UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLÓGICAS.

CARRERA DE IDIOMAS

Research work previous to obtain the professional degree as:

"Licenciada en Ciencias de la Educación; Profesora de Idiomas; Inglés."

PROJECT TITLE:

"To Describe the Cooperative Learning Influence as a Teaching Strategy to Improve the Speaking Skill in English Language at 3er Año del Bachillerato General Unificado at Unidad Educativa "Eloy Alfaro" of Santo Domingo de los Tsachilas Province During the Academic Period 2015-2016."

Author: Karla Janneth Quishpe Maigua

Tutor: Mgs. Maria Dolores Vallejo Peñafiel

RIOBAMBA – ECUADOR

2015 -2016

CERTIFICATE OF THESIS DIRECTOR

Mgs, María Vallejo Peñafiel, Teacher of the Facultad de Ciencias de la Educación, Humanas y Tecnologías de la Universidad Nacional de Chimborazo; in my capacity of director of this thesis, presented by the student: Karla Janneth Quishpe Maigua, prior to obtain the Degree of "Licenciada en Ciencias de la Educación, Profesora de Idiomas; Inglés ," whose theme is: **"TO DESCRIBE THE COOPERATIVE LEARNING INFLUENCE AS A TEACHING STRATEGY TO IMPROVE THE SPEAKING SKILL IN ENGLISH LANGUAGE AT 3ER AÑO DEL BACHILLERATO GENERAL UNIFICADO AT UNIDAD EDUCATIVA "ELOY ALFARO" OF SANTO DOMINGO DE LOS TSACHILAS PROVINCE DURING THE ACADEMIC PERIOD 2015-2016."**

I certify that this project has been completed to 100%, it fulfilled with all established parameters and has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

Riobamba, November 29th, 2016.

It is all I can certify in honor of the truth.

_____

MgS. Maria Dolores Peñafiel

Tutor

COMMITTEE MEMBERS CERTIFICATE

Members of the tribunal of Graduation of the research project entitled:

"TO DESCRIBE THE COOPERATIVE LEARNING INFLUENCE AS A TEACHING STRATEGY TO IMPROVE THE SPEAKING SKILL IN ENGLISH LANGUAGE AT 3ER AÑO DEL BACHILLERATO GENERAL UNIFICADO AT UNIDAD EDUCATIVA "ELOY ALFARO" OF SANTO DOMINGO DE LOS TSACHILAS PROVINCE DURING THE ACADEMIC PERIOD 2015-2016."

Submitted by: Karla Janneth Quishpe Maigua and directed by: MgS. María Dolores Vallejo Peñafiel.

After attending the oral defense and reviewing the final report of the investigative project written for the purpose of graduation, it was found to be fulfilling of the requirements. The written work for English Bachelor's degree has been approved by the member of the Tribunal. The Tribunal forwards this Project for use, and will be kept in the library of the Facultad de Ciencias de la Educación, Humanas y Tecnologías at the Universidad Nacional de Chimborazo.

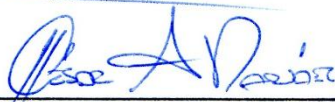Please sign to indicate your concurrence with the above:

President of the Tribunal

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Ms. Mónica Cadena

Member of the Tribunal

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Ms. Elsa Basantes

Member of the Tribunal

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Ms. César Narváez

III

AUTHORSHIP

I, Karla Janneth Quishpe Maigua student of Languages Career at Nacional de Chimborazo University, announce that I am the only one author of the research work named:

"TO DESCRIBE THE COOPERATIVE LEARNING INFLUENCE AS A TEACHING STRATEGY TO IMPROVE THE SPEAKING SKILL IN ENGLISH LANGUAGE AT 3ER AÑO DEL BACHILLERATO GENERAL UNIFICADO AT UNIDAD EDUCATIVA "ELOY ALFARO" OF SANTO DOMINGO DE LOS TSACHILAS PROVINCE DURING THE ACADEMIC PERIOD 2015-2016."

The ideas, opinions and commends indicated in this document is the responsibility of its writer.

Riobamba, November,28th 2016

Karla Janneth Quishpe Maigua
CI. 230027742-9

Riobamba, 04 de Octubre de 2016

CERTIFICACIÓN

Certifico que la estudiante: **KARLA JANNETH QUISHPE MAIGUA** con el número de cédula **230027742-9** egresada de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la Carrera de Idiomas, realizo el proyecto de investigación con el tema: **"To Describe the Cooperative Learning Influence as a Teaching Strategy to Improve the Speaking Skill in English Language at 3er Año del Bachillerato General Unificado at Unidad Educativa "Eloy Alfaro" of Santo Domingo de los Tsachilas Province During the Academic Period 2015-2016."**, se ha revisado el documento en donde se encontró el 7% de plagio.

Es todo cuanto puedo informar en honor a la verdad, facultando a la interesada hacer uso del presente documento para el trámite respectivo.

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TUTOR DEL PROYECTO

GRATEFULNESS

Particularly to Nacional de Chimborazo University, and the language career for the opportunity they have given the writer to achieve of her goals.

To everyone who has helped me directly or indirectly in completing this project; especially to the professors, MgS María Vallejo and Ing. Luis Machado C, for their excellent supervision and careful guidance in completing this work.

To MgS. Cesar Narvaez, for his knowledge, advices, experiences, kind support and helpful feedback on the research.

Karla Janneth Qhishpe Maigua

DEDICATORY

First, To God for giving me the opportunity to complete this goal in my life.

To my beloved parents, Elvia Maigua and Jorge Quishpe, thank you so much for your care, constant support and love, specially my mom for her unconditional support and who has motivated me to achieve my goals.

To my dear sister, Maitee Quishpe, thank you for your endless love and encouragement.

To my best friends and dear teachers who share their knowledge and experience with me in my education.

Karla Janneth Quishpe Maigua

CONTENTS

RESUMEN

El aprendizaje cooperativo forma parte de las metodologías de enseñanza. Sin embargo, este es considerado como un método de enseñanza moderno muy contrario a la enseñanza tradicionalista. Dicho método consiste en estimular qué docentes y estudiantes trabajen juntos para que exista un ambiente de enseñanza y aprendizaje significativo. El principio de este método es que trabando juntos podremos alcanzar propósitos comunes. La presente investigación tiene como objetivo, identificar como el docente utiliza el aprendizaje cooperativo en el aula y como este método es usado para mejora la destreza del habla en sus estudiantes.La investigación se realizó con los estudiantes de la Unidad Educativa "Eloy Alfaro" en la provincia de Santo Domingo de los Tsachilas, en el año académico Mayo - Septiembre 2016. El estudio tiene un nivel de estudio exploratorio que nos permite una fácil comprensión del problema, se basa en un enfoque cualitativo usando un diseño metodológico etnográfico con una investigación documental y de campo; usando una guía de observación como instrumento. Después de observar y recoger datos en diferentes clases los resultados fueron analizados e investigados de tal manera hacer más fácil su entendimiento. En conclusión, se observó que; los estudiantes cuando trabajan en grupo solo uno o dos hacen la actividad por el grupo; no existe interacción entre los miembros del grupo para realizar una tarea asignada por el docente; los estudiantes trabajan más por afinidad; los estudiantes no tienen interés de crear un circulo de aprendizaje; además, él docente no utiliza otras estrategias para formar grupos de trabajo, dando como resulto que el docente no usa de manera correcta el Método de Aprendizaje Cooperativo en clases.

SUMMARY

Abstract

Cooperative Learning forms part of teaching methodologies. However, it is considered to be a contrasting method to those traditional ones. This method stimulates the relationship between teachers and students so that a meaningful learning and learning environment can be established. The purpose of this method is to achieve common goals together. The objective of this method is to identify how the teacher uses cooperative learning in the classroom and how it helps students to develop their speaking skills. This investigation was done with students at Unidad Educativa "Eloy Alfaro" in the province of Santo Domingo de los Tsáchilas, during the academic term May – September 2016. This study consists of researching parameters that permit an easy understanding of the problem. It focuses on a qualitative aspect using ethnography methodology with a documental investigation; using observation guide as an instrument, after observing and collecting data on different classes, the results are analyzed and investigated, so that they are easier to understand. The results reflected that, when the students work in groups, only one or two students actually do the activity; there is not any interaction among the members of the group to complete the assigned task; the students do not have interest on developing their learning circle; also, the teacher does not use other kinds of strategies of forming work groups than "Afinity"; therefore, it is possible to state that the teacher wrongly applies Cooperative Learning Method in class.

Reviewed by: Barriga, Luis
Language Center Teacher

INTRODUCTION

This research is a gathering of information in which, there are some investigations, that help and support this work such as: "Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English", by Nasser, O. (2014), *"Estudio sobre el impacto de la aplicación de técnicas del aprendizaje cooperativo para mejorar la producción escrita en estudiantes del nivel básico III de inglés, del centro de idiomas de la facultad de artes y humanidades de la Universidad Católica de Santiago de Guayaquil"*, by Zamora, K. (2014).

"An Investigation of the Use of Cooperative Learning in Teaching English as a Foreign Language with Tertiary Education Learners in China", by Ning, H. (2010), "Role of cooperative learning strategies in the development of 5th graders" speaking skills at George Washington school". By Pacheco, I., Rozo, L., & Suarez, E. (2011), and "Improving Speaking Skill Through Cooperative Method Of The Eighth Grade Students Of Smpn 2 Ubud In Academic Year 2012/2013", by Wayan, D. (2013), *"El trabajo en equipo en el desarrollo de la expresión oral del inglés en los estudiantes de los octavos años de educación básica de la academia militar saul'o durante el año lectivo 2012-2013",* by Simbaña, V. (2013).Also these researches permit understanding some aspect about the Cooperative learning Method and its relationship with the process of speaking development.

In this research, there is evidence of some difficulties the teacher has when using the Cooperative Learning for practicing the speaking skill with students of 3º Año de Bachillerato General Unificado at Unidad Educativa "Eloy Alfaro".

Therefore, this research is intended to help the teacher to use cooperative learning meaningfully to develop the speaking skill in the previously mentioned population in order to create a comfortable environment.

The main goal of this research is to identify the aspects of Cooperative Learning that are wrongly used by teacher in area of Speaking. This includes describing strategies, activities, resources, etc. that help teachers to get the best outcomes of their students.

This study has been designed under the established norms of "Facultad de Ciencias de la Educación, Humanas y Tecnologías", and it follows the research scheme given by the research equipment of the faculty.

The present investigation is divided into five chapters where each contains valuable information.

Chapter I: Researching the problem. In this chapter, problem formulation, objectives and justification are included. All aspects help to give a preamble about this research.

Chapter II is composed of different fundaments, concepts, definitions and point of views from various authors allowing to deeply understand the problem.

Chapter III is formed through methodology and design of the research. Included here are the techniques and instruments used to gather information from the population, as well as the research's process explained step by step.

Chapter IV: In this chapter the results collected are presented, analyzed and interpreted.

Chapter V covers the suggestions and recommendations; written in detail.

CHAPTER I

1.1   RESEARCH TITLE

To Describe the Cooperative Learning Influence as a Teaching Strategy to Improve the Speaking Skill in English Language at 3er Año del Bachillerato General Unificado at Unidad Educativa "Eloy Alfaro" of Santo Domingo de los Tsachilas Province during the Academic Period 2015-2016."

The problem is that the English teacher of 3º año de Bachillerato General Unificado at Unidad Educativa "Eloy Alfaro" wrongly applies cooperative learning in class.

1.2   PROBLEM DEFINITION

Unidad Educativa "Eloy Alfaro" is located in Santo Domingo de los Tsáchilas province, in the city of Santo Domingo de los Colorados, at Panama and Las Palmas Streets. This high school was founded on December 27th, 1968. Currently, there are 56 teachers and 1000 students enrolled in the institution. The mission of Unidad Educativa "Eloy Alfaro" is to form students with scientific and humanistic knowledge, who are able to act and lead social, cultural and political processes with value and creative attitude.

The Organization for Economic Co-operation and Development (OECD) and the Programme in International Student Achievement (PISA) in 2014, evaluated the Education in Latin America. The results showed that in these countries the level of education is a poor.This study indicated that Cooperative Learning is not completely used in the classroom and that

teachers have the wrong concept regarding this method; therefore the academic results are not as expected.

In Ecuador most teachers know current teaching methodologies. However the problem appears when its time to apply them inside the classroom. Due to this, many teachers prefer to continue using traditional methods like: Grammar Translation, Audio Linguistics, and Total Physical Response or simply, just follow what is established in the work-book. This concept is shared by Solis, (2015), who says that team cooperative in schools and high schools in Ecuador, is lower due to the lack of knowledge and application of modern methods. In addition, this is the reason why students do not develop their English Language skills correctly. One of them being their oral expression which is considered to be the principal factor in communication.

The previously described problem was also detected through an observation at Unidad Educativa "Eloy Alfaro" in the English as foreign language classes. It was detected that Cooperative Method is not often used in these classes and when it is applied, teachers do it wrongly. An example of this is how sometimes when students are working in groups, only one or two develop the activity while the rest of the group does nothing. When assigned group-homework, the students divide the whole activity into parts and work only on their corresponding assignment. However, presenting they are not able to help each other. As a consequence they do not communicate with each other resulting in very poor speaking. Hence, they cannot even maintain a simple dialogue about their families.

The main purpose of this research is to identity the aspects of Cooperative Learning Method that are wrongly used in the development of Speaking Skills. And so, explain how cooperative learning should be used and how it help students to develop their communication and work skills.

1.3   PROBLEM FORMULATION

Why is Cooperative Learning wrongly used when teaching Speaking Skills in English at 3er Año del Bachillerato General Unificado at Unidad Educativa "Eloy Alfaro" of Santo Domingo de los Tsáchilas Province During the Academic Period 2015-2016.?

1.4.   QUESTIONS GUIDELINES

- What are strategies and activities of the Cooperative Learning Method that might help to improve speaking skills?
- What are the positive and negative aspects of applying cooperative Learning?
- How can the identified problems be solved?

1.5   OBJECTIVES

1.5.1   GENERAL OBJECTIVE

To identify the aspects of Cooperative Learning Method that are wrongly used for the Speaking Skill development with students at English at 3er Año del Bachillerato General Unificado at Unidad Educativa "Eloy Alfaro" of Santo Domingo de los Tsáchilas Province During the Academic Period 2015-2016.

1.5.2   SPECIFIC OBJECTIVES

- To observe a class where the teacher applies the Cooperative Learning Method to practice speaking.
- To categorize positive and negative aspects in the application of cooperative learning when practicing the speaking skills.
- To establish possible solutions to the identified problems.

1.6   JUSTIFICATION

The process of learning English as a foreign language is very important and even more when it refers to Ecuadorian Education; It is necessary to rethink the way in how the English language should be taught, whereby this research is useful and necessary because it allows to understand how Cooperative Learning Method helps the teacher to improve the class-atmosphere. This includes developing planned learning goals, especially when practicing the speaking skill.

This research provides opportunities for teachers and students. For teachers, it provides an extensive explanation regarding the correct use of Cooperative Learning in EFL classrooms. On the other hand, students have the opportunity to practice speaking with their mates in a comfortable environment without stress and pressure by the teacher as stated by Hockly and Ball (2011).   It is also an opportunity for the involved institutions to reach agreements in the academic area.

The research is feasible because it has all the necessary human, economic, bibliographic, technological resources; and unconditional cooperation of the students, teachers and authorities, as well. The researcher has the expertise in the area and is widely supported by the tutor and professors at UNACH.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. PREVIOUS RESEARCH DONE WITH THE PROBLEM

To the date, at Facultad de Ciencias de la Educación, Humanas y Tecnologías at UNACH, there is not a research similar to this; however around the word there are many studies related to Cooperative learning, which will be the theoretical base of this study, some of them are: "*Estudio sobre el impacto de la aplicación de técnicas del aprendizaje cooperativo para mejorar la producción escrita en estudiantes del nivel básico III de inglés*, del centro de idiomas de la facultad de artes y humanidades de la Universidad Católica de Santiago de Guayaquil", by Zamora, K. (2014). This thesis explains the strategies and techniques of Cooperative Learning Method to improve the writing skill and how this method would be used in an English Foreign Language classroom.

Nasser, O. (2014), in the study entitled "Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English" refer that cooperative learning is an effective method to improve the speaking skill and enhance attitudes of students to learn English.

"El trabajo en equipo en el desarrollo de la expresión oral del inglés en los estudiantes de los octavos años de educación básica de la academia militar saul'o durante el año lectivo 2012-2013", by Simbaña, V. (2013). This thesis describes the advantages and importance to apply team-work in classes to improve the speaking skill, so; the author propose some techniques applicable for Team-work.

Ning, H. (2010), in the study, "An Investigation of the Use of Cooperative Learning in Teaching English as a Foreign Language with Tertiary Education Learners in China", explains how Cooperative learning method was used in the educational process in China as a strategy to face the problem that, within the classroom teachers use traditional methods to teach English Language.

Pacheco, I., Rozo, L., and Suarez, E. (2011), developed the research labeled, "Role of cooperative learning strategies in the development of 5th graders" speaking skills at George Washington School". This research was carried with the purpose of showing how some strategies and activities such as Three-step Interview, Round Robin or Roundtable, Numbered Heads, etc. improve the speaking skill with the influence of Cooperative Learning Method.

2.2. THEORETICAL FOUNDATION

2.2.1. COOPERATIVE LEARNING

According to Slavin (1995), "Cooperative learning is defined as a set of instructional methods through which students are encouraged to work on academic tasks." Gillies, R (2007) defines Cooperative learning as, involving students to work together in small groups to accomplish shared goals. In Cooperative Learning, you approach groupwork in a way that minimizes the occurrence of those unpleasant situations and maximizes learning. Which results from working on a high-performance team, mentioned by Felder, R. & Brent, R. (2004). Also, Cooperative learning is a learning method that promotes social relationships. Kagan, (2016) argues that; this method helps students to develop their communicative and team-work skills.

Furthermore, Cooperative Learning is an active method to teaching, and at the same time it promotes meaning learning: Due to this type of education, Cooperative Learning is considered to be an excellent teaching method in which the learners work in groups or teams to accomplish an assignment activity. Here professors emphasize on group work and activities where, each members shares their own knowledge to try and solve the problem; with the only objective of achieving their goals as a team. Therefore, with the proper use of Cooperative Learning, students will not avoid working in groups or individually. Cooperative learning   motivates students to work in groups and share information with each other. In to finalize, Cooperative Learning improves the academic performance.

2.2.2. THE IMPORTANCE OF COOPERATIVE LEARNING IN THE CLASSROOM

There are some successful research using this innovate kind of teaching. Applying Cooperative Learning as a new teaching method in each classroom will bring benefits to students and teacher. As a result, this method will change the style of Education that has been

developing in Ecuador for a couple of years. Cooperative Learning Method improves the Education in such a way as present in developed countries.

The benefit of Cooperative Learning is to obtain higher academic achievements and social skills. The CL helps students to get a high academic achievement, due to the fact that students are centered around learning as well as having the opportunity to develop an active role in and develop their thinking skills level. According to Nebesiniak, A. (2007) CL is defined as, "Forcing students to break out their traditional roles and to work with other students to learn new concepts.

Instant, the use of the cooperative learning constantly helps students to develop a social skill; which allows the students to interact with others. With this, they generate a new manner of relationships where the learners learn to accept different opinions, personalities and abilities. Cooperative learning has a positive impact in the classroom. In addition, cooperative learning is different to traditional methods, it helps teachers to implement in his/her students significant teaching. There is some research in this area that confirms the benefits of CL. Ning, H. (2010), depicts that teachers benefit from applying CL in English classes; which may in turn improve the development of develop student's speaking and attitudes.

2.2.3. PRINCIPAL ELEMENTS OF COOPERATIVE LEARNING

According to The Foundation of Coallition series on active and cooperative, (2004) the importance of the three pillars of Cooperative Learning are: 1) Positive interdependence 2) Individual accountability of beliefs/ attitudes/ philosophies that both the teacher and students hold about the classroom environment. 3) Promotive interaction is a critical attribute on how the task is accomplished. For that reason, Group Processing and Social Skill are elements that help students develop their teamwork skills and promotes reflecting on team interaction.

These elements are based on the Johnson and Johnson model. This model consist of the five essential elements mentioned previously; published in 1994. The principal elements of cooperative learning is to be able to guide for further research.

a) Positive Interdependence:

Laal, M (2013) cited Johnson, Johnson and Holubec (1998) defines "Positive interdependence as linking students in such a way that can only succeed if and when teamwork succeeds. Group members have to know that they sink or swim together". Laal, M. (2013) argued that "Positive interdependence is the belief that anyone the group has the same value in working together that results from both individual learning and working products done better in collaboration".

This is the key element of cooperative learning which requires team-working as the priority. This is necessary to help one another develop their goals as well as each member having to learn about responsibility. Furthermore, it develops and increase their knowledge. The main goal is top have all members achieving success through positive group work. All partners should strive to help one another in achieving a common goal.

b) Individual Accountability:

Laal, M., Geranpaye, L., and Daemi, M. (2013) claims that,"Individual accountability occurs when the performance of each individual is assessed and the results are given back to the group and the individual in order to identify those need more assistance and support in learning". Science Education Resource Center, (2010) reports that, the essence of individual accountability in cooperative learning is "students learn together, but perform alone." Therefore, it is clear that Individual accountability refers to each group member begin responsible for his/her self in their performance and in their own learning as well as the rest of the group. Consequently, it is important to take into perspective that each group has to

recognize who needs to help, encouragement and support to complete the activity assigned. As a result, member each is an essential support to maintain and establish a stronger group that is able to achieve the goals it has set out. The principal purpose of Individual Accountability is to have each learner develop a personal responsibility to increase his/ her learning and share their knowledge.

c) Promotive Interaction:

The element CL is also called face to face interaction. Foster, J (2015) states that "Promotive Interaction refers to having students engage and interact with one another". Johnson, R., Johnson, W., Smith, K. (2008) found that "Team members promote each other's productivity by helping, sharing, and encouraging efforts to produce. Members explain, discuss, and teach what they know to teammates". Therefore, it must be recognized that Promotive Interaction makes the students interact and help one another to work in groups in order to complete a task. Therefore, it requires that students promote face-to face interactions to solve problems, share knowledge or feedback, teach others, explain things and support each other; all done through verbal interaction.

d) Group Processing:

It is an important element of CL. Hennessey, A., and Dionigi, R. (2013) points out that "Group processing exists when group members reflect on how well they are achieving their goals and maintaining effective working relationships and then make adjustments accordingly". Han, Min. (2015) report that group processing is crucial for group members to reflect on how well they cooperated in the past and what needs to be improved for their future cooperation. Thus, it could be concluded that Group processing requires group members to reflect and assess on their contribution and action in order to be helpful and accomplish all the activities and goals set forth. Group processing involves students making

decisions to improvement their strength and to have positive behavior in the group in order to increase their effectiveness and efficiency.

e) Social Skills:

Social skills are termed as Interpersonal Skills and Small-group Skills. It was Hennessey, A., and Dionigi, R. (2013) who said that "Teaching students the required interpersonal and small group skills, such as communication, positive reinforcement, constructive feedback and problem solving skills is necessary". In addition, Social Skills help students to learn to communicate better with each other. Johnson, R., Johnson, W., Smith, K. (2008) said that "Groups cannot function effectively if members do not have and use the needed social skills". Thus, Social Skills is essential to each group members in order to achieve the goal proposed by the group. In addition, it also helps to obtain academic achievements. It requires the learners to develop their abilities with the purpose of selecting appropriate strategies that will contribute in a positive manner to complete the activity. It is important that the group members know how to build trust, conflict management and know how to provide communication and leadership.

2.2.4. TYPES OF COOPERATIVE LEARING

Cooperative learning is the most commonly used method by teachers. This modern method introduced, Johnson in 1994. He established three types of cooperative learning, Informal cooperative learning groups, formal cooperative learning groups and cooperative base groups.

a) Informal Cooperative Learning Groups

In the article by Johnson, R., Johnson, W., Smith, K. (2008), Informal cooperative learning groups are used to focus student attention on the material to be learned, create an expectation set and mood conducive to learning, ensure students cognitively process the material being taught, and provide closure to an instructional session. Pacheco, I., Rozo, L., and Suarez, E. (2011) states that, "Informal Cooperative focus student attention during a short time class to facilitate learning through direct teaching". Thus it could be concluded that Informal cooperative learning consists of having the students work together in order to achieve their goals in a short period of time. However, these groups are not very structured because they have a few minutes do the designed activity. Informal cooperative learning is more useful when it refers to quick activities such as checking for understanding, brainstorming, quick problem solving, summarizing, or review. The main purpose of informal cooperative learning to groups is to focused students to discuss what they have learned. According to Johnson, R., Johnson, W., Smith, K. (2008), "It also provides time for instructors to gather their wits, reorganize notes, take a deep breath, and move around the class listening to what students are saying".

b) Formal Cooperative Learning Groups

Johnson, R., Johnson, W., Smith, K.(2008), claims that " Formal cooperative learning the students are working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments". It is important to take into account that the groups should be analyzed and structured by the teacher according to behaviors and abilities each member possess. Furthermore, in order for the group to do a project or experiment, solve problems, review a test, write a report or complete a unit, formal learning groups should be used in a classroom. As Cloud, T. (2014) points out, "Ideally formal learning groups should be made based on in a mixture of intellectual abilities, academic interests and style".

With, formal learning groups the professor assess group members through observation in order to know if the group will work effectively; in case the group encounters a problem or needs support, the professor can intervene in said activity. Johnson, R., Johnson, W., and Smith, K., 2013, p. 11). Formal learning group will perform with three to six students.

c) Cooperative Base Groups

According to Cloud, T. (2014) "Base groups are created to establish long term relationships between group members that help each other with class material, group work in class, and help outside of class". This type of cooperative learning is different from the previous two. It sets up each members to improve as a team and achieve excellent academic process. Johnson, R., Johnson, W., and Smith, K. (2013) claim that "The use of base groups tends to personalize the classroom, improve attendance and also improve the quality and quantity of learning". Thus, Cooperative Base groups help the students maintain and foster a good relationship between group members; at the same time, each one supports each other while learning together.

2.2.5. GROUPING STRATEGIES

There are many grouping strategies depending on the kind of cooperative activity the teacher is applying; therefore:

a) Informal Groups:

- ✓ **Friendship group:** The learners are free to choose their group members who ever feel more comfortable and trust to work as a team.

- ✓ **Take a number:** The teacher asks the students choose a number from one to five however it depends on the numbers of the groups that the professor want to get in the classroom. This strategy consist that the students are grouped according to

theirs number, ones form group one, twos form group two, threes form group three (Manross, 2012).

✓ **Birthday group:** This strategy refers to the groups being formed according to the months they were born in. For example, the teacher asks the students who was born in January, the group members called become group number one, and so on (Manross, 2012).

✓ **Column group:** This strategy is very traditional the pupils are located one behind another; this manner allows the teacher grouping the students to form a team-work.

✓ **Alphabetical Group:** This strategy consists that students are organized in groups based on the last letter of their first name (Manross, 2012).

✓ **Team shake:** It is a technological app with the purpose of forming groups by adding the names of the students and selecting the number of groups. It automatically create the groups to work in class (Connell, 2013).

✓ **Pick color pencil:** The teacher selects different colored pencils according to the of groups. For example, if the teacher needs five groups consequently he/she needs five different colors. Thus the students are grouped base on each color that they have chosen (Manis, 2012).

✓ **Synonym or antonym roll partners:** The teacher prepares cards set with a synonym or antonym with the objective of having the students find the person that has the antonym or synonym of their card (Connell, 2013).

b) **Formal Groups**

Homogeneous group

In this kind of group, the students are located according to the same academic level, age, sex and characteristic. For example students that have a low, semi-high level of education form a group based on their academic achievements and characteristic. Bainbridge, C. (2016) states that "Homogeneous grouping is the placement of students of similar abilities into one classroom"

c) **Base Groups**

Heterogeneous group or Mixed-ability

According to Hang, T. (2010) "Heterogeneous grouping means students are mixed to make sure that each group has low-medium-high ability members". This kind of grouping, selects one student who knows the activity and can explain to their group members how they must work. At the same time it helps the students increase their social skills, including respect and acceptance of differences opinions, in order to achieve a goal.

2.2.6. STUDENTS ROLES WHEN WORKING IN COOPERATIVE LEARNING

Cooperative Learning is among the rest teaching methods. It is very useful for students and teachers. However, it is important to mentions roles that the students need to develop by using cooperative learning. The group members work more effectively and are successful when the teacher determines group roles or the same group members choose roles themselves. The roles are selected according to the activity that the students will develop,

on the goals of the assignment and the size of the team (Manis, 2012). There are some roles that each group member must practice individually as described below:

a) **The Facilitator:** The student in this role tries to suggest decision or problem solving methods. They provide leadership are keen and assure that all group members maintain focus; encourage the students to participate and learn (Manis, 2012).

b) **The Timekeeper:** This role requires the student to control how long the members have to do an activity or task set by the professor (Manis, 2012).

c) **The Summarizer:** In this kind of role the student prepares conclusions, answers and summarizes the group's efforts. (Manis, 2012).

d) **The Recorder/secretary:** Here the student takes notes based on the group's discussions and summarizes the ideas of the team (Manis, 2012).

e) **The Reporter/ Spokesperson:** In this role, the student shares with the rest of the class the ideas, summary using scribe's notes (Manis, 2012).

f) **The Elaborator:** Relates the discussion with prior concepts and knowledge. (Manis, 2012).

2.2.7. SPEAKING

According to Aguilera, C. (2012), "Speaking involves using speech to express different meanings to other people". To illustrate, speaking is an essential tool in communication, that allows people to express ideas, opinions, give information, viewpoint and interact with others. It is important to mention that speaking also refers to the proper use of fluency and accuracy. ICAL-TEFL, (1998) reports that "A fluent speaker will be able to converse freely

and talk with native-speakers about many different subjects." This signifies that the learners do not pay attention to grammatical errors if the speaker does not communicate effectively in the language; and "Accuracy is the ability to produce correct sentences using correct grammar and vocabulary", these are necessary to achieve a good communication.

Aydoğan, H. and Akbarov, A. (2014) states, "Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words." Therefore, speaking is a productive skill of accomplishing communication at the same time it must be considered a priority for English pupils. Speaking is one of the most important skills of the four language macro-skill (reading, writing, listening and speaking) when it refers in the teaching or learning of a language. In this case, English as a foreign language because through this skill it allows learners to be able to communicate spontaneously and naturally with their classmate or native speakers. However, it is a complex skill, the students do not develop correctly in their speaking performance, and learners need a lot of help to create a conversation. Therefore, this is a problem faced by students and teacher because the teachers do not know how to develop this useful skill in their students and what activities will help students improve their speaking skill.

2.2.8 COOPERATIVE LEARNING AND SPEAKING SKILL DEVELOPMENT

Speaking as one skill less practiced in classroom due to its complexity. Morozova, Y. (2013) concludes that "Speaking is one of the most important skills to be developed and enhanced as means of effective communication". Despite the fact that speaking is a difficult skill for students to learn and practice in real life; at the same time, it is difficult for professor to develop this skill in their students when a teacher works with a big number of the students. Therefore, all this incidents have made some teachers, students and researchers try and find a solution. In this case the combination between cooperative learning as a teaching method and speaking as a skill to improve and learn a second language.

Nowadays, there is some research that confirms the application of this method is useful and have gathered a good results such as: IMPROVING SPEAKING SKILL THROUGH COOPERATIVE LEARNING METHOD OF THE EIGHTH GRADE STUDENTS OF SMPN 2 UBUD IN ACADEMIC YEAR 2012/2013. In this research shows how some cooperative learning techniques help students to develop and improve speaking skill and professor indicates as this techniques can be used in class. EFFECTIVENESS OF COOPERATIVE LEARNING IN ENHANCING SPEAKING SKILLS AND ATTITUDES TOWARDS LEARNING ENGLISH (2014), this study was realized at Hadhramout University, Yemen. This study supports the importance of the cooperative learning as a method and aims to improve speaking skills based on the five elements of cooperative learning. Thus, Cooperative learning is different from traditional methods, it only consist of having the teachers be the center of learning and students maintaining a passive role, on the other hand cooperative learning has the students be center of learning and provokes an active role through the interaction gives opportunity to students express themselves.

2.2.9 COOPERATIVE LEARNING ACTIVITIES TO IMPROVE THE SPEAKING SKILL

This study is approaches cooperative learning to recommend some activities useful for both teacher and students to help and improve speaking, such as:

a) Three-step Interview:

According to the Ontario Ministry of Education and TFO (2006), "Three-step interview is an effective way to encourage students to share their thinking, ask questions, and take notes". Darsini, N. (2013) founded that "Three step interview can be used to get the concept in depth or can be used as an ice breaker for team members to know one another". Three- step interview, is a technique to promote the interaction between group members. This activity consists 1). - The students are put in groups of four students dependenting as the teacher

organized 2). - Each student has a role such as Interviewer, Interviewee, and Reporter. 3). - Teacher select a topic 4). - Each member of the group interview their partners by asking clear questions and 5). - Students share with the group the information learned. Thus, in this activity the students interact with each other In this way, it is appropriate for students to practice their speaking and improve this skill.

b) Think-Pair-Share:

The work of Sampsle, A. (2013) indicates that "Think-pair-share encourages student participation in discussing and promotes forming and critiquing arguments both in small and large group". The steps are 1). – Teacher give a topic and stablish a set time to develop the activity. 2). - Students have a second to think about the question and try to form answers or ideas. 3). - Learners are grouped in pairs and interaction face to face by making a discussion with their partner. 4). – Paired pupils share the ideas with the whole class. Reference to Abdurrahman, H. (2015) reveals that "The think-pair-share strategy is a designed to promote students to think about given topic by enabling them to formulate individual ideas and share these ideas with another student. This activity helps to students to increase and encourage classroom participation through discussion and sharing information, it not only help to improve the speaking skill but also, the listening skill.

c) Role play:

In a study of Irianti, S. (2011) found that "Role play is a technique in English teaching in which students learn in imaginary situations or roles in order to develop the students fluency". Therefore, this activity keeps the students in constant use of the language (second language) to communication effectively between each member; where each one develops a communication situation; it can be practiced with the students to improve their speaking skill. This activity consist 1) the professor dividing the students in different groups. 2) Each

members develops a role according to context or scenery. 3) Each group with their members perform their roles in front of whole class. 4) The professor evaluates the students performance and the audience give their comments about the role play.

d) Debates:

In Haryati, A. (2011) view "Debate is a teaching way to improve verbal communication and teaches critical thinking for students where they can be more active in every situation." According to Somjai, S. and Jansem, A. (2015), "Debates can embolden students in critical thinking, and develop students' speaking ability in communication." The stages are: 1) the teacher selects a topic and divides the class in groups (agree/ disagree) 2) students develop their arguments to start the debates. 3) the activity has a set time where students begin to debate 4) learners give feedback in an oral or written manner. Thus, debates can improve students' enthusiasm to practice their spoken language and work as a team. Debates improve the participation and speaking skill through discussions.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research is qualitative, because it helps to understand and interpret the problem in its natural setting. It has the characteristic of an exploratory study, where is used the ethnographic method with its corresponding instrument: an observation form that was applied to the population of the research to gather information in related with variables of study.

3.2. METHODOLOGICAL MATRIX

Specific Objectives	How will the research be done?	Where will the research be done?	Who will provide the data?	Techniques and Instruments to be used	Time
To observe a class where the teacher applies cooperative learning to practice speaking.	• • Reviewing of specialized bibliography about Cooperative Learning. • Developing an observation guide according to the problem. • Revising and modifying the observation guide by the tutor. • Getting permission by the authorities at Unidad Educativa Eloy Alfaro to apply the observation guide. • Observation to determine how the cooperative method is used by the teacher and students when practicing the speaking skill cooperatively, in four different classes.	Unidad Educativa "Eloy Alfaro", in the city of Santo Domingo de los Colorados. Province of Santo Domingo de los Tsáchilas.	Students of 3er Año del Bachillerato General Unificado and the English teacher in this class.	**Technique:** Direct observation: Focus and Amplitude: The project will begin as a describe observation. The middle will execute focalized observation, and the final section will be selective observation; concrete aspect.	2 weeks
To categorize positive and negative aspects in the application of cooperative learning when	• Identifying the positive and negative aspects in the application of the cooperative learning method by the teacher.			**Instrument:** Observation Guide	

practicing the speaking skills.					
To establish some possible solutions to the identified problems.	• Revision of the gathered information. • Proposing some strategies which will help to improve the application of CL method in the development of the speaking skill. • Getting conclusions and recommendations				

3.3. TYPE OF RESEARCH

This research consist in the following:

3.3.1 .TYPE OF STUDY

This study is a documental because it allows to get different kinds of data such as projects and thesis that were written or narrated by specialized authors. This, describe, analyze, compare and understand the different point of view these ones. At the same time; it is a field research because the data was collect in the place where the events happened; using the observation techniques.

3.3.2. LEVEL OF STUDY

This research is exploratory because it is based on information or studies from others researchers which helped to know and understand correctly manner the problem.

3.4. POPULATION AND SAMPLE

3.3.1. Population

The Population chosen for third research were the students at Unidad Educativa "Eloy Alfaro" in 3er Año del Bachillerato General Unificado. " The students of this course came from urban and rural areas of the city of Santo Domingo de los Colorados, Province of Santo Domingo de los Tsáchilas; where the level of education of family members is high but in some cases a low. Furthermore, there was a population of 35 students and one teacher; so we worked with a total of 36 people.

3.4.2. Sample

As the population is relatively small, it was not necessary to take a sample.

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING

Techniques

The technique that was applied in this research was Direct Observation which helped to gather the necessary information.

Direct Observation: It was applied to students of 3er Año del Bachillerato General Unificado at Unidad Educativa "Eloy Alfaro" in order to describe the problem with specific aspects based on the use of Cooperative learning as a teaching strategy.

Instruments

The instrument applied was the observation guide, where I got relevant aspects about Cooperative Learning.

Observation guide: It is a written format that contains some indicators for identifying if the teacher used Cooperative Learning in the correct way. To develop this observation guide, components of cooperative learning were considered.

3.6. TECHNIQUES FOR THE PROCESSING AND INTERPRETATION OF DATA

The research followed the next procedure:

- ✓ Reviewing of specialized bibliography about Cooperative Learning.

- ✓ Developing an observation guide according to the problem.

- ✓ Revising and modifying the observation guide by the tutor.

- ✓ Getting permission by the authorities at Unidad Educativa Eloy Alfaro to apply the observation guide.

- ✓ Observation to determine how the cooperative method is used by the teacher and students when practicing the speaking skill cooperatively, in four different classes.

- ✓ Identifying the positive and negative aspects in the application of the cooperative learning method by the teacher.

- ✓ Revision of the gathered information.

- ✓ Proposing some strategies which will help to improve the application of Cooperative Learning method in the development of the speaking skill.

- ✓ Getting conclusions and recommendations

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF DATA

This research was developed at Unidad Educativa "Eloy Alfaro" of Santo Domingo de la Tsachilas Province in the 3er Año del Bachillerato General Unificado during the academic period from March – September in order to describe how the English teacher applies Cooperative Learning in class. The data collection was gather with the use of the observation technique which was applied to the population four times in different normal classes. The instrument (an observation guide) is based on the five principals of cooperative learning as stated by Johnson and Johnson in 1994: 1) Positive interdependence; 2) Individual Accountability; 3) Promotive Interaction; 4) Group Processing; and, 5) Social Skill and also it were considered the Strategies the teacher uses to group students when working cooperatively.

The results are going to be described in detail as following, considering the five principles of Cooperative Learning Method.

POSITIVE INTERPENDENCE

1. The group´s success depends on the contribution of each member.

In this parameter, the group's success does not often depends on the contribution of each member; it was identified that when working collectively, the members of the group often work together to complete the activities or tasks assigned by the teacher but in some groups not all members work to achieve the activities successfully. And in most of the groups, there are one or two students who do all the activity while the rest of them do anything. This reality is completely contradictory to what Positive Interdependence is to Johnson, Johnson and

Holubec (1998) who define Positive interdependence as: "…linking students in such a way that can only succeed if and when teamwork succeeds. Group members have to know that they sink or swim together"

2. **The members of the group support each other while learning together and trying to improve their quality and quantity of learning.**

In the observed classes, it was identified that when working collectively, the members of the group do not support each other while learning together, the students try to work or do the activities individually; and in most of the groups, the best students do all the activity because they do not want to have a bad score or they want that the activity assigned by teacher was perfect. At the same time, the students who do the activity do not help the other members of the group explain and teaching what activity consisting. It can be observed when the students have to explain the activity; they do not have idea about its content. That is different to what is stated by Laal, M. (2013) argued that "Positive interdependence is the belief that anyone the group has the same value in working together that results from both individual learning and working products done better in collaboration".

INDIVIDUAL ACCONTABILITY

1. **Cooperative learning activities foster students to practice speaking individually.**

In the observed classes. The cooperative learning activities do not often foster student to practice speaking individually; because the teacher proposes activity just focused on in the grammar, writing and reading activities. When the teacher tries to make his students practice speaking, he plays songs in English and gives the lyrics. Other kind activity that teacher

proposes are simple dialogues based on topic like: family, holiday, history, and etc. These activities are in pairs or groups of the three or five students.

2. **The members of the group are responsible for her/his own learning and performance.**

In the observed class. The members of the group are not often responsible for his/ her learning and performance; because the members of the group who want to learn is responsible with her/his own learning, they try to demonstrate to the classroom his /her performance in the activity designed by teacher; but not all members of the group have interest to achieve a goal as a team. At the same time, the members of the group do not rely on one another to achieve the goal and believe that they are not linked together to succeed; they consider that each one is responsible of his/her own learning performance. Fact completely different to what is stated by Science Education Resource Center, (2010) the essence of individual accountability in cooperative learning is "students learn together, but perform alone."

3. **The members of the group prepare information in advance to successfully deal with the long term cooperative activity proposed.**

In the observed class, the members of the group individually never seek in advance extra resources to help achieve the group goal; because the students don not have interest to prepare information, due that the best students or high level do all the activity. Thus, the principal purpose of Individual Accountability; according to Laal, M., Geranpaye, L., and Daemi, M. (2013) is "Individual accountability occurs when the performance of each individual is assessed and the results are given back to the group and the individual in order to identify those need more assistance and support in learning"

PROMOTIVE INTERACTION

1. **The members of the group through interaction get conclusions and points of view that reinforce each other's knowledge.**

The members of the group do not often interact to get conclusions and points of view to reinforce each other's knowledge. Because the students almost try to finish the activity assigned by teacher quickly, they do not like to reinforces their learning circle and share their knowledge to another, due that in some cases there is not a good relationship among the members. Fact completely different to what is stated by Johnson, W., Smith, K. (2008) who found that, "Team members promote each other's productivity by helping, sharing, and encouraging efforts to produce. Members explain, discuss, and teach what they know to teammates".

2. **The members of the group practice face-to-face interaction in classroom.**

This element is also known as "face to face interaction". After the observation it was noticed that the students almost never share their learning and work together as a group, there is no interaction to solve the activities or complete the task. Therefore, face- to- face interaction as it is developed, will not help students to improve their speaking skill. " Where students are engage and interact with one another".(Foster, 2015)

GROUP PROCESSING

1. **The members of the group reflect and assess their contribution and function to achieve their goals.**

The members of the group rarely reflect and assess their contribution and function to achieve their goals; the students do not try to improve their participation, activities and behavior to future activities in group. Discounting what Hennessey, A., and Dionigi, R. (2013) understand as "Group Work", and affirm that "…group processing exists when group members reflect on how well they are achieving their goals and maintaining effective working relationships and then make adjustments accordingly".

2. **The members of the group try to improve their participation, activities and behavior to future work in group.**

In relation to what was introduced, the members of the group never try to improve their participation and activities. Because, they are not engage to achieve their goals, due that not all the members of the group work and they do not have responsibilities or roles into the group.

SOCIAL SKILLS

1. **The cooperative activities contributes to develop a good relationship among students.**

In the observed class, the cooperative activities do not contributes to develop a good relationship among students, because the students choose their own work group and the

teacher does not use other of kind strategies to forming groups. If the teacher apply different strategies for grouping, the students will have a better relationship and have new friends. Also, the teacher activities need to be more interactive because he often works with the workbook and does not do extra or different activities to complement the topic.

2. **The members of the group know who needs more assistance, support to complete the activity.**

Most of the time students choose their own group members and never take into account what members of the group know, need or like. That is why, the members of the group do not maintain effective working relationship; due to, they consider each one is responsible of her/ his own learning and performance. Therefore, the members of the group do not know who need more assistance or support to complete the activity assigned by teacher.

3. **The members of the group take decisions, build trust, and manage conflict successfully.**

They are not capable to take decision, build trust and manage conflict successfully, fact wich affirms Johnson, R., Johnson, W., Smith, K. (2008) said, "Groups cannot function effectively if members do not have and use the needed social skills. In addition, the students need to develop their social skill because they do not like to work with someone who is not her/his friend. The members of the group do not help their own classmate when the teacher evaluate their contribution into the group. Also the teacher should teach their students have a good relationship into the class and trust to work as team.

STRATEGIES THE TEACHER USES TO GROUP STUDENTS

The teacher does not often organize the long term groups by assigning specific activities to the students, also when the group explains the activity only one or two students describe how they have done it. The teacher should consider what Cloud, T. (2014) states "Base groups are created to establish long term relationships between group members that help each other with class material, group work in class, and help outside of class", to have better results.

Besides, the groups are not formed considering the different students' intellectual abilities, academic interest and cognitive styles as Hang, T. (2010) states "Heterogeneous grouping means students are mixed to make sure that each group has low-medium-high ability members"; fact evidenced because the students choose their own groups members. The teacher often use the friendship criteria to group students. Ignoring different meaningful grouping strategies, such as: Take a number; Birthday dates; Alphabetical order; Pick color pencil; and Synonym or Antonym roll partners. Finally, the teacher does not use technological tools to promote students interaction and speaking practice.

In relation to what was explained, the teacher should analyze and work on his/ her strategies to form groups because cooperative learning method is not being used correctly.

Therefore, this research based on the observation and review if bibliography determined the different kinds of strategy that are useful to perform in the class, in order to improve the Cooperative Learning Method environment and how to use it in classroom correctly; as well as how these strategies will help to improve the speaking skill. These strategies are:

a) Three-step Interview; this speaking activity strategy refers to the students sharing points of view or knowledge with other members of the group. This strategy encourages the students work as team and supporting group.

b) Role Plays; it is a speaking strategy which consists in that each student takes a role or character with the purpose of interacting in real communicative environment.

c) Think-Pair-Share; this speaking strategy proposes reflexing students about the contents and solve the issues assigned by teacher where the students share the information or ideas to find a solution. Therefore, this helps the students to reinforce their confidence and increase their participation in the moment to perform the activity. The work of Sample, A. (2013) indicates that "Think-pair-share encourages student participation in discussing and promotes forming and critiquing arguments both in small and large group". And; d) Debates, this speaking activity according to Somjai, S. and Jansem, A. (2015), "….. can embolden students in critical thinking, and develop students' speaking ability in communication." Therefore, debates help the students to improve their speaking without any kind of effort because they speak in a natural manner, at the same time, this strategy develop good relationships among students because each group arguments or explains their point of view, this method shows how the members of the group support each one.

CHAPTER V

5. CONCLUSIONS AND RECOMENDATIONS

5.1 CONCLUSIONS

- The cooperative learning method is wrongly used, also it does not foster development the students of Speaking Skill, in that way their communicative competence and is social skill are not meaningfully acquired..

- The results reflected that, when the students work in groups, only one or two students actually do the activity; there is not interaction among the members of the group to complete the assigned task; the students are not interested on developing their learning circle; also, the teacher do not use other kind of strategies when forming work groups than "Afinity"; therefore, it is possible to state that the teacher wrongly applies Cooperative Learning Method in class.

- The teacher should seek for more information about Cooperative Learning Method in order to understand it deeply and use it effectively.

5.2 RECOMMENDATIONS

- Teachers should use Cooperative learning method, for it helps students and teacher to improve meaningfully the speaking skill, so improve their communicative competence and team-work capabilities.

- Teachers should use the Cooperative Learning Method. It is a good tool to fusion the theory and practice based on real situations and in those contexts which there is in the classrooms an overpopulation of students, like ours, it is so useful to deal with this challenge.

- The teacher should use different kind of activities, strategies and tools according the students' needs and considering the characteristics of our educational context. The most useful techniques of cooperative learning method for working in our context are: three- step Interview, think- pair- share, role plays and debates.

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7. ATTACHMENTS

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

OBSERVATION GUIDE

Date:

Class:

This is an observation guide that contains some principles of Cooperative Learning Method based on the theoretical framework which are going to be used to identify if the teacher correctly uses this method in the classroom. This instrument will be applied to students at 3er Año del Bachillerato General Unificado of Unidad Educativa "Eloy Alfaro" and the English teacher.

Instructions:

For each of the following statements, please check mark according to the following response scale:

Response Scale: **A. Always**   **B. Usually**   **C. Often**   **D. Never**

Parameters	A. Always	B. Usually	C. Often	D. Never
POSITIVE INTEPENDENCE				
The group's success depends on the contribution of each member.				

The members of the group support each other while learning together and trying to improve their quality and quantity of learning.				
INDIVIDUAL ACCOUNTABILITY				
Cooperative learning activities foster students to practice speaking individually.				
The members of the group are responsible for her/his own leaning and performance				
The members of the group prepare information in advance to successfully deal with the long term cooperative activity proposed.				
PROMOTIVE INTERACTION				
The members of the group through interaction get conclusions and points of view that reinforce each other's knowledge.				
The members of the group practice face-to-face interaction in classroom				
GROUP PROCESSING				
The members of the group reflect and assess their contribution and function to achieve their goals.				
The members of the group try to improve their participation, activities and behavior to future work in group.				
SOCIAL SKILLS				
The cooperative activities contributes to develop a good relationship among students				
The members of the group know who needs more assistance, support to complete the activity.				
The members of the group take decisions, build trust, and manage conflict successfully.				

STRATEGIES THE TEACHER USES TO GROUP STUDENTS				
The professor organize the long term groups by assigning specific activities or tasks to the students				
The professor supports and assess the students when they have a difficulty in their task				
The professor structures and analyzes the groups to work together until completing the task.				
The groups are formed considering the different students' intellectual abilities, academic interests and cognitive styles.				
The groups choose their own group members.				
The professor uses the "Take a number" strategy to group the students				
The professor forms group according to how his pupils are located. (one behind each other)				
The professor uses the "Birthday" strategy to group the students.				
The teacher uses the "Alphabetical" strategy to organized the groups				
The professor groups the students using theological resource like Team shake app.				
The professor uses the "Pick color pencil" strategy to group the students.				
The teacher uses dynamic strategies to form groups as "Synonym or antonym roll partners."				

DEVELOPMENT: