their knowledge and language skills (Tamimi, 2018).

1.1 Cooperative Learning Conceptualization

Ehrman (2020) indicated that cooperative learning is defined like a method used in education with activities that give a new technique to learn to speak in a natural way. It permits creating a positive atmosphere where students are not afraid to speak, and express their ideas. It provides similar information to clarify the use of cooperative work, to improve the speaking skill and emphasis at the moment to express some ideas. Therefore, the use of some teaching methods and work in small groups help to understand the activities among others.

Cooperative learning in speaking skills is a method that helps the students to work in groups. They can cooperate with another's support of speaking to help them improve their fluency. For that reason, students can speak the natural way without committing mistakes or errors. Besides, they feel dependable to speak, forgetting nervousness and fear with their classmates rather than learning from each other. The importance of this research was developed to analyze how to improve the speaking skill through cooperative learning avoiding the traditional methods and creating an active task of speaking. Students need to improve their oral communication during the class (Ocaña, 2018).

Vygotsky (1978) mentioned that cooperative learning is focused on constructivism. Therefore, the interactions are very important to know how humans learn in society and culture. For that reason, culture is considered like knowledge. It can be described as "cooperative" and "culture". These abilities are established through social relations with others. In addition, children who grow up in a good environment are able to dialogue, learn and develop knowledge the easy way. However, social constructivism is a method in which children acquire new knowledge through experiences of the adults, parents, peers and teachers. It permits developing a conversation with their friends, exchanging ideas, collecting information and growing knowledge.

Therefore, practicing any language with social interaction helps to improve communication in order to support critical cognitive development. There are two important characteristics to develop the fluency to acquire a second language. Then, the first part of language is the transmission of information through adults to the children, and the second role of language is learning without the help of others creating experiences both external and internal information with social interaction related to cooperative learning.

Cooperative learning is based on two theories: Structure-Process-Outcome theory and Social Interdependence theory. The cognitive theories of Vygotsky and Piaget emphasize the practice of cooperative

Jean Piaget's (1959) argued that the communication among students is a great benefit to apply cooperative work in peer learning because students transmit out the speaking ability with another to resolve the problem and develop the individual performance. Therefore, there are two cooperative learning strategies to improve the speaking skill. It is based on motivational and developmental. Motivational is focused on work in individual learning activities, creating norms that involved all the participants to speak. And developmental observation refers to the effects of cooperative learning on learners to argue, discuss, and present their own point of viewpoint with constructive analysis.

Swain, (2017) stated that cooperative learning in speaking skills is very necessary to get a second language. Students need to write and speak to create prospects of communication when they work in groups to ample and increase the objective of language. Therefore, creating opportunities to speak and give to each student adequate time to express their point of view inside and outside the classroom so that they can have the security of speaking. In addition, cooperative learning has been related to working in groups to accomplish the goal. Also, effort together makes all responsible to conclude the task.

Adams (2018) proposed that Cooperative learning is defined like a method used in education with activities that give a new technique to learn to speak of the natural way. It permits to create a positive atmosphere where students do not have afraid to speak, express the thinking and achievement that them work together without troubles.

Slavin (2017) indicated that the mean of cooperative in several fields. Each one provides a similar information to clarify the use of cooperative learning, to improve the speaking skill and emphasis at the moment to express some ideas. Therefore, the use of cooperative learning mentions some teaching methods used with learners can work in small groups to understand much better the exercises.

Siegluel (2018) suggested that cooperative learning is a method of education which students should work together with two or more partners to complete the task. This system involves students and teachers contribute with the knowledge to find a solution. Cooperative learning is a structure where it is applied to work in small groups to complete a goal, the students fell motivate with another friend to learn together.

Slavin (2019) proposed that the main idea of cooperative learning is create a fun activities that motivate to the learners with materials according to the grade, working in team not only for learning but also understand the topic and help like colleagues, trying to complete the task. Cooperative learning in the classroom has a half- period of authority. Consequently, this method to teach helps the students to work in groups having a positive effect at the moment to acquire new knowledge with the support of teachers and classmates.

Jhonson (2018) indicated that the successful of cooperative learning in the speaking skills depend on the thought or attitude to work in group to accomplish a constructive abilities. That`s why, cooperative learning is defined that learners should be work together. Besides, the author mentions two main characteristics that they can use to work together in the cooperative learning process. The first one is, to work in a small groups where the students participate with own ideas and learn of each other. The second is use the principal activities with assistance of methods or techniques to

improve the speaking communication in the oral fluency with the correct vocabulary.

Kagan (2017) explained that the cooperative learning is a constructive knowledge that stimulates to the students to speak and interact with others. The cooperative learning has had a useful result that benefit to develop the speaking skill in different levels of education. Also, the use of cooperative learning include social interaction during the class, allowing to improve the communication and increase the oral fluency. It permits them to work in groups, learn through experiences of them, with positive attitude and reliable communication.

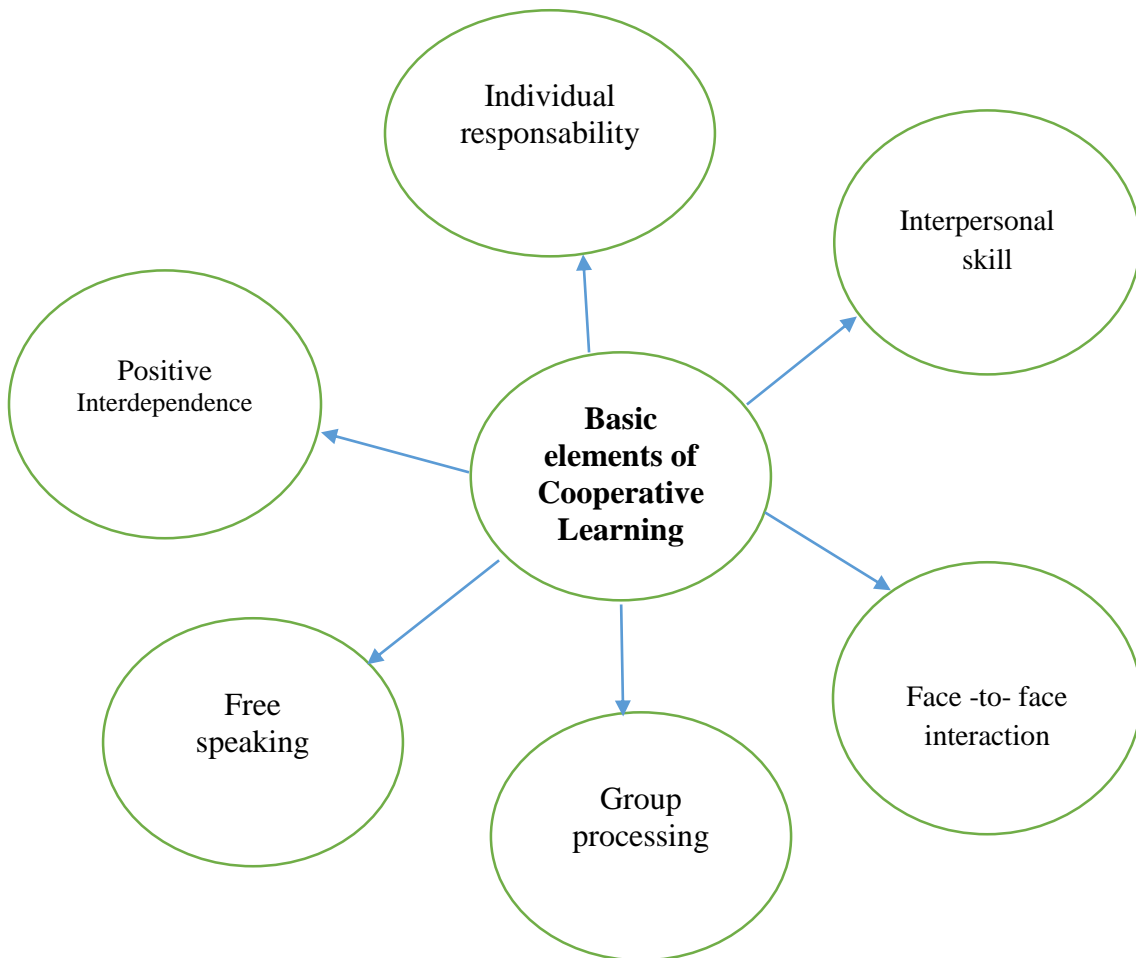
Burkart & Sheppard (2018) proposed that speaking ability is the principal method to measure knowledge in a conversation. Moreover, the instruction that teachers give to the students is another characteristic to acquire a second language to speak spontaneously and in the natural form like natural speakers. In addition, it is necessary to create fun activities that involve all the participants, creating a good environment in the English Classroom to develop the language with the interaction in pairs, applying a cooperative learning process.

Bygate and Brown (2018) concluded that taking all the time is a great strategy to increase speaking skills. Learners have the opportunity to share their experiences with another partner. It is necessary to work cooperatively to acquire new ideas. Students should interact with a native speakers to learn adequate pronunciation. Examining the words, phrases, expressions, and what you say is so indispensable before speaking because the central nervous system involves all the memory in different areas of preparation. In addition, talking with native speakers support our knowledge, and improves the mistakes.

1.2 Basic elements of Cooperative Learning

Gillies (2018) proposed to the basic elements of cooperative learning that help the students to work together to end the activities. It involves all the participants, sharing

the information in the teaching-learning process and say their points of view to resolve the problem. The basic elements of cooperative learning are:



*Figure N° 1: Basic elements of Cooperative Learning.
Author: Gillies, G. (2018)*

1.4 Characteristics of Cooperative Learning

Johnson and Johnson (2017) indicated that there are some characteristics of Cooperative learning that help to improve their work in a group.

- **Constructive Communication:** Constructive analysis and communication help to improve a lot of mistakes, and learn from the experiences of classmates. It permits having a natural conversation with ideas that support each other to achieve the objectives.

- **Individual Process:** The decision of an individual member of the group is so essential to work the better way, understand the instruction and accomplish the goals to carry on the process during the task.
- **Cooperative interdependence:** It refers in work together with all participants of the group. They know the parts to complete during the activities, helping each other. Therefore, one cannot be successful without that group work consciously.
- **Suitable Social talents:** It refers to knowing the abilities that have each one to give the responsibilities of the accomplishments, improving the cooperative work, and creating equal participation with responsibilities.
- **Individual accountability:** It involves individual as well as group performance. It is related to the belief that each member in-group is responsible for his/her performance and the teammates' work (Richards and Rodgers, 2001).
- **Individual responsibility:** It implies that every participant of the group is accountable for their work, supporting with main ideas that help to contribute to the teaching learning process and develop the activities.

1.5 How to shape work in groups?

Richards (2019) proposed that there are several factors that must be considered to work in groups to create a positive interconnection when they build up the groups.

- **The students' role in the groups:** the main role of each students according to activities. It possibly could be participant monitor, recorder, sound monitor, reviewer, and recorder. However, the learners could have different roles or particular role.

- **Group dimensions:** It refers to the magnitude of the group. Commonly the participants are shaped by four or two students. It is very important to reflect the learners' year, type of activities, student phase, time, and learners' age.
- **Allocating to the learners:** To form the groups could be considered for empathy, leader, or decided by the tutor.

1.6 Cooperative learning in English Language Teaching

Cooperative learning in English Language Teaching is a method of education in which students can work together with two or more partners to complete the task. This system involves students and teachers contributing with the knowledge to find a solution cooperatively. Cooperative learning is a structure where it is applied to work in small groups to complete a goal, the students feel motivated with another friend to learn together (Stahl, 2018).

The success of cooperative learning in speaking skills depends on the thought or attitude to work in groups to accomplish constructive abilities. That is why cooperative learning is defined as learners should work together. Besides, the author mentions two main characteristics that they can use to work together in the cooperative learning process. The first one is to work in small groups where the students participate with their ideas and learn from each other. The second is the use of the principal activities with the assistance of methods or techniques to improve speaking communication in oral fluency with the correct vocabulary (Jhonson W. , 2018).

Kagan (2018) confirmed that the use of cooperative learning is constructive knowledge that stimulates the students to speak and interact with others. Cooperative learning has had a useful result that benefits the speaking skill in different levels of education. Also, the use of cooperative learning includes social interaction during the class, allowing to improve the communication and increase the oral fluency. It permits them to work in

groups, learn through experiences of them, with positive attitude and reliable communication.

1.7 The teacher role in cooperative learning

Thorunbuy (2018) proposed that the teacher's role in cooperative learning makes it available for learners to speak the natural way to build knowledge in the teaching-learning process. Therefore, the tutor has the responsibility of keeping under observation, attendant, giving clear instructions, and facilitating the student's learning. In addition, the teachers should create a diversity of activities that help to improve the speaking skill:

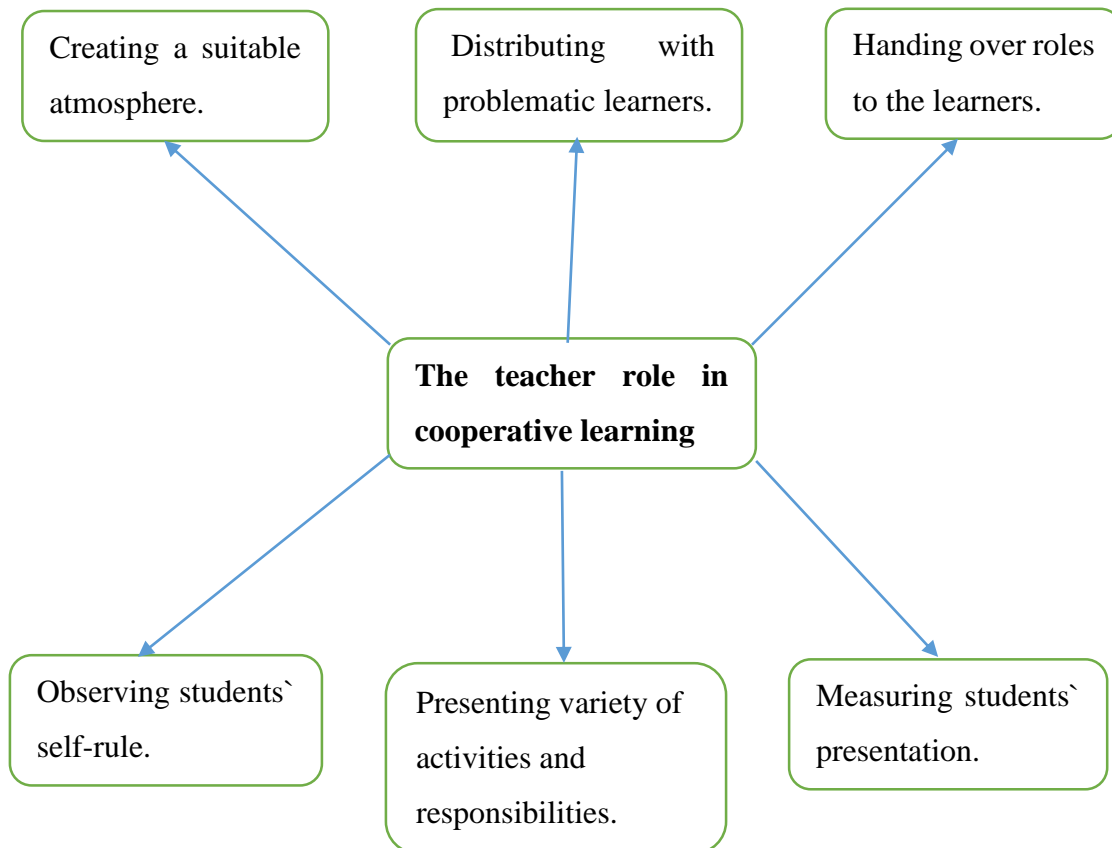


Figure N° 2: The teacher role in Cooperative Learning.
Author: Thorunbuy, S. (2018)

1.8 Speaking theory

Marrow (2017) suggested that there are four skills of the English language: listening, speaking, reading and writing but the most important ability is speaking because students need to involve two or more people to speak to develop fluency. Listeners and speakers have to answer what they make and hear to contribute the message. Each participant tries to speak some ideas to express the opinion, suggestions to interact with another. Therefore, relevant input and output information.

1.8.1 Speaking in the class.

Speaking in the classroom is so important to communicate between teachers and classmates to improve speaking skills and have a good environment. This type of ability is very difficult to develop because it requires practice all the time and knowing new vocabulary. Therefore, learning a new language need to understanding the meaning of the words, increasing oral communication in a natural way helps with appropriate expressions (Bygate, 2018).

1.8.2 Techniques in the teaching speaking

Many activities of speaking have been maintained to improve fluency in the English Language. Therefore, these techniques are used to develop the four skills especially the speaking skill for example:

Information openings: In these types of activities, students work according to the experiences acquired in their personal life and knowledge that they have to complete the task with a principal brainstorm. As a result, they need to think, understand, and practice with their classmates to resolve the activity, giving a different point of view to help the group (Vega, 2018).

Role Plays: For Ladousse (2018) established that the role plays are focused in get into character to develop and express their thoughts according to the personality of each person, creating their own role to share the ideas.

Free discussions: Lucena (2019) proposed that the application of these activities learners have to opportunity to talk about topics that they are interested in. In free discussion, students can develop their speech fluency when they exchange opinions, information, experiences, stories, etc.

Imitations: This activity refers to imitating another person, especially the native speaker, using accents or stress at the moment to say some words. It helps to acquire the correct pronunciation in the existent world, making a pleasurable and active presentation (Jhonson, 2018).

Debates and Discussions: This activity permits them to share ideas, opinions, experiences, and stories in which the students discuss any topic with two opposite sides, giving the possible solution in the group. They express their point of view or idea according to the knowledge. Students defend their information about advantages and disadvantages to support the ideas (Alvarez, 2020).

Jigsaw: Crandal (1999) proposed that the Jigsaw activity permit to work in cooperative form because the students participate together exchange the main ideas all the time to choose the correct piece of the puzzle.

Structure-Process-Outcome

This theory emphasizes the relationships, activities, organization, actions, and work individually and in groups. It is used to complete the task depending on the situation. It regulates the effects achieved with the students to determine the objective at the moment to conclude any activity. Therefore, the words and vocabulary used to communicate are so essential to resolving the trouble. As a result, the paper the teacher is to create interaction among students to have good results in the speaking ability to improve oral fluency in the teaching-learning process (Watson, 2018).

1.8.3 Cooperative learning in speaking skill

Hagmana (2018) suggested that the cooperative learning in the speaking skill is a technique that helps to the students acquire a new ability with the collaboration of the classmates, improving the skills especially in speaking skill. So, cooperative learning permits to think- pair-share to create a good communication. It helps to the students to be more responsible with each one and with all members of the group. The principal problem of cooperative learning in the speaking skill is the deficient of activities that incentives to speak the natural way, using familiar vocabulary to express the ideas and knowledge.

1.8.4 Cooperative learning strategies to develop speaking

Cooperative learning strategies are having interaction between classmates and teachers, to learn face to face through cooperative learning with positive interdependence that promotes learning in pairs. Learners have the opportunity the explain how to solve troubles individually or in a group, discovering a ladder of the group in social skills. These concepts support the use of cooperative learning similar to the mother tongue. However, the principal strategy to understand the topic is to give the students comprehension input where they can acquire easily the information and express the knowledge with simple vocabulary (Adams M. , 2018).

1.9 Group rules that permit to work in cooperative learning conduct.

Dornyei (2018) proposed that there are several rules, which help the students to work in cooperative activities when they start to work:

- Respect the ideas of their classmates.
- Listen to the learners.
- To be more responsible with the group.
- Be easygoing with their classmates.
- Provide the responsibilities and the rights.

- Respect the turns to speak.
- Listen to the participants before taking a resolution.
- Stimulate and help others.
- Share constructive ideas.
- Do not be the authority.
- Check everybody's classmates participate in class.
- Avoid making fun of the participants.
- Be responsible with all integrands of the group.

CHAPTER II. METHODOLOGY

2.1 Research approach

This research is conducted to discover the use of cooperative learning to improve speaking skills. It is a procedure to know if the students work in a group using the qualitative approach. Subsequently, this investigation determines the benefits of cooperative activities that help to improve speaking skills. Therefore, the purpose of the qualitative approach is support to know the result applied with survey, and observation instrument, to know the problems and can measure before and after the investigation (Shank, 2002).

2. 1.1. Research Design

For the structure of the research, it is positioned with a qualitative approach because it permits an analysis of the procedure of the use of cooperative learning to improve the speaking ability with the students of the thrid year of baccalaureate at Saraugsha High School. To accomplish this objective is used a survey, procedure, and techniques. Besides, it carries out several observations to discover how Cooperative Learning is used to develop fluency through interactive activities.

2.2 Type of research:

2.2.1 Action Research

The method of the research was action research with qualitative, survey, and observation. Creswell (2014) argued that action research is an efficient processes used commonly by educators to collect information qualitative data's, to know the teaching learning process and how the students work in cooperative activities into and out of the classroom. Besides, the action research help to understand several troubles of cooperative work like interaction in group, afire of speak in front of classmates, giving a possible solution to acquire and learn a second language.

2.2.2 Descriptive Research

According to this investigation is descriptive so which it was carried out with the students from the third year of baccalaureate at Saraugsha High School. The students have deficiency to work in a group or help to their classmates to resolve the activities. They always work in class individually. That is why, they have low academic performance, without can develop their skills in Cooperative Learning at the moment to work in groups. Therefore, cooperative learning help to know the strengths and weaknesses of each one, losing the fear of making some mistakes in front of classmates.

2.2.3 Research Context

This research took place at Saraugsha High School in the parish of Zumbahua. It is a public institution that focus in integral preparation of young and children. The principal values in this establishment are respect, honesty, responsibility, with critical thinking that contribute to the society and the country without forgetting their cultures, religions and customs of the community. Its mission is to become an excellent students, practicing values with the society, and use the mother tongue to communicate between teachers and students.

However, the lack of motivation to learn the English Language, damage to the students in the teaching-learning process, and acquiring a low level of knowledge and individual work does not permit them to improve the second language. This institution is trilingual where students speak three languages to communicate such as: kichwa, Spanish, and English. It is executed in the following order:

- a) It was an application to develop cooperative learning.
- b) The participants are students in the third year of baccalaureate. The survey was the instrument used for data collection.
- c) The results were collected, analyzed, and interpreted through the use of Cooperative Learning in the speaking skill.
- d) To conclude, the outcome of the project is presented and concluded.

2.2.4 Participants

The participants of this study are 20 students, who are learning English to improve their speaking skills. The members are in the third year of baccalaureate at Saraugsha High School, in Zumbahua Parrish. The participants are 6 males and 14 females. Their ages range between sixteen and seventeen years old.

The majority of learners were from families of slow economic status. The chosen students worked as the subjects of this investigation; based on the low English experience they had previously this research. Furthermore, in the class research, the students showed several problems at the moment of speaking and working in cooperative work.

2.3 Data collection

2.3.1 Techniques and instruments:

The process of data collection was applied at Saraugsha High School in the third year of the baccalaureate, alongside the information collecting procedure, considered by some authors in the theoretical framework. The instrument used was a survey. It was applied in the period of the class to know how the learners apply cooperative learning at the moment to realize the tasks and can recognize the strengths and weaknesses when they work in a group.

2.3.2 Survey

Converse (2018) indicated that survey is a special tool to know the strengths, and weaknesses of the surveyed. The survey can be long or short. It permits to ask some questions to the participants lending more qualitative analysis. It helps to collect the results. (Who are every so often respondents). Also, the survey service to know directly on their own behaviors, thoughts, social attitudes, cooperative work, communication, integration, and feelings with a particular ways of describing what they do. It could be

conducted by telephone, the virtual form, in person, through the mail, face to face and over the internet.

In specific, survey researchers take a solid preference for big indiscriminate examples because it provides the most precise approximations of what is real in the participants. Therefore, the survey research could be the only methodology in psychology in which random sampling is regularly used.

2.3.3 Observation Research

Steel & Powel (2017) argued that the observation research is a qualitative research technique where researchers observe participants' ongoing behavior in a natural situation. It is a correct method used to collect data, information the natural way. In this manner the investigator observe. Students do not requirement answer some questions to detect the problem. This is the method that researchers used to understand the trouble. It permitted to obtain the statistics of different sources like: students, work in groups, taking to each other, methods of teaching, taking to the teacher, activities through check list.

Therefore, it permits to analyze and know the teaching learning process. In addition, learners will be detected before and after the application of the investigation. The observation included a list of speaking ability which it is associate with the fluency of cooperative tactics constructed by objectives, indicators of the study, variables, and indicators. It helped to describe the operationalization of variables.

2.3.4 Intervention

Intervention research is all about learning what treatments or strategies work best to improve outcomes and making a difference in what troubles most to people. This intervention was carried out to implement the use of a cooperative learning approach to improve the speaking ability with the participants forgetting the traditional class. Therefore, it provides some phases established by the teacher-researcher to enable the

application of the cooperative learning TSG. It was chosen as the most appropriate strategy to discourse the A2 according to the needs of the students. Pressley (1992) proposed the use of this type of strategy to improve the teaching-learning process creating new opportunities to speak through main ideas.

The use of cooperative activities in the 3rd BGU classroom (A2) was made. The activities were developed in 8 weeks – 16 classes of 45 minutes from June 3rd to July 22nd on Friday. Each activity is used diverse techniques (debates, oral presentation, discussion, role play, favorite hero, and future professions), all the activities wore the following steps: objectives, vocabulary, description of the strategy, instruction, and assessment, where the teacher explains clearly the instruction to develop the task and students make the presentation in the group, organizing the correct way. It permits working together between teachers and learners with suitable speaking abilities. In conclusion, the practice was carried out, in which the students could work in cooperative groups improving their speaking skills, communication, and social integration. (See appendix 7)

2.4 Data Analysis plan

The evidence collecting organization is about the building of the information. It is operate in two stages: First collect the evidence according to the plan and analyze the results. To accomplish the present study: the teachers and students give all the necessary information. The investigator used some instruments like surveys to find actual information that permits use some strategies and tools that help to improve into of the teaching learning process. It is a special tool to know the strengths, and weaknesses of the surveyed.

The survey can be long or short. It permits to ask some questions to the participants lending more qualitative analysis. It helps to collect the results. (Who are every so often respondents). Also, the survey service to know directly on their own behaviors, thoughts, social attitudes, cooperative work, communication, integration, and feelings with a particular ways of describing what they do. In specific, survey researchers take a solid preference for big indiscriminate examples because it provides the most precise approximations of what is real in the participants.

Also, the observation is a correct method used to collect data, information the natural way. In this manner the investigator observe. Students do not requirement answer some questions to detect the problem. Observation is the method that researchers used to understand the trouble. It permitted to obtain the statistics of different sources like: students, work in groups, taking to each other, methods of teaching, taking to the teacher, activities among others. Therefore, it permits to analyze and know the teaching learning process.

Finally, the intervention was carried out to implement the use of cooperative learning approach to improve the speaking ability with the participants forgetting the traditional class. Therefore, The use of cooperative activities in the 3rd BGU classroom (A2) was made. The activities were developed in 8 weeks – 16 classes of 45 minutes from June 3rd to July 22nd on Friday. Each activities is used diverse techniques (debates, oral presentation, discussion, role play, favorite hero, and future professions), all the activities wore the following steps: objectives, vocabulary, description of strategy, instruction, and assessment, where the teacher explains clearly the instruction to develop the task and

students make the presentation in group, organizing the correct way. The sample collection plan is conducted by the following interrogations.

Basic Questions

Basic Questions	Explanation
Why?	To realize the aims established in the investigation
To whom?	Students of third year of baccalaureate at Saraugsha High School
What characteristics are going to be mention?	Dependent Variable: The use of Cooperative Learning. Independent Variable: The English speaking fluency improvement
Who?	The researcher: Carlos Enrique Herrera Zapata Students: A2 English Level
When?	Second Quimester March 2022 – July 2022
Where?	Saraugsha High School, in the Zumbagua Parrish.
How many periods?	Only once
Which tool?	Survey Rubric

*Table N° 1: Workgroup
Author: Herrera, C. (2022)*

2.4.1 Instruments Validity

Previously the presentation of the survey, the investigator presented the questionnaires to the project tutor from the Technical University of Cotopaxi and confirmed the research tools. The instruments were validated by two teachers and experts of public institutions Trajano Naranjo High School and Felix Valencia High school. (See Appendix 2).

2.4.2 Survey Validity

The present survey was used to collect data from the A2 level of the students in the sixth year of baccalaureate at Saraugsha High School. It delivered important information that facilitated the investigator to know and apply a new approach to teaching English. The survey has 10 close interrogations with the purpose of knowing if the learners use

cooperative learning to study English and how usually use group work activities to improve the learners speaking fluency in the classroom. (see Annex 3)

2.4.3 Development and examination plan

The present research had the support of Saraugsha High School to carry out the improvement and use of Cooperative Learning at the A2 English level to improve Speaking fluency. The researcher understood the research problem through a previous analysis. For that reason, several aims were recognized; this study is established with a profundity of collected works investigation and academic context. Moreover, this examination originates from books, articles, academic papers, websites, and journals. Besides, the instruments used to collect data with clear objectives applied to the learners to analyze the information and understand.

2.5 The Proposal

The proposal is divided in activities that help to improve the speaking skill in which the students can improve the communication through of use of cooperative activities that motivate to work in groups and help to each other to resolve the troubles. The beneficiaries of this guide are students from A2 English Levels that need to support cooperative activities to improve the speaking skill in the classes. The present speaking skill with a guide of cooperative activities that promote a type of change in order to increase the statement and approaches applied in it. These are dived in eight strategies: (see appendix 5).

The strategy one: Cooperative request.

It consists to meeting people over colors. The skill to improve is speaking. The number of students are twenty. The class period is 40 minutes. The curse is third of baccalaureate. The resources used are color papers, computers among others. The objective is the students will be able to exchange the information using present simple. Also, the vocabulary is associated to family, age, food, daily activities and so on. Besides, the description of strategy how the students to realize during the activity. Moreover, the instruction of the teacher to start the task. Finally. The assessment to evaluate the students. (See appendix 5).

Strategy two: Questions and answer.

It is about movies. The skill to improve is speaking. The number of students is twenty. The class period is 40 minutes. The course is the third year of baccalaureate. The resources used are colored papers and computers among others. The objective is for the students will be able to talk about fill reviews, movie genres, and main ideas. The vocabulary is related to movies, production, actors, expressions, and so on. Besides, the description of the strategy. The students select their favorite movies like terror, drama, action, and comedic to create a fun environment of learning. Then they can start with some questions and answers. Moreover, the instruction of the teacher to start the task. Finally. The assessment (interview) to evaluate the students. (See appendix 5)

Strategy three: Think couple share

Activity number three with the topic of my favorite hero in the world. The skill to improve is speaking. The number of students is twenty. The class period is 40 minutes. The course is the third year of baccalaureate. The resources used are a pen, dictionary, and paper. The objective is for students will be able to speak about some heroes that consider important for life using the present simple. The vocabulary is related to qualities, and responsibility. Also, the description of the strategy. Students will work in groups, Then and there, they will dialogue about a hero that they appreciate or love. They will describe somebody's special information and responsibilities that do along the life that he or she is in care to organize. Besides, the Instruction: a) Students will form groups of 5 students respectively. b) Learners have to choose a superhero or member of the family which they need to talk about. c) They will present the information of her or him to their classmates, finally, the Assessment: Oral Demonstrations: students will share a lot of information referent to the superhero and qualities of their favorite person in their family. (See appendix 5)

Strategy four: Cooperative description

Activity number four is about photograph description. The skill to improve is speaking. The number of students is twenty. The class period is 40 minutes. The course is the third year of baccalaureate. The resources used are Pictures, a pencil, sheet of paper. The Objectives: students will be able to talk about images and landscapes, and create their sentences through the description. Vocabulary: related to profession, daily routines, actors, and so on. Description of strategy: Learners select their favorite picture or image.

They use them to describe what they can see with simple sentences, each student creates a sentence with the principal ideas. Also, Instruction: a) Students are distributed in groups of four. b) They select a picture to describe. c) Teacher describes to them what they can do at the moment to speak. d) Students start talking and describing according to the picture, with different ideas. e) At the end of the speech.

They change the picture and information creating their sentences with the vocabulary learned. Assessment: Cooperative Speaking. See the checklist on the page (105). Finally, Oral Presentations: Students will provide abundant information about what they can see in each picture using the modal can, with correct pronunciation, and make sentences to describe the picture. (See appendix 5)

Strategy number five: Think clearly

Activity number five. My habits. The skill to improve is speaking. The number of students is twenty. The class period is 40 minutes. The course is third of baccalaureate. The resources used are paper and pen. The objective: students will be able to talk about their habits using adverbs of frequency and present simple. Also, the vocabulary: is related to favorite places, sports, colors, movies, prepositions, and adverbs of frequency. Besides, the description of strategy: Learners think about their habits that realize every day. They use adverbs of frequency, like always, sometimes, and never. Besides, they use a wide vocabulary referring, to domestic responsibilities, food, sports, movies, and favorite things that they like to do. Instruction: a) Students work in groups of five each. b) They remember the activities that they do often in the house. c) Teacher explains to them what they can do to start the activity. d) Students organize the idea and write on a piece of paper the common habits that they like to do every day, using the present simple tense. Assessment: Assessment in couples. See the rubric on the page (103). Finally, Interaction: Learners practice different questions and answers to the partners that they do frequently every day with cooperative work and with interest. (See appendix 5)

Strategy number six: Speaking at loud

This activity is about professions. The skill to improve is speaking. The number of students is twenty. The class period is 40 minutes. The course is third of baccalaureate. The resources used are a sheet of paper and a pen. The objectives: students will be able to talk about different jobs, university degrees, and no formal professions using the present simple. Besides, the vocabulary: is related to action verbs, daily activities,

expressions, and action verbs. Also, description of strategy: Students talk about their favorite professions. They use expressions like every Tuesday, every week, and on Fridays. And action verbs like study, cook, dance, write, and drive, among others. Besides, they use familiar vocabulary referring, to different types of jobs and responsibilities that they do in each profession. Besides, the instruction: a) Organize the students to work in groups of four. b) They choose the profession they would like to have in the future. c) Teacher explains to the students what they can do to start the activities. d) They organize the idea and talk about different professions using expressions of present simple and main ideas. e) Students ask some questions their classmates like what is the ideal job? What is the most difficult profession? f) Finally the speaking. Learners talk about expressing their opinion about their favorite professions using action verbs, wide vocabulary, and daily routines. Assessment: Extensive speaking. See the Rubric on the page (). Finally, choose a profession: Students share different information through questions and answers what is your favorite job? Sharing advantages and disadvantages according to the profession with cooperative work. (See appendix 5).

Strategy number seven: Open debates

This activity is about recycling. The skill to improve is speaking. The number of students is twenty. The class period is 40 minutes. The course is third of baccalaureate. The resources used are newspapers, and news. The objectives: Learners will be able to talk about different types of news around the world like technology, sports, war, global warming, and recycling. Vocabulary: related to the environment, pollution, recycling, global warming technology, and sports among others. Description of strategy: Learners think about their favorite news and reality problems of society. Students select the topic. Then, they use a lot of information to share the main ideas with their classmates like global warming affects the world because it produces climate change. Therefore, it is necessary to recycle with responsibility. Technology, people were replaced by robots in their jobs. Furthermore, they speak with familiar words and improve their vocabulary. For example contamination, waste, plastic bottles, and natural disasters. Instruction: a) Learners will organize in groups of 5 students each. b) They pick up their favorite news according to the actuality. c) Teacher explains to them what they can do to start the activities. d) Students talk about different news using expressions and familiar words. e) They ask some questions their classmates after listening to the news like what is the possible solution? What is the main cause of this problem? f) To end with the speaking.

Students share the news with their classmates and express their points of view, using comprehensive vocabulary. Assessment: Wide speaking. See the Rubric on the page (). Finally, select news: Learners share different types of information about problems of the society, giving a possible solution with cooperative work. (See appendix 5).

Strategy number night: Multiple skills

This activity is about action verbs. The skill to improve is speaking. The number of students is twenty. The class period is 40 minutes. The course is third of baccalaureate. The resources used are worksheets, pens, and flash cards. Objectives: Students will be able to use action verbs and create sentences. Vocabulary: related to actions verbs, functions, linking words, and grammar structure. Description of strategy: Students think in silence about actions verbs like run, sleep, cook, walk, dance, and jump among others. After that, they use mimics or gestures to their classmates to imagine the verb. Also, they use linking words like and, also, but, because, after, next, therefore, moreover, and however. Instruction: a) Learners work in groups of four each. b) Students think of a lot of action verbs in silence and choose two. c) Teacher gives details to them on what they can do to start speaking. d) They guess the verb through mimics or gestures. e) Students write a sentence, using linking words like she swims in the pool and plays soccer. f) In the last part of the speech. They share each sentence with all the group of students and discuss the grammar structure. Assessment: Interactive Speaking. See the Rubric on the page (). Finally, select a verb: Students guess the different action verbs and create some sentences using linking words and correct grammar structure. (See appendix 5)

CHAPTER III. RESULTS AND DISCUSSION

3.1 Result

1.- Would you like to work in group?

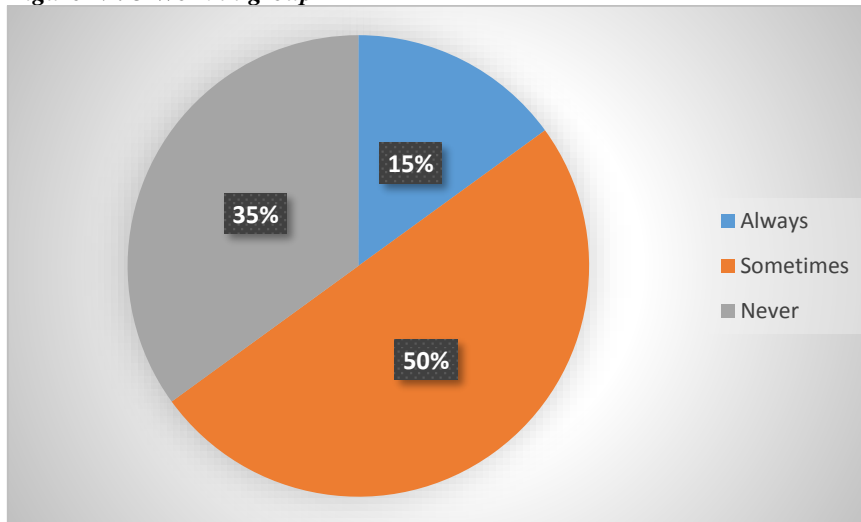
Table N°: 2 Work in group

Frecuencia	Número	Porcentaje
Always	3	15%
Sometimes	10	50%
Never	7	35%
Total	20	100%

Source: Survey for students

Created by: Herrera, C. (2022)

Figure N°: 3 Work in group



Author: Herrera, C. (2022)

Source: Survey directed to students

Description

After the collect the information and analyzing the results. In question number one, it was observed that 3 students that represent the 15% expressed that they always prefer to work in groups. They can create a good atmosphere, and excellent social integration, into and out of the classroom to exchange the main information. On the other hand, 10 students representing 50% indicate that they sometimes work in groups to improve their speaking skills due to a deficiency of cooperative activities. Finally, 7 students that represent the 35% never work in a group because they are not motivated by procedures applied in the teaching-learning process to start cooperation.

2.- Do you consider that you can learn English through of experiences of others?

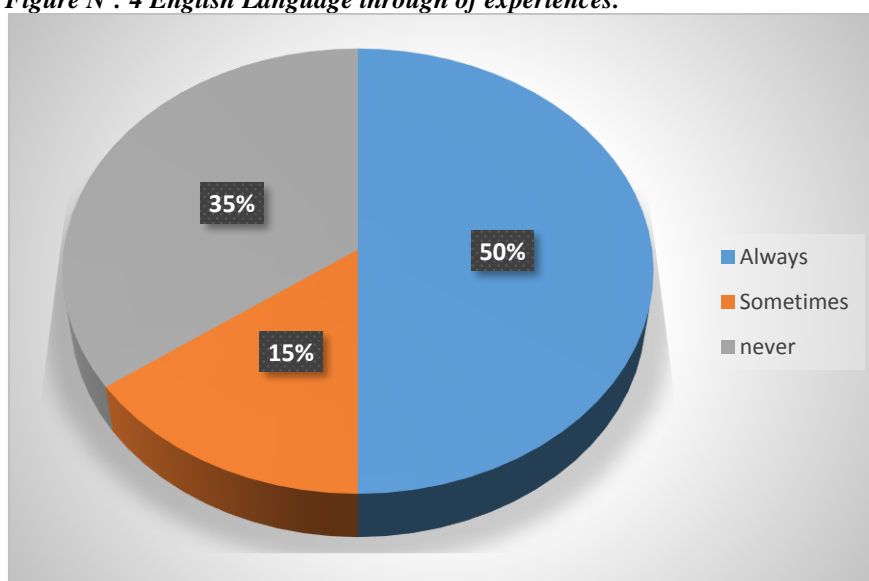
Table N°: 3 Learning English through of experiences.

Frecuencia	Número	Porcentaje
Always	10	50%
Sometimes	3	30%
Never	7	20%
Total	20	100%

Source: Survey for students

Created by: Herrera, C. (2022)

Figure N°: 4 English Language through of experiences.



Author: Herrera, C. (2022)

Source: Survey directed to students

Description

In question two, 10 students who represent 50% consider that they always learn better through the experiences of their classmates. It permits one to learn new vocabulary and improve the abilities. However, 3 students that represent the 15% sometimes learn through experiences. They cannot express their main ideas in the English Language due to they feel nervous about speaking in front of classmates, and 7 students that represented 35% never learn English through the experiences of others. They need some instructions to start learning.

3.- Do you think that students with low level of English ask for help to their classmates before asking to the teacher?

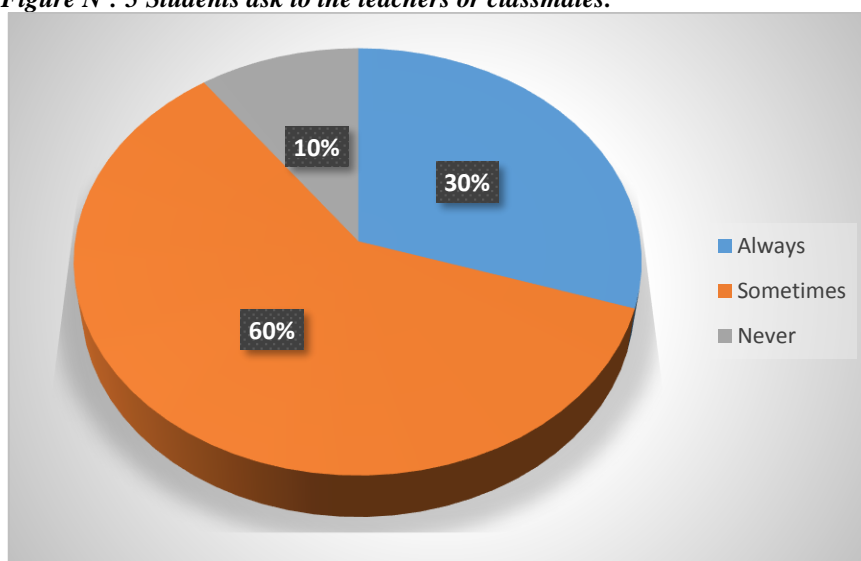
Table N°: 4 Students ask to the teachers or classmates

Frecuencia	Número	Porcentaje
Always	6	30%
Sometimes	12	60%
Never	2	10%
Total	20	100%

Source: Survey for students

Created by: Herrera, C. (2022)

Figure N°: 5 Students ask to the teachers or classmates.



Author: Herrera, C. (2022)

Source: Survey directed to students

Description

According to question number three, 6 students who represent the 30% always ask for help from their classmates before that the teacher. They cannot formulate the questions to ask. Meanwhile, 12 students that represent 60% sometimes ask the teacher. They prefer to ask their colleagues to understand the activities or instructions about the task. Also, 2 students represent the 10% they never ask the teacher and classmates. They think it is our responsibility to resolve the problems with our own arguments.

4.- Do feel comfortable to speak English in front of the class?

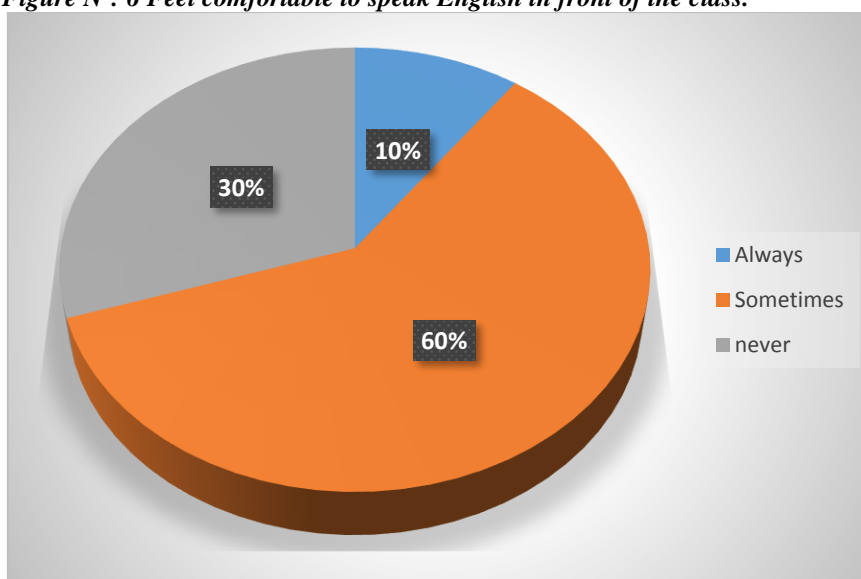
Table N°: 5 Feel comfortable to speak English in front of the class.

Frecuencia	Número	Porcentaje
Always	2	30%
Sometimes	12	60%
Never	6	10%
Total	20	100%

Source: Survey for students

Created by: Herrera, C. (2022)

Figure N°: 6 Feel comfortable to speak English in front of the class.



Author: Herrera, C. (2022)

Source: Survey directed to students

Description

In the question number four, 2 students who represent 10% said that they feel comfortable to speak in front of the class. It helps to have security at the moment to speak in front of the class and can share own ideas in the L2. However, 12 students that represent the 60% mention that they sometimes feel conformable to speak in English language. They feel nervous to speak and make some mistakes in front of the class. On other hand, 3 students that represent the 30% never speak in the classroom. They feel afraid of use second language. They said is so difficult speak with the correct pronunciation.

5.- Do you have problems when working in groups?

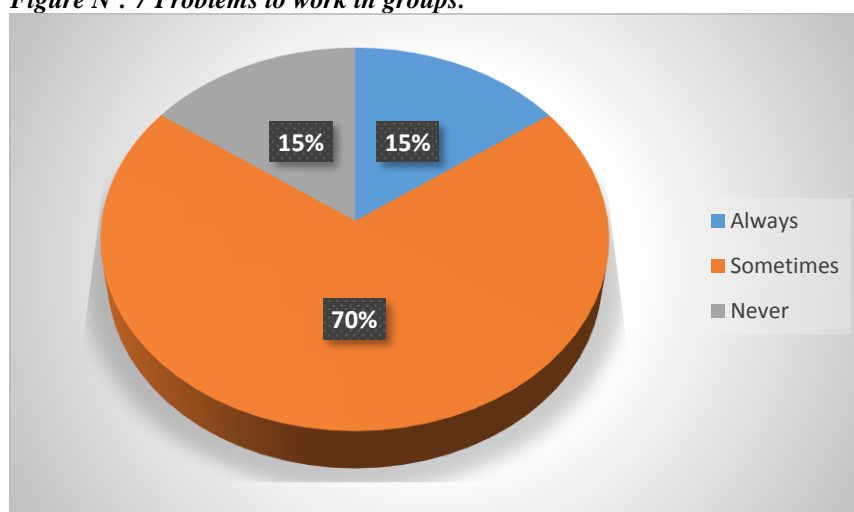
Table N°: 6 Problems to work in groups

Frecuencia	Número	Porcentaje
Always	3	15%
Sometimes	14	70%
Never	3	15%
Total	20	100%

Source: Survey for students

Created by: Herrera, C. (2022)

Figure N°: 7 Problems to work in groups.



Author: Herrera, C. (2022)

Source: Survey directed to students

Description

According to question number five, 3 students which represent 15% always have problems when working in groups due to a lack of social integration. As a result, it produces a lot of distraction between them. They do not help the group to complete the activities. Nevertheless, 14 students who represent 70% mentioned that they sometimes prefer to work in groups. It helps to motivate them to speak in English class, interact with their classmates and develop communication. Also, 3 students representing 15% said that they never work in a group. They prefer to work alone and give their solution to resolve problems.

6.-Do you help or support each other?

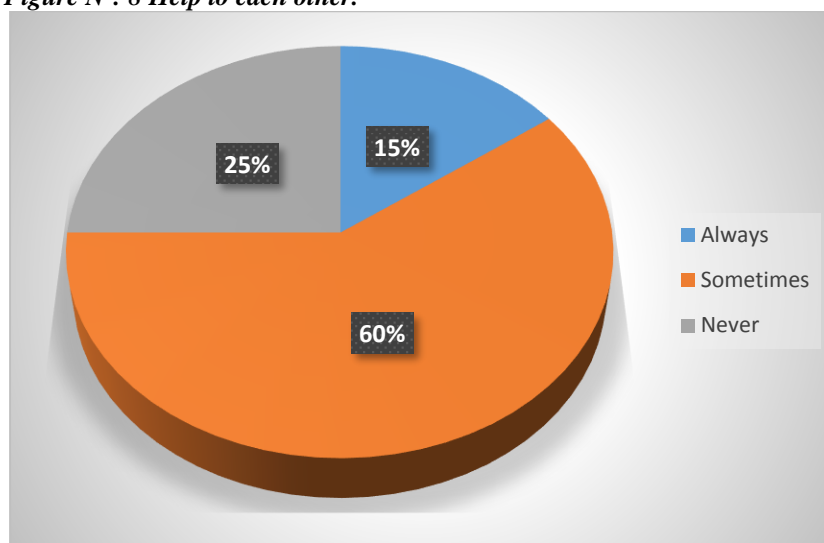
Table N°: 7 Help to each other.

Frecuencia	Número	Porcentaje
Always	3	15%
Sometimes	12	60%
Never	5	25%
Total	20	100%

Source: Survey for students

Created by: Herrera, C. (2022)

Figure N°: 8 Help to each other.



Author: Herrera, C. (2022)

Source: Survey directed to students

Description

In question number six, 15% represented by 3 students indicated that they always help their classmates to do the activities when they have some difficulties understanding. They think are more suitable to learn together to acquire new vocabulary and share the experiences of life. On the other hand, 60% represented by 12 students said that they sometimes support one another. It is easier to do the activities in a cooperative form, as all of their support with important ideas to accomplish the goal. However, 25% represented by 5 students said that they never help each other. It is difficult to work in pairs or groups. They do not agree all the time and have a low level of knowledge.

7.- Do you think interactive class of English help to improve the skills?

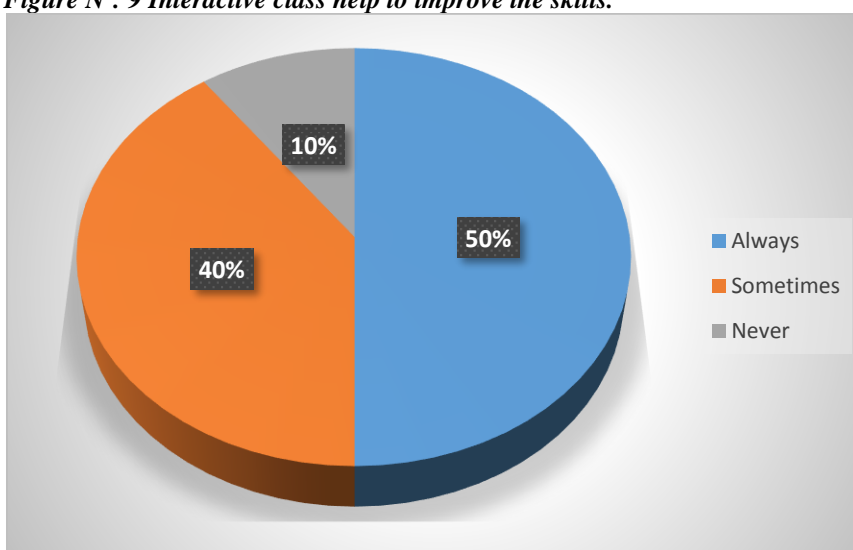
Table N°:8 Interactive class help to improve the skills.

Frecuencia	Número	Porcentaje
Always	10	50%
Sometimes	8	40%
Never	2	10%
Total	20	100%

Source: Survey for students

Created by: Herrera, C. (2022)

Figure N°: 9 Interactive class help to improve the skills.



Author: Herrera, C. (2022)

Source: Survey directed to students

Description

In question number seven, 10 students representing 50% said that they prefer interactive classes in the classroom. It will help to improve the social integration between classmates and teachers. They can have the opportunity to speak or create a dialogue with their classmates. Nevertheless, 8 students representing 40% mentioned that they sometimes prefer to have interactive classes. It causes distraction and they cannot concentrate to solve the activities. And 2 students representing 10% said that the interactive classes never help to increase their speaking skill due to the students do not know the verbs and basic vocabulary.

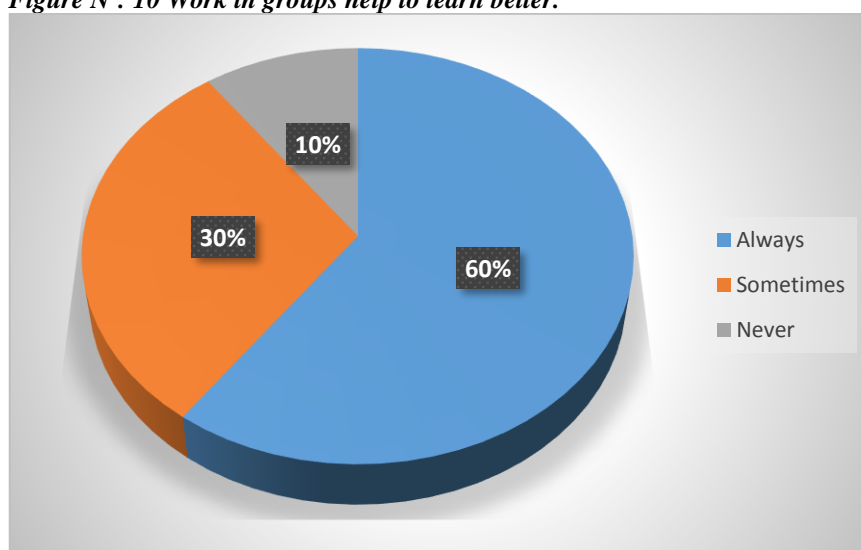
8.- When you work in groups do you learn better?

Table N°: 9 Work in groups help to learn better.

Frecuencia	Número	Porcentaje
Always	12	60%
Sometimes	6	30%
Never	2	10%
Total	20	100%

*Source: Survey for students
Created by: Herrera, C. (2022)*

Figure N°: 10 Work in groups help to learn better.



*Author: Herrera, C. (2022)
Source: Survey directed to students*

Description

In question number eight, 60% represented by 12 students stated that working in groups helps to improve the skills like listening, speaking, reading, and writing and have a good integration with all classmates. It permits the discussion of all the ideas, respecting their point of view. While 30% represented by 6 students said that working in groups sometimes helps to improve their abilities in the English language. Also, it is associated with cooperative work to create a good environment in the classroom. On the other hand, 10% represented by 2 students said that working in groups never helps to improve fluency. It produces a lot of distraction and only a few classmates work consciously.

9.-Do you think all the participants help to resolve the activity?

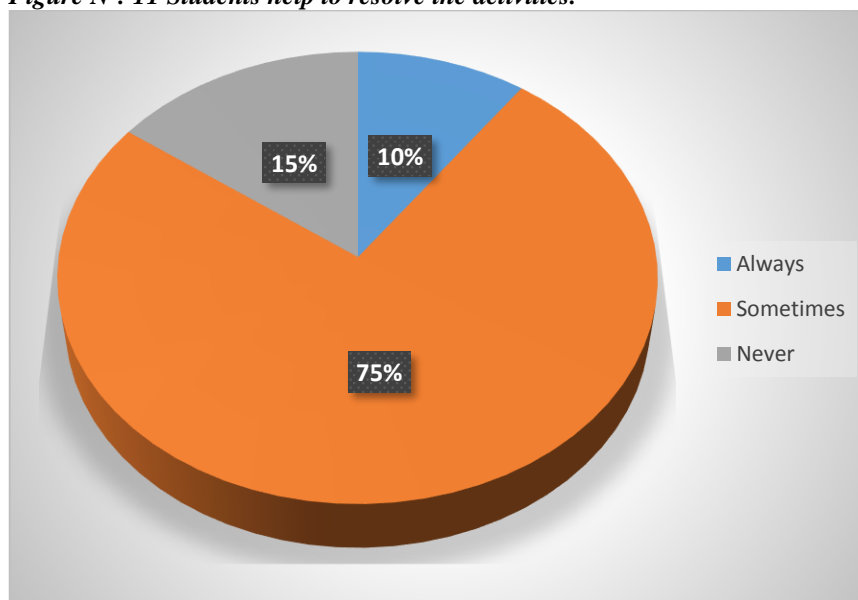
Table N°: 10 Students help to resolve the activities.

Frecuencia	Número	Porcentaje
Always	2	10%
Sometimes	15	75%
Never	3	15%
Total	20	100%

Source: Survey for students

Created by: Herrera, C. (2022)

Figure N°: 11 Students help to resolve the activities.



Author: Herrera, C. (2022)

Source: Survey directed to students

Description

In question number nine, 2 students who represent the 10% said that they help to resolve the activities. They always work in a cooperative form. It permits to exchange the of information giving possible solutions in the class activities. Meanwhile, 15 students which represent 75% said that they sometimes help to resolve the activities in the classroom. The main reason is that some students have a different point of view. It is necessary to reach a good consensus. 3 students represented by 15% mentioned that they never help to resolve the activities with their classmates due to a lack of social integration. They prefer to work alone without the pressure of all members of the group.

10.- Do you consider working in groups help you to participate in English classes?

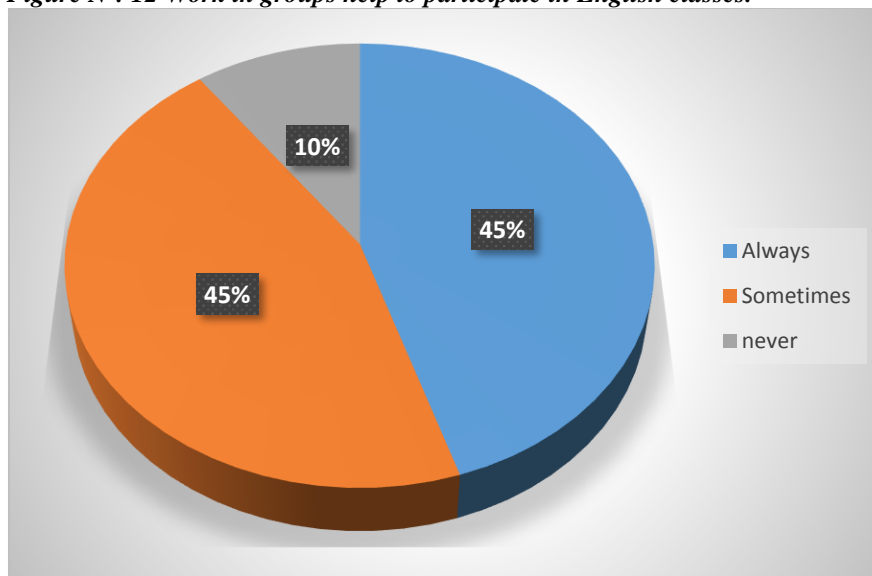
Table N°: 11 Work in groups help to participate in English classes.

Frecuencia	Número	Porcentaje
Always	9	80%
Sometimes	9	10%
Never	2	10%
Total	20	100%

Source: Survey for students

Created by: Herrera, C. (2022)

Figure N°: 12 Work in groups help to participate in English classes.



Author: Herrera, C. (2022)

Source: Survey directed to students

Description

In question number ten, 9 students who represent 45% said that working in groups helps to participate all the time, create an interactive class, exchange ideas, and create a good environment. The English class is fun and easy to learn with new topics. They feel free to speak with the group, using familiar vocabulary. On the other hand, 9 students represented 45% said that they sometimes prefer to work in groups because they feel nervous to speak in front of the class and make some mistakes and they can laugh, 2 students represent by 10% mentioned that work in groups never help to improve the English class due to cause a lot of distraction between them and they cannot conclude on time the activities.

3.2 Discussion

The discussions of this research exposed constructive consequences after the application of some strategies to work in groups, using cooperative activities to improve speaking skills according to the level of the students in the third year of baccalaureate. The results of class were investigated qualitatively to see the cooperative work in the classroom and have a good interaction at the moment to work in groups. The cooperative activities applied to the students permit to exchange the information, creating a good behavior in the classroom, social integration where the students feel comfortable and motivate to speak with another classmates.

It permits increase the knowledge and acquire new information according to the topics with constructive activities. That is why, it is necessary to apply new method to improve the teaching learning process to acquire a second language. They worked very well through the teaching-learning process. It revealed that the students improved their speaking abilities like communication, pronunciation, interaction, and social integration in the classroom with an effective fluency.

It is a special tool to know the strengths, and weaknesses of the surveyed. It permits to ask some questions to the participants to collect the results and give the solutions. Also, the survey facility to know directly on their own behaviors, thoughts, social interaction, cooperative work, communication, integration, and feelings with a particular ways of describing what they do. Also, the observation through the check list help to collect data, information the natural way to know how the learners work during the class activities. In this manner the investigator observe to understand the trouble.

It permitted to obtain the statistics of different sources like: students, work in groups, taking to each other, methods of teaching, taking to the teacher, activities among others. It permits to analyze and know the teaching learning process. The intervention was carried out to implement the use of cooperative learning approach to improve the speaking ability with the participants forgetting the traditional class. Each activities is used diverse techniques such as: debates, oral presentation, discussion, role play, favorite hero, and future professions to develop the speaking skills and have a correct pronunciation.

These outcomes are reliable with the research findings of Garcia (2017) indicated the development. Therefore, the results demonstrated how the strategies were involved positively with the students working cooperatively to improve their speaking skills, grammar structure, and fluency. In the same way, Nasser (2018) proposed that a positive attitude helps to speak the natural way like the mother tongue. The results found learners try to answer using family vocabulary according to the topic, increasing their knowledge and communication.

The findings of Johson & Johson (2017) affirmed the use of cooperative activity in the teaching-learning process can improve speaking ability forgetting to make mistakes in front of classmates, looking for a solution, and supporting each other. For that reason, the learners worked cooperatively with each other, demonstrating positive interaction, understanding the instruction, improving the organization, and exchanging the main ideas.

To conclude, to find the learner's observations the implementation of the use of cooperative learning strategies was applied to improve the speaking skill through cooperative activities. The results revealed that the students are more participative at the moment to do the activities because they feel dependable without fear to speak, practicing social integration.

3.3 Experts' Validation

To validate that contained in Chapter II the contribution of the professionals in education was engaged into account. The experiences of professionals are so important to validate the application existing in this report.

Validation is a tool with responsible elements that help to verify the organization, argumentation, significance, affluence, and fundamental evaluation. The indicators of the evaluation were: "Excellent, very acceptable, unacceptable". The succeeding professionals were included in this validation.

M. Sc. Perez Zambrano Myriam Patricia, English teacher of Trajano Naranjo High School with identity card 050240748-9 with 20 years of experience in teaching English. The teacher said that the proposal is very suitable, considering the organization, content,

performance, cooperative activities, familiar vocabulary, and originality. It is a great support that helps the students to improve their speaking skills in the teaching-learning process to motivate the integration and work cooperatively. Additionally, it could be used by little kids until teenage students.

In the same way, Iza Pila Jorge Luis, who is a Master in Science of Education with eighteen years of experience in public institutions with identity card 050296591-6 valued that the proposal is excellent because the learners improve the skills in the different forms through the integration between classmates and teachers. It is necessary to choose the correct method of learning and activities at the moment to create a conversation, according to the strengths and weaknesses of the students. It helps to improve the level of knowledge and the integration to work in groups.

He also argues that the content is excellent because the activities incentive to speak with each other. It is well organized and structured to increase the ability, with fun activities that motivate to the students acquire involve in the conversation and put in practice with their classmates with familiar vocabulary. In addition, it is an important tool that is considered applicable to the teaching- learning process

To conclude, Izurieta Chicaiza Elisabeth Marlene with her identity card: has nineteen years of experience in language teaching; she has been teaching since little children until young teenager. She mentioned that the teachers look for some methods or techniques to motivate the development of speaking skills in the English language. However, the students feel nervous to communicate in English and express their ideas with other classmates. She said also that the proposal is acceptable and could be deliberated to apply in the educative community. Moreover, the application contents are well structured, and understand the activities. In addition, the proposal could take a count all the abilities, not only for speaking but also for writing and reading.

3.4 Users Validation

The project is based on the alternative solution to the different problems found to work in groups or in pairs cooperatively to improve speaking skills in the English Language. For that reason, the activities are useful to the students through the use of cooperative learning, to see if it was applied correctly to the suitable operation.

To carry out a practicability study of the investigation for the improvement of the use of cooperative work in the speaking skill in the teaching-learning process, three users have been selected, taking a count where they work, (public or private institution), level of education, years of experience, academic training, disposition of time, their assignment, preparedness to commit, and critical analysis.

The didactic proposal was evaluated by three users. The main objective is to value the importance and utility used to working in group through the use of cooperative activities that help to improve the speaking ability and communication between classmates and teachers. This validation was qualitative with principles rubrics that were presented in this approach.

The material is created effectively, modern and appropriate to involvement associated with the field. b) The teaching material is the consequence of an investigation process; The content is compared with other associated research. c) It is appropriately organized and argued with formulation problem, methodology, and results rationed to the topic. d) The innovations are the contributions and reflections of the author that contribute added importance to the application. e) The application is considered according to the level of learning of the students. (Familiar vocabulary, expressions, spelling, pronunciation, etc.) f) The graphic pictures help to motivate and improve the speaking ability with relevant information. g) The cooperative activities motivate the students to speak the natural way and discuss the main ideas between teachers and classmates. The ranks of mastery to use are 1) Excellent. 2) Suitable. And poor.

The first user to corroborate the application was Vilcacundo Pérez Erika Magaly. She has six years of experience as an English Teacher at Club Rotario Unit Educative. She studied Master's degree in Applied Linguistics to teach English as a Foreign Language at the Technical University of Cotopaxi. She said that the criteria are appropriate to improve the speaking skill of the students.

The user said some recommendations connected to the effect of the handbook. “The proposal has different activities and strategies to motivate the use of cooperative learning, through work in groups or work in pairs to improve the speaking skill”. Besides, the user

proposes that “it could be applied with other teachers to increase the fluency and communication with the students”.

The following user was Pallango Chuquitarco Miryam Yolanda. Miriam. She works as an English Teacher. She has seventeen years of experience at Gonzalo Alban Rumazo Unit Educative. The user delivered a current criterion and defined it as excellent. Nevertheless, she said that several observations approximately the content. “The proposal is perfect because it is well structured and organized and separate in some steps to understand the learners and teachers”.

Finally, Chiluisa Chiluisa Myriam Paulina. She is a Master's degree in Applied Linguistics to Teaching English as a Foreign Language at the Technical University of Cotopaxi. She is a teacher with seven years of experience at the Sangolqui Unit Educative. She mentions that “the proposal is well structured and organized”. Therefore, she mentioned that the influence could be better quality through new educational models in the teaching-learning process.

CONCLUSIONS AND RECOMMENDATIONS

This research proposed to define the influence of the use of the cooperative learning approach on development of the English speaking skill applied to 3rd year BGU students at Saraugsha High school in the academic year 2021-2022. After examining the results achieved, the following conclusions and recommendations were explained.

Conclusions

- The used of cooperative learning was examined of different field bibliographies to know the meaning and was applied the correct method to work in group, during the class to improve speaking skill, especially in speaking. They were able to use some questions and answer with familiar vocabulary. Therefore, the students started to integrate with other partners, practicing social integration and creating a good environment inside and outside the classroom. They felt comfortable to speak naturally, during the class and interact with their own independence and responsibility.
- Therefore, the used of cooperative learning strategies produced a positive approach to the classroom. The students could speak without fear of making mistakes, developing their abilities in the real context. Improving pronunciation, grammar structure, reading comprehension, listening, syntax, and writing, among others. In addition, the used of a cooperative learning approach increased the development of the speaking ability applied to in third year of Bachillerato at Saraugsha High School in the academic year 2021-2022.
- To conclude, design a guide cooperative activities in the classroom allowed the students work in group, increase social integration, and share a lot of experiences, main ideas, and social skills, improving communication in the Teaching-Learning Process which was guide them to work cooperatively with fun activities that need to improve their speaking skill. As a result, they felt the purpose to start a dialogue with simple words that they understood using conversation and promoting social collaboration in the class.

Recommendations

- It is recommendable to use cooperatives activities to motivate the students to work together and look for a solution through the different ideas that stimulate to the learners speak the natural way like the mother tongue enhance their weaknesses to acquire a correct level, practicing the social integration to work the cooperative form to develop the speaking skills, motivating the communication with their classmates and teachers.
- It is indispensable to take into account the use of cooperative activities associated to work in a group like debates, discussions, role play, daily routines, and favorite hero, among others. To that learners feel motivated and comfortable communicating and speaking daily with their classmates.
- It is necessary to design a cooperative activities through of a handbook which allow to the teachers to guide in the correct form improving the speaking skill. The students feel motivate discuss, exchange the information, express their own ideas with the application of fun activities that help peer interaction using second language.

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Appendixes

Appendix 1: Experts' validation.

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's Degree in Applied Linguistics to
Teaching English as a Foreign Language
PROPOSAL VALIDATION

1. Research proposal data:

Author: Carlos Enrique Herrera Zapata

Topic: The use of Cooperative learning to improve the speaking skill in third of baccalaureate students at Saraugsha High School.

Objective: To analyze the influence of the use cooperative learning approach in the progress of the English speaking skill.

2. Evaluator's information

Evaluator's name:	Perez Zambrano Myriam Patricia
ID number:	0801418542
Academic degree:	MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA
Senescyt registration number	7297R-13-7702
Current job:	English Teacher at Trajano Naranjo High School.
Phone number:	09984260773
e-mail:	mirianperez@gmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
----------	-----------	------	----------

a) The material is create effective, modern and appropriate to involvement associated to the field.	X		
b) The teaching material is the consequence of an investigation process; The content is compare with another associated research.	X		
c) It is appropriately organized and argued with formulation problem, methodology, and results rationed to the topic.	X		
d) The innovations are the contributions and reflections of the author contribute added importance to the application.	X		
e) The bibliography is up- to date and appropriate.	X		
f) The investigation theme is applicable.	X		
g) The application is considered according to the level of the learning to the students. (Familiar vocabulary, expressions, spelling, pronunciation etc.)	X		
h) The graphic pictures help to motivate and improve the speaking ability with relevant information.	X		
i) The handbook have a clear introduction and objectives that support in the teaching learning process.	X		
j) The dimension of the study is suitable depending on the difficulty of the theme and activities.	X		
k) The handbook offers cooperative activities in group concerning, conceptualization, organizational proposal, and approach	X		
l) The cooperative activities motive to the students to speak the natural way and discuss the main ideas between classmates.	X		

Comment on the following statements, please.

1. TEMPORALITY:

Is the proposal the result of some process of research?

Completely, the proposal has a precise methodological structure like the problem statement, the use of methodological to increase the speaking ability.
2. CONTENT: The information of the proposal is very organized and written in a correct way to discuss and understand by researchers and teachers?
The proposal is organize with some steps based on the theoretical framework with activities that help to the students to improve the speaking skill.
3. SELECTIVITY: Can this application could be deliberate an effective and substantial support associated to the field?
Absolutely, this handbook can contribute in the teaching leaning process, motiving to the students inside and outside of the classroom and English teachers that use the new manner of improving the speaking ability.

4. Impact. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
Nacional	
Internacional	

5. Common observations for the Author.

My recommendation is to look for more information about the topic and facilitate to the English teachers to apply the students in the classroom, to improve the speaking skills in the correct way.

Evaluator's signature

I.D 0801418542

Experts' validation.

**TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's Degree in Applied Linguistics to
Teaching English as a Foreign Language
PROPOSAL VALIDATION**

1. Research proposal data:

Author: Carlos Enrique Herrera Zapata

Topic: The use of Cooperative learning to improve the speaking skill in third of baccalaureate students at Saraugsha High School.

Objective: To analyze the influence of the use cooperative learning approach in the progress of the English speaking skill.

2. Evaluator's information

Evaluator's name:	Iza Pila Jorge Luis
ID number:	0502965916
Academic degree:	MAGISTER EN CIENCIAS DE LA EDUCACION
Senescyt registration number	1027-15-86067516
Current job:	English Teacher at Rio Blanco Alto High School.
Phone number:	09984260773
e-mail:	luisiza@gmail.com

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The material is create effective, modern and appropriate to involvement associated to the field.	X		

b) The teaching material is the consequence of an investigation process; The content is compare with another associated research.	X		
c) It is appropriately organized and argued with formulation problem, methodology, and results rationed to the topic.	X		
d) The innovations are the contributions and reflections of the author contribute added importance to the application.	X		
e) The bibliography is up- to date and appropriate.	X		
f) The investigation theme is applicable.	X		
g) The application is considered according to the level of the learning to the students. (Familiar vocabulary, expressions, spelling, pronunciation etc.)	X		
h) The graphic pictures help to motivate and improve the speaking ability with relevant information.	X		
i) The handbook have a clear introduction and objectives that support in the teaching learning process.	X		
j) The dimension of the study is suitable depending on the difficulty of the theme and activities.	X		
k) The handbook offers cooperative activities in group concerning, conceptualization, organizational proposal, and approach	X		
l) The cooperative activities motive to the students to speak the natural way and discuss the main ideas between classmates.	X		

1. The structure of the proposal is well organized and written properly to be deliberated and understood by investigators?

Yes, I consider that the proposal is well structured and organized with activities that motivate the learners to speak the natural way. It could be used by other teachers to improve their speaking ability.

2. Impact. What is the impact of this research? (Place an X on the square)

Local	X
Regional	
Nacional	
Internacional	

3. Common observations for the Author.

My recommendation is to use this handbook since a low level of education that them feel motivated to speak with their classmates and promote social integration by applying for cooperative work.

Evaluator's signature

I.D 0502965916

Appendix 2: Survey

Students Survey

SURVEY AIMED TO STUDENTS OF IN THIRD OF BACCALAUREATE AT UNIDAD EDUCATIVA INTERCULTURAL BILINGUE SARAUGSHA

Objective: The present survey is intended to know how the cooperative learning helps to improve that speaking skill English language.

Instructions:

Read the questions carefully and mark with an (X) in the alternative that you create convenient.

1.- Would you like to work in group?

- Always
- Sometimes
- Never

2.- Do you consider that you can learn English through of experiences of others?

- Always
- Sometimes
- Never

3.- Do you think that students with low level of English ask for help to their classmates before asking to the teacher?

- Always
- Sometimes
- Never

4.- Do feel comfortable to speak English in front of the class?

- Always
- Sometimes
- Never

5.- Do you have problems when working in groups?

- Always
- Sometimes
- Never

6.-Do you help or support each other?

- Always
- Sometimes
- Never

7.- Do you think interactive class of English help to improve the skills?

- Always
- Sometimes
- Never

8.- When you work in groups do you learn better?

- Always
- Sometimes
- Never

9.-Do you think all the participants help to resolve the activity?

- Always
- Sometimes
- Never

10.- Do you consider working in groups help you to participate in English classes?

- Always
- Sometimes
- Never

THANKS FOR YOUR COOPERATION

Validated by Jose Andrade

Appendix 3:

Authorization

Pujilí, febrero 24 del 2022

Ing
Diego Caiza
**Rector de la Unidad Educativa Comunitaria Intercultural Bilingüe
"Saraugsha"**
Presente.

De mi consideración:

Yo, **Carlos Enrique Herrera Zapata**, con cédula de ciudadanía N° **050284256-0** en calidad de estudiante del Programa de Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera, paralelo Único, Cohorte 2021, de la Universidad Técnica de Cotopaxi, me dirijo a Usted para solicitarle me permita desarrollar mi trabajo de titulación, titulado "**The use of cooperative learning to improve the speaking skill**", con los estudiantes del tercer técnico BT, paralelo "A" y con los estudiantes de Bachillerato General Unificado BGU paralelo "B", la misma que ayudara a mejorar la fluidez del idioma Inglés especialmente en *speaking*, a través de actividades del trabajo cooperativo.

Por la favorable respuesta a mi pedido anticipo mi profundo agradecimiento.

Cordialmente,



Lic. Carlos Enrique Herrera Z.



Recibido
25/26/2022

7/1/26

Appendix 4: Observation Sheet

OBSERVATION SHEET

Objective: To observe the cooperative work in the classroom through of the use of cooperative activities to improve the speaking skill when they work in group.

Parameters	Always	often	Sometimes	Seldom
The role of the teacher				
The teacher gives directions clearly using basic vocabulary.		X		
The teacher asks some questions to clarify the task.	X			
The teacher provides some examples to understand the activity.	X			
The role of the students				
The students know the role to work in group.		X		
Each learner identify the role to do according to explanation of the teacher.			X	
The learners select which role to execute.	X			
Monitoring during the class				
The teacher always observers to the students to work.		X		
The teacher supports to the learners as soon as they need.	X			
The teacher explains to the learners when they make errors with the activities.	X			
The teacher motivates to the students to speak the natural way.		X		
Observation students work				
The teacher helps to the learners when they have problems.	X			

The teacher writes down about some mistakes that the students made.	X			
The teacher is part of the development of the activity.	X			
All the participants of the group contribute to resolve the activity	X			
Each participant contributes to finish the activity.	X			
Each member of the group is responsible of their conduct at the moment to work in group.	X			
Cooperative work				
The students have problems when they work in groups.	X			
Learners assistance and help each other.	X			
Learners with high level are disposed to support weak ones.	X			
Learners with weak level, first ask for help to their classmates before to the teacher.	X			
All the participants of the group contribute to finish the work of the activity.	X			
Each participant gives the best effort to be part of the activity.	X			
Each participant is answerable in the role assigned.	X			
The students gives rules to work in cooperative activity.	X			
Speaking interaction				
Students feel motivate to speak in group.	X			
The participants are inspired among them to communicate and achieve the goal working together.	X			
Students have good communication with their classmates.	X			
All the participants discuss the problem until to find the solution.	X			
The students have a good relationship with all the classmates.	X			
Students have the difficulty to work in group.	X			
Students integrate into workgroups easily.	X			
The students practice the cooperative work.	X			
The learners respect the ideas of their classmates.	X			

Social Integration				
The students integrate easily to work in group.	X			
The students have problems to work with strange person.	X			
The students are shy to integrate with new friends.	X			
The teacher promotes a respectable teaching space with an adequate atmosphere avoiding students' nervousness.	X			
The teacher mixes to the students to help to each other.	X			

Result Check list.

Firstly, the results of class were investigated qualitatively to see the cooperative work in the classroom and have a good interaction at the moment to work in groups. Descriptive statistical technique was used to know the results. Data recommended that students have some problems to improve the speaking skill due to deficient of the use of cooperative work connected with social integration, vocabulary, pronunciation problems, grammatical, integration, lexical and syntactical.

That is why, the importance of those problem aspects have to analysis and choose the best solution to improve the English Language in the Teaching Learning Process. It necessary to be resolved. In the second part, after applied the proposal to the learners to develop the speaking skill in English language, data indicated that the use of cooperative learning strategies help to improve the English language with an effective fluency.

Class Results

The class was based on the use of cooperative learning strategies, before of the application of the teaching proposal. It was examined and registered qualitatively. Therefore, the data is associate with the results found. The English class organization does not help speaking ability in the teaching learning process during the classroom. The students do not use cooperative work much time with their colleagues. They prefer working individually without listening to the others.

Nevertheless, the strategies and activities applied to improve the speaking skills, were very useful to motivate in the cooperative work. The use of cooperative work help to the students have a good interaction with their classmates, improving the speaking ability. After some time, the learners could speak with each other using familiar vocabulary, expressions, common verbs and main ideas. Also, they could ask some questions and answers. It recommits that the use of cooperative activities help to work in groups improving the speaking skill.

Results interaction

During the teaching English, the classes were seldom prepared to work in groups. The teacher is always the center in the classroom. He speaks all the time in the classroom. The students do not have the opportunity to express the ideas the natural way, having a passive actuation with their classmates.

It was observed that the major of the activities during the class do not use the didactic and scientific criteria to improve the speaking skill. Therefore, the class organization mainly depend on the teacher to have a good interaction. The learners never questioned and contribute with their point of view.

Therefore, the teaching activities used to learn English language were adequate to work in group. Learners have the own freedom and independence to interact with their classmates. They prepared answers the questions, give opinions, share main ideas to the teacher and colleagues.

By way of, it has been commented previously when the learners had the chance to work cooperatively. They did not able to take their own resolutions. They are waiting to the teacher that say some instructions to do the task. In addition, they always ask to the teacher to start to develop the activities. The students do not prefer to work with another partner. They do not feel comfortable to help to each other. Because they have shame at the moment to join to the group. Therefore, the contribution is very inadequate. As a result, the students are waiting all the time for the directions, suggestions and instructions to the teacher.

For that reason, the teacher started to use the cooperative learning approach based on interaction activities. They have the teaching information about how work in groups. Therefore, the students cooperate in the teaching learning process. To conclude, the use of cooperative learning to have a good integration with their classmates. This type of teaching help to improve the speaking skill, social integration with cooperative and in the development of the communication.

Result Speaking

The students often begin the discussions. Learners always wait to the teacher to give the instructions. They feel very nervous at the moment to speak with their classmates and start a dialogue. The speaking skill by the students is limited. The students have few occasions to discussion. They cannot speak the natural way with a good social integration, to the improvement of learning cooperative, the capabilities are inadequate. Therefore, the students seldom speak with their classmates to resolve the activities. The speaking ability is limited to ask and answers the interrogations provided by the professor.

The use of vocabulary are restricted because they do not share the knowledge with their classmates inside and outside the classroom. They do not express the main ideas, not answer the questions, not discussions. In addition, the learners occasionally practice a language with the natural way with real interaction.

Cooperative collaboration take place when the students help to each other. They try to help to their partners looking for the solution working in groups. Moreover, the atmosphere is adequate with a correct motivation by the teacher. The activities used to improve the speaking ability in English Language are adequate to develop the cooperative work without afraid to speak. To sum up, the learners improved the English speaking ability in the classroom with the social environment. As the result, they could communicate and develop the English speaking skills. Therefore, it is indispensable to appliance the teaching activities that help to improve the English Speak skill.

Appendix 5: Intervention

INTERVENTION

Informative Data

Topic: The use of Cooperative Learning activities to improve the Speaking Skill competence.

GENERAL INFORMATION

Institution:

Unidad Educativa Comunitaria Intercultural Bilingüe Saraugsha

Province: Cotopaxi

City: Pujili

Parish: Zumbahua

Location: Via a La Mana km 61

Start date: June 2022

End date: July 2022

Beneficiaries:

The beneficiaries of this guide are students from A2 English Levels that need to support cooperative activities to improve the speaking skill in the classes. The present speaking skill with a guide of activities that promote a type of change in order to increase the statement and approaches applied in it.

Technical Team Responsibility:

Researcher: Lic. Carlos Enrique Herrera Zapata

Teacher: Msc. Jose Ignacio Andrade Morán

PROPOSAL BACKGROUND

This research revision was premeditated considering the speaking difficulties that A2. students of the High School Saraugsha face with speaking in English language. It was observable that they have problems to speak in front of the classroom or between teachers and students. They do not feel comfortable to speak English because they make some mistakes at the moment to speak any word.

For that reason, the use of Cooperative Learning was measured as a probable solution to this trouble. A list of bibliography was formerly prepared with the purpose of comprehend profoundly how the use of Cooperative Learning may possibly to improve the speaking skill. In attendance were lesson plans board with learning activities that support the speaking skill.

Justification

The deficiency of speaking in English with the students a huge problem in the class for that reason the use of Cooperative Learning in the speaking skill permits to improve the speaking fluency into and out of the classroom with cooperative activities that motivate and improve the communication. It allows to work in groups contributing the main ideas to resolve the problems and creating an interactive collaboration in the teaching learning process.

As a result, the application the use of Cooperative Learning allows to improve the speaking skill. It has been planned to contribute a clear instruction which they understand the activities, and can contribute with important ideas in the classroom. Besides, it will support them at the moment to interact with another classmates, speaking the natural way, remembering the rules and pronunciation. Every student has own style of learning that it can be visual, auditory, kinesthetic, verbal and cooperative activities are associated with learning styles.

Objectives

General Objective

- To design a handbook based in the use of Cooperative Learning in Speaking Skill with A 2 students at Saraugsha High School.

Specific Objectives

- To choice the most suitable texts of speaking for A 2 level students
- To examine the use of Cooperative Learning activities which are appropriate for English Speaking fluency.
- To design interactive activities to enhance the English speaking skill base on cooperative learning strategies.

SARAUGSHA HIGH SCHOOL
THE USE OF COOPERATIVE LEARNING TO IMPROVE THE SPEAKING
SKILL

DEVELOPMENT
HANDBOOK ACTIVITIES



By Carlos Herrera Zapata

Objectives

General Objective

- To improve the Speaking Skill through Cooperative Learning activities, designing lesson plans based in the use of Cooperative Learning in Speaking Skill in A2 at Saraugsha High School.
- To develop Speaking fluency through Cooperative Learning activities

Specific Objectives

- To choice the most suitable texts of speaking for A2 level students
- To examine the use of Cooperative Learning activities which are appropriate for English Speaking fluency.
- To design interactive activities to enhance the English speaking skill base on cooperative learning strategies.

STRATEGY: Cooperative Request

ACTIVITY N: 1

Meeting people over colors



Skills to improve: Speaking

Number of learners: 20

Class Period: 40 minutes

Course : 3rd BGU

Resources: color paper

Objectives: students will be able to exchange the information using present simple.

Vocabulary: associated to family, age, food, daily activities and so on.



Description of strategy:

Students have a 20 pieces of color paper, 5, pink, 5 green, 5 yellow and 5 blue. Learners choose any color. Then they go to the partners with have the same color to form the group. Students start the presentation with themselves to the others. They use some, words,

phrases, idioms, to communicate like hello, Hi, I live in, I have, I like, I do not like, good morning, good afternoon, good evening and so on. Finally, they talk about free time activities, school, friends, favorite food, and family.

Instruction:

- a) Students select a part of color paper.
- b) They go to the groups according to the color that they acquired.
- c) Teacher explains to them what they can do to begin.
- d) Learners begin the conversation around your personal information, relatives, favorite food and favorite activities.
- e) In the last part of the speaking. Students have to present another partner in front of the classroom.

Assessment: Responsive Speaking

See checklist on page ()

In this period, the evaluation is separable and cooperative work actions are considered, questions, answers and they use questions with each other. They use an extensive vocabulary about free time activities, using the correct grammar structure and pronunciation.

STRATEGY: Questions and answer

ACTIVITY N: 2

Movies



Skills to improve: Speaking

Number of learners: 20

Class Period: 40 minutes

Course : 3rd BGU

Resources: Pencil, laptop, movie

Objectives: students will be able to talk about fill reviews, movie genders, and main ideas.

Vocabulary: related to movies, production, actors, and expressions and so on.



Description of strategy:

Students select their favorite movie like terror, drama, action, comedic to create a fun environment of learning. Then they can start with some questions and answers like what

was your favorite movie that you have ever seen? What was the best experiences that you can learn?, what is the most horrible movie you have ever seen?, which moving picture has the best reflection?, What was the forbidding movie you have ever seen? Do you prefer see a movie or read a book? Why? And so on. Finally, they answer the questions according to their point of view.

Instruction:

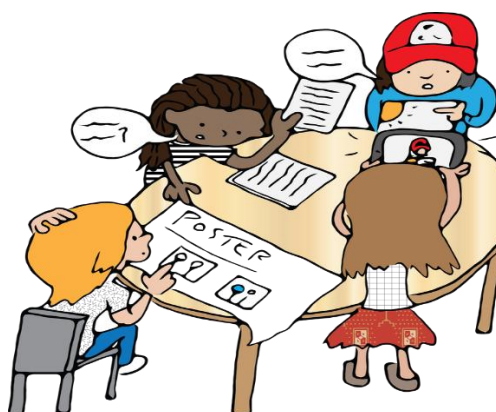
- a) Students are divided in groups of four.
- b) They choice the movie to speak.
- c) Teacher describes to them what they can do at the moment to ask questions.
- d) Students initiate the interrogative questions according to the movies, interesting things that change the manner to think.
- e) In the last part of the speaking. The group of students discuss the questions and possibly answers using the vocabulary learned.

Assessment: Interactive Speaking

See checklist on page ()

Interview:

It is a face to face communication which students permit share the information. They apply questions and answers to develop the speaking. Students use a broad vocabulary about movies, using the correct grammar structure and pronunciation.



STRATEGY: Think Couple share

ACTIVITY N: 3

My favorite hero in the world is



Skills to improve: Speaking fluency

Number of learners: 20

Class Period: 45 minutes

Course: 3rd BGU

Resources: pen, dictionary, paper

Objectives: students will be able to speak about some heroes that consider important for the life using present simple.

Vocabulary: related to qualities, and responsibility.



Description of strategy:

Students will work in groups, Then and there, they will dialogue about a hero that they appreciate or love. They will describe somebody special information and responsibilities that do along the life that he or she is in care to organize. To conclude, the rest of the students will share some responsibilities that have a hero. For example: my mother is my hero because she takes care since I was five years old.

Instruction:

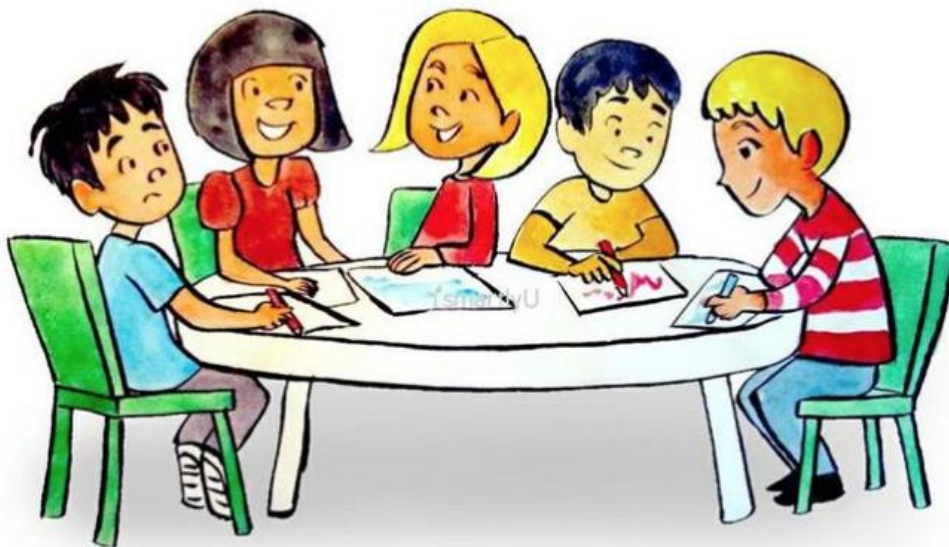
- a) Students will form groups of 5 students respectively.
- b) Learners have to choice a super hero or member of the family which they need to talk about.
- c) They will present the information of her or him to the classmates.
- d) They will speak the responsibilities or qualities that have a hero using the phrases or words like my mother works at, she gets up, she is very responsible of, and she is brave woman because.
- e) In the last part the rest of students help with more ideas about the super hero and responsibilities.

Assessment: Wide Speaking

See checklist on page ()

Assessment:

Oral Demonstrations: students will share a lot of information referent to the super hero and qualities of favorite person in their family.



STRATEGY: Cooperative description

ACTIVITY N: 4

Photograph description



Skills to improve: Speaking

Number of learners: 20

Class Period: 40 minutes

Course : 3rd BGU

Resources: Pictures, pencil, sheet of paper.

Objectives: students will be able to talk about images, landscapes, and create own sentences through description.

Vocabulary: related to profession, daily routines, actors, and so on.



Description of strategy:

Learners select their favorite picture or imagine. They use them to describe what they can see with simple sentences, each student create a sentences with the principal ideas. For example: She is a beautiful woman. She reads a book. Probably, this book is about comedy. Also, I can see a man. He is talking with another man. Probably he is his friend or his neighborhood.

Instruction:

- a) Students are distributed in groups of four.
- b) They select a picture to describe.
- c) Teacher describes to them what they can do at the moment to speak.
- d) Students start talking and describing according to the picture, with different ideas.
- e) At the end of the speaking. They change the picture and information creating their own sentences with vocabulary learned.

Assessment: Cooperative Speaking

See checklist on page ()

Oral Presentations:

Students will provide abundant information about what they can see in each picture using the modal can, with a correct pronunciation and make sentences to describe the picture.



STRATEGY: Think clearly

ACTIVITY N: 5

My Habits



Skills to improve: Speaking

Number of learners: 20

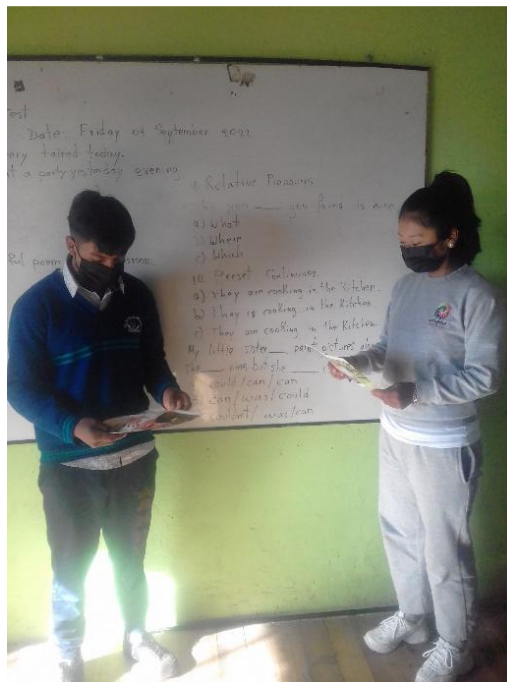
Class Period: 40 minutes

Course : 3rd BGU

Resources: paper and pen

Objectives: students will be able to talk about their habits using adverbs of frequency and present simple.

Vocabulary: related to favorite places, sports, colors, movies, prepositions and adverbs of frequency.



Description of strategy:

Learners think about their habits that realize every day. They use adverbs of frequency, like always, sometimes, never. Besides, they use wide vocabulary refers, domestic responsibilities, food, sports, movies and favorite things that they like to do. For example: she always wakes up at 6 o'clock. She eats breakfast at six thirty. She goes to the school at 7 o'clock.

Instruction:

- a) Students work in groups of five each one.
- b) They remember the activities that they do often in the house.
- c) Teacher explains to them what they can do to start the activity.
- d) Students organize the idea and write in a piece of paper the common habits that they like to do every day, using the present simple tense.
- e) They ask some questions to their work group using how frequently, how often. Then they write the main ideas or phrases like On Friday, She often goes to the park, she never watches movies, she always visits to the museums, and she sometimes plays football.
- f) In the last part of the speaking. The group of students discuss the questions and possibly answers using the vocabulary learned.

Assessment: assessment in couples

See Rubric on page ()

Interaction: Learners practice different questions and answers to the partners that what they do frequently every day with cooperative work and with interest.



STRATEGY: Speaking at loud

ACTIVITY N: 6

Professions



Skills to improve: Speaking

Number of learners: 20

Class Period: 40 minutes

Course: 3rd BGU

Resources:

Objectives: students will be able to talk about different jobs, university degrees, and no formal professions using the present simple.

Vocabulary: related to actions verbs, daily activities, expressions and actions verbs.



Description of strategy:

Students talk about their favorite professions. They use expressions like every Tuesday, every week, and on Fridays. actions verbs like study, cook, dance, write, drive, among others. Besides, they use familiar vocabulary refers, different types of jobs and responsibilities that they do in each profession. For example: I am a chef in a restaurant. I cook traditional food. I am a teacher at school. I teach English language to teenagers.

Instruction:

- a) Organize the students to work in groups of four.
- b) They choose the profession that would like to have in the future.
- c) Teacher explains to the students what they can do to start the activities.
- d) They organize the idea and talk about of different professions using expressions of present simple and main ideas.
- e) Students ask some questions to their classmates like what is the ideal jobs? What is the most difficult profession?
- f) Finally of the speaking. Learners talk over expressing their opinion about favorite professions using actions verbs, wide vocabulary, and daily routines.

Assessment: Extensive speaking

See Rubric on page ()

Choose a profession: Students share different information through questions and answers what is your favorite job? Sharing advantages and disadvantages according to the profession with cooperative work



STRATEGY: Open debates

ACTIVITY N: 7

News



Skills to improve: Speaking

Number of learners: 20

Class Period: 40 minutes

Course: 3rd BGU

Resources: newspapers, and news

Objectives: Learners will be able to talk about different types of news around the world like technology, sports, war, global warming, and recycling.

Vocabulary: related to environment, pollution, recycle, global warming technology, sports among others.



Description of strategy:

Learners think about their favorite news, reality problems of the society. Students select the topic. Then, they use a lot of information to share the main ideas with their classmates like the global warming affects all the world because it produce a climate change. Therefore, it is necessary to recycle with responsibility. Technology, people were replaced by robots in their jobs. Furthermore, they speak with familiar words and improve their vocabulary. For example: contamination, waste, plastic bottles, and natural disasters.

Instruction:

- a) Learners will organize in groups of 5 students each.
- b) They pick up a favorite news according of the actuality.
- c) Teacher explains to them what they can do to start the activities.
- d) Students talk about of different news using expressions familiar words.
- e) They ask some questions to their classmates after listen the news like what is the possible solution? What is the main cause of this problem?
- f) To end with of the speaking. Students share the news with their classmates and express their point of view, using comprehensive vocabulary.

Assessment: Wide speaking

See Rubric on page ()

Select a news: Learners share different types of information through of problems of the society, giving a possible solution with cooperative work.



STRATEGY: Multiple skills

ACTIVITY N: 8

Actions verbs



Skills to improve: Speaking and writing

Number of learners: 20

Class Period: 40 minutes

Course: 3rd BGU

Resources: Worksheet, pen, and flash cards

Objectives: Students will be able to use actions verbs and create their own sentences.

Vocabulary: related to actions verbs, functions, linking words and grammar structure.



Description of strategy:

Students think in silent about actions verbs like run, sleep, cook, walk, dance, jump among others. After that, they use mimics or gestures to their classmates imagine the verb. Also,

they use linking words like and, also, but, because, after, next, therefore, moreover and however. For example: she jumps with her friend and her sister. He dances Salsa because he love it. They eat apples and write a poem.

Instruction:

- a) Learners work in groups of four each one.
- b) Students think in a lot of actions verbs in silent and choose two.
- c) Teacher gives details to them what they can do to start the speaking.
- d) They guess the verb through mimics or gestures.
- e) Students write a sentence, using linking words, like she swim in the pool and play soccer.
- f) In the last part of the speaking. The share each sentences to all the group of students and discuss the grammar structure.

Assessment: Interactive Speaking

See Rubric on page ()

Select a verb: Students guess the different actions verbs and create some sentences using linking words and correct grammar structure.



Appendix 6: Speaking Fluency Rubric

Speaking Fluency Rubric



English Qualifications

SPEAKING FLUENCY RUBRIC

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Source: Key English Test.

Author: Cambridge Assessment (2008).

Appendix 7: Check List

CHECK LIST
SARAUGSHA HIGH SCHOOL
COOPERATIVE SPEAKING CHECK LIST

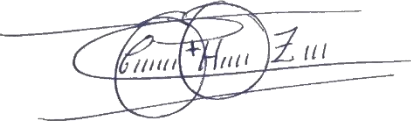
Nº	Students` Name	Cooperative learning assessing criteria	Always	Often	sometimes	seldom
1		The students have problems when they work in groups.				
2		The students have problems when they work in groups.				
3		Learners assistance and help each other.				
4		All the participants of the group contribute to finish the activity.				
5		Each participant is answerable in the role assigned.				
6		Students feel motivate to work in group.				
7		Students have good communication with their classmates.				
8		All the participants discuss the problem until to find the solution.				
9		The students have a good relationship with all the classmates.				
10		Students integrate into workgroups easily.				
11		The students practice the cooperative work.				
12		The learners respect the ideas of their classmates.				
20						

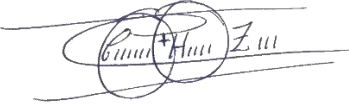
Author: Herrera C. (2022)

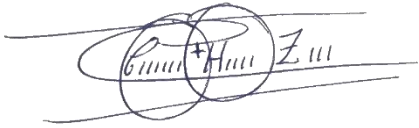
Appendix 8: Lesson Plan

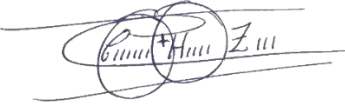
Lesson Plan

LESSON PLAN 1				
Information				
Teacher:	Carlos Herrera	Grade: B.G.U	3rd BGU	
High School:	UECIB Saraugsha	Area:	English as a foreign language	
Topic:	Meeting people over colors	Timing:	40 minutes	
Class Schedule:	Morning	Date:		
Objective:	Students will be able to exchange the information using present simple.			
Strategy	Student activity	Timing	Resources	Evaluation instrument
Cooperative Request	<ul style="list-style-type: none"> • Warm up • Students think in groups who are they going to speak about? • The teacher explains the activity before to start the task. 	2 Minutes	Color paper Computer Markers Sheet of papers	Tecnic Observation Instrument Checklist
	<p>Experience</p> <ul style="list-style-type: none"> • They give some clues to start the conversation. • Students share ideas in groups about their favorite person. 	7 minutes		
	<p>Reflection</p> <ul style="list-style-type: none"> • Students say several brainstorms. 	2 minutes		

	<ul style="list-style-type: none"> • Students describe to their classmates using some characteristics and qualities of each one. <p>Contextualization</p> <ul style="list-style-type: none"> • Students drawn their friend and explain their qualities. • Students present to the classmates and describe their favorite person. • Students ask some questions to the classmates to know the information. • The teacher monitors the groups during the interaction class. <p>Aplication</p> <ul style="list-style-type: none"> • Each student describe in the group their favorite partner using familiar vocabulary, idioms and expressions. 	15 minutes		
Elaborated by:		Reviewed by:		
Teacher: Carlos Herrera		Academic board:		
Signature: 		Signature:		

	<ul style="list-style-type: none"> • What is the best experiences that you can learn? • What is the most horrible movie you have ever seen? • Which moving has been the best reflection? What was the forbidding movie you have ever seen? • Do you prefer see a movie or read a book? <p>Contextualization</p> <ul style="list-style-type: none"> • Students initiate the interrogative questions according to the movies, interesting things that change the manner to think. • Students ask some questions to the classmates to know the information. • The teacher monitors the groups during the interaction class. <p>Aplication</p> <ul style="list-style-type: none"> • The students speak in group their favorite movie using familiar vocabulary, idioms and expressions learned. 	<p>10 minutes</p> <p>5 minutes</p>		
Elaborated by:		Reviewed by:		
Teacher: Carlos Herrera		Academic board:		
Signature: 		Signature:		

	<ul style="list-style-type: none"> • How often do you practice? <p>Contextualization</p> <ul style="list-style-type: none"> • Students speak in group about of daily routines. • Students drawn their favorite daily routines and explain to the classmates. • Students ask some questions to the classmates to know the information. • The teacher monitors to the groups during the interaction class. <p>Aplication</p> <ul style="list-style-type: none"> • Student prepare in group their favorite daily routines using familiar vocabulary, and expressions. 	15 minutes		
Elaborated by:		Reviewed by:		
Teacher: Carlos Herrera		Academic board:		
Signature: 	Signature:			

	<ul style="list-style-type: none"> • What is the more dangerous profession? • What profession is the more interesting? • What is the ideal jobs? <p>Contextualization</p> <ul style="list-style-type: none"> • Students drawn their favorite profession and explain the advantages and disadvantages. • Students present to the classmates and describe their favorite profession. • Students ask to the classmates to know more information. • The teacher monitors to the groups during the interaction class. <p>Aplication</p> <ul style="list-style-type: none"> • Students present in group their favorite profession that would like to be in the future using familiar vocabulary, idioms and expressions. 	15 minutes		
Elaborated by:		Reviewed by:		
Teacher: Carlos Herrera		Academic board:		
Signature: 		Signature:		

LESSON PLAN 7

LESSON PLAN 7				
Information				
Teacher:	Carlos Herrera	Grade: B.G.U	3rd BGU	
High School:	UECIB Saraugsha	Area:	English as a foreign language	
Topic:	Recycling	Timing:	40 minutes	
Class Schedule:	Morning	Date:		
Objective:	Students will be able to talk about different types of news around the world like technology, sports, wars, global warming, and recycling.			
Strategy	Student activity	Timing	Resources	Evaluation instrument
Open debates	<ul style="list-style-type: none"> • Warms up • Students think about interesting news. • Students work in group of four members. • The teacher explains the activity before to start the task. 	3 Minutes	Newspapers Magazines Computer Markers Sheet of papers	Tecnic Observation Instrument Checklist
	Experience <ul style="list-style-type: none"> • Students speak about recycling. • Students speak the importance to care the environment in the world. • They give some main ideas to start the conversation. • Students share ideas in groups about their favorite news. 	7 minutes		
	Reflection <ul style="list-style-type: none"> • What is recycling for you? 	10 minutes		

