



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TEGNOLOGÍAS

Work presented as requirement for obtaining the bachelor's degree as "Licenciado en Ciencias de la Educación Profesora de Idiomas Inglés"

CARRERA DE IDIOMAS

TITLE OF RESEARCH WORK

Analysis of the cooperative learning methodology applied for improving the development of speaking skill in students at 10th Grade of Basic General Education "J" in Unidad Educativa "Miguel Angel León Pontòn", in the city of Riobamba, Chimborazo Province during the Academic Year 2019-2020.

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2019-2020



COMMITTEE MEMBERS CERTIFICATE

Riobamba, 14 de agosto de 2020

Of. No. 446-SF-FCEHT-UNACH-2020

CONVOCATORIA PARA DEFENSA DE PROYECTO DE INVESTIGACIÓN

Por disposición de la Dra. Amparo Cazorla B., Decana de la Facultad, efectuada mediante oficio **No. 1742-FCEHT-UNACH-2020**; conforme lo establecido en el Artículo 173, numeral 10 del Reglamento de Régimen Académico de la UNACH; se convoca a constituir el Tribunal Examinador para la siguiente defensa de proyecto de Investigación:

Tema: "ANALYSIS OF THE COOPERATIVE LEARNING METHODOLOGY APPLIED FOR IMPROVING THE DEVELOPMENT OF SPEAKING SKILL IN STUDENTS AT 10TH GRADE OF BASIC GENERAL EDUCATION "J" IN UNIDAD EDUCATIVA "MIGUEL ÁNGEL LEÓN PONTÓN", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE DURING THE ACADEMIC YEAR 2019-2020"

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Fecha: 17-08-2020

Lugar: Aplicación Zoom

Hora: 15h00

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Mgs. Maria Dolores Avalos Obregon, professor of Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, in my capacity of thesis director of this research work presented by Fatima Marisol Saigua Llamuca, prior to obtain the degree of "**Licenciada en Ciencias de la Educación, Profesora de Idiomas: Inglés**" whose theme is:

ANALYSIS OF THE COOPERATIVE LEARNING METHODOLOGY APPLIED FOR IMPROVING THE DEVELOPMENT OF SPEAKING SKILL IN STUDENTS AT 10TH GRADE OF BASIC GENERAL EDUCATION "J" IN UNIDAD EDUCATIVA "MIGUEL ANGEL LEÓN PONTÓN", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE DURING THE ACADEMIC YEAR 2019-2020.

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

Certify this research wok in honor of truth.

Riobamba 5 de Agosto del 2020



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Riobamba, 05 de Agosto de 2020

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AUTHORSHIP

The content of this research is under responsibility of the author Fatima Marisol Saigua Llamuca, student of the Language Career, with the following theme:

ANALYSIS OF THE COOPERATIVE LEARNING METHODOLOGY APPLIED FOR IMPROVING THE DEVELOPMENT OF SPEAKING SKILL IN STUDENTS AT 10TH GRADE OF BASIC GENERAL EDUCATION "J" IN UNIDAD EDUCATIVA "MIGUEL ANGEL LEÓN PONTÓN", IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE DURING THE ACADEMIC YEAR 2019-2020.

The contents, thoughts, opinions, analysis and conclusions in this investigation are those of the author.

Riobamba, 5 de Agosto del 2020



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ACKNOWLEDGEMENTS

To my thesis tutor MSc. Maria Dolores Avalos and to all the teachers at Languages School, my friends and classmates for their help and support in each stage of the academic life. A special recognition to the Tenth Grade of Basic General Education "J" in Unidad Educativa "Miguel Angel Leon Pontòn" for the motivation provided during the investigation.

Fátima Saigua Llamuca

DEDICATORY

This investigation is mainly dedicated to God, who has guided me in this stage, with blessing and strength given to reach my goals. To my mother, Elvia who has been my guardian angel, who is blessing me from heaven. To my aunts, Narcisa and Rosario, for their values, pieces of advice, motivation, and unconditional support. To my father, Heriberto, who with his love, affection, and values has allowed me to be a better person. To my son, Steven for being the inspiration to continue my studies. To my family, who have supported. To my fiancé, Dario, for the encouragement, love, and patience in this important stage of my professional training, in a special way to MSc. Maria Dolores Avalos and MSc. Monica Cadena who with their direction, knowledge, teaching, and collaboration allowed me to develop this research work.

Fátima Saigua Llamuca

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RESUMEN

La presente investigación trata sobre el método de aprendizaje cooperativo que tiene como finalidad organizar actividades dentro del aula para convertirlas en una experiencia social y académica de aprendizaje que ayuda a desarrollar habilidades lingüísticas en el segundo idioma al tener una relación con el mismo, obtener un grado de comprensión necesario con el segundo idioma, y hablar con fluidez, siendo el método cooperativo un conjunto de procedimientos de enseñanza pedagógica basada en el trabajo de equipo y pequeños grupos mixtos y heterogéneos donde los alumnos trabajan conjuntamente de forma coordinada entre sí para resolver tareas académicas y profundizar en su propio aprendizaje; el objetivo de este trabajo investigativo es analizar cómo se aplica la metodología de aprendizaje cooperativo para mejorar el desarrollo de la habilidad de hablar en el décimo grado de Educación General Básica "J" en la Unidad Educativa "en el periodo académico 2019-2020. Para lo cual se aplicó el método científico cualitativo porque corresponde a las ciencias de la educación, con un enfoque descriptivo, bibliográfico y de campo. El problema principal encontrado en la investigación fue que los estudiantes no están acostumbrados a trabajar en equipo y tienen problemas para comunicarse de manera oral debido a la falta de práctica del idioma, además fueron identificados otros factores que también sobresaltan como la falta de confianza para hablar en frente de sus compañeros de clase, miedo a ser burlados y juzgados cuando cometen un error. Estos factores han influido en la personalidad de los estudiantes para evitar hablar en inglés. Además, la limitación del tiempo en que reciben clases del idioma retrasa el proceso de aprendizaje de la destreza oral.

Palabras claves: Aprendizaje cooperativo, habilidad de hablar, técnica, actividades.

ABSTRACT

This research deals with the cooperative learning method that aims to organize activities within the classroom to turn them into a social and academic learning experience that helps to develop linguistic skills in the second language by having a relationship with it, obtaining a degree necessary comprehension with the second language, and speaking fluently, the cooperative method being a set of pedagogical teaching procedures based on teamwork and small mixed and heterogeneous groups where students manage the coordinated way among themselves to solve tasks academic and deepen your own learning , the objective of this research work is to analyze how the cooperative learning methodology is applied to improve the development of the ability to speak in the tenth grade of Basic General Education "J" in the Educational Unit "in the academic period 2019-20202020. In which the qualitative scientific method was applied because it corresponds to the sciences of education, with a descriptive, bibliographic, and field approach. The main problem found in the research was that the students are not used to working team and have problems communicating orally due to the lack of practice of the language. In addition, other factors were identified that also stand out, such as the lack of confidence to speak. in front of their classmates, afraid of being teased and judged when they make a mistake. These factors have influenced the personality of the students to avoid speaking in English. In addition, limiting the time they receive language classes delays the learning process of oral skills.

Key words: Cooperative learning, speaking ability, technique, activities.



Mgs. Mónica Cadena
DIRECTORA DE LA CARRERA

INTRODUCTION

English is considered as a one of the most important languages around the world. It is used as the universal language to establish communication among the world countries where different languages are spoken. For this reason, English is one of the most influential medium in bridging the global communication. Thus, Cooperative learning is defined as students working together to attain group goals that cannot be obtained by working alone or competitively (Johnson, Principles of language learning and teaching. (3 ed), 1986). It is a process which requires knowledge to be discovered by students and transformed into concept to which the students can relate. Learning a new language involves skills of listening, speaking, reading, and writing (Hughes, 2002). In addition, the Cooperative Learning Methodology is a way in which learning is more active where students work together to achieve the same goal, it is to learn by performing specific tasks in small groups. Cooperative learning is a methodology that employs a variety of learning activities to improve students' understanding of a subject by using a structured approach, which involves a series of steps, requiring students to create, analyze and apply concept.

Speaking as one of the four language skills is an act of pure communication. It means that oral skill in students are crucial in the learning process of language growth since language is developed by changing from oral to written mode, spoken language comes first. The crucial reason is that the natural way of acquiring the language is initiated through spoken language.

For this reason, a good English proficiency is crucial for spreading the good dominance of it, in order to prepare the students for being able to face the different aspects that help to improve the development of learning. Some of the students think that it is unusable to communicate with their classmates in a foreign language and they think that there are not communicative activities such as jigsaw activities, problem solving and role play, etc., for developing the ability to speak.

Consequently, to enhance speaking skill with the cooperative learning methodology it is important to use the suggested method properly. Based on the facts expressed by the students such as: fear to talk in front their classmates and the teacher, the activities must be reviewed, the

number of students involved in the activities is large, for these reasons, most of students at 10th Grade of Basic General Education "J" in at Unidad Educativa "Miguel Angel León Pontón" have problems in their English level performance.

This study has been organized into three chapters:

- **Chapter I:** The referential framework, research problem, problem statement, formulation of the problem and objectives are presented.
- **Chapter II:** The theoretical framework, the theoretical background regarding, the problem to be investigated, theoretical foundations basis, and the basis terms definitions are included.
- **Chapter III:** The methodological framework contains, research design, type of investigation, level of research, methods of research, population and sample, techniques and instruments for collecting data, operationalization of specific objectives, schedule, bibliography, and annexes.

CHAPTER I

REFERENCIAL FRAMEWORK

1.1. RESEARCH PROBLEM

The unusual application of the Cooperative Learning Methodology in speaking skill in students of 10th Grade of Basic General Education "J" in at Unidad Educativa "Miguel Angel León Pontòn".

1.2. PROBLEM STATEMENT

The Ecuadorian educative system has tried to enhance the English learning process in order to fulfill the professional and global needs. Thus, according to the curriculum from Ecuador's Ministry of Education students who have finished the high school have to get a B1 level in the four skills of the language (Sanchez, 2016). It means that leaners have to be able to communicate fluently and accurately to establish an effective communication among them, Qureshi (2016) states "Language is a tool for communication. We communicate with others, to expressing our ideas, and to know others' ideas as well. Communication takes place where there is speech."

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994). It is one of the most relevant skills that allow learners to communicate immediately. Nevertheless, speaking is one of the most difficult skill to enhance since it requires a special effort due learners must practice as much as they can for getting good results in their oral performance. It is important to remark that Riobamba ranks number seventh from eight cities from Ecuador with a low level of English proficiency. Based on this data it is possible to state that the language skills have not been honed in the academic environment. Nonetheless, one of the less-developed skill is speaking since students rarely use the language inside and outside the classroom.

Students of 10th Grade of Basic General Education "J" at Unidad Educativa "Miguel Angel León Pontòn" are not involved properly when applying the cooperative learning

methodology for improving speaking skill. According to the experience of the researcher as a student from the tenth level of General Basic Education, the found problem is related with: student's lack of confidence to use the language because they are afraid about being criticized if they make a mistake. Another factor English language is used only in academic context. Therefore, English is being fossilized due to the lack of the usage. The last factor is limited vocabulary. Overall in our country The English Language has been focused on teaching grammatical rules and vocabulary, as a result, a deficit in the usage of speaking skill arises since the students do not feel the need to use the language with communicative purpose.

1.3. FORMULATION OF THE PROBLEM

How Cooperative Learning Methodology usage and its application improves the speaking skill at 10th grade of Basic General Education "J" at Unidad Educativa Miguel Angel León Pontón in the City of Riobamba, Chimborazo Province during the term 2019-2020?

1.4. GUIDING QUESTIONS

- Why the Cooperative Learning Methodology is not applied correctly in the classroom?
- How the Cooperative Learning Methodology is used to improve the development of speaking skill?
- How does the improper application of Cooperative Learning Methodology affect the development of English-speaking skill at 10th grade of Basic General Education "J" at Unidad Educativa Miguel Angel León Pontón?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

- To analyzed how the Cooperative Learning Methodology is applied for improving the development of speaking skill at the 10th grade of Basic General Education "J" at Unidad Educativa Miguel Angel León Pontòn.

1.5.2. SPECIFIC OBJECTIVES

- To identify how the Cooperative Learning Methodology, affect in the development of speaking skill.
- To recognize why the Cooperative Learning Methodology is not being used properly for improving the development of speaking skill.
- To analyze the improper application of the cooperative learning methodology in the development of speaking skill.

1.5.3. OBJECTIVES OPERACIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How Cooperative Learning Methodology usage and its application improves the speaking skill at 10th grade of Basic General Education "J" at Unidad Educativa Miguel Angel León Pontón in the City of Riobamba, Chimborazo Province during the term 2019-2020?	Why the Cooperative Learning Methodology is not applied correctly in the classroom?	To analyzed how the Cooperative Learning Methodology is applied for improving the development of speaking skill at the 10th grade of Basic General Education "J" at Unidad Educativa Miguel Angel León Pontón.	To identify how the Cooperative Learning Methodology affect in the development of speaking skill.
		How the Cooperative Learning Methodology is used to improve the development of speaking skill?		To recognize why the Cooperative Learning Methodology is not being used properly for improving the development of speaking skill.
		How does the improper application of Cooperative Learning Methodology affect the development of English speaking skill at 10th grade of Basic General Education "J" at Unidad Educativa Miguel Angel León Pontón?		To analyze the improper application of the cooperative learning methodology in the development of speaking skill.

Done by: Fatima Saigua

1.6. JUSTIFICATION

This present research aims to analyze the cooperative learning methodology applied to improve the development of the ability to speak in the tenth grade of Basic General Education "J" in the Educational Unit "Miguel Ángel León Pontón" in the city of Riobamba, Chimborazo province during the academic year 2019 -2020. In this investigation, I have realized that the students and the teacher do not have adequate familiarity when communicating and this is causing problems in the academic performance of the students. Lack of confidence to speak the language makes students feel frustrated and scared when they make a mistake, another factor is that the teacher only speaks English and does not interact with students pleasantly and positively following the different techniques and methodological strategies from language. Also, students have no interest in learning to use the language. These problems cause some drawbacks, such as the lack of practice of the ability to speak, since it refers to a barrier produced by the lack of learning and the incorrect way of speaking the language. When speaking, it can produce a positive communication gap between the speaker and the listener, but when speaking, communication can be misunderstood. Because limited vocabulary is a big problem that students face when it is necessary to use different expressions that students have not learned and much less know. This research is important as it will help to identify the correct motivational techniques and activities of the cooperative learning method that help students feel safe speaking in the classroom and the teacher to be an essential part of the academic development of the students. Besides, it will help improve academic performance to obtain better results in the development of learning, since it is necessary to communicate appropriately. This improves academic development, their ability to speak, and loses their fears when expressing themselves in front of their peers.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. THEORETICAL BACKGROUND REGARDING THE PROBLEM TO BE INVESTIGATED

There is research related with this topic called “**Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English**” done by Nasser Omer M. The general objective of this research was to discover the effect of the cooperative learning methodology on the development of the ability to speaking about students in the class, which will benefit students who are actively involved in different activities for the development and improvement of the language. The conclusion of this research was Cooperative Learning as a student-centered approach improves the ability to speak and attitudes among students so teachers must master the types of speaking techniques to have a more student-centered approach. The author’s recommendation was CL is an instructional method that is effective in enhancing the acquisition of English-speaking skills and improving students’ attitudes. (Omer, 2014)

After investigating researches in the UNACH library, it is important to remark that there are not similar researches in Universidad Nacional de Chimborazo as the research already proposed.

2.2. THEORETICAL FOUNDATIONS BASIS

2.2.1. Cooperative Learning Methodology

Definition

Cooperative Learning is a term that is too used to refer to a group of teaching methods that arise from the organization of the class in small mixed and heterogeneous groups where students work together in an orderly manner to solve academic tasks and progress on their own learning, Cooperative learning permit to the student to work together in group, this method also has a main identity because the students are not only learning the material but also they are learning social skill with their friend more effectively (Freeman, 2000). This method is more effectively already that students interact with each other for developing the learning.

According to (Johnson,1994, p.58) “Cooperative Learning is a methodological strategy that consists of the work carried out by a group of students with the objective of achieving common goals”

Brief historical review

The origin of cooperative learning goes back to the history of man. The survival of the original man was due to help among themselves, among other elements the key to how they improved their evolution was cooperation. (Calderòn, 2001). The Roman philosopher Seneca said that when one is taught, one learns twice, as well as the Quintilian Hispanic-Roman rhetoric and educator, in the first century, pointed out that students benefit when they teach each other. In addition, Comenius said the teacher learns when he teaches, and the students learn while the teacher teaches. However, the American philosopher, pedagogue, and psychologist, John Dewey (1859-1952), with the active school, points out that the need for interaction between students and teacher must be consistent with mutual help and cooperation.

Here are the benefits of cooperative learning:

- It improves student’s comprehension of academic content
- Reinforces social skills
- Allow students to decide
- Make an active learning atmosphere
- Increasing students’ self-esteem and participation

- Focuses on success for everyone

Characteristics of Cooperative Learning

Exist five basic pillars to reach the goals of this method, the five basic pillars are: positive interdependence, face-to-face interaction, individual accountability, development of social skills, and group evaluation. (Johnson, 1994)

- 1) Positive Interdependence is a work procedure that helps students work together to get better results when they are in a group discussion.
- 2) Face-to-face interaction, here the students work in small groups in which they exchange ideas, give their views and above all work in teams to make sure that each of the points to be treated is clear and acceptable.
- 3) Individual responsibility, although students work in groups, it is also necessary to evaluate the contribution of each member so that learning is significant, since they are in a process of continuous learning, therefore they have the responsibility to contribute, give their opinion and improve.
- 4) Development of social skills cooperative learning also guides students to develop their social skills in which they become the process of their group work.
- 5) The group evaluation allows students to evaluate and discuss how much each member contributes to the group and give their input during the class discussion.

2.2.2. Types of Cooperative Learning Groups

A cooperative classroom consists of the integrated use of three types of cooperative learning groups (Johnson, 2013)

Formal cooperative learning: Should be used whenever the learning goals are highly important, the task is complex or conceptual, problem-solving is required, divergent thinking or creativity is desired, quality of performance is expected, higher-level reasoning strategies and critical thinking are needed, long-term retention is desired, or when the social development of students is one of the major instructional goals (Johnson & Johnson, 1989).

Informal Cooperative Learning Groups: Informal cooperative learning groups are temporary that lasts from a few minutes to one class period. (Johnson, 2013). These type help students to interact with each other for improving communication.

Cooperative Base Groups: Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership (Johnson, 2013). The purpose of the base group is to provide the support, help, and assistance that each group member needs to progress academically in the classroom to complete all homework, learn and develop cognitively and socially in a healthy way for the development of learning to each student and group.

2.2.3. Positive effects of Cooperative Learning

Robert Slavin's research compares cooperative learning with traditional instructional methods attributing the positive effects that are generally found among cooperative learning studies whereby Robert Salvin shares three positive effects that help group and class development.

Motivational effect: Students in cooperative learning groups feel the confidence and patience to develop their learning that students use other learning methods. Students in cooperative learning groups are more likely to attribute success to hard work and the ability to do it.

Cognitive development effect: The collaboration of each member of the group promotes cognitive growth so that students develop their learning skills as well as forms of critical thinking that demonstrate group work more effectively than the individual.

Cognitive elaboration effect: The new information that the members of the group elaborate is restructured information and related to the knowledge that already exists and is more easily recovered from the memory since when the student wants to explain something to another person he does it clear and understandable way.

2.3. SPEAKING DEFINITION

Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. (Chaney, 1998). (Johnson, 1986, p. 100), defined "speaking as an interactive process of making meaning that includes producing, receiving, and processing information". Speaking is the ability to express orally, in a coherent, fluent and relevant manner in a given meaningful context to generate transactional and interactive

changes using the correct pronunciation, grammar, and vocabulary and adopting rules of speech of the spoken language.

It is important to emphasize the use of speaking the language is for the development of students in a more efficient and easy way with the development of different activities that students can develop and learn at the same time. Moreover, speaking is a great help, not only in oral communication but it is also considered as most effectively to obtain a fluent reading, the knowledge, and correct speech as the basis for good writing due to the most direct way of communicating is oral production. As a result, the information that is transmitted to be received by others

2.3.1. ASPECTS OF SPEAKING

Aspects of the ability to speak have to be explored closely and put into considerations. These aspects project some challenges and identify some guidelines to achieve this ability and, therefore give instructions and activities to prepare students to communicate effectively in real-life situations.

Speaking is face to face:

In most conversations they take place face to face, allowing speakers give immediate feedback. Thus, communication when speaking has many resources, such as facial expressions, gestures and even body movements.

Speaking is interactive:

Whether we are speaking face to face or on the phone, a person or a small group, the conversation wheels fully rotate with the affected participants at specific times. Either one or all talking to each other.

Taking turns is a main feature in the interaction, it is an unconscious part of normal conversation. Shifts are handled and pointed out in different cultures, which causes possible communication difficulties in a conversation between people of different cultures and languages. (Donough, 2000).

Speaking in real time:

During the conversations, the answers are not planned are spontaneous and the speakers think and produce a language that reflects communication and understanding. Time constraints affect the speaker's ability to plan, organize the message and to control the language used.

This implies that real-time speech production imposes difficulties, but also allows releases in terms of compensation for these difficulties. The use of formulated expressions, self-correction, reformulation and repetition can help make speakers more fluent and develop in the real time of a conversation. (Baker, 1989)

The reality of exposing students to these aspects of spoken discourse facilitates their oral production and helps them cope more effectively and crucially to the problems they encounter as it also helps them improve the use of another language.

2.3.2. SPEAKING CHARACTERISTICS

Fluency

“Fluency is the flow and efficiency with which speakers express their ideas particularly when speaking”. (Council, 2019, p. 32). It is important characteristic to confirm an effective conversation among people since it allows the speaker to be engaged with the topic of discussion. The ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. Moreover, Fluency in a language helps to speak easily, reasonably quickly and without having to stutter and pause a lot. Communication is the most important part of speaking and it is important to communicate ideas in the most natural way possible.

It is important to emphasize the way in which the speaker explains an issue as important as its content in his presentation. Thus, outside the classroom, fluency can help students socialize with native speakers to improve their fluency when expressing themselves. In addition, it helps avoid serious consequences of misunderstandings when faced with such circumstances.

Accuracy

Refers to the use of the correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic, or discourse features of a language. (Bryne, 1998). Accuracy, is the ability to use the necessary vocabulary, grammar and punctuation correctly at the moment to express ideas, feelings, points of view etc.

Furthermore, (Rishi, 2014, p. 78), argues “Accuracy refers to the ability of the learner to produce sentences that are grammatically correct”. That is, students who learn English must know the correct grammar rules of the language to be able to speak and write in a coherently way and that others can understand what they are speaking or writing.

This feature helps the speaker to create their own vocabulary based on the situation that emerges. This means that the speaker can use correct words for that situation either formally or informally. However, a good speaker speaks using an appropriate lexicon according to the audience. This means that the speaker must use technical words for an academic text. On the other hand, the speaker can use colloquial words such as idioms, slangs, and contractions at the moment to talk with family or friends.

2.3.3. TYPES OF CLASSROOM SPEAKING PERFORMANCE

According to (Brown, 2007), there are six similar categories apply to the kinds of oral production that students apply to the classroom. These categories are: imitative, intensive, responsive, transactional, interpersonal, and extensive.

Imitative

Imitation occurs without the purpose of meaningful interaction, but to emphasize some particular element of language form. The exercises that allow this practice of repetition give students the opportunity to listen and repeat orally certain strings or phrases of the language these tasks can help students improve their ability to speak: Minimal peer repetition, repeating words, phrases and repeating sentences.

Intensive

Intensive student speech speaks the opportunity to "review" many times and use certain forms of language through controlled speech production so that the student can express himself better. Intensive speech tasks such as: Directed response, read aloud this improves pronunciation and fluency, complete oral prayer, oral closing procedure, complete dialogue, and directed response.

Responsive

Responsive speech involves short answers, questions or comments initiated by the teacher or student. These answers or questions are often many and do not extend to dialogues. It is

similar to giving an order. Speech production can be meaningful and authentic. Responsive expression tasks are: Description of the image or obtaining instructions, question and answer elicitation of questions, request for instructions, and paraphrasing is identified in other words or in your own words a short story, a telephone message, a report, etc.

Transactional dialogue

A transactional language is an extended way of a receptive language that is carried out for the purpose of transmitting and exchanging specific information on some subject. There are some interactive speaking tasks such as Role playing, oral interviews, discussions and conversations, and games.

Interpersonal dialogue

Interpersonal dialogue is carried out more with the purpose of maintaining and carrying out the social relations that help the transmission of facts and information. Such as: Casual registration, colloquial language, slang, and emotions.

Extensive

Extensive speaking (Monologues is when the speaker uses spoken language for any time, such as speeches, lectures, readings, etc.) or when the teacher asks students to give oral reports, summaries or short speeches. The type of registration is more formal and the speech performance will produce protocols since monologues can be planned or presented without prior preparation. These are: Extensive tasks to speak, oral presentations (academic or professional context), tell stories, retell a story or news event, and report information.

2.4. COOPERATIVE LEARNING TECHNIQUES THAT HELP TO IMPROVE SPEAKING SKILL

There are focused on developing a specific structure that can be incorporated into a variety of curriculums with an emphasis on integrating social skills and academic tasks. (Johnson, 2013). There are four steps that teachers must follow in teaching cooperative skills: Students must see value in group work, students must be aware of the necessary skills for successful group work in order to know what they are supposed to do, students must practice the skill (in this case speaking) and students need to process the skills they have practiced (in order to improve them). For this, it is necessary to learn how to apply different techniques according

to cooperative learning, because it is not only for group-work moreover, these techniques help to improve the speaking skill; These techniques are:

- **Jigsaw**

It is a cooperative learning technique where students work in groups to teach each other something. Jigsaw in the classroom involves students each learning a part of a lesson and then sharing their information in groups until all group members understand the complete lesson. Students each act as a piece of the puzzle who together make up a jigsaw.

- **Think Pair-Share (TPS)**

It is a collaborative learning technique created by Frank Lyman of the University of Maryland in 1981 in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to think individually about a topic or answer to a question and share ideas with their classmates.

- **Round Robin Brainstorming**

It is a useful technique for generating and developing ideas of each member of the group in a group brainstorming setting. Based on an interactive process building positive contributions by each participant, conducted in either written or verbal tasks for each participant is able to introduce their thinking or idea.

- **Numbered Heads**

Numbered Heads Together is a listening and speaking strategy that involves students working collaboratively in groups to answer a question posed by the teacher. This cooperative learning strategy that holds each student accountable for learning the material by having students work together in a group. This is an excellent strategy for teaching accountability in the classroom.

2.4.1. SPEAKING ACTIVITIES

These types of activities are important in teaching language especially in the development of speaking skill for helping to create interaction in the language classroom. There are four types of activities that help to improve and develop the speaking skill: performance activities, controlled/guided and creative or freer activities.

Performance activities: Provide students with opportunities to communicate in the language. Teachers and students at this point should concentrate on the meaning and

intelligibility of the utterance, not the grammatical correctness. With practice, grammar errors should disappear.

Controlled activities: Refers to the repetition practice or set sentences encouraged by pictures or word cues, aim to improve the accurate use of words, structures, and pronunciation. Some examples of activities for controlled practices are: Find Someone Who, questionnaires, information gap, etc.

Guided activities: Consist in model dialogues in which students can change to talk about themselves and to communicate their own needs and ideas and tasks which the students carry out using the language taught beforehand.

Creative activities: These activities are usually designed to give either creative practice opportunity for predicted language items or general fluency practice, where the specific language focus is less relevant. For freer practice are: interaction or information gap, role-playing, simulations, free discussion, games, a jigsaw puzzle, and problem-solving. These activities are combined with cooperative techniques to motivate students and improve their speaking skill.

2.5. BASIC TERM DEFINITIONS

Cooperative learning: It is a method that create small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.

Speaking Skill: It is the ability to accurately productive and develop messages in the communicative process.

Performance: It is the action or process of accomplishment a task or function

Technique: It is an approach of carrying out a specific task, specifically the performance of a creative work or a scientific procedure

Cooperative Activities: Refer to different tasks that develop in small groups for solving problems and create their own knowledge.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research is focused on analyzing Cooperative Learning Methodology applied for improving the development of speaking skill at 10th grade of Basic General Education "J" in Unidad Educativa Miguel Angel León Pontón in the City of Riobamba, Chimborazo Province during the academic year 2019-2020. Thus, it frames into the English methodology area since it tries to analyze the results of the application in the classroom.

3.2. TYPE OF INVESTIGATION

Qualitative. - The research is focused on how the usage of the Cooperative Learning Methodology and its application for improving the development of speaking skill.

3.3 LEVELS OF RESEARCH

Descriptive research. - It shows a description about of how the usage of the Cooperative Learning Methodology and its application for improving the development of speaking skill.

3.4. METHODS OF RESEARCH

Ethnographic method. Because it will be appropriate for the educational field; ethnographic is a qualitative design in which the researcher analyzes how the usage of the Cooperative Learning Methodology and its application for improving the development of speaking skill at 10th grade of Basic General Education "J" in Unidad Educativa Miguel Angel León Pontón.

3.5. POPULATION AND SAMPLE

Population: 36 students and 1 teacher since it is a small population, it will not be necessary to take samples.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

For data collection the following technique and instrument will be used:

Survey:

This technique will be used to collect an amount of data. This technique will be used to determine how the improper usage of the Cooperative Learning Methodology affects the learning in the development of speaking skill; this result will give relevant information for the topic that is being researched.

Instruments:

A questionnaire will be used as an instrument to collect the data. It will contain 8 closed-questions about the improper use and application of the cooperative learning method in the development of speaking skill. The questionnaire will be delivered to 36 students and 1 teacher at tenth grade of Basic General Education "J" in Unidad Educativa Miguel Angel León Pontòn in the City of Riobamba, Chimborazo Province during the academic term 2019-2020. It is important to emphasize that the questionnaire will be applied in Spanish due to the low English level the students have.

3.7. PROCEDURE

In this investigation, it was required to carry out a work field, data collection, information analysis. It is important to highlight that the research is in the methodological field. Because the analysis of the application method of cooperative learning to improve the development of speaking skill in students at 10th Grade of Basic General Education "J" in Unidad Educativa "Miguel Angel León Pontòn".

To develop the investigation, some steps were followed. Therefore, before starting the application of the survey, it was necessary to obtain the approval of the tutor and the commission of investigation of the language career and permission to proceed with the delivery of the questionnaire in the Miguel Angel Leon Pontòn Educational Unit located in the city of Riobamba in the Chimborazo province. The population for this research was selected for analysis of the cooperative learning method applied for improving to development of speaking skill

A questionnaire guide was executed to obtain the necessary information for the investigation. The survey application was developed in one class in which the researcher explained to the students and the teacher that the questionnaire will be used for academic purposes and will not have negative results in their academic performance.

3.8. WORK FIELD

During the research process, it was necessary to be in contact with the teacher and students at 10th Grade of Basic General Education "J" in Unidad Educativa "Miguel Angel León Pontón". since it was important to analyze how the teacher applies the cooperative learning method for improving the development of speaking skill in the academic context. The questionnaire was applied on March 2, 2020, to the group of students in the classroom with the presence of the teacher since a survey was provided to verify if the data obtained from the students were similar to that of the teacher.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF THE RESULTS

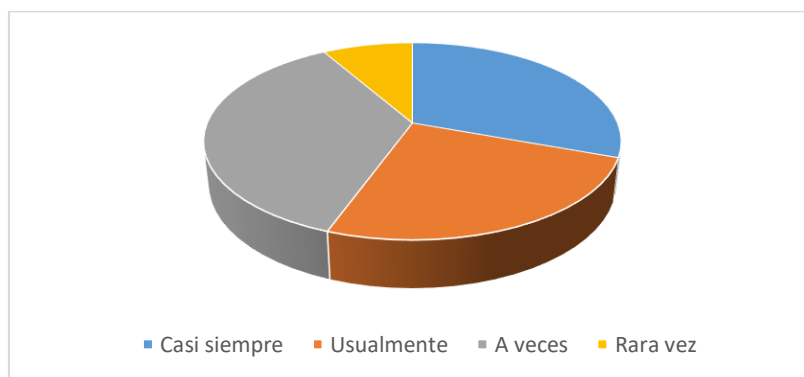
Table N° 1. ¿Con qué frecuencia es utilizada la metodología de aprendizaje cooperativo para mejorar su habilidad al hablar?

Options	Participants	Percentage
Casi siempre	11	31%
Usualmente	9	25%
A veces	13	36%
Rara vez	3	8%
TOTAL	36	100%

Done by: Fatima Saigua

Source: Survey applied to students of 10th Grade of basic General Education ·J” in “Unidad Miguel Angel Leon Pontòn”.

Graphic 1. ¿Con qué frecuencia es utilizado la metodología de aprendizaje cooperativo para mejorar su habilidad al hablar?



Source: Table 1

Done by: Fatima Saigua

Analysis

13 answered that sometimes the teacher used the cooperative learning methodology for improving students` speaking skill it represents 36%, 11 students said almost always that the teacher practiced the cooperative learning methodology for improving students` speaking skill it represents 31%, 9 students said that usually the teacher applied this method it represents 25%. Finally, the last 3 students told that seldom the teacher is used the cooperative learning methodology for improving students` speaking skill.

Interpretation

Most of the students said that the teacher applied the cooperative learning methodology for improving students' speaking skill for this reason some students do not interact with their partners all into the class consequently the limited application of the cooperative learning methodology affects negatively in students' speaking performance.

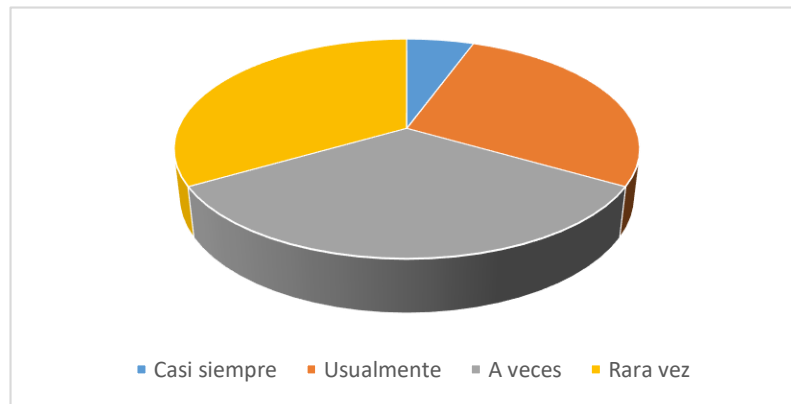
Table N° 2. ¿Con que frecuencia hablas Ingles en el aula?

Options	Participants	Percentage
Almost always	2	6%
Usually	10	28%
Sometimes	12	33%
Seldom	12	33%
TOTAL	36	100%

Done by: Fátima Saigua

Source: Survey applied to students of 10th Grade of basic General Education ·J” in “Unidad Miguel Angel Leon Pontòn”.

Graphic 2. ¿Con que frecuencia hablas Ingles en el aula?



Source: Table 2

Done by: Fatima Saigua

Analysis

Giving the dates shown that 12 students sometimes speak English in the classroom which represents 33%, 12 students seldom speak English in the classroom which is 33%, 10 students usually speak English in the classroom which is 28%, Finally 2 students almost always seldom speak English in the classroom.

Interpretation

According to the information obtained in the graphic 2, there are a lot of students sometimes and seldom that are speaking English in the classroom. This reflects the low development of speaking skill because when a student speaks in front of her/his classmates, the student is afraid to making mistakes and is afraid of being judged and mocked.

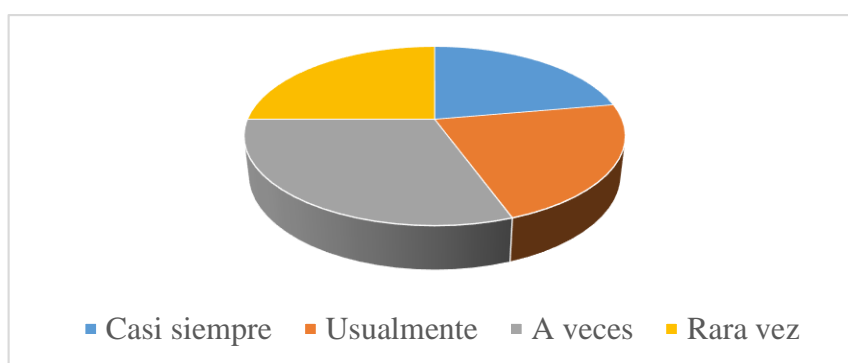
Table N° 3. ¿Con que frecuencia se aplican las actividades del método de aprendizaje cooperativo? (¿juego de roles, trabajo en parejas, actividades de rompecabezas) para mejorar su habilidad para hablar?

Options	Participants	Percentage
Casi siempre	8	22%
Usualmente	8	22%
A veces	11	31%
Rara vez	9	25%
TOTAL	36	100%

Done by: Fátima Saigua

Source: Survey applied to students of 10th Grade of basic General Education ·J” in “Unidad Miguel Angel Leon Pontòn”.

Graphic 3. ¿Con que frecuencia se aplican las actividades del método de aprendizaje cooperativo? (¿juego de roles, trabajo en parejas, actividades de rompecabezas) para mejorar su habilidad para hablar?



Source: Table 3

Done by: Fatima Saigua

Analysis

Eleven students said that sometimes the teacher applied activities to improve their speaking skill it represents 31%, 9 students that represents 25% seldom the teacher applied activities to improve their speaking skill, and 8 students representing 22% usually and 8 students representing 22% almost always which is the 22%.

Interpretation

Based in this question students argue that sometimes the teacher applied the cooperative learning activities to improve students' speaking skill. It is deduced that the teacher does not apply the correct motivational activities that help to develop speaking skill in the students, for this reason, the students feel unmotivated for doing tasks in the classroom.

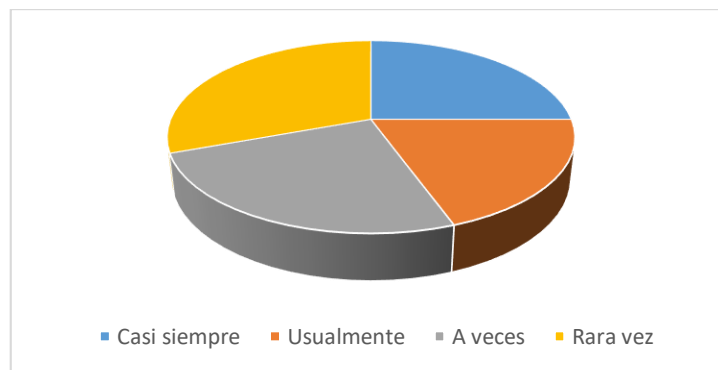
Table N° 4.- ¿Con qué frecuencia te animan a hablar inglés en el aula?

Options	Participants	Percentage
Casi siempre	9	25%
Usualmente	7	19%
A veces	9	25%
Rara vez	11	31%
TOTAL	36	100%

Done by: Fátima Saigua

Source: Survey applied to students of 10th Grade of basic General Education ·J” in “Unidad Miguel Angel Leon Pontòn”.

Graphic 4. ¿Con qué frecuencia te anima a hablar inglés en el aula?



Source: Table 4

Done by: Fatima Saigua

Analysis

The results obtained in this question is that 11 students answered that are seldom encouraged to speak English in the classroom, it represents 31%, 9 students said that are almost always encouraged them representing 25%. In the same way, 9 students assumed that they are sometimes encouraged to speak English in the classroom in which is 25%. Finally, 19% of the students told that is usually encouraged to speak English in the classroom.

Interpretation

Based on the graphic N4 students argue that they encouraged to speak English in the classroom. For this, the students prefer to speak in their mother tongue to avoid being mocked in the classroom.

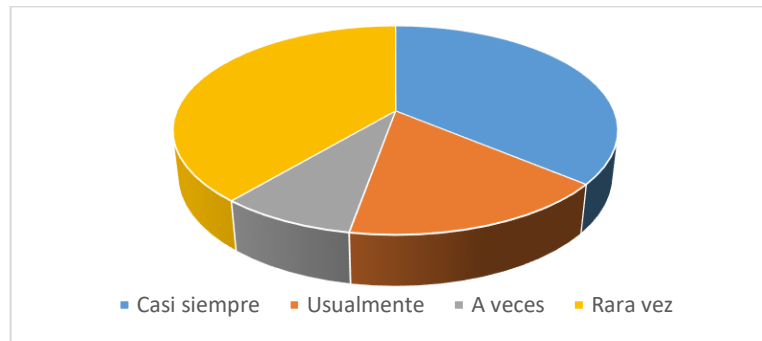
Table N° 5.- ¿Con qué frecuencia sientes confianza cuando hablas con tus compañeros de clase para realizar actividades de cooperación?

Options	Participants	Percentage
Casi siempre	13	36%
Usualmente	6	17%
A veces	3	8%
Rara vez	14	39%
TOTAL	36	100%

Done by: Fátima Saigua

Source: Survey applied to students of 10th Grade of basic General Education ·J” in “Unidad Miguel Angel Leon Pontòn”.

Graphic 5.- ¿Con qué frecuencia sientes confianza cuando hablas con tus compañeros de clase para realizar actividades de cooperación?



Done by: Fátima Saigua

Analysis

The present information notes that 14 students that represent 39% of the sample answered that seldom feel confident when speaking with their classmates for doing cooperative activities, 13 students said that almost always feel confident when speaking with their classmates for doing cooperative activities it is represented 36%, 17% of the students told that usually feel confident when speaking with their partners. And the las 3 students answered that sometimes feel confident at the moment to do cooperative activities with their partners it represents 8%.

Interpretation

The information obtained in graphic N5 reflects that some students do not feel confident when speaking with their classmates for doing cooperative activities. This demonstrates that the cooperative learning method is not being applied correctly so that students do not feel confident to do group work and less express themselves with their peers.

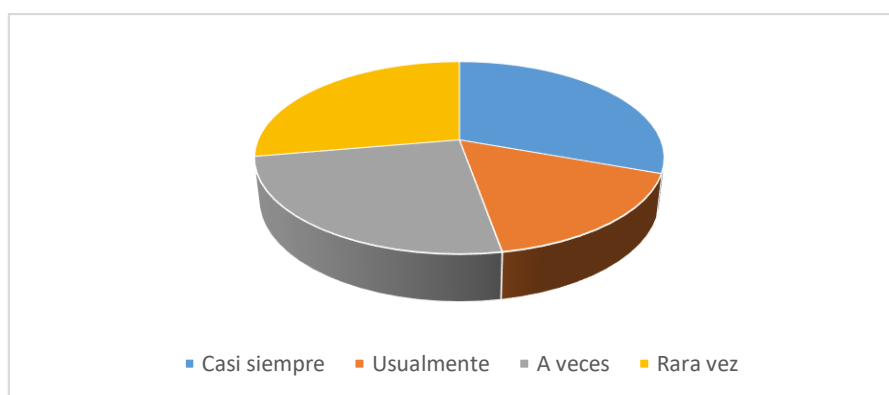
Table N° 6. ¿Con qué frecuencia interactúas con contenido multimedia (música, videos, películas,) en inglés?

Options	Participants	Percentage
Casi siempre	11	31%
Usualmente	6	17%
A veces	9	25%
Rara vez	10	28%
TOTAL	36	100%

Done by: Fatima Saigua

Source: Survey applied to students of 10th Grade of basic General Education ·J” in “Unidad Miguel Angel Leon Pontòn”.

Graphic 6. ¿Con qué frecuencia interactúas con contenido multimedia (música, videos, películas,) en inglés?



Done by: Fátima Saigua

Analysis

According to the table determine that 11 students almost always watch media content in English it represents 31%, 10 students seldom represent 28%, 9 students sometimes in which is 25% and the least 6 students usually watch content media in English representing 17%.

Interpreting

Graphic N 6 indicates that most students almost always watch media content media in English. It could be deduced that the students who have an interest in the English language

influence their speaking. However, when the teacher gives the instructions for doing classwork activities most of the students do not understand what did the teacher say.

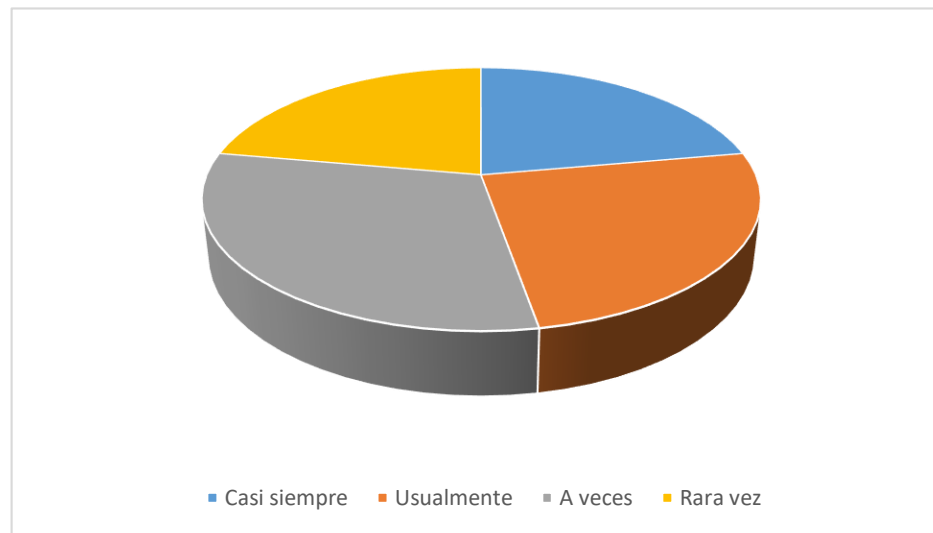
Table N° 7.- ¿Con qué frecuencia tiene diálogos cortos con miembros de su familia en las actividades cotidianas que realiza?

Done by: Fátima Saigua

Options	Participants	Percentage
Casi siempre	11	31%
Usualmente	6	17%
A veces	9	25%
Rara vez	10	28%
TOTAL	36	100%

Source: Survey applied to students of 10th Grade of basic General Education ·J” in “Unidad Miguel Angel Leon Pontòn”.

Graphic 7.- Con qué frecuencia tiene diálogos cortos con miembros de su familia en las actividades cotidianas que realiza?



Done by: Fátima Saigua

Analysis

The table reflects that 11 students almost always have short dialogues with family members in everyday activities, it represents 31%, while 10 students answered that usually speak with

family members it is the 28%, 9 students said that sometimes do short dialogues with family members in everyday activities represent 25%, in the last 6 students answered that usually speak in everyday activities with family members which represents 17%.

Interpretation

The information obtained in the graphic N 7 demonstrates that students have short dialogues with family members in everyday activities. However, at the moment that students interact with their peers do not speak, they keep quiet, they do not know to say.

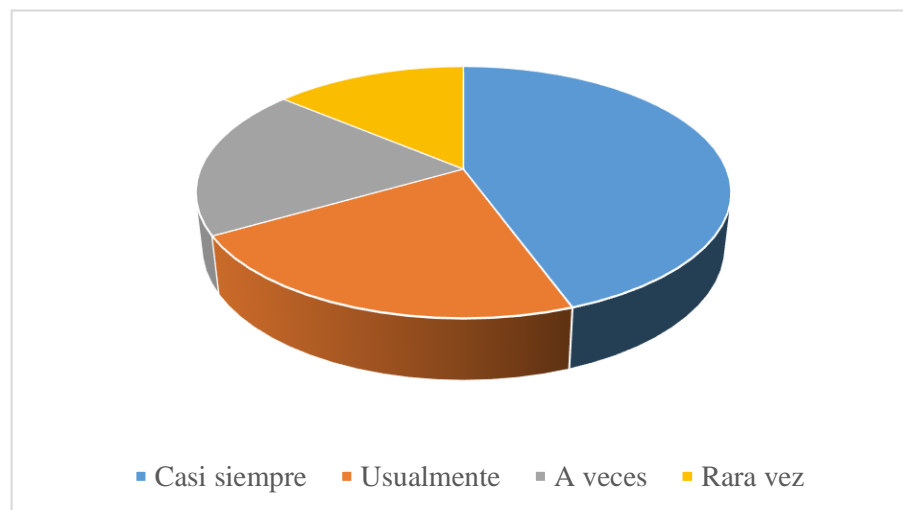
Table N° 8. ¿Con qué frecuencia su maestro evalúa su destreza oral en el aula?

Options	Participants	Percentage
Casi siempre	16	44%
Usualmente	8	22%
A veces	7	19%
Rara Vez	5	14%
TOTAL	36	100%

Done by: Fátima Saigua

Source: Survey applied to students of 10th Grade of basic General Education ·J” in “Unidad Miguel Angel Leon Pontòn”.

Graphic 8. ¿Con qué frecuencia su maestro evalúa su destreza oral en el aula?



Done by: Fátima Saigua

Analysis

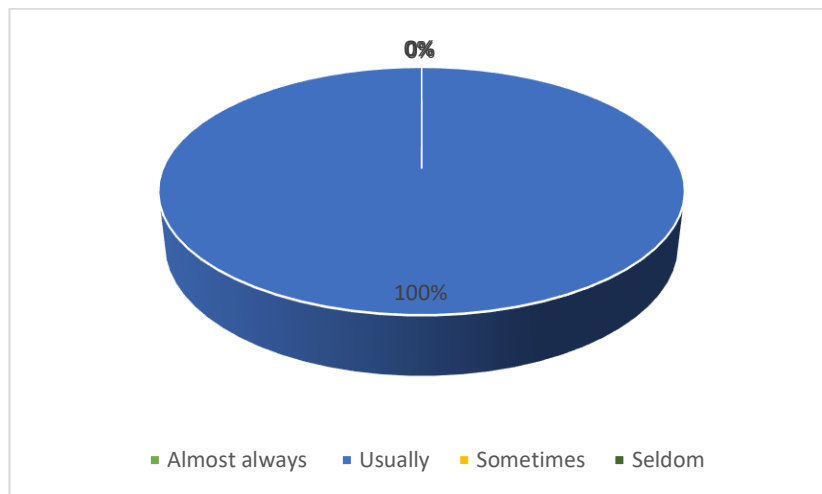
In this table it can be seen that 16 student said that the teacher almost always evaluates their speaking skill which represents 44%, 8 students said that usually, their teacher evaluate their speaking performance representing 22%, while 7 students told that are sometimes evaluated by their teacher it represents 19% and the last 5 students told that seldom their teacher evaluate their speaking performance which represents 14%.

Interpretation

According to graphic N8, a big quantity of students defines that their teacher evaluates their performance in speaking skill. However, the teacher at the moment to check the group presentations does not have a rubric for the mistakes that each student has at the time of speaking to help the student correct their oral errors and improve their speaking performance.

ANALYSIS AND INTERPRETATION OF THE TEACHERS' RESULTS

Graphic 9 .-How often is the cooperative learning methodology used for improving students' speaking skill?



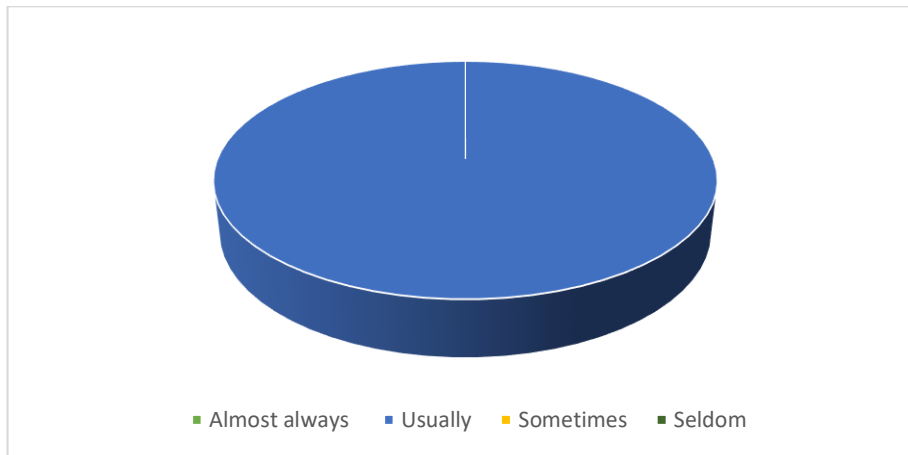
Analysis

The teacher answered that he usually uses the cooperative learning methodology for improving students' speaking skill representing 100%. While other answers have 0%.

Interpretation

The teacher usually applies the cooperative learning methodology for improving students' speaking skill. However, the students say that the teacher sometimes applies the cooperative learning method.

Graphic 10.- How often do you speak English in the classroom?



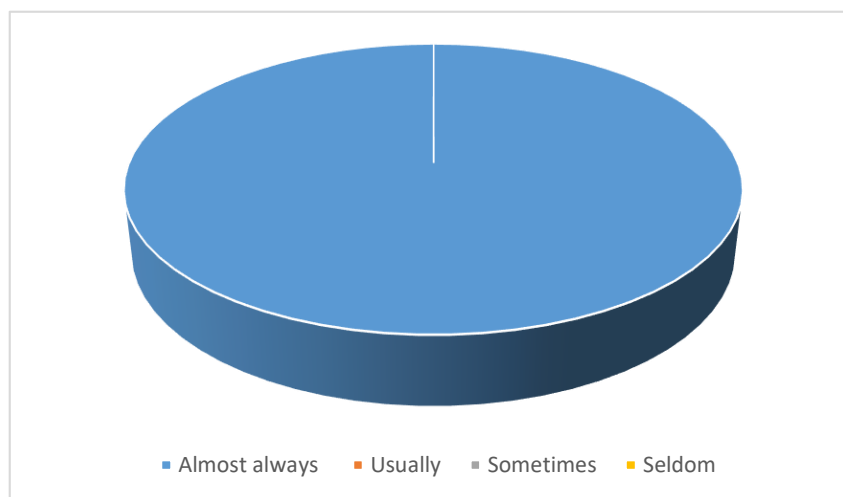
Analysis

In this question the teacher answered that usually speak English in the classroom which represents 100% and the other answers it is 0%.

Interpretation

In the graphic N2, the teacher speaks fluently English in the classroom and in front of the students, he does not use Spanish language.

Graphic 11.- How often the cooperative learning methodology activities are applied by you. (Role plays, pair work, jigsaw activities) to improve students` speaking skill?



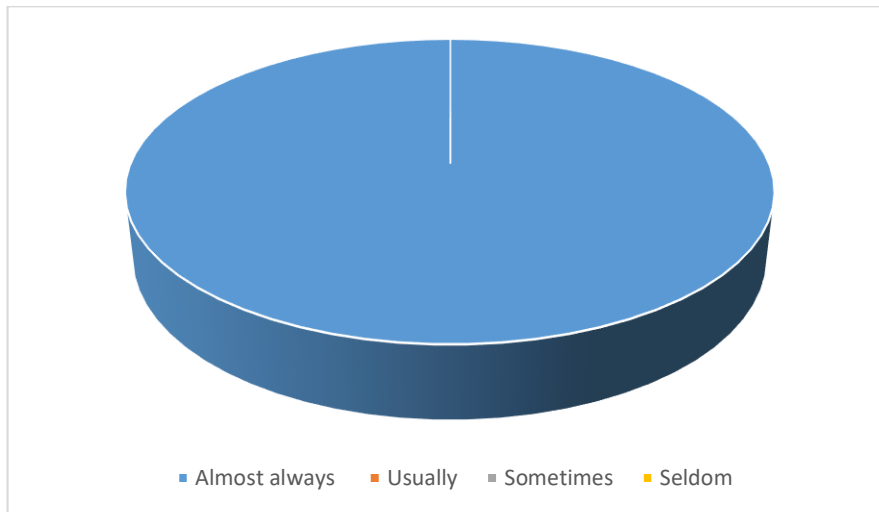
Analysis

The teacher` answer that almost always applies the cooperative learning methodology activities (Role plays, pair work, jigsaw activities) to improve students` speaking skill that represents 100%. There have not answered in the other options.

Interpretation

According to the graphic N3, the teacher said that almost always applies the cooperative learning methodology activities (Role plays, pair work, jigsaw activities) to improve students` speaking skill. However, most students point out that the teacher only applies sometimes cooperative learning methodology activities. It is the lack of cooperative activities that needed the students for improving their speaking performance.

Graphic 12.- How often do you encouraged to speak English in the classroom?



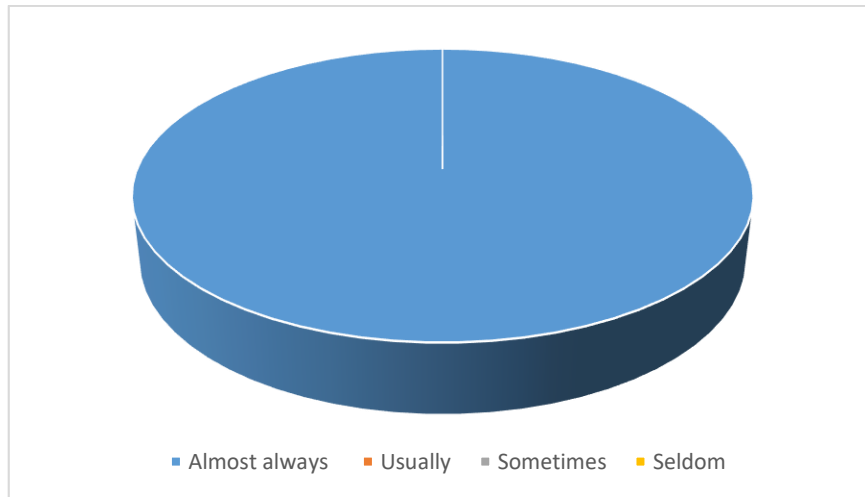
Analysis

The teacher answered that almost always encouraged to speak English in the classroom that represents 100%.

Interpretation

Based on the graphic N4 the teacher encouraged to speak English in the classroom.

Graphic 13.- How often do you feel confidence when speaking with your students for doing collaborative activities?



Done by: Fatima Saigua

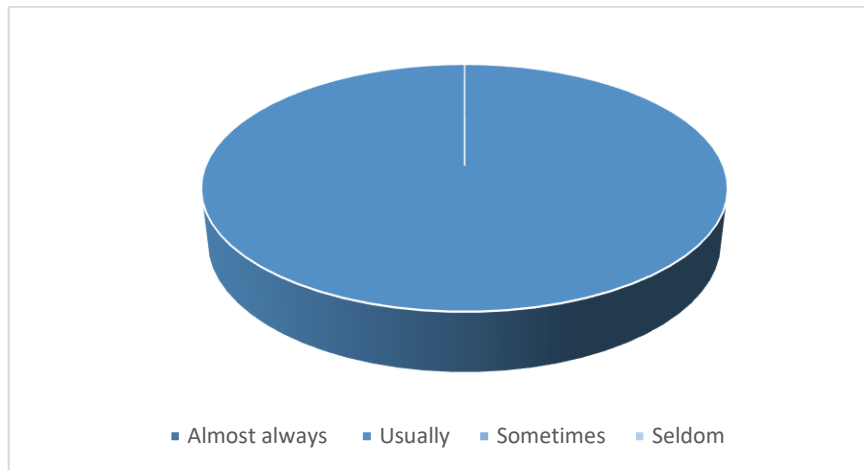
Analysis

The teacher said that he almost always feels confident when speaking with your students for doing collaborative activities it presents 100%.

Interpretation

In the graphic N5 refers to the teacher has to always feel confident when speaking with your students for doing collaborative activities. even so, the students said the contrary that the teacher seldom feels confident when speaking with your students for doing collaborative activities.

Graphic 14.- How often do you interact with media content (Music, Videos, Movies) in English?



Done by: Fatima Saigua

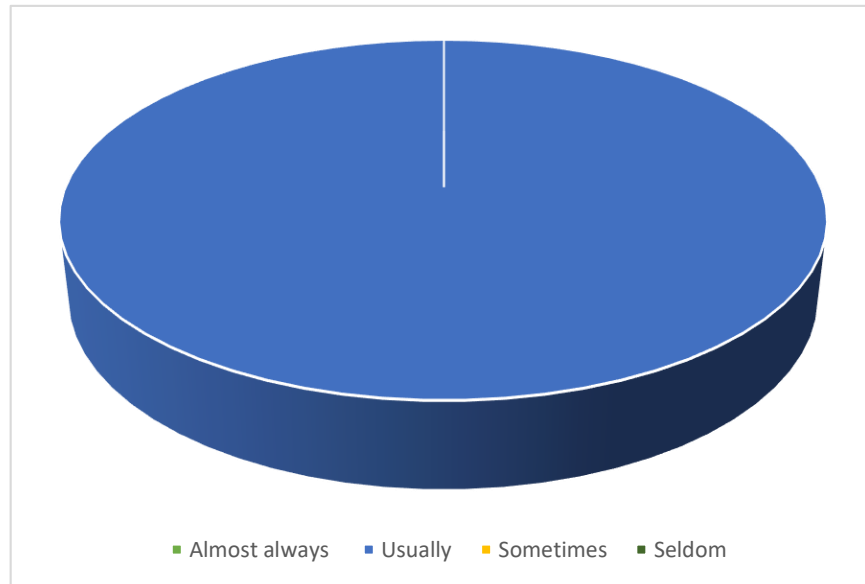
Analysis

The teacher mentioned that he usually interacts with media content (Music, Videos, Movies) in English, it is the 100%.

Interpretation

The information obtained in the graphic N6 shows that the teacher interacts with media content (Music, Videos, Movies) in English in the classroom with your students. This is essential for improving the speaking performance of the students.

Graphic 15.- How often do you have short dialogues with family members in everyday activities?



Done by: Fatima Saigua

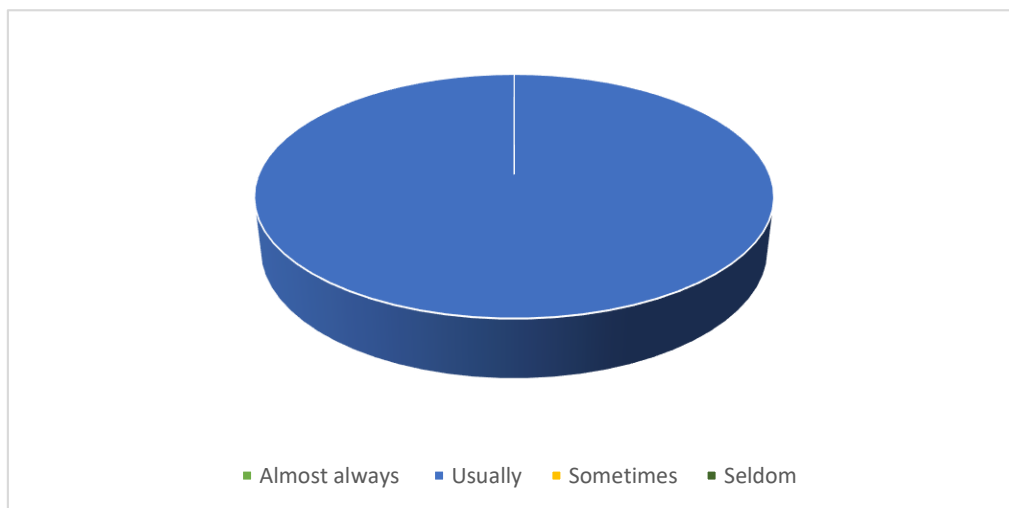
Analysis

A teacher said that almost always short dialogues with your family members in everyday activities, it is the 100%.

Interpretation

The results obtained in the graphic N7 shows that the teacher almost always uses short dialogues with your family members in everyday activities.

Graphic 16.- How often do you evaluate the speaking performance in the classroom?



Done by: Fatima Saigua

Analysis

The teacher answered that usually evaluate the speaking performance in the classroom is representing to 100% of the sample.

Interpretation

The information obtained in the graphic N8 shows that teacher evaluates with frequency to the students in the classroom.

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1. CONCLUSIONS

- It was identified that the factors that affect the application of the cooperative method in the development of the ability to speak in a second language are: lack of confidence, lack of interest in speaking, and fear of being judged are barriers that students they cannot beat at the moment of speaking.
- It is recognized that the cooperative learning methodology is applied in an inadequate way, therefore it has negative effects when carrying out activities such as: puzzles, role play and pair work since it does not develop pronunciation, vocabulary and the ability to speak, due to that they are not familiar with the cooperative method.
- It was analyzed that the cooperative learning methodology, conversation techniques, and activities fail in effectiveness, therefore delaying students' interest in learning the language and improving their development of speaking.

5.2. RECOMMENDATIONS

- Students should learn to break down communication barriers so that they can develop and improve their speaking skills and not feel frustrated and shy because they cannot express their ideas correctly.
- Therefore, teachers should create and plan how to implement the types of conversation techniques and activities along with the cooperative learning method, since it is more effective to improve the acquisition and development of English-speaking skills.
- The cooperative learning method should be student-centered to improve speaking skills and attitudes among students; therefore, teachers who teach English speaking skills should be aware of the benefits and importance of cooperative learning. Therefore, teachers must master and plan how to implement the types of conversation techniques and activities along with the cooperative learning method, since through it.

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ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO

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La siguiente encuesta es personal; elija la respuesta de acuerdo con su experiencia personal.

1.- ¿Con qué frecuencia es utilizado la metodología de aprendizaje cooperativo para mejorar su habilidad de hablar?

- a) Casi siempre
- b) Usualmente
- c) A veces
- d) Rara vez

2.- ¿Con qué frecuencia hablas inglés en el aula?

- a) Casi siempre
- b) Usualmente
- c) A veces
- d) Rara vez

3.- ¿Con qué frecuencia se aplican las actividades del método de aprendizaje cooperativo? (¿Juegos de roles, trabajo en parejas, actividades de rompecabezas) para mejorar su habilidad para hablar?

- a) Casi siempre
- b) Usualmente
- c) A veces
- d) Rara vez

4. ¿Con qué frecuencia te animan a hablar inglés en el aula?

- a) Casi siempre

- b) Usualmente
- c) A veces
- d) Rara vez

5.- ¿Con qué frecuencia sientes confianza cuando hablas con tus compañeros de clase para realizar actividades de cooperación?

- a) Casi siempre
- b) Usualmente
- c) A veces
- d) Rara vez

6. - ¿Con qué frecuencia interactúas con contenido multimedia (música, videos, películas) en inglés?

- e) Casi siempre
- f) Usualmente
- g) A veces
- h) Rara vez

7.- ¿Con qué frecuencia tienes diálogos cortos con miembros de la familia en las actividades cotidianas?

- i) Casi siempre
- j) Usualmente
- k) A veces
- l) Rara vez

8. - ¿Con qué frecuencia evalúa su maestro su desempeño oral en el aula?

- a) Casi siempre
- b) Usualmente
- c) A veces
- d) Rara vez



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Please choose the answer according to your personal experience.

1.-How often is the cooperative learning methodology used for improving students´ speaking skill?

- a) Almost always
- b) Usually
- c) Sometimes
- d) Seldom

2. - How often do you speak English in the classroom?

- e) Almost always
- f) Usually
- g) Sometimes
- h) Seldom

3. How often the cooperative learning methodology activities are applied by you. (Role plays, pair work, jigsaw activities) to improve students´ speaking skill?

- a) Almost always
- b) Usually
- c) Sometimes
- d) Seldom

4. How often are you encouraged to speak English in the classroom?

- a) Almost always
- b) Usually

- c) Sometimes
- d) Seldom

5.- How often do you feel confidence when speak with your students for doing collaborative activities?

- a) Almost always
- b) Usually
- c) Sometimes
- d) Seldom

6. - How often do you interact with media content (Music, Videos, Movies) in English?

- a) Almost always
- b) Usually
- c) Sometimes
- d) Seldom

7.- How often do you have short dialogues with family members in everyday activities?

- a) Almost always
- b) Usually
- c) Sometimes
- d) Seldom

8. - How often do you evaluate the speaking performance in the classroom?

- a) Almost always
- b) Usually
- c) Sometimes
- d) Seldom