DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES
CARRERA DE LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS

TRABAJO DE TITULACIÓN, PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIATURA EN LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS

RESEARCH PROJECT

TITLE: “THE INCIDENCE OF COOPERATIVE LEARNING ON THE ORAL COMMUNICATION SKILL DEVELOPMENT IN STUDENTS OF TENTH YEAR OF BASIC EDUCATION AT “JULIO MORENO ESPINOSA” HIGH SCHOOL, IN SANTO DOMINGO DE LOS TSACHILAS, IN THE FIRST TERM, 2016-2017 SCHOOL YEAR”.

AUTHOR: FARINA ROXANA CALLE RODRÍGUEZ

DIRECTOR: Mg. Rocío Ortega A.

SANGOLQUI
2017
Why was the topic chosen?

- Traditional methods
- World demands
- From memorization of contents to develop the 21st century learning skills.
- Cooperative learning
- Oral Communication skill development
**Effect 1.1**
Students cannot communicate in English language

**Effect 2.1**
Low academic performance

**Effect 3.1**
Low student’s motivation and interest

**Effect 1**
Inadequate development of speaking skill

**Effect 2**
Low cognitive and mental processes development

**Effect 3**
Monotonous and boring classes

**Cause 1**
Poor speaking practice

**Cause 2**
Inappropriate didactic material

**Cause 3**
Poor confidence

**Cause 1.1**
Traditional methodologies

**Cause 2.1**
Too many exercises of Grammar and Vocabulary and a little speaking

**Cause 3.1**
Untrained teachers

**Problem Tree**
Low speaking skill development.
What is the incidence of Cooperative Learning on the Speaking skill development among students in tenth year of basic education, at “Julio Moreno Espinosa” high school, during the first term, 2016-2017 school year?
OBJECTIVES

General Objective
To determine the incidence of the Cooperative Learning on the oral communication skill in the students of tenth year at “Julio Moreno Espinosa” high school, of Santo Domingo de los Tsáchilas during the first term, in 2016-2017 school year.

Specific Objectives
To identify the problems that students have to develop the oral communication skill.

To set up the scientific and theoretical bases which are references of the use of the Cooperative Learning and its influence on the oral skill development by a documentary research.

To analyze the results of the pre-test and post-tests
To implement a club of conversation as a strategy to develop the oral production of the students of Basic English of tenth year class "A."
The speaking is considered one of the most important skills that students need to develop to communicate effectively in the English language. (Burns & Joyce, 1997).

The students improve their vocabulary, fluency and pronunciation skills to be able to communicate more effectively.
THE COOPERATIVE LEARNING
BASIC DEFINITION

(Johnson R. T., 1994).
* Cooperative Learning
* teaching method
* small groups
* work together
* actively
* participate
* own learning
* improve
* oral communication skills
* The Benefits
LEARNING STRATEGIES

The Learning Strategies of Cooperative learning are: Think-pair-share, three-step-interview and note-taking pairs.
HYPOTHESIS FORMULATION

WORKING HYPOTHESIS

The Cooperative Learning influences positively on the oral communication skills development in the students of Tenth years of Basic Education class "A" and class E" at "Julio Moreno Espinosa" high school, during the first term 2016-2017.

NULL HYPOTHESIS

The Cooperative learning does not influence on the oral communication skills development in the students of tenth years of basic education class“A” and class“E” at “Julio Moreno Espinosa” high school, during the first term 2016-2017.
### Methodology

<table>
<thead>
<tr>
<th>Research type</th>
<th>quasi-experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research design</td>
<td>Of field</td>
</tr>
<tr>
<td>Population</td>
<td>eighty students</td>
</tr>
<tr>
<td>Sample</td>
<td>40 student’s of class “A” and 40 students of class “E”</td>
</tr>
<tr>
<td>Field work</td>
<td>“Julio Moreno Espinosa”</td>
</tr>
<tr>
<td>Instruments for data collection</td>
<td>interview as a Pre-test and Post-test</td>
</tr>
<tr>
<td>Data processing</td>
<td>Statistical calculations, tables and figures</td>
</tr>
</tbody>
</table>
Introductory chat

Only experimental group received the treatment

Four topics were treated

At the beginning, I applied the pre-test, and at the end of the experiment a post-test to determine if students have improved or not

Experimental group (40 students)

Control group (40 students)
The document contains a table showing the results of a pre-test and post-test comparison between a control group and an experimental group. The table includes the scores of participants in both groups before and after the test.

### RESULTS

<table>
<thead>
<tr>
<th>CONTROL GROUP</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>N°</td>
<td>PRE-TEST</td>
</tr>
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</tbody>
</table>

- **X̄= 2.20**
- **X̄= 7.15**
- **X̄= 0.79**
- **X̄= 8.23**

- **Variance = 47.44**
- **Variance = 73.48**
- **Variance = 16.32**
- **Variance = 81.57**

- **SD= 9.62**
- **SD= 13.12**
- **SD= 4.61**
- **SD= 14.24**
DIFFERENCE BETWEEN MEANS: 4,96 – 49,6%

DIFFERENCE BETWEEN MEANS: 7,44 – 74,4
After the general analysis of the obtained results from experimental and control groups, it is evident that in the experimental group there were a progress in speaking skill improvement, it means that the treatment applied to the experimental group affected positively in the collected results, so the null hypothesis was rejected.

- The development of my research helped me to increase my knowledge on Cooperative learning; and motivated me to continue researching.
RECOMMENDATIONS

1. The speaking activities must be chosen according to the students’ needs.

2. A conversation club with many speaking activities using Cooperative Learning is suggested as a proposal to improve the oral production.

3. Teachers of English should know and apply the Cooperative Learning, so that, their students feel motivated, improve their performance and their scores; and the cooperation among group members can help low achievers to gain more confidence.
PROPOSAL

TO IMPLEMENT A CLUB OF CONVERSATION AS A STRATEGY TO DEVELOP THE ORAL PRODUCTION OF THE STUDENTS OF BASIC ENGLISH OF TENTH YEAR CLASS "A".
Conversation club

- Speaking activities
- Students
- Practice
- Listening and speaking skill
- Cooperative Learning
- Improve
- Oral production
Materials and resources

- Lesson plans, books, cards, photos, tape recorder, flipchart, marker, blackboard, speaking rubrics, scissors, glue, internet and technology.
Objective

* To improve aspects of listening and speaking
* To acquire greater oral fluency
Effect 1.1
Students cannot communicate in English language

Effect 2.1
Low academic performance

Effect 3.1
Low student’s motivation and interest

Effect 1
Inadequate development of speaking skill

Effect 2
Low cognitive and mental processes development

Effect 3
Monotonous classes

Cause 1
Poor speaking practice

Cause 2
Inappropriate didactic material

Cause 3
Poor confidence

Cause 1.1
Traditional methodologies

Cause 2.1
Too many exercises of grammar and vocabulary

Cause 3.1
Untrained teachers

Figure 1 Causes and effects diagram.
Effect 1.1
Students can communicate in English language

Effect 1
Adequate development of speaking skill

Effect 2.1
High academic performance

Effect 2
High cognitive and mental processes development

Effect 3.1
High student’s motivation and interest

Effect 3
Interesting classes

Cause 1
Significant speaking practices

Cause 1.1
New traditional methodologies

Cause 2
Appropriate didactic material

Cause 2.1
Adequate exercises of grammar-vocabulary and skills development

Cause 3
Creative and prepared teachers

Cause 3.1
Student’s confidence

High speaking skill development.
**LOGICAL FRAMEWORK**

<table>
<thead>
<tr>
<th>Narrative Summary of Objectives</th>
<th>Indicators</th>
<th>Means of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong> To improve students' Speaking skill and academic performance in communicating in English using cooperative learning.</td>
<td>The degree of development of communication skills of students and teachers increased after the implementation of the proposal. The number of student’s everyday situations adequately communicates in English increases.</td>
<td>Post-test results.</td>
<td>Students in the tenth year of basic education are motivated and attend with cooperative learning activities.</td>
</tr>
<tr>
<td><strong>Purpose</strong> Pratic cooperative learning activities to improve the degree of communication skills development in the English subject.</td>
<td>The number of students improves their listening and speaking skills increases.</td>
<td>Post-test results</td>
<td>That the necessary conditions to improve academic processes: - The chances of academic success will be even more favored as the tenth year of basic education and teachers are able to build better activities for teaching - learning.</td>
</tr>
<tr>
<td><strong>Components</strong> The communication system is efficient teacher - student. The tenth year of basic education is founded to communicate in English.</td>
<td>The teacher - student direct classes increases. Notable increase in teacher and student communication in the term.</td>
<td>English communication by students. Notable increase in teacher and student communication in the term.</td>
<td>Students have basic English skills that allow them to communicate better with their teachers, especially to comprehension of the speaking.</td>
</tr>
</tbody>
</table>
| **Activities** Implement a club of conversation as a strategy to development of oral communication skills in the English subject, especially speaking skill. Attend cooperative learning activities to improve the development of oral communication skills in the English subject, especially speaking skill. | Means Purchase literature. - Researcher - Computer. - Data show. - Texts. - Markers - Copies - Books | Costs | US$ 1,000  
US$ 500 |
THANK YOU VERY MUCH

BY: Roxana Calle