UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE

"STRATEGIES OF COOPERATIVE LEARNING AND THE DEVELOPMENT OF WRITING AND SPEAKING SKILLS WITH THE STUDENTS OF 9TH YEARS OF GENERAL BASIC EDUCATION AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012-2013".

Thesis previous to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

AUTHOR:

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THESIS DIRECTOR:

Dra. Mgs. Carmen Dávila Vega.

LOJA-ECUADOR

2014

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PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA

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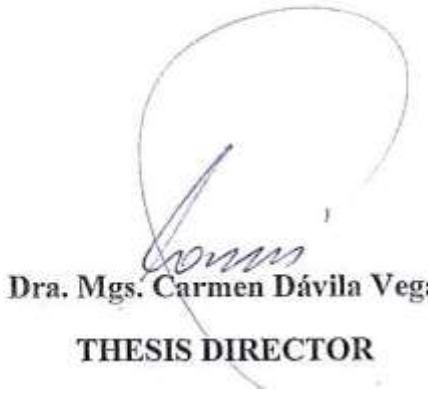

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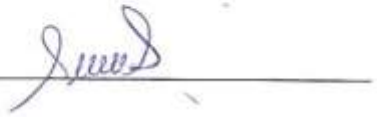
Firma: 

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THE AUTHOR

DEDICATION

I dedicate this research study to God, because he has given me the wisdom and knowledge to culminate one of my educative goals.

On the other hand, I express my gratitude to my husband and my daughter, because they have been an indispensable support through my entire student's life.

Moreover, to my parents and friends, because they have given all the love and support when I mostly needed it.

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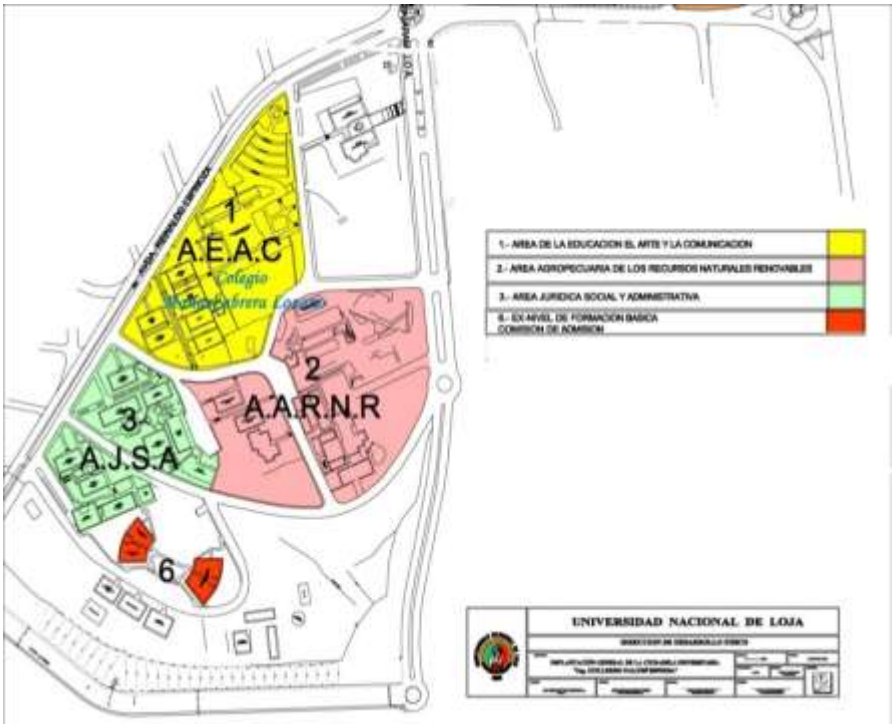

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ix. Thesis Scheme

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- **b.** Abstract
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a. TITLE

"STRATEGIES OF COOPERATIVE LEARNING AND THE DEVELOPMENT OF WRITING AND SPEAKING SKILLS WITH THE STUDENTS OF 9TH YEARS OF GENERAL BASIC EDUCATION AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012-2013".

b. RESUMEN

El presente trabajo de investigación titulado: "**ESTRATEGIAS DEL APRENDIZAJE COOPERATIVO Y EL DESARROLLO DE LAS HABILIDADES DE LA ESCRITURA Y HABLA CON LOS ESTUDIANTES DE 9NO AÑO DE EDUCACIÓN GENERAL BÁSICA EN LA "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". AÑO ACADÉMICO 2012-2013", f**ue desarrollado con el propósito de determinar las estrategias de aprendizaje cooperativo para el desarrollo de las habilidades de escritura y habla.

Los métodos usados fueron el científico, el descriptivo y el analítico-sintético, los cuales ayudaron en cada parte de la investigación. Para recolectar los datos, las encuestas fueron aplicadas a 5 profesores de inglés y 185 estudiantes.

Los principales resultados muestran que los profesores están aplicando adecuadamente estrategias de aprendizaje cooperativo para desarrollar las habilidades de escritura y habla.

SUMMARY

This research work entitled "**STRATEGIES OF COOPERATIVE LEARNING AND THE DEVELOPMENT OF WRITING AND SPEAKING SKILLS WITH THE STUDENTS OF 9TH YEARS OF GENERAL BASIC EDUCATION AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012-203",** was developed with the purpose to determine the cooperative learning strategies in order to develop writing and speaking skills

The methods used were the scientific, the descriptive and the analytical-synthetic, which helped in every part of the research. To gather the data, surveys were applied to 5 English teachers and 185 students.

The main results show that teachers are applying adequately cooperative learning strategies in order to develop the writing and speaking skills.

c. INTRODUCTION

Cooperative learning is a teaching strategy that allows students work in groups to develop the learning of the English language. Moreover, it creates a real environment of friendship, because each student is not only responsible for their own learning, but also for helping others to achieve certain goals.

Writing skill is the representation of language through the use of a set of signs or symbols. It is an important part of the communication. Students with good writing skills communicate their message with clarity. Nordquist (2009).

Speaking skill is the interaction between two or more people in changing ideas and arguing something related to the human lives and movement of the world. Students with good speaking skills generate words that can be understood by listeners. A good speaker is clear and informative. Inc (2010).

There is a wide variety of cooperative learning strategies for the development of writing skill as Jigsaw, Round Table and Critical Debate. These cooperative learning strategies encourage students to work as a team when the teacher gives them a written task. In addition, there are other strategies to improve the speaking skill as Discussions, Brainstorming and Interviews. These strategies foster communication because students communicate each other by giving opinions, asking questions, answering questions and asking for clarification.

For these reasons, the problem that motivated the researcher to develop this research work was to know: ***What is the role of cooperative learning strategies in the development of writing and speaking skills with the students of 9th year of***

General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012-2013? And the sub-problems: ***What are the cooperative learning strategies that teachers apply to develop writing skill*** and, ***Are the cooperative learning strategies that teachers apply suitable for the development of speaking skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013?***

The researcher established as specific objectives:

To identify the cooperative learning strategies that teachers apply to develop writing skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

To analyze the cooperative learning strategies that teachers apply to develop the speaking skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

The general hypothesis of this work is the application of cooperative learning strategies helps to develop writing and speaking skills with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

During the research several methods were used: The first one was the Scientific Method which helped to carry out the observation stages, and to prove the research. Second, the Analytic-Synthetic Method which allowed to analyze, criticize and describe the theoretical framework and to synthetize the gathered

data. Third, the Descriptive that was used to collect information of the research study, to make the description of the phenomena and facts; to make a rational interpretation as well as the data analysis about the research study in order to achieve the objectives of the research.

Finally, the Deductive and Inductive Methods were used to analyze and interpret the collected data. Also a survey was applied to teachers and students.

The research includes the distribution of the following contents:

Summary that synthesizes the research work. Next, the Introduction that presents an overview of the research work which contains the following parts:

Review of Literature which includes the main contents of the theoretical referents that the researcher used to support the research work from a scientific point of view.

The ***Methodology which*** describes the methods, techniques, procedures, instruments, and the researched population that helped the researcher to prove the hypothesis. Then, there is the materials and resources section which contains the human and economic resources.

Results which include their respective statistics tables and graphs that represent the obtained data of the students and teachers' surveys and the analysis of each question with the purpose of verifying the outlined hypothesis.

Discussion of the Results, it contains the verification of the two specific hypotheses.

Furthermore, it has the **conclusions** which have been drawn after contrasting the information obtained with the applied instruments, establishing the logical relation between them with the objectives set in the research project.

The **recommendations** contain the main suggestions based on a critical analysis for each conclusion.

d. REVIEW OF LITERATURE

COOPERATIVE LEARNING

DEFINITION

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. (Frederick, 2005)

IMPORTANCE OF COOPERATIVE LEARNING

Cooperative Learning adhere in the concept of more heads are better than one which is best seen in the group studying. But students can engage in cooperative learning even without forming a formal study group. Cooperative Learning can be achieved even the grouping is just temporary and occur only during class hours.

Remember the times when the teacher group the class into three or four and let the formed groups discuss together about their assigned topics? The professor is trying to exercise cooperative learning when he/she grouped the learners.

Cooperative learning is important because this allows students to learn from each other. It encourages the students to discuss and come up with better findings or solution. One good advantage of cooperative learning is that it helps each member

of the group to understand the issue thoroughly thus, the information about the topic is retained better on the brain. (Jazz, 2007)

ROLE OF THE TEACHER IN COOPERATIVE LEARNING

The role of the teacher is very important in cooperative learning. To have an effective cooperative learning group teacher must know their students well. Grouping of students can be a difficult process and must be decided with care.

Teachers must consider the different learning skills, cultural background, personalities, and even gender when arranging cooperative groups. Much time is devoted to prepare the lesson for cooperative learning. However, teachers fail in the background and become a coach, facilitator, or and sometimes a spectator after the lesson is implemented. Consequently, teachers who set up a good cooperative lesson teach children to teach themselves and each other. Students learn from their peers and become less dependent on the teacher for help. (Dahley, 1994)

ROLE OF THE STUDENT IN COOPERATIVE LEARNING

Materials/Observer: The teacher is responsible for ensuring that the group has all needed materials to begin and complete assignments and that all materials are returned. The teacher should not have to be asked to get the materials for his/her group. The materials for the day will be listed in the same place on the board. If the students assigned the material person role, the teacher needs to ensure all necessary manipulative, calculators, copies; books, etc. are on the desks at the start of class. The teacher is also responsible for putting these back where he/she

found them at the end of class. The teacher must collect any copies for absent students in the folder as well as keep a record of the homework they need to make up. While the group is working the teacher are responsible for paying attention to how the group members interact. It is the teacher's job to discuss any issues and offer suggestions for how he/she can work more cooperatively.

Advice Seeker/Checker: The role of student is unique; it is the only member of the group who can ask questions of the teacher. The latter must be sure that no one in the group already knows the answer to the question the teacher wishes to ask. The teacher is responsible for asking the questions that move the group towards meeting the goals and objectives of the lesson. The advice seeker needs to communicate with the entire group and check for understanding. The group must come to a consensus as to what pertinent questions need to be posed to the teacher if any. The teacher must ensure by questioning that each member has sufficiently learned the expected goals of the activity. If the teacher finds that one or more of the group members cannot explain the material, the teacher's job to ensure the group comes together to help them learn**.** (Cohen, 1986)

Manager: Student will assure that all members of the group continue to work until the task is completed. The task is not done until you say so. The teacher is responsible for organizing the final product and overseeing that all members contribute and the work gets done. Each member of the group must contribute to the final product and you should be able to articulate what they added. The teacher is also the support and encourager for the group. The teacher needs to pay attention to how group members are feeling—are they feeling left out? Slighted?

The teacher needs to get them back involved. Offer praise and encouragement when appropriate and needed. Keep members on track by being aware of how actions and words are perceived.

Relater/Summarizer: Students are responsible for getting the whole group to articulate how the current tasks and topics relate to content previously studied. This is ongoing. The teacher's whole job focuses on how connections can be made between this assignment and anything else that relates—work in other classes, work in this class, movies, TV, home life experiences, shopping, whatever. Make the connections and get your group talking about it in the context of the activity. The teacher is not responsible for making the connections, but he/she is responsible for getting the group to discuss it. Be careful. If the group is off task and is talking about topics that don't pertain to this lesson, it is the teacher who will not have succeeded in his/her role. As tasks and activities are completed the teacher will work with the advice seeker to ensure that the each of the group members can summarize their learning. (Cohen, 1986)

WRITING SKILL

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Writing is the representation of language in a textual medium through the use of a set of signs or symbols. Writing skill is an important part of the communication. Good Writing Skills allow you to communicate your message with clarity and

ease to a far larger audience than through face-to-face or telephone conversations. (Nordquist, 2009)

COOPERATIVE LEARNING STRATEGIES TO ENHANCE WRITING SKILL

Importance

The importance of applying cooperative learning strategies in classroom is to encourage students to work as a team. When a teacher gives a written task, the members of the group work together towards certain goals. Given that, they help each other during the development of the writing.

Jigsaw

Groups with five students are set up. Each member is assigned some material to learn and to teach to his group members. The representative of the students working on the same topic gets together and discusses the important concepts and the ways to teach it to the whole class. After the practice in these "expert" groups the original groups get together and teach each other. Tests and assessments follow.

Think-Pair Share

This is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. "Pair" and "share" components encourage learners to compare and contrast their understanding with those of another, and to practice

their response first in a low-risk situation before going public with the whole class.

Three-Step Interview

Each member of team chooses another member to be a partner. During the first step individuals interview their partner by asking clarifying questions. During the second step partner reverse roles. For the final step, members share their partner' response with the team.

Round Table

It is primarily a brainstorming technique in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group members take turns responding to a question with words, phrases or short answers. The order of responses is organized by proceeding from one student to another until all students have had an opportunity to speak. This technique helps in generating many ideas all students participate, because it discourages comments that interrupt or inhibit the flow or ideas. The ideas could be used to develop a piece of good paragraph on a given topic.

Three-minute review

Teacher stops any time during a lecture or discussion on the various formats or letter writing, report writing, etc. and give team members to review what has been said, ask clarifying questions or answer questions.

Number Heads

A team or four is established, each member is given number 1, 2, 3 and four. Questions are asked of the group. Groups work together to answer the questions so that all can verbally answer the question. Teacher calls out a number (three) and the number three in each group is asked to give the answers. This could be used for comprehension exercises.

Buzz Groups

Buzz groups are teams of four to six students that are formed quickly. They discuss on a particular topic or different topics chosen to them. The discussion is informal and they exchange the ideas, Buzz Groups serve a warm-up to whole-class discussion. They are effective for generating information and ideas in a short period of time. This technique could be used to write essays on current issues.

Talking Chips

In talking chips, students participate in a group discussion, surrendering a token each time they speak. This technique ensures equitable participation by regulating how often each group member is allowed to participate. This technique encourages reticent students to participate and solve communication or process problems, such as dominating or clashing group members.

Critical Debate

This activity could be used while drafting argumentative essays. In this individual students select their side of an issue in contrary to their own views. They form teams and discuss, present, and argue the issue against the opposing team. It

exposes the class to a focused, in-depth, multiple-perspective analysis of issues. It can move students beyond simple dualistic thinking, deepen their understanding of an issue, and help them to recognize the range of perspectives inherent in complex topics. This technique is suitable for tertiary level students.

Write Around

For creative writing or summarizing, teachers could give a sentence starter (for example: If there were no plants on the earth------/ A man met an alien on the sea shore-------) then all students in each team have to finish the sentence. Then, they pass the paper to the right, read the one they receive, and add sentence to than one. After a few round, four great summaries or stories emerge. Students should be given time to add a conclusion and/or edit their favourite one to share with the class.

Praise-Question-Polish

In this technique the group members take turns to read aloud their papers as their other group members follow along with copies. First, the respondents are asked to react to the piece of writing by asking them to identify what they liked about the work (Praise), then identify what portion of the writing they did not understand (Question), finally offering specific suggestions for improvement of the writing (Polish). The students would be able to improve their own writing by critically evaluating the writing of their peers. (Mandal, 2009)

SPEAKING SKILL

Speaking skill is a communication that enables a person to verbalize thoughts and ideas. There are two instances when such a skill is required and these are: interactive and semi-interactive. In the first instance this would involve conversations with another person or group of persons whether face-to-face or over the phone, where there is an exchange of communication between two or more people.

In the second instance this happens when there is a speaker and an audience such as in the case of delivering a speech, where the speaker usually does all the talking, while the audience listens and analyses the message, expressions and body language of the speaker. (Inc., 2010).

COOPERATIVE LEARNING STRATEGIES TO ENHANCE SPEAKING SKILL

Importance

In Cooperative Learning students participate to work as a team. They communicate one with another by giving opinions, asking questions, answering questions, asking for clarification and responding to other's encouragement in groups. They develop their speaking skill as much as possible with their group mates. (Junette, 2009)

Discussions: After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this

way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions.

In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “People learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups.

Role Play: Another way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as: who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor” and tell him “what happened last night?”

Simulations: Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap: In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming: On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews: Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they

know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story completion: This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting: Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture describing: One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the difference: For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures. (Kayi, 2000).

e. MATERIALS AND METHODS

DESIGN OF THE RESEARCH

It is important to mention that this research is descriptive since the researcher did not manipulate the variables, but there was the chance to make a direct observation to see how it is the phenomenon in the reality. For the development of it, some methods and techniques were applied in order to get the required data and expose the results in this research.

METHODS

To carry out the present research and in order to achieve the stated objectives, the researcher applied some methods and techniques that allowed carrying out and concluding successfully this research work; similarly, it helped to check and verify the outlined hypothesis.

Scientific method: Through its analysis and synthesis processes the researcher discovered the causes and effects among facts, variables and components of the research study. It also has supported the researcher during all the process; from the observation, questioning of the phenomena and the verification of hypotheses relating to the variables through empiric data and the theoretical referents.

Analytic-synthetic method: This method was used to analyze the main results obtained by means of the instruments applied in the field work, due to these results showed whether the drawn hypotheses be confirmed or rejected based on the outcomes of major tendency.

Descriptive Method: It was used to gather information of the research study, to make the description of the phenomena and facts; to make a rational interpretation as well as the data analysis about the research study in order to achieve the objectives of the research.

Explicative Method. Through this method was done the explanation of the reasons of each elaborated question, to get consistent information that was contrasted with the theoretical referent about the theme. Furthermore, it was used to explain the logical implications of the variables of each hypothesis in order to verify them. It also helped to summarize and interpret the collected data through tables and graphs.

TECHNIQUES AND INSTRUMENTS

The survey was the technique and the questionnaire was the instrument used during the development of the research work to obtain information about the Cooperative Learning Strategies that teachers applied to develop Writing and Speaking Skills.

PROCEDURES

After deciding on the research instruments, the processing of the collected information was carried out involving the following steps:

a) Tabulating

The tabulation of the obtained data was done in a quantitative way. Moreover, the tabulation of all the applied instruments was good enough for contrasting the information and to analyze the obtained results.

b) Organization

The organization of the empiric information was made in accordance with the specific variables which guided the classification of the questions depending of the hypothesis.

c) Graphic Representation

The graphic representation of the obtained information was made in different statistic charts for its visualization along the data and the tendency of the indicators for each variable.

d) Analysis and Interpretation

The analysis and the interpretation of the acquired information, the results in percentages and the analysis of the data were contrasted with the theoretical frame to fulfil the previous objectives which had been set up before in the research project.

e) Hypothesis Verification

The verification of the hypothesis was done by using the empiric method with a description of the indicators with higher tendency and contrasting them with the information taken from the theoretical frame.

f) Conclusions and Recommendations

The formulation of conclusions was done with worth bases taken from the analysis and interpretation of the data that was based on the specific objectives which were very important for guiding the research process.

The elaboration of the final report was done by integrating all the components of the researching with the logic interpretation among them; this all required a new revision of the already mentioned components: theme, objectives, hypothesis and theoretical frame for setting up a good relation among them.

POPULATION

The survey was applied to 185 students and 5 English teachers.

POPULATION CHART	
TEACHERS	STUDENTS
5 English Teachers	**185 students of 9th years of General Basic Education**

f. RESULTS

TEACHERS AND STUDENTS´ SURVEY

HYPOTHESIS No. 1

The cooperative learning strategies that teachers apply benefit the development of writing Skill, of the students of 9th year of general basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012- 2013.

1. **Do you consider that it is important the Cooperative Learning Strategies applied by your teacher to develop the Writing Skill?**

   Yes ( ) No ( )

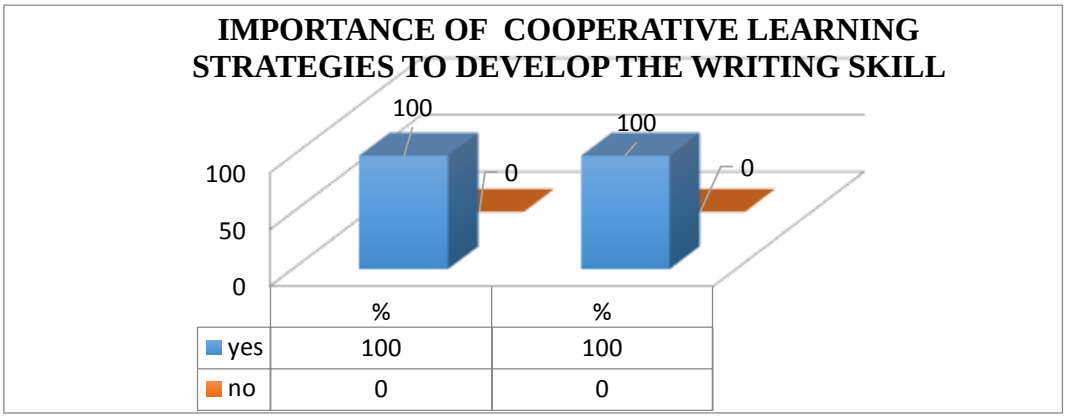
   Why? What about it?

a. Chart 1

IMPORTANCE OF COOPERATIVE LEARNING STRATEGIES TO DEVELOP THE WRITING SKILL	TEACHERS		STUDENTS	
	f	%	f	%
Yes	5	100	185	100
No	0	0	0	0
Total	5	100	185	100

Source: Teachers and Students at Unidad Educativa Anexa a la Universidad Nacional de Loja.
Author: Bety Judith Jiménez Luzuriaga.

c. Graph 1



d. Logical Analysis

The results show that all teachers and students consider that it is important to apply cooperative learning strategies to develop the writing skill. This means, teachers are aware of the important role cooperative learning strategies have in the development of writing skill. According to Jazz (2007) "The use of cooperative learning strategies offer students a variety of activities, in which students help each other during the development of written tasks, learn from each other, and understand the issue". Moreover, cooperative learning strategies create a friendship environment, increase the vocabulary, thus, students are able to write short sentences and phrases.

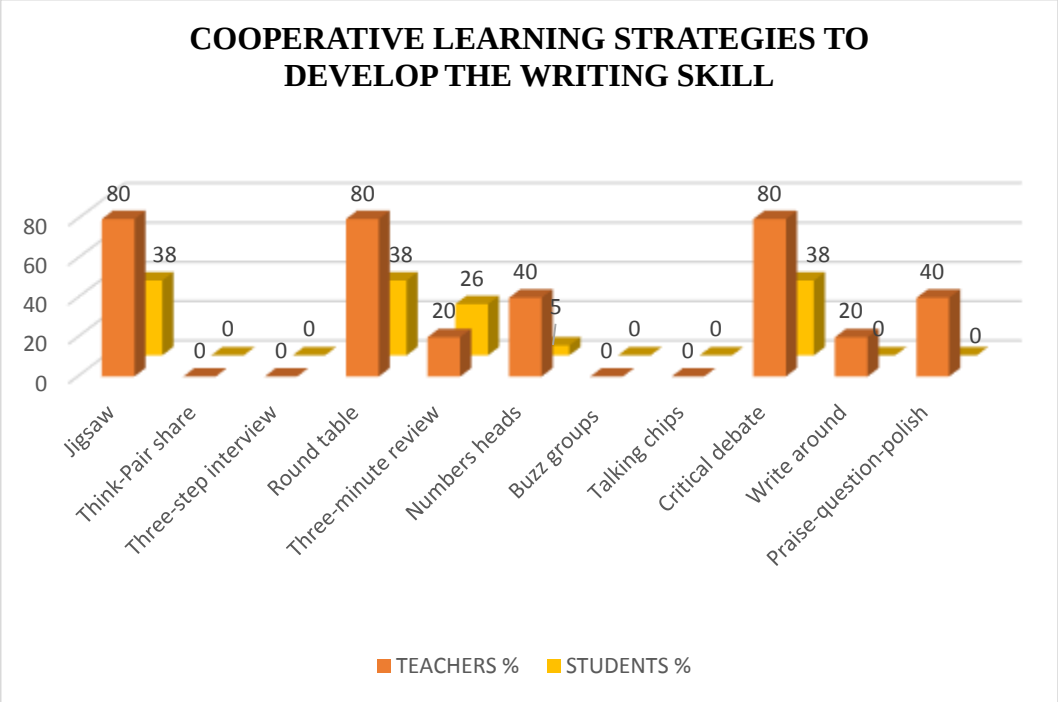
2. Mark with an x the Cooperative Learning Strategies that your teachers apply to develop the Writing Skill?

a. Chart 2

COOPERATIVE LEARNING STRATEGIES TO DEVELOP THE WRITING SKILL	TEACHERS		STUDENTS	
	f.	%	f.	%
Jigsaw	4	80	70	38
Think-Pair share	0	0	0	0
Three-step interview	0	0	0	0
Round table	4	80	70	38
Three-minute review	1	20	48	26
Numbers heads	2	40	9	5
Buzz groups	0	0	0	0
Talking chips	0	0	0	0
Critical debate	4	80	70	38
Write around	1	20	0	0
Praise-question-polish	2	40	0	0

Source: Teachers and Students at Unidad Educativa Anexa a la Universidad Nacional de Loja.
Author: Bety Judith Jiménez Luzuriaga.

b. Graph 2



c. Logical Analysis

Based on the results, many teachers and several students agree that the cooperative learning strategies: jigsaw, round table and critical debate are applied to develop the writing skill. As it can be noticed, teachers are making use of a few cooperative learning strategies, which is not contributing to develop the writing skill. The inclusion of other cooperative learning strategies as: think-pair share, three-step interview, three minute review, number heads, buzz groups, talking chips, write around and praise-question-polish, allows students to write cooperatively, reduce students' writing anxiety and provide great opportunities to be more involved in the development of writing tasks.

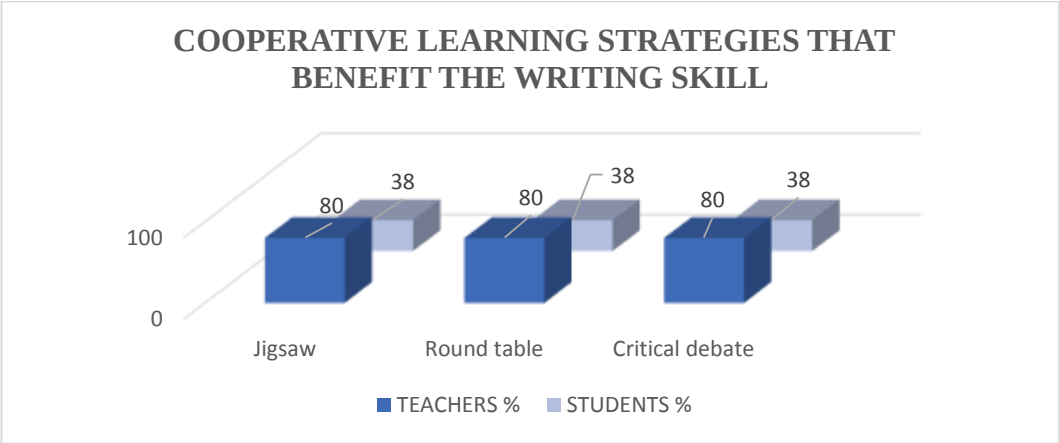
3. Which of the strategies mentioned before, your teacher think benefit the development of the Writing Skill?

a. Chart 3

COOPERATIVE LEARNING STRATEGIES THAT BENEFIT THE WRITING SKILL	TEACHERS		STUDENTS	
	f.	%	f.	%
Jigsaw	4	80	70	38
Round table	4	80	70	38
Critical debate	4	80	70	38

Source: Teachers and Students at Unidad Educativa Anexa a la Universidad Nacional de Loja.
Author: Bety Judith Jiménez Luzuriaga.

b. Graph 3



c. Logical Analysis

The acquired results confirm that many teachers and several students think that jigsaw, round table and critical debate are strategies that benefit the writing skill. The results demonstrate that teachers consider only three strategies as good to develop the writing skill. Even though, these strategies are appropriate, the no application of the other ones does not permit to develop the writing skill efficiently. Cooperative Learning Strategies promote the learning of English and foster respect and companionship among students. According to Mandal (2009) "In the jigsaw strategy, students work in groups of five. Each group has a leader, which is in charge of the students working on the given topic, and discuss the important things in order to share it to the whole class"*;* "In round table strategy, group members take turns responding to a question with words, phrases or short answers in a written way, and in critical debate, students work on teams in the development of the Writing".

4. How often does your teacher apply Cooperative Learning Strategies to develop the Writing Skill?

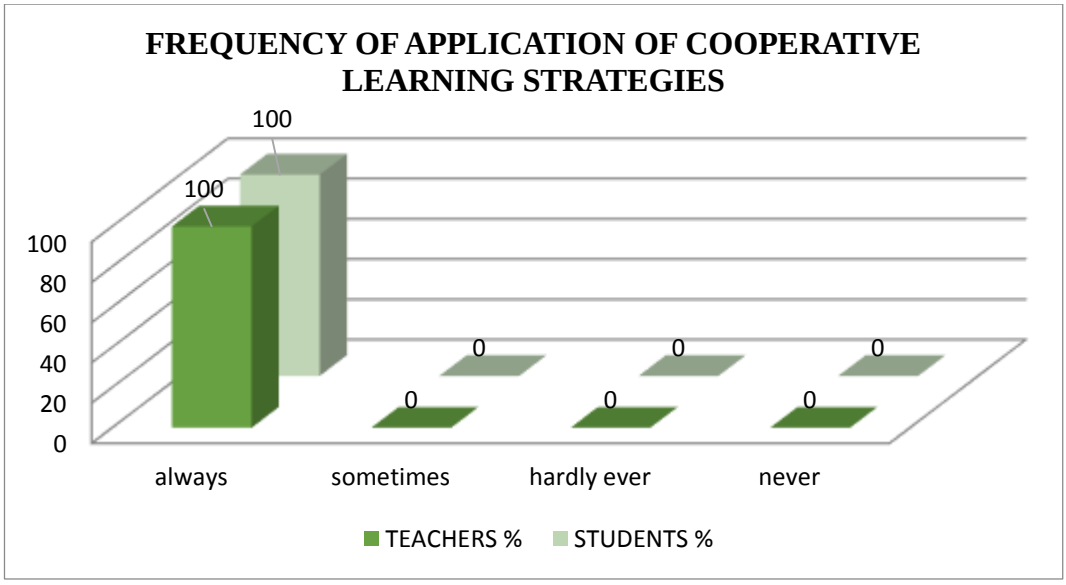
Always ( ) Sometimes ( ) Hardly Ever ( ) Never ( )

a. Chart 4

FREQUENCY OF APPLICATION OF COOPERATIVE LEARNING STRATEGIES	TEACHERS		STUDENTS	
	f.	%	f.	%
Always	5	100	185	100
Sometimes	0	0	0	0
Hardly ever	0	0	0	0
Never	0	0	0	0

Source: Teachers and Students at Unidad Educativa Anexa a la Universidad Nacional de Loja.
Author: Bety Judith Jiménez Luzuriaga.

b. Graph 4



c. Logical Analysis

The findings show that all teachers and students always apply cooperative learning strategies, which indicates that teachers are encouraging students to learn cooperatively in class. The frequent use of cooperative learning strategies

stimulates the learning and promotes respect and friendship among classmates. Students learn to depend on each other in a positive way for a variety of writing tasks. In fact, the more diverse the strategies are in the classroom, the higher benefits for the students.

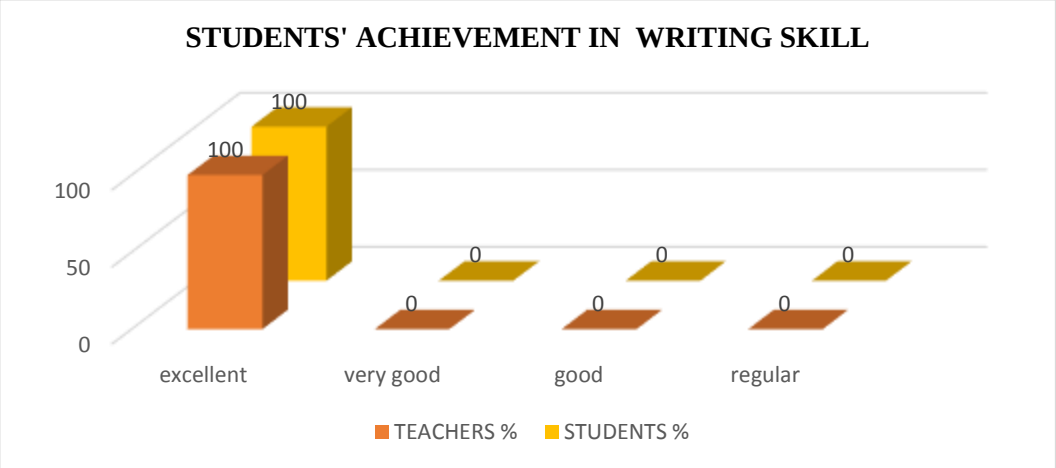
5. How do you grade your achievement in Writing Skill?

a. Chart 5

STUDENT'S ACHIEVEMENT IN WRITING SKILL	TEACHERS		STUDENTS	
	f.	%	f.	%
Excellent	5	100	185	100
Very good	0	0	0	0
Good	0	0	0	0
Regular	0	0	0	0

Source: Teachers and Students at Unidad Educativa Anexa a la Universidad Nacional de Loja.
Author: Bety Judith Jiménez Luzuriaga.

b. Graph 5



c. Logical Analysis

Dealing with the results, all teachers and students express that the achievement in writing skill is excellent. These results indicate that teachers are applying

adequately cooperative learning strategies to develop writing skill. Cooperative Learning Strategies encourage students to work in teams, this way, students are not only responsible for his/her own learning, but also for helping their classmates in developing their writing skills to reach a higher level in English written production.

HYPOTHESIS TWO:

The cooperative learning strategies that teachers apply are generating good results in the development of speaking Skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

6. Do you consider that it is important to apply Cooperative Learning Strategies to develop the Speaking Skill?

Yes ( ) No ( )

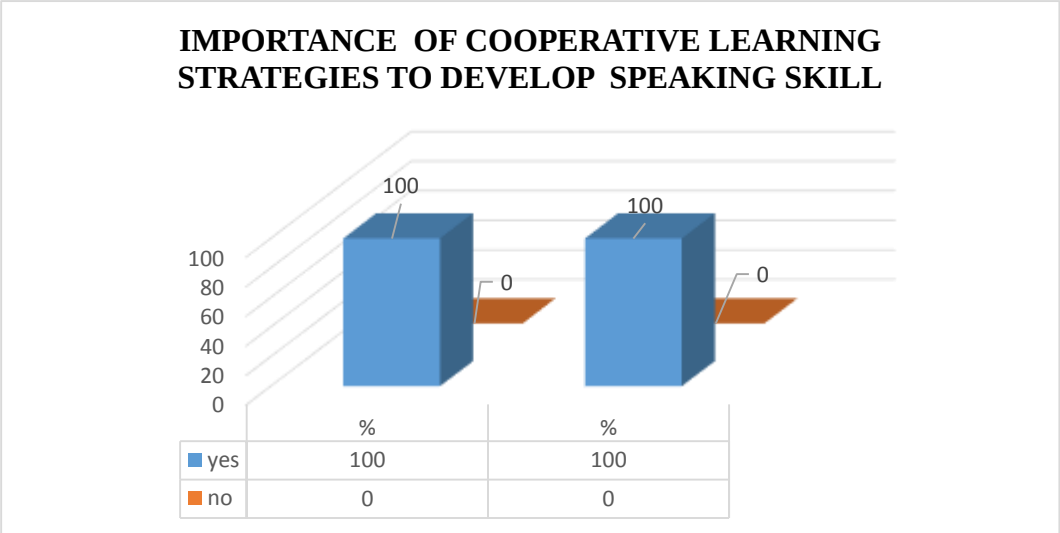
Why? What about it?

a. Chart 6

IMPORTANCE OF COOPERATIVE LEARNING STRATEGIES TO DEVELOP SPEAKING SKILL	TEACHERS		STUDENTS	
	f.	%	f.	%
Yes	5	100	185	100
No	0	0	0	0
Total	5	100	185	100

Source: Teachers and Students at Unidad Educativa Anexa a la Universidad Nacional de Loja.
Author: Bety Judith Jiménez Luzuriaga.

b. Graph 6



c. Logical Analysis

The results show that all teachers and students consider that it is important to apply cooperative learning strategies to develop the speaking skill. The results indicate that teachers are motivating students in class, to improve their speaking skill. According to Junette (2009) "In Cooperative Learning, students participate to work as a team. Students communicate each other by giving opinions, asking questions, answering questions, asking for clarification and responding to other's encouragement in groups. Also, students develop their speaking skills as much as possible with their group mates. The interaction between teachers and students and students to students, generate good results in the development of the speaking skill. Teachers consider that it is important to apply Cooperative Learning to develop the Speaking Skill because these ones stimulate student's to communicate each other improving their fluency in at the moment of speaking into class.

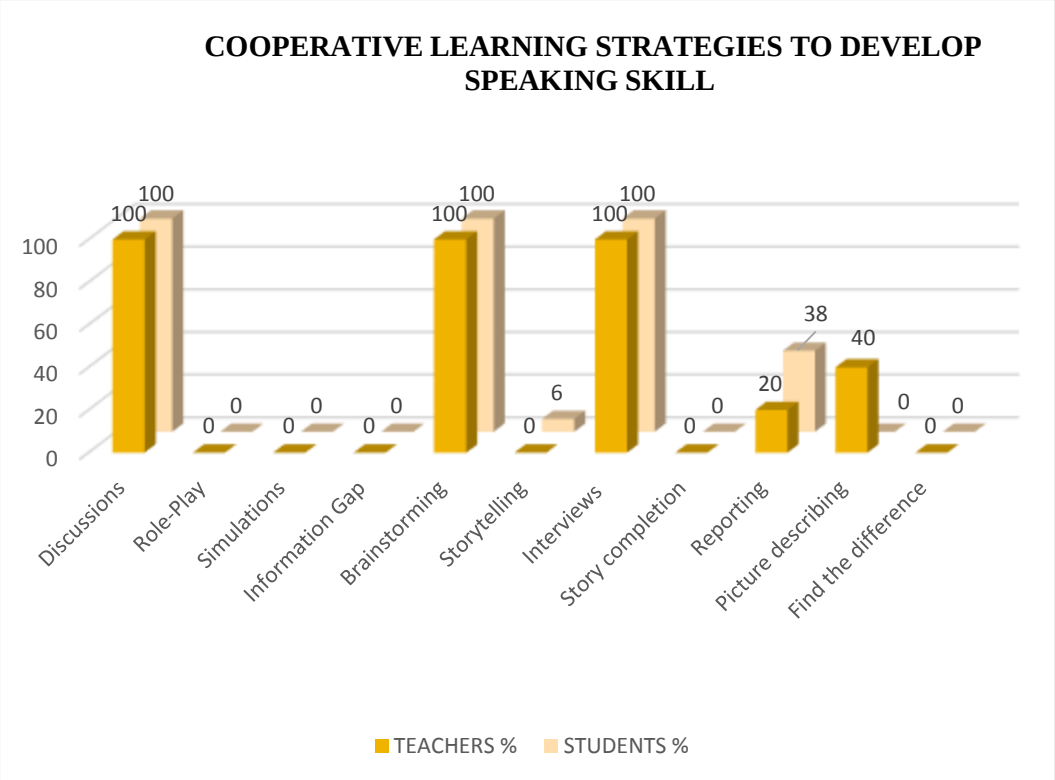
7. Mark with an x the Cooperative Learning Strategies that you apply to develop the Speaking Skill?

a. Chart 7

COOPERATIVE LEARNING STRATEGIES TO DEVELOP SPEAKING SKILL	TEACHERS		STUDENTS	
	f.	%	f.	%
Discussions	5	100	185	100
Role-Play	0	0	0	0
Simulations	0	0	0	0
Information Gap	0	0	0	0
Brainstorming	5	100	185	100
Storytelling	0	0	10	6
Interviews	5	100	185	100
Story completion	0	0	0	0
Reporting	1	20	70	38
Picture describing	2	40	0	0
Find the difference	0	0	0	0

Source: Teachers and Students at Unidad Educativa Anexa a la Universidad Nacional de Loja.
Author: Bety Judith Jiménez Luzuriaga.

b. Graph 7



c. Logical Analysis

The results show that all teachers and students agree that cooperative learning strategies such as: discussions**,** brainstorming and interviews help develop the speaking skill. As it can be seen, teachers make use of cooperative learning strategies, but not the enough to provide students a real practice of the language. The incorporation of other cooperative learning strategies as role-play, simulations, information gap, storytelling, story completion, reporting, picture describing and find the difference, offer students a variety of activities to increase their speaking in the class. Also, these strategies improve the communication and collaboration of group members during the development of the speaking skill.

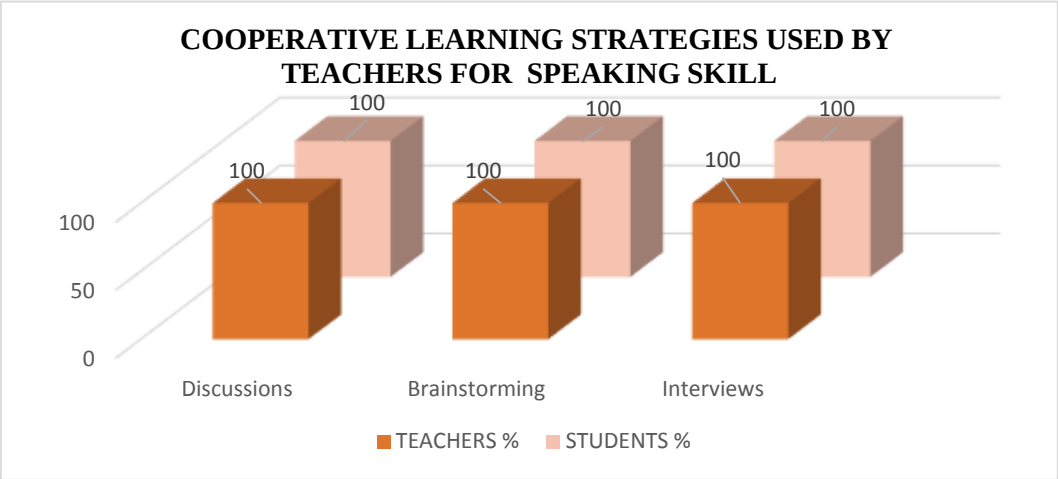
8. Which of the strategies mentioned before do you think generate good results in the development of the Speaking Skill?

a. Chart 8

COOPERATIVE LEARNING STRATEGIES USED BY TEACHERS FOR SPEAKING SKILL	TEACHERS		STUDENTS	
	f.	%	f.	%
Discussions	5	100	185	100
Brainstorming	5	100	185	100
Interviews	5	100	185	100

Source: Teachers and Students at Unidad Educativa Anexa a la Universidad Nacional de Loja.
Author: Bety Judith Jiménez Luzuriaga.

b. Graph 8



c. Logical Analysis

The acquired results confirm that all teachers and students agree that discussion, brainstorming and interviews are strategies that produce better results in developing the speaking skill. According to Kayi (2000) "Discussions allow students to share ideas and find solutions to any topic within groups. In brainstorming workgroups produce ideas quickly and freely, interviews help teachers give several questions to students. Also, interviews let students practice their speaking not only in class, but also outside of it". Although, these strategies are appropriate, the no application of the other ones does not permit students to enhance the speaking skill adequately.

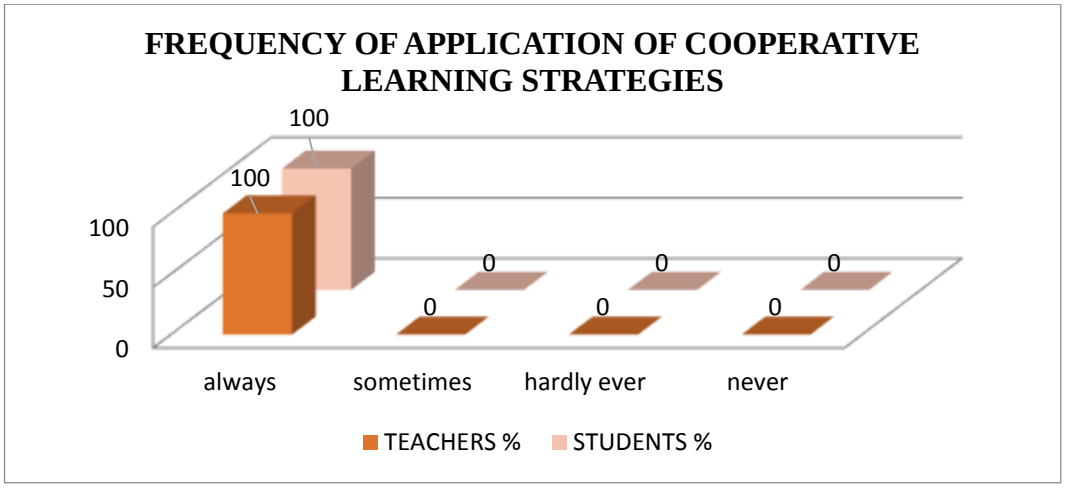
9. How often do you apply Cooperative Learning Strategies to develop the Speaking Skill?

a. Chart 9

FREQUENCY OF APPLICATION OF COOPERATIVE LEARNING STRATEGIES	TEACHERS		STUDENTS	
	f.	%	f.	%
Always	5	100	185	100
Sometimes	0	0	0	0
Hardly ever	0	0	0	0
Never	0	0	0	0

Source: Teachers and Students at Unidad Educativa Anexa a la Universidad Nacional de Loja.
Author: Bety Judith Jiménez Luzuriaga.

b. Graph 9



c. Logical Analysis

The results show that all teachers and students always use cooperative learning strategies to develop the speaking skill, which indicates that teachers are giving a great importance to them, and are making use of them. Cooperative Learning Strategies are permanently used in order to promote teams in the classrooms, this way, students are able to carry out interviews and discuss each other with the

purpose to develop their speaking and to reach a higher level of oral communication.

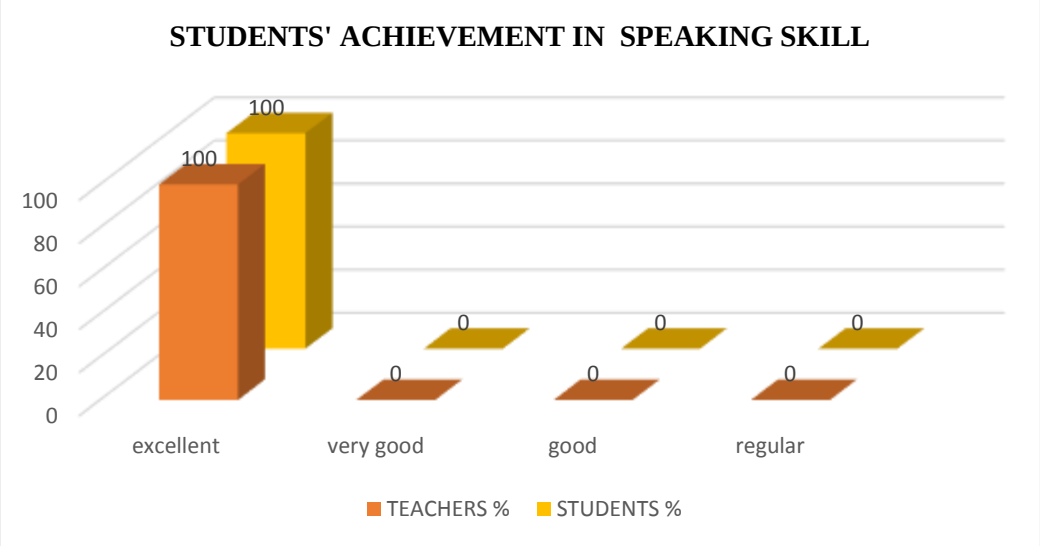
10. How do you grade your achievement in Speaking Skill?

a. Chart 10

STUDENTS' ACHIEVEMENT IN SPEAKING SKILL	TEACHERS		STUDENTS	
	f.	%	f.	%
Excellent	5	100	185	100
Very good	0	0	0	0
Good	0	0	0	0
Regular	0	0	0	0

Source: Teachers and Students at Unidad Educativa Anexa a la Universidad Nacional de Loja.
Author: Bety Judith Jiménez Luzuriaga.

b. Graph 10



c. Logical Analysis

Dealing with the results, all teachers and students grade the achievement in speaking skill as excellent**.** These results indicate that teachers are applying appropriately cooperative learning strategies to enhance speaking skill.

Cooperative Learning Strategies are used to motivate students to work in groups, and promote students' interaction, this way; students share their ideas and thoughts with classmates with the purpose to speak fluently.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

The cooperative learning strategies that teachers apply benefit the development of writing skill, of the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

b) Demonstration

The first hypothesis has two variables. The first one is the cooperative learning strategies that teachers apply and the second one is the development of the writing skill

In question **ONE,** 100% of teachers and students consider that cooperative learning strategies are important to develop the writing skill. These results indicate that teachers are aware of cooperative learning strategies are fundamental for the development of students' written production.

In question **TWO,** 80% of teachers and 38% of students answer that jigsaw, round table and critical debate are strategies to develop writing skill. Although, teachers do not take into account the other strategies, the ones that they are using are suitable to develop the writing skill. The use of all these strategies improves the writing skill.

In question **THREE,** 80% of teachers and 38% of students think the strategies that benefit the development of the writing skill are: jigsaw, round table and

critical debate. This indicates that, the few strategies teachers are using are adequate to develop the writing skill and to reach a good level in writing.

In question **FOUR,** about the frequency of application of cooperative learning strategies, 100% of teachers and students indicate that cooperative learning strategies are always applied. These results show that there is a continuous use of cooperative learning strategies by teachers, which is beneficial due to students' writing skill, is improved.

In question **FIVE,** concerning the grade of the students' achievement in writing skill, 100% of teachers and students graded it as excellent. The results demonstrate that teachers are applying the cooperative learning strategies appropriately, for the development of writing skill.

c) Decision

Based on the analyzed results the researcher **accepts the first hypothesis** of this research which states that the cooperative learning strategies teachers apply benefit the development of writing skill of the students of 9^{th} year of general basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012- 2013, for the following reasons: first, both teachers and students are conscious of the importance of applying cooperative learning strategies and second, the cooperative learning strategies are frequently applied and third, students achievement in writing is excellent, despite, teachers do not take into account all the strategies required.

HYPOTHESIS TWO

a) Statement

The cooperative learning strategies that teachers apply are generating good results in the development of the speaking skill, with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

b) Demonstration

The second hypothesis has two variables. The first one is the cooperative Learning strategies that teachers apply and the second one good result in the development of the speaking skill.

In question **SIX,** 100% of teachers and students agree that the application of cooperative learning strategies is important to develop speaking skill. These results show that teachers are conscious that cooperative learning strategies support students' oral production.

In question **SEVEN**, 100% of teachers and students use cooperative learning strategies as discussions, brainstorming and interviews to develop the speaking skill. Even though, teachers are not aware of the other strategies, the ones that they selected are appropriate to develop the speaking skill.

In question **EIGHT,** 80% of teachers and 38% of students say that discussions, brainstorming and interviews are strategies that support the development of the speaking skill. Analysing this, the strategies teachers are using are suitable to develop the speaking skill.

In question **NINE,** about the frequency of application of cooperative learning strategies to develop the speaking skill, 100% of teachers and students say that the cooperative learning strategies are always applied to develop the speaking skill. This means, that there is a constantly application of cooperative learning strategies, which increases students´ oral participation and oral productions.

In question **TEN,** related to the grade of the student's achievement in the speaking skill, 100% of teachers and students graded this as excellent. These results demonstrate that teachers apply the cooperative learning strategies adequately given that students' achievement in writing skill is high.

c) Decision

Based on the analyzed results the researcher **accepts the second hypothesis** of this research which states that the cooperative learning strategies that teachers apply are generating good results in the development of the speaking skill, with the students of 9^{th} year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja, academic year 2012- 2013, based on the following reasons: First, both teachers and students are aware of the importance of applying cooperative learning strategies to develop the speaking skill, and second, the teachers frequently apply suitable strategies, and the students´ achievement in speaking skill. Despite, teachers do not take into account all the strategies required.

h. CONCLUSIONS

- The cooperative learning strategies most applied by teachers in class to develop the writing skill are: the jigsaw, roundtable and critical debate. These strategies are considered by teachers as suitable for the development of written tasks, since these strategies motivate students to write short phrases or sentences, and support students to achieve their goals in the learning process of the English language.

- The results demonstrate that teachers use the appropriate cooperative learning strategies to improve the writing skill. Given that, the students' achievement in writing skill is graded as excellent and teachers always use cooperative learning strategies to encourage students to learn cooperatively in developing the writing. Also, teachers are aware that cooperative learning strategies provide students several activities to develop students' written communication.

- The kinds of cooperative learning strategies that teachers are using in class are discussions, brainstorming and interviews which according to the teachers, these strategies are adequated to develop the speaking skill. Also the uses of these strategies improve the students' communicative performance in the foreign language and students reach a high level in the oral production. In addition, these strategies help students to lose their shyness in speaking and participate more in class.

- With regard to the researched results, the strategies teachers are making use of are generating an effective development of speaking skill. Since, the students' achievement in speaking skill is graded as excellent, and also teachers always apply cooperative learning strategies to promote students' participation during the class in order to achieve fluency in speaking. Moreover, teachers are conscious that cooperative learning strategies stimulate students to talk more in class and reinforce students' oral production.

i. RECOMMENDATIONS

- Teachers should continue using cooperative learning strategies in class, but it is important teachers to take into account all of the strategies such as: think-pair share, three step interview and round table. These strategies help students work together to solve a problem or answer a question about a written task, students clarify questions and develop a piece of good paragraph on a given topic.

- Teachers should consider all the aspects of the cooperative learning, since this one is important in the field of education and teachers have the opportunity to expand their vision of applying different types of cooperative learning strategies. Also, teachers must consider the different learning skills, cultural background, personalities and even gender when arranging cooperative groups.

- Even though, teachers are using suitable strategies to develop speaking skill, it is important that teachers include in their classes other strategies that support students' performance in describing pictures in an oral way and discussing with their classmates about the similarities and differences of several pictures. These strategies foster students' creativity, imagination and participation in the speaking skill.

- Teachers should use all cooperative learning strategies there are available, in order to increase their students' fluency in speaking skill. Today, it is of vital importance that teacher use cooperative learning strategies in the development

of the teaching learning process in order to create a good environment and enhance students' interaction in class. These strategies provide students speaking activities as role plays, information gap, simulations, etc. The application of these strategies helps students to achieve a high level of speaking competence.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

PROJECT

"STRATEGIES OF COOPERATIVE LEARNING AND THE DEVELOPMENT OF WRITING AND SPEAKING SKILLS WITH THE STUDENTS OF 9TH YEARS OF GENERAL BASIC EDUCATION AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012-2013".

Thesis project previous to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

AUTHOR:

Bety Judith Jiménez Luzuriaga

Loja – Ecuador

2013

a. TITLE

“STRATEGIES OF COOPERATIVE LEARNING AND THE DEVELOPMENT OF WRITING AND SPEAKING SKILLS WITH THE STUDENTS OF 9TH YEARS OF GENERAL BASIC EDUCATION AT “UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA”. ACADEMIC YEAR 2012-2013”.

b. PROBLEM STATEMENT

BACKGROUND

Unidad Educativa Anexa a la Universidad Nacional de Loja was created on September 28th 1970 as a centre of teaching practice. Therefore, this academic institution helps the community with an extension which is called "Motupe". The institution is forming trained students with scientific and technical knowledge in the usage of the English Language at different levels of education such as: Beginning, Basic and Bachillerato.

This institution is working hard to accomplish the expectations of the society. Nowadays this Institution has a main authority who is Dr. Rolando Elizalde Cordova; but the teachers' staffs are not enough. It has five English teachers in total. Also, it has a students' population of 1182.Finally, it is really important to point out that this institution offers five specializations: Natural Sciences, Social Studies, Practical Activities, Arts and Sports.

The mission is to train competent students of General Basic Education and Bachillerato, with a high grade of competitiveness and humanity; and, knowledge and learning to contribute as a centre of teaching practice.

The vision is the learning of values, social justice, conservation and development of the environment; also, dignity, freedom, responsibility, and so forth. For this, the institution has teachers of high quality and with a good infrastructure for the development of the human being

The name of the “Manuel Cabrera Lozano” high school was changed by “Unidad Educativa Anexa a la Universidad Nacional de Loja”. Dra. Miriam González Serrano, Zonal Coordinator of Education, Zone 7, by agreement No.002-20-07-11 authorized the conformation and operation of this “Unidad Educativa” in the city and province of Loja, in its three educational levels: Beginner, Elementary and Secondary Education, from the year 2012 – 2013.

▪ CURRENT SITUATION OF THE RESEARCH

Today it is essential to learn the English language. Every day it is used more in almost all areas of knowledge and human development. English is very important, because it is the most popular language and it is an international language too. English language has become a dominant language in the world. It is known as the language of science and communication. Therefore, nowadays this language has become primordial to get better opportunities in the future.

Cooperative Learning Strategies are beneficial for any student learning a second language. These promote peer interaction, which helps the development of language. Cooperative Learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. Also, it is really important to mention that students through them acquire great confidence when they work in small groups. There are several strategies such as: Jigsaw, Team-Pair Share, Send a problem, etc. that helps the student to learn from each other. Finally, these are really essential to encourage working students as a team, and to discuss and come up with better findings or solutions.

Writing skills plays an important role in the acquisition of a second language because it helps the learner to gain independence, comprehensibility, fluency and creativity in writing. These are usually used in the written language to create a clear and understandable message. Therefore, students use these skills to organize, record, document, provide information to persuade, and to request information from others.

Speaking skills are productive. These are a crucial part in the learning of a second language. But for many students these skills are difficult to acquire, because it involves different aspects such as: pronunciation, vocabulary, stressing and intonation, and the most important that is fluency that allows the student makes understand what they are trying to say. So, if students want to improve these skills they have to speak every single day as much as they can.

The lack of practice of Speaking and Writing Skills make the students have a low level of learning. But, the students have to practice at least 1 hour per day in order to improve their lexicon and to develop the capacity of listening. Therefore, it is necessary to take into account these important skills. Finally, through Cooperative Learning Strategies students develop their critical thinking and leadership skills.

▪ RESEARCH PROBLEM

This problem emerge from the lack of knowledge about the Strategies of Cooperative Learning by teachers that do not let students to improve their productive skills due to these are essential in the Learning of the English Language. The Cooperative Learning Strategies is extremely important because through it students develop their leadership skills. So, it encourages you and your classmates to discuss and come up with better findings or solutions.

In fact, students will be able to communicate with each other inside and outside the classroom after being trained in the Writing and Speaking Skills. One of these abilities is the Speaking, the most of the times is hard to improve due to the fluency because it allows that the communication be clear and precise.

Writing Skill is another fundamental skill, because through it the students develop a written language, in which are immersed some essential aspects such as: vocabulary, punctuation and grammar. Consequently, if the students want to achieve a basic level in these two skills, they must to practice as much as they can in order to reach out success in the learning of the English Language.

Although, the researcher has the opportunity to observe that the most of the students are very individualist, selfish and do not like to work in groups or teams at classes to help their classmates. But this is an actual issue that is presented in many institutions of our city that doesn't' allow the students to improve their leadership skills that are really important into the classroom when they are working a team.

That it is why, the researcher has considered extremely important to focus in the present theme: **WHAT IS THE ROLE OF COOPERATIVE LEARNING STRATEGIES IN THE DEVELOPMENT OF WRITING AND SPEAKING SKILLS WITH THE STUDENTS OF 9TH YEAR OF GENERAL BASIC EDUCATION AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012-2013?**

▪ DELIMITATION OF THE RESEARCH

TEMPORAL

This research work will be done during the Academic Year 2012- 2013.

SPATIAL

The place where the research work will be done is at "Unidad Educativa Anexa a la Universidad Nacional de Loja" located at Loja city, at Universidad Nacional de Loja.

OBSERVATION UNITS

It is necessary to include in the present project the following people:

- English Teachers.
- Students of 9thYears of General Basic Education.

SUBPROBLEMS

- What are the Cooperative Learning Strategies that teachers apply to develop Writing Skill with the students of 9th year of General Basic Education at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012- 2013?
- Are the Cooperative Learning Strategies that teachers apply suitable for the development of Speaking Skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013?

c. JUSTIFICATION

English is a very important language; all people need to know something about it, because it is around the world, all the institutes teach this language. Therefore, the researcher is interested on the theme called: Strategies of Cooperative Learning and the development of Writing and Speaking Skills.

Also, students share knowledge, opinions, suggestions, working together as a team into the classroom. It is considered that this research about Cooperative Learning Strategies is essentials, because it allows improving the English Teaching, in this way; it will get a social and academic relevance.

The researcher considers that this theme called: Strategies of Cooperative Learning and the development of Writing and Speaking Skills. It is extremely important because allow the researcher to know the role of Strategies of Cooperative Learning in order to improve Strategies of Cooperative Learning in order to improve Writing and Speaking Skills.

Also, it is important to carry out this research project because the researcher will gather relevant information to establish some theoretical elements that will allow the researcher state some conclusions and recommendations the problematic found about Strategies of Cooperative Learning and development of Writing and Speaking Skills.

This research study will benefit the society, because it provides significant knowledge about the role of Cooperative Learning. Also, the researcher is

convinced that the present research will provide useful ideas to improve Writing and Speaking Skills.

The present research will benefit the students and teachers at "Unidad Educativa Anexa a la Universidad de Loja", because it provides meaningful knowledge about Strategies of Cooperative Learning that are really important to improve Writing and Speaking Skills at the students.

Finally, this research work will be carried out as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Specialization.

d. OBJECTIVES

GENERAL OBJECTIVE

- To determine the Cooperative Learning Strategies to develop Writing and Speaking Skills with the students of 9th Year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic Year 2012- 2013.

SPECIFIC OBJECTIVES

- To identify the Cooperative Learning Strategies that teachers apply to develop the Writing Skill with the student of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

- To analyze the Cooperative Learning Strategies that teachers apply to develop the Speaking Skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

e. THEORETICAL FRAME

COOPERATIVE LEARNING

DEFINITION

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. [2]

IMPORTANCE OF COOPERATIVE LEARNING

Cooperative learning adhere in the concept of more heads are better than one which is best seen in the group studying. But students can engage in cooperative learning even without forming a formal study group. Cooperative learning can be achieved even the grouping is just temporary and occur only during class hours.

Remember the times when the teacher group your class into three or four and let the formed groups discuss together about their assigned topics? Your professor is trying to exercise cooperative learning when he/she grouped you.

[2] Frederick, A. (2005). *Sitio Web Teacher Vision*. Obtenido de Teacher Vision: https://www.teachervision.com/cooperative-learning/teaching-methods/48448.html

Cooperative learning is important because this allow students to learn from each other. It encourages you and your classmates to discuss and come up with better findings or solution. One good advantage of cooperative learning is that it helps each member of the group to understand the issue thoroughly thus, the information about the topic is retained better on our brain.[3]

ROLE OF THE TEACHER IN COOPERATIVE LEARNING

The role of the teacher is very important in Cooperative Learning. To have an effective Cooperative Learning group teacher must know their students well. Grouping of students can be a difficult process and must be decided with care.

Teachers must consider the different learning skills, cultural background, personalities, and even gender when arranging cooperative groups. Much time is devoted to prepare the lesson for Cooperative Learning. However, teachers fail in the background and become a coach, facilitate, or and sometimes a spectator after the lesson is implemented. Consequently, teachers who set up a good cooperative lesson teach children to teach themselves and each other. Students learn from their peers and become less dependent on the teacher for help.[4]

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[3] Jazz, M. (2007). *Sitio Web Study Skills Blog*. Obtenido de Sitio Web Study Skills Blog. The importance of Cooperative Learning: http://www.studyskillsblog.com/the-importance-of-cooperative-learning

[4] Dahley, A. (1994). *Sitio Web Alumni Media*. Obtenido de Alumni Media: http://alumni.media.mit.edu/~andyd/mindset/design/clc_rsch.html

ROLE OF THE STUDENT IN COOPERATIVE LEARNING

Materials/Observer: You are responsible for ensuring that the group has all needed materials to begin and complete assignments and that all materials are returned. You should not have to be asked to get the materials for your group. The materials for the day will be listed in the same place on the board. If you are assigned the material person role, you need to ensure all necessary manipulative, calculators, copies, books, etc. are on the desks at the start of class. You are also responsible for putting these back where you found them at the end of class. You must collect any copies for absent students in the folder as well as keep a record of the homework they need to make up. While your group is working you are responsible for paying attention to how your group members interact. It is your job to discuss any issues and offer suggestions for how you can work more cooperatively.

Advice Seeker/Checker: Your role is unique; you are the only member of your group who can ask questions of the teacher. You must be sure that no one in your group already knows the answer to the question you wish to ask. You are responsible for asking the questions that move the group towards meeting the goals and objectives of the lesson. The advice seeker needs to communicate with the entire group and check for understanding. The group must come to a consensus as to what pertinent questions need to be posed to the teacher if any. You must ensure by questioning that each member has sufficiently learned the expected goals of the activity. If you find that one or more of your group members

can not explain the material, it is your job to ensure your group comes together to help them learn**.**

Manager: You will assure that all members of the group continue to work until the task is completed. The task is not done until you say so. You are responsible for organizing the final product and overseeing that all members contribute and the work gets done. Each member of the group must contribute to the final product and you should be able to articulate what they added. You are also the support and encourager for the group. You need to pay attention to how group members are feeling—are they feeling left out? Slighted? You need to get them back involved. Offer praise and encouragement when appropriate and needed. Keep members on track by being aware of how actions and words are perceived.

Relater/Summarizer: You are responsible for getting the whole group to articulate how the current tasks and topics relate to content previously studied. This is ongoing. Your whole job focuses on how connections can be made between this assignment and anything else that relates—work in other classes, work in this class, movies, TV, home life experiences, shopping, whatever. Make the connections and get your group talking about it in the context of the activity. You are not responsible for making the connections, but you are responsible for getting the group to discuss it. Be careful. If the group is off task and is talking about topics that don't pertain to this lesson, it is you who will not have succeeded in your role. As tasks and activities are completed you will work with the advice

seeker to ensure that the each of your group members can summarize their learning. [5]

WRITING SKILL

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Writing is the representation of language in a textual medium through the use of a set of signs or symbols. Writing Skill is an important part of the communication. Good Writing Skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. (Nordquist, 2009)

COOPERATIVE LEARNING STRATEGIES TO ENHANCE WRITING SKILL

Importance

The importance of applying these in classroom is to encourage students to work as a team. When a teacher gives a written task, the members of the group work together towards certain goals. Given that, they help each other during the development of the writing.

[5] Cohen, E (1986). *Designing Group Work.*

Jigsaw

Groups with five students are set up. Each member is assigned some material to learn and to teach to his group members. The representative of the students working on the same topic gets together and discusses the important concepts and the ways to teach it to the whole class. After the practice in these "expert" groups the original groups get together and teach each other. Tests and assessments follow.

Think-Pair Share

This is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. "Pair" and "share" components encourage learners to compare and contrast their understanding with those of another, and to practice their response first in a low-risk situation before going public with the whole class.

Three-Step Interview

Each member of team chooses another member to be a partner. During the first step individuals interview their partner by asking clarifying questions. During the second step partner reverse roles. For the final step, members share their partner' response with the team.

Round Table

It is primarily a brainstorming technique in which students generate ideas but do not elaborate, explain, evaluate, or question the ideas. Group members take turns responding to a question with words, phrases or short answers. The order of responses is organized by proceeding from one student to another until all students have had an opportunity to speak. This technique helps in generating

many ideas all students participate, because it discourages comments that interrupt or inhibit the flow or ideas. The ideas could be used to develop a piece of good paragraph on a given topic.

Three-minute review

Teacher stops any time during a lecture or discussion on the various formats or letter writing, report writing, etc. and give team members to review what has been said, ask clarifying questions or answer questions.

Number Heads

A team or four is established, Each member is given number 1,2,3 and four. Questions are asked of the group. Groups work together to answer the questions so that all can verbally answer the question. Teacher calls out a number (three) and the number three in each group is asked to give the answers. This could be used for comprehension exercises.

Buzz Groups

Buzz groups are teams of four to six students that are formed quickly. They discuss on a particular topic or different topics allotted to them. The discussion is informal and they exchange the ideas, Buzz Groups serve a warm-up to whole-class discussion. They are effective for generating information and ideas in a short period of time. This technique could be used to write essays on current issues.

Talking Chips

In talking chips, students participate in a group discussion, surrendering a token each time they speak. This technique ensures equitable participation by regulating how often each group member is allowed to participate. This technique

encourages reticent students to participate and solve communication or process problems, such as dominating or clashing group members.

Critical Debate

This activity could be used while drafting argumentative essays. In this individual students select their side of an issue in contrary to their own views. They form teams and discuss, present, and argue the issue against the opposing team. It exposes the class to a focused, in-depth, multiple-perspective analysis of issues. It can move students beyond simple dualistic thinking, deepen their understanding of an issue, and help them to recognize the range of perspectives inherent in complex topics. This technique is suitable for tertiary level students.

Write Around

For creative writing or summarizing, teachers could give a sentence starter (for example: If there were no plants on the earth------/ A man met an alien on the sea shore-------) then all students in each team have to finish the sentence. Then, they pass the paper to the right, read the one they receive, and add sentence to than one. After a few round, four great summaries or stories emerge. Students should be given time to add a conclusion and/or edit their favourite one to share with the class.

Praise-Question-Polish

In this technique the group members take turns to read aloud their papers as their other group members follow along with copies. First, the respondents are asked to react to the piece of writing by asking them to identify what they liked about the work (Praise), then identify what portion of the writing they did not understand

(Question), finally offering specific suggestions for improvement of the writing (Polish). The students would be able to improve their own writing by critically evaluating the writing of their peers.[6]

SPEAKING SKILL

Speaking Skill is a communication that enables a person to verbalize thoughts and ideas. There are two instances when such a skill is required and these are: interactive and semi-interactive. In the first instance this would involve conversations with another person or group of persons whether face-to-face or over the phone, where there is an exchange of communication between two or more people.

In the second instance this happens when there is a speaker and an audience such as in the case of delivering a speech, where the speaker usually does all the talking, while the audience listens and analyses the message, expressions and body language of the speaker. (Inc., 2010)

COOPERATIVE LEARNING STRATEGIES TO ENHANCE SPEAKING SKILL

Importance

In Cooperative Learning students participate to work as a team. They communicated one with another by giving opinions, asking questions, answering questions, asking for clarification. And responding to other's encouragement in

[6] Mandal, R. (2009). *Cooperative Learning Strategies to Enhance Writing Skill.*

groups. They are developing their speaking skill as much as possible with their group mates.[7]

Discussions: After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions.

In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "People learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups.

Role Play: One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" support

[7] Junette, C. (2009). *The Implementation of Cooperative Learning in Developing Students' Speaking Ability.*

Simulations: Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap: In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming: On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story

telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews: Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story completion: This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting: Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture describing: One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the difference: For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures. [8]

[8] Kayi, K. (2000). *Techniques for teaching speaking skills.*

HYPOTHESES

GENERAL:

- The application of Cooperative Learning Strategies helps to develop Writing and Speaking Skills with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

SPECIFICS:

- The Cooperative Learning Strategies that teachers apply benefit the development of Writing Skill of the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.
- The Cooperative Learning Strategies that teachers apply are generating good results in the development of the Speaking Skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

f. METHODOLOGY

This research project called: Strategies of Cooperative Learning and the development of Writing and Speaking Skills at Unidad Educativa Anexa a la Universidad Nacional de Loja. Is a type of descriptive research because the data will be analyzed and described. Also, it is important to consider that this research will be a non-experimental research because the data will not be manipulate or changed.

DESIGN OF THE RESEARCH

It is important to mention that this research is descriptive since the researcher did not manipulate the variables, but there was the chance to make a direct observation to see how it is the phenomenon in the reality. For the development of it, some methods and techniques were applied, in order to get the required data and the exposed results in this research.

METHODS, TECHNIQUES AND INSTRUMENTS

- **METHODS :**

The research project will consider the following methods and techniques:

Scientific method: Using this method the researcher will get important information about the phenomena being studied. It also will help the researcher through all the investigation such as: observation and description of the phenomena, formulation of hypotheses, to give conclusions and recommendations.

Descriptive method: The researcher based on this method is going to collect data of the study object, to describe data and characteristics about the population.

Deductive method: This method by means of its analytical-syntehtical processes will aid the researcher in the bibliographic analysis of the problem.

Inductive method: The researcher will use this method to analyze and interpret the gotten information using the application of surveys for teachers and students. Also, it allows the researcher to start from specific to a general knowledge of phenomena being studied.

- **TECHNIQUES AND INSTRUMENTS**

Survey Technique: The researcher will apply this technique in the population being studied to gather information, in order to make the respective analysis and hypotheses verification and get the corresponding conclusions and recommendations of the research.

- **PROCEDURE**

The present research project will be performed in the following stages:

First stage: In this part the researcher will meet the principal to ask for permission to carry out the study object at Unidad Educativa Anexa a la Universidad Nacional de Loja in order to identify the problem of the present Institution.

Second stage: The researcher will collect important information to make the conceptual frame of the study object, which will be carried out in the main libraries of Loja city, books, magazines and websites.

Third stage: In this part the researcher will apply the surveys will be applied to collect data. The students' survey will be for 185 students of 9th Year of General Basic Education. Also, 5 surveys will be applied to teachers.

Then, the researcher will do the correspondent analysis and interpretation of the gotten information through the descriptive statistics in order to get the confirmation or refutation of hypotheses, to get the results and to establish the conclusions and recommendations.

To build the statistics charts and graphs the researcher will use the Microsoft Excel 2010 program. Then, to demonstrate the respective hypotheses which will be analyzed and interpreted through the respective qualitative data and percentages taken out directly from the statistics charts and graphs.

Fourth stage: Lastly, the researcher will give the conclusions and recommendations of the study object and will proceed to make the final investigation report of gotten results according to the requirements by the National University of Loja.

POPULATION

The survey will apply to 185 students and 5 English teachers.

POPULATION CHART	
TEACHERS	STUDENTS
5 English Teachers	**185 students of 9th years of General Basic Education**

g. TIME TABLE

	ACTIVITIES	2013																																									2014			
		MONTHS																																												
		Feb				Mar				Apr				May				Jun				Jul				Oct				Nov				Dec				Jan				Feb				Mar			
No	**PHASE II: THESIS DEVELOPMENT**	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Project presentation			X																																											
2	Appointment of the teacher advisor			X																																											
3	Project checking			X																																											
4	Project Approval				X																																										
5	Appointment of the thesis director													X																																	
6	Application of the instruments														X	X		X	X																												
7	Thesis development																	X																													
	Tabulation																		X				X	X	X																					
	Elaboration of the tables and graphs																			X																										
	a. Theme																				X																									
	b. Introduction																					X																								
	c. Summary																						X																						
	d. Review of the literature																							X																						
	e. Materials and methods																								X																					
	f. Results (interpretation and analysis)																																													
	g. Discussion																																														
	h. Conclusions																																														
	i. Recommendations																																														
	j. Bibliography																																														
	k. Annexes																																														
	PHASE III: REVISION AND APPROVAL																																														
8	Thesis revision																			X		X				X	X	X																		
9	Thesis presentation																												X																	
10	Thesis approval																															X														
	PHASE IV: PHASE OF INCORPORATION																																														
11	Submission of the folders																																	X	X	X	X	X	X	X	X	X	X					
12	Private qualification																																										X				
13	Corrections																																														
14	Public sustentation and incorporations																																													X	

h. ORGANIZATION AND MANAGEMENT OF THE RESARCH

- **RESOURCES**

HUMAN

Students and teachers at Unidad Educativa Anexa a la Universidad Nacional de Loja.

- **Researcher:** Bety Judith Jiménez Luzuriaga.
- **Thesis Project Assessor:** Dra. Carmen Ojeda
- Students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja.
- **5** English Teachers.

MATERIALS:

- Office material.
- Computer.
- Internet.
- Surveys.

INSTITUTIONAL RESOURCES:

- Library of Area of Education, Art and Communication of the National University of Loja.

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ANNEX 1

UNIVERSIDAD NACIONAL DE LOJA

EDUCATION, ART AND COMMUNICATION AREA

ENGLISH LANGUAGE CAREER

TEACHER'S SURVEY

Dear teacher:

As an undergraduate student of the English Language Career has the purpose to carry out the Research about **"STRATEGIES OF COOPERATIVE LEARNING AND THE DEVELOPMENT OF WRITING AND SPEAKING SKILLS WITH STUDENTS OF 9TH YEAR OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2012-2013**. So, I require to answering me the following survey.

HYPOTHESIS ONE

The Cooperative Learning Strategies that teacher apply benefit to the development of the Writing Skill, with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

Questions:

1. **Do you consider that it is important to apply Cooperative Learning Strategies to develop the Writing Skill?**

Yes ( ) **No ( )**

Why? What about it?

……
……
……

2. **Mark with an x the Cooperative Learning Strategies that you apply to develop the Writing Skill?**

Jigsaw	( )	Think-Pair share	( )
Three –step interview	( )	Round table	( )
Three-minute review	( )	Number heads	( )
Buzz groups	( )	Talking chips	( )
Critical debate	( )	Write around	( )
Praise-question-polish	( )		

3. **Which of the Strategies mentioned before do you think benefit the development of Writing Skill?**

……
……
……

4. **How often do you apply Cooperative Learning Strategies to develop the Writing Skill?**

Always ( ) Sometimes ( ) Hardly Ever ( ) Never ( )

5. **How do you grade the students' achievement in Writing Skill?**

a. excellent ( )
b. very good ( )
c. good ( )
d. regular ( )

HYPOTHESIS TWO

The Cooperative Learning Strategies that teachers apply are generating good results in the development of the Speaking Skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

6. **Do you consider that it is important to apply Cooperative Learning Strategies to develop the Speaking Skill?**

Yes ( ) No ( )

Why? What about it?

……
……
……

7. **Mark with an x the Cooperative Learning Strategies that you apply to develop the Speaking Skill?**

Jigsaw	( )	Think-Pair-share	( )
Three –Step interview	( )	Round table	( )
Three-minute review	( )	Number heads	( )
Buzz groups	( )	Talking chips	( )
Critical debate	( )	Write around	( )
Praise-question-polish	( )		

8. **Which of the Strategies mentioned before do you think generate good results in the development of the Speaking Skill?**

……

……

……

9. How often do you apply Cooperative Learning Strategies to develop the Speaking Skill?

Always ( ) Sometimes ( ) Hardly Ever ( ) Never ( )

10. How do you grade the students' achievement in Speaking Skill?

a. excellent ( )
b. very good ( )
c. good ( )
d. regular ( )

THANKS FOR YOUR COLLABATION!

ANNEX 2

UNIVERSIDAD NACIONAL DE LOJA
EDUCATION, ART AND COMMUNICATION AREA
ENGLISH LANGUAGE CAREER
STUDENT'S SURVEY

Dear student:

As an undergraduate student of the English Language Career has the purpose to carry out the Research about **"STRATEGIES OF COOPERATIVE LEARNING AND THE DEVELOPMENT OF WRITING AND SPEAKING SKILLS WITH STUDENTS OF 9TH YEAR OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2012-2013**. So, I require answering me the following survey.

HYPOTHESIS ONE

The Cooperative Learning Strategies that teacher apply benefit to the development of the Writing Skill, with the students of 9th year of General Basic Education at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012- 2013.

Questions:

1. Do you consider as important the Cooperative Learning Strategies applied by your teacher to develop the Writing Skill??

Yes ( ) No ( )

Why? What about it?

……

……

……

2. Mark with an x the Cooperative Learning Strategies that your teacher applies to develop the Writing Skill.

Jigsaw	( )	Think-Pair-share	( )
Three –step -interview	( )	Round table	( )
Three-minute review	( )	Number heads	( )
Buzz groups	( )	Talking chips	( )
Critical debate	( )	Write around	( )
Praise-question-polish	( )		

3. Which of the strategies mentioned before your teacher think benefit the development of Writing Skill?

……
……
……
……

4. How often does your teacher apply Cooperative Learning Strategies to develop the Writing Skill?

Always ( ) Sometimes ( ) Hardly Ever ( ) Never ( )

5. How do you grade your achievement in Writing Skill?

a. excellent ( )

b. very good ( )

c. good ( )

d. regular ( )

HYPOTHESIS TWO

The Cooperative Learning Strategies that teachers apply are generating good results in the development of the speaking skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.

6. Do you consider that it is important to apply Cooperative Learning Strategies to develop the Speaking Skill?

Yes ( ) No ( )

Why? What about it**?**

……

……

…….....**.....**

7. Mark with an x the Cooperative Learning Strategies that you apply to develop the Speaking Skill?

Jigsaw	( )	Think-Pair- share	( )
Three –step- interview	( )	Round table	( )
Three-minute review	( )	Number heads	( )
Buzz groups	( )	Talking chips	( )
Critical debate	( )	Write around	( )
Praise-question-polish	( )		

8. Which of the strategies mentioned before do you think generate good results in the development of the Speaking Skill?

……
……
……

9. How often do you apply Cooperative Learning Strategies to develop the Speaking Skill?

Always ( ) Sometimes ( ) Hardly Ever ( ) Never ( )

10. How do you grade your achievement in Speaking Skill?

a. excellent ( )

b. very good ( )

c. good ( )

d. regular ( )

THANKS FOR YOUR COLLABATION!

CONSISTENCY MATRIX				
THEME:STRATEGIES OF COOPERATIVE LEARNING AND THE DEVELOPMENT OF WRITING AND SPEAKING SKILLS WITH THE STUDENTS OF 9TH YEAR OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2012-2013**.**				
PROBLEM	**OBJECTIVES**	**HYPOTHESES**	**VARIABLES**	**INDICATORS**
▪ *MAIN PROBLEM* What is the role of the Cooperative Learning Strategies in the development of Writing and Speaking Skills with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013?	▪ ***GENERAL OBJECTIVE*** To determine the Cooperative Learning Strategies to develop Writing and Speaking Skills with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.	▪ ***GENERAL HYPOTHESIS*** The application of Cooperative Learning Strategies helps to develop Writing and Speaking Skills with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.		
▪ *SUBPROBLEMS* 1. What are the Cooperative Learning Strategies that teachers apply to develop Writing Skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013?	▪ ***SPECIFIC OBJECTIVES*** **1.** To identify the Cooperative Learning Strategies that teachers apply to develop the Writing Skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.	▪ ***SPECIFIC HYPOTHESES*** **1.** The Cooperative Learning Strategies that teachers apply benefit the development of the Writing Skill o the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013	• Cooperative Learning Strategies • Writing Skill	• Cooperative Learning • importance • Role of the teacher • Role of the student • Writing Skill • Cooperative Learning Strategies to enhance Writing Skill
2. Are the Cooperative Learning Strategies that teachers apply suitable for the development of speaking skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013?	**2.** To analyze the Cooperative Learning Strategies that teachers apply to develop the speaking skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.	**2.** The Cooperative Learning Strategies that teachers apply are generating good results in the development of the speaking skill with the students of 9th year of General Basic Education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012-2013.	• Cooperative Learning Strategies • Speaking Skill	• Speaking Skill • Cooperative Learning Strategies to enhance Speaking Skill

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