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EXTRANJEROS**

**The usage of the cooperative learning method to improve the students'
speaking skill**

**Trabajo de titulación para optar al título de
Licenciada en Pedagogía del Idioma Inglés**

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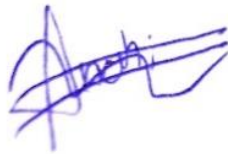
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I, Anahi Patricia Moreano Mosquera with ID number 0604737429, author of the research work titled **“The Usage of the Cooperative Learning Method to Improve Students’ Speaking Skill”** In the city of Riobamba in Chimborazo province, during the academic period 2022 -2023, certify that the production of ideas, opinions, criteria, content, and conclusions exposed are my sole responsibility.

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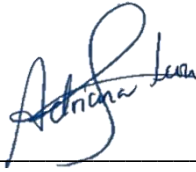


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FAVORABLE OPINION OF THE TUTOR TEACHER

I, the undersigned, Adriana Carolina Lara Velarde, professor in the Faculty of Ciencias de la Educación, Humanas y Tecnologías, hereby certify that I have guided and reviewed the development of the research work entitled **“The Usage of the Cooperative Learning Method to Improve Students Speaking Skill”** under the authorship of Moreano Mosquera Anahi Patricia; for which it is authorized to execute the legal procedures for its sustentation.

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We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work “**The Usage of the Cooperative Learning Method**”, presented by Anahi Patricia Moreano Mosquera, with ID number 0604737429, under the tutorship of Mgs, Adriana Carolina Lara Velarde; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been previously evaluated and the author has been heard; having no further observations to make.

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Riobamba, 19 de Octubre de 2023

Mgs. Adriana Carolina Lara Velarde
TUTORA

DEDICATORY

I want to dedicate this work to my parents, Patricia and José, for supporting me during these years.

To my favorite teachers ever, Adriana Lara and Mónica Cadena, I'm very grateful to them for the confidence vote they gave me.

To my friends and colleagues from the Team Smart, who believed in me even before starting the career.

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To my best friend Renato who has been there for me every single day, I love you bro.

Finally, I dedicate this work to me. It was five hard years but I did it.

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RESUMEN

El aprendizaje cooperativo es un método de enseñanza que implica que los estudiantes trabajen juntos en pequeños grupos para lograr un objetivo de aprendizaje común. Promueve la participación activa, la colaboración y el apoyo mutuo entre los estudiantes, fomentando un ambiente de clase positivo e inclusivo. En este contexto, el proyecto "The Usage of the Cooperative Learning Method to Improve Students' Speaking Skill" tiene como objetivo analizar la eficacia del método de aprendizaje cooperativo en el desarrollo de las habilidades de hablar de los estudiantes.

La metodología empleada es un enfoque cualitativo para examinar problemas del mundo real y obtener conocimientos más profundos. El estudio recoge las experiencias, percepciones y comportamientos de los participantes, enfocándose en la población conformada por una profesora de inglés y 30 estudiantes del 7mo año de EGB de la Unidad Educativa José María Román en la ciudad de Riobamba-Chimborazo.

El principal resultado indica una percepción positiva del método, destacando su utilidad y relevancia para promover la colaboración y el apoyo dentro del aula. Sin embargo, también se hace énfasis en la necesidad de implementar estrategias adicionales en las instituciones públicas. Se pueden implementar varias estrategias de aprendizaje cooperativo, como Jigsaw, Four Corners, Carousel y Think-Pair-Share, para mejorar la participación de los estudiantes y el aprendizaje activo. Finalmente, destaca la importancia de establecer lineamientos claros, monitorear el progreso y brindar retroalimentación para asegurar el éxito de estas estrategias. Además, la incorporación de actividades de reflexión, retroalimentación y oportunidades para una mayor aplicación en la etapa posterior a la enseñanza puede ayudar a consolidar el aprendizaje y garantizar la retención a largo plazo.

Palabras claves: Aprendizaje Cooperativo, destreza oral, estrategias, enseñanza de la destreza oral

ABSTRACT

Cooperative Learning is a teaching method that involves students working together in small groups to achieve a common learning goal. It promotes active participation, collaboration, and mutual support among students, fostering a positive and inclusive classroom environment. In this context, the project "The usage of the Cooperative Learning Method to Improve the Students' Speaking Skill" aims to analyze the effectiveness of the Cooperative Learning method in developing students' speaking skills.

The methodology employed is a qualitative approach to examine real-world problems and gain deeper insights. The study gathers participants' experiences, perceptions, and behaviors, focusing on the population consists of an English teacher and 30 students from "7mo año de EGB" at "Unidad Educativa José María Román" in Riobamba-Chimborazo.

The main result indicates a positive perception of the method, emphasizing its usefulness and relevance for promoting collaboration and support within the classroom. However, it also highlights the need for additional strategies in public institutions. Various cooperative learning strategies, such as Jigsaw, Four Corners, Carousel, and Think-Pair-Share, can be implemented to enhance student participation and active learning. Finally, it highlights the importance of establishing clear guidelines, monitor progress, and provide feedback to ensure the success of these strategies. Furthermore, incorporating reflection activities, feedback, and opportunities for further application in the post-teaching stage can help consolidate learning and ensure long-term retention.

Keywords: Cooperative Learning Method, speaking skill, strategies, teaching speaking

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CHAPTER I

1.1 Introduction

In recent years, there has been a growing interest in exploring alternative teaching methods that foster active student engagement and promote effective language learning. One such method that has gained significant attention is cooperative learning. This project delves into the utilization of the cooperative learning approach to improve students' speaking skill. By examining its implementation and impact within the educational context of Riobamba, Ecuador, it aims to shed light on the potential benefits and challenges associated with integrating cooperative learning strategies into language teaching process.

According to Ehsan, et al. (2019) Cooperative learning method presents significant results in the development of the different skills and it is essential for maximizing speaking proficiency. The cooperative learning method is rooted in the belief that students learn best when they actively collaborate with their peers in a supportive and interactive environment. Through group activities, discussions, and collaborative projects, students have the opportunity to develop their speaking skills by engaging in meaningful conversations and sharing ideas.

The present research work focuses on analyzing the effectiveness of the Cooperative Learning method in the development of speaking skill on students at “7mo año de EGB” of the “Unidad Educativa José María Román” in the city of Riobamba-Chimborazo during the academic period 2022-2023. After its development, this research has shown interesting results about the application of the cooperative learning method and its implications such as stages and strategies when it is implemented on a speaking lesson and focusing in the public institutions cases.

The present research work contains five chapters, which are presented in the following order.

Chapter I Referential Framework. - This section provides an introduction and an overview of the study, including the research problem, justification, and objectives.

Chapter II Theoretical Framework. - This section discusses the theoretical background of the study, drawing from various sources to support the variables of the study.

Chapter III Methodology Framework. - This section explains the research approach, type, and level, as well as details about the population, sample, data collection techniques, and instruments used in the study.

Chapter IV Analysis and interpretation of the results. - Presents the findings of the analysis.

Chapter V Conclusions and Recommendations. - This section summarizes the conclusions drawn from the results and offers suggestions.

1.2 Problem statement

English proficiency in Latin America varies significantly from country to country, and generally tends to be lower when compared to other regions of the world. According to the EF English Proficiency Index 2022, which measures the level of English proficiency of adults in different countries, the overall ranking of Latin America is below the global average. This may be due to insufficient resources and support for English language

instruction and a deficiency in the school curriculum. Students usually do not have many opportunities to practice speaking the language on a regular basis, which can limit their ability to communicate effectively in real-world situations.

In Ecuador, the English proficiency levels are generally perceived to be low, despite the language being taught in schools from an early age. In accordance with the same EF English Proficiency Index, in 2022 Ecuador was located in the position eighty-two out of one hundred eleven countries. Being that an indicator of a low English level. This is because many students do not have access to high-quality language instruction or enough opportunities to practice it. Furthermore, the lack of exposure to English-speaking environments and a low coverage of useful topics also contribute to the low proficiency levels.

Focusing in Riobamba, specifically in the Unidad Educativa José María Román, it could be said that the English proficiency level is not different to the rest of the country. Students there, have a low English level. This is because, in their environment, they do not feel the necessity to use English. In Ecuador it is meant that students get a B1 level, according to the Common European Framework of Reference, at finishing the high school. But as was indicated, the majority of students actually achieve lesser levels. Considering that English is a mandatory subject in Ecuadorian schools, it can be said that students study it just in order to approve the course but they are not motivated to learn about. The lack of motivation could be also a result of bad methodologies applied before.

To have a low English proficiency level has both personal and collective consequences as the limited access to higher education programs or job opportunities that require a certain level of it. Many research articles, books, and academic journals are written in English. Without sufficient proficiency in English, students and researchers may miss out on valuable resources, collaborative opportunities, and innovative ideas from around the world. In addition, students who are not fluent in English may find it difficult to learn advanced subject matter or take standardized tests which are commonly required for college admission or scholarships.

1.3 Problem formulation

How effective is the Cooperative Learning method in the development of speaking skill on students at “7mo año de EGB” of the “Unidad Educativa José María Román” Riobamba-Chimborazo on the academic period 2022-2023?

1.4 Justification

The utilization of the cooperative learning method plays an interesting role in improving students' speaking skills. By observing the implementation of this approach, it can be pointed students were able to actively participate in group activities, and practice speaking in a supportive and collaborative environment. This method allows students to develop their confidence, fluency, and accuracy in expressing themselves orally.

The relevance of incorporating cooperative learning into the teaching and learning process was underscored by the strong correlation between this teaching method and the enhancement of students' speaking skills. It was determined that through cooperative

learning, students were encouraged to work together, exchange ideas, and engage in authentic conversations. This method not only provides ample opportunities for students to practice their speaking skills but also fosters the development of important language functions such as expressing opinions. By engaging in cooperative learning activities, students were able to apply their language knowledge in real-life contexts, leading to a more meaningful and effective language acquisition process.

The feasibility of conducting this research at the "Unidad Educativa José María Román" school was ensured by the availability of necessary resources and the support and cooperation of the institution authorities. The school provided a conducive environment for the observation of the classes and the respective interview. Additionally, the collaboration between the research team and school authorities facilitated the smooth execution of the study, ensuring that all necessary requirements were met.

The beneficiaries of this research were primarily the students and teachers of the "Pedagogía de los Idiomas Nacionales y Extranjeros" career as they gained valuable insights and strategies to create engaging and interactive learning environments, about the implementation of the cooperative learning method focused on the development of the speaking skill, helping in more effective language instruction.

1.5 Objectives

1.5.1 General objective

To analyze the effectiveness of the Cooperative Learning method in the development of speaking skill on students at "7mo año de EGB" of the "Unidad Educativa José María Román" Riobamba-Chimborazo on the academic period 2022-2023.

1.5.2 Specific objectives

- To determine the cooperative learning strategies
- To identify from the teacher's point of view, how effective is the cooperative learning method
- To recognize the stages to teach speaking

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Theoretical Background

Cooperative learning CL is a teaching method in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject (Balkom, 1992). CL method presents significant results in the development of the different skills and according to Ehsan, et al. (2019) it is essential for maximizing speaking proficiency. So, the application of this method in the context purposed is routed to present favorable results on the speaking level of students.

Cooperative Learning has a long history which might be dated back to the first century under the name of peer work. However, the real development appeared many centuries after that especially in the 18th century as schools were opened to teach the students depending on peer learning groups (Yassin, et al, 2018). The mentioned schools were opened in some countries of Europe and then in the United States of America in the beginning of 19th century, being Joseph Lancaster the pioneer of this idea.

One of the important figures on cooperative learning process was John Dewey, a teacher that promoted the importance of acquiring the knowledge through the interaction with others. He used a peer learning method in his project which gained its reputation in the American schools especially at the end of the century, (Johnson, et al, 1991). Then the idea of peer work continues developing as peer learning.

An early study on cooperative learning and interaction in L2 was carried out by Long, Adams, McLean, and Castanos in 1976 on intermediate level, adult ESL classes. The researchers compared teacher led discussions with pair discussions to examine the amount and variety of student talk in both contexts. Their results reveal that students in pairs produced a significantly greater amount and variety of student talk than in the teacher led discussions.

According to Raja et al. (2017) the application of Cooperative Learning Method is a novel thought that aims at further improvement in the previous methods of teaching. Through its application, it seeks to promote the responsibility and autonomy of students increasing their knowledge and giving a change to the traditional teaching environment. Forgetting the teacher centered class and focusing on the student centered with interaction among them and with the teacher. Students could practice between them without the stress of the teacher constant observation or the fear to be judge. It is good to improve the fluency and also the vocabulary because students should provide words to their partners when they do not know how to say something.

There are some studies about cooperative learning method applied to improve the speaking skill. For instance, the research project with the title “Analysis of cooperative learning in teaching process in development of speaking skill at décimo año de Educación General Básica "a" at Unidad Educativa " Monseñor Leonidas Proaño ", in Riobamba city, Chimborazo province, during de academic year 2018- 2019.” Developed by Bryan Cabadiana where the general objective was to analyze the usage of Cooperative Learning method for the development of the speaking skill of students at Décimo Año de Educación

General Básica "A" at Unidad Educativa "Monseñor Leonidas Proaño". And the specific objectives were: To observe how the cooperative learning method is used when developing speaking activities. To identify the students' behavior when working in speaking-group-activities. And, to find out how the teacher deals with the challenges involving Cooperative Learning tasks.

The author used a descriptive level within a qualitative approach to obtain the following results:

At "Monseñor Leonidas Proaño" Educational Unit, the assigned activities to develop oral production through Cooperative Learning included dialogues, conversations, and some presentations. However, the students mechanically performed the activities, merely repeating words or expressions without understanding their true meanings. Additionally, there was no attention given to the common mistakes made by the students in their oral performance. In fact, there was no feedback provided during or after the production process. As a result, the students were unaware of whether they were right or wrong.

The gathered information revealed how students behaved when working in groups to develop their speaking skills. They struggled to work cooperatively as they had not been trained to share their ideas, opinions, and knowledge with others. There was no prior instruction on sharing responsibilities and roles. The students were not conscious of their failures and achievements, which depended on the collective effort of all group members.

The collected data demonstrated that at "Monseñor Leonidas Proaño" Educational Unit, an appropriate environment for cooperative learning had not been established. Consequently, the students did not have the opportunity to create positive interactions and collaborate effectively. They were not taught how to cultivate a cooperative environment where they could share responsibilities and rights. Consequently, the students were unable to develop their social skills.

Based on that results the author purpose the following conclusions:

- a) Cooperative learning method was hardly applied to foster oral output, so students did not understand how to work cooperatively.
- b) At Unidad Educativa "Monseñor Leonidas Proaño, teacher tried to promote the speaking skill, nevertheless students rejected to produce the meaningful language since they were accustomed to learn English mechanically by translating from FL to L1 and vice versa.
- c) Students were not trained to become able to work cooperatively, support each other, share responsibilities and knowledge by using English language to achieve meaningful oral outcomes in FL.

Another example of investigation that involves cooperative learning and speaking skill in the "Aprendizaje cooperativo (cooperative learning) en el desarrollo de la expresión oral del idioma inglés en los estudiantes de décimo año de educación general básica de la unidad educativa "Vicente León" de la ciudad de Latacunga durante el período lectivo 2016- 2017". Written by Sandy Pullupaxi in 2017. Here the author has posed to describe the influence of cooperative learning in the development of oral expression of the English language in tenth-year students of basic general education of the "Vicente León" Educational Unit of the city

of Latacunga during the academic period 2016 – 2017, as general objective. While the specific objectives were to determine the cooperative learning techniques applied by the teacher in class. To establish the type of interdependence that develops in the student body under the cooperative learning approach. To identify which communicative competence the student prioritizes when expressing himself orally.

It was applied a quali-cuantitative approach and a field research modality to prove the existent problematic. The author purposes as results:

Teachers consider appropriate the application of cooperative learning techniques in the foreign language class as strategies to achieve the development of students' oral expression, since it allows interaction and establishes positive interdependence between them, according to what is evidenced by the surveys applied to students they do show interest in doing group work, however not all contribute at the same level to the group in which they work.

Despite the fact that teachers apply group work techniques, not all of them are cooperative in nature and the development of oral expression is still deficient, which can be seen in several elements that are not taken into account when producing the speech. It can be mentioned that there is student participation in oral expression activities, but this is limited by several factors, mainly the time allocated to each activity and the number of students who participate in them.

And the conclusions were: Cooperative learning influences the development of oral expression through its various techniques that are applied in the English class, since it allows the interaction of students, who share information orally, they also apply their social skills that allow establish intergroup relationships and fulfill their individual responsibility.

Teachers know about group learning techniques in a very superficial way, either because they have emphasized other learning methods or because they have not updated their knowledge, however they try to ensure that the group activities they propose in the classroom meet most of these Parameters to be considered cooperatives, the cooperative technique that the teacher knows more thoroughly is the research group, the same one that allows the development of oral expression since the presentation of this technique is as an oral presentation in class.

When students work in a group, the type of positive interdependence that occurs between them is evident, since they act in a reciprocal way with their classmates, contributing with information as well as receiving it.

Taking into account the communicative competences are: linguistic, sociolinguistic and discursive, it is concluded that students prioritize sociolinguistic competence in their oral expression, that is, they manage to locate their speech more appropriately according to the context in which it is found, linguistic competence On the contrary, it is the one that they take least into account since they do not care to include their grammatical knowledge in their oral expression. The students present deficiencies in several of its elements, mainly in pronunciation and fluency, in addition to the low command of the communication skills.

2.2 Theoretical Foundations

2.2.1 Constructivism

The constructivism is a stream based on the idea that students should build their own knowledge. And according to Brader and Jones (2002) the most recent interest of constructivism on education has psychological and religious bases mainly in the United States. Increasing the interest and having a significant acceptance after the behavior's failure on education. Changing thus the premise structured for education on the 1960's. The theory says learning is not just the transmission of information, but an active process of sense-making, reflection, and meaning-making. It emphasizes the role of learners in constructing their own understanding through inquiry, interaction, and collaboration. Constructivism posits that learners are not empty vessels that passively receive information, but active agents who integrate new information with what they already know, make connections, and build mental models.

According to the cognitive psychologist, Jean Piaget (1950) knowledge is not a copy of reality, it is a construction based on reality. Constructivist teachers aim to create a student-centered learning environment, where learners can explore, question, and reflect on their own learning experiences. This approach encourages learners to develop their critical thinking, problem-solving, and inquiry skills, promoting active and meaningful engagement with the learning process. Cooperative learning, which is closely aligned with constructivism, provides a platform for learners to work together and share their knowledge and ideas with each other, facilitating learning within a social context. By embracing constructivism in classrooms, learners can recognize the fact that they actively shape their own understanding of the world and develop a sense of ownership over their own learning.

2.2.2 Cooperative learning

Cooperative learning is a teaching method in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject, (Balkom 1992). It is a student-centered method that have presented good results with a significant improvement in the students' English level referring to the four skills including the speaking skill.

The usage of this method creates a safe environment for the students and they do not feel stressed or pressured because their working with their peers. Also, the cooperative learning method gives students individual and group responsibility, and social and leadership skills. The teacher role is focused on guiding, facilitating, modeling, and coaching students but letting them to create their own knowledge learning from each other.

Felder and Brent (2007) say "The Cooperative learning method refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project." Students working together could result as an interesting fact to study in order to determine how useful for their learning process is it. Especially when this interaction is focused on the improvement of speaking skill because it is one of the most difficult to be developed according to Nazara (2011) who says, "although

a great number of studies aimed to help learners master speaking skill has been conducted, many EFL learners still find speaking it very difficult to master”.

2.2.3 Basic components of cooperative learning

Cooperative learning is a teaching method that emphasizes collaborative and interactive learning among students. It is based on the idea that students can learn more effectively when they work together, share their knowledge and skills, and help each other to achieve common goals. In cooperative learning, students are encouraged to participate actively in group discussions, debates, problem-solving activities, and other interactive learning experiences. They are also expected to take responsibility for their own learning and to support their peers in their learning process. Cooperative learning can help to improve students' communication and interpersonal skills, as well as their critical thinking and problem-solving abilities. It also fosters a sense of community and belonging among students, which can enhance their overall learning experience

Ehsan et., al (2019) says that there are five basic components of cooperative learning. The first one is the positive independence; it refers to the students working together to achieve common learning objectives. The second one is the singular responsibility referring to how each student assumes his/her job on the group. The third component is promotive interaction; it promotes the interaction between students but are they who should want to interact spontaneously to improve the connection. The fourth component is interpersonal and social skills where is the teacher who must teach students about some skills like integrate all the members, being responsible and respectful in terms of the final product. And finally, it is the group processing where students should make a kind of auto and hetero evaluation focusing in the good things instead the bad ones.

2.2.4 Strategies for implementing cooperative learning

The teaching method of cooperative learning advocates the student-centered idea, emphasizes to give full play to students' autonomy and initiative, strengthens mutual support and cooperation between students, lets students' to show their enthusiasm, cultivates students' leading role, independent learning ability and team cooperation spirit, provides opportunities for students of different levels to actively participate in learning and experience success, promotes communication and exchange between students, and deeply motivates students' individual potentials, so as to greatly meet their spontaneous learning needs. (Wang, 2020).

By utilizing strategies for implementing cooperative learning, teachers can create a dynamic and engaging learning experience for students, promoting active participation and collaboration, and ultimately leading to deeper understanding and greater retention of knowledge. It is important to create a supportive learning environment where students feel comfortable to share their ideas and work collaboratively. According to Johnson (1994) teachers can achieve this by establishing clear guidelines for participation and communication, setting common goals, and assigning roles to each student within the group. Also, teachers can use a variety of group formation techniques to ensure that students are working with diverse peers and are exposed to different perspectives. These techniques can

include random grouping, peer selection, or teacher-assigned groups based on individual strengths and needs.

Teachers must monitor group progress and provide feedback to students throughout the learning process. This can be done through observation, regular check-ins, and providing timely feedback on group work. Finally, teachers can also incorporate technology tools and resources to enhance cooperative learning, such as online collaboration platforms or digital whiteboards. These tools can facilitate group communication, brainstorming, and idea-sharing, and provide opportunities for students to collaborate and learn together in a virtual environment.

The principal strategies to apply cooperative learning are:

Jigsaw: Jigsaw learning, helps students break learning materials into manageable learning pieces, and then has students teach others the piece they have mastered, consequently combining these pieces into one whole. Jigsaw learning is based on the perspective that each student will first become “an expert” in a small part of the whole learning material, and then teach other students in his group this part of the material (Tran & Lewis, 2012).

Four corners: Acaro (2021) establishes a process that demonstrates how the four corners method is successful. First, a subject must be chosen for the students to discuss. After that, gathering resources to work on this method is also beneficial. In this approach, the utilization of pictures, videos, texts, or other input materials is supported by both teachers and students. The teacher must provide pupils with clear directions before the activity begins so they will know what to do and won't get lost.

Then, as was mentioned earlier, the classroom must be divided into the four corners: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). However, even in a virtual class, this step is simple to implement. A is a Zoom.

Students select one from a platform that provides a reaction option in order to define their notion. Examples include a heart (SA), thumb up (A), hand up (D), and surprise face (SD). Students study and examine the 10 class materials in this manner in order to select the corner or response that best suits their opinions.

Then they form a group and begin sharing their thoughts with the partners of their station using the primary arguments and evidence supporting their viewpoint. The teacher then selects a representative from each group to give the arguments. They concurred with the rest of the group. Last but not least, participants have the ability to "change their corner," which means they can alter their position if other people influence them to do so or if their own thoughts throughout the conversation force them to do so. They could carry out this procedure as frequently as necessary.

Carousel: Students have the opportunity to work together and build concepts through their first-hand experience. Students must be grouped into four. Each group is assigned to each station where simulating, puzzles, describing activity, and answering questions are performed. The group members discuss each task and write their ideas. Then the group can move from one station to another. They receive the ideas from the other groups to summarize them. Finally, the summarized ideas are posted in their respective station

before moving to the next station to see and read the output of other groups and teacher provides a feedback about the outputs. (Rufon & Forlales, 2022)

Think-Pair-Share: The students can share their ideas that appear in their minds as the responses to the lecturer questions in the teaching and learning process. Students then turn to a partner and share their responses with others. Usan (2015), purposes the following three steps to apply this strategy:

Firstly, think: Students think independently about the question that has been posed, forming ideas of their own. Secondly, pair: Students are grouped in pairs and then discuss their thoughts in pairs. This step allows students to articulate their ideas and to consider those of others. Thirdly, share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner.

2.2.5 Productive skills

Productive skills, also called active skills, involve the production of the language in written or spoken form. The productive skills are supported by receptive skills. That is to say, all the information that students can receive by listening or reading will help them to produce the language. During the teaching process, receptive skills usually come first and should be followed by the practical application of productive ones. If a learning process lacks one of them, the final outcome will not be complete (Golkova & Hubackova, 2014).

In addition, Staggs et al. (2022), argues that productive skills are the language skills that involve creating or producing language. They are known as "productive" because they require the speaker or writer to actively produce language, rather than simply receiving or comprehending it. The two primary productive skills in language learning are speaking and writing. Speaking is the ability to communicate effectively in a spoken language. It involves the production of sounds, words, phrases, and sentences in a way that conveys meaning to the listener. Effective speaking requires not only linguistic knowledge, but also social and cultural knowledge, as well as the ability to use nonverbal cues, such as body language, tone of voice, and facial expressions. Writing, on the other hand, is the ability to produce written language that is clear, concise, and effective in conveying ideas and information. It involves not only the ability to write grammatically correct sentences, but also the ability to structure paragraphs and organize ideas in a logical and coherent way.

Both speaking and writing are essential skills for effective communication, and they require extensive practice and feedback to develop. Productive skills are often more difficult to master than receptive skills, such as listening and reading, as they require not only the ability to comprehend language, but also the ability to produce it accurately and fluently.

2.2.6 Speaking skill

Effective communication is an essential skill for success in both personal and professional settings, and speaking skill is one of the most important aspects of effective communication. However, developing effective speaking skills can be challenging and requires significant effort and practice. According to Srinivas (2019), speaking skill is one

of the most difficult skills to develop, but it is also one of the most necessary skills. In today's globalized world, being able to express one's ideas in English is considered a basic requirement, and it is crucial for academic, social, and professional success. Developing speaking skills involves improving various aspects, such as fluency, pronunciation, and accuracy.

In addition to these aspects, effective speaking also involves being able to use appropriate and varied vocabulary, adapting one's language to the audience and context, and using nonverbal communication effectively. It is important to be able to convey one's ideas clearly and concisely, as well as actively listening to others and engaging in meaningful dialogue. The development of speaking skills includes the ability to speak spontaneously and eloquently with no pausing or hesitations, the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use, and the mastery of phonology elements, grammar, and discourse. Moreover, it is essential to practice and receive feedback to improve one's skills and avoid common mistakes (Derakhshan et al., 2016)

Investing time and effort in developing effective speaking skills can have significant benefits in many areas of life. It can help individuals to build stronger relationships, express themselves more clearly and confidently, and advance in their careers. Therefore, it is essential to prioritize the development of speaking skills and to seek out opportunities to practice and improve.

2.2.7 Teaching speaking

Teaching speaking in EFL (English as a Foreign Language) is a critical skill that needs to be developed in learners for effective communication in the target language. According to Richards and Schmidt (2010), "Speaking is a fundamental skill, the most important aspect of communication, and the goal of language learning for most students" (p. 212). Therefore, it is crucial to understand the factors that influence the development of speaking skills in EFL learners. Teaching speaking in EFL is important because it allows learners to express themselves fluently and accurately in the target language. As Harmer (2015) argues that speaking is the most interactive skill and the one that most learners want to acquire. Moreover, teaching speaking in EFL also helps learners to develop their critical thinking skills, which are essential for effective communication.

Several factors can influence the development of speaking skills in EFL learners, including motivation, anxiety, and proficiency level. According to Dornyei (2005), motivation is one of the most important factors that influence the success of language learning, and it plays a critical role in the development of speaking skills. Additionally, learners' anxiety levels can affect their willingness to speak in the target language, which can hinder the development of speaking skills. Finally, proficiency level is also a critical factor in speaking development, as learners at different proficiency levels require different types of speaking activities. There are several approaches to teaching speaking in EFL, as the cooperative learning method and with some techniques that teachers can use. All, in order to promote the development of speaking skills in EFL learners, including role-playing, information-gap activities, and debates. As Nunan (2003) argues, "Role-playing activities

can be effective in promoting speaking skills because they provide learners with the opportunity to use the language in a realistic context" (p. 101). Moreover, information-gap activities can help learners to develop their listening and speaking skills, while debates can help them to develop critical thinking skills and to express their opinions effectively.

To teaching speaking Wulandari and Handayani (2019) purpose four steps to follow.

Step 1: First, select the material for intensive "active" presentation. It aims to make the learners interest to participate in speaking in the class enthusiastically.

Step 2: Second, grade it according to its complexity. Giving the material from the easiest to the difficult one. Arranging it in order to make the learners easier to understand the material.

Step 3: Third, order it according to the criteria of frequency of use.

Step 4: Fourth, arrange the model utterances in a way which will permit the learners to observe.

On the other hand, Rokhimah (2019) presents seven steps to teaching speaking through dialogs.

1. On step one teacher should exploit opportunities for short spontaneous conversations. Classroom conversation will be most effective if it arises naturally and spontaneously from the text.
2. For the step two, teacher must choose the interesting topic for the students, it gives them a chance to talk about something that interest them.
3. As third step teachers should encourage participation in a natural conversation, so students have time to formulate their thought and to decide what they wish to say and how to say it.
4. On step four, conversation does not to be about serious issues, instead, it should be about very banal topics like a film or news.
5. At step five teacher should purpose provocative statements to involve students.
6. For step number six teacher ask students to talk about something hardest, for instance, a problem solution. In order to make them use natural but useful.
7. Finally, at step seven teacher should encourage active listening and showing kinds of responses which encourage students to expand the statements given.

2.2.8 Stages of teaching speaking

The stages for teaching speaking are the sequence that teacher should follow to teach their students the oral skill. According to Ngan (2013), the stages in a speaking lesson are:

Pre-speaking stage: Also known as presentation stage, here students are prepared for getting to think and reflect about the topic before speaking about it. Pre -speaking activities involve a discussion, where students collect all their ideas on the topic; vocabulary preparation, where the teacher pre-teaches key vocabulary to help comprehension; prediction, where students guess what they may learn about.

A good pre -speaking activity also includes integrating skills. This stage should be short, about 10 minutes equivalent the presentation stage of a grammar lesson, but giving enough time for students to assimilate to what they are going to speak. Warm -up activities may be involved in this stage. The teacher's role is to get students think about what they are

going to speak before they speak. The teacher should set up the pre -task and provide clear instructions.

Ahmad, et al. (2013) state that in pre-speaking stage teacher must motivate the students to speaking in English. Also, make them have a prior understanding about the learning material that would be learned. This could be done by a brain storming at the beginning of the class.

While-speaking stage: It also called the practice stage, it is students' time to practice speaking. The teacher does not have to do a lot of things because students will be working on the "while activities" individually, in pairs, or in groups. When working on the activities, they may have some problems due to a lack of language variety; thus, during this stage, the teacher monitors and helps weaker students with their problems in completing while activities. The teacher evaluates how well students have completed the activities and whether they are ready to go to the next stage or not. Communicative activities are used in this stage for the aim of helping students practice speaking skill. They can be a role play, a game, or a discussion.

In addition, Rattanawong (2023) considers this stage is focused on the improvement of students' speaking skill. Teacher must purpose some speaking task to encourage students to express their opinions freely. The clue is to enhance their speaking fluency without distracting their attention to the language form.

Post-speaking stage: The third stage or "personalization stage" helps students to take the information they have produced in the previous stage and do something meaningful with it. The post task is a kind of production exercise where students respond to what they have just learnt. They respond in the way that relating what they have learnt to their own experience. Writing is a very suitable skill for this stage. If students perform a written task in the while task, they may write up the results or a summary in a short paragraph.

Furthermore, in this stage teacher should reinforcing the student's language use. In order to do that, teacher asks them to analyze and correct their own work. Even, they would repeat some tasks or part of them. Thus, teacher could be sure about the students' comprehension.

CHAPTER III

3. METODOLOGICAL FRAMEWORK

3.1 Research Approach

This research has adopted a quality approach to get useful information about the effectiveness of the Cooperative Learning method in the development of speaking skill. According to Tenny et al. (2017), Qualitative research is a type of research that examines real-world problems and provides deeper insights. Moreover, qualitative research gathers participants' experiences, perceptions, and behaviors. In other words, it focuses on understanding the phenomena deeply and analyzing it from the participant's point of view. In this sense, qualitative research will allow us to understand the depth of a phenomenon from the perspective of social actors.

3.2 Research Modality

Field and bibliographical-documental investigation were the ones selected for this research. Field investigation allows the researcher to work with individuals in their natural settings. Additionally, according to Belloso (2000), field research consists of collecting data directly from the investigated population or from the reality where the events occur without controlling or manipulating any variable. This will allow us to analyze how effective the use of cooperative learning is in improving students' speaking ability.

In addition, the bibliographical-documental research modality is the analysis of information about a topic being studied. This has supported the development of this investigation into the role of cooperative learning in improving speaking skills by revising the most relevant information in different databases.

3.3 Level or type of research

The level of this study was descriptive. As Sandelowski (2000) mentions, it consists in characterizing a particular phenomenon or situation, and pointing out its most peculiar or distinguishing features. It is closely related to the purpose of describing how the cooperative learning method could help to improve the students' speaking skill level considering the process, characteristics, and dynamics involved in it.

3.4 Study Population

The population for this study was made up of the English teacher and 30 students of "7mo año de EGB" at "Unidad Educativa José María Román". This institution was selected since teachers apply the cooperative learning approach during the teaching process. In this regard, it was essential to know how effective this method is to enhance the student's speaking ability.

3.5 Simple Size

Because the population is relatively small, there was no need to select a sample.

3.6 Techniques and Instruments for Collecting Data

Observation: According to Mulhall (2003), observation is a highly valued and effective research method. It allows deep immersion in social situations and an active role as well as permanent reflection. In addition, observation is the conscious perception and detailed investigation of a participant's behavior in a near-natural environment. In applied linguistics, this can include a classroom or staff room or any setting in which language use is studied. Therefore, this technique will permit to comply with the first specific objective, supporting the description of the teaching and learning process of the English language where a cooperative learning approach is used to enhance the speaking skill of students.

Interview: An interview is understood as a conversation that is established between two or more people with a clear purpose. Within the investigation, the objective is to collect data on a specific topic. An interview allows the researcher to gather more detailed and in-depth information and clarify doubts during the process (DiCicco & Crabtree, 2006). The interview will be used to comply with the second specific objective to identify from the teacher's point of view, how effective is the cooperative learning method.

Literature review: Literature reviews have long been a means of summarizing and presenting overviews of knowledge, current and historical, derived from a body of literature (Aromataris & Pearson, 2014). Furthermore, Calle (2016) mention that a literature review allows detecting, obtaining, and consulting the bibliography and other materials that may be useful for the study, from which relevant and necessary information regarding the research problem must be extracted and compiled. In this sense, the literature review will be used to fulfill the third specific objective to recognize the steps to teach speaking.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1 Results

In order to achieve the second specific objective “To identify from the teacher's point of view, how effective is the cooperative learning method” an interview was applied. The interviewee was the teacher of “7mo año de EGB”, and the questions were based on determining the effectiveness of the cooperative learning method.

As an answer of the two first questions related to teacher’s knowledge about this method, it was mentioned that he thinks Cooperative Learning is useful and relevant in order to make students support each other; idea that maintains a close relation with Felder and Brent (2007) who state that cooperative learning method refers to a peer collaboration. For the questions three, four, five, and six, which were focused on the strategies for applying the cooperative learning method, the teacher mentioned that it is important to implement them but they are not enough, especially in the public institutions, in consequence, it is always necessary to combine strategies such as games and grammar activities.

The questions seven, eight and nine are related to activities and benefits when applying the cooperative learning method. The answers provided were that games in groups are the best activities to develop on a lesson to apply cooperative learning method. Furthermore, those games could help to motivate the students, being that an essential point to make them enjoy working in groups, consequently, when they are developing funny activities like games, they do not feel that as a work. As Wang (2020) had mentioned, the cooperative learning method deeply motivates students and encourages their team cooperation spirit. The major benefit is that students could help each other; strong students get the role of weak students’ tutors, and they learn together too.

The last question was number ten, it aimed to know how useful is to apply the cooperative learning method in order to improve students’ speaking skill. Therefore, according to the teacher’s answer, it is a good way to make students practice speaking but it is not the best because it is time consuming specially in large classes. Furthermore, students really do not like to speak and they are afraid of being criticized. In addition, teacher must monitor if students are speaking in English and not using their mother tongue to develop the activity. That is something that was already explained by Sirinivas (2019) who says that speaking skill is one of the less developed skills even when it is the most important, and it occurs because it is the hardest one.

For the third specific objective that is “To recognize the stages to teach speaking” an observation guided was designed. It involved the tree teaching speaking stages proposed by Ngan (2013) who states that those are pre-teaching, while-teaching, and post-teaching. In the pre-teaching stage teacher is meant to motivate his students and develop their prior understanding; this point was always present at the beginning of classes. Moreover, in the pre-teaching stage students are meant to get the key vocabulary in order to make a prediction about the lesson. In the classes, it was observed that teacher always provides useful vocabulary for the lesson to his students; nevertheless, they were asked for making predictions just once.

To continue, in the while-teaching the first step aims to establish speaking tasks; it was always done during the observation; in addition, during this stage, students should express their opinion and their fluency must be enhanced, unfortunately those aspects were often evidenced during the lessons.

Finally, in the post-teaching step the teacher has to reinforce the language use of his students and correct the mistakes found in the previous stages of the lesson, at the same time, he should propose task repetition; but it could be observed that the whole stage was not developed as well as it was expected because those steps were not present in all the lessons.

4.2 Discussion

Based on the results obtained from the interview and observation, it can be concluded that the Cooperative Learning method is an effective approach in developing speaking skills among students of "7mo año de EGB" at the "Unidad Educativa José María Román" Riobamba-Chimborazo. There is a positive perception of the method, considering it useful and relevant; it holds potential for promoting student collaboration and support within the classroom. Results highlight the importance of implementing strategies associated with cooperative learning, in addition, emphasizes that relying solely on these strategies may not be sufficient, particularly in public institutions. This suggests that a combination of teaching approaches and techniques is necessary to address the diverse needs and challenges faced by students in these settings. By incorporating a variety of strategies into their lessons, teachers can create a more comprehensive and engaging learning environment.

Last idea aligns with research suggesting that incorporating enjoyable and interactive activities into language learning can enhance student engagement and foster a positive learning experience; same that was argued by Balkom (1992) who says that the development of different activities improves the students' understanding. Furthermore, the benefits of cooperative learning are evident in the students' ability to support one another. Stronger students take on the role of tutors for weaker students, resulting in mutual learning and growth. This aspect of cooperative learning promotes peer interaction, cooperation, and shared responsibility, which are crucial for developing both linguistic and social skills.

In terms of the stages of teaching speaking, it was observed that some aspects of each stage were present in the lessons, but not all were consistently applied. For instance, while the teacher provided useful vocabulary and proposed speaking tasks, there was less emphasis on encouraging students to express their opinions or correcting their mistakes. This highlights the importance of dedicating sufficient time and attention to consolidating learning outcomes and providing opportunities for students to apply newly acquired language skills. Then, following the logic of Johnson (1994), by consistently implementing all stages of teaching speaking and addressing challenges related to large class sizes and student reluctance, educators can further optimize the benefits of cooperative learning in developing students' speaking proficiency.

Finally, the Cooperative Learning method has been favorable in enhancing students' speaking skills among "7mo año de EGB" students at the "Unidad Educativa José María Román" Riobamba-Chimborazo. It is a good idea to continue using cooperative learning methods in teaching speaking skills. However, it should be also strived to consistently apply

all stages of teaching speaking to ensure a well-rounded approach that maximizes student learning outcomes.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

There are various cooperative learning strategies that teachers can implement in their classrooms. These strategies include Jigsaw, Four Corners, Carousel, and Think-Pair-Share. Each strategy has its own aims and benefits, but all of them are focused on student participation, collaboration, and active learning. It is important for teachers to establish clear guidelines, monitor progress, and provide feedback to ensure the success of these strategies.

The cooperative learning method is perceived as useful and relevant for fostering student support and collaboration. However, there is not denying that additional strategies are necessary, especially in public institutions. This calls for an integration of instructional techniques, catering to the diverse needs and learning styles of students in public educational settings.

The speaking stages are the pre-teaching, while-teaching and post- teaching. In the pre-teaching stage, learners are introduced to the topic and language structures, setting the foundation for effective communication. The while-teaching stage focuses on interactive activities and practice, allowing students to actively use the language in real-life situations. To improve the post-teaching stage, incorporating reflection activities, feedback, and opportunities for further application can help consolidate learning and ensure long-term retention.

5.2 Recommendations

It is recommended to apply cooperative learning strategies with the aim of ensuring the success on the students' speaking skill. Teachers should establish clear guidelines for participation and collaboration and monitor student progress regularly. In addition, educators should provide feedback to students to support their learning.

The Cooperative Learning method should be used by teachers focusing on the improvement of students' speaking skill by means of funny activities and providing support to the students to enhance its effectiveness. Overall, incorporating different strategies and focusing on motivating students to participate actively.

Finally, when applying the cooperative learning method, teachers should address the three teaching stages to enhance reinforcement of language use in the post-teaching stage. In addition, it is essential to provide ample opportunities for students to practice and apply their speaking abilities and focus on long-term retention and proficiency development.

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ANNEXES

Interview



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANGEROS
INTERVIEW

Objective: To analyze the effectiveness of the Cooperative Learning method in the development of speaking skill on students at “7mo año de EGB” of the “Unidad Educativa José María Román” Riobamba-Chimborazo on the academic period 2022-2023

Author: Anahi Patricia Moreano Mosquera

Objective 2: To identify from the teacher's point of view, how effective is the cooperative learning method

1. What do you know about the Cooperative Learning Method?
2. What do you think about this method?
3. According to you, what are the strategies to apply Cooperative Learning?
4. Have you applied strategies based on this method before? Which ones?
5. Which Cooperative Learning Method strategies are most useful?
6. Do you think to work in group is a good idea to apply in the class? Why?
7. What kind of activities in class should be done in groups?
8. What can you do as teacher to make your students enjoying to work in groups?
9. According to you, what are the benefits of applying Cooperative Learning Method?
10. How useful do you consider that is to apply the Cooperative Learning Method in order to improve the students' speaking skill?

Observation Guide



UNIVERSIDAD NACIONAL DE CHIMBORAZO
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TECNOLOGÍAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANGEROS
OBSERVATION GUIDE

Objective: To analyze the effectiveness of the Cooperative Learning method in the development of speaking skill on students at “7mo año de EGB” of the “Unidad Educativa José María Román” Riobamba-Chimborazo on the academic period 2022-2023

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Objective 3. To recognize the stages to teach speaking						
Indicators		Always	Often	Seldom	Never	Observations
Pre-teaching	Teacher motivate the students					
	A prior understanding is developed					
	Key vocabulary is provided					
	Students develop a prediction					
While-teaching	Speaking tasks are purposed					
	Students					

	are encouraged to express their opinion					
	Speaking fluency is enhanced					
Post-teaching	Language use is being reinforced					
	Mistakes are being corrected					
	Students do a task repetition					

PHOTOGRAPHS



