

**THE INCIDENCE OF COLLABORATIVE LEARNING STRATEGIES ON THE  
DEVELOPMENT OF ORAL PERFORMANCE**

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March 2011

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Submitted to the school of human sciences in partial fulfillment of the requirement for the  
degree in Spanish and English language in the Linguistics and  
Languages Department  
Spanish and English program  
University of Nariño  
March 2011

## Nota de responsabilidad

“Las ideas y conclusiones aportadas en el trabajo de grado son  
responsabilidad exclusiva de sus autores”

Artículo 1 del acuerdo número 324 del 11 de Octubre de 1966,  
emanada del honorable consejo directivo de la Universidad de Nariño”

Nota de aceptación

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Firma del Presidente de Tesis

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Firma del Jurado

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Firma del Jurado

San Juan de Pasto, 4 de Abril de 2011

## ACKNOWLEDGMENTS

We thank God for giving us the opportunity of learning, Improving and growing up with important people for us.

A special acknowledgment to our advisor Magda Caicedo, for her support during the development of this study. Moreover, our parents, and brother for their patient and encouragement and also to the University of Nariño, specially to the Department of Linguistics and Languages for the academic contributions.

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## **RESUMEN**

El propósito del presente estudio es investigar la incidencia de las estrategias de aprendizaje colaborativo en el desarrollo del desempeño oral en los estudiantes de cuarto nivel del Centro de Idiomas de la Universidad de Nariño (Panamericana). Como investigadores desarrollamos un proceso para la aplicación de este estudio, un pre-test, un tratamiento, post-test y diferentes técnicas son usadas con el objetivo de medir el efecto del programa sobre el desempeño oral en los estudiantes. Los resultados se revelan al final del proceso para establecer como las estrategias de aprendizaje colaborativo influyen en el desarrollo de la expresión oral de los estudiantes y llegar a la conclusión final

Esta investigación basada en las estrategias de aprendizaje colaborativo para el desarrollo de la expresión oral será muy relevante para futuras investigaciones.

## **ABSTRACT**

The purpose of the present study is to investigate the incidence of collaborative learning strategies on the development of oral performance in four level students at Language Center at University of Nariño (Panamericana Branch). The researchers develop a process for the application of this study, that is why, a Pre-test and post-test and different techniques are used in order to measure the effect of the training program on the students oral performance. The results are revealed at the end of the process to establish how Collaborative Learning Strategies influenced in the development of the oral performance of students and draw a final conclusion.

This study is relevant because Collaborative Learning Strategies is very useful for future researches.

**CHAPTER ONE**  
**PROBLEM OF THE STUDY**

This chapter includes information about the research problem, characteristics, and description of the problem, objectives and information that permits to understand the importance of the study and the reasons to work with Collaborative Learning.

**INTRODUCTION**

In the process of learning English as a second language, teachers can use different methods to help their students learn. One of these is Collaborative Learning in which interaction among students is vital to the learning process (Johnson and Johnson, 1991).

Collaborative learning provides a variety of activities to increase interaction among students. The activities promote learning in a natural situation, which helps students feel more motivated and actively involved in their learning. The activities are carried out in pairs or small groups so that students discuss what they are interacting with others to enable students to expand their understandings to clarify misunderstandings. Besides, students are expected to learn, to participate and to be successful. They are held accountable for their learning and are motivated to increase the learning of others. Research shows that students respond positively when they are expected to assume responsibility to express their own ideas, and thoughts, among their peers (Gerlach, 1994).

**PROBLEM DESCRIPTION**

Most of foreign language teachers face many problems related to the lack of tools and methods which would make their work an efficient activity and, at the same time, an enjoyable experience for learners.

Nowadays, at schools and high schools, some teachers follow traditional methods and students do not have many hours dedicated to foreign language instruction. For this reason the learning process is theoretical rather than practical, in which grammar is considered the most important thing in the classroom excluding other abilities such as listening, speaking, reading and writing.

This study focuses on the development of the oral performance in high schools through the application of a Collaborative Learning Approach in which students would engage in activities to understand what they are talking about and to give coherent ideas in an oral form.

That is why it is important to apply the Collaborative Learning Approach in order to create a good environment in which students and teachers enjoy the English class and everyone interacts with an idea or an answer without the stress that normally students feel when they have to speak in front of others.

To solve the problem mentioned above, a variety of short and innovative activities will be created which will include easy vocabulary to understand, and which will focus on the development of the oral performance in the classroom.

### **QUESTION OF THE STUDY**

What is the effect of the use of Collaborative Learning strategies on the development of the oral performance of the students of the fourth level of the Language Center of the University of Nariño?

### **GENERAL OBJECTIVE**

To analyze the effect that the use of Collaborative Learning strategies has on the development of the oral performance of the students of the fourth level of the Language Center of the University of Nariño.

### **SPECIFIC OBJECTIVES**

To develop a lesson plan with activities of the Collaborative Learning Approach to improve oral performance.

To determine the oral performance of students at the end of the treatment.

To compare oral performance before and after the implementation of learning strategies through Collaborative Learning

## **DEFINITIONS OF TERMS**

### **COLLABORATION**

Collaboration is a philosophy of interaction and personal lifestyle where individuals are accountable for their actions including learning, and respect the abilities and contribution of their partners (Panitz, 1995)

### **COLLABORATIVE LEARNING**

It is an instructional approach to the teaching and learning experience which involves a group of students working together to solve a problem, complete a task, or create a product. Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through talk that learning occurs (Smith and Mc Gregor, 1992).

### **SIGNIFICANCE OF THE STUDY**

This research topic was chosen because the Collaborative Learning Approach that focuses on the development of the oral proficiency has not been carried out in the University of Nariño. There are two studies entitled “Does collaborative learning help children with special educational needs to understand basic English vocabulary”, developed in 2005, and “The effect of collaborative Learning in Beginners Reading comprehension”, developed in 2009.

The present study is relevant because collaborative learning encourages each student to be responsible not only for his/her learning but also for the creation of an environment of achievement. This study is feasible because students should use their knowledge to communicate with others.

Collaborative Learning offers a wide range of positive results since it improves the relationships among the students of different ethnic origins, and is also an ideal resource for the development of the oral proficiency, affirms Slavin (1992).

It is necessary to consider the difficulties that students have in achieving academic and social goals; that is why teachers have the responsibility in instructing the students by means of Collaborative Learning.

This study aims to demonstrate that Collaborative Learning is useful to improve the interpersonal relationships and social skills that will enhance the learning of the language through activation of cognitive and metacognitive strategies. Learning English through Collaborative Learning Approach helps not only teachers but also students who work together to achieve a goal.

For these reasons, Collaborative Learning Approach will be implemented by teachers in the classroom through activities that will facilitate the oral performance and social interaction. This is why this topic was chosen, to give possible solutions and contribute to the implementation of new methods to facilitate the process of teaching and learning at the language center of the University of Nariño.

Besides the above mentioned, it is necessary to know the implications of Collaborative Learning in the field of teaching, as well as the reactions of the students in front of it. Therefore, this study will be fruitful since it opens the doors to new and future research serving as contribution to the existent literature.



## **CHAPTER TWO: LITERATURE REVIEW**

### **COLLABORATIVE LEARNING**

In this chapter, the literature review reported in the problem of the study is presented. This literature refers to collaborative learning, its principles, the importance, interactive activities that foster Collaborative Learning, techniques, types of Collaborative Learning groups, speaking, communication skills, learning strategies, the role of teacher and student in Cooperative Learning and research studies about Collaborative Learning focused on the development of the oral proficiency.

### **COLLABORATIVE LEARNING**

Collaborative Learning has been applied in different scenarios that can be found in teaching and learning. Collaborative learning is the layer that covers many ways in which small groups of students with various performance levels work together to achieve a common goal, affirms Smith and Macgregor (1992).

On the other hand, Cooperative learning is an organized learning activity that depends on social structure exchange of information between learners in groups in which each learner is responsible for his or her own learning, and is motivated to increase the learning of others (Olsen and Kagan 1992: 8)

Interest for Collaborative Learning raised in the early nineties and soon became dominant in advanced educational technology research. At the same time, other important focal points emerged such as the interest for learning what occurs in informal settings or communities of learning (Pea, 1995).

According to Smith and MacGregor (1992) the term “Collaborative learning” is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or both students and teachers. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students’ exploration or application of the course material, not simply the teacher’s presentation or explication of it.

According to Bruffee (1995), basically, Collaborative Learning is any approach to education in which students work together in small groups to solve problems. Within this general framework, there can be many variations in the composition of the group and the role of the instructor. Normally, the groups are relatively small.

When students or teachers hear the phrase Collaborative Learning, they automatically assume a group of context; they get back to their own unpleasant experiences with work or study groups, and dismiss the notion of collaboration as an unworkable approach that attempts to transfer the burden of teaching from teacher to student. Such anxiety is worth noting because it represents an acute misunderstanding of what has become the most viable approach to teaching and learning (Orr, 1997).

Collaborative Learning is an approach to teaching and learning in which students are organized in groups to work in order to complete a task and achieve a common goal. With the implementation of the Collaborative Learning Approach, the students could develop their oral proficiency by interacting with their partners and with the teacher.

### **IMPORTANCE OF COLLABORATIVE LEARNING**

Collaborative learning is important because it provides an environment to enhance and enrich the learning process through interactive activities in an educational system that creates more real social contexts, to test a system effectively. As a suitable environment, it substantially supports the interests of students and provides a natural habit of learning. Teachers can see that this kind of learning not only increases interest among the students but also encourages critical thinking (Johnson and Johnson, 1986).

There is persuasive evidence that collaborative teams perform high levels of thought and retain long life information more than when working individually. The shared learning gives students opportunities to load them into the discussion, take responsibility for their own learning and begin to be critical thinkers.

Collaborative Learning provides many benefits to students. For example, it develops high levels of critical thinking, learners develop different skills, it builds confidence, promotes a positive attitude to the subject and guide students' responsibility for their learning. Teachers give opportunities to improve interpersonal relationships and social skills by making them a pleasant environment for learning. Collaborative learning in this context works based on principles that will be presented next.

## **PRINCIPLES OF THE COLLABORATIVE LEARNING APPROACH**

According to Orr (1997) in the Collaborative Learning Approach there are five principles that teachers have to take into account:

1. Collaborative work results in greater understanding than would likely have occurred if one had worked independently.
  2. The speaking and writing interactions contribute to this increased understanding.
  3. The opportunity to become aware, through classroom experiences, of relationships between social interactions and increased understanding.
  4. Some elements of this increased understanding are idiosyncratic and unpredictable.
  5. The students' participation is voluntary and must be allowed to join a group freely.
- This will be briefly presented next.

## **TYPES OF GROUPS**

### **Random grouping**

In this way of grouping, students are organized according to the attendance list to promote social skills like tolerance and respect between the students in the Experimental Group.

### **Teacher selection grouping**

For this kind of grouping, first of all teachers have to explain the reason they were grouping in order to avoid indiscipline and to motivate students to work in a Collaborative group. Then groups are organized according to the students' behavior and academic achievement to get a specific goal.

### **Affinity grouping**

The teachers allow the students to organize their groups regarding their desire, friendship and empathy to create an excellent environment for working.

### **Proximity grouping**

Students group with their neighbor in order to avoid indiscipline and gain time to complete the activity in the classroom.

In summary, in the Collaborative Learning Approach, we have different types of groups to give the students the opportunity to work with confidence and to establish an environment of collaboration for getting a specific goal.

## **TYPES OF LEARNING AND TEACHING ACTIVITIES WITH COLLABORATIVE LEARNING**

The following activities can easily be implemented within the framework of Collaborative Learning. They should provide a loose structure for student to practice with listening material, videos, role plays, etc. In addition, each of these activities involves various possible size of groups and various amounts of in-class group activity.

### **1. Team Practice from Common Input - Skills Development and Mastery of Facts**

All students work on the same material.

Practice could follow a traditional teacher-directed presentation of new material that is a good reason for teachers and students to encourage new work groups.

The task is to make sure that everyone in the group knows the answer to a question and can explain how the answer was obtained or understand the material.

When the teacher takes up the question or assignment, anyone in a group may call down the answer for the team.

This technique is good for review and for practice test; the group takes the practice test together, but each student will eventually do an assignment or take a test individually.

This technique is effective in situations where the composition of the groups is unstable. For example, students can create new groups every day.

### **2. Jigsaw: Differentiated but Predetermined Input – Evaluation and Synthesis of Facts and Opinions.**

- Each group member receives a different piece of information.
- Students are gathered in topic expert groups, composed of people with the same piece to master the material and prepare to teach it.
- Students return to home groups (Jigsaw groups) to share their information with each other
- Students synthesize the information through discussion.

Assignments are produced by the students as a part of a group project, or take a test to demonstrate synthesis of all the information presented by all group members.

- This method of organization may be team-building activities for home groups and topic groups, long term group involvement, and rehearsal of presentation methods.

- This method is very useful in multilevel class, allowing for both homogeneous and heterogeneous grouping in terms of English proficiency.
- Information gap activities in language teaching are Jigsaw activities in the form of pair work. Partners have data in the form of text, tables, charts, etc. with missing information to be supplied during interaction but another partner.

### **3. Collaborative Project: Topic Resources selected by Students- Discovery**

#### **Learning.**

- Topics may be different for each group.
- Students identify subtopics for each group member.
- Steering committee may coordinate the work of the class.
- Students research the information using resources such as library reference, interviews, and visual media
- Students synthesize their information for group presentation: oral and written. Each group plays a part in the presentation.
- Each group presents to the whole class.
- This method places greater emphasis on individualization and students' interests. Each student's assignment is unique.
- Students need plenty of previous experience with more structured group work for this to be effective.

### **4. Two Times Four Debates:**

Pairs of students take on one side of a given issue and prepare for a very brief, tightly structured debate with another pair that has prepared the opposing side. The debate itself might only involve a one-minute presentation by each side with 30 second rebuttals. The class could be then analyzed to discuss the process and the results.

### **5. Quiz/Test Questions:**

Here students are asked to become actively involved in creating quizzes and tests by constructing some (or all) of the questions for the exams. This exercise may be assigned for homework and itself evaluated (perhaps for extra credit points). In asking students to think up exam questions, we encourage them to think more deeply about the course material and to explore major themes, comparison of views presented, applications, and other higher-order thinking skills. Once suggested questions are

collected, the instructor may use them as the basis of review sessions, and/or to model the most effective questions. Further, we may ask students to discuss the merits of a sample of questions submitted. In discussing questions, they will significantly increase their engagement with the material to supply answers. Students might be asked to discuss several aspects of two different questions on the same material including degree of difficulty, effectiveness in assessing their learning, proper scope of questions, and so forth.

#### **6. Evaluation of another Student's Work:**

Students are asked to complete an individual homework assignment or short paper. On the day the assignment is due, students submit one copy to the instructor to be graded and one copy to their partner. These may be assigned that day, or students may be assigned partners to work with throughout the term. Each student then takes their partner's work and depending on the nature of the assignment, gives critical feedback, standardizes or assesses the arguments, corrects mistakes in problem-solving or grammar, and so forth. This is a particularly effective way to improve student writing.

#### **7. Active Review Sessions:**

In the traditional class review session the students ask questions and the instructor answers them. Students spend their time copying down answers rather than thinking about the material. In an active review session the instructor poses questions and the students work on them in groups. Then students are asked to show their solutions to the whole group and discuss any differences among solutions proposed.

#### **8. Pairs and Squares:**

Each student, individually, spends 5 minutes writing their answer to a given problem or question. This activity encourages students to gradually increase the amount of feedback they receive on a particular problem. Individual accountability is preserved by the initial 5 minutes, followed by practice in developing consensus.

Some of the previous activities were chosen in the implementation of the Collaborative Learning Approach. Besides, the use of these techniques help to facilitate the application of the activities focused on the development of oral proficiency.

## **COLLABORATIVE LEARNING TECHNIQUES**

There are several techniques that can be used to increase the oral proficiency level for a successful implementation of Collaborative Learning Approach, including the lesson plan.

### **Roundtable**

There is one piece of paper and one pen for each team. (1) One student makes a contribution and (2) passes the paper and pen to the student of his or her left. (3) Each student makes a contribution in turn. If done orally, the structure is called Round Robin.

### **Solve- Pair-Share**

(1) The teacher poses a problem (a low- consensus or high- consensus item that may be resolved with different strategies) (2) students work out solutions individually. (3) Students explain how they solved the problem in an interview.

### **Three-step interview**

Students are in pairs; one is the interviewer and the other is the interviewee. (2) Students reverse roles. (3) Each shares with team member what was learned during the two interviews.

### **Think- Pair-Share**

(1) The teacher poses a question (usually a low consensus question). (2) Students think of a response. (3) Students discuss their responses with a partner. (4) Students share their partner's response with the class.

### **Numbered Heads**

(1) Students number off in teams. (2) The teacher asks a question (usually high-consensus) (3) Heads together – students literally put their heads together and make sure everyone knows and can explain the answer. (4) The teacher calls a number and students with that number raise their hands to be called on, as in traditional classrooms.

### **Focused Listing**

Focused listing is used as a brainstorming technique or as a technique to generate descriptions and definitions of concepts. Focused listing asks the students to generate words to define or describe something. Once students complete this activity, you can use these lists to facilitate group and class discussion.

### **One Minute Papers:**

The teacher asks students to comment on a series of questions. The teacher gives them one minute. This activity focuses them on the content and can also provide feedback by teachers.

### **Paired Annotations:**

The students pair up to review/learn the same reading text or reflection. Students discuss key points and look for divergent and convergent thinking and ideas. Also students prepare a composition that summarizes the reading text.

In Collaborative Learning there is a specific role where learners and teachers perform in the learning and teaching process.

## **THE ROLE OF THE TEACHER**

In the Collaborative Learning Approach there are some roles that teachers should take into consideration. According to Jacques (1984), in this approach, teachers can play the following roles:

- The teacher observes and intervenes in-class group work.
- The teacher asks open-ended questions in-class group work.
- The teacher praises and encourages the student in-class group work.
- The teacher extends participation involves group members.
- The teacher facilitates student responsibility and self-evaluation.
- The teacher promotes student learning of social skills.

## **THE ROLE OF THE STUDENT**

In the Collaborative Learning Approach Each student involved in team work, should develop different roles according to the assigned task. These roles can be changed between the students to create a good environment and promote their class participation. According to Jacques (1984), the roles that students can play in the Collaborative Learning Approach are:



- The student could be a recorder to present the schedule meetings and records research.
- The student can be a team leader or a coordinator who organizes and presents the group.
- The student can be a data collector and can use resources to obtain more information to develop an activity.
- The student could be a materials manager for collecting data from different media.
- The student can be a checker who ensures all members to reach goals.
- The student could be a consensus taker and ensure task participation.
- The student can be an encourager to support all members in order to get fair contributions.
- The student could be a clarifier giving examples or alternatives.
- The student can be an initiator of the proposed tasks and procedures.
- The student could be a reconciler or mediator to overcome disagreements.
- The student is a group monitor to observe and balance the group dynamic.

The use of discussion groups, group work, and pair work has often been advocated both in teaching language and in other subjects. Typically, such groups are used to provide a change from the normal pace of classroom events and to increase the amount of students' participation in class. Such activities, however, are not necessarily collaborative. In collaborative Learning, group activities are the major mode of learning and are part of a comprehensive theory and system for the use of group work in teaching. Group activities are carefully planned to maximize students' interaction and to facilitate students' contribution to each other's learning. Collaborative Language Activities can also be used in collaboration with other teaching methods and approaches.

### **INTEGRAL COMMUNICATIVE COMPETENCE**

According to Pulido (2004), it is the ability of learning the language to express, interpret and negotiate cultural meaning in the interaction between two or more persons, or between a person and an oral or written text, so that the communication process is efficient and qualified by appropriate modes of action.

Canale and Swain (1980), based on Hymes' (1972) work, suggest that communicative competence has four dimensions:

**Grammatical Competence:** It includes vocabulary, word formation, sentence formation, spelling, pronunciation and semantics.

**Pragmatic Competence:** This involves the social character of communication and refers to the extent to which utterances are contextual factors such as the participants' role, the motives of interaction, the appropriacy of rules, conventions and other factors related to social interaction.

**Discourse Competence:** It refers to the interpretation people give to individual messages and it is also related to the skill we have combined grammatical forms and meaning to obtain a cohesive written or oral text.

**Strategic Competence:** It deals with the ways interlocutors use to start, keep, take turns and end communication. This strategy focuses on how people handle the strategies of verbal and nonverbal communication needed to successfully interact in a given communicative approach.

In this research, communicative competence has played an important role because language is an essential part of the human being. However, it is not enough to know a language. It is important that people can use that language in real communication. Real communication implies being capable of managing and expressing coherent, comprehensible and significant discourse in different Contexts and settings.

## **ORAL SKILLS AND INTERACTION**

Another necessary area of research is interaction, and how it can affect the effectiveness of different applied techniques. (Brown, 1983)The Learning occurs as a natural interaction among students that is way it is so important for this research.

Interaction skills involve making decisions about communication, such as what to say, how to say it, and whether to develop it, or not in accordance with one's intentions, while maintaining the desired relations with others. Our notions of what is right or wrong now depend on such things as what we have decided to say, how successful we have been so far, whether it is useful to continue the point, what our intentions are, and what sorts of relations we intend to establish or maintain with our interlocutors.

In spoken interaction the time constraint can be expected to have observable effects. Brown & Yule (1983) suggest that it is possible to distinguish between “short speaking turns” and “long speaking turns”. The former are the more common. In this case the wording and the subject matter tend to be worked out extempore as the speaking proceeds. The differences in form undoubtedly reflect the differences in decision-making on the part of the speaker. The later tend to be more prepared, such as an after dinner speech or a talk on the radio. The combination of those theories give clear strategies to use with the students, according to their needs, in order to improve their oral production.

In the process of learning English as a second language, teacher can use different strategies to achieve better levels of English among learners, these learning strategies help to students oral performance.

## **LEARNING STRATEGIES**

To understand learning strategies, let us go back to the basic term, strategy. This word comes from the ancient Greek term “strategia” meaning generalship or the art of war. More specifically, strategy involves the optimal management of troops, ships, or aircraft in a planned campaign. Word is tactics, which are tools to achieve the success of strategies. Many teachers use these two terms. The two expressions share some basic implied characteristics: planning, competition, conscious manipulation, and movement toward a goal.

Therefore there are many strategies that may help with the process of learning.

## **USEFUL STRATEGIES FOR SPEAKING**

### **1. MEMORY STRATEGIES**

Memory strategies are called mnemonics. After literacy became commonplace, people forgot their previous reliance on memory strategies and disparaged those techniques as “gimmicks”. Now memory is regaining as a powerful mental tool.

It involves materials such as: Flash cards, pictures, etc.; as teachers, we can create visual images of word or phrases, for instance to gather the verbal with the visual stuff is very useful for four reasons.

First, the mind’s storage capacity for visual information exceeds its capacity for verbal

material. Second. The most efficiently packaged chunks of information are transferred to long-term, memory through visual images. Third, visual images may be the most potent device to aid recall of verbal material. Fourth, a large portion of learners have a preference for visual learning.

### **Creating Mental Linkages**

In this set are three strategies:

#### **1. Grouping**

Classifying or reclassifying language material into meaningful units, either mentally or in writing, to make the material easier to remember by reducing the number of discrete elements.

#### **2. Associating/Elaborating**

Relating one piece of information to another, to create associations in memory. These associations can be simple or complex, but they must be meaningful to the learner.

#### **3. Placing new words into a context**

Placing a word or phrase in a meaningful sentence, conversation, or story in order to remember it.

### **Applying images and sounds**

Four strategies are included here: using imagery, keywords, semantic mapping, and representing sounds in memory:

#### **1. Using imagery**

Relating new language information to concepts in memory by means of meaningful visual imagery, either in the mind or in an actual drawing.

#### **2. Semantic mapping**

This strategy involves meaningful imagery, grouping, and associations; it visually shows how certain groups of words relate to each other.

### **3. Using keywords**

Remembering a new word by using auditory and visual link. To use a keyword to remember something abstract, such as a name, associate it with a picture of something concrete that sounds like the new word.

### **4. Representing sounds in memory**

This is broad strategies which create a meaningful, sound-based association between the new material and already known material.

## **Reviewing well**

This category contains just one strategy:

### **1. Structured Reviewing**

Reviewing in carefully spaced intervals, at first close together and then more widely spaced apart. The goal is over learning” that is, being so familiar with the information that it becomes natural and automatic.

## **Employing action**

The two strategies in this set:

### **1. Using physical response or sensation**

Physically acting out a new expression (e.g. going to the door) or meaningfully relating a new expression to a physical feeling or sensation (e.g. warmth)

### **2. Using mechanical technique**

Using creative but tangible techniques, especially involving moving or changing something which is concrete, in order to remember new target language information.

## COGNITIVE STRATEGIES

Cognitive strategies are essential in learning a new language. Such strategies varied a lot, ranging from repeating to analyzing expressions to summarizing. Cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner.

Strategies for practicing are among the most important cognitive strategies. Learners need a lot of practice in classroom, given these facts, the practice requires repetition, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically take on special value. Research has underscored the importance of naturalistic practice at all levels of language learning. Strategies for receiving and sending messages are a necessary tool. One such strategy, known as getting the idea quickly, helps learners locate the main idea through skimming the idea quickly.

Another strategy in this group, using resources, for both comprehension and production. It helps learners take advantage of a variety of resources, print or nonprint, to understand and produce messages in the new language.

So learners need an excellent material, such as a TV programs, films, lectures, stories articles, and conversations. To understand better, learners need to structure all this input through strategies such taking notes, summarizing, practice between partners. Such structure – generating strategies are also helpful in preparing to use the language for speaking and writing.

Five sets of cognitive strategies exist:

### **Practicing**

Of the five practicing strategies, probably the most significant one is practicing naturalistically.

#### **1. Repeating**

Saying or doing something over and over: listening to something several times; rehearsing; imitating a native speaker.

#### **2. Formally practicing with sounds and writing systems**

Practicing sounds (pronunciation, intonation, register, etc) in a variety of ways,

but not yet in naturalistic communicative practice; or practicing the new writing system of the target language.

### **3. Recognizing and using formulas and patterns**

Being aware of and using routine formulas (single, unanalyzed units) such as “hello, how are you?”

### **4. Recombining**

Combining known elements in new ways to produce a longer sequence, as in linking one phrase with another in a whole sentence.

### **5. Practicing naturalistically**

Practicing the new language in natural, realistic settings, as in participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language.

## **Receiving and sending messages**

Two strategies:

### **1. Getting the idea quickly**

Using skimming to determine the main ideas or scanning to find specific details of interest. This strategy helps learners understand rapidly what they hear or read in the new language. Preview questions often assist.

### **2. Using resources for receiving and sending messages**

Using print or nonprint resources to understand incoming messages or produce outgoing messages.

## **Analyzing and reasoning**

This set of five strategies concerns:

### **1. Reasoning and deducting**

Using general rules and applying them to new target language situations. This is a top-down strategy leading from general to specific target.

## **2. Analyzing expressions**

Determining the meaning of a new expression by breaking it down into parts; using the meanings of various parts to understand the meaning of the whole expression.

## **3. Analyzing contrastively**

Comparing elements (sounds, vocabulary, and grammar) of the new language with elements of one's own language to determine similarities and differences.

## **4. Translating**

Converting a target language expression into the native language (at various levels, from words and phrases all the way up to whole texts); or converting the native language into the target language; using one language as the basis for understanding or producing another.

## **5. Transferring**

Directly applying knowledge of words, concepts, or structures from one language to another in order to understand or produce an expression in the new language.

## **Creating structure for input and output**

There are three strategies in this section:

### **1. Taking notes**

Writing down the main idea or specific points. This strategy can involve raw notes, or it can comprise a more systematic form of note-taking such as the shopping-list format, the T-formation, the semantic map, or the standard outline form.

### **2. Summarizing**

Making a summary or abstract of a longer passage.

### **3. Highlighting**

Using a variety of emphasis techniques (such as underlining, starring, or color-coding) to focus on important information in a passage.



## **COMPESATION STRATEGIES**

Compensation strategies enable learners to use the new language for either comprehension or production despite limitation in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. Ten compensation strategies exist. Guessing intelligently in listening and reading

The two strategies which contribute to guessing intelligently refer to two different kinds of clues: linguistic and nonlinguistic:

### **1. Using linguistic clues**

Seeking and using language based clues in order to guess the meaning of what is heard or read in the target language, in the absence of complete knowledge of vocabulary, grammar or other target language elements.

### **2. Using other clues**

Seeking and using clues that are not language based in order to guess the meaning of what is heard or heard or read in the target language.

## **Overcoming limitations in speaking and writing**

Eight strategies are used for overcoming limitation in speaking and writing:

### **1. Switching to the mother tongue**

Using the mother tongue for an expression without translating it, as in Ichbin eine girl. This strategy may also include adding word endings from the new language onto words from the mother tongue.

### **2. Getting help**

Asking someone for help by hesitating or explicitly asking for the person to provide the missing expression in the target language.

### **3. Using mime or gesture**

Using physical motion, such as mime or gesture, in place of an expression to indicate the meaning.

### **4. Avoiding communication partially or totally**

This strategy may involve avoiding communication in general, avoiding certain topics, avoiding specific expressions, or abandoning communication in mid – utterance.

### **5. Selecting the topic**

Choosing the topic of conversation in order to direct the communication to one's own interests and make sure the topic is one in which the learner has sufficient vocabulary and grammar to converse.

### **6. Adjusting or approximating the message**

Altering the message by omitting some items of information, making ideas simpler or less precise.

### **7. Coining words**

Making up new words to communicate the desired idea, such as paper holder for notebook.

### **8. Using a circumlocution or synonym**

Getting the meaning across by describing the concept (circumlocution) or using a word that means the same thing (synonym); for example, what you use to wash dishes with as a description for dishranger.

## **METACOGNITIVE STRATEGIES**

Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.

Metacognitive strategies are essential for successful language learning. Language learners are often overwhelmed by too much “newness” unfamiliar vocabulary, confusing rules, different writing systems, seemingly inexplicable social customs, and in (enlightened language classes) nontraditional instructional approaches. With all this novelty, many learners lose their focus, which can only be regained by the conscious use of metacognitive strategies such as paying attention and over viewing/linking with already familiar material.

Metacognitive strategies include three strategy sets.

Centering your learning

This set has three strategies:

### **1. Overviewing and linking with already known material**

Overviewing comprehensively a key concept, principle, or set of materials in an upcoming language activity and associating it with what is already known.

### **2. Paying attention**

To pay attention to specific aspects of the language or to situational details (by selective attention).

### **3. Delaying speech production to focus on listening**

Deciding in advance to delay speech production in the new language either totally or partially, until listening comprehension skills are better developed.

## **Arranging and planning your learning**

This set has six strategies.

### **1. Finding out about language learning**

Making efforts to find out how language learning works by reading books and talking with other people, and then using this information to help improve one’s own

language learning.

## **2. Organizing**

Organizing one's schedule, physical environment (e.g. space temperature, sound, lighting), and language learning notebook.

## **3. Setting goals and objectives**

Setting aims for language learning, including long – term goal ( such as being able to use the language for informal conversation by the end of the year) or short-term objectives( such as finishing reading a short story by Friday

## **4. Identifying the purpose of a language task**

Deciding the purpose of a particular language task involving listening, reading, speaking, or writing.

## **5. Planning for a language task**

Planning for the language elements and functions necessary for an anticipate language task or situation.

## **6. Seeking practice opportunities**

Seeking out opportunities to practice the new language in naturalistic situation such as going to foreign language cinema, attending a party where the language will be spoken, or joining an interactional social club.

### **Evaluating your learning**

In this set are two related strategies:

#### **1. Self-Monitoring**

Identifying errors in understanding or producing the new language, determining which ones are important, and trying to eliminate such errors.

#### **2. Self – Evaluating**

Evaluating one's own progress in the new language, for instance, by checking to see whether one is reading faster and understanding more than 1 month or 6 months ago , or whether one is understanding a grater percentage of each conversation.

## **AFFECTIVE STRATEGIES**

The term affective refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies

### **Lowering your anxiety**

Three anxiety – reducing strategies are listed here. Each has a physical component and a mental component.

#### **1. Using Progressive Relaxation, Deep Breathing or Meditation**

Using the technique of alternately tensing and relaxing of the major muscle groups in the body, as well as the muscle in the neck and face, in order to relax.

#### **2. Using Music**

Listening to soothing music, such as a classical concert, as a way to relax.

#### **3. Using Laughter**

Using laughter to relax by watching a funny movie, reading a humorous book, listening to jokes and so on.

### **Encouraging yourself**

This set contains three strategies:

#### **1. Making positive statements**

Saying or writing positive statements to oneself in order to feel more confident in learning the new language.

#### **2. Taking risks wisely**

Pushing oneself to take risk in a language learning situation, Risks must be tempered with good judgment.

#### **3. Rewarding yourself**

Giving oneself a valuable reward for a particularly good performance in the

new language.

### **Taking your emotional temperature**

The four strategies in this set help learners to assess their feelings, motivation, and attitudes and, in many cases to relate them to language task.

#### **1. Listening to your body**

Paying attention to signals given by the body.

#### **2. Using a checklist**

Using a checklist to discover feelings, attitudes, and motivations concerning language learning in general, as well as concerning specific language task.

#### **3. Writing a language learning diary**

Writing a diary or journal to keep track of events and feeling in the process of learning a new language.

#### **4. Discussing your Feelings with Some Else**

Talking with another person (teacher, friend, relative) to discover and express feeling about language learning (Crandall, 1999).

## **SOCIAL STRATEGIES**

Language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process.

One of the most basic social interactions is asking questions, an action from which learners gain great benefit. Asking questions helps learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners to provide larger quantities of input in the target language and indicates interest and involvement.

In addition to asking questions, cooperating in general with peers and with more proficient users of the target language is imperative for language learners. Cooperation implies the absence of competition and the presence of group spirit. It involves a cooperative task structure or a cooperative reward structure, either of which can encourage positive.

### **Asking questions**

It includes three sets of social strategies that are described next.

#### **1. Asking for clarification or verification**

Asking the speaker to repeat, paraphrase, explain, slow down, or give examples; asking if a specific utterance is correct or if a rule fits a particular case; paraphrasing or repeating to get feedback on whether something is correct.

#### **2. Asking for correction**

Asking someone for correction in a conversation. This strategy most often occurs in conversation but may also be applied to writing.

### **Cooperating with others**

It has two sets:

#### **1. Cooperating with Peers**

Working with other language learners to improve language skills. This strategy can involve a regular learning partner or a temporary pair or small group. This strategy frequently involves controlling impulses toward competitiveness and rivalry.

## **2. Cooperating with proficient users of the new language**

Working with native speakers or other proficient users of the new language, usually outside of the language classroom. This strategy involves particular attention to the conversational roles each person takes.

### **Empathizing with others**

Language learners use these two strategies:

#### **1. Developing cultural understanding.**

Trying to empathize with another person through learning about the culture, and trying to understand the other person's relation to that culture.

#### **2. Becoming aware of other thoughts and feelings**

Observing the behavior of others as a possible expression of their thoughts and feelings; and when appropriate, asking about thoughts and feelings of others.

In this chapter, a review of the literature related to THE INCIDENCE OF COLLABORATIVE LEARNING STRATEGIES ON THE DEVELOPMENT OF ORAL PERFORMANCE was undertaken in order to have a clear framework of what collaborative learning means and the elements that can interact with it in its implementation in the classroom.

Finally, Collaborative learning is an effective strategies for classsromm s with English language learners. Pairs and small groups activities provide learners with more time to speak the target language than teacher-fronted activities, and promote learner autonomy and self-directed learning.

The research found that there are many studies conducted on the field of oral performance in EFL and how to develop them. Collaborative Learning is presented as a good and suitable strategy that lets students develop their oral communication skills in EFL.

In the next chapter will be presented an explanation to determine the design of the study, participants, and the stage at which to carry out the project.



## **CHAPTER THREE: METHODOLOGY**

This chapter gives an explanation of the methodology to determine the design of the study, participants, and the stage at which to carry out the project, the data collection, and instruments for the analysis.

### **STUDY DESIGN**

The present study was constructed within the framework of qualitative research. However, it also uses some techniques of quantitative research. First of all, to carry out this study, it is necessary to use a method that would explore the situation and show what is actually happening. This type of investigation would help to explore and get specific information that would be interpreted later.

### **TYPE OF RESEARCH**

This Study is a quasi - experimental study because it works with two intact groups. One is the Experimental group, and the other one is the control group.

In this study, a pre-test and a post-test will be applied to both groups in order to measure the students' oral proficiency. After the pre – test the treatment will be applied to the experimental group for a period of one month to know what effect the use of Collaborative learning strategies produce on the development of oral performance in the selected students for this Study.

Finally, a post – test is applied to both groups in order to compare the results obtained in the pre – test and in the post – test in the selected groups.

## **POPULATION**

Two groups of students of the fourth level of the Language Center at the University of Nariño (Panamericana branch) located in Pasto have been chosen for this study. One group of the fourth level will be considered the control group and the second group of the same level will be called the experimental group.

## **SAMPLE**

The participants who takes part in this study, are 15 students in the experimental group and 15 students in the control group of the fourth level of the Language Center at the University of Nariño (Panamericana branch) located in Pasto, whose ages range between 14 and 15 years old. They are essential for this study because this group of students has previous knowledge of English and they are thought to be able to cope with the proposed activities.

## **SETTING**

This study will take place at the Language Center of the University of Nariño (Panamericana branch) located in Pasto.

## **MEASUREMENT INSTRUMENTS**

In this investigative process the following instruments will be used:

***Class observation*** will be carried out during two sessions in the experimental and two sessions in the control group in order to detect some problems related to grammar, fluency and pronunciation present in the chosen population to be analyzed, and find out possible solutions through Collaborative learning. At the end of the observation period the results will be analyzed and compared to draw a final conclusion regarding the effect of collaborative learning on the oral performance of the learners.

An *Oral pre – test* that will be applied to determine the ‘oral proficiency level of students at the beginning of this research. The pre – test will be applied in both groups, the experimental and control group. Both the pre – test and the post test will be recorded to have readily access to the data for the analysis.

An *Oral post – test*, which will be applied to determine how much the students’ oral proficiency increased after applying the Collaborative learning strategies. This post – test will help to find differences in the oral proficiency between the groups of this study. The post – test will be recorded to have more access to the data for the analysis process.

Both the pre – test and the post – test will have the same content and follow the same methodological procedure. The questionnaire will include 10 items that were designed based on the students background knowledge and English level. Students have the freedom to answer them. Students` answers will be analyzed and classified in the four categories: grammar, vocabulary, pronunciation and fluency, that make up the construct of oral competence.

## PROCEDURE

For this study, two groups of 15 students were chosen. All students will take the pre – test and the post test. The first group is considered the experimental group to whom Collaborative Learning strategies will be applied. The second group functions as the control group. The classes for the second group are the regular classes without any Collaborative learning strategies but just the guidance of the textbook.

The Collaborative Learning strategies will be carried out during five classes of one hour per session over a period of four weeks. It is hoped the observations will yield some information to determine the problems related to the oral proficiency in the chosen groups.

The first class, plan is called “Past Hobbies”. Learners are going to identify the use of “Used to” through a video. The groups will be distributed according to *Teacher Selection Grouping*. *Think Pair- share* will be used, as a technique, a *Test Questions* will be used as a Collaborative learning activity

Finally, a role play will be used as assessment. The strategies used in the whole class process are the **Cognitive Strategies** such as Practicing – Receiving and sending messages – Analyzing and reasoning – and creating structure for input and output.

The second lesson plan will be called “Who wants to save the planet?” In this one, the song “Earth song” by Michael Jackson will be used to prompt students to talk about past routines and to develop social skills through the activities that use “Used to” in questions.

*Team Practice from Common Input- Skills Development and Mastery of facts with a special input* will be used as a Collaborative Learning activity to introduce the topic with a specific question to create meaningful context about the pollution through brainstorming. The distribution of the groups is done through *Affinity Grouping*, the

following activity is *Two Time for Debates* with a specific question to be discussed: “How did the earth use to be 50 years ago?”. Furthermore, a video will be used and through *Think Pair- Share*, learners have to discuss about the content of the video. Then the lyrics of the song will be provided in order to fill out the blank spaces.

For the assessment, the learners will have to give possible solutions to save the planet; *Number Heads* will be used as a technique. The strategies used in the whole process are the **Meta cognitive strategies** such as Centering your Learning – arranging and Planning your Learning – Evaluating your Learning, among others.

The third lesson plan is entitled “Sarah had a problem”. Through a short story, learners will have to identify the phrasal verbs in a real context within a social environment; Random *Grouping* will be used as the best distribution of groups. Students will be organized according to the attendance list to promote social skills. Furthermore, printed copies of parts of the story will be distributed to the students. In this step *Paired Annotation* will be used as a technique.

Learners will read the short story and discuss their points of view. They will identify the phrasal verbs in the text according to the context. They will use a scanning strategy to get the meanings on their own and the researchers will provide the appropriate feedback. The strategies used in the whole process are **Compensation Strategies** such as Guessing Intelligently in Listening and Reading – Overcoming limitations in speaking and writing. At the end of the class, the students have to create a story using the phrasal verbs already seen. They will present the stories to the class.

The fourth lesson was called “Guess What?” First, some pictures will be shown in order to work on the meaning of the different kinds of phrasal verbs. Learners will develop and associate the images with the context and through discussion they will negotiate the meaning of the phrasal verbs. *THINK- PAIR SHARE* will be used at this

stage. *Solve Pair Share* and *One Minute Paper* will be used as Collaborative Learning techniques. Students will comment on a series of questions according to the pictures; the images will be described by them. Some matching exercises will be handed out to be completed by the students to focus on the meaning of the phrasal verbs.

As assessment, the *Proximity Grouping* will be used as a distribution of the groups. As speaking activity *Three Step Interview* will be used in this step. The strategies used in the whole process are **Memory Strategies** such as Creating Mental Linkages Applying images and sounds, Reviewing well, Employing action. The activity will be called “Top show” interview, with specific topics such as: Rock Stars, Actors, Models and so forth and the correct use of the phrasal verbs.

The fifth lesson will be entitled “The Company”. A video called “How they do it” from Discovery Channel, will be presented as an introduction to the topic. The objective is the applications of Collaborative learning techniques in order to students create their own Company. *Collaborative Project: Topic Resources Selected by Students- Discovery Learning* will be used as activity. Learners will make their own decisions in the choosing of the profile of the Company and other things that are part of it. The strategies used in the whole process are **Social Strategies** such as Asking questions Cooperation with others, and Empathizing with other.

As assessment, Students will discuss in a **Roundtable**, the activity in *Affinity Groups* about the parameters of the Company and its creation: At the end of the last step, learners will do the presentation of their company as a speaking activity in front of the class.

**THE FOLLOWING TABLE SUMMARIZES THE TOPICS, ACTIVITIES, COLLABORATIVE TECHNIQUES AND STRATEGIES THAT WILL BE USED IN THIS STUDY.**

TOPICS	SPEAKING ACTIVITIES	SPEAKING LEARNING STRATEGIES	COLLABORATIVE TECHNIQUES	COLLABORATIVE GROUPS
1. Past hobbies (Used to)	<ul style="list-style-type: none"> <li>• Test Questions</li> <li>• Discussion</li> <li>• Role Play</li> </ul>	<p><i>Cognitive strategies</i></p> <p>Practicing – Receiving and sending messages – Analyzing and reasoning – and creating structure for input and output</p>	<ul style="list-style-type: none"> <li>• Think Pair-Share</li> </ul>	Teacher Selection Groups
2. Earth song (Michael Jackson) "Did"	<ul style="list-style-type: none"> <li>• Team Practice from Common Input-Skills Development and Mastery of Facts.</li> <li>• Two Times for Debates</li> <li>• Reported Speech</li> </ul>	<p><i>Metacognitive strategies</i></p> <p>Centering your Learning – arranging and Planning your Learning – Evaluating your Learning</p>	<ul style="list-style-type: none"> <li>• Think Pair-Share</li> <li>• Number Head</li> </ul>	Affinity Grouping
3. Sarah had a problem (Phrasal Verbs) I	<ul style="list-style-type: none"> <li>• Exchange of opinions</li> <li>• Discussion</li> <li>• Presentation of the story.</li> </ul> <p><u>List:</u> Go out, Turn up, Take off, Sit down, Brake down Call out, Look up</p>	<p><i>Compensation strategies</i></p> <p>Guessing Intelligently in Listening and Reading – Overcoming limitations in speaking and</p>	<ul style="list-style-type: none"> <li>• Paired annotation</li> </ul> <p><u>List:</u> Run out of, Pop out Get on, Get in, Drive away, Run back.</p>	Random Grouping

		writing		
Guess what? Phrasal Verbs II	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Top show</li> </ul> <u>List:</u> Wake up, Give up, Hang up, Go back, Hand out, Keep out, Turn on, Shut up.	<i>Memory strategies</i>  Creating Mental Linkages Applying images and sounds, Reviewing well, Employing action.	<ul style="list-style-type: none"> <li>• Solve Pair-Share</li> <li>• One Minute Papers</li> </ul>	Proximity Grouping
The Company video (Discovery Channel) Unit Production stage.	<ul style="list-style-type: none"> <li>• Exchange of opinions</li> <li>• Problem solving</li> <li>• Presentation</li> </ul>	<i>Social Strategies</i>  Asking questions Cooperation with others, and Empathizing with other	<ul style="list-style-type: none"> <li>• Rountable</li> </ul>	Affinity Grouping



## **VARIABLES**

**Independent variable:** Collaborative Learning strategies

**Dependent variable:** the oral proficiency of the students of Fourth level of Language Center at the University of Nariño, located in Pasto

## **HYPOTHESIS**

The use of Collaborative learning strategies has a positive effect on the development of the oral proficiency of students.

## **MATERIALS**

The main material used during this investigative process was authentic material (authentic videos, Short Stories, Songs and images)

## **DATA ANALYSIS AND INTERPRETATION**

The data obtained after the application of the pre-test, the treatment and the post-test was analyzed and interpreted qualitative and quantitatively, taking into account categories and evaluation criteria which will permit and facilitate an appropriate classification of the information collected as a result of the application of the tests and the treatment.

The qualitative data analysis and interpretation consist of some phases that must be followed. They are: organization of the data, identification of the preliminary ideas, generalization of categories, themes and patterns, verification of arising hypotheses interpretation of the data, and presentation of the obtained results in a final report (Bastidas 2002).

Although some quantitative aspects are treated in the research, sophisticated statistic data are not an essential part in this work. This research study has an analytic character, since sometimes quantities can be interpreted in different ways by different people, and it is not always easy to understand numbers that try to put people's actions or behaviors into a scale.

### **PILOT STUDY**

The aim of the pilot study is to avoid errors, so that uncertain results are not included in this research study. To avoid mistakes, the items of the interviews and observations will be tested in a pilot study to observe the potential problems the students may have in the process of the study. This procedure will give accurate information about the time required for the interviews. An oral pre and post test will be carried out in order not to waste time or lose accuracy, to guarantee the validity of the tool, a test based in the Ket test will be carried out.

### **ETHICAL ISSUES**

In order to carry out this study, the relevant permits will be requested to ensure the institution and the students and teachers' voluntary participation. Their names and all personal information will be changed to protect their identity and integrity.

In appreciation, the institution will receive a copy of the Collaborative Learning Project for the development of oral expression. The results will be presented in a meeting and the experience will suggest the implementation of Collaborative Learning to teach English.

## IV. CHAPTER 4: ANALYSIS OF DATA

### *Results and Discussion*

The purpose of this research was to find out the effect of the use of Collaborative Learning strategies on the student's oral performance regarding their communicative competence skills. In order to carry out this process, two groups of fifteen students each, who at the moment of this research were in the fourth level of English at the Language Center of the UDENAR, were randomly chosen. One of the groups was assigned to be the control group and the other one became the experimental group, to which the treatment, that is, the implementation of Collaborative Learning activities, was applied. This methodology was carried out during a period of a month. There is evidence of the process in the form of a video. The videotaped information was used in the qualitative analysis.

At the beginning of the study, both groups were given a pre-test and at the end of the treatment, a post-test was administered to measure their oral achievement. The pre-test and the post-test were similar exams that were previously designed taking into account three different categories: Grammar and Vocabulary, Fluency, and Pronunciation. Both tests consisted of ten questions that aimed to promote a natural conversation with the subjects. There were no specific answers in the test, but open ones that gave enough freedom to talk and show the students' oral performance. The ten items were related to general topics such as family life, hobbies, plans and vacation, likes and culture. For the analysis, a Likert scale was used with five categories. In this scale 1 indicates non-acceptable, 2 poor, 3 acceptable, 4 good, and 5 excellent. This scale was taken from the research paper *Motivating Students' Oral Production Through the Use of Authentic Materials*, written by Elizabeth Chavez and Erika de la Cruz (2007).

With the application of the pre-test it was possible to identify the background knowledge and the level of oral performance of each student, and with the post-test, it was possible to diagnose whether the treatment applied to the experimental group had had a positive influence on the students' level, in comparison to the performance of the control group.

Due to the fact that the study was intended to measure the groups' oral performance in a Collaborative Learning environment, individual results are not reported in this paper.

The findings of this study are described below.

### *Quantitative Analysis*

#### *Pre-Test*

Considering that the group of subjects selected was already at an intermediate or somewhat advanced level of English due to the fact that most of them had taken approximately 360 hours of instruction in the language and they have covered a number of topics for each level, such as present, past, perfect and conditional tenses, among others, it was necessary to apply a first exam to both groups in order to identify their current level knowledge of the language. In regards to the control group, their overall performance resulted in a percentage of only 41,33% opposed to the experimental group, which had an outcome of 68% in the pre-test as it is mentioned below. It is important to state that the selection of both groups took place long before this first test was applied. Nonetheless, the groups remained as they were established from the beginning.

Table 1 shows the evaluation criteria that was used both in the pre-test and the post-test with the experimental group. The criteria that makes up for the oral performance is composed of three items, namely, grammar and vocabulary, fluency and pronunciation. As it is already known, oral performance is “the ability and right to speak freely and clearly, unashamed, to fully vocalize, to choose to make contact with a word and to communicate that word successfully” (Larson, 2011). Therefore, these criteria resulted from the importance of the skills mentioned above, which allowed to have a proper organization of the pre-test outcomes.

Table 1. PRE-TEST CONTROL GROUP

EVALUATION CRITERIA																
CATEGORIES	GRAMMAR AND VOCABULARY					FLUENCY					PRONUNCIATION					TOTAL
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1		X				X						X				5
2	X						X				X					4
3		X				X						X				5
4	X					X					X					3
5		X					X					X				6
6			X				X					X				7
7			X				X					X				7
8		X					X						X			7
9		X					X						X			7
10		X					X					X				6
11			X					X				X				8
12		X				X						X				5
13		X					X						X			7
14		X						X					X			8
15			X				X						X			8
<b>TOTAL CATEGORIES</b>	32					28					33					93

The information on the table above indicates that out of a total score of 225 points assigned to the fifteen students from the control group that took the pre-test, the overall performance in their oral performance is only 93, which corresponds to 41.33%. Per category, it is found that out of 75 possible points, the students got 32 in Vocabulary and Grammar, 28 in Fluency, and 33 in Pronunciation which correspond to 42%, 37,33% and 44% respectively.

It is inferred, then, from the results previously stated and what it was seen during the interviews for the pre-test with the control group, that students hesitated a lot and showed many basic grammar mistakes, as well as lack of vocabulary and difficulties in conveying the information they intended to share. They proved to be shy in front of the camera and their levels of stress seemed to be high.

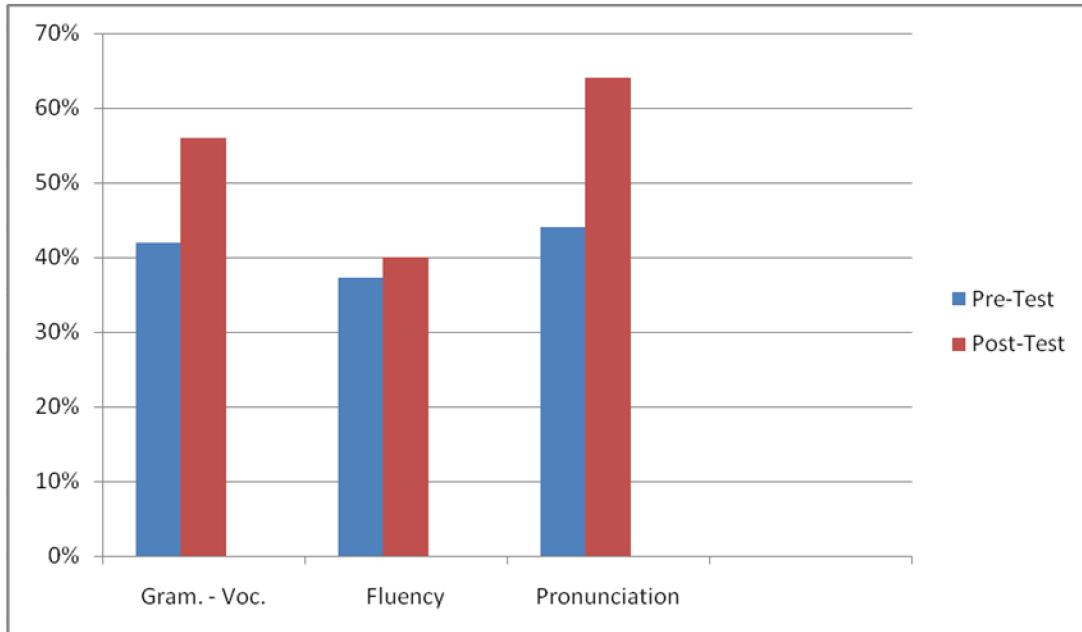
Table 2. POST-TEST CONTROL GROUP

EVALUATION CRITERIA																
CATEGORIES	GRAMMAR AND VOCABULARY					FLUENCY					PRONUNCIATION					TOTAL
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1		X				X							X			6
2				X			X						X			9
3			X					X					X			9
4			X				X							X		9
5				X				X						X		11
6			X				X						X			8
7				X			X					X				8
8			X				X				X					6
9		X				X						X				5
10		X					X					X				6
11			X						X			X				9
12		X				X					X					4
13		X					X						X			7
14		X					X						X			7
15			X			X						X				6
TOTAL CATEGORIES	42					30					38					110

The information on the table above shows that out of a score of 225 points assigned in total to the fifteen students from the control group that took the post-test, the overall performance in their oral performance is 110, which corresponds to 48,88%. Per category, it was found that out of 75 possible points, the students got 42 in Vocabulary and Grammar, 30 in Fluency, and 38 in Pronunciation. Scores correspond to 56%, 40% and 64% respectively; it means that the vocabulary had a significant increase taking into account the other results due to their level which was lower in comparison to the pre-test and its categories.



Figure 1. PRE-TEST AND POST TEST RESULTS PER CATEGORY FOR THE CONTROL GROUP



The Bar graph (Fig. 1) shows the control group pre-test and post-test results. This graph presents the differences in the outcomes between the pre-test and the post-test of the control group in each of the categories that were assigned in order to measure the students' oral performance, which are Grammar and Vocabulary, Fluency, and Pronunciation.

EVALUATION CRITERIA																TOTAL
CATEGORIES	GRAMMAR AND VOCABULARY					FLUENCY					PRONUNCIATION					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1				X					X				X			11
2			X					X					X			9
3			X					X				X				8
4				X						X				X		13
5					X					X				X		14
6				X						X				X		13
7			X					X					X			9
8				X				X						X		11
9				X				X						X		11
10			X					X					X			9
11		X					X					X				6
12			X					X					X			9
13		X							X					X		10
14			X						X				X			10
15			X						X				X			10
TOTAL CATEGORIES	50					54					49					153

Table 3. PRE-TEST EXPERIMENTAL GROUP

The information on table 3 shows that out of a score of 225 points assigned in total to the fifteen students from the experimental group that took the pre-test, the overall performance in their oral performance was 153, which corresponds to 68%. Per category, it is found that out of a 75 possible points, the students got 50 in Vocabulary and Grammar, 54 in Fluency, and 49 in Pronunciation. These scores correspond to 66,6%, 72% and 65,3% respectively.

The results consigned on Table 3 confirmed what was observed during the pre-test with the experimental group. Students proved to be confident and relaxed, they had a good range of vocabulary and they expressed their ideas fluently, according to their level. This is why is it thought that this group had a higher level of English in comparison to the control group.

Regarding each of the categories, the students were assessed in, it was discovered that the control group had similar results, with percentages of 42% in Grammar and Vocabulary, 37, 33% in Fluency and 44% in Pronunciation, being the category of Fluency the weakest aspect for them. As for the experimental group, there was a slight difference, being “Fluency” the subjects’ strongest skill and “Pronunciation” their weakest ability. The outcomes, then, are translated in percentages of 66,6% in Grammar and Vocabulary, 72% in Fluency, and 65,3% in Pronunciation.

EVALUATION CRITERIA																TOTAL
CATEGORIES	GRAMMAR AND VOCABULARY					FLUENCY					PRONUNCIATION					
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1			X						X					X		11
2				X						X				X		13
3				X					X				X			11
4				X					X					X		12
5				X					X						X	13
6					X				X						X	14
7				X				X						X		11
8				X				X					X			10
9				X					X				X			11
10		X						X					X			8
11			X						X				X			10
12			X					X				X				8
13			X					X				X				8
14				X					X					X		12
15			X					X				X				8
TOTAL CATEGORIES	54					55					51					160

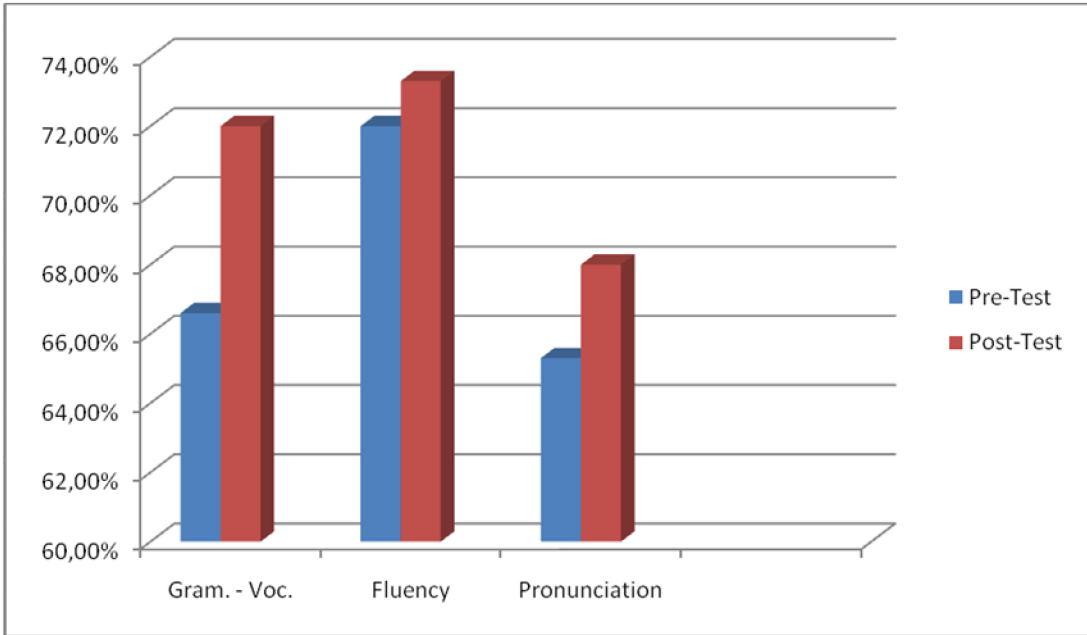
Table 4. POST-TEST EXPERIMENTAL GROUP

The information on the table above reveals that out of a score of 225 points assigned in total to the fifteen students from the experimental group that took the post-test, the overall performance in their oral performance was 160, which corresponds to 71%. Per category, it was found that out of 75 possible points, the students got 54 in Vocabulary and Grammar, 55 in Fluency, and 51 in Pronunciation. The scores correspond to 72%, 73,3% and 68% respectively.

Per category, the control group showed an increase of 14% in the category of Grammar and Vocabulary, 2,67% in the category of Fluency and 20% in the category of Pronunciation which corresponds to 56%, 40% and 64% respectively. This means that there was a considerable improvement in the aspect of pronunciation, as well as in grammar and vocabulary. However, on a general basis, it can say that it was unexpected it was noticed with the percentage of the overall performance.

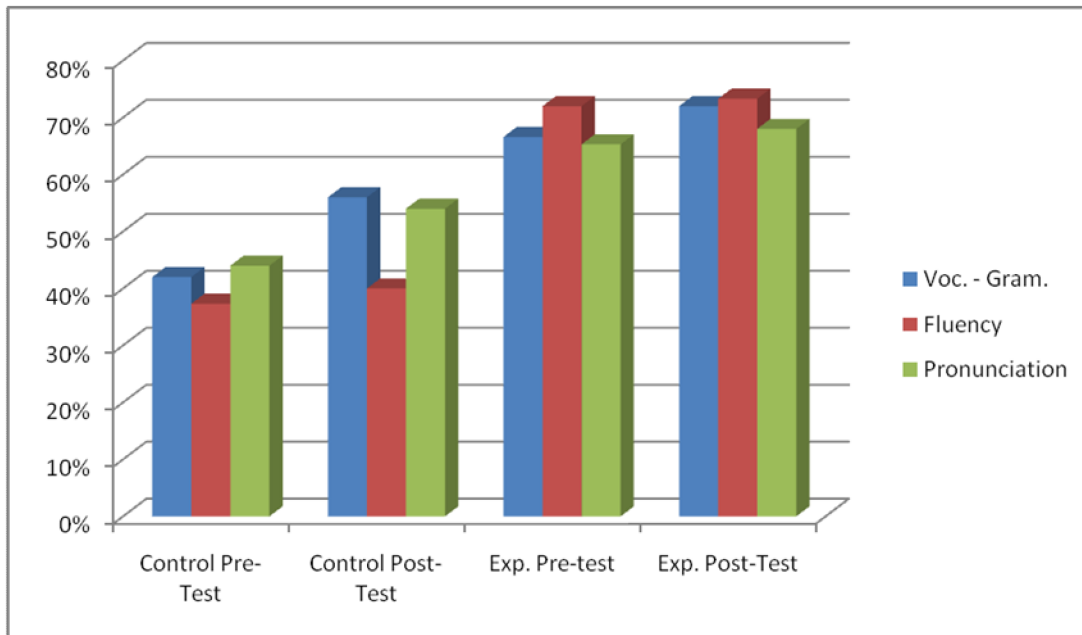
As for the experimental group, a more significant outcome than for the control group was expected, given the results of the pre-test and their performance during the treatment. However this expectation was only slightly fulfilled as demonstrated by the following figure. This group had an increase of 5,4% in the category of Grammar and Vocabulary, 1,3% in the category of Fluency, and 2,7% in the category of Pronunciation, corresponding to 72%, 73,33% and 68% respectively. In the next part, the results of the pre-test and post-test per category for each group will be presented.

Figure 2. PRE-TEST AND POST-TEST RESULTS PER CATEGORY FOR THE EXPERIMENTAL GROUP



The Bar graph (Fig. 2) shows the experimental group pre-test and post-test results. This graph presents the differences in the outcomes between the pre-test and the post-test for each one of the categories that were assigned in order to measure the students' oral performance, which are Grammar and Vocabulary, Fluency, and Pronunciation.

Figure 3. PRE-TEST AND POST-TEST RESULTS PER CATEGORY FOR THE CONTROL AND THE EXPERIMENTAL GROUP

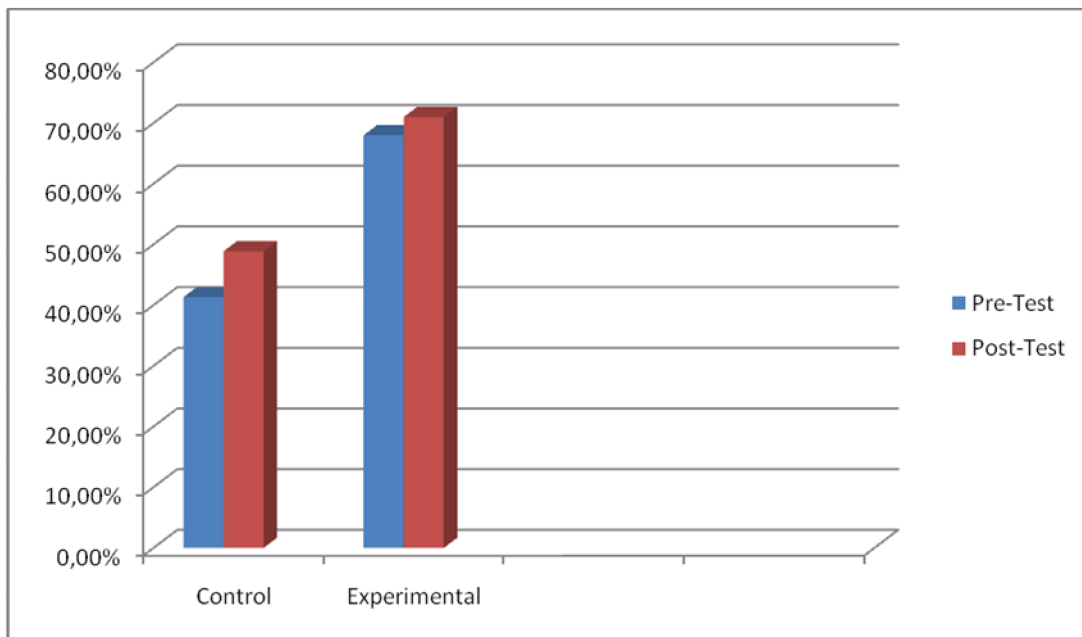


The Bar graph (Fig. 3) shows a comparison of the results obtained by the control and the experimental group. This graph presents the outcomes in the three different categories that were assigned to measure the students' performance in oral performance in both the pre-test and the post-test.

Taking these results into account and comparing the performance of both groups in the pre-test and the post-test, it can be concluded that these numbers do not indicate a substantial difference between the groups. As it was stated before, the control group made greater improvement in the categories, and their overall performance increased 7,55% while the experimental group did not show a significant change, with only a 3%

increase in their oral performance skills. This might mean that Collaborative learning does not affect the oral performance of advanced students greatly.

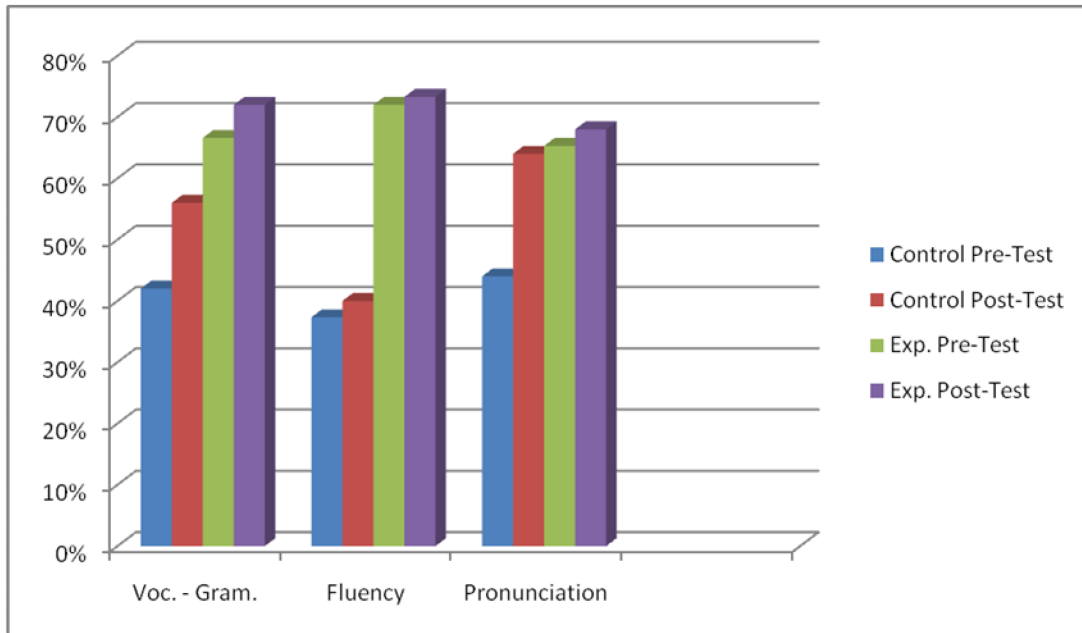
Figure 4. PRE-TEST AND POST-TEST STUDENTS' OVERALL PERFORMANCE



The Bar graph (Fig. 4) shows the overall performance results for both groups in terms of oral performance. As it was stated above, the control group showed better results at the moment of the post-test. This might indicate that either Collaborative Learning techniques do not really affect the learners' oral performance, or that when learners are already at an advanced level, the increase is not so significant. This hypothesis might become the subject for further research.



Figure 5. PRE-TEST AND POST-TEST RESULTS PER CATEGORY – CONTROL AND EXPERIMENTAL GROUP



This Bar graph (Fig. 5) indicates a comparison of the results of the control and experimental group. This graph presents the outcomes per category (Vocabulary and Grammar, Fluency, and Pronunciation) of both the pre-test and the post-test in the control and the experimental group.

In this first part, an attempt to show the results from a statistical analysis was made. In the next part, a qualitative analysis will be presented in an effort to clarify and further explain the results obtained in the study. This analysis will be based on the observation period and the treatment that was applied to the experimental group.

### *Qualitative Analysis*

In order to put the treatment into work, the materials characterized by the Collaborative Learning Approach were used. This material includes authentic videos, contextualized images and songs. The methodology included group work of different types and interactive tasks, always keeping in mind the active roles of the instructor and the learners, as well as the selection of topics that were appealing to the students.

Considering that the experimental group already had a fair level of English, as well as stronger skills in the aspects they were tested in, it is believed that the treatment did not have a highly significant effect on them regarding their oral performance skills as such. However, during the implementation of the treatment, several aspects regarding the application of the Collaborative Learning Strategies were taken to practice as they proved to be very important for the students' learning.

First of all, it was confirmed, as it was stated by Johnson and Johnson (1986), that Collaborative Learning Strategies increased interest in the students making them feel motivated to participate in the activities developed in class. Each objective of the lesson plans designed were accomplished, one of the most important being the use of the target language in real communicative interaction, where students experienced the motivation of sharing their ideas in English.

The use of the videos and songs was particularly interesting to the group because it turned out to be a fun activity that promoted interaction and the desire to speak and give opinions. The videos show a model to learn and improve vocabulary, grammar and

fluency whereas the song used improved the areas of listening and pronunciation and set the stage for discussion, sharing of ideas and more communication among the students.

When students faced the challenge of getting into groups and solve problems or answer questions and prepare reports, social interaction took place. Johnson and Johnson (1986) also stated that this kind of tasks make learners develop higher levels of understanding and thinking, and it was proven with the development of the lessons with the experimental group, that information, after this learning process is carried out, is maintained for a longer time than when subjects are working in an individual way. This is due to the fact that students have the chance to negotiate for meaning and reach to a conclusion in order to complete a task efficiently.

Clearly, a collaborative group does not develop cognitive and performance skills in a sudden way. According to Gerlach (1994) this is a step by step process to increase the chances for the understanding among the members of the group and the learning to interact and think critically to complete a task. This situation takes place when lessons are explained, activities are assigned clearly according to the needs and aims of each class, and collaborative strategies are used properly.

After the treatment started to work efficiently during the lessons, it was noticed what Rebecca Oxford argues about the strategies of Collaborative Learning (1990). The subjects increased the feelings of companionship and the learning performance, and reduced the levels of anxiety before the presence of a new instructor or teacher.

Regarding the categories in which the students were evaluated (grammar and

vocabulary, fluency and pronunciation), it was observed during the lessons that learners were able to identify tenses and words from context by themselves. For instance, the use of phrasal verbs, grammar and vocabulary were recognized through interaction and by relating concepts that the students already knew to new information (Oxford, 1990). Also, it was seen that students with higher levels of English helped other members of the group to understand the grammar topics they had problems with, leading to a “social structure exchange of information between the learners”. (Olsen and Kagan, 1992)

Group work increased the students’ comprehension, the pronunciation of words and the fluency. As it was stated before, it also reduced the stress and anxiety and increased the students’ motivation and interest in learning and taking risks. This confirmed Kristmanson’s theory (2001) in which he advises to create an atmosphere of support where there are comfort levels to reduce anxiety.

In brief, it was perceived that the collaborative work carried out by the subjects followed the principles established by Orr (1997): the tasks the students completed made them understand more than when they work individually, understanding was increased through interactions, students became conscious of the unpredictable classroom experiences they lived, and they participated voluntarily in the groups and in the activities engaging in the learning process and increasing their accountability.

## **V. CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

It is already known that Collaborative Learning can be used in many different ways, and each of them is going to have an effect on the learners, as long as they work together to use language and solve problems or answer questions (Bruffee, 1995). For this reason, it is concluded, accordingly with the purpose of this research, that, although the results of the experimental group were not significant enough after the implementation of Collaborative Learning Strategies took place, the objectives that were stated at the beginning of this paper were fully achieved.

It is important to establish that this study was intended to find overall results in the students' oral performance including the three categories that were analyzed. That is why the outcomes are shown as a group rather than individually, which is one of the characteristics of the Collaborative Learning Approach. Consequently, this sets the stage for further research.

The general objective was to study the effect of the treatment on the development of the oral performance in the subjects selected. What was concluded is that the students' level in this aspect was superior long before the application was carried out and because of that their outcomes in terms of oral skills did not improve drastically. Nevertheless, the improvements showed by them in terms of motivation, interaction, negotiation of meaning, critical thinking and teamwork skills, among others, were extraordinary in comparison to a group which has not included Collaborative Strategies in their lessons, like the control group of the present study.

According to the specific objectives that were established for the research, it was possible to successfully determine the level of proficiency of the groups before and after

the treatment was developed. That was done thanks to the design of the pre-test and post-test, the data gathering and analysis the active participation of the subjects, as well as the collaboration provided by the teachers who were in charge of the groups when this study was developed.

This study also has become an opportunity to devise lesson plans with activities of the Collaborative Learning Approach. These plans can be used by teachers or instructors to facilitate their students' learning and comprehension of the topics they want to teach and develop not only speaking skills, but also cognitive abilities that are going to help the students to retain the information learned for a longer period of time and relate this knowledge to the learners' personal experiences and their daily life (Rebecca Oxford 1990).

In the opinion of the researchers, the application of Collaborative Learning activities was effective because they contributed to enhance the learners' leadership abilities and their self-esteem was improved as well. This was done through the self-assignment of roles. This way, collective as individual responsibility took place and it was possible to observe that students got to help each other in order to create a supportive community that impacted the performance level of each member of the group in a positive way. It was also rewarding to see that the learners were using the target language at all times to solve problems and improve their vocabulary, their pronunciation and their fluency skills.

Students became more open-minded and interactive during the group discussions. In this learning experience the researchers, tried to offer the proper environment which allowed the students to improve their oral proficiency skills and acquire new experiences of communication. Group activities helped students organize, direct, be responsible, be active, participate, make suggestions, summarize, elaborate,

explain and defend their ideas. It was satisfying to see how the subjects changed the lack of attention they showed in the first lesson that was carried out, to a complete understanding of the process and an absolute engagement in the activities that were designed and developed.

In short, it was rewarding to be part of the experience, as teachers and observers, to discover how these strategies really increased students' interest and motivation, and communicative competence. They learned to listen carefully to the instructions and directions given, they got into groups very quickly and participated, acting together as a team, engaging in the tasks and showing responsibility for their own learning experiences. This leads us to conclude that the Collaborative Learning Strategies definitely promote autonomous learning and critical thinking which are the ultimate objective that have to be contextualized in the education.

## ***RECOMMENDATIONS***

The results of this study showed that students were able to work in groups and develop different skills related to the Collaborative Learning Approach which allowed them to interact, exchange and defend ideas, and in general, find solutions to problems given and accomplish tasks effectively.

However, regarding the performance results in oral proficiency, it was seen that, although there was an increase in the students' abilities, their level did not improve as much as it was expected from the beginning of the investigation.

Although the main objective of this research was to determine whether Collaborative Learning was effective or not, it is thought that the subjects did not reach higher results in the post-test due to the fact that the treatment was only applied for a month. If it were possible to have more time, the results, it is believed, would have been quite different. Unfortunately, the time granted by the teacher in charge of the groups and other external limitations presented during the carrying out of the research made it impossible to reach the main objective of the study, which was to improve significantly the students' oral speaking performance through Collaborative Learning activities. That is why, it is recommended to use Collaborative Learning strategies for a longer period of time, or on daily teaching basis to add variety and avoid monotony in the classes.

In order to do this, it is suggested that the students and the teachers apply this method with their students, since it can be used in the teaching of any of the skills or subject matters, and in any educational stages, to enhance the students' abilities in their communication and performance.



If teachers are to apply the strategies and tasks using Collaborative Learning, it is necessary to remember that during the teaching of speaking or oral communication, students should be provided with a relaxing, affective, and interactive environment that fosters interaction and helps to develop the students' oral communication skills. Teachers should develop their students' oral communication skills and positive interdependence by giving them enough time to interact with each other freely. Finally, it is also important to change the role of the teacher from being the main source of knowledge to that of a facilitator, guide, manager and encourager of the learning process.

To conclude, it is extremely important for learners to have opportunities to discuss their opinions with other students, not only because they can use their teamwork skills to complete a task, but also because each member of the group should feel comfortable and valuable, being able to learn more and to understand things better. However, this does not rely on the fact of having students working together. They need a purpose to attain and a goal to achieve, and this can only be done with the help of a qualified instructor, who can help them along this process.

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## APPENDIX LIST

### Lesson plan 1

**TOPIC:** Past Hobbies

**LEVEL:** Intermediate IV

**SKILLS:** Listening, Speaking, Reading, Writing.

**LANGUAGE COMPONENT:** Vocabulary, grammar, pronunciation (Used to)

**TIME:** 1 hour

**RESOURCES OR MATERIALS:** A video about past hobbies (Grammar C unit 2 simple past, used to), script of the video and board.

**LEARNING STRATEGIES:** Cognitive strategies such as Practicing – Receiving and sending messages – Analyzing and reasoning – and creating structure for input and output.

**OBJECTIVE:**

To identify the use of “Used to” in a conversational environment in order to improve the oral proficiency with Collaborative Learning strategies.

**SEQUENCE OF ACTIVITIES:**

First step **TEACHER SELECTION GROUPING:** to create groups of two people where one student will be behind his partner, one learner watching the video and the other learner just listening; then the learners will discuss about the video ( Past hobbies) as an introduction to the topic.

Second step **THINK- PAIR-SHARE** as activity, a specific video will be shown about the use of “used to”, the main question will be “What is the topic of the video?”

Third step **TEST QUESTIONS:** some cloze exercises will be handed out to the students to complete with the correct answer,

**ASSESSMENT:**

Learners will have to create a role play using “Used to”, with the use of hobbies creating an environment of communication where all the students have to participate in the role play.

Third step: focus on form

1. When I was 8 years old, I \_\_\_\_\_ sing a lot. I wanted to be a singer, but I didn't sing very well.
2. When I was 10 years old, I \_\_\_\_\_ act a lot, I wanted to be an actor, but I didn't act very well.
3. When I was 12 years old, I \_\_\_\_\_ run a lot, I wanted to be athletic, I \_\_\_\_\_ train very hard.
4. When I was 14 years old, I \_\_\_\_\_ cook a lot, I wanted to be a cook, but I didn't cook very well.
5. When I was 18 years old, I \_\_\_\_\_ sleep all day, I was very lazy, but one day.

## Lesson plan II

**TOPIC:** Who wants to save the planet?

**LEVEL:** Intermediate IV

**SKILLS:** Listening, Speaking, Reading, Writing.

**LANGUAGE COMPONENT:** Vocabulary, grammar (Used to, in questions)

**TIME:** 1 hour

**RESOURCES AND MATERIALS:** Video (Earth song: Michael Jackson) worksheets with the lyrics and board.

**LEARNING STRATEGIES:** Meta cognitive strategies such as Centering your learning , arranging and planning your Learning , Evaluating your Learning

### **OBJECTIVE:**

To develop social skills through interaction based on the use of “used to” in questions and Collaborative Learning strategies.

### **SEQUENCE OF ACTIVITIES:**

First step: “Team Practice From Common Input- Skills Development and Mastery of facts” With special input to introduce the topic with a specific question (What is the pollution?) to create a meaningful context through brainstorming

Second step: a specific question will be provided (Used to) How did the earth use to be 50 years ago? in order for the students to produce output.

Third step: **AFFINITY GROUPING**. Students will work in pairs regarding their desire, friendship and empathy to create an excellent environment, then **TWO TIMES FOR DEBATES** after watching the video song, one learner will tell his partner the topic about the video using “Used to”. A debate will be organized about the topic of the video song with the same question to be discussed.

Fourth step; *Think Pair- Share*. In this step the lyrics will be provided with the song to be filled out looking for verbs in past tense into it. The students will hear the song twice.

**ASSESSMENT:**

REPORTING: numbered heads will be used as a activity that is why the group will be mixed to report possible solutions to take care of the planet; Possible solutions will be asked at least five for each group, finally, the learners will share with the whole class

### Lesson plan III

**TOPIC:** Sarah had a problem

**LEVEL:** Intermediate IV

**SKILLS:** Listening, Speaking, Reading, Writing.

**LANGUAGE COMPONENT:** Phrasal verbs, spelling (Phrasal)

**TIME:** 1 hour

**RESOURCES AND MATERIAL:** A reading will be used as material

**LEARNING STRATEGIES:** Compensation Strategies such as Guessing Intelligently in Listening and Reading, Overcoming limitations in speaking and writing.

**OBJECTIVE:**

To identify the phrasal verbs in a real context within a social environment.

**SEQUENCE OF ACTIVITIES:**

First step: *Random Grouping*. Students will be organized according to the attendance list to promote social skills.

Second step: learners will read the short story and discuss their point of view about the problem in the story, and the identification of the phrasal verbs in the text according to the context.

Third step: Students will use a scanning strategy to first identify the phrasal verbs and get the meaning by themselves through the feedback and the negotiation of meaning that they get.

**ASSESSMENT**

At the end of the class learners will have to invent a story using the phrasal verbs already studied and *report orally*.



Making it up Phrasal verb stories

### **SARAH HAD A PROBLEM**

For a long time Sarah wanted to go out with a very handsome man called James, and then one day he turned up at her door. Just like that! She asked him in. James took his coat off and sat down. Then he explained that while driving past her house his car broke down. It was outside.

Sarah said James could call out a mechanic and she looked up the nearest garage in the phone book. She offered him a cup of tea. He accepted. But then she realized there was no milk. We've run out of milk she said and popped out to buy some more.

While Sarah was away the mechanic turned up. He got on with mending the car and James watched. When it was mended James got in his car and drove away.

In the shop Sarah suddenly remembered her little baby sister who she was looking after was at home. She ran back to the house and saw that James had left. Her little sister was crying inside, and she had no keys!

University of Nariño

Matches the following Phrasal Verbs.

- |             |  |
|-------------|--|
| 1. Take off | A. Switch on, Light up.  |
| 2. Wake up  | B. To stop trying to do.   |
| 3. Give up  | C. To stop talking.  |
| 4. Hung up  | D. Prevent from entering or do not enter a place, stay outside.          |
| 5. Go back  | E. to fix or attach at an appropriate angle or object.                   |
| 6. Hand out | F. To return a place.  |
| 7. Keep out | G. To get up from the bed.   |
| 8. Turn on  | H. to distribute freely or to Deliver.                                   |
| 9. Make up  | I. To leave the ground and begin to fly.                                 |
| 10. Shut up | J. Substances used by women specially to make the faces more attractive. |

## Lesson plan IV

**TOPIC:** Guess what?

**LEVEL:** Intermediate IV

**SKILLS:** Listening, Speaking, Reading, and Writing.

**LANGUAGE COMPONENT:** Vocabulary, pronunciation, grammar (phrasal Verbs II)

**TIME:** 1 hour

**MATERIAL AND RESOURCES:** Pictures on a T.V and board

**LEARNING STRATEGIES:** Memory Strategies such as Creating Mental Linkages, Applying images and sounds, Reviewing well, Employing action.

**OBJECTIVE:**

To associate the meaning of phrasal verbs with the images according to the context in order to create meaning in an oral and social environment.

**SEQUENCE OF ACTIVITIES:**

First step **THINK- PAIR SHARE**. Different pictures will be shown to the whole class to refer to the “Phrasal Verbs” to be analyzed and discussed by the students.

Second step: **ONE MINUTE PAPERS**. Students will comment on a series of questions according to the pictures and context (what is the meaning of each one?) this activity focuses on the content. Feedback about phrasal verbs in the images will be provided by teachers.

Third step: **SOLVE- PAIR SHARE**. Learners will have to go to the board, and give examples making sentences with the phrasal verbs already shown.

Fourth step: **PROXIMITY GROUPING**. Students will get in pairs with their neighbor in order to avoid indiscipline. The groups are mixed to develop a matching activity. Learners have to join the phrasal verb with the correct meaning in a conversational environment.

**ASSESSMENT:**

*Three step interview.* Top show interview: one learner is going to be the interviewer meanwhile the other three students are going to be the interviewees. Each group will have a particular topic: Rock stars, actors, Soccer players and models.

## Lesson plan v

**TOPIC:** The Company

**LEVEL:** Intermediate IV

**SKILLS:** Listening, Speaking, Reading, Writing.

**LANGUAGE COMPONENT:** Vocabulary, grammar, pronunciation

**TIME:** 1 hour

**RESOURCE AND MATERIAL:** a video (How they do it).

**LEARNING STRATEGIES:** Social Strategies such as Asking questions – Cooperation with others – Empathizing with others.

### **OBJECTIVE**

To create a company through Collaborative learning in order to improve the oral performance, this lesson will include the Knowledge acquired by the students in the previous lessons.

### **SEQUENCE OF ACTIVITIES:**

First Step: a video from discovery channel (How they do it) will be shown, in order to present to the students

With an example that they can follow, or adapt to carry out their task.

All members of each group contribute their thoughts, ideas, knowledge and so on, in order to create their own Company.

Second Step: Students will create groups through *Affinity Grouping*. The students will organize their groups of four persons freely, regarding their desire, friendship and empathy to create an excellent environment for working.

Third step: specific roles for each member of the groups will be assigned.

Fourth step: Collaborative Project. In a Roundtable, Students will discuss the parameters of the Company and its creation: Profile, Products, costs, How to get a job? What do they create that company for?

## **ASSESSMENT**

Learners will present the company to the class as if they were laundering, the company.


# KET (Key English Test) 1

The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a bookshop.

*Candidate B, here is some information about a bookshop.  
Candidate A, you don't know anything about the bookshop,  
so ask B some questions about it. Now A, ask B your questions  
about the bookshop and B, you answer them.*

**Candidate B - your answers.**

**WORLD BOOKS**  
212 Main Street



**Largest bookshop in the country**  
*Get your travel books here*

Monday – Saturday 10.00 am – 8.00 pm  
Sunday 12.30 pm – 8.00 pm

**Tel: 724 399**

**Candidate A - your questions.**

**BOOKSHOP**

- ◆ address ?
- ◆ big / small ?
- ◆ closed / Sundays ?
- ◆ sell / travel books ?
- ◆ telephone number ?

# KET (Key English Test) 2

## Part 2 3 - 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered questions, they change roles, as in the example below.

### Example

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

*Candidate A, here is some information about a museum.  
Candidate B, you don't know anything about the museum,  
so ask A some questions about it. Now B, ask A your questions  
about the museum and A, you answer them.*

*Candidate A - your answers.*

**SANDON AIR MUSEUM**



More than 70 aeroplanes to look at  
**OPEN DAILY 10 am - 6 pm**  
Shop with books and postcards  
Large free car park

Tickets: Adults £8.00  
Students £5.00

*Candidate B - your questions.*

**MUSEUM**

- ◆ what / see?
- ◆ open / weekends?
- ◆ student ticket? £ ?
- ◆ car park?
- ◆ buy / postcard?

There is a variety of acceptable questions which may be produced using this material. For example:

*What can I see at the museum?*

*Is it open at the weekend?*

*How much is a student ticket?*

*Is there a car park?*

*Can I buy a postcard there?*



## **PRE- TEST AND POST TEST**

Universidad de Nariño (Centro de idiomas)

Level: IV

Time: 2 hours

Objective: To identify the background knowledge in order to diagnose the level of the oral proficiency in the students, taking into account, vocabulary, grammar, fluency and pronunciation.

Procedure: Using a natural conversation with easy questions. For this pre- test, we use 27 students between 12 and 15 years old

It consist of 10 questions, there aren't specific answers where the students have the freedom to answer them. The student's answers will analyze to establish the four categories: grammar, pronunciation, fluency, and vocabulary according to their level.

Questions:

1. Would you like to say something about your family?
2. What do you do in your free time?
3. What was your first school?
4. What kind of hobbit would you like to keep practicing more?
5. How do you spend your day?
6. What kind of plans have you made for vacations?
7. What would you like to do for Christmas?
8. What do you thing about the carnivals in Pasto?
9. What kind of music have you heard?
10. What do you think about your current teacher?

The evaluation rubric will measure oral proficiency in oral pre-test and oral post - test  
INTERMEDIATE

CATEGORY	4	3	2	1	score
Grammar	Grammar covered in class was used to communicate effectively.	A few minor difficulties arose from not using the grammar studied in class.	Grammatical errors led to many minor difficulties or one major breakdown in communication.	Grammatical errors severely hampered communication.	AB
Vocabulary	Vocabulary studied in class was used to express ideas eloquently.	A few minor difficulties arose from not using appropriate vocabulary.	Some difficulties arose due to limited vocabulary and/or bad diction.	Communication was severely hampered due to lack of vocabulary.	
Fluency	Student acted as a facilitator, helping the conversation flow and develop.	Some minor difficulties maintaining the conversation were evident.	Some effort was required to maintain the conversation. There may have been a few long pauses.	Much effort was required to maintain the conversation. There may have been many long pauses.	
Listening	Student responded to questions with appropriate answers, acknowledged all statements, and incorporated them into the discussion.	Student responded to most questions, acknowledged most statements, and incorporated many of these into the conversation.	Student failed to answer some questions appropriately OR failed to acknowledge some statements and incorporate these into the conversation.	Student didn't understand or ignored most questions and statements. Student may have been using notes.	
Voice and non-verbal communication	Pronunciation was clear and inflection and expressions were used to enhance communication.	No serious problems arose, but better pronunciation, inflection, and/or non-verbal communication could have made communication more efficient.	Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or expression. Student may have been difficult to hear.	Pronunciation, inflection, and/or expression confused communication. Student may have been very difficult to hear.	

(<http://www.eslgo.com/quizzes>) (¡Error! Referencia de hipervínculo no válida.eslquizzes.)

ESL oral exam evaluation grading rubric - TESOL TESL TEFL speaking test assessment