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**COOPERATIVE LEARNING APPROACH TO IMPROVE SPEAKING SKILL ON
YOUNG ADULT EFL LEARNERS**

**Research project to obtaining the title of Magister on English Pedagogy in
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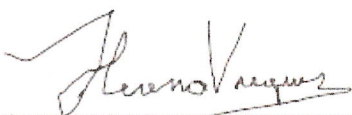
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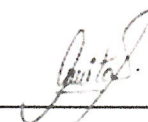
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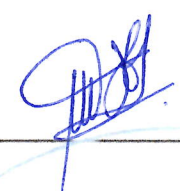
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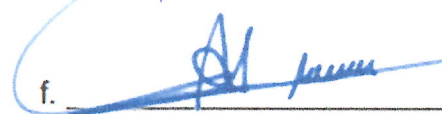
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First, I would like to thank God for his wisdom and blessings. I am grateful to my parents who always supported and encouraged me. You are the most important people in my life. Besides, I would like to express my gratitude to my professors.

Jessica G.

DEDICATORY

I would like to dedicate this research project to God for his blessings and inspiration. To my beloved parents. Thanks a lot for your sacrifice, support, and endless love. To my little brother who is always encouraging and supporting me. And to my angel in the heaven. I miss you. All of you are my strength, support, and motivation so as to achieve all of my personal and professional goals.

Love you so much...!

Jessica G.

RESUMEN

La destreza oral es una de las habilidades productivas más desafiantes de dominar cuando se aprende el idioma Inglés debido a diferentes factores en el aula de Inglés. Por lo tanto, el presente proyecto titulado "Enfoque de aprendizaje cooperativo para mejorar las habilidades de expresión oral en estudiantes de Inglés como lengua extranjera" tiene como objetivo principal analizar la eficacia del Enfoque de aprendizaje cooperativo para mejorar la destreza oral en estudiantes de Inglés como lengua extranjera. La investigación tiene un enfoque cuali - cuantitativo. Además, fue de tipo pre - experimental ya que se trabajó solo con un grupo experimental. La población consistió de 37 estudiantes de nivel A2 de la Facultad de Ciencias Políticas y Administrativas de la Universidad Nacional de Chimborazo. Adicionalmente, se utilizó la Prueba Preliminar de Inglés de Cambridge como prueba previa y posterior para medir la eficacia del Enfoque de Aprendizaje Cooperativo para mejorar las habilidades lingüísticas. Fue necesario presentar datos estadísticos para validar los resultados de la aplicación del Lenguaje Cooperativo. Después de la aplicación, los resultados finales mostraron una mejora significativa de la habilidad de hablar en los estudiantes de Inglés como lengua extranjera.

Palabras clave: Aprendizaje Cooperativo, Enfoque, Mejorar, Destreza oral, Técnicas Cooperativas

ABSTRACT

Oral dexterity is one of the most challenging productive skills to master when learning the English language due to different factors in the English classroom. Therefore, the present research project entitled "Cooperative learning approach to improve oral expression skills in students of English as a foreign language" has as its main objective to analyze the effectiveness of the Cooperative Learning Approach to improve oral dexterity in young adult EFL students. The research has a qualitativequantitative approach. In addition, it was of a pre-experimental type since only one experimental group was used. The population consisted of 37 A2 level students from the Faculty of Political and Administrative Sciences of the National University of Chimborazo. Additionally, the Cambridge Preliminary Test of English was used as a pre and post test to measure the effectiveness of the Cooperative Learning Approach in improving language skills. It was necessary to present statistical data in order to validate the results of the Cooperative Language application. After the research submission, the final results exhibited a significant improvement in the speaking skill on young adult EFL learners.

Key words: Cooperative Learning, Approach, Improve, Speaking Skills, Cooperative Techniques

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INTRODUCTION

English learning – teaching has become one of the most relevant processes in benefit to society since English is considered the universal language. Moreover, it is one of the most spoken languages worldwide as the primary medium to communicate with others. Because of its importance, the English learning improvement is the leading research object of some researchers in the language education field; thus, Marsh. D, Ellis. R, Krashen. S, among others., have set some language learning theories, approaches, and methods to raise and facilitate second language learning.

The current research project headed “Cooperative Learning Approach to improve speaking skill on young adult EFL learners” tries to analyze how cooperative learning could be helpful for speaking skills improvement. The cooperative learning approach bases its purposes on Piaget and Vygotsky’s cognitive theory, which establish that cooperative working increases and facilitates learning. Richards (2008), teaching speaking demands implementing different strategies that would enable learners to master their speaking proficiency.

It is important to mention that, some studies were carried out to demonstrate the effectiveness of the Cooperative Learning approach implementation over learners’ speaking skills in the English classrooms. Therefore, some of them contribute information about the correct and helpful cooperative techniques to enhance speaking skills; moreover, those studies try to demonstrate that cooperative techniques seem more interesting for language learners.

Thus, the research article titled "Enhancing oral proficiency through cooperative learning among intermediate EFL learners: English Learning motivation in focus" worked with 90 intermediate EFL learners who were exposed to the implementation of some cooperative techniques focused on speaking activities. The research required the use of a pre and post - test to measure the effectiveness of Cooperative Learning implementation.

The project's final results mentioned above showed that after applying Cooperative Learning techniques, students demonstrated a meaningful improvement of their speaking skills; besides, the increase of EFL learners' motivation towards English

learning. After analyzing the results, the researcher concluded that the Cooperative Learning approach helps EFL learners to acquire English; nevertheless, it is necessary to look for the proper cooperative techniques that encourage speaking skill practice.

Another international study is the research project titled "The use of the Communicative Language Teaching Approach to improve students' oral skills" developed by Aguilera (2018). The study, as mentioned earlier, had as main objective to evaluate the effectiveness of Cooperative Language Learning over language learners speaking skills. It was a qualitative - quantitative study. Thus, the population was 30 EFL students from high school. Once the researcher applied the research project, the investigation concluded that Cooperative Learning strategies used in the EFL classroom were helpful for learners regarding speaking practice (Aguilera, 2018).

On the other hand, regarding to national field the research project "The Cooperative Learning in the English-speaking fluency development" carried out by Andrade José is one of the investigations that shows the positive impact of Cooperative Learning on second language learning. The development of the aforementioned research demanded working with university students. The researcher applied cooperative techniques that allowed learners to increase their linguistic competences. The researcher concluded that interaction encourages speaking practice and social skills development (Andrade, 2019).

As it was mentioned early, speaking skill is an essential productive skill when learning a second language since it allows students to maintain effective communication (Chaney,1999). Nevertheless, most of the EFL students find speaking skill(s) quite challenging when they are learning a foreign language. It could happen because of poor vocabulary, lack of practice, difficulties to express ideas, lack of interaction, shyness etc.

As it is mentioned above, it is a reality in Ecuador because it has been evidenced that students have difficulties achieving appropriate English proficiency. English Proficiency Index (2020) shows that Ecuador ranks number 93 in the countries with a very low level of English proficiency. The use of traditional methodologies, lack of

resources, lack of students' interest in learning English, lack of confidence, etc., are some of the main reasons why learners have problems learning English.

The situation at Universidad Nacional Chimborazo is similar to those mentioned above because young adult EFL learners do not speak English accurately and fluently. Some factors influence over the mentioned problem; for instance, students feel embarrassed when speaking English in front of the class. Therefore, they do not express their ideas with coherence. Students do not interact with their classmates when they have to do group activities, they do not feel motivated to talk in English. Verdezoto, L (2019) argues that the lack of speaking activities does not allow students to practice and boost their speaking skills.

Based on the factors mentioned earlier, the following research question is: What is the solution to improve accuracy and fluency in oral production? Consequently, the hypothesis for the present investigation is set as follows: Cooperative learning strategies improve speaking skills in young adult EFL learners.

Due to the necessity to find a solution for the aforementioned problem, the researcher established a main objective focused on to analyze the effectiveness of Cooperative Learning Approach to improve speaking skills on young adults EFL learners. In the same way, the specific objectives are: a) To illustrate the main approaches related with language learning, b) To determine the factors that influence in the development of speaking skills, c) To suggest Cooperative Learning activities to improve accuracy and fluency in oral communication, d) To pass on the results of the research project after the analysis of the collected data.

Regarding the research methodology, it is essential to mention that the methodology supports the researcher to have a logical and precise structure in the research process. It means that methods allow handling research issues (Hernández et al., 2010). Therefore, this research has as main object the Cooperative Learning effect on A2 learners' speaking skill improvement. The present study depends on a pre-experimental design; moreover, its focus is qualitative - quantitative. The research has a descriptive exploratory level and a socio – educational modality.

In addition, this research is bibliographical because of the state-of-the-art set on the first chapter in this research. Hence, it provides information from books, scientific

articles, and academic papers related to the Cooperative Learning Approach. On the other hand, this research is focused on the socio-educational line because it permitted the analysis of information concerning language education. For this reason, this kind of methodology accepted social interaction as the best medium to accomplish language learning goals.

Likewise, it is essential to mention that the present research has two levels. The first one regards descriptive because it grasps specific and detailed data about the research problem; furthermore, this level of research facilitates vital information concerning essential characteristics about the research issue. Additionally, the descriptive level allows establishing the correlation between the dependent and independent variables. Meanwhile, the explanatory level enables the researcher to distinguish the speaking issues on A2 learners. Furthermore, it permits identifying the main challenges that cause learners to feel afraid when they speak English.

The research population regards a group of people with some characteristics in common; besides, they are the reason and the primary beneficiaries of the present study. Then, the population of the present research consists on an experimental group of 35 students who belong to Facultad de Ciencias Políticas y Administrativas at Universidad Nacional de Chimborazo. According to Hernández et al (2010) , it is essential sampling when the size is significant; it means, when the workgroup consists a bunch of people. Therefore, the present research does not require a population sample.

The English language learning in Ecuador is considerably essential and crucial because it is part of the educative system for basic and higher education. For this reason, it is essential to seek methodologies that facilitate, increase, and improve second language learning; hence, the development of the current research is justified. Furthermore, this research provides some aspects to take into account about the importance of applying the Cooperative Learning approach to English classes.

English learning takes part as some graduation requirements from different universities. For instance, proficiency in English is sometimes a requirement when finishing a career. Moreover, based on some internal universities' rules like Universidad Nacional de Chimborazo, students must achieve proficiency in English

to be able so as to finish their careers. Hence, the current research is justified since it is focused on contributing to accomplishing speaking proficiency.

The research also justifies its development due to its content and results. They would be helpful to English teachers who look for relevant information about an exciting and didactic methodology to improve second language learning at all levels; primarily, the current work supports teachers who try to contribute to the speaking proficiency improvement of A2 learners. It provides a valuable theory about Cooperative Learning; moreover, it offers cooperative techniques that teachers can employ to encourage learners to enhance their speaking skills.

The development of the present research is helpful to Universidad Nacional de Chimborazo since the main beneficiaries are the A2 students from Language Center at Facultad de Ciencias Políticas y Administrativas. The students exposed to the application of the Cooperative Language Approach demonstrated a meaningful improvement of their speaking skills. It was possible because of the cooperative techniques employed by the researcher in the English class.

The research development involves providing evidence about speaking improvement. In brief, the researcher justifies the development of the current research due to the benefits over the English learning process; especially, on the speaking proficiency improvement on A2 learners. Moreover, it contributes with secure information about Cooperative Learning Approach. Cooperative techniques presented in the research are essential for English teachers because they support them to encourage students to practice speaking skills.

CHAPTER I. LITERATURE REVIEW

1.1. Language Learning Approaches

Grammar Translation

Grammar Translation Method (GTM) is one of the oldest and classic methods focused on teaching a foreign language through translation as the primary resource to enhance language learning. GTM provides learners the opportunity to increase their understanding of language in the target context. It means learners are encouraged to analyze structures or grammatical features of the language instead of using it in real environments.

The primary language skills developed by GTM are reading and writing. Besides, it allows learners to acquire vocabulary and knowledge about grammatical structures (Plotz & Sanjaya, 2014). One of the characteristics of GTM is the use of the mother tongue as an option to improve language learning. Even though it is considered a traditional method, some teachers still combine Grammar translation with the newest approaches for the language learning process.

The Audio-Lingual Model

The Audio-Lingual Model was implemented in 1950 as a model to boost the improvement of English learning. It tries to combine the teaching of linguistic patterns with the execution of habits. The audio-lingual model goal is the development of communicative competencies when learning English as a second language. Therefore, enhancing speaking through mechanical activities is one of the strategies used by this model.

Repetition is one of the most common techniques used to carry out English lessons; for instance, learners are exposed to conversations or dialogues as input to internalize linguistics patterns. Then, they have to memorize and repeat the conversation. Unfortunately, the mentioned technique does not support learners to communicate effectively (Richards & Rodgers, 2001).

Total Physical Response

James Asher developed Total Physical Response (TPR), it refers to the method in order to enhance language learning through body movement. It has been set for beginner learners since they acquire a second language through listening. Er (2013) argues that when teachers use TPR in the language learning process, students speak when they feel ready to produce the internalized language. Besides, classes based on TPR become more exciting and fun for young learners. Some activities enhance the effectiveness of TPR in the classroom; for this reason, games are the most popular and helpful to motivate and increase learners' interest when young learners are acquiring a second language.

The Natural Approach

The Natural approach implies that learning a foreign language has to be improved naturally. It means learners should learn a second language in the same way they acquired their mother language. Therefore, error correction is not a strategy of the Natural approach. In the same way, the Natural approach has as the main objective to help learners use a foreign language in real contexts; for instance, they use the language to be able to interact with others. For this reason, it is essential to expose students to natural environments where they can use the learned language as a via to talk to others (Krashen & Terrell, 1998).

Communicative Language Teaching

Learning a foreign language demands a lot of effort to become a good communicator since it is necessary to understand other people. Moreover, it is vital to be understood by others. For this reason, Communicative Language Teaching (CLT) is one of the fundamental approaches when someone is learning a foreign language. CLT allows learners to develop their communicative competencies like grammatical, sociolinguistic, strategic, and discourse competence (Pateşan et al., 2015). It is necessary to achieve CLT goals through communicative activities in the classroom because learners need helpful activities that allow them to use the language in real situations. That is why teachers have to be careful when choosing activities for CLT classes.

The methods and approaches mentioned above are the most relevant in the language teaching – learning since they have a great influence due to the unnumerable contributions to the language learning. It is important to mention that some of the methods and approaches mentioned above have allowed to create new techniques and strategies in order to improve the language learning process. On the other hand, some traditional approaches like Grammar Translation Method has allowed to identify some common mistakes committed in the language learning process; for instance, it has been possible to identify that language learning requires more training than learning and memorizing rules.

Language learning requires meaningful and significant training. It means that the knowledge imparted in the EFL classroom must be useful for learners. Therefore, it is essential to encourage students to train and improve their language skills. In this way, EFL learners would be able to communicate effectively in any kind of context. Thus, it is mandatory in order to look for approaches, methods, strategies, techniques and activities that allow teachers and learners to accomplish this goal.

1.2. Cooperative Learning

Cooperative Learning (CL) is an approach centered on working cooperatively in a classroom. CL is known as the language learning approach that allows learners to work in pairs or teams depending on the extension of the activity. Johnson & Johnson (2012) states that cooperative learning is to work on any project together to achieve common goals among people from a determined group. CL emerged from the necessity of changing the traditional class where the only active character is the teacher because when learners play a passive role, they almost do not interact with their classmates. For this reason, CL tries to enhance the interaction among learners and teachers through cooperative activities in which they can interact actively and contribute so as to accomplish a goal.

Cooperative Learning is also defined by Gillies (2016), as a pedagogical practice that enhances learning and socialization among learners because it promotes the development of different activities through work teams where students have to interact with each other to accomplish individual and group goals. Nevertheless, CL sometimes could face some issues when developing group tasks because the teacher is not sure that students participate and collaborate. Therefore, teachers

must provide enough support to students. Besides, they have to control and verify if each student is playing the role assigned for the task (Johnson & Johnson, 2012).

According to Jacobs (2016), Cooperative Learning success depends on factors when carrying out a cooperative activity. Thus, students must be conscious about the roles they have to play to accomplish a goal; since it is necessary, they take into account that they have to do the activity to benefit all members of the group. Another important aspect is enhancing interaction among members of the group because they can share ideas, opinions and contribute to task development. In addition, learners' responsibility is essential when working in teams. Students have to feel that their contribution is helpful for each member of the group. All of the factors previously mentioned are vital to ensure learners accomplish the established goals when working cooperatively.

The Cooperative Learning approach is one of the most essential approaches when regarding the learning process. Besides, it is quite important in order to improve the learning process since it motivates teachers and learners to carry out classes in a different way. Cooperative Learning is mainly focused on boosting interaction among teachers and learners. This approach considers teamwork as an essential strategy to enhance active learning. Furthermore, cooperative learning helps to accomplish cooperatively the set goals in a classroom.

Nevertheless, it is essential to consider that cooperative learning requires the proper application in the classroom if teachers want to achieve success by means of the use of this approach. For this reason, it would be appropriate to take into account some factors like the organization of the teams, the goals of the class, the learners' skills, the kind of activities, etc. Based on the mentioned factors, cooperative learning would have great success in the classroom when working cooperatively.

Cooperative Language Learning

Regarding second language learning, it requires interaction to enhance communicative interaction among learners. Therefore, Cooperative Language Learning (CLL) promotes cooperative learning since it allows learners to interact with their classmates when they work on an assignment. Furthermore, CLL motivates learners to acquire a second language since it avoids stressful situations

when students work on an activity or project. Cooperative Language Learning is defined as the approach to work together that reduces the uncomfortable language learning process for students. It supports learners to successfully achieve personal goals when learning a foreign language through helpful and interesting cooperative activities. In the same way, CLL encourages learners to acquire a second language due to the satisfaction learners feel when they accomplish a goal working with their classmates (Felder & Brent, 2014).

As is mentioned above, Cooperative Language Learning encourages cooperative working to achieve goals in a class. CLL is different from the traditional methods in which the teachers are the only ones who play their role because CLL involves learners in the learning process. Students play an active role when developing a task in groups since each one has a responsibility to do an activity or a project successfully. On the other hand, CLL is quite helpful in language learning because it allows learners to interact with their classmates while they are developing a task. Thus, the activities assigned have to be focused on developing interaction among learners. Cooperative learning provides lots of benefits to language learning; however, it is necessary to consider important aspects for successful results.

Language learning demands more than the use of some traditional methods. Some traditional methods do not help learners to acquire meaningful language learning since their main goal is the memorization of rules, mechanic communication, etc. Hence, it is necessary to apply some useful methods that allow learners to accomplish their language learning goals. It means that those methods would be helpful for learners in order to become communicative competent people. Nonetheless, finding the right method to improve learners' language skills could become challenging for the teacher.

Teachers should be quite careful when they apply Cooperative Learning in their EFL classes since it is essential to take into account that cooperative learning is mainly focused on developing communication among learners. For this reason, they must take into account the goals for their EFL classes; for instance, if teachers want to boost language learners' speaking skills, they should look for cooperative activities that allow learners and teachers to accomplish their classes' goals. Besides, it is essential to consider that applying cooperative learning implies the correct

organization of the activities and teamwork in order to avoid difficulties in the language learning process.

Cooperative Language Learning Principles

Working in teams requires cooperative work to achieve a shared goal among the members of a team. Cooperative Learning encourages learners to work together for the benefit of the team instead of competing among them. Learning a foreign language requires interaction among learners and teachers in class and cooperation as well. For this reason, when carrying out Cooperative Language Learning in a class, must be considered five principles. According to Kagan (2010) “positive interdependence, individual accountability, equal participation, and simultaneous interaction” play an essential role in CL implementation. Other principles are also crucial for cooperative learning; for this reason, below are listed five main principles of Cooperative Language Learning.

Positive Interdependence

Cooperative work implies the cooperation of each member in the team to achieve a common goal. For this reason, students have to be encouraged to contribute to the development of the assigned task. Moreover, it is crucial students feel helpful to accomplish the goals of the cooperative team. It means to let students know that each member plays an important role and has to fulfill their responsibility since it would be the success for the team or it could be the team's failure. They have to be conscious that they are essential characters when working cooperatively. Thus, positive interdependence enhances the support among the members in a cooperative team.

Individual Accountability

Individual responsibility when working in teams is pretty essential. Learners should be responsible for contributing to the group and learning from the cooperative activity they are developing. Apart from collaborating with the development of the task, learners have to consider that they are the only ones who can help themselves to acquire knowledge. For instance, learning a foreign language involves the active participation of the learners in each activity carried out in cooperative classes. Therefore, learners must know that if they do not do the activity or do not interact

and share knowledge with their teammates, it would be difficult for them to increase and improve their language level.

Equal Participation

Developing cooperative work could have some glitches regarding learners' participation since some learners tend to participate or talk more than others. Due to this factor, the rest of the students do not have the opportunity to participate actively. Therefore, Cooperative learning provides different ways to enhance equal participation when developing cooperative activities. The best way to enhance learners' participation is assigning roles to each member of the team; for instance, teachers assign different roles like secretary, speaker, researcher, timer, etc. The assigned roles can be according to learners' interests or abilities. Furthermore, the assignation of roles would support learners to feel more comfortable working in teams.

Simultaneous Interaction

Simultaneous interaction has benefits for teachers and learners, mainly when cooperative activities are carried out in large classes. Teachers sometimes face a significant problem when working with large groups because they do not have enough time to listen to all students when they present a task in spoken way. Due to this problem, simultaneous interaction is the key to saving time. Cooperative activities imply large dividing classes in teams; for example, 30 students could be divided into six groups. In this way, five learners could have the chance to participate at the same time. Moreover, teachers would be able to listen to each team faster than listen to each student.

Heterogeneous Grouping

This principle refers to mixing learners in order to form a cooperative team. The teacher could create groups mixing students based on different factors; for example, teachers can divide learners from different ages, abilities, personality, language proficiency, etc. to work on an assignment (Jacobs, 2016). Mixed teams boost the probabilities for learners to learn from their teammates when learners' teams are integrated with students with different attributes. Cooperative learning is characterized by language learning improvement through collaborative activities as

the result of the interaction among learners since it allows them to share ideas, opinions, knowledge, etc.

All of the aforementioned cooperative learning principles play an essential role in the correct cooperative learning approach application. It is mandatory to take into account that cooperative learning implies more than working in teams. Its main principles are focused on encouraging learners in order to become responsible member in a team; moreover, they would be able to contribute effectively in the development of an assigned task. In the same way, when working cooperatively learners should consider that they are only responsible of their own learning. It means, they must be conscious of the importance of their participation and contribution to a team.

On the other hand, cooperative learning implies that all members in a group must participate equally. Each learner in a team should have the same opportunity of participating in the development of a task. Regarding to the management of a whole class, it is important to mention that the teacher should be careful when he/she organizes the teams because due to the extension of the groups, learners would have more opportunities to interact in a cooperative activity. Besides, teachers should take into account that organizing groups of works implies mixing learners' abilities and skills. It would be helpful for learners since they would be able in order to help each other when they work in mixed teams since each one in the team has a strength.

Cooperative Learning Techniques

Jig – Saw

Jig – Saw as (is) a cooperative technique allows learners to develop individual accountability since each student is responsible for developing a project or task. This activity consists of creating teams of four to five students. Each member of the team must receive an assignment or responsibility. They have to join with other classmates who have the same assignation. They have to share ideas, opinions and discuss to get expertise on their part. Then, they come back to their teams; they have to share their knowledge with the team members.

Each team member must contribute satisfactorily because the results and the quality of the project depends on each member's cooperation (Kagan, 2010). Jig – Saw technique is helpful for students to practice their speaking skill since they use the language in real situations. It means learners use the language for a real purpose in this case it would be for a communicative and academic purpose. It means, language learnt in class supports them to achieve a goal in a cooperative activity.

Think pair share

Think pair share is a suitable technique that is carried in Cooperative Learning classes. It follows three main steps. The first one consists of giving some questions to the whole class. Students have enough time to think of their answers. The teacher divides learners into pairs. Then, they share their answers, and they could discuss or debate the questions. This step supports them to verify if their answers are correct or they could polish their ideas. The last step consists of sharing solutions with the whole class. Besides, they could reflect on their mates' answers and their ideas.

Raba (2017) states that, Think Pare Share technique is pretty helpful to enhance speaking development since learners demonstrate active participation when they interact with their classmates. In addition, working in pairs lets learners feel comfortable because they avoid stressful situations and feel more confident when talking with their classmates. For instance, if they commit any mistake when talking in pairs, it would not be embarrassing for them. TPS also allows learners to check how functional a foreign language is when they use it to communicate with others in different situations.

Three Step Interview

According to C. Galceran & C. Mugot (2019), The three-step interview technique refers to students' interaction when working in teams solving a problem, doing a task, or providing ideas about a topic. It means more than working in teams to complete a job because it enhances learners' interaction and participation. Additionally, a three-step interview seeks to develop some learners' skills like critical thinking, interviewing someone through questions, and taking notes about the most relevant information. The three-step interview is pretty helpful to accomplish language learning goals because learners can learn from their classmates due to

the sharing of ideas and opinions provided by each team. Besides, this interaction allows them to boost speaking practice when talking with their classmates.

Regarding the process to carry out this technique, there are three stages. The teacher provides a topic to discuss in the teams; in the first stage, the teacher divides learners into four groups. After that, teams create pairs for the interview. In the second stage student, A asks student B, and student B interviews student A. In the final stage, both have to create a report combining the whole idea and share it with the other teammates. And vice versa, learners C and D have to do the same (Candraloka, 2016).

Numbered Heads

Numbered Heads is a suitable technique in which learners are divided into teams of four students. The teacher has to prepare a set of questions for each group. The teacher numbers each learner from one to four. Students have enough time to discuss questions. All group members have to participate to get a clear answer to share with the whole class when the teacher requires it. When the students are ready, the teacher randomly asks a question to each group and chooses a number; for example, the teacher asks the questions and says number 2.

This is another cooperative technique that encourages individual responsibility because each learner must answer any question when the teacher asks for it. Therefore, learners have to consider that the group's success depends on each student's contribution. Numbered Heads also provides teachers enough time to check teams work through simultaneous participation faster than using individual involvement. Overall, this cooperative technique allows learners to develop their critical thinking and social skills.

Applying Cooperative Learning approach in the EFL classroom involves the correct selection of useful techniques. The previously mentioned cooperative techniques allow teachers to organize cooperative activities that would help learners feel comfortable when working on an assigned task. Moreover, these techniques would be helpful for learners so as to encourage them to develop and improve their language learning process. The cooperative techniques provide learners the chance in order to accomplish common goals when working cooperatively as well.

Teachers' and Students' Role in Cooperative Learning

Teachers' Role

The teacher has many roles in the classroom like mediator, manager, facilitator, observer, assessor, organizer, instructor, language resource, monitor, researcher, encourager, counselor, planner, and co – communicator. Applying Cooperative Learning in class also implies that the teacher plays some roles to achieve the Cooperative Learning goals. Teachers' role is different from traditional classes since they have to create a natural cooperative environment in which learners can work effectively with their classmates. Besides, teachers must design the appropriate tasks to assign to each team. Controlling work teams is essential when teachers give tasks since it is necessary to verify if they are working well. It is crucial to encourage students as well to ensure they feel confident (Rindu & Ariyanti, 2017).

According to Gillies et al. (2008), Cooperative Language Learning requires teachers to develop essential roles. Therefore, they are enlisted below in order to analyze each of them:

Making pre instructional decisions (manager)

Teachers have to be responsible when creating teams for cooperative activity. They have to make decisions about the size of the groups, the members of each group, the roles each one of the students has to play, the way learners have to work, etc. Furthermore, they have to enhance learners to boost their accountability by assigning a role to each student when working in teams. In addition, teachers

Explaining the instructional task (instructor)

Learners can do a good job when the instructions of the activities are explained correctly. Teachers must provide clear instructions about the assigned task. Also, it is vital to explain to learners how the teacher would assess the job; it means presenting them the criteria to evaluate their final task.

Monitoring students and assisting (monitor)

When learners work in teams, monitoring learners boost the probability of accomplishing the cooperative learning activity. Teachers have to verify if students

are working, interacting, sharing ideas with their teammates. In the same way, they have to check if they have any questions or doubts; thus, teachers have to provide help if necessary.

Assessing students' learning and helping students (assessor)

Learners need to be rewarded when they work on an assignment. Teachers must be focused on learners' contributions when they work in teams. Moreover, they have to give feedback to learners. It would be helpful for them because it supports them to improve their progress on acquiring knowledge. Learning a foreign language requires feedback because it supports them when they commit any mistake.

Students' Role

In traditional classes, learners play a passive role because they do not interact much with their classmates; meanwhile, cooperative learning allows learners to participate actively. It means they can interact with their classmates, even with their teachers. Cooperative activities demand a lot of interaction among learners since it is necessary to work together in order to do the task. Each member in teamwork has to contribute to accomplishing the job. For this reason, they have to participate when they are working in teams.

Responsibility is another learners' role they have to play. It is mandatory learners control their learning. It means that they have to be their self-encourager to feel motivated to acquire new knowledge. They are their monitor and assessor when they work in teams since they have to consider that their active participation is essential to learn and improve their knowledge successfully. Besides, they have to evaluate if their participation is helpful for the teams and themselves since it is a fact that the learning process requires active participation.

Most of the time, cooperative pairs are the most common cooperative way for grouping learners when teachers assign tasks. Pair work helps learners to carry out different roles as students. Tutor, checker, recorder, and information sharer are the roles they have to play when working cooperatively. Learners can switch roles between them; for example, one of them could be the tutor and the responsible for writing or verify that the other mate works actively meanwhile the other member

would check the activity and present the final task to the whole class (Richards & Rodgers, 2001).

Cooperative Learning Effects

Cooperative Learning Effects on Educative Process

Traditional classes create stressful environments where learners compete with their classmates to be better than others. Consequently, it is not possible to perceive a comfortable learning context in which learners work cooperatively to achieve common goals. Meanwhile, Cooperative learning tries to enhance cooperative work through cooperative activities that allow learners to work effectively on an assigned activity. Learners are encouraged to cooperate or contribute to accomplishing a shared goal instead of competing with their classmates. Thus, cooperation is the central aspect when working on cooperative classes (McGroarty, 2015).

The learning process demands learners' contribution to improving their effectiveness in a classroom. It is essential to know that the learning process becomes more effective when learners are active characters in any class since they can learn through interaction with their classmates and even with their teachers. M. Al-Tamimi & Attamimi (2014) claims that classrooms become more effective when learners participate actively in classes. For this reason, it is advisable to promote the development of cooperative activities to improve the learning process for the students.

Additionally, Cooperative Learning boosts learners' knowledge through the interaction among them. Due to the creation of heterogeneous teams, it is possible to mix learners with different abilities. These heterogeneous teams are helpful for learners because they can learn from other classmates and vice versa; they could help others increase their knowledge. Moreover, the creation of cooperative teams lets teachers assign roles to the student based on their different abilities. In this way, they would be able to contribute effectively in the teamwork to develop an activity and improve their knowledge (Jabu & Salija, 2017).

On the other hand, learners' responsibility is another effect of applying cooperative learning in classes. Learners become more conscious about their contribution when they working in teams since each learner plays an important role when working in

teams. All of the team members have to contribute to the development of any activity; otherwise, the final result of the task would not be the best. In other words, students learned to be responsible with themselves (McGroarty, 2015).

Cooperative Learning effects on Language Learning

Cooperative learning has gained a lot of trust in teachers and learners regarding the language learning process since it facilitates language learning. As a result of its dynamic when carrying out classes through cooperative activities, some teachers have decided to focus their language classes on developing collaborative work. It has positive effects when learning a language since it is pretty helpful for language learners. Working in teams allows learners to communicate with their classmates and demonstrate their ability to communicate effectively employing the foreign language they are learning in class (McGroarty, 2015).

According to (Zhang, 2010), cooperative learning generates four important effects on language learning:

Chances of Input and Output

Cooperative language learning enhances learners' input and output because of the interaction existent when working in teams. CLL is different from traditional methods used to learn a foreign language. Most of the activities focus their attention on teachers' interests, whereas cooperative language learning seeks to encourage learners to become themselves in the main responsible of their learning (Zhang, 2010).

According to Krashen's theory, productive skills depends on receptive skills; for this reason, input is essential when someone is learning a second language since learners receive valuable information from others; they could process it, and when they feel pretty prepared, they produce language based on the input they received (Abukhattala, 2012) . Therefore, CLL supports learners to receive a lot of comprehensible input from their classmates when working in teams and learn from them; besides, CLL helps them to produce accurate language since they previously listened to their teammates, asked questions, and clarified any doubt in order to be ready and produce language (Zhang, 2010).

Creation of Effective Climate

CLL is characterized by the effective and friendly environment in which learners are involved. It is vital the creation of a friendly environment in which learners feel confident to practice and improve language proficiency. In fact, most of the students feel relaxed when they work in teams since they have the opportunity to rehearse their responses or presentation with their teammates and receive feedback from them before they have to talk to the whole class; moreover, cooperative language learning boosts learners' participation since they are motivated all of the time when they work in teams, therefore, they try to participate as many times as they can (Crandall, 2000).

Increasing a Variety of Language Functions

Traditional classes with centered teacher activities are not helpful for learners if they want to use language naturally. These activities sometimes obligate learners to produce language in a mechanical way; it means using some memorized dialogues or conversations set by teachers. On the other hand, cooperative language learning supports learners in producing a greater quantity of speech that they can use in real life. Learners have more chances to discuss, clarify, share ideas, etc., when they work in groups to develop a project or a task; thereby, they could learn a language in an effective way (Namaziandost et al., 2019).

Fostering Learner Responsibility and Interdependence

One of the principles of Cooperative learning is individual accountability. Cooperative language learning tries to encourage learners to become more independent when working in teams. It refers to the responsibility that each member in a team must have to accomplish a shared goal among the members in a group. Learners should take into account that he/she is the only one who can take control over his/her learning progress, knowledge, responsibilities, and so on when working in teams without teachers' or leaders' team intervention. (Johnson & Johnson, 2012).

1.3. Productive skills

Language Learning implies the development of language skills. When learning a foreign language, these language skills are receptive skills (listening and reading); on the other hand, productive skills refer to speaking and writing. According to Golkova & Hubackova (2014), productive language skills development depends on the effectiveness of receptive skills. Reading and listening allow learners to acquire and enrich their knowledge in a foreign language; for instance, learners acquire vocabulary, knowledge about slangs, grammatical structures, etc., while they read or listen to others. Consequently, they would be able to produce rich speech or a well-developed written work (Brown, 2001).

Speaking and writing are productive or active skills because students should produce and put into practice the foreign language they have learned in the EFL classroom. Speaking skill is quite useful and important when regarding production of language. It is the most important mean of communication because of the facility it provides learners to use vocabulary, structures and discourse in order to interact with someone in a conversation (Alsagoff et al., 2012).

Productive skills are essential when learning a foreign language. Speaking and writing skills allow learners to be able to communicate in a written and oral ways. It is necessary to master productive skills to be understood by others. However, productive skills could be kind of challenging for learners since they require as more training as possible. Hence, it is advisable for teachers looking for the right techniques or activities that help to improve productive skills.

Speaking

Speaking is an essential skill since it allows humans to communicate with others to express their thoughts, feelings, ideas, agreements, disagreements, etc. (Fulcher, 2015). It is pretty essential in every person's life because others can understand people through this skill. Furthermore, it is the only and the best way to express ideas orally with others; for instance, people can discuss or talk to others through a conversation.

Based on the previous paragraph, speaking skill could be defined as one of the most essential skills in communication. This skill is the way in which people communicate

with others in any language. Moreover, speaking skill allows people to establish a clear conversation in which people can interchange lots of comments.

This skill is not only developed in our mother tongue. Learning a foreign language also demands speaking skills development and proficiency as one of the most mandatory language skills due to the importance it has in oral communication. Brown (2003) claims that speaking refers to how people produce and receive information as one of the primary necessities to communicate among them. When someone learns a foreign language, speaking is essential since it is necessary for them to share their ideas through the foreign language they are learning.

The production of good oral communication in a foreign language demands mastering speaking skills. Language learners must consider that it is necessary to develop speaking skills to produce accurate language correctly. Therefore, speaking involves the practice and proficiency of other sub - skills like fluency, pronunciation, stress, and intonation. All of these subskills play an important role in becoming a good speaker and communicating with others.

The development and improvement of speaking skill requires as much practice as possible. It is necessary to consider that speaking skill regards oral communication. It is pretty important for a language learners to master speaking skill since it is the main way in order to communicate effectively. Speaking skill could be a challenging skill for language learners; nevertheless, it is advisable look for the most useful methods, techniques, strategies and activities. that encourage learners to practice and improve their speaking skill.

Assessing Speaking

Second language learning implies to measuring the level of proficiency over four language skills (listening, reading, writing, and speaking). Thus, it is mandatory that language learners achieve a good level in these language skills to be considered good communicators and capable to communicate through a foreign language. For this reason, it is necessary that teachers assess learners' performance in each of the aforementioned skills. Assessing languages skills implies considering characteristics or subskills in each of the language skills.

The assessment of speaking regards measuring learners' proficiency to verify their oral proficiency. Hence, it is necessary to know that when learners talk in a foreign language, they have to be very careful about the type of speech they produce. It is vital to consider some speaking characteristics like pronunciation, rhythm, speed, pausing, intonation, volume, etc. In the same way, it is also essential to verify how learners produce the oral language. Consequently, it would be possible to determine if the learners' oral production has a good level of proficiency or not (Luoma, 2004).

Assessing speaking requires using different assessment tools to carry out a correct evaluation of learners' speaking performance. For this reason, teachers must consider that it is essential to select the appropriate assessment tools. These assessment tools must measure the necessary speech elements of learners' oral production. Hakuta (1990) states that assessing all speech elements is impossible since it is possible to evaluate some of them but others not; therefore, it is essential to choose the speech elements to assess or the speech elements teachers must measure.

On the contrary, assessing speaking could become a complex task for teachers and students as well. It is sometimes challenging to find the correct assessment tool to evaluate learners' speaking performance since teachers frequently focus on a few speech elements. Nevertheless, there are a set of assessment tools focused on objectively evaluating learners; for instance, it is possible to use standardized tests that assess the natural use of language when learners speak through a foreign language. Furthermore, these kinds of tests help teachers to know how it is correct to evaluate learners correctly and successfully.

Preliminary English Test (PET)

The Common European Framework of Reference for Languages (CEFR) is an international standard to measure language ability. It tries to describe language ability based on a scale. The levels of CEFR consist of A1 for beginners to C2 who have mastered a foreign language. It is necessary to mention that CEFR facilitates language testing for teachers and students. It allows them to identify the level of their language skills. In the same way, educative institutions can use these kinds of tests in order to compare and measure language proficiency in their countries.

Therefore, PET is one of the most common standardized tests used in order to measure the proficiency of English language. Besides, it evaluates the development and use of language skills in real life (Richmond, 2017).

It is important to mention that tests have been used for many years as the main resources in order to evaluate the knowledge acquired in the classroom. Regarding to English learning, standardized tests have been set in order to evaluate EFL students' proficiency. Currently, some educative institutions have established English proficiency tests as graduation requirements so as to accomplish a degree (British Council, 2015). Thus, these tests are introduced by different indicators. Some of them include achievement in external and internal way. Some institutions employ some formal English tests. One of the most known is the PET, achievement in an internal test held on the educational institution, and even achievement in classroom assessment during a language course (Cambridge Examinations, 2012).

The aforementioned situation shows that English language testing and assessment, including both exams given externally and formally, and assessment in the classroom, play a very important role in EFL education. In addition, since students and teachers are immediate, essential participants in testing and assessment. Therefore, it is necessary to provide them the chance to understand issues related to current English language testing and assessment practices (Fulbright Commission, 2015).

PET is a standardized English test that evaluates and measure learners' proficiency in a foreign language under the CEFR. It evaluates the four language skills: listening, reading, writing, and speaking. This examination consists of four parts in speaking section:

1. The first part consists of some questions in order to get acquainted.
2. In the second part, speaker interacts with another candidate about any situation.
3. The third part refers to talk for a long period of time about a picture presented to him/her.
4. In the last part, candidates are required to interact each other and discuss about themes from part 3 of the speaking test.

Fluency, Accuracy & Complexity

Fluency

This term refers to the ability of the speaker to use structures correctly without losing the naturalness of the speech (Hartmann, 1976). In other words, it means speakers must produce oral communication without hesitation and mistakes. Fluency is defined as the “smooth, rapid, effortless use of language” (Crystal, 1987). Speaking skill demands language learners be able to produce oral language as much natural as possible. Therefore, learners must speak at the right speed, controlling the pause, and the most important is that the oral production must be correct regarding language structures.

On the other hand, some authors claim that fluency also refers to the language proficiency learners have when they mastered a foreign language. Fluency demonstrates that learners can produce and comprehend a foreign language easily when used in any environment. Moreover, fluent speech production demands the spontaneous use of language when learners are communicating with others. For this reason, fluently speaking is developed majorly by learners who have a good or advanced level in a foreign language (Thomson & Derwing, 2015).

The development of fluency sometimes could be a challenging task for language learners. Some EFL learners could find it hard developing fluent speech due to different factors like motivation, shyness, lack of activities that enhance fluency development, etc. Hence, there are some recent studies focused on improving fluency development in EFL learners. One of those studies is the recent study developed by Yang (2013), who investigated using a method to motivate learners to build fluent speech. This method is called 3 2 1, and it encourages learners to practice speaking skills in natural environments until they achieve a good level of fluency (Yang, 2013).

Fluency plays an essential role when EFL learners are producing language. Fluency is one of the main characteristics of speaking since it helps learners to be understood by others. Fluent speaking allows students to communicate easily at the correct speed; speaking must not be very fast or pretty slow. It could be a problem to talk to others because others could not understand speakers. In the same way,

achieving good fluency demands a lot of practice until learners master it. In sum, fluency regards to speed and smoothness of speech to be understood by others. Therefore, it is necessary to seek the improvement of fluency through practice.

Accuracy

Accuracy is the correct use of a language. It involves using the proper grammar structures, vocabulary, and the development of a good pronunciation of the words or phrases. According to Murray (2018), accuracy implies the accurate use of grammatical structures; it means learners produce expressions without grammatical mistakes. In addition, delivering a precise speech suggests using the correct vocabulary according to the context in which learners use the words or phrases.

Pronunciation is also an essential aspect of accurate production; pronunciation is vital in communication since understanding someone depends on how someone pronounces words. Thus, accuracy helps learners and teachers to verify how learners are progressing in foreign language learning due to the facts it involves, like correct use of grammatical structure, vocabulary, and pronunciation.

Language learners' output depends on the accurate production of the language. According to the Common European Framework, the evaluation of the production of the language has to take into account how accurately learners produce the language. Therefore, it is necessary to measure the L2 learners' proficiency in grammar, lexis, and phonology. Brand & Götz (2011) claims that accuracy involves the correct use of language in communication. Hence, it is pretty important to focus attention on the errors committed by learners to correct them. In this way, learners would be able to produce accurate language or a precise language with a good level of proficiency in a foreign language.

In sum, accuracy is closely related to the use of correct grammar, vocabulary, and pronunciation. The output of the language must be clear and accurate to facilitate communication in natural environments. In addition, accuracy helps teachers measure language proficiency because it provides the opportunity to analyze the correct use of language deeply. In the same way, the measure of the appropriate language according to the context has a relation with accuracy. Nevertheless, some teachers argue that language should be produced by language learners as much

natural as native speakers produce language. It means the most important is that others understand the speaker (Yang, 2013).

Complexity

Proficiency in a foreign language demands the production of various structures, expressions, phrases, etc. Some theorists know it as the complexity of the language. Language learners with excellent or high proficiency in language must produce complex structures, for instance, the output of complicated sentences, phrasal verbs, slangs, connectors, prepositions, auxiliary verbs, etc.; (Murray, 2018). The use of complex language characterizes learners with high proficiency in the language. It means that the more complex language L2 learners use, the higher their ability to produce language.

The complexity of the language consists of cognitive complexity and linguistic complexity. Cognitive complexity refers to how learners remember vocabulary, the motivation they have to learn a foreign language, and their aptitude; it means all of the factors that influence foreign language learning. In contrast, linguistic complexity regards the use of language features, for instance, the richness or diversity of the language learners use. Nevertheless, both of them have the same relation when regarding the properties of the language (Housen & Kuiken, 2009).

Eventually, Ellis (2010) claims that complexity and fluency have a strong relation between them. The author mentions that to achieve good fluency is necessary to produce complex language since it would be helping learners to feel more confident when creating language. Complexity allows learners to generate language based on the requirements to achieve a good proficiency in a foreign language. Besides, the complexity of the language demonstrates the ability to memorize and internalize complex vocabulary, structures, expressions, pronunciation to produce them correctly and elaborately.

CHAPTER II. METHODOLOGY

2.1. Research design

This chapter introduces the kind of methodology used in order to carry out the current investigation. In addition, it contains details about relevant aspects regarding the research methodology. Therefore, the methodology chapter contains the research approach, modality, level of the research, techniques, and the procedure for data collection. Regarding the population involved in this research, EFL language young adult EFL learners from Universidad Nacional de Chimborazo were the participants.

Research approach

This research was mainly focused on the quali – quantitative approach since the current investigation required bibliographical research to determine why the issues research exists; consequently, it supported the study to generate a hypothesis. In addition, it was quantitative research because it allowed gathering valuable quantitative data that allowed the researcher to measure the study's quantitative impact. Thus, the measure of speaking learners' proficiency involved the use of a test. This test provided quantitative results through scores. Moreover, it generated numerical data. Thus, the researcher transformed data into statics.

A pre – experimental research is focused on analyzing the effect of an independent variable over a dependent variable. Besides, it is simpler than experimental study since it consists of a study in which only a group is involved. It is called the pre - experimental group. One of the characteristics of a pre – experimental research is the lack of a control group. On the other hand, it is considered as the previous pre - research in order to apply an experimental study (Campbell, 1963).

It was pre-experimental research because it developed the study of two variables Cooperative Learning Approach and Speaking skill. Therefore, the researcher worked with a pre-experimental group for the study. For this reason, the pre-experimental group was not chosen randomly. The Cooperative Learning approach was applied in the mentioned pre-experimental group to evaluate the impact of this approach on speaking skill improvement. Thus, it was essential to use a pre and

post-test to assess and measure the dependent variable before and after the application of the Cooperative Learning study.

Research Modality

This investigation framed a socio-educational modality because it provided relevant information and data about the educational field. Moreover, it allowed to examine and determine the learners' social characteristics or attributes that help achieve a meaningful learning process in the classroom.

Research depth level

This study consisted of three different levels descriptive, explanatory and correlational. It was descriptive since it described the main characteristics of both variables in the Theoretical framework. Besides, it provided the causes and consequences regarding the application of Cooperative Learning. In addition, it allowed the researcher to determine the techniques that would have been applied. Thus, it helped to verify the impact of the method mentioned above.

Furthermore, this research was explanatory because first, it was necessary to identify the problems on A2 learners when speaking in English in the class. It means that it supports the researcher in observing the main reasons why A2 learners have to improve A2 EFL learners. Due to the necessity of establishing the relation between the dependent variable (speaking skill) and the application of the independent variable (Cooperative Learning Approach), it framed into the correlational level.

2.2. Type of research

The current investigation was a bibliographical – documentary research since it was necessary to conduct deep research about the two variables: Cooperative Learning Approach and Speaking skill. It allowed to collect information and select the most relevant information to support the present investigation. In addition, gathering information about the two variables was pretty valuable for the researcher to have a broad knowledge about the topic.

In addition, it was field research because it was essential and mandatory for the researcher to collect real information about A2 EFL learners at Language Center –

Facultad de Ciencias Políticas y Administrativas from Universidad Nacional de Chimborazo.

2.3. Population

Population refers to a group of people who have some characteristics in common. Besides, they could belong to a determined place; for instance, they could be from any educative institution (Hernández et al., 2010). The population for this research were 37 A2 students from Language Center – Facultad de Ciencias Políticas y Administrativas at Universidad Nacional de Chimborazo. According to Hernández et al. (2010), it is essential sampling when the size is significant; it means when the workgroup consists of many people.

Due to the current pandemic, it was necessary to ask students to work with any technological device like computers, smartphones, tablets, etc.; moreover, it was mandatory the use of internet connection for the synchronous classes and the activities that they had to develop along of the class. The synchronous classes were carried out by means of Zoom meetings. All of the students had access to the aforementioned technological devices. Therefore, it was possible to carry out the current study without any difficulty.

Table 1: *Population*

Level	Men	%	Women	%	Total	%
A2	14	38%	23	62%	37	100%

Done by: Guaranga, J. (2021)

Research techniques and instruments

Regarding techniques to collect quantitative data, a pre and post - test was used to measure the effectiveness of the application of Cooperative Learning approach; thus, it was the main medium to gather information about the improvement of students' fluency and accuracy in their speaking skill. Besides that, it is necessary to mention that the pre and the post - test were used at the beginning and at the end of the intervention. Thus, the pre and post – test allowed to obtain enough theoretical support to accomplish the proposed goals.

An standarized speaking test from Cambridge University ESOL examinations was employed. It is Preliminary English Test (PET) speaking test A2 proficiency. It

consists of four parts; the first one refers to some information questions about the test taker. Those questions are divided into two groups; the first refers to personal information, and the other regards general questions. Part number two refers to presenting to the test taker a situation that must be discussed with the other test taker, and they have to make a final decision about the introduced situation.

Part three of the speaking test is focused on encouraging learners to observe two pictures and talk about them. The test taker must speak to his/her mate and explain all of the things they can perceive from the photo. The final part of the speaking examination consists of asking them two questions about the pictures they have already described. The teacher must provide them enough time to organize their ideas.

Table 2: Operationalization Matrix: Independent Variable

Independent Variable: Cooperative Learning Approach	Dimensions	Subdimensions	Items	Techniques	Instrument
Cooperative Learning is an approach centered on working cooperatively in a classroom. Johnson & Johnson (2012) claims that is regards to work together to achieve common goals. Cooperative Learning success depends on techniques used and principles when carrying out cooperative activities (Jacobs, 2016). On the other hand, it is quite essential to recognize the role that teachers and students should develop in a cooperative activity.	Components	Cooperative Learning Effects	Chances of input and output Creation of effective climate Increasing a Variety of Language Functions Fostering Learner Responsibility and Interdependence.	Pre -Test Post - Test	Rubric
	Group Formation	Cooperative Learning Principles	Positive Interdependence Individual Accountability Equal Participation Simultaneous Interaction Heterogeneous Grouping		
	Learning Activities	Techniques	Jig Saw Think Pair Share Three step interview Numbered Heads		
	Roles	Teacher's Role Student's Role	Making pre instructional decisions Explaining the instructional task Monitoring students and assisting students' learning and helping students Learning center		

Done by: Guaranga, J.(2021)

Table 3: Operationalization Matrix: Dependent Variable

Independent Variable: Speaking Skill	Dimensions	Subdimensions	Items	Technique and Instrument	Instrument
Speaking skills refers to one of the productive skills in second language learning. Moreover, it is one of the essential skills in the communication (Fulcher, 2015). Brown (2003) claims that speaking refers to how people produce and receive information as one of the primary necessities to communicate among people. Speaking in second language learning demands the mastering of subskills like fluency, accuracy, complexity, etc.	Fluency	Confidence Speed Prosody	<p>Pretest and Posttest: Describe a picture Answer the questions Express an opinion</p> <p>Rubric: Grammar: Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics</p> <p>Discourse management Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.</p> <p>Pronunciation It is intelligible Intonation is generally appropriate. Sentences and word stress are generally accurately placed. Individual sounds are generally articulated clearly.</p> <p>Interactive communication Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.</p>	Pre -Test Post – Test	Rubric
	Accuracy	Coherence Cohesion			
	Complexity	Cognitive complexity Linguistic complexity			

Done by: Guaranga, J.(2021)

Validity

Due the instrument used in order to collect the data was a standardized test PTE from Cambridge, it was not necessary to carry out a validation because this standardized test was validated by experts from Cambridge. Nevertheless, it was essential to present the test to three experts that verify if the instrument is appropriate so as to collect the data that the researcher wants to get by means of the application of the aforementioned instrument. Furthermore, they check if the application of the PTE test is suitable to achieve the goals set by the researcher. These experts are English teachers who belong to Universidad Nacional de Chimborazo. It is essential to mention that these experts have a bunch of experience and expertise in investigation and educative fields. Two of them work at the Language Career, and the other one works at the Language Center.

The three experts checked the pre- and post-speaking tests that were applied to collect data. The validation of the instruments consisted of verifying the quality of the research instrument. For this reason, the researcher provided them the pre- and post-speaking standardized test and the rubric used to evaluate A2 learners' speaking skills. Besides, they took into account the relation of the instrument with the research objectives. It means that they verified if the instrument help to gather the required data for the investigation.

The researcher delivered the Pre and Post-test to the three experts. Furthermore, it was necessary to provide them the objectives of the research. In addition, the experts received the operationalization matrix of the dependent and independent variables. The first table regards the independent variable (Cooperative Language Learning) and, the second one contains information about the dependent variable (Speaking skill). The experts completed a table their personal and professional information. In addition, they wrote comments approving the instruments. The aforementioned validation form could be found in the annexes in order to verify the credibility of the mentioned above.

Reliability

The researcher used the Preliminary English Test; it is a standardized test from Cambridge ESOL. Hence, it was not necessary to carry out the reliability process since the results from this test are reliable. All of the speaking questions used in the

aforementioned test are totally reliable since they were elaborated by some experts from Cambridge ESOL test.

Characterization of the institution

Universidad Nacional de Chimborazo is a public university in the Chimborazo province. It was created in August, 1995. It is a recognized university in Ecuador since it is focused on the professional training of university students. Universidad Nacional de Chimborazo has 4 faculties. They are Facultad de Ciencias de la Educación, Facultad de Ciencias de la Salud, Facultad de Ingeniería and Facultad de Ciencias Políticas y Administrativas. Therefore, it offers 32 professional careers. It is important to mention that, Universidad Nacional de Chimborazo ranks as one of the best universities in The World University Rankings.

Universidad Nacional de Chimborazo has some institutional rules regarding careers requirements. The English classes belong to complementary subjects. Besides, it is part of the requirements to get a university degree. Therefore, all of the students from each career must take English classes 6 hours per week. They have to accomplish six levels of English before they finish their university career.

Once they have achieved the six levels of English, they must take a B1 proficiency test to get the B1 certificate in English. This test evaluates the four language skills in the English language. It is important to mention that it is a test elaborated by professors from the Language Center at Universidad Nacional de Chimborazo.

Mission

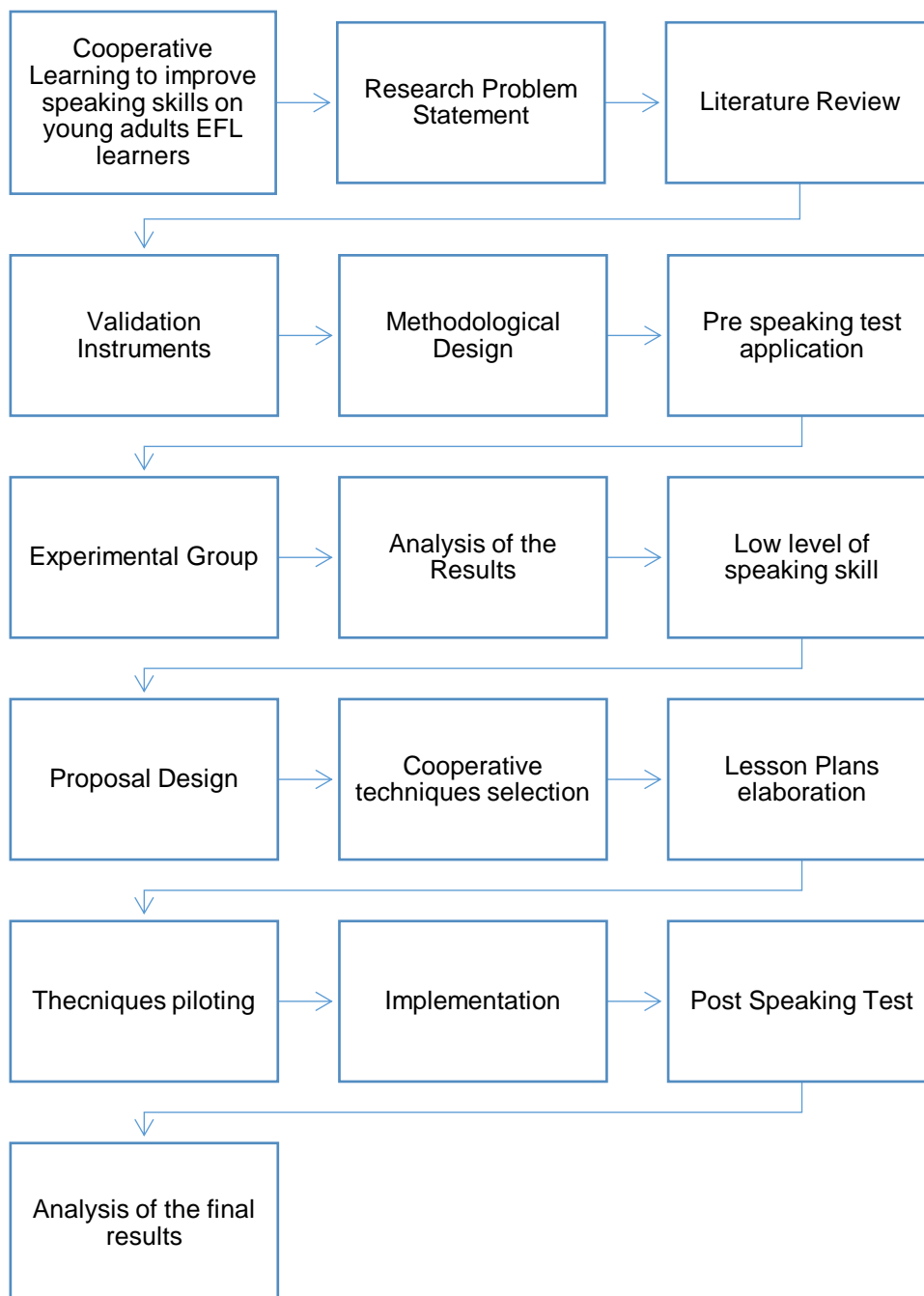
Universidad Nacional de Chimborazo's mission is to create, develop, transfer, and disseminate knowledge, know-how, and culture through the application of academic training. The research and bonding processes; under principles of relevance, integrality, interculturality, equity, preservation of the environment, strengthening human talent to construct a better society.

Vision

Universidad Nacional de Chimborazo's vision is to be the leading higher education institution in Zone 3 of Ecuador, with national recognition and international projection.

Methodological process

Graphic 1: Methodological Process



Done by: Guaranga, J. (2021)

The researcher followed some steps to carry out the current investigation work. One of the most important steps was the identification of the problem research. Therefore, it was necessary to observe A2 learners for a week to identify the main speaking issues they face when speaking in English. Consequently, it was possible to identify a problem of speaking skill development. EFL students showed some difficulties like fluency and accuracy when they spoke in English.

Based on the aforementioned factor, the research elaborated a literature review about the variables that influence the previously mentioned problem. Consequently, the researchers looked for different bibliographical materials that provide valuable information about the Cooperative Learning approach and speaking skills. The literature review was found in books, scientific articles, thesis, journals, etc. Once the researcher determined the indicators of each variable, it was possible to design the research methodology. Thus, the researcher set the type of the research, level, population, research modality, instruments, and techniques research.

It was applied the Pre-test to gather previous information about the level of A2 students speaking skills. The researcher elaborated the proposal research based on the pre-test results. The researcher selected cooperative techniques for the lesson plans. The application of the proposal consisted of carrying out 12 synchronous sessions. The researcher exposed learners to cooperative activities that allowed them to work cooperatively to accomplish common goals when developing an assigned task.

After that, it was necessary to validate the Pre-test, Post-test, and rubric before applying them. Therefore, the researcher sent validations cards to the three experts. It took 2 weeks to receive the validation signed cards from the experts of Universidad Nacional de Chimborazo and Pontificia Universidad Nacional e Chimborazo.

The selection of the techniques and activities were focused on encouraging learners to develop and improve their speaking skills. Therefore, the cooperative techniques were piloted by the researcher before the application to the experimental group. Thus, it was possible to verify that the techniques were very suitable to carry out in the English asynchronous classes.

It is important to mention that, the researcher sent a written document to the principal of the Language Center asking for permission in order to apply the Investigation with

the A2 students from Ciencias Políticas y Administrativas at Universidad Nacional de Chimborazo.

Thus, the researcher applied the pre-test in May. Consequently, the proposal application was carried out. It took one month. It means, from June 22th to July 22nd. Therefore, it took four weeks. The researcher divided the application of the research into three synchronous sessions classes per week. It means six hours of classes.

After the proposal application, the researcher measured speaking A2 learners' level employing a post-test. It was mandatory to use a rubric to evaluate A2 students speaking skills. The post-test allowed the researcher to verify the effectiveness that the Cooperative Learning application had over A2 learners speaking skills.

The researcher used SPSS software in order to analyze it in order to verify the effectiveness of the proposal. Due the population of 37 students, it was necessary to use Wilcoxon Test to compare the final results of the pre – test and post – test.

2.4. Research Proposal

Learning a foreign language demands the development of different language skills. Nevertheless, mastering some of them could become difficult; for instance, speaking skill sometimes tends to be challenging for learners. Speaking skill development and improvement requires the correct selection of activities that support learners to boost their interaction. Consequently, they would be able to practice and improve their speaking skill.

Once the researcher sought valuable information about the independent and dependent variables regarding the current investigation, it was possible to find in some national and international repositories some studies carried out to expose the feasibility of Cooperative Learning techniques in language classes. However, some do not provide any material that helps teachers to apply Cooperative Learning by cooperative strategies. On the other hand, these studies mentioned that some learners tend to have low speaking levels due to the lack of practice in the classroom. Moreover, some authors have identified that learners do not interact with their classmates when developing activities in the class.

According to those mentioned above, speaking improvement should expose learners to environments where they can practice speaking skills with their

classmates. For this reason, Cooperative Learning Approach offers some cooperative techniques that teachers can apply in second language learning. Their purpose is to encourage language learners to practice and improve their speaking skills through collaborative activities. Thus, these kinds of techniques would be helpful to motivate learners to practice their speaking skills while developing teamwork.

Consequently, the application of cooperative techniques in language classrooms would be helpful for learners and teachers. Learners would be the primary beneficiaries when applying collaborative techniques to develop activities. It would allow them to interact with their classmates; moreover, teamwork would support learners when producing accurate and fluent speech. They could practice their speaking skills by cooperation more than they practice when working individually. The cooperative strategies allow learners to accomplish common goals when developing a task and practicing or improving their speaking skills.

General Objective

To create a set of lesson plans focused on the Cooperative Learning Approach that EFL classrooms can use to improve speaking skills in young adult EFL learners.

Specific objectives:

- To select cooperative techniques that encourage learners to practice their speaking skills.
- To measure the effectiveness of the Cooperative Learning approach employing a pre- and post-speaking proficiency test.

Speaking activities must be helpful to boost the improvement of speaking skills while they are developing assigned tasks or activities. Some students tend to have difficulties producing oral language because it is difficult for them to speak English fluently and accurately. For this reason, it is essential to look for the best way to encourage them to improve their speaking skills while developing teamwork. Cooperative work help learner to interact with their teammates; thus, they have more opportunities to practice their speaking skill.

The improvement of language learners' speaking skills depends on the activities that teachers carry out in class. The selection of speaking activities is pretty

mandatory since they will be the medium of speaking practice. Brown (2001) states that language learners tend to improve their language skills when teachers expose learners to environments where they can interact with others. Moreover, these activities must let them using language for real situations. For this reason, it is essential to carry out tasks that encourage learners to practice and accomplish the goal of the assigned task.

The proposal consists of 12 lesson plans focused on Cooperative Learning. Each one of the lesson plans has a general objective and specific objectives according to the lesson. Furthermore, the lesson plans have been divided into three stages pre, while, and post - stage. According to the steps above, there are different activities for EFL learners. The lesson plans provide activities based on four cooperative techniques that can be adapted to any EFL lesson. These techniques are Jig Saw, Think pair share, Three step interview, Numbered Heads. They are mainly focused on encouraging learners to practice their speaking skills while they work on different assigned tasks.

It is essential to mention the researcher used the book Top Notch 2 as well. It was the primary material to carry out the English classes since it is part of the requirements of English classes at Universidad Nacional de Chimborazo. Nevertheless, all of the cooperative techniques and activities carried out were elaborated by the researcher. The researcher adopted each cooperative technique and activity to each English lesson.

Table 4: Lesson Plans Schedule

N°	Topic	Goal	Time	Materials	Teacher's role	Learner's role
1	Going to the movies	To talk about playing movies	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner
2	Going to the movies	To apologize for being late	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner
3	Going to the movies	To discuss preferences for movie genres	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner
4	Going to the movies	To describe and recommend movies	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner
5	Going to the movies	To discuss effects of violent movies	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner
6	Going to the movies	To talk about movies and actors.	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner
7	Staying in Hotels	To talk about hotels' reservations	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner
8	Staying in Hotels	To leave and take a message	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner
9	Staying in Hotels	To check into a hotel	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner
10	Staying in Hotels	To request housekeeping services	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner
11	Staying in Hotels	To choose a hotel	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner
12	Staying in Hotels	To play a conversation about people making reservations and asking for services.	2 hours	Top Notch 2, Slides, Videos, Websites, Moodle, Computer, Zoom	Facilitator	Active learner

Done by: Guaranga, J. (2021)

Universidad Nacional de Chimborazo
Coordinación de Competencias Lingüísticas

Lesson Plan N° 1

General information:

- **Subject:** English III
- **Topic:** Going to playing movies.
- **Class:** A2 learners from the third level / Mixed abilities and skills
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 2 p. 14), Slides, Videos, Websites, Moodle; Computer.
- **Technique:** Think Pair Share
- **Goal:** To talk about playing movies.

Development:

Pre-Stage (15 - 20 min.)

- Brainstorming about movies that students have seen. Teacher provides learners a link from “Menti meter” in order to write the name of two movies they have seen recently.
- The teacher organizes a group activity where students must make an interview among them. Teacher divides learners in pairs. Once learners finish the interview. They have to come back to the main session and share their answers with the whole class.
 - ✓ Do you like to see the movies’ trailer before watch them?
 - ✓ Where do you find information about movies you would like to see?
 - ✓ Have you ever seen a movie online?
- Teacher presents a Web Flick about Leonardo DiCaprio’s movies. Then, learners look at the pictures and read the synopsis of each movie.
- Teacher asks some questions to the whole class about Leonardo DiCaprio’s movies. Teachers uses a digital tool “wheel of names” to choose ask questions to different students.
 - ✓ Have you seen these movies?

- ✓ Would you like to see one of them?
- ✓ Where do you like to see movies at home or at the cinema?

While Stage (40 – 50 min.)

- Teacher introduces a recording about two people talking about “Movies”. Then, learners listen to the conversation.
- Teacher ask some questions regarding the conversation:
 - ✓ Where are Anna and Peter?
 - ✓ What are the movies they are talking about?
 - ✓ Have you seen one of these movies?
- Teacher assigns learners a vocabulary activity. In pairs, learners must match some phrases from the conversation with phrases that have the same meaning.
- Learners are divided in the breakout rooms. Then, learners who finish first must come back to the main session and provide the answers.
- Teacher explains the meaning of the phrases and provide some examples.

Post (30 - 40 min.)

- Discussion: Teacher asks some questions to the whole class. Learners have ten minutes to think in their answers. Then, they join to the breakout rooms to discuss their answers with a classmate. They can share opinions, ideas, examples, etc. for 10 minutes. Besides, they can verify if their answers are correct or if they need to polish them.
 - ✓ Which movies would you like to see with your family or friends? Why?
 - ✓ Which movies would you not like to see with your family or friends? Why?
- Learners come back to main session. Then, teacher asks one question to each cooperative team.
- Students share their ideas with the whole class. They can reflect on their classmate’s answers.

The teacher used the current lesson plan at the beginning of the research application. It is essential to mention that the researcher carried out the application of the research second month of the semester. Due to it was a new methodology for learners, they found it a little confusing at the beginning of the application. Nevertheless, they got more familiarized with the method in the coming weeks.

The lesson's plan title was "Going to the movies" The main goal of the first lesson was to talk about playing movies in Ecuador. This lesson plan consists of three stages: the pre, while, and post-stage. The pre-stage consisted of providing learners an idea about what the lesson is going to be. Therefore, the teacher organized a brainstorming in which learners provided ideas about movies they have recently seen. Besides, the teacher shared enough explanation about vocabulary related to the lesson. In the same way, the pre-staged allowed the teacher to get learners motivated.

Regarding the material used for this stage, it is necessary to mention that some digital tools were used. The first one was the "Menti meter"; it was useful for the teacher and learners since learners could share the names of movies they have seen. Moreover, they could anonymously provide their answer. It was possible to verify if their classmates were working because of the total of responses. Besides, it was necessary to use PPT presentations to share the questions with the learners.

The while stage consisted of activities in which learners should have used the vocabulary already presented by the teacher. In addition, they could use the ideas from questions they have already answered. Thus, the teacher played a recording about a conversation in which two people talk about "Movies playing at the cinema". In this stage, learners were exposed to listening activities since they must answer some questions about the audio. On the other hand, it was necessary to internalize the vocabulary from the conversation; therefore, they must do a pair activity in which they had to match the phrases from the conversation with similar meanings.

It was necessary to use a digital tool to carry out the matching activity. Therefore, the teacher used "Puzzle.org" It facilitates the task for the students. Besides, it was possible to have evidence of the task learners did in the breakout rooms. Thus, they have to upload a screenshot of their activity on Moodle. In addition, they share their screen to check their answers.

The final stage contains an activity based on a Cooperative technique “Think pair share” The last activity encouraged learners to talk about playing movies in Ecuador. For this reason, the teacher asks some questions to the whole class. They have 5 to 10 minutes to think about their answers. Then, they joined the breakout rooms to share their ideas. Then, the learners discuss for 10 minutes their answers. Finally, they got back to the main session and shared their answers with the whole class. In this stage, learners have the opportunity to polish their ideas since they can reflect on their classmates’ answers.

The students shared their answers on Padlet as well. They recorded a video in which they shared their ideas. The rest of their classmates had the chance to see the videos and comment about their classmates’ answers. It was used as a complementary activity since there was not enough time to carry out the whole presentation.

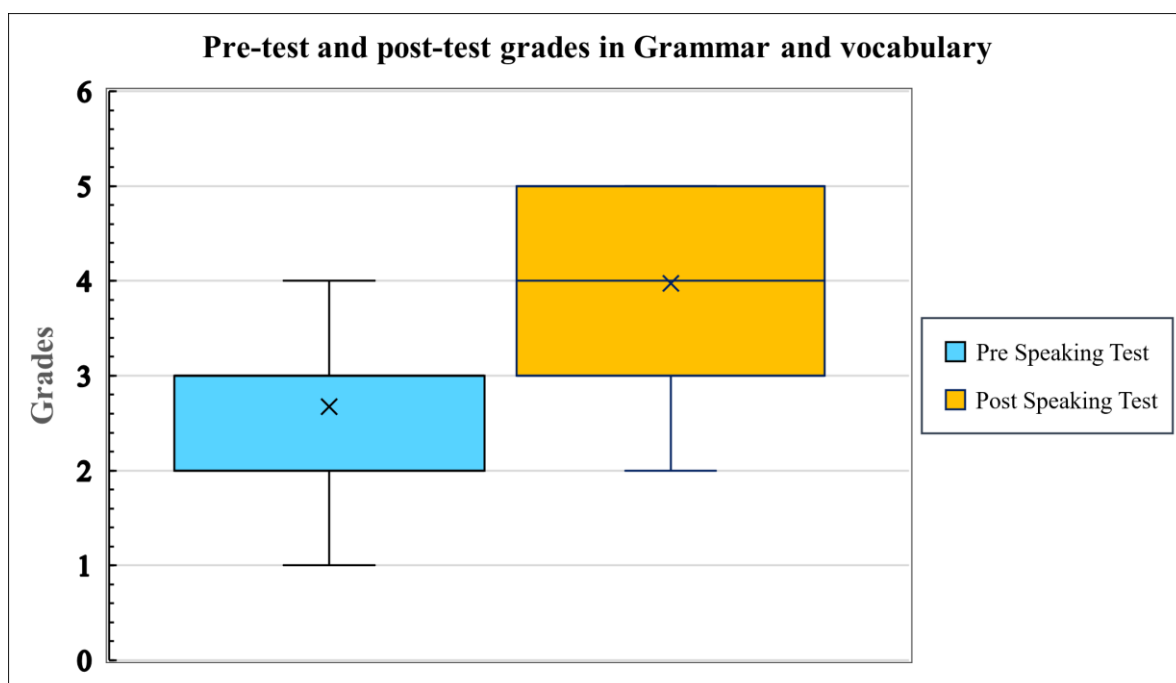
CHAPTER III. ANALYSIS OF THE RESULTS

3.1 Analysis of results

The goal of the research is to assess the effects of lesson plans focused on Cooperative Learning Approach in the speaking skill development on young adult EFL learners from the Universidad Nacional de Chimborazo of Ciencias Políticas y Administrativas Faculty. According to the PET Preliminary English Test, the speaking skill has four criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication. For this reason, the results were presented and analyzed for each one.

Grammar and vocabulary

Grammar and vocabulary section of the PET test was evaluated out of 5. Students obtained a mean grade of 2.68 on the pre-test and 3.97 on the post-test. According to the boxplot, the students improved their grammar and vocabulary after they had used the lessons based on a cooperative learning approach.

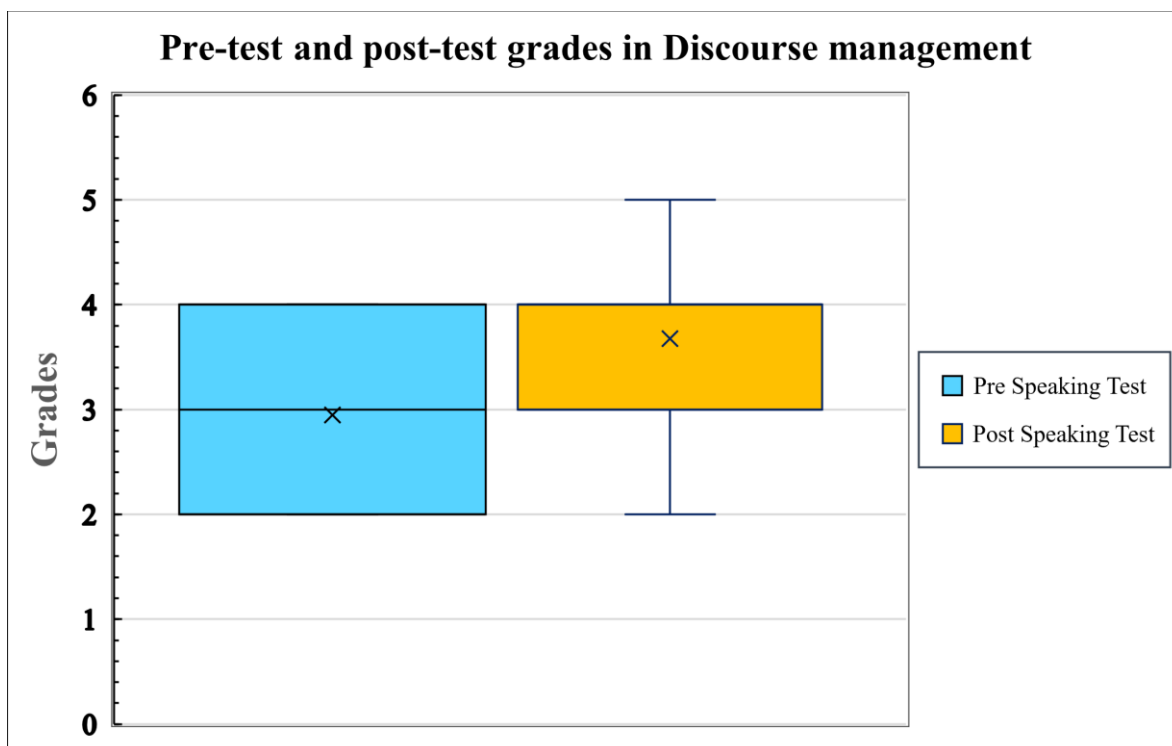


Graphic 2: Boxplot of the results in Grammar and vocabulary criterion.

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Discourse management

Discourse management section of the PET test was evaluated out of 5. Students obtained a mean grade of 2.95 on the pre-test and 3.68 on the post-test. According to the boxplot, the students improved their discourse management after they had used the lessons based on a cooperative learning approach.

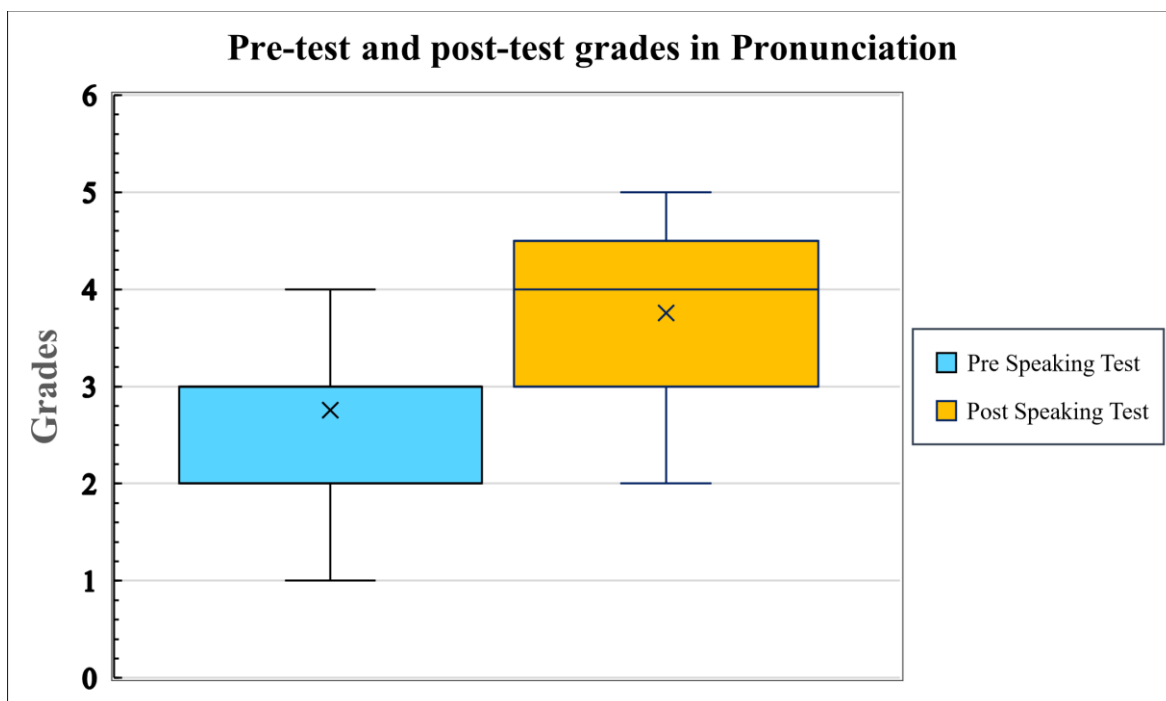


Graphic 3: Boxplot of the results in Discourse management criterion.

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Pronunciation

Pronunciation section of the PET test was also evaluated out of 5. Students obtained a mean grade of 2.76 on the pre-test and 3.76 on the post-test. It is evident the students improved their pronunciation after receiving the lessons based on a cooperative learning approach.

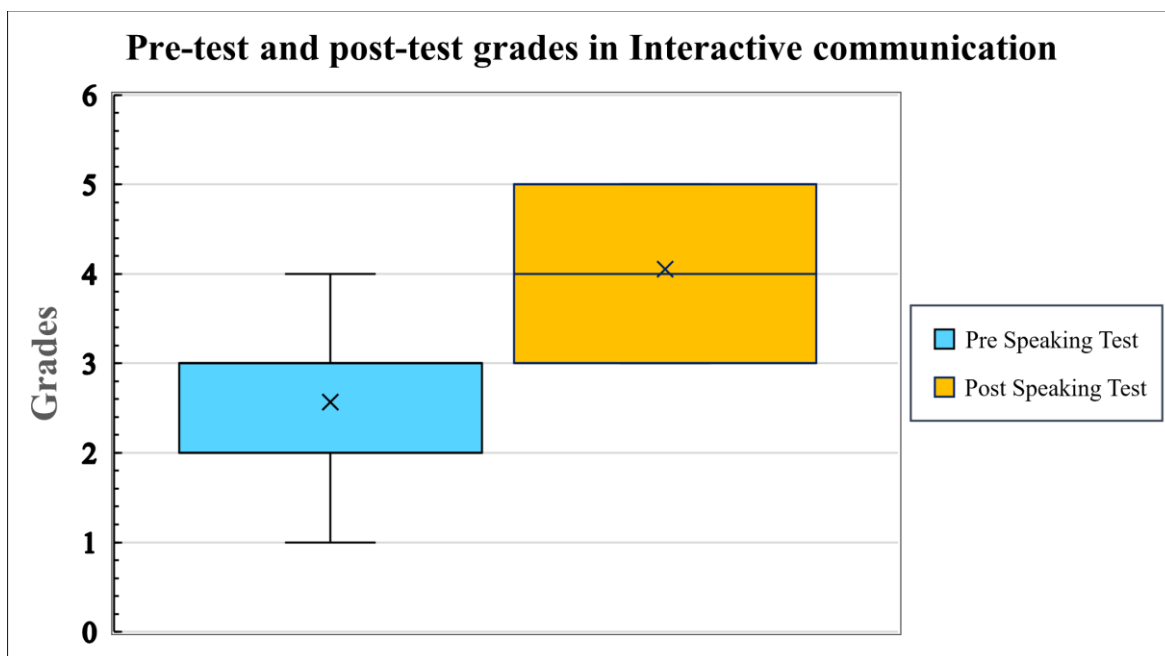


Graphic 4: Boxplot of the results in Pronunciation criterion.

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Interactive communication

Interactive communication section of the test was also assessed out of 5. Students obtained a mean grade of 2.57 on the pre-test and 4.05 on the post-test. Students improved their Interactive communication after receiving the lessons based on a cooperative learning approach.

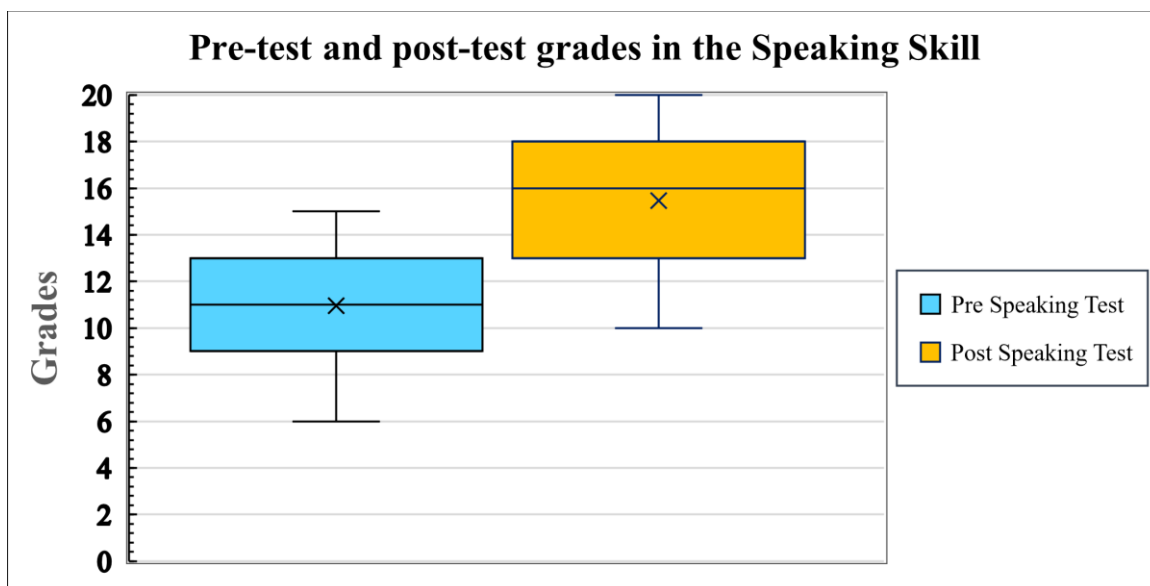


Graphic 5: Boxplot of the results in Interactive communication criterion.

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General speaking results

Finally, the general results were assessed out of 20. Students obtained a mean grade of 10.95 on the pre-test and 15.46 on the post-test. The use of lesson plans focused on a cooperative learning approach allows students to improve their speaking skills.



Graphic 6: Boxplot of the results in the speaking skill section of the PET test.

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Table 5 presents a summary of the means obtained in the pre-test and post-test by groups:

Table 5: Summary of the means obtained in the pre-test and post-test by groups.

Speaking skill	Group	
	Pre-test mean	Post-test mean
Grammar and vocabulary	2.68 ± 0.97	3.97 ± 0.80
Discourse management	2.95 ± 0.78	3.68 ± 0.85
Pronunciation	2.76 ± 0.83	3.76 ± 0.93
Interactive communication	2.57 ± 0.69	4.05 ± 0.78
General	10.95 ± 2.55	15.46 ± 2.80

Source: Test applied to young adults EFL learners from the UNACH – Facultad de Ciencias Políticas y Administrativas.

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3.3 Hypothesis verification

A statical Student t-test is used to measure the influence of cooperative learning activities in the speaking skill development in A2 EFL learners from Universidad Nacional de Chimborazo Ciencias Políticas y Administrativas Faculty. In this sense, an alternative hypothesis was established as well as a null one came up by default. The goal is to determine whether the null hypothesis could be rejected and the alternative one accepted according to the data obtained from the pre-test and post-test.

Null Hypothesis H₀:

Cooperative learning activities do not improve speaking skill in young adult EFL learners.

Alternative Hypothesis H₁:

Cooperative learning activities improve speaking skill of young adult EFL learners.

Statistical test

The grades in the post-test should be higher than the ones in the pre-test; the significance level belongs to a single-tailed Student t-test. The paired sample Student t-test mathematical model is shown as follows:

$$H_0: \mu_2 \leq \mu_1$$

H₁: $\mu_2 > \mu_1$

Where:

μ_1 = sample mean in the pre-test.

μ_2 = sample mean in the post-test.

The formula of Student t-test to determinate the calculated t-value is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student t-test from the data.

\bar{x}_d = differences average in the sample.

S_d = standard deviation of the differences.

n = pre-test and post-test data number (37 data).

The critical t-value is obtained using two parameters: level of significance α and degrees of freedom. The first is equal to 0.05, and the second is equal to the amount of data minus one ($n - 1$).

If the t-calculated value is greater than the t-critical value, the first is located in the null rejected region. Then the null hypothesis (H_0) must be rejected, and the alternative hypothesis (H_1) accepted.

Calculation of statistics

The results of the pre-test and post-test are shown in Annex 1. Table 6 presents the statistics: mean, number of data N , standard deviation, and standard deviation of the mean, which are used to obtain the calculated t -value:

Table 6: Paired sample statistics by criteria.

Criterion	Test	Mean \bar{x}_d	Standard deviation S_d	Standard error of the mean $\frac{S_d}{\sqrt{n}}$
General	Pre-test	10.95	2.55	0.419
	Post-test	15.46	2.80	0.4611
	Differences	4.51	1.94	0.3186
Grammar and vocabulary	Pre-test	2.68	0.97	0.16
	Post-test	3.97	0.80	0.1313
	Differences	1.30	0.74	0.1217
Discourse management	Pre-test	2.95	0.78	0.1282
	Post-test	3.68	0.85	0.14
	Differences	0.73	0.87	0.1432
Pronunciation	Pre-test	2.76	0.83	0.1365
	Post-test	3.76	0.93	0.1521
	Differences	1.00	0.85	0.1397
Interactive communication	Pre-test	2.57	0.69	0.1132
	Post-test	4.05	0.78	0.1282
	Differences	1.49	0.65	0.107

$n = 37$ students.

Differences = Post-test - Pre-test.

Source: Test applied to young adults EFL learners from the UNACH – Language Center (2021)
Done by: Guaranga, J. (2021).

According to the information shown in the table above, in global speaking skills as well as in each of the criteria, the scores on the post-test are higher than those on the pre-test.

Tabulated Student t is 1.6883 (Annex xx) taking into account the significance level of 0.05 and degrees of freedom of 36. While the calculated t-values by each criterion are as follows:

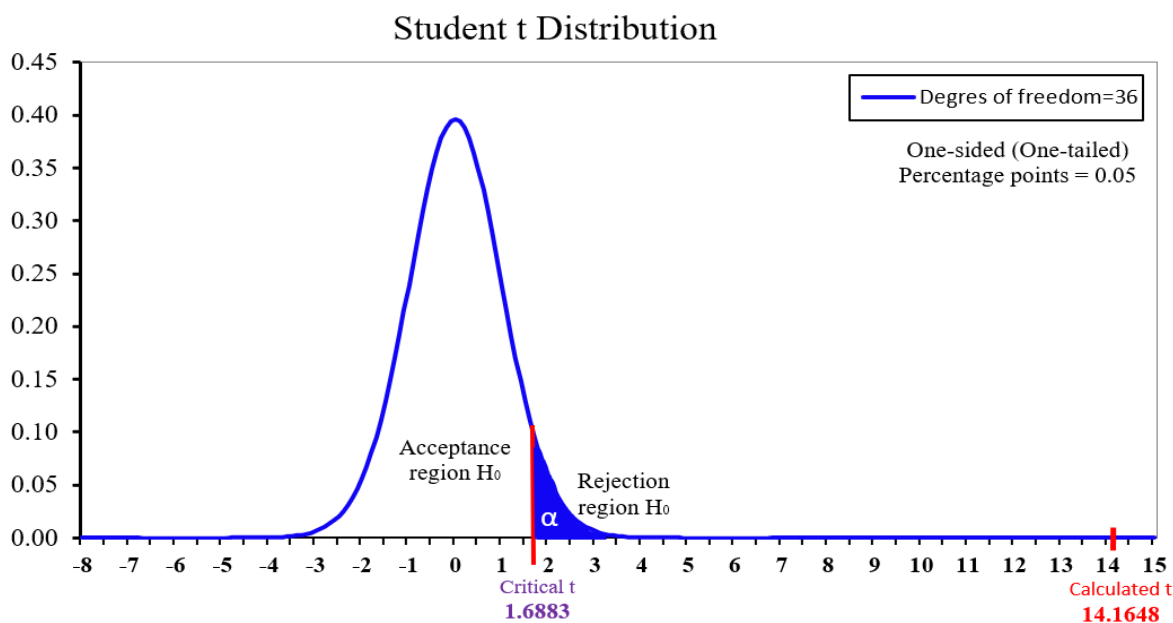
Table 7: Summary of paired sample statistics.

Criterion	Tabulated t-value	Calculated t-value	Degrees of freedom	Significance (unilateral)
General	1.6883	14.1648	36	1.36×10^{-16} ***
Grammar and vocabulary	1.6883	10.66	36	5.49×10^{-13} ***
Discourse management	1.6883	5.10	36	5.58×10^{-6} ***
Pronunciation	1.6883	7.16	36	1.02×10^{-8} ***
Interactive communication	1.6883	13.90	36	2.44×10^{-16} ***

Significance codes: p-value 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1.

Source: Test applied to young adults EFL learners from the UNACH – Language Center.
Done by: Guaranga, J. (2021)

Globally and by each criterion, there are significant differences between the post-test and the pre-test grades. However, those obtained in grammar and vocabulary and interactive communication are more notable than the others. In the case of general grades, the Student t-distribution curve for the data available in this study is:



Graphic 7: Student t-test distribution curve.

Done by: Guaranga, J. (2021)

As the above table shows, the calculated t-value in both cases (control and experimental groups) is greater than the critical t-value. The unilateral significance level for the experimental group $p\text{-value} = 1.36 \times 10^{-16}$ is lower than $\alpha = 0.05$ (5 %) with 36 degrees of freedom. Likewise, the t-calculated value is equal to 14.1648 and is upper than the critical t-value of 1.6883. Therefore, it is located in the null rejection region. It means the null hypothesis is rejected, and the alternative one is accepted: "Cooperative learning activities improve speaking skill on young adult EFL learners".

CONCLUSIONS

Once the current investigation was carried out, it was possible to set some quite important conclusions about the application of Cooperative Learning Approach in an EFL classroom:

- The main approaches illustrated in the Literature Review showed different ways in which English can be taught in the EFL classrooms. Moreover, some new approaches have been surged based on the most popular ones. Cooperative Learning Approach was taken into account as one of the most important language learning approaches in order to improve language learning.
- Cooperative Learning Approach showed a high relation with speaking improvement since the activities carried out based on Cooperative techniques allowed learners to have more interaction with their classmates. Thus, cooperative learning helps learners to speak and practice English as more as they can.
- It was possible to identify that the main factors that influence in the development of speaking skill are the interaction that students have in the EFL classroom. Besides, speaking skill is influenced by the input they receive in the EFL classroom. The input not only comes from their teacher, the input also comes from their classmates when they interact and develop cooperative activities.
- Cooperative learning activities developed in the classes provided learners more opportunities in order to interact with their classmates. In this way, learners had the chance to improve their speaking skill. Therefore, learners' accuracy and fluency showed a meaningful improvement after the application of cooperative activities, which are based on four techniques.
- The final results showed that the cooperative techniques like: Numbered Heads, Three Step Interview, Think pair share, Jig – Saw were pretty helpful so as to support learners to improve learners' speaking skill. Furthermore, these cooperative techniques provided learners with more opportunities of input and output when developing cooperative activities in teams.

RECOMMENDATIONS

- Cooperative Learning Approach should be taken into account in the EFL classroom. Therefore, the activities chosen should allow learners to interact among them as much as possible with their classmates when developing an assigned task.
- It would be essential for teachers to consider that organizing cooperative activities implies to use cooperative techniques like: Numbered Heads, Three Step Interview, Think pair share, Jig – Saw since they seem more interesting for learners when they have to accomplish a task.
- Cooperative activities should be carried out in order to encourage learners to practice and improve their speaking skill since learners feel more confident when they interact with their classmates when doing cooperative activities in small groups.
- It is advisable to organize small cooperative teams since it would allow learners to participate actively. Moreover, if they work in small groups, they have more chances to interact, share ideas, opinions, comments, etc.; furthermore, they would be able to contribute effectively in the development of the task.
- Teacher should take into consideration that it is essential to assign roles to each one of the students in the groups. In this way, learners would feel more responsible, and they would play an important role when working in the cooperative teams.
- Every cooperative activity should be helpful for learners in order to support the improvement of speaking skill. It means that the cooperative activities must be designed focused on facilitating learners' speaking skill improvement.

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ANNEXES

Annexes 1. Lesson Plans: Research Proposal Lesson Plans: Cooperative Techniques

Universidad Nacional de Chimborazo
Coordinación de Competencias Lingüísticas
Lesson Plan N° 1

General information:

- **Subject:** English III
- **Topic:** Going to playing movies.
- **Class:** A2 learners from the third level / Mixed abilities and skills
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 2 p. 14), Slides, Videos, Mentimeter, Moodle; Computer, Zoom.
- **Technique:** Think Pair Share
- **Goal:** To talk about playing movies.

Development:

Pre-Stage (15 - 20 min.)

- Brainstorming about movies that students have seen. Teacher provides learners a link from Padlet in order to write the name of two movies they have seen recently.
- The teacher organizes a group activity where students must make an interview among them. Teacher divides learners in pairs. Once learners finish the interview. They have to come back to the main session and share their answers with the whole class.
 - ✓ Do you like to see the movies' trailer before see them?
 - ✓ Where do you find information about movies you would like to see?
 - ✓ Have you ever seen a movie online?
- Teacher presents a Web Flick about Leonardo DiCaprio's movies. Then, learners look at the pictures and read the synopsis of each movie.
- Teacher asks some questions to the whole class about Leonardo DiCaprio's movies. Teachers uses a digital tool "wheel of names" to choose ask questions to different students.

- ✓ Have you seen these movies?
- ✓ Would you like to see one of them?
- ✓ Where do you like to see movies at home or at the cinema?

While Stage (40 – 50 min.)

- Teacher introduces a recording about two people talking about “Movies”. Then, learners listen to the conversation.
- Teacher ask some questions regarding the conversation:
 - ✓ Where are Anna and Peter?
 - ✓ What are the movies they are talking about?
 - ✓ Have you seen one of these movies?
- Teacher assigns learners a vocabulary activity. In pairs, learners must match some phrases from the conversation with phrases that have the same meaning.
- Learners are divided in the breakout rooms. Then, learners who finish first must come back to the main session and provide the answers.
- Teacher explains the meaning of the phrases and provide some examples.

Post (30 - 40 min.)

- Discussion: Teacher asks some questions to the whole class. Learners have ten minutes to think in their answers. Then, they join to the breakout rooms to discuss their answers with a classmate. They can share opinions, ideas, examples, etc. for 10 minutes. Besides, they can verify if their answers are correct or if they need to polish them.
 - ✓ Which movies would you like to see with your family or friends? Why?
 - ✓ Which movies would you not like to see with your family or friends? Why?
- Learners come back to main session. Then, teacher asks one question to each cooperative team.
- Students share their ideas with the whole class. They can reflect on their classmate’s answers.

Universidad Nacional de Chimborazo
Coordinación de Competencias Lingüísticas
Lesson Plan N° 2

General information:

- **Subject:** English III
- **Topic:** Going to playing movies.
- **Class:** A2 learners from the third level / Mixed abilities and skills
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 2 p. 16 & 17), Slides, Videos, Websites, Moodle; Computer, Zoom.
- **Technique:** Numbered Heads
- **Goal:** To apologize for being late.

Development:

Pre-Stage (10 - 15 min.)

- The teacher presents a short video clip about different type of movies. The teacher plays the video clip; then, learners must listen to a movie's song and guess the name of the movie.

Example: First song: All star

Movie: Shrek

<https://www.youtube.com/watch?v=sLoBacOrYWw&t=383s>

- Teacher asks questions about the movies from the video clip. Teacher uses "Wheel of names" in order to choose learners. Learners answer the questions to the whole class.
 - ✓ Do you like any movie from the video you have seen?
 - ✓ Which of the movies from the vide you would recommend to your classmates and why?
- Teacher presents a short activity to activate previous knowledge about the use of "*since & for*".
- Learners read the statements. Then, they take turns to try to complete each of the statements using "since & for" depending of the sentence's context.

While Stage (40 – 50 min.)

- The teacher makes a short explanation about the use of “Present Perfect Continuous”. Besides, the teacher introduces the basic rules about the use of this grammar topic.
- A video from YouTube is played in order to internalize a little bit more the use of “Present Perfect Continuous”.

Video: The Grammar Gameshow Episode 4

<https://www.youtube.com/watch?v=lvoc5vDrb8E>

- Learners are asked for completing a live worksheet with a classmate. This worksheet consists on filling gaps with the correct grammar form (Present Perfect Continuous).

Live worksheet: <https://www.liveworksheets.com/xf1630643qs>

- Learners join to the breakout rooms. Then, work with a classmate for almost 10 minutes)
- Learners come back to the main session; then, one representative from each group provides an answer using the digital tool from Zoom “Annotate”.
- Teacher and students analyze the reason of the answer provided by each of the students.

Post (30 - 40 min.)

- **Cooperative Activity:** Teacher presents a set of 4 questions about movies. Then, learners are divided in groups of four people. Learners are numbered from number 1 to 4. Each one of the students from the groups must answer to one question according to the order of the questions.
- Learners work cooperatively in the breakout rooms for 15 minutes.
- Learners come back to the main session. Teacher says a number and the students from each group with that number must answer to the question.

For example:

Number 2: Have you seen any good movie recently?

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Lesson Plan N° 3

General information:

- **Subject:** English III
- **Topic:** Going to playing movies.
- **Class:** A2 learners from the third level / Mixed abilities and skills
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 2 p. 18 & 19), Slides, Videos, YouTube, Puzzel.org, Moodle; Computer, Zoom.
- **Technique:** Numbered Heads
- **Goal:** To discuss preferences for movies genres.



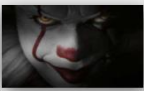




Development:

Pre-Stage (10 - 15 min.)

- A short video from YouTube is presented to the students. It contains some movies with the genre that they belong to.
- Teacher shares a link with the students. Students find a matching activity where they have to match the picture of some movies with the right genre.
- Teacher divides learners in pairs in order to work on this activity. The first pair of students who come back to the main session receive an extra half a point for the right answers.

Puzzle.org: [https://puzzel.org/en/matching-pairs/play?p=+](https://puzzel.org/en/matching-pairs/play?p=)

MOVIE GENRES

				PICTURES		WORDS
	an animated film	a horror film		<input type="text"/>		<input type="text"/>
	a musical			<input type="text"/>		<input type="text"/>
a documentary	a science fiction film			<input type="text"/>		<input type="text"/>
				<input type="text"/>		<input type="text"/>

- Teacher explains the next activity. Learners listen to some conversations about some movies. They have to infer the genre of each one of the movies.

While Stage (40 – 50 min.)

- The teacher asks some questions about movies recently played on the cinema. Learners take turns and answer to the questions below according to their own experience.
 - ✓ Which of the movies played on Cinemark would you like to see?
 - ✓ Would you rather see movies at the cinema or home?
- Based on the questions above, teacher explains the implicit grammar topic that the questions contain “would like” and “would rather”.

Teacher presents examples about the use of “would like”. In the same way, teacher explains how “would like” is used in a conversation. On the other hand, teacher presents a short explanation about the use of “would rather”.

- After the grammar explanation, teacher asks a set of questions to the whole class. Learners answer to the question by the chat box. They must use “would like” or “would rather” depending of the questions.

Example:

- ✓ Would you like to see a movie at the cinema right now?
- ✓ Would you rather see movies with friends or family?
- ✓ Would you like to see a romantic film? Why?
- ✓ Would you rather see movies or TV series?

Post (30 - 40 min.)

- **Cooperative Activity:** Teacher explains learners the activity that they must do in groups of 4 people.
- Learners must discuss, share ideas, comments and suggestions about the following topic:

“The best movie of all time”

- Learners have to ask as more questions as they can to their classmates. They can ask questions like the ones below:

- ✓ Which is the best movie of all time?
 - ✓ Why do you consider it is the best movie of all time?
 - ✓ Would you like to recommend this movie to the whole class?
 - ✓ Would you rather see that movie alone or with someone?
- Learners are divided in groups of 4. The activity consists of three stages. When they are in the breakout rooms, they must divide them into two sub teams. In pairs they are going to discuss about “The best movie of all time”. Each pair must agree on one movie.
 - In the second stage, they have to share their opinion with the other pair of classmates. And vice versa, the other pair is going to share their ideas with them. Once they have shared their ideas and opinions. They have to choose one of the two movies to present to the whole class.
 - The final stage consists of sharing the ideas and opinions to the whole class. Each of the group must presents in oral way their work.

Universidad Nacional de Chimborazo
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Lesson Plan N° 4

General information:

- **Subject:** English III
- **Topic:** Going to playing movies.
- **Class:** A2 learners from the third level / Mixed abilities and skills
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 2 p. 22 - 23), Slides, Videos, Jam board, Padlet, Moodle; Computer, Zoom.
- **Technique:** Jig Saw
- **Goal:** To describe and recommend movies.

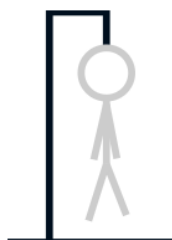
Development:

Pre-Stage (10 - 15 min.)

- **Warm up:** Teacher introduces learners to a game called “Hangman” to make a short reminder about the vocabulary checked in the last class.
- Teacher explains the instructions of the game. Learners must say a letter to try to complete and discover the word.

For example:

<https://www.hangmanwords.com/play/custom?g=YW5pbWF0ZWQIMEFob3Jyb3lIMEE=>



animated

- Teacher provides a link from Mentimeter. Learners must answer to the question below:

✓ What is the last movie you have seen?

Mentimeter: <https://www.menti.com/do7s7ramrp>

- Learners in turns talk about the last movie they have seen.
- Teacher introduces the new vocabulary for the lesson “Adjectives to describe movies” by means of a matching activity.
- Learners must match the adjectives with the correct definition. They have 5 minutes to finish the activity.
- Students take turns and say the definition of each adjective. The whole class and the teacher verify if the answer is correct or incorrect.

While Stage (40 – 50 min.)

- The teacher organizes an activity in order to activate the vocabulary previously checked.
- Learners are divided in pairs. Then, they have to complete a chart provided by the teacher. They must write 3 titles of movies to each category.

Funny movies	
Hilarious movies	
Silly movies	
Boring movies	
Weird movies	
Unforgettable movies	
Romantic movies	
Thought provoking movies	
Violent movies	

- Learners have 10 minutes in order to complete the chart. Then, they come back to the main session, they project their chart and present in oral way the titles of the movies they have written.
- Teacher explains a listening activity related with the vocabulary “Adjectives to describe movies”.
- Learners must listen to some conversations about people describing 4 movies. They have to infer the adjectives that best describe each movie according to the information they listen to in the recording.
- Learners and teacher check the answer together and discuss the reason why of the answers.

Post (30 - 40 min.)

- **Cooperative Activity:** Learners must read three short stories about people who describe a movie they have seen recently.
- Learners are divided in groups of 4 people. Each one of the students must choose one of the stories.
- Once they have finished reading the story, they must share the whole information from each story with their group.
- Then, all of the members in the group must choose the movie that sounds the most interesting. They have to justify their answer. Therefore, each one of the learners must contribute with ideas and comments.
- Learners choose a speaker. Learners come back to main session; then, the speaker provides the decision that the group made in the breakout rooms. It is mandatory to provide as more reasons as possible.

Universidad Nacional de Chimborazo
Coordinación de Competencias Lingüísticas
Lesson Plan N° 5

General information:

- **Subject:** English III
- **Topic:** Going to playing movies.
- **Class:** A2 learners from the third level / Mixed abilities and skills
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 2 p. 24 - 25), Slides, Videos, Padlet, Moodle; Computer, Zoom.
- **Technique:** Jig Saw
- **Goal:** To discuss effects of violence on viewers

Development:

Pre-Stage (10 - 15 min.)

- **Warm up:** In pairs, learners must discuss the following question:
 - ✓ What age do you think it is safe to permit children to see violent movies and TV shows?
- Learners are divided in the breakout rooms. They have 10 minutes in order to share ideas, comments, suggestions, etc.
- Then, they have to post their ideas on Moodle.
- The learners must comment two of the ideas from their classmates.

While Stage (20 – 25 min.)

- Teacher introduces to learners the article “Can violent movies or TV programs harm children?”.
- Learners must read the article in an individual way. They have 15 minutes in order to read the article.
- Learners ask some questions about the words or phrases that do not understand from the article.
- Learners take notes about some ideas that called their attention.

Post (40 - 50 min.)

- **Cooperative Activity:** Teacher divides learners into groups of four people. Each one of the members in the group is assigned with a role.

Learner 1: Leader

Learner 2: Secretary

Learner 3: Look for unknown words

Learner 4: Speaker

- Each one of the students are assigned a question that must be answered based on the information from the previous article.

Learner 1: What are some ways that viewing violence can affect children?

Learner 2: What kinds of programs and movies are most harmful for children and teenagers?

Learner 3: What bad message have violent programs and movies?

Learner 4: What suggestions can you make in order to help parents prevent the bad effects of violent TV programs?

- Students join to the breakout rooms according to the question assigned; for instance, students with the question number 1 must join to the breakout room number 1.
- Learners share ideas, comments, suggestions in each breakout room for 10 minutes. They can take notes of their classmates' comments in the chart provided by the teacher.

NOTEPAD: NOTES ABOUT CLASSMATES' COMMENTS			
IDEAS	IDEA 1	IDEA 2	IDEA 3
Student 1:			
Student 2:			
Student 3:			
Student 4:			

- Once they have discussed, they must come back to the main session. Then, they have to join to their groups.
- In groups, learners must share their ideas in order to create a short presentation.
- Then, the speaker has to present their ideas and comments with the whole class.
- Learners are allowed to ask questions and share ideas in each one of the presentations.

Universidad Nacional de Chimborazo
Coordinación de Competencias Lingüísticas
Lesson Plan N° 6

General information:

- **Subject:** English III
- **Topic:** Going to playing movies.
- **Class:** A2 learners from the third level / Mixed abilities and skills
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 2), Slides, Videos, Flipgrid, Padlet, Moodle; Computer, Zoom.
- **Technique:** Think pair share
- **Goal:** To talk about the worst movie all time. (Class project)

Development:

Pre-Stage (10 min.)

- Teacher presents and explain the activity that learners must do during the class.
- Teacher encourages learners to look for vocabulary that has called their attention. Then learners look for vocabulary that will be useful for them so as to accomplish the assigned task.
- All of the students share on Padlet vocabulary that can be useful for their classmates.

While Stage (30 – 40 min.)

- **Cooperative activity:**
- Learners are divided in pairs. In the first stage, learners must join to the breakout rooms. Then, they have to share ideas about the movies they consider are the worst all time.
- They have to decide which one is the worst all time.
- Then, they have to answer to the following questions about the movie they chose:
 - ✓ What is the movie's name?
 - ✓ When was it filmed?

- ✓ What are the main characters of the movie?
- ✓ Why do you consider it the worst movie all time?
- Then, learners must search on internet and look for the worst pictures of the movie in order to prepare your video.

Post (20 - 25 min.)

- Learners must record a short video on Flipgrid explaining why they consider it is the worst movie all time.
- Once they have posted their videos, they must comment their classmates' videos.
 - Do you agree? / Do you disagree?

Universidad Nacional de Chimborazo
Coordinación de Competencias Lingüísticas
Lesson Plan N° 7

General information:

- **Subject:** English III
- **Topic:** Staying in Hotels
- **Class:** A2 learners from the third level
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 3 page 26 - 27), Slides, Videos, Mentimeter, Moodle; Computer, Zoom.
- **Technique:** Think pair share
- **Goal:** To make a reservation in a hotel.

Development:

Pre-Stage (10 min.)

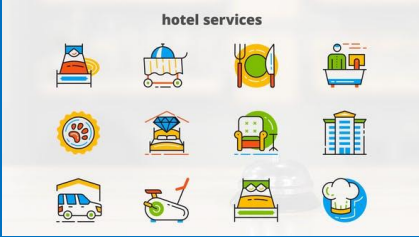
- Teacher explains the activity that learners have to do as the warm up for the class.
- Learners must go to the link sent by the teacher. They find a game called "Searching the word".
- Learners have a list of words related with "Hotel room types and kind of beds". They must find words and underline them.
- The first student who finishes the activity must send to the WhatsApp group a screenshot of his / her task.

While Stage (30 – 40 min.)

- Learners must write some ideas about hotel services that they would like to have when they stay in a hotel.

Link: <https://www.menti.com/uevjmessj2>

- Learners provide 3 ideas at least.
- The teacher reads all of the ideas that students have written on Mentimeter.
- Then, students classify which of them are the most essential when staying in a hotel.

HOTEL SERVICES	
	
The most important	The least important

- Teacher introduces a conversation in which a family is making a reservation to stay in a hotel.
- Then, learners are divided into pairs. In order to create their own conversation. The rule is that they do not have to copy the conversation.
- The teacher checks each breakout room to check the conversation that learners have created.

Post (20 - 25 min.)

- **Cooperative activity:** Teacher provides learners a question related with hotel services. They have to answer in pairs in order to internalize the topic checked in the lesson.
 - ✓ Have you or has someone you know ever stayed at a hotel?
- Learners join to the breakout rooms. They have 15 minutes so as to discuss and share ideas.
- Once they have finished the activity, they have to come back to the main session. Just one of the students must provide the ideas discussed in pairs.

Universidad Nacional de Chimborazo
Coordinación de Competencias Lingüísticas
Lesson Plan N° 8

General information:

- **Subject:** English III
- **Topic:** Staying in Hotels
- **Class:** A2 learners from the third level
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 3 page 28 - 29), Slides, Videos, Moodle; Computer, Zoom.
- **Technique:** Numbered Heads
- **Goal:** To leave and take a message.

Development:

Pre-Stage (10 – 17 min.)

- Learners presents to the whole class a short video about the best hotels in the world.

Link: <https://www.youtube.com/watch?v=hQ0n9gxAAmc>

- Teacher divides learners in groups of three people. Then, they join to the breakout rooms.
- Learners must see the video once again. Then, choose the three hotels that most called their attention.
- Learners must choose a speaker who is going to report the team's ideas to the whole class.
- Once they have finished, they must come back to the main session. Then, the speakers from each group must report the ideas to the whole class.

While Stage (30 – 40 min.)

- The teacher makes a short explanation about the use of “The Zero Conditional”. Furthermore, the teacher introduces the basic rules about the use of this grammar topic.
- A video from YouTube is played in order to internalize a little bit more the use of “The Zero Conditional”.

Video: The Grammar Gameshow Episode 10

<https://www.youtube.com/watch?v=tcOLyvkBc48&t=162s>

- Learners are asked for completing a grammar book activity related to “The First Conditional”.
- Learners must work in pairs. Therefore, teacher divides them into pairs. Learners join to the breakout rooms.
- Learners have 15 minutes to complete the task. Once they complete the whole grammar activities, they come back to the main session and check the answers with the whole class.
- Teacher encourages learners to create a short phone conversation using the vocabulary checked in the last class. Moreover, it is mandatory to use the “The Zero Conditional”.
- Learners work in pairs. They have 15 minutes to create the conversation.
- Teacher visits each room in order to check the conversation of each room.

Post (20 - 25 min.)

- **Cooperative activity:** Teacher explains learners the activity they have to carry out as the final activity.
- Learners must answer to 5 questions regarding to their information. They have to use the grammar topic checked in class. Learners are divided in groups of 5 people. Each one of the students are numbered. And, they answer questions.
- Teacher assigns 15 minutes in order to answer the five questions and share their answer in each group. Once they have finished the speaking activity they must come back to the main session. Teacher tell a number and the student who has that number must answer to the question.

Universidad Nacional de Chimborazo
Coordinación de Competencias Lingüísticas
Lesson Plan N° 9

General information:

- **Subject:** English III
- **Topic:** Staying in Hotels
- **Class:** A2 learners from the third level
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 3 page 30 - 31), Slides, Videos, Moodle; Computer, Zoom.
- **Technique:** Three Step Interview
- **Goal:** To check into a hotel

Development:

Pre-Stage (10 – 17 min.)

- Teacher introduces an activity that would allow them so as to identify the new grammar topic that they are going to check in the class.
- Learners are divided in groups of three people in order to match the incomplete statements with the right sentence complement.

For instance:

Let's Play

- | | |
|-------------------------|--------------------------|
| • If I am tired, | • I go to bed. |
| • If it rains, | • I start to sing along. |
| • If you give me candy, | • I am very happy. |
| • If it's summer, | • You get wet. |
| • If I listen to music, | • I go swimming. |
| • If I am hungry | • I eat something. |
| • If I feel sick | • I go to the doctor. |

While Stage (30 – 40 min.)

- Teacher played a video from YouTube is played in order to internalize a little bit more the use of “The First Conditional”.

Video: The Grammar Gameshow Episode 11

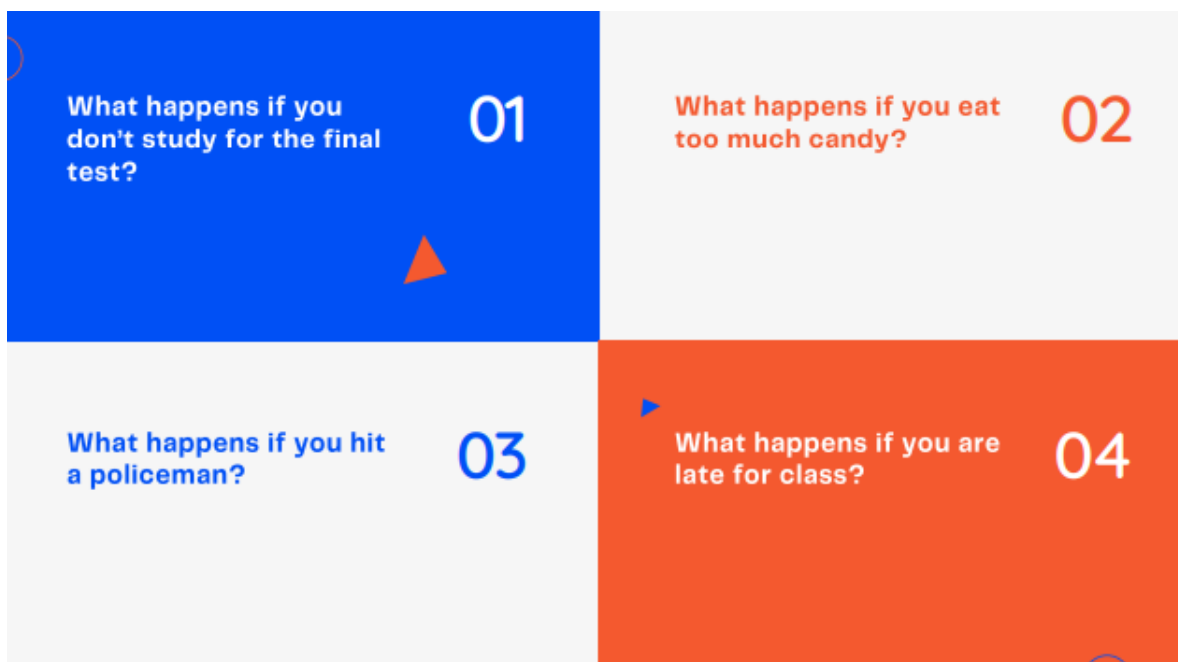
<https://www.youtube.com/watch?v=tcOLyvkBc48&t=162s>

- The teacher explains about the use of “The First Conditional”. Thus, the teacher introduces the basic rules about the use of this grammar topic.
- Learners are asked for completing a grammar book activity related to “The First Conditional”.
- Learners mut work in pairs. Therefore, teacher divides then into pairs. Learners join to the breakout rooms.
- Learners have 15 minutes to complete the task. Once they complete the whole grammar activities, they come back to the main session and check the answers with the whole class.
- Teacher encourages learners to create a short phone conversation using the vocabulary checked in the last class. Moreover, it is mandatory to use the “The Zero Conditional”.
- Learners work in pairs. They have 15 minutes to create the conversation.
- Teacher visits each room in order to check the conversation of each room.

Post (20 - 25 min.)

- **Cooperative activity:** Teacher introduces learners a short set of questions related to personal opinions. For this reason, they are divided in groups of four people.
- Once they are in the breakout rooms, they must divide them into two subgroups. Each pair should ask the set of questions to their classmates. Student A asks questions to student B and vice versa.
- Once each pair finish to carry out the interview. Each pair must share their answer with the other pair of students.

- The teacher visits the breakout rooms in order to check the interviews that learners carrying out.



Universidad Nacional de Chimborazo
Coordinación de Competencias Lingüísticas
Lesson Plan N° 10

General information:

- **Subject:** English III
- **Topic:** Staying in Hotels
- **Class:** A2 learners from the third level
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 3 page 32 - 33), Slides, Videos, Moodle; Bamboozle; Computer, Zoom.
- **Technique:** Think Pair Share
- **Goal:** To request housekeeping services

Development:

Pre-Stage (10 – 17 min.)

- Teacher encourages learners to play a virtual game in which they can practice the previous grammar topic “The First Conditional”.
- Learners must go to “Bamboozle”. There, they find a bingo game. It consists of choosing a number. They will see a question or an incomplete statement using the “First Conditional”

Link: <https://www.baamboozle.com/classic/168094>

- Teacher divides learner in groups of 10 people. Then, learners join to the breakout rooms.
- Once they are in the breakout rooms, they have to create to sub teams in order to play “Bamboozle”. It is a kind of competition.
- They have almost 20 minutes to play and finish the competition. When they come back to the main session. Each leader must tell to the teacher which of the teams was the winner. Then, the winners receive an extra point.

While stage (25 - 30 min.)

- Teacher explains the vocabulary for the lesson. This vocabulary is related with some services that people can ask for when staying in a hotel.
- Learners must match pictures with some words related with hotel services.

- All of the students have to participate and take turns in order to participate in the class.
- After learners have finished the task. They try to create statements and questions using the vocabulary used in the matching activity.
- Teacher introduces a recording about some people making a phone call in order to ask for some services they need. This activity helps them to activate the vocabulary. In pairs learners must answer some questions based on the information they listen to in the recording.
- Once they have finished the activity, they talk about some services that people ask for in the hotel.
 - ✓ Which hotel services are the most important when you stay in a hotel?

Post (20 - 25 min.)

- **Cooperative activity:** Teacher explains the cooperative activity that learners must carry out in pairs.
- Learners must join to the breakout rooms so as to work with a classmate. Learners look at two pictures in which people are asking for services. Student A looks to the picture 1. Student B looks to the picture number 2.
- Learners have to analyze the picture for 10 minutes. After that, student A describe the picture 1, and vice versa student B describe the picture number 2.
- Once learners have described the picture, they share some ideas about which is the person who ask for more services than other.
- When they come back to the main session, each pair of students share their ideas and comment with the whole class.

Universidad Nacional de Chimborazo
Coordinación de Competencias Lingüísticas
Lesson Plan N° 11

General information:

- **Subject:** English III
- **Topic:** Staying in Hotels
- **Class:** A2 learners from the third level
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 3 page 34 - 35), Slides, Videos, Moodle; Google Forms; Computer, Zoom.
- **Technique:** Jig Saw
- **Goal:** To choose a hotel

Development:

Pre-Stage (10 – 15 min.)

- Teacher presents learners a warm up activity in order to introduce them the reading topic that they have to read.
- Learners go to “Google Forms” in order to take the short survey and answer to the question below:
 - ✓ What do you think is the best way to get information about a hotel?
 - a) By word of mouth
 - b) From an online hotel booking service
 - c) From a travel guide book
 - d) From a travel agency

Link: <https://www.menti.com/gbzd77asjk>

- Learners and teacher check together the whole answers from the “Google Forms”.
- Each one of the students explains the reason why of their answers. Learners can share ideas and comments.

While stage (25 - 30 min.)

- **Cooperative Activity:** Teacher explains learners the activity they have to do in cooperative teams.
- Learners are divided in groups of four people in order to accomplish the cooperative activity.
- Each participant in the team must read a part from the reading “Top Notch Hotels”. Teacher divides the reading in 4 parts and assign each participant a part.
- In the breakout rooms, learners read in silent the part assigned by the teacher.
- Once learners finish the reading, in turns they have to share the information from the part they have read.
- They have almost 20 minutes in order to read the article and to share the information with their team classmates.

Post (20 - 25 min.)

- Learners must create a collage about the hotel that seems more interesting from the article “Top Notch Hotels”. They have 10 minutes to create the collage.
- Learners have 10 minutes more in order to organize their ideas so as to carry out a short oral presentation.
- They have to choose a speaker. Then, when they come back to the main session the speaker must talk about the hotel they have chosen in the cooperative teams.

Universidad Nacional de Chimborazo
Coordinación de Competencias Lingüísticas
Lesson Plan N° 12

General information:

- **Subject:** English III
- **Topic:** Staying in Hotels
- **Class:** A2 learners from the third level
- **Time:** 2 hours
- **Materials:** Top Notch 2 (Unit 3 page 36 - 37), Slides, Videos, Moodle; Padlet; YouTube; Computer, Zoom.
- **Technique:** Jig Saw
- **Goal:** To create an advertising video in order to promote an Ecuadorian hotel.

Development:

Pre-Stage (10 – 15 min.)

- As warm up activity teacher provides learners a link from Padlet.
- Learners must write on Padlet about the lesson they consider was the most interesting and funny for them.
- Learners must write words from the vocabulary that they found new and useful. In the same way two of the grammar topics previously checked in the unit must be chosen. Besides, they must choose the best activity from the unit.
- In addition, learners must post a picture that summarize the unit the checked “Staying in hotels”.

While stage (30 - 35 min.)

- **Cooperative Activity:** Teacher divides learners in groups of three people so as to create an advertising video.
- Learners can choose the groups in which they want to work. Moreover, they choose the hotel they want to talk about.
- They join to the breakout rooms to work cooperatively. Their teacher assigns them 30 minutes to work on the assignment.

- Learners must create an advertising video that promotes an Ecuadorian hotel it could be in the Sierra, Coast or Amazon region.
- They must use the vocabulary checked a long of the unit. Besides, it is necessary to take into account the grammar points checked in class.
- All of the learners must appear in the video. Besides, each student has to speak for 1 minutes at least.
- Learners choose a digital tool that they have to edit the advertising video.

Post (20 - 25 min.)

- Once learners post the video on YouTube. They have to upload the link of the video on Padlet with the full names.
- They have to see 3 videos from their classmates and they have to comment each one of the videos.
- Learners can write comments, questions, or suggestions.

Annexes 2: Validation Forms



Pontificia Universidad Católica del Ecuador Sede
Ambato
Maestría en Pedagogía del Inglés como Lengua
Extranjera
Cohorte 3
VALIDATION FORM

Apellidos y Nombres: Fierro López Daysi Valeria
Título de Postgrado: Magister en Lingüística Aplicada al Aprendizaje del Idioma Inglés
Área: Lingüística
Institución: Universidad Nacional de Chimborazo; Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Dirección: Chambo Cacique Achamba y Manuel Valencia (Riobamba – Ecuador)
Celular: 098 696 7920
Correo Electrónico: dfierro@unach.edu.ec

Observaciones:

Dado que el instrumento propuesto en el trabajo de investigación es un examen estandarizado, permite alcanzar los objetivos antes planteados.

Firma:

CI: 0604026542



Pontificia Universidad Católica del Ecuador Sede Ambato
Maestría en Pedagogía del Inglés como Lengua Extranjera

Cohorte 3

**VALIDATION
FORM**

Apellidos: Lara Velarde Adriana Carolina
Título de Postgrado: Magíster en Enseñanza del Idioma Inglés como Lengua Extranjera
Área: Instrucción de idioma inglés como Lengua Extranjera.
Institución: Universidad Nacional de Chimborazo; Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.
Dirección: Saraguro sur; Riobamba - Ecuador
Celular: 099 997 5473
Correo Electrónico: alara@unach.edu.ec

Observaciones:

CI: 0603964206



**Pontificia Universidad Católica del Ecuador Sede Ambato
Maestría en Pedagogía del Inglés como Lengua Extranjera
Cohorte 3**

**VALIDATION
FORM**

Apellidos y Nombres: Inca Guerrero Jhon Inca
Título de Postgrado: Máster en Enseñanza del Inglés como Lengua Extranjera
Área: Instrucción del Idioma Inglés como Lengua Extranjera
Institución: Universidad Nacional de Chimborazo; Coordinación de Competencias Lingüísticas
Dirección: Iris y El País; Riobamba - Ecuador
Celular: 099 814 5769
Correo Electrónico: jhon.inca@unach.edu.ec

Observaciones:

Firma:



Firmado electrónicamente por:

**JHON
JAIRO
INCA**

CI: 0604136572

Annexes 3: PRE AND POST TEST

PRELIMINARY ENGLISH TEST (PET)

A2 SPEAKING PROFICIENCY TEST

SPEAKING TEST

Preliminary English Test for Schools Speaking Test

Part 1 (2-3 minutes)

Phase 1
Interlocutor

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

(Hand over the mark sheets to the Assessor.)

A/B I'm and this is
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

Back-up prompts

B Candidate B, what's your surname?
How do you spell it?

Thank you.

A And, Candidate A, what's your surname?
How do you spell it?

Thank you.

How do you write your family
/ second name?

How do you write your family
/ second name?

(Ask the following questions. Ask Candidate A first.)

Where do you live / come from?

Do you study English at school?
Do you like it?

Thank you.

(Repeat for Candidate B.)

Do you live in ...?

Do you have English
lessons?

Phase 2
Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

(Introduction to Part 2)
 In the next part, you are going to talk to each other.

Speaking Test 1 (Leaving present)

Part 2 (2-3 minutes)

Interlocutor
 Say to both
 candidates:

I'm going to describe a situation to you.

A boy is **leaving** his school because his parents are going to work in **another country**. The students in his class want to give him a **present**. Talk together about the **different** presents they could give him and then decide which would be **best**.

Here is a picture with some ideas to help you.

Place **Part 2 booklet**, open at **Task 1**, in front of candidates.

Pause

I'll say that again.

A boy is **leaving** his school because his parents are going to work in **another country**. The students in his class want to give him a **present**. Talk together about the **different** presents they could give him and then decide which would be **best**.

All right? Talk together.

*Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.*

Thank you. (Can I have the booklet please?)

Retrieve Part 2 booklet.

About **2-3 minutes** (including time to assimilate the information)

Speaking Test 1 (Teenage bedroom)

Part 3 (3 minutes)

Interlocutor
Say to both
candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teenagers in their **bedrooms at home**.
Candidate A, here is your photograph. (Place **Part 3 booklet**, open at **Task 1A**, in front of Candidate A.) Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.
Candidate A, please tell us what you can see in your photograph.

(Candidate A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Interlocutor

Now, Candidate B, here is your photograph. It also shows a teenager in his **bedroom at home**. (Place **Part 3 booklet**, open at **Task 1B**, in front of Candidate B.) Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B)

Approximately one minute

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate B.

Part 4 (3 minutes)

Interlocutor
Say to both
candidates:

Your photographs showed teenagers in their **bedrooms at home**. Now, I'd like you to talk together about the things you have in **your** bedrooms at home **now** and the things you'd like to have in your bedrooms in the **future**.

*Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.*

Thank you. That's the end of the test.



Parts 3 & 4 should take about **6 minutes** together.



Cambridge English

Assessing Speaking Performance – Level A2

Cambridge English: Key (LEVEL A2) SPEAKING GRAMMAR & VOCABULARY	
Name of student	
Does the speaker use simple grammatical forms with sufficient control?	
Good	Not so good
Does the speaker use simple grammatical forms with a good degree of control?	
Good	Not so good
Does the speaker use appropriate vocabulary to talk about everyday situations?	
Good	Not so good
Comments	

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Cambridge English

Assessing Speaking Performance – Level A2

Cambridge English: Key (LEVEL A2) SPEAKING PRONUNCIATION	
Name of student	
Are the utterances mostly clear? Can the speaker be mostly understood?	
Good	Not so good
Does the speaker show limited control of intonation?	
Good	Not so good
Does the speaker show limited control of word and sentence stress?	
Good	Not so good
Are individual sounds mostly clear?	
Good	Not so good
Comments	

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Cambridge English

Assessing Speaking Performance – Level A2

Cambridge English: Key (LEVEL A2) SPEAKING	
INTERACTIVE COMMUNICATION	
Name of student	
Can the speaker maintain simple exchanges with the interlocutor (Part 1)?	
Good	Not so good
Does the speaker react appropriately to what the interlocutor or other candidate says?	
Good	Not so good
Does the speaker need any prompting or support?	
Good	Not so good
Comments	

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Annexes 4: Rubric Speaking Test

Cambridge English

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

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Annexes. 5: Grades obtained by students

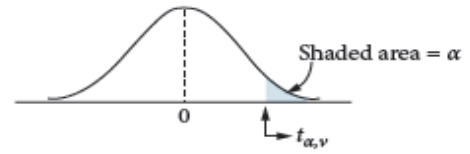
Table 8: *Grades obtained by students in PET test speaking section.*

ID	Pre Speaking Test	Post Speaking Test	Differences
1	12	15	3
2	8	11	3
3	12	18	6
4	7	11	4
5	7	11	4
6	11	15	4
7	14	16	2
8	15	20	5
9	8	11	3
10	12	13	1
11	13	20	7
12	13	15	2
13	10	19	9
14	15	17	2
15	9	18	9
16	12	17	5
17	9	14	5
18	10	16	6
19	10	14	4
20	11	13	2
21	6	13	7
22	9	13	4
23	12	18	6
24	9	14	5
25	10	15	5
26	14	18	4
27	11	18	7
28	13	18	5
29	15	17	2
30	10	15	5
31	11	18	7
32	7	10	3
33	14	17	3
34	12	16	4
35	13	16	3
36	7	12	5
37	14	20	6

Annex. 6

Table 9: Student t-distribution table

Table A.4: T Distribution Table



df/ α =	.40	.25	.10	.05	.025	.01	.005	.001	.0005
1	0.325	1.000	3.078	6.314	12.706	31.821	63.657	318.309	636.619
2	0.289	0.816	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.277	0.765	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.271	0.741	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.267	0.727	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.265	0.718	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.263	0.711	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.262	0.706	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.261	0.703	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.260	0.700	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.260	0.697	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.259	0.695	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.259	0.694	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.258	0.692	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.258	0.691	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.258	0.690	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.257	0.689	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.257	0.688	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.257	0.688	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.257	0.687	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.257	0.686	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.256	0.686	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.256	0.685	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.256	0.685	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.256	0.684	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.256	0.684	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.256	0.684	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.256	0.683	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.256	0.683	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.256	0.683	1.310	1.697	2.042	2.457	2.750	3.385	3.646
35	0.255	0.682	1.306	1.690	2.030	2.438	2.724	3.340	3.591
40	0.255	0.681	1.303	1.684	2.021	2.423	2.704	3.307	3.551
50	0.255	0.679	1.299	1.676	2.009	2.403	2.678	3.261	3.496
60	0.254	0.679	1.296	1.671	2.000	2.390	2.660	3.232	3.460
120	0.254	0.677	1.289	1.658	1.980	2.358	2.617	3.160	3.373
inf.	0.253	0.674	1.282	1.645	1.960	2.326	2.576	3.090	3.291

Source: Ahn, H. (2019). Probability and Statistics for Science and Engineering with examples in R.

ANEXXES 7. Oficio de aprobación para aplicar la investigación



Coordinación de
Competencias Lingüísticas
VICERRECTORADO ACADÉMICO



Riobamba, 22 de junio de 2021
Oficio No. 372-CCL-UNACH-2021

Licenciada
Jessica Guaranga
DOCENTE DE COMPETENCIAS LINGÜÍSTICAS
Presente

De mi consideración

Reciba un cordial y atento saludo, a la vez que en consideración al oficio s/n de fecha 21 de junio del 2021, mediante el cual me solicita se le permita aplicar la investigación de su tesis de maestría "**COOPERATIVE LEARNING APPROACH TO IMPROVE SPEAKING SKILL ON YOUNG ADULT EFL LEARNERS**" con el Tercer nivel de Inglés de la Facultad de Ciencias Políticas, esta coordinación autoriza lo solicitado.

Particular que comunico para los fines pertinentes.

Atentamente

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Dra. Magdalena Ullauri, Ph.D.
COORDINADORA DE COMPETENCIAS LINGÜÍSTICAS

Con copia Archivo
Realizado por: Lcda. Yesenia Echeverría
Revisado por: Dra. Magdalena Ullauri, Ph.D.