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THEME: THE COOPERATIVE LEARNING APPROACH IN THE DEVELOPMENT OF ENGLISH ORAL FLUENCY

Trabajo de Investigación previo a la obtención del grado de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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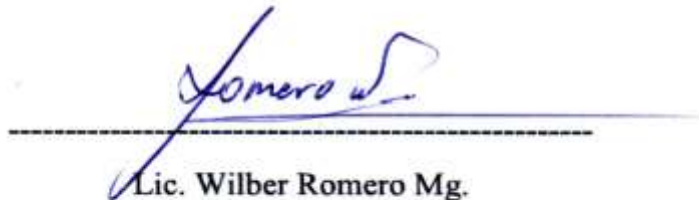Lic. Sarah Iza Pazmiño Mg.
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This work is dedicated to my mom because of giving me the courage to goa head when I wanted to give up. To my dad for all the blessings he gives me every day from heaven. It is also dedicated to my brothers and sisters for their support along this time.To my son Mateo for being my inspiration and the person who stood by me during this research time. And to my lovely husband Daniel who taught me that I can be as good I want.

Lucia Victoria

UNIVERSIDAD TÉCNICA DE AMBATO
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TEMA
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OF ENGLISH ORAL FLUENCY"

Autora: Lic. Lucía Victoria Verdezoto
Director: Lic. Wilber Romero Mg.
Fecha: Julio 2019

RESUMEN EJECUTIVO

Este estudio tuvo como finalidad analizar la influencia del uso de estrategias de aprendizaje cooperativo en el desarrollo de fluidez en un grupo de estudiantes del Colegio Huachi Grande, Ambato, Ecuador. Esta investigación se llevó a cabo con una muestra de 81 estudiantes, quienes se distribuyeron de forma aleatoria en un grupo control (39 estudiantes) y un grupo experimental (42 estudiantes). El estudio combinó el enfoque cualitativo y cuantitativo. Se empleó un diseño experimental. Para su implementación, se usó la metodología de investigación acción en el aula por un periodo de dos meses. Los datos se recolectaron por medio de la técnica de observación y la aplicación de un pre-test y un post-test en ambos grupos. Los resultados demostraron que el uso de estrategias de aprendizaje cooperativo para mejorar la fluidez en un grupo de estudiantes del Colegio Huachi Grande, Ambato, Ecuador, fue efectivo. La mayoría de los estudiantes mejoró en los aspectos relacionados con la lengua: gramática, uso correcto de las reglas sintácticas, escogencia del vocabulario, uso del lenguaje, conocimiento cultural, conversación y fluidez. Todos estos aspectos conforman la *fluidez oral* que mejoró al comparar los resultados del pre-test y post-test luego de la implementación de la nueva metodología ($p \leq 0.001$). En cambio, tomando en cuenta la variación del grupo de control, se observa que la diferencia no es significativa luego de un periodo de seis semanas usando las prácticas tradicionales.

Descriptores: Fluidez, habla, pronunciación, inglés, aprendizaje cooperativo

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EXECUTIVE SUMMARY

The purpose of this study was to analyze the influence of the use of cooperative learning strategies in the development of oral fluency in a group of students from the Huachi Grande School, Ambato, Ecuador. This investigation was carried out with a sample represented by 81 students, who were randomly distributed in a control group (39 students) and an experimental group (42 students). The study combined qualitative and quantitative approach. An experimental design was used. For its implementation, the action research methodology was used in the classroom for a period of two months. The data was collected by means of the observation technique and the application of a pre-test and a post-test. The results proved that the use of cooperative learning strategies to improve fluency and speaking skills in a group of students from the Huachi Grande School, Ambato, Ecuador, was effective. Most of the students improved in the language aspects related to grammar, correct use of syntactic rules, vocabulary choice, language use, cultural knowledge, conversation and fluency. All these aspects conform the ***oral fluency*** that was improved when comparing the results of the pretest and posttest after the implementation of the new methodology ($p \leq 0.001$). Considering that the control group variation, no significant difference was observed after a period of six weeks using traditional practices.

Keywords: English, speaking skills, fluency, pronunciation, cooperative learning

INTRODUCTION

Speaking is one of the most important language skills. So, it should be taught and developed in the language teaching process. It is also one of the most difficult to learn and teach. For most students, learning speaking skills is very difficult. Therefore, the educational system should focus the attention in helping students to develop high English language proficiency. It implies having good pronunciation, vocabulary, fluency, and speaking correct English.

To teach speaking skills appropriately, teachers should be competent speakers and know the suitable language teaching approaches. To that purpose, cooperative learning approach is a very good teaching alternative to develop speaking skills. Cooperative learning is an approach to develop English oral fluency in a meaningful way. It provides a good context to improve English Language competence, because group work enriches the interaction among peers. The social context they share, allow them to express orally themselves and show how competent they are when expressing their ideas, thoughts, and needs using grammar structures and new lexicon provided in each lesson. Working as a team is meaningful and rewarding for the group members because their peers provide a confident atmosphere to develop any skill in a good way. So, students can express themselves in English with oral fluency.

It seems to be urgent to create a cooperative learning environment at Huachi Grande High School to enhance learners' speaking skills. It is necessary to improve their speaking skills, attitudes toward the English-speaking learning process and motivate them to cooperate among students in and outside the class. Consequently, the implementation of this research is very important to this school community because it will help to solve the problems they have in the learning and teaching process of English-speaking skills.

Therefore, this research aims to analyze the influence of the use of the cooperative learning approach on the development of the English oral fluency applied to ninth graders at Huachi Grande High school in the academic year 2018-2019.

This research report is organized as follows:

Chapter I. Problem statement. This chapter has the theme of the problem, the problem itself, which contains the contextualization of the problem, critical analysis, the prognosis, the formulation of the problem, research questions, justification, as well as the objectives of the research.

Chapter II. The theoretical framework. In this chapter, the research background, philosophical foundation, legal basis, key categories, and the hypotheses are reported.

Chapter III. Methodology. It includes the research scope and design, population and sample, operationalization of variables and data collection methods.

Chapter IV. Analysis and Interpretation. In this chapter, results are reported. Data gathered by the observation and the pre-test and a post-test applied to the students are analyzed and interpreted.

Chapter V. Conclusions and Recommendations. In this chapter, conclusion and recommendations resulting from the findings are presented.

Chapter VI. The proposal. Finally, the teaching guide proposed in this thesis is described.

CHAPTER I
THE PROBLEM

1.1 Theme of the problem

The Cooperative learning approach in the development of English oral fluency applied to ninth graders at Huachi Grande High School.

1.2 Problem statement

1.2.1 Contextualization of the problem

In modern society, interaction and cooperative work are crucial in order to succeed in social, academic and professional settings. In the educational context, cooperative learning was created as a teaching technique to help students get advantages from interacting, communicating and collaborating with classmates to learn new information and develop skills (Al-Tamimi & Attamimi, 2014). It is used as a language teaching approach; so, it seems to be effective to develop language skills. As World Education (2009) states, cooperative learning allows students' negotiation, teammates' responsibility, evaluation in a given task and promotes interdependence learning among the members in each group.

Many countries have incorporated other languages to develop their economy, education, tourism, and industry. English has become the language of technology, education and economy all over the world. Therefore, learning English is essential in the educational context (Al-Tamimi & Attamimi, 2014; Knapp, 2015; Smith, 2015). Despite this international effort, teachers still have difficulties to have the students to develop good English language fluency. The English proficiency Index has published some statistics about the best countries as English as a second language, this shows the quality of teaching in each country and the best methods these countries use in order to improve these results. The first three countries with

the highest standards in the world are; Netherlands (72), Denmark (71) and Sweden (70). Most of the best English ranked countries are European but the only not European country because in the sixth place is Singapore (63.5) (Breene, 2016).

In Ecuador, English is taught in all educational levels. Many approaches and strategies are used to guarantee that the students learn the four language skills (Sheyholislami, 2009; Guagchinga, 2019). However, there are many deficiencies, especially in speaking skills. Ecuador is under the average proficiency of the European Union, compared with Peru, Chile, and Argentina (Guanotasig, 2017; Guagchinga, 2019). Ecuador is in the 9th place in Latin America among fourteen countries with an index of (49.13), being Argentina (58.40), Dominican Republic (57.24) and Uruguay (51.24) the best ranked countries (Breene, 2016). Therefore, more research is needed on teaching all the speaking components: pronunciation, vocabulary, fluency, among others.

In the specific context of Ambato, Ecuador, and with the aim of improving English proficiency, cooperative learning has also been applied to avoid individualism in students. At this point, it is important to mention that students need an emotional component which is mainly provided in a cooperative learning environment. So, in general, Ambato still needs to improve the speaking teaching practice (Guanotasig, 2017; Guagchinga, 2019).

In this context, speaking is one of the most important skills; so, it should be taught and developed in the language teaching process. For most students, learning speaking skills is very difficult. Therefore, the educational system should focus the attention in helping students to develop high English language proficiency. It implies having good pronunciation, vocabulary, fluency, and speaking correct English. In order to achieve oral proficiency, students must overcome many obstacles, one of the crucial is to find an environment that encourages the exchange of information in English and opportunities to speak with others in the language. Although even in an ESL environment, it is difficult to achieve oral proficiency, it would take from three to five years to develop oral proficiency and from four to

seven years to achieve academic English proficiency (the use of English in academic contexts). There is a gap between students of ESL or EFL and a native speaker, this gap continues to develop because the native speakers keep on developing their language skills. Although some educational policies in some countries and institutions set goals of one year of total immersion to achieve proficiency, it is demonstrated that these goals are unrealistic if they do not take into account a more eclectic approach of for example the whole spectrum of elementary grades and the curriculum in all aspects of the academic needs of students. (Hakuta, Butter, & Will, 2000).

Teachers are also an important element in this equation. In addition, to teach speaking skills appropriately, teachers should be competent speakers and know the suitable language teaching approaches. So, in Ecuador, cooperative learning is promoted in a cross-cultural environment to enhance oral skills in English teachers. With this purpose, it was created the project entitled "Go Teacher" in which Ecuadorian teachers go to universities in The United States to develop their English language competence, especially oral proficiency. There, they can interact and communicate with native speakers in a real context where they can use and improve their knowledge of their ideas and needs. In this immersion program, cooperative learning strategies are found to be effective to learn English or to improve language skills (Al-Tamimi & Attamimi, 2014).

However, English speaking teaching within the cooperative learning approach has not been widely used in this level. Therefore, in this study, the incidence of cooperative learning instruction compared to traditional instruction was assessed to determine the effect of cooperative learning approach on learners' English language fluency.

Considering these arguments, it is a must for the educational community to create a cooperative learning environment at Huachi Grande High School to solve the difficulties of learners' oral English fluency. It is necessary to improve their

attitudes toward the English-speaking learning process and motivate the students to cooperate among them in and outside the classroom. For this cooperation to take place a cooperative learning culture must be created in the classroom by using the best innovative methodologies available.

Therefore, the development of this research project is very important to this specific school community because it will help to solve the problems they face when teaching and learning English speaking skills. Students are not able to communicate by themselves because they are afraid to make mistakes while speaking. It is noticeable that even if they have enough vocabulary to communicate, they tend to be shy. Most of the time they need the teacher's approval to continue speaking because it means they are doing well. However, it is not the aim of the communication itself because it must be done freely. Teachers use a group work activity instead of a cooperative learning strategy because students do not complete the tasks successfully or in some cases it is only one person who completes the task and the other students waste their time and of course use their mother tongue to have fun and enjoy their free time. The key element necessary to solve this learning problem is cooperative learning because this includes an active role for every student in the group and this role have a responsibility that avoids the waste of time and uses time more effectively.

Working cooperatively allows students to work interdependently and collaboratively among them, they have the opportunity to use and practice the target language in a warm atmosphere feeling free to make mistakes and these advantages at the end produce more confidence and positive results.

1.2.2 Problem tree

Effects →

Students do not feel confident to speak

Ineffective communication and misunderstanding.

Inappropriate use of language in context

Students do not have enough opportunities to interact with their peers and develop their English oral fluency

Problem →

Poor English Oral Fluency

Causes →

The absence of motivational and interesting activities for the students

Inadequate oral language teaching strategies to enhance oral fluency

Insufficient meaningful and communicative activities which are relevant to real life situations

Limited opportunities to work cooperatively offered by the curriculum

Figure 1 .Problem scheme

Author: Verdezoto Victoria (2019)

1.2.3 Critical analysis

First, the usage of teaching activities that do not motivate students and do not engage with their interests is a critical problem that produces insecurity in the English class. If students do not feel motivated to learn English, to speak in English, they will fail to communicate properly when speaking, they will not speak fluently. That is why, it is necessary to use teaching strategies that encourage the students to learn, that is, they should be coherent with their interests and likes. This enhances students' confidence to speak, learn and interact in class and out of it in real social situations. If motivational and interesting strategies are used in class, learners will develop their English Language Oral proficiency, they will be confident to speak in English, and of course the development of their English oral fluency will occur. Cooperative learning in comparison with competitive or individualistic learning shows superior in many aspects or variables like achievement, socialization, personal self-development and motivation (Gillies, 2016).

Second, to develop the oral English fluency, it is necessary to use adequate teaching strategies. It requires acceptable teacher training in pronunciation and in teaching methods and approaches. If teachers are not trained properly, if they do not use teaching strategies that enhance learning, they cannot teach appropriately. Teachers also need to know how to speak fluently, so the students could learn the correct pronunciation. Besides, speaking fluently implies interactions, communication. Therefore, the teachers should know teaching strategies that promote interaction and communication between students, such as cooperative learning strategies but teaching this kind of strategies does not mean that teachers must abandon the teacher-fronted mode but combining various modes of learning (Jacobs, 2004). The use of this kind of activities in class can develop listening and speaking skills, progress linguistic competence, and improve the English oral fluency as well. So poor recognition will lead to confusion between words that differ by only one sound.

Third, to guarantee the development of the English oral fluency, it is important that the activities carried out in the English Language class include real-life communicative situations, in which students can participate in a social situation in which they could express their feelings, opinions, and needs with authentic and real purposes. Activities that do not require to participate in real and authentic situations or promote real communication are not motivating for the students since they do not find them useful. The use of activities that include meaningful and authentic communicative situations will make students feel confident and will enhance the development of oral skills. When students are asked to talk about real-life situations or to express their ideas, their oral fluency will be improved because they will have several opportunities to talk about what they know and what they are familiar with. It clearly shows meaningful learning.

Finally, the curriculum is an important key when using strategies in class, because not many of them provide opportunities to work cooperatively. The book provided by the Ministry of Education limit activities to work in groups. So, it reduces the chances to practice English with their peers. Therefore, cooperative learning may be an important tool in class because proficient students can work as peer tutors to expand their own learning and to assist their classmates in their English oral fluency.

As a conclusion, it is important to state that motivation plays an important role when planning activities to enhance English oral fluency otherwise students may not feel confident to speak in any way. In order to reach this goal, teachers must be well prepared because the inadequate teaching strategies to enhance oral fluency may cause negative impression, unsuccessful communication and misunderstanding by the students. This big problem can also lead to another one which is the insufficient meaningful communicative activities related to real life in order to make students talk about their daily lives and important topics they are interested in. Additionally, the curriculum limits the opportunities to work cooperatively in the classroom

because there are not enough activities to interact among their peers to improve their English oral fluency.

1.2.4 Prognosis

Oral English fluency is critical for communication. If a non-native English speaker has a poor fluency, it will generate a negative attitude and misunderstanding in the audience and will disable communication. Moreover, a poor English language fluency produces psychological filters in speakers, which could block their speaking skills. This could also affect the speakers´ attitude towards learning the English Language.

Gilakjani (2012) suggests the consequences of an inappropriate English language expression. He states that speakers who speak English with a good and fluent pronunciation are understood, they can communicate even if they do not have enough content or contextual information. Learners who do not have good pronunciation and fluent expressions, on the other hand, probably will not be understood, will not communicate effectively. In consequence, poor English language fluency speakers could evade speaking in English; so, they avoid participating in social interactions. This attitude will limit their future academic and professional opportunities. Not fluent speakers are considered incompetent, bad uneducated, that they lack information, knowledge. So, to speak fluently is highly recommended to succeed in academic and professional settings.

The scenery analyzed by Gilakjani underlines the importance of having a good and fluent English expression. As fluency is a difficult skill for non-native English learners, it should be taught appropriately to guarantee to learn.

Therefore, if the Huachi Grande High School students do not develop English oral fluency, they will not develop an adequate English oral proficiency; so, they will not be able to communicate appropriately and will have problems when

participating in a communicative social situation. This could generate that they do not feel motivated to speak and acquire the English language.

1.2.5 Problem formulation

How does the Cooperative Learning Approach improve the English Oral Fluency in ninth graders at Huachi Grande High School?

1.2.6 Research questions

- What is the influence of the use of cooperative learning strategies toward developing the English Language oral fluency in ninth graders at Huachi Grande High school in the academic year 2018-2019?
- What is the current situation of ninth graders at Huachi Grande High school regarding the English language oral fluency?
- How can students improve their English oral fluency using Cooperative Learning strategies in ninth graders at Huachi Grande High school in the academic year 2018-2019?

1.2.7 Problem delimitation

Field: Education
Area: English Language Learning
Aspect: Oral Fluency when communicating
Spatial scope: This research study was developed with ninth graders at Huachi Grande high school, which is in Ambato, Tungurahua, Ecuador
Class: This study focuses on the ninth EGB (Educación General Básica Superior). 81 students took part in this research project.
Gender: In this study, boys and girls participated.
Age: Between 13 and 14 years old.
Temporal scope: This study was carried out from January to December 2018

1.3 Justification

This research project is **important** because fluency is an essential aspect of speaking skills. It is considered one of the most difficult components of the English language to learn; so, it seems to be difficult to teach. However, it has been found that it is easier to teach and learn when students participate in authentic social situations in which they should communicate with one another. In this context, the use of cooperative learning strategies could be suitable because this approach enhances oral communication and facilitates learning in the social situation. It is highly probable that the students will develop their English language fluency when they speak if the students participate in teaching activities based on cooperative learning strategies.

This cooperative notion of learning is **supported by s**ome theories of Albert Bandura (1989), he had already mentioned that in order to make learning optimal and meaningful, academic and some psychoeducational aspects must be considered. When students work in groups in the English class, they can interact with each other, reinforce their communicative competence and henceforth their oral fluency. When students work in an authentic social context, they feel confident to speak even if they commit errors and mistakes. They feel they can learn from each other. This environment let students practice language use in context, the appropriate vocabulary according to the situation they are participating in.

This research is **required** by teachers because working in a cooperative way and supervised by advanced fluent students can encourage them to understand their own learning processes and strategies. The importance of interacting in groups with people that have the same needs and knowledge is impressive when learning English. It provides confidence to students that may be afraid of making mistakes. When the affective filter is low, students will feel free to interact in the target language and it is well known that peers provide this effect in class after the teacher. Peer tutoring provide extra opportunities to clarify students' questions and will

encourage their participation in the class because their answers were well accepted and supported by the group.

Besides, this work is **clarifying,** due to the fact that there is a misconception of what cooperative learning is. It is used in a limited way just to obtain quantitative scores relegating the essence of cooperative learning which is the positive interdependence among the group of learners (Al-Tamimi & Attamimi, 2014). The correct application of cooperative learning will lead students to the enhancement of their oral fluency in English. The interaction among peers motivates them to practice the target language where each learner is responsible for their own learning. The group provides the learners' experiences and beliefs to promote the interaction and of course the improvement of English oral fluency.

It is **illustrated** by showing the advantages proposed by World Education related to cooperative learning are the engagement of students in purposeful reading experiences that emphasize reading speed and comprehension and it also enhances the motivation of low and middle-achieving students (World Education, 2009). Also The Office of Education Research Consumer Guide (as cited in Adams, (2013) states that in cooperative learning each member of a team is responsible for other members and also for helping other teammates, in this way an atmosphere of achievement is created.

This study is completely **original** because the use of cooperative learning strategies has not been implemented to develop the English Language oral fluency in ninth graders at Huachi Grande High school before. Traditionally, English classes in the Huachi Grande high school are rather teacher centered. Maybe, this approach neither facilitates the development of the students' speaking skills nor motivates the students to learn and speak. This is the first attempt to encourage the students to improve their oral English fluency participating in teaching activities based on the cooperative learning approach. As cooperative learning promotes social interactions, developing fluency could be easier.

This research project **benefits** both learners and teachers. It is beneficial for students since using cooperative learning strategies motivates them to use the English language in real life situations in class, express their opinions and feelings; so, it makes them participate more actively in their learning process. It also motivates the students, because they feel more confident to speak and learn. This study benefits teachers because the cooperative learning approach used in this study offers them many teaching tools to create a social situation that makes students communicate, express their thoughts, feelings, interests, needs. Teachers can organize the class in a way that the students can feel confident, they can communicate in real social situations.

The development of this research proposal **contributes** to language teaching. It evaluates the use of some teaching strategies that have not been applied in this context before. So, it provides teachers with new insights, with scientific evidence that could help them to better their teaching practice and, in consequence, the students´ learning process, that is, develop their English language speaking skills.

Finally, it is **imperative** to solve this problem. In Ecuador, English students have a low proficiency level in English that is why it is mandatory to promote cooperative learning strategies to encourage students to speak, communicate and interact among them in English and to create the social situation in and outside the school. It could be very useful since many native English tourists come to Ecuador and it seems to be a great opportunity for the students to communicate in English with native speakers in real situations. It will develop their English oral fluency in a spontaneous way.

1.4 Objectives

1.4.1 General Objective

To analyze the effect of using the cooperative learning approach in the development of the English oral fluency applied to ninth graders at Huachi Grande High School in the academic year 2018-2019.

1.4.2 Specific Objectives

- To evaluate the incidence of using cooperative learning strategies on the development of English oral fluency.
- To analyze the development of the English oral fluency in ninth graders at Huachi Grande High school in the academic year 2018-2019
- To design teaching activities to develop the English oral fluency based on the use of cooperative learning strategies.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 Research background

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

The first work related to the aim of this research is Aguilar (2012) "The cooperative approach and the development of speaking as a foreign language with the students of the second year of general Píntag High School for the school year 2011- 2012". Its general aim was to determine the influence of the Cooperative Approach in the development of Speaking. The research emphasizes the active methodology, multi-skilled heterogeneous groups, social skills and positive interdependence, communication competences, linguistic knowledge, and pronunciation. After analyzing the data, it was concluded that there are difficulties in the development of speaking at the time of working in groups. Therefore, this research established as an alternative solution to solve the problem, the Didactic Manual with Group Work Activities to the development of Speaking. The present research concludes that 68% of the students consider that group work is inadequate in developing tasks in the English class because teachers do not apply an Active Methodology.

The second work is Ortiz & Cuèllar (2017), entitled "Authentic tasks to foster oral production among English as a foreign language learner." The aim of this research was to present the results of a qualitative action research study examining the effects of authentic tasks on the oral production. The participants were a group of tenth graders of a public school in the south of Colombia. Most participants were basic users of English (A1) determined by a test called "Retos del Saber" based on the Council of Europe 2001. Empirical observation, community visit, Likert scale, literature map, and students` voices were used. The results regarding the general

objective of the study was that students participate, get involved and engaged during the implementation of the class, so students could gain confidence and started playing active roles in class.

The third work is Daif-Allah and Khan (2016) wrote a paper entitled "The impact of open discussion sessions on enhancing the oral communicative abilities of Saudi English language majors at Buraydah Community College" which aim was to identify English language speaking skills needs and investigate the impact of using open discussions (Communicative Learning) sessions as extra activities to develop oral communicative abilities (Oral fluency) in thirty-five students. In this research, the quail-quantitative method was used to collect data and surveys questionnaires, semi-structured interviews, and pre-post to assess speaking skills was carried out. The study perceived the need for developing speaking skills in English, Post-test speaking results revealed improvement in student`s speaking abilities due to the use of open discussion sessions. This study provided a framework with techniques and procedures that would help teachers with the teaching of speaking skills.

The fourth work is Pilco (2018) who studied the influence of the use of cooperative learning strategies on students' reading comprehension. The sample was made of eight English teachers and 211 first-year students at Unidad Educativa "Riobamba" during the school year 2018-2019. They were divided into two groups: the experimental group is made of 102 students and the control group of 109 students. To assess the effectiveness of the use of cooperative learning strategies on students' reading comprehension, a pre-test and a post-test were applied. Both tests were based on the Cambridge PET exam associated with reading comprehension. It was made up of two components: the first includes cooperative work in pairs; the second was carried out in four-student groups. It was designed a teaching guide which includes classroom activities based on cooperative learning. It included as jigsaw, think-pair-share, and reciprocal questioning with the use of three stages of reading: before reading, during reading and after reading. After the implementation of the proposal, results from the pre-test and the post-test were analyzed using the T-

student test. It was found that learners improved their reading comprehension when participating in cooperative work in pairs and groups of four. Based on the results, the use of cooperative learning strategies in the English class is highly recommended to develop reading skills.

Finally, Chagmana (2018) carried out a study to assess the influence of cooperative learning on English language learning process and speaking skills development. It promotes communicative interactions among students. The study was carried out in the Bachillerato Unidad Educativa General Eloy Alfaro. This research integrates the cooperative learning approach, the language acquisition method, and the second or foreign language teaching approaches to generate the optimal conditions for the students to learn. The study is based on a mixed paradigm, in which quantitative and qualitative data were collected and analyzed. As part of this study, students learned to work in cooperation. Its experiences showed that they improved the different aspects of the speaking skills. When comparing pre and post-test results, significant statistical differences were found. After having participated in a teaching proposal based on cooperative learning strategies, they could pronounce better, speak fluently and more accurately. The results suggested that cooperative learning has a positive effect on the development of speaking skills. It significantly enhances the students' communicative competence. It also affects positively the students' motivation toward learning and speaking English. Therefore, it was recommended to use cooperative learning strategies in English instruction as part of the formal and official curriculum.

The five previous investigations presented have a clear idea of the problem in different contexts. It can be observed that the use of cooperative learning strategies improves English Language Skills. Therefore, the only differences found are the unit of analysis and the proposal presented. The conclusions and the recommendations vary according to the needs of the people where the research took place.

2.2 Philosophical foundations

This research is based on the Critical propositional paradigm. This has its origins in the Critical Paradigm or theory which seeks human emancipation to liberate human beings from the circumstances that, in some ways, slaves them (Horkheimer, as cited in Asghar (2013). It is critical because it analyzes a socio-educational context of cooperative learning and its influence on communicative competence. It is purposive because it outlines a possible solution to the encountered problem about the inefficient communicative competence applied to ninth graders at Huachi Grande high school in the academic year 2018-2019.

2.3 Legal basis

This research is supported by the legal basis of the Constitution of the Republic of Ecuador and the Organic Law of Intercultural Education.

First, the Constitución de la República del Ecuador (2008) states:

> **Art. 27.-** La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.
> La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

This article of the Constitution of Ecuador establishes the value of solidarity and the individual and communitarian initiatives. In this research, these values and criteria are relevant because the transformation of reality and its improvement is a must in the educational field.

Additionally, The Ley Orgánica de Educación Intercultural (2011) indicates

Art. 2.- **Principios**.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

Literal u. **Investigación, construcción y desarrollo permanente de conocimientos**.- Se establece a la investigación, construcción y desarrollo permanente de conocimientos como garantía del fomento de la creatividad y de la producción de conocimientos, promoción de la investigación y la experimentación para la innovación educativa y la formación científica.

In the letter U of 2nd article of the "Ley organic de Educación Intercultural" established that there must be a constant development of knowledge in the country. This point is outstanding in the present research because one of the objectives is to demonstrate the impact of social learning in the teaching of a foreign language like English.

Literal X. **Integralidad**.- La integralidad reconoce y promueve la relación entre cognición, reflexión, emoción, valoración, actuación y el lugar fundamental del diálogo, el trabajo con los otros, la disensión y el acuerdo como espacios para el sano crecimiento, en interacción de estas dimensiones.

In this case the letter X of the same article, considers the "work with others" which is a key concept in this research because the aim of Cooperative learning is the improvement of this collaborative work, giving the instructors and students the tools to improve and collaborate in a positive way with the development of the country.

El Art. 25 expresa que

En la actualidad el idioma Inglés es uno de los más utilizados a nivel mundial, por ello su enseñanza - aprendizaje debe desarrollarse en el sistema nacional de educación, pues constituye una herramienta fundamental para la formación y desarrollo de destrezas, capacidades y competencias para estudiar, crear y trabajar en beneficio individual y social.

Finally, in the 25th article, it is established the bases of English as one of the most important languages, giving to this research the legal bases to improve this field in order to achieve the goals that the nation requires.

2.4 Key Categories
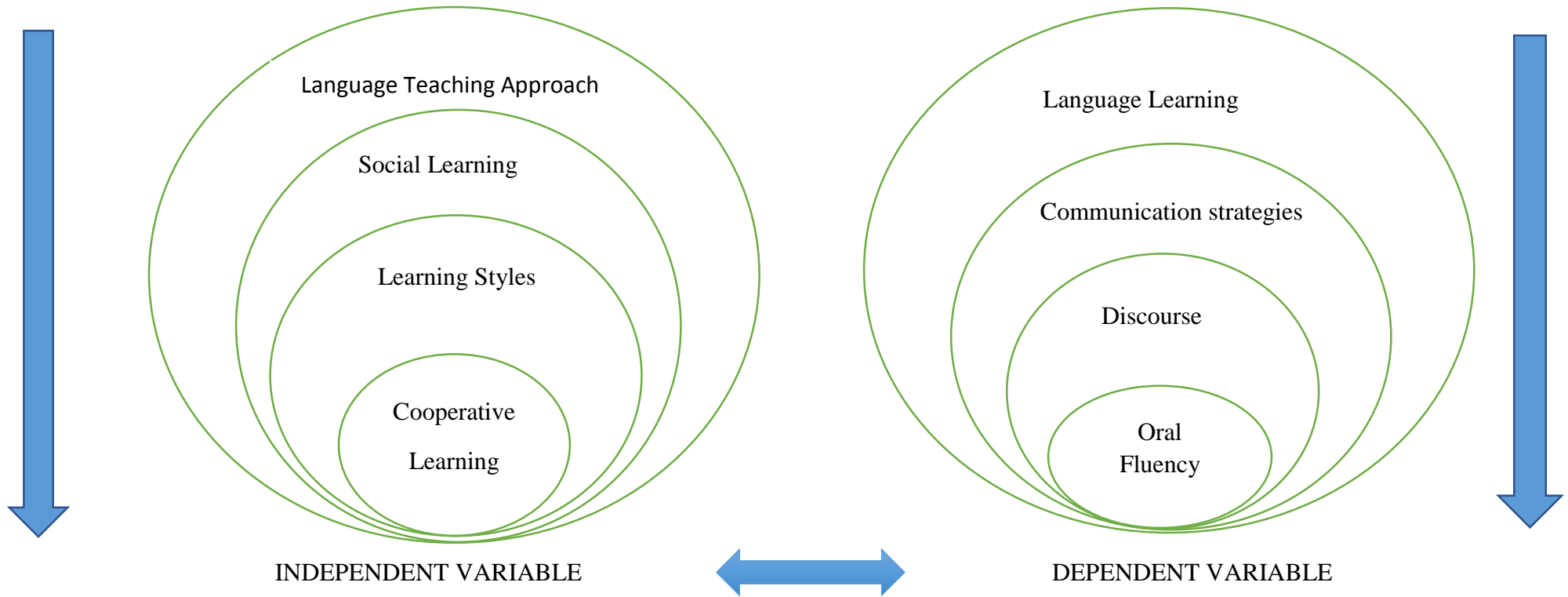
Figure 2. key categories

Author: Verdezoto Victoria (2019)

Source: Literature review

2.4.1 Independent variable

2.4.1.1 Language teaching approaches

From the second half of the Twenty Century, a variety of English teaching approaches have been created and proposed to enhance teaching and learning language, and to develop language skills. Some of them propose traditional teaching. Others, on the other hand, promote more innovative ways of reaching based on communicative approaches (Richards & Rodgers, 2014). Some of these approaches are synthetized as follows:

a) **The Natural Approach**

According to natural approach, second or foreign languages should be learnt the way the first language is acquired. Language should be taught through language use in real communication. Error correction is not a teaching strategy used. First, vocabulary is learnt, then, based on this knowledge, grammatical rules can be acquired. To enhance language learning, students should be exposed to language use in natural environment (Weaver, 2018; Krashen & Terrell, 1983).

b) **Community Language Learning**

This approach promotes the creation of cooperative learning communities, in which learners can communicate, share experiences, interact with other students. The classroom is the place where learners meet to share their experiences. In this kind of activities, students use mainly their mother language, and the teacher translates, then the students are asked to repeat (Ali, 2018).

c) **Communicative Language Teaching (CLT)**

Communicative Language Teaching promotes the language use for communication in real social contexts. To learn a language, we have to learn to communicate in authentic situations for real purposes in the target language. Social interactions are created to have the students interact and learn language and content. Authentic language and real discourse interactions are introduced as part of the teaching activities (Ghofur, Degeng, Widiati, & Setyosari, 2017).

d) Suggestopedia

For Suggestology, a comfortable environment should be created to enhance learning. We learn language when we receive much input. A comfortable environment should be created to promote mental relaxation. To play soft classic and baroque music in class is highly recommended. Language input before sleeping and before getting up is also recommended (Richards C. , 2017; Richards & Rodgers, 2014).

e) Total Physical Response (TPR)

TPR is an approach which makes emphasis on listening. It relates language use with the practical activities that learners carry out to enhance language learning. Learners practice language by following, first, different everyday commands and, then, more complex expressions. Oral language and listening comprehension are very important (Asher, 1969).

2.4.1.2 Social learning

The first formal attempts to establish a scientific theory of social learning was made by the Yale Institute of Human Relations. This institute tried to construct a unified science of behaviorism in 1935. The first analysis was made by Sears and other scientists based on the socialization of aggression throughout childhood. Then the work "Social Learning and Imitation" By Miller and Dollard was presented. In this research, they presented a social learning theory by experiments on imitation (Grusec, 1992).

Social learning started to be seen by the scientific community with more acceptability when scientists married the psychoanalyst and the stimulus-response theories. The exercise served to demonstrate that clinical observation and interpretation constituted a solid base to the scientific community. As Yarrow& Yarrow (Grusec, 1992) noted, these experiments in social learning represented a new point of view in child psychology.

In this respect, Sears focused on developing and understanding the way children internalize the values attitudes and behaviors of the culture they grew. He emphasized the role of parents on internalization and how parental behavior facilitated or hampered the process (Grusec, 1992).

Social learning is not a theory of stages, there are some "Mechanisms of Development" and some critical periods of the psychoanalytic process that were omitted. The first mechanism is "Learning" in which the child appropriate actions and responses. Second, "Physical Maturation" and the final is "Expectation for Action", this mechanism is held by agents of socialization and based on expectations of others, on physical changes and child`s learning. Sears was one of the first to claim that the external world acts not only on the person as an individual, but also the person affects, anyhow, the external world (Sears, cited in Grusec (1992). These works were related to the social learning theory by using the method of the interview but in these works, the psychoanalytic approach was not present.

On the other hand, it is Bandura and his colleagues' research. The first work of Bandura was related to the social learning theory by using the method of the interview; in this work the psychoanalytic approach was present. In the second work "Social learning and Personality Development" Bandura and Walters, 1963 (cited in Grusec, 1992), the approach was based on learning. The Socio behavioristic approach was born, and the psychoanalytic approach was abandoned. The theory of social development in Bandura is "concerned with how children and adults operate cognitively on their social experiences and how this influences their behavior and development" (Grusec, 1992)

The institution (HC3) (Health Communication Capacity Collaborative, 2018) explains that social learning theory stipulates that people learn from observing others. This theory emphasizes that there a relationship between behaviors that individuals see around and the social characteristics of the environment. People influence and are influenced by the world.

According to this theory, people learn by:

- Observing what other people do

- Considering the apparent consequences experienced by those people

- Rehearsing (at first mentally) what might happen in their own lives if they followed the other people's behavior

- Acting by trying the behavior themselves

- Comparing their experiences with what happened to the other people

- Confirming their belief in the new behavior

2.4.1.3 Learning Styles

The interest in learning styles goes back to the 1920 s at the time of Carl Jung with the theory of psychological types but in the field of education the recognition of learning styles started in the mid-1970s Since that time there is not a single theory of learning styles with multiple taxonomies that try to answer the way people think and grouping them into categories like visual or auditory. A learning style is the preferred way someone uses the abilities at the time of learning. The individuals differ in their ways of absorbing, processing and retaining information. Learning styles are bipolar in the way they have opposites for each type; reflective vs impulsive, random vs sequential but the place where the learner is placed is not really important because each learning style has its own advantages and disadvantages. The styles are not fixed because the individuals can adapt depending on the circumstances or needs. The ideas of these categories are to get advantages from the type of learning style that the student has and in this way to use a method adapted to the kind of learning style the student has, for example if the student is visual the material used by the teacher may be visual by using pictorial illustrations. (Hatami, 2012)

One of the main researchers in this field of learning styles is Howard Gardner a Professor of Cognition of Education at Harvard graduate School of Education. He is known for his theory of multiple intelligences which is a critique of the idea that there is only one intelligence that can be assessed by standard psychometric instruments. The theory of Multiple Intelligences takes into account aspects of cognitive and developmental psychology, anthropology, and sociology in order to

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explain the human intellect. At the beginning the theory had seven separate intelligences, then in 1999 with the book Intelligence Reframed written by Gardner, two more intelligences were added. There are nine intelligences; Verbal or linguistic, logical or mathematical, visual or spatial bodily or kinesthetic, musical, interpersonal, intrapersonal, naturalistic and existential. The fundamental guidelines of the theory are the following; all humans have the nine intelligences in different degrees, each person has a different profile, education can be improved by assessment of students` intelligence profile, in the brain each intelligence occupies a different area, the nine intelligences operate independently or in consort from one another and the nine intelligences may define humans as a species. (Zhou & Brown, 2015)

In the next figure it can be observed the eight accepted intelligences:

Intelligence	Strengths	Preferences	Learns Best Through	Needs
Verbal / Linguistic	Writing, reading, memorizing dates, thinking in words, telling stories	Write, read, tell stories, talk, memorize, work at solving puzzles	Hearing and seeing words, speaking, reading, writing, discussing and debating	Books, tapes, paper diaries, writing tools, dialogue, discussion, debated, stories, etc.
Mathematical/ Logical	Math, logic, problem-solving, reasoning, patterns	Question, work with numbers, experiment, solve problems	Working with relationships and patterns, classifying, categorizing, working with the abstract	Things to think about and explore, science materials, manipulative, trips to the planetarium and science museum, etc.
Visual/Spatial	Maps, reading charts, drawing, mazes, puzzles, imagining things, visualization	Draw, build, design, create, daydream, look at pictures	Working with pictures and colors, visualizing, using the mind's eye, drawing	LEGOs, video, movies, slides, art, imagination games, mazes, puzzles, illustrated book, trips to art museums, etc.
Bodily / Kinesthetic	Athletics, dancing, crafts, using tools, acting	Move around, touch and talk, body language	Touching, moving, knowledge through bodily sensations, processing	Role-play, drama, things to build, movement, sports and physical games, tactile experiences, hands-on learning, etc.
Musical	Picking up sounds, remembering melodies, rhythms, singing	Sing, play an instrument, listen to music, hum	Rhythm, singing, melody, listening to music and melodies	Sing-along time, trips to concerts, music playing at home and school, musical instruments, etc.
Interpersonal	Leading, organizing, understanding people, communicating, resolving conflicts, selling	Talk to people, have friends, join groups	Comparing, relating, sharing, interviewing, cooperating	Friends, group games, social gatherings, community events, clubs, mentors/ apprenticeships, etc.
Intrapersonal	Recognizing strengths and weaknesses, setting goals, understanding self	Work alone, reflect pursue interests	Working alone, having space, reflecting, doing self-paced projects	Secret places, time alone, self-paced projects, choices, etc.
Naturalistic	Understanding nature, making distinctions, identifying flora and fauna	Be involved with nature, make distinctions	Working in nature, exploring living things, learning about plants and natural events	Order, same/different, connections to real life and science issues, patterns

Figure 3. Summary of the Eight Accepted Multiple Intelligences
Source: (Zhou & Brown, 2015)

2.4.1.4 Cooperative learning

Recently, there have been great changes in foreign language pedagogy. Teaching has been shifted from a teacher-centered learning model to learner-centered approaches. One of those approaches is the cooperative learning approach (Al-Tamimi & Attamimi, 2014).

Cooperative learning has more than half-century of validity. Since its creation, it has demonstrated to have a positive effect on students' performance (Adams, 2013), especially in language learning. Cooperative learning can be defined as a teaching educational approach based on activities that channel learning process in a group form, through activities that contribute to the achievement of a positive interdependent atmosphere in the classroom which allows the promotion of social learning, supported by higher-order mental faculties.

As Sieguel (cited in Adams, (2013) states, cooperative learning is an educational approach in which learning occurs while two or more learners are working together to complete a common task. This methodology offers teachers and students another option to enhance language skills different from the traditional teacher-centered approach. Another valid definition of cooperative learning is offered by Slavin (cited in Adams, 2013). He defines cooperative learning as a structured systematic instructional technique in which small groups work together to achieve a common goal.

Another helpful definition of cooperative learning is proposed by Gillies (2016). He defines Cooperative learning as a widely recognized pedagogical practice that promotes learning and socialization in students of different levels of education covering different subjects, students work together to complete tasks and achieve goals, these tasks and goals are achieved thanks to group work. Cooperative learning presents some difficulties, everything is not positive with this methodology, as Johnson and Johnson (cited in Gillies, (2016) states that placing students in groups do not guarantee cooperation, sometimes students would struggle among them and present conflicting opinions. In order to avoid these instructors

should apply strategies like; positive interdependence which consist of an understanding of the place that each student has in relation to the group goals.

According to Jacobs (2004), the successful use of the cooperative learning approach depends on conscious thought at the time of helping students to achieve a positive experience. Because of this, cooperative learning is more than students working together in groups. Jacobs also includes two main definitions of cooperative learning. First, the instructional use of small groups so that students can work together to maximize their own and each other's learning (Jhonson and Jhonson, cited in Jacobs, 2009). Second, "Principles and techniques for helping students work together more effectively (Jacobs, Power and Loh, cited in Jacobs, 2009).

In language teaching, cooperative learning is a constructivist and communicative alternative way of teaching that promotes speaking and social interaction among students (Al-Tamimi & Attamimi, 2014). The literature suggests that cooperative learning has had a positive effect on developing speaking skills of students of different educational levels. The use of cooperative learning has been also found to be effective in improving the students' attitudes towards learning, especially the English language (Al-Tamimi & Attamimi, 2014).

Cooperative learning strategies, which differ from those used in the traditional learning approaches, have some beneficial effects on learning speaking skills because it includes social interaction between students during the class. It has been found that when students interact and speak with authentic communicative purposes, they can improve their speaking skills and better their attitude toward learning and speaking (Al-Tamimi & Attamimi, 2014).

a. Cooperative learning strategies and principles

As Hendrix (cited in Adams (2013) states, the main strategies of cooperative learning are face to face interaction, individual accountability, positive interdependence, social skills, and group processing. In face to face interaction, students explain to others how to solve problems. Individual accountability is the personal evaluation of students; this is to solve the event when some students do not take active roles in activities. In social skills, students must show trust and get

to know each other, and finally, group processing is a reflection that students make related to their actions.

The second and foreign language acquisition theories are closely related to cooperative learning. These theories support the use of the methodology of cooperative learning in second and foreign language instruction. Krashen and Terrel (cited in Jacobs (2004) state that the hypothesis postulates that second language acquisition is driven by comprehensive input. Language input is acquired when the learners understand input. On the contrary, this kind of input does not help second language acquisition.

For this research eight of the main principles of cooperative learning will be considered, has been explained by Jacobs (2004).

1. **Heterogeneous grouping**

Heterogeneous grouping means that groups are mixed considering different variables including sex, ethnicity, religion, social class, age, personality, language proficiency among others. This kind of grouping is very useful for this project. As the population is heterogeneous, students could make groups with different kinds of persons in each class activity. At Huachi Grande high school there is a great variety of students who are culturally diverse and in this case, students can enrich themselves with this diversity and learn from each other.

2. **Collaborative skills**

Collaborative skills are the kind of skills needed to work with others (language involved in social situations). Some students may lack these skills; therefore, instructors must teach students collaborative skills to use them frequently in classes when they work in groups. As in Huachi Grande High school the cooperative learning approach is not used frequently, students may require explicit teaching of collaborative skills. So, the teaching intervention fits these purposes.

3. **Group autonomy**

When working with cooperative learning strategies, students can look for resources with autonomy instead of asking the teacher for resources or information. In this approach, teachers do not need to work individually with each student. As an alternative, they may wait until students are organized in groups to solve problems, clarify doubts, and answer questions. In this project, cooperative learning activities will be proposed. So, the teacher will work with groups, not with individual students.

1. **Simultaneous interaction**

The cooperative learning approach enhances the students' participation in social interactions. It could be done simultaneously with several groups. While working with one group, students in the other groups could talk, discuss, analyze at the same time without the teacher' participation. In our case, a class with probably 6 groups, at least six students will be able to talk at the same time. On the other hand, in a teacher-centered class, only the teacher or one student would talk at a time. In the teaching proposal, simultaneous interaction will be a very used strategy to fulfill our purposes.

2. **Equal participation**

Sometimes, when working with cooperative learning strategies, it is probable that some students talk more than others. In order to solve this problem, cooperative learning offers techniques to deal with this problem in effective ways. Teachers can promote equal participation for all the members of the groups and teach them how to do it. In this project, equal participation among the students is mandatory. So, this strategy could be very useful for the teacher. Students are assigned to complete a specific task, for example, we can have a speaker, a secretary, a timer, a person who looks for the unknown words and these roles will be changed according to the tasks provided by the teacher.

3. **Individual accountability**

Cooperative learning enhances group work and students' responsibility for what they say, defend or argue. In this project, there is an expectation that members in a group will share their knowledge with others and, at the same

time, have individual responsibility for their knowledge. So, individual responsibility will be taught and required. As it was stated in the equal participation, students have their own responsibility in the group, so they are not working in an isolated way but contributing to the cooperative work.

4. Positive interdependence

This is a feeling that is created when a member of the group helps other members to solve a problem or clarify a doubt, for example. This principle is the core of cooperative learning and this leads the members of the groups to help each other spontaneously. This principle is very important for our purposes because the motivational and affective components of the teaching and learning process are considered critical in our teaching proposal. In this way, the affective filter is low because students feel confident to make mistakes with their peers and learn from them.

5. Cooperation as a value

Cooperation is a content to be learned in class and teachers may look for expanding this kind of behavior far away from class to make it a social value. Cooperation value comes naturally from positive interdependence.

b. Cooperative learning techniques

There are many cooperative learning techniques. For the purpose of this research, the following ones will be considered:

Circle of speakers

Coherent with equal participation principle, students are taught to take turns to speak. Participation is equalitarian; every activity that will be carried out in each group will require equal participation of all the members. Students should listen to their partners, take notes, answer to requests; students could speak and ask questions as the activity goes on. In the middle of the activities, the teacher could talk to the group in general, choose one or two students and ask them about the subject they are working on in the group. This technique can be also executed with

writing activities (Jacobs, 2004). This strategy could be very practical in our project because the teacher could read what the students write in their notes. In this way, the teacher has partial participation in each group discussion.

Write-Pair-Switch

The students' note could be shared. Even each student writes some notes, answers or comments related to a given subject, they could share them in couple and in groups. Frequently, the students switch partners again and share their former partner`s ideas with their new partner (Jacobs, 2004). This strategy will be used in our project to register the interactions that the students have. This is very important for the teacher as he could get access to the students' note.

Question-and-Answer-Pair

This strategy could serve as a note-taking activity to guide oral communication among the students. Students work on their own with one or more questions, they write answers in another sheet of paper and exchange questions. Finally, students answer their partners' questions to compare answers. (Jacobs, 2004). Despite being written, in our project, the text will guide the oral interaction in the class.

Numbered Heads

This strategy consists of giving a number to each member of the group (for example, 1, 2, 3, and 4). The group answers one question that the teacher asked. Then, when the time is up, the teacher calls a number and the student with this number will answer the question (Kagan, 2018). It is an excellent alternative to oral language practice. In our case, this strategy could be very useful as a means of evaluation.

Jig-Saw

This strategy is used to reinforce the individual work of each student. In groups of five to six students, each member will be assigned a task and at the end, the student will come back to their original group and explained to their partner what has learned. It enhances oral communication in a real social situation. They will have

the opportunity to share their opinions and perspectives and learn from the others (Kagan, 2018)

a. Benefits of cooperative learning in the higher order mental faculties

There are many other advantages related to the use of cooperative learning but the main advantage is that it helps to develop others mental faculties necessary to understand the complex process of learning a new language like attention, memory and concentration as the main faculties.

Attention

Attention is defined by the dictionary of medical terms of Medicine.net as the ability to focus selectively on a selected stimulus, sustaining that focus and shifting it at will. The ability to concentrate (Medterms, 2018).

Memory

Memory is defined as the ability to recover information about past events or knowledge. It is also known as the process of recovering information about past events or knowledge, a cognitive reconstruction. In this process, the brain engages in a remarkable reshuffling process to extract what is general and what is about each passing moment (Medterms, 2018).

Concentration.

Concentration involves the ability to become totally absorbed in the present moment, for example, of a competition or athletic performance and to focus attention on relevant stimuli and ignore irrelevant stimuli. (OXFORD REFERENCE, 2007)

2.4.2 Dependent variable

2.4.2.1 Language Learning

Language Learning can be defined as the acquisition of language knowledge based on previous experiences to develop skills to communicate. So, it is based on practice and social action (Al-Tamimi & Attamimi, 2014). It is considered as the constructive process in which learners acquire language knowledge, develop language skills and abilities (Bada & Olusegun, 2015).

Language learning theories

Along years different theories of second language acquisition have been emerged trying to provide explanations as to how language learning occurs, to identify the variables responsible for second language acquisition and to help second or foreign language teachers. Each theory interprets language acquisition from a different viewpoint.

Theory of Behaviorism by Skinner

Skinner stated that all behavior is no more than a response to external stimuli and there's no innate programming within a human being to learn a language at birth. What differentiates Skinner from those who came before him is the level of detail he goes into when connecting behaviorism and language learning. In his concept of what he called "operant conditioning," language learning grew out of a process of reinforcement and punishment whereby individuals are conditioned into saying the right thing (Skinner, 1987).

Universal Grammar by Chomsky

Chomsky proposed a theory called Universal Grammar (1957). While Skinner saw that all learning coming from external stimuli, Chomsky saw an innate device for language acquisition. What Skinner understood to be conditioning according to events Chomsky, understood to be the result of the universal elements that structure all languages (Chomsky, 2013; Chomsky, 1981).

In this regard, Chomsky introduced the concept of language acquisition device (LAD) which is an instinctive mental capacity that makes the infant able to acquire and produce language. According to this theory, human beings have developed a brain that is made up of neural circuits contains linguistic information at birth (Chomsky, 2013; Chomsky, 1981).

Acculturation Model by Schumann

The Acculturation Model of Schumann explains the process by which immigrants pick up a new language while being completely immersed in that language. This theory does not deal with the process of language learning as it is normally supposed (through the acquisition of grammar or listening skills), but rather focuses on social and psychological aspects that influence our success (Schumann, 1986).

According to this theory, immigrants are more likely to acquire the new target language if their language and the target language are socially equal, if the group of immigrants is small and not cohesive and if there is a higher degree of similarity between the immigrant's culture and that of their new area of residence (Schumann, 1986).

Monitor Model by Krashen

The Monitor model explains the relationship between acquisition and learning. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function (Rodgers & Richards, 1986; Richards & Rodgers, 2014; Krashen & Terrell, 1983).

Krashen and Terrell (1983) also highlight the importance of meaning when they refer to the nature of language. For them, language is viewed as a vehicle for communicating meanings and messages, and they state that people demonstrate that have acquired language when they are able to understand the messages in the target language (Rodgers & Richards, 1986; Richards & Rodgers, 2014; Krashen & Terrell, 1983).

Cognitive Theories

Psychologists and psycholinguists viewed second language learning as the acquisition of a complex cognitive skill. Some of the sub-skills involved in the language learning process are applying grammatical rules, choosing the appropriate vocabulary, following the pragmatic conventions governing the use of a specific language. These sub-skills become automatic with practice. During this process of automatization, the learner organizes and restructures new information that is acquired. Through this process of restructuring the learner links new information to old information and achieves increasing degrees of mastery in the second language (McLaughlin, 1987; Rodgers & Richards, 1986).

2.4.2.2 Communication strategies

Communication can be defined as the exchange of information between several people. It can be done verbally, and it is evidenced when two people speak. It can also be non-verbal, reflected in the expression of a person's face that probably lets another person know that they are angry. The communication can be negative, positive, effective or ineffective (Bambaeeroo & Shokrpour, 2017; Carnicero, 2005; O'Sullivan, 1996).

In other words, communication is the interaction of people who enter it as subjects. It is not the influence of one subject in another, but the interaction, and so that this is done you need at least two people, each one of them which acts as the subject of the communication.

Carnicero (2005) states that, in terms of all human interaction, communication is an element of basic character. It can occur between an individual with a group, individuals, or different subgroups of people. These elements are substantial for the life of organized human groups and, therefore, for the life of the institutions (Zolten & Long, 1997).

That is, communication is the way human beings must exchange information between two or more people in order to achieve positive interpersonal relationships.

However, communication is very difficult to be made in a positive way, especially between parents and children that they are not used to doing this activity (Molina, 2009).

Importance of communication

According to Soria (2004), communication is of great importance to people because the interaction between human beings is of vital importance. This interaction can be understood as the process of sharing and analyzing an idea. The communication is transmitted not only through what is said, but also a way of expressing it writing or verbally.

In summary, all people share the need to interact with other human beings. Communication is essential to maintain good relationships in all areas of our lives, particularly in the family, work and with people closest to us (Bambaeeroo & Shokrpour, 2017; Carnicero, 2005; O'Sullivan, 1996; Molina, 2009).

2.4.2.3 Discourse

Discourse often complements grammar and vice versa. It could be oral, written, signal or multimedia. Limitations in discourse can be on text or to interpersonal relations. The grammar limitations to speech vary from possible to impossible ones, referring to structures within specific languages. The thing is that discourse and grammar are together in natural communication among humans and during the interaction, speakers must satisfy grammar and discourse. Discourse could be defined as the product of producing language using grammar natural contexts for real purposes (Ariel, 2001).

In oral language, the product is manifested in the form of utterances, for example, sentences, that are organized at random. Discourse and grammar go together; there is a solid relationship since they belong to one system of linguistic behavior. Discourse reflects grammar because it contains grammatical products, the speaker uses selectively only the products of grammar which suit the specific discourse goals. There is also a trend to say that grammar is limited to the sentence level and discourse is limited to sentence and more general expressions, but the truth is that

grammar may cross the sentence boundary and discourse may be relevant within the sentence (Ariel, 2001).

Ariel (2001) also explains that discourse is not a group of sentences randomly collected, the order of sentences depends on communicative goals of speakers, and they usually choose the linguistic utterances in a way that facilitates communication.

Another definition of discourse is given by van Dijk (cited in Sheyholislami (2009). He defines it in these terms. Discourse cannot be defined as simply an isolated textual, lexico-grammatical or dialogic structure. It seems to be a complex communicative event that occurs in a social and cultural context, in which participants (and their properties) communicate more than what they say in the surface utterance.

Sociolinguistics

For Meyerhoff (cited in Halima (2012) sociolinguistic is "…a discipline that makes a link between sociology and linguistics. It is a branch of sociology and as a concept, it is concerned with how language use is a determinant of a given society`s linguistic requirements. There are also others aspects that concern sociolinguistic; it can show how social groups are separated by variables like religion, status, ethnicity, age, gender, level of education and how these variables categorize individuals into classes (Hudson, Cited in Halima (2012).

There are some other concepts that Halima (2012) considers relevant in order to define sociolinguistics. Sociolinguistics is the study of the connections between language and the social context in which it is used, language variations, and attitudes about language and language use in context. For Spolsky (cited in Halima (2012), sociolinguistics is a branch of anthropological Linguistics that studies how language, culture, and society are connected, and how language is used in context. Finally, Bell (cited in Halima (2012) considers that sociolinguistics is the study of how social concepts affects language use. He includes socio-cultural norms,

expectations, roles, statuses, and context of language use (Trudhill, cited in Halima (2012).

Linguistics

Linguistics is the scientific study of human language. This study tries to observe and describe language use to identify patterns. This discipline also tries to generalize based on the pattern described. Finally, linguistics tries to draw conclusions about the nature of human language (Halima, 2012).

Grammar

It is an autonomous system that has its own rules which need not be motivated by language external considerations (Hickey, 2018). Grammar describes the structure of a language and how the linguistic units (words and phrases) can be combined to generate comprehensible language (Cáceres, 2018). Harmer defines grammar as the way in which people select words, change and organize them to produce sentences (Sargeant, 2007).

Sargeant (2007) suggests that grammatical deficiencies, that is, language production with grammatical errors and mistakes, may interfere in communication. To be compressible, to be understood, language users should speak both fluently and with grammatical correctness. Therefore, explicit grammar teaching is highly recommended in the English class, especially in foreign and second language acquisition (Cáceres, 2018; Sargeant, 2007).

Syntax

Syntax concerns with possible arrangements of words in the sentence to produce comprehensible language. The basic unit is the sentence which minimally consists of the main clause (containing at least a subject and a verb) (Hickey, 2018).

Vocabulary

The words in a language or a special set of words you are trying to learn. This is an old concept that meant "a list of words with explanations, the noun vocabulary came to refer to the range of language of a person or group.

2.4.2.4 English oral fluency

The term is often used to demonstrate proficiency in a language, specifically in a second language (L2). This term also implies that the user has an advanced facility with grammar, vocabulary, and pronunciation in L2. Segalowitz (cited in Thomson, (2015). Besides, this term also indicates that a person can comprehend with ease the L2 or that has advanced skills in reading and writing. The use of this term excludes beginners and those with intermediate level (Thomson, 2015).

On the other hand, language teachers refer to this term as the fluidity or ease in which a second language is spoken. In this second definition, the second language learners (L2) may be included as fluent, even if they have only basic skills in grammatical ability and limited vocabulary. This means that these learners can be easily accessed, and their oral language is spoken without hesitation (Thomson, 2015).

Fluency is affected by some factors and in order to operationalize it in a more objectively quantifiable correlated way, Thomson (2015), based on other studies, established the following measures:

Speech Rate

 The average number of syllables spoken per second or minute is measured.

Phonation time ratio

The percentage of time devoted to speaking relative to the total time taken to produce an utterance is registered.

Pruned syllables

In this aspect, it is considered the average number of syllables uttered per second or minute after having removed any disfluency (E.g. Self-corrections are not counted).

Articulation rate

The average number of fluent syllables per second or minute between pauses of a predetermined length is counted.

Mean length of run

The average number of words or syllables produced between pauses of a length specified by the researcher is measured and registered.

Silent pause ratio

The number of silent pauses and the time attributed to silent pauses of a length per second or minute are calculated.

Filled pause ratio

The number of pauses and the duration of pausing attributed to filled pauses (e.g. ´um`) is calculated.

2.5 Hypothesis

Cooperative learning approach enhances the English oral fluency applied to ninth graders at Huachi Grande high school in the academic year 2018-2019

Ho. Cooperative learning **does not enhance** English oral fluency.
H1. Cooperative learning **does enhance** English oral fluency.

2.6 Pointing of hypothesis variables

Independent variable: Cooperative learning strategies
Dependent variable: English language oral fluency
Term of relationship: Enhances

CHAPTER III
METHODOLOGY

In this research, it is intended with its methodological framework to analyze the way Cooperative learning approach enhances the English oral fluency in the ninth graders at Huachi Grande High School in the academic year 2018-2019. In this research the kind of study carried out was analyzed, and the techniques to collect the information.

3.1 Basic method of research

This study will be conducted based on a quasi-experimental kind of research method. This methodology is defined as a type of research in which the groups, its treatment, comparison, and control, are not arranged at random or by random procedures. In this type of research, the independent variable and the specification of a test hypothesis are manipulated (Thyer, 2012).

In this respect, Thyer (2012) also states that quasi-experimental design is the most often used method regarding the evaluation of social work. One of the features of this method is the adaptability for use in field settings that is why this method is suitable for social work researchers.

3.2 Level or type of research

This investigation will have a mixed method. It means that it will be based on qualitative and quantitative paradigms. Cresswell (2014), in his book entitled "Research Method", says that mixed method research involve collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks (Creswell, 2014). It is qualitative because it analyzes and describe the cooperative learning and English oral fluency. The support of the research is shown through surveys obtaining enough information about the causes and consequences of the problem.

On the other hand, the research is also quantitative since it will be obtained numerical data which will contribute to the verification of the hypothesis posed before.

3.3 Population and sample

According to Levy and Lemeshow, the population is the entire group of individuals to which the findings of the study are to be extrapolated (Levi & Lemeshow, 2008). Based on this assumption, the population for this research is 81 students. As it is small, it is not necessary to select a sample from it. So, the study will be carried out with the whole population.

Table 1 Distributive table of the population

POPULATION	SAMPLE	AMOUNT
Students	81	81
Total	81	81

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

As this research has an experimental design, the population (81 students) was divided into two groups: the control group made of 39 students and the experimental group made of 42 students.

3.4 Operationalization of Variables

Table 2. Operationalization of Variables: independent variable

DEFINITION	DIMENSIONS	INDICATORS	BASIC TERMS	TECHNIQUE/ INSTRUMENT
COOPERATIVE LEARNING **CHARACTERIZATION:** Teaching educational approach based on activities that channel learning process in a group form through activities that contribute to the achievement of a positive interdependent atmosphere in the classroom which allows the promotion of social learning, supported by higher-order mental faculties.	1. Teaching educational approach	1.1 Methods 1.2 Strategies 1.3 Techniques 1.4 Activities	**Classroom Interactions** Are the groups divided properly? Does the teacher use cooperative learning teaching strategies? Are the teaching activities adequate to work cooperatively? Does the group make decisions collaboratively? Do the students work cooperatively? Does the teacher provide support to the groups? Does the group provide support to its members?	Technique: Observation Instrument: Checklist
	2. Social learning	2.1 Engagement 2.2 Socialization 2.3 Sustainability 2.4 Cooperation	**Verbal Proficiency** Does the student start discussions? Does the student improve his attention? Does the student keep on going interactions? Does the student expand his memory? Does the student use words and phrases accordingly? Does the student develop his concentration capacity? Does the student understand English that others use?	
	3. Higher order mental faculties	3.1 Attention 3.2 Memory 3.4 Concentration	Does the student use a variety of appropriate vocabulary? Does the student speak at a reasonable speed? Does the student pronounce well enough to be understood?	

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Definition	Dimensions	Indicators	Basic terms	Technique/instrument
ORAL FLUENCY **CHARACTERIZATION** The term fluency is used to denote second language (L2) general proficiency. The term implies that L2 user has an advanced facility with linguistics which include grammar, vocabulary, and pronunciation. This term is also related to sociolinguistics because it implies comprehension, the person might easily comprehend L2 input, as well the discourse that includes to speak in a comprehensible manner and speed according to the level required.	1. Linguistic	1.1. Grammar 1.2. Syntax 1.3. Vocabulary	**Pre-test and Post-test** Describes pictures Answers questions Infers actions in pictures **Rubric**	**Technique**
	2. Sociolinguistic	2.1. Language usage 2.2. Cultural knowledge	**Grammar** Apply appropriately grammatical forms Uses a wide vocabulary Attempts grammatical forms **Syntax** orders words correctly	Pre-test Post-test
	3. Discourse	3.1. Conversations 3.2. Clarity in Speech (pronunciation) 3.3. Speed in speech	Uses the SVO structure **Vocabulary** Uses words classes accordingly Distinguish among the nine primary word class; Verb, noun, adjective, adverb, determinative, preposition, coordinator, subordinator. **Language usage** Initiates and responds appropriately **Cultural Knowledge** Differentiates HIS cultures of others' **Conversation** Maintains and develops interactions **Pronunciation** Is intelligible Uses appropriate Intonation Places accurately word stress Articulates clearly Speed in speech Maintains a speed according to the topic	**Instrument** Rubric

Table 3 Operationalization of Variables: dependent variable

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

3.5 Data collection methods

During the whole process of data collection, we received the support of the institution, as it was approved by the Huachi Grande High school principal and by the ninth grade English teacher. Moreover, the English teacher helped to gather the information during the class observation and when applying the pre-test and post-test.

Then, results were obtained by means of qualitative and quantitative analysis. First, data gathered by the observation analyzed qualitatively by categorizing the teaching practices. Pre-test and post-test results, on the other hand, were compared quantitatively by using statistical techniques.

3.5.1 Observation

Observation is a strategy used by almost any social scientific study. For Powel and Steel (1996), this method is underused but is a valuable one for collecting information from natural environments. In this way the researcher can document activities and behavior in the natural setting; people do not need to respond to questions. Observation is useful when the researcher is trying to understand the process and situation and the people's behaviors. It permits to gather information from different sources: persons, activities, cultural practices, among others. In education, it allows us to describe and to analyze the teaching and learning process (Bogdan & & Biklen, 1997).

For Powel and Steel (1996), in the educational research, observation can be overt or covert. This is overt when students know they are being observed and covert when students or subjects do not know. In the case of this research, cover observation will be made. Students will be observed before and during the implementation of the proposal. The interactions of the students when they are in classes, talking to each other, working in groups, talking to the teacher will be registered in the observation guide sheet.

The observation guide sheet includes a list of oral language aspects associated with fluency and the cooperative learning strategies used based on the objectives,

variables, and indicators of the study, as they have been described in the operationalization of the variables chart. Apart from that, the researcher can also include general information which could be relevant to the study. In this way, the phenomenon could be studied from a whole perspective (to see the observation guide used, go through the appendix 1).

3.5.2 Pre-test and post-test text analysis

A pre-test and a post-test were administered based on three speaking tasks. The pre-tests were the same for both groups (the control and experimental). The pre-test was administered at the beginning of the course; the students were asked to complete three speaking tasks in which they have (1) to describe, (2) to ask and answer questions and (3) to express their opinions.

Then, a teaching proposal was designed and applied to the experimental group. This teaching guide proposes cooperative learning strategies to enhance speaking skills. Finally, at the end of the course, the students were asked to complete three speaking tasks, like what they did in the pre-test, to complete the post-test assignment.

The students´ performance in the pre-test and the post-test were analyzed and evaluated using a rubric, in which different speaking language aspects associated with the fluency were considered (See appendix 2):

1) First, grammar will be assessed. It implies to find out if language use reflects the way language functions in a natural context, if it is used correctly, that is, according to the norm.

2) Second, the correct use of syntactical rules will be assessed, which includes number, gender, tense and mode correspondence, and word agreement.

3) Third, it will be evaluated the appropriate vocabulary choice (the correct word).

4) Fourth, language usage will be evaluated. It includes the appropriate use of language to fulfill its purposes. It implies to organize language units in a way that utterances could be acceptable for the speakers.

5) Fifth, the cultural knowledge will be assessed. It includes the use of language according to the context of the situation and the context of culture.

6) Sixth, the Conversation will be assessed. It includes the understanding of factors that rule the conversation: turn-taking, the use of prosodic, cultural and social features and the application of the cooperative principles.

7) Finally, fluency will be evaluated. It includes determining that the speaker can produce and understand the language in context with the correct use of grammar, vocabulary, and pronunciation.

The performance in both tests was evaluated based on this scale (See appendix 2):

- Poor: 1-2 points
- Fair: 3-4 points
- Good: 5-6 points
- Very Good: 7-8 points
- Excellent: 9-10 points

3.5.3 Systematic literature review

As part of this research project, a systematic literature review was carried out to search, identify and select available documents in scientific databases, searchers, and university repositories. Books, scientific papers, theses, and online documents about the problem investigated were collected.

3.6 Evaluation

The necessary information after the evaluation was obtained from students and their results. The experiment at Huachi Grande School was conducted into two groups. In the first group, an evaluation was applied after students participated in a class for 4 weeks using a teacher-centered approach. The second group was evaluated after using the communicative approach and the activities related to this method. Finally, a different result was expected from the two groups after applying these two different methods. The objective was to confirm which of the teaching methods were more effective in the improvement of English oral fluency.

CHAPTER IV
ANALYSIS AND INTERPRETATION

This chapter is organized as follows: first, results from the class observation were analyzed qualitatively. Then, the information from the pre-test and the post-test, obtained before and after the application of the teaching proposal, is analyzed and reported, based on the before mentioned scale. Descriptive and inferential statistical techniques were used in both cases.

In the first part, data suggested that learners have some speaking difficulties associated with grammatical, syntactical, lexical, vocabulary and pronunciation problems, and difficulties with the language usage in conversation following social and cultural conventions.

Based on the importance of those problematic aspects to gain English language speaking proficiency, explicit teaching of those problematic aspects is required to be solved.

In the second part, after having implemented the teaching proposal to improve the students' English language oral fluency, data indicated that using cooperative learning strategies to develop English language oral fluency is effective.

4.1 Class observation

In order to describe the activities based on the use of cooperative learning strategies, class activities were observed before the implementation of the teaching proposal. Classroom observation data were registered and analyzed qualitatively. After that, data were compared with the results obtained from the tests before and after the proposal.

It was found that the English class methodology does not enhance speaking skills as it uses a teacher-centered approach. The class was not organized in groups and the students did not spend much time sharing with their classmates, expressing their opinion and listening to what others have to say.

However, the activities and strategies proposed to enhance their speaking skills, especially English oral fluency, were effective. During the proposal, when cooperative learning strategies were gradually proposed to develop their English oral fluency, students were more motivated to speak, and they improved their speaking skills. In the end, they could speak to each other autonomously. They could describe, ask and answer questions, and express their opinions to their partners, for communication. They spoke fluently and they understood each other. It suggests that the English oral fluency could be improved when classes include cooperative learning strategies.

4.1.1 Observation of class interactions

- It was observed that classes were rarely organized in groups during the teaching activities. Classes were always teacher-centered where a bidirectional relation predominated: the teacher speaks, asks and answers questions, explains, decides who speaks, when, how and how much time they spend when giving opinions so, students had a passive position and depend on the teacher´s decisions.

- In the few group activities that took place during the observation, it was observed that they were not organized based on scientific and pedagogical criteria. Class organization depended on the teacher's subjective criteria. The students were never asked to contribute to the class organization.

- It was found that the only cooperative learning strategies that the teacher used were grouping the class. However, class activities were always teacher-centered.

- So, despite grouping the students during the class, the teaching activities always were inadequate to work cooperatively. Students have neither autonomy nor independence to work in their groups. They were not enhanced to discuss, express, share, and ask questions to any boy different from the teacher.

- As it has been mentioned before when students had the opportunity to work in groups, students did not feel free to make decisions. Students were waiting for the teacher in order to decide what to say or do. Even when they were asked to decide, students were always waiting for the teacher's approval.

- From a superficial panorama, it seems that the students do not like to work cooperatively. However, as they are immersed in a teacher-centered pedagogy, in which sometimes some quasi-cooperative class activities are proposed, they do not feel like being in a real cooperative task. So, their participation is very limited. They are very dependent on the teacher's opinion, suggestions, and directions.

- The teacher wanted to work based on the cooperative learning approach. However, he did not have either the teaching knowledge of these teaching strategies. That is why his support for the groups is the one used in teacher-centered approaches. In this context, students do not offer much support to the participation in the group.

- To sum up, the teaching activities based on the use of the cooperative learning approach were rarely used. When included in the class, they are inspired by the teacher-centered approach. This teaching approach does not support the development of English speaking skills. So, to improve the English oral fluency, the class need to include teaching activities based on the cooperative learning approach.

4.1.2 Oral proficiency observation

- Coherence to what was observed in the class, the students rarely start discussions. They always wait for directions from the teacher. They seem to be very shy to lead a discussion. This attitude limited the possibility to speak the students have.

- As the students have few occasions to speak in English in authentic social settings with real purposes, they cannot express in the group spontaneously, the development of their communicative competences and their English oral

proficiency is also limited. So, they rarely have fluent oral interactions. Oral communication is restricted to answer the questions given by the teacher

- As the oral interactions are scare, the use of a wide-ranging vocabulary is rare. They limit their expressions to the vocabulary given in class, for schooling purposes. In this context, they do not need to use words and expressions different from those used in the educational context, they are not required to adequate their language use to any socio-cultural context, because language use has no other context than the classroom.

- The students always understand when others speak English. However, communication is limited to the tasks given in class. They do not discuss, question, express their opinion, that is, they do not use language in the same way people use it in real life interactions.

- Oral interactions occur in an artificial environment. So, students do not use the linguistic resources required in everyday real communication. They try to adequate their expressions to the listener, not the English Language grammar and usage. It is not necessary to consider the phonetic features of the language to communicate.

- To sum up, the students have not developed English speaking skills required to communicate in real social contexts. They could not be considered proficient English speakers. They could not speak fluently. As the development of English-speaking skills is critical in the Ecuadorian educational system, it is necessary to implement teaching activities that enhance the development of English speaking skills.

4.2 Analysis of the results of the Pre-Test

The pre-test was administered at the beginning of the course; the students were asked to complete three speaking tasks in which they have (1) to describe a picture, (2) to ask and answer several questions, and (3) to express their opinions on some topics (See appendix 2). Their performance was assessed using the rubric (see

appendix 3), in which different oral language categories related to oral fluency were evaluated:

1. Grammar
2. Syntax
3. language usage
4. Vocabulary
5. Cultural knowledge
6. Conversation
7. Pronunciation

As it was mentioned before, the following scale was used:

Poor: 1-2 points

Fair: 3-4 points

Good: 5-6 points

Very good: 7-8 points

Excellent: 9-10 points.

Results of the pre-test for the control group and the experimental group are described in tables 4 and 5. The comparison of both groups indicates that it was found no statistically significant differences.

Table 4 shows that most of the students of the control group were classified as having a fair performance in the three tasks. 33% of the students scored good or very good. Only 8% was classified as poor. When considering the three tasks of the pre-test, it was found that the average scores range from 4.1 to 4.3. It means that they are classified as fair. Findings also show that the seven categories analyzed were considered as fair according to the before mentioned scale.

Table 4 Control Group performance in the 3 tasks results average

ID_ST	Task 1	Task 2	Task 3	Average	total	Assessment
SC1	3,6	3,1	3,6	3,4	10,27	Fair
SC2	7,6	7,4	6,1	7,0	21,1	very good
SC3	5,6	4,3	3,9	4,6	13,8	Fair
SC4	3,3	3,6	3,0	3,3	9,9	Fair
SC5	6,9	7	5,8	6,6	19,7	good
SC6	3	3,3	3,3	3,2	9,59	Fair
SC7	4,3	5,4	5,6	5,1	15,3	good
SC8	2,9	3,3	3,7	3,3	9,91	Fair
SC9	3,6	3	3,1	3,2	9,74	Fair
SC16	3	3	3,0	3,0	9	Fair
SC11	2,9	3,4	3,3	3,2	9,59	Fair
SC12	1,3	1,6	1,9	1,6	4,8	Poor
SC13	3,1	2,7	3,4	3,1	9,23	Fair
SC14	7,4	7,6	6,3	7,1	21,3	very good
SC15	1,9	2	1,8	1,9	5,7	Poor
SC16	3,4	3,4	3,1	3,3	9,94	Fair
SC17	4,4	4,7	7,0	5,4	16,1	good
SC18	3,7	2,9	3,0	3,2	9,6	Fair
SC19	4,7	5,9	6,6	5,7	17,2	good
SC26	2	1,5	1,4	1,6	4,9	Poor
SC21	3,7	3,4	3,3	3,5	10,39	Fair
SC22	7	8	6,0	7,0	21	very good
SC23	3,3	3,9	2,7	3,3	9,91	Fair
SC24	4,9	5,6	6,3	5,6	16,8	good
SC25	3,6	3,9	3,1	3,5	10,64	Fair
SC26	3	3,3	3,7	3,3	10,01	Fair
SC27	2,9	3	3,0	3,0	8,9	Fair
SC28	3,3	3	3,4	3,2	9,73	Fair
SC29	3,1	3,4	3,1	3,2	9,64	Fair
SC30	7,4	7,6	6,7	7,2	21,7	very good
SC31	3,3	2,7	3,7	3,2	9,71	Fair
SC32	7,1	7,5	4,4	6,3	19	good
SC33	3,3	3,1	3,6	3,3	9,97	Fair
SC34	7,1	6,8	7,0	7,0	20,9	very good
SC35	3,4	3,1	3,6	3,4	10,07	Fair
SC36	3,6	3,4	3,1	3,4	10,14	Fair
SC37	4,6	4,4	7,0	5,3	16	good
SC38	3,3	3,6	3,0	3,3	9,9	Fair
SC39	3,9	6	5,0	5,0	14,9	good
Average	**4,1**	**4,3**	**4,2**	**4,2**	**12,6**	**Fair**

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Figure 4. Control Group performance in the first task

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

Figure 3 shows that most of the students scored between fair and good in the first task of the pre-test. It means that oral proficiency and fluency have not been achieved. So, more and better teaching practice is needed.

*Figure 5 .*Control Group performance in the second task

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

Figure 4 indicates that most of the students scored between fair and good in the second task of the pre-test. It means that oral proficiency and fluency related to the de activities assessed in this task have not been achieved. So, more and better teaching practice is needed.

Figure 6 .Control Group performance in the third task

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

It can be seen in figure 5 that most of the students scored between fair and very good in the third task of the pre-test. Even though some of them got a very good score, the majority has not achieved the oral proficiency and fluency yet. So, more and better teaching practice is required.

In synthesis, results of the pre-test in the control group show that the students need to improve their speaking skills, to better their English oral proficiency because it

could consider low. Consequently, teaching activities are required to have the students learn to speak correctly, to improve their skills.

Table 5 indicate that most of the students of the experimental group (69%) were classified as having a fair performance in the three tasks. 26% was found to have good or very good scores. Just 5% got a poor score. Findings also indicate that the seven categories analyzed were considered as weak according to the before mentioned scale.

Table 5 Experimental Group performance of the pre-test results average

ID_ST	Task 1	Task 2	Task 3	total	Average	Assessment
SEXP1	4,4	5,7	6,3	16,4	5,5	good
SEXP2	3,9	3,4	3,4	10,7	3,6	fair
SEXP3	6,7	5	5,4	17,1	5,7	good
SEXP4	3,3	3,6	4	10,9	3,6	fair
SEXP5	6,9	8	7,4	22,3	7,4	very good
SEXP6	3,4	3,6	4	11	3,7	fair
SEXP7	7,4	4,9	5,6	17,9	6,0	good
SEXP8	7,6	6	8,1	21,7	7,2	very good
SEXP9	3,9	3,1	3,9	10,9	3,6	fair
SEXP10	6,3	6,6	7	19,9	6,6	good
SEXP11	3,7	5,7	3,4	12,8	4,3	fair
SEXP12	4,3	3,3	6,9	14,5	4,8	fair
SEXP13	1,6	2,3	1,7	5,6	1,9	poor
SEXP14	7,6	8,9	6,3	22,8	7,6	Very good
SEXP15	8,6	6,1	7,9	22,6	7,5	very good
SEXP16	3,1	3,4	3,4	9,9	3,3	fair
SEXP17	4,9	6,1	5,4	16,4	5,5	fair
SEXP18	3	6,6	3,6	13,2	4,4	fair
SEXP19	1,4	1,6	1,9	4,9	1,6	poor
SEXP20	5,9	7,4	6,3	19,6	6,5	good
SEXP21	3,7	3	3,7	10,4	3,5	fair
SEXP22	3,3	3,6	3,3	10,2	3,4	fair
SEXP23	3,9	3	3,6	10,5	3,5	fair
SEXP24	4,4	3,6	4,6	12,6	4,2	fair
SEXP25	3,3	3,9	3,6	10,8	3,6	fair
SEXP26	5,4	4	5,1	14,5	4,8	fair
SEXP27	3,4	5,1	3,9	12,4	4,1	fair
SEXP28	4	4,6	5	13,6	4,5	fair
SEXP29	4,4	5, 7	6,4	10,8	5,4	good
SEXP30	4	3,1	3,9	11	3,7	fair
SEXP31	3,6	3,3	3,7	10,6	3,5	fair
SEXP32	3,1	5,3	3,3	11,7	3,9	fair
SEXP33	3,9	4,9	3,9	12,7	4,2	fair
SEXP34	3	6,6	3,4	13	4,3	fair
SEXP35	3,4	3,7	3,3	10,4	3,5	fair
SEXP36	3,9	3,4	5,4	12,7	4,2	fair

ID_ST	Task 1	Task 2	Task 3	total	Average	Assessment
SEXP37	4,7	3	4,4	12,1	4,0	fair
SEXP38	3,3	3,6	4	10,9	3,6	fair
SEXP39	3,9	4	6,4	14,3	4,8	fair
SEXP40	3,4	3,6	4	11	3,7	fair
SEXP41	4,4	4,9	5,6	14,9	5,0	good
SEXP42	3,6	4	3,1	10,7	3,6	fair
Average	**4,3**	**4,5**	**4,7**	**13,5**	**4,5**	**fair**

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Figure 7 .Experimental Group performance in the first task of the pre-test
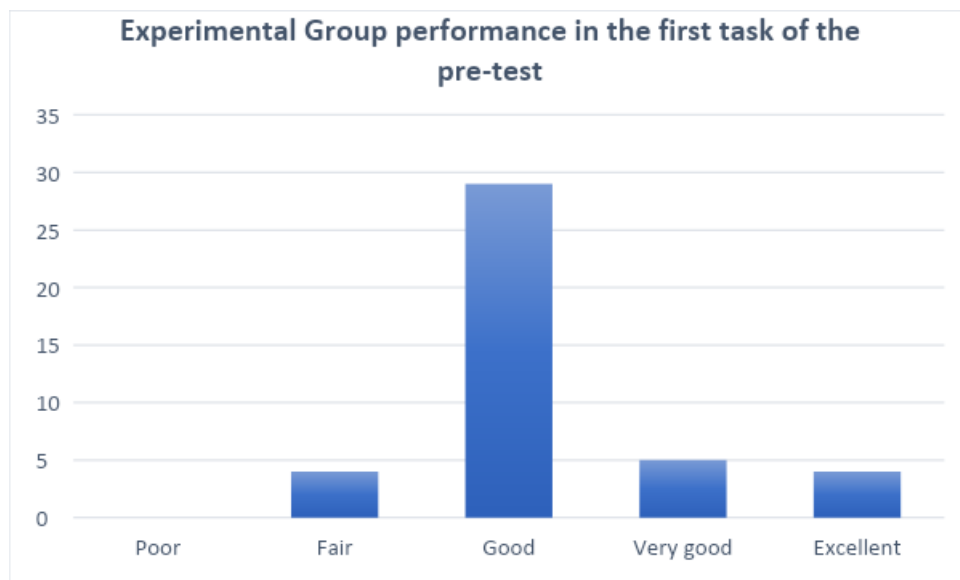
Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Similar to the performance of the control group, figure 6 shows that most of the students scored good in the first task of the pre-test. It means that oral proficiency and fluency related to the de activities assessed in this task have not been achieved yet. Therefore, changes in the teaching practice seems to be necessary.

Figure 8 Experimental Group performance in the second task of the pre-test
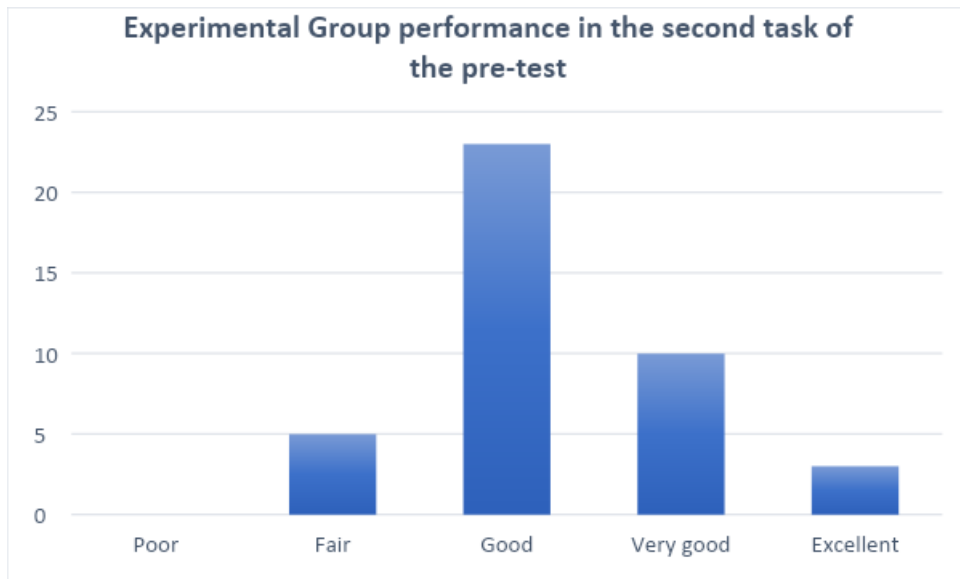
Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

Like the control group, figure 7 indicates that most of the students scored from fair to very good in the second task of the pre-test. In spite of the very good scores of a few students, most of them have not achieved their oral proficiency and fluency related to the de activities assessed in this yet. So, the teaching practice should focus on solving those problems.

Figure 9 Experimental Group performance in the third task of the pre-test

Experimental Group performance in the third task of the pre-test
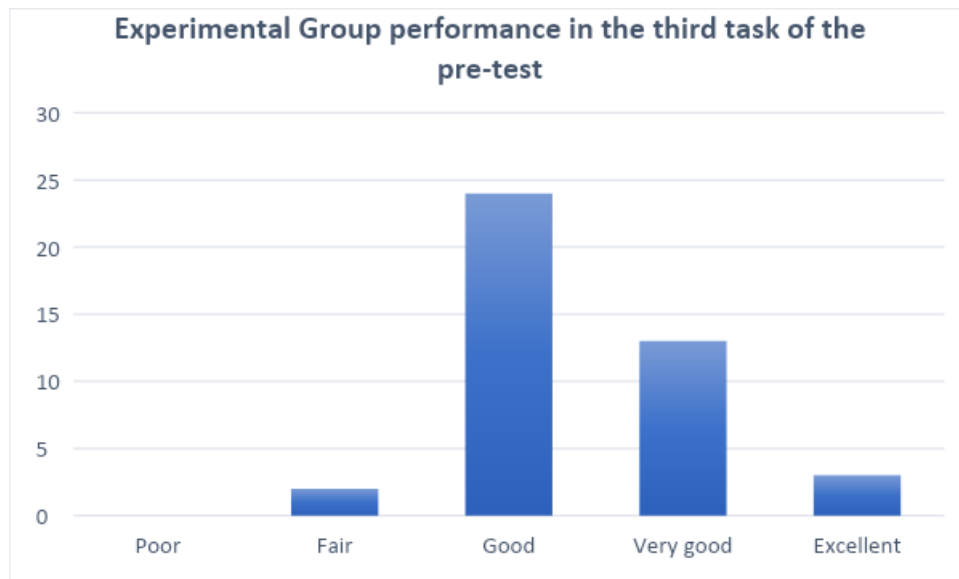
Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

Figure 8 indicates that most of the students scored from good to very good in the second third task of the pre-test. These good scores do not mean that the students have fulfilled all the requirements of the level, that they have achieved their oral proficiency and fluency related to the de activities assessed. It means that they still need to learn and practice more to be considered English proficient and fluent speakers. So, the teaching practice should focus on developing these competences.

Finally, when comparing the performance of the control and experimental groups in the pre-test, it was found no statistically significant differences in the pre-test performance in the three tasks. It means that the groups were homogeneous.

Data demonstrate that students commit many errors in the different variables analyzed. The most frequent errors were subject and verb agreement, tense and verb form, sentence fragment, word choice, vocabulary, word order, word form, conjugation of verbs, pronunciation, lack of socio-cultural knowledge, lack of knowledge of the sociolinguistic rules of conversation, intonation (especially when asking questions and in compound words), pronunciation. They had a non-standard English pronunciation when presenting the three tasks.

Besides, they did not feel confident and motivated to speak and to develop their speaking skills. They seemed to speak because it was a task not because they had something to say.

4.3 Analysis of the post-test results

After having participated in the eight sessions of the proposal, the students were asked to complete a post-test, which consists of three speaking tasks like those they had to do in the pre-test: (1) to describe a picture, (2) to ask and answer several questions, and (3) to express their opinions on some topics (See appendix 2). The performance of the students was analyzed and evaluated using the same rubric considered in the pre-test (See appendix 3).

Results of the post-test for the control group are reported in tables 6 -9, and figures 9-11. Table 6 shows that the control group reported assessment rates between fair and good, which in average is categorized as good. Even though that scores were higher than those reported in the pre-test, they still go from fair to good scores. Moreover, no statistically significant differences between both tests were found.

As can be seen in the table 6, most of the control group students were scored as good. It indicates that the students have improved their speaking skills; however, the average score was 5.15. So, they cannot consider proficient speakers in the three oral tasks performed. Therefore, more speaking instruction is needed.

The average of the seven categories was also analyzed. Results indicate that all the categories were scored between fair and good. When comparing with the pre-test results, score averages in the post-test raised. It goes from fair to good scores. However, there are no statistically significant differences between both tests in all categories analyzed.

Results also show that the three tasks were scored as good. It indicates that students improved their speaking skills; however, as scores range from 5.8 to 5.21, improvement is required.

The three different tasks that the control group students did were analyzed. Table 7 and figure 9 show that, in the task 1, most of the students (48,7%) were scored as good, followed by very good (23,1%).

Table 6 Control Group performance of the post test results average

ID_ST	task 1	task 2	task 3	total	Average	Assessment
SC1	4,00	5,00	4,00	13,00	4,33	fair
SC2	8,00	7,00	9,00	24,00	9,00	excellent
SC3	4,00	5,00	3,00	12,00	4,00	fair
SC4	6,00	5,00	5,00	16,00	5,33	good
SC5	3,00	3,00	3,00	9,00	3,00	fair
SC6	6,00	6,00	5,00	17,00	5,67	good
SC7	4,00	4,00	7,00	15,00	5,00	good
SC8	6,00	6,00	6,00	18,00	6,00	good
SC9	3,00	6,00	3,00	12,00	4,00	fair
SC10	5,00	5,00	8,00	18,00	6,00	good
SC11	5,00	5,00	5,00	15,00	5,00	good
SC12	6,00	6,00	5,00	17,00	5,67	good
SC13	5,00	5,00	6,00	16,00	5,33	good
SC14	8,00	8,00	7,00	23,00	9,67	excellent
SC15	5,00	5,00	6,00	16,00	5,33	good
SC16	4,00	5,00	6,00	15,00	5,00	good
SC17	6,00	6,00	4,00	16,00	5,33	good
SC18	4,00	5,00	7,00	16,00	5,33	good
SC19	7,00	6,00	5,00	18,00	6,00	good
SC20	9,00	8,00	8,00	25,00	8,33	very good
SC21	3,00	4,00	4,00	11,00	3,67	fair
SC22	5,00	3,00	4,00	12,00	4,00	fair
SC23	5,00	5,00	6,00	16,00	5,33	good
SC24	3,00	6,00	5,00	14,00	4,67	fair
SC25	5,00	6,00	5,00	16,00	5,33	good
SC26	6,00	6,00	5,00	17,00	5,67	good
SC27	6,00	6,00	7,00	19,00	6,33	good
SC28	5,00	7,00	7,00	19,00	6,33	good
SC29	3,00	3,00	5,00	11,00	3,67	fair

SC30	9,00	7,00	5,00	21,00	9,00	excellent
SC31	4,00	4,00	3,00	11,00	3,67	fair
SC32	5,00	5,00	3,00	13,00	4,33	good
SC33	5,00	4,00	5,00	14,00	4,67	good
SC34	5,00	5,00	3,00	13,00	4,33	good
SC35	3,00	4,00	3,00	10,00	3,33	fair
SC36	5,00	6,00	7,00	18,00	6,00	good
SC37	6,00	5,00	5,00	16,00	5,33	good
SC38	4,00	3,00	5,00	12,00	4,00	good
SC39	3,00	3,00	3,00	9,00	3,00	fair
Average	**5,08**	**5,21**	**5,18**	**15,46**	**5,15**	**good**

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Table 7 Average of the Task 1 in the post-test for the control group

Range	fi	%
1	0	0
3	7	17,9
5	19	48,7
7	9	23,1
9	4	10,3
Total	39	100

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Figure 10 Average of the Task 1 in the post-test for the control group
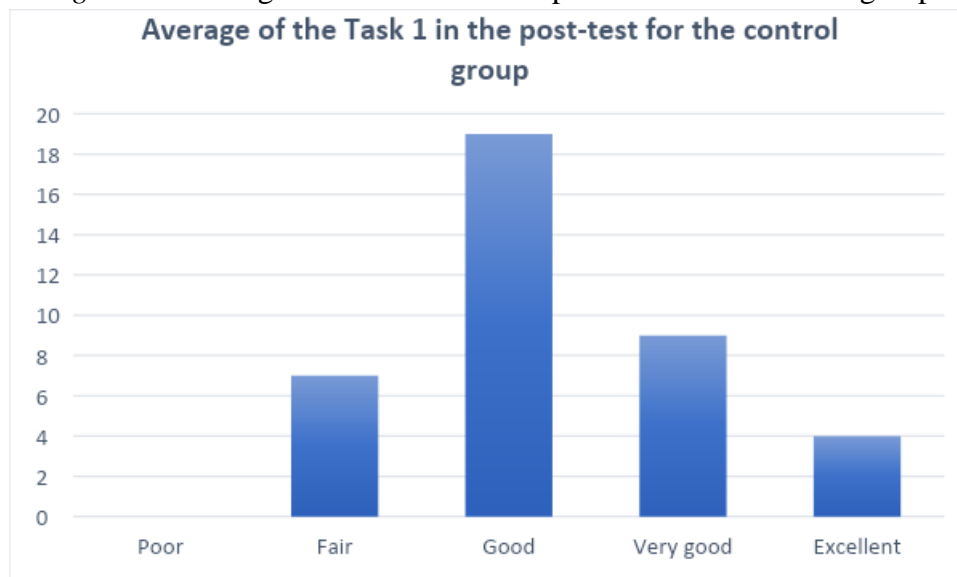
Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Results in the task 2 are like those obtained in task 1. Table 8 and figure 10 indicate that most of the students (48.7%) were scored as good, followed by very good (23.1%). Only 17.9% was scored as fair and no poor score was reported.

Table 8 Average of the Task 2 in the post-test for the control group

Range	fi	%
1	0	0,0
3	7	17,9
5	19	48,7
7	9	23,1
9	4	10,3
Total	39	100

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

Figure 11 Average of the Task 2 in the post-test for the control group
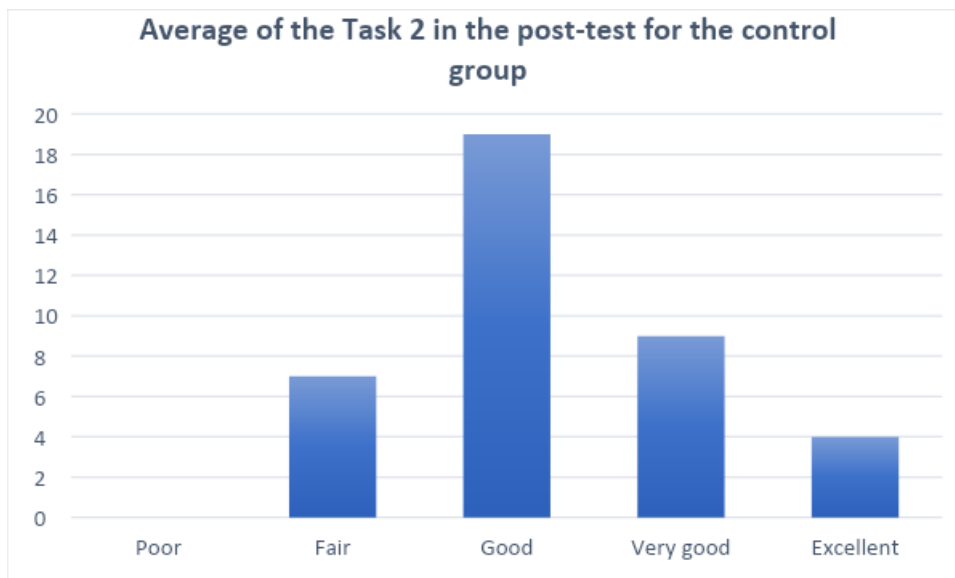
Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

Table 9 and figure 11 shows the average obtained by the control group students in the Task 3. As can be seen, most of the students were scored as good (43.6%), followed by very good (33.3%). Finally, only 20.5% scored fair.

Table 9. Average of the Task 3 in the post-test for the control group

Range	fi	%
1	0	0,0
3	8	20,5
5	17	43,6
7	13	33,3
9	1	2,6
Total	39	100,0

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

Figure 12 Average of the Task 3 in the post-test for the control group
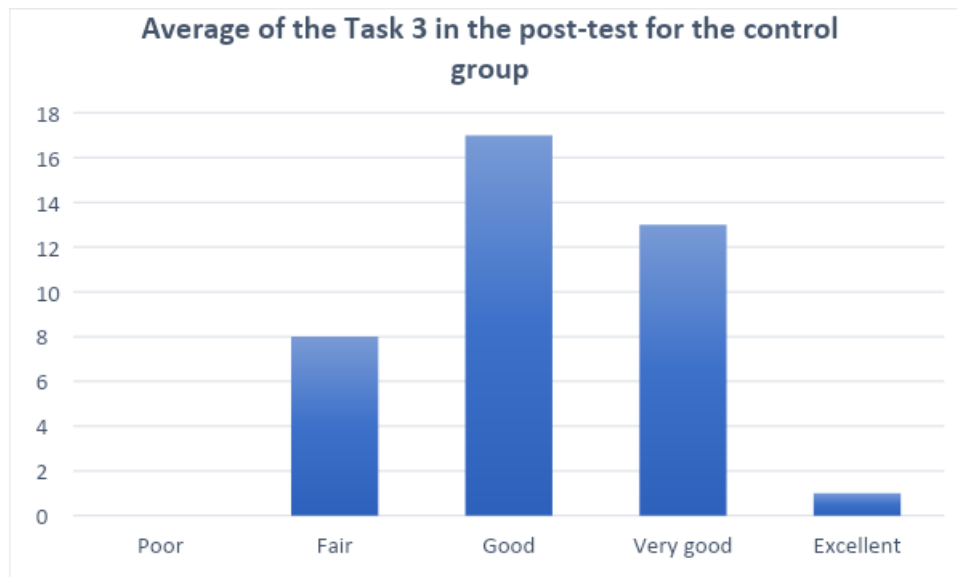
Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

In synthesis, results of the control group in the post-test indicate that despite the advance, students still need to improve their speaking skills, they had not acquired a high oral proficiency level in English. So, teaching is needed.

On the other hand, experimental group results are shown in tables 10-13, and figures 12-14. Table 10 shows that the experimental group reported a high average, categorized as very good.

Table 10 Experimental Group performance of the post test results average

Student	Task 1	task 2	task 3	Total	Average	Assessment
SEXP1	7,00	7,00	10,00	24,00	8,00	**very good**
SEXP2	7,00	7,00	8,00	22,00	7,33	**very good**
SEXP3	5,00	5,00	7,00	17,00	5,67	**good**
SEXP4	8,00	8,00	7,00	23,00	7,67	**very good**
SEXP5	10,00	10,00	10,00	30,00	10,00	**excellent**
SEXP6	8,00	8,00	10,00	26,00	8,67	**very good**
SEXP7	6,00	6,00	4,00	16,00	5,33	**good**
SEXP8	10,00	10,00	10,00	30,00	10,00	**excellent**
SEXP9	8,00	8,00	9,00	25,00	8,33	**very good**
SEXP10	8,00	8,00	7,00	23,00	7,67	**very good**
SEXP11	7,00	7,00	10,00	24,00	8,00	**very good**
SEXP12	7,00	7,00	10,00	24,00	8,00	**very good**
SEXP13	8,00	8,00	9,00	25,00	8,33	**very good**
SEXP14	10,00	9,00	10,00	29,00	9,67	**excellent**
SEXP15	9,00	9,00	9,00	27,00	9,00	**excellent**
SEXP16	7,00	7,00	10,00	24,00	8,00	**very good**
SEXP17	7,00	7,00	9,00	23,00	7,67	**very good**
SEXP18	8,00	8,00	8,00	24,00	8,00	**very good**
SEXP19	7,00	6,00	7,00	20,00	6,67	**good**
SEXP20	7,00	6,00	6,00	19,00	6,33	**good**
SEXP21	7,00	7,00	10,00	24,00	8,00	**very good**
SEXP22	8,00	8,00	7,00	23,00	7,67	**very good**
SEXP23	5,00	4,00	5,00	14,00	4,67	**fair**
SEXP24	6,00	5,00	7,00	18,00	6,00	**good**
SEXP25	5,00	4,00	8,00	17,00	5,67	**good**
SEXP26	6,00	6,00	6,00	18,00	6,00	**good**
SEXP27	6,00	7,00	5,00	18,00	6,00	**good**
SEXP28	7,00	7,00	9,00	23,00	7,67	**very good**
SEXP29	6,00	6,00	7,00	19,00	6,33	**good**
SEXP30	5,00	6,00	10,00	21,00	7,00	**very good**
SEXP31	7,00	7,00	9,00	23,00	7,67	**very good**
SEXP32	7,00	7,00	10,00	24,00	8,00	**very good**
SEXP33	4,00	4,00	5,00	13,00	4,33	**fair**
SEXP34	8,00	8,00	10,00	26,00	8,67	**very good**
SEXP35	9,00	9,00	8,00	26,00	8,67	**very good**
SEXP36	7,00	7,00	6,00	20,00	6,67	**good**
SEXP37	7,00	7,00	6,00	20,00	6,67	**good**
SEXP38	7,00	7,00	7,00	21,00	7,00	**very good**

SEXP39	6,00	6,00	6,00	18,00	6,00	**good**
SEXP40	7,00	7,00	7,00	21,00	7,00	**very good**
SEXP41	8,00	8,00	8,00	24,00	8,00	**very good**
SEXP42	9,00	9,00	6,00	24,00	8,00	**very good**
Average	**7,17**	**7,07**	**7,85**	**22,10**	**7,37**	**very good**

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

This score is higher than the pre-test average of the same group. It goes from a fair to an excellent average. When comparing experimental group pre-test and experimental group post-test results, there are statistically significant differences between both scores. These results suggest that the students have enhanced their speaking skills and have improved their oral proficiency in English. Based on the performance in these three oral tasks, the students could be considered as fluent speakers.

As can be seen in table 10, results show that the three tasks were scored as very good, ranged from 7.07 to 7.85. It indicates that the students have improved their speaking skills and better their oral proficiency in English.

The experimental group had fewer errors in the different language categories related to oral fluency: grammar, language usage, vocabulary, cultural knowledge, conversation, and pronunciation. The most frequent errors were associated with their lack of cultural knowledge and lack of knowledge of the sociolinguistic rules of conversation. Therefore, they still need to improve some aspects of English language speaking.

The three different tasks that the experimental group students did were analyzed (Tables 11-13; figures 12-14). Table 11 and figure 12 show that, in the task 1, most of the students obtained from good to excellent scores: 11.9% good, 7.8% very good, and 14.3% excellent. No poor or fair scores were reported.
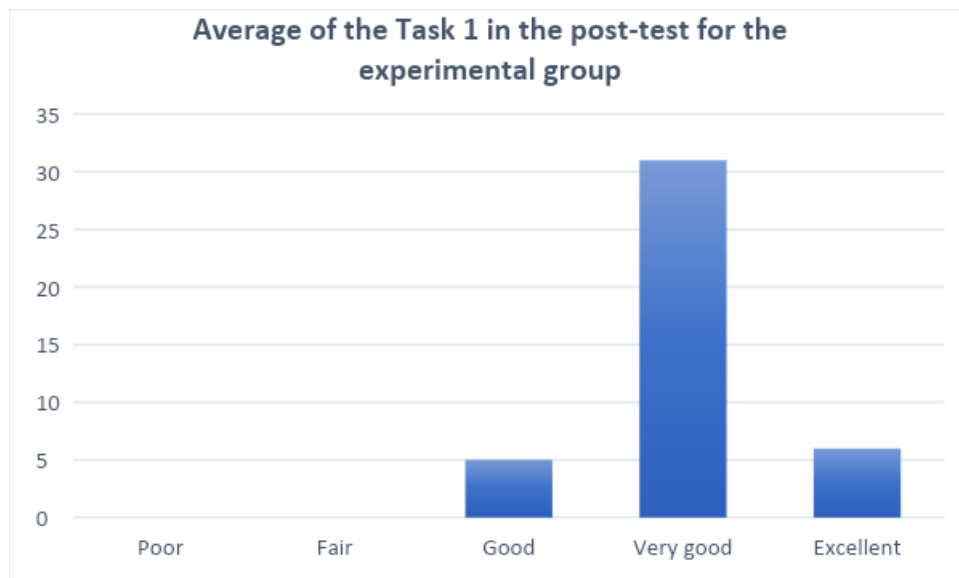
Table 11 Average of the Task 1 in the post-test for the experimental group

Range	fi	%
1	0	0
3	0	0
5	5	11,9
7	31	73,8
9	6	14,3
Total	42	100,00

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Figure 13 Average of the Task 1 in the post-test for the experimental group

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Table 12 and figure 13 report the results obtained in the task 2. They show that all the students were assessed from good to excellent scores: 11.9% good, 73.8% very good, and 14.3% excellent. No poor or fair was reported.
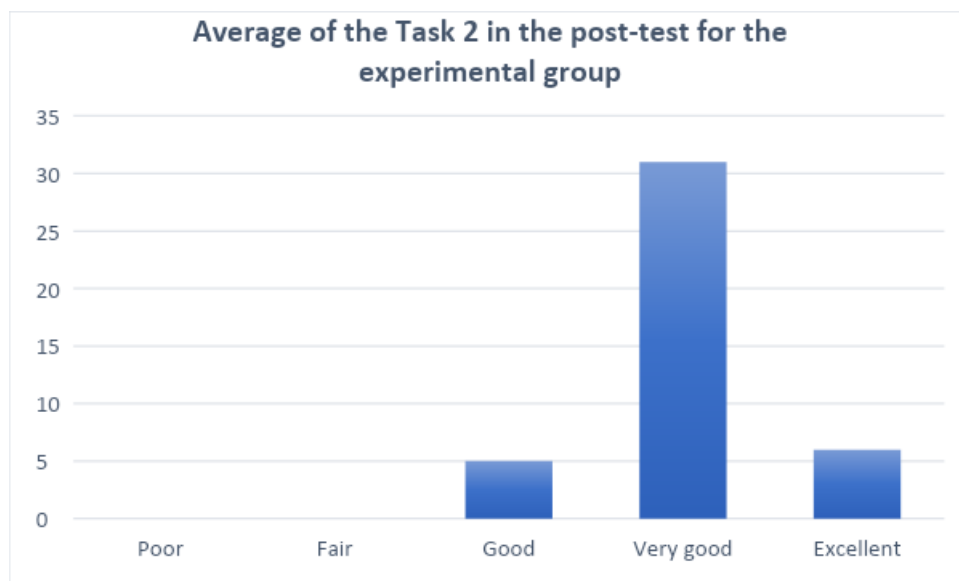
Table 12 Average of the Task 2 in the post-test for the experimental group

Range	fi	%
1	0	0,0
3	0	0,0
5	5	11,9
7	31	73,8
9	6	14,3
Total	**42**	**100**

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Figure 14 Average of the Task 2 in the post-test for the experimental group

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Results of task 3 are shown in table 13 and figure 14. As can be seen, most of the students obtained from good to excellent scores: 9.5% good, 47.7% very good, and 42.9% excellent. No poor or fair scores were reported.
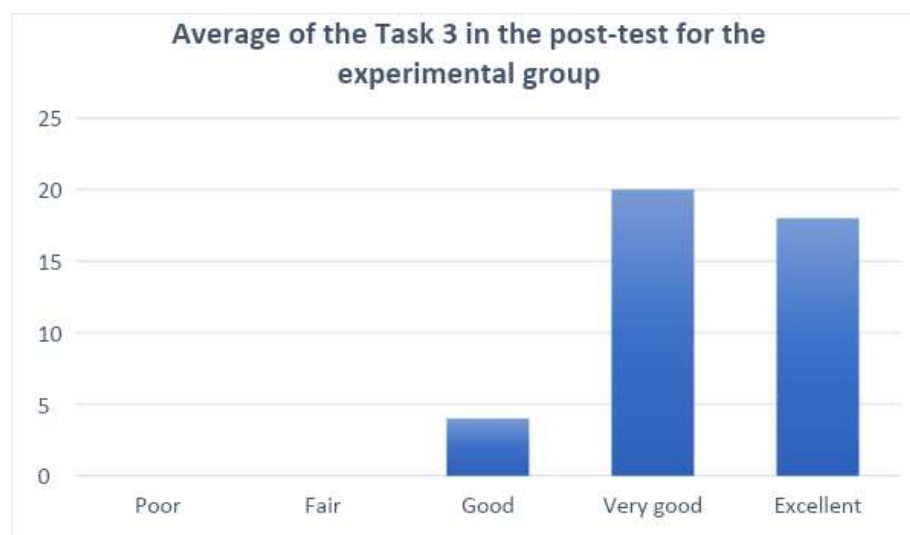
Table 13 *Average of the Task 3 in the post-test for the experimental group*

Range	fi	%
1	0	0
3	0	0
5	4	9,5
7	20	47,6
9	18	42,9
Total	**42**	**100**

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

Figure 15 Average of the Task 3 in the post-test for the experimental group

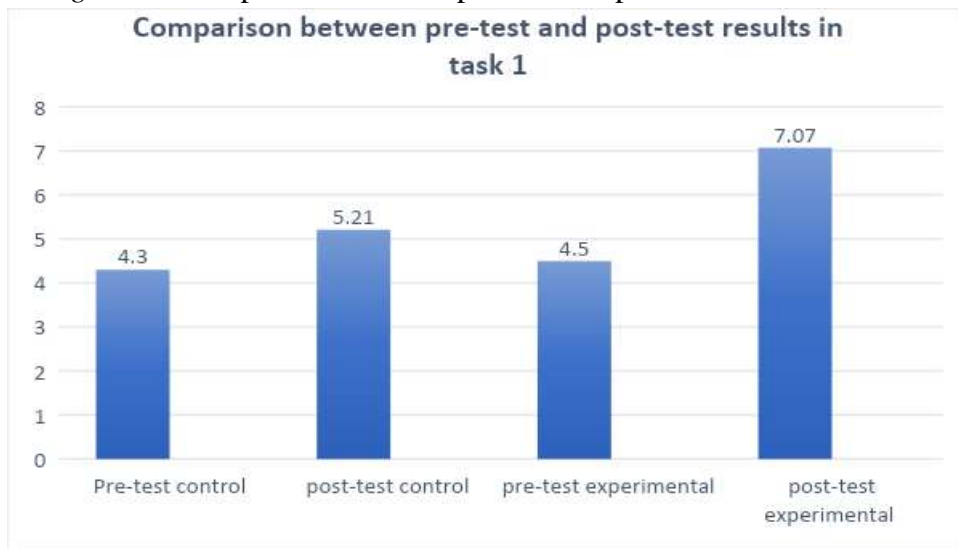Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

4.4 Comparison of pre-test and post-test results

Results obtained in the three tasks were compared in both groups. As can be seen in figure 15, scores improved in both groups; however, the highest improvement was found in the experimental group. It goes from 4.7, in the pre-test, to 7.85 in the post-test. It means that the use of cooperative learning strategies enhances the development on English oral fluency.

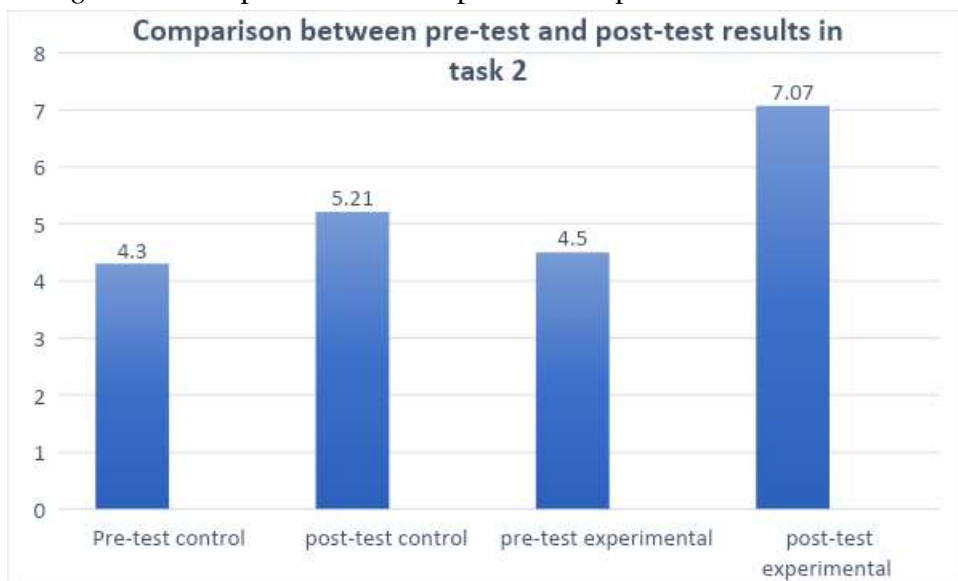*Figure 16* Comparison between pre-test and post-test results in task 1

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

Similarly, when comparing task 2 scores, it was found enhancement in both groups.
Nevertheless, as shown in figure 16, the average score of the control group (5.18)
is lower than the experimental group score (7.85). So, it can be inferred that the use
of cooperative learning strategies improves the English oral fluency.

Figure 17 Comparison between pre-test and post-test results in task 2
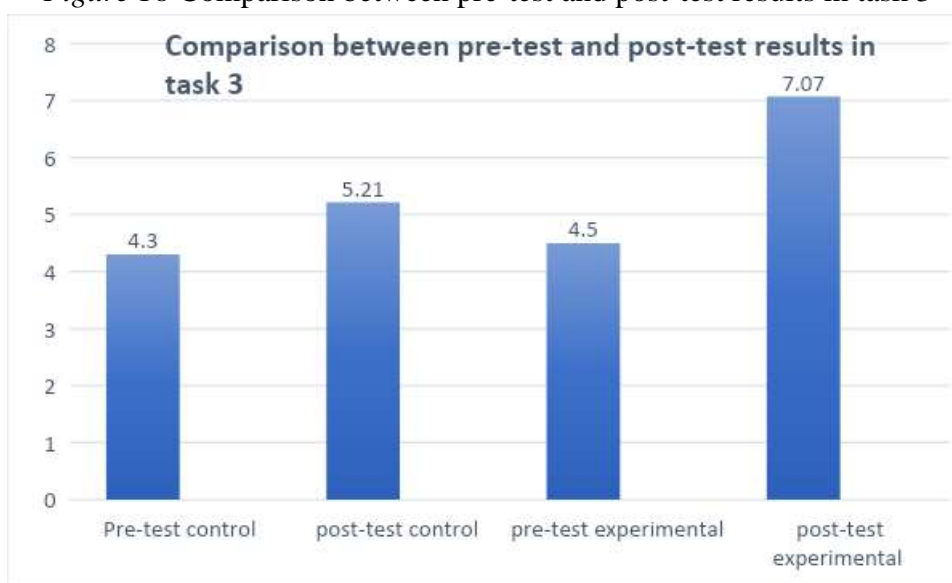

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

Figure 17 indicates that scores improved when comparing pre-test and post-test task 3 results in both groups; however, the experimental group has a higher improvement than the control group. It goes from 4.5, in the pre-test, to 7.07 in the post-test. It means that the use of cooperative learning strategies enhances the development on English oral fluency.

Figure 18 Comparison between pre-test and post-test results in task 3

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

As can be seen, the results have proved that the implementation of the teaching proposal based on the use of the cooperative learning approach to improve the English oral fluency, applied to ninth graders at Huachi Grande High school in the academic year 2018-2019, has been effective.

The comparison of the results of the control group and experimental group in the post-test indicates that there are statistically significant differences between them. On the one hand, the control group was scored as good, which results are similar to those obtained in the pre-test. On the other, the experimental group was scored as very good, which is higher than the pre-test score.

Consequently, the control group reports more errors than the experimental group. It was found that they had errors in almost all the categories analyzed: grammar,

language usage, vocabulary, cultural knowledge, conversation, and pronunciation. The most frequently were word agreement, sentence construction, word choice, poor vocabulary, word order, word form, and conjugation of verbs; pronunciation, lack of socio-cultural knowledge, and lack of knowledge of the sociolinguistic rules of conversation.

4.5 Verification of the hypothesis

In this section of the investigation, the report of the verification of hypothesis is presented. To fulfill this task, we must bear in mind that an experimental design was selected with pre-test and post-test, so the measurement is carried out in two moments in the control and the experimental group: the pre-test, which was applied before the implementation of the proposal and a post-test, applied after this. Based on the above, the following procedure was developed for the validation of the hypotheses, focusing on the experimental group of this work and taking into account certain properties that the data must meet for the application of statistical techniques.

4.5.1 Hypothesis

Cooperative learning approach enhances the English oral fluency applied to ninth graders at Huachi Grande High School in the academic year 2018-2019

Ho. Cooperative learning **does not enhance** English oral fluency.
H1. Cooperative learning **does enhance** English oral fluency.

4.5.2 Confidence level

Some social studies have suggested to carry out statistical analysis with 95% confidence at the time of hypothesis verification. That is why, a level of significance of 5% is determined, for which the statistical significance is $\alpha = 0.05$. It means that a risk of 5% is assumed, which helps us to reject or not the hypothesis proposed in this research with a 95% confidence level. Also, this procedure allows us to infer the results obtained in this hypothesis validation.

4.5.3 Selection of the hypothesis testing

It is important to bear in mind that to select the appropriate hypothesis test for validation, it is necessary to know if the available data in the sample fulfill the assumption of normality, that is, if the distribution of the population from which the sample was obtained for the dependent variable conforms to a normal distribution.

To determine the distribution of the population, we have to consider that the sample is constituted by 81 individuals. The control group consists of 39 students and the experimental group is made up of 42 students. As the sample is small, the Shapiro-Wilk test was applied. It was established that the distribution of the sample should be adjusted to a normal distribution if the value of $p \geq 0.05$ is met; otherwise, the data don't fit a normal distribution.

Table 14. Normality tests

Group		Test	Shapiro-Wilk Statistical test	N	Asymptotic significance
Control	Task 1	Pretest	0,851	39	0,000
		Posttest	0,902	39	0,003
	Task 2	Pretest	0,873	39	0,000
		Posttest	0,929	39	0,016
	Task 3	Pretest	0,877	39	0,001
		Posttest	0,923	39	0,011
	Average	Pretest	0,852	39	0,000
		Posttest	0,887	39	0,001
Experimental	Task 1	Pretest	0,880	42	0,000
		Posttest	0,939	42	0,026
	Task 2	Pretest	0,938	42	0,025
		Posttest	0,939	42	0,025
	Task 3	Pretest	0,935	42	0,019
		Posttest	0,900	42	0,001
	Average	Pretest	0,912	42	0,003
		Posttest	0,970	42	0,331

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

The results obtained in the Shapiro-Wilk test show that the p values of the experimental and control groups are mostly quite low (except for one where p has

a value equal to 0.3306), which shows that $p \leq 0.05$. So, it is inferred that the behavior of the scores is not normal (see Table 14). Based on these results, the parametric tests (Student's T) can't be applied. Therefore, non-parametric tests must be performed. Among those, the Wilcoxon and the Mann-Whitney test are the most appropriate for related samples.

4.5.4 Estimation of P value

As can be seen in the Table 15, the Wilcoxon test for the control group indicated the following results in each task: In task 3, the value of $Z = -2.489$ with a $p = 0.013$; in task 2, the value of $Z = -2,939$ with a $p = 0.003$; in task 1, the value of $Z = -2,925$ with a $p = 0.003$. The average value of $Z = -3.243$ with a $p = 0.001$. Then, the values of Z are negative; however, the p values obtained are lower than 0.05; so, it is inferred that the differences between the average scores obtained in the pretest and posttest are significant. It means that, in the control group, the increase in scores between the pretest and the posttest is significant with 95% of confidence.

Table 15 Wilcoxon test analysis (Control Group)

| Group | | Statistic test | | | |
		Task 3	Task 2	Task 1	Average
Control	U de Mann-Whitney	513,000	468,000	469,000	436,500
	W de Wilcoxon	1293,000	1248,000	1249,000	1216,500
	Z	-2,489	-2,939	-2,925	-3,243
	Asymptotic significance	0,013	0,003	0,003	0,001

Elaborated by: Verdezoto, Victoria (2019)

Source: Field research

As can be observed in the Table 16, the Wilcoxon test for the experimental group reports the following results in each task: in the task 3, the value of $Z = -6.416$ with a $p = 0.000$; in the task 2, the value of $Z = -6.053$ with a $p = 0.000$; in the task 1, the value of $Z = -6,418$ with a $p = 0.000$; and in the Average the value of $Z = -6,760$ with a $p = 0,000$. Considering that the values of Z are negative, and the p values obtained are lower than 0.05, then, it can be inferred that there are significant differences between the average scores obtained in the pretest and posttest of the experimental group. That is, there is statistical evidence to establish that the

cooperative learning approach applied to the experimental group significantly increases the scores between the pretest and the posttest. And, we can infer, with a confidence of the 95%, that the cooperative learning approach enhances the English oral fluency applied to ninth graders at Huachi Grande high school in the academic year 2018-2019.

Table 16 Wilcoxon test analysis (Experimental Group)

Group	Statistic test	Task 3	Task 2	Task 1	Average
Experimental	U de Mann-Whitney	167,000	208,500	168,000	124,000
	W de Wilcoxon	1070,000	1111,500	1071,000	1027,000
	Z	-6,416	-6,053	-6,418	-6,790
	Asymptotic significance	0,000	0,000	0,000	0,000

Elaborated by: Verdezoto, Victoria (2019)
Source: Field research

Based on the hypothesis verification, it is evident that the control group to which the cooperative learning approach was not applied also present a significant increase in the development of the English oral fluency; and in the case of the experimental group in all the evaluated criteria, it is observed an increase in the scores, showing significant differences before and after the use of cooperative learning approach. The difference between the control and the experimental group regarding the comparison of means is that in the control group the significance was much lower than in the case of the experimental group, which indicates that there is an influence of the collaborative learning approach on the oral fluency in English in the experimental group. Results permit to accept the hypothesis: The cooperative learning approach enhances the English oral fluency applied to ninth graders at Huachi Grande high school in the academic year 2018-2019.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

This research was aimed to analyze the influence of the use of the cooperative learning approach on the development of the English oral fluency applied to ninth graders at Huachi Grande High school in the academic year 2018-2019. After analyzing the results obtained, the following conclusions were elaborated:

- In the diagnostic observation, it was found that, on the one hand, the teaching activities based on the use of the cooperative learning approach were rarely used; on the other hand, the students have not developed English speaking skills required to communicate in real social contexts. They could not be considered proficient English speakers. They could not speak fluently.

- Both groups of students got a low level of oral proficiency in the English language in the pre-test. It indicates that they have not developed their communicative competence yet. Those deficiencies created the need to design a proposal to develop the students' English oral fluency. So, it was implemented a teaching proposal using cooperative learning strategies.

- In the class observation during the implementation of the teaching proposal, it was observed that the students were comfortable to communicate, to discuss, ask and answer questions to the teacher and classmates. They realized that they could work in a group inside and outside the classes and with autonomy and independence. They interact with others in the group during the tasks and in different social situations. They also felt motivated and to speak in English and learn this language.

- After having implemented the teaching proposal using cooperative learning strategies, learners showed improvement in their English oral proficiency. The control group was scored mostly as fair and good; the experiment group, on the contrary, was scored from good to excellent. Therefore, the

use of the cooperative learning approach enhances the development of the English oral fluency applied to ninth graders at Huachi Grande High school in the academic year 2018-2019.

- The use of cooperative learning strategies in the teaching of English oral speaking could improve the students' English oral proficiency because the students can learn grammar, pronunciation, language usage, syntax, cultural knowledge, conversation, among others.

- Besides, it was found that the use of cooperative learning strategies generates a positive attitude in ninth graders at Huachi Grande High School. It also motivates themselves to learn English, develop their speaking skills and to speak with social purposes in real contexts.

- Finally, high school English teachers can use cooperative learning strategies in their classes. It is easy to use. There are many free resources available in academic websites, scientific journals and thesis. From those documents, English teachers could get many activities, strategies, and resources for their classes.

5.2 Recommendations

- The traditional teaching practices do not enhance the students´ English speaking skills. So, it is highly recommended to change them.

- The implementation of a teaching practice based on the cooperative learning is feasible. It does not imply any additional financial expenses.

- Therefore, it is recommended to promote the use of cooperative learning strategies in everyday school activities to develop different English language skills.

- During the implementation of the proposal, the students felt comfortable to communicate, discuss, ask and answer questions to the teacher and classmates. They were also motivated to learn English. So, cooperative

learning is highly recommended to promote social interaction in the class and to motivate the students.

- As the use of cooperative learning strategies showed they are effective to develop speaking skills, they can be used frequently in and outside the class. English teachers could design activities using cooperative learning strategies in their daily teaching activities.

- In-service teacher training programs need to be designed and implemented at high schools to improve the English language learning and teaching process in Ambato.

Finally, more research is needed on the use of cooperative learning strategies. It is necessary to know the effectiveness of these teaching strategies on the development of other language skills.

CHAPTER VI
THE PROPOSAL

TOPIC: Teaching guide for developing English oral fluency using cooperative learning strategies.

6.1. Informative Data

Name of the Institutions:

Huachi Grande High school, Ambato, Ecuador

Location:

Ambato, Ecuador

Beneficiaries:

81 ninth grade students

Estimated execution time:

From January to February

The person in charge:

Lcda. Lucía Victoria Verdezoto

6.2 Background of the proposal

This proposal emerges from an experimental study on the incidence of fluency using cooperative learning strategies on the development of the English oral fluency in a group of ninth grade students in the Huachi Grande High School, Ambato, Ecuador.

As previous researches suggest that speaking is an essential skill in the language teaching process in the different educational levels. If students develop a high English oral proficiency in high school, then, it will simplify success both at the university and in the professional settings after graduating.

Students consider that speaking is a difficult skill to learn. Moreover, it was found that students have many errors in the different speaking skills: subject and verb agreement, tense and verb form, sentence fragment, word choice, vocabulary, word order, word form, conjugation of verbs, pronunciation, lack of socio-cultural knowledge, and lack of knowledge of the sociolinguistic rules of conversation. Besides, they did not feel confident and motivated to speak and to develop their speaking skills.

The consequence of having these problems is that students are not able to properly communicate when speaking in authentic social settings. Apart from that, due to the teaching approach used, students are not motivated to speak, to better their pronunciation and improve their oral fluency. Therefore, strategies for the solution of these problems should be designed, proposed and developed.

The use of cooperative learning strategies has been proven to be effective for all level students, high, standard and low-level oral proficiency because it promotes learning and raises respect and friendships among the students. In fact, when teams are diverse, it generates more benefits for the students.

Therefore, speaking skills should be taught formally using teaching strategies that motivate students' learning, enhance the development of speaking skills. Innovative teaching strategies are necessary. In this context, it is proposed an innovative teaching guide, based on cooperative learning strategies, to teach speaking in a group of ninth grade students in the Huachi Grande High School, Ambato, Ecuador.

The findings of this study have proven that when cooperative learning strategies are included in the speaking class activities, students feel motivated and engaged to develop their speaking skills. The effectiveness of the proposal can be seen in the results of the comparative statistical analysis between pre-test and post-test. Consequently, findings indicate that English teachers need to incorporate cooperative learning strategies to enhance speaking skills.

6.3 Justification

There are some reasons that justify this proposal. First, it integrates an innovative teaching and learning strategy to enhance speaking skills. As communicating and collaborating in groups with their classmates permit students to speak more, lower-risk situations make them feel confident, it suggests the use of cooperative learning strategies.

Second, in the context of this proposal, cooperative learning has been proven to be effective for different types of students, including academically skilled, typical and low-skilled students. So, it is appropriate for any class. As students commit many errors in the different variables analyzed, in part, because of having been immersed in a teacher-centered class, cooperative learning strategies could facilitate learning speaking skills.

Third, the students did not feel confident and motivated to speak and to develop their speaking skills. Cooperative learning lowers affective filters, motivates and enhances team and individual work.

Fourth, teaching English oral fluency is a challenge when the students are not engaged in class due to high-teacher talk, teacher-centered curriculum, and lack of students' interest in learning and speaking. Fortunately, cooperative learning strategies give students the opportunity to be engaged in class, because this is a student-centered approach and students like it that way. In this approach, students contribute to the class, stay centered on the tasks, help and encourage each other, share information, opinions, perceptions, explanations, give and receive feedback from peers and, finally, solve problems in the group.

Fifth, the teaching of English oral fluency should change. The main reason is that the students have some deficiencies when speaking in English. Also, they do not feel either or motivated. So, this reality could be better if teachers go from a teacher-centered approach to a student-centered approach like cooperative learning. It encourages English language learning by making the students be more confident in

speaking in English while working in groups in class. They can also learn from their peers by listening to the way how they solve problems.

Finally, this proposal is worthy because it fulfills students and teachers' needs to improve English oral fluency by using cooperative learning strategies. It lets students work as a team to cooperate among them to accomplish a task successfully. They can also work interdependently because each member of the group has a specific responsibility; however, one depends on the other; success depends on the contributions of everyone. Cooperative learning also helps students to develop some other aspects which are psychologically important in the learning process.

6.4 Objectives

General objective

To improve the English oral fluency by using cooperative learning activities in a group of ninth grade students in Huachi Grande High school, Ambato, Ecuador.

Specific Objectives

- To understand how teamwork functions.
- To incorporate cooperative learning strategies in their learning process.
- To improve the English oral fluency.
- To evaluate the effectiveness of using cooperative learning strategies to improve English oral fluency.

6.5 Feasibility analysis

The implementation of the current proposal is considered feasible based on the next statements:

Technical: The person in charge is a graduate English Teacher with much experience in teaching speaking skills. Besides, she has a solid basis in the use of cooperative learning strategies and in the design of collaborative activities. As a

complement, during class activities of the proposal, the classroom teacher assists the researcher in teaching and assessment.

Administrative: Before implementing this proposal in the Huachi Grande High School, Ambato, Ecuador, it was approved by the Huachi Grande High school principal and by the ninth grade English teacher. They considered that it would enhance the teaching speaking process, students' speaking skills. Consequently, it will improve the learning and teaching processes of the English language in that institution.

Economic: Implementing this teaching proposal does not involve any economic or financial expenses of the Huachi Grande High school. The researcher covers any cost incurred in the process of elaboration, application, and evaluation of this proposal.

6.6 Proposal fundamentals

6.6.1 Theoretical foundations

Teaching guide

The University of Alicante (2018; 2019) defines the teaching guide as a document designed to direct the teaching process. Both teachers and students could read and study to help them to understand and learn the contents given in class. It organizes the class activities considering the conditions, resources, strategies, times and space required. Usually, it has three parts:

- An introductory unit. In this section, institutional background information of the proposal, its rationale and objectives are presented. It also includes the feasibility analysis and the theoretical foundations of the proposal.

- The development of the proposal, in which contents, activities, and resources required, and assessment planned are described.

- The evaluation section. As part of this section, the assessment instruments to determine the effectiveness of the proposal on the students' English oral fluency are applied.

English oral fluency

Fluency has different connotations. It is frequently used to refer to language proficiency, in a second or foreign language (ESL, EFL). It also implies that learners have linguistic competence, which includes knowledge of grammar, vocabulary, pronunciation, conversation, and language usage. Besides, it indicates that a learner is able to comprehend easily a L2, or that he is skilled in reading and writing in that language (Thomson, 2015).

In addition, English language teachers usually define fluency as the capacity to speak a second or a foreign language with fluidity or easiness. In this context, language learners may be considered fluent, even if they only have basic lexical and grammatical skills. This suggests that as they can speak without hesitation, language learners could be easily assessed (Thomson, 2015).

Cooperative learning

Cooperative learning is a student-centered approach that seeks to develop learning through social processes, in which students are organized in groups to share learning experiences, opinions, in order to develop their skills. The inclusion of these social interactions in class has multiple benefits for teachers, students, both groups and individuals (Jhonson & Johnson, 2008).

Cooperative learning is a teaching interaction that involves learners´ motivation, that is, they should be motivated to share, cooperate, and collaborate (Johnson, Johnson, & Holubec, 2008). It is not an anarchical process. Group activities must be carefully planned to enhance independence, autonomy, interdependence, communication, personal responsibility, discussion, and decision making (Jhonson & Johnson, 2008).

As learners work together in pairs or groups, they share information, support each other, discuss and take consent decisions. Goals are team affairs. So, they must work collaboratively to accomplish purposes successfully. Even though it is a student-centered approach, in cooperative classrooms, learners and teachers have common objectives; they have to work together to succeed (Jhonson & Johnson, 2008; Johnson, Johnson, & Holubec, 2008).

6.6.2 Methodological foundations

The speaking skills are critical in the EFL teaching process. The literature indicates that the use of cooperative learning strategies improves students´ speaking skills. Teachers and students like teamwork because it is not based on a teacher-center approach. It can be used in very heterogeneous classes. When students learn to work collaboratively, they also use these strategies outside the class. Subsequently, students can improve their speaking skills.

This proposal helps the students to develop their oral expression through group interaction. The activities proposed are oriented to specific aspects of the speaking skills, grammar, vocabulary, language usage, pronunciation, and conversation.

The application of the proposal has the support of the classroom teacher and the students' engagement. To accomplish the objectives, students should feel confident and motivated to do the activities. The proposal will be scheduled in-class time for two months.

This teaching guide includes exercises in which students should work in groups to discuss, express their point of views, their opinions using the speaking as the main means of communication.

The teaching guide is organized in three stages:

- The induction stage. It is the first session, in which the students participate in an induction class to be informed about the cooperative learning approach. In this stage, pre-test will be applied.

- The practice stage. In this stage, the students participate in the teaching activities based on cooperative learning. It is constituted of eight sessions. In each class, students will work with a different cooperative strategy and practice the different aspects involved in the speaking skills.

- The evaluation stage. In this last session of the proposal, the post-test will be applied.

6.7 Administration of the proposal

This proposal consists of a "Teaching guide for developing English oral fluency using cooperative learning strategies". It is addressed to ninth grade students at the Huachi Grande High School, Ambato, Ecuador.

The teaching activities were administered during the English class by the researcher and were supported by the classroom teachers. The proposal is designed to be carried out for two months. It was implemented from January to February. Those teachers who wish to apply the proposal in their English classes can contact the author (researcher) and set up a workshop to receive an orientation about the teaching guide and how to use it.

Before implementing the proposal, a pre-test was conducted. Besides, students were observed in class to know their English oral fluency level. In the end, in the last session of the proposal, a post-test was also administered. They were conducted to analyze the incidence of the use of cooperative learned strategies on the development of the English oral fluency in a group of ninth grade students.

6.8 Proposal development

"A teaching guide for developing English oral fluency using cooperative learning strategies"

By Lic. Lucía Victoria Verdezoto

Session 1

Pre-test application

Objective

To perform individually three speaking tasks in which they have (1) to describe pictures of daily activities, (2) to ask and answer questions about cities, food and traditions, and (3) to express their opinions about different topics, as part of the pre-test.

Procedures

1. The pre-test will be applied in this first session; students will be asked to complete three oral tasks. They should answer spontaneously.
2. They may not receive any assistance from their teacher or classmates or any other recommendations.
3. They may not talk to each other.
4. The students' performance will be assessed using the rubric (see appendix 3).

Duration:

80 minutes

Session 2

Strategy 1

Bowl Sentence Buster

Objective

> To express likes and dislikes related to free time activities.

> To learn to speak using the appropriate sentence structure.

> To learn to speak following the grammatical rules.

> To learn to speak following the syntactic rules.

Procedures

This game is good for learning vocabulary, exercising grammar rules and practicing sentence structure.

- Write several short expressions about free time activities on a piece of paper, preferably related to interest topics for the students.
- Then, cut up the expressions and divide them into words and phrases. Mix them and put them in a bowl. Keep the original expressions in hand.
- Form groups of four or five students.
- After that, put the bowl in a separate place in the room a few feet away, where each group could work freely.
- Have the groups order the expressions.
- The group that orders the expression first wins.
- A member of each group reads the expression aloud. The rest guess what it is about.

Evaluation

In this session, Individual participation and cooperation in the group activities are assessed. In their individual contribution, use of a wide vocabulary about likes and dislikes, correct pronunciation, use of correct syntactic structures, and grammatical correction of their utterances are evaluated based on the rubric (see appendix C).

Alternative assessment

An oral performance checklist

Duration

80 minutes

Session 3

Strategy 2: Who is it?

Objectives

 To learn to describe people's personality.

 To learn to identify the whole by describing their parts.

 To learn to relate pertinent information.

 To learn to infer from given information.

Procedures

- Write several short descriptions of different well-known singers, artists, sports people without identifying them on a piece of paper, preferably related to interest topics for the students.

- Then, cut up the description separately. Mix them and put them in a bowl, one for each working group. Keep the persons' identification in hand.

- Form groups of four or five students.

- After that, put each bowl in a separate place in the room a few feet away, where each group could work freely.

- Have the groups read in a loud voice each description.

- The rest of the group should "guess who is it?"

- A member of ach group say the selection.

The group that identifies more persons will be the winner

Evaluation

In this session, the students´ individual participation and cooperation in the group activities. Besides, in their individual language output, the use of vocabulary used to describe, correct pronunciation and grammatical correction, and their capacity to distinguish among the word classes are assessed. With that purpose, the rubric is used (see appendix C).

Alternative assessment

A Performance Criteria list

Duration

80 minutes

Session 4

Strategy 3: Jigsaw

Objectives

To learn how to talk about the customs of other cultures.

To integrate parts of a task in a whole by discussing.

To identify pertinent information.

To eliminate irrelevant information.

Procedures

- Form groups of six students. Each group should contain learners of various levels and capabilities.
- Have students of each group of a similar level meet to work separately on one part of the task that the group should do.
- Give each group some pictures of the customs of other cultures shown from different perspectives, without identifying the target country.
- Have similar level couples describe a picture.
- When having finished working separately, all the team members go back to their groups. They should work together to integrate all their respective contributions together into a cohesive group task.
- A member of each group reads the description to the class in a loud voice.
- Each group should identify every culture of the given set of pictures
- The rest of the class should identify the culture represented.

Evaluation

In the evaluation of this session it is considered, on the one hand, the Individual participation and cooperation in the group activities and, on the other, in their contribution in the group discussion, the use of pertinent vocabulary associated to customs and cultural practices of other countries, their ability to argue and describe, and their competence to initiate and respond appropriately are evaluated based on the rubric (see appendix C).

Alternative assessment

An oral presentation registration sheet

Duration

80 minutes

Session 5

Strategy 4: Who knows where?

Objectives

To learn how to talk about food and clothes.

To integrate parts of a task in a whole by discussing.

To identify pertinent information.

To learn to eliminate irrelevant information.

Procedures

- Form groups from four to six students. Each group should contain learners of various levels and capabilities.
- Give each group some pictures of foods and clothes of different cultures, without identifying the target culture.
- Have each group describe each picture to find out where it is
- When having finished working separately, a member of each group reads the description to the class in a loud voice.
- The rest of the class should identify the culture represented.

Evaluation

When evaluating this session, Individual participation and cooperation in the group activities should be considered. Apart from that, in the discussions, vocabulary related to food and clothes, pronunciation, cultural knowledge, and their capacity to describe with grammatical correction, and their capacity to maintain and develop interactions are assessed based on the rubric (see appendix C).

Alternative assessment

A questionnaire

Duration

80 minutes

Session 6

Strategy 5

"Tell around"

Objectives

 To learn how to talk about people's attributes and abilities

 To learn to follow a story

 To learn to narrate a story

Procedures

- Divide your class into groups of four-six students.

- Give each group a starter of a story about a famous person.

- Every student of each group should search for attributes and abilities of the person and add content to the story.

- Each group constructs its own coherent story y about the person.

- Each group selects a member to present their stories to the class.

- Each group tell its own story about the person.

- The rest of the group should discuss about the description and guess who the person is.

Evaluation

To evaluate this activity, individual participation and cooperation in the proposed activities should be contemplated. In the group discussion, their capacity to narrate past events related to famous people with grammatical correction, the appropriate Intonation, and the accurate word stress are evaluated according to what the rubric establishes (see appendix C).

Alternative assessment

A recording of oral presentations

Duration

80 minutes

Session 7

Strategy 6: Tea Party

Objectives

To learn how to express their opinion about the English culture.

To learn about English cultural knowledge.

To learn to communicate English cultural knowledge.

Procedures

- Organize the class in groups of about five students.

- Give some questions to the class related to English culture topics (British and American).

- Have the students discuss those questions and give possible answers for about 10 minutes.

- Have the students work together to create finished answers in the group by joining the individual contributing pieces.

- When having finished, all the team members of the groups decide who gives the answer for each question.

- The member in charge reads the question and presents the answer.

- The rest of the class tell their opinion about the answers.

- Then, move on and give another question.

Evaluation

Like the former lessons, in this activity Individual participation and cooperation in the group work are assessed. In their individual contributions, their pronunciation (Articulates clearly, with an appropriate speed in speech), cultural knowledge and capacity to ask and answer questions related to cultural practices from other countries, with grammatical corrections are evaluated based on the rubric (see appendix C).
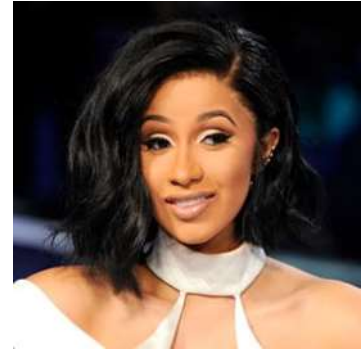
Alternative assessment

An oral presentation checklist

Duration

80 minutes

Session 8

Strategy 7: Music circles

Objectives

To learn to express English music preferences.

To learn to identify English cultural information.

To learn to communicate in English following the cultural and linguistic rules of this language.

Procedures

- Ask the students to stand up.

- Put sets of texts of English musicians available for the class in a table.

- Let students pick their own artist.

- Form teams based on students' selections of artists.

- Play background music of the selected artists.

- Encourage readers to use notes, post-its, and discussion questions to analyze their musicians.

- Ask teams conduct discussions about the musicians.

- Have teams share what they think about their musicians with the whole class.

- Promote further discussion, in which students share their opinions with the whole class.

Evaluation

To evaluate this strategy, individual participation and cooperation in the group activities of each student are assessed. In the group discussion, their pronunciation, capacity to express opinions, music preferences and to argue their points of view appropriately with correction, and the application of appropriate grammatical forms, the use of a wide vocabulary and grammatical rules are evaluated based on the rubric (see appendix C).

Alternative assessment

An observation of class discussion checklist

Duration

80 minutes

Session 9

Strategy 8: Famous Characters of The Past

Objectives

To learn how to describe people's lives in the past

To learn to identify important events in history.

To learn to communicate important past events.

Procedures

- Write down the names of some famous historical characters.

- Organize the class in groups of 4-6 members.

- Ask the students from each group to research about the characters' lives.

- Ask the students to describe people's personalities and values.

- Let students pick their own historical character.

- Ask teams to conduct discussions about the historical characters.

- Have teams share what they think about their musicians with the whole class.

- Each group read in a loud voice the historical character´ personalities and values.

- The rest of the groups guess who the character is.

- Promote further discussion, in which students share their opinions with the whole class.

Evaluation

To assess this session, Individual participation and cooperation in the group activities should be included. In their individual contributions, their pronunciation (stress, fluency and intonation), capacity to describe and narrate past events related to famous people, and the appropriate use of grammatical rules are evaluated based on the rubric (appendix C).

Alternative assessment

An oral test

Duration

80 minutes

Session 10

Strategy 9: Find the Fiction

Objectives

To learn to express their opinions, experiences and anecdotes.

To learn to argue in order to come to a consensus.

To express ideas appropriately following grammatical, conversation and pronunciation rules of the English language

Procedures

- Form groups of 4-5 students.
- Give each team several blind statements about science fiction films written in pieces of papers; some are true and some are false.
- Have the teams pick a statement and discuss if it is true or false.
- Each team member tells which one he thinks is false and why.
- When having decided, one student of each group stands and reads their true statements to the whole class presenting their arguments.
- The standing student says what the lie is - the other students praise the standing students if no.
- The rest of the class could question the veracity of the statements.
- Repeat for remaining teams.
- The team with more correct statements is the winner.

Evaluation

To evaluate this strategy properly, Individual participation and cooperation in the group activities should be considered. In their individual participation, vocabulary related to science fiction films, conversation conventions, their pronunciation (appropriate Intonation, accurate word stress, clear articulation and appropriate speed in speech) and capacity to express their opinions, experiences and anecdotes applying appropriate grammatical rules are evaluated based on the rubric (see appendix C).

Alternative assessment

An oral interview

Duration

80 minutes

Session 11

Strategy 10: Round Robin

Objectives

To learn how to talk about events in the past.

To answer and ask questions.

To take turns in conversations.

To pronounce following the English language rules

Procedures

- Propose a problematic situation; for example, problems with the use of smartphones.
- Analyze the problem and create five of six topics of the problem. For example, tell past experiences about: (1) Using smartphones in school, (2) Smartphones and environment, (3) Do smartphones facilitate life in society? (4) Family and smartphones are compatible? (5) Smartphones and security.
- Form as many groups as topics you have created from the problem.
- Assign a topic for each table.
- Have teams share their opinions on each topic. Give think time.
- Have teams choose who presents their position on each topic to the class.
- Teams go around in a circle until everyone has participated in each topic.

Evaluation

In this class, Individual participation and cooperation in the group activities should be assessed. In each individual contribution, turn-taking in conversations, their pronunciation (appropriate Intonation, accurate word stress, clear articulation and appropriate speed in

speech), and their capacity to ask and answer questions and talk about past events using grammatical rules correctly are evaluated based on the rubric (see appendix C).
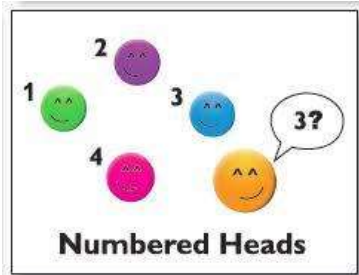
Alternative assessment

An oral presentation Likert scale sheet.

Duration

80 minutes

Numbered Heads

Numbered Heads Together

Session 12

Strategy 11: Numbered Heads Together

Objectives

To learn how to talk about food preferences and food qualities.

To learn how to use the discussion to come to a consensus.

Procedures

- Number off the students 1 through 6 (which may vary depending on the number of students in the class).

- Have the students of each number form teams to work together in groups.

- Pose some questions about a lesson already taught, for example, food preferences and food quantities.

- Give think and discussion time.

- Have students answer the question individually, then they share their answers with each other in the group.

- Ask them to reach a consensus.

- Every member of the group must know how to answer the question.

- Call on one student from each group to share their answer with the group.

Evaluation

Similar to the previous sessions, in this class individual participation and cooperation in the group activities should be evaluated. In the group discussion, the use of a wide vocabulary about food, their pronunciation (appropriate Intonation, accurate word stress, clear articulation and appropriate speed in speech), and their capacity to argue to express opinions,

experiences about food preferences and food qualities with grammatical corrections are evaluated based on the rubric (see appendix C).

Alternative assessment

A speaking test.

Duration

80 minutes

Numbered Heads Together

Session 13

Strategy 12: Going on vacation

Objectives

To learn to express their preferences when going on vacation

To learn how to persuade others to visit touristic places.

Procedures
- Ask the students what they prefer to do on vacation.
- Form teams according to their preferences to work together in groups.
- Ask the students to design strategies to persuade the rest of the class to go to their favorite places on vacations.
- Give enough time for searching, discussing and analyzing.
- Have students write a list of features of the places: food, places to visit, weather, to expose them to the rest of the class.
- Ask them to reach a consensus.
- Every member of each group must select a feature of the place to tell the class.
- Call on one student from each group to share their options to the class.
- Teams go around in a circle until everyone has participated in each topic.
- Promote further discussion, in which students share their opinions with the whole class.

Evaluation

Finally, coherence with the whole assessment approach used in this proposal, Individual participation and cooperation in the group activities are evaluated. In their individual participation, the use of a wide vocabulary about vacation, their pronunciation (appropriate Intonation, accurate word stress, clear articulation and appropriate speed in speech), and

capacity to argue, persuade, and express their opinions, experiences about vacation preferences with grammatical corrections are evaluated based on the rubric (see appendix C).

Alternative assessment

A performance interview and test

Duration

80 minutes

Session 14

Post-test: English oral fluency assessment

Objective

To perform individually three speaking tasks as part of the post-test, in which they have (1) to describe, (2) to ask and answer questions, and (3) to express their opinions.

Procedures

- At the end of the course, a post-test is administered individually in the classroom. The students are asked to do three speaking tasks in which they have (1) to describe, (2) to ask and answer questions, and (3) to express their opinions.
- They may not receive language assistance or any other recommendations from the teacher or from their classmates.
- The students may not talk to each other.
- The oral performance will be evaluated using the same rubric the same scale used for the pre-test (see appendix 3):
  - Poor: 1-2 points
  - Fair: 3-4 points
  - Good: 5-6 points
  - Very good: 7-8 points
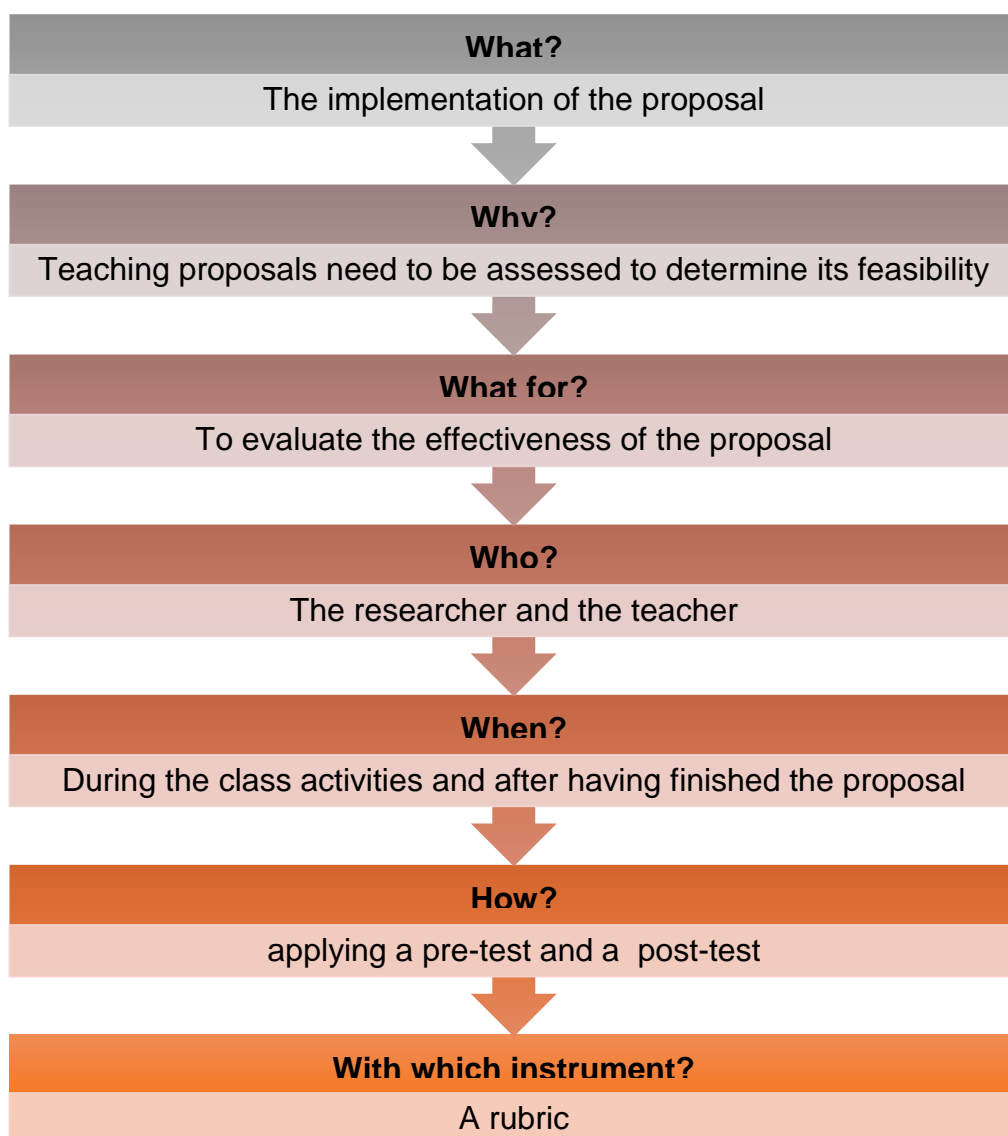 - Excellent: 9-10 points.

Duration:

80 minutes

6.9 Proposal Evaluation

To analyze the incidence of the use of cooperative learning strategies on the development of English oral fluency in a group of ninth grade students, the proposal must be assessed. Therefore, the following graph describes the evaluation by asking and answering some basic questions that could be considered in the assessment of the proposal:

Figure 19 Evaluation of the proposal

| **What?** |
| The implementation of the proposal |

| **Why?** |
| Teaching proposals need to be assessed to determine its feasibility |

| **What for?** |
| To evaluate the effectiveness of the proposal |

| **Who?** |
| The researcher and the teacher |

| **When?** |
| During the class activities and after having finished the proposal |

| **How?** |
| applying a pre-test and a post-test |

| **With which instrument?** |
| A rubric |

Elaborated by: Victoria Verdezoto (2019)
Source: Proposal

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APPENDIXES

Appendix A

TECHNICAL UNIVERSITY OF AMBATO

DIRECCION DE POSTGRADO
MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

OBSERVATION SHEET

Date: _____   **Time:** ___ _____
Group number: _____   **Group Task:**
_____

This observation sheet is to be completed during speaking group activities. This is intended to determine Ninth graders at Huachi Grande High School students' reaction towards the used technique (cooperative learning) regarding the development of English oral fluency.

Instructions: Observe students during group work and register all behaviors, practices expressions and attitudes of the students during the classes.

Table 3 Cooperative learning and speaking skills observation checklist

Cooperative learning and speaking skills observation checklist

	Indicators	Never 1-2	Rarely 3-4	Sometimes 5-6	Usually 7-8	Always 9-10	N/A 0
Classroom Interactions	ass organized in groups during the teaching activities?						
	groups divided properly?						
	Does the teacher use cooperative learning teaching strategies?						
	eaching activities adequate to work cooperatively?						
	group make decisions collaboratively?						
	tudents work cooperatively?						
	teacher provide support to the groups?						
	group provide support to its members?						
		Never 1-2	Rarely 3-4	Sometimes 5-6	Usually 7-8	Always 9-10	N/A 0
Oral Proficiency	Does the student start discussions?						
	Does the student have fluent oral interactions?						
	Does the student use words and phrases coherent to the situation?						
	Does the student understand when others speak English?						
	Does the student use a variety of appropriate vocabulary?						
	Does the student produce grammatically correct utterances?						

	Does the student speak at a reasonable speed?						
	Does the student pronounce well enough to be understood?						

Elaborated by: Verdezoto, Victoria,

Source: Based on Ocaña *(2018)*

TECHNICAL UNIVERSITY OF AMBATO

DIRECCION DE POSGRADO
MASTER PROGRAM OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

Student´s name: _____Class: _____
Date: _____

PRETEST

The following instrument will assess your speaking language proficiency in English about familiar topics, personal interest, experiences, events, and desires; justify their opinions and explain their future plans. The results of this instrument will help the researcher to determine the influence of cooperative learning in the development of the English oral fluency in Ninth graders at Huachi Grande High School.

SPEAKING TEST DIRECTIONS:

This is a speaking test. This test includes 3 tasks that will assess different aspects of your speaking performance. For each type of task, you will be given specific directions. It is to your advantage to express yourself the best you can. It is also important that you speak clearly and answer each question according to the directions. The speaking test takes about 30 minutes long and is divided into three parts:

Task	Instruction	Time	Evaluation Criteria
Task 1	Describe a picture	15 minutes	Grammar
Task 2	Answer the questions	15 minutes	Syntax
Task 3	Express an opinion	15 minutes	Vocabulary
			Language usage
			Cultural knowledge
			Conversation
			Pronunciation

Elaborated by: Verdezoto Victoria
Source: based on Ocaña *(2018)*
Task 1: Describe a picture

Directions: In this part of the test, the teacher organizes the class by groups of four. Look at the following picture and you will describe the picture by answering the questions, giving as much detail as you can.

Time: You will have 15 minutes to answer the questions about the picture

1. What do you see in the picture? (From the left to the right)

2. What are people doing? (Actions per person)

3. What day do you think it is and why?

4. What do you think the couple at the left talking about? (simulate a conversation)

Task 2: Answer the questions

Cities, food and traditions

Directions: The teacher divides the class into small groups. Students will read and answer the six questions. Listen carefully and try to speak as clearly as possible.

Time: you will have 15 minutes to answer the questions

- Do you like to travel?
- If you had the opportunity to go to another city, where would you go?
- What cities would you like to visit? Why?
- Which country would you like to live in?
- What`s your favorite food? Why?
- Do you know any other traditions, apart from your city or country?
- What are the main traditions in the United States?
- Which are the main cities in the USA?
- Which are their traditional foods?

Task 3: Express an opinion

Directions: In groups of 5, choose one of the following statements and express your agreement or disagreement.

Time: you will have 15 minutes to give your opinion.

1. Traveling by air is better than by land? Give your reasons.

2. Computers can substitute humans? Why?

3. Do you think television is good or bad? Why.

4. Do you think smoking is good? Give your reasons.

Elaborated by: Verdezoto, Victoria
Source: based on Ocaña *(2018)*

Appendix C

ASSESSMENT RUBRIC

Criteria	Tasks 1/2/3/	Poor 1-2	Fair 3-4	Good 5-6	Very good 7-8	Excellent 9-10
Grammar ● Applies appropriately grammatical rules ● Uses a wide vocabulary ● Attempts grammatical forms						
Syntax ● orders the words correctly ● Uses the SVO structure						
Vocabulary ● Uses words classes accordingly ● Distinguishes among the nine primary word class; Verb, noun, adjective, adverb, determinative, preposition, coordinator, subordinator.						
Language Usage ● Initiates and responds appropriately						
Cultural Knowledge ● Differentiates among other cultures and its own						

Conversation						
● Maintains and develops interactions						
Pronunciation ● pronounces intelligibly ● Uses appropriate Intonation ● Places accurately word stress ● Articulates clearly ● Uses an appropriate speed in speech ● Maintains a speed according to the topic						

GROUP NAMES: _____

Source: Adapted from UCLES (2008)