



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA

UNAN - MANAGUA

Research Report.

FACULTAD REGIONAL MULTIDISCIPLINARIA, ESTELI

The effects of Cooperative Learning strategies to develop fluency in 9th grade students at Guillermo Cano National Institute in the first school term, 2019.

Authors:

- **Judith Adalgitce Herrera Godoy**
- **Judith Bernavelia Rodriguez Lopez**
- **Norman Ulises Arostegui Irias.**

Advisor:

Msc. Jeydels Alexander Barahona

Estelí, May 12th 2019.

Table of Contents.

ACKNOWLEDGMENT	4
ABSTRACT	5
I. Introduction.	6
1.1. Previous Studies	7
1.2. Problem Statement	8
1.3. Relevance of the problem.....	9
II. Literature review.	10
2.1. Elements that influence an English Fluency inside the classroom.	10
2.1.1. Anxiety	10
2.1.2 Shyness.....	10
2.1.3 Self - esteem.....	11
2.1.4 Motivation	11
2.2. Importance of speaking fluency for foreign language learning.....	11
2.1.2 Challenges to develop speaking fluency in ESL	12
2.2 Student-Centered Learning concept.....	13
2.3. Cooperative learning in English teaching	14
2.3.1 Types of cooperative learning methods.....	15
2.3.2 Elements of Cooperative Learning.....	16
2.3.3. Cooperative Learning Strategies.	17
Jeopardy	17
Role-play	18
Board game.	18
2.3.4 Benefits of Cooperative Learning Method for students learning.	19
2.4 Difference between cooperative learning and collaborative learning methods.....	19
2.5. Cooperative learning and fluency development in the English class.	20
III. Methodology.	22
3.1 Research Design.....	22
3.2 Subject Selection.....	23
3.2.1 Population and sample	23
3.2.2. Sampling	23

3.3 Data Collection Method	23
3.4 Data Analysis	24
V. Results and Discussion.	25
4.1 Type of cooperative learning strategies should applied to students to develop fluency in the English class.....	25
V. Conclusion	30
Limitations.....	30
Recommendations	31
BIBLIOGRAPHY.....	32
Additional Information or Appendix.	35
Entrevista a estudiantes	35
Teacher’s interview	37
LESSON PLAN	40
Chronogram.....	43
Evidences.	44

ACKNOWLEDGMENT

Firstly, we are so grateful to God for providing us with wisdom and strengths, to reach our English major goals and our parents who are the shapers of our principles; they are encouraging us to go beyond our purposes and the teachers who have been part of our process integral formation.

We want say thanks to our advisor Msc Jeydels Barahona who is a person with strong values, ethics and humanism. We also thank Dr. Israel Zelaya, who is an excellent human being and professional educator, for helping us to build new knowledge for our future.

ABSTRACT

This study is focused on the importance of implementing cooperative learning strategies for developing fluency of the English language on 9th grade students at Guillermo Cano National Institute. Therefore researchers formulated two main questions based on research objectives to guide it: What type of cooperative learning strategies should be applied for students to develop fluency in the English class? How do cooperative learning strategies contribute to develop the students' fluency? This research follows a qualitative design and aims at presenting new strategies that will be useful for English teachers and productive for students.

We identified which strategies are the most effective in the English class and can be applied by English teacher in Nicaraguan classrooms. Firstly, students of 9th grade can develop better communication through fluency with the implementation of cooperative learning in the learning process. Secondly, students' performance improved significantly and they developed good attitude toward learning English via cooperative learning. Thirdly, when using cooperative learning students are motivated and less reluctant. Therefore, this study recommends the adoption of cooperative learning as a strategy fluency development in English Learning speaking in particular.

Key words: fluency, cooperative learning and strategies.

I. Introduction.

Cooperative Language Learning is an approach used to teach English language which aims at creating a more learner-centered environment in which students' learning is developed by themselves. Speaking, which is one of the skills in English language learning, is challenging for learners because they are required to cope with new vocabulary.

Cooperative learning is not a new teaching method, but appeared recently in the field of teaching and learning; but it has its roots in the history of education, so it is important to remember that the cooperative learning method started just before World War II. Aman Mohammed (2017).

The main goal of this paper is to demonstrate the effectiveness of cooperative learning aided strategies inside the classroom and learn to forge the new knowledge, and to analyze the factors that are affecting the development of the English speaking skill. Besides, we will explore the benefits of using cooperative learning to help students to reach more easily and effectively the knowledge. It points out some of the best strategies in order to provide them a better feedback in every activity.

Finally, we consider that it is important to motivate students in their learning process in order to fulfill the main purpose of education and gain more knowledge about the class; consequently, the students will feel more confident at the moment of speaking the second language.

1.1. Previous Studies

Traditional methods in language teaching are teacher-centered and do not create a learning environment in which learners compete with each other. For that reason, cooperative learning has been a method of interest for many teachers and researchers because it focuses on students' learning, engaging them in the class with motivating strategies. Many scholars have done research on this area, as we will describe next.

Herman (2013) argued that the importance of real-life intervention with cooperative learning in an undergraduate course. It also shows that cooperative learning is based on student's interaction in ways that are likely to raise positive interdependence and promote interaction that is needed in a classroom in order to have a successful learning.

Besides, the study carried out by Bobbette (2012) called "Teaching Cooperative Learning with Children's Literature" explains that cooperative learning as an approach that educators can be used to increase children's enjoyment of literature. It also emphasizes that Teaching children's literature using cooperative learning provides the opportunity for students to develop greater collaborative skills, increase their knowledge retention, bring about more on task behavior, and promote higher achievements.

On the other hand, Özlem (2004) on the research paper "The effects of cooperative learning activities on student attitudes toward English reading courses and cooperative learning" focuses on cooperative learning as a set of teaching strategies used to promote face-to face interaction among students and help them reach specific learning and interpersonal goals in structured groups. Also it shows that the study may be considered as an initial step to encourage learners to have active roles in their learning process by examining their attitudes towards cooperative learning.

1.2. Problem Statement

Speaking is generally the most important of the four English language skill, which are reading, writing and listening (Rocio, 2012). According to Jing Meng (2010) “Speaking plays a crucial role in English learning. Since seldom students can speak fluent English in classroom, it’s high time for teachers to apply cooperative learning method in class”. Despite the importance of speaking for real-life purposes, teaching methods are often traditional. Also, the context and economic issues of Nicaragua prevent teachers for implementing strategies that are needed to teach properly. Nevertheless, teachers know some of the theory about these kind of strategies, but do not put them into practice because of other limitations including the excessive number of students in every classroom around fifty-five students are those who are in the classroom where we can differences in their speaking levels of the foreign language. High school students often show lack of interest, confusion, frustration and boringness at the end. This situation translates into less learning and the simple accomplishment of a requirement of the curriculum.

Students have serious difficulties communicating in English, thus, fluency problems because of the lack of interaction from one to another which is a basic element in a language acquisition. From this perspective, the necessity of creating this study emerges, that allows validating the effectiveness of strategies of cooperative learning method and how it can contribute to fluency development of English language.

1.3. Relevance of the problem

It has been observed that students have difficulties to develop fluency when speaking English in the class. It is evident that it is hard for them to be fluent in the language. The occurrence of the phenomenon is closely related to the traditional teaching methods that have some weakness in themselves. Also, the usual and traditional teaching methods are the reason why learning to speak English is a challenge for secondary school students and they are often organized in rows in front of the teacher just following the same rules provided by the educator. Taking this into account, we have decided to propose and apply new innovative strategies through the cooperative learning method, because of the necessity we have seen for students to speak fluently.

Therefore, the proposal of studying the effects of cooperative learning strategies emerges as an experience that energizes the educative process, which emphasizes on promoting a learning not only of contents of the area itself but the social abilities, taking in account the different rhythms and students' capacity to give and receive support from schoolmates to achieve common goals.

From the practical and methodological point of view, this study will point out the different ways to use cooperative learning in the education of Nicaragua in order to propose and create elements of valid judgments to advise authorities and teachers to adopt measures of curricular politics and training of the use of cooperative method in the classrooms to contribute to improving the academic performance of students. Finally, despite the theoretical viability of improving students' fluency acquisition through the implementation of cooperative learning in the secondary classroom, further investigations are indispensable to keep inquiring and developing this sub ability.

II. Literature review.

Literature review process based on the key terms we defined according to research questions therefore to facilitate a comprehension to the reader , this section will follow a logical order a definition of the term fluency, cooperative learning and strategies.

2.1. Elements that influence an English Fluency inside the classroom.

Fluency of a language is affected by certain elements; these elements are responsible for a bad speech of the language. The following ones are the most relevant when it comes to affecting fluency and the way we express our ideas in the target language.

2.1.1. Anxiety

According to Wilson (2006) (Anxiety in Learning English as a Foreign Language), is extremely related to speaking skill, hence it provokes students to be anxious while there are performing a target language. Anxiety reactions suffered by many students when speaking or when being asked to speak by the teacher in the foreign language classroom include distortion of sounds inability to reproduce the intonation and rhythm of the language. Anxiety has relation with the fluency of the pupils when these to demonstrate a subjective experience tension, imposed by the expectation of danger or distress how daily stress and affected fluency in students who in the size possible when stutter, the intend to communicate is the transfer effectively of foreign language.

2.1.2 Shyness

Shyness is described as the response to fear, that although it reflects the neurobiology of the nervous system, it is also strongly influenced by parenting practices and life experiences. The findings suggest that shy children's responses are constrained by their concerns about evaluation and do not necessarily reflect underlying differences in competence. Researchers have demonstrated that shy students participate less frequently in class, are less likely to volunteer contributions, and give shorter and less elaborate answers to questions. Differences between shy and less shy children extend to their performance on standardized tests of vocabulary. Students shy often desperately want to connect with others, but don't know how or cannot tolerate the anxiety that comes with human

interaction. The shy often experience low self-esteem, fear of rejection, or acute self-consciousness—which can prevent them from developing new relationships inside the classroom own behavior and perceived shortcomings. (Bashosh, 2013)

2.1.3 Self - esteem

Basically, self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances. Self-Esteem and Foreign Language Learning determining influence on the individual's self-esteem. In school, students are constantly evaluating their competence in classroom tasks and performances. Accordingly, self-efficacy, which is the perception people have about their competence, is fostered mainly in schools. Self-esteem is how we value and perceive ourselves. It's based on our opinions and beliefs about ourselves, which can sometimes feel really difficult to change.(Bashosh 2007)

2.1.4 Motivation

Cambridge Assessment English (2017) states that “Motivation is one of the most important factors in language learning.” (p.146). Children with a good attitude towards English are more likely to work hard and keep going when learning gets challenging. Children are also more motivated when they have a positive impression of English-speaking people and cultures. Learners of all ages achieve more when they are intrinsically motivated. In other words, when the learning experience is fun, interesting and meaningful.

2.2. Importance of speaking fluency for foreign language learning.

The goal of learning an additional language is to use it naturally. Gabino (2017) defines fluency as natural language use like the native speakers. Speaking fluency is also an important component of communication competence, because the ability of speaking fluently can help the speaker to produce continuous speech without comprehension

difficulties for the listener and to maintain the communicative ideas more effectively. The importance of speaking fluently will not only give us an assertive communication but will motivate us to develop an elevated self-esteem where there will be no place for shyness and the development of an anxiety that cannot be controlled by the student.

Yang (2014) argues that the strand of fluency is a measurement of one's communicative proficiency level. So, no language learner refuses to speak fluently. This implies that speaking fluency is necessary for the EFL learners to develop and improve. On the other hand, the issue of fluency or accuracy development, or, meaning or form focused, is widely debated. The best way is to merge them into different sequences in learning because both fluency development and accuracy development are important strands. The practice of the speaking fluency is not conflicted with the form-focused instruction, but strongly enhances the accuracy of a language.

2.1.2 Challenges to develop speaking fluency in ESL .

Speaking is one of the most important skills to be developed and enhanced as means of effective fluency communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process. (Lai-Mei-Leong, p. 3)

Problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning Problems, challenges in teaching and learn speak English. The author Aleksandrak (2016) defined them as follows:

- Inhibition – fear of making mistakes, losing face, criticism; shyness.
- Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments.

- Low or uneven participation – often caused by the tendency of some learners to dominate in the group.
- Mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language. (p. 3)

2.2 Student-Centered Learning concept

Student centered refers to a variety of ways where learners can acquire knowledge through this method and assortments of techniques where learners are the center of their own apprenticeship. Even though there are many definitions for student-centered according to many investigations found. For instance, Corley (2010, p. 1) says that student-centered learning is an approach to learning in which learners choose not only what to study but also how and why. At the heart of the learning environment are learner responsibility and activity, in contrast to the emphasis on instructor control and coverage of academic content found in conventional, didactic teaching.

This means that students emphasize on their own effort to create and develop actively and responsibly the knowledge required, to reach the learning properly. According to Corley (2010) this method characterizes that “the student-centered model requires that instructors see each learner as distinct and unique. This means recognizing that learners in any classroom learn at different rates with different styles, they have different abilities and talents, their feelings of efficacy may vary, and they may be in different stages of development. In this model, learning is a constructive process that is relevant and meaningful to the learner and connected to the learner’s prior knowledge and experience.”

In contrast, Wh Magazine, (2019) affirms that “Teacher-Centered Learning (TCL) has dominated much of the education history. A teacher is a person who teaches and enlightens students with knowledge. Sometimes this process is limited to what is experienced and learned by the teacher. This can create a constricted learning process for the students for they are only receiving what is said and taught by the teacher.” What has been evident that

is not the best line of teaching in schools, where the learning is led from teacher to student instead of student self-learning.

Although there are many different reasons why faculty members choose to adopt a student-centered learning approach, they might be placed into two broad categories. First, it is enjoyable. Faculty members who have adopted one or more of these approaches report that they are energized. Second, there is a growing set of results on how these approaches lead to improved student learning. Jeffrey Froyd (2010)

2.3. Cooperative learning in English teaching

Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal. (Har, 2013)

Students' learning goals may be structured to promote cooperative, competitive, or individualistic efforts. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure and Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. It may be contrasted with competitive (students work against each other to achieve an academic goal such as a grade of "A" that only one or a few students can attain) and individualistic (students work by themselves to accomplish learning goals unrelated to those of the other students) learning. In cooperative and individualistic learning, you evaluate student efforts on a criteria-referenced basis while in competitive learning you grade students on a norm-referenced basis. While there are limitations on when and where competitive and individualistic learning may be used appropriately, any learning task in any subject area with any curriculum may be structured cooperatively. (David W. Johnson, 2013)

2.3.1 Types of cooperative learning methods.

Formal cooperative learning groups may last for one class period to several weeks to complete specific tasks and assignments (such as solving a set of problems, completing a curriculum unit, writing a report or theme, conducting an experiment, or reading a story, play, chapter, or book). (Johnson D. W, 2017)

Informal Cooperative Learning Groups

Informal cooperative learning groups are temporary, ad-hoc groups that last from a few minutes to one class period.

During a lecture, demonstration, or film they 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. During direct teaching the instructional challenge for the teacher is to ensure that students do the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. Informal cooperative learning groups are often organized so that students engaged in three-to-five minute focused discussions before and after a lecture and three-to-five minutes turn-to-your-partner discussions interspersed throughout a lecture. Johnson D. W. (2016)

Cooperative Base Groups

The purposes of the base group are to give the support, help, encouragement, and assistance each member needs to make academic progress (attend class, 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. They formally meet to discuss the academic progress of each member, provide help and assistance to each other, and verify that each member is completing assignments and progressing satisfactory through the academic program. Base groups may also be responsible for letting absent group members know what went on in

class when they miss a session. Informally, members interact every day within and between classes, discussing assignments, and helping each other with homework. The use of base groups tends to improve attendance, personalize the work required and the school experience, and improve the quality and quantity of learning. The larger the class or school and the more complex and difficult the subject matter, the more important it is to have base groups. Johnson D. W. (2017)

2.3.2 Elements of Cooperative Learning.

The most commonly explained elements of cooperative learning are five namely: positive interdependence, individual accountability, face-to face/ promote interaction, interpersonal and small group skills and group processing. According to Tufail (2017)

The first and foremost element for successfully organized cooperative task is **positive interdependence**. From positive interdependence viewpoint, learners have two responsibilities: firstly, to learn the allocated topic/material; and secondly, to ensure that all the group members learn the same. The presence of positive interdependence in the cooperative group makes students perceive that they are interconnected with their group companions in such a way that their success depends on their group mates' success; therefore, they are required to coordinate their exertions with their group mates' efforts to complete a task Tufail, 2017 (2017, p. 300)

Face to face/ Promote interaction follows positive interdependence. "promote interaction may be defined as individuals encouraging and facilitating each other's efforts to achieve, complete tasks, and produce in order to reach the group's goals" Although positive interdependence results in face to face promote interaction, it is more of a product fostered by the positive interrelationships, psychological adjustment and social competence".

Face to face interaction is not only a verbal interaction in cooperative learning. It is promote interaction, which promotes more and more interaction in different forms such as exchange of verbal information, help, encouragement and concrete stuff such as materials required to complete the task Tufail (2017, p. 301)

Interpersonal and small group skills foster and encourage coordination in efforts to gain mutual objectives by relying on one another, by interacting truthfully and clearly, by supporting and being supported and by resolving conflicting issues positively. For better results in interpersonal and small-group skills, students must be trained in social skills. „The more socially skillful students are and the more attention teachers“ pay to teaching and rewarding the use of social skills, the higher the achievement that can be expected within cooperative learning groups Tufail (2017)

Individual Accountability which involves students’ understanding that they will be held accountable for their individual contributions to the group, that free-loading will not be tolerated and that everyone must contribute.

2.3.3. Cooperative Learning Strategies.

This study presents three main strategies that help student get a good English fluency.

Jeopardy

According Erica Loop (2018) Jeopardy is a game such as Jeopardy as a learning tool may increase student engagement, according to the article "Playing Jeopardy in the Classroom: An Empirical Study" in the Journal of Information Systems Education. Jeopardy can also help you to introduce material or help your students to better learn challenging content. Use the game after starting a subject or before a test. Doing so helps your students to recall facts and figures in a way that's more meaningful than simply staring at a piece of paper. Stephanie Taylor(2017) was reference in her article how to play :

- Play individually or in groups.
- Pick a category and a point value.
- Click on the chosen box for the question.
- Students must give the answer in the form of a question before clicking again. The teacher may want to set a time limit for answering the question.
- To see if a student or group is correct, click again for the answer.
- Click the “Back to Board” button on the slide to return to the main board.

- If the student or team is correct, they are awarded the point value of the question. (Click the “Score” button located on the main board to add the point value to the appropriate team score.)
- Continue until all questions have been answered. The team with the most points wins.
- Unhide the last slide of the presentation to keep team scores within PowerPoint instead of in Excel. If keeping score within PowerPoint, change the hyperlink on the “Score” button from Score for Jeopardy.xls to the individual slide number.
- Bring bells or other noise makers to class for students to answer with.

Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. The outcome shows there are four crucial factors for its success: the topic chosen should be real and relevant; the teacher needs 'feed-in' the appropriate language; correct errors in a proper way; some of teachers' role are facilitator, spectator or participant. Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun. Also, when organizing the practice of role-play, the teacher must provide a context and several roles for students to prepare and then perform in the class. The performance can be developed by several groups. When one is performing, the other students are audience and discuss its advantages and disadvantages afterward. The discussion itself is also a kind of practice. Ding (2009)

Board game.

Putri (2015) defines a board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. For example monopoly, snakes and ladders, and many other board games. Board game has some of the same characteristics. Players deal with set of rules, with money, dice, making decision, and striving to win the game. It is also about taking turn, rules in gaming, and communicating the language with other players. This game also makes students interact each other and communicate the language without hesitation. Thus, the speaking teaching and learning

process should be attractive and done well. In order to solve those problems, used board game to improve the students' speaking skills. The research findings showed that there were improvements in students' speaking skills after using board games. In the treatments, the researcher applied board game in teaching speaking.

2.3.4 Benefits of Cooperative Learning Method for students learning.

Cooperative learning has been one of the best method to encourage students to work together to learn. According to Zecha A, One of the benefits of cooperative learning on students can be seen immediately:

- The students who cooperate with each other also tend to understand and like each other more.
- They have more opportunities for developing critical thinking skills and show a significant improvement in those thinking skills.
- They improve their oral communication skills.
- When their work is valued by their colleagues, their individual self-esteem and respect increase (pág. 478)

2.4 Difference between cooperative learning and collaborative learning methods.

There has been much written to help teachers differentiate between cooperative learning and collaborative learning. Deciding which approach suits the purpose and the final goal of a lesson is not always obvious. First, defining collaborative learning and cooperative learning and how they both contribute to pivotal knowledge building and critical thinking skills can be confusing. The purpose of both approaches is the same; To provide students opportunities to engage with each other in thoughtful learning. The underlying premise of these techniques is that learning is enhanced by peer interaction. Clare(2015, p. 2).

In the other hand Panitz (1999) affirms that “Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. It is more directive than a collaborative system of governance and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection the fundamental approach is teacher centered whereas collaborative learning is more student centered.”

In agreement to (Cooperative versus Collaborative Learning, 2016) “This paper concludes that in cooperative learning each person is responsible for a portion of the work but in collaborative learning participants work together to solve a problem. In fact Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. However, Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.”

2.5. Cooperative learning and fluency development in the English class.

Cooperative learning can be an efficient technique to help overcoming the students’ shyness and lack of confidence, thus improving their speaking competency. It can be hypothesized that if teacher use and design appropriate classroom techniques based on cooperative learning approach, then EFL students will use English fluently and spontaneously to produce and negotiate their intended meaning (Samah, 2015, pág. 3).

Also Alrayah (2017, pág. 24) says that “Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts”.

Teachers should apply cooperative learning method to increase, motivate and facilitate themselves the process of teaching a foreign language and achieve enough fluency, which

is a very important sub ability in English learners in order to make oneself understand, be coherent and be capable to create real and logical conversations in real life.

That is why Alrayah (2017, pg. 25) confirms that “students who study the language using cooperative learning, manage to train many different components of communicative competence. Strategic competence is used in the negotiation of meaning that takes place in the endeavor to be understood by others; pragmatic competence concerns the use of speech-acts that otherwise do not occur all that frequently in teaching situations such as praising, giving advice, asking clarifying questions. Discourse competence is at the very center of inside and outside-circle, both when they are listening to the structure of the presentation and when giving feedback to it, and when discussing the structure in teams. All aspects of at least the oral side of communicative competence are involved when one works through cooperative learning.”

III. Methodology.

This chapter presents the main research questions that served as a guide in our research. It also contains the participants; including population, sample, and the type of sampling we used to select the sample. Moreover, it describes the instruments used for data collection and the process of data analysis.

Research questions

Our research questions to reply in this study were:

What type of cooperative learning strategies should be applied for students to develop fluency in the English class?

How do cooperative learning strategies contribute to develop the students' fluency?

3.1 Research Design

Our research design is qualitative, because we implemented some innovative strategies in the classroom and analyzed their effects on English teaching by observing classes, participating in the teaching process and getting opinions from the students. According to Denzin (2000), qualitative research aims to get a better understanding through first-hand experience, truthful reporting, and quotations of actual conversations. Also, its aim is to understand how the participants derive meaning from their surroundings, and how their meaning influences their behavior.

3.2 Subject Selection

This research was carried out at the National Institute Profesor Guillermo Cano Balladares. This is a public institute located in Igor Ubeda neighborhood and attends a total amount of 1,016 students and three English teachers. The class size is between 50 to 55 students per classroom.

3.2.1 Population and sample

The population selected were 200 students of 9th grade, this study used a classroom from 9th grade consisted of 56 students. The sample of this study to carry out interviews was a group of twenty students from 9th grade A and one English teacher. Therefore, twenty students were selected by convenience to apply the selected strategies in different sessions.

3.2.2. Sampling

The sample of this study was selected through a convenience sampling method, which is a non- probability sampling technique, this seems method seems more appropriate for the purposes of the study.

3.3 Data Collection Method

To develop this research, we applied data collection techniques like interviews and observations. The interview was applied to the teacher and students and observation guide in the classrooms as well. The observation guide was “successful” to the extent that it satisfies the research objectives by capturing relevant events and participants along with the constructs of interest. Roller Layrakas (2015). For this reason, we applied an observation guide in the classroom to know what strategies the teacher implements to improve students’ fluency and how effective they were in the learning process.

Interviews are particularly useful for uncovering the story behind a participant’s experience and pursuing in-depth information around a topic. (McNamara, 2009). In this research the teacher was interviewed with the aim of demonstrating exactly what factors and elements influence in the fluency of the students inside the classroom if the strategies she applied have been effective.

3.4 Data Analysis

Data Analysis, according Inmanuel (2017), is the process of inspecting, cleaning, transforming, and modeling data with the objective of discovering useful information, arriving at conclusions, and supporting the decision making process is called Data analysis.

In our research the data analysis consists on interpreting and analyzing qualitatively the strategies used by the teacher in teaching how to develop their English fluency. All the information gathered through the two instruments applied were interpreted with the aim of obtaining the answers of our two research questions, and pointed out on how the strategies are effectively through the cooperative learning method to develop the fluency in the students. As results, we realized that the strategies applied have had effectively results

V. Results and Discussion.

For the purpose of this research, we observed nine English classes with the main objective of identifying if the strategies applied by the teacher were effective to develop English fluency on students in the target language. Besides, students and teacher were interviewed in order to get relevant information about the correct use of the strategies under study. In this part of the document, we present and discuss the main results obtained from all the data gathered based on the research questions previously raised.

Cooperative learning is an innovative method that promotes the active participation of students, developing in this way their cognitive abilities. It allows them to collaborate to discover their own abilities and makes language learning more creative. By using this method, we also observed that learning does not follow a traditional path; instead it is cause and effect. This method works particularly well with a technique called “the king of the mountain” where an ‘x’ participant can make grammatical, fluent corrections while others acquire the intrinsic acknowledgment. Since students get along well the same environment, they are not shy to express their own ideas in other language because groups are created by affinity, where the teacher is only a facilitator in the process.

4.1 Type of cooperative learning strategies should applied to students to develop fluency in the English class.

In this study we, the researchers, implement three strategies based in **Formal cooperative learning groups** where according Johnson D. W(2017) may last for one class period to several weeks to complete specific tasks and assignments, to assign by the teachers. These activities were implemented over one month.

The main strategies used development fluency to nine grade student were: board games, jeopardy and roleplays.

BOARD GAMES

The use of Board Games as the first strategy was implemented through the grammar modal can/cannot, with the aim of creating more interest in the student and make them speak fluently. The main ideas with this board game lies in assisting students and guide them to build their own learning in the process. Regarding the implementation of the strategy, Students were able to become self-critical and capable to correct themselves improving their process of learning by using critical thinking.

It was a strategy that developed speaking by using new vocabulary or different grammatical structures that the teacher wanted the students to manage perfectly. This strategy could be developed in any moment of the class because it could be used as a warm up in a general way, all the students were used in the classroom. It also could be used in other sections of the class to reaffirm grammar, speaking and create self-confidence on students. Also, it was an excellent and necessary tool used to conclude a topic and to evaluate the knowledge that students acquired throughout the class.

Board Games were a relaxing activity in the class, because it allowed students to learn by playing, where their participation was not scored, but self-learning instead was emphasized. Teachers had to take into account the characteristics of the groups in order to perceive a high effectiveness. Besides, the teacher had to be clear at the moment of explaining how it had to be played. This strategy was without any doubt effective through the right execution. It should be mentioned that the strategy was successfully achieved and allowed them to get a meaningful learning.

ROLE PLAY

Secondly, the strategy applied by the teacher was role-play using must/must not, creating couples. Firstly, the teacher provided them an incomplete dialogue, then the student had to complete the missing data to give sense to the content, after completing the information the teacher corrected the mistakes in order to help them to be clear about the assignment and carry on the next step which was the practice through the role-play.

This strategy had as objective to generate interaction among the students in a real-life style. To make this activity more innovative, the teacher asked the students to complete the dialogue inside the classroom, in this way students might assimilate the pronunciation and take it into account to their process of learning.

Regarding to this strategy, we got students participating actively; they improved their self-confidence by presenting a dialogue in front of the class, also the development of their corporal expressions improved through this assignment. Consequently, this activity was successful to improve their fluency.

One of the aims of our thesis was to prove that the cooperative learning method trough this strategy developed fluency of the new language, without omitting that the student in this strategy became shy to participate in front of their classmates. Therefore, the teacher opted that the presentation had to be done in front of him. It was here when the student felt the need and was obliged indirectly too high the level of self-esteem into a point where the learning advanced these factors that inhibits the students learning. Role-play had to be assigned with a previous time of preparation as the student was allowed to practice the speaking. However, their fluency got better.

The best moment for applying role-plays was in the culmination time of the class, so the teacher evaluated the process of learning that was obtained from the class.

JEOPARDY

It is a strategy that includes a series of techniques for the development of the four abilities of the language, its process can be audiovisual or with physical material. It is a complex strategy where the teacher should be prepared and be active in the process of teaching-learning. Jeopardy is a dynamic, interactive strategy that develops the method of cooperative learning. And how is this possible? Firstly, the teacher must have the material on hand. Following, teacher must present the rules to keep the right discipline inside the classroom. Secondly, groups have to be no more than five students, this will allow to have everyone's participation, mini whiteboard technique is used for answering if jeopardy game

needs to be developed of a written way, this is not a competition game, although it can be a competition for the students, but the aim is that it can be evaluated qualitatively on the game level. Teachers have to explain to students that even when a high score is reached, the aim is to get new knowledge and we cannot omit that in a qualitative way, it is the best option to evaluate through this strategy and it is one of the parameters that must be active to evaluate every group of students.

Also, Jeopardy is a reinforcement strategy that can be used to support the knowledge that was presented in unit or a group of topics in specific. This strategy helps the teacher be capable to realize what the magnitude of the learning obtained of students is. Certainly, it can be showed that cooperative work is essential to the functionality of this strategy, this process is by feedback where the previous acknowledgments are reinforced and we can see specific difficulties on the area, as it is a strategy that achieves students' attention, and great results can be obtained. At the same time, the key moment is when the student gets motivation to acquire the acknowledgment that is intended to facilitate. Hence, the application of this strategy is substantively important for abilities of English language development, focusing on how to improve the language fluency.

In other words, they were able to learn more when they work in groups; they feel better sharing with people who have the same interests. These activities need to be prepared to produce good results inside the classroom. By following cooperative learning strategies, students have better perception of their learning, and then it helps to develop their skills.

Finally, we observed three English classes in which the teacher implemented in three terms of class the strategy of jeopardy to teach Job Skills in the Occupations unit. The students were motivated and they were able to acquire new knowledge by practicing and helping each other.

We have seen that one of the most common problems on students is that at the moment of expressing themselves they are not able to connect ideas due to that anxiety is stronger, what has as a result of saying nothing. During the process of the application of the strategy, under the frame of the cooperative learning method it can inhibit "nothing to say" and to promote an interaction inside their classroom. Students through this strategy will achieve to

incorporate to the teacher's thematic, learn in a funny way, to develop communication, and achieve to inhibit in right percentage shyness. Develop speaking abilities and confidence that is lost in the student when is found in a new process of development.

V. Conclusion

We conclude that the uses of the cooperative learning method help to develop students' fluency in English Language. In order to get the best results out of cooperative learning in the English class, the teacher must find the right materials and make use of innovative tools to engage students so that they are able to learn the new content successfully. In this way, teachers and students are challenged to change traditional process in teaching learning and at the same time it involves them both into participating in the English learning process.

We found out that there are specific strategies that improve students' English Fluency that are: Board Game, Jeopardy and Role Play, where we observed that these strategies have a positive impact on learners' speaking capacities. It primarily gives the opportunity to receive comprehensible input and feedback through regular interaction with others to develop their fluency. Also, students were capable to share their prior knowledge and knowledge they got from one to another practicing with cooperative learning activities.

Limitations

- 1- Mismatch of time to applicant the instruments.
- 2- The lack of time to develop the strategies.
- 3- Indiscipline.
- 4- The lack of assistance.
- 5- The excessive amount of students.
- 6- The inadequate context of the school.

Recommendations

Based on the results obtained we recommend some suggestions to the English teachers, the recommendations are:

1. Teachers should not only focus on writing, also on speaking. Therefore, they should try to provide more time to develop English speaking.
2. Teacher has to find out other strategies and techniques that promote the students' Interaction in the English class development such as Role plays, Board game and Jeopardy.
3. The teacher should use different kind of strategies and techniques to motivate the Students and use interesting activities for each content, such as:
 - A. Use of warm-up activities at the beginning of the class to introduce content.
 - B. Use flash cards, pictures or other type of materials made by the teacher to make Students speak.
 - C. To use the strategies 'such as Jeopardy, Role play, and Board Game, for matching prior Knowledge and reinforcement of topics or units.
 - D. We also do not omit to recommend the use of a workbook in the student, where this will reinforce the knowledge obtained in the classroom.

BIBLIOGRAPHY

- Alipour, A. (2016). *Cooperative versus Collaborative Learning*. Obtenido de <http://ijrltt.com>: <http://ijrltt.com/fulltext/paper-25092016151052.pdf>
- Alrayah, H. (4 de 11 de 2017). *The Effectiveness of Cooperative Learning Activities in Enhancing*. Obtenido de The Effectiveness of Cooperative Learning Activities in ... - Eric: <https://files.eric.ed.gov/fulltext/EJ1173469.pdf>
- ADJP Quad. (2016, March 7). Research Methodology in Education. Retrieved from <https://lled500.trubox.ca/2016/225>
- Aman Mohammed. (2017, March). International Journal of English Language, Literature and Translation Studies. *The Role of Cooperative Learning in Enhancings EFL Learner Students Oral Comunication Skills*, 4(1). Retrieved from www.ijeir.in
- Bobbette M. (2012). Teaching Cooperative Learning with Childrens Literature. *Department of Teaching, Learning and Innovation*, 22, 12. Retrieved from <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Bobbette,%20Morgan%20Teaching%20Cooperative%20Learning%20with%20Children%20Literature%20NFTEJ%20V22%20N3%202012.pdf>
- Clare, J. (2015, 04 3). *teacherswithapps*. Retrieved from The Difference in Cooperative Learning & Collaborative Learning : https://www.researchgate.net/profile/Subhash_Basu3/post/What_is_the_difference_between_Co-operative_and_collaborative_learning/attachment
- Corley, M. (2010). *Teal center fact*. Retrieved from Teaching Excelence In Adult Literacy: https://lincs.ed.gov/sites/default/files/6%20_TEAL_Student-Centered.pdf
- Dr. Stephanie Taylor- Davis,. (2017). Center for Teaching Excellence. *Indiana, PA 15705*. Retrieved from <https://www.iup.edu/teachingexcellence/reflective-practice/past->

[events/2008-09/sample-games-to-be-used-in-the-classroom/instructions-for-playing-jeopardy/](https://classroom.synonym.com/play-jeopardy-classroom-4922457.html)

- Erica Loop. (2001, 2019). CLASSROOM. Retrieved from <https://classroom.synonym.com/play-jeopardy-classroom-4922457.html>
- Gillies, R. M. (2016). Cooperative Learning Review of research and practice., 41(3). Retrieved from <https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=2902&context=ajte>
- Herrmann, K. J. (n.d.). The impact of cooperative learning on student engagement. Results from sn intervention. 2013. <https://doi.org/10.1177.1469787413498035>
- Jing Meng. (2010, September). Cooperative Learning Method in the practice of English Reading and Speaking., 5, 3.
- Hutt, M. (29 de 07 de 2017). *Difference Between Cooperative and Collaborative Learning*. Obtenido de <https://www.eztalks.com/online-education/difference-between-cooperative-and-collaborative-learning.html>
- Kagan Spencer. (2002, August). ESL MAGAZINE. Retrieved from www.eslmag.com
- Kim J Herrmann. (2013). Active Learning in Higher Education. *The Impact of Cooperative Learnig on Student*.
- OLZEM BAYAT. (n.d.). *TEACHING ENGLISH AS A FOREIGN LANGUAGE*. BILKENT UNIVERSITY.
- Qualitative Research. (n.d.). Retrieved from <https://atlasti.com /qualitative -research/>
- *Roller & Lavrakas, 2015. (april). Research Design Review - A discussion of Qualitative & Quantitative Research Design Issues. Retrieved from <https://researchdesignreview.com/tag/observation-guide/>
- Panitz, T. (1999). *Collaborative versus Cooperative Learning*. Retrieved from <http://www.capecod.net/-TPanitz/Tedspage>:
<https://files.eric.ed.gov/fulltext/ED448443.pdf>

- Samah, F. (06 de 2015). *Optimizing Learners' Speaking Fluency through Cooperative Learning*. Obtenido de <http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/5777/1/FDAL%20Samah.pdf>
- Simpson, J. F. (2010). *Student-Centered Learning Addressing Faculty Questions about Studentcentered Learning*. Retrieved from http://ccliconference.org/files/2010/03/Froyd_Stu-CenteredLearning.pdf
- WH MAGAZINE. (2019). *The Benefits of Student Centered Learning*. Retrieved from <http://wh-magazine.com/secondary-school/the-benefits-of-student-centered-learning>

Additional Information or Appendix.

Universidad Nacional Autónoma de Nicaragua

Facultad Multidisciplinaria FAREM - Estelí.



Entrevista a estudiantes

Tema: Los efectos de las estrategias del aprendizaje cooperativo que desarrolla la fluidez en los estudiantes de 9no grado del Instituto Nacional Profesor Guillermo Cano Balladares en el primer corte del 2019.

Hoja #: _____

El objetivo de la presente entrevista es la recolección de información que ayudará al análisis de los diferentes factores que afectan el desarrollo del habla inglés y su fluidez a los estudiantes.

I. Información general

1.1 Género

a) Hombre _____ Mujer _____

1.2 Edad _____

II. Responda las siguientes preguntas

2.1 ¿Considera que es importante que el maestro hable únicamente Inglés durante el periodo de clase? ¿Por qué?

2.2. ¿Qué tipo de ejercicios prácticos aplica el maestro para mejorar la fluidez del idioma Inglés en ustedes los estudiantes?

2.3. ¿Considera que las actividades prácticas que el profesor aplica en el salón de clases desarrollan en usted la apropiación del idioma? explique ¿cómo?

2.4. Menciona las causas que te han ayudado a mejorar la fluidez del idioma

2.5. ¿Cómo evalúas las siguientes actividades prácticas que han sido utilizadas en el salón de clases Board Game, Jeopardy y Role play para el desarrollo de tu habla en Inglés?

2.6. ¿Cuáles son las razones que crees que eviten que desarrolles tu habilidad para mejorar tu fluidez en Inglés?

2.7. ¿Con qué frecuencia hablas en inglés con tus compañeros de clases, antes o después de terminar tu periodo de clase?

2.8. ¿De las siguientes estrategias Board game, Jeopardy y Role play.Cuál es tu estrategia favorita? ¿por qué?

2.9. ¿En qué momento del desarrollo de la clase practicas tu Inglés, al inicio, durante o al finalizar la misma?

2.10. ¿Cuál crees tú que es la causa por la cual no manejas bien el nuevo idioma?

11.¿De qué manera considera usted que le es mejor trabajar en el salón de clases, de manera grupal o individual? ¿por qué?

Universidad Nacional Autonoma de Nicaragua

UNAN-MANAGUA

Education and Language Faculty



Teacher's interview

Topic: The effects of cooperative learning strategies to develop fluency in 9th grade students at Guillermo Cano national institute in the first school term, 2019.

Objective: The objective of the current interview is to gather information that will help to analyze different factors that affect the development of speaking in students.

Questions:

1- What do you think are the factors that affect the development of Oral Communication in your students ?

2- Why do you think these factors are intervening in the development of English Speaking in students?

3- Why students are not speaking when you are teaching English? Is it for personal reason or because the program does not ask for it?g

4- Do you use the speaking activities suggested by the MINED program? Why or why not?

5- Do you think the activities suggested by the MINED program are adapted to the student's English level in order to produce the target language? Why or why not?

6- What speaking activities do your students practice during your lessons?

7- What types of speaking activities are more practiced in your class? Give them a list of options.?

8- Have you ever heard about cooperative learning methods?

9 -Have you ever implemented the cooperative learning method? why or why not?

10. Have you ever use these strategies such as Role play, Board game and Jeopardy?



National Autonomous University of Nicaragua.

FAREM – Esteli.

Observation Guide.

Teacher`s name: _____

High school name: _____ **Grade:** _____

Introduction

This instrument has as objective to observe teaching learning process in English to ninth grade at Guillermo Cano Balladares High School.

Elements to observe	Comments
Strategies the teacher uses to developmentn the fluency the students.	
Advantages of the strategies implemented to development speaking.	
Disadvantages of the strategies implemented to development speaking.	

GUILLERMO CANO BALLADARES NATIONAL INSTITUTE.

ENGLISH CLASS

LESSON PLAN

Unit I. Occupations

Grade: 9 th

Time: 90 minutes

Section:

A

B

C

D

GRADE COMPETENCE: The student interprets simple texts in simple present and past.

ACHIEVEMENT INDICATOR: The student identifies different kind of jobs using simple help wanted ads.

TOPIC: HELP WANTED

GRAMMAR MUST AND MUST NOT

ACTIVITIES

· **INITIAL**

1. **WARM- UP . NAMES´S COLOR**

2. **IDIOMS . AT THE DROP OF A HAT, (en menos de lo que canta un gallo)repeat and pronounce correctly**

3. **Use the popsicle stick to remember the last class about the grammar "must and must not".**

4. **The student pass to the board and answer the exercises about the last topic. (MUST AND MUST NOT)**

· **DEVELOPMENT**

1. **The teacher had assigned a presentation in group, focusing in the grammar of must and must not. (Point out : the fluency, active participation and the material.)**

2. After their presentation give them some suggestions according their presentations.
3. Now, the teacher is going to introduce the new activities (*ROLE PLAY*.)
 - a. Firstly, Give students a worksheet where they have to complete the dialogue, then the teacher reads the dialogue slowly and loud.
 - b. Secondly, When they have finished resolving the exercises, check on the board through the popsicle stick.
 - c. Have students work in pair and to present the dialogue in front the teacher. The teacher listens to the pronunciation and fluency of the student.

KEY:

Dad: Why are you so sad, Jane?

Jane: I had a problem at school today because I took my hamster to class.

Dad: But you mustn't take animals to school!

Jane: Why, Dad?

Dad: Because it's a rule.

Jane: But there are too many rules at school. I mustn't eat and I mustn't shout in class!

Dad: That's right. And there are other things you must do.

Jane: Yes! We must wear our uniform and we must do lots of homework.

Dad: And you must go to bed early or you'll be tired tomorrow morning.

Jane: I had a problem at school today because I took my hamster to class.

Dad: But you _____ animals to school!

Jane: Why, Dad?

Dad: Because it's a rule.

Jane: But there are too many rules at school. I _____ and I _____ in class!

Dad: That's right. And there are other things you must do.

Jane: Yes! We _____ our uniform and we _____ lots of homework.

Dad: And you _____ to bed early or you'll be tired tomorrow morning.

• **CULMINATION**

CHOOSE THE CORRECT OPTION: MUST (OBLIGATION) OR MUSTN'T (PROHIBITION).

1.- We don't have any shampoo. We *must / mustn't* go to the supermarket.

2.- You *must / mustn't* wash your teeth before going to sleep.

3.- We *must / mustn't* eat in the classroom.

4.- You *must / mustn't* eat fruit and vegetables to be healthy.

5.- Shhh! You *must / mustn't* talk loud in the library.

KEY: 1.- must 2.- must 3.- mustn't 4.- must 5.-
mustn't

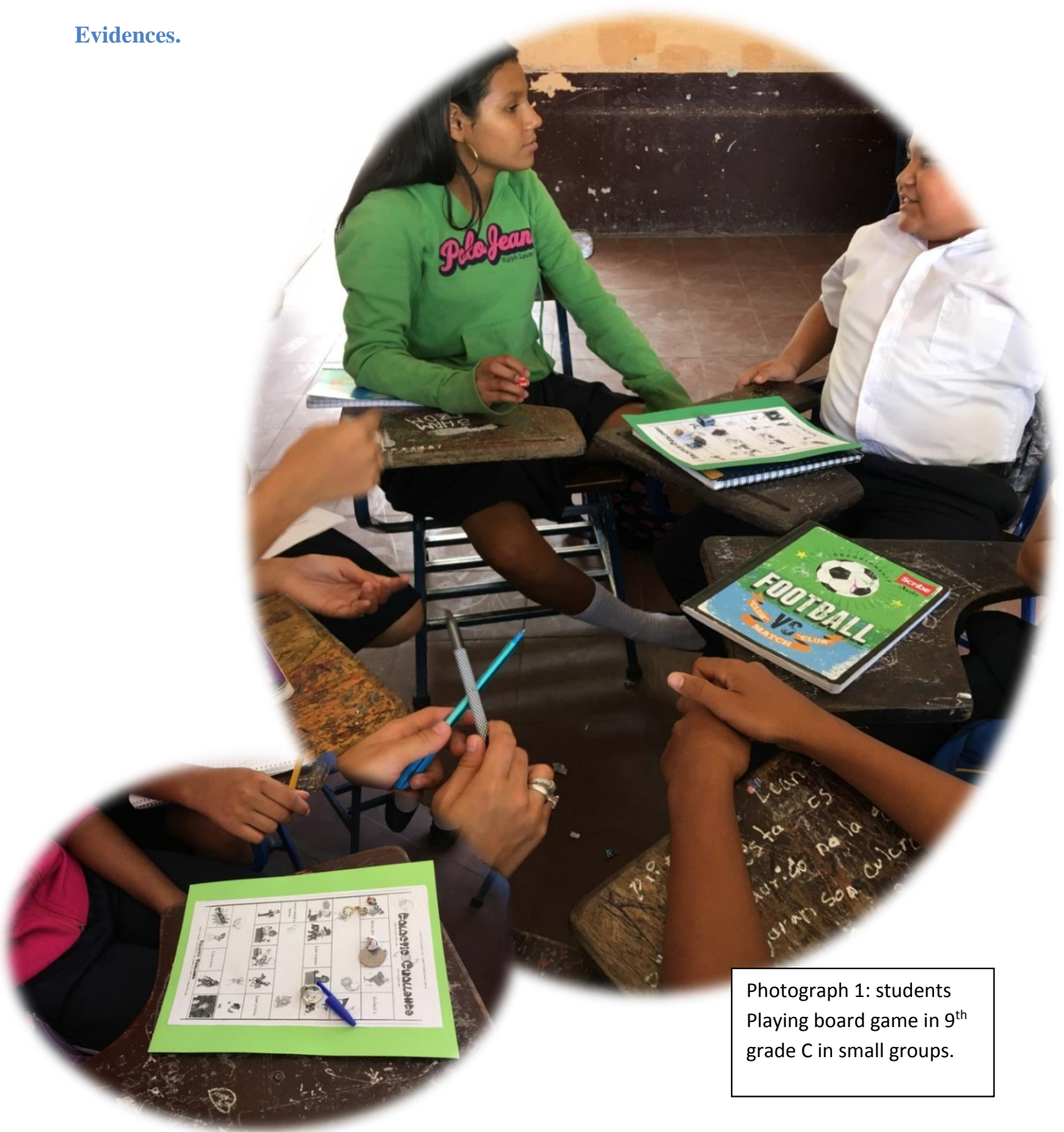
• **EVALUATION**

Discipline will be evaluated. Active participation. Fluency and cooperative learning between them.

Chronogram.

Nº	Phase	Month	January				February				March				April			
		Weeks	1st	2nd	3th	4th	1st	2nd	3th	4th	1st	2nd	3th	4th	1st	2nd	3th	4th
		Length (weeks)																
I	Topic selection	2																
II	Data collection	3																
III	Research questions	1																
IV	Background	2																
V	Elaboration of problem statement	2																
VI	Justification	2																
VII	Literature review	6																
VIII	Tools redaction	1																

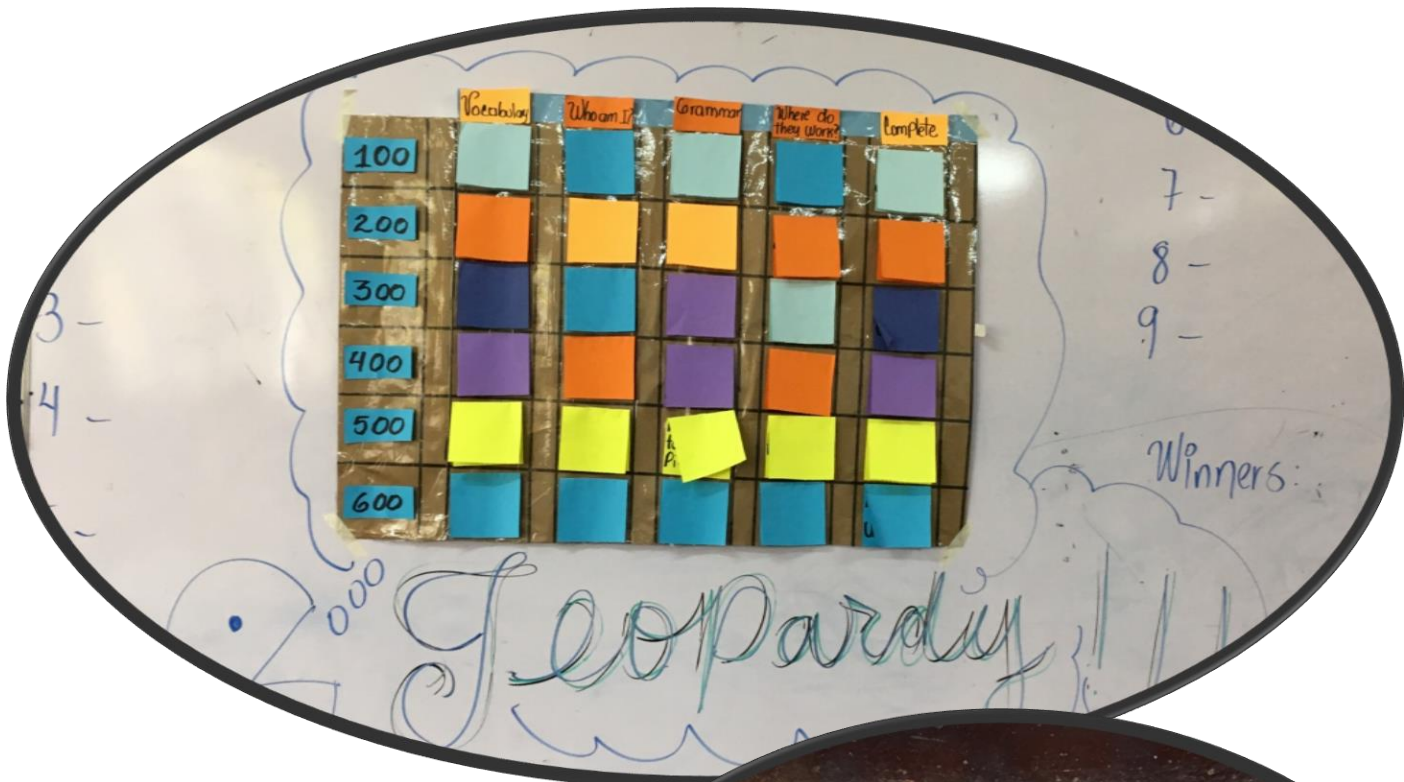
Evidences.



Photograph 1: students Playing board game in 9th grade C in small groups.



Photograph 2: Playing board game in 9 th grade A in general.



Photograph 3: Playing physical material in 9th grade B.





Photograph 4:Playing audiovisual Jeopardy in the classroom. 9 th grade B. Using the mini white board for to give an answer.