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The Use of Cooperative Language Learning for Improving the Oral Production through
Authentic Materials in Tenth Grade Students at Escuela Normal Superior de Pasto.

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COOPERATIVE LANGUAGE LEARNING AND ORAL PRODUCTION

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NOTA DE RESPONSABILIDAD

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Nota de Aceptación

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Resumen

Este documento está dirigido a conocer los efectos del uso del enfoque del aprendizaje de idiomas cooperativo y los materiales auténticos en un aula de inglés como lengua extranjera para mejorar la producción oral en un grupo de estudiantes. En los últimos años, una serie de estudios ha demostrado que el aprendizaje de idiomas cooperativo, al ser un enfoque comunicativo, tiene resultados positivos en el desarrollo de la producción oral. El aprendizaje de idiomas cooperativo se puede respaldar con materiales auténticos, como lecturas, audios y videos en inglés, esos textos pueden ser elegidos por el investigador según los gustos de los estudiantes con el propósito de hacer que ellos se comuniquen oralmente sobre un tema con el que probablemente están familiarizados, lo que hace que las clases sean más interesantes y significativas para los estudiantes. Esta investigación puede tener repercusiones para la enseñanza de inglés como lengua extranjera debido a la posibilidad que éste brinda, ya que hace que los maestros tengan la oportunidad de aplicar el enfoque de aprendizaje de idiomas cooperativos en sus aulas. Por lo tanto, se mejoraría no solo la producción oral de los estudiantes, sino también las cuatro habilidades del idioma que son leer, escribir, escuchar y hablar en inglés.

Palabras Claves: Aprendizaje de idiomas cooperativo, materiales auténticos, producción oral, ventajas.

Abstract

This paper is intended to know the effects of using cooperative language learning (CLL) approach and authentic materials in an English foreign language (EFL) classroom for improving the oral production in a group of students. In the last years, a series of studies have demonstrated that Cooperative Language Learning, being a communicative approach, has positive results in the development of the oral production. Cooperative Language Learning can be supported by authentic materials such as readings, audios and videos in English, those texts can be chosen by the researcher based on the likes of the students with the purpose of making the students to communicate orally about a topic that they probably are familiarized with, making the classes more interesting and meaningful for the students. This research may have repercussions for EFL teaching due to the possibility that it brings, making the teachers have the opportunity to apply the CLL approach in the EFL classroom. So that, it would improve not only the oral production of the students, but also all four skills of the language that are reading, writing, listening, and speaking.

Keywords: Cooperative Language Learning, Authentic Materials, Oral production, advantages.

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Introduction

According to some researchers, oral production makes a great part of the process of learning a language. Nevertheless, teachers in Colombian public primary schools and high schools have to face the fact of teaching English to large classes. Since having a large number of students per classroom and a lack of teaching strategies helping teachers to use the language orally in the classroom, it might result in the no use of oral communication and students holding low confidence to use English orally and without interest in learning English. Thus, in the attempt of improving the oral production in the English classes, some strategies have been recommended, including the use of Cooperative Language Learning (CLL) and authentic materials. This paper analyzes the effects that these strategies mentioned previously may have if they are applied in a particular group of students of an English class, aiming to obtain positive results for improving the oral production in those students.

Chapter I: The Research Problem

This chapter describes the main problem on which this study is based. In this way, the description of the problem will be presented as well as the problem statement, general objectives, specific objectives, significance of the study and some limitations.

Description of the problem

In the Colombian context, there is a great issue in the process of learning English. First, students learn English as a Foreign Language (EFL), so they don't have direct contact to the language. Second, in most of the Colombian public schools and high schools, there is a large

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number of students per classroom affecting negatively the direction of the class. LoCastro (2001, cited by Sanchez and Obando, 2008) mentions three categories which she considers problematic regarding large classes and language learning. She says that there are difficulties carrying out speaking, reading, and writing tasks that is why she remarks that feedback is not enough for the students and correcting mistakes is something almost impossible to carry out. Additionally, as illustrated by Bastidas (1993), the lack of communicative activities in an EFL classroom would yield consequently to the lack of motivation to learn the target language. At this point, the question the learner would ask himself would be: If I am learning a new language, why am I not speaking?

When the researcher of this paper conducted his pedagogical practicum as a teacher at the Institución Educativa municipal San Juan Bosco, a public school, located in Pasto, Colombia, it was found that the students presented serious and relevant problems regarding the oral proficiency in English due to the quantity of students per classroom in addition to the short time available to teach the English classes, two classes a week of one hour and a half each. That meant that the teacher had to have a very good strategy for teaching a topic in order to make the students participate orally. Even though, it is quite complicated to achieve if the teacher listens one student at a time. The lack of participation in class as well as shyness when speaking in English presented by the majority of the students were indicators that it is necessary the use of a new strategy for making the students participate orally in order to overcome this situation.

Statement of the Problem

After studying some research on this area, it has been found that students of a foreign language context have some problems and limitations such as lack of vocabulary, pronunciation mistakes, lack of motivation to learn English, shyness, among others. It is a problem that is possibly being derived from the lack of strategies that teachers implement in their classes to make the students improve their oral production.

The research question for this study is: How would the use of Cooperative Language Learning and authentic materials improve the oral production in tenth graders at Escuela Normal Superior de Pasto?

Objectives of the Study

General objective

To use Cooperative Language Learning and authentic materials to improve the oral production in an EFL setting at Escuela Normal Superior de Pasto with a group of tenth grade students.

Specific objectives

- To identify the proficiency level to speak in English of tenth graders at Escuela Normal Superior de Pasto.
- To apply some oral activities using Cooperative Language Learning approach and authentic materials in the classroom.

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- To explain the effect of using those oral activities in the classroom with the students.

Significance of the Study

This research aims to understand the importance that the use of Cooperative Language Learning approach may have to improve the oral production in English in tenth-grade students at Escuela Normal Superior de Pasto. The objective is to generate a change in the direction of the English classes, to apply a different approach in order to increase the oral production of the students in class, and to explain if this strategy leads to the objective of this research or not.

Students do not feel comfortable speaking in English in front of a whole class and teachers. They think they are going to be judged because they do not think they are able to correctly pronounce words, or they think they do not have the vocabulary to express what they want to say. Why is this happening? It would be possible to say that it is happening due to the belief that students are seen as acquiring knowledge of language rather than communicative ability directly, and they simply passively acquire the new knowledge (Zhang, 2010).

The Cooperative language learning approach has demonstrated its effectiveness in the improvement of the oral production by means of interaction in a social group or community. Johnson & Johnson (1999) remark the positive impact that this approach has in the development of oral production and in the creation of interpersonal relationships. It is mentioned by Crandall (1999) and Kagan (1995) that group interaction assists learners in negotiating for more comprehensible input and in modifying their output to make it more comprehensible to others, it means that when students interact, they find that there is a necessity of vocabulary to express

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their ideas; using the Cooperative Language Learning they are going to have a context where they can practice what they learn in theory during a class.

Limitations of the Study

This research could present some difficulties in the development of the process. Thus, it is necessary to take into account the possible solutions to these inconveniences.

- The lack of ICTs (Information and Communication Technology) in the school would affect negatively the teaching process when the use of audiovisual authentic materials is necessary. A good quality speaker is going to be bought in order to make all the students listen clearly. It is known that in the Escuela Normal Superior de Pasto there are some audiovisual rooms, so it is necessary to ask for the permission to use one of these rooms in advance for watching videos.
- The lack of interest in students for learning a new language based on previous experiences could originate difficulties in the learning process if they are not willing to collaborate with it. For this purpose, it is necessary to have a good compilation of information that is going to contain topics of the students' interest, find a common topic of interest and start from the beginning gaining their interest in learning English.
- The students' lack of vocabulary is an inconvenience to develop oral activities in class. A solution for this problem would be that teachers provide students with a vocabulary worksheet related to each topic in advance for letting them know what the topic is about.

Chapter II: Theoretical Framework

This chapter aims at providing readers with a definition of Cooperative Language Learning and authentic materials; the influence of Cooperative Language Learning in other contexts, as a set of strategies to improve student's oral production in the classroom. This chapter also remarks some important studies that have been conducted in different contexts and settings in order to study the effectiveness of the application of such strategies in the classroom that serve as support for this research. The concept of oral production and some strategies to work with it are also discussed.

Literature review

Teaching a foreign language is a complex process that has overtime demanded researchers to develop some methods, approaches, techniques and the like to confront the lack of a specific strategy to make learners learn, aiming to facilitate their learning process. Most studies on the field of languages have demonstrated its usefulness in the improvement of one of the four skills: listening, speaking, reading or writing. The idea of this research is to gather the Cooperative Language Learning (an approach that in other research has demonstrated its effectiveness, improving the learner's skills in the communicative language, developing simultaneously social skills in the learners' lives) and authentic materials, with the intention of improving the oral production in the students. Researchers have carried out interesting investigations about Cooperative Language Learning and also about the use of authentic materials in the learning process in students.

Cooperative Language Learning (CLL)

According to Olsen and Kagan (1992, cited in Richards & Rodgers, 2001), Cooperative Language Learning is an approach defined as follows:

Cooperative Learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (p.8).

Slavin (1995) also mentioned that all cooperative learning methods share the idea that “Students work together to learn and are responsible for their teammates’ learning as well as their own”. He also emphasizes the use of team goals and team successes as he mentions that they can only be achieved if all members of the team learn the objectives being taught in class.

One of the main characteristics of Cooperative Language Learning is that it promotes interaction and communication between, both students and teachers. Since in CLL students are seen as autonomous learners and teachers as negotiators and facilitators, there are several opportunities to endorse comprehensible input and output in the classes, maximizing communication (Jia, 2003).

Origin of Cooperative Language Learning.

Cooperative Language Learning was mainly promoted and developed in the United States in the early twentieth century by the educator Jhon Dewey, the pioneer in the promotion of cooperation in learning in the classrooms. This approach was concerned with the idea of

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fostering cooperation rather than competition among the students avoiding traditional teacher-fronted models of learning (Richards & Rodgers, 2001).

Objectives of Cooperative Language Learning.

According to Johnson, Johnson and Holubec (1994, pg.2 cited in Richards & Rodgers, 2001), Cooperative learning is intended to:

- Raise the achievement of all students, including those who are gifted or academically handicapped.
- Help the teacher build positive relationships among students.
- Give students the experiences they need for healthy social, psychological, and cognitive development.
- Replace the competitive organizational structure of most classrooms and schools with a team-based, high-performance organizational structure.

However, the main objective of Cooperative Language Learning is to encourage the implementation of cooperation by means of group working avoiding setting individual goals for the learner but collective goals that are seen in consequence as a gain for the learner who improves (in addition of the main goal that is learning a language) critical thinking skills and communicative competence in a social environment set by the teacher but from which new topics would derive (Richards & Rodgers, 2001)

Advantages of using Cooperative Language Learning.

Some of the advantages of the Cooperative Language Learning are that like any other group work, it offers a relaxed environment in the classroom, while it also increases student

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motivation. Teachers provide students with opportunities to prepare their answers with time and to receive feedback not only from their teacher but also from their group members in a more familiar way, minimizing the fear of failure, maximizing oral participation in the classroom (Crandall, 1999).

Additionally, Jacobs (2002) remarks that “Cooperative Learning involves more than just asking students to work together in groups. Instead, conscious thought goes in to helping students make the experience as successful as possible” (p. 2).

Strategies and techniques to apply Cooperative Language Learning in the English classroom.

The Cooperative Language Learning, as it was defined by different authors previously, has noticeable positive aspects that would help in the learning process of the students, but also, Cooperative Language Learning has interesting strategies and techniques to make the students be involved in learning, in this case English. There are many language learning techniques that can be used while implementing Cooperative Language Learning in any subject matter and with learners of any age. According to Kagan (1994, cited in Jacobs & Loh, 2003), the process to do this is to choose a specific CLL technique and add more content to it, so that can be called a CLL activity. Techniques such as team jigsaw activity and speed dating activity are going to be of a great usefulness taking into consideration that they can be used with all types of learners.

Jigsaw method

Tewksbury (1995) describes the Jigsaw method as follows:

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Teams of students are assigned to investigate different aspects of the same problem or issue. Each team, might, for example, analyze a different but related data set or read an article on different aspects or viewpoints on the same topic. Once each team member thoroughly understands his/her team's aspect of the problem, new groups are formed, with at least one representative from each original team. Each individual then explains his/her team's aspect of the problem to the new group. In this way, every student learns every aspect of the problem. Each group then uses the combined information to evaluate a summary issue (p. 322).

Speed dating

According to Kennedy (2013), the concept of speed-dating originated in Los Angeles, California in 1999, it was invented by a rabbi to help singles in the Jewish community find a partner. Originally singles were given eight minutes together, to make an impression before moving on to the next potential partner. At the end of the rotation they wrote down who was attractive and who was not, and in the case of a good match contact details were exchanged. As a personal experience of the researcher of this paper, this activity was implemented by a professor in a course at the university level at Universidad de Nariño. It was an activity that allowed the students start a conversation about a specific topic without much inconvenience due to the fact that it was an activity given between two people. It would be an activity that could be implemented in the classroom and could be of a great benefit for the students for improving the oral production because they are not going to feel judged if they mispronounce a word or if they don't know how to say a word or phrase.

Definition of Authentic Materials

Authentic materials, according to Wallace (1992), are “Real-life texts, not written for pedagogic purposes” (p.145). They are therefore written for native speakers and contain “real” language. They are materials created to accomplish a social objective in the language context (Peacock, 1997). Harmer (1994, cited in Castillo et al, 2017) claims that “Learners can greatly benefit from authentic materials as these types of input help students improve their language production, acquire the language in an easier manner, and increase their confidence when using the language in real life situations” (p.92). Thus, the learners, being in contact with real texts, are going to feel more interested in learning a language to be able to communicate in real situations understanding additionally from a first-hand source other important factors that make part of a language that is the culture and the idiosyncrasy of that group of people.

Types of Authentic Materials.

Taking into consideration that authentic materials are texts, it is important to clarify that it is not referring to literally written texts. The importance of using authentic materials in the English classroom is due to its facility of acquirement. Currently, the resources for teaching by using authentic materials are available for everybody. One of the main sources for acquiring authentic materials is the Internet. It is a means that is easy to use and have a large variety of topics to develop in a class. A course book developed by the Sophia University Junior College Division (Oguz & Bahar, 2008) classifies the authentic materials into four categories: authentic listening-viewing materials, authentic visual materials, authentic printed materials, and realia.

Oral Production (Speaking).

“Oral communication is a two-way process between speaker and listener (or listeners) and it involves the productive skill and the receptive skill of understanding (or listening with understanding)” (Byrne, 1984, p.8). Thus, it implies that interaction exists between two (at least) or more people who try to communicate an idea or a message. It is also stated by Byrne (1984) that the development of oral ability is a good source of motivation for most learners if the teacher fosters this skill, by encouraging them to talk and remarking their positive advances.

Based on that statement and in people’s personal opinion, it is possible to affirm that speaking is one of the main and most important skills in communication. On the other hand, Bygate (1987) asserts that speaking is an undervalued skill in communication, considering that any person can speak and consequently they take for granted this skill. Contrary to this fact, not all people can write, having in consequence a higher concept of the writing skill in communication and consequently negative perspectives of the speaking skill. It does not mean that any of the skills is less than the other; in fact, every skill has its importance, so it is necessary to know about grammar, vocabulary and pronunciation (among others) to be able to speak a foreign language because the development of each skill (listening, speaking, reading and writing) demands and involves particular issues (Bygate, 1987).

Noticing the importance of speaking in the learning process of a second or foreign language, it is possible to state that improving the oral production in students would lead to an improvement of the interest and motivation in the learner.

Thereby, based on the information of the theoretical framework, it is possible to observe the construction of a link between the communicative language learning approach and the

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authentic materials. The purpose of making a cooperative classroom between CLL and authentic materials is creating a setting for learners in which they feel free to speak in English, a place where they need to use what they learn theoretically in class. Cooperative Language Learning has a significant amount of means by which the students, having the necessity of communicating with their classmates, are invited to acquire more resources to communicate their ideas in a natural way as they do it in their native language. In this part, it is where the use of authentic materials is necessary. Some learners may feel discouragement with the application of CLL in their classrooms due to oral production problems when learning English. Therefore, having texts of their interest may result in positive encouragement to learn.

Antecedents of the Research.

Eraso (2014) mentions Cooperative Language Learning (CLL) as a Positive Influence on Large Classes in an EFL setting. It is a research paper developed at the University of Nariño. This research illustrates the effectiveness of the Cooperative Language Learning approach in the teaching process involving some variables that allow the learner to develop social skills by means of interaction with other students where he or she has to achieve goals set by the teacher, avoiding competition and individuality but improving group working for achieving a collective purpose (Eraso, 2014). The implementation of this approach was positive on the learners in the way it motivated them to participate and create a sense of autonomy in their own learning process. It was reflected on the speaking skill taking into account self-monitoring when expressing their ideas, self-confidence, besides of the development of the value of listening to other ideas to compare them, analyze them and share individual points of view creating a good atmosphere between teacher and learners. In addition, this research paper indicates that the use of

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the Cooperative Language Learning is suitable to apply in large classes being another positive characteristic of this approach due to the Colombian context situation where teachers have to deal with large groups of learners.

Prieto (2007) in her paper *Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies* published by PROFILE journal aimed to improve the student's oral production at Colegio de Bachillerato Patria in Bogotá by using cooperative learning strategies, overcoming issues in learning such as lack of motivation as a result of non-interesting topics, low interest in group works and shyness for expressing themselves. Speaking activities such as Jigsaw, discussions, guessing games, exchange of opinions, interviews and problem solving were received in class with a positive enthusiasm among learners after the development of them because as it is stated by the researcher, initially the learners were skeptic about the development of the cooperative work and group work activities because in addition to some issues related to anxiety, it demanded a different way of working where they were the main actors in the learning process. As a result of implementing this research, learners demonstrated a high proficiency in oral production and satisfaction with the cooperative work that they developed in which they had to find topics that were of their interest, real life topics that allowed them to establish a real conversation, motivating them to continue in the learning process. This is a very interesting research that will enrich this investigation because it has been developed in Colombia; it takes into account some variables that some other researches may not have into account. Issues that are aware of the problematic of our country that would affect the good development of this research.

Oguzt and Bahar (2008) mention that it is essential the use of authentic materials in foreign language teacher training because it aims to develop teachers' skills making them apply an appropriate knowledge that could be adapted in real contexts with real students. Thus, it is important to take into account, when choosing authentic materials, all the features related with students' characteristics such as level, age, interest, needs, expectations and goals. All these aspects are important because authentic materials should be appropriate to be applied with learners including terms that can be more familiar for them. In fact, if learners find easier learning through authentic materials, they can find interesting the idea of interacting with each other and motivation will increase in the same way.

Chapter III: Research Methodology

In this chapter, the research paradigm will be discussed as well as the type of research, the techniques used for the data collection, the population, the sample and the setting. In the same way, the research procedure, the validation criteria and the ethical issues of this investigation are going to be described; at the end, some conclusions are going to be presented too.

Research Paradigm

The type of paradigm that will be used in the development of this research study is the qualitative research paradigm that according to Creswell (2014) "It is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p.32). In this way, this research will intend to know the effects of using a different strategy in a specific group at Escuela Normal Superior de Pasto with the objective of improving their oral production in the EFL classes by applying some oral activities such as speed-dating and jigsaw

activities. The researcher will analyze the process in the context where students are learning the target language by changing the activities or the texts (authentic materials) in order to gain the student's confidence to communicate their ideas.

This study will be focused on the qualitative paradigm which according to Williams (2007), "Qualitative research involves purposeful use for describing, explaining, and interpreting collected data" (p.67). The collected data from the students will take into account the context as well as the analysis of this data; it will be done from the particular to the general in order to facilitate the interpretation of the data.

Type of Research

The type of research in the present study is participatory action-research. It is defined by Celce-Murcia (2001) as "An approach to collecting and interpreting data that involves a clear, repeated cycle of procedures. The researcher begins by planning an action to address a problem, issue, or question in his or her own context" (p. 490).

This type of research will allow teachers to understand the psychological and linguistics factors that rise when students learn a language in an EFL classroom, and that affects their oral production. Hence, by implementing observation and semi structured interviews in classes with the students, the different factors mentioned previously will be analyzed. The action research takes place in this study when applying the action plan in which some oral activities such as team jigsaw activity and speed dating activity will be developed to improve their oral production. These activities are chosen because of the interaction they could develop in learners as well as the exposition to the language in a real context, where the learners have to use what they learn in

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class. Therefore, the mentioned activities will be implemented by the researcher in the EFL classes, in order to know what would be more suitable to improve the oral production in the students.

Population, setting and sample

Population

This research will take place at Escuela Normal Superior de Pasto, a Public High School in Nariño, Colombia, at the secondary section. This high school is located at Carrera 26 No. 9-05, La Aurora neighborhood, in Pasto. The population of Escuela Normal Superior de Pasto is integrated by 2860 students, 65 teachers from different subjects, and 30 people working in the administrative area, organized by gender with 1405 men representing the 48 % of the total population, and 1550 women representing the 52% of its population. Regarding the number of students in tenth grade, they are 201 students.

Setting

This research project will be developed in Escuela Normal Superior de Pasto, located at Carrera 26 #9-05, La Aurora neighborhood. This is located near San Felipe Church and Instituto Técnico Superior Industrial de Pasto. Neighborhoods around the institution belong to the stratum 3 and are considered as safe and quiet for the community. The institution has large green areas and soccer, basketball, volleyball fields, as well as cafeterias where students can practice different activities that contribute to the development of their skills.

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Regarding the infrastructure of the Escuela Normal Superior de Pasto, it has several classrooms that are suitable for the number of students; some computer rooms, an audio-visual room, an auditorium, a music room and a library. This institution has enough resources to satisfy the students' needs and the research needs.

Sample

The sample of the study will be students from tenth grade whose ages vary between 14 and 16 years old for a total of 34 mixed learners; it means 14 girls representing the 40% of the total sample and 21 boys representing the 60%. These students come from different neighborhoods around Pasto and belong to different economic strata that range between 1, 2 and 3 where 18 of the students belong to stratum 1, 12 of them to stratum 2 and 4 students to the stratum 3.

Research Techniques

Qualitative data consists of "Direct quotations from people about their experiences, opinions, feelings, and knowledge obtained through interviews; detailed descriptions of people's activities, behaviors, actions recorded in observations; and "Excerpts, quotations, or entire passages extracted from various types of documents" (Patton, 2002, p.4). Since the design of this research is qualitative, the data collection techniques to be applied are mainly the observation and the semi-structured interview.

Observation

Observation is one of the most important requirements in this research to collect information. Kothari's (2004) claims:

We often talk about participant and non-participant types of observation in the context of studies, particularly of social sciences. This distinction depends upon the observer's sharing or not sharing the life of the group he is observing. If the observer observes by making himself, more or less, a member of the group he is observing so that he can experience what the members of the group experience, the observation is called as the participant observation (p.96).

In this study the researcher will be observing if the students participate of the class facing the whole class, if they participate in small groups and to observe what is their evolution as the course advances. It is an interesting way to know the changes of attitude towards learning English, from the beginning of the application of this strategy to its end.

Semi-structured interviews

This study will apply semi-structured interviews that according to Harrell and Bradley (2009) need to use a guide with the respective questions and topics that researcher will cover during the interview, taking into account the order in which the questions will be asked to the students and collecting in detail the information obtained in a conversational interview. In this manner, this research will implement a semi-structured interview to inquire deeply into the topics that are of a great importance for the study in order to be analyzed and interpreted by the

investigator. Therefore, semi-structured interviews are important because they are covered with proofs that support the study with correct materials as Harrell and Bradley (2009) claimed “Probes that the researcher might use to ensure that complete and consistent information was received across different interviews” (p.27). In order to ensure that the assumptions that the researcher observes are correct, the best way to know what the learners are experiencing is asking questions directly to them.

Research Procedure

Taking into consideration that the researcher of this paper wants to develop the research in the Escuela Normal Superior de Pasto, the first step is to ask permission to the director of that institution through a letter, clarifying the importance of applying the research in the group of tenth graders. It is important to work with this specific group in this research because it is supposed that they have a wider experience learning English in comparison to other students of lower grades, and they do not have the responsibility of taking the Pruebas Saber 11 that is a national test that evaluates the knowledge acquired by the students at the end of their high school, and it is determinant in the transition of the students from high school to the university. The students who do not have a good grade point average in this test have lower opportunities to access to the public universities in Colombia, so it is important to work with this group of students.

After obtaining the permission of the director, the observation will take place; for this purpose, the first classes some volunteer students will be asked to stay during their break when they have a snack, the researcher will take something for them to eat and drink while they answer

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the questions of the interview. Observations will be made with the help of tools such as note-taking and audio recordings which will lead to the collection of preliminary data that will be studied later. The following step will be to observe the behavior of the students in the classroom, taking into consideration their participation and their oral production, identifying the symptoms, problems and possible consequences of this phenomenon. Based on the information found in the observation and interviews, the design of the methodology is going to be carried out. It is going to make the researcher to choose the authentic materials that could be interesting for the students, all the information is to be retrieved from the interviews and observation in the first days of class. The use of the authentic materials and Cooperative Language Learning will be used throughout the semester. During this process, the authentic material texts will be changed and strategies will be refined as the researcher deems it necessary to change. The findings are going to be analyzed at the end of the semester and a letter of appreciation will be sent to the high school, and to all the people who provided support during the development of this process.

Analysis and Interpretation Techniques

After having collected the data, it is necessary to analyze and interpret them through different qualitative techniques such as transcription, classification, tabulation, and triangulation that that might allow the investigator to carry out the purpose of the present research plan.

Transcription

Transcription is very connected with the interviews to analyze data. Duranti (2007, as cited in Davidson, 2009) defined transcription as “A translation or transformation of sound/image from recordings to text. The process is a selective one whereby certain phenomenon

or features of talk and interaction are transcribed” (p. 38). In this paper, transcription could be used as a transformation of the students’ answers recorded to a text in order to focus on certain interests of the students that could be ignored during the interview and that might be helpful to design the methodology of the course.

Classification

This paper will apply classification as a useful qualitative technique for interpreting the data collected during the research process to reduce them into small groups. Kothari (2004) states that classification is: “The process of arranging data in groups or classes on the basis of common characteristics” (p. 123). In this way, in order to make the process of designing the methodology of the course, the interests of the interviewed students and based on the observation made by the researcher, the data is going to be classified considering the viability to use authentic materials, and topics to be taught of the course.

Tabulation

Once the data is classified, it is important to apply tabulation in order to organize that classified information into a logic order. According to Kothari (2004), tabulation has been defined as “the process of summarizing raw data and displaying the same in compact form for further analysis. In a broader sense, tabulation is an orderly arrangement of data in columns and rows” (p.127). Therefore, Kothari mentioned that tabulation in a qualitative research is essential because it maintains space and reduces general information to a minimum, facilitating also the comparison process as well as the detection of mistakes and omissions.

In this way, this qualitative technique of analysis and interpretation could facilitate the flow of this research as it allows the investigator to organize the classified information with the characteristics mentioned before by Kothari, reducing the information obtained from the observations and interviews. Consequently, compare the data to detect mistakes that could emerge during the research development.

Triangulation

As a second step, after doing all the previous processes, it is necessary to apply the triangulation of data which consists on collecting, reviewing, and comparing all the results obtained from the observations and interviews. As a final step, all the collected data instruments and the techniques of analysis and interpretation provide the validity and reliability in this study as well as the participation of a professional advisor in research methodology who will guide the researcher during the development of the research process.

Ethical Issues

To carry out this research, it is important for the researcher to ask for permission to the principal or teacher in charge at the Escuela Normal Superior de Pasto. It is important to remark that the development of this study will be conducted with confidentiality in order not to cause any prejudice or damage to the participants of this research; students, teachers, or administrative personnel. It means that the researcher of this paper is not allowed to let any other person know about the personal information of the interviewed people in this paper unless the interviewed person authorizes it. In the same vein, all the people involved in this process are going to participate voluntarily. Once the process of data collection is completed, the researcher will send

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a letter of appreciation to the institution in which the research took place and to every person who helped in the process.

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Administrative Aspects.

Schedule.

ACTIVITIES	JAN	FEB	MAR	APR	MAY	JUN	JUL
Compilation of information for the researcher proposal through first interview							
Observation							
Design of the methodology							
Design and implementation of methodology based on observation							
Second interview							
Data collection							
Analysis							
Conclusions							

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Budget

ITEM	QUANTITY / CONCEPT	COST
Board markers	2	\$10.000
Board marker refill ink	2	\$20.000
Photocopies	800 copies	\$ 40.000
Bus transportation	90 tickets	\$ 144.000
Speakers	1	\$ 60.000
Snacks for the interviewed students during the first and second interview	Cookies and drinks	\$40.000
TOTAL		\$ 314.000

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ANNEXES

First learners' interview (Before applying CLL)

INTERVIEW No:	DURATION: 5 Minutes	DATE:
STUDENT'S NAME:	AGE:	GROUP:
<p>OBJECTIVE: : 1. To obtain information about the experiences that students have when learning English. 2. To obtain information about the experiences that students have when communicating orally in their English classes.</p>		
<p>NOTE: Dear learner, I am directing this interview in order to know your opinion about the use of oral English in the classroom, and its huge importance in developing one's oral production. Your answers are very important for the validity of the research I am undertaking. I hope you will give me full interest and attention. I really appreciate your collaboration.</p>		
<p>Section one</p> <p>General information</p> <ol style="list-style-type: none"> 1. Do you like English? Why? 2. In your opinion speaking in English is easy or difficult? Why? <p>Section two</p> <p>Oral production</p> <ol style="list-style-type: none"> 1. In your opinion, what is the meaning of oral production? 2. How good is your oral production in English? 3. Do you feel afraid of speaking in English? Why? 4. How often do you participate in the classroom activities? Why? 5. Do you feel satisfied in the different activities you perform in the classroom? Why? <p>Section three</p> <p>Likes and dislikes.</p>		

1. What do you like of your English classes. Why?
2. What don't you like of your English classes? Why?
3. What would you like to change of them? Why?
4. Mention three topics of your interest? Why did you choose them?

Direction of the course

1. What do you need to be more interested in learning English? Why?
2. What do you need to be more interested in speaking English? Why?
3. Do you think is possible to improve your oral production? How?

Thank you

Last learners' interview (After applying CLL)

INTERVIEW No:	DURATION: 5 Minutes	DATE:
STUDENT'S NAME:	AGE:	GROUP:
<p>OBJECTIVE: : 1. To obtain information about the experiences that students have when learning English. 2. To obtain information about the experiences that students have when communicating orally in their English classes.</p>		
<p>NOTE: Dear learner, I am directing this interview in order to know your opinion about the use of oral English in the classroom, and its huge importance in developing one's oral production. Your answers are very important for the validity of the research I am undertaking. I hope you will give me full interest and attention. I really appreciate your collaboration.</p>		
<p>Section one</p> <p>General information</p> <ol style="list-style-type: none"> 1. Do you like English? Why? 2. Has your interest in learning English changed recently? Why? 3. In your opinion speaking in English is easy or difficult? Why? <p>Section two</p> <p>Oral production</p> <ol style="list-style-type: none"> 1. How good is your oral production in English? Why? 2. Have you recently noticed any change in your oral production? Why? 3. Have you recently felt afraid of speaking in English? Why? 4. How often do you participate in the classroom activities? How often did you participate in the classroom activities at the beginning of this school year? 5. Have you recently felt satisfied in the different activities you perform in the classroom? <p>Why?</p>		

Section three

Likes and dislikes.

1. What did you like of your English classes this first semester of the school year? Why?
2. What didn't you like of your English classes? Why?
3. What would you like to change of them? Why?
4. Mention three topics you liked from the classes.

Direction of the course

1. What do you need to be more interested in learning English? Why?
2. What do you need to be more interested in speaking in English? Why?
3. What would you need to improve your oral production? Why?

Thank you

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OBSERVATION CHECKLIST

CHECKLIST No:	DURATION: 85 Minutes	DATE:		
CLASS No:	TOPIC:	GROUP:		
OBJECTIVE: Check the impact of some oral activities using Cooperative Language Learning and authentic materials in an EFL classroom.				
CRITERIA	ALMOST NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS
A. AT THE BEGINNING OF THE CLASS				
1. Do students look interested with the topic presented by the teacher?				
2. Does the teacher give an environment where students feel comfortable participating?				
3. Is the class planned correctly to allow the development of the tasks?				
B. DURING THE CLASS				
4. Do students interact with each other during the tasks?				
5. Do students present difficulties to work individually?				
6. Do students have difficulties to work in groups?				
7. Do students make questions about the topic?				
8. Do students answer the questions made by the teacher?				
9. Is it complicated for students to express their ideas when they participate?				
C. AT THE END OF THE CLASS				
10. Did students participate actively?				
11. Did students present autonomy for participating in class?				
12. Was the time enough to allow students interact in class?				
13. How many students did participate during the class? No. _____				

GENERAL COMMENTS

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