



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY AND  
FOREIGN LANGUAGE**

**“THE IMPORTANCE OF COOPERATIVE LEARNING TO IMPROVE  
SPEAKING SKILLS IN SEVENTH GRADERS”  
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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## **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title “THE IMPORTANCE OF COOPERATIVE LEARNING TO IMPROVE SPEAKING SKILLS IN SEVENTH GRADERS OF UNIDAD EDUCATIVA DR OTTO AROSEMENA GOMEZ” written by Stefania Daniela Chiado Loor and Jordy Nahin Malave Illescas, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Península of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

**Sincerely,**

A handwritten signature in black ink, appearing to read 'Sandra Caamaño López', written over a horizontal line.

**Sandra Caamaño López, MSc.**

**Advisor**

### Statement of Authorship

We, STEFANIA DANIELA CHIADO LOOR, with ID number 0805412103 & JORDY NAHIN MALAVE ILLESCAS, with ID number 0928275502, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "THE IMPORTANCE OF COOPERATIVE LEARNING TO IMPROVE SPEAKING SKILLS IN SEVENTH GRADERS OF UNIDAD EDUCATIVA DR OTTO AROSEMENA GOMEZ", certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



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## Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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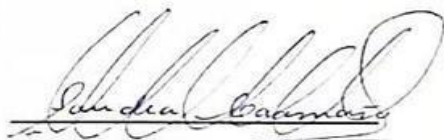
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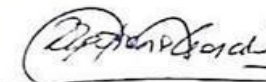
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## **Acknowledgment I**

First, I thank to God, and my parents who are a very important people in my life, they have supported me in the whole major, study, and teaching me not to give up. Besides, I want to show appreciation to my thesis partner Stefanía who has helped me in this difficult process to write the research. Also, I want to say thank you to my friends who have provided me their support, friendship, and confidence. Finally, to me, this objective that I proposed at the beginning of the pre university and I look forward to archive more goals.

-Jordy Nahin Malave Illescas

## **Acknowledgement II**

First of all I want to thank my father Hugo Chiado for teaching me to persevere and guide me with his wisdom to become the person I am, thanks to his unconditional love, to my grandmother Zoila Talbot, for being a mother to me and helping me overcome my difficult moments, it would have been perfect if she could have seen that I had achieved what I wanted, to my brother Hugo and my aunt Albina for supporting me in my studies, my siblings and niece for saving me in the lowest moments of my life, to my friend and thesis partner Nahin Malave thank you for accompanying me and supporting me throughout the procedure of creating this research. And finally, thanks to my friends " Los perdidos" for creating a fun and bearable college experience, as well as supporting me when I needed them most, thank you.

-Stefania Daniela Chiado Loor

### **Dedication I**

I dedicate this whole project to my parents; they are part of this achievement I have worked with a lot of effort. They deserve it, I hope for giving them happiness with this one, and the next accomplishments that I will do.

-Jordy Nahin Malave Illescas

### **Dedication II**

I dedicate this Project to the greatest loves of my life, my father Hugo Chiadó, my grandmother Zoila Talbot and my niece Gianna for their unwavering support, encouragement and love, those things that inspired me to never stop trying.

-Stefania Daniela Chiado Loor

## **Abstract**

Cooperative Learning is a teaching method in which it focuses mainly on the creation of groups to carry out activities in class. Moreover, promoting the interaction among students and social experiences that are carried out, because of it, this research aims to assess the impact of Cooperative learning in the development of speaking skills in seventh graders, to achieve this, it was gathered the information in order to analyze the method of Cooperative Learning and recognize the problems and difficulties that exist in the development of Speaking skill, using the qualitative method by one-on-one interviews three teachers from Unidad Educativa Dr. Otto Arosemena Gomez. Through analyzing the questions it was concluded that Cooperative learning is a valuable approach that is effective in developing any skill, especially speaking, because it not only helps students generate interdependence and instills companionship but also allows students to practice vocabulary by exchanging opinions and different activities such as role-play, think-pair share, among others, plus, negative aspects were found in the teaching of this language because they do not prioritize it and teach it as an extra subject, therefore it should be taken into account due to the low level of speaking skills in seventh grade students in the school previously mentioned.

**KEY WORDS:** Speaking, Cooperative Learning, Skills, Qualitative Method, Activities.



## Resumen

El Aprendizaje Cooperativo es un método de enseñanza en el que se centra principalmente en la creación de grupos para realizar actividades en clase. Además, promover la interacción entre los estudiantes y las experiencias sociales que se llevan a cabo, es por ello que esta investigación tiene como objetivo evaluar el impacto del aprendizaje cooperativo en el desarrollo de la habilidad oral en estudiantes de séptimo grado, para lograrlo se recopiló la información con el fin de analizar el método de Aprendizaje Cooperativo y reconocer los problemas y dificultades que existen en el desarrollo de la habilidad de hablar, utilizando el método cualitativo mediante entrevistas, en este caso se les pregunto a tres docentes de la Unidad Educativa Dr. Otto Arosemena Gomez. Mediante el análisis de las preguntas se concluyó que el Aprendizaje Cooperativo es un enfoque valioso y efectivo para desarrollar cualquier habilidad, especialmente el habla, porque no solo ayuda a los estudiantes a generar interdependencia e inculca compañerismo, sino que también les permite practicar vocabulario mediante el intercambio de opiniones y diferentes actividades como: role-play, think-pair share, entre otros, al mismo tiempo, se encontraron aspectos negativos en la enseñanza de este idioma debido a que no lo priorizan y lo enseñan como una materia extra, por lo que se debe tomar en cuenta debido al bajo nivel de habilidades orales en estudiantes de séptimo grado de la escuela antes mencionada.

**PALABRAS CLAVES:** Habla, Aprendizaje Cooperativo, Habilidades, Método Cualitativo, Actividades.

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## **Introduction**

Cooperative learning is a teaching approach that involves students working together in small groups to achieve a common goal. It is an important method for enhancing speaking skills in seventh graders. Research has shown that cooperative learning not only fosters academic achievement but also promotes the development of interpersonal and small group social skills. It is indispensable to consider that speaking skills are a fundamental component of effective language proficiency and communication. Cooperative learning provides students with opportunities to engage in meaningful conversations, express their ideas, and receive feedback from their peers, which are essential for language development.

Previous works from international, national, and local contexts have highlighted the benefits of cooperative learning in enhancing speaking skills. For instance, a study by Johnson & Johnson (1999) found that cooperative learning can enhance student achievement, promote critical thinking, foster positive attitudes towards the subject area, increase interpersonal skills, decrease attrition rates, and improve students' self-esteem. Additionally, research has emphasized the importance of communicative pedagogical contexts for the conceptual development of children, indicating that cooperative learning can significantly contribute to language and literacy skills development. The research problem addressed in this study is to identify the key factors and strategies within cooperative learning environments that contribute to the enhancement of speaking skills among seventh-grade students. The objectives of the research are as follows: To identify the key factors and strategies within cooperative learning environments that contribute to the enhancement of speaking skills among

seventh graders. To analyze the importance of speaking skills when learning English. To recognize the benefits and drawbacks of cooperative learning.

## **Chapter I**

### **The problem**

#### **1.1 Research Topic**

Cooperative learning and Speaking skills.

#### **1.2 Title**

The importance of Cooperative learning to improve speaking skills in seventh graders of Unidad Educativa Dr Otto Arosemena Gomez

#### **1.3 Problem Statement**

This research is targeted to investigate the importance of cooperative learning to improve speaking skills in one of the most significant languages in the world, that is English.

Pearson (2021) stated that almost 2 billion people speak English, the data prove its relevant in these days, in America is the first language most people decide to learn, it is taught in schools, high schools, universities, business. In order to learn it, students must master the four skills which are: speaking, listening, reading and writing.

Speaking is recognized as the one of the most required skills when people are acquiring a new language. According to Richards and Renandya (2002) a large of the world's language learners study English to developed proficiency in speaking.

Currently, the communicative skills in addition to the problem previously mentioned has another difficulty to enhance in classrooms, most of the students feel frightened to speak with others or even in front of the class. Consequently, one of the

methods to increase the confidence to communicate thoughts and ideas is Cooperative learning, whose main objective is learners can work collaborative or in small groups. In this way, they develop communicative skills through task or assignments that involve speaking activities supporting each other. Unfortunately, some teachers do not implement it properly and eventually they return to traditional strategies.

According to British Council (2015) most of the lessons were found to be largely teacher-centered, which means everything is concentrated on the teacher rather than the student. Therefore, they will talk more than the students, taking away the opportunity to develop their speaking skills, is an issue that as future teachers, must be changed completely, although some educational institutions have changed that approach to student-centered, there are still many schools that maintain traditional teaching.

Cooperative learning was formed as a supporting way to work in a group through collaboration and integration activities. Usually, the English language in the classroom is worked individually by the teachers to know the knowledge of each one (Herrera, 2023).

The issue at hand revolves around the need to recognize and assess the role of cooperative learning as a tool for enhancing speaking skills in different educational and non-educational settings. While several studies suggest that cooperative learning can be a valuable approach, the specific challenges, best practices, and the extent of its impact remain unclear.

This investigation aims to explore and understand the significance of Cooperative Learning as a pedagogical approach for enhancing speaking skills among seventh-grade students at Unidad Educativa Dr. Otto Arosemena Gomez. The study will seek to uncover how Cooperative Learning strategies can address the challenges, of developing the speaking skill. Additionally, the research will investigate the perceptions

and experiences of teachers and students regarding to the Cooperative learning in the context of improving speaking skills, shedding light on its overall impact and effectiveness. By addressing these aspects, this study intends to provide valuable insights for educators, curriculum developers, and educational policymakers seeking to enhance language education in elementary school settings.

#### **1.4 Problem Formulation**

##### **1.4.1 General Question:**

- What is the impact of cooperative learning strategies on the development of speaking skills in Seventh Grade students?

##### **1.4.2 Specific Questions:**

- How do various cooperative learning methods and group dynamics influence the effectiveness of this approach?
- What is the importance of Social Interaction to enhance Speaking skills?
- What are the benefits and drawbacks of using Cooperative Strategies in Speaking skills?

#### **1.5 Objectives**

##### **1.5.1 General Objective:**

- To assess the impact of Cooperative learning in the development of speaking skills.

##### **1.5.2 Specific Objectives:**

- To identify the key factors and strategies within Cooperative learning environments that contribute to the enhancement of speaking skills among seventh graders students.
- To analyze the importance of Speaking skills when learning English.

- To recognize the benefits and drawbacks of Cooperative learning.

### **1.6. Justification**

This research is aimed to assess the impact of Cooperative learning in the development of speaking skills among seventh graders students of the Unidad Educativa Dr Otto Arosemena Gomez, through the analysis of Cooperative tasks, students will encourage to work cooperatively with other classmates. It is necessary to consider that speaking skills are an integral component of effective language proficiency and communication, which are essential life skills. Proficiency in speaking not only facilitates academic success but also prepares students for future professional and social interactions. Therefore, enhancing speaking skills at elementary levels is crucial for their overall development.

This study will recognize the difficulties of the students as they are learning a language, and one of the most common issues is the lack of communication. Another important aspect is enhancing interaction among members of the group because they can share ideas, opinions and contribute to task development. In addition, learners' responsibility is essential when working in teams. (Guaranga, 2022)

The process of learning English in primary school, starts with the elementary, for instance: vocabulary, phrases, greetings, and basic words. Because of students from this level are not exposed to a deep learning, as the time to learn English is not enough and the hours per week are few. The ability most tough to develop is Speaking, due to the deficit of interaction, collaboration, and groupworks among students. Regardless, proficient speaking abilities are not only essential for language classes but also play a crucial role in various subjects across the curriculum.



By utilizing Cooperative learning, this research will help the educational community, particularly English teachers to be aware of the benefits of improving their teaching methodology to enhance the speaking ability through cooperative activities and key factors which are fundamental for academic success and personal development, encouraging social interaction, positive interdependence, besides students will be confident speaking among classmates.

It will also have a pedagogical Significance: Cooperative Learning is a widely recognized and research-supported teaching methodology known to enhance student engagement, collaboration, and overall academic performance. However, its specific impact on improving speaking skills within the context of a seventh-grade educational setting needs to be explored.

And finally, it will enhance educational practices by understanding the perceptions and experiences of teachers and students regarding Cooperative Learning, this study can contribute to improving teaching practices thereby fostering a more effective way to learn and teach English.

## Chapter II

### Theoretical Framework

#### 2.1 Background

Over the years, learning the English language has been prioritized, it has been a tool to communicate not only for countries that are the official language, but also for those who are not, for this it is important to be able to develop speaking skills.

Speaking skills have been contemplated as one of the foremost and at the same time most difficult skills, is divided into several components such as pronunciation, vocabulary, grammar, fluency, and comprehension (Azzahra et al., 2019) which people, in this context, the student, must master, in accordance with Kadamovna (2021) the speaker of a language need to be specially and purposefully trained in the speaking abilities, making clear that although other skills are important in the acquisition of a language, it should be taken more into account, due to the most convenient way to communicate is by speaking, therefore the choice of teaching method should be carefully, taking into account what is needed to optimally develop the skill in question.

In accordance with Rustiyani (2019):

The teacher needs to involve every student and encourage them to discover their speaking potential. One method for teaching speaking is via cooperative learning. It is regarded as the most successful method for developing their speaking abilities. Students are encouraged to work in groups in order to complete the assignment successfully as a class. As the students collaborate in groups to improve communication, it is more effective.

According to the Oxford English Dictionary, the term “cooperate” comes from the late 16th century: from Latin *cooperat*— “worked together,” from the verb

cooperari, from co- “together” + operari “to work” — to work together, jointly on an activity or project. It means, is an approach that uses cooperative tasks in order to achieve a learning target.

In other terms through cooperative learning, students can develop their speaking skills effectively, because of this method is one the most successful for enhancing their speaking abilities due to the communication that students are required to have in the group work. It is important that students work in collaborative activities to achieve efficient learning.

### **International previous studies**

A study at Tishk International University Region-Iraq published by Asian EFL journal article (2020) claimed that through multiple strategies on enhancing EFL learner’s communication skills by using cooperative learning had a huge significant impact on 48 learners that were analyzed and verified with tests, and also this study suggested some recommendations for the next researches.

Another similar investigation is by Yao et al. (2022) which 30 adult learners were divided in 2 groups, the control group and the experimental group, the first one implement traditional methods and the second one cooperative learning methods, the result of the comparison showed that cooperative learning on the oral proficiency had a higher impact than the traditional approach of the training program for English tourist guides.

At Universidad de Extremadura, Badajoz, Spain published by Cooperative Research Laboratory (2022) stated that students are motivated to engage more actively in the teaching and learning process through cooperative learning, which also promotes the growth of interpersonal skills. In order to achieve a number of academic objectives, this study investigates how cooperative learning affects academic goals and how

university students behave. Moreover, three categories of academic objectives were assessed using the Academic objectives Questionnaire (AGQ): learning goals, social reinforcement goals, and accomplishment goals. Pre- and posttest data were obtained by self-reports.

### **National previous studies**

A previous study at Universidad de Cuenca, Ecuador published by Canadian Center of Science and Education (2019) claimed that the main objective was analyze the effectiveness of cooperative learning method in students' oral performance in primary school. The outcomes were significant where highlights fluency, pronunciation and good comprehension at A1 level through cooperative strategies and pre and post tests. As a result, students felt motivated and less nervous at participating on oral activities by working in groups.

Another study placed in Ecuador in "Instituto Superior Tecnológico Centro Tecnológico Naval, Salinas" Limones-Borbor (2023) stated that by analyzing many theories about several authors showed the effectiveness of using cooperative learning to enhance students' oral proficiency in English language, has been concluded that cooperative learning and its elements decrease the levels of anxiety and hesitation, it also boosts self-confidence, motivation and therefore promotes equal participation.

As the term 'cooperative learning' implies, students help each other learn, share ideas and resources, and plan cooperatively what and how to study. The teacher does not dictate specific instructions but rather allows students varying degrees of choice as to the substance and goals of their learning activities, thus making students active participants in the process of acquiring knowledge. Cooperative learning encourages, and is in fact built upon, the contributions of group members (Davidson, 2021).

## **2.2 Pedagogical basis**

### **Constructivism**

In agreement with Piaget (1964) stated there is a reciprocal relationship between the two; a stimulus may cause a reaction, and that response can influence how the following stimulus is perceived. Therefore, learning is modeling, transforming, and understanding the way in which an object is constructed. We alter our internalized worldview by interactions with the environment. There are numerous ways to alter one's opinions of certain frameworks.

Constructivism is a learning theory that emphasizes the active role of learners in building their own understanding. Instead of taking in information, students actively reflect on their experiences, make mental pictures, and add new information to their schemas. This encourages thorough learning and comprehension. (Mcleod, 2023)

The connection between these two lies in the way cooperative learning aligns with constructivist principles. In a cooperative learning setting, students collaborate, share their ideas, and collectively build their understanding of the subject matter. By working together, they engage in discussions, problem-solving, and peer teaching, all of which promote active learning and the building of knowledge based on their associations. Constructivism and cooperative learning work together to create a dynamic learning environment where students gain knowledge as well as social and critical thinking abilities as well as a deeper comprehension of the material.

### **Cognitive load Theory**

The theory has used aspects of human cognitive architecture to generate experimental, instructional effects. These effects are demonstrated when novel instructional procedures are compared with more traditional procedures as part of a

randomized, controlled experiment. (Sweller, 2011) In order to deliver information in a way that promotes learner actions that maximize intellectual performance, Cognitive Load Theory (CLT) might offer suggestions. It is built on a cognitive architecture that has an unlimited long-term memory interact with a small working memory that has somewhat autonomous processing units for visual and auditory input. (Kirschner, 2002)

### **2.3. Theoretical basis**

#### **Cooperative Learning**

Cooperative learning, as the word mentioned, it involves an approach on students co-operating to achieve a learning activity, a social consequence, indicates (Davidson & Major, 2014). In 1980, the phrase “cooperative learning” emerged in the books. Previous to that time, words related to “small group learning” were used. Yet a prior text by Alice Miel (1952) was entitled Cooperative Procedures in Learning. (Davidson, 2021)

#### **Cooperative learning Theories**

According to Johnson & Johnson stated Cooperative learning is largely based on two theories: Structure-Process-Outcome theory and Social Interdependence theory.

Structure-process-outcome theory: In accordance with Johnson and Watson’s theory, how a scenario is set up affects the methods people use to achieve a task and, ultimately, how the situation turns out. In other words, teachers should structure learning objectives to encourage the desirable processes of student and instructor interaction.

Social interdependence theory: Cooperative learning is also supported by the social interdependence idea. Kurt Lewin claimed that the interdependence among members brought about by shared aims is the essence of a group in the 1930s.

Interdependence is the strategy used to bring together members into a "dynamic whole," where changes in the status of one member or subgroup affect the state of other members or subgroups. Additionally, a fundamental state of tension in each group member serves as motivation to achieve the shared objectives. (2018)

### **Key Elements of Cooperative Learning**

In this research, there are essential components of cooperation, among them are included: positive interdependence, face-to-face promotive interaction, individual and group accountability, interpersonal and small group skills, and group processing (Johnson, Johnson, & Holubec, 1993).

**Positive Interdependence:** is the first and most important element in structuring cooperative learning. When group members perceive that they are interconnected in such a way that one is unable to succeed unless everyone succeeds, positive interdependence is successfully established.

**Promotive interaction:** Students have to collaborate on real projects where they assist each other achieve by sharing materials and supporting, encouraging, and praising each other's accomplishments. When students promote one another's learning, crucial cognitive processes and interpersonal dynamics can only take place (Johnson R. T., 2001).

**Individual and Group Accountability:** Cooperative lessons must be structured with two levels of accountability. Both the group and each individual member must take responsibility for the accomplishment of the group's objectives. Individual accountability occurs when each person's performance is evaluated.

**Interpersonal and Small Group Skills:** Since students must simultaneously participate in task work (learning academic subject matter) and collaboration (doing well as a group), cooperative learning is primarily challenging than competitive or individualistic learning. When cooperative learning strategies are used, social skills are required for successful cooperative work which do not suddenly materialize. Instead, social skills must be taught to students with the same intention and precision as intellectual ones. (Johnson R. T., 2001)

### **Advantages and disadvantages of CL**

Students will not feel bored or alone when the teacher implements CL in classes, Meena (2020) said they feel like they are part of a wider community helping each other, Therefore, it helps social interaction and the development of communication such as group discussions, which help the learner become more independent in creating ideas, sharing them, and keeping every detail of group work under observation.

On the contrary, if the working groups have not implemented an organization that allows everyone to work fairly and effectively, having problems with timeframe or communication, will cause the method to fail, plus, according to Wang (2017) students will use their native language due to teacher is not managing the class, and cannot keep track of everyone at the same time.

### **Cooperative Learning activities**

Cooperative Learning (CL) can be helpful in enhancing speaking skills for students through the activities which mainly consists in collaborative works, some of the most common are: Role-play and Think-pair share.

**Think-pair Share:** This activity consists in forming groups of two in order to share the individual views about a certain topic previously mentioned by the teacher, Cornell



(2023) mentioned that it benefit in the development of higher-order thinking skills, exercise their problem-solving, teamwork and communication skills.

Role-play: According to Sari (2023) Role play is simulation or role playing from a story or a condition to communicate something, it helps the students to practice the English language verbally, plus it gives the opportunity to learn from the experience.

### **Speaking skills**

Speaking skills refers to techniques that enable a speaker to convey a message effectively, Kishore (2023), likewise, according to Colle (2022) is a sequence of ideas among people in a community by using verbal and non-verbal symbols, meaning that speaking skills encompass more than words and sounds.

Is needful to emphasize the importance of speaking, as it helps to memorize the vocabulary and the mouth muscles become accustomed, then the pronunciation of the words is automatic, in agreement with what has been expressed, Issuu (2023) declares that it helps us articulate our thoughts and ideas clearly when we speak, for the reason that organize the ideas into coherence sentences allowing people to understand what it is being said.

### ***Advantages and complications of Speaking skills***

By expressing oneself properly, the person is able to grow within the company. The English language is the means to get opportunities for employment and to survive in this global village successfully (Akhter et al., 2020) furthermore, professionals have to give oral presentations in order to promote the products or their companies or give training to the other colleagues (Rao, 2019). Students also make oral presentations, in addition to that, it benefits them in the development of critical thinking, being able to participate in the debates that may be presented.

Besides, not only helps to expand their social interaction with people who have common tastes, but also foster self-expression, self-awareness, and the ability to step out of comfort zones, resulting in increased personal development and a broader perspective on life. Apart from these reasons, speaking skills may have an effect on the psychological part, according to Issuu (2023) narrates that is necessary for effective collaboration, problem-solving and decision-making, thus increasing self-confidence, reducing anxiety, and finally, the feeling of achievement and satisfaction in it.

Despite being the most required and used skill, students have complications when learning it, problems such as: shyness, inhibition, lack of topical knowledge, low or uneven participation, and mother-tongue use (Murthi et al., 2022), one of the biggest concerns of a learner is making mistakes, either grammatically or in pronunciation, in view of the fact that classmates and even some teachers often make fun of mistakes made, which causes the student to not want to participate in the classroom again, on top of that, teachers taught this skill just as to memorize the dialogues or repeat the drills (Akhter et al., 2020), external problems also play a very fundamental role in the causes of inconvenience, as lack of concentration in learning, lack of confidence, teachers' attitudes and learning facilities (Chand, 2021).

## **2.4 Legal Basis**

### **Constitución de la República del Ecuador**

Art. 26.- La educación es un derecho de las personas a lo largo de sus vidas y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de política pública e inversión estatal, una garantía de igualdad e inclusión social y una condición indispensable para una buena vida. Individuos, familias y sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (CRE., 2008).

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. (CRE, 2009)

### **Ministerio de Educación**

Actualmente, el desafío de la educación es abarcar la integralidad de la persona, es decir, al ser humano en sus diferentes dimensiones o múltiples inteligencias, como las define el psicólogo investigador Gardner (1999). En este sentido, es importante brindar las herramientas y los espacios para facilitar el aprendizaje de habilidades sociales, para generar relaciones armónicas entre los estudiantes, que a su vez complementen las aptitudes y destrezas adquiridas a lo largo de su vida escolar, aplicándolas a sus necesidades y tomando en cuenta la interdisciplinariedad que los tiempos actuales demandan. (2017)

## Chapter III

### Methodological Framework

#### 3.1. Method

##### Qualitative Research

This research project aims to examine the impact of Cooperative Learning on speaking skills in seventh graders of Unidad Educativa Dr Otto Arosemena Gomez., using qualitative research as a method of investigation which according to Ugwu y Eze (2023) is the study of the nature of phenomena, which includes their quality. It means that the study is completely non-numerical data, is the collection of information merely from ideas, opinions and background, without numerical statistics, the focus of this method is to deeply explore, understand and interpret social phenomena within its natural setting (Provails Research, 2020)

In this method, the information is gathered through techniques such as: in-depth qualitative interviews; participant and non-participant observation; field notes, focus groups, document analysis and others (Provails Research, 2020) through these collection methods, the qualitative data are commonly collected by grounded theory, ethnography, phenomenological research, case studies and narrative research (Ugwu, 2023)

Qualitative method is related to the objective of this research, it can be used to analyzed the connection between the impact of cooperative learning and the enhancement of speaking skills. For instance, students´ responses to a questionnaire may expose their opinions, their perspective and based on their own experience with this method, the results may reveal how Cooperative learning helps to develop students´

speaking skills, this may lead teachers to discover the effectiveness of this approach and the chances of improving teaching techniques in one of the most significant skills.

Qualitative methods offer benefits to this investigation, providing the opportunity to do in-depth research on the subject, in this particularly case on cooperative learning and the impact on the evolving of speaking skills, it allows researchers to thoroughly explore the teachers' insights, their awareness and their thoughts towards this approach. Open-ended questions will be used in the interview in order to provide different perspectives into the investigators information, as McGrath et al. (2019) stated, qualitative interviews afford researchers opportunities to explore, in an in-depth manner, matters that are unique to the experiences of the interviewees, thus Teachers can express important information built from their own experiences that may help with the research.

### **3.2. Type of Research**

Phenomenological Studies.

#### **3.2.1 Case analysis**

Phenomenological research is a qualitative approach that helps in describing the lived experiences of an individual (HARAPPA, 2021) it comprehend the participants' experiences in an individual or collectively, allowing interviewers to understand and learn from somebody else's experiences. In other words, phenomenology can be defined as an approach to research that seeks to describe the essence of a phenomenon by exploring it from the perspective of those who have experience (Neubauer et al., 2019).

The aim of the phenomenology is to describe the meaning of the experience (Neubauer et al., 2019) it emphasizes the way the outcome knowledge of the experience has an effect on the interviewers' outlook of the subject matter. Phenomenological studies can provide practical insights for teachers and language learning educators, Case analysis can be utilized to investigate the effect of cooperative learning on developing speaking skills due to it includes the rigorous study of a precise case or group of cases to increase perspectives into a phenomenon, it also impart an all-inclusive comprehension of how cooperative learning is executed in particular educational setting and how it influences in the students' abilities, in this context, speaking.

In short terms, using a phenomenological method and case analysis can contribute an utter understanding of the repercussions of cooperative learning on enhancing speaking abilities, due to these qualitative studies present detailed data, practical knowledge and contextual interpretation for researchers.

### **3.3. Data collection**

#### ***3.3.1. One-on-one interview***

One-on-one interviews is a considerable form to gather data for investigators purposes, plus examining the effect of cooperative learning on increasing speaking abilities through analysis question by question, giving interviewers the ease of data collection and tabulation, in the context of this qualitative research, words will be tabulated.

### **3.4 Instruments**

#### ***3.4.1 Questionnaire***

Through expanding, a formal questionnaire with questions and answers will be completed.

These typically take the form of a planned list of open-ended, precise, and brief questions designed to make the interviewee understanding the requirements of the research project, which will be carried out using a set of questions in a printed paper.

In this interview, will be conducted to teachers who teach English as a part of the research. This questionnaire will be used to obtain students' performance outcomes who currently are in seventh grade.

Furthermore, it will be employed 10 open questions to comprehend how teachers use cooperative learning as a method to improve speaking skills in peers, also how influence in their academic performance. In this way, the interviewers will use printed questionnaire with the questions on hand.

The main reason of this questionnaire is to have a precise understanding about how teachers employ cooperative learning to enhance speaking abilities, what strategies, tools, activities, and materials are used in class. The answers will be known after interviewing teachers, and how is related with the present research.

#### **3.5 Processing and resources for data collection**

The English teachers who were selected to interview them, and will be schedule at Unidad Educativa Dr Otto Arosemena Gomez institution. The process will be one-on-one interview with a questionnaire, this consist of open-ended questions.

After the interview is finished, it will be reviewed to begin to the analysis and conclusion of the data, to know about the importance of cooperative learning in students. Taking into account that the questions are related to the topic. Therefore, it is necessary to analyze these questions in order to obtain excellent outcomes.

### ***3.5.1 Population and sample (delimitation of the population and/or study sample)***

This study is being carried out at Unidad Educativa Dr Otto Arosemena Gomez.

It is in the province of Santa Elena, Santa Elena city, the public institution has primary and secondary level where will be taken 3 teachers to interview in the primary area, due to the fact that there are only 3 English teachers in this school.

Because of the lack of English teachers just took into account this number of teachers to employ one-on-one interview. Therefore, the population and sample will be 3 to accomplish this questionnaire.



## Chapter IV

### Analysis of the Findings

#### 4.1 Brief explanation of the findings.

In the data interpretation, the answers of the interviewees refine on how cooperative learning has influenced on their teaching performance in students, since is a method to improve speaking skills in students. The interviews involve 3 members who work as English teachers in the area of the school at La Unidad Educativa Dr Otto Arosemena Gomez, nevertheless only one of them teaches seventh grade students. The interview process enables them participants to respond to open-ended questions in their own words, allowing them to express their thoughts, ideas and experiences in a comfortable and intimate environment.

Through this method -cooperative learning- teachers have obtained productive outcomes to enhance speaking skills. Although some educators use this approach not very often, as they teach English a few hours a week.

#### 4.2. Interpretation of data from the one-on-one interview.

##### 1. What is your experience with Cooperative Learning in the classroom?

Most interviewees commented that they have used Cooperative Learning because of the advantages it has, as it allows students to work collectively, thus share ideas to reach a conclusion or help peers, supporting the results of the At Universidad de Extremadura, Badajoz, Spain published by Cooperative Research Laboratory (2022) stating that students are motivated to engage more actively in the teaching and learning process through cooperative learning, demonstrating that the teachers of La Unidad Educativa Dr Otto Arosemena Gomez have knowledge of the methodology and have implemented Cooperative Learning in their classes to

develop the speaking ability for several years, though they cannot use it as much as they want.

## **2. How do you define Cooperative Learning?**

The entire population of teachers define Cooperative Learning as a method or way that students can improve the four skills by working together in order to help each other to achieve the objectives of the curriculum, they also added that this approach is mostly used to improve and practice speaking skills which corroborate that cooperative learning is an ideal method for the development of oral production. Furthermore, they declared that in the grading of speaking activities they usually take into account fluency, vocabulary and body language.

## **3. In your opinion. What are some key factors and strategies within Cooperative Learning environment that contribute to the enhancement of speaking skills among seventh graders students?**

Most of the teachers interviewed explained that one of the key factors of Cooperative Learning that is more often noticed is independence, as they express that students working with classmates having as learning style student-centered generates more responsible students while creating bonds between them, alluding to positive interdependence which is when a gain for one is a benefit for the other. Pair and group members experience themselves as a team and are on the same side working toward the same goal (Rigacci, 2020). This allows students to support each other, fostering fellowship. They also mentioned that a recommended Cooperative Learning strategy is think-pair share which in addition to creating a safe and reliable environment for

students, helps develop speaking skills and complement ideas resulting in more objective work.

#### **4. What is the importance of speaking skills when learning English?**

Interviewees stated that although the 4 skills are important, speaking skills give students opportunities in both, the business environment and personal life due to allows students to communicate and socialize, in accordance with it, Kadamovna (2021) declared that is a tool for communication. We communicate with others, to express our ideas, and to know other's ideas as well. When students utilize this method, through dialogue they propose receptive ideas which allows the clarification in any doubt that member of the group have, in addition to that, makes them remember the pronunciation and the meaning of the word easily.

#### **5. How do you perceive your students speaking skills?**

Most participants emphasized students have a low level of speaking skills, they expose that it is not the students' fault, the English subject is not taught in fifth and sixth grades, that is where school education causes a gap that harms seventh-graders, besides there is a lack of teachers in primary school. English is perceived as an extra subject; schools do not pay due attention to this language as they should, due to the fact that generally, the educational institutions do not prioritize the English subject, besides, they commented that the hours allocated to teaching this language are not enough to be able to improve the level of any skills.

#### **6. What are the challenges that you have in your classes when teaching speaking to the students?**

The opinions from participants, the challenges that face when teaching speaking include classroom management, lack of materials, and time. Wang (2027) claimed if the working groups have not implemented an organization that allows everyone to work fairly and effectively, having problems with timeframe or communication. First, teachers must have a control with young learners, and avoid they distracting easily. Often, materials are meaningful in the learning process. However, in public institutions, education tools are very important and there is a shortage of these. Another difficulty is the time, speaking activities require much time to develop it, and some grades English is taught only one hour a week.

**7. How do you maximize the learning potential of all the students using comparative learning?**

The greater part of respondents mentions to maximize the learning potential is essential to teach vocabulary. However, above all, students should use the new words daily in order to remember them, because of children must learn a lot of vocabulary at the beginning of the learning process. In accordance with Johnson and Watson's theory (2001) teachers should structure learning objectives to encourage the desirable processes of student and instructor interaction. In addition, teachers need to make students confident to speak, in this form, peers will not be scared to express their thoughts or ideas, through cooperative tasks, groups or in pairs.

**8. In your experience, what are the advantages and disadvantages of using cooperative learning to teach speaking?**

Those who participate state some advantages are students can work together and the interaction between them. Meena (2020) said they feel like they are part of a wider

community helping each other. Consequently, it helps social interaction and the development of communication such as group discussions, which help the learner become more independent in creating ideas. Therefore, when children work in groups, peers can learn each other, have a social interaction, and develop their speaking abilities.

On the other side, the disadvantages include distractions and control of the class. Wang (2017) students will use their native language due to teacher is not managing the class, and cannot keep track of everyone at the same time. It is important that teachers control the class all the time, due to children get distractions simply.

#### **9. How do you keep students on task and well-behaved during cooperative activities?**

The comments from participants indicate that is crucial to keep students on task with a certain control in cooperative works, children can get distractions effortlessly. According to Johnson R.T. (2001) when cooperative learning strategies are used, social skills are required for successful cooperative work which do not suddenly materialize. For instance, it is important to explain the rules of the assignment before working on that, and be attentive to each group, either going through each one to ensure that everyone is doing what was asked of them in a fair manner. In this way, they will be focus on finishing the task during cooperative activities.

#### **10. What activities for cooperative learning do you apply to develop speaking?**

Those who participate mention that there are some games, strategies and activities that apply to develop speaking, one of them is picture talk, where children sit on a circle

and teacher provides them a picture, students create groups, and invent a story to tell each other. In this way, they develop speaking abilities. Another one activity is role-play, according to Sari (2023) role play is simulation or role playing from a story or a condition to communicate something, it supports students to enhance speaking skills.

Finally, think-pair Share, this strategy is beneficial to improve communication, the teacher form groups of two in order to peers share ideas and views. Cornell (2023) stated that it profit in the enhancement of higher-order thinking skills, exercise their problem-solving, teamwork and communication skills.

## Chapter V

### Conclusions

The aim of this research is to examine the importance of Cooperative Learning to improve speaking skills in seventh graders in English language, taking into account this significant approach in educational context. It is indispensable to contemplate that speaking abilities are essential factors of an effective language proficiency and communication, which are fundamental life skills.

Through one-on-one interview which was addressed to teachers at Unidad Educativa Dr Otto Arosemena Gomez it was concluded that cooperative learning is an effective teaching method due to several aspects such as positive interdependence, promotive interaction, individual and group accountability, interpersonal and small group skills. Therefore, when these key elements are used, social skills are important for a successful collaborative work. In order to have constructive social interactions, one of the most commonly mentioned strategies was to create a safe classroom environment that allows students to share ideas without feeling afraid of being mistaken or mocked.

In addition, is requiring to highlight the importance of speaking skills when learning English, as it gives students the opportunity of interacting with each other. Besides, Speaking is one of the most powerful skills not only in education, but also in business and around the world. That's why peers should practice these abilities to reach an efficient learning.

On the other hand, the benefits of this approach include group works, interaction, and development of communication. Therefore, when students work in groups, these elements increase the possibility to obtain an effective knowledge. On the contrary, if there is a misuse of this method, as drawbacks this method tends to have problems such as timing, organization, lack of communication, and problems in the

classroom management. Moreover, teachers need to monitor all students to have a well-organized class, in order to achieve the teaching method works appropriately.

It is essential to use various dynamic activities to enhance speaking, some of them include picture talk, in this game, students share thoughts, ideas, and knowledge, with the purpose of creating a story. Another strategy is, role play, an interesting game which peers simulate an interview, story or tales with the aim of improving the oral proficiency. In addition, think-pair share is an activity that students can demonstrate different point of views, highlighting the thinking-skills and problem-solving.

### **Recommendations**

During the one-on-one interview, the key factors and cooperative learning strategies used by interviewees to contribute to the development of speaking skills were discussed, most of them named constantly using think-pair strategy share that although it was previously named, it is important to emphasize, due to the reliable and extensive results they generate as it not only helps to practice the vocabulary previously taught by teachers and helps the student to develop a more elaborate response, by sharing different views to reach a complete conclusion, but also help students to communicate healthily, as a consequence, it promotes trust among students, respect and companionship. Plus, this causes that one of the most noticeable key factors in their classes such as positive interdependence, may be developed in the students, due to they support each other, and have a common goal.

Nevertheless, even though is a positive income, may become a negative influence if the teacher does not set the rules firmly and clearly in the classroom or has difficulty controlling his/her students, in order for these strategies and key factors to work, it is suggested that teachers must build a rapport and an environment where students can express themselves freely without fear of making mistakes, or being mocked because of



it, alongside of encouraging students to interact among them, teachers are an essential part, they must establish rules as well as listen attentively to students, it is essential to use an adequate body language which inspires accessibility and trust to learners.

Within this research it was possible to find beneficial results on the cooperative learning teaching method, which can be useful to conduct a further and more detailed research on different skills or population, i.e. a quantitative research, this will help teacher to identify the most effective Cooperative Learning strategies and develop instructional tools for the implementation of English language learning in classrooms.

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## Annexes

### Annex A: Certified Anti-Plagiarism System



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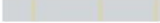

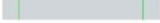
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Tipo de carga: interface  
fecha de fin de análisis: 8/12/2023

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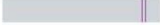


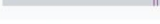

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#### Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	<a href="https://educacion.gob.ec">educacion.gob.ec</a> https://educacion.gob.ec/wp-content/uploads/downloads/2014/01/TRANSP-NORMAS_CONSTITUCIO... 9 fuentes similares	2%		Palabras idénticas: 2% (126 palabras)
2	<a href="https://eltempus.com">eltempus.com</a>   Proyectos Escolares Ministerio de Educación (202300 D) https://eltempus.com/inicio/ides/cargue-proyectos-escolares-mineduc-2019/ 2 fuentes similares	1%		Palabras idénticas: 1% (90 palabras)
3	<a href="https://www.frontiersin.org">www.frontiersin.org</a>   Frontiers   The Impact of Cooperative Learning on Universit... https://www.frontiersin.org/articles/10.3389/fpsyg.2021.787210/full	< 1%		Palabras idénticas: < 1% (62 palabras)
4	Dec 6 - Whole Document - Erick - Compilatio.docx   Dec 6 - Whole Docum... #e284fe El documento proviene de mi grupo 1 fuente similar	< 1%		Palabras idénticas: < 1% (61 palabras)
5	<a href="https://repositorio.pucesa.edu.ec">repositorio.pucesa.edu.ec</a> https://repositorio.pucesa.edu.ec/bitstream/123456789/3463/1/77590.pdf	< 1%		Palabras idénticas: < 1% (53 palabras)

#### Fuentes con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	<a href="https://repositorio.upse.edu.ec">repositorio.upse.edu.ec</a> https://repositorio.upse.edu.ec/bitstream/46000/10400/1/UPSE-TP1-2023-0068.pdf	< 1%		Palabras idénticas: < 1% (31 palabras)
2	Documento de otro usuario #484eb5 El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (39 palabras)
3	Documento de otro usuario #e35fd7 El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (39 palabras)
4	<a href="https://www.cjlls.ca">www.cjlls.ca</a>   Integration of Literature in English Language Teaching: Learners' Att... https://www.cjlls.ca/index.php/cjlls/article/view/12	< 1%		Palabras idénticas: < 1% (25 palabras)
5	<a href="https://www.doi.org">www.doi.org</a>   All the Rage: How Small Groups Are Really Educating Christian Adul... https://www.doi.org/10.1177/073989130800500211	< 1%		Palabras idénticas: < 1% (17 palabras)

#### Fuentes mencionadas (sin similitudes detectadas)

Estas fuentes han sido citadas en el documento sin encontrar similitudes.

- <https://helpfulprofessor.com/cooperative-learning-examples/>
- <https://www.taylorfrancis.com/books/edit/10.4324/9781003106760/pioneering-perspectives-cooperative-learning-neil-davidson>
- <https://www.atlantis-pess.com/article/25853374.pdf>
- [https://www.researchgate.net/publication/330952938\\_Cooperative\\_Learning\\_The\\_Foundation\\_for\\_Active\\_Learning](https://www.researchgate.net/publication/330952938_Cooperative_Learning_The_Foundation_for_Active_Learning)
- <https://courses.cs.vt.edu/~cs4624/s01/docs/cooplearning.pdf>



**Annex B: Letter of permission to the institution.**

Viernes, 10 de noviembre del 2023

RECTORA

MSc. Elena Muñoz Mirabá

UNIDAD EDUCATIVA DR OTTO AROSEMENA GOMEZ

En su despacho. -

Nosotros, MALAVÉ ILLESCAS JORDY NAHIN y CHIADÓ LOOR STEFANIA DANIELA estudiantes de la UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA de la carrera PEDADOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS nos dirigimos a usted en su calidad como rectora del plantel para mencionarle lo siguiente; estamos en nuestra etapa final de titulación y como lo dicta el CONSEJO DE EDUCACION SUPERIOR (CES) debemos hacerlo mediante un examen complejo o un proyecto de investigación por el que hemos elegido la segunda opción.

Nuestro tema titula Cooperative Learning to enhance Speaking skills in 7th Graders y como población hemos escogido a la UNIDAD EDUCATIVA DR. OTTO AROSEMENA GOMEZ para hacer nuestros análisis cualitativos por medio de encuestas hacia sus docentes de inglés.

Nos gustaría contar con su permiso para hacer dichas encuestas ( 3 profesores) el día viernes 11 a las 10am tratando de no interrumpir las clases de cada docente ya que la encuesta tiene una duración de 10 min como máximo.

Esperando que tenga un óptimo día, nos despedidos estando pendientes a su respuesta. Muchas gracias por la atención.



Jordy Malavé Illescas



Stefania Chiadó Loor

U.E. "DR. OTTO AROSEMENA GÓMEZ"  
**RECIBIDO**  
DÍA: 10 NOV 2023 HORA: 12:30  
RECTORA

**Annexes C:** *Interview one-on-one photos*

