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Innovación metodológica en la enseñanza del inglés.

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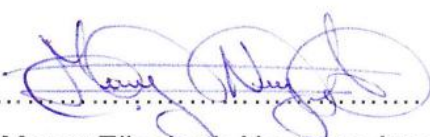
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RESUMEN

El presente trabajo de investigación se enfocó en el aprendizaje cooperativo para los estudiantes del primer año de Bachillerato General Unificado (BGU) de la "Unidad Educativa Rumipamba". Este documento tiene información relevante que ha sido útil para llevar a cabo este proyecto que hace uso de principios y conceptos notorios de autores famosos, permite determinar el problema que causa la falta de habilidades de comunicación por parte de los estudiantes de la Unidad Educativa Rumipamba, se da énfasis al aprendizaje cooperativo y sus procedimientos para ser aplicado a los estudiantes con el propósito de tener un buen entendimiento sobre el trabajo de grupo y sus fortalezas cuando sean aplicados por los maestros en sus clases de inglés. Además, cuenta con tres impactos; educativo, social y ético. Los impactos son notables en esta investigación porque su consolidación de resultados tiene un impacto Alto Positivo, lo cual es excelente y será recompensado por el éxito.

Palabras clave: cooperativo, aprendizaje, hablado, habilidades, inglés, idioma.

ABSTRACT

The present work of investigation was focused on the cooperative learning for the first year students of Bachillerato General Unificado (BGU) at “Unidad Educativa Rumipamba”.

This document is divided in four chapters which give us a clear explanation about the theme of this project:

Chapter one has some bibliographical, scientific and networking information that provides huge elements to gather remarkable information which has been helpful to carry out this project making use of fundamental and notorious concepts from famous authors.

Chapter two focuses on providing the methodology, techniques, instruments, to have relevant data and obtain the diagnosis of the current project, as well as to determine the problem that causes the lack of communication skills by the students at Unidad Educativa Rumipamba.

Chapter three emphasizes on the cooperative learning and its procedures to be applied to the students with the purpose of having a better understanding about group work and its strengths when applying by the teachers in their English classes.

Chapter four takes into account three impacts; educational, social and ethical. The impacts are remarkable in this project because their consolidation of results has a High Positive impact, which is outstanding and will be granted by the outcome.

Finally, conclusions and recommendations are extracted from this investigation with the main object that readers could put into practice the ones mentioned in this work.

Key words: cooperative, learning, speaking, skills, English, language.

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INTRODUCTION

Nowadays the knowledge of the English language is an opportunity to study at any important university of a foreign country, as well as to be able to apply for a job at national and international level.

Therefore, being English an important language worldwide, it is considered necessary to contribute to the development and learning of this language, especially as a form of useful communication for the society in general. This way, English seeks to break the paradigms of the traditional education and to propose the cooperative learning as an innovative strategy, which promotes the group learning, like a way of carrying out interactive activities, creating real learning contexts inside the classroom. Throughout this strategy it is possible to develop the ability to speak English when putting into practice grammar and vocabulary.

The Ecuadorian education has suffered many changes, being these substantial in the pedagogic system, framed from the Constitution of the Republic of 1998, until the present time.

In spite of the different changes in education, the educational institutions have been reluctant and have conserved a monotonous and individualist education, which has caused negative aspects in the educational field like the insufficient development of the cooperative work in the teaching-learning process.

In consequence, it is important to contribute with an investigation related to the cooperative learning, thus, it can be applied widely in Ecuador, as a contribution to the improvement of the quality of the education and in this particular case to the development of the speaking skills in the first year students of BGU at Unidad Educativa Rumipamba.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Pedagogical Currents of English Language Learning

According to (Josna, 2008) it is possible to teach well by only using chalk and board, while teaching with technological tools would be a resource for unskilled teaching. It explains that to be a good teacher it is not necessary to use technology, but it can facilitate the teaching-learning process or help develop the English skills. That is the reasons why apart of the traditional methods to teach a language, there are innovative methods to carry out great classes, such as: Cooperative learning, Internet Based Learning, Active Learning, Task-Based Learning and Problem Based Learning.

Furthermore, it is important to take into account the pedagogical principles and the organization of foreign language teaching, classroom practice, and teacher training. All of these elements are important because they show the educational reality. Moreover, they can determine the strengths and weaknesses of the teaching-learning process.

1.1.1 Foreign Language Teaching

Traditional theories of language learning are based on behaviorism, but they have evolved and now they are based on how people learn. Some of the traditional theories are: Audio-lingual Method, Translation Method, Grammar Method, etc., which promoted the repetition and the teacher was the authority in the class

However, recent studies have demonstrated that knowing the rules or grammar structures do not confirm that someone can use a foreign language spontaneously (Moeller, 2015). Therefore, grammar knowledge is not enough to apply the foreign language. Furthermore, it is important to practice the language in meaningful contexts to develop pronunciation and become fluent. In relation to this we can find

different kinds of instruction, such as: Learner-Centered Instruction, Learning and Measurement and Intercultural Competence.

First, in Learner Centered Instruction it is important the research on linguistics, effectiveness of foreign and second teaching methods and affective factors (Moeller, 2015). Krashen started the study of foreign language teaching in 1982, because he considered it relevant to analyze the aspects that were mentioned before. Consequently, linguistics is an important factor in the teaching-learning process because vocabulary, word meaning, grammar and pronunciation knowledge are the basis on language learning, if learners do not know about it, it is impossible to develop fluency. Besides, it is essential to apply the appropriate methods to teach a language, because classes cannot be monotonous or boring; on the contrary, they must be interactive and funny to motivate learning and improvement. Therefore, these methods must be based on students' behavior, personality and social and health backgrounds.

Second, Learning Measurement is the opposite of the past methods which were not empirically proven (Moeller, 2015); it means that those ones were only theoretical methods. Nowadays, they can be found innovative methods and approaches such as: Communicative Language Teaching, Cooperative and Collaborative Learning and Problem Solving methods (Moeller, 2015). As a consequence, methods must be verified according to each country's reality; in this case Ecuadorian reality is not the same as other countries' reality. Students here come from different backgrounds; therefore, it is relevant to analyze these realities in order to apply a determined method in the English class.

Finally, Intercultural Competence must be taken into account at the moment of teaching because students should get involved in the foreign language culture to assimilate the language better and be able to develop the English language skills, the use of idioms, phrasal verbs and carry out daily conversations. In other words, it is like living language by creating the appropriate environments and realities. Besides, it is not necessary to travel abroad to be part of a culture if the teacher

applies adequate methods and make students feel and live the language in the classroom.

All of the factors mentioned before are not normally taken into account in the classroom. However, teachers have to start putting them into practice in order to benefit students and improve the education quality and foreign language learning especially in Ecuador, where there are still problems on this aspect.

1.2 Methodologies

Nowadays, the foreign language teaching-learning offers a fresh variety of innovative methods based on interactive activities that involve mainly problem-solving methods that allow students to find knowledge by themselves, which is a paradigm that contradicts the old paradigms. Therefore, the teacher is not the main actor in the class anymore, but there is an active participation of learners and the teacher has become a facilitator, coach or positive leader who gives students the tools to find out, realize and figure out knowledge. As a consequence, learners are able to work individually, in pairs or groups to achieve their goals. It makes them self-sufficient, cooperative, collaborative and teachers participate in the same way as well. It is possible through critical thinking, active participation, reflection, analysis, problem solving and interaction. The methods will be described as follows:

1.2.1 Problem Based Learning

In Problem Based Learning the teacher is a guide for learners. He or she provides students with an adequate problem to solve so; they have to achieve an objective.

Moreover, he or she gives them the appropriate information, methods and strategies to reach this objective. He or she helps and supports them during the process so, he or she does not leave them alone, and he is a companion. In addition, everybody interacts and participates individually or groupally. The

instructions are clearly established and questions are permitted as well. Finally, the assessment is carried out during the whole process, not only at the end (Mathews-Aydinl, 2007). Problem Based Learning is a useful method that allows students to become more independent at the moment of learning. In addition, it makes them progress and believe in themselves. They practice to be self-sufficient and solve problems by themselves and it is useful for life in general too.

Furthermore, it will develop their brain capacity and will help them learn more and better because they are applying language in meaningful contexts. Moreover, they will be able to learn more languages easily.

1.2.2 Task Based Learning

It promotes real communication in the English class. If Task Based Learning is applied, learning is more natural because students focused on meaning and not only on form (Rodríguez-Bonces, 2010). For example, if the class is generally based on grammar and theory it will become boring and less meaningful or, if the teacher follows the same process and does not allow students to participate, they will focus on the form and not on learning something.

Besides, on Task Based Learning, teachers take the role of managers and motivators because they have to engage learners in the activities. Furthermore, students are not passive but active leaders who are responsible of their own learning.

Moreover, they are free to choose what to learn; for example, they can decide what is important to learn in relation to grammar or vocabulary and it is called negotiation. In this way, teachers can suggest some topics and students are free to choose what to learn (Rodríguez-Bonces, 2010). This method promotes a more natural way of language learning, since students get motivated to learn freely and not mandatorily; they feel able to experience by themselves and discover language in real contexts.

1.2.3 Active Learning

In this method, students apply instructional strategies that allow them to learn by themselves. They are able to think critically, they are able to explore personal attitudes and values, giving and receiving feedback and reflecting on the learning process (Eison, 2010). It means that when students have an active participation in class they are able to act by themselves and interact with other classmates and teacher in the foreign language, if there are not active participation students are limited to theory and basic learning, they do not develop their English skills, therefore, they do not improve in the use of the foreign language. Moreover, with active learning application, students are less afraid of making mistakes and errors so, they become more confident and motivated to learn and produce language. Besides, learners pay more attention to the class because they are involved and participative in an active way.

1.2.4 Internet Based Learning

Internet Based Learning is maybe the most innovative teaching-learning method nowadays because of the big influence of internet in today's world. It leads to autonomy, discovery and exploration. It also permits the use of free online resources, such as: dictionaries, games, chat rooms, etc. (Agarwal, 2010). It means that it opens a range of possibilities to learn and have access to unlimited knowledge. Moreover, students can practice outside the classroom and for fun.

Furthermore, students can use innovative online resources and tools that will help them improve their English language skills. However, teachers must know how to use these resources to assist their students and take advantage of this method in an appropriate and better form. Internet promotes independent learning but it is not enough if the student is not exposed to talking to other people in that language.

Besides, learning this way requires motivation and compromise. The role of the instructor is having a bigger responsibility because students need someone to

encourage them to learn in this way. Therefore, being constant and perseverant can be hard to keep while learning a language online.

1.3 English Language Skills:

1.3.1 Listening Skill

According to the Oxford dictionary (2017), “listening is the ability to pay attention to and effectively interpret what other people are saying.” According to (Skills you Need, 2017) the two basic types of listening are: Discriminative Listening and comprehensive Listening. Discriminative Listening understands the sounds and it is developed since a person is his or her mother’s womb. The ability to discriminate sounds increases every year, from childhood to adulthood. Comprehensive learning understands the methodology of this research was or were qualitative and quantitative the message that has been communicated. Moreover, it is complemented with non-verbal language, such as: body language, gestures, rhythm and voice intonation. Consequently, listening is an important part of language learning because it allows learners to answer to the person effectively.

1.3.2 Speaking Skill

In this globalized world it is necessary the use of English, because it is the language of international communication. However, many learners show how difficult it is to communicate in meaningful contexts (Lucena, 2016). It means that people who are not native speakers find it more difficult to speak English because it is not possible to establish a real social interaction in English. As a consequence, teachers must create effective classroom learning environments which allow their students to improve their speech and oral communication. For these classroom environments it is important to apply Cooperative Learning Strategies, because students will interact and change information and they get more involved to speak English. The key is that learners live in English in real contexts inside the classroom.

1.3.2.1 Speaking Skill Definition

According to the Oxford Dictionaries (2017); “Speaking is the action of conveying information or expressing one's feelings in speech” (2017). In other words, speaking is manifesting information through oral communication. Moreover, (Sari, 2014) cites Cameron who mentions that speaking is to use language actively to express significance. Therefore, people can make others understand the meaning of their words through active speaking. Nevertheless, it is difficult to learn ways to speak English if learners do not practice constantly. A famous quote says “practice makes perfect” because it is necessary to learn something well. Without practice English learners could not remember vocabulary, grammar structures and the pronunciation of words.

1.3.2.2 Brain Function in the Speaking Skill

The six components in the brain are: frontal lobe, parietal lobe, occipital lobe, temporal lobe brain stem and cerebellum. Every part of the brain has special functions. The frontal lobe is in charge of behavior. The parietal lobe constructs ability and language. The occipital lobe is related to vision and reading. The temporal lobe is related to the memory, reception of a language and organization. The cerebellum is in charge of the coordination of movements. Finally, the brain stems are related to basic attention, such as: breathing, heart rate, reflexes and autonomous nervous system. Therefore, all of the brain's functions contribute to language learning in anyway, (Utah, 2017).

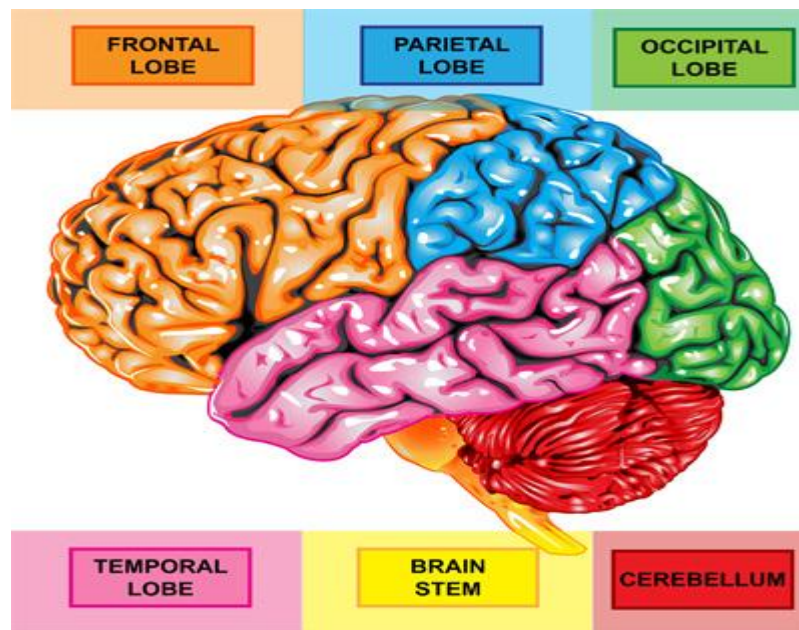


Illustration 1 Brain Function of the Speaking Skill.

Source: (Utah, 2017).

However, for the best functioning of the brain it is necessary to exercise it. As a consequence, the temporal lobe has an important role on it and the brain has two temporal lobes, one is located to the left and the other to the right. If the person is right handed the language function is located to the left side and if the person is left handed the language function is located the both sides of the brain. This way the brain associate words more easily.

After understanding this it is necessary to stimulate the brain for learning with brain teasers, which relate words to learn them by heart.

Examples:

This is a clear example on how to stimulate connections in your temporal lobe(s).
Solutions are below:

1. LOCK — PIANO
2. SHIP — CARD
3. TREE — CAR

4. SCHOOL — EYE
5. PILLOW — COURT
6. RIVER — MONEY
7. BED — PAPER
8. ARMY — WATER
9. TENNIS — NOISE
10. EGYPTIAN — MOTHER

Solutions:

1. LOCK – PIANO > KEY
2. SHIP — CARD > Deck
3. TREE — CAR > Trunk
4. SCHOOL – EYE > Pupil (Exam and Private are also possible)
5. PILLOW – COURT > Case
6. RIVER — MONEY > Bank (Flow is also possible)
7. BED — PAPER > Sheet
8. ARMY — WATER > Tank
9. TENNIS — NOISE > Racket
10. EGYPTIAN — MOTHER > Mummy

These way teachers can create other exercises to help their students remember and learn new words by heart. The reason is that learners can relate words with other words because it will allow them to remember more easily. For example, they can relate words with colors; the idea is to identify every word or group of words with a particular color, as in the example below.

Hobbies:

Listen to music - blue. In this way, every time that a person sees a blue object he or she will remember the expression 'listen to music':

- Play sports - orange.
- Play a musical instrument - violet
- Read - green
- Play video games - yellow
- Chat with friends - pink
- Hang out with friends - white
- Exercise - red

Source: Author (2017)

Another example is relating vocabulary with pictures of the words, that is the reason why there are many mobile apps which contain decks of flashcards with words and pictures, for learners to associate them. It works very well if learners persevere and practice from 5 to 15 minutes every day.

Besides, there are learners in high schools who do not have access to technological gadgets or resources. However, they can create their own flashcards and stick them everywhere inside their house or bedroom. It is useful because they can see these words by coincidence every time that they pass by. They will learn the words in a more natural way and it is useful for those who are less motivated to increase their vocabulary.

1.3.2.3 Speaking Skill Elements

The voice of people expresses their personality and physical appearance and a dialect expresses the origin of a person. Then, the voice can determine if a person is quiet, angry, happy, sad or nervous, which allows us to express our feelings and emotions so people can communicate better. Consequently, it is important that a person knows his or her own voice and it is important that a person improves his or her speaking skills as well, Skillsyouneed.com (2017). This increases self-esteem, especially when people are shy and it allows them to know themselves much better as well.

An exercise to help develop effective speaking skills is the following: First, find a document to read, something about two pages in length - the first few pages of a book would work well.

Next, the learner must read the document silently, and then he or she reads it aloud in the normal speaking voice. It does not matter if the person makes mistakes or errors, he or she has to finish the activity.

Now, the learner reads it a third time, recording his or her voice if possible and it is relevant to remember:

- Slow down: It is a natural reaction to want to get it over as fast as possible and this often causes people to stumble over their words. Speeding up also occurs when a person is nervous and usually makes it more difficult to understand.
- Keep your head up: The person must try not to tuck the chin into the book as his or her voice is then addressing the floor. He or she holds the book higher and projects his or her voice.

- Pause occasionally: It is important to let the end of a sentence or the end of a paragraph give a chance of a small, two or three second rest. The learner pauses can be useful for emphasis, Skillsyouneed.com (2017).

This exercise can be practiced as often as the person can. The components that influence on learners' speaking skills are: grammar, vocabulary, pronunciation and fluency, Skillsyouneed.com (2017).

These components determine how well learners speak. The website Beddebah-haterulez.blogspot.com cites Syakur, 1987, who talks about the components of the speaking skill. According to him these components are: grammar, vocabulary and pronunciation. Nevertheless, these components are only a part of speaking in the today's world. The other components based on the Common European Framework (CEF, 2017) are: Use of language, body language and public management, because these components are related to speaking in meaningful contexts. It is to say that speaking is not only about knowing grammar or vocabulary, but also about behaving in real contexts.

1.3.2.3.1 Grammar

It is important to use good grammar structures for the people to understand other people when they are speaking, so they can keep a conversation without misunderstandings, Englishspeaking.com (2017). Grammar is important but it is not the only skill that must be developed. The problem is that many teachers think it is the most important skill.

1.3.2.3.2 Vocabulary

It is important to know enough vocabulary in a second language because it allows learners to speak better and communicate with others in an effective way. Limited vocabulary restricts a good communication, (Aqahtani, 2015). It is to say that if a

person wants to be able to speak with others and keep a conversation he or she must learn new words about different topics such as: daily life, science, technology, etc.

1.3.2.3.3 Pronunciation

Pronunciation is important to communicate outside the classroom, it is important to be understood and been able to communicate in real contexts. A bad pronunciation can be carried out inside the classroom because the teacher and other students are used to pronouncing in the same way when they have shared the same environment for a long time. But it needs to be corrected because real life will expose them to communication problems (profesor.pl, 2006). For people with a bad pronunciation it is difficult to keep a good conversation and it is difficult to develop listening as well, because he or she cannot understand the words.

1.3.2.3.4 Fluency

Speech fluency is important because a person can get better opportunities in his or her life. Actually, there are native speakers who are not fluent in their own language because they have not developed this skill. Therefore, it is important to improve fluency, (Wil, 2015). A person gets fluent after learning good grammar and vocabulary. Moreover, a person gets fluent when he or she practices the English language every day and in different contexts. For example: a person who has learned language in Ecuador does not have as many opportunities to practice with a native speaker as if he or she were in a native speaking country. It does not mean that a person cannot get fluent in Ecuador, but it can be increased much better abroad.

In addition, it is also important that learners develop fluency and accuracy at the same time because it will allow them to communicate in a better way and master the English language. Most of the time teachers are worried about only one of them. Nevertheless, if a person learns only grammar and vocabulary without practicing

speaking, it will be difficult to speak and keep a conversation. On the contrary, if a person only develops fluency by making many errors and mistakes during the speech, it will make him or her difficult to be understood. As a consequence, both are necessary for an appropriate communication, (Springer, 2017).

1.3.2.4 Speaking Classification

1.3.2.4.1 According to the purpose of speaking

- Speaking depends on what you want to achieve. According to this, there are four types of speaking: Informative speaking, invitational speaking, dispositional speaking and actuation speaking.
- Informative speaking aims to make the person understand the same than the speaker explains. Invitational speaking is similar to informative speaking, but it is aimed to use judgment and argumentation and forces another person to accept it. It is applied for academic purposes.
- Dispositional speaking is more persuasive and it intends to recreate personalities, values and believes to recreate identities. Actuation speaking is making people to act in a particular way. It can be easy for simple actions but difficult for actions that a person does not do in the normal life (Changingminds.org., 2017)

1.4 Cooperative Learning as Strategy

1.4.1 Cooperative Learning Definition

Meng cites Olsen and Kagan (1992) and mentions that Cooperative Learning is the groupal learning based on the exchange of social experiences and information, which motivates their self-improvement and help others to learn (Meng, 2010). Cooperative Learning can be applied as a strategy to enhance English learning and

motivation. Students can learn from each other and clarify doubts they have. It is because people learn from the environment.

1.4.2 Cooperative Learning Applied to the Speaking Skill

Cooperative learning can be applied to the speaking skill because speaking requires an interaction among people. Consequently, applying cooperative learning is the perfect way to practice and improve the speaking skill. The idea is 'learning by doing' so that students support each other to reach their objectives and achieve an effective understanding of the topic.

1.4.3 Cooperative Learning as Strategies to Develop the Speaking Skill

Cooperative Learning to develop the speaking skills is a learner centered paradigm. In this method teachers are not the transmitters but the learning mediators (Attamimi, 2014). Therefore, it supports the speaking development because learners and teachers work in groups and are able to communicate. Moreover, it creates an English environment and context in the real life and that is what students need to be more confident and put in practice what they have learned. If there are no environments to apply language it is impossible to develop English skills. It is to break limitations and to experience the language in the classroom but with more activities to increase and improve the use of the English language.

1.4.4 Types of Cooperative Learning

1.4.4.1 Reciprocal learning

The reciprocal learning strategy was developed by Palincsar and Brown in 1986. It is described as a conversation between teachers and students. However, teacher is the leader and students can take this role later too and lead the conversation to take control of it as well, (Xuan, 2015). In this way, everybody learns. Learners

learn from the teachers and the other students and the teacher learn from his or her students.

1.4.4.2 Think-pair-share

It was mentioned by Lyman in 1981. Learners reflect on a specific topic in silence for a few minutes. After that, they work in pairs to share information and change opinions. It is useful because learners have more time to prepare the dialogues and it helps shy students speak out, (Xuan, 2015). Pair-work is applied every day in the English classes to practice conversations and help each other understand.

1.4.4.3 Jigsaw

Aronson designed this technique in 1971. It consists of dividing the class in groups with different pieces to complete the jigsaw. Then, they switch groups until they share the information with everybody, (Xuan, 2015). The idea is that students get acquainted about a specific topic and share the information until everybody knows it. Therefore, every group adds more and more relevant information about a topic and they even analyze and discuss which promotes critical thinking.

1.5 Management of the Cooperative Classroom

Cooperative learning is working together to reach a goal. In order to begin applying cooperative learning in class it is necessary to analyze the learning objectives and management goals. After this, there must be carried out the design decisions, such as: designing the learning activity, the best group structure and the best assessment, (Shindler, 2009). In other words, a cooperative classroom needs a previous plan and organization Condensed List of Cooperative Learning Activity Format Options, with Benefits and Management Challenges.

1.5.1 Cooperative Learning Activity Format

Chart 1. Management of the Cooperative Classroom

CL Activity Format	Benefits	Challenges
Group Products/ Performance. The group works together to create a product or performance that meets certain criteria.	The finished product is motivational. Provides the feeling of winning as a group. True interdependence is often required. Has a built-in quality of going somewhere.	High stakes create increased chances for conflict and therefore need for conflict resolution skills. Assessment choices will have a dramatic influence on the way the project proceeds.
Inquiry-based/Discovery/ Lab activity. The group takes part in collaborative research using an inductive or deductive process.	Inquiry-based learning is inherently authentic as well as engaging. The skills learned in this kind of activity lend themselves to real life applications, and meet many learning style needs.	Inquiry-based learning may be unfamiliar to some students, and will need to be well structured. The process will need to be taught before it can be assumed that students will be able to apply it effectively. It is possible that students can be left behind in the process if they are neglected.
Collaborative Content Processing. Students examine information together and discuss it; then report their findings.	The quality of thinking is better as a result of having more perspectives and the opportunity to process verbally rather than just mentally (Slavin, 1994).	It is difficult for the teacher to be sure that the groups are discussing the academic content rather than something else. Having effective expectations in place is

		critical, especially for such things as noise level, how to take turns, and listen effectively.
<p>Jigsaw Model.</p> <p>Students are divided into like-sized groups. Those students learn a topic or skill; each group is then divided into new groups so that each group has a representative who can teach each topic or skill.</p>	<p>This method can be an effective way to present content. Students learn to become experts and to teach to others. With large numbers it can be more efficient than presentations.</p>	<p>The mechanics of the jigsaw are rather tricky at first, and will always require precise coordination of the teacher. Assessment is difficult in that the teacher cannot observe each presentation of content, so must use some other means to ensure quality (Gunter et al, 2007)</p>
<p>Graffiti Model. Groups are given a question or topic. For a set amount of time each group writes answers to the question on a sheet of paper. Groups then rotate to the next sheet of paper. When all groups have completed each station, the original group summarizes the findings for their question or topic.</p>	<p>Groups are exposed to each question in the process. Insights from other groups help reinforce the benefits of working collaboratively. Each answer is completed with a depth that no single group could have accomplished.</p>	<p>Logistics need to be clearly established or groups may be confused. Groups need to be encouraged to think independently, or they tend to replicate the comments of previous groups (Gunter et al, 2007).</p>

<p>Collaborative Assessment. Groups are given a task and can work together to produce one product or independent products depending on the choice of the teacher.</p>	<p>The quality of the outcome is usually better. The process itself promotes learning and deeper processing of the material. Can be done soundly and reliably (Shindler, 2004).</p>	<p>Collaborative exams are only recommended for groups who have demonstrated advanced cooperative learning skills and levels of responsibility. Having individuals turn in independent products can be a useful compromise design.</p>
<p>Collaborative Group Work. Students complete independent assignments, but are allowed to talk to one another and give and receive assistance and peer tutoring.</p>	<p>Students learn how to teach one another and explain material in their own words. Students are free to interact as much or as little as they need to in an attempt to meet their goals and needs.</p>	<p>Some students may use the time to socialize rather than attend to the academic task. Expectations need to be in place for what qualifies as an appropriate noise level, what constitutes cheating, and what actions qualify as an abuse of the privilege.</p>

Source: (Shindler, 2009)

Elaborated by: Marlene Chuquin

Designing an accurate task is very important, because it depends on the size of the group, and the roles. Moreover, it is important to form the groups correctly, after analyzing carefully the possibilities and it is important to compare the choices. It has its advantages, for example, students integrate with different people in the class and start to learn by sharing information, (Shindler, 2009). In order to design an accurate task, it is important to consider some elements, such as: students' background, behavior, knowledge diagnostic.

1.6 Assessment for Speaking Cooperative Learning Strategies

Fatma (2013) cites Brown (2004). He mentions that imitative speaking is the ability of repeating sounds, sentences whose level of complexity depends on the task progress. All of this can be evaluated according to how students solve the tasks. But there are other forms of evaluation or testing too, as it follows: Responsive assessment speaking tasks which consist of short dialogues, short tasks such as: paraphrasing and asking and answering questions, (Zohra, 2013).

Another type of assessment is Interactive and extensive assessment speaking task, which involves: interviews, oral presentations, role-plays, conversations and discussions. Interviews are good to improve oral communication because it makes people interact and talk face to face and answer questions asked by the interviewer, (Zohra, 2013). However, assessment depends on the task, because students must prepare an academic paper for the oral presentations, therefore, it integrates writing and speaking.

Additionally, assessment must promote learning. It means that the international tests that people have taken do not guarantee that people who passed them are good English speakers. That is the reason why there are collaborative techniques for assessment (Joshi, 2013).

1.7 Difference between Cooperative and Collaborative Learning

The main difference between collaborative and cooperative learning is that collaborative learning is more student-centered and cooperative learning is more teacher-centered (Jacobs, 2015). In other words, in collaborative learning, students find the information by themselves so, the teacher only gives them the tools to discover but, in cooperative learning the teacher influences more on the decisions of the learners.

In collaborative learning, students work by themselves to achieve their goals; they also choose their own materials and decide on topics to study. But, in cooperative learning, teacher is more involved in the whole process, because he controls the topics to be analyzed and chooses the material for the study.

As a consequence, the evaluation depends on the kind of learning, because in the case of collaborative learning, the teacher would become mostly an observer who is not completely involved in the process. On the other hand, in the case of cooperative learning the teacher would be more directly involved in the learning process, because the students would interact with the teacher too.

CHAPTER II

DIAGNOSTIC

Diagnostic, results and analysis on “The cooperative learning as strategy to develop the ability to speak English in the first year students of Bachillerato General Unificado at Unidad Educativa Rumipamba school year 2016-2017”.

2.1 Background

La Unidad Educativa Rumipamba is located in the parish La Esperanza, canton Ibarra, province of Imbabura. It offers the Bachillerato General Unificado (BGU) and the Technical High school in informatics Applications. There are 30 students in the first year of the Bachillerato General Unificado. The students learn English from the eighth year of basic education until the third year of high school. This institution seeks to improve the ability to speak in English because the process of teaching this language in Ecuador has been centered mainly in the grammar and due to this the students do not develop the capacity to communicate, express and to think in a foreign language.

2.2 Objectives

2.2.1 General Objective

To develop the ability of speaking English through the cooperative learning to improve the speaking skill in the first year students of Bachillerato General Unificado at Unidad Educativa Rumipamba, school year 2016-2017”.

2.2.2 Specific Objectives

- To develop the variables of cooperative learning and the ability to speak English by means of documental and scientific investigation, for the construction of the theoretical mark.
- To identify the influence of different techniques about the cooperative learning by means of the diagnosis to improve the ability of speaking English.
- To determine the appropriate techniques to develop the skills to speak English making use of the cooperative learning.
- To analyze the information obtained to determine the different impacts of the cooperative learning in the academic, social and ethical impacts.

2.3 Variables:

2.3.1 Independent Variable: Cooperative learning

2.3.2 Dependent Variable: The ability of speaking English

2.3.3 Matrix of Diagnostic Relation

Chart 2 Variable Matrix of Situational Diagnostic

VARIABLE	OBJECTIVE	INDICATOR	SOURCE	TECHNIQUE	SOURCE OF INFORMATION
Independent: Cooperative learning	To identify the appropriate techniques to develop the ability to speak English through cooperative learning.	<ul style="list-style-type: none"> • Conversation • Work in pairs-groups • Interactive class • Speaking English • Teacher's explanations • Methodologies • Cooperating • Importance • Individual or group work • Improvement 	Primary	Survey	30 students of first year of BGU at Unidad Educativa Rumipamba
Dependent: The ability of speaking English	To determine the capacity of speaking English by the students through the application of cooperative learning techniques.	<ul style="list-style-type: none"> • Keep conversation • Group work • Interactive classes • Using of the language • Changing Methodologies • Cooperative activities • Information of importance • Innovative methods • Cooperative Learning 	Primary	Survey	Four English teachers at Unidad Educativa Rumipamba.

Source: Direct Investigation
Elaborated by: Marlene Chuquín

2.4 Type of the investigation

The investigation of this research was:

- Qualitative
- Quantitative

In the present research qualitative research was used, which allowed to obtain results of how the ability to speak English can be developed in the first year students at Unidad Educativa Rumipamba through cooperative learning. Quantitative research was involved through the data tabulation. In addition, the documentary research was used to develop the theoretical framework in the important part of the degree work.

2.4.1 Methods

- **Inductive:** The application of this method will begin from particular premises to obtain general conclusions in the investigation about the cooperative learning and the ability of speaking in English.
- **Deductive:** This method will give irrelevant information going from general conclusions to particular aspects of the investigation.

2.4.2 Techniques

The technique carried out for data gathering in this investigation was:

- **Survey.** -The survey was applied to four English teachers and thirty students of the educative institution. This technique will allow knowing the opinions of teachers and students about the strategies and activities that could help to develop the ability of speaking in English, especially in connection with the cooperative learning.

2.4.3 Instruments

- Questionnaire to English teachers
- Questionnaire to students

2.4.4 Population or universe

The population of this research will be:

- 30 students of Unidad Educativa “Rumipamba”
- 4 English teachers of Unidad Educativa “Rumipamba”

The universe of the investigation is too small so that it is not necessary to make use of any statistic formula.

2.5 Analysis of results

2.5.1 Survey of Students

The survey carried out to 30 Students of first year of BGU at Unidad Educativa Rumipamba.

Questionnaire:

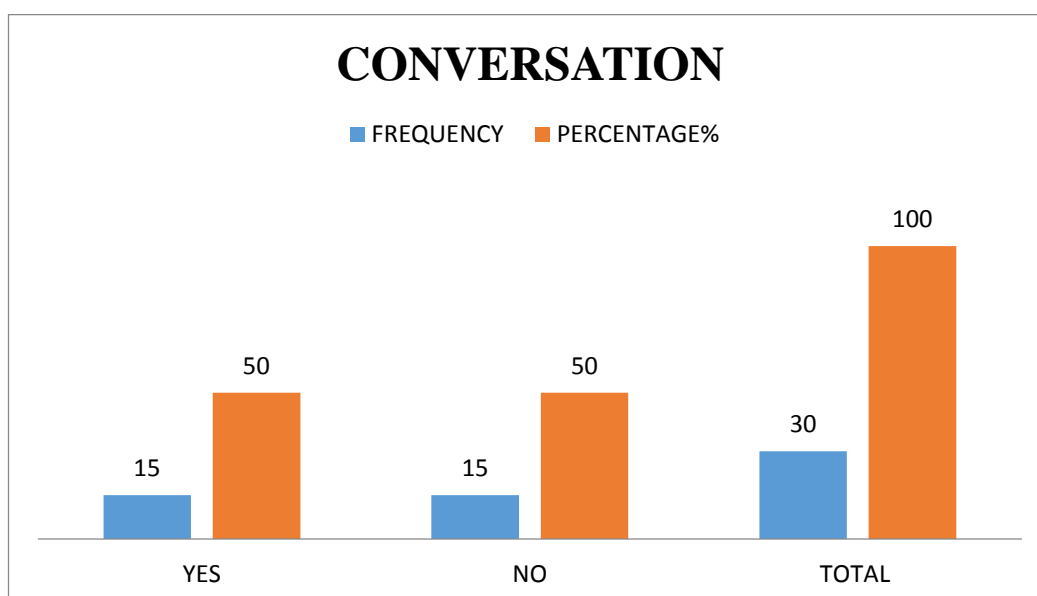
The survey consisted of a questionnaire with ten questions to the students of the first year of BGU at Unidad Educativa Rumipamba to analysis and result them.

1. Can you handle a basic conversation in English?

Chart 3 Basic Conversation

INDICATOR	FREQUENCY	PERCENTAGE%
YES	15	50
NO	15	50
TOTAL	30	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 1 Basic Conversation
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

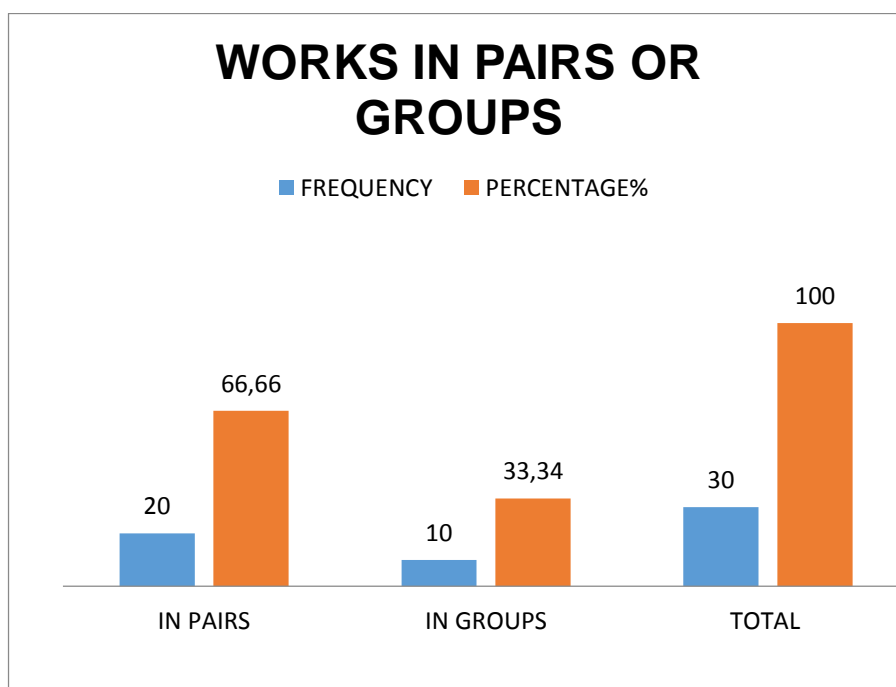
The results show that 50% of the students can carry out a basic conversation in English without having any problems to do it so. The other 50% mentioned that they are not able to have a basic conversation in English. This means that teachers must work harder with the students who cannot have a conversation in a foreign language.

2. Do you work in pairs or in groups during your English classes?

Chart 4 Works in Pairs or Groups

INDICATOR	FREQUENCY	PERCENTAGE%
IN PAIRS	20	66,66
IN GROUPS	10	33,34
TOTAL	30	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 2 Works In Pairs Or Groups
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

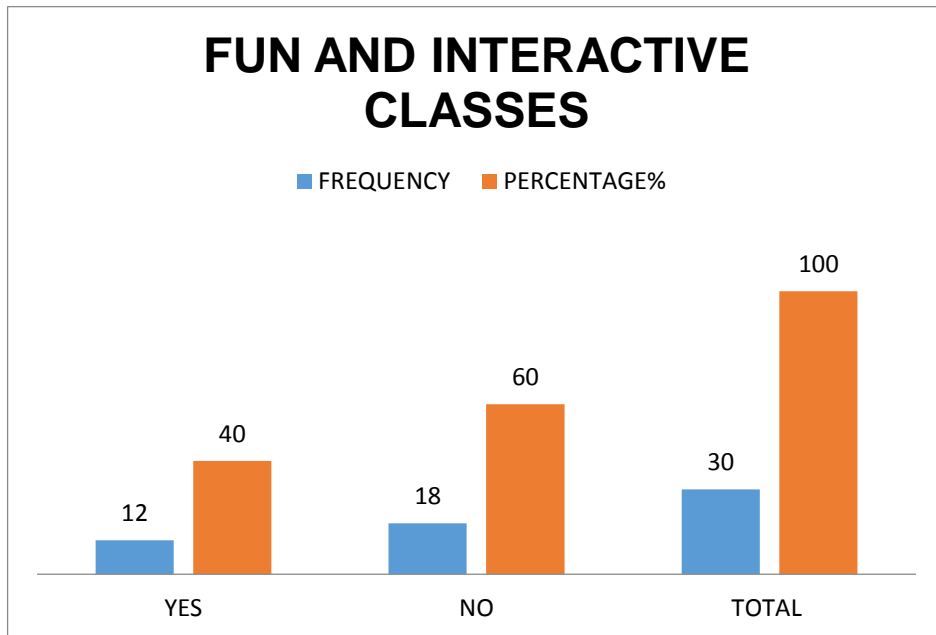
Checking out the results, it is visible that 66, 66% of the students work in groups in their English classes, and a small percentage 33, 34% of the students work in pairs during their English classes, giving a conclusion that most of the students have cooperative work when receiving English classes.

3. Do you think the English classes are fun and interactive?

Chart 5 Fun And Interactive Classes

INDICATOR	FREQUENCY	PERCENTAGE%
YES	12	40
NO	18	60
TOTAL	30	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 3 Fun and Interactive Classes
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

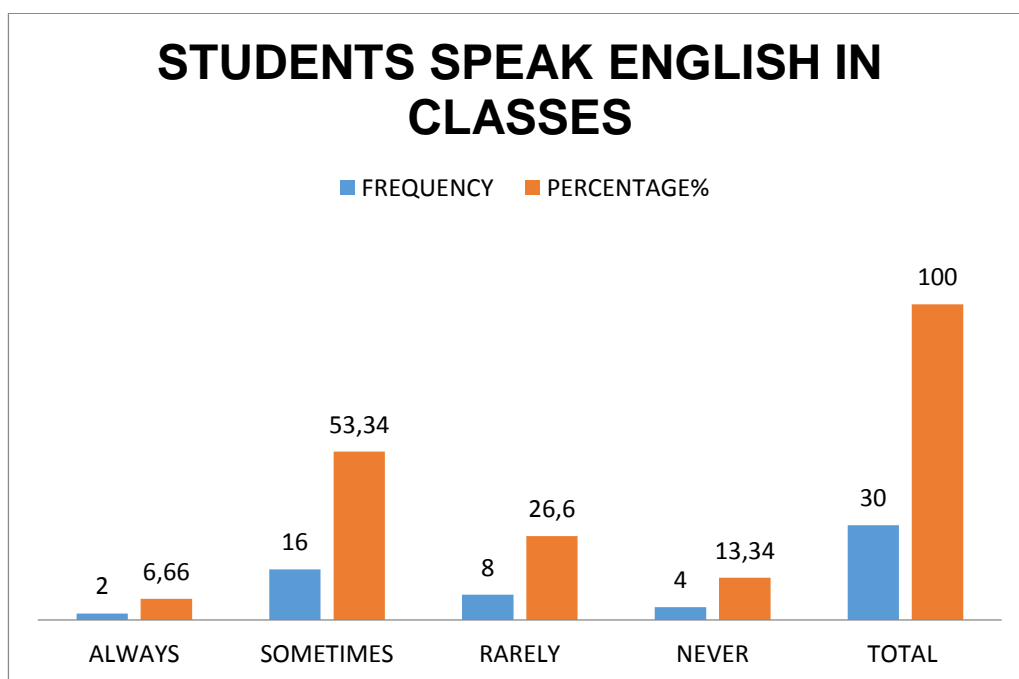
As shown above in the results, it is clear to distinguish that most of the students (60%) do not find fun neither interactive the English classes and a lower percentage of 40% mentioned that they consider their English classes fun and interactive. Thus, as a result and summarizing them, it is possible that teachers are not applying different strategies to call the attention of the students to make them feel good when receiving English classes.

4. Do you speak English during your English classes?

Chart 6 Students Speak English

INDICATOR	FREQUENCY	PERCENTAGE%
ALWAYS	2	6,66
SOMETIMES	16	53,34
RARELY	8	26,6
NEVER	4	13,34
TOTAL	30	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 4 Students Speak English
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

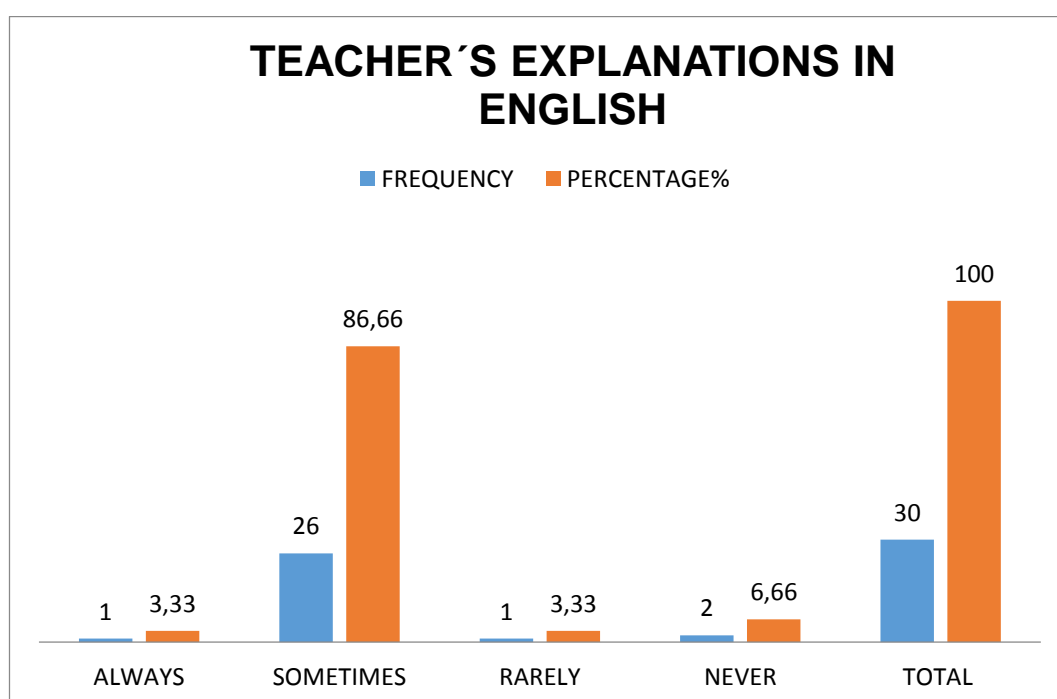
Regarding to this question, 6,66% of the students mentioned that they always speak English in classes, 53,34% sometimes do it so, 26,6% rarely speak English in classes and 13,34% of the students never speak English in their classes. These results show that sometimes is the highest rate of the students when speaking English in their English classes.

5. Does your teacher explain most of the class in English?

Chart 7 Teachers' Explanations In English

INDICATOR	FREQUENCY	PERCENTAGE%
ALWAYS	1	3,33
SOMETIMES	26	86,66
RARELY	1	3,33
NEVER	2	6,66
TOTAL	30	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 5 Teachers' Explanations in English
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

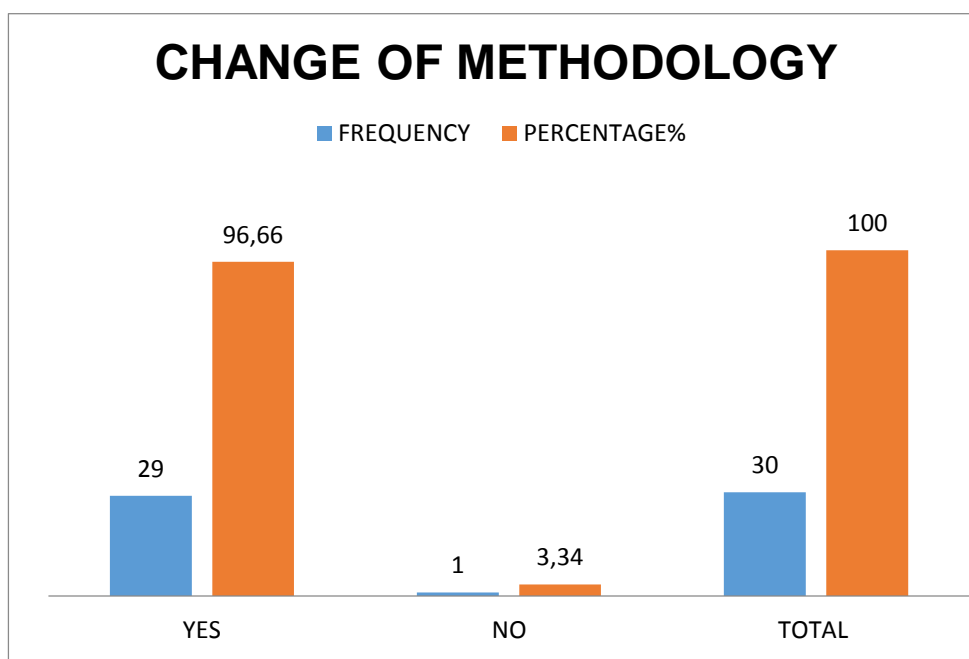
This important question makes a good reference regarding to teachers explaining their classes in English, so 3,33% of the students said that their teachers always explain their academic subject in English, 86,66% sometimes, 3,33% rarely impart most of their classes in English, and the 6.66% mentioned that the teachers never explain most of the English classes in English.

6. Should the methodology be changed in order to improve the English learning?

Chart 8 Change Of Methodology

INDICATOR	FREQUENCY	PERCENTAGE%
YES	29	96,66
NO	1	3,34
TOTAL	30	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 6 Change of Methodology
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

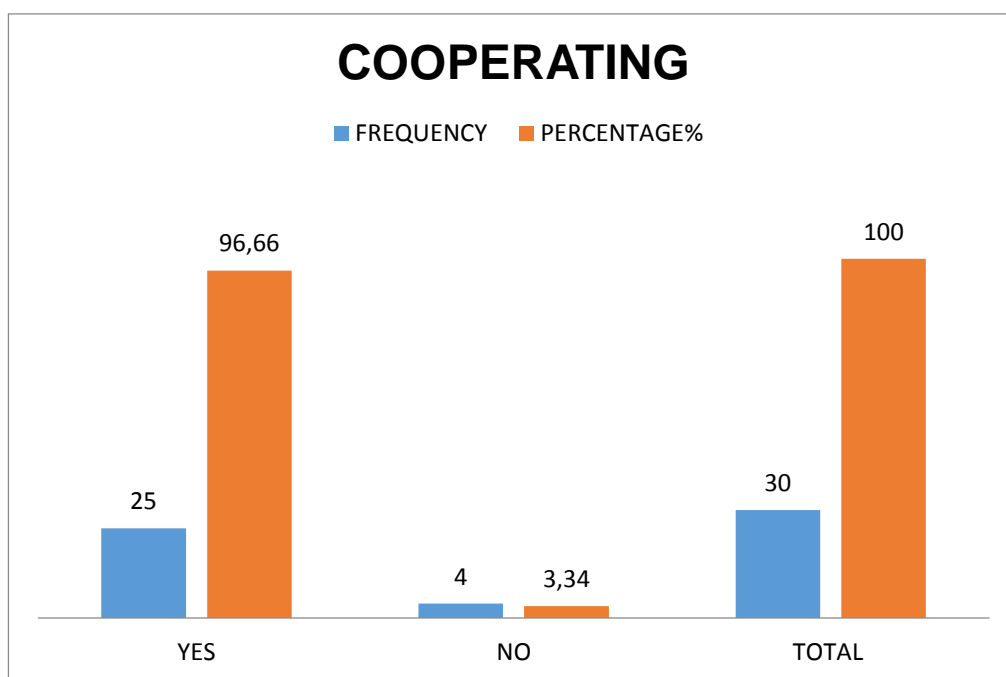
According to the results, a high number of students mentioned that changing the teaching methodology will improve their English learning, and this is reflected in the 96,66% that say yes to this question, and the other 3,34% of the student do not think that changing to new methodologies will help them learn English better.

7. Do you think that cooperating with your classmates and teacher will help you to improve your English speaking skill?

Chart 9 Cooperating With Classmates And Teacher

INDICATOR	FREQUENCY	PERCENTAGE%
YES	25	96,66
NO	4	3,34
TOTAL	30	100

*Source: Direct investigation
Elaborated by: Marlene Chuquín*



Graph 7 Cooperating With Classmates And Teacher

*Source: Direct investigation
Elaborated by: Marlene Chuquín*

Analysis:

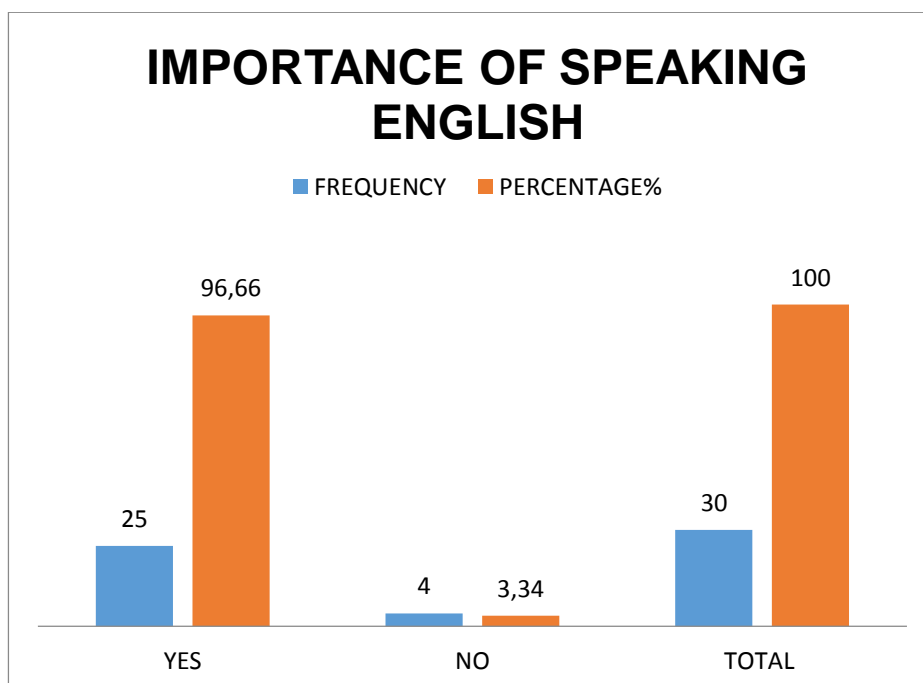
96,66% of the students which is a high percentage consider that cooperating with their classmates and teachers will improve their English skills, but only a 3, 34 % of them thing that this cooperation will not be remarkable in the improvement of their speaking skills.

8. Do you know the importance of speaking English?

Chart 10 Importance of Speaking English

INDICATOR	FREQUENCY	PERCENTAGE%
YES	25	96,66
NO	4	3,34
TOTAL	30	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 8 Importance Of Speaking English
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

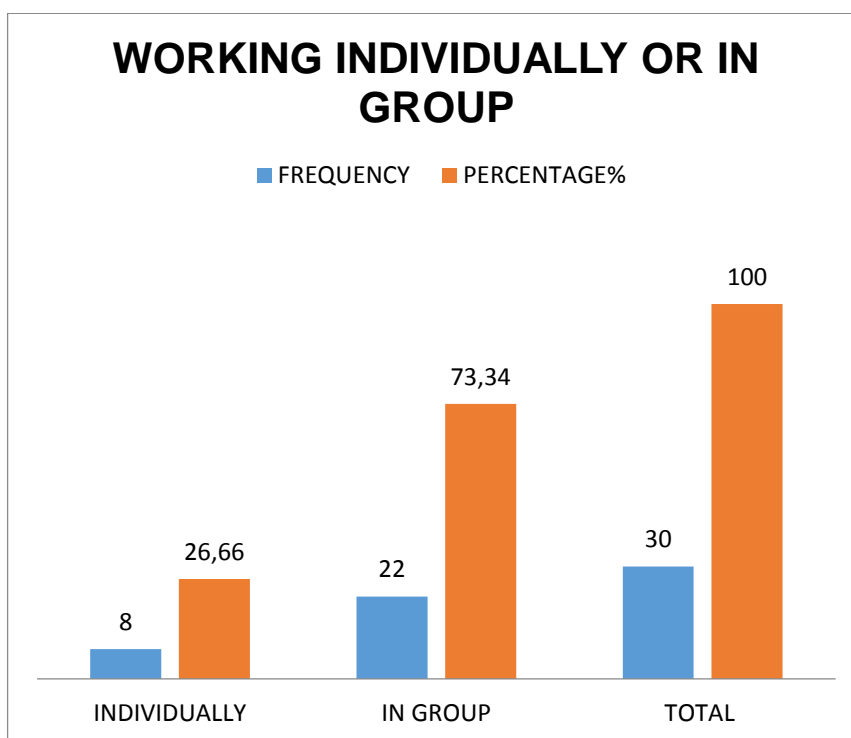
Most of the students considered important the learning of a second language, in this case English, the percentage is very high with a 96, 66%. Nevertheless, few students who represent a 3, 34% think that learning a foreign language is not important and will not be helpful in their common life.

9. Do you learn better when you work individually or in group during the English classes?

Chart 11 Working Individually or In Group

INDICATOR	FREQUENCY	PERCENTAGE%
INDIVIDUALLY	8	26,66
IN GROUP	22	73,34
TOTAL	30	100

*Source: Direct investigation
Elaborated by: Marlene Chuquín*



*Graph 9 Working Individually Or In Group
Source: Direct investigation
Elaborated by: Marlene Chuquín*

Analysis:

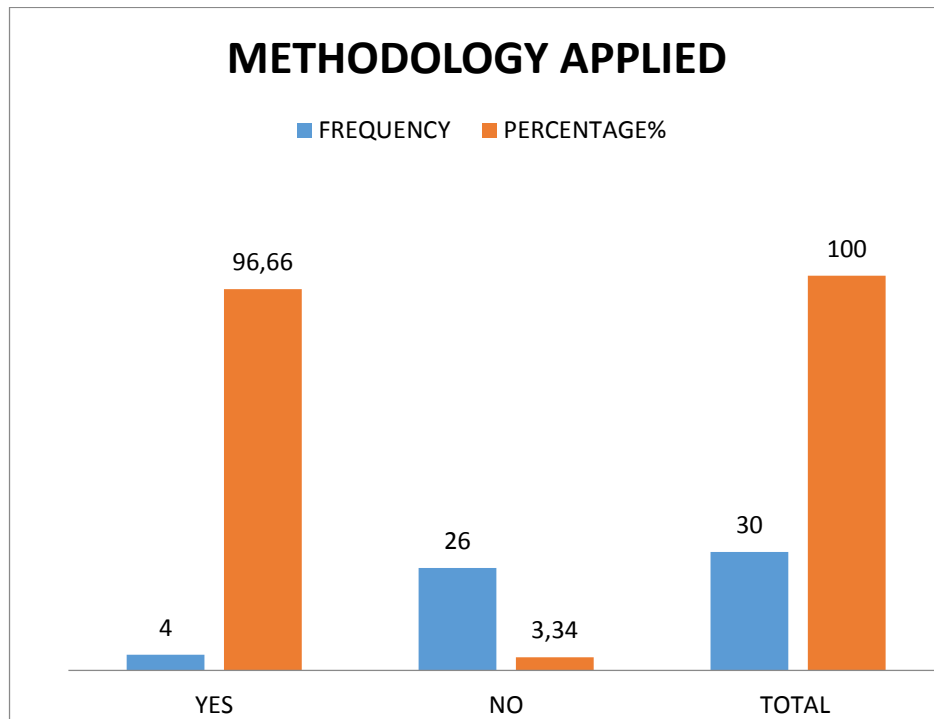
As shown above, a big part of the students with a 73, 34% in the results, said that they learn better working in groups, but there is a considerable 26, 66% of the students who prefer to work individually during their English classes.

10. Do you think that the methodology applied during the classes has helped you improve your English level?

Chart 12 English Level

INDICATOR	FREQUENCY	PERCENTAGE%
YES	4	96,66
NO	26	3,34
TOTAL	30	100

*Source: Direct investigation
Elaborated by: Marlene Chuquín*



*Graph 10 English Level
Source: Direct investigation
Elaborated by: Marlene Chuquín*

Analysis:

Most of the students in a 96,66% think that the methodology which is currently being used in their classes is helping them learn English, this point is necessary to take into account because in other questions the students reflect that they do not have a god level of English, 3,34 % of the students consider that the present methodology does not help them improve their English level.

2.5.2 Survey of English Teachers

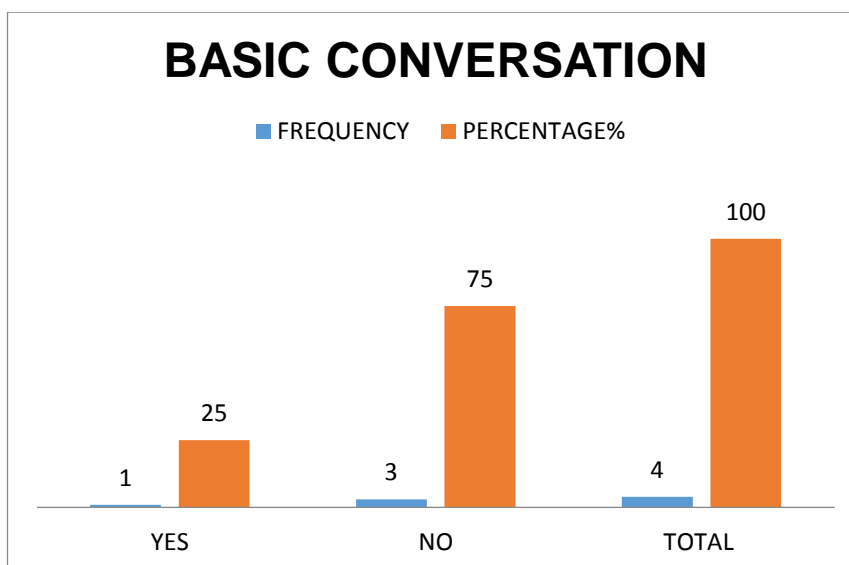
The survey carried out to four English Teachers at Unidad Educativa Rumipamba. It had ten questions about the English learning teaching.

1. Can your students keep a basic conversation in English?

Chart 13 Basic Conversation

INDICATOR	FREQUENCY	PERCENTAGE%
YES	1	25
NO	3	75
TOTAL	4	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 11 Basic Conversation
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

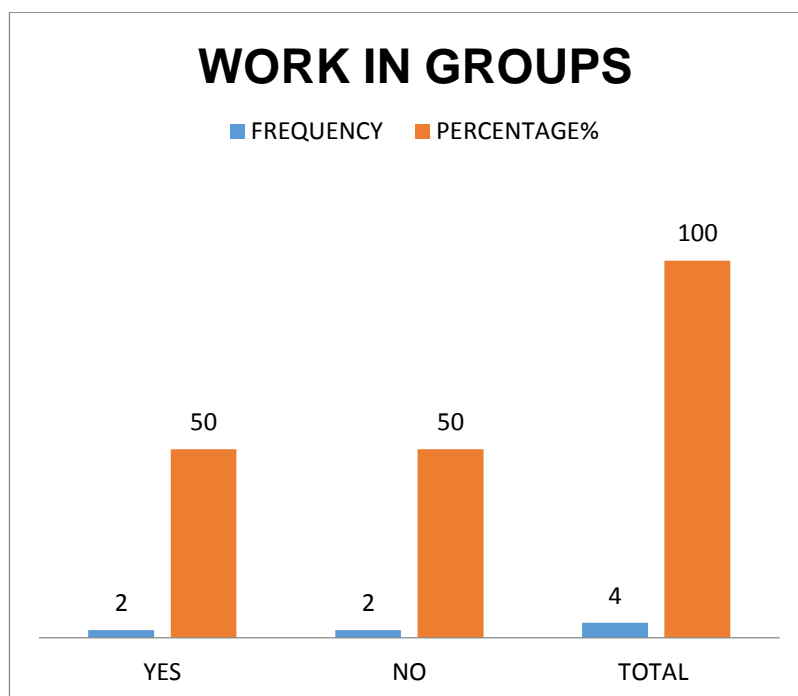
Checking out the results, they show that only 25% of the teachers consider that their students can have a basic conversation in English, but most of the teachers 75%, think that their student cannot handle a basic conversation reflecting that there is poor fluency in the oral communication of the students.

2. Do you make your students work in groups during the English classes?

Chart 14 Work In Groups

INDICATOR	FREQUENCY	PERCENTAGE%
YES	2	50
NO	2	50
TOTAL	4	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 12 Work In Groups
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

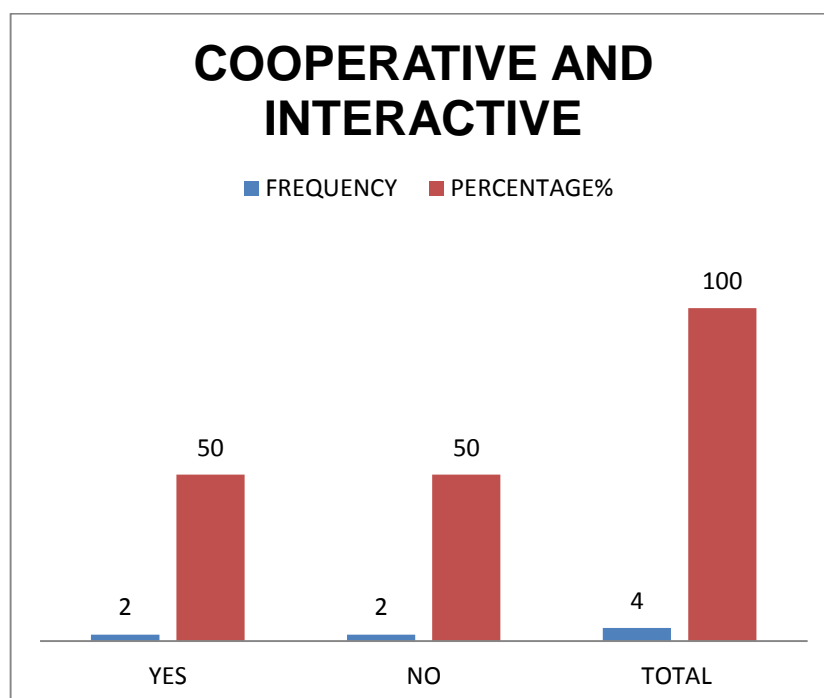
As shown in the results of this question, 50% of the teachers make their students work in groups during their classes, the other half 50% of the teachers do not practice the methodology of making groups to improve the English learning of their students.

3. Are your English classes cooperative and interactive?

Chart 15 Cooperative and Interactive Classes

INDICATOR	FREQUENCY	PERCENTAGE%
YES	2	50
NO	2	50
TOTAL	4	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 13 Cooperative and Interactive Classes

Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

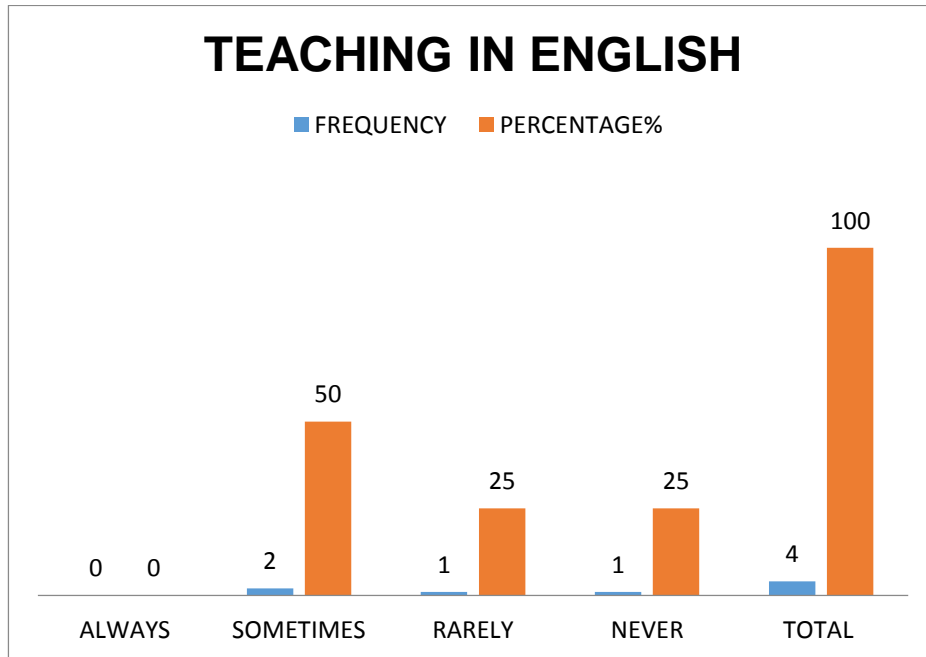
Talking about cooperative and interactive classes, the numbers are clear, 50% of the teachers mention that their English classes are not cooperative neither interactive, but the other 50% consider that they put emphasis on having cooperative and interactive English classes.

4. Do you impart your classes in English?

Chart 16 Teaching English

INDICATOR	FREQUENCY	PERCENTAGE%
ALWAYS	0	0
SOMETIMES	2	50
RARELY	1	25
NEVER	1	25
TOTAL	4	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 14 Teaching in English
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

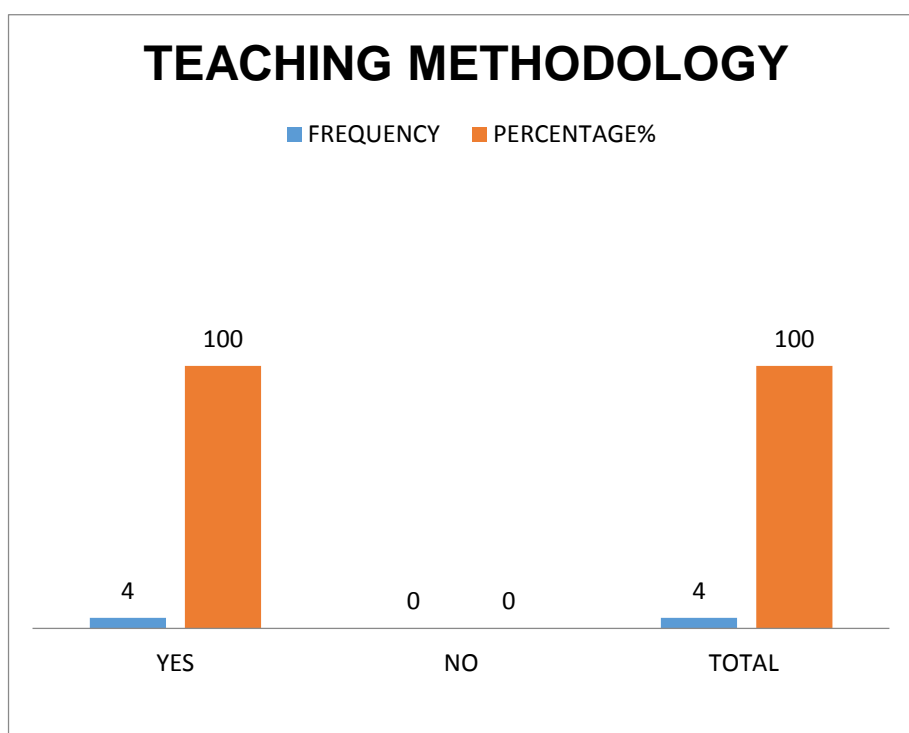
Reviewing the results, 50% of the teachers said that they sometimes impart their classes using the English language, 25% mentioned that they rarely teach in English, another 25% said that they never impart their classes in English, this means that they explain their English classes in Spanish. The indicator “always” has as result that 0% of the teachers use the English language in their classes.

5. Should the teaching methodology be changed in order to improve the English language learning?

Chart 17 Teaching Methodology

INDICATOR	FREQUENCY	PERCENTAGE%
YES	4	100
NO	0	0
TOTAL	4	100

*Source: Direct investigation
Elaborated by: Marlene Chuquín*



*Graph 15 Teaching Methodology
Source: Direct investigation
Elaborated by: Marlene Chuquín*

Analysis:

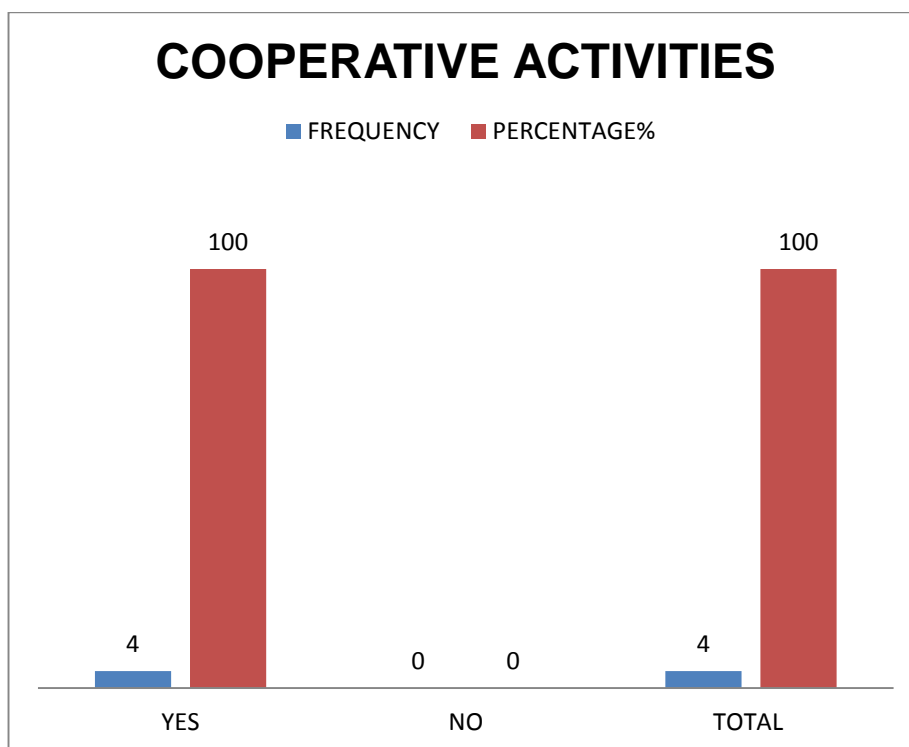
Remarkably all of the teachers, it means 100% of them agree that the methodology of teaching should be changed with the purpose of improving the English language learning.

6. Will cooperative activities help students to improve the English language?

Chart 18 Cooperative Activities

INDICATOR	FREQUENCY	PERCENTAGE%
YES	4	100
NO	0	0
TOTAL	4	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 16 Cooperative Activities
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

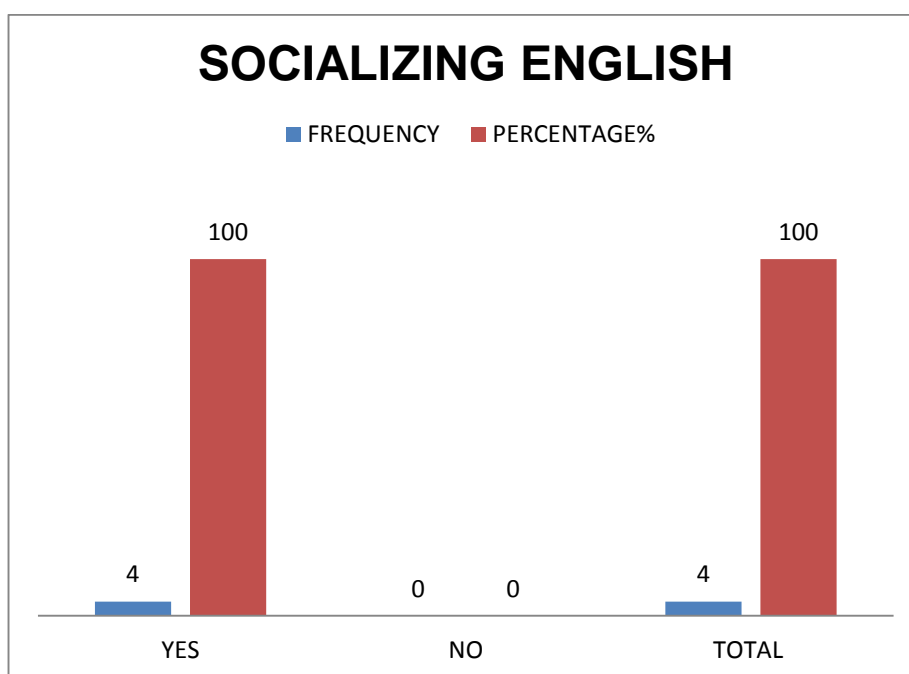
Such results from this question show that 100% of the English teachers consider that cooperative activities will help students to improve the English language. Due to these results, it will be necessary to capacitate teachers regarding cooperative learning to better up the teaching learning process.

7. Have you talked to your students about the importance of speaking English?

Chart 19 Importance of The English Language

INDICATOR	FREQUENCY	PERCENTAGE%
YES	4	100
NO	0	0
TOTAL	4	100

*Source: Direct investigation
Elaborated by: Marlene Chuquín*



*Graph 17 Importance Of The English Language
Source: Direct investigation
Elaborated by: Marlene Chuquín*

Analysis:

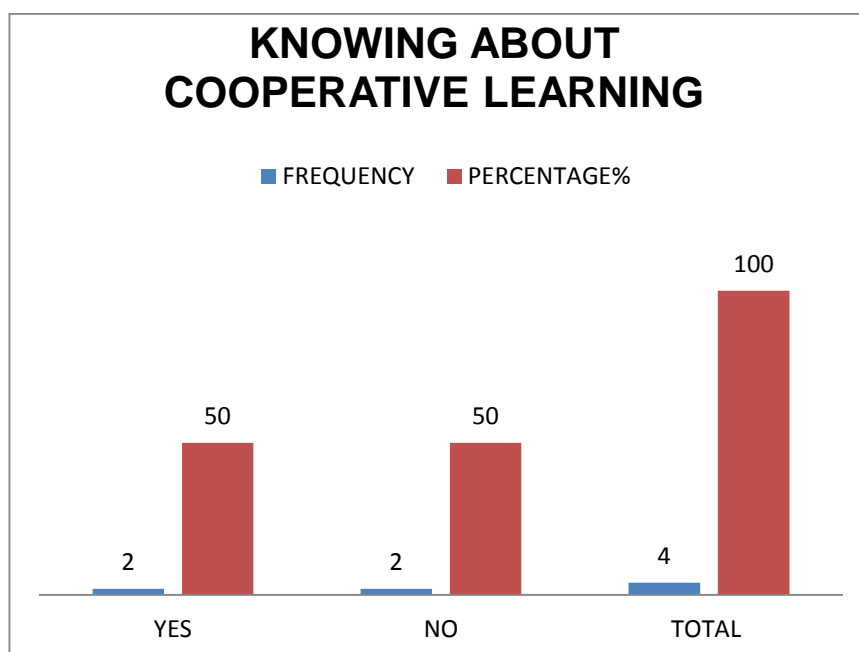
When socializing to students the importance of learning a foreign language, it is important to point out that nowadays bilingual people have more opportunities than people who speak only one language. The results reflect what is mentioned because 100% of the teachers have spoken to their students about the importance of this international language.

8. Have you heard about cooperative learning?

Chart 20 Knowing About Cooperative Learning

INDICATOR	FREQUENCY	PERCENTAGE%
YES	2	50
NO	2	50
TOTAL	4	100

Source: Direct investigation
Elaborated by: Marlene Chuquín



Graph 18 Knowing About Cooperative Learning
Source: Direct investigation
Elaborated by: Marlene Chuquín

Analysis:

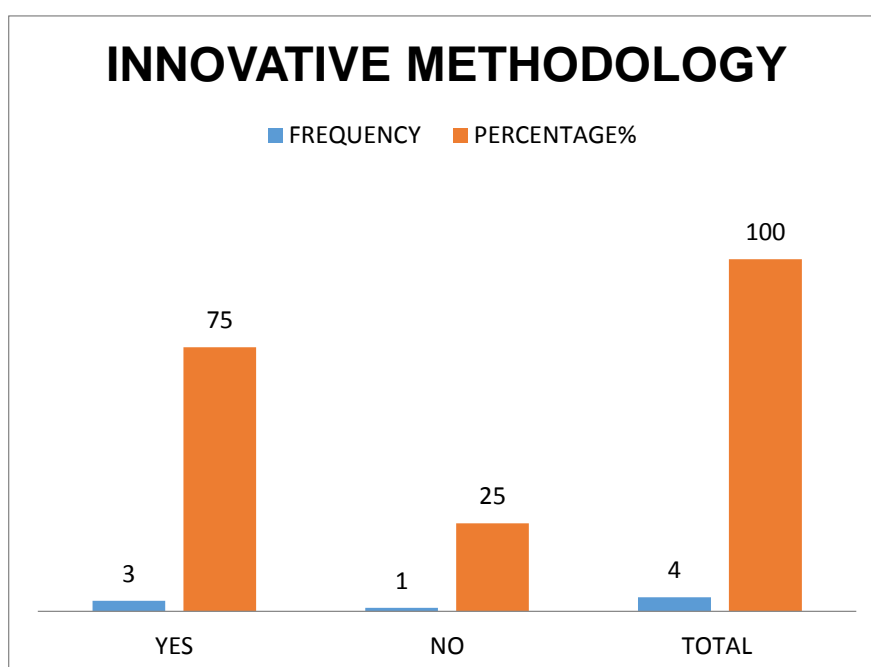
The results clearly show that this question has a split result because 50% of the teachers mentioned that they have heard about cooperative learning, but the rest 50% explained that they have never heard about this methodology of teaching to improve the English language learning.

9. Do you consider cooperative learning an innovative methodology to improve the learning process?

Chart 21 Innovative Methodology

INDICATOR	FREQUENCY	PERCENTAGE%
YES	3	75
NO	1	25
TOTAL	4	100

*Source: Direct investigation
Elaborated by: Marlene Chuquín*



*Graph 19 Innovative Methodology
Source: Direct investigation
Elaborated by: Marlene Chuquín*

Analysis:

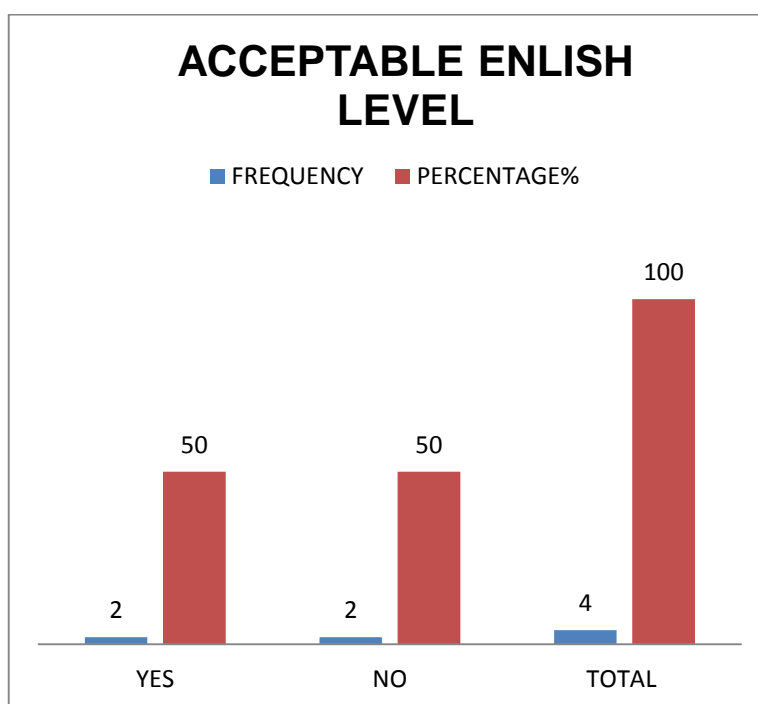
The results show that 75% of the teachers considered that cooperative learning is an innovative methodology to improve the learning process; however, 25% of the teachers do not think that cooperative English has important qualities to be considered innovative.

10. Do you consider the English level of your students acceptable?

Chart 22 Acceptable English Level

INDICATOR	FREQUENCY	PERCENTAGE%
YES	2	50
NO	2	50
TOTAL	4	100

*Source: Direct investigation
Elaborated by: Marlene Chuquín*



*Graph 20 Acceptable English Level
Source: Direct investigation
Elaborated by: Marlene Chuquín*

Analysis:

The results denote that 50% of the English teachers consider acceptable the English level of their students; the other 50% do not think that their students have a good level of English; due to this results it is necessary to emphasize the teaching learning process.

2.6 S.W.O.T Analysis

2.6.1 Strengths analysis

- ✓ Excellent attitude by teachers when teaching English.
- ✓ Small numbers of students which makes easier for teachers to impart an English class.
- ✓ Qualified teachers with Bachelor degree in English. They have enough experience teaching in high schools, so that they can manage the groups very well.

2.6.2 Weaknesses analysis

- ✓ Teachers do not always explain their classes using the English language.
- ✓ Most of the students cannot handle a basic conversation in English
- ✓ Students sometimes work in groups or pairs, thus there is a lack in the use of cooperative learning
- ✓ The English classes are not interactive neither innovative
- ✓ All of the teachers usually make use of traditional methodologies putting apart new methodologies of teaching.

2.6.3 Opportunities analysis

- ✓ Most of students will improve their English level if the teachers apply new innovative and interactive methodologies.
- ✓ Cooperative learning will allow students and teachers have better English classes and promote this important methodology which is easy to be used.
- ✓ All of the students will find out the importance of learning the English language.

- ✓ Teachers will emphasize the teaching learning process by giving the of the teaching process.

2.6.4 Threats analysis

- ✓ Teachers will not make the appropriate use of cooperative English as an important tool to improve their students' English level.
- ✓ Students may feel forced to learn a foreign language using methodologies that they are not accustomed to use in their English classes.
- ✓ Students may consider cooperative learning boring and their behavior in class could affect the initiative of teachers when using this methodology.

2.7 S.T; S.O; W.O; W.T Strategies

2.7.1 Strategies: Strengths and Threats

- ✓ The classes are given by professionals with a high knowledge of English which in certain way assures that teachers will focus on improving the English level of the students, but there has to be good mood by the students, otherwise they can lose interest in learning English.
- ✓ Cooperative learning would be an excellent methodology, but it has to be appropriately used by the teachers and students when practicing different activities.

2.7.2 Strategies: Strengths and Opportunities

- ✓ Teachers have the ability to have excellent and fluent expression in English, so that they can start planning activities in which students can participate and start speaking English in classes to better up their oral communication.

- ✓ The new methodologies to be used in the classroom will involve the students in a world where they feel happy about speaking in other language, students would be eager to learn English.
- ✓ Teachers will begin to impart their classes in English, the entire class, and the students will have the opportunity to get more familiar with the English language.

2.7.3 Strategies: Weaknesses and Opportunities

- ✓ Students and teachers sometimes work in groups or in pairs. However, they think that sharing information and helping each other will allow them to learn more and better.
- ✓ Poor methodology can be transformed into an outstanding methodology to improve the skills and fluency of students whereas cooperative learning will provide the entire environment to create a good atmosphere and apply all the activities that are opportunities in the teaching learning process.

2.7.4 Strategies: Weaknesses and threats

- ✓ The lack of communication in the English classes can end up students having the same level of English, and fact is that they will not be prepared to have conversations in English at school or at any other place in the world, besides they may lose opportunity jobs in their future.
- ✓ If teachers continue with the same traditional methodology, the interest of the students will be zero, in other words the using of new methodologies will be a fact that will foment a barrier that will make weaknesses and threats disappear.

CHAPTER III

PROPOSAL

“El aprendizaje cooperativo como estrategia para desarrollar la habilidad de hablar inglés en los estudiantes de primer año de Bachillerato General Unificado de la Unidad Educativa Rumipamba, año lectivo 2016-2017”.

3.1 Informative Data

“La Unidad Educativa Rumipamba” is a public educative institution. It is located in Rumipamba, on Galo Plaza Lasso Road, in the parish “La Esperanza”, Ibarra city, Imbabura province, 200 meters away from the “Yaguachi” Military Detachment. It was founded like high school called “Colegio Técnico Nacional Físcal Mixta Rumipamba”, in 1977 by Teachers; Nivo Villaruel, Raúl Salcedo, Aida Guerrón and Blanca Castro, who were the administrative staff of the educational establishment at that time.

3.2 Presentation

English speaking is very important in today’s world because this is a universal language that allows people to communicate in several meaningful contexts such as: business, education, deals, travel, work, reading, breaking borders when language is a limitation, updating knowledge, people interaction around the world, etc.

It is really evident its relevance, therefore it is necessary for the progress of a country, especially Ecuador, which is a country that is in process of development. Students must improve and learn more for their future. Moreover, teachers have the obligation to improve and be updated all the time, they must apply new and innovative strategies and methodologies, not only the traditional ones but others that allow students interact and improve their English speaking skills.

Through this research there will be beneficiaries such as the students of first year of Bachillerato General Unificado (BGU) at Unidad Educativa Rumipamba, they will be asked to apply cooperative learning strategies to speak during their English class. They will be able to learn from each other and share information. They will also develop fluency and apply the appropriate grammar structures and vocabulary in a natural and spontaneous way.

Furthermore, the other beneficiaries will be the English teachers, because this research will become a useful tool for them to read analyses and put them into practice during the teaching process, especially for speaking classes. They will find it very useful for improving their creativity and they will find an inspiration in it because it will open their minds towards innovative ideas and activities that will motivate everybody in the classroom to learn and participate more than they used to do it before.

Because of all the reasons mentioned before, this research will help other education institutions in the Imbabura province and in Ecuador. It will be a good source of information for other researchers as well. As a consequence, this research will contribute to the advance of English learning of the future generations.

3.3 Objectives of the Proposal

3.3.1 General Objective

- To develop speaking skills through cooperative learning strategies in the first year students of Bachillerato General Unificado at Unidad Educativa Rumipamba.

3.3.2 Specific Objectives

- To motivate students, speak fluently by using the English language in an interactive way.

- To encourage students, apply cooperative strategies for communication.
- To foster teacher's speaking methodologies and strategies in the classroom.

3.4 Proposal Description

Cooperative learning is an innovative approach that proposes the use of pair and group activities to practice some skills, such as: writing, reading, listening and speaking. This proposal will be focused on cooperative speaking strategies and activities which will be described in detail. This proposal includes the process, advantages and disadvantages of applying these strategies.

This proposal will allow teachers to be updated and improve or change their methodology in meaningful ways. Consequently, students will be able to live and experience the English language in real contexts, because creating adequate environments is important to speak fluently. They will experience the English language culture without leaving their native country.

Finally, they will learn the English language in groups and everybody will participate and share relevant information, which is more challenging and rewarding during the class. The teacher will become a guide and will solve problems if there were. Teachers will make students find out the answers to questions and solve dilemmas by themselves as well.

3.5 Standards of English Language Learning in Ecuador

According to the Ministry of Education of Ecuador (2018) they have the following objectives:

- ✓ To develop the students' comprehension of the world, other cultures, their own culture and their capacity to communicate their points of view in the foreign language.

- ✓ Approach based on the student: methodologies that respond and reflect the strengths and challenges of the students, reinforcing the teaching-learning process.
- ✓ Thinking skills: learning a foreign language promotes the thought development, as well as the social and necessary creative skills for lifelong learning and the citizenship. Exercise.
- ✓ Integrated Content Learning for Foreign Languages: a model used to integrate language learning with cultural and cognitive aspects, so that the acquisition of this language serves as an engine for the development of students.
- ✓ International standards: the curriculum is based on internationally recognized teaching levels and processes for language learning, (CEFR) framework.

Niveles y Estándares de Lengua Extranjera – Ministerio de Educación del Ecuador



Illustration 2 Lengua Extranjera
 Source: Ministerio de Educación (2018)

As a consequence, first year students of Bachillerato General Unificado BGU must be able to reach the A2 level at A2.2 which must allow them to acquire some skills.

According to the Common European Framework of Reference (Europe, 2017) it includes:

- Ability to make effective use of the learning opportunities created by teaching situations.
- To maintain attention to the presented information;
- To grasp the intention of the task set
- To co-operate effectively in pair and group work
- To make rapid and frequent active use of the language learnt
- Ability to use available materials for independent learning
- Ability to organize and use materials for self-directed learning
- Ability to learn effectively (both linguistically and sociocultural) from direct observation of and participation in communication events by the cultivation of perceptual, analytical and heuristic skills
- Awareness of one's own strengths and weaknesses as a learner
- Ability to identify one's own needs and goals
- Ability to organize one's own strategies and procedures to pursue these goals, in accordance with one's own characteristics and resources (Europe, 2017).

3.5.1 CEFR General linguistic range

Chart 23 General linguistic range

C2 exploits a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity . . . No signs of having to restrict what he wants to say.

C1 selects an appropriate formulation from a broad range of language to express himself clearly, without having to restrict what he wants to say.

It can express himself clearly and without much sign of having to restrict what he wants to say.

B2 has sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

It has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.

B1 Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

It has a repertoire of basic language which enables him to deal with everyday situations with.

It has predictable content, though he will generally have to compromise the message and search for words.

A2 produces brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.

Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.

It has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

A1 has a very basic range of simple expressions about personal details and needs of a concrete type.

Source: CEFR (Europe, 2017)

Consequently, students at first year of Bachillerato General Unificado –BGU must be able to apply English to talk in basic conversations and they should use basic sentence patterns but they mentioned in the surveys that they were not able to keep a short conversation or use basic structures.

3.6 Basic Components of Cooperative Learning-CL

Attamimi (2014) cites (Johnson, 2008) who say that there are five key components which differentiate CL from simply putting students into groups to learn.

3.6.1 Positive interdependence

It refers to the idea that students are required to work together in order to achieve common learning objectives. In this case, students must believe that they are linked and that they either sink or swim in such a way that one cannot succeed if others do not succeed. Students need each other for support, explanations, and guidance. Without the help of one member, the group will not be able to achieve the desired objective.

3.6.2 Individual accountability

It implies that each team member is responsible for his/her fair share to the group's success. It is important that the group knows who needs more assistance, support, and encouragement in completing the task. It is also vital that group members know they cannot "hitchhike" on the work of others (Jolliffe, 2007). It requires each student in the group to develop a sense of personal responsibility to learn and help the rest of the group to learn also.

3.6.3 Promote interaction

It refers to the interaction of students in order to help each other accomplish the task and the group's shared goals. Students are required to interact verbally with one another on learning tasks (Johnson, 2008). They are also expected to explain things to each other, teach others, and provide each other with help, support, and encouragement.

3.6.4 Interpersonal and social skills:

It refers to the skills such as giving constructive feedback, reaching consensus, communication accurately and unambiguously and involving every member in the learning process. However, not all students know these skills. They must be taught and practiced such skills before the groups tackle a learning task. Therefore, teachers should carefully and explicitly teach their students the required skills. The teacher is not a person who measures the capacities of the students in terms of the final product, but somebody who acts as a friend, coordinator, director, guide, counselor, and facilitator (Cowe et al 1994).

3.6.5 Group processing

It is an important aspect of CL. It requires group members to assess their functions and contribution to the success of all tasks. It focuses on positive behaviors and actions rather than on negative ones and involves students thinking about how they learn. Additionally, the teacher may choose to spend time specifically focusing on improving a skill such as speaking. The teacher can then monitor the different groups during the learning activities and provide feedback on what has been observed.

3.7 Motivation as cooperative learning strategies for speaking English

3.7.1 Confidence in Speaking

In 2010, Urrutia and Vega carried out a study to determine what conditions influenced in the speaking confidence, at the beginning students mentioned that speaking was the most difficult skill to develop because they were shy, afraid of humiliation when they were corrected and did not know enough vocabulary to apply. However, it is necessary to understand the kinds of anxiety first.

There are two kinds: trait anxiety and state anxiety. The trait anxiety is the most common propensity to be anxious and the state anxiety is formed by a specific situation.

Therefore, the teacher must be able to recognize what type of anxiety is affecting his students in order to plan the strategies that will permit students speak more, according to Foreign Language Anxiety (FLA).

According to Scardal (2015) reducing FLA is important in order to increase learners' (oral) confidence (Dörnyei, 2014, p. 526). Several researchers offer suggestions to how FLA can be reduced in the classroom. Young (1991) deals with the challenges regarding FLA and confidence, and she had identified six possible sources of FLA as a result of close review of existing literature on the subject: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing. These sources to FLA will be discussed in the present section in relation to how FLA can be reduced.

3.8 Cooperative Speaking Strategies

In order to foster the speaking skill there will be proposed pre- while and post speaking strategies to carry out the process.

3.8.1 Pre-Speaking Strategies

According to BBC active “a well-designed classroom is critical for effective learning.” In this way classroom configuration constitutes an important characteristic of the environment, for instance they must take into account the following aspects:

- ❖ Physical aspects: arrangement of desks, art and resources.
- ❖ Intangible aspects: energy, rules, sounds.

All the elements mentioned previously can impact in the students’ attitudes, motivation and achievement. They can also influence teachers’ attitudes. It means that creating a more comfortable environment will emit good vibes in the teaching-learning process.

3.8.1.1 Examples of Classroom Seating Arrangements

According to the Yale Center for Teaching and Learning the following are good examples of arrangement of the desks in order to innovate the traditional seating arrangements into very helpful and innovative classroom.

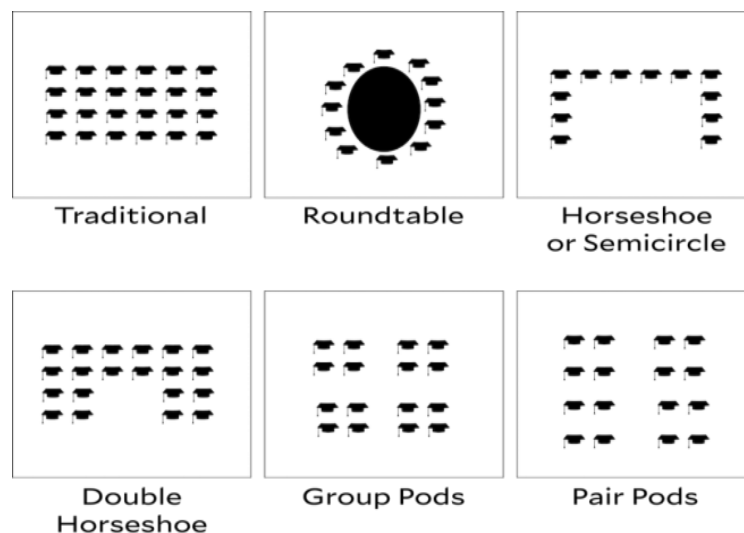


Illustration 3 Examples of Classroom Seating Arrangements
Source: Yale Center for Teaching and Learning (2018)

- **Traditional** - The traditional lecture setup typically consists of rows of fixed seating. Students face the instructor with their backs to one another.

This classroom seating arrangement is historically common in colleges and universities, minimizing student-student communication and largely supporting a “sage on the stage” learning environment. The highest communication interactions between professors and students typically occur with students in the first row or along the middle of the classroom.

Students in back rows are more likely to be less engaged. This is the most common of arrangement of desks used in Ecuador. Especially in high schools, this should be changed in order to facilitate interaction among students and the activities for cooperative learning.

- **Roundtable** - Many seminar-course room arrangements may consist of instructor and students sitting around a single large table. This seating arrangement can also be formed using individual desks. Students and instructors all face one another in this setup, which can support whole-class as well as pair-wise dialogue. As a consequence, this type of arrangement allows interaction in pairs, activities such as: debates and group discussion with the teacher seems suitable in this kind of organization. It is appropriate for some cooperative learning activities.

- **Horseshoe or Semicircle** - The horseshoe or semi-circle offers a modified roundtable setup, where all participants face each other while the instructor can move about the room. The horseshoe encourages discussion between students and with the instructor, although this setup tends to encourage more engagement between the instructor and students directly opposite, with slightly lesser amounts for students immediately adjacent to the instructor. A horseshoe setup can be particularly effective when the instructor wishes to project and discuss course-related material in the front of the class. This type of seating

arrangement is appropriate for group discussion. It can also work for pair work, which permits that students interact.

- **Double Horseshoe** - This seating arrangement involves an inner and outer horseshoe, and similar to the conventional horseshoe, invites greater discussion than the traditional format. It is more limited by the backs of students within the inner circle facing students in the outer circle.

However, students may also more easily interact with those nearest to them or turn around and face students behind them for group work.

- **Pods (Groups, Pairs)** - The pod or pair arrangement can be designed with rectangular, circular or trapezoidal tables, or individual desks. With regards to stations, instructors can place several tables together to form student groups (e.g. 3 - 4 students), or pairs. This arrangement can be especially advantageous when students will work in groups or pairs with their classmates for a large portion of class time. More generally, this arrangement communicates a learning community where students are expected to work with one another. The Pods are the best desk arrangement ways for cooperative learning because it makes easier to interact in groups. Students will be able to work without problems in any kind of cooperative learning activity.

3.8.2 Games as cooperative learning strategy for ESL classroom

When teaching English and applying the cooperative strategy, it is important to call the students attention and interest in learning another language by means of games. Games have important issues like:

- **Promote communication.** An emphasis on communication and collaboration is also present in well-developed ESL game lesson plans. Your students want to learn English in order to enjoy discussion with others in English. Games are an exceptional format for this specific learning goal. They will enjoy the games

you implement and at the same time, enjoy the company and communication time they have with their fellow students.

- **Develop ESL skills.** Students have the opportunity to learn vocabulary, grammar, pronunciation, reading, English expression, conversation and collaboration when playing games. Your students will learn without feelings like they are learning and these games often involve action and practical usage of English.

- **Build confidence and kick stress to the curb.** Games are also essential for creating a stress-free atmosphere for your students to learn in. With textbooks closed and groups formed, the stress of learning dissipates. When stress is removed from the equation, individual confidence can begin to blossom in each of your students. Many aspects of ESL revolve around confidence and without it; most students would never utter a word.

3.8.2.1 Cooperative Games for ESL Classroom

Below, there are some games for cooperative ESL classroom to develop an interactive English class.

3.8.2.1.1 One Million Dollar Pyramid

This game promotes communication, collaboration, listening and English expression as students race to get as many words as they can. You will need to do a bit of prep work for this game, and need either an overhead projector or a projector connected to your computer. You will create 20 categories with five words relating to each category.

Example categories:

Words that start with C: car, cow, candle, couch, castle, Popular countries: USA, France, Canada, Germany, Mexico.

Things you cannot see: love, friendship, sadness, guilt, thoughts.

Once you create your 20 categories with five words for each, you can put them into a presentation program (like PowerPoint) to make the game even more streamlined.

Divide your students into two teams and place two chairs between the teams.

One chair will be facing the projected screen and the other chair will be facing away from the screen. Two players from one team will participate in one turn.

How it works:

The student facing the screen (let's call them "Student S") will tell their teammate, Student A, three topics they can choose from.

Student A, the one facing away from the projector screen, will then choose a topic. Student S will now be able to see the five words for that specific topic on the screen.

Student S will try to get Student A to guess the first word on the list by describing it with single words - not complete sentences. Student S can use any word they like, as long as it is not the target word. Once Student A has guessed the first word, Student S will begin describing the second word, and so forth. They have one minute to get as many of the five words as they can. Teams get money values for each right word guessed and the two teams take turns choosing, describing and guessing. The first team to \$1 million wins.



Illustration 4 One Million Dollar Pyramid

Source: www.google.com.ec/search?q=One+Million+Dollar+Pyramid

3.8.2.1.2 Balloon Sentence Buster

This game is perfect for vocabulary building, grammar and sentence structure with an added pop! To prepare you will create short sentences on paper, and then cut up the sentences - separating them into words or small groupings of words from the sentence. But don't get them mixed up! You will want to keep a sentence's parts together in a pile for the next step.

After everything is separated, place each slip into a balloon, blow it up and tie it. This game works best if you color-coordinate your balloons for each group of four students. For example, group one will have red balloons and group two will have green balloons. You will want each group to have a full sentence. Whether each group has a different sentence or the same is up to you when you prepare the game.

How it works:

Once the groups are formed, hand out their color-coordinated balloons.

Have students keep the balloons on the floor as they stand a few feet away. Once you say "go," they will grab a balloon and try to pop it only using their elbows or knees.

Once students pop a balloon, they can retrieve the word slip and place it to the side.

Once a group has popped all their balloons, they will begin piecing together the sentence.

The first group to get the sentence corrects wins.

It is also fun to put a few words in balloons that do not relate to the target sentence though in this case, let your students know that there will be extra words.

This will create an opportunity for students to collaborate more as they put the sentence puzzle together.



Illustration 5 Balloon Sentence Buster

Source: www.google.com.ec/search?q=Balloon+Sentence+Busters+game

3.8.2.1.3 Proverb Party

Proverbs are often used in English, and they are a fun way to begin implementing phrases, phrasal verbs and idioms into your students' vocabularies. This game promotes listening, quick English thinking, sentence structure, collaboration and communication.

To get your proverb party lesson ready, you will need a list of 10-20 proverbs and a big stack of 4x6 note cards. Write the first half of each proverb on one side of a card, and the second half on the other side. It is a good idea to separate the two sides by color. For example, the first part of the proverb will be in red and the second part in blue. This will keep things organized as your students begin flipping cards.

You will need two to four decks of these proverbs, depending how many groups you will have. It is recommended to have two to six students per group, depending on class size.

How it works:

Separate your students into groups. An ideal number of students per group is four.

Once your students are in groups, give them one deck of 10-20 proverbs, designed as mentioned above. All cards should have the second part of the proverb facing up (blue color writing). Using your master list of proverbs; say the first part of the first proverb aloud. Students should work together in their groups to choose the correct ending to the proverb.

They will flip cards over until they find the right one. The first group to get the correct proverb card gets a point.

The game will continue in the same fun way until class time runs out or all proverbs are finished. The team with the most points wins.



Illustration 6 Proverb Party

Source: www.google.com.ec/search?q=Proverb+Party+game

3.8.2.1.4 The Verb Boat Race

The verb boat race is an exciting game that involves connecting subject pronouns with verbs. The skills this game promotes are writing, collaboration, reading and quick English expression as groups' race down the line, matching subject pronouns with verbs.

You will need just a pencil and paper for each group in this game. This activity is best if desks are removed and students can sit on the floor, changing the class environment in an exciting way.

How it works:

Separate your class into groups of five or six students per group. Students should sit on the floor in a line, with each student having a designated spot.

The first student in the line for each group will have a pencil and paper. To begin, say a verb familiar to your students, maybe a verb you have recently gone over together.

Once the first student hears the verb, they will write a subject pronoun with the verb. For example, if you say, "run" the first student could write "I run" on the paper.

After writing, the first student passes the paper down to the next student in the line. This student will write a different subject pronoun matching the verb—in any tense. For example, "She ran."

Once all students have written his or her subject pronoun with the target verb, the last student in the line stands up and copies all their answers on the board.

The first team to complete all tasks wins. It is great to move the line order around, giving every student a chance to write on the board.

To make the game more challenging, one variation would be to assign a specific verb tense that must be used.



Illustration 7 The Verb Boat Race

Source: www.google.com.ec/search?biw=907&bih=441&tbm=isch&sa=1&ei=xY6IW77pPOzP5gKo2ofYCw&q=The+Verb+Boat+Race

3.8.2.1.5 Twenty - 20 Questions

This game is a true student pleaser, evoking quick English thought, action, question and answer format, speaking, communication and listening. It is exciting and can be quite challenging for even your most studious ESL students.

Ahead of time, create a few categories for your students to choose from. Some example categories that work well are vegetables, animals and land features.

Your students will have 20 questions to guess the correct noun a student is thinking of.

How it works:

Divide your class into two teams. Have a student from team A pick a category, and then secretly choose an item which belongs in that category. This is the word that team B will have to guess in 20 questions.

I recommend that a student from team A writes down the word and shows it to you ahead of time, so you can decide if it is an appropriate choice (a common noun that has been discussed in class or is very familiar for the class).

Students from team B now begin asking yes-or-no questions one at a time, in order to guess the item.

If the answer to a question is yes, then that same student can ask another question. If the answer is no, then the next student on team B will ask a question.

Be sure to also rotate which students answer the question on team A, to encourage participation.

If the answer isn't guessed within 20 questions, no point is given. After team B is finished, they will pick a category and noun, which team A will then try to guess in 20 questions or less.

Games are an exceptional way to eliminate the stress that can arise from learning a new language, while promoting fun and vital ESL skills. These five excellent games all promote group cohesion and communication, and really put a fun spin on learning new English words, phrases, proverbs, and more.

Use these games with your students today to deliver practical English skills they will need in real life, while taking a much-welcomed break from classroom routine!

Stephen Seifert is a writer, editor, professor of English and adventurer. With over 7 years of teaching experience to students worldwide, he enjoys the many aspects of culture and traditions different from his own. Stephen continues his search for writing inspiration, boldly enjoying life to the fullest.



Illustration 8 20 Questions

Source: www.google.com.ec/search?biw=907&bih=441&tbm=isch&sa=1&ei=g5CIW9bSBs6g5wKj5KGwAw&q=20+Questions+game

CHAPTER IV

ANALYSIS OF IMPACTS

4.1 Evaluation of the main impacts

It is essential to have an evaluation of the main impacts because they help to determine if any of them is positive or negative.

This investigation has the following impacts:

- Educational
- Social
- Ethical

Chart 24 Parameters of Positive valuation

Qualitative	Quantitative
High	3
Medium	2
Low	1
Indifferent	0

Author: Marlene Chuquín

Chart 25 Parameters of Negative valuation

Qualitative	Quantitative
High	-3
Medium	-2
Low	-1
Indifferent	0

Author: Marlene Chuquín

4.1.1 Educational Impact

This investigation will contribute to the education because it will propose an updated and effective strategy that will allow developing the ability to speak English in the classroom atmosphere but in a real way, since the students will be able to participate and try to solve the problems in a grouped form. It is an investigation that influences in the educational development and in the teaching learning process of the English language.

Chart 26 Matrix of Educational Impact

LEVEL OF IMPACTS / INDICATORS	-3	-2	-1	0	1	2	3
Changing teaching methodology for speaking.							X
Applying innovative cooperative learning strategies							X
Motivation cooperative strategies for speaking English							X
Assessment based on outcomes							X
Total							1 2

Elaborated by: Marlene Chuquín

$$\text{Level of Educational Impact} = \frac{\sum}{n} = \frac{12}{4} = 3 \text{ High Positive}$$

The result shows an impact of “3”, this means a “High Positive Educational impact”, and the indicators make an approach of excellent issues to be considered in this investigation.

4.1.2 Social Impact

This investigation will contribute to the society and will promote the quality of education, in this case when teaching English. This is part of the Plan Nacional del Buen Vivir (Senplades, 2013) whose knowledge is guaranteed when the teachers demonstrate the capacity to apply innovative strategies that facilitate the learning of a second language or any foreign language.

Chart 27 Matrix of Social Impact

LEVEL OF IMPACTS / INDICATORS	-3	-2	-1	0	1	2	3
Creating meaningful contexts						X	
Using the English language spontaneously anywhere							X
Discussing about culture and social aspects							X
Interacting by applying the English language							X
Total							1 1

Elaborated by: Marlene Chuquín

$$\text{Level of Social Impact} = \frac{\Sigma}{n} = \frac{11}{4} = 2,75 = 3 \text{ High Positive}$$

4.1.3 Ethical Impact

This investigation will contribute to the ethical part when fomenting the team work, the critical thought and the respect to other people's opinion, aspects that promote the personal and professional development of student and teachers, so that they become useful human beings at the service of the society.

Chart 28 Matrix of Ethical Impact

LEVEL OF IMPACTS / INDICATORS	-3	-2	-1	0	1	2	3
Importance of speaking English.							X
Commitment to make students speak and practice English.							X
Developing the teaching learning process for speaking.							X
Teachers must foment values on students besides teaching English.							X
Total							1 2

Elaborated by: Marlene Chuquín

$$\text{Level of Ethical Impact} = \frac{\sum}{n} = \frac{12}{4} = 3$$

It is a High Positive Impact, the results have a number of "3", students and teachers will have the opportunity to share important aspects, values, knowledge that occurs in real life. This impact stimulates people to be always straight and reliable anywhere at any time.

4.2 Consolidation of Impacts

Chart 29 Consolidation of Impacts

Level of Impacts/ Indicators	- 3	- 2	- 1	0	1	2	3
	1. Educational						
2. Social							X
3. Ethical							X
Total							9

Elaborated by: Marlene Chuquín

$$\text{General Level of Impacts} = \frac{\sum}{n} = \frac{9}{3} = 3 = \text{High Positive}$$

Analyzing the results of consolidation on the three impacts, it gives a “High Positive consolidation”, this is remarkable because it provides important and relevant information about the importance of the educational, social and ethical impacts, which makes teachers and students work with much effort to achieve the goal of this project and to sustain it content.

CONCLUSIONS

- Developing English speaking skills requires interaction among people, without interaction this skill will be limited and students will not be able to communicate effectively neither with native nor native speakers.

- The cooperative strategies allow students and teachers to create meaningful contexts to apply the English language because they are able to keep conversations and play roles as if they were experiencing in the English culture.

- There are activities that allow students to be motivated to speak English. It is important to clarify that many of them are afraid of speaking in public because they are introverted or shy.

- Developing the speaking skill by means of cooperative strategies will allow students to develop critical thinking, because they will be asked to carry out deep analysis, debates and discussions about specific topics which will make them exercise their minds and participate more.

- Teachers will get more ideas and will improve their teaching methodologies by breaking the traditional strategies and becoming part of the teaching-learning process in a more significant way than only speaking and asking questions in the classroom.

RECOMMENDATIONS

- The main problem when teachers want to teach the English speaking skill is precisely pretending that it can be taught. Speaking cannot be taught, speaking needs practice in order to be improved. If students only learn grammar they will not be able to speak, because the most important is producing knowledge after receiving it. Consequently, teachers must encourage their students to speak more during the English class.

- When the cooperative strategies are applied it is important to provide students the necessary vocabulary that they need to perform any activity. If they do not learn vocabulary they will be limited to speak.

- Students think most of the time that they must understand every single word in order to speak, which is not necessary and teachers must make them understand through the corrections of their mistakes in an appropriate and professional way.

- Teachers and students must learn that working together will give them better results than working individually because languages were learned for communication.

- Assessment is the consequence of what students learn. As a consequence, it requires containing the adequate criteria and parameters that teachers want to evaluate. It is necessary to avoid bias. Therefore, teachers have to carry out cooperative activities or games that allow them to feel more confident at the moment of speaking.

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ANNEXES

ANNEX 1



Pontificia Universidad Católica del Ecuador Sede Ibarra

Escuela de Lenguas y Lingüística

Maestría en Lingüística Aplicada a la Enseñanza Bilingüe Español - Inglés

SURVEY FOR THE STUDENTS AT UNIDAD EDUCATIVA "RUMIPAMBA"

Objective: To determine what kind of problems the students of first year of BGU have when attending to their English classes and practicing the speaking skill.

Questions to the students:

1. Can you handle a basic conversation in English?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

2. Do you work in pairs or in groups during your English classes?

INDICATOR	FREQUENCY	PERCENTAGE%
IN PAIRS		
IN GROUPS		
TOTAL		

3. Do you think the English classes are fun and interactive?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

4. Do you speak English during your English classes?

INDICATOR	FREQUENCY	PERCENTAGE%
ALWAYS		
SOMETIMES		
RARELY		
NEVER		
TOTAL		

5. Does your teacher explain most of the class in English?

INDICATOR	FREQUENCY	PERCENTAGE%
ALWAYS		
SOMETIMES		
RARELY		
NEVER		
TOTAL		

6. Should the methodology be changed in order to improve the English learning?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

7. Do you think that cooperating with your classmates and teacher will help you to improve your English speaking skill?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

8. Do you know the importance of speaking English?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

9. Do you learn better when you work individually or in group during the English classes?

INDICATOR	FREQUENCY	PERCENTAGE%
INDIVIDUALLY		
IN GROUP		
TOTAL		

10. Do you think that the methodology applied during the classes has helped you improve your English level?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

Thanks

ANNEX 2



Pontificia Universidad Católica del Ecuador Sede Ibarra

Escuela de Lenguas y Lingüística

Maestría en Lingüística Aplicada a la Enseñanza Bilingüe Español - Inglés

SURVEY FOR THE ENGLISH TEACHERS AT “UNIDAD RUMIPAMBA”

Objective: To Establish the quality, methodologies, and techniques of teaching by the English teachers at “Unidad Educativa Rumipamba”.

Questions to English teachers:

1. Can your students keep a basic conversation in English?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

2. Do you make your students work in groups during the English classes?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

3. Are your English classes cooperative and interactive?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

4. Do you impart your classes in English?

INDICATOR	FREQUENCY	PERCENTAGE%
ALWAYS		
SOMETIMES		
RARELY		
NEVER		
TOTAL		

5. Should the teaching methodology be changed in order to improve the English language learning?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

6. Will cooperative activities help students to improve the English language?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

7. Have you talked to your students about the importance of speaking English?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

8. Have you heard about cooperative learning?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

9. Do you consider cooperative learning an innovative methodology to improve the learning process?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

10. Do you consider the English level of your students acceptable?

INDICATOR	FREQUENCY	PERCENTAGE%
YES		
NO		
TOTAL		

Thanks