



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“THE INFLUENCE OF COOPERATIVE LEARNING
TO ACHIEVE THE LEARNING OUTCOMES IN
LISTENING SKILLS OF SEVENTH SEMESTER AT
PINE MAJOR AT UPSE.”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“THE INFLUENCE OF COOPERATIVE LEARNING TO ACHIEVE THE LEARNING OUTCOMES IN LISTENING SKILLS OF SEVENTH SEMESTER AT PINE MAJOR AT UPSE”** prepared by **González Guale George Gregorio** and **Quimí Pérez Victor Edwin** undergraduate students 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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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK NAMED “THE INFLUENCE OF COOPERATIVE LEARNING TO ACHIEVE THE LEARNING OUTCOMES IN LISTENING SKILLS OF SEVENTH SEMESTER AT PINE MAJOR AT UPSE” IS OUR RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.



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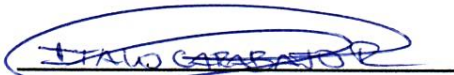
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Victor Edwin Quimí Pérez

DEDICATION

My granny, you are loving, and wise thinking presence has been the balm that has alleviated my deepest pains and the guidance that has illuminated my moments of uncertainty. Her words are always full of wisdom, your stress-relieving massages and your unconditional support have been the pillar that held me back when I thought I was weak. Today, with this thesis completed, I want to dedicate this achievement to you, Ms. Alejandrina Horlanda Tomalá Orrala, who worried when she saw me rise and understand that I need to sacrifice something to get one more achievement in my life. Without you, this path would have been more arduous, but with you, everything became possible. Your love and support will be my eternal inspiration. Thank you for being my matchless accomplice and for giving me your unconditional love.

With love

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With love

Victor Edwin Quimí Pérez

ABSTRACT

Effective listening skills are an imperative goal in education, prompting an exploration of the impact of cooperative learning on students' listening abilities. This multifaceted research project investigates the relationship between cooperative learning practices and the development of listening skills. Furthermore, the project assessed the influence of cooperative learning to achieve the learning outcomes in listening skills of seventh semester at pine major at UPSE. Through this investigation, the study commenced by delving into students' perceptions and experiences with cooperative learning to cultivate their listening skills. Engaging directly with students, their candid insights offered a holistic understanding of cooperative learning's role in their listening skill development journey. At the same way, the study sought to unveil potential connections between cooperative learning and heightened motivation, substantiating its value in enhancing students' listening skills. Identifying both challenges and facilitators in implementing cooperative learning for listening skill development was another crucial aspect of the research. By considering students' voices, the study revealed barriers hindering cooperative learning effectiveness, while also pinpointing factors that empower it as a potent tool for nurturing listening abilities.

KEY WORDS: Listening skill, cooperative learning, learning outcomes.

RESUMEN

Las habilidades de escucha efectivas son un objetivo imperativo en la educación, lo que impulsa una exploración del impacto del aprendizaje cooperativo en las habilidades de escucha de los estudiantes. Este proyecto de investigación multifacético investiga la relación entre las prácticas de aprendizaje cooperativo y el desarrollo de habilidades de escucha. Además, el proyecto evaluó la influencia del aprendizaje cooperativo para lograr los resultados de aprendizaje en las habilidades auditivas del séptimo semestre en la carrera de PINE en UPSE. A través de esta investigación, el estudio comenzó profundizando en las percepciones y experiencias de los estudiantes con el aprendizaje cooperativo para cultivar sus habilidades de escucha. Al interactuar directamente con los estudiantes, sus ideas francas ofrecieron una comprensión holística del papel del aprendizaje cooperativo en su viaje de desarrollo de habilidades de escucha. De la misma manera, el estudio buscó revelar las conexiones potenciales entre el aprendizaje cooperativo y una mayor motivación, corroborando su valor para mejorar las habilidades auditivas de los estudiantes. Otro aspecto crucial de la investigación fue la identificación de los desafíos y los facilitadores en la implementación del aprendizaje cooperativo para el desarrollo de habilidades de escucha, por lo tanto, al considerar las voces de los estudiantes, el estudio reveló barreras que obstaculizan la efectividad del aprendizaje cooperativo, al tiempo que señala factores que lo empoderan como una potente herramienta para nutrir las habilidades de escucha.

PALABRAS CLAVES: Habilidad para escuchar, aprendizaje cooperativo, resultados de aprendizaje.

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INTRODUCTION

This research project represents a comprehensive endeavor aimed at delving into the multifaceted realm of cooperative learning and its impact on the development of listening skills among students. In today's educational landscape, fostering effective listening abilities has emerged as a critical goal, considering its pivotal role in comprehension, information assimilation, and language proficiency. Consequently, understanding how cooperative learning practices influence and contribute to the enhancement of students' listening skills is of utmost importance. To achieve this, the project embarked on a multifaceted approach that encompassed various dimensions. Firstly, it sought to explore the diverse perceptions and experiences of students regarding cooperative learning as a vehicle for developing their listening skills. By engaging with students directly, the study aimed to capture a holistic view of their thoughts and insights on the matter, understanding how they perceived cooperative learning in relation to their listening skills development journey.

Furthermore, the project set out to analyze the impact of cooperative learning on students' motivation and engagement in listening activities. The examination of these factors became essential in unraveling how cooperative learning could stimulate students' intrinsic drive to actively participate in listening exercises, thereby fostering a more engaging and participatory classroom environment. By investigating the potential linkages between cooperative learning and heightened motivation, the research aimed to establish the benefits of adopting this pedagogical approach in facilitating students' listening skills improvement. Equally significant was the examination of the challenges and facilitators associated with implementing cooperative learning

in the context of listening skill development. Through the candid voices of students, the study aimed to identify potential barriers that may hinder the effectiveness of cooperative learning for listening skills enhancement. Simultaneously, the project sought to uncover the enabling factors and conditions that make cooperative learning a potent tool for nurturing students' listening abilities. This comprehensive analysis allowed for a nuanced understanding of the complex dynamics at play, thus contributing to the development of effective strategies for cooperative learning implementation.

By employing a mixed-methods approach, the research project combined qualitative insights gleaned from interviews with quantitative data acquired through surveys. These methods of data collection facilitated a rich exploration of students' experiences and perceptions, enabling researchers to gain a more profound understanding of the intricate interplay between cooperative learning and listening skills development. Moreover, the study undertook an extensive review of online resources, databases, and scholarly articles to situate the research within the context of existing literature. This meticulous examination of prior studies served as a foundation, anchoring the project in the currents of contemporary research and theoretical frameworks pertaining to cooperative learning and its implications for listening skills improvement. Nevertheless, the research project encountered certain challenges along its course. The identification of authors and sources specifically focused on the intersection of cooperative learning and listening skills proved to be a complex task, given the vastness of the educational research landscape. Navigating through diverse methodologies and language skill areas necessitated discerning selections to ensure the alignment of the project's objectives with relevant literature.

Nevertheless, the challenges were met with determined efforts and rigorous analysis, ultimately leading to the integration of theoretical perspectives with empirical findings. This synthesis of information enabled the research project to provide a comprehensive overview of the impact of cooperative learning on students' listening skills, supported by a robust foundation of academic knowledge.

Overall, the findings of this research project contribute significantly to our understanding of the relationship between cooperative learning and listening skills enhancement. The multifaceted insights gleaned from students' perceptions, experiences, and outcomes shed light on the potential benefits and challenges of implementing cooperative learning in the context of listening skills development. The recognition of active listening, comprehension, and idea exchange as key outcomes of cooperative learning activities underscore its potential as a powerful tool for nurturing students' listening abilities.

CHAPTER I

THE PROBLEM

1.1 Research Topic

Cooperative Learning and listening skills.

1.2 Title of the project.

The influence of Cooperative Learning to achieve the learning outcomes in listening skills of seventh semester at PINE major at UPSE.

1.3 Problem Statement

Nowadays, learning a new language is essential for social relationships around the world, it is not an easy task to achieve the learning English; speaking, reading, writing, and listening are the skills which the people need to develop to comprehend the English language, according to Jaya et al. (2021) EFL learners frequently encounter difficulties such as unfamiliar vocabulary, unfamiliar accents, and an inability to fully understand the speaker's message during listening tests or casual conversations, which make difficult to develop the skill of this language.

At the same time, Namaziandost et al. (2019) stated that the ability to listen in English is an active skill that involves handling various complex tasks, such as distinguishing between sounds and interpreting stress and intonation. To make sense of the information students hear, listeners use different mental processes, which can be broadly categorized as listening comprehension strategies.

In other words, listening skills implies various cognitive processes beyond hearing individual words or phrases, in that way listeners must distinguish between sounds and interpret patterns to comprehend spoken English fully. Developing strong listening comprehension skills

in English is essential for communication in different contexts, and learners can improve by actively engaging with spoken English and using effective methodologies.

In the teaching process of a new language, is indispensable to take into account the appropriate methodologies, techniques, and strategies to improve the learning in students who will acquire the new language. Therefore, a good methodology is an essential tool for effective language acquisition, providing a clear approach that can help learners to achieve their language goals more efficiently and effectively.

Based on prior research by Darti and Asmawati (2017), it was found that the challenges experienced by students in understanding spoken language were not solely due to their own listening abilities but were also influenced by factors such as the nature of the listening material and the environment in which learners were listening.

In the learning process which the learners are expose, it is necessary to consider the methodology that teachers apply in the teaching process to develop a specific skill, such as listening. Is for that reason as researchers will analyze the influence of the Cooperative Learning Method to improve the listening of students and in this way achieved acceptable learning outcomes.

The focus of this research project is specifically geared towards students enrolled in the Pedagogy of National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena. To conduct this research, a carefully selected sample of 10 students actively engaged in the process of teaching the English language will be chosen. These students are expected to have practical exposure to language instruction and possess firsthand knowledge of the challenges and

successes encountered in the classroom setting. By narrowing the research focus to this specific sample, the study aims to provide valuable insights into the pedagogical experiences, methodologies, and perceptions of these individuals, contributing to a deeper understanding of language teaching practices within the context of the Pedagogy of National and Foreign Languages major at Universidad Estatal Peninsula de Santa Elena.

1.4 Problem question

1.4.1 General question

- What is the influence of the Cooperative Learning Method in the listening skills learning outcomes?

1.4.2 Specific questions

- What are the perceptions and experiences of students regarding Cooperative Learning in the development of listening skills?
- How does the implementation of Cooperative Learning Method impact students' motivation and engagement levels during listening activities?
- What are the specific challenges faced and facilities encountered when implementing Cooperative Learning to enhance the development of listening skills?

1.5 Objectives

1.5.1 General Objective

- Describe the influence of Cooperative Learning on the achievement of learning outcomes in listening skills.

1.5.2 Specific Objectives

- Examine the perceptions and experiences of students regarding cooperative learning in developing listening skills.
- Analyze the impact of Cooperative Learning Method on students' motivation and engagement in listening activities.
- Examine the challenges and facilities of implementing Cooperative Learning in the context of developing listening skills.

1.6 Justification

At present educators have many methods to learn several languages, however English is an international language that spreads throughout the world. One important reason to learn this essential language is that open many opportunities over the world. During the learning process of English, many complications could be encountered to learn English language skills. Students have the capacity and perception to receive many information and put in the practice, but listening skills is the most important and difficult skills at the moment to learn English language. However, in this research is going to show the influence to achieve the learning outcomes using Cooperative Learning Method in the listening.

Listening skills is the complement to understand the situation that people are learning in the process of learning, in terms of achieving learning outcomes, Cooperative Learning has been shown to have a positive impact on academic achievement, a study conducted by Slavin (2019) explored the effectiveness of Cooperative Learning Method across various subject areas and grade levels. The research findings indicated that Cooperative Learning Method positively influenced academic achievement, promoted positive interdependence among students, and fostered a supportive and inclusive learning environment.

Furthermore, a meta-analysis performed by Wang, Y., & Wu, T. (2022). examined the impact of Cooperative Learning Method on language learning outcomes among Chinese students. The results indicated that Cooperative Learning Method was positively associated with increased language proficiency, academic achievement, and overall satisfaction with the learning process, students who participated in Cooperative Learning tended to perform better on assessments than those who learn individually, this is because Cooperative Learning promotes active learning, student engagement, and the development of positive relationships among students.

Throughout the course of this research project, our aim is to comprehensively investigate and analyze the impact of utilizing the Cooperative Learning Method on the development of English listening skills among students pursuing the Pedagogy of National and Foreign Languages major. Specifically, as researchers seek to explore the extent to which Cooperative Learning Method enhances listening abilities and promotes the achievement of targeted learning outcomes within this student population, therefore, our aim is to provide valuable insights and conclusions on its efficacy in facilitating English language learning and improving students' overall academic performance. Ultimately, this research has the potential to contribute to the

advancement of pedagogical practices and the development of more effective language learning strategies.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

Over time, there have been many theories regarding theoretical perspective on cooperative learning. Is for that reason, the theoretical framework of this research focuses on Piaget's and Vygotsky's theories to describe the influence of cooperative learning method focused on the listening skill of 7th-semester students pursuing a major in PINE at UPSE. According to Jean Piaget's work (1972) it suggests that when children are engaged in cooperative learning activities, where learners interact with peers and collaborate on tasks, students have the opportunity to construct their understanding actively. Cooperative learning provides a social and interactive context for children to explore ideas, exchange perspectives, and collectively construct knowledge, aligning with Piaget's emphasis on the importance of interaction in cognitive development. In the same way, Vygotsky (1978) believed that social interaction and collaboration with others play a vital role in a person's cognitive development and learning. The cooperative learning method aligns with Vygotsky's ideas by providing opportunities for students to engage in joint activities, exchange ideas, and work together to solve problems.

2.2 Pedagogical basis

Constructivism is a highly regarded theory in education due to its emphasis on active learning, learner-centeredness, and the construction of knowledge through meaningful experiences. It posits that individuals actively construct their understanding of the world based on students' prior knowledge, experiences, and interactions. By proving that Educators hand in hand with constructivism can foster a student-centered learning environment that promotes critical thinking, problem-solving skills, and the ability to apply knowledge in real-life situations.

As stated by Robyn M. Gillies. (2019), when students cooperate, learn to listen to what others say, seek clarification on misconceptions, provide help and assistance to others, and engage in knowledge-building practices that promote deeper understanding and critical thinking. This collaborative process of cooperative learning allows students to actively construct their knowledge by engaging in meaningful interactions with their peers. Consequently, through the act of collaboration, students develop the skills of attentive listening, actively seeking clarification when faced with misunderstandings, offering support and assistance to their peers, and participating in knowledge-building activities that foster profound comprehension and analytical thinking.

In the field of education, the theory of cognitivism serves as a guiding light, this theory recognizes that learners actively construct knowledge by organizing, processing, and applying information. In the context of cooperative learning, cognitivism highlights the importance of collaboration and social interaction in promoting cognitive development.

In respect of listening skill, learners engage in the process of constructing their own understanding, extract key information, infer meaning, and integrate it with their existing knowledge structures, constructivism and cognitivism highlight the importance of listening skill in the learning process. A foundational theory proposed by Vygotsky (1978) introduces five main skills, which are listening, analyzing, communicating, receiving, and expressing. These skills play an important role in stimulating students' cognition skills, as well their social interaction skills. Simin Ghavifekr. (2020).

Furthermore, listening skills foster students' social interaction skills. By listening attentively to others, students demonstrate respect, empathy, and understanding. It allows them to

engage in effective communication and collaboration, to consider different viewpoints, ask relevant questions, and respond appropriately. Constructivism emphasizes the active construction of knowledge through listening, while cognitivism emphasizes the role of cognitive processes in information processing and comprehension. By developing strong listening skills, learners can actively engage with the learning materials, construct their own understanding, and enhance their cognitive abilities, aligning with the principles of constructivism and cognitivism.

In fact, constructivism and constructivism offer a theoretical foundation that aligns with contemporary educational goals, encouraging the creation of meaningful learning experiences and organization to apply information that prepare students for the complexities of the modern world.

2.3 Theoretical basis

Throughout the years approaches, and methodologies such as Direct Method, Grammar-Translation, Audio-Lingual, Structural Approach, Total Physical Response (TPR), have been experimented with and utilized in the field of language teaching. These methods have been employed by educators with the aim of enhancing instruction, but their effectiveness and popularity have varied. A methodology encompasses a collection of practices and procedures that teachers employ to facilitate the teaching and learning process. It is based on fundamental beliefs about the nature of language and how individuals acquire it (Teaching English, n.d.). These methodologies serve as guiding principles for language educators, shaping their instructional strategies and techniques to create effective language learning environments. By understanding the underlying principles of different methodologies, educators can make informed decisions about the approaches that best align with their teaching goals and students' needs, thus fostering more successful language acquisition experiences.

English teaching does not adhere to a singular methodology, and throughout the years, several popular approaches have emerged. According to Kawasaki (2021) in today's classrooms, various ESL teaching methods are widely utilized, some of which include communicative language teaching (CLT), total physical response (TPR), cooperative language method (CLM), direct method, and task-/project-/inquiry-based learning. These approaches represent a range of instructional techniques and strategies aimed at fostering effective English language acquisition. Each method emphasizes different aspects of language learning, such as communication, physical response, cooperation, direct instruction, and engaging students through tasks, projects, and inquiry-based activities. By employing these diverse methods, educators can cater to different learning styles and create dynamic and engaging English language classrooms.

For the purpose of this research project, Cooperative Learning is the methodology to delve. According to Rigacci (2022), CL is an instructional approach where in students collaborate in small groups, guided by the teacher, to achieve a common learning goal. This method enables students to not only apply their knowledge but also actively engage in a collaborative environment that closely resembles real-world work scenarios. Through working together, students can exchange ideas, support one another, and collectively tackle challenges, thereby enriching their learning experience. The implementation of Cooperative Learning fosters a sense of teamwork, communication skills, critical thinking, and problem-solving abilities, all of which are essential for their personal and academic growth. He emphasizes the significance of Cooperative Learning as an effective pedagogical approach that promotes active participation, meaningful learning, and the development of important interpersonal skills.

In the findings published by Colorado (2020), the utilization of cooperative learning method has proven to be highly effective for various types of students, encompassing academically gifted individuals, students in mainstream education, and those who are learning English as a second language. This approach facilitates the process of learning and fosters an atmosphere of shared respect and camaraderie among students coming from diverse backgrounds. Interestingly, the more diverse the composition of a group, the more benefits each individual student gains from the cooperative learning experience. By engaging in cooperative learning, students acquire the ability to depend on one another in a positive manner to successfully tackle a wide range of educational tasks.

Based on the information provided by the University of Maryland (n.d.), it is stated that students have the capacity to acquire extensive knowledge through self-directed learning. As educators who teach undergraduate students, may recognize the advantages of this approach. However, it is suggested that structuring the learning process in a manner that encourages students to actively engage with and respond to each other's ideas, work together on shared projects, and particularly, teach one another, can be an effective pedagogical strategy. This educational technique, commonly referred to as collaborative or cooperative learning, and sometimes known as "group work," has generated a considerable body of literature over time.

The secret to all successful communication is listening. Rost, quoted in Alzamil (2021), the act of listening can be described as a multifaceted procedure that enables individuals to grasp and comprehend spoken language, its significance extends beyond being a crucial component of successful communication, as it also plays a vital role in facilitating individuals' comprehension of the surrounding world.

Complex affective, cognitive, and behavioral processes are involved in the act of listening, the desire to listen to others is an example of an affective process. Cognitive processes include attending to, understanding, receiving, and interpreting relational and content messages. Behavioral processes involve giving others feedback in both verbal and nonverbal ways. N. Yurko and I. Styfanyshyn (2020).

Unquestionably, listening is an essential part of effective communication and is heavily reliant on it. The act of listening is not straightforward; rather, it involves many interrelated aspects of our emotions, thoughts, and behaviors. While cognitive processes entail paying attention, understanding, receiving, and interpreting both the explicit content and the underlying relational messages, affective processes include the drive and propensity to actively listen to others. The crucial component of responding to others through verbal and nonverbal feedback is also included in behavioral processes. Effective communication depends on a combination of emotional involvement, cognitive comprehension, and appropriate behavioral responses.

According to a study performed by Yavuz & Arslan (2018), stated and emphasized the significant impact of cooperative learning on the improvement of students' listening skills, surpassing the effectiveness of traditional learning methods. Jolliffe cited in Yavuz and Arslan (2018), the ability to listen attentively is a vital component of effective communication and should therefore be emphasized in educational curricula. Pinkeaw evaluated the use of cooperative learning in English classes at the upper-secondary level and found that students' interactions significantly improved both their listening and speaking abilities (Pinkeaw, 1993, as cited in Yavuz & Arslan, 2018).

Cooperative learning (CL) encourages active listening, as students actively participate in group discussions and activities. This method encourages students to listen attentively to their peers, comprehend their viewpoints, and respond thoughtfully.

CL creates a supportive and inclusive environment where students collaborate, cooperate, and empathize with their peers. This method cultivates social and emotional learning, which positively impacts listening skills. A study by Johnson et al. (2018) demonstrates that cooperative learning improves students' social skills, empathy, and self-regulation, which are closely linked to effective listening. When students work together in groups learn to respect and value each other's perspectives, leading to improved listening habits and enhanced communication skills.

2.4 Legal basis

The Common European Framework of Reference for Languages (2020), provides a detailed description of language skills in various languages, including English. Regarding the "listening skill" in English, the CEFR offers guidelines for different levels of language proficiency. The CEFR establishes six levels of language proficiency, from level A1 (beginner) to level C2 (mastery). Each level has a description of the expected listening skills. Here are some general characteristics of the most common levels related to the "listening skill":

- Level A1: At this basic level, learners are expected to understand and extract very basic information from short and simple oral messages, as long as the speaker speaks slowly and clearly.
- Level A2: At this level, learners are expected to understand common sentences and expressions related to personal or immediate areas of interest (e.g., personal and family

information, shopping, etc.). They can understand simple conversations and follow basic instructions.

- Level B1: At this level, learners are expected to understand the main points of clear messages in familiar and routine situations, such as work, school, leisure, etc. They can comprehend longer dialogues and conversations, as long as the speaker speaks clearly and at a moderate pace.

- Level B2: At this level, learners are expected to understand extended speeches and presentations on specific topics, even when they are not clearly structured. They can follow radio and television programs, provided that the speaker speaks clearly and at a relatively slow pace.

- Level C1: At this advanced level, learners are expected to understand a wide range of oral texts, including speeches, lectures, and debates on abstract and complex topics. They can understand different accents and variations of English, even in background noise situations.

- Level C2: At this mastery level, learners are expected to understand virtually everything they hear, even in noisy environments and at normal or fast speeds. They can comprehend extensive speeches and follow complex arguments.

These are just some general guidelines provided by the CEFR regarding the "listening skill" in English. The framework also considers aspects such as understanding details, inferring meaning, and the ability to follow different registers and speech styles.

2.5 Variables of the study

2.5.1 Listening skills (Dependent)

Effective communication in the workplace depends heavily on having good listening skills, which help you accurately receive information when communicating with others (Indeed Editorial Team, 2022). Listening skills refer to the ability to effectively receive, interpret, and understand spoken language or auditory information. It involves actively paying attention to the speaker, comprehending the message being conveyed, and responding appropriately. Listening skills are crucial in various contexts, including interpersonal communication, educational settings, professional environments, and everyday interactions.

Field (2008) provides a comprehensive exploration of listening skills within the language classroom, emphasizing the importance of effective listening in language learning. The book delves into various aspects of listening, such as the challenges learners face, strategies for improving listening comprehension, and the role of technology in enhancing listening skills. Field's work offers valuable insights and practical guidance for both language learners and educators seeking to develop and enhance their listening abilities. Listening skills play a crucial role in English language teaching to contribute to overall language proficiency and effective communication.

Field (2018) in his work Cambridge University Press, explores the significance of listening skills in the language classroom, it covers topics such as the nature of listening, factors influencing listening comprehension, and effective teaching practices to improve learners' listening abilities. Cambridge University Press delves into the importance of listening skills within the language learning environment, it means that there are various aspects, including the

characteristics of listening, factors that impact comprehension, and effective instructional methods aimed at enhancing learners' listening abilities.

2.5.2 Cooperative Learning Method (Independent)

Johnson, D. W., & Johnson, R. T. (2009) discusses the benefits of cooperative learning in addressing linguistic and cultural diversity in the classroom. It highlights how this method promotes positive interdependence among students, encourages individual accountability, and fosters social skills development. The authors argue that cooperative learning creates an inclusive and supportive environment that values diverse perspectives and enhances academic achievement. Cooperative learning has been widely researched and implemented in various educational settings, demonstrating its effectiveness in improving students' academic performance, critical thinking skills, and interpersonal abilities.

Cooperative learning is an instructional approach that emphasizes collaboration, interaction, and shared learning experiences among students. It involves small groups of students working together to achieve a common goal, promoting active engagement and enhancing individual and collective learning outcomes. This pedagogical method is grounded in the belief that cooperative interactions foster critical thinking, problem-solving skills, and positive interdependence among learners. Numerous educational researchers have examined the effectiveness of cooperative learning in various contexts. One notable study conducted by Johnson and Johnson (1989) explored the impact of cooperative learning on student achievement. The researchers found that students who participated in cooperative learning activities outperformed those in traditional instructional settings. The study also highlighted the

positive effects of cooperative learning on students' social skills, self-esteem, and attitudes toward learning.

By working collaboratively, students learn to communicate effectively, actively listen to others, and respect diverse perspectives. According to a study by Gillies and Boyle (2010), cooperative learning significantly enhances students' social skills, such as leadership, conflict resolution, and empathy. These skills are crucial for success not only in academic settings but also in future workplaces and interpersonal relationships.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Methods

As a qualitative study, this research will use the online interview data collection technique, and descriptive data about the experiences of students involved in implementing the Cooperative Learning Method in the context of its impact in the learning outcomes in listening skills.

Qualitative research is a methodology that involves gathering and analyzing non-numeric information, this type of research is useful for gaining a comprehensive understanding of a problem or generating new ideas for future research. Unlike quantitative research, which focuses on numerical data for statistical analysis, qualitative research is used extensively in humanities and social science disciplines, including anthropology, sociology, education, health sciences, history, among others, Bhandari (2023).

The upcoming study is expected to adopt an exploratory approach, focusing on delving deeper into the subject matter by comprehensively examining the experiences and viewpoints of students who are actively engaged in Cooperative Learning methods. The primary objective of this research is to gain a thorough understanding of how Cooperative Learning impacts listening skills among students, while also identifying key factors that play a significant role in determining the success or failure of implementing this method in educational settings.

3.2 Type of Research

3.2.1 Phenomenological method

In this investigation, a phenomenological research design is employed to gather and analyze cooperative learning in listening skills experiences of the seventh semester of the PINE major

during the 2022-2 academic period. Phenomenological research is a type of qualitative research that aims to comprehend and depict the fundamental essence of a phenomenon. This research approach explores the everyday experiences of individuals while setting aside any preconceived notions that the researcher may have about the phenomenon. Essentially, the purpose of phenomenological research is to delve into people's lived experiences and gain a more profound understanding of how participants perceive and make sense of those experiences (Ho, L., & Limpaecher, A., 2022c).

Based on the statement provided, by employing phenomenological research, as researchers seek to get insight into the participants' irrational viewpoints, feelings, and ideas in order to provide a rich and thorough explanation of their experiences with cooperative learning.

3.3 Data collection technique

Interviews will be the main data collecting method used in this research to acquire the required data for analysis. An interaction between the researcher and the participant through an online interview enables a thorough examination of their experiences, difficulties, triumphs, and perceptions on the use of cooperative learning. These interviews will include open-ended questions that provide participants unrestricted flexibility to express their ideas and emotions.

This method of data collecting is being used in an effort to obtain rich and varied data that will allow them to phenomenologically examine the effects of the cooperative learning method on learning outcomes. As follows, the study aims to add to the body of knowledge by offering important insights into the application of cooperative learning in educational contexts and its effects on students' learning outcomes through an in-depth exploration of participants' experiences, perceptions, and meanings.

By synthesizing the information gathered from interviews, the researchers aim to draw meaningful conclusions about the influence of Cooperative Learning on students' listening skills. This research endeavor seeks to contribute to the existing body of knowledge by shedding light on the effectiveness of Cooperative Learning in enhancing learning outcomes, while also identifying factors that may facilitate or hinder its successful implementation in educational settings.

3.4 Data Collection Instrument

The open-ended questionnaire will be the main instrument, will play a vital role for the interviews that will perform to the participants, is important to consider the students should demonstrate their experience in this method regarding to cooperative learning method, therefore our questions will be open-ended and will be done individually, collect data information directly of students is the priority and purpose of this research.

The participants of the study will be provided with a secure online link that allows them access to the questionnaire, the decision to utilize an online application method for data collection advantages to the study, it enables efficient data management as participants' responses are automatically recorded and digitally stored within a secure system, this automated process minimizes the risk of data loss or errors that may occur during manual data entry. Moreover, the digital storage of responses ensures easy accessibility and retrieval for subsequent analysis.

By opting for an online questionnaire, the study promotes convenience for the participants, allowing them to access and complete the questionnaire at their own convenience. This approach eliminates the need for face-to-face interactions or physical distribution of paper questionnaires,

saving time and resources for both the participants and the researchers. Additionally, the online platform provides a level of anonymity, fostering a comfortable and confidential environment for participants to provide their responses.

Overall, these online interviews will involve open-ended questions and prompts designed to encourage participants to share their perspectives, challenges, and successes related to listening skills within the Cooperative Learning context in order to achieve the goal of this study, to gather comprehensive data on the experiences of students who have participated in the Cooperative Learning Method implementation.

3.5 Population and sample

In the words of the author Bhandari (2023) the population refers to the complete assemblage of individuals for whom researchers seek to make inferences and draw conclusions. On the other hand, the same author mention that sample represents a particular subgroup from the population from which data will be collected. It is important to note that the size of the sample is always smaller than the overall size of the population.

This research will be conducted at the Universidad Estatal Peninsula de Santa Elena, with a specific focus on the language laboratories within the PINE major. The study will primarily target students who were in their seventh semester of the PINE major during the 2022-23 academic period, aiming to gather insights from a selected group of students who are actively involved in the major.

By narrowing the scope of the research to the language laboratories of the PINE major, the study can delve deeper into the specific context in which Cooperative Learning is being implemented. This focused approach allows for a more detailed analysis of the impact of Cooperative Learning on listening skill learning outcomes within the language laboratory setting.

The research will seek to include a sample of participants, selecting 17 students who were in the academic period 2022-2 in the seventh semester of PINE major. These students are likely to have a significant amount of experience and exposure to Cooperative Learning practices.

By specifically targeting students from the major, the research can capture a more nuanced view of the experiences and perspectives within this educational context. This focused approach allows for a deeper exploration of the factors that may contribute to the success or failure of Cooperative Learning implementation within the language laboratories of the PINE major at the Universidad Estatal Peninsula de Santa Elena.

CHAPTER IV

ANALYSIS OF FINDINGS

Qualitative data were subjected to descriptive analysis to derive meaningful conclusions. This involved employing appropriate statistical tests and measures to determine the significance of listening skill. On the other hand, underwent a process of thematic analysis, where themes and sub-themes were identified, coded, and analyzed for emerging patterns and insights by Chapter II.

4.1 Interpretation of data from the interview

The subsequent interview was administered to a cohort of 17 students enrolled in the seventh semester of the PINE major during the 2022-2 academic period. Notably, as researchers proceeded with the efficiency of data collection, and the questions were specifically designed for all responses in this questionnaire. The ensuing section presents an elucidation of the findings and their corresponding analysis.

Figure 1

Importance of listening skills for overall language development.



Authors: González Gualé George and Quimí Pérez Victor.

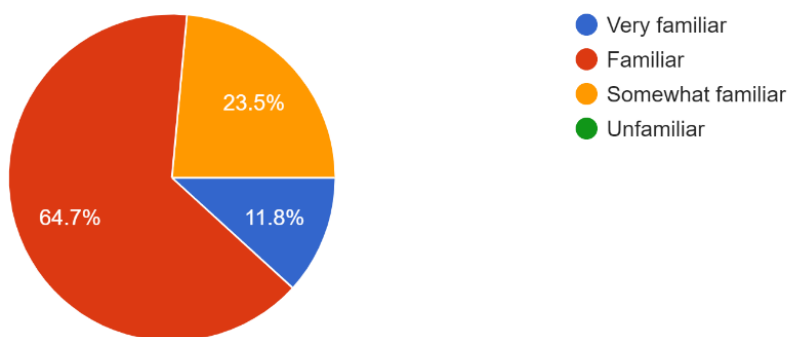
Note: This figure demonstrates that the most used words in this question were: skill, important, listen and learn.

The analysis findings indicate that participants recognize the importance of listening skills for overall language development. Most respondents emphasize that listening skills are crucial for understanding and comprehending a foreign language. Students highlight that by training their ears and being able to comprehend native speakers, learners can effectively develop their language skills and communicate more fluently. Participants also recognize that listening skills are fundamental for successful communication and that without this ability, effective understanding and communication would be impossible.

Listening skills play a pivotal role in learning a foreign language. Participants describe that are crucial for comprehension, receiving information, improving skills, essential to understand, and effective communication. Developing strong listening skills allows individuals to enhance their language proficiency, comprehend spoken language accurately, and improve their overall language abilities.

Figure 2

Familiarity with the concept of cooperative learning.



Authors: González Guale George and Quimí Pérez Victor.

Note: This figure shows that the most percentage in this scale question were very familiar (11.8%), familiar (64.7%) and somewhat familiar (23.5 %).

The analysis findings reveal that most participants (64.7%) are familiar with the concept of cooperative learning, indicating a solid understanding of this teaching approach. Additionally, a significant portion (11.8%) of participants report being very familiar with cooperative learning, suggesting a deeper level of knowledge and experience in implementing this method. This familiarity highlights the participants' exposure to cooperative learning strategies, techniques, and principles, which can contribute to their ability to effectively engage in collaborative activities and discussions.

Furthermore, a notable percentage of respondents (23.5%) indicate being somewhat familiar with cooperative learning. While participants may not possess an extensive understanding of the concept, their level of familiarity suggests a basic comprehension and recognition of the cooperative learning approach. Notably, no participants reported being unfamiliar with cooperative learning, indicating that all respondents have some degree of exposure or knowledge about this teaching methodology. This absence of unfamiliarity suggests that cooperative learning is a widely recognized and commonly implemented approach within the educational context of the participants.

The only interview highlights a range of familiarity levels with cooperative learning among the participants. While a small percentage indicated a high level of familiarity, a significant majority expressed at least a moderate level of knowledge about cooperative learning. These findings suggest a widespread recognition of the concept's value and potential benefits, making it a promising educational approach to explore further in various learning environments.

Figure 3

Experience with cooperative learning activities.

account activity answer apply career carry case change class
classmates classroom consensus cooperative depended
different difficult English essay everyone gave
group groupwork ideas lack **learning** limit lot
members method methodology minutes number opinions others
people question respecting share skills socialize students study
style subject synergy taking **teacher** teaching together
work

Authors: González Guale George and Quimí Pérez Victor.

Note: This figure demonstrates that the most used words in this question were: group, work, cooperative, ideas.

The analysis findings reveal that many participants have had positive experiences with cooperative learning activities. Students recall engaging in group work and collaborative tasks, collaborate, and respect each other's ideas. Participants highlight the benefits of cooperative learning, such as the opportunity to learn from different perspectives, reinforce arguments, and develop communication and teamwork skills.

The analysis interviews demonstrate a diversity of perspectives on cooperative learning. While some participants have had positive experiences and recognized its benefits, others expressed concerns about challenges related to consensus building, time limitations, and group dynamics. The findings suggest the need for effective strategies and support to maximize the potential benefits of cooperative learning while addressing its associated challenges. By

considering the insights provided by participants, educators can adapt and refine their cooperative learning approaches to create engaging and inclusive learning environments.

Figure 4

Role of the teacher in cooperative learning.



Authors: González Guale George and Quimí Pérez Victor.

Note: This figure demonstrates that the most used words in this question were: guide, help, activities, group, learning.

Participants emphasize that the teacher serves as a guide, supervisor, and visionary, providing guidance and assigning roles to each group member. The teacher is seen as a facilitator of activities, organizing student interactions, and creating a conducive academic environment for collaboration. Teachers play a vital role in providing the right materials and monitoring the implementation of cooperative learning methods to ensure students are effectively learning and improving their listening skills.

The analysis demonstrates participants recognized the teacher as a guide, facilitator, monitor, advisor, supporter, and organizer. The teacher's role is seen as crucial in providing guidance, promoting collaboration, ensuring accurate learning, and structuring the learning

process effectively. By fulfilling these roles, teachers can create an optimal environment for cooperative learning, enabling students to develop essential skills, communicate effectively, and engage in meaningful group work.

Figure 5

The impact of cooperative learning in listening skills.



Authors: González Guale George and Quimí Pérez Victor.

Note: This figure demonstrates that the most used words in this question were: activities, cooperative, listening, improvement, learning.

The analysis indicates that working together as a team can boost students' motivation levels. When students are actively involved in the learning process and can see the direct impact of each contribution, learners tend to be more motivated to participate and improve listening skills.

Cooperative learning encourages active participation from all group members, each student can listen and contribute to the discussion or task, which promotes active engagement

with the listening material. This active involvement helps to enhance their listening skills and concentration.

Figure 6

Benefits of using cooperative learning in developing listening skills.



Authors: González Gualé George and Quimí Pérez Victor.

Note: This figure demonstrates that the most used words in this question were: audio benefits, understand, listening.

Cooperative learning provides opportunities for students to support one another in comprehension, allowing for a deeper understanding of the audios and shared ideas. The emotional and interpersonal experiences fostered by cooperative learning contribute to students' overall development, including their listening skills. The benefits include reducing errors through shared ideas, increasing motivation for learning, acquiring diverse opinions and ideas, and promoting camaraderie among classmates. Cooperative learning is seen to enhance the understanding of conversations, interact with peers, share ideas, and improve vocabulary.

Participants highlighted improved understanding, recognition of language variations, peer support, error reduction, increased motivation, camaraderie, and integration with other language skills as the positive outcomes of cooperative learning. These insights provide valuable considerations for educators aiming to enhance listening skill development through cooperative learning methodologies.

Figure 7

Frequency to implement cooperative learning in listening skills.



Authors: González Gualé George and Quimí Pérez Victor.

Note: This figure demonstrates that the most used words in this question were: cooperative, learning, listening, develop, activities.

Most respondents expressed a belief that cooperative learning activities should be incorporated into the language learning process occasionally. It is demonstrating that participants view cooperative learning as an effective method but consider it appropriate to use it in moderation rather than as the sole or constant approach.

The analysis findings indicate the majority view occasional usage as appropriate, while a notable portion supports very frequent integration, the minimal preference for rare or no usage implies a widespread recognition of the benefits associated with cooperative learning. These findings highlight the importance of incorporating cooperative learning activities into language learning programs to effectively foster and enhance listening skills.

Figure 8

Potential challenges or limitations of implementing cooperative learning in listening skills.



Authors: González Gualé George and Quimí Pérez Victor.

Note: This figure shows that the most used words in this question were: student, group work, other participants, understand, limitations and listening skill.

The analysis finding indicates that cooperative learning methods often involve group discussions and speaking activities, which can present challenges in maintaining focused listening. In some cases, students may find it difficult to concentrate on listening to others' ideas and arguments while also formulating their own responses or opinions. The need to actively engage in both listening and speaking tasks simultaneously can be demanding for some students

and may require guidance and support from educators to help them manage students' attention effectively.

The analysis indicates that, while cooperative learning methods can have positive effects on listening skills, one potential challenge is ensuring students' motivation and active engagement throughout the process. Not all students may be equally enthusiastic about collaborative group work or may prefer individual learning approaches. Maintaining high levels of motivation and commitment to the cooperative learning tasks can be a challenge that educators need to address through effective instructional strategies, clear learning objectives, and fostering a supportive and engaging learning environment.

Figure 9

Probability of acquiring listening skills by cooperating with a classmate.



Authors: González Gualé George and Quimí Pérez Victor.

Note: This figure demonstrates that the most used words in this question were: listening, learning, activities, collaborate, improve.

The interview reveals that respondents adopted a neutral position, neither strongly agreeing nor disagreeing with the effectiveness of collaborative learning for enhancing listening skills. On the other side, absence of Negative Responses indicates that notably, no respondents indicated an opinion that collaboration with peers during learning activities is unlikely to contribute to the development of stronger listening skills.

Based on the analysis of responses to the question regarding the likelihood of students acquiring stronger listening skills through collaboration, most interviewers expressed a belief that collaborative learning activities have a high likelihood or very high likelihood of enhancing students' listening skills. This indicates that a significant portion of participants recognize the potential of collaborative learning in improving listening abilities.

Figure 10

Recommendations for the use of cooperative learning in listening skills.



Authors: González Guale George and Quimí Pérez Victor.

Note: This figure shows that the most used words in this question were: share skill, develop, helps, method, learn, and use.

Positive views where cooperative learning is recommended due to the limitations of traditional methods and their perceived lack of engagement, and students with different levels of proficiency can support and assist each other in understanding audios or related activities. On the other hand, some participants believe that other methods can improve listening skills more effectively, suggesting that cooperative learning may not be the best approach, cooperative learning may be more useful for developing reading skills than for listening skills, as listening skill development is seen as more individualized.

Based on the analysis of the answers provided, the findings demonstrate a scale of perspectives on the use of cooperative learning for developing listening skills. While some participants highly recommend it, others have reservations or suggest alternative approaches. The analysis highlights the importance of considering individual differences, appropriate implementation, and the overall context when determining the suitability of cooperative learning for listening skill development.

4.2 Analysis and discussion of the interview vs bibliographic review.

To compare the results between the interviews and bibliographic review it is essential to mention that participants recognized that listening is fundamental for comprehension, receiving information, and improving language skills. Effective listening is essential for understanding spoken language accurately and achieving effective communication, this is connected to Rost's idea cited in Alzamil (2021), listening can be characterized as a multifaceted process that enables individuals to understand and comprehend spoken language. While listening is undeniably a crucial aspect of effective communication, its significance extends beyond that. It also serves as a vital tool for individuals to comprehend and make sense of the world around them.

All participants have an clear idea regarding to Cooperative Learning having different experiences with this method referring to it could develop the team work, critical thinking in order to share ideas; especially considering to the teachers as a guide, advisor, as a collaborative work promoter, it aligns with Rigacci (2022), who says that in Cooperative Learning (CL) students collaborate in small groups, under the guidance of the teacher, to achieve a shared learning objective. This approach allows students the opportunity to exchange ideas, provide mutual support, and collectively tackle challenges, thereby enhancing their learning experience.

Cooperative learning cultivates active listening by establishing a setting that encourages students to actively listen and comprehend varied viewpoints, through participating in cooperative activities like group discussions and paired work, students enhance their listening abilities and become more open to diverse ideas and opinions. The results demonstrated cooperative learning method in listening skills have benefits, participants can acquire different points of view which can be share, improve the understanding of the listening with the interaction of among students. Other participants explain that do not consider an appropriate methodology to apply, due to listening skill should be developed by one's own way, therefore this method does not work to improve this skill.

The interviewers connect with the study conducted by Johnson et al. (2018), who suggest that cooperative learning has been found to have a positive impact on students' social skills, empathy, and self-regulation, all of which are closely intertwined with effective listening, in that way participants recommended to apply it, resulting in improved listening behaviors and enhanced communication skills. The findings of this study highlight the significant role that cooperative learning plays in fostering essential qualities that contribute to effective listening. The recommendation provided by participants based on their experience aim to enhance the

listening with an interactive learning method in order to have a positive impact on the learning process.

CHAPTER V

REFLECTIONS OF THE STUDY

The findings of the study provide valuable insights into the research objectives. Firstly, the study examined the perceptions and experiences of students regarding cooperative learning in developing listening skills. The participants acknowledged the importance of listening for comprehension, receiving information, and improving language skills. This aligns with the objective of understanding how students perceive cooperative learning in relation to listening skills development.

Secondly, the impact of cooperative learning on students' motivation and engagement in listening activities was analyzed. The participants recognized the benefits of cooperative learning in terms of developing teamwork, critical thinking, and sharing ideas. The findings are consistent with the research objective of exploring the impact of cooperative learning on student motivation and engagement in listening activities.

Lastly, the study aimed to examine the challenges and facilitators of implementing cooperative learning in the context of developing listening skills. The participants expressed mixed views on the suitability of cooperative learning for improving listening skills. While some participants believed it to be effective, others felt that listening skills should be developed individually. This reflects the objective of understanding the challenges and facilitators associated with implementing cooperative learning in the context of listening skill development.

Overall, the findings of the study support the research objectives by providing insights into students' perceptions and experiences of cooperative learning in relation to developing listening skills. The study also highlights the impact of cooperative learning on student motivation and engagement, as well as the challenges and facilitators associated with its

implementation. These findings contribute to the existing body of knowledge on cooperative learning and its role in enhancing listening skills.

The findings suggest that cooperative learning can have positive effects on listening skills development, including improved comprehension, communication, vocabulary, motivation, and error reduction. Participants recognize the value of cooperative learning and its benefits in enhancing listening skills. In the same way, one possible solution could be applying cooperative learning method permanently to practice or performing listening to activities, leaving evaluations and final exams as an exception the benefits include reducing errors through shared ideas, increasing motivation for learning, acquiring diverse opinions and ideas, and promoting camaraderie among classmates. Cooperative learning is seen to enhance the understanding of conversations, interact with peers, share ideas, and improve vocabulary.

Our experience conducting this research project was both fascinating and enlightening. Throughout the interview was discovered that most of the students held positive views towards the cooperative learning method, while a significant number also expressed reservations or negative points about it. This diversity of perspectives added depth and complexity to our findings, providing valuable insights into the effectiveness of the cooperative learning method.

One of the notable aspects of the cooperative learning method that emerged from the interviews was its ability to facilitate student interaction. By engaging students in collaborative learning activities, the cooperative learning method created an environment where learners were encouraged to communicate and work together towards a shared learning objective. This interaction not only fostered effective communication skills but also allowed students to benefit

from the diverse ideas and viewpoints of their peers. The students acknowledged that through the cooperative learning method were exposed to a learning process that was usually effective in promoting a sense of community and teamwork within the classroom.

However, it is important to note that not all students viewed the cooperative learning method in a positive light. Some participants expressed reservations or cited negative points regarding its implementation. Interviewers raised concerns about the suitability of the cooperative learning method for developing listening skills, suggesting that listening is a skill that should be developed individually rather than in a collaborative setting. These participants believed that individual practice and self-directed learning were more effective approaches for improving their listening abilities.

This contrasting viewpoint highlights the complexity of implementing the cooperative learning method for developing listening skills. While some students found it beneficial and enjoyable, others felt that it did not align with their preferred learning style or did not effectively address their specific needs in relation to listening skills development.

One notable advantage was the availability of students for participating in the interviews. The students demonstrated a high level of interest and willingness to share their perceptions and experiences regarding cooperative learning in developing listening skills. This enthusiastic participation ensured that one of the most crucial aspects of the research project, namely gathering primary data through interviews, could be completed successfully. The students' active involvement provided a wealth of valuable insights and perspectives, enriching the research findings.

Another benefit of the research project was the utilization of online resources. These resources played a vital role in multiple aspects of the research process. Firstly, participants

facilitated the search for information and relevant literature. The extensive availability of online platforms, databases, and scholarly articles allowed for a comprehensive review of existing studies and theories related to cooperative learning and listening skills. This literature review served as a strong foundation for the research, ensuring that it was grounded in current knowledge and research findings.

Additionally, online resources enabled the seamless implementation of online interviews. Conducting interviews online proved to be both practical and efficient. It eliminated the constraints of physical presence and geographical limitations, as participants could be interviewed remotely. The use of online platforms for interviews not only ensured convenience for both the researchers and participants but also provided a safe and secure environment for participants to express their views openly. This fostered a sense of comfort and authenticity, leading to more genuine and insightful responses.

Despite of that, the research project also presented certain challenges. One of the challenges encountered was locating authors who had conducted work specifically related to the research topic. Many authors focused on methodologies other than cooperative learning or on different English language skills, making it difficult to find direct connections to the research objectives. Overcoming this challenge required thorough searching and careful selection of relevant literature that could be used to inform and support the research findings.

Another significant challenge involved integrating the ideas and concepts of the selected authors with the results obtained from the interviews. Initially, it was challenging to establish a coherent connection between the theoretical perspectives and the empirical data. However,

through a gradual understanding and analysis of the literature and interviews, a proper alignment and synthesis were achieved. This required careful interpretation and examination of the data, ensuring that the insights from both the literature and interviews were effectively integrated to provide a comprehensive understanding of the research topic.

In conclusion, the research project successfully examined the perceptions and experiences of students regarding cooperative learning in developing listening skills. The findings provided valuable insights into the impact of cooperative learning on student motivation, engagement, and the challenges and facilitators of its implementation. The participants in the study demonstrated a clear understanding of the importance of listening skills for comprehension, information reception, and language proficiency. Students acknowledged cooperative learning as a method that promotes teamwork, critical thinking, and the exchange of ideas. However, there were divergent opinions among the participants, with some expressing reservations about the effectiveness of cooperative learning for developing listening skills, favoring individual practice instead.

The research project highlighted the significant role of cooperative learning in enhancing listening skills. It fostered active listening through activities such as group discussions and paired work, enabling students to engage with diverse viewpoints and improve their comprehension abilities. The findings also emphasized the positive impact of cooperative learning on students' social skills, empathy, and self-regulation, all of which are closely connected to effective listening.

The project significantly contributed to the understanding of cooperative learning in developing listening skills. It shed light on the benefits and challenges associated with this method and provided recommendations for educators to enhance the learning process. The

findings can serve as a basis for further research and the development of effective instructional practices in the context of listening skills development.

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ANNEXES

Annex A: Interview Transcripts

Interview 1

1. How would you describe the importance of listening skills for overall language development?

Listening skills play an important role when we are learning a foreign language, since in this way we can train our ears and understand what the native people of that language are saying.

2. How familiar are you with the concept of cooperative learning?

Very familiar

✓ Familiar

Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

I remember that in English subject the teacher gave us a title about why we are studying English and in a group of four we created an outline with important ideas from each member of the group and then put them together.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

I think that the teacher is the one who guides the students and also assigns roles to each member of the group.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

To assess the impact of cooperative learning on listening skills activities, one can measure the improvement in students' active listening abilities through pre- and post-tests, comparing their comprehension levels before and after engaging in cooperative learning tasks.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

It helps students have a better understanding and can express themselves in a better way in the language they are studying.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

This could be implemented about twice a week, on a specific day when students are ready to work in a group.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

Some students do not like to contribute to a group, not all work equally in group work and therefore will not improve their skills.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

There are many possibilities because collective learning helps colleague's clear doubts through research and share information on the subject

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

I would recommend using this method because many times in the classroom they use the traditional method and it is boring, while teamwork helps to socialize ideas, respect criteria and most of all we learn to develop the ability of listening in a dynamic way with our classmates.

Interview 2

1. How would you describe the importance of listening skills for overall language development?

I consider it very important because it is a basic skill for the correct management of English in the future, with listening we can learn and put into practice skills and characteristics of native and experienced speakers in order to develop our own skills.

2. How familiar are you with the concept of cooperative learning?

Very familiar

✓ Familiar

Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activates.

Some time ago I studied a career that had a lot of educational life and the outside world, and in internships we depended a lot on each other for good teamwork, such as in survival, everyone had their role and worked with the cooperation of everyone.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

I believe that the teacher works as a guide for the whole team, in this case the students, as a supervisor and visionary of a common goal, who helps students in their school lives and to be competent later in the social and work world.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

I think that Could be measured or evaluated as a positive aspect in the development of listening skills because it promotes self-learning of each member of the Group and exchange of information.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

Part of its benefits could mention that it helps us improve our understanding, either individually or collectively, it allows us to increase our recognition of different accents, pronunciations, among other characteristics that distinguish some speakers from others.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

With medium frequency to develop skills such as leadership, empathy, communication among others.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

I could say that the fear of failure, that is, the fear of making mistakes in a social environment, I think it is something that limits us a lot to wanting to participate or grow personally and professionally, and another can be the lack of social skills, I think that we often lack that to develop and we do not manage understanding when we are faced with a listening work, many distractors.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

Personally, I think that the probability of seeing our skills improve is great since collaborating with ourselves gives more opportunity to create links that favor professional growth.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

Absolutely, it is a very effective method in a personal way because as I have mentioned, it helps us to understand and allows us to enrich others, it is a reciprocal way to continue studying and developing our listening.

Interview 3

1. How would you describe the importance of listening skills for overall language development?

It is so important as well as the other skills, since if you are learning a new or second language, you have the obligation of develop that skill in a higher level, because if you do not develop it, you will not be able to communicate with others, and that is important since communication opens you many doors in the world.

2. How familiar are you with the concept of cooperative learning?

- Very familiar
- ✓ Familiar
- Somewhat familiar
- Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

There are many subjects and professors that use this teaching method in order to let us share information among the members of the group, with the objective of knowing the different points of view of each participant, the last time that I've worked with this method was in Advanced English II.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

I think teachers should act as a guide, also they should verify if the students are really putting into practice the method to be used, this to ensure that the students are really learning and improving their Listening skills.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

For example, you can use standardized tests to assess the academic performance of students, in addition to another serious way through observation, feedback and self-reflection to assess their abilities.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

That there could be students who for some reason do not understand some part, in this case of the audios, since we are talking about the Listening skills, so another student could help them understand better by sharing ideas of what they previously heard.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

I consider that 3 times a week in at least 1 hour of class since it requires a lot of practice.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

The fact of working in groups could be uncomfortable for some students, and the other problem could be the lack of communication between them.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

I think that if all the students participate in group work, they could acquire a lot of knowledge to develop not only the listening skills, they could improve reading, speaking and writing. The goal is that if they want to learn so that learning is lasting and stronger.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

Yes, because as I said previously, there could be students who present greater difficulty in understanding audios or related activities, so that if another student presents greater facilities, they could help the student with more difficulties.

Interview 4

1. How would you describe the importance of listening skills for overall language development?

I consider that is essential part of our learning process because with this skill the students can develop and improve their understanding.

2. How familiar are you with the concept of cooperative learning?

Very familiar

✓ Familiar

Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

When we do a groupwork and we must collaborate to obtain good results respecting others, obviously.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

The role of the teacher is essential because is a guide or facilitator of activities, the teacher organizes the student interactions in the context of academic tasks to collaborate with the classmates.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

In my opinion, I consider that cooperative learning is not a good method for developing listening activities. I consider that it has a negative impact for the learning goals or development of the apprentices.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

Cooperative learning offers the emotional and interpersonal experiences, and if we relate with listening skill, one the benefits could be that students can relate what they hear with the help of other people or components that promote their development.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

Just a few times, since this kind of methods enhance cooperative activities (pairs or groups), it could be difficult to improve or develop listening skills in this way because some students have different preference (noise, method for concentration, etc).

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

I believe that one of the limitations is that many times the students do not have a sufficient level to collaborate with others; another limitation is that many times the students do not want to collaborate, or the teacher does not provide the necessary resources to do.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

I am not saying it is impossible. However, it is a little difficult since every student has different methods in order to improve their listening skills and as far as I concern, most of the students prefer to concentrate without noise and all by themselves, which could be hard when working in groups.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

To be honest, I would not recommend it because many times the classmates do not trust the answers of the others, but if cooperative learning were used with the purpose of helping and facilitating the understanding of all, yes. My answer is impartial.

Interview 5

1. How would you describe the importance of listening skills for overall language development?

I consider that they are important because without this ability, communication would be impossible because we need to speak and listen.

2. How familiar are you with the concept of cooperative learning?

Very familiar

✓ Familiar

Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

Normally in a cooperative work, in this case a trivia, the classmates share ideas and reinforce their arguments.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

I think their role is to provide the right material for the students to work in the most optimal way together.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

With individual activities that allow me to take into consideration every answer of every learner.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

One of the benefits is that working cooperatively, in this way, errors in a job could be reduced since there are more people sharing ideas.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

I believe that most of the time the teachers should look for a lively and awake environment so it would be good to use this method. In the case of evaluating, I think that it should be individual.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

Lack of the cooperation and internal problem.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

As I mentioned before, I think listening skills are improved by students individual learning, but I recognize that collaborate with their classmates could be useful too, so they could share their thoughts about the listening, possible answers and new words.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

Developing listening skills is a challenge since it is one of the most difficult skills to develop, therefore cooperative learning would be an optimal solution.

Interview 6

1. How would you describe the importance of listening skills for overall language development?

I think this ability is important to accurately receive messages in the communication process.

2. How familiar are you with the concept of cooperative learning?

Very familiar

✓ Familiar

Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

Quiz: students must number themselves in their teams. The teacher asks a question, and gives them a time limit, in which the groups discuss to get an answer. Then, he/she will call out a random number. All students with that number stand up and answer the question. This is ideal for developing debate and public speaking skills.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

You help solve these problematic situations in the groups.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

Improved Listening skills, this strategy provides students with a more harmonious classroom environment and improved communication.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

Increases motivation for learning in general and for different tasks.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

I think that this method should be implemented more in the classroom as it is very effective for knowledge sharing.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

Everyone understands differently Everyone has their own way of listening.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

In my opinion it is very likely that students will improve in this skill because the people they will be practicing with are trustworthy and they will be able to repeat things as many times as necessary.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

Yes, in addition to sharing the different ways in which members practice, it can be helpful in workshops, especially at the time of an evaluation.

Interview 7

1. How would you describe the importance of listening skills for overall language development?

This ability is an important aspect because it is one of the ways in which we can receive information. Therefore, if we have a listening ability, we can better understand the message, improving communication.

2. How familiar are you with the concept of cooperative learning?

Very familiar

✓ Familiar

Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

The experiences that I have had have shown me that it is difficult to carry out cooperative learning activities because to do it in a good way you have to be in consensus with the ideas on a subject, a situation that is difficult to carry out since not all people will have the same perspectives, also within the group there tends to be people who do not have the same goal of learning as the others

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

I believe that the teacher's role is to monitor that the ideas that arise during cooperative learning activities are correct and if this is not the case, it is the teacher who must correct so that learning is adequate.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

Administrating a listening skills assessment to students before and after the cooperative learning activities. Compare the results to determine if there has been a significant improvement in their listening skills.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

I believe that the benefit that you could find is to acquire opinions or ideas within the same topic of interest and foster camaraderie.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

I believe that it should be implemented in classes often because in this way students can improve their Listening skills since some students may have a listening deficit in this language.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

I consider that a challenge that can arise is the disagreement on some topic under discussion and a limitation could be the fact of interfering with the concentration to perform the speaking ability.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

I don't consider that collaborative learning is the best option to improve listening skills. So it is just my point of view. However, of course, I know that many students can get comfortable in learning process doing collaboration.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

No, because I believe that there are other methods that could improve this ability.

Interview 8

1. How would you describe the importance of listening skills for overall language development?

The development of Listening skill is vital for communication between people like other skills, without listening we are not playing the role of the receiver of the message, so there would not even be understanding. Listening to a specific context within a conversation, a podcast, a song, are actions that we carry out daily, which makes this skill one in which it is in constant development, this skill is so fundamental when learning a language that several international tests apply certain rules for its evaluation.

2. How familiar are you with the concept of cooperative learning?

✓ Very familiar

Familiar

Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

Usually, the activities that take place within a classroom today are based on Cooperative Learning, many teachers prefer to organize groups for students to socialize and share ideas, which is certainly feasible if the groups formed have synergy. Otherwise, it could end in a total disaster, this morning we applied a group work which this methodology was the star, the introduction to an essay was written by 4 members of a group, many will say, that is a simple activity, and it is true, but we must take into account the time limit of the work, in this case, make 4 people agree in a period of 5 minutes is not that easy, Cooperative Learning has advantages such as socialization, comparison of ideas, independence and group process, but it has its limits due to factors such as: lack of teacher-student interaction, limited time spent in groups and lack of group synergy.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

The role of teacher within this method is like the role of a moderator, a guide that only serves as a process for a group to efficiently achieve a task. He or she must be organized, attentive, sensible, and understanding, considering the opinions of all members of the groups is paramount, follow up on them and observe their work should not be overlooked, Not counting the organization to direct this methodology. The professor ceases to be the main actor to become a leader who commands his soldiers into battle.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

To evaluate the impact of Cooperative Learning, I would create worksheets which are full of activities where Listening was the main skill to develop. As we are talking about Listening, a group of students could develop a complete worksheet of this skill, dividing the activities. Just by listening a couple of times to the audio and with no effort, they could share opinions about what they heard or not, drawing general group conclusions. In this way they compare ideas and notes, contrasting information, a process which is necessary for their improvement.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

It is a bit difficult to try to combine this educational paradigm with this skill in the day to day of a student of a new language. Working in groups encourage social interaction, for instance, to create groups with students and then make them listen to audios, podcasts or music, encouraging them to understand it as a whole group through data collection techniques would be of great help for those who still have difficulties in this skill, obviously I try to say that in addition to practicing Listening, it must be combined with other skills that go hand in hand in order to achieve effective learning.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

The frequency of incorporating cooperative learning activities into the language learning process to develop listening skills may vary depending on various factors such as the

students' proficiency level, the length of the language learning program, and the overall curriculum design. However, a general recommendation would be to include cooperative learning activities regularly throughout the language learning process.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

A group can write separately and compare ideas, a group can speak to each other reviewing their opinions and arguments, but a group cannot just listen and, other skills are needed to complete this process, skills that strengthen this process. Although you can try to only evaluate this skill in groups, it would not be feasible if participants were denied avoidance of the other skills.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

I am an individualistic person, but I consider that working in a group makes things much easier, thanks to the spread of diverse opinions or relevant details for a person will be the greatest help in the case that the work is a little bit confusing. What is a fact is that it is very likely that a student acquires better feedback if he or she is in a group, no matter which skill they are working. While cooperating with more individuals, a student is more likely to remember much more information if he worked with more members who helped him get those results.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

Yes, I would recommend it to be used forever, since Listening has become one of the most challenging skills for students, it is necessary to cover study techniques that only focus on this. Taking into account the social and cooperative interaction of groups, it is easier to share ideas while listening, it is fast, dynamic and truthful, but if we do this, we are no longer only talking about Listening, but also about Speaking, in this way complementing each other to gain ground and expand the proficiency of students.

Interview 9

1. How would you describe the importance of listening skills for overall language development?

I think that it's very important because with this you can improve the way you understand better other ones.

2. How familiar are you with the concept of cooperative learning?

Very familiar

Familiar

✓ Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

Maybe with conversations or group works with my classmates.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

He is the one who teach how to communicate with others.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

Each student can be observed to see how they communicate with each other through cooperative work, group contests or through feedback.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

The help you to improve the way you understand each word in a conversation.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

I believe that it should be implemented in very specific activities or that require the participation of other students, for example role play activities.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

The way you understand words The time it takes.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

Well in my opinion a

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

No, because I think it is a waste of time.

Interview 10

1. How would you describe the importance of listening skills for overall language development?

The importance is very useful to be clear since it helps us to be able to understand what people say in another language, to be able to understand audios, I would also be developing another part of my brain.

2. How familiar are you with the concept of cooperative learning?

Very familiar

✓ Familiar

Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

My communication skills improve.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

Tell us the orders clearly to be able to work as a team without misinterpretation of what the teacher says.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

In general, the Cooperative learning method is a great contribution to education, a benefit on a large scale to work in the classroom. However, it can impact a lot if it is used in the right area. Personally, I have not participated many times in a group activity when working on listening skills. Even so, in the little that I have worked on this skill with the CLM I was able to know that it is very beneficial for practicing with classmates.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

Interact with my classmates and share ideas, in the case of listening, help each other with what the audio or activity says.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

I believe that cooperative learning activities should be developed often because when working as a team there are better learning results.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

Do not practice daily and when not all the participants of a group help with activities.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

In my opinion, when students are given the opportunity to collaborate with their peers during learning activities, it is highly likely that they will acquire stronger listening skills.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

Yes, because each person has different strategies to be able to have the ability to listen, which if we put them together, we could get to understand a listening almost 100%

Interview 11

1. How would you describe the importance of listening skills for overall language development?

It is very important because through listening we receive information, which helps us to have a good communication in a general language.

2. How familiar are you with the concept of cooperative learning?

Very familiar

✓ Familiar

Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

Works in group, we change different opinions with classmates.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

Do activities that motivate the student to do work that helps to change experiences.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

I consider that it is very helpful since in this way the students can help each other and can share their ideas and it also gives them confidence when talking to each other about topics that they may be uncomfortable talking about in front of the classroom.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

Capture conversations with other people

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

Cooperative learning, being a group learning activity, can be included through the organization and exchange of information between students, motivating each other to develop skills, can include cooperative learning in activities such as oral presentations, or projects that have an audio like a resource to improve the listening skills.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

Mispronunciation of other students and not being able to understand the message well.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

I think it helps students a lot when they work together in cooperative learning activities, they are exposed to different perspectives, communication styles, they are given the opportunity to hear and understand a variety of voices and accents so they can improve this ability and be able to adapt to different cultures.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

Yes, because it is a good strategy to prompted learning, a person learns by doing, learning to think critically and being able to do activities in a classroom helps to have an active class.

Interview 12

1. How would you describe the importance of listening skills for overall language development?

Listening skills are so important for the development of a foreign language acquisition, through this ability students can learn the correct way in which words are pronounced, besides the difference between words with similar sounds but opposite meanings. In conclusion listening is essential to understand the focus language you want to learn.

2. How familiar are you with the concept of cooperative learning?

Very familiar

✓ Familiar

Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

As I study a pedagogical career, I have always been involved in the use of different teaching methodologies, cooperative learning was one of them of course. Recently, I was part of a cooperative learning activity in college, during an English class where we had to work in groups to write an essay paragraph, it is always good work with someone else for me.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

I think, the teacher should not be an authority but an advisor, someone who give strategies and comments in order that students could enjoy and take advantage of working with their classmates. Regarding listening skills, I consider he would be a support and someone who let students develop their critical thinking.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

I consider that it is very helpful since in this way the students can help each other and can share their ideas and it also gives them confidence when talking to each other about topics that they may be uncomfortable talking about in front of the classroom.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

The benefits that I have seen are that students can ask each other about the listening exercise they are practicing, so they have major chances to figure out what an audio really says, by pondering what their heard and what their classmates heard.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

I think incorporating a large percentage of these activities would be great because it would allow students to practice listening comprehension through interacting with classmates, collaborating on problem solving, discussing relevant topics, and sharing opinions.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

I think one limitation is that not every student can deal working with others, some of them prefer to work by themselves, and other limitation could be that sometimes an audio can be confusing so just some of the members could understand it but some others would get even more confused and feel bad about it.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

I think the chances would be low since listening activities require a lot of concentration, so they might get distracted by working together with their classmates.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

Yes, I would recommend it but not to use it every single time, just one or two times per cycle or Unit because it is beneficial, but I consider that if we use it all the time and without correct instructions or parameters it could be not enough efficient.

Interview 13

1. How would you describe the importance of listening skills for overall language development?

I considered it the most important and relatively difficult skill that English students must face in their learning process.

2. How familiar are you with the concept of cooperative learning?

Very familiar

Familiar

✓ Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

In high school, my teachers used to apply cooperative learning in English classroom but in college that methodology is hardly ever taking into account.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

In this method, teachers' role is only sharing materials and let students talk each other in order to share opinions, experiences and complement their ideas.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

I'm not an expert about using cooperative learning in my classes, but I consider the easiest way to measure it's impact is by comparing the results obtained by working individually with the ones obtained by working in pairs or groups.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

From my point of view, Listening is not a skill that could be improve by cooperation among students, I considered it is an ability that each person develops in his own way. Cooperative learning could help to improve some aspects but the skill to understand what students listen depends on their own.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

Cooperative learning, being a group learning activity, can be included through the organization and exchange of information between students, motivating each other to develop skills, can include cooperative learning in activities such as oral presentations, or projects that have an audio like a resource to improve the listening skills.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

Potential: it could help to improve the communications among students Limitations: not all students have the same level of listening skills. If one student understands all the audio but the others not, the interaction will not be effectively.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

I believe that students can greatly improve their listening skills in the classroom when collaborative learning is implemented, since if they do not understand a word, they can ask their other classmates and clarify that idea of words that they have in mind.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

I think cooperative learning could be more useful with the development of reading skills, but with listening I am not quite sure, maybe it could work but as I said, listening skill development depends on each student.

Interview 14

1. How would you describe the importance of listening skills for overall language development?

L.S. contribute to comprehension, vocabulary acquisition, pronunciation, grammar, cultural understanding, and effective communication and honing their listening skills, individuals can significantly enhance their overall language proficiency and fluency.

2. How familiar are you with the concept of cooperative learning?

Very familiar

✓ Familiar

Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

I believe that group work is one of the best ways to make the classroom enter a cooperative and participatory environment.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

In a class, the teacher must be a guide and know how to give guidelines and instructions to let the knowledge of the students emerge.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

A good idea would be to put students in a simulation of a real situation in which they can use their skills cooperatively.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

It promotes active engagement, varied listening sources, peer support, critical thinking, language production, and social-emotional development. By integrating cooperative learning strategies, educators can create a dynamic learning.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

I believe that it should be put into practice whenever there is an opportunity, since the learning process of this skill can be better developed if students cooperate with others.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

Unequal participation: In groups there is a chance that some students dominate the conversation while others contribute less or remain passive. This imbalance in participation can hinder skill development. Students who are more assertive or confident may monopolize speaking opportunities, limiting the listening experiences of their peers. Compevariate Levels: Students may be more advanced and have better listening skills, while others may have difficulty understanding and comprehending spoken language. This diversity can be challenging, as it can be difficult to assign tasks or materials that fit everyone's needs.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

I believe that the probability is very high because in this way students work cooperatively and there are better results in their learning process.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

If I would recommend it, it is a very good way to work on the skill. We can share our ideas about something and likewise share the errors and therefore know how to correct that.

Interview 15

1. How would you describe the importance of listening skills for overall language development?

Listening is for me the most important of all skills because a good understanding through hearing will contribute to the optimal development of all other skills.

2. How familiar are you with the concept of cooperative learning?

Very familiar

Familiar

✓ Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

If I am not mistaken, cooperative learning is a learning style in which you learn together with another group and personally I do not think that is my style, it is not to my liking to learn.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

I believe that the main role of the teacher is to promote collaborative learning with others, in reality there is very little teacher intervention during the learning process.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

I think that, self-reflection and self-assessment is the method that, students can reflect on their own listening skills and assess their growth and improvement over time. They can keep a journal or participate in reflective discussions to evaluate their own progress.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

Well actually I think there are more limitations than benefits, but I think it can be very good in some cases of students who need help or encouragement from other classmates.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

Working in a group is virtual. Nonetheless, cooperation is currently not usual with the arrival of virtual classes. I would advise that it be used in at least 1 in 5 English classes, so that students develop community participation while Listening. Working cooperatively is a process, Listening being the ability to work in groups and doing so from time to time would help students to be more organized, careful and cautious when developing this skill.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

Traditional education is one of the main challenges to implementing cooperative learning because many students have become accustomed to learning on their own. Another very common situation is the lack of empathy from peers to work with others.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

It is probable that the students improve their skills by 50% since with the help of the other classmates they will be able to understand or complete the words or ideas that they lack to understand in a listening.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

Well actually I think it is a very good learning style, but not good enough to be applied during the development of the listening skill, the reason is simple, students need full concentration to develop this skill in a natural way.

Interview 16

1. How would you describe the importance of listening skills for overall language development?

It is really important, due to the fact that listening is like a base to understand any language.

2. How familiar are you with the concept of cooperative learning?

- ✓ Very familiar
- Familiar
- Somewhat familiar
- Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

In a class, when the Teacher separates the class in groups.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

Act like a guide or instructor.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

Through rubrics, I would choose an activity that focuses on cooperative learning and depending on what I want to focus on when evaluating either comprehension or retention of information, I would use rubrics to measure each aspect.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

Learn from others.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

I believe that in order to develop listening skills it is necessary to concentrate on oneself in order to understand what is being heard, despite this, a cooperative activity can be included once a month to promote camaraderie.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

1. Students motivation 2. No class management

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

The ability to listen is one in which it is better to develop together with other people, rather than practicing alone. So, if this modality is practiced frequently, the chances of obtaining significant learning could be very high.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

Yes, if the teacher knows how to use this method.

Interview 17

1. How would you describe the importance of listening skills for overall language development?

It is important for development not only in listening also compress vocabulary and improve speaking.

2. How familiar are you with the concept of cooperative learning?

Very familiar

Familiar

✓ Somewhat familiar

Unfamiliar

3. Describe any previous experience you have with cooperative learning activities.

Cooperative work can be difficult to manage because of the difference in opinions, time and disposition of co-workers.

4. What do you think is the role of the teacher in a cooperative learning environment to develop and enhance students' listening skills?

The teacher's main role is to distribute each activity and group well according to the activity, work, or project.

5. What could be the impact of cooperative learning methods to develop activities in listening skill?

The impact of cooperative learning is very beneficial in the classroom because using the different strategies available will result in better student learning outcomes.

6. According to your experience, what are the benefits of using cooperative learning in developing listening skills?

Improve in the ability of listening and speaking and relationship with my classmates also know much vocabulary.

7. How frequently do you think cooperative learning activities should be incorporated into language learning process to develop listening skills?

I consider cooperative learning an excellent way to help students develop their abilities regarding language learning, specially speaking. However, I consider listening is an ability easier to improve by your own, with your own strategies and concentration so I would recommend use cooperative learning just a few times, maybe 1 or two times per semester.

8. What are the potential challenges or limitations of implementing cooperative learning method to achieve learning outcomes in listening skills? Can you mention at least 2?

Difficulty understanding ideas from classmates.

Distraction by subgroups of work.

9. In your opinion, how likely is it for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities?

It is highly likely for students to acquire stronger listening skills when given the opportunity to collaborate with their peers during learning activities, because cooperative learning activities promote active participation and engagement. Students are more motivated to listen attentively when they are actively involved in discussions, group work, or problem-solving activities with their peers. This engagement helps enhance their listening skills by providing meaningful contexts for practice.

10. Based on your experience and understanding, would you recommend the use of cooperative learning for developing listening skills? Why?

Yes, because We can observe a better relationship with classmates and other people more besides a meaningful learning also a significant learning.

Annex B: Certificate Anti-plagiarism System**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA****BIBLIOTECA****Formato No. BIB-009****CERTIFICADO ANTIPLAGIO**

La libertad, 18 de julio de 2023

En calidad de tutor del trabajo de titulación denominado “The Influence of Cooperative Learning to Achieve the Learning Outcomes in Listening Skills of Seventh Semester at Pine Major at UPSE” Elaborado por los estudiantes González Guale George Gregorio y Quimí Pérez Victor Edwin, egresados de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciados en Pedagogía del Idioma Inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentran con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

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