Use of some cooperative learning strategies/activities to improve the English oral

performance of the 10ᵗʰ grade students of La Normal Superior of Pasto

Glenn Wesmann Revelo Muñoz

University of Nariño

Faculty of Humanities

Linguistic and Languages Department

Pasto

2017

Use of some cooperative learning strategies/activities to improve the English oral

performance of the 10th grade students of La Normal Superior of Pasto

By:

Glenn Wesmann Revelo Muñoz

Advisor:

Helda Alicia Hidalgo

University of Nariño

Faculty of Humanities

Linguistic and Languages Department

Pasto

2017

Nota de aceptación:

_____

_____

_____

_____

_____

_____

Firma del presidente del jurado

_____

Firma del jurado

_____

Firma del jurado

Abstract

The development of speaking skill in the target language has been considered, for many authors, as a very important aspect of learning a second language. However, despite the existence of several approaches and methods to teach speaking, the expected results have not been achieved. The fact is that many students have studied a second language for several years, but they still cannot speak it. The students still have problems at the moment of expressing themselves using the target language. These problems are due to different reasons such as inhibition, lack of topical knowledge, low or uneven participation and the continuous use of mother-tongue. Then, in order to overcome the inconveniences previously mentioned, the implementation of cooperative learning strategies/activities could be an appropriate way to solve such problems in a more effective way. According to recent research, the usefulness of this method is because when learners work cooperatively in small groups, they can put into practice all the knowledge of the target language that they have, including "speaking". Besides, the interaction among students facilitates fluency and accuracy. Therefore, this paper is aimed at presenting a clear literature review supported by some important authors who highlight the relevance of the implementation of cooperative learning to improve the oral performance of the students in a second language.

Key words: speaking skills, cooperative learning, interaction.

Resumen

El desarrollo de la habilidad del habla en una segunda lengua ha sido considerado, por muchos autores, como un aspecto muy importante del aprendizaje de un segundo idioma. Sin embargo, a pesar de la existencia de varios enfoques y métodos para enseñar a hablar, no se han obtenido los resultados esperados. El hecho es que muchos estudiantes han estudiado una segunda lengua durante varios años, pero todavía no pueden hablarla. Los estudiantes todavía tienen problemas en el momento de expresarse usando el segundo idioma. Estos problemas se deben a diferentes razones como la inhibición, la falta de conocimiento tópico, la participación baja o desigual y el uso continuo de la lengua materna. Consecuentemente, para superar los inconvenientes antes mencionados, la implementación de estrategias / actividades basadas en el aprendizaje cooperativo podría ser una manera apropiada de resolver estos problemas de una manera más efectiva. Según investigaciones recientes, la utilidad de este método está en que cuando los estudiantes trabajan cooperativamente en pequeños grupos, pueden poner en práctica todo el conocimiento del segundo idioma que ellos tienen, incluyendo "la habilidad del habla". Además, la interacción entre los estudiantes facilita la fluidez y la precisión gramatical. Por lo tanto, este trabajo tiene como objetivo presentar una revisión clara de la literatura apoyada en algunos autores importantes quienes destacan la relevancia de la implementación del aprendizaje cooperativo para mejorar el desempeño oral de los estudiantes en una segunda lengua.

Palabras claves: Habilidades de habla, aprendizaje cooperativo, interacción.

TABLE OF CONTENTS

Introduction

Speaking is the ability that allows people to use orally a specific language to share meaningful messages, and in that way establish and keep a conversation. In the field of second language learning, speaking is one of the four language skills (reading, writing, listening and speaking), and it refers to the ability that allows learners to use the target language to communicate orally among them. In that sense, EL Fattah (2006) refers to speaking as the students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context using correct pronunciation, grammar and vocabulary and following the pragmatic and discourse rules of the target language.

Developing the speaking skill is of vital importance in second language learning and teaching. For instance, Nunan (1999) and Burkart and Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the target language. Therefore, several methods like ALM (audio-lingual method), CLT (communicative language teaching), TBLT (task-based language teaching) and the natural approach have emerged in order to develop the speaking ability of the students. However, these methods have not been completely successful. Many students have spent years studying a second language, but still they cannot speak it. The problems have to do mostly with the methodology and the affective factors (anxiety, lack of self-confidence, fears, etc.) of the students.

Fortunately, in recent years, with the appearance of communicative approaches to language teaching, it emerged the cooperative learning method. According to this method, the acquisition of knowledge can be achieved through the interaction of individuals. And as Gomleksiz, (2007) and Ning (2011) claim, cooperative learning could serve as an alternative way of teaching for promoting speaking and social interaction among students, and also, for overcoming the problems previously mentioned. The rational for implementing this method is that in cooperative learning activities, learners are required to interact using the target language to find a solution to a problematic situation proposed by the teacher. Then, as a result of that interaction their oral performance will improve.

In that order of ideas, this paper aims at establishing the usefulness of cooperative learning through the application of solving problem strategy to improve the students' oral performance in the foreign language learning process. For that reason, this paper raises the following question: How does cooperative learning strategies/ activities improve the English speaking ability of the 10th grade students of La Normal Superior of Pasto? To try to answer this question, this study is supported by authors' points of view and important information about the speaking skill, cooperative learning and the usefulness of applying cooperative learning activities/strategies to foster the development of the speaking ability of the students in the target language. In addition to that, two cooperative learning activities are proposed to be applied with the students in order to develop their English speaking ability.

Use of some cooperative learning strategies/activities to improve the English oral performance of the 10th grade students of La Normal Superior of Pasto

Today it is evident that the management of a single language is not enough in an interconnected world. The ability to be bilingual or multilingual is increasingly necessary for study, work and coexistence. The benefits of speaking a second language are a lot. These benefits range from the ability to watch a foreign film without subtitles until the ability to find a good job and thrive in a business using the knowledge of foreign languages. In addition, knowing a second language improves social and cultural life because it helps establish a connection with other parts of the world and improves the economic position because it adds to the curriculum vitae. For that reason, The Colombian Ministry of Education (MEN) in 2004 created the National Bilingual Program according to which in all educational institutions, English must be taught as the second language. According to the MEN (2004), the main objective of the National Bilingualism Program is to have citizens capable of communicating in English, with internationally comparable standards, to insert the country into the processes of universal communication, global economy and cultural openness. The idea of the Ministry of Education with this program is that all students dominate the four skills (reading, writing, listening and speaking) of the English Language at a B1 level when they finish high school.

However, as Correa, Usma and Montoya (2013) suggest in their study: National Bilingual Program: An Exploratory Study in the Department of Antioquia, this program has not achieved the expected results. The reality is that students do not speak English when they finish high school. There are problems regarding the four skills; but the most notorious problem has to do with the "speaking ability". The fact is that most students, despite the difficulties, manage to write or read short texts. Nevertheless, most students, if not all, are unable to establish and keep a conversation orally in English. This is because they do not master the speaking ability at all.

This problem is because the teaching methodology focuses on grammar and vocabulary, and it is mistakenly believed that the ability of speaking is developed through the repetition of grammatically correct sentences and the memorization of textbook dialogues. But as Bailey (2005) says, this reveals that the teaching of the speaking skill has been undervalued and that has not been taken into account that for most students the speaking ability is the most complicated to develop and master. Speaking in English is not as easy as is believed. It is not enough to learn about grammar, repeat sentences and memorize dialogues. There are several factors that make of the development of the speaking skill a very complex process.

On one side, the methodology used to teach English does not favor the development of the speaking skill at all. As said before, the main focus in the English classes is grammar and vocabulary, but not speaking. During classes, the students are neither given opportunities nor encouraged to use English to interact with their partners and teachers. And that is completely wrong because as experts assert, the key factor to develop the speaking ability is interaction. For example, Cotter (2007) says that "the language lessons should consider some conversational activities which help learners promote their oral skill

such as: role play, question-and answer activities, class discussions, problem solving, games, and other group activities" (pag.8). Besides, according to Lev Vygotsky (1931), the learning process is the result of interaction and knowledge exchange. Real interaction and contextualization of knowledge is important to motivate students and achieve meaningful learning in the use of foreign language to solve problems of their daily lives. Nonetheless, the amount of interaction in English classes is practically null. That means that there is a lack of English practice inside and outside the classroom.

Another weak point about methodology is that most English teachers make their classes in Spanish. This could be because they consider that is not important if they make their classes in English or Spanish, or because they lack the English knowledge to do it. Obviously, this situation affect negatively the development of the speaking skill since the students do not feel the need and the motivation to speak in English. It happens as Harmer (1991) says, if teachers frequently use the students' language, the students will feel comfortable to do it too. Therefore, a student will use Spanish to explain something to another student if there is no encouragement from the teachers to use English.

On the other side, another aspect that make of the development of the speaking skill a very complex process is anxiety. Most students feel insecure and lack self-confidence to speak in English with their partners and teacher because they are really afraid of being criticized for making mistakes. In this respect, Littlewood (2007) asserts that a foreign language classroom to can create inhibitions and anxiety easily. For that reason, it is necessary that teachers look for strategies to reduce the levels of anxiety among the students and motivate them to speak without feeling ashamed for the mistakes they made because these are part of the learning process.

1. Speaking

Speaking could be defined as the ability that allows people to communicate orally among each other. According to EL Fattah (2006) citing Burns & Joyce (1997), "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking" (p.30). For Chaney (1998), "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p.13). This means that speaking is the ability that allows human beings to use orally a specific language to share meaningful messages and in that way establish and keep a conversation.

In the field of second language teaching and learning, as suggested by EL Fattah (2006), speaking refers to students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context using correct pronunciation, grammar and vocabulary and following the pragmatic and discourse rules of the target language.

1.1. Approaches to teach speaking in SLA

Speaking is a crucial part of second language learning and teaching. However, for many years, teaching speaking has been underestimated and still nowadays, second language teachers continue to teach speaking as a simple repetition of drills and

memorization of dialogues. Nevertheless, speaking is much more complex than that. As highlighted by Bailey (2005), many people think that speaking in a new language is more difficult than reading, writing, or listening for two reasons: First, contrary to reading and writing, speaking occurs in real time (the person you are talking to is waiting you to speak right then). Second, when you speak, you cannot correct and check what you want to say, as it could be done when you are writing. Then, reducing the speaking ability to the mere repetition of drills and memorization of dialogues is oversimplify it when in the last years, research has made evident that the speaking ability develops in a communicative environment where the students have the opportunity to interact using the target language.

According to Bailey (2005), historically, there have been two main methods to teach speaking in second language classes: **the audio-lingual method** and the **communicative language teaching method**. In **the audio-lingual method**, speaking is taught to students by having them repeat sentences and recite memorized textbook dialogues. Therefore, students are supposed to learn to speak in the target language by practicing grammatical structures and later using them in conversation.

However, during the late twentieth century, research in the field of SLA revealed that students do not learn to speak in a second language by repeating sentences and memorizing dialogues. Several studies led to the conclusion that speaking develops through interaction. Then, it emerged the **communicative language teaching method** according to which students learn to speak in the target language when they use that language to communicate and interact with their partners. Thus, in order to develop the second language speaking ability in the students, the task of the second language teachers is to give them plenty of opportunities to talk and interact among them.

In addition to those methods mentioned by Bailey (2005), there are other ones like **task-based language teaching TBLT** and the **natural approach** that are also implemented in order to develop the speaking skill of the students in the target language. The **task-based language learning method** focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. For Ellis (2009), a task is an activity in which students should use the language focused on meaning to achieve certain goals. According to Nunan (1989) as cited by Ellis (2003), "the task-based language learning method involves activities in which students should put into practice the target language through the manipulation, the comprehension, the production, and the interpretation of it" (p.7). Moreover, according to Nunan (1989), task-based language teaching offers good results in terms of speaking production since students use the knowledge previously learnt and use it in a new learning context. This method helps the students to create an environment of cooperation where they put into practice strategies which foster language learning that could be used later in a real situation. However, as pointed out by Candlin (1987) cited by Tavakoli (2009), the type of tasks carried out through TBLT method are not completely appropriate for every student inside the classroom due to the grade of difficulty and the little interest shown by the students. It is not easy to prepare a task which is suitable to the learners' level. Tasks may be too simple or challenging for learners. This means that task-based learning can be very effective at

intermediate levels and beyond, but many teachers question its usefulness in beginner levels. The reason is that students who are beginners lack linguistic resources (vocabulary, grammar, etc.) and find it very difficult to take part in a task. Another problem with TBLT is the authenticity of tasks. According to TBLT, the tasks used in second language classroom have to do with real life. Nevertheless, as Skehan (1996) cited by Ellis (2003) argue there are tasks like describing a picture to someone else so that they can draw the picture, identifying the differences between two pictures, telling a story based on pictures etc. which are unlikely to occur in real life situations.

The natural approach is a method of language teaching developed by Krashen and Terrell in the late 1970s and early 1980s. It aims to foster naturalistic language acquisition in a classroom setting. In order to do that, it emphasizes communication, and places decreased importance on conscious grammar study and explicit correction of student errors. In the natural approach, students initially exposed to meaningful language, not forced to speak until they felt ready to, and not corrected or given explicit grammar instruction. According to Krashen and Terrell (1983), students should learn a second language in the same way they learnt their first language. Burt and Krashen (1982), krashen (1985) based the natural approach on five hypotheses: first, *the acquisition versus learning hypothesis*: acquiring the language is to learn it in a natural and unconscious way while learning the language is to learnt it in a conscious way based on grammatical rules teaching. Second, *the natural order hypothesis:* second language rules are acquired in a fixed way, pre-established, determined by innate mechanisms and not by linguistic complexity or explicit teaching. Third, *the monitor hypothesis* in which the monitor only controls learning, not acquisition. The monitor plans, edits and corrects the learner's production when there is time. Fourth, *the input hypothesis:* A second language is acquired processing comprehensible input (language listened to and understood by the students). But if the input is too difficult to be understood by the students, it is going to be useless. Acquisition takes place when the input is slightly superior to the level of the learner (i+1) and comprehensible at the same time. Fifth, *the affective filter hypothesis:* it takes into account factors such as anxiety, motivation, and self-confidence which could cause negative effects on the learning process. If the affective filter is high, the learning process will be more difficult; but if the affective filter is low, the learning process will be easier.

This method has also received several criticisms. For Gregg (1984), it does not show a clear theory of language. Moreover, it is best for beginner learners but doesn't seem as effective for more advanced students. Also, if students produce language when they are ready, it will be difficult to move forward for some of them. Finally, accuracy of language is not taken into account.

Since the methods previously mentioned were not completely successful, Kumaravadivelu (1994) started to talk about a **post-method era.** The premise in the post-method era is that there is not a single method that accommodates to the needs of every single student in all contexts. Then, the idea is that second language teachers should not follow a specific method; but instead, they, based on their conceptions about language learning and teaching, and taking into account the context and the needs of the students, should take the best of each method in order to achieve better results. In words of

Kumaravadivelu (1994), the method-era seems to be over and giving way to a post-method era in which teachers should not be trained in the principles and techniques of a new alternative method but on an alternative to method. The idea of Kumaravadivelu (1994) about the post-method is quite interesting and promising. However, the problem with it is that many teachers are reluctant to leave the methods and feel the need to adhere to any of them.

1.2. Problems to develop the speaking ability of the second language students

Ur (1996) points out four main problems that teachers could face when trying to develop the speaking ability of the students. These four problems are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.

Firstly, inhibition refers to the fact that students do not feel confident when they try to speak in the second language. This is because they are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. In this regard, Littlewood (2007) asserts that a foreign language classroom to can create inhibitions and anxiety easily. Inhibition has to do with the affective factors of the students. Krashen (1982) states that affective variables like motivation, self-confidence and anxiety are related with the success in second language acquisition. Therefore, if the students are not motivated, lack self-confidence and feel anxious, they will not be successful mastering the four skills (reading, writing, listening and speaking) of the second language.

Second, as Rivers (1968) states, the students often complain that they cannot think of anything to say and they have no motivation to express themselves because the teacher had chosen a topic which is not suitable for them or about which they know very little. In other words, the lack of topical knowledge refers to the fact that students do not feel motivated to speak in the second language classes because they do not know about the topic chosen by the teacher. It happens as Baker and Westrup (2003) say, it is difficult for many students to respond when the teachers ask them to say something in the second language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

The third problem hindering the development of the speaking ability in second language classes is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

Finally, when the students share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggests some reasons why students use mother-tongue in class. First, when the students are asked to have a discussion about a topic that they do not know about, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. Then, a student will use the first language to explain something to another if there is no encouragement from the teachers to use the second language. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it too.

2. Oral skills and interaction

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

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 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 first ones are the more common. In this case, the phrases and the topic tend to be improvised as the speaking advances. The second ones tend to be more prepared, for instance a lecture or a talk on the radio. The combination of those theories gives 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, the teacher can use different strategies that involve interaction to achieve better levels of English among learners; these learning strategies help students' oral performance. Then, below, it is presented information about cooperative learning and how its application in second language teaching could help to improve the oral performance of the students.

3. Cooperative learning:

3.1. Cooperative learning origins

Cooperative learning is taken by some authors as a modern method that develops individual and group work as important elements to enhance students' progress in the English learning process to reduce feelings of anxiety and interact using the foreign language.

In the twentieth century, Dewey (1859-1952) and Decroly (1871-1932) made important contributions to modern pedagogy emphasizing the "puerocentrismo". According to the "puerocentrismo" the child should be placed at the center of education and teaching, affirming his /her value as a person and, therefore, his/her right to harmonious and integral development, based on respect for his/her autonomy, freedom and creative activity. In the 60s and 70s, the importance of cooperative learning was demonstrated in places like Quebec and North America due to its contributions in the cognitive, motivational and social skills development processes, which support the development of community learner's strategy.

Community learner's strategy refers to the contribution of interaction to learner development for second language learning. There are also personal variables that show every learner uses his/her individual abilities, experiences, previous knowledge, defects, fears and personal environment in group work to interact and share common ideas to construct a new and stronger knowledge.

According to Long (1983) quoted by Lightbown & Spada (1999) SLA takes place through conversational interaction because learners need the opportunity to demonstrate their previous ideas and construct with other speakers a stronger knowledge result of contextualization and real practice of English. Cooperative learning favors the teaching and learning process. For that reason, it is necessary to know and have clear its definition.

3.2. Cooperative learning definition

Cooperative learning is defined as the process where students work in a learning community where they have the opportunity to interact and share their knowledge through a group of dynamic and useful techniques to solve problems or limitations they could have when learning something.

Some authors like Gross, (2000) defines Cooperative learning as the method to motivate students work in groups and take an active role during the communication and negotiation of meaning process. According to Panitz (1997), one of the most important aspects to develop in cooperative learning is the consensus achieved through cooperation, authority, responsibility and leadership acquired by each one of the members in the group.

Besides, It is an instructional approach that involves a group of students working together to solve a problem, complete a task, or create a product. Cooperative learning is based on the idea that learning is a social act in which the participants talk to each other. It is through talking that learning takes place (Smith and Mc Gregor, 1992).

Moreover, Gunawardena, Lowe and Anderson (1997) argue that cooperative learning is a process that provides students the opportunity to learn through interaction and contribution from the others to the development of knowledge. For Casamayor (2010) cooperative learning could help improve skills that are useful for professional development such as time planning, problem solving, making decisions, creativity and innovation capacity to learn in a greater way.

Zañartu (2000) states that cooperative learning is an autonomous learning process developed by the group where the teachers provide indispensable and ludic tools to achieve a dynamic work using the foreign language in a real learners' life.

On the other hand, Meanwhile (2001) estimates that the teacher's role in cooperative learning is indispensable to make decisions, design the structure of participation and control the results that will be achieved.

According to Vygotsky (1931) learning is not an individual activity. Learning is a social act. That means that people learn best with the help of others.

Taking into account the authors' ideas mentioned above and noting that their definitions have much in common we could define "cooperative learning" as follows: Cooperative learning has to do with the acquisition of knowledge that can be achieved through the interaction of individuals, which helps to achieve the proposed objectives. In addition, cooperative learning involves different strategies which are presented below.

3.3. Cooperative learning strategies

According to Johnson and Johnson (2006) cooperative learning can take place in three types of groups: formal, informal and base groups.

3.3.1. Formal groups: This kind of cooperative learning grouping refers to specific time to develop activities. One session to several weeks.

3.3.2. Informal groups: activities do not demand so many classes to be developed; they are quick, dynamic and help students to acquire self-confidence.

3.3.3. Base groups: are developed in long terms and the principal purpose is to control the effective progress and each one of its components.

3.4. Cooperative Learning components

Johnson and Holubec (1999) indicate that five principal acting elements of cooperative learning process take place in the language teaching and learning process:

3.4.1. Positive interdependence.

It is defined as the needing to work in society; this means that students work together to achieve the objectives proposed and acquire a real progress in the language learning process. Group members' interaction and negotiation of meaning support students' progress.

3.4.2. Promotional face to face interaction.

Students have to learn together so that they can share knowledge, constantly help each other and reinforce their weaknesses. In addition, there must be discussions among the group members to exchange information on what has been learned.

3.4.3. Personal assessment

Each group member takes an active role to develop the activities assigned and construct new knowledge through interaction and cooperative work. So, they develop at the end of the activity an interactive assessment with the other members to apply a formative feedback and achieve real learning.

3.4.4. Social skills

Students need these kinds of skills to achieve active work in the group, develop leadership and interact with other speakers to demonstrate what they already know.

The Vigotskian socio- cultural theory states the importance of interaction for SLA. Vigotsky (quoted by Machado, 1999) states that cognitive development includes language interaction, which is a product of social interaction among people. In order to expand Vigotskian theory, Lantolf (1994) and others proposed that L2 learners acquire a higher level of linguistic knowledge when they use negotiation of meaning and comprehensible Input strategies.

3.4.5. Self-assessment group.

It is necessary to develop an active assessment developed by each member of the group to give their point of view and make an appropriate feedback to improve their weaknesses.   In order to carry out this process it could be useful some ludic strategies such as checking lists or rubrics where all members have the opportunity to participate and construct the new knowledge.

3.5. Cooperative learning techniques.

Some of the techniques used for the implementation of cooperative learning in the classroom are:

3.5.1. Jigsaw or puzzles

According to Garcia, Traver and Candela (2001), the principal objectives of this activity are:

- Structuring interactions between students through work teams.
- Developing student leadership in the process of negotiation of meaning through interaction.

In this type of technique, each student prepares and manages specific information to learn and teach it to the other students.

3.5.2. Student teams achievement division - divisions Performance

Slavin (1978) states the importance for the teacher to provide students a thematic study with a clear objective designed, where students understand and recognize the knowledge that they need to apply in their daily lives; in this way, learning could be real and useful.

3.5.3. Research groups

According to Garcia, Traver and Candela (2001), the principal objectives of this technique are:

- Discussion, assessment and comprehensible process.
- Active participation to select interactive methods or procedures for a better learning.

The special feature of this technique is the freedom that students have to make their own groups taking into account social interaction with the other members and develop self-confidence to reduce anxiety and fear levels.

3.5.4. Jigsaw II or puzzle

According to kagan (1985) in this type of technique, two groups are required. The first is the heterogeneous group that is the habitual. The second is homogeneous one that is formed by the experts, and one of its characteristics is that allows the acceptance of ideas of all the students although they come from those who need more help.

3.5.5. Co-op co-op

According to Kagan (1985)**,** the main objective of cooperation among students is to improve the learning process; so, they are who choose the activities and each one takes an active role to develop the different activities and socialize them with the other members of the group.

3.6. Objectives of cooperative learning.

According to Linares (2004), it is important to consider the following objectives to be achieved by the teacher and the students:

- "To distribute success adequately to provide the motivational level necessary to activate learning.
- To overcome the discriminatory interaction provided experience of similar status, requisite to overcome prejudice.
- To favor establishments of friendship, acceptance and cooperation necessary to overcome prejudice and develop tolerance.
- To favor a more active attitude towards learning.
- To increase the sense of responsibility.
- To develop cooperation capacity.
- To develop communication skills
- To develop the intellectual and professional competences.
- To favor the process of growth of the student and the teacher." (Taken from Linares, 2004, p. 6).

In order to achieve all these objectives, it is necessary that the teacher takes an active role in the language teaching and learning process where student feel confidence to improve social interaction, oral performance, negotiation of meaning and solving problem capacity.

3.7. Cooperative learning Characteristics:

According to Johnson and Johnson (2002) Cooperative learning takes into account the next aspects:

• "Positive (and clearly perceived) Interdependence among group members.

• Constant interaction face to face.

• Negotiation of meaning through Interaction.

• Formative assessment and personal responsibility to achieve the objectives proposed by the group.

• Frequent development of interpersonal and group skills." (Taken from: Felder and Brent, 2007, p. 2).

3.8. Advantages and disadvantages of cooperative learning

Bourke (2011) highlights the following advantages and disadvantages of cooperative learning.

Advantages	Disadvantages
1. "Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences. **2.** Groups stimulate creativity. In regard to problem solving, the old adage can be applied that "two heads are better than one." **3.** People remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005; Davis, 1993). **4.** Decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved. **5.** Students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior."	**1.** "There may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict. **2.** An individual may dominate the discussion. This leads to members not gaining satisfaction from the group because they feel too alienated in the decision making process. **3.** Some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group (Freeman & Greenacre, 2011). One solution to this problem is to make every group member aware of the goals and objectives of the group and assign specific tasks or responsibilities to each member."

(Taken from: Bourke, 2011, p. 88)

4. Cooperative learning and the development of the speaking skill

The application of cooperative learning helps second language students to develop their speaking skills. This is because it creates an atmosphere of relaxation that makes it easy for the students to work cooperatively at the time of making decisions; due to students reduce their anxiety level and fears, they feel more motivated to speak.

In this regard, Martinez y Gomez (2007) affirm "activities in which learners work cooperatively, think in group, discuss and construct knowledge from each other must be implemented in the classroom" (pag.8). Moreover, Cotter (2007) says that "the language lessons should consider some conversational activities which help learners promote their oral skill such as: role play, question-and answer activities, class discussions, problem solving, games, and other group activities" (pag.8). This means that the implementation of activities in which students should work cooperatively helps them to develop and improve their speaking skill. This is because when students work together, they should interact and as a result of that interaction their oral performance improves.

The cooperative learning method is an excellent way to improve speaking skills since students feel more comfortable working together. Martinez and Gomez (2007) argue that "cooperative learning has been implemented in EFL classrooms as a means of fostering positive student interactions and increasing the development of speaking skill" (pag.12).

Robert Slain (1995) says that cooperative work highlights the interaction of students in small or large groups to work together for an educational and pedagogical goal, in this case the development of communicative skills.

Richards (2006) calls the cooperative learning approach as communicative language learning which refers to teaching based on the application of tools that allow students develop language for real communicative objectives through the application of cooperative activities instead of teaching just grammatical aspects and lexical content.

Authors such as Johnson and Johnson (1999) argue about the huge importance that cooperative learning has in the speaking skill's development and the interpersonal relationships. The application of this teaching approach helps the students to interact with others not only learn about their personal experiences, but also from other points of view.

According to Johnson and Johnson (1999), one of the most common cooperative learning tasks is jigsaw which consists on organizing the classroom into groups with the aim that students work together in order to achieve the goals in an easier way.

Furthermore, Murcia (2001) suggests other kinds of strategies which are solving problem activities. These strategies are based on tasks learning where learning is exposed to authentic linguistics situations. Moreover, this strategy suggests that learning is produced by means of sharing ideas and the development of knowledge through solving problem in group work.

According to Brown (1994), this process is carried out through constant interaction of human beings where the ideas, thoughts, and opinions are shared in order to communicate to each other.

In addition, cooperative learning helps to create a great learning environment where students can be monitored between themselves. On the other hand, we could rely on the theory of the zone of proximal development proposed by Vygotsky, (1931) which says that the students of advanced level help the students of lower level creating in the classroom an optimum atmosphere of learning. Then, for the application of this method to be effective, it is necessary to create in the student an awareness of teamwork and mutual collaboration and give them sufficient motivation to achieve the objectives previously set.

Summing up, it is important to say that cooperative learning is a good option to promote the speaking skill in the second language because the application of activities based on it makes students reduce their levels of anxiety and lose their fear to express and interact. And in that way, they could improve the oral production in the second language.

5. Discussion and analysis

Agreeing with Ur (1996), there are several problems which do not allow the improvement of the speaking ability of the students in the second language. For example: lack of self-confidence, the continuous mother-tongue use, anxiety, inhibition, low participation, among others. Students often feel insecure when they have to say something using the second language because they do not want to make mistakes or to be criticized by others students. As Littlewood (2007) asserts, the classroom is considered as an environment in which factors like anxiety and inhibitions can appear easily.

Moreover, in some cases, as Rivers (1968) states, students assure that they do not dare to speak in the second language because the content or the topic taught is not appropriate or interesting for them and because they do not have enough knowledge about it. Therefore, they lose the motivation to speak and prefer staying quiet. In words of Baker and Westrup (2003), for students is quite difficult to express themselves using the second language when they do not have idea about what the teacher is asking about or when they do not have an appropriate vocabulary and grammar knowledge to do it.

Continuing with Ur (1996) ideas, in most cases the time constrain and large groups negatively affect the process of developing the speaking ability of the students. The reason is that when in a second language class there are a lot of students and the teaching time is limited, not all the group has the opportunity to participate and practice. Accordingly, there will be a small number of students who will always speak in class while the majority will remain silent.

Considering Harmer (1991) thoughts, another problem preventing the development of the speaking skill of the second language students is the continuous use of the mother-tongue. The students are used to speaking in their mother tongue because it is natural for them. Then, when they are asked something, they prefer answering using their mother-tongue in order to avoid mistakes and to be clearly understood. This problem is quite common because teachers do not encourage their students to speak in the target language. In addition

to this, many second language teachers prefer to teach the target language using the mother-tongue of the students. Thus, if teachers frequently use the students' language to teach, the students will feel comfortable to do it too.

Taking into consideration the problems previously mentioned, it is necessary to look for a possible solution to them. In that order of ideas, a good option to overcome the problems that exist to achieve the correct development of the speaking ability of the students learning a second language could be the implementation of cooperative learning. Activities based on cooperative learning could help to overcome those problems because they promote the interaction inside the classroom. That means that to carry out a cooperative activity, the students should interact among them using the target language. And as said earlier in this paper, the key factor to foster the development of the students' speaking skill in a second language is interaction. Therefore, as a result of that interaction, the second language speaking ability of the students will improve considerably.

Taking up again Cotter (2007) words, "the language lessons should consider some conversational activities which help learners promote their oral skill such as: role plays, question-and answer activities, class discussions, problem solving, games, and other group activities" (pag.8). Put in another way, teachers should apply activities in which students work cooperatively and interact among them using the target language.in this way, the oral production of the students will improve as a result of that process of communication.

Another good point of implementing cooperative learning for promoting the development of the speaking ability of the students is that it creates an atmosphere of relaxation that makes it easier for the students to work cooperatively at the time of making decisions; and since the students reduce their anxiety level and fears, they feel more motivated to speak. This idea is based on Vygotsky's (1931) concept of "zone of proximal development" according to which higher level students could help lower level students, creating an adequate environment of learning that will facilitate the speaking ability development since the students will be respectfully corrected by their fellows; and in that way they will not feel ashamed at the moment of making mistakes. In other words, cooperative learning helps to create a great learning environment where students can be monitored between themselves.

There are other methods that could be used to teach speaking. For example, the case of ALM (audio-lingual method) which expected students to speak in the target language through the repetition of grammatically correct sentences and memorization of textbook dialogues. However this method is not recommended as cooperative learning method. As Lee and Van Patten (2003) assert, the reason is that ALM do not offer the possibility to use the target language in a communicative way. The output was not allowed. The students do not need to know what they are learning. They just needed to know that what they are saying is correct. That means that the interaction among the students is quite limited. Hence, the development of the speaking skill of the students will be more complicated than using the cooperative learning method in which interaction among the students is essential.

Another method is CLT (communicative language teaching). Although this method is focused on improving the oral performance of the students and facilitates real-life

communication. Authors like Richards (2006) or Hughes (1983) consider that the problem with CLT is that it is more related with fluency instead of accuracy. That means teachers are more aware of fluency than of the grammatically correct form of the words and tenses which are very important to the integral development of the speaking skill.

There are several cooperative learning strategies like jigsaw or puzzles, Student teams-achievement divisions (STAD), research groups, roundtables, etc. that could be implemented in order to favor the development of the speaking skill of the students. Jigsaw or puzzle is a research-based cooperative learning technique invented and developed in the early 1970s by Elliot. According to Mengduo and Xiaoling (2010), jigsaw is a cooperative learning technique that requires everyone's cooperative effort to produce the final product. Just as in a jigsaw puzzle, each piece—each student's part—is essential for the production and full understanding of the final product. If each student's part is essential, then each student is essential. That is precisely what makes this strategy so effective (p.114). In other words, in a jigsaw classroom activity the class is divides in groups and assignments are broken into pieces that the group members must put together to complete the puzzle. This means that students dependent on each other to succeed. Mengduo and Xiaoling (2010) citing The Longman Dictionary of Language Teaching and Applied Linguistics (1998) argue that jigsaw is said to be able to increase students' learning since "a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness and d) it reduces the teacher's dominance in the classroom". Consequently, jigsaw strategy can successfully reduce students' reluctance to participate in the classroom activities and help create an active learner-centered atmosphere.

Student teams-achievement divisions (STAD) is a cooperative teaching method which was developed by Slavin (1978). In STAD, students are divided in groups of four or five people. These groups are composed of high, average, and low performing students, and of boys and girls of different racial or ethnic backgrounds. And the task of the groups is to work together to compete a shared learning activity. Put in another way, STAD is a cooperative learning strategy in which small groups of learners of different genres and races, and with different levels of ability work together to accomplish a shared learning goal. According to Rai (2007) is one of the many strategies in cooperative learning, which helps promote collaboration and self-regulating learning skills. The reason for the selection of STAD is that it promotes good interaction among students, improve positive attitude towards subject and increase self-esteem and interpersonal skills. STAD also adds an extra source of learning within the groups because higher level students act as a tutor, helping lower level students to overcome their difficulties.

Herbert Shelen (1960) based on John Dewey's (1916) thinking described group investigation as a cooperative learning strategy that places students in groups to investigate a given topic, like other cooperative learning strategies, it uses student's help and cooperation as a major learning vehicle. Unlike other strategies, its primary focus is the investigation of a specific subject or topic. Or in words of Sharan and Sharan (1990), working in small cooperative groups, students investigate a specific topic. They decide how to study the topic and divide the work among themselves. The information collected is then

compiled into a whole and presented to the entire class. Apart for promoting interaction among students, this strategy also helps them to develop critical thinking and decision-making skills.

Based on Kagan (2009), Roundtable could be defined as an information-sharing strategy that is used to generate multiple answers to a question posed by the teacher. It also refers to a form of academic discussion in which participants agree on a specific topic to discuss and debate. The Roundtable strategy provides students with: positive interdependence (team members need each other), individual accountability (every team member contributes to the solution), equal participation (every team member has the same amount of work) and simultaneous interaction (every team member actively participates and shares their ideas). In addition, this strategy promotes thinking skills, social skills, engagement in learning and entertainment, and encourages students to take turns, listen actively to peers, and add information to build on the ideas of others.

But there is one that Murcia (2001) especially highlights. This one is the solving problem strategy which consists on learning tasks where the students should use the target language to solve a problematic situation proposed by the teacher. The main characteristic of solving problem activities is that students' attention is focused on finding the most appropriated solution to a problem. In these activities, target language use is crucial because is the means through which the teacher presents the problem to the students, and also, the means through which the students discuss to find a solution to the problem. The target language is used to present the problem and solve it, but it is not the overt goal of the activity. In other words, in a solving problemtask or activity, the language becomes a need because it is necessary that the students speak in the target language in order to find a solution to the problem.

Taking into account the importance of cooperative learning and the benefits that its implementation could bring to the development of the speaking skill of second language students, in the didactical proposal section of this paper are proposed two solving problem activities in which the 10th grade students of La Normal Superior of Pasto have to interact among them using English (the second language they are learning) in order to find a solution to the problematic situations that are proposed to them. The important thing about these activities is that in both, the students should use English to communicate among them and in that way, find a solution to the problem. Both activities require the students to interact in the target language. Then, the students will have the opportunity of practicing their English and improve their speaking skill.

As seen above, the application of cooperative learning in second language classes could be very useful to help students improve their oral performance. For that reason, I consider that the implementation of cooperative learning through problem solving activities, like those proposed in the didactic proposal section of this paper, might help the 10th grade students of La Normal Superior of Pasto develop their English speaking ability. This is because this kind of activities are programed to make students talk and express their ideas in the target language (English in this case). This means that the 10th grade students will have to put into practice their English and interact with their partners in order to carry

out the activities proposed to them. This is very important because thanks to that practice and interaction, this group of students will be able to improve considerably their oral performance in English.

Additionally, solving problem activities could help the 10th grade students reduce their anxiety levels and lack of confidence, so that they feel more confident and motivated to speak during the English classes. The reason for this is that when the students work cooperatively, they feel more relaxed, which helps them to lose their fear of expressing their points of view using the target language. Another advantage of using cooperative learning through problem solving strategies with the 10th grade students of La Normal superior of Pasto would be that the English they will use to find a solution to the problematic situation, will also serve them in real life. This is because problem solving activities are based on real life situations like "checking in at the airport" or "finding an address in a city that you do not know". Therefore, the language used in these activities could be also used in the real world.

Summing up, the application of cooperative learning strategies could be helpful to sort out the problems, previously mentioned, to develop the speaking ability of the students of a second language class. This is due to the fact that cooperative learning activities involve a lot of second language interaction (a key factor to develop the speaking skill) on the part of the students.

6. Didactic Proposal

Taking into account the importance of cooperative learning in promoting the development of the speaking skill of second language students, below are proposed two solving problem activities in which second language students should work cooperatively to solve the problem that is presented.

The purpose of these activities is that second language students work together to find a solution to the situation, developing and improving their speaking skill at the same time. Why their speaking skill? That is because when second language students are solving the situation, they are also interacting with each other using that second language. And it is this interaction that favors the development of the speaking skill.

Before presenting the activities, it is necessary to make clear that these activities are not the only ones that teachers have to use in their classroom. These are only samples of activities in which the application of cooperative learning is necessary to solve the situation presented. Then, these activities serve as a guide for teachers about the kind of activities they could use to apply cooperative learning with their students and promote the development of the speaking skill in the second language.

5.1. Activity 1

Description:

The teacher comes to classes and shows the students a short video: (https://www.youtube.com/watch?v=stIjgEaES60). It is about survival which teaches how

to survive in extreme conditions, how to make a campfire, and how to get food, and how to orientate. Then, he gives them some photocopies about some vocabulary related with the task. Additionally, he creates a situation and asks the students to form groups in order to give possible solution for such problem. Then, the teacher asks the students to be quiet while he tells the following:

All the students of 10th grade are invited to go to a journey which will be developed the next day at 10 am and it will be in a far place located 4 hours from Pasto. The students have to carry some food for staying all day long at the site. The day of the trip, all the students are ready to go to the journey and they are so enthusiastic because of that. They come and star to enjoy everything there. When the journey finishes the teacher asks them to get into the bus for getting back to Pasto city as soon as possible. Meanwhile the bus is addresses to the city, two tires explode. They notice that they are in a deserted place without communication; all the food ran out, they are far away from the highway and it almost dusk. They realize that if they want to go out from there, they have to formulate solutions instead of getting worried and desperate. What should you do in that case if you were them?

Possible solutions:

1. Stay in the bus meanwhile someone comes there and rescues them.

2. Look the tires and decide if it is possible to repair them. **Note:** there is one spare tire.

3. Decide stay in the bus all night long meanwhile dawn and get together in order to not suffer hypothermia.

4. Form equitable groups depending on the number of students and each one has to be in charge of some activities such as:

A. One group has to help the bus driver with the deal.

B. Another group has to look for water for not dehydrate and some food for the whole group

C. The next group has to walk in order to find some houses and ask for help from the people who live there or if in some places there are telephone signal to ask for help.

Note: the possible solutions should be provided by students. The list is optional and just for the teacher to take into account.

Lesson plan

Title	Lost in the middle of nowhere
Date	Xxxxx
School	I.E.M Normal superior de Pasto
Class name	10 grade

Class profile	The class consists of students who have a basic English level and they find it hard to interact due to their status as intermediate students.
Teacher	Glenn Revelo Muñoz
Lesson start time	10 am
Length of the lesson	55 minutes
Objectives	✓ Students will be able to work together in order to find solutions to the problems
Teaching point	✓ Speaking skill
Predicted problems	✓ Students do not want to work in groups and put into practice speaking skills
Techniques/Equipment	✓ Cooperative work, video, notebooks, pencils, white board, photocopies.
Justification **Procedure**	This activity is aimed at an intermediate English class for the students to practice their knowledge to improve their speaking skills through solving problem activities. • **Warm up:** The teacher comes to class and greets the students. Then, the teacher makes a short presentation in which he tells them what the activity is about and what is the purpose of such activity. Additionally, the teacher shows a short video about survival and he gives them some photocopies about vocabulary related with the topic. • **Development of activity: (30mins)** The students have to form groups or these can be assigned by the teacher. They have to listen carefully to all the ideas given by their classmates and decide what could be the best solution for such problem. • **Assessment: (20mins)** the teacher asks the students to tell about what was the best solution for them and why and explain it in front of the class • **Feedback: (5min)** the teacher corrects the mistakes made by the students and he gives some advice.

5.2. Activity 2

Description:

      The teacher comes to class and greets the students. Then, he talks to them about the activity that they have to present the day of the class which consists on a solving problem situation that is:

      According to Ingeominas, the Galeras Volcano is going to erupt within days or weeks. This catastrophe will have aftermath in Pasto city and some near places from the volcano. For that reason, all the people who live in Pasto have to be ready to face this situation. The government of Nariño has communicated the entire citizens to follow all the recommendations. Suddenly, the volcano erupts without prior notice; due to nobody was ready and everybody stars to lose control. All the people run desperately looking for a safe place to shelter. Pasto turns into a complete mess. The situation is quite difficult. Taking into account these problems, what should you do?

      After presenting the solving problem activity, the teacher provides the students a short video (https://www.youtube.com/watch?v=7xHtY1lLyHc) about natural catastrophes and some material about that such as photocopies, slides, and testimonials from people who have faced these situations and how they could survive.

      On the other hand, the teacher asks the students to form groups. They have to act as rescue corps and plan salvation strategies and give possible solutions to issues like:

Uncontrolled people

Homeless people

Give priority to pregnant women, children, and elders.

Possible solutions:

1. To ask people to stay at home and protect themselves there.

2. To organize groups of people and move those to specific meeting places such as shelters, the Red Cross, firehouses and so on.

3. To designate search groups to missing people or for those who are in the midst of the rubble.

4. To provide homeless people with medicaments, victuals, clothes, and so on.

Note: the possible solutions should be provided by students. The list is optional and just for the teacher to take into account.

Lesson plan II

Title	Natural disasters
Date	Xxxxx
School	Normal superior de Pasto
Class name	10th grade
Class profile	The class consists of students who have a basic English level and they find it hard to interact due to their status as intermediate students
Teacher	Glenn Revelo Muñoz
Lesson start time	10 am
Length of the lesson	55 mins
Objectives	✓ Students will be able to work together in order to find solutions to those problems.
Teaching point	✓ Interaction ✓ Speaking skills development ✓ Vocabulary about places, natural disasters.
Predicted problems	✓ Because of their level, they will have some grammatical problems. ✓ Most of them have fear to talk and express by themselves.
Techniques/Equipment	✓ Notebooks, pens, slides, videos, photocopy the classroom, and the board.
Justification	Since the students are in sixth semester, it is important that they handle a good vocabulary about topics like this and practice their level in the solution of complex issues by means of the aid of their speaking skills and the cooperative work. **Warm up:** The teacher comes to class and greets the students. Then, the teacher makes a short presentation in which he tells them what the activity is about and what is the purpose of such activity • **Development of activity: (30mins)** first, the teacher asks the students enumerate from one to four. Then, he asks them to make groups according to the numbers

Procedure	students were given in order to form eight groups of four people. After that, the teacher provides the students some material about natural catastrophes and how to act in those conditions. • **Assessment: (20mins)** everybody is going to say what solutions they chose and explain their reasons by means of a round table. • **Feedback: (10min)** the teacher corrects the mistakes made by the students and he gives some advice about the activity. • **Note:** if the activity takes more time than expected, the professor asks the students to continue the next class in order to check the activity more carefully.

Conclusions

Due to the fact that the speaking skill in a second language is one of the most difficult abilities to develop and master, the implementation of cooperative learning could be a good option to promote it. The reason is that cooperative learning involves the interaction of the second language students with each other. And the only way to develop and master the speaking skill in a second language is interacting. That is using the second language to communicate. Then, if one of the aspects of cooperative learning is that students should interact among them, it is obvious that the application of cooperative learning in second language classes will favor the development of the speaking skill of the students.

Another reason to implement cooperative learning to favor the development of the speaking skill in the second language is that students learn better with the help of their partners. As Vygotsky (1931) says learning is a social activity. Therefore, cooperative learning allows second language students to work together and help each other in the process of learning a second language and mastering the speaking skill of it.

In addition, taking into account some author's ideas, it could be said that cooperative learning is a useful way to create in the students the desire of expressing themselves in the second language without fear since the continuous interaction with others makes that the students reduce their levels of anxiety and feel comfortable at the moment of expressing their point of view. Accordingly, the results in terms of the speaking skill performance will improve significantly.

Besides, the implementation of cooperative learning is a good option to enhance the learning and teaching process of both, teachers and students. This is because as it was mentioned before, one of the hardest part of the second language learning is mastering the speaking skill. So, if teachers apply a method which helps the students to constantly practice the target language, as cooperative learning does. The results will be positive and the proficiency level of the students will be better and better day after day.

As a final comment, the key point about cooperative learning to promote the development of the speaking skill in the second language is "interaction". Cooperative learning involves the students in a constant process of interaction. Then, implementing cooperative learning in the second language classes implies that the students should be interacting using that language. Therefore, as a result of that interaction, the speaking skill of the students will automatically improve.

References

Alimi, B. (2015) *Enhancing Students' Speaking Skill through Cooperative Group Work Technique.* A Case Study of Third Year LMD Students of English at the University of Biskra. Taken from: http://dspace.univbiskra.dz:8080/jspui/bitstream/123456789/5792/1/bahi.pdf

Al-Tamimi, N. (2014), *Effectiveness of Cooperative Learning in Enhancing Speaking Skills   and Attitudes towards Learning English.* International Journal of Linguistics,   Macrothink Institute, Vol. 6, No. 4, p. 27-45.

Bailey, K. (2005*). Practical English Language Teaching: Speaking.* New York: McGraw-Hill ESL/ELT.

Bell, M. (2014) *Face-to-Face Verbal Communication and Social Skills: The Link to Adolescent Learning.* Submitted in partial fulfillment of the requirements for the degree of Masters in Science in Natural Science in the Graduate College of the University of Wyoming. Taken from:

http://repository.uwyo.edu/cgi/viewcontent.cgi?article=1024&context=plan_b

Benavides, V, Narváez, C y Narváez, L (2014). *El aprendizaje cooperativo en el proceso de enseñanza-aprendizaje de las ciencias naturales y la educación ambiental en los estudiantes del modelo educativo aceleración del aprendizaje de la institución educativa Marco Fidel Suarez de la cuidad de Pasto.* Taken from: http://biblioteca.udenar.edu.co:8085/bibliotecavirtual/viewer.aspx?&var=90197

Bruffee, K. (1995). *Cooperative learning versus collaborative learning.* Nueva York: NY, Cambridge University Press.

Calvache, E. (2002) *El aprendizaje cooperativo: una estrategia de trabajo en la clase de inglés como idioma extranjero.* Revista hechos y proyecciones de la Universidad de Nariño. XXVIII Seminario regional de la asociación colombiana de profesores de inglés, ASOCOPI-Nariño.

Canale, M. and Swain, M. (1980) *Theoretical Bases of Communicative Approaches to*

Second Language Teaching and Testing. Applied Linguistics. The Ontario Institute for Studies in Education. Vol. 1, No. 1, p. 1-47.

Celce-Murcia, M. (1995) *Communicative Competence: A Pedagogically Motivated*

Model with Content Specifications. Issues in Applied Linguistics. Regents of the University of California Vol. 6, No. 2, p.5-35

Crandall, J. (1999). *Cooperative language learning and affective factors.* Cambridge: Cambridge University Press.

EL Fattah, T. (2006). *The Effectiveness of a Task- Based Instruction program in Developing the   English Language Speaking Skills of Secondary Stage Students.* Retrieved from: http://files.eric.ed.gov/fulltext/ED523922.pdf

Gantia, T. (2015). *The Strengths and Weaknesses of Task Based Learning (TBL) Approach.* Scholarly Research Journal for Interdisciplinary Studies, 3, 2760-2771.

GRAI: Grupo de investigación sobre pares iguales. *Métodos de aprendizaje cooperativo.* Universidad Autónoma de Barcelona. Taken from: http://grupsderecerca.uab.cat/grai/es/content/m%C3%A9todos-de-aprendizaje-cooperativo

Grundman, J. (2002) *Cooperative Learning in an English as a Second Language Classroom.* A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language Education. Hamline University, Saint Paul, Minnesota.

Guerra, M. (2009) *Aprendizaje cooperativo y colaborativo, dos metodologías útiles para desarrollar habilidades socio afectivas y cognitivas en la sociedad del conocimiento.* Monografias.com. Taken from: http://www.monografias.com/trabajos66/aprendizaje-colaborativo/aprendizaje-colaborativo2.shtml

Hymes, D. (1972). *On communicative competence*. Philadelphia: University of Pennsylvania Press

Johnson, D., Johnson, R. and Holubec, E. (1994). *Cooperative Learning in the classroom.* Association for supervision and curriculum Development (ASCD), Alexandria, Virginia.

Johnson, D. and Johnson, R. (1999) *Making Cooperative Learning Work*. Theory into Practice,   Building Community through Cooperative. Vol. 38, No. 2, p. 67-73.

Kagan, S. (1989) *The structural approach to cooperative learning.* Taken from:

http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198912_kagan.pdf

Kaufman, D., Sutow, E. and Dunn, K. (1997) *Three Approaches to Cooperative Learning in Higher Education.* The Canadian Journal of Higher Education, Vol. 27, No. 2 and 3, p. 37–66.

Khaled, M. (2008) *The Effect of Using a Program Based on Cooperative Learning Strategy on Developing some Oral Communication Skills Of Students*. Thesis Submitted for the Fulfillment of the M. A. Degree in (TEFL). English Department, Faculty of Education, Sana'a University.

Krashen, S. and Terrell, T. (1995). *The Natural Approach: Language Acquisition in the Classroom*. New Jersey, Prentice Hall Europe.

Kribaa, S. (2013), *Enhancing Students' Oral Performance through Cooperative Group Work.* University of Biskra, p. 1-70.

Linares, J. (2004) *El aprendizaje cooperativo.* Consejería de Educación y Cultura de Murcia,   p. 1-11.

Mitchell, M., Montgomery, H., Holder, M., and Stuart, D. (2008). *Group Investigation as a Cooperative Learning Strategy: An Integrated Analysis of the Literature*. The Alberta   Journal of Educational Research, 54, 4, 388-395.

Mengduo, Q. and Xiaoling, J. (2010). *Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Language Learners.* Chinese Journal of Applied Linguistics, 3, 4, 113-125. Retrieved from: http://www.celea.org.cn/teic/92/10120608.pdf

Nullah, S. (2012). *Students Teams Achievement Division (STAD) Strategy in Teaching EFL.*   English Department, Faculty of Languages and Literature, State University of Makassar.   Retrieved from: https://suryanullah91.wordpress.com/2012/10/31/students-teams- achievement- division-stad-strategy-in-teaching-efl/

Ojeda, G. y Reyes, I. (2006). *Las estrategias de aprendizaje cooperativo y el desarrollo de habilidades cognitivas.* Tesis para optar el título profesional de licenciadas en educación. Universidad Nacional de Piura, Facultad de ciencias sociales y educación.

Palma, f y Montilla, Y (2010). *Aprendizaje cooperativo y convivencia en el aula de clases de los estudiantes de grado decimo de la institución educativa municipal técnico industrial J.M.* Taken from: http://biblioteca.udenar.edu.co:8085/bibliotecavirtual/viewer.aspx?&var=81945

Panitz, T. (1999). *Collaborative versus cooperative learning: A comparison of the two concepts   which will help us understand the underlying nature of interactive learning.* ERIC: Education Resources Information Center.

Pérez, A., Gonzales, A. y Leyva. C. *Una aproximación a la definición de: ¿Aprendizaje Cooperativo o Aprendizaje Colaborativo?* Taken from: http://www.revistaluz.rimed.cu/numeros%20HTML/Luz24/Art/amaurydilmacary.htm

Quinn, K. (2013). *Cooperative Learning Strategies*. ALT conference. Retrieved from: http://education.uwinnipeg.ca/pdf_files/Handout%20-%20Cooperative%20Learning%20Strategies.pdf

Rhenals, M. and Molina, R. (2014) *The Impact of Oral Communicative Strategies through Cooperative Work Activities.* Research Report submitted in partial fulfillment of the requirements for the degree of Master in English Language Teaching for Self-Directed   Learning. Universidad de La Sabana, Chía, Colombia.
Taken from:

http://intellectum.unisabana.edu.co/bitstream/handle/10818/9810/Marcela%20T.%20Rhenals%20L%C3%B3pez%20(TESIS).pdf?sequence=1&isAllowed=y

Ruiz, A. (2009). *El trabajo cooperativo en el aula*. Taken from:

http://trabajocooperativoenelaula.blogspot.com/2009/01/ventajas-del-aprendizaje-cooperativo.html

Sari, S. (2014) *Improving speaking skills through cooperative learning for the vii grade students of smp n 2 berbah in the academic year of 2013 / 2014.* Taken from: http://eprints.uny.ac.id/18495/1/Sekti%20Sari%2006202244110.pdf

Segura, R. (2012). *The importance of teaching listening and speaking skills*. Retrieved from: https://www.ucm.es/data/cont/docs/119-2015-03-17-12.RocioSeguraAlonso2013.pdf

Slavin, R (1995) *Cooperative Learning. Theory, Research and practice*. 2ND ED. New York: Prentice Hall.

Torrealba, F., Gomez, J., y Montilla, A. (2005) *Factores que Intervienen en el Desarrollo y la Adquisición del Lenguaje de los Individuos.* Monografías.com. Taken from: http://www.monografias.com/trabajos31/desarrollo-lenguaje/desarrollo-lenguaje.shtml

Tsay, M. and Brady, M. (2010) *A case study of cooperative learning and communication pedagogy: Does working in teams make a difference?* Journal of the Scholarship of Teaching and Learning, Vol. 10, No. 2, June 2010, p. 78 – 89.

UPM: Servicio de Innovación Educativa (2008). *Aprendizaje cooperativo.* Servicio de innovación educativa de la universidad politécnica de Madrid (UPM).

Wafaa, A. (2014) *Cooperative Learning in the EFL Classroom*. The 2014 WEI International   Academic Conference Proceedings. Vienna, Austria. Taken from: https://www.westeastinstitute.com/wp-content/uploads/2014/05/wafaa-salem-Full-Paper.pdf

Wikilibros. *Aprendizaje colaborativo /definición*. Libros libres para un mundo libre. Taken from: http://es.wikibooks.org/wiki/Aprendizaje_colaborativo/Definici%C3%B3n

Zañartu, L. (2002) *Aprendizaje cooperativo: una nueva forma de diálogo interpersonal y en red.* Taken from: http://www.quadernsdigitals.net/datos_web/hemeroteca/r_1/nr_20/a_278/278.htm