

Running head: COOPERATIVE LEARNING IN ENGLISH ORAL COMMUNICATION

**EFFECTS OF THE USE OF COOPERATIVE LANGUAGE LEARNING STRATEGIES
IN THE ORAL COMMUNICATION IN STUDENTS OF 6-1 GRADE, AT THE
INSTITUCIÓN EDUCATIVA MUNICIPAL INEM, PASTO.**

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**Effects of the Use of Cooperative Language Learning Strategies in the Oral
Communication in Students of 6-1 grade, at the Institución Educativa Municipal INEM,
Pasto.**

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NOTA DE RESPONSABILIDAD

Las ideas y conclusiones aportadas en este Trabajo de Grado son Responsabilidad de los autores.

Artículo 1 del Acuerdo No. 324 de octubre 11 de 1966, emanado por el Honorable Concejo Directivo de la Universidad de Nariño.

Nota de Aceptación:

Firma del Presidente del Jurado

Firma del Jurado

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Resumen

Al pensar en los desafíos que enfrentan los estudiantes para aprender inglés como lengua extranjera, la realización del conocimiento en forma oral siempre se tendrá en cuenta como evidencia de que los estudiantes han adquirido los conocimientos básicos en gramática, sintaxis y pragmática. En este sentido, con respecto a las participaciones orales y presentaciones en clases de inglés desarrolladas por los alumnos; el siguiente trabajo se centrará en analizar las debilidades y fortalezas que presentan los estudiantes, y posteriormente los efectos producidos por el aprendizaje cooperativo de idiomas (CLL) después de implementarse como una estrategia para fomentar la participación y mejorar el rendimiento de los estudiantes en actividades orales.

Asimismo, se describirán las posibles causas de debilidades orales en inglés y cómo algunas actividades orales posiblemente produzcan cambios en los estudiantes y profesores de manera positiva por medio de actividades grupales orales desarrolladas para mejorar no solo la pronunciación, fluidez sino también su interacción entre los alumnos y el docente, haciendo uso del conocimiento del inglés basado en situaciones de la vida real. Finalmente, ha propuesto una actividad de rompecabezas como un ejemplo de tareas entrantes para desarrollar durante esta investigación.

Abstract

Thinking about the challenges that students face in learning English as foreign language, knowledge realization in oral form will always be taken into account as evidence that learners have acquired the basic knowledges in grammar, syntax and pragmatics. In this sense, with respect to oral participations and presentations in English classes developed by the students; the following work will be focused on analyzing weaknesses and strengths that learners present, and posteriorly the effects produced by cooperative language learning (CLL) after being implemented as a strategy to foster participation and improve students' performances in oral activities.

Likewise, it will be described the possible causes of oral English weaknesses and how some oral activities possibly produce changes to students and teachers in a positive way by means of oral group activities developed in order to enhance not only the pronunciation, fluency but also their interaction between learners and teacher as well, making use of English knowledge based on real life situations. Finally, it has proposed a jigsaw activity as an example of incoming tasks to develop during this research.

**Effects of the Use of Cooperative Language Learning Strategies in the Oral
Communication in Students of 6th-1 Grade, at the Institución Educativa Municipal INEM,
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INTRODUCTION

Through the process of teaching and learning English, different strategies have been included in classrooms in order to develop oral communication in a better way; one of the most relevant strategies has been the Cooperative Language Learning (CLL), due to the fact that it tends to create a suitable environment where learners can improve their oral communicative competence in English, developing group tasks related to real situations.

As far as communicative activities is concerned, at least a certain amount of students do not feel ready to perform to a substantial degree the knowledge that they have acquired in terms of grammar, syntax and pragmatics of the English language. Consequently, this lack of confidence along with the fact that learners are assessed by their teacher and are judged by the rest of their partners contributes greatly to the failure of many learners.

After having analyzed the strengths and weaknesses of English learners, cooperative work will be implemented in an experimental group to promote participation in oral activities and a better performance in their presentations in English as a foreign language. Furthermore, it will also be crucial to find out all those effects that are produced by CLL as a strategy of teaching in order to determine if implementing oral group work will provide possible solutions for students who present difficulties in performing oral presentations or at the time of participating in oral activities, expecting that through support between learners (cooperative work), students will be able to gain self-confidence, become less anxious, and to get better outcomes in their oral participations and presentations.

Chapter 1: Scientific Aspects

This chapter will check out problem description selected to develop the present research study. In this instance, problem description, objectives, signification of study and limitations will be described to contextualize the theme of this study.

Problem Description

Students of the Institución Educativa Municipal (IEM) INEM, Pasto display low performance in executing oral communicative competence in the English language, due to factors such as the use of some strategies that do not provide students with an efficient and an effective development in oral communicative competence which leads to a lack of self-confidence when learners are being scored by teachers or mainly by the rest of the students.

Nowadays, in classes, the teachers are primarily responsible for their students learning; that is why it is worth mentioning that much of the knowledge acquired by the student is provided by the teacher-students interaction in a trustworthy context. However, this interaction is affected when teachers focus on teaching only some branches of the language as grammar or syntax and not on how learners can use these branches in task related to real situation of oral communication; therefore, lack of application of strategies to develop oral communicative skills in English makes it a major problem that involves students and their school context. As a result of this, students do not achieve a significant performance in their oral participations or oral presentations, getting bad scores which leads to a decrease in their motivation to learn English.

Problem Formulation

What are the effects of the use of Cooperative Language Learning strategies in the English oral communication in students of 6th grade in the IEM INEM, Pasto?

Sub-questions. What are the weaknesses and strengths in the oral communication in English of the sixth-grade students in the IEM INEM?

What is the level of achievement that the students have at the end of the implementation of the Cooperative Language Learning strategies?

Objectives of the study

General Objective. To analyze the effects of Cooperative Language Learning strategies in the English oral communication of students of 6th¹ grade in the IEM INEM, Pasto

Specific Objectives. To diagnose the students' weaknesses and strengths in their oral communication skills by means of a pre-test.

To reflect on the preliminary results gathered during the application of Cooperative Language Learning strategies.

To identify the level of achievement that the students have, through a post-test, at the end of the implementation of the Cooperative Language Learning strategies.

Significance of the study

According to some studies carried out by EF (Educational First) annually, almost 72.6% of the students in Colombia are in levels A and A1 (the lowest levels). EF highlighted that Colombia went from position 57 to 49 in the sixth version of the index and that it has shown a positive trend during the last years in which it has improved 5.64 points in its English domain.

Taking into account the previews information, bilingualism national plan has been proposed some strategies to enhance oral skills in English learners. They are mostly related by to communicative approaches in terms of learners be able to express themselves in real situations.

In this sense, according to a study carried out by Zhang (2010), Cooperative Language learning strategies may help to learners “To promote productivity and achievement and providing more opportunities for communication. When connected with foreign language learning, it shares the same basic set of principles with the widespread Communicative Language Teaching”.

That is why this research will be focused on analyzing information collected before, during, and after the application of CLL as a communicative strategy to describe all possible changes in students who present a lack of self-confidence or anxiety in performing oral activities. Likewise, through the implementation of group work strategies in English classes, a fostering in oral expression may take place not only in academic achievements of the students, but also in their social relationships in terms of acceptance by their classmates.

The findings of this research may bring on effects both in learners and teachers in terms of being aware of the students’ learning and also in the fact that teachers could take in CLL as a learning strategy to foster the English performance through oral group activities in which students practice what they have learnt; it may be also seen as a guide to introduce new communicative activities of teaching such as pairs check which can improve phonetics, phonology and pragmatics related by to real life tasks.

Firstly, through this process, learners may be able to express themselves more confidently in their English oral presentations or participations through conversational classes developed in group activities such as three step interview or jigsaw activities. Secondly, within this study the most relevant aspects of student’s performances in oral activities will be observed and analyzed before and after having implemented CLL in order to gather information which could be took into account by teachers in next classes to provide learners with well-organized environments of

English learning with activities focus on interaction or communicative real life tasks.

Furthermore, as it is applied within group circumstances with known classmates, students likely will feel more secure to share thoughts, opinions and feelings with their teachers and classmates, making significant progress in terms of oral performance and social life at group level.

Additionally, oral interventions of students outside the classroom may be improved; even learners probably will strengthen personal relationships into the classroom which can possibly affect their social context making them more capable to interact with the use of their mother language. In closing, incoming changes may not only affect their academic context, but also their social and professional life in an extended future fostering learner's interaction a long their high school years.

Limitations

The most relevant limitations that could possibly be faced in this research are: First, time to gather enough data to consolidate results of this study. In this sense, this study can face interruption of activities because of institutional festivities or events. Another important limitation is the accuracy in the data collection through the pre-test and post-tests because it could present absence of some learners, which means that data do not reflect enough information to measure statistically. However, it is possible to find a way to deal with these inconveniences; for instance, the lost classes will be replaced to have enough data to support the objective of this study.

Chapter Two:

Theoretical Framework

This section includes the most relevant literature related to the study about the communicative competence, oral skills, and the cooperative language learning approach; in addition, some research studies conducted at local, national and international level will be reviewed at the end of this chapter.

Conceptual Framework

Speaking skill

What it is mainly concerned with here is to define Speaking. Thus, it could be said that it is a demanding skill when learning English because by means of this, it is one way in which learners can materialize what they have learnt. In this sense, Levelt (1993) says, “Speaking is, moreover, one of our most complex cognitive, linguistic and motor skills. Articulation flows automatically, at a rate of about fifteen speech sounds, while we are attending only to the ideas we want to get across to our interlocutors” (p.14). Alike, Torkey (2006) explains, “Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints” (p. 13).

Oral communication in classroom

To understand how oral communicative competence can be improved, it is necessary to know what the role of oral production in current English learning environments is. Common English classes often do not have oral activities developed in groups; they are mostly developed individually in order to assess what has been taught or simply to know what learners think about

a specific topic. Considering this fact, it could be said that learners are always expected to perform what they have learnt, which in turn means that they need to use all their knowledge of grammar, syntax, semantic, and pragmatic rules to put into practice what they want to communicate in oral way. However, in some cases, some of the learners do not achieve a sufficient level of fluency or are not able to articulate ideas in a good way because of factors such as a lack of confidence and a sense of judgment by teachers and the rest of the students.

In other words, learners who have problems of transmitting any information orally can become frustrated or lose their confidence which can affect their academic aims as well as their social life. Therefore, if individuals are assessed according to the use of components of language and the knowledge of topics while they are speaking, what would be the expectations of learners who do not want to participate or if they participate, in doing so, they do it poorly? The lack of self-confidence to share opinions and answers with teachers and partners is a crucial factor to communicate effectively in another language. In a study carried out by Tsiplakides (2009), it was found that, “Anxious students feared that mistakes in speaking activities would destroy their social image as able students” (p.03).

Issues in oral communicative competence in English classrooms

Not all learners have problems in realizing what they know in English, but many of them experience a variety of feelings and emotions while they are speaking; for instance, fear to answer properly, anxiety which leads to fail in articulation of phrases, and less self-esteem at the end of their failed participation. Additionally, they must face other problems such as lack of the communicative strategies applied by the teacher due to the fact that they pay less attention to communicative competences because they only are focused on writing and reading skills. As reported by Littlewood, Li, & Carless, cited by Hassan (2015) “Teachers do not have enough

confidence to conduct any communication activity in schools because they themselves do not consider themselves proficient to engage with students in communication according to their needs” (p. 02).

In addition, it is well-known that in current settings there are some teachers who are not prepared to teach English; as a consequence of the context, teachers of other areas teach English and they ignore appropriated strategies to teach a foreign language. In closing, due to the factors mentioned before, possibly some learners do not develop speaking skills, making them prone to receive bad grades and creating uncomfortable social environments inside and outside the classroom.

Competitiveness and individualism tasks in English classrooms

It is noticed that in the majority of English classrooms the competitiveness is present, but it is not beneficial for learners because while ones celebrate good grades, others get blamed for their failures. So, only a few students are able to achieve their goals, yet others lose interest and concentration whilst they learn English. As a result of this, some learners perceive school as a place where competition takes place providing students who are less confident with negative experiences (Johnson, Johnson, & Holubec, 1994).

In regard to teachers, applying common individual activities such as; reports or essays of a topic can develop individualism which means that progress of the class can be evident in particular cases, but it is not fully developed within the whole group. That is to say, it will not allow the class to become a heterogeneous group in terms of achieved goals. Therefore, teachers will possibly take into account people who want to participate or get good grades, and the rest of the students can be skipped (Johnson, Johnson, & Holubec, 1994).

Clearly, Teachers can be assessed according to the progress of the class, but what is the objective when only a few students are performing the best of their knowledge while others are not able to do it? Teachers can often feel frustrated because it is a teacher's duty to keep a learning and motivation balance in the classroom.

Theoretical Framework

Cooperative Language Learning (CLL)

In classrooms, learners have distinguishable ways of learning, so CLL is one of the expository ways in which students perform the target language. Thus, as reported by Gillies (2007), "Cooperative learning involves students working together in small groups to accomplish shared goals", (p.01). Alike, Johnson, Johnson & Smith (2014) set that "Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning" (p. 03). In this way, working together, learners have the chance to empathize with teammates because they can develop oral activities, using informal language what allows them to feel confident to express their ideas without fear of being judged. In other words, learners just begin to interact freely by being in contact with classmates without taking into account scores. Thusly, it is expected that CLL be a bridge that connects the production of language with the acceptance of making mistakes by learners, ending with an important increase in the level of confidence in the presentation of oral activities.

Probably, CLL is not a solution for all problems that learners have while they are speaking in English activities; nevertheless, if learners take time to do activities in groups, they can be more connected with teammates, which means that they are going to gain self-confidence to perform oral tasks, even knowing that they are scored by teachers.

Types of Cooperative Learning

In cooperative learning, different ways can be found in which cooperative activities can be further developed. Johnson, Johnson, & Holubec (1994) set the following,

Formal Cooperative Learning

Formal cooperative learning is students working together, from one class period to several weeks, to achieve shared learning goals by ensuring that they and their groupmates successfully complete the learning task assigned.

Informal Cooperative Learning

Does the use of cooperative learning mean that teachers can no longer lecture, give demonstrations, show films, or use videotapes? No.

Lectures, demonstrations, films, and videotapes may be used effectively with informal cooperative learning groups in which students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period.

Cooperative Base Groups

Are all cooperative learning groups temporary, lasting only for a short period of time? No.

Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership that last for at least a year and perhaps until all members are graduated. (Paragraph, 18, 19, 20)

Applicable Strategies of Cooperative Language Learning

As for cooperative learning in English classes, different activities can be integrated. Nevertheless, it depends on the approach of what teacher wants to foster. In this sense, there are strategies such as:

- ✓ Round-robin which consists on each learner shares something with the rest of classmates.
- ✓ Roundtable in which each learner writes in a paper one answer and pass around the teammates to organize a full response to share finally with the rest of the groups.
- ✓ Jigsaw activity which is described by Kagan (1989) as “Each student on the team becomes an “expert” on one topic by working with member from other teams assigned the corresponding expert topic. Upon returning to their teams, each one in turn teaches the group; and the students are all assessed” (p, 14),

they are multifunctional because they allow learners to develop social skills giving them the chance of getting self-confidence at a time to share thoughts about a specific topic by collecting new information, assessing the knowledge and getting acquired with teammates (Kagan, 1989).

It is often claimed that all activities that expose learners to share ideas in oral way contribute to intellectual and social development because learners are going to practice their English knowledge in front of their teammates and later with the rest of the class. In addition, with the participation of teammates, learners can lose attention in making mistakes while they are speaking. That is to say, learners pay attention to expose their ideas and not to be judged by teachers (Kagan, 1989).

In this way, a variety of group activities can be included in English classes; for instance, jigsaw or roundtable which can foster self-confidence just by involving learners in communicative environments with their teammates, reducing the anxiety of being graded (Kagan, 1989).

Benefits of including cooperative learning in English classrooms

As for benefits of cooperative learning, group activities and how they can affect to the learning process positively will be looked at in this section. First of all, group activities benefit students in terms of accomplishing academic goals and strengthening interpersonal relationships due to development of social skills as Johnson, Johnson, & Smith (2014) mention, “(cooperation) results in promotive interaction as individuals encourage and facilitate each other’s efforts to learn” (p. 04). In addition, due to the development of social skills, learners can be more sociable and increase their self-esteem, which means that the learners look at English classrooms as a safe learning environment where they can participate in an active way, interacting and expressing their ideas without fears or frustration. By doing so, this helps the whole group to achieve better outcomes in performing what they have learnt (Jenkins, Antil, Wayne & Vadasy, 2003).

There is no doubt that the learners, when they become more self-confident, try to participate even making mistakes in terms of vocalization or pronunciation. The idea is to allow students to be able to communicate what they have learnt in an oral way and also give them the opportunity to be able to solve social difficulties by working in teams. Thus, they are therefore ready to contribute to achieving goals within groups; using their knowledge in syntax, grammar and pragmatics to develop reflection, critical thinking; and sharing opinions about tasks given.

Related Research

In terms of previous studies, it is often said that depending on the circumstances of the context in which cooperative activities are developed, CLL can produce effects in language learning positively. In this sense, the study “The application of CLL through project work”, from LINGUISTICS AND LANGUAGE DEPARTMENT, University of Nariño, Pasto 2013, written by Dolly Cardenas Delgado and Oscar Getial de la Cruz, shows that the implementation of project work has produced a high degree of participation, improving also mechanisms such as vocalization and self-confidence due to the fact that learners are more calm while they share opinions or thoughts to the rest of their partners. Likewise, it describes how learners could interact with their classmates through group activities by practicing what they had learnt in their previous lessons.

Additionally, this study concludes that cooperative language learning through project work not only improves academic performances, but also contributes to creating a well-organized learning environment, teaching students to look for a solution for tasks based on solving problems and discussions. In addition, this research sets that the project work contributed a lot in the social environment because it promotes strong relationships between learners of a high level of aggressiveness.

Another important study: “Effects of cooperative learning in the academic performance of 5th grade learners of foreign languages” written by Gonzales Reguera, at Faculty of Sciences of Education and Humanities Iquitos, Peru, shows that the effects of CLL over the performance of oral presentations in English has a slight increase in terms of pronunciation and fluency. In this research, pre-tests and post-test were used at the beginning and at the end of the process

respectively in order to determine the impact of CLL, concluding that learners were able to have more participation in spoken activities such as check pairs, roundtables or group discussions.

There is no doubt that at the moment the learners become more self-confident they try to participate, even making mistakes in terms of vocalization or pronunciation. The idea is to allow students to be able to communicate what they have learnt in oral way, and also give them the opportunity to be able to solve social difficulties by working in teams. Therefore, they are ready to contribute in the achievement of goals within groups, using their knowledge in syntax, grammar, and pragmatics to develop reflection, use critical thinking, and share opinions about the tasks given.

Chapter 3

The Research Method

In this chapter, the used mechanisms to analyze the research problem will be explained in order to help readers to understand the presented information in the theoretical framework and in the rest of this study. It includes research paradigm, type of research, setting, population, sample, data collection techniques, and validation criteria.

Research Paradigm

With the purpose of describing the effects of cooperative learning in English oral communication, a post-positivism paradigm has been used in this study in order to analyze and provide readers an explanation of foundations of this research and changes produced by the implementation of cooperative learning in English settings; likewise, quantitative and qualitative methodologies will be used with the purpose of measuring data collection in statistical, social and behavioral way. In this sense, Aliaga and Gunderson cited by Muijs (2011) explain that quantitative research is “Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)” (p. 01). In other words, this kind of research allows measuring through the pre and post-test if CLL has had a positive or negative impact on learners with issues in English oral participations.

In addition, experimental research has been used in this study in order to determine possible effects caused by a implementation of cooperative language learning in English language students which allows manipulating the conditions of the independent variable. In this sense, this study will have a control group selected as basis and another group in which will be implemented the strategy of learning, so the evidence and validity can take place in it.

Setting

The Institución Educativa Municipal INEM-PASTO is the place where this study will be implemented. It is located in the AV. Panamericana, Cr n° 24, Sumatambo neighborhood in San Juan de Pasto city. Currently, it accounts with 3 entrances mainly. In this high school, 2 soccer fields, 2 auditoriums, a school restaurant and a broad physical plant are found, where at least 5 thousand learners of several subjects are registered.

Having regarded the Institutional Educative Project of INEM high school, it sets in its mission that one of its main objectives is to educate individuals integrally, focusing on humanistic, technologic, cultural, spiritual, educative, and sportive dimensions. In addition, all educative formation received by learners must be achieved by means of basic and social skills such as responsibility, efficiency, respect, and honesty. In this way, learners become prepared to be well with themselves in social contexts and for their professional life.

Population

The research process will be carried out in the Institución Educativa Municipal INEM; it is located in San Juan de Pasto city. In this case, the participants of this study will be 35 learners. This high school counts with 6,965 students from 6 to 18 years old; alike, it has 178 available teachers who are prepared in different areas. In terms of administrative people, 80 workers are available for this institution. To conclude, the population in this high school is of middle class.

Sample

In this instance, the 35 students that will participate in this research have the following organization based on age, gender and social class. First of all, the whole group of 35 students is divided into 15 girls, 7 of them are 10 years old and the last 8 are 11 years old; the other 20 students are boys divided into 3 groups according to the age, 10 of them are 10, other 8 boys are

11, and the last 2 boys are 12 years old. In terms of social class, the majority of learners belong to a middle class. Beside of the students, Juan Guillermo Lopez who is the School principal, Rafael Santacruz who is the academic coordinator, and Ana Lucia Perlaza who is the advisor and students welfare coordinator will participate in this research project.

Research procedure

As point of departure, it is planted a problem or questions that involves oral communicative competence, after organizing ideas and redacting this study, an application for permission is sent to the institution in order to get access to the studied object. Then, it is important to make known all participants the main objective of this study to determine the importance of developing this research in this specific context; furthermore, presenting all data collection techniques and how they are going to applied to guarantee the acceptance of them in terms of respect the privacy and collected data objectivity. Afterwards, a copy of the final report is summited to the institution to support the purpose of the research. Finally, a letter of gratitude is presented to the institution for the purpose of thanking all cooperation offered by executives who participated in the present study.

Data collection techniques

Bellow there will be mentioned three techniques which would be recommendable to use in order to gather information in the present study.

At the first instance, questionnaires will be used to help the study to collect and compare the information with surveys applied; according to Arribas (2004), "It is an instrument used for the collection of information, designed to be able to quantify and universalize the information, and standardize the interview procedure" (p. 01).

Another relevant instrument of data collection that will be used is the observation which will allow describing situations or events from the studied object. To clarify this concept, Marshall & Rossman cited by Kawulich (2005) defines observation as “The systematic description of events, behaviors and artifacts in the chosen social scenario to be studied ”(p. 02). The importance of the use of observation is describing the degree of participation of learners in English oral activities. Finally, the survey which is defined by Fernández, (2005) as, “A primary technique for obtaining information on the basis of an objective, coherent and articulated set of questions that guarantees that the information provided by a sample can be analyzed by means of quantitative methods” (p. 14).

Validation criteria

Pilot study

In this section, a pilot study will be implemented before a main study. As Teijlingen & Hundley (2001) states;

The term 'pilot studies' refers to mini versions of a full-scale study (also called 'feasibility' studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule. Pilot studies are a crucial element of a good study design. Conducting a pilot study does not guarantee success in the main study, but it does increase the likelihood. (P. 01)

In addition, in spite of that a pilot study cannot eliminate unexpected issues of money, time and logistical difficulties, it can reduce them considerably. So, it contributes to determine the feasibility of the research, for instance; resources, time, and materials.

Another important reason is to recognize other relevant variables, and how they can be aborted; likewise, to test methodological changes to implement data collection techniques and in

advance analysis. Finally, it is expected that the pilot study serves to keep objectivity in items of data collection techniques as surveys or questioners.

Triangulation

To analyze the collected data, it would be recommended to use triangulation because the purpose is to compare gathered information and to determine the most relevant data to describe all the effects of cooperative learning as a strategy to improve the English oral communication of learners. In this sense, according to Flick (2004), “Triangulation of data combines data drawn from different sources and at different times, in different places or from different people” (p. 178)

It is clear that English oral communication is one of the most difficult competences to develop in acquisition of foreign language. According to Bashir, Azeem & Dogar (2011), “Language learners regard speaking ability as the measure of knowing a language” (p. 38), which means that learners must integrate all knowledge in terms of grammar, syntax, and pragmatics to communicate effectively.

This brings up the question of how teachers can contribute to develop speaking skills in a better way. As for this, this study expose the importance of cooperative language learning as a strategy to enhance English oral communication; alike, this study promotes the oral interaction of learners with classmates and with their teachers.

On the other hand, as far as individualism is concerned, it is necessary to recognize how it can affect the output language and how through the competitiveness promoted by individual activities it could cause learners become less confident to perform in English oral activities. Thus, it is a teachers and researchers’ duty to integrate strategies not only to teach functions and rules of a language but also to conclude strategies as cooperative learning to produce language in

oral activities, preparing learners for real situations. Thus, this brings up the question of whether teaching English as a foreign language is only to achieve academic goals or training people for a social and professional life.

Didactic Proposal

One of the most relevant activities in this study in which mostly competences will take place will be a jigsaw activity since it is a kind of group work in which each learner is in charge to be an expert of an assigned topic and each one will be responsible of contributing to the aims group for the rest of teammates. Through this process, listening, speaking, reading, writing, and social skills will take place because learners will need to use language skills to understand, interpret, and express their ideas of an assigned task. Finally they will have the chance to create empathy with the rest of the groups.

Activity

According to this research, a Jigsaw activity will be applied in a control group of sixteen students. First of all, learners will be organized in homogeneous groups of 4 members, the main topic for all groups will be bullying. Secondly, each student will be assigned with one of this sub-topic (Verbal Bullying, Physical Bullying, Psychological Bullying and Social Exclusion) after having analyzed and reflected on the tasks. They will form other groups with learners with the same sub-topic to share ideas and consolidate their knowledge about the assigned topic. Then, the experts will go back to the basic groups to discuss what they learnt, strengthening the knowledge about the main topic (Bullying) and sub-topics of each teammate.

Administrative Aspects**Timetable**

Activities	Fe br ua ry	Ma rch	April	May	Jun e	July	Aug ust	Sept embe r	Oct ober	Nov emb er	Dec emb er
Choice of the theme and specific information											
Problem formulation											
Review of literature											
Theoretical framework											
Research method											
Data collection											
Data analysis											
Conclusions and final report											
Research exposing											

Budget

Items		Cost
1	Transportation and field trips	160.000
2	Materials (notebook, video beam and books)	60.000
3	Supplies (markers, pens and copies)	50.000
4	Incidentals	30.000
	TOTAL	300.000

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