UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

Work presented as requirement for obtaining the bachelor´s degree

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TITLE OF RESEARCH WORK

"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."

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LANGUAGE CAREER

COMMITTEE MEMBERS CERTIFICATE

TITLE OF RESEARCH WORK: ANALYSIS OF COOPERATIVE LEARNING IN TEACHING PROCESS IN THE 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.

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"ANALYSIS OF COOPERATIVE LEARNING IN TEACHING PROCESS IN THE 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"

Certify that this research project has been completed to 100%. It fulfilled with all established parameters and has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

I certify this research work in honor of truth.

Riobamba, 17 de mayo del 2019

Mgs. Veronica Egas

CERTIFICACIÓN

Que, **CABADIANA GALARZA BRYAN STYP** CC: **0603866609**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"ANALYSIS OF COOPERATIVE LEARNING IN TEACHING PROCESS IN THE 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"** que corresponde al dominio científico **DESARROLLO SOCIOECONÓMICO Y EDUCATIVO PARA EL FORTALECIMIENTO DE LA INSTITUCIONALIDAD DEMOCRÁTICA Y CIUDADANA** y alineado a la línea de investigación **EDUCACIÓN SUPERIOR Y FORMACIÓN PROFESIONAL**, cumple con el 07%, reportado en el sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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AUTHORSHIP

I, Bryan Styp Cabadiana Galarza, student of Languages Career, declare to be the only author of this research work named:

"ANALYSIS OF COOPERATIVE LEARNING IN TEACHING PROCESS IN THE 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."

The ideas, opinions or commentaries in this document are responsibility of the author.

Riobamba, 03 de junio de 2019

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DEDICATION

I dedicate this research work to my parents Olga Galarza and Juan Cabadiana for being the support in my life, thanks for your motivation to continue my studies to become an English Teacher, to my brother Jorge who always inspired me to culminate my career, to my wife Marilyn and Daughter Brianna, You have been a fundamental part of my personal formation, and to my relatives for their unconditional support during the career at the prestigious Universidad Nacional de Chimborazo. I am deeply grateful

Bryan Styp Cabadiana
Galarza

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RESUMEN

El aprendizaje cooperativo fomenta la interacción colectiva entre los estudiantes. Sin lugar a dudas, este método es efectivo para el desarrollo de competencias comunicativas y habilidades sociales puesto a que los estudiantes aúnan esfuerzos para lograr una construcción del lenguaje y de esta manera poder producirlo efectivamente (Proaño, 2015). En nuestro contexto, el aprendizaje cooperativo es poco usado, por lo que los estudiantes tienen dificultades para interactuar utilizando el idioma inglés. Además, de que el aprendizaje cooperativo no es promovido en las aulas de clase, por lo tanto este estudio se enfoca en analizar el uso del aprendizaje cooperativo en el proceso de enseñanza – aprendizaje del inglés para desarrollar la expresión oral, y así lograr los objetivos establecidos. Los datos fueron recogidos de un docente de inglés y veinte y dos estudiantes del décimo año de educación General Básica de la Unidad Educativa Monseñor Leonidas Proaño. El tipo de estudio es cualitativo con nivel exploratorio. Además, el método etnográfico fue utilizado de acuerdo a la participación del recurso humano en el desarrollo de la investigación. Se utilizó además la técnica de observación para la recopilación los datos, por lo cual se aplicó una guía de observación. Finalmente, los resultados se presentaron a través de un análisis descriptivo del uso del aprendizaje cooperativo para desarrollar actividades de expresión oral y su impacto en el comportamiento de alumnos y maestros.

Palabras Clave: aprendizaje cooperativo; habilidad para hablar; competencia comunicativa; comportamiento.

ABSTRACT

Cooperative Learning fosters interaction among learners. Indeed, it is truly effective to develop communicative competences as well as social skills since students join efforts in order to build the language for its subsequent production (Proaño, 2015). In our context Cooperative Learning is hardly used since students have difficulties to interact using English. In addition, they are not trained to work cooperatively. Teachers do not show students how to promote interaction in a respectful environment in which they support, encourage, respect and help others as in real communicative contexts happens. Therefore, this study focuses on analyzing the use of cooperative learning in the English teaching process to develop speaking skill. In order to achieve the objectives set, one English teacher and twenty two students from Décimo Año de Educación General Básica "A" at Unidad Educativa " Monseñor Leonidas Proaño " were taken as population. The kind of the study is qualitative with an exploratory level. Furthermore, the ethnographic method used was since the human resource participation. Using the observation technique the data was collected, thus, an observation guide was applied. Finally, the results were shown through a descriptive analysis of the use of cooperative learning to develop speaking activities and its impact on students' and teachers' behavior.

Key words: Cooperative Learning; speaking skill; social skills; communicative competence; behavior.

Mgs. Monica Cadena
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CHAPTER I

REFERENTIAL FRAMEWORK

1.1 INTRODUCTION

Recognizing the most suitable method for teaching is a permanent concern of English teachers. From the view of McKeachie, et al (1986) it depends on the goals, kind of students, content and teacher's philosophy. In this context, Stahl (1994) claims that there is a method that can be applied in diverse school settings and across a wide range of content areas and have wonderful results, this is the "Cooperative Learning Method (CL)".

Felder & Brent (1994) define the Cooperative Learning method as a group work approach that minimizes unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. Cooperative Learning has multiple advantages, for instance: students get higher academic achievements, develop high-level reasoning and critical thinking skills, have deeper understanding, less disruptive behavior and higher self-esteem and so have a more positive and supportive relationship with their mates and positive attitudes towards the subject (Cohen, Celeste, & Shevin, 2004).

A study developed by Narváez, Padilla & Villagómez in 2011 at Universidad Politécnica Salesiana in Ecuador supports the effectiveness of CL. The authors affirm that after using Cooperative Learning, teachers know their students' weaknesses and potentialities; while students develop their abilities to collaborate and strengthen the responsibility in the group. Another study carried out at Universidad Católica Santiago de Guayaquil reflected that Cooperative Learning is a priceless method for teaching English, it is affirmed that Cooperative tasks foster the development of the four English macro-skills listening, speaking, reading and writing. It makes students effectively communicate using the target language (Izquierdo, 2015)

The usefulness and advantages that Cooperative Learning involves are broadly known and supported. After reviewing the macro, meso and micro curriculum instruments established for the area of Foreign Languages Teaching, it could be noticed that there are lots of issues focused on the development of cooperative capabilities of students and so their communication skills.

With all the resources, students and teachers have in their hands a vast amount of innovative methods that have been created in order to improve the practice of cooperative learning. It would be assumed that the level of English in the country is between A2 and B2; but no. Izquierdo (2015) states that the principal reason is the lack of knowledge regarding to the theories and methods of language teaching; in this case, it is assumed that teachers do not deeply know how to use the Cooperative Learning for teaching English therefore the learning goals are not achieved.

This fact was observed in the Unidad Educativa "Monseñor Leonidas Proaño" where the students had many problems when working in groups and speaking in English. Attempting to find out a possible solution for the stated problem this study aims to analyze the use of cooperative learning in the teaching process for the development of speaking skill with the students at Décimo Año de Educación General Básica "A" in the mentioned institution. For this target, it was applied a survey to teacher and an observation guide to a regular class. The method that was used is the ethnographic. These aspects set the study within the English Teaching Methodology area and the qualitative approach.

The principal beneficiaries of the study was the teacher and students participating in the study. Its importance will be evidenced in vast information the teacher will have to use CL in a better way. The study is feasible since it counts with the necessary bibliographic, technological, human and economic resource.

The study will be divided into four chapters, which systematically present the research process:

Chapter I.- The referential framework which is constituted by the problem statement, objectives and justification of the problem will be presented; furthermore, it will be explained the significance and the final target of the study.

Chapter II. - The theoretical-scientific data that supports the research, particularly the analysis, discussion and interpretation of the results will be covered.

Chapter III. – It covered the design, type and level of the research, methodology and techniques to be used in the data collection, analysis and interpretation process.

Chapter IV. - It contains the more important findings of the research, and also the study conclusions and recommendations.

1.2 RESEARCH PROBLEM

When cooperative activities are applied, the students have difficulties to interact using English.

1.3 PROBLEM STATEMENT

For Chen & Goswami (2011) Cooperative Learning facilitates a non-threatening and nurturing academic environment for English language learners and helps them to understand that each member of the group is dependent on the other members to accomplish a specific goal. Kagan (2009) states that English teachers who use cooperative learning give their students the opportunity to interact and vary their learning styles. Based on this proposal, this study supports the approach that cooperative learning is really effective for developing the students' speaking skill.

Cooperative learning can break students' silence and facilitate communication inside the classroom. Jhonson & Jhonson (2008) claim that by the means of CL students maximize their own and each other's learning. When used in English classes CL helps in creating a comfortable learning atmosphere that inspires positive interdependence, group interaction, individual responsibility and small group social skills (Crandall, 1999).

In a research developed by Proaño (2015) at Universidad Central del Ecuador, it was stated that CL is a method that foster interaction and so it becomes an excellent method to improve the speaking skill. The author affirms that due to the multiple techniques the method offers, teachers have different tools to work on speaking and make students be interested in the subject and the most important is that CL promotes the practice of speaking for real communication purposes.

In the same study it was identified that even teachers planned group work activities they cannot be qualified as cooperative learning since they do not have some basic characteristics of CL. The facts identified in the study aforementioned were evidenced at Unidad Educativa "Monseñor Leonidas Proaño". Along the researcher pre-professional practices, it was observed that when working in groups, the students divided the task in parts and each student is only responsible of a specific part, affecting the principles of "Positive interdependence and individual accountability of CL"; at the same time, they do not get together to seek for the

material to support their work, but most of the time, they just interact through social networks, fact that affects the development of group social skills.

It is assumed that problems occurred since the CL application omitted some important features that had to be considered. To deal with this academic pathology, it is proposed the "Analysis of cooperative learning in the teaching process in the 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"

1.4 FORMULATION OF THE PROBLEM

How useful is the 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 ".

1.4.1 GUIDING QUESTIONS

1. How is cooperative learning used when developing speaking activities?
2. Which is the students' attitude when working in speaking-group-activities?
3. How does the teacher deal with the challenges involving Cooperative Learning tasks?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

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".

1.5.2 SPECIFIC OBJECTIVES

• To observe how the cooperative learning method is used when developing speaking activities
• To identify the students' behavior when working in speaking-group-activities.

- To find out how the teacher deals with the challenges involving Cooperative Learning tasks.

1.5.3 OBJECTIVES OPERACIONALIZATION

AREA OF STUDY	QUESTIONS		OBJETIVES	
	GENERAL	**GUIDING**	**GENERAL**	**SPECIFIC**
Methodology	How useful is the 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".	1) How is cooperative learning used when developing speaking activities?	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".	1) To observe how the cooperative learning method is used when developing speaking activities
		2) Which is the students' attitude when working in speaking-group-activities?		2) To identify the students' behavior when working in speaking-group-activities.
		3) How does the teacher deal with the challenges involving Cooperative Learning tasks?		3) To find out how the teacher deals with the challenges involving Cooperative Learning tasks.

Done by: Bryan Cabadiana

1.6 JUSTIFICATION

This research allows analyzing the usage of cooperative learning in the teaching process to develop the speaking skill at the Educational Unit "Monseñor Leonidas Proaño."When cooperative activities are applied, students have difficulties to interact using English, so the use of cooperative learning method will benefit that students to improve the speaking skill. The

present study is beneficial for the locality since the teachers might take advantage of this research to foster speaking skills by encouraging students to produce meaningful language to interact in the same way they do in their first language.

Cooperative learning is one of the most effective methods used in modern language classrooms. (Crandall, 1999). Its application carries multiple advantages such as: enhances positive affective factors related to language learning which positively affect language learning, creates positive interdependence, group interaction, individual accountability and develops social skills, encourages students to reflect about their learning processes and so identifies their academic weaknesses and strengthens, lets students be less dependent on the teacher and more dependent on their own abilities (Richards & Rodgers, 2001)

Regarding to these statements, in our context Cooperative Learning is not commonly used since students are not able to use English as the source to interact each other. It is considered that problems occurred since the CL application omitted some important features such as: positive interaction, respect, rights and obligations, responsibility, etc.

This study is also important for my professional development since as teacher it is necessary to know how to apply effectively methodologies as Cooperative Learning to promote socialization and language exposure in order to help students to get an English proficiency.

Lastly, this project was feasible since it was authorized and supported by the authorities and teachers of Unidad Educativa " Monseñor Leonidas Proaño" located in the city of Riobamba, Chimborazo Province. In addition the students of Décimo Año de Educación General Básica "A" were an essential part of this investigation.

CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND STUDIES REGARDING TO THE RESEARCH PROBLEM

Once reviewed the virtual repository from Universidad Nacional de Chimborazo, there were identified some studies which are similar to the proposed one. In addition, there are other studies that analyze the use of Cooperative Learning in the development of other English skills. Hence, the authors who support this topic must be mentioned, for instance: (Mancheno & Orna, 2016)

Nationally and worldwide, there are multiple studies, which support the effectiveness of Cooperative Learning Method in the development of the four English macro skills. Therefore, these scientific contributions constituted the main foundations to build up the theoretical framework of the study.

2. THEORICAL FOUNDATIONS

This theoretical framework contains the scientific information needed in order to understand the principal issues related to the research problem. Therefore, these scientific basis, were truly important to analyse and interpret the information gathered.

2.1. COOPERATIVE LEARNING

Cooperative learning is defined by Johnson & Johnson (2008) as a group learning activity in which learning depends on the social interaction among learners in group, thus, each learner has a role to accomplish and each one must be responsible for his or her own learning. Indeed, learners should support each other to succeed. According to (Chen & Goswami, 2011), Cooperative Learning enables a non-threatening as well as a nurturing academic environment for EFL learners. Kagan (2009) states that English teachers who use cooperative learning along their lesson give students the opportunity to interact and vary their learning styles. In addition, it is mentioned that CL can break students' barriers to communicate, so silence is avoided in order to facilitate communication inside the classroom; it also foster students to develop

positive interdependence, group interaction, individual accountability and social skills (Crandall, 1999).

From (Proaño, 2015) view, CL is a method, which enhances interaction, thus it has become an excellent method to improve the speaking skill. The author affirms that according to multiple techniques that this method offers, teachers have the possibility to work out different activities related to speaking to make students get interested in learning English. Hence, the most important characteristic of CL is the promotion of speaking practice for real communication purposes.

2.1.1 CHARACTERISTICS OF COOPERATIVE LEARNING

Johnson & Johnson (2008) propose a model for cooperative learning, which contains several elements such as:

- **Positive interdependence:** It consists in joining students to achieve collective goals. Thus, one cannot succeed unless all group members succeed. Positive interdependence occurs when all the members of the groups feel that they have roles to accomplish, so they help each other (Richards and Rodgers, 2001).

- **Individual accountability:** It involves individual as well as group performance. It is related to the belief that each member in-group is responsible for his/her own performance and the teammates' work (Richards and Rodgers, 2001).

- **Positive Interaction:** It foster students' superlatively work rather than competition. Richards and Rodgers (2001) mention that primitive interaction emerges the cooperation as individuals to encourage each other to accomplish the group's goals.

- **Appropriate use of social skills:** It refers to the way in which students interact among each other as members of a group (Richards and Rodgers, 2001).
- **Group processing:** For Johnson and Johnson (2008) is the reflecting procedure of working and deciding the members' actions to continue or change the processes to achieve collective goals.

2.1.2 HOW TO ORGANIZE WORK GROUPS

Richards and Rodgers (2001) affirm that group formation must be considered when creating positive interdependence. Thus, there are factors to bear in mind when setting up the groups:

- **Group size:** Generally groups are formed by two or four students. To form groups the kind of learning tasks, students' level, student's age, and the time, must be considered.

- **Assigning students to groups:** Groups could be organized at random, for affinity, or setting by the teacher.

- **Selecting students' role in the groups:** Each student has his/her particular role according to the tasks. These roles may be: noise monitor, recorder, summarizer, or turn-taker monitor. It is important to mention that students could have more than a single role.

2.1.3   COOPERATIVE LEARNING IN LANGUAGE LEARNING

Crandall (1999) argues that Cooperative learning is one of the most effective techniques used in modern EFL classrooms. Its use carries multiple advantages such as: enhance positive affective factors related to language learning which positively affect language learning and create of a conducive learning atmosphere that encourages positive interdependence. Additionally, CL promotes group interaction, individual accountability, social skills development, and students' reflection about learning processes and so they identify their academic weaknesses and strengthens. Thus, students become less dependent on the teacher and more dependent on their own capabilities to learn cooperatively as well as autonomously (Richards and Rodgers, 2001).

2.1.4   THE ROLE OF THE TEACHER IN IMPLEMENTING COOPERATIVE

Thorunbury (2005) affirms that cooperative learning is a learner-centered approach; thus its aim is provide students opportunities to learn meaningfully by taking the principal role in the knowledge building. Thus, teachers should guide, monitor, and facilitate students' learning. Also they should implement cooperative learning by doing a variety of activities, such as:

- Introducing different tasks and activities.
- Assigning roles to students.
- Creating appropriate environments.

- Assessing learners' performance.

- Monitoring learners' autonomy.

- Dealing with difficult students.

2.1.5 COOPERATIVE LEARNING IN TEACHING SPEAKING SKILL

When students practicing speaking generally feel strongly anxious. Balili (2001) discovered that the manifestation of anxiety when performing speaking activities is derivate from students' misconception of speaking as a highly evaluative situation, which is constantly monitored. For Lucena & San Jose (2016) this situation demands teachers to generate a learning atmosphere where students can feel comfortable in order to enhance their speaking abilities and to avoid setting up tasks that rise the probabilities of students to fail.

2.1.6 GROUP NORMS THAT FACILITATE COOPERATIVE LEARNER BEHAVIOR

(Ehrman & Dornyei, 2003) propose some norms, which are truly useful when working with cooperative activities, these are listed below:

- Be responsive to the group members' needs.

- Do not try to dominate.

- Encourage and support others.

- Share responsibilities and rights.

- Share ideas and accept suggestions.

- Avoid competition.

- Take turns respectfully.

- Respect others' viewpoints.

- Make sure everybody participates.

- Consult the teammates before making a decision.

- Pay attention to others.

- Be patient with the others.

2.1.7 SPEAKING

Bygate (1987) defined speaking as one of the basic components to be developed for making students become able to communicate. It is a productive skill in which the speaker chooses the

lexicon, structure and discourse that is going to be used in order to make the listener understand the message (Brown, 2004). This is the most used skill, from Thorunbury (2005) viewpoint, speaking involves the use of oral patterns to transfer information. It requires the knowledge of vocabulary, grammar, rhythm, intonation, and pronunciation as the basis for a good interaction.

2.1.8 SPEAKING IN THE LANGUAGE CLASSROOM

Speaking is the basis of communication in an EFL learning environment. Thus, it is one of the most difficult skills to develop since it requires linguistic and non-linguistic features knowledge. A good development of this skill in English learning classrooms helps students to know how to use language appropriately as it is used in real communicative environments (Bygate, 1987).

2.1.9 TEACHING SPEAKING TECHNIQUES

The importance of speaking has been supported by many studies and so the amount of activities that foster its development is vast. So, there are many important speaking techniques, for instance:

- **Free discussions:** Proposed by Hedge (2000), by the application of these activities learners have to opportunity to talk about topics that they are interesting in. In free discussion students can develop their speech fluency when they exchange opinions, experiences, stories, etc.
- **Role Plays:** For (Ladousse, 1987)role-plays encourage students to create their own reality through experimenting their knowledge in real word.
- **Simulations:** They are activities that foster students' simulation of real life situations as if they are doing it in real world. The use of simulations encourages learners' performance and makes learning enjoyable and effective (Jhonson & Jhonson, 2008).
- **Information gaps:** In these activities students don't have all the information they need to complete a task or activity. Thus, it is required students think, speak and practice teamwork, working with their classmates to acquire the missing information (Thorunbury, 2005).

- **Discussion and debates:** They aim to engage the students' interest, opinions, stories, and experiences, they are very useful activities that may take just few minutes or take whole lesson and be really productive for improving the students speaking skill (Harmer, 2001).
- **Jigsaw:** Crandall (1999) argues that Jigsaw is one of the most important cooperative learning activities since it encourages real classroom communication.

2.2 BASIC TERMS DEFINITIONS

This segment is very important to get good comprehension of the study since here there are some specific terms defined, which have a particular meaning and have to be understood as follows:

Positive interdependence: It is the condition in which students are conscious that their success depends on everybody's efforts.

Individual accountability: It is the positive and active role that students perform in the group.

Small Social skills: It is related to the strategies and norms that students have to follow in order to interact with their peers.

Monitoring: It is the continuous checking of students' performance.

Process: It is a set of stages and activities followed to carry out a determined activity.

Roles: They are the activities, which the students have to perform when working in groups.

Speaking: It is the students' capability to communicate orally.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

For the features of the study, it is placed within the qualitative approach because it attempts to analyze the use of cooperative learning in the teaching process for the development of speaking skill with the students at Décimo Año de Educación General Básica "A" at Unidad Educativa "Moseñor Leonidas Proaño". To achieve this goal it will be used the ethnographic method, and also there will be carried out some observations to find out how CL is used when developing speaking activities.

3.2. TYPE OF INVESTIGATION

Qualitative. - It aims to analyze the use of cooperative learning in the teaching process for the development of speaking skill with the students at Décimo Año de Educación General Básica "A" at Unidad Educativa "Moseñor Leonidas Proaño" and thus determine the principal causes by which group work activities and speaking are not effective.

3.3. LEVELS OF RESEARCH

Descriptive research. – The study attempts to describe why group activities when practicing speaking are not effective, since it is supposed that the procedure to apply cooperative is incorrect.

3.4 METHODS OF RESEARCH

Ethnographic method.- this method has been widely stated as the most suitable to develop education-research; through the use of this method the researcher has a direct access to real and faithful information and therefore can comprehend and explore the problem in its natural setting.

3.5. POPULATION AND SAMPLE

Population: The study was applied to an English teacher and 22 students coursing the Décimo Año de Educación General Básica "A" at Unidad Educativa "Moseñor Leonidas Proaño" located in the City of Riobamba, Chimborazo province.

Sample: since the population is small, it was not necessary to take a sample.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

The technique and instrument which was used along the information gathering process was developed considering the scientific contributions presented in the theoretical framework. The instrument was an observation guide that was applied in some regular English classes to find out how cooperative learning is used when developing speaking activities and to identify the students' behavior when working in speaking-group-activities.

3.7 PROCEDURE
The procedure to develop the present study was divided into three phases:

PHASES	DETAILS	TIME
Preliminary Phase	In the first stage, the problem and the objectives were defined in the research work. In addition, the other general aspects such as the methodology, the theoretical foundations, and instruments were established in order to organize integrally the project development.	2 months
Fieldwork Phase	In the second phase, the fieldwork was accomplished. The instrument (observation sheet) was applied order to collect the necessary information.	2 months
Final Phase	In the last phase, the data was analyzed to present the project results. Then, they were established the conclusions and recommendations. Finally, the report was written and presented.	2 months

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3.8. WORK FIELD

The work field was carried out at Décimo Año De Educación General Básica "A" at Unidad Educativa "Monseñor Leonidas Proaño", in Riobamba City, Chimborazo Province. The observation sheet to analyze the use "Cooperative Learning in the **speaking** skill development" was applied along the December 2018. It was performed according to the following order:

1) It was request the permission to developing the research work.
2) The population (Décimo Año De Educación General Básica "A") was chosen in order to apply the instrument of data collection (observation sheet).
3) The information collected was interpreted to write a descriptive analysis of the use of "Cooperative Learning" in the speaking skill development.
4) Finally, the fieldwork was concluded and the project results were presented.

3.9. OPERACIONALIZATION OF SPECIFIC OBJECTIVES

SPECIFIC OBJECTIVES	INDICATORS	RESPONSIBLE	CONTEXT	INSTRUMENTS AND TECHNIQUES	TIME
1. To observe how cooperative learning is used when developing speaking activities	**How the teacher:** • Sets the instructions. • Assigns the roles. • Monitors the activity. • Feedbacks the students' performance. • Reflects on the development of the activity.	Researcher	Décimo Año de Educación General Básica "A" at Unidad Educativa "Moseñor Leonidas Proaño"	**Technique:** Observation	Six months
2. To identify the students' behavior when working in speaking-group-activities.	• Positive Interdependence. • Individual accountability. • Positive Interaction. • Appropriate use of social skills. • Group processing.	Researcher			
3. To find out how the teacher deals with the challenges involving Cooperative Learning tasks.	• Discipline and disruptive behaviour. • Students' shyness. • Students' weak social skills. • Students' problems with their mates • Different students' level • Use of Spanish	Researcher		**Instrument:** Observation guide	

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CHAPTER IV

ANALYSIS AND RESULTS

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
To observe how the cooperative learning method is used when developing speaking activities.	❖ Cooperative learning was hardly used to develop oral production. ❖ Students performance must be monitored effectively ❖ There was not feedback.	At Unidad Educativa "Monseñor Leonidas Proaño, the Cooperative Learning was hardly applied. For instance, in some cases, even though teamwork was assigned, it did not aid students to develop their speaking competences. Also, even if the activities were focused on working in groups, students were not assigned specific roles to accomplish. In addition, students' performance had not been monitored effectively, they were appointed tasks and developed as they could, but in most of the cases they did not understand what to do. Furthermore, the activities assigned to develop oral production by using Cooperative Learning	**COOPERATIVE LEARNING IN TEACHING SPEAKING SKILL** Johnson and Johnson (2009) argued that Students must participate fully and make an effort within their group. Each member of the group has a task / function / responsibility, therefore, they must believe that they are responsible for their learning and that of their group. Proaño (2015) argued that Cooperative Learning fosters interaction among learners. Indeed, it is used to enhance the speaking skills. In addition, the author said that CL promotes practice of

| | | were dialogues, conversations and some presentations. Nonetheless, students developed the activities mechanically since they repeated the words or expressions without understanding the real meanings.

Additionally, there was not concern about the students' common mistakes in their oral performance. In fact, there was not a while-production or post-production feedback. Thus, students did not know if they were right or wrong, so they did not have the opportunity to improve since they were not aware in which aspects they had failed.

In conclusion, the cooperative-learning activities to foster oral output, were not performed effectively at Unidad Educativa "Monseñor Leonidas Proaño. Indeed, students did not understand how to work cooperatively since they were not assigned specific roles for | speaking for real communication purposes. Thus, it is truly effective to develop communicative competences as well as social skills since students join their efforts in order to build the language for its subsequent production to convey real messages orally.

TEACHER'S ROLE IN SPEAKING ACTIVITES BY USING COOPERATIVE LEARNING

According to Harmer (2007) there are three important roles that teachers must play in order to encourage learners to speak fluently. One of them is the "model". It is showed when students are not sure about how to do a task, thus, teachers should play the role as a prompter. The second role is monitor |

| | | each student. In addition, there was not a constantly monitoring of students' performance neither a feedback to support students' knowledge, thus they did not have the opportunity to work cooperatively to develop their oral skill to communicate in English meaningfully. | students' performance in order to help to carry out the activities successfully. And the third role is providing feedback and correct mistakes when necessary. These roles enable teachers to understand difficulties learners face while speaking activities.

However, Harmer (2007) also argued that teachers should be very careful when they give feedback since overcorrection could hinder students' motivation to talk. Thus, they should provide encouraging responses, which may drive students to carry out the oral tasks with self-confidence.

In short, cooperative learning must enhance social skills as well as language skills. In this case to foster Speaking |

			skill it is necessary to work supportively teacher and learners by helping, encouraging, sharing responsibilities and supporting each other (Crosby, 2000).
To identify the students' behavior when working in speaking-group-activities.	❖ Students were not assigned specific roles to work in groups. ❖ Students did not work cooperatively.	According to the second objective, the gathered information showed how students behave when working in groups to develop their speaking skill. Students were not able to work cooperatively since they were not trained to share their ideas, opinions and knowledge with others. There was not a previous teaching about sharing responsibilities and roles. They were not conscious about their fails and achievements,	**COOPERATIVE WORK** Richards and Rodgers (2001) affirm that working cooperatively requires being aware of different features such as: **Group size:** For grouping students, they must be considered the students' kind of the learning, level, age, strengthens and weaknesses. The groups should mix students' capabilities to complement and support each other.

		which depended on all the group members' work.	**Assigning students to groups:** Work groups should be organized at random, for affinity, or set by the teacher.
	❖ Students did not produce English oral outputs.		

which depended on all the group members' work.

Besides, when learners had to work cooperatively, due to it was not taken into account the students' strengthens and weaknesses. Hence, their capabilities were not being fostered. They did not support each other. Students' multiple intelligences as well as their skills were not considered to be divided into work groups.

Furthermore, when students worked in groups they did not develop their English speaking skills. Indeed, students not only used their native language (Spanish) to fulfill the activities, but also teacher gave instructions and helped them in Spanish. So, students did not have the opportunity to use English when they performed activities in groups.

Assigning students to groups: Work groups should be organized at random, for affinity, or set by the teacher.

Selecting students' role in the groups: each student must have a specific role to accomplish. It is important to consider that students could be assigned more than one role. Also they should be conscious that their fails and achievements depend on everybody's work.

SPEAKING PRODUCTION

EF learners must be exposed to English as much as possible. Thus, teachers have to provide opportunities for learners by encouraging them to use English not only in the classroom but also in their daily interaction. According to Huda (1999) the main source of language

		In short, at Unidad Educativa "Monseñor Leonidas Proaño, 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	learning success is the exposure to the language in real contexts. In addition Richards (2008) claimed that EFL teachers should teach learners how to become able to use the FL language naturally.
To find out how the teacher deals with the challenges	❖ An adequate environment was not created for learning cooperatively.	Based on the third objective, the information collected showed that at Unidad Educativa "Monseñor Leonidas Proaño, there was not adapted an adequate environment to learn cooperatively. Therefore students did not have the opportunity to create positive interaction to work among them. In fact, in the institution mentioned, students competed each other instead of encouraging and helping others. Furthermore, it was not taught learners how to	**EFFECTIVE ENVIRONMENT FOR COOPERATIVE LEARNING** For Lucena & San Jose (2016) Cooperative learning demands to teachers to create an appropriate learning environment in which students can feel comfortable enhancing their speaking abilities and to avoid setting up tasks that rise the probabilities of students to fail.

involving **Cooperative-Learning tasks.**		create a cooperative environment in which they can share their responsibilities and rights. Consequently, students could not develop their social skills. Additionally, there had been evidence that students were not fostered to talk in the English. In fact, communicating in English is one the most challenging activities for EFL teachers and learners. Thus, it is really necessary to promote students' production, at Unidad Educativa "Monseñor Leonidas Proaño, teacher tried to motivate speaking skills, 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. Hence, it is tended to adapt cooperative learning to facilitate production by working in groups and build language from everybody's	In addition Rodgers (2001) claimed that a good environment must promote: **Positive Interaction** promotes students' cooperation rather than competition. Richards and Rodgers (2001) argued that individuals must encourage and facilitate each other's efforts to accomplish the group's goals. **Appropriate use of social skills** refers students' interaction as part of a group. (Richards and Rodgers, 2001). **Group processing** for Johnson and Johnson (2008) it is related to the member actions (work) to accomplish the group's goals. **LEARNER'S BEHAVIOR IN COOPERATIVE LEARNING**
	❖ Students were not fostered to talk in English		

| | | efforts. However students' behavior, attitude, competitiveness, selfish and dominance are like barriers which stopped cooperative work and learning outcomes. Based on students' attitude, teacher gave up and accepted students' weaknesses in cooperating, and instead of teaching how to behave in a right way, teacher changed the activities and induct traditional ways to teach. In other words, they came back to traditional learning and forget about fostering language capabilities through Cooperative Learning. | Ehrman and Dornyei (2003) propose some norms that teacher must established to make sure students get able to work cooperatively.

For instance:

- Be responsive of working.
- Pay attention to and respect other's opinions.
- Consult the teammates before making a decision.
- Do not try to dominate.
- Make sure everybody participates. |

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- ➢ Cooperative learning method was hardly applied to foster oral output, so students did not understand how to work cooperatively.

- ➢ 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.

- ➢ 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.

5.2. RECOMMENDATIONS

- ➢ Cooperative Learning method should be used more often to promote speaking skill.

- ➢ Students should be exposed to the language interaction in a full immersion environment, to work supportively to develop their language skills.

- ➢ Students should comprehend that building language proficiency requires social interaction. Therefore, they should learn to understand others, share opinions, respect other's viewpoints and behave appropriately in order to accomplish collective language goals.

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7. ANEXES

7.1 Anexes 1.- Observation Guide

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

OBSERVATION GUIDE

Objective: To observe how cooperative learning is used when developing speaking activities and identify the students' behavior when working in speaking-group-activities.

Parameters	Always	Often	sometimes	seldom
FIRST SPECIFIC OBJECTIVE				
Teacher's instructions				
The teacher gives instructions in a clear way and using understandable vocabulary.		X		
The teacher checks students understanding.			X	
The teacher gives examples of the activity.			X	
Assigning students' roles				
The teacher assigns students roles.			X	
The teacher explains what the students have to do according to their roles.			X	
The students decide which role to perform.				X
Monitoring students work				
The teacher permanently monitors students' work.			X	

The teacher helps students when they require.		X		
The teacher takes notes about students' mistakes.				X
The teacher takes part of the activity.				X
Feedback students' performance				
The teacher gives information about students' performance.				X
The teacher relates the result with the students' performance along the activity.				X
The teacher encourages students to improve their work skills.		X		
SECOND SPECIFIC OBJECTIVE				
Positive Interdependence				
The students have problems when working in groups.	X			
Students help and support each other.			X	
High level students are willing to help weak ones.			X	
Weak level students ask for help to strong students before asking to the teacher.			X	
Individual accountability				
All the members of the group actively contribute in the activity.			X	
Every member puts his/her best effort to develop their part of the job.			X	
Every member is responsible and demands the other to behave in the same way.				X
Positive Interaction				
Students cooperate rather than compete.				X

The group members encourage among them to effort and work together to achieve the goal.			X	
They propose strategies to deal with the problems that occur along the activity.				X
Appropriate use of social skills				
They have good communication skills.			X	
In problematic situations the group members discuss to all find a solution.			X	
The relationship in the group is friendly and respectful.			X	
Group processing				
They reflect about their performance in the group.		X		
They decide the strategies that in future activities will help them to be more effective and efficient.				X
THIRD SPECIFIC OBJECTIVE				
The teacher can easily deal with discipline and disruptive behaviour.			X	
The teacher fosters a good classroom environment to avoid students' shyness.			X	
The teacher helps students to overcome their weak social skills.			X	
The teacher helps students to solve their problems with their mates.		X		
The teacher mixes students bearing in mind their different levels.		X		
The teacher establishes rules to minimize the use of Spanish inside the class.			X	

7.2 Anexes 1.- Picture