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FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**CLASS SYSTEM USING THE COOPERATIVE LEARNING TECHNIQUE
TO IMPROVE SPEAKING SKILL**

**ALEJANDRO OCHOA MILLIE NATHALIA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

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PINTO SANCHEZ YAZMIN LISSETH

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por Millie Alejandro

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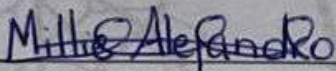
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DEDICATION

I dedicate this research project to my grandmother Eva, my parents and siblings who have always supported me in everything I decide to do. To Domenica and Efraim for always encouraging me.

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I thank God for every day he has given me with my family and friends. I am also very grateful to my mother Gilda who always did her best so that I could be well and do what I liked. To my sister Aloys, for helping me whenever she could and to my best friends who never stopped supporting me and believing in me.

RESUMEN

Esta investigación tiene como objetivo mejorar la destreza del speaking en los estudiantes de inglés utilizando un sistema de clase, el cual está orientado a implementar el aprendizaje cooperativo. Se defiende en el paradigma cuantitativo con diseño no experimental, empleando métodos teóricos como el hipotético deductivo, analítico sintético y sistémico. Y los métodos empíricos como la observación no participante y la prueba pedagógica. Este estudio se centra en el aprendizaje cooperativo, el cual, mediante los estudiantes colaboran en grupos organizados, lo que fomenta interacciones positivas y construcción conjunta del conocimiento. Es fundamental que el docente estructure bien su clase para evitar discriminación y promover cooperación. Por lo tanto, se define la propuesta y se aplica el sistema de clases para comprobar la efectividad del aprendizaje cooperativo para mejorar la destreza del speaking en los estudiantes.

Palabras claves: *speaking, aprendizaje cooperativo, interacción, conocimiento, sistema de clases.*

SUMMARY

This research aims to improve the speaking skills of English language learners using a class system, which is oriented to implement cooperative learning. It is defended in the quantitative paradigm with non-experimental design, using theoretical methods such as hypothetical deductive, synthetic analytical and systemic. And empirical methods such as non-participant observation and pedagogical testing. This study focuses on cooperative learning, which through students collaborating in organised groups, fosters positive interactions and joint construction of knowledge. It is essential that teachers structure their classes well in order to avoid discrimination and promote cooperation. Therefore, the proposal is defined and the class system is applied to test the effectiveness of cooperative learning in improving students' speaking skills.

Keywords: *speaking, cooperative learning, interaction, knowledge, class system.*

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INTRODUCTION

English was originally the language of England; however, due to the historical efforts of the British Empire it has become the primary or secondary language of numerous former British colonies, including the United States, Canada, Australia, and India. Currently, English is not only the primary language in countries that have been directly affected by the British imperialism, but also in a number of business and cultural spheres dominated by these nations. It has established itself as the language used in international banking and business. Therefore, knowing English is not only beneficial, it has become practically essential.

Proficiency in English involves not only grammar and reading skills, but also highlights the importance of speaking skills. In this context, it is necessary to understand that acquiring this skill implies the ability to express oneself clearly and effectively in a variety of communicative situations. Like other skills in English language learning, speaking plays a fundamental role in the overall developmental of the learner. It is the gateway to fluent communication and therefore it is essential to promote this skill from the earliest stages of language instruction.

It is not easy to recognise a word at a glance and have to pronounce it with the phonological characteristics of the English language. In consideration of the above, the development of speaking skills in students has become a necessity because of the foundations that allow true development of the English language without omitting the progress of the other skills: writing, listening and reading.

However, the inappropriate use of learning techniques in teaching practice can negatively affect students' language acquisition. For this reason, this study will implement the cooperative learning technique, which focuses mainly on using group work activities for pedagogical purposes.

In line with Medina's (2021) perspective, it is noted that cooperative learning not only emphasises the development of positive human relationships, but also collaboration among peers. This technique advocates active learning that contributes to academic success and fosters equal status among students in the classroom.

Over the years, it has been found that the use of this technique has increased students' dedication to achieving a goal, raised achievement levels, longer recall of what has been taught, and higher levels of reasoning. It also encourages students to work together and discards any hint of discrimination in the classroom, whether intellectually, socially or because of educational need. According to Thanussha et al. (2023)

A good language learner will always strive to find approaches, methods, technique or strategies that will help them in optimising their language learning process effectively. In a further note, good language learners are acquainted with their own learning preferences and explore the language learning strategies to discover the one apt to improvise their language learning process. (p. 1798)

This means that a skilled language learner will constantly strive to discover approaches and strategies that will help them to efficiently improve their language acquisition process. Likewise, these learners are aware of their learning preferences and explore various strategies to find the most suitable one in order to optimise their language learning experience.

Therefore, the lack of implementation of learning techniques may be a factor hindering the improvement of speaking skills.

As part of the pre-professional practices of the author of this work in the 3rd year of the General Unified Baccalaureate parallel ‘F’ at the ‘Colegio de Bachillerato Nueve de Octubre’, 2024-2025 school year, the following problems were observed:

- Students do not engage in intra-class activities monitored by the teacher.
- Difficulty in conveying the message in English more fluently in students.
- Students’ speeches are not organised in coherent way.
- They mispronounce words in exposition.

Therefore, the following **research problem** is posed:

How to improve speaking skills in 3rd year of the General Unified Baccalaureate parallel ‘F’ at the ‘Colegio de Bachillerato Nueve de Octubre’, 2024-2025 school year?

In consideration of the object of study, the process of teaching and learning English language oral skills in secondary education.

Among the **possible causes** of the problem are:

- The English subject is not taught for enough hours, so the activities are often not finished completely.
- There are not enough teaching resources to practice speaking skills.
- Students do not use enough English in class.
- The use of English-speaking techniques is not promoted in the classroom.

The **general objective** of the research is: To implement a class system based on the cooperative learning technique to improve the speaking skills of 3rd year of the General Unified

Baccalaureate parallel ‘F’ at the ‘Colegio de Bachillerato Nueve de Octubre’, 2024-2025 school year.

Its **field of action** refers to Cooperative Learning.

The specific objectives of this research project are as follows:

- To substantiate theoretically the use of cooperative learning in the teaching-learning of the English language for the improvement of the speaking skill.
- To diagnose the state of the speaking skill in the teaching-learning of the English language for the improvement of the speaking skill.
- To apply cooperative learning in English language teaching-learning for the improvement of speaking skill.
- To test the effectiveness of the implementation of apprenticeship in English language teaching-learning for the improvement of speaking skill.

On the other hand, the **scientific hypothesis** is supported as follows: If a class system based on cooperative learning is applied, it will improve the speaking skills of 3rd year of the General Unified Baccalaureate parallel ‘F’ at the ‘Colegio de Bachillerato Nueve de Octubre’, 2024-2025 school year.

Based on this, the following variables are studied:

Independent Variable: Class system with the application of Cooperative Learning.

Dependent Variable: The improvement of the speaking skill in the students of 3rd year of the General Unified Baccalaureate parallel ‘F’ at the ‘Colegio de Bachillerato Nueve de Octubre’, 2024-2025 school year.

For this research, use is made of the quantitative methodological paradigm, with an experimental design.

The population is made up 24 students 3rd year of General Unified Baccalaureate parallel ‘‘F’’ at the ‘‘Colegio de Bachillerato Nueve de Octubre’’, 2024-2025 school year.

The study was carried out through the application of theoretical methods, such as the Hypothetical-Deductive, Analytical-Synthetic and Systemic methods. Within the empirical methods, non-participant observation and pedagogical test were used.

The importance of this research lies in investigating whether there is an improvement in speaking in the students of the 3rd year of the General Unified Baccalaureate parallel ‘‘F’’ at the ‘‘Colegio de Bachillerato Nueve de Octubre’’, 2024-2025 school year, stimulated by the application of cooperative learning. This will make it possible to obtain accurate conclusions that will indicate whether the process is effective or not, as well as its potential to be used as a basis for future research.

With respect to the practical contribution that this study offers, the implementation of a class system using the cooperative learning technique to improve the speaking skill of students who have difficulties in transmitting messages in English fluently, deficiencies in organising and structuring discourse in a coherent manner and pronunciation errors is evidenced.

Chapter 1 of this project will provide the historical, conceptual and contextual background to the research, leading to Chapter 2, which will detail the methodology employed throughout the process. Eventually, Chapter 3 will present the intervention proposal and Chapter 4 will discuss the results and conclusions.

CHAPTER I. THEORETICAL FOUNDATION OF THE COOPERATIVE LEARNING FOR IMPROVING SPEAKING SKILLS.

This chapter provides theoretical information about cooperative learning for the improvement of speaking skills, based on the following categories which are presented as the historical evolution and the theoretical characterisation of the field and the object of research based on previous studies considering the position of different authors as a support to give arguments that are presented in this research. Finally, the contextual characteristics of speaking skill in the unified general baccalaureate are reported.

1.1 Historical background to the implementation of the cooperative learning technique for improving speaking skill.

The idea of cooperative originated in the early 19th century in the United States, with the establishment of a Lancasterian school in New York. F. Parker, in charge of the public school in Massachusetts, adopted and promoted the cooperative method, which led to this approach to learning becoming prominent in American school in the early 20th century. (Johnson and Johnson, 1987)

Simultaneously with the strengthening of the individualistic and competitive educational movement, the cooperative learning movement in schools is nourished by the pedagogical ideas of J. Dewey and the research of K. Lewin on group dynamics. Both approaches coincide in emphasising the relevance of interaction and collaboration in the school environment as drivers of social change. The advancement of group dynamics as a psychological discipline and Dewey's theories of cooperative learning contributed to the development of scientific methods that collect data on the functions and mechanisms of cooperation in the group were led by Lewin's followers such as Lippit and Deutsch (Shmuck et al., 1985).

In the 1920s, it is only recently that cooperative principles have been practically applied and evaluated in educational programmes for implementation in schools. This statement means that, although the idea of cooperative learning originated in the 1920, it is only in more recent times that the principles of cooperation have been effectively implemented and evaluated in educational programmes, with the aim of incorporating them into the school environment. In other words, the practical application of these principles in teaching has only recently materialised (Maller, 1929).

This current of research and application of cooperative methods acquired notable importance in the 1970, with a constant evolution of theory and a growing application of cooperative techniques in the school environment. Despite the socio-educational changes brought about by educational reforms during the democratic era, teamwork continues to be a relevant methodological strategy, both with the LOGSE, the LOCE and, currently, with the LOE. These laws emphasise the importance of teachers working together and interacting with students as a means of improving the quality of teaching and learning (Fraile, 2008).

Subsequently, interest in cooperative learning has grown rapidly over the last three decades, supported by research highlighting its effectiveness in fostering positive outcomes in different areas. In addition, there is evidence of its ability to improve interpersonal relationships, especially among students with diverse learning needs and those with different cultural and ethnic backgrounds (Gilles, 2014).

In research developed by Vazquez (2011), he mentions that students learn a second language through a process of social interaction. The same author emphasizes, this notion has enabled the development of new pedagogical approaches to language teaching, including

cooperative learning. Following this line of research, it is noted that some students suggest that speaking skill can be improved through the application of cooperative learning technique.

Cooperative learning has been implemented over an extended period, but nowadays, research continues and new perspectives of work are constantly emerging. This suggests that cooperative learning is not only an outstanding learning technique, but also an efficient tool for fostering social relationships. The effectiveness of cooperative learning has been validated in several schools worldwide, involving not only children, but also young people and adults (Barriga, 2022).

1.2 Conceptual background to implementing cooperative learning to improve speaking skill.

After having written the historical background, the object, field, and variable are theoretically founded. This part will be oriented to conceptualise the elements that make up this research through a rigorous search of bibliographic information, where primary, secondary, and tertiary sources were used to verify the aforementioned.

1.2.1 Characterisation of the English language teaching and learning process in the unified general baccalaureate.

According to the National Curriculum Guidelines for English (DCNI) for the General Unified Baccalaureate (BGU). Developed from the Strengthening English Language Teaching Project and in force 2012 to 2016, they had key features. These guidelines were of great importance at the national level and served as the basis for the creation of the 2016-2017 English Curriculum, sharing similarities with the current DCNI and English Curriculum.

The Ministry of Education provides a curriculum proposal designed for students in grades 2-10 of General Basic Education and grades 1-3 of General Unified Baccalaureate in Ecuador,

specifically for those whose mother tongue is not English. The proposal seeks to address the needs of a diverse population, providing a framework for learning English and facilitating the educational inclusion of students, regardless of their mother tongue (EDUCACIÓN, 2016).

In English language instruction, promoted by the MinEduc through the current curriculum, teachers in their teaching practice must carry out several significant actions. Among other things, it will involve students becoming the centre of the teaching-learning process in order to acquire, practice and develop the different language competences in an effective and authentic way (Ortega & Minchala, 2019).

English language teaching is considered essential to motivate students to develop independent learning skills. The acquisition and proficiency in a foreign language such as English will provide them with the opportunity to access a wide range of information and knowledge, explore diverse ways of life and cultures, and enable them to project themselves as responsible learners and citizens. English language instruction at the baccalaureate level is a crucial issue today, as economic and cultural globalization has become a predominant feature (González & Martínez, 2017).

When students enter Higher Education Institutions, they face significant challenges in terms of language proficiency, a fundamental skill they must acquire in order to complete their studies. Lack of continuity and motivation is one of the main difficulties to overcome in order to achieve improvements. It is crucial that English is perceived as a priority tool for both students and teachers. Proficiency in English ensures better job opportunities and remuneration in the future (Ponce et al., 2019).

1.2.2 The implementation of cooperative learning in the English language teaching-learning process.

The modern era, which Graddol (2007) regards as a significant stage, saw remarkable evolutionary changes in the English language. This period was marked by the growing of British literature and the influence of other foreign languages, factors that contributed to the consolidation of English as a widely used language internationally. These changes, driven by historical and cultural events are still perceptible at all levels of face-to-face education today.

The constant evolution of the English language, as Sigh & Sigh (2018) point out, reflects the language's inherent ability to adapt to the changing needs of its speakers over time. While this change may be gradual and barely perceptible from one year to the next, it leaves a lasting imprint on all aspects of education today, evidencing the natural dynamics that characterise any human language.

English language learning is considered to be in high demand because it has become the global language of communication, especially in business, technology, science and popular culture. The main purpose of language is communication; therefore, it is essential that students learn to communicate authentically by approaching real communicative situations.

This involves selecting content in a functional and graded way, according to learners' needs and future uses of the language considering all areas of communicative competence. However, there is a central contribution in teaching and learning, which is the difference between teaching, which is usually done in a group, and learning, which functions as an individual process.

This contradiction is particularly relevant when it comes to teaching and learning English. To address this issue, it is essential to consider a number of importance aspects, such as the development of verbal skills, the multiple forms of intelligence, the different learning styles, strategies and techniques students use, how their memory works, and the importance of creating a positive classroom environment.

Approaches and methodologies for teaching English vary widely. Traditional methods, such as grammar and translation, are still used in some places, but in recent decades, more communicative and learner-centred approaches have emerged. Technology has transformed English language teaching with online platforms, mobile apps, digital resources; offering accessible and flexible learning opportunities.

Certification tests, such as TOEFL and IELTS, are recognised nationally and internationally and can be useful for those who wish to demonstrate English proficiency for academic, employment or immigration purposes. English language learning is enriched by the diversity of students from different cultural and linguistic backgrounds who seek to become proficient in English.

For this reason, English language teachers play a crucial role in the teaching-learning process. Solid and up-to-date training is required to prepare learners effectively. Language teaching varies according to the context. In some places, the emphasis is more on oral communication, while in others the focus is on grammar and writing. In addition, English for specific purposes, such as medical English or business English, is important in many disciplines.

However, in some countries, it is taught alongside the mother tongue from an early age, which encourages bilingualism. Thus, globalisation has led to the opening of branches of

universities and schools in different countries, increasing the demand for academic English programmes. Despite globalisation, local and cultural needs still influence how English is taught and learned in different regions of the world.

Gilles et al. (2003) mention that, in cooperative learning, students work together in groups, interact and help each other within an organised structure. A group in cooperative learning usually consists of two or more members. Several studies have shown an increase in interaction and positive social relationships with learning activities conducted in groups.

Cooperative learning as a social process where knowledge is gained through effective collaboration among group members. It encompasses different educational approaches in which students collaborate in small groups to support each other in learning academic subject matter, as mentioned by Vijayaratnam (2009).

Accordingly, Jarvel (2010) mentioned that cooperative learning starts from an interactional perspective, which perceives learning as a mechanism for constructing meaning through social interaction (as cited in Rusydi et al., 2023). That is, cooperative learning occurs when people interact with each other, sharing ideas and building meaning together. It highlights the importance of collaboration and social interaction as essential elements for knowledge construction.

Therefore, it is relevant to acquire a skill relating with the educational objective, being a good alternative so that there are no signs of discrimination in the classroom when working together. In order to avoid unfavourable situations, it is necessary to create a good atmosphere in the classroom, so that they can prepare themselves as a group and thus have a more suitable climate for cooperative activities where the teacher who plays an important role should organise

his or her class in the best way possible to allow the correct use the cooperative learning technique.

According to the Canarian Government (n.d), three types of cooperative learning can be identified as being applicable in the educational environment:

- 1) The first, is formal cooperative learning, designed to be applied during a class session, over several weeks or until the completion of an assignment.
- 2) The second is informal cooperative learning, suitable for a specific group in a particular class, where the focus is on the materials to be presented and not so much on the learners, as in other types of cooperative learning.
- 3) Finally, basic cooperative learning. It is oriented towards university context or research teams, covering a period that coincides with a whole academic year or until the team's objectives are archived, and may even last for more than a year in particular circumstances.

According to Camara et al., (2019) in cooperative learning it is essential to involve students in the discourse of ideas and information, encourage students to explore their own ideas, provide enough time to carry out the learning process, and in every teaching-learning process, always start from a problem and solve it together.

1.2.3 Characterisation of speaking skill.

Among the various skills developed in English language learning, speaking stands out. This aspect is considered fundamental in the communication process, as it implies the ability to understand and process spoken language, being a crucial skill in the constant interaction that we maintain in society (Cevallos et al., 2020).

According to Loubazid (2012), speaking is a skill by which one recognises others by what they are saying and how they are thinking, so it requires special care, like other language skill. That is, it involves understanding the meaning behind the words and the intention of the speaker, which demands special care in its development and practice. The same author mentions that it is important to master this skill because learners can improve their written expression and develop their vocabulary and grammar.

Abdullaeva (2018), mentions “Young learners are like sponges, they soak up everything we say and how we say it. Thus, clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear” (p. 1), meaning that learners have the ability to absorb and retain the information presented to them.

The comparison he makes suggest that they are receptive and can easily assimilate what they hear and observe in their educational environment, therefore, pronunciation stands out because students tend to imitate and repeat accurately what they hear, emphasising the significant influence that correct pronunciation can have on their learning.

As such, he also mentions that the focus in activity design is oriented towards tasks that balance the search for both fluency and accuracy, meaning that, in contemporary education, considerable attention has been devoted to the creation of activities that focus on achieving a balance among fluency, accuracy, grammar, and vocabulary. These criteria are taken into account during the evaluation of speaking skills.

Author Biu Thi Lan (2023), supports Abdullaeva's statements by mentioning “There are aspects of speaking such as pronunciation, vocabulary, grammar, accuracy, pronunciation, and fluency that must be mastered in order to speak well.” (p. 82) In other words, she suggests that

good performance in these aspects contributes to effective oral communication. In this study, Bui Thi Lan's (2021) conception of oral proficiency is used as the main reference point.

The speaking skill contains categories, such as fluency, accuracy, pronunciation and grammar. This is why Dwyer (2021) mentions that fluency, unlike accuracy, focuses on communication without a focus on perfect English. Speakers can express themselves clearly and accurately without too many pauses, meaning that being a fluent speaker implies expressing oneself with ease, although not necessarily with complete accuracy or without grammatical errors. Fluency emphasises effective and uninterrupted communication.

On the other hand, the same author mentions that accuracy is not always crucial for effective communication in English. Although native speakers of English can also make grammatical errors, these errors are not usually a significant obstacle to comprehension if the overall message is understandable. The idea is that effective communication often relies on conveying the message clearly and understandably, even if there are minimal grammatical errors.

With regard to pronunciation, Novita (2016) mentions that the students have to cope with the difficulty of unfamiliar consonants and must develop a long-term memory of all these sounds. In addition, they need to train their articulatory organs to be able to pronounce combinations of these sounds in their speech, therefore, he highlights the importance of memorisation, practice and physical training to improve the pronunciation of consonants in speech.

Similarly, Suseno (2020) mentions the importance of choosing grammatical topics relevant to communication, focusing on frequent and essential grammatical rules used in conversation, which benefits the development of learners' oral competence.

For communication to be effective, both sender and receiver must share a common level of meaning. Distortion in the transmission of the message can lead to a breakdown in communication. In this context, body language is presented as a complementary element, especially for learners with language difficulties helping them to convey ideas or information to their teachers and peers in the classroom, according to Nnenna et al. (2021)

This why, in order to improve speaking skill, it is necessary to take each of these aspects into account. These skills are not only limited to speaking, but also encompass body language, self-confidence and appropriate behaviour. They also facilitate clear communication and effective delivery of information to learners.

1.3 Contextual background to the English language teaching – learning process in Ecuador.

In Ecuador, there is a growing demand to learn English, driven by globalisation, the internationalisation of higher education and international job opportunities. Therefore, the Government of Ecuador has promoted bilingual education in public schools, which has led to an increased emphasis on teaching English from an early age.

Despite this, the Ecuadorian government has implemented several programmes to improve English language education; however, some did not work as expected. Students are required to obtain B1 level before finishing high school, but most do not meet the standards.

Some Latin American countries have the lowest level of English proficiency. In 2018, Ecuador ranked 0 out of 112 countries. Subsequently, it dropped to 80th out of 113 countries, showing a low level of competence. So, it is necessary to mention that the whole learning process takes considerable time to acquire the language, especially in educational centres, these

plans sometimes forget the more visual and extroverted skills; so, speaking is considered the most complex skill than reading, writing or listening. (Dávila, 2020).

Currently, statistics indicate that Ecuador has dropped in the global English proficiency index, from 80th in 2011 to 93rd in 2020, despite implementing education policies in 2012 to improve English language teaching.

Ecuador's Ministry of Education has implemented programmes and policies to improve English language teaching in public schools, including teacher training and the adoption of educational materials. In addition to public education, there are private and academic institutions that offer English courses for children, adolescents and adults. Many English language programmes in Ecuador have adopted a communicative approach, which focuses on the development of oral and written communication skills.

In addition, preparation for international certification exams, such as TOELF and IELTS, is common, as these exams are widely recognised in the academic and workplace. Students exchange with English-speaking countries is a popular option for those who wish to improve their English skills and experience cultural immersion. Technology also plays an important role in the teaching of English in Ecuador, with the use of apps, online resources and educational platforms (Barragán, 2023).

Teacher education and training for English teachers is essential for the provision of quality education. Many teachers seek to improve their skills through postgraduate programmes and refresher courses. Although language teaching is valued, some Ecuadorians may face financial challenges in accessing quality programmes. English language teaching and learning can vary in different regions of Ecuador, with approaches and resources.

The baccalaureate has a responsibility to equip pupils with skills that can be assessed according to agreed standards. It is therefore essential to refer to the Common European Framework of reference for Languages (CEFR), an internationally recognised standard describing levels of language proficiency. Consequently, baccalaureate students are expected to reach at least level B1 in speaking in order to demonstrate an adequate command of the English language. This level will enable them to communicate clearly in order to express experiences, dreams and opinions concisely; to tell stories, to describe book or film plots and to express reactions comprehensibly and briefly. (Consejo de Europa, 2002).

1.3.1 Current diagnostic evaluation of the speaking skill of the 3rd year students of General Unified Baccalaureate parallel ‘F’.

In this section presents the results obtains from the rubric used with the 3rd year of General Unified Baccalaureate parallel ‘F’ at the ‘Colegio de Bachillerato Nueve de Octubre’, 2024-2025 school year. The instruments were used for data collation in this research: the observation guide, the rubric and the pedagogical test known as the pre-test and post-test.

1.3.2.1 Systemic observation analysis.

According to the observation made at the time of applying the diagnostic test, the following was identified:

- Some students face difficulties in pronouncing the words of the activities.
- When students read aloud, they tend to follow the exact spelling of the words, which can lead to pronunciation errors.
- A variety of exercises covering different language skills were assigned, however, active participation in the oral activities was a challenge for most students.
- Some students lacked confidence even when answering simple vocabulary questions.

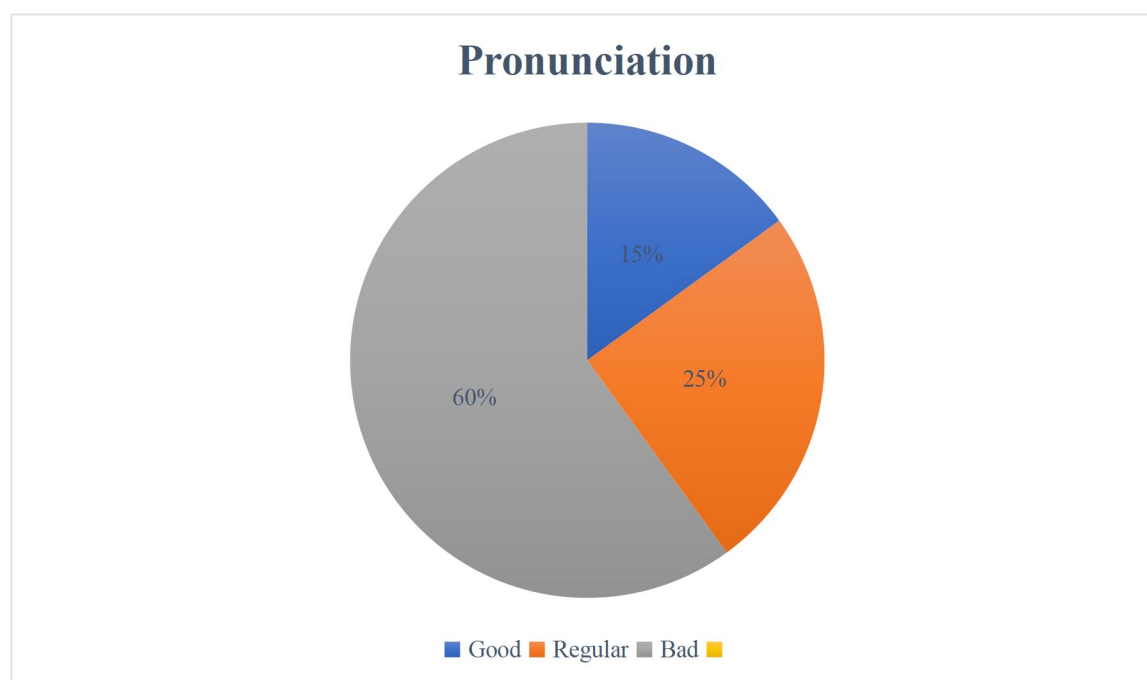
- Despite nerves and occasional pronunciation errors.

Thus, it has been shown that the students' level of oral competence is poor in both vocabulary generation and reluctance to make mistakes, which is reflected in their poor active participation during conversations in English.

Subsequently, the results obtain for the dimensions and indicators are analysed.

Figure 1

Indicador: Pronunciation

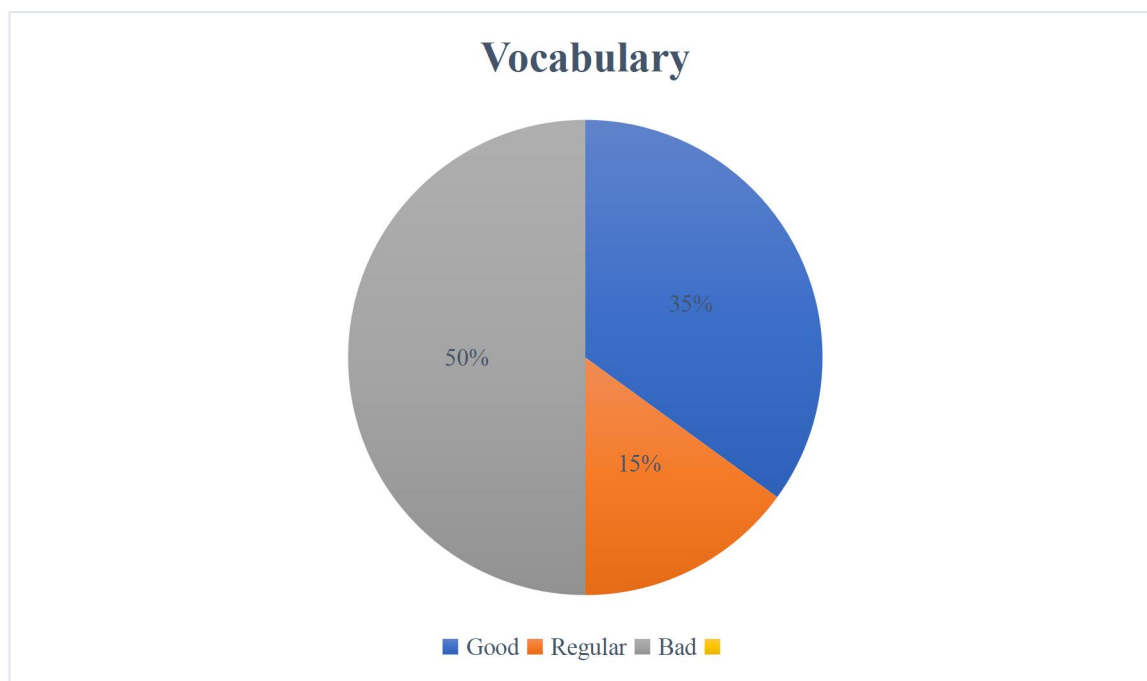


15% of the students demonstrated clear and precise pronunciation. 25% made some pronunciation errors, but were generally understandable. 60% had difficulty in understanding due to pronunciation errors. Some students may face difficulties in pronouncing English words due to the influence of their mother tongue.

Pennington and Rogerson-Revell (2019) mention that, mother tongue influence can manifest itself in different ways when learning a second language. It can affect both individual sounds (segments) and broader aspects of pronunciation, such as intonation and rhythm (suprasegments). And it can be total, affecting all examples with the same phonetic form, or partial, i.e., only in certain contexts or words.

Figure 2

Indicator: Vocabulary

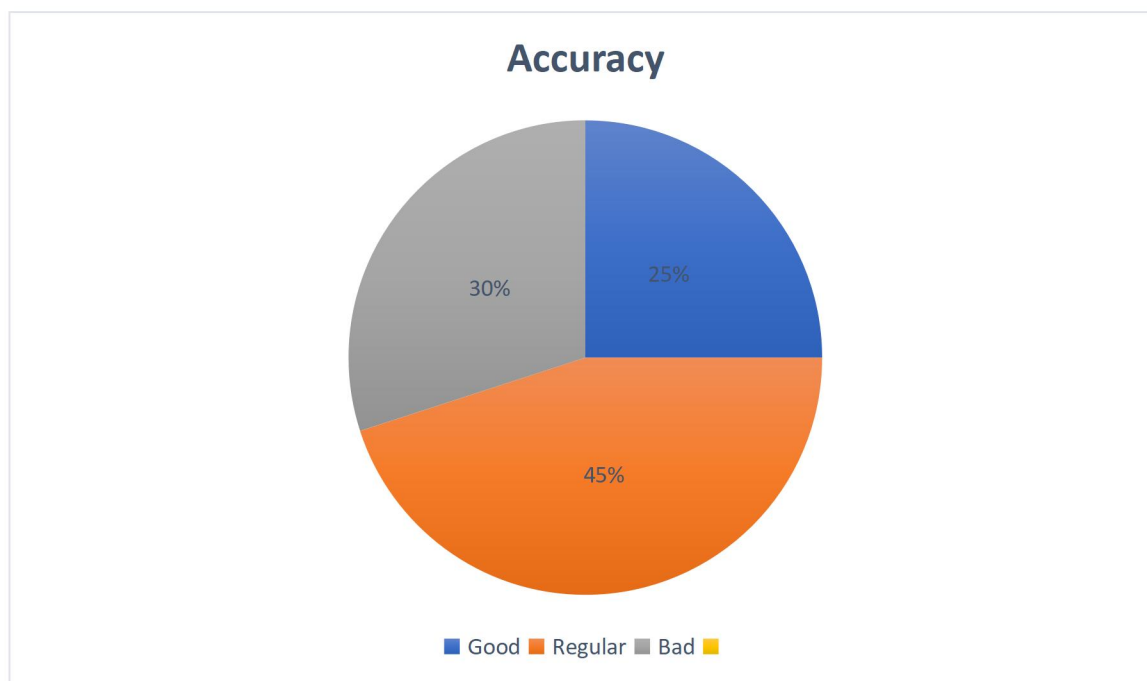


35% of students used an extensive and precise vocabulary. This group represents students who demonstrated a solid command of vocabulary and used terms appropriately and accurately. 15% used an adequate vocabulary, but could expand it. In this case, there is a numerous group of learners who used an adequate vocabulary, but did not necessarily excel in lexical richness. 50% of students had a restricted vocabulary or inadequate use of terms. They may have made mistakes in their choice of words or their vocabulary may be more basic.

According to the difficulties presented in this indicator, it can be said that this is due to the lack of active practice on the blackboard and the lack of real-time correction. Jin L. (2021) recommends that students write on the board the word they pronounce when they participate in class, which allows them to understand the mistakes they make in order to correct and learn in time.

Figure 3

Indicator: Accuracy

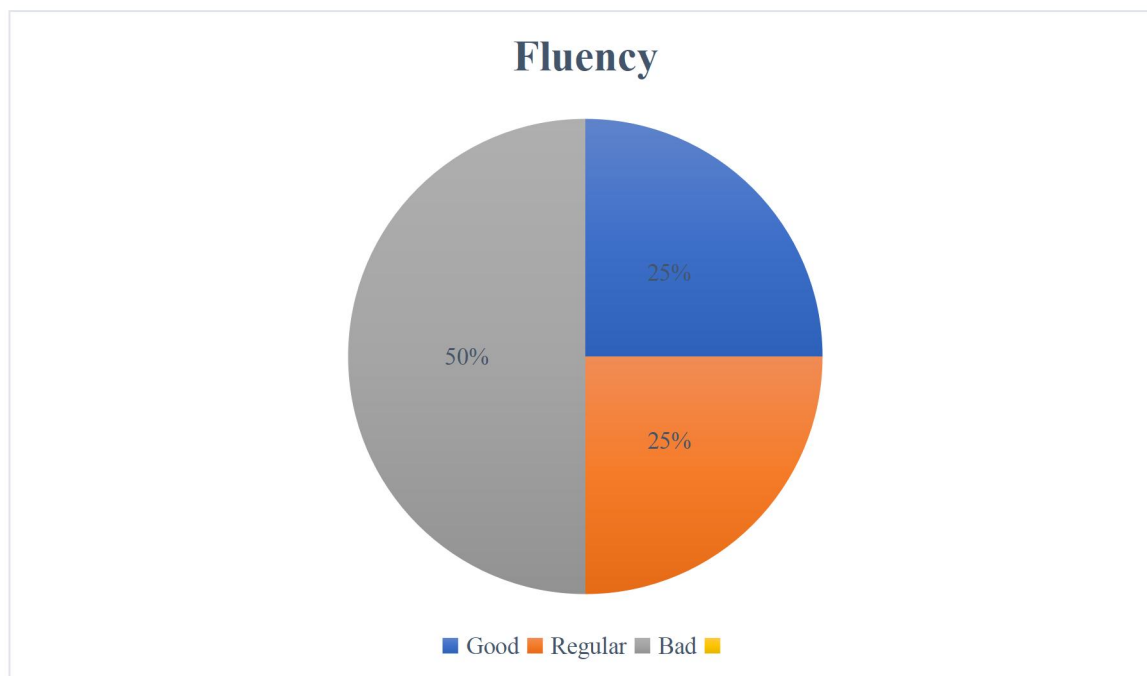


25% of the students were able to communicate effectively and unambiguously. This group represents students who were able to express themselves clearly and without creating doubt. Their messages were understandable and left no room for misunderstanding. 45% had some inaccuracies, but their message was understandable. Here there is a larger group of students. Although they made mistakes or were not completely accurate, they still managed to convey

their message effectively. Thirty percent conveyed messages that were confusing or difficult to understand. This group represent the students who faced difficulties in their expression.

Figure 4

Indicator: Fluency



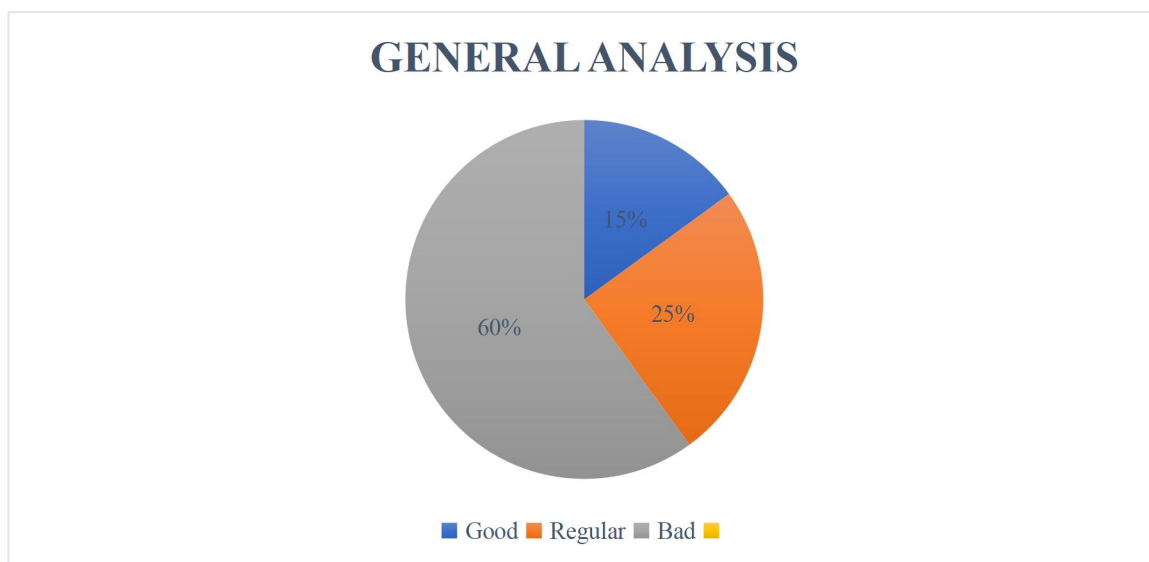
25% of students spoke fluently and naturally. This group represents the students who expressed themselves fluently and without noticeable difficulties. 25% showed some hesitation, but in general their speech was fluent. Although there were a few moments of hesitation or pauses, overall, they managed to maintain a fluent speech. 50% of the students' speech was choppy or not very fluent. This group represents the students who faced significant difficulties in speaking. Their speech was interrupted, unnatural or incoherent.

Based on the result of this indicator, it can be said that this is due to lack of practice, confidence and attention. Jiménez et al. mention that lack of fluency is a common error. When

students fail to express themselves clearly, especially in the classroom or with peer interaction. The need to make themselves understood and the pressure of peer pressure or teacher corrections motivate students to try harder to improve and become more fluent.

Figure 5

General Analysis.



The analysis reveals that 15% of the students excel in pronunciation, vocabulary, accuracy and fluency, indicating solid performance in most of the dimensions assessed. A further 25% show proficiency in some areas but with room for improvement, while the remaining 60% face significant challenges, especially in pronunciation, vocabulary, and fluency.

The pedagogical test instrument was found to reflect the students' level of oral proficiency. This supports the need to intervene in pedagogical practice through a system of activities based on the cooperative technique, in order to improve the speaking skills of students in the 3rd of General Unified Baccalaureate, 2024.

CHAPTER II. METHODOLOGICAL FRAMEWORK

This chapter describes elements linked to the methodology used in the development of this study, such as: paradigm, population and sample.

2.1 Paradigm and type of investigation.

This research was development from the positivist quantitative paradigm, with an experimental design of explanatory-analytical type because it seeks to explain causes of variables and manipulation of the same according to Galarza (2021), this paradigm is oriented to search, explain, predict, control phenomena, verify theoretical, and identify real causes and know little explored issues through the effectiveness of teaching. Therefore, the research is of an explanatory type because it seeks to refine empirical social research on theoretical foundations (Edling, 2011).

2.2 Research Design.

According to the research paradigm described, the methodological approach adopted corresponds to the type of non-experimental non-participatory action research.

Non-experimental designs are used to describe, distinguish or explore correlates, rather than to investigate direct connections between variables, groups or contexts. No random assignment, control groups or manipulation of variables is used, as this approach is based solely on observation. (Sousa, Driessnack, & Costa, 2007).

2.3 Population and Sample.

The population is constituted by a group of 28 students of 3rd year of the General Unified Baccalaureate parallel ‘‘F’’ at the ‘‘Colegio de Bachillerato Nueve de Octubre’’, 2024-2025

school year in the city of Machala, province of El Oro, and their age range is between 16 and 17 years old respectively.

The population in a research study represents the group of individuals or objects that are the focus of the analysis. It is essential to clearly define the population in order to understand to whom the results of the study will be applied. With respect to the sample; it constitutes a selection of the total population to be studied. There are specific methods to determine the number of elements that will make up the sample, including formulas and logical reasoning. This sample acts as a representative reflection of the larger group to which it belongs. (Lopez, 2024).

2.4 Research Methods

Research methods refer to systematic approaches used to obtain, analyse and understand data in the research domain. These methods may vary according to the field of study and the specific objects of research.

2.4.1 Theoretical level methods

Theoretical methods are applied repeatedly from creation of the research design, starting from the analysis of the state of the art of the scientific problem, to the interpretation of the verified data and facts, as well as the relevant conclusions and recommendations (Ortiz, 2012).

2.4.1.1 Historical-logical method

The historical-logical method was used to determine the evaluation of learning techniques for the improvement of speaking skills in students of 3rd year of General Unified Baccalaureate parallel ‘F’ at the ‘‘Colegio de Bachillerato Nueve de Octubre’’, 2024-2025 school year.

2.4.1.2 Analytical-Synthetic method

The analytic-synthetic method was used to characterise the development of speaking skills, as well as to characterise the use of the cooperative learning technique.

2.4.1.3 Systemic method

The systemic method was used to study the interactions between students during cooperative learning activities, how roles are distributed and how they communicate during group discussions

2.4.2 Empirical Methods

Empirical methods are based on experience and direct contact with reality, based on experimentation and logic, complemented by observation of phenomena and their statistical analysis. In this study, the fundamental methods, which include observation and measurement, will be used.

2.4.2.1 Systemic observation

Observation is a scientific research technique that involves direct perception of the object of study, allowing a detail understanding and analysis of reality.

2.4.2.2 Pedagogical test

This data collection procedure sets out the criteria to be used to assess speaking skills, considering aspects such as pronunciation, vocabulary, accuracy and fluency. It is based on the implementation of a rubric which will be applied in both the initial and final sections of the pedagogical test by implementing cooperative learning.

2.5 Data collection

This section presents the analysis and interpretation of the data collected through the instruments used in the research, through the elaboration of a consistency matrix that details the dimensions and variables used for the determination of data collection instruments.

2.6 Working with variables

Table 1

Consistency matrix

Research Problem	General Objective	Scientific Hypothesis	Research Variables	Dimensions e Indicators	Instruments	Evaluation
How to improve the speaking skill in 3 rd year students of General Unified Baccalaureate parallel ‘F’ at the ‘‘Colegio de Bachillerato Nueve de	Implement learning techniques through a class system to improve speaking skill.	If the cooperative learning technique is applied in a class system for speaking skill, then the speaking skill of 3 rd year students of General Unified	Categories: Independent variable: Cooperative Learning Technique. Dependent variable: Speaking skill. There are aspects of oral expression	Pronunciation: Clear and precise pronunciation. Some pronunciation errors, but generally understandable. Difficult to understand due to pronunciation errors. Vocabulary: Uses a wide and precise vocabulary. Uses adequate	Pedagogical test. Rubric. Observation.	Good: 1.9-2pts. Regular: 1.3-1.8 pts. Bad: 1.3-0 pts.

<p>Octubre?</p>		<p>Baccalaureate parallel 'F' at the "Colegio de Bachillerato Nueve de Octubre" will improve.</p>	<p>such as pronunciation, vocabulary, accuracy, and fluency that must be mastered to speak well (Bui Thi Lan, 2023).</p>	<p>vocabulary but could expand. Limited vocabulary or incorrect use of terms. Accuracy: Effective and unambiguous communication. -Some inaccuracies, but the message is understood. -Confusing or difficult to understand message. Fluency: -Speaks fluently and naturally. -Some hesitations, but generally fluent. -Choppy or disjointed speech.</p>		
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2.7 Research instruments' elaboration

This research proposes the analysis and interpretation of data through the use of tools such as observation and evaluation rubrics. These methods make it possible to examine and understand the data collected in a systemic manner, which contributes to a more rigorous and well-founded investigation.

Data collection involves obtaining and organizing information related to variables, facts, contexts, categories and communities involved in the research. These data are obtained through the application of instruments that must be accurate, tested and adequate for the purpose of the research (Useche et al., 2019).

The observation guide is an instrument that allows to record visually and in a verifiable way what is sought to be understood. It consists of using the senses to observe, analyse or interpret facts, objects or phenomena from a scientific, valid and reliable approach. The observer can adopt different roles (participant or non-participant) and follow defined or unstructured structures (Campos et al., 2012).

2.8 Analysis of information

When referring to an important of the speaking skill, we have to take into account the different dimensions found in it, such as pronunciation, vocabulary, accuracy and fluency. Based on these dimensions, an evaluation rubric was created for data analysis. (Appendix 1)

For the general synthesis of the information, the following indicators of speaking skill were determined:

- High level of speaking development: All indicators are at the highest level are between 1.9 and 2 points.

- Medium level of speaking development: All indicators are between 1.3 and 1.8 points.
- Low level of speaking development: All indicators are between 1.29 and 0 points.

CHAPTER III. CLASS SYSTEM USING THE COOPERATIVE LEARNING TECHNIQUE TO IMPROVE SPEAKING SKILL

This section details the orientations that support the implementation of the classroom system using cooperative learning to improve speaking skill in 3rd year students of the General Unified Baccalaureate, parallel “F”. The justification of the proposal during its implementation and evaluation of the progress obtained is presented.

3.1 Theoretical foundation of the classroom system using cooperative learning to improve speaking skill.

The present research focused on the development of a classroom system from a pedagogical perspective, based on the theories of Hernandez and Infante (2017). These authors point out that the teaching-learning process in education is designed to train students to identify and solve problems relevant to their field of study. Classes should not only transmit theoretical knowledge, but also develop the necessary practical skills and critical thinking.

From a philosophical perspective, Ramos G. (2005) argues that philosophical reflection on education is crucial to understand and improve educational and classroom systems. This reflection is not limited to an abstract theoretical analysis, but seeks to provide practical and theoretical tools to effectively transform education. For example, when we speak of the “philosophical foundations of education”, we are referring to a deep and critical analysis of the teaching-learning process from a philosophical perspective. This approach seeks not only to understand how educational system are structured and operate, but also how they can be improved to promote more conscious, optimal and relevant learning aligned with broader educational values and goals.

From the psychological perspective, Carrera and Mazzarella (2001) consider learning as a cognitive process that involves the activation and stimulation of different mental processes. These processes may include attention, memory critical thinking, among others. Interaction with other people plays a crucial role in this process, since it facilitates practice, the exchange of ideas and the construction of shared knowledge.

In the context of class system, social interaction mediated by language is fundamental. Class system provide a structured environment where students interact with peers and teachers. This interaction not only facilitates academic learning, but also promotes students' social and emotional development.

From a sociological perspective, Ensuncho and Almanza (2021) mention that, since the beginning of modern societies, human beings have been part of social, cultural and biological systems that influence their lives as social beings. These systems are present in all nations, states and cultures. For example, the family, the school, the church and the universities operate according to social codes designed by humans to maintain their balanced functioning.

The same author mentions that human beings are immersed in a world composed of systems, and that interaction with these systems influences identify and behavior within society. System are sets of organized elements that operate jointly to achieve a specific purpose.

3.1.2 Characteristics of class systems according to Hernandez and Infante (2017), Ramos G. (2005), Carrera and Mazzarella (2021):

-The class system should enable students to identify and solve problems relevant to their field of study. This allows them to apply the acquired knowledge effectively in real professional

contexts, preparing them to face specific challenges in their area of study and contribute significantly to their professional field.

-Promoting more conscious learning aligned to the academic curriculum ensures that students not only acquire knowledge, but also understand its relevance and applicability. Establishing clear educational goals orients both educators and students, providing accurate guidance for the teaching-learning process. This creates a structured and efficient educational environment, where educational objectives serve as benchmarks to measure academic progress and ensure learning success.

-Social interaction in the educational process facilitates deeper and more meaningful learning. Through language, students not only exchange information, but also build shared knowledge through discussions, team collaborations and interactive practices. This approach not only enhances understanding of academic content, but also promotes the development of social and emotional skills, preparing students to actively participate in society and collaborative work environments.

3.2 Description of the class system using cooperative learning to improve speaking skill.

The pedagogical proposal designed by the researchers focuses on a class system that employs cooperative learning to enhance English speaking skill. This innovative pedagogical approach is differentiated by its emphasis on active and collaborative interaction among students, facilitating not only language practice, but also the development of effective communication skills.

Each of the lesson plans (Appendix 2 to 3) were designed in consideration of the elements mentioned above. The main objective was to establish a link with the students so that

they could improve their speaking skill. To achieve this, their previous knowledge, habits and personal preferences were used as a basis for fostering communication between them and the teacher.

3.2.1 Objectives of the class system based on the cooperative learning technique to improve the speaking skill in students of 3rd “F” of the General Unified Baccalaureate at the “Colegio de Bachillerato Nueve de Octubre”

In order to effectively organise and structure the pedagogical proposal, a detailed analysis of the students' educational environment was carried out. This analysis included considerations about the current school schedule, the alignment of the contents with the curriculum of the corresponding school cycle, as well as the implementation of cooperative learning. The main objective was to integrate these elements in a coherent manner to enrich the educational process, without interfering with the natural flow of learning, but rather strengthening it to improve performance in English language learning.

The general objective of the class system is to improve the speaking skill of the 3rd year students of the General Unified Baccalaureate of the “Colegio de Bachillerato Nueve de Octubre”

The intervention proposal proposes the following specific objectives:

- Encourage students' equal participation in cooperative activities to strengthen their confidence and skills in speaking through active participation.
- To create structured environments for students to practice speaking through group discussions and debates, thus improving their communicative skills in English.

- Use cooperative learning strategies to improve students' speaking fluency and accuracy through feedback and guided practice.
- Establish assessment methods to monitor individual and group progress in speaking skill, adapting activities according to identified individual and group needs.

The integration of specific objectives into the class system is fundamental to cultivating a high level of English proficiency. This will be achieved through the implementation of key strategies, an organized system of activities, and the effective use of cooperative learning for speaking development. It is crucial to emphasize that detailed lesson planning forms the fundamental basis for effective educational learning.

3.2.2 Components of lesson planning

Due to the limited oral English proficiency of the 3rd year General Unified Baccalaureate, parallel 'F' at the 'Colegio de Bachillerato Nueve de Octubre', a lesson plan was created to develop their speaking skills. The lesson plans include the following elements:

-Topic: Specific subject of the lesson.

-Lesson objective: What is expected to be achieved at the end of the lesson.

-Content: Information and skills to be taught.

-Time: Duration of each activity.

-Procedure: Steps to follow during the class.

-Resources: Materials and tools needed.

Class 1

Topic: Healthy habits.

Objective: Students will be able to identify and discuss different types of habits in English, using speaking effectively.

Contents: Structures to express habits (present simple, expressions of frequency). And words related to habits and daily routines.

Time: 40 minutes.

Resources: notebook, pencil, markers, cards and board.

Introduction (5 minutes):

To begin with, the topic of habits and their influence on English learning will be introduced. A quick brainstorming session will be held for students to mention good and bad habits they know. These habits will be written on the board to create a "habit cloud". Students will be encouraged to recall their previous knowledge of habits and practice pronunciation of key words.

Development (20 minutes)

The teacher will begin by showing cards with examples of different habits, while asking questions about how these habits affect daily life and English learning. Students will practice listening and repeating the vocabulary presented. On the board, grammar related to structures for expressing habits, such as present simple and expressions of frequency, will be explained and reinforced.

Conclusion (15 minutes):

To verify the fulfilment of the class objectives, feedback will be given through questions that will evaluate the students' understanding of the habits and their impact on English learning. Each student will be called to the board to express how they feel about different habits in English, which will strengthen their confidence in speaking English.

Class 2

Topic: Daily routines.

Objective: Students will be able to identify and talk about their daily routines, using appropriate expressions of schedules and activities.

Contents: Vocabulary related to daily routines and schedules, expressions to describe daily activities and times of day.

Time: 40 minutes.

Resources: notebook, pencil, markers, cards and board.

Introduction (5 minutes):

To begin, the topic of daily routines and their relevance in the organization of day-to day life will be introduced. Students will be asked to think about the activities they perform on a daily basis. These routines will be written on the board to create a ‘cloud of routines’, where students will share their answers and the teacher will clarify any doubts that arise.

Development (20 minutes)

First, students will work in pairs to identify and classify their daily activities. Each student will name three activities and their partners will classify them as ‘morning routines’. This will encourage practice vocabulary related to schedules and activities. This will be followed by a role-play in which students will plan and describe a typical day in groups of three or four. They will use expressions such as ‘At 8 o’clock in the morning I have class’ or ‘After lunch I study English’. This will allow them to practise speaking. To encourage creativity and oral expression, students will imagine and share their ideal day. They will discuss what their perfect schedule would be like, what activities they would do and at what time.

Conclusion (15 minutes):

For the objectives of the class, feedback will be given by means of questions that will assess students' understanding of daily routines and schedules in English. Each student will have the opportunity to describe their ideal routine, which will foster confidence in speaking English and strengthen fluency and accuracy skills.

Class 3

Topic: Beneficial habits for physical and mental health.

Objective: Students will be able to design and describe healthy daily routines, using expressions to talk about habits related to eating, exercise, sleep and hygiene.

Contents: Vocabulary related to healthy habits, expressions to describe daily routines, and dialogues to practice expressions such as “Every day”, “In the morning”, “Before going to bed”, etc.

Time: 40 minutes.

Resources: notebook, pencil, markers, cards and board.

Introduction (5 minutes):

Greet and recall the previous topic, asking students about their daily habits related to health. Conduct a warm-up activity where students practice greetings and respond appropriately in English. Ask students to briefly share what healthy habits they did the previous day using basic English vocabulary.

Development (20 minutes)

The teacher will present cards with adverbs of time common in daily routines, such as “in the morning”, “after school”, “at night”, etc. Pronounce each adverb of time clearly and slowly, with emphasis on correct pronunciation. Ask students to repeat each adverb after the teacher, paying attention to sounds and intonation and form pairs and give each pair a set of cards with everyday activities and adverbs of time.

Conclusion (15 minutes):

Briefly review adverbs of time and their use to describe daily routines. Ask students to share some examples of how they used adverbs of time in their daily activities, encourage students to reflect on their own healthy daily routines and share some activities they usually do using adverbs of time to describe the sequence of events.

3.2.3 Methodological orientations for the implementation of the class system.

These methodological orientations are designed to guide teachers in the implementation of a class system that uses cooperative learning to improve the speaking skill of students in the 3rd year of the General Unified Baccalaureate. Based on pedagogical, philosophical, psychological and sociological theories, these guidelines provide a clear and effective structure for fostering an interactive and collaborative learning environment.

- Initially assess pupils' level of speaking skill.
- Take into consideration the schedule, the current curriculum and the specific characteristics of the learner group.
- Establish general and specific goals.
- Plan units and topics relevant to the curriculum and students' interests.
- Define the contents and didactic strategies to be used in each class.
- Use cooperative techniques such as “Jigsaw”, “Think-pair-share” and group discussions.
- Implement role-plays and simulations that reflect real-life situations.
- Promote individual and group oral presentations.
- Provide constructive and specific feedback on students' speaking performance.
- Implement formative and summative assessment to monitor progress.
- Use precise and detailed rubrics for the assessment of speaking skills.
- Adjust activities and teaching methods according to students' needs and progress.

- Provide additional support to students who require it through tutorials and booster sessions.
- Collaborate with other teachers to share good practices and resources.
- Each lesson plan should include the following elements: units, topic, lesson objective, content, teaching strategies, time, procedure and resources.

The application of a class system using cooperative learning to speaking in 3rd year students of the General Unified Baccalaureate is guided by these methodological orientations.

CHAPTER 4. RESULTS OF THE APPLICATION OF THE CLASS SYSTEM.

This chapter presents the results obtained through the application of the class system using the cooperative learning technique to improve speaking skill in the students of the 3rd year of the General Unified Baccalaureate, parallel “F” of the “Colegio de Bachillerato Nueve de Octubre”, 2024-2025 school year. The activities were carried out on Fridays in June of this year and were based on a non-experimental design. This approach allowed evaluating the effectiveness of cooperative learning in various dimensions, providing detailed data on the progress of students and the effectiveness of the applied technique.

4.1 Description of the application of the class system using the cooperative learning technique.

In this section, I detail the organization of the didactic contents within the class system, using the cooperative learning technique to improve the English-speaking skill of the 3rd General Unified Baccalaureate, parallel “F” students. This system was implemented in the 2024 course, according to the lesson plans. The classes were held at the “Colegio de Bachillerato Nueve de Octubre”, during the 2024-2025 academic period, and were carried out on the dates established for each session.

Class 1: Healthy habits

It began with a discussion of healthy habits and an English greeting exercise. Students learned adverbs of time and paired cards with daily activities and adverbs. Finally, they shared their healthy routines using adverbs to describe their habits.

Class 2: Daily routines

The class began with brainstorming about daily routines, creating a brainstorming session on the board. Students worked in pairs to identify and classify daily activities as “morning

routines” or “school routines”. They then role-played in groups to describe a typical day using expressions of schedules and activities, and shared their ideal schedule in a creative activity. Finally, a feedback session was held where students described their ideal routine, promoting fluency and accuracy in speaking.

Class 3: Beneficial habits for physical and mental health.

It began with a discussion on healthy habits and practiced greeting in English. The teacher introduced adverbs. They then reflected on their healthy routines and shared examples using the adverbs of time learned.

A proposal class system using cooperative learning technique has been developed to strengthen students' speaking skills. This approach is characterised by its collaborative and participatory structure, designed to optimize learning through meaningful interactions among students.

4.2 Discussion and Results

This chapter presents the results obtained from the research and the intervention applying a system of classes using cooperative learning to improve the speaking skill of the 3rd year students of the General Unified Baccalaureate, parallel “F” of the “Colegio de Bachillerato Nueve de Octubre”.

4.2.1 Initial results and observations

From the analysis of the results obtained, it can be contracted with the initial situation through the previous observation and the application of the rubric, revealing a low initial level in oral expression. Therefore, an improvement is observed by comparing the pre and post-test

results, it can be concluded that the class system based on cooperative learning had a positive impact on the students' speaking skill.

4.2.2 Impact of the intervention

On the other hand, teacher reported that students felt more motivated and engages in learning English. Students expressed that cooperative learning helped them feel more confident in speaking English. They said that working in groups allowed them to practice more and receive feedback from their peers.

The results of this research are consistent with previous studies that have demonstrated the effectiveness of cooperative learning in improving speaking skill. For example, Yash Pall (2011) mentions that the cooperative learning technique is based on a constructivist perspective where students are organised into small groups with different levels of ability. This reflects a correspondence with the findings of this study, where 3rd year high school students improved their speaking skill modestly.

The results of the application of the class system using cooperative technique had a positive impact on the students' speaking skills. The observed improvement in speaking skill, together with the increase in motivation and confidence, underlines the effectiveness of the work.

CONCLUSIONS

The result of the theoretical review reveals that cooperative learning is an effective pedagogical strategy for improvising speaking skill in language learners, fostering a collaborative environment that facilitates meaningful learning and the development of communicative competences.

The diagnostic assessment of students in the 3rd year of General Unified Baccalaureate, parallel “F” revealed a wide diversity in the levels of oral proficiency. Some students face significant difficulties in pronouncing words and expressing ideas fluently. Other show comprehensible communication, albeit with some inaccuracies and a tendency to follow exact writing when reading aloud.

Faced with the difficulties evidenced in the initial diagnosis, a class system was designed which is characterised by its focus on cooperative learning. This system not only transmitted theoretical knowledge, but also promoted practical skills and critical thinking essential for the integral information of the students. Responding directly to identified needs, such as a lack of confidence and accuracy in oral expression, the structured activities encouraged active and collaborative participation.

The implementation of the system proved effective in significantly improving fluency and accuracy in speaking, providing a dynamic and conducive learning environment for English language learning.

RECOMMENDATIONS

Follow up the research with the implementation and evolution of the designed class system. It is crucial to carry out periodic evaluations to adjust the strategies according to the observed progress and emerging needs of the students.

Provide training through methodological activities to the teachers involved, focused on strengthening their skills in the effective implementation of cooperative learning and the teaching of oral English. This measure would ensure consistent and quality implementation of the proposed pedagogical system.

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APPENDIX

Annex 1

EVALUATION RUBRIC			
CRITERIA	Good 1.9 pts – 2 pts	Regular 1.3 pts – 1.8 pts	Bad 1.29 pts – 0 pts
PRONUNCIATION Correct articulation of sounds when speaking clear and accurate pronunciation.	Students who achieve this express themselves without difficulty and their words are easily understood.	Some pronunciation errors, but generally understandable. Students can correct small slips and still be understood.	Difficulty understanding due to pronunciation errors. These students need to work on their diction to make their message clear.
VOCABULARY Use of specific terms.	Uses a wide and precise vocabulary. This demonstrates a good command of the language.	They use an adequate vocabulary, but could expand it. These students do not make serious errors, but could benefit from enriching their lexicon.	Limited vocabulary or incorrect use of terms. Students with limited or incorrect vocabulary face difficulties in expressing themselves. They may make mistakes or use inappropriate words.
ACCURACY Conveys the message clearly and understandably.	Effective and unambiguous communication. These students manage to express themselves with clarity and precision.	Some inaccuracies, but the message is understood. These students may benefit from specific feedback to improve their accuracy.	Confusing or difficulties in communication. Their messages generate confusion and misunderstanding.
FLUENCY Fluent communication.	Speak fluently and naturally. Fluent learners can express themselves without noticeable interruptions.	Some hesitation, but generally fluent. Students may benefit from additional practice to reduce these pauses.	Choppy or slurred speech. These students face significant difficulties in speaking. Their speech is interrupted and unnatural.

Annex 2

Lesson Plan 1

Main Aim: Students will be able to identify and talk about different types of habits.			
Timing and Interaction	Stage Name & Aims	Procedure	Tutor's Comments
5'	Lead-in Introduction to the topic of habits and their importance.	Habit Brainstorm Ask students to quickly think of as many habits as they can, good or bad. Write the shared habits on the board to create a 'habit cloud'.	
10'	Warm-Up: Habit Check-In In pairs, identify personal habits and classify them into good and bad habits.	Pair work Form pairs and assign each student a number: 1 or 2 Name three personal habits that you consider good and three bad. Rank the habits mentioned by your partner on a 'Good Habits' list.	
15'	Speaking practice: Habit Role-Play They perform a role-play where they provide examples and advice.	T will introduce the activity; students form groups of three or four perform a role-play where one has a bad habit and the others give advice on how to change it.	
10'	Critical thinking: Habit Debate Organise a class discussion on the statement 'habits are more important than rule for success in learning English'	T will introduce the dynamic, divide the class into two groups, one for one against, and allow them to discuss their views.	

Annex 3

Lesson Plan 2

Main Aims: Students will be able to describe and discuss their daily routines, including activities and schedules.			
Timing and Interaction	Stage Name & Aims	Procedure	Tutor's comments
5'	Lead-in Introduce the topic of daily routines and their importance.	Ask students to think about the activities they do every day. Write the shared routines on the board to create a "routine cloud"	
10'	Warm-Up In pairs, identify daily activities and classify them.	Form pairs and assign each student a number: 1 or 2 Each student lists three daily activities. Partners categorise the activities listed into "morning routines", "school routines"	
15'	Speaking practice They perform a role-play where they plan a typical day.	Teacher introduces the activity, students form groups of three or four and perform a role-play where they practice expressions such as "At 8 a.m., I have classes"	
10'	Creative activity Encourage creativity and oral expression.	The teacher introduces the dynamic, asks students to image their ideal day. What would their perfect schedule look like? What activities would they do? What time would they do them? Each student shares their ideal schedule with the rest of the class.	

Annex 4

Lesson 3

Main Aim: Students will be able to design and describe healthy daily routines, including habits beneficial to their physical and mental health.			
Timing and Interaction	Stage Name & Aims	Procedure	Tutor's comments
5'	Lead-in Introduce the topic by establishing healthy routines.	Students share their daily habits related to eating, exercise, sleep, and hygiene.	
10'	Warm-Up Form pair and assign each student a number.	Students record their daily habits on a list. Then, they reflect on which ones are healthy and which ones they could improve.	
15'	Speaking practice Students will practice dialogues in pairs.	Students will practice dialogues in pairs using the routines they have created. Use expressions such as 'Every day', 'In the morning', etc.	
10'	Assessment Assess speaking skills.	Ask students what they learned about healthy routines and how they can apply it in their daily lives.	

Annex 5**Pre-diagnostic Test for speaking Skill Assessment****Instructions:**

-Read each question aloud.

-Answer each question using complete sentences and, as far as possible, avoid reading directly from the text.

Vocabulary and pronunciation

1. How do you pronounce the word “technology” in English?
2. Can you pronounce the following words correctly: ‘restaurant’, ‘specific’, ‘comfortable’?
3. Describe your daily routine in English. Include at least three activities that you do regularly.

Read aloud

4. read the following paragraph aloud: Many people believe that travelling broadens the mind. It exposes us to new cultures, languages, and ideas. Travelling allows us to experience different ways of life firsthand.

Conversation and Expression

5. What kinds of activities do you prefer to do in your free time? Explain why you like these activities.

Interaction and Response

6. Listen to the following question and answer briefly: What is your favourite film and why do you like it?

Opinion and Reflection

7. What do you like most about learning English? What is the most difficult thing for you about learning English?

Evaluation:

-Pronunciation, fluency, coherence and clarity of answers will be assessed.

-The result will be used to design specific activities to improve the skills identified during this pre-test.

Annex 6

Final Test for Speaking Skill

Instructions:

-Read each question aloud.

-Answer each question using complete sentence and, as far as possible, avoid reading directly from the text.

Vocabulary and Pronunciation

1. Pronounce the following words: “technology”, “restaurant”, “specific”, “comfortable”. Have you noticed any improvement in your pronunciation since the beginning of the course?

Read Aloud

2. Read the following paragraph aloud: “Traveling broadens the mind by exposing us to new cultures, languages, and ideas. It allows us to experience different ways of life firsthand”.

Conversation and expression

3. Imagine you are in a professional environment and you need to present a project.

Briefly describe your project and its objectives.

Interaction and response

4. Listen to the following question and answer briefly: What is your opinion about working in a team to solve problems at work?

Opinion and reflection

5. Reflect on your progress in English class – what aspects do you think you have improved the most and why?

Assessment:

-Pronunciation, fluency, accuracy, coherence and clarity of responses will be assessed.

-The results will be compared with those obtained in the pre-test to identify individual and group progress in the speaking skill.

Annex 7



