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The use of cooperative learning as a strategy to improve EFL students´ speaking skills

TRABAJO DE TITULACIÓN

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CONTENTS

LIST OF GRAPHS

LIST OF TABLES

ABSTRACT

The present research "The Use of Cooperative Learning as a Strategy to Improve EFL Students' Speaking Skills", was developed to determine the impact of the application of three Cooperative Learning strategies to improve students' speaking skills in three components: pronunciation, fluency, and accuracy. The mixed method was used to analyze the information qualitatively and quantitatively. It was carried out at a public university in Riobamba city. Participants were students of level four. The research instruments included a pre-test and a post-test, which provided quantitative data. Additionally, a survey was given to students at the end of the implementation to get their perception about the strategies applied during an eight-week treatment, which provided qualitative data. As a general conclusion, the results of the investigation demonstrate that the application of Cooperative Learning strategies improve students' oral performance and show their positive perceptions of the strategies. They also consider that these strategies facilitated the generation of ideas in group work and optimizing time.

Key words:

Accuracy, cooperative learning, fluency, jigsaw, pronunciation, round robin, speaking skills, three-step interview, strategies.

RESUMEN

La presente investigacion denominada "El uso del aprendizaje cooperativo como estrategia para mejorar las habilidades de habla de los estudiantes de ingles como lengua extrajera" se desarrolló para determinar el impacto de la aplicación de tres estrategias de aprendizaje cooperativo para mejorar las habilidades del habla de los estudiantes en tres componentes: pronunciación, fluidez y precisión. El método mixto fue utilizado para analizar la información cualitativa y cuantitativamente. Esta investigación se llevó a cabo en una universidad pública en la ciudad de Riobamba. Estudiantes de cuarto nivel constituyeron la muestra. Los instrumentos de investigación incluyeron una prueba previa y una prueba posterior, las cuales proporcionaron datos cuantitativos. Además, se proporcionó una encuesta a los estudiantes al final de la implementación de las estrategias para conocer la percepción de las mismas, las cuales fueron aplicadas en un periodo de 8 semanas, y proporcionaron datos cualitativos. Como conclusión general, los resultados indican que la aplicación de estrategias de Aprendizaje Cooperativo mejora el desempeño oral de los estudiantes y les muestra percepciones positivas sobre las estrategias. También consideran que estas estrategias facilitaron la generación de ideas en trabajo grupales y hubo una optimizacion del tiempo.

Palabras clave:

Aprendizaje cooperativo, entrevista en tres pasos, estrategias, fluidez, habilidades para habla, precisión, pronunciación, round robin, rompecabezas.

INTRODUCTION

Through language, people from different countries, beliefs, and cultures can transmit their ideas, thoughts, and feelings. Language is diverse, in each country around the world people speak more than one language, but English is a universal one. However, students seem not to have realized about all the benefits that speaking a foreign language have. Experienced foreign language teachers have observed that students do not feel motivated to speak English, one of the reasons could be that the classes mostly focus on grammar and do not on the speaking skill development. This situation is understandable since in our environment (EFL) students do not have the opportunity to practice English; nevertheless, it is the teachers' job to find new strategies to overcome the lack of students confidence having to move forward to interact or communicate in English.

One option to support students and motivate them to improve their speaking can be the use of Cooperative Learning. It emerged throughout the 20th century against the predominant educational conception that emphasized individualism, memorization, competition, the type of evaluation with multiple choice tests. In short, a system in which learners do not have to write, reason, think, discuss, but just memorize. Therefore, it is impossible to complete an educational cycle without developing an interchange and social skills negotiation, or without having developed a reflexive and analytical thinking process.

There are many reasons which support the relevance of this study, one of them is that students do not practice outside the classroom. Oradee (2012), confirms that students have difficulties to encounter authentic situations to practice the language or develop their speaking skills, also students do not gain confidence to produce and avoid interaction with others.

Another reason, is that teachers focus their lessons mostly on grammar, vocabulary, reading, and writing but not on speaking skills, not because they consider this skill unimportant, but the problem is time. There is no time to listen to every student and provide individual feedback for them to improve their utterances because the classes have up to 35 students.

To determine how Cooperative Learning strategies help EFL students to improve speaking skills constitutes the main endeavor of this research as well as, to find out the efficacy of jigsaw, round robin and three step interview strategies for enhancing EFL students' speaking skills. The purpose of this research is to know the impact of applying three Cooperative Learning Strategies to improve pronunciation, fluency, and accuracy, which are components of speaking; and know students' perceptions of these strategies after their corresponding application in classes.

There is extensive research on Cooperative Learning worldwide with positive outcomes in different learning components and skills. For example, a study carried out by Al-Tamimi and Attamimi (2014) who investigated the effectiveness of Cooperative Learning in speaking skills and attitudes.

They wanted to demonstrate that Cooperative learning enhances not only speaking skills but students' attitudes. Findings of this research reported that there was a strong correlation between these two variables.

Additionally, Asari, Ma'rifah, and Arifani (2017) conducted a study to know the effectiveness of Round Robin for speaking. They reported in their research that Round Robin discussion model does not only improve students speaking skills, but it also develops critical thinking, presentation skills, confidence, and independent learning. They concluded that the type of questions included in the sessions have an incidence in students' higher order thinking skills. Data also showed upgrading scores in the post-tests.

Other researchers that wanted to explore similar variables are Syafryadin and Widiastuti (2013) who conducted a study to know the speaking improvement under Round Robin strategy. They wanted to improve speaking accuracy by using the round robin strategy. They concluded that Cooperative Learning strategies, like Round Robin, support students' speaking components.

One of the beneficiaries of this research are teachers, because they will be able to analyze the results and apply these strategies in their classes, other beneficiaries are students in general because

these strategies can be applied in any field, and English students because it will help them to improve their speaking skills, since as part of the curriculum, they have to reach the B2 level.

CHAPTER I: LITERATURE REVIEW

This section includes a summary of theories, concepts, and definitions provided by different authors regarding cooperative learning strategies and speaking skills. They provide scientific support of the inclusion of the strategies in this research to enhance participants' speaking components: fluency, pronunciation, and accuracy.

Cooperative Learning

Definition

According to Li and Lam (2013), Cooperative Learning focuses on the role students play in the classroom, these strategies are instructional and fosters responsibility. In a cooperative learning environment students interact with each other in the group, acquire, and practice the elements of a subject to solve problems, complete tasks or achieve goals. Through Cooperative learning, students have the opportunity to work on academic tasks and stimulate social relationships (Felder & Brent, 2004). Moreover, Quishpe (2016) states ¨Cooperative Learning strategies help students to develop their communicative and team-work skills¨ (p.8).

Importance of Cooperative Learning in the EFL classroom

Cooperative learning strategies create a positive learning environment where students feel eager to speak out in class. Therefore, cooperation is effective in EFL classroom environments (Al-Yaseen, 2014).

Li and Lam (2013) highlights that CL strategies also develop high-order thinking skills, enhance motivation, improve interpersonal and peer relationships. Even the students discover how to learn and exploit their diverse abilities, which increase cognitive, psychological, and social performance.

Cooperative Learning strategies generate alternative forms of communicative relationships; students accept different opinions, personalities, and abilities, and help teachers to implement a significant teaching. Thus, several researches confirm the importance of the CL strategies in the EFL classroom to promote oral improvement; for example, Ning (2014) who states that teachers benefit from applying these strategies since they develop students' speaking skills and attitudes.

Basic elements of Cooperative Learning

Fehling (2015), mentions that Cooperative Learning is made of five elements. The first one is referred to as *the accountability* given to individual students. This element pursues to elude freeloading and highlights individual contribution to the group. In an everyday life setting, it is common to see only one or two students in the group working while the rest group members just wait until the task is completed; for that reason, it is very important to guide students to have individual accountability in each one of the CL activities they work on in class.

The second element is *social skills*, which involves effective communication in small groups, through positive reinforcement, constructive feedback, and problem-solving activities. It is essential that students build trust, manage conflict, and provide communication and leadership. Learning to work in groups, respect differences and accept limitations could be hard, but with the correct guide and instruction, this element presents effective results.

Face-to-face or promotive interaction is the third element whose goal is to promote each other's productivity by helping, sharing, and encouraging efforts. That is, it requires students interaction to solve problems, share knowledge or feedback, teach others, explain things and support each other; all done through verbal interaction.

Positive interdependence is the fourth element, in this point, students understand that each member's contribution is important to achieve the goal of the group. Positive interdependence is defined as the students' commitment to succeed as a team, group members have to know that they

sink or swim together, every member of the team has the same value and both, the individual learning and the working products are better in collaboration. By applying this Cooperative Learning element, students learn about responsibility and positive group work in achieving a common goal (Laal, 2013).

The last element is *group processing.* It occurs when the group members reflect on how well they are achieving the proposed goals while keeping an effective working relationship. By applying group processing students are able to assess their contribution, improve their strengths and have a positive behavior inside the group to increase effectiveness and efficiency (Quishpe, 2016).

All the elements above mentioned could be implemented when using cooperative learning strategies in the EFL classroom and each one of them play an important role in achieving the proposed goals, in this specific case, the improvement of students' speaking skills.

Types of Cooperative Learning Groups

Johnson & Johnson (2017) establish three types of cooperative learning grouping. They are informal cooperative learning groups, formal cooperative learning groups and cooperative base groups.

Informal cooperative learning groups are usually organized on-the-fly in direct teaching. By using these type of groups, students plan the activity, for example, a lecture or a presentation in shorter parts. In this way, each one of the group member has the same opportunity to participate or express a particular point of view about a specific topic. When applying informal groups, students' attention focusses on the material to be learned, expectations, mood, the material being taught, and instructional sessions. The main goal of informal cooperative learning groups is that students discuss about what they have learnt (Johnson & Johnson, 1999).

In *Formal cooperative learning groups* students work for a longer time, it can be several weeks or until a project is finished. When working in formal groups students feel comfortable and experience cooperation. The groups can have from three to six students and the teacher must consider intellectual abilities, academic interests and style to form the groups. Some of the activities students develop in these groups are projects, experiments, project solving activities, reviews, and reports. The teacher must monitor how the groups are working and make the necessary changes if needed (Johnson & Johnson, 2017).

Finally, in *Cooperative Base Groups*, the teacher assigns the groups at the beginning of the semester or intervention and they stay together during the entire time or process. The main purpose of these groups is to give each member of the group the opportunity to meet and work regularly in achieving a common goal. Base groups personalize the classroom, improve speaking participation and the quality and quantity of learning; besides, these groups foster good relationships since students support each other while learning together (Johnson and Johnson, 2017).

Cooperative Learning Strategies

There are several Cooperative Learning strategies, which could be applied in the EFL classroom. Barkley, Cross and Major (2005) classify them by the skill that each one enhances, they are discussion, reciprocal teaching, graphic organizers, writing and problem solving. However, due to the aim of this research, just two of the categories will be considered. (i.e. discussion and reciprocal teaching).

The first category is *discussion,* and during the classes, the teacher works with the Round Robin and Three-step Interview strategies. Sajjad (2016) remarks that through discussions, students share ideas, listen to their peers' point of view, and build their own point of view, by combining what they have heard, and also evaluating their peers' points of view.

The second category is *reciprocal teaching* where the teacher explains the activities and provides feedback while the students explain to their peers, in this way they learn in a cooperative way. From the three Cooperative Learning strategies considered in this research, Jigsaw, belongs to the second category – Reciprocal Teaching (Sajjad, 2016).

Round Robin

Kagan (1993) describes Round Robin as the strategy that allows students to take turns responding orally. Barkley, Cross, and Major (2005) contribute with the process to conduct Round Robin as the following: (1) learners need to form groups, but there are no more than four or fewer than three students in each one; (2) the teacher asks students to name a secretary for each table; (3) each team receives a question. Members of the group should provide multiple answers; (4) time is set for groups to brainstorm ideas and think about their solutions; (5) when time is over, students listen to one another's responses in a round Robin time within each group; (6) the secretary makes a list of all answers; (7) either students or teachers set the end of the activity.

The benefits of the activities involved in the Round Robin strategy focus on learners' interaction in small groups, the development, and practice of social skills. There is no anxiety since teachers set thinking and producing time. Students can decide when to stop. They enrich their vocabulary and scope of the topic by listening to everyone's answers. (Peregoy and Boyle, 2013)

Three Steps Interview

This strategy works as an icebreaker for students to express opinions, positions or ideas and share them with their peers. Kagan (1993) shares the process of the Three Steps interview; they involve pairs of students asking and answering questions, as in an interview. After some rehearsal, the pair of students shares their new knowledge with another couple. There is an A-B-C-D process, each letter represents a student. In the first round, students A and B interview one another. Once they

have practiced for a particular time, students summarize their previous talk with students C and D. It is important to mention that each student interviews once and reports twice about the set topic.

Studies carried out by Saifuddin (2013), and Tirtanawati (2016) indicate that students passed a standard test as result of the implementation of this Cooperative Learning strategy. The strategy promoted positive factors in speaking lessons and interaction with peers. It also engaged students' in social interactions, networking, and communication skills.

Jigsaw

After reviewing hundreds of studies Slavin (1996) concluded that: "students who give each other elaborated explanations are the ones who learn the most in cooperative learning. There are two stages to consider in this strategy, in the first one, students work with different pieces of paper, they have to gather and become the experts in their material. During the second one, they have to share their knowledge with others. When discussing their topics students not only practice their speaking skill, but also develop reciprocal teaching; in other words, they learn from each other.

At the same time, Aronson, Blaney, Stephin, Sikes, and Snapp (1978) provide the following steps for a successful Jigsaw strategy development: (1) divide the class into groups of 3-4 students; (2) select a leader for the team; (3) distribute the material to each group; (4) each student is assigned a section of the document; (5) the time it is set, about 10-15 minutes to study and share the material in groups; (6) students work with classmates from other teams to become experts of their content; (7) time given is 5-10 minutes again; (8) students return to their home/original groups; (9) groups discuss their sections, here the role of the teacher is to monitor and make sure that everyone participates; (10) a quiz is provided to assess the process.

There are several advantages of implementing Jigsaw in the classroom. Among them, Brown (2007) considers self-esteem, motivation, meaning construction in the groups, and communicative language activities promotion. Besides, Johnson & Johnson (1999) contribute in this area by

defining five principles of this strategy: positive interdependence, face-to-face interaction, and individual accountability for the group achievement, interpersonal skills, and group processing.

Speaking Skills

The Importance of the Speaking Skills

Qureshi (2012) remarks that language is a communication tool human beings use to express ideas, thoughts, opinions and feelings by putting words together in a meaningful way. Therefore, communication skills are essential for the students' future career success and for both expressive and communication skills development in relationships. Through these skills, students also feel more confident to make presentations, speeches and realize how important speaking skills are in modern life.

Speaking is labeled as oral production and the ability to converse is highly valued by students, for that reason, teachers want students to be able to use the language as accurately and fluently as possible and try to motivate them by pointing out the benefits of speaking a universal language as English. Communicative competency opens more job, education, and travel opportunities and of course the possibility to interact with people around the world (Cárdenas, 2013).

According to Segura (2012) speaking is the most demanding skill that people need to communicate in everyday situations and it is associated with the advancement in technology, trade, tourism, the Internet, science, commerce, politics and other areas.

Components of oral communication

Brown (2007) and Omer (2014) state oral communication has three components: accuracy, fluency, and pronunciation.

Accuracy

Essentially, accuracy is the ability to produce correct sentences using correct grammar and vocabulary. The teachers' goal is to help students to produce grammatically correct spoken English through discussion, presentations and reciprocal teaching activities (Wang, 2014).

In order to achieve this goal, teachers should take into account the different characteristics of accuracy activities in the EFL classroom, such as language for effective transition of the message, language knowledge, and linguistic competence that attempts to the correction of the utterances to get a correct communication (Pacheco, 2011).

In the real life context, communication emerges in two different environments, the formal and the informal one. As stated by Wang (2014), inside the classroom, teachers emphasize accuracy because students are learning a foreign language in a formal setting. The goal is students could produce the grammar rules and vocabulary they have learnt together; although it is not an easy task, daily interaction with peers in a cooperative surrounding surely contributes to a better communication. Thus, students are not only listeners or passive participants, but also can communicate effectively by applying all the theory they have gathered through formal education. On the other hand, if a student talks to an English speaker, during the conversation, the possibility for the student to receive feedback is minimum since the other person is more focused on understanding the message than in the level of accuracy the student has. Nevertheless, a teacher cannot forget that a classroom is a formal setting and in order to avoid problems like fossilization, the feedback has to be immediate and effective. In this way, students will learn to express their feelings, opinions, thoughts, agreements, or disagreements as well as participate in discussions with a good level of accuracy.

Fluency

Richards (2006) defines fluency as "the ability to speak spontaneously and eloquently with no pausing" (p.8). The capability of the language user to respond with coherence by using conjunctions, transition words, and phrases while pronouncing words compressively.

Gráf (2015) also adds some aspects to the definition of fluency by using some synonyms such as: "flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of expressions and interconnection between them". (p.26)

Pronunciation

Alqahtani (2015) argues that when we talk about pronunciation in language learning, we mean the pronunciation and perception of the significant sounds of a particular language with the purpose of achieving meaning in context of language use. Teachers of English as a foreign language must focus on the way students say a word without a particular dialect or accent. The author also explains that this speaking skill component is essential since without a good pronunciation, students will not be able to communicate; even though they might have a vast knowledge about vocabulary, grammar rules, and structures of the language. If students do not use a correct pronunciation, the listeners could not understand what they say; consequently, there will be interference and the communication will not be effective. Thus, pronunciation plays a central role in both academic and social areas because with a good pronunciation, students could participate and integrate into a community.

In conclusion, accuracy, fluency, and pronunciation are important complementary components in students' development of their speaking skills. Student will be understood and there will not be misunderstandings due to deficiencies in pronunciation, accuracy or fluency (Wang, 2014).

There are many studies that demonstrate the benefits of cooperative learning strategies to enhance English learning, specifically to improve speaking skills.

Research studies confirm the effectiveness of the application of Cooperative Learning strategies, for example, the one carried out by Al-Tamimi and Attamimi (2014) who conducted a study to know the effectiveness of Cooperative Learning in speaking skills and attitudes. The

methodology included a pre and post-test, a five Likert-scale questionnaire. In order to analyze data, they used basic and inferential statistics methods. This study was conducted at a higher education institution in Yemen. Findings of this research reported that there was a strong correlation between these two variables and suggested that teachers should benefit from this effective strategy.

Asari, Ma'rifah, and Arifani (2017) reported in their research that Round Robin discussion model does not only improve students speaking skills, but it also develops critical thinking, presentation skills, confidence, and independent learning. They used a qualitative research method with observation of classes, and a checklist to report the interaction of students. They concluded that the type of questions included in the sessions have an incidence in students' higher order thinking skills. Data also showed upgrading scores in the post-tests. They suggest the implementation of Round Robin with fixed and detailed roles for teachers and students.

Syafryadin and Widiastuti (2013) concluded that Cooperative Learning strategies like Round Robin improved students' performance after the research. They focused the study on accuracy which is one component of speaking. This study was carried out in a high school. The methodology included a mixed-method design with analysis of qualitative and quantitative data. Statistics reported that there was an improvement in the mean score. Authors concluded that this was a strategy that significantly improved students speaking.

Tirtanawati (2016) suggested that the implementation of a Cooperative learning strategy like The Three-step interview improves the components of speaking: pronunciation, and fluency. This author also included other features like comprehension, grammar, and vocabulary. The research method applied was action research with analysis of qualitative and quantitative data. An interview, field notes, and observation helped to obtain qualitative data which was classified and organized to answer the research questions. A pre and a post-test was given to collect quantitative data. This research was conducted at a higher education institution.

15

Oradee (2012) conducted a similar study in Thailand. This study was carried out in a high school. This research made a mixed-method design with analysis of qualitative and quantitative data. Instruments were speaking tests, surveys, learning logs, and a semi-structured interview. Results in the post-test were higher than in the pre-test and students' attitudes also changed positively.

CHAPTER II

METHOD

Setting and Participants

This study was carried out in a public university located in Riobamba city. The population were students from the fourth level (Intermediate). The sample consisted on 23 participants from a population of 120 students. The group is heterogeneous since students come from different backgrounds. Their ages range from 21 to 25 years old.

Procedures

In order to know if students' speaking skills improved after the implementation of Cooperative Learning, three strategies were implemented: Round Robin, Three Steps Interview, and Jigsaw. The effectiveness of these three strategies was measured in the implementation of a pre- and a post test. Students also indicated their perceptions of the use of Cooperative Learning strategies in a survey that was applied at the end of the research.

For the analysis of the results, a mixed design was used to interpret the data from the survey and tests. The instruments used for this research were a pre-test and post-test, the researcher evaluated the three speaking skills components: accuracy, fluency, and pronunciation through a rubric.

The interpretation and analysis of the results require three stages. The first stage was focused on the tabulation of the pre-test and post-test results. Students' scores were compared to establish the influence that the cooperative learning strategies: jigsaw, round robin, and three-step interview had in the improvement of the speaking skills components: accuracy, fluency, and pronunciation.

In the second stage, the students' survey results were analyzed. These surveys demonstrated students' perspectives towards the strategies

The two tests were graded and then an Excel sheet was created to compile the data obtained from the tests. Averages were calculated and next compared to see the difference from the beginning to

the end, to verify if there was an improvement in the results on the students' scores. Graphs were made to visualize the pre and post test averages.

Before implementing Round Robin, Three Step interview, and, Jigsaw; the lesson plan was reformulated in order to include these Cooperative Learning strategies in an eight-week period. These strategies were implemented during six weeks. The first and the last week are not considered because the pre- and post-tests were given. The three strategies were applied at least once a week from week two to week seven. Next, the explanation of how the strategies were introduced, and practiced in class.

Chapter III: Results and Discussion

Description, Analysis, and Interpretation of Results

This section presents a quantitative and qualitative analysis of the data obtained through the instruments applied: a pre-test and a post-test graded with their corresponding rubric; and a survey.

In the following lines, three components of Speaking: pronunciation, fluency, and accuracy will be analyzed, from the pre and post-test results in order to demonstrate the students speaking skills improvement.
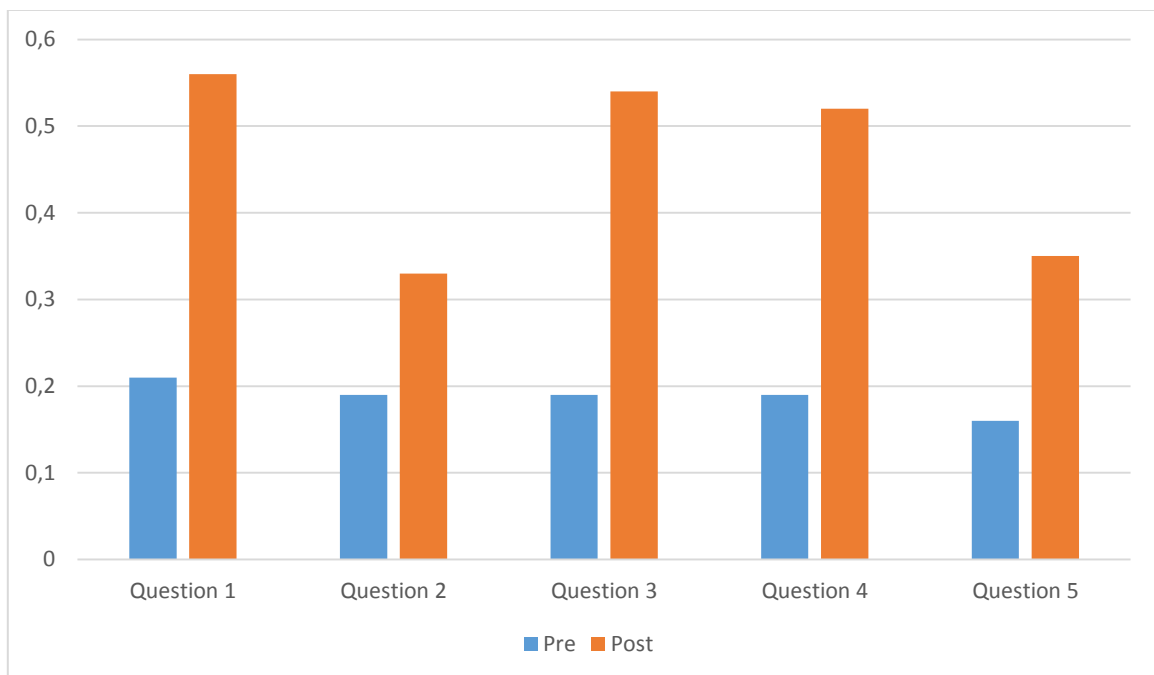
Graph 1. Pronunciation scores.
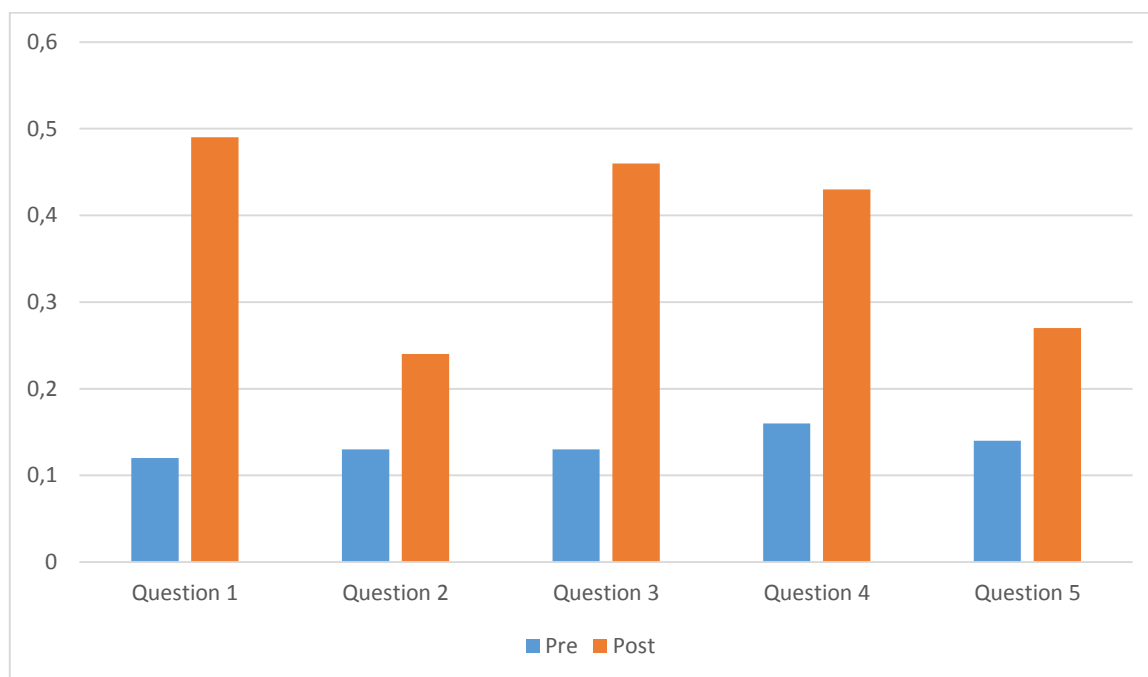Resource: Evelyn Carolina Macias Silva
Author: Evelyn Carolina Macias Silva

Graph 1 shows the results obtained in the pre and post test for the component *"Pronunciation".* Alqahtani (2015) considers this component as the perception of the significant sounds of any language. He adds that its objective is to achieve meaning in context when communicating. Furthermore, it is essential to avoid misunderstandings.

Analyzing the graph, it shows an improvement in all the questions of the test after the implementation. This is the result of constant speaking practice through the three strategies implemented.

In the pre-test the students got lower grades regarding pronunciation, but after the strategies implementation it was evidenced that the grades of this component significantly improved, the bigger difference in the quality of answers was seen in question number 1 where students had to look at pictures and think of possible answers, to describe what they have in front of them.

The improvement in this component was due to the opportunity that the students had to practice the skill through the implementation of the strategies.


Graph 2. Fluency scores.
Resource: Evelyn Carolina Macias Silva
Author: Evelyn Carolina Macias Silva

Regarding *fluency,* Richards (2006) says it is speaking spontaneously and without pauses. He considers it as an ability to be eloquent. Graf (2015) adds to the previous definition that this component involves the use of synonyms in order to enhance smoothness, speech rate, decrease pauses, and hesitation markers.

Graph 2 shows the results of this component from the pre and post-test. It demonstrates an improvement in the scores in every question in the post test. The question that showed the biggest change was number 1. Even though the questions were similar, the difference in question 1 was that in the pre-test students had to look at pictures and think of possible answers, and in the post-test, they had to propose possible solutions according to the images shown, which were about the environment. This means that after the implementation of the strategies students spoke more and without pauses in this question. While evaluating this component, the students demonstrated to have learned more vocabulary and were able to produce the language easily and accurately. Some reasons of this better results were that students listened to different peers and had opportunities to also explain, answer, and share their ideas more frequently.
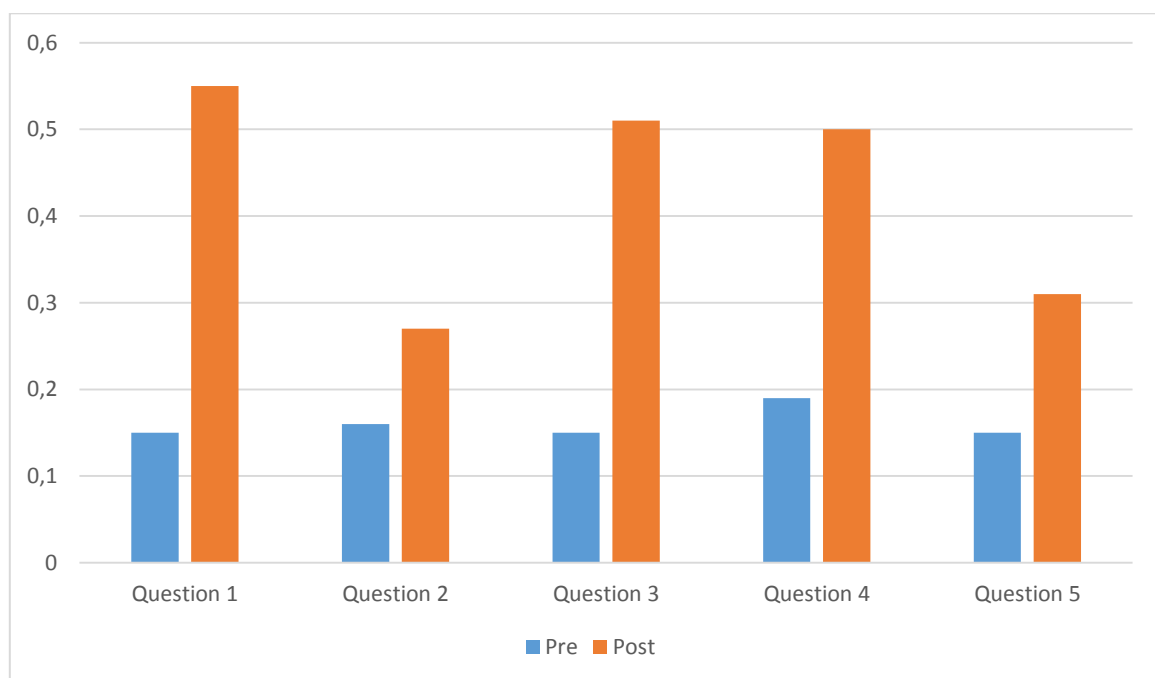
Graph 3. Accuracy scores.
Resource: Evelyn Carolina Macias Silva
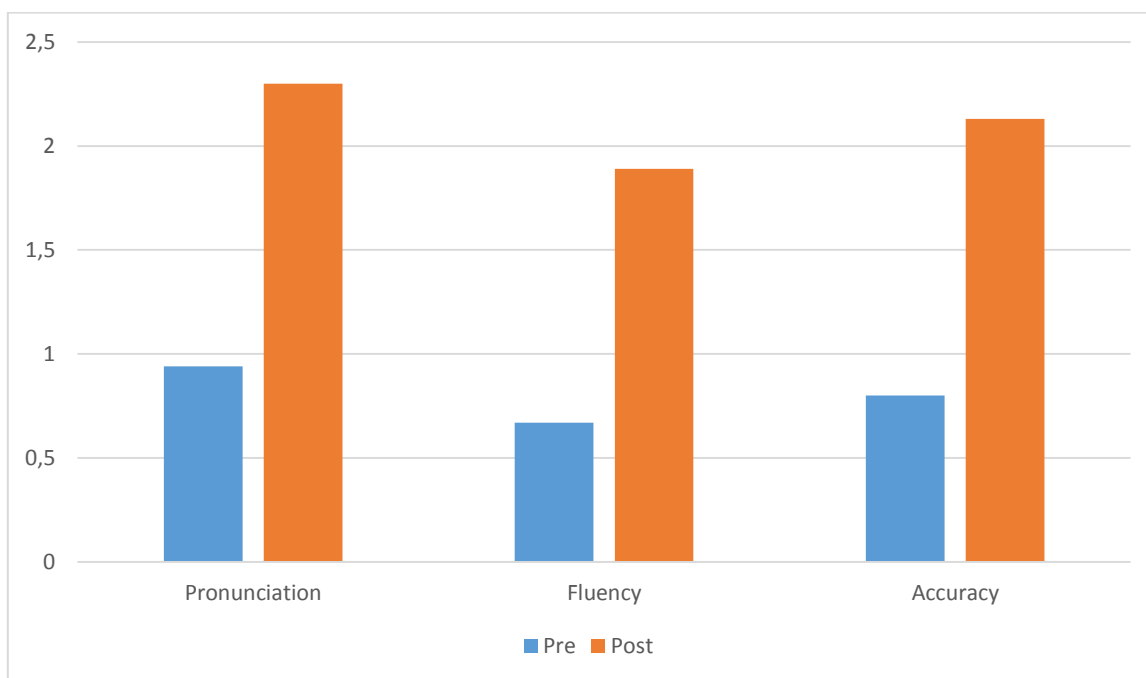Author: Evelyn Carolina Macias Silva

The last component is *accuracy,* Wang (2014) points out that it is the ability to speak correctly without grammar or vocabulary mistakes. Moreover, Pacheco (2011) says that it is to be knowledgeable of message transitions, language, and linguistic competences for a comprehensible communication. Again, this component got better results in the post-test.

Graph 3 shows the results of this component from the pre and post-test. The graph demonstrates higher scores in every question in the post-test, but once again the question that increased the most was number 1. With this results, the students demonstrated that with the implementation of the Cooperative learning strategies they also learnt grammar and vocabulary because they got to practice and also they not only learnt from the teacher they also learnt from their peers'. All these practice and procedures that allowed students to interchange ideas several times helped them become familiar with vocabulary and structures.

The positive results obtained in the three different components of speaking are the consequence of the application of the three Cooperative Learning strategies. In this respect, Li and Lam (2013) say that these strategies involve interaction among students in groups. Likewise, Quishpe (2016) and Ning (2010) highlight that they enhance communication and teamwork skills. During, the application of the strategies, students interacted in pairs and groups.

Graph 4. Average of the grades per component.
Resource: Evelyn Carolina Macias Silva
Author: Evelyn Carolina Macias Silva

Graph 4 shows the average of the grades per component. The results obtained in the post test indicate that pronunciation got the best impact on the application of Cooperative Learning strategies.

The average for pronunciation was 2.3 of 2.5 points. That component was followed by accuracy that had an average of 2.13; and, finally, fluency with an average of 1.89. The practice of the different topics taught in the classes with the three strategies helped students get used to listening and speaking English. They also had several opportunities to contribute with their ideas, which is why they spoke clearly without hesitation and had a better pronunciation than in the pre-test.

Description of the pre test and post test.

Table 1. Summary of average scores for the Pre- and Post-test.

Question	Average	
	Pre-test	Post-test
1	0.48	1.59
2	0.47	1.61
3	0.47	1.52
4	0.53	1.40
5	0.43	0.95

Resource: Evelyn Carolina Macias Silva
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The pre-test was given in week 1. After the implementation of the three strategies, a post-test was given in week 8. The pre and the post-test had the same number of questions (5 in total). And the difference between them was the level of difficulty. Each question was worth two points and all the questions were graded by using the same rubric.

The difference in question 1 was that in the pre-test students had to look at pictures and think of possible answers. However, in the post-test, they had to watch the image and propose possible solutions regarding the topic that was environment. The average grade of this question was 1.59 in the post-test compared to 0.48 obtained in the pre-test, the question was worth 2 points.

The instructions in the post-test for question 2 was to complete ideas of hypothetical sentences. The average grade of this question was 1.61 out of 2 compared to 0.47 obtained in the pre-test. The highest scores were obtained by eight students of the group. When the results of the pre and the post-test are compared, it is visible that the results of the post-test were better in most cases, and that the average was increased in the post-test.

In question 3, the change was in the instructions of the questions. In the pre-test, students had to choose one event in history and explain what would have happened if that event had not been included in history; however, in the post-test, students had to choose from different situations and talk from their personal experience. In question three, the average grade was 1.52 compared to 0.47 in the pre-test.

In question four, the exercise was almost the same but with different situations. In both tests, students had to describe their reactions towards the context provided. Students obtained the following results: the highest grade was 1.40 and the lowest was 0.53.

Lastly, in question 5, students had to choose among three modern devices. They had to explain the reasons of their selections. It had the same instructions but different topics. In the post test, the lowest grade in this question was 0.43 and the highest was 0.95, it is visible the increase in the post-test.
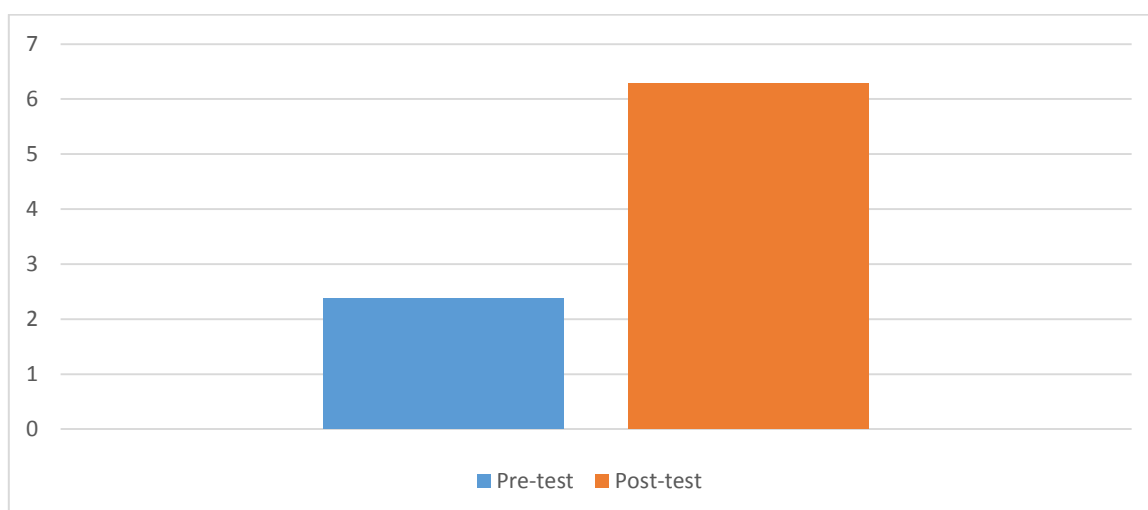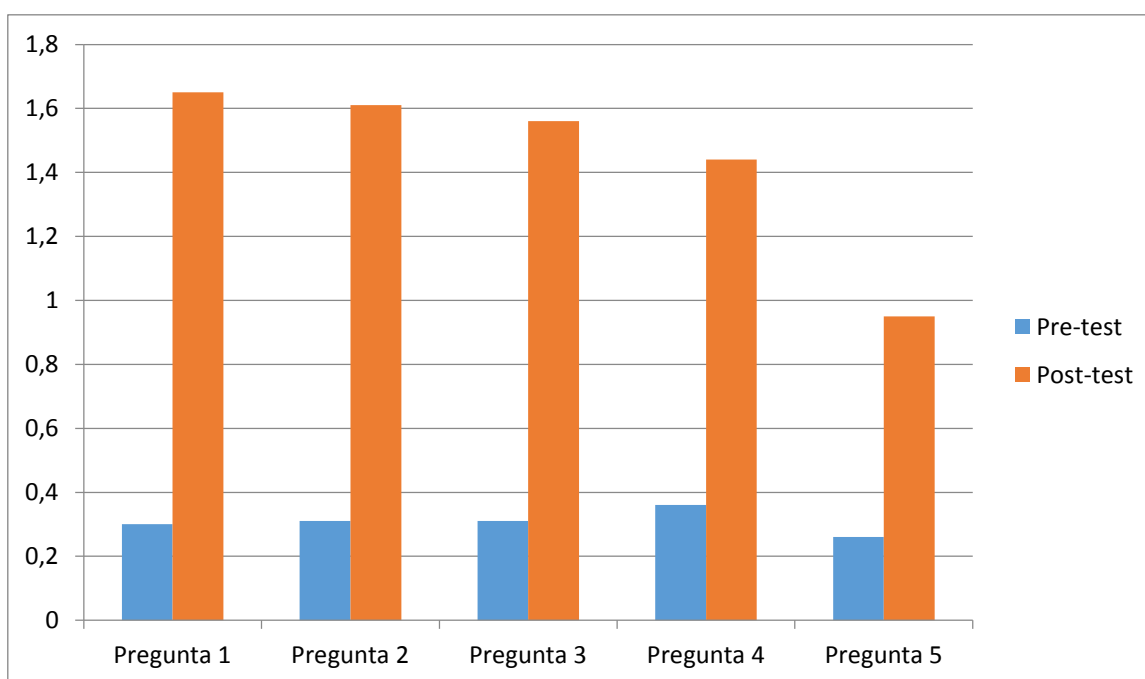

Graph 5. Average of scores Pre- and post-test.
Resource: Evelyn Carolina Macias Silva
Author: Evelyn Carolina Macias Silva

This graph shows the average of the grades obtained by the students in the pre and post-test. They got an average of 2.38 out of 10 points in the pre-test. However, in the post-test that average increased to 6.29 out of 10 points. These results demonstrate how the cooperative learning has helped students improve their speaking skills. The different opportunities that students had to listen and respond to their peers led to a better production of students in the post-test.

Graph 6. Mean of Pre- and post-test scores by question.
Resource: Evelyn Carolina Macias Silva
Author: Evelyn Carolina Macias Silva

Graph 6 is a summary of the averages obtained by the students in questions from one to five. Results indicate that students had a considerable increase after the application of three strategies of Cooperative Learning in the five questions of the tests, the implementation improved students speaking skills.   Even though the questions varied in difficulty, students applied a variety of grammar structures, their pronunciation was clear and with few errors. Finally, they also spoke without hesitation.

Table 2. Summary of highest, lowest and mean scores for the Pre- and Post-test.

| Question	Highest score		Lowest score		Mean	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1	0.90	2	0.30	1.25	0.48	1.59
2	0.65	2	0.30	0.80	0.47	1.61
3	0.80	2	0.30	1	0.47	1.52
4	1.50	1.90	0.10	0.50	0.53	1.40
5	0.75	1.90	0.20	0.40	0.43	0.95

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Table 2 summarizes the lowest, highest, and average of the grades obtained in the pre- and post- test. Since there was an improvement in the students speaking skills, it is very important to know that accuracy, fluency, and pronunciation work together, and in order to have a better performance of the language, it is essential to learn them. This contrast with Wang (2014) when he states that inside the classroom, teachers focus on accuracy since the classroom is a formal setting that prepares students to establish grammar rules and vocabulary to produce and contribute to a better communication. In this case, the students showed an improvement in pronunciation since they could practice the language more in classes. The change from individual participation to pair and group work influenced students' quality of their speech in terms of variety of grammar structures, native-like pronunciation, and diminishment of hesitation in students' responses. Time was also optimized during classes when students work in pair or groups. They were exposed to oral participation in pairs and had the opportunity to exchange ideas, points of view, and opinions.

Survey

Students had to answer to a survey at the end of the implementation of Cooperative Learning Strategies.
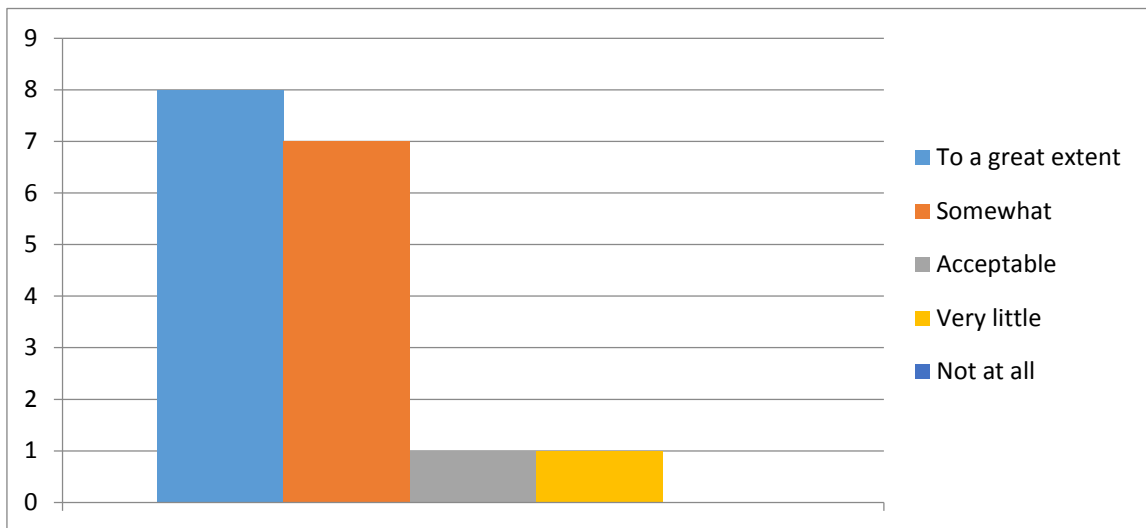
Graph 7. Working in groups fostered your learning.
Resource: Evelyn Carolina Macias Silva
Author: Evelyn Carolina Macias Silva

In the first question students were asked to indicate if working in groups fostered their learning. In this question, eight of the twenty-three students considered that working in groups fostered their learning to a great extent and seven indicated somewhat, this means that fifteen students agree that working in groups fosters their learning. Since they had the opportunity to practice more and to spend more time practicing. Also because they listened to their peers´ talking and got used to the language, and learn more. Authors like Satyaprakasha (2015) states that by using Cooperative learning there are not only academic gains, but social skills.
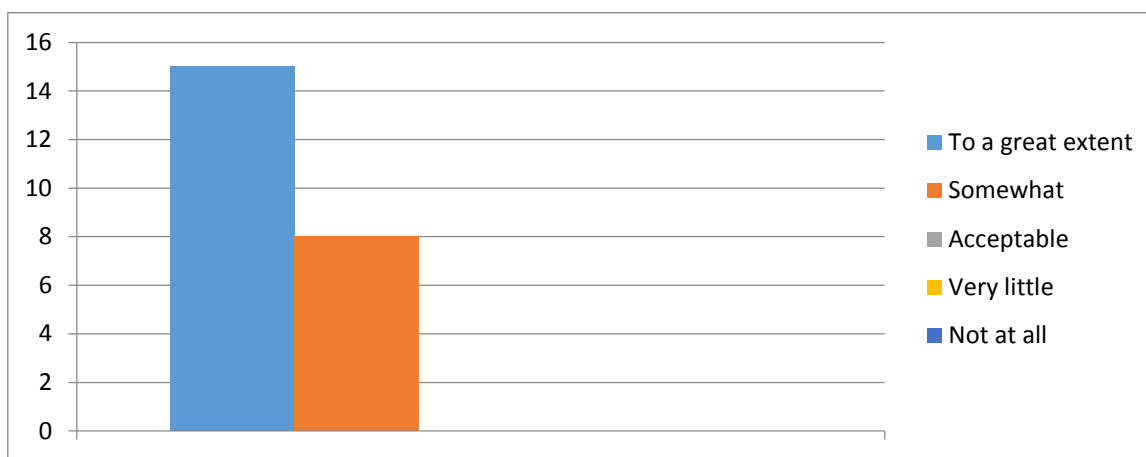

Graph 8. The group activities your teacher implemented in class helped you to improve your speaking skills.
Resource: Evelyn Carolina Macias Silva
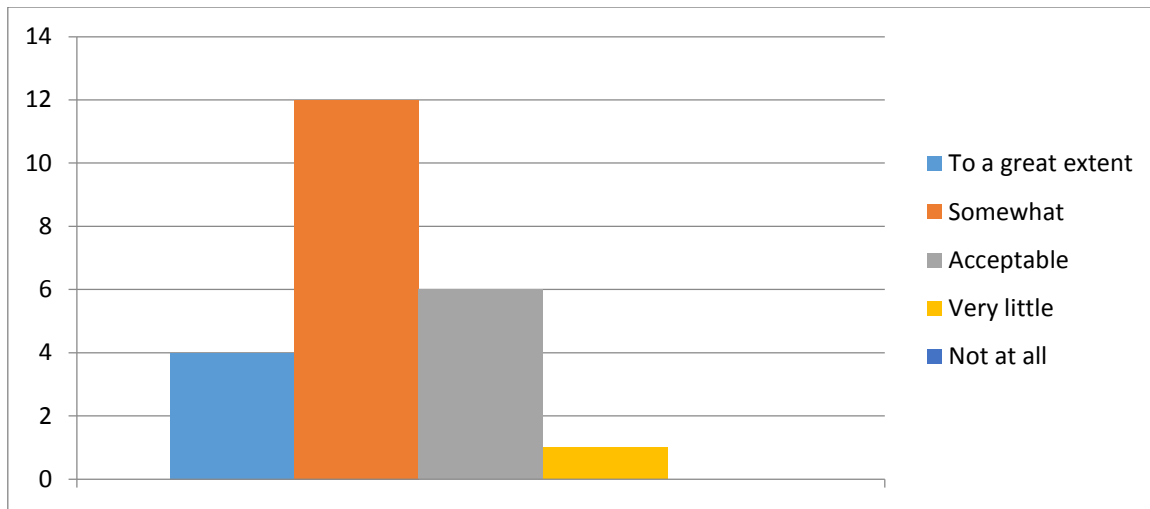Author: Evelyn Carolina Macias Silva

In this question, fifteen students indicated that the group activities developed in class helped them to improve their speaking skills to a great extent and eight students said that somewhat. The application of three Cooperative Learning strategies has led to a constant oral practice in small groups.

They all had the opportunity to speak more and share their knowledge, ideas, and opinions. They gained vocabulary and practiced their pronunciation many times during the application of the Cooperative Learning strategies. This was also a common positive result reported by Asari, Ma-rifah, & Arifani (2017); Syafryadin, & Widiastuti (2013) who mentioned that with constant practice and interaction the students get to improve their speaking.
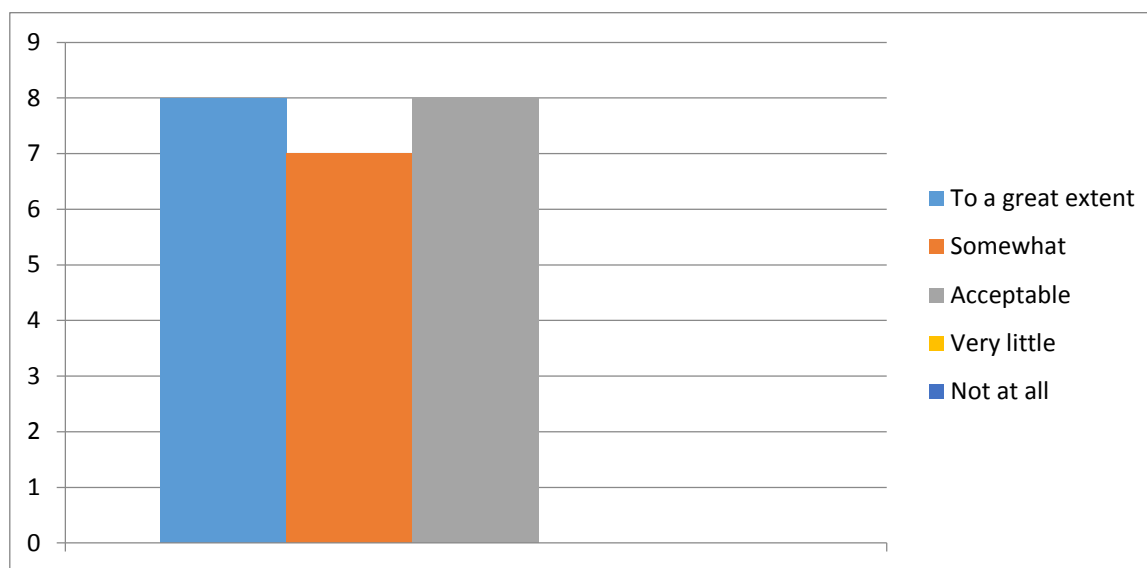
Graph 9. Group work provided more ideas.
Resource: Evelyn Carolina Macias Silva
Author: Evelyn Carolina Macias Silva

As a result of Cooperative Learning eight students agreed that group work provides ideas to a great extent, seven indicated that somewhat, and eight reported that at an acceptable level. This is because while working in groups students have the opportunity to present their ideas, listen to others' ideas and talk about them to come up with better ideas. In this same position, Peregoy and Boyle (2013) mention that students enrich their vocabulary and scope of topics by listening to others talking and discussing the content of the lesson.

Graph 10. All the members of your group participated in the activities.
Resource: Evelyn Carolina Macias Silva
Author: Evelyn Carolina Macias Silva

Graph 10 shows that four students agreed that all members of the group participated in the activities. Twelve checked that they participated somewhat, and six that the participation was acceptable. Only one said that the participation of the members of the group was very little. Therefore, most of the students participated in the activities with the roles that were assigned to them and in the different strategies. Working in small groups promoted participation at all levels, this confirms what Li (2013) mentions about Cooperative Learning as a student-centered activity. Students in small groups are responsible for their learning through interaction and solving problems, completing tasks, or achieving goals.
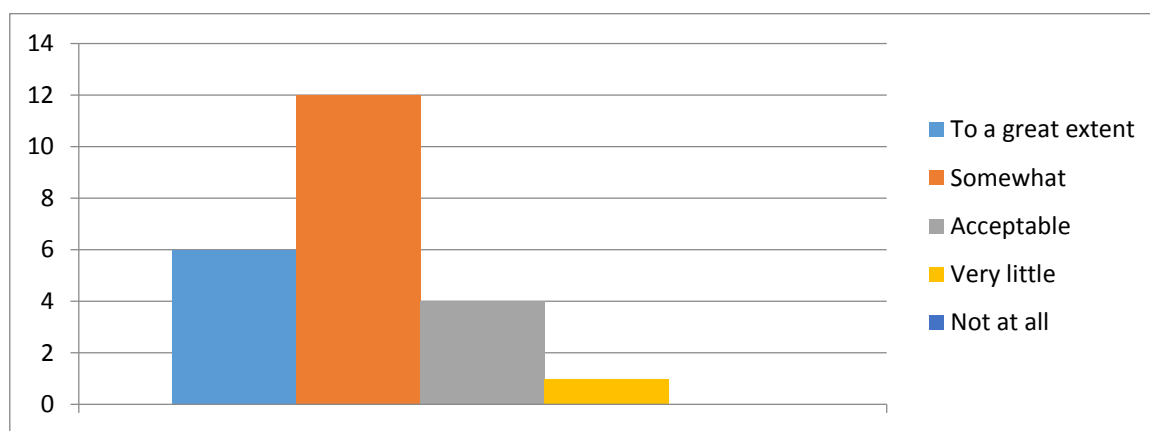

Graph 11. Working in groups helped you to improve your participation.
Resource: Evelyn Carolina Macias Silva
Author: Evelyn Carolina Macias Silva

Six students indicated that working in groups helped them to improve their participation among classmates to a great extent. Other 12 agreed but they considered that it helped them just somewhat. Another 4 marked that working in groups improved their participation in an acceptable way. While the students worked in groups, they gain more confidence with their peers. Therefore, their participation was greater during the activities. This is what Johnson and Holubec (1998) called positive interdependence since every member of the group has the same value, and get to participate equally. They added that students practice responsibility and positive attitude in order to achieve common goals through Cooperative Learning. With the group work, the students participated more and learned to share with their peers in order to accomplish the goals.
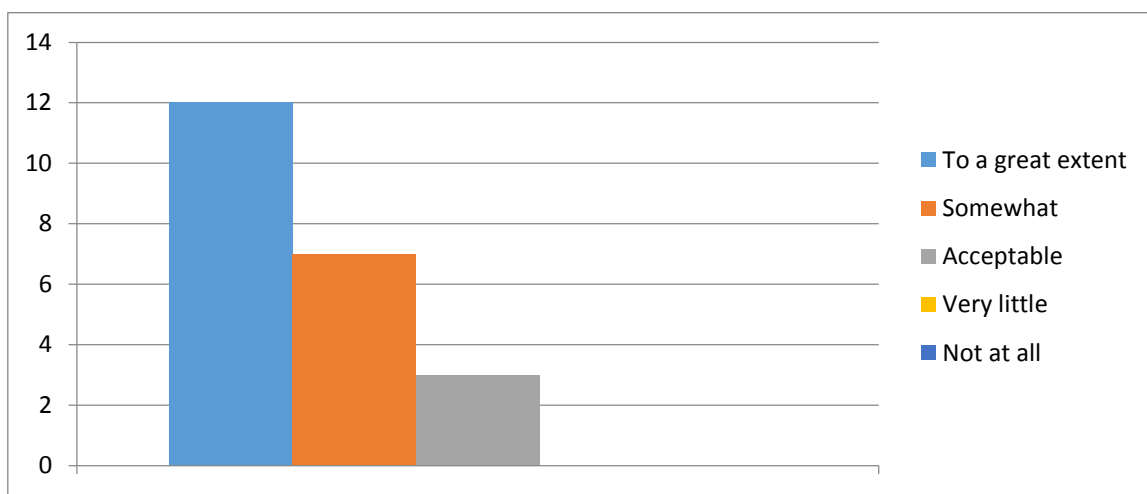

Graph 12. The teacher's guide during the speaking activities was relevant.
Resource: Evelyn Carolina Macias
Author: Evelyn Carolina Macias Silva

All the students agreed that the teacher's guide during the activities was relevant, the difference was the level: 12 said to a great extent, 7 mentioned "somewhat", and 3 indicated that it was acceptable. This is because the teacher constantly monitored the students during the activities, and explained to them what they needed to know in order to complete the activities correctly. Also because in some cases the teacher provided help with vocabulary and pronunciation. The teacher is in charge of setting the groups, modeling the activities, assigning roles, facilitating the content, and

monitoring group work. In this regard, Slavin (1996) recall reciprocal teaching which means that the teacher guides the students during the activities.
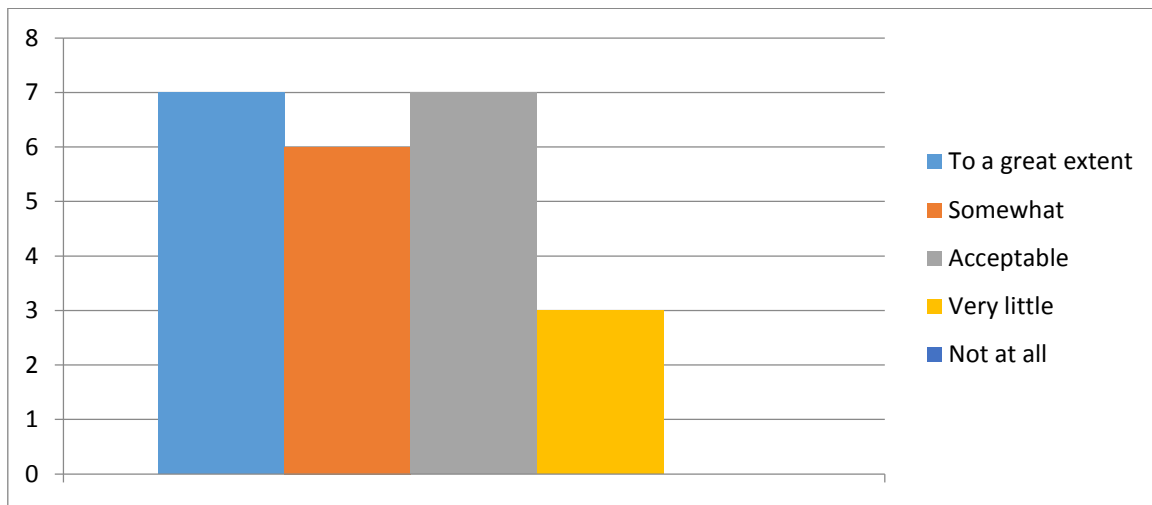
Graph 13. The time dedicated to group work activities in the classroom was sufficient.
Resource: Evelyn Carolina Macias
Author: Evelyn Carolina Macias Silva

Students also consider that the time dedicated to group activities was sufficient as shown in graph 13. They all shared the same opinion but at different level. By listening to one another several times and with different topics, students found the time spent in Cooperative Learning techniques enough.

The topics were chosen according to students' interests. Thus, the results of this question in the survey were positive.
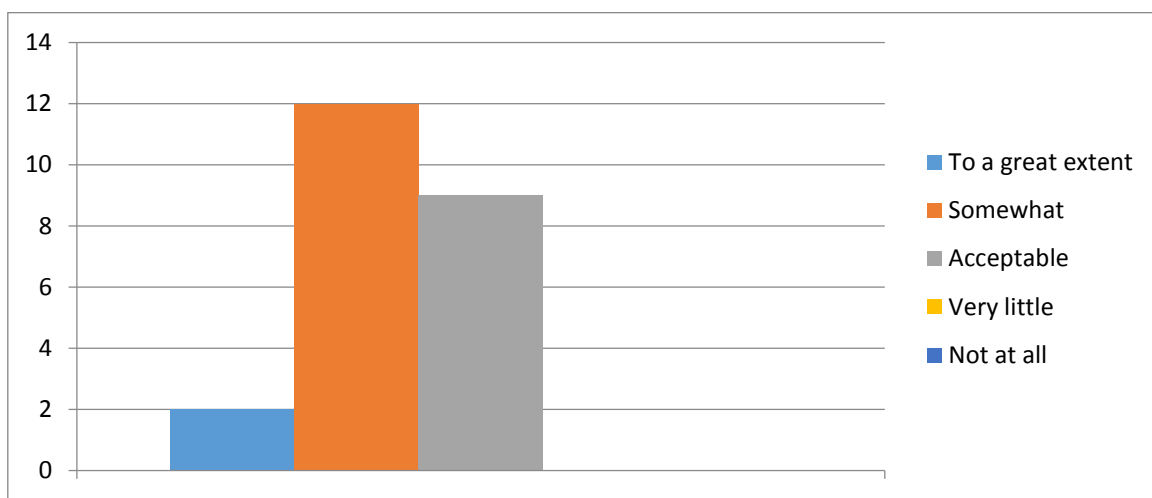
Graph 14. The speaking activities topics were entertaining.
Resource: Evelyn Carolina Macias
Author: Evelyn Carolina Macias Silva

In this question, students' answers did not include very little or not at all. The results of the class were checked in the levels: to a great extent (2), somewhat (12), and acceptable (9). This means that for the class the topics were entertaining mainly somewhat, and acceptable. The topics discussed in class were chosen according to the students' interests. This made them work actively and full of motivation.
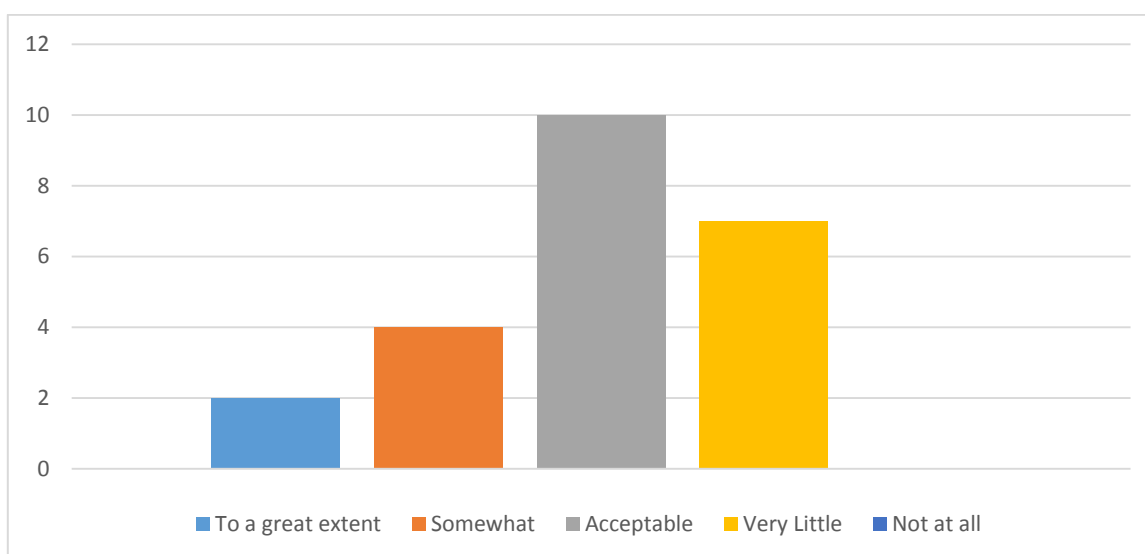
Graph 15. The speaking activities you developed in class helped you to improve your accuracy.
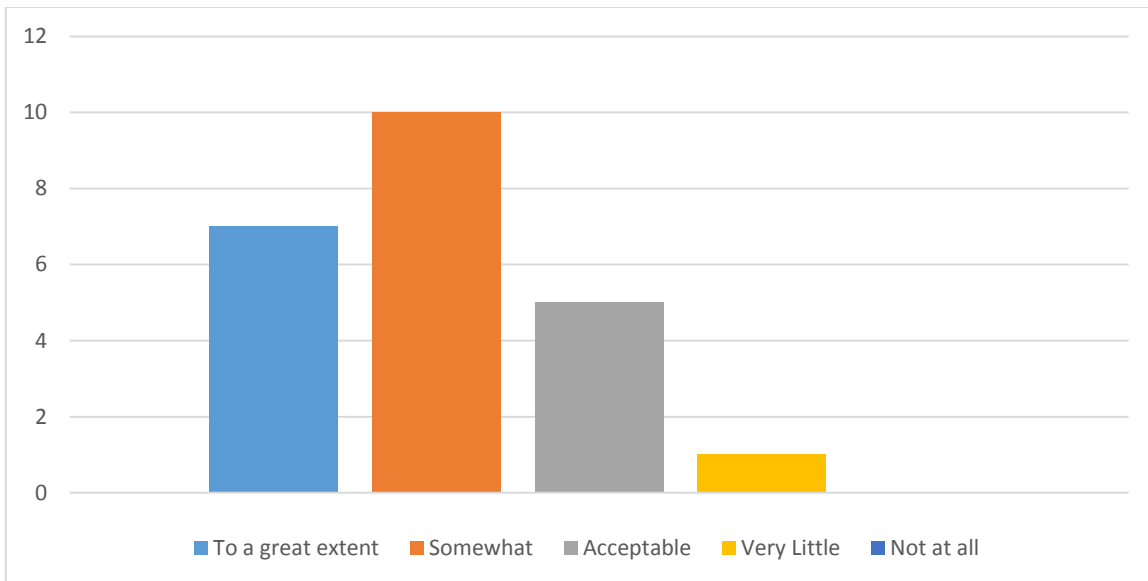Resource: Evelyn Carolina Macias
Author: Evelyn Carolina Macias Silva

This question focuses on the influence of class speaking activities to improve accuracy, since it deals with correct grammar. In the responses, ten students indicated that the group work activities improved their accuracy at an acceptable level. Six reported that their improvement was very little. This is also correlated to the scores of the post-test. It seems students feel they need more practice or they do not consider they are speaking correctly yet. One reason for this result, may be that students are used to grammar lessons. The application of the Cooperative Learning strategies focused on the development of speaking components, and the students had to participate according to the questions and content provided. They had to pay attention to communicate and transmit the language.

Graph 16. The speaking activities you developed in class helped you to improve your pronunciation.
Resource: Evelyn Carolina Macias
Author: Evelyn Carolina Macias Silva

Seven students indicated that the speaking activities improved their pronunciation to a great extent, ten students said that they improved their pronunciation somewhat and five checked the acceptable choice. Only one considered that it helped very little. Due to the competitiveness of the groups, students self-assessed their oral pronunciation, and practiced to improve it. They wanted to have a better pronunciation and demonstrated their classmates the improvement. As a result, their grades in the post-test increased.
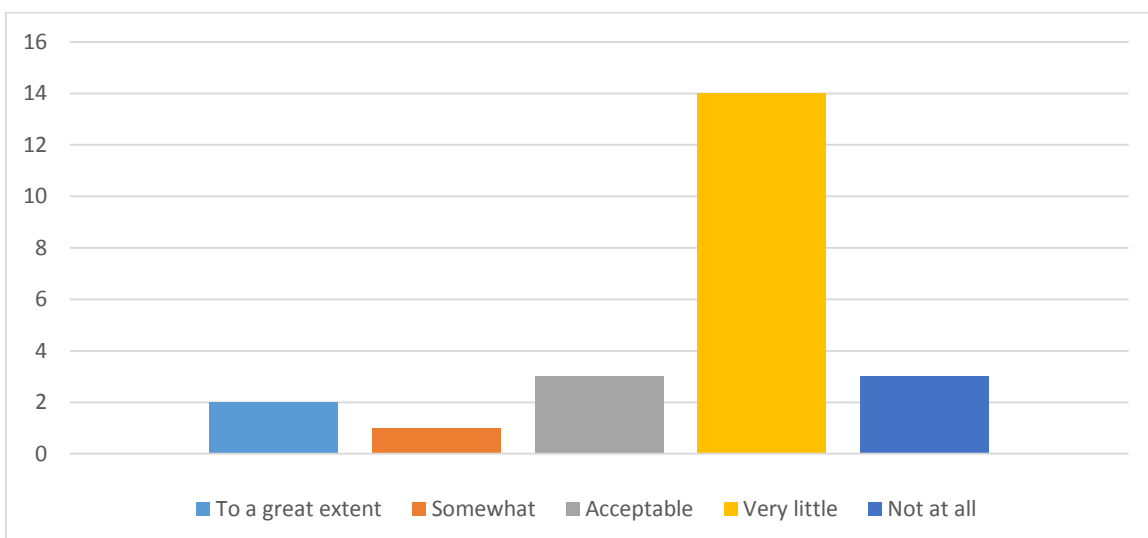

Graph 17. The speaking activities you developed in class helped you improve your fluency.
Resource: Evelyn Carolina Macias
Author: Evelyn Carolina Macias Silva

In this question two students indicated that the speaking activities improved their fluency to a great extent, one student said that improved the fluency somewhat, three checked the acceptable choice, fourteen said that improved very little, and three students checked not at all. This means that the majority of students did not agree with their improvement in this component. They feel they are not fluent yet when they talk in English. They consider that fluency is speaking clearly and without hesitation. Since this is the first time they have been exposed to a continuous oral practice with interchange in pairs or groups, they consider they still need more practice to evidence fluency in their participation.

There were two open questions in the survey. The first one asked students which of the Cooperative Learning strategies were more effective in the improvement of their speaking skills. Students' answers were: Jigsaw (10), Round Robin (7), and Three-step interview (6). Students recognize the importance of Cooperative Learning strategies to enhance their learning. Most of them choose the Jigsaw activity. Their reasons vary, and they can be classified into the following: I had to be expert in the content, I practiced in the group before sharing with the others, it forced me to understand the complete text at the end, and I learned more content than in the other practices. The second most preferred was Round Robin. Their common reasons were: there was a secretary that took notes, I liked the brainstorming activity for one question, and that we shared possible solutions. The third choice was Three Steps interview. Their reasons for choosing this were: I had to say the same answer to several classmates, I enjoyed summarizing the answers, I reported what I heard, and I listened, answered, and reported.

The students mentioned that these strategies helped them to have a better performance in classes, to make their participation more natural without being afraid of making mistakes, since when practicing every day and during the whole class the language, they felt more confident to speak. These reasons coincide with the authors Peregoy and Boyle (2013) when they state that Cooperative

Learning strategies help the students to have a better performance in class, because teachers set planning, thinking, and producing time.

The second open question asked students to tell if Cooperative Learning Strategies helped them to improve their speaking skills. To this question, ten students answered affirmatively. They mentioned that the repetition made it easier to remember and learn new words and answer faster to classmates. There were two students that reported they need more time to practice. That they still feel uncomfortable of talking because of the lack of fluency. This response is similar to the results of the question that asked students if Cooperative Learning strategies helped them to improve their fluency.

The students indicate that their speaking production was impacted by the strategies implemented. Some students mentioned that at the beginning it was hard to work in groups but because of the topics and the step by step instruction made each time easier to participate in the different groups.

The following lines describes how the strategies were implemented in the class.

Round Robin

After the introduction of the topic, and some practice with worksheets, it was time for oral practice in groups, the students were grouped randomly. They were given different color cardboard pieces to each student. They have to look for the peers that have the same color. The same procedure with some adjustments were made during the application of this strategy in the weeks of the implementation of this research study.

Round Robin is described by Kagan (2009) as the strategy that allows students to take turns responding orally. The following process was implemented as it was recommended by Barkley, Cross, and Major (2005) and involves these steps: (1) learners need to form groups, but there are no more than four or fewer than three students in each one. Students form their groups according to the color of the cardboard that was given by the teacher; (2) the teacher asks students to name a secretary for each group. Notes were taken by the teacher of the students that were assigned as secretaries, so

they do not repeat the roles, and each time there was a new classmate as secretary; (3) each team receives a question. Questions were made by the teacher according to the topic that was studied. In the last group activity, students developed the questions. Members of the group should provide multiple answers; (4) time is set for groups to brainstorm ideas and think about their solutions; (5) when time is over, students listen to one another's responses in a round Robin time within each group; (6) the secretary makes a list of all answers; (7) either students or teachers set the end of the activity. In this case, the activity was set at the end of the class time. This activity was done 30 minutes before the class was over. While the students worked in groups, their work was monitored and the groups were provided help with questions about the topic or the activity if required. When students did not know what to do, they were provided with some functions each student had to carry out during the activity. Some ideas were written on the board for students to have a word bank and could use that vocabulary in their speaking practice.

The students felt that this strategy was fun because they had to search around the class for their classmates with the same colors, they liked to share their ideas in order to answer the questions the best way. In addition, they felt comfortable talking and participating due to the constant monitoring of the teacher, they felt that the teacher was there to help them with explanations in case they needed it or if they needed feedback.

Three Steps Interview

The class started with this strategy to elicit ideas from students at the beginning of the class. It usually lasted 30 minutes each practice. The procedure applied to develop this strategy was the one suggested by Kagan (1993). He mentions that it is done in pairs. They ask and answer questions, as in an interview. After some rehearsal, the pair of students shares their new knowledge with another couple. There is an A-B-C-D process. Each letter represents a student. In the first round, students A and B interview one another. Once they have practiced for a particular time, students' summarize

36

their previous talk with students C and D. It is important to mention that each student interviews once and reports twice. In order to form pairs, the teacher told students to follow the number of claps to form groups. The teacher clapped for 2, 3, 4, 5, 6, and then again 2, or interchanging numbers. This was like an engaging activity before they chose the pair they were going to work with. When they finish interviewing their classmates, they joined another pair to report. The teacher made sure every student had a pair. There was one class where there was one student left. The teacher told one pair to join the student.

The questions for the interview were taken from ideas of the content of the book. Instructions were given and understanding was checked through oral questions. Students were allowed to take notes. It was difficult for students to summarize the answers to the other pairs. Some good examples were written on the board. Other examples that needed correction were also shared on the board, and all students contributed to improve the sentences.

The students liked this strategy because they had the opportunity to practice and to make interviews, also they liked to be chosen as an example to write their ideas on the board that way they analyzed with the whole class what was correct and incorrect. All this helped the students to improve their speaking skills, they were entertained during the implementation because this strategy led them to express opinions, positions or ideas and share them with their peers.

Jigsaw

The teacher grouped students by giving them cards. The cards were cut into four pieces. Students had to group according to the pieces they had to complete the picture. It was an easy but challenging activity because each group had a picture. They had to observe the components of the cards according to how they were cut and the picture they form.

In order to apply this strategy with students, the sequence provided by Aronson, Blaney, Stephin, Sikes, and Snapp (2008) was followed. Once the groups were made, the next step was to

name a leader. As in the Round Robin strategy, the teacher took notes of the students being leaders, so they do not repeat in the other practices and each of them got the opportunity to become leader. The leaders were provided with the material to be distributed in the groups and assigned to each member.

Then, the time was set, usually between $10 - 15$ minutes to study the content by student before they gather with their groups and present. At this point, students work with their peers that had the same content to become experts of their content. After this practice, students returned to their groups for $10 - 15$ minutes to discuss their sessions. While students worked, the teacher monitored and provided assistance is needed. The authors suggest a quiz to asses this work. This type of assessment was given as the post – test.

It was observed that the leaders needed more time to organize their groups. This was also reported by students when they said that there was little participation, and also when they mentioned that it was difficult to work in groups.

When the teacher applied this strategy the students felt motivated because they found it interesting to look for the pieces to form the picture. What they liked was that they had to look for their group and then talk about it in the group, and then they loved to be called the experts, so they tried to get the most ideas from the expert group in order to go back to their group and share their understanding.

CONCLUSIONS

The results of both the pre and post tests indicate that there was an improvement in students' oral performance when the cooperative learning strategies Jigsaw, Round Robin, and Three step interview were implemented in the classroom.

From the three components that were practiced with the application of the Cooperative Learning strategies, the one that had the highest improvement was pronunciation. Students recognized that their pronunciation improved compared with the other two components of fluency and accuracy.

Most of students had positive perceptions on the use of the cooperative learning strategies because it helps them to improve their speaking skills, and to develop a better understanding of the language.

After the Cooperative Learning strategies implementation, the students gained more self confidence in order to produce the language, and practice more, students could actively practice speaking and listening skills. It was evident that their performance increased when working in cooperative groups.

With the implementation of the Cooperative learning strategies in classes, the students felt more motivated to learn and participate with their classmates. Activities used during the study promoted competitiveness, which had positive impact on improving students' speaking skills.

Finally, according to students the best strategy that develop their speaking was Jigsaw. They mainly mentioned that it forced them to learn and understand the content in order to become experts on the topic and be able to share their knowledge with others.

RECOMMENDATIONS

For years, teachers and students have focused the oral practices in correct pronunciation and grammar. Thus, the first recommendation is to implement Cooperative Learning strategies to focus and improve not only the pronunciation and accuracy components but also fluency.

The teacher should be familiarized with the development of the strategies and how to implement them in class, in order to achieve the goals of the class.

Most teachers have large classes with 30 – 60 students, and it is difficult to practice speaking student by student. That is why Cooperative learning strategies should be implemented in class since they give students the opportunity to speak in pairs or groups. This is highly recommended since students do not have chances to listen or use the language outside their classes.

Teachers should implement Cooperative learning strategies because they not only improve students' speaking skills, but it also helps them gain self-confidence. The more students practice the easier it is for them to recall and use words, phrases, or sentences faster.

Teachers should choose topics according to the students' interests because using authentic topics motivates students and helps them to learn more by engaging them more in activities.

The cooperative learning strategies (Round robin, three-step interview and Jigsaw) showed that their implementation on the students made them learn more by enjoying the classes. It is recommended that teachers should always find and explore new strategies to help their students learn more and in a fun way.

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ANNEXES

PRE-TEST

The use of Cooperative Learning as a Strategy to improve ELF students' speaking skills in Level fourth.
FEBRUARY 12th, 2018

Name:
Date:

1.- Look at the picture and describe what does Mrs. Heywood wishes.

(___/2)

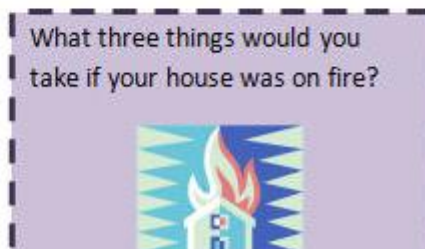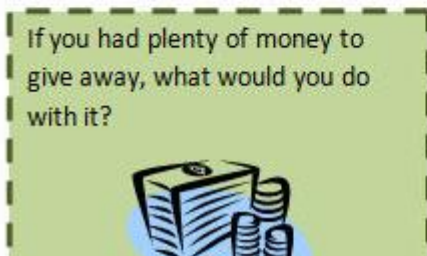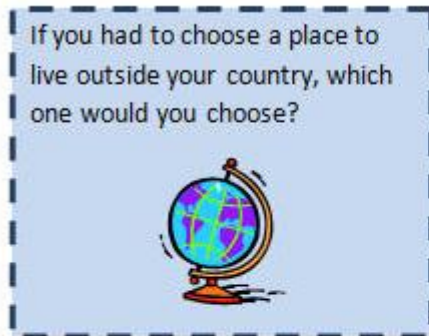**2.- Think about your wishes and talk about them.**

(___/2)

3.-Look at the events that changed history below. And tell what would or wouldn't have happened if these events had never happened.

1. Bell invented the telephone.
2. Columbus discovered America.
3. Hitler became the leader of Germany.
4. The World Trade Centre was destroyed.
5. The 2004 earthquake in the Indian Ocean.
6. Leonardo Da Vinci was born.
7. John Logie Baird invented the TV.

(__/2)

4.- Look at the pictures below, chose one and imagine you are in that situation, what would you do?

If you had to choose a place to live outside your country, which one would you choose?

What would you do if you saw a robbery or an assault?

If you had plenty of money to give away, what would you do with it?

What three things would you take if your house was on fire?

(__/2)

5.- Which would you rather give up and why? Give support to your answer.
-cell phone
-refrigerator
-television

(__/2)

POST-TEST

The use of Cooperative Learning as a Strategy to improve ELF students' speaking skills

APRIL 6ᵗʰ, 2018

Student's Name: _____
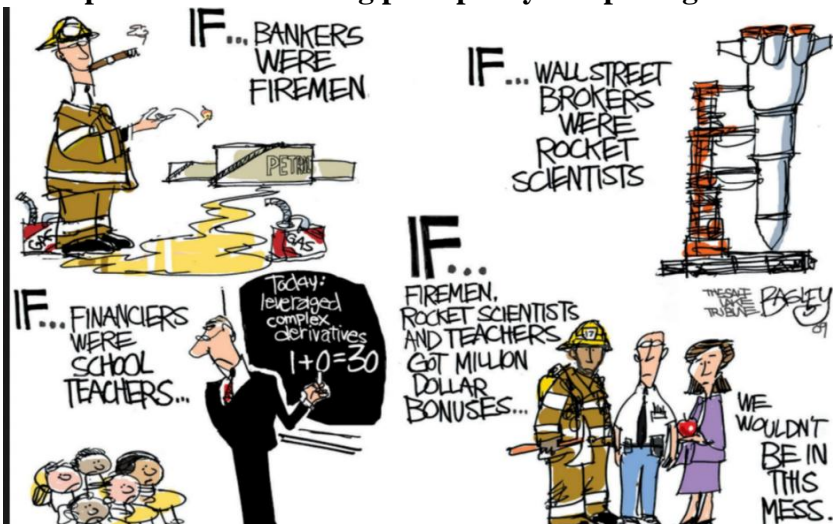
Date: _____

Please read the instructions carefully before you answer.

1.- For each picture describe how would help the planet.

(__/2)

2. Respond to the following prompts by completing the ideas.

3. Choose two of the following questions and talk about them.

What would you have done on your last holiday if time and money had been no limit?

How would your life have been different if you had been born a girl/ boy?

How would your country be different if someone different had won the last election?

If you could change something about your body or personality, what would it be?

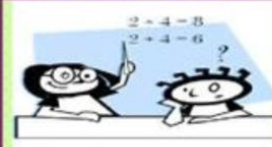What would you have done last year if you'd had more money?

Think of an occasion when someone helped you with something, what would you have done without their help?

Think of an occasion that when someone you know in danger, how could things have happened differently?

Think of decisions that you have made in your life related to work/studying /family, how could things have happened differently? How could things be different now?

(__/2)

4. - Choose one of the situations below and explain what would you do?

1. If they .... (not understand) the exercise, Mrs Wells .... (explain) it again.

2. If Tom .... (pay) more attention, he .... (answer) the question.

3. Sue .... (play) better if she .... (practise) more.

4. Paul .... (not drink) so much coffee if he .... (finish) the project in time.

(__/2)

5.- Which would you rather give up and why? Give support to your answer.

- **your studies**
- **your health**
- **your money**

__/2

POST-TEST RUBRIC				Student's name:	SCORE				
	Emerging (0,15)	Beginning (0,30)	Intermediate (0,45)	Advanced (0,66)	Q1	Q2	Q3	Q4	Q5
Accuracy	The student makes many grammatical errors which makes the message incomprehensible.	The student makes frequent grammatical errors which makes it difficult to understand.	The student makes few errors in grammatical structures even though the speech is understandable.	The student uses a variety of grammar structures with facilitating the speech comprehension.					
Pronunciation	The student struggles to pronounce words.	The student is inconsistent in their pronunciation. Some words are pronounced correctly, and others are not correct.	The student's pronunciation is clear, with few errors.	The student's pronunciation is exceptional and mirrors a native speaker.					
Fluency	The student has great difficulty correctly putting words together in a sentence.	The student demonstrates some fluency and can construct a simple sentence.	The student can answer with few errors and relatively easy.	The student speaks clearly and articulately with no hesitation.					
				Total					

STUDENT'S SURVEY

APRIL 6th, 2018

The present survey is aimed at identifying students' perceptions towards the use of Cooperative Learning Strategies.

Dear Students,

Your participation in this survey is very important, please complete it honestly and thanks for your time and collaboration.

1) **Level:____**
2) **Age: ____**

-19 ____   20 - 25 ____   26 – 30 ____   31 – 35 ____   +.36 ____

Check the answer that best matches your perceptions. Use the following Likert Scale:

To a great extent = 5
Somewhat = 4
Acceptable = 3
Very little = 2
Not at all = 1

	5	4	3	2	1
1) Working in groups fostered your learning					
2) The group activities your teacher implemented in class helped you to improve your speaking skills.					
3) Working in groups gave you more ideas for your participation.					
4) Working in groups motivated you to speak.					
5) Working in groups helped you to improve your speaking.					
6) All the members of your group participated in the activities.					
7) Working in groups required more effort than working alone.					
8) Working in groups helped you to improve your participation.					
9) The teacher's guide during the speaking activities was relevant in your group participation.					
10) The time dedicated to group work activities in the classroom was sufficient.					
11) The speaking activities topics were interesting.					
12) The group activities you developed in the class were entertaining.					
13) The speaking activities you developed in class helped you to improve your accuracy					
14) The speaking activities you developed in class helped you to improve					

your pronunciation					
15) The speaking activities you developed in class helped you to improve your fluency					

Answer the following questions.

16) Which of the strategies (jigsaw, round robin, three steps interview) used in class you consider to be more effective to improve you speaking skill, why?

_____
_____
_____
_____

17) In your opinion, did Cooperative Learning Strategies helped you to improve your speaking skill?. Explain how it helped you?.

_____
_____
_____
_____.

Thank you for your cooperation.