



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“EFFECTS OF COLLABORATIVE LEARNING ON STUDENTS’
MOTIVATION AND ENGAGEMENT”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

Authors:

Borbor Echeverria Jorge Arturo

Mero Alay Bryan Steven

Advisor: Vera Cruzatti Rossana Narcisa, MSc

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ADVISOR'S APPROVAL

In my role as Advisor of the search paper under the title “**EFFECTS OF COLLABORATIVE LEARNING ON STUDENTS' MOTIVATION AND ENGAGEMENT**” prepared by Borbor Echeverria Jorge Arturo and Mero Alay Bryan Steven, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Península of Santa Elena University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of academic tribunal.

Sincerely,



Vera Cruzatti Rossana Narcisa, MSc

Advisor

Statement of the Authorship

We, JORGE ARTURO BORBOR ECHEVERRIA with ID 2450181900, & BRYAN STEVEN MERO ALAY, with ID number 0928270263, undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "EFFECTS OF COLLABORATIVE LEARNING ON STUDENTS' MOTIVATION AND ENGAGEMENT", certify that this study work is our authorship, except for the quotes, statements, and reflections used in this research paper.



BORBOR ECHEVERRIA JORGE ARTURO

AUTHOR




MERO ALAY BRYAN STEVEN

AUTHOR

Declaration

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BORBOR ECHEVERRIA JORGE ARTURO

CI: 2450181900

AUTHOR



MERO ALAY BRYAN STEVEN

CI: 0928270263

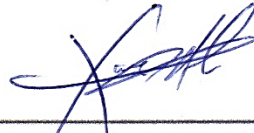
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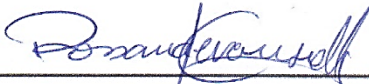
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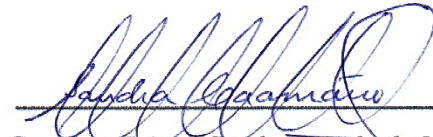
Almeida Briones Xavier Almeida, MSc.

SPECIALIST PROFESSOR



Vera Cruzatti Rossana Narcisa MSc.

ADVISOR



Caamaño López Sandra Elizabeth, MSc.

UIC. PROFESSOR

Acknowledgment I

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-Jorge Arturo Borbor Echeverria

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- Bryan Steven Mero Alay

Dedication I

I want to dedicate this to my dear mother Letty Echeverria Quimi for sometimes having to stop eating in order to send me to school. To my dear father Jorge Borbor Floreano for putting up with the cold and other adversities.

-With love, Borbor Echeverria Jorge Arturo

Dedication II

I want to dedicate this work to my family and my uncle Henry, they pushing me every day to do my best to my mentors and professors, who have guided me with wisdom and patience, to my best friends; Jorge, Gerardo, Alexander, Johan and Carlos whose made this experience memorable. Lastly, to all those who believed in me, even when I doubted myself

-With love, Mero Alay Bryan Steven

Abstract

Learning to work in pairs using the Collaborative Work method could be a fun technique. At the same time, the effects of group learning in promoting student motivation and engagement were a topic that did not receive much coverage. The present investigation used the qualitative research method and also aimed to learn about teachers' experiences and perspectives in teaching English in a real context. In addition, it sought to know the different ways or techniques to integrate 7th grade students through an enriching learning environment where everyone contributes ideas for the development and fulfillment of educational activities. The findings of this research provided valuable information to anyone interested in the method of collaborative work through the use of communication skills in 7th grade students.

Key Words: Techniques, Vocabulary, Teacher's perceptions, Communication skills.

Resumen

Aprender a trabajar en parejas utilizando el método de Trabajo Colaborativo pudo ser una técnica divertida. Al mismo tiempo, los efectos del aprendizaje en grupo para promover la motivación y el compromiso de los estudiantes fue un tema que no recibió mucha cobertura. La presente investigación utilizó el método de investigación cualitativo además tuvo como objetivo conocer las experiencias y perspectivas de los docentes a la hora de enseñar inglés en un contexto real. Además, buscó conocer las diferentes formas o técnicas para integrar a los estudiantes de 7mo grado, a través de un ambiente enriquecedor de aprendizaje donde todos aportaran ideas para el desarrollo y cumplimiento de las actividades educativas. Los hallazgos de esta investigación brindaron información valiosa a cualquier persona interesada en el método de trabajo colaborativo mediante el uso de habilidades comunicativas en estudiantes de 7mo grado.

Palabras claves: Técnicas, Vocabulario, Percepciones de los profesores, Habilidades comunicativas.

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Introduction

English is poised to become the lingua franca of the world. Currently, it is the language most prevalently utilized in the press, literature, and scientific publications. (Zaikovskaia, 2022). Additionally, English dominates international business, diplomacy, and the internet, making it a crucial tool for global communication and collaboration. Its widespread use in education and entertainment further cements its role as a global language.

The English language facilitates interaction between people of different mother languages because it facilitates the exchange of ideas and concepts in a way that both people can understand each other using a common language.

Cooperation among students in collaborative situations promotes the development of language and communication abilities. Collaborative learning emphasizes student communication, which improves academic content comprehension as well as emotional and social skills. In the case of English learning, establishing this teaching style allows students to practice the language in real-world situations while also promoting fluency and vocabulary acquisition.

In addition, participating in group activities where English is used as a means of communication helps to increase students' confidence and reduce their risk of learning a second language. As a result, they feel more motivated when they see that their efforts contribute to the success of the group or when they receive help from their peers.

In Chapter I, the two authors present the research topic; the problem statement, formulation of the problems, objectives, and provides justification, explaining the relevance of problem for the case study.

In Chapter II, the research outlines the theoretical framework by using the quotes to define the concepts and aim vocabulary used to explain the problem.

The author outlines in Chapter III the method, techniques, instruments for data collection, and details the population and sample for the research. In this project, the researcher used a questionnaire to support the content of the study with the collaboration of teachers, psychologists, and educational psychologists.

In Chapter IV of the project, the researchers analyze the findings, explaining the interpretation of data from the interview and questionnaire. At the same time, the interpretation of the bibliography was reviewed in the case of the study and the research process in data collecting.

Finally, the researcher, in Chapter V, exposes the reflections of the study using the data collected and reflections of the bibliographic used in the quotes to detail the support of the research.

The project contains all the information needed to understand the problem statement, supporting it with quotes and methods and contrasting the information with the data collected.

Chapter I

The Problem

1.1 Research Topic

Strategies for language acquisition.

1.2 Research Title

Effects of collaborative learning on students' motivation and engagement.

1.3 Problem Statement

In educational contexts, students' motivation and engagement are crucial factors influencing their academic performance and overall learning experience. However, balancing academic tasks with social needs can pose challenges for students, potentially affecting their motivation. Collaborative learning, where students work together in groups to achieve common learning goals, has been identified as a strategy that can positively impact on students' motivation and engagement. By exploring the relationship between collaborative learning and student motivation, educators aim to address the issue of maintaining important levels of motivation and engagement while fostering a supportive and interactive learning environment. Understanding how collaborative learning influences student motivation and engagement is essential for educators to design effective instructional strategies that enhance students' learning experiences and academic outcomes.

In the United States educational system, teachers play a crucial role in fostering student motivation and engagement. They use a variety of pedagogical strategies to maintain student interest in learning and promote their active participation in the classroom. One of these strategies is collaborative work within the course.

Teachers in the United States incorporate collaborative work within the course to increase student motivation and engagement. By working together on meaningful and challenging tasks, students feel more engaged in their learning and develop a sense of responsibility to their teammates.

In addition, collaborative work allows students to learn from different perspectives and skills, which enriches their educational experience. By interacting with their peers, students can share ideas, solve problems together, and develop critical thinking and problem-solving skills.

In general, English proficiency in Ecuador is considered lower compared to other Spanish-speaking countries in Latin America.

“The importance of linguistic research in understanding language structures is valuable in the context of English language education in Latin America”. (Sigerso, 2020). It underlines the importance of understanding the components of language for effective teaching and learning.

The educational system in Ecuador places significant emphasis on the learning acquisition of English, recognized as a foreign language. This focus is driven by the increasing globalization and the necessity for proficiency in English to enhance academic and professional opportunities for students. Additionally, English is integrated into the curriculum from an early age, reflecting its importance in contemporary education.

The educational system covers levels from kindergarten through high school and is integrated with higher education and intercultural bilingual education. The teaching of English is considered important in Ecuador because it increases the ability of students to dream of studying in exchange programs or to aspire to better jobs since some professions require the language.

1.4 Formulation of the problem:

1.4.1 General Question:

How does collaborative learning impact student motivation and engagement in educational settings?

1.4.2 Specific questions:

- How do resource constraints, time limitations, or institutional policies impact the ability to incorporate collaborative learning approaches in the classroom?
- How does student interaction with peers' influence students in collaborative environments?
- What is the impact of collaborative learning on the students' homework completion?

1.5 Objectives

1.5.1 General Objective

To identify the methods in which teachers promote collaborative work in students and its impact on motivation by providing specific recommendations to improve integration skills.

1.5.2 Specific Objectives

- To collect the experiences and perceptions of teachers on how teamwork works for them with students.
- To identify barriers to the integration of collaborative learning in the classroom.
- To explain how collaborative learning works, on students' motivation.

1.6 Justification

This research focuses on Collaborative learning, which is a pedagogical strategy that is still used today by many teachers in the teaching-learning process for this reason, this methodology is effective in promoting motivation and teamwork among students. The main objective of this research is to justify the positive effects supported by research of psychologists, and teachers who are familiar with the topic of motivation.

This proposal is defined as a pedagogical approach in which students work in small groups to achieve the objectives planned by teachers. Through active participation, and exchange of ideas. The relationship of this approach to motivation is that it promotes a few psychological benefits that have a direct positive impact on students' motivation and engagement.

One of the main benefits is its ability to promote teamwork, improve social relationships among students by creating a participatory environment within the classroom.

The reason for students to work in teams is to experience the feeling of collaborative work which enhances intrinsic motivation for learning. The feeling of being part of a group and

the shared responsibility foster greater commitment to academic tasks (David W & Roger T, 2009).

Another relevant aspect of collaborative learning is its ability to foster the development of student socioemotional skills. According to Vygotsky (1978) "Learning is a social process that is constructed through interaction with others". (Vygotsky, 1978)

Thus, by collaborating with their peers, students not only learn, but also develop different skills such as teamwork, problem solving, empathy, etc. These skills are necessary for academic success. These skills are necessary for academic success and not only serve them in student life but can also be applied in professional life. The acquisition of these skills results in increased student motivation and willingness to learn.

In conclusion, collaborative learning promotes student motivation and commitment to learning through the creation of a collaborative learning environment.

Chapter II

Theoretical Framework

2.1 Background

This research project has a qualitative focus on the English teachers from the Unidad Educativa Jose Pedro Varela whose objective is to interpret the techniques used by the educators to promote the communicative skills of the students. Collaborative learning is a teaching methodology that has been applied for several years in classrooms, promoting active participation, exchange of ideas, and the development of social or cognitive skills.

Before the initiation of this study, a literature search was conducted on the topic "Effects of collaborative learning on students' motivation and engagement". So, it is essential to examine how this practice influences the educational process in two aspects: students' motivation and engagement to work in teams.

Importance of motivation theories

"Motivation theories play a crucial role in the educational field to understand the complex cognitive processes that influence students' behavior." (Idris et al., 2023). These theories provide insights into the various factors that drive student engagement, learning outcomes, and overall academic performance. By applying these theories, educators can develop strategies to enhance student motivation and foster a more effective learning environment. As well as processes that can hinder motivation and engagement which affect academic performance.

Highlight the importance of student attitudes toward learning in higher education. Understanding how theories of motivation can be employed to shape student attitudes, particularly in the context of online learning, presents a significant opportunity for future research. (Ferrer et al., 2020). By investigating these motivational theories, educators can devise strategies to enhance student engagement, persistence, and academic success in virtual learning environments. Additionally, this research can contribute to the development of more effective online educational practices and policies.

The collaborative work approach can be adapted by teachers to meet the needs of students and promote a participatory and stimulating school environment. By tailoring collaborative activities to different learning styles, teachers can ensure that all students are engaged and benefit from the collective effort. Additionally, incorporating technology into collaborative projects can enhance communication and provide students with valuable digital skills.

Emphasized the significance of feedback in promoting learning-oriented assessment. Their work underscores the pivotal role of constructive feedback in enhancing students' motivation and engagement with the learning process. Educators should leverage feedback mechanisms to provide meaningful guidance and support to students, thereby fostering a positive motivational environment. (Canabal & Margalef , 2017)

In other words, learning-oriented assessment focuses on the assessment process as a tool for improving the way students learn rather than simply measuring their knowledge. This approach encourages ongoing feedback, allowing students to understand their strengths and areas

for improvement. By involving students in self-assessment and peer-assessment activities, teachers can foster a deeper understanding of the material and promote a growth mindset.

Understanding the various factors that drive student engagement is crucial for effective teaching. By recognizing that motivation is important as a dynamic and multifaceted process, teachers can help reinforce and build intrinsic motivation by promoting intellectual development and personal achievement. This can be achieved through personalized learning experiences that align with students' interests and goals, offering opportunities for student choice and autonomy, and providing meaningful and constructive feedback.

“When intrinsically motivated, people engage in an activity because they find it interesting and inherently satisfying. They are motivated to do an activity for its own sake rather than for some separable consequence" (Deci & Ryan, 2000, p. 227)

Definition of motivation

Motivation is a concept that has been exhaustively studied in various disciplines, including psychology, sociology, and neuroscience. It refers to the set of internal and external processes of an individual resulting in an adequate behavior of their emotions. Influenced by factors such as emotions, beliefs, values.

According to psychologist Renato Pérez (2022), Interactive teaching methods, and positive reinforcement contribute to fostering a motivated and conducive learning environment for students. (pág. 254).

From this psychological perspective it can be understood that motivation is a dynamic state that varies in intensity towards the achievement of goals and satisfaction of needs, "the study García, et al. (2022) emphasized the importance of creating meaningful learning environments through teacher-student interactions. This suggests that the quality of teacher-student interactions plays a critical role in shaping students' motivation and overall learning experiences." (García et al., 2022)

Understanding the definition of motivation is important not only for psychology, but also for other fields such as education and mental health, as it helps to design effective strategies to promote performance, well-being, and the development of healthy spaces for all.

Factors that influence motivation

The most common factors that influence motivation are food and sleep. Emotions also play a crucial role in the mood of students as they can have positive or negative feelings, thus motivating or discouraging them to achieve goals.

Both parents and teachers expressed concerns about the effectiveness of nutrition education in Indian secondary schools. This suggests a potential knowledge gap in the implementation of nutrition education programs, which could impact teachers' perceptions of nutrition as a factor affecting their motivation. (Rathi et al., 2019)

Future research could explore the specific challenges faced by teachers in delivering nutrition education and how this may influence their motivation in promoting healthy eating habits among students.

Indicators of student motivation

Motivation indicators provide teachers with a picture of students' perceptions and attitudes about learning and academic achievement. They allow not only teachers but also mental health professionals to keep track of how student motivation is increasing and its effects.

Highlighted the role of interest and relevance in driving student motivation. The author suggested that “when students perceive the learning material as interesting and relevant to their lives, they are more likely to be motivated to engage with the content and actively participate in learning activities”. (McInerney, 2019)

Teachers and educational psychologists use these indicators to adapt educational approaches across the board for all students to maximize interest in collaborative participation. This is known as continuous monitoring where this indicator allows us to detect changes and trends in attitudes.

2.1 Pedagogical Basis

Constructivism

Many times, in the classroom, students attempt to learn a topic but struggle fully understand it. However, after discussing the topic in groups, they often realize it is not as difficult as initially thought. This is an example of collaborative learning, where employing collaborative activity strategies is fundamental for promoting student learning and performance. Tahirbegi (2023) has shown that social interaction settings encourage students to share diverse perspectives, thereby expanding their learning and skills.

The theory of collaborative learning originated from the research of Vygotsky, a Russian psychologist of the 20th century. Vygotsky proposed the idea that although some concepts may be difficult to assimilate individually, external support can facilitate the desired understanding.

For Vygotsky, any interaction between two or more individuals represented an opportunity to generate knowledge collaboratively. His approach was based on the premise that humans are social beings whose development is shaped by their interactions with others. He emphasized the importance of collaboration in acquiring certain learnings that require guidance and participation from another individual.

By working together, students can leverage each other's strengths and perspectives, leading to a deeper understanding of complex concepts. Collaboration also helps develop essential social skills, such as communication, empathy, and teamwork, which are valuable beyond the classroom.

Yang (2023) states, "Work together in small groups that are typically self-selected, self-managed, and loosely structured" (p.12). According to Yang, while Vygotsky's theories have their advantages and disadvantages, they enable students in educational institutions to work together to improve their social skills and communication. This includes dynamics of competition, resulting in active learning.

However, there are disadvantages, such as unequal participation, where some students may dominate while others contribute less. This can lead to certain group members feeling excluded and can cause conflicts and disagreements, especially when opinions differ within the group. Despite these challenges, collaborative strategies offer advantages for both teachers and

students by positively influencing student motivation through the implementation of effective strategies.

Järvenoja et al., (2019) describe the emotion regulation, as a part of regulated learning, is a mechanism through which group members can individually and collectively manage the course of socio-emotional interactions and group members' emotional and motivational states in order to fuel the learning process.

Student engagement

Student engagement is characterized by proactive, constructive, and collaborative actions that students undertake to advance their academic development and create a more favorable educational environment in collaboration with their peers and teachers. "Student engagement can be influenced by teachers' strategies; for example, the methods educators use to promote student engagement in their courses" (Fredricks et al., 2019)

This engagement is understood as a complex phenomenon encompassing various aspects, including behavior, emotional and social interactions, and cognitive processes that influence student participation in their learning process. "Developing definitions and measure of learner engagement is important for assessing changes in instructional methods" (Halverson & Graham, 2019)

This comprehensive perspective on student engagement is crucial for understanding and promoting student growth and success throughout their educational journey. It has been demonstrated that student engagement is closely linked to academic performance, social integration, and decision-making regarding the continuation of studies. However, it is important

to note that, at times, more attention has been given to academic aspects at the expense of student autonomy and active participation.

According to some authors, such as Bae & Han (2019), several key factors are considered when evaluating student commitment: the time dedicated to studies, social interaction with students and professors, a variety of skills related to understanding, searching, and effective communication, effective learning strategies, workload, and the physical and social impact on the academic environment. These factors are fundamental for understanding how students engage in their education and how they can be supported to achieve success.

This commitment implies that students develop a reflective capacity that allows them to face uncertainty, assume responsibility for their learning process, and offer deliberate responses that can transcend established boundaries. It is crucial to note that student commitment within the academic atmosphere also manifests through participation in activities both inside and outside the classroom, thus revealing their capacity for action and agency in their educational process.

2.2 Theoretical Basis

Collaborative Learning

Relationship between motivation and academic performance in collaborative learning contexts.

Collaborative learning has been found to boost student academic achievement. This is because an absence of motivation is one of the most significant hurdles to student success in the

classroom. As a result, motivation is critical to the learning process, as progress is difficult to obtain if it is not adequate.

Collaborative work is a model that allows interaction between students in the teaching-learning process within a school space. This allows students to interact and thus take advantage of skills and knowledge in a community manner, which becomes enriching when building knowledge. Motivation is understood as the drive that students should voluntarily dedicate their time and effort to a specific activity. It is the force that moves students to move forward to achieve their goals.

“Working with motivated students who like the new language would be an advantage that would lead to learning success” (Romero Guarquila et al., 2020). According to the author. Motivation and language production are strengthened when constant adaptation to the different realities and contents that are taught is promoted. This allows us to strengthen linguistic skills inside and outside the classroom, raising students' awareness about the importance of learning the English language in the contemporary world and guiding them towards instrumental and comprehensive motivation.

In the context of the Latin American agri-food industry, Ramirez et al. (2020) emphasized the value of supply chain integration, trust, and commitment in driving performance outcomes. This perspective aligns with the notion of student engagement as it underscores the importance of trust and commitment in achieving positive outcomes. Latin American authors have often described the transformative impact of education and the deep commitment needed to overcome challenges and achieve success.

A positive relationship is demonstrated between collaborative learning, motivation, and increased communication. This allows the approach of applying collaborative learning in the teaching process. By participating in collaborative learning, students not only improve their academic achievements, but also develop essential skills such as critical thinking, problem solving about the topics, and effective communication encountered. This approach fosters a supportive environment where students can highlight their skills, perform specific tasks, contribute ideas, and manage responsibilities, leading to better academic outcomes.

Relationship between collaborative learning, motivation and student commitment.

The relationship between collaborative learning, motivation, and student engagement is fundamental in the educational field. Collaborative learning involves students working together to achieve common goals, which in turn fosters motivation and engagement.

When students work as a team to achieve shared goals, a collaborative dynamic is generated that drives motivation. By interacting with their peers, students develop social skills, improve communication, and become actively involved in the learning process. This active and participatory approach contrasts with the passivity of traditional lessons, as students become active agents of their learning.

Collaborative learning, by encouraging interaction between students, promotes an environment in which knowledge is shared, ideas are discussed, and problems are solved together. This social interaction not only enriches the learning process by offering different perspectives and approaches but also increases motivation by generating a sense of belonging and collaboration within the group.

Motivation, in turn, plays a crucial role in student engagement. When students are motivated, they show greater interest in actively participating in academic activities, striving to achieve their goals, and are more willing to take on challenges. Collaborative learning can enhance this motivation by providing opportunities for recognition of achievements, mutual support among peers, and creating a positive environment that stimulates learning.

“Group formation is one of the key processes in collaborative learning because having adequate members in the learning groups supports good collaborative interactions among members and is fundamental to ensuring satisfactory learning performance” (Chen & Kuo, 2019, p. 94). According to the author, this means that student engagement is strengthened when students feel part of a cohesive group, where their contributions are valuable, and their efforts are recognized. Collaborative learning, by promoting shared responsibility and active collaboration, helps cultivate a sense of commitment to the educational process and the collective success of the group.

The relationship between collaborative learning, motivation, and student engagement is fundamental in the educational field. When students work together to achieve common goals, it fosters motivation and engagement, which enriches the learning process and contributes to academic success.

2.3 Legal basis

Constitución de la Republica del Ecuador

Art. 26.- “La educación es un derecho de las personas a lo largo de sus vidas y un

deber ineludible e inexcusable del Estado. Constituye un área prioritaria de política pública e inversión estatal, una garantía de igualdad e inclusión social y una condición indispensable para una buena vida. Individuos, familias y sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo”.

Art. 27.- “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar”.

Chapter III

Methodological Framework

3.1 Method

This research project aimed to explore the implementation of the Collaborative Learning methodology by teachers, utilizing qualitative research as the investigation method.

Collaborative Learning, rooted in the theories of Vygotsky, emphasized the importance of social interaction in the learning process. The study will examine the strategies employed by educators to foster collaborative environments and the impact of these strategies on student engagement and academic performance, providing insights into best practices and potential areas for improvement in teaching approaches.

According to Ponce, Pagán Maldonado, Gómez Galán, and Canales (2022), quantitative research was grounded in the positivist philosophy of social research, operating from the premise that education consisted of external phenomena that influenced the student. It focused on the study of causal relationships and the search for universal laws that explained learning in schools

Additionally, this project focused on understanding students' experiences, perceptions, and learning processes. It also sought to identify the weaknesses and strengths of teaching in an environment where eighth-grade students interacted with each other to learn.

The instrument used to understand how teachers used the Collaborative Learning methodology was interviews with open-ended questions, which provided insights into their experiences during the teaching and learning process.

This chapter described the qualitative research methods, instruments, and analysis methodologies used in this study.

3.2 Type of Research

3.2.1 Phenomenological Studies

The research on the effects of collaborative learning on student motivation and engagement falls within the realm of cognitive educational aspects, much like pedagogy. It examines the effects of collaborative learning on students' motivational dynamics and engagement within educational contexts. Specifically, it investigates the positive correlation between collaborative learning and outcomes such as self-efficacy, student engagement, and academic motivation, focusing on the interplay between social and individual factors in fostering a supportive and engaging educational environment.

This comprehensive descriptive study is crucial for the data analysis process, allowing for the systematic organization and thorough examination of the gathered data. The research methodology begins with an extensive review of relevant literature, encompassing e-books, books, articles, and internet sources, as well as in-depth interviews with teachers at Unidad Educativa Jose Pedro Varela.

This multifaceted approach enables the researcher to gather a broad range of information, which is then synthesized with previously reviewed theoretical frameworks. The resulting analysis and comparison of the collected data and theoretical perspectives produce recommendations and conclusions that are presented to the readers, providing a comprehensive understanding of the research topic.

3.4 Data collection techniques

3.4.1 One-on-one interview

One-on-one interview were a qualitative data collection technique widely used in thesis, academic, and research studies. This technique aimed to provide information about the experiences and perceptions that study subject attributed to their situations. It sought to understand a phenomenon in depth from the participants' perspectives.

In this format, the researcher can concentrate on each participant, allowing for clear and precise answers that might have been lost in other data collection methods. This setup provided, the opportunity to ask follow-up questions and request details to gain a more precise comprehension of the teachers' experiences in the teaching process and the methods they used to help their students acquire second language skills.

3.5 Instruments

In this project, the researchers used questionnaires to support the study's content with the authorization and cooperation of the teachers where the pre-professional practices were conducted. The questionnaires helped gather the opinions of English teachers and collected information that could be analyzed to obtain results and conclusions.

Interview: The authors interviewed English teachers to collect sufficient information for data interpretation and analysis.

Questionnaire: The researchers conducted interview questionnaires with ten questions for English teachers. During the month of June 2024, the authors collected information and

experiences related to the research topic by interviewing different English teachers.

Questionnaire for teachers, containing ten questions, were used to gather data, which was then interpreted and analyzed. Survey, which consists of several questions to collect information from the respondents, can be conducted via phone, face-to-face, or by Zoom.

”A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aim to collect information from a respondent. A research questionnaire typically mixes close-ended and open-ended questions.” (Bhat, s.f.). This research tool was used to collect data from respondents, and can include various types of questions administered in multiple ways. A well-designed questionnaire was essential for gathering high-quality data and achieving research objectives.

Interviews constituted a method of data collection in which the researchers engaged in a reciprocal process of listening and inquiry to comprehend the perspectives and experiences articulated by the respondent. This interactive process involves the researchers asking questions to obtain specific information, transforming the interviews into a dynamic and iterative exchange. Interviews were among the methods employed by qualitative researchers to gather data, allowing for a nuanced understanding of the complexities and subtleties inherent in human experiences and perceptions.

3.6 Processing and resources for data collection

The English teachers who were selected for the interview were scheduled at Unidad Educativa José Pedro Varela Institution. The process involved individual interview with a 10-question questionnaire consisting of open-ended questions.

Once the interviews were completed, they were reviewed, and the data collected on the effect of collaborative learning on students was analyzed and conclusions were drawn. To achieve accurate results, these questions had to be thoroughly examined.

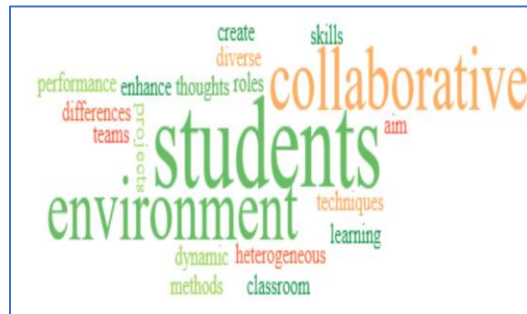
3.7 Population and sample (delimitation of the population and/or study sample)

This study was conducted at Unidad Educativa José Pedro Varela, located in the province of Santa Elena, canton La Libertad. The public institution offered education from basic through secondary levels. Five English teachers, who used the methodology with students aged 11 to 12 years old, were interviewed. The population and sample for this study comprised five teachers.

Chapter IV

Analysis of Findings

1. What techniques have you used in your classroom to encourage group activities?

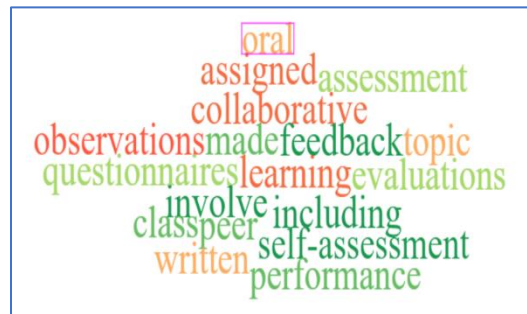


In the classroom, we know it's a dynamic environment with students who have diverse thoughts, personalities, and other differences. The techniques I often use include forming heterogeneous teams based on skills, knowledge exchange, collaborative projects, and rotating roles among students. These methods aim to enhance performance and create a collaborative learning environment among students.

Interpretation:

The techniques used in the classroom to promote group activities include forming heterogeneous teams, collaborative projects, and rotating roles. These strategies are designed to improve performance and foster collaborative learning among students, allowing them to learn from each other and develop valuable skills such as communication, teamwork, and conflict resolution.

2. How do you evaluate the effects of Collaborative Learning?



In collaborative learning, many observations are made, including self-assessment and peer assessment. This can also involve feedback questionnaires about the class or assigned topic and performance evaluations, which can be either oral or written.

Interpretation:

Collaborative learning involves a comprehensive evaluation that includes self-assessment, peer assessment, feedback questionnaires, and performance evaluations. These strategies allow for a detailed and complete evaluation of the effects of collaborative learning, helping to identify strengths and weaknesses and adjust the learning strategy to improve performance and learning.

3. What aspects are taken into account when assigning students to groups to carry out the activities?

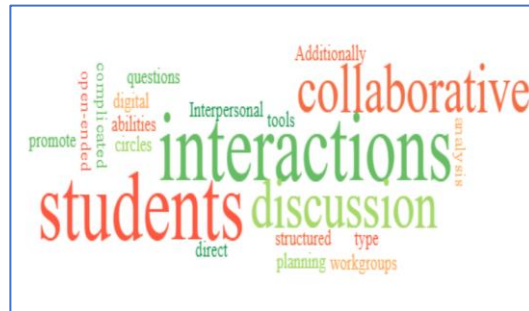


There are many aspects, including the diversity of skills, interests, and strengths, to increase motivation and cooperation within the group.

Interpretation:

When assigning students to groups for activities, multiple aspects are considered to foster motivation and cooperation. The diversity of skills, interests, and strengths is key to creating heterogeneous groups that can learn and grow together, which in turn increases motivation and collaboration among group members.

4. How do you encourage student conversations and interactions when working together?



Interpersonal or collaborative interactions between students can be quite complicated, especially with new students or those with different abilities. However, guide questions, whether open-ended, direct, or structured, can prompt discussion and collaboration. Forming discussion circles or workgroups can also foster these interactions. Additionally, using forums, analysis, planning activities, and digital tools can promote this type of student interaction.

Interpretation:

To foster conversations and interactions among students when they work together, various strategies can be implemented. The diversity of skills and abilities is essential for creating a collaborative environment. Open-ended or direct questions, discussion circles or workgroups, and digital tools can promote discussion and collaboration. These strategies allow students to interact and share ideas, enhancing their learning and teamwork skills.

5. Can you provide specific examples of strategies or activities you have implemented?

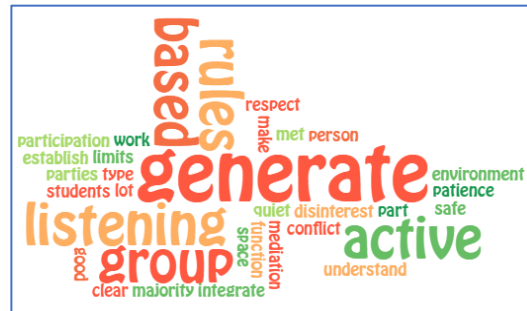


Among the examples, we could use case studies to analyze and break down complex topics for effective learning, structured debates with a mediator and assigned roles, or role-playing games where students can switch roles to understand different perspectives and effects.

Interpretation:

Based on the answers, examples of strategies and activities to foster collaborative learning include case studies, structured debates, and role-playing games. These activities allow students to analyze and discuss complex topics, develop communication and problem-solving skills, and understand different perspectives. Implementing these strategies creates a collaborative, enriching, and effective learning environment that promotes student growth and learning.

6. How do you resolve disputes or disagree that might come up during collaborative learning exercises?

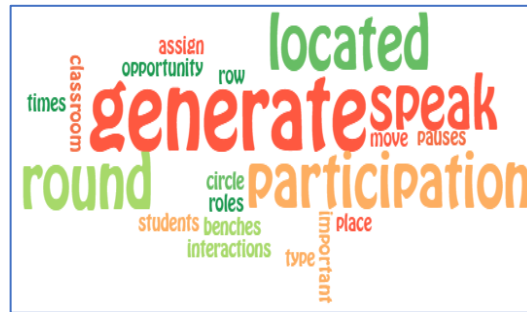


We understand that whenever you work in a group, there will always be some kind of conflict or disinterest on the part of one or more students. We must have a lot of patience. We have to have an active listening, participation, to make the majority of the group integrate in order to generate a good environment. It is important to establish clear rules, active listening, mediation, or also to generate their own rules that can be complied with based on the limits of each one. More than anything else, it should be based on respect in a safe and quiet space so that everyone can develop in the best way.

Interpretation

Based on the provided answers, it can be concluded that creating a safe environment is important when employing the collaborative methodology in students and if we add that there are rules that they have to comply with in the classroom, we can avoid problems of indiscipline or unnecessary calls for attention that often cause teachers to lose the sense of the class.

7. What techniques do you use to ensure that all students have an equal opportunity to participate in the classroom?



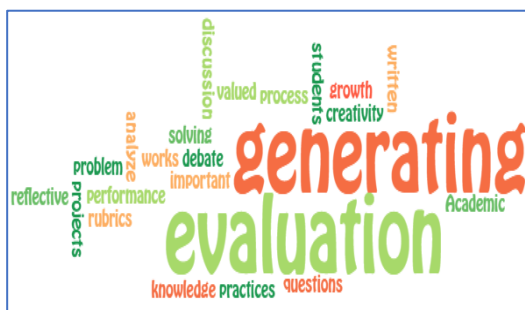
All students are encouraged to participate in the classroom. We can assign roles or pauses to speak. We can also make rounds of participation. It is also important the location of the chairs as they are located because many times they are in a row, one behind the other. We can also generate a circle, a round or change to another place to generate this type of interactions and each one of them can have the opportunity to speak.

Interpretation

Based on the provided answers, it can be concluded that the position of the chairs influences the behavior of the students at the moment of participation because many times when a student sits one behind the other, they usually tend to hide.

On the other hand, if we place the chairs in a circular way all the students can see each other's faces, generating an environment of participation that can be quite satisfactory for each one of them to feel heard.

8. How do you determine if academic practices help students develop critical thinking and problem-solving skills?



Academic practices are very important in the process of knowledge development of each of the students. We can generate performance evaluations, analyze written work, projects, reflective questions, always generating discussion, debate or evaluation rubrics. In this way, creativity and problem solving are valued.

Interpretation

Based on the provided answers, it can be concluded that performance evaluations help students to generate critical thinking, facilitating the continuous improvement of the teaching-learning process and promoting the integral development of students.

9. How do you manage the balance between group and individual work when teaching?



Flexibility between group work and individual work could be achieved through time flexibility, whether in individual evaluations or feedback with very specific questions to each of the participants. Another way is to generate a brainstorming session where we can get everyone to participate and generate a commitment for the common benefit.

Interpretation

Based on the provided answers, it can be concluded that in group learning, everyone learned from each other independently of the teaching technique. Brainstorming is one of the alternatives most used by teachers for teaching since its flexibility allows it to be used both individually and in groups.

10. What strategies do you use to promote communication among students during partner activities?



Activities in pairs are often successful in achieving a good understanding of each other and can generate in themselves a good cohesion or coherence of thought. One strategy is reflections, for example: questions, icebreaker dynamics, active listening.

Interpretation

Based on the provided answers, it can be concluded that active listening is a strategy that allows communication between individuals where each one of them has the ability to be listened to in a critical and non-destructive way, but rather to collaborate and contribute to the collaborative work.

Chapter V

Conclusions and Recommendations

The main goal of this study was to investigate the techniques used by teachers in the implementation of the Collaborative Work methodology to promote motivation and engagement among 7th grade students at Unidad Educativa José Pedro Varela.

After thorough investigation, it was determined that the implementation of various learning techniques within classrooms had a significant important impact on the development of students' communicative skills. Playful dynamics, coupled with techniques such as participatory rounds, not only enhanced student interest but also fostered a participatory and active learning environment aimed at improving speaking skills.

The following section presents the research conclusions and details the different techniques employed by various teachers to facilitate second language acquisition through the active participation and engagement of 7th grade students at Unidad Educativa José Pedro Varela.

5.1 Conclusions

The qualitative study project conducted at the "Unidad Educativa José Pedro Varela" underscores the importance of creating a collaborative atmosphere for 7th grade students, which promotes more engaged learning. Group work instills a sense of responsibility, among students, leading to increased participation in class or academic activities, resulting in improved performance and a more positive attitude toward learning.

This review uncovered diverse opinions and experiences among teachers regarding the aforementioned strategy. Some teachers utilized techniques such as paraphrasing, shared thinking, participation rounds, reflective questions, and debates. Hence, it is evident that one of the advantages of this approach lies in its flexibility, allowing teachers to enhance teamwork potential within the classroom.

The gathered data provide valuable insights into the understanding and implementation of techniques aimed at promoting active participation by teachers, fostering greater student motivation during class activities, and encouraging engagement that contributes to the development of learning activities.

A noteworthy example highlighted the arrangement of classroom chairs, where one teacher suggested placing them in a circle to facilitate more interactive group work during activities, debates, or exchange ideas.

5.2 Recommendations:

English teachers should capitalize on the benefits of collaborative work. It is recommended that teachers design tasks and projects that necessitate student cooperation. This approach not only enriches learning but also cultivates greater participation and a positive attitude towards education. Workshops can aid students in developing the integration skills necessary for more efficient and productive collaboration with their peers. Additionally, establishing specific spaces and times within the school schedule for group project work can foster a continuous collaborative learning environment.

Furthermore, it is advised that teachers at "Unidad Educativa José Pedro Varela" implement the collaborative learning methodology in their classrooms. To facilitate this, workshops could be organized where teachers share techniques such as paraphrasing, shared thinking, participation rounds, reflective questions, and debates. These workshops will enable all teachers to learn and apply these strategies, thereby enhancing the effectiveness of collaborative learning in their teaching classroom.

As part of this research, it is recommended that teachers adopt and promote the practice of arranging chairs in a circle during English classes to foster a more participatory environment. This seating arrangement allows students to see and hear each other better, facilitating the exchange of ideas and debates. Teachers can also introduce a system of role rotation during class activities, assigning different roles to students to ensure active participation for all.

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Annexes

Annex A: Certified Anti-plagiarism System.

La Libertad, junio 24 de 2024

CERTIFICADO ANTIPLAGIO

En calidad de tutor del trabajo de titulación “EFFECTS OF COLLABORATIVE LEARNING ON STUDENTS’ MOTIVATION AND ENGAGEMENT”, La

Libertad, Provincia de Santa Elena, año 2024, elaborado por los estudiantes Borbor Echeverria Jorge Arturo y Mero Alay Bryan Steven, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, PINE, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que el sistema antiplagio Compilatio Magister, señala el 7% de similitud; por consiguiente se procede a emitir el presente informe.

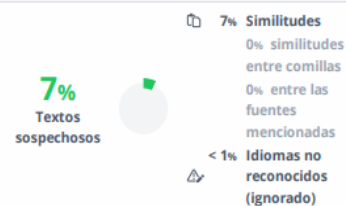
Adjunto reporte de similitud.



Vera Cruzatti Rossana Narcisa, MSc.

Docente Tutor

Borbor Echeverria Jorge Arturo y Mero Alay Bryan Steven TESIS



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Depositante: ROSSANA NARCISA VERA CRUZATTI
 Fecha de depósito: 24/6/2024
 Tipo de carga: interface
 fecha de fin de análisis: 24/6/2024

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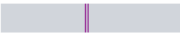

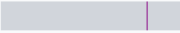
Ubicación de las similitudes en el documento:



Fuentes principales detectadas

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2	 Research project- Morales Figueroa Emely and Urdiales Panimboza Valeri... #c12ace El documento proviene de mi grupo 2 fuentes similares	2%		Palabras idénticas: 2% (128 palabras)
3	 Chapters 1- 5 Revision Lalangui ~ Valle.docx Chapters 1- 5 Revision Lala... #36288b El documento proviene de mi grupo 2 fuentes similares	2%		Palabras idénticas: 2% (121 palabras)
4	 repositorio.upse.edu.ec https://repositorio.upse.edu.ec/bitstream/46000/10396/1/UPSE-TPI-2023-0077.pdf	< 1%		Palabras idénticas: < 1% (26 palabras)

Fuentes con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
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2	 classroommanagementexpert.com Student Talk Strategies for Your Classroom - ... https://classroommanagementexpert.com/blog/student-talk-strategies-for-your-classroom/	< 1%		Palabras idénticas: < 1% (10 palabras)

Annex B: Questionnaire

1. What techniques have you used in your classroom to encourage group activities?
2. How do you evaluate the effects of Collaborative Learning?
3. What aspects are taken into account when assigning students to groups to carry out the activities?
4. How do you encourage student conversations and interactions when working together?
5. Can you provide specific examples of strategies or activities you have implemented?
6. How do you resolve disputes or disagree that might come up during collaborative learning exercises?
7. What techniques do you use to ensure that all students have an equal opportunity to participate in the classroom?
8. How do you determine if academic practices help students develop critical thinking and problem-solving skills?
9. How do you manage the balance between group and individual work when teaching?
10. What strategies do you use to promote communication among students during partner activities?

Annex C: Teachers Interviews Transcripts

Teacher 1

1. What techniques have you used in your classroom to encourage group activities?

Within the classroom, sometimes have a series of adaptations within the student count of 35 or 40 students. Therefore, we need to consider who need support to enable them to participate in the study topic. For them, we have to show a task, based on an adaptation project for a group of 35 of 40 students. We need to see the general key, whether it is a questionnaire or a sheet that is the starting point for the student to understand what the main base we want to obtain through that questionnaire, and also within the class, we need to support the young person who needs and adaption soon.

2. How do you evaluate the effects of Collaborative Learning?

In the classroom, there are very active students. Sometimes we show a group of 10 or 5 where a leader gives the needed support when dealing with the main topic. Right now, this topic is argumentation or taking a quiz. During the presentation, it is necessary to encourage the group and motivate the leader so everyone contributes. This way, I will be able to give a clear answer that leads to understanding, with no doubts left. This is what we aim for in class: that the topic is clear and precise when applied, and not confusing. We look for ways to make the student feel comfortable and able to respond to the collaborative group.

3. What aspects are taken into account when assigning students to groups to carry out the activities?

We should not make it complicated, but when a class is scheduled for two hours, we can create a comfortable environment because there is time to organize. However, with a 40-minute

limit, it is hard to manage well. It takes about 15 to 20 minutes, and we try to make students complete the activities as quickly as possible. We also do not include more than 10 questions because the topic will not be finished. We consider the measures, number, and time for the activity. Let's make it easier; for example, a group activity can be a crossword or something that takes no more than 10 or 15 minutes. We cannot say the group has been assigned and will complete the whole activity this way. As teachers, we need to plan according to the time limit and the content of the topic we will apply.

4. How do you encourage student conversations and interactions when working together?

When working together, we dialogue with a group of five or six students. We use a poster as the main starting point for them to use as a guide, allowing them to express their ideas. We aim for the group to comment and interact because there will always be students who say, "I can't," "I don't understand," or "I can't continue the dialogue." Therefore, it's necessary to have a more active group of students who understand the class. We believe this group will achieve good results. However, we can't just say one group scored 5 points and another scored 10. We aim to motivate all students to reach high scores. It is important to provide great motivation, so the group feels fully encouraged.

5. Can you provide specific examples of strategies or activities you have implemented?

Thanks to language and the help of internet pages, we rely on simple resources to assist and support students. These pages contribute to better education. We can say that we base our methods on quizzes, and banks of specific questions using question words. In the case of

individual participation and group participation, we need to devise strategies appropriate to the student's level. We cannot cover a topic that they do not yet understand, such as distinguishing between regular and irregular verbs, where the difficulty is evident. Therefore, in such cases, we look for self-education resources within the platform. It is easy to develop and argue in class this way, as it also encourages students to see language not just as something pure, but also as something interesting. In this manner, we can say that we have sought a strategy to motivate the student.

6. How do you resolve disputes or disagree that might come up during collaborative learning exercises?

Sometimes there are students who, when presenting their work, might say "This is easy to solve," but there are other groups that need our help. They may not respond immediately, so we try not to seek conflicts but solutions. To provide a deeper explanation of the topic, students can analyze which grammatical or vocabulary aspects they do not understand or for which they lack sufficient material to work on in class. We aim to make the group of 30 to 40 students participative. It's worth mentioning that some groups do not work in class or do not agree with the grading because it was never stated that they achieved good results. In this way, we can try to assist them with a presentation or a song to help them feel more comfortable and enthusiastic. The lack of resources at home also affects students within the classroom.

7. What techniques do you use to ensure that all students have an equal opportunity to participate in the classroom?

There are many techniques we can apply, but within our collaborative group, we aim for simplicity in daily learning activities to achieve and immediately obtain good results. If a student

encounters difficulty, they can opt for simpler tasks like vocabulary exercises, reading comprehension, questionnaires, or quizzes to perform well in the classroom.

8. How do you determine if academic practices help students develop critical thinking and problem-solving skills?

To be participative and collaborative in the classroom, it is important to consider support from others, not only relying on daily observations by teachers but also through other sources or interventions from individuals or educators knowledgeable in the language. This approach enhances understanding and fosters interest to keep students motivated. Each teacher needs to have their method of reaching students and encouraging individual contributions to promote collaboration within the classroom.

9. How do you manage the balance between group and individual work when teaching?

There are students who prefer to work alone because they already know the topic well. However, in cases where the activity is group-based, we consider that some students need necessary support due to educational needs. It is important to provide adaptation accordingly. In this way, we work individually and then encourage group activities so that everyone receives support and understands the topic. This approach allows students to recognize that there will be a leader in the class who guides and resolves the topic, while their collaborators help to make the class lively, possibly through games or crosswords. By examining the class, we can determine if it was more successful as a group than individually. Group activities benefit the entire group by ensuring everyone gains knowledge and presents their activities effectively.

10. What strategies do you use to promote communication among students during partner activities?

When we mention activities in pairs, we refer to brief conversations using question words and idiomatic expressions, keeping them concise so that students can develop the topic and present it. We start with simple tasks and gradually increase the difficulty level so that students feel capable of tackling and addressing the topic. It is important to encourage students to choose groups based on their affinity so they can promote activity. However, some students do not have a group and must work with others. In such cases, it is crucial to consider someone who can guide them, foster the topic collectively, and assess the outcomes. We can facilitate this through easy conversations, dialogues, reading comprehension exercises, and vocabulary tasks, thereby observing students' contributions.

Teacher 2

1. What techniques have you used in your classroom to encourage group activities?

The techniques for conducting group work involve analyzing what most students gather according to their affinity. As teachers, we cannot allow them to work in this manner. To address this, I have used certain types of games where groups of 3-4-5 students form naturally by choosing nearby partners. However, in the end, I do not mention the purpose until after the groups are formed, and then I inform the students what they will work on.

Another technique I use is selecting students who can serve as group leaders. Once leaders are assigned, I assign other students to each leader.

2. How do you evaluate the effects of Collaborative Learning?

Most of the classes involve collaborative work, where the group leader typically possesses a bit more knowledge. However, it's not about them doing all the work but ensuring each member contributes. Each topic has subtopics that the leader divides so that every student can engage, avoiding mere copying or transcription. The work must be cooperative. In my case, I have students with Special Educational Needs (SEN), and they must participate more actively and be integrated effectively. Nowadays, we emphasize group work and inclusivity. In my classes, I have students with these types of disabilities, and I always strive for them to excel within the group so they don't feel excluded but rather included and capable of demonstrating their abilities.

3. What aspects are taken into account when assigning students to groups to carry out the activities?

Selecting students with slightly more advanced knowledge and then assessing their level of understanding to form equitable groups is important. Sometimes students may feel that if everyone in their group knows the topic well, they will perform poorly. I strive to ensure fairness, even though occasionally some students may not communicate well or have a good relationship. As teachers, we seek to help students overcome these differences and encourage them to collaborate effectively on their assignments.

4. How do you encourage student conversations and interactions when working together?

In the English area, I always try to encourage preliminary vocabulary before starting my class so that students know what they need to tell me or ask any doubts they have. For example, they have a bank of questions because since it's English, obviously the class should be in English

for them to interact or try to tell me something based on that bank of questions. We work to resolve any doubts or concerns they may have.

5. Can you provide specific examples of strategies or activities you have implemented?

Usually, apart from the question bank, I always rely on the ERCA method. The ERCA method involves first explaining, repeating, understanding, and applying. This is typically the method I use because I believe it helps them understand me much better.

6. How do you resolve disputes or disagree that might come up during collaborative learning exercises?

Through examples, there are times when students have certain doubts because each student learns in a different way. If one explains that both can be correct, in this case, for English grammar, we work based on grammatical rules. Once we have and show the grammatical rule to students, we clarify any doubts they may have in this case.

7. What techniques do you use to ensure that all students have an equal opportunity to participate in the classroom?

Typically, I work with timed sessions. For instance, I always use an hourglass for their participation; I use the time. Once the time is up, their turn ends and another student takes over. This is how I manage the session by time. As they work on their speaking activity, they present their writing, and I read it according to what they are simultaneously expressing at that moment. To ensure everyone has the same amount of time and no one feels they had more or less, I use an hourglass, along with certain objects like a bell. When selecting students, I don't follow a fixed order; instead, I use a random selection app on my phone. This ensures fairness since some

students may be accustomed to always going first or last on a list, but it's better if everyone is prepared for random selection.

8. How do you determine if academic practices help students develop critical thinking and problem-solving skills?

Academic practices among students are very helpful because the teacher emphasizes the importance of these practices in students' development. I believe the theory learned in university is different from the practical experience in the classroom, where one must adapt to students with diverse needs and learning styles. To address these differences, the focus is on understanding each student individually and finding effective strategies to reach them. The motto is "I am the teacher I always wanted to have," referring to the importance of being a respectful and compassionate educator. I also highlight the challenges students face in their personal lives and at home, which can affect their performance in the classroom. Specifically, adolescents may have difficulties at home and feel they can replicate these issues in the educational institution.

9. How do you manage the balance between group and individual work when teaching?

There is always one question linked to another and similarly, the answer, as I mentioned earlier, is that you have to know the student. There are students who like something dynamic and others who prefer something theoretical. Depending on how you get to know the student, they will progress. Not everything is worked on within the classroom; planning can involve today's topic being worked on, for example, in the schoolyard. Normally, when students have something real, something of the moment you're working on, I'll give you an example in this case: When you're teaching prepositions of place, take a child with a chair outside and explain "in front of, behind, on" and as they make movements, they understand the topic. So, this is something I have

also used normally so they can learn; once they have done that part calmly, you can reinforce it in the classroom. Now you have two teaching techniques or methods that if they don't learn in one way, perhaps they can learn in the other or if they learned from the first, the second is just reinforcement.

10. What strategies do you use to promote communication among students during partner activities?

A strategy to promote communication, especially when working with adolescents, is to always emphasize mutual respect. I tell my students that we will be working on an activity and always mention that respect must be mutual. This helps build trust, as students need to feel confident to ask questions without fear. This approach has allowed me to work and act without problems, even with difficult students who think they are always right and cannot be corrected. Knowing how to reach them can lead to effective communication.

Teacher 3

1. What techniques have you used in your classroom to encourage group activities?

It uses problem-based learning techniques and simulations to encourage teamwork and the development of social skills that require the cooperation of all members to achieve a common goal.

2. How do you evaluate the effects of Collaborative Learning?

The most common one used is through direct observations of group performance, self-evaluation questionnaires and student feedback.

3. What aspects are taken into account when assigning students to groups to carry out the activities?

These factors include the diversity of skills, previous knowledge of the students, the balance of personalities and learning styles.

4. How do you encourage student conversations and interactions when working together?

The creation of learning environments through activities that require discussions is also important because they promote open and respectful dialogue.

5. Can you provide specific examples of strategies or activities you have implemented?

The structured debates are used, where groups defend different positions on fun topics, another strategy is the creation of paragraphs where each student has a specific role for the activity, for example: leader, time controller, reviewer.

6. How do you resolve disputes or disagree that might come up during collaborative learning exercises?

Mediation and conflict resolution techniques are used in which the teacher can facilitate a discussion were moderating the students to help reach a reconciliation.

7. What techniques do you use to ensure that all students have an equal opportunity to participate in the classroom?

One of the techniques I use is called “think-pair-share”, where students reflect individually on a question, then discuss with a partner and finally share with the class the conclusions they reached.

8. How do you determine if academic practices help students develop critical thinking and problem-solving skills?

The use of rubrics that evaluate specific aspects of critical thinking, such as the ability to analyze information, formulate hypotheses and justify conclusions. In addition, the students' written reflections on their own learning process are reviewed.

9. How do you manage the balance between group and individual work when teaching?

The classes are structured so that there is an alternation between individual and group tasks, allowing students to develop both autonomy and collaborative skills.

10. What strategies do you use to promote communication among students during partner activities?

One of them is the implementation of icebreaker dynamics at the beginning of group sessions, which helps students feel more comfortable with each other as they usually like fun activities.

Teacher 4**1. What techniques have you used in your classroom to encourage group activities?**

There are several techniques such as: shaking hands, forming circles to exchange ideas.

The applause technique, which consists of several actions or gestures according to the orders given by the teacher to make the class more dynamic.

2. How do you evaluate the effects of Collaborative Learning?

Although there are several ways to evaluate students, the discipline within the classroom must always be taken into account. The way to know if students are taking advantage of collaborative learning is to observe how they are doing with the topic they are working in the class.

3. What aspects are taken into account when assigning students to groups to carry out the activities?

In each group that one organizes, one should place students who know how to defend themselves well in the group with those who have low performance so that they mutually encourage each other to work collaboratively.

4. How do you encourage student conversations and interactions when working together?

I apply the technique of the negotiator that consists of if they behave well, develop the activities and the work is valued at 10 points. If the students make noise or get up to bother the other students, the grade will be reduced.

5. Can you provide specific examples of strategies or activities you have implemented?

The use of dynamic activities where all students participate. This technique is creative for them because it helps to enhance their learning. Also, the learning by competitions where they compete among themselves to see who does a better activity or task.

6. How do you resolve disputes or disagree that might come up during collaborative learning exercises?

Through brainstorming and also that there is a leader in each group, the role of this student is to control the group so that they do not get distracted or interfere with the work of their peers.

7. What techniques do you use to ensure that all students have an equal opportunity to participate in the classroom?

Using the technique of a safe and trusting environment, where they have the confidence to stand in the center of the board and speak in front of an audience.

8. How do you determine if academic practices help students develop critical thinking and problem-solving skills?

There are several strategies, one of them is the paraphrasing of different paragraphs, that helps students to create a critical thinking, because they have to read the content and then with their own words a summary about the topic they are studying.

9. How do you manage the balance between group and individual work when teaching?

Creating an environment of trust in which they can develop and give their answers regardless of whether they are right or wrong, as it helps active participation.

10. What strategies do you use to promote communication among students during partner activities?

Assign a student the role of leader within the groups and establish specific times for each phase of the activity, including times for sharing ideas, discussing and creating their conclusions from the collaborative work.

Annex D: Letter of permission to the institution.

La libertad, 4 de junio de 2024

MSc. Rosita Mirtha Alejandro Quimi

RECTORA

UNIDAD EDUCATIVA JOSÉ PEDRO VARELA

En su despacho. -

Nosotros, BORBOR ECHEVERRIA JORGE ARTURO Y MERO ALAY BRYAN STEVEN estudiantes de la UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA de la carrera PEDAGOGICA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS nos dirigimos a usted en su calidad como rectora del plantel para mencionarle lo siguiente; estamos en nuestra etapa final de titulación y como lo dicta el CONSEJO DE EDUCACION SUPERIOR (CES) debemos hacerlo mediante un examen complejo o un proyecto de investigación por el que hemos elegido la segunda opción

Nuestro tema titula Effects of collaborative learning on students' motivation and engagement y como población hemos escogido a la UNIDAD EDUCATIVA JOSÉ PEDRO VARELA para hacer nuestros análisis cualitativos por medio de una entrevista hacia sus docentes de inglés.

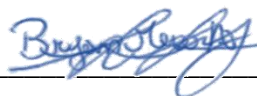
Nos gustaría contar con su permiso para hacer dichas encuestas (5 profesores) el día viernes 7 de junio a las 18:00 p.m. tratando de no interrumpir las clases de cada docente ya que la entrevista tiene una duración máxima de 15 minutos.

Esperando que tenga un excelente día, nos despedimos estando pendiente a su respuesta.

Muchas gracias por la atención.



Borbor Echeverria Jorge Arturo



Mero Alay Bryan Steven