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CARRERA DE LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS

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DEDICATORY

I dedicate this thesis to my daughter Leidy Bernal Calle, my beautiful baby that is the reason of my life; with his innocence and love she has been my motivation, inspiration and happiness, I dedicate all the effort and the desire to progress and finish the research.

To my God who knew how to guide me by the good path, give me strength to go ahead and not to faint in the problems that are presented, teach me how to confront the adversities without losing the dignity neither to falter in the attempt.

To my parents, who throughout my life have veiled for my welfare and education being my support at all times.

To my husband, Luis Bernal who gives me his love, affection, encouragement and constant support, his understanding and patience which helped me to finish my thesis. This is an evidence of his great love, thank you¡

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ABSTRACT

The present study aimed to investigate the incidence of Cooperative Learning on the Oral Communication Skill Development. The study was carried out with a group of 40 students who studied in the tenth year of basic education at "Julio Moreno Espinosa" High School, in Santo Domingo de los Tsáchilas during the first semester of 2016- 2017 school year. To collect data, two instruments were designed and applied: a pre-test and a post-test; and two groups were formed: control and experimental. The control group received the traditional teaching and the experimental one used some techniques related to Cooperative Learning. The students'Oral Communication or speaking skill performance was compared through the tests. The pre-test determined the level of speaking skill performance at the beginning of the experiment. The post–test was carried out to determine if there were differences between the groups. The findings revealed that students'scores in the post test in both: control and experimental groups increased; however scores of the experimental group increased very significantly. The research results also indicated that the learning activities using some techniques of Cooperative Learning made students more engaged in the learning process and motivated to communicate in English.

KEY WORDS:

- **COOPERATIVE LEARNING**
- **ORAL COMMUNICATION SKILLS**
- **LEARNING ACTIVITIES**

RESUMEN

El objeto de este estudio fue determinar cómo influyó el uso de algunas técnicas del Aprendizaje Cooperativo en el desarrollo de la comunicación oral en inglés. La intervención metodológica se llevó a cabo con una muestra de 40 estudiantes que para el momento del estudio estaban cursando el tercer año de educación básica en el Colegio Fiscal "Julio Moreno Espinosa" ubicado en la ciudad de Santo Domingo de las Tsáchilas-Ecuador durante el primer semestre del año escolar 2016-2017. Con el propósito de obtener los datos útiles para la investigación,   se diseñaron dos instrumentos de evaluación: un pre-test, un post- test y se formaron dos grupos: el de control y el experimental. El grupo de control recibió la enseñanza tradicional; y, el experimental usó cinco técnicas del Aprendizaje Cooperativo.   El pre -test estableció cómo estaban los estudiantes al comenzar el experimento y el post –test sirvió para determinar si después de la intervención se produjeron diferencias. Los resultados del post-test revelaron que los estudiantes de los dos grupos habían obtenido notas más altas que en el pre-test pero las notas del grupo experimental habían mejorado muy significativamente. Finalmente las actividades de aprendizaje diseñadas hicieron que los estudiantes se involucraran más en el proceso de aprendizaje y por ende en el desarrollo y mejoramiento de la producción oral en inglés.

PALABRAS CLAVE:
- **COMUNICACIÓN ORAL EN INGLÉS**
- **APRENDIZAJE COOPERATIVO**
- **ACTIVIDADES DE APRENDIZAJE**

INTRODUCTION

Problem Statement

Since our world is not the same because globalization has shaped us, we need to follow its rhythm. In this context English has become a lingua franca and itisnecessaryforour students to master it. This study serves us to understand the importance of Cooperative Learning to develop the speaking skill because it is the ability where students have difficulties.

This work is organized in the following way:

Part One of this research contains the problem identification, the setting the variables matrix that led this study, the general and specific objectives.

Part Two contains the Theoretical Framework of the study

Part Three is a description of the research type and design, the population and sample, the instruments for collecting data and the processing and analysis of the information contained in this research.

Part Four contains the graphical exposition and analysis of results; it also presents the conclusions and recommendations that can be applied into the group of study.

Finally, **part five** displays a proposal which is a Conversation club.

The detected problem is that students of the third year of "Julio Moreno Espinosa High School", located in the city of Santo Domingo de los Tsáchilas, have serious difficulties in speaking.

This problem has the following causes: the use of traditional methodologies where speaking practice is poor, students' lack of confidence, inappropriate didactic material, shortcomings of creativity and innovation by teachers.

The possible effects of the mentioned problem are the following: insufficient development of the speaking skill, monotonous classes, low students motivation and interest, low academic achievement and an insufficient oral communication.

Justification

Nowadays, traditional methods in educational settings are not challenging enough for world´s demands. Today, education needs a curriculum that can produce a more profound intellectual and emotional students' engagement. This is the reason why learning-teaching process must evolve from covering and memorizing contents to developing the 21st century learning skills: critical thinking, creative thinking problem solving, collaborating and communicating. Research has proven that the implementation of Cooperative Learning in teaching to develop the speaking skills is one of the ways that is well supported and updated for filling these requirements.

This study is conducted to determine the effectiveness of Cooperative Learning to develop the Oral Communication in the students of Tenth Year of Basic Education at "Julio Moreno Espinosa" High School during the first term of the 2016-2017 school year. This research is conducted in consideration of the document emerged from the Ministry of Education called " The English Language Standards" that demands that one student who finishes the third year of Basic Education should reach the A1 level according to the Common European Framework for Reference of Language: Learning, Teaching, Assessment. (ECUADOR, 2012)

This framework "provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe". In addition, "itdescribes what language learners have to learn to do in order touse a language for communication and what knowledge and skills they have to developso as to be able to act effectively? The Framework also defines levels of proficiency which allow learners'progress to be measured at each stage of learning and on a life-long basis" (CEFRL).

The second variable of this study is the use of Cooperative Learning. It is a collection of teaching strategies that students in small groups carry out to complete a task. In addition, it promotes social skills. Finally, it has many benefits for learners, for example: " Cooperative learning strategies have been shown to improve academic performance (Slavin, 1987), lead to great motivation toward learning (Garibaldi, 1979), to increase time on task (Cohen & Benton, 1988), to improve self-esteem (Johnson & Johnson, 1989), and to lead to more positive social behaviors (Lloyd,

et.al, 1988). For ELL students especially, cooperative learning promotes language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment. (Kagan, 1995)". (Huie)

This study will be significant for the following reasons:

- It will contribute to teacher's knowledge in terms of student's motivation. In fact, students would feel motivated using Cooperative Learning because the teaching and learning strategies are different from those used by traditional teaching. These strategies are more dynamic and promote peer interaction, self confidence and movement; and students can observe how their peers learn and solve problems.

- It will contribute to students` knowledge about how develop their speaking performancemore than in traditional classes.

To sum up, the use of Cooperative Learning is an actual and important issue to solve the problem we have in the students of the tenth year of "Julio Moreno Espinosa" High School in Santo Domingo de los Tsáchilas. It is that these studentshave serious difficulties to develop their oral communication skill.

PART ONE I

RESEARCH PROBLEM

"THE INCIDENCE OF COOPERATIVE LEARNING ON THE ORAL COMMUNICATION SKILL DEVELOPMENT IN STUDENTS OF TENTH YEAR OF BASIC EDUCATION AT"JULIO MORENO ESPINOSA "HIGH SCHOOL, IN SANTO DOMINGO, IN THE FIRST TERM, 2016-2017 SCHOOL YEAR "

1.1   PROBLEM IDENTIFICATION

Effect 1.1 Students cannot communicate in English language	**Effect 2.1** Low academic performance	**Effect 3.1** Low student's motivation and interest
Effect 1 Inadequate development of speaking skill	**Effect 2** Low cognitive and mental processes development	**Effect 3** Monotonous classes

Low speaking skill development.

Cause 1 Inadequate use of cooperative learning	**Cause 2** Inappropriate didactic material	**Cause 3** Lack of confidence
Cause 1.1 Poor speaking practice	**Cause 2.1** Traditional methodologies	**Cause 3.1** Shortcomings of creativity and innovation by teachers

Figure 1 Causes and effects diagram.

1.2   PROBLEM FORMULATION

What is the incidence of cooperative learning on the Speaking skill development among students in tenth year of basic education, parallel "A" and "E" at "Julio Moreno Espinosa" high school, during the first term, 2016-2017 school year?

1.3   VARIABLES MATRIX

Independent	Definitions	Dimensions	Sub dimensions	Sub dimensions
Cooperative Learning	It is the instructional use of small groups in which students work together and directly to maximize their own learning and that of others, and thus allows the teacher to achieve several important goals at the same time.	Importance Types Elements Activities	Formal Informal Based Cooperative groups. Positive interdependence (PI) Face-to –face Promotive interaction Individual and group Accountability / Personal responsibility Interpersonal and small-group skills Group processing Think –pair-share Three-step interview	*Goal *Reward-Celebrate *Resource *Rol *Identity *Fantasy *Task *Outside enemy

		Principles	Jigsaw Note-taking pairs	
			Contribute. Devote to the task. Help each other. Encouraged each other. Solve problems. Give and accept opinions of their classmate.	
Dependent	**Definitions**	**Dimensions**	**Sub dimensions**	**Sub dimensions**
The oral communication skill	**Speaking** :It's key to communication because is an interactive process of constructing meaning that produce and receive and process information	Definition	Speaking skill	*Pronunciation fluency and Coherence. *Stress *Intonation *Rhythm *Lexical Resource *Grammatical range and accuracy
			Speaking difficulties	*Lack of motivation. *Inadequate use of teaching strategies. *Low attitude of their learning. *Communication obstacles in English Language classrooms. *The students not practice vocabulary and grammar. *Inadequate use of oral activities. *Spanish Interference *Lack of confidence *Nerves –Speaking English at work.

1.4   OBJECTIVES

1.4.1   GENERAL

To determine the incidence of the cooperative learning on the oral communication skill in the students of tenth year at "Julio Moreno Espinosa" high school, of Santo Domingo of the Tsáchilas during the first term, 2016-2017 school year.

1.4.2   SPECIFIC

- To identify the problems that students have to develop the oral communication skill.
- To set up the scientific and theoretical bases which are references of the use of the Cooperative Learning and its influence on the oral skill development by a documentary research.
- To analyze the results of the pre and post-tests
- To implement a club of conversation as a strategy to develop the oral production of the students of basic English of tenth year class "A and E"

1.5   JUSTIFICATION

The English teaching has been increasing its importance in recent years and their knowledge is seen now as a necessity.

In the learning of a second language, the teacher must know and incorporate methodologies that promote innovation, new challenges, development of students' competencies according to the demands of today's world where students do not only need to develop speaking skills but also learn how to think critically to solve problem.

Teachers need to develop their knowledge about teaching methodologies that help to know and select the best strategies to create successful learning situations. The language teaching process involves many different methods like cooperative learning on the oral communication skills development. There isn't a single one hundred per cent recommended method for learning a second language, but there is some more appropriate than others that teachers must know and be conscious.

According to Akinbobola (2009), this study was in line with the findings of Johnson and Johson (1989) that cooperative learning strategy promotes more positive attitudes toward the instructional experiences than competitive or individualist strategies (Akinbobola, Johnson, & Johson, 2009).

Lord (2001)claim that students have opportunities to actively participate in their learning, question and challenge each other, share and discuss their ideas, and internalize their learning. Along with improving academic learning, cooperative learning helps students engage in thoughtful discourse and examine different perspectives, and it has been proven to increase students' self-esteem, motivation, and empathy (R. Lord, 2001) .

This research seeks to determine the incidence of cooperative learning that help teachers to improve their teaching practices and students develop better their speaking skills.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life, the students that practice the oral communication skill can apply their knowledge with other classmates.

Listening and Speaking are two forms of communication; the active listening is a key element of oral communication. Active listening is proactive rather than passive. The importance of these two variables is that the students can develop this skill and need intensive practice, speaking practice is usually done in pair or group work.

The spoken English teaching techniques stress real-world communication and English conversation versus rote memorization. Because our communicative method is a student-centered approach, the teacher must work as a facilitator in an effort to help students develop English speaking skills for a range of purposes.

For improving the teaching practices in the classroom the beneficiaries will be the students and the teachers because they have more opportunities the practice their oral communication skill.

To sum up, Cooperative learning and the speaking skill are essential issues that teachers must take into account to improve their teaching practice.

PART TWO

CHAPTER II

THEORETICAL FRAMEWORK

2.1 THE COOPERATIVE LEARNING

2.1.1 Basic definition

Cooperative learning is an instructional approach that uses the small groups for that students work together and actively participate in their own learning (Johnson R. T., 1994).Cooperative learning involves the use of dialogue and collective reflection in an interactive and participatory atmosphere and time between teacher and students. Cooperative learning is particularly helpful to any student who is learning a second language. Cooperative learning activities encourage peer interaction, which helps the development of the language and the learning of concepts and content. It is important to assign the students to different teams so that they can benefit from the models in English language. The students learn to express themselves with greater confidence when working in small teams. In addition to "capture" vocabulary, the students benefit from observing how their peers learn and solve problems. If you choose to assign a function to each student of a computer (such as inform, register, control the time and manage materials), you must rotate functions weekly or by activity. This prevents the typical situation if students choose their own functions from happening: the same students end up doing the same tasks. By rotating, students develop skills that most needs to practice.

The speaking is a skill that requires that students have knowledge and a relationship of the medium in which takes place learning especially in a real situational. So this learning based on the learning needs demands independently to add new knowledge following a systematic and collective practice established where each student has the chance to work to propose a solution of the educational tasks. All this implies changes in the students' behavior: observation, confrontation, generalization, use of rules for creative advancement in mental operations of students. For the teacher, the action is essential, so their preparation to face this task of organizing cooperative learning in the teaching work of the class is the object of this research.

2.1.2 Importance

According to Brent (2012), the idea of cooperative learning is that students learn by doing something active than by simply listening or watching. Cooperative learning is considered an active method which incorporates strategies that engage individual and small group thinking. It is necessary that teachers incorporate set of resources, procedures and techniques used to facilitate the cooperative work among students.

"Cooperative language learning has the positive factors on language learning, increasing motivation, reducing anxiety, stimulating the motivation, promoting self-esteem, as well as supporting different learning styles. The development of cooperative learning techniques in English as Second Language classrooms seems as an important element in successful classroom management, the cooperative learning strategy promotes students' active learning by creating simulated real- life language environment. In the Cooperative group students' work together, interacting face to face, with the identical goal of learning, as well as assisting each other" (Bassano & Chistison, 1988).

Wichadee and Orawiwatnakul (2012) led a research in which a variety of learning activitieswere presented, offering new ideas to apply in EFL classes. In cooperative language learningenvironments, group instruction which was under the learner-centered approach where the groups were formed in such a way that each member could perform his or her task to achieve the goal.

2.1.2.1 Types of cooperative learning

Cooperative Learning involves three types of learning groups: Formal Cooperative Learning, Informal Cooperative Learning and Cooperative Base Groups.

2.1.2.2 Formal cooperative learning

Formal cooperative learning consist the students work together to achieve common objectives, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments.

Any task, from any material and within any curriculum, it can be organized cooperatively.

Any course requirement can be reformulated to fit the formal cooperative learning.

When formal cooperative learning groups are used, the teacher must:

- Specify the class objectives.

- Take a series of pre-instructional decisions.

- Explain the task and positive interdependence to students.

- Monitor students' learning and intervene in the support groups to provide homework or to improve interpersonal and group performance of students.

- Assess student learning and help them determine the level of effectiveness in their work group (Johnson D. W., 2008).

2.1.2.3   Informal cooperative learning

Learning groups operate for a few minutes to an hour class. Teachers can use them for direct teaching activity (a master class, show, a movie or video) to focus student attention on the material in question to promote a climate conducive to learning, to create expectations about the content of the class, ensure that students cognitively process the material being taught and to give closure to class. The activity of these informal groups usually consist in a three talk to five minutes between students before and after a class, or on dialogues between two to three minutes pairs students during the course of a lecture. Like formal learning groups cooperative, informal groups serve the teacher to ensure that students made the intellectual work to organize, explain, summarize and integrate the material to the conceptual structures existing during direct teaching activities (Johnson D. W., 2008).

2.1.2.4   Based cooperative groups

They have a long -term cooperation (at least almost a year) and are heterogeneous learning groups, with permanent members, whose main objectives is to enable its members provide. Grassroots groups allow students to engage relations responsible and sustainable that they motivate to strive on their tasks, to progress in the fulfillment of its obligations school (As attend class, complete all the assignments, to learn) and to have a good development cognitive and social (Johnson D. W., 2008) .

2.1.3   Elements of cooperative learning

The elements of Cooperative Learning are: Positive Interdependence, Positive Goal Interdependence, Positive reward –Celebrate, Positive Resource, Positive Role, Positive Identity, Positive fantasy, Positive task, Positive outside enemy, Face-to-face interaction, Individual and group accountability / personal responsibility, Interpersonal and small -group skills, Group processing .

2.1.3.1   Positive interdependence

Positive interdependence is the central element of cooperative learning, because it brings together a number of other features that facilitate group work in relation to their organization and operation.

This means the group has a clear task or goal so everyone knows they sink or swim together. The efforts of each person benefit not only the individual, but also everyone else in the group. The key to positive interdependence is committing to personal success as well as the success of every member of the group (Johnson R. T., 1994)

2.1.3.2   Positive goal interdependence

It refers to the existence of objectives that are defined and shared by all group members. The teacher, who wants to form a group of cooperative learning, should pay special attention to the student group or share the objectives defined for the job. In traditional teaching children usually know the objective of the class who are listening, the student does not understand the reason for their learning and consequently has no meaning for him. The student does not feel himself what he is studying or what is being taught (Johnson R. T., 1994)

2.1.3.3   Positive reward – celebrate.

Each group member receives the same reward when the group achieves its goals. To supplement goal interdependence, teachers may wish to add joint rewards. Sometimes teachers give students:

1) A group grade for the overall production of their group,

2) An individual grade resulting from tests.

3) Bonus points if all members of the group achieve the criterion on tests. Regular celebrations of group efforts and success enhance the quality of cooperation (Johnson R. T., 1994).

2.1.3.4   Positive resource

It refers to the teacher to a division of the materials or information that will give the group activity designed, for example, whether the group should prepare a poster on the month of the sea, a child manage scissors, other glue, another cut magazines, etc. It encourages students must necessarily relate and

interact with each other to perform the task and achieve the agreed objectives. Dependence develops between children that allow them to search the other for the development of the task, to be promoted in students the ability to plan and coordinate their work (Johnson R. T., 1994).

2.1.3.5   Positive role

It involves assigning different roles or roles among students who form a group of cooperative learning. For example, you are asked a group of students edit a story in word processor where the teacher asks a child to control time using the keyboard, to other requests him to monitor everyone involved, a third shall be to coordinate and moderate the execution of the task, another shall be to ensure the participation of all group members, etc. Other examples of roles are responsible for taking notes in a group discussion, bring new ideas, distribute materials within the group, communicate with other groups or with the teacher, etc. The interdependence of roles, allows the group to exercise self-control in relation to shifts, execution times of a task, equitable use of materials, among others (Johnson R. T., 1994)

2.1.3.6   Positive identity

It makes unity and cohesion, increasing friendship and affinity through a shared identity expressed upon a common logo, motto, name, flag or song (Johnson R. T., 1994).

2.1.3.7   Positive fantasy

"It takes place by giving an imaginary task to the students that requires members to assume they are in a life threatening situation and their collaboration is needed to survive" (Johnson R. T., 1994).

2.1.3.8   Positive task

This feature is the division of labor that develops students into a group of cooperative learning. It is no longer produced, as in the traditional method of teaching, a standard distribution of activities within a course group, where all students do the same in a uniform passive mode, individually.

When the actions of one group member have to be accomplished, the next team member can proceed with his/her responsibilities (Johnson R. T., 1994).

2.1.3.9   Positive outside enemy

It puts groups in competition with each other. Group members feel interdependent as they do their best to win the competition. Various Positive Interdependence takes place in Cooperative Learning (Johnson R. T., 1994).

2.1.3.10   Face -to –face promotive interaction

It forms of verbal interaction and exchange between people in the group, driven by positive interdependence, which affect learning outcomes? Thus, the face to face contact between pupils participating in a cooperative learning group , is what allows them to agree on the goals to achieve , can develop roles and attitudes stimulate or slow their peers in the development of tasks. Finally, the student learns that the partner with whom it interacts daily, can learn or it can teach you, you can rely and support.

> "Although some of the group work may be parceled out and done individually, some must be done interactively with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching, helping, supporting, applauding and encouraging one another in order to reach the group´s goals" (Johnson R. T., 1994).

2.1.3.11   Individual and group accountability / personal responsibility.

> "This refers to the ability to master and execute the part of the work which the student has been responsible (or have blamed) within a group of cooperative learning. For a true collaborative work, each group member must be able to fully assume their homework and also have space for you to participate and contribute individually" (Johnson R. T., 1994).

2.1.3.12   Interpersonal and small -group skills

Developing skills of cooperation and teamwork is one of the most complex points of this method of instruction, since it is necessary to teach students the social skills needed to work. It is also necessary that students involved in the work of cooperative learning group are encouraged to use the skills of labor and social relations that are required to work in a collaborative learning group.

They are required to function as part of a group. These are basic teamwork skills. Group members must know how to be motivated to provide effective leadership,

make decisions, build trust, communicate, and manage conflict (Johnson R. T., 1994).

2.1.3.13   Group processing

Group members need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments. They should discuss how well they are achieving their goals and maintaining effective working relationships.

Team members set group goals, describe what member actions are helpful or not periodically assess what they are doing well as a team, and identify changes they will make function more effectively in the future.

> "Collaborative work skills are simple, and see in our everyday work and relationships with friends; in fact these skills are present in all people from learning to be social beings. The problem is that over time, the strong individualism, the current education system, etc. the skills needed for collaborative work will atrophy or simply lose the set of behaviors of our students. Collaborative skills are simple ways of relating to others, oriented toward achieving a goal, you can see the skills of communication and interaction with others, active listening skills, taking turns, sharing, exchange and synthesize ideas, opinions and express their own thoughts and feelings, support and acceptance of ideas" (Johnson R. T., 1994).

2.1.4   Activities

The activities of Cooperative Learning are: Think-pair-share, three-step-interview, jigsaw, note –taking pairs, contribute, devote to the task, help each other, encouraged each other, solve problems, give and accept opinions of their classmate.

Students can dare, in an atmosphere as well, to make mistakes and accept mutual support of their colleagues. This is a condition for a cooperative learning. The diversity of young people in a group is consciously used in cooperative learning.

2.1.4.1   Think –pair-share

Students think to themselves on a topic provided by the teacher, their pair up with another student to discuss it, groups then share their responses with the class (Barkley, Cross, & Mayor, 2012).

2.1.4.2 Three –step interview

"Students interview each other three-step interview students, interview each other in pairs, first one way, then the other students each share with the group information they learned in the interview" (Barkley, Cross, & Mayor, 2012).

2.1.4.3 Jigsaw

"Each student on the team become an "expert on one topic by working with members from other teams assigned the corresponding expert topic" (Barkley, Cross, & Mayor, 2012).

2.1.4.4 Note taking pairs

In Note-Taking Pairs technique, student partners' work together to improve their individual notes working with a peer provides students with an opportunity to revisit and cross check notes with another source.

Check notes with another source. Partners help each other acquire missing information and "correct inaccuracies so that their combined effort is superior to their individual notes" (Barkley, Cross, & Mayor, 2012).

2.1.4.5 Principles

It is important to point out that cooperative learning is effective for all types of students, since it helps the learning and encourages respect and friendship among different groups of students. In fact, how much more diversity there is in a team, more are the benefits for each student. In cooperative learning work in pairs or in groups is characteristic, and this helps that students rely on some others positively for different learning tasks. Students often work in teams of four members. In this way, you can spreading in pairs for some activities and then return to meet equipment quickly to other activities.

2.1.5 Contribute

"Cooperative learning is particularly helpful to any student who is learning a second language. Cooperative learning activities encourage peer interaction, which helps the development of the language and the learning of concepts and

content. Cooperative learning revolves around the fact that students must contribute with their ideas and work to achieve the final goal" (Diaz & Belpré, 2015).

2.1.6 Devote to the task

"It is important to assign students different activities so that they can devote fully to accomplish the task, as a student solves the first activity the second is working meeting another activity to the end all of them check what has been done drawing the necessary conclusions that serve them to increase their knowledge" (Diaz & Belpré, 2015).

2.1.7   Help each other

Not all students possess the same skills and knowledge by which not everyone responds the same way against an activity to perform, some take longer to understand what to do against certain task, so it becomes very important that there is support among them in order that cooperative work helps them learn and develop their skills in a meaningful way.(Diaz & Belpré, 2015)

2.1.8 Encouraged each other

"Students can learn doing, building, writing, designing, creating, solving. The possibility of raising the motivation and curiosity of the students contributes enormously to gain motivation and self-esteem. Students must learn how motivate their pairs in order they keep their expectations and achieve their learning goals" (Diaz & Belpré, 2015).

2.1.9 Solve problems

   Cooperative learning as a methodological strategy in teaching, allows educators to realize the importance of the interaction between the student and the contents or learning materials and also consider different cognitive strategies to guide the interaction effectively. However, of equal or greater importance are interactions that the student establishes with people surrounding it, so it cannot be side analysis of the educational influence exercised by the teachers and classmates?

"When participating in groups of work, study, social or otherwise, is observed that there are people who are characterized by ideas providing and actions carried out for the benefit of the work that must develop the group or solve problems. It also notes that there are people who do their best to hinder the work finding you all difficulties and defects. In cooperative activity is very important attitudes and favorable qualities of character and personality, because the success of co-operative action is supported by positive manifestations that allowed the proposed objectives in the best possible way" (Diaz & Belpré, 2015).

2.1.10 Give and accept opinions of their classmate

To carry out academic cooperative activities, individuals establish goals that are beneficial to themselves and to other members of the group, seeking to maximize both your learning and others. The team works together sharing their ideas until all the members of the group have understood and complete the activity successfully.

> "Cooperative team work has effects on the academic performance of the participants as well as in the socio-affective relationships that are established between them. Cooperative learning as a strategy is used to reduce the dependence of the students by their teachers and increase the student's responsibility for their own learning. Cooperative learning also models the processes that scientists use to collaborate and increase obedience in the classroom" (Diaz & Belpré, 2015).

2.2 The oral communication skills

Communication skills are the different ways in which humans communicate with each other, it can be written (messages by cell phone, messenger, letters, etc.), verbal or oral (speaking in front other people, by phone, etc.), body (making signs, gestures, mimicry, etc.), expressive (through drawings, pictures, painting , art, music , etc.

2.2.1 Definition

Oral Communication "is the ability to talk with others to give exchange information ideas, such as: ask questions, give directions, coordinate work tasks, explain and persuade" (Manitoba, 2016).

2.2.2 Speaking skills

> "The speaking is considered one of the most important skills that students need to develop to communicate effectively in the English language. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking" (Burns&Joyce, 1997).

It requires that students have knowledge and a relationship of the medium in which takes place learning especially in a real situational context. All this implies changes in the students' behavior: observation, confrontation, generalization, use of rules for creative advancement in mental operations of students. For the teacher, the action is essential, so their preparation to face this task of organizing cooperative

learning in the teaching work of the class is the object of this research by which aim to encourage the study and use of cooperative learning via a group of methodological recommendations and some techniques.

The elements of Speaking are: Pronunciation, Fluency, Stress, Intonation, rhythm, Lexical Resource, Grammatical range and accuracy**.**

2.2.2.1 Pronunciation

According to Harmer (1991:11), Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested. According to Yates (2002), the way we speak immediately conveys something about ourselves to the people.

Around us learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. Yet many adult learnersOne of the most difficult aspects of English to acquire, and need explicit help from the teacher.

2.2.2.2 Fluency and Coherence

Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying. According to (Richards, 1992), defines fluency as "the features which gives speech the qualities of being natural and normal." More specifically, points out the criteria for assessing fluency. They are as follows: a) Lack of hesitation: Students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying. b) Length: Students can put ideas together to form a message or an argument. They can make not only the simplest of sentence pattern but also complex ones to complete the task. c)

Independence: Students are able to express their ideas in a number of ways, keep talking and ask questions, and many more to keep the conversation going.

2.2.2.3 Stress

Accordingto Yates (2002), many teachers advocate starting with stress as the basic building block of pronunciation teaching. Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signaled by volume, force, pitch change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone.

Tends to maintain a rhythm from stressed syllable to stressed syllable by stressing and therefore reducing the syllables in between. This rhythm gives English its characteristic pattern. The reduced vowel 'schwa' /ə/ is very common in English and deserves special attention.Work on stress and unstressed at each of the three levels is therefore essential for many learners, and the stress pattern should be taught along with every new multisyllabic word.

2.2.2.4 Intonation

Intonation is the "tunes" or melody" of English Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English language, students' need it use rhythms and stress correctly if they are understood.

> "The change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. As we saw in the previous section, pitch changes are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence. There have been three major approaches to intonation theory: the grammatical approach (which relates intonation to grammatical functions), an approach that focuses on the link between intonation and attitude, and the discourse approach (which emphasizes speakers and their intentions in longer stretches of discourse)" (RABU, 2013).

2.2.2.5 Rhythm

According to Kelly (2011), Rhythm is created according to the position of stress within a single word or a group of words. Within words stresses have fixed positions but stress within a group of words can move according to meaning. Produced by this combination of stressed and unstressed syllables is a major characteristic of spoken English and makes English a stress-timed language. In stress-timed languages, there is a roughly equal amount of time between each stress in a sentence, compared with a syllable-timed language (such as French, Turkish and West Indian English) in which syllables are produced at a steady rate which is unaffected by stress differences. Sentence stress is an important factor in fluency, as English spoken with only strong forms has the wrong rhythm, sounds unnatural and does not help the listener to distinguish emphasis or meaning.

Speed is also a factor in fluency. When we speak quickly, we speak in groups of words which are continuous and may not have pauses between them. This causes changes to the 'shape' of words. Unstressed words always sound different when used in a sentence as opposed to being said in isolation.

2.2.2.6 Lexical Resource

It is possible also to build and manage a lexical resource consisting of different lexicons of the same language, for instance, one dictionary for general words and one or several dictionaries for different specialized domains (RABU, 2013).

2.2.2.7 Grammatical Range and Accuracy

Uses a full range of structures naturally and appropriately. Produces consistently accurate structures apart from 'slips' characteristic of native speaker speech.

"Uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes with complex structures, though these rarely cause comprehension problems" (RABU, 2013).

2.2.2.8 Speaking difficulties

According to Al Hosni (2014), there are many factors that cause difficulties in speaking English. The difficulties of the speaking are: lack of motivation, inadequate

use of Teaching strategies, low attitude of their learning, the students not practiceVocabulary and grammar, inadequate use of oral activities.

2.2.2.9 Lack of motivation

The lack the motivation to speak English. They do not see a real need to learn or speak English.

2.2.2.10 Inadequate use of teaching strategies

The Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill.

2.2.2.11 Low attitude of their learning

Although their attitudes are of disagreement with L1, this is not reflected in their practice.

2.2.2.12 Communication obstacles in English language classrooms.

The anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends.

This study also revealed that students who perceive their English as ―poor‖ feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level as ―very good.

2.2.2.13 The students not practice Vocabulary and grammar

Between the difficulties encountered by Omani students in their oral production of English is the linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty, and this is because, as explained by teachers. Opportunities for students to practice the speaking skill, especially with the large number of students in class.

2.2.2.14 Inadequate use of oral activities

The lack of oral activities in textbooks is a strong reason for students' difficulties in speaking, and thus he recommended including some oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking skill.

2.2.2.15 Spanish interference

"There are several ways of referring to Language transfer (linguistic interference, cross. Meaning or L1 interference), however, every of them define a same reality. In terms of Second language teaching and learning, transfer is the influence of the learner´s native Language in a second language. When the linguistic interference results in correctlanguage Production, it is called positive transfer. However, if the learner's second languageinduces to error, we will be referring to negative transfer. Teachers may use positive transfer to motivate their students and create of self-confidence in the English class, a subject which is usually associated to adjectives such as "difficult" and "different", Second language learners may feel more confident and motivated if they realize that they already know "something" about that second language" (Arrufat Mingorance, 2010).

2.2.2.16 Lack of confidence

"If you feel nervous when speaking English, the people to whom you speak will be aware of your confidence problem. Your lack of confidence will be observed either consciously or unconsciously and in both instances, your perceived lack of confidence will affect how other people choose to interact with you. In this post I discuss the impact an observable lack of confidence has on the business associates and colleagues to whom you speak to in English" (Joddle, 2013).

2.2.2.17 Nerves – Speaking English at Work

"In a professional context, it is important to communicate a feeling of self-assurance at all times. You will not be taken seriously by colleagues or potential business partners, if you do not seem sure of yourself. Furthermore, other people will seek to dominate you – they will interrupt you and speak over you. When this occurs, you are not able to argue your point and get the best results for your company or project. Once a loss of confidence has occurred when speaking English, it can be an uphill struggle to recover and feel confident again" (Joddle, 2013).

2.3 Cooperative learning and oral communication skills

The use of cooperative learning in the development of communication skills in English classes, especially if the groups are heterogeneous, is an ideal place to

harness the potential of peer learning mechanism. In addition, it has been that the use of this method of learning in class increases the likelihood that students meet outside class to continue studying together.

Cooperative learning encourages students to pursue common objectives, and encouraged to care more about others, instead of a more individualistic and self-centered attitude. It is the pedagogy for democracy, which gives you the power to students rather than to an authority figure (the professor). It also allows civic skills, such as developing: dialogue, adopting multiple perspectives of things, judging collectively and act collectively on issues of common interest.

Cooperative learning is important to use it in the classroom and should use it as a synonym often extended cooperation and mainly relates to the application of classroom techniques that promote cooperative work. It plays a very important role in today's society as it is to create new forms of cooperative learning.

Cooperative learning can make the education system more efficient by helping trainers innovate their teaching strategies and scape from the routine of boring classes, information will be collected in fast way doing students have an active role in learning.
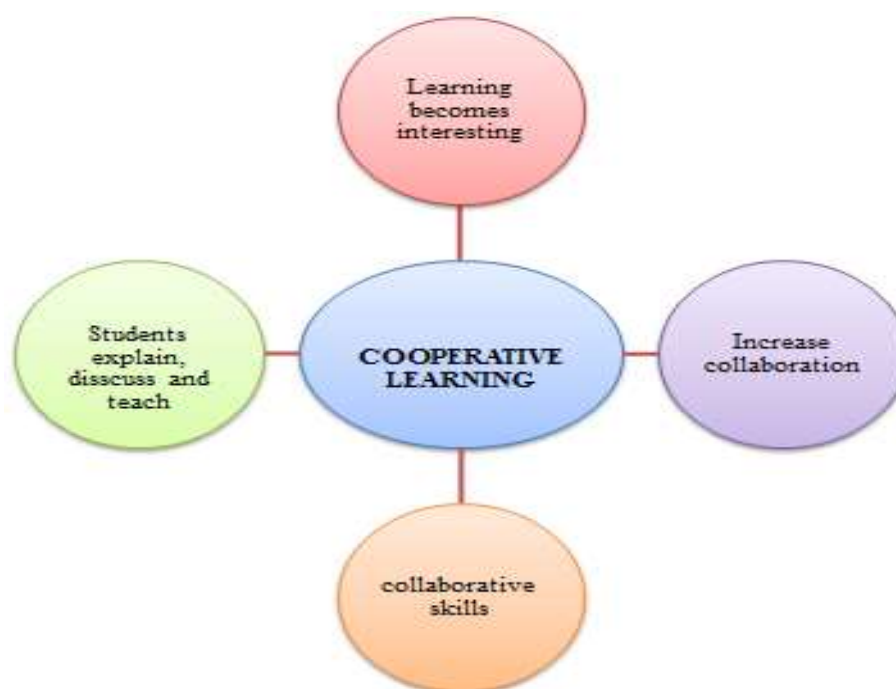
Figure 1 Cooperative learning in education

Students as a group have the opportunity to reflect on the effectiveness of working together. When these principles are realized, cooperative learning creates a rich environment for students to learn language and simultaneously develop their capacities for collaborative twenty-first-century communication and problem solving. Students can reap all of these benefits by working cooperatively in the classroom, so it is no wonder that teachers desire to pool the resources in our classrooms, namely our students, to maximize student learning through cooperative learning opportunities.

As teachers of English language learners, we often forget that many of the strategies that our discipline embraces as the most appropriate means for reaching our students are, in fact, culturally specific and driven by assumptions about communication that, at times, need to be taught explicitly.

Cooperative learning is the didactic use of small groups in which students work together to maximize their learning and that of others it.

- Increase students' knowledge discovering and understanding the variety and complexity of the world that surrounds them.
- Awaken intellectual curiosity.
- Encourage the critical sense.
- Acquire greater and progressive autonomy.

To plan with clarity the task to be made, the task must be framed with precision well as the participation required, and the results logged by each group member.

It is important to select techniques according to age, characteristics of participants, program objectives, experience and training of teachers, materials and infrastructure available. Delegation of responsibility from the teacher, the group assumes part of the responsibility for the execution and valuation planning task. The teacher plays an important role, which is the to be mediator between the contents and the group, as well as, responsible for organizing, sequencing and monitoring activities, there's no Professor, there should also appoint someone in the group so that it fulfilled this function, however, assumes that the teacher have a training top to carry out such activity and special.

"The Professor must have an attitude open and available for sharing and learning with the group, this attitude that the teacher take compared to the group is key to their practice. With cooperative learning, the teacher becomes an engineer who organizes and facilitates team learning, rather than simply filling the minds of students' knowledge. Our recommendation, for the majority of classes, is to use it between 60 and 80 per cent of the time"(Johnson & Johnson, 2016).

2.3 Hypothesis formulation

2.3.1　Working Hypothesis

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

2.3.2　Null Hypothesis

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

PART THREE

PART III

METHODOLOGICAL DESIGN

3.1   Research Type and design

This research will be correlational and quasi-experimental since it approaches an experimental design in which the application of the Cooperative Learning is carried out with one of the two groups of students, where some results will be obtained to be measured or evaluated.   (CAMPBELL & STANLEY , Copyright © 1963 by Houghton Mifflin Company), Based on the evaluation and analysis of the results, a control group and an experimental one will be considered. Moreover, a quasi-experimental investigation uses pre-tests done before any data is collected, and post-tests to compare the outcomes obtained.

3.2   Population size and sample

The population will be 80 students, 40 students of class "A" and 40 students of class "E" who belong to the tenth year of Basic Education of "Julio Moreno Espinosa" located in Santo Domingo de losTsáchilas. Students of class "A" will be the experimental groups and students of class "E" will be the control group. They range from 14 to 16 years.

3.3   Instruments for data collection

Pre-test and post- tests will be used to measure the students´ speaking performance before and after the treatment. They were designed using an interview of six questions. A pre-test is an instrument that will be used at the beginning of the experiment to determine students' management of oral communication skill and language according to their level. At the end of the research, and after applying the oral communication skill, a post-test will be given to the students to determine whether they have improved or not. These results will be compared between the two groups (Shuttleworth, 2009).

3.4   Field work

The research project will be developed with 80 students of the tenth year of the "Julio Moreno Espinosa" high school during the first term of the 2016-2017 school year.

3.5   Procedure

Instruction period was about 15 class sessions from August until September at the Colegio Julio Moreno Espinosa and comprised four phases:

3.5.1   Pre testing

Students of both classes A and E were administered the pre- test on July 29th 2016. The instrument was designed using an interview of six questions, which was recorded on a video. Each student was assigned a score according to a rubric prepared to measure the students speaking performance.

3.5.2   Strategy instruction

The strategy instruction phase started a week after the students participated in the pre-test. The treatment lasted 15 sessions. The students in the experimental group received the instruction using some techniques of Cooperative Learning.

Table 1

Strategy instruction

HORAS DE TRABAJO	Shedule	PRE-TEST	CLASSES	POST-TEST
1	1: 00– 1: 45 P-M			
2	4:45			
3	4:45			
4	1			
5	5			
6	1:30			
7	5			
8	1:45			
9	5			
10	2			
11	2			
12	5			
13	4:45			
14	4			
15	4:45			

During the classes the students worked in groups and pairs, during the second week, students became familiar with the use of Cooperative learning in the classroom to develop their speaking skill; the last week was dedicated to a review of all the topics that the researcher taught.

Summary of the teaching practice of the experiment.

HOURS OF WORK		TOPIC	OBJECTIVE
2	13:00 16:00 16:00 13:00 17:00 13:00	Introducing yourself	To motivate students in the new language through of work in pairs and group work, in a way in which students interact each other and feel confidence.
2 13:00	17:00 17:00	Talking about your family.	To encourage students to talk about different member their family.
314:00	14:00	Free time activities	The objectives of this lesson is to encourage the students to talk about of different activities of their free time.
3	17:00 16:00	My favoritemusic	To develop fluency through a range of speaking activities and introduce related vocabulary.
3 16:00	16:00	Review	To reinforce knowledge and practice

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3.5.3   Post-testing

During the last class, on September 28th 2016, students of both classes A and E took the post- test. The instrument was the same used in pre-test and was also recorded on a video.

3.5.4   Scoring

The rating scale to give students was 0-1-3- 5 points with the following criteria: clarity, pronunciation, fluency, comprehension and content. The total was 25 points.

3.6   Data Processing and analysis.

The data collected was analyzed and an independent sample t-test was computed to determine the equivalence of the two samples using a two tailed test which means that deviations of the means are considered in both directions of the t distribution.

The arithmetic mean and the standard deviation were introduced in statistical tables which showed the process of advancing in the students. Paired two sample t-test were used to investigate any statistically significant differences in the results.

These are the statistical equations that were used during the calculations:

• Arithmetic mean:

It is the sum of a list of numbers divided by the number of numbers in the list.

• Standard deviation:

It is a measure of dispersion obtained by extracting the square root of the mean of the squared deviations of the observed values from their mean in a frequency distribution.

• T value for independent sample t-test:

• Degrees of freedom for independent t test

• T value for paired samples t-test:

• Degrees of freedom for paired samples t-test (Anderson, Sweeny, & Williams, 2012)

PART FOUR

PART IV

HYPOTHESIS TEST

This study investigated the effects of using the Cooperative Learning to develop the Speaking Skill. The participants' scores obtained in the pre and post tests were compared.

Table 2

Pre and Post- tests. Control and Experimental Groups

	CONTROL GROUP				EXPERIMENTAL GROUP		
N°	PRE-TEST Scores	N°	Post-Test Scores	N°	PRE-TEST Scores	N°	Post-Test Scores
1	0	1	0	1	0	1	0
2	0	2	15	2	0	2	6
3	0	3	0	3	0	3	0
4	0	4	0	4	0	4	0
5	15	5	15	5	0	5	0
6	0	6	0	6	6	6	25
7	0	7	6	7	0	7	0
8	0	8	15	8	0	8	15
9	0	9	15	9	0	9	15
10	0	10	0	10	0	10	0
11	0	11	0	11	0	11	0
12	0	12	15	12	0	12	0
13	0	13	0	13	0	13	0
14	0	14	0	14	0	14	0
15	0	15	23	15	0	15	25
16	0	16	23	16	0	16	0
17	25	17	15	17	25	17	25
18	0	18	25	18	0	18	15
19	0	19	15	19	0	19	0
20	0	20	6	20	0	20	0
21	0	21	0	21	0	21	0
22	0	22	0	22	0	22	15
23	0	23	15	23	0	23	15
24	0	24	0	24	0	24	15
25	25	25	15	25	0	25	25

26	0	26	0	26	0	26	25
27	0	27	0	27	0	27	6
28	0	28	0	28	0	28	0
29	0	29	0	29	0	29	15
30	0	30	0	30	0	30	0
31	0	31	0	31	0	31	0
32	0	32	0	32	0	32	15
33	0	33	0	33	0	33	15
34	0	34	15	34	0	34	6
35	25	35	15	35	0	35	15
36	0	36	23	36	0	36	6
37	0	37	0	37	0	37	15
38	0	38	0	38	0	38	0
39	0	39	0	39	0	39	15
40	0	40	15	40	0	40	0
	$\bar{X}=$ 2,20		$\bar{X}=$ 7,15		$\bar{X}=$ 0,79		$\bar{X}=$ 8,23
	Variance=47,44		Variance= 73,48		Variance=16,32		Variance= 81,57
	SD= 9,62		SD= 13,12		SD= 4,61		SD= 14,24

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Null hypothesis $= u2 - u1 = 0$

Alternative hypothesis: $: u2 - u1 \neq 0$

Where u is the population means

In order to find t critical for comparison, it is necessary to look at the t table student.

In order to find t critical for comparison, it is necessary to look at the t table student

Table 3

T- Student table

T TABLE	t. 50	t. 75	t. 80	t. 85	t. 90	t. 95
Cum. Prob One – tail	0.50	0.25	0.20	0.15	0.10	0.05
Two - tails	1.00	0.50	0.40	0.30	0.20	0.10
df						

1	1.0000	3.0777	6.3137	12.7062	31.8210	63.6559
2	0.8165	1.8856	2.9200	4.3027	6.9645	9.9250
3	0.7649	1.6377	2.3534	3.1824	4.5407	5.8408
4	0.7407	1.5332	2.1318	2.7765	3.7469	4.6041
5	0.7267	1.4759	2.0150	2.5706	3.3649	4.0321
6	0.7176	1.4398	1.9432	2.4469	3.1427	3.7074
7	0.7111	1.4149	1.8946	2.3646	2.9979	3.4995
8	0.7064	1.3968	1.8595	2.3060	2.8965	3.3554
9	0.7027	1.3830	1.8331	2.2622	2.8214	3.2498
10	0.6998	1.3722	1.8125	2.2281	2.7638	3.1693
11	0.6974	1.3634	1.7959	2.2010	2.7181	3.1058
12	0.6955	1.3562	1.7823	2.1788	2.6810	3.0545
13	0.6938	1.3502	1.7709	2.1604	2.6503	3.0123
14	0.6924	1.3450	1.7613	2.1448	2.6245	2.9768
15	0.6912	1.3406	1.7531	2.1315	2.6025	2.9467
16	0.6901	1.3368	1.7459	2.1199	2.5835	2.9208
17	0.6892	1.3334	1.7396	2.1098	2.5669	2.8982
18	0.6884	1.3304	1.7341	2.1009	2.5524	2.8784
19	0.6876	1.3277	1.7291	2.0930	2.5395	2.8609
20	0.6870	1.3253	1.7247	2.0860	2.5280	2.8453
21	0.6864	1.3232	1.7207	2.0796	2.5176	2.8314
22	0.6858	1.3212	1.7171	2.0739	2.5083	2.8188
23	0.6853	1.3195	1.7139	2.0687	2.4999	2.8073
24	0.6848	1.3178	1.7109	2.0639	2.4922	2.7970
25	0.6844	1.3163	1.7081	2.0595	2.4851	2.7874
26	0.6840	1.3150	1.7056	2.0555	2.4786	2.7787

27	0.6837	1.3137	1.7033	2.0518	2.4727	2.7707
28	0.6834	1.3125	1.7011	2.0484	2.4671	2.7633
29	0.6830	1.3114	1.6991	2.0452	2.4620	2.7564
30	0.6828	1.3104	1.6973	2.0423	2.4573	2.7500
31	0.6825	1.3095	1.6955	2.0395	2.4528	2.7440
32	0.6822	1.3086	1.6939	2.0369	2.4487	2.7385
33	0.6820	1.3077	1.6924	2.0345	2.4448	2.7333
34	0.6818	1.3070	1.6909	2.0322	2.4411	2.7284
35	0.6816	1.3062	1.6896	2.0301	2.4377	2.7238
36	0.6814	1.3055	1.6883	2.0281	2.4345	2.7195
37	0.6812	1.3049	1.6871	2.0262	2.4314	2.7154
38	0.6810	1.3042	1.6860	2.0244	2.4286	2.7116
39	0.6808	1.3036	1.6849	2.0227	2.4258	2.7079
40	0.6807	1.3031	1.6839	2.0211	2.4233	2.7045
41	0.6805	1.3025	1.6829	2.0195	2.4208	2.7012
42	0.6804	1.3020	1.6820	2.0181	2.4185	2.6981
43	0.6802	1.3016	1.6811	2.0167	2.4163	2.6951
44	0.6801	1.3011	1.6802	2.0154	2.4141	2.6923
45	0.6800	1.3007	1.6794	2.0141	2.4121	2.6896
46	0.6799	1.3002	1.6787	2.0129	2.4102	2.6870

Source: http://metodoscuantitativo2.galeon.com/enlaces2218784.html

4.1   ANALYSIS AND INTERPRETATION OF RESULTS
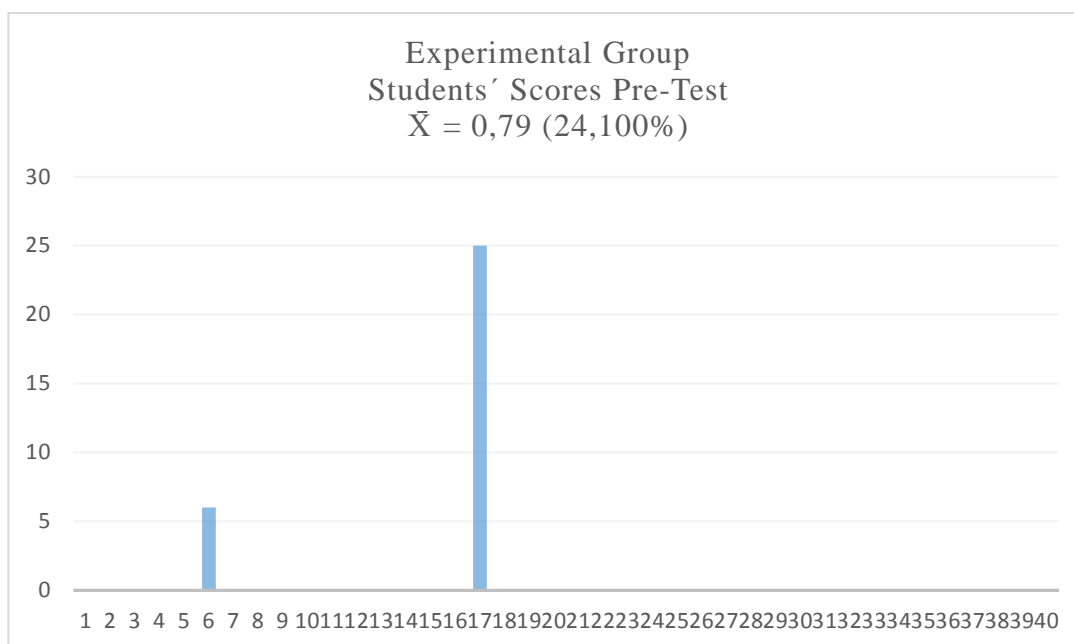
Figure 2 Experimental Group Individual Students´ Scores in the Pre-test

Description of the Graph

Scores of most students in the pre - test were low; According to the results of the individual performance of the control group, the students 17 and 25 got the best score (grade=25). Other students still have low rating.

The arithmetic mean of the control group students´ scores during the Pre-test was 6 it means that the average of the all students´ scores was not so high too; while the standard deviation was 0, 96 and it tells us how much the scores of students in the experimental group tend to move away the from the average that is to say of the arithmetic mean.
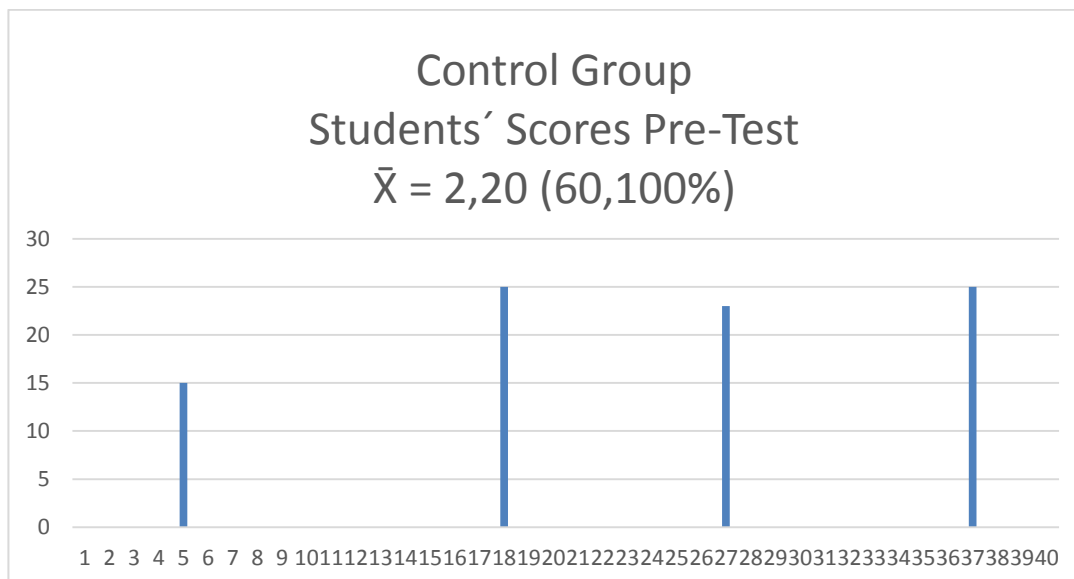
Figure 3 Control group individual students´ scores in the pre-test

Description of the Graph

The arithmetic mean of the control group students´ scores was 2, 20 it means that the average of the all students´ scores was not so high while the standard deviation was 6, 81 and it tells us how much the scores of students in the group experimental tend to move away the from the average that is to say of the arithmetic mean.
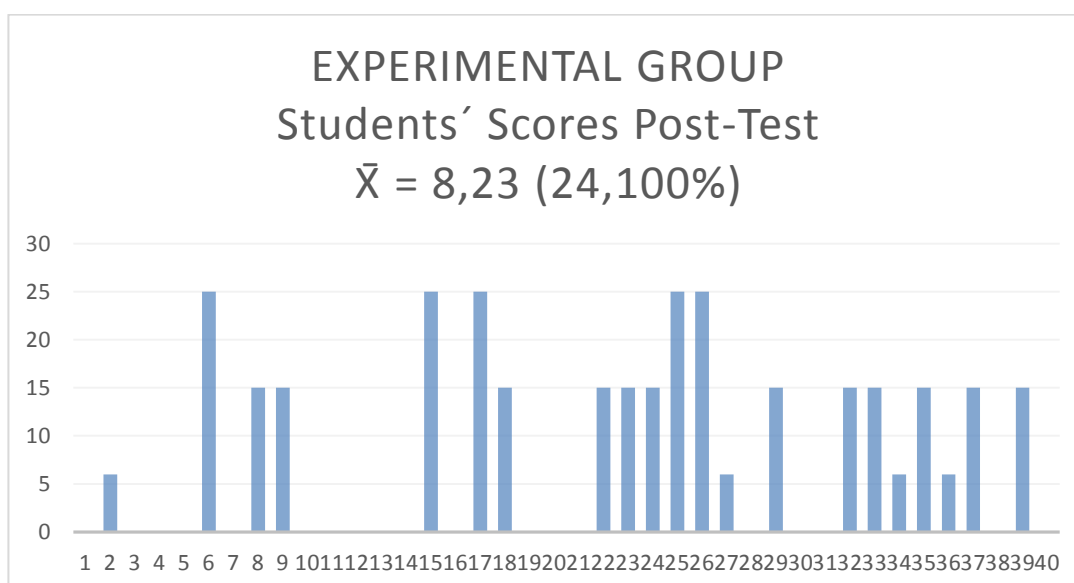
Figure 4 Experimental Group Individual Students´ Scores in the Post-test

Post-Test

Description of the Graph

The arithmetic mean of the experimental group students´ scores in the Post-Test was 8,23it means that the average of the all students´ scores was greater than before while the standard deviation was 50, 90 and it tells us how much the scores of students in the Post-Test of the experimental group tend to move away from the average that is to say of the arithmetic mean.
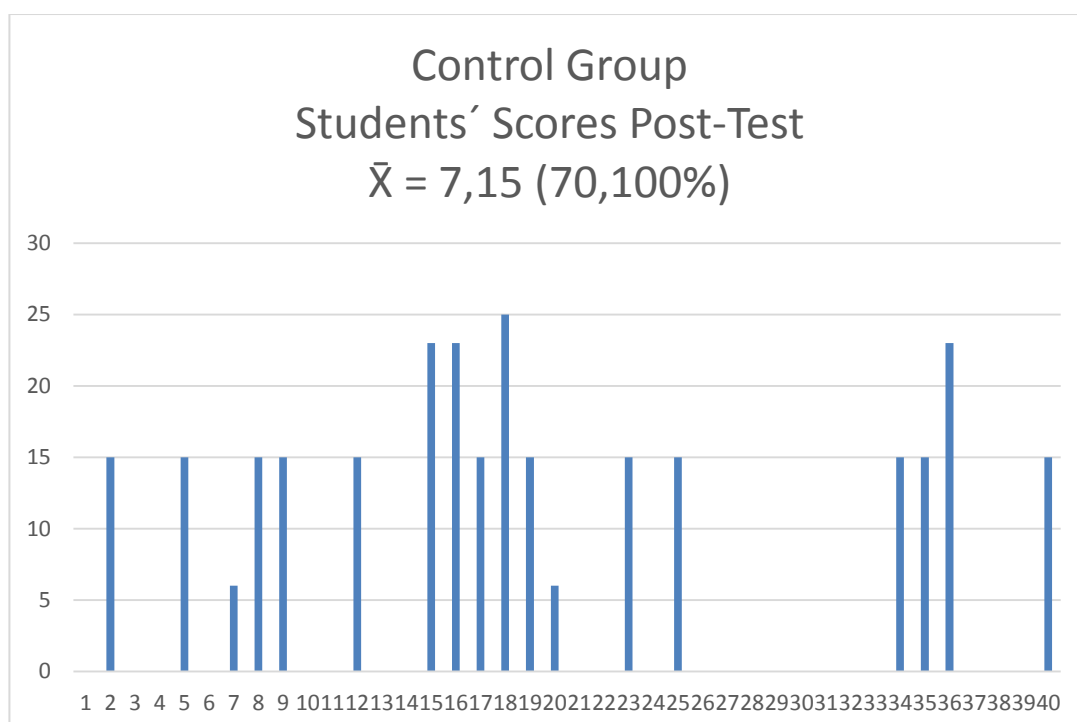
Figure 5 Control Group Individual Students´ Scores in the Post-Test

Description of the Graph

The arithmetic mean of the control group students´ scores was, 7, 15 it means that the average of the all students´ scores was not so high while the standard deviation was 13, 12 and it tells us how much the scores of students in the control group tend to move away the from the average that is to say of the arithmetic mean.

Table 4

Control Group Students´ scores in the Post-test

| CONTROL GROUP		Post-test	
LINKERT SCALE		FQ	%
Excellent (A) 20-19 Points		2	8
Good (B) 18-16 Points		1	4
Satisfactory (C) 15-14 Points		1	4
Needs Improvement (D) 13-12 Points		0	0
Unsatisfactory (E) 11-0 Points		21	84
		25	**100**

Author: Roxana Calle Rodríguez
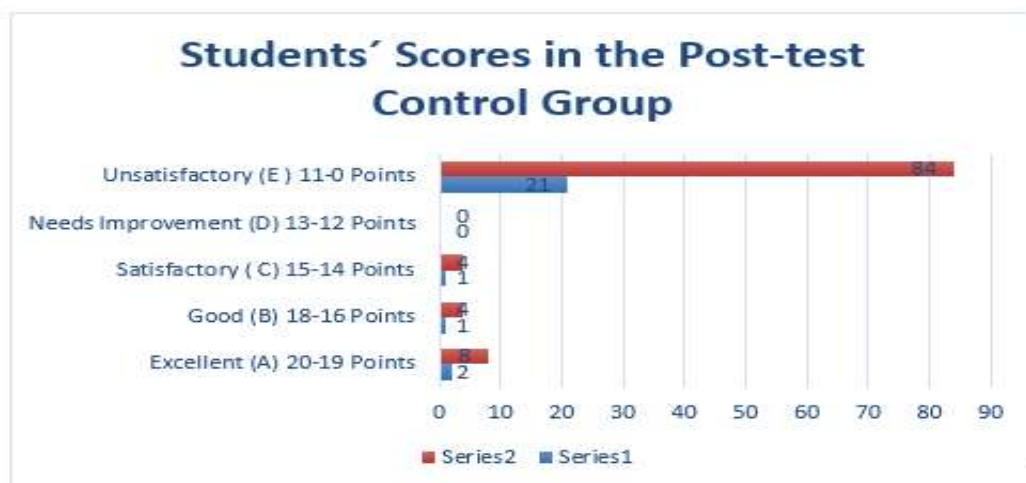
Figure 6 Control Group Students´ scores in the Post-test

<u>**Analysis and Interpretation of the Results**</u>

From 40 students of the control group 2 (8%) students get "A" in the Post-test it means that students get a satisfactory grade but it is not enough because oral communication implies communicate appropriately and to be able to use the language appropriate in a given social context.

Experimental Group Analysis of the performance of the students in the

Post – test

Table 5

Chart to contrast Pre-Test in both groups

CONTROL GROUP	PRE-TEST		EXPERIMENTAL GROUP	POST-TEST	
LINKERT SCALE	FQ	%	LINKERT SCALE	FQ	%
Excellent (A) 20-19 Points	2	8	Excellent (A) 20-19 Points	8	100
Good (B) 18-16 Points	1	4	Good (B) 18-16 Points	11	60
Satisfactory (C) 15-14 Points	1	4	Satisfactory (C) 15-14 Points	2	24
Needs Improvement (D) 13-12 Points	0	0	Needs Improvement (D) 13-12 Points		
Unsatisfactory (E) 11-0 Points	21	84	Unsatisfactory (E) 11-0 Points	4	0
	25	100		25	100

Authors: Roxana Calle Rodríguez
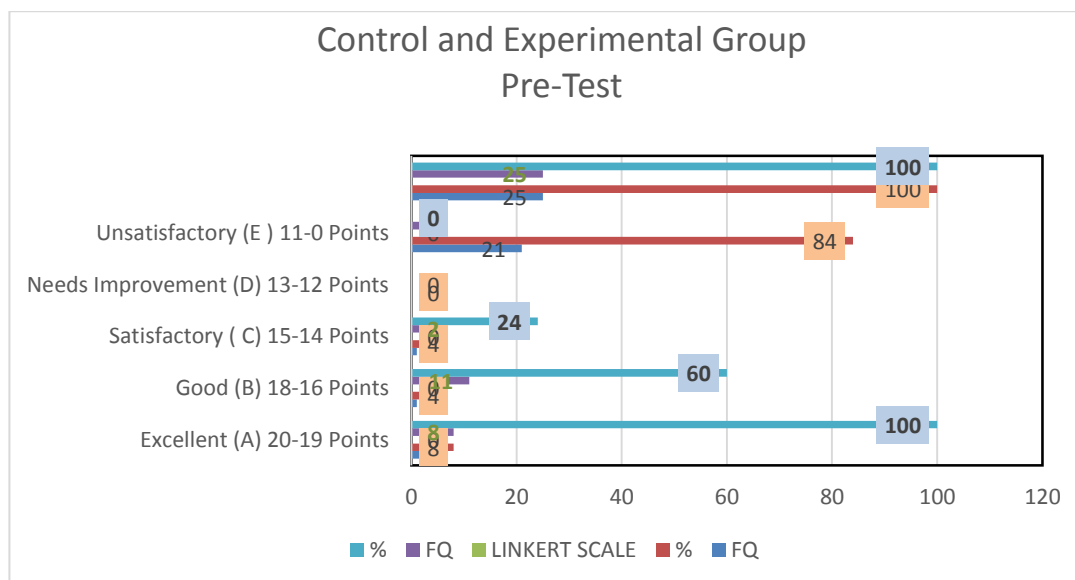
Figure 7 Control and Experimental Group Pre-Test

<u>**Analysis and interpretation of results**</u>

   Of the 40 students from the control group two that is to say the 50% get "A" whereas of the students of the experimental group 6 that is to say 24% get "D" too; it means that most of the students need improvement in their speaking skill of the data obtained we realize that students of both groups start from the same conditions.

Table 6

Chart to contrast Post-Test in both groups

	CONTROL GROUP		EXPERIMENTAL GROUP	
	POST-TEST		POST-TEST	
LINKERT SCALE	**FQ**	**%**	**FQ**	**%**
Excellent (A) 20-19 Points	2	8	8	16
Good (B) 18-16 Points	1	4	11	60
Satisfactory (C) 15-14 Points	1	4	2	24
Needs Improvement (D) 13-12 Points	0	0		
Unsatisfactory (E) 11-0 Points	21	84	4	0
	25	100	25	100

Authors: Roxana Calle Rodríguez
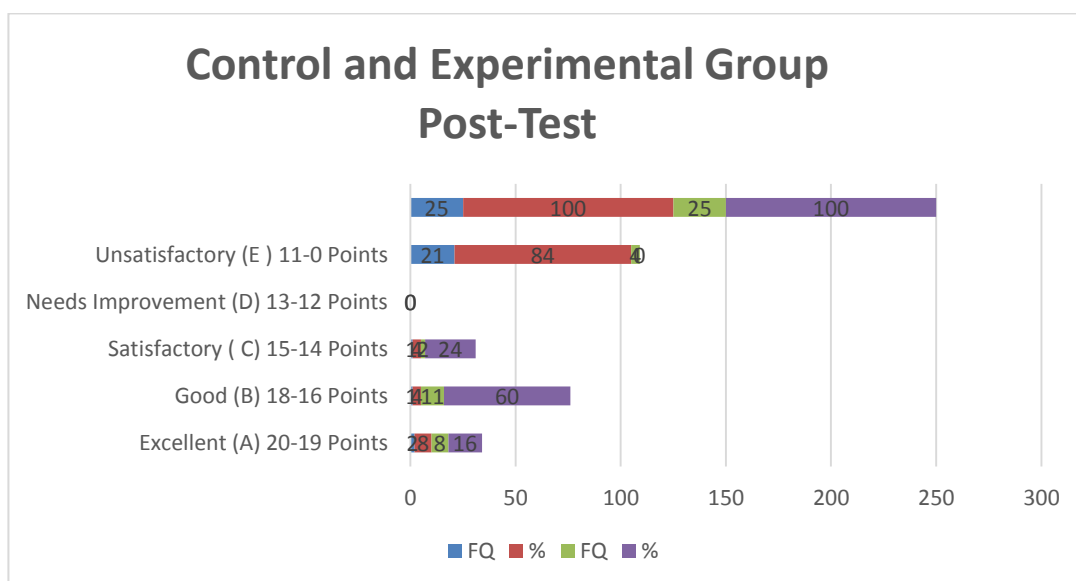
PRE- TEST

Analysis

Of the 40 students of the control group 2 (8%) get "A" it means that they need to improve their speaking. On the other hand of 40 students of the experimental group 4 (24%) get "D" they obviously need improvement too.

Interpretation

Students of both groups started from the similar conditions they obtained "D" evidently in the Pre-Test.

POST- TEST

Analysis

Concerning to the Post-Test of 40 students of the control group 2 (8%) get "C" which is satisfactory on the other hand of 40 students of the experimental group 4 (24%) get "D" which is good. Moreover 1(7%) student get "A" which is Excellent.

Interpretation

There is a significant difference when applying the Post-Test, the control group achieved "C" which is "Satisfactory" score but the experimental group reached "B" which is "Good" demonstrating a significant difference in the rates and it is better than the control group. In the application of the Post-Test there is a significant difference between the control and experimental group, the experimental group students´ achieve better grades.

4.1.1 Analysis

To analyze the gotten data of the Pre-Test and Post-Test, it was carried out statistical operations which next are detailed.

For calculation of the arithmetic mean was used the following formula:

Arithmetic mean:

$$\overline{X} = \frac{\sum X}{n}$$

$\overline{X}$ = arithmetic mean

$\sum X$ = adds of each student's scores

n = number of students.

While for calculation of the standard deviation was used the following formula:

Standard deviation:

$$\sigma = \sqrt{\frac{\Sigma\left(\bar{x} - x\right)^2}{n - 1}}$$

σ = standard deviation (σ = SD)

$\Sigma\,(\overline{X} - X)^2$ = adds of each student's variance

n - 1 = number of students least one

These were the data obtained:

Pre-Test

Control Group

Arithmetic Mean   (X̄) = 2, 20

Standard Deviation   (SD) = 46, 42

Experimental Group:

Arithmetic Mean   (X̄) = 5,125

Standard Deviation (SD) = 6, 94

Post-Test

Control Group

Arithmetic Mean   (X̄) = 2, 20

Standard Deviation   (SD) = 46, 42

Experimental Group:

Arithmetic Mean   (X̄) = 1, 44

Standard Deviation (SD) = 5, 63

Once carried out the research process, the data obtained in the Pre-Test showed poor performance of both groups in the development of Cooperative learning to

improve speaking skill, although the score of the experimental group is slightly higher than the control group.

Table 7

Chart of increased points in the experimental group from Pre-Test to Post-Test.

N°	EXPERIMENTAL GROUP PRE-TEST Scores	Post-Test Scores	Increased Points	Average %	
1	0	0	0	0	%
2	0	6	6	24	%
3	0	0	0	0	%
4	0	0	0	0	%
5	0	0	0	0	%
6	6	25	19	76	%
7	0	0	0	0	%
8	0	15	15	60	%
9	0	15	15	60	%
10	0	0	0	0	%
11	0	0	0	0	%
12	0	0	0	0	%
13	0	0	0	0	%
14	0	0	0	0	%
15	0	25	25	100	%
16	0	0	0	0	%
17	25	25	25	100	%
18	0	15	15	60	%
19	0	0	0	0	%
20	0	0	0	0	%
21	0	0	0	0	%
22	0	15	15	60	%
23	0	15	15	60	%
24	0	15	15	60	%
25	0	25	25	100	%
26	0	25	25	100	%
27	0	6	6	24	%
28	0	0	0	0	%
29	0	15	15	60	%
30	0	0	0	0	%
31	0	0	0	0	%
32	0	15	15	60	%
33	0	15	15	60	%
34	0	6	6	24	%
35	0	15	15	60	%
36	0	6	6	24	%

37	0	15	15	60	%
38	0	0	0	0	%
39	0	15	15	60	%
40	0	0	0	0	%

Authors: ROXANA CALLE RODRIGUEZ

As it is showed in the examples; students15, 17, 25, 26 and 40 increased more points from Pre-Test to the Post-Test: 5 or 25%, while students 8, 9, 18, 22, 23, 24 and 29 increased 5 point or 20%, while students 6 and 39 increased 5 point or 15%,only the student 8, 9, 7, 18, 22, 23, 24, 29, 32, 33,35, 37 and 39 increase 5 points or 10%only the student 2, 27, 34 and 36 increase 5 points or 5%.

In short, most students improved their arithmetic mean and achieved a better percentage during the application of Cooperative learning.

Contrasting means of Pre-Test and Post-Test of control group and experimental

CONTROL GROUP		EXPERIMENTAL GROUP	
PRE-TEST	Post-Test	PRE-TEST	Post-Test
X̄= 2,25	X̄= 7,15	X̄= 0,79	X̄= 8,23
Variance=47,44	Variance= 73,48	Variance=16,32	Variance= 81,57
SD= 9,62	SD= 13,12	SD= 4,61	SD= 14,24

group

CONTROL GROUP	EXPERIMENTAL GROUP
PRE-TEST	**PRE-TEST**
X̄= 2,25	X̄= 0,79
Variance=47,44	Variance=16,32
SD= 9,62	SD= 4,61

Table 8

Chart of means in Pre-Test and Post-Test of both groups

Authors: Roxana Calle Rodríguez

<u>Analysis and Interpretation of the Results</u>

Of the 40 students of the control group in the Pre-Test the arithmetic mean ofthe students´ scores was 2, 25 (60, 40%) and the 40 students of the experimental group the was 0, 79 (64, 25%)

It is possible to see that at the beginning of the process, both groups star from similar conditions, although the Experimental Group had a short advantage over the Control Group. It is to say, the performance of students in the speaking skill is relatively low.

Table 9

Chart of means in Post-Test of both group

CONTROL GROUP	EXPERIMENTAL GROUP
Post-Test	**Post-Test**
X̄= 7,15	**X̄= 8,23**
Variance= 73,48	**Variance= 81,57**
SD= 13,12	**SD= 14,24**

Of the 40 students of the control group in the Post-Test the arithmetic mean of the students´ scores was 7,15 (28,6%) and the 40 students of the experimental group the was 8,23 (32,92 %).

At the end of the Incidence of Cooperative Learning on the Oral Communication Skill a Post-Test was applied to the two groups of students, numbers and graphic indicate that the Experimental Group had a remarkable growth in the improvement of speaking skill. Comparing the results of both groups it can be seen that there is a difference between means, the increased points by the Experimental Group in relation to the Control Group is higher in the Post-Test that in the Pre-Test.

In conclusion through the Cooperative learning everybody the student's improvement heir speaking skill.

Table 10

Chart of mean in Pre-Test and Post-Test of control group

CONTROL GROUP	
PRE-TEST	Post-Test
X̄= 2,25	**X̄= 7,15**
Variance=47,44	**Variance= 73,48**
SD= 9,62	**SD= 13,12**

Authors: Roxana Calle Rodriguez

Of the 40 students of the control group in the Pre-Test the arithmetic mean of the students´ scores was 2,25 (9%) and the in the Post-Test the arithmetic mean of the students´ scores was 7,15 (28,6%).

In students' performance of the control group from Pre-Test to the Post-Test is possible to notice that their progress was minimal is possible to see that they didn't increase greatly in their development of the speaking skill.

Table 11

Chart of mean in Pre-Test and Post-Test of experimental group

EXPERIMENTAL GROUP	
PRE-TEST	Post-Test
X̄= 0,79	**X̄= 8,23**
Variance=16,32	**Variance= 81,57**
SD= 4,61	**SD= 14,24**

Authors: Roxana Calle Rodríguez

Of the 40 students of the experimental group in the Pre-Test the arithmetic mean of the students´ scores was 0,79 (3,16%) and the in the Post-Test the arithmetic mean of the students´ scores was 8,23 (32,92%)

In students' performance of the experimental group from Pre-Test to the Post-Test is possible to notice that at the beginning of the research, the students of the Experimental Group showed a regular level of the Speaking skill but after the application of the Cooperative Learning they improved their English speaking skill their performance himself becomes in an interactive process of information.

4.1.2 Testingth Hypothesis

The level of significance from the Pre-Test to the Post-Test in both groups is the following:

Table 12

Chart of percentages in Pre-Test and Post-Test of both groups

	Pre-Test	Post-Test
Control Group	X̄= 2,25	X̄= 7,15
Experimental Group	X̄= 0,79	X̄= 8,23

Authors: Roxana Calle Rodríguez

And the difference in the progress from the Pre-Test to the Post-Test in the Control Group was just 4, 9 (19, 6%), while the Experimental Group progressed 7, 44(29, 76%).

Table 13

T- Students of the experimental group

N°		PRE-TEST Scores	Post-Test Scores			
		X	Y	X2	Y2	XY
1	Aguirre Ochoa Carlos Miguel	0	0	0	0	0
2	Alcívar Arguello Luis Alexander	0	6	0	36	0
3	Álvarez García Emily Scarleth	0	0	0	0	0
4	Anaguano Cevallos MayerlyYulexy	0	0	0	0	0
5	Baque Moreno Karen Mabel	0	0	0	0	0
6	Barrada Buitrago Valentina	6	25	36	625	150
7	Barros Martínez Ricardo David	0	0	0	0	0
8	Bedoya Carrasco Erick Josue	0	15	0	225	0
9	Carriel Moran Jair Alexander	0	15	0	225	0
10	Carrillo VelazquezKerlyGissela	0	0	0	0	0
11	Castro Ordoñez Leslie Nayeli	0	0	0	0	0
12	Chávez Cuichan Ana Cristina	0	0	0	0	0
13	Dela AlavaDiagnyNayely	0	0	0	0	0
14	Erraes Muñoz Kevin Andres	0	0	0	0	0
15	García Guerrero Geovanny Arturo	0	25	0	625	0
16	Granda Ocampo Jean Pierre	0	0	0	0	0

17	Guevara Maldonado Belén Daniela	25	25	625	625	625
18	Hidalgo Castillo Jarvin Leonel	0	15	0	225	0
19	Jaramillo Gongora Marco Antonio	0	0	0	0	0
20	Loor Peralta Anthony Josue	0	0	0	0	0
21	López Sandoval Cesar Luis	0	0	0	0	0
22	Medranda Arcaya Alisson Selena	0	15	0	225	0
23	Mero Castillo Mateo Alejandro	0	15	0	225	0
24	Nuñez Arboleda Johan Steven	0	15	0	225	0
25	NuñezCaisapantaMaria Belén	0	25	0	225	0
26	Ordoñez Caicedo Dalton Joel	0	25	0	625	0
27	Orellana Sanchez Damaris Cecilia	0	6	0	36	0
28	Oña Almache Ana Carolina	0	0	0	0	0
29	PincayQuimbuilco Juan Andrés	0	15	0	225	0
30	Prado Herrera MariaJose	0	0	0	0	0
31	QuisanguanoQuishpe Elvis Rodrigo	0	0	0	0	0
32	Ramos LopezAngelMoises	0	15	0	225	0
33	Romero MiñacaNahomi Mariana	0	15	0	225	0
34	Ruano Garcia Ana Mishelle	0	6	0	36	0
35	Suarez Jaramillo Estefany Sulay	0	15	0	225	0
36	Torres Apolo SteevenAdrian	0	6	0	36	0
37	Vega BarzalloJhon Anderson	0	15	0	225	0
38	Veliz GarciaHeidy Daniela	0	0	0	0	0
39	VerdugaRecaldeLincolt Said	0	15	0	225	0

40	Yautibug Paredes Lisbeth Abigail	0	0	0	0	0
	SUM	**31**	**329**	Continua		
	MEAN	**0,79**	**8,23**	**16,53**	**139,23**	**19,38**

Authors: Roxana Calle Rodríguez.

Mean X   0, 79

Mean Y   8,23

SUM XY   775

N   40

n.MeanX.Mean Y   774,21

SUM X2   661

nXMean2   661

Coefficient correlation $r = \dfrac{\sum X \, Y}{(\sum X2)\,(\sum y2)}$

$r = \dfrac{775}{(661)\,(5569)} = 0,210534379$

Student's test $t = \dfrac{r\,\sqrt{N-2}}{\sqrt{1-r2}}$

$t = \dfrac{r \text{ Square root } (N - 2)}{\text{Square root } (1 - r2)} \quad \dfrac{1,297821074}{0,888518779} = 1,460656887$

Table 14

T- Students of the control group

	CONTROL GROUP					
N°		PRE-TEST	Post-Test			
		Scores	Scores			
		X	Y	X2	Y2	XY
1	Aguayo López Alison Michel	0	4	0	16	0
2	Alvarado Sánchez Nicole	0	3	0	9	0
3	Ayala Zambrano Paul	0	2	0	4	0
4	Baldeon Valencia Anthony	0	8	0	64	0
5	Barberan Vargas Dayana	15	18	225	324	270
6	Brito Palma Justin Fernando	0	3	0	9	0
7	Calabria Silva Francisco	0	2	0	4	0
8	Capa Cornejo Kimberly	0	2	0	4	0
9	CarrionNarvaezGenesis	0	2	0	4	0
10	Cedeño Chiquito Jhon Kevin	0	3	0	9	0
11	Chacha Zapata Yessenia	0	2	0	4	0
12	Contreras VillacresCristofer Joel	0	3	0	9	0
13	Delgado Morales David	0	2	0	4	0
14	Espinosa Borbon Keila Sarai	0	4	0	16	0
15	Garcia Guerrero Elvia Jussara	0	5	0	25	0
16	Goyes Cevallos Mayerly	0	3	0	9	0
17	Haro Bueno Anthony Francisco	0	25	0	625	0
18	Haro SarsozaGisselle Denise	25	5	625	25	125
19	Jaramillo Andrade Alberto	0	4	0	16	0
20	Lema Charro Dayana	0	3	0	9	0
21	.Leones Coello Johanna	0	2	0	4	0
22	López Estrella Alison	0	2	0	4	0
23	Mera Andrade Melanie	0	2	0	4	0
24	Morales Pullas Jorge	0	2	0	4	0
25	Moran Chimba Juan Fernando	0	2	0	4	0
26	Muñoz Kevin	0	2	0	4	0
27	Narvaez Guamán Ana	23	3	529	9	69

	Belén					
28	Naula Mora Keyla Naomi	0	2	0	4	0
29	Oñate Paredes KennStwant	0	3	0	9	0
30	Pilco Ochoa Marlon Steven	0	2	0	4	0
31	Porras Marquez Anderson	0	3	0	9	0
32	PretateMencias Darwin	0	2	0	4	0
33	PretateMenciasMaryorie	0	4	0	16	0
34	Quintero Castillo Luis	0	3	0	9	0
35	Román Quezada Josselyn	0	2	0	4	0
36	Romero Villagomez Rodrigo	0	25	0	625	0
37	SanchezCampozano Ana Paula	25	2	625	4	50
38	Semblantes Yauqui Alexis	0	3	0	9	0
39	Toledo Alvarado Francisca	0	25	0	625	0
40	Zambrano Cisneros Dayana	0	3	0	9	0
	SUM	**88**	**197**	**2004**	**2553**	**514**
	MEAN	**2,20**	**4,93**	**50,10**	**63,83**	**12,85**

Authors: Roxana Calle Rodríguez

Mean X	2,20
Mean Y	4,93
SUM XY	514
N	40
n.MeanX.Mean Y	511,8
SUM X2	2004
nXMean2	2004

Coefficient correlation   r =

$$r = \frac{\sum X Y}{(\sum X2) (\sum y2)}$$

$$r = \frac{514}{(2004)(2553)} = 0,100464953$$

Student's test $t = \frac{r \sqrt{N-2}}{\sqrt{1-r2}}$

$$t = \frac{r \text{ Square root } (N - 2)}{\text{Square root } (1 - r2)} = \frac{0,619307563}{0,948438214} = 0,652976181$$

Gf: n1 + n2- 2

Gf = experimental group 15 + control group 14-2

Gf=

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\dfrac{S_1^{\,2}}{N_1} + \dfrac{S_2^{\,2}}{N_2}}}$$

$$t = \frac{8,23 - 4,93}{\sqrt{\dfrac{13(81,57) + 14(73,48)}{40 + 40 - 2}} \cdot \sqrt{1/40 + 1/40}}$$

$$t = \frac{3,3}{\sqrt{\dfrac{2089,1}{78} \cdot 0.05}}$$

$$t = \frac{3,3}{\sqrt{26,83333}}$$

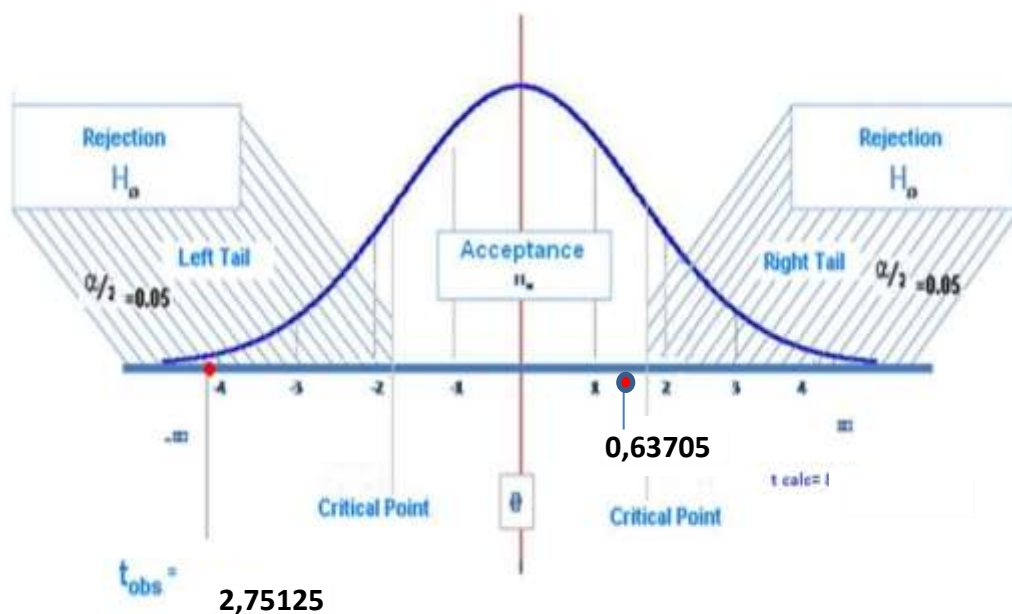$$t = \frac{3,3}{5,18009} \qquad t = 0,63705$$

Table 15

Table of results for hypothesis testing

DATA	EXPERIMENTAL GROUP	CONTROL GROUP
MEAN	8,23	7,15
STANDARD DEVIATION	14,24	13,12
VARIANCE	81,57	73,48
NUMBER OF STUDENTS	40	40
LEVEL OF SIGNIFICANCE	6,01	5,97
DEGREES OF FREEDOM	53,59	44,43
T –STUDENT (CALCULATED)	2,75125	2,493

Authors: Roxana Calle Rodríguez

Figure 8 Curves of Gauss

Analysis

By analyzing this graph, we can see that the average is in the middle of the normal curve, median and mode are also in the center, and therefore they have the same value. The standard deviation (σ) or variance (σ_2) affects directly the "shape" of the bell curve, in this graph is identified more diversion, so the scattering curve flattens out towards the sides. "The curve is symmetrical about the mean, where the bias is zero.

The incidence of Cooperative Learning to improve the speaking skill has had a positive influence on students of tenth year of Basic Education at "Julio Moreno Espinosa" High School in Santo Domingo .In conclusion when doing the general analysis of the working hypothesis with obtained results from experimental group and control group, it is evidenced that in the experimental group there was a progress in speaking skillimprovement , so that, it is noted that the treatment applied to the experimental group affected positively in the collected results, so, the null hypothesis is rejected.

PART V

PART V

Conclusions and recommendations

5.1 Conclusions

- The results obtained in the pre-test were extremely low; the arithmetic mean was 0.79/10 (7.9%), but after implementing the Cooperative Learning strategies extensive the student's scores improved. At the end of the process the post- test was given to them and their mean increased, it was 8.23 (8.23%), having a difference between means from pre-test to the post-test of 7.44 points (74.4%). It means, students significantly improved their performance, although not all students got excellent scores.

- After analyzing the results of the pre-test and post-test, and their standard deviations, the null hypothesis was rejected. That is, the speaking activities carried out using the Cooperative Learning strategies help students to communicate and therefore to improve their performance.

- The development of this work helped the author to increase her knowledge on Cooperative learning; it also motivated her to continue researching.

5.2 Recommendations

- The speaking activities were chosen by the author of this research, taking into account the students' age, background, level, learning styles, and time to develop each activity. Therefore, it is recommended to analyze the students' needs students before planning.

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

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

PART VI

PART VI

PROPOSAL

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

High school: "Julio Moreno Espinosa"

Responsible team: The responsible of Research Project is the graduate student of Linguistics Roxana Calle Rodriguez with the tutored and frequent review of Mg. Rocio Ortega.

Definition:

English speaking club

English speaking club is   a place where people can speak English freely and spontaneously about different topics prepared in advance.

English speaking club has been planned as a weekly activity where the participants discuss about different topics with the guidance of a non-native English teacher who has a perfect domain of English language, and also should be with the guide of a native speaker.

Student communication occurs when two or more students interact with one another. Successful whole-class discussion stimulates student communication because students should talk to each other and not just to the teacher.

Monitor must organize the English speaking club in different ways. Some clubs will be formed by members that only want to practice one skill, such us conversation. Conversation club meetings are often very casual and require little planning.

The role of conversation club is to help establish the group, introduce people to each other and enable people to make links and connection. Practicing   skills in the classroom is important, in an English club students get a chance to practice many different skills principally speaking and listening, in a setting that is more like real life. In the English speaking club students will require to speak more clearly and listen more carefully. The students will feel more comfortable using English

speaking around the classroom and should have access to materials and technology equipment

Teacher can suggest topic ideas, or ask member to come up with their own thought. Always he gives members the opinions of bringing in their own ideas.

The majority of English conversational clubs are designed for people who want to improve their English skills (speaking and listening) areas. Each member of the club can choose topics. At the end of each meeting the leader should encourage members to write a comment or recommendation for the group and class development.

The topics of conversation that the teacher teaches are:

1. Talking about your family.

2. Introducing yourself

3. Free time activities.

4. Favorite music.

The activities that the teacher uses are:

Work in pairs, Group work, Think –pair –share, three –step interview, jigsaw, Note taking pairs.

Work in pairs

The students have the opportunity to work in pairs and can interact and discuss theirs ideas with other classmates' opinions referent the topic treaty.

Discussions

Having discussions based on a pre-determined theme often works well. Participants can work in pairs, small groups or can talk together as a whole group and discuss questions. For example:

What is your favouriteTV program?

Who is your favourite actor / actress?

What kind of film do you like?

What kind of music do you like?

Think –pair-share

Students think to themselves on a topic provided by the teacher, their pair up with another student to discuss it, groups then share their responses with the class (Barkley, Cross, & Mayor, 2012).

Three –step interview

Students interview each other three-step interview students, interview each other in pairs, first one way, then the other students each share with the group information they learned in the interview (Barkley, Cross, & Mayor, 2012).

Jigsaw

Each student on the team become an "expert on one topic by working with members from other teams assigned the corresponding expert topic.(Barkley, Cross, & Mayor, 2012)

Note taking pairs

In Note-Taking Pairs technique, student partners' work together to improve their individual notes working with a peer provides students with an opportunity to revisit and cross check notes with another source.

Check notes with another source. Partners' help each other acquire missing information and correct inaccuracies so that their combined effort is superior to their individual notes (Barkley, Cross, & Mayor, 2012).

The implementation of the English speaking Club allows the students to find another way of exchange and share information from a determined situation. For students who have Basic English, the creation of new situations allows them to practice the language in a consistent manner and more real, gain more confidence when speaking in another language, create conversational situations centered on the

use of expressions and new vocabulary, exchange experiences and strengthen skills that enhance their knowledge.

The students self-feel happy and motivated by the teacher with theirs activities of ending and it has made the development of the same go down the road that has to go. Every has gone out very good in agreement as planned.

Importance of a conversation club

The use of English speaking club in the Educational Institution "Julio Moreno Espinosa" would be a positive aspect because it promotes the participation of the students and English teachers, which could help to focus and optimize the learning process of the students as soon as the English speaking language is concerned.

The English speaking club might be a good solution to involve them with their friends in doing various activities and to make weak student active. The good thing about creating an English speaking club giving chance to students to study English with fun and it is also a place for students to improve their English.

The students must learn to work together and English club promotes success through teamwork and co-operation. Patience, hard work, problem solving and creativity are also learned through English speaking Club.

The work of the English speaking Club is focused on the attitudes and emotions that connect students with each activity done. English speaking clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people.

Each activity it has a role for to help the students to develop fluency, comprehension, and the use of a linguistic system. Whose objective is molded according to the needs that require the students for communicate effectively linking the acquisition of language structures linguistics, vocabulary.

Purpose of a club of talks.

The present study had as main purpose to implement a Conversation Club as a strategy to apply the oral communication skills of students that have Basic English.

The Objectives of a conversation club are:

-Improve aspects of listening and speaking.

-To acquire greater verbal fluency.

- To have a direct contact with the culture of an English speaking country.

-To share experiences with another person in the language being learned, in this case English.

Strategies

Development strategies: Those that include creating links between the new and the familiar information.

Organizational strategies: Those that allow group information in an appropriate manner.

Planning strategies: These types of tasks allow students to do a constant monitoring of their work.

Assessment Strategies: To check if the learning has been successful and if the objectives have been reached.

Learning strategies: They contribute to improve students' competence in English, because they have to acquire the responsibility and the   interest in learning.

Motivation and confidence:

Motivation is a very important factor because this is considered as the force that boost to make decisions about the purposes and objectives students want to achieve.
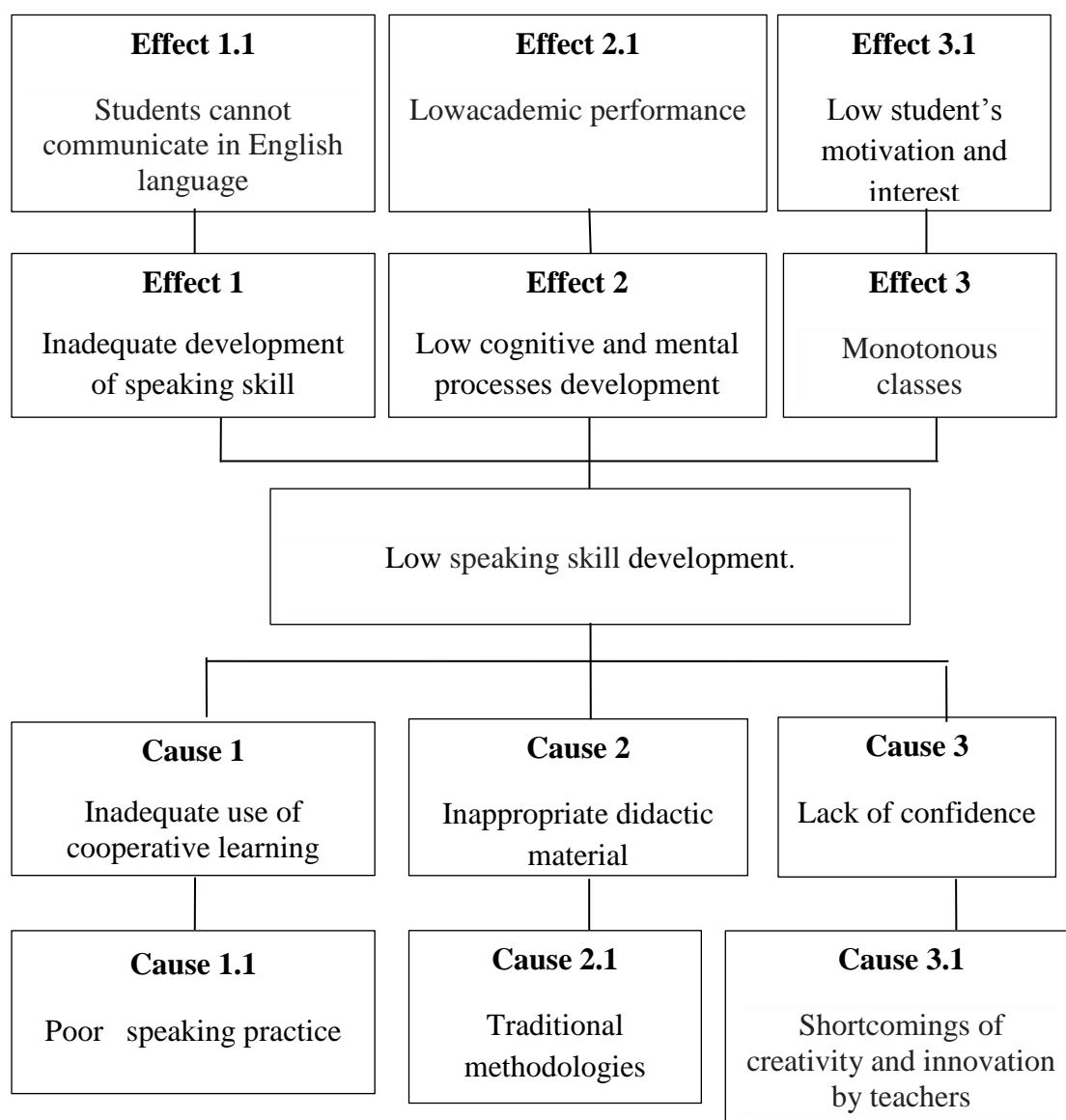
Monitoring and evaluation:

When the teacher is monitoring a student it is important make him see the goals that want to achieve and explain the importance of the aptitude in the learning process, since should assume a critical posture that permits assess their learning process in an objective manner,

Materials and resources:

Within the application of the proposal, it is necessary to use a classroom of the "UnidadEducativa Julio Moreno"; some didactic material such as: lesson plans, books, cards, photos, tape recorder, flipchart, marker, blackboard, speaking rubrics scissors, glue.
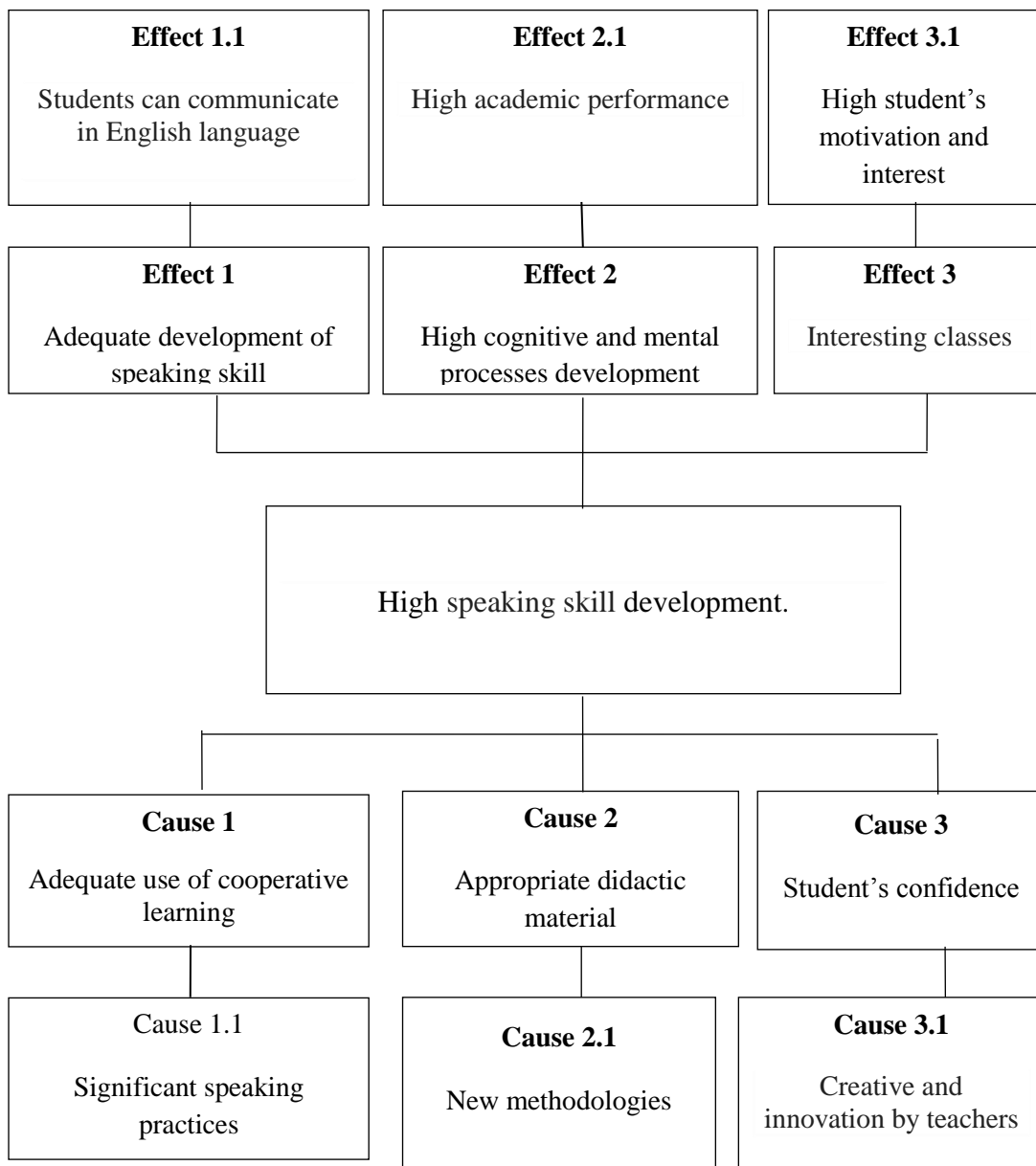
Beneficiaries: The main beneficiaries of this research are the students of the tenth "A" and tenth "E" and the English teachers area.

6.1   PROBLEM TREE

Effect 1.1 Students cannot communicate in English language	**Effect 2.1** Lowacademic performance	**Effect 3.1** Low student's motivation and interest
Effect 1 Inadequate development of speaking skill	**Effect 2** Low cognitive and mental processes development	**Effect 3** Monotonous classes

Low speaking skill development.

Cause 1 Inadequate use of cooperative learning	**Cause 2** Inappropriate didactic material	**Cause 3** Lack of confidence
Cause 1.1 Poor speaking practice	**Cause 2.1** Traditional methodologies	**Cause 3.1** Shortcomings of creativity and innovation by teachers

Figure 9 Causes and effects diagram.

OBJECTIVES TREE

Effect 1.1	Effect 2.1	Effect 3.1
Students can communicate in English language	High academic performance	High student's motivation and interest

Effect 1	Effect 2	Effect 3
Adequate development of speaking skill	High cognitive and mental processes development	Interesting classes

High speaking skill development.

Cause 1	Cause 2	Cause 3
Adequate use of cooperative learning	Appropriate didactic material	Student's confidence

Cause 1.1	Cause 2.1	Cause 3.1
Significant speaking practices	New methodologies	Creative and innovation by teachers

Figure 10 Causes and effects diagram.

6.2   LOGICAL FRAMEWORK

NarrativeSummary of objectives	Indicators	Means of Verification	Assumptions
End Level of motivate students of the tenth year in the English subject and improve their academic performance in communicating in English with teachers, especially on speaking skill also teachers will help them improve their teaching with cooperative learning demonstrated in this project through the an English speaking Club.	The degree of development of communication skills of students and teachers increased after the implementation of the proposal. The number of student's everyday situations adequately communicates in English increases.	Post-test results.	Students in the tenth year of basic education are motivated and attend with cooperative learning activities.
Purpose Attendance at the cooperative learning activities to improve the degree of communication skills development in the	The number of students improves their listening and speaking skills	Post-test results	That the necessary conditions to improve academic

English subject.	increases.		processes: - The chances of academic success will be even more favored as the tenth year of basic education and teachers are able to build better activities for teaching - learning.
Components The communication system is efficient teacher - student. The tenth year of basic education is founded to communicate in English.	The teacher - student direct classes increases. Notable increase in teacher and student communication in the term.	English communication by students. Notable increase in teacher and student communication in the term.	Students have basic English skills that allow them to communicate better with their teachers, especially to comprehension of the speaking
Activities 1. Implement a club of conversation as a strategy to development of oral communication skills in the English subject, especially speaking skill.	**Means** Purchase literature.	**Costs** US$ 1,000	

2. Attend cooperative learning activities to improve the development of oral communication skills in the English subject, especially speaking skill.	- Researcher - Computer. - Data show. - Texts. - Markers - Copies - Books	US$ 500	

Figure 11 Logical Framework diagram

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GLOSSARY

Cooperative learning

It's an instructional approach that uses the small groups for that students work together and actively participate in their own learning (Johnson R. T., 1994).Cooperative learning involves the use of dialogue and collective reflection in an interactive and participatory atmosphere and time between teacher and students and among students.

Cooperative learning strategies

to promote students 'activelearning during the teaching of English language and learning process, and levels in oral communication skills ,they improvement some aspects of speaking skills such as pronunciation, fluency , active interaction with each other's classmates , they fell self-confident to speak English.

Oral Communication

Is the ability to talk with others to give exchange information ideas, such as: ask questions, give directions, coordinate work tasks, explain and persuade (Manitoba, 2016).

Speaking skill

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns&Joyce, 1997)

Pre-Test. - A pre-test is an instrument that will be used at the beginning of the experiment to determine students'management of oral communication skill and language according to their level.

Post- Test. - At the end of the research, and after applying the oral communication skill, a post-test will be given to the students to determine whether they have improved or not. These results will be compared between the two groups (Shuttleworth, 2009)