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TEMA

**COLLABORATIVE STRATEGIES TO ENHANCE ORAL PARTICIPATION IN
SEVENTH GRADERS**

ESTADO DEL ARTE

PREVIO A LA OBTENCIÓN DEL TÍTULO DE

**MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS**

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Aprobación del Tutor

En mi calidad de Tutor **del Estado de Arte**, “Collaborative strategies to enhance oral participation in seventh graders”, elaborado por la maestrante Lcda. María del Pilar Tenemasa Sayay, egresada de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ENSEÑANZA DE INGLÉS SEGUNDA COHORTE**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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El componente práctico del examen de carácter complejo titulado “Collaborative strategies to enhance oral participation in seventh graders”, previa a la obtención del Grado Académico de **MAGÍSTER EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ENSEÑANZA DE INGLÉS SEGUNDA COHORTE**, ha sido desarrollado con base a una investigación exhaustiva, respetando derechos intelectuales de terceros conforme las citas y cuyas fuentes se incorporan en la bibliografía. Consecuentemente este trabajo es de mi total autoría.

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2 Dedicatoria

I want to dedicate this work to a special person, Xavier, who is in heaven, being my angel, this is for you darling. To my dear family: Ricardo, Andrés, Josué, and Danna, thanks for being my strengths in the difficult moments.

3 Agradecimiento

My most sincere thanks to my children who have always been supporting me, I love you, my dear accomplices.

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5 Glossary

Collaboration.- Collaboration is the process by which individuals or groups get together to work toward a shared goal or complete a task. Sharing of knowledge, resources, and obligations is necessary to produce a result that is advantageous to all parties.

Collaborative strategies.- In order to achieve common educational goals, they relate to deliberate and planned approaches in which numerous participants—including instructors, pupils, parents, leaders, and community members—cooperate. Throughout the educational process, these strategies promote active cooperation, collaborative responsibility, and group problem-solving. The goal is to improve the caliber of education generally and provide students with access to engaging and effective learning environments.

Jigsaw.- It is a cooperative learning strategy that was developed by social psychologist Elliot Aronson in the early 1970s. It seeks to encourage student participation, active learning, and enhanced comprehension. The technique is frequently applied in learning environments to improve oral participation and promote peer teaching.

Tell and show.- It is a planned activity where a student presents a personal object, artifact, or item from their home to the class. It is a collaborative strategy used to improve oral participation and communication among students. During the presentation, the student not only shows the item but also discusses information, experiences, or anecdotes relating to it.

Pronunciation.- It is the way a word or language is spoken including the sounds, stress patterns, intonation, and rhythm that a speaker employs. It includes the individual speech sounds (phonemes) being articulated and vocalized as well as their combining to form words, phrases, and sentences.

Oral participation.- In a classroom context, oral participation describes the active engagement and input of students in debates, conversations, and other verbal exchanges during a lesson or class session. Students participate by discussing their ideas, beliefs, concerns, and insights with the teacher and their peers.

Show and tell.- This strategy refers to the practice of allowing kids the chance to tell stories about things they've seen or done. Things or events that are common in life in front of other people. Using this technique in combination to speaking exercises abilities, as well as improves his speaking fluency and mental exploration regarding his intended message to the audience, Mortlock (2014).

6 Resumen

Las estrategias colaborativas son un gran complemento para mejorar la participación oral en la clase. Promueven la participación activa, los debates significativos y un entorno de aprendizaje de apoyo al compartir sus puntos de vista, experiencias e ideas únicas; conduce al estudiante a una comprensión más completa del tema y fomenta el pensamiento crítico. Este trabajo realizado a través del método de investigación descriptivo, argumentativo y documental indaga la importancia y el beneficio de la aplicación de estas técnicas colaborativas dentro del aula para mejorar la participación oral. Se realizó una revisión detallada de la literature sobre las actividades orales más efectivas para explicar aquellas estrategias que se pueden aplicar en todos los niveles. Sus temas clave, como el trabajo en equipo, el pensamiento crítico y las habilidades para resolver problemas, pueden contribuir a fomentar las habilidades de comunicación en los estudiantes de Inglés.

Palabras claves: Oral participation, collaborative strategy, pronunciation, show and tell

7 Abstract

Collaborative strategies are a great complement to enhance oral participation in class. They promote active engagement, meaningful discussions, and a supportive learning environment by sharing their unique viewpoints, experiences, and ideas, leading them to a more comprehensive understanding of the subject matter and encouraging critical thinking. This research, made through a descriptive, argumentative, and documentary research method, investigates the importance and benefit of applying these techniques inside the classroom to improve oral participation. It also describes strategies that effectively boost oral participation and communication in English learners. A detailed literature review of the most effective oral activities was made to explain those strategies that can be applied at all levels. Its key issues, such as teamwork, critical thinking, and problem-solving skills, may contribute to nurturing communication skills in English learners.

Keywords: oral participation, collaborative strategy, pronunciation, show and tell.

8 Introduction

Oral competence is crucial for determining a student's level of competency in a foreign language in the field of language education. A language acquisition component is the capacity to interact and communicate successfully in spoken situations, particularly when learning English. Nevertheless, encouraging meaningful oral involvement among English language learners can be a challenging task impacted by linguistic resistance, cultural disparities, and different learning styles. The importance of cooperative strategies in encouraging and strengthening oral involvement among students has been acknowledged by both; educators and researchers.

Utilizing collaborative tactics provides a dynamic solution to the many problems teachers and students face in oral activities. Collaborative learning, defined as the process of students working together in small groups to achieve a shared learning goal, has been acknowledged as an effective means of creating an inclusive and supportive environment conducive to active oral participation (Johnson & Johnson, 2014). Engaging in collaborative tasks encourages students to interact, negotiate meaning, and collectively construct knowledge, which in turn, cultivates a deeper understanding of linguistic structures and cultural nuances within the context of English language communication (Swain, 2000).

Furthermore, integrating technology-enhanced collaborative platforms has emerged as a contemporary approach to augmenting oral participation. Virtual discussions, online forums, and video conferencing tools facilitate asynchronous and synchronous interactions among students, transcending geographical barriers and enriching the scope for cross-cultural conversations (Lamy & Goodfellow, 2013). This integration not only provides students with increased opportunities to engage in oral exchanges but also nurtures their digital literacy skills, a valuable asset in today's interconnected world. Based on the review of seventeen articles, this study explores collaborative strategies for promoting oral engagement in English language learners, drawing on various scholarly studies to illuminate the effectiveness and adaptability of these strategies.

The following paper will dig into a thorough analysis of pertinent literature before exploring a pair of collaborative techniques to improve oral engagement among English language learners. Examining fundamental studies that underscore the benefits of collaborative strategies for enhancing oral participation, offers a balanced viewpoint on how teachers might use teamwork to develop skilled and self-assured English language users. Also, it provides

educators and stakeholders with insights into effective collaborative strategies that transcend conventional methods and propel English language learners toward greater oral competence.

9 Formulation and systematization of the problem

Principal question

What effective collaborative strategies can enhance oral participation in seventh graders?

10 Objectives

Principal Objective

- To analyze the effectiveness of collaborative strategies to enhance oral participation among seventh graders.

Objetivos específicos

- To identify effective collaborative strategies for enhancing oral participation.
- To assess the benefits of collaborative techniques in oral participation.
- To describe collaborative strategies leading to improved oral participation in the class.

11 METHODOLOGY

After reading twenty documents, which were found in Google Scholar and PDF articles; the research methodology was: descriptive because it allowed gaining a clear understanding of collaborative strategies. It also aims to provide a detailed description of them. Argumentative because it presents a well-reasoned and supported argument that convinces teachers to use collaborative strategies in class. Documentary because there was an extensive literature review made to analyze and interpret existing documents, records, and materials to gather information and insights for various purposes. According to those studies, collaborative

strategies significantly increase oral involvement in class, considering how well these techniques work in the classroom.

12 STATE OF THE ART

13 Backgrounds.

One of the biggest challenges English learners faces in Ecuador is oral participation in class. The fear of making mistakes and being misunderstood inhibits their willingness to participate in conversations, hindering their progress in mastering the language, especially when it involves oral participation. Many students refrain from practicing it due to the absence of collaborative strategies, which require real content and context. In this case, the collaborative strategies help to develop self-assurance, helping them to be active in oral activities planned by the teacher.

Hatch (1978) and Long (1981) in their Interaction Hypothesis theory, mentioned that interaction is a method of learning where students interact actively to practice and complete their tasks in groups. That is why most of the authors conclude that collaborative activities are effective in enhancing oral participation in the class through interaction among learners.

According to McCafferty, Jacobs & Iddings (2006), group presentations activate cooperative learning processes more effectively than individual presentations in improving students' speaking skills in a second language. So, using collaborative strategies gives students the confidence to express themselves. Even though these kinds of strategies effectively enhance oral participation in the classroom, most teachers do not use them.

14 Theoretical basis

The theoretical foundations of the study are covered in detail in the following section, along with a pair of collaborative strategies applied in the class. Additionally, it offers evidence-based backing for applying cooperative techniques to encourage oral performance in English learners.

Students have been taught to think critically and analytically while they interact with their peers. They must organize their thoughts, take into account other viewpoints, and support their positions when they communicate verbally. Higher-order thinking abilities and intellectual development are encouraged by this procedure. Therefore, the learning environment is set up by effective teachers to give kids a lot of hands-on activities, actual tasks, and audiences. Deeper learning is facilitated by opportunities for "active" learning, particularly when reflection is added to the mix. Children are required to write or speak about concepts, make prototypes and talks, solve challenging puzzles, and construct projects that call for the synthesis of numerous concepts. The structures, audiences, and purposes of learning activities can be created by teachers to reflect those found outside of the classroom in the actual world.

Literature review

1.2.1. Collaborative strategies

According to Gray, B. (1989), collaborative strategies refer to approaches and plans that involve groups or organizations working together to achieve common goals or objectives. These strategies emphasize cooperation, coordination, and shared efforts among participants to leverage their combined strengths and resources. Collaborative strategies can be applied in various contexts, especially in the education field, where they are effective.

According to Panitz (1999), individuals who practice collaboration are responsible for their activities, including understanding and respecting the skills and contributions of their peers. Collaboration is a philosophy of interaction and a way of life. Taking this into account, students engage in collaborative learning (CL) when they cooperate to “achieve shared learning goals” (Barkley, Cross & Major, 2005, p. 4). This active teaching and learning strategy has benefits such as content mastery, developing critical thinking and problem-solving skills, and improving interpersonal skills (Johnson et al., 1999).

Kees van der Heiden and Arie de Geus, (2008) cited that a collaborative strategy is a deliberate and planned approach where individuals, groups, or organizations work together to achieve common objectives by sharing resources, knowledge, and expertise. It involves combining strengths and leveraging collective capabilities to achieve outcomes that may be difficult to attain independently.

Besides, it is crucial to keep in mind that these strategies benefit students academically, psychologically, and socially because they enhance the sense of community, mutual respect, and responsibility. They also highlight the sense of group identity by highlighting how collaboration improves academic performance, which then affects the final product, which is oral participation in the classroom.

1.2.2. Strategies

"Strategy is a deliberate and coherent plan of action that guides an organization or individual towards the achievement of long-term goals, utilizing available resources and responding to internal and external factors, to create a sustainable competitive advantage. Thompson, A. A., Strickland, A. J., & Gamble, J. E. (2019). In education, effective strategies to enhance communicative skills in class are relevant since they help to develop not only oral

participation but also increase student engagement. Here are the two best and most effective methods for boosting oral involvement.

In this chart, the reader can find some of the collaborative strategies teachers can apply in the class to foster and enhance oral participation. It is relevant to mention that these techniques can be adapted at different levels and different contexts, only depending on the teacher's creativity.

Table 1

Collaborative strategies

AUTHOR	COLLABORATIVE STRATEGY	DEFINITION
Dr. Frank Lyman	THINK PAIR SHARE	It is a technique that improves students' communication skills and is one of the group discussion strategies employed in many collaborative learning methods.
Elliot Aronson	JIGSAW	The jigsaw technique divides the class into small groups. Each group becomes an "expert" on a specific topic, and then members from different groups come together to share their expertise. This encourages cooperation and interdependence.

Different educators	ROUND ROBIN	This technique improves students' critical thinking, self-assurance, and independent learning.
David W. Johnson and Roger T.	THREE STEP INTERVIEW	A strategy that inspires students to collaborate and exchange ideas when handling difficulties
Sugata Mitra	COLLABORATIVE PROBLEM SOLVING:	Students in collaborative problem-solving situations work collaboratively to figure out complex issues, often with the use of technology and resources.
Various researchers and educators	PEER TEACHING	In peer teaching, students assume the role of teachers and walk other students through issues. This facilitates better understanding and supports learning.

Here are the two of the best and most effective methods for boosting oral involvement.

1.2.3. Jigsaw

Along with reading some articles, Jigsaw enhances speakers' abilities. According to Vygotsky (1978), young learners must enhance their abilities as speakers and listeners at school to promote their cognitive, linguistic, social, and emotional development. Vygotsky claims that the child's learning process can only be developed when interaction and collaboration are encouraged in his social-cultural environment.

Wyk (2015) concluded that Elliot Aronson had developed this teaching strategy called jigsaw. It is a cooperative strategy that is successful and useful if teachers want to help students to improve their communication and oral participation abilities in the classroom since it encourages student participation, teamwork, and conversation.

The Jigsaw Technique is a method of cooperative learning that encourages conversations and group work on a particular problem. This strategy works best as a multi-day teaching exercise with much content to cover. Jigsaw challenges children to collaborate, assuming responsibility for one another's education while completing a task that requires the use of critical thinking and social abilities. Clarke, J. (2004) explains that jigsaw helps teachers to personalize lessons. Therefore, this strategy aims to develop listening, communication, and problem-solving abilities.

Benefits Of Using Jigsaw to Develop Oral Participation

The most known benefit when teachers apply jigsaw in class is that learners develop their social skills among classmates becoming better and gaining self-confidence at the moment to speak in front of the class as expressed by Salvin (1995), Johnson & Johnson (2002), and Gregory and Chapman (2007).

Erfi ani and Neno (2018) explained how playing jigsaw helped students at Timor University in Indonesia become more proficient with words. The jigsaw method helps learners learn more words and interact more with their teacher and other students. Rimani Nikou, Alavinia, and Karimzadeh (2013) noted that in a test they conducted, the simple learners performed greater than the control group and obtained a higher average score, which resulted in a statistically significant variation in the mean scores favoring the group with greater oral

participation ability. In this instance, the effect extends to academic performance as well as oral involvement.

In addition, it has been found that applying the jigsaw approach improves students' academic progress as well as their participation and enthusiasm for learning English Mengduo & Xiaoling (2010). This collaborative strategy not only enhances oral participation, it also increases engagement and academic performance. For instance, a jigsaw can enhance:

Active Participation: Jigsaw encourages all students to participate actively in the English learning process by instructing and exchanging their knowledge, which boosts oral participation.

Collaboration: Students collaborate within their expert and jigsaw groups, enhancing their teamwork and communication skills. Collaborative work is essential for working with jigsaw.

In-depth Understanding: Students gain a greater comprehension of the material by developing into “experts” in a particular area, enhancing their contribution level during discussions. It not only reinforces oral participation but knowledge too.

Responsibility: Students are responsible for their learning as well as for adding to the understanding of the group. Remember, the teacher is just a guide for this activity.

Confidence: Presenting information to peers in a smaller group setting before the whole class can boost students' confidence in their oral communication abilities.

Diverse Perspectives: Jigsaw lets students be part of different perspectives and interpretations of the material; in this way, the discussions are enriched.

Engagement: The interactive and dynamic nature of jigsaw activities can make students acquire a great interest in learning in a better way.

How to play jigsaw

Choose a jigsaw puzzle: with a picture that interests your students. Puzzles come in various sizes, piece counts, and themes, so pick one that suits students' preferences according to their skill level.

Prepare Your Workspace: Find a flat and well-lit surface to work on. Make sure students have enough space to spread out the puzzle pieces without them getting jumbled up.

Use Reference Image: Keep the puzzle box or a printed picture of the completed puzzle nearby as a reference. This will help them to visualize the final image and guide their assembly.

Take Breaks: Jigsaw puzzles can take time to complete. Give breaks to the rest of the students' eyes and minds, especially if you are working on a larger puzzle.

Celebrate Progress: While your students connect pieces and see the picture come together, celebrate your progress. Completing sections or distinct parts of the puzzle can be rewarding.

Final Touches: As your students approach the final stages, pay close attention to the remaining pieces and the subtle details of the picture. Make sure all pieces are correctly placed, and the puzzle is fully assembled.

Admire the student's task: Once the puzzle is completed, take a moment to admire the finished task. You can even glue the pieces together and frame the puzzle if you would like to preserve the accomplishment. Students will appreciate it.

Remember, jigsaw puzzles require patience and concentration. Try your students enjoy the process of discovery and problem-solving as you piece together the image bit by bit.

1.2.4. Show and Tell Strategy

It is relevant to remember that learning is also enhanced when content is relevant to students' lives (Rogers, C. 1969), because this type of strategy involves activities where learners can use materials they enjoy or already have at home. We must not forget the critical role of emotions while discussing speaking abilities, particularly about the "show and tell" strategy, as many individuals find public speaking stressful. To ensure that students learn as effectively as possible, it becomes essential for teachers to foster a positive, emotionally safe classroom atmosphere. Researchers have discovered that when kind and respectful teachers promote students' competency in a noncompetitive and noncompetitive style and encourage students' autonomy through relevant curriculum, students' emotional and academic functioning improves. (Baker, Terry, Bridger & Winsor, 1997; Charney, 2000; Noddings, 1992).

The show-and-tell procedure, as described by Mortlock (2014), allows children to share oral tales about their experiences. Things or experiences from daily life are discussed in front of peers. This strategy can assist the speaker in determining what he wants to communicate to the audience and improve his speaking abilities. Some researchers use this strategy, for instance, in the first study from Angly (Fani, 2022) entitled "Applying for Show and Tell Method to Enhance Student's Speaking Ability at Eighth Grade Students Of SMP Singosari Delitua," which showed that this technique is effective to enhance oral participation by sharing stories to their peers. The purpose of these stories is to teach speaking.

Steps to apply for the show and tell strategy.

The show-and-tell method's steps by Rahman, Widya, and Yugatiati (2019, pg. 73) indicate that, the teacher may display certain physical items, images of those items, or images of events to the class. Then, students either describe real-world objects and their visual representations or explain occurrences in the visual the teacher has displayed. There are several different groups in the class. Each group discusses the ideal phrases to employ when describing actual events, items, and images. In their groups, students then describe real objects and representations of those objects, or they use images to tell stories.

Advantages and Disadvantages of show and tell strategy.

Musfiroh (2011) asserts that the show-and-tell method offers several advantages. Here are some of these benefits: Making it easier for children to relate stories using concrete items. Give all students the chance to participate actively because it promotes a hands-on approach to learning. Effective for enhancing one's capacity for public speaking (public speaking). Teach students how to organize information when telling stories about the subject at hand to demonstrate how to solve problems (problem-solving). In a practical setting, this tactic improves oral involvement and listening abilities. Remember that the success of this method depends on creating a welcoming climate in the teaching environment where students feel comfortable speaking English.

The show-and-tell technique mentioned above offers benefits, but it also has disadvantages: This approach must be completed after a while because it calls for preparing things to be used and discussed during the performance. It takes a while because not all learners require much time for this activity.

15 FINAL REFLECTIONS

English language learners have a greater opportunity to practice and develop oral participation through collaborative activities. Students are encouraged to express themselves, use new vocabulary, practice pronunciation, and improve their fluency by participating in discussions, group projects, debates, and other interactive activities. Additionally, it mimics actual conversation circumstances. Language is frequently used daily to interact, negotiate, solve problems, and exchange ideas.

Furthermore, this practice might be more interesting and motivating for English language learners compared to conventional teacher-centered approaches. Students are more likely to actively participate when working with peers and when their classmates recognize their contributions. Similarly, it is crucial to consider that group projects allow English language learners to connect with students from other backgrounds, which fosters cultural awareness and helps learners value various viewpoints. Their experience learning a language is enhanced by this exposure to multiple linguistic and cultural perspectives.

On the other hand, collaborative activities might lessen the fear some students experience while speaking in front of the entire class, and the essential factor is that many collaborative activities demand students to think critically, examine data, and work together to solve issues, all of which are essential for language development. In a smaller group setting, learners may feel more comfortable taking risks and making mistakes, which is key for enhancing oral participation in the class. This improves cognitive abilities and aids in developing higher-order thinking skills among students.

To sum up, collaborative strategies are effective at enhancing oral participation because they foster participant contact, shared learning, and active engagement in the classroom. Considering an in-depth review of the literature, almost all of the authors suggest two strategies

to increase oral contribution in class. They are successful in oral interaction which offers a number of advantages like a variety of viewpoints, greater learning, enhanced communication abilities, and most importantly, critical thinking. Those strategies are: Jigsaw is a collaborative technique to learning where a larger topic is divided into smaller components or sections, enabling learners to work with their peers who are familiar with various topics in order to develop a full comprehension of the topic while they enhance their oral participation. The show-and-tell technique also plays an applicable part if teachers want to foster presentation abilities by helping learners express themselves comfortably in front of others.

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DIYANTI, D. W., & Hidayanto, H. N. (2023). *The effectiveness of show and tell strategy in teaching English speaking skills at the viii grade of smp n 1 kartasura in the academic year of 2022/2023* (Doctoral dissertation, UIN Surakarta).

16 ANNEXES

Anexo 1. Resultado de Compilatio



ESTADO DE ARTE PILAR REVISADO Y CORREGIDO TENEMASA 2da version

5% Similaritas

0% similarity between quotes
0% similarity between quotation marks
< 1% similarity between non-identical words

Document name: ESTADO DE ARTE PILAR REVISADO Y CORREGIDO TENEMASA 2da version.docx

Document ID: fd2ccd80e58f5862fb6fc2a38f8acd9c5540094

Original document size: 38.04 KB

Submitter: Evelyn ~~Wardana~~, Almeida ~~Georja~~

Submission date: 8/25/2023

Upload type: Interface

Analysis end date: 8/25/2023

Number of words: 4,215

Number of characters: 29,604






Location of similarities in the document:



Main sources detected

No.	Description	Similaritas	Locations	Additional information
1	 dergipark.org.tr THE EFFECTIVENESS OF USING JOGSAW STRATEGY IN COMPARISO... https://dergipark.org.tr/tr/download/article-file/2742777	< 1%	<div style="width: 100%; height: 10px; background-color: #ccc; position: relative;"><div style="width: 10%; height: 10px; background-color: #000; position: absolute; left: 0;"></div></div>	Identical words: < 1% (31 words)
2	 Document from another user <small>id: 244954</small> The document is from another group	< 1%	<div style="width: 100%; height: 10px; background-color: #ccc; position: relative;"><div style="width: 10%; height: 10px; background-color: #000; position: absolute; left: 0;"></div></div>	Identical words: < 1% (23 words)
3	 www.wjta.org The Effect of Using the Jigsaw Cooperative Learning Techniqua on ... https://www.jibta.org/Joam%20index.php/30P/article/download/43150/42313 1 similar source	< 1%	<div style="width: 100%; height: 10px; background-color: #ccc; position: relative;"><div style="width: 10%; height: 10px; background-color: #000; position: absolute; left: 0;"></div></div>	Identical words: < 1% (23 words)
4	 Document from another user <small>id: 64102</small> The document is from another group	< 1%	<div style="width: 100%; height: 10px; background-color: #ccc; position: relative;"><div style="width: 10%; height: 10px; background-color: #000; position: absolute; left: 0;"></div></div>	Identical words: < 1% (21 words)

Sources with incidental similarities

No.	Description	Similaritas	Locations	Additional information
1	 link.springer.com A Historical Review of Collaborative Learning and Cooperative ... https://link.springer.com/article/10.1007/s110528-022-00823-0	< 1%	<div style="width: 100%; height: 10px; background-color: #ccc; position: relative;"><div style="width: 10%; height: 10px; background-color: #000; position: absolute; left: 0;"></div></div>	Identical words: < 1% (23 words)
2	 www.doi.org Effective Behavior of EFL Teachers as Perceived by Undergraduate ... https://www.doi.org/10.5539/ILT.V10N10P50	< 1%	<div style="width: 100%; height: 10px; background-color: #ccc; position: relative;"><div style="width: 10%; height: 10px; background-color: #000; position: absolute; left: 0;"></div></div>	Identical words: < 1% (25 words)
3	 Document from another user <small>id: 244954</small> The document is from another group	< 1%	<div style="width: 100%; height: 10px; background-color: #ccc; position: relative;"><div style="width: 10%; height: 10px; background-color: #000; position: absolute; left: 0;"></div></div>	Identical words: < 1% (23 words)
4	 Document from another user <small>id: 244954</small> The document is from another group	< 1%	<div style="width: 100%; height: 10px; background-color: #ccc; position: relative;"><div style="width: 10%; height: 10px; background-color: #000; position: absolute; left: 0;"></div></div>	Identical words: < 1% (21 words)
5	 ds.doi.org The Output Hypothesis and Its Influence in the second language learn... https://www.doi.org/10.15236/INTERFACES.V2018.18775	< 1%	<div style="width: 100%; height: 10px; background-color: #ccc; position: relative;"><div style="width: 10%; height: 10px; background-color: #000; position: absolute; left: 0;"></div></div>	Identical words: < 1% (18 words)

17 CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor **del Informe de Investigación**, “Collaborative strategies to enhance oral participation in seventh graders”, elaborado por la maestrante Lcda. María del Pilar Tenemasa Sayay, egresada de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ENSEÑANZA DE INGLÉS**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster en **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ENSEÑANZA DE INGLÉS**, me permito declarar que una vez analizado anti-plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con el 5 % de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.

Atentamente

Mgs. Evelyn Almeida
C.I.: 1714076427
DOCENTE TUTOR