UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

Tema: "ONLINE COOPERATIVE LEARNING STRATEGIES AND ORAL PRODUCTION"

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés

Modalidad de titulación: Proyecto de Desarrollo

Autora: Licenciada Marilú Etelvina Moya Guerrero

Directora: Doctora Wilma Elizabeth Suárez Mosquera, Magíster.

Ambato – Ecuador
2022

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GENERAL INDEX

TABLE INDEX

ACKNOWLEDGEMENT

DEDICATORY

I kindly dedicate this achievement to my beloved
family who with love and effort have accompanied
me in this process, without hesitating at any
moment of seeing my dreams come true, which are
also their dreams.
With love,

Marilú

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AUTHOR: Licenciada Marilú Etelvina Moya Guerrero
DIRECTED BY: Doctor Wilma Elizabeth Suarez Mosquera, Magíster
LINE OF RESEARCH: Teaching learning processes
DATE: September 19th,2022

ABSTRACT

This research aimed to investigate if online cooperative learning strategies improve students' oral production. In accomplishing this goal, the target population was formed by 30 students from tenth year of basic education who attended Unidad Educativa Cotaló. It was quasi-experimental research whose data collection instrument was a pre-test and post-test. The target population was divided into the control group with 15 students and the experimental group with the same number of individuals. A previous research review and a theoretical analysis were done to identify online cooperative learning strategies like dialogue reenactment, communication games, discussion, interview, buzz groups, instant comment, format debates, presentations, simulation role-play, think-pair-share, peer tutoring, and numbered heads. Then, the pre-test, the A2 Key English test, speaking part, was taken by the whole population. To obtain numerical data, a rubric was employed. It had three assessment criteria such as interactive communication, pronunciation, and grammar and vocabulary which let to recognize the students' low level of oral production performance. The students' main struggles focused on grammar and vocabulary management, phonological uttering, and interactive communication. Afterwards, a set of class plans was designed to be used during the intervention phase, for students' oral production improvement, that was centered in cooperative learning strategies for online teaching and learning contextand the use of the language for real-life communication in a student-centered environment. The intervention lasted three weeks, two online classes per week with the experimental group while the control group attended to face-to-face classes with traditional methodology based on the textbook for tenth year of basic education. Finally, the post-test results revealed that there was a significant improvement of the experimental group in relation to those of the control group. It was concluded that online cooperative learning strategies improve students' oral production. In this context, it is recommended to use this material for further research.

Keywords: cooperative learning, online learning, strategies, language, oral production, communication, interaction, individual accountability, social interaction, group work

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DIRECTOR: Doctora Wilma Elizabeth Suarez Mosquera, Magíster
LÍNEA DE INVESTIGACIÓN: Procesos de enseñanza-aprendizaje
FECHA: 19 de septiembre,2022

RESÚMEN EJECUTIVO

Este estudio tuvo como objetivo principal investigar si las estrategias de aprendizaje cooperativo en línea mejoran la producción oral de los estudiantes. Para alcanzar este objetivo, la población objetivo estuvo conformada por 30 estudiantes de décimo año de educación básica de la Unidad Educativa Cotaló. Fue una investigación cuasi-experimental cuyo instrumento de recolección de datos fue el pre-test y el post-test. La población objetivo se dividió en el grupo control con 15 estudiantes y el grupo experimental con igual número de individuos. Se realizó una revisión de investigaciones previas y un análisis teórico para identificar estrategias de aprendizaje cooperativo en línea como recreación de diálogos, juegos de comunicación, debates, entrevistas, grupos de discusión, comentarios instantáneos, presentaciones, juegos de rol de simulación, think-pair-share, tutoría mutua, y numeración. Después de eso, el pre-test, A2 Key test en la parte de la producción oral fue realizado por toda la población. Para obtener los datos numéricos, se empleó una rúbrica que tenía tres criterios principales como son pronunciación, comunicación interactiva y gramática y vocabulario. Esto permitió reconocer el bajo nivel de desempeño en producción oral de los estudiantes en cuanto al manejo de la gramática y el vocabulario, la pronunciación y la comunicación con fines de interacción. Posteriormente, se diseñó un conjunto de planes de clase centrados en las estrategias de aprendizaje cooperativo para ser utilizados durante la fase de intervención que se enfocó en el uso del lenguaje para la comunicación en la vida real en un ambiente centrado en el estudiante. Esta intervención estaba enfocada en el mejoramiento de la producción oral de los estudiantes. La intervención tuvo una duración de 3 semanas, dos clases en línea por semana con el grupo experimental mientras que el grupo control asistía a clases presenciales con metodología tradicional basada en el libro de texto para décimo año de educación básica. Finalmente, los resultados del post-test revelaron que hubo una mejora significativa del grupo experimental en relación a los del grupo control. Se concluyó que las estrategias de aprendizaje cooperativo en línea mejoran la producción oral de los estudiantes. En este contexto, se recomienda utilizar este material para futuras investigaciones.

Descriptores: aprendizaje cooperativo, aprendizaje en línea, estrategias, lenguaje, producción oral, comunicación, interacción, responsabilidad individual, interacción social, trabajo en grupo

CHAPTER I

THE RESEARCH PROBLEM

1.1.   Introduction

This study project, entitled **"Online Cooperative Learning strategies and oral production", ** aims to use online cooperative strategies to help students improve their oral production abilities and also their academic progress. The strategies are going to make them solve most of their problems as they can express their doubts more clearly to peers than to their teachers. Previous studies on processes at various levels of English with high school students reveal several issues when students attempt to work cooperatively to communicate in English. As a result, online cooperative learning strategies strive to increase oral output with online cooperative learning strategies and make the learning process more participatory and stimulating after training. The authors used a small mixed group of students who cooperatively worked together to accomplish academic assignments using cooperative strategies in a quasi-experimental design with a pre-test and a post-test to assess the high school students' results.

Chapter I: This chapter provides an overview of the problem statement and its relevance in the social-educational context. It explains why this inquiry is essential to examine. Furthermore, it relates to the general and specific objectives of the research, which is to establish a link between the independent variable: online cooperative learning strategies and the dependent variable: oral production.

Chapter II: The research background; the author incorporates the state of the art in which analyzes different aspects of previous studies and research related to this topic of study; this chapter also includes the theoretical framework that supports the variables information that helps and explains the correspondence between each variable

Chapter III: This chapter describes the study's methodological framework, which includes the location, equipment and materials, kind of investigation, hypothesis testing, population and sample, information collecting, information processing, data analysis, and statistical analysis, as well as the results.

Chapter IV: This chapter discusses the statistical results analyzed in the methodological framework chapter using graphics and data.

Chapter V: This chapter contains conclusions of the results obtained in the pre-test and post-test, respectively, and recommendations for future investigations.

1.2.   Justification

The need to manage a foreign language such as English means that the role of the teacher requires the implementation of a teaching strategy that allows the student to develop each of their communication skills, in this case the oral production. For that reason, it is necessary to foster in the student some abilities like interaction and expressing thoughts, ideas and experiences orally in any communicative situation that requires the use of the target language. In this context, the current research is justified for some reasons.

First, this research is significant and exciting because English teachers constantly face challenges in promoting oral fluency by applying online cooperative learning strategies. Niculescu and Dobre (2011) state that online cooperative learning offers flexible learning solutions to the users; therefore, it impacts the educational environment in which students are part of active roles, negotiate, and contribute to their strengths to make decisions on behalf of the group.

Furthermore, this study is newfangled because it facilitates understanding to effectively solve problems where students from the tenth year of high school share experiences and apply their background knowledge. This study is entirely original since online cooperative learning strategies implemented to develop oral production in the tenth year of general education students.

 Nowadays, there is clear evidence among teachers that they need to use online cooperative learning strategies during the teaching process (Carrero, 2016). However, English classes at Unidad Educativa Cotaló are teacher-centered. This approachneither facilitates the development of students' oral production nor motivates the students to learn and speak (Richards & Rodgers, 2001). This project is the first attempt to encourage students to improve their oral production in English by participating in teaching activities based on online cooperative learning strategies. How online cooperative learning strategies promote social interactions and fluency

could be more accessible. At the same time, students' oral fluency will improve if there is more interaction and communication in English. In addition, applying online cooperative learning strategies and said production in real-life situations would naturally occur in students.

1.3.   Objectives

General objective

- To investigate if online cooperative learning strategies improve oral production development.

Specific objectives

- To determine students' level of oral production performance at the beginning and end of this research.
- To identify online cooperative learning strategies that enhance students' oral production.
- To analyze how the incorporation of online cooperative learning strategies in EFL lessons improves students' oral production.

In the context of this research, the objectives mentioned above were achieved through some steps. First, this research had a quantitative approach with a quasi-experimental design. It pretended to prove the effectiveness of online cooperative learning strategies in the tenth graders' oral production improvement. For the first objective, a pre-test and a post-test were applied to the students. The researcher collected information using the KET exam (speaking part) as the evaluation instrument to identify the students' level of oral production performance. Fluency, grammatical precision, pronunciation/intonation, vocabulary and communicative interaction were the criteria in the evaluation rubric. Moreover, a post-test and statistical analysis was applied to analyze whether there was improvement or not. For the second objective, a deep theoretical analysis was done to identify online cooperative learning strategies that let EFL learners improve their oral production. Afterwards, for the third objective an intervention was developed in which the researcher designed lesson plans that incorporated online cooperative strategies to develop the students' oral production.

CHAPTER II

RESEARCH BACKGROUND

2.1 State of the art

This study takes a contemporary approach to the twenty-first century, employing technology as the central tool and incorporating students as active learners. During the pandemic, virtual education was experienced worldwide; as a result, studies about online cooperative learning strategies and oral production have been conducted; nonetheless, the following studies cover the most significant research in this field. The analysis covers studies developed in different educational levels.

With this reading, a review of the supporting materials and principles for the ongoing research was made. In order to conduct this study, a number of databases, including Google Scholar, Scielo, Redalyc, ResearchGate, Academia, as well as national and international university repositories, were examined. Cooperative learning and writing proficiency in English were the keywords utilized. Additionally, the analysis had some inclusion and exclusion criteria.

The current state of the art includes publications that had to be literature reviews, as well as experimental and quasi-experimental research. In addition, they must be quantitative and qualitative studies. The studies should also include young students who are performing at the lowest level in the English language, such as A1 and A2, or starters. Additionally, those documents must have been published no more than five years ago, or between 2018 and 2022. These documents must also be written in English. The papers must also describe the intervention process and any approaches or tactics for cooperative learning that would be used in the classroom. On the other side, some studies were disregarded. First of all, participants in that research included the highest levels of language users, such as teachers and college students. Additionally, research that was released prior to 2017. In other words, 20 research papers were reviewed because they fulfilled the inclusion criteria.

Bolivar (2017) aimed to employ cooperative learning strategies to influence students' oral production through software processes: the first was to categorize these

instruments into codes, and the second was to organize them into families. The data was collected through the teacher-researcher journal, two interviews, recordings of class activities, and a focus group. After analyzing the gathered data, the findings and interpretations process revealed that implementing the Cooperative Learning strategies to impact students' oral production was affected by external interferences such as reduction of teaching hours, missed classes, and discipline. The data analysis has concluded that students can use the English language orally while using the cooperative learning technique.

Nievecela and Ortega (2019) focused on looking at the effectiveness of cooperative learning (CL) techniques in improving students' oral performance at the A1 Common European Framework of Reference for Languages (CEFR). Twenty-four seventh graders from a small rural primary school in Cuenca's southern outskirts participated. Results were gathered with the pre-test and post-test. SPSS version 25 was used to analyze and evaluate the findings. In addition, a T-test for one sample was used to compare the mean scores of the students in the pre-and post-test; a T-test for one example was used. First, the study participants achieved their A1 oral understanding, interaction, fluency, and pronunciation. Second, pupils showed favorable sentiments toward CL techniques. Third, using CL methods, students became more driven and less hesitant during the oral engagement. Therefore, according to the research, CL should be used in elementary English learning since it improves EFL peaking abilities.

Ali (2019) analyzed if the oral group lessons in the grade seven student English textbook enhanced CL. Two English language instructors and one hundred twenty students taught and learned English at Muke Turi Primary and Junior Secondary School in Northern Shoa, Ethiopia, and were engaged in the study. Text analysis was used to collect data for the investigation. Interviews were done, and classes were watched to see what was occurring and triangulate the text analysis findings. Findings revealed that the oral group lessons in the grade seven textbook met almost all of the criteria of CL; the teachers and students who were interviewed understood the benefits of sharing ideas through group work, which promotes CL, even though the class size was large. The students had little background knowledge of English. The findings of this study suggested that the oral group lessons in the textbook aided in promoting CL, despite difficulties in implementing them in the classroom.

Astuti and Lammers (2017) studied the–role of individual accountability in CL implementation in Indonesian secondary school EFL classrooms. This research employed qualitative methodology, more specifically qualitative case study. One activity in CL was taken, individual accountability, which was also the phenomenon under study. Therefore, teachers were included as research participants to understand better the function of personal accountability in CL implementation in promoting EFL acquisition. Other participants were students since they have firsthand knowledge of CL contexts. Data was gathered through participant observations, in-depth interviews, and document analysis. The study demonstrated how individual accountability in CL, as an object-directed activity, needs support from its social environment to play its role in EFL learning.

Namaziandost et al.(2020) looked at the efficacy of cooperative learning in English language courses to improve Iranian students' speaking skills and motivation. A pre-test and post-test control group design was used to examine the influence of the cooperative learning technique on speaking abilities and six characteristics of learning motivation: intrinsic motivation, integrated regulation, identifiable regulation, introjected regulation, external regulation, and inspiration. The current study's data were collected at many stages before and after the experiment's conclusion to examine the impact of cooperative learning on the sample's speaking abilities and motivations. Mean scores, standard deviations, independent and paired sample t-tests, one-way ANCOVA, and effect size were used to examine the data. Findings revealed a considerable improvement in the students' speaking skills following cooperative learning strategies.

Alipour and Barjesteh (2017) investigated the effect of incorporating cooperative learning strategies on improving the speaking fluency ability of Iranian senior high school students. 32 Iranian male EFL learners were randomly assigned to an experimental group (EG) and a control group (CG). After conducting Oxford Placement Test and forming two desired classes with the same level of language proficiency, a pre-test was administered to both the experimental and control groups. Two techniques of cooperative learning (Numbered heads and Think-pair-share) in the EG during six weeks of treatment were applied. One week after the last treatment

session, the participants took the tests. The descriptive statistics and independent samples t-test were used to analyze the data. The result showed a significant difference between the two groups regarding speaking fluency ability Students in EG outperformed students in CG regarding speaking fluency ability toward learning.

Buitrago (2017), aimed to analyze the effects of collaborative and self-directedlearning strategies to develop oral fluency through speaking tasks. A group of ten students with a pre-intermediate level in English at a Colombian university were part of the investigation; quantitative data was collected through the first instrument, the measuring sheet, which consolidated the ten speaking tasks of the ten participants in the study, was analyzed. Quantitative analysis was aided by a protocol that registered frequency counts of words and hesitations per minute for each speaking task. Findings demonstrated that working cooperatively boosts learners' confidence not just because they believe they are not being criticized but also because they understand that their mistakes are not unique.

Herrera et al. (2019) implemented new strategies useful for English teachers and students; this qualitative research implemented some innovative techniques in the classroom. It analyzed effects on English teaching by observing classes, participating in the teaching process, and getting opinions from the students. This research was carried out at the National Institute by professor Guillermo Cano Balladares. Therefore, twenty students and one English teacher were selected conveniently to apply the chosen strategies in different sessions. For data collection, techniques like interviews and observations were used; researchers realized that the strategy applied had had practical results. The researchers concluded that cooperative learning strategies help develop students' English language fluency.

Chye and Han (2018) investigated the impact of the cooperative learning technique Think–group–share on the speaking abilities and interaction of two large groups of A1 seventh graders. Fifty-six students participated in this process by completing various assignments that improved their speech abilities based on vocabulary growth. Participants attended eight sessions over two and a half months. Two data analysis processes were used during the intervention: a quantitative approach that gave statistical measurements of the study's results and a qualitative method based on Grounded theory that was useful for identifying categories. The study of the data

revealed that learners' language abilities improved during the intervention. In addition, students were given more opportunities to communicate and utilize the language with their partners and teachers due to the technique.

Carrera (2017) used cooperative learning to improve vocal expression and understanding of English. The population was comprised of students from the afternoon shift and the third grade of secondary education at the "Santa Lucía" National College in the province of Ferreñafe. The sample was constituted into two groups: experimental and control groups. Cooperative learning was used for 12 weeks, equivalent to 24 teaching hours, applying 12 learning sessions. Furthermore, a pre and post-test were applied to both groups to determine and compare expression and oral comprehension levels, evaluating them in fluency, pronunciation, grammatical correctness, vocabulary, and listening comprehension. The pre-test results showed that students obtained grades in the beginning category before using cooperative learning in the learning sessions. However, after applying the stimulus, the post-test results showed that the experimental group students significantly improved, placing themselves in the expected achievement category. Still, the control group remained in the same category. In conclusion, this research showed that cooperative learning significantly improves the expression and oral comprehension in the area of English of the students of the third grade of secondary education of the National School "Santa Lucía" - Ferreñafe.

Villegas (2021) examined the impact of cooperative learning practices on improving English oral expression in high school pupils at the "Nicolas Vaconez" Educative Unit. This study included both qualitative and quantitative research methods. Furthermore, a quasi-experimental approach allowed identifying cause and effect relationships between independent and dependent variables. Data was collected using a pre-test and post-test application, resulting in ideal learning experiences for the students. The findings demonstrated that cooperative learning practices for improving vocal expression in high school pupils were beneficial. Furthermore, the pre-test and post-test differences were significant because the high school students' oral skills and enthusiasm to study English are excellent and relevant.

Alrayah (2018) investigated the influence of cooperative learning activities on the fluency of EFL learners. The researcher used the descriptive approach and recorded

interviews to assess fluency as data collection techniques and SPSS to analyze the data. The study's sample included (48) first-year students studying English at Omdurman Islamic University's Faculty of Education in Sudan. The students were separated into experimental and control groups for the study paper. The experimental group's program lasted a month and included much practice through cooperative learning activities to improve the experimental group's fluency. The finding demonstrated a statistically significant relationship between cooperative learning activities and improved speaking fluency in EFL learners.

Wang (2017) conducted a study to examine the effect of cooperative learning on improving the oral skills of non-English speaking senior students in Chinese universities. This project examined the impact of cooperative learning from three aspects, including verbal test scores of students, oral production, and the quality of spoken English. Based on the literature review findings, this project further analyzed the limitations and possibilities of implementing cooperative learning with certain Chinese socio-cultural factors; in addition, this project recommended university teachers and academic administrators implement a cooperative learning approach when teaching oral skills in English.

Namaziandost et al.(2020) looked at the efficacy of cooperative learning in English language courses to improve Iranian university students' speaking skills and motivation. A pre-test–post-test control group design was used to examine the influence of the cooperative learning technique on speaking abilities and six characteristics of learning motivation: intrinsic motivation, integrated regulation, identifiable regulation, introjected regulation, external regulation, and inspiration. Data were collected at many stages before and after the experiment's conclusion to examine the impact of cooperative learning on the sample's speaking abilities and motivations—the motivation of students to undertake cooperative learning in English lessons. Mean scores, standard deviations, independent and paired sample t-tests, one-way ANCOVA, and effect size were used to examine the data. The findings revealed a considerable improvement in the students' speaking skills following cooperative learning strategies. Furthermore, the data indicated substantial differences in favor of cooperative learning for boosting intrinsic motivation, but no other components of motivation were discovered.

George (2017) analyzed if cooperative learning practices improve the academic performance of English learners in their English courses. This study investigated how communication and cooperation affect academia using the ideas of Dewey (1938), Vygotsky (1978), and Piaget (1926), which are developed from components of cognitive, developmental, and democratic theories that emphasize the advantages of group discourse. According to the study's findings, high school English instructors' perceptions of the effectiveness of cooperative learning practices had a favorable influence on English language learners' academic performance and engagement levels.

Namaziandost et al.(2020) investigated English language fluency among Iranian intermediate EFL students. Seventy-two students at a private English language institute were randomly assigned to two experimental groups and one control group, each with an equal number of participants (n = 24). The Oxford Quick Placement Test (OQPT) assessed the participants' competency level. Grading was done using a scoring rubric based on an authentic English language learners' assessment. The data was analyzed, and differences between the three groups were determined using the Statistical Package for Social Science (SPSS) version 25. On the pre-test, there was no significant difference between the three groups.

Singh (2020) aimed to improve the speaking skills of poor ESL students through Think Pair Share (TPS). In addition, the study sought to discover barriers students had in speaking, how they think cooperative learning peer participation can improve speaking skills, and ESL students' perceptions of using TPS in speaking activities. An action research design was used in the research. This research included twenty-four forms for ESL students. Data was collected through reflective teacher input and focus group interviews with ESL students. The findings revealed that Think Pair Share improved students' speaking skills and significantly influenced students' confidence to speak in English.

Darmuki et al. (2017), in their research, pretended to achieve two aims namely 1) to assess the cooperative approach's effectiveness in student speaking ability development, speaking learning activity effectiveness, and guidance book learning instruction; and 2) to determine whether there was a significant difference between pre and post-cooperative model results. To evaluate the cooperative model used by the Indonesian Language and Literature Departments at IKIP PGRI Bojonegoro,

Ronggolawe University in Tuban, and Darul Ulum Islamic University in Lamongan, the researcher used a mixed-method approach (a combination of descriptive-evaluative and experimental designs). The validity and reliability of the research instruments (questionnaire, interview, and speaking test) were previously tested. Data analysis includes three parts (questionnaire and interview): data reduction, presentation, and conclusion drawing. Students taught using the cooperative model have a speaking score of 18.9875, more significant than those taught using traditional methods, who have a score of 17.4500. In addition, the ability of students to talk was considerably influenced by cooperative learning. Using instruments and tests, the model's effectiveness test suggested that the cooperative learning model of speaking was effective. As a result, cooperative learning based on information processing can help students enhance their speaking skills.

Altun and Sabah (2020) conducted research to see if cooperative learning methodologies based on multiple intelligence can help EFL students' communication abilities. In this study, forty-eight students were divided into experimental and control groups. The data was collected using pre-and post-test speaking tactics for experimental and control groups to determine how learners' speaking skills improved. In addition, the participants verified and assessed the pre-and post-test scores of both groups. The findings showed that cooperative tactics based on multiple intelligence significantly impacted developing students' speaking abilities. In addition, the study made various recommendations and contributions for future research.

Ahsanah and Utomo (2020) aimed to improve students' speaking skills for 8th-grade students by using group work activities (Think Pair Share, Snowball, and Jigsaw) in English teaching and to see if group work activities are more effective than the conventional method in improving students' speaking skills. A multitude of forms, including a quasi-experimental research method, was applied. Twenty students were separated into the Experimental Group (EG) and the Control Group (CG). The study's instrument was a speaking test utilized as a pre-test before applying group work activities. In addition, SPSS 24 was used to examine the students' scores, which served as the study's data. This study found that employing group work activities to improve students' speaking skills was more effective than traditional. In addition, this study demonstrated that operating group work activities to enhance students' speaking

accuracy (vocabulary, pronunciation, grammar, and fluency) was more effective than using a traditional method.

All of the research previously mentioned served as the basis for the current one; they enlightened the route to achieve the proposed goals. However, the reviewed papers were carried out in the context of a face-to-face classroom, not online. Therefore, the current research would contribute to experience a new way of cooperative learning which includes online and distance education.

2.2 Literature review

2.2.1 Independent variable: Online cooperative learning strategies

According to Johnson and Johnson (2011) , cooperative learning is the instructional use of small groups so that students work together to maximize learning for both individual and group benefits. There are several reasons why cooperative learning works so effectively. First, cognitive psychologists and effective instructors have long recognized that kids learn better by doing something active rather than merely watching and listening. Murray (2015) states that cooperative learning is a dynamic strategy. Working cooperatively refers to students working in teams on an assignment or project under conditions in which specific criteria are satisfied, including being held individually accountable for the complete content of the job or project.

Furthermore, working cooperatively during the learning process helps to gain knowledge by collaborating with ideas in the group. However, when activities are carried out in a group, they must be very well organized. Each member must have a specific role so that time is not wasted deciding which position each occupies. The head must guide them Felder and Brent (2007).

Smith et al. (2017) argue that online educators must develop instructional techniques that address the various learning styles and their learners' comprehension and ability. Participation in these learning settings allows today's learners to gain essential skills. Furthermore, this can be advantageous in how an individual's online experiences can aid learning and measure learning outcomes and skills in the classroom.

 Likewise, cooperative learning is shared in traditional classrooms, but some professionals are skeptical about the effectiveness of online classes. Nevertheless,

online cooperative learning strategies might benefit physically separated students by developing strong classroom interactions that would otherwise be lost in online instruction Malone (2017).

Rogers et al. (2009) state that classroom and online learning both have advantages and disadvantages, but they are also distinct. If the two teaching approaches can be combined, classroom learning will only be employed when knowledge teaching and group interaction are required.

Online cooperative learning strategies and categories
Strategies

Niculescu and Dobre (2011) emphasize that one of the most effective strategies to improve academic performance is to use a cooperative learning. As the name implies, it is primarily concerned with the cooperative learning of small groups of pupils. Teaching a large group of thirty or forty students in a one-on-one setting will not produce the same results as leading a small group of four or five students (Kagan, 1985). However, in every learning scenario, the bright kids may catch on. Because kids can explain their uncertainties more clearly to peers than to their teachers, peer engagement in this manner aids them in solving the majority of their problems. Cooperative learning strategies are a broad category of educational methods in which students are separated into heterogeneous groups to work toward a common goal (Johnson & Johnson, 2017). According to Johnson et al. (1994), the critical feature of cooperative learning is that each group member is accountable for the entire group's learning. They should assist their group members and bring them up to speed, fostering a sense of accomplishment. As a result, mutual gain and team spirit are essential factors. Cooperative learning is based on well-structured and organized teaching strategies. This strategy has much promise and may be used at any grade level and subject. The authors propose a theoretical framework for approaching online cooperative learning in students.

Niculescu and Dobre (2011) mentioned that the strategy used to get students to study the information plays an essential part in online cooperative learning. Some of the most popular ways for learning content with all pupils are listed below (such as science,

math, social studies, languages arts, and foreign languages). The majority of these strategies work best in groups of four:

1. **Round robin** - Choose a topic for discussion and present it to the group. Students should move around the room and name items that fall into the appropriate category (Aghajani & Adloo, 2018).

2. **Roundtable** - Give an example of a category. Allow each pupil to write one word at a time (Aghajani & Adloo, 2018).

3. **Write around –** Provide a phrase starter for creative writing or summarizing. Toss out a sentence to each team and have them finish it. After that, they pass their paper to the right, read it, and add a sentence. Four fantastic stories or summaries emerge after a few rounds. Allow students time to add a conclusion to their favorite and change it before sharing it (Jhonson et al., 1994).

4. **Number heads together** - Have pupils count from one to four. Declare a question as well as a time limit. To come up with an answer, students put their heads together. Ask all pupils with that number to stand and answer the question. Recognize the correct answers and expand on them through in-depth discussions (Kagan, 1985).

5. **Team jigsaw -** Give each team member a fourth page to read from any source (for example, a social studies volume) or a fourth of a topic to research or memorize. Each student finishes their job and then teaches or assembles a team product by providing a puzzle piece (Yuhananik, 2018).

6. **Tea parties**: students construct two concentric circles or two lines facing each other for tea parties. Pose a question (on any topic), and the students debate the answer. After one minute, the youngsters are assigned new partners as the outside circle or online slides to the right. Then ask them to debate a second question. Finally, add five or more questions to the mix. Students can use this "Tea Party" strategy to write questions on cards to review for an exam (Gillies, 2016).

Categories

On the other hand, the strategy used may differ from one organization to the next and from one teacher to the next, depending on the hardware and software resources

available and the personal experiences of each teacher and student engagement. The tactics will also be influenced by the online cooperative learning implemented. Some of the most prominent categories in use today are shown below, but remember that they are broad categories with many possibilities (Ghufron & Ermawati, 2018).

Furthermore, student-led learning attempts to provide each student with highly effective learning experiences. It is also known as independent or self-directed learning. Web pages, multimedia presentations, and other interactive resources on a Web server may make up the content. A Web server is used to access the content. All student instructions must be presented in the course materials (Ghufron & Ermawati, 2018). However, there is no instructor or facilitator to assist pupils, and the mechanisms for group members to communicate and share ideas are severely constrained.

Facilitated learning mixes student-led learning's reliance on Web resources with instructor-led learning's collaborative capabilities (Konstantinidis et al., 2013). This category is ideal for students who cannot stick to a strict schedule but want to supplement their education by talking with other students and teachers. Assignments are frequently posted on the group's forum Web page, where students can also turn in their homework. The teacher is not directly involved in the learning process but acts as a facilitator. The teacher will respond to students' inquiries and assist them in resolving any issues. In addition, the teacher can grade and analyze assignments (Felix, 2003).

Teacher-led learning — This category uses Web technologies to deliver classes to students via the Internet. These classes employ a wide range of real-time technologies (i.e., video & audio conferencing, chat, screen-sharing, polling, whiteboards, and phones). The teacher usually exhibits slides and gives demonstrations. A streaming media server transmits the presentations, the teacher's voice, and sometimes a video image. The display can be seen using a media player, and students can ask questions by putting them into a chat window or sending them by e-mail (Felix, 2003).

In terms of Felix (2003), assignments are uploaded to a class discussion board, similar to assisted learning, where students can also submit their completed homework. The main benefit of this category is that most students have encountered it at some point

in their lives, as it is one of the most commonly utilized categories in all grades. Unfortunately, there are some drawbacks: bandwidth is a significant limiting factor.

Provide just-in-time online cooperative learning with embedded learning. It is most commonly found in computer programs, help files, Websites, and network applications. It can also be web-based (Aghajani & Adloo, 2018). It is frequently seen on the learner's computer and is installed with the program with which it is related. The file's size could be the primary technological obstacle. Suppose the learning materials are to be stored on the student's computer. In that case, the tutorial files may be skipped if they considerably increase the amount of disk space required by the application (Firman, 2012). The file size is also a key consideration if the learner can access the online teaching material (Albert & Barabási, 2002). Because it is hard to know how a student will access the Internet, the teaching files must be small enough to download fast.

Konstantinidis et al. (2013) argue that tele mentoring and e-coaching is a category that applies cutting-edge technology to one of the oldest kinds of education. Video conferencing, instant messaging, internet phones, and other collaboration tools are being used to guide students' development. Teachers can provide students with a more informed and mature companion to learn written in-class materials. Online teaching aims to achieve a more short-term, project-specific outcome (Felix, 2003). The contact between teacher and student is more firmly defined in online instruction. It is usually restricted to a single topic. Niculescu and Dobre (2011) state that telementoring may only necessitate using a phone and e-mail in terms of technology. More advanced telementoring and e-coaching require the use of more technologies. Telementoring and e-coaching, on the other hand, are becoming increasingly important in today's knowledge management programs.

Technology is used to support the strategies and categories of online cooperative learning (Gillies, 2016). However, it is people that make learning happen, not technology. Therefore, the teachers must comprehend their objective and look forward to discovering the people who will assist them and the necessary financial resources. They must also improve their ability to create, offer, and distribute knowledge. This is a challenging assignment, but if completed, the impact on students will be significant,

and the results will demonstrate that the effort was not in vain (Kadry & Safieddine, 2016).

2.2.2. Dependent variable: oral production

Speaking entails much more than correctly applying language in conversation (Common European Framework of Reference for Languages, 2001). When we speak, we keep the person we talk to in mind and communicate our meaning effectively (Spratt et al., 2011)

Harmer (2007) states that an element we must consider when teaching oral communication in the language classroom is that certain activities presented with a declared communicative purpose may be far from having all the characteristics of their category and combine communicative features with others of controlled practice. There is thus a continuum between practice activities and communication activities.

Elements of speaking

Harmer (2007) mentions that students must pronounce phonemes correctly, employ appropriate stress and intonation patterns, and engage in a linked speech to communicate successfully in English. However, according to Dos Santos (2020) there is more to it than that. English speakers, particularly those who speak it as a second language, will need to be able to communicate in various genres and settings and employ different conversational repair procedures (Hall, 1997). They must also be able to survive in ordinary functional exchanges.

Speaking subskills

According to Sprat et al. (2011) Teaching Knowledge Test (TKT) from Cambridge Assessment (2022), and there are some speaking subskills such as inferring attitude, feeling, and mood; using interactive strategies; summarising; and, paraphrasing.

Inferring attitude, feeling and mood

Pragmatics refers to the eminently practical sense of language through the interpretation of the social uses of discourse and the importance of contexts and communicative situations that condition information, messages and their communicative intentions (Yule, 2010). It is widely known that not only the spoken chain and its articulatory and tone elements, that is, segmental and suprasegmental, are

interpreted and produced; but also, others that appear within the enunciation such as silences, rhythms, the intensity of the voice, and the speed of speech (Balogun & Kezie-Osuagwu, 2020). According to Yule (2010), other features such as feelings and mood expressed in smiles, laughter, tears, sobbing, sighs, blows, whistles, percussions, clicks, whirrs, humming, among others provide ideas of meaning between objectivity and subjectivity.

Speaking uses these elements of everyday life, that is, that produced through everyday discourses with which the language users interact, work, buy and sell, share, fall in love, play and fight, etc. In other words, they coexist with the oral discursive exchange. That is why everyday experience and common sense indicate that this form of expression is more than just speaking and listening but inferring attitude, feelings and mood (Yule, 2010).

Speaking means establishing relationships with others; it is exchanging communication, inferring, sharing feelings and mood, and trying to reach meeting points. Besides, it is to achieve these agreements or limit disagreements, it is to decide and act accordingly. Therefore, the language user understands what it means when someone asks "we have to talk". They interpret that they are facing a situation in which it is necessary to deal with, share or debate in order to understand it better and to act according to what has been discussed and agreed upon (Alamri, 2018).

Using interactive strategies

Speaking involves using interactive strategies to make sense of the uttering. While speaking, the language user's main interactive strategies are 1) to apply interactive, intercultural and communicative competence (asking questions to clarify and confirm understanding; 2) to socially construct communication because language learning occurs in social interaction; 3) to negotiate of meaning; 4) to create meaningful communication to enhance accuracy and fluency; 5) to solve problems; and 6) to make aye contact and use facial expression; (Vygotsky, 1977; Richards & Rodgers, 2001).

Summarising

Knowing how to summarize is a key issue when speaking. The summary implies the construction of a new idea, from what is read or heard, which can be reorganized and hierarchized in different ways according to the purpose of the speaker. In other words,

the results of a summary depend to a great extent on what the person doing knows and on his or her purpose (Balogun & Kezie-Osuagwu, 2020).

The rules that allow carrying out the process of summarizing are: omit and select, generalize and build. This process involves excluding non-relevant and repetitive information, choosing the information that is considered essential for understanding the content, generalizing and, based on these steps, developing a new discourse. The summary is an excellent strategy to improve oral communication, because after identifying the main and secondary ideas, omitting and selecting ideas from what has been understood, a new discourse can be built without distorting its essence and including own criteria (Dos Santos, 2020).

Paraphrasing

Paraphrasing is a skill that is obtained by having comprehension since a concept of what is read or heard is built, as long as the original idea is not lost. Paraphrasing is a very effective language and expression tool, since it generates a lot of benefit and helps understand the message because if the language users paraphrase, they can clarify ideas and look for similar words. This avoids generating own criteria or omitting a wrong opinion (Balogun & Kezie-Osuagwu, 2020).

Students and speaking

Getting pupils to talk in class may sometimes create a positive environment; students who get along and whose English is at an adequate level can frequently engage freely and enthusiastically, provided we give them a good topic and activity. However, it is not easy to get pupils to work. Perhaps the class mix is not entirely correct. Maybe we did not pick the right type of topic. It is sometimes the task's structure that is at fault. The problem that arises more frequently is students' innate unwillingness to speak out and participate. Teachers' roles will be critical in such scenarios (Carrero, 2016).

Big groups, small groups

A primary factor for some students is a reluctance to participate in speaking events in which they must speak in front of a large group. One way to offset this is to ensure that kids can talk and interact in smaller groups. As previously said, this might be preparation for discourse or discussion (Johnson & Johnson, 2017).

Cooperative learning strategies for speaking activities in the classroom

Many of today's classroom speaking tasks are on or near the communicative end of the communication spectrum (Common European Framework of Reference for Languages, 2001). There are various speaking activities that are suitable for online classroom.

Dialogue reenactment

When deciding who should stand at the front of the class, the teacher should avoid first selecting the most hesitant pupils. Instead, he or she must foster a supportive environment in the classroom. The teacher must provide pupils time to prepare dialogues before executing them. Students will benefit more from the experience if they have enough time to work on their conversations (Carrero, 2016).

Communication games

There are two distinct types of games namely fill in the blanks and television and radio. The formers rely on information gap activities. For example, one student must communicate with a partner to solve a puzzle, draw a picture, arrange items in the proper sequence, or detect similarities and differences between images (Alamri, 2018). The latter support fluency activities that are frequently provided through radio and television games. Each participant in this exercise must speak about a particular moment (Almeida & Monteiro, 2021).

Discussion

The discussions range from highly formal, whole-group staged events to more casual small-group encounters. Regarding the characteristics of the discussion group, Harmer (2007) points out that it is necessary to provoke a conversation among students about any topic, which must be monitored by the teacher. It must be carefully planned with topics according to the students age and interests (Richards & Rodgers, 2001).

Interview

Alamri (2018) states that the interview is a conversation. It is also the art of asking questions and listening to answers. This strategy helps the students to collect information and develop some other activities like discussion based on those data, making presentations, or giving advice. One way of doing presentations on the online classroom would be a video with the students performing in the interview.

Buzz groups

These may be used for a variety of talks. For example, students can forecast the content of a reading book or discuss their emotions about it after reading it. In addition, they may talk about what should be included in a new broadcast or have a brief discussion about the appropriate music for a wedding or party (Smith & Brown, 2017).

Instant comment

It is important to teach kids to answer smoothly and quickly by incorporating "instant comment" mini-activities into classes. It entails displaying photos or introducing subjects throughout a lecture and asking students to speak the first thing that comes to mind (Wang, 2017).

Formal debates

In this activity, students prepare arguments supporting or against numerous ideas. The teacher must moderate the discussion because there must be rebuttals from each group because they have their own point of view (Carrero, 2016).

Presentations

Here the students make a presentation on a topic. The students cooperatively work, negotiate meaning, solve problems, and make deep thinking to be ready for their oral presentations (Dos Santos, 2020).

Simulation and role-play

Students imitate a real-life meeting as if it were happening in the real world. They can then act out the simulation themselves or play a different person and communicate views, ideas, and feelings (Firman, 2012).

Think – pair - share

This strategy is used for students to read a reading text provided by the teacher; first individually, then in pairs, and finally they have a discussion with the whole class. Think-Pair-Share (TPS) has been recommended for its benefits of allowing students to express their reasoning, reflect on their thoughts, and get immediate feedback on their understanding (Johnson et al., 1994).

Peer tutoring

It is based on the collaboration that a student gives to a classmate. A cooperative learning structure is found, but no longer in small and heterogeneous groups, but instead resorting to a duality: pairs of students from the same group. It is a strategy that tries to adapt to individual differences based on a dyadic relationship between the participants. These are usually two classmates of the same age and class, one of whom plays the role of tutor and the other of student. The tutor teaches and the student learns, and this relationship is generally guided by the teacher. For Peer Tutoring to help improve the performance of the students involved, the following conditions: a) the student tutor must respond to his or her partner's requests; b) the help consists of detailed explanations about the process of solving a problem and should never provide ready-made solutions.

Numbered heads

After working on a specific topic, a question, or a problem, the group achieves an answer and must work so that all the members of the group have the ability to explain the correct answer. Each member of the group is numbered and a number is randomly drawn that must explain the class response to the entire group. A dice can be used, numbered cards or a spinning top with numbers to choose the students who should make the presentation. It is ideal for short questions, which have to investigate the answers or for problem solving activities (Kadry & Safieddine, 2016).

Criteria to assess the oral skills

The oral skills can be assessed in areas considered subjective, complex or imprecise, through criteria that progressively qualify the achievement of learning, knowledge and/or valued skills from beginner to expert level (Common European Framework of Reference for Languages, 2001). In the case of this research, these criteria would be vocabulary and grammar, pronunciation and communication skills (Cambridge Assessment, 2021).

CHAPTER III
RESEARCH METHODOLOGY

3.1 Location

Ecuadorian educational institutions faced an extreme change in the learning and teaching process because of the pandemic COVID-19 (Ministerio de Trabajo del Ecuador, 2020; (Ministerio de Educación del Ecuador, 2021); for this reason, many English teachers searched for new strategies and ways to get knowledge and develop students' speaking skills at different levels.

The current research project was developed with tenth graders at Unidad Educativa "Cotaló" in a parish called Cotaló - Pelileo - Tungurahua. The students were about fourteen and fifteen years old. In addition, this institution currently has 402 students and 18 teachers. This public institution belongs to Spanish education that assists students from kinder garden to high school in the rural area.

3.2 Material and equipment

According to Griffee (2012), materials and equipment in research are extremely important because they facilitate the accomplishment of goals. Therefore, the most important equipment for this research was a computer, a tablet, or a smartphone with internet connection. Those electronic devices were used to interact among teachers, and students and represented fundamental tools to download information or communicate immediately, primarily through WhatsApp groups.

On the other hand, materials like video games, word wall, Canva, and Word documents, facilitated the application of the applied experiment. Besides, TEAMS platform allowed to create sessions for experimentation classes which were recorded. Furthermore, the MOODLE classroom where students could upload class activities, do homework, review their class activities, and interact with each other using instant chats was used.

Instrument

To collect data, a pre-test and a post-test were applied to the target population. It included a questionnaire as the main tool. The pre-test and post-test were downloaded from Cambridge Assessment webpage. The adopted one was the KET (Key English

Test) Speaking part (Annex 1). Moreover, a rubric was employed to obtain numerical data. The rubric for the current research contained three criteria such as grammar and vocabulary, pronunciation, and interactive communication.

3.3 Research method

This research had a quantitative approach with a quasi-experimental design. Quantitative analysis is applied when the investigator or researcher identifies a research problem based on a trending field or explains why something occurs (Creswell, 2012). Additionally, this study included a pre-test and a post-test to get numeric data.

This was quasi-experimental design because this research used a specific group of students in the 10th grade. Creswell (2012) asserts that quasi-experiments occur when the experimenter cannot artificially create groups.

3.4 Hypothesis - research question - idea to defend

In this research, online cooperative strategies were implemented to develop the students' oral production. The research questions that guided this research were:

What is the theoretical foundation of online cooperative learning strategies and oral production?

Do online cooperative learning strategies develop the students' oral production at Unidad Educativa Cotaló in Pelileo.?

The first question focused on showing the theoretical part of online cooperative strategies; answering this question, the author detailed online cooperative learning strategies.

The second question focused on getting the students' scores about their English oral production performance before and after implementing online cooperative learning strategies. To answer this research question, the author raised a Null Hypothesis (H0) and an Alternative Hypothesis (H1).

H0: Online cooperative learning strategies do not develop the students' oral production at Unidad Educativa Cotaló in Pelileo.

H1: Online cooperative learning strategies develop the students' oral production at Unidad Educativa Cataló in Pelileo.

3.5 Population or sample

Creswell (2012), suggests as the initial step is to choose research participants. This selection entails defining the demographic and sample, choosing how participants will be selected, and selecting the proper sample size.

For the execution of this research, the participants formed a group of 30 students. There were the control group and the experimental group, both with the same number of students. The control group belonged to the face-to-face class who worked with conventional tools and strategies.

The Ministry of Work issued the Ministerial Agreements numbers MDT-2021-214 and MDT-2021-215 with which the guidelines for the progressive and safe return to face-to-face work activities in the private and public sectors, respectively were socialized (Ministerio de Trabajo del Ecuador, 2021). Therefore, the students and their parents voluntarily agreed to participate in this research.

On the one hand, the experimental group worked applying online cooperative learning strategies through Teams platform to improve their oral production. However, students from the control group were who agreed to return to face-to-face classes. Table 1 shows the number of boys and girls who participated in this quasi-experiment.

Table 1.

Population

	Population				
Group	Male	%	Female	%	
Experimental group	5	17%	10	33%	15
Control group	7	23%	8	27%	15
Total	12	40%	18	60%	30

Note: Obtained from the Secretariat's office at Unidad Educativa Cotaló

3.6 Data collection

To collect numerical data, a pre-test and a post-test were taken. The test consisted into two parts. The first part had five questions per each student which focused on familiar topics like personal information, friends, and family. On the contrary, the second part

had one question, with pictures of different places, which aimed to inquire students to choose a place to eat and give reasons for that preference. In this part of the test, the pair of students had to establish dialog to obtain information about the use of the target language for communication and interaction. It is also needed to clarify that the students attended the test in pairs to avoid getting stressed. Besides, the exam consisted of more than fifteen questions which could be chosen by the teacher according to the circumstances. For example, if a student did not understand the question, the teacher would say the same question in another way, or the teacher would choose another question from the questionnaire. Furthermore, this test lasted 10 minutes per pair of students.

To obtain numerical data, the researcher used the Cambridge Assessment A2 KET speaking part rubric (Annex 2). Therefore, the rubric used in this research plays a significant role because it allows the researcher to measure students' oral production pre-test, and post-test.

After gathering data from the pre-test, the researcher designed a series of class plans with cooperative learning strategies to support students in their oral production performance. Treatment consisted of regular classes with the English modules for students from the control group; while the experimental group worked with specific class plans focused on cooperative learning strategies to improve students' oral production. After the implementation stage, the students took the post-test to obtain data to compare means.

3.7 Data processing and analysis

According to Griffee (2012), this section aims to explain how the data were examined to answer the research questions. Once the researcher has already applied the pre-test and the post-test through questionnaires, the results obtained through the rubric were condensed. The data was registered in an Excel file and then, those data were analyzed in the SPSS (Statistical Package for the Social Sciences) software. Then, the comparison of means through the U Mann Whitney test was carried out.

3.8. Response variables or results

Before implementing online cooperative learning strategies, students' oral production was measured by applying a pre-test for both the control and the experimental group.

The pre-test results indicated that students had a low level of oral production. After that, students were taught through online cooperative learning strategies. After that, a post-test was applied to obtain an overview of this study and the results of the strategy used.

Then, a hypothesis test was carried out to compare independent samples. Due to the qualitative nature of the rubric used for the evaluation, the U Mann-Whitney statistic was applied. The results showed a significant improvement in students' oral production. This means that the alternative hypothesis was accepted.

CHAPTER IV
RESULTS AND DISCUSSION

Having finished the theoretical research, two main tests were taken from the students such as the pre and post-test. The former was taken at the beginning of the work with students to check their oral production level of performance. Then, an intervention phase was designed focused on online cooperative learning strategies to enhance students' oral production. Finally, the post-test was taken to verify the proposed hypotheses. Those tests had three parts with different topics namely personal information, friends, and places.

The intervention phase lasted 3 weeks, two classes per week. After listening the students' oral productions, there was a period of time to provide feedback. Besides, all the lessons were the based on the communicative language teaching methodology in order to make a student-centered environment. Furthermore, students were engaged in the use of language for communication in real life according to their age, level of education, and needs. For this reason, the topics were adapted from the Modules of English for tenth year of basic education from the Ministry of Education of Ecuador web page.

For data collection, the A2 KEY speaking test (Annex 1) was used as the pre and post-test. A rubric was also employed to obtain numerical data. It had three main criteria like grammar and vocabulary, pronunciation, and interactive communication. Those criteria had 5 bands being the 0 the lowest score.

The whole population, control and experimental group, took the pre and post-test. However, the intervention was applied with the students from the experimental group in a different classroom schedule. On the other hand, the students from the control group participated in traditional classes.

4.1. Pre-test

At the beginning of the current research, the students took the pre-test. The students had to answer different kinds of questions like personal information, family and friends, and different activities and places. As it was previously detailed, the numerical data was obtained through a rubric. Therefore, the results are showed according to the

rubric assessment criteria with the highest score of 5 each and 15 in total. Moreover, the students took the test in pairs in order to avoid stress and apprehensiveness.

Additionally, those data were condensed in an Excel file and statistically analyzed by means of SPSS (Statistical Package for the Social Sciences) software.

Table 2.

Pre-test

Pre-test			
Criteria	Control group	Experimental group	Expected result
Grammar and vocabulary	1.07	0.86	5
Pronunciation	1.4	1.07	5
Interactive communication	0.73	0.8	5
Total	3.2	2.73	15

Note: Data obtained after taking the pre-test to the whole population.

Analysis and interpretation

According to the results, the students who took part in this research had a very low level of oral production performance. This fact is evidenced because the average of the control group was 3.2 out of 15 and the experimental group obtained 2.73. It is also clearly evidenced that the control group got a slightly higher average than that of the experimental group.

In grammar and vocabulary criterion, the students of the control group showed limited control of grammar patterns and their vocabulary is isolated; however, the students in the experimental group did not even that. In addition, in the pronunciation criterion, both groups the control and the experimental demonstrated a very limited control of utterances and sometimes they were incognizable. Finally, the students did not develop interactive communication. It means that they need a lot of support from their teacher to respond answers.

Through these results, the need to support students in their oral production development and improvement is justified. Interactive communication had the lowest score. This result is similar to a work performed by Bolivar (2017) who stated that interaction does not happen in the English language classroom. For that reason, the students need a lot of written support to produce the language. Another problem observed during the pre-test was the low level of pronunciation. The students said the

word twice; however, they were not understood at all. This result is similar to Carrero (2016) who stated that teachers' modeling is important to improve pronunciation.

4.2. Post-test

Table 3.

Post-test

Post-test			
Criteria	Control group	Experimental group	Expected result
Grammar and vocabulary	1.53	2.7	5
Pronunciation	1.6	2.8	5
Interactive communication	1.13	2	5
Total	4.26	7.5	15

Note: Data obtained from the post-test after having an intervention phase.

After the implementation of the class planning focused on online cooperative learning strategies for the students' oral production improvement, the results were motivating. The results from the experimental group are higher than the control group. The students from the latter obtained 1.53 in grammar and vocabulary. It means that they showed limited control of grammar structures and their vocabulary was isolate. While the students in the experimental group were paced on the third band of the rubric. It was their performance shared characteristics between bands 1 and 3. Some of the students had a very limited control of grammar and vocabulary; and others showed enough control of it. Moreover, in the pronunciation criterion, the control group kept the same very limited control of phonological features but a few located in the band 2. On the other hand, the experimental group improved their pronunciation which was mostly intelligible. Besides, the students from the control group did not develop interactive communication at all. Nevertheless, the students from the experimental group maintained simple conversations with certain difficulty.

These results are similar to some previous research which demonstrated that the application of cooperative learning strategies is beneficial for students' enhancement (Ali, 2019; Alipour & Barjesteh, 2017; Bruitrago, 2017; Bolivar, 2017; Nievecela & Ortega, 2019).

4.3. Hypothesis verification

Having proposed the alternative and the null hypotheses, it was necessary to use the SPSS software to accept or reject them. This is the reason why a specific process was done.

First, the normality test was developed to verify the assumption of normality, the Kolmogorov Smirnov test was used to prove the hypothesis which stated that the data came from a normal distribution or not. For this, quantitative data from the pre-test and post-test were used.

Table 4.

Normality test

One-sample Kolmogorov-Smirnov test[a]		Pre-test	Post-test
N		15	15
Normal parameters [bc]	Mean	3.20	2.73
	Std. deviation	.941	1.831
Most extreme differences	Absolute	.317	.242
	Positive	.317	.242
	Negative	-.216	-.144
Test Statistic		.317	.242
Asymp. Sig. (2-tailed)		.000[d]	.018[d]

Note: Data obtained from the normality test and its statistical analysis in SPSS statistical software

The One-Sample Kolmogorov-Smirnov Test indicated that the two tailed asymmetric significances for both the control and the experimental group were < 0.05. Therefore, data came from an abnormal distribution (Pardo & Ruiz, 2005). In this case, to compare means, the U Mann Whitney test was used.

Table 5.

Mann-Whitney U test

Test statistics[a]	
	Post-test
Mann-Whitney U	22.000
Wilcoxon W	142.000
Z	-3.808
Asymp. sig. (2-tailed)	.000
Exact sig. [2*(1-tailed sig.)]	.000[b]

Note: Data obtained after the normality test in the comparison of Means.

Since the asymmetric significance value did not exceed the significance level of 0.05, the null hypothesis was rejected and the alternative was accepted. In other terms, the asymmetric significance was .000 which means that there is a significant difference between the means of both groups in the post-test. Therefore, it was proved that Online cooperative learning strategies developed the students' oral production at Cataló school in Pelileo.

4.4. Discussion

It must be highlighted that the current research implemented online cooperative learning strategies for the enhancement of the students' oral production. Regarding to this, the final results that students improved in grammar and vocabulary, pronunciation, and interactive communication. According to the results, the highest mean was in pronunciation, followed by grammar and vocabulary. On the other hand, interactive communication had the lowest score.

Besides, the results let to prove that the Presentation, Practice, and Production teaching methodology let both the researcher and the students to cooperatively work. The classroom planning focused on student-centered approach to support students in their improvement with some strategies like discussion, think-pair-share, presentation, interview, numbered heads among others. The classroom activities were planned taking into consideration the language skills namely, reading, speaking, writing, and listening. It was possible through the use of videos, reading texts, and pictures in order to promote students' oral interaction in a cooperative learning environment. The

students worked in small groups and mostly in pairs to support to each other, socialize, and develop meaningful communication while answering questions and preparing presentations.

In the first stage, the students took the pre-test. It consisted in a battery of questions about familiar topics like personal information, friends, and places. In doing this, the results revealed that students have a low level of oral production performance. The students showed problems to utter only a few words with evident difficulty. Besides, the learners had problems with grammar and vocabulary as well as interactive communication. The latter was null because students did not speak at all.

At the end of the implementation phase, the students showed certain improvement. It was not the expected average; however, the students have already improved in their pronunciation, grammar and vocabulary. It was also true that students continued struggling while speaking and they need support for a longer period of time.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY, AND ANNEXES

5.1. Conclusions

After the research process some conclusions came up:

- It was concluded that online cooperative learning strategies improved oral production development. To do this, a deep previous research analysis helped to differentiate some cooperative learning strategies suitable for the online classroom. After gathering information from the post-test, the statistical analysis revealed a .000 in the two-tailed significance which meant that there was a significant difference in the means.

- The students' level of oral production performance was assessed before the intervention process. Some difficulties related to pronunciation, grammar and vocabulary, and interactive communication in the English language were identified. The tenth-year students at Unidad Educativa Cotaló obtained results between 0 and 1 which indicated that they were in the lowest score and intervention was needed.

- A theoretical review and analysis were performed to identify online cooperative learning strategies that enhance students' oral production. Research and classroom treatments were theoretically reviewed which reported that the use of cooperative learning strategies positively affected the English language learning development, oral production in particular. Therefore, dialogue reenactment, communication games, discussion, interview, buzz groups, instant comment, format debates, presentations, simulation role-play, think-pair-share, peer tutoring, and numbered heads were identified and some of them were applied to the class planning.

- An analysis about how the incorporation of online cooperative learning strategies in EFL lessons improves students' oral production was developed. In doing this, a set of class plans which contained online cooperative learning strategies to improve students' oral production was designed. These class plans focused on the use of language for communication in real-life and permitted to

promote a student-centered classroom environment to engage in interaction and support among them. After the intervention, the students took the post-testand with 95% of reliability, the students from the control group obtained 4.26out of 15. On the contrary, the experimental group had 7.5 which implies that it was a significant difference between the means from the control and the experimental group.

5.2. Recommendations

- It is recommended that further research must be done in order to investigate if online cooperative learning strategies improve oral production development. It would be a valuable idea to prepare reinforcement classes out of the regular class schedule. Besides, projects could be implemented, for this reason, teachers should try using the proposed class planning in this work to start multiplying the current research.

- Teachers must assess the students' oral production level of performance to have a real view about their strengths and weaknesses to take decisions. The students' learning would be better if teachers did a quasi-experiment each year. This would help them contribute to the educational Ecuadorian system.

- Further research about online cooperative learning strategies that enhance students' oral production must be developed. It could be a valuable project if teachers tried dialogue reenactment, communication games, discussion, interview, buzz groups, instant comment, format debates, presentations, simulation role-play, think-pair-share, peer tutoring, and numbered heads with other groups of students to prove whether the results are similar to the current one or not.

- Online cooperative learning strategies in EFL lessons to improve students' oral production must be included in the teaching-learning process. It is also recommended to apply the class plans proposed in this research and follow the same schema with other classrooms to have a wide vision about the use of online cooperative learning strategies to improve students' oral production. In this way, teachers would have more interactive, motivating, and meaningful guides to support students' improvement.

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5.4. Annexes

Annex 1

Pre-test and post-test

A2 KEY Speaking test

PART 1

Phase 1 Interlocutor: I'm …………, and this is ………..

To both candidates: good morning / afternoon / evening. Can I have your mark sheets (rubric), please?   Answer my questions.

Let's talk about yourself

To Candidate A: What's your name?

To Candidate B: And what's your name?

Do you work or are you a student?	Do you work? Do you study? Are you a student?
Where are you from?	Are you from (Ecuador, etc.)?
Where do you live?	Do you live in … (name of district / town etc.)?

Now, let's talk about your friends

How often do you see your friends?	Do you see your friends every day?
What do you like doing with your friends?	Do you like going to the cinema?
Where do your friends live?	Do your friends live near you?
When do you see your friends	Do you see your friends at weekends?

Now let's talk about your home

Who do you live with?	Do you live with your family?
How many bedrooms are there in your house / flat?	How many bedrooms are there in your house / flat?
Where do you watch TV at home?	Do you watch TV in the kitchen?
What's your favourite room in the house?	Is your bedroom your favourite room?

What do you do at home, at the weekend?	Do you like cooking at the weekends?
	Do you play computer games at the weekends?
	What did you do at home, last weekend?

PART 2
Here are some pictures that show different places to eat.
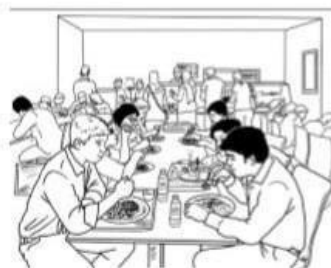Do you like these different places to eat? Say why or why not. I'll say that again.
Do you like these different places to eat? Say why or why not.
Which of these places to eat do you like best?
Do you prefer eating with friends or family? Why?

What of these different places do you like to eat? Why?

Taken from: https://www.cambridgeenglish.org/exams-and-tests/key/exam-format/

Annex 2
Oral production (speaking) assessment rubric

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	*Performance shares features of Bands 3 and 5.*		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	*Performance shares features of Bands 1 and 3.*		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	*Performance below Band 1.*		

Taken from: https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf

Annex 3

Intervention class planning

For teacher's use

<table>
<tr><td colspan="2" align="center">**Lesson plan 1**

My own invention</td></tr>
<tr><td>**CLASS OBJECTIVE**
SWBAT talk about personal information</td><td>**GROUP CONFIGURATION**
In pairs</td></tr>
<tr><td>**ASSESSMENT TOOL**
Rubric</td><td>**TIME**
2 hours</td></tr>
<tr><td colspan="2">**ONLINE COOPERATIVE LEARNING STRATEGY**
Interview</td></tr>
<tr><td colspan="2">**ACTIVITIES**</td></tr>
<tr><td colspan="2">**-** The teacher presents a video about the most important inventions in history
https://www.youtube.com/watch?v=bNUfZ3_VkuE
- The teacher elicits some information from students to reinforce vocabulary from the video.
- The teacher asks questions to check understanding.
- The teacher asks the students to imagine something new to patent.

- The students take turns to fill in a patent form with the information of their own invention.

- The students talk in pairs to ask and answer about personal information and the patent form. What's your name?
Where are you from?
What is your address?
What is the title of your invention?
What is your invention about?
What is your e-mail address?
What is your telephone number?
- The students prepare a presentation to socialize their partner's patent form.
- The students socialize each other's inventions.</td></tr>
</table>

WORKSHEET 1
My own invention

1. **Watch this video** https://www.youtube.com/watch?v=bNUfZ3_VkuE **and talk to a classmate to complete the table below. If the answer is not found, write:** *No information*

Top 10 Inventions of All Time			
	Who?	**What?**	**When?**
1		paper mills	
2	Chinese		between the 9th and 11th
3		refrigeration though ice	the mid 1700s
4	Johannes Gutenberg		
5			31st to 26th centuries BC
6	Alexander Fleming		
7		engines	
8		Wheel	Second Industrial Revolution
9	Samuel Morse		
10		electricity	

2. Individually, invent something new. Draw that item.

My invention

1. **After drawing, ask your classmate the information about his or her invention and fill in the table below to patent it. Use these questions as a key**

   a. What's your name?
   b. Where are you from?
   c. What is your address?
   d. What is the title of your invention?
   e. What is your invention about?
   f. What is your e-mail address?
   g. What is your telephone number?

PATENT FORM			
Full name		**e-mail address**	
City		**Telephone number**	
Address			
Title of the invention			
Description			
Signature			

3. Orally present your partner and his or her new invention.

For teacher's use

<div style="border: 1px solid blue; text-align: center;">

Lesson plan 2

Free-time activities

</div>

CLASS OBJECTIVE	GROUP CONFIGURATION
SWBAT describe activities people can do in an amusement park	In pairs
ASSESSMENT TOOL	**TIME**
Rubric	2 hours

ONLINE COOPERATIVE LEARNING STRATEGY

Numbered heads

ACTIVITIES

- The teacher encourages students to cooperatively work in order to answer all the teacher's inquiries during the whole class. This will let them to obtain extra points if the questions are answered; however, they will play randomly.

- The teacher presents a video https://www.youtube.com/watch?v=qcGxk-SkT2U

- The teacher reinforces vocabulary from the video.

- The teacher asks:

Do you like roller coasters?

What do you prefer roller coasters or bumper cars?

Have you ever been to an amusement park?

- The students work as a whole group to answer the teacher's questions.

- They play numbered heads. (The teacher goes to https://www.random.org/ to obtain numbers)

- The students answer these questions in pairs

What is in an amusement park?

What kinds of things can you do in an amusement park?

When do you go to an amusement park?

- The students read a text and answer questions.

- They play numbered heads to check the reading text understanding.

- The students make a power point presentation with five slides about any amusement park in Ecuador and the activities people can do there.

1. **Watch this video https://www.youtube.com/watch?v=qcGxk-SkT2U talk with your partner and match the pictures with the vocabulary words.**

…………………………….. ……………………………..

……………………………..

Roller coasters. a ride at an amusement park that take you up, down, and in circles very fast	
Bumper cars. cars that are driven for fun at an amusement park	
Amusement Park. a large outdoor area with fairground rides, shows, refreshments, games of chance or skill, and other entertainments like roller coasters and bumper cars.	

2. **Read these questions and answer them to play numbered heads.**
a. Do you like roller coasters?

b. What do you prefer roller coasters or bumper cars?

c. Have you ever been to an amusement park?
3. Answer these questions and be ready to participate
What is in an amusement park?

What kinds of things can you do in an amusement park?

When do you go to an amusement park?

4. Read the text and answer your teacher's questions.

Amusement parks around the world

There are many places where you can have fun, but nothing is like amusement parks. Here is a list of the most amazing places to visit if you are a fan of roller coasters.

Denmark's Tivoli Gardens is full of flowers. It was an inspiration for Walt Disney. It has existed since 1843. It is full of different games like bumper cars and roller coasters.

Disney World's Magic Kingdom is in Orlando, Florida. It is the biggest park in the world, with more than 20 million visitors yearly. There are castles, mountains, and many new things every time you visit.

Efteling Park in the Netherlands is an amusement park with inspiration in ancient legends. There is a magic tree called Marerijk and a scary roller coaster called Baron 1898. This roller coaster falls very quickly before circling the park.

These are just some of the amazing amusement parks in the world. There are also other beautiful places like Beto Carrero World in Brazil with big roller coasters or like Epcot in Germany's Europa Park with indoor and outdoor roller coasters.

Retrieved from: https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_10_MODULO_1.pdf

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a. Where is the biggest amusement park in the world located?

b. How many visitors have the biggest amusement park in the world each year?

c. Where is the Efteling Park located?

d. What is the inspiration of the Efteling Park?

e. How many amusement parks are mentioned in the reading text?

5. **In pairs, check your answers to be ready.**

6. **Play number heads with your teacher**
7. **Make a power point presentation to describe any amusement park in Ecuador. Talk about the activities people can do there.**

Ex. I have been to …………… amusement park. It is located in .... People can do many activities such as….

For teacher's use

<div style="text-align: center;">

Lesson plan 3

Daily routines

</div>

CLASS OBJECTIVE	GROUP CONFIGURATION
SWBAT talk about daily routines	In pairs and groups of four
ASSESSMENT TOOL	**TIME**
Rubric	2 hours

ONLINE COOPERATIVE LEARNING STRATEGY

Simulation and role-play

ACTIVITIES

- The teacher presents a set of vocabulary words and pictures related to sports.

- The students do a matching exercise.

- The teacher checks understanding.

- The teacher presents a video https://www.youtube.com/watch?v=uoDqVhnP8V0

- In pairs, students watch the video and order the activities presented.

- The teacher checks understanding.

- The students read a text and answer questions.

- The teacher reviews vocabulary about sequence words.

- In groups of four, the students imagine they are great athletes and write about their daily routines.

- The students create a power point presentation simulating to be a team of great sportsmen and sportswomen, they talk about their imaginary daily routines.

1. Talk to a partner and match the words in the box with their corresponding pictures. If you need help, you can ask your teacher or look for meanings in the dictionary.

Fencing	Archery	Basketball	Badminton
Weightlifting	Gymnastics	Taekwondo	Rugby
Voleyball	Speed skating	Lacrosse	Synchronized Swimming

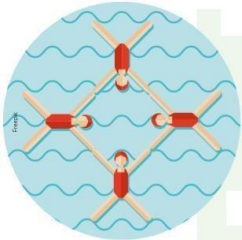**2. Watch this video** https://www.youtube.com/watch?v=uoDqVhnP8V0

3. In pairs, watch the video again and order the events according to the information provided.

Order	Activity
	I moisturize my face and put deodorant on.
	I put Neosporin on my chest.
	Then I go and get on the bike for around 2 to 3 minutes and go and roll out my hamstrings or whatever is tight on that particular morning.
1	I typically wake up around 5:50.
	Then I head in to lift for about an hour an hour and a half and then I will head home and start getting ready for the rest of the day.
	I put oil on my hair so that the winter temperatures won't damage it.
	Then, I switch over to this sink and brush my teeth
	I take my rings off

4. Read this text

Synchronized swimming

There are many beautiful sports. One of them is synchronized swimming. Here are some interesting facts about this sport:

Did you know that synchronized swimmers don't touch the bottom of the pool during a presentation? They compete and train in pools almost 3 meters deep. They wear nose clips or plugs to avoid water getting into their nose when they are underwater. Did you ever ask yourself how they are so synchronized with the music even when they are underwater? Well, that's because they have a portable underwater speaker.

These athletes swim and dance through the water so smoothly. Synchronized swimming demands a lot of physical strength and muscle control. So next time you watch a performance, you will be even more impressed knowing how hard it is making each move!

Retrieved from: https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_10_MODULO_1.pdf

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5. Read the text again and talk to a partner to use the Sequence words to order the sentences from the reading text.

First	Second	Then	Next	Finally

According to the information in the reading, the daily routine of a synchronized swimmer would be:

……………. put on their special swimming suits.
……………. put on their wear nose clips to avoid water getting into their nose.
……………. put a portable underwear speaker on.
……………. practice to have physical strength and muscle control.
……………. swim and dance through the water smoothly.

6. Work in groups of four, imagine you are a team of great and international athletes (choose one sport from the activity one). Create a dialog among you to present your daily routine. You can use pictures to describe your routine. Present it to the rest of the class.

7. Once you have chosen, the sport, create a power point presentation simulating to be a team of great sportsmen and sportswomen and talk about your imaginary daily routines.

For teacher's use

<table>
<tr><td colspan="2" align="center">**Lesson plan 4**

What do you like to do?</td></tr>
<tr><td>**CLASS OBJECTIVE**

SWBAT talk about favorite activities</td><td>**GROUP CONFIGURATION**

In pairs</td></tr>
<tr><td>**ASSESSMENT TOOL**

Rubric</td><td>**TIME**

2 hours</td></tr>
<tr><td colspan="2">**ONLINE COOPERATIVE LEARNING STRATEGY**

Discussion – simulation</td></tr>
<tr><td colspan="2">**ACTIVITIES**</td></tr>
<tr><td colspan="2">- The teacher shows a video about the routine of a clown.

https://www.youtube.com/watch?v=RTqzEUPmifM

- The students fill in the blank spaces to solve a wordsearch puzzle.

- The teacher asks about students' daily routine.

- The students talk about their daily routine.

- The teacher checks understanding.

- The teacher has the students read a text about the history of Disneyland.

- the students work in groups and complete some sentences.

- The students choose some imaginary jobs from the reading and pretend to be one of them.

- The students discuss about their imaginary activities to present to the class.

- The students make a presentation about their favorite activities.</td></tr>
</table>

1. **Watch this video https://www.youtube.com/watch?v=RTqzEUPmifM .**

2. **In pairs, watch the video again, discuss, and complete the statements below to solve the wordsearch puzzle.**

a) The most important character in the video is a c……………

b) The first activity of the day is to p…......faces.

c) One of the clowns is riding a u……………..

d) The other clown is riding a t……………

e) Both of them go by c……………

f) The clowns go to the s..................... to get some coffee.

g) On the way of work, the clowns stop in a g…. s...............to get gas.

h) They play b…………..

i) Another important clown's activity is to s……………

j) Finally, the clowns go to a p…….

I	M	K	E	K	A	R	S	T	R	N	G	L	Y
K	L	U	S	K	R	A	N	K	L	W	A	M	B
A	S	P	K	T	U	A	M	A	M	O	S	A	A
T	U	S	T	T	T	T	P	A	C	L	S	E	S
W	P	S	P	T	P	U	L	K	D	C	T	L	K
K	E	P	C	A	W	S	R	M	R	C	A	C	E
L	R	B	A	R	T	R	A	M	D	K	T	Y	T
K	M	T	T	I	I	A	L	O	O	C	I	C	B
E	A	P	T	Y	N	L	N	C	A	M	O	I	A
A	R	P	N	K	A	T	B	R	E	B	N	N	L
P	K	C	Y	A	A	N	D	D	S	L	O	U	L
K	E	A	T	P	C	C	N	I	C	I	R	P	M
W	T	S	M	N	N	A	N	A	D	O	O	N	E
S	T	U	D	Y	T	C	P	M	N	K	D	C	P

3. In pairs, talk about your daily routine. Read this example:
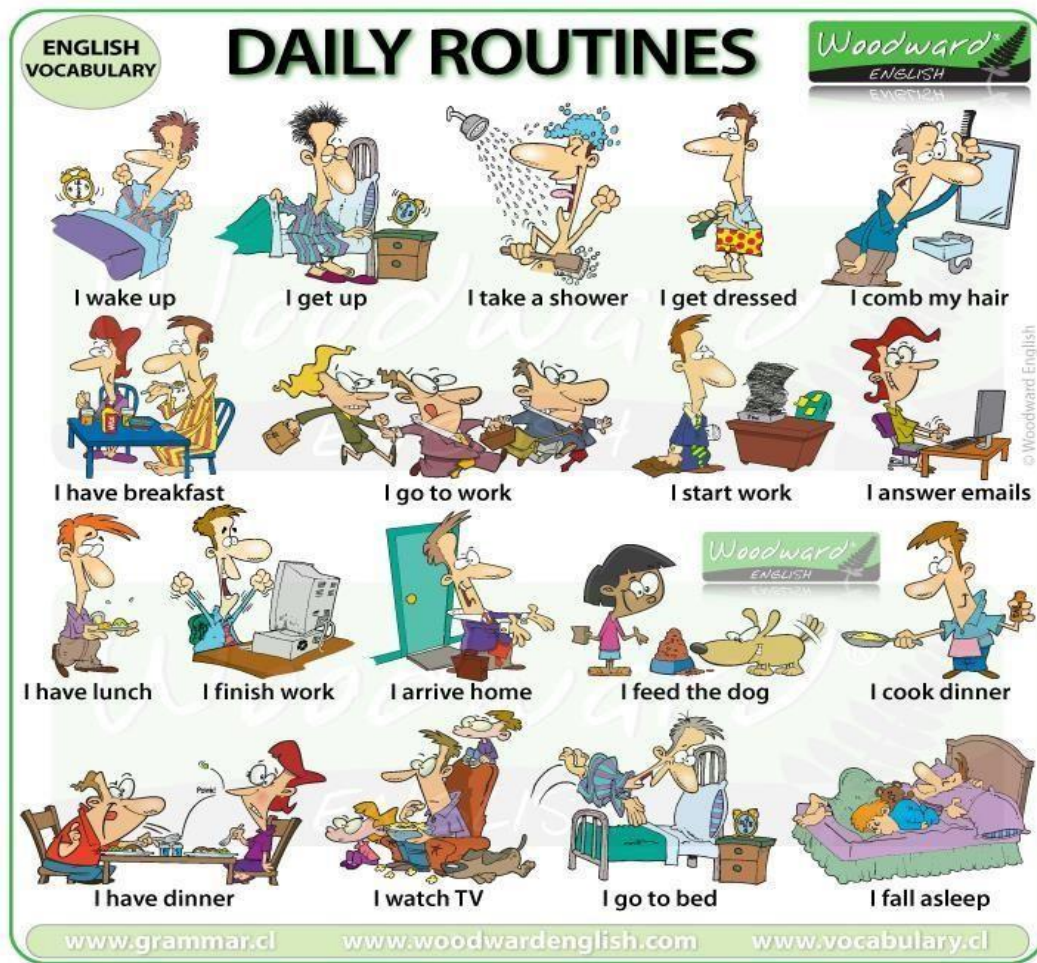
4. Read this text twice and answer the questions in pairs.

The history of Disneyland and the reason why theme parks happened

When someone says "amusement park", the first thing that comes to many people's minds is the Disneyland theme park. However, have you ever wondered who had the idea to create it in the first place? What were the first games that people enjoyed?

The creation of Disneyland set a standard for all the amusement and theme parks around the world. It established an entertainment industry. Walt Disney created the amusement park that changed the way families enjoy fun in the US.

Before Disneyland, amusement parks were trolley parks, built at the ends of train lines to get people to visit them. At the beginning of the 20th century, the Great

Depression and Second World War affected the amusement industry. They had no money for good maintenance and bad people went there.

Thanks to the letters that the children sent to Walt Disney and the fact that there was nowhere for his daughter and the rest of his family to have fun, in the early 1950's he decided to build a park. There, families could meet his cartoon characters and ride his trains. It seems like a common idea today, but at the time it was completely original. Disney put together the best of the best from his studio, with engineers, carpenters, and scientists who helped him make his dream come true.

So, it was with the help of these people that Walt Disney created the family-friendly amusement park that still receives millions of visitors each year.

a) Are amusement parks part of the entertainment industry?

b) Who created Disneyland?

c) Why did Walt Disney create Disneyland?

d) When did Walt Disney create Disneyland?

e) What kind of workers did participate to create Disneyland?

5. **Imagine you are one of the workers mentioned in the reading text above and create your daily routine. Discuss with your partner and present your daily routine to the rest of the class. You can use some slides to do it.**

For teacher's use

Lesson plan 5
Food allergic reactions

CLASS OBJECTIVE	GROUP CONFIGURATION
SWBAT talk about riskiest things they do everyday	In pairs and groups of four
ASSESSMENT TOOL	**TIME**
Rubric	2 hours
ONLINE COOPERATIVE LEARNING STRATEGY	
Think – pair - share	
ACTIVITIES	
- The teacher has students think about this question? What is the most important meal of the day? - The students work in pairs and write their responses. - The students work in pairs to share their ideas and be ready to answer their teacher. - The teacher presents a video about the benefits of food for the brain https://www.youtube.com/watch?v=xyQY8a-ng6g - The students complete a picture with what things the brain needs. - The students answer TRUE or FALSE statements about the video. - The teacher checks understanding. - The students read a text and answer questions in pairs. - The teacher asks an opinion question. - The students think individually and write down their answer. Then, they work in pairs and share their ideas to be socialized with the rest of the class. - The teacher sets a problem, the students think, pair, and share their solution with the rest of the class.	

1. Answer this question

What is the most important meal of the day? Why?

2. Complete. According to the information in the video, what the brain needs to function in good conditions.

3. Watch this video https://www.youtube.com/watch?v=xyQY8a-ng6g twice. Write T or F if the statements are TRUE or FALSE

a. All the brain parts have different impact on functioning, mood, and

development.   …………………
b. The most important fats in the brain are Omega 3 and 6. …………….
c. Nuts, seeds, and fatty fish contain Omega. …………………..
d. How people feel and behave depends on proteins and amino acids. ……………..

4. Read the text and answer the following questions.

It is still unbelievable for Owen Carey's family, that he died on his 18th birthday. The incredible part is that Owen wasn't doing anything special or out of normal. He died after eating chicken. Owen had the waiter bring him grilled chicken. Even though Owen informed the restaurant that he was allergic to milk and lactose, the restaurant did not tell him the dish he ordered had whey. After eating half of it, Owen had an allergic reaction, which made him collapse and die.

His family asked the state to make a change. They said that Owen's death could have been avoided and that something good should come out of Owen's death. They asked the state to change the labeling policies on food and menus. Their petition stated that food labeling should be more detailed because oral communication in many situations was not enough.

The family was sure that the lack of good labels was a risk for people with allergies and made them fear eating at restaurants.

a. What would be the title for this reading text.

b. Who was Owen Carey and what happened to him?

c. What did the family ask the state to do?

5. Solve this problem

Your mother cannot eat shrimp and fish, what should she eat instead of them? Why? Follow these steps.

1. Think

2. Work with your partner to discuss the possible solutions´

3. Share your response with the rest of the class.

For teacher's use

<table>
<tr><td colspan="2" align="center">**Lesson plan 6**

Describing places</td></tr>
<tr><td>**CLASS OBJECTIVE**

SWBAT describe places</td><td>**GROUP CONFIGURATION**

In pairs</td></tr>
<tr><td>**ASSESSMENT TOOL**

Rubric</td><td>**TIME**

2 hours</td></tr>
<tr><td colspan="2">**ONLINE COOPERATIVE LEARNING STRATEGY**

Presentation</td></tr>
<tr><td colspan="2">**ACTIVITIES**</td></tr>
<tr><td colspan="2">**-** the teacher elicits some vocabulary by playing a game online https://www.baamboozle.com/index.php/game/726075

- The students play and talk to answer their teacher's questions.

- The teacher presents a video https://www.youtube.com/watch?v=oO5SunS4tZo

- The students watch the video twice.

- In pairs, the students answer TRUE or FALSE statements about the video.

- The teacher checks understanding.

- The students read a text and answer questions in pairs.

- The teacher has students choose a place to describe.

- The students talk and negotiate about what place to present.

- The students surf the net to obtain information.

- The teacher checks understanding.

- The students create a presentation to describe the most important features of any city or town.</td></tr>
</table>

1. **Go to https://www.baamboozle.com/index.php/game/726075 and be ready for your teacher's questions.**

2. **Answer**
   a) Where is more polluted? the city or the countryside.
   b) Where can people find farms?
   c) Where are there more population?
   d) Where are there trains and subways?

3. **Watch this video twice and decide if the statements below are TRUE or FALSE.**
   https://www.youtube.com/watch?v=oO5SunS4tZo
   a. The video is about Toronto.
      TRUE FALSE
   b. Tokyo is one of the smallest cities in the world.
      TRUE FALSE
   c. This city is not very crowded.
      TRUE FALSE
   d. Bariloche is located in Chile.
      TRUE FALSE
   e. People can enjoy nature and landscapes in Bariloche.
      TRUE FALSE

4. **Read the text and discuss with your partner to answer the teacher's questions.**

The Fault that Pushes Quito Up
The Fault that Pushes Quito Up" Quito sits on a geological fault, known as the Quito fault. This fault extends for 60km from the south of the city through the sector of La Ecuatoriana to San Antonio. The fault is responsible for the city being higher than the Los Chillos valley and Tumbaco. This fault began its activity two million years ago. Since then, it has had frequent movements. The Quito fault is the cause of the earthquakes that affect the city. Usually, the magnitude of the earthquakes is not high. However, since the fault is shallow, the earthquakes are felt with great intensity. Retrieved from: https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_10_MODULO_5.pdf

a) Is the title related to the text?

b) What is the Quito geological fault?

c) What do you think will happen with Quito in the future?

5. **Talk to your partner and decide what place to talk about. You must surf the net and look for information about that place.**

6. **Create a presentation to talk about the place you have chosen.**

Baños, 31 de Agosto del 2021.

Msc. Marcelo Villarroel
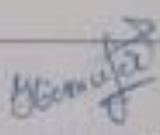RECTOR DE LA UNIDAD EDUCATIVA "COTALÓ"
Presente.-

De mi consideración.-

Yo, Marlú Etelvina Moya Guerrero con C.I 1600598807 estudiante de la Maestría en
Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, de la Universidad
Técnica de Ambato, solicito muy comedidamente se digne en otorgar el respectivo
permiso para la ejecución del plan de intervención del proyecto de titulación
denominado: "ONLINE COOPERATIVE LEARNING STRATEGIES AND ORAL
PRODUCTION. ". Que se ejecutará en décimo año de Educación Básica Superior.

Por la favorable atención dada a la presente, anticipo mi agradecimiento.

Atentamente,

Lic. Marlú Moya
DOCENTE DE INGLES

AUTORIZACIÓN	
SI AUTORIZO	NO AUTORIZO
FIRMA Y SELLO	FIRMA Y SELLO