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SPEAKING SKILL DEVELOPMENT FOR STUDENTS OF THE
FIRST YEAR OF BACHILLERATO AT JOSE MARIA VELAZ HIGH
SCHOOL, IN HUAQUILLAS, DURING THE 2015-2016 SCHOOL
YEAR

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2016



DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

CERTIFICACIÓN

Certifico que el trabajo de titulación, **“THE EFFECT OF COOPERATIVE LEARNING ON THE SPEAKING SKILL DEVELOPMENT FOR STUDENTS OF THE FIRST YEAR OF BACHILLERATO AT JOSE MARIA VELAZ HIGH SCHOOL, IN HUAQUILLAS, DURING THE 2015-2016 SCHOOL YEAR”** realizado por las señoras **NELLY MARIBEL JARAMILLO JARA Y ELSSY ELENA PORRAS MALDONADO**, ha sido revisado en su totalidad y analizado por el software anti-plagio, el mismo cumple con los requisitos teóricos, científicos, técnicos, metodológicos y legales establecidos por la Universidad de Fuerzas Armadas ESPE, por lo tanto me permito acreditarlo y autorizar a las señoras **NELLY MARIBEL JARAMILLO JARA Y ELSSY ELENA PORRAS MALDONADO** para que lo sustente públicamente.

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Sangolquí, Abril 2016

ELSSY ELENA PORRAS MALDONADO

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DEDICATORY

This research project is dedicated with humility and gratitude, first to God for all his goodness and mercy towards me.

Secondly, my parents Juana and Luis and my daughter Nayelly, they were fundamental pillars, to achieve and complete this stage of my life to become a professional. The truth, the words will never be sufficient, to express and demonstrate how much I love them.

Therefore, this research project I dedicated for all the people, who search for success in teamwork by using the cooperative learning techniques.

Kind regards,

Jaramillo Jara, Nelly Maribel

DEDICATORY

I dedicate this work principally to God, my parents Julio Porras and Bertha Maldonado for their support to develop this marvelous work, also to my brother Julio Cesar as evidence of absolute love, comprehension to end this research project.

To my dear husband Roberd Calero Obaco, who always understood and encourage me when I needed to go for another city to manage this work; although there were several difficulties he supported me to overcome the challenges.

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Sincerely,

Porras Maldonado, Elssy Elena

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I would like to thank God for my existence, for the purpose that he has chosen for me and that by his love, I was successfully able to finish my research project all the glory to God.

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Finally, I want to thank the Chingay Alburqueque family for the hospitality and friendship that I received throughout this process.

My sincerest thanks to all you who have helped me

Regards,

Jaramillo Jara, Nelly Maribel

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Porras Maldonado, Elssy Elena

TABLE OF CONTENTS

CERTIFICATION.....	ii
AUTORÍA DE RESPONSABILIDAD.....	iii
AUTORÍA DE RESPONSABILIDAD.....	iv
AUTORIZACIÓN.....	v
AUTORIZACIÓN.....	vi
DEDICATORY	vii
DEDICATORY	viii
ACKNOWLEDGEMENT	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xi
FIGURES AND TABLES.....	xix
ABSTRACT	xx
RESUMEN.....	xxi
PART ONE	1
1. RESEARCH PROBLEM	1
1.1. Problem identification	1
1.2. Problem – formulation.....	3
1.3 .Variables matrix	3
1.4. Objectives	6
1.4.1. General objective:	6
1.4.2. Specific objectives:	6
1.5. Justification.....	7
PART TWO	8
2. THEORETICAL FRAMEWORK	8
2.1.1. Theoretical and conceptual framework.....	8
2.1.2. Positivism (Quantitative Research)	9
2.2. STRUCTURE.....	11
CHAPTER I	11

1. THE SCHOOL.....	11
1.1. Mission	11
1.2. Vision	11
1.3. Legal Framework.....	12
1.4. Historical Review	12
CHAPTER II.....	13
2. COOPERATIVE LEARNING.....	13
2.1. Benefits of cooperative learning.....	14
2.1.1. Learning for all	14
2.1.2. Academic achievement	14
2.1.3. Skilled Communication	14
2.1.4. Psychological Health	14
2.2. Why use cooperative learning?	15
2.3. Principles of Cooperative Learning.....	15
2.3.1. Positive interdependence	16
2.3.2. Individual accountability	16
2.3.3. Face-to-face promotes interaction.	16
2.3.4. Appropriate use of collaborative skills.	16
2.3.5. Group processing	17
2.4. The difference between cooperative learning and collaborative learning.....	17
2.5. Types of cooperative learning	17
2.5.1. Formal cooperative learning groups	17
2.5.2. Informal cooperative learning groups.....	18
2.5.3. Cooperative base groups.....	18
2.5.3.1. Classroom activities organization:	18
2.6. The Jigsaw Technique	19
2.6.1. Findings and Reflections	20

2.6.1.1. Teacher's role in the jigsaw	20
2.6.1.2. Motivating students into the jigsaw	21
2.6.2. Benefits of the jigsaw technique	21
2.7. Peer review work	22
2.7.1. Peer reviews works help students to:	22
2.7.2. Types of peer review	22
2.7.2.1. Single blind review	22
2.7.2.2. Double blind review	23
2.7.2.3. Open Review	23
2.7.2.4. More transparent peer review	23
2.8. Conversation	24
2.8.1. Elements of conversation	24
2.8.2. - Types of conversation	24
2.8.2.1.-Structured conversation.	24
2.8.2.2. - Semi-structured conversation.	24
2.8.2.3. - Daily conversation.	24
2.8.2.4. - Improvised conversation.	25
2.9. Working together	25
2.10. Turn-to-your-partner discussions	25
2.11. Group Work	26
2.11.1. Benefits of group work	26
2.12. Study Group	27
2.12.1. Advantages of study groups	27
2.12.2. Common Problems	27
3. THE SPEAKING SKILL	29
3.1. How to teach speaking skill	29

3.1.1. Rehearsal:.....	29
3.1.2. Feedback:.....	30
3.1.3. Engagement:	30
3.2. Aspects of Speaking	30
3.2.1. Speaking is face- to -face.....	30
3.2.2. Speaking is interactive.....	30
3.2.3. Conversation has a purpose	30
3.2.4. Conversation takes place in real-time.....	31
3.3. Principles for Teaching Speaking.....	31
3.3.1. Give students practice with fluency and accuracy.....	31
3.3.2. Use groups work or pair work	31
3.4. Characteristics of English Speaking Classroom.....	31
3.4.1. There are four approaches to developing the classroom environment	32
3.4.1.1. Using foreign language for classroom management.....	32
3.4.1.2. Using foreign language as a teaching medium.	32
3.4.1.3. Using foreign language for conversation or discussion sessions.	32
3.5. Types of Classroom Speaking Performance	32
3.5.1. Imitative	33
3.5.2. Intensive.....	33
3.5.3. Responsive	33
3.5.4. Transactional (dialogue)	33
3.5.5. Interpersonal (dialogue).....	33
3.5.6. Extensive (monologue).....	33
3.6. Oral Communication	33
3.7. Formal Speaking.....	34
3.7.1 Advantage Formal Speaking.....	35

3.7.2. Disadvantage Formal Speaking	35
3.8. Informal Speaking	35
3.8.1 Advantages Informal Speaking.....	36
3.8.2. Disadvantages Informal Speaking	36
3.9. Components of communication.....	36
3.10. Fluency	37
3.10.1. Ways to improve and build fluency	37
3.11. Accuracy.....	38
3.11.1 Characteristics to improve accuracy	38
3.12. Grammar.....	38
3.12.1. Two kind of meaning.....	39
3.12.2. Grammar Rules	39
3.12.3. Prescriptive rule:.....	39
3.12.4. Descriptive Rule	40
3.13. Vocabulary	40
3.13.1. Types of Vocabulary.....	40
3.13.2. Steps for teaching individual words explicitly	40
3.13.2.1. Identify the Potential list of words to be taught.	40
3.13.2.2. Determine which of these words to teach	41
3.13.2.3. Plan how to teach the words using specific strategies	41
3.13.2.3.1. Provide a student-friendly definition.....	41
3.13.2.3.2. Use the word in the context and give conceptual information. .	41
3.13.2.3.3. Provide multiple exposures	41
3.13.2.3.4. Offer opportunity for active involvement.....	41
3.14. Pronunciation.....	41
3.14.1. Phonetics.....	42

3.14.2. Phonology	42
3.14.3. Segmental Phonology	42
3.14.3.1. Phonemes	42
3.14.3.2. Vowels.....	42
3.14.3.2.1. Vowel Sounds:.....	42
3.14.3.2.2. Single vowel sound:	42
3.12.3.2.3. English short vowels:	42
3.14.3.2.4. English Long Vowels	42
3.14.3.2.5. Consonants:	42
3.15. Stress.....	42
3.15.1. Syllable	43
3.15.2. Word Stress.....	43
3.15.2.1. Strong stress	43
3.15.2.2. Weak Stress.....	43
3.15.3. Contrastive stress	43
4. COOPERATIVE LEARNING AND THE SPEAKING SKILL.....	44
4.1. Classroom Activities Organization and Oral Communication.....	44
4.2. Working together and developing components of communication.....	45
4.3. Group work for teaching how to speak	46
CHAPTER V.....	47
5. OTHER CAUSES OF THE CORE PROBLEM.....	47
5.1. Students are not in an English speaking environment.....	47
5.2. Uninterest of students in the language.....	48
5.3. Lack of incentive in oral communication	49
5.4. Inadequate application of the components of communication	50
5.5. Absence of cooperative climate in class.....	51
5.6. Decrease in the learning process on speaking skill.	52

2.3. HYPOTHESIS FORMULATION.....	53
2.3.1. Working Hypothesis	53
2.3.2. Null Hypothesis	53
PART THREE.....	54
3. METHODOLOGICAL DESIGN.....	54
3.1. Research type and design	54
3.2. Population size and sample	54
3.3. Field Work.....	54
3.4. Instruments for data collection	54
3.5. Data processing and analysis.....	54
3.6. Research validity and reliability	55
PART FOUR.....	56
4. TESTING THE HYPOTHESIS	56
4.1. Data Matrix.....	56
4.1.1. Graphical Exposition of Results	56
4.1.2. Analysis of results.....	57
4.2. Verification of hypothesis	74
4.3. Conclusions	76
4.4. Recommendations	77
PART FIVE.....	78
5. THE PROPOSAL.....	78
5.1. Analysis of stakeholders.....	78
5.2. Problem Tree	79
5.3. Objective Tree	80
5.4. Strategies Matrix	81
5.5. Analytic structure of the proposal	82
5.6. Logical Framework Matrix.....	83

5.7. Budget.....	85
5.8. Gantt's Chart	86
5.9. Evaluation.....	86
BIBLIOGRAPHY	87
ANNEXES	98

FIGURES AND TABLES

Table N° 1: Data Matrix Control Group	56
Table N° 2: Data result to question 1	57
Table N° 3: Data result to question 2	58
Table N° 4: Data result to question 3	59
Table N° 5: Data result to question 4	60
Table N° 6: Data result to question 5	61
Table N° 7: Data result to question 6	62
Table N° 8: Data result to question 7	63
Table N° 9: Data result to question 8	64
Table N° 10: Data Matrix Experimental Group	65
Table N° 11: Data result to question 1	66
Table N° 12 Data result to question 2	67
Table N° 13: Data result to question 3	68
Table N° 14: Data result to question 4	69
Table N° 15 Data result to question 5	70
Table N° 16 Data result to question 6	71
Table N° 17: Data result to question 7	72
Table N° 18: Data result to question 8	73
Table N° 19: means of two paired samples	74

ABSTRACT

The goal of this research project was to enhance the speaking skill in the students of the first year of bachillerato at Jose Maria Velaz high school, located in Huaquillas city, during 2015-2016 school year, through the application of cooperative learning techniques. The study was engaged to thirty students divided into two groups, the first group was 15 students, which was called the control group where a pre-test was used and the second group was 15 students, which was called the experimental, a post-test was used too. The instrument for data collection was an oral test, which was tested by a rubric. The methodology was applied, descriptive and of field. The design was quantitative, quasi-experimental and transversal; these data were analyzed using statistical descriptive and inferential procedures. The research project showed that students' speaking skill was enhanced, by means of the Cooperative learning techniques. They learned how to work together and apply the components of communication properly. (Darsini, 2013). In conclusion, the positive aspects that offer the cooperative learning techniques are the emotional part because students develop social skills and raise self-esteem of students and help them promote positive relations. (Spencer, 2011)

KEYWORD:

- **SPEAKING SKILL**
- **COOPERATIVE LEARNING TECHNIQUES**
- **ORAL COMMUNICATION**
- **WORKING GROUP**
- **CLASSROOM ACTIVITIES ORGANIZATION**

RESUMEN

La meta de este proyecto de investigación fue mejorar la destreza del habla en los estudiantes del primero de bachillerato en el colegio José María Velaz, localizado en la ciudad de Huaquillas, durante el periodo lectivo 2015-2016, a través de la aplicación de las técnicas del aprendizaje cooperativo. El estudio fue aplicado a 30 estudiantes divididos en dos grupos, el primer grupo de 15 estudiantes, el cual fue llamado de control donde fue usada una pre-prueba y el segundo grupo de 15 estudiantes, el cual fue llamado experimental una post-prueba fue utilizada. Los instrumentos de recolección de datos fue una prueba oral la cual fue evaluada por una rúbrica. La metodología aplicada es descriptiva y de campo. El diseño fue cuantitativo, cuasi-experimental y transversal: estos datos fueron analizados usando la estadística descriptiva y procesos inferenciales. El Proyecto de investigación mostraron la habilidad del habla de los estudiantes fue mejorado, por medio de las técnicas del aprendizaje cooperativo. Ellos aprendieron como trabajar en grupo y aplicar los componentes de la comunicación adecuadamente. (Darsini, 2013). En conclusión, el aspecto positivo que ofrece las técnicas del aprendizaje cooperativo es la parte emocional, porque los estudiantes desarrollan destrezas sociales y aumentando su autoestima promoviendo las relaciones positivas. (Spencer, 2011).

PALABRAS CLAVE:

- **HABILIDAD DEL HABLA**
- **TÉCNICAS DEL APRENDIZAJE COOPERATIVO**
- **COMUNICACIÓN ORAL**
- **TRABAJO EN GRUPO**
- **ORGANIZACIÓN DE ACTIVIDADES EN EL AULA**

PART ONE

1. RESEARCH PROBLEM

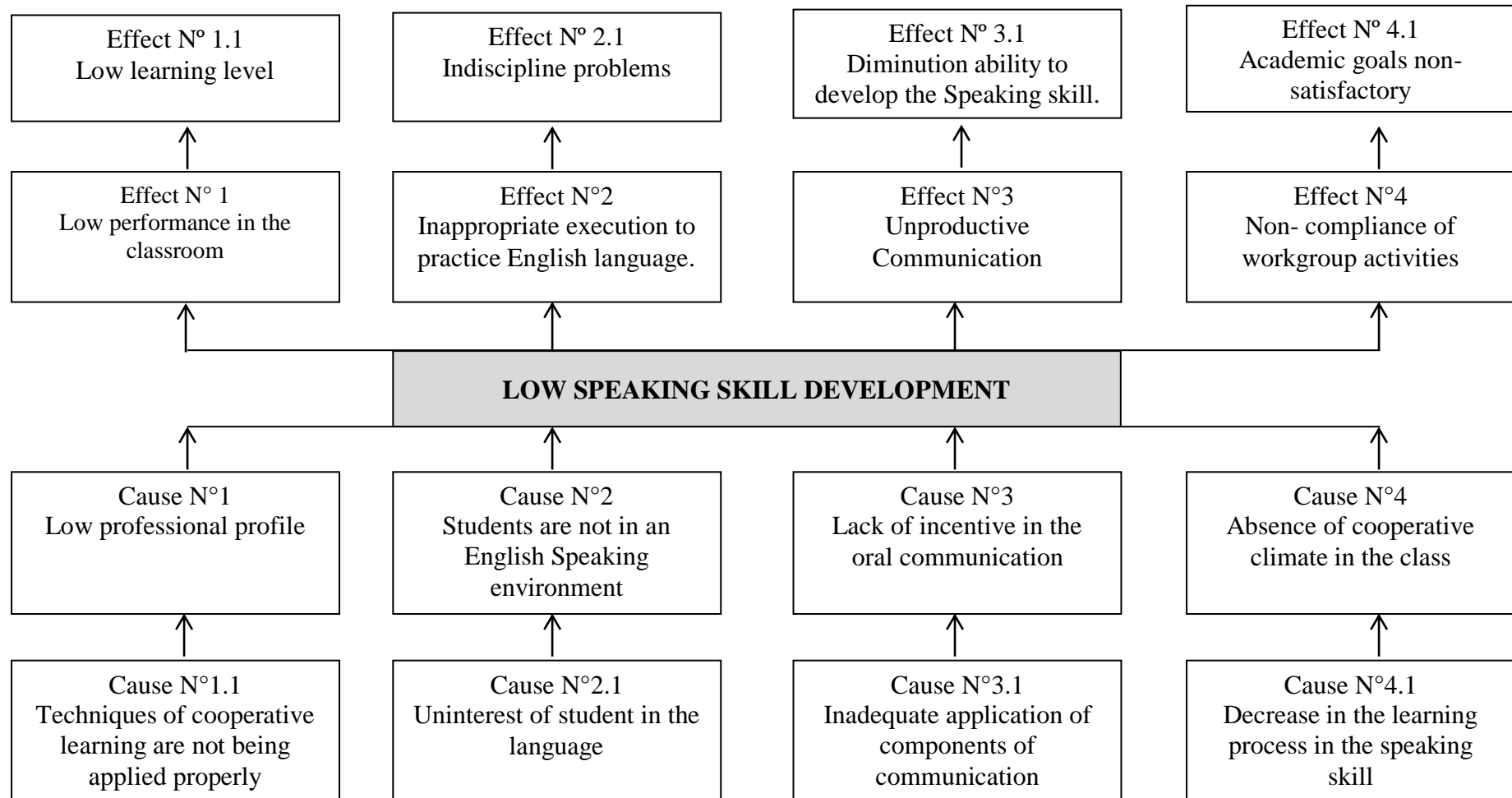
1.1. Problem identification

Nowadays, globally there have been great changes in economy, politics, technology and educational levels. According to the educational field it is evident that the students are limited at every moment to learn English, especially when the teachers do not apply the cooperative learning techniques into the classroom.

Therefore, one of the main problem of teaching English in public schools in Ecuador is that there is a low speaking skill development and the causes could be the learning psychosocial, due to teachers are not taking about advantage of the social interaction and the teams work learning, by means of cooperative learning techniques on the speaking skill development for students of the first year of bachillerato Jose Maria Velaz high school, located in Huaquillas city.

On the other hand, cooperative learning is based on each student who tries to improve your learning, for this reason it is important to apply these techniques to enhance the speaking skills in the students. (Garcia, 2009)

In conclusion, the individualistic learning in each student is memorization, but cooperative learning allows students develop the different skills on how to speak the language and in this way they can interact with others in order to communicate and acquire language. (Garcia, 2009)



1.2. Problem – formulation

The main question of this research is to answer is the following:

What is the effect of the cooperative learning on the Speaking skill development of the English language for students of the first year of bachillerato at Jose Maria Velaz high school in Huaquillas during 2015-2016 school year?

1.3. Variables matrix

VARIABLE	DEFINITION	DIMENSIONS	SUBDIMENSIONS
COOPERATIVE LEARNING	<p>Independent Variable</p> <p>COOPERATIVE LEARNING</p> <p>Are successful teaching techniques which aim to organize the classroom activities. The cooperative learning is considered an instructional use where the students work together in small groups. Each student must demonstrate responsibility in the tasks according to</p>	<p>1.- Classroom activities organization.</p> <p>2.- Working together</p> <p>3.- Group work</p>	<p>-The jigsaw technique</p> <p>- Peer review work (e.g. editing writing assignments).</p> <p>-Conversation</p> <p>-Turn-to-your-partner discussions</p> <p>-Study group</p>

	<p>the levels of ability. Using a variety of learning activities to improve their understanding, the most important of cooperative learning is that the groups work face-to-face and learn to work in a team. (Roberts, 2004)</p>		
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VARIABLE	DEFINITION	DIMENSIONS	SUBDIMENSIONS
THE SPEAKING SKILL	<p>Dependent Variable</p> <p>THE SPEAKING SKILL</p> <p>Speaking is an interactive process where the productive skill is developed.</p> <p>The Speaking skill is not only the pronunciation of the words, but rather to interviews some components to produce, receive,</p>	<p>1.- Oral Communication</p> <p>2.- Components</p>	<p>1.1 Formal Speaking</p> <p>1.2 Informal Speaking</p> <p>1.1 Fluency</p> <p>1.2 Accuracy</p> <p>1.3 Grammar</p> <p>1.4 Vocabulary</p> <p>1.5 Pronunciation</p> <p>1.6 Stress</p>

	<p>process information and construct meaning. The message of oral communication must be clear to the receptor. (Torky, 2006)</p>		
--	--	--	--

1.4. Objectives

1.4.1. General objective:

To determine the effect of the cooperative learning on the Speaking skill development of the English language for students of the first year of bachillerato José María Velaz high school in Huaquillas during 2015-2016 school year.

1.4.2. Specific objectives:

- ✓ To enhance classroom organization activities with the aid of cooperative learning to achieve a successful learning.
- ✓ To identify problems on the speaking skill that does not allow develop the components and the oral communication.
- ✓ To achieve an effective production of the communication, through the combination of the different didactical activities that offer the cooperative learning.

1.5. Justification

Nowadays societies have enormous challenges, where scientific and technological occur quickly in the view of competitiveness. They can create the desire for a necessary to form relationships with a world order language such as English.

English is the second most spoken language in the world when fluency in this language is acquired, it can provide great opportunities in the sphere of education, social and economics in this case it focuses on the educational area where students learn to develop the ability to speak and to socialize any topic spontaneously.

For instance, in Ecuador the English language in educational establishments require the implementation of several activities to offer the cooperative learning, to increase the speaking skill appropriately, by taking into account the effective communication play a fundamental role in human society.

Additionally, lack of application of techniques for encouraging cooperatively for the students, the present research unveiled the facility of working together to share knowledge, skills and experiences where the learning process is carried out effectively.

Cooperative learning is based on the application to several techniques that allowing teams work at the same time increase social skills multiple to achieve a common goal, while tending to emphasize the particular individuals creating an environment in which the students are able to develop interpersonal skills. (Millis, 1996)

PART TWO

2. THEORETICAL FRAMEWORK

2.1.1. Theoretical and conceptual framework

Speaking is an important skill in which the students can develop effectively a form of oral communication on the teaching-learning process of this skill, each student should take advantage all the time to practice and produce the speaking skill, by means of conversations, expositions, interviews, role plays. It is very necessary to practice and the tutor is proving a harmonious atmosphere.

On the other hand, the students require meaningful components of communication for cooperative learning techniques to develop different situations in their daily life, in which involves different ways of working groups not only it is for personal growth, as well as, includes the integral growth allowing them to share nice moments, interchanging ideas, experiences and opinions to enrich their knowledge improving constantly the oral communication, so raise the self-esteem of the student and achieve that they participate actively in the classroom.

Finally, the tutor should include different activities where the communicative process is applied continuously during the teaching-learning process to enhance the quality of the communication, using adequate linguistic competences. (Ilmi, 2012)

The speaking skill and cooperative learning in the conceptual framework can be described as:

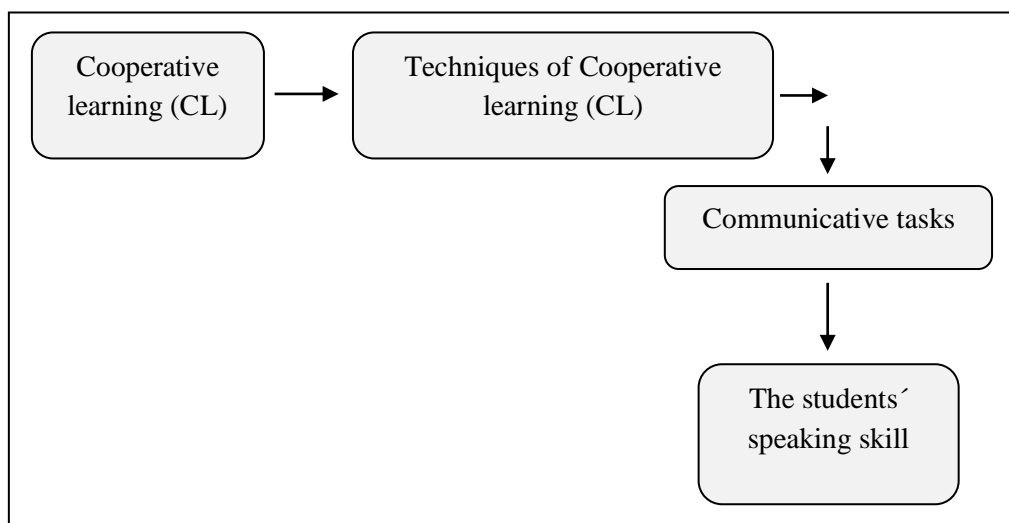


Figure N° 1: The schema of the conceptual framework of the study.

Source: (Ilmi, 2012)

2.1.2. Positivism (Quantitative Research)

This research project is based on a positivism paradigm, also denominated rationalist and analytical –empiric. It tries to adapt the science experimental model to the social science; the positivism investigation joins a theory model and an investigation empiric model. (Gomez, 2007)

For that the positivism science has based its epistemology in the following supposes. (Cascante, 2010)

- The natural world has owned existence regardless whom studies it.
- It is governed by laws that make it possible to explain, predict and control phenomena of the natural world and can be discovered and described in an objective and value-free by researchers with appropriate methods.
- Knowledge that is obtained is considered objectively and factual, it is based on experience and is valid for all times and places regardless of who discovers it.

- Use the hypothetical deductive way as valid methodological logic for all sciences.
- Defend the existence of a certain degree of uniformity and nature order (Latorre, 1996:40).

It is necessary to know the magnitude of the characteristics of a group, through defragmentation of the reality in the different components as possible. (Angarita, 2011). Hence the positivism paradigm consists in nature and quantitative that ensures the precision and rigor of science, which is measurable, weighable or accounting. (Godinez, 2013).

2.2. STRUCTURE

CHAPTER I

1. THE SCHOOL



Figure N°2: Logo of the Institution

The movement Fe y Alegría was born in Ecuador in 1964 with the aim of integrate the education face-to-face for young and adult people of the country. **IRFEYAL** was established in 1974 with the system distance- presence, combining the work with education at the same time encourage to the people to achieve their goals.

1.1. Mission

To offer education to young people and adults giving priority and attention to the vulnerable sectors of Ecuador.

1.2. Vision

To achieve an institution radio educative at the forefront of technological change of information and communication, which contributes for Ecuador social transformation.

1.3. Legal Framework

Ministerial article 2275, December 9th, 1990, point out that:
Create inside the Institute radio Fe y Alegría, José María Vélaz high school with regular and compensatory sections distance, preprimary, primary and middle levels, in order to deploy their educational action for the benefit of the popular sectors of the country.

1.4. Historical Review

Huaquillas had the necessity to establish a different educational system and innovative, born the idea to create a fiscomisional educational institution Jose Maria Velaz, which provided an alternative comprehensive education.

IRFEYAL establishes a fundamental principle that in this institution is not only transfer the theoretical knowledge, rather than the values such as religion, moral, solidarity, responsible, and citizen development.

CHAPTER II

2. COOPERATIVE LEARNING

Cooperative learning is an extraordinary and useful teaching technique involving small groups to form according to the levels of ability to work, interact together, and improve your learning skills. Each member group is not only responsible for learning, besides they are responsible of support their classmates to achieve the common goals and create a favorable environment to enhance meaningful form your learning. (Kagan, Cooperative Learning, 1994)

“Panitz” proposes the following concepts about the cooperative learning; “He relates that the teacher maintains control of the learning environment, designs learning activities, structure’s teams work and in his view does not empower students. Kagan (1989) contributes that in cooperative learning the teacher designs the social interaction structures as well as learning activities, also Johnson, Johnson and Holubec (1993) state that in cooperative learning students can maximize their learning when they work together. Slavin (1996) argues that a critical element of cooperative learning is teams work and team goals.”

(Li, 2005-2013)

Slavin points out that cooperative learning has three essential elements. “First, cooperative learning in groups work, learners have to work together in small groups between two and six members. Secondly, learning is structured to ensure that everyone in the group for that be able to fulfill the learning task. Thirdly, students have to be dependent on each other to achieve their learning goals.” (Wang, 2009)

On the other hand, the teacher must know how to apply correctly the activities and structures to promote the cognitive and academic progress of students, the structures can be together to create “multi-structural” lessons, in which each one gives a learning experience toward academic, cognitive and social objectives. (Kagan, Kagan Online Magazine , 2002)

2.1. Benefits of cooperative learning

“Cooperative learning develops high-order thinking, skills, enhance interpersonal relations as well as improving motivation and peer relations” (Slavin, 1985).

These benefits are:

2.1.1. Learning for all

Each team member efforts to build the heterogeneity, formalizes, encourages, peer support and connection. The students learn to work in an environment where their individual strengths are recognized and individual needs are addressed, so they feel safe sufficiently and confidents to take risks. (Li, 2005-2013)

2.1.2. Academic achievement

Identify that all group members share a common outcome. (Slavin, 1990) “Learners in cooperative classrooms like the subject areas, more than other learners”. With cooperative learning, students are constantly discussing, debating and clarifying their understanding of the theories and resources considered during the class. For this reason, they construct their own learning base. (Li, 2005-2013)

2.1.3. Skilled Communication

Know that one's performance is mutually caused by oneself and one's group members working, interacting, and debating cooperatively, these are adequate ways to attain the acquisition of learning to develop successful form the skills in the second language. (Li, 2005-2013)

2.1.4. Psychological Health

The members of the groups feel proud because they can celebrate together when they are recognized for achievement, so their self-esteem rise and have positive feelings within themselves. Slavin (1990) recognized that “the learners had feelings

of individual control over their own fate in school, their time for task that are higher and their cooperativeness and altruism are higher as well”. (Li, 2005-2013)

In fact, “cooperative learning exploits the diversified abilities of students to increase your cognitive, psychological and social performance. It is an effective way to address the problem of individual differences”. (Li, 2005-2013)

2.2. Why use cooperative learning?

Cooperative learning is used as a tool with the purpose to develop constructive and supportive peer relationships. Furthermore, create dynamic and successful classroom environment to help students to be critical thinker, develop their skills and reinforce your learning at the moment to acquire knowledge.

Research has shown that cooperative learning techniques:

- ✓ Promote student learning and academic achievement.
- ✓ Increase student retention.
- ✓ Enhance student satisfaction with their learning experience.
- ✓ Help students develop skills in oral communication.
- ✓ Develop student’s social skills.
- ✓ Promote student self-esteem.
- ✓ Help promote positive race relations. (Kagan, Cooperative Learning, 1994)

2.3. Principles of Cooperative Learning

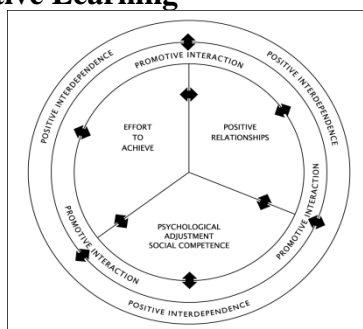


Figure No. 1: Outcomes of cooperative learning

Source: (Johnson & Johnson, 1989).

The situations of cooperative learning may be expected to be more productive than competitive. Those conditions include the following essential principles:

2.3.1. Positive interdependence

This element makes reference to the phrase "sink or swim together," in which group members are obligated to trust on one another to reach the purpose. If any group members fail to do their part everyone suffers the consequences, the most important part is to get rewards, share resources and assign roles or responsibilities.

(Kagan, Cooperative Learning, 1994)

2.3.2. Individual accountability

The group members hold accountability is responsible for doing and sharing the work. Each student contributes quality and quantity to decide the level to which they have mastered and retained the targeted academic content and abilities. (Kagan, Cooperative Learning, 1994)

2.3.3. Face-to-face promotes interaction.

In this element, the group members need to organize themselves, promoting visual contact and face-to-face to achieve the efficiency by helping, sharing, and encouraging efforts to produce, solve problems and connecting present with past learning. (Kagan, Cooperative Learning, 1994).

2.3.4. Appropriate use of collaborative skills.

Social skills such as: Leadership, making decision, Trust building, Communication, Conflict management skills allow to work, encourage, help and improve together as a group, so enhance social interaction behaviors and attitudes of students. (Kagan, Cooperative Learning, 1994).

2.3.5. Group processing

The group members periodically evaluate how they achieve their goals and maintain the effective relationships among members and identify the changes to enhance and function more successfully in the future.

(Kagan, Cooperative Learning, 1994)

2.4. The difference between cooperative learning and collaborative learning

Cooperative learning and collaborative learning have different definitions that explain the work in group, “Cooperative learning and collaborative learning results from different schemes and are used in different areas for appropriate practice that implicate in the classroom”, according Brody (1998) (Zohra, 2012)

Additionally, Bruffee (1995) manifested that cooperative learning is more appropriate to use in elementary school with children, while collaborative learning is better suited for adults in college, beside university students claim that unlike collaborative learning and they state that cooperative learning is appropriated for fundamental knowledge the English language. (as cited in McWhaw, 2003, p. 71) (Zohra, 2012)

2.5. Types of cooperative learning

The three main types of cooperative learning identified are: Formal Cooperative Learning Groups, Informal Cooperative Learning Groups, and Cooperative Base Groups.

2.5.1. Formal cooperative learning groups

Formal cooperative learning groups consist that the students working together for one or several class sessions to attain, share learning goals to develop specific works and assignments, the member team are selected for heterogeneity to increase learning. (Macpherson, 2000-2007)

2.5.2. Informal cooperative learning groups

Informal cooperative learning groups are used to capture students' attention through materials, produce a prospect set to learn less structured turn, in which the students work together, it is an important aspect to keep them more active in order to interchanging ideas, debating before and after each lesson. There are two characteristics about using informal cooperative learning groups are: To make the task with instructions explicit and produce a specific result. (Macpherson, 2000-2007)

2.5.3. Cooperative base groups

Cooperative base groups are long-term peer support heterogeneous in membership that guarantee the interaction of academic levels in the team, academically supports the analysis to test, construct the achievements with security, forms personal support to build trust, caring and creating relationships that give the social support that is required to progress, individualize the educational experiences, intensifying achievement, and the quality of school life, the most essential is that the cooperative base group are organized, compatible and helpful among them. (Macpherson, 2000-2007)

2.5.3.1. Classroom activities organization

Classroom activity organizations are actions that allow the interaction between the teacher-students and grasp a connected performance task to reinforce and construct their knowledge, also the learners have a general thoughtful in low-level of the contextual components may introduce the classroom activities. The classroom activity organization is applied according to the students' needs, strengths and weaknesses.

Furthermore, in the classroom good tutor employs a diversity of activities to stimulate a positive and pleasant climate, in which learning is related to student`s

expectation to give opportunities, relate, participate and reply in classroom. However, there are behavior strategies in the classroom to educate students and to avoid in the behavioral problems. (Mayer, 2000)

2.6. The Jigsaw Technique

The Jigsaw is a cooperative learning technique invented by social Psychologist Elliot Aronson in 1971 and is applied to involve students to different perspectives on a topic to obtain the final outcome learning, this technique encourages to learners to pay attention and participate in the classroom activities, at the same time decrease the competitively creating an environment dynamic, exciting, and pleasant. This technique consists in the divide the tasks among them, searching the elements of the material analyzed, in which is more productive than competitive and individualistic efforts. There are five principles for jigsaw technique: (Xiaoling, 2010)

a. Positive Interdependence

Each team member is needed for the success of the group, as well as they may work in unique way to contribute and join effort, so obtain the goal wishes. (Xiaoling, 2010)

b. Face-to-face promote interaction

The team members must orally explain how to solve problems, teach one another the knowledge, debate concepts being learned and associate the present learning with the past one. (Xiaoling, 2010)

c. Individual and group accountability

The dimension of the group should be small, so the teacher provides an individual test for each student randomly observe and asking them that presents his or her group's work orally to the tutor, moreover each member contributes to the teams work.

Assign one student in each team as the leader, who is responsible for asking other team members the set of answers, and monitor each one to teach what they've learned to the others. (Xiaoling, 2010)

d. Interpersonal Skills

Social skills are important for the achievement of jigsaw learning in class. Social skills consist of leadership, decision making, trust-building, communication, conflict-management skills and so on. (Xiaoling, 2010)

e. Group Processing

Team member's converse how they are getting their goals and preserving effective working relationships, describe that member procedures are useful and what are not to make decisions about the behaviors to follow. (Xiaoling, 2010)

2.6.1. Findings and Reflections

Some findings from and reflections on the jigsaw research are summarized as follows.

2.6.1.1. Teacher's role in the jigsaw

When teacher creates a jigsaw classroom, the tutor allows train the communicative activities, however it does not mean leaving the students to learn all by themselves. The tutor must try to aid the learners to obtain greater control over your learning actively implicating the main role of the tutor that is to select learning material, structure the teams, explain to the cooperative work, generating a harmonious environment monitoring the work and material of the students. "The teacher requires observing the procedure help and assist if any team is having problems such as a member dominating or is disruptive. There will come a point that the team leader should handle their". (Xiaoling, 2010)

2.6.1.2. Motivating students into the jigsaw

The students affirm the importance of motivation to transmit and accomplish the working together in a jigsaw way. According to researchers' remarks about the next activities they could produce high levels of interest and attention on students, however the learners showed that jigsaw is a cooperative learning technique which is defined by independence learning or dependent learning to introduce the benefits of the jigsaw technique. (Xiaoling, 2010)

2.6.2. Benefits of the jigsaw technique

The advantages of the jigsaw technique are:

- ✓ Learners that are impatient participants in the learning process and are responsible for the effort and achievement.
- ✓ Learners have more opportunities to understand differences and share experiences through individual participation and education
- ✓ The jigsaw classroom arouses student`s motivation and enhances the pleasure of the learning experience and encourages a great deal of negotiation of meaning
- ✓ The jigsaw classroom decreases student`s reluctance and anxiety to participate in the classroom activities while growing self-esteem and self-confidence.
- ✓ The jigsaw is a successful technique to incorporate different language skills and translation in one English class with the tutor no longer the sole provider of knowledge. “When designed well, these tasks are challenging, engaging and students enjoy wrapping their minds around a problem. Since they are working together, no kids have to sink or swim on their own; they have the help of their peers” (Bafle, Online 2008). (Xiaoling, 2010)

2.7. Peer review work

Peer review work is a technique to evaluate and assure the quality of work before and after the final outcome, this technique consists that the students share their work with their peers for constructive feedback as revise and enhance their tasks. (Elsevier, 2009)

On the other hand, peer review work is applied for different class projects in a diversity of forms:

- ✓ Teach students to use the three steps: Compliments, suggestions, and corrections of positive ways so the other person feels encouraged.
- ✓ To enhance in terms of content, style, voice and clarity.
- ✓ Include forms in which the learners will review each other's work
- ✓ If the students use peer review work will learn to reflect on their own work, self-edit, listen to their peers and give their constructive feedback. (Elsevier, 2009)

2.7.1. Peer reviews works help students to:

- ✓ Manifest different opinions with respect.
- ✓ Learn how to read carefully with attention to the details of a piece of writing.
- ✓ Learn how to reinforce the writing.
- ✓ Make transitions in the students to learn to write university-level papers.
- ✓ Learn to formulate and communicate constructive feedback on peers work. (Elsevier, 2009)

2.7.2. Types of peer review

2.7.2.1. Single blind review

The names of the reviewers are secrets. This is the traditional technique of reviewing and is the most common type.

- ✓ Reviewer anonymous let an impartial decision – the reviewers will not be influenced by the authors.
- ✓ Authors may be concerned that reviewers in their field could delay publication, giving the editors a chance to publish first.
- ✓ Reviewers may use their anonymity as justification for being unnecessarily critical or harsh when commenting on the authors' work. (Elsevier, 2009)

2.7.2.2. Double blind review

Both the reviewer and the author are anonymous.

- ✓ Author anonymous prevent any reviews, for example based on an author's country of origin or previous controversial work.
- ✓ Articles written by prestigious or authors that are considered on the basis of the content of their papers, rather than their reputation.
- ✓ Reviewers can often identify the author through their writing style, subject matter or self-citation. (Elsevier, 2009)

2.7.2.3. Open Review

Reviewer and authors are known by each other.

- ✓ Some believe this is the best way to prevent malicious comments, stop plagiarism, prevent reviewers from following their own agenda, and encourage open, honest reviewing.
- ✓ Others see an open review as a less honest process, in which politeness or fear of retribution may cause a reviewer to withhold or tone down criticism. (Elsevier, 2009)

2.7.2.4. More transparent peer review

Reviewers play a vital role in academic publishing, yet their contributions are often hidden.

- ✓ Acknowledges the important role of reviewers
- ✓ Enriches published articles and enhance the reading experience.

(Elsevier, 2009)

2.8. Conversation

Conversation consists of exchange opinions, ideas and experiences among them. Each member is a “learning system,” that transform internally as an effect of experience. The most common conversation is face-to-face but also is mediated by means of technology, however a conversation is not only a progression of messages expressed verbal or nonverbal but that is structured in adjacency pairs, with two parts produced by different speakers. (Paul Pangaro, 2009)

2.8.1. Elements of conversation

For that matter, a conversation has a series of fundamental elements that are:

- ✓ **ISSUER:** Transmits information.
- ✓ **RECEIVER:** Receives this information.
- ✓ **MESSAGE:** The information is transmitted
- ✓ **CODE:** Is the language in which the conversation takes place.
- ✓ **CHANNEL:** By means of it is transmitted the information.
- ✓ **CONTEXT:** Is where the message is expressed.

(Paul Pangaro, 2009)

2.8.2. - Types of conversation

2.8.2.1.-Structured conversation: These are prepared and defined such as: Discourse or conferences, taking care of the context and environment.

2.8.2.2. - Semi-structured conversation: The speakers have some norms to make this conversation such as: Discussions and interviews.

2.8.2.3. - Daily conversation: These are occasional conversations, is to tell do not require planning.

2.8.2.4. - Improvised conversation: These are fun and without importance, are at the moment. (Llico, 2012)

2.9. Working together

In cooperative learning, which the students work together to achieve the same common goal with this technique, the students are responsible for one another learning to understand, to learn to share knowledge and supporting effective leadership. “Coming together the beginning, keeping together is a progress, working together is success”. (Henry Ford) (Dooly, 2008)

Moreover, working together the students do not depend only on their tutors all the time but that the students value cooperation learning from each other support among them. On the other hand, the working group encourages students to participate actively and pay attention in class. Working together in English class the students have the following advantages.

- ✓ Talk more
- ✓ Contribute with ideas.
- ✓ They are secure and less anxious.
- ✓ Practice English language substantial and reasonable form.
- ✓ Entertain practicing English language to communicate. (Jones, 2007)

2.10. Turn-to-your-partner discussions

Turn-to-your-partner discussion is oral language techniques that allow to the students create ideas and share their thoughts with others. Additionally this technique consists in that the student reads a paragraph in a determinate time, motivating the students to work cooperatively with questions and answers that (K.A.Smith, 2004) .

The process is:

- a) Each student formulates his or her answers.
- b) Students share their answer with their partners.
- c) Students listen carefully to their partner's answer. (K.A.Smith, 2004)

“The pairs create a new answer that is superior to each member’s initial formulation by integrating the two answers, building on each other’s thoughts, and synthesizing”. (K.A.Smith, 2004)

Turn-to-your-partner discussion is an opportunity for tutors to listen and observe to the students in this ways, is necessary to keep the numerous conversations where the students can develop the speaking skill into the class. (K.A.Smith, 2004)

2.11. Group Work

Group work is a technique within the field of social work where several groups are guided by a leader to achieve a common goal, reinforce knowledge, develop o the skills and exchange experiences among the students.

Johnson, Johnson and Smith (1991) “suggest that group tasks should be integral to the course objectives. This means that the groups work should complete the learning objectives outlined in the syllabus. If one of the learning objectives is to promote critical thinking skills or writing enhancement, then the groups work should support these areas.” (Burke, 2011)

2.11.1. Benefits of group work

- ✓ Break complex tasks into parts and steps.
- ✓ Plan and manage time.
- ✓ Refine understanding through discussion and explanation.
- ✓ Give and receive feedback on performance.
- ✓ Challenge assumptions.
- ✓ Develop stronger communication skills. (Burke, 2011)

2.12. Study Group

Study groups are great ways to construct, share and exchange ideas to work among the students furthermore, they create the groups according to the level of the abilities. (Julie Marie Isager, 2009-2010)

The teaching-learning strategies are very important such as: Face to face interaction, use of the library, on-line learning. to improve the students` learning processes. (Richard Bukaliya, 2015)

2.12.1. Advantages of study groups

“The main advantages of study groups are:

- ✓ Motivation increases.
- ✓ You need to commit and observe deadlines.
- ✓ Your interpersonal skills and your independence evolve.
- ✓ More explicit knowledge.
- ✓ Oration becomes clearer”. (Julie Marie Isager, 2009-2010)

2.12.2. Common Problems

“The common problem that causes the dissolution of study group are the following:

- ✓ More efficient to just study alone.
- ✓ It is difficult to set dates to meet.
- ✓ The members of the study groups assign to a lower priority to the meetings.
- ✓ The members of the study groups fail to match expectations. Consequently, members may become frustrated as their individual expectations are not met.
- ✓ The study group`s meetings lack of command, organization and focus.
- ✓ Some talk too much while others cannot get a word in edgeways – and no one puts a stop to it”. (Julie Marie Isager, 2009-2010)

The study of Allison found the following:

Study groups are a great way to get a different perspective on course material. With a study group, other students can walk through their thoughts, processes and teaching the material in a way that you can understand. Study groups are a vital part of my study schedule. Alex Engineering. (Allison) (Julie Marie Isager, 2009-2010)

CHAPTER II

3. THE SPEAKING SKILL

The Speaking skill represents to the language skills which are the most essentials in language teaching (Manurung, 2014). According to (Nunan, Second Language Teaching and learning, 1999) .Speaking is the process for constructing and receiving information, the students must apply the components of communication properly, such as: communication, grammar, vocabulary, fluency and comprehension. (Febriyanti, 2015)

According to Chaney 1998 Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Febriyanti, 2015)

(Kayi, 2006) Said that, speaking mentions is the linguistic of knowledge with a good methodology in the linguistic habits in order to the communication can be real and productive. (Febriyanti, 2015)

(Widdowson, 1978) Said that, to learn a second language is important to acquire the ability to write sentences correctly at the same time, include the adequate sentences for a specific context.

3.1. How to teach speaking skill

There are three basic reasons to provide speaking tasks to the students, where they can learn the ability to develop the language and their commands:

3.1.1. Rehearsal:

It allows that the students have a free discussion and at the same time they have the opportunity to do this outside class.

3.1.2. Feedback:

Students should try to use the second language when the teacher applies the feedback into the classroom.

3.1.3. Engagement:

It allows maintaining the effectiveness activities in which students always are encouraged to learn a new language. (Harmer, How to teach English, 1998) (Darsini, 2013)

3.2. Aspects of Speaking

It is necessary to verify, if the students are developing the ability to speak a second language, for this reason is essential to incorporate activities where the students can communicate correctly. There are four aspects that should be considered. (Torkey, 2006)

3.2.1. Speaking is face- to -face

The conversations face-to-face allow “Do listeners understand? Are they agreement? Do they sympathize? (Carter, 2001) The communication consists in expressions, gestures and body movements. (Torkey, 2006)

3.2.2. Speaking is interactive.

In this case, the communication can be face-to-face, telephone, to one person, or in small groups; in fact, the conversation must be clear and accurate to maintain a dialogue appropriately. (Carter, 2001)

3.2.3. Conversation has a purpose

It is the transactional action required as an outcome of the conversation. (Carter, 2001)

3.2.4. Conversation takes place in real-time

The conversation is spontaneous and inadvertent, it takes place in real-time so we need to think how to establish a good dialogue. (Carter, 2001)

3.3. Principles for Teaching Speaking

According to (Nunan, Practical English language Teaching, 2003), there are some principles.

3.3.1. Give students practice with fluency and accuracy

Accuracy is used in the target language and Fluency is when speaker use the language quickly and confidently. Students should develop fluency and accuracy and the teacher must encourage to the practice and so achieve the natural process of learning. (Torkey, 2006)

3.3.2. Use groups work or pair work

The students should practice speaking into the classroom, so the teacher can be a guide and motivate to the student to talk more, other alternative according to Nunan “Pair work and groups work can be used to raise the quantity of time that students get to speak in the target language through lesson”. (Bailey) .It allows the interaction with others.

3.4. Characteristics of English Speaking Classroom

The teaching English language has as purpose to train students indifferent situations where they have to develop the second language and at the same time demonstrate the acquire knowledge of the English language.

3.4.1. There are four approaches to developing the classroom environment

3.4.1.1. Using foreign language for classroom management.

It is very necessary to offer to the students the adequate vocabulary for classroom activities such as: giving instructions and discussing the materials.

3.4.1.2. Using foreign language as a teaching medium.

There are differences between learning a language and learning through a language:

- a. There are bilingual schools are conducted in a non-native language.
- b. A native language teacher teaches a foreign language as a subject related the foreign country.

3.4.1.3. Using foreign language for conversation or discussion sessions.

This approach can help students to develop communicative ability.

For example:

- a. It allows stimulate the communicative interaction.
- b. It provides a range of communicative functions and meanings.
- c. It provides to the students the opportunity to show their own personality and share experience through the foreign language. (Littlewood, 1981)
(Febriyanti, 2015)

3.5. Types of Classroom Speaking Performance

There are six categories the oral production that the students can carry out in the classroom. (Nunan, Practical English language Teaching, 2003)

3.5.1. Imitative

“Human tape recorder” speech, this training is to achieve the concentration with a particular component of language form.

3.5.2. Intensive

Intensive speaking can form part of any pair work activity, where the students are “going over” certain forms of language.

3.5.3. Responsive

These are short replies for teacher-student by means of questions or comments.

3.5.4. Transactional (dialogue)

Transactional language is the exchanging specific information.

3.5.5. Interpersonal (dialogue)

It is the purpose of maintaining social relationships through transmission of facts and information.

3.5.6. Extensive (monologue)

Students gives extended monologues in the form of oral reports, summaries, or perhaps short speeches. (Febriyanti, 2015)

3.6. Oral Communication

The oral communication is the variety of systematic expressions effective where the communication has context-dependent including particular discourse community. (Bizzell, 1989)

Oral communication indicates the powerful role of language and communication in human society. As (Halliday, 1994) explains that, the communication is the interchange of words between sender and receiver through the communication process social reality. (Al-Machzoom, 2012)

Speech act theory for that include three components: (Clyne, 1994)

- ✓ Actual utterance (the locution)
- ✓ Act performed by the utterance (the illocution)
- ✓ Effect the act has on the hearer (the perlocution).

In fact, the communication is a cooperative process that share ideas, thoughts, feelings and values. The communication should be clear and effective in which the dialogue can develop constantly. (Rahman, 2010)

According to Glenn, real oral communication is divided in three parts.

- ✓ Firstly, conversation requires being direct.
- ✓ Secondly, have the ability to say something well.
- ✓ Finally, it is convenient for speaker and receiver (Glenn.R.C, 1981)

In oral communication interviews the following speaking styles: Formal Speaking and Informal Speaking.

3.7. Formal Speaking

Formal Speaking is used in public to some purpose with several vocabularies, the punctuation, proper grammar, and correct sentence structure that are meaningful in a formal sentence. (Svartvik, 1973). (Oliveira, 2014).

Formal English is applied in “serious” texts and circumstances, for example: official documents, books, news reports, articles, business letters or official speeches. (Szynalski)

Examples:

- ✓ The economy is currently robust; nevertheless, some specialists predict an imminent recession. (Oliveira, 2014)
- ✓ The concert concluded with a performance of Beethoven's 5th symphony. (Svartvik, 1973)

3.7.1 Advantage Formal Speaking

- ✓ Reinforces knowledge to be stored in the long-term.
- ✓ Allow the capacity for universal communication.
- ✓ There is stability of formalized knowledge (Heylighen, 1999)

3.7.2. Disadvantage Formal Speaking

- ✓ First, it is difficult to express formal ideas.
- ✓ The complete formalization is impossible to the principle.
- ✓ Take a long time to express formality dialogues or phrases. (Heylighen, 1999)

3.8. Informal Speaking

Informal speaking is a language colloquial, is the language of secret conversation, personal letters that a native speaker becomes understand easily. (Svartvik, 1973).

The perfect grammar is not important, rather than the constantly training by means of interaction with friends or chatting online in which enrich the vocabulary in English language. (Oliveira, 2014)

Examples:

- ✓ I really like this book." (Oliveira, 2014)
- ✓ The government is keeping up with inflation. (Svartvik, 1973)

3.8.1 Advantages Informal Speaking

- ✓ Process stays in disputants' control
- ✓ Does not require ‘proof’ to others
- ✓ Confidentiality easier to maintain (Ombuds, 2008)

3.8.2. Disadvantages Informal Speaking

- ✓ No discipline option available
- ✓ No paper trail
- ✓ Due process not guaranteed (Ombuds, 2008)

3.9. Components of communication

The communication is a set of elements the interaction of different form. (Watzlawick, 1967). Moreover, the communication convinces to each one to have the same point of view. (Maria del Mar Fernandez Motta, 2013)

The “communicative ability” consists in six components:

- ✓ Linguistic
- ✓ Sociolinguistic
- ✓ Discourse
- ✓ Strategic
- ✓ Socio-cultural
- ✓ Social competences

Then the Communication has different components that are very important to develop a good communication.

- ✓ Fluency
- ✓ Accuracy
- ✓ Grammar

- ✓ Vocabulary
- ✓ Pronunciation
- ✓ Stress (Ek, 1987)

3.10. Fluency

Fluency is the capability to read words quick and precise and is dependent type of reading. Moreover, is the capacity to use language to communicate adequately with others and produce language in real-time without undue pausing. (Miller, 1999)

The components of fluency are:

- ✓ Automaticity,
- ✓ prosody,
- ✓ accuracy

3.10.1. Ways to improve and build fluency

- ✓ **Modeling good oral reading** –Organize lectures for students in a natural style.
- ✓ **Encouraging fluency through phrasing** – the meaning of a text is found in each phrase.
- ✓ **Providing oral support** – When a student hears and reads improve your fluency.
- ✓ **Offering many practice opportunities** – The students should practice by means of deco-dification words to give sense of the reading. (Johns, 2002)

3.11. Accuracy

Accuracy is the capability to produce correct sentences using adequate grammar and vocabulary. Moreover, produces the relation to the rule system of the target language. (Miller, 1999)

Typical accuracy activities are:

- | |
|--|
| <ul style="list-style-type: none"> ✓ Grammar presentations ✓ Gap-fill exercises, ✓ Frame dialogues. |
|--|

Accuracy involves the reading without errors, to improve the student`s accuracy they have to evaluate the reading among them. (Splillett, 2011)

3.11.1 Characteristics to improve accuracy

- ✓ **Attention:** Students should pay attention to improve the accuracy.
- ✓ **Familiarity:** Students must be contact with the language that they learning.
- ✓ **Thinking Time:** Organizes the time to think and reflect.
- ✓ **Feedback:** Students need to correct the grammar in each daily task.
(Thornbury, 1999)

3.12. Grammar

According to Morenberg Max 1997 “Grammar is a system that puts words together into meaningful units”. This means that students must study the grammar correctly, also that they will understand the connection about it. (Max, 1997)

(Harmer, The Practice of English Teaching, Third Edition)Said that, “Grammar is a description of the ways in which words can change the forms and can be combined into sentences in the language”.

At the same time (Lowth's, 1762) said that, the purpose of grammar is to teach “express ourselves with propriety” and “judge of every phrase and form of construction whether it be right or not” (Max, 1997)

3.12.1. Two kind of meaning

Representational Language: It represents the form how the students observe the world for instance:

- ✓ They are watching TV
- ✓ The dog is in the garden

Interpersonal language: It reflects the grammar that uses different forms.

For example:

- ✓ Pens
- ✓ Pens, please
- ✓ Could you borrow me your pens?
- ✓ May I borrow your pens?

3.12.2. Grammar Rules: Definite as a principle of conductors behavior and manifest how the things are done. (Thornbury, 1999)

3.12.3. Prescriptive rule: It reflects how should said.

Example: -Do not use different to

-Never use different than.

-Always use different from

3.12.4. Descriptive Rule: It reflects generalizations when the things are mentioned.

Example: -Do not use (the) when talking proper nouns

-Normally use (used to) with infinitive (Thornbury, 1999)

3.13. Vocabulary

Vocabulary determines the words that the students use to communicate in oral form. Moreover, it mentions to the words to communicate through writing and speaking (Lehr, 2014). In fact, to communicate effectively the students use the oral language to identify and understand the phrases. (F.M.Padua, 2011)

3.13.1. Types of Vocabulary

- ✓ **Word Recognition Vocabulary:** Represents the ability the reader pronounces.
- ✓ **Word Meaning Vocabulary:** involves the words that students know. (F.M.Padua, 2011)

According to (Michael, 2006) there are four essential components of vocabulary they are:

- ✓ Providing and enriches the language experiences.
- ✓ Teaching individual words.
- ✓ Teaching world-learning strategies.
- ✓ Forests word consciousness.

3.13.2. Steps for teaching individual words explicitly

3.13.2.1. Identify the Potential list of words to be taught.

It is very necessary to teach three to five words in each lesson, also read long texts for that, the students can dedicate to read with frequency and practice constantly. (Armbruster, 2001)

3.13.2.2. Determine which of these words to teach

Students should make the exposition using academic words techniques. (Armbruster, 2001)

3.13.2.3. Plan how to teach the words using specific strategies

The Teacher should be careful when planning strategies to teach a new vocabulary. There are three strategies according to (Michael, 2006)

3.13.2.3.1. Provide a student-friendly definition.

Each language aids the students to recognize the meaning words.

3.13.2.3.2. Use the word in the context and give conceptual information.

The vocabulary is very important to understand how the words are constructed and if the students are identified with the vocabulary they can connect the appropriate meaning.

3.13.2.3.3. Provide multiple exposures

It is necessary that students hear the meaning of words and expose to multiple contexts where they know how to develop it.

3.13.2.3.4. Offer opportunity for active involvement.

Students understand better the vocabulary when teacher incorporate the different activities and games in the teaching learning language.

3.14. Pronunciation

Pronunciation is the form that students use to produce the language clearly while they speak. Moreover, for a speaker who constantly distorts a variety of phonemes can be problematic to the speaker from another dialectal. (Nitami, 2011).

Pronunciation should be taught with grammatical and lexical structure (Bowen). The pronunciation of sound depends in use of the musculature of the mouth properly. (Ehrlich, Teaching American English Pronunciation)

3.14.1. Phonetics

Study the sounds that generate the voice production. According (Crystal, 2003)“The concrete phonetic characteristic of the sound used in the language are: articulatory, auditory and acoustics”.

3.14.2. Phonology

Study the phonemes and the functions it has the capacity to create sign and messages, in fact, phonology studies system of language sound. (Crystal, 2003)

3.14.3. Segmental Phonology

Segmental phonology is unit of sound that is recognized as phonemes.

3.14.3.1. Phonemes

Is the smallest contrastive unit in the sound system of language (Crystal, 2003)

3.14.3.2. Vowels

3.14.3.2.1. Vowel Sounds: Produce the sound in the middle of a syllable.

3.14.3.2.2. Single vowel sound: It can be short or long.

3.12.3.2.3. English short vowels: Are short but can be long in others contexts.

3.14.3.2.4. English Long Vowels: Are short vowels in similar contexts.

3.14.3.2.5. Consonants:

These are typical sounds that appear at the limit of syllables. (Crystal, 2003)

3.15. Stress

Stress involves the vowels longer and louder, the stressed vowels are both lo-o-o-onger and louder. These words receive major stress and that the second syllables receive minor stress. (Ehrlich, Teaching English Pronuntiation)

Example:



Acrobat

Celebrate

Telephone

The first syllable of all three words receives major stress, the second syllables are unstressed and the final syllable receives minor stress. (Ehrlich, Teaching English Pronuntiation)

3.15.1. Syllable

A syllable always has a vowel sound and usually contains a consonant sound. (Hagen, 1992), also (Crystal, 2003) stated, syllable is “an element of speech that acts as a unit of rhythm.”

3.15.2. Word Stress

"English words of more than one syllable have both stressed (´strong´) and unstressed (´weak´) syllables." (Hagen, 1992).

3.15.2.1. Strong stress: Has more prominent syllables.

3.15.2.2. Weak Stress: Has less prominent syllables.

3.15.3. Contrastive stress

The Capital letters is used to represent contrastive stress.

- **SPEAKER A:** I hear that Susan bought another second-hand sweater.
- **SPEAKER B:** No, she bought a new sweater. (Bowen)

CHAPTER IV

4. COOPERATIVE LEARNING AND THE SPEAKING SKILL

4.1. Classroom Activities Organization and Oral Communication

Classroom activities organization allows the interrelation of teacher-students, while the oral communication is a social correlation where the students manifest their ideas and point of view spontaneously.

Classroom activities organization engages according to the requirements of students and Oral communication is the production towards an effective communication.

Additionally, classroom activities are organized to encourage the students to participate and pay attention in class, creating a harmonious environment where they can develop the oral communication adequately, permitting the performance of students in the speaking skill.

Finally, the application of classroom activities organization instills to maintain good behavior in the students avoiding the indiscipline in class. On the other hand, the oral communication promotes the values to prevent conflicts among them. (Mayer, 2000)

4.2. Working together and developing components of communication

Working together implicates to obtain the same common goal in which each student is responsible comprehending, learning, and sharing knowledge among them. (Dooly, 2008) and the communication that is a “Conjunct of elements in interaction where all modifications each one in different form”. (Watzlawick, 1967)

Also, working together involves that the students can be independent from their tutors, cooperate, learn and support, and so to achieve the communicative ability with the following components:

- ✓ Linguistic
- ✓ Sociolinguistic
- ✓ Discourse
- ✓ Strategic
- ✓ Socio-cultural
- ✓ Social competences (Ek, 1987)

Furthermore, working within groups encourage to students to participate actively and pay attention in class, to contribute with their ideas, to practice English language substantial and reasonably. (Jones, 2007)

To achieve a good communication there are six components:

- ✓ Fluency
- ✓ Accuracy
- ✓ Grammar
- ✓ Vocabulary
- ✓ Pronunciation
- ✓ Stress

4.3. Group work for teaching how to speak

English language gives the opportunity to the students the interchange of valuable information in fact, if students practice English language in an adequate way could to enhance their performance.

When students interchange opinions with their classmates create situations that allow developing the production of foreign language, so that they can construct an effective dialogue.

For this reason, is essential to apply the different techniques that offer cooperative learning to achieve the goals in the group, at the same time the teacher provide the different activities to the students to improve the speaking skill by means of curriculum (Burke, 2011)

When group work technique is taught to the students, they can do tasks to increase the ability in other language such as: Rehearsal, feedback and engagement. (Harmer, How to teach English, 1998)

CHAPTER V

5. OTHER CAUSES OF THE CORE PROBLEM

5.1. Students are not in an English speaking environment

In the present project which has found that “students are not in an English speaking environment” for this reasons the students cannot develop this skill adequately.

First, the students do not accept the support of their partners to improve the speaking skill, they think that the English is not very necessary to develop this ability, and follow using the native tongue in daily conversation, in fact, the scholars can lose the capability to produce the second language.

Moreover, the students do not develop the ability to dominate the English grammar rules, for this reason they are confused and they have a lot of mistakes to establish a conversation.

Nowadays, English language requires a clear and concise teaching which is necessary to teach and encourage to the students to speak English in class all time, and if it is possible apply different activities in the teaching learning process. (Hetrakul, 1995)

5.2. Uninterest of students in the language

The students demonstrate uninterest in learning English because they observe that the teacher use the retrograde methodology, repetitive phrases, where they are not motivated to participate and pay attention in class.

On the other hand, the students know the main bases to develop the language skills for that they have afraid of commit errors; for this reason, is essential that the teacher applies the guidelines to find the solution to this problem and so raise their self-esteem.

In conclusion, lack of the classroom activities and the inappropriate use of material resources produce a low performance in the student, at the same time decrease the creativity in class and is for that the students believe that English is simply a subject that has not relevance in the learning. (Al-Mahrooqi1, 2012)

5.3. Lack of incentive in oral communication

The low production in oral communication is that the students are not adapted to speak English, decreasing their participation in class. The lack of incentive in the oral communication is because students do not interact with their mates constantly.

Zhengdong's (2012) states that, "The lack of vocabulary is the major obstacle for oral communication while, the inability to communicate constitutes a serious problem for students to express their ideas and feelings in target language." (Alyan, 2013)

Another cause is that the interference of mother tongue (L1) in the acquisition of second language (L2) can origin the low proficiency level of students in the meaningful production of oral communication. (Alyan, 2013)

All the causes previous mentioned, create the lack of incentive in the oral communication in the students in which do not allow to maintain the effective oral communication. (Alyan, 2013)

5.4. Inadequate application of the components of communication

A satisfactory communication depends context, therefore has particular dissertation in the community. (Bizzell, 1989)

For this reason, the students use inadequately the components of communication non-allow to captain the attention therefore non-process effectively the communication.

The components of communication are: fluency, accuracy, grammar, vocabulary, pronunciation and stress, is for that adequate use the components of communication to allow coherent dialogue.

In conclusion, when teacher do not create an adequate environment cooperative class, there is reduction attention, non-improve the social skills, non-encourage the connection to share the experiences among students. (Johnson, 2007)

5.5. Absence of cooperative climate in class

When teachers do not construct a cooperative process in class appear the behaviors problems between students generating the absence of working together.

In fact, the absence of cooperative climate in class, decrease retention, non-develop of the skills at the same time, non-promote the relationship to share the learning experiences among students. (Johnson, 2007)

The lack of cooperativism provides the disorganization of the member group, avoiding the face-to-face interaction in which they can share and stimulate efforts to solve problems.

Finally, the absence harmonious coordination of teams work produces the low self-esteem and negative feelings themselves for the individual competitively and lack of attitude in a specific work and assignments. (Johnson, 2007)

5.6. Decrease in the learning process on speaking skill.

Decrease in the learning process on speaking skill is given for some components to produce, receive and procedure information in order to provide a clear message in which the students possess incapacity of communicate proper and correctly.

When students do not participate in the classroom activities that are important aspects in learning, they cannot produce clear communication. The students are not stimulating to develop a cooperative environment to establish good relationship among them.

In conclusion, the students should use the three communicative activities, such as: discussion, problem-solving and role-playing to achieve the speaking skill development. (Oradee, 2012)

2.3. HYPOTHESIS FORMULATION

2.3.1. Working Hypothesis

The cooperative learning affects the speaking skill development for students of the first year bachillerato at José María Velaz high school in Huaquillas, during 2015-2016 school year.

2.3.2. Null Hypothesis

The cooperative learning does not have any effect on the speaking skill development for students of the first year bachillerato at José María Velaz high school in Huaquillas, during 2015-2016 school year.

PART THREE

3. METHODOLOGICAL DESIGN

3.1. Research type and design

This work was applied and of field. The techniques for collecting data were a pre-test and post- test. The research was quantitative, quasi experimental and transversal.

3.2. Population size and sample

The research was directed to thirty students divided in two groups, the first group was 15 students which was called control group and the second group was 15 students which was called experimental group of first year of bachillerato at Jose Maria Velaz high school

3.3. Field Work

The research project was developed to students; whose ages range from 17 to 40 years of first year of bachillerato at José Maria Velaz during second quimester 2015-2016 school year. Educational institution mentioned above, are located at Republic Avenue in Huaquillas city.

3.4. Instruments for data collection

A pre-test, a post- test to the students were the instruments applied for gathering data. For this study was applied a pre-test to the control group and a post-test to the experimental group.

3.5. Data processing and analysis.

Data were analyzed by using statistical descriptive and inferential procedures. The quantitative data were gathered by the rubrics, investigated, synthesized, categorized, graphed, charted and analyzed previous to reach a conclusion.

3.6. Research validity and reliability

The measuring instrument must have two important conditions that are: Validity and Reliability.

To establish the content of validity of the oral test, including the scoring rubrics, the students were validated and tested by piloting. The piloting was tested by mean of the oral test by completing a list of verification and it was taken from the criteria of the scoring rubrics.

The final product about the evaluation of the oral test and scoring rubrics showed that all the criteria used were appropriate and gave positive effects for research project. (Pattanpichet, 2011)

PART FOUR

4. TESTING THE HYPOTHESIS

4.1. Data Matrix

4.1.1. Graphical Exposition of Results

Table N° 1
Data Matrix Control Group

Data Matrix Pre-Test

VARIABLES QUESTIONS	EXCE LLENT	VERY WELL	WELL	REGU LAR	INSUFFI CIENT	TOTAL
1. What is your name and tell us your personal date?	0	0	0	13	2	15
2. Where do you live?	0	0	1	13	1	15
3. Do you live with your parents?	0	0	0	13	2	15
4. How many family members in your house are there?	0	0	0	2	13	15
5. How many brothers and sisters do you have?	0	0	0	10	5	15
6. What is the occupation of your parents?	0	0	2	12	1	15
7. How many children do you have?	0	0	0	10	5	15
8. - How describe to your family?	0	0	0	5	10	15
TOTAL	0	0	3	78	39	120

4.1.2. Analysis of results

PRE-TEST

1. What is your name and tell us your personal date?

Table N° 2

Data result to question 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	0	0%
Very Well	0	0%
Well	0	0%
Regular	13	86,67%
Insufficient	2	13,33%
TOTAL	15	100%

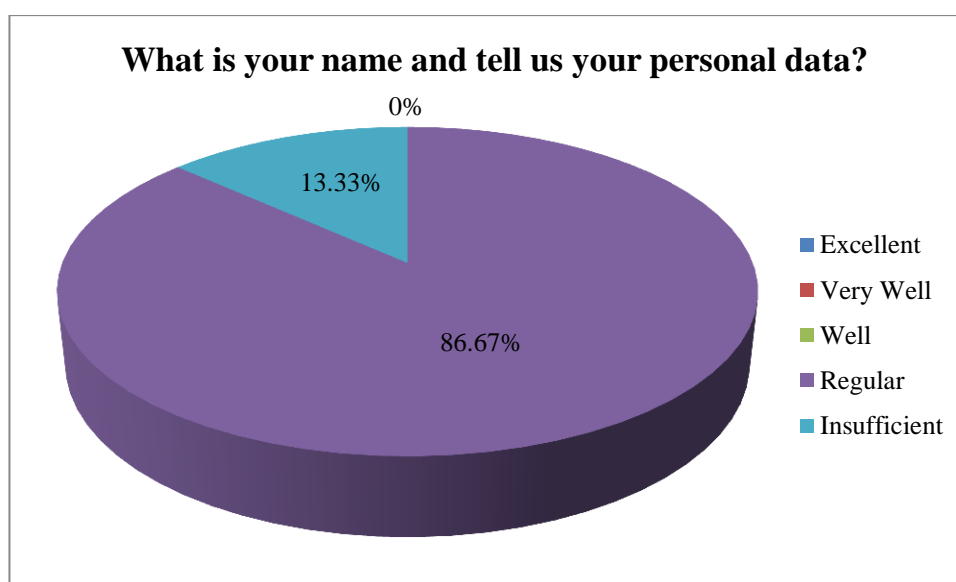


Figure N° 3: For the question number one.

Analysis:

According to the first question with the criteria used in the rubrics for the oral test, it has evidenced that 86, 67 % answered in regular form about What is your name? and tell us your personal data?. They did not use adequately the grammar and clear objectives while that the 13, 33 % responded insufficient way because they did not depth the commentary.

2. Where do you live?

Table N° 3
Data result to question 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	0	0%
Very Well	0	0%
Well	1	6,67%
Regular	13	86,66%
Insufficient	1	6,67%
TOTAL	15	100%

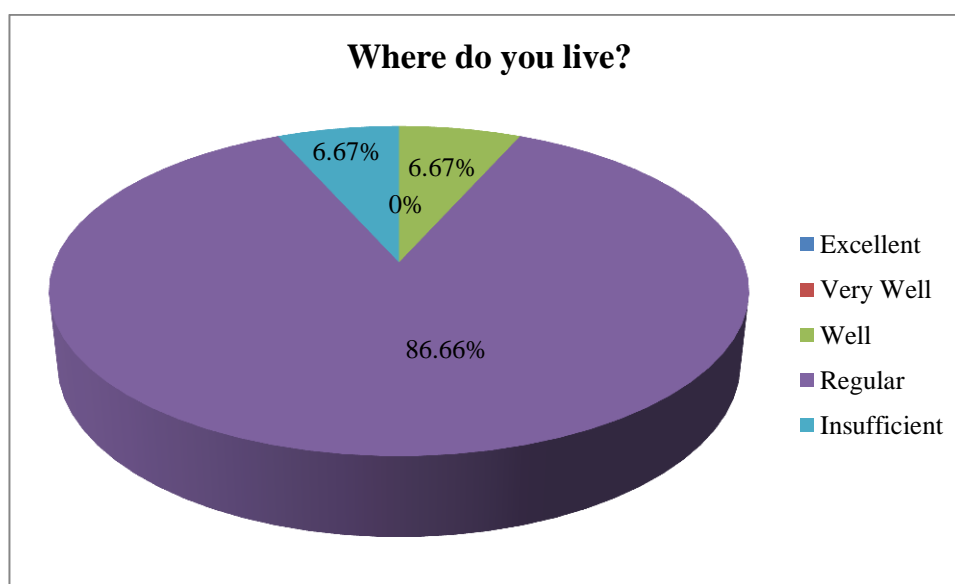


Figure N°4: For the second question.

Analysis:

The second question, 86,66% answered in regular form where they do not apply a body language effective, also grammar do not use a clear message, moreover the 6,67% use grammar and the message was clear when they gave the information. However, 6, 67 % answered effectively according to the second question.

3. Do you live with your parents?

Table N° 4
Data result to question 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	0	0%
Very Well	0	0%
Well	0	0%
Regular	13	86,67%
Insufficient	2	13,33%
TOTAL	15	100%

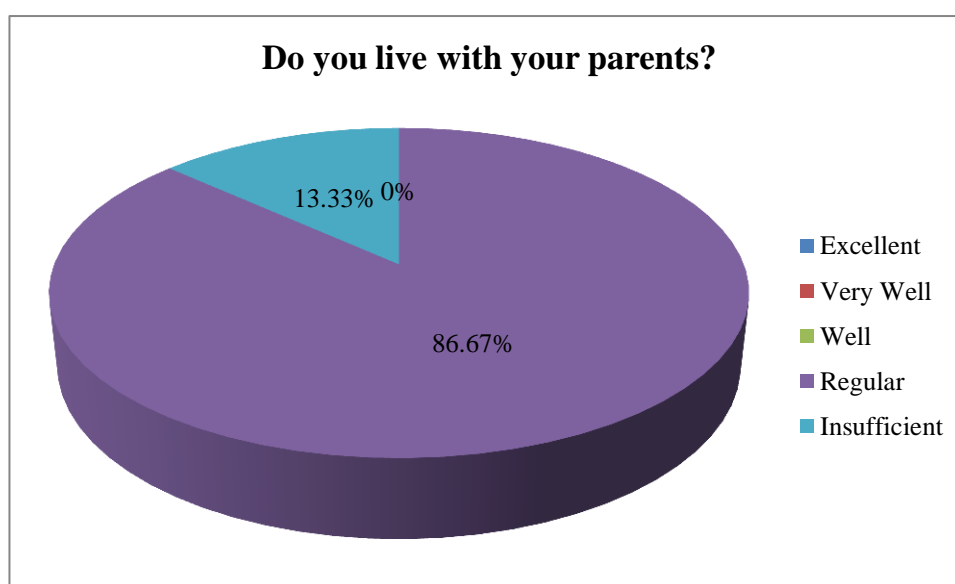


Figure N°5: For the third question

Analysis:

The third question the 86,67% answered regular form where they do not apply a body language and effective grammar, at the same time they do not use a clear message. Furthermore, 13,33% they made insufficient. They do not develop the components of communication because they had a lot of mistakes to give the information, for this reason there are high percent in the regular parameter.

4. How many family members in your house are there?

Table N° 5
Data result to question 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	0	0%
Very Well	0	0%
Well	0	0%
Regular	2	13,33%
Insufficient	13	86,67%
TOTAL	15	100%

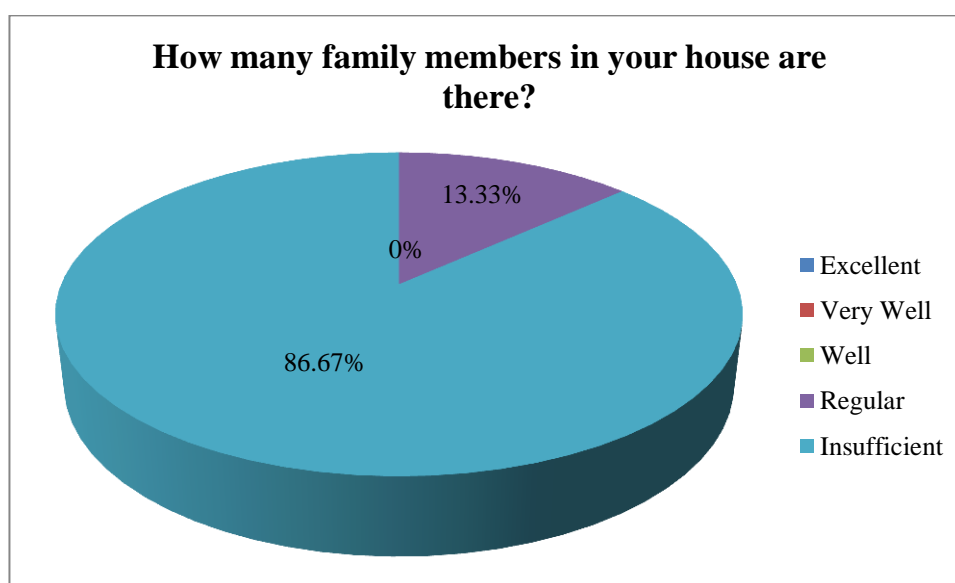


Figure N° 6: For the question fourth

Analysis:

In this question the 86,67% answered in irregular form where they did not apply a body language well-structured but to the 13,33% answered regular form.

Students unknown the grammatical rules, the dialogue was confused the result was not satisfactory, in fact they do not understand the question and answered other thing and they cannot concentrate to give well information.

5. How many brothers and sisters do you have?

Table N° 6
Data result to question 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	0	0%
Very Well	0	0%
Well	0	0%
Regular	10	66,67%
Insufficient	5	33,33%
TOTAL	15	100%

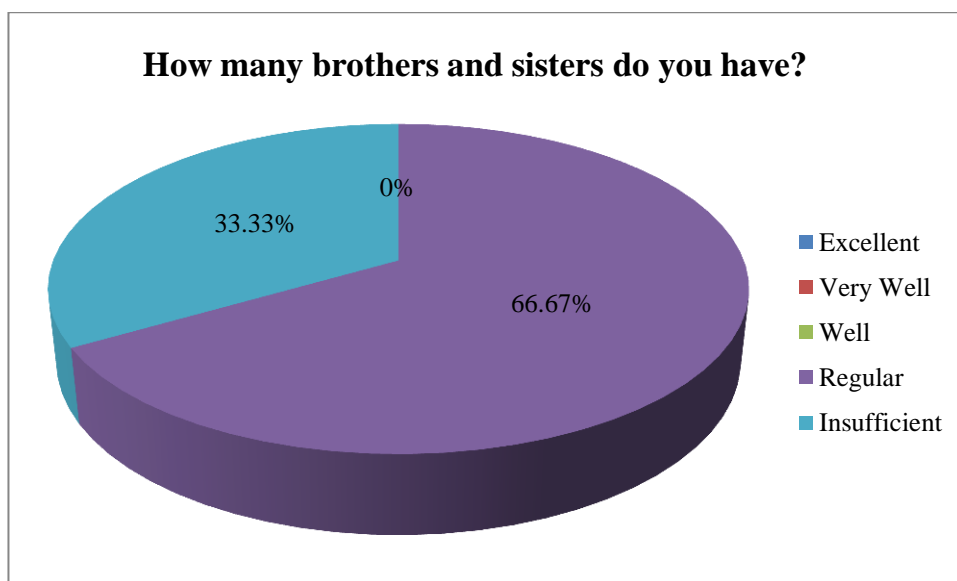


Figure N°7: For the question fifth

Analysis:

In this question the 66,67% answered in regular form where they do not relate a body language well structured, at the same time the grammar next to the message was unclear to the 33,33% was insufficient. Students answered inadequately because, they do not understand the question and they gave information erroneous about their family.

6. What is the occupation of your parents?

Table N° 7
Data result to question 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	0	0%
Very Well	0	0%
Well	2	13,33%
Regular	12	80,00%
Insufficient	1	6,67%
TOTAL	15	100%

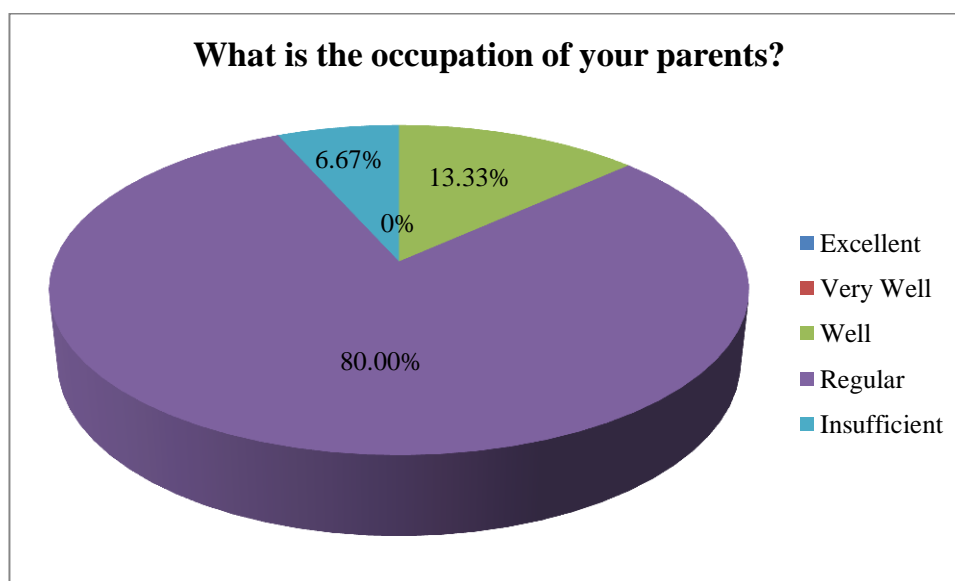


Figure N° 8: For the question sixth

Analysis:

In this question what is the occupation of your parents? The 80% answered regular form, they do not relate a body language well-organized, and the grammar was not clear. While 6,67% made it insufficient form, 13% tried to use an adequate grammar to give the information.

Students have a lot of difficult to organize their ideas they do not use the components of communication to realize an effective dialogue.

7. How many children do you have?

Table N° 8
Data result to question 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	0	0%
Very Well	0	0%
Well	0	0%
Regular	10	66,67%
Insufficient	5	33,33%
TOTAL	15	100%

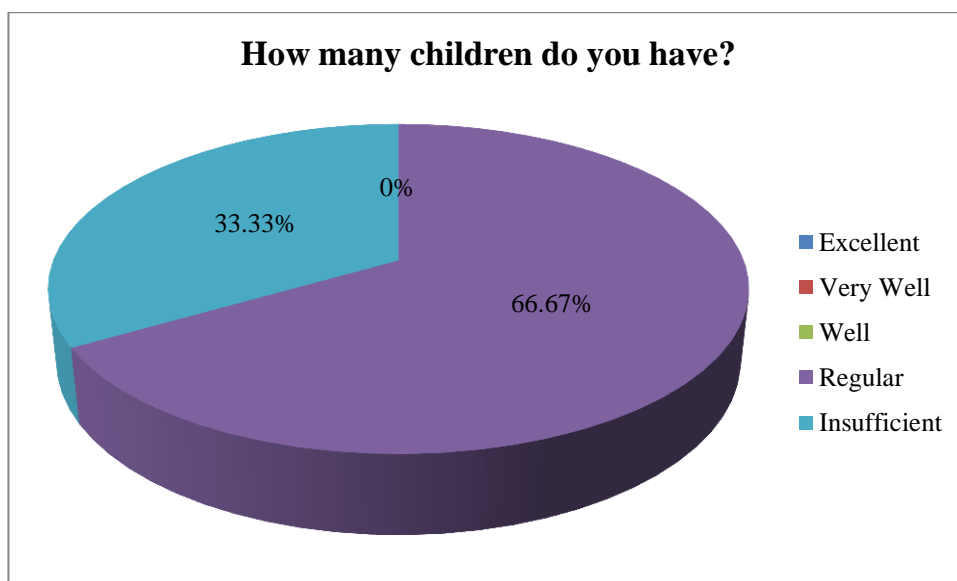


Figure N° 9: For the question seventh

Analysis:

66,67% answered in regular form the students do not relate a body language well-organized, and the grammar was not clear. 33,33% made insufficient way to give the information.

They cannot give the numbers exactly about children and they are afraid to answer the questions because they do not organize their ideas to give clear information.

8. How describe to your family?

Table N° 9
Data result to question 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	0	0%
Very Well	0	0%
Well	0	0%
Regular	5	33,33%
Insufficient	10	66,67%
TOTAL	15	100%

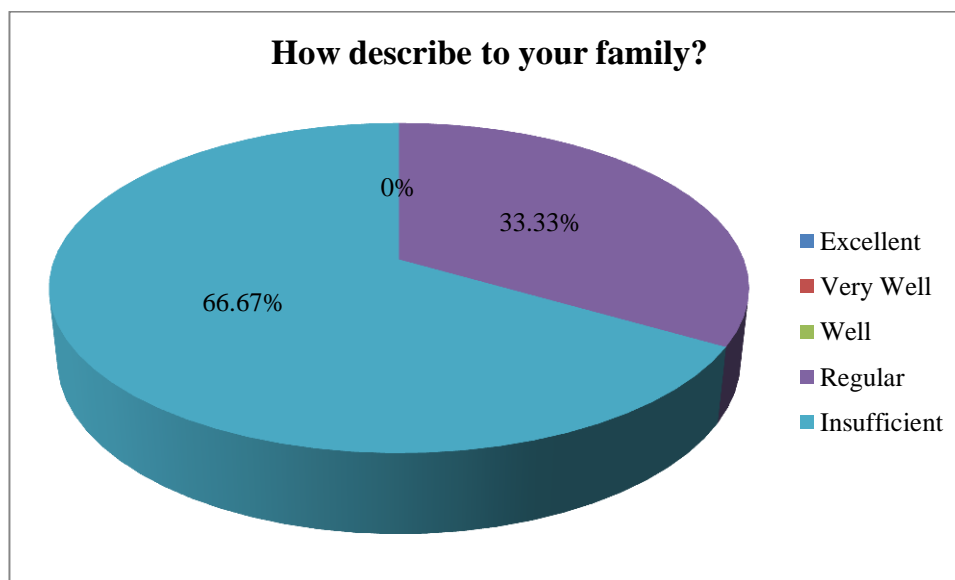


Figure N°10: For the question eighth

Analysis:

66,67% answered insufficient form they do not use a body language well ordered.
33,33% made in irregular way to give the information.

Students have a lot of problems to establish a dialogue and give the information adequately they had a lot of mistakes and produced a confuse dialogue at the same time distorts the communication.

Source: Oral test- Rubrics: Administered to students

Elaborated by: Elssy Porras and Nelly Jaramillo

POST-TEST

Table N° 10
Data Matrix Experimental Group

DATA MATRIX POST-TEST

VARIABLES QUESTIONS	EXCEL LENT	VERY WELL	WELL	REGU LAR	INSUFF ICIENT	TOTAL
1. What is your name and tell us your personal data?	14	0	0	0	1	15
2. What is your address?	3	12	0	0	0	15
3. Which is the parent's nationality?	13	2	0	0	0	15
4. Your family is big or small.	2	9	4	0	0	15
5. Describe to your brother or sister.	2	7	6	0	0	15
6. What is the occupation of your parents?	10	3	2	0	0	15
7. Do you have children?	9	4	2	0	0	15
8. What mean for you the word "family"?	8	5	2	0	0	15
TOTAL	59	37	17	0	1	120

POST-TEST

1. What is your name and tell us your personal data?

Table N° 11
Data result to question 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	14	93,33%
Very Well	0	0%
Well	0	0%
Regular	0	0%
Insufficient	1	6,67%
TOTAL	15	100%

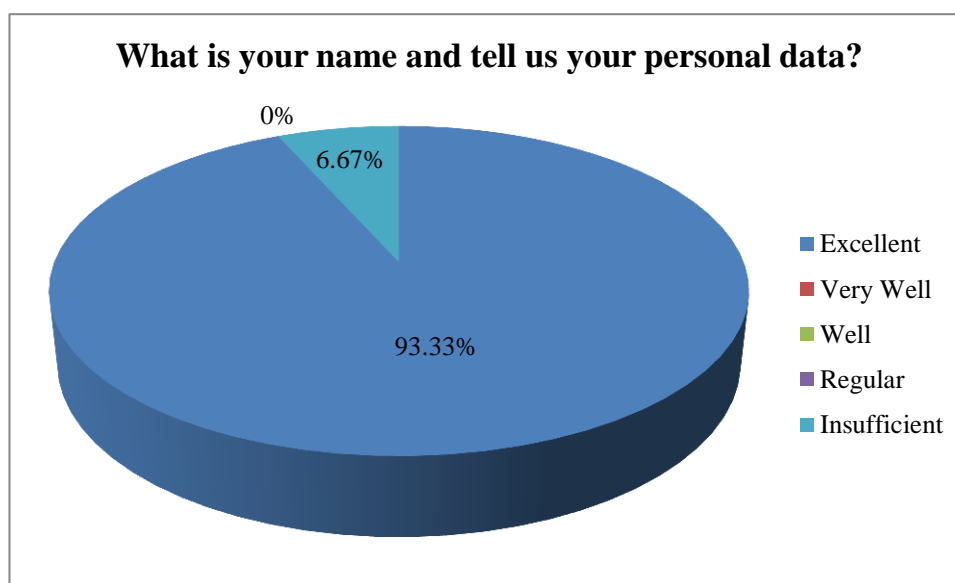


Figure N° 11: For the question one (post-test)

Analysis:

According to the chart, first question showed us that 93,33% answered excellent form where they use a body language well ordered, and the grammar was clear and a 6,67% was insufficient way using the parameters the rubrics.

The students improved their oral test and the criteria of rubrics to facilitate their oral presentation corresponding to the personal data in the daily life in English.

2. What is your address?

Table N° 12
Data result to question 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	3	20%
Very Well	12	80%
Well	0	0%
Regular	0	0%
Insufficient	0	0%
TOTAL	15	100%

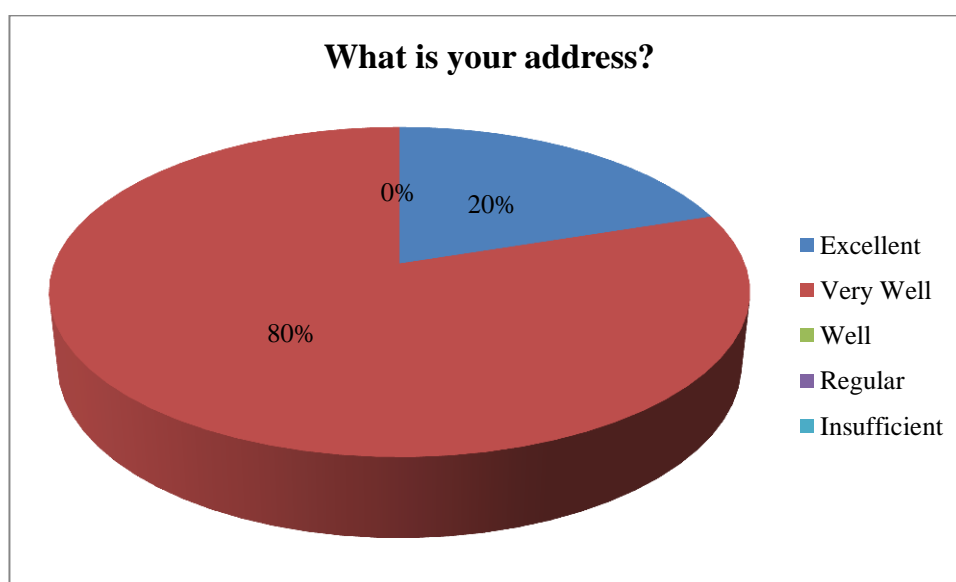


Figure N°12: For the question second

Analysis:

The results of the second question showed us that 80% the students answered very well about their address emitting the message clear while that 20% the students answered excellent way according to the criteria used on the rubrics.

It indicates that the students can give of correct form their address in case of emergency; the important is that the production of the oral communication was effective to develop the Speaking skill properly.

3. Which is the parent's nationality?

Table N° 13

Data result to question 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	13%	86,67%
Very Well	2%	13,33%
Well	0%	0%
Regular	0%	0%
Insufficient	0%	0%
TOTAL	15	100%

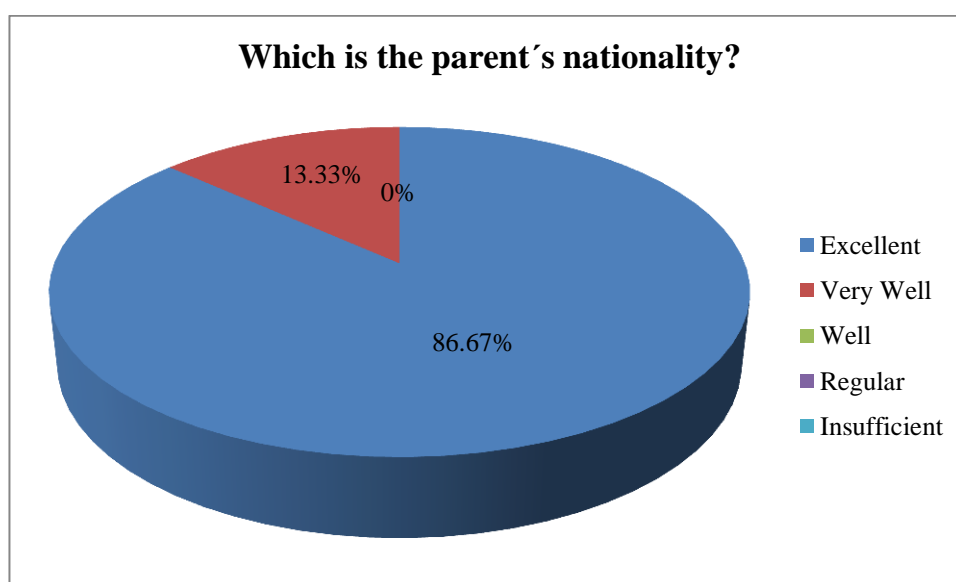


Figure N°13: For the question third

Analysis:

In third question the 86,67% answered excellent form where the students stated the different nationalities of their parents and only 13,33% of students expressed very well referent to question three according to the criteria of rubric.

They were able to express with the correct vocabulary the parent's nationality and their nationalities because they lived in border area Ecuador – Peru and so could apply their knowledge to relate with English speaking foreign people.

4. Your family is big or small.

Table N° 14
Data result to question 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	2	13,33%
Very Well	9	60%
Well	4	26,67%
Regular	0	0%
Insufficient	0	0%
TOTAL	15	100%

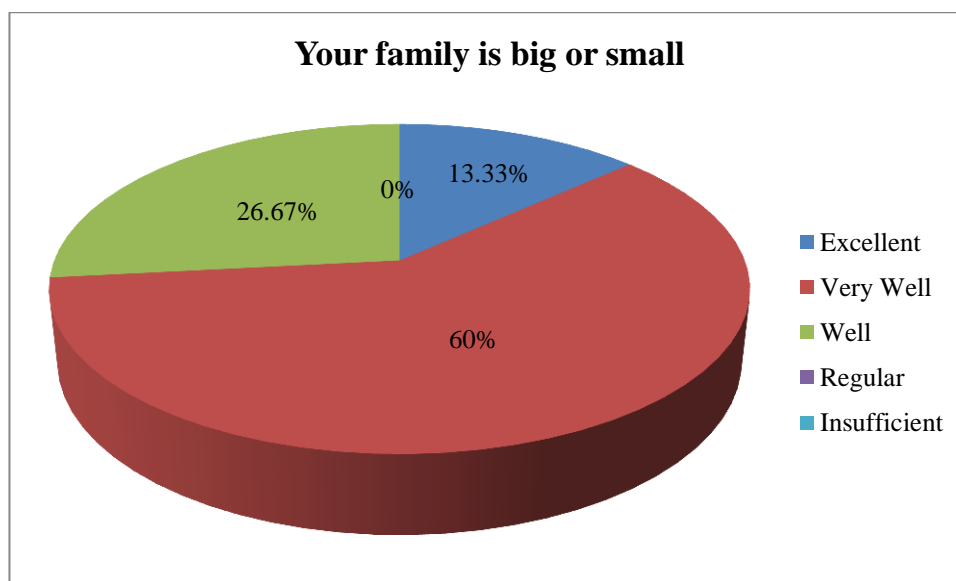


Figure N°14: For the question fourth

Analysis:

According to the question four showed us that 60% answered very well about family size while that 26, 67% of students answered well to this question and only 13,33% of the students gave an excellent information.

Each student gave clear information, involving also numbers to express sizes. They demonstrated the difference of between big and small using the correct vocabulary, and fulfilling properly the criteria of rubric.

5. Describe to your brother or sister.

Table N° 15
Data result to question 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	2	13,33%
Very Well	7	46,67%
Well	6	40%
Regular	0	0%
Insufficient	0	0%
TOTAL	15	100%

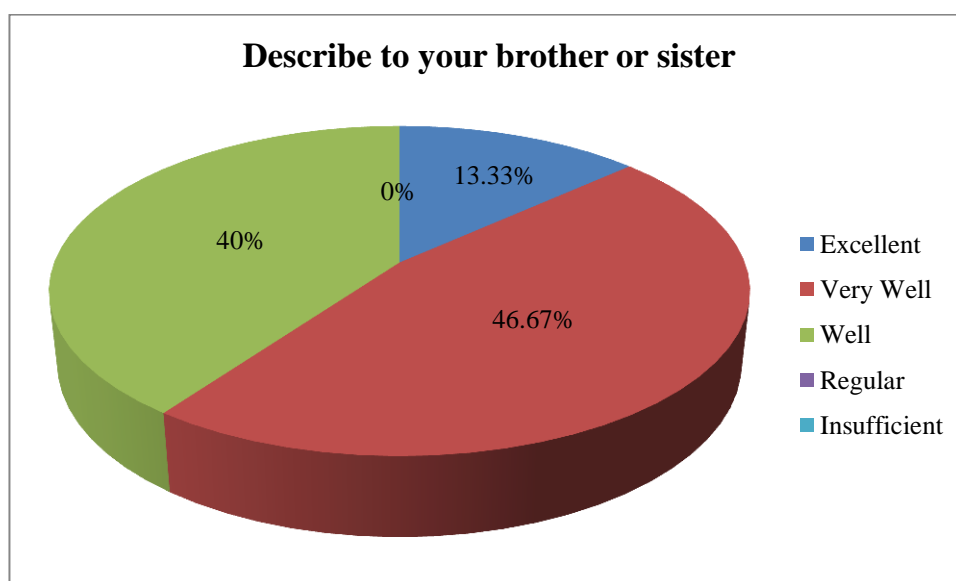


Figure N°15: For the question fifth

Analysis:

In the question, five showed us that 46, 67% of students answered very well referent to the description of their brothers or sisters, the 40% of students gave well the information and only 13, 33% of students answered excellent to the question five.

The students demonstrated that in each question of oral test as continued, they developed satisfactorily the pronunciation and the connection of clear ideas; also they dominated the fear to speak in front of their partners in English.

6. What is the occupation of your parents?

Table N° 16
Data result to question 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	10	66,67%
Very Well	3	20%
Well	2	13,33%
Regular	0	0%
Insufficient	0	0%
TOTAL	15	100%

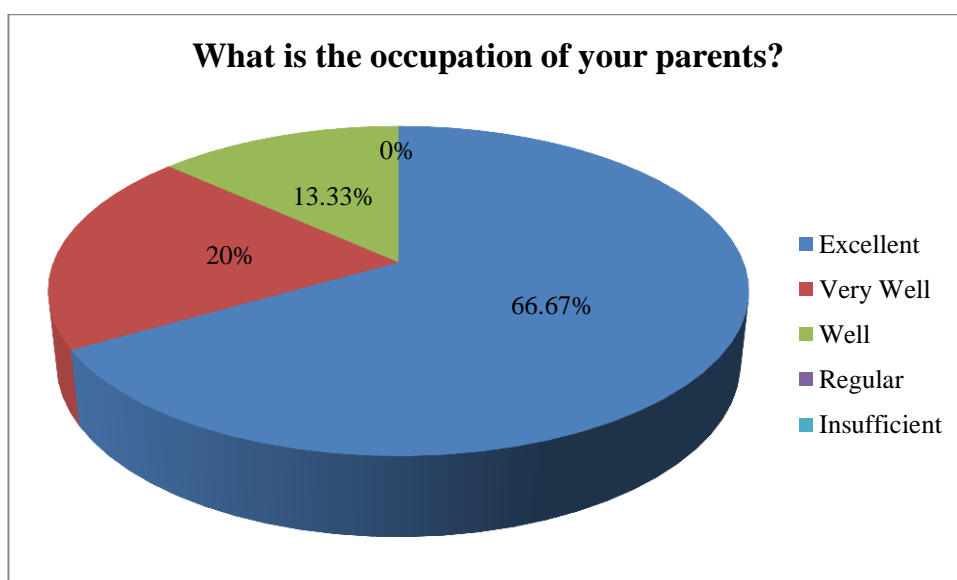


Figure N°16: For the question sixth

Analysis:

The chart of sixth question showed us that 66,67% the students answered excellent form about the occupation of the parents emitting a correct message, while that 20% the students gave very well answers about this question and 13,33% the students gave well information.

In this question, the students expressed the different professions and occupations of their parents using the adequate words for that the information was clear and effective according to the criteria of rubrics.

7. Do you have children?

Table N° 17
Data result to question 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	9	60%
Very Well	4	26,67%
Well	2	13,33%
Regular	0	0%
Insufficient	0	0%
TOTAL	15	100%

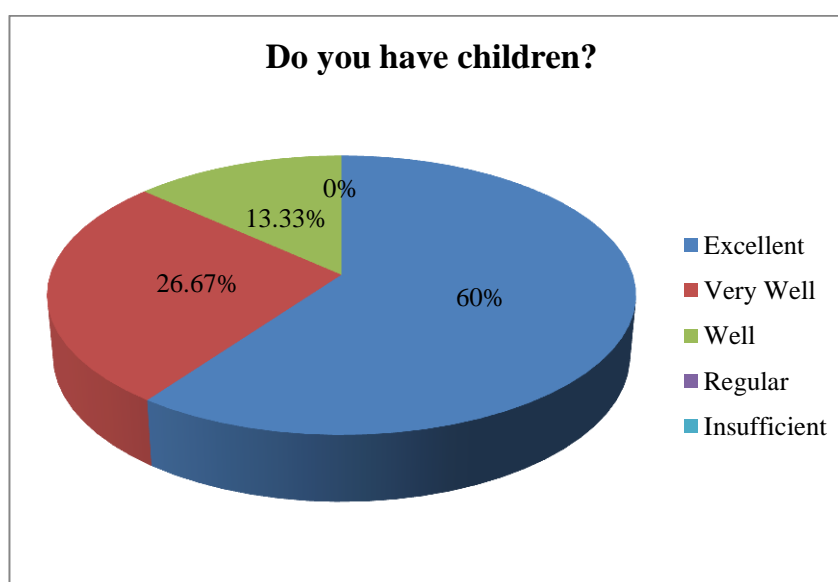


Figure N° 17: For the question seventh

Analysis:

According to the question seven 60% the students answered excellent about Do you have children? in change 26,67% the students gave very well information and 13,33% the students only gave a well information about the question seven.

This question, was in the oral test, taking into account that the students at Jose Maria Velaz high school were young and adults that are married; the important thing is that the students could express their feelings referent to the family obviously, involving the criteria of rubrics.

8. What mean for you the word “family”?

Table N° 18
Data result to question 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
Excellent	8	53,33%
Very Well	5	33,34%
Well	2	13,33%
Regular	0	0%
Insufficient	0	0%
TOTAL	15	100%

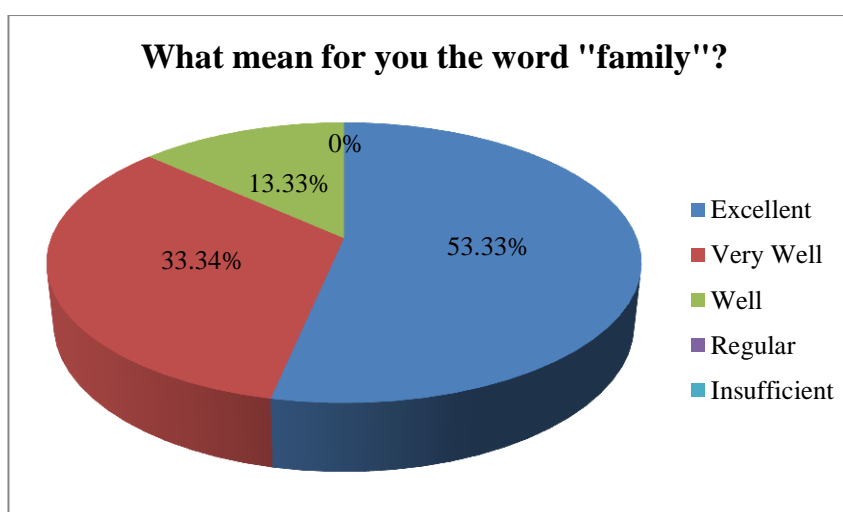


Figure N°18: For the question eighth

Analysis:

In the eighth question, the chart showed us that 53, 33% the students answered excellent form students the meaning of the word family, in change 33,34% students answered very well and 13,33% gave well the information according to the eighth question.

The students of the experimental group achieved to enhance the Speaking skill development to apply the cooperative learning techniques adequately in each class, in Post- test reflect the hard work of them and we as tutor and so obtained us the satisfactory outcomes for that the students were constantly actives in class and surrounded of cooperative climate to work in group.

Source: Oral test -Rubrics: Administered to students

Elaborated by: Elssy Porras and Nelly Jaramillo

4.2. Verification of hypothesis

Table N° 19

Test T for means of two paired samples

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	6,1667	9,0333
Variance	1,2024	0,516666667
Observations	15,0000	15
Pearson correlation coefficient	0,2190	
Hypothesized mean difference	0,0000	
Degrees of freedom	14,0000	
T stadistic	9,4724	
P(T<=t) a tail	0,0000	
Critical value of t (a tail)	1,7613	
P(T<=t) two tail	0,00000018	
Critical value of t (two tails)	2,1448	

1. Student's t-Test: Results

The results of an unpaired t-test performed at 09:01 on 1-MAR-2016

t= -8.47

sdev= 0.927

degrees of freedom = 28 The probability of this result, assuming the null hypothesis, is less than .0001

Group A: Number of items= 15

5.00 5.00 5.00 5.00 6.00 6.00 6.00 6.00 6.00 6.00 6.00 7.00 7.00 7.50 9.00

Mean = 6.17

95% confidence interval for Mean: 5.676 thru 6.657

Standard Deviation = 1.10

Hi = 9.00 Low = 5.00

Median = 6.00

Average Absolute Deviation from Median = 0.700

Group B: Number of items= 15

8.00 8.00 8.00 8.50 9.00 9.00 9.00 9.00 9.00 9.00 9.00 10.0 10.0 10.0 10.0

Mean = 9.03

95% confidence interval for Mean: 8.543 thru 9.524

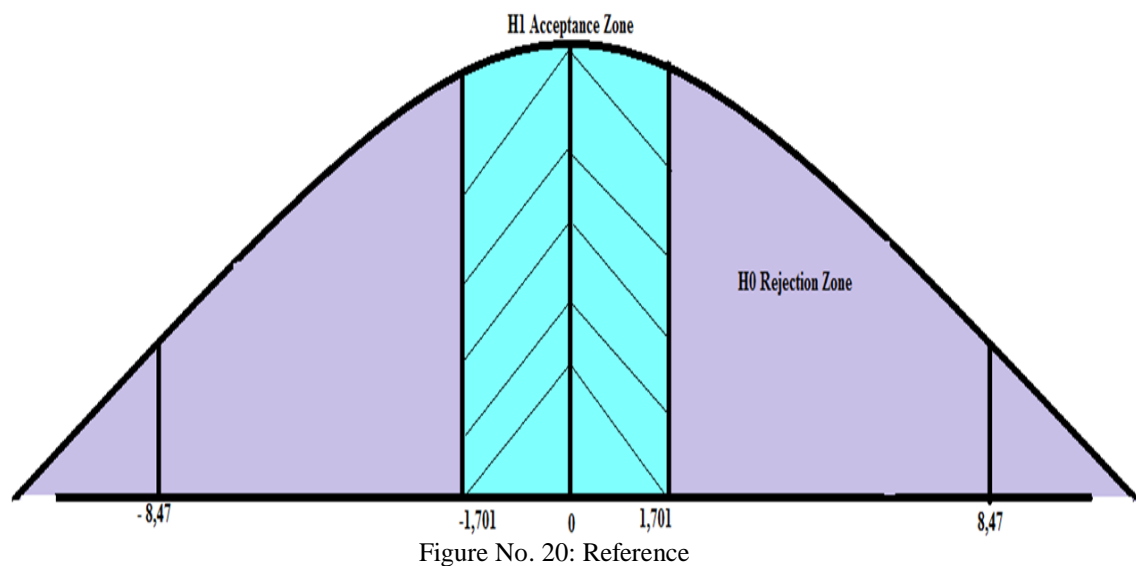
Standard Deviation = 0.719

Hi = 10.0 Low = 8.00

Median = 9.00

Average Absolute Deviation from Median = 0.500

Data Reference: 666E



4.3. Conclusions

The researchers have gotten in the results of this study:

1. The null hypothesis was rejected; the cooperative learning affects the speaking skill development for students of the first year of bachillerato at José María Velaz high school in Huaquillas during 2015-2016 school year.
2. When the techniques of cooperative learning were not applied correctly on the speaking skill development, it prejudiced the oral effective communication for low profile professional.
3. It was determined that students were not in an English speaking environment first year of bachillerato at José María Velaz high school, for this reason the students were not interested in the language.
4. There was little incentive in the oral communication in the students because the teacher did not use an adequate application of components of communication in classroom to develop the speaking skill of correct way.
5. There was the absence of cooperative climate in the class, by which the learning was not meaningful, allowing the decrease in the learning process in the speaking skill.

4.4. Recommendations

Then conclude with the results that were analyzed and processed to improve the speaking skill with the help cooperative learning, it recommends the following:

1. The teachers should work with different activities in each class that involve the cooperative learning techniques, to achieve the successful learning in the speaking skill.
2. The teachers must train to learn to use the new techniques that offer the cooperative learning, to enhance to the students the teams work in classroom properly.
3. Also, is indispensable to foment an English speaking environment where can incentive the development of the speaking skill, to achieve the successful performance of students in the Second language.
4. The tutors should include the components of oral communication, such as: Fluency, pronunciation, vocabulary, stress, grammar, accuracy in which allow a communication fluid with others.
5. Finally, is necessary to develop the cooperative climate in the classroom and so enhance the teaching- learning process on the speaking skill.

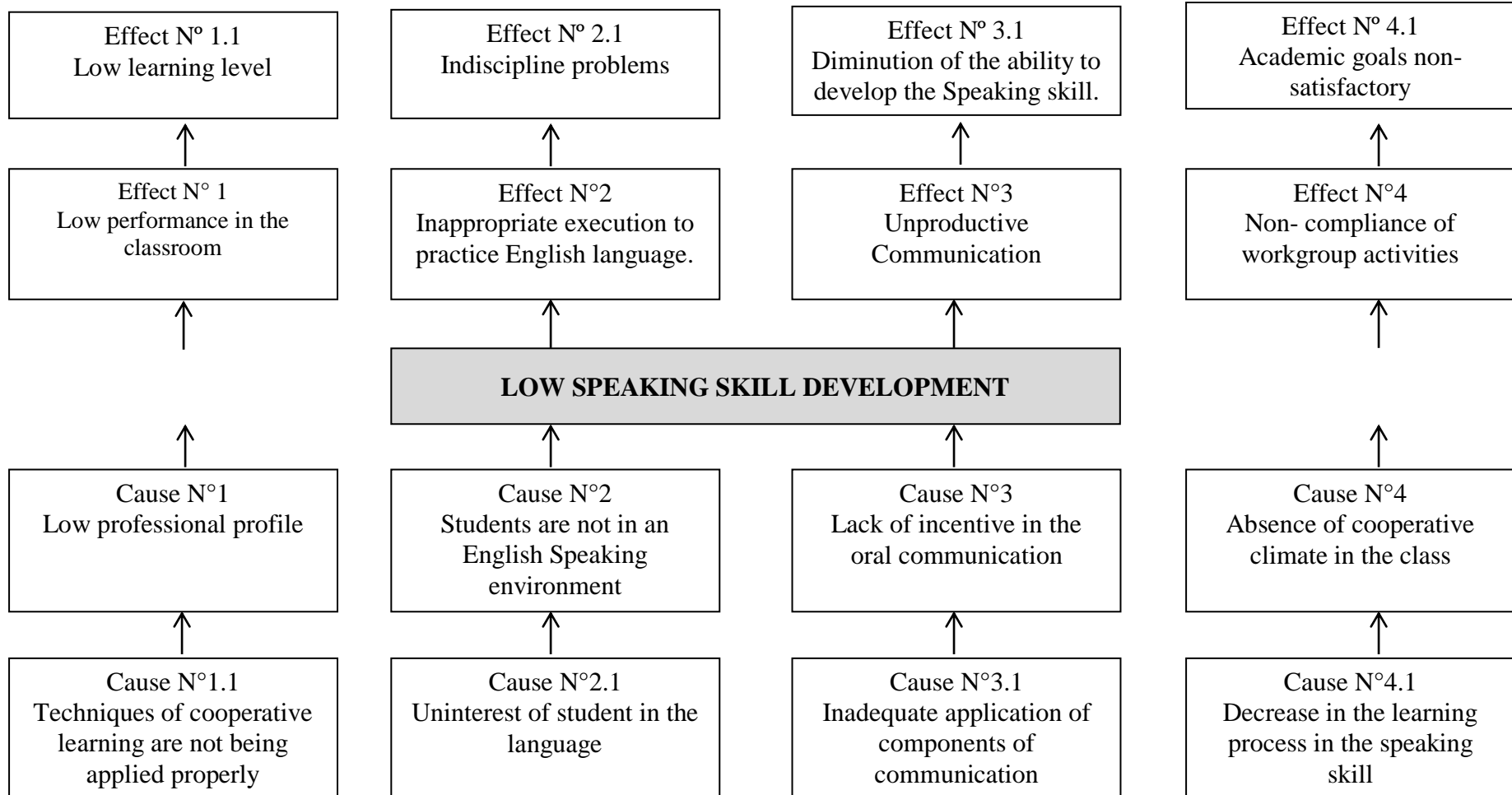
PART FIVE

5. THE PROPOSAL

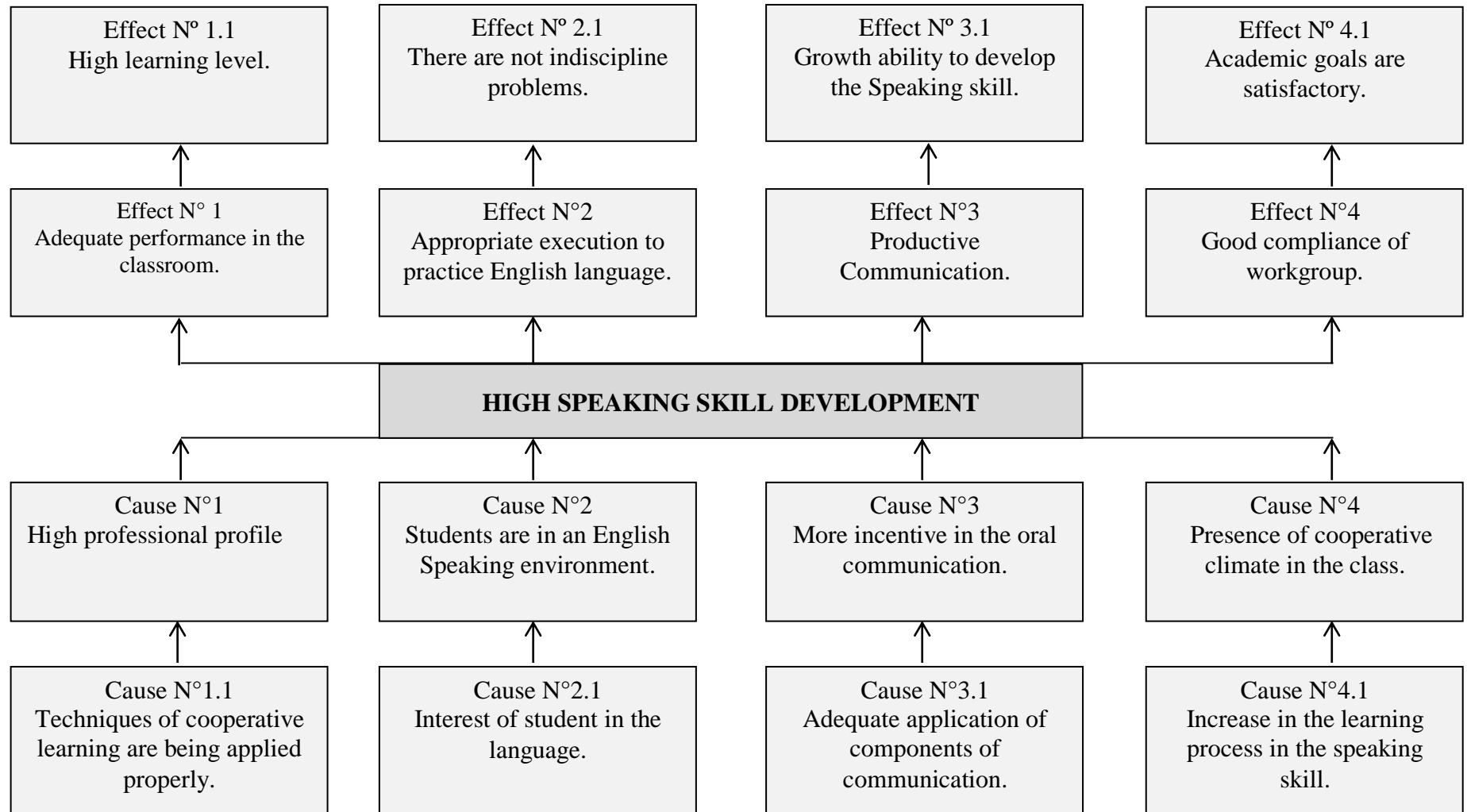
5.1. Analysis of stakeholders

GROUPS	INTEREST	PROBLEMS	RESOURCES AND COMANDS
Students	Students want to develop the speaking skill using cooperative learning in each class.	Students have some difficulty to share information or knowledge with each classmate.	Encourage to the students to use the cooperative learning.
Teachers	Teachers need to use the new techniques that involve the cooperative learning to improve the speaking skill effectiveness.	Low use of different techniques that allow the development of speaking skill.	Obtain the knowledge necessary about techniques of cooperative learning to enhance the learning process of students.
The school	The school allows that, teachers and students use new cooperative learning techniques to increase of interest to work together and acquire a second language.	Teachers do not apply cooperative education techniques to improve the education focused in speaking skill.	Promotes to teachers the use of new cooperative learning techniques in the different activities in class.

5.2.Problem Tree



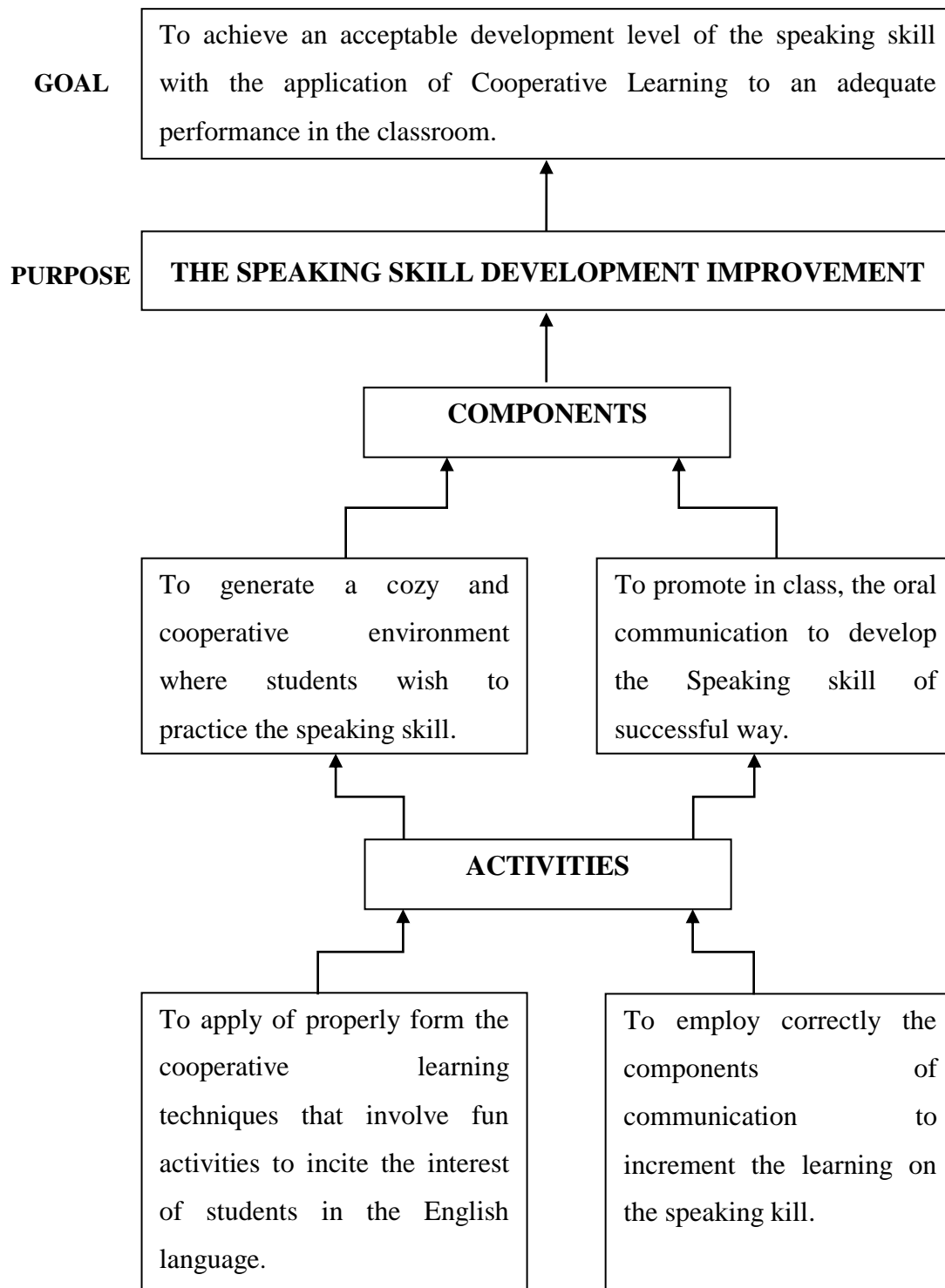
5.3. Objective Tree



5.4. Strategies Matrix

PROBLEM	CAUSE	OBJECTIVE	STRATEGY
THE SPEAKING SKILL DEVELOPMENT IS INAPPROPRIATE	-The teachers do not apply the oral communication in class by the low training in the second language.	-To practice constantly the oral communication to a conversation effective.	- Attend seminars or workshops. - Maintain the practice using the components of communication on the speaking skill continuously. -Use the cooperative learning techniques in classroom.
	- Inappropriate climate to teach English language.	-To provide the necessary conditions to facilitate the English teaching-learning process.	-Create an environment funny to apply the didactic resources that involve the successful learning of student. -Combine different activities of teams work to achieve the interchange of experiences and criteria to carry out them into and out the classroom.
	-Non-application of cooperative learning techniques in class.	-To apply different activities to develop the learning in the second language.	-Promote the techniques that involve the cooperative learning in classroom such as: Jigsaw, working together, work groups etc.

5.5. Analytic structure of the proposal



5.6. Logical Framework Matrix

NARRATIVE SUMMARY	INDICATORS	VERIFICATION MEDIA	SUPPOSES
<p>GOAL To achieve an acceptable development level of the speaking skill with the application of cooperative Learning to an adequate performance in the classroom.</p>	<p>- 90% of teachers apply the cooperative learning techniques to develop the ability in teams work in each school year.</p>	<p>-Rubrics -Oral test -Interviews</p>	<p>-Teachers enhance the practice of the oral communication using cooperative learning techniques in class.</p>
<p>PURPOSE THE SPEAKING SKILL DEVELOPMENT IMPROVEMENT</p>	<p>- 95% of the teachers use adequately the components of the communication to raise the performance in each class.</p>	<p>-Oral test -Interviews</p>	<p>Teachers attend seminars constantly to increase their performance and level on the speaking skill.</p>
<p>COMPONENTS 1. To create a comfortable and cooperative climate, for that students practice the Speaking skill. 2. To motivate in classroom the oral communication to produce the speaking skill properly.</p>	<p>-80% of all students are prepared to work in group in each class. -85% of all students are using the components of communication correctly in the classroom.</p>	<p>-Oral test -Interviews -Oral test -Rubrics -Interviews</p>	<p>-Students wish to learn in an enjoyable and trustworthy environment to enhance the speaking skill. -Teachers apply different activities that involve the oral communication effective.</p>

Continue



ACTIVITIES	RESOURCES		
Workshops about the fundamentals the application of cooperative learning.	Coordinator Teachers Folders Sheet with information about Cooperative Learning	BUDGET \$1000	
Seminaries about the application of Cooperative Learning.	refreshments		
Participate in the activities to develop the cooperative learning in class effectively.	Teachers book Information about Cooperative Learning	\$700	

5.7. Budget

	DESCRIPTION	COST USD \$
01	Expenses at José María Velaz School	\$700
02	Copies	\$20
03	Sheets of paper	\$30
04	Handbook	\$40
05	Materials to realize the seminaries	\$150
06	Refreshments	\$150
07	Printed sheets	\$20
08	Bibliography	\$30
09	Transportation	\$200
	TOTAL:	\$ 1340

5.8. Gantt's Chart

ACTIVITIES	NOV.	DEC.	JAN.	FEB.	MARCH
Project elaboration	X				
Development theoretical framework		X	X	X	
Oral test (pre-test)	X				
Search information about capacitation cost and financing.	X	X	X		
Oral test (Post-test)			X		
Elaboration of the proposal			X	X	
Final report					X

5.9. Evaluation

The evaluation was focused on the activities done by students and their indicators. It was evaluated by means of oral test using the rubric's criteria. Furthermore, the evaluation's results were the components, goal and proposal of the research project.

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GLOSSARY

1. **Accuracy:** Accuracy is the ability to produce correct sentences using adequate grammar and vocabulary.
2. **Communication:** Communication is the process of understanding and sharing ideas, opinions or information.
3. **Component:** The component is the aspect that influences how to speak English properly.
4. **Cooperative Learning:** Is defined as a set of instructional methods for that students are encouraged to work on academic tasks.
5. **Effect:** something that is produced by an agency or cause; result or consequence.
6. **Fluency:** Fluency is natural language used when a speaker involves a significant interaction and maintain a comprehensible message.
7. **Hypothesis:** A hypothesis is something than suppose but less than a well-established theory.
8. **Interview:** Is a meeting in which someone asks you questions to see if you are suitable for a job or course.
9. **Jigsaw:** Is techniques that encourage, learning, to the pay attention and participating in the classroom activities, decreasing the competitively in order to create a funny, exciting and pleasant environment classroom.
10. **Oral test:** Is a set of questions to test the knowledge.
11. **Pre-test:** A preliminary test administered to determine the previous knowledge.

- 12. Post-test:** A test given after a lesson or a period of instruction to determine what the students have learned.
- 13. Quantitative:** Associated with an objective quality of a thing or phenomenon that is measurable and verifiable.
- 14. Rubric:** Evaluate the students and know the performance in a determinate skill.
- 15. Skill:** An ability and capacity acquired through deliberate, systematic, and sustained in the classroom activities.
- 16. Speaking:** Is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.
- 17. Stress:** Determine the pronunciation of segments in English.
- 18. Technique:** Is a systematic procedure used in any specific field, especially in an area of applied science.
- 19. Independent variable:** It can take different values and can cause corresponding changes in other variables.
- 20. Dependent variable:** It can take different values only in response to an independent variable.