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Using cooperative learning to create authentic videos for the development of the speaking skill of EFL students.

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Por este medio **SE HACE CONSTAR** que las/los estudiantes: **ISAYANA MARIELA SALAZAR FLORES y ALBA MARINA VINDELL RIVERA**, en cumplimiento a los requerimientos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a los estudios de grado de la Universidad Nacional Autónoma de Nicaragua, UNAN – Managua, y para optar al título de **Licenciatura en en Ciencias de la Educación con mención en Inglés**, han elaborado tesis de **Seminario de Graduación** titulada: *“Using cooperative learning to create authentic videos for the development of the speaking skill of EFL students”*; la que cumple con los requisitos establecidos por esta Institución.

Por lo anterior, se autoriza a las/los estudiantes antes mencionados/as, para que realicen la presentación y defensa pública de tesis ante el tribunal examinador que se estime conveniente.

Se extiende la presente en la ciudad de Estelí, a los 22 días del mes de febrero del año dos mil veintiuno.

Atentamente,

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Abstract

This research is designed to test how effective these videos are in English class, mainly in the speaking skill development made in small groups. This study involved 18 students of 10th grade.

The study investigated whether the application of video clips with small groups along with individual teaching-learning activities improved the speaking skills of young EFL learners the most.

The results suggested that teaching speaking to EFL students with video clips using techniques and activities for small groups could be one of the best alternatives to improve young learners' speaking performances.

The study showed that the use of cooperative learning improved the students' speaking skills. The students showed improvement in some aspects such as pronunciation, vocabulary command, and confidence.

Keywords: cooperative learning, improvement of speaking, small group activity; speaking performance, and a short video.

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Chapter 1:

1.1 Introduction

English is an adaptive and fundamental subject that is designed to prepare students for their future. However, teaching speaking skills in some schools has always been a challenge due to the lack of motivation, dynamism, and variation in the lesson plans, and some effort is needed to improve the students' ability to speak. Some teachers find it difficult to teach speaking because learners need much more time to practice. Generally, the time is too brief to get an enriched learning experience in Nicaraguan public schools, and strong development in speaking.

Based on the abovementioned, we decided to execute this investigation for the sole purpose to give a contribution and suggestions to the speaking skills activities in the English lesson plans. As it was mentioned before, our methodology is based on using cooperative learning to create shorts, and authentic videos to improve the speaking skill by applying with high school learners where they will analyze a fable with characters that they are going to interpret, subsequently, students are going to be recorded by the teacher, so they can discover their achievements and weaknesses in this skill, through these authentic videos.

Using alternative tools to support the teaching and learning process of speaking skills is a great strategy to put into practice as they usually help to decrease the students' boredom. Teaching Speaking through videos can be very helpful for effective and joyful learning; hence, the videos can also have a positive effect on the student, awaking their interest and motivation to study English as well.

1.2 Problem Statement

As it has been stated in similar studies, English teachers in Nicaragua tend to use traditional methods and strategies to teach English as a second language. However, those methods are not considered suitable or fruitful in the learning process. Most of the time, the class becomes monotonous and lacks the needed interaction between students and teachers. Some of the existing teaching methods rely on textbooks, translation, flip charts, and repetitive dialogues resulting in poor performance, lack of learning, and entertainment. Students become unmotivated, losing interest in the subject and the tasks. Besides, they are often distracted in conversations that are not related to the class, just waiting for the English class time to run out.

It should be noted that time is another important factor influencing the learning-teaching process since the English class roughly takes 45 minutes to a maximum of 90 minutes a week. However, the learning process of a foreign language needs more time to develop. Besides, the lack of technology as part of the classes is another important factor; nevertheless, in some educational centers, technological tools and apps can be difficult to handle for many teachers and students.

1.3 Research Question

How effective is using cooperative learning and authentic videos for speaking skill enhancement in English as a Foreign Language with high school learners?

1.4 Background

According to Gómez, Cruz, Ruíz (2019), by applying videos and audios on TPR-based games in primary students along with audiovisual aids instead of traditional methods, students acquire more knowledge and have a better acquisition of the vocabulary. It is also an interesting and funny way to teach. This allows the students to focus on the class, to participate, enjoy the moment, and more importantly, to get significant learning.

Meng (2010) claims that through the cooperative learning method, speaking activities can be highly motivated and students can be willing to open their mouths instead of being afraid of making mistakes in front of the whole class. If teachers have set up the activity properly and can give useful feedback, students will get tremendous satisfaction from it.

In accordance with Goswami (2011) cooperative learning structures facilitate a supportive learning environment for English Language Learners (ELLs). Accurate pronunciation by ELLs is important for communication, and also benefits academic achievement. The known benefits of CL for ELLs make it a desirable learning environment to teach pronunciation skills. Thus, sufficient consideration must be given to its incorporation in curricula and delivery format.

Kagan (2009) states that when they turn the chairs around in their classrooms and have students work together regularly, they radically transform classroom dynamics. Students who otherwise would not be motivated become engaged. Students have the opportunity to do what most students most want to do to interact in positive ways with their peers. Students hold each other on task and regularly receive encouragement, tutoring, and praise.

They feel included. Students become part of a community of learners; they experience joy in working and learning together. They see the teacher as someone who coaches and assists them, someone on their side, not someone who stands back and evaluates them. Students who work in teams feel better about themselves not only because their need for inclusion is met, but also because they are more successful academically. And, of course, learning becomes more fun for the students and the teacher.

Some schools and districts turn to cooperative learning because they are seeking to boost achievement. Others want to improve race relations. Others include cooperative learning as part of their character development program or their violence prevention program. Yet others wish to prepare students for the workplace of the future a workplace in which teamwork skills and communication skills will be at a premium. And cooperative learning works. It produces all of these positive outcomes. Cooperative learning is an educator's dream: It gives us an incredible amount of leverage. When we place a lever in the right place, we obtain a mechanical advantage and can lift a large load with little effort. Cooperative learning is like that. It is the properly placed lever in any classroom. With relatively little effort, by placing cooperative learning structures in place, a wide range of positive outcomes result.

1.5 Justification

This research intends to suggest and contribute to the English learning process by using cooperative learning in the classroom. The main goal is to enhance and improve the learners' speaking skills through authentic videos where they are the main characters. Students will be able to recreate brief dialogues, interpreting characters from fables. At the same time, these videos are going to work as a suitable way for students to analyze their mistakes, and achievements in speaking skills.

Bringing entertainment and betterment for the teaching process helps to retain and hold the kid's attention as showing dynamism in a class is a must; what technology and authentic short videos, along with cooperative learning have to offer, may be a good option to take into account in scholar field.

The implementation of different strategies in the existent methodology will boost the confidence and enthusiasm in students of high school, awakening their interest and responsibility in the English class, mainly speaking skills. However, our mission and intention are to contribute with suggestions, ideas, and knowledge acquired at the university, mainly in professionalization practice class to decrease the traditional way when the English Language is taught in Nicaraguan schools.

Chapter 2: Theoretical Framework

In the following chapter, we will discuss the theories related to cooperative learning. Hence, we are going to add more details on the methodology for this research process to reply to the research question in this study. First, we will layout the most relevant theories regarding both cooperative learning and technology in EFL.

2.1 Technology in teaching speaking skill

2.1.1 Reasons for teaching speaking

In accordance with Kuning (2019), English has become an international language in the world. Likewise, all media and technologies. English as a foreign language, is always thought for the students. Here some reasons about why are important teaching speaking:

- Speaking is a crucial part of second language learning and teaching.
- The mastery of speaking skills in English is a priority for many second languages or foreign language learners.
- Our learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.
- Oral skills have hardly been neglected in today's EFL/ESL courses.

2.1.2 Modern technologies in developing speaking skill

Kuning (2019) also explains that in the fast-developing 21st-century various innovative technologies are being introduced to teach English in the classrooms. The knowledge base is fast doubling and tripling in so short a time. To cope up with this trend, we have

to use modern technologies to teach English to the technical students. Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios.

2.2 Teaching speaking

2.2.1 Feedback in Speaking

According to Ariyani (2016), students might make mistakes in their performances in the classroom. Thus, the teacher must know how and when the mistakes should be corrected. The way to correct students depends on the mistakes and the activities the students are participating in. Giving feedback on students' performances is important since the feedback that learners receive can make language learning successful.

2.3 Videos

2.3.1 The Advantages of using Videos in the teaching and Learning Process

Mursyidto (2014) explains that the use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts. Besides, students can view performance over and over again for emulation without any risk they can observe videos of their performance or feedback and improvement.

Teachers play a key role in the success or failure of any videos used in the language classroom. Teachers need to select the videos, relate the videos to students' needs, promote active viewing, and integrate the videos with other areas of the language curriculum. Videos have the advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of

communication. They can be improved or destroyed by how the teachers introduce the video and the activities which the students carry out.

2.4 What is Cooperative Learning?

2.4.1 Essential Components: What Makes Cooperation Work.

Johnson, Johnson & Johnson (1994) report that for cooperation to work well, teachers must explicitly structure five essential components within each lesson. The first and most important component is positive interdependence. Positive interdependence is successfully structured when group members perceive that they are linked with each other so that one cannot succeed unless everyone succeeds. Students must realize that each member's efforts benefit not only the individual but all other group members as well. Students vested interest in each other's achievement results in their sharing resources, helping and assisting each other's efforts to learn, providing mutual support, and celebrating their joint success. Positive interdependence is the heart of cooperative learning.

The second essential component of cooperative learning is promotive interaction, preferably face-to-face. Once teachers establish positive interdependence, they need to maximize the opportunity for students to promote each other's success by helping, assisting, supporting, encouraging, and praising each other's efforts to learn. There are cognitive activities and interpersonal dynamics that only occur when students get involved in promoting each other's learning. Promotive interaction includes orally explaining how to solve problems, discussing the nature of the concepts being learned, teaching one's knowledge to classmates, and connecting present and past learning.

The third essential component of cooperative learning is individual accountability. The purpose of cooperative learning groups is to make each member a stronger individual. Students learn together so they can subsequently perform better as individuals.

Individual accountability exists when the performance of each student is assessed and the results are given back to the group and the individual. Individual accountability ensures that group members know who needs more assistance, support, and encouragement in completing the assignment and are aware that they cannot “hitch-hike” on the work of others.

The fourth essential component of cooperative learning is interpersonal and small-group skills. In cooperative learning groups, students are required to learn academic subject matter (taskwork) as well as the interpersonal and small-group skills required to function as part of a team (teamwork). This makes cooperative learning inherently more complex than competitive or individualistic learning. Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively. Skills such as leadership, decision making, trust-building, communication, and conflict management must be taught just as purposefully and precisely as academic skills. There are many successful procedures and strategies for teaching students social.

The fifth essential component of cooperative learning is group processing. Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change.

2.5 A guidebook for cooperative learning

Dishon (1984) states that Cooperative learning is a model for teachers to use to teach the skills necessary for effective group work. Cooperative learning is a systematic model for helping teachers implement and work with groups so that students will consistently:

- Learn their subject matter.
- Complete tasks.
- Include all group members in their work.
- Solve group problems with minimal teacher assistance.
- Resolve differences among themselves.
- Enjoy the process of working together.

Cooperative learning procedures are appropriate for all levels and content areas from pre-school through graduate school. These procedures help students practice skills and explore concepts which are a part of the established curriculum for their grade and subject area. Students who work in cooperative groups learn important social skills that facilitate cooperation. With these skills, students relate appropriately to others who are different from them in terms of social background, physical condition, intellectual skill, or social proficiency. Research shows that the consistent use of cooperative teaching methods in the classroom helps students to learn and to care about others.

Students learn to not only tolerate individual differences but to value them as well. In cooperative learning situations, students work and learn in groups. Of course, students working in groups is not new. Teachers have been using group methods for as long as there have been classrooms. Nonetheless, many teachers tend to de-emphasize the use of groups because they have experienced group work in school settings to be disruptive

and unproductive. This has resulted in their disillusionment with special group approaches to instruction. Furthermore, while most teachers recognize the value of cooperation and the benefits of students learning from each other, many allow their past frustrations to decrease their willingness to plan cooperative learning experiences.

Besides, some teachers mistakenly believe that particular personalities in their classrooms determine the outcome of special group work, regardless of how they organize group work. Of course, what the teacher does and does not do is critical to what students learn. There is nothing mystical about what enables teachers to successfully foster cooperative learning. We believe that the teacher's success depends upon the use of specific, skills that can be taught and learned. There are skills which a teacher needs to know and skills which students must learn to work cooperatively with their peers. Without these student and teacher skills, group work will not be consistently successful and will require excessive teacher supervision.

Chapter 3: Methodology

This study aims to analyze the impact of the use of cooperative learning to create authentic videos on the development of the speaking and performance in the classroom of English students in Ruben Dario National Institute in Limay, during the second semester of 2020.

This research is qualitative because we aim at analyzing opinions, perspectives, and points of view regarding the use of cooperative learning to create authentic videos for the development of the speaking skill using fables with the students' participation since their opinions will be the basis for the report.

3.1 Population and study sample

The strategy that we chose will be tested with high school students of 10th grade at Rubén Darío school located in San Juan de Limay municipality in the Estelí Department.

The population for this research is made out of thirty-two students who take the English subject and attend the Ruben Dario National Institute. This research follows a convenience sampling method with seven students as the final sample. We aimed to choose English learners that belong to the same school and must be willing to express their ideas to contribute to data collection.

3.1.1 Instruments

For this research, we decided to implement an unstructured interview (*see annex 1 and 2*) with open questions. Also, we mention the observation (*see annex # 3*) as a second useful tool. This will allow us to identify, and testify the conditions, achievements, behavior, interactions, and limitations, happening currently in the classroom.

Sanchez (2014), Unstructured interviews involve a complex interaction between researchers and interview subjects undertaken for the purpose of collecting data pertaining to cognitive processes, social worlds, and experiences. Unlike structured interviews, yet similar to natural conversations, researchers ask largely unscripted questions.

3.1.2 Data collection

This research will allow us to observe and understand the context where speaking skill is developed and the perception of teachers on factors that affect the complete development in this important ability. The data collected will be analyzed under the research objectives and will be based on the instruments applied.

Kawulich (2012), Observation is used in the social sciences as a method for collecting data about people, processes, and cultures. It is also a tool used regularly to collect data by teacher-researchers in their classrooms, by social workers in community settings, and by psychologists recording human behavior.

In this sense, observing the teacher will allow analyzing the elements manifested during the integration of the students in the speaking activities.

Chapter 4: Results and Analysis

4.1 The regular English class

During the regular English class that we observed, the content focuses on communicative activities. Students worked in pairs, individually, or in small groups with their textbooks. They were speaking in Spanish most of the class to ask questions and ask the teacher for her help while the teacher was monitoring the learners to assist them when needed. Participation was not always the best as most of them were not involved in the lesson plan's activities. We observed some negative factors during the class including lack of interest and motivation in the students, and lack of a dynamic and attractive environment.

4.2 Teaching with authentic videos and Cooperative Learning

4.2.1 First lesson plan

We began by practicing with a warm-up activity to know the kind of level that students have English (see annex # 4); subsequently, we proceeded to show a fable titled "The wolf and the heron" (see annex # 6). It is noteworthy to state that we modified the original fable due to its advanced-level vocabulary in order to fit these learner's needs, and to resemble the student's English level, assuming that it was basic. (see annex # 7)

Afterward, from the rewritten fable, the following vocabulary was extracted, translated, and practiced: ate, bone, throat, ran, found, mouth, wolf, take out, pulling out, pierced, heron, safely, payment, with the intention that students could get a better comprehension to the fable, getting familiar with the characters that appear in the children's fable,

extracting phrases, and practicing the pronunciation in a few words so they could memorize and understand what the fable was about.

Finally, in the homework, the teacher asked them to study the Students write three sentences using the new vocabulary studied and translated in the class, and review the fable and choose their favorite characters to practice an oral dialogue, where they were going to be recorded by the teacher next class.

4.2.2 Second lesson plan

In the second action plan, (see annex # 5) we started by greeting all the students. We proceeded to form the groups, giving them small pieces of paper of different colors, each color should look for their companions who had the same color, once the teams were formed, everyone would begin by analyzing the fable, giving each member of the team to interpret a character.

Once each team had analyzed the fable, we proceeded in recording videos through a smartphone while students carried out the activity related to speaking skills and at the same time Cooperative learning. Subsequently, we proceeded to connect the smartphone to a computer, group by group gave their best presentation, each scene being recorded for each team, so they could have the opportunity to watch their presentations through a computer in front of the class, so they could identify and realize about their weaknesses and strengths, avoiding repetitions adding betterments to their knowledge.

4.3 Interview Results

4.3.1 Teacher's Interview's answers

According to the information obtained by the English teacher of 10th grade at Rubén Darío school, San Juan de Limay municipality; the kind of strategies used, and implemented to improve speaking skill is brief dialogues, music lyrics to practices it later in front of the class and at the same time develop their listening too. Unfortunately, these strategies are not effective enough because the students' progress is slow due to a lack of interest, time, and attention to the activities.

The use of technology in the classroom for the betterment of speaking skill is not so common and limited since most of the students do not have a computer, and it's complicated to have a projector in class, so the teacher opts to use apps for English learning such as Google Translator.

Cooperative learning is always implemented in English class since it brings a considerable and enriching opportunity to know the ability and capacity of the students, therefore if teachers do not implement it, then, students are going to be shy, and would be impossible to know the level of knowledge that the students have.

The goals and exceedances that some students have gotten so far are activities integration, fulfillment almost in all the assignments, and fellowship. It is noteworthy that to decrease and solve the student's weakness, generally is used the flexibility, repetition is a most in some exercises that are so hard for the learners. The elements that are necessary to improve to find beneficial the English class, especially the speaking skill are complete confidence, self -esteem and motivation in the students because as a teacher,

she expects positively in the coming years with her plans to develop more effectively the speaking skill, teaching more, and strong vocabulary and learn to improvise conversations.

4.3.2 Student's interview

The cooperative group assignments help students to improve their speaking skills since they gave their opinion about this kind of activity. It allows them to interact with their classmates and teachers to carry out excellent educational learning in which they can strengthen their vocabulary, and improve the way they speak in the English language.

According to their opinions, the fourth-year students of the Ruben Dario Institute thought that the use of cooperative learning and creating their videos in the English class was effective in improving their pronunciation and fluency since they all showed motivation and integration at class time and participation of each of the teams provided through a fable. Besides, they stated that they had the sensation of losing the afraid of asking questions, when they had difficulties and doubts in the activities. They added that they liked this type of team strategy so much since after interacting as a team, they had a training process that allowed them to develop their dialogues, knowing their weaknesses and achievements of each other as well.

4.4 Analysis and discussion

Among the benefits that creating Videos in the Class-Based on the Tests provides to students we have:

- ✓ Thinking and problem solving are made easier for them.
- ✓ Encourages mastery of learning.
- ✓ Inspire students and increase their participation.
- ✓ Helps develop student autonomy.
- ✓ It offers authentic learning opportunities.
- ✓ Strengthen the domain and confidence of speaking in public.

The students felt happy and confident by themselves by creating videos for English class with the help of their classmates leaving behind insecurities and stage fright in their development of speaking the English language; Students learned a lot and enjoyed creating such videos in English class that they would remember as a very effective class.

The interaction and team practice would help the learners to have a better understanding to develop their speaking skills in the classroom.

The use of video creation among students in the classroom enhances the creativity and attention of the students and has direct results in learning. When it comes to getting students involved and participating in-class activities.

The students consider that creating this type of video with their classmates could overcome their weaknesses, and improve their strengths in the English language and this would allow them to obtain a better effective result with other contents in the English class.

Students were able to observe their weaknesses and strengths in their way of speaking in English; working as a team and helping each other where they took advantage of the subject in a great way, where they could laugh and doing what they liked, what they did not. Taking advantage of this type of strategies, motivated, and increase their interest, cooperation, integration in the class, having an effective integration among learners and being always more responsible.

This strategy could work in other different activities by using smartphones instead of a computer since the school has limitations in computers to involve them in the activities of English class. The students can carry out the strategy from home as another variation in activity and will have more confidence by themselves, although they are not going to put into practice cooperative learning. It is necessary to increase the time in English class to ensure and remain successful learning in Speaking skill. For some students the reception was positive, and a nice novelty to include technology in an English activity for others, it was boring and not striking due to the lack of self-esteem and confidence.

Chapter 5: Conclusions

To conclude, this research highlights aspects of the teaching/learning process in speaking skills, it is important to share with the reader that to achieve this goal was very necessary to analyze and to investigate how effective would be to implement cooperative learning, and authentic videos to enhance Speaking Skills in teenagers; it should be noted that the results were as we expected since the beginning of this investigation. The obtained results confirmed our research question that there is a positive relationship between cooperative group work and oral proficiency. The positive findings revealed in this study show that well-planned and organized cooperative group work is an effective technique for improving EFL learning is oral proficiency.

The results showed that there was a significant positive difference between the use of small group activity compared to the use of individual activity for teaching-learning speaking skills. This suggests that the implementation of authentic videos to find out the current level of students' speaking with small groups could help them to improve their speaking skills.

As it was mentioned before it was necessary to modify the original fable used as an extra tool to execute our strategy in a dynamic, striking, and better way, but mainly to adapt the basic level that 10th students shown in the time we visited their classroom. We believe the present application of cooperative learning for the betterment of speaking skills is essential if the teacher intends to develop oral communication.

Chapter 6: Recommendations

For Students:

- ✓ Using technology appropriately to acquire new vocabulary and develop their speaking.
- ✓ Forming small groups with the students from time to time to practice their speaking and pronunciation, helping each other at the same time.
- ✓ Making small workgroups and record authentic videos with students as the protagonists so they can watch them later to identify their weaknesses and strengths in speaking.

For Teacher:

- ✓ The teacher should use technology in a moment of the class to make it more dynamic, and maximize the oral speaking.
- ✓ The teacher should use appropriate cooperative learning strategies to develop speaking skills in their students.
- ✓ Before organizing cooperative learning groups and assigning homework, the teacher must familiarize the students with the vocabulary to develop, and create a positive environment in the classroom, motivating the students to work organized in each workgroup, assuming at a time, their responsibilities and objectives in the class.
- ✓ The teachers can try techniques like slowing down videos to note in detail their weaknesses and achievements while they are watching it and repeating important scenes, to help students to get a better understanding of Speaking Skills in each video.

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Chapter 8: Annexes

Annex # 1



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Student's Interview

✓ Identify the integration of students and their performance in the classroom during the development of the English class.

✓ Determine the type of strategies that would arouse interest and allow the development of speaking in the subject of English.

Dear tenth-year English students, as researchers and fifth-year English students at Farem Estelí, we request your consent to carry out the current interview. All the information collected from you will provide essential data to define the aspects that involve the problem and to seek recommendations. This consultation will analyze your perception and experiences in the English class, to find new alternatives that will allow you to improve and develop the ability to speak in the English language.

1. Do you think that cooperative group assignments help you improve your speaking skills?

2. How do you think the English class could be more dynamic and attractive?

3. Did you feel comfortable when creating videos for English class with your classmates' help?

4. What did you learn by creating those videos in the English class? What will you remember about our classes together?

5. Do you think that the kind of activities we had in class would help you learn English?

6. In your opinion what advantages and disadvantages are there when you working in cooperative activities in English class?

7. Do you think that the interaction and practice in a team would help you to have a better understanding to develop your English-Speaking skills in the classroom?

8. How much did you enjoy creating a video with your classmates? What could be improved to get a better result next time?

Annex # 2



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Teacher's interview

Dear teacher, as researchers of Farem Estelí cursing currently the fifth year in English bachelor, we request your authorization to answer the following questions. Our main intention is to discover and analyze in detail your knowledge in English teaching in the classroom using your methodology to perform mainly the teaching in Speaking skill with your students. It is noteworthy that by getting this information we will deepen the problematic, and implement our methodology as a suggestion and contribution in an honest, and palpable manner.

1. What kind of strategies you use with your students?
2. How is the interaction that you have with your students?
3. what are the problems and challenges that you have faced during the English classes?
4. Have you ever implement technology in your Lesson plan of English class for the improvement in speaking skills?
5. Have you ever implemented cooperative learning with your students in learning activities?
6. what goals and exceedances your students have gotten so far?
7. Describe alternatives in which you use new teaching skills, ideas, and strategies to solve a problem related to improving speaking ability in your English class.?
8. What elements of the class should be improved for you to find beneficial in the English class, according to your expectations for your students to improve their speaking skills?
9. What are your plans to develop the ability to speak more effectively in the coming years?

Annex # 3

Observation guide: General data

Time of the classes: Monday: 90 minutes / Wednesday: 90 minutes

Number of students: Monday: 18 students M: 7 W: 11

Wednesday: 15 students M: 6 W: 9

	Always	Usually	Sometimes	Never
Students speak English among themselves when planning the video?		✓		
Students work together as groups to create the video for the class?	✓			
Students feel motivated to create a video using cooperative learning in small groups?	✓			
Do students make use of the key vocabulary that was given to them?		✓		
Students ask for feedback from the teacher to get better at certain areas?		✓		

Observations:

Students show interest and are motivated by creating team videos

Such as:

1. How is the participation of the students?

Active: ✓

Passive

Neutral

Roleplay

2. For what purpose do you use the role play?

Entering vocabulary:

Intonation and participation:

Develop speaking skills: ✓

Strengthen vocabulary

Other:

Games

1 For what purpose you play games?

Develop speaking skill: ✓

Strengthen vocabulary: ✓

Other:

2. At what time in class do you use the games?

At the beginning of the class:

Development of the class: ✓

Annex # 4

Lesson Plan #1

Grade: 10th grade

Classroom: A

Unit: III Fables.

Topic: Speaking (First part)

Date: Monday, November 23, 2020

Discipline: Foreign Language

Competition of degree:

The student uses vocabulary about fables in a variety of contexts.

Transversal Axis:

Practices and promotes patriotism by being interested in knowing, respecting, enjoying, caring for, and conserving natural assets.

Achievement indicators:

The student uses adjectives to describe people, animals, or places to present fables orally.

* Initial activities:

- ✓ Welcome to the class
- ✓ Greetings
- ✓ Show unit
- ✓ Play a game
- ✓ Explain the new topic.

Methodological strategy.

Students introduce themselves and while they are cutting a piece of paper, facilitated by the teacher, students are going to share to the class vocabulary that they already know.

Activity # 1.

The teacher presents a fable titled “The wolf and the heron” and students read aloud the fable with the teacher, subsequently the teacher shows vocabulary and translates it with the class to improve the comprehension of the fable.

Activity # 2.

Identify the sentence with cards handy

The teacher will give her students sentences related to fables vocabulary, using cards; when the teacher mentions a sentence, then the first boy or girl who identifies it, is going to read aloud the sentence, and he or she will be the winner.

Activity # 3

“Let’s remember the studied sentences”

The teacher indicates to her students to try to remember and say aloud the same sentences studied previously without seeing the cards.

Homework

Students write 3 sentences using the new vocabulary studied and translated in the class.

Review the fable and choose your favorite character to practice an oral dialogue in, next class.

Annex # 5

Lesson plan #2

Grade: 10th grade

Classroom: A

Unit: III Fables

Topic: Speaking (Second part)

Date: Wednesday, November 25th, 2020

Discipline: Foreign Language

Competition of degree: The student uses vocabulary about fables in a variety of contexts.

Transversal Axis: Practices and promotes patriotism by being interested in knowing, respecting, enjoying, caring, and conserving natural assets.

Achievement indicators: The student uses adjectives to describe people, animals, or places to present fables orally.

* Initial activities:

Welcome to the class

Greetings

Play a game

Activity # 1

The teacher gives papers with numbers to each student; subsequently, must look for their members according to the number that each student has, then the teacher will give them the fable studied last class, choosing the characters that students are going to interpret.

Activity # 2

Each teammate is composed of three students, In carrying out this, students are going to analyze their fables remembering the vocabulary learned in the last class and putting into practice their reading comprehension. They will get in front of the whiteboard, subsequently, they will dramatize the characters that appear in the fable in front of the class putting into practice their speaking.

Activity # 3

The teacher invites group number one to come to the whiteboard, making the presentation, and the teacher will take a video of each Speaking presentation.

Activity # 4

The teacher presents the videos of their previous Speaking presentations to students on a computer that will allow them to observe, analyze, identify their weaknesses and strengths when they Speak.

Students Feedbacks:

Annex # 7

Original Fable

The wolf and the crane

A wolf that ate a bone, choked the bone in his throat, and he ran everywhere for help.

He found in his run a crane, and asked him to save him from that situation, and that he would immediately pay him for it. He accepted the crane and thrust his head into the wolf's mouth, pulling the pierced bone out of the throat. He then asked for the cancellation of the agreed payment.

- Hey friend - said the wolf - Don't you think it's enough to pay to have taken your head out of my mouth safe and sound?

Annex # 6

Modified fable

The wolf and the heron

Narrator: A wolf that ate a bone, pierced the bone in his throat, and he ran everywhere for help.

Wolf: Help, please! Help, somebody, save me!

Narrator: The wolf screamed.

Heron: What happen heron?

Narrator: The wolf found a heron and asked him to save him from that situation.

Wolf: Heron! Take out this bone from my throat and I will pay you!

Heron: Ok, I am going to help you.

Narrator: The heron accepted and put his head into the mouth of the wolf, pulling out the bone of his throat.

Heron: Where is my payment, wolf?

Narrator: Asked the heron.

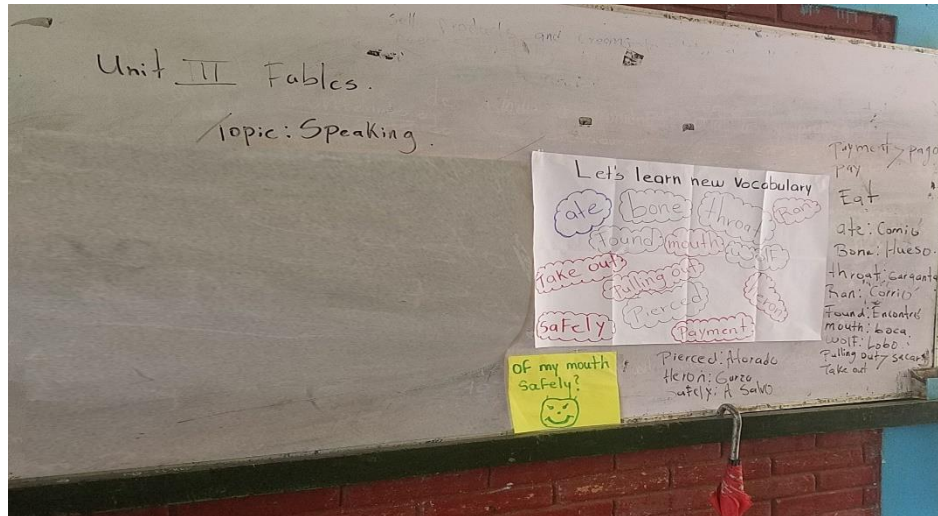
Wolf: Hey, friend! Don't you think it is enough payment to take out your head from my mouth safely?



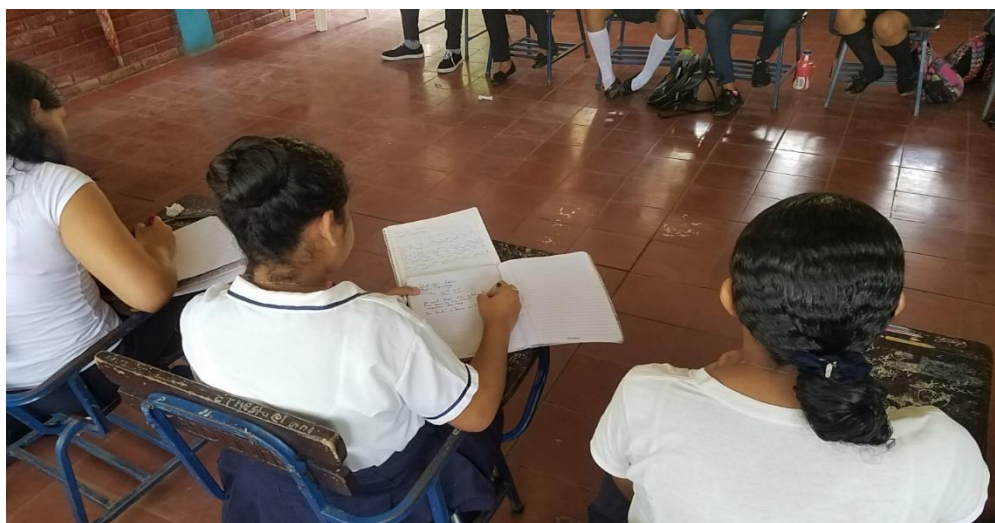
At the beginning of the class, the students were asked to stand up and through a fun dynamic, they introduced themselves one by one to open a space of trust.



Through charades, they were presented with the new vocabulary of the fable so that it would be easier for them to acquire this vocabulary easily and naturally.



Before the students analyzed the complete fable as a group, a few words were extracted from and it was presented to them to a better understandable arousing their curiosity.



The students write key vocabulary from the fable in their notebooks.



The teacher presents the fable explains step by step the activity that will execute in
the class



The teacher proceeds to read the fable aloud along with the students, practicing the pronunciation as well.





The teachers provided them support and accompaniment throughout the practice process in each of the groups.



Interview with the English teacher Lic. Elia Rosa Morales at the Ruben Dario institute
in the municipality of San Juan de Limay.



The students at the moment that they were watching and analyzing their oral presentation with the children's fable.



Interview with fourth-year students from the Ruben Dario Institute about the impact on the English subject and the activity previously carried out.



The observation carried out in one of the regular English Classes with 4th-grade students.