Cooperative Learning Using Canva to Boost Speaking Activities In Primary School

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Introduction

- English is the world's international language and is recognized as one of the languages taught in many schools in certain countries, including Thailand

- Students have to master four skills, one of them is speaking

- Thai students are called EFL (English as a Foreign Language) learners, so when they master English, they might have difficulty in their speaking ability (Buritica, 2022).

- Some factors why students have difficulties:

fear of being false, a lack of self-confidence, a fear of the stage, nervousness, and inappropriate teaching methods (Nurfitria, 2021; Nugrahaeni, 2022).

Introduction

- In English learning, this is caused by the learning method, the lecturing style, where students are perceived as passive recipients in the learning process so they don't have the opportunity to speak English (Namaziandost et al., 2019; Sofian Hadi et al., 2020).

- From this problem can be solved by using active learning in class, called cooperative learning, because it has been verified to be suitable for learners of all levels (Chia-ling & Ya-fung, 2017).

- Another influential aspect is the support of technology since technology can be used as a solution to various problems in learning, in this research, using Canva (Indriani & Wirza, 2020).

Research Gap

➢ Previous Research

(Kenjayev Azizbek, 2021)

stated the concept of cooperative learning as an innovative and effective to be applied in language teaching. As a result, he concluded that cooperative learning aims to integrate not only academic but also social learning experiences in the classroom.

➢ This Research

Proved that cooperative learning is an effective way to boost speaking activities with the support of technology which is Canva and suitable for students in primary school.

Research Questions

Research Questions:

How can cooperative learning with the use of Canva boost speaking activity in primary school?

Research Objectives:

To know that cooperative learning with the use of Canva boosts speaking activity in primary school.

Research Method

- **Research Design :** Using qualitative study utilizing an ethnographic case study approach

- **Research Setting :** This research was conducted at Bannonkokkha School, Loei Province, Thailand

- **Population and Sampling:** Purposive Sampling. The participants were English teacher and students in grade six aged 11-12 years old with Thai nationality and non-native English speakers

- **Data collection:** Observation, field notes, non-formal interviews, and open-ended questionnaires.

- **Data Analysis:** Data reduction, data display, and data verification by Miles and Huberman

- **Instruments:** Field notes and open-ended questionnaires

Research Findings

A. Classroom Management Process

No.	Aspects	Findings
1.	Teacher's role	The teacher prepared three things, namely pre-teaching, during teaching, and after teaching.
2.	Learning Approach	The teacher chose the best learning for students namely cooperative learning focused on student-centered and engaged positive collaboration between teacher with students and students with students.
3.	Supporting Media	The teacher chose the most suitable media for learning based on students' needs which was Canva.

Research Findings

During teaching

Lesson Plan	Aspects	Implementation	Students' Activity
Cooperative Learning Lesson Plan	1. Warm-up and lead-in 2. Presentation 3. Practice 4. Production 5. Wrap-up	1. Singing songs 2. Deliver materials using Canva or Flashcards 3. Students' practice: a. By themselves b. Peers practice 4. Present in front of the class, a worksheet 5. Conclude the whole lesson and reflection	- Following the teacher's instruction - Attending the class actively - Together with the teacher conclude the material - Stated the reflection orally

Research Findings

Activities

1. Vocabulary Building
2. Short Conversations about Hobbies
3. Describing Pictures of Names of Places and Things in School
4. Mentioning Family Members and Their Characteristics
5. Short Conversation and Telling Time
6. Real Practice Conversation (All Materials)

After teaching:

Reflection

Research Discussions

Teacher's Perception

1. Canva was an easy and interesting application to use
2. Canva can be a material for doing some activities
3. Canva can measure students' ability

Students' Perception

1. Positive Interdependence
2. Individual and Group Accountability
3. Face-to-face promotive interaction
4. Interpersonal and small group skills
5. Group Processing

Conclusions

- Cooperative learning using Canva boosts English-speaking Activities in Primary School

- The attitude towards cooperative learning in students not only increases academic skills but also social skills

- Teacher and students perceived Canva as a good and suitable technology for English learning in Primary school

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Implications

The results offer convincing proof to support the idea of using Canva to boost speaking activities, particularly in primary school settings where students might engage in appropriate and significant conversations.

The study's findings are intended to serve as a guide for basic education levels applying technology-enhanced cooperative learning to increase English-speaking activities.

Suggestions

For future research, researchers may need to ensure that teachers are capable of implementing cooperative learning effectively and engaging students in the lesson. Additionally, the suitability of the media used for teaching should be carefully assessed to align with the evolving curriculum requirements.

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