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Maximizing oral production in EFL classes through cooperative learning strategies aided with technology in 7th-grade students at Francisco Luis Espinoza National Institute in the morning shift in the second semester of 2019.

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Abstract

This study is intended to demonstrate the importance of implementing cooperative learning strategies aided with technology to maximize oral production on 7th-grade students at Francisco Luis Espinoza Institute National. We aim to respond to the following question: How can cooperative learning strategies aided with technology be applied in English classes to enhance oral production using the available resources?

This research follows a qualitative design, also includes data collection through an observation guide and, an interview in which both students and teacher share their opinions about cooperative learning strategies.

The following cooperative learning strategies as part of this research: Jigsaw II, Number Head Together and Think-pair-share. We found out that those strategies are more effective aided with technology.

Those strategies can help students greatly since they can develop better communication and a good attitude toward learning English. They also engage them to participate actively during the class. Finally, researchers presented recommendations for the implementation of cooperative learning aided with technology.

Keywords: Cooperative learning, EFL, Technology, oral production.

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I. Introduction

Currently, English language teaching in schools is growing significantly, which requires teachers to find innovative teaching methods that help improve student learning, since traditional methods still used in the classroom do not give positive results in the learning of English.

Johnson & Johnson (2014) defines cooperative learning as a student-centered method of teaching that is based on group work, where students interact with each other with the aim of developing knowledge, social skills, and thus enhance speaking abilities, which is the main English skill.

On the other part, technology has a very important role in education, since it has technological tools and equipment accessible to teachers and students, which can be used in various ways as support in the classroom.

The purpose of this research is to demonstrate how cooperative learning strategies aided with technology can maximize students' oral production.

Also, we will analyze which of the cooperative learning strategies implemented are most effective according to the number of students in the classroom. Likewise, we will identify which of the technological resources used are more successful for each of the strategies applied.

1.1 Background

Speaking English confidently is a problem that students often have due to the traditional methods applied in teacher-centered classes. Teachers seem to do the most talking and act as the only source of knowledge for students, while students are treated as passive learners in the learning process which negatively affects them since they are unable to improve their speaking skills in EFL classes. One of the changes in foreign language pedagogy has been the shift from a teacher-centered learning model to a learner-centered model.

Prior research suggests that cooperative learning is a great method to develop the students' speaking skills and engaging them in the class with motivating activities.

Luu Trong Tuan (2010) explains that classrooms are still dominated by an individualistic structure; students are learning individually and even competitively with other learners. These places the emphasis on each learner working alone toward the goal independently of other learners, and by a competitive structure which matches learners against each other in win-lose situations to find out who is "best". It also emphasizes that using cooperative learning provides an opportunity for students to develop greater collaborative skills. Therefore, EFL teachers should create effective activities for learners to immerse themselves in talking cooperatively instead of talking individually in the classrooms.

Recently, Herrera, Rodriguez & Arostegui (2019) dealt with the application of strategies based on Communicative Language Teaching, which included board games, jeopardy and role-plays. They concluded that using cooperative learning with students is motivating and less reluctant. Besides, it promotes the active participation of students and allows them to collaborate to discover their abilities and makes language learning more creative.

Shyamlee (2012, p. 155) analyzed the use of multi-media technology in language teaching. The study found that such technology enhances student learning motivation and attention since it implicates students in the practical processes of language learning via communication with each other. Shyamlee recommended the use of multi-media technology in classrooms, particularly as its positive impact on the learning process aligns with the ongoing efficacy of the teacher role.

Technology also supports maximizing oral production in English as a foreign language, because transforms students from passive recipients to active learners and allows more profound and enriching linguistic immersion.

1.2 Problem Statement

Currently, the Nicaraguan Ministry of Education promotes English teaching in public and private schools from elementary to secondary with the aim of students to finish high school with full English proficiency. Unfortunately, the traditional teaching methods, in high school poor motivation, and student's fears are some of the obstacles that do not allow the goal to be achieved.

Because of the above-mentioned reasons, this study intends to promote a different methodology to maximize oral production in EFL classes through cooperative learning strategies aided with technology since the development of oral production skills is the greatest difficulties students face; for this, the following research question is raised:

How can cooperative learning strategies aided with technology be applied in English classes to enhance oral production using the available resources?

Based on this question, we will analyze the most satisfactory way to implement these strategies, and thus provide an appropriate methodology for the development of oral production, therefore contributing to the teaching of the English language in secondary schools.

1.3 The relevance of the problem

This topic was chosen since it is believed that cooperative learning would have a great impact on the acquisition of a foreign language as a second language. Without a doubt, because students have an unequal level of English in Nicaragua, this method will be helpful due to its diverse advantages, since not only the student learns, but all those who form the learning group integrally. Due to the globalized situation, Nicaragua has to improve in this subject substantially.

Most authors, when referring to cooperative learning, agree that it has positive and consistent effects since it fosters social relations and reduces racial prejudice. Also, this learning method not only improves self-esteem but also highlights the development in terms of growth as a person, which leads to teamwork and developing certain skills that will help foster a change of seeing things in language learning. English should be seen as a necessity, not as an obligation.

Therefore, cooperative learning will develop social skills, generate a positive environment in the classroom, and encourage communication and greater interaction between participants. Cooperative learning can promote two important factors; content learning and language acquisition

In both cases, cooperative learning can be a supporter in terms of developing different skills in English (writing, listening, speaking and reading) through technological tools such as using a tablet, phones, and internal group meetings in classes.

The main purpose of this research is to implement cooperative learning based on clear objectives, discovering ways to ensure that students are being capable of reasoning, thinking, discussing and managing the information presented to them for their benefit, that they are active, dynamic and committed.

II. Literature Review

The following aspects will present the information gathered that underpins this research: Teaching English as a foreign language, cooperative Learning in English Teaching, and technology in English teaching.

2.1 Teaching English as a foreign language

2.1.1 English as a foreign language

Currently, teaching English as a foreign language is an elemental activity because people have many purposes to learn this language like knowing countries, people and get a better job among others.

Canagarajah (2005) Argues that globalization and reform movements – as recently witnessed around the world – invite waves of change impacting aspects of human life, including the language and culture of communication and exchange.

On the other hand, with English becoming the lingua franca of the global community in major professional fields such as science, technology, commerce, and education, there is an increasing demand for effective teaching and learning of English in many world contexts. Effective English language skills are seen as vital for the workforce of countries that seek to participate actively in the global economy and want to have access to the information that forms the basis of social, educational, and economic development (Burns & Richards, 2009).

Many countries around the world include English as a foreign language in their schools, which means that teachers must have excellent preparation to teach English.

2.1.2 Oral Production.

Bygates (1991) claims that oral production is the ability to produce sentences in different types of situations. Likewise, O'Malley and Valdez say that oral production is the way people share information about things they are familiar with taking into consideration the conversations' context (O'Malley & Valdez, 1996).

2.2 Cooperative Learning in English Teaching

Cooperative learning method is defined as a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and each other's learning (Johnson D., Johnson, Stanne, & Garibaldi, 1990).

2.2.1 Elements of cooperative learning.

Johnson & Johnson (2009) in their research describe five important elements of cooperative learning:

- ✓ **Positive interdependence:** Each student in the same group has a unique contribution to make to the joint effort. Team members depend and rely on one another to achieve the goal. Each group member's efforts are required and indispensable for group success.
- ✓ **Individual accountability:** All students in a group must be accountable for contributing their share of the work and mastering all of the material to be learned to the group's success.
- ✓ **Face-to-face promote interaction:** Although some of the group work may be parceled out and done individually, some must be done interactively, with

group members provide one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching, helping, supporting, applauding and encouraging one another to reach the group's goals.

- ✓ **Interpersonal and small-group skills:** Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
- ✓ **Group processing:** Team members set group goals, describe what member actions are helpful or not, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

2.2.2 Types of cooperative learning.

Johnson, Johnson, & Holubec (2013) in their research describe three types of cooperative learning:

- ✓ **Formal cooperative learning:** students work together for one class period to several weeks, to achieve shared learning goals and complete specific tasks and assignments (such as decision making or problem-solving, writing a report, reading a story or book, learning vocabulary through a game, or answering questions).
- ✓ **Informal cooperative learning:** groups are temporary; they can last from a few minutes to one class period. During a lecture, demonstration, or film, focus groups can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process the material being taught, and provide closure to an instructional session.

- ✓ **Cooperative base groups** are long-term with stable membership. The purposes of the base group are to give the support, help, encouragement, and assistance each member needs to make academic progress (attend classes, complete all assignments, learn) and develop cognitively and socially in healthy ways, Base groups meet daily (or whenever the class meets). They are permanent (lasting from one to several years) and provide the long-term caring peer relationships necessary to influence members consistently to work hard in school.

2.2.3 Advantages and disadvantages of cooperative learning in EFL classes

Harmer (2001) Mentioned some advantages and disadvantages of cooperative learning methods in the teaching-learning process.

Advantages:

- ✓ Groups can help students develop communication skills, leadership skills, and cooperation skills.
- ✓ Groups motivate the students who are bored or that don't like English.
- ✓ Groups allow students to work and interact independently without necessarily guided by the teacher, thus promoting the student's independence.
- ✓ It recognizes the old maximum that 'two heads are better than one' and in promoting cooperation helps the classroom to become a more relaxed and friendly place.
- ✓ It is relatively quick and easy to organize.
- ✓ Group work can improve students' performance because by interacting with each other, they help each other, encourage each other, and solve problems together.

Disadvantages:

- ✓ Time-consuming to organize group work.
- ✓ The teacher has less control over what students are doing in group work than in a normal class.
- ✓ Group work in a large class will be noisy.
- ✓ Not all students enjoy it since they would prefer to focus on the teachers' attention rather than working in their group.
- ✓ During the group activity, the teacher cannot control the language used by the students.
- ✓ The actual choice of pair group or group work can be problematic, especially if students frequently find themselves working with some they are not keen on.

2.2.4 Cooperative learning strategies.

✓ **Numbered Heads Together**

These principles can be seen in the cooperative learning technique **Numbered Heads Together** (Kagan, 1992) that can be used, for example, in an ESL/EFL reading class.

There are four steps in doing Numbered Heads Together:

- a. Each student in a group of four gets a number: 1, 2, 3, or 4.
- b. The teacher or a student asks a question based on the text the class is reading.
- c. Students in each group put their heads together to come up with an answer or answers. They should also be ready to supply support for their answer(s) from the text and/or from other knowledge.
- d. The teacher calls a number from 1 to 4. The person with that number gives and explains their group's answer.

Numbered Heads Together encourage successful group functioning because all members need to know and are ready to explain their group's answer(s) when students help their group mates, they help themselves and their whole group, because the response is given belongs to the whole group, not just to the group member giving it.

✓ **Jigsaw II**

This strategy was developed by (Lavin (1995) group mates share information with each other in this technique. This is a useful activity to teach reading. Slavin summarized the procedure to apply Jigsaw II as:

- a. Students receive expert topics and read assigned material to locate information.
- b. Students with the same expert topics meet to discuss them in expert groups.
- c. Experts return to their teams to teach their topics to their teammates.
- d. Students take an individual quiz covering all topics.

✓ **Think-Pair-Share:**

Lyman (1981) proposed this teaching method to encourage students to communicate with others and develop thinking. There are the steps of Think-Pair-Share.

- a. The teacher passes a discussion topic or an open-ended question.
- b. The teacher gives students the “think time” to think on their own.
- c. After thinking, students work in pairs to share their ideas.
- d. Students share their responses with other partners or with the rest of the class.

2.3 Technology in English teaching

Educational technology is one of the most effective teaching tools for second language teachers. It comprises mobiles, tablets, networking hardware, computers, and media. These electronic devices have made our day to day tasks easier and faster. (SANTHOSH & MEENAKSHI, 2015)

This section will present the theoretical basis for the following aspects: the use of technology in English teaching, teaching methods using technology, technological didactic tools, advantages and disadvantages of technology in education.

2.3.1 Use of technology in English teaching

Just as the interest in learning the English language has increased, technology has evolved in the past years to provide more useful resources, as mentioned in the following fragment:

Technology in language teaching is not new. Indeed technology has been around in language teaching for decades – one might argue for centuries if we classify the blackboard as a form of technology. Tape records, language laboratories, and video have been in use since the 1960s and 1970s, and are still used in classrooms around the world. Computer-based materials for language teaching often referred to as CALL (Computer Assisted Computer Language Learning), appeared in the early 1980s.

Early CALL programs typically required learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped texts, matching sentences halves and doing multiple-choice activities.

The access to information and communication technology (ICT) has become more widespread, so CALL has moved beyond the use of computer programs to embrace the use of the internet and web-based tools. The term TELL (Technology Enhanced Language Learning) appeared in the 1990s, is a response to the growing possibilities offered by the internet and communication technology.

(Dudeny & Hockly, 2008)

The digital media and other resources that technology has, are increasingly implemented for the teaching of the English language because they allow growing the interest in learning, create fun and interactive classes, as well as promote practice and confidence in students among other things.

2.3.2 Teaching methods using technology

Technological advances have supported education in multiple ways, taking advantage of the spaces and resources offered by the internet, generating teaching methods, which are described below:

- ✓ **E-learning:** It is a teaching-learning modality that consists of the design, implementation, and evaluation of a course or training plan developed through computer networks and can be defined as an education or training offered to individuals who are geographically dispersed or separated or who they interact in deferred times of the teacher using the computer and telecommunications resources. (Area Moreira & Segura, 2009)
- ✓ **M-learning:** According to UNESCO (2012), “mobile learning implies the use of mobile technology, either alone or in combination with other information and communication technologies (ICT), to allow learning at any time and in any place”.

- ✓ **B-learning:** It is translated as mixed learning and refers to the use of non-contact and face-to-face technological resources to optimize the training results, and it is these elements that characterize it. (Torres Islas, 2014)

These methods allow the modalities of face-to-face, blended and virtual study, which is a significant advance since students can adapt their study times in addition to having the resources that the teacher prepares at any time and place.

2.3.3 Technological didactic tools

Technology has come to facilitate the day-to-day activities of our current environment, not with the idea of replacing human knowledge but as a support for our daily activities, in the same way, it happens in education, for this, different physical and logical resources have been manufactured, known as hardware and software.

- ✓ **Hardware** refers to the physical resources of a computer system. Moreira (2009) mentions some of the hardware components that can be used in classrooms, such as audiovisual media (projectors, videos, television); audio media (cassette, record player and radio); digital media (personal computer, optical disk (CD-ROM, DVD-ROM), internet, intranet, interactive communication services).

In addition to the resources mentioned, students can now easily identify other technology trends accessible to them, such as phones and tablets.

- ✓ **Software** refers to the logical resources of a computer system. “Recent innovations in mobile technologies have focused mainly on the creation of digital content, basically in the form of digital textbooks that are accessed through electronic readers, and the development of mobile applications

(apps) and software platforms to access educational resources through mobile devices” (UNESCO, 2013).

In the same way, you have access to all the digital resources available both on the web pages and on virtual learning platforms such as MOODLE. Also the use of specific software applications designed to facilitate the creation of text documents such as Word, Excel, and PowerPoint among others.

2.3.4 Advantages and disadvantages of technology in education

Technology has made valuable and substantial contributions in the educational context in terms of teaching and learning, in such a way that it is necessary to point out what the results of this have been, for this reason, this section will mention both the advantages and disadvantages of technology in education.

Díaz Levicoy (2013) in his essay “ICT in Higher Education: Advantages and disadvantages” mentions the following advantages and disadvantages compared to teaching-learning, which by themselves are explained:

Advantages:

- ✓ Eliminates barriers to time and space in the development of teaching and learning strategies.
- ✓ The existence of personalized teaching, because there is the possibility of adapting information and activities to the characteristics of the students.
- ✓ It allows students and teachers to have quick access to information and exchange it.
- ✓ It allows greater communication between the teacher and the student, which goes beyond the classroom, can already be communicated by mail, platforms, Skype or other means.
- ✓ Group learning is facilitated and social skills developed through the exchange of information.

- ✓ It allows constant literacy because it requires teachers and students to be in a constant search for content.
- ✓ It offers the possibility to develop written, graphic and audiovisual expression skills.

Disadvantages:

- ✓ Sometimes it is necessary to update computers and software to develop the tasks.
- ✓ The cost of technology is high, so it is necessary to own or have resources available to access it.
- ✓ If you do not work consciously you run the risk of incomplete learning.
- ✓ There may be excessive dependence among participants in the teaching and learning process.
- ✓ It results in plagiarism.
- ✓ Being connected to the internet, the teaching and learning process is limited to the existence of electric current and having an adequate connection.
- ✓ Also, you run the risk of becoming infected with a virus found in cyberspace.

Finally, technology has many positive aspects that teachers can consider to incorporate into their class plans; on the other hand, we cannot ignore that there are inconveniences that often limit teachers. In this sense, teachers can take into account both aspects to achieve an integration of technologies, considering them as a means to teach.

III. Methodology

This chapter first sets out the methodology with which this research has been developed. Secondly, the population and the selected sample are presented, as well as the type of sampling used. Thirdly, the instruments for data collection are included, as well as the analysis of the data.

3.1 Research Design

Selecting a research method is a fundamental step, as it allows us to collect the necessary information to analyze it and reach the appropriate conclusions. Taylor & Bogdan (1987) define qualitative research as "research that produces descriptive data: people's own words, spoken or written, and observable behavior" (p. 7).

This study is to identify how cooperative learning strategies with technology can be applied in English classes for improving oral production, which will be determined through the experiences lived in the English classroom, therefore it is necessary to apply a qualitative methodology to obtain the data required for this research.

3.2 Population and sample

When we selected the population and sample for this research, we considered the following aspects: having access to a secondary school with an ICT classroom or technological equipment, an academic grade that will include the subject of English in its curriculum, in addition to the teacher assigned to the group allowing us to apply cooperative learning strategies aided by technology.

The population selected was 357 students of 7th grade from the Francisco Luis Espinoza National Institute. For this research, 38 students of seventh grade B from the morning shift were selected to apply the corresponding strategies. The sample selected to apply the interviews was a group of 5 students and an English teacher.

3.3 Sampling

According to Rea & Parker (1992), convenience sampling is, as the name implies, a sample that is easy or convenient for the approach. Examples include intact classes, participants at a conference workshop, or volunteers. In other words, the group is there and willing to participate.

For this study, we used the convenience sampling method which is a non-probabilistic sampling technique, due to the availability of participation of 7th grade B students and the English teacher

3.4 Data Collection Method

Collection data is very important for this research. Data connects theory to practice. Data allow us to see what the researchers say. (Griffee, 2012)

Some examples of data collection instruments are conversation transcriptions, documents, interviews, observation, performance tests, questionnaires, text analysis among others.

To obtain the necessary information to validate this research, we applied three data collection instruments, which are explained below: Interviews, observation guides, and tests.

3.5 Data Analysis

Griffee (2012) claim that data has to be collected, analyzed, and interpreted. Designs, on the other hand, are identified and implemented. In this sense, once the data have been collected, the next step is the analysis and interpretation of the data. In the present investigation, interviews, observation guide, and a written test were applied to analyze if the cooperative strategies aided with technology are effective in the classroom of English to maximize the oral production, which returned us

positive and effective results, which will be described in the section of results and discussion.

IV. Results and Discussion

The analysis and discussion of the results presented below were based on the information obtained from the data collection instruments that were applied, such as the interviews of the students and the English teacher, as well as the observation guide that was used before the implementation of the cooperative learning strategies aided with technology.

For this research we implemented three cooperative learning strategies aided with technology, the results obtained were the following:

Numbered Head Together

The first strategy implemented was “Numbered head Together”, which was carried out in a 45-minute class period, the lesson given was “Places and people in the community”.

For the implementation of this strategy, technological devices were used, such as a computer, projector, telephone, and speakers, which served as support in the presentation of the grammatical part of the lesson using a video, which describes the places and prepositions in the neighborhood.

This strategy encourages group work. For that reason, six groups of five students were created, numbering them from 1 to 5. Then the students discussed in their groups about the places and prepositions identified in the video, finally the teacher used an application called spinner to give a random number and the student of each group that had that number stood up and answered the question asked by the teacher.

Numbered Head Together allows oral expression to be maximized as students must discuss the topic in their groups to answer the teacher’s question.

Both the “Numbered Head Together” strategy and the use of technological devices were appropriate to promote the oral production of the students since according to

the students' opinions it was a very dynamic and participative class, the group work they like because they can learn from their classmates, also, the technological media helps them to pay more attention to the lesson given.

The students considered this activity appropriate for their academic level as well as being a fun way to learning. The English teacher expressed that it is an excellent activity for students to practice.

It should be noted that the characteristics of the group and the environment created were two important factors that carried out this strategy. Numbered heads together can be implemented in a group of 30 or more students, taking into account the discipline of the group; it is also applicable to any topic that can be developed.

With this strategy, also, to learn the lesson, the students interacted with their classmates, analyzed their responses in groups and had fun while acquiring new knowledge in terms of vocabulary, grammar and expressing themselves correctly with short sentences.

Jigsaw II

The second strategy we implemented was Jigsaw in a 90-minute class period. Jigsaw is a strategy that encourages group work, therefore 6 groups of 6 students were formed. The subject discussed was "Giving and asking for directions".

The jigsaw was implemented using the computer-tablet as a technological medium to present the video about the places in a city and the corresponding vocabulary.

Jigsaw initially promotes the development of reading ability, but it was demonstrated in this research that it also allows the development of the speaking ability, since the second part of this strategy consists in forming groups of experts where the students of each group that have the same topic discuss it with the experts of the other groups and then return to their base group and share what they have learned. Therefore the topics of interest were distributed to the students in each group so that they could then form their expert groups on each topic indicated by the teacher.

After applying this strategy, an oral test was carried to evaluate the knowledge that the students were able to acquire, obtaining an excellent result, since their grades averaged between 7-10 points.

According to what was observed and expressed by the students and the teacher, Jigsaw is a very participative and fun strategy, because they can learn more about a topic and share with their classmates what they consider to be an effective way of learning, in addition to the fact that the students have a lot of oral participation. The teacher expressed that applying this strategy would motivate students to participate in the English class.

In the development of the Jigsaw strategies, some factors influenced negatively such as the indiscipline of some students.

Despite these factors, we can say that satisfactory results were obtained since the students were able to work in groups of experts and in their base groups mastering this way the topics of the lesson, participating in a more active way and with good oral participation.

Think Pair-Share

The third and last strategy implemented corresponds to “Think-Pair-Share”, which consists of developing communication and thinking in students. This strategy consists of working in pairs, where the students involved must talk and analyze before performing assigned tasks.

This strategy was carried out in the form of piloting, due to the time factor it was possible to carry out only with two students. We continued with the theme of the previous class that corresponded to give and ask for directions. For this strategy, we used a computer to present a video about places and the city.

According to the students and the teacher, the cooperative learning strategies applied, allowed them to learn dynamically and easily since the group work allows them to support themselves with their classmates and be more motivated. They also

expressed that technological means should be used such as the telephone, tablet, amplifiers, the last ones to improve the pronunciation of words since according to the technology is one of the purposes of the future.

Regarding the results obtained, we can say that the cooperative learning strategies that we applied are effective to maximize the oral production in the students because we were able to achieve interaction between students and making students lose their fear of speaking and also motivated them to learn to speak English. Although some of them have some limitations.

We observe that the cooperative strategies applied, the ones that are best adapted to groups of 38 or more students are: Numbered Heads Together and Jigsaw II since groups of 5 or 6 students can be created, which allow students to have a higher number of classmates with whom they can interact. Another relevant factor is time, which with these two strategies is optimized to the maximum.

On the other hand, when we applied the think pair share strategy, we identified that it is an excellent strategy to develop logical thinking and speech, but it has some limitations since in this case, we work in pairs, therefore it does not benefit groups of more than 20 students and we do not take advantage of the time, which interferes with the development of other planned activities.

Concerning the use of technology supporting the implementation of cooperative strategies, we can say that they are very effective because the students were very interested. This aspect is very important because it helps to improve their discipline.

The technological media we used were the projector, computer, speakers and cellphone. These technological means, if used all in the same class are very effective, in this case, we were able to present videos that were watched and listened clearly.

We also observed that if only the computer is used, it is more difficult to get the attention of a group of 38 students, therefore, it is necessary to make use of the computer, the projector and the speakers so that the students can effectively understand the contents.

On the other hand, we identified that the ICT classroom at the Francisco Luis Espinoza National Institute was the most adequate space to apply the strategies as well as to use the available technological resources.

Also, we can say that the use of technology-assisted cooperative strategies is very effective for teaching English as a second language, because it strengthens group relationships, confidence, motivation, and companionship, maximizes the oral production in EFL students, improves the discipline of students in the classroom and rationalizes time more effectively.

V. Conclusions

With this paper, we have concluded that using cooperative learning in EFL classes helps to maximize oral production. Cooperative learning has proven its effectiveness as a teaching strategy with all the benefits it provides to both the teachers and learners. For teachers, this method creates a positive learning environment where students can practice their speaking skills also has positive effects on student achievements. For learners, CL helps to improve their motivation to learn, increases self-esteem and the relationships among classmates.

Also using technology in English classes improves students' attention as they find the class more fun and less routine, besides teachers can vary the audiovisuals aids depending on the subject to make it more attractive and keep students participation throughout the class.

We found out that the strategies that we implemented: Numbered heads together, Jigsaw II, Think-pair-share aided with technology are creative tools to engage students so that they can learn the new content successfully and be more active during the class, also those strategies improve oral production and have positive effects on the students interaction since they created solidarity among team members through their working together to achieve group goals.

More importantly, is that we observed that Cooperative Learning strategies can change the teacher-centered traditional method since this method is about the interaction between students and not only between teacher-student.

Limitations

1. Little time to develop the selected cooperative learning strategies.
2. Indiscipline of students within the English classroom.
3. Difficulty in the students to understand the instructions of the activities developed.
4. Students fail in listening and speaking English because there are too much teaching and too little communication.
5. The think pair share strategy was not properly developed due to a lack of time and excessive student numbers.

Recommendations

- 1) The teacher needs, before organizing cooperative learning groups and assigning academic assignments, to develop a cooperative climate in the classroom. This can be achieved by involving students in fun teamwork activities in which they support each other in a team effort to achieve academic goals more dynamically and easily.
- 2) It is important to do the class very dynamic, applying warm-up to introduce each content that helps break the ice between the student and teacher relationship.
- 3) We suggest that the teacher implement the Numbered Head Together and Jigsaw cooperative learning strategies as this helps maximize English as a foreign language and students share with their classmates and learn together.
- 4) It's recommended that the teacher applies resources available to maximize oral production in the classroom like videos, those are more accessible and useful for improving teaching.
- 5) The Francisco Luis Espinosa National Institute is recommended to use the TICS classroom with the available technological devices such as computers, data show, speakers; it is important to mention that the TICS classroom space is ideal for language practice because there is no ambient noise and students concentrate better.

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Additional Information



Facultad Regional Multidisciplinaria, Estelí

Students Interview

Topic: Maximizing oral production in EFL classes through cooperative learning strategies aided with technology in 07th-grade students at Francisco Luis Espinoza National Institute in the morning shift.

Objetivo: El objetivo principal de esta entrevista es recolectar información que ayudará a analizar los efectos del aprendizaje cooperativo ayudado con la tecnología para maximizar la producción oral en las clases de inglés.

1. ¿Cuáles consideras que son los factores que te dificultan el poder hablar inglés durante la clase y fuera del aula?
2. ¿Cómo prefieres que el profesor desarrolle la clase de inglés, en inglés o español?
¿Por qué?

3. ¿Considera que las actividades realizadas por el profesor en el salón de clase le ayudan a maximizar su producción oral? ¿Por qué?
4. ¿Cuáles de las actividades realizadas por el profesor le han ayudado a aumentar su producción oral en inglés?
5. ¿Qué tecnología o medios consideras que deberían usarse en la clase de inglés para que puedas aprender más, específicamente hablar más?
6. Describe ¿cómo fue su experiencia cuando se implementaron las siguientes estrategias: numbered head together, jigsaw, think-pair-share, ayudadas con tecnología?
7. ¿Cómo evaluarías las estrategias realizadas en el salón de clases: numbered head together, jigsaw, think-pair-share para aumentar su habilidad de habla en inglés?
8. ¿Qué tan efectivo te parece el trabajar en actividades grupales que necesiten de trabajo en equipo para aprender inglés y desarrollar tu habilidad para hablar el idioma?



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Facultad Regional Multidisciplinaria, Estelí

Teacher s interview

Topic: Maximizing oral production in EFL classes through cooperative learning strategies aided with technology in 07th-grade students at Francisco Luis Espinoza National Institute in the morning shift.

Objective: The main objective of this interview is to gather the information that will help to analyze the effect of cooperative learning aided with technology to maximize oral production in English classes

1. According to your experience, what do you think might be the factors that affect the development of speech ability in students? Why?
2. Based on the activities you implement in the English classroom, which ones do you think maximize students' oral production?
3. After witnessing the English class we teach, what do you think of cooperative learning strategies: jigsaw, think-pair-share, numbered head together implemented?
4. Do you think the strategies applied can maximize the oral production of students in the English class?

5. What changes do you suggest to improve the strategies applied?
6. How could you implement cooperative learning in your English class?
7. What is your opinion about using technology as a resource during the English class?
8. Do you use technology media to support English teaching? Which?
9. From your perspective, do you think that the technological resources implemented in the classroom help in the process of teaching the English language?

Observation Guide

Objective: The purpose of this observation guide is to gather information needed to describe the current situation in the English classroom regarding the use of cooperative learning strategies and technology for language teaching.

School: _____

Teacher's name: _____ Grade: _____

Date: _____ Student's: _____

Number	Indicators	Compliance Register	
		Yes	No
1	Teaching strategies are used for learning English in the classroom.		
2	Cooperative strategies are used to teach English		
3	Technological means are used to teach the English class.		
4	The oral participation of the students in the English class is visualized.		
5	Group and couple work is done in the English class		

Lesson plan

General Data

Date: 11/11/2019

Grade: 7th B,

Time: 45 minutes

Eje transversal: Muestra *... las distintas acciones y proyectos personales y/o...*

Competencia de ei: *... de las personas y de los lugares...*

Achievement: *... about people and places...*

Topic: *... de las personas y de los lugares...*

Intention:

- ✓ G...
- ✓ Attenc...
- ✓ Che...
- ✓ ...

Development activities

- ✓ R...

- ✓ Explain the grammar preposition of place: in, on, at using **Numbered Head**

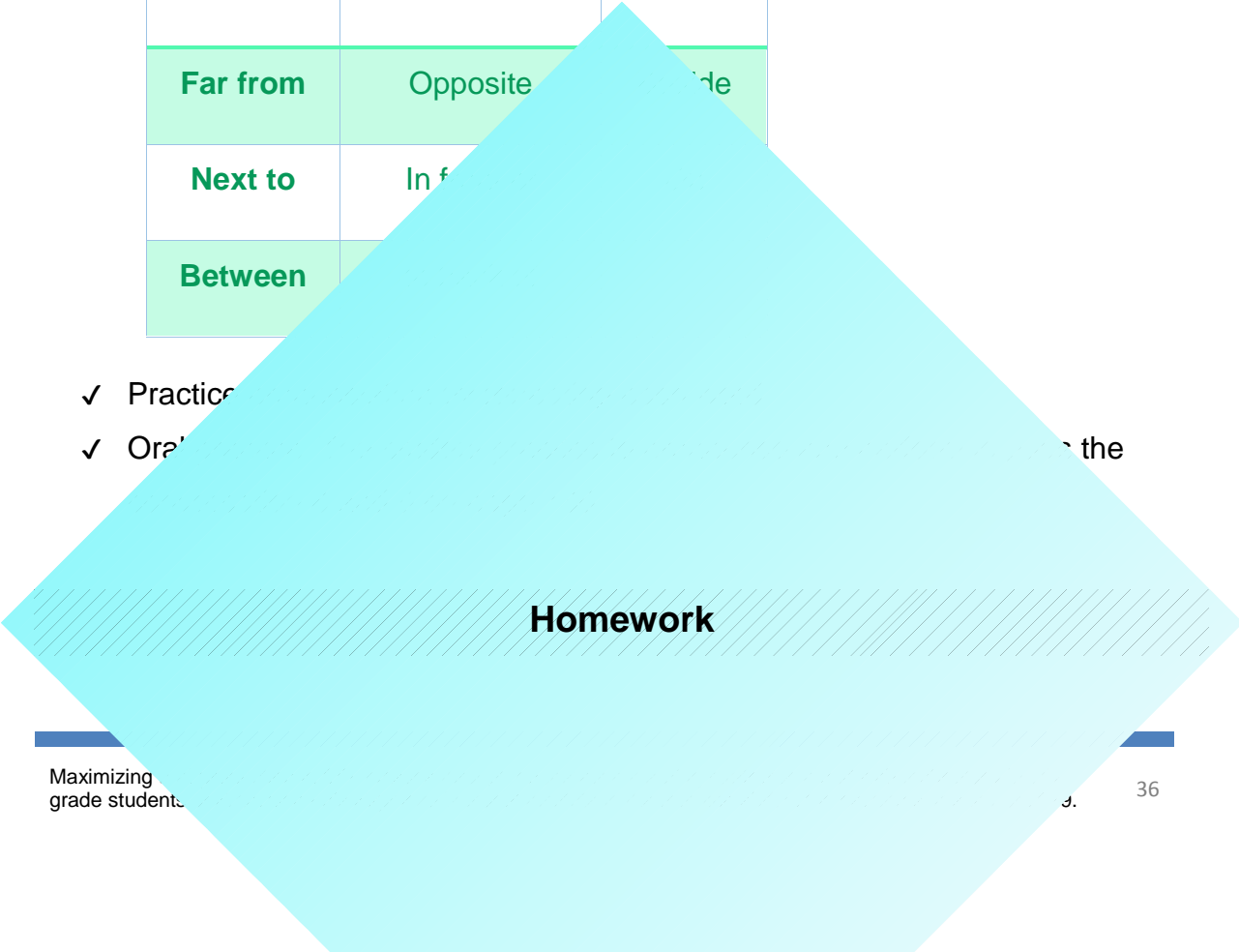
Together CI:

- Make a group of 5 students, numbered 1 to 5.
 - Before showing the video about prepositions in, on, at and places in the projector.
 - Then students identify the preposition y and places in the video.
 - When the video ends, the teacher said “**heads together**” and students discuss prepositions and places that they identified.
 - With the spinner, the teacher chooses the number 1 to 5 and students selected have to answer.
 - Finally, repeat the spinner for all the students to participate.
-
- ✓ Check the last exercise about the question from the reading correct the student answer through the game stop

- ✓ Vocabulary:

Near	Across from	Behind
Far from	Opposite	Side
Next to	In front	
Between		

- ✓ Practice
- ✓ Oral



Homework

Lesson 2022

General Data

Date:

Grade: 7th E

Time: 90 minutes

Eje transversal: Muestra diferentes tipos de actividades y distintas acciones y proyectos personales y/o sociales.

Competencia de eje transversal: Competencia Cultural

Component: Desarrollo de la Lengua

Achievement: The students will be able to communicate in clear and confident English.

Topic: My Hobbies

Initial Activities

Introduction

- ✓ Greeting
- ✓ Attendance
- ✓ Check homework
- ✓ Review of the previous lesson: Primary and Secondary

Development activities

- ✓ Begin the new topic by reviewing the last vocabulary about prepositions of place and different places in the community, **using jigsaw strategy**:
 - Make a group of 5 students, numbered 1 to 5.
 - watching the video in the projector about My city
 - Give the reading to each student: My city.
 - Each student makes an expert group with different items (Food, businesses, education, entertainment, services places).
 - Read the text, identify and discuss the different types of places.
 - Each student comes back to the homegroup and shares the information they get with the expert group.
- ✓ Present the new vocabulary on page 136.
- ✓ Explain to the student the use of the new vocabulary in specific sentences about locations.
 - Example
 - Where is the bank?
 - Go straight three blocks. It's in front of the supermarket.

 - Where is the central park?
 - Turn right two blocks. It's on the corner.
- ✓ Present to the students a map about a community, then ask them different questions about the location of the places.
 - Where is?
- ✓ The students copy the conversation model
 - Student A: Excuse me, is there a supermarket near here?
 - Student B: Yes, it is. Go up two blocks. It's beside the library.
 - Student A: Oh, thanks, I am sorry, and where is the bus station?
 - Student B: It's near the hotel.

- ✓ **Think pair – share strategy:** Using different locations of the map.
 - The teacher asks a question about the topic.
 - Students think the answer individually for 1 minute.
 - The students make pairs and discuss together the answer.
 - The students share their answer with a classmate.
- ✓ Evaluate writing and pronunciation.
- ✓ Vocabulary:

Turn left

Turn

Homework

English Test

Name: _____

Date _____ Grade _____ Section _____

Complete the following request.

1. Places of education

a. _____.

b. _____.

2. Places of Food

a. _____.

b. _____.

3. Places of businesses

a. _____.

b. _____.

4. Places of entertainment

a. _____.

b. _____.

5. Places of services

a. _____.

b. _____.

Chronogram



TO DO	SEMPTEMBER	OCTOBER	NOVEMBER	DECEMBER
TOPIC SELECTION	✓			
DATA COLLECTION	✓			
RESEARCH QUESTION				
BACKGROUND		✓		
PROBLEM STATEMENT		✓		
RELEVANCE OF THE PROBLEM		✓		
LITERATURE REVIEW			✓	
APPLY INSTRUMENTS			✓	
METHODOLOGY				✓
RESULTS AND DISCUSSION				✓

Photographs

Cooperative Learning Strategy 1: Numbered Heads Together



Picture 1: Make group of 5 students



Picture 2: Using Projector to explain preposition of place

Cooperative Learning Strategy 2: Jigsaw

Cooperative Learning Strategy 3: Think pair – share

Interviews with teachers and students