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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLES

TOPIC:

COLLABORATIVE LEARNING AND ITS INFLUENCE ON MOTIVATIONAL PROCESSES IN ENGLISH LANGUAGE LEARNING AMONG IN HIGHER EDUCATION STUDENTS

Thesis prior to obtaining the Master's degree in Education

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DEDICATORIA

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

-With love. Mero Alay Bryan Steven

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- Bryan Steven Mero Alay

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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLES

AUTOR: MERO ALAY BRYAN STEVEN

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TEMA

EL IMPACTO DEL APRENDIZAJE COLABORATIVO EN LOS PROCESOS MOTIVACIONALES EN EL APRENDIZAJE DEL INGLÉS EN ESTUDIANTES DE EDUCACIÓN SUPERIOR.

RESUMEN EJECUTIVO

Este estudio explora la eficacia del aprendizaje colaborativo para potenciar la motivación de los estudiantes de inglés como lengua extranjera (EFL) en educación superior, mediante la implementación de estrategias específicas orientadas a fortalecer las habilidades de integración. En el contexto universitario analizado, la baja participación, la interacción limitada entre pares y el escaso compromiso se han identificado como desafíos persistentes que afectan negativamente los resultados de aprendizaje del inglés. Para responder este problema, la investigación examina cómo se implementa el aprendizaje colaborativo en las clases de inglés y cómo influye en la motivación y la participación del estudiantado. El estudio adopta un diseño cualitativo basado en la teoría fundamentada. La muestra incluye a cinco docentes de inglés y treinta y cuatro estudiantes universitarios de nivel B1, matriculados en un programa de EFL en Ecuador. Los hallazgos indican que las rutinas colaborativas bien estructuradas, como los juegos de roles, los debates y los proyectos grupales, promueven una participación más amplia, favorecen un clima de aula de apoyo y fortalecen procesos motivacionales. el interés, la autoeficacia y el valor asignado a la tarea. Al mismo tiempo, los docentes reportan limitaciones vinculadas al tiempo, al tamaño de los grupos y a la participación desigual, lo que muestra la importancia de contar con normas explícitas, un diseño cuidadoso de las tareas y apoyo institucional. Como producto pedagógico, el estudio propone un cuadernillo didáctico de planes de clase que integra estrategias colaborativas para la expresión oral y escrita, ofreciendo una guía práctica para docentes de EFL que buscan fomentar la motivación y el compromiso mediante una enseñanza centrada en el estudiante.

Palabras clave: estrategias de aprendizaje colaborativo en EFL; motivación estudiantil en EFL; perspectiva sociocultural y participación en el aula.

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

FACULTY OF EDUCATION SCIENCES

MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

AUTHOR: MERO ALAY BRYAN STEVEN

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THEME

THE IMPACT OF COLLABORATIVE LEARNING ON MOTIVATIONAL PROCESSES IN ENGLISH LANGUAGE ACQUISITION IN HIGHER EDUCATION

ABSTRACT

This study explores the effectiveness of collaborative learning in enhancing the motivation of students learning English as a Foreign Language (EFL) in higher education, through the implementation of specific strategies aimed at strengthening integrative skills. In the university context analyzed, low participation, limited peer interaction, and low levels of engagement have been identified as persistent challenges that negatively affect English learning outcomes. To address this issue, the research examines how collaborative learning is implemented in English classes and how it influences students' motivation and participation. The study adopts a qualitative design based on grounded theory. The sample includes five English teachers and thirty-four B1-level university students enrolled in an EFL program in Ecuador. The findings indicate that well-structured collaborative routines, such as role-plays, debates, and group projects, promote broader participation, foster a supportive classroom environment, and strengthen motivational processes, including interest, self-efficacy, and task value. At the same time, teachers report limitations related to time constraints, group size, and unequal participation, highlighting the importance of explicit norms, careful task design, and institutional support. As a pedagogical outcome, the study proposes a teaching booklet of lesson plans that integrates collaborative strategies for both oral and written production, providing a practical guide for EFL teachers seeking to enhance motivation and engagement through student- centered instruction.

Keywords: classroom participation, collaborative learning strategies in EFL, sociocultural perspective, student motivation in EFL

INTRODUCTION

English increasingly serves as the global lingua franca across literature, journalism, and scientific publishing; it also dominates much of the internet, making it an essential tool for worldwide communication and collaboration (Dash & Gandhi, 2022). In higher education, student engagement is a key driver of academic achievement and professional development; an effective way to boost engagement is collaborative learning: when students work together on shared tasks, they build communication skills, share knowledge with each other, and develop critical thinking (Johnson & Johnson, 2019). In English courses, this includes simulated real-world tasks, group discussions, and other activities that promote fluency and vocabulary acquisition.

In this context, the present study is both important and novel because it responds directly to the tension between Ecuador's policy-level commitment to CEFR-aligned, communicative, collaborative EFL teaching and the persistent prevalence of teacher-centred practices in secondary classrooms. While international and regional evidence shows that collaborative learning can enhance motivation, interaction, and performance in EFL settings, there is still limited empirical research that examines these dynamics in Ecuadorian high schools under the specific demand of achieving a B1 exit level.

This study aligns with the research line of educational innovation and pedagogy, focusing on active-learning methods and student-centered strategies that foster motivation and engagement. The framework is appropriate as it encourages students to take ownership of their learning and professional development, highlighting the importance of communication, collaboration, and organization in transforming traditional instruction into dynamic, more engaging experiences that increase participation by both teachers and students.

The English program follows the Common European Framework of Reference for Languages (CEFR), which offers a transparent, coherent and comprehensive basis for designing curricula, guiding teaching and learning, and the proficiency assessment across skills, making language qualifications comparable across institutions and countries by supporting the design of outcomes-based syllabi and teaching materials, and strengthening assessment by aligning tasks and rubrics to clearly defined performance levels. In Ecuador, institutions align their curricula with CEFR to support effective language acquisition, with higher education placing a strong emphasis on competency-based learning, which requires students to develop language and communication skills for real-world situations.

Ecuador's EFL curriculum explicitly aligns secondary-level outcomes with the CEFR by setting B1 threshold as the exit level for high school, which descriptors include handling communication in familiar situations, producing simple connected speech and texts on personal or routine topics, coping with most travel-related interactions, and writing coherent personal emails or notes while using repair strategies to manage breakdowns. It also emphasizes a communicative, learner-centred approach and a language-driven model so that students learn English through purposeful interaction and cross-curricular content, promoting higher-order thinking through the use of interactive methods, such as collaborative learning (Ministerio de Educación de Ecuador, 2016).

At the core of Vygotsky's theory is the idea that humans are inherently social, and cognition develops through interaction so, learning is not only an individual mental process; it is also a sociocultural one shaped by communication and joint activity. In modern classrooms, this view informs group projects, peer tutoring, and cooperative problem-solving strategies (Mohajan & Mohajan, 2022). These practices invite students to share knowledge, challenge their ideas, and negotiate meaning, co-constructing understanding and demonstrating the tight link between social participation and cognitive growth. Every interaction—between two or more learners—creates an opportunity to build knowledge together: as students talk and work with peers, they exchange perspectives and expand one another's way of thinking.

In collaborative learning, this social-constructivist idea becomes the organizing principle: classroom knowledge is treated as something negotiated within a community of learners rather than transmitted by an authority, making every social interaction an opportunity to build or reinforce knowledge (Yang, 2023). In the classroom, understanding grows when learners question one another, debate ideas, and solve problems together, strengthening their reasoning by pushing the students to engage with perspectives beyond their own.; rather than relying solely on teacher explanations—especially for concepts students don't yet grasp—understanding is strengthened through scaffolding: peer-to-peer guidance, group discussion, and timely teacher support.

Design-wise, a constructivist collaborative lesson asks students to externalize thinking by explaining themselves, arguing with reasons, and face productive conflict and perspective-taking to regulate their joint work in ways that enhance social and communication skills. Introducing elements of competition can offer benefits but also poses risks; unequal participation is a common issue, with some students free-riding while others shoulder most of the work. Consequently, the teacher's role is pivotal: structuring accountability, monitoring group processes, and intervening to balance contributions and sustain meaningful collaboration.

The reviewed literature—four international and two Ecuadorian studies—converges on the effectiveness of collaborative learning for secondary-level EFL outcomes. Alzubi et al. (2024) report, through a four-week quasi-experiment in Saudi Arabia, significant gains in EFL performance and in social interaction via debates, jigsaw, role-play, and peer tutoring; their distinctive contribution lies in explicitly integrating socio-interactive domains and triangulating them with teacher interviews. In Japan, Nakata et al. (2020) follow three classes for a year and show that—even with the same teacher and curriculum—different modes of regulation emerge and affect motivation; their singular value is the stability of pedagogical variables and fine-grained analysis of interactive dynamics.

In Latin America, Vega-Abarzúa et al. (2022) report in Chile a direct association between collaborative learning and behavioral engagement in a private school, notable for combining Likert-type pre-post measures with systematic field

notes. In Colombia, Carvajal-Ayala and Avendaño-Franco (2021) validate lesson plans in non-traditional technological spaces using a seven-phase institutional sequence; their strength is the explicit articulation of collaboration norms and multimodal resources. In the Ecuadorian context, Alcívar Loor et al. (2024) and Romero-Guarquila et al. (2020) converge in showing that role-play, debates, projects, and guided discussions enhance participation, motivation, and oral proficiency with the distinctive feature of documenting authentic in-class language. Together, the evidence supports a student-centered approach, this discussion is expanded in the theoretical framework.

Problem statement

Learning English unlocks career, academic, and cultural opportunities while strengthening your cognitive and personal growth. As the global language of business, science, and communication, it gives everyone faster access to information, smoother travel experiences, and the ability to connect with people from all over the world (Romero & Negret, 2021). In Ecuador, however, English proficiency lags behind many Spanish-speaking countries in the region, ranking near the bottom in global language proficiency according to the 2024 EF English Proficiency Index, where it ranked 82nd out of 116 countries and 19th out of 21 countries in the region, with a level considered “low proficiency” attributed to structural problems in the education system.

In the higher-education context under study, students exhibit low motivation and engagement, evidenced by reduced class participation and limited peer interaction. This condition both results from and contributes to decreased academic performance, creating a self-reinforcing cycle that also manifests in unequal participation and perceived lack of instructional clarity. If unaddressed, the cycle erodes learning quality and equity across the cohort.

Motivation and engagement strongly shape academic outcomes and the quality of students’ educational experiences; yet, as students juggle school and social demands, their drive to learn may plummet. Collaborative learning—students working in groups toward shared goals—has been repeatedly linked to higher motivation and engagement by creating a more interactive learning atmosphere in

the classroom. Educators need both a holistic view and practical depth on how collaboration influences these factors, along with strategies that help students learn together effectively by building mutual accountability.

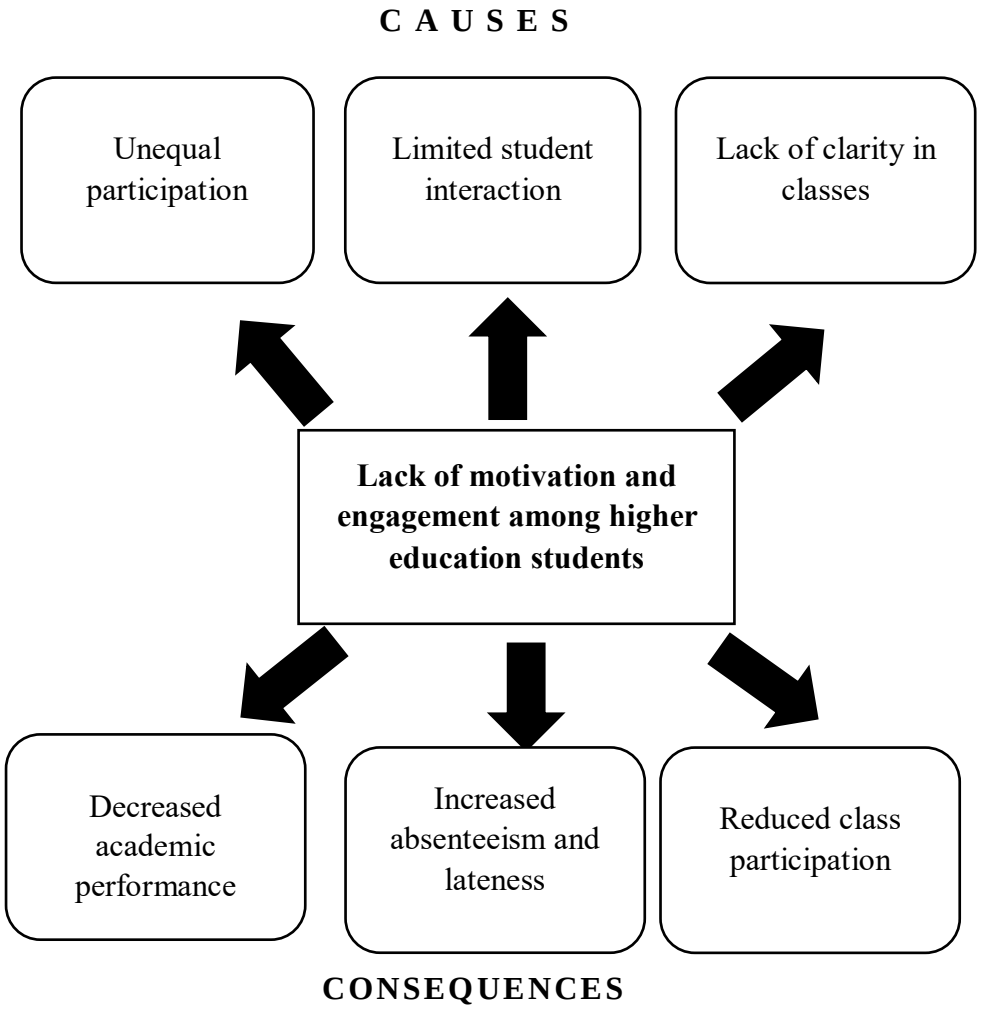


Figure 1. ***Causes and consequences of low motivation and engagement***

Source: The Author

One of the most persistent challenges teachers' faces is that conventional, teacher-centered instruction quickly becomes predictable and dull. When learning relies primarily on passive listening, students disengage participation drops, performance suffers, and those who cannot find momentum in these environments are more than likely to indulge in absenteeism. These patterns push teachers to adopt approaches that do more than transmit information; instruction must also invite active involvement.

To address these challenges, collaborative learning has emerged as an effective approach that invites active participation, fosters teamwork and peer interaction, and thereby increases student interest. Grounded in dialogue,

collaboration enables learners to exchange ideas, clarify misunderstandings, and co-construct knowledge through group tasks that encourage critical problem-solving through peer engagement. Consequently, the classroom becomes genuinely interactive, with each student contributing with their strengths and perspectives.

Teachers can design meaningful, appropriately challenging tasks for teams with a learn-by-doing approach that heightens students' interest as they stay invested because their team's success reflects their own. In groups, they apply academic knowledge while practicing the social and communication skills needed for real-world problem solving. Collaboration also exposes students to diverse perspectives skills of a blend of faculty, as it supports shared inquiry and helps to build respectful dialogue and critical thinking skills as they engage into collaborative problem solving, which enable all learners to fully take part in the classroom and make it a learning path that is inclusive of others.

This makes robust approaches such as collaborative learning especially relevant for improving outcomes and engagement. By adopting these methods, English teachers can better bridge gaps and help students gain stronger command of the language. Therefore, this research focuses on collaborative learning as a catalyst for pedagogical change and as a means for providing more effective instruction.

Research question:

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

Research idea:

Collaborative learning is a teaching approach in which students work in small groups to achieve teacher-designed goals through discussion and active participation, fostering a social interaction that yields psychological benefits that boost motivation and engagement. This qualitative study investigates how collaborative techniques enhance motivation and engagement in higher-education English classes, drawing on interviews, classroom observations, student reflections, and teachers' accounts, to examine how collaborative learning is perceived and how

it relates to the language-learning outcomes. By emphasizing authentic classroom tasks and interactions, the study clarifies how cooperation unfolds in practice and identifies the advantages of collaborative learning, offering practical, student-centered recommendations that support pedagogical innovation.

Beneficiaries

The primary beneficiaries of this research are students enrolled in higher education with CEFR A2–B1 English proficiency at "Universidad Estatal Peninsula de Santa Elena" located in the province of Santa Elena in La Libertad, Ecuador. English language teachers and teacher educators will also benefit by gaining practical collaborative-learning techniques that boost motivation and engagement; curriculum designers, policymakers, and higher education institutions can use the study's evidence-based recommendations to integrate collaborative learning into English programs.

Delimitations of the research

- **Field**: Education
- **Area:** Teaching English as a foreign language.
- **Aspect:** Collaborative learning and its influence on motivational process in English language
- **Delimitation:** The study is conducted at "Universidad Estatal Peninsula de Santa Elena".
- **Temporal Delimitation:** The study is carried out during the academic year 2025-2026.
- **Observation Units:** Students with B1 level enrolled in 4th and 5th semester.

Objectives

General objective

To explore the effectiveness of collaborative learning on students' motivation by providing specific strategies to enhance integration skills.

Specific objectives

- To gather data on teachers experiences and perceptions of student teamwork.
- To increase classroom participation through collaborative learning strategies.
- To examine how collaborative learning affects student motivation.

CHAPTER 1: THEORETHICAL FRAMEWORK

This section builds a throughline from evidence to design by reading the reviewed studies through a sociocultural lens and a clearly defined account of collaborative learning as a pedagogical system. In higher education EFL, collaborative learning organizes peer interaction, shared goals, and interdependent tasks so that communicative competence grows through dialogic practices—negotiation of meaning, formative feedback, and the co-construction of knowledge—that position learners as active participants.

To explain why these arrangements, work, the analysis distinguishes but connects two conditioning dimensions: motivation and engagement; the framework argues that collaborative structures mediate between the two, turning supportive orientations into sustained interaction and progressive gains in speaking, listening, reading, and writing. The empirical record from international and national studies is therefore interpreted not as a catalogue of techniques but as evidence of mechanisms—social mediation within the Zone of Proximal Development—through which classroom interaction sustains participation and advances communicative competence.

Previous studies

This section reviews four international studies and two national studies related to the topic, with the aim of evaluating their strengths and limitations. Alzubi et al. (2024) examined the effect of a collaborative-learning intervention on EFL achievement and on students' social interaction—operationalized as teamwork, peer learning, and social intelligence—while also identifying teacher practices that facilitate these processes. The study was conducted in Saudi Arabia, with a sample of 60 students aged 16–22, who were then randomly and evenly assigned to

experimental and control groups. In addition, 20 English instructors contributed qualitative perspectives.

The research employed a two-group quasi-experimental pretest–posttest design integrating a performance test that included listening, grammar, writing, vocabulary and speaking, and an assessment card of social interaction evaluating teamwork, peer learning and social intelligence, with semi-structured teacher interviews complementing the quantitative data. Implementation unfolded over four weeks including group discussions/debates, peer editing, jigsaw and role-play activities, group projects, round-robin writing, peer tutoring and storytelling circles. In the posttest, the experimental group significantly outperformed the control on the performance test and showed significant gains across all three social-interaction domains with medium effects, showing that a brief yet structured collaborative-learning program can improve EFL performance and strengthen social interaction.

Similarly, Nakata et al. (2020) investigated how distinct classroom modes of regulation emerge within collaborative learning and how these modes shape student motivation in upper-secondary EFL settings. Conducted in Japan, the study followed three Grade-12 classes with 51 students taught by the same teacher with identical, year-long, theme-based lessons emphasizing pair and group work in a multiple-case study with a qualitatively driven mixed-methods design; the authors administered five waves of a 4-point motivation questionnaire and two waves gauging perceptions of pair/group work, complemented by 15 video-recorded lessons and end-of-year focus-group interviews.

Implementation featured a health-themed curriculum culminating in student presentations; activities regularly alternated between individual preparation, pair dialogue, and whole-class discussion, allowing the researchers to trace interactional patterns in situ. Quantitatively, all classes showed overall gains in motivation; however, the classes diverged in their emergent regulatory modes: Class B exemplified solo-regulated learning, with diligent but largely individual engagement and limited, reluctant collaboration; Class A reflected co-regulated learning, with active collaboration confined to small friendship groups and weak whole-class cohesion; and Class C manifested socially-shared regulation of

learning, marked by attentiveness to peers, spontaneous mutual scaffolding, and a cohesive climate likely reinforced by a shared homeroom history. The authors conclude that, even under constant teacher, content, and curriculum, classroom-level regulation patterns can differ markedly and, in turn, differentially affect motivation, recommending autonomy-supportive environments and vigilant teacher monitoring of interactional dynamics to promote student engagement.

In Latin America, Vega-Abarzúa et al. (2022) examined the relationship between collaborative learning and classroom engagement in Chilean EFL settings. The study aimed to explore and describe how collaborative, instruction-based activities influence learners' engagement during a five-week intervention at a private school, addressing a noted gap in school-level EFL research in Chile—where interest in collaborative learning and student participation has grown but empirical studies remain limited. Using an action research design with mixed methods, the authors collected data through an adapted Likert-type pre- and post-test and structured observations recorded as field notes for each lesson, with a sample of 132 English students (70 male and 62 female) aged 15–17. The results showed a direct association between collaborative learning and student engagement across the four observed classes, indicating that collaborative approaches can foster consistent, observable participation among secondary EFL learners.

Cooperative learning—organized around structured teamwork—encourages learners to collaborate on shared tasks and support one another in meeting common goals. In this process, instruction fosters not only academic development but also prosocial competencies such as cooperation and mutual encouragement. Students assume collective responsibility for ideas and knowledge construction, which makes learning more authentic and engaging. It is important to distinguish cooperative from collaborative learning. While cooperative learning emphasizes group work with defined roles and tasks, collaborative learning prioritizes learner autonomy and shared responsibility, with the teacher acting primarily as a facilitator. The study reports a positive association between the use of collaborative strategies and EFL student engagement, particularly behavioral engagement, by promoting sustained, active participation across tasks. These

findings support student-centered pedagogyas a practical response to classroom challenges and a lever for improving overall educational quality.

Carvajal-Ayala and Avendaño-Franco (2021) report a qualitative case study conducted in Colombia that sought to validate lesson plans designed to foster collaborative learning among young EFL learners and to document teachers' and students' responses in technology-rich collaborative spaces. The study involved nine teachers working with four courses and nine observed implementations across three small-group collaboration rooms with data collected through ethnographic field notes from classroom observations and a five-item open-ended teacher survey analyzed via qualitative coding. The intervention aligned lesson plans with prior textbook content and followed a seven-phase institutional structure: Warm-up, Engage, Explore, Construct, Practice, Extend, Wrap-up, emphasizing turn-taking, sharing ideas, joint tasks, and brief topic-aligned videos, songs, and slides.

Results indicated strong student curiosity and engagement in non-traditional spaces and frequent displays of collaborative behaviors: mutual help, consensus building and problem-solving, when teachers modeled expectations and offered clear, concise instructions; by contrast, weak directions and limited preparation dampened collaboration. Teachers valued short, well-curated multimodal resources but noted constraints caused by insufficient time, unavailable materials, and the novelty of spaces occasionally distracting learners, recommending smaller groups (≈12 or fewer), and more time per activity. The authors conclude that effective collaboration depends on explicitly taught norms, teacher professional development and realistic timing.

In the national context, Alcivar Loor et al. (2024) examined the effectiveness of cooperative and collaborative learning for improving English oral communication among 11th-grade students in a public school in Ecuador. The intervention incorporated role-play, structured discussions, debates, and group projects in a EFL setting with A2-level learners, employing a mixed-methods design to capture both quantitative outcomes and qualitative perspectives on second-language development. Data collection included the use of observational checklists

administered before and after the intervention, as well as student surveys designed to capture perceptions of learning experiences.

The findings highlighted that cooperative and collaborative approaches not only improved students′ performance but also promoted peer involvement, teamwork, and the development of a more engaging learning environment. The study also underscores the importance of creating structured opportunities for students to communicate while working together as it allows students to lose their fear of speaking in the target language, gaining confidence, and developing fluency by using English for meaningful communication.

Romero-Guarquila et al. (2020) analyzed the effect of collaborative learning on students' motivation to learn English among basic education and high school learners in Azogues, Ecuador. The study examined how group-work strategies foster communicative skills in the EFL classroom, through an intervention that incorporated teamwork, whole-class discussions, and interactive activities that required students to use English in realistic situations. Using a mixed-methods design, with surveys and observation checklists, the authors gathered data on students' perceptions and performance at the secondary level; findings showed that group learning increased motivation and participation and strengthened oral competence. The study also underscored peer interaction as a key resource for enabling authentic communication and enhancing students' oral production in Ecuadorian classrooms.

According to the authors, classroom strategies such as role-play, debate, group projects, and guided discussions significantly enhance high-school students' oral English proficiency in Ecuador, as they shift instruction from teacher-centered routines to a dynamic, student-centered environment where authentic communication can emerge. Collaboration motivates learners to participate, share ideas, and negotiate meaning—core processes in second-language acquisition; A2 learners benefit especially because these tasks provide meaningful opportunities to use grammar and vocabulary in context rather than as isolated lists. When teachers intentionally plan for collaborative work, they strengthen engagement and motivation while cultivating a supportive climate that fosters confidence and

autonomy in speaking. Overall, the research underscores the value of interventions that integrate collaborative learning with communicative practice, aiming not only for linguistic accuracy and fluency but, crucially, for the confidence to use English in real interactions.

Socio cultural theory

Sociocultural theory, grounded in Vygotsky's cultural–historical psychology, explains human mental development as inherently social, mediated, and historically situated, highlighting the central importance of social interaction and cultural context in cognitive development and learning. It accounts for higher psychological processes by recognizing their constitutive relationship to cultural, historical, and institutional activity settings emphasizing how learning is not an individual action, but rather a collaborative process that requires communication with a virtuous circle: a self-reinforcing positive feedback loop where an initial improvement creates conditions that make further improvements more likely (Sun & Zhang, 2021).

This theory posits that biologically endowed, lower processes —attention, perception, basic affects— are reorganized into culturally mediated, higher forms through participation in social activity, above all through language as a tool and sign system. Within this framework, the Zone of Proximal Development (ZPD) identifies the distance between independent performance and performance achievable with mediation; instruction is therefore future-oriented, targeting functions in the process of maturing rather than those already fully formed (Lantolf & Poehner, 2023).

Therefore, higher psychological functions emerge through social mediation and are progressively internalized; language is the prime meditational means that reorganizes attention, memory, and conceptual systems. Because mediation changes the functional system itself, the learner's potential is not fixed: with appropriate support, new forms of regulation become possible inside the ZPD and later stabilize as independent capabilities. Scaffolding denotes mediated support provided inside the learner's ZPD, that supports performance adjusting to the learner's current control, and it is withdrawn as regulation shifts from other- to self-

regulated performance; the purpose is independence, not permanent help (Sarmiento-Campos et al., 2022).

The ZPD is not limited to one-to-one expert–novice settings. It can be co-constructed among peers in collaborative activity, where regulation is distributed; classroom designs that cultivate rich interactional opportunities for the use of language create multiple, interlocking ZPDs for learners and teachers. In EFL pedagogy, speaking, listening, and negotiating meaning during collaborative tasks help learners process input and internalize language; through dialogue they co-construct knowledge, deepen comprehension, and develop grammatical competence in contextually rich environments (Lantolf & Poehner, 2023). This aligns with the use of collaborative learning as a successful foundation for language acquisition since learners interact with those who can support their understanding through their interactions with more fastidious peers or instructors, scaffolding their experience of learning.

From this perspective, the theory foregrounds perezhivanie as Vygotsky's analytic unit that captures the inseparable organization of feeling and thinking in a given situation: a unity of affective and intellectual processes, meaning that what learners notice, value, and are able to do is shaped by how they experience the situation emotionally and meaningfully, not by cognition alone. Hence, educational events are filtered through a lived experience that both appraises significance and regulates action, placing affect at the heart of development rather than on its margins. Within this cultural–historical view, as EFL learners internalize culturally created signs, their attention, perception, memory, and evaluative stance are reorganized and, as they continue to use the language in meaningful scenarios, reliance on external supports fades and independent, concept-guided performance emerges (Lantolf, et al., 2020).

Consistent with this view, teacher action is inherently situated and mediated by institutional and cultural forces, because knowledge, values, beliefs, and practices are embedded in social contexts; thus, bringing authentic materials and tasks into EFL classrooms makes instruction relevant to students' lived experiences and, in turn, heightens motivation and engagement. This locates the engine of

learning in emotionally laden, verbally mediated activity.; teachers are not only transmitters of information but designers of experiences and mediational means: they shape how learners feel-think the task and how they talk-themselves-through conceptual action (Alkhudiry, 2022). In practical terms, this implies (i) making concepts explicit so they can be talked with, (ii) engineering opportunities for peer explanation and private rehearsal, and (iii) attending to the classroom climate and task framing so that learners' appraisals and motives align with the intended conceptual work.

Motivation and engagement

In educational contexts, motivation refers to the learner's inclination, energy, direction, and drive toward learning and achievement; it is implicated in participation, aspirations, enjoyment of school, strategic learning, and attainment by providing the energizing impetus that initiates, sustains, and organizes students' goal-directed activity. It provides alignment and resilience in the learning process by orienting attention and effort toward valued goals, it supports discretionary effort, adaptability under changing demands, and sustained investment in complex tasks (Ferrer et al., 2022).

Meanwhile, engagement comprises the thoughts, actions, and emotions that reflect—and enact—a learner's motivational energy and direction as the enactment of learning: the constellation of students' thoughts, behaviors, and emotions through which motivational energy is translated into study activity. It both mediates and amplifies the effects of motivation on performance and can also exert incremental effects of its own as higher prior motivation predicts later increases in adaptive engagement, while earlier engagement can, in turn, bolster subsequent motivation, evidencing a reciprocal cycle in which engaged students plan, manage tasks, persist, and stay on-task, thereby improving learning over time (Zhang & Hyland, 2022).

While closely related, motivation and engagement are not the same: motivation is the internal inclination and drive toward achievement, whereas engagement is the observable outcome through which that drive is expressed in situated learning. Collie and Martin (2019) proposed a wheel diagram that brings together major theories of student motivation and engagement and organizes them

along two intersecting axes: motivation vs. engagement and adaptive vs. maladaptive, clarifying which constructs are internal orientations versus enacted patterns, while distinguishing helpful from counterproductive forms into four higher-order dimensions.

Table 1. ***Motivation and engagement dimensions***

Adaptive motivation: Comprises learners' constructive beliefs and values that energize and direct learning as they reliably support positive participation, strategy use, and achievement.	• **Self-efficacy:** confidence in one's capability to succeed in academic tasks—a cognitive belief that supports initiative and persistence. • **Valuing:** seeing schoolwork as useful and important (utility and importance), which orients attention and effort toward learning goals. • **Mastery orientation:** striving to improve competence, develop new skills, and master tasks rather than outperform others; it aligns motivation with effort and self-improvement.
Adaptive engagement: These are observable self-regulatory behaviors through which motivation is put into productive, goal-directed activity.	• **Planning/monitoring:** deliberately organizing schoolwork and keeping track of progress. • **Task management:** arranging effective study conditions. • **Persistence:** sustained application to tasks over time.
Maladaptive motivation: These are beliefs and affective orientations that inhibit learning, as they misdirect or suppress effort and reduce the likelihood that motivation will translate into effective engagement.	• **Anxiety:** worry or apprehension linked to academic tasks, which consume cognitive resources. • **Uncertain control:** doubts about one's capacity to influence academic outcomes, hindering participation, enjoyment, aspirations, and perceived competence. • **Failure avoidance:** engaging primarily to avoid negative judgments or failure.
Maladaptive engagement: These are observable behaviors that undermine learning as they erode on-task behavior and the accumulation of skills.	• **Self-handicapping:** creating obstacles or excuses that protect self-worth but impair performance. • **Disengagement:** psychological or behavioral withdrawal from learning activities.

Source: The Author based on Collie and Martin (2019)

Keeping the constructs separate has practical value: it helps educators determine whether problems lie mainly in students' willingness or in their

enactment and select aligned supports; when challenges center on weak planning or low persistence, strategy and self-regulation scaffolds are indicated; when they reflect fear of failure or uncertain control, efficacy-building and control-belief work are preferable.

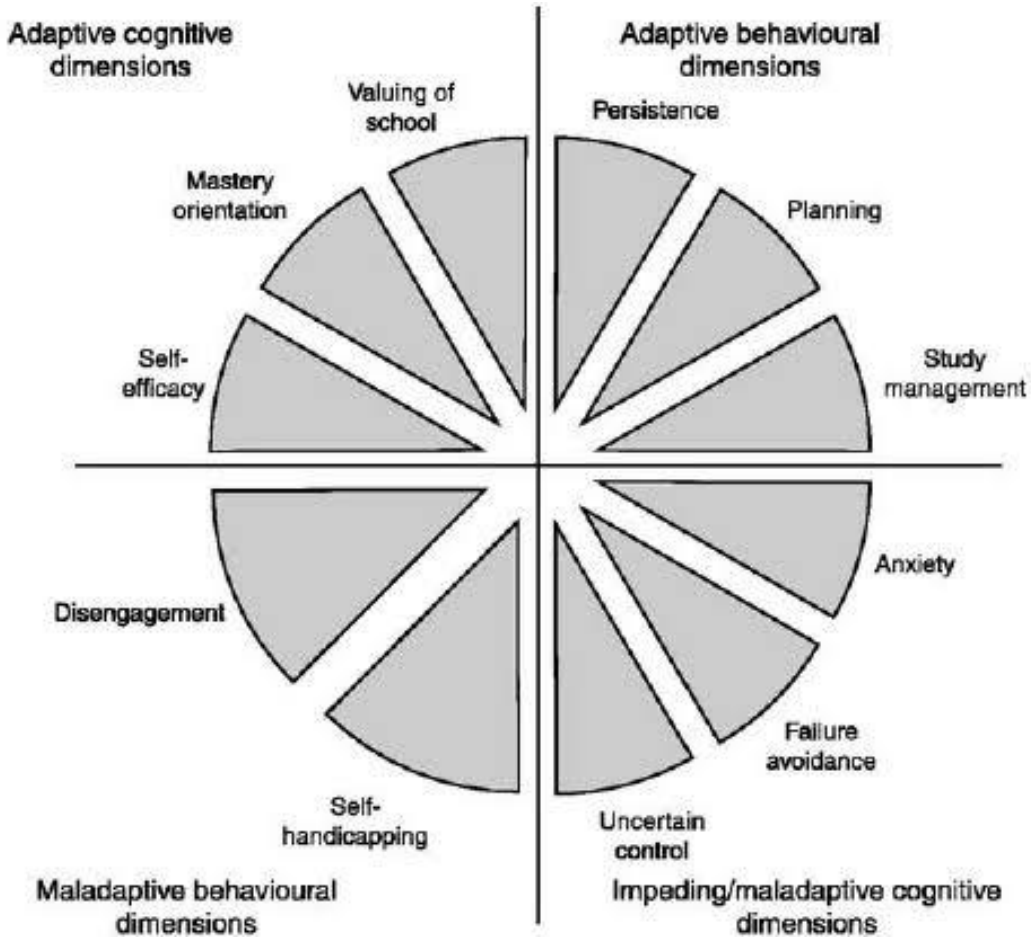


Figure 2. ***Motivation and engagement wheel***

Source: Collie and Martin (2019)

In classroom communication terms, positive emotions broaden people's momentary thought–action repertoires and, over time, build durable personal resources like intrinsic motivation and engagement that sustain learning. When students experience positive achievement emotions—such as enjoyment, or pride—arising from their appraisals of control over the learning outcomes and the value they attach to those outcomes, motivation and engagement tend to increase. Therefore, creating enjoyable classroom experiences and cultivating learners' sense

of capability and task value fosters stronger motivation and more persistent, active engagement in language learning, suggesting that deliberately engineered positive classroom experiences can yield durable motivational benefits (Liu, 2022).

Within collaborative EFL pedagogies interactional routines such as pair and group work provide structured opportunities for learners to communicate, take risks, exchange feedback, and co-regulate performance, conditions that are linked to greater confidence, reduced anxiety, willingness to communicate, and, ultimately, stronger motivation (Kasumi & Xhemaili, 2023). Classrooms emphasizing participatory and collaborative approaches afford more chances to express ideas and work jointly on tasks; crucially, collaborative and participatory methods show significant positive correlations with students' motivation. From an affective–motivational standpoint, such collaborative designs operate by broadening attention, building interpersonal and strategic resources, and thereby sustain both the will to learn and its enactment in EFL tasks (Peng, 2021).

Collaborative learning

Collaborative learning is as an umbrella term for small-group instructional approaches in which learners jointly construct knowledge through dialogic interaction, shared problem solving, and mutual regulation of activity; rather than treating knowledge as something transmitted by the teacher, collaborative learning treats it as socially negotiated within a community of learners. According to Yang (2023) collaboration organizes learner–learner talk and joint activity to co-produce understanding, encompassing practices such as team-based projects, peer tutoring, problem- and project-based learning, and learning communities.

Qureshi et al. (2021) frame collaborative learning as students' joint participation and interaction in group environments—supported by peer–peer and student–instructor exchanges, social presence, and social communication which, in turn, cultivates engagement and improves learning performance. In their constructivist model, these social factors positively predict student engagement which mediates the relationship between social factors and academic performance; thus, in operational terms, collaborative learning is the interaction-rich, co-

constructed activity that channels social connectedness into measurable learning gains.

Building from a sociocultural stance, Herrera-Pavo (2021) characterizes collaborative learning as a social process rooted in interactions among people and their environments, where meaning is negotiated and knowledge co-constructed; in higher education, this implies designing tasks that genuinely require joint work and using the classroom as a interactional space. A well-designed collaborative program increases students' involvement and achievement when learners are positioned as active contributors to group problem solving and joint meaning-making, rather than as recipients of content through productive interaction and shared knowledge construction.

At a pragmatic level, Wagino et al. (2023) state that collaborative approaches are framed as methods that position students as active participants, thereby increasing involvement and learning outcomes. Three mutually reinforcing features explain these gains. (1) Active participation: students plan, monitor, and regulate their joint work, which elevates time-on-task and cognitive engagement relative to individual study formats (reviewed in university settings; (2) Dialogic co-construction: interactional sequences questioning, challenging, and negotiating meanings convert individual understandings into shared conceptual artifacts, a process shown to benefit both domain learning and social skills ;(3) Aligned affordances: learning gains depend on the fit between the design of tasks that create positive interdependence and shared control and the social organization. When these are intentionally aligned, collaboration becomes a site for skill development rather than mere coordination.

At the design level, collaborative learning strategies are classified by the focus level of guidance and their constitutive components. Discourse-focused activities script the communication moves between peers—for instance, prompting claims, counterarguments, justifications, and summaries during collaborative argumentation. The intent is to provoke negotiated meaning in the talk itself, improving argumentative knowledge construction and the formal quality of arguments. Activity-focused strategies, script the organization of the learning

activity—tasks, role structure, and group flow—across phases, and orchestrate whole-class consolidation (Chouta, 2020).

Collaboration activities are formally defined by five components: (i) learning objectives; (ii) activity types; (iii) sequencing of tasks; (iv) role distribution; and (v) the representation used to communicate the activity. These components allow instructors to compare and tailor strategies within a common design structure.

Table 2. ***Collaborative activity components***

Component	Description
Learning objectives	A clear, measurable statement of what learners will know or be able to do by the end of the lesson/unit; it guides task design and assessment.
Activity types	The kinds of learning experiences students engage in to meet the objectives by targeting specific processes
Sequencing of tasks	The pedagogical order that scaffolds difficulty and supports progression from input to output; transitions and timings are explicit to maintain flow and cognitive load.
Role distribution	How responsibilities are shared within groups to ensure positive interdependence and accountability; roles are named and defined.
Representation used	The formats in which information is presented, and products are expressed; choice of representation should match the objective.

Source: The Author based on Chouta (2020)

According to Salmons and Wilson (2023), collaborative learning activities can be classified into: Think–Pair–Share, informal groups, formal groups, Problem-Based Learning, base groups, and jigsaw, according to their time scale, degree of structure, and intended learning outcomes. By distinguishing short-cycle participation routines from sustained team projects and content-distribution models, the typology clarifies when and why each approach is most appropriate, what kinds of cognitive and social processes it elicits, and how instructors can align tasks and assessments accordingly.

Think–Pair–Share: a structured prompt–response technique designed to elicit broad participation and support verbal rehearsal of emerging ideas. The

instructor poses a focused question and first allocates brief, silent reflection time to promote individual formulation. Students then articulate preliminary responses to a peer, negotiating meaning and refining claims through dialogic exchange, before selected pairs share synthesized insights with the whole class. This tripartite structure distributes talk, reduces evaluation anxiety, and surfaces misconceptions for timely clarification (Alsmadi et al., 2023).

Informal collaborative learning groups: short-duration constellations embedded within a lecture or seminar to disrupt passive reception and promote generative processing. Students are rapidly organized into dyads or triads and tasked with a tightly specified cognitive operation—such as comparing alternative explanations, prioritizing criteria, or drafting a one-minute summary—with a visible product that can be sampled publicly. Because composition is opportunistic and membership changes frequently, this format privileges agility over depth; its primary value lies in increasing time-on-task, improving immediate comprehension of complex material, and providing the instructor with quick, representative evidence to steer subsequent exposition (Glaister et al., 2024).

Formal collaborative learning groups: stable teams assembled for multiweek projects that integrate domain learning with the development of collaborative competencies. Tasks are intentionally complex and require shared goals, complementary roles, and pooled resources, alongside individual accountability. Teams establish charters that articulate norms for communication, decision-making, and conflict resolution, and they engage in periodic process reviews to monitor contribution equity and adjust workflows (Salmons and Wilson, 2023).

Problem-Based Learning: positions students as inquiry-oriented problem solvers confronted with ill-structured, authentic scenarios lacking single correct answers. Working in teams, learners articulate what they already know, identify knowledge gaps, plan and conduct targeted investigations, and iteratively propose and justify solutions against explicit criteria. The instructor functions as facilitator, scaffolding metacognitive regulation rather than delivering content directly (Hidayah et al., 2021).

Base groups: are long-term, low-stakes cooperative teams established to provide academic continuity and socioemotional support across a course or academic year. Meeting briefly at regular intervals, members set goals, monitor progress on assignments, exchange study strategies, and ensure that absences or difficulties do not isolate individuals from the learning community. The pedagogical function is preventive and developmental rather than task-specific: base groups cultivate habits of self-regulation, shared responsibility, and help-seeking, while offering a stable peer context in which feedback is normalized (Salmons and Wilson, 2023).

Jigsaw collaborative learning: structure interdependence by distributing subtopics among expert groups that study and co-construct teach-back resources, after which students reconvene in home groups where each expert instructs peers, and the team synthesizes the whole. This two-phase design ensures that every learner is both a novice and an instructor, thereby broadening participation, deepening subject coverage, and rendering individual preparation consequential for group success (Usman et al., 2022).

Collaborative learning strategies

Collaborating reading can be implemented by first socializing students into exploratory talk through explicit ground rules and modeled talk moves so that reasoning, challenges, and elaborations become normative during text work; these norms are then embedded in team literacy projects. Teachers deliberately teach and rehearse comprehension strategies, identifying main ideas and organizing information, and require each team to externalize shared understanding in written summaries and related artefacts so that the process of integration remains visible and discussable within the group. In practice, this entails regulated small-group dialogue around a common text, negotiated distribution of roles, and iterative drafting where peers justify selections, challenge interpretations, and refine the organization of ideas before producing a joint product aligned to an explicit rubric for title, main ideas, organization, and expression, thereby turning collaborative talk into concrete reading-to-write outcomes within regular literacy projects (Kosar, 2023).

A **collaborative reading workflow** can also be implemented as a four-phase cycle that links out-of-class preparation with in-class construction of meaning. Students begin with individual preparation through social annotation on assigned texts, where they highlight, question, and comment to activate prior knowledge and surface uncertainties; instructors modulate the visibility of peers' notes to shape the pre-discussion ecology. Before class, the system aggregates these annotations to produce group-level feedback, such as distributions of comment types, clusters of common highlights, and participation snapshots, which functions as a shared agenda. In class, small groups engage in intra-construction: task-oriented, time-bounded dialogue that synthesizes the pre-class cues into collectively warranted interpretations. The cycle concludes with summarization, where groups produce a shared artefact that consolidates claims and textual evidence in a portable form for subsequent study (Wang et al., 2023).

To improve speaking skills, **collaborative speaking** work is most effective when anchored in a clearly defined, common task completed in small groups with cooperative behavior and individual accountability; designing with these attributes in mind ensures that each learner has a speaking role and responsibility within the group. In a **jigsaw information exchange** learners first meet in "expert groups" to master sub-topics, then return to their home groups to teach peers; each member must gather and relay information, take notes, and report back, which guarantees distributed talk time and accountable speaking turns (Arta, 2018).

Role-play, storytelling, and short drama activities promote speaking through structured performance tasks that require groups to plan language collaboratively and perform before peers, leveraging rehearsal and peer feedback to elicit extended turns. Likewise, **debate and argumentation activities** create shared goals and interdependence that sustain target-language use and equalize participation through small-group discussions with explicit roles: discussion leader, clarifier, summarizer, language monitor; this enhances argumentative language and facilitating purposeful interaction that culminates in a collaborative speaking performance (Salih & Abdelameer, 2022).

Another strategy is an **information-gap cycle** which consisting in a short, repeatable routine that obliges learners to alternate speaker–listener roles while exchanging missing information to complete a joint product. A basic cycle begins when the teacher seeds the task with split inputs so no single learner can finish without others' contributions; this distributes responsibility and guarantees speaking opportunities. Learners follow a visible turn protocol and a strict time window per turn to keep talk concise and reciprocal, roles rotate and the group produces a joint artifact creating individual accountability within collective interdependence—consistent with the jigsaw logic of distributing jobs and then making the findings public by precise communication to peers (Chrismaretta & Abrar, 2024).

To enact **collaborative listening**, podcasts are used as authentic input, embeding them in collaborative routines rather than solitary listening and implementing a "**podcast jigsaw**": Team A listens to Segment 1 and Team B to Segment 2 of the same episode; each team prepares a three-sentence gist and two clarification questions, then mixed pairs (A+B) reconstruct the full message and co-author an abstract. A second routine is a **peer-generated comprehension set**: after listening, teams end their drafting stage, they swap with another team, and then listen again to answer and justify responses orally, citing time codes; this keeps the accountability with learners while anchoring discussion in the podcast's language (Saeedakhtar et al., 2021).

Collaborative information-gap listening can also be purposefully staged across pre-, while-, and post-listening phases in small teams including guided discussion, role assignment, and peer teaching; a practical sequence begins with a short teacher framing of the listening purpose and vocabulary, followed by individual note-taking during a brief audio passage; peers then merge notes in triads or quartets, negotiating meaning and filling gaps before producing a single, time-stamped outline of key ideas. Roles rotate each lesson to distribute responsibility and prevent dominance). The cycle closes with teach-back rounds: each team explains one segment to another team using their consolidated outline, which compels active listening and repair moves from both sides (Irmayani et al., 2025).

In classroom practice, **collaborative writing** is organized as co-authoring of a single text in which two or more students jointly plan, draft, revise, and edit; each member participates across all stages of the process: brainstorming, outlining, drafting, revising, and editing, with the teacher facilitating review routines, help-seeking, and negotiation strategies inside groups (Anggraini et al.2020). In secondary ESL contexts, this staged approach is made explicit to learners by foregrounding the writing cycle (plan → write → revise → edit) as a shared script for group work; the approach is framed as a shift from teacher-dominated lessons toward interactive, peer-scaffolded composing (Veramuthu & Shah, 2020).

With **jigsaw for essay writing**, the teacher first assigns each student to research a subtopic, then convenes "expert groups" where learners with the same subtopic consolidate notes; afterwards, students return to their home teams to teach peers, brainstorm, and integrate the subtopics into a jointly authored text before any individual assessment occurs. In **Student Teams–Achievement Divisions**, a cooperative-learning model, the teacher provides a focused class presentation that orients all teams to the same goal before collaboration starts, then teams work toward common goals with clearly rotating roles, ensuring that every learner experiences leadership and support functions, reinforcing positive interdependence and individual accountability during drafting and revision; the emphasis is not only on producing a polished group text but on ensuring that each student internalizes the skill the team practiced together (Yusuf et al., 2019).

For whole-class projects, **Co-Op Co-Op** offers a longer arc: learners co-select a team topic, divide it into subtopics, prepare materials, and deliver team presentations that are planned alongside the stages of the writing process, so that research, drafting, and revision culminate in a public presentation and evaluation. The teacher orchestrates a multi-session arc that deliberately aligns teamwork with the stages of the writing process. The unit begins with a student-centered whole-class discussion to surface interests and agree on an overarching topic. Throughout, the work is structured as collaborative writing—co-authoring a single text in which members participate in brainstorming, outlining, drafting, revising, and editing—so the social architecture of the project is deliberately tied to the cognitive sequence of writing. (Sever & Akyol, 2022).

Table 3. ***Collaborative learning strategies***

Collaborative reading strategy	Description
Exploratory talk	Makes talk moves and ground rules explicit so students learn to justify, negotiate, and integrate ideas.
Summarizing	Guides students to identify main ideas and organize information.
Cycle collaboration	Involves individual preparation, group reflection and summarization requiring collective outputs.
Collaborative speaking strategy	**Description**
Jigsaw information exchange	Learners become "experts" on subtopics, then teach their home groups.
Role-play/storytelling	Teams co-plan language, rehearse, and perform for peers.
Debate and argumentation	Run small-group debates with explicit roles to strengthen argumentative language.
Turn-taking information-gap cycle	Use split inputs, a and rotating roles to force reciprocal exchanges.
Collaborative listening strategy	**Description**
Podcast jigsaw	With a split episode teams drafts and then mixed pairs reconstruct the full message
Structured information-gap listening	Pre/while/post sequence where students take individual notes on a short audio then merge notes and negotiate meaning in groups.
Teach-back rounds	Teams use their consolidated outline to explain one segment to another tea.
Collaborative writing strategy	**Description**
Jigsaw for essay writing	Students meet in expert groups to consolidate notes and return to home teams to teach, brainstorm, and integrate into a jointly authored text
Student Teams–Achievement Divisions	Start with a focused class presentation; teams work toward common goals rotating during drafting and revision.
Co-Op Co-Op	The whole class selects a topic, divide into subtopics, and co-author through brainstorming, drafting and editing.

Source: The Author based on: Arta, (2018); Yusuf et al. (2019); Anggraini et al. (2020); Veramuthu & Shah, (2020); Sever & Akyol, (2022); Saeedakhtar et al. (2021); Kosar (2023); Salih & Abdelameer (2022); Wang et al. (2023); Chrismaretta & Abrar (2024); Irmayani et al. (2025)

Interactive digital learning resources

Interactive digital learning resources (IDLRs) are a subset of computer-based educational technologies that not only present domain-general or domain-specific content but, crucially, allow for interaction with or about the content and support teachers and students during that interaction. In pedagogical terms, their defining property is that they are designed to elicit higher levels of learner engagement—particularly constructive and interactive activity—rather than mere exposure or superficial manipulation (Sailer et al., 2021).

IDLRs are characterized by affordances that prompt generative production and social meaning-making, stimulating and sustaining active cognitive processing, the prerequisite for durable learning, rather than only delivering multimedia content. As concrete instantiations, simulations invite learners to explore complex systems by adjusting parameters and observing consequences, thereby coupling conceptual models to observable outcomes through immediate feedback. Simulation-based learning demands active cognitive processing, instantiating the shift from passive/active to constructive/interactive activity by requiring learners to externalize and test mental models (Bygstad et al., 2022).

Game-based and gamified environments leverage mechanics such as challenges, rules, feedback loops, and progression systems to sustain engagement while embedding disciplinary content and skills, with promising effects on motivation and learning, supplementing curricular objectives across subjects (Garzón & Poveda, 2024). Here, interaction is twofold: with content and with others through cooperative or competitive modes, peer feedback, and team-based quests (Sevilla & Poveda, 2024). Conversely, CSCL systems make peer-to-peer interaction the central engine of learning by providing shared workspaces, roles, and collaboration scripts that guide coordination through sequenced turn-taking, prompts for explanation/justification, and distributed sub-tasks that move activity from mere cooperation to genuine interactive co-construction (Semenovskikh et al., 2021).

Across these instantiations, design features recur:

a) Manipulability and immediate feedback
b) Goal structures and progress visibility
c) Role distribution and scripted interaction.

However, their effectiveness depends on teacher technology-related teaching skills: planning evidence-based scenarios, adapting scaffolds during implementation, and evaluating use, because without orchestration, institutions default to lower-engagement tools (presentations, static materials) despite having digital access. Despite their promise, large-scale monitoring indicates that teachers report using interactive digital resources less often than presentation or productivity tools; according to The International Computer and Information Literacy Study (ICILS) in 2018, only 22% of teachers reported using interactive digital resources in most lessons (Alenezi, 2023)

In this proposal, a flipbook will be used as the primary interactive resource. Roemintoyo and Budiarto (2021) conceptualize the flipbook as a soft-file electronic book that extends beyond static text by integrating multimedia and live references: it can embed audio, video, and a bibliography as hyperlinks so users can jump directly to external sources to deepen understanding of the target topic. A flipbook is effective for lesson planning because its internal organization mirrors the typical structure of an instructional sequence, thereby facilitating constructive alignment between aims, content, and assessment, while the inclusion of multimedia elements and hyperlinks enables the selection of materials during planning.

Didactic Booklet

A booklet is a compact, bound publication with several pages; it can be described as a slim book that delivers information in a clear, well-organized, easy-to-read format. As didactic means “intended to teach”, a didactic booklet is a learning material created to instruct, functioning as a teaching aid that presents information, explains key ideas, and supports understanding of a particular topic or skill (Roquini et al., 2022).

Didactic booklets show up across settings: museums use family-friendly activity books to scaffold observation with prompts, drawing, and write-ins for example, Boca Raton Museum of Art In-Gallery Activity Book (2024) and the UK National Portrait Gallery's Playful Portraits (2019) offering structured tasks visitors complete on site. In schools, teachers deploy problem-solving booklets to model strategies and provide space for workings—such as Complete Mathematics' Problem-Solving Booklet (Syaifuddin, 2023); while universities adopt workbook formats to guide independent study, as shown by an anatomy and physiology didactic workbook evaluating learning outcomes in undergraduate biology education (Syamsurizal et al., 2021).

Language programs pair didactic guides with digital platforms to sequence listening/writing tasks and assessments for example, an Edmodo-based didactic guide for EFL learners (Nami, 2022). Adult-education providers publish printable guides that blend explanations with hands-on practice, like the Barbara Bush Foundation's Digital Literacy Resource Guide for Adult Learners (2022). In health contexts, trifold patient booklets summarize preventive-care steps and therapy manuals function as psychoeducational workbooks with exercises (Roquini et al., 2021; Lemos et al., 2024); clinicians also rely on quality frameworks when creating or selecting booklets—AHRQ's PEMAT, for instance, provides criteria for understandability and actionability of printable materials—so these resources double as both teaching tools and models of clear, user-centered design.

CHAPTER 2: METHODOLOGICAL DESIGN

Focus and design of the research

This qualitative study examined how the teacher implemented a collaborative learning methodology and how that implementation shaped students' participation and learning. Grounded in Vygotskian perspectives that view social interaction as a driver of development, the inquiry focused on the strategies used to create collaborative environments and their perceived effects on engagement and academic performance, with the aim of informing classroom practice. Consistent with Creswell and Cresswell (2018), the qualitative approach prioritized understanding human behavior and experience through non-numerical evidence—such as interviews, observations, and texts—seeking meanings and interpretations rather than statistical generalizations.

Building on an interpretivist stance, the study adopted a grounded theory design to model how collaborative learning is enacted by the teacher and experienced by students in situ. Grounded theory was selected because it privileges participants' meanings and interactional processes, allowing explanatory categories to emerge inductively from data rather than from a priori hypotheses. In line with constructivist variants of grounded theory, the analysis treated knowledge as co-constructed between researcher and participants and emphasized context, contingency, and multiple realities. Methodologically, the design rested on iterative cycles of data generation and analysis to refine emerging categories that explain the link between ñimplementation moves and students' participation and learning.

Operationalization of variables

Table 4. *Operationalization of variables*

Research question	Type of research - Research method	Specific objectives	Techniques for data collection	Instruments	Purpose of the instrument
How does collaborative learning impact on student motivation and engagement in educational settings?	**Type of research:** Qualitative research **Research method** Action research A cyclical process of planning and observing and reflecting to solve problems and improve practice (Kemmis y Mc Taggart, 1988) Mack et at. (2005) stated that "qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social context of particular populations.'' (p1)	To gather data on teachers' experiences and perceptions of student teamwork.	Semistructured interview	Open-ended questionnaire	To collect data from teachers' experiences and perceptions using teamworking in the classroom.
		To increase classroom participation through collaborative learning strategies.	Observation	Check list	To observe the development of motivation while working collaboratively.
		To examine how collaborative learning affects student motivation.	Structure survey	Survey	To explore how students feel working collaboratively.

Description of participants and context of the research

For this research, purposive sampling was used to recruit five teachers and 34 university students. The students had B1-level English proficiency and were enrolled at the Universidad Estatal Península de Santa Elena, Ecuador.

Data collection process

Data was generated from:

a) A semiestructured interview about designing and managing teamwork.
b) A non-participant classroom observation checklist focused on participation, cooperation, and motivational behaviors during group tasks.
c) A student survey to collect opinions on how collaborative work influences interest, confidence, and perceived learning.

Semiestructured interviews in qualitative research serve as a flexible means of gathering descriptive, open-ended data that capture participants' perspectives, experiences, and feelings. Unlike quantitative surveys that seek numerical data, it includes open-ended questions that allow respondents to express themselves in their own words (Braun et al., 2020). For this study an open-ended questionnaire was designed to elicit rich descriptions of how collaborative learning operates in classroom practice.

The instrument includes a brief background section and ten core prompts organized around the five constructs of the Cooperative Learning Scale Interpersonal Skills (Fernandez-Rio et al., 2022): Group Processing, Positive Interdependence, Promotive Interaction, and Individual Accountability, each aligned to representative items from the scale to strengthen content validity. Questions ask teachers to recount recent, concrete episodes, describe routines and decisions, and provide illustrative evidence; responses are intended for thematic analysis with codes anchored to the five constructs, supporting credible, construct-aligned interpretations of teachers' experiences with collaborative learning.

For this study, a survey was also administered to examine students' views on group work, using closed-ended items to invite participants to indicate what they

enjoy, the challenges they encounter, and how collaboration influences their motivation and learning. The survey provided a private, standardized format for reporting opinions, emotions, and experiences without the pressures of peer dialogue, enabling consistent comparisons across respondents. By capturing individual responses in common categories, the survey yields structured, actionable insights into the emotional and social dimensions of collaborative learning.

The survey uses B1-level prompts with items across six domains:

Table 5. *Student survey domains*

Domain	Items	Description
Motivation & Engagement	1,2	Captures the affective spark and persistence students feel when learning in groups. It tackles interest, energy, and willingness to keep trying in the subject as a direct effect of collaboration.
Collaborative Processes	3,4,5	Assesses the how of learning together: sharing ideas, peer explanation, and co-construction of understanding. It tackles whether classmates actually help one another grasp content and generate new insights.
Confidence, Persistence and Emotional Regulation	6,7	Targets students' self-belief and coping when tasks are hard. It tackles self-efficacy, willingness to persist, and handling frustrations in a group.
Interpersonal processes	8,9,10	Focuses on the social climate and responsibility within groups. It tackles psychological safety and the sense that peers' support helps them complete tasks and stay engaged.
Satisfaction with Collaborative activities	11,12	Provides a global appraisal of the approach and students' willingness to continue using it. It tackles perceived value, usefulness, and acceptance of collaborative strategies.

Source: The Author

Content validity is supported by aligning items to constructs from the Motivated Strategies for Learning Questionnaire (MSLQ) Manual (Duncan et al., 2015) and using a 5 level Likert scale to capture nuances in participants' point of view.

Direct observation is a research method in which the researcher is in direct personal, physical contact with the event under study, systematically and in detail observing the behavior, actions, and interactions of individuals or groups in their natural setting without intervening. This technique seeks to obtain objective, accurate data about real actions, helping to identify patterns and dynamics that would not be evident through other means (Fix et al., 2022). In this study, classroom observation was conducted using a checklist to monitor the development of motivation during collaborative work. This approach allows for the identification of behavioral indicators of engagement, interaction, and participation, thus providing a basis for analyzing how collaborative learning unfolds in practice.

A qualitative observation was designed to document students' engagement and motivation during collaborative learning tasks by its repeated at baseline, mid-implementation, and end-implementation during comparable collaborative tasks. It organizes evidence into four parts:

1) Context: clarity of goals, roles/resources, and product/time expectations),
2) Group-level engagement: equitable participation, on-task collaboration, respectful turn-taking/communication, peer support, shared regulation and role negotiation.
3) Individual engagement for focal students: behavioral, cognitive, emotional, and agentic contributions, persistence, and self-monitoring.
4) Motivation indicators: self-efficacy/visible confidence, task value, autonomy, relatedness, emotion regulation).

It also includes sensitizing prompts to describe in situ motivational and engaging behaviours without assigning numerical ratings. Observers render categorical judgments for each indicator (N = not seen, S = some evidence, C = clear evidence) and capture concise, time-stamped field notes and verbatim snippets in the evidence boxes to document participation, cooperation, role distribution, peer

support and co-regulation, communication and conflict negotiation, and visible signs of interest and confidence as they unfold within the lesson flow.

Instrument validity was addressed through complementary strategies that ensured content, construct, and face validity across the teacher survey, student focus groups, and observation checklist. For the teacher open-ended survey, prompts were explicitly mapped to the Cooperative Learning Scale (CLS) Interpersonal Skills domains to guarantee construct alignment and topical relevance; a brief table of specifications linked each prompt to its target construct and to the type of descriptive evidence requested. For the student focus groups, the discussion guide employed B1-level open prompts aligned to MSLQ constructs to establish content validity. The observation checklist integrated indicators from the CLS (group-level collaboration) and the MSLQ (individual engagement and motivation observable in discourse and behavior). Items were organized so that Part B mapped to CLS, while Parts C–D mapped to MSLQ.

Using a shared CLS/MSLQ construct universe across instruments further supports convergent validity by eliciting complementary evidence about collaboration and motivation within a coherent theoretical frame. Credibility in this study was supported through triangulation of sources and transferability was strengthened by providing thick descriptions of the class context and task design, allowing readers to assess the applicability of results to other settings. Ethical safeguards included informed consent, confidentiality measures, and the de-identification of participants and research sites. Taken together, this interpretivist grounded theory design offers a warranted and context-sensitive explanation of how collaborative methodology is enacted and how it influences student participation and learning, providing conceptual tools that may inform practice beyond the immediate setting.

Result analysis and interpretation

In this section, the findings from both surveys will be presented. First, the students' questionnaire results will be shown, describing their perceptions of collaborative work, motivation, and learning in the English class. Then, the results

from the teachers' survey will be reported, highlighting their views on the use of collaborative activities and their impact on students' engagement.

Student survey

1. "Working with classmates helps me feel motivated to learn."

	Frequency	Percentage
Strongly disagree	1	2.9 %
Disagree	1	2.9 %
Neutral	6	17.6 %
Agree	12	35.3 %
Strongly agree	14	41.2 %

Most students say that working with their classmates does help them feel more motivated to learn. Only a very small number disagree or are unsure, so the general feeling is clearly positive.

2. "Group work increases my interest and helps me keep trying in this subject."

	Frequency	Percentage
Strongly disagree	0	0.0 %
Disagree	1	2.9 %
Neutral	4	11.8 %
Agree	14	41.2 %
Strongly agree	15	44.1 %

In this item, almost all students feel that group work makes the subject more interesting and encourages them to keep trying, even more strongly than in the previous question. Only a few students are neutral or disagree.

3. "I enjoy sharing ideas and learning from others during group work."

	Frequency	Percentage
Strongly disagree	1	2.9 %
Disagree	1	2.9 %
Neutral	4	11.8 %
Agree	14	41.2 %
Strongly agree	14	41.2 %

Again, the majority of students report that they enjoy exchanging ideas and learning from their classmates in group work. Very few students say they do not enjoy it or feel indifferent.

4. "My classmates help me understand the topic better during collaborative activities."

	Frequency	Percentage
Strongly disagree	1	2.9 %
Disagree	0	0.0 %
Neutral	7	20.6 %
Agree	11	32.4 %
Strongly agree	15	44.1 %

Most students feel that working with their classmates helps them understand the topics better. A smaller group is undecided, and almost nobody says that classmates do not help.

5. "Because of working with my peers, I often learn something new or understand a topic better."

	Frequency	Percentage
Strongly disagree	1	2.9 %
Disagree	0	0.0 %
Neutral	5	14.7 %
Agree	15	44.1 %
Strongly agree	13	38.2 %

Here, students again report that collaborating with peers usually helps them learn new things or clarify the content. Only a few students are unsure or feel that this is not the case.

6. "I find it hard to work with others in a group."

	Frequency	Percentage
Strongly disagree	2	5.9 %
Disagree	6	17.6 %
Neutral	18	52.9 %
Agree	6	17.6 %
Strongly agree	2	5.9 %

In this item, many students remain neutral, while smaller groups say that working with others is either difficult or not difficult for them. Overall, there is no clear majority saying group work is a big problem, but it is also not completely easy for everyone.

7. “Group work increases my confidence and motivates me to keep trying even when tasks are difficult.”

	Frequency	Percentage
Strongly disagree	1	2.9 %
Disagree	3	8.8 %
Neutral	7	20.6 %
Agree	14	41.2 %
Strongly agree	9	26.5 %

Most students feel that working in groups boosts their confidence and encourages them to keep going when activities are challenging. Only a small number are unsure or feel that group work does not help them in this way.

8. “I feel uncomfortable sharing my ideas when I hear different opinions in the group.”

	Frequency	Percentage
Strongly disagree	1	2.9 %
Disagree	2	5.9 %
Neutral	6	17.6 %
Agree	14	41.2 %
Strongly agree	11	32.4 %

Here the answers are more divided. Many students neither clearly agree nor disagree, while a notable part of the group does say they feel uncomfortable when there are different opinions. A smaller group reports that this situation does not make them feel uneasy.

9. “My group’s support makes it easier for me to complete tasks and stay engaged.”

	Frequency	Percentage
Strongly disagree	2	5.9 %
Disagree	4	11.8 %
Neutral	16	47.1 %
Agree	8	23.5 %
Strongly agree	4	11.8 %

In this item, the majority of students say that the support of their group helps them finish tasks and remain involved in class. Only a few are doubtful or think that the group’s support does not really make a difference.

10. “I would like to keep using collaborative activities in future lessons.”

	Frequency	Percentage
Strongly disagree	1	2.9 %
Disagree	0	0.0 %
Neutral	7	20.6 %
Agree	12	35.3 %
Strongly agree	14	41.2 %

Most students want to continue using collaborative activities in future classes. A smaller group is unsure, and almost nobody rejects the idea.

11. “I am satisfied with the collaborative activities we do in this class.”

	Frequency	Percentage
Strongly disagree	0	0.0 %
Disagree	0	0.0 %
Neutral	5	14.7 %
Agree	12	35.3 %
Strongly agree	17	50.0 %

The majority of students say they are satisfied with the collaborative work they do. Only a few remain neutral and practically no one expresses dissatisfaction.

12. “The way we do group work in this class keeps me motivated and helps me learn.”

	Frequency	Percentage
Strongly disagree	1	2.9 %
Disagree	1	2.9 %
Neutral	4	11.8 %
Agree	13	38.2 %
Strongly agree	15	44.1 %

Most students feel that the way group work is organized in this class keeps them motivated and supports their learning. Very few students disagree or feel indifferent.

Student survey findings:

- Students have a clearly positive perception of collaborative work.
- A 82.3% of students feel that working with classmates makes the subject more interesting and keeps them trying even when tasks are difficult.
- Students perceive that group work helps them understand the content better.
- A 85.3% of students is satisfied with collaborative activities and would like to continue using them in future lessons.
- A 73.6% of students feel uncomfortable sharing ideas when there are different opinions.
- This suggests that, although they value collaboration, not all students feel fully confident or emotionally safe within group dynamics.

Teacher interview

The qualitative analysis of the five interviews shows that teachers approach collaborative learning in a deliberate and structured way.

Table 6. *Teacher interview analysis*

Category	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Norms of respect and interaction climate	"Everyone deserves to be listened to and everyone has the right to say something, and the others must respect that."	"I foster an exchange of perspectives with respect by teaching useful phrases such as *I agree, I disagree*."	"I only step in when the debate starts to get a little heated… I tell them, 'listen guys, here we don't have a right or wrong answer, r this is a personal perspective'."	"I model respectful language and remind them to focus on the idea, not the person. We use sentences that start with 'I see it differently because…' to maintain respect."	"I apply classroom-arrangement methodology; I like to organize students so they can also see each other"
Organization of the work: roles and tools	"When I work with students, I make sure everyone has a specific role… there is always a leader, a timekeeper, a secretary, a helper, a reviser."	"Groups normally assign roles such as leader, maybe secretary, reporter and presenter…this helps them stay organized and avoid confusion."	"This kind of debates is already in the lesson plans… students know one week in advance about the topic we are going to talk about."	"In my class we use group role cards: the leader, the recorder, the timekeeper or the reporter, and a checklist on the board. Every day we review the progress and adjust responsibilities."	"If I design the lesson to work in groups, that day I assign roles to students … and when it is individual work, I write the instructions on the board."
Managing disagreements	"In this case, my role is like a mediator… I try to listen first to everyone's opinions and then reconcile: 'we're going to give a little bit of this and a little bit of that'.	"Once the students had different ideas about how to present a topic, I asked them to vote and then combine the best elements of both suggestions.."	"Many times, students don't want to reach a decision… this is when teacher intervention is valuable. We have to say: we have to move 50% forward and leave the other 50%.."	"In an activity about family members, two groups disagreed on how to represent the family… I encouraged them to make a list of pros and cons for each idea and to vote democratically."	"Two groups had different opinions about the answers. I went between them and guided them, because the purpose of group work in my classes is for students to help each other."
Positive interdependence	"The task must include something for which they need to ask someone else for	"Students feel that they need each other when tasks are divided according to skills..	"From many years of experience, we know when students prepare for the debate...In that	"I design tasks that require combining different skills.Each role is essential,	"I like to do activities such as memorized words, where each person provides certain

Category	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
	help… not just things they can solve by themselves."	Each contribution is essential to finishing the project."	way, the performance of one pushes the level of the whole group."	so they realize that success depends on teamwork."	words. In this way, everyone contributes to the activity."
Improving individual participation	"Definitely the roles. I always work with roles, and I encourage students not to repeat the role in other tasks."	"Every activity has to be evaluated. I evaluate the group work and also the individual effort."	"In my experience, I evaluate in two different ways: number one, the group work; and number two, the individual effort."	"I use observation checklists and five-level rubrics where students rate their daily contributions. and each student submits a reflection about what they contributed."	"I make sure everyone reads and contributes to the group in order to determine whether the activity is effective."
Managing low participation	"When students participate less or don't like the task… I used to offer alternative assignments or an alternative topic they felt identified with."	"Remember there is never 100% participation… we try to identify the students who are really working and their motivation."	"Sometimes classes have up to 50 students per group… it's hard to control everyone. We try to motivate them…it depends on them and on their preparation and motivation."	"When students participate less or don't like the task, I talk to them privately to understand why. I assign them a smaller and more specific responsibility that fits their strengths."	"In general, I try to find out what problems they have so that the activity is not left incomplete. Then I explain or try to guide them, so they understand how to solve the exercise."

Source: Teacher´s interview

a) Norms of respect and interaction climate

Across all interviews, teachers present respectful interaction as a non-negotiable foundation for collaborative learning. Before any group discussion starts, they deliberately establish “rules of respect” and explicitly remind students that everyone has the right to speak and to be listened to. This is not treated as something implicit; it is named, modeled and reinforced.

Several interviewees describe themselves as guardians of the emotional climate: they intervene when debates “get a little heated” and reframe the situation by emphasizing that there are no absolutely right or wrong answers, only different perspectives. In this way, they lower the emotional temperature and help students to focus on ideas rather than on attacking each other personally.

At the same time, the physical and organizational arrangement of the classroom by making sure students can “see each other”, encouraging them to step out of their comfort zone, is used as a concrete strategy to support this respectful climate. Taken together, these accounts show that the interaction climate is intentionally designed: respect is taught, rehearsed, and continually negotiated.

a) Organization of the work

A second strong theme is the intentional structuring of group work through roles and supporting tools. The interviewees frequently mention assigning roles such as leader, timekeeper, secretary, recorder, reporter or helper. These roles function as a way to ensure that every student has a specific responsibility within the group.

Teachers also rely on organizational tools: checklists on the table, tasks written on the board, role cards, to make responsibilities visible to everyone. In some cases, students know the debate topic one week in advance, which allows them to prepare ideas and questions; thus, organization extends beyond the classroom session and becomes part of a more global learning cycle.

The systematic rotation of roles, mentioned by several teachers, suggests a pedagogical intention that goes beyond mere efficiency: students are invited to see the task from different positions (leading, recording, managing time, etc.), which

helps them develop a more flexible understanding of group processes and, potentially, of themselves as collaborative learners.

b) Managing disagreements and building agreements

Disagreement appears in the interviews not as a problem to avoid, but as an inevitable and even productive aspect of collaborative work. Teachers frequently describe themselves as mediators who listen to all sides before guiding the group toward a compromise: “a little bit of this and a little bit of that”.

This mediation adopts different forms: inviting a democratic vote, encouraging groups to list pros and cons for each option, or helping them combine “the best of both ideas” in a new solution. The central pedagogical message is that reaching a shared decision requires listening, negotiation and sometimes renouncing part of one’s initial position.

c) **Positive interdependence**

Another key category is the deliberate creation of positive interdependence, that is, structuring tasks so that students genuinely need each other to complete them. Teachers are aware that if a task can be done entirely alone, collaboration risks becoming superficial or symbolic.

To prevent this, they design activities in which different roles contribute complementary elements: writing a script, recording, editing, acting; investigating, designing, building a prototype; or contributing specific words that will later be combined into a sentence. In all these cases, no single student can complete the task alone, and the final product depends on everyone’s contribution.

Teachers also use performance indicators, such as the level of vocabulary and fluency displayed in debates, to infer whether students prepared together beforehand. In this sense, the quality of the group’s performance becomes evidence of interdependence: when at least some members prepare, they raise the level of the whole group.

d) Making individual participation visible and evaluating it

A recurring concern among the interviewees is how to avoid "invisible" students in group work. The solution they describe combines two strategies: (1) structuring roles and rotating them, and (2) evaluating both the group product and individual effort.

Teachers report using a variety of tools—observation checklists, rubrics with performance levels, self-evaluation and reflection tasks—to capture each student's contribution. Behaviors such as bringing notes, preparing questions, or actively answering are interpreted as evidence of higher individual engagement.

Role rotation is also central. By ensuring that each student experiences different positions, teachers not only distribute responsibilities more fairly but also create multiple opportunities for participation. This helps reveal strengths that might not be visible in more traditional or passive roles.

From an evaluative perspective, the interviews suggest a balance: teachers value the collective outcome (how the group performs), but they have developed strategies to recognize and make visible the effort and participation of each member, which is crucial for fairness and for maintaining motivation.

e) Managing low participation

All interviewees acknowledge that not all students participate with the same intensity, and that full participation is rarely achieved. Instead of viewing this as a failure of collaborative learning, they approach it as an ongoing challenge that requires differentiated strategies.

Some strategies are preventive and motivational, such as giving indications days before the debate, explaining how to prepare, or offering different topics that students might find more engaging. Others are more individualized: talking privately with students who participate less, trying to understand their difficulties, and assigning smaller, tailored responsibilities that match their strengths, so they can gradually feel more capable.

Teachers are also aware of contextual constraints, such as large class sizes (up to 50 students), which make it harder to monitor participation closely. In that context, they emphasize realistic expectations— "there is never 100% participation"—and focus on identifying and supporting the students who show willingness to engage, while trying to draw in those who are more reluctant.

Teacher interview findings:

- Respectful climate is intentionally taught and protected
- Teachers present respect as a non-negotiable condition for collaborative work.
- Teachers assign clear roles, so every student has a defined responsibility.
- They use visible tools to clarify tasks and expectations.
- Sometimes topics are given in advance, turning group work into a broader learning cycle beyond a single class.
- Disagreement is treated as normal and potentially productive
- The core message: building agreements requires listening, negotiation and sometimes giving up part of one's initial position.
- Positive interdependence is deliberately created
- Tasks are designed so that no single student can complete them alone; each role contributes a complementary part.
- Teachers look at performance indicators to infer whether students actually prepared together.
- Low or uneven participation is treated as an ongoing, manageable challenge
- Focus is on supporting those willing to engage and gradually drawing in more reluctant students.

CHAPTER 3: THE PRODUCT

Innovative Proposal to the Problem/Result

In this chapter, the pedagogical proposal addressing the difficulties identified during the diagnostic assessment regarding motivational processes in English language learning among higher education students is presented and described. The aim of overarching is to enhance learners' motivation and engagement and, in turn, their language outcomes in writing and speaking task through structured collaborative learning activities. The proposal comprises sequenced lesson plans including jigsaw tasks, peer instruction exercises, guided discussions, role-playing exercises, problem-based projects, and guided peer feedback that cultivate, both, positive interdependence and autonomy through meaningful interactions that support the comprehension and use of English across diverse academic contexts.

Proposal name

"From Interaction to expression: Speak, Write, Motivate."

Type of product

The selected product is a didactic booklet containing lesson plans, which are written, organized frameworks for the teaching–learning process that makes explicit the content, procedures, timing, setting, and evaluation for a given lesson. According to Iqbal et al. (2021), lesson planning links goals, content, methods, and assessments in a coherent way while keeping learners' characteristics in view; this alignment helps prevent mismatches between objectives, activities, and evaluation. A well-written plan enables systematic, reflective instruction, improving the efficient use of class time, and supports better sequencing and clarity; without it,

even strong teachers struggle to deliver effective lessons. Planning helps teachers anticipate methods, materials, and areas requiring extra preparation, reducing omissions in content coverage and keeps evaluation aligned to stated goals contributing to the optimal use of limited instructional time.

A skilled, experienced teacher plans before teaching: they think through classroom learning activities, analyze the factors that affect them, and make the best use of available resources to support knowledge acquisition. A skilled, experienced teacher plans before teaching: they think through classroom learning activities, analyze the factors that affect them, and make the best use of available resources to support knowledge acquisition.

Aligned with Farhang et al. (2023), the proposal operationalizes lesson planning by answering, in advance of instruction: **"To whom should I teach?"** is addressed through learner profiling and proficiency-calibrated grouping that fosters positive interdependence; **"What should be taught?"** is specified by naming the primary language skill; **"Why do this learning activity?"** is made explicit in a clear, measurable objective aligned with course competencies and the project's focus on motivation and engagement; **"What activities should I do?"** is detailed in the timed sequence from warm-up to task cycle, collaborative production, feedback, and reflection; **"When should I do it?"** is built into the approximate timing for each stage; **"What part of that activity will everyone do?"** is operationalized through seating plans, and teacher–student interaction moves that support promotive interaction; and **"How can I make sure I have reached the desired goals?"** is ensured through formative assessment—guided peer evaluation, checklists, and exit tickets—tightly aligned to the stated objective and used for timely instructional adjustments.

Objective of the proposal

By the end of the implementation the proposal aims to increase students' motivation and engagement in written and speaking activities through collaborative learning strategies.

Structure of the proposal

The proposal is operationalized through a sequenced set of lesson plans built on a common structure, starting by naming the primary language skills targeted, then stating the method that guides the session, and sets a lesson objective that's clear, measurable, and aligned with course competencies. The plan also details materials and explains seating arrangements on how learners are grouped to foster positive interdependence; it lays out the procedures—a timed sequence moving from warm-up to task cycle, collaborative production, feedback, and wrap-up with approximate timing for each stage. Finally, it defines the assessment, specifying the evidence and tools used to measure the learning outcomes with criteria tied directly to the stated lesson objective.

All lesson plans are designed in Canva, integrating multimedia resources and interactive navigation, and then adapted into a digital eBook using the FlippingBook app for streamlined access and distribution. Leveraging these affordances, the design centers on collaborative learning strategies to strengthen motivational processes and sustain engagement in English, particularly in writing and speaking. Each lesson embeds the required materials and scaffolds group interaction from preparation to production and reflection, through activities that are calibrated to students' proficiency level and program needs. Formative assessment is integrated through guided peer evaluation, checklists and exit tickets supporting timely adjustments to ensure objectives are met.

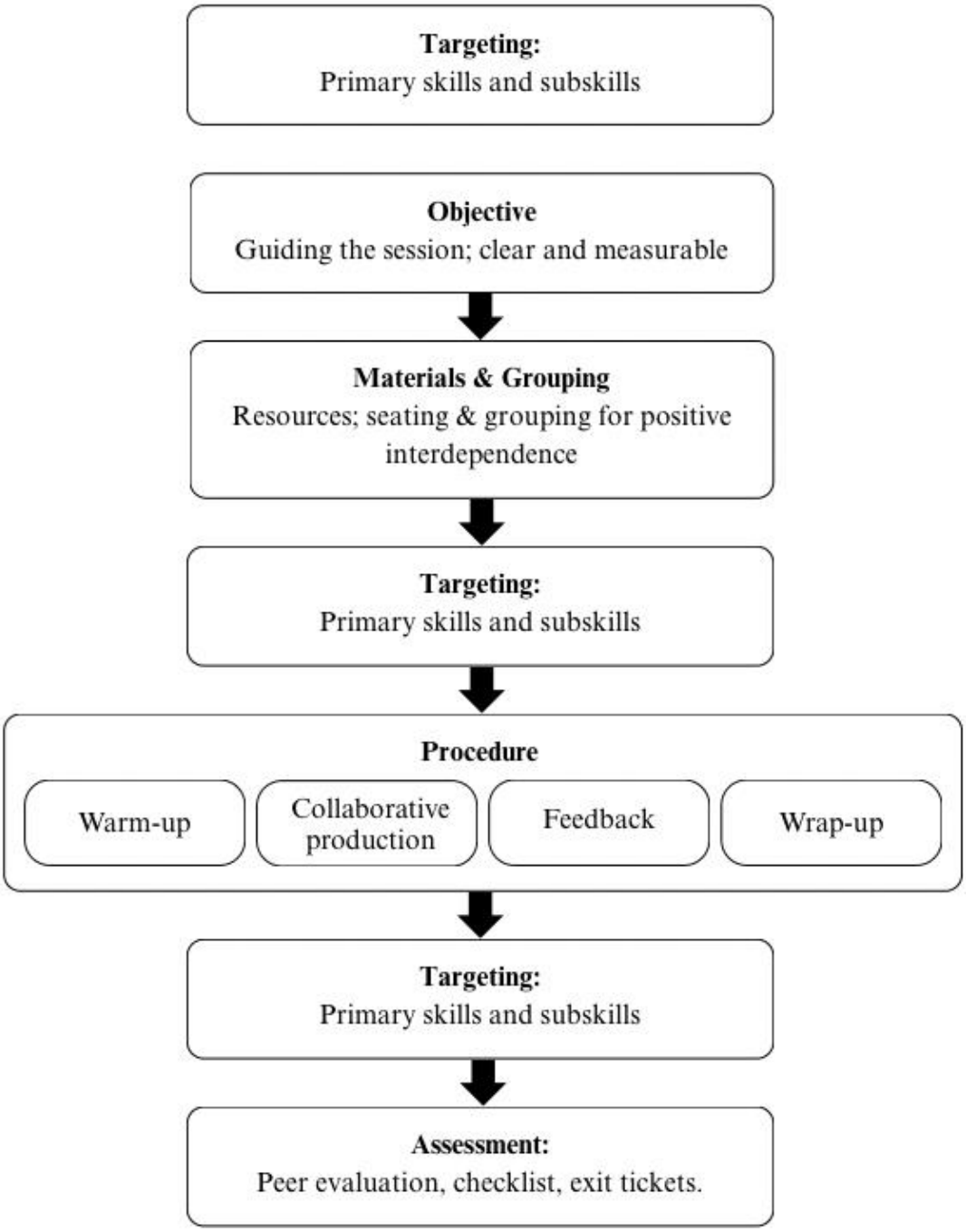


Figure 3. *Proposal framework*

Source: The Author

LESSON PLAN 1

Topic:	Making & Changing Plans	**Course:**		**Level:**	B1
Skill:	Speaking/Writing	**Method:**	Info-gap pairs.	**Time:**	45 minutes

Lesson objective: By the end of the lesson, students will be able to negotiate and confirm one feasible meeting plan with a partner and ask for a reschedule proposing one alternative, using polite language.

Materials	• Calendars A & B • Reason/conflict mini cards • Email/DM template • Feedback Slip template • Speaking and Writing checklists	**Seating arrangement**	• Warm-up: traditional • Collaborative production: pair pods • Feedback: pair pods • Wrap-up: traditional • Assessment: pair pods/ group pods

Procedure

Warm-up:

Activate prior knowledge by asking the question: "How do you feel about changing plans at the last minute?"

Ask for quick responses to surface opinions and experiences; encourage everyone to contribute.

Target frames: Tell students these are functional sentence starters used to make and change plans.

- Checking availability: first contact to see if a time works
  Are you free on [day] at [time]?
- Proposing: offering a specific time/place after checking or when you already have an idea.
  Could we meet at [place] near [landmark]?
- Changing: when something came up and you need to reschedule politely; always include a reason and a new option.
  Sorry, I can't make it because… Could we move it to…?
- Confirming: to close the loop—repeat details so both people have the same information.
  So, we'll meet on [day] at [time] outside [place]. Right?

Collaborative production:

Step A – Pair negotiation (10-15 min)

Students seat in pairs, one has Calendar A; and one has Calendar B. The goal is to find one time and place both can meet this week.

Rule: No looking at your partner's paper; you must ask/answer.

Step B – Ask for a reschedule (10 min)

The teacher hands a quick "reason" card to each student; then, they must write a DM/email directed to their partner asking for a reschedule with an alternative and reason. Include: greeting, purpose, date/time/place, proposed change, and polite close.

Feedback:

The teacher distributes a feedback slip to each student, and they exchange messages within pairs

Students complete the slip with:

- One Praise (specific, about effectiveness)
- One Suggestion (actionable, about clarity/completeness/tone)

They return the slip to the writer which conducts an immediate revision and applies the suggestion directly on their DM/email draft.

Wrap-up:

Reunite the whole classroom and elicit reflection by asking:

- "What did you struggle with most today? Why do you think that was hard?"
- How did working with your partner help you? What did you change because of their suggestion?

For A2 adaptation add this prompts in the board:

- "I struggled with ___; next time I'll ___."
- "My partner helped by ___; I changed ___ → ___."

Students take turns answering by raising their hands; aim for 4–6 responses.

Assessment:

Partners quickly complete the speaking checklist for each other.

Swap DMs/emails with another pair (now groups of four). Use the writing checklist.

LESSON PLAN 2

<table>
<tr><td>Topic:</td><td>Invitations & Responses</td><td>Course:</td><td></td><td>Level:</td><td>B1</td></tr>
<tr><td>Skill:</td><td>Speaking/Writing</td><td>Method:</td><td>Paired negotiation and co-writing.</td><td>Time:</td><td>45 minutes</td></tr>
<tr><td colspan="6">Lesson objective: By the end of the lesson, students will be able to negotiate and agree on one event and co-write an invitation that includes all the event details.</td></tr>
<tr><td>Materials</td><td colspan="2">• Event Card A and Event Card B
• Pair Decision Matrix
• Invitation template
• Feedback Slip template
• Exit ticket template</td><td>Seating arrangement</td><td colspan="2">• Warm-up: traditional
• Collaborative production: pair pods
• Feedback: group pods
• Wrap-up: traditional
• Assessment: traditional</td></tr>
<tr><td colspan="6">Procedure</td></tr>
<tr><td colspan="6">Warm-up:
Activate prior knowledge by asking the question: When you invite someone, which details are essential?”
Elicit event, host, date/time, place, dress code, RSVP.
Target frames: Introduce students to this sentence starters:
• Inviting: Would you like to…? / Do you want to come to… on [day] at [time]?
• Negotiating: What if we choose [venue] because…? / Could we make it [time] so people can…?
• Dress code: Let’s set the dress code to [casual / smart casual / semi-formal / black tie].
• Confirming: So, it’s [event] at [place] on [day] at [time], dress code [X]. Agreed?</td></tr>
<tr><td colspan="6">Collaborative production:
Step A – Pair negotiation (10-15 min)
Students sit in pairs; each pair receives two different cards. The goal is to choose one of the two proposed events by agreeing on: type, venue, date, time, dress code. Each pair must rate both options quickly on venue suitability, schedule fit, budget/effort, vibe/dress code.
Students choose one event and state the final 5 details aloud.</td></tr>
</table>

Step B – Draft the invitation (10 min)

In pairs, students co-write an invitation (70-90 words) including: what, whose, when (day/date + time), where, dress code, RSVP, and a catchy line to encourage people to come.

Feedback:

The teacher distributes a feedback slip to each pair, and they exchange their invitation with another pair of students.

Students complete the slip with:

- One Praise (specific, about effectiveness)
- One Suggestion (actionable, about completeness, tone, clarity, catchy line)

They return the slip to their peers which conduct an immediate revision and apply the suggestion directly on their invitation draft,

Wrap-up:

Reunite the whole classroom and elicit reflection by asking:

- What part was hardest to agree on (type/venue/time/dress code) and why?
- Which phrase helped you reach agreement?

Students take turns answering by raising their hands; aim for 4–6 responses.

Assessment:

Students complete an Exit Ticket after pairs finish negotiating and revising their invitations and self-check the required elements: event/host, date, time, place, dress code, RSVP, catchy line, polite tone, and add a one-sentence reflection on what was hardest and what helped.

LESSON PLAN 3

<table>
<tr><td>Topic:</td><td>Getting to know each other</td><td>Course:</td><td></td><td>Level:</td><td>B1</td></tr>
<tr><td>Skill:</td><td>Speaking/Writing</td><td>Method:</td><td>Peer interview.</td><td>Time:</td><td>45 minutes</td></tr>
<tr><td colspan="6">Lesson objective: By the end of the lesson, students will conduct a peer interview using a provided question list and write a short essay with clarity</td></tr>
<tr><td>Materials</td><td colspan="2">• Interview note sheet
• Peer feedback slip
• Peer assessment checklist</td><td>Seating arrangement</td><td colspan="2">• Warm-up: traditional
• Collaborative production: pair pods
• Feedback: pair pods
• Wrap-up: traditional
• Assessment: traditional</td></tr>
<tr><td colspan="6">Procedure</td></tr>
<tr><td colspan="6">Warm-up:
Elicit attention by asking: How well do you really know your classmates?”
Ask for quick responses to surface opinions and experiences; encourage everyone to contribute.
Question list: Introduce students to these questions:
• What do you usually do on weekends?
• What is your favorite food, and why?
• Do you prefer mornings or nights? Explain.
• What is one hobby or activity you enjoy the most?
• Who is someone you admire, and why?
• What is one challenge you have overcome?
• What’s a place you would like to visit in the future?
• What’s a TV show, movie, or book you recommend?
• What’s the best memory from your childhood?</td></tr>
<tr><td colspan="6">Collaborative production:</td></tr>
</table>

Step A –Peer interview (15 min)

In pairs, each student selects 3 questions from the list to ask their partner. Students take turns interviewing each other. Listen actively and take notes using the Interview note sheet

Step B – Clarifying (5 min)

Each partner shares back the main information they wrote down and clarify unclear points ("Do you mean…?").

Step C – Essay writing (15 min)

Each student writes a short essay titled: "What I learned about my peer" (=120 words). Must include intro sentence, 2–3 main points, one detail/example, and a closing line

Feedback:

Pairs exchange their essay with each other and use the Feedback Slip to comment on:

- Accuracy (is the info true to the interview?)
- Clarity (does it flow logically?).

Wrap-up:

Reunite the whole classroom and elicit reflection by asking:

- What was the most surprising thing you learned about your partner?
- How did interviewing help you write more clearly about someone else?

Students take turns answering by raising their hands; aim for 4–6 responses.

Assessment:

After reviewing their drafts, partners exchange essays and complete the assesment checklist for each other.

LESSON PLAN 4

Topic:	Solving problems	**Course:**		**Level:**	B1
Skill:	Speaking/Writing	**Method:**	Paired co-writing/Roleplay.	**Time:**	45 minutes

Lesson objective: By the end of the lesson, students will be able to co-write a 90–120 script and perform a roleplay showing clear opening, problem/negotiation, and closing/confirmation...

Materials	• Prompt character cards • Script sheet with sentence starters • Feedback slip • Assesment rubric	**Seating arrangement**	• Warm-up: traditional • Collaborative production: pair pods/ semicircle • Feedback: semicircle • Wrap-up: semicircle • Assessment: semicircle

Procedure

Warm-up:

Quick demo: teacher + volunteer improv using prompt cards. Elicit what makes a good roleplay: clear purpose, turn-taking, polite repair, confirmation.

Target frames: Introduce students to this sentence starters:

- Opening: Hi, I'm [name] from [place]. I'm calling/asking about…
- Clarifying: Do you mean…? / Just to confirm…
- Proposing/Negotiating: Could we…? / What if…? / I can agree to X if…
- Repairing: Sorry, I didn't catch that. Could you repeat?
- Confirming/Closing: So, we'll [decision] on [day/time] at [place]. Is that correct?

Collaborative production:

Step A –Write the script (15 min)

In pairs, students get one Prompt Card including the character description as well as the situation they need to represent. Using the Script Sheet (A/B turns) they will write a simple script for a phone call that includes opening → problem → clarifying →proposing → repairing→ closing confirmation line

Step B – Rehearse (5 min)

Students rehearse their lines: mark pauses /stress and polite intonation. Partners give notes: using the feedback slip.

Step C – Role play (20 min)

Pairs perform their scene in front of the class (2 min/ each).

Feedback:

While rehearsing, students complete the slip with:

- One Praise (specific, about effectiveness)
- One Suggestion (actionable, about clarity and target frames).

Wrap-up:

Reunite the whole classroom and elicit reflection by asking:

- Which line in your script was hardest to write and why?
- What did you change in your script after rehearsal, and how did it help??

Students take turns answering by raising their hands; aim for 4–6 responses.

Assessment:

Audience assesses each pair presentation using the assessment rubric.

LESSON PLAN 5

<table>
<tr><td>Topic:</td><td>Building clear arguments</td><td>Course:</td><td></td><td>Level:</td><td>B1</td></tr>
<tr><td>Skill:</td><td>Speaking/Writing</td><td>Method:</td><td>Think-pair-share.</td><td>Time:</td><td>45 minutes</td></tr>
<tr><td colspan="6">Lesson objective: By the end of the lesson, students will produce and share a joint statement that includes a clear claim.</td></tr>
<tr><td>Materials</td><td colspan="2">• Individual worksheet
• Joint statement template
• Peer assessment checklist.</td><td>Seating arrangement</td><td colspan="2">• Warm-up: traditional
• Collaborative production: pair pods
• Feedback: traditional
• Wrap-up: traditional
• Assessment: traditional</td></tr>
<tr><td colspan="6">Procedure</td></tr>
<tr><td colspan="6">Warm-up:
Activate prior knowledge by asking the question: “What makes an argument strong: the opinion itself or the reason behind it?”
Ask for quick responses to surface opinions; encourage everyone to contribute.” Write the answers on the board.
Target frames: Introduce students to this sentence starters:
• Stating a claim: I think/believe that… because…
• Reason & example: One reason is… For example, …
• Polite disagreement: I see your point, but… / I’m not sure I agree because
• Conceding + pivot: That’s true, however… / Even if…, we still…
• Summarizing/closing: So, our main point is… / To conclude, …</td></tr>
<tr><td colspan="6">Collaborative production:
Step A –Think (5 min)
Teacher projects a triggering question: “What’s the biggest challenge for students when learning English?”
Students silently write notes (2-3 ideas with one example.)
Step B – Pair (10 min)</td></tr>
</table>

Students pair up and take turns sharing their answers.
Pairs work together to select the two strongest ideas and the strongest example and refine the language (using target frames). They draft one joint statement in writing.

Step C – Share (20 min)

Pairs present their joint statement aloud.

Feedback:

Teacher records main points on the board separated into columns to help students see similarities and contrasts quickly and ask a follow-up question to compare/contrast.

- Look at these two points: Pair 1 said…., Pair 2 said…. How are these different kinds of reasons?
- Several pairs mentioned …Which examples were strongest? Why?"

The goal is to highlight when students gave concrete, logical reasons and show how arguments relate across pairs.

Wrap-up:

Reunite the whole classroom and elicit reflection by re-projecting the original triggering question. Point to the warm-up answers still on the board and ask:

- "After today's activity, would you keep your same answer or change it? Why?"

Students take turns answering, aim for 4–6 responses.

Assessment:

Through presentations students' asses their peers using the provided checklist that focuses on content and delivery.

LESSON PLAN 6

<table>
<tr><td>Topic:</td><td>Debate club</td><td>Course:</td><td></td><td>Level:</td><td>B1</td></tr>
<tr><td>Skill:</td><td>Speaking/Writing</td><td>Method:</td><td>Group argumentation.</td><td>Time:</td><td>45 minutes</td></tr>
<tr><td colspan="6">Lesson objective: By the end of the lesson, students will participate in a structured debate by presenting at least one argument with a clear claim.</td></tr>
<tr><td>Materials</td><td colspan="2">• Topic cards
• Speaker sheet
• Observer sheet
• Self assessment sheet</td><td>Seating arrangement</td><td colspan="2">• Warm-up: traditional
• Collaborative production: group pods /semicircle
• Feedback: semicircle
• Wrap-up: semicircle
• Assessment: semicircle</td></tr>
<tr><td colspan="6">Procedure</td></tr>
<tr><td colspan="6">Warm-up:
Activate prior knowledge by asking the question: ““Think of a time you changed your mind—what evidence convinced you?”
Ask for quick responses to surface opinions; encourage everyone to contribute.
Target frames: Introduce students to this sentence starters:
• Stating a claim: I think/believe that… because…
• Reason & example: One reason is… For example, …
• Polite disagreement: I see your point, but… / I’m not sure I agree because
• Conceding + pivot: That’s true, however… / Even if…, we still…
• Summarizing/closing: So, our main point is… / To conclude, …</td></tr>
<tr><td colspan="6">Collaborative production:
Step A –Build the case (15 min)
Students pick up a Debate Card and move to PRO or CON side tables. In posture groups, use an Argumentation Sheet to prepare:
• Opening statement
• 2-3 Reasons with one example</td></tr>
</table>

- One counterargument they anticipate + their reply
- Closing line

Step B – Debate (15 min)

1) One speaker per side presents their opening statement
2) PRO speakers provide their reasons (+ example).
3) CON speakers provide their reasons (+ example).
4) PRO speakers present their counterargument; CON speaker responds
5) CON speaker presents counterargument; PRO speakers respond
6) One speaker per side presents their closing statement.

Feedback:

While a debate runs, every non-speaking student writes:

- One clear claim or strong example they heard
- One polite disagreement or good concession
- One concrete suggestion for one of their peers

Students present their suggestions aloud.

Wrap-up:

Reunite the whole classroom and elicit reflection by asking:

- Which argument from today's debate sounded the most convincing to you, and why?

Students take turns answering by raising their hands; aim for 4–6 responses.

Assessment:

Once the debate is over, student's self asses their performance using the checklist provided.

LESSON PLAN 7

<table>
<tr><td>Topic:</td><td>Plan a vacation</td><td>Course:</td><td></td><td>Level:</td><td>B1</td></tr>
<tr><td>Skill:</td><td>Speaking/Writing</td><td>Method:</td><td>Jigsaw strategy.</td><td>Time:</td><td>45 minutes</td></tr>
<tr><td colspan="6">Lesson objective: By the end of the lesson, students will be able to negotiate and agree on a vacation plan and write an itinerary.</td></tr>
<tr><td>Materials</td><td colspan="2">• Expert cards for the 4 roles
• Decision Matrix
• Vacation itinerary template
• Feedback Slip template
• Peer assessment rubric</td><td>Seating arrangement</td><td colspan="2">• Warm-up: traditional
• Collaborative production: group pods
• Feedback: group pods
• Wrap-up: traditional
• Assessment: traditional</td></tr>
<tr><td colspan="6">Procedure</td></tr>
<tr><td colspan="6">Warm-up:
Activate prior knowledge by asking the question: “You have a limited budget: what are the top two things a trip must include for you—and why?”.
Ask for quick responses to surface opinions; encourage everyone to contribute.
Target frames: Introduce students to this sentence starters:
• Proposing: How about [city] because…? / Could we travel by [bus/train] to save time/money?
• Comparing: [Option A] is cheaper/faster than [B].
• Scheduling: Are you free from [date] to [date]?
• Compromising: If we stay near [landmark], we can… / I can agree to [X] if we also do [Y].
• Confirming: So, it’s [city], [dates], by [transport], staying at [lodging], activities: [1/2/3]. Right?</td></tr>
<tr><td colspan="6">Collaborative production:
Step A –Assign roles (5 min)
Students form groups of 4; teacher hands out role slips. Students sit with same-role experts (4 islands).
Step B – Expert phase (10 min)</td></tr>
</table>

Distribute Expert Cards to each island. Students read silently and highlight top 2 options; they prepare a 60-second brief for home group. Reminder: Use frames propose/compare when presenting later.

Step C – Home group phase (10 min)

Students return to their home group; each expert teaches max 60–90s about their topic (no reading the card verbatim). Peers can ask one question each; note key facts.

Step D – Negotiation (5 min)

After each expert has present their options, the group compares Option A vs. Option B using the decision matrix considering rate cost / time / convenience / fun-fit and pick a winner.

Step F – Draft the itinerary (5 min)

Each student writes a 70–90-word itinerary including: where, when, transport, lodging, 2–3 activities, budget.

Feedback:

The teacher distributes the feedback slips; students exchange their itinerary with a peer from their home group.

Students complete the slip with:

- One Praise (specific, about effectiveness)
- One Suggestion (actionable, about completeness and clarity)

They return the slip to their peers which conduct an immediate revision and apply the suggestion directly on their itinerary draft.

Wrap-up:

Reunite the whole classroom and elicit reflection by asking:

- How did each role (Transport/Lodging/Activities/Budget) contribute to the final plan?
- Which one detail changed your group's mind? Why?

Students take turns answering by raising their hands; aim for 4–6 responses.

Assessment:

After revising their draft students exchange back their itinerary with their peers who asses it with the writing rubric provided focusing on completeness, coherence clarity, and language accuracy.

LESSON PLAN 8

<table>
<tr><td>Topic:</td><td>Group Story Lab</td><td>Course:</td><td></td><td>Level:</td><td>B1</td></tr>
<tr><td>Skill:</td><td>Speaking/Writing</td><td>Method:</td><td>Jigsaw strategy.</td><td>Time:</td><td>45 minutes</td></tr>
<tr><td colspan="6">Lesson objective: By the end of the lesson, each group will co-write a 150–200-word narrative with a clear arc.</td></tr>
<tr><td>Materials</td><td colspan="2">• Story prompts
• Story Map sheet
• Sentence/Connector bank
• Peer Story Checklist</td><td>Seating arrangement</td><td colspan="2">• Warm-up: traditional
• Collaborative work: group pods
• Feedback: group pods
• Wrap-up: traditional
• Assessment: group pods</td></tr>
<tr><td colspan="6">Procedure</td></tr>
<tr><td colspan="6">Warm-up:
Activate prior knowledge by asking the question: “What makes a story memorable—plot twists or details?”
Ask for quick responses to surface opinions; encourage everyone to contribute.
Target frames: Introduce students to these connectors:
• Time: first, then, after that, suddenly, meanwhile, finally
• Narrative past: was/were, went, saw, tried, could, felt, thought
• Dialogue frames: “Wait, are you serious?” / “I think we should…” / “What do you mean?”
• Sensory detail starters: I could hear… / It smelled like… / The sidewalk felt… / The sky looked…</td></tr>
<tr><td colspan="6">Collaborative production:
Step A – Story Map (15 min)
Students form groups of 4; choose a prompt card-and complete the Story Map:
• Setting (where/when; 2 sensory details)
• Characters (2 traits each)
• Problem (what goes wrong?)
• 3 Events (then / suddenly / meanwhile)</td></tr>
</table>

- Resolution (how it ends)
- One key line of dialogue

Step B – Draft (15 min)

Round-robin draft: each student adds a sentence to the story. They speak express their part orally and a peer writes it down; every student must speak and write at least one sentence.

Step C – Edit (5 min)

After every student has participated one selected member of the group reads aloud their story, students must be cautious for spelling or syntax mistakes.

Feedback:

The teacher distributes the feedback slips; students exchange their story with another group.

Students complete the slip with:

- One Praise (specific, about effectiveness)
- One Suggestion (actionable, about completeness and clarity)

They return the slip to their peers which conduct an immediate revision and apply the suggestion directly on their story draft.

Wrap-up:

Reunite the whole classroom and elicit reflection by asking:

- What idea changed your story completely??

Assessment:

After revising their draft students exchange their story with their peers who complete the quick element checklist for the final draft.

LESSON PLAN 9

<table>
<tr><td>Topic:</td><td>Build ideas together</td><td>Course:</td><td></td><td>Level:</td><td>B1</td></tr>
<tr><td>Skill:</td><td>Speaking/Writing</td><td>Method:</td><td>Carousel brainstorming.</td><td>Time:</td><td>45 minutes</td></tr>
<tr><td colspan="6">Lesson objective: By the end of the lesson, students will contribute at least three clear ideas and produce a paragraph that synthesizes the best ideas.</td></tr>
<tr><td>Materials</td><td colspan="2">• Station header
• Rotation timer
• Note-catcher
• Synthesis sheet
• Peer checklist</td><td>Seating arrangement</td><td colspan="2">• Warm-up: traditional
• Collaborative work: group pods
• Feedback: group pods
• Wrap-up: traditional
• Assessment: group pods</td></tr>
<tr><td colspan="6">Procedure</td></tr>
<tr><td colspan="6">Warm-up:
Activate prior knowledge by asking the question: “What makes a brainstorm useful?”.
Ask for quick responses to surface opinions; encourage everyone to contribute.
Target frames: Introduce students to the carousel strategy: You’ll rotate between posters (stations) to add new ideas or concrete examples, not repeat what’s already there.”
Suggested station topics
• Study habits that actually help
• Phone use that supports learning
• Healthy week on a budget
• Making group work fair
• English outside class</td></tr>
<tr><td colspan="6">Collaborative production:
Step A – Carousel round 1 (15 min)</td></tr>
</table>

Teams start at different stations one student reads aloud whats already there to their peers and as a group they add one new idea; rotate on the timer: 3 minutes per stop.

Step B – Carousel round 2 (15 min)

Same loop: this time they must add an example, step, or condition and register the one they consider most useful in their note-catcher.

Step C – Choosing ideas (5 min)

Return to home station and as a team, choose the most useful ideas for each station. Each student copies those into their note-catcher.

Step D – Synthesis Writing (5 min)

After each expert has present their options, the group compares Option A vs. Option B using the decision matrix considering rate cost / time / convenience / fun-fit and pick a winner.

Step F – Draft the itinerary (5 min)

Each student writes a 90–120-word paragraph that answers the station's guiding question including:

- The most useful idea
- At least one example

Feedback:

The teacher distributes the peer checklist; students exchange their summary with a peer.

Students complete the checklist focusing on: clear topic sentence, most useful idea, at least one concrete example, connectors used, correct grammar/spelling.

They return the checklist to their peers which conduct an immediate revision and apply the suggestion on their draft.

Wrap-up:

Reunite the whole classroom and elicit reflection by asking:

- What idea you considered most useful and why?

Students take turns answering by raising their hands; aim for 4–6 responses.

Assessment:

After revising their draft students exchange their document with their peers who complete the quick element checklist for the final draft.

LESSON PLAN 10

<table>
<tr><td>Topic:</td><td>Sharing what we know</td><td>Course:</td><td></td><td>Level:</td><td>A1-B2</td></tr>
<tr><td>Skill:</td><td>Speaking/Writing</td><td>Method:</td><td>Three stay, One stray.</td><td>Time:</td><td>45 minutes</td></tr>
<tr><td colspan="6">Lesson objective: By the end of the lesson, students will summarize their group’s work and present it orally to visiting peers.</td></tr>
<tr><td>Materials</td><td colspan="2">• Group summary cards (for the “stayers”)
• Visitor’s note sheet (for the “strayer”)
• Sentence frame bank
• Exit slip</td><td>Seating arrangement</td><td colspan="2">• Warm-up: traditional
• Collaborative production: group pods
• Feedback: group pods
• Wrap-up: traditional
• Assessment: traditional</td></tr>
<tr><td colspan="6">Procedure</td></tr>
<tr><td colspan="6">Warm-up:
Activate prior knowledge by asking the question: ““When you teach someone else what you know, how does it help you learn better?”
Ask for quick responses to surface opinions; encourage everyone to contribute.
Target frames: Introduce students to this sentence starters:
• Proposing: How about [city] because…? / Could we travel by [bus/train] to save time/money?
• Comparing: [Option A] is cheaper/faster than [B].
• Scheduling: Are you free from [date] to [date]?
• Compromising: If we stay near [landmark], we can… / I can agree to [X] if we also do [Y].
• Confirming: So, it’s [city], [dates], by [transport], staying at [lodging], activities: [1/2/3]. Right?</td></tr>
<tr><td colspan="6">Collaborative production:
Step A –Assign roles (5 min)
• Reporter (1 stray) → will visit other groups.
• Stayers (3) → remain to explain and record new input from visitors.</td></tr>
</table>

Step B – Prepare (10 min)

In groups of 4, students brainstorm their best answers to the prompt: “Our class’s top 5 survival tips for university life.”

They select 3–4 main points and write them clearly on a Group Summary Card.

Step C – Three Stay, One Stray Rotation (15 min)

Strayers move clockwise to another table, leaving the 3 stayers behind. Strayers listen to the other group’s ideas, ask clarifying questions, and take notes on the Visitor’s Note Sheet. After 3–4 minutes, the teacher signals rotation; strayers move again (2–3 rounds total).

Step D – Sharing (5 min)

Strayers return to their original group; aach shares 2 new ideas or expressions they collected. The group adds these to their summary card under “New insights.”

Feedback:

The teacher distributes the self-assessment cheklist; students use ir to conduct an immediate revision and edit their draft.

Wrap-up:

Reunite the whole classroom and elicit reflection by asking:

- “Which idea from another group impressed you the most, and why?”
- “What did you notice about how groups explained their ideas?

Students take turns answering by raising their hands; aim for 4–6 responses.

Assessment:

After revising their draft students complete an exit ticket Where they answer the reflection prompts in complete sentences, using short and clear language.

Booklet structure

The booklet is a collection of ready-to-use, collaborative EFL lesson plans for B1 students. Each lesson follows the same structure: materials list, seating arrangement, clear learning objective, warm-up, step-by-step collaborative task, peer feedback, wrap-up reflection and assessment. It focuses on real-life communication (making plans, inviting, solving problems, debating, planning trips, storytelling, brainstorming, etc.), and provides all the classroom printables: info-gap calendars, event cards, interview sheets, expert cards, decision matrices, itineraries, story maps, peer checklists and feedback slips. The emphasis is on pair and group interaction, negotiation, argumentation and co-writing, always with simple language frames that support B1 learners.

Table 6. Booklet content

To illustrate the structure and practical use of this booklet, one sample lesson plan is presented below as a model. This example showcases the overall design of the materials, including the statement of the learning objective, the organization of stages (warm-up, main collaborative task, feedback and wrap-up), and the use of templates.

https://online.flippingbook.com/view/358261424/

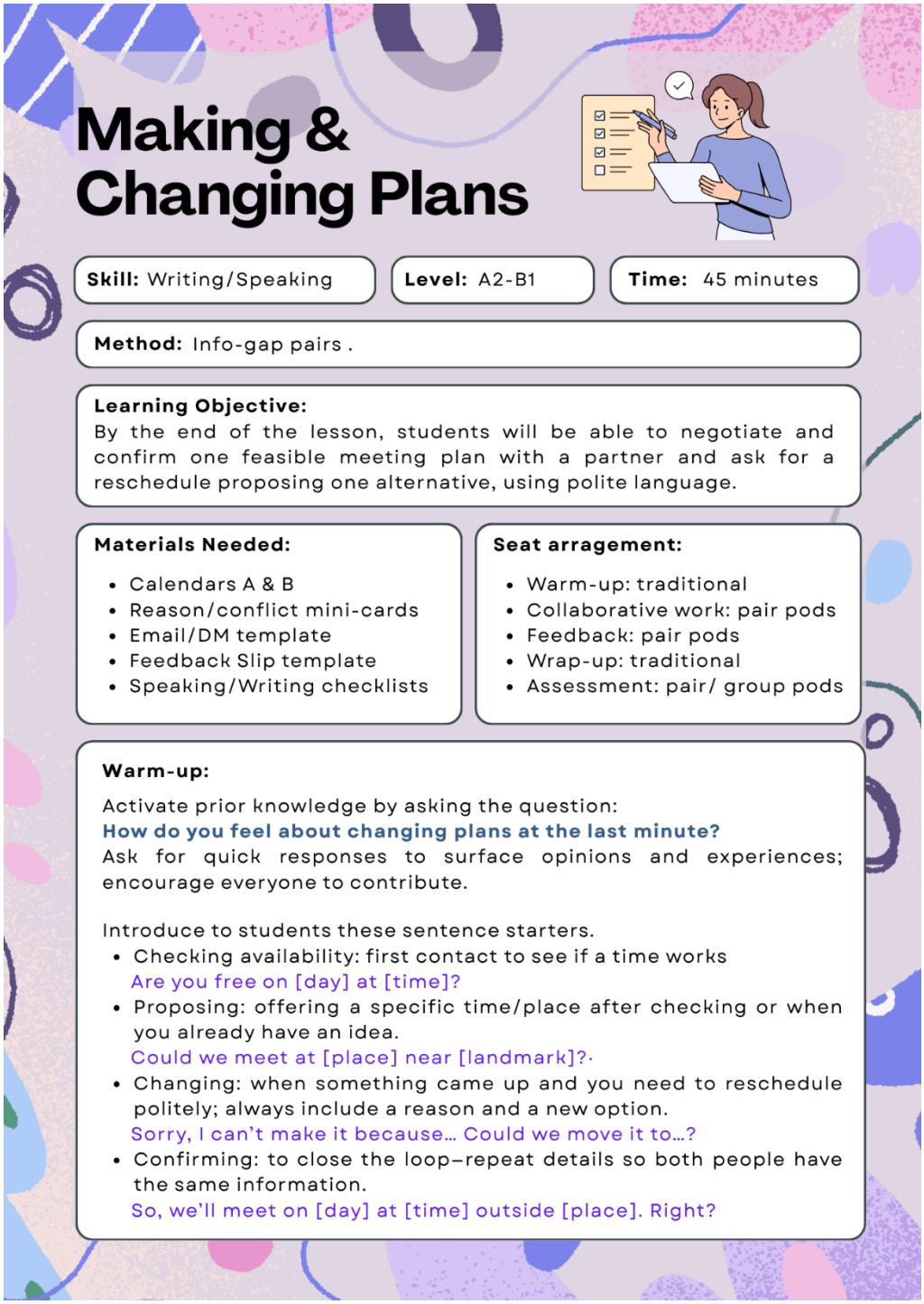


Figure 4. *Lesson plan*

Source: The Author

Collaborative production:

Step A – Pair negotiation (10-15 min)
Students seat in pairs, one has Calendar A; and one has Calendar B. The goal is to find one time and place both can meet this week.
Rule: No looking at your partner's paper; you must ask/answer.

Step B – Ask for a reschedule (10 min)
Hand a "reason card" to each student; then, they must write a DM/email directed to their partner asking for a reschedule with an alternative and reason. It must include: greeting, purpose, date/time/place, proposed change, and polite close

Feedback:

Distribute a feedback slip to each student; they exchange messages within pairs
Students complete the slip with:

- One Praise (specific, about effectiveness)
- One Suggestion (actionable, about clarity/completeness/tone)

They return the slip to the writer which conducts an immediate revision and applies the suggestion directly on their DM/email draft.

Wrap-up:

Reunite the whole classroom and elicit reflection by asking:

- "What part was hardest to agree on and why?
- ·What helped you reach agreement?

Students take turns answering by raising their hands; aim for 4-6 responses.

Assesment:

Students complete an Exit Ticket after pairs finish negotiating and revising their invitations. Students staple the ticket to their final invite and self-check the required elements: event/host, date, time, place, dress code, RSVP, catchy line, polite tone, and add a one-sentence reflection on what was hardest and what helped.

Info-gap calendars

You and your partner have different schedules with activities. Do NOT show your calendar to your partner.

Ask questions to find ONE time when both of you are free to meet. Use target frames to check, change and confirm.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
09:00	*Math class*			*Doctor appt.*			*Yoga*
11:30		*Lab session*			*Lunch w/Anna*		
14:00			*Book club*			*English class*	
16:30	*Work shift*			*Work shift*			
18:30		*Pilates*				*Family dinner*	

Info-gap calendars

You and your partner have different schedules with activities. Do NOT show your calendar to your partner.

Ask questions to find ONE time when both of you are free to meet. Use target frames to check, change and confirm.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
09:00		*Chess club*	*Online course*				
11:30	*Online course*				*Counseling*		*Soccer*
14:00				*Lab session*		*Family lunch*	
16:30		*Study group*			*Work meeting*		
18:30			*Dance lesson*			*Movie night*	

Reason cards

Teacher: Hand one card to a student after they first agree on a meeting.

Student task: Use polite language to reschedule (apology + reason) and offer a feasible alternative.

Tip: End with a confirming question
(So we'll meet on ___ at ___ outside ___, right?).

REASON: Family errand came up.

TASK: Offer a new time and confirm the meeting point.

FRAME HINT: "Sorry, something came up. Could we meet at ___ at ___ outside ___?"

REASON: The bus is late.

TASK: Apologize and suggest a time 30 minutes later.

FRAME HINT: "Sorry, the bus is late. Could we meet at ___ instead?"

REASON: Heavy rain started.

TASK: Keep the time, change to an indoor place.

FRAME HINT: "Sorry, it's raining. Could we meet at ___ (indoors)?"

REASON: I don't feel well.

TASK: Move the meeting to tomorrow at a similar time.

FRAME HINT: "Sorry, I don't feel well. Could we meet on ___ at ___?"

REASON: Last-minute campus event.

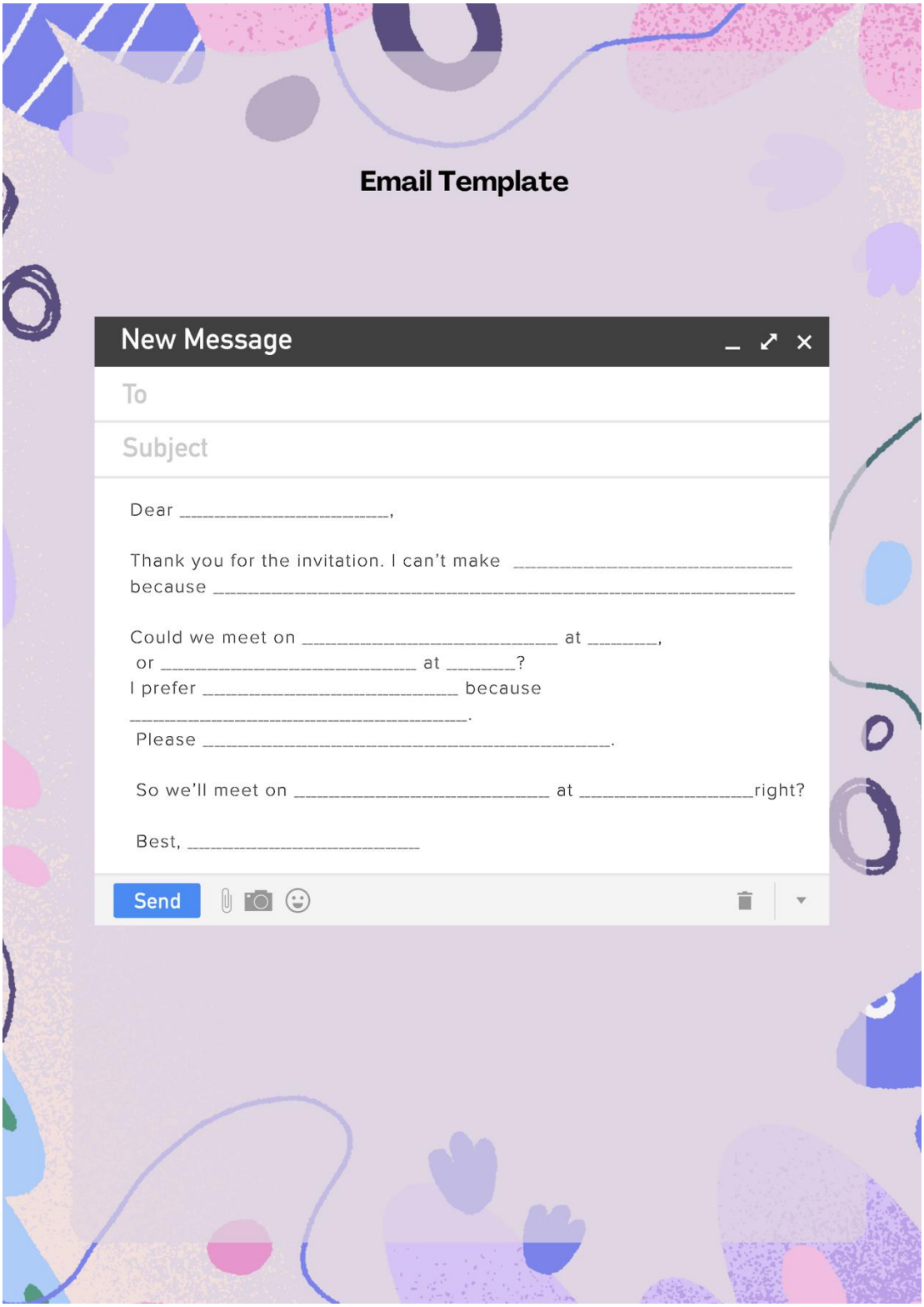
TASK: Propose an alternative time today.

FRAME HINT: "Sorry, a campus event came up. Could we meet at ___ instead?"

REASON: Stuck in traffic.

TASK: Offer a new time or a closer place.

FRAME HINT: "Sorry, I'm in traffic. Could we meet at ___/at ___ instead?"


Email Template
New Message
To
Subject
Dear _____,
Thank you for the invitation. I can't make _____
because _____
Could we meet on _____ at _____,
or _____ at _____?
I prefer _____ because
_____.
Please _____.
So we'll meet on _____ at _____right?
Best, _____
Send

Feedback Slip - Email

Feedback for: _____

One thing you did well:

"I liked _____ because _____."

One suggestion to improve:

"It would be clearer/better if you _____
(for example: add _____ / change _____ / move _____)."

Quick check:

- ☐ Date
- ☐ Time
- ☐ Place
- ☐ Polite close
- ☐ Next step

Useful stems: "Maybe…", "Perhaps you could…", "It might be better to…".

Guided Peer Evaluation Checklist — Speaking

Student assessed: _____

Scoring: 0 = Not yet, 1 = Partly, 2 = Fully.

Area	Descriptor	Score
Interaction	Asked, answered, and clarified times/details.	0 ☐ 1 ☐ 2 ☐
Polite language	Apologies/softeners (sorry, could/would, thanks).	0 ☐ 1 ☐ 2 ☐
Task success	Reached a clear agreement (day, time, place).	0 ☐ 1 ☐ 2 ☐
Target frames	Used at least 3 language frames appropriately.	0 ☐ 1 ☐ 2 ☐

Evaluation of the Innovative Proposal

The innovation will be evaluated through a qualitative method, examining how a sequenced collaborative-learning unit shapes students' attitudes toward learning English—particularly in speaking and writing at the B1 band. Rather than relying on test scores or self-reports, the evaluation attends to classroom interactional patterns and situated evidence of engagement and collaboration using a single instrument: a non-participant classroom observation checklist applied during the post implementation period.

Collecting parallel observations on comparable tasks provides pertinent evidence to assess change by enabling within-unit comparisons of direction and magnitude, grounded in low-inference categorical judgments. Focusing on the mid-to-post window also minimizes early acclimation effects and targets consolidation, allowing the analysis to identify whether collaborative behaviors and motivational indicators strengthen, stabilize, or fade as the unit progresses toward its close.

Validation of the Proposal

Guided by the Indoamerica University Thesis Manual (2020), this investigation employed Method 3: validation through application, verifying results by demonstrating transformation from the initial diagnosis following full or partial implementation of the proposal across the entire study sample. This means the proposal will not merely be appraised conceptually but empirically tested in an authentic setting to demonstrate its relevance, feasibility, and effects by comparing outcomes against the after implementing the proposal by documenting observable changes on predefined indicators, allowing changes to be attributed to the intervention rather than to subjective impressions. Additionally, the validation will be further substantiated by formal acceptance for implementation granted by the institution's highest authority or governing body where the practice was conducted.

The proposal would be considered successful if the observations after the implementation demonstrate:

a) richer and more consistent descriptions of collaborative roles and strategies in the field notes
b) discernible shifts in motivational talk toward greater task value, self-efficacy, autonomy, and relatedness
c) observation-checklist evidence of increased student initiative, persistence, and co-regulation—reflected in upward movement on categorical ratings (from N/S to C).

To complement evidence of change, the study documented feasibility with time/load, clarity of instructions; fidelity, with the extent to which collaborative routines were enacted as planned; and acceptability with participants willingness to adopt the unit.

Validation results

a) Group engagement

Taken together, the ten activities show a very consistent pattern of high-group engagement. Students worked cooperatively, stay on task, and use English to negotiate meaning and make joint decisions. Regarding equitable participation, in all ten activities every member of the pairs or teams contributes in some way to the final product: they ask questions, answer, write ideas on the worksheet, or present orally, without a single student taking over the whole time.

Collaboration on the task is also high in all ten observations. In every activity, interaction remains focused on the lesson objective: negotiating times and reasons, writing invitations, building clear arguments, getting to know each other through interviews, solving simulated problems, planning a trip, writing a joint story, debating a topic, or summarising “tips” for university life. The work time is mostly used to compare options, make decisions, sequence events or summarize information, with very few side conversations that are unrelated to the task.

With respect to turn-taking and communicative climate all sessions show that students listen to their partners, wait for their turn, and often build on others' ideas using expressions such as "So, we'll meet on…", "Let's choose…", "That's a good idea" or "I see your point, but…", especially in activities that require negotiation or debate, suggesting a relatively stable climate of respect and politeness across the different collaborative activities

Seeking and offering help also appears frequently in the ten lessons although with some nuances. In all cases, there are students who ask for help with vocabulary, polite forms, connectors, pronunciation or text structure, and they receive support from peers or the teacher. In the more cognitively demanding activities—such as the debate, the information-heavy vacation planning, or the story-writing tasks—this peer support becomes a key resource to keep moving forward. This suggests that students see collaborative work as a legitimate space to clarify doubts and co-construct language.

Shared regulation of the task remains high in every session, where teams use some kind of structural support—checklists, rubrics, story maps, decision matrices, debate sheets, station notes or templates—to monitor the progress of their product before they consider it finished. Students check whether they have included all the required elements (for example, claim, reasons and example; or greeting, invitation, details and closing; or clear tips for university), decide who will present, and adjust the text or performance according to those criteria. This indicates that, beyond collaborating on content, groups also share responsibility for organizing the work, managing time and controlling the quality of the outcome.

Table 7. **Group engagement**

Indicator	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Equitable participation	High: both partners contribute.	High: both partners co-write.	High: both generate and refine ideas.	High: almost all students speak.	High: both share the script and practice.	High: everyone speaks or writes.	High: no dominant student; all join.	High: all add story ideas.	High: all participate across stations.	High: stayers and visitors both contribute.
Collaboration on the task	High: talk stays on planning.	High: focus on invitation content.	High: focus on claim–reasons–example.	High: focus on interview and essay.	High: focus on script and roleplay.	High: focus on arguments and rebuttals.	High: focus on itinerary decisions.	High: focus on story order and form.	High: focus on expanding ideas.	High: focus on tips and summaries.
Respectful turn-taking	High: respectful turns, building on ideas.	High: polite negotiation frames.	High: “I see your point…” used.	High: follow-up questions and courtesy.	High: active listening and kind suggestions.	High: respectful debate turns.	High: negotiated turns in planning.	High: listen and integrate suggestions.	High: add ideas without interrupting.	High: polite questions and shared speaking.
Seeking & offering help	Med–high: ask for help with language.	Med–high: ask for tone/length feedback.	Med–high: ask how to express ideas.	Med–high: ask for vocab/writing help.	Med–high: ask about polite forms/pronunciation.	Med–high: ask peers about phrasing.	Med–high: clarify info from cards.	Med–high: peers help with vocab/tense.	Med–high: ask about connectors/words.	Med–high: correct each other while working.
Shared regulation	Med–high: check frames and checklist.	High: revise and peer-check invitations.	High: use checklist before presenting.	High: review rubric and feedback slip.	Med–high: expected to use rubric to adjust lines.	High: fill debate sheet and plan speakers.	High: use grid to reach one group plan.	High: use story map before final draft.	High: control time and notes per station.	High: coordinate tips and recording of ideas.

Source: Teacher´s interview

Table 8. **Motivation**

Indicator	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Self-efficacy	Med–high: try polite emails with some support.	Medium: start invitations but need help with tone.	High: confidently revise using checklist.	High: write essays using notes.	High: try new language without fear.	High: willing to speak and argue in debate.	High: confident in defending itinerary choices.	High: take risks writing and self-correct.	High: work independently at stations.	High: confidently explain group tips.
Task value	High: see it as realistic planning practice.	Very high: say invitations are real-life useful.	High: see it as preparation for debates.	High: see it as practice for writing and speaking.	High: link it to real-life customer/problem situations.	High: link debate to speaking and critical thinking.	High: see value for real trip decisions.	High: see value in practising past tense and creativity.	High: see value for future texts/projects.	High: link tips to future university life.
Autonomy	Med–high: choose expressions/times with partner.	Medium: choose event, place and time with guidance.	High: choose ideas and examples freely.	High: choose questions and essay structure.	High: choose tone, solution and roleplay style.	High: organize arguments and turns	High: decide on route and activities using grid.	High: decide content and style of story.	High: decide what ideas to summarise	High: decide which tips to share and how.
Relatedness / climate	High: inclusive, encouraging talk.	High: validate partner's ideas	High: praise and positive tone.	High: supportive feedback	High: smiles and "Good line!" comments.	High: applause and encouragement in debate.	High: friendly negotiate and shared fun.	High: shared jokes and compliments.	High: enjoyment of peers' ideas.	High: positive reactions to suggestions.
Emotional regulation	Med–high: reread examples or ask for help.	Med–high: check board or peers when unsure.	High: calmly reformulate or ask for help	High: ask for help instead of giving up	High: pause, breathe, restart after errors.	Med–high: manage debate nerves using notes.	High: review grid, avoid frustration.	High: resolve arguments calmly.	High: ask for help when stuck.	High: use frames to recover fluency.

Source: Teacher´s interview

Table 9. **Individual engagement**

Indicator	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Active contribution	Negotiates, asks questions and completes the product.	Adds key details and writes in the invitation.	Writes in the "Think" phase and shares notes.	Takes interview notes and uses them in the essay.	Writes and performs about half of the roleplay.	Writes main idea and presents one reason.	Records key decisions in the trip grid.	Writes story sentences and reads them aloud.	Manages materials and prompts peers to summarise.	Acts as stayer and explains group ideas.
Explains reasoning	Justifies choice of time/plan.	Justifies event and details (cost/fit).	Justifies which idea is strongest.	Uses "because" to explain answers.	Suggests line changes to sound more natural.	Justifies team position in the debate.	Compares routes and argue for one.	Adjusts events to keep story coherent.	Justifies choices with task language.	Explains why each tip is useful.
Interest in the task	Energetic and engaged in planning.	Smiles and speaks with enthusiasm.	Smiles and stays committed while presenting.	Smiles and laughs during the interview.	Laughs and enjoys roleplay practice.	Confident and engaged in debate.	Animated and excited while deciding the trip.	Clearly enjoys creative story work.	Keeps an animated tone at stations.	Confident, responsive and visibly engaged.

Source: Teacher´s interview

b) Motivation

On the motivational side, the ten activities consistently show high levels of self-efficacy, task value, autonomy, relatedness and emotional regulation. After the teacher's initial modelling, students are willing to attempt the most challenging parts of each activity—writing emails or invitations, developing arguments, debating, drafting stories, or explaining complex tips—with a meaningful degree of independence. Throughout all sessions, the observation notes portray groups that trust in their ability to complete the tasks and that use resources (notes, board examples, sentence frames, matrices) to sustain that sense of self-efficacy.

As for task value, in almost every activity student either explicitly state or clearly show that they find the tasks useful. In making plans, invitations, problem-solving or vacation planning, the perceived value is linked to real-life situations (organizing meetings, making invitations, making travel decisions, interacting politely). In debate, argumentation, story writing or sharing tips for university, students see value in improving their speaking, their ability to defend ideas, their written creativity, or their preparation for future academic life. Overall, the ten observations suggest that learners do not experience these activities as artificial exercises, but as practices that make sense for their training and everyday lives.

Autonomy also stays high across all activities. Students make decisions about which ideas to include which examples to use, which solution to propose, how to organize the itinerary, which parts of the story to develop or how to summarize the best tips, without depending on step-by-step directions from the teacher. The structural supports (matrices, story maps, debate sheets) work as scaffolds, within that frame, groups adapt, reorganize and extend the content with considerable freedom.

Regarding relatedness and socio-emotional climate, the ten observations converge in describing positive working environments: students praise each other, cheer one another on, laugh together, applaud after presentations, and generally treat others' contributions with respect. This is particularly clear in creative and debate tasks,

where comments such as “Good idea”, “That’s a great line” or “Nice argument” appear frequently, suggesting that collaborative work supports not only academic achievement but also group cohesion.

Finally, emotional regulation emerges as a shared resource in all sessions. When tasks become difficult—for instance, when preparing debate arguments, dealing with a more complex text, or remembering grammar structures—students tend to turn to their notes, board examples or peer support instead of disengaging or giving up. In some observations, it is noted that students take a breath, revisit sentence frames or reformulate with help from the group in order to regain fluency. Taken together, the ten observations suggest that collaborative work and PBL activities help students manage frustration more effectively and maintain their commitment to the task.

c) Individual engagement

With regard to the focal student, the observation reveals a profile of consistently high individual engagement in all three dimensions: behaviour, cognition and emotion. In every observed activity, individual engagement contributes actively to the group product: asking questions, proposing options, writing a substantial part of the texts or summaries, presenting in debates and roleplays, or acting as the group’s spokesperson in “stayers and visitors” dynamics. Rather than adopting a passive role, engagement repeatedly appears as a factor that sustains or drives the team’s work.

In the cognitive dimension, students do more than simply answer: they explain their reasoning, justify times or plans, argue about why a certain travel itinerary is more convenient, defend the team’s stance in the debate, suggest changes in the story so that it makes more sense, or explain why certain tips are useful for university life. This tendency to make the “why” behind decisions explicit indicates a reflective use of language and of the thinking strategies promoted in the activities.

Finally, in the emotional dimension, the integrated view of the lessons show that students are clearly interested and engaged in the tasks: they smile, laugh with classmates, participate energetically in negotiations, enjoy creative work, and stay

involved during oral exchanges. Even in potentially more tense activities, such as the debate, they are described as confident and committed rather than avoidant or paralyzed by anxiety. Overall, the observations support the conclusion that the students benefit especially from the collaborative approach, as they not only participate and reason, but also seem to genuinely enjoy the opportunities to co-construct meaning with others.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Regarding the first specific objective – to gather data on teachers' experiences and perceptions of student teamwork – the study shows that teachers conceptualize collaborative learning as a powerful vehicle for both linguistic and socio-emotional development. They design tasks that deliberately foster positive interdependence through role distribution, shared products, and joint responsibility for outcomes, while also implementing dual evaluation systems that combine group assessment with individual accountability. At the same time, teachers recognize persistent challenges—large class sizes, uneven participation, time constraints, and the need for clearer norms and institutional support—that complicate the implementation of teamwork. Overall, their narratives confirm a strong belief in the pedagogical value of student collaboration but underscore that its effectiveness depends on careful planning, explicit guidance, and sustained monitoring of group processes.

In relation to the second specific objective – to increase classroom participation through collaborative learning strategies – the findings indicate that structured collaborative routines lead to a visible increase in behavioral participation and on-task interaction. Classroom observations and student reflections reveal that more students speak, ask questions, negotiate meaning, and support peers when activities require shared decisions and complementary contributions. Previously silent or hesitant learners find safer entry points into participation when responsibilities are distributed, and expectations are clearly defined. However, the data also suggest that participation gains are not automatic; they are stronger when tasks are meaningful, instructions are explicit, group roles are rotated, and teachers intervene strategically to prevent

dominance or free-riding. Under these conditions, collaborative learning becomes a consistent driver of broader and more equitable classroom participation.

With respect to the third specific objective – to examine how collaborative learning affects student motivation – the study concludes that well-structured collaborative learning positively influences key motivational processes in higher-education EFL contexts. Students report greater interest, enjoyment, and perceived relevance of English when they work in groups on authentic tasks that connect to real communicative needs. Collaborative structures strengthen adaptive motivational dimensions such as self-efficacy, task value, and mastery orientation, while helping to reduce anxiety and fear of negative evaluation by distributing responsibility and normalizing peer support. Engagement in speaking and writing tasks is sustained longer when learners feel that their contributions matter to the group's progress and that the classroom climate is supportive rather than punitive.

Nevertheless, the evidence also shows that motivation remains sensitive to the quality of task design and classroom climate: collaborative learning enhances motivation when it is intentionally aligned with clear objectives, transparent criteria, and opportunities for reflection, but it can lose impact if activities are repetitive, poorly framed, or insufficiently scaffolded. In sum, the study confirms that collaborative learning, grounded in a sociocultural perspective, acts as an effective mediating system that channels social interaction into higher motivation and engagement in English language learning.

Recommendations

Based on the first conclusion, it is recommended that the institution provide ongoing professional development focused on the design, management and assessment of collaborative learning. Workshops and mentoring should help teachers plan tasks with clear structures (roles, time management, evaluation criteria) and offer strategies to handle large groups, uneven participation and time constraints. At the institutional level, it is also advisable to establish guidelines that formally recognize collaborative

learning as a key methodology, allocate time in the curriculum for teamwork, and ensure that teachers receive support (materials, classroom conditions, coordination spaces) to implement it consistently.

In line with the second conclusion, it is recommended that teachers systematically incorporate structured collaborative routines—such as jigsaw tasks, role-plays, debates, problem-solving projects and rotating roles—into their regular lesson planning. Each activity should include explicit instructions, defined responsibilities for each group member, and transparent evaluation criteria, so that all students have a clear reason to participate. Teachers are encouraged to monitor group dynamics actively, intervene when dominance or free riding appears, and use brief post-activity reflections (e.g., quick debrief questions or checklists) to adjust future tasks and gradually build a culture of equitable participation.

According to the third conclusion, it is recommended that collaborative learning tasks be deliberately designed to enhance students' motivation by connecting activities with real-life communicative needs, academic goals and personal interests. Teachers should set clear learning objectives, share success criteria in advance, and include moments for students to recognize their own progress and that of their peers, thus strengthening self-efficacy and task value. Additionally, it is advisable to cultivate a supportive classroom climate where mistakes are treated as learning opportunities, peer help is encouraged and anxiety is reduced. Varying task formats, rotating group compositions and integrating short motivational reflections can help sustain students' interest and prevent collaborative activities from becoming repetitive or losing impact over time.

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Qualitative Observation Checklist:
Engagement & Motivation in Collaborative Learning

Observer: _____ Date/Time: _____ Class/Group: _____
Task/Activity: _____ Duration: _____

Method: Observe for the full task; do quick scans every 5 minutes and note key events. Mark **N = Not seen, S = Some evidence, C = Clear evidence** and record short, factual evidence (quotes/actions).

A. Context (record; do not score with engagement/motivation)

1. Goals & success criteria are visible/understood (teacher or students state them in their own words).

Yes ☐ No ☐

Evidence: _____

_____

2. Roles/resources are available and known (materials ready; roles negotiated/assigned).

Yes ☐ No ☐

Evidence: _____

_____

3. Time & product expectations are clear (what to produce and by when).

Yes ☐ No ☐

Evidence: _____

_____

B. Group-level Engagement "Look-Fors" (score per group)

Item	N	S	C	Evidence
B1. Equitable participation: ≥¾ of members speak or contribute to the artifact within a 5-min window.	☐	☐	☐	
B2. On-task collaboration: talk/actions align with task; off-task <1 min before self-correction.	☐	☐	☐	
B3. Respectful turn-taking: students build on peers' ideas (e.g., "adding to…", paraphrasing).	☐	☐	☐	
B4. Help-seeking/providing: peers ask for and offer assistance without teacher prompting.	☐	☐	☐	
B5. Shared regulation: group plans, monitors, or revises strategy (e.g., "let's check the rubric").	☐	☐	☐	

C. Individual Engagement (sample 2–3 focal students; add rows as needed)

Codes: BEH = behavioral, COG = cognitive, EMO = emotional, AG = agentic

Student	Indicator	N	S	C	Evidence
S1	BEH—Active contribution: adds content to product, manipulates materials, or records ideas.	☐	☐	☐	
S1	COG—Explains reasoning: uses why/how statements or task language to justify choices.	☐	☐	☐	
S1	EMO—Task interest: positive affect tied to task (smiles, animated tone) while working.	☐	☐	☐	

Add more rows for indicators as needed.

D. Motivation Indicators (verbal/behavioral; low-inference)

Construct	N	S	C	Evidence
D1. Self-efficacy: attempts challenging parts; "I can/let me try"; asks for strategy, not answers.	☐	☐	☐	
D2. Task value/utility: links task to goals/real life ("this helps for…", "useful for English").	☐	☐	☐	
D3. Autonomy: makes choices about approach/materials within constraints; justifies choices.	☐	☐	☐	
D4. Relatedness: inclusive language and encouragement ("your idea works, let's add it").	☐	☐	☐	
D5. Emotion regulation: uses strategies to stay engaged when frustrated (deep breath, re-read, peer check).	☐	☐	☐	

Student Likert Survey: Collaborative Learning

Instructions: Read each sentence and mark the box under the option that fits you best.

Dimension 1: Motivation & Engagement

Item	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. Working with classmates helps me feel motivated to learn.	☐	☐	☐	☐	☐
2. Group work increases my interest and helps me keep trying in this subject.	☐	☐	☐	☐	☐

Dimension 2: Collaborative Processes

Item	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
3. I enjoy sharing ideas and learning from others during group work.	☐	☐	☐	☐	☐
4. My classmates help me understand the topic better during collaborative activities.	☐	☐	☐	☐	☐
5. Because of working with my peers, I often learn something new or understand a topic better.	☐	☐	☐	☐	☐

Dimension 3: Confidence, Persistence, and Emotional Regulation

Item	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
6. I find it hard to work with others in a group.	☐	☐	☐	☐	☐
7. Group work increases my confidence and motivates me to keep trying even when tasks are difficult.	☐	☐	☐	☐	☐

Dimension 4: Interpersonal & Accountability

Item	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
8. I feel uncomfortable sharing my ideas when I hear different opinions in the group.	☐	☐	☐	☐	☐
9. My group's support makes it easier for me to complete tasks and stay engaged.	☐	☐	☐	☐	☐
10. The way we do group work in this class keeps me motivated and helps me learn.	☐	☐	☐	☐	☐

Dimension 5: Satisfaction with Collaborative Learning

Item	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
11. I am satisfied with the collaborative activities we do in this class.	☐	☐	☐	☐	☐
12. I would like to keep using collaborative activities in future lessons.	☐	☐	☐	☐	☐

Qualitative Open-Ended Survey for Teachers

Purpose. Gather rich, experience-based descriptions of how collaborative learning operates in your classroom. Questions are aligned to five constructs from the Cooperative Learning Scale (CLS): Interpersonal Skills (IS), Group Processing (GP), Positive Interdependence (PID), Promotive Interaction (PI), and Individual Accountability (IA).

Section A. Background (brief)

A1. Grade level(s) you currently teach: _____

A3. Years of teaching experience: ___

A4. Class size in the course where you most often use group work: ___ students

Section B. Open-Ended Questions (by Construct)

B1. Interpersonal Skills (IS) – respectful listening and constructive debate

1) Describe a recent moment in group work when students listened to and debated peers' ideas productively. What did you observe?

2) When students present or defend an idea, how do you support a respectful exchange of viewpoints? What challenges tend to appear?

B2. Group Processing (GP) – coordinating work and reaching decisions

3) How do groups make sure everyone knows what is being done and who is doing it? Describe any routines or tools you use (e.g., roles, checklists).

4) Tell us about a time groups had different opinions. How did they reach an agreement or decision? What was your role, if any?

B3. Positive Interdependence (PID) – "we need each other" to complete the task

5) In your tasks, what makes students feel they truly need each other's contributions to finish? Give a concrete example.

6) Describe how one student's completion of a subtask improved the group's overall product or progress.

B4. Promotive Interaction (PI) – face-to-face support that moves the task forward

7) What does productive, face-to-face interaction look and sound like during group tasks in your class?

8) Which routines or prompts help students explain ideas to one another or coach peers (e.g., sentence starters, think-alouds)?

B5. Individual Accountability (IA) – visible effort and participation by each member

9) How do you make each student's effort and participation visible within group work (e.g., roles, individual deliverables, check-ins)?

10) When a student participates less or dislikes the task, what do you do and what typically happens next?