



UNIVERSIDAD HISPANOAMERICANA

School of English Language Teaching

**THESIS SUBMITTED TO OBTAIN THE LICENTIATE DEGREE IN
ENGLISH LANGUAGE TEACHING FOR I AND II CYCLES**

**IMPROVEMENT OF THE ORAL COMMUNICATION SKILL OF
ENGLISH AS A FOREIGN LANGUAGE THROUGH A CREATIVE
CLASSROOM BASED ON THE COOPERATIVE LEARNING
APPROACH: RESEARCH DESIGNED FOR THE 6TH GRADERS OF
CIDEP SCHOOL, DURING SEPTEMBER 2016 AND APRIL 2017**

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Declaración Jurada

DECLARACIÓN JURADA

Yo Fiorella Araya Rodríguez, mayor de edad, portador de la cédula de identidad número 1-1482-0452 egresado de la carrera de Enseñanza del Inglés en I y II Ciclos de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura, juro solemnemente que mi trabajo de investigación titulado: Improvement of the oral expression of English as a Second language through a creative classroom based on the cooperative learning approach: Investigation designed for the 6th graders of CIDEP school, during September 2016 and April 2017, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de San José, a los 24 días del mes de Abril del año dos mil diecisiete.

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Carta del Tutor

CARTA DEL TUTOR

San José, 24 de Abril del 2017

Destinatario
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Estimado señor:

La estudiante **Fiorella Araya Rodríguez**, cédula de identidad número **1-1482-0452**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **"Improvement of the oral expression of English as a second language through a creative classroom based on the cooperative learning approach: investigation designed for the 6th graders of CIDEP school, during September 2016 and April 2017"** el cual ha elaborado para optar por el grado académico de **Licenciatura en Enseñanza del Inglés en I y II Ciclos**.

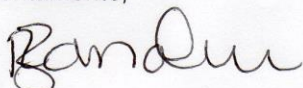
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

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En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Dra. Rebecca Zanolini
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Señores

Registro

Universidad Hispanoamericana

Estimados señores:

El estudiante Fiorella Araya Rodríguez, cédula de identidad 1-1482-0452 me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado: *Improvement of the Oral Expression of English as a Foreign Language through a Creative Classroom base don the Cooperative Learning Approach: Research designed for the 6th Graders of CIDEP School during September 2016 and April 2017* el cual ha elaborado para optar por el grado de Licenciatura.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente, lo relativo a la coherencia entre el marco teórico y el análisis de datos; la consistencia de los datos recopilados y la coherencia entre estos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública posterior a la revisión del Filólogo establecida.

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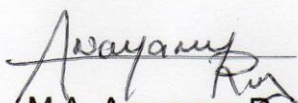
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Estimados Señores:

Por medio de la presente y en calidad de filóloga, hago constar que la estudiante Fiorella Araya Rodríguez con cédula de identidad 1-1482-0452 me ha presentado su trabajo escrito de graduación para ser revisado con el fin de constatar que el mismo cumple con los requisitos de un trabajo de graduación de la Universidad Hispanoamericana.

Después de haber hecho lectura del trabajo de la señorita Rodríguez titulado: **“IMPROVEMENT OF THE ORAL COMMUNICATION SKILL OF ENGLISH AS A FOREIGN LANGUAGE THROUGH A CREATIVE CLASSROOM BASED ON THE COOPERATIVE LEARNING APPROACH: RESEARCH DESIGNED FOR THE 6TH GRADERS OF CIDEP SCHOOL, DURING SEPTEMBER 2016 AND APRIL 2017”**, doy fe que éste cuenta con todos los requisitos de un trabajo de graduación y por lo tanto, doy el aval para que sea presentado en el momento que la Universidad lo solicite.

Agradeciendo su atención a la presente, se despide de ustedes muy respetuosamente,



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To begin, I would like to thank God for giving me the strength and the knowledge to guide me until the end of this process. It could not have been done without him.

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Thank you so much Dr. Rebecca Zanolini for taking the time to help me finish this research. It has been an honor of having you as my tutor.

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I would like to dedicate this achievement to my mother Edelvis Rodríguez Quiros as well as my grandparents Jorge and Mireya and my closed relatives from my mother's side. I am forever grateful with each one of you for always been there since I was born. All your love has been the key of my success.

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Epigraph

There's Nothing In My Bag Today **Author Unknown**

Today I did math and science and I toasted bread,
I counted, measured and I used my eyes, ears and my head.
I added and subtracted and used magnets and blocks on the way
I learned about a rainbow and I learned how to weigh.
So please don't ask me, "Is there anything in your bag today?"
For you see, I'm learning all about sharing as I play.
I learned to listen and speak clearly when I talk,
To wait my turn, and when inside, I learned I have to walk.
To put my thoughts into a phrase,
To guide a crayon through a maze.
To find my name and write it down,
To do it with a smile and not a frown.
To put my painting brush away.
So please don't say, "Nothing in your bag today?"
I've learned about a snail and a worm.
Remembering how to take my turn.
I helped a friend when he was stuck,
Learned that water runs off a duck.
I looked at words from left to right,
Agreed to differ, not to fight.
So please don't say,
"Did you only play?"

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CHAPTER I
INTRODUCTION

Introduction

The purpose of this research is to describe, analyze, and recommend some structures for the development of English oral communication as a foreign language through a creative classroom based on the cooperative learning approach. For this work, it was necessary to carry out the study in Centro Integral de Educación Privada (CIDEP), institution located in the Rivera of Belén. At that school, the sixth grade group was observed during the period from September 2016 to April 2017.

The project is divided into chapters as follow:

Chapter I contextualizes the problem of the research; including background, description of the problem, and justification. It also explains the research question, as well as the objectives, the scope and limitations during the elaboration of the project.

Chapter II explains the conceptual framework that covers the most relevant aspects of the research.

Chapter III demonstrates the methodology used during the research process. It describes the type of research, the subjects and sources of information, the sampling and the techniques and instruments used for the collection of data.

Chapter IV presents the analysis of the results obtained from the data collected through the three instruments applied. The results show the reality of the research faced by the participants.

Chapter V determines the conclusions obtained as a result of the data collected. It also contains some recommendations for teacher of English as a foreign language (EFL) and the institution where the research was carried out.

1.1 Problem Statement

1.1.1 General Background of English Teaching in Costa Rica

Gonzalez (1978) exposes that the introduction of English as a foreign language in the process of teaching and learning in Costa Rica began in 1825, when the Executive Organ established the internal regulation in the institution La Casa de Enseñanza Santo Tomás, nowadays known as Universidad Santo Tomás. At that moment the target language was taught maximum 3 hours per day and some of the teaching techniques implemented were based on the oldest Grammar Translation Method; where the main principles considered that the written form of the language was more important than the spoken one, as well as the target languages skills were reading and writing (Gonzalez, 1978).

According to Marin (2004, p. 50) the Grammar Translation Method focused language not only on reading and writing, but also on translation, in which vocabulary was presented to learners as a list of words that later they memorized. In addition, students had a passive role while teachers were the authority and the unique source of knowledge.

In 1854, the first requirements of foreign instructors began, most of them from the United States of America, to teach English as a foreign language in primary and middle schools. In that way English Teaching began to increase among different institutions, such as : Colegio de Humanidades de Jesús, (1859); Colegio de Humanidades Páez, (1861); Colegio de Alajuela, (1866); Colegio de Heredia,

(1870); Colegio Santo Tomas, (1873); Colegio Josefino, (1877) and Colegio de Señoritas, (1888) (González, 1978, pp. 369-377).

In 1887, the main authorities made the decision of changing the methodology to the use of the Direct Method. Rather than the Grammar translation, the Direct Method believed that language should focus on speaking and learning must be conducted through demonstrations and miming (Brown, 2000, p. 45).

In 1957, the Universidad de Costa Rica proposed a new program that leads English Teaching as an official major of four-year period. It was until this moment that a new method was incorporated to the English Program in Costa Rica: The Audio Lingual Method. The Audio Lingual Method focuses on pronunciation and learns through memorization. (Cabrera, 1986, p. 6).

In 1990, Ministerio de Educación Pública (MEP) designed new programs that established new objectives, and ways of evaluation. A new approach was inducted, known as the Communicative Language Teaching Method. This new approach enabled students to communicate in the target language, as well as teaching language by social interaction activities. (Córdoba, Coto and Ramírez, 2005)

On May 8th, 1997, the English language was declared as a basic subject in first and second cycles and a year later, an experimental plan was designed for preschool. Around five years later, in the period of 2002 and 2006, a new curricular regulation was designed. The name of this innovative plan was known as the National Development Plan. (Córdoba, Coto and Ramírez, 2005)

This new plan aimed to achieve an 82.7% of English in public primary schools, and a 100% in middle schools and diversified education. However, it did not show the results expected. (Córdoba, Coto and Ramírez, 2005)

On March 11th, 2008, the former president Oscar Arias Sánchez, presented another well-developed plan that students who completed middle school, would become fully bilingual by the year of 2017.

Up to this point, the implementation of English language in Costa Rica has suffered many changes through years, modifications that somehow have helped to bring awareness of the importance of learning English as a foreign language in Costa Rica.

However, even though those changes carried a huge responsibility in the introduction of English as a foreign language, it does not mean that until nowadays it is perfect. The English language is constantly changing and teachers, who are involved in this major, should take the same responsibility and commitment to lead their learner to become bilingual as much as possible. By continue working on providing, innovating and designing new proposals and strategies, the development of this important language can achieve the goal of allowing learners to become semi and even fully bilingual when getting to second cycle of primary education.

1.1.2 Description of the Problem

At this time, one of the main objectives in Costa Rica is to learn English as a foreign language. Nevertheless, a low learning in the oral communication of the language produces a series of problems that carries to diverse negative effects.

First, students from I Cycle in CIDEP institution should receive maximum support in developing oral, auditory, writing and reading skills. However, the dilemma occurs when teachers notice that pupils have not developed a satisfactory level of English in oral and auditory skills as they advance to the second cycle.

Second, students who progress in education without having developed adequate oral proficiency could be exposed to early demotivation. Consequently, the poor handling of the English language influences the students' mood and causes problems of study.

Third, the families and the institution are affected by having children and students who do not speak English. Parents pay for their children in private schools to have a quality education that ensures them excellent preparation and proper management of the English language.

Fourth, the last problem is that a low English language management has an impact on the education of the child who is emerged in a bilingual cultural environment. The bilingual education has become a cultural attraction among students from different nationalities. Access to two or more cultures enriches and

stimulates children's intellectual development; as well as communicative skills; but the poor use of the foreign language affects the students' cultural education.

1.1.3 Justification

Teachers should be aware of the importance of speaking English as a foreign language, in order to understand the difficulties of the students in the development of this ability.

Chaney defines oral ability as "the process of constructing and sharing meanings through the use of verbal and non-verbal symbols in a variety of contexts" (Chaney, 1998, p.13). On the basis of this definition, teachers should notice that the English class might represent the only opportunity for students to be able to interact with the language; which shows great difficulty for students who are initially experiencing the language.

The implementation of new activities and approaches; improve the skills of learning a language. To illustrate, Brown quoted by Khameis (2006) mentions that "if strategies are intrinsically motivating and appeal to the students' goals and interests then it can have a positive impact on speaking" (Khameis, 2006, 113); which reinforces the importance of including creative methods while teaching English. Khameis proposes that strategies are useful tools that provide students with a commitment to their learning; in our case, the learning of English as a foreign language.

In addition, students who are exposed to innovative strategies and methodologies such as the cooperative learning approach are not only benefited from the improvement of the speaking ability, but also they increase their confidence in communicating in the target language through teamwork. In addition, students have

the opportunity to practice the oral production in a stress-free environment, making the learning process fun and useful.

Finally, this research is an attempt to contribute to the English language teaching career; as it seeks to offer meaningful learning methods that meet the needs of students considering the development of the oral communication of the foreign language. Today's teachers should seek innovative tools that foster quality teaching in an environment where knowledge is shared between teacher-student, and student-student.

1.2 Central Problem Formulation

Due to the search for an optimal development of the oral communication in learning English as a foreign language, the problem lies in:

How does a creative classroom based on the cooperative learning method contribute to reducing the deficiencies in the English language oral communication of sixth graders at the CIDEP School during the period from September 2016 to April 2017?

1.3 Research Objectives

1.3.1 General Objective

- a) To improve the development of the oral communication of English as a foreign language in a creative classroom based on the Cooperative learning approach for the 6th grader students of CIDEP, during the period from September 2016 to April 2017.

1.3.2 Specific Objectives

- To identify the learning factors that affect the development of English language oral communication in sixth grader students.
- To examine the educational effects of the method of cooperative learning on the oral communication of the English language.
- To apply innovative strategies of a creative classroom based on the cooperative learning approach.
- To recommend a creative classroom based on the cooperative learning approach.

1.4 Scopes and Limitations

1.4.1 Scopes

Once the research culminates; it is desired to provide strategies that improve the oral communication in the English language among students of II Cycle. It is relevant to mention that although the research has the main objective of developing the skill in sixth graders; it could also be useful to raise awareness among teachers with unknown strategies on how to treat children who have a memorable lack of oral communication during the process of learning English as a foreign language.

In addition, the institution benefits from the importance of English because it makes a renewed vision of teaching and learning the language in schools. An institution that promotes an interactive communication between the students generates a great sensation for those students who wish to take advantage of the English lessons to increase the proper use of the language.

1.4.2 Limitations

One difficulty was encountered during the research process.

The institution did not have an entry and exit profile of students that mentioned their English language strengths and weaknesses. Therefore, the objectives of the syllabus that they finished, as well as the level of English that the group of students had at the moment the research took place were unknown.

Chapter II

Theoretical Framework

2.1 The Historical Context

2.1.1 Background of CIDEP Primary School

The following information has been translated by the researcher. It is extracted from the official documents of the institution where the research is carried out. The original version can be found in the appendix.

Santa Margarita's High School was founded in 1995, created by MEP' s decree # 2.5900-97. In 1997 it was moved to the first stage of its new facilities located in the Ribera of Belén. The first group of seniors was the Generation of 1998.

Since that year, nineteen more generations of young people have graduated from this institution.

As the high school grew, more educational needs were identified by parents and students, who had to face more ambitious challenges. As a consequence, in 2005, a new curriculum took place with reinforcement in the Science areas, including Chemistry, Physics and Biology to the curriculum from the seventh level; combined with a more comprehensive program in the study of mathematics and refreshment in the use of English language teaching techniques.

The creation of the primary school was originated after the administrators of the institution wanted to continue growing in the education field by offering a better academic service to the population that had access to the high school.

Up to this point; the idea of creating a kindergarten and a primary school became real in 2012; when it was named as Centro Integral de Educación Primaria. However, three years later the name was changed when the owners considered that the primary school and high school should be known as one and not as two separated institutes. For this reason, it was decided to be called Centro Integral de Educación Privada (CIDEP); an institute that offers all the education level starting from nursery to 11th grade.

As the time passed, the number of students interested in studying at CIDEP School gradually increased. It currently has more than 300 students coursing all the different levels and around 25 teachers, in which 11 of them are English Teachers. CIDEP offers basic subjects such as Physical Education, Spanish, Social Studies, Biology, and Mathematics; as well as English, English Lab, History, Science, and free courses.

2.1.1.1 Vision of CIDEP

The goal is to become an institute that guarantees students an integral education that enables them to face the demands of a competitive society.

2.1.1.2 Mission of CIDEP

To offer our students the learning process of English as a foreign language by attending their diversity in close relationship with their families; creating a commitment to society and the environment, through a humanistic educational model.

2.2 The Historical-Conceptual Context of Speaking

2.2.1 Definition of Speaking

Speaking is a skill that can be defined in many words. Atma (2010), states that “speaking is an interactive process of constricting meaning that involves producing and processing information. Speaking skill involves a communicative ability to use language to transmit messages in different and appropriate situations. It is to interact with participants and transmit a message of some category” (p.19).

According to Lier 1956, “it is the productive aural/oral skill that consists of producing systematic verbal utterances to convey meaning” (p.33). Moreover, Harmer (2001) adds that “speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot” (p. 269).

Finally, speaking is to express or communicate opinions, feelings, and ideas by or as talking and it involves the activities in the part of the speaker as articulator and acoustic stage according to Oxford Advanced Dictionary.

To summarize, based on those three definitions, it can be said that the speaking skill is an ability used to communicate and transmit messages in order to convey meanings. It is a skill that allows speakers to interact with one another by expressing opinions, or feelings.

2.2.2 Development of the Speaking Skill

Lier (1996) exposes that in the teaching-learning process; speaking is considered as the most difficult skill to learn in a foreign language, especially since it is compared with reading and writing; due to the fact that speaking happens in real time and once it occurs, it cannot be edited, as it happens in writing. However, it is relevant to mention that even though speaking is not an easy skill to learn, it should happen in a natural way.

Lier (1996) offers a brief but complete explanation of why spoken and written language differs in many significant ways in the following table:

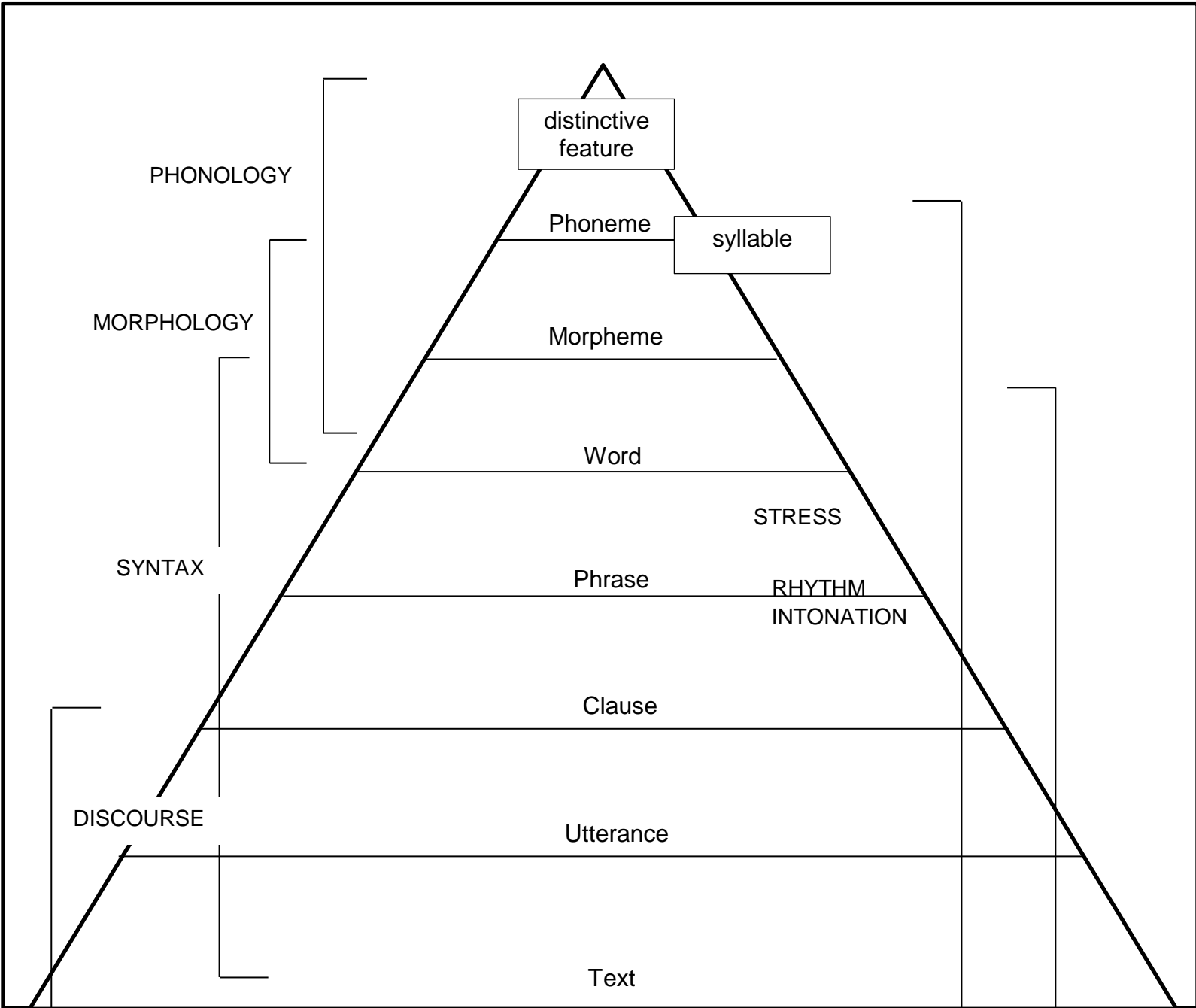
Table 1: Differences Between Spoken and Written Language

Spoken language	Written language
<ul style="list-style-type: none">• Auditory	<ul style="list-style-type: none">• Visual
<ul style="list-style-type: none">• Temporary; immediate reception	<ul style="list-style-type: none">• Permanent; delayed reception
<ul style="list-style-type: none">• Prosody (rhythm, stress intonation)	<ul style="list-style-type: none">• Punctuation
<ul style="list-style-type: none">• Immediate Feedback	<ul style="list-style-type: none">• Delayed or no feedback
<ul style="list-style-type: none">• Planning and editing limited by channel	<ul style="list-style-type: none">• Unlimited planning, editing, revision

Source: Adapted from Van Lier. (1995) p.88.

Taking into account these differences, it makes easier to understand how speaking works in real world. However, in order to communicate in another language, speaking must be as natural as possible by involving many linguistic elements that allow people to be understood by others.

Figure 1: Speaking Language Features



Source: Adapted from Lier, 1996. Interaction in the Language Curriculum: Awareness, Autonomy, and Authentic. Longman

According to Lier (1996, p. 51), the following features are necessary elements for the speaking skill:

- Text: stretches of language of an undetermined length
- Utterance: something someone says. It may not be a full sentence
- Clause: two or more words that contain a verb marked for tense
- Phrase: two or more words which function as a unit but don't have a subject or a verb marked for tense. It includes prepositional phrases and infinitive phrases
- Word: it is called a free morpheme, a unit of language which can stand on its own and have meaning
- Phoneme: it is a unit of sound in a language that distinguishes meaning.

By considering those main linguistic features, it can be said that all the units of language operate together in the speaking process because in order to be understood; people should know at least how to organize the structures and the tenses applied. In addition, it is important to have some knowledge about the meaning of words used to communicate and express thoughts, as it is also necessary to learn the right pronunciation and intonation to get the correct interpretation of the communication.

Moreover, Brown (2004, p.141-142) proposes five categories for oral production:

- **Imitative:**

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical

properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

- **Intensive:**

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

- **Responsive:**

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts.

- **Interactive:**

The difference between responsive and interactive" speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information; or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

- **Extensive:**

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and" formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

Once a few differences and ways in which the acquisition of speaking skill is understood, it is easy to link the purpose of the research with Vygotsky's theory about the tendency of social interaction in the learning process. According to Vygotsky (1956), "every function in the child's cultural development appears twice: first on the

social level, and later on the individual level; first between people (inter-psychological) and then inside the child (intra-psychological)” (Vygotsky, 1956, p.40). In other words, the development of a skill will happen in the function of either communicative speech or egocentric speech. The communicative speech refers to communication done by the learner to interact with someone else. In contrast, the egocentric speech is the speech used to oneself; also, it is known as the internalized version of the inner speech.

To support Vygotsky, Richards and Renandya (2002), state that “effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Also, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech” (Richards and Renandya, 2002, p. 204).

Vygotsky’s theory (1956, p.45) also has two main educational implications that allow learners to get used to their learning process:

The first implication deals with the fact that teachers should provide enough guidance to help children progress on their own process. It means that instead of giving students the solutions, teachers should provide suggestions. For example; whether learners ask for the translation of a word, teachers can look for possible references to help learners, like providing flashcards or doing charades, but never using translation.

The second implication suggests that instructions and materials must be selected according to the student's level. It is impossible to avoid using technical vocabulary with a learner that is starting studying the target language, which is why keeping simple speech is better for them not to get frustrated or confused.

Besides Vygotsky's theory, Nunan (1989, p.32) suggests that successful development of oral communication includes:

- Skills in negotiating meaning
- An acceptable degree of fluency
- Transactional and interpersonal skills
- Skills in the management of interaction
- Skills in taking short and long speaking turns
- Mastery of stress, rhythm, intonation patterns
- The ability to articulate phonological features of the language comprehensibly
- Conversational listening skills (successful conversations require good listener as well as good speakers)
- Skills in knowing about and negotiating purposes for conversations using appropriate conversational formulae and fillers

For Nunan, it is fundamental that students develop the language step by step. He agrees with Liar (1996) about the fact of starting mastering the language with smallest units such as sounds, and then learners will continue learning words and sentences.

Even though the development of English oral communication as a foreign language seems like an easy process, it has not been working so well at all. Currently, one of the main problems that primary schools have is the lack of interaction in the target language among teachers and students. Here in our country, there have been many teachers that are used explaining everything in English and then in Spanish, that is why students do not mind to receive the instructions in the target language, because later they will probably receive the same information translated in their mother tongue.

To have a place of constant interaction does not mean that the learners speak only in the target language, but at least students are forced to use English in order to express and socially interact with people that surround them. Brown (2007), states that “social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages” (p. 237).

2.2.3 The Importance of Teaching Speaking English as a Foreign Language

Teaching speaking English is not an easy process at all. Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between ‘foreign’ and ‘second’ language learning. A foreign language implies that the learner resides in an environment where the acquired language is spoken. (Moeller and Catalano, 2015, p.2)

Considering the fact that English is a nonnative language in Costa Rica, teaching it requires teachers to comprehend how it can be taught and how the language is being perceived from the students; it is a process that needs time and commitment. As it has been said before, speaking is the productive oral skill that allows people to produce verbal language as a way of communication.

For many teachers in Costa Rica, teaching how to speak English as a foreign language is a challenge that must be improved.

Teaching speaking means to teach English language learners to produce the English speech sounds and sounds patterns. In the same time to use words and sentence stress, intonation patterns and the rhythm of the foreign language. And to select appropriate words and sentence according to the proper social setting, audience, situation and subject matter. Also teaching speaking is to organize their thoughts in a meaningful and logical sequence. Teaching speaking means to use language as a means of expressing values and judgments and teaching speaking to use the language quickly and confidently with few unnatural pauses, which is called fluency. (Nunan, 2003)

Even though teaching speaking is such a complicated process; it must be taught in a way in which learners perceive a free environment where their oral abilities grow.

When teaching speaking, teachers' main goal is the development of student's communication skill. Rather than memorizing and repeating dialogues, teachers desire their pupils to establish natural conversations; in which the foreign language can be used as much as possible. To support, Susanti (2007) expresses

that students' communication skills are the only way in which students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. (p.79)

According to Palomero and Fernández (1990), cited by Rodríguez (2013, p. 35-36), there has to be taken into account some basic points to include oral communication within the teaching process. Some of these are:

To promote speech acts:

Students can be able to communicate spontaneously. It is necessary to encourage, stimulate, and train the student to speak and communicate with others as soon as possible, as often as possible, and in actual situations. Thus, the speaking process comes from a need to communicate something to someone, whether their views, experiences, anecdotes or say something that interests at any given time. (Rodríguez, 2013, p. 35)

- **Nondirective teaching:**

Students must be the main target of the teaching process; they must take the main role while learning. The teacher must avoid being the focus of attention in the class. It is essential that teachers recognize their roles as facilitators of the knowledge.

- **Teaching self, personality formation:**

The educator should ensure to propose spaces and activities the student can acquire appropriate and useful linguistic aspects in the normal communication. It is also

important to encourage other aspects such as imagination, creativity, and reasoning, with the goal of student motivation to be expressed safely.

- **Breaking barriers:**

The common repetition must be avoided to lead the oral communication exercises in which the student gradually receives the knowledge. Repetition does not teach student how to speak fluently; on the contrary, it limits students to think by themselves when expressing something.

- **Create a climate of security and confidence in the classroom:**

In this perspective, the student is free to choose whether to speak or not. Thus, the teacher must avoid direct questions that may inhibit the student and suggest areas for him/her to ask. It is very important not to correct the student while he/she is talking, the correction will take place at the end of the activity, of a global and positive way, since the constant interruption on student participation can impact negatively on them and cause insecurity. The classroom is a space for exchange and cooperate, never competitive, in which students are in constant communication with the teacher and also between them.

Brown adds in teaching oral communication, the micro and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. (Brown, 2004, p. 142)

Some of the micro skill characteristics are:

- Produce differences among English phonemes and allophonic variants.
- Produce chunks of language of different lengths.

- Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.

On the other hand, “macro skills imply the speaker’s focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options” (Brown, 2004, p.142-144).

Some of the characteristics for macro skills are:

- Appropriately accomplish communicative functions according to situations, participants, and goals.
- Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

- Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

As it is shown, both, micro skills and macro skills demonstrate how the spoken language can be used depending on the well development of the skill. Beginners will probably start with short phrases, while advanced students will emphasize on a variety of conversations by using complex statements.

The how of teaching speaking depends mainly on the teacher; as well as the methods and approaches implemented. Moreover, teaching speaking skills can be carried through many dynamic strategies such as dialogues, chants, songs, poems, and games; among others that make learners feel comfortable of orally expressing themselves in the target language.

2.2.4 The Factors that Affect Speaking Improvement

Developing, the speaking skill is an integral process that can be affected by several factors. As it has been said before, the spoken language production is often considered one of the most difficult aspects of language learning (Brown & Yule, 1983). However, there are three barriers that produce a lack development in the

speaking skill; which are: the self-confidence, the anxiety, and the lack of vocabulary. For that reason these factors are explained in the following.

To start with, self –confidence plays an important role in communicating, and it is even more relevant when speaking in a foreign language. Clement (1994) suggests that “Self-confidence influences L2 proficiency both directly and indirectly through the students' attitude toward and effort expended on learning English” (p.441). For that reason, teachers must motivate students to face English as a fun language to learn, so the students´ self-confidence will be reinforced and the willingness of students to speak the target language will be positive.

Park and Lee (2005) declare that “self-confidence can be negatively influenced when learners think on oneself as deficient a limited in the target. On the other hand, self-confidence can be positively correlated with oral performance” (p197). Thus, English teachers must be careful to not contribute to the negative connotation that speaking in the target language receives. Also; teachers must take into account children’s self-esteem, so that teachers promote in students the thought of being able to orally produce sentences and questions in English. Consequently, students are not going to perceive English as a negative factor that affects their self-confidence.

Moreover, the second factor that affects the speaking development is anxiety. Park and Lee (2005) mention that anxiety is the most “negatively influential [of the] affective variables, which prevent learners from successfully learning a foreign language” (p. 197). For that reason, some students graduate from elementary school without mastering the basic English structures necessary to

communicate with others. Also, anxiety provokes in students feelings such as fear or nervousness when being ask to speak in the target language; those feelings limit the students´ oral development. Thus, teachers must provide a stress free environment in which students do not feel uncomfortable, and mistakes are welcome as part of the learning process.

To finish, the third aspect that influences the speaking development in students is the lack of vocabulary. Mehring (2005), argues that “Learning new vocabulary through context also helps the student understand the word’s correct usage” (p. 4). According to it, learning vocabulary does not mean memorizing long list of verbs, nouns, or adjectives, but to understand words by the context given, so students can identify the words people use more when speaking.

Sternberg (1987) claimed that “vocabulary using context is the most effective, or even a relatively effective, way of teaching that vocabulary” (p.8).Taking into account this statement, the best manner to teach vocabulary is by providing students real life situations in which new words are found in context. Consequently, the lack of vocabulary in students can be solved by the usage of communicative strategies that motivate students to use the target language in context.

2.3 The Historical-Conceptual Context of Cooperative Learning Approach

2.3.1 The Cooperative Learning Approach

When teaching a foreign language, the methods and approaches used are usually a combination of several, since, teaching is personal and each teacher has a unique manner of teaching.

The Cooperative Learning (CL) has been recognized as one of the effective approaches for all types of students; it promotes learning, increases self-esteem, greater liking for school and develops complex thinking; as well as respect and friendship among students. It is an approach that cares about the development of teaching through the implementation of cooperative activities that involve students in a regular classroom. Cooperative Learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. (Olsen and Kagan, 1992, p. 8)

During the twentieth century, the North American educator John Dewey, was credited with proposing the idea of implementing cooperation learning on the regular system of education (Rodgers, 1988). Nowadays, the CL is being used in the classrooms to promote an environment where cooperation leads over competition learning; that is why this specific approach applies Lev Vygotsky's theory about social interaction. CL makes learners develop language skills by interacting in socially situations; in which all of the participants play different roles in order to achieve the same goal for all the group members. The following table summarizes the main studies in which the CL approach has been developed through time.

Table 2: Roots of the Cooperative Learning Approach

Investigators	Date	Studies
Aronson	1970	Jigsaw
De Vries and Edwards	1973	TGT Method: Team Games Tournament
Johnson and Johnson	1975	Learning Together and Alone
Slavin	1978	STAD: Student Teams Achievement Division
Stevens and Slavin	1983	CIRC Method: Cooperative Integrated Reading and Composition
Kagan	1985	Structures of Cooperative Learning
Slavin	1986	TAI Method: Team Assisted Individualization
Sharan and Sharan	1992	Group Investigation
Cohen	1994	Complex Instruction
Johnson and Johnson	1996	Constructive Controversy

Source: Adapted from Marcos, A. (2006) Cooperative Learning Approach. p.9-10

2.3.2 The Principles of Cooperative Learning: PIES

The decision of including cooperative learning in a classroom requires some aspects that the approach has. According to Dr. Spencer Kagan (2011) CL contains four principles that should be respected in order to obtain successful results. He uses the acronym PIES to define them. For each one of the principles, Kagan adds different critical questions that want teachers to reflect about them and decide whether the principle is being applied in the correct place or not. “With the structures in place, no student can hide, no student can fall between the cracks. Every student is an active participant in the learning process. Structures optimize active engagement. When structures are in place, we can truly say, “No child is left behind.” (p.2)

Table 3: Principles of Cooperative Learning Approach

	Principle	Critical Questions
P	Positive Interdependence	Does the success of one benefit others? Is everyone’s contribution necessary?
I	Individual Accountability	Is individual, public performance required?
E	Equal Participation	How equal is the participation?
S	Simultaneous Interaction	What percent are interacting at once?

Source: Adapted from Free Kagan Articles, 2011

Kagan (2011) briefly explains each one of the principles as:

- **Positive Interdependence: Peer Support, Everyone Must Contribute**

Each group member plays a unique role that is indispensable for group success. It helps to avoid that one or two students do most of the work while the rest of the members take a free ride. When there is a positive correlation among outcomes, when your gain helps me, then two powerful forces are released: peer encouragement of achievement and peer tutoring.

- **Individual Accountability: No hiding, No Free-Riders**

Students' performances are constantly assessed. Every team member feels responsible of their own team's learning. In traditional classrooms, the teacher asks a question to the class and only a few students raise their hands to respond; while the rest prefers to hide and not be part of the task. Individual accountability seeks that each member gets engaged with the task as much as possible; by taking into account individual opinions and responses that help teammates to understand many points of view.

- **Equal Participation: Equalized Participation**

Students listen, discuss, explain and solve problems together. Learning occurs by helping and sharing; each member has the responsibility of adding something new to the rest of the team. It is necessary for the teacher to comprehend that equal participation is important in order to obtain better results. In traditional classrooms, when working in groups, the teacher says, "In your teams, make a list." On the other

hand, the cooperative learning teacher says, "In your teams RoundTable a list." In group work one student grabs the paper and pencil and makes the list. In RoundTable each student takes a turn to compare and contrast ideas. (Kagan, 2011)

- **Simultaneous Interaction: Per Student Participation**

Engagement can take the form of interaction (as when all students are in pairs interacting) or it can take the form of individual action (as when all students are writing at once). To evaluate cooperative learning we focus on simultaneous interaction. Simultaneous participation means to actively participate more than once while taking the task in groups. It is used to provide the opportunity to express thoughts and to be engaged as much as possible.

Those four principles are necessary in order to obtain successful results when applying CL structures. It is fundamental that teachers comprehend how PIES work and why they are useful in the learning process of the students.

Even though Kagan exposes that there are four principles in the Cooperative Learning Approach, a fifth element was added by Johnson and Smith (1991). This last principle is called group Processing.

- **Group Processing: Each Member is Important**

Each group member is important. They discuss how well they are performing and achieving their goals. They discuss and make decisions about the actions that are working and the ones that need improvement or are not helpful at all. Some of the

keys to successful processing are allowing sufficient time for it to take place, making it specific rather than vague, maintaining student involvement in processing, reminding students to use their teamwork skills during processing, and ensuring that clear expectations as to the purpose of processing have been communicated. A common procedure for group processing is to ask each group to list at least three things the group did well and at least one thing that could be improved. (Smith, 1996, p.5)

According to Dr. Spencer, the use of PIES allows students to take responsibility, to cooperate among them, to get engaged in the learning process, to equally participate and to achieve learning goals by helping one another. Using PIES and adding the fifth element proposed, teammates are provided with the choice of constructing knowledge together; which makes learning easier than what it looks like.

2.3.3 Types of Cooperative Learning Groups and Teams

The implementation of groups and teams allow students to develop multiple skills by working and learning together. However, when talking about groups and teams, it is relevant to clarify the difference between those two terms; especially if there is an interest of including the CL approach in the class.

2.3.3.1 Group Formation

Forsyth (2006), defines the term “group” as:

Hundreds of fish swimming together are called a school. A pack of foraging baboons is a troupe. A half dozen crows on a telephone line is a murder. A gam is a group of whales. But what is a collection of human beings called? A group. (....) Collections of people may seem unique, but each possesses that one critical element that defines a group: connections linking the individual members (....) Members are linked together in a web of interpersonal relationships. Thus, a group is defined as two or more individuals who are connected to one another by social relationships (p. 2-3).

Johnson and Johnson like to link the CL approach with the term group. For them, cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson, Johnson, & Holubec, 1998). Moreover, they have identified three different kinds of cooperative learning groups: **Informal, Formal and Base Groups.**

1. Informal Groups:

- Last only brief periods of time, from a few minutes up to a whole class period
- Usually ad hoc, formed rather quickly and without requirements
- Groups have little structure and may be homogeneous or not
- Members are revolving
- Provide a variation on lecture-based classes
- Require little or no planning

- Help set expectations about the content of the class
- Can help bring closure to a session

2. Formal Groups:

- Interactions among the members of the group are longer in duration (over one class period)
- Group members remain consistent
- Involve considerable planning regarding the formation of the group
- More structured
- Have a particular goal and task to accomplish (a product must be generated)
- Assignments must be structured and organized
- “They are the heart of using cooperative learning”

3. Base Groups:

- Long term: can last the entire semester (or even several semesters),
- Get together on a regular basis
- Involve considerable planning regarding the formation of the group
- Assignments and tasks must be personalized to the group. This can be done by providing
- structure and assistance mechanisms to the group members
- Work towards a specific purpose
- Members are constant

According to Smith (1996), “each one of the three types of cooperative learning groups has a place in providing opportunities for students to be intellectually active and personally interactive both in and outside the classroom” (p.2).

2.3.3.2 Team Formation

Teams are not the same as groups. The latter have no identity and they do not necessarily last over time. A cooperative learning team has a strong, positive team identity. Teams in CL are formed by the teacher, rather than allowing students to choose their own teammates. When students self-select into teams, the best students tend to cluster, leaving the weak ones to fend for themselves; friends cluster, leaving students out of groups and excluding others from cliques within groups. Moreover, cooperative learning is most likely to go wrong when one of the students does all the work while the others watch. (Domain, Pineda, Porras & Rodríguez, 2011, p.2)

In summary, teams cannot be named teams if there is exclusion among the students. That is one of the main reasons why teams should be monitored by the teacher. Teams require to work together by helping one another and caring for all the members.

In order to form teams, Ledlow (1999), explains some important suggestions to take into account:

Figure 2: Team Formation

Form teams of 3-4 students for most tasks. When students work in pairs, the diversity of ideas that lead to many of the benefits of cooperative learning may be lacking. In teams of five or more, some students are likely to be inactive.

Form heterogenous groups on the basis of academic ability, skills, and gender. In heterogenous groups, the weaker students gain from seeing how better students approach problems, and the stronger students gain a deeper understanding of the subject by teaching it to others. Assign students to each team who will facilitate group work because of his or her academic ability or interpersonal skill.

If the assignments require work being done outside class, form teams whose members are able to meet during the week.

When students are historically at risk for dropping out of school or are absent very often, do not isolate them in a team. Students belonging to at risk populations are also at risk for being marginalized or adopting passive roles when they are isolated in teams.

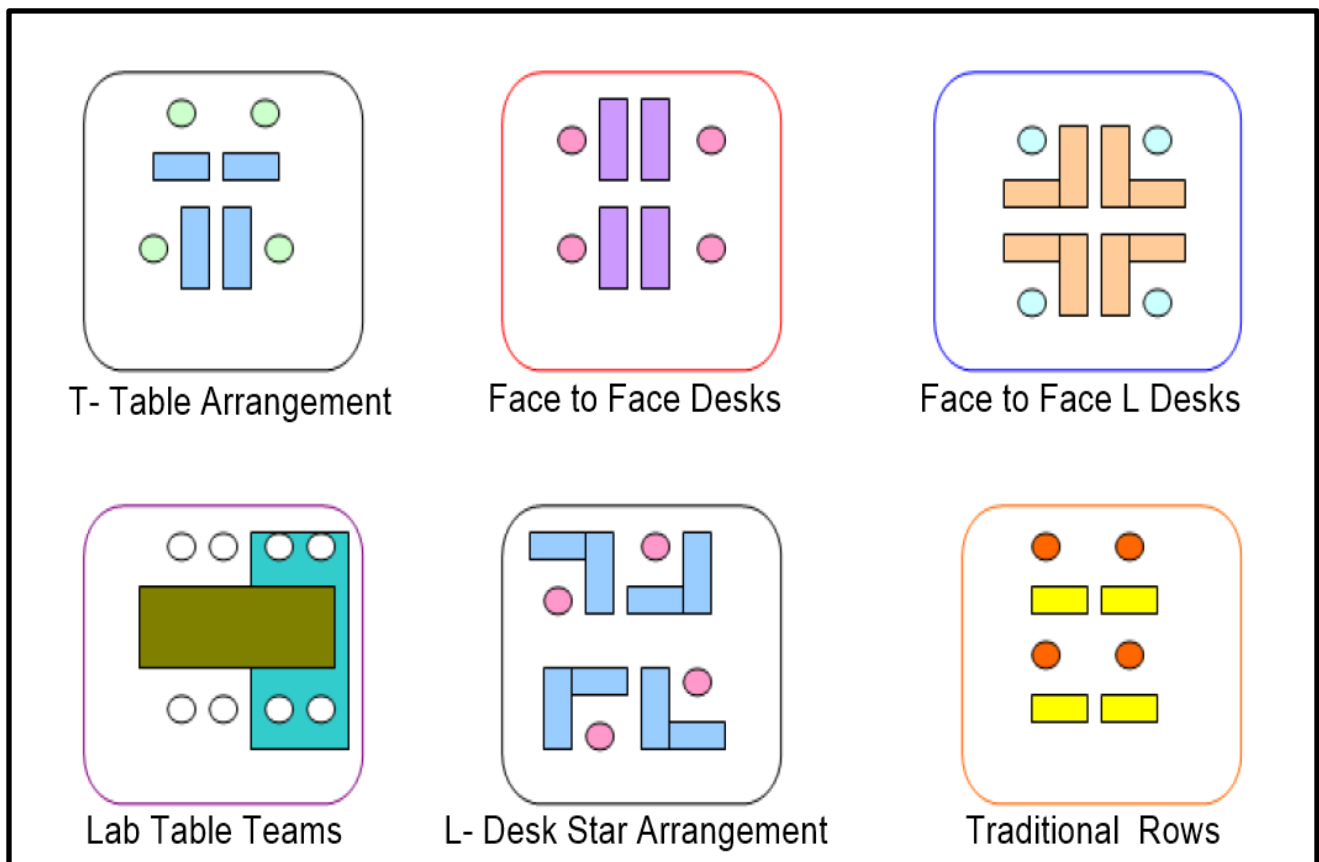
Keep groups intact for at least a month. It takes all of us time to get comfortable working with a new group of people. It also takes that long for the teams to encounter problems and learning to work through the problems is an important part of team work skill development. Students need time to establish positive working relationships and to develop teambuilding.

Source: Adapted from Ledlow, S (199). Cooperative Learning in Higher Education

2.3.3.2.1 Classroom Organized for Teams

Being in charge of a classroom requires time, creativity, and commitment. It is not only to arrange the class, but the reason to do it. In addition, it is nice for the students to let them know that the classroom represents the environment where they can feel comfortable when learning. CL does not work in typical classrooms, with its rows of desks. CL needs a space where students have the opportunity to interact and cooperate when sitting in teams.

Figure 3: Classroom Organized for teams.



Source: Adapted from Domian, Pineda, Porrás & Rodríguez., (2011). Organizing Groups. Coop Learning Project ELCL-UNA. p.5

Kagan suggests that teams should be made of four members; so that two of the four principles of the cooperative learning approach success. For Kagan, equal participation and simultaneous interaction require teams of four students in order to have pair work and maximize simultaneous participation; considering that -50% of the class will produce ideas at any one moment. Moreover, he recommends the necessity of having heterogeneous teams in the class. When talking about mixed teams, he not only refers to boys and girls, but also about student's abilities, level, sex, and race.

According to Kagan (2015), some of the reasons why he prefers heterogeneous teams rather than homogenous teams are:

- **Thinking Skills**

Heterogeneous teams maximize the opportunity to learn different thinking skills. The more there is diversity, the more we can learn from each other. By explaining to a student who is thinking differently about a problem or issue, a student is challenged to stretch or cement his/her own learning.

- **Race Relations**

Heterogeneous teams improve race relations. When we have students of different races form strong bonds with their teammates through teambuilding and shared goals, we have gone a long way to eradicate racism. Students learn to see classmates of other races as allies, not enemies. They get to know each other for the content of their character rather than the color of their skin.

- **Social Skills and Leadership Skills**

Heterogeneous teams improve everyone's social skills, especially the social skills of high achievers. By definition, high achievers have no problem with academic content. Their greatest area for growth is often in interpersonal relationships. In mixed teams, high achievers learn to coach, encourage, praise, tutor, and they learn patient waiting. Our high achievers learn to be leaders by practicing their leadership skills in their teams.

- **Smoother Classroom Management**

Heterogeneous teams help with classroom management. By having the top quarter of the class spread out, one per team, someone on each team is likely to be able to explain directions and keep the team on task.

- **Loser Teams**

Same ability teams result in teams with the four lowest achieving students on same team. Random teams can create the same low ability teams completely by chance. In contrast, carefully assigned teams structure for success by teaming low students with high students, increasing the probability of successful tutoring.

- **Peer Tutoring**

Peer tutoring is often most effective when we have a more capable tutor. The more capable tutor can help the less capable partner or teammates. The great thing

about peer tutoring is that the tutor often gains at least as much as the tutee. Teaching the content, cements it in the minds of the tutors.

To finish, all of the reasons why Kagan emphasizes on having heterogeneous teams rather than homogenous teams are essential for this research. The combination of having students with different race, level, sex, skill abilities and personalities challenge them to work together and to learn from one another as a real team. Children will always prefer to work with someone they feel more comfortable, but in the learning process, it is necessary to teach them to face situations at any time. When having heterogeneous teams, students are asked to communicate and obtain the best results while having team work.

2.3.3.3 Groups and Teams' Social Roles

In any group and team, there are always going to be roles that are assigned to each member. Those roles represent the main task that the student has to develop; based on his social skills.

According to Richard and Rodgers (2001),

The primary role of the learner is as a member of a group who must work collaboratively on task with other group members. Learners have to learn teamwork skills. Learners are also directors of their own learning, which is viewed as a compilation of lifelong, learning skills. Thus, learning is something that requires students' direct and active involvement and participation. Pair grouping is the most typical CLL format, ensuring the maximum amount of time both learners spend engaged on learning tasks. Pair tasks in which learners

alternate roles involve partners in the role of tutor, checkers, recorders, and information shares. (p. 199)

In the following tables, there is a brief but complete explanation about the main roles that are commonly assigned to groups and teams.

Table 4: Groups' Social Roles

Students' Roles	Description
Initiator	Suggests new goals or ideas.
Information Seeker	Clarifies key issues.
Elaborator	Promotes greater understanding through examples.
Coordinator	Pulls together ideas and suggestions.
Orienteer	Keeps groups headed toward its stated goal(s).
Evaluator	Tests group's accomplishments.
Energizer	Prods group to move along or to accomplish more.
Procedural technician	Performs routine duties (e.g., handing out materials)
Recorder	Performs a "group memory" function by documenting discussion and outcomes.

Source: Adapted from discussion in K D Benne and P Sheats, "Functional Roles of Group Members," *Journal of Social Issues*, Spring 1948, p 41–49.

Table 5: Teams' Social Roles

Students' Roles	Description
Encourager	Encourages and accepts others and their ideas.
Praiser	Praises, complements and appreciates others' contributions.
Gatekeeper	Recognizes and asks others to contribute.
Coach	Helps and checks understanding of others.
Question Captain	Asks for help, clarification or explanation.
Focus Keeper	Keeps the groups on task, asking others to contribute.
Recorder	Records ideas, paraphrasing and summarizing.
Quiet Captain	Keeps conversation quiet and calm
Chronicler	Explains ideas or concepts, elaborated ideas of others.

Source: Adapted from Domian, Pineda, Porras & Rodríguez. (2011). Organizing Groups. Coop Learning Project ELCL-UNA. p.4

As it is shown, there is a remarkable difference between groups and teams' roles. Groups' roles focus on achieving the main goal by orienting and performing the tasks asked. In short terms, group roles keep the group on track. Meanwhile, teams' roles establish interpersonal relationships among the members by keeping them working together; as well as supporting and building team behavior.

2.3.4 Teacher's Role

The use of CL structures in a foreign classroom cannot be applied by themselves; they need a monitor that guides young learners in their process of studying English as a foreign language. In other words, teachers are basically facilitators of their students' learning process.

John and Johnson (1994) comment that the role of the teacher in CLL differs considerably from the role of teachers in traditional teacher-fronted lesson. "The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goal, planning and structuring tasks" (p.8).

Teachers are in charge of the creation, the design, the quality, and all the elements that surround CL activities and their proper implementation. Didactic games should be attractive for children in order to make them play and learn at the same time; and school teachers are the ones in charge of this huge responsibility. The construction of CL structures require an amount of time from the teacher in order to show an useful activity that would catch learners attention in order to wake up their desire of learning something new.

According to Harel (1992), "in Cooperative Language Learning classrooms teachers speak less than in teacher-fronted classes. They provide broad questions to challenge thinking, they prepare students for the tasks they will carry out, they assist students with the learning tasks, and they give few commands, imposing less disciplinary control" (p.169).

Furthermore, whenever applying a didactic activity, educators must keep in mind the purpose of such a strategy. It is necessary for them to recover the main reason and the objective that they want their pupils to achieve. Since games can be used for the development of the speaking skill, it is essential to come up to the classroom with brilliant activities that allow students to practice more than once the use of the oral communication. In addition, once learners are playing a game, teachers should monitor that students are really putting into practice the skill asked, otherwise the activity would be useless and a waste of time.

To support, Johnson and Johnson (1994) express that teachers should follow three main steps when having a CL classroom:

- Take your existing lessons, curriculum, and sources and structure them cooperatively.
- Tailor cooperative learning lessons to your unique instructional needs, circumstances, curricula, subjects, area, and students.
- Diagnose the problems some students may have in working together and intervene to increase learning group's effectiveness. (p. 9)

As it is demonstrated, even though students are the ones that come to the classroom to learn something new, it cannot be done without teachers' creativity of providing and implementing different strategies that facilitate knowledge and cover all the necessary needs that are involved in students' learning process.

2.3.5 Five Aims of Class-Building

Class building is one of the many proposals made by Dr. Spencer Kagan. The idea of having a classroom where students can support themselves, learn from one another and spend most of their time working in teams is called class building. It is relevant to mention that teachers are the ones carrying the responsibility of creating and implementing a free environment where children feel part of.

According to Kagan (1995, chapter 9),

Cooperative learning works best in a caring classroom community. We create this caring and cooperative context through class building. For students, it is important that they see themselves as part of a larger supportive group-the class- not just as members of one small team. We want students to feel that this is not just any classroom. This is our classroom, and we all belong here. We want students to feel that their classmates are on their side. They're here to encourage and help, rather than to face off as competitors. We want students to feel free to express themselves and interact with all their classmates. (Kagan, 1995, chapter 9)

In order to have a free environment that covers all of main necessities of a team, it is necessary to apply the five aims of class building. The five aims are the key of having a peaceful place in which the cooperative learning approach can be used as much as possible.

Kagan (1995) refers to the five aims as:

- **Getting Acquainted**

All too often, students in the same class don't get to know each other. Sure, they may know other students' names and they may know them by their stereotypes, but do they really know each other as people? An essential part of class building is for students to get to know each other. Interaction between classmates breaks down superficial barriers that divide classmates along lines of color and cliques. By simply taking some time for students to get to know each other, share their likes and dislikes, and interact on a friendly basis, we have the power to transform the social orientation of our youth. Students discover that their classmates are just like them—real people with real feelings. They are more prepared to be empathetic and less capable of abusive behavior.

- **Class Identity**

The goal of a class identity is for students to feel that their class is unique. This is not just any class. This is our class! Students feel they play an important role in the class and are proud members. To create this positive classroom's identity, the class engages in a variety of projects to distinguish itself such as giving the class a name, designing a class logo and coming up with a class song or chant. Class creations and accomplishments deepen this sense of class identity.

- **Mutual Support**

Through mutual support activities, students come to feel they can depend on their classmates. Our class has gained a sense of mutual support when members feel the classroom is a caring community.

- **Valuing Differences**

Students need to know that they are not only known by others in the classroom, but also that they are valued and appreciated. The norm in a strong class is that "We accept and appreciate those with values and characteristics different from our own." Through activities in which differences are understood and appreciated, we come to "celebrate diversity." Our class is richer because we have students taking different stances, and have multiple perspectives and insights to issues.

- **Developing Synergy**

Synergy is the energy released through synthesis. All of us interacting produce and learn far more than the sum of what we all can produce and learn working alone. Students need to feel the power of synergy if they are to enter fully into the cooperative process. As we will see in the next chapter, these five aims of class building are parallel to the five aims of teambuilding, but at the team level. The team can be thought of as a microcosm of the class. We have the same goals for our teams as we do for our class as a whole.

In conclusion, Kagan's five aims force teachers to have an environment where students feel part of. An environment in which students' love for learning increases when teaching them. When applying the five aims in a classroom, it becomes easier for children to interact with one another because they see each other as part of the class. Moreover, the mutual support as well as being valued and appreciated, help students to express themselves and communicate how they feel.

2.3.6 Cooperative Learning Structures: Games for EFL Students

Teaching is a challenge that teachers always face. The way teachers used to teach is not the same of how learning occurs nowadays. To support, Sugar (1998) explains that "teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games". (p. 3)

Cooperative Learning structures are strategies in which educators can use to have dynamic interactions between students. Kagan and co-workers (2002) have been developed around 160 different cooperative learning structures. These structures are based on the four basic principles of CL: PIES. (p.2)

Cooperative Learning structures are designed to provide teachers the space of having dynamic classrooms where students can develop their language skills while sharing experiences with others. One of the advantages that CL structures have is that students are asked to communicate and speak in the target language, English in this case, as long as the structures last. Kagan and High express that these easy-to-

learn, easy-to-use instructional strategies are ideal for promoting foreign language learning. (p.2)

In classrooms in which the Kagan Structures are used regularly, students for whom English is a foreign language learn both English and academic content far more quickly and far more thoroughly than when traditional instructional strategies are used. The Kagan Structures also promote language and content learning far more than does group work” (Kagan & High, 2002, p.2)

Using CL structures as games in the process of teaching and learning English in primary education allows teachers to facilitate knowledge in a creative and didactic manner. Games not only represent advantages to those who are interested in learning the target language, but also engage both, teachers and students to be active participants in the process.

First of all, it is relevant to mention that games are fun which makes pupils feel attraction to knowledge whenever games are playing a role. Since it is naturally for children to actively participate in dynamic activities, games help them to learn by having fun at the same time.

When children are playing games, they need to know the rules and how the activity works, that is why having fun while using games and didactic strategies in the process of teaching and learning English allows pupils to unconsciously learn the objective of the game without noticing it.

Second, games promote the implementation of knowledge in a practical and useful manner, in which pupils learn by doing. The use of games, in the development

of the speaking skill, makes it easier for children since it can be done at the moment. While they are playing oral games like “guess who?”, learners are putting into practice a series of steps in which speaking as the main skill is playing a relevant role in their learning process. In addition, games can be connected to practice and experiences, in which “the experiential learning is created through the transformation of experience, knowledge results from the combination of grasping and transforming experience” (Kolb 1984, p.41). Students need creative teachers that make learning a wonderful experience, in order to allow learners to remember what they know about something and what they are about to learn.

Third, by applying games in the English classrooms, teachers create an environment where everybody has the chance to participate equally. This provides the opportunity to socialize among pupils in a friendly and positive atmosphere. It not only builds knowledge, but also creates a good relationship between the teacher and the students.

According to Molina, cited by Rodriguez (2003), ludic activities can be developed in four stages which are:

- **Psychomotor Area**

The game encourages the body posture and the five senses. In addition, it requires muscular control, perception and confidence in the use of the body (p.24).

- **Cognitive Area**

The game shows development of intellectual language, use of creativity and imagination, as well as concrete thoughts (p.24).

- **Emotional Area**

The game provides a pleasure activity that stimulates the confidence, self-esteem, feelings and allows young learners to express their ideas (p.24).

- **Social Area**

The game facilitates the social interaction among children. It allows infants to not only get to know each other, but also get to know themselves. In this stage, children learn how to work in groups and also to deal with social problems (p.24).

To summarize, those four stages fit properly with CL structures. As ludic activities, CL structures promote confidence, motivation and socialization, as well as friendship. It is fundamental to let students know that the learning process can be easier when learning together.

Even though there are more than 100 CL structures, the aim of this research focuses on the ones that are useful for the development of English Oral Communication. Some of those structures are:

Table 6. Cooperative Learning Structures

Structure	Steps
1. Timed Pair Share	<ul style="list-style-type: none">• Teacher announces a question or a topic for each person to answer.• Teacher states how long each student will have to share.
	In pairs
	<ul style="list-style-type: none">• Start timer for student A.• A shares• B listens (active listening; ask questions if needed).• B responds with an appreciation gambit. Example: “Thank you for sharing.”• Reset timer for student B.• Students switch roles
2. Quiz-Quiz- Trade	<ul style="list-style-type: none">• Students stand up with a question card.• Students put a hand up and find a partner.• Partners give a greeting gambit.
	In pairs
	<ul style="list-style-type: none">• Partner “A” asks the question on the card they are holding.• Partner “B” answers.• Partner “A” praises or coaches.• Student switch roles.• Partners trade cards.• Partners give departing gambits.• Partners split up, put a hand up and find a new partner without teacher prompts.
	Quizzing continues until the teacher calls time.
3. People Hunt	<ul style="list-style-type: none">• Students fill out a form that describes their characteristics such as favorite color, sport, etc.• Students stand up.• Students find a partner who has matched maximum 3 characteristics.• Students discuss their characteristics• Students shake hands• Students find a new partner.

4. Fan–N-Pick

- Each team of 4 receives a set of question cards.

Student 1

- Fans cards
- Says “Pick a card, any card”

Student 2

- Picks a card
- Read question to team

Student 3

- Answers the questions to their teammates

Student 4

- Checks and praises

Students rotate roles one clockwise for each new round.

5. Inside-Outside Circle

- Teacher prepares questions.
- Students are divided between A’s and B’s.
- A’s stand in 1 large circle around the room.
- B’s step inside to face outside partner.
- Greetings to partners.
- Teacher asks a question.
- Partners discuss until time is over.
- Teacher indicates which circle rotate to find a new partner.

6. One Stray

- One teammate strays from his team to a new team to share or gather information.
- A number is randomly called and that student from each team stands up. The remaining three teammates remain seated but raise their hands.
- Teacher calls, “Stray.”
- Standing students stray to a team that has their hands up.
- Teams lower their hands when a new member joins them.
- Students work in their new teams to share or gather information.

7. Find the Fiction

- Students say three statements about themselves.
 - Two of the statements are facts; one is fiction
 - Classmates try to guess the fiction.
-

8. Team Chant or Cheer	<ul style="list-style-type: none"> • Teacher provides key words related to a specific topic. • Teams use the vocabulary to create their chant or cheer. • One by one, teams present their chant or cheer.
9. Class Banner	<ul style="list-style-type: none"> • Teacher announces a topic. • All of the students work as a team to create a banner as a way of a positive class identity.
10. Numbered Heads Together	<ul style="list-style-type: none"> • Teacher poses a problem. • Students write their individual answers. • Students stand up and put their heads together to show their answers, discuss and teach. • Students sit down when their team is done. • Teacher calls a number and those students respond

Source: Adapted from Kagan, S. (sf) Kagan Coaching Manual.

In conclusion, dynamic strategies such as Kagan structures are useful and entertaining tools for teachers and learners of English. Games are necessary in order to think outside the box. Moreover, they develop skills such as speaking, and foment a peaceful environment where socialization and values can be part of it.

2.3.7 Cooperative Learning versus Traditional Teaching

Cooperative language learning approach seems to be an impressive method that engages both teachers and students to teach, learn, and increase knowledge through team dynamic structures. The following tables contain the main distinctions between CL approach and the common traditional language teaching method (based on the research of Johnson and Johnson, 1991; Nunan, 1989; as cited in Alimi, 2015, p. 52-53) and the characteristics of the main participants of each method.

Table. 7 Cooperative Learning vs Traditional Teaching

	Cooperative Language Learning	Traditional Language Teaching
Independence	Positive	Non or negative
Learner roles	Active participator, Autonomous learners	Passive receiver and performer
Teacher roles	Organizer and counselor of group work, facilitator of the communication tasks, intervener to teach collaborative skills	The center of the classroom, controller of teaching place and direction, judge of students' right or wrong
Materials	Materials are arranged according to purpose of lesson. Usually one group shares complete set materials.	Complete set of materials for each student
Type of activities	Any instructional activity, mainly group work to engage learners in communication, involving processes like information sharing, negotiation of meaning and interaction	Knowledge set recall and review, phrasal of sentence pattern practice, role play, translation, listening etc
Interaction	Intense interaction among students, a few teacher-student interactions	Some talking among students, mainly teacher-student interaction
Room arrangement	Collaborative small groups	Separate desks situation or students placed in pairs
Student expectation	All members in some way contribute to success of group. The one who makes progress in the winner.	Take a major part in evaluating own progress and the quality of own efforts towards learning. Be a winner or loser
Teacher-student relationship	Cooperating and equal	Superior-inferior or equal

Source: Adapted from Alimi, B. (2015). Enhancing Students' Speaking Skill through Cooperative Group Work Technique. p. 52-53

It is clear that CL approach differs from traditional language teaching in almost all of the main aspects. In CL rooms students are provided with multiple opportunities of building knowledge through interaction and active participation between teachers-to-students as well as students-to-students. On the contrary, traditional language teaching focuses on having students learning and increasing knowledge by participating in individual activities.

2.3.8 Students-Centered versus Teacher-Centered

For years, it has been thought that teachers are the main participants of the teaching and learning process in a classroom. However, nowadays reality shows that students can become the center of the classroom, while teacher can be simple facilitators of the knowledge. The following table demonstrates characteristics and differences of students-centered and teacher-centered in a regular classroom.

Table. 8 Student-Centered vs Teacher-Centered

Student-Centered	Teacher-Centered
Students are the main participants	The teacher is the main participant
Leadership is shared	The teacher is the sole leader
Management is a form of guidance	Management is a form of oversight
Students are facilitators for the learning	The teacher takes the responsibility for all the learning
Discipline comes from the self	Discipline comes from the teacher

Rules are developed by the teacher and students in the form of a constitution or compact	The teacher makes the rules and posts them for all students
Rewards are mostly intrinsic	Rewards are mostly extrinsic
Students share in classroom responsibilities	Students are allowed limited responsibilities

Source: Adapted from Garrett, T. (2008). Student-Centered and Teacher-Centered Classroom Management. p. 2

The information above shows how different is when students are the main participants of their learning process. CL requires students to get involved in the process as much as possible, and it is even better when they take control of it. Students who learn from one another and interact with one another while solving tasks have more opportunities to increase knowledge because they are active participants. Students learn more by doing and experiencing rather than observing. Students are the initiators and architects of their own learning and knowledge making rather than passive ‘vessels’ who receive knowledge from expert teachers. (Brown, 2008, p.65)

2.3.9 Advantages of Cooperative Learning Approach

Cooperative Learning benefits teachers of having a lesson where creativity and team knowledge can be connected at the same time. According to Johnson and Johnson (2008) “cooperative learning is nowadays the most preferably instructional method adopted at all levels of education, from schools to universities and everywhere, because very simply it is one of the best success stories of both psychology and education” (p.4).

For us as teachers to innovate our lessons guides children to better comprehend what we want them to achieve. Having a CL classroom is easy if it is well adapted to our reality. It can be used at any time and let children to explore their creativity and team knowledge at a maximum level.

Moreover, Sapon-Shevin (2004) comments that “cooperative learning has been found to be a successful teaching strategy at all levels, from pre-school to post-secondary. The developmental characteristics of middle school students make cooperative learning a good fit of teaching strategy for the needs of the students. Young adolescents need to socialize, be a part of a group, share feelings, receives emotional support, and learn to see things from other perspectives. Cooperative learning groups do not separate students on the basis of class, race, or gender and the goals of middle schools are consistent with the goals of cooperative learning theories. It is a peer-centered pedagogy that promotes academic achievement and builds positive social relationships” (p.3).

When having the opportunity to socialize in classrooms surrounded by classmates that praise, support, and motive one another, the ability of communication increases knowledge between students. They are involved and learn from one another. CL classrooms allow students to belong to a team rather than being ignored.

To continue, McGroarty (1989, as cited in Richard and Rodgers, 2001, p. 195) has identified six learning benefits for English language learners in CL classrooms:

- Opportunities to integrate language with content-based instruction.

- Increased frequency and variety of foreign language practice through different types of interaction.
- Freedom for teacher to master new professional skills, particularly those emphasizing communication.
- Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.
- Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.
- Possibility for development or use of language in ways that support cognitive development and increased language skills.

Besides McGroarty, Kagan and High (2002, p.12) expose 7 main advantages that CL structures offer to EFL students:

- **Greater Comprehensible Input**

Students adjust their speech to the level of their partner because they are working together.

- **Natural Context**

Language is used in real-life, functional interaction, reducing problems of transference.

- **Negotiation of Meaning**

Students have the opportunity to adjust their language output to make sure they understand each other.

- **Lowered Affective Filter**

Whereas it is frightening to speak out in front of the whole class, it is easy for students to talk with a supportive teammate.

- **Peer Support**

Students encourage and support each other in language use.

- **Enhanced Motivation**

Because the structures are engaging interaction sequences, and students need to understand each other there is high motivation to speak and listen for understanding.

- **Greater Language Use**

Using a pair structure such as Timed Pair Share, it takes but two minutes to give every student in the class a full minute of language output opportunity.

Moreover, Dotson (2001) proposes that cooperative learning structures offer multiple advantages to low the affective filter:

- **Self-Awareness**

Students clarify their own feelings and values by making a choice and articulating the reasons for their preference.

- **Self-Control**

Think time is included in the structures to allow students to think through their decision before acting, breaking the impulse-action chain.

- **Self-Motivation**

There are many determinants of self-motivation. One thing that increases self-motivation, though, is having repeatedly been motivated to complete a task. Structures are often used as a set for a lesson. By articulating a choice verbally, students are more motivated to write about that choice and to take action on that preference later.

- **Empathy**

Students listen carefully to points of view different from their own and are held accountable for understanding the ideas of others via the paraphrasing.

- **Relationship Skills**

Students acquire skills in listening, communicating their own point of view, patient waiting, and showing respect to ideas different from their own.

To summarize, CLL approach benefits those who apply it in different ways. It is not only to create a nice classroom but to take advantage of it. When teachers use the cooperative learning approach they are inviting students to be part of a team that works as a family, where they motivate and support each other; as well as develop

the oral expression by communicating among themselves. CLL method can be described as a multifunctional approach that teaches how to teach language by learning together.

2.4 Creative Classrooms

Nowadays, creativity has been introduced to the classroom as a key of achieving knowledge in a more dynamic way. Creative classrooms can be implemented at all levels in which learners and teachers are provided with the opportunity of developing their thinking, problem-solving, communication, and collaboration skills. When having creative classroom, students are free of exploring their own learning process.

Creative Classrooms' (CCR) are conceptualized as innovative learning environments to modernize learning and teaching practices. The term 'creative' refers to innovative practices, such as collaboration, personalization, active learning and entrepreneurship, fostering creative learning, while the term 'classrooms' is used in its widest sense as including all types of learning environments, in formal and informal settings (Bocconi, Kampylis and Punie, 2012, p.4).

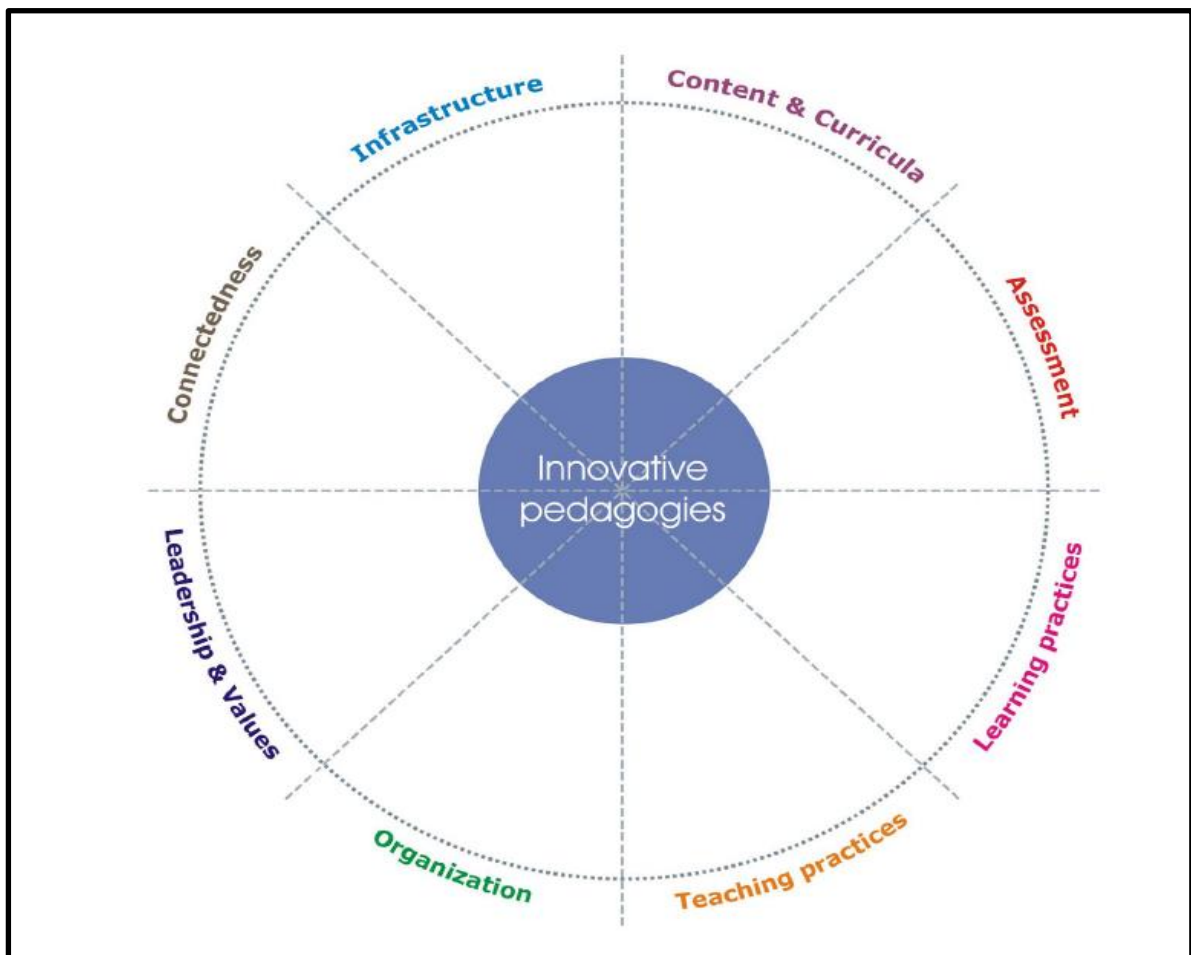
Moreover, Vygotsky theorized that imagination is an essential component for the creative learning process. This theory is summarized by Smolucha and Smolucha (1986, p.4) in four key components:

- Imagination is the internalization of children's play
- Imagination is a higher mental function of as such is a consciously directed thought process

- Creative thinking involves the collaboration of imagination and thinking in concepts, which occurs first in adolescence but mature in adulthood
- Both artistic and scientific creativity require the collaboration of imagination and thinking in concepts

In order to implement a creative classroom it is fundamental to apply the eight components that make it works. The following figure shows those key dimensions:

Figure 4. Key Dimensions of Creative Classrooms



Source: Adapted from Bocconi, Kampylis, and Punie. (2012) Key Elements for Developing Creative Classrooms in Europe. (p. 9)

According to Bocconi, Kampylis and Punie (2012, p. 10) those eight elements are explained as:

- **Content:** resources for innovative teaching
- **Curricula:** the subjects that are included in a course of study or taught in a school, college, etc. Learning objectives and framework for developing activities
- **Assessment:** Provides valuable close into individual student's learning, and have into account the students' progress. Teachers and students are engaged in the process
- **Learning practices:** learning by doing. It focuses on the experience of learning, formal and non-formal, and how students connect with it
- **Teaching practices:** teachers play new role; now should be a mentor, facilitator of learning, innovative, and should have into consideration the students' emotions. A big amount of resources is needed, although the most important is the attitude and the engagement of the teachers, even more wishful thinking
- **Organization:** it captures the organizational practices in CCR
- **Leadership and values:** the headmaster role is to lead, to mentor the innovation, to support the teachers for acquiring the needed skills; to provide the resources. Without implication of the headmaster would it not be possible to implement Creative Classrooms
- **Connectedness:** refers to social and emotional factors that influence the relationships among all the members involved in the educational system,

which influence in the educational atmosphere, so in the commitment and motivation of the students.

- **Infrastructure:** physical learning space, necessary technologies. The classroom needs to have the possibility of being adapted to the different methodologies that are going to be used.

In summary, creative classrooms can be defined as flexible and dynamic environments used in order to guide children to develop skills that help them in their learning process. It is essential that CRR go hand by hand with the ludic activities that are about to be implemented, as well as the objectives that we as educators want our students to achieve. A creative classroom might be more difficult to prepare, but the result will be worthy.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Methodological Framework

The following information shows relevant characteristics of the research that has been used for the development of the methodology. It also explains the sources of information as well as the instruments. For this specific research, a case study was chosen to guide the methodological framework. According to Gay et al (2009), “a case study is a qualitative research approach in which researchers focus on a unit of study known as a bounded system; such as individual teachers, a classroom, or a school” (p. 426). For this case, the bounded system is the school in which participants study and the unit is the sixth grade students. In addition, a research study is used because it provides the investigator the possibility of explaining and describing how a particular innovation has an impact on the participants. As it has been said in chapter I, one of the main objectives of the research is to examine the educational effects of the method of cooperative learning on the oral communication of the English language.

3.1.1 Definition of the Research

A research can be defined based on two types: basic research and applied research. According to Arnal, Rincón and Latorre (1994), “basic research is oriented to create and find new knowledge without having a specific aim. On the other hand, applied research is focused to find solutions to different problems in order to change the implications of the events” (p. 24). Considering these two types of research, the study that is being carried is oriented to the applied research due to the fact that it pretends to find and apply different methodologies that allow learners of English as a foreign

language to improve their oral communication.

3.1.2 Level of the Research

Studies can be distributed based on three levels: mega, macro and micro. A mega level is an analysis thought for a universe. For example, a big private school; in which there are many groups from kindergarten until sixth grade. A macro level is a research that is thought for a population. To illustrate, the research is carried for all of the sixth grader students of the school. Finally, a micro analysis is oriented to a reduced part of the population. As an example, the research is made with the 6A students of the school. To effect the study, it will be distributed in the micro level because it is focused on a specific part of the population from the entire school. (Barrantes, 2014, p.86)

3.1.3 Dimension of the Research

Rodrigo Barrantes (2014) establishes that there are two main dimensions for a research. The first one is the temporal scope; which main goal is to study events in a short determined period of time. The second scope is the longitudinal. On the contrary, the longitudinal requires a long period of time to study events. (p. 86) Based on the definition provided, the dimension that fits with the research is the temporal scope; because the research is thought to be developed in a short period of five months. During this period, it allows the researcher to observe if

the structures applied are helping the improvement of the students in the oral communication.

3.1.4 Condition of the Research

Studies are normally categorized in two main conditions: laboratory and field research. According to Barrantes (2014), laboratory research refers to the studies that are done inside the room; in which the actions can be manipulated by the investigator. To contrast, field research occurs in a free environment; where the actions cannot be controlled by the investigator (p. 87-88). By taking into account the two main conditions, the following research will be considered as a field research. It pretends to be developed in a natural environment; in which the investigator cannot have control of the actions or the variables that might occur while the research is being carried.

3.1.5 Character of the Research

Studies have more than one characteristic that distinguishes them among others. For this following research, those characteristics are descriptive-analytic, retrospective and participatory. To begin, this research is descriptive-analytic because it is thought to analyze and describe what happens while the research is being done. It pretends to tell and reflect how the cooperative learning approach works in a regular classroom and the possible effects that it might have regarding the development of the oral communication in the process of learning English.

John W. Best (1995), indicates that: "A descriptive research describes and interprets what it is. It is concerned with conditions or relationships that exist, opinions

that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions” (p.106). To continue, it is also retrospective because it studies the phenomenon that is happening in the present but by considering the information that has been proposed; as well as the role that it plays during the current problem. To conclude, the research is participatory due to the fact that it not only investigates the problem but also the subjects that are involved. That is why the research needs to apply the cooperative learning approach in order to comprehend the effects that it has on the 6A graders of CIDEP School.

3.1.6 Nature of the Research

This research takes place in the qualitative dimension. “The qualitative perspective focuses on the comprehension of actions.” (Muñoz, 2009, p. 84) Moreover, Sampieri (2010), adds that “qualitative researches focus on understanding and deepen phenomena, exploring them from the perspective of the participants in a natural environment and in relation with the context ” (p. 364). In addition, Gay et al (2009), defines that qualitative research, “seeks to probe deeply into the research setting to obtain in-depth understandings about the way things are, why they are that way, and how the participants in the context perceive them” (p.12). As a summary, it can be said that qualitative research emphasized on comprehending the actions of a phenomena by exploring and studying it. For this reason, it is necessary that it happens in a natural environment in order to obtain better results when observing

the situation.

According to Barrantes (2014, p.97) some characteristics of qualitative research are the following:

- a. It is oriented to processes.
- b. It looks for real and deep data.
- c. The finality of the research is to discover.
- d. It is developed to describe social phenomena.
- e. The design of the research is emergent.
- f. It tends to show concepts that capture the meaning of the events.
- g. The investigator does not follow a define process; as is common in quantitative studies, and the questions of investigations not all the time are conceptualized or define completely.
- h. The inquiry process is more flexible between the answers and development of theory.
- i. Qualitative research also defines “reality” through the participants of the investigation interpretations according to their own reality.

By considering those aspects, the qualitative research works better with the research that is being developed. The main aim of the research is to improve the oral communication by implementing a creative classroom based on the cooperative learning

approach. This requires participants to get involved in the process in order to explore the development of the language skill.

3.1.7 Paradigmatic Approach

The paradigmatic approach for this research is the naturalistic paradigm. According to Barrantes (2014), “the naturalistic paradigm is characterized by considering the phenomenology and the interpretative theory. Regarding the nature of reality, this is a dynamic, multiple, holistic, built and divergent approach. The aspiration of the research is to comprehend and clarify reality, meanings of people, perceptions, interactions, and actions” (p.83).

The research proposed fits with the naturalistic paradigm because its main goal is to investigate the production of English’s oral communication in the teaching learning process of the group 6A, in order to recommend innovative strategies that might help students to make a better use of the target language.

“The naturalistic paradigm focuses its attention on the studies of the humans’ actions and their social lives (.....) In this process, the subject and the object make an interaction that allows them to build knowledge” (Barrantes, 2014, 82-83).

As a summary, the naturalistic paradigm focuses on comprehend the phenomena. It is used to understand humans’ relationship and actions as a whole. It focuses on how people behave in social life.

According to Barrantes (2014, p. 83), some characteristics of the naturalistic approach are the following:

- It accepts that reality is dynamic, multiple and holistic.
- It is based on the interpretation and phenomena theory.
- The process the subject and the object interact between them.
- The purpose is the ideographic explanations between determine time and space.
- The quality criteria is based on credibility, triangulation and quantitative.

Based on it, it is mainly clear the close relationship that exists between the research and the naturalistic paradigm. To illustrate, in the research studied, the subjects of the approach are the students of 6A, and the object investigated is the use of English Oral production, as well as its interaction with the subjects of the research.

3.2 Subjects of Information

3.2.1. Population

Population is an important part for any research. Sampieri (2010) describes population as “a set of all cases consistent with certain specification” (Sampieri, 2010, p. 174). They must be situated according to their characteristics of content, place and time.

For this research, the population observed is formed by the 6A group of CIDEP School. There are 14 students who are between ten and eleven years old. (9 boys and 5girls) This specific group was chosen because even though they receive more than ten lessons of English per week, the English coordinator considers that they have difficulties speaking in the foreign language.

Moreover, they are characterized for being a group that prefers to work in teams; which provides an opportunity to the cooperative learning approach to reduce the lack of interaction with the target language.

3.2.2 Sample

According to Sampieri (2010) “sample is a subgroup of the population in which all the elements of it has the same opportunity to be chosen.” (p.175) In addition, Sampieri (2010) describes that there are two kinds of samples:

- **Probabilistic sample**

All the elements of population have the same possibility of being chosen defining the characteristics of the population and the sample size; through a random or mechanical selection of the unit of analysis. (p. 176)

This sample does not depend on any decision, on the contrary, it is random and all elements have the same amount of possibility of being selected.

- **Non-probabilistic sample**

In this case the elements do not depend of probability but they are related to the research or causes that make the sample. Here the process is not mechanical or based in numbers, but it depends on the decision-making process of the investigator and they obey to the research criteria. (p. 176)

On the other hand, the non-probabilistic sample require the investigator to make a decision and select the population that fits with the research that is being carried.

Considering those two samples, this study might be developed based on non-probabilistic sample; for the reasons that the problem of the lack of oral communication is happening among the students from the 6A group and also, in most of the English teachers' meetings, the professors have agreed that speaking is the skill that need to be improved with those pupils. In addition, Anneliese Diermissen, who is the English Coordinator of the institution, emphasizes that the students of 6A need to speak English by the end of the year because it is not only fundamental for them to communicate in the foreign language but also to be able to increase the academic level that the school is promoting. To have students who communicate in English when finishing the last primary level catch the interest of other families who want their children to speak another language before starting high school. Moreover, children who have outstanding academic achievements obtain more opportunities to study with different scholarships in many colleges; even foreign institutions.

3.3 Sources of Information

Sources of information are commonly divided into three categories: Primary sources, secondary sources and tertiary sources.

3.3.1 Primary Sources

The primary sources are all the sources that contain original work that has not been evaluated before. According to Barrantes (2014), "primary resources provide first-hand data." (p.174) To illustrate, the date of primary sources has been published once and it has not been filtrated or interpreted from someone else.

For this document, a possible primary resource might be the questionnaire responded by students and teachers of CIDEP School.

3.3.2 Secondary Sources

The secondary sources contain information about the primary sources. According to Barrantes (2014), “secondary sources are compilations, abstracts and reference lists published in an area of knowledge”. (p.174) They are synthesized and reorganized by other authors. Some of the secondary sources of this research are found in the theoretical and methodological framework.

3.3.3 Tertiary Sources

The tertiary sources are physical or virtual guides that contain information of secondary sources such as bibliographies. According to Barrantes (2014), “tertiary sources are documents which comprised the names and titles of periodicals, newsletters, etc.” (p.174) For this reason, a tertiary of the research are the virtual magazine sources located in the bibliography.

3.4 Techniques and Instruments of Data Collection

The appropriate selection of techniques and instruments of data represent a crucial part of the research. According to Sampieri (2010), the data collection of qualitative research “occurs in natural and everyday environments of participants or analysis units.” (p.409) The techniques that are used to collect the information are the interview and the participative technique.

3.4.1 Interviews

Gay et al (2009) defines interviews as “powerful interaction in which one person obtains information from another” (p. 370). Interviews are useful tools that allow researchers to obtain data that cannot be observed at first sight. Interviews can be classified in many types. However, the one that the investigator will use is the depth interview According to Taylor and Bogdan, cited by Barrantes (2014), this type of interview consist of individual meetings between the interviewer and the interviewed (p. 293). The results of the interview to the English teachers might show certain reasons why the students of the 6-A group are having problems with the oral interactions in the target language. The interview will contain around eight open questions regarding the development of the speaking skill.

3.4.2 Participatory Workshops

The second technique will be the participatory technique. For this technique, the instrument that is mainly applied is the workshop. According to Barrantes (2014), workshops are implemented to no more than 30 participants. This instrument allows the development of the abilities in a free environment (p. 312-313). To obtain as much data as possible, the investigator applied around 6 workshops to the 6A group. The workshops are focused on the active participation of the students and how they perform during the activities; as well as the implementation of the cooperative learning approach in the development of the oral communication of English as a foreign language.

3.4.3 Questionnaire

The third instrument used for this research will be the questionnaire. According to Barrantes (2014) “a questionnaire is intimately linked to the quantitative approach, but it can be a valuable technique for data collection in the qualitative research approach” (p. 300). For this specific research, a questionnaire of ten close questions was designed for the sixth graders of the 6A class. The questions will be explained to the students one by one, so the children answer when the questions are already explained. The results of the data will somehow show the reality of the English learning process teachers and students have to face.

CHAPTER IV
DATA ANALYSIS AND RESULTS

4.1 Description of the situation

The following information shows the results obtained by the participatory workshops, interviews and questionnaire applied to the 6A students and teachers of the English department from CIDEP school. The data collected allows measuring the implementation of a creative classroom based on the cooperative learning approach and how it influences the development of the oral communication of English as a foreign language.

The first instrument applied was the interview to the teachers of the English department. They answered different questions of the importance of the speaking skill during class, as well as their knowledge about the cooperative learning approach. The second instrument implemented was a questionnaire oriented to the students. It consisted of a yes/ no self-assessment about their role as students during the English classes. Finally, the last instruments were three workshops with two activities each one. The activities were based on Kagan's structures and they were applied to the students in six different sessions.

4.1.2 Interview

The interview was applied to the four elementary teachers of CIDEP's School English Department. It consisted of seven open/ended questions and they were applied on February 20th, 2017.

4.1.2.1 Question #1: Why is it necessary for you as an English Teacher to develop the speaking skill in EFL students? Explain

Teacher A: To be able to communicate is fundamental, through speaking, students can learn lots of vocabulary, expressions, emotions and that gives them confidence.

Teacher B: It is necessary because it will help them to communicate and express their ideas and thoughts. Also, because developing this skill will serve them as a tool in the near future.

Teacher C: I think speaking is the culmination of all the student's effort for learning a new language. It is important because I can evaluate their learning.

Teacher D: The speaking skill is the best tool we can give to our students in order to make them competitive in the market.

For question #1, two of the teachers shared the idea that speaking is the tool for students to communicate what they think and how they feel. Moreover, the other two teachers express that speaking is a tool that demonstrates the student's effort for learning which also make him or her competitive in the market.

4.1.2.2 Question #2: In your opinion, which are the most common factors that affect students when speaking in English? Explain

Teacher A: Culture, because it is unusual for students to speak in a language that they are not used to.

Teacher B: Sometimes, students are afraid of making mistakes while speaking in English. Time pressure is another factor that would affect them, as well. For example, when the teacher asks them to speak in English about a given topic in five minutes. In fact, a five minutes speech is not too much, but for them it might mean “forever”. Finally, a pretty common factor is when the student is so shy.

Teacher C: They are shy and afraid of speaking in public, because pronunciation or just because they are not comfortable talking in English.

Teacher D: Students are often afraid of making mistakes in public, so we have to develop the ability of speaking to an audience.

For question #2, the factors that the teachers consider are the ones that commonly affect students when speaking in the target language are culture, shyness, and the fear of making mistakes.

4.1.2.3 Question #3: Mention at least four strategies you think are useful for the improvement of the speaking skill.

Teacher A: Keep students motivated with activities, conversations, games. Keep it fun and simple. Balance between speaking and listening.

Teacher B: First, teachers must avoid the continuous looking at students' fears when they speak. Second, it would be useful to give them interesting topics to discuss about. Third, asking the most outstanding students to help their classmates would be useful. Finally, it would be useful to have them work in groups or team.

Teacher C: 1. Activities to exchange information. 2. Discussion activities. 3. Mime or roleplay. 4. Games in groups or pairs.

Teacher D: Have students interact with native speakers. Role plays, debates, and expositions.

For question #3, all of the teachers agree on having activities that promote interaction among students. Moreover, teacher B exposes the fact of having teamwork between students.

4.1.2.4 Question #4: What do you know about the cooperative learning approach? Explain

Teacher A: It's about social learning experiences. Putting classroom activities into social experiences.

Teacher B: What I know is that this approach is about having students work in groups to complete tasks as a team toward academic goals.

Teacher C: It is an approach where the students work as a team in small groups. They can help each other during learning, so they can go in the same direction. Also, working as a team helps them to cheer each other. The goals are in group which makes each one of the members to learn from one another.

Teacher D: I know that it is used to develop social skills, resolution of problems and knowledge of other cultures.

For question #4, the main aspects that the teachers mentioned related to cooperative learning approach were the learning through social experiences as well as the develop of social skills. Moreover, two of the teachers mentioned that it is an approach where students have team work to complete tasks and goals are in set in groups.

4.1.2.5 Question #5: How much do you think cooperative learning could improve the speaking skill? Explain

Teacher A: It helps a lot. Students can relay, share ideas and help each other.

Teacher B: A lot. It could help them a lot because cooperative learning arouses the students' activeness to build their own concepts to express their ideas verbally.

Teacher C: It may help the students to collaborate to each other during the learning process, so they can feel comfortable working. The learning process will be easier when they feel same as their pears.

Teacher D: Students tend to participate more when they are not alone. This gives them the confidence they need to develop the speaking skill.

For question #5, all of the teachers agreed that the cooperative learning helps to improve the speaking skill. Among the main aspects, it can be said that this approach allow students to feel more comfortable and students have confidence when

developing the oral skill. Students have the chance to help one by sharing ideas verbally.

4.1.2.6 Question #6: Which kind of interactive strategies can be used that motivate all your students to work together and to speak in English at the same time? Explain

Teacher A: Picking fun topics that they are interested in.

Teacher B: We can use role-plays, debates, and all the activities that involve interaction.

Teacher C: Working in small groups and define the participation of each student in the team. Make activities related to their age and what they like. Do activities that do not make them feel bad or that they cannot do.

Teacher D: I think role-plays are the best strategy for team work and fluency improvement.

For question #6, teachers commented that role-plays are one of the best strategies that motivate students to work in teams. Moreover, they also had the idea that it is necessary to pick topics that are interesting for the students and activities that promote interaction without making anyone feel bad.

4.1.2.7 Question #4: Which are some of the seating arrangements you have had in your classroom in order to promote communication, interaction and team work among your students? Explain

Teacher A: Working in groups, pairs. Circle, to share opinions and ideas as a group.

Teacher B: In order to promote communication, interaction and team work I have seated them in semi-circle (groups of three students) It works, I am totally sure.

Teacher C: My class is very small and I have big groups. Sometimes, I have the opportunity to make groups of 3 or 4 in-line (because of lack of space) but trying to find students with affinities so they can work better. I like to sit them in circles of 4 or 5. Also, seat each other in lines.

Teacher D: They are sitting in pairs and from time to time I change their sits so they can get to know all their classmates. I promote teamwork as much as I can during the lessons.

For question #7, the teachers suggested that working in pairs, groups of 3 or 4 students, semi circles and circles are the best seating arrangements in order to promote interaction and communication among students.

4.1.3 Questionnaire

The following graphics demonstrate the results obtained by the questionnaire applied to the twelve participants of 6A from CIDEP's School. The instrument was carried out on Tuesday, February 21st, 2017. It consisted of 10 closed questions about the speaking proficiency during the English class.

4.1.3.1 Students' Survey Graphics

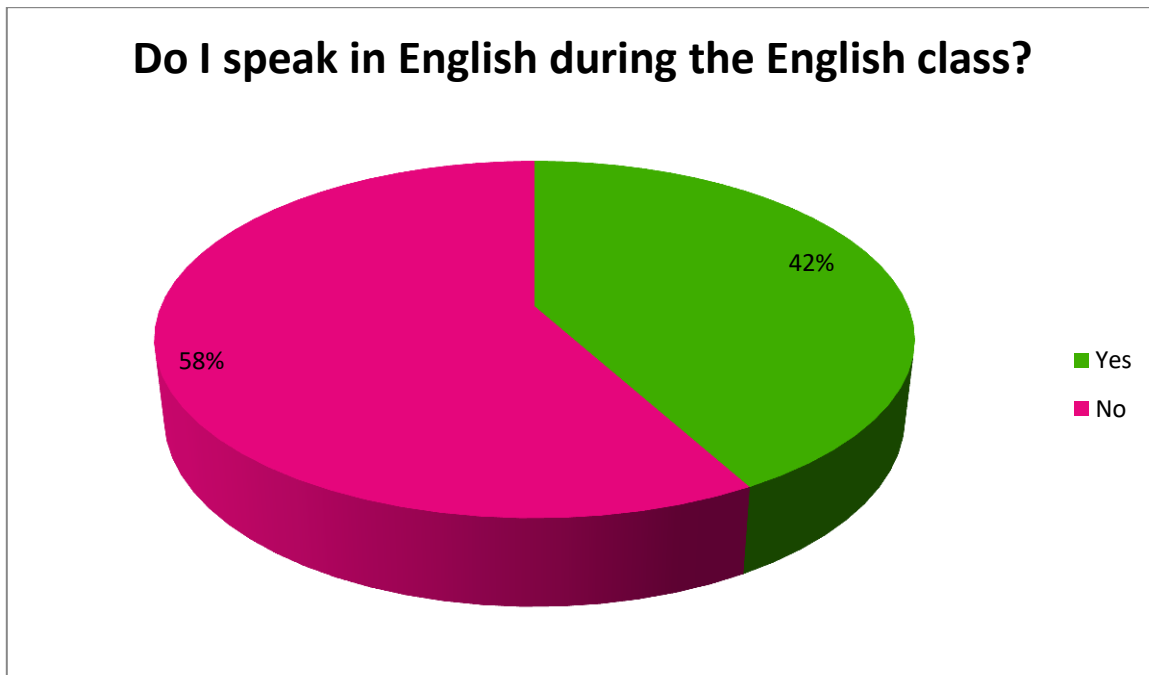
4.1.3.1.1 Graphic N° 1



Source: Araya Fiorella. Questionnaire to students. Question 1. Universidad Hispanoamericana. 2017

The graphic shows the first question of the questionnaire related to the speaking proficiency during the English class. It represents that 100% of the participants from 6A like to speak in English.

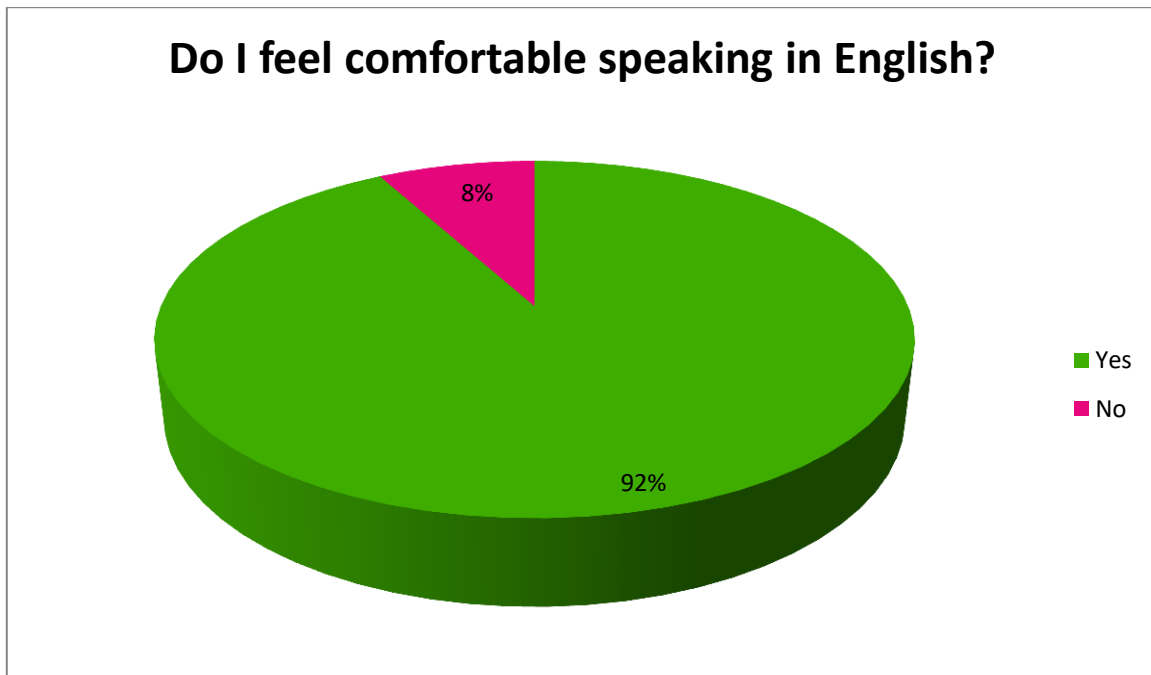
4.1.3.1.2 Graphic N° 2



Source: Araya Fiorella. Questionnaire to students. Question 2. Universidad Hispanoamericana. 2017

The graphic stands for question number two of the questionnaire. It represents that 58 % of the participants affirm that they do not speak in English during the English class and 42% of the students said that they do use the target language in class.

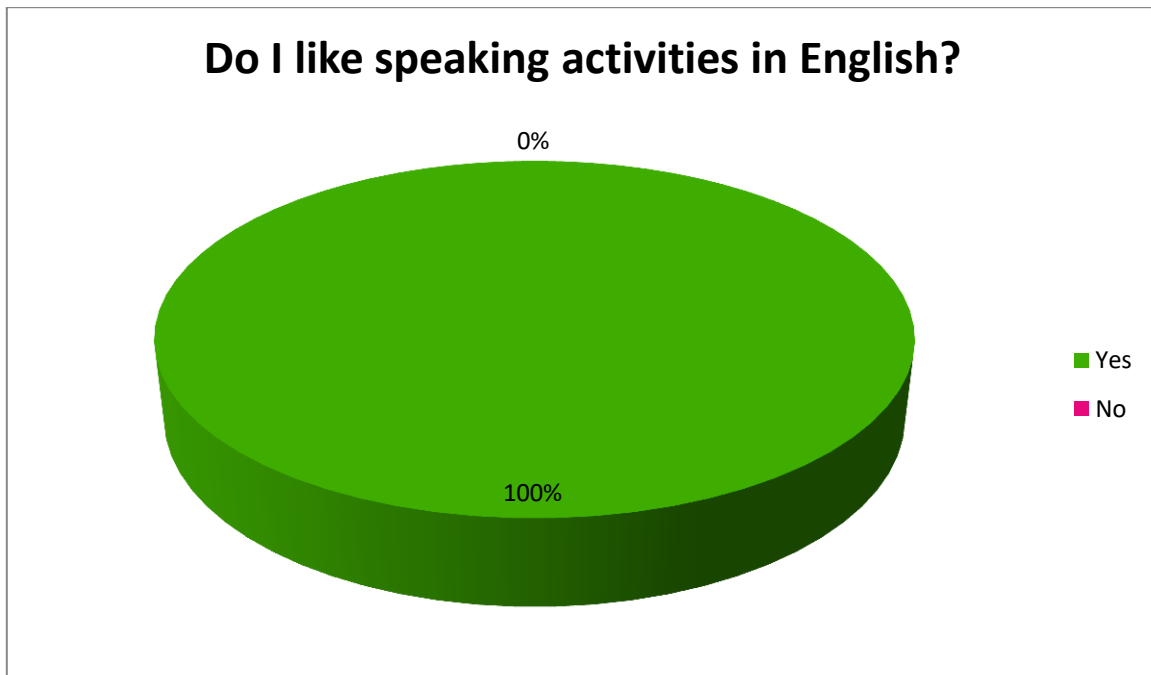
4.1.3.1.3 Graphic N° 3



Source: Araya Fiorella. Questionnaire to students. Question 3. Universidad Hispanoamericana. 2017

The graphic shows the third question of the questionnaire. It represents that 92% of the participants feel comfortable when speaking in English, while only an 8% do not.

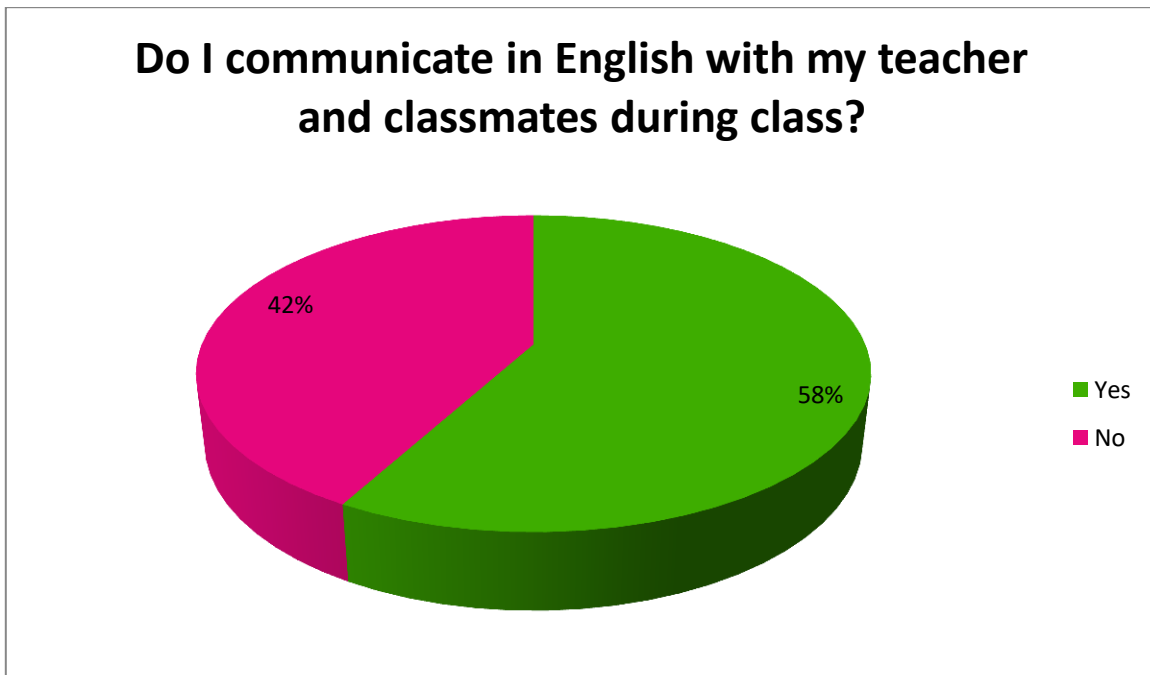
4.1.3.1.4 Graphic N° 4



Source: Araya Fiorella. Questionnaire to students. Question 4. Universidad Hispanoamericana. 2017

The graphic demonstrates question number four of the questionnaire. The results represent that 100% of the participants enjoy having speaking activities in English.

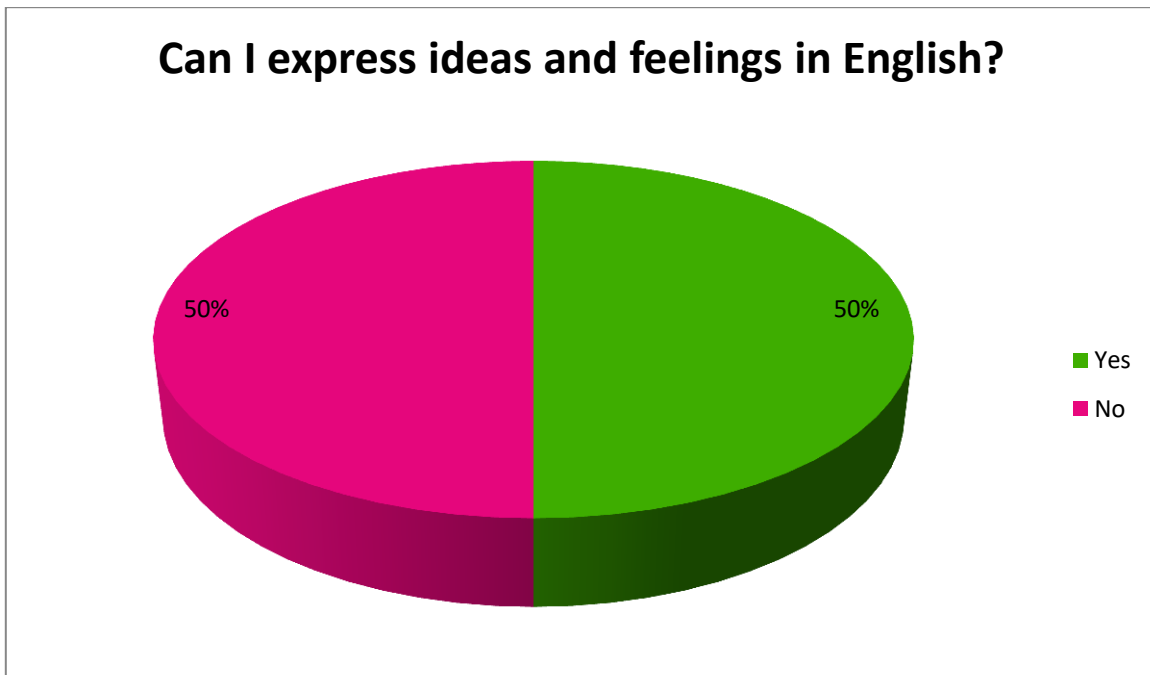
4.1.3.1.5 Graphic N° 5



Source: Araya Fiorella. Questionnaire to students. Question 5. Universidad Hispanoamericana. 2017

The graphic shows question number five of the questionnaire. It represents that 58% of the participants consider that they communicate in English with the teacher and their classmates as well, and a 42% do not.

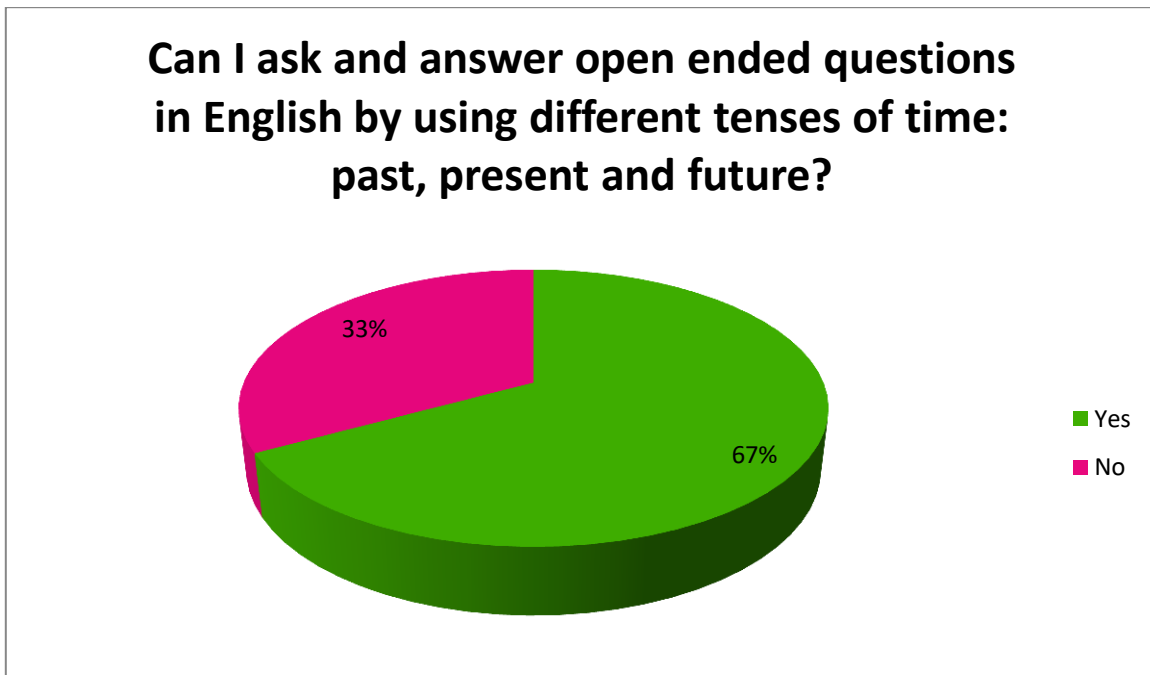
4.1.3.1.6 Graphic N^o 6



Source: Araya Fiorella. Questionnaire to students. Question 6. Universidad Hispanoamericana. 2017

The graphic makes evidence of question number six of the questionnaire. It represents that 50% of the students can express thoughts and feelings in the foreign language while the other 50% cannot.

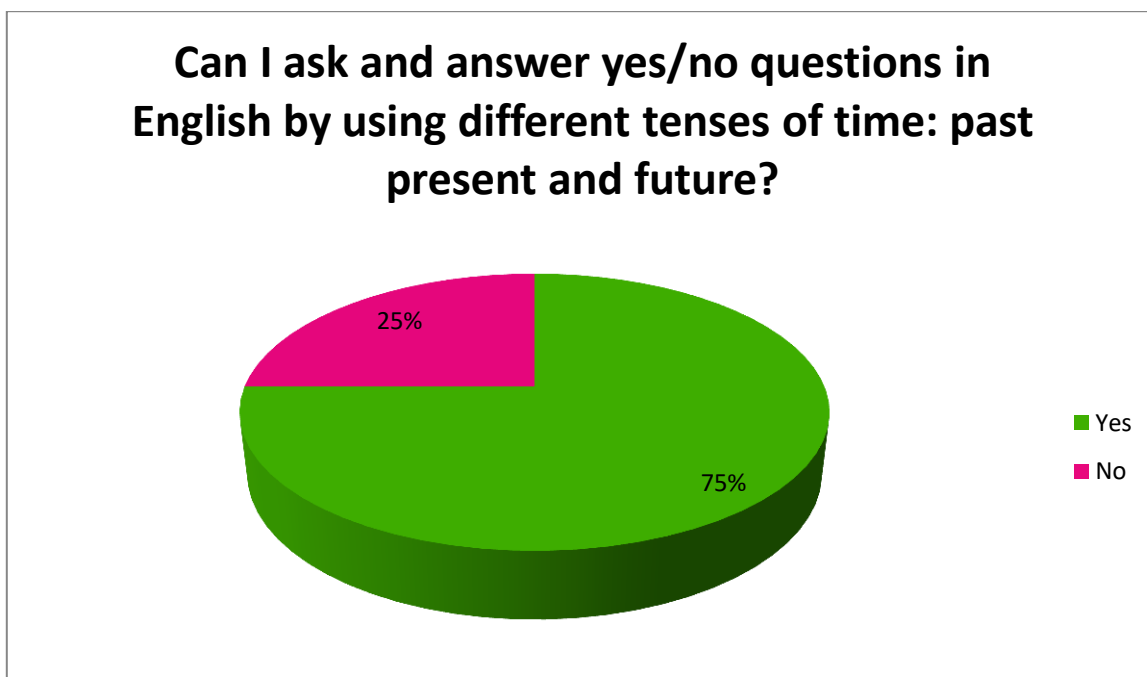
4.1.3.1.7 Graphic N° 7



Source: Araya Fiorella. Questionnaire to students. Question 7. Universidad Hispanoamericana. 2017

The graphic establishes question number 7 of the questionnaire. It indicates that 67% of the participants believe they can ask and answer open ended questions by using the three main tenses of time: past, present and future. On the other hand, 33% of the students indicated that they cannot.

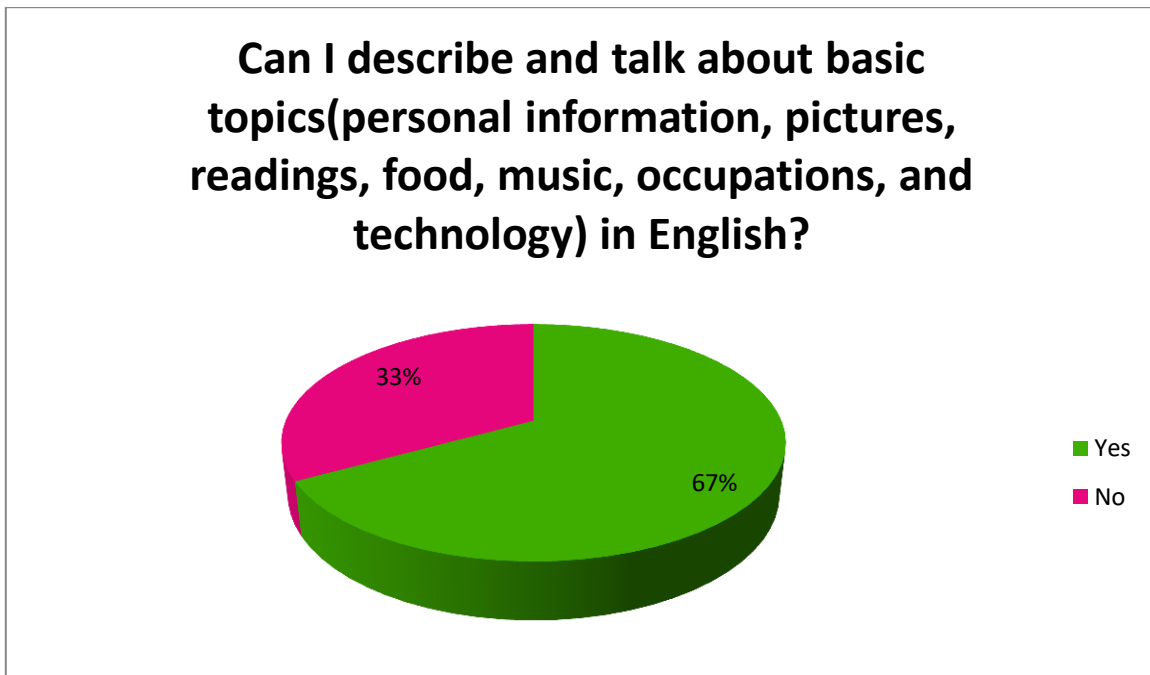
4.1.3.1.8 Graphic N° 8



Source: Araya Fiorella. Questionnaire to students. Question 8. Universidad Hispanoamericana. 2017

The graphic exposes question number eight of the questionnaire. It validates that 75% of the students believe they can ask and answer closed questions by using the three main tenses of time: past, present and future, and the rest of the participants, who represent a 25%, confirmed that they cannot ask or answer closed question.

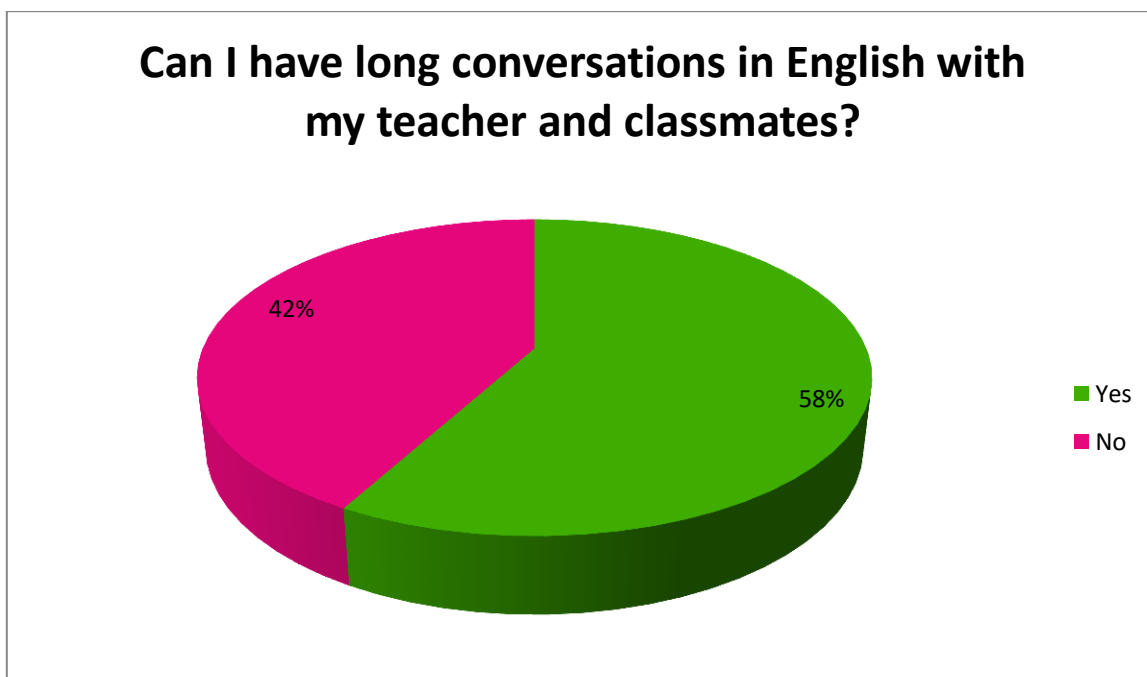
4.1.3.1.9 Graphic N° 9



Source: Araya Fiorella. Questionnaire to students. Question 9. Universidad Hispanoamericana. 2017

The graphic represents question number nine of the questionnaire. It demonstrates that 67% of the participants believe they can use the English language to describe and talk about basic topics, while 33% cannot.

4.1.3.1.10 Graphic N° 10



Source: Araya Fiorella. Questionnaire to students. Question 10. Universidad Hispanoamericana. 2017

The last graphic represents question number 10 of the questionnaire. It testifies that 58% of the students believe they can have long term conversations in English either with the English teacher or their classmates. On the other side, 42% of the students indicated that they cannot.

4.1.4 Participatory Workshop

The participatory workshops were applied to the students in six different sessions, from February 22nd to March 23rd, 2017. The workshops consisted of six Kagan's structures about cooperative learning approach and they were applied during the speaking classes. For this study, the real names of the participants were changed in order to protect their privacy.

4.1.4.1 Structure #1: Team Chant

The first structure was the team chant strategy. It was applied on Thursday, February 22nd, 2017. The strategy lasted 45 minutes. For this activity, students were grouped in two teams by picking between two lollipops of two different colors. The 12 participants were grouped as follow:

Table 9: Students Distribution for the Team Chant Strategy

Teams' Distribution	
Team #1	Team #2
Eric	José
Julia	Marco
David	Camila
Mariana	Franco
Jean Carlo	Mariela
Sebastián	Susana

Source: Araya Fiorella. Workshop applied to the 6A group. CIDEP, 2017

To begin, the 12 participants were sat with the arrangement of face to face L desks. Then, the investigator gave the instructions in the target language and set a timer on the interactive board. The timer lasted 35 minutes, which was the time that the students had in order to prepare their team chant.

When the timer began, students from team #1 were joking and playing with one another. They began singing songs in Spanish and the chant that they were working on was also made in Spanish. David was not interested in participating. Moreover, he said to Julia, “Que tontera hacer esto” (what a silly thing to do!). Sebastián was quiet and any of the other students took him into account when creating their chant.

On the contrary, team #2 seemed to be more prepared. All of the members were involved in the strategy. Camila was the leader of the team because she was telling her teammates what they had to do. She said to the team, “all the persons are going to sing”. Immediately, Susana said, “Yo no voy a cantar” (I am not going to sing) and Franco told her, “shhh, callese y haga lo que Camila dice” (shhh, shut up and do what Camila says).

Having this situation made me reflect that Franco was really following Camila as a leader, and he even wanted everyone to do the same. It could mean that for him, Camila was the one in charge of everything, while he and the rest of the classmates only had to follow her instructions in order to finish the task.

When time was over, team #2 wanted to present their song first. The song was sung in English with certain errors in grammar; and everybody participated. They even made a brief choreography while singing the chant. On the other hand, team #1

did not present their song because it was written in Spanish. Jean Carlo and Eric told me that they did not know that the song had to be in English.

4.1.4.2 Structure # 2: Fan and Pick

The second structure was the fan and pick activity. It was applied on Thursday, March 2nd, 2017. The strategy lasted 40 minutes. For this strategy, students were grouped in 4 teams by using 12 pencils of 3 different colors. As a result, the 12 students were grouped as follow:

Table 10: Students Distribution for the Fan and Pick Strategy

Teams' Distribution		
Team 1	Team 2	Team 3
José	Julia	Eric
Mariela	David	Camila
Susana	Marco	Mariana
Jean Carlo	Franco	Sebastián

Source: Araya Fiorella. Workshop applied to the 6A group. CIDEP, 2017

Students sat with the arrangement of face to face desks. The structure worked very well with most of the participants and since the beginning almost everybody understood what they had to do and how to rotate, so that everybody had the

opportunity to play the four different roles of the structure. In almost the entire activity most of the students were speaking and interacting in English.

Team 1 had two participants that had difficulties speaking in English: Mariela and José. In three cases they both did not understand the questions, but the rest of the teammates helped them to comprehend what they had to answer. Moreover, they both kept mixing Spanish and English when talking to their classmates. On the other hand, the other two teams did a great job. Everybody made a big effort to keep speaking in English even though they did not follow simple grammar rules such as: subject + verb + complement.

One remarkable aspect that caught my attention was the fact that everybody was happy of playing the responder role because they felt the power when motivating their classmates. It was nice to see how they used expressions like: “great job”, “your answer was awesome”, “I like how you think” When time was over, children wanted to continue playing with the structure. All of the children seemed to enjoy playing in teams.

4.1.4.3 Structure #3: People Hunt

The third structure applied was the people hunt activity. This structure took place on Thursday, March 9th, 2017. The entire structure lasted 60 minutes.

For the first part of the activity the students were asked to work individually because they had to answer the first column by providing their own personal information. However, it was a huge mistake to let the students work alone without helping one another for two reasons.

The first reason is that while the majority of the students understood the questions, there were three participants who did not know what they had to do. Those students were Mariela, José and Sebastián who started speaking in Spanish as a way of expressing their frustration for not completing the first part of the activity on time. To solve the problem, I had to ask the children to sit together in order to help them at the same time. Once they were working together, they comprehended how the activity worked and the information that they had to write.

The second reason is that those students, who finished on time, started getting bored while waiting for their three classmates. As a consequence, they also started speaking in Spanish among themselves. Moreover, Jean Carlo and Eric started comparing and contrasting their responses and the rest of the participants were playing hang man in Spanish. It was a mess trying to keep everybody on task.

When it was time to begin the second part, all of the children were excited to find classmates that shared the same information that they had written. For this part, everybody was interacting and communicating in English among themselves and even with the teacher. In addition, there was an opportunity in which Franco did not understand what Mariana was answering, so Mariana began spelling her response. It was awesome to see how the participants got involved in the second part of the structure. They were interacting with one another by using the speaking skill as the main tool.

To conclude, even though the structure did not start well, at the end all of the participants did a good job. They spoke in English when working together and helping one another. It can be said that the main problem was letting the participants working

individually rather than in teams. In my opinion, if all of the children would have worked in small teams since the beginning of the structure, the activity would have lasted less and everybody would have finished on time.

4.1.4.4 Structure #4: Combination between Inside / Outside Circles and Quiz-Quiz Trade.

For the fourth session, two of Kagan's structures were combined. The session lasted 30 minutes and it was applied on Thursday, March 16th, 2017. The topic selected was about indefinite pronouns. Even though it was a grammar topic, I had to teach it based on the institution curriculum.

Students were separated into two circles by using dices. Participants who rolled numbers between 1-3 belonged to the inside circle, and the ones that got numbers between 4-6 were in the outside circle. The students from the inside circle began rotating while listening to a song. Whenever the song stopped, students began quizzing the person who was in front of them. When the student from the inside circles finished quizzing, the student switched roles with the partner from the outside circle so that both had the opportunity to quiz one another.

This structure might be one of the most useful for the development of the speaking skill because it forced students to communicate in the target language when quizzing and praising one another. One more time, everybody was excited to praise and motivate their partners while doing the activity.

The opportunity of applying both structures at the same time gave me the chance to analyze how Kagan's principles about cooperative learning approach were included in the students' learning process. Both of the activities gave each one of the student to peer tutor, to participate equally, to provide individual responses, and to interact with one another. It was very interesting to see how everybody was communicating, asking, answering and praising in the target language without making a huge effort. Besides the first two structures in which the Spanish language played a significant role in some pupils; this session was totally different because all of the children were interested in participating and nobody seemed to be afraid of making mistakes.

The third structure taught me that students get used to work in teams when they practice a lot of teamwork during classes. The management of the speaking skill was not a challenge for them since they helped one another when discussing the questions. Moreover, everybody had an opportunity to express what they were actually thinking about the topic suggested which make them feel comfortable of belonging in a class where their ideas are being listened and taken into account by one of their partners.

4.1.4.5 Structure #5: Find the fiction

Find the fiction was the fifth structure. It was applied on Monday, March 20th, 2017 and it lasted 30 minutes. For this structure, the students were grouped in 4 teams by using puzzles. This strategy of grouping students consisted of cutting images into 4 pieces puzzle. Then, the teacher passed out the puzzle pieces to the students. After

that, students found the other teammates by putting the correct pieces of their puzzles together.

As a result, the 12 participants were grouped as follow:

Table 11: Students Distribution for the Find the Fiction Strategy

Teams' Distribution		
Team 1	Team 2	Team 3
David	Julia	Eric
Franco	Marco	José
Camila	Mariela	Mariana
Susana	Jean Carlo	Sebastián

Source: Araya Fiorella. Workshop applied to the 6A group. CIDEP, 2017

Students sat with the face to face desks arrangement. For this activity, each team worked together to think of three statements that where either true or false. To make the structure more attractive for the children, the participants were provided with two signs: one was a T sign and the other one was an F sign. The T sign meant True and the F sign meant False. The structure was easy to follow since the instructions were given and everybody took turns when showing their signs while guessing the fiction. This aspect is very important to stand out because in any moment I suggested the students to share the signs when showing their answers. It was interesting to see how cooperation took an important role in each one of the teams without forcing students.

Another relevant aspect was that whenever Mariela had difficulties understanding the statements, Marco tried to explain to her by using less complex vocabulary. Moreover, he even made charades to help her understand what the statements were about. On the other side, in team # 3, Sebastián was the one that had troubles understanding the statements and when that happened, he used expressions such as: “Repeat again, please” or “I didn’t hear. Say it again”. It was nice to see Sebastián using English expressions when communicating with the other teams because on the other last activities he used to be frustrated for not being able of following directions.

Finally, the structure was enriching of observing and applying. Even though it was a very simple structure compared with the others, it showed me one more time that when working in teams, students felt more comfortable of using the target language to help, communicate and collaborate with one another.

4.1.4.6 Structure #6: Class Banner

The last structure was the team chant strategy. It was applied on Thursday, March 23rd, 2017. The strategy lasted 60 minutes. For this activity, all of the participants were working together as one team.

To begin the activity, students had to move their desks and chairs in order to make a big circle inside the class. In the middle of the circle there was an empty black cardboard and different color papers. Participants were asked to think of a creative way to represent themselves as a team by using the materials provided. One by one each student began raising hands and started proposing ideas for their task. Mariela,

who is the secretary of the class, decided to write the ideas on the board. Franco and Jean Carlo helped Mariela whenever she did not know how to write her classmates ideas. There were plenty of ideas but none of the participants seemed to know how to put all of the suggestions together into one. After a while, Camila came up with the idea of having a class banner with everyone's hands. All of the participants liked her idea, even José told her: "very good Camila!"

All of the children took a different piece of paper and began making their hands. When everybody was done, Erick said that it would be nice if everyone writes motivational phrases or quotes in each one of the hands. Again, all of the students agreed and this time Camila said: "that's a good idea!" After making the decision of writing phrases, Jean Carlo came to me and gave me a piece of paper, he told me: "Do you want to participate with us?" It was very exciting to see his face when he asked that. He was including me in their task even though I did not ask for it. It was like if he saw me as one of them.

When all of the hands were ready, everyone lined up to place them. Julia, Mariela and Susana made some stars and placed them too in the cardboard. Everything seemed to be ready but David said, "Le falta algo" (something is missing). Immediately, Erick answered and said: "Speak in English. Say, something is missing". David laughed and said: "something is missing".

After thinking a few minutes and looking at the banner, Mariana proposed the idea of having a title named Hall of Fame. One more time, everybody agreed. Therefore, Mariana and Camila wrote the title in small rectangles and pasted them on the banner.

When the craft was ready, students decided to place it outside the room. It was a nice activity and everybody was happy with their banner. For a small moment I think that they really thought they were in a hall of fame and that everybody was important in the room.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions and Recommendations

Undoubtedly, CL, best known as cooperative learning approach or the methodology of learning by working in teams, has made an impact on this research. I can say that the process of improving the oral communication of English as a foreign language through the cooperative learning approach has been one of the most significant experiences I have ever had.

Chapter V evidences the conclusions obtained through the research process. This chapter also provides some recommendations to EFL teachers that could be implemented to improve the development of the speaking skill by applying the cooperative learning approach in the class.

5.1.2 Conclusions

5.1.2.1 The Improvement of the oral communication of English as a Foreign Language (EFL) in a creative classroom based on the Cooperative Learning Approach:

- The teachers agree that the oral communication of English must be improved because it is the most important skill used to communicate. Through speaking, students can learn lots of vocabulary and be more competitive in the market. Moreover, they can learn different aspects from a new culture as well as the facility to obtain more opportunities to study in a foreign country. Speakers of English as a foreign language have access to many fields that allow them to have a brighter future.

- The teachers are conscious that this improvement can be done by keeping students motivated with activities, conversations, games, debates, among other strategies that involve both, the speaking skill and the cooperative learning approach.

5.1.2.2 Identification of the learning factors that affect the development of the English language oral communication:

- The main factors that affect students when speaking in English are culture, time pressure and affective filter. Moreover, teachers agree that it is unusual for students to speak in a language that they are not used to; which also makes them feel uncomfortable when communicating in English.
- Even though the majority of students agree that they feel comfortable speaking in English, there is still a percentage of students who do not. Among other comments, students think that English is awesome if people know how to speak well and understand the language.
- It can be concluded that for some students it is necessary to comprehend the language in order to communicate it. It is not the fact that they do not like the language, the problem occurs because they do not feel confident enough in order to use it.

5.1.2.3 Examination of the educational effects of the cooperative learning method on the oral communication of the English Language:

- Students can relay, share ideas, and help each other by applying the cooperative learning approach. It helps them to build new concepts in order to verbally express themselves in the target language.

- The teachers are aware that the Cooperative Learning Method allows students to feel more comfortable when participating in teams, which makes their learning process easier.

5.1.2.4 Application of innovative strategies of a creative classroom based on the cooperative learning approach:

- The workshops applied demonstrated that students enjoyed speaking in English while working in teams. Even though the first two workshops were hard to apply, it was not an impediment to continue increasing the use of the target language in the class. Over time, students were getting used to communicate in English although there was not always an accurate use of the grammar tenses. Furthermore, they learned to collaborate, praise, cheer, and help one another when it was required.
- Students were benefited with activities that allowed them to minimize their mother tongue and maximize their knowledge with the constant use of English as a foreign language. Also, students agree that all of them like speaking activities that involved the use of English. Among the comments suggested by the students, they would like to play more and continue having funny classes.
- The research concluded that the educational factors were minimized when applying Kagan's cooperative learning structures. It is also essential that student keep having attractive classes that make them feel part of a team. The more students feel comfortable, the more they will speak in the target language.

5.1.2.5 The recommendation of a creative classroom based on the cooperative learning approach

- The research concludes that it is necessary to have a creative classroom that implements the essential elements of the cooperative learning approach to improve the students' speaking skill. It is fundamental that students get always involved when having a creative classroom, because much of the success of the class depends on how comfortable students feel when they are exposed to use the target language.

5.2 Recommendations

The following recommendations have been designed with the intention to provide a solution to the central problem formulation of the research. It also gives suggestions to improve the results found during the analysis of the research.

5.2.1 Teachers' Recommendations

- To develop creative classes involving the main characteristics of the cooperative learning approach. This means that the English lessons require flexible and dynamic spaces in order to guide children to develop skills that help them in their learning process. The creativity of a class should also involve the key dimensions: content, curricula, assessment, learning practices, teaching practices, organization, leadership and values, connectedness and infrastructure; which are very important for the students to succeed.
- To integrate the cooperative learning strategies that match the students' needs when using the speaking skill. Not all Kagan's structures are oriented for

improving the oral communication, for that reason it is extremely important that teachers adapt the structures to the reality.

- To create a program that allows students to identify and demonstrate the educational factors that affect them when speaking in English as their foreign language. It is essential that students feel part of their learning process in order to find quick solutions to improve their deficiencies.
- To challenge students to use orally the target language in a way that does not frustrate them. Having games and ludic activities involve students to be active and constantly participate without feeling the pressure of making mistakes.
- To incorporate the cooperative learning approach as much as possible. It has been demonstrated that students who work in teams tend to learn from one another and to help each other when necessary. Students need to feel that their classmates truly appreciate what he or she has done for his or her team.

5.2.2 Institution's Recommendations

- To train EFL teachers with innovative programs about the implementation of cooperative learning approach and Kagan's structures in order to improve the deficiencies of the educational system regarding the speaking skill of English as a foreign language.
- To introduce at least one meeting per month in which EFL teachers share ideas, experiences and provide suggestions of strategies that help students to improve the oral communication of English.
- To design an entry and exit profile of students that demonstrates their English languages strengths and weaknesses. As well as the English level that each

one of the students has regarding the speaking skill. For future teachers of those students, it is significant to know the level and the vocabulary that each student manages in order to design the best program that covers the year.

- To organize activities that involve students to have a close relationship with the English Language in relation to the speaking skill. By having English festivals that include the cooperative learning approach increases the possibility that students start losing their fear to learn English as a foreign language.

As a summary, it does seem difficult to overstate the importance of using speaking skill in the EFL classroom. The lack of speaking development is not a problem of a particular school, it is problem that occurs around the country in many institutions. In this research, there was evidence that learners can excel as better speakers of a foreign language if the teacher stimulates them to speak and practice the language.

Moreover, the research shows that teachers must be curious people; since constant research is part of their job. The main reason relies on the fact that students, teaching methods, troublesome factors that affect the development of speaking, and children's interests change over time. Thus, teachers must innovate and research about new teaching strategies that make the learning process more interesting for children.

Furthermore, during the research it was noticed that teachers should challenge students to understand the target language with the minimum usage of the mother

tongue. Some students react in a positive manner when the researcher insisted in speaking in English; for example, some students were attentive trying to understand what the researchers said in the target language. This action shows that sixth graders are able to understand English, and eventually orally produce the language with the adequate teaching guidance.

As a final result, it is essential for the institution, teachers, and students to work as a team in order to improve all the aspects already mentioned. It has been demonstrated that the cooperative learning approach works better in the classroom when teachers and students have access to all the key elements required. It is a necessity for the students to start taking advantage of teamwork to start improving the oral communication of English as a foreign language.

CHAPTER VI BIBLIOGRAPHY

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6.4 Abbreviations

CIDEP	Centro Integral de Educación Privada
CL	Cooperative Learning
CLL	Cooperative Language Learning
EFL	English as a Foreign Language
MEP	Ministerio de Educación Pública

ANNEXES

Heredia, 10 de febrero de 2017

Señora Directora:
María Luisa Yen Peña
Centro Integral de Educación Privada (CIDEP)

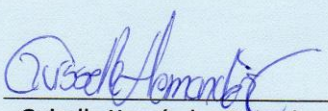
Estimada señora:

Me permito saludarle y a la vez desearle éxitos en el desarrollo de sus funciones profesionales. La Universidad Hispanoamericana, con la finalidad de preparar a nuestros estudiantes de la manera adecuada, tanto de forma teórica como práctica; solicitamos su colaboración para que se le permita a nuestra estudiante **Fiorella Araya Rodríguez** con cédula **1-1482-0452**, poder realizar el proyecto de tesis, para el curso **Seminario Proyecto de Tesis**, a cargo de la docente Karla Ávalos Charpeniter de la carrera de Enseñanza del Inglés para I y II ciclos de la Educación General Básica.

La estudiante se compromete a cumplir con las indicaciones reglamentarias que les obliga como estudiantes universitarios y otras que se le dé a conocer y sean propias de la institución que visitan.

Atentamente,

dk
ST/MLA
21 feb. 2017



Guiselle Hernández Camacho
Encargada de Departamento de Registro.
Sede Heredia
Universidad Hispanoamericana

RESEÑA HISTORICA

El colegio Santa Margarita se fundó en 1995, creado mediante el Decreto No. 25900-97 MEP.

En 1997 se trasladó a la primera etapa de sus nuevas instalaciones en la Ribera de Belén, siguiendo la ampliación con más aulas y el edificio de la recepción.

Nuestro primer grupo de bachilleres fue la Generación de 1998, integrado por los siguientes alumnos, a quienes recordaremos siempre con mucho cariño:

Mauricio Alfaro
Roberto Alpízar
Cristina Berzosa
Maricruz Bogantes
Tamara Bobrow
Andrés Carvajal
Rodrigo Andrés Castillo
Mariella Céspedes
Esteban Chacón
Mariana Colegial
María Gabriela Cordero
Daniel Chávez
Shirley Chávez
Sofía Chinchilla
Eugenio Desanti
Giovanna Fernández
María Ester González
Andrea González
Allan Guerrero
Joanna Leal
Ana Yansi León

Alejandro Lizano
Beatriz Moreno
Leidy Rodríguez
Marycarmen Rojas
Esteban Rojas
Isthar Saborío
Alejandro Vargas
Karen Velásquez

A partir de ese año se han graduado diecinueve generaciones más de jóvenes, quienes han dejado demostrado que el querer es poder. Con cada generación nos hemos renovado como profesionales y elevado ante el Altísimo nuestra oración para que el éxito esté siempre al alcance de ellos.

Al ir creciendo el colegio y ante una sociedad cambiante, se identificaron necesidades más amplias de los padres y de nuestra población estudiantil, quienes debían enfrentarse a retos más ambiciosos. De ahí que en el año 2005 se iniciara un cambio curricular con un reforzamiento en el área de las ciencias, al incluir Química, Física y Biología al currículo desde el nivel de 7mo, aunado a un programa más integral en el estudio de las Matemáticas y refrescamiento en el uso de las técnicas para la enseñanza del idioma Inglés.

En el año 2012 se ampliaron nuestros servicios educativos, con la apertura de preescolar y primaria, en los niveles de: prekinder, preparatoria, primer grado, segundo, tercero, cuarto, quinto y sexto.

El nombre adjudicado a nuestro nuevo centro de estudios fue Centro Integral de Educación Primaria (CIDEPE), aprobado por las instancias correspondientes. Ya cinco generaciones de preescolar y de primaria se han graduado bajo este nombre.

Gracias a la confianza que muchas familias han depositado en nosotros, pudimos iniciar labores en preescolar y primaria, con un grupo de niños y niñas quienes inundaron de alegría y frescura las aulas y pasillos, para iniciar así la historia de este bello centro, confortable y moderno que se ubica a la par del colegio.



INSTRUCTIVO PARA DOCENTES

CURSO LECTIVO 2017

VISION

Ser una empresa que garantice a los estudiantes la preparación integral que les posibilite enfrentarse a las exigencias de una sociedad competitiva y en constante evolución.

MISION

Ofrecer a nuestros estudiantes una enseñanza con el inglés como segundo idioma, atendiendo su diversidad y desarrollándolos integralmente para el mañana, en estrecha vinculación con sus familias, creándoles un compromiso con la sociedad y el ambiente, mediante un modelo educativo humanista y transformador, para lo cual contamos con el personal docente y administrativo capacitado.

UNIVERSIDAD HISPANOAMERICANA
FIORELLA ARAYA RODRÍGUEZ
HEREDIA
8 de febrero, 2017



Estimados padres de familia:

Reciban mis palabras de calurosa bienvenida y la mejor disposición para colaborar en la formación de sus hijos. Mi nombre es Fiorella Araya Rodríguez y soy la docente de Language Arts del grupo de 6A de la escuela CIDEP, ubicada en la Rivera de Belén. Mediante esta carta solicito la autorización de su parte para que su hijo (a) sea partícipe en el estudio de caso de tesis de la cual soy responsable. El propósito de la tesis es el de mejorar el desarrollo de la expresión oral del idioma inglés a través de estrategias enfocadas en el método del aprendizaje cooperativo. Los resultados obtenidos proveerán grandes aportes en el campo de estudio de la enseñanza del idioma inglés como lengua extranjera. Los estudiantes que sean autorizados por los padres de familia, serán fotografiados y grabados en video como prueba de su aporte a la investigación. El estudio será aplicado durante las lecciones de Language Arts a partir del 13 de Febrero hasta el 14 de Abril. Los estudiantes que no sean autorizados por los padres de familia igualmente participarán en las actividades a realizar durante las lecciones correspondientes con la única excepción de que no serán fotografiados ni grabados en vídeo, eliminando de esta manera su aporte en la investigación.

Favor marcar con una (X) la autorización correspondiente.

Yo _____ Madre / Padre de: _____

Autorizo que mi hijo (a) sea fotografiado y grabado en video como prueba en la participación de la investigación realizada por parte de la docente Fiorella Araya Rodríguez.

(SI) (NO) Firma: _____

De existir algún comentario o duda, favor hacérmela llegar y con mucho gusto les atenderé tan pronto sea posible. Agradezco nuevamente a ustedes la oportunidad que me brindan, la confianza y sobre todo el deseo de esforzarnos en responder con valor a esta gran y a la vez delicada labor docente.

Teacher Fiorella



Universidad Hispanoamericana

Interview about the Development of the Oral Skill through the Cooperative Learning Approach

Place: CIDEP SCHOOL
Population: English Department Teachers



Dear teacher,

In the following interview there are seven questions about the development of the speaking skill through the cooperative learning approach. There are no right or wrong answers since the objective of this instrument is to collect data for research purposes. The information provided is very important; for that reason, it is necessary to be honest when answering.

1. Why is it necessary for you as an English Teacher to develop the speaking skill in EFL students? Explain.

2. In your opinion, which are the most common factors that affect students when speaking in English? Explain.

3. Mention at least four strategies you think are useful for the improvement of the speaking skill.

4. What do you know about the cooperative learning approach? Explain.

5. How much do you think cooperative learning could improve the speaking skill? Explain.

6. Which kind of interactive strategies can be used that motivate all of your students to work together and to speak in English at the same time? Explain

7. Which are some of the seating arrangements you have had in your classroom in order to promote communication, interaction and team work among your students? Explain

Thank you!!!



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Self-Assessment Questionnaire to the Students

Place: CIDEP SCHOOL
Population: 6A students

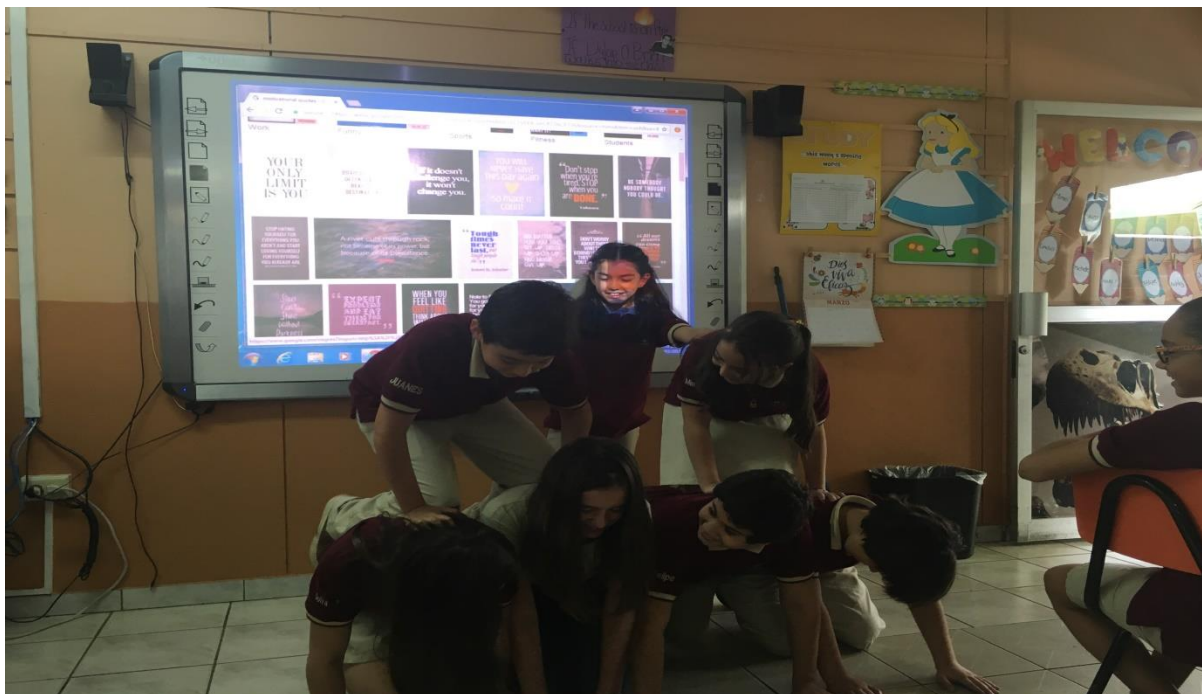
Dear student,

In the following questionnaire, there are 10 questions about speaking proficiency. Read the questions and for each one choose **yes** or **no** depending on you. There are no right or wrong answers since the objective of this instrument is to collect data for research purposes.

Self-Assessment of Speaking Proficiency	Yes	No
1. Do I like to speak in English?		
2. Do I speak in English during the English class?		
3. Do I feel comfortable speaking in English?		
4. Do I like speaking activities in English?		
5. Do I communicate in English with my teacher and classmates during class?		
6. Can I express ideas and feelings in English?		
7. Can I ask and answer open ended questions in English by using different tenses of time: past, present and future?		
8. Can I ask and answer yes/no questions in English by using different tenses of time: past, present and future?		
9. Can I describe and talk about basic topics (personal information, pictures, readings, food, music, occupations, and technology) in English?		
10. Can I have long conversations in English with my teacher and classmates?		
Comments:		

Participatory Workshops

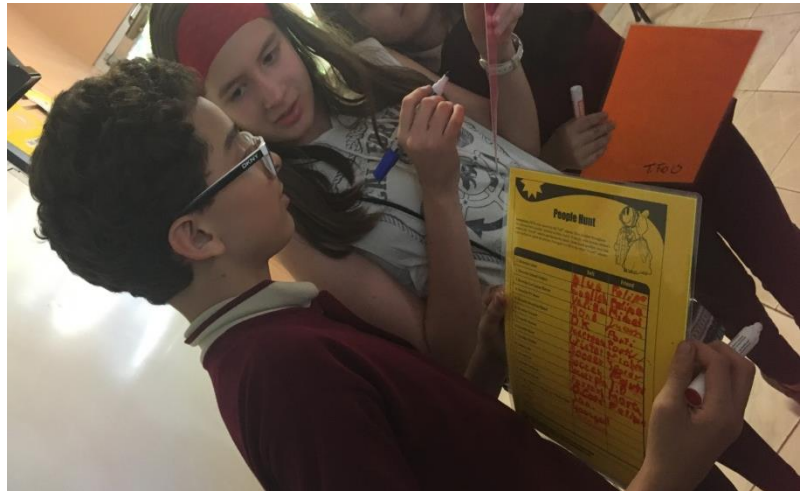
1. Team Chant



2. Fan and Pick



3. People Hunt



4. Inside / Outside Circles and Quiz-Quiz Trade.



5. Find the Fiction



6. Class Banner



Heredia, 20 de Junio 2017

Señores:

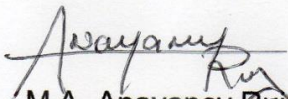
Universidad Hispanoamericana

Estimados Señores:

Por medio de la presente y en calidad de filóloga, hago constar que la estudiante Fiorella Araya Rodríguez con cédula de identidad 1-1482-0452 me ha presentado su trabajo escrito de graduación para ser revisado con el fin de constatar que el mismo cumple con los requisitos de un trabajo de graduación de la Universidad Hispanoamericana.

Después de haber hecho lectura del trabajo de la señorita Rodríguez titulado: **"IMPROVEMENT OF THE ORAL COMMUNICATION SKILL OF ENGLISH AS A FOREIGN LANGUAGE THROUGH A CREATIVE CLASSROOM BASED ON THE COOPERATIVE LEARNING APPROACH: RESEARCH DESIGNED FOR THE 6TH GRADERS OF CIDEP SCHOOL, DURING SEPTEMBER 2016 AND APRIL 2017"**, doy fe que éste cuenta con todos los requisitos de un trabajo de graduación y por lo tanto, doy el aval para que sea presentado en el momento que la Universidad lo solicite.

Agradeciendo su atención a la presente, se despide de ustedes muy respetuosamente,



M.A. Anayancy Ruiz Chaves

Cédula: 1-859-202

Carnet Colypro: 18231

CARTA DEL TUTOR

San José, 24 de Abril del 2017

Destinatario
Carrera
Universidad Hispanoamericana

Estimado señor:

La estudiante **Fiorella Araya Rodríguez**, cédula de identidad número **1-1482-0452**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **"Improvement of the oral expression of English as a second language through a creative classroom based on the cooperative learning approach: investigation designed for the 6th graders of CIDEP school, during September 2016 and April 2017"** el cual ha elaborado para optar por el grado académico de **Licenciatura en Enseñanza del Inglés en I y II Ciclos**.

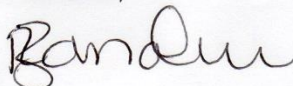
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20%
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	30%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	19%
	TOTAL		99%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Dra. Rebecca Zanolini
PPT # 445624857

Heredia, 8 de Junio del 2017

Señores

Registro

Universidad Hispanoamericana

Estimados señores:

El estudiante Fiorella Araya Rodríguez, cédula de identidad 1-1482-0452 me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado: *Improvement of the Oral Expression of English as a Foreign Language through a Creative Classroom base don the Cooperative Learning Approach: Research designed for the 6th Graders of CIDEP School during September 2016 and April 2017* el cual ha elaborado para optar por el grado de Licenciatura.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente, lo relativo a la coherencia entre el marco teórico y el análisis de datos; la consistencia de los datos recopilados y la coherencia entre estos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública posterior a la revisión del Filólogo establecida.

Atentamente,



M.Ed. Maynor Segura Calvo

Cédula: 108630722

DECLARACIÓN JURADA

Yo Fiorella Araya Rodríguez, mayor de edad, portador de la cédula de identidad número 1-1482-0452 egresado de la carrera de Enseñanza del Inglés en I y II Ciclos de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura, juro solemnemente que mi trabajo de investigación titulado: Improvement of the oral expression of English as a Second language through a creative classroom based on the cooperative learning approach: Investigation designed for the 6th graders of CIDEP school, during September 2016 and April 2017, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de San José, a los 24 días del mes de Abril del año dos mil diecisiete.

Fiorella Araya R.

Firma del estudiante

Cédula 1-1482-0452