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EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

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“COOPERATIVE LEARNING TO ENHANCE ORAL PROFICIENCY”

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN
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En mi calidad de Tutor de la **Monografía** , “Cooperative Learning to Enhance Oral Proficiency”, elaborado por el maestrando Lic. Verónica Limones Borbor, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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EL AUTOR



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Julieta Verónica Limones Borbor

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Dedictory

I dedicate this work to God who has blessed me with the opportunity to reach this goal, to my lovely husband, daughters, and son who has been my inspiration, to my mother, sisters, brother, nephews, and relatives who encourage me don't give up.

Acknowledge

I thank God that has given me the chance for living this wonderful experience, to my adorable family and relatives who have helped me to reach this achievement, I hope you are going to feel proud of your mommy. To my dear UPSE and professors who have provided me with such knowledge to contribute to society in our Province.

Índex

Aprobación del Tutor.....	2
Declaración de Responsabilidad.....	4
Autorización del Autor	5
Dedicatory.....	6
Acknowledge	7
Índex	8
Annex Index.....	10
Resúmen.....	12
Abstract.....	13
Introduction.....	14
Chapter 1	15
Topic: Cooperative Learning to Enhance Oral Proficiency.....	15
Presentation.....	15
Objectives	15
Justification.....	15
Content.....	16
Chapter II	17
Literature Review.....	17
The Foundation of Cooperative Learning.....	19
Cooperative Learning Strategies.....	20
Cooperative Learning Techniques	21
Conclusions.....	23
Recommendations.....	23
References.....	24
Apendix.....	25

Figure Index

Figure 1	20
Figure 2	21

Annex Index

Annex 1Coriginal.....	25
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Glossary

Cooperative Learning: is an instructional strategy that enables small groups of students to work together on a common assignment.

Team Work: the combined action of a group of people, especially when effective and efficient.

Interdependence: the state of being dependent upon one another

Learner-Centered Learning: refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Accountability: an obligation or willingness to accept responsibility or to account for one's actions.

Group Processing: a review of a group session to describe the member actions that were helpful and unhelpful and to decide what actions to continue or change.



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EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

Tema: “Cooperative Learning to Enhance Oral Proficiency”

AUTOR:

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Resumen

Este estudio tiene como objetivo fomentar el uso de estrategias y técnicas de aprendizaje cooperativo basadas en investigaciones profundas que los educadores y pedagogos han realizado para mejorar la competencia oral. Estas indagaciones contemporáneas sustentan viejas teorías que se vienen aplicando desde el siglo XVIII. Este enfoque ayuda a los estudiantes a reducir la ansiedad, aumentar la confianza en sí mismos y la motivación, y también a promover la participación equitativa. Estos son elementos con los que docentes y estudiantes enfrentan como dificultades en el desarrollo de la competencia oral.

Palabras claves: Aprendizaje Cooperativo, trabajo en equipo, interdependencia positiva, , aprendizaje centrado en el estudiante



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THEME: “COOPERATIVE LEARNING TO ENHANCE ORAL PROFICIENCY”

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Abstract

This study aims to foster the use of Cooperative Learning strategies and techniques based on depth inquiries that educators, pedagogues have done to enhance oral proficiency. These contemporary inquiries support old theories that have been applied since the 18th Century. This approach helps students to lower anxiety, increase self-confidence and motivation, and to promote equal participation as well. These are elements that teachers and students face as difficulties in the development of oral competence

Keywords: Cooperative Learning, Teamwork, Positive Interdependent, Student-learner centered.

Introduction

Innovation in the education field doesn't depend just on technology, many times it comes from other aspects having a relation with pedagogical sense. In this monographic work, three chapters are set to present the benefits of applying Cooperative Learning to enhance oral proficiency.

Numerous studies have demonstrated that using Cooperative Learning can help students in aspects like oral proficiency. Perhaps in Santa Elena Province, the application of Cooperative Learning strategies and techniques in class as a strong motivation to learn English is a subject that has not delved too deeply.

Cooperative Learning is to break the class into groups to complete a task, and mainly to achieve a common goal. The goal in this work is oral proficiency, but it could be used to develop other English language skills too.

Chapter one contains the objectives of this study, the problem that teachers and students deal with to develop oral production. The reasons why it is beneficial for learners and teachers, and the methodology applied.

Chapter two carries out the current literature review from educationalists that has confirmed previous theories about Cooperative Learning.

Chapter three provides a conclusion and recommendation about the advantages of the application of Cooperative Learning to enhance oral Proficiency.

Chapter 1

Topic: Cooperative Learning to Enhance Oral Proficiency

Presentation

The application of Cooperative Learning is not new, nevertheless, the depth and continuous studies have proven that is a valid method to enhance oral production and other skills. Working in small groups learners will handle and process information in a better way attaining the same aim.

Objectives

- Analyze the enhancement of oral proficiency through the application of Cooperative Learning strategies.
- Suggest teachers the application of the Cooperative Learning Approach to create positive interdependence to improve oral proficiency.

Justification

This academic work intends to encourage the application of the Cooperative Learning approach to oral proficiency enhancement. Recent studies about applying Cooperative Learning methodology to improve oral production have been the base to present this work. Advancing in Oral Proficiency in English Language Learning has been one of the hardest points in EFL students. Ecuador has been considered one of the Countries with a lower English level as stated by recent studies, allocated in place 19th of Latin America. Concerning the entire world, it is in 93rd place in one hundred countries around the world. In the local context Province of Santa Elena perhaps doesn't have ample studies about the effectiveness of applying the Cooperative Learning strategies to the enhancement of oral proficiency.

Oral activities practice constantly is proper to facilitate English language learning acquisition balancing all the aspects of oral proficiency. It is important to mention that there are standards to measure the abilities that must be developed based on the student's levels. The challenge is to get students to reach the oral competencies, which maybe do not have been well leading.

Taking into account these difficulties, such as interconnecting pupils with oral skills EFL Teachers should seek the path to get students success. Nevertheless, applying traditional methods or even with other methods and likable techniques often does not get good performance. It provokes a negative attitude in learners.

The significance of Cooperative Learning is conveyed thorough this work containing punctual information as the foundation of active learning.

Methodology

The descriptive, bibliographic, argumentative approach and, the research method is the base of this study. This methodology lets, to sum up, important information about the positive effect of applying Cooperative Learning strategies to enhance learners' oral proficiency.

Content

Cooperative Learning is an effective approach to apply with EFL students for the particular reason that promotes not only teamwork but also positive interdependence and social interaction. Both teacher and students play an important role to have success in applying this approach, the teacher as facilitator and pupils working together. The selection of convenient Cooperative Learning strategies and techniques will facilitate the production of the English Language.

Chapter II

Literature Review

Two are better than one because they have a good reward for tail. For if they fall, one will lift up his fellow; but woe to him who is alone when he falls and has not another to lift him up...And though a man might prevail against one who is alone, two will withstand him. A threefold cord is not quickly broken. (Bible, págs. 4:9-12)

Around the world, the English Language is considered the global language, and so many countries are increasing their use. People want to learn the language because it is the key to success nowadays. It gives better local job opportunities or abroad. Furthermore, technology concerning websites, academic current information are written in English.

As stated by (Ehsan Namaziandost, 2020), the main objective of learning a new language is to communicate in that language, even though it has been observed so many difficulties students deal with, to communicate. First, several concepts explain the students' failures to communicate in English successfully. Secondly, teachers are always looking for and developing different methodologies, techniques, and strategies to create a positive learning environment.

As claimed by (Harmer, 2007) the reasons to promote students developing oral production in the classroom are too many. First of all, spoken practice lets students immerse themselves in a real situation. Additionally, being aware of what are they doing correctly and what are they failing about. Finally, A sense of confidence is built due to the constant practice at the moment of constructing the language.

According to recent studies, the necessity of formal and informal instructions to attain a better level of accuracy and fluency has incremented. English learning and their skills such as oral

production is considered a challenge, and (Chen, 2021) argues that Cooperative Learning is an effective approach for developing English skills in the 21st Century.

Based on (Johnson D. W., 2017) adequate Cooperative Learning involves knowing what Cooperation means. Understanding the elements that make it different from traditional classes, and taking advantage of their strengths.

Oral proficiency is the ability to communicate accurately in a target language. It has been challenging to develop in students who have seen it as one of the dreariest competencies in English learning language acquisition. Students face confusion and frustration when they try to communicate but they cannot do. They do not feel confident and they do not develop fluency and confuse words and their functionality. Indeed, they prefer not to speak or just memorize when they have to do speaking activities.

Oral Proficiency is the ability to communicate and interact with others in the English Language. It involves the acquirement of vocabulary and grammar structures following a process to achieve communicative skills (IPL, 2022).

The role of a teacher is to seek innovative techniques to engage students with the acquisition of the English Language. The application of Cooperative Learning Strategies helps students to produce the language. It is a good and fun way to enroll students in a different speaking learning environment.

Currently, the Teacher-Centered learning model has been switched to Student-Centered learning. It gives to the teacher the role of facilitator and guide and places students as the most important actor of the teaching-learning process. For the Student-Centered learning model, appropriate strategies and techniques have to be applied to develop the acquisition of English

Language Skills. Cooperative Learning is an efficient approach to develop and enhance oral proficiency. (Namaziandost, Neisi, Nasri, & Kheryadi, 2019)

The Foundation of Cooperative Learning

According to the research work of (Abdul Razak, Abdullatif Yassin, & Maasum, 2018), Cooperative Learning was known as Peer Work in the past. It was not recognized as an effective method in the 1960s. Over the years this approach has become essential in education and teaching for learning a new language. Cooperative Learning has been promoted by well-known educationalist characters such as Robert E. Salvin, David W. Johnson, and Cathy N. They have contributed with depth research since the 18th century in England with real development. Nowadays this approach is applied at all levels such as elementary or university.

These authors also mention the advantages of putting into use Cooperative Learning strategies. Lowering anxiety, self-confidence, motivation, equal participation, improvement of language skills. For the particular reason that they work in teams and support each other, developing accountability and interdependence as well (Rajendra Singh, Mehan Singh, & Siew, 2015).

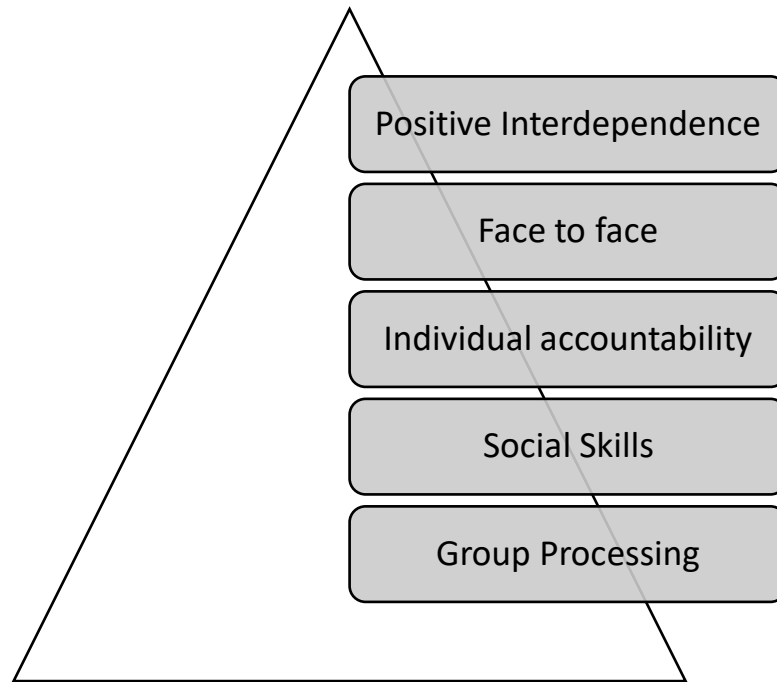
“Cooperative learning exists when small groups of students work to enhance their own and their groupmates’ learning” (Johnson & Johnson, <https://www.intechopen.com/chapters/63639>, 2018).

Cooperative Learning Strategies

As it is observed in figure 1 the main strategies of Cooperative Learning are:

Figure 1

Elements of Cooperative Learning



Author. Verónica Limones

Lucia Verdesoto (2019) indicates that Positive Interdependence is when every member of the group realizes that working together will be beneficial. Face to face is about student interaction. Individual accountability is related to self-evaluation to take actions when a member is not active. Social Skills involve the way students make an acquaintance with each other. Group processing helps pupils to enhance their work constantly (pág. 29).

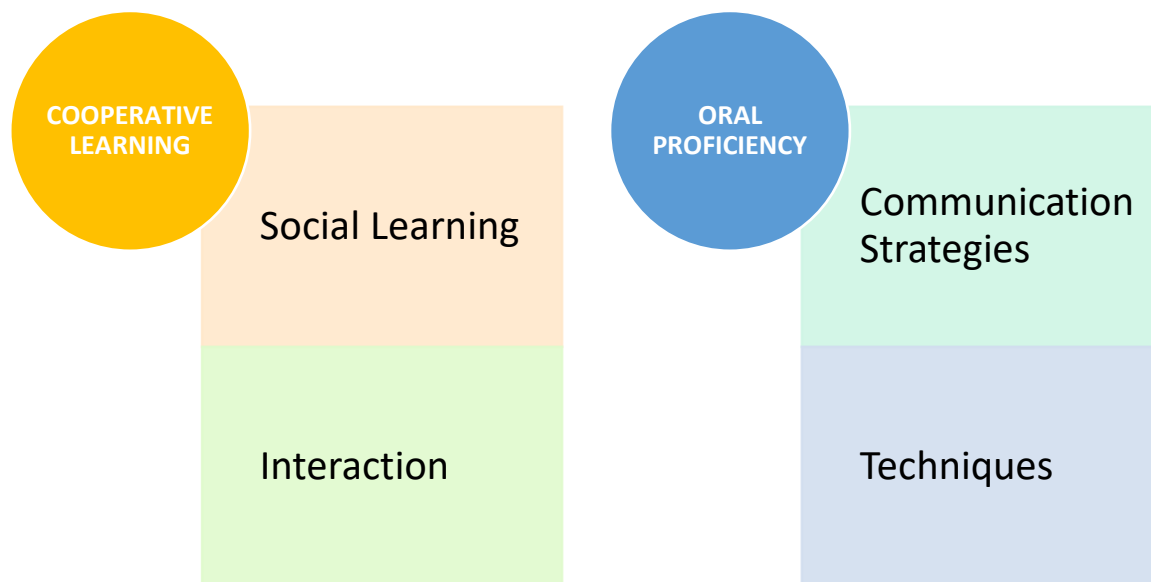
Figure 2*Key categories**Author. Verónica Limones*

Figure two presents Cooperative Learning as the independent variable and one of the approaches of Language Teaching as well as Social Learning. They have a strong connection for the particular reason that learners manage cognition through their social experiences. The impact on their behavior is positive. Oral Proficiency is presented as the dependent variable applying the best strategies and techniques to develop or enhance it.

Cooperative Learning Techniques

When students work in a team following the teacher's instruction they feel confident and encourage each other to reach the goal because though just one member of the group success they know all the team success. (Johnson & Johnson, "Cooperative Learning", 2017)

There are so many techniques for cooperative learning, (Verdesoto Suarez, 2019) mention some of them:

- Circle of speakers: The task follows the principle of equal participation, learners take turns and everyone participates in the same role. They could make notes to clear up any doubt. The teacher intervenes to make sure they are working in groups. This technique goes well with vocabulary too.
- Write-Pair-Switch: When students are assigned to write, they can interchange their annotations, to increase interaction and collaboration.
- Question-And-Answer -Pair: It can start with note-taking to build self-confidence before interacting orally.
- Numbered Heads: It is a good technique to increase oral interaction, every participant is assigned a number, the teacher sets the time and calls a number. The student with that number answers the question.
- Role-Play: It is constructively applied in cooperative learning groups because students interact in real situations. They solve problems together and active the oral production.
- Group Discussion: Once the teacher distributes the group works, they work with a discussion question taking turns to share their answers. (Brame & Biel, 2015).

Conclusions

To sum up, Cooperative Learning to enhance Oral Proficiency has been a subject of research over the years. These studies demonstrate the Cooperative Learner applies to the Learner-Centered Approach having a good effect on improving the development of Oral Proficiency.

The learner-centered approach gives students the chance to become the most important actor of the learning process contrary to the Teacher-Centered approach. It is the teacher's labor and compromise to seek innovative techniques and strategies to foster students' success in oral production. The techniques and strategies presented in this work are engaging and being well-addressed benefits the acquisition of English Language Learning.

Recommendations

Based on the previous interpretation Cooperative Learning is meant to increase motivation and good attitudes for developing Oral production. It is recommendable to be in constant search of current information from pedagogues that support previous theories. The learner-Centered approach increases active learning and positive interdependence.

The application of innovative techniques to improve Oral Proficiency through Cooperative Learning Strategies is as remarkable as using technology nowadays. This academic work provides enough arguments based on depth investigation and positive impact for oral proficiency in English Language Learning.

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Annex

CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor **de la monografía**, “Cooperative Learning to enhance Oral Proficiency”, elaborado por el maestrando Julieta Verónica Limones Borbor, egresado de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el **7%** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.



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