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THEME: “COOPERATIVE LEARNING ACTIVITIES TO
IMPROVE ORAL PRODUCTION”

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DEDICATORY

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AUTHOR: Licenciada María Cristina Chicaiza Pimboza

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ABSTRACT

Teaching English as a foreign language has become essential in Education due to a globalized world where everything is interconnected and interrelated. For this reason, research-based studies on English Language Teaching should increase in order to foster the development of communicative skills, and thus specifically the oral production. The present research aims to determine the influence of Cooperative Learning Activities and the oral production of EFL students at Los Andes High School in Pillaro, Tungurahua. To accomplish the purpose of the study, the researcher took a sample of 51 students divided into the control (25) and the experimental group (26) from Eight grade of Basic Education. The researcher used a quantitative approach with a quasi-experimental design. A pre and Post-test was applied based on the Key English speaking practice test from Cambridge ESOL to both groups, the experimental and the control group. There were five interventions to apply the experimentation with cooperative learning activities in the English Class. The lesson plans were designed with effective stages of Lead-in, procedure and consolidation which contributed to the development of the oral production in the EFL classroom. The quantitative approach involved numerical measurement and statistical analysis in verifying the hypotheses. Furthermore, the virtual sessions were conducted through the Zoom App due to the COVID-19 Pandemic. Moreover, the SPSS software was used to analyze the data and verify the hypothesis through the T-student statistic tool. The obtained results showed that cooperative learning activities improve eighth-grade students' oral production

significantly and the alternative hypothesis was accepted. In conclusion, the researcher found that students improved their level of verbal output in the posttest, demonstrating that the activities based on cooperative learning are practical for EFL students. The researcher recommended applying a planning design that focuses on improving oral production using cooperative learning activities.

Keywords: Activities, communicative competence, cooperative, fluency, interaction, learning, oral production, planning, strategies, vocabulary.

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AUTORA: Licenciada María Cristina Chicaiza Pimboza

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LÍNEA DE INVESTIGACIÓN: Métodos y medios de enseñanza

FECHA: 27 de marzo de 2022

RESUMEN EJECUTIVO

La enseñanza del inglés como lengua extranjera se ha convertido en algo esencial en la Educación debido a un mundo globalizado en el que todo está interconectado e interrelacionado. Por esta razón, los estudios basados en la investigación sobre la enseñanza del inglés deben incrementarse para fomentar el desarrollo de las habilidades comunicativas y, por tanto, específicamente la producción oral. La presente investigación tiene como objetivo determinar la influencia de las Actividades de Aprendizaje Cooperativo y la producción oral de los estudiantes de EFL del Colegio Los Andes de Pillaro, Tungurahua. Para cumplir con el propósito del estudio, el investigador tomó una muestra de 51 estudiantes divididos en el grupo control (25) y el grupo experimental (26) de Octavo grado de Educación Básica. El investigador utilizó un enfoque cuantitativo con un diseño cuasiexperimental. Se aplicó un pre y post-test basado en la prueba de práctica de inglés clave de Cambridge ESOL a ambos grupos, el experimental y el de control. Hubo cinco intervenciones para aplicar la experimentación con actividades de aprendizaje cooperativo en la clase de inglés. Los planes de clase fueron diseñados con etapas efectivas de Lead-in, procedimiento y consolidación que contribuyeron al desarrollo de la producción oral en el aula de EFL. El enfoque cuantitativo implicó la medición numérica y el análisis estadístico para verificar las hipótesis. Además, las sesiones virtuales se realizaron a través de la aplicación Zoom debido a la pandemia de COVID-19. Además, se utilizó el software SPSS para analizar los datos y verificar la hipótesis a través de la herramienta estadística T-student. Los resultados obtenidos mostraron que las actividades de

aprendizaje cooperativo mejoran significativamente la producción oral de los estudiantes de octavo grado y se aceptó la hipótesis alternativa. En conclusión, el investigador encontró que los estudiantes mejoraron su nivel de producción verbal en el posttest, demostrando que las actividades basadas en el aprendizaje cooperativo son prácticas para los estudiantes de EFL. El investigador recomendó aplicar un diseño de planificación centrado en la mejora de la producción oral mediante actividades de aprendizaje cooperativo.

Descriptor: Actividades, competencia comunicativa, cooperativa, fluidez, interacción, aprendizaje, producción oral, planificación, estrategias, vocabulario.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

More and more people are dedicating time to studying English as a foreign or second language. Many countries include English subjects in their school syllabus, and children are starting to learn English at a younger age. Whether looking for a new job or planning to travel the world, studying English can guarantee people's progress in life, both personally and professionally, as has been confirmed by Muratovna (2020).

Undoubtedly, speaking English as a second language is one of the most important skills people need to develop to communicate effectively in different geographical and socio-cultural environments. However, as speaking is one of the essential skills, it is also one of the most complicated to develop. In Latin America, English Language Learning (ELL) is deficient. Especially in countries like Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Panama, Peru, and Uruguay (Cronquist & Fiszbein, 2017). Besides, to improve oral production in speaking English as a second language, it is necessary to carry out certain cooperative learning activities.

In Ecuador, the Minister of Education, Monserrat Creamer, has recognized in an interview with PRIMICIAS that there are two specific problems: 1) the lack of teachers in the area and 2) the lack of necessary knowledge to prepare students well. Similarly, Ricardo Restrepo, director of the Education Observatory of the National University of Education (UNAE), said that - according to the EF English Proficiency Index 2019 exam, applied to Ecuadorian teachers - of the 9,624 English teachers who belong to the teaching profession only five have a C1 level (advanced). Another 2,715-reach level B2 (intermediate), and 6,904 know with a group ranging from elementary to low or medium (A1-B1).

Designing cooperative learning activities at Unidad Educativa Los Andes is necessary to improve students' oral production. Teachers' perception is that students find it either challenging to speak in public, shy or lacking fluency in pronouncing some words. In addition, the implementation of cooperative learning activities will improve students'

attitudes toward English-speaking and will help solve problems they have along the learning process. Moreover, students will feel motivated to develop communicative skills in virtual sessions through the interactive activity's teachers plan to promote a cooperative learning environment.

As is well known, the crisis caused by the COVID-19 pandemic has had repercussions in all areas, especially in education. The educational system has been the most affected by the difficulties of managing a class in a "normal" way. Tele-education has not been able to provide the same opportunities as face-to-face education for communication and knowledge. It was missing to search for interactive resources that allow getting back and reinforcing the English language's communicative development.

1.2 Justification

Given that English has become a necessity in today's society, fostering global communication and, in a way, allowing students to have access to a greater sense of well-being in later levels of their education, it is necessary to state that Cooperative learning activities in a second language are **essential**. It allows students to become actively involved through peer interaction, establish varied groups for social integration, and as a result, promote independent learning and foster students' independency to learn for themselves.

The main **impact** of cooperative learning activities in teaching a second language is to develop the student's communicative competence, which means that learners can transmit thoughts, feelings, and emotions, and those students learn to use language to integrate into society. In addition, cooperative learning motivated students to pursue common goals. It encouraged them to care more for others and allowed them to develop skills and cooperate on matters of common interest, facilitating the development of the ability to write clearly and, as a result, the ability to communicate fluently orally, to overcome their fear of public speaking.

Moreover, the research is feasible because it has the permission of the institution's authorities, and it also has the necessary resources to develop the application of the study of cooperative learning activities the oral production.

The current study is **innovative** because cooperative learning activities have not been implemented to develop the English language production in students from the eighth year of Superior Basic Education at Los Andes High School before.

In conclusion, in this research, its direct **beneficiaries** are the eighth-grade students of the Los Andes High School in Píllaro. Through the application of cooperative learning activities in the classroom, they developed fluent oral production in the second language. In addition, the teachers changed their strategies and teaching methods to achieve excellent academic performance in the students. This allowed contributing to the change in the classroom as an innovative means of teaching.

1.3. Objectives

1.3.1. General

To determine the influence of cooperative learning activities and the oral production of EFL students.

1.3.2. Specific objectives

- To analyze the cooperative learning activities to develop English oral production.
- To identify the level of English oral production in the study participants.
- To assess the effects of the intervention on the development of the cooperative learning activities in oral production.

CHAPTER II

RESEARCH BACKGROUND

Several vital papers were gathered from a range of sources, including Google Scholar, university repositories, and digital books, including strong arguments supporting this research.

The research paper carried out by Alrayah (2018) examined the effectiveness of cooperative learning activities in enhancing EFL learners' fluency. The researcher has used the descriptive approach, recorded interviews for testing fluency as data collection tools, and the software program SPSS as a tool for the statistical treatment of data. The research sample consists of (48) first year-students studying the English language in the Faculty of Education at Omdurman Islamic University-Sudan. The students were divided into experimental and control groups for the requirement of the research paper. The most critical result indicates a statistically significant correlation between the Cooperative Learning activities and the improvement of EFL learners' oral fluency speaking. The most vital recommendation addresses the concerned authorities to train EFL teachers in the use of Cooperative Learning activities in the teaching/learning process to generalize their use in the various institutions where the English language is studied.

The second research is "The analysis included qualitative and quantitative methods. An experimental design was adopted in this study. The participants were 81 Students in the ninth year of primary education at "Huachi Grande" High School in Ambato. The information was gathered through observation and the administration of a pre-and post-test. The findings showed that cooperative learning practices helped improve fluency and speaking skills. Most students improved in language elements such as grammar, syntactic rule correctness, vocabulary selection, language use, cultural knowledge, dialogue, and fluency.

The third research that supports this was done by Echeverria (2021), entitled a review of the state of the art of Cooperative learning activities using virtual environments for developing English oral production. The participants in the study were English language university students. To gather data using field research instruments that allow

identifying the issues that inhibit first-year English students and teachers from producing oral sound output. With this data, the most acceptable Cooperative learning activities for using in virtual settings that draw university students' attention to improving their oral production and allow professors to stimulate their students' enthusiasm in improving their speech are identified. As a result, a didactic guide for use in the first levels of English language training on virtual learning environments is proposed, focusing on selected Cooperative learning activities such as Think-pair-share, The fishbowl, and Numbered heads, with various activities that allow teacher-student collaboration.

Hassan (2018) stated that this study is to see how successful cooperative learning activities are at improving EFL learners' fluency. The researcher employed the descriptive technique of taped interviews for fluency testing and the software package SPSS for statistical treatment of data as data gathering tools. The research sample comprises (48) first-year students studying the English language at Omdurman Islamic University in Sudan's Faculty of Education. The students were divided into experimental and control groups for the research paper. The experimental group's program lasted a month, during which time they received a lot of practice through Cooperative Learning exercises to improve their fluency. The most important finding shows a statistically significant link between Cooperative Learning activities and the improvement of EFL students' oral fluency. The most effective advice is for competent authorities to train EFL teachers in the use of Cooperative Learning activities in the teaching/learning process to ensure that they are used in all institutions where English is studied (2018).

The last research developed by Ayman and Mohammad (2016) entitled "The impact of open discussion sessions on enhancing the oral communicative abilities of Saudi English language majors at Buraydah Community College," The purpose of this study was to determine English language speaking skills needs and to explore the impact of employing open discussion (Communicative Learning) sessions as extra activities to build oral communicative abilities (Oral fluency) in 35 students. To collect data, the qual-quantitative technique was utilized, surveys questionnaires, semi-structured interviews, and a pre-post assessment of speaking skills. The study identified the need to increase English speaking skills, and post-test speaking results demonstrated that

students' speaking abilities improved due to the utilization of open discussion sessions. This research developed a framework with approaches and procedures to assist teachers in teaching speaking abilities.

LITERATURE REVIEW

The following section of this research project develops the theoretical support of the study; in addition, it shows a summary of the main concepts and definitions for the most relevant topics. Moreover, it provides scientific evidence for applying cooperative activities to improve oral production in the participants.

Independent variable framework

2.1 Language Teaching Methodology

Teachers are taught pedagogical ideas and practices which they then apply in the classroom. The role of professors and students is rarely explored and questioned. Despite efforts to promote learner development, freedom, and even autonomous learning, the majority of classroom settings still favor the teacher. This is not meant to be a critique; rather, it is a report of truth based on multiple observational studies. Traditional methods guarantee security for all the people who are involved. Teachers with a wide range of knowledge and skills, on the other hand, will be able to tailor their approach to suit people, specific groups and settings, resulting in the richest learning environment.

It is also difficult to assess the quality of language learning. Language is neither a body of knowledge nor a series of facts that can be memorized for test and examination purposes. It is a natural capacity that thrives in a communicative atmosphere, there are different degrees of competencies that can be measured but each language performance will be unique.

Language Teaching methodology has progressed from being based on dogmatic views about the only good way to teach a language to being based on understanding of second language acquisition processes and the dynamics of the language classroom. Richards (2009) in his book *Methodology in Language Teaching* seeks to show how different

conceptions of teaching in recent history of language teaching have led to different understandings of the essential skills of teachers and to different approaches to teacher training and development.

Science-research conceptions of teaching tries to find and develop teaching methods from applications of research and see improvements in teaching. In that sense, Brown (2009) define method in ELT as an overall plan for systematic presentation of the language based on a selected approach and techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well. Thus, these three elements: approach, method and technique are used interchangeably

2.2 Teaching strategies

Teaching strategies are defined as methods that teachers use to deliver instructions and class material in a way that keeps students engaged and fosters skills. Depending on the topic, grade level, class size, and classroom resources, a teacher may use a variety of teaching styles to fulfill teaching and learning goals and support different types of pupils, a variety of instructional activities are used. Teachers may, for example, choose tactics adapted to English-language learners, and students with learning disabilities according to the student's needs and the course's objectives.

Instructors can also choose classroom exercises based on their teaching methods, such as differentiated education using strategies such as problem-solving, think-pair-share, tic-tac-toe, etc. to promote thinking and discussions individually or in-group activities for an active learning framework.

Ayua (2017) establishes that the teacher's real effectiveness involves knowledge of what to teach, how to teach it, when it should be taught, who is to be taught, why it is taught and even where to teach it. It means that teaching is more than doing. Students present different intelligence, attitudes, interest, motivations, and needs, among others. For that reason, it is of vital importance that the teacher applies good and effective teaching strategies.

The discovery of certain behaviors that aid good teaching and learning is a critical issue in teaching. Teaching strategies are positive behaviors that help students learn

more effectively. As a result, a teaching strategy is an educational methodology, method, or plan of classroom actions or interactions aimed at specified teaching/learning objectives.

Some of the most effective teaching strategies include the active participation of the students. Ayua (2017) outlines six strategies of how a lesson should be delivered.

- Set induction
- Use of Examples
- Planned repetition
- Stimulus variation
- Using questions effectively
- Closure (Summarizing)

Undoubtedly, the success of education is correlated with the effectiveness of instruction delivery which involves appropriate teaching strategies based on students' needs. It requires an inner commitment by the teacher who is the main subject of the teaching-learning process.

2.3 Cooperative Learning

Cooperative learning has become an important teaching tool to be implemented in any educational context. It is acclaimed by some researchers worldwide to empower the understanding of English as a foreign language. One of the studies that support this project is the impact of the cooperative learning approach on the development of EFL learners' speaking fluency carried out by Namaziandost, Homayouni, and Rahmani (2020). The research included three groups of learners. The initial assessment revealed that the three groups had similar levels of language ability. The first group used the numbered heads method, the second employed Think-pair-share activities, and the third used the teacher-centered style. For eight weeks, everyone worked. The evaluation results revealed that the groups who used cooperative learning strategies improved their speaking fluency (Gjergo, 2011).

The following research paper examines the effectiveness of cooperative learning activities in enhancing EFL learners' fluency. The designed course contributes to EFL learners' communicative competencies no matter what level they were. In addition, the observation process was significant at the beginning of the implementation because most students did not

participate in class, not because they did not know or understand. Still, they felt afraid of being judged for making mistakes.

The researcher has used the descriptive approach, recorded interviews for testing fluency as data collection tools, and the software program SPSS as a tool for the statistical treatment of data. The research sample consists of (48) first year-students studying the English language in the Faculty of Education at Omdurman Islamic University-Sudan. The students were divided into experimental and control groups for the requirement of the research paper. The program of the experimental group lasted for a whole month in which much practice was conducted through the Cooperative Learning activities for enhancing the experimental group's fluency. The most crucial result indicates a statistically significant correlation between the Cooperative Learning activities and the improvement of EFL learners' oral fluency speaking. The most critical recommendation addresses the concerned authorities to train EFL teachers in the use of Cooperative Learning activities in the teaching/learning process for furnishing to generalize their use in the various institutions where the English language is studied (Hassan, 2018).

Elements of Cooperative Learning

There are five essential elements that teachers must explicitly incorporate into each class to achieve the goals expected from working cooperatively (Lobato, cited by Astudillo & Guzmán, 2021, p.22).

1. Positive interdependence: It refers to the students 'achievement of both individual and group objectives. The individual feels satisfaction as long as the whole group succeeds.
2. Individual and group responsibility: Each group member is aware of their tasks; therefore, each one is responsible for their fulfillment.
3. Motivational interaction: Students promote the group's success by helping, supporting, and encouraging each other's efforts.
4. Interpersonal and team skills: Group members must listen actively and motivate each other.
5. Group and individual evaluation: Group members should feel confident to express their opinions, discuss the progress of their tasks, and finally, self-evaluate their work.

Abdelaziz and Nariman (2019) stated that university researchers and educationists are always looking for the best teaching methods and techniques to provide the best results. Some of them were adopted to achieve a better manipulation of foreign

languages. Their study suggests a teaching technique, cooperative learning--which is believed to be helpful for both English language teachers and learners to achieve the objectives and overcome some learning obstacles. Collaborative learning has been proven effective in improving and reinforcing the learners' speaking skills.

Numerous cooperative learning methods have been generated and implemented in the EFL classroom. Educators made noticeable efforts in determining the most beneficial practice in language teaching and learning. These methods can be traced back to centuries ago as they were founded to promote the learners' motivation, attitudes, and academic achievements. Along the way, these strategies embedded the principles of cooperative learning. Full-time or periodical teachers can select the most appropriate one according to the importance of the topic and students' academic level. "The widespread use of cooperative learning is due to multiple factors. Three of the most important are that cooperative learning is based on theory, validated by research, and operationalized into clear procedures educators can use" (Johnson, Johnson, & Stanne, 2000, p.2)

Cooperative Learning Activities

Nowadays, most teachers research methodologies or techniques to improve learning in their classrooms. Hence, cooperative work emerges as one of the latest learning techniques from the communicative approach to language teaching (W. Johnson & T. Johnson, 2019). Collaborative learning refers to a situation where a group of students learns or tries to learn something together. So, the traditional relationship between teachers and students changes to let learners work together as a group to look for understanding, meaning, or learning solutions.

The Learning Together activity of cooperative learning mainly focuses on guidance to make students independent learners, individual accountability, and face-to-face interaction to build positive skills in group work activities. Each student's success also means the team members' success due to the shared goals and the complementary roles they demonstrate in each assignment. So cooperative learning goes beyond only grouping students (Berzener & Deneme, 2021).

A Group Investigation learning activity is one of the cooperative learning activities that entails giving students a subject matter or topic and having them study and research the issue to subsequently share what they have learned with the other members of the group. This model is student-oriented and prepares them to become information experts by s applying high-level thinking and communication skills. It fosters the spirit of teamwork as they develop creativity in each assignment. (Achmad et al., 2018).

Jigsaw is a type of cooperative learning where heterogeneous groups are created. Each member of the group is responsible for mastering part of the assigned material to teach to the other members of their group. This activity develops the fault for their learning and others' learning. According to Neno and Erfiani (2018), Jigsaw has several benefits when applied in the EFL classroom. Some of them are improving class dynamics and building engagement through peer learning and equal participation, as well as empowering individual expertise to contribute to the jigsaw group. In the same way, learners become respectful of the possible disagreements that might occur in group work and make intelligent decisions for the group's success.

Round Table: Unlike the previous methods, the latter focuses on the content, encourages teamwork, and includes writing skills. The teacher poses questions that have different answers. One student of each group writes his answer on a piece of paper and passes it counterclockwise to the others. Once the entire student writes their answers, the group with the correct responses wins the challenge (Arif, 2021).

Shenoy, et al. (2020) developed a study in India during confinement when the educational area experimented significantly changed. Teachers had to adjust technology to be in contact with students and reduce the time of every virtual class. Teaching had to redefine their objectives and methodologies to face the particular needs.

Their paper aimed to understand the technology adoption, teaching and learning process, student engagement, and faculty experience towards virtual classrooms during Lockdown due to COVID 19, India. Inductive reasoning is used in this study, and qualitative research methods are used to collect the data. The study's finding

suggests that during the lockdown period, faculty have undergone the process of technology adoption, and students are involved with various online modes of learning. There was lots of fear, anxiety, and consciousness among students and faculty regarding COVID 19. The emotions and perceptions of faculty towards the usage of technology and experience are different for different users. Even though COVID 19 has created cognitive dissonance in students' and faculty minds towards various situations they have faced in their day-to-day life in association with the society, family, and teaching and learning (p.698)

2.4. Dependent Variable Framework

2.4.1 Foreign Language

To understand what foreign language is, it is required to understand what language is. According to the RAE dictionary, language is defined as the group of articulated sound used as mean of communication to express what is thought and felt. Language can be used in signs or words. Those elements form language, which is a way of expression and belongs to a community (Bordon, 2019). Language can be classified in three main types: mother tongue (L1), foreign language or second language (Crystal, 2003).

Mother tongue or also known as L1 is the first language a person acquires in a natural way as a result of the parent's intervention in guiding and providing a child with the environment to make him speak and learn the language. On the other hand, second language refers to the language a person is exposed in another country. For example, an Ecuadorian living in the United States uses English a second Language.

A language is considered foreign in a social context and it is completely different from mother tongue or L1. Foreign Language is not used in daily life and it is not considered official (Adams, 2019). This is a clear example in the Ecuadorian context. The official language is Spanish but English language is taught as a foreign language.

2.4.2 Language skills

To be competent in any language, it is required to domain the four main skills: reading, writing, listening and speaking, being the last one the most used in the daily life of a

human being (Gower et. Al, 2005). They are classified in two main dimensions: productive skills which include speaking and writing, and the receptive skills, reading and listening. Each productive skill has its specific skill due to the relationship between them. The listening skills are strongly related with the speaking skills, and at the same time, reading skills are related with writing. It is worth to mention that the within these skills, the non-verbal communication skills are found. They are the gestures, facial expressions and the visual communication.

Auditory abilities involve the ability to be able to respond to language, but not produce it. This ability encompasses the human ability to find the meaning of sounds that have meaning in a given language, these sounds can only be understood when they are in context, have appropriate language and related to the knowledge of the world of an individual or individuals who are immersed in the communication process.

On the other hand, reading is a skill very similar to listening skills because both are receptive, therefore, comprehension is essential. Reading is the human ability to understand, comprehend and assimilate a written text, for which the individual must understand the language at the level of words, sentences and finally as a complete text itself, in order to be able to interpret its message.

Unlike the two skills previously described, speech refers to the production of language through the vocal apparatus, a process that requires the use of various linguistic structures understandable by both the sender and the receiver. At the time that this skill occurs, human beings perform a large number of activities, for example: answering questions, using correct intonation both in words and in affirmative, negative and positive sentences, interrupting other people, paraphrasing, pronouncing words, among other additional activities.

The last skill to describe is writing, which, like speech, involves the production of understandable language with the difference that it is done in writing, as its name indicates, and not orally. For this ability to occur, human beings must be able to form letters and words, put them together and create sentences and a series of structures that, when combined, form a text, which always has a message (Spratt, Pulverness, & Williams, 2011).

Depending on the socio-cultural reality of a community of speakers, the process of learning and mastering the four skills of the mother tongue (L1) and the foreign language (L2) may be different.

In Latin American countries such as Ecuador, people commonly learn a foreign language, in most cases the English language, in the classroom, where there are different cognitive conditions depending on the age of the individual. Therefore, learning occurs in different ways, for example, when a baby learns his L1 he does so at the same time as the rest of cognitive skills (mental processes that encompass the ability to think, understand and learn). On the other hand, L2 learning occurs when the individual has already developed certain brain capacities. These two different types of language development are called acquisition and learning, respectively, where the former occurs unconsciously and the latter consciously (Spratt et al, 2011).

When language is acquired, the abilities have a common order of appearance in the human being. Generally, the first skill that is learned is the listening capacity, later the human being learns to speak. In the event that said individual has access to education, reading and writing skills are learned simultaneously (Aydin, Eric, 2012).

2.4.3 Productive Skills

Writing is fundamental to the development of civilization and humanity as we know it, and this despite not being a completely necessary language skill, because many people can communicate without it. This skill is directly related to reading because it presupposes the other. In other words, if there is no reading, there is no writing. Therefore, it is necessary to delve into the concepts of reading in order to understand their respective productive skills.

The objective of reading is mainly to increase knowledge of the world, which is why it is a basic factor for learning in general for any individual (Rodríguez & Lager, 2003). Additionally, it seeks passive language learning in aspects such as vocabulary, grammar and language use. Based on these objectives, reading can be classified into two types: Intensive, Reading (Intensive Reading) and Extensive Reading (Extensive Reading).

Intensive Reading: Also known as "Narrow Reading" or limited reading, it focuses on grammatical forms, connecting words, and other superficial aspects of the structure of a text with the goal of understanding the literal meaning, implications and rhetorical relationships of the same (Brown & Abeywickrama, 2010). Intensive reading is usually done in academic contexts such as the classroom, and is led by a teacher.

Extensive Reading: This type of reading is characterized by seeking general understanding of a text, usually when a person reads large amounts of written material of interest. This reader ignores unknown words and grammatical structures (Long & Richards, 1987). In the classroom, this type of reading is used as a distraction or recreation activity.

The reader can find six types of texts: miscellaneous, letters, journalistic, reference, technical and literary (Bordón, 2002). It was previously alluded to that one of the objectives of reading is the passive learning of the use of language, which is transformed into writing. It implies mastery of a series of cognitive skills by an individual so that he can perform it effectively.

Writing is a non-spontaneous form of communication in relation to speech, several complex skills and a vast knowledge of the use of language are necessary for an individual to write competently and adequately. Anyone who wants to improve their writing skills must read a large number of texts with different genres and characteristics, this in turn leads to the improvement of oral skills (Sharwood Smith, 1976).

Previously it was indicated that writing is not completely necessary to be able to communicate, however, this fact has changed over the years and technological advance, which has proliferated the ways of "digital" writing through text messages, emails, blogs, forums among others. These modern forms of written communication are every day for an average human being, a fact that did not occur in the Middle Ages where writing was a privilege of the bourgeoisie and powerful families who had access to education. Consequently, it can be noted that the written skill in the language has gained importance.

Just as in reading, writing has different genres or classes, which must be studied by foreign language learners if a high level of standardization is sought. Three main categories of writing can be distinguished:

Academic Writing: Includes all kinds of reports related to subjects, essays, compositions, journals with an academic focus, short answer tests, theses and dissertations among others.

- **Work-related writing:** In this category you can find text messages, letters, e-mails, memos, evaluation reports, schedules, labels, symbols, announcements, advertisements, manuals, among others.

- **Personal writing:** Invitation letters, e-mails, messages, notes, calendars, personal diaries, shopping lists, reminders, financial documents, forms, questionnaires, stories, and literature in general (Brown & Abeywickrama, 2010).

Writing encompasses many skills that must be developed by students of a foreign language, which can be subdivided into 5 sub-skills and 7 macro skills (Brown, 2007).

The writing sub-skills are:

- Production of graphemes and orthographic patterns of the language.
- Writing production at an efficient speed that suits the purpose.
- Production of an acceptable base of words and appropriate use of order patterns in the language.
- Acceptable use of grammatical systems.
- Ability to express an idea with different grammatical structures.

The macro writing skills are:

- Use of elements of cohesion in the forms of written language.
- Use rhetorical forms of language.
- Comply appropriately with the communicative functions of a text according to form and purpose.

Communicate connections and links between events in order to convey the main idea, secondary idea, new information, generalizations, and exemplification.

- Distinguish between literal and implicit meaning of a text.

- Communicate correctly the specific cultural references of a written composition in context.

- Develop and use a set of writing strategies such as the adequate interpretation of the reader's perceptions, the use of elements related to pre-writing, writing fluency in the first draft, the use of paraphrases and synonyms, among others.

With the aim of teaching writing in foreign languages, several approaches have been developed, but the following can be highlighted:

- The Controlled-to-Free Approach: begins the teaching of writing in the foreign language with an initial emphasis on grammar, syntax, use of language, later, after having mastered all these aspects of language, work is done on extensive and free compositions.

- The Freewriting Approach: its main emphasis is based on avoiding the correction of grammatical and vocabulary errors, to encourage fluid communication in writing. Those who defend this method argue that grammatical precision will develop over time.

- The Pattern-Paragraph Approach: Based on the analysis, monitoring and imitation of text models. Organization and standardization are vital for teaching (Scott, 1996).

Speech together with hearing abilities are essential language skills for an average human being, and the aforementioned receptive skill has a very close relationship in the development of speech or oral skills (Dominguez, 2008). In fact, many foreign language teaching programs can be found under the name of "Listening-Speaking Development", Development of listening skills and speech in Spanish (Brown, 2007).

Speaking skill is the innate ability of the human being to produce understandable sounds in order to convey ideas and has several important characteristics:

- For most learners of a foreign language, oral skills are the most important for the correct development of said language.

- Oral skills have purely practical uses in relation to other skills.

- In the teaching of a foreign language, the opportunities to practice speaking depend on various extrinsic factors such as the socio-cultural reality of a country or even its geographical position in relation to others.

- Achieving a good mastery of this skill implies several difficulties for the learner because this requires absolute control of a series of sub-skills and macro-skills (Peris, 1991).

The macro skills and sub-skills of oral skills are essential and must be developed in the teaching-learning process through different types of strategies. These skills are the following:

Sub-skills:

- Produce portions of language of varied extensions.
- Orally produce the differences between all the sounds of the English language.
- Produce stress patterns in words, sentences, among others.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units, words, to meet pragmatic purposes.
- Produce fluent language at different speeds.
- Monitor own oral production and use various strategic elements such as pauses, fill-ins, self-correction and others to stimulate the clarity of the message.
- Use word types (nouns, verbs, etc.), systems (tense, pluralization, etc.), word order, patterns, rules, and elliptical forms of speech.
- Produce speech in natural contexts; with appropriate phrases, pause groups, breathing and sentences.
- Express a particular meaning with different grammatical forms.

Macro skills:

- Use elements of cohesion in speech.
- Fulfill competently the communicative functions according to the situations, participants and purposes.
- Use appropriate sociolinguistic elements in direct conversations.

Convey connections and links between events and communicate those relationships such as main idea, supporting ideas, new information, given information, generalization, and exemplification.

- Use gestures, body language, and other types of non-verbal communication to efficiently convey the message.

- Develop and use a series of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting words, and ensuring understanding (Brown, 2007).

2.4.4 Oral production

Communicating in a foreign language is a complicated procedure involving academic comprehension of the target language, repetition of expression, and configuration recovery from memory. Nevertheless, understanding to speak a second language is also inspired by language philosophy closely related to the target language and culture and the societal perspective encompassing a human being. The Japanese occasionally consider speaking simpler than listening because they were able to determine the flow of the dialogue, whereas Finns thought of English oral production as the most difficult (Paaki, 2020)

2.4.5 Oral production elements

In addition, Andrade (2019) stated that the present research is based on cooperative learning in the development of English-speaking fluency development. Considering the students' English levels as determined by the Universidad Technical de Cotopaxi's language center, group work activities are suggested to enable students to create the language verbally without fear of making mistakes. Furthermore, utilizing this teaching style gave them the confidence, trust, and support they needed to achieve their own goals while also improving their linguistic abilities, social skills, and English language usage. The implementation of dynamic activities in class demonstrated the students' ability to solve difficulties among themselves while working and learning together, fostering mutual respect and cooperation. This study was carried out through a survey, then assessed using the Cronbach Alfa. A pretest and posttest were also used at the start of the semester and following the adoption of cooperative learning activities, which helped students work in groups and communicate more effectively with their classmates.

Micro skills of oral production

The micro-skills of oral expression are based on recognizing and selecting, the first must segment the artistic chain into the units that compose it: sounds and words, the article, the verb pronoun, combination of pronouns. Etc. and the second must select the relevant words of a speech, knowing how to group the various elements into higher and more significant units. (Boquete, 2009)

The micro-skills within oral production are based on elements, skills and abilities.

The training skills of oral expression consist of three elements: segmental and suprasegmentally such as articulation, accent, and intonation; then the ability to handle formal registers such as the adequacy and treatment of information and finally the discursive elements.

Articulation

It refers to making sounds with coordinated movements of the lips, tongue, teeth, palate (top of the mouth) and respiratory system (lungs). There are also many different nerves and muscles used for speech.

Accent

In speaking, an accent can be identified as the style of pronunciation, often varying regionally or even socioeconomically.

Intonation

It refers to the use of changing (rising or falling) vocal pitch to convey grammatical information or personal attitude. It is important in expression questions in spoken English.

Fluency

Fluency is defined as the ability to produce the language quickly, accurately, and with proper expression, intonation, and pronunciation. It helps us better understand a text through basic components. (Dominguez M, 2016)

Pronunciation

Phonetics: It is an interdisciplinary science that studies the sounds involved in human communication; tends to deal especially with isolated sounds and in contact, generally disregards speech as a whole, and relies on its writing.

Pronunciation: Pronunciation is the production and perception of sounds, stress and intonation, and pronunciation is the production and perception of speech.

Classification of Oral production

The Council of Europe distinguishes three types of oral production

- Oral production (Speaking) refers to the creation of an oral text for one or more listeners, such as providing information to a crowd in a public address. This could be reading aloud printed pieces, speaking from notes, acting out a scene, spontaneous speaking improvisations, or singing a song.
- Spoken interaction is defined as when a language user alternates between speaking and listening with one or more interlocutors in order to produce conversational discourse together through the negotiation of meaning. During interactions, reception and production tactics are constantly used. There are also discourse and cooperation tactics for managing cooperation and interactions, such as turn-taking and turn-giving. Conversation, debate, interview, and negotiation are all examples of interactive activities.
- Oral mediation refers to when a language user does not convey his or her own meanings but instead “acts as an intermediary between interlocutors who are unable to understand each other directly—normally to speakers of different languages” (Council of Europe, 2001, p. 87). Examples of mediating activities include spoken interpretation or summarizing and paraphrasing texts.

Both strong listeners and good speakers are required for a successful discourse. The transactional aspect is defined by Brown & Yule (2001) as the conveyance of information, whereas the interactional aspect is defined as the crucial aspect for maintaining social relationships. Given that the ability to provide an uninterrupted oral

discourse differs from communicating with one or more speakers, this statement is easily related to Nunan's (1993) difference between monologue and conversation. Any speaker can use language in an interactive manner in everyday situations. This refers to a conversation. Even a native speaker must be trained and must devote time to practice and preparation when giving an oral presentation, so a language also needs time to produce the language effectively.

Something that must be addressed and considered is that the learners' oral performance needs time and collaboration between the student and the teacher, as well as attitudinal improvements from both of them. According to Brown & Yule (2001), teachers should be aware that simply teaching a student to do short turns will not immediately result in him or her being able to make long turns. Although it may appear fashionable in language teaching to focus on the forms and purposes of short turns, we must keep in mind that students who can only produce guided utterances may become frustrated when attempting to speak. The difficulty for teachers is to avoid annoying or overburdening learning approaches. In this regard, the Cooperative learning activities become useful in the EFL classroom.

CHAPTER III

METHODOLOGY

This research analyzed how cooperative learning activities improve Oral production in the eighth-grade students at Unidad Educativa Los Andes in 2021-2022.

3.1. Location

The study was carried out in Los Andes School, located in Tungurahua – Ecuador, in an urban area of Píllaro, and it is a public institution. Furthermore, the institution is extensive, with 1,028 students ranging from eighth EGB to third Bachillerato. It was tested on 51 pupils in upper primary school in the eighth grade. To select the students for experimentation, the entire group of 8th “E” belongs to the control group and the 8th “E” for the experimental group. Their age range is between eleven and twelve. Furthermore, the socio-economic situation of the families in the school is supported by farming activities in the best of cases; a small percentage of the population has contracted jobs in private companies, where the salary is less than the basic one established by the government. Because of their economic situation, the educational conditions of the students are inferior as well as their learning because they do not have enough tools such as; access to technological resources to reinforce their knowledge.

3.2. Materials and equipment

The pre-test and post-test instruments were taken from the Cambridge standardized tests, specifically the KET test (Key English Test), to evaluate students speaking skills (Cambridge University Press and Assessment, 2020).

Due to Covid-19 Pandemic, technology tools were applied for this research. In Ecuadorian education context, virtually has been used to establish connection with students. For this reason, the study was carried out using web-based tools such as, Zoom, Microsoft teams, smartphones.

For the development of the evaluation and the interventions, technological tools were required, such as the Zoom app provided a useful free platform for delivering the lectures.

Students used electronic devices such as computers or cell phones to engage in and produce the planned activities. In addition, the Internet and a laptop were required tools

for arranging activities, teaching sessions, and calculating study factors. It is also worth noting that WhatsApp played an essential role in directing and sharing activities with the students during the lessons.

3.3. Research method

3.3.1. Quasi-experimental research

According to Cook and Cambell (2018) quasi-experimental research eliminates the directionality problem because the independent variable is manipulated; participants are not randomly assigned to conditions or orders to needs. The dependent variable is, so the researcher has control of the variables. The observation process takes place along the implementation since the application of the pre-test, where the researcher looks for the level of previous knowledge among participants. Moreover, a post-test is applied to record the results at the end of the intervention.

3.3.2 Field and bibliographic research

The purpose of the field research was to examine the problem and collect data. The participants' perspectives were also investigated. In addition, the bibliographic research because of the information collected to support the main facts of this research. There were many resources, such as scientific articles, thesis, academic papers, and websites which were revised to reflect on the impact of using cooperative activities on oral production.

3.3.3 Quantitative and qualitative research

The quantitative approach was applied through numerical measurement and statistical analysis to verify the hypotheses. That information was relevant to determine the impact of using the cooperative activities as an effective strategy to improve the oral production of the students from the eighth primary general education.

3.4. Hypothesis

For the current study, two hypotheses were established

H0: The use of cooperative learning activities does not have a positive impact on oral production in EFL students.

H1: The use of cooperative learning activities has a positive impact on oral production in EFL students.

3.5. Population

In 2021-2022, 51 students in the eighth year of Basic General Education at Los Andes High School were part of the research. The experimental group consisted of 25 pupils, while the control group consisted of 26. Both groups possess the same personal characteristics regarding respect, organization, and kindness. This is detailed in the following table:

Table 1 POPULATION FOR THE STUDY

POPULATION	NUMBER
Experimental group	25
Control group	26
Total	51

Source: Own elaboration

3.6. Data Collection

The application of the Cooperative learning activities required a detailed process of planning and design held by the teacher. The application of the strategy was a deep process to identify how students' oral production improved. The use of technology was a primary tool because the classes were developed through a virtual modality.

The researcher applied Cambridge KET as a pre and post-test to collect data through google forms and the zoom app. Then five interventions were conducted using cooperative learning activities to demonstrate the effectiveness of collaborative learning activities.

Procedure:

Session 1:

The first session included the application of the pre-test and the lesson using a cooperative learning activity. It started by giving clear instructions on the test format, which consisted of an oral interview and a picture description. Data were recorded to identify the level of said production. Then the class topic was presented: The countryside and city with a lead-in activity. Then, students worked in different groups

according to the written around strategy where students expressed their opinions. The students could develop the communicative skills to share their perspectives. The evidence was the writing and oral comments.

Session 2:

The activity used in session 2 was Jigsaw, where students had to work in groups to discuss and describe an assigned picture profession. Each student had to share at least one idea to tell the job. This is known as the “home” group. Then students met with the members from other groups to share their findings, and finally, they returned to their home group to explain other professions to their group. It aided in the development of comprehension, communication, and occupational vocabulary.

Session 3

The third cooperative learning activity was Guesseed? It was applied to describe a family member’s attributes and personality. The teacher divided the class into small groups. After that, each group was appointed a leader, and the teacher gave each student in the group a photograph. Everyone had a different view of an additional member of the family. The leader had to read the description. Then, the rest of the group had to guess the person who was being described. Once the students assumed who the person was, they had to them using their own words.

Session 4

The fourth cooperative learning activity was Tell around, based on a reading text. To start, the teacher made two groups of four-five students, and each group had to read the original version of Little Red Riding Hood. The kids were then asked to build a communal understanding of the story using prompts such as "Once upon a time." Everybody in the group had to contribute an idea to create the story. Finally, each group selected a student to present their story to the class.

Session 5

The fourth cooperative learning activity was Tell around, based on a reading text. To start, the teacher made two groups of four-five students, and each group had to read the original version of Little Red Riding Hood. The kids were then asked to build a communal understanding of the story using prompts such as "Once upon a time."

Everybody in the group had to contribute an idea to create the story. Finally, each group selected a student to present their story to the class.

As a final step, the researcher applied the post-test to compare the experimental and control groups' results. Finally, the information gathered was analyzed to see how cooperative activities affected the development of oral production.

3.7. Data processing and analysis

The pre-and post-test material and findings were organized using the SPSS software for data analysis. Because the data had a normal distribution, the T-student tool was used to verify the hypothesis. The Kolmogorov Smirnov test compared the pre-and post-test means to ensure that the data was expected.

3.8. Response variables or results

It was necessary to design the pre and post-test to evaluate the efficiency of the use of cooperative activities and to respond to the variables. The application of the collaborative activities in every class helped improve students' oral production.

CHAPTER IV

RESULTS AND DISCUSSION

The cooperative learning activities applied to improve the oral production of English speech are analyzed by comparing the descriptive statistics calculated with the pre-test and post-test results in each study group.

4.1 Descriptive analysis of the results obtained with the experimental group.

Table 2 shows the results obtained by each student in the Pre-test Experimental group, precisely what the participants got in each sub-skill in the oral production speaking test.

Table 2: RESULTS PRE- TEST EXPERIMENTAL GROUP

<i>Code students</i>	<i>Pre-test Experimental group</i>					
	Pronunciation	Fluency	Vocabulary	Grammar	Comprehension	Total /50
S-01	4	3	4	3	4	18
S-02	4	4	5	4	4	21
S-03	4	4	3	3	3	17
S-04	4	4	3	4	3	18
S-05	3	3	3	3	3	15
S-06	4	5	5	3	4	21
S-07	4	4	4	4	4	20
S-08	5	4	3	3	4	19
S-09	4	3	3	4	4	18
S-10	4	5	4	5	4	22
S-11	4	3	3	4	3	17
S-12	4	4	3	3	3	17
S-13	5	4	5	4	4	22
S-14	5	5	4	5	4	23
S-15	4	3	3	4	4	18
S-16	4	4	3	3	3	17
S-17	4	4	3	3	3	17
S-18	5	5	5	4	4	23
S-19	4	3	3	3	4	17
S-20	5	5	5	5	5	25
S-21	4	3	4	4	3	18
S-22	5	4	5	4	4	22
S-23	4	4	4	4	4	20
S-24	4	4	3	3	3	17
S-25	5	4	5	5	5	24
<i>Average</i>	4.2	3.9	3.8	3.7	3.7	19.4

Source: Direct Research

Author: Chicaiza, C. (2022)

Table 3 shows that the students' oral production in the experimental group in the pre-test is "low" because no student scored more than 25 out of a possible 50 points. 52% of the students achieved 15 to 18 points; 40% scored between 19 and 23. Fifty-two percent of the students scored between 15 and 18 points, while 40% scored between 19 and 23. Only two students, representing 8% of the sample, obtained 24 and 25 points.

Table 3 OVERALL RESULTS OF THE EXPERIMENTAL GROUP: PRE-TEST

Value	Frequency	Percentage	Cumulative percentage
15.00	1	4.0	4.0
17.00	7	28.0	32.0
18.00	5	20.0	52.0
19.00	1	4.0	56.0
20.00	2	8.0	64.0
21.00	2	8.0	72.0
22.00	3	12.0	84.0
23.00	2	8.0	92.0
24.00	1	4.0	96.0
25.00	1	4.0	100.0
Total	25	100.0	

Source: Evaluation of oral production carried out at Unidad Educativa "Los Andes" (2021)

After the interventions were implemented in the study, it was discovered that the experimental group's post-test scores improved, as indicated in table 4.

Table 4 RESULTS POST-TEST EXPERIMENTAL GROUP

<i>Code students</i>	<i>Post –test Experimental group</i>					Total /50
	Pronunciation	Fluency	Vocabula ry	Gramm ar	Comprehe nsion	
<i>S-01</i>	7	7	6	7	8	35
<i>S-02</i>	8	9	9	8	8	42
<i>S-03</i>	7	7	7	7	7	35
<i>S-04</i>	8	8	7	7	8	38
<i>S-05</i>	6	7	7	7	7	34
<i>S-06</i>	8	7	7	8	8	38
<i>S-07</i>	9	9	9	9	9	45
<i>S-08</i>	7	8	8	7	7	37
<i>S-09</i>	8	8	8	8	8	40
<i>S-10</i>	9	9	8	8	9	43
<i>S-11</i>	7	7	7	8	7	36
<i>S-12</i>	8	8	8	8	8	40
<i>S-13</i>	6	7	6	6	7	32
<i>S-14</i>	8	9	9	9	9	44
<i>S-15</i>	8	8	7	7	7	37
<i>S-16</i>	9	8	8	9	9	43
<i>S-17</i>	8	9	8	8	8	41
<i>S-18</i>	7	8	7	7	8	37
<i>S-19</i>	8	8	8	8	8	40
<i>S-20</i>	9	8	9	9	8	43
<i>S-21</i>	7	7	7	6	7	34
<i>S-22</i>	8	9	9	8	9	43
<i>S-23</i>	7	8	8	7	8	38
<i>S-24</i>	8	8	8	8	8	40
<i>S-25</i>	9	8	9	9	9	44
<i>Average</i>	7.7	7.9	7.76	7.72	7.9	39.1

Source: Direct Research**Author:** Chicaiza, C. (2022)

Table 5 presents the overall results of the post-test applied to the experimental group. The students' oral production fluctuates between "high" and "very high" because no student dropped below 32 points, out of 50. Fifty-two percent of the students achieved scores equal to or higher than 40 points.

Comparing the results in Table 3 with those in Table 5, a significant improvement in the students' oral production in the experimental group can be observed.

Table 5

Overall results of the experimental group: Post test

Value	Frequency	Percentage	Cumulative percentage
32.00	1	4.0	4.0
34.00	2	8.0	12.0
35.00	2	8.0	20.0
36.00	1	4.0	24.0
37.00	3	12.0	36.0
38.00	3	12.0	48.0
40.00	4	16.0	64.0
41.00	1	4.0	68.0
42.00	1	4.0	72.0
43.00	4	16.0	88.0
44.00	2	8.0	96.0
45.00	1	4.0	100.0
Total	25	100.0	

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Table 6 shows the comparison of the descriptive statistics of the pre-test with those of the post-test of the experimental group in the indicator "pronunciation".

The results show an increase of 3.52 points in the mean; that is, the evaluation average increased from 4.2400 to 7.7600. In this improvement, the lower limit of the post-test confidence interval is located above the upper limit of the pre-test, so a significant difference is assumed, proving the improvement of pronunciation through cooperative learning activities.

Because the standard deviation goes from 0.52281 to 0.87939 and the minimum score climbs from 3 to 6, the data dispersion increases in the post-test. In contrast, the maximum score increases from 5 to 9 after applying the experimental design. This indicates that the student's lower and higher performance levels increased, increasing the range.

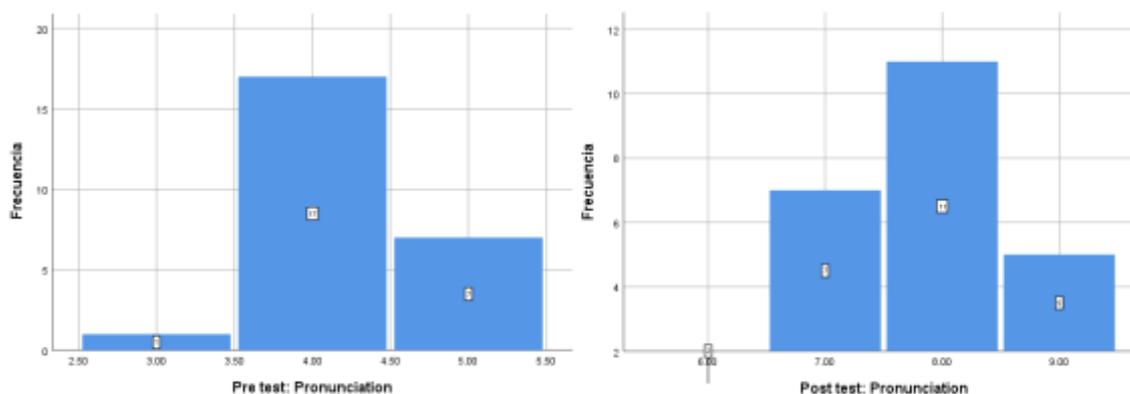
Table 6 DESCRIPTIVE STATISTICS OF THE EXPERIMENTAL GROUP: PRONUNCIATION

Statistician		Pre test	Post test
Mean			7.7600
95% confidence interval for the mean	Lower limit	4.0242	7.3970
	Upper limit	4.4558	8.1230
Standard deviation			0.87939
Minimum			6.00
Maximum			9.00

Comparative table between test and post test results

Source: Evaluation of oral production carried out at Unidad Educativa "Los Andes" (2021).

Figure 1 Pronunciation: Comparative histogram between pre-test and post-test of the experimental group.



Source: Evaluation of oral production carried out at Unidad Educativa "Los Andes" (2021).

Table 7 shows the comparison of the descriptive statistics of the pre-test with those of the experimental group's post-test in the "fluency" indicator.

The results show an increase of 4.04 points in the mean, i.e., and the evaluation average increased from 3.9200 to 7.9600. In this improvement, the lower limit of the post-test confidence interval is located above the upper limit of the pre-test, so a significant difference is assumed that proves the improvement of fluency through cooperative learning activities.

The dispersion of the data remains stable in the post-test because there is no significant variation in the standard deviation, which is 0.70238 and 0.73485. In turn, the range remains at two, although the minimum score rises from 3 to 7 and the maximum score

goes from 5 to 9 after applying the experimental design. This indicates that the level of the students with the lowest and highest performance increased in the same proportion, keeping the range constant.

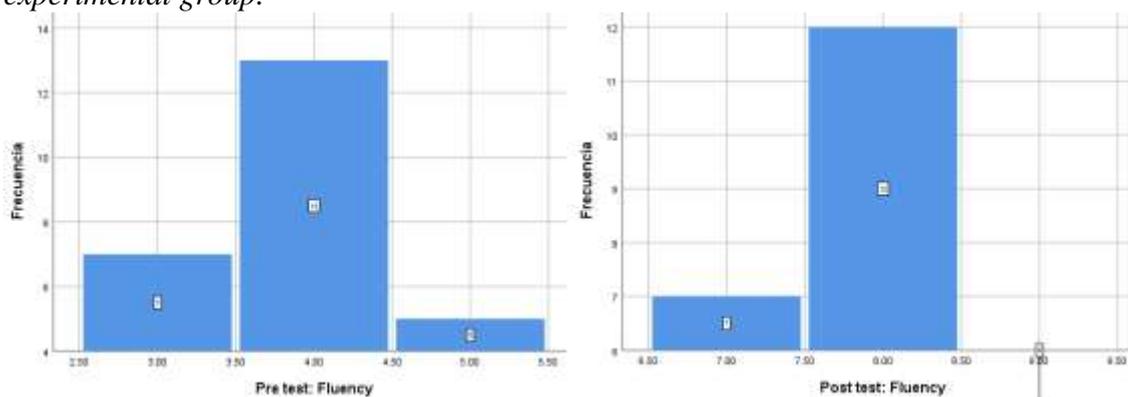
Table 7 DESCRIPTIVE STATISTICS OF THE EXPERIMENTAL GROUP: FLUENCY

Statistician		Pre test	Post test
Mean			7.9600
95% confidence interval for the mean	Lower limit	3.6301	7.6567
	Upper limit	4.2099	8.2633
Standard deviation			0.73485
Minimum			7.00
Maximum			9.00

Comparative table between test and post test results

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Figure 2 Fluency: Comparative histogram between pre-test and post-test of the experimental group.



Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Table 8 shows the comparison of the descriptive statistics of the pre-test with those of the post-test of the experimental group in the "vocabulary" indicator.

The results show an increase of 3.96 points in the mean; that is, the evaluation average increased from 3.8000 to 7.7600. In this improvement, the lower limit of the post-test confidence interval is located above the upper limit of the pre-test, so a significant difference is assumed that proves vocabulary improvement through cooperative learning activities.

The dispersion of the data increases in the post-test because the standard deviation increases from 0.86603 to 0.92556, and the minimum score rises from 3 to 6. In

contrast, the maximum score increases from 5 to 9 after applying the experimental design. This indicates that students with lower and higher performance increased, increasing the range.

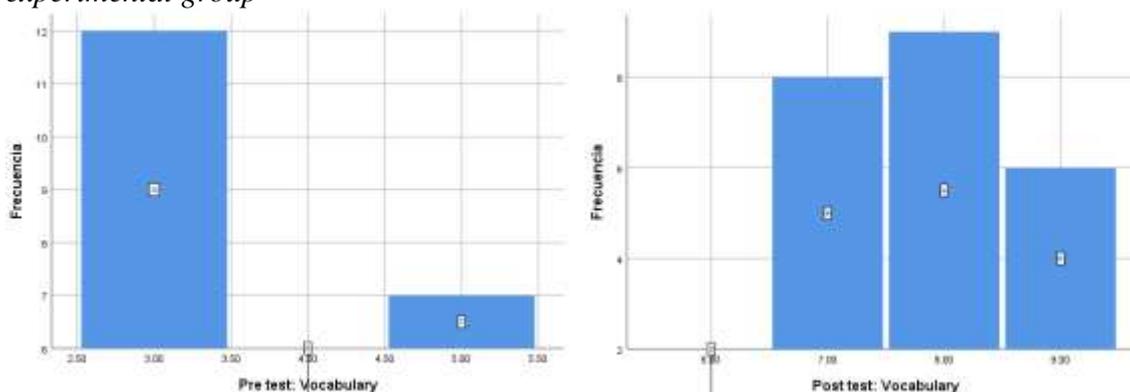
Table 8 DESCRIPTIVE STATISTICS OF THE EXPERIMENTAL GROUP: VOCABULARY

Statistician		Pre test	Post test
Mean			7.7600
95% confidence interval for the mean		Lower limit	7.3779
		Upper limit	8.1421
Standard deviation			0.92556
Minimum			6.00
Maximum			9.00

Comparative table between test and post test results

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Figure 3 Vocabulary: Comparative histogram between pre-test and post-test of the experimental group



Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Table 9 shows the comparison of the descriptive statistics of the pre-test with those of the post-test of the experimental group in the "grammar" indicator.

The results show an increase of 3.96 points in the mean; that is, the evaluation average increased from 3.7600 to 7.7200. In this improvement, the lower limit of the post-test confidence interval is located above the upper limit of the pre-test, so a significant difference is assumed, proving the improvement of grammar through cooperative learning activities.

The dispersion of the data increases in the post-test because the standard deviation increases from 0.72342 to 0.89069, and the minimum score rises from 3 to 6. In contrast, the maximum score increases from 5 to 9 after applying the experimental

design. This indicates that the level of the students with lower and higher performance increased, increasing the range.

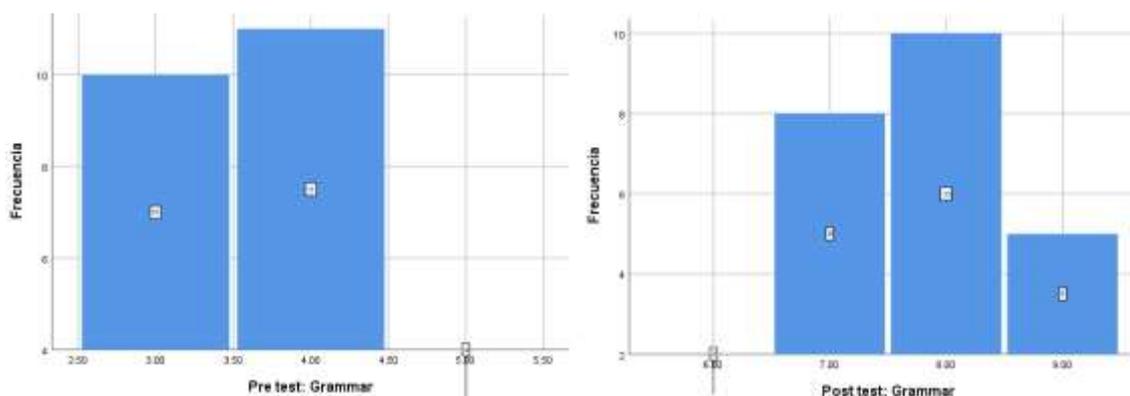
Table 9 DESCRIPTIVE STATISTICS OF THE EXPERIMENTAL GROUP: GRAMMAR

Statistician		Pre test	Post test
Mean			7.7200
95% confidence interval for the mean	Lower limit	3.4614	7.3523
	Upper limit	4.0586	8.0877
Standard deviation			0.89069
Minimum			6.00
Maximum			9.00

Comparative table between test and post test results

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Figure 4 Grammar: Comparative histogram between pre-test and post-test of the experimental group.



Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Table 10 shows the comparison of the descriptive statistics of the pre-test with those of the post-test of the experimental group in the "comprehension" indicator.

The results show an increase of 4.24 points in the mean; that is, the evaluation average increased from 3.7200 to 7.6567. In this improvement, the lower limit of the post-test confidence interval is located above the upper limit of the pre-test, so a significant difference is assumed that proves the improvement of oral comprehension through cooperative learning activities.

The dispersion of the data remains stable in the post-test because there is no significant variation in the standard deviation, that is, 0.61373 and 0.73485. The range remains at 2, although the minimum score rises from 3 to 7, and the maximum score goes from 5 to 9 after applying the experimental design. This indicates that the level of the students with the lowest and highest performance increased in the same proportion, keeping the range constant.

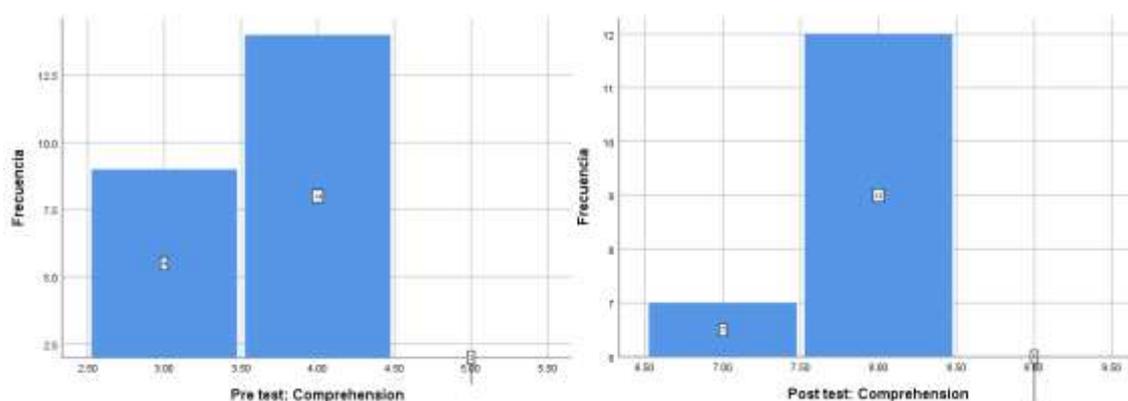
Table 10 DESCRIPTIVE STATISTICS OF THE EXPERIMENTAL GROUP: COMPREHENSION

Statistician		Pre test	Post test
Mean			7.9600
95% confidence interval for the mean	Lower limit	3.4667	7.6567
	Upper limit	3.9733	8.2633
Standard deviation			0.73485
Minimum			7.00
Maximum			9.00

Comparative table between test and post test results

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Figure 3 *Comprehension: Comparative Statistician histogram between pre-test and post-test of the experimental group.*



Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Table 11 shows the comparison of the descriptive statistics of the pre-test with those of the post-test of the oral production of the experimental group. The results show an increase of 19.72 points in the mean, i.e., the mean of the evaluation increased from 19.4400 to 39.1600. In this improvement, the lower limit of the post-test confidence interval is located above the upper limit of the pre-test, so a significant difference is

assumed, proving the improvement of oral production through cooperative learning activities.

The dispersion of the data increases in the post-test because the standard deviation increases from 2.69382 to 3.65923, and the minimum score rises from 15 to 32. In contrast, the maximum score increases from 25 to 45 after applying the experimental design. This indicates that the students' lower and higher performance levels increased, increasing the range.

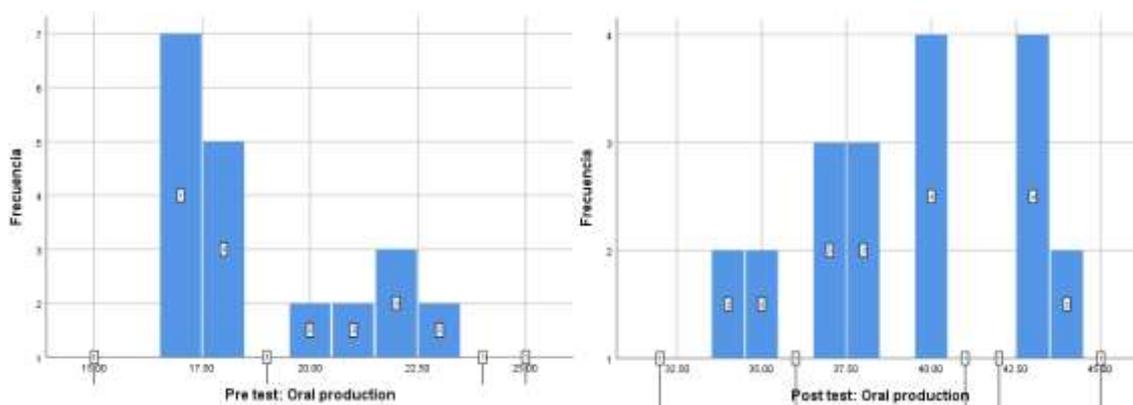
Table 11 DESCRIPTIVE STATISTICS OF THE EXPERIMENTAL GROUP: ORAL PRODUCTION

Statistician		Pre test	Post test
Mean			39.1600
95% confidence interval for the mean	Lower limit	18.3280	37.6495
	Upper limit	20.5520	40.6705
Standard deviation			3.65923
Minimum			32.00
Maximum			45.00

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Figure 4

Comparative histogram between pretest and posttest of the experimental group.



Source: Evaluation of oral production carried out in the Unidad Educativa “Los Andes” (2021)

4.2 Descriptive analysis of the results obtained with the control group

Table 12 shows the individual results of the Pre-test applied to the 25 students who participated in the experimentation in the control group.

Table 12 RESULTS PRE-TEST CONTROL GROUP

<i>Code students</i>	<i>Pre-test Control group</i>					
	Pronunciation	Fluency	Vocabul ary	Grammar	Comprehen sion	Total /50
<i>S-01</i>	3	2	3	2	3	13
<i>S-02</i>	3	2	2	2	2	11
<i>S-03</i>	3	3	3	2	2	13
<i>S-04</i>	2	2	2	2	2	10
<i>S-05</i>	4	3	4	3	3	17
<i>S-06</i>	3	3	3	3	3	15
<i>S-07</i>	3	3	4	3	4	17
<i>S-08</i>	2	2	2	2	2	10
<i>S-09</i>	2	3	2	3	3	13
<i>S-10</i>	2	2	2	2	2	10
<i>S-11</i>	4	3	3	2	3	15
<i>S-12</i>	3	2	2	2	2	11
<i>S-13</i>	3	3	2	2	2	12
<i>S-14</i>	2	2	2	2	2	10
<i>S-15</i>	2	2	2	2	2	10
<i>S-16</i>	3	2	2	2	3	12
<i>S-17</i>	2	2	2	2	2	10
<i>S-18</i>	3	3	2	2	2	12
<i>S-19</i>	3	3	3	3	3	15
<i>S-20</i>	2	2	2	2	2	10
<i>S-21</i>	4	3	3	3	3	16
<i>S-22</i>	3	2	2	2	2	11
<i>S-23</i>	2	3	2	2	2	11
<i>S-24</i>	3	3	2	2	3	13
<i>S-25</i>	3	2	2	2	2	11
<i>S-26</i>	3	3	3	2	3	14
<i>Average</i>	2.8	2.5	2.4	2.2	2.5	12.4

Source: Field Research

Author: Chicaiza, C. (2022)

Table 13, the oral production of the control group students in the pretest fluctuates between the "low" and "very low" ranges because no student scored more than 17 points out of a possible 50. 57.7% of the students achieved scores ranging from 10 to 12 points ("shallow" range); in turn, 42.3% scored between 13 and 17 ("low" field).

Table 13 OVERALL RESULTS OF THE CONTROL GROUP: PRE-TEST

Value	Frequency	Percentage	Cumulative percentage
10.00	7	26.9	26.9
11.00	5	19.2	46.2
12.00	3	11.5	57.7
13.00	4	15.4	73.1
14.00	1	3.8	76.9
15.00	3	11.5	88.5
16.00	1	3.8	92.3
17.00	2	7.7	100.0
Total	26	100.0	

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

According to the methodology of this study, the control group did not engage in the experiment. The results of the post-test are provided in table 14, which includes each student's score.

Table 14 RESULTS POST-TEST CONTROL GROUP

<i>Code student s</i>	<i>Post –test Control group</i>					Total /50
	Pronunciation	Fluency	Vocabulary	Grammar	Comprehension	
S-01	4	3	3	3	3	16
S-02	3	3	3	3	3	15
S-03	3	4	3	3	4	17
S-04	4	3	4	3	3	17
S-05	4	4	3	4	3	18
S-06	3	4	4	4	3	18
S-07	4	4	3	3	3	17
S-08	4	4	4	3	4	19
S-09	3	4	4	4	3	18
S-10	3	4	3	3	3	16
S-11	3	4	3	3	4	17
S-12	4	4	4	4	4	20
S-13	3	4	3	3	3	16
S-14	4	3	3	3	3	16
S-15	4	3	4	3	4	18
S-16	4	3	4	3	4	18
S-17	3	4	3	4	4	18
S-18	4	4	3	3	3	17
S-19	4	3	4	3	3	17
S-20	4	4	3	3	4	18
S-21	4	3	3	4	3	17
S-22	3	4	4	3	3	17
S-23	4	3	4	3	4	18
S-24	3	4	4	4	4	19
S-25	4	4	3	3	3	17
S-26	4	4	3	3	3	17
<i>Average</i>	3.6	3.7	3.4	3.3	3.4	17.3

Source: Field Research

Author: Chicaiza, C. (2022)

Table 15 presents the overall results of the post-test applied to the control group. The students' oral production is "low" because no student exceeded 20 points out of a possible 50.

Comparing the results in Tables 11 and 12, a slight improvement in the students' oral production in the control group can be observed. This improvement lay in the students who scored "very low" or below 12.5 on the pre-test and raised their minimum score to 15.

Table 15*Overall results of the control group: Post test*

Value	Frequency	Percentage	Cumulative percentage
15.00	1	3.8	3.8
16.00	4	15.4	19.2
17.00	10	38.5	57.7
18.00	8	30.8	88.5
19.00	2	7.7	96.2
20.00	1	3.8	100.0
Total	26	100.0	

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Table 16 shows the comparison of the descriptive statistics of the pre-test with those of the post-test of the control group in the "pronunciation" indicator.

The results show an increase of 0.8462 points in the mean, i.e., and the evaluation average increased from 2.7692 to 3.6154. In this improvement, the lower limit of the post-test confidence interval lies above the upper limit of the pre-test, so a significant difference is assumed, proving a slight improvement in pronunciation through conventional teaching methods.

The dispersion of the data is reduced in the post-test because the standard deviation goes from 0.65163 to 0.49614, and the minimum score rises from 2 to 3. In contrast, the maximum score remains at four after applying the experimental design. This indicates that the level of the students with lower performance increased while those with higher scores remained the same, reducing the range.

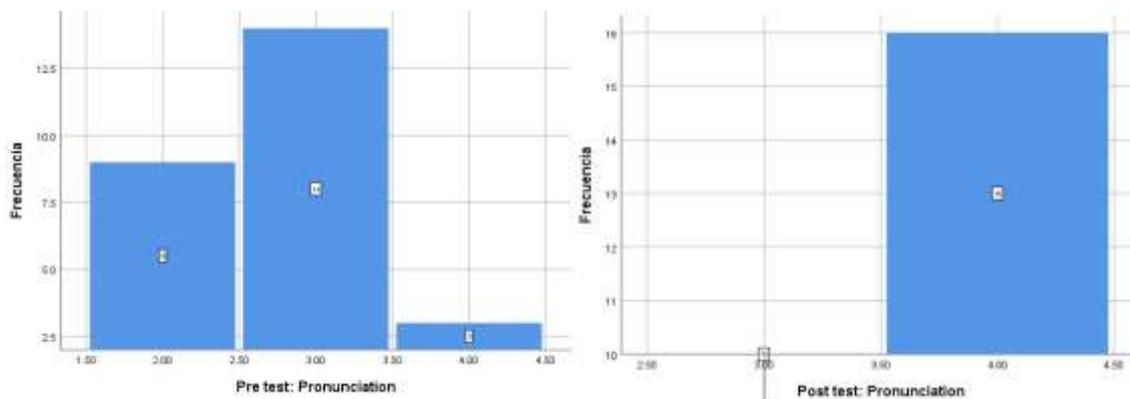
Table 16 DESCRIPTIVE STATISTICS OF CONTROL GROUP: PRONUNCIATION

Statistician	Pre test	Post test
Mean		3.6154
95% confidence interval for the mean	Lower limit	2.5060
	Upper limit	3.0324
Standard deviation		0.49614
Minimum		3.00
Maximum		4.00

Comparative table between test and post test results

Source: Evaluation of oral production carried out in the Unidad Educativa “Los Andes” (2021)

Figure 5 Pronunciation: Comparative histogram between pre-test and post-test of the control group.



Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Table 17 shows the comparison of the descriptive statistics of the pre-test with those of the post-test of the control group in the "fluency" indicator.

The results show an increase of 1.1538 points in the mean; that is, the evaluation average increased from 2.5000 to 3.6538. In this improvement, the lower limit of the post-test confidence interval lies above the upper limit of the pre-test, so a significant difference is assumed, evidencing a slight improvement in fluency through conventional teaching methods.

The dispersion of the data remains stable in the post-test because there is no significant variation in the standard deviation, which is 0.50990 and 0.48516. The range remains at 1, although the minimum score rises from 2 to 3, and the maximum score goes from 3 to 4 after applying the experimental design. This indicates that the level of the students with the lowest and highest performance increased in the same proportion, keeping the range constant.

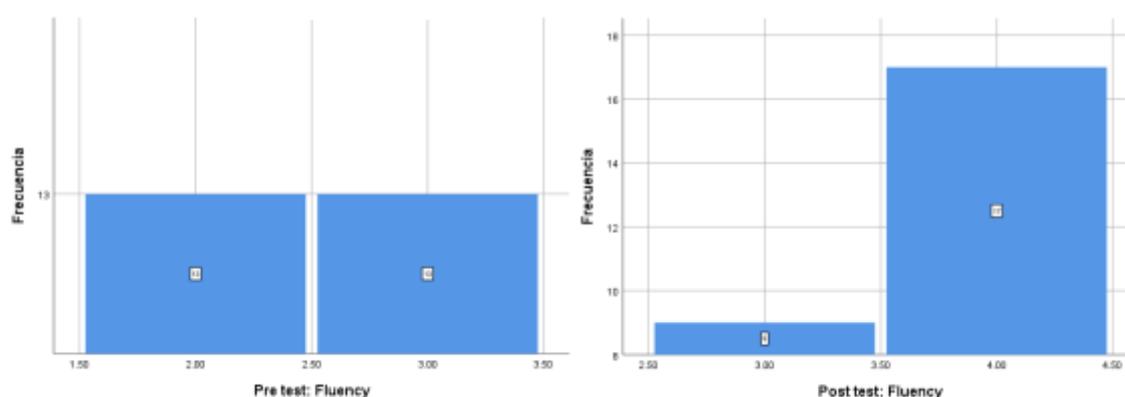
Table 17 DESCRIPTIVE STATISTICS OF THE CONTROL GROUP: FLUENCY

Statistician		Pre test	Post test
Mean			3.6538
95% confidence interval for the mean	Lower limit	2.2940	3.4579
	Upper limit	2.7060	3.8498
Standard deviation			0.48516
Minimum			3.00
Maximum			4.00

Comparative table between test and post test results

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Figure 6 Fluency: Comparative histogram between pre-test and post-test of the control group



Source: Evaluation of oral production carried out in the Unidad Educativa “Los Andes” (2021)

Table 18 shows the comparison of the descriptive statistics of the pre-test with those of the post-test of the control group in the "vocabulary" indicator.

The results show an increase of 1 point in the mean, i.e., the mean of the evaluation increased from 2.4231 to 3.4231. In this improvement, the lower limit of the post-test confidence interval is located above the upper limit of the pre-test, so a significant difference is assumed, evidencing a slight improvement in vocabulary through conventional teaching methods.

The dispersion of the data is reduced in the post-test because the standard deviation goes from 0.64331 to 0.50383, and the minimum score rises from 2 to 2. In contrast, the maximum score remains at four after applying the experimental design. This

indicates that the students' level with lower performance increased while the highest score remained constant, decreasing the range.

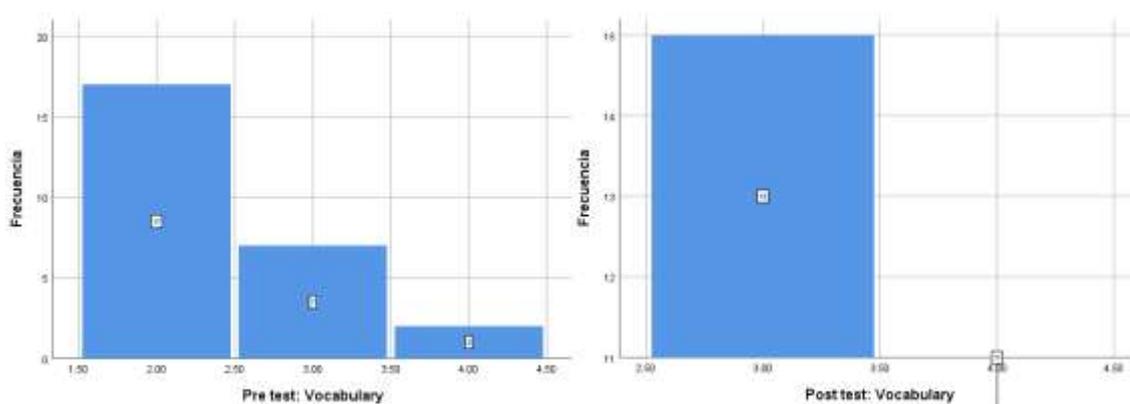
Table 18 DESCRIPTIVE STATISTICS FOR THE CONTROL GROUP: VOCABULARY

Statistician		Pre test	Post test
Mean			3.4231
95% confidence interval for the mean	Lower limit	2.1632	3.2196
	Upper limit	2.6829	3.6266
Standard deviation			0.50383
Minimum			3.00
Maximum			4.00

Comparative table between test and post test results

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Figure 7 Vocabulary: Comparative histogram between pre-test and post-test of the control group.



Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Table 19 shows the comparison of the descriptive statistics of the pre-test with those of the post-test of the control group in the "grammar" indicator.

The results show an increase of 1.0384 points in the mean; that is, the evaluation average increased from 2.2308 to 3.2692. In this improvement, the lower limit of the post-test confidence interval is located above the upper limit of the pre-test, so a significant difference is assumed, evidencing a slight improvement in grammar through conventional teaching methods.

The dispersion of the data remains stable in the post-test because there is no significant variation in the standard deviation, which is 0.42967 and 0.45234. In turn, the range remains at 1, although the minimum score rises from 2 to 3, and the maximum score goes from 3 to 4 after applying the experimental design. This indicates that the level of the students with the lowest and highest performance increased in the same proportion, keeping the range constant.

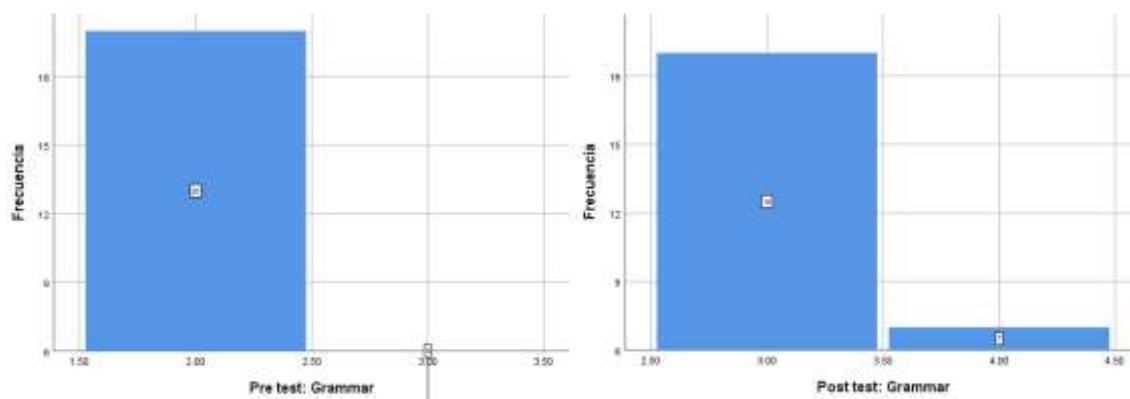
Table 19 DESCRIPTIVE STATISTICS OF THE CONTROL GROUP: GRAMMAR

Statistician		Pre test	Post test
Mean			3.2692
95% confidence interval for the mean	Lower limit	2.0572	3.0865
	Upper limit	2.4043	3.4519
Standard deviation			0.45234
Minimum			3.00
Maximum			4.00

Comparative table between test and post test results

Source: Evaluation of oral production carried out in the Unidad Educativa “Los Andes” (2021)

Figure 8 Grammar: Comparative histogram between pre-test and post-test of the control group.



Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Table 20 compares the pre-test's descriptive statistics with those of the post-test of the control group in the "comprehension" indicator.

The results show an increase of 0.9231 points in the mean; that is, the average of the evaluation increased from 2.4615 to 3.3846. In this improvement, the lower limit of

the post-test confidence interval is located above the upper limit of the pre-test, so a significant difference is assumed, evidencing a slight improvement in oral comprehension through conventional teaching methods.

The dispersion of the data is reduced in the post-test because the standard deviation goes from 0.58177 to 0.49614, and the minimum score rises from 2 to 3. In contrast, the maximum score remains at four after applying the experimental design. This indicates that the student's level with lower performance increased while the highest score remained constant, decreasing the range.

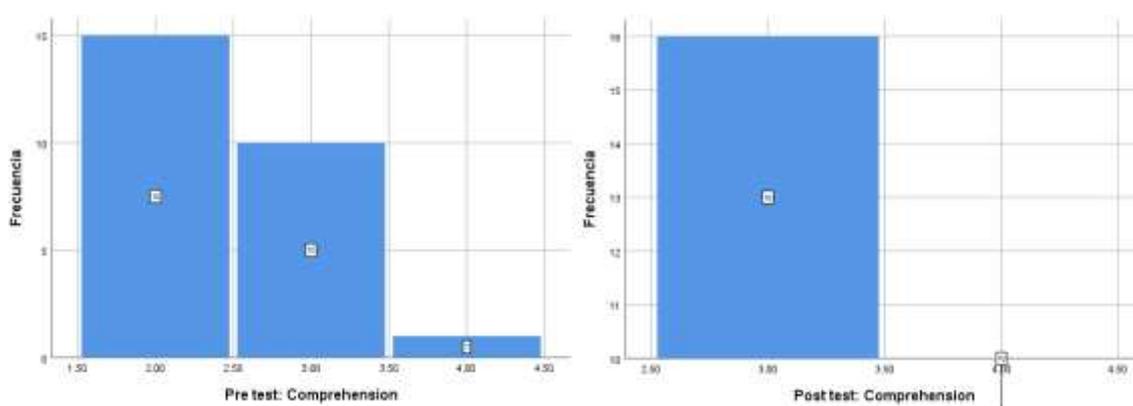
Table 20 DESCRIPTIVE STATISTICS FOR THE CONTROL GROUP: COMPREHENSION

Statistician		Pre test	Post test
Mean			3.3846
95% confidence interval for the mean	Lower limit	2.2266	3.1842
	Upper limit	2.6965	3.5850
Standard deviation			0.49614
Minimum			3.00
Maximum			4.00

Comparative table between test and post test results

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Figure 9 *Comprehension: Comparative histogram between pre-test and post-test of the control group.*



Source: Evaluation of oral production carried out in the Unidad Educativa “Los Andes” (2021)

Table 21 shows the comparison of the descriptive statistics of the pre-test with those of the post-test of the oral production of the control group.

The results show an increase of 4.9616 points in the mean, i.e., the mean of the evaluation increased from 12.3846 to 17.3462. In this improvement, the lower limit of the post-test confidence interval lies above the upper limit of the pre-test, so a significant difference is assumed, evidencing little progress in oral production through conventional teaching methods.

The dispersion of the data is reduced in the post-test because the standard deviation goes from 2.28170 to 1.09334, and the minimum score rises from 10 to 15. In contrast, the maximum score increases from 17 to 20 after applying the experimental design. This indicates that the students' lower and higher performance levels increased, increasing the range.

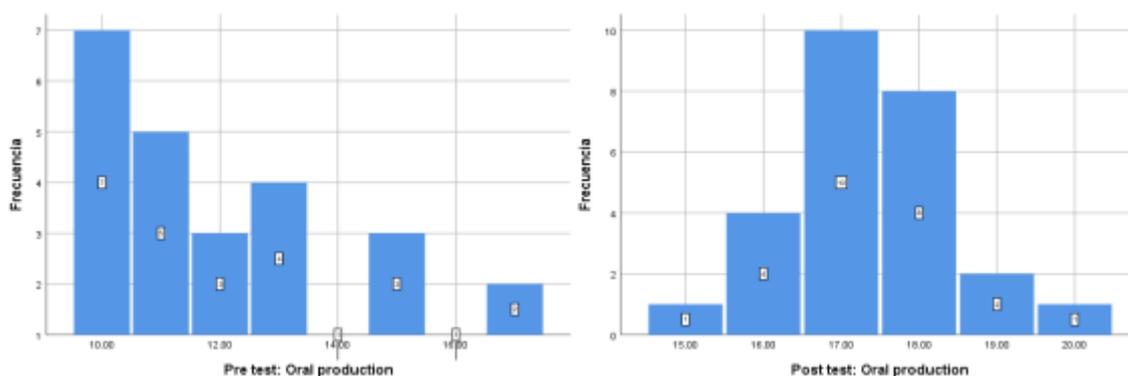
Table 21 DESCRIPTIVE STATISTICS OF THE CONTROL GROUP: ORAL PRODUCTION

Statistician		Pre test	Post test
Mean			17.3462
95% confidence interval for the mean	Lower limit	11.4630	16.9045
	Upper limit	13.3062	17.7878
Standard deviation			1.09334
Minimum			15.00
Maximum			20.00

Comparative table between test and post test results

Source: Evaluation of oral production carried out at Unidad Educativa “Los Andes” (2021)

Figure 10 Oral production: Comparative histogram between pre-test and post-test of the control group.



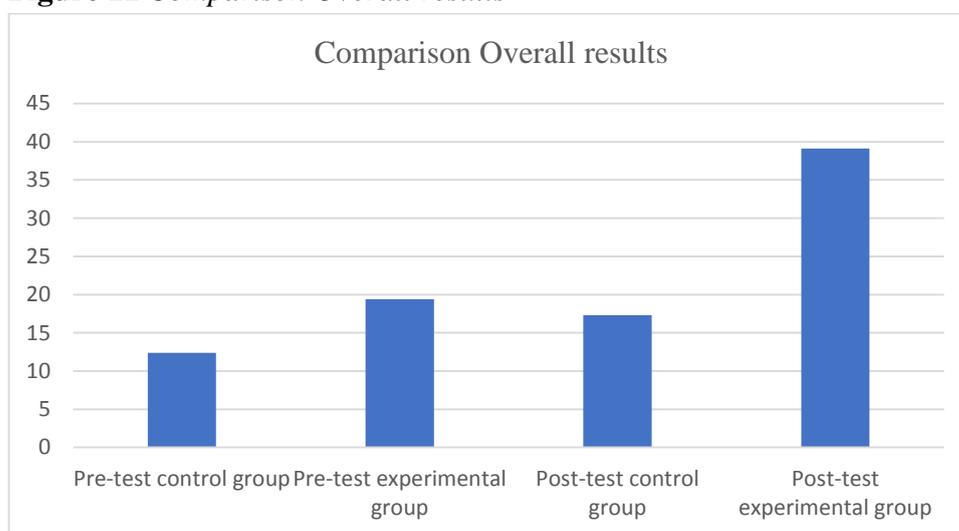
Source: Evaluation of oral production carried out in the Unidad Educativa “Los Andes” (2021)

Table 22 shows the general average of the results obtained in the pre and post-test for both groups control and experimental group. It is noticed that the interventions contributed to the significant increase in the results in the experimental group.

Table 22 COMPARISON OVERALL RESULTS

Comparison overall results	
Pre-test control group	12.4
Pre-test experimental group	19.4
Post-test control group	17.3
Post-test experimental group	39.1

Figure 11 Comparison Overall results



Comparative table between pretest and post test results

Source: Evaluation of oral production carried out in the Unidad Educativa “Los Andes” (2021)

4.3 Validation of the hypothesis

4.3.1 Research hypothesis

Cooperative learning activities improve the oral production of students in the Unidad Educativa “Los Andes”.

4.3.2 Method for hypothesis validation

To verify the research hypothesis, statistical hypothesis tests based on comparing independent and dependent samples are applied. For this purpose, non-parametric methods are used due to the qualitative nature of the rubric used for the evaluation.

For this reason, the Mann-Whitney test is used to compare independent samples and the Wilcoxon test for related samples.

4.4 Comparison of independent samples

H_0 : The median of the study group is equal to the median of the control group.

$$H_0: \bar{X}_1 = \bar{X}_2$$

H_1 : The median of the study group is different from the median of the control group.

$$H_1: \bar{X}_1 \neq \bar{X}_2$$

o Significance level and decision rule

At 5% significance level the decision rule is:

$$H_0: Sig > 0.05$$

$$H_1: Sig \leq 0.05$$

The calculations were performed using SPSS 25 software, and the results are presented in Table 18. It is observed that the differences are significant (Sig. < 0.05) in all comparisons, both in the pretest and posttest, i.e., the null hypothesis is rejected in all tests performed. Comparing these results with the descriptive statistics obtained previously, it can be affirmed that the experimental group had a higher level of oral production at the time of the pretest. In turn, this difference increases after implementing the cooperative learning activities with the experimental group.

Table 23 RESULTS OF THE HYPOTHESIS TEST FOR INDEPENDENT SAMPLES

Test	Variable	Sig.
Pre test	Pronunciation	0.000
	Fluency	0.000
	Vocabulary	0.000
	Grammar	0.000
	Comprehension	0.000
	Oral production	0.000
Post test	Pronunciation	0.000
	Fluency	0.000
	Vocabulary	0.000
	Grammar	0.000
	Comprehension	0.000
	Oral production	0.000

Source: Software SPSS 25

Comparison of dependent samples

o Statistical hypotheses

H₀: The median of the test is equal to the median of the post-test.

$$H_0: \bar{X}_{test} = \bar{X}_{post\ test}$$

H₁: The median of the test is different from the median of the post-test.

$$H_1: \bar{X}_{test} \neq \bar{X}_{post\ tes}$$

o Significance level and decision rule

With a significance level of 5% the decision rule is:

$$H_0: Sig > 0.05$$

$$H_1: Sig \leq 0.05$$

The calculations are performed using SPSS 25 software, and the results are presented in Table 19. It is observed that the differences are significant (Sig. < 0.05) in all comparisons, both with the experimental and control groups, i.e., the null hypothesis is rejected in all tests performed. This reveals that there is an improvement in oral production using cooperative learning. However, conventional teaching methods also significantly improve, although to a lesser extent.

Table 24 Hypothesis test results for dependent samples.

Group	Variable	Sig.
Experimental	Pronunciation	0.000
	Fluency	0.000
	Vocabulary	0.000
	Grammar	0.000
	Comprehension	0.000
	Oral production	0.000
Control	Pronunciation	0.000
	Fluency	0.000
	Vocabulary	0.000
	Grammar	0.000
	Comprehension	0.000
	Oral production	0.000

Source: Software SPSS 25

4.5 Decision

The statistical evidence leads to an affirmative answer to the research question. Therefore, it can be assured that: Cooperative learning activities improve the students' oral production of the Unidad Educativa "Los Andes."

4.6 Discussion

Although the experimental group showed greater mastery of oral production in the pretest, this difference increased considerably after applying the experimental design despite a statistically significant improvement in the control group. Although the conventional teaching method improves oral production, the research shows that this improvement is minimal compared to what is achieved simultaneously with cooperative learning.

At the end of the experiment, quite significant results were obtained that revealed an improvement for the experimental group. This improvement is reflected in increasing up to 4 points in each variable. This indicates that the students' oral production in the experimental group went from being "low" to "very good." In contrast, although statistically significant, the improvement of the control group did not take the students out of the "low" range of ratings, requiring more time to achieve more relevant results.

Comparing these results to a similar study "The impact of Cooperative Learning on Developing Speaking Ability and Motivations toward Learning English". It took place in the English language classrooms with Iranian students in 2019 through an experimental study. The speaking skills were examined with an English oral test and then some cooperative learning instructional activities were provided. After applying the experiment, the results of the pre and post-test were compared. The mean score of the experimental group on the post test was 63,48 with a standard deviation of 7.63 while that of the control group on the post-test was 58.91 with a standard deviation of 2.32. This result provides evidence of a noticeable increase in the post-test mean score of the speaking skill (Namaziandost et al. 2019)

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

After the implementation of the cooperative learning activities, and the analysis of the results, the following conclusions of the research have been reached:

- The cooperative learning activities identified for the effective development of English Oral Production are based on the theoretical foundation of Johnson & Johnson (1994). He stated that heterogeneous grouping and the Learning Together Model enhance students' skills and strengthen the achievement of shared learning goals. In the same way, authors like Berzener & Deneme (2021), Achmad et al. (2018), Neno & Erfiani (2008), Arif (2021) established specific activities to be used in cooperative learning such as *Write around*, *Jigsaw*, *Guess who? Tell everywhere*, *unscramble lyrics* which were applied in this research work.
- Based on the Ket Cambridge standardized pre-test results, the level of English oral production was low. The mean in the pre-test of the control group was 12.4, and the standard in the experimental group was 19.4 over 50, which represents a problematic situation because students do not even reach 50% of the total score. The control group presented the lowest score in grammar with an average of 3.7/10, and the experimental group's weakest sub-skill is comprehension with an average of 3.7/10.
- The results obtained in the statistical analysis proved that cooperative learning activities had a positive effect on improving oral production. The mean obtained in the post-test by the control group was 17.3/50, and the experimental group got a 39.1/50, representing a significant difference in both groups demonstrating that the activities applied in the interventions were effective and developed the English oral production in the EFL class. Table 4 shows that the comprehension and fluency sub-skill increased from 3.7/10 to 7.9/10 in the experimental group due to the interaction students developed in the cooperative learning activities.

5.2. Recommendations

If teachers want to use cooperative learning activities in the development of the oral production of the English language, they could consider the following recommendations:

- The cooperative learning activities applied in this study *Write around, Jigsaw, Guess who? Tell everywhere, unscramble lyrics*, were identified as practical activities due to the results. For this reason, it is recommended to socialize and promote them in the EFL classroom, so teachers and students can benefit from each of them and create a positive environment for social learning. Thus, the English oral production will improve meaningfully.
- Teachers should focus not only on the general skills of the English language but also on the sub-skills (Pronunciation, Fluency, Vocabulary, Grammar, Comprehension) which involve English oral production and evaluate it through different testing tools to identify the strengths and weaknesses of the students and thus, make the decision of applying cooperative learning activities in the EFL classroom. Most of the time, teachers do not foster the oral production skill due to the lack of time in the English class; however, as it is an essential skill, it is mandatory to use activities that involve learning together to reach goals abilities.
- For getting positive and effective results, teachers should apply cooperative learning activities in the English class and vary them in each lesson to activate interaction, peer learning, team-shared goals, and social constructivism. The continuous assessment in oral production can benefit the development of the skills and the teacher's self-reflection in their teaching. Thus, applying different cooperative learning activities will contribute to the development of English oral production.

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5.4 Annexes

Annex 1. Commitment Letter

CARTA DE COMPROMISO

Ambato, 30 de agosto de 2021

Doctor

Victor Hernández del Salto

PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

UNIVERSIDAD TÉCNICA DE AMBATO

Presente.-

Yo, Ángel Gonzalo Freire Manjarres, en calidad de Rector de la Unidad Educativa "Los Andes", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el tema "**COOPERATIVE LEARNING ACTIVITIES TO IMPROVE ORAL PRODUCTION**" propuesto por la estudiante Chicaiza Pimboza María Cristina, portadora de la Cédula de Ciudadanía 1804249538, de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, Cohorte 2021, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyara en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes

Atentamente



Lic. Ángel Gonzalo Freire Manjarres, Mg.

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Annex 2. Instrument for Pre-test and Post-Test

KEY ENGLISH TEST CAMBRIDGE

SPEAKING SECTION

Test 1

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates

Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A

What's your name?

To Candidate B

And what's your name?

Back-up prompts

	B, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?
	A, do you work or are you a student?	Do you work? Do you study? Are you a student?
For UK, ask	Where do you come from?	Are you from (Spain, etc.)?
For Non-UK, ask	Where do you live? Thank you.	Do you live in ... (name of district / town etc.)?

Phase 2

Interlocutor

Now, let's talk about friends.

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Extended Response

Now A, please tell me something about one of your friends.

Back-up prompts

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Back-up questions

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

Interlocutor

Now, let's talk about home.

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Extended Response

Now, B, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Back-up questions

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Do you like these different places to eat?



Annex 3. Scoring Rubric for Speaking Skill



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SCORING RUBRIC FOR SPEAKING SKILL

Student's name: _____

Grade: _____ **Date:** _____

CRITERIA	Poor 1-2	Fair 3-4	Good 5-6	Very good 7-8	Excellent 9-10
Pronunciation (stress, rhythm, intonation patterns)					
Fluency (vocabulary, speed, naturalness, lack of hesitation)					
Vocabulary (ability to understand and use vocabulary words and phrases)					
Grammar (ability to use correct grammar and sentence structures)					
Comprehension (ability to understand questions and respond appropriately)					

Annex 4. Lesson Plans for Interventions

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LESSON PLAN 1		
Teacher's name: Cristina Chicaiza		
Date 6/12/2021	Time: 08:00am – 08:40 am	
Level: A1.1 Beginners	Length of the first lesson: 40 mins	
TOPIC: Living in the country or in a city?	Materials: Computer/Internet/Digital App	
Strategy:	Write around	
General Objective:	To express their opinion about living in the countryside or on the city.	
Assessment:	<ul style="list-style-type: none"> - The students are assessed based on the rubric. - The participation and contribution to the group is also evaluated. 	
<u>Lead-in</u>		
Time:	Activities:	Materials:
15 minutes	<ul style="list-style-type: none"> - Elicit students' ideas about how the city and country side is - Write ideas on the board in a mental map. - Divide the class into small groups by assigning numbers to students - Watch a video about country vs city where people express their level of happiness. 	Link 1 https://www.youtube.com/watch?v=orqgsTFcoos
<u>Procedure</u>		
20 minutes	Using the strategy write around, have students answer the question: <i>Where would you like to live in the countryside or in the city? I like to live in because.....</i> <ul style="list-style-type: none"> - The students express their opinions as they complete the prompt. - The students read aloud their comments. - The teacher motivates students to speak as clearly as possible. 	Link 2 https://www.mentimeter.com/s/1d42761962a81544427d7d8a09433c12/125537cb261c
<u>Consolidation</u>		
5 minutes	<ul style="list-style-type: none"> - After a certain time, the teacher moves students to a different group, who takes the time to read their comments. 	Link 3 https://www.mentimeter.com/s/1d42761962a81544427d7d8a09433c12/125537cb261c



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LESSON PLAN 2

Teacher's name: Cristina Chicaiza		
Date: 7/12/2021	Time: 08:00am – 08:40 am	
Level: A1.1 Beginners	Length of the first lesson: 40 mins	
TOPIC: Every day activities	Materials: Computer/Internet/Digital App	
Strategy:	Jigsaw	
General Objective:	To identify daily activities according to people's personality.	
Assessment:	<ul style="list-style-type: none"> - The students are assessed based on the rubric. - The participation and contribution to the group is also evaluated. 	
<u>Lead-in</u>		
Time:	Activities:	Materials:
15 minutes	<ul style="list-style-type: none"> - With the finding someone who game, divide the class into 6 groups - Show some pictures of people and encourage students to identify their occupation. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Dancer </div> <div style="text-align: center;">  Teacher </div> <div style="text-align: center;">  Policeman </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  Nurse </div> <div style="text-align: center;">  Photographer </div> <div style="text-align: center;">  Pilot </div> </div>	Link 1 Zoom
<u>Procedure</u>		
20 minutes	<ul style="list-style-type: none"> - Assign each group a picture of a profession and have them discuss and describe their daily activities - Using the jigsaw strategy, have students meet with member from other groups to explain each profession. - The teacher encourages students to mention at least five daily activities. 	Link 2 https://es.padt.com/

Consolidation

5 minutes	<ul style="list-style-type: none">- After a few minutes, the students get back to their original groups and present what he/she said about the picture without saying what his or her occupation is.- The teacher motivates students to speak as clearly as possible.- The rest of the group must identify what is the picture.	Link 3 Zoom
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LESSON PLAN 3

Teacher’s name: Cristina Chicaiza

Date: 9/12/2021

Time: 08:00am – 08:40 am

Level: A1.1 Beginners

Length of the first lesson: 40 mins

TOPIC: Describing a family

Materials: Computer/Internet/Digital App

Strategy: Guess who?

General Objective:
To learn how to describe a family.
To identify the attributes and personal traits

Assessment:

- The students are assessed based on the rubric.
- The participation and contribution to the group is also evaluated.

Lead-in

Time:

Activities:

Materials:

15 minutes

- Divide the class into small groups.
- Assign one student as the leader of each group.
- Give a picture to each student in the group. Everyone has a different picture about a different member of the family.



Link 1
Microsoft teams
Zoom

Procedure

20 minutes

- The leader has to read the description.
- The rest students of the group have to guess the person, the leader was describing.
- The teacher motivates students to speak as clearly as possible.

Link 2
<https://www.youtube.com/watch?v=uVYP8U2I8NA>

Consolidation

5 minutes

- Once the students guess who was the person. Try to describe him or her in your own words.
- The teacher motivates students to speak as clearly as possible.

Link 3
<https://www.mentimeter.com/app>



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LESSON PLAN 4

Teacher's name: Cristina Chicaiza		
Date: 13/12/2021	Time: 08:00am – 08:40 am	
Level: A1.1 Beginners	Length of the first lesson: 40 mins	
TOPIC: Live events	Materials: Computer/Internet/Digital App	
Strategy:	Tell around	
General Objective:	To learn to continue a story To learn to tell a story	
Assessment:	<ul style="list-style-type: none"> - The students are assessed based on the rubric. - The participation and contribution to the group is also evaluated. 	
<u>Lead-in</u>		
Time:	Activities:	Materials:
15 minutes	<ul style="list-style-type: none"> - Divide the class into groups of four-five students. - The teacher reads one of the versions of the Little Red Riding Hood to the class. 	Link 1 Zoom
<u>Procedure</u>		
20 minutes	<ul style="list-style-type: none"> - The students have to create their own version of the story. - One student starts with “Once upon a time...” - Then every student of the group should continue the story, changing some details. <p><i>Little Red Riding Hood</i> lived in a wood with her mother. One day <i>Little Red Riding Hood</i> went to visit her granny. On her way <i>Little Red Riding Hood</i> met a wolf.</p>	Link 2 https://learnenglis hkids.britishcouncil.org/short-stories/little-red-riding-hood
<u>Consolidation</u>		
5 minutes	<ul style="list-style-type: none"> - Each group selects a student to present their stories to the class. - Each group tell its own version of the story. 	Link 3 Microsoft Teams



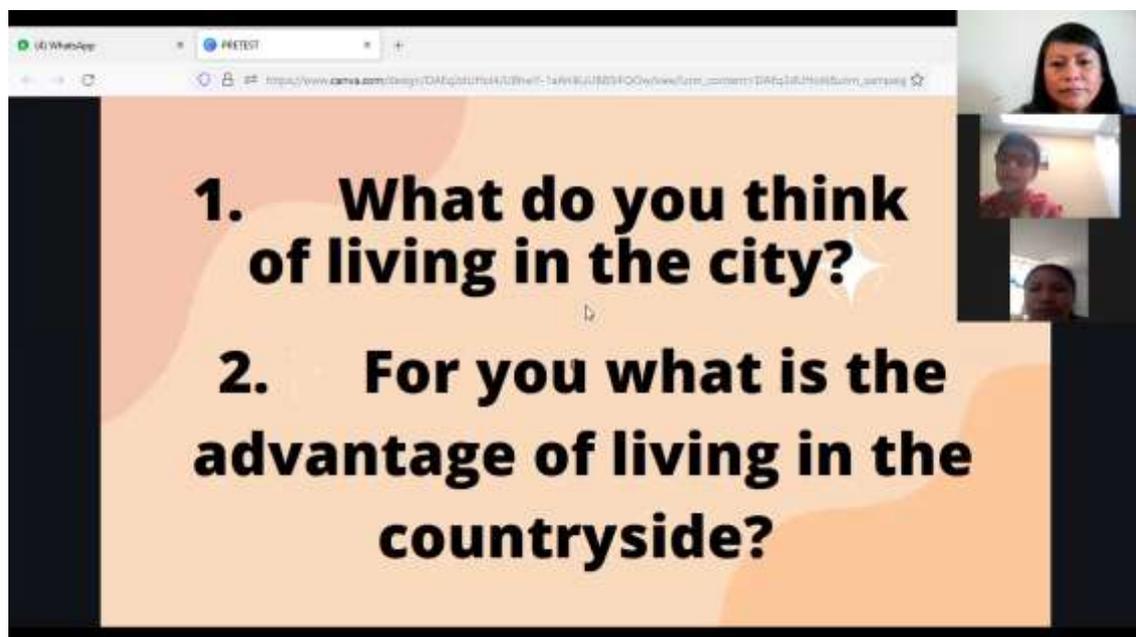
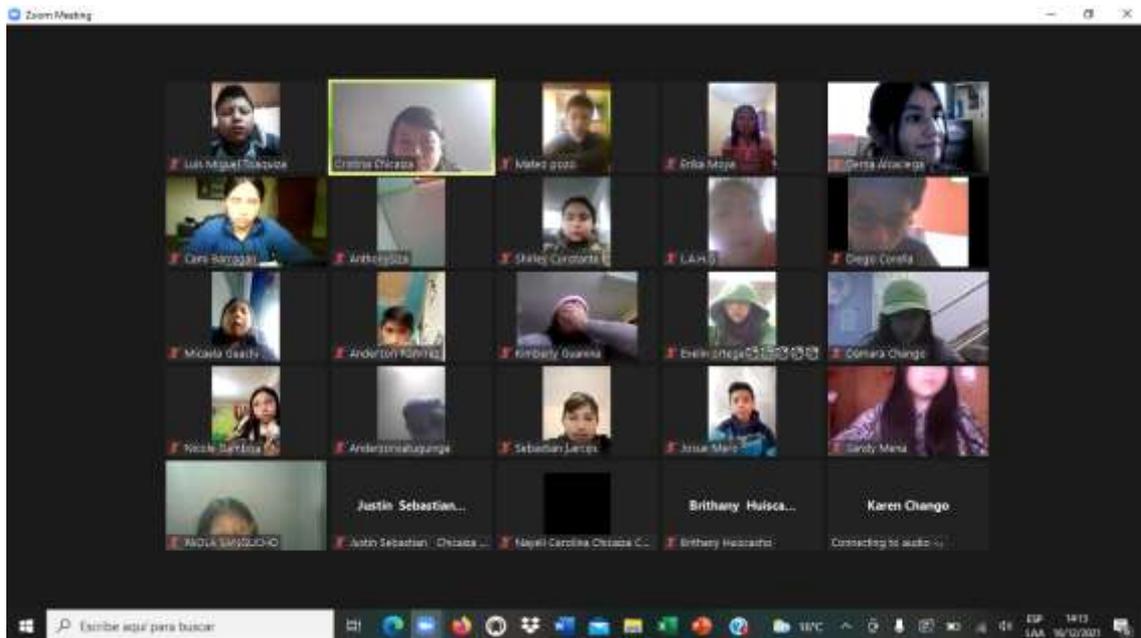
UNIDAD EDUCATIVA “LOS ANDES”
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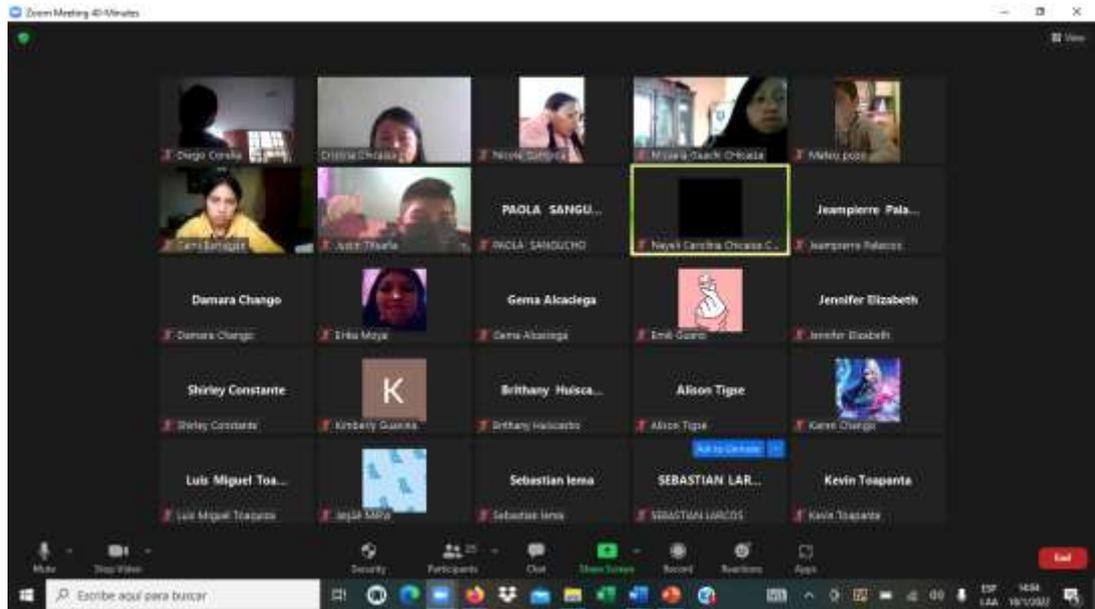


LESSON PLAN 5

Teacher’s name: Cristina Chicaiza		
Date: 14/12/2021	Time: 08:00am – 08:40 am	
Level: A1.1 Beginners	Length of the first lesson: 40 mins	
TOPIC: My favorite signer	Materials: Computer/Internet/Digital App	
Strategy:	Unscramble lyrics	
General Objective:	To talk about music preferences. To learn about cultural information.	
Assessment:	<ul style="list-style-type: none"> - The students are assessed based on the rubric. - The participation and contribution to the group is also evaluated. 	
<u>Lead-in</u>		
Time:	Activities:	Materials:
15 minutes	<ul style="list-style-type: none"> - Ask the students to choose their favorite signer.  <ul style="list-style-type: none"> - Assign students in groups according to their preferences. 	Link 1 Zoom
<u>Procedure</u>		
20 minutes	<ul style="list-style-type: none"> - Give each group a lyric from the artist. - Ask students to discuss about the phrases from the lyrics which are underlined. - The teacher gives students a group of questions about the musician. - Play the lyric and sing as a group. 	Link 2 https://www.lyricsgaps.com/es/p/
<u>Consolidation</u>		
5 minutes	<ul style="list-style-type: none"> - Ask teams conduct discussions. - Promote further discussion, in which students share their opinions with the whole class. 	Link 3 Zoom

Annexe 5. Photographs (pretest and posttest application)





Annex 6. Urkund Analysis

Reporte URKUND



Document Information

Analyzed document	Thesis Cristina Chicaiza.docx (D134365890)
Submitted	2022-04-22T21:22:00.0000000
Submitted by	
Submitter email	mchicaiza9558@uta.edu.ec
Similarity	4%
Analysis address	sj.iza.uta@analysis.orkund.com

Sources included in the report

SA	Tesis_Carmita_Echeverria_orkund.docx Document Tesis_Carmita_Echeverria_orkund.docx (D110283528)	 1
SA	UNIVERSIDAD TECNICA DE AMBATO / UQUILLAS_KARLA_FINAL PROJECT.pdf Document UQUILLAS_KARLA_FINAL_PROJECT.pdf (D91707107) Submitted by: kuquillas9392@uta.edu.ec Receiver: deadv.pved.02.uta@analysis.orkund.com	 1
W	URL: https://files.eric.ed.gov/fulltext/EJ1173469.pdf Fetched: 2020-12-09T07:09:18.8570000	 1

Particular que comunico para los fines pertinentes.

Atentamente,



Firmado electrónicamente por:
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