



# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **GRADUATE SCHOOL**

### **MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING ENGLISH AS A FOREIGN LANGUAGE**

#### **MODALITY: RESEARCH REPORT**

**Theme:**

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**Cooperative Learning in the development of Oral Expression  
with High School students at “Nicolas Vasconez” Educative  
Unit**

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Research dissertation before obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

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**LATACUNGA –ECUADOR**

**2021**

## **TUTOR'S ENDORSEMENT**

In my capacity as a Supervisor of the Research dissertation titled Cooperative Learning in the development of Oral Expression with High School students at "Nicolas Vasconez" Educative Unit investigated by Lcda. Villegas Moposita Myrian Tatiana, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

### **I CERTIFY THAT:**

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

Latacunga, March 29th, 2021




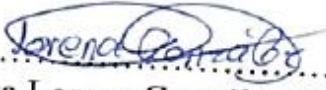
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## COMMITTEE APPROVAL

This research dissertation: Cooperative Learning in the development of oral expression with students at “Nicolas Vasconez” Educative Unit, has been revised, approved, and authorized for printing and binding, before obtaining a Master’s degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

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## DEDICATION

This work is dedicated to my family for their support during this time. To my daughter Emilia for being my inspiration and for being the person who was motivating me during this process. And to my husband, who helped me to continue with this great dream.

*Tatiana*

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Tatiana

## **AUTHORSHIP**

I, Villegas Moposita Myrian Tatiana declare to be the author of the concepts, procedures, and findings in this research dissertation.

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

**THEME: COOPERATIVE LEARNING IN THE DEVELOPMENT OF  
ORAL EXPRESSION WITH HIGH SCHOOL STUDENTS AT “NICOLAS  
VASCONEZ” EDUCATIVE UNIT**

**Author: Myrian Tatiana Villegas Moposita Lcda.**

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**ABSTRACT**

This study aimed to investigate the influence of cooperative learning strategies to improve the oral expression of the English language in high school students at “Nicolas Vasconez” Educative Unit. This study used qualitative and quantitative research. Moreover, a quasi-experimental design permitted the establishment of cause and effect between independent and dependent variables. Data by a pre-test and post-test application were collected, creating optimal learning experiences for the students.

The results showed that the cooperative learning strategies to improve oral expression in high school students at “Nicolas Vasconez” Educative Unit were effective. Also, the students improved their communication and learned to work in groups exchanging ideas and opinions, which was essential to improve grammar and vocabulary fluently. The differences found during the pre-test and post-test were significant since the level of oral competence of the high school students and; their motivation towards learning the English language is satisfactory and relevant.

**KEYWORD:** cooperative learning, oral expression, fluency, teaching-learning strategies, English language.

**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
**DIRECCIÓN DE POSGRADO**

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

**Título: APRENDIZAJE COOPERATIVO EN EL DESARROLLO DE LA  
EXPRESION ORAL CON ESTUDIANTES DE BACHILLERATO DE LA  
UNIDAD EDUCATIVA “NICOLAS VASCONEZ”**

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**RESUMEN**

El objetivo de este estudio tuvo como finalidad investigar la influencia del uso de estrategias de aprendizaje cooperativo para mejorar la expresión oral del idioma inglés, en los estudiantes de bachillerato de la Unidad Educativa “Nicolas Vásconez”. Este estudio está basado en una investigación cualitativa y cuantitativa. Se empleó un diseño cuasiexperimental para establecer la causa y efecto entre variables independientes y dependientes. Además, los datos fueron recolectados por medio de la aplicación de un pre-test y post-test creando experiencias óptimas de aprendizaje en los estudiantes. Los resultados obtenidos mostraron que el uso de estrategias de aprendizaje cooperativo para mejorar la expresión oral en los estudiantes de bachillerato de la Unidad Educativa “Nicolas Vásconez” fueron efectivas. También, los estudiantes mejoraron su comunicación y aprendieron a trabajar en grupo intercambiando ideas y opiniones el cual fue esencial para mejorar la gramática y el vocabulario de manera fluida. Las diferencias encontradas durante el pre-test y post-test fueron significativas ya que el nivel de competencia oral de los estudiantes de bachillerato y su motivación hacia el aprendizaje del idioma inglés es satisfactorio y relevante.

**PALABRAS CLAVE:** aprendizaje cooperativo; expresión oral; fluidez; estrategias de enseñanza-aprendizaje; idioma inglés.

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## INTRODUCTION

The research line proposed by the Technical University of Cotopaxi is related to Education and Communication for human and social development. Also, as a sub-line of research, an Innovative assessment system in the language acquisition process was presented. Taking into account that Cooperative Learning to enhance the oral expression in the students of baccalaureate is directly related to the lines of research mentions before, so it pursues the development of students speaking skills applying the cooperative learning strategies, therefore it is related to the interaction because students will be more motivated to speak, and they improve their speaking skills. The students could describe, ask, and answer questions, and express their opinions to their partners to communicate in a better way. Furthermore, Cooperative learning creates a positive relationship among students developing both good learning skills and social skills.

The **problem statement** presents the students' need to improve the oral expression of the English language, through a proposal related to cooperative learning. In recent years the English language has become more than a requirement, especially in the communicative field. That is why the present research work allows the teacher to know the influence of Cooperative Learning to enhance the oral expression in the students of baccalaureate at "Nicolas Vasconez" Educative Unit. Besides, through cooperative learning, the students interact with each other, improving their participation and oral expression. Furthermore, speaking plays an essential role in the teaching-learning process of the English language. Therefore, many students think that speaking is one of the most challenging skills in learning the English language. So, this research aims to show the influence of cooperative learning to enhance oral expressions such as pronunciation, fluency, and vocabulary.

Learning English is a necessity that all the students have in common, so speaking is one of the most important language skills. So, English language teaching is essential in the educational process. Therefore, it is necessary to apply new strategies to improve speaking skills with good pronunciation, vocabulary, fluency,

and speaking correct English. Besides, Cooperative learning is an important method to develop English oral fluency in a meaningful way. Through teamwork, students will feel motivated to improve English language competence because group work allows students to express their ideas and carry out activities.

For there to be adequate learning of the English Language, teachers must use new teaching approaches. On the other hand, an appropriate way would be the application of cooperative learning inside and outside the classroom. Cooperative learning allows students to develop their oral expression by working together. While students work together, they can express their ideas and give their points of view, improving their vocabulary and pronunciation. Cooperative learning permits students to work independently and collaboratively among themselves. Besides, students can practice the English language using a new vocabulary to express their ideas. Group work not only helps to develop their knowledge and vocabulary but also creates an atmosphere of trust and harmony among all the members of the group.

According to the information, the formulation problem is How cooperative learning help to develop speaking in students of baccalaureate at “Nicolas Vasconez” Educative Unit? as a **general objective:** To investigate the effect of cooperative learning in the development of oral expression in the students of high school; consequently, three **specific objectives** were set: To identify the oral competence of the students in the English language. To determine the effectiveness of cooperative learning to develop oral expression in students of high school. To improve the classroom environment creating a cooperative class, to achieve all of this, there is a system of a task about the specific objectives:

*Table 1: Task system about the objectives.*

<b>OBJECTIVES</b>	<b>ACTIVITIES</b>
1. To investigate the effect of cooperative learning in the development of speaking skills in the students of baccalaureate.	Analyze the data obtained from the investigation to put it into practice for the students and improve their learning.
2. To determine the oral competence of the students in the English language.	Apply an activity that allows the teacher to interact with the student on issues of the day.
3. To improve the classroom environment by creating a cooperative class.	Carry out activities and group dynamics to energize the classroom, taking into account common ideas, defending points of view, etc.

*Elaborated by: Villegas, T. (2020)*

The problem has gone through three detailed stages in the following table.

*Table 2. Stages of the research problem.*

<b>STAGE</b>	<b>DESCRIPTION</b>
<b>Stage 1. Traditional</b>	Ferreiro & Espino (2000) states that cooperative work is a dynamic strategy for the students to increase knowledge and learn more from others. Besides, cooperation permits sharing with others; it implies working in groups to achieve a common goal, so cooperation promotes fellowship between people who work together, allowing them to develop skills that improve their daily lives.



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**Stage 2. Active**

Nowadays, students need interaction to increase knowledge and English skills, so cooperative learning encourages education and it permits them to develop speaking skills fluency. According to Brooks (2006), cooperative learning creates a comfortable environment during the classes, especially when the students are working. They develop different skills which permit the evolution of oral expression.

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**Stage 3. Critic**

Johnson (1999) states that cooperative learning is a group activity in which students assume a role to achieve a common goal. Moreover, cooperative learning helps teachers and students to enhance social and emotional skills allowing them to create a positive environment among all members of the educational community.

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*Elaborated by: Villegas, Tatiana. (2020)*

This theoretical research was oriented to provide results that have been stated, with the theoretical and conceptual framework. Additionally, background research and the literature review were combined with fieldwork and data collection to find solutions to improve oral expression in the students at Nicolas Vasconez Educative Unit.

Some researchers mention that the methodology is essential and useful to facilitate the execution and planning of the investigation acquiring new knowledge. That is why a **mixed-method** was applied in this investigation. It means that it was based on qualitative and quantitative research. The qualitative approach was used because it explained, predicted, described, and explored the central guidelines and problems of the work during the same research process, and it is also quantitative because it permits the examination of the data obtained by searching for results. Moreover, a **quasi-experimental research** design was implemented because it is intended to

investigate the effect of cooperative learning in students of baccalaureate. A quasi-experimental design aims to establish a cause-and-effect relationship between independent and dependent variables. Moreover, a quasi-experimental design was a useful tool because the pre-test, posttest permitted to find out the results. So, this research was explanatory because it helped to find the reasons why the students are not good at oral speaking; also, this research will explore the influence of cooperative learning on the development of oral expression in English. This research is meant to provide details about all of the information that exists to find the problem. This type of research is very efficient since it helped us to understand the subject in the best possible way. So, this allowed to development of new approaches and paradigms which are necessary for the research. Consequently, the exploratory study allows knowing the opinions of experts or other people, which is very useful because it is new information to orient the research topic.

This research is also designed as a **descriptive study** to determine the influence of cooperative learning on the oral competence of the students mentioned above. Nassaji (2015) states that the research methods are essential to aim goals and find the solutions to describe a phenomenon. Through clear research, people can obtain data collection which is necessary to solve different problems during the investigation. Also, a descriptive study permits obtain different information to know the impact of cooperative learning on the development of oral expression. Moreover, through teamwork students learned to work together accepting some differences to create meaningful learning. At the same time, the descriptive study of this research was focused on promoting cooperative learning and organizing the student's activities to contribute to the achievement of a positive environment in the classroom.

The application of cooperative learning to students of Baccalaureate at Nicolas Vasconez Educative Unit influence the development of oral expression identifying two variables **Independent Variable:** Cooperative learning and **Dependent Variable:** Oral Expression. Cooperative learning based on activities that promote the learning process in a group form contributes to the achievement of a positive atmosphere in the classroom which allows enhancing oral expression.

This research aimed to create a **meaningful learning environment** by working in groups to improve students' speaking skills. Through cooperative work, students helped each other inside and outside the classroom promoting communication to solve any difficulties.

To achieve the improvement of verbal teaching of the English language, it was necessary to apply a cooperative methodology that allowed students to develop their speech by interacting with each other. The cooperative work methodology provided students with the desire to participate to achieve goals together. On the other hand, teachers were benefited once this methodology will allow creating more dynamic and productive classes using new strategies and techniques for group learning.

## **CHAPTER I. THEORETICAL FRAMEWORK**

### **1.1 Research Background**

After a systematic review of the literature, carried out in several digital documents and scientific electronic databases, it was found some studies related to the variables of this research. They are presented in detail below:

According to Lewis (2019), cooperative learning is one of the most important strategies that motivate the student's participation in working in groups. Besides, students work together socializing ideas, opinions and, information to achieve a common goal. So, Cooperative learning is a significant strategy to learn in groups with help from each other. Moreover, the research emphasizes the benefit of cooperative learning in that it helps in creating a conducive learning environment that encourages positive interdependence, group interaction, individual accountability, and developing small group social skills.

According to Ocaña (2018), in the research about Cooperative learning in the development of speaking skills, argue that Cooperative learning influence help students in the development of oral expression increase the acquisition of the English language, as well as the cooperative learning strategies, allow students to improve speaking skills, focusing on students participation through interaction.

As Johnson & Johnson (2017) in their investigation about Cooperative learning states that the nature of cooperative learning is essential in the classroom, so teachers may select the best strategies or activities for all the members to work together. When the students are working, they need to participate in presenting their effort and thus meet the winner. Through this, they can achieve their goals, and they

know how to work collaboratively with others. Therefore, teachers decide what kind of activities use to increase the teaching-learning process.

Furthermore, the authors explain that the implementation of cooperative learning methods in the classroom creates a positive environment and improves the relationship between students. In other words, learners need to learn how to work together appropriately. The use of cooperative learning shows positive attitudes to increase speaking skills. So, cooperative learning enhances the motivation of many students by offering them the opportunity to participate in speaking and work in groups.

Tamayo (2014) in her study about cooperative learning strategies, argues that cooperative language learning is an approach that increases collaboration and promotes student participation in a classroom. It also provides students motivation allowing them the opportunity to create their knowledge to work with their classmates. Therefore, all students need to have equal participation without any exception to performance a good atmosphere during work. Besides, when the students interact, participate and speak more usually achieve better progress in oral communication.

Besides, the use of cooperative learning strategies will allow students to feel motivated to use skills in achieving success. On the other hand, teachers are in charge of using any type of strategy to ensure student learning by promoting cooperative work in the classroom, which must be productive. Further, teachers should create groups in various ways to encourage learning objectives. It is recommendable the use of cooperative learning strategies in the English classes to develop reading, writing, listening, and speaking skills.

The previous investigation presented shows clear ideas about the proposal topic. Besides, it can be observed that the use of different cooperative learning strategies helps to improve English language skills. Additionally, all of the researchers have similar opinions about cooperative learning on the development of oral expression because through this application students can be immersed in different communication situations.

## **1.2 Epistemological Foundation**

It is based on theories about the theoretical foundation that evidence and supports what has been investigated and has been verified through scientific knowledge, previous studies that were carried out to examine the effect of cooperative learning on the development of oral skills. Working together and setting common goals; allow generating knowledge between individuals group exchanging their points of view, which develops the knowledge construction process. Collaborative learning is a concept that defines a highly current and highly impactful theoretical and research area. So, Collaborative learning theory has a relationship with educational constructivism. These theories highlight the constructive value of socio-cognitive interaction and coordination between participants, members of a group.

Slavin (2014) in the investigation called Cooperative learning and Academic achievement, states that motivational perspectives related to cooperative learning play an essential part in the student's motivation. So, the activities presented during the educational process need to be dynamics. Moreover, teachers must give cooperative incentives to create a participatory environment. In this sense, Bruffe (1993) establishes that Cooperative learning creates a socio-affective relationship that supports interaction with the environment and the people around them. Therefore, collaborative learning involves the application of group techniques, promoting social interaction, and exchanging the participation of all members of the groups.

### **The definition of Cooperative Learning**

According to Johnson & Johnson (1999) states that cooperative learning motivates the students to achieve common goals and encourages them to care more for others, creating positive results for all group members. Further, goals are achieved; by cooperative efforts. Many teachers apply activities to accomplishing goals demonstrating the ability to interact with each other. On the other hand, Jones & Jones (2008) in their topic about the Academic benefits of cooperative learning, said that cooperative learning is the most used teaching strategy to promote learning in the students increasing their speaking skills. Also, Cooperative learning

emphasizes two categories which are academic benefits and social-emotional benefits. It means that students develop their understanding and motivation when using new strategies to work effectively in groups.

The research carried out by Panitz mentions that there are many definitions between collaborative and cooperative learning. So, the author clarifies the differences between both; cooperation is the process of working together in harmony. On the other hand, collaboration is an interactive process where two or more people have shared goals. Furthermore, Artz & Newman (1990) in their book about Cooperative learning, said that Cooperative learning is focused on teamwork in small groups, solving tasks, activities, or problems to achieve a common goal. Therefore, cooperation permits working together to accomplish shared goals and achieve benefits for all members of the group.

Aglazor & Odey (2016) in their research said that traditional methods are still applied in classrooms; for that reason, students cannot develop skills that enhance their learning. Today cooperative learning is considered an innovative strategy that motivates student learning and makes them more responsible in their educational process. Also, all of the strategies aim to activate prior knowledge by identifying the development of knowledge from each of them. However, it is important to identify the wise students to help the rest of the classmates, these student leaders always need to share information for all the group, providing the opportunity to interact and give opinions. So, it permits improving oral performance and social relationships between all the participants to achieve knowledge.

Cooperative learning is largely based on two theories: Structure-Process Outcome Theory and Social Interdependence theory.

### **Structure-Process-Outcome Theory**

Johnson & Johnson (2018) theorized that interaction processes in students are essential to determine their results. Additionally, it is important to organize the class creating objectives so that teachers and students can achieve. On the other hand, the teacher must create an interactive environment where students can share their

emotions, ideas, to obtain positive results. Consequently, the organization is essential to increase the teaching-learning process. So, it permits to set and achieve goals during the academic process and students can demonstrate their understanding when the teacher evaluates the student's performance. This process help students to engage in different discussions to improve oral expression in the English language.

### **Social Interdependence Theory.**

Lewin (1930) in his research stated that interdependence is the essence of a group because it makes students work in groups in a fun way. Besides, motivation to accomplish the goals helps students to have a positive interdependence. Moreover, the interdependence shows the results about groups that work together, creating a good relationship between the participants. That is why cooperation and competition play an important role in this process. Besides, motivation is essential to accomplish the common goals within each group member. For interdependence to exist, it is necessary to involve several people as members of group work to have a dynamic impact on each other.

### **Cooperative Learning Methods**

Nowadays, teachers and students need to know and learn teaching and learning strategies to achieve their goals of learning. Besides, teachers are in charge of preparing students, including activities that are essential to improve learning. Also, cooperative learning methods permit students to assume more responsibility for their learning; for this reason, here present some Cooperative learning methods.

**Students Team-achievement Division (STAD):** It is a cooperative teaching-learning method in which students work together in groups to complete a task or activity. So, the main goal of each group work is to understand content to increase knowledge in different ways. Also, to identify the results, the teacher must apply a simple test explaining and clarifying concepts related to a topic. Therefore, this method promotes the student's participation and encourages them to help each other to achieve new skills. Nulla (2012) mentions that this method is related to



cooperative learning in which groups work together to accomplish and share learning goals improving collaboration and social interaction.

**Group Investigation Method:** This method is based on the group interest of all the members. Therefore, teachers and students need to experience a variety of communicative and social skills to create an appropriate class to generate participation. Furthermore, this method permits students to select a topic of interest and investigates relevant information to present it. According to different authors, interaction develops effective communication and improves personal development. So, students are motivated to complete different activities and learn more about topics of interest. It permits to increase knowledge to develop different skills in the English language.

**The Learning Together Method:** This method permits that students to work in groups face to face, sharing all the content that they learned. Moreover, this method includes the desire to learn something during the activity. So, it is necessary to share ideas, opinions, and material available to create quality work. According to Suciarthasih & Tanumihardja (2018), in their investigation mention that this method is essential because all group members work to achieve positive results by generating help from each other. So, students offer their opinions and advice, maintaining good communication with all members of the group.

**The Discussion and Dialogue Method:** This method has a relation with the discussion and dialogue. Students in the groups give opinions and exchange ideas and information with each other. Therefore, discussion and dialogues are considered a good teaching strategy to interact between teachers and students to achieve a common goal. Through these methods, students can improve their oral expression by having the opportunity to participate in any conversation. Speaking activities are recommended for teachers to improve oral expression in the English language. So, it is essential to select the most important strategies related to cooperative learning to create a good relationship in the class.

## **Speaking skill**

According to Prieto (2007), speaking is a productive skill used to transmit information in oral form. So, to establish a conversation people use words and sound to communicate with others. Therefore, the most important problem that teachers need to face to teach a foreign language is to help students to be able to use the English language correctly with good vocabulary and grammar. That is why it is recommendable to apply cooperative learning strategies because through interaction students can use words to transmit ideas correctly. It is important to maintain good communication with each other to create a good relationship and a good atmosphere.

## **Speaking Activities**

There are different activities that teachers can use when they are going to work on speaking. Besides, activities are applied according to the level of the students and the result that the teacher wants to achieve. Kayi (2006) in her investigation about activities to promote speaking emphasizes that speaking is the process by which people share meaning through the use of verbal and non-verbal symbols. Besides, some teachers continue applying traditional methods and strategies to improve communication skills. So, this educational change will allow students to improve their oral communication and social interaction among all members of the group.

The use of interactive activities provides students the opportunity to communicate using the language through the repetition of words. Moreover, activities with pictures improve the student's pronunciation creating dialogues or short conversations. Speaking activities are recommendable because students can talk about themselves and communicate their ideas using simple words. On the other hand, in creative activities teachers can use cooperative techniques to motivate students in the development of the English language.

## **Oral Skills and Interaction**

Communication is very important to transmit information to others, that is why interaction plays an important role to increase oral expression. Also, oral

communication is spontaneous, direct, and simple. So, people use body gestures to reinforce or emphasize the message that they want to convey. On the other hand, the interaction occurs when two people establish a conversation, one person speaks and, the other prepares to respond to the information transmitted. Conca (2007) in her post about the Challenges of teaching oral skills argues that to develop oral skills in English, students need to put into practice spontaneous interaction, talking with the teacher during their free time, without translating the conversation. On the other hand, teachers need to find resources to improve speaking skills and develop social relationships allowing the students to improve their knowledge by working together. Moreover, working together with other people create good human relationship maintaining values of companionship and friendship with each other.

### **1.3 Foundation of the State of the Art**

Below this document shows research related to Cooperative learning to improve oral expression. Ocaña (2014) in her research said that cooperative learning help to improve speaking skills allowing the students to participate in different simple conversations. The main objective of that study was to identify the impact of cooperative learning in the development of the English language. So, it permits identifying the most important strategies that teachers must use to develop oral expression during academic activities. Moreover, the methodology used in this research is a quasi-experimental design because through a pre-test and post-test the researcher knows the student's level in speaking skills.

Martinez & Gomez (2014) carried out an investigation of Cooperative learning on the promotion of Oral Production, and they said that the implementation of cooperative learning strategies is essential to help students in the development of oral expression. Therefore, it helps to increase students' attitudes to learn the English language, because students feel motivated to learn English working in groups sharing experiences and giving opinions during the academic process.

Verdezoto (2019) in her investigation states that it is necessary to create a good environment using cooperative learning strategies. The implementation of a new method to learn the English language motivates the students to work in groups.

Also, the results obtained were satisfactory because all the students began to communicate using the vocabulary and grammar learned during the academic process. So, students improve their English abilities and they learned more about English structure, vocabulary, use of syntactic rules, conversation, and fluency.

#### **1.4 Chapter I Conclusions**

In a conclusion, the information collected in this research is very important to know the impact that cooperative learning has on the development of oral expression. Besides, cooperative learning research seeks to develop oral expression, motivating the student's participation and focusing the education in the cooperative learning process because these strategies increase the level of students speaking skill, generating a positive and good environment with effective communication.

## **CHAPTER 2. PROPOSAL**

### **2.1 TOPIC:**

Teaching handbook for enhancing English Oral Expression using Cooperative learning strategies.

### **2.2 Objectives:**

#### **General Objective:**

- To apply cooperative learning strategies through a handbook to enhance oral expression of the English language in students of high school at Nicolas Vasconez Educative Unit.

#### **Specific Objectives:**

- Implement cooperative learning and interactive strategies described in the handbook during the English classes.
- To identify the essential speaking activities to be included in the teaching handbook.
- To evaluate the effectiveness of cooperative learning strategies in the development of oral expression.

### **2.3 Justification**

Some reasons justify this proposal, one of the most important is to integrate innovative teaching and learning strategies to enhance speaking skills. Because cooperative learning strategies permit the students to speak more to increase oral

expression. So, cooperative learning has been proven to be effective for different types of students, it is known that the students do not have good communication in English for this reason cooperative learning strategies could facilitate learning speaking skills.

Through this handbook, students will be able to communicate fluently, and they will be motivated to participate in collaboratively developing oral skills. Also, this handbook of cooperative learning strategies will encourage the participation of each student by improving their oral expression in the classroom. Besides, this teaching handbook will help teachers to improve the learning process by providing various strategies to help students improve their skills to communicate with each other, improving the English Language.

Moreover, the teachers who work in this institution do not have a handbook of cooperative learning strategies. So, with the implementation of this resource teachers and students work effectively providing the students the opportunity to improve their English-speaking skills. Also, this handbook will change the traditional methods applied in the classroom because the students do not feel motivated to develop their speaking skills. So, cooperative learning motivates and enhances team and individual work.

The proposal will fulfill student's and teacher's needs to enhance oral expression by using cooperative learning strategies. Furthermore, it permits that student work as a team to cooperate to achieve a goal successfully. Students work in different ways independently and in groups because everyone will have a responsibility for contributing to the team better. After, all, success depends on the contributions of everyone. Besides, cooperative learning is an essential strategy to promote student participation and increase speaking skills.

The application of the strategies suggested in this handbook will encourage the student's participation to facilitate the development of interaction skills to communicate orally with others. Finally, for the implementation of this proposal the researcher has the legal support of the institution, teacher, and students for

collecting the required data through a survey for the effective development of this proposal.

## **2.4 Proposal Development**

The proposal emerges from an experimental study on the impact of cooperative learning strategies in the development of the English language in which cooperative learning motivates the students to develop English oral expression in groups. As previous research mentions, speaking skills are essential in the language teaching process at different educational levels. For this reason, I apply a survey to the authority, English teacher, and the students to identify the opinions about the application of cooperative learning strategies in the English classes. The authority and the English teacher mention that cooperative learning has never been applied in the classroom and that it would be good to apply new strategies so that students improve their learning. Moreover, the students mention that they would like new strategies to be applied to work in groups and improve their oral expression in the English language, respecting the learning rhythm of each one of them.

### **2.4.1 Proposal Components**

This teaching handbook for enhancing English Oral Expression has different teaching strategies that motivate students to learn and improve speaking skills development. This proposal helps the students to develop oral expression through group interaction activities. The activities proposed are oriented specifically with speaking skills, such as pronunciation, fluency, vocabulary, grammar, comprehension.

The cooperative learning activities suggested in the teaching handbook are based on the topics presented in the high school English class using different strategies that combine cooperative learning and oral production. Besides, the proposal will be executed according to the class schedule 2 days a week for 16 weeks. Furthermore, this teaching handbook includes exercises that promote students' participation using speaking as the main factor of communication. In the handbook, students can find a topic with the strategy to be presented. Then, it has the objective,

which shows the purpose and the benefits. There is also a description of the strategy to know the desired results. Also, there are procedures so that the teacher and the students know the steps to follow during the activity. Besides, there is an evaluation; this part permits measuring the students learning. Finally, there is a specific time for each group activity. Apart from the teaching handbook has three parts:

1. The induction part is the first session in which the students know about the cooperative learning approach and the benefits to promote interaction in each student. So, in this stage, a pre-test will be applied.
2. The practice part is when students participate in teaching activities based on learning strategies to develop speaking skills. These activities help students to communicate in a better way and improve foreign language working in groups. The guide has six units with two classes per unit. In each session, students will work with a different cooperative learning strategy to enhance oral expression.
3. The last part is the evaluation in which the post-test will be applied. The assessment will be formative because it permits that student reach satisfactory competence in the English language. The purpose of this proposal evaluation will help to determine the influence of Cooperative learning in the development of oral expression in students of high school.

#### **2.4.2 Proposal Explanation**

This research was necessary to know the impact of cooperative learning, to improve oral expression in high school students at "Nicolas Vasconez" Educative Unit. This research also mentions that students are not motivated by some activities, so it is essential to apply cooperative and interactive strategies that improve English Language learning. The Cooperative learning activities will allow students to communicate effectively in the foreign language allowing teachers to promote communicative interaction to help students develop oral expression.

Moreover, speaking is an essential skill in the language teaching process because students need to develop a high English oral proficiency in high school. Then, students must be motivated to speak and improve their communicative competence.



Therefore, cooperative learning strategies will need to be designed, proposed, and developed to solve problems. Innovative teaching strategies are necessary to promote the teaching process based on Cooperative learning strategies to motivate and enhance team and individual work.

Finally, this proposal increases the teaching-learning process because it fulfills student's and teacher's needs to enhance English oral expression by using cooperative learning strategies. So, cooperative activities help to raise the achievement of students creating a positive environment among students. Besides, Cooperative learning also helps to provide experiences that develop both learning skills and communicative skills. The strategies presented in this guide will encourage the students to construct their knowledge to facilitate the interaction skills to communicate fluently with others.

### **2.4.3 Premises for its Implementation**

The implementation of the teaching handbook of cooperative learning for the students of high school at “Nicolas Vasconez” is considered feasible according to the following steps:

It is essential to know how to manage strategies to help students to improve their speaking skills through the implementation of cooperative learning in the English classroom.

This proposal was applied at Nicolas Vasconez Educative Unit under the approval of the school authority. The principal, facilitator, and students participated to support the implementation of the proposal making efforts of promoting education quality to improve the teaching-learning process of the English language.

For the proposal implementation, there is no financial expense; since the researcher covers any cost incurred in the proposal elaboration and application.

# Teaching Handbook for Enhancing English Oral Expression using Cooperative Learning Strategies



**Author:**

**Myrian Tatiana Villegas Moposita**

## PRE-TEST APPLICATION

### Objective:

- To apply an individual activity to students, describe the picture, and answer questions expressing their opinions about familiar topics; as a part of a pre-test.

### Procedures:

1. The pre-test activity will be applied in this first session in which students need to complete the oral activity.
2. The teacher will present the image for the students to describe.
3. Students should perform their activity fluently without any help using the vocabulary and grammar reviewed above.
4. The students' performance will be assessed using the rubric.

**Time:** 80 minutes



*Figure 1: Pre-Test Activity*

*Source: <https://images.app.goo.gl/St8jRudc6EArD5q27>*



# UNIT 1

## STRATEGIES:

- THINK PAIR SHARE
- ROLE PLAY

## STRATEGY 1

### Think-Pair-Share

#### Objective:

- To learn to speak and share ideas with classmates and develop oral communication skills.

#### Description of the strategy:

Think-Pair-Share is an essential cooperative learning strategy because it engages the students to share ideas and enhance oral communication skills. This activity allows the students to feel more comfortable sharing their thoughts and ideas.

#### Procedures:

1. Teacher mentions a question to the group and students think quietly about it for one or two minutes.
2. Each student pairs up with a partner and they discuss the question for three minutes.
3. Finally, all the students participate in a discussion and share all their thoughts and ideas with classmates.

**Evaluation:** The teacher randomly selects a student in each group to share their answer with the class.

**Time:** 40 minutes



*Figure 2: Think Pair Share Strategy*

*Source: <https://images.app.goo.gl/65CZNKQnDBnanT2v5>*

## STRATEGY 2

### Role Play

#### Objective:

- To allow the students to improve the communicative approach allowing the students to practice communicating.

#### Description of the strategy:

A role play is a playful activity that develops speaking and listening skills providing the students participation and enhancing creativity and imagination.

#### Procedures:

1. The class will be divided into two groups a group of interviewers and a group of interviewees.
2. Assign students' roles on the topic.
3. Give students personality cards that sketch out their characteristics or scenario.
4. Give them time to practice vocabulary and ask them to discuss how they will act in the scenario.
5. Encourage students to exaggerate their actions, opinions, and movements.
6. Discuss and enjoy what you have learned.

**Evaluation:** In this activity participation and cooperation will be evaluated based on the rubric.

**Time:** 40 minutes



*Figure 3: Role Play Strategy*

*Source: <https://images.app.goo.gl/ocApjdtB2xQ2RoKe7>*



# UNIT 2

## STRATEGIES:

- JIGSAW
- TEA PARTY

## STRATEGY 3

### Jigsaw

#### Objective:

- To encourage cooperation and active learning through the student's contributions to interact and promote peer learning.

#### Description of the strategy:

The jigsaw strategy is an interesting cooperative learning approach in which students work together as a team. It helps improve listening communication and problem-solving skills.

#### Procedures:

1. Introduce the strategy and the topic to be applied in the class.
2. Determine how many pieces there will be in that puzzle.
3. Organize students into a group of three people.
4. Create expert groups that consist of students across “home groups”.
5. Give the students time to learn and process the information about the jigsaw task.
6. Provide key questions to help the “expert groups” gather information.
7. Provide materials and resources necessary for all students to become experts.

**Evaluation:** Each jigsaw group summarizes in one sentence what it takes to become a successful student.

**Time:** 40 minutes



*Figure 4: Jigsaw Strategy*

*Source: <https://images.app.goo.gl/qKJ16gdwbx1ynkm78>*



## STRATEGY 4

### Tea Party

#### Objective:

- Students will be able to participate in a collaborative discussion about a text to improve reading and speaking skills.

#### Description of the strategy:

Tea Party is a good strategy because it permits students to share ideas and work together to find a solution, interactively and communicatively.

#### Procedures:

1. Call students together, and have them bring their class books.
2. They are going to be having a party like the characters in the book, but it is going to be a tea party.
3. The teacher explains that tea time is when people come together to share ideas.
4. Ask students to brainstorm some guidelines for a tea party conversation.
5. Explain about the time because people need to wait their turn to speak.
6. Ask students to think about different characters in the story to describe them using appropriate language during tea time.

**Evaluation:** The use of wide vocabulary and grammatical rules is evaluated on the rubric.

**Time:** 40 minutes



*Figure 5: Tea Party Strategy*

*Source: <https://images.app.goo.gl/2t7cDVNenfkJTMms6>*



# UNIT 3

## STRATEGIES:

- SPIDER WEB DISCUSSION
- PICTURE DESCRIBING

## STRATEGY 5

### Spider Web Discussion

#### Objective:

- The goal of the spider web discussion is to help students and teachers to develop skills through collaboration, empathy, and autonomy.

#### Description of the strategy:

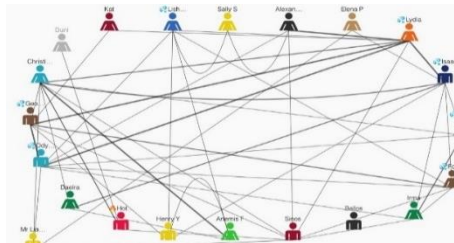
Spider Web Discussion permits students to ask open questions about themselves, their religion, and their culture and do it in a thoughtful productive way increasing communication and better participation.

#### Procedures:

1. You will need a ball of yarn.
2. Have students sit in a circle inside the classroom or this activity can also be played outside.
3. The teacher starts saying the name and one thing about himself.
4. Then choose a student and throw the ball to continue asking questions.
5. Play continues until all students have gotten a turn to answer the questions and there is a web of string crisscrossing the circle.

**Evaluation:** This activity will be evaluated with a rubric.

**Time:** 40 minutes



*Figure 6: Spider Web Discussion Strategy*

*Source: <https://images.app.goo.gl/u2A14aCpRytfhUdz7>*

## STRATEGY 6

### Picture Describing

#### Objective:

- To develop the ability to describe a picture using his own words to increase oral expression in the English language.

#### Description of the strategy:

A picture demonstration is an ideal activity for participating in the English vocabulary because pictures help the students to understand the ideas or information when they are speaking. Besides, this activity fosters the creativity and imagination of the students.

#### Procedures:

1. In this activity, students can form groups and each group will have a different picture.
2. Each group will receive one image to describe it.
3. All the students discuss the image with their groups to exchange ideas.
4. Finally, a spoken person for each group gave the picture to the whole class.

**Evaluation:** In this activity, the teacher will evaluate creativity, imagination, and pronunciation with a rubric.

**Time:** 40 minutes



*Figure 7: Picture Describing Strategy*

*Source: <https://images.app.goo.gl/hzkn4Sgor4zT4xGz5>*



# UNIT 4

## STRATEGIES:

- NUMBERED HEAD TOGETHER
- SPOT THE DIFFERENCES

## STRATEGY 7

### Numbered Head Together

#### Objective:

- To help the students to improve critical thinking by working together in a group to encourage active participation.

#### Description of the strategy:

Numbered Heads Together is a strategy that helps students to encourage positive interdependence working in small groups before going into a whole-class discussion; all group members participate and contribute to finding a correct answer.

#### Procedures:

1. Students are placed into groups and given a number for each one.
2. Students are asked a question and discuss with their group members.
3. When time is over the teacher mentions a number and all students with that number stand up and take turns sharing ideas.
4. The students can build and connect ideas among the groups and broaden the conversation about the topic.

**Evaluation:** The teacher poses a question, and a number of the group can figure out the answer.

**Time:** 40 minutes



*Figure 8: Numbered Head Together Strategy*

*Source: <https://images.app.goo.gl/gekKwJJbnE2qwMCe7>*

## STRATEGY 8

### Spot the Differences

#### Objective:

- To look for and discover all the differences between two similar pictures to improve concentration thinking and learning to notice detail.

#### Description of the strategy:

Find the difference is a strategy similar to the puzzle in which players need to find differences between two otherwise similar images. This activity permits students to activate the brain and stimulate oral communication.

#### Procedures:

1. Students can work in pairs.
2. Each couple is given two different pictures, for example, a picture of boys playing soccer and another picture of a girl playing basketball.
3. Students in pairs discuss the similarities and the differences found in the pictures.

**Evaluation:** They should speak about the differences and this activity will be evaluated as a rubric.

**Time:** 40 minutes



*Figure 9: Spot the Difference Strategy*

*Source: <https://images.app.goo.gl/pLnJyG3QJwkPJtVn8>*



# UNIT 5

## STRATEGIES:

- DIALOGUE
- CAROUSEL



## STRATEGY 9

### Dialogue

#### Objective:

- To improve pronunciation through social relations allowing the students to be involved in a simple conversation.

#### Description of the strategy:

Dialogue helps students to learn how to think as well as what to think creating a deep understanding of concepts using appropriate phrases.

#### Procedures:

1. Write a correct dialogue using correct tags. Use descriptive action beats.
2. Make each character sound distinct giving each character a unique voice.
3. Avoid long dialogue paragraphs keeping your dialogue brief and impactful.
4. Remove unnecessary dialogue.
5. Say the dialogue out loud.

**Evaluation:** Create a dialogue about an imaginary situation.

**Time:** 40 minutes



*Figure 10: Dialogue Strategy*

*Source: <https://images.app.goo.gl/wQwubbinKWvHw4ENA>*

## STRATEGY 10

### Carousel

#### Objective:

- To help students work in small groups and move from the station exchanging ideas to improve the communicative approach.

#### Description of the strategy:

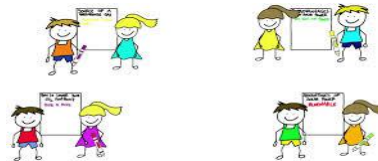
A carousel activity helps students to increase communication interactively. So, the strategy is useful because it permits to work in groups within the whole class.

#### Procedures:

1. Students are broken into groups of 3-4. The teacher puts a chart paper around the room with different questions and topics.
2. This lesson is recommendable before starting a new unit or topic to activate prior knowledge.
3. Each group starts with a different poster and is given a different color marker to write.
4. Each group has 1-2 minutes to answer the question on the chart paper. Then they rotate around the room to the next poster and repeat the process.
5. To try to get each group member to write their ideas on the paper. Finally, when all the groups finish writing, they share ideas on the posters.

**Evaluation:** Ask a set of questions to assess the student's knowledge.

**Time:** 40 minutes



*Figure 11: Carousel Strategy*

*Source: <https://images.app.goo.gl/B2JE6iRDBwpGznyx9>*



# UNIT 6

## STRATEGIES:

- FISHBOWL  
DEBATE
- BRAINSTORMING

## STRATEGY 11

### Fishbowl Debate

#### Objective:

- To promote participation from all the individuals involved in the discussion creating an equal opportunity to participate.

#### Description of the strategy:

The fishbowl debate is an essential strategy for organizing group discussion that promotes student's participation. This type of activity allows everyone to contribute and to observe the conversation.

#### Procedures:

1. Select a topic to discuss and give multiple perspectives and opinions.
2. Create groups of five or six students who will enter the “fishbowl” together to talk about their assigned topic while the rest of the students watch them talk.
3. Prepare the discussion and provide text-dependent questions for students to answer during the fishbowl discussion.
4. Rotate students in and out of the fishbowl throughout the discussion.
5. Finally, pose a final question and allow everyone to answer.

**Evaluation:** Keep track of each student's contribution to assess their grade.

**Time:** 40 minutes



*Figure 12: Fishbowl Debate Strategy*

*Source: <https://images.app.goo.gl/QUVAKMuxGbyK4mR89>*

## STRATEGY 12

### Brainstorming

#### Objective:

- To generate ideas within a group setting developing creativity and stimulating the student's creative talents.

#### Description of the strategy:

Brainstorming is a strategy designed to generate ideas and provide a solution to a problem or situation, creating a better climate for cooperation and teamwork.

#### Procedures:

1. Define the problem to solve.
2. Generate the goal as the solution to the problem
3. Ask the group to suggest objectives.
4. Identify resources and constraints to work as a team.
5. Ask the group to suggest strategies.
6. Summarize on the board the group decisions and the facilitator then reads the ideas one at a time to need clarification.

**Evaluation:** Students should read all the ideas individually, and write down 2 favorite ideas on a sheet.

**Time:** 40 minutes



*Figure 13: Brainstorming*

*Source: <https://images.app.goo.gl/qgY1z6UzQMizP5yE8>*

## POST TEST

### Objective:

- To apply an individual activity to evaluate English performance as a part of the post-test: describing a picture, answering questions, and expressing opinions.

### Procedures:

1. At the end of the sessions, an individual post-test is applied in the classroom.
2. The students again describe a picture, answer questions and express their opinions.
3. The teacher shows a picture to the students describing it.
4. The student's oral performance is evaluated using the same rubric used for the pre-test.

### Time:

80 minutes



*Figure 14: Post-Test Activity*

*Source: <https://images.app.goo.gl/St8jRudc6EArD5q27>*

## **2.5 Conclusions**

This research proposes to identify the influence of cooperative learning in the development; of oral expression in high school students. Through the proposal, we know the principal theories and strategies about Cooperative learning, which are essential to help students; to increase the English language working in groups. So, students feel motivated interacting with others in group tasks, and they develop vocabulary, proficiency, discourse competence, pronunciation skills, and interactive communication ability. Thus, the implemented strategies achieved positive effects in the English-speaking development of high school students.

This proposal consists of a Teaching guide for enhancing English oral expression using cooperative learning strategies. That is why it is necessary to identify the most important activities to promote speaking skills working in groups. Besides, motivation is essential to student's work effectively and put in practice the new knowledge acquired.

## **CHAPTER III. VALIDATION AND APPLICATION OF THE PROPOSAL**

### **3.1 Experts' Evaluation**

For the validation of the proposal presented in chapter II with the title Cooperative learning to enhance oral expression in high school students at “Nicolas Vasconez” Educative Unit, three specialists participated, each of them has fourth-level degrees. Professionals have the high experience, who are references to carry out this proposal presented in this report. A validation instrument with determinative parameters was used to help verify the importance, ease, and comprehensive assessment; the evaluation indicators for each criterion were: “1 = Poor; 2 = Regular; 3 = Good; 4 = Excellent”. Besides, the instrument and the proposal were sent to the experts digitally. Subsequently, the specialists completed a request to validate the proposal. In this validation, the following experts were counted:

Professor Jose Andres Paredes Becerra, Master in MALS, English Teacher at the Technical University of Cotopaxi, the professor has 26 years of experience. The proposal evaluation was Excellent, which mentions that Cooperative learning strategies increase oral expression in high school students. Moreover, the expert emphasizes that Cooperative learning activities involve teachers and students in creating a participatory environment, so it is necessary to apply adequate Cooperative strategies to improve the teaching-learning process.

At the same time, professor Rodrigo Tovar Viera, Master in Applied Linguistics, English Teacher at the Technical University of Cotopaxi. The professor has 20 years of experience working as an English Teaching Assistant. The proposal's rating was Good, the expert suggests that the cooperative learning strategies need to be dynamic to motivate the learning process and encourage students to participate



actively to enhance oral expression. On the other hand, the proposal is essential; because it creates a positive relationship among students and mainly improves speaking ability.

Finally, the assessment of the third specialist, MSc. Lidia Rebeca Yugla Lema, Professor of Language Center, UTC. The professor has 22 years of experience in the educational field. The proposal's rating was Good, mentioning that the proposal objectives are essential to improve oral expression through cooperative learning. Moreover, it emphasizes learning to communicate through interaction and student participation. Also, this research provides tools to practice and speak English every day during the classes or outside them, motivating the students to use English habitually in daily conversations.

### **3.2 User's Evaluation**

The applied proposal allowed to improve the teaching-learning process of the English language. Besides, to know the development of cooperative learning to improve oral expression in the English language, twenty high school students at “Nicolas Vasconez” Educative Unit have been selected to complete a survey and to know their opinions about the proposal application.

The results obtained through a survey applied to users have been considered, in which the survey has five parameters to know the student's opinions about the development of oral expression through the cooperative learning strategies application. The scales are as follows: 1: Not satisfactory; 2 Unsatisfying; 3: Satisfactory; 4: Very satisfactory; 5: Excellent.

According to the results obtained, 86% of the students rated the proposal as excellent, mentioning that cooperative learning contributed allowed the development of oral expression in each of the students. Also, the strategies using during the virtual and face-to-face classes provided the students meaningful learning of the contents. On the other hand, 14% of the students mentioned that the proposal was very satisfactory; since the cooperative learning activities were

understandable and adequate, which helped to improve oral expression in the English language.

To conclude, the teaching-learning process of the English language needs to include cooperative activities for students to work in groups and improve their communication. So, students must learn to work positively and harmoniously, valuing collaboration to complete an activity together. Currently, both teachers and students need a handbook with cooperative learning strategies that meet all expectations to teach in a fun way and learn interactively.

### **3.3 Impact of the Results Evaluation**

Socialization was developed for the high school students at “Nicolas Vasconez” Educative Unit; to present the proposal and learn about the different parameters to be evaluated during the application of cooperative learning strategies. So, students learned about the cooperative learning strategies' role in the development of oral expression, working in groups generating in student’s motivation, imagination and enthusiasm, and skills to communicate in the English language.

The proposal presented in the research achieved the desired results fulfilling the proposed objective: to improve oral expression through cooperative learning strategies in high school students at “Nicolas Vasconez” Educative Unit. Also, the pre-test results were not satisfactory because the students did not carry out dynamic activities that allow them to work in groups and communicate in a better way. For this reason, 72% of students demonstrated a successful change during the proposal application, a radical change was evident since the students were increasing their communicative and participatory level, evidencing that the strategies applied in this proposal were a success and it generated motivation in the students to learn the English language.

Additionally, the evaluation results were satisfactory in the teaching-learning process of the English language. According to the results, the majority of the students have a good level of communication, students are increasing their

vocabulary using the strategies presented in the proposal, which motivates the students to improve their speaking skills.

### **3.4 Proposal Results**

The process of the Proposal Results was carried out with the pre-test and the post-test information obtained. To determine the results was necessary to consider that the sample had 20 students. The control group is made up of 10 students, and the experimental group is made up of ten students, too. Further, a pre-test and post-test were applied; with the students of high school at “Nicolas Vasconeez” Educative Unit, with two groups A and B. In both cases, were used the same evaluation and rating scale. The teacher worked with traditional methods with group A. On the other hand, group B worked with cooperative learning strategies. Besides, the teacher helped the students during the proposal procedures to obtain the data collection.

First, it was evidenced that students have different speaking difficulties related to grammar, syntax, vocabulary, and pronunciation in the English language. On the other hand, after having implemented the proposal to enhance the students' oral expression in the English language, data showed that applying cooperative learning strategies to develop speaking skills was effective because students were motivated to speak. Students used new and essential strategies to describe, ask and answer questions during the activities. So, cooperative learning strategies permitted that students express their opinions to their partners to establish good communication.

English speaking proficiency was assessed: by applying three speaking tasks in which students have to describe the picture, answer questions, and expressing opinions about familiar topics. The performance was evaluated, with an evaluation sheet, in which different oral language categories such as pronunciation, fluency, vocabulary, grammar, and comprehension were evaluated, with the following scales:

**Table 3: Evaluation Categories**

<b>QUANTITATIVE</b>	<b>QUALITATIVE</b>
44-50	Excellent
36-42	Very Good
28-34	Good
20-26	Fair
25 or below	Poor

*Elaborated by: Tatiana Villegas*

*Source: Ministry of Education*

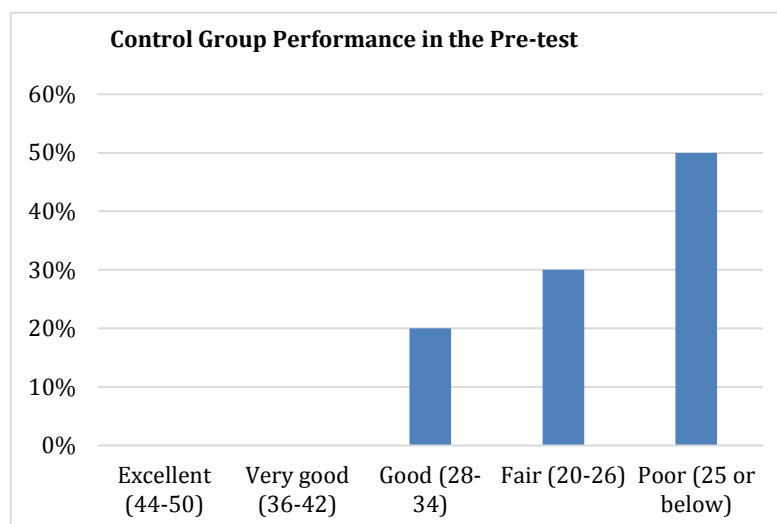
The proposal application process was conducted in two ways; by the Zoom platform and by face-to-face classes. Also, it was detailed that cooperative learning activities are carried out weekly through planning. All activities were focused on group work to improve the oral expression of high school students at the “Nicolas Vasconez” Educative Unit. Besides, the evaluation criteria are described in the following table:

### **Pre-test Analysis**

**Table 4 Pre-test Control Group: Students’ pronunciation, fluency, vocabulary, grammar, and comprehension.**

<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent (44-50)	0	0%
Very good (36-42)	0	0%
Good (28-34)	2	20%
Fair (20-26)	3	30%
Poor (25 or below)	5	50%
Total	10	100%

*Elaborated by: Villegas, T. (2021)*



**Figure 15 Pre-test Control Group**

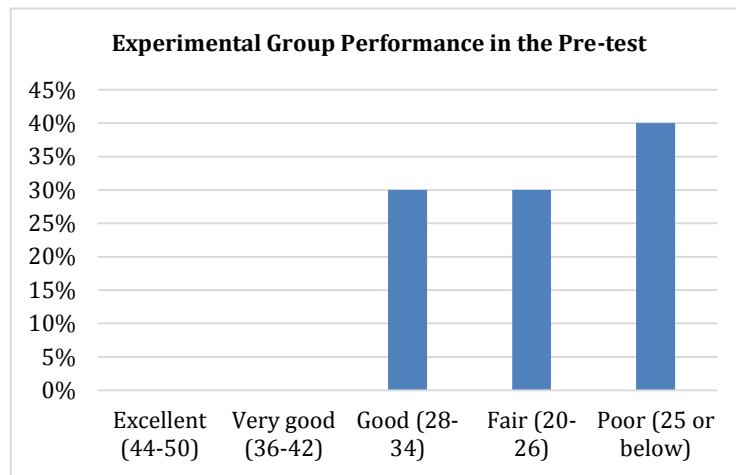
*Elaborated by: Villegas, T. (2021)*

According to the graph, 50% of the students had a poor communication level in the English language because they did not have the opportunity to participate and share ideas. Most of the students need to be motivated to communicate and to develop their speaking skills. It also shows that 30% of students had a fair level of communication because they have difficulties using an extended vocabulary and appropriate grammatical rules. So, 20% of the students apply cohesive structure, but they need to improve pronunciation correctly.

**Table 5 Pre-test Experimental Group: Students' pronunciation, fluency, vocabulary, grammar, and comprehension.**

Description	Frequency	Percentage
Excellent (44-50)	0	0%
Very good (36-42)	0	0%
Good (28-34)	3	30%
Fair (20-26)	3	30%
Poor (25 or below)	4	40%
Total	10	100%

*Elaborated by: Villegas, Tatiana. (2021)*



**Figure 16 Pre-test Experimental Group**

*Elaborated by: Villegas, Tatiana. (2021)*

According to the graph above it can be observed that 40% of the students had a poor level in the English language communication. The ideas were not clear and precise during the explanation. Also, 30% of the students had a fair level in oral expression; they do not use words and phrases that connect a sentence during the description. On the other hand, 30% of the students had a good level, but most students had difficulty expressing their ideas and opinions fluently.

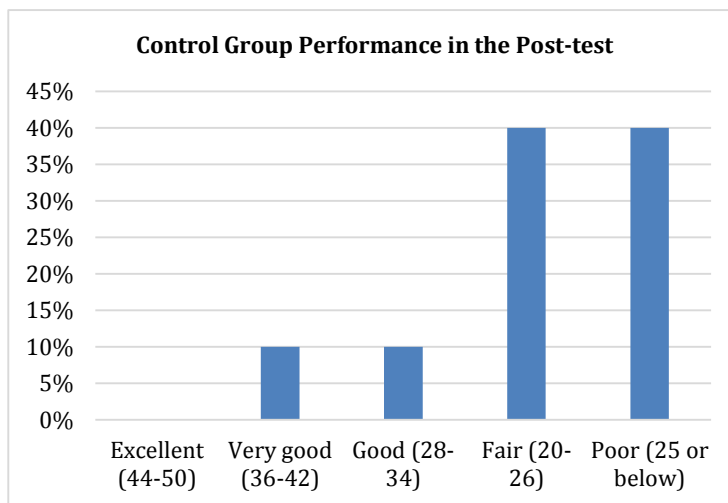
### **Post-test Analysis**

**Table 6 Post-test Control Group: Students' pronunciation, fluency, vocabulary, grammar, and comprehension.**

Description	Frequency	Percentage
Excellent (44-50)	0	0%
Very good (36-42)	1	10%
Good (28-34)	1	10%
Fair (20-26)	4	40%
Poor (25 or below)	4	40%

Total	10	100%
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*Elaborated by: Tatiana Villegas*



**Figure 17 Post-test Control Group**

*Elaborated by: Villegas, Tatiana. (2021)*

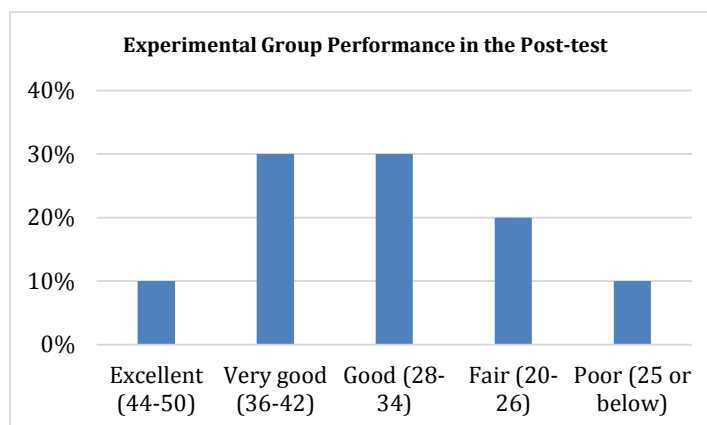
According to the graph, 40% of the students cannot express their ideas clearly, and the vocabulary is limited. Besides, 40% had difficulties understand questions and answer correctly. On the other hand, 10% of the students can talk and establish a conversation using simple expressions. It also 10% explaining the main points and argument sentences with reasonable precisión. Therefore, most of the students did not feel motivated to increase their speaking skills. Students had a low level of communication, and they show disinterest during any activity or task.

**Table 7 Post-test Experimental Group: Students' pronunciation, fluency, vocabulary, grammar, and comprehension.**

Description	Frequency	Percentage
Excellent (44-50)	1	10%
Very good (36-42)	3	30%
Good (28-34)	3	30%
Fair (20-26)	2	20%

Poor (25 or below)	1	10%
Total	10	100%

*Elaborated by: Villegas, Tatiana. (2021)*



**Figure 18 Post-test Experimental Group**

*Elaborated by: Villegas, Tatiana. (2021)*

In the graph, it can be evidenced that there was a significant advance in the improvement of oral expression through the implementation of cooperative learning strategies. A 10% of the students need support to participate in different conversation topics. So, 20% of the students need to order the words to respond correctly. Additionally, it also shows that 30% of the students had Good participation using the correct grammar, pronunciation, and intonation during the research proposal. Furthermore, 30% of students use new vocabulary to exchange ideas about a specific topic. The other 10% demonstrated excellent participation using correct pronunciation and communicating clear ideas. Finally, results show that the cooperative learning strategies helped the students improving the oral expression in the teaching-learning process of the English language.

### **Conclusions Chapter III**

The application of the methods, strategies criteria of the users/experts, and the proposal validation has allowed the didactic handbook to improve oral expression in English through cooperative learning strategies to be an interactive tool improving the student's participation. Creating in students motivation for learning the English language.



## **General Conclusions**

Teaching activities based on the use of cooperative learning motivated the teaching-learning process developing the English-speaking skills achieving positive effects in the English development of the high school students.

The students had a low level of oral proficiency in the English language in the pre-test because they do not develop their communicative competence, that is why the proposal was designed to improve the student's English oral expression using cooperative learning strategies.

The cooperative learning strategies help students increasing grammar, pronunciation, language usage, syntax, vocabulary, and conversation, and also these strategies motivate the student's participation to learn the English language. Besides, the activities facilitated the acquisition of speaking skills creating powerful learning opportunities.

## **Recommendations**

Teachers need to include group activities during classes to promote English learning and motivate the student's participation. So, the teachers need to create a dynamic environment using cooperative learning strategies to improve the teaching-learning process increasing speaking skills.

It is necessary to use new strategies like group work because it allows increasing communication to students feel comfortable sharing ideas, discussing, asking, and answering questions to develop different English language skills.

The teacher must be the principal counselor to help students to develop their knowledge, abilities, skills, attitudes and, oral expression in English. For this reason, cooperative learning is advisable to promote social interaction and motivate students in their learning.

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## APPENDIXES

### APPENDIX 1



## AUTORIZACIÓN DE LA APLICACION DE LA PROPUESTA

Ambato, 14 de diciembre de 2020

Mg. Verónica Miranda

RECTORA DE LA UNIDAD EDUCATIVA NICOLAS VASCONEZ

Presente,

Reciba un cordial saludo y permítame a la vez desearle éxitos en sus funciones. A través de la presente le solicito de la manera más cordial autorice la aplicación de un Pre-Test y Post-Test a los estudiantes de Bachillerato, para el desarrollo del Trabajo de Titulación con el Tema: **“Cooperative Learning to Enhance the Oral Expression with high school students at Nicolas Vaconez Educative Unit”** propuesto por la Lic. MYRIAN TATIANA VILLEGAS MOPOSITA, portadora de la Cédula de Ciudadanía N° 1805055298, de la Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera, de la Universidad Técnica de Cotopaxi.

De antemano, me despido no sin antes expresar mis sentimientos de consideración y estima.

Atentamente,

---

Lic. Tatiana Villegas

C.C. 1805055298

## APPENDIX 2

### UNIVERSIDAD TECNICA DE COTOPAXI COOPERATIVE LEARNING SURVEY FOR STUDENTS

#### OBJECTIVE:

To identify the student's understanding about cooperative learning meaning.

#### INSTRUCTIONS:

1. Read carefully the aspects of this questionnaire and mark with an (X) the answer that most closely matches your criteria.
2. Answer each question with YES or NO:
3. Please answer the questionnaire truthfully; your criteria will be used only for this research purpose.

ITEM Nº	ASPECTS	ANSWERS	
		Yes	no
1	Do you know about cooperative learning?		
2	Cooperative learning provides the opportunity to learn the importance of team work.		
3	Have you ever participated in a class based on cooperative learning?		
4	Do you consider that motivation is important to improve learning?		
5	Would you like cooperative learning strategies to be implemented in your classes?		

**Thanks for your collaboration!**

### APPENDIX 3

## UNIVERSIDAD TECNICA DE COTOPAXI COOPERATIVE LEARNING SURVEY FOR TEACHERS

### OBJECTIVE:

To identify the teachers' understanding about cooperative learning meaning.

### INSTRUCTIONS:

1. Read carefully the aspects of this questionnaire and mark with an (X) the answer that most closely matches your criteria.
2. Answer each question with YES or NO:
3. Please answer the questionnaire truthfully; your criteria will be used only for this research purpose.

ITEM N°	ASPECTS	ANSWERS	
		yes	no
1	Do you know about cooperative learning?		
2	Would you like to have a handbook about cooperative learning strategies?		
3	Have you applied cooperative learning strategies in your classes?		
4	Cooperative learning is about taking the teaching responsibility off teachers		
5	Would you like to apply cooperative learning strategies to improve your classes?		

**Thanks for your collaboration!**

## APPENDIX 4

### UNIVERSIDAD TECNICA DE COTOPAXI

#### STUDENT SATISFACTION SURVEY

##### OBJECTIVE:

To know the student's opinions on the application of cooperative learning strategies in the development of the oral expression of the English language.

##### INSTRUCTIONS:

1. Read carefully the aspects of this questionnaire and mark with an (X) the answer that most closely matches your criteria.

2. Answer each question, and apply the following scale:

1 = Not satisfactory; 2 = Unsatisfying; 3 = Satisfactory; 4 = Very satisfactory; 5 = Excellent

3. Please answer the questionnaire truthfully; your criteria will be used only for this research purpose.

ITE M N°	ASPECTS	ANSWERS				
		1	2	3	4	5
1	Cooperative learning contribution to the development of oral expression.					
2	Do you consider that the cooperative learning activities have been understandable and adequate?					
3	Strategies used depending on the understanding of the contents.					



4	Cooperative learning strategies helped you improve oral expression in the English language.					
5	How would you assess the quality of the teaching-learning process that you have had in general?					

**User information:**

<b>Name</b>	
<b>Level</b>	
<b>Grade</b>	
<b>e-mail</b>	
<b>Phone Number</b>	
<b>Survey Date</b>	
<b>Signature</b>	

**Thanks for your collaboration!**

APPENDIX 5

TECNICAL UNIVERSITY OF COTOPAXI

Expert Validation Survey

**OBJECTIVE:**

To submit validation by experts in order to obtain the average and check the instrument viability.

**INSTRUCTIONS:**

1. Read carefully the aspects of this questionnaire and mark with an (X) the answer that most closely matches your criteria.

2. Answer each question, and apply the following scale:

1 = Poor; 2 = Fair ; 3 = Good; 4 = Excellent

3. Please answer the questionnaire truthfully; your criteria will be used only for this research purpose.

ITEM N°	ASPECTS	ANSWERS			
		1	2	3	4
1	How do you consider the application of cooperative learning strategies to increase oral expression?				
2	How do you rate the objectives set out in this research? (The objectives are added in the Topic Explanation doc)				

<b>3</b>	The cooperative learning activities will involve teachers and students in creating a participatory environment.				
<b>4</b>	Cooperative learning has enabled you to acquire practical skills for a meaningful teaching-learning process.				
<b>5</b>	The relationship between the theoretical and practical part of the research topic has been adequated.				

<b>General evaluation of the questionnaire</b>				
	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
Questionnaire content validity				

**INFORMATION OF THE EXPERT:**

<b>Name</b>	
<b>Occupation, academic degree, and workplace</b>	
<b>Work experience (years)</b>	
<b>e-mail</b>	
<b>Telephone number</b>	

<b>Validation Date</b> (day, month, and year)	
<b>Signature</b>	

**Thank you for your cooperation!**

## APPENDIX 6

### PRETEST-POST TEST ACTIVITIES

The following instrument will assess the students speaking skills, which B1 level states that language learners can communicate effectively using the target language. The results of this instrument will help the researcher to determine the impact of Cooperative learning in the development of speaking skills of high school students at "Nicolas Vasconez" Educative Unit.

#### **SPEAKING TEST DIRECTIONS:**

It is a speaking test that includes three activities that will evaluate different aspects of speaking performance. All the activities will have specific directions to answer each question according to the directions, the speaking test takes about 40 minutes.

#### **Activity 1: Describe a picture**

**Directions:** First, the teacher organizes the class by groups of two or more. The students describe the picture giving as much detail as they can.

**Time:** Students will have 4 minutes to talk.



**Activity 2: Answer the questions**

**Directions:** The teacher asks different questions to the students. Listen carefully and try to speak as clearly as possible.

**Time:** you will have 2 minutes to answer the questions.

1. What do you see in the picture?
2. What are people doing?
3. What day do you think it is and why?
4. What kind of activities are people practicing?

**Activity 3: Express an opinion**

**Directions:** In groups, students need to express their ideas and opinions about the following statements.

**Time:** you will have 5 minutes to give your opinion.

1. Do you think that going to the park is good or bad?
2. What kind of activities do you like to practice? Why
3. Do you think that family is important in our life? Yes or No
4. Do you believe that traveling around the world increases your knowledge?

APPENDIX 7

**ORAL PRESENTATION EVALUATION**

**GROUP**

**NAMES:**

.....

<b>CRITERIA</b>	<b>Poor 1-2</b>	<b>Fair 3-4</b>	<b>Good 5-6</b>	<b>Very good 7-8</b>	<b>Excellent 9-10</b>
<ul style="list-style-type: none"> <li><b>Pronunciation</b> (stress, rhythm, intonation patterns)</li> </ul>					
<ul style="list-style-type: none"> <li><b>Fluency</b> (speed, naturalness, lack of hesitation)</li> </ul>					
<ul style="list-style-type: none"> <li><b>Vocabulary</b> (use of words and phrases, expressions from studied units, course for the picture's description)</li> </ul>					
<ul style="list-style-type: none"> <li><b>Grammar</b> (use correct grammar and sentence structure)</li> </ul>					
<ul style="list-style-type: none"> <li><b>Comprehension</b> (understand questions and answer appropriately)</li> </ul>					

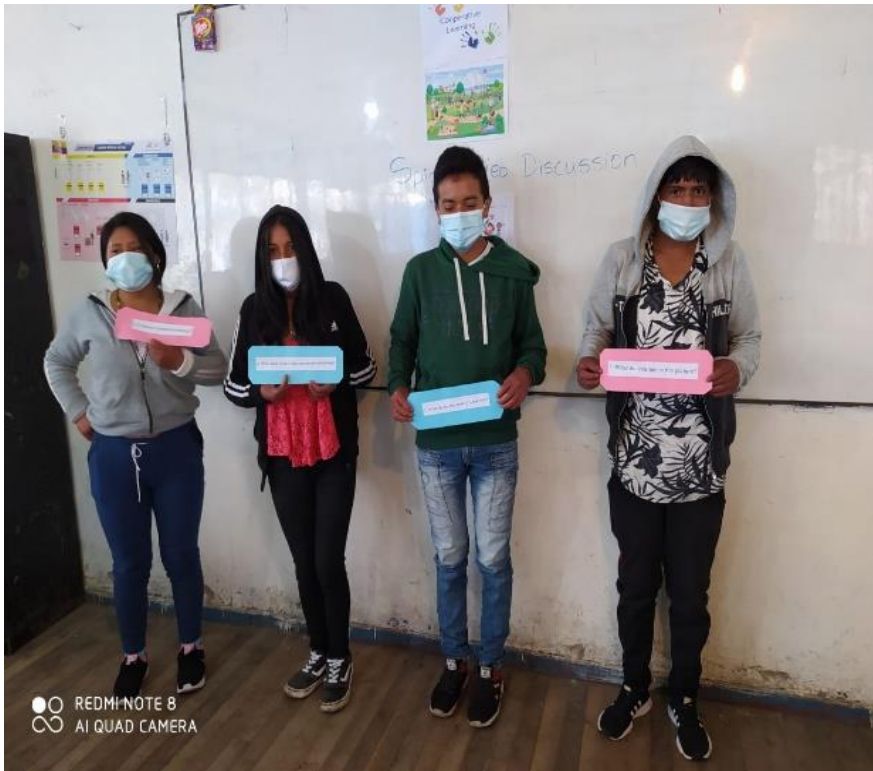
<b>TOTAL:</b> .....out of 50		
<b>Comments</b>	<b>and</b>	<b>suggestions:</b>
.....		

*Source: Based on Classroom Assessment Suggestions by (Ministry of Education)*

APPENDIX 8









Está compartiendo la pantalla

Taty Villegas

Archivo Inicio Insertar Diseño Transiciones Animaciones Presentación con diapositivas Revisar Vista Ayuda ¿Qué desea hacer? Compartir

Pegar Nueva diapositiva

Formas Organizar Edición Edición

1

2

Andrea Ayuquina

SISA JOSE

Ivan pilataxi

Díptico 2 de 2 Español (Ecuador) Notas Comentarios 61%

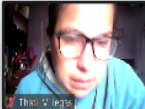
5:19 5/22/2021

PRECISE PEDAGOGY

## The Spider Web Discussion Strategy



Intended Benefits	Unintended
<ul style="list-style-type: none"> <li>• Deepening group problem solving and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Better assessment</li> </ul>
<ul style="list-style-type: none"> <li>• Increased and more balanced participation</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in h</li> </ul>
<ul style="list-style-type: none"> <li>• Improved communication and social skills</li> </ul>	<ul style="list-style-type: none"> <li>• A more ethical and culture/environment</li> </ul>
<ul style="list-style-type: none"> <li>• Improved self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Greater student a</li> </ul>
	<ul style="list-style-type: none"> <li>• Opportunities for greater equity</li> </ul>



Thoni Viegas

Pamela Cunach...

Lizbeth ☐☐

Anahi Ayuquina...



We will compare story elements to those we inferred using important sentences from a story

The Tea Party Strategy helps readers begin thinking about important events and story elements **before** they begin reading.

Read your story sentence.  
 What does it say?  
 What might it mean?  
 Why might this sentence be important? What story element clues can we find within the sentence?

