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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“COOPERATIVE LEARNING IN EFL
CLASSROOMS FOR ACADEMIC PERFORMANCE”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL
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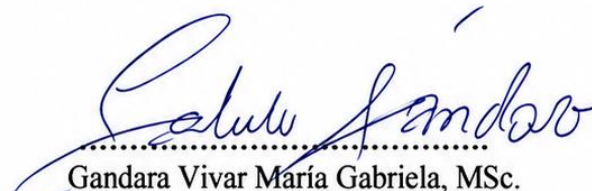
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper entitled **“COOPERATIVE LEARNING IN EFL CLASSROOMS FOR ACADEMIC PERFORMANCE”** prepared by **Melanie Ariana Guerrero Magallan** an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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Gandara Vivar María Gabriela, MSc.
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Statement of Authorship

I, Melanie Ariana Guerrero Magallan, with ID number 2450777632, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "COOPERATIVE LEARNING IN EFL CLASSROOMS FOR ACADEMIC PERFORMANCE" , certify that this study work is my authorship, except for quotes, statements, and reflections used in this research paper.



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Declaration

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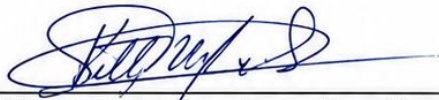
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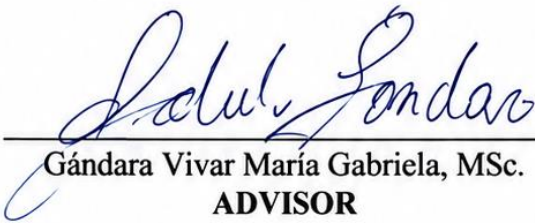
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-Melanie Ariana Guerrero Magallan

Dedication

I dedicate this research project to God, who has been with me from the beginning, and I trust that He will continue to strengthen me in my professional life and support me in every achievement, as He has done all this time. Likewise, I dedicate this project, which is full of sacrifices, hard work, and dedication, to my parents, sisters, nieces, teachers, husband, and son, whom I mentioned earlier. May this project be the beginning of a successful professional life.

With love

Guerrero Magallan Melanie Ariana

Abstract

Cooperative learning is widely used in English as a Foreign Language (EFL) classrooms to encourage interaction, participation, and shared responsibility among students. However, less is known about how Ecuadorian Baccalaureate students experience this type of learning in their everyday English classes. This study explored students' perceptions and experiences of cooperative learning, with particular attention to participation, peer interaction, and the benefits and difficulties that emerge during group activities. A qualitative descriptive phenomenological design was used. Thirty high school students from a private institution in Ecuador were observed during a cooperative activity; from this group, a random sample of five was selected to participate in semi-structured interviews. The qualitative information was analyzed through a six-phase thematic analysis. The findings showed that students generally viewed cooperative learning positively, especially when classmates supported one another, explained unfamiliar content, and practiced English together. Group activities also seemed to create a more comfortable setting for participation and oral practice. However, students described difficulties including unequal contribution, dependence on classmates with stronger English skills, and differences in commitment among group members. These difficulties were not evident during the observed lesson, where active teacher guidance and peer support were consistently present. Taken together, the results indicate that students' experiences with cooperative learning are generally positive but depend greatly on group organization, individual responsibility, and teacher mediation.

KEY WORDS: *Cooperative learning, EFL Baccalaureate students, academic performance, peer interaction, qualitative research.*

Resumen

El aprendizaje cooperativo se utiliza ampliamente en las clases de inglés como lengua extranjera (EFL) para fomentar la interacción, la participación y la responsabilidad compartida entre los estudiantes. Sin embargo, se conoce menos sobre cómo los estudiantes de Bachillerato en Ecuador experimentan este aprendizaje en sus clases de inglés. Este estudio exploró las percepciones y experiencias de los estudiantes sobre el aprendizaje cooperativo, con atención a la participación, la interacción entre compañeros y los beneficios y dificultades de las actividades grupales. Se utilizó un diseño cualitativo de fenomenología descriptiva. Treinta estudiantes de Bachillerato de una institución privada del Ecuador fueron observados durante una actividad cooperativa de los cuales se escogió una muestra aleatoria de cinco participaron en entrevistas semiestructuradas. La información se analizó mediante un análisis temático de seis fases. Los resultados evidenciaron que los estudiantes percibieron positivamente el aprendizaje cooperativo, especialmente cuando sus compañeros se apoyaban entre sí, explicaban contenidos y practicaban inglés juntos. Las actividades grupales ofrecieron un entorno más cómodo para la participación y la práctica oral. También describieron dificultades como la participación desigual, la dependencia de compañeros con mayor dominio del inglés y las diferencias en el compromiso grupal, si bien estas no se manifestaron en la clase observada, pues se evidenció una guía activa del docente y apoyo constante entre compañeros. En conjunto, las experiencias con el aprendizaje cooperativo son positivas, pero dependen de la organización del grupo, el grado de responsabilidad individual y la mediación del docente.

PALABRAS CLAVE: *Aprendizaje cooperativo, estudiantes de secundaria de inglés como lengua extranjera, rendimiento académico, interacción entre pares, investigación cualitativa.*

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Introduction

Cooperative learning can give EFL students more opportunities to participate, interact with classmates, and use English during classroom activities. Unlike lessons centered mainly on teacher explanation and individual work, cooperative learning places students in situations where they need to exchange ideas and work with their classmates. In these activities, students can discuss ideas, receive help from classmates, and practice speaking English in a setting where they often feel more comfortable participating.

Research guided in different EFL contexts has associated cooperative learning with greater participation, stronger communication, and motivation. Nevertheless, international research studies also demonstrate consistent issues such as uneven participation, lack of confidence, and/or dependency upon their peers who are at a higher level of proficiency when using cooperative learning strategies (Rai, 2024). In addition to international studies, similar patterns have been documented in Latin American countries where both cooperative and collaborative strategies have been demonstrated to enhance student classroom participation, while simultaneously exposing difficulties related to group functionality and student motivation (Ramirez, 2024).

Cooperative learning has also been investigated in Ecuador as a means of improving EFL student oral participation and reading comprehension in EFL classrooms. This is particularly relevant due to Ecuador's persistent ranking near the bottom in terms of English proficiency rankings published annually by EF Education First (EF Education First, 2025). Although there has been a significant increase in research on cooperative learning over the last ten years, many researchers have focused primarily on quantitative measurements of success and have failed to

investigate how students actually perceive and experience cooperative learning, especially within the context of the Ecuadorian Baccalaureate system (Pérez et al., 2024).

Although cooperative learning has received considerable attention in educational research, much of the existing work has focused on measurable learning outcomes. Fewer studies have examined how Baccalaureate students themselves experience group work in EFL classrooms, particularly in Ecuador. For this reason, the present study focused on students' perceptions, experiences, and the benefits and difficulties they encountered while participating in cooperative activities.

The overall purpose of the study was to qualitatively identify and understand how Baccalaureate students perceived and experienced cooperative learning being implemented in their EFL classes. To accomplish this purpose three objectives were developed to guide the study: 1) to describe the perceptions of cooperative learning activities in EFL classes that were expressed by Baccalaureate students; 2) to provide a description of how Baccalaureate students experienced and participated in cooperative learning activities in their EFL classes; and 3) to determine the benefits and challenges that Baccalaureate students perceived as existing as a result of engaging in cooperative learning activities.

A qualitative descriptive phenomenological approach was used because the study centered on students' perceptions and classroom experiences. Data were collected through a structured non-participant classroom observation and semi-structured interviews. Due to the focus on meaning-making and personal experience of the participants as opposed to measuring predetermined variables, this qualitative, interpretive design was appropriate.

This report consists of five chapters. Chapter I outlines the research problem, justifies the research problem, and identifies the purposes of the study. Chapter II establishes the theoretical

framework supporting the study. Chapter III explains the methodology used, including the research design, participants, tools/instruments used to collect/analyze data, and procedures used to collect and analyze data. Chapter IV presents the findings obtained from the classroom observation and semi-structured interviews. Chapter V provides a discussion of conclusions that can be derived from the findings and provides suggestions for EFL educators and potential researchers.

Chapter I

The Problem

Research Topic

Students' Perceptions of Cooperative Learning in EFL Classrooms for Academic Performance

Title of the Project

Cooperative Learning in EFL Classrooms for Academic Performance

Problem statement

Becoming an active participant, interactor, and collaborative member in your own classroom can provide you with a significant educational experience when taking English as a foreign language course at the baccalaureate level. Students in baccalaureate academic settings can encounter difficulties while engaging in EFL classes, such as a lack of enthusiasm, minimal interaction with peers, diminished self-assurance, and teaching approaches that focus more on solo efforts rather than teamwork. These obstacles can hinder chances for peer collaboration and involvement in English sessions. These factors contribute to negative results regarding student performance and limit the potential for peer-to-peer collaboration with regard to teaching through English as a Foreign Language (EFL) (Saputro et al., 2025).

Studies around the world have proven that Cooperative Learning can produce positive effects for students' academic achievements, motivation, participation, and socialization in an educational environment. Bećirović (2023) states that it provides a vehicle for communication, teamwork, and learner engagement. The results indicate that collaborative learning can create

chances for dialogue, teamwork, student participation, and enhanced educational results in English as a Foreign Language classrooms.

Additionally, Qamar and Saeed (2023) conducted a study of secondary-level biology students and concluded that the implementation of cooperative learning resulted in increased academic achievement. This was achieved by allowing students to learn together and to help each other throughout the learning process.

Cooperative learning is gaining interest in educational research in Latin America to improve students' participation and academic success in classrooms. Research done in Peru has proven that the implementation of cooperative learning methods positively relates to students' academic performance. Students benefit from the communication and cooperation they share among group members. Thus, providing them with better ways to reach their academic goals and to become more participatory during their lessons (Veramendi and Antaurco, 2023).

In Ecuador, research into cooperative learning has demonstrated that it is a valid educational strategy for increasing students' participation and achieving better academic performance. According to Võ and Luu (2024), when cooperative learning strategies are used, students' academic success and classroom involvement increase.

There are documented issues related to learning English in Ecuador from the State's point of view. The 2025 English Proficiency Index produced by EF Education First ranks Ecuador as #83 of 123 countries assessed worldwide. This rank indicates that Ecuador earned 466 points on a 500-point scale. On this scale, Ecuador fell into the lowest category of proficiency (low proficiency) and was ranked as the 3rd lowest of all of South America (EF Education First, 2025). The Ecuadorian Ministry of Education (2014) established requirements for students to demonstrate the ability to achieve a B1 level of proficiency in English (CEFR standards), this

was especially concerning. Additionally, showing little enthusiasm or interest in their classes, prior research conducted in Ecuador indicated that many students are hesitant to interact with their classmates during EFL lessons (Ortega and Minchala, 2019). Observations collected during an internship at a private Baccalaureate institution demonstrated institutional views that coincided with previously observed student participation and collaboration with peers during English lesson time. Many students struggled with participating and collaborating with other students in this context.

Finally, pupils at the Baccalaureate school reported a range of experiences regarding collaborative learning within their English lessons. Although educators included group learning tasks in their teaching methods, participation was not always equally distributed among students, and some individuals faced challenges while working together with classmates during assignments. These situations emphasize the necessity to explore learners' personal views and experiences related to collaborative learning in the foreign language learning environment.

Justification

Cooperative learning has become increasingly important as an instructional strategy in EFL classrooms, since it engages students in active participation, communication, and peer interaction rather than passive reception of grammar and vocabulary content (Johnson and Johnson, 2009). This study is academically relevant because it contributes to the field of EFL teaching by analyzing what Baccalaureate students themselves perceive and experience when cooperative learning is used in their classes. While many studies have examined the academic outcomes of cooperative learning, comparatively few qualitative studies have investigated students' own experiences and attitudes while working cooperatively (Alghamdy, 2019).

The study is also socially relevant, since cooperative learning promotes behaviors such as respect, communication, teamwork, and mutual support among students who continually interact with their peers throughout their education. These interactions can strengthen students' self-confidence, motivation, and the quality of peer relationships, which supports both the classroom climate and the broader learning process (Rai, 2024).

From a pedagogical standpoint, the study matters because its findings can help EFL teachers understand the advantages as well as the difficulties students experience during cooperative learning activities. This understanding may guide teachers in refining how they design and facilitate group-based tasks to increase student involvement and support stronger outcomes in English courses.

A qualitative, phenomenological design was chosen because this study aimed to understand cooperative learning from the students' own point of view, rather than to measure predetermined variables. Self-reported perceptions and experiences reveal aspects of classroom life, such as how group composition affects comfort or how peer teaching is experienced, that standardized outcome

measures alone cannot capture (Creswell and Poth, 2018). This makes a qualitative approach not only appropriate but necessary for addressing the research questions posed in this study, particularly within the Ecuadorian Baccalaureate context, where this field remains understudied.

Problem Question

How do students perceive cooperative learning in their EFL Baccalaureate classrooms?

Specific questions

- What aspects of cooperative learning do Baccalaureate students perceive in their EFL classes?
- What experiences do students have when participating in cooperative learning activities during English classes?
- What benefits and challenges do students experience during cooperative learning activities in English classes?

General objective

- To examine how Baccalaureate students experience and perceive cooperative learning in English as a Foreign Language classes.

Specific objectives

- To identify students' perceptions of cooperative learning activities in EFL classes.
- To describe students' experiences participating in cooperative learning activities during English classes.
- To determine the benefits and challenges students experience during cooperative learning activities in English classes.

Chapter II

Theoretical Framework

Background

This conceptual framework is based on earlier studies and theories concerning collaborative learning within English as a Foreign Language (EFL) educational setting. It lays the groundwork for comprehending how Baccalaureate students view and engage with collaborative learning. This research is backed by three interrelated theoretical viewpoints: Sociocultural Theory, Social Interdependence Theory, and Slavin's viewpoint on collaborative learning.

Prakash (2023) mentions the contribution of Vygotsky to education, he is considered one of the founders of Sociocultural Theory, posited that all knowledge-building occurs through social interaction among individuals who have varying levels of expertise. Students develop knowledge through collaborative activities with their more knowledgeable peers, which he called the "Zone of Proximal Development" (ZPD). Later, Johnson and Johnson (2009) developed Social Interdependence Theory to explain why students who work together in groups succeed. According to Johnson and Johnson (2009), when students believe that achieving each other's goals will benefit them, they will be likely to interact in ways that are both individually accountable and promote teamwork. These authors also identified some of the social skills that students use while working cooperatively to learn, as well as skills related to functionally maintaining the group. Slavin (2014) identifies two major aspects of cooperative learning, namely social and cognitive. However, he believes that cooperative learning's primary mechanism for achievement lies in motivation. He argues that providing both individual

accountability and a common group goal can create a condition where all members participate actively. Therefore, the three perspectives mentioned above provide the present qualitative study with its conceptual base, defining cooperative learning as a socially constructed and experienced phenomenon that students create meanings around, exactly what this research seeks to do using thematic analysis (Braun and Clarke, 2006).

International background

Cooperative learning has demonstrated a positive correlation with students' participation, motivation, communication, and overall academic achievement within English as a Foreign Language (EFL) classrooms at an international level; these results are similarly reflected by two qualitative research studies, but through differing lenses. Alghamdy (2019) conducted interviews with ten Saudi secondary school students who participated in a 12-week cooperative English lesson program and noted significant improvements in their language skills, friendships, self-confidence, and motivation because of the program. In addition to noting many positive aspects of the program, Alghamdy highlighted several areas where the program was deficient, including the lack of consistent or equal use of higher-achieving peers during group activities and inadequate supervision by teachers. Rai (2024) found similar results when he worked with Pakistani secondary school students who were involved in a cooperative learning environment. Specifically, Rai noted an increase in both teacher-student and peer-to-peer interactions, improved communication, and increased levels of engagement among his subjects. However, Rai did not address some of the same challenges that Alghamdy addressed regarding the potential for inequitable relationships within the group settings. Overall, the findings of the two studies suggest that there are common benefits associated with using cooperative learning techniques

regardless of culture; however, the challenges students encounter are related to how they are designed and supervised by teachers is very dependent on those factors.

The above rationale supports the importance of focusing on learner-centered outcomes rather than solely relying on outcome-based assessments since outcome-based assessments can mask the true nature of what student's experience. For example, Alzubi et al. (2024) argued that assessing student engagement involves examining perceived levels of participation rather than simply measuring instructional outcomes and provided evidence that developing a collaborative classroom climate resulted in increased student participation. Lastly, Zhou and Colomer (2024) presented additional empirical support for cooperative learning, providing additional benefits beyond mere instructional outcomes when they demonstrated that cooperative learning environments significantly increased motivation and classroom participation relative to traditional instruction methods while simultaneously promoting reflective thinking and reducing negative behavior.

Latin American background

A variety of Latin American research has shown a similar trend as well; however, a great deal of these studies has demonstrated group functioning problems that are missing from the international literature described earlier. Research conducted by Pérez et al. (2024) in Colombia revealed that when students worked together during group tasks, their ability to communicate with one another, participate in class discussions, and interact with both peers and their teacher improved. Similarly, secondary school students in Argentina were involved in collaborative learning projects that increased students' level of interest, participation, and understanding of course materials; however, it was noted that some students participated more than others in collaborative groups (Ramirez, 2024). As part of their investigation of EFL teachers' views

regarding their use of collaborative teaching practices in Chile, Carbone and De la Barra (2024) identified an issue that is similar to those described previously; many students had difficulty collaborating as they encountered issues such as poor communication skills, low self-confidence, and reliance on teacher-directed instruction.

National background

Local research out of Ecuador echoes these regional findings while adding its own nuance. Jumbo (2019), working in Loja, found that peer discussion and small-group work improved both verbal expression and participation. In Chone, Acosta et al. (2025) reported gains in interaction and engagement through cooperative learning but also flagged limited communication ability and uneven participation within groups, concluding that strengthening EFL teaching strategies at the secondary level calls for greater awareness of what students themselves experience during cooperative learning a conclusion that feeds directly into the qualitative focus of the present study.

Across international, regional, and national research, cooperative learning has been associated with student engagement, communication, interaction, and motivation in EFL classrooms. However, recurring challenges include unequal participation, dependence on more proficient peers, and difficulties in group dynamics. These findings support the need to examine cooperative learning from students' own perspectives, particularly because their perceptions and experiences can reveal classroom dynamics that may not be fully captured through academic performance measures alone.

Pedagogical basis

Constructivist theory

Prakash (2023), mentions the constructivist theory developed by Piaget explains learning as something created when students build knowledge through their involvement in social processes. Knowledge develops at its best pace, on this view, when students take part in meaningful educational practices rather than acting as passive receivers of information. In EFL classrooms, cooperative learning gives students a concrete way to put constructivist principles into practice, since it has them collaborate with one another, share ideas, work together to solve problems, and build understanding through interaction with peers.

Constructivist theories also recognize the value of student-centered learning environments, where the learner becomes an active participant in the educational experience rather than a bystander. Taking part in cooperative learning activities encourages students to think critically about their own learning, communicate, and work with one another toward common goals, all of which help raise participation and engagement in EFL courses.

Social constructivism

Vygotsky's theory of Social Constructivism identifies the importance of social interactions within a student's learning environment. As students learn from each other through communication and by working together on tasks, Vygotsky (1978, as cited in Prakash, 2023) stated that this creates a high probability of academic success.

In Cooperative Learning methods, the same principles are applied. The cooperative learning method includes peer-to-peer collaboration, and students will have to discuss ideas with others, support team members while working toward common goals, and support each other during the completion of the assigned activities. Students will also be able to share knowledge, improve communication skills, and become active participants in class based on how they interact with classmates. Due to the collaborative aspect of cooperative learning, students can

develop both academic and social skills simultaneously while working collaboratively with peers.

Theoretical basis

Types of cooperative learning

Cooperative learning takes several forms in the classroom, each one designed to build student collaboration and involvement (Ammouche, 2025).

Group discussions have students collaborate by sharing their views and ideas about a classroom task. Peer learning is another form, allowing students to help one another complete a task or solve a problem through teamwork. Project-based activities give students a way to work alongside others toward a specific shared goal.

Ammouche (2025) found that both group- and project-based approaches open opportunities for greater student engagement and improved classroom communication, which is how, in EFL settings, students come to learn effective English communication through collaborative learning techniques.

Academic performance

Academic success pertains to the accomplishments and advancements of students concerning the educational goals set within a learning environment. In EFL (English as a Foreign Language) settings, academic success can be seen in students' enhancement of language abilities and their attainment of the intended course outcomes. Earlier studies have explored the connection between collaborative learning and academic success; however, this current research does not aim to determine a cause-and-effect relationship between cooperative learning and

student grades. Rather, academic success offers contextual significance to the study's emphasis on students' viewpoints and experiences regarding cooperative learning in EFL classrooms.

Legal basis

The Ecuadorian Constitution of 2008 establishes several provisions that are relevant to the present study. In particular, Article 26 recognizes education *“as a fundamental right of all individuals and as an essential duty of the State. It also establishes education as a priority area for public policy and state investment, emphasizing its role in promoting social and economic equality and contributing to people's well-being. Furthermore, the article recognizes the right and responsibility of individuals, families, and communities to participate in the educational process”* (Constitución de la República del Ecuador, 2008, Art. 26).

Article 27. - *Education shall focus on the human being. It shall develop him or her holistically, respecting his/her rights, his/her environmental sustainability and democracy. Education shall be participatory, compulsory, intercultural, democratic, inclusive, diversified in terms of quality and warmth. Education should promote gender equity, justice, solidarity, and peace and shall encourage critical thinking, artistic expression and physical culture, the personal initiative and collective initiative, the acquisition of knowledge and skills to generate and work* (CRE, 2008, Art. 27).

These constitutional provisions establish an associative connection with the present investigation since they give legitimacy to students' participation, students' interactions among peers, teamwork, and students' participation in a collaborative teaching-learning setting. Furthermore, the Ecuadorian Constitution supports educational methodologies based on dialogue, teams formed by peers, and students' participation, which establishes an associative

link with a study focused on how students perceive cooperative learning in their Baccalaureate English classrooms.

Chapter III

Methodological Framework

The methodology adopted in this study is framed within a qualitative research approach, specifically through a descriptive phenomenological design. This methodological perspective is appropriate because the study seeks to explore, understand, and describe in depth the perceptions, experiences, and meanings that Bachillerato (Baccalaureate) students attribute to the use of cooperative learning in their English as a Foreign Language (EFL) classes. Rather than focusing on the measurement or statistical generalization of variables, qualitative research allows the researcher to examine educational phenomena from the participants' own perspectives and to identify the meanings they construct through their experiences. In this regard, Creswell and Poth (2018) explain that qualitative research seeks to understand phenomena from the perspective of individuals who experience them directly.

The selection of descriptive phenomenology is particularly relevant because the central interest of the study lies in understanding the students' lived experiences of cooperative learning within their actual EFL classroom context. From this perspective, the research aims to identify and describe how students experience interaction with their peers, participation in group activities, shared responsibility, communication, collaboration, and the development of English language skills. Furthermore, the phenomenological approach makes it possible to examine how students perceive both the potential benefits and the challenges associated with cooperative learning, including aspects such as motivation, participation, peer support, confidence in using English, group dynamics, unequal participation, or difficulties in communication.

Consequently, this methodological approach provides a comprehensive framework for examining the phenomenon from the students' viewpoints, allowing their experiences to emerge as the primary source of evidence. The descriptive nature of the study also seeks to preserve the participants' accounts as faithfully as possible, avoiding premature interpretations that could distort the meaning they attribute to their classroom experiences. Thus, the qualitative phenomenological methodology is consistent with the purpose of the research, as it enables a detailed description of how Bachillerato students perceive, interpret, and experience cooperative learning as a pedagogical strategy in EFL instruction. In this way, the methodology contributes to a deeper understanding of the educational phenomenon and provides contextualized evidence that may inform the implementation and improvement of cooperative learning practices in English language classrooms (Creswell & Poth, 2018).

Thematic analysis will be used to analyze the qualitative data obtained in this study, as it enables the identification, organization, and interpretation of patterns of meaning within high school students' experiences regarding collaborative work in English language learning (Braun and Clarke, 2006). To this end, a systematic coding process will be applied to the data gathered through the selected techniques and instruments; the codes will subsequently be grouped into categories and themes related to peer interaction, participation, communication, motivation, difficulties, and perceived benefits. This procedure will facilitate an understanding of the participants' experiences and determine how collaborative work contributes to English language learning, in alignment with the study's stated objectives.

The study focused exclusively on qualitative evidence obtained through classroom observation and semi-structured interviews, since the purpose was to understand students'

perceptions and experiences rather than to measure predetermined variables or establish causal relationships.

Population and Sample

The study took place in a Baccalaureate EFL class at a private educational institution in Ecuador. The class had thirty students, all of whom were present during a cooperative learning activity observed by the researcher. The observation was carried out during one regular class period of approximately sixty minutes and focused on how students participated, interacted with their classmates, worked together, and used English while completing the activity.

Following classroom observation, a simple random probability sample was selected; this type of sample involves a subset of the total population chosen at random, without regard for specific characteristics or determining qualities. A sample of five students from the same group was selected to participate in individual semi-structured interviews. Their responses provided insight into their perceptions of cooperative learning, their experiences working with classmates, and the benefits and challenges they associated with this type of classroom activity (Patton, 2015). The use of a random sample helps avoid marked response bias or the steering of answers toward predefined models or criteria, thereby allowing for a broader, more general view of the situation under study.

Data Collection Techniques and Instruments

Two data collection techniques were used: structured non-participant observation and semi-structured interviews, strengthening the credibility of the findings through methodological triangulation (Denzin, 2017).

Non-Participant Structured Observation

First, a structured non-participant observation process was conducted to record student behavior, interaction, and level of engagement during cooperative learning activities, without

researcher intervention (Merriam & Tisdell, 2016). An observation guide (Instrument 1) was used to document student participation, peer interaction, and the degree of engagement during a single session lasting approximately sixty minutes; this session took place during a regular English as a Foreign Language (EFL) class that included a scheduled cooperative learning activity. Thirty students participated in this class, representing the entire study population. As previously noted, there was no researcher intervention during this activity.

Semi-Structured Interviews

Following the classroom observation, a series of semi-structured interviews was conducted with a sample of five students from the aforementioned group; these interviews allowed for an in-depth examination of the participants' opinions and experiences, combining a predetermined set of questions with the flexibility to ask follow-up questions and address topics raised by the participants themselves (Kvale and Brinkmann, 2015). An interview guide (Instrument 2) facilitated the collection of information regarding the students' perceptions, experiences, benefits, and challenges concerning cooperative learning. A random sample of five students was selected for the interviews, which were conducted privately and audio-recorded with the participants' consent. Given that the interview format allows participants to express their views openly, it was necessary to synthesize the content, focusing on the most relevant elements of what the interviewees shared.

Research Instruments

Two instruments were designed to collect data aligned with the study's specific objectives, both subjected to expert validation before their application. Instrument 1, a Structured Classroom Observation Guide, organized indicators into three dimensions (student engagement and participation, peer interaction and group dynamics, and benefits and challenges during cooperative activities), rated on a four-point scale (1 = Never observed to 4 = Consistently

observed). Instrument 2, a Semi-Structured Interview Guide, consisted of ten open-ended questions with follow-up probes addressing the same three dimensions from the participants' own perspective. The complete instruments, including all indicators, items, and scoring guidance, are presented in Annex D.

Data Analysis Procedure

The qualitative data were analyzed using Braun & Clarke's (2006) six-stage thematic analysis. The analysis was organized around three broad dimensions drawn from the specific objectives: students' perceptions, their experiences during cooperative activities, and the benefits and challenges they associated with cooperative learning. Within each dimension, the researcher reviewed the interview responses and observation notes to identify recurring ideas, similarities, and differences across the data. These patterns were then grouped into subthemes such as peer support, group participation, language use, teacher support, and unequal contribution

Ethical Considerations

Beginning with international ethical guidelines for research involving human subjects and adapting those for the Ecuadorian educational environment, as Creswell and Poth (2018) and Merriam and Tisdell (2016) indicated, because all of the subjects in the study were minors, written informed consent was received from parents/guardians and school administrators, while student subjects provided verbal informed assent. Student participation was completely voluntary. Additionally, a student's decision to participate could be withdrawn at any point without penalty to that student's grade or relationship with a teacher. As such, no personally identifiable subject information was collected. Each participant was given an identification code (S1-S5). All interview and transcription material was saved on password protected/encrypted files available only to the researcher. The interviews took place in private settings. Participants

were assured they had nothing to fear regarding negative repercussions against them due to their involvement. Data collected were intended only for use within the confines of this dissertation and will be destroyed once it is approved.

Chapter IV

4.1 Introduction to the Results

This chapter presents and describes the findings obtained through the application of the two data collection instruments employed in the present qualitative study. The instruments were designed to gather complementary evidence regarding students' experiences and perceptions of cooperative learning in the context of English as a Foreign Language (EFL) instruction. The first instrument consisted of a validated non-participant classroom observation guide, structured to systematically document students' behaviors, interactions, participation, communication patterns, and engagement during the implementation of a cooperative learning activity. The second instrument was a semi-structured interview guide, designed to elicit students' individual perceptions, experiences, and reflections regarding their participation in cooperative learning activities.

To strengthen the methodological rigor and credibility of the data collection process, both instruments underwent an expert validation procedure. The observation and interview guides were reviewed by three specialists with relevant expertise in English as a Foreign Language (EFL) teaching, qualitative research methodology, and curriculum design. Their assessment contributed to ensuring the relevance, clarity, coherence, and alignment of the items with the research objectives and the phenomenon under investigation.

Data collection was conducted on Wednesday, June 17, 2026, at Salinas Innova Educational Unit. The classroom observation was carried out during a previously scheduled cooperative learning activity involving thirty Bachillerato students. As a non-participant observation, the researcher assumed an observational role without directly intervening in the

development of the classroom activity, thereby allowing students' interactions and behaviors to be documented within their natural instructional context. Subsequently, five students from the same observed group were selected to participate individually in semi-structured interviews. These interviews provided an opportunity to explore in greater depth the participants' subjective experiences and perceptions, complementing the evidence obtained through classroom observation.

The combination of these two qualitative instruments allowed for the collection of data from both observable classroom practices and students' personal accounts. Consequently, the results presented in this chapter are organized and interpreted according to the emerging themes identified from the observation and interview data, with the purpose of providing a comprehensive description of how cooperative learning is experienced and perceived by Bachillerato students in their EFL classroom. This process also facilitates the identification of convergences and differences between observed behaviors and students' reported experiences, contributing to a more robust understanding of the phenomenon under study.

It should be noted that the study involved a sample of five students and a semi-structured interview consisting of ten questions; however, due to institutional constraints (time limitations and pre-scheduled activities), each participant answered a different subset of the interview questions rather than all of them. Specifically, participant S1 answered questions 1 through 3; S2, questions 4 through 6; S3, questions 7 through 10; S4, questions 9 and 10; and S5 answered questions 7, 8, and 10 as a final reflection. Given that the participants did not answer the same set of questions, their responses were not considered directly comparable across all the issues raised. Consequently, some themes emerged from the accounts of only one or two participants,

while others reflected the responses of several of them. This variation in the scope of the interviews was taken into account when interpreting the findings and drawing conclusions.

Throughout this chapter, cooperative learning and collaborative learning are used in their distinct senses: cooperative learning refers to a structured approach with clearly defined roles, individual accountability, and positive interdependence (Johnson and Johnson, 2009), while collaborative learning is the broader term for joint intellectual effort without necessarily requiring formal role assignment. The instructional approach examined here is cooperative learning in its structured form, though students may use the terms interchangeably in their responses. Findings are organized by the three dimensions shared by both instruments, each aligned with a specific objective: (1) students' perceptions, (2) students' experiences, and (3) benefits and challenges of cooperative learning. For each dimension, observational data are presented first, followed by interview findings and an interpretive synthesis supported by participant quotations.

4.2 Results from the Structured Classroom Observation

Classroom observation was conducted during a typical English lesson, a session that incorporated activities designed to foster cooperative learning. Thirty students participated in the class, which focused on oral and written communication in English. The pedagogical activity was structured to promote role-based interdependence, peer interaction, and the use of the English language, in alignment with the defining characteristics of cooperative learning described by Johnson and Johnson (2009). Table 1 summarizes the scores recorded across the three dimensions of the observation guide.

Table 1*Overall Observation Results by Dimension*

DIMENSION	SCALE RANGE	MODE SCORE	GENERAL OBSERVATION
Dimension 1: Student Engagement and Participation	3–4	Mostly 3, with two indicators scored 4	Students actively contributed ideas and assumed roles; some inconsistency in English use.
Dimension 2: Peer Interaction and Group Dynamics	3–4	Mostly 4	Respectful turn-taking, mutual assistance, and positive body language observed consistently.
Dimension 3: Benefits and Challenges	1–4	Benefit: 4 / challenges: 1	High enthusiasm and task completion; No off-task behavior or unequal participation was observed during the session.

Note. Scale: 1 = Never observed; 2 = Rarely observed; 3 = Sometimes observed; 4 = Consistently observed. Scores reflect the observer's consolidated rating per dimension based on the full observation session.

4.2.1 Dimension 1: Student Engagement and Participation

Table 2 details the specific indicator scores recorded under Dimension 1, which addressed observable behaviors associated with student engagement and participation during cooperative activities.

Table 2

Dimension 1: Observable Student Engagement and Participation Behaviors

INDICATOR	1	2	3	4	SCORE
Students take on roles within their group (e.g., leader, reporter, timekeeper)			✓		3
Students display focused, on-task behavior during the cooperative activity.			✓		3
Students verbally contribute ideas to the group discussion.				✓	4
Students use English as the primary medium of communication.			✓		3
Students who typically participate less in whole-class settings show increased verbal participation in the group.				✓	4

Note. Scale: 1 = Never observed; 2 = Rarely observed; 3 = Sometimes observed; 4 = Consistently observed. Aligned with Specific Objective 1.

During the observation session, students demonstrated a generally engaged disposition toward the cooperative task. Most participants assumed specific roles within their groups, although role adoption was not uniform across all members; one or two students engaged with less consistency (Score = 3). Focused, on-task behavior was observed at a similar level (Score = 3), with minor intermittent distractions that did not significantly disrupt the activity flow. In contrast, verbal contribution of ideas received the highest rating (Score = 4), indicating that students were communicatively active and willing to share their thinking within the group environment.

With respect to language use, students employed English for a portion of the activity (Score = 3); however, field notes indicate that Spanish was frequently used when students encountered lexical or grammatical difficulties. A particularly noteworthy finding was the consistent increase in verbal participation among students who typically engaged less in whole-class settings (Score = 4). This suggests that the small-group cooperative format created a lower-anxiety context conducive to oral production, an observation that aligns with prior research documenting the positive relationship between cooperative structures and student willingness to communicate (Bećirović, 2023).

4.2.2 Dimension 2: Peer Interaction and Group Dynamics

Table 3 presents the indicator scores for Dimension 2, which examined the quality of peer interaction and group dynamics during the cooperative learning session.

Table 3*Dimension 2: Observable Peer Interaction and Group Dynamics*

Indicator	1	2	3	4	Score
Students communicate respectfully with group members (tone of voice, turn-taking)				✓	4
Students provide help to peers who encounter difficulty with the task.				✓	4
Group members share materials, ideas, and task responsibilities.			✓		3
Students acknowledge and build on each other's contributions.				✓	4
Students display positive body language and attentiveness toward peers.				✓	4
Students give feedback to one another during the activity (corrections, suggestions, agreement)				✓	4

Note. Scale: 1 = Never observed; 2 = Rarely observed; 3 = Sometimes observed; 4 =

Consistently observed. Aligned with Specific Objective 2.

Dimension 2 yielded the most consistently elevated scores across the observation.

Students communicated respectfully, observed appropriate turn-taking, and maintained a positive interpersonal tone throughout the session (Score = 4). Peer support behaviors were especially prominent: students helped one another when encountering language-related difficulties, demonstrating a willingness to scaffold their peers' comprehension and oral production (Score = 4).

The sharing of materials and task responsibilities received a slightly lower score (Score = 3). The distribution of resources and duties was rated a bit lower (Score = 3), suggesting that these actions were seen often but not uniformly during the task. The remaining indicators acknowledging peers' contributions, displaying positive body language, and providing reciprocal feedback all scored at the highest level (Score = 4), pointing to a collaborative group atmosphere in which students felt comfortable giving and receiving corrective input.

4.2.3 Dimension 3: Benefits and Challenges During Cooperative Activities

Table 4 presents the scores for Dimension 3, which captured observable indicators of both the benefits and challenges associated with students' participation in cooperative learning activities.

Table 4*Dimension 3: Observable Indicators of Benefits and Challenges*

INDICATOR	1	2	3	4	SCORE
Students show enthusiasm and active involvement.				✓	4
Students attempt to communicate in English even when facing difficulty.				✓	4
Unequal participation is observed within groups.	✓				1
Students exhibit hesitation or signs of discomfort when speaking English in the group.	✓				1
Off-task behavior is observed (use of phones, unrelated conversations, disengagement)	✓				1
The teacher intervenes to mediate group dynamics, manage behavior, or scaffold communication.				✓	4
Students complete the assigned cooperative task within the established time frame.				✓	4

Note. Scale: 1 = Never observed; 2 = Rarely observed; 3 = Sometimes observed; 4 = Consistently observed. Aligned with Specific Objective 3.

Results in Dimension 3 reveal a contrasting pattern between benefit-related and challenge-related indicators. Enthusiasm and active involvement (Score = 4) and students' attempts to communicate in English despite linguistic difficulties (Score = 4) were observed consistently, indicating that the cooperative structure generated positive affect and communicative risk-taking behavior.

Conversely, indicators associated with potential challenges: unequal participation, hesitation or discomfort when speaking English, and off-task behavior, all received a score of 1, meaning none of these phenomena were observed during the session. The educator was prominently engaged (Score = 4), as they frequently intervened to support conversation and facilitate interaction within the groups. In conclusion, every student finished the given assignment within the set deadline (Score = 4), demonstrating appropriate timing and feasible task handling.

4.3 Results from the Semi-Structured Interviews

The semi-structured interviews generated rich qualitative data across the study's three dimensions. The phenomenological orientation of this research guided the interpretation of participants' accounts, with attention to both what was experienced and how students interpreted those experiences within their EFL classroom context (Creswell & Poth, 2018). Table 5 provides a thematic synthesis of the main patterns identified from interview responses, followed by detailed analysis for each dimension. Table 6 summarizes each participant's contribution to the dataset.

Table 5

Thematic Analysis Summary: Themes and Representative Quotes by Dimension

DIMENSION	THEME	SUB-THEME	DATA SOURCE
Dimension 1: Perceptions of Cooperative Learning	Mixed but generally positive perception of group work	Group formation preferences	S1, Q1
	Optimal group size	Preference for smaller groups	S1, Q1
	Peer support	Mutual explanation and vocabulary assistance	S1, Q2
Dimension 2: Experiences During Cooperative Learning	Language negotiation within the group	Predominant use of Spanish	S2, Q5
	Peer support as scaffolding	Translation, explanation, and assistance	S2, Q6
	Emotional experience of cooperative tasks	Positive experience and increased preparation for speaking	S2, Q4, Q6

Dimension 3: Benefits and Challenges	Cooperative learning as a support for learning	Peer teaching and mutual assistance	S3, Q7; S5, Q7
	Unequal contribution as a perceived challenge	Non- contributing members/ reliance on peers	S3, Q8; S5, Q8
	Group composition as a key factor	Different outcomes depending on group members' knowledge	S3, Q7
	Students' perceptions of academic performance	Mixed perceptions of exam preparation and performance	S3, Q9; S4, Q9
	Positive and negative experiences	Enjoyable activities but inconsistent responsibility	
			S3, Q10; S4, Q10; S5, Q10

Note. The Data Source column indicates the participant code and interview question (or observation field note) from which each theme was derived; the corresponding verbatim excerpts

are transcribed in Annex B (interviews) and Annex A (observation). Participant codes (S1–S5) correspond to the five students interviewed.

Table 6

Interview Coverage by Participant

STUDENT	QUESTIONS ADDRESSED	KEY INSIGHT
S1	Q1, Q2, Q3	Expressed a nuanced view of group formation; preferred smaller groups (2–3 members); acknowledged that peer support facilitates vocabulary acquisition and oral fluency development
S2	Q4, Q5, Q6	Described a travel-themed dialogue activity positively; noted the predominance of Spanish due to English proficiency gaps; reported that group rehearsal increases confidence for public speaking tasks
S3	Q7, Q8, Q9, Q10	Recognized that peer assistance and collaborative practice provide advantages yet also mentioned challenges arising from uneven involvement and conflicts regarding the subject matter; indicated a tendency to favor solo efforts when fellow team members do not engage.

S4	Q9, Q10	It has been indicated that collaborative tasks can aid in engaging with the English language, enhancing pronunciation, and preparing for assessments when participants grasp the material; it was also observed that accountability within the group may vary.
S5	Q7, Q8, Q10	Highlighted mutual teaching as the central benefit; acknowledged both the relational rewards of cooperative work and the frustration of perceived intellectual exploitation by peers who relied on her knowledge without reciprocating effort

Note. Due to institutional time constraints, each participant addressed a distinct subset of the interview guide. S1–S5 are anonymous participant codes assigned to protect student confidentiality.

4.3.1 Dimension 1: Students' Perceptions of Cooperative Learning in EFL Classes

Student 1 (S1) responded to questions 1 – 3. She provided the most detailed description of how the students viewed group work in the English class. Student 1's answers gave evidence of a complex perspective toward group work rather than solely positive toward cooperative learning. While S1 stated that the method has advantages related to social interactions and English language support; however, she also found group work could be disadvantageous based upon how the groups were assigned.

The way the groups were made (either self-selection or randomly selected by the teacher) seemed to determine whether students worked with friends or peers they didn't know. Working

with friends made them feel comfortable but didn't seem to promote maximum learning. Working with teacher-assigned groups created some unbalanced contributions to the task. Either there was a dominant contributor, or the contributions were influenced by differences in proficiency levels (Annex B).

This perspective is like what Alghamdy (2019) and Carbone and De la Barra (2024) concluded concerning group assignments and teacher-facilitation as factors contributing to a student's cooperative learning experience. S1 preferred smaller groups of 2 - 3 students, citing that larger groups caused distractions and decreased each member's accountability (Annex B).

Concerning what S1 thought cooperative group activities were intended to develop in terms of speaking skills in the English class, she stated that oral fluency and dialogic interaction were the primary purposes. S1 believed that the opportunities to speak English communicatively were enhanced through group work, especially through dialogic activities such as those mentioned above.

S1 also recognized advantages for writing and reading derived from collaboration with peers, noting that fellow students could assist with spelling and accurate pronunciation while engaging in reading exercises (Annex B).

4.3.2 Dimension 2: Students' Experiences During Cooperative Learning Activities

Student 2 (S2), who answered Questions 4–6, offered the most detailed account of this dimension. Her responses illustrated how cooperative tasks helped students produce and receive feedback on their spoken English, while also revealing the affective engagement generated by the activity and the scaffolding provided by the teacher (see Annex B). Task design and teacher scaffolding together appeared to create a positive affective climate that supported language

production; notably, her mention of teacher support aligns with the observation data for Dimension 3, where teacher intervention was consistently recorded (Score = 4).

Regarding language choice within the group, S2 explained that varying levels of English proficiency among her groupmates led the group to rely predominantly on Spanish, not as a failure but as an adaptive response to the group's communicative needs (see Annex B).

She also contrasted group work with working alone: participating in cooperative activities brought the added responsibility of producing language collaboratively, yet sharing that responsibility eased the cognitive load she otherwise felt when producing English independently, leaving her more confident and better prepared. As Vygotsky (1978, as cited in Prakash, 2023) states, "the zone of proximal development" refers to a learner's area of developmental growth within which he or she is capable, through guidance or instruction from a more advanced peer, of mastering novel material beyond his or her current level of unassisted functioning (Prakash, 2023, p. 15). S2's narrative can be understood concerning this principle, as support from peers seemed to enhance her engagement in activities that she characterized as harder when she was working alone.

4.3.3 Dimension 3: Benefits and Challenges of Cooperative Learning in EFL Classes

Students 3, 4, and 5, known as S3, S4, and S5, shared their insights about the advantages and challenges of cooperative learning activities. S3 answered Questions 7 through 10, S4 addressed Questions 9 and 10, while S5 tackled Questions 7, 8, and 10. Their feedback disclosed both beneficial encounters linked to support from peers and learning, alongside obstacles regarding imbalanced involvement, group dynamics, and personal readiness.

The disadvantages students raised centered on unequal contribution and the variable quality of the experience depending on group composition, though each framed the issue differently. S3's frustration was pointed out: a groupmate who contributed little to the task nonetheless criticized the group's overall work (see Annex B). S4 presented a clearer issue regarding how content was spread out in collaborative work. She clarified that as the assignment was broken down into various sections, each participant concentrated on a specific subject, which might restrict her comprehension of the overall material and complicate her readiness for evaluations.

S5 offered the most reflective account, holding both sides of the experience at once: she valued the interpersonal connection and shared knowledge-building that cooperative learning fostered, but also described feeling intellectually exploited when peers benefited from her knowledge without reciprocating (see Annex B).

4.4 Synthesis of Findings

Taken together, the observational and interview data converge on several central findings. First, the data gathered from observations and interviews revealed a largely favorable social setting during the observed cooperative learning activity, marked by excitement, shared encouragement, and courteous exchanges. Second, Peer support became a crucial aspect of students' experiences, especially through help with vocabulary, collaborative explanations, translation services, and feedback corrections. This finding resonates with social constructivist theory, particularly Vygotsky's (1978, as cited in Prakash, 2023) conception of learning as a fundamentally social process in which more capable peers' mediate knowledge construction.

Third, language use within groups was predominantly in Spanish, reflecting proficiency constraints that students navigated pragmatically rather than perceiving as failures. This pattern

of code-switching is consistent with prior research in Latin American EFL contexts (Pérez et al., 2024), where students' first language serves as a bridge to task completion when target-language resources are insufficient.

Fourth, the perceived value of cooperative learning was not uniform but contingent on group composition, task design, and the consistency of individual contribution. Students who experienced unequal participation or non-contributing peers reported frustration that expressed dissatisfaction and worries regarding the equity of the partnership agreement. This finding echoes Alghamdy's (2019) observation that unequal participation represents one of the most persistent tensions in cooperative EFL settings.

Fifth, the teacher's active facilitative role was identified both observationally and through student accounts as a key factor in the successful execution of cooperative tasks. These results emphasize the significance of the educator's supportive position in aiding group engagement and task advancement throughout the activity that was examined. (Carbone and De la Barra, 2024). Finally, a distinction was observed between the structured cooperative learning framework employed in the classroom, characterized by role assignment, shared goals, and mutual accountability, and the more general collaborative exchanges that emerged organically among students. This distinction underscores the importance of deliberate instructional design in realizing the full potential of cooperative learning as a pedagogical strategy in EFL Baccalaureate education.

Chapter V

Conclusions and recommendations

Regarding the first specific objective, to identify students' perceptions of cooperative learning activities in EFL classes, findings indicate that students hold a nuanced rather than uniformly positive view of group work. While cooperative activities were valued for the oral fluency practice and peer support they provided, students also perceived group composition as decisive: self-selected groups fostered comfort but not always deeper learning, whereas teacher-assigned groups sometimes produced imbalanced participation. A clear preference for smaller groups of two or three members emerged as one participant expressed a preference for groups of two or three students, describing larger groups as more prone to distraction.

With respect to the second specific objective, to describe students' experiences participating in cooperative learning activities during English classes, the data show that students experienced cooperative tasks as affectively positive and linguistically supportive, particularly when the teacher scaffolded the activity. Code-switching to Spanish emerged consistently as a pragmatic strategy rather than a failure, allowing students to complete tasks despite limited English proficiency. Students also described a marked difference in confidence between individual and group work, reporting that shared construction of language output reduced the cognitive burden of performing alone.

Concerning the third specific objective, to determine the benefits and challenges students experience during cooperative learning activities in English classes, peer teaching emerged as the most consistently reported benefit, reinforcing both the explainer's and the recipient's understanding, and cooperative tasks were perceived as useful rehearsal for oral presentations. At

the same time, unequal contribution, free-riding peers, and the uneven distribution of content across group members were identified as recurring challenges, occasionally producing frustration and a sense of being taken advantage of by less engaged classmates. Classroom observation did not fully corroborate this: engagement, English use under difficulty, and teacher mediation were all consistently present, but unequal participation, off-task behavior, and visible discomfort were not observed during the single session recorded. This difference is interpreted as a contrast between one closely monitored, teacher-mediated lesson and participants' broader, cumulative experience of group work, rather than as confirmation that unequal contribution is absent. Active teacher facilitation during the observed session likely played a central role in sustaining a productive cooperative dynamic in that instance.

When viewed collectively, these results address the overall aim by indicating that Baccalaureate students find cooperative learning to be mainly advantageous, though it varies based on the context. The value it holds is influenced by elements like the makeup of the group, the design of the tasks, the involvement of peers, and the supportive role of the instructor.

Based on these conclusions, the following recommendations are proposed. First, EFL teachers should give deliberate attention to group composition, alternating between self-selected and teacher-assigned groupings and favoring smaller group sizes of two to three students where possible, since students consistently associated smaller groups with more equitable participation. Second, teachers should build explicit mechanisms for accountability within cooperative tasks, such as rotating roles or individual checkpoints, to reduce the free-rider dynamic identified as the most salient challenge. Third, given the benefits observed from peer teaching, teachers are encouraged to structure activities that intentionally pair students of differing proficiency levels while ensuring reciprocity, so that stronger students are not left to carry the workload of the

group unrecognized. Fourth, continued teacher scaffolding and monitoring should be maintained during cooperative activities, as its consistent presence in this study was closely associated with sustained engagement and the absence of off-task behavior.

Finally, future research could extend this study by incorporating a larger and more diverse sample of EFL Baccalaureate students across multiple institutions and by adopting a fuller mixed-methods design with pre- and post-tests, which would allow the relationship between cooperative learning and academic performance to be examined with greater analytical rigor and the transferability of these findings to be assessed further.

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Annexes

Annex A. Classroom Observation Field Notes

The structured, non-participant classroom observation was recorded using the Observation Guide (Instrument 1). The consolidated indicator scores and the observer's field notes are reported in Tables 1, 2, 3, and 4 of Chapter IV. One of the representative field notes recorded during the session reads as follows: "Al estar en comunicación con sus compañeros aportan muchas opiniones, ideas" (Observer). The complete scored observation guide is included as Instrument 1 in the instruments section for this study.

Annex B. Verbatim Interview Transcript Excerpts

The following excerpts reproduce the participants' responses in the original Spanish, transcribed verbatim from the audio recordings of the semi-structured interviews (Instrument 2). Participant codes S1–S5 protect student confidentiality. Translation was not applied to preserve the authenticity of participants' voices. These excerpts constitute the transcribed data referenced throughout the analysis in Chapter IV.

Participant S1

Question 1: "En sí, a veces complicado porque hay veces que nosotros hacemos nuestros propios grupos [...] a los nuevos también se les complica, tienen ciertas falencias, pero van mejorando conforme las tutorías."

Question 2: "Es preferible hacer grupos de a dos o de a tres, porque ahí no hay tanta complicación y no tanta conversa como usualmente se suele hacer en grupos de más."

Question 3: "Ah, podemos hablar inglés con más fluidez porque usualmente siempre se hacen unos diálogos con dos o tres compañeros que ayudan también a tener convivencia y dinamismo en las clases."

Participant S2

Question 4: "Durante la actividad fue una conversación con una compañera, en la que estábamos hablando sobre a qué lugar queríamos viajar [...] Fue divertido; la pasamos bien. Nos dificultaba también escribir ahí ciertas palabritas, pero con ayuda de la miss, nos pudimos hacer bien la conversación."

Question 5: "Más en español porque en inglés se les dificulta un poco todavía, contando conmigo."

Question 6: "Sí, hay una gran diferencia porque cuando trabaja uno individualmente, como que se le dificulta un poco. Pero cuando trabajamos en equipo, entre todos nos damos una traducción de cada oración o cada párrafo y lo podemos concretar."

Participant S3

Question 7: "Cuando un compañero tiene demasiadas dudas, yo intento decirle lo mejor posible y explicarle todo el tema que él no sabe."

Question 8: " Bueno, la verdad que eso tanto no me importa, pero sí, por ejemplo, un compañero, lo que sí me molestó fue que él no trabajó en nada y lo único que hacía era criticar nuestro trabajo; entonces eso sí me disgustó bastante. La verdad que no, yo soy una persona muy expresiva y me encanta hablar frente a las personas y pues no, no me ha pasado eso. Sí, sí, fue muy difícil, y nosotros lo hicimos como un sorteo, por ejemplo: poner los temas que cada uno quería en un papel y el que sale, pues ese es el que se haría."

Question 9: " La verdad que no, preferiría hacerlo individualmente porque los desentendidos me perjudican bastante al momento de hacer el trabajo. En parte si, en parte no, en la forma de ayudar si me han ayudado por ejemplo, cuando nos toca trabajos grupales por ejemplo cada uno hace su parte y ya, no sería tan como que, tanta abarcacion, sobre mi persona como que ya estamos en partes igualitarias entonces ya sería más fácil para mí y sobre los exámenes pues yo pensaría que no, porque como lo que acabe de decir cómo nos repartimos en partes igualitarias es como que cada quien tiene otro tema y es como que no entendería toda la clase."

Question 10: " Eh, yo diría que no porque solo es esa mala experiencia con ese compañero, pero todas las demás actividades grupales han sido súper chéveres."

Participant S4

Question 9: "Como nos repartimos en partes igualitarias, es como que cada quien tiene otro tema [...] no entendería toda la clase."

Question 10: "Buena en parte porque compartimos momentos agradables y malos porque a veces no son responsables con las cosas que les tocan hacer."

Participant S5

Question 7: "Sí, de hecho, cuando trabajamos en el grupo de inglés, le pregunto a mi compañero cuando no sé una palabra y él me dice la traducción en inglés, y sí me ha ayudado a mejorar."

Question 8: "Sí, me he sentido mal y como utilizado en parte porque ya pues se aprovechan de mí y de mi conocimiento."

Question 10: "Bueno, sí, en los trabajos grupales en inglés ayudan mucho a los compañeros que no saben porque eso les fortalece , fortalece su conocimiento y el mío también porque es comunicarme con mi compañero y enseñarle mutuamente"

Annex C. Thematic Coding Matrix (Manual Analysis)

The following matrix documents the manual thematic coding process described in the Data Analysis Procedure. Coding was carried out by hand, using color coding and margin annotations on the printed transcripts; no qualitative-analysis software was used. The matrix makes explicit the analytical trail from each verbatim excerpt to its initial code, the subtheme under which related codes were grouped, and the overarching theme, organized according to the three specific objectives of the study. All excerpts are drawn from the interview transcripts in Annex B and the observation field note in Annex A.

Specific Objective 1: To identify students' perceptions of cooperative learning activities in EFL classes

Source	Verbatim excerpt	Initial code	Subtheme	Theme
S1 (Q1)	"...a veces complicado porque hay veces que nosotros hacemos nuestros propios grupos [...] a los nuevos también se les complica..."	Group formation shapes the experience; new members face difficulties	Group formation preferences	Mixed but generally positive perception of group work
S1 (Q2)	"Es preferible hacer grupos de a dos o de a tres, porque ahí no hay tanta complicación..."	Small groups preferred; fewer distractions and complications	Optimal group size	Preference for smaller, more manageable groups
S1 (Q3)	"...podemos hablar inglés con más fluidez porque usualmente siempre se hacen unos diálogos [...] convivencia y dinamismo en las clases."	Group dialogues build oral fluency and class dynamism	Perceived purpose of group work	Cooperative learning perceived as a tool for oral practice

Specific Objective 2: To describe students' experiences participating in cooperative learning activities during English classes

Source	Verbatim excerpt	Initial code	Subtheme	Theme
S2 (Q4)	"...fue una conversación con una compañera [...] Fue divertido, la pasamos bien [...] con ayuda de la miss, nos pudimos hacer bien la conversación."	Positive affect during task; teacher scaffolding enabled completion	Emotional experience and teacher support	Positive affective experience supported by teacher scaffolding
S2 (Q5)	"Más en español porque en inglés se les dificulta un poco todavía, contando conmigo."	First language (Spanish) used to cope with proficiency gaps	Code-switching as a coping strategy	Language negotiation within the group
S2 (Q6)	"...cuando trabajamos en equipo, entre todos nos damos una traducción de cada oración o cada párrafo y lo podemos concretar."	Shared construction reduces the load of working alone	Collaborative meaning-making	Group work reduces performance load compared with individual work

Specific Objective 3: To determine the benefits and challenges students experience during cooperative learning activities in English classes

Source	Verbatim excerpt	Initial code	Subtheme	Theme
S3 (Q7)	"Cuando un compañero tiene demasiadas dudas, yo intento decirle lo mejor posible y explicarle todo el tema que él no sabe."	Explaining content to peers (peer teaching)	Peer teaching as a reciprocal benefit	Cooperative learning as a peer-teaching mechanism

S3 (Q8)	"Un compañero, lo que sí me molestó fue que él no trabajó en nada y lo único que hacía era criticar nuestro trabajo; entonces eso sí me disgustó bastante."	Non-contributing peer causes frustration	Unequal participation	Unequal contribution as a perceived challenge.
S3 (Q9)	" La verdad que no, preferiría hacerlo individualmente porque los desentendidos me perjudican bastante al momento de hacer el trabajo."	Preference for individual work due to difficulties with group members	Preference for individual work	Challenges related to group dependence
S3 (Q10)	Eh, yo diría que no porque solo es esa mala experiencia con ese compañero, pero todas las demás actividades grupales han sido súper chéveres	A single experience does not define the methodology.	Preference for group work	Challenges related to previous experiences
S4 (Q9)	"Como nos repartimos en partes igualitarias, es como que cada quien tiene otro tema [...] no entendería toda la clase."	Division of labor limits full individual understanding	Division of content as double-edged	Trade-off between distributed workload and individual mastery
S4(Q10)	Buena en parte porque compartimos momentos agradables y malos porque a veces no son responsables con las cosas que les tocan hacer."	Lack of responsibility on the part of group members	Proper distribution of work	Clearly define roles

S5 (Q7)	"...le pregunto a mi compañero cuando no sé una palabra y él me dice la traducción en inglés, y sí me ha ayudado a mejorar."	Peer helps with vocabulary and supports individual improvement	Mutual explanation and vocabulary help	Peer support as scaffolding
S5 (Q8)	"Sí, me he sentido mal y como utilizado en parte porque ya pues se aprovechan de mí y de mi conocimiento."	Sense of being used; unequal reciprocity	Perceived exploitation by peers	Emotional cost of unequal reciprocity
S5(Q10)	Bueno, sí, en los trabajos grupales en inglés ayudan mucho a los compañeros que no saben porque eso fortalece su conocimiento y el mío también porque es comunicarme con mi compañero y enseñarle mutuamente	Strengthen skills through teamwork.	Prefers group work over individual work.	Cooperative learning as an innovative tool for learning English
Observer (Annex A)	"Al estar en comunicación con sus compañeros, ellos aportan muchas opiniones e ideas." (field note)	Communication generates idea-sharing and reduces anxiety	Reduced anxiety in group settings	Cooperative learning as a confidence builder

Annex D: Research Instruments

Instrument 1: Structured Classroom Observation Guide

STRUCTURED CLASSROOM OBSERVATION GUIDE

Cooperative Learning in EFL Baccalaureate Classrooms

Instrument 1

Field	Information	Notes
Observer:	Melanie Ariana Guerrero Magallan	
Institution:	Unidad Educativa Salinas Innova	
Grade / Course:	1ro Ciencias “B”	
Date:	Wednesday, 17 June/2026	Observation #: 1
Start time:	10:15 am	End time: 11:15 a.m.
Number of students present:	30	
Cooperative activity observed:	Exploring the world: Where would I like to travel?	

Observation Scale

1	2	3	4	Description
Never observed	Rarely observed	Sometimes observed	Consistently observed	Use the Notes column for specific examples and quotes

Use the **Notes** column to register specific examples, quotes, or contextual remarks.

DIMENSION 1: Observable Student Engagement and Participation Behaviors

Aligned with Specific Objective 1: To identify students' perceptions of cooperative learning activities in EFL classes (triangulated with interview data).

Indicator	1	2	3	4	Field Notes / Examples
Students take on roles within their group (e.g., leader, reporter, timekeeper).			x		Most students take responsibility, but 1 in 2 students do not take it seriously.
Students display focused attention and on-task behavior during the cooperative activity.			x		There are minor distractions, but there is greater concentration.

Indicator	1	2	3	4	Field Notes / Examples
Students verbally contribute ideas to the group discussion.				x	Yes, the students are very communicative and like to share their ideas.
Students use the English language as the medium of communication during the activity.			x		Not everyone is fluent in English during the activity; there are differences in language levels and proficiency in communication. Most communicate in Spanish.
Students who typically participate less in whole-class settings show increased verbal participation in the group.				x	By communicating with their colleagues, they contribute many opinions and ideas.

DIMENSION 2: Observable Peer Interaction and Group Dynamics

Aligned with Specific Objective 2: To describe students' experiences participating in cooperative learning activities during English classes.

Indicator	1	2	3	4	Field Notes / Examples
Students communicate respectfully with their group members (tone of voice, turn-taking).				x	Students respect each other's turns and listen to their classmates, and the respect is mutual.
Students provide help to peers who encounter difficulty with the task.				x	The help is mutual; when they have problems with languages, they help each other.
Group members share materials, ideas, and task responsibilities.			x		Ideas, opinions, yes; responsibility exists; most do, and maybe one does not.
Students verbally acknowledge or build on each other's contributions (e.g., "yes, and...", "what about...").				x	They accept the opinions and ideas of others, especially the leaders of each group.
Students display positive body language and attentiveness toward peers (eye contact, nodding, leaning in).				x	Yes, they feel comfortable with the contributions of the group members.

Indicator	1	2	3	4	Field Notes / Examples
Students give feedback to one another during the activity (corrections, suggestions, agreement).				x	Those who are more fluent help others to correct themselves, and they accept it correctly.

DIMENSION 3: Observable Indicators of Benefits and Challenges During Cooperative Activities

Aligned with Specific Objective 3: To explore the benefits and challenges students perceive during cooperative learning activities in English classes (triangulated with interview data).

Indicator	1	2	3	4	Field Notes / Examples
Students show enthusiasm and active involvement (smiling, laughing, leaning in, speaking up).				x	The atmosphere between them is very pleasant.
Students attempt to communicate in English even when facing difficulty (self-correction, asking peers, paraphrasing).				x	They help each other, communicate, and trust each other enough to ask for help.
Unequal participation is observed within groups (some members dominate the discussion while others remain passive).	x				No conflicts were observed among the students.

Indicator	1	2	3	4	Field Notes / Examples
Students exhibit hesitation, silence, or signs of discomfort when speaking in English within the group.	x				On the contrary, being in cooperative activities improves their confidence when speaking.
Off-task behavior is observed (use of phones, conversations unrelated to the task, disengagement).	x				Students find these activities very interesting.
The teacher intervenes to mediate group dynamics, manage behavior, or scaffold communication.				x	The teacher meets the needs of the students and helps them.
Students complete the assigned cooperative task within the established time frame.				x	Yes, they are given a reasonable amount of time to complete the activities, and with adequate participation, they will finish them on time.

General Observations and Contextual Notes

Describe the general classroom atmosphere, the teacher's facilitation role, group configurations (size, composition, seating arrangement), and any other relevant contextual information not captured by the indicators above.

Instrument 2: Semi-Structured Interview Guide

SEMI-STRUCTURED INTERVIEW GUIDE

Cooperative Learning Experiences of EFL Baccalaureate Students

Field			Information
Interviewer:			Melanie Ariana Guerrero Magallan
Participant names):	code	(no	Student 1 Student 2 Student 3 Student 4 Student5.
Grade / Course:			1ro Ciencias “B”
Date:			Wednesday 17 June/2026
Location:			Unidad Educativa Salinas Innova
Consent obtained:			Yes / No
Audio recording authorized:	recording		Yes / No

DIMENSION 1: Students' Perceptions of Cooperative Learning in EFL Classes

Specific Objective 1: To identify students' perceptions of cooperative learning activities in EFL classes.

Q1	How do you feel about working in groups during your English classes? Can you describe what it is like for you?
▶	Follow-up probes: a) Do you enjoy or prefer group activities over individual tasks in English class? Why? b) What words would you use to describe group work in English class?
A	Participant's Response: - Student 1: En sí, a veces es complicado porque hay veces que nosotros hacemos nuestros propios grupos. Ya, hacemos a veces con los que nos sentimos a gusto o estamos participando continuamente como amigos. Si es que es el caso de que los profesores forman los grupos, a veces es complicado, ¿por qué? Uno de los dos se forma con alguien que aporta demasiado y tú no aportas casi nada, y eso es injusto también para el grupo, o viceversa. Porque a veces se les complica a las personas como los nuevos. En mi momento también yo fui nueva, me compliqué, y a los nuevos también se les complica, tienen ciertas falencias, pero van mejorando conforme a las tutorías.

	Yo estoy entre ambas. De no hacer grupos porque hay veces que uno está bien, estando solo y tranquilo. Y es preferible hacer grupos de a dos o de a tres, porque ahí no hay tanta complicación y no tanta conversa como usualmente se suele hacer en grupos de más. Digamos como de seis o cinco. Y el curso se mantiene más tranquilo.
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Q2	In your opinion, how important is it to work with other students during English class? Why do you think so?
►	<i>Follow-up probes:</i> c) Do you think you learn better when you work alone or with others? Can you give an example? d) Has working with classmates ever helped you understand something you did not understand on your own?
A	Participant's Response: Student 1: Sí, es importante para poder mantener cierta convivencia con diferentes personas en el curso. Como un ejemplo puede ser: no te llevas tan bien con él, pero tienen

	que trabajar en equipo para poderse llevar mejor y estar bien para futuras exposiciones. Ese es un ejemplo. -Hay gente que no tiene falencias en inglés, entonces sí puede aprender muy bien estando sola. Pero hay unos a los que sí les gusta hacer en grupo porque se pueden ayudar con ciertas palabras que no saben. Digamos que se les olvida una palabra en específico y le preguntan al del lado "¿Qué palabra significa?" o viceversa. -Sí, porque nos podemos explicar mutuamente. Porque uno, cuando a veces no entiende la clase o está ocupado y no presta atención, o está pensando en otras cosas, el compañero de al lado puede ayudarnos explicándonos.
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Q3	When your teacher uses group activities in English class, what do you think the purpose is? Does it help you learn English better?
►	<i>Follow-up probes:</i> e) What specific skills do you think group activities help you develop in English class (speaking, reading, writing, listening)? f) Would you like your teacher to use more or fewer group activities? Why?
A	Participant's Response:

Student 1: Ah, podemos hablar inglés con más fluidez porque usualmente siempre se hacen unos diálogos con dos o tres compañeros que ayudan también a tener convivencia y dinamismo en las clases. Todas, porque usualmente al escribir nos podemos ayudar con ciertas palabras que no sabemos cómo se escriben, pero sí cómo se pronuncian, o puedes corregir a alguien más a la hora de la lectura, digamos que se equivoca en cierta y tú le dices "no se pronuncia así, se pronuncia tal". Eh, en sí, a veces, no siempre, más, porque uno puede a veces dialogar, eh, aunque sea en inglés, con las personas con las que se lleva bien.

DIMENSION 2: Students' Experiences During Cooperative Learning Activities

Specific Objective 2: To describe students' experiences participating in cooperative learning activities during English classes.

Q4	Can you describe a specific group activity you did in your English class? What happened, and how did you feel during that activity?
▶	<i>Follow-up probes:</i> 1. What type of activity was it (group discussion, project, role-play, reading task)? 2. What role did you play in the group? How did you feel about that role? 3. Did you feel that your contributions were valued by your group members?
A	Participant's Response: Student 2: Durante la actividad, fue una conversación con una compañera en la que estábamos hablando sobre a qué lugar queríamos viajar. A mí me pareció lindo, atractivo y curioso porque así yo podía saber a dónde quería ir ella, a qué país, y ella también podía saber a dónde yo podía ir, a dónde yo quería ir. Fue divertido, la pasamos bien. Nos dificultaba también escribir ahí ciertas palabritas, pero con ayuda de la miss, pudimos hacer bien la conversación. El diálogo fue sobre a qué país queríamos ir. Yo, el rol que desempeñé fue el personal... la persona número dos, que me tocó dar sobre el país, el

	nombre, los lugares específicos, y también hablarle a la miss sobre otros lugares o pasatiempos que querría tener ahí. Me sentí... normal, porque es algo que yo ya vengo pensando desde hace tiempo y se me hizo normal decirlo. Sí, porque a ella también le pareció interesante el lugar al que quería ir.
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Q5	How do you interact with your classmates during group activities in English class? What kind of communication usually takes place within your group?
►	<i>Follow-up probes:</i> g) Do students in your group communicate mostly in English or in Spanish? How does this affect the activity? h) How do you handle disagreements or misunderstandings within the group?
A	Participant's Response: Student 2: Sí, ha... sí, tenemos bastante comunicación. Por ejemplo, hay veces que la miss nos hace hacer por grupos uno y dos. Cada uno está conformado por casi doce estudiantes. Y de ahí, ella nos pone en el televisor alguna palabra y todo eso, entonces nosotros debemos describírsela a la persona que está al frente para que pueda adivinarla. Y sí tenemos buena comunicación. Hay veces que sí nos alteramos, pero nos podemos

	controlar para poder este... darle una descripción a la persona que está al frente. Más en español porque en inglés se les dificulta un poco todavía, contando conmigo. En conversa.... lo conversamos para no tener complicaciones o malas amistades dentro del curso, porque somos un grupo y tenemos que llevarnos bien con todos.
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Q6	How does working in groups in English class make you feel compared to working individually? Can you explain any differences you notice?
►	<i>Follow-up probes:</i> i) Do you feel more or less motivated when working in a group? What is the reason? j) Do you feel more confident speaking English when you are in a group? Why or why not?
A	Participant's Response: Student 2: Sí hay una gran diferencia porque cuando trabaja uno individualmente, como que se le dificulta un poco. Pero cuando trabajamos en equipo, entre todos nos damos una traducción de cada oración o cada párrafo y lo podemos concretar, completar. Ya, sí... me parece mejor en grupos así cuando sea de exposición, porque así yo ya tengo más preparado, tengo más fluidez al momento de hablar. Porque estamos trabajando en grupo y también nos va a perjudicar si no hacemos bien en el momento de la exposición o al

	hablar una oración al frente, no pronunciamos bien, nos puede perjudicar la nota. Y eso no significa que tampoco cuando uno trabaje individualmente también vaya a hacer lo que quiera, no, sino que uno cuando trabaja individualmente también se prepara y todo, pero como que se le dificulta más porque está solo al frente mientras todos lo miran.
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DIMENSION 3: Benefits and Challenges of Cooperative Learning in EFL Classes

Specific Objective 3: To determine the benefits and challenges students experience during cooperative learning activities in English classes.

Q7	What do you think are the main benefits of working in groups during your English classes? How has it helped you learn?
▶	<i>Follow-up probes:</i> k) Have you ever improved your English grades or performance because of working in a group? Can you describe a specific situation? l) Do you think cooperative learning helps you develop other skills beyond English, such as teamwork or communication?
A	Participant's Response: Student 3: Eh, bueno, yo siento que me ha ayudado a aprender cuando, por ejemplo , una persona no tiene en claro el tema, lo que explica la profesora, y el otro sí, entonces ahí nos podemos ayudar, para que así podamos comprender el tema y así poder desarrollar el trabajo que envió para hacerlo en grupo. Diría que sí y que no; siento que eso dependería del grupo y de las personas que te vayan a tocar en grupo, porque, digamos, te toquen personas que no entienden nada de esa materia y tú tampoco; entonces eso me perjudica. En cambio, si ya fuera con otras personas que ya abarcan mejor el tema , sería otra cosa diferente; entonces eso. Sí, nos podría ayudar, por ejemplo, cuando tengamos una exposición y nos podamos desenvolver mejor, cuando digamos que ya no estaríamos con

	tantos nervios, sino que, como ya la practicamos en los trabajos grupales, ya tendríamos como una idea de cómo sería salir así. Student 5: Ayudándonos y apoyándonos en todo lo posible por si no sabemos el significado de una palabra o transcribiendo o traduciendo la palabra en sí. Sí, de hecho, cuando trabajamos en el grupo de inglés, le pregunto a mi compañero cuando no sé una palabra y él me dice la traducción en inglés, y sí me ha ayudado a mejorar. En parte sí, porque nos ayuda a saber comunicarnos más y apoyarnos entre todos, porque es un trabajo en equipo y hay que apoyarnos entre sí.
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Q8	What difficulties or challenges have you experienced when working in groups during English class? How did you deal with them?
►	<i>Follow-up probes:</i> m) Have you ever felt that some members of your group did not participate equally? How did that make you feel? n) Have you ever felt uncomfortable or embarrassed speaking English in front of your group? What happened? o) Were there moments when it was difficult to agree on how to complete the task? How was it resolved?
A	Participant's Response:

Student 3: Eh, bueno, por ejemplo, una experiencia que tuve fue en una clase de inglés que se trataba de hacer como que un texto sobre personajes y, bueno, a mí se me complicó porque unas personas querían hacer esto, otras querían este tema y otras querían otros personajes, y no quedaba en claro el tema, entonces yo siento que fue eso. Bueno, la verdad que eso tanto no me importa, pero sí, por ejemplo, un compañero, lo que sí me molestó fue que él no trabajó en nada y lo único que hacía era criticar nuestro trabajo. Entonces, eso sí me disgustó bastante. La verdad que no. Yo soy una persona muy expresiva y me encanta hablar frente a las personas, y pues no, no me ha pasado eso. Sí, sí, fue muy difícil, y nosotros lo hicimos como un sorteo, por ejemplo: poner los temas que cada uno quería en un papel y el que saliera, pues ese es el que se haría.

Student 5:

Cuando un compañero tiene demasiadas dudas, yo intento decirle lo mejor posible y explicarle todo el tema que él no sabe. De hecho, sí, sí me ha pasado, me he sentido mal y como utilizado en parte porque ya pues se aprovechan de mí y de mi conocimiento. No, de hecho, no, nunca diría yo porque no me he sentido así. De hecho, sí hubo tareas en las que yo no entendía nada porque a veces no prestaba suficiente atención y les preguntaba a mis compañeros cómo se hacía y ellos me explicaban.

Q9

Do you think cooperative learning activities have influenced your performance or grades in English class? Can you explain how?



Follow-up probes:

	p) Have group activities helped you to better understand English language content or complete assignments more successfully? q) Do you feel more prepared for exams or class tasks after participating in cooperative activities? Why?
A	Participant's Response: Student 3: La verdad que no, preferiría hacerlo individualmente porque los desentendidos me perjudican bastante al momento de hacer el trabajo. En parte si, en parte no, en la forma de ayudar si me han ayudado por ejemplo, cuando nos toca trabajos grupales por ejemplo cada uno hace su parte y ya, no sería tan como que, tanta abarcacion, sobre mi persona como que ya estamos en partes igualitarias entonces ya sería más fácil para mí y sobre los exámenes pues yo pensaría que no, porque como lo que acabe de decir cómo nos repartimos en partes igualitarias es como que cada quien tiene otro tema y es como que no entendería toda la clase Student 4: Sí, porque de esta manera puedo actuar e interactuar con ellos en inglés y mejorar mi pronunciación, explicándoles a quienes no saben si están en mi grupo. Bueno, depende porque a veces no entiendo los temas y mis compañeros tampoco, entonces es muy complicado, así prepararme para el examen, pero hay veces que sí yo lo entiendo y en mi grupo no, y se lo puedo explicar a ellos y así de esa manera aprendo más y ya estoy preparada para los exámenes.

Q10	Is there anything else you would like to share about your experiences with group activities in English class that we have not yet discussed?
A	Participant's Response: Student 3: Eh, yo diría que no porque la única es esa mala experiencia con ese compañero, pero todas las demás actividades grupales han sido súper chéveres. Student 4: Bueno, buena en parte porque compartimos momentos agradables y malos, porque a veces no son responsables con las cosas que les tocan hacer. Student 5: Bueno si en los trabajos grupales en inglés ayudan mucho a los compañeros que no saben porque eso les fortalece, fortalece su conocimiento y el mío también porque es comunicarme con mi compañero y enseñarle mutuamente

Annex E: Letter of Permission to the Institution

Salinas, 17 de junio de 2026

Ing. Julio Guamantica

Rector

UNIDAD EDUCATIVA SALINAS INNOVA

En su despacho.

Yo, Melanie Ariana Guerrero Magallan, estudiante de la carrera de PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS de la UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA, me dirijo a usted de la manera más comedida con la finalidad de solicitar su autorización para ingresar a las instalaciones de su prestigiosa institución educativa y desarrollar el proceso de recolección de información correspondiente al trabajo de investigación titulado:

“Cooperative Learning in EFL Classrooms Students' Perceptions of Its Influence on Language Learning”

(Aprendizaje cooperativo en las aulas de inglés como lengua extranjera: Percepciones de los estudiantes sobre su influencia en el aprendizaje del idioma.).

El propósito de esta investigación es analizar las experiencias de los estudiantes en actividades de aprendizaje cooperativo dentro de las clases de inglés, mediante la aplicación de técnicas e instrumentos como la observación y entrevistas semiestructuradas, dirigidas exclusivamente con fines académicos e investigativos.

Cabe señalar que la información recopilada será tratada con absoluta confidencialidad, utilizada únicamente para fines académicos, garantizando el anonimato y respeto de los participantes, en cumplimiento de los principios éticos de investigación.

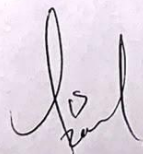
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Agradezco de antemano su atención y apertura para contribuir al desarrollo de esta investigación académica.

Atentamente,



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**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**
Facultad de Ciencias de la Educación e Idiomas



La Libertad, Agosto 12 de 2026

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En calidad de tutor del trabajo de titulación denominado **“COOPERATIVE LEARNING IN EFL CLASSROOMS FOR ACADEMIC PERFORMANCE”** elaborado por el estudiante: **MELANIE ARIANA GUERRERO MAGALLÁN**, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **2%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

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