

UNIVERSIDAD LATINA DE COSTA RICA

**FACULTAD DE CIENCIAS ECONÓMICAS LICENCIATURA LA ENSEÑANZA DEL
INGLÉS**

**“IMPLEMENTING THE COOPERATIVE LEARNING APPROACH IN VIRTUAL
ENVIRONMENTS TO IMPROVE THE STUDENTS’ SPEAKING SKILLS IN FOUR
GROUPS, TWO FROM BEGINNERS AND TWO FROM ADVANCED LEVELS OF
PROGRAMA DE EDUCACIÓN CONTINUA (PEC) AT THE UNIVERSITY OF COSTA
RICA IN THE SECOND QUARTER OF 2023”**

JOSELIN DAYANA MÉNDEZ SEGURA

HASLYN DAYANA QUIRÓS MIRANDA

**TESIS DE GRADUACIÓN PRESENTADA COMO REQUISITO PARCIAL PARA
OPTAR POR EL GRADO DE LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

GRECIA, COSTA RICA

AGOSTO, 2023



Jury's approval

Esta tesis titulada: IMPLEMENTING THE COOPERATIVE LEARNING APPROACH IN VIRTUAL ENVIRONMENTS TO IMPROVE THE STUDENTS' SPEAKING SKILLS IN FOUR GROUPS, TWO FROM BEGINNERS AND TWO FROM ADVANCED LEVELS OF PROGRAMA DE EDUCACIÓN CONTINUA (PEC) AT THE UNIVERSITY OF COSTA RICA IN THE SECOND QUARTER OF 2023, por los estudiantes: MÉNDEZ SEGURA JOSELIN DAYANA y QUIRÓS MIRANDA HASLYN DAYANA, fue aprobado por el Tribunal Examinador de la carrera de La Enseñanza del Inglés de la Universidad Latina, Sede Grecia, como requisito para optar por el grado de Licenciatura en la Enseñanza del Inglés:

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Firma del estudiante(s): *Joselín. M*

Abstract

Teaching a second language and the methods for its execution during the development of the classes has been a topic discussed for years by teachers and other experts in education. In recent years, virtuality has brought a new perspective to the teaching-learning model and a change in previously applied methodologies and approaches. Therefore, it is essential that students acquire communication skills that allow them to function correctly in the work and personal environment. This action project seeks to improve the oral communication of students in four groups from beginners and advanced levels through the implementation of cooperative learning focused on virtual environments developed in the Programa de Educación Continua (PEC) of the University of Costa Rica in 2023. The selected population is characterized by students with an age range greater than eighteen years old. Firstly, for the execution of this research, a diagnostic evaluation is carried out in order to determine the level that students have in terms of communication in a second language. Based on the previous intervention, activities such as the round table, role-playing game, debate, impromptu speech, and charades game were applied based on what cooperative learning proposed. Finally, the improvement of the students is evaluated through the development of a final project where they must present a speech in English evaluated by means of a rubric, likewise, a survey is applied to the students and an interview with the teachers in charge of the groups within order to identify opinion, and the impact that this research had through an evaluative rubric. In addition to these interventions, observation and a checklist were used to assess the effectiveness of each activity or strategy. In turn, an educational blog is created with the purpose of offering English teachers an alternative tool to search for information on how they can effectively apply cooperative activities in virtual environments. As a result, it is highlighted that this approach does help students since after the interventions there is evidence of an improvement in the oral and social skills of the participants.

Key words: learning, virtual environment, cooperation, speaking, students, knowledge, implementation.

Resumen Ejecutivo

La enseñanza de una segunda lengua y los métodos para su ejecución durante el desarrollo de las clases ha sido un tema discutido durante años por docentes y otros expertos en educación. En los últimos años, la virtualidad ha aportado una nueva perspectiva al modelo de enseñanza-aprendizaje y un cambio en las metodologías y enfoques aplicados anteriormente. Por ello, es fundamental que los alumnos adquieran habilidades comunicativas que les permitan desenvolverse correctamente en el entorno laboral y personal. Este proyecto de acción busca mejorar la comunicación oral de los estudiantes en cuatro grupos: dos de un nivel inicial y dos de un nivel avanzado a través de la implementación del aprendizaje cooperativo enfocado en ambientes virtuales desarrollado en el Programa de Educación Continua (PEC) de la Universidad de Costa Rica en el 2023. La población seleccionada se caracteriza por estudiantes con un rango de edad mayor a los dieciocho años. En primer lugar, para la ejecución de esta investigación se realiza una evaluación diagnóstica con el fin de determinar el nivel que tienen los estudiantes en cuanto a la comunicación en una segunda lengua. En base a la intervención anterior, se aplicaron actividades como la mesa redonda, el juego de rol, el debate, la oratoria improvisada y el juego de charadas en base a lo que proponía el aprendizaje cooperativo. Finalmente se evalúa el mejoramiento de los estudiantes a través del desarrollo de un proyecto final donde deben presentar un discurso en inglés evaluados por medio de una rúbrica, así mismo, se aplica una encuesta a los estudiantes y una entrevista a los docentes encargados de los grupos con el fin de identificar la opinión e impacto que tuvo esta investigación. Además de estas intervenciones, se utilizó la observación y una lista de verificación para evaluar la efectividad de cada actividad o estrategia. A su vez, se crea un blog educativo con el propósito de ofrecer a los docentes de inglés una herramienta alternativa para buscar información sobre cómo pueden aplicar de manera efectiva las actividades cooperativas en entornos virtuales. Como resultado, se destaca que este enfoque

sí ayuda a los estudiantes ya que después de las intervenciones se evidencia una mejora en las habilidades orales y sociales de los participantes.

Palabras clave: *aprendizaje, entorno virtual, cooperación, habla, estudiantes, conocimiento, implementación.*

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For allowing us to successfully complete this academic stage and for providing us with the wisdom, strength, and perseverance necessary to develop this action project.

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Chapter I

Introduction

1.1 Introduction

The educational system must be kept in constant improvement due to the social and cultural change that it has experienced over the years and resulted in the emergence of various educational needs. Additionally, the virtual teaching development searches for methods and digital resources that can be useful in dynamic classes, allow learners to build their own learning interactively, and provide opportunities for them to be active participants in the construction of meaningful education. Therefore, the importance of implementing new practices and approaches that provide and improve a different vision of the teaching and learning process is highlighted so that the traditional practices that foster competition and have as their main objective the repetition of the content provided by the teacher remain in the past. Abbasova and Mammadova (2019) emphasize that “technology has become an inseparable part of the teaching and learning environment. This technological evolution of humankind is an essential part of integration to the digital world with the help of teachers who can facilitate learners’ learning process” (p.364). As mentioned above, the digitization in the classroom and application of new approaches has become a necessity that transforms the teaching of a new language.

This action research proposes the development and implementation of strategies based on cooperative learning in a virtual environment with the purpose of improving linguistic competence in English as a foreign language and providing students with the necessary tools so that they can internalize the information they are given and apply it in various areas of daily life. In addition, this model provides carefully designed opportunities for participation and interaction so that each individual becomes an active agent in their learning process and works together through the organization and coordination of groups where analysis, reflection, verification, among other processes, are carried out in order to develop the assigned activities successfully, achieve the educational objectives already established, and make their learning more effective. It should be noted that while this process is taking place, the students are

monitored by the teacher in charge in order to provide the necessary feedback to make the pertinent changes or improvements.

1.2 Problem Statement

This space describes the problem to which an answer is sought through the development of this research. Emphasis is placed on the difficulty that students of a second language present in efficiently putting their oral skills into practice in real-life contexts; for this reason, it is expected that the participants of this project improve those skills and increase their confidence when expressing themselves in English with the help of the application of strategies based on cooperative learning.

1.3 Rationale

Teaching oral communication and preparing students to apply this knowledge in real contexts represents a challenge for language teachers since the focus of the classes is directed towards learning grammatical structures and vocabulary; consequently, learners present difficulties to express their ideas and interact orally in English as a second foreign language. Rasheedha (2017) states that

...one of the greatest widespread problems among learners of foreign languages is their considerably lower speaking performance when compared to their passive knowledge. Those learners who are not able to express their thoughts and opinions satisfactorily generally use a more simplified language which does not match their overall acquired level often make mistakes and slips speak slowly and less fluently (p.435).

Based on the previous emphasis, the use of didactic strategies that allow the development and improvement of the ability to speak are fundamental. At the same time, the incorporation of information and communication technologies in educational practices help

complement, enrich, and transform the teaching-learning process. According to Kövecsesi (2018) “during the teaching of the digital generation people may successfully combine cooperative techniques and the development of different intelligence areas with digital technology, and thus we may make the teaching – learning process more interesting and more effective”. (p. 214). As the author points out, the combination of the virtual area and the implementation of cooperative learning in teaching methodologies encourages and promotes student interaction to achieve a specific objective. In simple words, it seeks to transform the way in which virtual teaching is perceived through interactive and motivating activities that facilitate the acquisition of knowledge, and the development of the linguistic area.

Considering this, the main purpose of this research project is to design and implement quality cooperative strategies that improve the oral skills of students through the interaction between them. In addition, the teacher must not only assess the progress and production of speech but also provide the tools students need to be successful in performing different areas and contexts of daily life.

1.4 Purpose

The purpose of this action project is to determine the effectiveness of the application of strategies based on the cooperative approach in English students of Programa de Educación Continua (PEC). Based on the results and its analysis, it is possible to identify not only the strengths but also the challenges or difficulties that arose during their implementation in order to improve the communication skills of the learners, and the performance and group interaction regarding the application of this approach in virtual projects or educational areas in the future. On the other hand, as researchers and teachers, it has been possible to experience that developing adequate oral skills can be difficult both in face-to-face environments and in the recent rise of virtuality; for this reason, it is crucial to direct the focus of this project in this area. Finally, it is intended to record the most relevant information (processes, results, benefits,

principles, among others) obtained through the development of this project through an educational blog. It should be noted that it represents a guide and help not only for teachers who plan to implement this approach in their classes but also for those students who want to implement cooperative learning in their study routine.

1.4.1 General objective.

To improve speaking skills in two groups from beginners and two groups from advanced students of Programa de Educación Continua (PEC) at the University of Costa Rica in 2023 through the implementation of a cooperative learning approach.

1.4.2 Specific objectives.

- A. To diagnose the oral performance in beginners and advanced students of Programa de Educación Continua (PEC) at the University of Costa Rica.
- B. To apply cooperative approach strategies for the purpose of improving students' oral skills.
- C. To evaluate effectiveness of the implemented cooperative approach applied to the groups.
- D. To implement an educational blog based on the information collected that provides ideas to teachers in the application of the cooperative approach in the virtual classroom.

1.4.3 Research questions.

1. How to execute the cooperative approach in teaching English virtually?
2. How does a cooperative approach improve speaking skills?
3. What are some of the limitations that students have when performing the cooperative approach in a virtual environment?
4. What is the effectiveness of the implemented cooperative approach?

1.5 Scopes and limitations

Cooperative learning has become an important, widely used, and proven approach to achieve positive learning outcomes, particularly in language learning. For this reason, the following section highlights the main scope and effectiveness of cooperative learning in the context of English classes for adult students, followed by its limitations and main factors that may affect its implementation during the application of cooperative work. By examining the existing literature, it provides more information on the effectiveness of CL in promoting language acquisition among students in a virtual environment.

Firstly, the possible scopes when implementing cooperative work in virtual classrooms are highlighted. As the first point to achieve during English classes, the CL promotes better learning in adults because working in a group strengthens them and makes them feel committed to their own learning, in addition, its execution deepens and makes them remember vocabulary easily and practice the topics seen in class through oral discussions. Additionally, with well-planned and developed activities, students obtain good results in their learning. Moreover, it is looking to achieve that the apprentices improve their communication skills, express themselves adequately and freely, learn to accept and understand different points of view, and resolve conflicts assertively. Likewise, it desires that they change their perception of group work, and their attitudes when faced with it. On the other hand, it can determine the possible challenges that may arise when implementing cooperative work in order to identify them and propose resources and effective teaching and learning strategies. Next, another scope to aspire is to promote meaningful learning where students become part of their own knowledge, their autonomy and self-responsibility, and that this leads to increasing their motivation and reducing their anxiety to learn a second language. In summary, the researchers want to apply different strategies based on cooperative work with the purpose of obtaining benefits for students in the acquisition of linguistic and communicative skills in English.

On the other hand, in terms of limitations, it is possible to highlight the lack of time to develop the planned activities because there is only 40 minutes available for each intervention. This creates a limited space to provide feedback, extend the dynamics, and provide more time to those students who require it. In addition, late arrivals or not connecting to sections affects the size and distribution of groups, the failures on the internet make it difficult to understand the message that is to be transmitted to the students, and the lack of knowledge of the application used in the classes (especially in the elderly) makes it difficult for them to access, for example, the chat, which can cause a delay in the development of the section.

Being clear about the previously mentioned elements allows researchers to have a guide on what can be faced during the development of this action project and how to overcome it successfully.

Chapter II

Literature Review

2.1 Literature Review

In the following section, the most relevant aspects that make up this research project are highlighted and analyzed in order to clarify and develop a deep understanding of everything that completes and gives direction to this investigation.

2.1.1 Speaking Challenges.

Teaching a second language often presents challenges as an example of this is how to adequately develop oral skills in pupils. Learners should possess a variety of knowledge and interactions to communicate in another language in a real environment; however, teachers often apply methodologies that focus mainly on basic knowledge of grammar, vocabulary, or pronunciation, but they do not encourage close interaction with oral expression, which affects the development of this ability in students. It is worth mentioning that one of the most significant goals of learning English is to be able to speak the language fluently for different purposes; for this reason, the communication process is necessary for learners to function in a real environment.

According to Arsyi (2021), "communication is a basic human need. With communication, humans can relate to each other, whether in daily life, institutions, communities or wherever humans are" (para.2). Moreover, "speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt". (Al Hosni, 2014, p.22). At the same time, speaking is an essential part of the teaching curriculum and the learning development of a new language. Srinivas (2019) affirms that "among the four key language skills, speaking is deemed the most important skill in learning a foreign or second language" (p.8). For this reason, teachers must implement an approach that allows the development of adequate strategies that

promote oral competence in students, since if this skill is not developed properly, the student will not be able to successfully apply their knowledge in the real world.

On the other hand, different challenges that affect student performance in the second language are emphasized. The following authors highlight some of the most common difficulties faced by students. According to Zainurrahman and Sangaji (2019), "Linguistically, the students' lack of knowledge about the language system can make one face difficulties in speaking" (p.4). Additionally, "psychologically, the students' speaking difficulties can be emerged from the lack of ideas and self-confidence" (p.4). The previously mentioned aspects can hinder the development and application of a new language; for this reason, it is necessary to analyze and eradicate them in order to improve the teaching and learning process. Furthermore, Arsyi (2021) emphasizes, "students lack confidence that they are able to speak English, causing the process of learning English to be hampered" (para.17). In addition, another factor that can interfere in this process is the lack of vocabulary that contributes negatively since they do not have enough words to speak fluently. On the other hand, the author emphasizes the importance of practicing the language daily; therefore, "no friends practice affects the student's improving in their English-speaking skills because they do not know who to speak to" (para.19). Similarly, teaching methods affect the development of speaking ability "if learning activities carried out in class are too monotonous students feel bored and are not interested in being active (para.20). For this reason, the teacher plays a fundamental role since it is in charge of developing activities that enrich, and allow students to interact freely, acquire vocabulary and understand the language structures. Finally, the environment and motivation are influential. The same author states that "when lecturers teach in a friendly manner and provide opportunities to speak, students will feel free to express themselves" (para.21). In other words, they are capable of practice, and enjoy classes without fear of making mistakes. Likewise, the motivation must be constant so that they want to continue learning, and not lose interest; that is, "they must erase from their minds and must think to become a brave student to learn from mistakes" (para.22).

Therefore, teachers must be able to identify these problems in their students in order to provide tools that allow them to develop their skills, express themselves fluently and pronounce correctly.

2.1.2. Virtual Environment.

Global virtuality changed the perception of teaching in a short time, so educational institutions, teachers and students must face and adapt to the new reality that is presented in society. "Virtual education generally refers to instruction in a learning environment where teacher and student are separated by time or space, or both. The course contents are conveyed through IT applications, multimedia resources, the Internet, videoconferencing, etc." (Hue Dung, 2020, p.45). As mentioned, online teaching is becoming increasingly popular due to the facilities it provides to students, and the use of applications or platforms that make the acquisition of knowledge. On the other hand, The Costa Rican News (2020) mentions that virtual classes "provides the opportunity to streamline remote learning methodologies and delve into those changes that the world is embracing through the fourth industrial revolution" (p.6.). As teachers, it is essential to remain attentive to each of the changes and educational updates that are presented over time, since this allows timely actions to be taken to face them in the best possible way. Based on this, it is worth emphasizing that the Ministry of Public Education in Costa Rica was used to teaching through face-to-face classes, but when switching to virtual classes, new cyber methodologies appeared that were gradually implemented. As mentioned previously, the educational system implemented this type of teaching due to the impossibility of developing face-to-face classes, as a result, Montero (2020) points out the teaching staff had to learn the handling of various applications, adapt the course contents, modify the forms of evaluation, and make sure that their students had all the resources that would allow them to achieve the objectives set (p.2). These changes can be abrupt for the students; for this reason,

the use of strategies that allow the interaction and connection with the learners, even through electronic devices, is emphasized. In addition, Oviedo, and Alfaro (2020, p.1) state that more than 3,000 trained teachers and the implementation of 100% virtuality in the institution's courses is the result of the adoption plan of hybrid learning or blended learning. In relation to this, it is expected that teachers are in better conditions to face these technological changes in teaching. However, it cannot be ignored that the increasing use of virtuality in learning environments has generated some challenges for the educator and the student. Carranza and Zamora (2020) agreed that one important challenge faced by the teachers was to learn in an accelerated and efficient way to use different technological resources, hence, their capacities were factors that facilitated and favored their educational work and allowed an optimal pedagogical mediation (p.163). The changes have been presented quickly; for this reason, educators have not had the time to process the new ways of teaching, so it is necessary to provide solutions in a simple but effective manner. According to Prendas (2019) it is crucial to consider that digital has transformed society (p.6); for this reason, training teachers is essential in order to use technology, and apply these new initiatives that are incorporated into society and offer a new perspective in education. In addition, the application of these digital resources during the era of virtualization has been important because students do not feel the classes are so repetitive, there is a desire to learn, and teachers create new ways to develop their classes. Summarizing this problem, cooperative learning is a viable alternative to use in virtual environments. Its methodologies allow the teacher to create activities that encourage group work and the acquisition of knowledge through the assigned responsibilities.

2.2 Cooperative Learning

First, it is necessary to understand what the cooperative learning approach consists of, as well as its main characteristics and the benefits it provides to students who learn through

interaction and cooperation with their peers. Brown (1994) defines cooperative learning “as a method in which heterogeneous students work together on materials presented by the teacher in order to achieve a specific task” (Quoted in Yassin et al, 2018, p.644). As indicated above, through this type of learning, students must work together to achieve the goals they have in common; in other words, individuals seek to maximize not only their learning but also that of the other members of the group (Johnson et al, 2017). According to Wyman and Watson (2020) “cooperative learning refers to the types of structured peer interaction emphasizing positive human relationships, collaboration between peers, active learning, academic achievement, equal participation, and equal status of students in the classroom”. (Quoted in Seyoum & Molla, 2022, para. 17). Based on the previous definitions, it can be highlighted that cooperative learning allows students to put into practice the different skills they possess in order to learn together about a certain topic and achieve the study objectives already established.

According to Emmer and Gerwels’ (2002) it facilitates group achievement of common learning goals. (Quoted in Cortes and Sanchez, 2018, p.23). In addition, Altun and Sabah state that "cooperative learning groups in the field of teaching the English language in general are considered ways that the teacher can find interaction among all students in order for everyone to benefit" (2020, p.145). In other words, teaching a language requires more than just long lists of vocabulary or grammar. Students must interact and actively participate where they communicate in a socially acceptable manner throughout practice, and apply their knowledge in personal, social, and work areas.

Similarly, Felder and Brent (2007) declare “CL provides the basis to develop face-to-face promotive interaction as well as interpersonal and small group skills while obtaining subject matter knowledge at the same time” (Quoted in Cortes and Sanchez, 2018, p.29). This approach is an alternative that allows strengthening the exchange of communication skills, which enhances personal and collective values, and positive relationships between co-workers through learning and interaction experiences.

Moreover, Omran and Goui (2018) affirm that "the use of active learning techniques within a cooperative learning environment is a useful and effective teaching method that can be applied in different university faculties" (p.55). In addition, Chen (2015) conducted a study to research about the effects of practicing CLT in a mixed English conversation class. The results evidenced that learners were comfortable with the incorporations of CLT in the class, and showed more positive learning attitudes and became active learners (Quoted in Toro, et al., 2018, p.113). As mentioned above, these investigations provide positive results in terms of incorporating this approach into lessons due to the opportunities it provides for students to jointly acquire new knowledge.

2.2.1 History.

This research project seeks to apply theory in practice, but in a current way and in accordance with the educational changes that have arisen over time. Furthermore, it is emphasized that in the real world, the ability to work in a team, communicate, both face-to-face and online, effectively, and learn from others is increasingly valued. Next, general background information of cooperative learning is briefly analyzed in order to identify some of the main authors who have a relevant role in the development of this type of learning. Yassin, Razak, and Maasum (2018) affirm that in the 18th century the opening of schools based on the teaching of group learning occurred. One of them was opened in England by Joseph Lancaster and Andrew Bell (Johnson, Johnson and Smith, 1991) and branches in other countries. This represented a significant moment in its development mainly in the United States at the beginning of the 19th century. In turn, Colonel Francis Parker worked as superintendent in public schools in Massachusetts (1875-1880) and advocated for the use of cooperative learning in these educational institutions. John Dewey is also considered a relevant figure since he managed to increase his popularity by putting this method into practice. As a result, research has emerged on peer learning and its effects on individuals compared to individualistic and competitive

teaching. It is worth mentioning that in 1970, some researchers began to work and improve techniques based on cooperative learning such as "Jigsaw" (Elliot Aronson and his associates at the University of Texas Austin), "Learning Together" (David and Roger Johnson at the University of Texas of Minnesota), "Teams-Games-Tournament" and "Student Teams-Achievement Division" (David DeVries, Keith Edwards, and Robert Slavin at Johns Hopkins University). Based on everything mentioned above, it is possible to affirm that cooperative learning has been a subject of study for a long time; in the same way, there has been an emergence and improvement of techniques that allow the implementation of this method so that students can learn in a significant way without neglecting teamwork.

In addition, another contributor is Robert Slavin, a sociologist by profession, who was a leading educational researcher and world-renowned in this field, earning a bachelor's degree from Reed College in 1972 and later obtaining a doctorate in social relations in 1975. This academic emphasized his research on cooperative learning through experience to transform education. Furthermore, he points out that some learning techniques in the classroom where students improve their school performance are based on the creation of groups and the recognition of their abilities. Slavin implemented a total of 28 projects in which he used cooperative learning methods in schools and colleges. In particular, his work summarizes that the use of this methodology improves the performance of apprentices and their personal relationships and increases the self-esteem of the learners based on positive reinforcement by the teacher; in other words, the implementation of cooperative learning techniques in the classroom has a positive impact on academic performance and group cohesion. It is worth mentioning that after working with the CL Slavin "founded the *Success for All Foundation* in 1987, which promotes education programs that are proven to help students succeed" (Myers, 2021, para.5) and the *Center for Research and Reform in Education* in 2004.

Finally, another relevant author in the implementation of cooperative learning is Spencer Kagan. He is a renowned author and creator of Kagan Online Magazine who has conducted

multiple research projects in this field, thus creating a new way of learning in groups. Furthermore, his research emphasizes structured cooperative work. Kagan (2013), states that “applying this principle, teachers can structure the interaction of students in ways that improve a range of educational outcomes” (para.2). Consequently, he established three basic interaction structures in the classroom (A, B and C), the first is the traditional one that consists of answering questions from the teacher where students raise their hands to participate and in work practices, they answer them. As a second structure, it emphasizes group work so that students answer questions in small teams or pairs and discuss the results in depth, thus widening the achievement gap and including students who speak less. In written practices, groups can work together to cooperate and be more successful together. The last structure is called Kagan, it focuses on designing an equal interaction and participation of all students. He proposed that instead of students asking for a turn to speak, the teacher can have students do a RallyRobin or a Timed Pair Share. Kagan (2013) emphasizes that “In a RallyRobin, students in pairs take turns speaking, generating an oral list. Furthermore, in a Timed Pair Share, each student has a predetermined amount of time to share while his/her partner listens” (para.14). Certainly, with these studies, Kagan managed to document positive results in the performance, behavior and character of the learners when implementing cooperative learning strategies in classes.

In relation to the above, Yang (2023) emphasizes that in the 1960s and 1970s pioneers of cooperative learning began their research in this area. It is worth mentioning that this research project is based on what was proposed by David and Roger Johnson. Both are considered two of the world's leading pioneers in the field of cooperative learning and their theory proposes the idea that people learn, develop, and connect with other people more when they cooperate than when compete or work in isolation. In addition, the Johnsons trained teachers in the mid-1960s to be able to apply this type of learning through practices based on the theories of social interdependence, cognitive development, and behavioral learning. On the

other hand, their contributions include the development of the five central elements of cooperative learning (positive interdependence, individual responsibility, promotive interaction, appropriate use of social skills, and group processing), the building of a comprehensive theoretical framework and practical guidelines for the development of this type of learning, application of their methods in educational centers and conducting research based on experience and observation in order to validate and improve their theory (Johnson & Johnson, 1999, 2009, 2021), (Quoted in Yang, 2023). Next, Davidson (2021) states that a community of scholars interested in this approach formed in the late 1970s; as a result, Shlomo Sharan initiated, in 1979, the "First International Convention on Cooperation in Education" in Israel. Similarly, the "International Association for the Study of Cooperation in Education" (IASCE) was founded; it remained active for four decades before closing due to the pandemic caused by Covid-19 in 2020 (Quoted in Yang, 2023). On the other hand, studies on computer-assisted cooperative learning were carried out by the Johnsons and their colleagues in the late 1980s (Johnson & Johnson, 1993), (Quoted in Yang, 2023) where they emphasized the importance of developers having a good understanding of the elements of this learning in order to create online experiences that are effective but similar to real interactions. Cooperative learning continued to flourish after laying a solid foundation in the 1970s; as a result, according to Gamson (1994), (Quoted in Yang, 2023) this learning was adapted at all educational levels due to the fact that well-developed practices were carried out by practitioners of various disciplines in 1990 in order to determine the necessary conditions for this approach to be applied successfully. According to Johnson & Johnson (1999), compared to competitive learning and individualistic learning, cooperative learning can enhance student achievement, promote critical thinking, foster positive attitudes towards the subject area, increase interpersonal skills, decrease attrition rates, and improve students' self-esteem (Quoted in Yang, 2023, p.6). As emphasized above, group work helps to improve the skills of learners in various areas since through the interactions that take place, they develop not only critical thinking and a sense of

responsibility, but also create bonds with their work group in order to achieve the study goal. In relation to the above, other relevant aspects of Johnson's theory are based on the fact that cooperative learning is an educational methodology focused on the work of groups of students who join efforts, strengths, interests, and ideas to build their own learning and that of the other team members. It should be noted that this type of learning can be easily adapted according to the level, subject, theme and needs of the students; at the same time, technology offers opportunities to develop interactions online and achieve the goals of cooperative learning. Evidently, the research and results of the authors mentioned above contributed enormously to the formation of cooperative learning in teaching. In simple words, thanks to these contributions, CL is an educational practice that has had great success in recent years. In addition, together with the preparation of new structures and techniques; teachers have more information to implement this method in their classes.

2.3 Principles of cooperative learning

On the other hand, having knowledge about the principles on which this approach is based constitutes a guide on what aspects must be considered during the planning, development and application of strategies based on this type of learning. According to Johnson et al. (2006), (Quoted in Altamimi & Attamimi, 2014) for a strategy to be cooperative, it must be carefully structured and based on five basic elements. The first is positive interdependence, which highlights the idea that students are linked and need each one of the members of the group to receive support, guidance and succeed in the desired objective. The next is individual responsibility, this element implies that everyone is responsible for doing their part and helping those who need it most to complete the task. In turn, the third component is promotional interaction, this refers to the verbal interaction that students must have with each other in order to help, support and encourage the efforts made by others in their learning process. In addition, the fourth component is interpersonal and social skills, for example, giving constructive

feedback, reaching agreement, managing conflict, building trust, communicating clearly and accurately, and involving all members in the learning process with the help and guidance of the teacher. Finally, group processing is an important aspect of cooperative learning. It requires that the functions and contribution that each one of the members makes in order to successfully complete the tasks be evaluated in order to establish what is expected of them to guarantee and maintain the active participation of the entire group. As previously highlighted, these elements or central points allow the class to develop through an approach that prioritizes interaction as the main source to share knowledge based on respect and tolerance, but above all, on the enjoyment of the process while students learn deeply and meaningfully.

2.3.1 Types of cooperative learning.

It should be noted that this research seeks to know all those details that are interesting about this type of learning; for this reason, the four types of cooperative learning highlighted by Johnson (2018) are briefly described in order to further expand the knowledge that is possessed on this topic.

a- Firstly, formal cooperative learning is one that is implemented in order to teach specific content. This is done when students work together for a set period of time during class or several weeks to complete tasks and assignments. Instructors structure and organize the content, objectives, size and roles of groups, materials, among other aspects. At the same time, it teaches social skills, concepts, strategies that students must master and apply, it also supervises and provides academic assistance when learners require it and conducts evaluations using pre-established criteria to determine the effectiveness and performance of them.

b- Informal cooperative learning is characterized by individuals working together temporarily to achieve a learning objective, for example, during a conference, lasting a few minutes, or during a class period. It allows creating an adequate space for learning to take place

in a meaningful way, since special emphasis is given to what students want to learn and understand, and the establishment of expectations that are expected to be achieved during the educational process in order to guarantee the active cognitive process of the information that is being transmitted through exercises where students must explain, summarize or organize the taught material and, later, provide an adequate closure.

Next, the **cooperative base groups** are heterogeneous, implemented to provide long-term support and assistance, and made up of students with a stable membership that aims to provide help, support, and encouragement to progress academically and develop both cognitively and socially in a healthy way. It should be noted that the members of these groups meet daily and formally to improve the learning experience and quality, help each other, and verify that each individual completes their assignments and progresses satisfactorily through the academic program.

Finally, the same authors, Johnson y Johnson (2013), define **constructive controversy** “as one person’s ideas, information, conclusions, theories, and opinions being incompatible with those of another, and the two seek to reach an agreement that reflects their best reasoned judgment” (Quoted in Johnson & Johnson, 2018, para.24). In other words, constructive controversy can be implemented in order to take advantage of academic conflicts for the purpose of making decisions, improving achievement, solving problems, and achieving a creative integration of diverse positions. In turn, the use of creativity, cognitive and moral reasoning increased, and the establishment of positive relationships and mutual support.

2.4 Phases of Cooperative Learning

To apply a new methodology in class, it is important that the teacher knows its most relevant phases, in order to correctly organize and plan the activities in order to guarantee their success. According to the author Lombardi, (2018), during the implementation of cooperative learning, three important stages are emphasized.

The first stage is **pre-implementation**, which is usually a challenge because it focuses on determining the tasks that are proposed by the teacher. According to Johnson, Johnson, and Smith (1991), some tasks that an instructor must accomplish before implementing cooperative learning in the classroom (quoted in Lombardi, 2018, para. 3) are the following. Firstly, the objectives of CL must be specified, among them, the reason for using this method must be described, what are its benefits and results, the didactic materials, and tasks. Moreover, the instructor should determine the size of the group to optimize the activities and allow students to interact with each other and move freely; at the same time, pupils should be assigned roles that allow them to improve their weaknesses within the groups. Likewise, Lombardi (2018) mentions that “some of the roles that could be chosen or assigned include facilitator, timekeeper, recorder, checker (for understanding), summarizer, elaborator (on prior knowledge or discussion points), research-runner (gets materials), and wild card (does anything else that needs to be done)” (para.7). Moreover, the tools must be planned in advance, and be available in the virtual or face-to-face environment in order to allow students to contribute positively in the group to be successful. In addition, the teacher has to explain the instructions clearly and establish a time to complete them with interesting and challenging tasks to be evaluated through a rubric, and thus, improve their performance. For this reason, to be successful in the implementation of this learning, the desired behaviors, motivation, respect, and conflict resolution must be specified where students must participate in activities that break the ice and prepare to work on the main tasks.

The second phase is called **Implementation**, where work begins, and students play a fundamental role during the development of their tasks. Among them, the author mentions the following: group work, support among members, questioning their opinions, keeping a record of their progress, and presenting the result of the activity. Likewise, the teacher has a supervisory role where he must monitor the behavior and must intervene if he/she considers it necessary, for example if he notices a conflict within the group in order to solve it properly. In addition, he or

she is in charge of meeting the needs of the apprentices and helping with the issues of the assigned work. Lastly, he or she should be a source of encouragement and praise for the students in order to promote a good experience.

The last phase is **post-implementation**. In this stage the professor must provide a closure as a summary of the most important points of the work for each group, using this it is possible to understand the level of knowledge of each student. After this, it is essential to provide feedback on the final performance with the purpose of the learners improving their skills. It is necessary that each teacher has a record of the positive or negative in each lesson in order to share it as a reflection for the students. Additionally, in this phase the trainees are also active agents of group feedback, participating and pointing out deficiencies. During the development of this stage, the teacher identifies the aspects that must be improved or, on the contrary, maintained in order to increase cooperative skills in the classroom and develop this methodology successfully in the group.

2.4.1 Teacher's roles.

On the other hand, having knowledge and clarity about the roles that students and teachers play during the educational process is crucial for the teaching and learning process to take place in a timely manner. Silva, Farias and Mesquita (2021) emphasize that one of the main roles of a teacher is to be a facilitator of a student-centered learning process, in order to promote their ability to work cooperatively, be sensitive and deal with the diversity of ideas, and resolve conflicts through authentic and meaningful learning tasks. It is worth mentioning that for this to take place, it is necessary to leave traditional and authoritarian roles in the past. In relation to the previously mentioned, the authors highlight that another of the roles of pedagogues is to train learners to assume both responsibility and control of their learning experiences; in other words, it is intended that they can develop their ability to seek help when they need it, be resilient, and support their co-workers during this process. In the same way, the

teacher must modify strategies and activities in a pertinent way and allow the performance of different roles adjusted to the level of knowledge and skills that the students have with the purpose of satisfying their development needs and optimizing their success and engagement to their training process. On the other hand, teachers have to empower and carry out a gradual transfer of responsibilities and decision-making to students, that is, they are given the opportunity to have a more proactive role in their own learning experience. In addition, the instructor is committed to mediating all social interactions that take place, and the cooperative and peaceful resolution of problems. Furthermore, Tinungki (2015) highlights the previous decision-making focused on the selection of materials and learning objectives, organization and assignment of work groups and roles as part of the teacher's role when implementing cooperative learning in their classes. In turn, the explanations about the academic tasks that are going to be carried out, and the behaviors or actions that are expected or desired from the students are also aspects that must be considered. Similarly, monitoring student behavior during the performance of assigned work and providing appropriate closure are part of this process; as well as the evaluation and analysis of the effectiveness of group work and the quality of learning obtained in order to make future improvements (Quoted in Seyoum & Molla, 2022, para. 11). Based on the above, it is possible to affirm that the role that the teacher fulfills during the development of a teaching process based on the cooperative approach is of great importance when establishing learning experiences because she/he represents a guide that allow students to understand what is expected of them, and work as a team in an organized and meaningful way, fulfilling the responsibility that each of them has to achieve the established objective through the execution of actions and making appropriate decisions.

2.4.2 Student's roles.

On the other hand, the role that students fulfill should also be emphasized since this allows knowing how they are involved in their academic preparation. Seyoum and Molla (2022)

state that students have a responsibility to work together, question and listen to each other, as well as take notes and keep organized records of their work and progress. In addition to this, the student is expected to be able to ask questions, assume personal responsibility, participate effectively in the production of the evaluation task, show enthusiasm and motivation while participating and interacting with the other members of the group, organize and change the conditions to be more successful. According to Altun (2015) “the role of the student is to complete the assigned group role and to work cooperatively with other students to accomplish a shared goal through interaction and problem solving, and learners try to get a result that is beneficial to themselves and beneficial to all other group members” (Quoted in Seyoum & Molla, 2022, para. 16). As the authors previously emphasize, for cooperative work to develop successfully, it is essential that the interactions that take place are fruitful; in other words, that the participants participate actively and responsibly in all stages of the assigned task, carry out unique contributions, provide constructive ideas, be respectful and tolerant of the opinions of others, provide feedback to other members of the group in order to improve, and cooperate with each other to achieve the group goal. It is also important that they establish a time to be critical, creative and reflective in order to carry out discussions and evaluations on the effectiveness of the work they are doing and their performance both as a group and individually. It should be noted that students can fulfill a different role each time a certain task is carried out, which will allow them to put different knowledge, strategies, skills, and abilities into practice and continue to improve in the areas that require it.

2.5 Advantages

The application of cooperative learning strategies or methods in the educational process with an emphasis on learning a foreign language provides, according to Yassin et al., (2018), various advantages and benefits for students. Firstly, it helps reduce anxiety levels since the information presented by the teacher is not assimilated individually, but students have the

opportunity to discuss ideas, concepts, structures, among others, in groups. This allows to exchange and build knowledge, open spaces for analysis, reflection, reasoning, problem solving, critical thinking and questioning of consolidated rules, assumptions, or values. In the same way, dialogue, respect for others' opinions, creativity and interest in personal and group growth are encouraged. In addition, through the group interaction processes that are carried out, students develop a sense of belonging, responsibility, and commitment where each of the members that make up the group put their skills and knowledge into practice in order to obtain mutual benefit and meet the objectives set; as a result, this increases their self-confidence and motivation. Similarly, cooperative learning encourages students to improve their language skills through opportunities to listen, speak, discuss, and express their opinion on various topics, and provide constructive feedback towards aspects such as pronunciation, fluency, vocabulary, grammatical structures, among others.

On the other hand, Ted Panitz (1996) emphasizes the benefits of cooperative learning in four main categories: social, psychological, academic, and evaluative. In the first category, it is highlighted that "cooperative learning promotes social interactions; thus, students benefit in a number of ways from the social perspective. By having the students explain their reasoning and conclusions, cooperative learning helps develop oral communication skills". (Quoted in Palmer, Peters and Streetman, 2019, para. 79). In addition to the above, it is highlighted that these interactions are useful to model appropriate social behaviors based on personal and work situations, that is, through cooperative learning students can develop and put into practice skills such as communication, conflict resolution. and leadership, among other aspects, that will allow them to function adequately in society.

At the same time, at a psychological level, individuals can also benefit from this type of learning. Johnson and Johnson (1989) affirm that "cooperative learning experiences promote more positive attitudes" toward learning and instruction than other teaching methodologies (Quoted in Palmer, Peters and Streetman, 2019, para. 82). This occurs since learners have an

active participation in their educational process which improves their perspective and satisfaction regarding their learning experiences. In the same way, they have the opportunity to develop interpersonal relationships and strengthen their self-esteem through the discussion of ideas, constructive comments, and the creation of a safe environment where feedback processes are carried out before presenting a final product to the rest of the class.

The third category is academic. According to Johnson and Johnson (1990) “students also benefit from cooperative learning academically in the sense that there is more of a potential for success when students work in groups” (Quoted in Palmer, Peters, and Streetman, 2019, para. 87). Based on the aforementioned, learners have a greater chance of successfully completing a task if they do it in a group, since they have the support and motivation of their peers, which increases their understanding of the material studied in class. In simple words, when the teaching and learning process is carried out in a cooperative environment, students develop, with the help of the teacher and their peers, self-efficacy, retention, and understanding of the educational experiences that are given to them. In turn, individuals strengthen and validate their ideas through constant explanation and elaboration of information.

Finally, cooperative learning also provides benefits from an evaluative point of view since it provides instant feedback not only to the students but also to the teacher who can observe how each group interacts and determine their abilities and the growth of each one of them. Moreover, “with cooperative learning, instructors can use more authentic assessments such as observation, peer assessment and writing reflections” (Quoted in Palmer, Peters, and Streetman, 2019, para. 90). As mentioned, this approach allows the evaluations that are carried out to be more varied and meaningful since they can be based on spaces for group reflection and discussion and not only on tests or individual tasks.

2.6 Disadvantages

In this section it is vital to highlight some drawbacks that cooperative learning can present during its implementation. The author Yassin et al., (2018), mentions that if teachers are not familiar with this type of teaching it will be easier for them to lose control or not know how to use the appropriate techniques for the correct development of them. Firstly, the loss of control is emphasized since the CL requires a structure and support from the teacher; for this reason, the staff must be trained to implement these strategies in the work groups. In addition, this method takes time in the lessons; therefore, some teachers are afraid to change the routine of their daily lessons, since today's teaching curriculum is designed around time and activity control so letting students go free can be a chaotic experience.

In turn, it is possible that students with their new co-workers do not know how to resolve conflicts or share ideas; for this reason, they may feel uncomfortable participating in a different dynamic and learning new things with other people. In relation to the above, it is emphasized that the creation of groups can be a complicated process. The teacher can group students with mixed abilities to work together effectively and reach their full potential, but there are concerns regarding this method since advanced students can overshadow beginners or on the contrary, they are slowed down by students who present some difficulties. On the other hand, if the educator forms teams with the same skill level, beginners may feel unmotivated or even create stereotypes within the class. For this reason, each member must contribute equally and have responsibilities to ensure a good environment and success.

Likewise, the use of time is emphasized in terms of the creation of additional material for the activities. The textbook is not the only complement; therefore, other resources must be created to allow the development of the methodology. As a result, considerable time has to be devoted to this purpose since, generally, in a lesson the group activities exceed the limit, and the teachers will not be able to cover all the activities and discussions in the class. Finally, the

evaluation of the activities based on the CL must be different since teachers must create an assessment that allows them to evaluate the group task and adapt to this new methodology. For this reason, the problems associated with the implementation of cooperative learning can be difficult to overcome, since without adequate guidance, the success of this methodology can vary, and students do not learn effectively.

Chapter III

Design and Method

3.1 Research Method

This research is carried out based on the action-research project modality due to the characteristics that it presents. According to Salahuddin and Khatun (2018) “action research is situational, collaborative, participatory, and self-evaluative process of conducting research which is very useful for teachers” (p.17). It should be noted that this research project makes it possible to have an approach with the student population in order to know their strengths and weaknesses, apply previously planned strategies and analyze possible changes and improvements based on the results obtained in each of the interventions that were put into practice. At the same time, Ferrance (2000) affirms that it.

...helps to look at one’s teaching in a structured manner rather than informal manner, to get confidence about his work, influence on teachers thinking skills and sense of efficacy, to know about students and colleagues, helps to determine ways of improving situation, develop a strong relationship among colleagues as it requires sharing of ideas and thoughts, brings positive changes in pattern of collegiality, communication and networking (Quoted in Salahuddin and Khatun, 2018).

Based on all the aforementioned, it is possible to highlight that this method is effective for analyzing the most important aspects in depth and, at the same time, sharing the results clearly and concisely according to the procedure applied to the students, thus generating significant changes in the educational environment for future teachers.

In relation to the above, this section also highlights the research method by which this action project was developed; however, it is necessary to analyze what both the deductive and inductive methods consist of in order to determine which is the most suitable to be put into practice. First, Locke (2007) states that the inductive method involves moving from the specific to the general through observations of some phenomenon of interest and forming theories from them (Quoted in Woiceshyn & Daellenbach, 2018). In turn, “arguments based on experience or

observation are best expressed inductively” (Trochim, 2006, as quoted in Soiferman, 2010, p.3). Based on the above, it is highlighted that this approach allows the researcher to carefully study the most relevant elements of the object of study; as a result, it is possible to correct errors during the process in order to obtain the desired result since for the creation of theories it is necessary to go through constant trial and error processes. On the other hand, Locke et al., (2007) establish that the deductive method “goes from the general to the specific, that is, part of a theory to the hypothesis since it is expected to verify or not the assumptions already raised (Quoted in Woiceshyn & Daellenbach, 2018). In addition, arguments based on laws, rules, or other widely accepted principles are best expressed deductively” (Trochim, 2006, as quoted in Soiferman, 2010, p.3). According to what was previously mentioned, this approach facilitates or allows to find, in case of not obtaining the expected results, information about unknown principles or ideas, which can be enriching or interesting for the realization of new investigations.

It should be noted that by knowing both methods in a clearer and more precise way, it is possible to determine that this research is carried out using the deductive method. This approach allows making the pertinent observations to determine if the cooperative method helps the participants to improve their speaking skills in order to verify and clarify concepts, ideas, variables, among others. At the same time, it facilitates the development of an organized and structured investigation in a relatively short period of time.

3.2 Type of approach

Firstly, it is necessary to have a clear understanding of what qualitative and quantitative research consists of in order to later define the type of approach used in this action project. Ahmad et al, 2019 states that the qualitative approach “provides information and a deeper understanding of highly complex phenomena and is used to gain a deep understanding of human behavior, experience, attitudes, intentions, and motivations, based on observation and

interpretation, to discover the way people think and feel” (p.2829). For this reason, it contributes to the development of the research since it helps to understand the objective of the study, and their ideas and perceptions about the educational environment in which students are involved.

On the other hand, based on the authors Ahmad et al, the quantitative approach focuses on “numerical data and concrete facts since it establishes the cause-and-effect relationship between two variables through the use of mathematical, computational and statistical methods” (2019, p.2829). The aforementioned helps researchers to identify the exact number of students, their performance, and the results of the instruments applied through more exact numbers and data that allow them to know a real percentage of the changes and the progress made.

Moreover, the mixed approach is emphasized by Creswell, 2007 (as cited in Whitehead & Schneider, 2013) "there is research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry (p264). Therefore, the advantages of both approaches can be taken to develop a more efficient and precise investigation, and to be able to compile the findings through a better understanding of the data. For this reason, this action project uses a mixed approach since the correct application of the method requires in-depth analysis of exact numerical data as well as a deeper observation of the phenomenon.

3.3 The Context

This research project is developed in a virtual context since devices and platforms that are used allow meetings to be held in order to implement strategies based on cooperative learning using technology in order to improve skills of speech that students possess. It is worth mentioning that the schedule is coordinated by the people in charge of the program as well as the platform on which the sections are developed.

3.3.1 Setting.

The following investigation is carried out in Programa de Educación Continua (PEC). The institution is located in the Paraiso enclosure in the province of Cartago, Costa Rica. Each student must enroll in the classes on the corresponding dates and proceed to study twelve levels of English until graduation. The lessons are transmitted virtually on the "teams" or "zoom" platform in night schedules, suitable for the population that works during the day. On the other hand, their actions are aimed at two types of population, "graduates of university programs to provide training or community members who wish to acquire knowledge, skills or skills for the improvement of their educational status" (Educación Continua, 2022, para. 2). For this reason, with these positive features it makes it a good site to acquire reluctant knowledge in different areas. The purpose of this is to prepare thinking and critical citizens capable not only of functioning at an individual, personal, social, and professional level, but also of facing the challenges that may arise in the future. The community is characterized by the variety of educational institutions in the public and private sector that are available according to the needs, level and likes of the population.

3.3.2 Participants.

This research is carried out with the participation of sixty-one students; sixteen men and forty-six women who study at the Programa de Educación Continua. There is the collaboration of four groups: two beginner (level two and three) and advanced (level ten and eleven) levels. Specifically, eleven women and five men (sixteen students) are enrolled in level two; as for level three, the group is made up of thirteen women and five men (eighteen students). In turn, level ten presents fourteen women and two men (sixteen students); while level eleven has eight women and five men (nine students) as part of that group. It should be noted that the student groups have an age range between thirty and sixty years old, and the majority are from nearby

communities. In turn, all the participants emphasize that they want to improve their skills in speaking English as a second foreign language.

3.4 Data Collection Procedures and Tools for Initial Research

3.4.1 Procedures of initial research.

This section mentions the procedures in the initial process of research development. The first step is carried out on Wednesday, May 10, 2023, from 8:00 p.m. to 8:40 p.m. when the researchers have the first virtual meeting via "Teams" and the following days, the previously plan interventions are carried out with each of the other groups in order to introduce and explain the purpose and importance of this action project. It is intended to identify factors that can intervene during the sections that are planned to be developed, for example, their interests, level, knowledge, attitudes (motivation, and participation), expectations, among other aspects. In simple words, it is expected to have a clearer vision of the virtual environment, and the way in which each of the groups performs in order to determine the best way to develop the corresponding activities. In the same way, it seeks to obtain general information about the main characteristics and needs presented by the participants.

Pre-diagnostic activity

In turn, a small dynamic is carried out where the participants must say a word according to a certain category, for example if the category is fruits, each individual must say the name of a fruit. This was done for one minute and continues with another category. The person who cannot continue due to lack of ideas or saying a wrong word had the opportunity to introduce him/herself, and express their expectations, concerns, or aspects in which he/she would like to improve through activities based on cooperative learning.

Oral diagnostic assessment

The next step is to carry out an oral diagnostic assessment (**see appendix 1**) with the purpose of identifying the level that students have in terms of their speaking skills in a second

language since it is expected to improve them through strategies based on cooperative learning. According to Ontario (2013) “information from diagnostic assessment helps teachers determine where individual students are in their acquisition of knowledge and skills, so that instruction can be personalized and tailored to provide the appropriate next steps for learning”. As mentioned, the application of this type of evaluation encouraged the making of changes based on the student characteristics presented by the participating group. It is worth mentioning that this information facilitates the teacher to apply strategies that allow students to learn and be able to apply their knowledge in real contexts.

It consists of a questionnaire made up of ten basic questions aimed at finding out the opinion and likes of the students on different topics previously seen in class; at the same time, it is possible to determine those areas in which greater attention should be paid in order to improve. In turn, the questions are presented through an interactive presentation with images in order to illustrate and motivate students to participate. Each student mentions a number and must answer the corresponding question according to the number she/he chose. Students are given a space of five to ten minutes so that they could mentally order their ideas to later provide an answer of two minutes per person. Finally, for the third step, a space of five minutes is provided to give them the feedback, clarify doubts and reflect on the importance of their collaboration and how it can contribute to improving the quality of teaching and learning techniques of a second language.

3.4.2 Instruments.

Rubric

This section briefly describes the instrument used to evaluate the diagnosis made; it corresponds to a rubric which will be used to collect information about the prior knowledge that the student possesses in terms of aspects such as grammar, vocabulary, pronunciation, and fluency. Each section has its respective description of what the student is expected to achieve

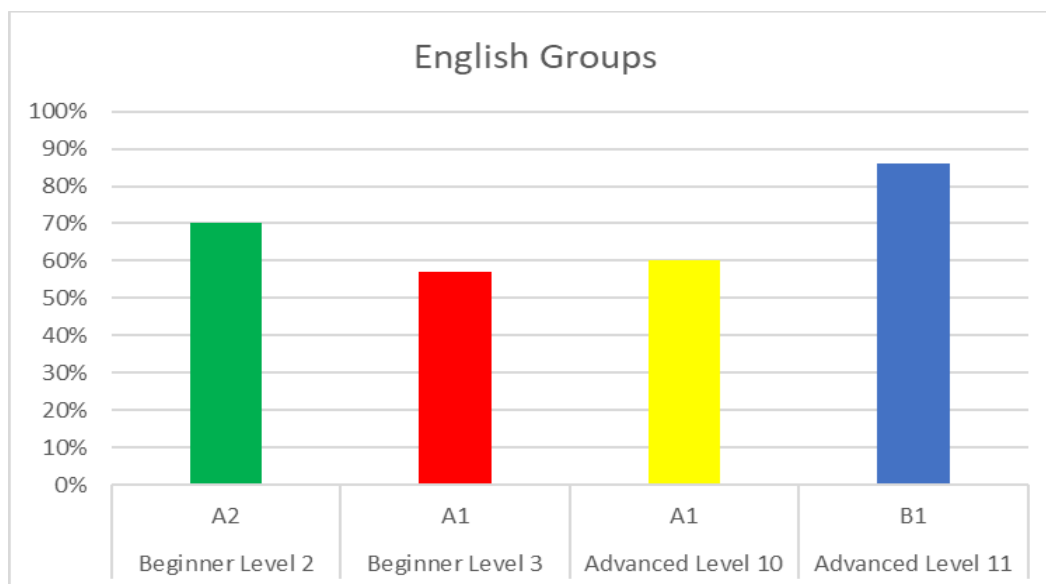
and the points that can be obtained depending on his/her performance (excellent, good, regular, and needs improvement) during the application of the aforementioned strategy. Furthermore, the rubric made it possible to determine the aspects in which it is evident that students should improve; as a result, the development and application of activities based on cooperative learning during the interventions carried out focuses mainly on increasing their level when communicating in English.

3.4.3 Diagnostic data analysis.

The diagnostic stage is crucial, as emphasized above, it gives direction to this action. project as it provides information about the students' speaking ability; in other words, it is a reliable way to determine in which areas are required improvements. In turn, the results obtained through this instrument were analyzed and presented by graphs since they provide a clearer and summarized vision of the level presented and the aspects that should be paid attention to the most by each of the groups to which the diagnosis was previously applied (**see appendix 1**). It should be noted that the information present in the *Common European Framework of Reference* for languages is taken as a basis for determining the linguistic competence of the student population. In the same way, the rubric contains elements such as grammar, content and vocabulary, pronunciation, and fluency, among others, which are considered relevant and necessary when carrying out a conversation in a foreign language.

On the other hand, each group will be represented by a color. The group #1 (level 2) of the beginner level in green and group #2 (level 3) in red, in addition, the first group of the advanced level (level 10) in yellow, and the second one (level 11) in blue. This first graph shows quite clearly the level of English that each of the groups possesses.

Figure 1. English Groups of Programa de Educación Continua (PEC)



Elaborated by the author of this thesis using information from the diagnostic test.

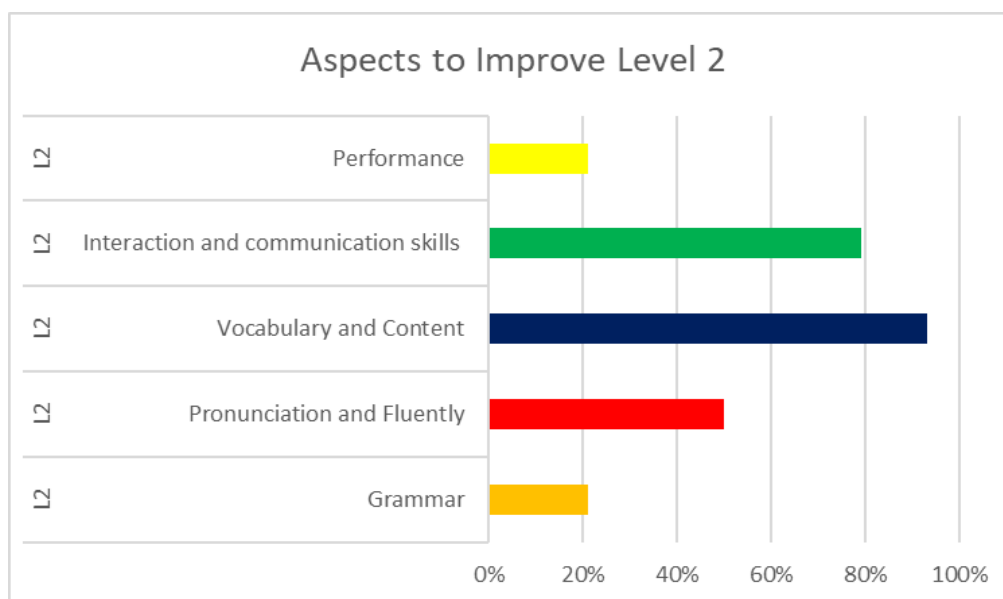
Next, a brief description of the findings is presented. Firstly, 57% of beginners in level 3, and 60% in advanced students of level 10 have an **A1 level** since according to the *Common European Framework of Reference* they are able to “understand and use familiar everyday expressions, introduce themselves and interact orally in a simple way with very basic phrases” (British Council, 2023, para. 3-4). According to the data collected, it stands out that the group has a very simple understanding of the topics, and they have little vocabulary, which makes it difficult for them to order ideas and transmit them improvised in front of the class. In addition, 70% of beginners in level 2 present an **A2 level** since they can describe and communicate in simple ways and routine tasks requiring a simple and direct exchange of information (British Council, 2023, para. 6-7). Based on that, this level has a little more vocabulary although it is still basic. They are able to interact and communicate during simple tasks and can relate questions to personal experiences. However, they have obvious pronunciation errors and grammar problems. On the other hand, in the advanced level 11, the 86% present a **B1 level** for the

following reasons: they can deal with most situations and describe their own experiences briefly and give reasons and explanations for opinions and plans (British Council, 2023, para. 9-10). In other words, the students manage to function in the situations presented by the researchers, they can transmit their ideas more fluently and coherently. Therefore, their speeches have more information, vocabulary and they acquire a better knowledge in the pronunciation of the most used words. Next, the breakdown of the percentages obtained is presented, in each one of the levels, based on the points present in the rubric.

3.4.3.1. *Beginner Levels.*

Level two.

Figure 2. Level two - Indicators or evaluation criteria. Aspects to Improve.

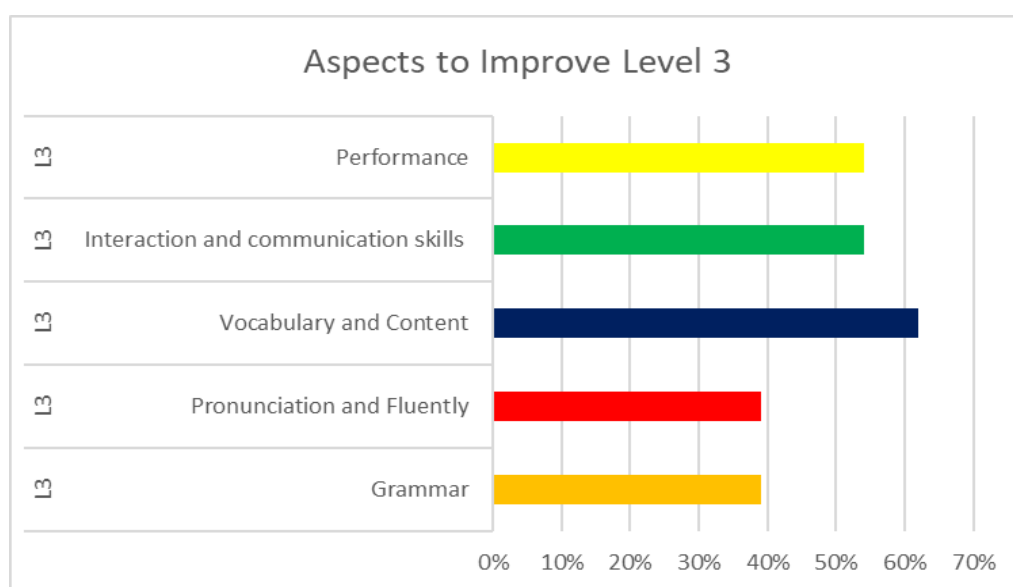


Elaborated by the author of this thesis using information from the diagnostic test.

On Wednesday, May 10, 2023, the first intervention of the level 2 group made up of sixteen students which is carried out by Professor Haslyn Quirós from 8:00 p.m. to 8:40 p.m. through the Teams platform. **Fourteen students** connect in this section, that is, two people are absent. At first, the students are shy; however, they understand what cooperative learning consists of and they all participate in the activity that is presented to them. Regarding **grammar**,

79%, eleven of the students, have regular knowledge in terms of structures and rules of the language, and the remaining 21% (three students) need to improve in this aspect. Next, regarding the **content developed and the use of vocabulary**; 93% (thirteen students) require inquiring more about general topics in order to apply new words when speaking in a second language, however, 7% (one student) have a good level in this aspect. Regarding **pronunciation and fluency**, 50% (seven students) should improve their intonation, articulation of words, and the accent; 43% (six students) present a regular level and only 7% (one student) have a learning considered good and solid in this area. On the other hand, 79%, eleven of the students, have a regular **interaction**, the same happens with their **communication skills**. It is worth mentioning that the other 21% (three students) have an adequate level in this aspect since they understand the questions that were asked and their interaction and communication in general is acceptable. Finally, with respect to **performance**, 21% (three students) require improvement in this aspect, 57% (eight students) perform regularly, and only 22% (three students) are self-assured at the time of presenting the information.

Figure 3. Level three - Indicators or evaluation criteria. Aspects to Improve.



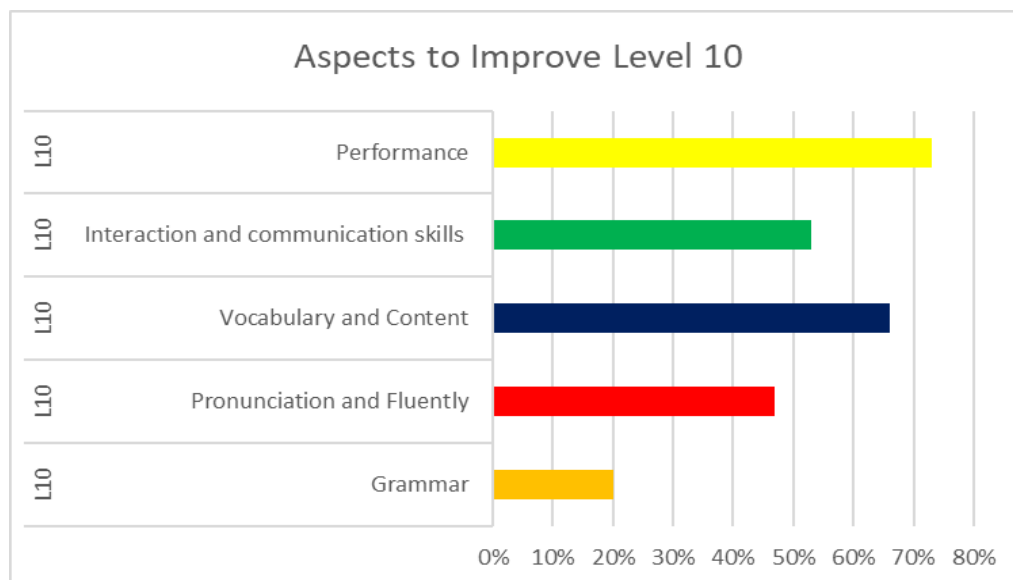
Elaborated by the author of this thesis using information from the diagnostic test.

The section with the second group of beginners (level 3) in charge of the teacher York Ampie, made up of eighteen students, took place on Thursday, May 11, 2023, from 8:00 p.m. to 8:40 p.m. via Zoom. Regarding attendance, thirteen students are present, that is, five of them do not attend classes that day. The first aspect that is considered is **grammar**, where 39% (five students) need to improve since their sentences have several errors in this area, 54% (seven students) do so regularly, that is, they have a little more knowledge regarding to the structures of the language, and only 7% (one student) have a level considered good at the time of transmitting the message. Next, the **vocabulary and content** are another of the points to which attention is paid. In this area it is shown that 62% (eight students) of the students do not have enough ideas or a wide vocabulary; in other words, they need to improve and acquire more information about new and everyday phrases and words. In addition, 15% (two students) are considered regular, and the remaining 23% (three students) show good knowledge in these two aspects. Regarding **pronunciation and fluency**, 39% (five students) need to improve their intonation, accent, rhythm, among others, 54% (seven students) do so regularly, and only 7% (one student) are considered to have a good level in both points already mentioned. Regarding **interaction and communication skills**, 54% (seven students) require improvements through constant practice; while 31%, four of the students, are considered regular, only 15% (two students) managed to have a good level. Finally, in terms of **performance**, 54% (seven students) need to improve their speaking performance through practice, 39% (five students) manage to develop their speech regularly, and 7% (one student) develop a performance considered as good since he manages to execute it correctly.

3.4.3.2. Advance levels.

Level ten.

Figure 4. Level ten - Indicators or evaluation criteria. Aspects to Improve.



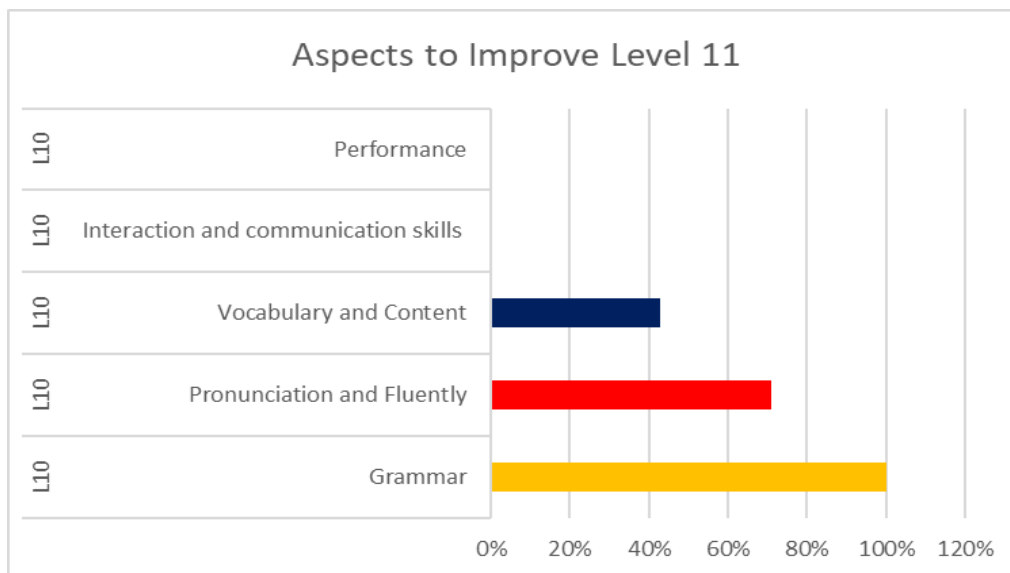
Elaborated by the author of this thesis using information from the diagnostic test.

The group in charge of the teacher Mariam Ramírez corresponds to level 10, and is made up of sixteen students, with whom the intervention is developed on Friday, May 12, 2023, from 6:40 p.m. to 7:30 p.m. through a link on the Zoom platform. In this section, fifteen students participate since one person does not connect to the lesson. **Grammar** is the first aspect considered; where it is discovered that 20% (three students) should improve since they do not have much knowledge when formulating the sentences, and the remaining 80% (twelve students) managed to apply the language rules on a regular basis. Regarding **vocabulary and content**, 66%, ten of the students, show failures in the use of good ideas, and words that allow them to express themselves adequately, 28% (four students) do so regularly, that is, they could expand his speech a little more, and 6% (one student) presents enough ideas regarding the question that he/she should comment on. Next, in **pronunciation and fluency**, 47% (seven students) should improve on those points that are part of a good pronunciation (pauses, rhythm, accent, intonation, etc.), 40% (six students) is regular on this point, and only 13% (two students) achieves an articulation that is considered appropriate. The next aspect is **interaction and communication skills**, where 53% (eight students) require improvement in these areas and

47% (seven students) develop them regularly. Regarding **performance**, 73% (eleven students) need to improve the way they perform when communicating a message; it should be noted that the 27% (four students) could do it a little better, that is, regular.

Level eleven.

Figure 5. Level eleven - Indicators or evaluation criteria. Aspects to Improve.



Elaborated by the author of this thesis using information from the diagnostic test.

The group corresponding to level eleven, and in charge of Professor Haslyn Quirós was present on Thursday, May 11 from 6:50 p.m. to 7:30 p.m. in order to participate in the section that is carried out by Teams. It is made up of nine students, of which seven connect to the lesson since two of them are absent. Regarding **grammar**, 100%, seven of the students, have a regular level since, despite the fact that there are errors, they do not greatly affect the message they are transmitting. In turn, in **pronunciation and fluency**, 71% (five students) do it on a regular basis since there are some problems in the aspects that form part of a good articulation; while 29% (two students) manage to carry out the speech with a pronunciation considered good. Next, **vocabulary and content** are another important aspect that is considered; where 43% (three students) must continue preparing by reading and searching for new phrases and

words since their level in this aspect is considered regular. On the other hand, 57% (four students) have a broader knowledge of words and ideas since their use is evident during their participation when answering the assigned question. Finally, 100% (seven students) manage to generally show good **interaction and application of their communication skills**, as well as understanding what was being asked and developing a decent **performance**.

Strengths.

Next, those aspects in which the students of the English groups stand out positively during the development of the diagnosis are described. All groups are willing and motivated to pay attention to the instructions that are provided, and actively participate in the planned activity; in other words, they show a desire to learn and experiment through cooperative learning. It should be noted that some students turn on the camera and interact with the researchers in charge. On the other hand, they maintain a good attitude and are calm during the presentation and resolution of the questions in the activity. In addition, according to the development of the diagnosis, it is evidenced that the best advanced level is level eleven because they present a variety of ideas, with adequate fluency and pronunciation, as well as good interaction. In addition, in the beginner groups, level two shows a great disposition, good ideas and use of vocabulary according to the level.

Weaknesses.

Finally, the areas in which students of both levels need to improve are highlighted. The groups of both levels (beginners and advanced) must improve in all aspects that are present in the rubric. First of all, they must work on pronunciation since they present intonation errors, omission of final sounds, among other aspects. Similarly, they have to practice presenting ideas fluently, as they pause and reframe the next idea to mention; as a result, it is difficult to understand the central idea of the message. In addition, the use of vocabulary, and the

development of content and ideas also requires greater preparation in terms of learning new words and phrases since most students of all levels (2,3,10 and 11) in which the interventions are carried out provide very concrete and simple answers. In addition to this, they read most or all of the notes they have to make their speech. On the other hand, the interaction, the use of communication skills and the performance of the students (mainly in levels 3 and 10) also reflects the need for and importance of continuing to practice the best way to convey an idea and interact with others when speaking a second language even in a virtual environment. Therefore, keeping the camera on (only a small number of students did this), good body posture, being confident and the right tone of voice can make a big difference and influence the people present to maintain interest and attention in what is said for longer. In summary, the results obtained show that both groups need to improve their oral skills in order to communicate and function in different real-life contexts in English as a second language. The information previously presented shows those aspects in which each of the groups must improve; for this reason, it is expected that the development of activities based on cooperative learning allows the improvement of deficiencies in oral ability that students present through practice and constant interaction.

3.5 Action Plan

3.5.1 Description of deliberate intervention apply.

This research project made use of some instruments in order to collect valuable information that allows complementing theory with practice. The following section describes the strategies that are carried out to develop the corresponding action plan based on the information previously collected. The interventions are developed based on an eight-week availability since the virtual field work begins the second week of May (Wednesday 10th) and ends the fourth week of June (Friday 30th). It should be noted that every week, (on a specific day and hour per group), the researchers develop a virtual class with each group to apply the

planned strategies in approximately 40 minutes. Fundamentally, they execute the pertinent activities so that this process is developed in an organized manner by following a sequenced structure composed of stages or sections in which the students' prior knowledge is determined, strategies based on the cooperative approach are applied, the improvement of the individuals is evaluated, and finally the opinion and suggestions for improvement of the participants involved are sought.

3.5.1.1 Section 1.

Introduction to project information.

The purpose of implementing this research project is to explain to the students the most relevant information of this action project since it is considered necessary for them to understand the main characteristics, benefits, principles, and other important aspects on which cooperative learning is based. The initial oral diagnosis is carried out with the purpose of determining the weaknesses that students have in terms of oral expression, that is, areas in which it should be improved. It should be noted that before putting this instrument into practice, a small activity is carried out where students could relax and perform oral dynamics, making the most of the knowledge they possess. On the other hand, the following sections briefly describe the interventions carried out in the respective institutions to achieve the previously established objectives. In simple words, the information obtained through this first instrument is used as a basis for carrying out the following oral strategies (debates, round tables role-playing, charades games and an impromptu speech) since they contain each of the aspects (pronunciation, fluency, content, grammar, etc.) in which students need to improve.

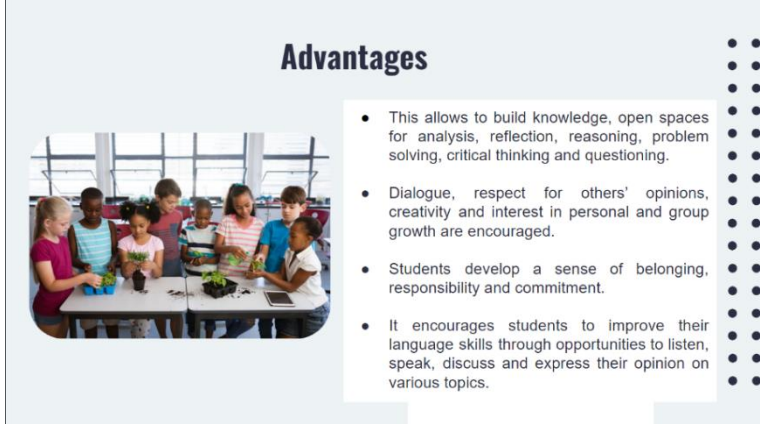
Illustration 1. Presentation of the topic to the students.



Illustration 2. Presentation of the topic to the students.

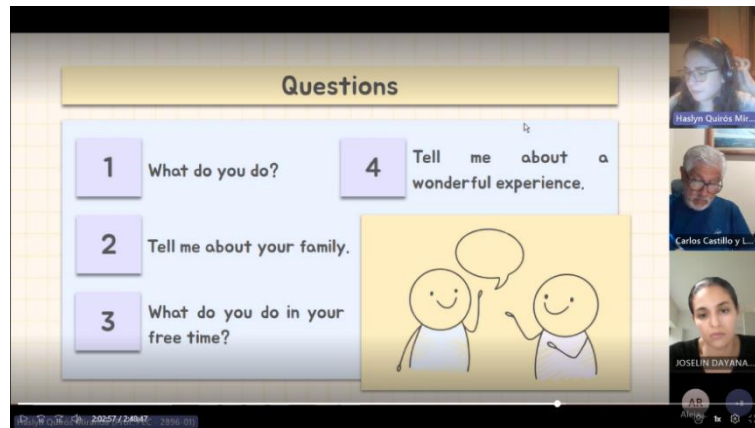


Illustration 3. Presentation of the topic to the students.



Source: Own Elaboration

Illustration 4. Class week 1 – Round Table Level two



Elaborated by the author of this thesis using information from teams meeting.

3.5.1.2 Section 2.

The intervention strategies based on the cooperative approach that are used during the teaching and learning process are highlighted. The information collected from the group contributes to the development of a short initial activity (five minutes) in each of the successive sections, for example, listening to a song, dancing, creating conversational spaces, doing meditation, and breathing exercises, among others. It has the purpose of relaxing, releasing stress, and preparing participants with the best attitude to continue with this process in a harmonious way. In addition, the application of these techniques and the use of cooperative learning in English classes are intended for students to improve their skills through the acquisition of knowledge in the target language and encourage them to work together to achieve a certain goal. Likewise, it is expected that motivation and interaction will increase as the class progresses with the purpose of motivating even the most timid and nervous to be part of each of the dynamics that take place. It should be noted that the oral discussion activities are adapted to the topics, vocabulary, and grammatical structures, in addition, during these activities, the researchers ensure the participation of the students by assigning a role to everyone at the beginning of the strategy.

Intervention strategy #1 Round table.

The round table is an appropriate strategy for learners to practice the English language, exchange ideas and acquire more information through an entertaining way. Kagan (as cited in Arif & Adil, 2021) defines a round table as a “good cooperative structure and interactive activity to practice vocabulary, grammar, or even content” (1991:135). Its application gives learners the opportunity to develop their skills and work in groups. To start with the development of this activity, the researchers divide the group in half by creating break rooms, so each individual will be able to meet with whom will work as a team; in other words, each one of the people who integrate the round table (**see appendix 2**). Next, the instructions are provided, and the bases and objectives of the activity are established. Each group is given the opportunity to select a number from one to five (these are displayed by touching different elements of an interactive image), since each of them contains three questions according to the topic that corresponds to each group. In addition, they have ten minutes to prepare (look up the meaning and pronunciation of a word) and individually analyze the questions. After this, they are given fifteen minutes to start the group discussion where each person must have at least two-minute intervention. To finish, students must create a small online concept map with the most relevant ideas that they previously analyzed and showed it to the other group, for this they have fifteen minutes. During the activity students must apply grammatical structures, and vocabulary related to the topic when presenting and interacting with their peers.

Illustration 5. Example of Round Table in Level two.



Illustration 6. Instructions of Round Table – Level two.

Level 2

Instructions

1. The group is divide in half by breakout rooms.
2. Each group has to select five questions related to my house
3. Each group has five minutes to prepare, and individually analyze the questions.
4. Each group has thirty minutes to start the group discussion (two-minutes intervention per person).
5. Students have five minutes to create a small concept map with the most relevant ideas that they previously analyzed and show it to the other group.

Elaborated by the author of this thesis.

3.5.1.3. Section 3.

Intervention strategy #2 Role play.

Next, a role-play is another of the activities that are developed as part of this research process. This strategy allows students to exercise their imagination and creativity and learn in a fun way by interpreting real-life situations and applying their existing knowledge and speaking skills. Hassan (2007) states that “students while playing a role interact with different persons, share information collaboratively that remove their ambiguities and inaccuracy of concepts” (Quoted in Rashid and Qaisar, 2017, p.198). In turn, this strategy facilitates the improvement of students' communication skills through dialogue, encourages teamwork, the development of

critical thinking, problem solving and allows the individual to be spontaneous and creative.

Furthermore, this activity begins with the formation of groups of three people, for which each student must say a number (different numbers, depending on the number of students, will be previously grouped by the researchers) For example, the three individuals who selected the numbers two, five and eight work together to develop this task. Each group is given a situation based on a real context; therefore, they must briefly organize their ideas and establish how this performance is developed; they have ten minutes to agree (**see appendix 3**). The researchers assign each group a color without them knowing which one corresponds to them. Next, the order was chosen at random by selecting a color through a roulette wheel; as a result, the corresponding group must turn on their cameras and establish a conversation of at least six minutes (two minutes per person). The objective of this strategy is for each of the team members to provide ideas that allow them to have a conversation and improvise based on the situation assigned to them.

Illustration 7. Instructions of Role Play– Level eleven.

Level 11


Instructions


1. Students work in groups of three people. Each one must say a number in order to form the groups. For example, the three individuals who selected the numbers previously grouped by the researchers worked together.
2. Each group is given a situation based on a real context.
3. Each group must briefly organize their ideas and establish how this performance will develop. They have ten minutes to agree.
4. The order was chosen at random by selecting a color through a roulette wheel. The corresponding group must establish a conversation of at least six minutes (two minutes per person).


Source: Elaborated by the author of this thesis.


Illustration 8 and 9. Example of Role play Questions – Level eleven.

Level 11 (At the hospital)


 **#1**
Friends visit a patient who suffered a car accident.


 **#2**
A medical student begins his/her university internship in the area of pediatrics.


 **#3**
The doctor asks the patient important details about her/his medical problem.




Level 11 (At the hospital)

 **#4**
The nurse gives health advice to young people who have weight problems.

 **#5**
A beginning doctor must attend an emergency on his first day of work.

 **#6**
Carrying a care package for someone in the hospital after having surgery.



Source: Elaborated by the author of this thesis.

3.5.1.4. Section 4.

Intervention strategy #3 – Debate.

One of the strategies in which cooperative learning is implemented is through debates, Kennedy (2007, p.184) states that “the use of debates can enhance critical thinking skills such as “...defining the problem, assessing the credibility of sources, identifying and challenging assumptions, recognizing inconsistencies and prioritizing the relevance and salience of various points with the overall argument” (Quoted in Williams brown, 2015, p.42). In addition to what is mentioned by the author, the debates allow the individuals to analyze, reflect and question the

information they receive, in turn, respect and tolerance towards the multiple points of view and perspectives that exist on the same topic are encouraged.

Firstly, the roles to be fulfilled are determined, that is, a moderator is established, and two groups are created, the first is made up of people who provided arguments in favor and the second by those who provided information against the established statement. This selection process is carried out through an online roulette wheel, and instructions are provided regarding the task they must perform (**see appendix 4**). Next, the researchers provided the students with ten minutes to determine and organize the points that each member of the group is going to develop in order to ensure that each of the participants provides a well-founded opinion regarding the topic that is analyzed; for this reason, the importance of all individuals having knowledge and understanding of the main points of the information obtained is highlighted. In addition, at the beginning of the debate, students are asked to take notes to later provide feedback on the aspects in which it should be improved. In turn, the participants have twenty minutes; therefore, each person should have a two-minute intervention including the moderator who should provide relevant information related to the topic discussed. Finally, a space for reflection (three minutes per group) is developed where the participants of one group provide recommendations to the other and vice versa.

Illustration 10. Instructions for the debate – Level three

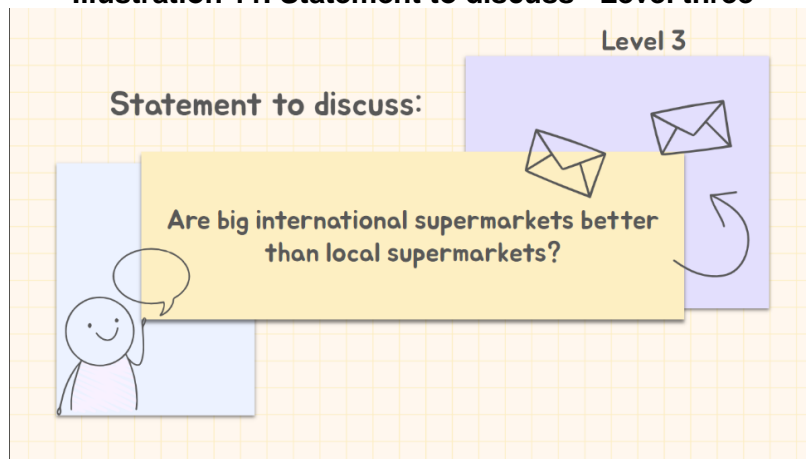
Level 3

Instructions

1. The roles to be fulfilled are determined (a moderator will be the Teacher and two groups) through the numbers.
2. Each group has 15 minutes to determine and organize the points that each member of the group is going to develop.
3. Students have twenty minutes to develop the debate. Each person has a two-minute intervention to provide relevant information.
4. Students have to take notes to later provide feedback on the aspects in which the other group should improve.
5. Students have a reflection space, of five minutes per group, to provide recommendations to the other and vice versa.

Source: Elaborated by the author of this thesis.

Illustration 11. Statement to discuss– Level three



Source: Elaborated by the author of this thesis.

3.5.1.5. Section 5.

Intervention strategy #4 Charade game.

The following strategy corresponds to a charade game since students are expected to practice their speaking skills while having fun and reviewing the vocabulary seen in class. According to Farqi (2014) "charades game can also be called a pantomime game where students have to guess words from other friends who act without words or phrases, or with sounds resembling something. Thus, the students might easily remember the words" (cited in Rahmah and Astutik, 2020, p.76). For this reason, this type of activity encourages the participation and interaction of students through a healthy competence that provides self-esteem, confidence, the development of their creativity and improvement in both their verbal and non-verbal communication. Likewise, it allows students to review the vocabulary seen in class, improvise using the target language, develop analysis and interpretation skills, and foster speaking skills. First, the researchers form two teams, that is, the group is divided in half. This

selection is carried out by means of a roulette wheel where the names of all the individuals present at the meeting are shown to determine who is part of the first and second group. It should be noted that this game takes place in two rounds, in the first each participant is assigned a word from a general topic, and the rest of the group must ask questions to try to guess the word while the individual says "yes" or "no" to guide their classmates during the game. In relation to this, the researcher shows the students examples of the questions (through a presentation) they can ask so that they can have a clearer idea of what is requested. On the other hand, in the second round each individual is assigned an action; therefore, they must act, make expressions, signs or movements in the clearest way possible so that the rest of the members work as a team to discover through questions and words what is the action that the partner tries to represent. Next, each group works in a meeting room where a researcher is present to guide the game, make the corresponding interventions, clarify doubts, help with vocabulary, and verify that they interact and communicate in English. They have fifteen minutes per round to develop the activity, in addition, each participant must make at least one intervention of two minutes per round (**see appendix 5**). Finally, for each correct answer the team gets a point, at the end, the points obtained by each group are compared to select the winner.

Illustration 12 and 13. First Round / Charades – All levels.


All Levels

First Round (Guess the word)

1. The group is divided in half. They have fifteen minutes per round.
2. The teacher shows the students examples of the questions they can ask during the game.
3. In the first round, each participant is assigned a word and the rest of the group must ask questions to try to guess the word while the individual says "yes" or "no" to guide their classmates during the game.

Possible Questions

1. Is it an animal/fruit/object?
2. Does it wearing? is it eaten? is it salty/sweet?
3. Is it big/small?
4. Is it a mammal/bird/reptile?
5. Does it have fur/feathers?
6. Does that fly/run?
7. Do you use it to travel?



Source: Elaborated by the author of this thesis.

Illustration 14. Second round / Charades – All levels

All Levels

Second Round (Guess the action)

1. In the second round, each individual is assigned an action; therefore, they must act, and make signs or movements and the rest of the members work as a team to discover through questions and words what is the action that the partner tries to represent.
2. Each group works in a breakout room where the teachers (Joselin Méndez or Haslyn Quirós) is present to guide the game, make the corresponding interventions, and verify that they interact and communicate in English.
3. Each participant must make at least one intervention of two minutes per round. Finally, for each correct answer the team gets a point.

Source: Elaborated by the author of this thesis.

3.5.1.6. Section 6.

Final intervention - Impromptu speech.

Finally, a last intervention is developed where a feedback process is carried out and the progress of the students is evaluated in terms of their ability to speak and improvise in a second language. Impromptu speaking is a method of speaking or making a speech without preparation or with very little preparation and depends only on experience (Lumettu, 2018, as quoted in Muna, 2021, p.2). Based on the previously stated, it allows the student to put into practice their

skills not only linguistic but also critical thinking and creativity since by not having a good prior preparation they must improvise and make use of the knowledge they already have in terms of content, vocabulary, fluency, grammar, pronunciation, among other aspects.

In addition, this activity is selected as the final intervention since it represents an easy and interactive way in which students can demonstrate their improvement in terms of their speaking skills and working in groups. According to Muna (2021) “this technique enables students to develop their capability to think on their feet, organize ideas rapidly, and speak informatively and confidently about a variety of the topic” (p.3). As previously emphasized, this strategy can have benefits for the student during their learning process. It should be noted that on this occasion students are allowed to select the group of their preference, since conversing with trusted people allows them to express themselves freely and increase their motivation. To carry out this activity, the researchers gave the students the opportunity to create trios (according to the number of students presented), that is, they themselves decided who they wanted to work with. Once the groups have been created, they ask to select a topic (which was shown on a jam board) to later choose two questions related to that topic at random. Next, the students have ten minutes to come to an agreement and establish the ideas (orally) that they are going to develop in an online impromptu speech (**see appendix 6**). Thirty minutes are available to carry out this activity, that is, each trio has six minutes (two minutes per person) to create and maintain a coherent conversation, since each person must have at least one intervention.

Illustration 15. Instructions / Impromptu Speech– All levels

All Levels

Instructions


1. Students make groups of three people. Decide for yourselves who you want to work with.
2. Each group selects a topic and two questions related to that topic.
3. Each group has ten minutes to come to an agreement and establish (orally) the ideas/points that they are going to develop.
4. 30 minutes are available to carry out this activity. Each trio has six minutes (two minutes per person) to create and maintain a coherent conversation.
5. Each person must have at least one intervention.

Source: Elaborated by the author of this thesis.

Illustration 16. Topics / Impromptu Speech – All levels

Topics

- Current situation
- Job/Work
- Sports
- Free time
- Music
- Movies
- Books
- Travel
- Hobbies
- TV



Source: Elaborated by the author of this thesis.

3.5.1.7. Section 7.

Final projects.

Initially, week seven corresponds to the application of a final project at the end of the course; it is a work assigned by the teacher (who talks with students to choose the best opinion for them) that may contain one or more topics studied in class. Therefore, in the development of this final project, students put into practice the knowledge acquired throughout the course and

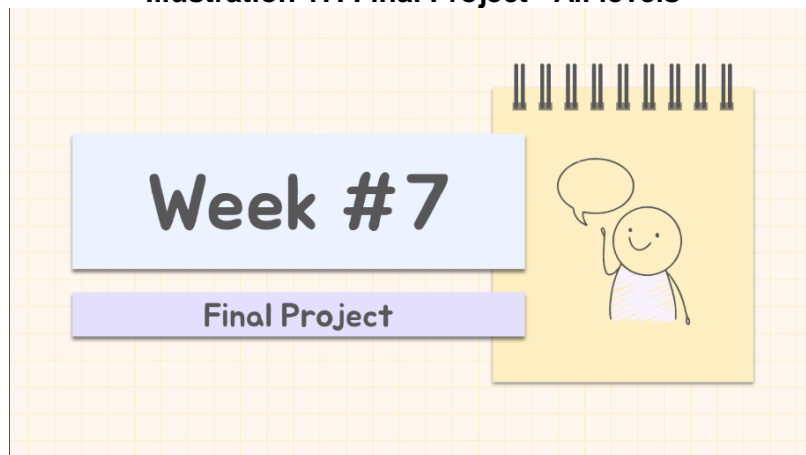
summarize the main ideas through a presentation that can be individual or in pairs. During that session, the researchers have an observer role where they listen carefully to the students individually to identify the progress in their pronunciation, grammar, fluency in a second language after of applying cooperative learning in the groups in order to carry out the corresponding evaluation through the rubric and compare the results obtained in the first week in the diagnosis assessment. Next, it briefly describes what each of the projects corresponding to both beginner and advanced levels consists of. Firstly, in level two the teacher asks them to create a conversation in pairs for at least five minutes, at the same time, they must include the vocabulary and grammar seen in the course. In addition, each pair must choose one of the three options in the instructions that correspond to the topics of the three units of the course.

In the case of level 3, the project is divided into 2 sections (a written and an oral part). First, students must choose a series of conversations from a web page provided by the teacher. They have to select one of them, and imitate it using good pronunciation and grammar, at the same time, fluency and intonation are evaluated. In the last week, learners present their conversations in front of the class, and a written document with some reflections based on this work and its results.

On the other hand, the group project corresponding to level 10 must make a presentation or create a video (optional) showing the preparation of a recipe step by step. In turn, students must speak at least two minutes and fluently explain what is shown on the slides or video. The purpose of this is to review the vocabulary studied and put oral skills into practice. In addition, level 11 students must select between three possible topics (banking and finances, internal organs and healthy life, and car parts and travel), and develop a speech of at least four minutes based on one of them. It should be noted that each option contains questions that serve as a guide for each student to express their opinion or experience fluently. In addition, they have to create a presentation with images or videos in order to illustrate the content to be presented.

The previously mentioned activities have in common that they all focus on the development of creativity and the student's oral ability with the purpose of improving it through practice. In addition, it is sought that the learners put into practice the knowledge that they already possess in relation to vocabulary, pronunciation, and grammar in order to demonstrate that they are able to create a speech and communicate ideas on a specific topic in a second language.

Illustration 17. Final Project– All levels



Source: Elaborated by the author of this thesis.

Illustration 18. Instructions of Final Project– Level eleven and level two

FINAL PROJECT
LEVEL 11

OPTION 1
What is your financial plan for the future? Tell about your ways of saving money and what accounts you use at the bank. What is your dream? what do you want to buy?

OPTION 2
What are your healthy habits? What do you do daily to maintain your health? Tell your habit plan greetings: the things you used to do in the past that have now changed.

OPTION 3
Describe your car or the means of transportation we use to move you. Do you have car insurance? How much does maintenance cost? What places have you visited with it?

INSTRUCTIONS

- Create a slideshow with photos or videos.
- Talk minimum 4 minutes.
- Use the vocabulary and grammar seen in class.

FINAL PROJECT

Instructions:
Create a conversation in pairs for at least 5 minutes.

Topics to include in the conversation.

- 1.1 Describe the house and the activities carried out in it.
- 2.2. The neighborhood, buildings and shops.
- 3.3. The daily routine.

Each student must include:

- Vocabulary of each unit.
- Demonstratives (This-That /These-Those)
- Present continuous
- Prepositions of places
- Object Pronouns
- Simple Present

1. Grammar, Fluency, Pronunciation and participation will be evaluated.

Source: Elaborated by the author of this thesis.

3.5.1.8. Section 8.

Application of questionnaires and interviews.

In this week the last section is carried out with each one of the groups, on this occasion, the students are provided with instructions regarding the questions present in the survey that they are going to complete and any doubts that may arise are clarified in order to proceed to provide them with a space of approximate fifteen minutes to enter the corresponding link and send their answers. At the end, five minutes are dedicated for the students to express their opinion on the activities carried out in the previous weeks and provide suggestions on how the applied activities could be improved and made more interesting and effective based on their experience. On the other hand, at the end of the respective sections, the researchers meet with the teachers of both level 3 (York Ampie) and 10 (Mariam Ramírez) in order to conduct the interview and discover their perspective of the interventions carried out. It should be noted that in the case of levels 2 and 11, the first researcher (Joselin Méndez) interviews the second (Haslyn Quirós) since she is part of the teachers in charge of the groups with which the study is developed. Finally, the researchers express to the teachers and students their gratitude for all the participation and help provided. In this way, the corresponding virtual field work necessary to achieve the development of this action project is concluded.

3.5.2 Instruments used to assess the implementation carried out.

Finally, after the application of the strategies mentioned above in this section, a series of instruments used by the researchers are presented to evaluate the results of the application of cooperative learning in the selected groups and determine if their speaking skills have an improvement in comparison to the results established by the diagnostic evaluation.

3.5.2.1 Rubric.

During the development of the final project, the researchers use a rubric which is their own elaboration and based on pronunciation, grammar, content, fluency, and other elements of indicators that form a fundamental part of communication in a second language (**see appendix**

7). In each of its sections the aspects that will be considered are described and the points that the student obtains according to their performance (excellent, good, regular or needs improvement) in the assigned task. Moreover, the purpose of this rubric is to determine whether an improvement is shown in the oral expression of the students through the application of the strategies based on cooperative learning already implemented. According Silvestri and Oeschester “rubrics are useful grading tools that add reliability, validity, and transparency to assessments. They are often used to increase transparency in assessments and to decrease subjectivity” (cited in Chowdhury, 2018, p.61). Based on the aforementioned, it is highlighted that the rubric is a tool that allows the teacher to know the progress of the students by evaluating the competences they acquired, identifying their strengths and weaknesses, and creating spaces that allow students to reflect critically on their performance.

3.5.2.2. Survey.

Subsequently, a small survey is carried out in “Google Form” since this facilitates its completion and access since students can answer the questions from their favorite mobile device (**see appendix 9**). According to Ponto (2015) “surveys allow for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation” (p.168). Moreover, “it is a useful and legitimate approach to research that has clear benefits in helping to describe and explore variables and constructs of interest” (p.171). For this reason, used as the last instrument in the investigation, it allows a more precise understanding and clarification of the last feedback comments towards the researchers and their project.

On the other hand, this instrument consists of five questions, and its objective is to collect information about the opinion of the students, and their feedback on the activities develop during the virtual classes to make the pertinent improvements. Likewise, it is used to discover the impact of applied research in classes, and a more personal perspective of students in their learning process based on their own observations during the sections. Moreover, this survey provides the ideas, recommendations, and opinions of each participant about the project,

and aspects such as the work of the researchers and the activities that are developed. In addition to the changes they would make, factors that influence and how they affect their learning, among others.

3.5.2.3. Interview.

Finally, it is considered necessary to conduct an interview with the teachers in charge (Haslyn Quirós, Mariam Ramírez and York Ampie) of each of the groups that are part of the population with which the interventions are carried out in order to know their perspective about the functionality of the strategies based on the cooperative learning, and students' performance during its implementation (**see appendix 10**). To carry out the interview, each teacher is asked to connect through the "Zoom" or "Teams" platform, where general information about the interview is provided, and any doubts that might arise about it are clarified. It should be noted that a comfortable environment is created during this conversation, which allows the individual to express himself/herself widely and justify each of his/her answers.

Moreover, the type of interview that is carried out was semi-structural, Flick, 2002; Kohli, 1978 mention that semi-structured interviews are widely used in the social sciences because the opinions of the respondents are related to their expectations within a semi-open context and not a more flexible way that allows new conversation ideas such as a questionnaire. (Cited in Mashuri, Sarib, et al., 2022, para.12). Therefore, the use of this kind of interview allowed teachers to freely express their ideas, as well as provide candid and open opinions. In this way, the feedback, and the results in the application of this method in the students are better known. In addition to the above, Abdullah (2019) states that "the flexible nature of interviews also helps the participants to reveal more about themselves, which, in turn, serves to enrich the qualitative data. This effective instrument allows the interviewer to effectively explore the interviewee's thoughts, feelings, and opinions" (p.66). In turn, this technique allows one to have a clear understanding about the ideas that an individual has on a specific topic, obtain the information that is needed in a short period of time and make changes as needed.

3.5.2.4 Observation.

On the other hand, it is necessary to emphasize that during the performance of each of the activities, the observation of the object of study is present in all sections or stages of this process. In turn, the researchers take notes on the most significant facts (dates, activities, attitude of students, classroom environment, factors that favor or limit the cooperative learning, among other aspects); in other words, a record is kept where each of the details that are considered important during each of the virtual interventions is compiled and evidenced. Halim et al., (2018) emphasize that one of the most relevant objectives of observation is to improve the instruction that teachers develop in the classroom, since through feedback they can understand their own strengths and weaknesses and make the pertinent changes. Based on the above, this instrument offers the opportunity to make improvements in the strategies used during the educational process and avoid making the same mistakes during the execution of future fieldwork or research projects.

3.5.2.5 Check list.

In addition, the researchers use, as a complement to the observation, a checklist based on the principles of cooperative learning whose objective is to identify patterns, and daily verify the progress of the previously stipulated objectives. It is made up of eight statements and include the respective space to make a check mark in the "yes" and "no" ' options based on the information obtained in each of the corresponding sections (**see appendix 8**). Additionally, a comment area in which is written about the aspects that are considered relevant during the research process is presented. This makes it easier to reflect and record which points have been met or not during the educational process. According to Muise and Oliver, 2018 “checklists can help potential authors plan their projects to ensure inclusion of vital information and identify deliverables” (para. 3). For this reason, it can help people to collect the necessary data, properly analyze the results, and look for possible solutions or improvements.

The use of these instruments helps to provide feedback, monitor the information obtained from the activities, state the final results and determine if the objectives are achieved. Likewise, the evaluation instruments allow the collection and processing of the data adequately to provide the final conclusions as accurately as possible. It should be noted that the previously mentioned instruments that contain questions, situations or other elements are included in the annexes section of this research work.

3.6. Variables

In this space, both independent and dependent variables stand out since they are useful to understand those elements that depend on others to change and identify the actions that can be executed to give direction to the investigation. According to Parveen and Gull (2017) an independent variable is one over which there is control; in other words, the researcher can choose and manipulate since this variable affects or modifies the dependent variable. In turn, the dependent variable is the one that is affected during the experiment since it depends on the independent one; therefore, the dependent changes or varies as a result of the variations that occur in the independent variable. The information provided helps researchers to analyze the best way to take advantage and use them in favor to elaborate theoretical perspectives and analyze methodological strategies for the development of the research.

Table N. 1: Independent and dependent variables

Implementing cooperative learning approach to improve speaking skills.

Independent Variable	Dependent Variable
Quality of strategies	Improvement of speaking proficiency

Time spent.	The available time to students develops the activities in the classroom.
Size of groups	The performance to carry out the cooperative strategies.
Student's motivation	Student's interest in the implementation of the strategies.
Available resources	Resources to perform the cooperative approach meaningfully.
Virtual environment	Stimuli to encourage participation in class.

Source: Elaborated by the author of this thesis.

As shown in the previous table, the quality of the strategies, time, size of the groups, student's motivation, availability of resources and virtual environment are those elements that do not vary during the investigative process and represent the reasons for the variations that are carried out in the dependent variables. In addition, regarding the relationship between these variables, the same authors emphasize that "an independent variable is the value which is manipulated in an experiment while the dependent variable is the value observed by the researcher during an experiment" (Parveen & Gull, 2017, p.3). By understanding this, it is possible to study and determine what process or changes can be implemented as well as the decisions that must be made to obtain the desired results.

Table N. 2: Conceptual and Operational Variables

It is also considered relevant to attach the conceptual and operational variables with the purpose of having a better understanding of their role in this project and how they can be taken advantage of. According to Dunn, (2021) a "conceptual definition explains what to measure or observe (what a word or a term means for your study), and an operational definition defines exactly how to measure or observe it" (p.12). Based on the above, those definitions provide the

necessary information to understand the concepts of the variables that are part of the project, and the procedure to follow during the investigation to collect data more easily on them.

Variables	Conceptual Definition	Operational Definition
Quality of strategies	According to Merriam Webster (2022), quality means superiority in the kind of strategic or method used.	Do students improve their speaking proficiency through the cooperative learning strategies used?

Time spent.	Merriam Webster mentions that time spent is the time consumed or exhausted during a period in a particular purpose (2022).	Do the students develop the corresponding activities in the time available for them?
Size of groups	Law Insider (2022) states, a group size means the specified number of children assigned to a teacher in the classroom.	Does the size of the student group allow cooperative strategies to be carried out?
Student's motivation	According to Bakar (as cited in Filgona et al. 2020). Motivation influences how people choose to spend their time, how much energy they exert on a given task, how they think and feel about the task, and how long they persist on the task (p.17).	Do the students show interest and motivation towards the implemented strategies?
Available resources	Merriam Webster declares that it is a source or supply of support that is ready to use. (2022)	Do the resources implemented allow the significant application of the cooperative approach?
Virtual environment	IGI Global (n.d.) states that the classroom environment is the physical, social, and emotional climate of the physical or virtual teaching space.	Do students interact with their classmates and teacher during the class?

Source: Elaborated by the author of this thesis.

This table shows a brief and concise conceptual definition of the independent variables previously highlighted in the first table with the purpose of being able to understand more clearly what these elements consist of. In turn, the operational one shows the way in which a certain

variable is going to be measured which allows and helps the researcher to determine those tools or instruments that can be useful to obtain results as clear as possible.

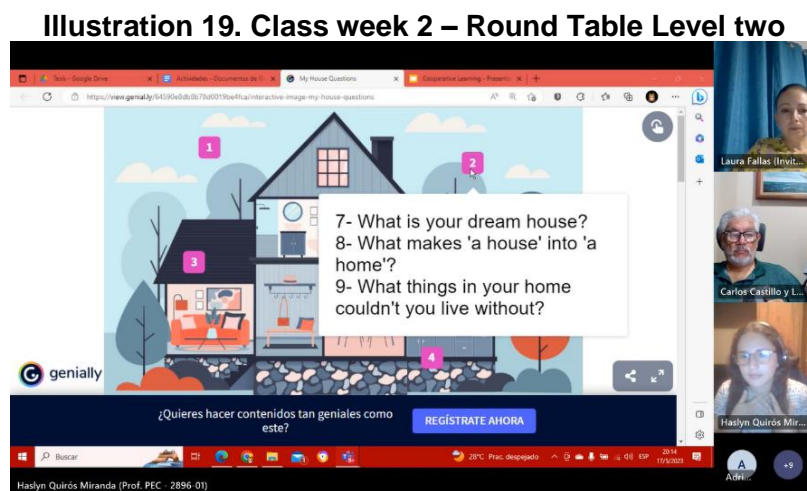
Chapter IV

Data Analysis

4.1 Data Analysis

This section analyzes the information obtained through the interventions carried out in the weeks after diagnosis. All sections begin with a motivational song called “Hall of fame” by The Script (except level 3 since there was no time), with the purpose of allowing students to relax and carry out the activity with the best attitude. Next, the instructions of the corresponding activity are provided, and the creation of working groups proceed. In turn, it is important to remember that during each of the interventions the observation, and checklist are used in order to have a guide on the progress of the groups.

4.1.1 Round Table.



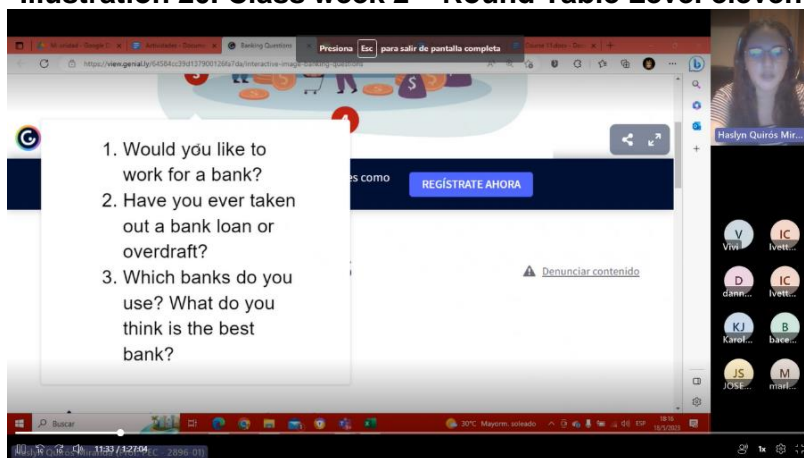
Level two.

The second session was held via Teams on Wednesday, May 17, 2023, at 8:00 p.m., in which four groups were formed to carry out the assigned task with the topic "my house". The first point to highlight is the group interaction, in which group 1 was the only group who actively participated with the other team members. By contrast, groups 2, 3, and 4 did not engage with each other, or take advantage of the opportunity to work in groups to add more ideas or provide a different perspective. It should be noted that, all the groups interacted with each other when

they were in the breakout rooms, that is, there was an increase in confidence when sharing their ideas with their peers; however, when presenting the ideas to the rest of the class, each member of the group responded individually without making connections with the ideas of their classmates or getting involved in the discussion. It is evident that they still find it difficult (with the exception of group 1) to maintain an open and spontaneous conversation. Similarly, the use of the English language when organizing and preparing the ideas was used by groups 1 and 2 (they spoke both languages) because the other groups, 3 and 4, expressed their ideas in Spanish. As a result, there was no efficient practice of the second language.

On the other hand, in terms of the responsibility, each member of the group did the part that corresponded to them, but individually, that is, roles were not assigned, but each of them was concerned about having ideas and presenting them. In the same way, in aspects such as showing a good attitude and disposition, helping each other, giving each other feedback, sharing vocabulary, and showing respect for the ideas of others, they were well executed by the participants of the four groups. In turn, in general, the groups tried to create a very pleasant environment where they motivated each other and learned from their mistakes instead of judging each other. Regarding the resolution of conflicts, the groups try to fulfill the task in a peaceful manner; however, in group 3 confrontations were created regarding the meaning of a question. On the other hand, group 2 needed more interventions by the teacher because there was a lack of understanding about the questions they had to discuss. Finally, regarding the point referring to asking questions to the teacher in charge, the participants asked as many times as necessary in order to clarify their doubts about the questions. In addition, regarding respecting the established time, groups 2, 3, and 4 were unable to organize themselves properly since they read their notes, didn't answer all the questions, and their speech was much shorter and simpler than indicated.

Illustration 20. Class week 2 – Round Table Level eleven

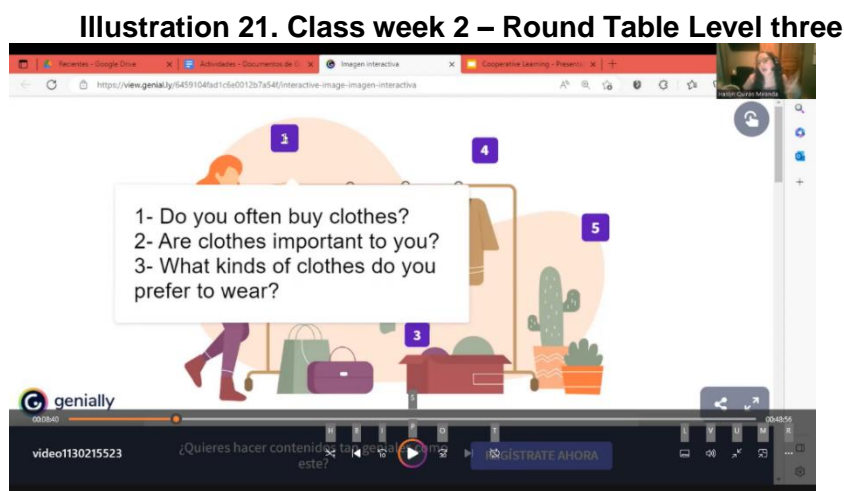


Data obtained from Teams meeting, 2023.

Level eleven.

The section with this group takes place on Thursday, May 18 at 6:00 pm. The activity is carried out with the topic "banking", in turn, to carry it out, two work groups are formed due to the number of students who attend the lesson that day. The active interaction between the members of the group is the first aspect considered. It should be noted that, in the breakout rooms both groups create a pleasant atmosphere where each one takes a certain time to express their ideas using English and make comments about the topic that correspond to them, even if they are different from what were previously commented by others. In addition, the opinions of all the participants are included (in group 2, there are shy people who are included in the conversation), attention and respect are shown for each of them; as a result, reflections are created around the different points of view. On the other hand, it is necessary to emphasize that neither of the two groups manage to fully comply with this point because the communication and interactions take place while they are in the meeting. However, when presenting their ideas to the rest of the group, each one does so individually, that is, there are no connections between ideas and few attempts to continue the conversation and interact with the classmates.

In the same way, participants organize themselves to look for the meaning of the vocabulary that they do not understand, provide support, help, motivation, mutual feedback, and ask the necessary questions to the teacher in charge. Finally, regarding respecting the time established to answer the corresponding questions; the participants of the two groups provide adequate answers based on their knowledge, that is, they do not read their notes but improvise when exposing their opinions. As highlighted above, this level manages to perform adequately; however, they still need more confidence to do it; not only with their teamwork but also with the rest of the class, and the teachers present.



Data obtained from Teams meeting, 2023.

Level three.

Next, the activity (Round table) of the level 3 group took place on Thursday, May 18 at 8:00 pm. The class is divided into four groups in total, and the questions that students must develop are related to unit number one “clothes”. The first point to comment on is the group interaction. The first team is willing to help each other to remember vocabulary from past classes, talk about the topics, contribute important ideas, and listen to each other. This allows them to develop good communication and organization of ideas in the work meeting; however, at the time of presenting the final result of the speech, there is a lack of interaction because there is confusion regarding each student's turn to speak. On the other hand, the second group

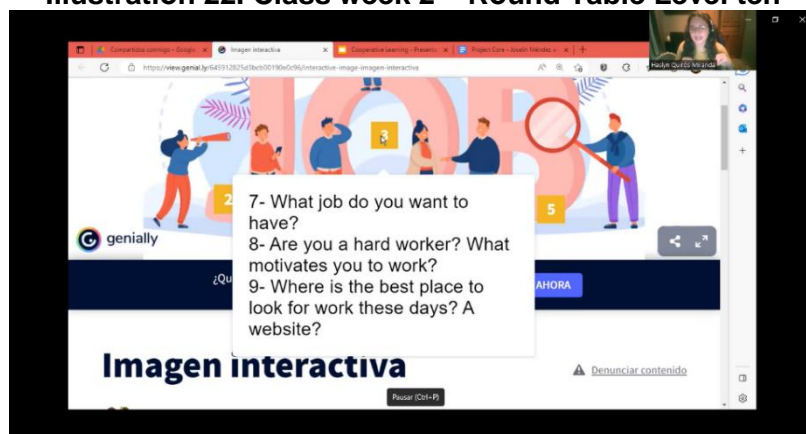
do their best to help each other and provide ideas using both English and Spanish in order to better understand and determine the most relevant points to discuss. Likewise, they develop good communication, at least in their mother tongue, which allows them to create a pleasant and humorous environment with opinions about daily life. They also show respect and a good attitude during the preparation of the activity. Regarding the third working group, they find it difficult to express their ideas and interact with each other. That is, they could not understand the objective of the activity; for this reason, despite forming a team, they divided the important points, and showed no interest in contributing ideas or talking to the other teammates. In addition, the fourth group interacts in the search and memory of vocabulary in English, as well as they motivate each other when using the language, which led them to interact a little more in the development of the activity.

In terms of responsibility, it is observed that the first group from the beginning tried to take advantage of the time and organize the ideas to present the answers to the questions. In the same way, they adequately handle differences of ideas to avoid conflicts in the group, and each student is responsible for doing their part of the task and providing important contributions to fulfill the assigned work. Likewise, the second team does not correctly dispose of the available time; as a result, they fail to organize themselves properly or realize that a colleague contributed too few ideas to the work, which do not allow them to function properly as a team, and efficiently advance the task. The third team tries to determine an order to present the results and brainstorm in Spanish, but do not use the time to adequately plan and analyze all the input from team members. Finally, the fourth group divided the work; for this reason, the researcher reminds them to interact with each other, and add more information to the conversation. However, each individual is more interested in responding individually than in organizing their ideas collectively.

Subsequently, regarding asking questions, the first group has difficulties presenting the results in front of all the classmates, but the researcher in charge does not have to interfere in

this regard. The second group requires the teacher's intervention because they are reading individually with short answers, which makes it difficult for them to understand the purpose of the task when presenting the results. Due to the lack of organization and interaction of the third group, the results and ideas are deficient, their answers are short and simple. In turn, a lack of enthusiasm is evidenced when carrying out the assigned task, interacting with each other, and intertwining ideas with those of others. Finally, the last group, without any type of interaction, provided short answers individually, that is, their little effort and poor performance when developing the activity are noted.

Illustration 22. Class week 2 – Round Table Level ten



Data obtained from Teams meeting, 2023.

Level ten.

The most relevant aspects observed at advanced level ten are mentioned below. First, the section is developed on Friday, May 19 at 6:50 pm, and the researchers work with questions related to the topic "job" in groups of approximately 3 to 4 students. In terms of the group interaction, the first group try to reach an agreement, and consult each other about the vocabulary they are going to use; however, no open interactions or conversations are shown between the members of this group. The second group communicates better, are more open when discussing vocabulary, and share their opinions with respect, even though one member does not speak during the session, the other students include her adequately in the discussion

of ideas. On the other hand, the third group carries out a complicated interaction, a student decides to lead in a rude way; therefore, they hardly interact with each other, and show fear when expressing themselves (they repeatedly emphasize that their ideas are personal opinions). In turn, some problems arise in relation to time since a student considers that the available time is insufficient to be able to do what is assigned to them; for this reason, she files a claim with the investigator about this. Finally, group number four decides to organize their ideas together, uses tools such as screen sharing, and prefers that each member take their turn to speak in English in an orderly and calm manner. An important aspect to highlight is that they decide not to write down their ideas and let them arise from the previous knowledge that each one possesses. In other words, there are good interactions, and they create a friendly atmosphere through innocent jokes and laughter.

Likewise, the responsibility and organization of the students is indicated below. During observation, the number one group takes more individual responsibility, taking charge of searching and writing their own ideas, and they are not interested in others. Subsequently, the group two exercises a correct organization to define the ideas to present in front of the class, in the same way, they ask the researcher questions to complete the exercise, although they tend to be easily distracted. The third group decides that each member writes the ideas separately to later unite them and practice; however, they make minimal contributions and short sentences. The last group organizes themselves correctly, speaks spontaneously and expresses their ideas openly; however, one remains silent, the others request their collaboration and encourage him/her to participate.

During the presentation of the results, group number 1 presents complications since their answers are brief and individual, they are not able to unite their ideas or designate an order to speak. In turn, group number 2 and 3, in the same way, develop short ideas, and there is no support from the other members of the group for extending the conversation and relating it to other opinions. On the other hand, group number 4 presents a more natural and fluid

conversation. In general, a limitation that all the groups present is that in most of the work in the meeting rooms there are more interactions, discussion of ideas and teamwork than during the final presentation. It should be noted that the answers provided are short, individual, and read by each student without coherence or relationship with the contributions of the other members of the group.

In summary, during the execution of this activity it is evident that almost all the groups need more confidence to express themselves correctly in English, find it difficult to understand the dynamics of the activity, and relate to their peers since the interaction is scarce in the work sessions. It is worth mentioning that when presenting the ideas to the rest of the colleagues, they have no relationship with what was commented by the other team members, in addition, they are deficient and simple. However, positive aspects stand out since, despite the lack of interaction, it was possible to develop a good collaboration between the participants of the group since they contribute relevant ideas, manage conflicts correctly, show respect for others and look for related vocabulary.

4.1.2 Role play.

The following space mentions the findings found in the sections with the groups where the second intervention is developed. It is worth mentioning that due to the little interaction of the previous week, the researchers decide to start the activities by reflecting on the most important points that should be taken into account when working in groups based on cooperative learning, such as organization of the time, use the target language, assign roles within the group, and most importantly interact spontaneously and naturally without reading or memorizing the ideas presented in the speech. It is vitally important that students not only get used to communicating and improvising, but also to unite each of the group members' ideas and use their strengths to create a coherent conversation with good content based on the vocabulary and grammar structures previously learned. Therefore, in week number 3, a role-

playing game is carried out that consists of making groups of 3 or 4 students where they must organize themselves to dramatize a real situation based on the topic present in unit 2 of each of the levels.

Illustration 23. Class week 3 – Role Play Level two.



Data obtained from Teams meeting, 2023.

Leve two.

During this week, the level two class take place on Wednesday, May 24, 2023. The topic used to carry out the activity was "my town", which is the one corresponding to unit number 2. In addition, the researchers divide the students into groups of 3 or 4 people. Firstly, in terms of group interaction, the first group (situation number 4 "You are on a trip with some friends from other cities. During the conversation everyone decides to describe their neighborhood and the buildings in it.") start with a good attitude in the meeting rooms and the interaction takes place in both languages. In turn, together they comment and contribute ideas about personal situations that involve traditional places in their city. Next, the second group based their presentation on situation number two ("You want to show your city to your friend who is coming to visit. You order a taxi to get to a specific place"). It should be noted that this team does not only interact in English, but all its members strive to extend their ideas, and establish connections between the opinions presented. Also, they pay attention and focus on the situation that corresponded to them with the purpose of not forgetting any detail and creating a decent representation of it.

Likewise, the partner who has the lowest level, and has difficulty expressing himself in a second language is included. In the case of the third group, (situation number three with the third option " you are a journalist who interviews a famous actor/actress who is visiting the city to shoot a movie") they decide to assign a certain role to each member and provide broad ideas among all. It is possible to create a harmonious and fun environment, that is, they enjoy the activity and learn from each other without judging and accepting different points of view on the topic. Finally, group number 4, choose the fifth option "You own some apartments in your city, and you want to sell one to a new neighbor who came to live in your neighborhood. You tell him about the positive things and advantages of living there". It should be noted that they develop an active interaction where all opinions are considered. They are a bit nervous about dramatizing; however, as the minutes pass they feel more comfortable as a team.

Certainly, the responsibility of the working groups is a very important aspect to highlight. During the observation, group number 1 organizes and takes advantage of the time, contributes ideas, helps each other with unfamiliar vocabulary, provides feedback, and asks the researcher their doubts in a calm and peaceful environment. In a similar way is the organization of the second group since they support each other to understand the objective of the activity and to be able each one to assume their responsibility in the contribution of ideas and the creation of dialogues. In addition, the third group takes advantage of the time available as they interact in English, and quickly propose ideas. Also, they commit to the idea of developing the role-playing game and really acting based on the situation that corresponds to them. In addition, they search for the necessary vocabulary to adequately develop the conversation. Likewise, the fourth group find it difficult to start organizing and assigning roles; however, they manage to contribute ideas in English, search for vocabulary and help each other.

Finally, during the presentation of the results, group number one develops a presentation instead of a role play, in other words, they only present the ideas defined above but do not interact with each other. Moreover, they read their notes instead of improvising, as a

result, the speech sounds robotic and unnatural. In the second group the ideas present seem previously rehearsed; however, the team is able to develop interaction among group members, offer ideas, and continue the conversation. In the same way, the members of group 3 read previously written notes; nevertheless, they take acting seriously, put ideas together and create an interesting and fun conversation about it. As for group 4, they present short and simple ideas, but they try to form a conversation despite their nerves and embarrassment. That is, they do their best to complete the assigned task by participating and having fun in the process.

Illustration 24. Class week 3 – Role Play Level eleven.

The screenshot shows a Teams meeting interface. At the top, it says "Level 11". Below that, a yellow box contains the word "Instructions". The main content is a list of four instructions:

1. Students work in groups of three people. Each one must say a number in order to form the groups. For example, the three individuals who selected the numbers previously grouped by the researchers worked together.
2. Each group is given a situation based on a real context.
3. Each group must briefly organize their ideas and establish how this performance will develop. They have ten minutes to agree.
4. The order was chosen at random by selecting a color through a roulette wheel. The corresponding group must establish a conversation of at least six minutes (two minutes per person).

On the right side of the meeting window, there is a grid of participant avatars. The top one is a video feed of a woman. Below it are several circular icons with initials and names: JS JOSE, IC Ivette, CV Catri, J Julia, MS Gutie, IC Ivette, M nina, and KJ Karol.

Data obtained from Teams meeting, 2023.

Level eleven.

The section with the second group of the week corresponding to level 11 is held on Thursday, May 25, 2023, at 6:00 pm. In addition, two groups are created, and the activity is developed with the topic "hospital". The first point to highlight is the group interaction, where group one is responsible for developing situation 5 "A beginning doctor must attend an emergency on his first day of work". This team manages to create a friendly and pleasant atmosphere, in addition, a student is encouraged to speak in English, which motivates the rest of the group to do the same. Similarly, they include and encourage a partner who remains silent to express her/his opinion. In turn, a student decides to lead and create a dialogue as a group.

Subsequently, the second group presented situation number 3 "The doctor asks the patient important details about her/his medical problem." In the same way, this team develops in a very calm and quiet environment, contributes a variety of ideas, and helps each other with vocabulary. In both groups, it is evidenced that they learn from each other, have a respectful interaction, and consider all the points of view expressed.

From the observation made by the researchers, the aspect of responsibility stands out. Both groups are organized correctly, take advantage of the time, contribute important ideas among all the participants (the second group wrote all the parts of the conversation), clarify doubts, look for vocabulary (group two used very technical vocabulary), assign roles, and interact in English from the beginning of the group meeting.

Regarding the performance in the final presentation, the first group turns on the camera and proceeds to read their notes. Despite this, they manage to develop an acceptable dialogue and put the audience in context. In turn, the conversation created is extensive, and with a wide vocabulary where all the members get involve, make good connections, and improvise. Similarly, group two present with the camera on, interact with specific roles already established, and present simple ideas. It should be noted that a member of the group does not make any contribution or contribution since she/he joined the group late, and do not try to improvise and continue with the ideas.

Illustration 25. Class week 3 – Role Play Level three

The image shows a screenshot of a Microsoft Teams meeting. At the top right, it says 'Level 3'. Below that is a yellow header with the word 'Instructions' in bold. The main content is a list of four instructions for a role-play activity. On the right side of the slide, there is a vertical list of participant names and initials: 'ERGA MARIA CH.', 'ERGA MARIA CHACON RIAS', 'Zaida', and 'J'.

Level 3

Instructions

1. Students work in groups of three people. Each one must say a number in order to form the groups. For example, the three individuals who selected the numbers previously grouped by the researchers worked together.
2. Each group is given a situation based on a real context.
3. Each group must briefly organize their ideas and establish how this performance will develop. They have ten minutes to agree.
4. The order was chosen at random by selecting a color through a roulette wheel. The corresponding group must establish a conversation of at least six minutes (two minutes per person).

Data obtained from Teams meeting, 2023.

Level three.

On Thursday, May 25, 2023, the second intervention corresponding to a role-play was carried out with a group of students from level three. On this occasion, four groups of 3 or 4 students are formed, who have to act based on the topic "supermarket". The first aspect that is emphasized is group interaction, in this case groups 2 and 4 manage to involve the members of the group, and work together to carry out the task; however, group 1 and 3 find it difficult to interact with each other and organize themselves in terms of the ideas they are going to develop. Next, aspects such as the organization of available time, ideas and content, roles and responsibilities, and the support and help that must be part of teamwork as well as the performance of each group when carrying out this activity are emphasized.

In the case of group number one (situation: Two old friends bump into each other while doing their shopping.) They quickly manage to agree, offer opinions, and assign roles; however, the interaction is lost, and only one partner continues providing ideas. As a result, the group remained silent for a few minutes, which can easily be interpreted as each individual preparing their ideas individually. In turn, group two decides to take advantage of the time, and organizes a group dialogue; for this reason, a team member shares the screen and proceeds to write the

ideas about the situation (An employee is working her/his first day in the supermarket, and it's really busy.) that corresponds to them. It should be noted that those who have the most knowledge of the topic help others with opinions and vocabulary. In group three, problems arise regarding the use of time since they discuss the roles but not the dialogue to develop according to the assigned situation (A family or group of friends are buying food and drinks for a party). Their interactions are based on mentioning the vocabulary of the unit, and not on the organization of group ideas. Furthermore, a colleague decides to order and assign the role that each one is going to play without asking for the opinions of the others, which results in poor organization when presenting the speech. In the case of the last group, number four, a student decides not to enter the meeting; as a result, the two individuals present work in pairs. Despite this, they organize, support each other, and contribute ideas in order to write a dialogue based on their situation (A customer requests help finding an item in the dairy section). It should be noted that all the groups of this level manage to create an environment free of conflicts (despite the differences), and pleasant. In turn, communication is carried out in both languages, which is an advance since previously they did so only in Spanish. Finally, regarding the presentation of the groups, in general, the ideas are short, and the majority of the participants read them, which makes the conversation and presentation of ideas robotic; however, there is evidence of an improvement in terms of their interaction, and an attempt for improvising.

Illustration 26. Class week 3 – Role Play Level ten.

The screenshot shows a video player interface with a slide titled "Level 10 (Community Resources)". The slide contains three numbered scenarios, each with an icon and a description:

- #4** (Smartphone icon): You join with the other neighbors to present a complaint to the new mayor of the city.
- #5** (Book icon): You want to create a job as a volunteer and you decide to encourage the other neighbors to participate.
- #6** (Calendar icon): You lost your dog during the fireworks. You go looking for him in your city and ask the other neighbors for help.

To the right of the scenarios is a cartoon character with a sad face and question marks above its head. The video player controls at the bottom show a play button, a progress bar, and a timestamp of 00:11:03.

Data obtained from Teams meeting, 2023.

Level ten.

The role play is developed with the group of level 10 students on Friday, May 26, 2023, at 6:40 pm. Like the previous group, four groups are created where the participants have to develop a dialogue and act based on a situation related to the topic of “community resources”. The first aspect that stands out is the interaction, where it is possible to notice an improvement in each one of the groups since they not only present their ideas in the meeting rooms, as they do in the previous week, but also really try to establish a conversation where all team members are involved. Regarding the performance of each of the situations, the individuals use their creativity and ideas together in order to show as clearly as possible how a similar event can unfold in real life.

On the other hand, the responsibility that each student has to collaborate and help their work team to complete the assigned task is another point to highlight. On this occasion, an increase in interest in communicating and organizing is observed through the assignment of roles where each member fulfilled a specific role within the situation they have to represent. In turn, in the four groups there are spaces for feedback and support when organizing and uniting the ideas on which the discourse would be based. In addition, in each of the groups a pleasant atmosphere is created, and students have fun thinking about the dialogues and the interventions they would carry out. Respect and tolerance, also, contributed to each group reaching an agreement on how to represent the situation that corresponds to them, and avoiding conflicts or disagreements due to the different points of view that may arise. In the same way, they are concerned with organizing time properly in order to take advantage of it and learn as much as possible from the experience.

Finally, regarding the final presentation of what is organized in the meeting rooms, respect for the established time, and adequate performance when representing the situation that corresponds to each group are highlighted. In group 1 (situation 3: During a political

campaign you decide to run for mayor together with your cabinet, you propose a series of ideas to improve the city. Which would be?), the students do not turn on the camera; however, a good organization of intertwined ideas is evidenced. In turn, the second group do not manage to organize their time as effectively as they decide to write down the ideas, and vocabulary to have a guide on how to develop the situation (“As residents of the community, they decide to file a claim for a situation of injustice that is happening in your city”.) that have to exemplify and establish an order or sequence of events. As for group 3, they quickly managed to agree on the way in which the situation (“You want to create a job as a volunteer, and you decide to encourage the other neighbors to participate”.) they have to be carried out. Therefore, they decide to put into practice the knowledge that each one possesses on the topic and the vocabulary of the unit and improvise as the conversation progresses. In the case of group 4, they are organized to establish the roles and aspects that will be taken into account when speaking in the presentation of the situation (You join with the other neighbors to present a complaint to the new mayor of the city); for this reason, each participant must have a dialogue individually which is connected with the rest of the options presented.

In addition to what is previously mentioned, during this week it is highlighted that the groups still require more practice to maintain a conversation fully in the target language since they speak both Spanish and English, which means that they do not take full advantage of the opportunity and the time they have to improve their oral skills. In the same way, in general, they find it a bit difficult to represent a situation; as a result, the role play can be more like a presentation or conversation on a specific topic. It should be noted that despite the effort of the students to improvise the situation that corresponded to them; they write and read their notes and ideas. However, it is necessary to highlight that although the opinions are brief and simple, they are better and more developed than those of the previous week. In relation to this, the students express how difficult it is to speak without having previously written ideas; however,

they try it, and their interaction improves considerably since on this occasion they seem to understand a little more the objective of working together and learning from each other.

4.1.3 Debate

This week the researchers have high expectations due to the improvements observed in the last intervention. In the same way, students are motivated to give their best both individually and in groups. It should be noted that on this occasion, at the four levels, two groups were formed, one in favor, and the other against the argument presented. In turn, one researcher (Haslyn Quirós) plays the role of moderator, and the other (Joselin Méndez) takes notes on everything observed in each of the sections.

Illustration 27. Class week 4 –Debate Level two.

The screenshot shows a Teams meeting interface. The main content is a slide titled "Instructions" for "Level 2". The slide lists five instructions:

1. The roles to be fulfilled are determined (a moderator will be the Teacher and two groups) through the numbers.
2. Each group has 15 minutes to determine and organize the points that each member of the group is going to develop.
3. Students have twenty minutes to develop the debate. Each person has a two-minute intervention to provide relevant information.
4. Students have to take notes to later provide feedback on the aspects in which the other group should improve.
5. Students have a reflection space, of five minutes per group, to provide recommendations to the other and vice versa.

On the right side of the meeting, there are three video thumbnails for participants: Laura Fallas, Carlos Castilla, and milena garita sala... The bottom of the screenshot shows the Teams interface with a timer at 44:28 / 1:31:13.

Data obtained from Teams meeting, 2023.

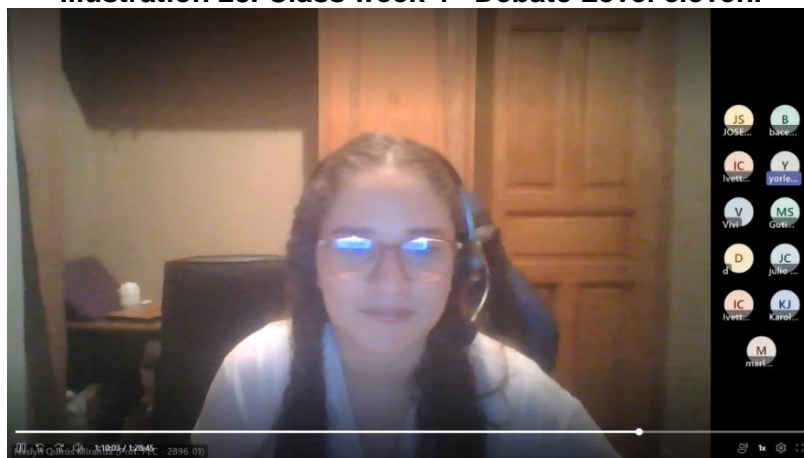
Level two

This section takes place on Wednesday, May 31 at 8:00 p.m. and the debate is carried out with the statement (City life is better than village life.) based on the topic "my town". Regarding group interaction, in the first group (in favor of the argument) each member shares their ideas and opinions by taking turns (they establish an order); however, they are simple and short. As a group, help a colleague who does not adequately understand the dynamics. In the second group (against the argument), a good group organization is developed since they all establish different ideas, and include vocabulary related to the topic. However, a classmate

remains silent throughout the meeting and the others don't seem to notice, which affects their interaction. It is worth mentioning that both groups communicate in both languages (English and Spanish) and create a pleasant and fun environment where each of the participants is respectful both when expressing an idea and listening to those of others.

On the other hand, regarding the responsibility that each individual has as part of a team, the concern in both groups to prepare themselves with arguments against the other group and defend their point of view regarding the subject stands out. For this reason, they anticipate the possible arguments of the other group and analyze possible responses. In turn, the researcher must intervene to explain to them again what the dynamic consists of since they do not seem to fully understand its objective. However, regarding the final presentation, both teams manage to carry out a good debate since they are properly organized, provide a variety of ideas, express themselves in a respectful and tolerant manner, and take advantage of the time available.

Illustration 28. Class week 4 –Debate Level eleven.



Data obtained from Teams meeting, 2023.

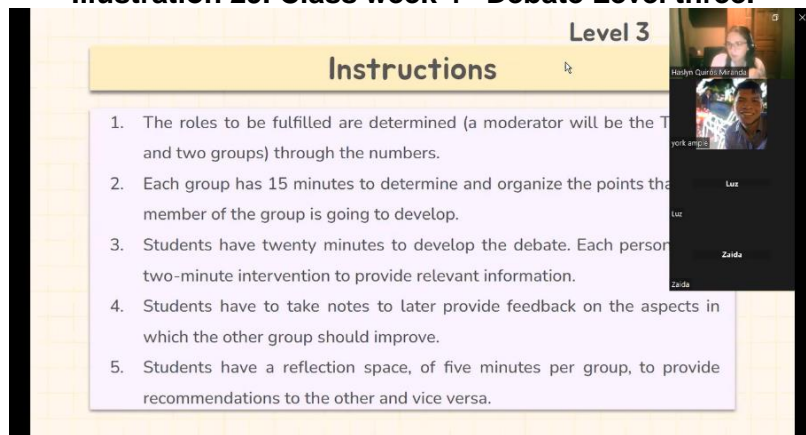
Level eleven

The debate is held with the advanced level 11 group on Thursday, July 1, 2023. In turn, "hospital" is the topic on which the statement is based (Private hospitals are better than the public ones) to develop the intervention. Next, in terms of group interaction both teams (the favor and against group) develops communication and a pleasant environment where they

speak both English and Spanish, learn and strongly support each other, and provide ideas/experiences to establish vocabulary (they search in internet, and avoid repeating them) that they plan to use during the development of the debate. In turn, they work quickly, efficiently and organized. However, a colleague in the first group remains silent and the others do not realize that he/she is not making contributions; in other words, not all team members are considered. In addition, students fulfill their responsibility and part by organizing the content, listen carefully to the opinions of other individuals, and respect the diversity of points of view. In addition, they ask the researcher questions; however, her intervention is short since the members of the group understand what the assigned task consists of. In the final presentation, both groups are ready to start (everyone participates, even the partner who did not previously provide ideas) with the activity and arrange good arguments in an orderly manner. It is worth mentioning that this is possible since they anticipate the possible arguments of the other group in order to have a solid idea of how to respond to counter what the other group emphasizes.

Based on the information previously provided, it is highlighted how the interaction and participation of this level is the best since they use English in most of the meetings in the breakout rooms, which allows them to practice and improve those aspects which still requires it. It should be noted that this group shows a good attitude and energy towards the activities carried out. In the same way, the environment created favors learning and the review of new words or phrases and helps them internalize and effectively process the information they receive.

Illustration 29. Class week 4 –Debate Level three.



Level 3

Instructions

1. The roles to be fulfilled are determined (a moderator will be the T and two groups) through the numbers.
2. Each group has 15 minutes to determine and organize the points the member of the group is going to develop.
3. Students have twenty minutes to develop the debate. Each person two-minute intervention to provide relevant information.
4. Students have to take notes to later provide feedback on the aspects in which the other group should improve.
5. Students have a reflection space, of five minutes per group, to provide recommendations to the other and vice versa.

Meeting participants: Hesham, Zaida, Luc, work spaces

Data obtained from Teams meeting, 2023.

Level three

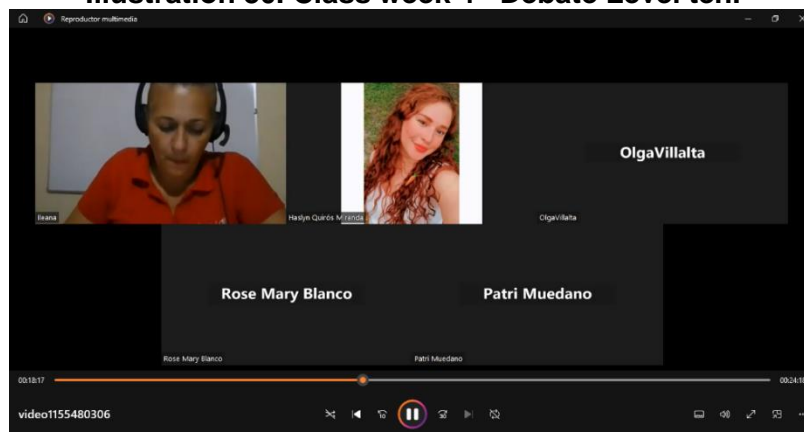
The development of this activity takes place on the first day of June of this year at 8:00 pm. The statement is the following: "big international supermarkets are better than local supermarkets"; therefore, the researchers divide the group in half to start preparing the dynamics. Regarding group interaction, the first group (in favor of the statement) is made up of five students who create a pleasant and respectful environment where everyone communicates and seeks ideas. They also mention that they like the activity since it allows them to practice the language and improve their learning together; however, it is a challenge for them to do it since it requires analysis and improvisation in the second language. The second group, made up of four students, is against the statement. This team interacts at the start of the work meeting, but then decides to divide the ideas to take advantage of the time. Like group one, it is difficult for them to improvise, but they try to motivate each other when participating in the debate.

Next, the responsibility of both groups during the development of the activity is highlighted. The first group establishes the vocabulary that they are going to use in the debate. They all organize, help each other, and use tools such as the internet to find ideas. They also decide to anticipate what the other group is going to say and how they might respond to make their point. In the same way, the second group starts speaking in Spanish, for which the

researcher interrupts them and recommends that they define the ideas in English to save time. A student leads the group and mentions that it is better for everyone to think of an idea separately to speed up the time.

Finally, during the presentation, the first group creates a PowerPoint presentation (it was not requested, but the effort is appreciated) which is used to present the topic, for which the researcher must intervene and ask the opinion of another group to prevent them from exposing since the idea of the debate is to discuss relevant ideas related to the corresponding statement. Some of the answers are a bit short and simple; they did not have so many ideas to defend themselves; however, they try to talk about what happened to them in the moment. Some of the answers are a bit short and simple; they do not have so many ideas to defend themselves; however, they try to speak and improvise. The second group manages to respond well to the questions that are asked, provide arguments to discuss the other ideas, manage to organize the ideas, and consult vocabulary since their level of English is low, but they always participate and try to do their best.

Illustration 30. Class week 4 –Debate Level ten.



Data obtained from Teams meeting, 2023.

Level ten

This class takes place on Friday, June 2 at 6:40pm. The group is divided into two teams where they must debate the following statement "recycling should be a personal decision (or mandatory)". Firstly, in the group interaction, the first group does not agree to defend the statement since it goes against their interests or personal opinions, but the researcher rescues the purpose of the dynamics, which is to practice the language. In the same way, a student has an idea and is supported by others to give a new purpose to the debate and contribute opinions based on it. Likewise, the second group begins considering the opinions of all and their ideas, they also highlight the purpose of the debate and the dynamics for which they must have ideas to counterattack the other group's arguments. In other words, they talk about personal motives and ideas in order to discuss them in the debate and create a calm environment where a good exchange of ideas accepted by all team members takes place.

Next, in the organization and group responsibility, both groups start to speak in Spanish but together they contribute ideas on the topic in order not to repeat them in English. It should be noted that after providing general opinions they remain silent, which suggests that they are taking notes and preparing for the activity; however, this does not allow the researcher to know if they are really ready for the activity or if the ideas are sufficient to carry out the task successfully. Later, during the development of the debate, the first group gives simple but varied ideas on the topic. However, as previously mentioned, the group does not agree to fully defend the statement, so they analyze and provide a different perspective on it. For their part, members of the other group read their notes, but try to respond and improvise using their prior knowledge as the activity progresses.

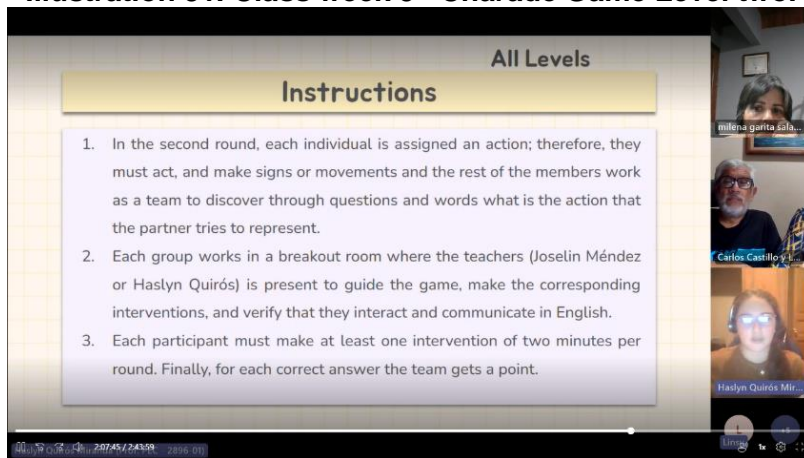
Based on the points already emphasized, it is possible to affirm that the groups achieve that the strategy is carried out as planned due to an increase and improvement of group interaction, and the contribution of ideas since they are much more developed than in previous weeks. At the same time, they try to make use of the second language when expressing

themselves, ask questions to know how to pronounce a certain word, and provide mutual feedback. The students are motivated and happy to participate, at first some are nervous, but their confidence intensifies after working in groups. On the other hand, they must continue to improve in terms of improvising ideas and presenting them in a speech.

4.1.4 Charade Game.

This week the researchers decide to test the creativity of the students through a game of charades where they must work in teams and guess both words and actions as indicated. Through this activity it is intended that students apply vocabulary, interact, and participate actively through healthy competition. For this activity, the Researchers (Joselin and Haslyn) are in each group supervising the groups, answering questions, and ensuring that the students follow the rules of the game.

Illustration 31. Class week 5 –Charade Game Level two.



Data obtained from Teams meeting, 2023.

Level two.

This section takes place on Wednesday, June 7, 2023, at 8:00 p.m. The teacher assigns the corresponding words to each group, and the activity begins. In the case of the first group, the teacher Haslyn Quirós is present in the meeting, and in the case of the second, Joselin Méndez. Both are aware of the doubts that may arise, and that the activity is carried out

properly since on occasions students usually give clues to which the researcher must intervene so that they do not cheat. Regarding group interaction, it is evident how being in meeting rooms favors its development since a relaxed atmosphere is created where both groups are happy and excited to compete and participate despite the fact that some team members (team number 2 finds it difficult to understand the activity) do not have knowledge of what this game consisted of. Similarly, team members who remain silent are encouraged by others to ask questions and participate. In the first team, communication is carried out in English, while in the second, they speak mainly in English, except for some words or doubts that are mentioned in Spanish.

Regarding group responsibility, both groups provide support, help with vocabulary, and give feedback on aspects of grammar and pronunciation. In the case of the first round, the questions asked by the participants of both groups are ideal to get closer to the answer, and in the second, the students turn on the camera (except for a classmate in group 2 because she had problems with the device) and participate actively through gestures and movements. At the end of the activity, the winning team is indicated, in this case in the first round the first team obtains 9 points, and in the second 4 points. On the contrary, the second group obtains 4 points in the first round and only one point in the second. This shows that the second group finds it difficult to guess the words faster; however, they strove to perform the task to the best of their ability. In short, both groups enjoy the dynamic and have fun in the process. In addition, they put their level of English into practice, learn new words and analyze what could be the words that their classmates have.

Illustration 32. Class week 5 –Charade Game Level eleven.

All Levels

Instructions

1. In the second round, each individual is assigned an action; therefore, they must act, and make signs or movements and the rest of the members work as a team to discover through questions and words what is the action that the partner tries to represent.
2. Each group works in a breakout room where the teachers (Joselin Méndez or Haslyn Quirós) is present to guide the game, make the corresponding interventions, and verify that they interact and communicate in English.
3. Each participant must make at least one intervention of two minutes per round. Finally, for each correct answer the team gets a point.

Haslyn Quirós Min...

IC Ivett... CV Cast...
MS Gutie... DO Dan...
KJ Karol... JC Julio...
Y yofie... JS JOSÉ...
IC Ivett...

5233 / 13138

Data obtained from Teams meeting, 2023.

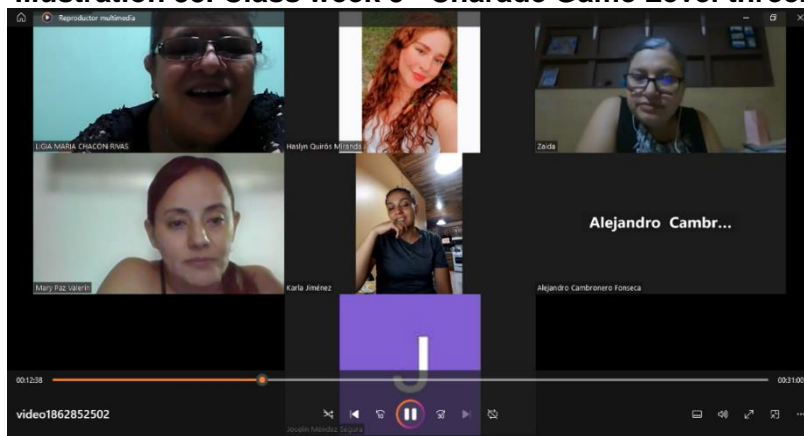
Level eleven.

The meeting with this group takes place on Thursday, July 8, 2023, at 6:50 p.m. At the beginning, rather than with the previous level, in each group a teacher is in the breakout rooms in case of doubts about the vocabulary or the activity. In group one, the teacher Joselin Méndez is present and in the second one, Haslyn Quirós. In general, in both groups there is a good interaction since they all participate in an organized and active way in the dynamics, have fun, laugh, and enjoy the activity, help each other with vocabulary, communicate in English (group 1 speaks in both languages as they mention some words or phrases in Spanish), and try to guess the words through various questions.

In the first round, groups 1 and 2 find it difficult to understand what the game consists of; however, they quickly understand and start with the activity even if it is difficult for them to take advantage of the time, they have available. In the second round, in both groups they turn on the camera and do their best to make movements and signs that guide the partners to guess the corresponding action more easily. Regarding the interventions of the teachers, in the first group they give clues, therefore, the researcher reminds them that they can only say "yes" or "no". In the case of the second group, this is not necessary since they adequately followed the rules of the game. At the end, the first team gets 4 points in the first round and 7 in the second; while the

second gets 7 points in the first round and the second 11, resulting in the winning group. It is possible to notice that they like this type of activity since a calm and pleasant environment is perceived, in addition, they strive to improve, and be active participants.

Illustration 33. Class week 5 –Charade Game Level three.



Data obtained from Teams meeting, 2023.

Level three.

The class takes place on Thursday June 9 at 8:00 pm as usual. The researchers give the instructions for the game and start by dividing the group into two teams so that they start competing, and accumulating points in both rounds. The researcher Haslyn Quirós is in group one, and in the second team is Joselin Mendez. During both rounds, group number 1 maintains a good interaction and attitude as they are excited and happy throughout the development of the activity, enjoy competing and use the language in a calm environment. They also take turns getting everyone actively involved and turning on the camera. It should be noted that despite not having knowledge of a lot of vocabulary, they think quickly, and together join ideas and words to guess. On the other hand, group number 2 has fun, is happy to practice, and tries hard to guess the secret words. In both rounds, due to the competition, they usually give some clues, but the investigator interferes. In turn, the participants turn on the camera and sign and mime to interpret the actions.

Regarding responsibility and organization, the first group has doubts when starting the activity but later they understand the dynamics, and the competition. They also decide to create questions based on the categories to make guessing the words easy and try not to give clues to their classmates. In the same way the second team begins to speak in both languages; however, they have a good vocabulary, and use it correctly. Both groups turn on the camera and strive to participate and guess by contributing various ideas. At the end, the first team gets 5 points in the first round and 3 in the second; while the second gets 5 points in the first round and the second 5, resulting in the winning group. For this reason, this shows that despite the fact that level 3 has a low level in the English language, students show motivation to participate, interpret actions, and have fun.

Illustration 34. Class week 5 –Charade Game Level ten.



Data obtained from Teams meeting, 2023.

Level ten.

The meeting takes place on Friday, June 9 at 6:40pm. The researchers begin by giving the instructions and dividing the class into two teams to start the game. In group one, the teacher Joselin Méndez is present and in the second one, Haslyn Quirós. Both groups have a large number of students; therefore, the teachers interfere to order the rooms, and start the activity. The group interaction in the first group starts with difficulty due to some students who do not understand the objective of the game, but do not ask questions during the explanation. At the same time, there is a small confrontation by some students who claim they do not

understand the dynamics. In addition, they fall behind time because the researcher has to resubmit the words, explain, and encourage the group. In the second group, it is also difficult for them to understand, but they are more open to hearing the explanation again. Despite that, they are excited to do it and give good performances. At times they present some problems to listen to all the opinions and questions, but there is good interaction and they do not take it badly, they have fun with the situation.

Regarding the responsibility and organization of the teams during the development of the game, the first group are very slow and do not take full advantage of the time despite knowing that it is a competition, and that they must score the most points in fifteen minutes. Despite not understanding the dynamic well, they try to ask questions and try to guess. During the activity there is a small discussion for speaking at the same time and not listening to the questions. Moreover, one person decides to take the initiative and guide each person so that they have turns and are heard. The second group, take turns and actively participate. They like competition and think in vocabulary. It is a bit complicated for them to take the initiative to see who is next and the researcher must interfere to give them the opportunity; however, they think about vocabulary and come up with new ideas. Sometimes everyone talks at once and the other participants can't hear but they don't take it the wrong way and laugh at the situation. At the end of the competition the number 1 group has a total of 9 points in the two rounds and the second group has a total of 10 points in total resulting in the winner of the game. Despite the difficulties and small confrontations on the part of some students, it is possible to conclude with the dynamic that many students learn while having a good time.

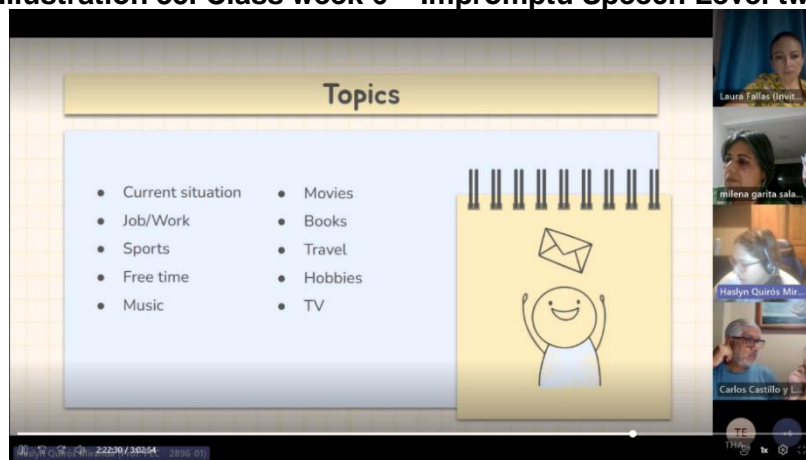
As emphasized above, the game of charades helps students to enjoy and have fun in their learning process, in addition, it provides the opportunity to put into practice the knowledge they already possess and their improvisation skills. During the development of this activity, they are able to remember vocabulary and actively participate with their peers, share ideas, think

quickly and improvise while competing, in simple words, it promotes active learning through healthy coexistence and socialization.

4.1.5 Impromptu Speech.

This week the researchers decide to test the level of improvisation of the participants through an improvised speech in groups of three previously created by the students. Next, each group chooses a topic from those provided by the researcher and during 10 minutes in the work rooms they must organize the most relevant points as a team to present them to the rest of the class orally and improvised. This activity allows students to apply and remember vocabulary, think in English, interact, present their ideas in a clever way, and participate actively. In the same way as in the previous activities, the researchers (Joselin Méndez and Haslyn Quirós) are in each group supervising them and answering questions.

Illustration 35. Class week 6 – Impromptu Speech Level two



Data obtained from Teams meeting, 2023.

Level two.

The development of this activity takes place on Wednesday June 14 at 8:10 pm. The researchers provide the instructions and give the students a moment to choose the partners they would like to work with. Subsequently, each team chooses a topic from those presented to begin developing ideas in the work rooms. The first team chooses the topic "Travel". Regarding group interaction, they do their best by presenting broad ideas and trying to respond openly to

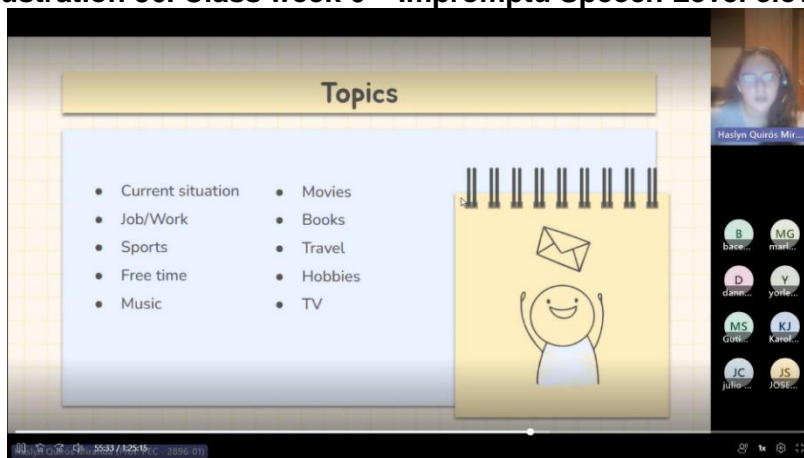
the opinions of others, which encourages good communication and group unity, and creates a pleasant, interactive, and dynamic environment. The second group develops their speech based on the topic "Sports", and they remain silent for a few minutes as each one decides to take notes on the aspects that they are going to present in the speech. In the case of the third group, they work with the topic "Free Time". This team does not understand the activity; for this reason, the researcher clarifies all the doubts that arose by explaining again the objective of the dynamics. Next, all members of the group share their ideas in a calm and friendly way and show respect for the variety of opinions. On the other hand, the fourth group develops the topic "Job", and they present their ideas first in Spanish and translate them into English to better develop them, according to their criteria. In turn, there is a good interaction and a calm environment; however, as time goes by, learners start to get nervous as they still don't feel able to improvise in English.

Regarding responsibility, use of time, organization, and teamwork, the first group begins by organizing their opinions as a group, expressing sentences, and connecting them with the ideas of their classmates. In addition, students try to vary the content and use a diverse vocabulary. In the second group, each member develops their own ideas and shares them with the rest of the team by reading what they wrote, which was not the objective of the dynamic. On the other hand, the third group tries to agree and start speaking in English as much as possible, answering the questions and organizing the ideas. Learners help each other with vocabulary and even though they make mistakes, don't get discouraged and do the best they can. Finally, the last group translates all the ideas they have about the topic since it is difficult for them to transmit their ideas. Also, each one is patient and respectful during the development of the activity.

In the final presentation, the first group seems to try to improvise and help each other, since when a student forgets a word, the others try to remind them and continue with the idea. They also strive to make a decent speech; however, the idea is that they create a conversation

and do it as a personal speech. In group number 2 there is a lack of connection between the team members because they give a great variety of ideas but individually and not together as a group. As for the third and fourth groups, they both read their notes, present short and confusing ideas, and do not try to match their ideas with their coworkers. To sum up, the students give their best effort with good ideas, however, despite the fact that the explanations do not understand the objective of the activity and do not carry out a conversation.

Illustration 36. Class week 6 – Impromptu Speech Level eleven



Data obtained from Teams meeting, 2023.

Level eleven.

The meeting is held on Thursday June 15, 2023, at 6:50pm. As with the previous group, the researchers provide the instructions and a space for each student to organize and choose who they want to work with. Two groups are created, one of three people and the other of four; each team proceeds to choose a topic and the teamwork begins in the meeting rooms. Regarding interaction, in both groups it develops in a decent and dynamic way since all team members listen carefully to each other and take turns to share ideas freely and widely. The first group develops the topic "Free Time" and the second one "Movies", both are animated and with a good attitude. It should be noted that although they lack knowledge of a more technical and less common vocabulary; they try to help each other remember words they find difficult. In

addition, they support and organize themselves to improvise and continue the conversation by asking questions and talking fluently about various aspects.

In terms of responsibility and organization, both groups take advantage of the time available, communicate in English and share their ideas. They are responsible since each one asks questions, contributes a variety of content to the speech, has a good vocabulary, involves personal opinions and experiences, and they can maintain a fluent conversation without awkward pauses.

Finally, during the presentation of their final ideas to the rest of the class, the first group emphasizes important points of the topic that correspond to them. One person is in charge of leading and asking questions that invite all members of the group to speak and participate. In the second group, students take turns for speaking and expressing their opinion on the topic. However, both groups do not create a conversation, but each one does so individually as a discourse. To sum up, the dynamism of the group is highlighted, as well as their motivation to express their ideas, take appropriate turns and promote respect for their ideas. During this activity, students express their opinions in an improvised way and manage to participate actively.

Illustration 37. Class week 6 – Impromptu Speech Level three.



Data obtained from Teams meeting, 2023.

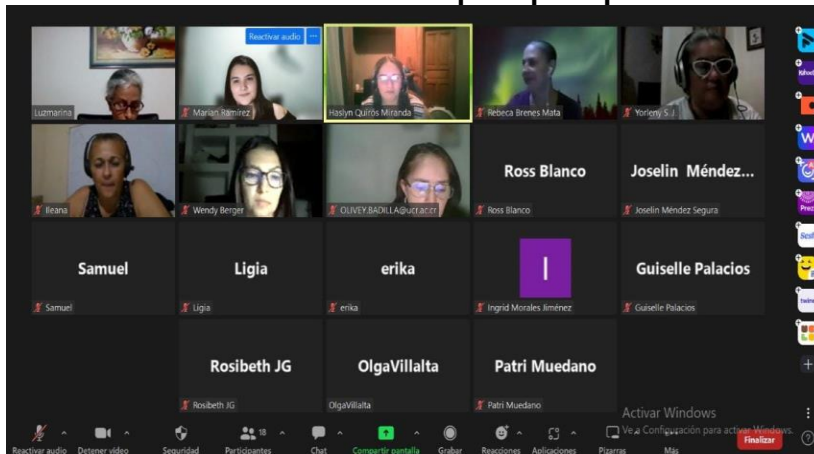
Level three.

The development of the impromptu speech is carried out with the group of level 3 on Thursday, June 15, 2023, at 8:00pm. The formation of the groups is a bit difficult for them since they are not clear with whom they would like to work, so this takes a while longer than expected. In addition, in this space the relevant aspects observed during this section are highlighted. Firstly, in terms of group integration, the first work team bases its speech on the topic "Movies"; however, it is difficult for them to understand the instructions; for this reason, when they found themselves in meeting rooms, they were not sure how to start with the assigned task. Understanding better, learners ask questions, try to establish a conversation in which they take turns to speak. In the case of the second group, the selected topic is "Hobbies". They start by mentioning phrases and short sentences that are difficult for them to put together; however, they try to respond to what the other team members express and continue with the idea of the speech. Finally, the third group chooses the topic "Free time", and, like the other teams, it is difficult for them to start, so they deviate from the central points and provide ideas that are not related to the speech; therefore, the researcher intervenes and helps them to establish connectors. It should be noted that all the groups find it difficult to take advantage of the time available; for this reason, they remain silent for a few minutes and communicate in both languages.

On the other hand, with regard to the responsibility and organization of each team member, it is emphasized that the three groups help and support each other with vocabulary and the contribution of ideas, which generates a pleasant environment for learning. Regarding the final presentations of ideas, the three groups show considerable progress since it is the only level that at the moment of presenting the speech meets the objective of this activity since they establish a coherent, varied, and extensive conversation in English, create relationships between ideas and ask questions to have a guide on the points previously planned to comment. In addition, they show a positive and happy attitude, and enjoy the process. As previously

highlighted, over the weeks this group has been improving in various ways as they now strive to develop meaningful interaction and speak in the target language as much as possible.

Illustration 38. Class week 6 – Impromptu Speech Level ten.



Data obtained from Teams meeting, 2023.

Level ten.

The section with level 10 takes place on Friday, June 16, 2023, at 6:40pm where after providing the corresponding instructions, the students create the groups, and the dynamics begin. The first group selects the topic "Free time", the second "Hobbies", and in the case of the third "Music" is the chosen one. Regarding the group interaction and the responsibility of each of the individuals, in team 1 and 2 they decide to take advantage of the time, ask questions, and organize as much as they can to help each other and provide feedback regarding the correct application of grammatical structures and pronunciation. In addition, in group 3 there is little interaction since the participants work separately; therefore, they do not help each other with content development and divide questions among group members. In turn, the three groups write down the aspects that they are going to emphasize during the speech, speak in both languages and create an acceptable environment.

Regarding the presentation of ideas, the three groups use both English and Spanish to communicate and unite the opinions with those of others (on a few occasions), they read

previously written notes, and the answers they provide are short and simple. In general, there is not much improvisation by the teams; however, the members of group 3 improvised more compared to the other groups.

As mentioned, this type of activity favors the development and improvement of creativity and the skills of speaking, listening and the establishment of ideas and opinions quickly and efficiently; at the same time, it promotes teamwork, respect, and mutual support necessary to achieve a certain goal. In addition, it is necessary to emphasize that all levels need to improve their ability to analyze and improvise in a second language without having to write down all the information that is planned to be presented.

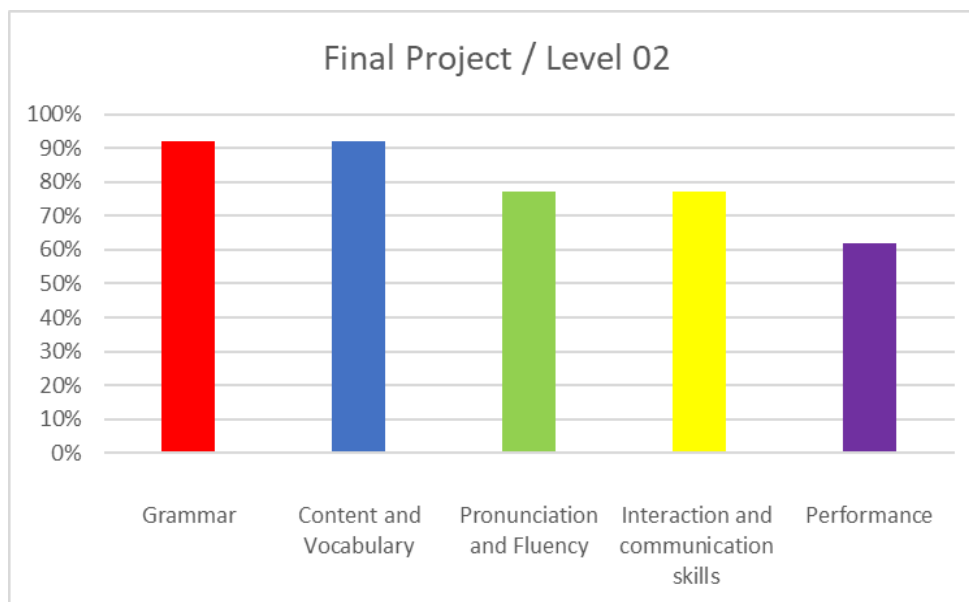
4.1.6 Final Project.

This week, the researchers connect separately because the schedules established for the development of the final project are the same but in different groups. For this reason, the researcher Haslyn Quirós is connected to the sections of level 2 and 11 as a teacher and listener with the purpose of taking notes on the development of each class while Joselin Méndez is presented to the corresponding sections of level 3 and 10, only as a listener and notes the main events while the teachers in charge develop the class. It should be noted that the information obtained by listening to the students' speech during their final project allows both teachers to discover, evaluate the sections present in the evaluation rubric, and compare the progress in the groups with respect to the diagnosis made the first week. On this occasion, in the four levels, students take turns and one by one orally present what they have prepared to present in the project; in addition, they are enthusiastic and ready to do their best.

Beginner levels.

Level two.

Figure 6. Level two - Indicators or evaluation criteria. Positive aspects found.



Elaborated by the author of this thesis using information from the final project.

This class takes place on Wednesday June 21 at 6:00 pm. The researcher Haslyn Quirós enters the session and remains as a listener. In turn, **13 students** connect to the class and prepare together with their classmates to start in an orderly manner with the presentation of the chosen topics. The first two couples choose the first topic "My House", then another two choose the second one called "My Town" and finally three couples carry out their project choosing the last topic "Daily Routines". Next, students are ready and prepared to interpret their conversations in a fluid and natural way to the rest of the group.

During the observation it is possible to discover that in grammar, fortunately, 92% (twelve students) use the grammatical structures studied in class properly, sometimes they have some errors, but they do not affect the message. Likewise, only 8% (one student) need to improve since they present errors during the development of their speech that can interfere with the coherence of what is presented. Regarding vocabulary and content, it is highlighted that

equally 92% (twelve students) use vocabulary appropriate to their level, and words according to the chosen topic, make appropriate use of new words and phrases, have knowledge of synonyms and provide clear and diverse ideas. In turn, only 8% (one student) needs to acquire more vocabulary on the topics seen in class in order to have more content during the presentation; in other words, use only the right and simple words on a regular basis. Next, it is emphasized that in pronunciation and fluency 77% (ten students) can communicate regularly with some constant errors but they do not interfere with the final point. They express themselves clearly, apply the rules of pronunciation, and avoid making common mistakes. On the other hand, 23% (three students) have some obvious pronunciation errors, use very short and simple sentences, and make constant and unnecessary pauses. In the interaction and communication skills area 77% (ten students) interact actively during the conversation, manage to express their ideas naturally, and the pauses made during the speech but without interfering with the established ideas. In contrast, the other 23% (three students) have a regular interaction because they do not actively communicate with their partner, it is difficult for them to convey their ideas, delve into the subject and maintain a meaningful dialogue. Finally, 62% (eight students) despite being nervous start with confidence and make a good performance. Moreover, the beginning of the conversation and closing is appropriate with proper time management. On the other hand, 38% (five students) have short ideas and find it difficult to conclude them adequately.

It should be noted that during the presentation the students feel comfortable, motivated, interact with joy, and try to provide more ideas and pronounce well. In addition, most turn on the camera, try to improvise and avoid reading to make it easier to understand the information.

Comparison of results with the initial diagnosis.

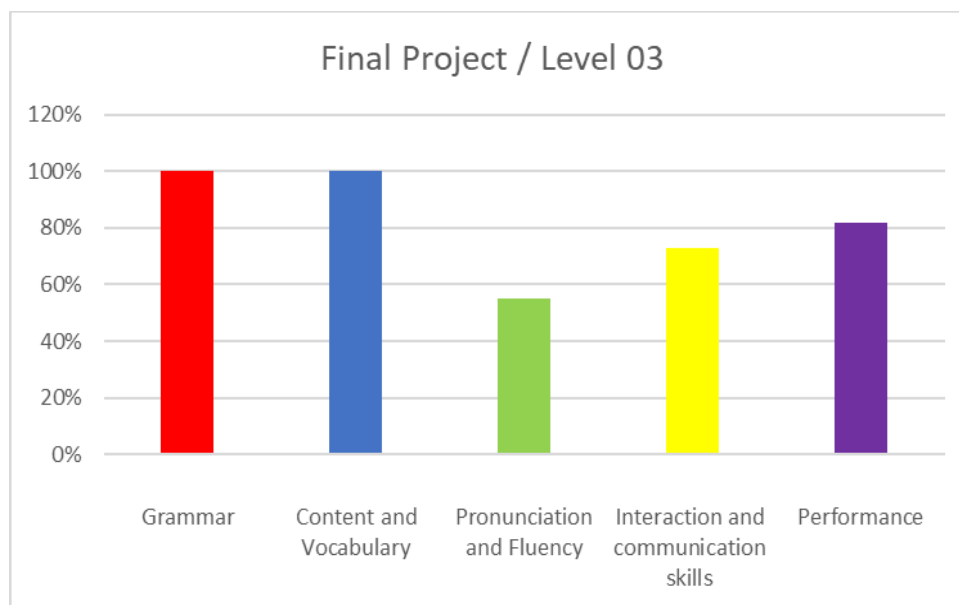
Next in this section the main points of the rubric in which an improvement can be noticed in comparison to the initial diagnosis in the students are commented on. Properly at level two, it stands out that in grammar an improvement is perceived in terms of knowledge about rules and

structures, they are able to create sentences and connect ideas appropriately. In the same way, there is a notable increase in the content and vocabulary since during the first week the students needed to investigate more about general topics to be able to apply new words; however, on this occasion, almost in their majority, the students obtained an improvement in the development of this area since they have better knowledge in the units studied in class. Regarding pronunciation and fluency, half of the students had to improve in articulating words, intoning and speaking fluently; however, now students are able to communicate more naturally, and have knowledge of the pronunciation of most of the words they use. On the other hand, the apprentices had regular interaction and communication skills at the beginning of this project since it was difficult for them to participate, talk with their classmates and interact actively. At present, they try to improvise their ideas and interact with their classmates, have greater empathy, maintain eye contact, and actively listen to the other with respect and tolerance. Finally, with respect to performance, half of the students managed to do it regularly during the first week, in contrast, during the last evaluation they felt self-confident when presenting the information and provided a large number of ideas. In other words, they manage to apply new knowledge and skills learned during the course.

In summary, it is possible to determine a considerable and positive difference from the beginning of the project to the last week of work. It should be noted that having a basic level, they need to continue practicing their oral skills constantly through cooperative learning which has helped them perfect their skills so that they can improve and communicate correctly in real contexts.

Level three.

Figure 7. Level three - Indicators or evaluation criteria. Positive aspects found.



Elaborated by the author of this thesis using information from the final project.

On Thursday, June 22 at 6:00 pm, the last section is held with the group corresponding to level 2, which is in charge of Professor York Ampie. In turn, during the development of the class 11 students are connected to develop their final project based on the script that each one selects, and the teacher Joselin Méndez is present as a listener in order to identify the improvement of the students in their oral skills. Regarding grammar, 100% (eleven students) manage to use the grammatical structures correctly since, despite the fact that there are still details that can be improved, the organization of the sentences allows the idea to be understood. At the same time, in aspects such as vocabulary and content, 100% (eleven students) make use of previously studied words and phrases and apply them correctly according to the context that is presented, in addition, they provide various ideas on the topic and do their best to improvise. On the other hand, in pronunciation and fluency, 55% (six students) communicate regularly since they make unnecessary pauses and aspects such as rhythm, accent, intonation, among others, still require more practice. Furthermore, 45% (five

students) is considered to have a decent level in terms of articulation and the rhythm in which the message is transmitted since it is perceived in a fluid and more natural way. In addition, regarding the development of interaction and communication skills, 27% (three students) put their skills into practice on a regular basis since they present short ideas and without much development while 73% (eight students) stand out in these aspects since they do their best to interact and include their classmates and transmit their opinion in a respectful and accurate way. Finally, in terms of performance, 18% (two students) present their project regularly since they do not turn on the camera, and their body movements need to improve. On the contrary, 82% (nine students) perform decently in the presentation of ideas during the speech, and develop them with a good attitude, posture, and confidence in the knowledge they possess.

Based on the information presented, it should be noted that this group improved in aspects such as confidence when participating, and expressing themselves in a second language thanks to each of the activities that were applied every week. In turn, they themselves have the opportunity to recognize the differences in terms of the improvement in their oral skills compared to the first week.

Comparison of results with the initial diagnosis.

The following space highlights the progress of this group in terms of the aspects present in the rubric. Firstly, it is highlighted that in grammar, students improved considerably compared to the data obtained in the first week since they currently have more knowledge about the application of rules and corresponding structures, in addition, they are able to self-correct when realizing that they made some basic error. In addition, it is possible to demonstrate how on this occasion the vocabulary and content presented by the participants is much more developed as they present enough ideas according to the topic and make use of new words and phrases during their speech. In the same way, other aspects are considered since they are considered relevant are pronunciation and fluency. Regarding this, the students show an improvement

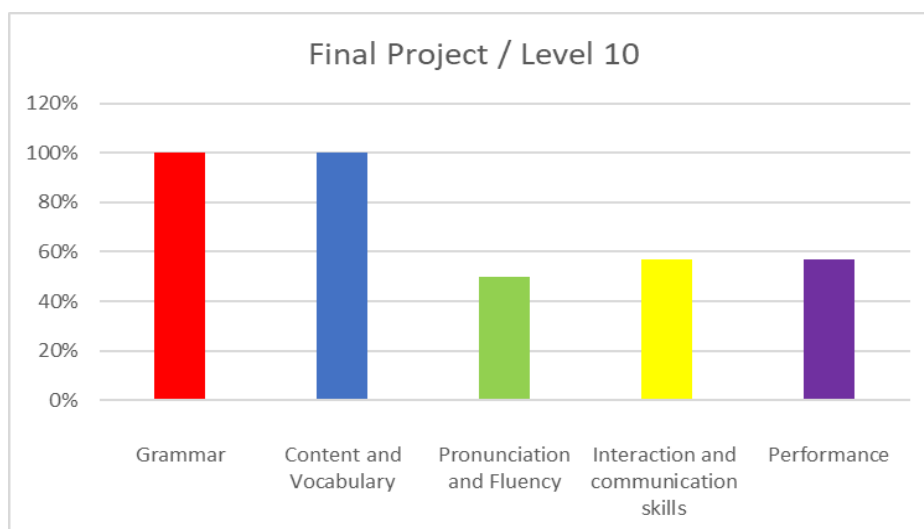
since most of them perform the articulation, accent, rhythm, and intonation of the words in an acceptable way, which facilitates the understanding of the message that the participant transmits. Furthermore, in relation to the interaction and communication skills, the learners show progress in this area as they have faced fear and shame in expressing their opinions and interacting with their peers. In turn, each one of them has gradually discovered what is the best way to clearly communicate what is desired. Finally, regarding the performance, the apprentices show confidence, a positive attitude, and good body language when developing their ideas. In turn, they use the time available wisely, and are able to adequately express the central points of the topic that corresponds to them.

As briefly commented, this level has managed to improve their ability to speak in a second language since, as shown above, in each of the areas that the rubric presents, there is evidence of an increase in their knowledge of grammar, vocabulary, pronunciation and how to put these aspects in practice making use of good performance and communication skills.

Advanced levels.

Level ten.

Figure 8. Level ten - Indicators or evaluation criteria. Positive aspects found.



Elaborated by the author of this thesis using information from the final project.

On Wednesday, June 21, 2023, at 6:00 p.m., the final project of the group corresponding to level 10 is carried out by Professor Mariam Ramírez; however, the teacher Joselin Méndez is present and fulfills the role of listener. It should be noted that 14 students are present (2 participants were absent) to carry out their recipe speech either live or through a video where they prepare the food of their choice. Firstly, in grammar 100% (fourteen students) manage to put their skills into practice making use of the grammatical structures in a decent and acceptable way, since despite presenting some errors, these do not affect the message that is to be transmitted. In addition, the vocabulary and content used during the speech are other aspects considered. It stands out, as in the previous aspect, that 100% (fourteen students) carry out a speech with a good use of words and content according to the topic, for example, they highlight the ingredients and the preparation of the recipe. In other words, they mention and illustrate the necessary information to understand what it is about and how it can be recreated. The next aspect is pronunciation and fluency, where 50% (seven students) develops speech regularly in these areas since they make basic mistakes and express themselves through short sentences and constant pauses, and the other 50% (seven students) communicates easily and make good articulation and use of intonation and rhythm. Regarding interaction and communication skills, 43% (six students) apply their communication skills on a regular basis while the remaining 57% (eight students) can communicate and interact appropriately through comments (such as "enjoy this delicious meal" or "see you soon with a new recipe") that make it possible for other colleagues to feel part of the ideas that are transmitted; in other words, it is taken account to the audience. Finally, in the performance 57% (eight students) develops in a regular way since they read their notes; as a result, their performance is perceived as robotic, and 43% (six students) perform safely in their knowledge and have the control of their body language, additionally, provides simple but appropriate information based on what was requested for the realization of this project.

It should be noted in general that the students presented themselves to this section with a positive and cheerful attitude. In the same way, most of the participants try to present a video or presentation with music and illustrative images, which facilitates the understanding of the information presented.

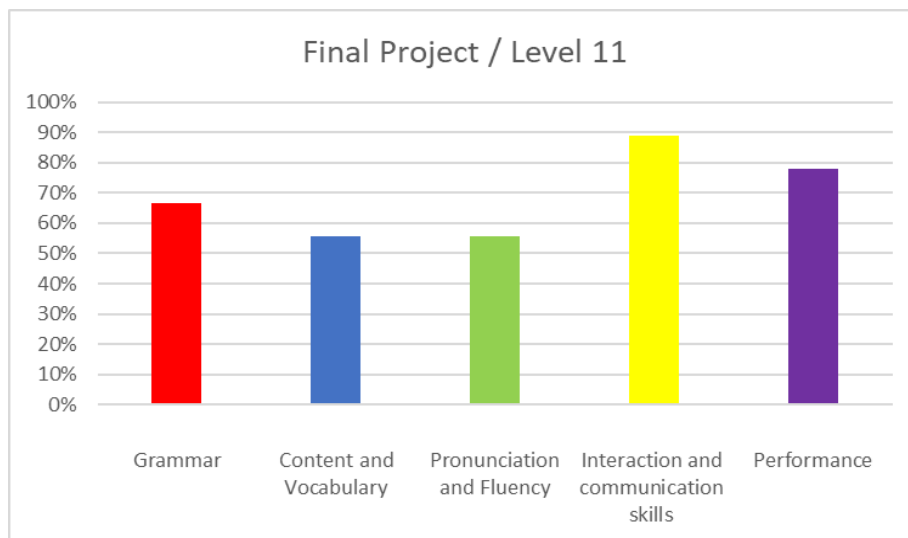
Comparison of results with the initial diagnosis.

Next, the main points of the rubric in which it was possible to notice an advance at this level are commented. Regarding grammar, an improvement is perceived in terms of the use of the structures that are part of the language since learners can form complete sentences that allow them to transmit ideas with greater efficiency and clarity. At the same time, in the first week a lack of vocabulary and content development was identified; however, students show an increase and improvement in these aspects. They provide more extensive ideas and according to the topic that they must present; in addition to making use of previously studied words or phrases. Respecting pronunciation and fluency, students need to continue practicing their oral skills constantly as this allows them to improve more every day. It should be noted that the articulation of the words used is much more understandable than in the past, as well as the use of rhythm and intonation are applied more appropriately. On the other hand, the students put into practice their interaction and communication skills; therefore, it was possible to observe better performance in this area. In turn, they try to improvise their ideas and interact with their peers when they give the speech. At last, the performance of the students when developing their final project was much better than the previous ones since they feel more confidence in themselves when transmitting ideas in a second language.

Based on all of the above, it is possible to affirm that this group has had a considerable improvement, since at the beginning of the cooperative activities it was very difficult for learners to communicate in English, and now they are encouraged to participate and share their ideas in a more precise and natural way. However, they still need to improve in terms of avoiding reading, thinking in English, and improvising.

Level eleven.

Figure 9. Level eleven - Indicators or evaluation criteria. Positive aspects found.



Elaborated by the author of this thesis using information from the final project.

This class takes place on Thursday, June 22 at 6:00 pm. Researcher Haslyn Quirós enters the session and begins the presentations in the order previously assigned. The nine students prepare to start their speech in an orderly manner exposing the previously chosen topics. Regarding the topics, it is emphasized that two students choose the first topic "My financial plan", then five students choose the second called "My Healthy Habits" becoming the preferred topic for apprentices. Finally, a total of two students selected the third one "My Car". In the findings, it is emphasized that in grammar 33% (three students) carry out their speech without making mistakes in grammatical structures since they have knowledge about rules and structures; therefore, they properly position the parts that make up a sentence. Likewise, 67% (six students) can confuse the order of some words, however they manage to convey their ideas adequately and the topic is understood. Next, it is highlighted that in content and vocabulary all students apply well the topics seen in class in their speeches. As a result, 44% (four students) did an excellent job in their content, expressing their personal ideas and using information from

the internet (quotations) that enriches the speech. On the other hand, 56% (five students) present a decent use of words where they contribute with important and significant ideas in their presentation.

Another aspect is pronunciation and fluency, where it is emphasized that 33% (three students) do not have obvious intonation errors and speak clearly and naturally. In turn, 56% (five students) have some errors that do not influence in the understanding of the ideas, and possess good vocabulary and fluency for their level, and the remaining 11% (one student) have a regular pronunciation that may have been influenced by the student's nerves which affects the clarity of the main ideas. As for the interaction, fortunately, 100% of all the apprentices (nine students) have excellent interaction and communication skills since they express their ideas with confidence and motivation. They are able to communicate with the public with originality and transmit their ideas with empathy and respect.

Finally, in performance, it stands out that 78% (seven students) have a good use of time, transmit their ideas clearly, have good body management, and an adequate closure of ideas. On the other hand, 22% (two students) have a good performance with an optimal development of their information.

It is important to highlight that this level did a good job applying all the previous knowledge studied in class to make this oral presentation. In addition, their effort and hard work, their well-developed personal contributions and ideas, the use of relevant data from various authors and institutions, and the application of digital resources and tools with which they illustrated their ideas to the public are highlighted.

Comparison of results with the initial diagnosis.

Compared with the results obtained previously during the diagnosis, it is evident that based on grammar, the students who obtained a regular knowledge of structures and rules of the language now have an adequate management of them. They know the basic and complex

structures of the language, understand extensive ideas and rules that they later put into practice during their speech. In turn, the content and vocabulary used in their speeches increases due to the current knowledge of the units studied in class where almost half of the students' exceeded expectations and have an excellent use of words. Moreover, they use the words seen in the previous units and are also interested in knowing different words as synonyms and antonyms of the basic words. In pronunciation and fluency, despite being a complicated aspect to learn for students, it is found that more than half of the total number of students have adequate intonation and fluency and express themselves naturally in the language. Likewise, they pay attention to the intonation of the words, listen properly, and immerse themselves in the language. Regarding interaction and communication skills, an improvement in almost all the apprentices stands out since in the presentations the majority put their oral skills into practice. Finally, their performance was wonderful since, in general, an excellent participation and development of ideas is evident.

To summarize, it is possible to verify an important change, and a considerable progress in the learning of adults at level 11 regarding their performance and progress in speaking a second language. It is notable that most of the students have a considerable level in the language and manage to apply everything studied in their personal experiences and relate it to the topics seen in class.

4.1.7 Survey.

This survey is carried out with each group in the schedule in which they have to connect to the section during the last week of June 2023. Level two is carried out on Wednesday 28th, level eleven and three on Thursday 29th, and finally level ten on Friday 30th. Briefly, it is intended to collect opinions and recommendations on the activities carried out in each of the sections. On this occasion, the data is not highlighted separately or by level, since what is sought is an overview of how students of all levels perceive the strategies based on cooperative

learning. Next, the information obtained in the surveys of 44 students (17 students did not complete the survey) is highlighted and analyzed.

Firstly, it is considered how they qualify the development of the activities proposed by the researchers; where 34 students highlight that the performance is excellent, 8 consider it good, and only 2 participants comment that it is regular. As highlighted above, most of the learners like the way the strategies were carried out.

Next, participants are asked which of the activities carried out in each of the sections was their favorite and the reason for that choice. First, 5 students select the round table since they comment that it is an interesting dynamic that allows them to listen to different opinions, learn from others, and contribute ideas to develop a conversation. Also, it requires them to put the target language into practice, provide answers quickly and simply, and make use of the vocabulary studied. In addition, the role play is considered by 11 students as the activity they like or enjoy the most. Among the reasons, they highlight that it helps them overcome the fear of sharing their ideas, develops creativity when acting or representing a real-life situation, and encourages both group interaction, and the use of new vocabulary.

In turn, 16 students express that the debate is the best dynamic because it is interesting, fun and exciting, encourages the participation and interaction between groups, reflection and analysis about different points of view on the same topic. This activity also allows them to practice their previous knowledge, and skills to stay alert, improvise, provide opinions and defend a position correctly (even if it is not their own but the one assigned by the teacher) based on the ideas presented by the opposing team. In the same way, the participants comment that this challenges them to develop a conversation in English which helps them to increase their confidence, promotes the acquisition of vocabulary, and the review of grammatical structures. On the other hand, 8 students affirm that their favorite activity is the charade game since they consider it a very interactive activity that allows them to participate actively, work in a team, practice, and review vocabulary general, adjectives and grammar, develop creativity, and skills

such as think quickly in English and improvise in terms of performing mimes. Furthermore, 3 individuals mention that impromptu speech allows them to feel comfortable and safe; in other words, it gives them more security and freedom when expressing themselves. In turn, they emphasize that it is interesting to know the opinion of the other groups with respect to a certain topic. It is worth mentioning that only 1 participant highlights that he/she does not like any of the activities developed since, according to his/her criteria, the high level of some classmates do not allow those students with less knowledge to participate due to the lack of understanding of some of the ideas expressed for the most advanced students. As previously emphasized, students have diverse opinions and likes regarding applied activities; for this reason, the importance of applying various activities during classes is highlighted, since this allows all students to enjoy and have the opportunity to experience methods that facilitate teamwork and group learning.

In the same way, interest arises in knowing if the students, compared to a month before, believe that their ability to speak English has improved or not with the development of the activities and the reason for their response.

Among the comments, 36 participants affirm that they have noticed an improvement in their level of English. In their reasons, the participants highlight their liking for classes where participation is promoted, and conversational activities where they are given the opportunity to speak in the target language in groups and learn from each other. In turn, several participants emphasize that their learning has increased in terms of vocabulary and word recognition (ear tuning), reading, the correct use of grammatical structures, and pronunciation. In the same way, they comment that their motivation, confidence, and security when speaking in public and expressing their ideas (even through a screen) has improved considerably because the topics developed were diverse. On the contrary, 8 participants express that it is difficult for them to think, understand and express themselves in a second language and that they do not consider that they have improved their ability to speak English since they require more oral practice, and

the activities take place in a short period of time. In addition, the students emphasize that these should be implemented in all language courses. Based on the aforementioned, it is possible to affirm that the activities based on cooperative learning have been helpful for their learning process, in turn, it is understood that some students require more time to learn; however, it was not possible to have greater availability since the contents already established in each course had to be met.

In addition, they are asked if they find it difficult or not to work as a team and what their reasons are. Regarding this, 33 students affirm that they are not, but only 18 of them justify their answer. First of all, they highlight that it has been a necessary, pleasant, enjoyable, entertaining, and fun experience, since it was possible to create a united team (teachers and classmates are friendly) where help and support are provided, follow the same goal as a group, and share with different colleagues. It should be noted that sometimes students may feel out of place (for example, a colleague who once had to work only with women); however, it is part of the process that they interact with other people, and together they help the quietest to quickly adapt to the group dynamics. In turn, it is highlighted that teamwork is facilitated when each member of the team is responsible and puts their skills and knowledge into practice. A participant expresses that it is not difficult for her to work in a group, but that she enjoys individual work more. On the contrary, 11 students affirm that it is difficult for them to work in groups. They express that some colleagues are not committed and do not show tolerance or understand the purpose of the task assigned to them in the sections. They also comment that having co-workers with a better level of English than their own makes it difficult for them to understand and communicate because they still need to improve in terms of vocabulary acquisition.

As highlighted above, group learning is facilitated for students as long as each one fulfills their corresponding role. As for those who have a little difficulty, they must learn to relate to all their classmates, resolve conflicts, establish group rules, and understand that if someone has a

better level it is an opportunity to improve and learn. During the observations it is evident that the students with the best level help others and are friendly and willing to support the whole team.

Finally, 29 students provide recommendations to the researchers in order to improve the development of classes in English. Firstly, they underline the importance of giving special emphasis to pronunciation, vocabulary, and grammar, and provide more exercises, practices, and online games (for example, Kahoot) in the conversational, listening and reading area (audios and written dialogues to reinforce the theory) both in groups and individually. They also recommend carrying out the explanations of the instructions of each of the dynamics in both languages so that the student can understand them more easily, and a diagnosis to identify the level of the students (activity that was carried out) and implement activities according to it so that individuals can take advantage of those strategies. In addition, the participants highlight aspects such as motivating students to continue their daily effort to learn a second language, helping them to understand that it is not a competition and enjoy the process, and providing them with information about learning methods that they can put into practice to learn in a meaningful way. In the same way, they recommend requesting the participation of each of the learners so that everyone has the opportunity to read, speak and express their ideas and opinions. In addition, the need to work in small groups and create spaces to evaluate individually in order to provide feedback on the errors that need to be improved is discussed.

On the other hand, 15 students do not provide any recommendations but provide words of encouragement and motivation to the researchers. Among the comments it is highlighted that they are excellent teachers, patient, empathetic and creative in terms of carrying out interactive activities based on real contexts. Also, the apprentices emphasize their desire for the researchers to continue in the educational field due to the vocation they have. This occurs since they consider that both adequately explain and motivate the student to be better every day and lose the fear of speaking in another language. In the same way, they comment that each of the

activities carried out (and the search for new ones) should be considered in other classes since they are well developed, facilitate the acquisition of learning and allow students to express themselves. It should be noted that each of the recommendations provided, as well as the comments, whether positive or negative, are of great help to improve both personally and professionally, since the various opinions allow analysis and reflection from a different point of view and make pertinent improvements.

4.1.8 Interview.

The following interview is carried out with the teachers of each group (Haslyn Quirós level 2 and 11, York Ampie with the level 3, and Mariam Ramírez in charge of level 10) during the usual schedule of activities during the last week of June 2023. This was carried out on Wednesday 28th with the teacher of levels two and eleven, on Thursday 29th with the person in charge of level three, and finally, at level ten the researchers meet with the teacher on Friday 30th. It is important to point out that through this interview it is intended to gather opinions and recommendations on the activities carried out in each of the sections and the execution of cooperative learning in these seven weeks. Next, the information obtained in the interviews is highlighted and analyzed through the ideas of each teacher in order to have an overview of her/his criteria on this educational experience.

In the first point of the interview, researchers put emphasis on discovering if the teachers involved apply strategies based on cooperative learning during the development of their virtual classes. In this occasion, the three teachers affirm that they apply cooperative work in the classes in the development of activities such as debates and group presentations. All the interviewees assure that with this type of activity students develop more skills and help each other to achieve the same objective, it even allows them to work with students who have different opinions and levels which enriches their knowledge and improves their confidence. In addition, a teacher mentions that cooperative work should even be applied not only in students but also in the teaching area where teachers can collaborate, help each other, and learn

positive things from other colleagues. Currently, learning to work as a team is essential in the classroom and it is vital to apply it, in the same way, in a virtual environment. Furthermore, a teacher mentions that it is important not to neglect the methods and approaches that enrich pedagogy in any of the modalities in which classes are held. Therefore, it is necessary that each educator is informed and understands how to design CL activities within the class to promote speaking skills, empathy, organization, and problem solving in the apprentices.

The second aspect that is emphasized is the changes that the interviewed teachers would make to the activities that have been carried out during these weeks. First of all, two teachers highlight the use of time since in some dynamics time is not enough; for this reason, they affirm that it is necessary to establish more class time to extend teamwork and achieve the objective of the task. On the other hand, the other teacher mentions the period established for the activities should not be increased considerably since students must learn to organize tasks, establish roles, take responsibility, share, and cooperate with each other to have positive results at the end of the implemented dynamics.

Next, during the interview, they are asked whether or not they consider that there was an improvement in the oral performance of the students. Regarding this, all the interviewed teachers agree that they have visualized an improvement in the course of these seven weeks of work, since thanks to the dynamics based on cooperative learning, students leave their comfort zone and face fear of speaking in English. Likewise, they emphasize that they have managed to perceive that the participants feel comfortable working with their peers; for this reason, they have improved their communication skills, practice what they have learned during the course, share ideas, assign roles, and lead their groups. Also, as students discuss ideas, they remember vocabulary and grammar which helps them to self-correct and help each other through feedback. On the other hand, a teacher points out that it is important to develop assertiveness in class, and this type of strategy allows students to learn to listen to different opinions and interact with respect. In short, in order to develop and improve their skills in

students, second language teachers have to change the methodology that they had used up to know to promote healthy coexistence and social skills during learning.

The fourth point on which the interview focuses is the limitations that the teachers were able to observe during the development of each one of the interventions; in turn, the way in which they would face or resolve it is consulted. Firstly, the coordination of some activities is highlighted because on several occasions the work groups found it difficult to understand the instructions and that some students spoke at the same time during the explanation, and the process of the activity. In turn, some students did not feel comfortable talking or working with a specific student; however, this is part of the learning process. In addition, another limitation expressed for the second teacher is the lack of organization on the part of some groups because the students are not used to working as a team; therefore, they do not know how to take advantage of their time and assume responsibilities. In the same way, the last interviewee mentions not having more time available in class as another limitation since it does not allow to carry out more practices or spaces for reflection on a topic. The previously commented observations were also analyzed by the researchers. Due to this, throughout the weeks, everything possible was done to improve and better manage the development of the activities.

Finally, the interviewees provide some recommendations to researchers and teachers who wish to implement cooperative learning in their classes. In the first place, it affirms the importance that the teacher knows the abilities and weaknesses of the students to adapt the activities to them because students who do not have so much knowledge of the language can feel intimidated by those of a higher level. For this reason, teachers must get to know students individually in order to group them more efficiently and promote efficient learning. Next, another teacher emphasizes that it is important to incorporate these activities in all areas of learning a second language (writing, reading, grammar, etc.). It is necessary for teachers to consider all these skills during the implementation of the method so that learners can improve in the areas that require it. In addition, one of them affirms that each teacher must be informed to apply this

method in all subjects regardless of level, age or whether the classes are face-to-face or virtual, since, as has been shown throughout this research, teamwork provides students with advantages during their learning. As highlighted above, each of the opinions, criticisms and recommendations provided by the teachers in charge of the groups with which this field work was developed enrich this research and are a guide to continue improving in the educational field.

4.2 Restatement of Questions and Discussion of Results

In this section, a brief analysis of the most outstanding points of the results obtained during this investigation is carried out. The first aspect to highlight is the importance of a constant realization of the conversational and group activities to be carried out since it is possible to observe how several interventions are necessary to ensure that the students gradually improve their speaking skills. According to Bada and Jita (2022) “the positive effects of using cooperative learning include knowledge development and retention of information, students’ motivation for learning, undergraduate needs for cognition, building students self-confidence, making students learn easily and stress free, and also making students active participants in the classroom” (p.3). Based on what was previously mentioned, the relevance of teachers implementing strategies based on cooperative learning as much as possible is emphasized. It should be noted that there are multiple benefits that students can obtain if the activities are carried out correctly, in other words, the teacher must keep informed about the subject in order to properly guide the students. In turn, the process of establishing and assigning tasks and roles, resolving conflicts, tolerating different points of view, providing help and support to others can become complicated if the principles of this approach are not well understood.

On the other hand, the interaction takes place mainly during group meetings since when presenting their ideas to the rest of the group each one expresses their opinion individually and avoids making connections with the ideas of other team members. Bada and Jita (2022) affirm that this type of challenge may be the result of the competition that traditional teaching has

introduced into their practices. Basically, each individual is concerned with completing the task, and ignoring the rest of the group. Gillies (2003, p.37) affirms that “when students interact with one another, students learn better because “social interaction plays a major role in the way students learn” (Cited in Bada & Jita, 2022, p. 8). As underlined by the author, it is possible to affirm that the promotion of social interactions between students play a fundamental role; for this reason, the creation of a peaceful environment that supports the pedagogy of cooperative learning is encouraged as a starting point so that students are motivated to interact with their peers in a healthy and harmonious way, enjoy their learning process and internalize in a significant way.

The third point to note during the development of activities based on cooperative learning is the challenge of working as a team since some students are not used to experiencing this process through group dynamics, debate, and spaces for reflection, and at the same time to learn a new language. Meijer et al. (2020) argue that group work assessment of individuals may cause misaligned behavior among students, such as less sharing with and support of each other in the group. (Cited in Forsell et al, 2021, para.4). It is notable that by not using this method daily in pedagogy, students face certain problems and disagreements that can cause impediments in learning and group interaction. Some of the difficulties observed during the weekly activities occur in personality conflicts where disagreements or clashes between members can sometimes develop. Despite these differences, cooperative work promotes social skills, understanding the differences of each person and solidarity. The authors Bada and Jita (2022) emphasize that “the differences among students can be adequately converted to strengths in the classroom through the use of cooperative learning pedagogy” (p.8). Therefore, the shyest students can learn from the most social ones, while those with a higher level of grammar learn from the student with ease for pronunciation. Each member of the group learns to resolve her/his disagreements and contribute positively to the acceptance and enrichment of the other. That is why with the creation of work groups, students interact with new

people, learn to listen, and accept others to deepen, and fulfill the assigned task. This increases the overall productivity of the team and emphasizes communication over any issues that may arise during the process.

As a fourth and last point to highlight, it is difficult to use the language openly, in other words, students find it difficult to improvise and not previously write their speech when speaking. Depending on the level of the learners, they usually think first in Spanish and translate, write, and then speak. This accumulation of steps slows them down in projecting and transmitting their ideas fluently. Thinking in English is a way for students to easily practice and remember vocabulary; however, it is not implemented in the development of the classes. According to the University of Western Australia (2022) “one of the hardest things about learning another language is learning to think in that language. It does not happen spontaneously, but students can learn to think in English if they work strategically” (para.7). For this reason, cooperative learning helps to create a favorable environment for reflection and discussion in the new language. It also promotes a safe space where students feel calm to practice without being judged. Likewise, with varied activities, it allows members to integrate, participate and make the most of their time which contributes to thinking and speaking in English and fulfilling the assigned task.

Moreover, “the cooperative learning strategy promotes students’ active learning by creating simulated real-life language environments. With the implementation of CL in the foreign language teaching, students are provided with more opportunities to participate, experience, interact and cooperate” (Bengü, 2014, p.3). In other words, students learn to work together in a virtual environment through active learning and cooperating to achieve the same goal. Furthermore, Eliman and Bedri, 2017 states that once they start learning in groups, they will unobtrusively be engaged in oral practice. For this reason, it is an important component for learning, and it is necessary for anyone to become an expert in skill. (p.34). To sum up, using work groups in the teaching of a second language is a useful

technique to promote a meaningful learning, and achieve their study objectives.

Despite the challenges presented during the development of the dynamics in the eight weeks, it is evident that the application of cooperative learning is beneficial in students who learn a second language, thus generating positive results where they develop social skills, productivity, peaceful coexistence, acquisition of new knowledge, and the review of vocabulary seen in class.

Chapter V

Reflections

5.1 Reflections

In this space, the reflections that arose at the end of this action project are highlighted, where it is expected to critically deepen in all those aspects that are considered fundamental in this research. Firstly, it is emphasized that teachers who apply cooperative learning in their classes require knowledge about this topic; however, complicated training or hours of research are not necessary. They can learn with the help of ideas, activities, and tools available online which are mostly easy to use, free and downloadable which makes it possible to understand and adapt them to different areas, contents, levels, groups, and languages.

In the same way, it is reflected that cooperative learning is a valuable tool that can be applied in not only face-to-face but also virtual classes. Technology offers the possibility to the teacher in charge of having control of the work groups and carrying out actions such as dividing them, supervising, monitoring, and evaluating the interactions and progress of their work through platforms such as "Zoom" or "Teams". In turn, it is emphasized that despite being through an electronic device such as a cell phone or a computer the students, who are part of this research, manage to work as a team, follow the assigned roles, take responsibility for the task, solve conflicts, interact with respect, learn about social and communication skills, have fun regardless of their personalities and enjoy each of the applied activities. In relation to the previously mentioned, it is necessary that the teacher in charge has a good knowledge of the skills, previous knowledge, learning styles and likes of the learners since these differences allow them to learn from each other making use of their abilities and skills. It is also meditated on the fact that the implementation of this teaching method has no age limit; in other words, the teacher can incorporate this type of learning in children, youth, and adults. In addition, its application does not require a long period of time, that is, in small spaces created during the development of the class, it is possible to develop short activities based on cooperative learning. Finally, it is highlighted that in real life there are constant opportunities or situations where teamwork is required, not only professionally but also socially and personally; therefore, it is

essential to develop social and communication skills that allow a good development in any context that occurs.

5.2 Plan for Further Action

Subsequently, some actions that can be carried out based on the findings previously found during the application of this research project are emphasized. Based on the positive results of this work, the researchers intend to continue applying the principles and strategies of this methodology in their lessons. In the same way, the need to provide teachers with relevant information that allows them to understand how to successfully implement cooperative learning in English classes is emphasized. For this reason, an educational blog (link: <https://day99qm.wixsite.com/cooperative-learning>) based on the information obtained during this academic process is created since it is expected to gradually introduce teachers to this topic. According to Chawinga (2017), “in the field of education, blogs used for teaching and learning purposes, also called edublogs, have also gained some popularity and are gradually being used to promote learning through new Information and Communications Technologies (ICT) or e-learning” (Cited in Campillo, Miralles and Sanchez, 2021, para.8). As it stands out, it is a tool where educators have the opportunity to exchange their knowledge and find valuable information and resources that allow them to put new strategies into practice.

It should be noted that, during the construction of this platform, only those points considered relevant are considered with the purpose of creating a resource that provides a guide for the academics who wish to apply cooperative learning in their classes, whether in a face-to-face or virtual modality, and personal life. On the other hand, it is made up of different sections which contain all the necessary information such as the definition, principles, and advantages of cooperative learning, as well as the role of the teachers and students. The aforementioned, allows the teacher to know more clearly the background and main characteristics of this type of learning. In addition, they can also find activities that can be easily adapted to different levels, topics, and spaces. In turn, visually the blog has warm colors, legible

fonts, and illustrative images (**see appendix 11**). To summarize, this technological resource is expected to be of great help so that any teacher or individual can not only learn about the benefits of cooperative learning in the learning process, but also apply the activities presented in the blog in order to leave behind traditional teaching methodologies and foster communication and social skills in students while learning a second language.

Chapter VI

Conclusions

In the following section it is concluded that learning is a lifelong process in which new knowledge is acquired, and abilities and skills are developed through experiences. Therefore, in the educational field, teachers have the duty to maintain interaction, encourage motivation, creativity, promote values for life and, in the same way, transmit information about the subjects taught.

6.1 Outcomes

Subsequently, during the implementation of this research, cooperative learning has generated significant results and notable student achievement. Next, each of the objectives that were raised at the beginning of the project is discussed with the purpose of having a clear vision of the achievements in each one of them.

In the first objective, to diagnose the oral performance in beginners and advanced students of Programa de Educación Continua (PEC) at the University of Costa Rica; in other words, recognize their knowledge in terms of grammatical structures, pronunciation, and vocabulary. As a result, it is discovered that some learners need to improve their communication skills, on the contrary, other individuals manage to express themselves in English acceptably.

Similarly, the second objective is applying cooperative approach strategies for the purpose of improving students' oral skills. Based on this, everything possible was done so that during the development of the activities, students have the opportunity to practice the course topics in depth, discuss ideas, make joint decisions, listen, and respect each other, try to achieve a common goal, and implement new conversation skills in the language such as speaking more naturally and fluently.

In relation to the above, the third objective is to evaluate effectiveness of the implemented cooperative approach applied to the groups. The results show that the implementation of cooperative work in English classes for adults is beneficial for them since it was possible to identify a notable improvement in their oral expression. In addition, the dynamics allows students to understand and put into practice the elements that are an important

part of the language, support and help each other, generate a positive and motivating environment, increase their confidence, and reduce their anxiety and shyness when they express themselves. At the same time, during the development of each of the activities, the students have the opportunity to exchange constructive comments while the teacher is able to identify the areas in which they need to improve in order to provide suggestions and support to overcome those deficiencies. It is worth mentioning that when working as a team, students not only share ideas but also listen to different perspectives and opinions, which enriches their vocabulary and understanding of the language and helps them too self-correct.

Finally, the last objective is implementing an educational blog based on the information collected that provides ideas to teachers in the application of the cooperative approach in the virtual classroom. This is carried out in order to provide a useful tool to other teachers who want to learn about this topic, subsequently train, and apply it effectively in the development of their classes. In turn, this platform provides ideas on strategies that teachers can use as a guide and adapt them to what they need according to the group of students and their needs. In summary, these achievements help to motivate students to continue learning through this approach; at the same time, with the results obtained in this research, a new perspective is provided to the teaching community since the need for a change in traditional pedagogy when teaching a language is highlighted.

6.2 Implications

In the following section, the questions formulated at the beginning of the investigation are mentioned, where the most transcendental points are highlighted as follows. First of all, it is important to know **how to execute cooperative learning in teaching English** in any of the modalities in which the class takes place. To achieve this, it is relevant that the teachers understand the theory in order to put their strategies into practice through the planning of activities, their purpose and evaluation. In other words, it is vital to have knowledge about how to organize and establish the material, time, group size and objectives to later implement this

type of learning and provide a space for final feedback which should summarize the deficiencies and aspects relevant to each group work.

Next, it is shown that the **cooperative approach improves communication skills in students who learn a second language** since when interacting together they exchange ideas, and remember vocabulary seen in class through dialogue. These strategies provide a space for analysis and reflection in the classroom where learners manage to assimilate new concepts, understand diverse opinions, and question their ideals through critical and creative thinking. By providing these spaces, the student strengthens their self-confidence and develops a sense of belonging and responsibility, in addition to learning in a more dynamic way and improving their language skills.

However, like any learning approach, this brings with it some **limitations that students have when carrying out the cooperative approach in a virtual environment**. Therefore, for this approach to be useful and work, the teacher in charge must have basic knowledge to be able to apply the necessary techniques according to the level of the students, the class topics, and the estimated time. Likewise, the teacher must plan, supervise, provide support, and evaluate the corresponding results. In addition, it is necessary to define the appropriate techniques so that the student's learning is not harmed, and they can obtain better results. In the same way, some learners are also not used to working in a group, they do not know how to communicate assertively or assign roles to complete the task; therefore, the teacher must help them to work responsibly and to be able to resolve conflicts appropriately.

Finally, in terms of **the effectiveness of the cooperative approach implemented**, this has a positive impact on the development of oral skills in students since when they work together, they foster imagination, creativity, encourage interaction, and participation that allows them to function and achieve the corresponding goal. For this reason, it is necessary to improve the quality of the work, evaluate strategies and actively observe the evolution of the students. In addition, learners by constantly practicing the language manage to develop the necessary skills

to apply in the future, recall vocabulary already seen, provide meaningful feedback, and review structure and pronunciation. Therefore, its effectiveness is noted through the weeks implemented in adult classes where students have considerably improved their academic achievements.

6.3 Strengths

This research can be of great help to those teachers who do not have much knowledge about cooperative learning, but who have the desire to learn and experiment with new strategies that allow them to give a different emphasis to the methodology of their classes. It is worth mentioning that with the increase in virtual lessons, the pedagogy in education has changed considerably; however, some teachers are not trained to use technological resources and provide a creative class through those platforms. In relation to the above, teacher planning can become complicated since there are not enough ideas for the development of significant activities that motivate students to learn and participate actively. In addition, it must be considered that not all students learn in the same way; therefore, it is vitally important to promote different activities, tasks, and exercises that suit the interests, and abilities of all students equally. On the other hand, cooperative learning promotes a different perspective where students can interact, exchange ideas, organize and socialize despite not receiving face-to-face teaching. This helps students to prepare in different areas such as academic, personal, and work, to improve their oral skills, and learn to work in the company of other people while maintaining a cordial and respectful relationship.

6.4 Limitations

This last section highlights some limitations when implementing and evaluating the effectiveness of cooperative learning in English classes in an adult population. Mainly, it is emphasized that the population that participated in the development of this research is usually insufficient to generalize the full scope of the effectiveness of CL in all students who decide to

learn a second language. Undoubtedly, more teachers are required to test CL in academic methodology in different populations, and in other contexts to discover different findings to those that have already been found.

Certainly, another limitation found is the instrument used (checklist) to verify the teamwork of the apprentices. The categories are usually insufficient if the students are not known in depth. In general aspects, the behavior of the students is observed when they work in a group, but more emphasis should be placed on knowing their personalities, likes, language deficiencies, and their communication skills before asking them to assume responsibilities, roles and develop a certain task. In this way, more specific details can be found that allow the researcher to know the participants in depth and adapt the strategies to improve their deficiencies on a larger scale.

Eventually, the number of technological platforms and tools that can improve the methodology of virtual classes is emphasized; however, the use of these in older students brings with it some limitations in the development of activities. For example, some students did not know how to use the "Teams" platform where the classes were taught, it is difficult for them to enter the groups, turn on the camera or access the chat or the emoticons. Therefore, the researchers had to dedicate time to the students who have these problems to explain them so that they could access these tools in an equitable way and participate actively.

Despite the fact that the effectiveness of cooperative learning in the oral skills of the students is verified, another limitation could be that not all the skills that are essential to learn a second language are covered; therefore, the research can be extended to design strategies that also involve different tasks such as writing or listening through the CL. This would be intended to consider different and important findings during the implementation of new activities.

In summary, the main purpose of developing this research is to obtain positive results from the application of the cooperative approach in English students; however, every process has limitations such as those already mentioned, since they are helpful to improve. For this

reason, strategies that provide significant learning through the formation of groups where each team member provides support to complete the tasks, interacts, and contributes ideas and concepts on various topics must continue to be applied.

Chapter VII

Recommendations

In this section, some recommendations are provided in order to facilitate the implementation or use of the cooperative approach to simplify the process, give it meaning and promote the achievement of the established objectives.

7.1 To Professors

It should be noted that teachers play an important role since they represent a guide in this learning process. Slavin (2014) establishes that the teacher, by making use of the following strategies, makes it easier for students to obtain deeper learning. The first strategy consists of forming interdependent teams, that is, the group must be made up of students committed to helping the other members to seek mutual learning and the successful completion of the assigned activity. In turn, set group goals to motivate students to achieve a certain goal and encourage each individual to do a good job and prepare adequately to accomplish what they have set out to do as a group. In the same way, a relevant element that allows maximizing the potential of cooperative learning is guaranteeing individual responsibility. The objective of the group is achieved through equal participation, mastery of the contents and certain skills, and learning of each of the team members. To ensure that each student does their part, a task should be assigned that is challenging, and the group goal requires the active participation of each individual; otherwise, they find it difficult or unable to succeed. In addition, teaching communication and problem-solving skills is crucial so that students can learn and put their knowledge into practice.

7.2 To Students

It should be noted that students are a fundamental part of this process; for this reason, it is considered necessary to provide some suggestions so that they can take advantage of strategies based on this approach. The learners must listen carefully to the opinions of their peers, fostering respect for the speaker and the acquisition of unknown ideas or concepts. In

relation to this, each individual must provide an explanation of her/his ideas and opinions, as well as the reasons why he/she reached certain conclusions. In the same way, working productively, setting goals, monitoring progress, solving learning problems together, encouraging, supporting, and giving feedback to colleagues throughout this process results in mutual motivation that allows them to put their ideas and strengths into practice, and improve the weaknesses of others. Based on the above, the importance of students having a positive attitude and being willing to actively participate in all the activities carried out and in the modality in which it is carried out is highlighted. On the other hand, as professors “letting students struggle constructively and safely in their teams enables each student to reflect on his or her thinking, compare it with others' ideas, and refine that thinking before sharing it with the class or on a test” (Slavin, 2014, para.20) In turn, everyone must comply responsibly in each of the stages of the learning process and provide valuable contributions that benefit the acquisition of knowledge by each member of the group.

7.3 To Ministerio de Educación Pública (MEP)

In the same way, recommendations for the MEP on actions that can be considered to improve the processes that are carried out in educational institutions are highlighted. Firstly, the idea of applying evaluations in different periods of the school year is emphasized with the purpose of knowing the level that the students have. They must be created and applied in order to discover the best way to help them improve and become aware of how and what they are really learning by using various digital tools that are useful to evaluate them not only summative but also formatively. In turn, this allows the teacher to focus on aspects that require special emphasis; in the same way, it is necessary to know the needs and contexts in which learners operate in order to develop strategies that help increase their knowledge significantly. Furthermore, this guide's people involved in the educational field such as teachers, administrators, leaders, and people who create policies to make decisions where teaching

approaches that provide the opportunity for students to obtain better results in the academic area are promoted. In relation to the above, it is recommended to promote teamwork, inclusion, and respect for different points of view, and that the contents to be developed be reviewed with greater consistency in order to eliminate or modify anything that is not in accordance with the current cultural or social context. At the same time, contents that really contribute to the development of important skills in different subjects should be prioritized so that students can acquire more advanced abilities to put into practice in the future. In the same way, the objectives to be achieved should be developed under a more humanistic approach where students are no longer seen as numbers and begin to be perceived as individuals who have different likes and needs that must be satisfied. In addition, it highlighted the creation of an educational system where the teacher has to present less paperwork and reports as well as the modification of instruction time in order to have more time available to provide tutorials to students who require it the most and teach them to be self-taught. On the other hand, training should be provided to teachers so that they are able to promote active participation through activities focused on the students, and based on real contexts that help them develop and put into practice critical thinking, problem analysis, and assertive communication among other aspects that allow them to function properly in the different areas that are part of their lives.

Finally, and in relation to the above, cooperative learning represents a tool that allows promoting and putting into practice skills such as peaceful conflict resolution, showing tolerance and towards different opinions, helping those who need it by putting into practice the strengths and learning from the positive characteristics of co-workers. For this reason, the preparation of teachers is so relevant since they guide students to improve their academic performance and meet the expected goal. It should be noted that these types of activities require prior planning that encourages the inclusion of all students in the coordination and dynamics of group work; in simple words, the members that are part of the team must be as heterogeneous as possible in aspects such as level, tastes, characteristics, thoughts or way of perceiving the world, abilities

and gender, among others, in order to promote diversity and provide an enriching and significant experience in their learning process.

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ANNEXES

Appendix 1: English Diagnostic Test.

Student's name: _____.

Section: _____. Date: _____.

Points: _____ Percentage: _____

Points:	Percentage:	Grade:
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Instructions:

Stage 1: Each student mentioned a number and must answer the corresponding question according to the number she/he chose.

Stage 2: Students have five or ten minutes to order their ideas and think about the answer.

Stage 3: Students have to answer the question for two minutes and use all their previous knowledge of the English language.

Questions

1. What do you do? Do you work or are you a student?
2. Tell me about your family.
3. What do you do in your free time? (Do you play football or any sports?)
4. Tell me about a wonderful experience.
5. Tell me about your pet.
6. Tell me about the town where you live.
7. What is your favorite hobby?
8. Tell me about yourself.
9. Tell me about your favorite food.
10. What are you going to do on the weekend?
11. What is your favorite sport?
12. Tell me about your worst experience.

Appendix 2: Round table.

Topics: My house (level 2), Clothes (level 3), Job (level 10) and Baking (level 11)

Time: 40 minutes per group.

Instructions:

Stage 1: The group is divided in half by creating break rooms, so each individual will be able to meet with whoever will work as a team.

Stage 2: Each group has to select five questions related to a topic seen previously in class; these will be displayed by touching different elements of an interactive image.

Stage 3: Each group has **ten minutes** to prepare, look up the meaning and pronunciation of a word, and individually analyze the questions.

Stage 4: Students have **fifteen minutes** to start the group discussion where each person must have at least one two-minute intervention per question.

Stage 5: Students have **fifteen minutes** to create a small online concept map with the most relevant ideas that they previously analyzed and show it to the rest of the group..

Questions

My house

1. Which are the advantages and disadvantages of living in a small house/flat/apartment?
And living in a big one?
2. Which do you like better, a home with a nice garden or a home without one?
3. Some people say houses are too much like boxes or cages. Do you agree or disagree?
Why?
4. Is it better to rent or buy? Give reasons for your answer.
5. What problems do homeowners have? What can they do about them?
6. How can houses be made more environmentally friendly?
7. What is your dream house?

8. What makes 'a house' into 'a home'?
9. What things in your home couldn't you live without?
10. What changes would you like to make to your home?
11. What is your favorite room in your house? Why?
12. What do you think houses in the future will be like?
13. Make a list of the 10 most important things you would look for when choosing a house to live in.

Clothes

1. Do you often buy clothes? Why?
2. Are clothes important to you? Why?
3. What kinds of clothes do you prefer to wear? Why?
4. What kinds of clothes do you wear most days? Why?
5. Would you ever spend a lot of money on clothes?
6. Do you think men and women have the same view of clothing? Why?
7. Why are you wearing the clothes you have on now?
8. Why do people spend lots of money on clothes?
9. Who decides which clothes are fashionable?
10. What do clothes tell people about our personalities?
11. What's your favorite item of clothing?
12. If you were an item of clothing, what would you be and why?
13. Describe an item of clothing that you recently bought.
14. What kind of clothes do you dislike?
15. Why do some people buy brand-name clothes?

Job

1. How difficult is it to have your own business?

2. Do you have a problem working at night? Why?
3. Do dream jobs really exist? Why?
4. Do you like your job? Why?
5. What are some of the best jobs you can think of?
6. In your opinion, which jobs are most prestigious? Why?
7. What job do you want to have?
8. Are you a hard worker? What motivates you to work?
9. Where is the best place to look for work these days? A website?
10. Are you an ambitious person? What career goals do you have?
11. Are there any jobs you think are not paid enough? Why are those workers undervalued?
12. Are there jobs that men do better than women do? How about vice versa?
13. Can you talk about what a typical day at your current job is like?
14. What do you think would be the most interesting job? The most boring?
15. Would you like to do the same job for the rest of your life? Why?

Banking

1. Do you like banks? Why?
2. What are the good things about banks?
3. What are the bad things about banks?
4. What do you think of bank charges?
5. Are bank workers always helpful?
6. Has a bank ever made a mistake with your account / money?
7. Would you like to work for a bank?
8. Have you ever taken out a bank loan or overdraft?
9. Which banks do you use? What do you think is the best bank?
10. What would you do if you were stuck inside a bank during an armed robbery?

11. Do you think banks are the best place to keep money? Where else can you put it?
12. How have banks changed over the last 50 years?
13. Do you have any credit cards? What are their limits?
14. What services have you taken at the bank?
15. Do you prefer to go to the bank or to use web banking?

Appendix 3: Role play.

Topics: My town (level 2), Supermarket (level 3), Community Resources (level 10) and Hospital (level 11).

Time: 40 minutes per group.

Instructions:

Stage 1: This activity begins with the formation of groups of three people. Each student must select a number in order to form a group. For example, the three individuals who selected the numbers previously grouped by the researchers worked together.

Stage 2: Each group is given a situation based on a real context.

Stage 3: Each group must briefly organize their ideas and establish how this performance will develop. They have **ten minutes** to agree.

Stage 4: The researchers assigned each group a color without them knowing which one corresponds to them. Next, the order was chosen at random by selecting a color through a roulette wheel.

Stage 5: Each of the team members provide ideas that allow them to establish a conversation and improvise based on the situation assigned to them.

Situations

My town

1. You are new in the city, and you are lost. You ask a person for directions to the nearest museum.
2. You want to show your city to your friend who comes to visit. You order a taxi to get to a specific place.
3. You are a journalist who interviews a famous actor/actress who is visiting the city to shoot a movie.
4. You are on a trip with some friends from other cities. During the conversation everyone decides to describe their neighborhood and the buildings in it.

5. You own some apartments in your city, and you want to sell one to a new neighbor who came to live in your neighborhood. You tell him about the positive things and advantages of living there.

Supermarket

1. A customer is making a complaint as some food they bought earlier in the day is off.
2. A family or group of friends are buying food and drinks for a party.
3. An employee is working their first day in the supermarket and it's really busy.
4. Two old friends bump into each other while doing their shopping.
5. A customer requests help finding an item in the daily section.

Community Resources

1. A community that wants to create an environmental education program and wants more citizens to join.
2. As residents of the community, they decide to file a claim for a situation of injustice that is happening in your city (garbage in the streets, animal abuse, noisy neighbors, etc.).
3. During a political campaign you decide to run for mayor together with your cabinet, you propose a series of ideas to improve the city. Which would be?
4. You join with the other neighbors to present a complaint to the new mayor of the city.
5. You want to create a job as a volunteer, and you decide to encourage the other neighbors to participate.
6. You lost your dog during the fireworks. You go looking for him in your city and ask the other neighbors for help.

Hospital

1. Friends visit a patient who suffered a car accident.
2. A medical student begins his/her university internship in the area of pediatrics.
3. The doctor asks the patient important details about her/his medical problem.

4. The nurse gives health advice to young people who have weight problems.
5. A beginning doctor must attend an emergency on his first day of work.
6. Carrying a care package for someone in the hospital after having surgery.

Appendix 4: Debate.

Topic: My town (level 2), Supermarket (level 3), Community Resources (level 10) and Hospital (level 11).

Time: 40 minutes per group.

Instructions:

Stage 1: The roles to be fulfilled are determined, that is, a moderator is established (a researcher) and two groups are created (people who provide arguments in favor, and those who provide information against the established statement). This selection process is carried out through a roulette wheel.

Stage 2: Researchers provide the students with **ten minutes** to determine and organize the points that each member of the group is going to develop.

Stage 3: Students have **twenty minutes** to develop the debate. Each person should have a two-minute intervention to provide relevant information related to the topic discussed. They have to take notes to later provide feedback on the aspects in which the other group should improve.

Stage 4: Students have a reflection space, of **three minutes** per group, to provide recommendations to the other and vice versa.

Statements to discuss.

My town

- City life is better than village life.

Supermarket

- Big international supermarkets are better than local supermarkets.

Community Resources

- Recycling should be a personal decision (or mandatory).

Hospital

- Private hospitals are better than the public ones.

Appendix 5: Charade game.

Topics: Fruits and vegetables, animals, transportation, clothes, and daily actions.

Time: 40 minutes per group.

Instructions:

Stage 1: The group is divided in half. This selection is carried out by means of a roulette wheel where the names of all the individuals of the group are shown to determine who is part of the first and second team. They have **fifteen minutes** per round.

Stage 2: The researcher shows the students examples of the questions they can ask so that they can have a clearer idea of what is requested.

Stage 3: In the first round, each participant is assigned a word and the rest of the group must ask questions to try to guess the word while the individual says "yes" or "no" to guide their classmates during the game.

Stage 4: In the second round, each individual is assigned an action; therefore, they must act, and make signs or movements and the rest of the members work as a team to discover through questions and words what is the action that the partner tries to represent.

Stage 5: Each group works in a breakout room where a researcher (Joselin Méndez or Haslyn Quirós) is present to guide the game, make the corresponding interventions, and verify that they interact and communicate in English.

Stage 6: Each participant must make at least one intervention of two minutes per round. Finally, for each correct answer the team gets a point.

First round - Words

Fruits and vegetables

- Orange
- Strawberry
- Tomate
- Carrot

Animals

- Horse
- Bear
- Monkey
- Cow

Transportation

- Bus
- Train
- Car (taxi)
- Motorcycle

Clothes

- Dress
- Jacket
- Jeans
- Gloves

Second round - Actions

1. Drink water or juice
2. Study for an exam
3. Clean the house.
4. Buy groceries.
5. Cook dinner.
6. Teach to ride a bike.
7. Read and respond to emails.
8. Do exercise.
9. Have a meeting.
10. Play a video game.

Appendix 6: Impromptu speech.

Topics: Current situation, Job/Work, Sports, Free time, Music, Movies, Books, TV, Travel and Hobbies.

Time: 40 minutes per group.

Instructions:

Stage 1: Students make groups of three people. They themselves decide who they want to work with.

Stage 2: Each group selects a topic and two questions related to it at random.

Stage 3: Each group has ten minutes to come to an agreement and establish the ideas that they are going to develop in this task.

Stage 4: Each group presents their online impromptu speech to the rest of the class. Each trio has six minutes (two minutes per person) to create and maintain a coherent conversation, since each person must have at least one intervention.

Remember: Each student must intervene and actively participate in the conversation.

Topics and Questions.

1. Current situation

- How are you doing?
- How 's the job?
- How 's the family?
- How was your weekend?

2. Job / Work

- What do you do?
- Do you like it?
- How are your coworkers?
- What's the best / worst thing about being a (their job)?

3. Sports

- Do you like (sport you like)?
- What teams do you follow?
- Do you play any sports?
- Who do you think will win the (major sports event)?

4. Free time

- What do you do in your free time?
- How much free time do you have?
- What do you wish you had more time for?

5. Music

- What kind of music are you into?
- What music did you like when you were younger?
- What's your favorite band / singer?
- What's your favorite album?

6. Movies

- What type of movies do you like?
- What's your favorite movie?
- Who's your favorite actor / actress / director?
- What's the last movie you saw?

7. Books

- Do you like reading books?
- What types of books do you like?
- What's the last book you read?

- What's your favorite book?
- What book is overrated?
- Are there any books you would really recommend I read?

8. TV

- What shows do you watch?
- What do you think about (popular TV show)?
- Have you seen (TV show you like)?
- What are some shows that ended that you were really into?
- What show do I really need to check out?

9. Travel

- Where have you been on vacation?
- What did you like / dislike about (place they traveled)?
- What place do I really need to see?
- What's your favorite place you've been?

10. Hobbies

- Do you have any hobbies?
- How did you get started?
- What is your hobby?
- What hobbies did you have when you were younger?

Appendix 7: Speaking Rubric.

Class' Activity _____. **Points:** 20pts **Percentage:** 20%.

Objective: Evaluate the learner's ability to hold a conversation with his group based on the assigned topic.

Date: _____

Student's name: _____.

Indicators or evaluation criteria	4 points Excellent	3 points Good	2 points Regular	1 point Needs improvement	Score obtained
Grammar	Use grammatical structures correctly. The student ventures to use new structures not studied in class.	Frequently, they use the structures studied in class with errors that do not affect the message.	Regularly, the student makes mistakes that can affect the message	The student does not use structures grammatically correctly and makes many mistakes that affect the message	
Content and Vocabulary	Use appropriate vocabulary for their level and contribute clear and new ideas.	The student talks about the indicated topic but does not contribute new ideas. He/she has a good vocabulary.	Uses a regular vocabulary and does not convey clear ideas. He/she is not clear about new concepts.	Possesses little or no vocabulary on the subject indicated. Not able to convey clear ideas	
Pronunciation and Fluency	The S speaks clearly and expresses himself correctly. Apply the rules of pronunciation and do not make mistakes	The S expresses it easily. Make some pronunciation errors that do not affect the message.	The S has some obvious pronunciation errors. Use very short, simple sentences with constant pauses	His/Her pronunciation and articulation are only correct in memorized words and phrases. It is necessary to make an effort to understand him.	

Interaction and communication skills	He/she interacts correctly, maintains the thread of the conversation and is one hundred percent natural.	The S participates but pauses and hesitates to give his/her answer, he does not express himself with complete certainty.	The S hesitates to answer, takes long pauses and does not interact correctly.	The S does not respond or mention short phrases. He does not interact with others and is not sure of himself.	
Performance	The beginning of the conversation and closing is appropriate with proper time management.	Initiates confidently and maintains simple but appropriate dialogues with basic closure and time management	Starts well but fails to keep the thread of ideas, has a regular closure and little time management	His/her beginning of the conversation is regular, cuts off ideas or does not conclude them adequately and does not manage to cover or all the pre-established time	

Appendix 8: Check List - Cooperative Learning.

Date: _____	Researchers <ul style="list-style-type: none"> ● Haslyn Quirós Miranda ● Joselin Mendez Segura
Group: _____ Activity: _____ Topic: _____	Students' names: <ol style="list-style-type: none"> 1. _____. 2. _____. 3. _____. 4. _____. 5. _____.

Category	Yes	No
1. Each member of the group participates actively with the other participants.	●	●
2. Each member of the group is responsible for doing their part and helping those who need it most to complete the task.	●	●
3. Each student in the group is able to help, support and encourage the efforts made by others in their learning process.	●	●
4. Each member of the group gives constructive feedback, reaches an agreement and manages to manage conflicts appropriately.	●	●
5. Each student manages to build trust, communicate clearly and accurately, and involve all members	●	●

in the learning process.		
6. Students carry out their tasks with limited teacher intervention, they learn from each other by performing the tasks, as well as from their mistakes.	•	•
7. Each member of the group asks the teacher questions and respects the times correctly.	•	•

Comments and Observations:

Appendix 9: Survey for Students.

General Information:

- The main objective of the following survey is to gather opinions and recommendations on the activities carried out in the virtual classes during these five weeks by professors and researchers Haslyn Quirós and Joselin Mendez.

- The information collected through this form will only be used for the Research Project of the course LIN-08 Educational Research.
- The student can ask questions that arise to the researchers during the completion of this survey.
- The questions were written in the mother tongue of the students so that they can express themselves widely in their answers and have a better understanding of them.
- Link: <https://forms.gle/mN88oVAri9DoMAEc7>

Instructions:

- Answer the following five questions based on your personal opinion and be respectful.

Questions

1. En términos generales, ¿cómo califica usted el desarrollo de las actividades propuestas por las profesoras? Justifique su respuesta.

- A. Excelente
- B. Bueno
- C. Regular
- D. Deficiente

2. ¿Cuál de las tres (3) actividades desarrolladas fue su favorita? ¿Por qué? (Marque la opción que considere correcta)

- A. Juego de Rol (Semana 2)
- B. Mesa Redonda (Semana 3)
- C. Debate (Semana 4)
- D. Por qué: _____.

3. Comparado con hace un mes. ¿Cree usted que su habilidad o capacidad para hablar inglés ha mejorado con el desarrollo de las actividades? ¿Por qué?

- A. Si.
- B. No.
- C. Por qué: _____.

4. ¿Te resultó difícil trabajar en equipo? ¿Por qué?

- A. Si
- B. No
- C. Por qué: _____.

5. ¿Qué recomendaciones les darías a los profesores para que desarrollen sus clases de inglés?

_____.

Appendix 10: Interview for professors.

General Information:

- The following interview has as its main objective to know the perspective of the teachers Mariam Ramírez (level 10) and York Ampie (level 3) who had the role of spectator during the development of the interventions carried out in the virtual classes during these five weeks by the professors and researchers Haslyn Quirós and Joselin Méndez.

- The information collected through this form will only be used for the Research Project of the course LIN-08 Educational Research.
- The following five questions are open because it is expected that the teacher can not only answer but also justify each of his/her answers with the purpose that it can provide researchers with feedback and recommendations.

Questions

1. Do you apply strategies based on cooperative learning during the development of your virtual classes? Yes, or No? Why?
2. What would change or improve each of the interventions developed? Why?
3. Do you think there was an improvement in the oral performance of the students? Yes, or No? Why?
4. What were the limitations that you could observe during the development of each of the interventions, and how would you solve them?
5. What recommendations would you give to researchers who wish to implement cooperative learning in their classes?

Appendix 11. Educational Blog.

The image shows a screenshot of a Wix website titled "Implementation of Cooperative Learning in Virtual English classes". The website is displayed in a browser window with the URL <https://day99qm.wixsite.com/cooperative-learning>. The page features a large header image of three children looking at a book together, with the title "Implementation of Cooperative Learning in Virtual English classes" overlaid in a green banner.


Below the header, the page has a "Hello!" section with the text: "We are Haslyn Quirós & Joselin Méndez. We are two English teachers who are passionate about research and pedagogy. If you are interested in the topic, I invite you to read! June, 2023". To the right of this text is an image of a sign that says "LOVE TO LEARN".

The main body of the page contains a paragraph: "The educational system must be kept in constant improvement due to the social and cultural change that it has experienced over the years and resulted in the emergence of various educational needs. Moreover, the virtual teaching development searches for methods and digital resources".

At the bottom of the page, there is a section titled "What is Cooperative Learning?" with a sub-image of three children looking at a book together. The text in this section reads: "Cooperative learning in a virtual environment improves linguistic competence in English as a foreign language and providing students with the necessary tools so that they can internalize the information they are given and apply it in various areas of daily life. Brown (1994) defines cooperative learning 'as a method in which heterogeneous students work together on materials presented by the teacher in order to achieve a specific task' (Quoted in Yassin et al, 2018, p.644). In addition, this model provides carefully designed opportunities for participation and interaction so that each individual becomes an active agent in their learning process and works together through the organization and coordination of groups where analysis, reflection, verification, among other processes, are carried out in order to develop the assigned activities successfully, achieve the educational objectives already established, and make their learning more effective."





group to receive support, guidance and succeed in the created objectives.

2. Individual responsibility: implies that everyone is responsible for doing their part and helping those who need it most to complete the task.
3. Promotional interaction: refers to the verbal interaction that students must have with each other in order to help, support and encourage the efforts made by others in their learning process.
4. Interpersonal and social skills: as an example of this is giving constructive feedback, reaching agreement, managing conflict, and communicating clearly and accurately.
5. Group processing: requires the functions and contribution that each one of the members makes in order to successfully complete the tasks.



Types of Cooperative Learning

The four types of cooperative learning are highlighted by Johnson (2018).

 <p>Formal cooperative learning</p> <p>It is one that is implemented in order to teach specific content. This is done when students work together for a set period of time during class or several weeks to complete tasks and assignments. Instructors structure and organize the</p>	 <p>Informal cooperative learning</p> <p>It is characterized by individuals working together temporarily to achieve a learning objective, for example, during a conference, lasting a few minutes, or during a class period.</p>	 <p>Cooperative base groups</p> <p>It is implemented to provide long-term support and assistance, and made up of students with a stable membership that aims to provide help, support and encouragement to progress academically and develop</p>	 <p>Constructive controversy</p> <p>It can be implemented in order to take advantage of academic conflicts for the purpose of making decisions, improving achievement, and solving problems.</p>
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Phases of Cooperative Learning

To apply a new methodology in class, it is important that the teacher knows its most relevant phases, in order to correctly organize and plan the activities to guarantee students success. According to the author Lombardi, (2018), during the implementation of cooperative learning, three important stages are emphasized.

<p>1</p> <p>Pre-implementation</p> <p>It focuses on determining the tasks that are proposed by the teacher. According to Johnson, Johnson, and Smith (1991) the objectives of CL, the reason for using this method must, the benefits the didactic materials, and tasks must</p>	<p>2</p> <p>Implementation</p> <p>Where work begins and students play a fundamental role during the development of their tasks. Among them, the author mentions the following: group work, support among members, questioning their opinions, keeping a record of</p>	<p>3</p> <p>Post-implementation</p> <p>In this stage the professor must provide a closure as a summary of the most important points of the work for each group. After this, it is essential to provide feedback on the final performance with the purpose of the learners improving their skills. During</p>
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wix Inicio | Cooperative Learning x

https://day99qm.wixsite.com/cooperative-learning

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Student's roles


- Seyoum and Molla (2022) state that students have a responsibility to work together, question and listen to each other, as well as take notes and keep organized records of their work and progress.
- The student is expected to be able to ask questions, assume personal responsibility, participate effectively, show enthusiasm and motivation while participating and interacting with the other members of the group, organize and change the conditions to be more successful.
- According to Altun (2015) "the role of the student is to complete the assigned group role and to work cooperatively with other students to accomplish a shared goal through interaction and problem solving" (Cited in Seyoum & Molla, 2022, para. 16).

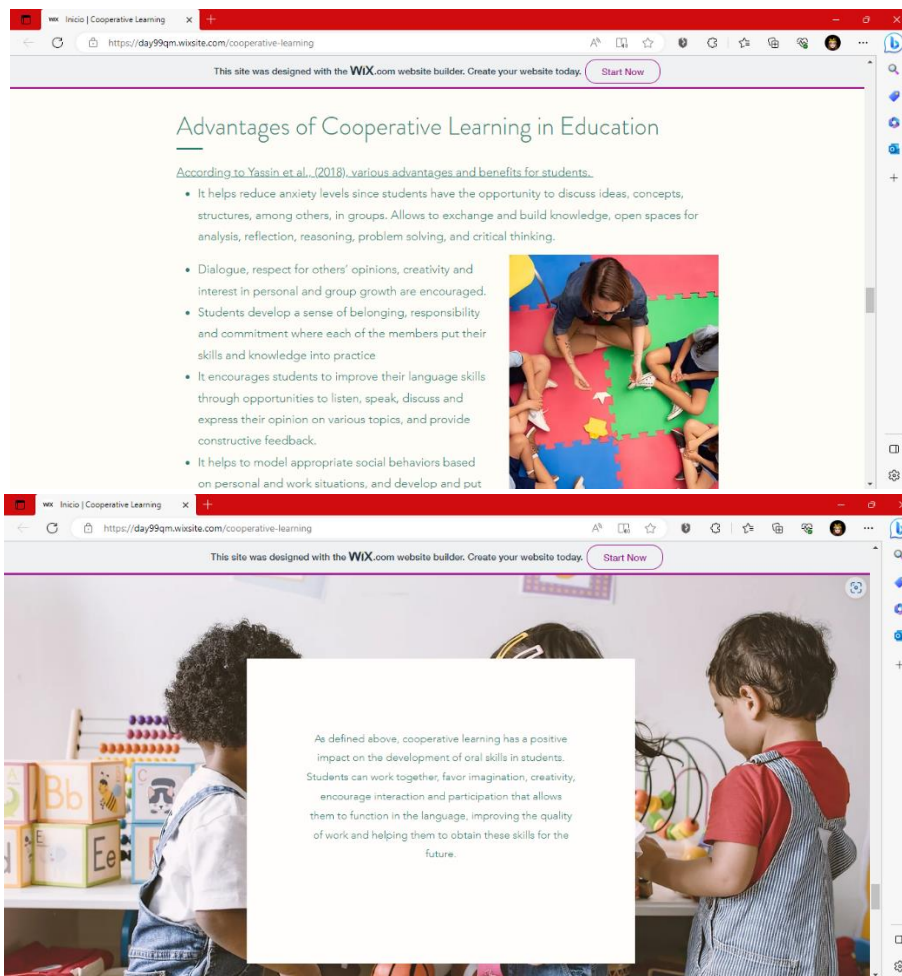
Teacher's roles

- Silva, Farias and Mesquita (2020) emphasize that one of the main roles of a teacher is to be a facilitator of a student-centered learning process.
- To train learners to assume both responsibility and control of their learning experiences.
- The teacher must modify strategies and activities in a pertinent way and allow the performance of different roles adjusted to the level of students.
- To empower and carry out a gradual transfer of responsibilities and decision-making to students.
- Furthermore, Tunirski (2015) highlights the previous decision-making focused on the selection of materials and learning objectives, organization and assignment of work.
- To monitor student behavior during the performance of assigned work and providing appropriate closure are part of this process.

5 Activities to implement Cooperative Learning in E-learning classes.

The application of the following techniques and the use of cooperative learning in English classes are intended for students to improve their skills through the acquisition of knowledge in the target language and encourage them to work together to achieve a certain goal.






The image shows two screenshots of a website. The top screenshot displays the title 'Advantages of Cooperative Learning in Education' and a list of benefits. The bottom screenshot shows a text box overlaid on a background image of children in a classroom.

Inicio | Cooperative Learning x
https://day99qm.wixsite.com/cooperative-learning
This site was designed with the WIX.com website builder. Create your website today. Start Now

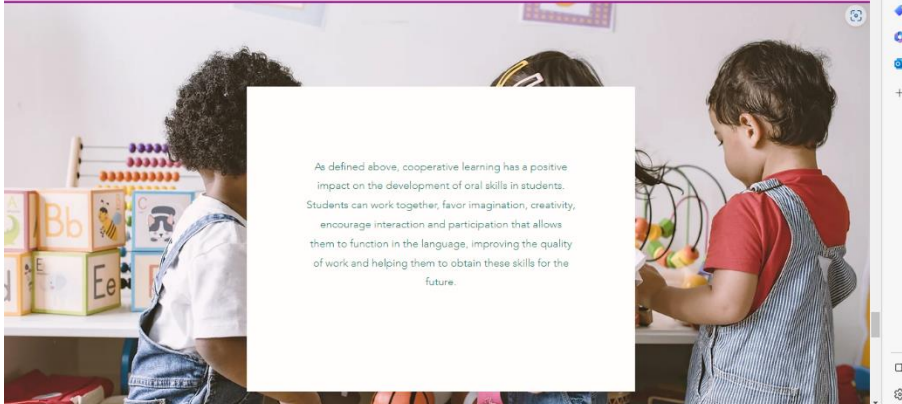
Advantages of Cooperative Learning in Education

According to Yassin et al., (2018), various advantages and benefits for students.

- It helps reduce anxiety levels since students have the opportunity to discuss ideas, concepts, structures, among others, in groups. Allows to exchange and build knowledge, open spaces for analysis, reflection, reasoning, problem solving, and critical thinking.
- Dialogue, respect for others' opinions, creativity and interest in personal and group growth are encouraged.
- Students develop a sense of belonging, responsibility and commitment where each of the members put their skills and knowledge into practice
- It encourages students to improve their language skills through opportunities to listen, speak, discuss and express their opinion on various topics, and provide constructive feedback.
- It helps to model appropriate social behaviors based on personal and work situations, and develop and put



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As defined above, cooperative learning has a positive impact on the development of oral skills in students. Students can work together, favor imagination, creativity, encourage interaction and participation that allows them to function in the language, improving the quality of work and helping them to obtain these skills for the future.