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SYSTEM OF CLASSES USING THE COOPERATIVE LEARNING METHOD TO IMPROVE THE SPEAKING SKILL IN THE ENGLISH LANGUAGE

por Loor - Ajila

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DEDICATION

First of all, we want to dedicate this research to God for being and blessing us during every step of our work, we really are infinitely grateful to God because his mercy and love are infinite. God has allowed us to enjoy each process of this adventure and also gave us strength to achieve our dreams. This research has been a great opportunity for us because we were able to interact with the professional and work environment.

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Thank you so much dear teachers, for your advice, you always shared your knowledge and experiences with us, especially with Mr. John Chamba who has been educating us at each stage of our performance. His admirable patience, charisma and sense of humor, he has inspired us to be better every day. He gave us lots of support not to give up and also for training us to be good professionals like him. Thank you dear teachers for guiding us to achieve our goals.

Finally, we want to dedicate and thank our parents, relatives and friends who have helped us to get this important dream. They have always been with us and gave us support during nights and study hours. Thank you dear parents for believing in our capabilities.

RESUMEN

Esta investigación fue elaborada con el propósito de mejorar la habilidad de speaking mediante el modelo de aprendizaje cooperativo en los estudiantes de Octavo año paralelo "D" de EGB en el Colegio de Bachillerato "Carmen Mora de Encalada" situado en la ciudad de Pasaje, Provincia de El Oro. Teniendo en cuenta que el idioma inglés se divide en cuatro habilidades de las cuales el speaking es una de las habilidades más difíciles de aprender e interpretar, por esa razón como investigadores nos dimos la tarea de enfocarnos en la misma. Además, esta investigación se centró en el paradigma cuantitativo, haciendo uso del diseño pre experimental, de la misma manera la investigación se apoyó de métodos teóricos y empíricos que permitieron revelar las relaciones esenciales del objeto y poder tener una comprensión clara de los hechos. Para la recolección de datos se usaron instrumentos como la observación y la encuesta, también se aplicó una prueba pedagógica a la población la cual estuvo conformada por 40 estudiantes del colegio anteriormente mencionado. Donde se evidenció que los estudiantes presentaban problemas de pronunciación y por eso su nivel de speaking era muy deficiente y para solucionar la problemática se diseñó un sistema de clases a través del modelo de aprendizaje cooperativo el mismo que tiene como finalidad agrupar a los estudiantes y trabajar conjuntamente para mejorar su desempeño, de esa manera se logró una mejoría en su rendimiento académico. Finalmente, se termina con la conclusión final del trabajo investigativo y se da ciertas recomendaciones que permitan mejorar la educación en los estudiantes con mejores modelos de enseñanza y así convertirlos en excelentes profesionales con un alto dominio en el idioma inglés.

PALABRAS CLAVE: Aprendizaje cooperativo, enseñanza, rendimiento académico, sistema de clases.

ABSTRACT

This research was developed in order to improve speaking skill through the cooperative learning method in eighth-year students from class "D" of "Carmen Mora de Encalada" High School, which is located in Pasaje city, Province of El Oro. Taking into account that the English language has four skills, but one of them is speaking skill which is very difficult to learn and interpret, for that reason as researchers we decided to focus on it. In addition, this research also focused on the quantitative paradigm and used the pre-experimental design, in the same way this research was supported by theoretical and empirical methods that allowed to revel the purpose of the object and be able to have a clear understanding of the facts. Instruments such as observation and survey were used for data collection also a pedagogical test was applied to the population, which was formed by 40 students. Furthermore, it was evidenced that the students had pronunciation problems and that is why their level of speaking was very deficient. To solve these problems, a system of classes was designed through the cooperative learning method, this method has the purpose of grouping the students and work cooperatively to improve the level of knowledge. Fortunately, they were able to improve their academic performance. Finally, this research ends with the conclusion and certain recommendations are given to improve education in students with better teaching methods and thus ensure that they become excellent professionals with a high level in the English language.

KEY WORDS: Cooperative learning, teaching, academic performance, system of classes.

GENERAL INDEX

INTRODUCTION

Knowing English nowadays has become essential to get a better education-quality and get a good job anywhere in the world. English is currently the most widely spoken language in the world. "El dominio del inglés es cada vez más necesario para los negocios y la comunicación internacional; en ese sentido, se vincula con prospectos de competitividad económica y crecimiento en la economía global" (Cronquist & Fiszben, 2017, pág. 3)

It is essential to be able to communicate in English. For many people, to learn a new language results a little complicated. The most challenging thing is to produce speaking. At first, English was implemented as an extra subject in many countries especially at schools. Latin American countries decided to implement it due to lack of knowledge of this language.

Con todo, el porcentaje de la población mundial que utiliza activamente el idioma inglés es menor al 25 por ciento. Pero la importancia de este idioma como lengua mundial no radica en el número de personas que lo habla sino en la utilidad que reviste para las personas. Es el idioma en el que se llevan a cabo los negocios internacionales. (Freire, 2016, pág. 53)

For several years, teaching English has been introduced unfavorably in different schools in Ecuador. It is due to the lack of attention for English as a second language that it was not considered an indispensable subject in the Ecuadorian educational curriculum.

This subject was developed in an optional way because schools could choose it in their curriculum. There was even the possibility of discerning the amount of time imparted in classes. However, a radical change took place in 2014. In that year the government made some decisions and ministerial agreements about teaching languages such as English and allowed to create improvements in the English teaching-learning process.

When the government created those agreements, new infrastructures were implemented that were performed to achieve quality education and get good results. As a result of these educational reforms, several new changes were carried out. In these new reforms more hours of English were introduced in schools. Therefore, the government continued working with some international programs as Peace Corps which aided to education in Ecuador.

La renovación del Programa de Enseñanza de Inglés como Lengua Extranjera del Cuerpo de Paz Ecuador pretende aumentar los conocimientos de inglés de los estudiantes del sistema público de educación, para mejorar las competencias lingüísticas a través de la implementación de actividades comunicativas y la promoción de actividades de enseñanza centrada en el estudiante, a través del acompañamiento de voluntarios al docente. (Luna & Donald, 2019)

The English language has always been considered one of the most challenging subjects in schools because it generates problems during students' learning process. Speaking skill is considered more complicated than other skills by students because they only read words in English and do not pronounce them correctly.

These difficulties were evidenced through pre-professional teaching practice carried out in Pasaje city, Province of El Oro, in eighth-year students from class "D" of "Carmen Mora de Encalada" high school. At this school we found many problems, such as:

- The teacher does not use feedback, so that, the students do not assimilate the previous contents with the current ones.

- Extra activities are not implemented to strengthen topics.

- The students do not participate in classes.

- The students mix up the words in Spanish with words in English, causing a mispronunciation.

Through observations at this school the following **scientific problem** was stated: How to improve speaking skill in English language in eighth-year students from class "D" of "Carmen Mora de Encalada," high school?

The current investigation has the following **object of study,** the teaching-learning process of the English language in Higher Basic General Education.

Possible causes of the problem are:

- The teacher explains the class in Spanish; as a result of this, the students are unfamiliar with the English language.

- Didactic resources are not used enough to encourage students.

- Activities are not performed correctly to promote cooperative learning in groups because they only work autonomously.

- Lack of speaking participation in class.

The **general objective** of this research is: to improve speaking skill in English language in eighth-year students from class "D" of "Carmen Mora de Encalada" high school through the implementation of a system of classes using the cooperative learning method.

The **field of study** is about learning methods.

In addition, **specific objectives** were established in order to support the research:

- To substantiate theoretical the study of learning teaching methods in the English language.

- To check the current knowledge about the development of speaking skill in eighth-year students from class "D" of "Carmen Mora de Encalada," high school.

- To implement a system of classes using the cooperative learning method, which involves a significant interaction in class in eighth-year students from class "D" of "Carmen Mora de Encalada," high school to improve their speaking skill.

- To evaluate how effective is the system of classes using the cooperative learning method in eighth-year students from class "D" of "Carmen Mora de Encalada," high school.

The hypothesis of the research is that the implementation of a system of classes through the cooperative learning method can help students from class "D" of "Carmen Mora de Encalada" High School to improve their speaking skill.

The **variables** obtained are:

The **independent variable** system of classes using the implementation of the cooperative learning method.

The **dependent variable** is the improvement of speaking skill which is defined as the ability to express ideas orally through the combination of functional and structural aspects of the language fluently.

This research uses the quantitative paradigm. In addition, it uses the experimental design and its type is pre-experimental. Also, it is necessary to take a pre-test and a post-test in order to verify the results of the class.

Therefore, specific methods, such as empirical and theoretical were used. The theoretical part was used with historical-logical, hypothetical deductive, and analytic-synthetic. The empirical part was necessary to use observation, interview, and a pedagogical test.

The following research was carried out with 40 students of eighth-year from class "D" of the "Carmen Mora de Encalada" high school, which is located in Pasaje city, Province of El Oro.

The **research importance** is focused on improving speaking skill through a system of classes using the cooperative learning method. This allows students to acquire new knowledge in a better way. Also, they will be able to communicate fluently.

Also, the following research has a **practical contribution** that will help students to improve their speaking skill because it has a system of classes through the implementation of an educational method which is very useful when learners start to learn English.

This research is structured in some chapters. The first part is the introduction that has a general vision of the study. Subsequently, in the first chapter, the theoretical framework's main ideas are stated in order to get the proper development of the research. In the second chapter is the methodological framework that includes the type of research, objectives, the different methods, techniques, and variables.

In the third chapter is the description of the pedagogical proposal based on the topic of the research about the improvement of speaking skill in the English language in eighth-year students from class "D" of "Carmen Mora de Encalada" high school, which is located in Pasaje city, Province of El Oro.

In the fourth chapter, which is the last chapter, the final results are presented. After that, the conclusions, and recommendations are exposed according to the research. Finally, bibliographies with authors about books or scientific magazines are placed at the end.

CHAPTER 1. THEORETICAL BACKGROUND OF THE IMPLEMENTATION OF THE COOPERATIVE LEARNING METHOD TO IMPROVE SPEAKING SKILLS IN THE ENGLISH LANGUAGE.

This chapter aims at the theoretical foundation of the cooperative learning method, where the historical background, conceptual and contextual foundations will be analyzed. In addition, it is necessary to evidence the process that it has had throughout educational history and then detail the main concepts to know how this method can help students in their teaching-learning process of the English language.

1.1 Historical background of the cooperative learning method in the teaching-learning process of the English language in students.

The cooperative learning method came up in the 16th century. It was created from imparting egalitarian learning, and new things were taught to the population of that time using this method. Also, Saint Simón, Robert Owen, Carlos Furier decided to improve the learning system through a suitable method for society.

The idea came to England in the late 18th century and made cooperative groups work. Besides this, the idea was welcomed in the United States too. Francis Parker and John Dewey, who were educators, became the forerunners of this system. They applied it to their educational projects. Parker created a school in New York called "Lancasteriana", and then he carried out the cooperative system in his school. Thus, he could transmit this prototype of learning in American schools.

Thanks to the pedagogue J. Dewey who contributed more research on this type of learning, this system was implemented in schools, and it was beneficial. In the 20th century in the United States, this prototype changed traditional education. Other researchers helped the educational

system with new contributions, such as Piaget, who proposed a theory about cognitive development; Skinner, a theory about behavioural development; and Vygotsky, sociocultural learning. That is why they are considered forerunners of education research.

Nowadays, this method is still applied in schools. Besides, it is widespread in schools to see students of different cultures, races, ethnicities, languages, knowledge, etc. This method has been helpful in classrooms, particularly when learners want to learn a new language such as English because this method helps them work collaboratively. Students have to be grouped, and each can give contributions during classes. Every student has their abilities, skills, criteria, ways of thinking, and understanding learning. As a result, they get favorable results because they share their thoughts in the classroom.

Aprender es algo que los alumnos hacen, y no algo que se les hace a ellos. El aprendizaje no es un encuentro deportivo al que uno puede asistir como espectador. Requiere la participación directa y activa de los estudiantes. Al igual que los alpinistas, los alumnos escalan más fácilmente las cimas del aprendizaje cuando lo hacen formando parte de un equipo cooperativo. (Johnson, 1999, pág. 5)

Cooperation among students is essential. The cooperative learning method is used to make students participate in the classroom because students learn a language better when working in groups. For ages, this method has been helping students to participate more in classes. Even teachers can apply different teaching-learning techniques to get the best of them.

Cooperative learning, furthermore, results in higher-level reasoning, more frequent generation of new ideas and solutions (i.e., process gain), and greater transfer of what is learned within one situation to another (i.e., group to individual transfer) than does competitive or individualistic learning. The more conceptual the task, the more problem

solving required, the more desirable higher-level reasoning and critical thinking, the more creativity required, and the greater the application required of what is being learned to the real world, the greater the superiority of cooperative over competitive and individualistic efforts. (Johnson & Johnson, 2017, pág. 7)

1.2 Conceptual background about the use of the cooperative learning method in the teaching-learning process of the English language.

Since long years ago, several learning methods have been created to help learners, contributing to acquiring knowledge; however, in the case of meaningful learning that assimilates the previous understanding with the current education. Also, there is another type of learning called inductive learning that develops the process of formation. In other words, it consists of specific to general.

One of the purposes of this research is to analyse the cooperative learning method in the teaching-learning process of the English language. For this reason, it is necessary to know about cooperate in the following quote of (Johnson, 1999) significa trabajar juntos para lograr objetivos comunes". (pág. 5)

Cooperative learning has some educational strategies that allow students to learn through working groups. In this way, they can say their own opinions about the teacher's questions because the educator is the only one who guides the educational process.

(Azorín, 2018) states that las finalidades que contempla el aprendizaje cooperativo son: 1) la correlación positiva de logros; 2) la adquisición de objetivos compartidos; 3) el desarrollo de procesos de interacción; 4) la cooperación como elemento clave para el aprendizaje; y 5) la respuesta a la diversidad. (pág. 183)

According to him the cooperative learning has a lot of benefits for learners, these contributes to get an optimal development in the learning through cooperative methodologies.

The cooperative learning method has changed a lot in the educational field. It has been compared with other methods, such as the collaborative method, but now this is one of the most effective methods. Then, the constructivist approach appeared, which provided more emphasis to education. According to Williams' high school (2022) "el constructivismo es una corriente pedagógica que brinda las herramientas al alumno para que sea capaz de construir su propio conocimiento, resultado de las experiencias anteriores obtenidas en el medio que le rodea." (pág. 1)

Thanks to the students' opinions, cooperative learning was acceptable in schools. Due to that, students could express their points of view and make their own decisions about how to do group activities, considering previous knowledge.

In the teaching-learning process of the English language, the constructivist approach has helped develop activities and improve the language. In addition, the current method has been used actively. According to (Ukessays, 2018), in the writing of Advantages of Cooperative Learning for English Language Learners mentioned to (Noyes, 2010)

For English language learners, cooperative learning is critical because it truly accelerates learning. There is no better way to learn a language other than using it. Teachers often model language but hamper students by not allowing them to apply it and master aspects of the language as rapidly as possible. (pág. 1)

The application of the system of classes in the teaching-learning process of the English language has dramatically impacted education. For this reason, teachers have developed necessary

plans at the moment of teaching classes, and they can choose different activities for their learners in order to verify how much learners understood.

Approaches most common in English teaching are Presentation, Practice, and Production (PPP). In this approach, teachers must present and explain the topics. Then, students have to practice the activities that the teacher carries out. Furthermore, another method called Task-Based Learning (TBL) focuses on learning through activities done before explaining the topic of the class. It allows students to guess what the class is going to be.

The TBL approach is related to the cooperative learning method that we use in this research because both work through different activities that students have to solve in the classroom. They have the opportunity to work in groups and find out the best way to solve problems using their knowledge.

The teaching of the English language skills has been a much-discussed issue because there are schools that use receptive skills, such as reading and listening, and there are other schools that prefer to use productive skills, such as writing and speaking. Speaking skill is defined by (Fattah Turky, 2006) "the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints" this skill is a little more complex than the others skills due to lack of practice.

However, through the system of classes with collaborative learning, students can perform various exercises in pairs or groups, such as role-plays, surveys, singing, etc. Those tasks provide learners with many significant opportunities to develop their skills in a better way. Also, if classmates work among them, they feel confident to practice this language.

1.3 Contextual characteristics of the teaching-learning process of the English language in Ecuador.

English language teaching has been a minor subject in Latin America throughout history. As a result, students had a low achievement in that subject. They decided not to pay attention to class and not do their homework. In addition, this subject was only taught in private schools.

 (Cifuentes & Contreras, 2019) mention that because of globalization, most people have chosen to learn English. That is why English is a universal language and the official language of trade. That is, the language everyone has to learn regardless of where he or she is or what language he or she speaks at home. If two people from different countries meet, especially if they do not speak the same language, the only language they can communicate in is English as it is the lingua franca in most countries or the world's second language. (pág. 92)

Currently, English teaching in Ecuador has to be taught by teachers with B2 level. Educators must have an international certificate such as TOEFL or FCE. Children from six years old need to learn English and in some schools even before that age.

The teaching methodology has changed in the educational curriculum. It started with the conductist approach; after a while, the constructivist approach replaced it. The schools accepted this last approach because it promoted autonomous learning through experience and knowledge.

However, it should be emphasized that the Ecuadorian educational curriculum is working with Content and Language Integrated Learning (CLIL). (Zemach, 2021) mentioned that "studying another subject (for example, science, history, or literature) and learning a language, such as English, at the same time — integrating the two subjects". (pág. 1) This approach allows students

to gain knowledge through two subjects simultaneously, and one of them has to be related to a foreign language.

The current method that we proposed in the research help students to pick up advanced vocabulary. Nevertheless, students still have problems with pronunciation and fluency with certain words. For this reason, applying a system of classes through the cooperative learning method is completely useful so that the learners can practice the topics using their own words and thus communicate fluently.

It is essential to recognize that speaking has been one of the most challenging skills for Ecuadorian learners due to lack of practice because most of the learners do not have enough and do not know foreign people to strike up a conversation. That is why learning this skill is a little bit complicated.

Currently, the world is getting a pandemic. That is why the way of teaching has changed to the virtual modality, and as a result, there have been many changes in education, having positive and negative effects. An advantage of the virtual modality is that technological resources can be used, which is easier for the learners. They can look for information much faster, and they have also got used to new teaching-learning methodologies. In addition, a disadvantage is that the learners do not feel motivated. There is a more significant distraction, lack of practice, and absences in classes.

This research was carried out in the "Carmen Mora de Encalada" high school, located in Pasaje city, Province of El Oro. This school began classes in May 1965. It was the second school in this city and one of the only schools that began to teach secondary education in Ecuador.

The school has around 1675 students 85 educators, and its rector is Mr. Pedro Morales Orellana, and José Flores is the vice-rector. It is worth mentioning that there are not enough English teachers in this school, that is why students do not learn very well.

For that reason, through an agreement between the National and foreign language pedagogy and the Machala Technical University it was able to establish links where both institutions will be benefited. Students and teachers can be prepared by students of the English career who develop pre-professional practices.

1.3.1 Diagnostic of the current state of the development of speaking skill in the English language in eighth-year students from class "D" of "Carmen Mora de Encalada" High School.

After having applied different techniques and instruments, the results obtained were represented. In addition, the pre-experimental design was very useful because it allowed the researchers to know the academic progress of the students in speaking skill. Then the intervention was carried out through a system of classes in order to improve students' achievement. Finally, the post-test was implemented to evaluate the performance of the students. For the collection of information observation and survey were used.

Analysis of the results

- **Survey applied to students**

To continue with the research, the survey was prepared (ANNEX 1), this was designed with multiple choice questions in order to know and measure the level of the speaking skill of the students. The results were these, 15% of students considered to have a deficient level, 30% answered to have a regular level, while 45% said to have a good level and only 10% of them

considered to have an excellent level of speaking. All this information was obtained based on the results of the survey.
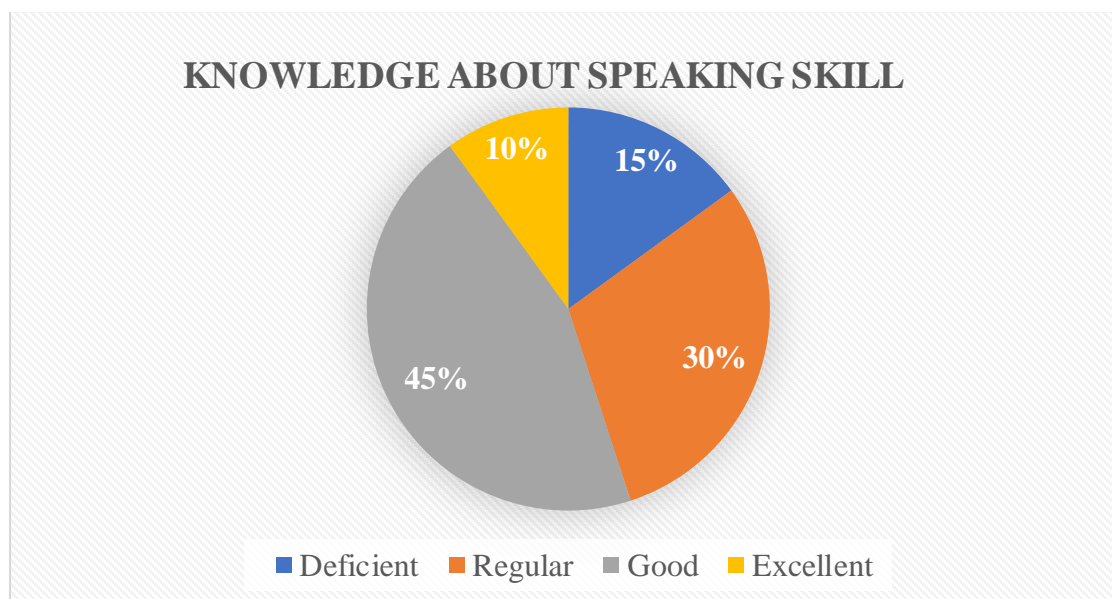
Figure 1. Results of knowledge about speaking skill

- **Observation applied to students**

To analyze the academic performance of the students, an observation guide was designed as a data collection instrument (ANNEX 2), in this way it was possible to demonstrate the initial level of the students in speaking skill, also it was possible to observe that the majority of the students have no a good knowledge about this skill due to the lack of vocabulary when they try to speak, they cannot do it well. Furthermore, they do not participate during classes and do not work cooperatively. All these difficulties are making their learning very unfavorable. In the same way, it was observed that there are students with a favorable domain in speaking skill, but they are very few they do know how to use words correctly and also the teaching-learning strategies that their teacher uses are easy and they have adapted to this methodology.

- **Pre-test**

In this section, to know the level of knowledge of the students in speaking skill, a pre-test was carried out, which was prepared taking into account the use of the cooperative learning method through a role-play activity. The students had to interact with their classmates orally on a specific topic in order to improve their cooperative learning and thus be able to assess their communication skills. In addition, thanks to the pre-test the following results could be obtained and turned out that 10% of the students were able to communicate effectively with their classmates having a rating of 9 and 10, in the same way 30% obtained a favorable rating equivalent to 7 and 8, but 35% students were located with a range of 6 to 5 and finally 25% of them got an average less than 5 in which a low performance is evidenced, all these qualifications were obtained taking into account the parameters of the rubric (ANNEX 3).
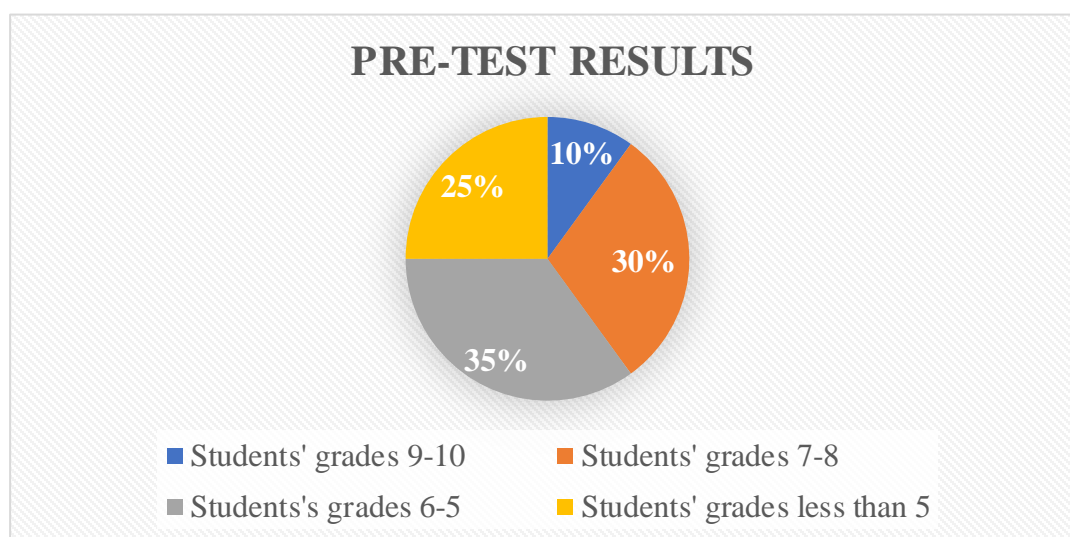
Figura 2. Pre-test results

In conclusion, thanks to the implementation of these data collection instruments it was possible to know that the students have certain difficulties when they give a presentation or speak to others during classes. Most of them have problems in their pronunciation because they do not

know vocabulary and do not know how to use grammar correctly, which affects their academic performance in English. On the other hand, taking into account all of these problems that students have, as researchers we had to plan, organize and implement a system of classes based on the cooperative learning method in order to improve their speaking skill.

CHAPTER 2. METHODOLOGICAL FRAMEWORK

In this chapter, the different methodological aspects of the research are detailed. These aspects are: the paradigm, population selection, and techniques involved in the information collection for diagnostic and process description with a focus on the application of the instruments.

2.1 Paradigm and kind of research

This research uses the quantitative paradigm. It explains the causes and facts of social occurrences. As (Otero, 2018) stated "Este enfoque cuantitativo trabaja sobre la base de una revisión de literatura que apunta al tema y da como conclusión un marco teórico orientador de la investigación" (pág. 3)

2.2 Research design

This research is done by the experimental design and also it is pre-experimental with pre and post-test that focuses in a group of students.

(Rossel, 2017) "En este modelo lo fundamental es la capacidad de argumentar sus posiciones, el uso adecuado de las metodologías de inferencia, y el carácter explícito y riguroso de sus formulaciones, tanto como sus objetivos" (pág. 1)

2.3 Population and object of study

The population of this research is formed by 40 students. They are 15 men and 25 women of 8th level "D" from "Carmen Mora de Encalada" high school which is located in Pasaje city, El Oro.

(Arias & Miranda, 2016)"Es importante especificar la población de estudio porque al concluir la investigación a partir de una muestra de dicha población, será posible generalizar o extrapolar los resultados obtenidos del estudio hacia el resto de la población o universo" (pág. 202)

2.4 Research methods

This research was developed through empirical and theoretical methods. These were selected according to the information analysis because both methods are necessary for the research to work correctly. Also, thanks to these methods it is possible to get lots of information about the object of study.

(Vilaú & Carnejo, 2018) Los métodos empíricos a emplear en la investigación científica se determinan atendiendo, en primer lugar, a la naturaleza del objeto de investigación y a su estrecha relación con el problema científico, el objetivo de la investigación y las tareas científicas; en segundo lugar, a la operacionalización de las variables, es decir, la determinación de los indicadores que se necesita evaluar o medir. (pág. 239)

2.4.1 Theoretical methods

(Vilaú & Carnejo, 2018) Los métodos teóricos permiten revelar las relaciones esenciales del objeto de investigación no observables directamente, cumpliendo así una función gnoseológica importante al posibilitar la interpretación conceptual de los datos empíricos encontrados, la construcción y desarrollo de teorías, creando las condiciones para la caracterización de los fenómenos. (pág. 242)

The theoretical methods that were used throughout this investigation are the following:

Historical-logical

This method was used because it is responsible for studying the different stages and the development of the object of this research. In addition, it helps to identify the causes of the problem especially in what corresponds to the scientific problem and object of study from its evolution to its execution.

Analytic-synthetic

This method was used in order to separate all the elements of the research and then study them individually because thanks to this method it is possible to start researching from the simplest to the general idea. After that, it is vital to identify the causes and effects since of the research. In addition, this method allows to observe the phenomenon its facts and behavior in such a way that a rigorous review of the research is achieved.

> (López & Ramos, 2021) El método analítico-sintético considera que en el proceso investigativo de manera consciente e intencional el análisis y la síntesis deben ocurrir en estrecha unidad e interrelación, en tanto el análisis se debe producir mediante la síntesis, debido a que la descomposición de los elementos que conforman la situación problémica y la información que se posee se realiza relacionando estos elementos entre sí y vinculados con el problema como un todo, a la vez que la síntesis se produce sobre la base de los resultados previos del análisis, aunque en el proceso de la investigación pueda predominar uno u otro en determinada etapa. (pág. 24)

2.4.2 Empirical methods.

Through the use of the empirical method, it is possible to elaborate empirical data because it helps to obtain important information from reality. Thanks to this process, it was possible to get the characteristics and practical procedures that were very useful for the correct development of this research.

Survey

The survey was used in order to obtain more information in a specific and concrete way, since the population and the environment are known better when this type of instrument is applied.

(Feira & Matilla, 2020) La guía de la encuesta constituye el instrumento metodológico que permite la aplicación del método, en la práctica. Al igual que en la entrevista, aquí también es frecuente obviar el hecho de que, lo que se aplica en la práctica directamente, no es el método, como abstracción teórica, sino su guía, por su carácter metodológico. De ahí que tampoco se considere correcto identificar a dicho instrumento con su método (pág. 73)

Observation

This technique is very useful because it is complemented with the interview. In addition, through this technique and reflective analysis it was possible to systematize the information according to the problem and it was also possible to know and analyze the behavior of the population in which this research was carried out. (María, 2018)"Este método es una "lectura lógica de las formas" y supone el ejercicio y "metodología de la mirada" (deconstrucción y producción de nueva realidad)" (pág. 2)

2.5 Data processing techniques

After having carried out the data collection through the applied techniques the results obtained were interpreted, and then in order to achieve the objective of the research it was necessary to use the following collection technique, which is mentioned in the next part.

2.5.1. Statistical analysis

Thanks to the help of this analysis, the following research was able to systematically examine the information collected for the purpose of present and determine all the necessary data for the correct development of the research and thus evaluate the effectiveness of the system of classes that was implemented. Therefore, the results were obtained and then they were represented by statistical data.

According to (León & Pérez , 2019)se relaciona la estadística con el diseño de la investigación porque en éste se expresa el procedimiento a seguir para el análisis y la interpretación de los resultados. En la fase de análisis, corresponde a la estadística las tareas de organización, descripción, análisis y presentación de datos acerca de las muestras estudiadas, y a la generalización de los resultados obtenidos. (pág. 79)

2.6. Use of variables in the research study

The variables are classified as dependent and independent, they can be modified according to the research topic and the problem which is going to be solved, these variables are very important because they allow the researcher to know the facts which can be cause and effect that interfered during the research process.

Both variables are very helpful to achieve correct research. As **independent variable** we have: system of classes using the implementation of the cooperative learning method, also as **dependent variable** we have: is the improvement of speaking skill which is defined as the ability to express ideas orally through the combination of functional and structural aspects of the language fluently.

2.7 Description of techniques

A technique that is very useful is the observation. It has been implemented in this research because through this technique the population can be taken into account. In this research, the population is a group of students that's why the observation allows to observe and analyze the participation of the students and the degree of difficulty that they have in the speaking skill. In addition, this technique works with an instrument which is "The observation guide" allowing the observer to position in the object of research in order to collect and obtain information data.

Furthermore, the survey is also very practical because it allows the necessary data to be collected for the correct development of the research and this was done through questions to the students. Moreover, the survey has its own instrument which is "The questionnaire" that has been previously designed. Using this technique does not modify the environment from which the information was obtained. After that, the information collected is presented in a graph or table of statistical data and finally the results of the research are shown.

2.8 Consistent matrix

Title: System of classes using the cooperative learning method to improve the speaking skill in the English language.						
Problem	**Objectives**	**Hypothesis**	**Variables and indicators**			
General objective How to improve speaking skill in English language in eighth-year students from class "D" of "Carmen Mora de Encalada," high school?	**Objetivo General** To improve speaking skills in English language in eighth-year students from class "D" of "Carmen Mora de Encalada" high school through the implementation of a system of classes using	The implementation of a system of classes through the cooperative learning method can help students from class "D" of "Carmen Mora de Encalada" to improve their speaking skill.	**Dependent variable:** the improvement of speaking skill which is defined as the ability to express ideas orally through the combination of functional and structural aspects of the language fluently.			
			Dimensions	**Indicators**	**Items**	**Ranking**	**Instruments and techniques**
			Vocabulary	- Knowledge of words in the English language. - Correct use of words during speaking. - Relation of words with the environment.	1,2,	Excellent (9-10) Very good (7-8)	**Technique:** survey **Instrument:** questionnaire **Technique:** observation **Instrument:** observation guide

	the cooperative learning method. **Specific objectives** -To substantiate theoretical the study of learning teaching methods in the English language. -To check the current knowledge about the development of speaking skill in eighth-year students from class "D" of "Carmen Mora de Encalada," high school. -To implement a system of classes using the cooperative learning method, which involves a significant interaction in		**Communicative skills**	- Effective and fluid communication in order to express ideas coherently. - Ease of pronouncing words when speaking skill is produced.	3,4	Fair (5-6) Poor (3-4) Very poor (0-2)	
			Academic participation	- Student participation during English hours. Concentration and attention of the students. Interaction between students and teachers Feedback from the English teacher.	5,6		
			Classroom arrangement	- Arrangement of classes for a correct organization in the academic activities. - Analyze each of the students to get cooperative learning. -Timing of each activity to achieve optimal results.	7,8		

	class in eighth-year students from class "D" of "Carmen Mora de Encalada," high school to improve their speaking skill. -To evaluate how effective is the system of classes using the cooperative learning method in eighth-year students from class "D" of "Carmen Mora de Encalada," high school.			-The objectives of the class are achieved.			
			Pedagogical strategies	-Implementation of techniques, methods and materials for the correct development of learning in the students. -Adaptation of students in classes through teaching-learning strategies.	9, 10		

The aspects of the methodological framework were detailed in this chapter, such as the theoretical and empirical methods that were used for the analysis of the research. In addition, it was described the techniques and instruments that allowed to carry out the research process and present the results.

CHAPTER 3. INTERVENTION PROPOSAL

This chapter shows the implementation of the system of classes through the use of the cooperative learning method to improve speaking skill in eighth-year students from class "D" of "Carmen Mora de Encalada" High School.

3.1 Theoretical foundation of the system of classes using the cooperative learning method to improve speaking skill in the English language.

(Mayorga, 2022) Cooperative Learning is used to refer to a group of teaching or educational procedures that start in the organization of the class in small mixed and heterogeneous groups where students work together in a coordinated way with each other to solve academic tasks and deepen their own learning. The only goal is to learn from each other. It is also defined as a learning situation in which the objectives of the participants are closely linked, in such a way that each of them "can only achieve their objectives if and only if the others manage to achieve theirs. It is a work in common, all the members of the group benefit. (pág. 8)

To improve speaking skill in students, it is important to think about how to work with them using the cooperative learning method and also to know if the dynamics are related to the topics, environments and student level. In addition, it is essential that the students meet the objectives that are set at the beginning of each class.

Both the teachers and the students expect to have optimal results. The needs of the students are the main factors that are taken into account when we want to establish a topic. The cooperative learning method is a good strategy for students to participate, interact in class and develop their speaking skill without fear. The facilitating teachers are in charge of the necessary measures so that the school environment is comforting, agreeable and at the correct level for all students.

(Torres, 2020) Las tareas asignadas por el docente desde las más simples hasta las más complejas pueden ser consideradas un ejecutante para poder organizar el trabajo cooperativo de forma adecuada. El docente juega un papel importante, pero el eje central es el estudiante, también se entiende sustancialmente la educación de orden de los estudiantes en el aula donde la motivación y la colaboración configuran la geografía de la clase. La manera organizacional permite la ejecución exitosa del método de estudio. (pág. 20)

This method tries to create a social link, where the people who are involved in it, feel free and develop certain skills naturally.

(Pulido & Raskin, 2019) El aprendizaje cooperativo beneficia a todos los alumnos y promueve la inclusión y la integración de aquellos que necesitan más atención, porque fomenta la autonomía, la autoestima y la confianza en sí mismo, favorece un ambiente de trabajo basado en la cooperación y la ayuda mutua, y atiende con eficacia determinadas situaciones en el aula. (pág. 203)

In order to have a better organization in a classroom and to be able to apply certain rules of the cooperative learning method, the location of the seats and the grouping of the students play a very important role. A classroom with the cooperative learning method has the following functions such as:

1. The order of the students according to their needs, capacities and interests.

A classroom can be divided according to the ages of each student and their skills.

For example:

- Students who are very easy to express themselves, develop and are also able to strengthen cooperative work, that is, they provide help to their classmates and thus strengthen knowledge among all of them in a balanced way.

- Students who need access to the technology and materials requested by the school.

2. The grouping of students must be well analyzed.

- Student groups must be inclusive, that is, they must be made up of boys and girls.

- Student groups must be diverse so that they have different thoughts and personalities, that is, introverted and extroverted students.

- In a classroom there should be no preferences or affinities such as groups of friends, or with a high intelligence quotient.

- Students who do not have a good relationship cannot join the same team.

When the groups are formed according to the characteristics mentioned, the activities in the classroom are started. Each student takes their own roles and then they establish cooperative work, that is, the students cooperate with each part of the work so that the activity is completed in an organized way. In addition, the role of the teacher in this process is very constant, since the monitoring technique is carried out to verify that everyone cooperates in their activities.

(Johnson & Johnson , 1999) Controlar la conducta de los alumnos y ofrecer ayuda. La tarea del docente comienza de verdad cuando los grupos de aprendizaje cooperativo empiezan a trabajar. Los docentes observan la interacción entre los miembros del grupo para evaluar su progreso académico y su uso de las habilidades interpersonales y en grupos pequeños. Las observaciones pueden ser formales, con un programa de observaciones en el que se anotan frecuencias o contener anécdotas, descripciones informales de las acciones y las declaraciones de los alumnos. (pág. 29)

3.2 System of classes using the cooperative learning method to improve speaking skill in the English language in eighth-year students from class "D" of "Carmen Mora de Encalada" High School.

The system of classes through the use of the cooperative learning method is related to the quantitative paradigm using the experimental design to verify the development and improvement of speaking skill in the English language. In addition, different pedagogical components are necessary to plan and give the presentation of classes taking into account the needs of the students in this skill.

In the research, the cooperative class system involves productive speaking skill, so the implementation of activities proposed by the teacher such as the interaction between teacher and students, dynamism and motivation during classes, companionship and sufficiency of each student are essential characteristics to get good results. On the other hand, interaction is related to the application of the cooperative learning method. That is why it is directed by the use of the pre-test since it serves to know the difficulties of the students. For this reason, a diagnostic test is carried out for students, this must have a topic and an objective to know the level of knowledge of each student based on its pronunciation. After that, apply a post-test to analyze the results and advances that have occurred through the process of the classes implemented by the researchers.

The system of classes has practical activities that are beneficial for learning and improving speaking skill, in these activities the students use the cooperative learning method. They have to form groups or pairs to exchange ideas. This helps students to acquire knowledge efficiently and thus they can express their interests about the English language.

The main objective of this intervention proposal is to improve speaking skill in English language in eighth-year students from class "D" of "Carmen Mora de Encalada" High School through the implementation of a system of classes using the cooperative learning method.

3.2.1 Methodological considerations of the integrative system of classes based on the cooperative learning method.

To develop the system of classes, the cooperative learning method was taken into account for the development of speaking skill in the English language. In this way, the students can interact with each other for the correct development of it.

From the didactic point of view, the system of classes responds to the following specific objectives:

- Acquire and put into practice vocabulary related to everyday life that contributes to the development of fluency in students through teamwork.

- Understand general aspects about productive skills and put them into practice, in such a way that students are able to carry out a conversation.

- Have a good pronunciation and coherence when expressing ideas on everyday topics.

- Appropriate learning techniques or instruments that facilitate the development of speaking skill in the English language.

- Use the classroom properly, so that students feel included in the speaking activities in the classroom.

System of contents and skills for the development of the productive speaking skill.

System of contents:

- Phonetic-phonological component.

- Lexical-semantic component.

- Morpho-syntactic component.

- Stylistic component.

System of skills:

- Productive skills: Speaking and Writing

- Receptive skills: Reading and Listening

- Skill to develop: Speaking

- Sub-skills: Accuracy, vocabulary, grammar, intonation, stress, fluency, cohesion, coherence, interaction.

3.2.2 Methodological precisions for the implementation of the system of classes based on the cooperative learning method for the improvement of speaking skill.

The topics to be developed will be based on an integrating and generalizing approach, which contributes to the gradual development of the productive speaking skill, in such a way that the students feel motivated and increase their interest in learning English as a foreign language dynamic, educational, developing and enthusiastic way.

The tasks carried out in type 1 (exercises 1 and 4) represent familiarization with a lower level of difficulty, where the student can recognize and understand the topic to be developed, assimilating the contents with which they are going to work during the time established in these activities.

On the other hand, in type 2 (exercises 2 and 5) activities with a higher level of difficulty are presented, which allow learners to be able to organize their ideas and make a composition about what is going to work on the subject. Likewise, they have the opportunity to be guided by the teacher during the development of the tasks.

Finally, in type 3 (exercises 3 and 6) the level of difficulty is increased. Students will be able to speak through a conversation that responds to the dynamics granted by the teacher, in this way the teacher will play the role of guide in a lower range to provide independence to students.

The exercises to be developed with the class system have an ascending level of complexity, in this way the students must complete each activity to continue with the next one. This will allow to promote their autonomy, creative thinking and cooperative work.

Representation of the system of classes of the productive speaking skill
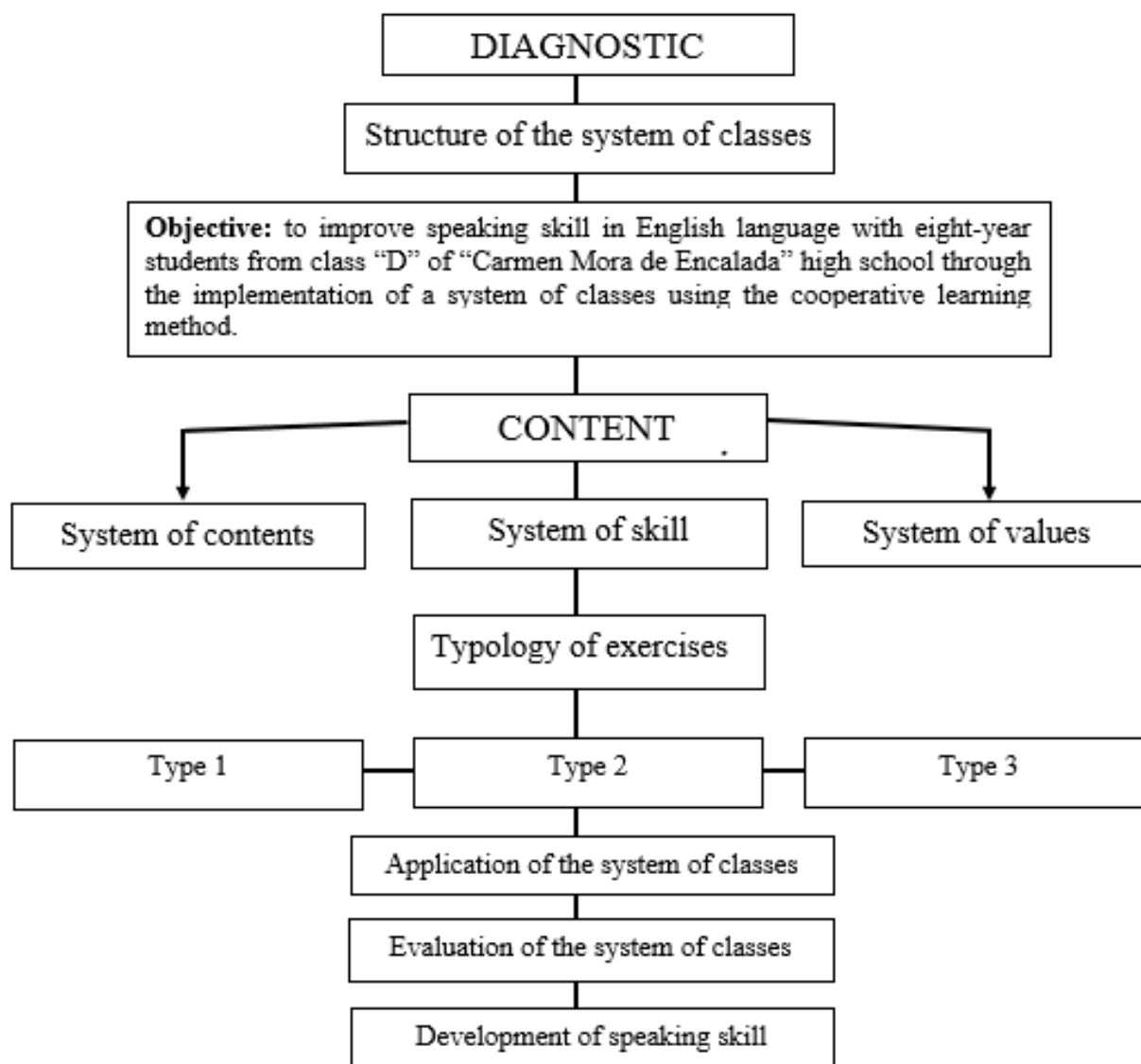
3.3 Description of the system of classes through the use of the cooperative learning method to improve speaking skill.

In this section, each planning parameter is detailed emphasizing the use of the cooperative learning method to improve speaking skill in the English language in eighth-year students from class "D" of "Carmen Mora de Encalada" High School through the implementation of a system of classes.

CLASS 1:

Topic: Introduce yourself

Objective: To develop speaking skill through role-play activity "Nice to meet you", in order that learners will be able to develop a good communication among their classmates.

Procedure: The teacher explains a variety of vocabulary to introduce themselves, then divide the class into two groups and establish a situation where students from the first group are tourists and the rest of the students have to introduce themselves using the phrases that they learnt.

Time: 40 minutes

Introduction: 10 minutes

Exercise 1: The teacher plays a game where the students have to introduce themselves using mimes.

Progress: 25 minutes

The teacher explains the topic about different ways to ask for information and be polite.

Exercise 2: The teacher forms groups and they have to work on their own with the guidance of the teacher.

Exercise 3: Learners practice a "role-play" with their personal information using their imagination about the situation established before.

Resources:

- Books

- Worksheets.

- Markets.

- Flash cards.

- Pen.

- Eraser.

- Whiteboard.

- Notepad.

Conclusions: 5 minutes

Evaluation: Learners are able to communicate in a correct way and practice a new role-play.

CLASS 2: Feedback

Topic: Role-play

Objective: To practice speaking skill through a role-play "This is my friend", in order that learners will be able to develop a good communication between their classmates.

Procedure: The teacher gives them a lot of phrases to introduce their friends in a polite and correct way and also the students must form groups of four.

Time: 40 minutes

Introduction: 10 minutes

Exercise 4: Teachers do a little feedback about the last class and use the choral drill to repeat the introductory phrases.

Progress: 25 minutes

The teacher explains about how and when to use the different phrases in situations to ask for more information.

Exercise 5: Students create a character that will be their friend using brainstorming to plan their composition.

Practice exercises**.**

Exercise 6: Learners work in pairs and they practice a "role-play" about "This is my friend" talking to each other about the character that they have just created.

Resources:

- Books
- Worksheets.
- Markets.
- Flash cards.
- Pen.
- Eraser.
- Whiteboard.
- Notepad

Conclusions: 5 minutes

Evaluation: Students practice a role-play in front of the class to ask for more information about their friends. They use different ways to introduce their friends.

As a possible way to solve the insufficiency in the development of speaking skill in the English language in eighth-year students from class "D" of "Carmen Mora de Encalada" High School, a system of classes was carried out using the cooperative learning method as intervention proposal.

The system of classes that were established stands out for being inclusive and generalizing which contributes to the motivation of students through practical exercises and with an ascending level of difficulty, which encourages the student to develop their creative thinking and also they learn how to work in a cooperative way.

CHAPTER 4: DISCUSSION OF THE RESULTS

This chapter details the results obtained through the application of the system of classes based on the cooperative learning method to improve speaking skill in the English language in eighth-year students from class "D" of "Carmen Mora de Encalada" High School.

DISCUSSION

It is important to keep in mind that the productive skills of English have been very useful to learn this language as a foreign language, therefore, students must use the cooperative learning method to develop these skills, in this particular case to improve their speaking skill.

During the development of the classes applying cooperative learning, the second intervention was taken as a reference to carry out the post-experiment. In this way, the topic "Asking for more information" was carried out, where the correct pronunciation of each phrase was explained to ask for more information from a classmate. The errors of the words and phrases were evidenced when they pronounced them, thus a group practice through a role-play was implemented.

Having the evidence of the results given in the application of the pre-test tools, it was decided to develop a second class, which was planned according to the interests and needs of the students so that they can improve their speaking skill.

In the activity #1, the different ways of communicating with an unknown person and the correct repetition of certain phrases of the English language were presented. For this activity the students were exposed to the cooperative learning method. It was necessary to form pairs to exchange ideas (role-play).

Then, in the activity #2, the practice of dialogues among classmates was carried out, the exercises presented variables that were of their own interest because at the moment of expressing

certain phrases, they were free to make mimics and expressions that make them understand the context of the communication. On the other hand, some pronunciation errors were noted. However, through monitoring, these errors were corrected. Finally, when they gave the presentation in front of the classroom, they managed to have optimal results in their speaking skill.
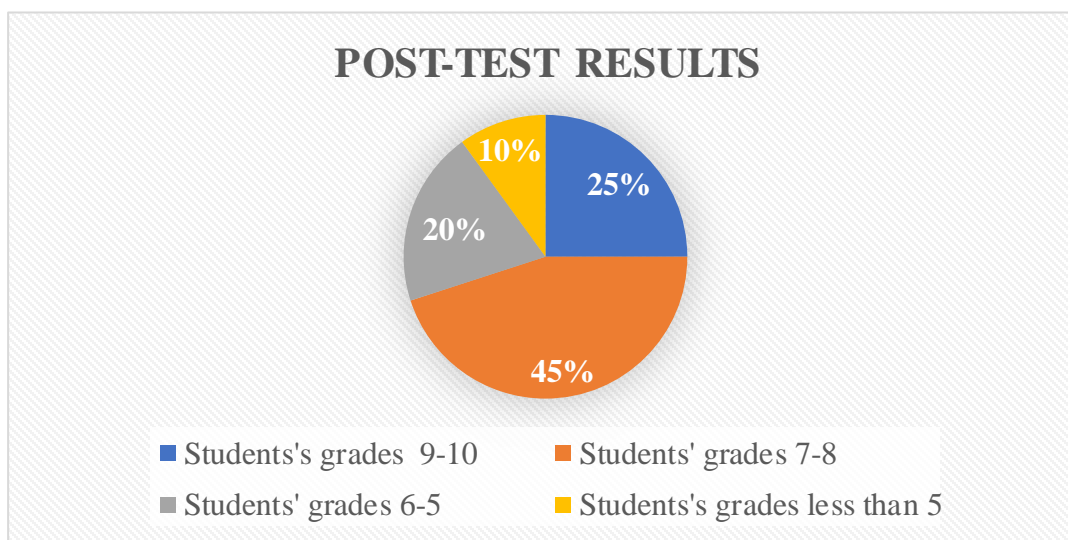
Figure 3. Post-test applied to the 40 students.

This section details the results obtained after having carried out the system of classes and after that the post-test was used in order to qualify the state of knowledge of the students in speaking skill. It was elaborated taking into account the use of the cooperative learning method through a role-play so that students are able to interact with each other orally on a specific topic to achieve cooperative learning and thus be able to evaluate their communication skills.

Through the Post-test the following results were obtained: 25% of students managed to communicate in a very effective way with their classmates having a rating of 9 and 10, in the same way 45% of them obtained a very good rating of 7 and 8 also 25% of them were located with a range of 6 to 5 which a little satisfying and finally 10% of students obtained an average lower than

5 evidencing that only a few students have problems, all these qualifications were obtained taking into account the parameters of the rubric (ANNEX 3).

Thanks to the Post-test implementation, it was evidenced that the students managed to improve their difficulties when they speak. Many of them had problems in some words pronunciation due to the fact that they did not know vocabulary and did not know how to use grammar correctly. These facts were affecting their academic performance, but through the system of classes all these difficulties were solved.

After having obtained the results through the application of the Post-test, it was possible to verify that when students work using the cooperative learning method to improve their speaking skill, it is possible to obtain positive results in their learning. In other words, when the students use this method with other activities such as role play, they are able to achieve excellent results.
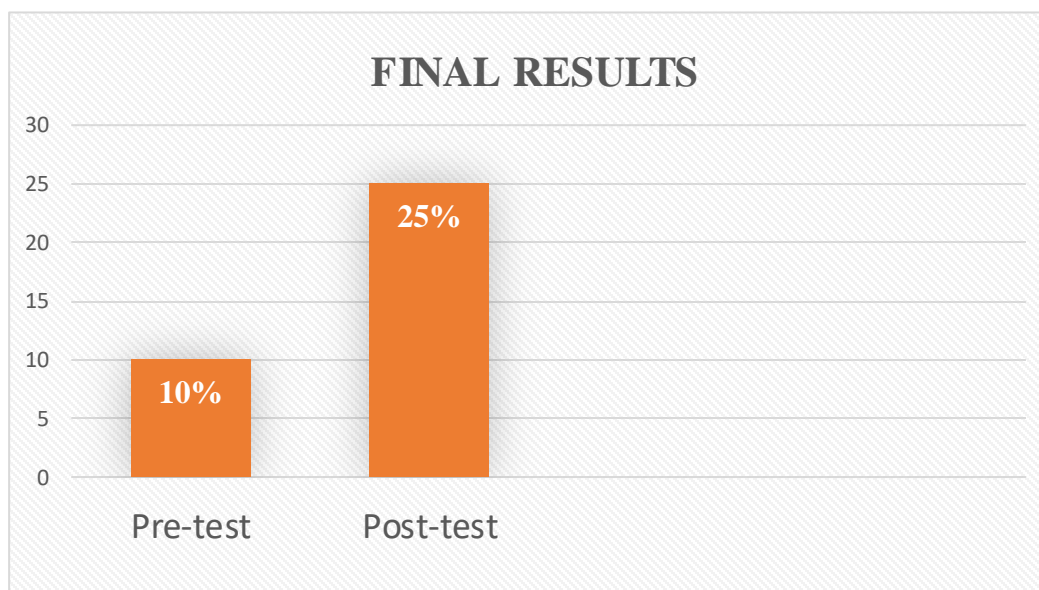
Figure 4. General results of the Pre-test y Post-post

As can be seen in the graph (Figure 4) at the beginning of the Post-test only 10% of the students obtained an acceptable grade, but after having implemented the system of classes and the Post-test, it was possible to show an increase of 25%, in conclusion, the students managed to improve and achieved an excellent performance.

4.2 Hypothesis testing

The implementation of a system of classes through the cooperative learning method can help students from class "D" of "Carmen Mora de Encalada" High School to improve their speaking skill.

Margin of error: 0.05

	DEFICIENT	REGULAR	GOOD	TOTAL
PRE-TEST	30	4	6	40
POST-TEST	4	10	26	40
TOTAL	34	14	32	80

H0: The implementation of a system of classes through the use of the cooperative learning method does NOT help favorably to improve speaking skill.

H1: The implementation of a system of classes through the use of the cooperative learning method does help favorably to improve speaking skill.

4.2.1 Expected and observed frequencies

PRE-TEST	OBSERVED FRECUENCIES	FORMULA	EXPECTED FRECUENCIES	CHI-SQUARE
DEFICIENT	30	34*40/80=	17	9.941
REGULAR	4	14*40/80=	7	1.285
GOOD	6	32*40/80=	16	6.25

POS-TEST	OBSERVED FRECUENCIES	FORMULA	EXPECTED FRECUENCIES	CHI-SQUARE
DEFICIENT	4	34*40/80=	17	9.941
REGULAR	10	14*40/80=	7	1.285
GOOD	26	32*40/80=	16	6.25

4.2.2 Chi-square calculation table #3

PRE-TEST	POST-TEST	TOTAL
17.476	17.476	34.952

Tabla Distribución Chi Cuadrado X^2

V/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2 →	13,815	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,017
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

V: grados de libertad

The Chi Square is established with a value of 5.9915 due to the level of the margin of error which is 0.05. Taking into account the expected data information the calculation was: 34,952; Therefore, if the result of the Chi-square is greater than the Chi square established in the table, the null hypothesis will be rejected. In this way, it was possible to identify that there was an improvement in speaking skill in the English language through the system of classes.

CONCLUSIONS

Due to the fact that English is presented as a foreign language, the development of the productive skills in this language requires the use of cooperative learning for the correct development of students' knowledge in their classes, since the use of the interaction among them is needed to establish good communication.

Through the diagnostic, it was evidenced that there is low performance in the productive speaking skill in eighth-year students from class "D" of "Carmen Mora de Encalada" High School because they do not have correct fluency and accuracy when communicating with their classmates.

As a possible solution, a system of classes was elaborated and carried out in eighth-year students from class "D" of "Carmen Mora de Encalada" High School through the use of the cooperative learning method in order to improve their speaking skill since this is practical, inclusive and has an ascending level of autonomy and complexity.

Through the theoretical corroboration and the application of the system of classes based on the cooperative learning method, it was possible to verify the effectiveness of this system, evidencing an increase in the development of speaking skill in the students.

RECOMMENDATIONS

Apply methodological techniques and resources such as conversation rooms, using "role plays" and the cooperative learning method in classes to improve speaking skill and the relationship among classmates.

Carry out vocalization exercises using teaching-learning strategies for mastering the English language, taking into account the needs and interests of the students so that they feel identified and motivated to improve their speaking skill.

Work on the performance, confidence, and environment of the students through cooperative work so that they interact and exchange knowledge in the English language

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ANNEXES

ANNEX 1

FACULTAD DE CIENCIAS SOCIALES
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Encuestadores: Loor Ramírez Jordy Mauricio / Ajila Morocho Karol Vanessa.
Institución: Colegio de Bachillerato "Carmen Mora de Encalada"
Población: Estudiantes de Octavo año paralelo "D" de EGB.
Ciudad: Pasaje, El oro, Ecuador.

ENCUESTA

Estimados estudiantes.

Esta encuesta se realiza para conocer y medir su nivel en la habilidad del habla (speaking) en el idioma inglés. La información se utilizará para fines académicos, por lo que se invita a realizarla con toda honestidad. Gracias.

Nombres y apellidos (opcional): .

Sexo: M ☐   **F** ☐   **Edad:** .

Instrucciones: Marque con una X las respuestas según su criterio.

1: Excelente   2: Bueno.   3: Regular.   4: Deficiente.

ITEMS.	1	2	3	4
1. ¿Cómo calificaría su nivel de speaking?				

2. ¿Cómo considera su dominio de vocabulario durante un speaking?				
3. ¿Cómo considera su eficacia y fluidez para expresar ideas de manera coherente?				
4. ¿Cómo considera su pronunciación al momento de realizar un speaking?				
5. ¿Cómo calificaría su participación en clase durante las horas de inglés?				
6. ¿Cómo considera su nivel de interacción con su docente de inglés?				
7. ¿Cómo considera su entorno educativo para realizar las actividades de speaking?				
8. ¿Cómo califica el aprendizaje cooperativo entre compañeros al momento de realizar un speaking?				
9. ¿Cómo considera la efectividad de los métodos y materiales que se usan en la realización de un speaking?				
10. ¿Cómo considera su nivel de adaptación frente a las estrategias de enseñanza-aprendizaje?				

ANNEX 2

OBSERVATION GUIDE

Nombre de la institución:	Colegio de Bachillerato "Carmen Mora de Encalada"
Ubicación de la institución:	Pasaje, El Oro, Ecuador
Población a observer:	Estudiantes de Octavo año paralelo "D" de EGB
Nombre del observador:	Loor Ramírez Jordy Mauricio / Ajila Morocho Karol Vanessa.
Fecha:	2022

N°	ASPECTOS A EVALUAR	SI	NO
1	El estudiante domina el vocabulario		
2	El estudiante es capaz de ordenar las palabras al hablar.		
3	El estudiante hace uso de las nuevas palabras correctamente.		
4	El speaking de los estudiantes está al nivel requerido		
5	El estudiante coopera en clases		
6	Es activa la interacción entre docente y estudiante		
7	Los estudiantes se adaptan fácilmente a las actividades propuestas.		
8	Los estudiantes se adaptan a las estrategias metodológicas establecidas.		
9	Los estudiantes ayudan a sus compañeros aplicando el aprendizaje cooperativo		
10	El docente cumple con lo mencionado en el plan de clase.		

ANNEX 3

RUBRIC

Escala	Nivel	Descripción
9-10 puntos.	Avanzado/ Excelente	El estudiante puede comunicarse muy efectivamente, usa las palabras y expresiones correctamente y no tiene problemas de pronunciación.
7-8 puntos.	Intermedio/ Sobresaliente	El estudiante puede comunicarse de una manera entendible, usa algunas palabras y expresiones comunes y presenta pequeños problemas de pronunciación que no afectan el mensaje que se desea transmitir.
5-6 Puntos.	Medio/ Aceptable	El estudiante casi no puede comunicarse, usa palabras repetidas y expresiones que no tienen mucho sentido y presenta problemas notorios de pronunciación, pero logra dar entender el mensaje.
Menos de 5 puntos	Básico / Deficiente	El estudiante no puede comunicarse porque se le dificultad entender las palabras y expresiones, claramente la pronunciación es muy deficiente.

ANNEX 4

Lesson plan N° 1

High School: Colegio de Bachillerato "Carmen Mora de Encalada"	Subject: English	Grade: 8° year	Academic period: 2022-2023
Didactic Unit: What do I know about English?	Topic: Introduce yourself	Time: 40 minutes.	Date: 29/08/2022

Teacher: Loor Jordy & Ajila Karol

Class objective: To develop the speaking skill through role-play activity "Nice to meet you", in order that learners will be able to develop a good communication between their classmates.

Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation
Greetings	INTRODUCTION 10 min. DEVELOPMENT 20 min CONCLUSION 10 min.	- Greetings. Teachers introduce themselves. - Warm up Mystery bags. - Reinforce the previous topic. Teachers ask students common topic as: numbers and colors. - Introduction of the new topic	• Monitoring technique. • Checklist • Cooperative learning. • Choral Drill • Role-play	• Notebook • Book • Pen • Pencil • Notepad • Flashcards • Markets	Students are able to identify the different ways to introduce and pronounce them correctly.
		hello. - Teachers teach the correct pronunciation of some words. - Students learn through "drill method" - Practice - Students make groups to practice the different phrases to communicate. - Students ask question to partners. - Teachers ask question about this class.			

ANNEX 5

<table>
<tr><td colspan="4" align="center">UNIVERSIDAD TÉCNICA DE MACHALA
"Calidad, Pertinencia y Calidez"
D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPÚBLICA DEL ECUADOR
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
CARRERA DE PEDAGÓGIA DE IDIOMAS NACIONALES Y EXTRANJEROS

Lesson plan N° 2</td></tr>
<tr><td>High School: Colegio de Bachillerato "Carmen Mora de Encalada"</td><td>Subject: English</td><td>Grade: 8° year</td><td>Academic period: 2022-2023</td></tr>
<tr><td>Didactic Unit: What do I know about English?</td><td>Topic: This is my friend</td><td>Time: 40 minutes.</td><td>Date: 31/08/2022</td></tr>
<tr><td colspan="4">Teacher: Loor Jordy & Ajila Karol</td></tr>
<tr><td colspan="4">Class objective: To practice the speaking skill through role-play "This is my friend", in order that learners will be able to develop a good communication between their classmates.</td></tr>
</table>

Contents	Phases/time dedicated to each phase	Activities	Techniques and strategies	Resources	Evaluation
Introduce your partner. Wh-questions.	INTRODUCTION 10 min. DEVELOPMENT 20 min CONCLUSION 10 min.	- Greetings. - Warm up Pass the market. - Making feedback about last class. Teachers ask students the different ways to introduce themselves or someone - Introduction of the new topic "This is my friend"	• Monitoring technique. • Checklist • Cooperative learning. • Choral Drill • Role-play	• Notebook • Book • Pen • Pencil • Notepad • Flashcards • Markets	Students are able to introduce their partners and pronounce these words in a correct way.
		- Teachers explain the different ways to ask more information. - Teachers teach the correct pronunciation of some words. - Teachers explain the correct use of Wh-questions. - Practice - Students make groups to practice the different questions with WH. - Students ask question to partners about their preferences. - Students make a role-play and introduce their partners. - Teachers ask question about this class.			

ANNEX 6

ANNEX 7

ANNEX 8

ANNEX 9

ANNEX 10

ANNEX 11